

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2025

H.B. 910
Apr 10, 2025
HOUSE PRINCIPAL CLERK

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HOUSE BILL DRH40457-MTa-111

Short Title: DRIVE Recommendations/Teacher Diversity. (Public)

Sponsors: Representative Hawkins.

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO IMPLEMENT VARIOUS INITIATIVES AND PROGRAM EXPANSIONS TO
3 PROMOTE TEACHER DIVERSITY AND INCREASE TEACHER RECRUITMENT,
4 INCLUDING AS RECOMMENDED BY THE GOVERNOR'S DRIVE TASK FORCE
5 REPORT, AND TO APPROPRIATE FUNDS FOR THESE PURPOSES.

6 Whereas, a diverse educator workforce improves student elementary, secondary, and
7 postsecondary outcomes and benefits every student; and

8 Whereas, developing a more representative educator workforce that mirrors the
9 diversity of the student body in North Carolina requires incremental progress over time; and

10 Whereas, the teacher shortage in North Carolina necessitates innovative and specific
11 programs, including 2+2 certification for educators, to put more teachers in the classroom,
12 especially in special education and rural areas; and

13 Whereas, to solve the recruitment and retention problems in North Carolina and to
14 provide every student with a well-trained and qualified educator, the State must promote teacher
15 diversity from recommendations outlined in the report of the DRIVE Task Force; and

16 Whereas, the DRIVE Network is governed by an entity that was approved by the
17 DRIVE Task Force that was established by the Governor after the scheduled end of the DRIVE
18 Task Force on December 31, 2023, to continue the work of the DRIVE Task Force; Now,
19 therefore,

20 The General Assembly of North Carolina enacts:

21
22 **PART I. ALTERNATIVE PATHWAYS/TEACHER RECRUITMENT MODELS**

23 **SECTION 1.** There is appropriated from the General Fund to the Department of
24 Public Instruction the sum of two million dollars (\$2,000,000) in recurring funds for the
25 2025-2026 fiscal year for research-based Grow-Your-Own and 2+2 programs in all regions of
26 the State, including high school-based career academy programs, the North Carolina Teacher
27 Cadet Program, Teaching as a Profession, and the TAs to Teachers and Troops to Teacher
28 programs.
29

30 **PART II. DEVELOPING A REPRESENTATIVE AND INCLUSIVE VISION FOR THE**
31 **EDUCATION (DRIVE) GRANT PROGRAM**

32 **SECTION 2.(a)** Purpose. – The State Board of Education, in consultation with the
33 Office of the Governor, The University of North Carolina System Office, and the Community
34 Colleges System Office, and the DRIVE Network shall establish a grant program to support
35 strategic partnerships committed to increasing the pipeline of educators of color across the State.
36 As an extension of the recommendations and strategies presented by the Governor's DRIVE Task



1 Force on January 1, 2021, the grants shall be provided to local school administrative units,
2 institutions of higher education, and community organizations to implement innovative
3 initiatives that support the recruitment, preparation, support, and retention of racially, ethnically,
4 and linguistically diverse educators. The purpose of this program shall be to do at least the
5 following:

- 6 (1) Increase the diversity of the educator workforce across the State through novel
7 recruitment efforts.
- 8 (2) Strengthen the pipeline of aspiring teachers of color across the State through
9 traditional and alternative certification pathways.
- 10 (3) Provide mechanisms to support and retain educators of color currently serving
11 in elementary and secondary public schools.
- 12 (4) Promote collaboration between school systems, institutions of higher
13 education, and community and nonprofit organizations to diversify the
14 educator workforce.

15 **SECTION 2.(b)** Applications. – Applicants for grants shall demonstrate at least the
16 following for grant award consideration:

- 17 (1) A partnership between at least two of the following entities: local school
18 administrative units, Historically Black Colleges and Universities,
19 Historically Minority-Serving Institutions, educator preparation programs,
20 alternative certification programs, public and private colleges and universities,
21 community colleges, and community or nonprofit organizations.
- 22 (2) Proposals for strategies that address one or more of the following components
23 of the educator development continuum as highlighted by the DRIVE Task
24 Force's 2021 Report to the Governor: recruitment, placement and induction,
25 and support and retention of educators of color.

