

January 27, 2025 at 10:45 a.m.
Via Videoconference and PBS North Carolina Livestream

AGENDA

OPEN SESSION

- A-1. Approval of the Open Minutes of November 7, 2024, and November 13, 2024Terry Hutchens
- A-2. Licensure Program Approvals Kaity McNeill
- A-3. Project Lead the Way Course WeightingBethany Meighen
- A-4. North Carolina Teaching Fellows Program Bennett Jones

CLOSED SESSION

- A-5. Approval of the Closed Minutes of November 7, 2024Terry Hutchens
- A-6. 2025 Board of Governors Awards for Excellence in Teaching David English

OPEN SESSION

- A-7. Adjourn

Closed Session Motion

Motion to go into closed session to:

- Prevent the premature disclosure of an honorary award or scholarship.

Pursuant to: G.S. 143-318.11(a)(2).

DRAFT MINUTES

November 7, 2024 at 2 p.m.

Via Videoconference and PBS North Carolina Livestream

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Terry Hutchens. The following committee members, constituting a quorum, were also present by phone: Kellie Hunt Blue, Cameron Brown, Gene Davis, Kathryn Greeley, Mark Holton, and Sonja Phillips Nichols.

Chancellors participating were Wesley Burks, James R. Martin, and Kimberly van Noort.

Staff members present included David English, and others from the UNC System Office.

1. Call to Order and Approval of OPEN Session Minutes (Item A-1)

The chair called the meeting to order at 2:01 p.m. on Thursday, November 7, 2024. The open session minutes from the September 4 and 11, 2024, meetings were approved by unanimous consent

2. UNC System Mission Statement Reviews Report (Item A-2)

The Board of Governors is responsible for making final determinations of mission statements for each of the 17 UNC System constituent institutions. University of North Carolina at Charlotte and University of North Carolina Wilmington have requested revisions to their institutional mission statements.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the revised UNC Charlotte and UNC Wilmington mission statements and to submit to the Board through the consent agenda.

Motion: Kellie Hunt Blue

Motion carried

3. Early College Renewal (Item A-3)

Several University of North Carolina System institutions operate early college and cooperative innovative high schools. The Charlotte Engineering Early College, in partnership with the University of North Carolina at Charlotte, is requesting a renewal of their agreement.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the renewal of the Charlotte Engineering Early College partnership with the University of North Carolina at Charlotte and to submit to the Board through the consent agenda.

Motion: Gene Davis

Motion carried

4. UNC System Academic Degree Program Actions (Item A-4)

The following requests for academic degree program establishments were put forth:

- Fayetteville State University, Bachelor of Science in Construction Project Management
- North Carolina Agricultural and Technical State University, Bachelor of Science in Artificial Intelligence
- Appalachian State University, Doctor of Nursing Practice

Chair Hutchens called for a motion to approve the request for the academic degree program establishments discussed and for submission to the full Board through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requests for the academic degree program establishments as discussed and for submission to the full Board through the consent agenda.

Motion: Gene Davis

Motion carried

The following requests for academic degree program discontinuations/consolidations were put forth:

- East Carolina University, Bachelor of Science, Health Fitness Specialist
- University of North Carolina Wilmington, Bachelor of Arts in Athletic Training
- Western Carolina University, Bachelor of Science in Athletic Training Sports Medicine.

Chair Hutchens called for a motion to approve the requests for the academic degree program discontinuations/consolidations as discussed and for submission to the full Board through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requests for the academic degree program discontinuations/consolidations as discussed and for submission to the full Board through the consent agenda.

Motion: Gene Davis

Motion carried

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs move into closed session.

Motion: Kellie Hunt Blue

Motion Carried

THE MEETING MOVED INTO CLOSED SESSION at 2:28 p.m.

THE MEETING RESUMED IN OPEN SESSION at 2:35 p.m.

There being no further business and without objection, the meeting was adjourned at 2:36 p.m.

Sonja Phillips Nichols, Secretary

DRAFT MINUTES

November 13, 2024 at 12:30 p.m.
Via Videoconference and PBS North Carolina Livestream
223 S. West Street, Board Room
Raleigh, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Terry Hutchens. The following committee members, constituting a quorum, were also present: Kellie Hunt Blue, Cameron Brown, Gene Davis, Kathryn Greeley, Mark Holton, and Sonja Phillips Nichols.

Chancellors participating were James R. Martin and Kimberly van Noort. Wade Maki, chair of the UNC Faculty Assembly, also participated.

Staff members present included David English and others from the UNC System Office.

The chair called the meeting to order at 12:30 p.m. on Wednesday, November 13, 2024.

1. Academic Affairs Update (Item A-1)

Dr. David English began with an update on western North Carolina, in particular the strength and resiliency of the University of North Carolina Asheville under the leadership of Dr. Kimberly van Noort. The institution pivoted to fully online courses, an enormous undertaking under very difficult circumstances, with wide support from faculty and staff within the UNC System, and collaboration with colleagues throughout North Carolina, from law enforcement and construction crews to faculty and administration personnel.

2. Distinguished Professorships Endowment Trust Fund, Report to Joint Legislative Education Oversight Committee (Item A-2)

A review of recent updates and efforts to manage the Distinguished Professorship Endowment Trust Fund followed, including the required report to the Joint Legislative Education Oversight Committee. The Distinguished Professorship Endowment Trust Fund has funded 739 Distinguished Professorships across the UNC System with over \$230 million from state appropriations, supplementing more than \$472 million in private donations, and continues to be an invaluable tool for our institutions to recruit outstanding faculty. Recent efforts focused on filling vacant positions have reduced the vacancy rate across the UNC System.

3. Carnegie Classifications Overview (Item A-3)

The committee received an overview of the Carnegie Classification of Institutions of Higher Education, which is a system for organizing the diverse set of degree-granting colleges and universities in the United States. New methodologies are due for release in 2025, and the discussion included an understanding of the changes and the potential impact on our institutions. A university's Carnegie classification carries immediate recognition, and, as Chancellor Martin remarked, "...influences how people think about us and how we think about ourselves." Additional discussions with chancellors will continue as the 2025 changes are developed, including updates about the potential impacts on our institutions.

4. Licensure and State Authorization Overview (Item A-4)

This item presented an examination of the robust licensure and state authorization process the UNC System Office provides for nonpublic and out-of-state educational institutions that wish to conduct postsecondary degree activity in North Carolina. Both North Carolina and the federal government require a licensing framework to ensure that all relevant policies and student protection requirements are followed. The Board of Governors holds oversight of licensing policy in North Carolina, and may consider potential adjustments to further strengthen standards to ensure student and funding protections.

5. Update on UNC System Healthcare Initiatives (Item A-5)

The committee heard an update on two impactful UNC System initiatives, funded by the General Assembly, aimed at improving healthcare in North Carolina. The first initiative is designed to increase the number of first-time licensed nurses, to address the nursing shortage in the state and the second is designed to increase the number of primary care physicians in rural areas of the state, by creating more opportunities for residency training in rural and underserved areas. The committee will continue to receive updates as these initiatives progress.

There being no further business and without objection, the meeting was adjourned at 1:35 p.m.

Sonja Phillips Nichols, Secretary

AGENDA ITEM

A-2. Licensure Program Approvals Kaity McNeill

Situation: The University of North Carolina Board of Governors is charged under North Carolina General Statutes Section 116-15 with responsibility for licensing nonpublic educational institutions to conduct postsecondary degree activity in North Carolina.

Background: The following institutions are seeking licensure approval:

South University, High Point, an existing licensed institution

The Chicago School of Professional Psychology, an existing licensed institution

The University of St. Augustine for Health Sciences, an existing licensed institution

The University of Southern California, an existing licensed institution

Ultimate Medical Academy, a new applicant for licensure

Three institutions seek a limited license to provide postsecondary instruction to one student each in North Carolina.

Assessment: After appropriate review of the license applications the UNC System Office recommends approval of these applications.

