



NC Equity Plans: Proposed District-Level Strategies

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This document is an exploratory review of district-level equity plans that are publicly available in the North Carolina Department of Public Instruction's web-based management system. The purpose of this review is to gain a better understanding regarding the various types of equity strategies proposed by local education agencies (LEAs) across the state.

The first two sections of this report (I and II) provide context regarding the need for equity plans at both state and local levels and the third section (III) provides an overview of the various types of strategies proposed by the LEAs. The final section (IV) discusses considerations regarding North Carolina's LEA equity plan development, implementation, and monitoring process for future years.

- I. National and State Equity Initiatives
- II. North Carolina's LEA Equity Plan Guidance
- III. Overview of Strategies Proposed in NC LEA Equity Plans
- IV. Future Considerations

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I. National and State Equity Initiatives

As part of its efforts to ensure that all students have equitable access to a quality education, in 2014 the U.S. Department of Education (ED) launched the Excellent Educators for All Initiative. As part of the initiative, ED required each State educational agency (SEA) to “submit a plan describing the steps it will take to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers” in accordance with the Elementary and Secondary Education Act of 1965, Section 1111 (b)(8)(c) (ESEA).

In response, the North Carolina Department of Public Instruction (NCDPI) submitted its *State Plan to Ensure Equitable Access to Excellent Educators* to ED on June 1, 2015². The plan acknowledged that to reach North Carolina’s goal of high student achievement statewide, it “must have a great teacher in every classroom and a great principal leading every school” (p. 50). More specifically, the following goals were identified to move the state toward greater equity in the distribution of educator quality:

- *Increase the number of high-achieving, new college graduates teaching in North Carolina.*
- *Strengthen the preparation of and support for novice teachers.*
- *Employ strategic staffing approaches to optimize the distribution of available human capital.*
- *Make further use of virtual and blended classes for students in an attempt to expand curriculum offerings and provide effective instruction when effective teachers for a subject are not available locally.*
- *Increase the number of principals prepared to lead transformational change and improve access to high-quality instruction in high-need schools. (p. 51)*

¹ <https://ccip.schools.nc.gov/>

² <https://files.nc.gov/dpi/documents/program-monitoring/titleA/equity-plan/equity-final.pdf>

As further described in North Carolina’s most recent Consolidated State Plan (last submitted and approved by the U.S. Department of Education in 2020)³,

Beginning in the fall of 2015, the NCDPI began using the data regarding effectiveness to identify gaps in equitable teacher distribution, examine the root causes of inequitable distribution, and design policy and programmatic interventions to address the root causes. Extensive discussion with personnel administrators across the State and analysis of the data at the state level on a variety of teacher characteristics at the district and school levels reveals that the inequitable distribution of effective teachers across the State is caused not by a single, isolated distribution problem, but rather by a multi-faceted problem involving teacher shortage, recruitment and retention challenges, and distribution decisions at district and building levels.

In 2015, the Every Student Succeeds Act (ESSA) expanded the educator equity requirements by creating new opportunities and supports for districts to address issues of equity. For example, Federal Title I, Part A Sec. 1112(b)(2) under ESSA requires all local educational agencies that receive Title I funds to develop a plan for “how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.” (See sidebar for North Carolina’s definitions of ineffective, inexperienced, and out-of-field teachers).

While ESSA was a major national driver toward greater equity in the distribution of educator quality in 2015, an intense focus on educational equity was already underway in North Carolina as a result of the Leandro case (a lawsuit that started in the early 1990s when several families from low-wealth districts sued the state claiming their children were not receiving the same educational quality as those in wealthier districts). North Carolina’s State Supreme Court ultimately ruled that the state’s children have a fundamental right to the “opportunity to receive a sound basic education” and that North Carolina had not lived up to that constitutional requirement. In 2002, the court indicated the state was obligated to provide:

- *A competent, certified, well-trained teacher who is teaching the standard course of study in every classroom.*
- *A well-trained competent principal with the leadership skills and ability to hire and retain competent, certified, and well-trained teachers in every school.*
- *The resources necessary to support the effective instructional program in every school.*⁴

For North Carolina, the following definitions are provided in its most recent Consolidated State Plan (2020):

Ineffective: *Teachers rated as “In Need of Improvement.”*

North Carolina has a state-wide, mandated evaluation process for its educators. Teachers are evaluated annually on an observational rubric that covers five distinct domains of performance: Leadership, Creating a Respectful Environment, Content Knowledge, Facilitating Learning (pedagogy), and Reflection. NCDPI uses these five standards combined with a value-added (Student Growth) to determine a teacher’s effectiveness. Teachers who do not meet the level of proficiency on the evaluation standards or the Student Growth measure are deemed “In Need of Improvement”. (p. 71)

Inexperienced: *Teachers with fewer than three years of teaching experience.*

Teaching experience may be gained, and credited, from within or outside of the state. Inexperienced teachers are also commonly referred to as Beginning Teachers (BTs). (p. 79)

Out-of-Field: *Teachers who do not hold a valid teaching license for the subject or course they are teaching.*

The North Carolina State Board of Education has defined teachers as “in-field” for their teaching assignment if the teacher holds a non-provisional license or non-emergency permit appropriate for the course content. (p. 77)

³https://files.nc.gov/dpi/documents/program-monitoring/nc-essa-state-plan_approved-final_061620_071620-1.pdf

⁴<https://www.publicschoolsfirstnc.org/resources/fact-sheets/the-facts-on-leandro/>