26 **SECTION 2.(c)** Use of Funds. – Grant funds may be used for the following
27 activities:

- 28 (1) Strengthening existing high school dual enrollment programs to offer
29 education-based college credit or honors courses as streamlined pathways for
30 future careers in education.
- 31 (2) Implementing targeted school system-level and community-based recruitment
32 programs for aspiring educators of color interested in traditional and
33 alternative educator preparation programs.
- 34 (3) Utilizing and leveraging existing financial aid programs that include
35 scholarships, loan forgiveness, and tuition reimbursement that reduce the
36 disproportionate financial burden incurred by aspiring candidates of color.
- 37 (4) Increasing preparation and supporting preservice educators of color through
38 paid clinical learning experiences, with a commitment to teaching in North
39 Carolina public schools.
- 40 (5) Offering support for job placement and licensure for candidates of color after
41 completing their educator preparation program.
- 42 (6) Providing induction and mentoring programs that address the needs of
43 educators of color that include sustaining networking and professional
44 learning communities or affinity groups.
- 45 (7) Encouraging and financially supporting educators of color interested in
46 joining national professional organizations or attending national conferences.

47 **SECTION 2.(d)** Request for Proposal. – By October 1, 2025, the State Board of
48 Education shall issue a request for proposal (RFP) for the grant program. Applicants shall submit
49 their proposals by December 1, 2025. The RFP shall require that proposals include the following
50 information, at a minimum:

- 51 (1) Description of the proposal.

- 1 (2) Evidence-based research that supports the proposal.
- 2 (3) An implementation time line for the plan.
- 3 (4) Plans for financial sustainability once grant money is no longer available.

4 **SECTION 2.(e)** Selection. – By February 1, 2026, a selection committee shall select
5 up to five grantees, making the effort to ensure that there is representation across the State as
6 reflected by rural and urban districts, institutions of higher education, and community-based
7 partners. Any grants awarded may be spent over a five-year period from the initial award. Grants
8 may be awarded for new or existing projects.

9 **SECTION 2.(f)** Reporting Requirements. – No later than September 1 of each year,
10 grant recipients shall submit to the State Board of Education an annual report for the preceding
11 grant year that describes the implementation of the program. This report must include qualitative
12 and quantitative data to demonstrate program effectiveness.

13 **SECTION 2.(g)** Evaluation and Reporting. – Of the funds appropriated by this
14 section, the State Board of Education may use up to three hundred thousand dollars (\$300,000)
15 to contract with the DRIVE Network, housed at the Public School Forum of North Carolina, Inc.,
16 to evaluate the impact of this grant program. The DRIVE Network shall report the results of this
17 evaluation to the Joint Legislative Education Oversight Committee, the Fiscal Research Division,
18 and the Office of State Budget and Management by September 1, 2027. The State Board of
19 Education shall report annually on the implementation of this grant program beginning January
20 1, 2027.

21 **SECTION 2.(h)** Appropriation. – There is appropriated from the General Fund to
22 the Department of Public Instruction the sum of two million dollars (\$2,000,000) in recurring
23 funds for the 2025-2026 fiscal year to implement the grant program in accordance with this
24 section.

25 **SECTION 2.(i)** Carryforward. – Any unexpended funds at the end of each fiscal
26 year from the funds appropriated for the grant program under this section shall not revert to the
27 General Fund but shall remain available for expenditure for the purposes set forth in this section.

28

29 **PART III. RECRUITMENT BONUS PILOT PROGRAM FOR TEACHERS IN** 30 **LOW-WEALTH, LOW-PERFORMING, OR HIGH-NEEDS SCHOOLS**

31 **SECTION 3.(a)** Purpose. – The State Board of Education shall establish a grant
32 program to assist local school administrative units in providing multiyear recruitment bonuses to
33 certified teachers who commit to teach multiple years in a low-performing or high-needs school.
34 Bonuses awarded as part of this grant program shall include, but are not limited to, the following
35 components:

- 36 (1) Awards over multiple years with a requirement that teachers remain in the
37 school over multiple years to receive the bonus.
- 38 (2) Awards to licensed teachers who commit to teach in a school identified as
39 low-performing, as defined in G.S. 115C-105.37, a school identified as
40 continually low-performing as defined in G.S. 115C-105.37A, or a school
41 with an identified student percentage (ISP) of seventy-five percent (75%) or
42 greater as used in the National School Lunch Program for qualification for the
43 Community Eligibility Provision (CEP) Program.

