

ARP Committee of Practitioners

February 22, 2022



Roll Call & Call To Order



Reading of Ethics Statement



Approval of Agenda & Minutes



OLR Team



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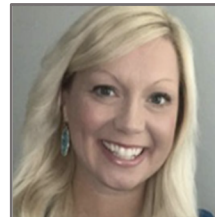
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ARP COMMITTEE OF PRACTITIONERS DUTIES

The Committee of Practitioners is an advisory committee to the Office of Learning Recovery and other units within the NC DPI. The purpose of the committee is to advise and provide feedback to the state in carrying out its responsibilities under the American Rescue Plan (ARP).

The duties of the Committee are solely advisory and include:

- a. To advise and provide feedback to the State in carrying out its responsibilities under the ARP;
- a. To review, before publication, any proposed or final State rule or regulation created pursuant to the ARP; and
- a. To carry out any other responsibility as directed by federal law, the State Board of Education, or the Office of Learning Recovery and Acceleration.

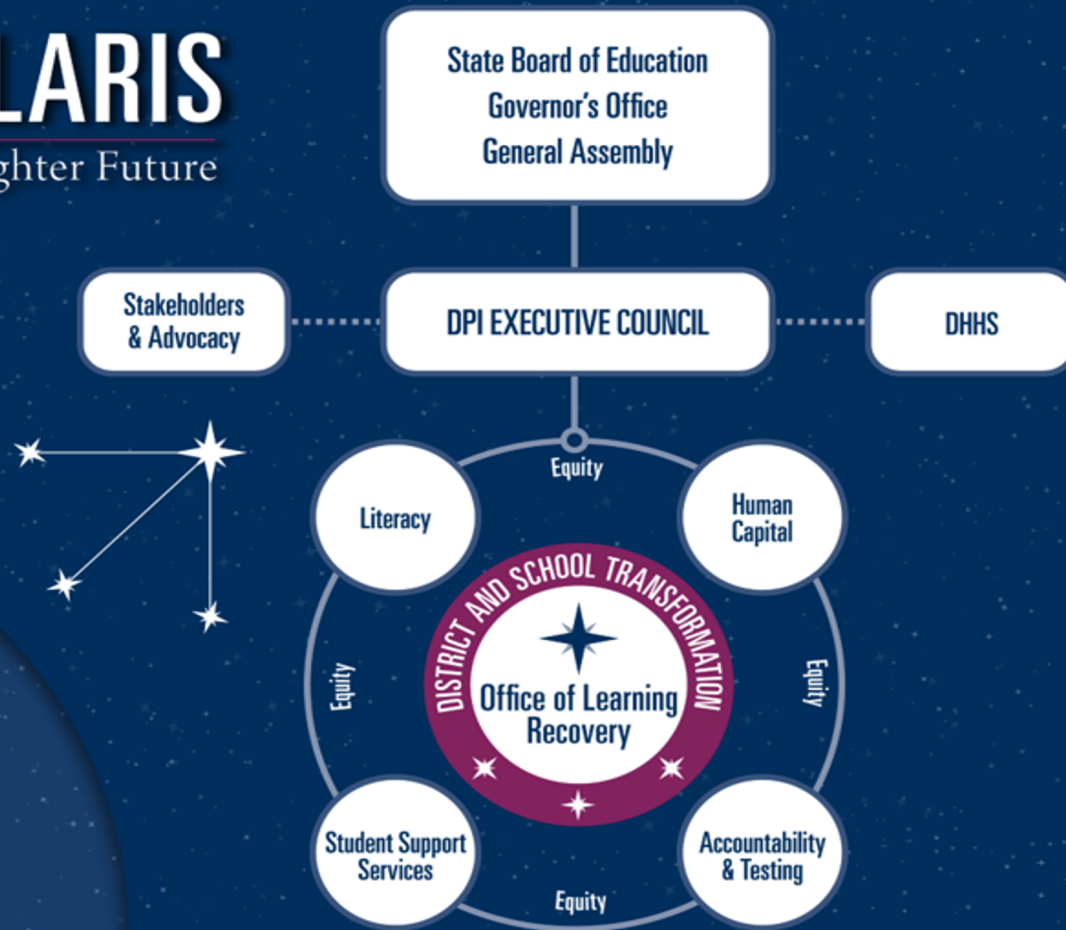
Promising Practices Clearinghouse

Dr. Angie Mullennix



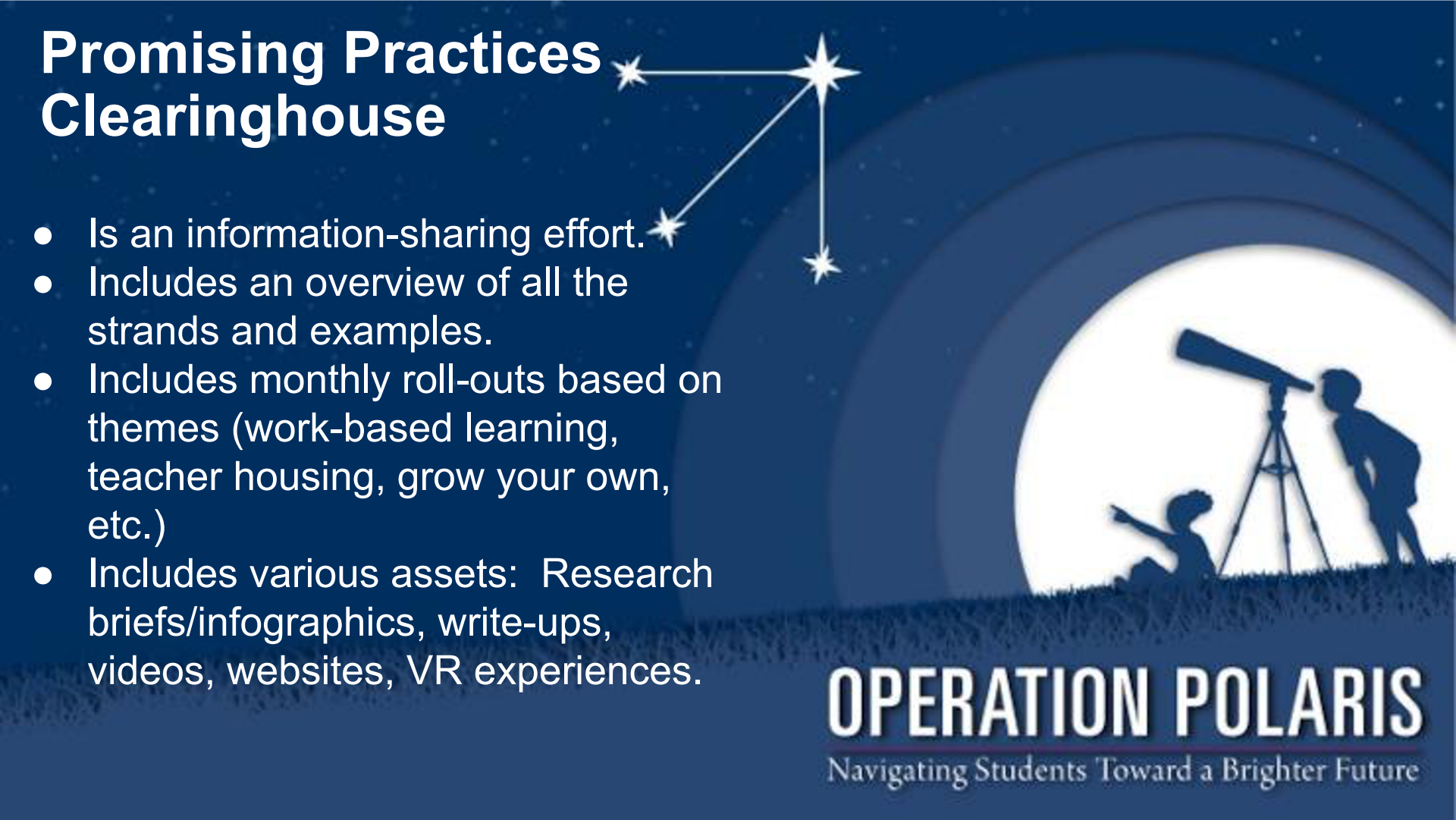
OPERATION POLARIS

Navigating Students Toward a Brighter Future



Promising Practices Clearinghouse

- Is an information-sharing effort.
- Includes an overview of all the strands and examples.
- Includes monthly roll-outs based on themes (work-based learning, teacher housing, grow your own, etc.)
- Includes various assets: Research briefs/infographics, write-ups, videos, websites, VR experiences.



OPERATION POLARIS
Navigating Students Toward a Brighter Future

Promising Practices Clearinghouse

ESSER III Updates

Ms. Lynne Barbour



ESSER III Appropriations

Allotment Policies coming before the State Board of Education in March.

- **Summer Career Accelerator Programs (PRC 188)** to distribute funds to support public school units in addressing COVID-19 related needs during the summer, including through in-person instruction to address learning loss and provide enrichment activities for students in grades 6-12. **(\$36,017,804)**
- **Math Enrichment Programs (PRC 189)** to distribute funds to support public school units in addressing COVID-19 related needs during the instructional year, including through after-school and before-school programs that incorporate supplemental in-person instruction to address learning loss in math in grades 4-8. **(\$36,017,804)**
- **Grants for Identification and Location of Missing Students (PRC 191)** to provide funds to schools to identify and locate missing students. **(\$7,265,134)**

ESSER III Appropriations

Allotment Policies coming before the State Board of Education in March.