II. North Carolina's LEA Equity Plan Guidance

LEAs that receive federal Title I, Part A and Title II, Part A funds must submit equity plans to NCDPI as part of an annual Consolidated Application process. According to North Carolina's *State Plan to Ensure Equitable Access to Excellent Educators* district equity plans:

- *should be driven by local data collection including teacher effectiveness ratings;*
- *must be uploaded into the web-based grants management system, the Comprehensive Continuous Improvement Plan (CCIP) as a part of the application for formula funds; and*
- *will be reviewed each year during the application funding process and then monitored throughout their implementation.*⁵

Information on the NCDPI website provided the following guidance to LEAs regarding the development of equity plans (prior to the 2020-21 school year):

*While no specific template is required, local staff may want to develop the local plan based on the template the NC Department of Public Instruction (NCDPI) used to develop North Carolina's State Plan to Ensure Equitable Access to Excellent Educators (Equity Plan). In the development of the state Equity Plan, NCDPI used resources developed by the Center for Great Teachers and Leaders (GTL) at the American Institutes for Research (AIR) under a cooperative agreement with the U.S. Department of Education. LEAs may find these resources helpful in developing plans to address inequities in teacher distribution in and among their schools. For example, the resources include a Data Review Tool to help determine appropriate metrics and to analyze data to identify. To access the GTL resources, go to: <https://gtlcenter.org/learning-hub/equitable-access-toolkit>. Again, no specific template is required; however, LEAs must develop and submit a plan that both 1) identifies gaps in equitable distribution of teachers specifically for low-income and minority students and 2) describes how the LEA will address those gaps.*⁶

Guidance was also provided to LEAs within the CCIP system for the 2018 funding year — the guidance document stated that equity plans should include the following components:

- A. A description and analysis of the distribution of teachers in the LEA. Any inequities should be clearly identified.*
- B. Strategies to be implemented that address the inequities/need as identified in the description of teacher distribution above. For each strategy, provide evidence for the probable success of the strategy.*
- C. A description of how the LEA will evaluate the impact of the strategies.*

III. Overview of Strategies in NC LEA Equity Plans

Since the equity plans are driven by local data and the unique needs of schools in the districts, it is not surprising that there is a wide array of strategies that have been proposed by LEAs as a means to ensure that economically disadvantaged and minority students are not taught at higher rates by ineffective teachers. Therefore, in order to gain a better understanding regarding the types of equity strategies proposed, RC6 at SERVE Center conducted a descriptive analysis of all 115 North Carolina LEA plans. While this section summarizes LEA strategies by identifying trends and highlighting various

⁵ See Appendix A for NCDPI's Cross Program Consolidated Monitoring tool for LEA Equity Plans

⁶ <https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/title-i-part/state-plan-ensure-equitable-access-excellent-educators>

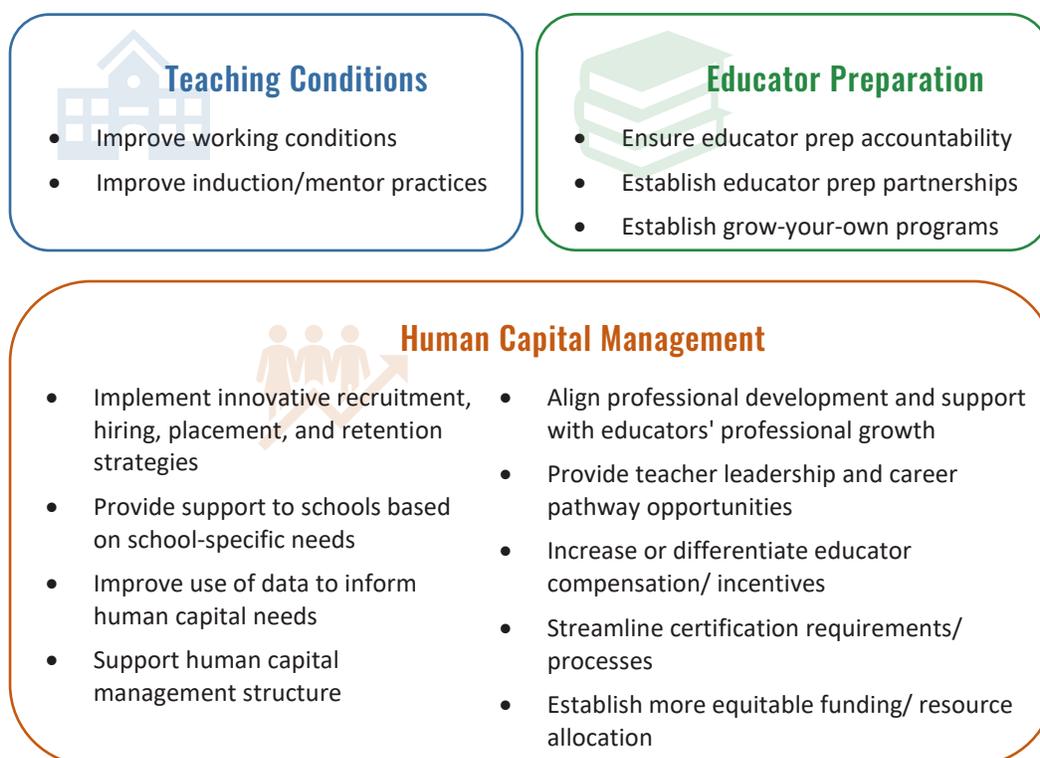
initiatives/practices, it is important to note that it does not examine or report on the evidence based for the strategies or compare or judge the strategies, or advocate for any one strategy over another.