44 **SECTION 3.(b)** Request for Proposal. – By September 1, 2025, and annually
45 thereafter, the State Board of Education shall issue a request for proposal (RFP) for the grant
46 program. Local boards of education shall submit their proposals by December 1, 2025. The RFP
47 shall require that proposals include the following information, at a minimum:

- 48 (1) Description of the proposal, including details on targeted schools for the
49 bonuses and how the bonus program will be structured.
- 50 (2) Evidence-based research that supports the proposal.
- 51 (3) Implementation time line for the plan.

1 (4) Plans for financial sustainability once grant money is no longer available.

2 **SECTION 3.(c)** Grant Awards. – By February 15, 2026, the State Board of
3 Education shall review the proposals submitted by local boards of education and shall select up
4 to 10 local school administrative units for grant awards. The State Board of Education may make
5 grant awards for up to three years. A local school administrative unit may not receive more than
6 five hundred thousand dollars (\$500,000) in a single fiscal year from the grant program.

7 **SECTION 3.(d)** Evaluation and Reporting. – Of the funds appropriated by this
8 section, the State Board of Education may use up to three hundred thousand dollars (\$300,000)
9 to contract with an independent research organization to evaluate the impact of this grant
10 program. The independent research organization shall report the results of this evaluation to the
11 Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Office
12 of State Budget and Management by September 1, 2028. The Department of Public Instruction
13 shall report annually on the implementation of this grant program beginning March 1, 2026.

14 **SECTION 3.(e)** Appropriation. – There is appropriated from the General Fund to
15 the Department of Public Instruction the sum of fifteen million dollars (\$15,000,000) in recurring
16 funds for the 2025-2026 fiscal year to implement the grant program in accordance with this
17 section.

18 **SECTION 3.(f)** Carryforward. – Any unexpended funds appropriated under this
19 section at the end of the 2025-2026 fiscal year shall not revert to the General Fund but shall
20 remain available for the purposes set forth in this section.

21 22 **PART IV. TEACHER PREPARATION RESIDENCY PILOT GRANT PROGRAM**

23 **SECTION 4.(a)** Purpose. – The State Board of Education shall establish a grant
24 program to assist local school administrative units in the development of teacher preparation
25 residency pilot programs. Teacher preparation residency programs provide the necessary
26 preparation and induction supports to teacher preparation candidates pursuing a continuing
27 professional license. Teacher preparation residency programs eligible to receive grant funding
28 through this program shall include, at a minimum, the following components:

- 29 (1) Coursework in the candidate's area of licensure.
- 30 (2) Tuition and stipends.
- 31 (3) Faculty advising.
- 32 (4) Clinical training experiences.
- 33 (5) Ongoing induction support.

34 Residency programs eligible for this grant program may include partnerships between
35 local school administrative units, educator preparation programs, local community colleges or
36 universities, and other community organizations. Grant funds awarded to local school
37 administrative units under this program shall be matched by the local school administrative unit
38 on the basis of one dollar (\$1.00) in nongrant funds for every one dollar (\$1.00) in grant funds.

39 **SECTION 4.(b)** Request for Proposal. – By October 1, 2025, the State Board of
40 Education shall issue a request for proposal (RFP) for the grant program. Local boards of
41 education shall submit their proposals by January 15, 2026. The RFP shall require that proposals
42 include the following information, at a minimum:

- 43 (1) Description of the proposal, including the number of teacher preparation
44 candidates to be served.
- 45 (2) Evidence-based research that supports the proposal.
- 46 (3) Implementation time line for the plan.
- 47 (4) Plans for financial sustainability once grant money is no longer available.

48 **SECTION 4.(c)** Grant Awards. – By April 15, 2026, the State Board of Education
49 shall review the proposals submitted by local boards of education and shall select up to 10 local
50 school administrative units for grant awards. The State Board of Education may make grant

1 awards for up to three years. A local school administrative unit may not receive more than five
2 hundred thousand dollars (\$500,000) in a single fiscal year from this grant program.

