



Listening to North Carolina's Voices for Achieving Educational Excellence

Executive Summary

From February through early May 2025, North Carolina Superintendent of Public Instruction Maurice "Mo" Green embarked on the "Mo Wants to Know" (MWTK) listening and learning tour across North Carolina. This initiative included eight in-person regional sessions, more than 30 virtual and in-person stakeholder meetings, more than a dozen school visits, and an online feedback form accessible to all North Carolinians. The tour engaged thousands of educators, students, parents, business leaders, and community members in meaningful conversations about the future of public education in our state.

The tour revealed both the deep pride North Carolinians have in their public schools and their aspirations for continued improvement. Common themes included calls for competitive educator compensation, modernized infrastructure, personalized learning pathways, mental health support, and strengthened partnerships between schools and communities. While each region highlighted unique issues, there was remarkable consistency in the core values and priorities expressed across the state.

This report summarizes the key themes, regional perspectives, and transformative ideas gathered during the MWTK tour. In partnership with research institute RTI International, using advanced analytical techniques, patterns in the community feedback that aligned with Superintendent Green's initial six pillars for achieving educational excellence were identified. What emerged was a collective vision that emphasizes career readiness, teacher empowerment, increased and equitable funding, whole-child support, and community partnerships.

The insights gathered through the MWTK tour will directly inform the development of a comprehensive strategic plan for North Carolina's public education system. By listening to the collective wisdom of stakeholders from Murphy to Manteo, a foundation for educational excellence that truly reflects the needs, values, and aspirations of North Carolinians will be built.



Acknowledgements

It is my honor to serve as your State Superintendent of Public Instruction. While my nickname was in the title of the “Mo Wants to Know” tour, let me be clear: this was not about me.

I intended the listening and learning series to center *your* perspectives on North Carolina’s public education system, and you surely delivered.

From the Appalachian Mountains to the Pasquotank River to many virtual sessions on Zoom, I heard from over 4,800 stakeholders. It took a team to make the series possible, from the custodians at each school building to the local school district staff who organized the visits to the NC Department of Public Instruction regional support teams who stayed after hours to the NCDPI staff who ensured everything ran smoothly. I thank each and every one of you for your contributions. I appreciate your efforts.

I especially thank the thousands of North Carolinians from across the state who showed up to share your invaluable input. You believe in our public schools and in their potential. At our regional events, you spent hours with us, often traveling across county lines to join the sessions. Thank you for sharing the struggles you face and the dreams you have for our state’s children. Thank you for the opportunity to listen and to learn.

As I shared in each session, the work of “Achieving Educational Excellence,” the vision of North Carolina public schools, does not lie upon one person’s shoulders; it will take each and every one of us. With your participation and interest in the MWTK series, you have already taken an important step to be a part of this network of public education champions. Let’s continue moving this work forward.

As you review the report, I hope you find insights and inspiration illuminated. We can achieve educational excellence and have the best public education system in the entire country, if we're willing to work together to make that happen.

In partnership,

A handwritten signature in black ink, appearing to read "Maurice Green", with a stylized flourish above the name.

Maurice “Mo” Green

Methodology

Engagement Approach

The MWTK tour was designed to gather input from a diverse cross-section of North Carolina's education stakeholders through multiple channels:

1. **In-Person Regional Sessions:** Eight face-to-face public gatherings were conducted, with one session in each of the state's eight education regions.
2. **Virtual and In-Person Stakeholder Sessions:** More than thirty virtual and in-person meetings were held with specific stakeholder groups, including educators, students, parents, business leaders, nonprofit organizations, foundations, tribal leaders, charter school representatives, education researchers and members of the North Carolina General Assembly.
3. **Online Feedback Form:** A digital form on the NC Department of Public Instruction website allowed any member of the public to provide input by answering the same core questions posed during in-person and virtual sessions.