The typology for grouping the strategies extracted from the NC LEA plans was based on a framework developed by the Westat Equity Team and reported in the article *Equitable Access to Excellent Educators: An Analysis of States' Equity Plans*⁷. The framework identified three broad categories of proposed strategies to reduce inequitable access to effective teachers.

1. **Teaching Conditions**, including working conditions and perceptions of teaching;
2. **Educator Preparation** or how teachers are prepared before they enter the classroom and how they are supported while in the classroom to meet student needs; and
3. **Human Capital Management** or how schools and districts recruit, support, compensate and retain teachers.

In addition to the three broad categories of strategies, the framework also identified 14 topic areas⁸ (or sub-categories). As can be seen in Figure 1, Teaching Conditions has 2 sub-categories, Educator Preparation has 3 sub-categories, and Educator Preparation has 9 sub-categories. (See Appendix B for a more detailed overview of Westat’s categories, topic areas, and descriptions.)

Figure 1. Westat’s Equity Strategy Categories and Sub-Categories



⁷ <https://www2.ed.gov/programs/titleiparta/equitable/titleiequityanalysis1031.pdf>

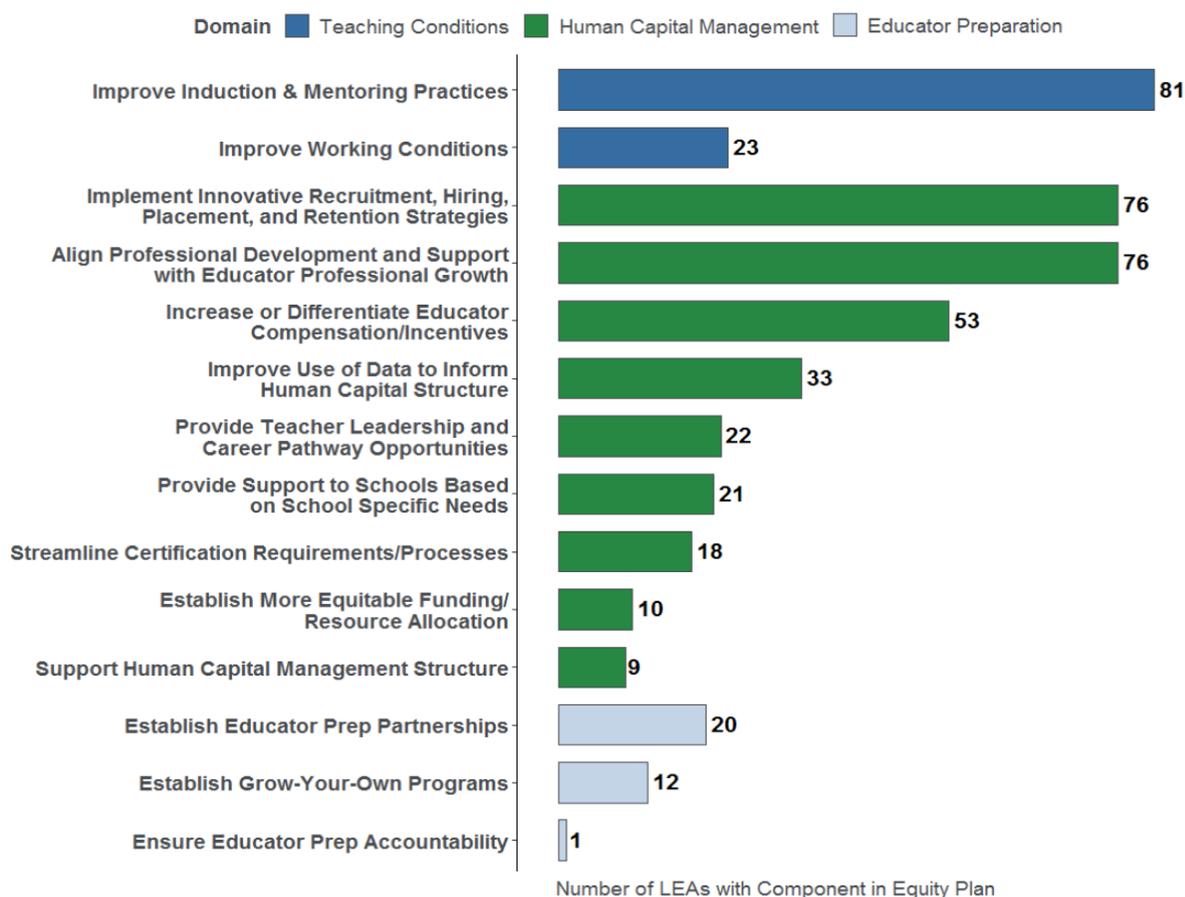
⁸ Note: The Westat article initially identified 15 sub-categories; however, the authors subsequently combined “Redesign and enhance educator evaluation systems” and “Align professional development and support with educator’s professional growth” due to the fact the strategies represent similar approaches and goals. Since the latter sub-category was more relevant for LEA equity plans, that was the sub-category title used for this report.

In preparing to conduct the descriptive analysis, three RC6 at SERVE Center staff members developed a protocol and discussed the various categories/sub-categories as they specifically relate to North Carolina LEAs. Then, the RC6 team collectively examined 10 district-level equity plans — to establish a common approach to categorizing the strategies — before the remaining 105 district-level equity plans were assigned for individual examination.