Action: This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

Staff Report and Recommendation for South University

Background

South University in High Point, North Carolina (OPEID 01303923), an existing licensee in good standing, seeks licensure to expand its program offerings to include a Doctor of Nursing Practice (DNP). The DNP is designed to prepare nurses for advanced clinical practice and leadership roles in health care and is accredited by the Commission on Collegiate Nursing Education. South University is accredited by SACSCOC and was reaffirmed in 2024. Staff conducted a program review and made findings concerning the curriculum, supervision of clinical placement sites, and faculty qualifications, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric				
Eight-year outcomes ⁱ	Graduated	27%		
	Transferred out	24%		
	Withdrew	48%		
Employment Placement Rate		N/A		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2023	2021	2020	
	0.8	0.4	-0.2	
Three-year cohort default rate	Class of 2021	Class of 2020	Class of 2019	
	0%	0%	3.1%	

Recommendation

Issue South University a license to offer the DNP.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education and includes both full- and part-time students and first-time and transfer-in students.

Staff Report and Recommendation

The Chicago School

Background

The Chicago School of Professional Psychology (The Chicago School) (OPEID 02155307), an existing licensee in good standing, seeks licensure to expand its program offerings to include a Ph.D. Counselor Education & Supervision (Ph.D. CES). The Ph.D. CES program is not a professional licensure program but is designed to prepare students as educators and leaders in the field of psychology. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Program applicants must be licensed professional counselors or license-eligible with a master's degree from a CACREP accredited institution. The Chicago School is accredited by the Western Association of Schools and Colleges Senior College and University Commission.

The Chicago School's last on-site compliance review was conducted by staff in 2019, with the next review scheduled to take place in 2025. Staff conducted a desk review of the curriculum, faculty qualifications, field experience requirements, and other institutional policies, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric			
Eight-year outcomes ⁱ	The institution does not offer undergraduate programs, so it does not report eight-year outcomes to the Department of Education. An institution-wide graduation rate of 64.86% was reported in its most recent annual report to the Board.		
Employment placement rate	Does not report on a campuswide basis		
Federal financial composite score (3.0 is highest, -1.0 is lowest)	2023	2022	2021
	3.0	3.0	3.0
Three-year cohort default rate	Class of 2021	Class of 2020	Class of 2019
	0%	0%	0.6%

Recommendation

Issue The Chicago School a license to offer the Ph.D. Counselor Education & Supervision.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education and includes both full- and part-time students and first-time and transfer-in students.

**Staff Report and Recommendation for
The University of St. Augustine for Health Sciences**

Background

The University of St. Augustine for Health Sciences (USAHS) (OPEID 03171300), an existing licensee in good standing, seeks to offer a Post-Graduate Nursing Certificate-Family Nurse Practitioner (FNP), Doctor of Nursing Practice (DNP), Master of Science in Nursing (MSN), and RN-MSN. USAHS is headquartered in San Marcos, California, with campuses in St. Augustine, Florida; Miami, Florida; Austin, Texas; and Dallas, Texas. USAHS is regionally accredited by the Western Association of Schools and Colleges Senior College and University Commission and offers its programs through different modalities, including via distance education, “flex” or hybrid, and campus-based to residents of most states. The institution is pursuing licensure for programs requiring a field experience component to residents of North Carolina. Staff and a review team performed an on-site review in July 2023 and made findings regarding the curriculum, clinical experiences, faculty qualifications, institutional effectiveness and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric					
Eight-year outcomes ⁱ	Graduated		The institution does not offer undergraduate programs, so it does not report eight-year outcomes to the Department of Education. The institution reported graduation rates of between 89% and 98% for its currently licensed programs in its most recent annual report to the Board.		
	Transferred out				
	Withdrew				
Employment Placement Rate			77.54%		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)			2022	2021	2020
			0.2	0.2	-1.0
Three-year cohort default rate			Class of 2021	Class of 2020	Class of 2019
			0%	0%	0.1%

Recommendation

Issue The University of St. Augustine for Health Sciences a license to offer the Post-Graduate Nursing Certificate-FNP, DNP, MSN, and RN-MSN.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education and includes both full- and part-time students and first-time and transfer-in students.

Staff Report and Recommendation
The University of Southern California

Background

The University of Southern California (USC) (OPEID 00132800), an existing licensee in good standing, seeks licensure to expand its program offerings to include a Master of Social Work Advanced Standing (MSWAS). USC is currently licensed to offer a 60-credit MSW program that is accredited by the Council on Social Work Education (CSWE). The proposed MSWAS program is a 24-credit hour program designed for students who have earned a BSW from a CSWE-accredited program. The institution is accredited by the Western Association of Schools and Colleges Senior College and University Commission, with its most recent reaffirmation in 2021. USC has fewer than 100 students enrolled in licensed degree programs in North Carolina, as last reported in November 2024.

USC's last six-year on-site compliance review was conducted by staff in 2019, with the next review scheduled to take place in 2025. Staff conducted a desk review of the curriculum, faculty qualifications, field experience requirements, and other institutional policies, with no significant findings to which the institution needed to respond.

Institutional Metrics and Consumer Protection Information

Metric				
Eight-year outcomes ⁱ	Graduated	93%		
	Transferred out	4%		
	Withdrew	2%		
Employment placement rate		66% within six months of graduation		
Federal financial composite score (3.0 is highest, -1.0 is lowest)	2021	2020	2019	
	3.0	2.7	2.5	
Three-year cohort default rate	Class of 2020	Class of 2019	Class of 2018	
	0%	0.5%	1.3%	

Recommendation

Issue The University of Southern California a license to offer a Master of Social Work Advanced Standing.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education and includes both full- and part-time students and first-time and transfer-in students.

Staff Report and Recommendation
Ultimate Medical Academy

Background

Ultimate Medical Academy (UMA) (OPEID 03549300), a new applicant for licensure located in Tampa, Florida, seeks licensure to offer an Associate of Science in Healthcare Accounting (“ASHA”), Associate of Science in Health Sciences-Pharmacy Technician, Associate of Science in Health Sciences-Medical Administrative Assistant, Associate of Science in Healthcare Management, Associate of Science in Medical Billing and Coding, Associate of Science in Health Sciences-Medical Office and Billing Specialist, Associate of Science in Health and Human Services, and an Associate of Science in Health Information Management. UMA is seeking to comply with the Board’s 2021 policy update requiring approval of 100 percent online degree activity. UMA is accredited by the Accrediting Bureau of Health Education Schools through February 2027.

Staff and external reviewers conducted an on-ground and virtual site visit on February 9, 2024, and made findings regarding program planning and evaluation, student outcomes, the institution’s finances, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric				
Eight-year outcomes ⁱ	Graduated	61%		
	Transferred out	8%		
	Withdrew	31%		
Employment placement rate		Does not report on a campus-wide basis		
Federal financial composite score (3.0 is highest, -1.0 is lowest) ⁱⁱ	2021	2020	2019	
	-0.2	-0.2	-0.2	
Three-year cohort default rate	Class of 2020	Class of 2019	Class of 2018	
	0%	3%	12.1%	

Recommendation

Issue Ultimate Medical Academy a license to offer Associate of Science degrees in Healthcare Accounting, Health Sciences-Pharmacy Technician, Health Sciences-Medical Administrative Assistant, Healthcare Management, Medical Billing and Coding, Health Sciences-Medical Office and Billing Specialist, Health and Human Services, and Health Information Management.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education and includes both full- and part-time students and first-time and transfer-in students.