3 **SECTION 4.(d)** Evaluation and Reporting. – Of the funds appropriated by this
4 section, the State Board of Education may use up to three hundred thousand dollars (\$300,000)
5 to contract with an independent research organization to evaluate the impact of this grant
6 program. The independent research organization shall report the results of this evaluation to the
7 Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Office
8 of State Budget and Management by September 1, 2029. The Department of Public Instruction
9 shall report annually on the implementation of this grant program beginning March 1, 2027.

10 **SECTION 4.(e)** Appropriation. – There is appropriated from the General Fund to
11 the Department of Public Instruction the sum of fifteen million dollars (\$15,000,000) in recurring
12 funds for the 2025-2026 fiscal year to implement the grant program in accordance with this
13 section.

14 **SECTION 4.(f)** Carryforward. – Any unexpended funds appropriated under this
15 section at the end of the 2025-2026 fiscal year shall not revert to the General Fund but shall
16 remain available for the purposes set forth in this section.

17 18 **PART V. EXPANSION OF FELS PROGRAM/ENCOURAGE DIVERSITY**

19 **SECTION 5.1.** G.S. 116-209.45(e) reads as rewritten:

20 "(e) Eligibility for Loans. – The Authority shall establish the criteria for initial and
21 continuing eligibility to participate in the Program. All loan recipients shall be residents of North
22 Carolina and shall attend an eligible institution.

23 The Authority shall adopt standards deemed appropriate by the Authority to ensure that only
24 qualified, potential recipients receive a loan under the Program. The standards may include
25 minimum grade point average and satisfactory academic progress. The Authority shall include
26 individuals currently holding a bachelor's degree seeking preparation for teacher licensure as
27 potential recipients to receive a loan under the Program."

28 **SECTION 5.2.** G.S. 116-209.45(g) reads as rewritten:

29 "(g) Advisory Group. – The Authority shall appoint an advisory group composed of, at
30 minimum, appropriate representatives from higher education institutions and health and labor
31 departments, agencies, or commissions to make recommendations to the Authority regarding the
32 Authority's future apportionment and distribution of Program loans based on projected labor
33 market shortages, higher education enrollment projections, and other relevant information. The
34 Advisory Group shall also make recommendations to the Authority regarding strategies to
35 encourage participation in the Program for potential recipients of color, specifically among
36 individuals pursuing teacher licensure."

37 38 **PART VI. EXPAND NC TEACHING FELLOWS PROGRAM**

39 **SECTION 6.(a)** Part 3 of Article 23 of Chapter 116 of the General Statutes reads as
40 rewritten:

41 "Part 3. North Carolina Teaching Fellows Program.

42 **"§ 116-209.60. Definitions.**

43 The following definitions apply in this Part:

- 44 (1) Commission. – The North Carolina Teaching Fellows Commission.
- 45 (2) Director. – The Director of the North Carolina Teaching Fellows Program.
- 46 (3) Forgivable loan. – A forgivable loan made under the Program.
- 47 (4) Program. – The North Carolina Teaching Fellows Program.
- 48 (5) Public school. – An elementary or secondary school located in North Carolina
49 that is governed by a local board of education, charter school board of
50 directors, regional school board of directors, or University of North Carolina
51 laboratory school board of trustees.

- 1 (5a) ~~Qualifying licensure area. — A teacher licensure area in one of the following~~
- 2 ~~subjects:~~
- 3 ~~a. Either of the following, as identified pursuant to G.S. 116-209.62(h):~~
- 4 ~~1. Special education.~~
- 5 ~~2. STEM.~~
- 6 ~~b. Elementary education (K-6).~~
- 7 (5b) Qualifying teacher. – A teacher in a North Carolina public school who meets
- 8 the following criteria:
- 9 a. Received a forgivable loan under the Program.
- 10 b. Graduated within 10 years from an educator preparation program
- 11 leading to teacher licensure, excluding any authorized deferment for
- 12 extenuating circumstances.
- 13 ~~e. Serves as a teacher in a qualifying licensure area.~~
- 14 (6) ~~STEM. — Science, technology, engineering, and mathematics.~~
- 15 (7) Trust Fund. – The North Carolina Teaching Fellows Program Trust Fund.