It was not uncommon for strategies to fall into more than one of the categories/sub-categories, however, in such cases a “best fit” was determined (based on the context provided in the plan). In addition, the equity plans did not always include the full range of strategies or initiatives that the LEA was currently implementing or planned to implement. Thus, it is important to note that this summary is not a comprehensive overview of all equity strategies currently employed in districts across the state, however, it is a summary of the equity strategies conveyed in the equity plans uploaded by LEAs in the CCIP system in 2019 for the 2019-20 school year.

The RC6 examination of the 115 equity plans resulted in a range of zero to 11 types of strategies per district plan — with an average of 4 sub-categories addressed per plan. Figure 2 provides a summary of the types of strategies mentioned across the 115 district plans in North Carolina. For example, strategies having to do with improving induction and mentoring practices were mentioned most — in 81 district plans. Strategies related to (a) implementing innovative recruitment, hiring, placement and retention and (b) aligning professional development and support with education professional growth were both mentioned by 76 districts.

Figure 2. Summary of Strategies Identified in District-Level Equity Plans



The report below provides the number/percent of LEAs reporting the use of equity strategies related to: (1) Teacher Conditions, (2) Human Capital Management Systems and (3) Educator Preparation. The sub-categories are presented by most frequently mentioned to least frequently mentioned under each of the three categories.

1. Teaching Conditions

- **Improve Induction/Mentoring Practices.** A total of 81 of 115 (70%) of the districts in North Carolina indicated a focus on ensuring that induction programs provided support for new and inexperienced teachers. Furthermore, 15 of 115 (13%) of the districts mentioned strategies to ensure mentors working with beginning teachers had the capacity and resources needed to provide mentoring support.
- **Improve Working Conditions.** A total of 23 of 115 (20%) districts indicated a focus on implementing efforts to improve teaching conditions, student learning conditions, educator support or other elements of school climate to improve working conditions.

2. Human Capital Management

- **Implement Innovative Recruitment, Hiring, Placement, and Retention Strategies.** A total of 76 of 115 (66%) districts in North Carolina indicated a focus on establishing an effort to implement innovative ways to recruit, hire, place and retain educators to meet the needs of schools.
- **Align Professional Development and Support with Educator Professional Growth.** A total of 76 of 115 (66%) districts indicated a focus on offering professional development to educators to meet their needs.
- **Increase or Differentiate Educator Compensation/Incentives.** A total of 53 of 115 (46%) districts indicated a focus on advocating for increasing educator salaries, providing incentives or bonuses to attract and retain effective educators, and/or differentiating education compensation.
- **Improve Use of Data to Inform Human Capital Structure.** A total of 33 of 115 (29%) districts indicated a focus on applying a data system to improve analysis and strategic decision-making to ensure equitable access to excellent teachers.
- **Provide Teacher Leadership and Career Pathway Opportunities.** A total of 22 of 115 (19%) districts indicated a focus on establishing efforts to enable teachers to progress in their field, providing a variety of career advancement opportunities.
- **Provide Support to Schools Based on School Specific Needs.** A total of 21 of 115 (18%) districts indicated a focus on offering technical assistance and support to school districts based on their differentiated needs.
- **Streamline Certification Requirements/Processes.** A total of 18 of 115 (16%) districts indicated a focus on ensuring certification requirements and processes do not pose unnecessary barriers to entry into the teaching profession.
- **Establish More Equitable Funding/Resource Allocation.** A total of 10 of 115 (9%) districts indicated a focus on ensuring that all schools receive equitable funding according to their differentiated needs.
- **Support Human Capital Management Structure.** A total of 9 of 115 (8%) districts indicated a focus on providing support to districts in implementing components of their human capital management systems.

3. Educator Preparation

- **Establish Educator Prep Partnerships.** A total of 20 of 115 (17%) districts indicated a focus on establishing efforts for districts and colleges/universities to collaboratively inform and improve teacher preparation.
- **Establish Grow-Your-Own Programs.** A total of 12 of 115 (10%) districts indicated a focus on supporting efforts to encourage a stronger pipeline of teachers from within high-need local districts and geographic locations.
- **Ensure Educator Prep Accountability.** Only one of 115 districts in North Carolina indicated a focus on ensuring that preparation programs are held accountable for meeting students' learning and social-emotional needs.

While a majority of strategies in North Carolina's LEA equity plans were internally developed policies, procedures, and programs, LEAs also indicated their involvement in and/or use of various external supports. Appendix C provides a brief overview of the external initiatives, groups, and tools that were identified in the North Carolina equity plans submitted by districts in 2019 (for the 2019-20 school year).

IV. Future Considerations

Since the equity plans are intended to address the specific and unique needs of individual schools and districts across the state, LEAs were allowed flexibility in terms of the data they could use to identify inequities and the metrics they plan to use to track the implementation and impact of their proposed equity strategies. Thus, it is not surprising that equity plans varied greatly across North Carolina's 115 LEAs — some LEAs embraced the limited constraints and saw it as an opportunity to develop a comprehensive, data-driven plan embedded within their district's overarching vision, while other LEAs viewed the equity plan more narrowly as a stand-alone deliverable documenting compliance with various federal/state mandates.