All engagement opportunities were structured around four essential questions:

- What should we celebrate and continue in NC public schools?
- What are the challenges and potential solutions for North Carolina public schools?
- What is your big idea for North Carolina public schools?
- What are the actions that you/your organization are committed to do to enhance North Carolina public schools?

Data Collection and Analysis

Multiple data sources were gathered throughout the tour:

- Audio recordings and transcripts from all in-person and virtual sessions
- Written feedback submitted through Padlet during live sessions
- Post-session reflection forms completed by participants
- Responses to the online feedback form

RTI International conducted the analysis using Large Language Model (LLM) technology to identify key themes aligned with Superintendent Green's six pillars:

1. Prepare each student for their next phase in life
2. Invest fully in public education
3. Revere public school educators
4. Enhance parent and community support and partnerships
5. Ensure safe, secure learning environments
6. Celebrate the good in public education

The analysis quantified the strength of each theme based on frequency of mention (High, Medium, or Low) and organized findings by pillar, question, and region to provide a comprehensive view of public input.

Participation and Engagement

The MWTK tour achieved significant reach across diverse communities and stakeholder groups:

In-Person Regional Sessions

- **Western Region:** March 17, Haywood County – 269 registrants
- **Northwest Region:** March 18, Caldwell County – 209 registrants
- **Piedmont-Triad Region:** March 24, Forsyth County – 635 registrants
- **Southwest Region:** March 26, Cabarrus County – 500 registrants
- **Sandhills Region:** March 27, Cumberland County – 499 registrants
- **Southeast Region:** March 31, New Hanover County – 264 registrants
- **North Central Region:** April 7, Durham County – 468 registrants
- **Northeast Region:** April 9, Pasquotank County – 329 registrants