16 ...

17 **"§ 116-209.62. North Carolina Teaching Fellows Program established; administration.**

18 (a) Program. – There is established the North Carolina Teaching Fellows Program to be

19 administered by the System Office of The University of North Carolina, in conjunction with the

20 Authority and the Commission. The purpose of the Program is to recruit, prepare, and support

21 students residing in or attending institutions of higher education located in North Carolina for

22 preparation as highly effective teachers ~~in qualifying licensure areas~~ in the State's public schools.

23 The Program shall be used to provide a forgivable loan to individuals interested in preparing to

24 teach in the public schools of the ~~State in qualifying licensure areas.~~ State.

25 (b) Trust Fund. – There is established the North Carolina Teaching Fellows Program

26 Trust Fund to be administered by the Authority, in conjunction with the System Office of The

27 University of North Carolina. All funds (i) appropriated to, or otherwise received by, the Program

28 for forgivable loans and other Program purposes, (ii) received as repayment of forgivable loans,

29 and (iii) earned as interest on these funds shall be placed in the Trust Fund. The purpose of the

30 Trust Fund is to provide financial assistance to qualified students for completion of teacher

31 education and licensure programs to ~~fill qualifying licensure areas~~ teach in the public schools of

32 the State.

33 ...

34 (d) Director of the Program. – The Board of Governors of The University of North

35 Carolina shall appoint a Director of the Program. The Director shall appoint staff to the

36 Commission and shall be responsible for recruitment and coordination of the Program, including

37 proactive, aggressive, and strategic recruitment of potential recipients. Efforts shall include

38 identifying and encouraging students of color and students who may not otherwise consider a

39 career in teaching to enter the Program. Recruitment activities shall include a broad-based

40 strategy (i) targeting regions of the State with the highest teacher attrition rates and teacher

41 recruitment ~~challenges, challenges and~~ (ii) actively engaging with educators, business leaders,

42 experts in human resources, elected officials, and other community leaders throughout the ~~State,~~

43 ~~and (iii) attracting candidates in qualifying licensure areas to the Program.~~ State to attract a

44 diverse pool of applicants. The Director shall report to the President of The University of North

45 Carolina. The Authority shall provide office space and clerical support staff, as necessary, to the

46 Director for the Program.

47 (e) Student Selection Criteria for Forgivable Loans. – The Commission shall adopt

48 stringent standards for awarding forgivable loans based on multiple measures to ensure that only

49 the strongest applicants receive them, including the following:

50 (1) Grade point averages.

51 (2) Performance on relevant career and college readiness assessments.

1 (3) Experience, accomplishments, and other criteria demonstrating qualities
2 positively correlated with highly effective teachers, including excellent verbal
3 and communication skills.

4 (4) Demonstrated commitment to serve in a ~~qualifying licensure area in~~ North
5 Carolina public schools.

6 (f) Program Selection Criteria. – The Authority shall administer the Program in
7 cooperation with ~~up to 10 any~~ institutions of higher education with ~~approved a State Board of~~
8 Education-approved educator preparation programs selected by the Commission that
9 represent a diverse selection of both postsecondary constituent institutions of The University of
10 North Carolina and private postsecondary institutions operating in the State. ~~The Commission~~
11 ~~shall adopt stringent standards for selection of the most effective educator preparation programs,~~
12 ~~including the following:~~

13 (1) ~~Demonstrates high rates of educator effectiveness on value-added models and~~
14 ~~teacher evaluations, including using performance based, subject specific~~
15 ~~assessment and support systems, such as edTPA or other metrics of evaluating~~
16 ~~candidate effectiveness that have predictive validity.~~

17 (2) ~~Demonstrates measurable impact of prior graduates on student learning,~~
18 ~~including impact of graduates teaching in qualifying licensure areas.~~

19 (3) ~~Demonstrates high rates of graduates passing exams required for teacher~~
20 ~~licensure.~~

21 (4) ~~Provides curricular and co-curricular enhancements in leadership, facilitates~~
22 ~~learning for diverse learners, and promotes community engagement,~~
23 ~~classroom management, and reflection and assessment.~~

24 (5) ~~Requires at least a minor concentration of study in the subject area that the~~
25 ~~candidate may teach.~~

26 (6) ~~Provides early and frequent internship or practical experiences, including the~~
27 ~~opportunity for participants to perform practicums in diverse school~~
28 ~~environments.~~

29 (7) ~~Is approved by the State Board of Education as an educator preparation~~
30 ~~program.~~

31 (8) ~~For an educator preparation program enrolling loan recipients in a program of~~
32 ~~study leading to licensure in elementary education (K-6), provides training~~
33 ~~that is aligned with the Science of Reading in accordance with~~
34 ~~G.S. 115C-269.20. The Commission shall contract with a third-party entity to~~
35 ~~biennially evaluate whether a program identified in this subdivision is~~
36 ~~providing training that is aligned with the Science of Reading.~~

37 (g) Awards of Forgivable Loans. – The Program shall provide forgivable loans to selected
38 students to be used at ~~up to 10~~ selected institutions for completion of a program leading to initial
39 teacher licensure as follows:

40 (1) North Carolina high school seniors. – Forgivable loans of up to ~~five thousand~~
41 ~~dollars (\$5,000) per semester for up to eight semesters.~~ ten thousand dollars
42 (\$10,000) per academic year for up to four academic years.

43 (2) Students applying for transfer to a selected educator preparation program at
44 an institution of higher education. – Forgivable loans of up to ~~five thousand~~
45 ~~dollars (\$5,000) per semester for up to six semesters.~~ ten thousand dollars
46 (\$10,000) per academic year for up to four academic years.

47 (3) Individuals currently holding a bachelor's degree seeking preparation for
48 teacher licensure. – Forgivable loans of up to ~~five thousand dollars (\$5,000)~~
49 ~~per semester for up to four semesters.~~ ten thousand dollars (\$10,000) per
50 academic year for up to two academic years.

- 1 (4) Students matriculating at institutions of higher education who are changing to
 2 an approved program of study at a selected educator preparation program. –
 3 Forgivable loans of up to ~~five thousand dollars (\$5,000) per semester for up~~
 4 ~~to four semesters~~ ten thousand dollars (\$10,000) per academic year for up to
 5 four academic years.

6 Forgivable loans may be used for tuition, fees, the cost of books, and expenses related to
 7 obtaining licensure.

8 ~~(h) Identification of STEM and Special Education Licensure Areas. – The Superintendent~~
 9 ~~of Public Instruction shall identify and provide to the Commission and the Authority a list of~~
 10 ~~STEM and special education licensure areas and shall annually provide to the Commission the~~
 11 ~~number of available positions in each qualifying licensure area relative to the number of current~~
 12 ~~and anticipated teachers in that area of licensure. The Commission shall make the list of STEM~~
 13 ~~and special education licensure areas readily available to applicants.~~

14 (i) Administration of Forgivable Loan Awards. – Upon the naming of recipients of the
 15 forgivable loans by the Commission, the Commission shall transfer to the Authority its decisions.
 16 The Authority, in coordination with the Director, shall perform all of the administrative functions
 17 necessary to implement this Part, which functions shall include rule making, disseminating
 18 information, acting as a liaison with participating institutions of higher education, implementing
 19 forgivable loan agreements, loan monitoring, loan cancelling through service and collection,
 20 determining the acceptability of service repayment agreements, enforcing the agreements, and
 21 all other functions necessary for the execution, payment, and enforcement of promissory notes
 22 required under this Part.

23 (j) Annual Report. – The Commission, in coordination with the Authority, the
 24 Department of Public Instruction, and the selected educator education programs participating in
 25 the Program shall report no later than January 1, 2019, and annually thereafter, to the Joint
 26 Legislative Education Oversight Committee regarding the following:

- 27 (1) Forgivable loans awarded from the Trust Fund, including the following:
 28 a. Demographic information regarding recipients.
 29 b. Number of recipients by institution of higher education and program.
 30 c. Information on number of recipients by anticipated ~~qualifying~~
 31 licensure area.
 32 (2) Placement and repayment rates, including the following:
 33 a. Number of graduates who have been employed ~~in a qualifying~~
 34 ~~licensure area~~ within two years of program completion.
 35 b. Number of graduates who accepted employment at a low-performing
 36 school identified under G.S. 115C-105.37 as part of their years of
 37 service.
 38 c. Number of graduates who have elected to do loan repayment and their
 39 years of service, if any, prior to beginning loan repayment.
 40 d. Number of graduates ~~employed in a qualifying licensure area~~ who
 41 have received an overall rating of at least accomplished and have met
 42 expected growth on applicable standards of the teacher evaluation
 43 instrument.
 44 e. Aggregate information on student growth and proficiency in courses
 45 taught by graduates who have fulfilled service requirements through
 46 ~~employment in a qualifying licensure area~~ employment.

47"

48 **SECTION 6.(b)** There is appropriated from the General Fund to the North Carolina
 49 Teaching Fellows Program Trust Fund the sum of five million seven hundred thousand dollars
 50 (\$5,700,000) in recurring funds for the 2025-2026 fiscal year to support an additional 490 teacher
 51 licensure candidates.

1 **SECTION 6.(c)** Subsection (a) of this section applies to applications for the award
2 of funds beginning in the 2025-2026 academic year.

3
4 **PART VII. PEPSC/EDUCATOR PREPARATION PROGRAM REPORTING CHANGES**

5 **SECTION 7.1.** G.S. 115C-269.35(b) is amended by adding a new subdivision to
6 read:

7 "(12a) The percentage of students of color enrolling in and completing the program.
8 For the purposes of this subsection, a student of color means a student
9 identifying as Hispanic, African American, Asian, American Indian, Native
10 Hawaiian, or of two or more races."

11 **SECTION 7.2.** G.S. 115C-269.50 reads as rewritten:

12 **"§ 115C-269.50. EPP report cards; report on diversity.**

13 (a) EPP Report Card. – The State Board shall create an annual report card for each EPP
14 that, at a minimum, summarizes the information collected in the annual performance reports, as
15 set forth in G.S. 115C-269.35(b). The report cards shall provide user-friendly access to the
16 public, and shall provide the ability to easily compare annual report card information between
17 EPPs, including performance and other data reported by each EPP, as provided in
18 G.S. 115C-269.35(b). The State Board shall make the report cards available to the public through
19 the State Board's Internet Web site on an annual basis beginning December 15, 2019, and shall
20 submit the report to the Joint Legislative Education Oversight Committee annually by that date.

21 (b) Annual Report on Diversity. – Each educator preparation program shall report to the
22 State Board the following information on an annual basis regarding the diversity of identified
23 persons disaggregated by the following diversity categories: race, sex, ethnicity, age, and
24 disability status:

25 (1) Total number of identified persons.

26 (2) Retention rates of identified persons who are employees of the program.

27 (3) The number of students who complete the program, the number of graduates
28 licensed in North Carolina, and the number of graduates employed in a public
29 school unit.

30 (4) Qualitative data from identified persons on the diversity of the program,
31 including applicable information on recruitment, educator preparation,
32 retention, mobility, and turnover.

33 (5) Recommendations from the program to improve diversity of identified
34 persons, including strategies to recruit and retain a diverse pool of identified
35 persons.

36 (c) Beginning June 15, 2026, and every June 15 thereafter, the State Board shall collect
37 the information from the annual report from the educator preparation programs under subsection
38 (b) of this section and report the results to the Joint Legislative Education Oversight Committee,
39 disaggregated by diversity category:

40 (1) Statewide data for each educator preparation program.

41 (2) Recommendations from the State Board to improve diversity among
42 identified persons in programs, including strategies to recruit and retain a
43 diverse pool of identified persons."

44
45 **PART VIII. ELIMINATE MINIMUM TESTING REQUIREMENTS FOR EDUCATOR**
46 **PREPARATION PROGRAM ADMISSION**

47 **SECTION 8.(a)** G.S. 115C-269.15(a) is repealed.

48 **SECTION 8.(b)** This section applies beginning with applications for admission to
49 an EPP in the 2025-2026 academic year.

50
51 **PART IX. EFFECTIVE DATE**

1

SECTION 9. This act becomes effective July 1, 2025.