In an effort to increase the quality and utility of LEA equity plans across the state, the NCDPI Federal Program Monitoring and Support Division solicited feedback from several district-level personnel administrators regarding the equity plan development, implementation, and monitoring process. Responses indicated LEAs' need for: (a) more guidance about the types of data that should be analyzed to identify inequities; (b) clarifications regarding how to ensure alignment of proposed strategies with ESSA legislation; (c) additional support in terms of how to monitor/evaluate the impact of equity strategies over time; and (d) NCDPI to consider separating the equity plan deliverable from North Carolina's initial Consolidated Application spring deadline — and moving the equity plan deadline to the fall when data are more accessible.

Based on these recommendations, it is proposed that SERVE Center for the Region 6 Comprehensive Center conduct a follow-up analysis of equity plans submitted in 2020 (for the 2020-21 school year) that would: (a) document any changes to the equity plan reporting process; (b) identify in what ways changes to the process impacted the types of needs-sensing data reported and/or equity strategies proposed, and (c) explore how LEAs currently evaluate the impact of strategies implemented in their district and, more broadly, the degree to which LEA equity plans are being utilized to ensure that all students have access to effective teaching and learning.

Appendix A. Cross Program Consolidated Monitoring (School Districts)



Element 13: Implementation of the District Equity Plan	
The district:	
<ul style="list-style-type: none"> • has an equity plan in place to ensure students in high poverty and/or high minority schools have equitable access to effective, experienced and properly credentialed teachers • implements the equity plan by searching for, identifying and addressing disparities that results in low-income students and minority students being taught at higher rates than other students by <u>ineffective</u>, <u>inexperienced</u> or <u>out-of-field</u> teachers and • evaluates its equity plan for impact of strategies. 	
Title I-A, Section 1112(b)(2)	
Examples of Evidence of Compliance	Notes
13a	Current equity plan - <i>NOTE: If this is uploaded in CCIP as a related document for Title I, there is no need to include it here.</i>
13b	Results or reference to results of any evaluation of impact that has been conducted as described in the equity plan or a description of the tool and/or process that will be used for such an evaluation
13c	The district staff communications regarding the equity plan and/or its implementation
13d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>

Source: <https://files.nc.gov/dpi/documents/files/2019-20-elements-and-documents-for-districts.pdf>

Appendix B. Overview of the Westat Framework (Categories, Topic Areas, and Descriptions)

Broad Categories	Topic Area	Description
Conditions	Improve working conditions	Implement efforts to improve teaching conditions, student learning conditions, educator support and other elements of school climate to improve working conditions.
	Improve induction/mentoring practices	Ensure that mentoring and induction programs provide high-quality support to new and inexperienced educators.
Educator Preparation	Establish educator preparation program partnerships	Establish efforts for states, districts, and colleges and universities to collaboratively inform and improve teacher preparation.
	Establish Grow-Your-Own programs	Support efforts to encourage a stronger pipeline.
	Ensure educator preparation accountability	Ensure that preparation programs are held accountable for meeting students' learning and social-emotional needs.
Human Capital Management Systems	Establish innovative recruitment, hiring, placement and retention strategies	Establish a comprehensive effort to implement innovative ways to recruit, hire, place and retain educators to meet the needs of schools and districts.
	Provide support to LEAs based on LEA-specific needs	Offer high-quality technical assistance and support to school districts based on their differentiated needs.
	Improve use of data to inform human capital decisions	Apply a comprehensive data system to improve analysis and strategic decision-making to ensure equitable access to excellent teachers.
	Support LEAs' human capital management structure	Provide high-quality support to districts in implementing components of their human capital management systems.
	Redesign educator evaluation systems and align with professional development	Establish and refine comprehensive educator evaluation systems that inform the professional growth needs of educators; provide high quality professional development that is informed by the specific professional growth needs of educators, as identified by educator evaluation systems.
	Provide teacher leadership and career pathway opportunities	Establish efforts to enabled teachers to progress in their field, providing a variety of career advancement opportunities.
	Increase or differentiate educator compensation/incentives	Advocate for increasing educator salaries, providing incentives or bonuses to attract and retain effective educators, and/or differentiating education compensation.
	Establish more equitable funding/resource allocation	Ensure that all schools receive equitable funding according to their differentiated needs.
	Streamline certification requirements/processes	Ensure certification requirements and processes do not pose unnecessary barriers to entry into the teaching profession.
	Align professional development and support with educators' professional growth	Provide high-quality professional development that is informed by the specific professional growth needs of the educators.
	Expand professional development opportunities	Offer more high-quality professional development to educators to meet their needs.

Appendix C. Identified External Equity Supports

This section provides a brief overview of the external initiatives, groups, and tools that were identified in the North Carolina equity plans submitted by LEAs in 2019 (for the 2019-20 school year). Please note that this is not an exhaustive list, but instead it is simply a compilation of the external supports that emerged from this exploratory descriptive analysis process. Once an external support was identified, more detailed information was obtained from relevant websites and then summarized below. It is important to note that this report does not rate or judge the external supports listed, or advocate for any one external support over another. Instead, the intent of this section is simply to describe the resources that have been utilized by districts across North Carolina as they work toward ensuring that all students have equitable access to effective teaching.