ⁱⁱ UMA’s low composite score resulted from a 2015 transaction wherein Clinical and Patient Educators Association, through its subsidiary UMA Education, Inc. (UMAE), purchased certain assets from Ultimate Medical Academy, LLC, including those assets necessary to operate UMA (the transaction). In this transaction, UMAE acquired valuable intangible assets such as trademarks and licenses, which are the primary assets of a predominantly online school

like UMA. As a result of the transaction, UMA's balance sheet reflects a high amount of intangible assets. In the calculation for the institution's composite score, the U.S. Department of Education assigns no value to intangible assets, which in turn negatively impacts two of the three ratios that make up 80 percent of the school's composite score. To exemplify how intangible assets impact the composite score, UMA indicated that the institution would have a strong score of ~3.0 as of the end of FY 2023 if intangible assets were included in the calculation. Additionally, UMA has strong debt service coverage and liquidity ratios, and staff do not believe that the institution's composite score adversely affects UMA's long-term financial stability. However, the institution has made increasing its composite score a strategic initiative, and staff will monitor the institution's progress.

Staff Report and Recommendation for Limited License

Arizona Christian University ("ACU") (OPEID 00711300), a private, nonprofit institution in Glendale, Arizona, seeks a limited license through August 24, 2025, for one student to complete a student teaching field experience for a Bachelor of Science in Secondary Education. ACU withdrew from the State Authorization Reciprocity Agreement (SARA) in September 2024 due to its financial composite score and seeks this license for the student while the institution pursues renewal with SARA. After reviewing the institution's application, staff recommends approval.

Smith Chason College (OPEID 03639300), a private, for-profit institution in Los Angeles, California, seeks a limited license through June 22, 2025, for one student to complete an externship experience for an Associate of Science in Magnetic Resonance Imaging (MRI) since the student was relocated to Jacksonville, North Carolina, for military service. After reviewing the institution's application, staff recommends approval.

Community Care College (OPEID 03367400), a private, not-for-profit institution in Tulsa, Oklahoma, seeks a limited license through January 31, 2025, for one student to complete an Associate of Science in Medical Billing and Coding program since the student relocated to North Carolina with 15 credit hours remaining in their program. After reviewing the institution's application, staff recommends approval.

AGENDA ITEM

A-3. Project Lead the Way Course Weighting..... Bethany Meighen

Situation: N.C.G.S. 116-11(10a) states that, “the grade point average and class rank shall be calculated by a standard method to be devised by the institutions of higher education.” The University of North Carolina System is charged with determining the weighting of high school courses for purposes of calculating grade point averages. The current weighting for courses is as follows:

- Advanced Placement (AP), International Baccalaureate (IB), Cambridge International Examination (CIE), and other college courses, including dual enrollment and North Carolina community college transfer courses from the Comprehensive Articulation Agreement – 5.0 points
- Honors course – 4.5 points
- Standard course – 4.0 points.

Project Lead the Way (PLTW) requests that seven courses, which have been approved by the American Council on Education (ACE) under the ACE National Guide, continue to be designated as 5.0 points weighted courses within the North Carolina high school curriculum. The courses are:

- Civil Engineering and Architecture
- Cybersecurity
- Digital Electronics
- Human Body Systems
- Principles of Biomedical Science
- Medical Interventions
- Principles of Engineering

Background: PLTW is a national nonprofit organization providing PreK-12 students with curricula in computer science, engineering, and biomedical science. Through its project- and problem-based instructional model, PLTW fosters hands-on learning, enabling students to master both academic and technical skills. PLTW courses were first introduced in North Carolina during the 2002-03 school year, launching in four school districts. In May 2015, PLTW partnered with the College Board to enhance access and expand college and career readiness opportunities in critical STEM fields. This collaboration enabled students to earn credentials that demonstrated college and career readiness as part of the College Board’s AP program.

Although PLTW has since ended its partnership with the College Board, it continues to strengthen its academic standing. Recently, PLTW submitted seven of its courses for evaluation by the ACE for inclusion in the ACE National Guide. This rigorous review process involved independent teams of faculty subject-matter experts who assessed the courses to determine their equivalency to postsecondary academic credit standards.

Given the rigorous nature of PLTW courses, they are comparable to AP, IB, and CIE courses and should continue to be weighted similarly. The North Carolina State Board of Community Colleges is set to review a related proposal at its February 2025 meeting.

Assessment:

To ensure equitable weighting for all college-level courses, it is proposed that the seven courses submitted by Project Lead the Way (PLTW) maintain the same 5.0-point weight as AP, IB, and CIE courses.

Action:

This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

AGENDA ITEM

A-4. North Carolina Teaching Fellows ProgramBennett Jones

- Situation:** The North Carolina Teaching Fellows Program was reestablished by the North Carolina General Assembly in the 2017 State Budget (S.L. 2017-57) with the purpose to “recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM, elementary, or special education teachers in the State’s public schools.” G.S. 116-209.62(j) requires that an Annual Report for the North Carolina Teaching Fellows Program be submitted to the Joint Legislative Education Oversight Committee by the president of the University of North Carolina System on behalf of the North Carolina Teaching Fellows Commission.
- Background:** Data analysis on the North Carolina Teaching Fellows Program was developed in coordination with the North Carolina State Education Assistance Authority and the Teaching Fellow Partner Institutions. These data include the number of recipients by institution of higher education and program, number of recipients by anticipated STEM, elementary, and special education licensure area, and information regarding program graduates.
- Assessment:** The annual report submitted to the Joint Legislative Education Oversight Committee satisfies the requirements of G.S. 116-209.62(j). This presentation will provide additional data related to the annual report, highlight successes, and provide program updates.
- Action:** This item is for information only.



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

January 2025

**University of North Carolina System
Raleigh, North Carolina**

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

Note

The data presented in this report is current as of the date of its submission; however, there will be shifts in some aspects of the reporting data annually as information is gathered regarding teacher placement and graduate performance is monitored.

Program Background

The original version of the North Carolina Teaching Fellows Program was implemented from 1986 – 2011. The Program was reestablished by the North Carolina General Assembly in the 2017 State Budget (S.L 2017-57) with the purpose to “recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State’s public schools.”

Currently, The Teaching Fellows program is a competitive, merit-based forgivable loan program providing tuition assistance of up to \$10,000 per year for qualified students committed to teaching elementary education, special education, science, technology, engineering, or math in a North Carolina public school. The purpose of the program is to recruit, prepare and support future teachers who attend institutions of higher education in North Carolina.

The legislation also established the North Carolina Teaching Fellows Commission (Commission), a 14-member body tasked with providing program oversight. The North Carolina Teaching Fellows Commission is comprised of four deans from educator preparation programs, a community college president, a beginning teacher, a principal, a member from business and industry, and a local school board member. The NC Teacher of the Year, Principal of the Year, Superintendent of the Year, Chair of the State Education Assistance Authority (SEAA) Board of Directors, and Director of the Teaching Fellows Program all serve as ex-officio members of the Commission.

Partner Institutions. Per G.S. 116-209.62(f), the Commission was initially directed to evaluate educator preparation programs and use the designated legislative criteria to create an application process to select five (5) educator preparation programs as partners for the program. After careful evaluation, the following institutions were selected in 2017:

- **Elon University**
- **Meredith College**
- **NC State University**
- **University of North Carolina at Chapel Hill**
- **University of North Carolina at Charlotte**

2020 Expansion. During the 2020 Legislative Session, HB 1096 (Session Law 2020-56) was adopted, which authorized the expansion of the program to three (3) additional educator preparation programs (EPP) partner institutions and in doing so, directed the NCTF Commission to make a “diverse selection.” In response to that directive, the Commission modified the rubric used to evaluate applications from prospective EPP partners to include the following qualitative metrics (in addition to other assessment measures):

- Diversity of EPP Program Admissions
- Diversity of EPP Program Completers
- Geographic Diversity
- HBCU/MCI Institution Status

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After careful evaluation and independent scoring, the three (3) institutions selected by the Commission were: **Fayetteville State University, North Carolina A&T State University, and The University of North Carolina at Pembroke**. Each of these institutions welcomed their first Teaching Fellows in the 2022-2023 academic year.

2023 Expansion. NC Session Law 2023-134 Section 8A.4.(a)(b), authorized the expansion of the NCTF Program from eight (8) institutions to ten (10). A request for proposals (RFP) was announced in December 2023 and advertised to the public and private education preparation programs (EPPs) across the state. A total of fifteen (15) proposals were submitted for review by the Commission from North Carolina colleges and universities.

