

Mandatory Evaluation Components

Report 2020-09: Lack of a Dedicated State-Level Effort Challenges North Carolina's Capacity to Increase Teacher Diversity

N.C. Gen. § 120-36.14 requires the Program Evaluation Division to include certain components in each of its evaluation reports, unless exempted by the Joint Legislative Program Evaluation Oversight Committee. The table below fulfills this requirement and, when applicable, cross-references where the component is discussed in the report.

N.C. Gen. § 120-36.14 Specific Provision	Component	Program Evaluation Division Determination	Report Page
(b)(1)	Findings concerning the merits of the program or activity based on whether the program or activity		
(b)(1)(a)	Is efficient	There is no program addressing the recruitment or retention of teachers of color at the state level. There is movement towards such programs, but they have not yet been implemented and so PED could not examine their efficiency.	11,12
(b)(1)(b)	Is effective	There is no program addressing the recruitment or retention of teachers of color at the state level. There is movement towards such programs, but they have not yet been implemented and so PED could not examine their effectiveness.	11,12
(b)(1)(c)	Aligns with entity mission	There is no program addressing the recruitment or retention of teachers of color at the state level. There is movement towards such programs, but they have not yet been implemented.	11,12
(b)(1)(d)	Operates in accordance with law	There is no requirement in law for a program to address teacher diversity, so the lack of such a program is not in violation of law.	11, 20
(b)(1)(e)	Does not duplicate another program or activity	There is no program addressing the recruitment or retention of teachers of color at the state level. There is movement towards such programs, but they have not yet been implemented. The proposed initiatives do not duplicate any existing programs.	11,12
(b)(1a)	Quantitative indicators used to determine whether the program or activity		
(b)(1a)(a)	Is efficient	There is no program addressing the recruitment or retention of teachers of color at the state level. There is movement towards such programs, but they have not yet been implemented. Therefore, indicators have not yet been established.	11, 12
(b)(1a)(b)	Is effective	There is no program addressing the recruitment or retention of teachers of color at the state level. There is movement towards such programs, but they have not yet been implemented. Therefore, indicators have not yet been established.	11, 12
(b)(1b)	Cost of the program or activity broken out by activities performed	There is no program addressing the recruitment or retention of teachers of color at the state level. There is movement towards such programs, but they have not yet been implemented. The cost of implementing these programs has not yet been determined.	11, 12
(b)(2)	Recommendations for making the program or activity more efficient or effective	Should the General Assembly wish to increase teacher diversity, it should:	31, 32

		<ol style="list-style-type: none"> 1) Mandate the inclusion of at least one Historically Black College or University or minority-serving institution in the North Carolina Teacher Fellows program 2) Require the State Board of Education in consultation with the Professional Educator Preparation and Standards Commission and the Department of Public Instruction to develop a plan for an alternative to licensure exams for teacher candidates to demonstrate competency 	
(b)(2a)	Recommendations for eliminating any duplication	PED determined there were no duplicated efforts. The recommendations focus on modifying existing programs to increase teacher diversity.	31, 32
(b)(4)	Estimated costs or savings from implementing recommendations	The recommendations would not require the additional expenditure of state funds.	31, 32