Educator Equity Initiatives

Advanced Teaching Roles Initiative

In 2016, North Carolina launched the Advanced Teaching Roles Initiative to: (a) enable outstanding teachers across NC to extend their reach to more students without leaving the classroom, (b) recognize teacher leaders with higher compensation, (c) provide developing teachers with embedded, personalized professional development, (d) allow principals to expand their leadership capabilities, and (e) support improved student outcomes. The original legislation supported implementation of three-year pilots, to begin with the 2017-18 school year and conclude with the 2019-20 school year. In 2018, legislation expanded the pilot period to eight years and provided funding to support the addition of more local education agencies. For the first round of implementation, proposals from six LEAs were selected by the North Carolina Department of Public Instruction: Chapel Hill-Carrboro City Schools, Charlotte-Mecklenburg Schools, Edgecombe County Schools, Pitt County Schools, Vance County Schools, and Washington County Schools. After the expansion, four more proposals were selected in 2018 for the 2019-20 school year: Bertie County, Halifax County, Hertford County, and Lexington City. <http://best-nc.org/advancedroles/>

Beginner to Board-Certified Program

Wake County Public School System partnered with the National Board for Professional Teaching Standards to create the nation's first program designed to support third-year teachers as they prepare to pursue board certification. Program participants attend professional development sessions throughout the year as a cohort and move together through the certification process starting in the fourth year of their career. The Beginner to Board-Certified program is open to all third-year teachers in the district who have an interest in pursuing National Board Certification. (Note: Catawba County indicated they implement a similar program). <https://www.wcpss.net/Page/26416>

The Central Carolina Teaching Initiative

The Central Carolina Teaching Initiative (CCTI) is an accelerated alternative NC teacher licensure program. The CCTI program offers recent college graduates and mid-career professionals who hold bachelor's degrees in non-teaching areas the opportunity to become fully licensed North Carolina teachers. CCTI coursework is administered through a blended model of face-to-face classes and online modules. CCTI is an NCDPI approved Educator Preparation Program (EPP) for those who would like to earn their license through the Residency Pathway. CCTI is available for teachers who work in a North Carolina school and are able to attend face-to-face classes in either Wake County, Durham County, or Johnston County. Participants complete all program requirements while teaching full-time in their

districts. CCTI was initiated in 2016 by the Superintendents of the Central Carolina Regional Service Alliance. <https://ccteaching.org/about/>

Local Alternative Teacher Preparation Program

The Local Alternative Teacher Preparation (LATP) Program is an accelerated alternative NC teacher licensure program. The LATP program offers recent college graduates and mid-career professionals who hold bachelor's degrees in non-teaching areas the opportunity to become fully licensed North Carolina teachers. LATP is available to lateral entry teachers who work in participating Central North Carolina school districts. Participants complete all program requirements while teaching full-time in their districts. <https://www.ccesa.net/new-latp-page/>

North Carolina New Teacher Support Program

The goal of the North Carolina New Teacher Support Program (NC NTSP) is to improve student achievement by improving beginning teacher effectiveness and teacher retention. The NC NTSP is a comprehensive, university-based induction program offering a research-based curriculum and multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The NC NTSP provides each teacher: (a) conference-style professional Institute; (b) intensive, individualized classroom coaching; and (c) aligned professional development sessions. NC NTSP is a statewide model, capitalizing on and expanding upon the strong university and school partnerships among anchor institutions within the University of North Carolina system: Appalachian State University, East Carolina University, Fayetteville State University, NC State University, University of North Carolina at Chapel Hill, University of North Carolina Charlotte, University of North Carolina at Greensboro, University of North Carolina Pembroke, University of North Carolina Wilmington, and Western Carolina University. <https://ncntsp.ecu.edu/>

North Carolina Teaching Fellows Program

The North Carolina Teaching Fellows Program is a competitive, merit-based forgivable loans for service program that provides up to \$4,125 a semester for up to four years to highly-qualified students committed to teaching special education or a STEM field in a North Carolina public school. Per [G.S.116-209.62](#), the purpose of the North Carolina Teaching Fellows Program is to recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina to become highly effective STEM or special education teachers in the State's public schools. <https://myapps.northcarolina.edu/ncteachingfellows/about-the-program/>

Transforming Principal Preparation (TP3) in North Carolina

The North Carolina Alliance for School Leadership Development (NCASLD) serves as the administrator for the Transforming Principal Preparation Program (TP3) as established by the General Assembly through Section 11.9 of Section Law 2015-241 and reports to the NC State Education Assistance Authority (SEAA), the legislatively designated Authority for the TP3 grant program. NCASLD makes recommendations to SEAA regarding funding and grant renewal issues, monitors fidelity to the defining features of the TP3 principal preparation model, monitors use of grant funds, and supports the growth of the TP3 programs through a professional learning network and technical assistance. As the grant administrator, NCASLD conducted two competitions for grant funding — the first in March 2016 and the second in July 2016. As a result of these competitions, five "Provider" agencies representing a mix of institutions, including public universities, a private university, and a local education authority, were chosen to implement five TP3 programs:

- North Carolina State University's (NCSU) North Carolina Leadership Academy (NCLA)
- High Point University's (HPU) High Point University Leadership Academy (HPULA)

- Sandhills Regional Education Consortium’s (SREC) Sandhills Leadership Program (SLP)
- University of North Carolina at Greensboro’s (UNCG) Principal Preparation for Excellence and Equity in Rural Schools (PPEERS)
- Western Carolina University’s (WCU) NC School Executive Leadership Program (NCSELP)
<http://www.ncasld.org/principalpreparation.html>