In February 2024, the NCTF Commission reviewed and independently scored submitted proposals. The scoring rubric for submissions followed the legislative guidelines found in G.S. 116-209.62(f) and included components such as program data, an outline of institutional support for teaching fellows, and a plan for practical experiences for program participants. Further, the Commission specifically identified three additional areas for priority consideration among the submissions: ensuring geographical diversity of partner institutions in NCTF, the number of potential applicants and program participants to enhance the impact on teacher preparation, and the number of licensure programs offered and the various formats for student participation including face-to-face instruction, distance education, and residency programs.

The Commission had the difficult task to discern between 15 outstanding submissions to determine the best fit for the NCTF Program at this time. After deliberation and rounds of scoring, the Commission selected **Appalachian State University** and **East Carolina University** as the two new NCTF institutions. NCTF Commission Chair, Dr. Joy Smith from Elizabeth City State University stated, “The North Carolina Teaching Fellows Commission received quality applications from all parts of the state and commends all the institutions that submitted for the excellent work that they are doing. We are excited to be able to address the deserts in Teaching Fellows institutions that existed in the eastern and western parts of the state with the naming of these two institutions to the NCTF Program.” NCTF Commission Vice-Chair Patrick Brennan added, “Our public schools are the cornerstone of North Carolina’s foundation. The number and quality of proposals to be a partner institution with the NCTF Program shows a strong commitment to the teaching profession. Not only do Appalachian State and East Carolina graduate a significant number of teachers, but they also do a great job of preparing them to make an impact in schools across North Carolina.”

The ten (10) NCTF partner institutions in 2024-2025 are:

- **Appalachian State University**
- **East Carolina University**
- **Elon University**
- **Fayetteville State University**
- **Meredith College**
- **North Carolina A&T State University**
- **North Carolina State University**
- **University of North Carolina at Chapel Hill**
- **University of North Carolina at Charlotte**
- **University of North Carolina at Pembroke**

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Program Details. As outlined in statute, the Program shall be used to provide a forgivable loan to individuals interested in preparing to teach in the public schools of the State in qualifying licensure areas. The student must be seeking a clear, initial teacher license in North Carolina at an approved educator preparation program.

Licensure Areas. NC Session Law 2023-134, Section 8A.4. (5a) amended G.S. 116-209.60 and established qualifying teacher areas for the NCTF program as Special education, STEM education, and added Elementary education (K-6).

Regarding Elementary education, Section 8A.4.(b) of NC Session Law 2023-134 established that educator preparation programs enrolling loan recipients in a program of study leading to K-6 licensure shall be determined to provide training that is aligned with the Science of Reading. Any program participating prior to August 1, 2024, shall have met either of the following requirements:

- a. Is rated “strong” or “good” on the February 15, 2023, report of the Board of Governors of The University of North Carolina on the Science of Reading Educator Preparation Programs Coursework Implementation required by Section 8.4 of S.L. 2021-180.
- b. Received a grade of “A” or higher in reading foundations on the June 2023 report on Strengthening Elementary Reading Instruction of the National Council on Teacher Quality.

The NCTF Commission in accordance with G.S. 116-209.62(f)(8) shall select a third-party entity to evaluate participating educator preparation programs and determine whether a program is providing training that is aligned with the Science of Reading for the 2025-2027 academic years and each subsequent two academic years thereafter.

The following NCTF partner institutions met one of the two parameters noted above and are offering Elementary education as a qualifying teacher area in the 2024-2025 academic year:

- Appalachian State University
- East Carolina University
- Elon University
- Fayetteville State University
- North Carolina A&T State University
- North Carolina State University
- University of North Carolina at Chapel Hill
- University of North Carolina at Charlotte

Of the two remaining institutions, UNC-Pembroke was approved in November 2024 to begin Elementary education licensure. The other, Meredith College, is set to be evaluated by a third-party entity in January 2025 to determine the elementary educator preparation program’s alignment with the Science of Reading. If the criteria established is met, they will begin offering elementary education licensure as part of the NCTF program in the 2025-2026 academic year.

Entry Status Parameters and Awards. In NC Session Law 2023-134 Section 8A.4.(a), G.S. 116-209.62(g) was amended to increase the maximum semester award from \$4125 to \$5000 for each participant. The forgivable loans are administered to students based upon their entry status in the program:

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- High school seniors - up to 8 semesters of funding at a maximum of \$5000 per semester
- External transfers - students at non-NCTF institutions who transfer into an approved NCTF program are eligible to receive up to 6 semesters of funding at a maximum of \$5000 per semester
- Internal transfers - students at current NCTF institutions who change their major into an approved NCTF program are eligible to receive up to 4 semesters of funding at a maximum of \$5000 per semester
- Residency candidates - students who have earned a bachelor's degree who are seeking a first, clear initial license may enroll into a NCTF program and are eligible to receive up to 4 semesters of funding at a maximum of \$5000 per semester

Repayment Structure. As outlined in G.S. 116-209.63, students receiving funding prior to the 2024-2025 academic year through the NCTF Program are required to pay back the funds in one of two ways:

- Cash repayment – All loans are subject to repayment plus interest ninety (90) days from program completion or withdrawal
- Service repayment – The loan and any interest accrued shall be forgiven as follows if the recipient serves as a teacher in a STEM or special education licensure area. For every year the teacher was awarded a forgivable loan, it will be forgiven if:
 - Teacher serves one year at a North Carolina public school identified as low-performing under G.S. 115C-105.37
 - Teacher serves two years at a North Carolina public school if not identified as low-performing under G.S. 115C-105.37

Repayment Structure 2024-2025 Change. – NC Session Law 2023-134 Section 8A.4.(a), amended G.S. 116-209.63(b) regarding service repayment to clarify that for every year a qualifying teacher, as defined in G.S. 116-209.60(5b), remains a qualifying teacher the Authority shall forgive the loan amount received in one year of enrollment in an educator preparation program and any interest accrued on that amount. However, NC Session Law 2023-134 Section 8A.4.(c) stipulated that the change began in the 2024-2025 year meaning that Fellows who received loans prior to the change must repay the loan in the original service terms. This also means that students may have two different repayment schedules based upon when they entered the program.

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Program Highlights

There have been 953 participants in the NCTF program since its return in 2018, of which 575 are currently active students at the NCTF partner institutions. A detailed overview of data is provided in this report; however, this section highlights additional areas of success.

Early-Application Window. In 2023, the State Director and Commission implemented a shift to the application window for the program. In all previous years, the application window for students had run from November to January with decisions being announced to applicants at the end of March. This timeframe was extremely late in the college application process and was seen as a possible barrier as to why students were declining the award or not seeking the program altogether. As such, Dr. Jones facilitated a change to create an early-action window to align with early-decision college admission timelines.

The early-action window launched in September of 2023 and closed in November. This allowed for decisions to be made and announced to students in December 2023, matching the timeframe for them to make college decisions knowing they have been accepted into the NCTF program. The shifting window increased applications dramatically. In 2022-2023, there was a total of 161 completed applications. In the 2023 early-action window, there were 221 completed applications.

The early-decision window has continued to show great promise as the 2024 early-action window, which ended on November 1st, 2024, had 307 applications. On December 13th, the NCTF Commission awarded 210 NCTF awards for the Class of 2025, nearly topping the total number of early-action applications from the previous year.

Advisory Board Creation. G.S. 116-209.62(d)(ii) charges the State Director to “actively engage with educators, business leaders, experts in human resources, elected officials, and other community leaders in the state” in the coordination of the program. As such, Dr. Jones established a NCTF Advisory Board composed of nominees representing various education stakeholder groups in North Carolina including teachers, principals, superintendents, NCTF alumni, school district employees, college and university staff, and non-profit education partners. The purpose of the Advisory Board is to provide ideas and feedback for the program to the NCTF Director and NCTF Commission, explore opportunities for partnerships and new teacher support initiatives, provide ideas for program enrichment and pre-service professional development activities, and to advocate for the NC Teaching Fellows program across the state.