- **Career & Technical Education – Hospitality (PRC 194)** to allow for an allotment of funds to public school units to provide options for students outside traditional classroom instruction with a focus on developing critical skills necessary for students to succeed in the hospitality sector. **(\$400,000)**
- **District and School Turnaround Grants (PRC 195)** to provide funds to support low performing schools in implementing flexible improvement and intervention options to address the negative impacts of the COVID-19 pandemic. **(\$5,000,000)**
- **Middle School Reading (PRC 197)** to allot funds to authorized schools to provide additional support to middle school students who have been identified as reading below grade level. **(\$2,500,000)**

ESSER III Appropriations

Contracts over \$500,000 coming before the State Board of Education in March.

The Innovation Project (TIP) to establish the North Carolina High-Tech Learning Accelerator, an initiative to provide a network of place-based learning hubs for students with rigorous and experiential pathways for jobs in the technology industry. The initiative shall offer summer immersion and out-of-school options, in addition to other student supports in a core program aimed at enhancing curriculum opportunities for work-based learning. **(\$8,000,000)**

Governmental Operations Update

Dr. Michael Maher



WHEN: February 1, 2022

WHAT: Testify before the Joint Legislative Commission on Governmental Operations Subcommittee on the Use and Distribution of Federal COVID Funding

WHY:

- To address the academic impact of the COVID-19 pandemic on K-12 students in North Carolina Public Schools;
- To provide an overview of the Office of Learning Recovery's actions specifically aimed at addressing COVID-19 related learning loss;
 - an overview of the Office of Learning Recovery's role in the administration, distribution, and monitoring of federal COVID-19 relief funds, including ESSER I, II, and III, and,
 - an overview of performance metrics and oversight procedures implemented to track efficiency and effectiveness of ESSER I, II, and III funds as well as learning loss in North Carolina.

GOV OPS DETAILS:

[Joint Legislative Commission on Governmental Operations Non Standing Committee - North Carolina General Assembly \(ncleg.gov\)](#)

IN PROGRESS:

- Hired Qualitative Research Analyst
- Hiring Process for Program Administrator
 - ESSER III 20% holdback
- Hiring Process for Program Analyst
 - Project Manager for ESSER III Appropriations
- Setting-up Learning Cohorts

Regional Qualitative Research Studies of OLR Interventions

**Dr. Jeni Corn
Dr. Erin Manuel**



Purpose

Grantees: ECU REI - NCSU/Duke - UNCG SERVE - UNC EPIC

- Better understand the experience of critical stakeholders (e.g., students, parents, teachers, administrators)
- Provide actionable information to the OLR and the larger education community to support decision-making around the targeting, design, and continuation of future programs to support student re-engagement and academic recovery.
- Explore and understand the "why" of quantitative results

Logistics

Grantees: ECU REI - NCSU/Duke - UNCG SERVE - UNC EPIC

- **Project Timeline:** February 1, 2022 – April 30, 2023 (15 months)
- **All-Hands Meetings:** OLR & Research Teams (Quarterly)
 - 2022: February, May, November
 - 2023: February, April
- **Deliverables:**
 - Aug 2022: Interim Progress Report
 - February 2023: Final Report
 - Presentations Upon Request: *ARP Committee of Practitioners*, NC State Board of Education, Charter School Advisory Board, NCDPI Directors/Executive Leadership

Year of Workforce & Portrait of a Graduate

Ms. Kristie VanAuken

Special Advisor to the Superintendent, Workforce Engagement



The Year of the Workforce: Why?

- Pandemic has accelerated the need to align K-12 with workforce requirements
- NC is recruiting top companies but are we ensuring a long-term talent pipeline?
- Workforce trends a wakeup call for all educators
- Every student is headed toward the workforce – are they prepared?
- A vibrant and hopeful future is within reach despite the troubling backdrop

NC is Attracting Business

- 24,224 new jobs and \$10.1B in investment
- Great weather and natural resources
- Business friendly tax structure, quality of life, and affordable cost of living
- Top notch community college system and affordable university system
- Strong fundamentals for a strong talent pipeline fuel optimism



NC Jobs are Going Unfilled

- 46,000 tech jobs have gone unfilled (NC Tech Association)
 - 19,000 in the Triangle region
 - 16,000 in the Charlotte metro
- NC job openings outnumber job seekers (July 2021 NC Commerce Dept.)
- NC low wage jobs sectors are hardest hit



Labor Market Trends

The labor market is shrinking:

- The Great Resignation/ Big Quit
- Birth rates are declining in US and globally

Automation and AI driving workforce changes:

- Requires technology skills and credentials
- Reduces the raw numbers of employees needed to do the job
- Still not enough to replace people needed to fill current and future jobs

Employee is in driver's seat:

- Employers focus on retention or risk losing talent
- Looking to non-traditional sources for employees
- Upskilling, reskilling and work-based learning the norm

Youth workforce:

- Flexibility a key requirement for millennials
- Young men pursuing careers/ life later and with less enthusiasm
- Young women more persistent in education/ career but having fewer children
- Don't want to be a slave to "productivity"

Shift in worker motivation:

- Entrepreneurs/ independent contractors taking control of their career
- Flexible work hours, non-traditional and remote work options as important as pay

Demographic Drought, EMSI 2021

What We've Learned?



- **Trends:**

- Employers value durable/ employability skills more than ever before
- Non-degree credentials important to reach NC Attainment Goal
- Diploma integrity problem in NC

- **Focus:**

- Prepare ALL students for the post-secondary plans of their choice

- **Takeaways:**

- We cannot wait for things to "get back to normal"
- Must extend CTE thinking to full educational experience
 - Applied learning techniques
 - Business/ Industry partnerships
 - Work-based learning
 - Built in durable skill development and assessment
 - Project based mastery
- Invest in CCP and dual enrollment

#NowWhat:

Do more to align K-12 education with career exploration



Goal 1 - Alignment

Prepare the future workforce with the skills and experiences required to be successful productive citizens, providing a robust talent pipeline that powers the State's economic development efforts.



Goal 2 - Pathways

Ensure that all students have access to post-secondary pathways that align with growing, high wage careers that meet local, regional, and/or statewide industry demand for talent.



Goal 3 - Communication

Assist all students and parents in making informed plans and decisions about future education and career opportunities.



Goal 4 - Work Based Learning

Ensure that all students engage in career exploration and real-world learning activities throughout the K-12 journey.

Portrait of a Graduate



The NC Portrait will:

- **Be the collective vision that articulate the State's aspiration for all students**
- Serve as the foundation for a competency-based accountability system and new school report card
- Align with the State Board of Education Strategic Plan
- Battelle for Kids will facilitate robust discussions and capture our hopes

NC Local Portraits

- Current state: at least 11 PSUs have created a graduate portrait-shared definitions, goals and aspirations for student outcomes after graduation
- Some include a Theory of Action and accountability metrics
- Some are more polished than others, but all attempts are valid!



Regionally Led Design Process

The Portrait Design Team cohorts throughout the state will each participate in four design team meetings. The proposed four-meeting process below will guide this phase of developing your Portrait of a Graduate.

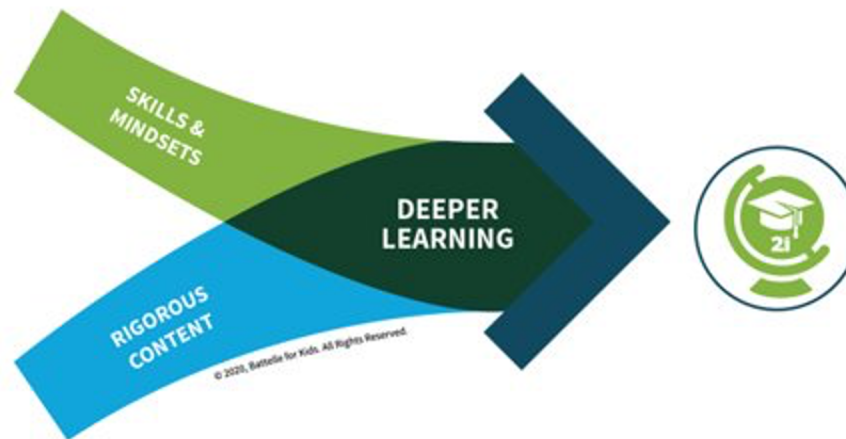
Portrait of a Graduate Design Process



Community Engagement Map



Portrait Pairs Academic Rigor with Skills and Mindsets



Deeper learning occurs through the **purposeful** integration of rigorous academic content with experiences that **intentionally** cultivate skills, mindsets, and literacies essential for students to become *lifelong learners and contributors* in the 21st century.

What Comes Next

1. Kickoff work in Feb 2022
2. Recruit stakeholders for design groups
3. Host 3 virtual design group meetings in the 8 regions in March
4. Create NC Portrait of a Graduate
5. Crosswalk with existing local Portraits
6. Get more feedback and refine
7. Portrait of a Graduate Reveal Summer of 2022

Discussion, Questions, Comments