Teacher Assistant to Teacher Tuition Assistance Program

The Teacher Assistants to Teachers Tuition Reimbursement Pilot Program (TAs to Teachers) was established in the 2016-17 fiscal year for select local school administrative units to assist teacher assistants who want to pursue a college degree that will result in teacher licensure. Tuition assistance awards under the program may be provided for part-time or full-time coursework. Each local board of education in the pilot program may grant a teacher assistant academic leave to pursue coursework that may only be taken during working hours. Additionally, each local board of education participating in the pilot program may select up to five teacher assistants to receive an award of up to four thousand six hundred dollars (\$4,600) per academic year for a period of up to four years to be used towards the cost of tuition and fees. A teacher assistant may continue to receive salary and benefits while student teaching in the local school administrative unit in accordance G.S. 115C-269.30(c). The local board of education set criteria for the application and selection of teacher assistants to receive tuition assistance awards. <https://www.dpi.nc.gov/educators/teachers-corner/tas-to-teachers#:~:text=The%20Teacher%20Assistants%20to%20Teachers,will%20result%20in%20teacher%20licensure.>

Teachers of Tomorrow

The state legislature created the teacher residency route for educator preparation programs to replace the lateral entry license during 2017 through Senate Bill 599 while also creating a more rigorous review process for new program applications. The program is designed to help alleviate critical teacher shortages in the state. Teachers of Tomorrow worked closely with the North Carolina Department of Public Instruction (NCDPI) to ensure the program will meet all state requirements and is aligned to all state standards during the new program approval process. Teachers of Tomorrow delivers online training to individuals who want to pursue a career in teaching. Teachers of Tomorrow is an approved teacher certification provider in Texas, Florida, Nevada, Indiana, South Carolina, Michigan, Arizona and now North Carolina. <https://www.teachersoftomorrow.org/company>

Wolfpack Works

The North Carolina State University College of Education is partnered with the NCDPI to implement a pilot initiative providing literacy-specific, intensive induction support to first- and second-year, K-2 teachers: Wolfpack WORKS (Ways to Optimize Reading/Writing for Kids Statewide). The overarching goal of Wolfpack WORKS is to support first- and second-year, K-2 teachers in 16, high-need districts across North Carolina as they learn to implement evidence-based reading instruction in their classrooms for all children. The project is designed to strengthen partnerships and build on existing structures to have a collective impact in the selected school districts and regions; and to further support beginning, K-2 classroom teachers in providing high-quality literacy instruction. Helping teachers remain in the classroom is especially important for the 48 percent of the residency-licensed teachers who participated in Wolfpack WORKS’ pilot year. These teachers, who enter the profession through an alternate pathway, have bachelor’s degrees but have not completed a traditional teacher preparation program, and enter classrooms to fill a need in districts facing teacher shortages. <https://wolfpack-works.ced.ncsu.edu/about/>

Recruitment Organizations

Educational Partners International

Educational Partners International, LLC (EPI) is an Exchange Visitor Program authorized to sponsor teachers for K-12 placements in public, private, and charter schools in North Carolina, South Carolina, Virginia, and Florida. <https://teachwithepi.com/>

Global Teaching Partners

Global Teaching Partners is an Official Authorized J-1 Exchange Visitor Sponsor designated by the U.S. Department of State and recognized and approved by the North Carolina Department of Public Instruction (NCDPI) and the South Carolina Department of Education (SCDE). Global provides the recruitment, placement, and ongoing support of international Academic and Cultural Exchange (ACE) teachers principally in K – 12 Math, Science, Elementary Education, World Languages and subjects of high demand. <https://globalteachingpartners.com/ace-teacher-program/>

Participate Learning

Referred to in the equity reports as Visiting International Faculty (VIF), VIF is currently known as Participate Learning. For over 30 years, they have supported educators looking for opportunities to teach abroad, connecting them with Participate Learning Partnership schools in the USA. Participate Learning’s process covers: (a) recruiting teachers from nearly 30 countries; (b) credential evaluation; (c) visa sponsorship; (d) placement in three US states (North Carolina, South Carolina, and Virginia); (e) ongoing support for teacher success; and (f) addresses recruiting challenges in districts/schools. <https://www.participatelearning.com/teach-in-the-usa/teaching-locations/>

Teach for America-North Carolina

Teach for America’s approach draws on historical lessons of what enduring change requires. The model includes: a) finding promising leaders who commit to teach for two years in a low-income community; b) supporting leaders to advance student’ growth and help strengthen schools; c) cultivate and develop long-term leadership through classroom teaching; and d) fostering collective leadership. Teach for America currently works in Eastern North Carolina (<https://www.teachforamerica.org/where-we-work/eastern-north-carolina>) and the Charlotte-Piedmont Triad area (<https://www.teachforamerica.org/where-we-work/charlotte-piedmont-triad>).

Educational Foundation Programs

Dare Education Foundation Affordable Teacher Housing Program

The Dare Education Foundation provides affordable teacher housing complexes. Teacher Housing are proven recruitment and retention tools enabling Dare County Schools (DCS) to hire and keep highly qualified teachers in our classrooms. Run Hill Ridge is a 24-unit apartment complex located adjacent to the First Flight Schools campus in Kill Devil Hills. Rented below market value at \$850 per month, the 2-bedroom, 2-bath units are an affordable option for teachers who may not otherwise be able to afford to live in Dare County. The housing has also assisted DCS in recruiting teachers for positions that are in-need, yet are more difficult to fill, such as foreign languages, advanced math, technology and special needs. <https://www.dareeducationfoundation.org/for-teachers>