District Pilot Recruitment Initiative. As stated in G.S. 116-209.62(d), the NCTF director “shall be responsible for recruitment and coordination of the Program, including proactive, aggressive, and strategic recruitment of potential recipients. Recruitment activities shall include targeting regions of the state with the highest teacher attrition rates and teacher recruitment challenges.” In a review of NCTF data as well as qualitative feedback from program participants, there continues to be a challenge in getting NCTF graduates to teach in more remote areas of the state, in identified low-wealth districts, and in low-performing schools.

In response, the Program has embarked upon a strategic recruitment effort with local public school units (PSUs) to promote both the Program and the teaching profession in their respective schools and communities. The concept is to create a pipeline of applicants and potential teachers to seek opportunities to engage in teacher preparation courses, pursue teacher licensure in an approved

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educator preparation program, and return to work in districts which continue to face recruitment and retention challenges.

The pilot initiative is an addressing a recruitment goal of the NCTF Program to expand its recruiting efforts across the state in a targeted, strategic manner to find potential students, to help establish a pathway for students into the education profession and return them to classrooms in North Carolina public schools. As a part of the pilot initiative, students will receive professional development support in conjunction with the NCTF Program as well as benefit from local teacher recruitment strategies. The initiative will support efforts to build a pipeline that will identify and train emerging teachers enrolled in secondary schools, current employees, or those employed in other sectors who can then pursue gainful employment as a licensed teacher in the participating district. The Program will provide funding to support the recruitment efforts while districts will actively promote the Program and the teaching profession. Districts will engage in recruitment activities, participate in pilot collaboration efforts, and must display a commitment to data collection, reporting, and continuous improvement. The collaborative initiative will seek to enhance the NCTF Program while supporting grow-your-own platforms across the state.

Twenty partnering districts were identified and approved by the Commission in December 2023 for one-year terms. As of this report, 19 of the districts have submitted approved plans and have received/will receive \$55,000 grants to utilize in one or more of the following areas:

- Personnel – districts may utilize funds for personnel to teach educator preparation courses in their districts. They may also be utilizing funding to provide stipends for mentoring or support of future teacher programs.
- Recruitment – districts may utilize funds to increase recruitment efforts of interested individuals to pursue enrollment in teacher preparation licensure programs and promote the NC Teaching Fellows Program.
- Professional Development activities – districts may utilize funds to provide preservice training and instructional support activities to aspiring teachers including current students and instructional support staff who desire to obtain teacher licensure.

Program Enrichments

A key element of the NCTF Program is providing meaningful enrichment opportunities to all program participants. North Carolina General Statute (NCGS) §116-209.62(f)(4) states that NCTF partner institutions should “provide curricular and co-curricular enhancements in leadership, facilitate learning for diverse learners, and promote community engagement, classroom management, and reflection and assessment.”

NCTF provides funding for both statewide efforts and a per-pupil expenditure to each partner institution to support campus enhancement and enrichment opportunities for program participants.

Both campus enhancements and statewide enrichment activities align with the four areas of targeted professional development for NCTFP students as established by the program director and the Commission.

- Instructional Technology
- Coaching and Mentoring
- Literacy
- Environmental Responsiveness

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The NCTF Commission has allocated funds to provide content training and support to students to enhance their experiences in their EPP plan of study. Under the direction of a campus director, each of the partner institutions has an enrichment framework, designed to build community in a smaller setting among peers who attend the same institution. The campus-level enrichment opportunities are intentionally designed to be unique, allowing each institution to align to their respective program's particular areas of focus and to build organic partnerships within their respective communities. Campus activities have also included guest speakers, the facilitation of instructional technology certifications, and the offering to all Fellows the opportunity to become credentialed in Youth Mental Health & First Aid.

An additional layer of support is provided by state-level enrichment opportunities, which bring together the collective group of NCTF students from all partner institutions. These events are designed to build a powerful sense of community among all participants and to highlight topics to ensure a strong and cohesive vision for the broader mission and purpose of the Teaching Fellows program. The Program has partnered with the North Carolina Department of Public Instruction, TeachNC, Future Teachers of North Carolina (FTNC), SAS Institute, Public School Forum of North Carolina, and the University of North Carolina System Office (UNCSO) among others to expand relevant and meaningful learning opportunities for program participants.

Reporting Requirements

This report has been prepared in accordance with the reporting criteria specified by G.S. 116-209.62(j). However, due to COVID's impact on testing, observations, and data reporting for 2020-2021 and 2021-2022 school years, program graduates may not have sufficient data to be evaluated as prescribed in 116-209.62(j)(2)(d) and (e), and 116-209.62(j)(3). Furthermore, as some program graduates may be working in areas within public schools that do not have measurable instruments regarding student performance, the number of teachers for whom student achievement data is available is significantly lower than the total number of graduates from the program.

The following guidelines for reporting are outlined in G.S. 116-209.62:

- 1) Forgivable Loans awarded from the Trust Fund, including the following:
 - a. Demographic information regarding recipients.
 - b. Number of recipients by institution of higher education and program.
 - c. Information on number of recipients by anticipated STEM and special education licensure area.
- 2) Placement and repayment rates, including the following:
 - a. Number of graduates who have been employed in a STEM or special education licensure area within two years of program completion.
 - b. Number of graduates who accepted employment at a low-performing school identified under G.S. 115C-105.37 as part of their years of service.
 - c. Number of graduates who have elected to do loan repayment and their years of service, if any, prior to beginning loan repayment.
 - d. Number of graduates employed in a STEM or special education licensure area who have received an overall rating of at least accomplished and have met expected growth on applicable standards of the teacher evaluation instrument.
 - e. Aggregate information on student growth and proficiency in courses taught by graduates who have fulfilled service requirements through employment in a STEM or special education licensure area.

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- 2a) Mentoring and coaching support through the North Carolina New Teacher Support Program, including the following:
 - a. Number of forgivable recipients who received mentoring and coaching support when employed at a low-performing school identified under G.S. 115C-105.37.
 - b. Number of forgivable loans recipients who received mentoring and coaching support when employed at a school not identified as low-performing under G.S. 115C-105.37.
- 3) Selected school outcomes by program, including the following:
 - a. Turnover rate for forgivable loan graduates, including the turnover rate for graduates who also received mentoring and coaching support through the North Carolina New Teacher Support Program.
 - b. Aggregate information on student growth and proficiency as provided annually by the State Board of Education to the Commission in courses taught by forgivable loan graduates.
 - c. Fulfillment rate of forgivable loan graduates.

Data Reporting

The data below reflects the cumulative totals of the six cohorts of North Carolina Teaching Fellows and is presented to meet the requirements as outlined in general statute. Also included is information for the fall applicants and early-action awardees of the 2025-2026 cohort.

A. Program Applications

The traditional application window ran from November to January, with decisions announced in March. As noted above, in the fall of 2023, the NCTF program initiated an early-action decision window to increase applications to the program and of the 640 applications completed, 221 were received in the early-action window. In the fall of 2024, the early-action window had an increase of over 70 percent in the number of applications to a total of 307. Data are presented in Table 1 for each cohort as to the number of completed applications, awards offered by the Commission, and the number of awards accepted per cohort. Reasons provided by awardees for declining the program include wanting to attend another institution not in the NCTF, seeking another teacher licensure area, receiving other scholarship awards with less restrictive repayment terms (or no repayment at all), or choosing to attend a community college first.

TABLE 1. TEACHING FELLOWS APPLICATIONS, AWARDS, ACCEPTANCE BY COHORT

	18-19 Cohort 1	19-20 Cohort 2	20-21 Cohort 3	21-22 Cohort 4	22-23 Cohort 5	23-24 Cohort 6	24-25 Cohort 7	25-26 Cohort 8*
Applications	232	220	189	156	125	161	640	307*
Awards	110	133	114	118	119	132	462	210*
Acceptance	79	101	85	86	92	107	403	TBD*

*Numbers are from early-action window; full cohort numbers will be reported in May 2025.

B. Demographic Information

The Teaching Fellows’ demographic data mirrors the metrics of the existing teacher workforce in North Carolina, particularly in terms of race and gender. Numerous studies have established a clear correlation between a diverse teacher workforce and positive outcomes for student achievement – a finding that underscores both the importance and the urgency of increasing the diversity of the teacher pipeline in

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North Carolina.¹ At current capacity, the Teaching Fellows program makes up a fraction of the larger teacher pipeline, but even so, remains committed to the larger statewide efforts to substantively increase teacher diversity. Future goals for the program include increasing the number of total applicants and those representing individual subgroups. Additionally, the program continues to implement strategic recruitment efforts to enhance geographic diversity of applicants and awardees.

TABLE 2. TEACHING FELLOWS BY GENDER, 2018-2019 to 2024-2025 COHORTS

	18-19 Cohort	19-20 Cohort	20-21 Cohort	21-22 Cohort	22-23 Cohort	23-24 Cohort	24-25 Cohort	TOTAL
Female	65	89	70	69	78	89	352	812
Male	14	12	15	17	14	18	47	137
Non-Reporting	--	--	--	--	--	--	4	4
TOTAL	79	101	85	86	92	107	403	953

TABLE 3. TEACHING FELLOWS BY ETHNICITY/RACE, 2018-2019 to 2024-2025 COHORTS

	18-19 Cohort	19-20 Cohort	20-21 Cohort	21-22 Cohort	22-23 Cohort	23-24 Cohort	24-25 Cohort	TOTAL
Black	7	*	6	12	17	15	51	108
Ethnicities <5*	8	13	12	9	16	19	18	95
Hispanic/Latino	*	*	*	*	*	*	26	26
Non-reporting	1	0	3	0	0	0	2	6
White	63	84	64	64	59	73	306	713
TOTAL	79	101	85	86	92	107	403	953

* Includes race/ethnicity categories where most annual counts are fewer than 5 (American Indian or Alaska Native, Asian, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Nonresident Alien, and Two or More Races). These numbers are suppressed to protect Fellows' anonymity. In 2024-2025, Hispanic counts increased to be able to be reported.

C. Program & Licensure Area

Information presented in this section reports accepted awards to partner institutions by program participants. Students who transfer from one institution to another after initial enrollment are captured in Sections D and E. Beginning in 2023, the NCTF program extended the opportunity for previous awardees to participate in NCTF activities if they had initially denied the NCTF award due to receiving a full scholarship to their institution. There are 16 students active in the NCTF program who do not receive forgivable loans due to having their tuition, books, and fees covered by other academic financial awards.

Students must be working towards licensure in special education, elementary education, or STEM education which includes middle and high school science and math, technology education, and engineering education, including agricultural education programs. Students are allowed to change majors as long as they continue working towards a qualifying teaching license. Students enter the program classified as a recently graduated high school senior, a college transfer, or a residency teacher seeking an initial teacher licensure through an approved educator preparation program.

¹ 1 Redding, C. (2019). A Teacher Like Me: A Review of the Effect of Student–Teacher Racial/Ethnic Matching on Teacher Perceptions of Students and Student Academic and Behavioral Outcomes. *Review of Educational Research*, 89 (4), 499–535. See also Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52.; Dee, T. S. (2005). A teacher like me: Does race, ethnicity, or gender matter? *The American Economic Review*, 95(2), 158-165.

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TABLE 4. TEACHING FELLOWS BY LICENSURE AREA, 2018-2019 to 2024-2025 COHORTS

	18-19 Cohort	19-20 Cohort	20-21 Cohort	21-22 Cohort	22-23 Cohort	23-24 Cohort	24-25 Cohort	TOTAL
SPED	26	31	34	32	38	44	55	260
STEM	53	70	51	54	54	63	82	427
ELEM*	*	*	*	*	*	*	266	266
TOTAL	79	101	85	86	92	107	403	953

*Elementary Education Licensure (K-6) was added to the program beginning in the 2024-2025 program year.

TABLE 5. TEACHING FELLOWS BY INSTITUTION, 2018-2019 to 2024-2025 COHORTS

	18-19 Cohort	19-20 Cohort	20-21 Cohort	21-22 Cohort	22-23 Cohort	23-24 Cohort	24-25 Cohort	TOTAL
Appalachian State	***	***	***	***	***	***	85	85
East Carolina	***	***	***	***	***	***	92	92
Elon	8	6	2	7	3	0	15	41
Fayetteville State	**	**	**	**	2	3	7	12
Meredith	7	6	0	8	6	5	8	40
NC A&T	**	**	**	**	3	2	14	19
NC State	27	49	49	47	44	63	113	392
UNC-Chapel Hill	18	10	13	10	12	10	20	93
UNC Charlotte	19	30	21	14	17	9	27	137
UNC Pembroke	**	**	**	**	5	15	22	42
TOTAL	79	101	85	86	92	107	403	953

** Fayetteville State University, North Carolina A&T State University, and University of North Carolina-Pembroke were first added to the program in the 2022-2023 cycle.

***Appalachian State University and East Carolina University were first added to the program in the 2024-2025 cycle.

D. Currently Enrolled Teaching Fellows

The tables below report on the current 575 students in the NCTF program. Those who entered as high school seniors are eligible for eight (8) semesters of funding. External transfer students are eligible for six (6) semesters of funding. Internal transfer students and residency candidates are eligible for four (4) semesters of funding. Included in this data are honorary teaching fellows who were offered awards but declined financial assistance due to receiving other scholarships. Finally, data in this section reflects current data, students may have transferred from one NCTF institution to another resulting in slightly different numbers from cohort data.

Also of note is the increase in internal transfer students due to two statutory changes. First, the addition of the NCTF Program at Appalachian State University and East Carolina University allowed for currently enrolled students at those universities to apply to the program. Further, across eight (8) of the ten (10)

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institutions, elementary education licensure was available. This allowed for current college students enrolled in elementary education licensure programs to apply at their university to become NC Teaching Fellows. Based on additional reviews, there is the potential for expansion to elementary education at two institutions which may result in subsequent increases to NCTF transfer numbers.

TABLE 6. CURRENT TEACHING FELLOWS BY INSTITUTION, ENTRY STATUS

	HS Seniors	Internal Transfer	External Transfer	Residency	TOTAL
Appalachian State	35	40	9	1	85
East Carolina	28	57	8	--	93
Elon	5	12	1	--	18
Fayetteville State	2	4	1	2	9
Meredith	17	--	--	1	18
NC A&T	9	6	--	2	17
NC State	156	45	6	11	218
UNC-Chapel Hill	14	13	4	2	33
UNC Charlotte	32	10	5	1	48
UNC Pembroke	12	11	2	11	36
TOTAL	310	198	36	31	575

TABLE 7. CURRENT TEACHING FELLOWS BY LICENSURE AREA, INSTITUTION

	ASU	ECU	Elon	FSU	MC	NCA&T	NCSU	UNC-CH	UNCC	UNCP	TOTAL
SPED	11	16	4	0	8	2	50	6	14	15	126
STEM	17	5	2	5	10	7	97	9	16	21	189
ELEM	57	72	12	4	0	8	71	18	18	0	260
TOTAL	85	93	18	9	18	17	218	33	48	36	575

E. Program Outcomes

The data presented below represents data for the 953 students who have participated in the NCTF Program. The information in Table 8 is presented as a comparison from the 2022 and 2023 reports to the numbers for the 2024 year. This data highlights the significant expansion of the program and illustrates the anticipated production of a significant number of licensed teachers in coming years.

TABLE 8. TEACHING FELLOWS OUTCOMES

	Total	Active	Honorary	Graduated	Withdrawn	Other
2022 Report	443	250	9	143	41	7
2023 Report	559	260	17	217	62	3
2024 Report	953	559	16	290	77	11
Year Change	+394	+299	-1	+73	+15	+8

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The information in Table 9 is a breakdown of students by institution. Students are classified as:

- Active loan recipients (currently enrolled)
- Honorary (in program, but not receiving funding)
- Graduated (completed the program and/or obtained licensure)
- Withdrawn (left program without completion)
- Other (left institution for another institution or other teacher prep program)

TABLE 9. TEACHING FELLOWS OUTCOMES BY INSTITUTION

	Total	Active	Honorary	Graduated	Withdrawn	Other
Appalachian State	85	84	1	--	--	--
East Carolina	93	90	3	--	--	--
Elon	41	18	--	16	7	--
Fayetteville State	12	8	1	2	1	--
Meredith	38	18	--	13	5	2
NC A&T	19	17	--	--	1	1
NC State	393	210	8	124	44	7
UNC-Chapel Hill	92	31	2	52	6	1
UNC-Charlotte	137	47	1	77	12	--
UNC-Pembroke	43	36	--	6	1	--
TOTAL	953	559	16	290	77	11

Since the 2021-2022, the turnover rate for NCTF graduates has dropped each year. In 2021-2022, there were 79 program participants teaching. The next year saw a 17% teacher attrition rate from the previous year. In 2022-2023, there were 122 teachers from the program and the following year attrition rate was cut in half to 9%. It is anticipated that the attrition rate for the current school year will be less than 7%. The employment numbers below may increase as graduates obtain employment throughout the current academic year.

TABLE 10. TEACHING FELLOWS EMPLOYED IN NORTH CAROLINA PUBLIC SCHOOLS

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Teaching in a NC Public School	15	38	79	122	167	216
Teaching in Low-Performing	3	8	22	31	36	51

TABLE 11. SUMMARY OF PROGRAM GRADUATES

Program Graduates	290
Teaching in a North Carolina Public School	216
<i>Teaching in a Qualified Area and a School Designated as Low Performing</i>	<i>51</i>
Recent College Grads (Verifying 2025 Employment File)	25
Other (No Longer Teaching, Working in a Non-NC Public School, Moved Out of State)	49

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As outlined in G.S. 116-209.63, students receiving NCTF loans are required to pay back provided funds through either service or cash repayment plus interest accrued. Of the 953 Teaching Fellows, 930 received loans through the program.

TABLE 12. REPAYMENT STATUS FOR NCTF RECIPIENTS

Total Number of Participants Receiving Funding	930
Active NCTF Students	559
Program Graduates/Completers	290
<i>Program Graduates Repaying/Repaid Loans Through Service</i>	<i>213</i>
<i>Program Graduates Repaying/Repaid Loans Through Cash Repayment</i>	<i>52</i>
<i>Program Graduates in Deferment/Grace Period**</i>	<i>25</i>
<i>Program Graduates Currently in Repayment (Service and Cash)</i>	<i>180</i>
<i>Program Graduates with Loans "Paid in Full"</i>	<i>85</i>
<i>Program Graduates in "Other" Repayment Status**</i>	<i>25</i>
Withdrawn from Program	77
<i>Withdrawn Students Currently in Repayment (Cash)</i>	<i>26</i>
<i>Withdrawn Students with Loans "Paid in Full"</i>	<i>22</i>
<i>Withdrawn Students in "Other" Repayment Status**</i>	<i>29</i>
Students exhausted TF funding but still enrolled in university	4

** "Other" repayment status includes "Deferment", "AG Demand", "In-House Collections", "Grace" and "SEDCA Article 60".

As outlined in G.S. 116-209.62, graduates from the NCTF Program are offered mentoring and coaching support during loan repayment via the North Carolina New Teacher Support Program (NTSP). Graduates are offered this optional support regardless of their work location, though some districts already provide coaching through NTSP or their district-level beginning teacher support program.

TABLE 13: PARTNERSHIP WITH NEW TEACHER SUPPORT PROGRAM COMPARISON

	Graduates receiving NTSP Mentoring	Graduates in Low-Performing Schools receiving NTSP Mentoring
2021-2022	29	8
2022-2023	61	21
2023-2024	51	9
2024-2025	69	11

Teacher Effectiveness

Due to the small number of evaluative metrics that measure student proficiency and teacher effectiveness in the areas of Special Education and STEM, combined with the testing changes during the COVID pandemic, there is a limited amount of data for program graduates. The NCTF Program is working with NCDPI to create a data-sharing dashboard to be able to track Fellows throughout their employment to establish ongoing effectiveness data past the repayment window.

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Next Steps

The program application is open for 2025-2026 and will close on February 28th, 2025. After that time, all submitted applications, including those deferred in the early-action window, will undergo a review followed by a round of finalist video and/or interview evaluations. The Commission, per statute requirements, will make final decisions on the number of awards to be offered in March.

The program is also facilitating a strategic planning process to align program goals to meet the objectives outlined by educational leaders and state lawmakers. The process will conclude in June 2025 to allow for the plan to be implemented beginning in the 2025-2026 academic year to meet established goals.

The next annual report from the North Carolina Teaching Fellows Program will be submitted in January 2026. Please contact NCTF Director Dr. Bennett Jones at btjones@northcarolina.edu with any questions or comments concerning the NCTF Program or content of this annual report.



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

NORTH CAROLINA TEACHING FELLOWS PROGRAM



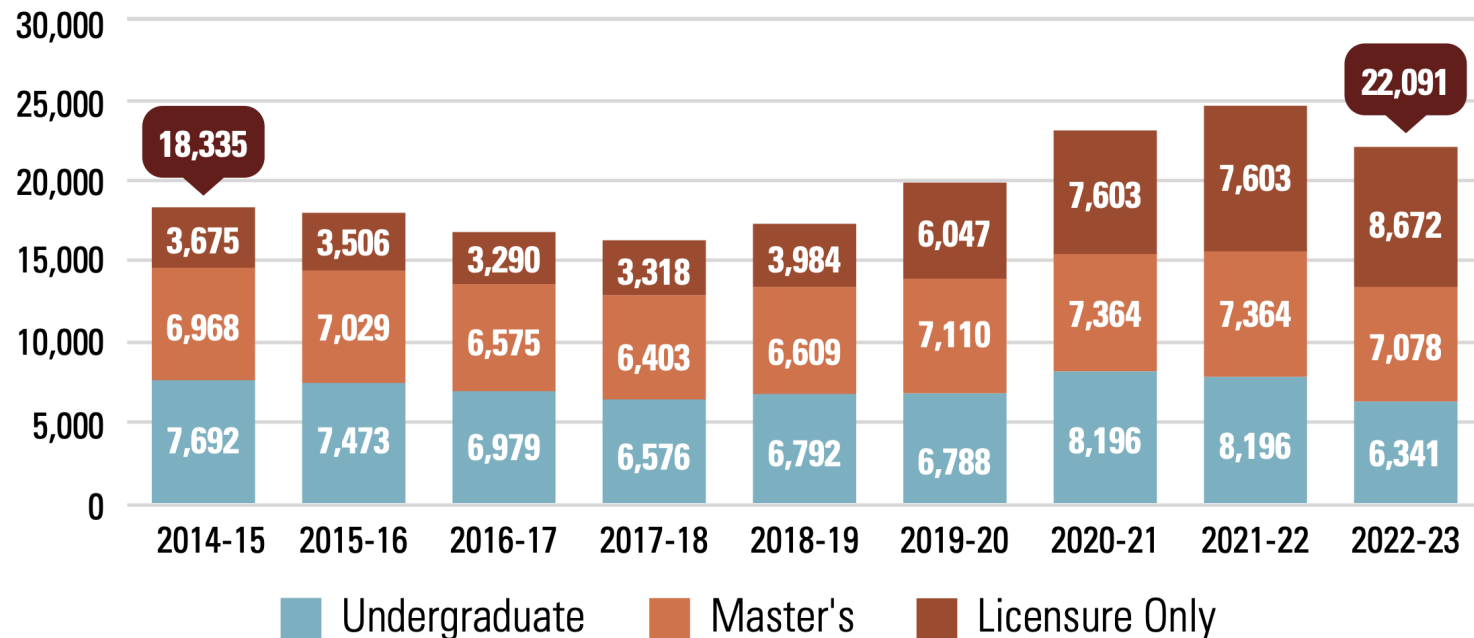
UNC Board of Governors
Committee on Educational Planning, Policies, and Programs
January 2025