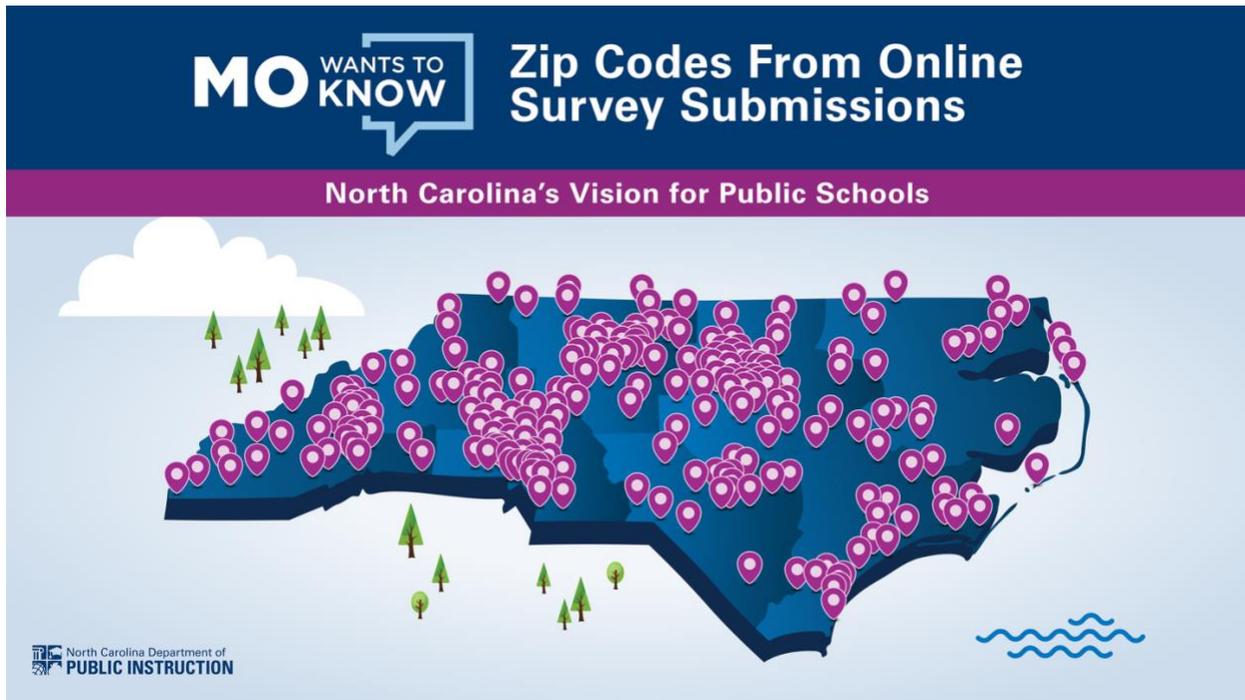
Stakeholder Sessions

The tour included 34 sessions with specific groups, including:

- **February 24** — NC Chamber
- **February 26** — NC Business Committee on Education
- **February 28** — Nonprofit Organizations
- **February 28** — State Education Foundations
- **March 3, April 8** — Tribal Leaders
- **March 3, 4, 6** — Public School Professionals
- **March 4** — NC Independent Colleges and Universities
- **March 7** — NC Community College System
- **March 10, 13, 21** — NCDPI Staff
- **March 10** — Education Policy Organizations
- **March 11** — Education Innovation Stakeholders
- **March 11** — Superintendent's Student Advisory Council
- **March 11** — University of North Carolina System
- **March 12** — Service Organizations
- **March 13** — Parent Organizations
- **March 14** — Charter School Leaders
- **March 14** — NC Association of Charter Schools
- **March 20** — Education Affinity Groups
- **March 20** — North Carolina Association of Colleges for Teacher Education
- **March 28** — North Carolina Coalition for Charter Schools
- **April 1** — North Carolina Association of Educators
- **April 10** — Local Government Leaders
- **April 15** — Education Nonprofits
- **April 17** — Education Researchers
- **April 17** — North Carolina General Assembly Members
- **April 22** — Faith Leaders
- **April 24** — Education Policy Fellows Network
- **April 28** — American Federation of Teachers
- **May 6** — North Carolina Students

This diverse engagement strategy ensured that voices from all educational contexts and geographic areas were included in the listening process.

Website Feedback Form



Top Responses to Mo's Four Questions

Throughout the MWTK tour, four consistent questions guided our conversations. Below are the top five themes that emerged for each question, reflecting the priorities voiced by North Carolinians.

Question 1: What should we celebrate and continue in NC public schools?

1. **Dedicated Educators and School Leaders:** Across all regions, participants celebrated the passion, commitment, and resilience of teachers, principals, and staff who consistently go above and beyond for students, often investing personal time and resources.
2. **Career and College Readiness Programs:** Communities expressed pride in career and technical education, early college initiatives, dual enrollment opportunities, and apprenticeship programs that prepare students for successful transitions after high school.
3. **Inclusive Education and Support for All Students:** Stakeholders highlighted the commitment to meeting diverse student needs, particularly through special education services, multilingual learner support, and programs for students from varied backgrounds.
4. **Community and Family Engagement:** Participants celebrated the strong partnerships between schools, families, and local organizations that create networks of support for student success and school improvement.
5. **Diverse Academic and Enrichment Programs:** Stakeholders valued the broad curriculum offerings—from advanced academic courses to arts, music, world languages, and extracurricular activities—that provide multiple pathways for student engagement and achievement.

Question 2: What are the challenges and potential solutions for North Carolina public schools?

1. **Inadequate Funding and Resource Allocation:** Consistently identified as the most significant challenge was insufficient funding for teacher pay, support staff, facilities, and instructional materials, particularly in rural and low-income areas. Proposed solutions included reformed funding formulas, dedicated infrastructure investment, and protection of public education dollars.
2. **Teacher Recruitment, Retention and Compensation:** Participants across all regions highlighted the difficulty of attracting and keeping quality educators due to low pay, excessive workload, and limited career advancement. Solutions centered on competitive compensation, reduced administrative burdens, and innovative pipeline programs.
3. **Student Mental Health and Well-Being:** Growing concerns about student anxiety, depression, behavioral issues, and trauma emerged in every session. Stakeholders called for increased counselors and social workers, trauma-informed practices, and comprehensive wellness programs.

4. **Aging Facilities and Infrastructure:** Many noted deteriorating buildings, overcrowded classrooms, and outdated technology infrastructure. Solutions included bond initiatives, public-private partnerships for facility upgrades, and dedicated technology refresh funding.
5. **Curriculum and Assessment Challenges:** Participants expressed frustration with rigid curricula, excessive standardized testing, and accountability systems that fail to measure growth or real-world skills. Solutions focused on more flexible, locally-relevant curriculum and authentic assessment approaches.

Question 3: What is your big idea for North Carolina public schools?

1. **Personalized Learning Pathways:** Many envisioned education systems that move away from standardization toward individualized approaches where students progress based on mastery rather than seat time, with flexible schedules and customized learning experiences.
2. **Comprehensive Funding Reform:** Stakeholders proposed transformative funding models that ensure equitable distribution based on student needs, stable multi-year allocations, and resources that follow students rather than systems.
3. **Reimagined Teacher Profession:** Bold ideas included dramatically restructured teacher roles with career ladders, competitive salaries comparable to other professions requiring similar education, reduced class sizes, and protected planning time.
4. **Community Schools Model:** Many proposed schools as community hubs offering integrated health services, family support, extended learning hours, and wrap-around support coordinated with local agencies and organizations.
5. **Technology-Enhanced Learning Environments:** Forward-thinking stakeholders envisioned technology-rich classrooms with AI-assisted personalization, virtual reality experiences, global connections, and emphasis on digital literacy alongside human connection.

Question 4: What are the actions that you/your organization are committed to do to enhance North Carolina public schools?

1. **Advocacy and Policy Engagement:** Many stakeholders pledged active advocacy with legislators and policymakers for increased funding, teacher support, and strengthened public education through personal outreach, testimony, and organized campaigns.
2. **Volunteer Service and Direct Engagement:** Individuals and organizations committed to providing hands-on support through mentoring, tutoring, classroom assistance, and participation in school improvement teams and advisory councils.
3. **Business and Industry Partnerships:** Corporate representatives pledged internship opportunities, equipment donations, expert guest teaching, career exploration events, and financial support for innovative programs.
4. **Professional Development and Resource Sharing:** Educational organizations committed to providing high-quality training, curriculum resources, research support, and collaborative networks to enhance teaching and leadership.

5. **Community Engagement and Public Awareness:** Media outlets, community organizations, and parent groups promised to highlight school successes, mobilize community resources, and build public understanding and support for education initiatives.

These responses demonstrate the deep commitment across North Carolina to strengthening public education through collaborative action, innovative thinking, and shared responsibility.

Key Themes by Pillar

The analysis revealed the most consistent and requested themes aligned with Superintendent Green's six pillars:

Pillar 1: Prepare Each Student for Their Next Phase in Life

- **Career, Technical and Vocational Pathways:**
Strong support for expanding CTE, apprenticeships, and industry credentials
- **Individualized Instruction and Differentiation:**
Moving away from one-size-fits-all approaches
- **Holistic Character Development and Social-Emotional Learning:**
Integrating SEL and character education
- **Core Academic Excellence and Mastery:**
Maintaining rigorous academic foundations
- **Early Literacy and Foundational Skills:**
Emphasizing strong early learning initiatives
- **Varied Curriculum and Enrichment:** Supporting broad curriculum beyond core subjects
- **Community, Industry and Higher Education Partnerships:**
Creating real-world connections
- **College Readiness and Dual Enrollment:** Strengthening pathways to higher education



Pillar 2: Invest Fully in Public Education

- **Competitive Educator Compensation and Benefits:**
Raising salaries and improving benefits
- **Equitable Funding and Resource Equity:**
Ensuring fair distribution regardless of location
- **Modernized Infrastructure Investment:**
Upgrading aging facilities and technology
- **Long-Term Financial Stability:**
Implementing strategic, multi-year planning
- **Prioritizing Public School Funding:**
Maintaining focus on traditional public schools
- **Administrative Efficiency:**
Redirecting resources from overhead to classrooms
- **Funding for Exceptional Children:** Increasing support for students with disabilities
- **Educator Workforce Development:** Building a robust educator pipeline



Pillar 3: Revere Public School Educators

- **Fair Compensation and Benefits:**
Competitive salaries reflecting educators' value
- **Enhanced Working Conditions and Classroom Resources:** Improving daily work environments
- **Teacher Autonomy and Decision-Making:**
Empowering educators' professional expertise
- **Recognition of Educator Contributions:**
Celebrating teachers' work and impact
- **Educator Well-Being and Work-Life Balance:**
Supporting mental health and preventing burnout
- **Recruitment, Retention and Pipeline Partnerships:**
Ensuring a continuous supply of quality educators
- **Continuous Professional Development:** Providing ongoing growth opportunities
- **New Teacher Support and Mentoring:** Easing transition into the profession



Pillar 4: Enhance Parent and Community Support

- **Parent Advocacy and Empowerment:**
Enabling families to advocate effectively
- **Parent Governance Involvement:**
Including parents in decision-making bodies
- **Transparent Communication:**
Creating clear, open communication channels
- **School-Community Partnerships:**
Building connections with local organizations
- **Business and Higher Education Collaborations:**
Linking schools with external partners
- **Volunteer and Mentorship Programs:**
Engaging community expertise
- **Comprehensive Family Support:** Addressing practical needs affecting education
- **Inclusive Family Engagement:** Ensuring all families feel welcomed and valued



Pillar 5: Ensure Safe, Secure Learning Environments

- **Enhanced Physical Security:**
Upgrading infrastructure and safety features
- **Crisis Preparedness:**
Developing comprehensive emergency protocols
- **Mental Health Services:**
Expanding counseling and intervention resources
- **Positive School Climate and Culture:**
Fostering supportive environments
- **Inclusive and Culturally Responsive Environments:**
Supporting diverse student needs
- **Social-Emotional Learning and Wraparound Supports:** Addressing whole-child needs
- **Restorative Discipline Practices:** Moving away from purely punitive approaches
- **Community and Parent Engagement:** Including families in safety planning



Pillar 6: Celebrate the Good in Public Education

- **Student Achievement and Success Stories:**
Highlighting academic and personal growth
- **Educator Dedication and Excellence:**
Recognizing exceptional teaching and leadership
- **Innovative Programs and Pathways:**
Showcasing forward-thinking initiatives
- **Community Engagement and Partnerships:**
Celebrating collaborative success
- **Diverse and Inclusive Learning Environments:**
Honoring equity and inclusion efforts
- **Legacy and Traditions of Excellence:**
Connecting past strengths to future vision
- **Visionary Leadership:** Acknowledging inspirational educational leaders
- **Positive Communication and Success Storytelling:** Sharing achievements proactively



Additional Themes:

Much of the feedback fell within an existing pillar established by Superintendent Green. However, there was input that spanned beyond the original categories.

Participants often noted how there was an opportunity for optimized operations within the Department of Public Instruction and its outreach beyond the building. NCDPI is in a position to be the exemplar for modernized operations, and local districts are eager to strengthen the partnership with the state agency.

NCDPI was seen as an opportunity to serve as a hub for innovation and a critical space to centralize and scale evidence-based practices. While research is also an agency priority, feedback included a desire for stronger collaboration between the academic research world with NCDPI.

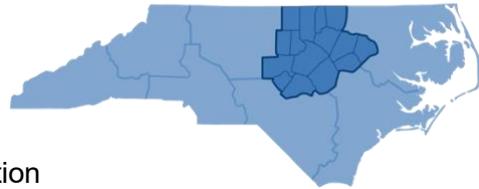
Despite recognition of the challenges facing public education, participants emphasized how public education in North Carolina is the best choice – and this message must be multiplied.

Regional Highlights

Each region expressed unique priorities while sharing common values:

North Central Region

- **Celebrating Success and Partnerships:**
Pride in programs like culinary arts, world languages
- **Inclusive Support for All Learners:**
Focus on diverse learners including special education
- **Empowering Teachers:** Concerns about professional stress and need for support
- **Transforming Literacy Curriculum:** Emphasis on science of reading implementation
- **Smart Technology Use:** Balancing benefits with concerns about overreliance



ICYMI News Coverage: “NC Superintendent Mo Green talks teacher pay, federal govt concerns on state tour” in [ABC11](#)

Northeast Region

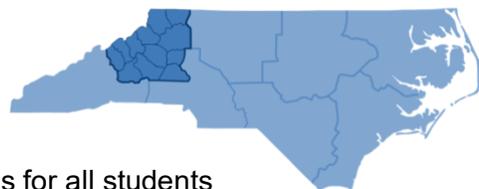
- **Teacher Pay and Retention:**
Stark regional disparities with neighboring states
- **Rural Equity and Funding:**
Fewer resources compared to urban areas
- **Special Education Support:**
High caseloads and insufficient resources
- **Early Literacy and Pre-K:** Strong support for universal early childhood education
- **Regional Collaboration:** Sharing resources across neighboring districts



ICYMI News Coverage: “State Superintendent Wraps Up ‘Mo Wants to Know’ tour in Elizabeth City, hears public instruction ideas” in [The Coastland Times](#)

Northwest Region

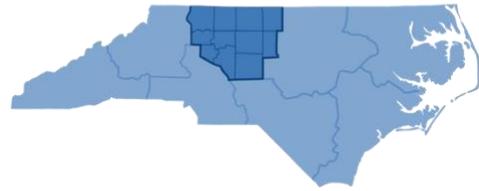
- **Funding and Resources:**
Concerns about inadequate financial support
- **Teacher Compensation:**
Support for improved pay and career pathways
- **Student Nutrition:** Celebrating free meal programs for all students
- **Character and SEL Enhancement:** Focus on whole-child development
- **Multilingual Support:** Need for native-language testing options



ICYMI News Coverage: “N.C. Schools Supt. Mo Green makes stop in Lenoir, promotes better future for public education” in the [Hickory Daily Record](#)

Piedmont-Triad Region

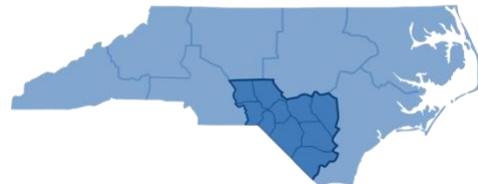
- **Celebrating Educators:**
Recognition of all school staff contributions
- **Fair Compensation:**
Addressing chronically low salaries
- **Student Health and Wellness:**
Need for full-time nurses and counselors
- **Community Partnerships:** Collaborative school-community relationships
- **Curriculum Relevance:** Connecting classroom learning to real-world skills



ICYMI News Coverage: "State Superintendent Mo Green holds listening session in Winston-Salem" in [WFDD Radio](#)

Sandhills Region

- **Empowering Educators:**
Support for teacher decision-making
- **Investing in the Future:**
Addressing chronic underfunding
- **Reinventing Learning:**
Moving beyond one-size-fits-all approaches
- **Whole Child Education:** Balancing academics with character development
- **Strength in Partnership:** Collaboration with military and community organizations



ICYMI News Coverage: "State Superintendent Mo Green listens to educators, parents and students at local event" in [The Fayetteville Observer](#)

Southeast Region

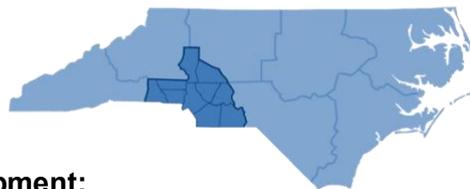
- **Collaborative Leadership:**
Celebrating teacher networks and partnerships
- **Better Funding and Resources:**
Addressing overcrowding and inadequate resources
- **Innovative Teaching:** Rethinking traditional instructional approaches
- **Student Support and Positive Discipline:** Moving away from punitive practices
- **Modern Facilities and Technology:** Need for state-of-the-art learning environments



ICYMI News Coverage: "Superintendent of NCDPI Mo Green visits Wilmington to discuss the future of public schools" in [WWAY 3 TV](#)

Southwest Region

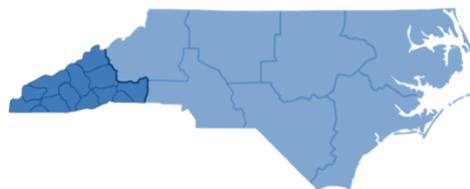
- **Celebrating Innovative Academic Programs:**
Pride in diverse educational offerings
- **Reverence for All Educators:**
Honoring everyone from teachers to support staff
- **Academic Achievement with Character Development:**
Balanced educational vision
- **Stakeholder Engagement:** Meaningful community involvement in planning
- **Regional Growth and Infrastructure:** Addressing rapid population increases



ICYMI News Coverage: “NC superintendent Mo Green talks teacher pay, special education at Concord 'listening session” [on WFAE 90.7](#)

Western Region

- **Teacher Pay and Workforce Stability:**
Addressing recruitment challenges
- **Mental Health Support:**
Focus on student and staff wellbeing
- **Curriculum Innovation:**
Personalized and relevant learning approaches
- **Arts and Enrichment Programs:** Strong support for creative education
- **Early Learning Investment:** Emphasis on strong educational foundations



ICYMI News Coverage: “I can't do it alone': Green invites community engagement in education” in [Smoky Mountain News](#)

Top 20 Recommendations

Based on the strength and consistency of themes across regions and stakeholder groups, these recommendations emerged as priorities:

1. **Increase Educator Compensation:** Implement competitive salaries and benefits, including restoration of master's pay differentials, to attract and retain quality educators.
2. **Modernize School Facilities:** Invest in upgrading aging infrastructure, technology, and learning spaces to create inspiring, safe educational environments.
3. **Expand Career and Technical Education:** Develop robust pathways connecting classroom learning to workforce opportunities through apprenticeships, industry credentials, and work-based learning.
4. **Enhance Mental Health Support:** Increase access to counselors, psychologists, and social-emotional learning programs to address growing mental health needs.
5. **Reform School Funding Formulas:** Create more equitable funding mechanisms that ensure resources are distributed based on student needs rather than geography.
6. **Strengthen Early Literacy Programs:** Expand evidence-based reading instruction and universal Pre-K access to build strong academic foundations.
7. **Reduce Administrative Burden:** Streamline paperwork, testing requirements, and bureaucratic processes to allow educators to focus on teaching.
8. **Develop Teacher Pipeline Programs:** Create "grow your own" initiatives, residency models, and recruitment pathways to address teacher shortages.
9. **Implement Personalized Learning Models:** Move toward more individualized approaches that address diverse learning needs and interests.
10. **Enhance Special Education Support:** Increase funding and staffing for exceptional children's programs to meet the needs of students with disabilities.
11. **Create School-Business Partnerships:** Establish formal collaboration programs between schools and industry to enhance real-world learning.
12. **Expand Dual Enrollment Opportunities:** Increase access to college courses during high school to accelerate post-secondary pathways.
13. **Develop Whole-Child Support Systems:** Integrate academic, social-emotional, physical, and mental health services into comprehensive support networks.
14. **Implement Technology Equity Initiatives:** Ensure all students have access to devices, connectivity, and digital literacy instruction.
15. **Reform Assessment Systems:** Move toward growth-based, authentic assessment approaches that better measure student learning.
16. **Create Community School Models:** Develop schools as community hubs that provide wrap-around services and family support.
17. **Enhance Teacher Professional Development:** Provide high-quality, continuous learning opportunities aligned with educator needs.