Lee County Education Foundation Head of Class Project

The Head of Class Project is the first of its kind in North Carolina: a public-private partnership using incentives to enhance achievement in the local schools. It awards \$50,000 annually to the faculty and

staff of the best performing elementary school in Lee County. Each employee of the winning school receives a portion of the cash award. That includes teachers and administrators, but also librarians, teacher assistants and the full range of school staff members. Awards are provided from a \$1 million endowment maintained by the Lee County Education Foundation and raised through private contributions of all sizes — from large corporate contributions to smaller, but critical, contributions from local residents. <https://leecef.com/head-of-class>

State Employee Credit Union Foundation Teacher Housing

SECU Foundation partnered with Asheville City and Buncombe County Schools (BCS), Eblen Charities, and Buncombe County to provide a 15-year interest free loan for the construction of a 24-unit apartment complex in Asheville. The Williams-Baldwin Teacher Campus offers area teachers an affordable place to live. The Buncombe County Campus is SECU Foundation's first teacher housing project in Western North Carolina, replicating previous initiatives in Hertford, Dare and Hoke Counties. These projects offer a unique and resourceful funding concept with the loan being repaid through rental income, allowing SECU Foundation to help fund future projects in other counties throughout the state. The apartments, which are affordable housing in Buncombe County, are primarily used as a recruiting tool for BCS. <https://www.ncsecufoundation.org/Projects/WilliamsBaldwinTeacherCampus.html>

Advisory and Networking Groups

Equity Advisory Panel (Charlotte-Mecklenburg Schools)

Eleven-member team consisting of a total of two members selected from local higher education institutions; four representatives from partner organizations, community advocacy groups, and/or philanthropic organizations; three community members selected by the Board; one Board of Education member selected by the Board Chair who will serve ex officio; and one staff member designated by the Superintendent (non-voting liaison). The charge of the Equity Advisory Panel is to: (a) review quarterly Equity Reports, (b) monitor progress toward equity, and (c) raise issues and opportunities concerning equity to the Board, (d) enlist support of the greater community to the cause of equity in Charlotte-Mecklenburg Schools (CMS), and (e) recommend additional data that should be included in future reports. <https://www.cms.k12.nc.us/boe/Documents/Draft%20Equity%20Policy%20-%20CS%20Version.pdf>

Equity Task Force (Chapel Hill-Carrboro City Schools)

During the 2015-2016 school year, the Chapel Hill-Carrboro City Schools (CHCCS) Equity Task Force collaborated to develop a sustainable approach for equity that moves from predictable outcomes based on race, ethnicity, socioeconomic status and/or ability, to a reduction in equity gaps. Further, the Equity Task Force, in conjunction with district leaders, worked to develop a long-term equity vision that highlights sustainable solutions that involve key stakeholders in ways that build relationships, and climates of trust and transparency. <https://sites.google.com/chccs.k12.nc.us/equity-plan/home>

Equity Task Force (Orange County Schools)

Orange County Schools has created the Equity Task Force to address race and educational equity practices in their schools. The task force is a commitment to transforming current practices at the district and school level. The task force provides direction and support to the Superintendent and his senior staff to ensure equity and excellence in each of the schools through the implementation of research-based strategies, with the goal of ensuring academic success and the social and emotional development of each child in Orange County Schools.

<https://www.orangecountyfirst.com/Page/673#:~:text=Orange%20County%20Schools%20has%20created,the%20district%20and%20school%20level>

Focusing on Rural Challenges in Education (FORCE)

Sampson County Schools actively participates in an equity initiative in partnership with East Carolina University, the Panasonic Foundation, along with Pender, Duplin and Jones counties where equity is the main focus of the initiative. Data is analyzed to examine areas of need and collaborative conversations and growth opportunities are shared in a set calendar of set aside dates to examine instructional practices and disproportionate data through an equity lens.

<https://www.clintonnc.com/news/16461/scs-teams-with-ecu-panasonic-for-force-program>

Piedmont Triad Education Consortium (PTEC)

The Piedmont Triad Education Consortium is a collaboration of the eighteen K-12 school districts in central North Carolina and the University of North Carolina at Greensboro. Consortium members have created a climate in which the strengths of each agency join to become the power of one committed educational community. PTEC's primary purpose is to provide professional growth opportunities for educators. <https://www.ptecnet.org/>

Regional Beginning Teacher Support Collaborative

Regional Beginning Teacher Support Collaborative meetings (formerly known as Regional ILCC meetings) are a place to create a networking opportunity for Charters, LEAs, and EPPs (Educator Preparation Programs) across North Carolina. Each Regional Education Facilitator will host Beginning Teacher Support Collaborative meetings. <https://sites.google.com/dpi.nc.gov/ncref/bt-support-collaborative-meetings?authuser=0>

Miscellaneous

North Carolina Human Capital Dashboard

The Department of District Human Capital provides consultative services to the 115 local school districts in North Carolina. The consultative services include advice and guidance regarding the State Board of Education policies governing benefits and employment for the local school district employees. The Department of District Human Capital also handles the integration of EVAAS into the NC Educator Effectiveness System and assists districts with developing a comprehensive talent management system that includes equitable distribution of effective teachers, recruiting and retention strategies, and data analysis. In addition, the Department has developed a Human Capital Dashboard designed to help districts analyze the effectiveness of teachers moving in and out of the district and its schools.

<https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital>

Racial Equity Impact Assessment

A Racial Equity Impact Assessment (REIA) is a systematic examination of how different racial and ethnic groups will likely be affected by a proposed action or decision. REIAs are used to minimize unanticipated adverse consequences in a variety of contexts, including the analysis of proposed policies, institutional practices, programs, plans and budgetary decisions. The REIA can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities.

https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf