

Memorandum

To: Members of the North Carolina General Assembly Joint Legislative Education Oversight Committee

From: Peter Hans, UNC System President

Date: October 15, 2021

Subject: Annual Report on the Future Teachers of North Carolina Program

The University of North Carolina System knows there is more work to be done in educator recruitment, especially in light of new policies, higher expectations, and increasing demands upon P12 schools. In addition, we recognize the benefit of multiple approaches to meaningful improvement and sustainable change and therefore, have endeavored to build on state-level policy reforms and system-wide efforts by working with educator preparation program leaders, practicing teachers, and other stakeholders on key initiatives, such as the Future Teachers of North Carolina (FTNC) Program.

As required by G.S. 116-41.32, I am pleased to submit the attached report on the Future Teachers of North Carolina Program to the Joint Legislative Education Oversight Committee on behalf of the University of North Carolina System. This report includes information on the following:

- the FTNC Symposium participants, including demographics, participating high schools and local school administrative units;
- descriptions of the events' agendas and content; and,
- an assessment of the events' effectiveness in increasing participants' knowledge of and potential interest in the teaching profession.

As this work continues, we are hopeful that institutions will be able to offer an in-person experience in 2022 and provide students the opportunity to visit host campuses to have a more authentic overview of educator preparation programs.

We believe FTNC provides a unique and strategic opportunity to strengthen our teacher pipeline and we are grateful for the General Assembly's continued support.

Sincerely,



Peter Hans

UNC System President



THE
**UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

ANNUAL REPORT ON THE FUTURE TEACHERS OF NORTH CAROLINA PROGRAM

October 15, 2021

University of North Carolina System Office
Chapel Hill, North Carolina

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Introduction

The goal of the Future Teachers of North Carolina (FTNC) program is to encourage high school juniors and seniors to consider the teaching profession by providing a meaningful and challenging opportunity to learn more about the preparation, responsibilities, and experiences that come with pursuit of a career in teaching.

This initiative provides UNC System institutions with a unique opportunity to showcase the work of their respective educator preparation program and provides high school students with an immersive experience that includes an introduction to college-level coursework, instruction on relevant education topics, interaction with education faculty members, and helpful information about teacher preparation and licensure requirements. This opportunity also serves as a valuable recruitment tool for potential candidates of teacher education programs.

The FTNC program is administered by the UNC System Office under the oversight of the FTNC Advisory Council, which is appointed by the UNC System President (2018-12, s. 7; 2020-56, s. 4(c)).

Session Law 2017-57, Section 10.9.(a), codified as G.S. 116-41.30, *et seq.* of the North Carolina General Statutes, provides for the establishment of the Future Teachers of North Carolina Program (FTNC). The following report on FTNC is submitted on behalf of the president, as required by Section 10.9. (b) of Session Law 2017-57 which requires the UNC System Office to report annually on the following:

1. List of high schools and local school administrative units represented by participating students.
 - a. Number of students who submitted an application to attend the FTNC Symposium.
 - b. Number of students attending the FTNC Symposium, including distribution by region.
2. Demographic information of students attending the FTNC Symposium.
 - a. Description of the event agenda and content.
3. Percentage of students who, after attending the FTNC Symposium, reported the following:
 - a. The student plans to choose teaching as a profession.
 - b. The student plans to enroll in a community college, a constituent institution, a private postsecondary institution located in North Carolina, or a postsecondary institution located in another state.
 - c. The FTNC Symposium was very or somewhat effective in helping the student formulate a positive perception of the education profession.
 - d. The FTNC Symposium increased the student's knowledge of the teaching profession and other careers in education.

Institution Selection Process and Participating High Schools

In the summer of 2021, the UNC System Office released a request for proposals for UNC institutions interested in hosting an FTNC event. To ensure geographic diversity, institutions were grouped into regions, and they were encouraged to collaborate with other institutions in their region to plan FTNC events. In response, we received 7 proposals. They were reviewed by the FTNC Advisory Council, and three proposals were chosen:

- North Carolina Central University and North Carolina State University (Central Region)
- UNC Pembroke and UNC Wilmington (Eastern Region)
- UNC Charlotte (Western Region)

Given the continued uncertainty due to COVID-19, all FTNC events during the 2020-2021 cycle were held virtually. The three project teams hosted events for 33 participating high schools during June and July 2021. A breakdown of the participating high schools, listed by region and local administrative unit (school district), is shown below in Table 1.

Table 1. 2020-2021 Participating High Schools and Local Administrative Unit, by region.

Region	Participating High School	Local Administrative Unit
Eastern	Cumberland International Early College HS	Cumberland County Schools
	West Carteret HS	Carteret County Public Schools
	North Mecklenburg HS	Charlotte-Mecklenburg Schools
	New Hanover HS	New Hanover County Schools
	Peletah Academic Center for Excellence	Private Institution
	Fairmont HS	Robeson County Schools
	St. Paul's HS	Robeson County Schools
	Scotland HS	Scotland County Schools
Central	Jack Britt HS	Cumberland County Schools
	JD Clement Early College	Durham Public Schools
	Hillside HS	Durham Public Schools
	Person HS	Person County Schools
	JH Rose HS	Pitt County Schools
	Scotland County HS	Scotland County Schools
	Stokes Early College	Stokes County Schools
	Vance County HS	Vance County Schools
	Apex HS	Wake County Public Schools
	Garner HS	Wake County Public Schools
Western	Cabarrus Kannapolis Early College HS	Cabarrus County Schools
	Central Cabarrus HS	Cabarrus County Schools
	Hickory Ridge HS	Cabarrus County Schools
	Charlotte Latin School	Charlotte-Mecklenburg Schools
	Independence HS	Charlotte-Mecklenburg Schools
	Mallard Creek HS	Charlotte-Mecklenburg Schools
	South Mecklenburg HS	Charlotte-Mecklenburg Schools
	Southpoint HS	Gaston County Schools
	Mooresville Senior HS	Mooresville Graded School District
	Onslow Early College HS	Onslow County Schools
	Coastal Christian HS	Private Institution
	Grace Christian HS	Private Institution
	The Oakwood School	Private Institution
	Marvin Ridge HS	Union County Public Schools
	Sun Valley HS	Union County Public Schools
	Green Hope HS	Wake County Public Schools
Southeast Raleigh Magnet HS	Wake County Public Schools	

Across the three regions, 115 students applied, and 94 students attended. The largest number of applicants (N=73) came from the Western region, and 100 percent of the applicants participated in the UNC Charlotte-hosted symposium. In the Eastern region, over half of the 15 applicants (53.3%) attended the FTNC Symposium hosted by University of North Carolina at Pembroke and the University of North Carolina at Wilmington, while just under half of the 27 applicants in the Central Region (48.1%) attended the FTNC Symposium hosted by North Carolina Central University and North Carolina State University. A breakdown of FTNC Symposia applicants and attendees is shown below in Table 2.

Table 2. Total Number of Student Applicants and Attendees by Region.

Hosting Institutions (Region)	# Applicants	#Attendees	% Attending
<i>Totals</i>	<i>115</i>	<i>94</i>	<i>81.7%</i>
NCCU & NCSU (Central Region)	27	13	48.1%
UNC Pembroke & UNC Wilmington (Eastern Region)	15	8	53.3%
UNC Charlotte (Western Region)	73	73	100.0%

Symposium Content

Institutions were required to submit an event agenda.

- The following topics were statutorily required: Instruction on pedagogy, ethics and professionalism, child development, successful teaching strategies and classroom management practices, effective lesson planning, assessment and intervention, and requirements of teacher licensure.
- The following elements were strongly recommended: Interaction with current educators, administrators, and educator preparation program faculty members; a simulated student teaching experience; and information about financial aid and scholarship opportunities.

An overview of the agenda and content for each event is included in Table 3.

Table 3. Agenda and Content of FTNC Symposium Event

Institution of Higher Education	Agenda/Content
<p>University of North Carolina at Wilmington and University of North Carolina at Pembroke</p>	<p>The project team hosted ten virtual sessions:</p> <ol style="list-style-type: none"> 1. My Why Video Breaks: Included videos from instructors at UNCW and WNCN as well teachers from surrounding areas discussing teaching, this allowed student to prepare their own “why” in relation to the teaching profession. 2. Panel Discussion: The discussion was led by faculty members at both UNCP and UNCW. 3. Education Student Showcase: Students from both UNCP and UNCW shared their experiences in their selected programs and in their classrooms. 4. SimSchool: Simulation of classroom setting, participants explored how their decisions may impact students’ academic and emotional progress. This was followed by a facilitated discussion. 5. Virtual Campus Tours: The host IHEs provided virtual tour videos and discussion for each campus and respective school/college of education. 6. The Fundamentals: What You Need to Know About Becoming a Teacher: Faculty presented 10 minute segments in small group breakout rooms on topics including; lesson planning, child development, assessment and intervention, successful teaching strategies and classroom management. 7. Ethics, Professionalism, and Teacher Licensure Requirements: an extensive review of various policies, ethics, and professionalism required in the teaching profession was presented to the students. 8. How It Started; How It’s Going: Small group discussion with teachers in the field. Public school teachers, mostly teachers of color, participated in 3 breakout rooms designed to give the high school students the opportunity to learn more about teaching and to also ask questions as the teachers emphasized their “Why” and their passion for teaching. 9. Meet & Greet with EPP Faculty Members: Faculty members representing different content areas and educational disciplines and staff from recruiting and advising met in small, personalized groups with students. Students selected multiple areas of interest and were virtually rotated amongst faculty and staff breakout rooms to maximize information exchange and conversation. 10. Escape Room: Participants worked in teams to answer questions based on the information that was presented to them throughout the symposium.

Institution of Higher Education	Agenda/Content
<p>North Carolina State University and North Carolina Central University</p>	<p>The host institutions executed a two-day virtual event with facilitated sessions and interactive activities based on feedback from student interest surveys. The two-day experience titled Pack-the-Nest (PtN) allowed students the opportunity to participate in an on-campus summer experience and follow-up sessions.</p> <p>During the interactive virtual event, participants engaged with recent principals- and teachers-of-the-year, novice and veteran classroom teachers, current education majors and NCCU/NC State faculty and staff.</p> <p>The event centered around the North Carolina Central University’s School of Education mission statement, “to prepare candidates academically and professionally to assume socially responsible positions that advance the general welfare of North Carolina people.”</p>
<p>University of North Carolina at Charlotte</p>	<p>The two-day virtual event consisted of the following:</p> <ul style="list-style-type: none"> • Day 1: Participants received an overview of the campus via a live guided tour. Next, participants heard from faculty and students about specific programs in the College of Education (e.g., B.A in Elementary Education). Later, they participated in a UNCC Fair that provides an overview of the many programs (e.g., Teaching Fellows), organizations (e.g., Education Learning Community), and resources (e.g., Atkins Library) available to students. • Day 2: Participants engaged in a virtual, customizable, “hands-on” experience. Students could choose to attend sessions related to best practices in special education, classroom management, and teaching diverse students, while others had the option to learn about early childhood education, trauma-informed instruction, and the triumphs and challenges of being a teacher of color.

Survey Responses

At the close of each FTNC Symposium event, a survey was administered to attendees to assess their attitudes toward the Symposium and to capture intended future higher education plans. Of the 94 attendees across the three regions, just over one-third provided survey feedback to the host institutions. The race/ethnicity and gender breakdown of the 33 survey respondents is shown below in Table 4.

Table 4. Demographic Information of Student Attendees Who Completed the Symposium Survey

Race/Ethnicity	Percentage of Students
Asian	3%
Black or African American	33.3%
Hispanic	12.1%
White	33.3%
Multiracial	18.2%
Gender	Percentage of Students
Male	15.2%
Female	84.8%

The surveys asked students to share their attitudes toward the symposia, as well as information regarding future plans beyond high school (Table 5). Of the 33 survey respondents, nearly all (97.0%) indicated that the FTNC Symposium increased their knowledge of the teaching profession and other careers in education. All respondents noted that the FTNC Symposium was “very” or “somewhat” effective in helping them formulate a positive perception of the education profession.

Nearly all respondents (97.0%) also indicated they were planning to choose teaching as a profession. Further, all respondents are planning to enroll in a community college, constituent institution, private postsecondary institution in North Carolina or a postsecondary institution outside of North Carolina.

Table 5. FTNC Symposium Effectiveness

Question	Percentage of Students
Students who plan to choose teaching as a profession.	97%
Students who plan to enroll in a community college, a constituent institution, a private postsecondary institution located in North Carolina, or a postsecondary institution located in another state.	100%
Students who found the FTNC Symposium “very or somewhat effective” in helping formulate a positive perception of the education profession.	100%
Students who felt the FTNC Symposium increased the student’s knowledge of the teaching profession and other careers in education.	97%

Conclusion

The third year of program implementation will begin soon, with applications opening in November. The UNC System Office will continue to encourage educator preparation programs to submit joint proposals and collaborate with one another to host their respective events. The continued goal for the 2022 cycle is to see varied regional representation in student applications.

Preparing more high-quality teachers for North Carolina's P12 students is one of the University of North Carolina System's highest priorities. This goal is central to the UNC System's mission and Strategic Plan. While no single solution will transform North Carolina's educator workforce alone, the Future Teachers of North Carolina Program makes an important contribution in fostering the success of North Carolina students.