



**UNC-NCCCS Joint Initiative for Teacher Education and Recruitment  
Annual Report**

June 15, 2020

**University of North Carolina System  
Chapel Hill, North Carolina**

### A Critical Need

In North Carolina, the opportunity to receive a sound basic education is a fundamental right. In light of that commitment, ensuring a supply of highly-qualified teachers for our public schools is an essential need – one that is central to the mission of the University System.

Unfortunately, we know this critical need is more of a challenge than ever before. From 2011 to 2018, enrollment in education programs within the University of North Carolina System charted a thirty percent decline, mirroring a national trend where some states have seen staggering declines of approximately fifty percent.<sup>1</sup> Added to this are the same underlying perennial issues: a shortage of teachers in high-needs subject areas (particularly Special Education and STEM), difficulty recruiting teachers to rural areas, a lack of racial and gender diversity, and among others, the empirical reality that younger generations are less likely to remain at the same job, or even in the same field, for their entire career.

All of these challenging realities speak to the importance of robust, strategic, and proactive teacher recruitment efforts. While the University System remains the state's largest producer of public school educators, it is clear that teacher preparation pathways have changed in significant ways over the last decade. In particular, more students have sought to pursue a teaching credential by starting at a community college and transferring to an institution in the University of North Carolina System to complete their bachelor's degree in education. The UNC and North Carolina Community College systems are working in tandem to ensure that there is a clear and accessible talent pipeline for recruiting, preparing, and retaining the teachers of tomorrow's classrooms.

### Continuing Efforts

Over the past decade, there have been numerous measures implemented under the larger umbrella effort of the UNC-NCCCS Joint Initiative on Teacher Education and Recruitment. As one of the foundational steps after the initiative was established in 2006, the UNC System contracted with Noel-Levitz to conduct market research to assess the recruitment practices of all fifteen educator preparation programs (EPPs) and used that assessment to identify the most effective campus-based strategies, as well as to identify any potential gaps in their respective recruitment efforts.

Building on that work, the UNC System established a recruitment network, so that each EPP had a designated point of contact to spearhead recruitment efforts for their respective institution, which were informed by the Noel-Levitz findings and formalized by an institution-authored recruitment plan. The other key goals of the recruitment network were to collaborate with the other EPPs and to build relationships in their own communities, especially with surrounding LEAs and area community colleges.

Although the Joint Initiative is no longer funded, the University and Community College systems continue to take significant and important steps to create clear, accessible pathways for students to enter the teaching profession – cutting down on the costly duplication of courses and needless confusion of program requirements. With the revision of the Comprehensive Articulation Agreement (CAA) in 2014, transfer pathways into education programs were developed at each UNC Institution. All education programs have a pathway noted for Associate in Arts and Associate in Science degrees as part of the CAA.

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<sup>1</sup> Partelow, Lisette. "What to Make of Declining Enrollment in Teacher Preparation Programs." *Center for American Progress*, 3 Dec. 2019, [www.americanprogress.org/issues/education-k-12/reports/2019/12/03/477311/make-declining-enrollment-teacher-preparation-programs/](http://www.americanprogress.org/issues/education-k-12/reports/2019/12/03/477311/make-declining-enrollment-teacher-preparation-programs/).

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As the teacher workforce continues to change in a dynamic 21<sup>st</sup> century economy, so too must recruitment strategies. For example, when the North Carolina Teaching Fellows Program was reestablished by the General Assembly in 2017, the new eligibility framework created an avenue for community college students to apply as a transfer student for a Teaching Fellows award. These are the types of policy changes that fully utilize established talent pipelines, especially when community colleges can be a key element in helping to recruit more diverse candidates and may help incentivize candidates to return back to their home communities to teach.

### Existing Needs

The UNC System receives an annual appropriation of \$750,000 to support teacher recruitment efforts for the 15 EPPs. The funds are disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, outreach at career fairs, providing targeted student support, increased outreach to LEA partners, marketing efforts, and program improvements, among others. The funds can also provide staffing support for campus recruiters.

While these funds provide vital support, two changes to current programs that the General Assembly included in the proposed 2019 State Budget would further benefit the System's recruitment efforts:

1. The expansion of the North Carolina Teaching Fellows Program to three additional EPPs. This revenue-neutral expansion would expand the footprint of the current program across the state, with a particular focus on geographic and racial diversity of the EPPs included as program partners, especially in light of the fact that greater geographic diversity would overlap with most of the most high-needs school districts.
2. Structural changes to the current framework of the Future Teachers of North Carolina program would allow the program to be a system-wide initiative across all 15 EPPs (the current FTNC model has three IHE partners currently). By engaging all 15 EPPs, the reworked model would be better positioned for outreach to LEAs across the state, greatly expanding the number of high school juniors and seniors presented with the opportunity to pursue the teaching profession. To further engage high school juniors and seniors in selecting education as a potential major, the NCCCS is also currently exploring options for integration of the Future Teachers of North Carolina program. Additional outreach within high schools to provide information about starting a future teaching degree at the community college with subsequent transfer to a UNC EPP is being planned.

### Conclusion

Teacher recruitment is a complex but critical task. Public perceptions and media coverage of the teaching profession; divisive public policy debates over teacher pay, academic standards, and educational equity; and a relentless – albeit important – focus on improving teacher quality and student outcomes can lead potential teachers to choose a different career path. But at the core, our success recruiting teachers today will define the success of the public schools in North Carolina tomorrow. Therefore, teacher recruitment must continue to be a foundational goal for educator preparation programs.