18. **Expand Multilingual Education:** Support dual language programs and better resources for English learners.
19. **Improve Parent and Family Engagement:** Develop innovative approaches to involve families as partners in education.
20. **Establish Long-term Education Investment Plans:** Create stable, predictable funding mechanisms that support continuous improvement.

Transformative Ideas for Education in North Carolina

Participants shared bold visions for reimagining public education:

Reimagined Learning Models

- **Competency-Based Advancement:** Moving from seat time to mastery-based progression
- **Flexible Scheduling:** Year-round calendars, extended day options, and hybrid models
- **Community-Integrated Learning:** Moving education beyond classroom walls into communities
- **Personalized Learning Platforms:** AI-assisted customization of educational pathways
- **Project-Based Learning Ecosystems:** Real-world problem solving across disciplines

Innovative Teacher Development

- **Teacher Residency Programs:** Medical residency-style teacher preparation
- **Career Advancement Pathways:** Leadership roles that keep excellent teachers with students
- **Teacher Housing Initiatives:** Affordable housing solutions to attract educators
- **Hybrid Educator Roles:** Positions that blend teaching with industry or research
- **National Board Certification Expansion:** Supporting all teachers in pursuing excellence

Funding and Resource Models

- **Student-Weighted Funding Formulas:** Resources allocated based on individual needs
- **Public-Private Partnership Infrastructure:** Shared financing for facility modernization
- **Education Endowment Funds:** Long-term investment vehicles for stable school funding
- **Regional Resource Sharing:** Collaborative structures for districts to pool resources
- **Technology Refresh Funding:** Dedicated resources for regular technology updates

Community and Family Engagement

- **Family Success Centers:** School-based hubs providing comprehensive family services
- **Community Co-Teaching Models:** Bringing community expertise into classrooms
- **Business Adoption Programs:** Companies "adopting" schools for long-term support
- **Parent Leadership Academies:** Training programs for family education advocates
- **School-Based Health Centers:** Comprehensive health services located in schools

Assessment and Accountability Innovation

- **Growth Portfolio Systems:** Student-managed evidence of development over time
- **Real-World Performance Assessments:** Authentic demonstrations of knowledge
- **Community-Based Accountability:** Local input into school quality measures
- **Student-Led Assessment:** Empowering learners to demonstrate their knowledge
- **Competency Verification Systems:** Industry-validated skills certification



Moving Forward Together

The MWTK tour revealed a North Carolina united in its commitment to educational excellence. Despite geographic, demographic, and economic differences across regions, stakeholders consistently emphasized the importance of well-supported educators, personalized learning pathways, adequate resources, and strong community partnerships.

These findings will directly inform the development of a comprehensive strategic plan for North Carolina public education. The plan will align with Superintendent Green's six pillars while incorporating the specific priorities and transformative ideas shared by stakeholders across the state.

This listening and learning tour represents not an end, but a beginning. The conversations that started during MWTK will continue as we work together to implement the recommendations and innovations that emerged from this process into our strategic plan. By maintaining open dialogue with educators, students, families, and community members, we will ensure that our education system evolves to meet the changing needs of North Carolina's children.

Together, we can achieve educational excellence by preparing each student for their next phase in life, investing fully in public education, revering educators, enhancing community partnerships, ensuring safe learning environments, and celebrating the good in our schools. The path forward has been illuminated by the collective wisdom of North Carolinians who shared their hopes, concerns, and visions during the Mo Wants to Know tour.