North Carolina EPP Enrollments

SECTION 2: Educators



Public and Independent Educator Preparation Program Enrollment, by Degree Type (2014-15 to 2022-23)



Source: NC DPI (Data Request)

Source: BestNC – NCEdfacts.org

NCTF Program Overview

The NC Teaching Fellows Program was reimplemented in North Carolina in 2017 (NCGS 116-209.62) as a loan-forgiveness program that is application-based for students seeking admission into selected educator preparation programs. Students may enter the program seeking undergraduate or graduate degrees or seeking licensure through residency teacher programs. Additional program specifics include:

1. **Financial Award** – Increased maximum per semester from \$4,125 to \$5,000 (\$10,000/year)
2. **Repayment** – Students who serve one year teaching in a NC public school pay off one year of loans; any other outcome results in the student repaying the loan in cash.
3. **Institutional Partners** – NCTF is at 10 institutions for the 2024-25 academic year
 - Appalachian State University
 - East Carolina University
 - Elon University
 - Fayetteville State University
 - Meredith College
 - North Carolina A&T State University
 - North Carolina State University
 - University of North Carolina at Chapel Hill
 - University of North Carolina at Charlotte
 - University of North Carolina at Pembroke
4. **Licensure Areas** – Students must be working toward initial teacher licensure in:
 - Elementary Education (began in 2024-25)
 - Special Education
 - STEM Education

NCTF Program Activities/Successes

Program grew from 559 total participants to 953 in one year (277 active to 575 – 107% increase in active students)!

- Facilitated first NCTF Symposium in April 2024
- Distributed \$600,000 from NCTF Trust Fund to 10 partner institutions to facilitate learning activities, enhance recruitment efforts, increase program visibility, and provide funds for travel and program enhancements
- Strengthened collaborations with state educational partners
 - (NCDPI, Teach NC, NTSP, SAS Institute, etc.)
- Sponsored Youth Mental Health First Aid credentialing program for Fellows in conjunction with the UNCSO
- Launched District Pilot Initiative – 19 local education agencies across the state have partnered with our program to actively recruit students into NCTF and the teaching profession

NCTF Application Data

	2021-22	2022-23	2023-24	2024-25	2025-26 (early window period)
Applications	156	125	161	640	307*
Awards	118	119	132	462	210*
Acceptance	86	92	107	403	TBD*

	18-19	19-20	20-21	21-22	22-23	23-24	24-25	TOTAL
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	
Black	7	*	6	12	17	15	51	108
Ethnicities <5*	8	13	12	9	16	19	18	95
Hispanic/Latino	*	*	*	*	*	*	26	26
Non-reporting	1	0	3	0	0	0	2	6
White	63	84	64	64	59	73	306	713
TOTAL	79	101	85	86	92	107	403	953

NCTF Participants over Time

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	
Appalachian State	***	***	***	***	***	***	85	85
East Carolina	***	***	***	***	***	***	92	92
Elon	8	6	2	7	3	0	15	41
Fayetteville State	**	**	**	**	2	3	7	12
Meredith	5	5	5	5	5	5	8	40
NC A&T	**	**	**	**	3	2	14	19
NC State	27	49	49	47	44	63	113	392
UNC-Chapel Hill	18	10	13	10	12	10	20	93
UNC Charlotte	19	30	21	14	17	9	27	137
UNC Pembroke	**	**	**	**	5	15	22	42
TOTAL	79	101	85	92	95	107	403	953

** Added to the program in the 2022-23 academic year

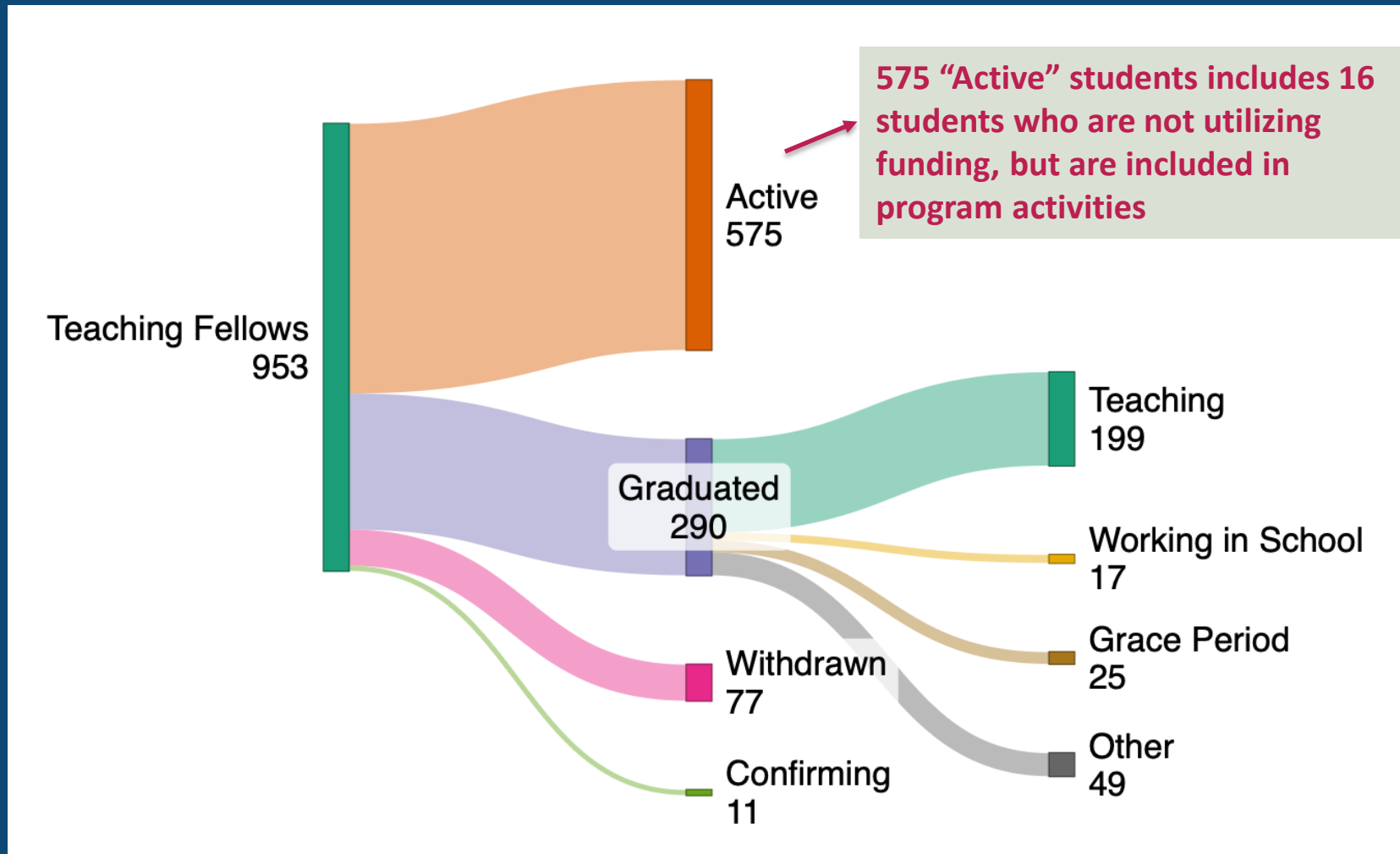
*** Added to the program in the 2024-25 academic year

Note: Total includes 23 students who are/were in the program who declined funding assistance

Current Teaching Fellows / Licensure Area Total Compared to 2023-24 Enrollment

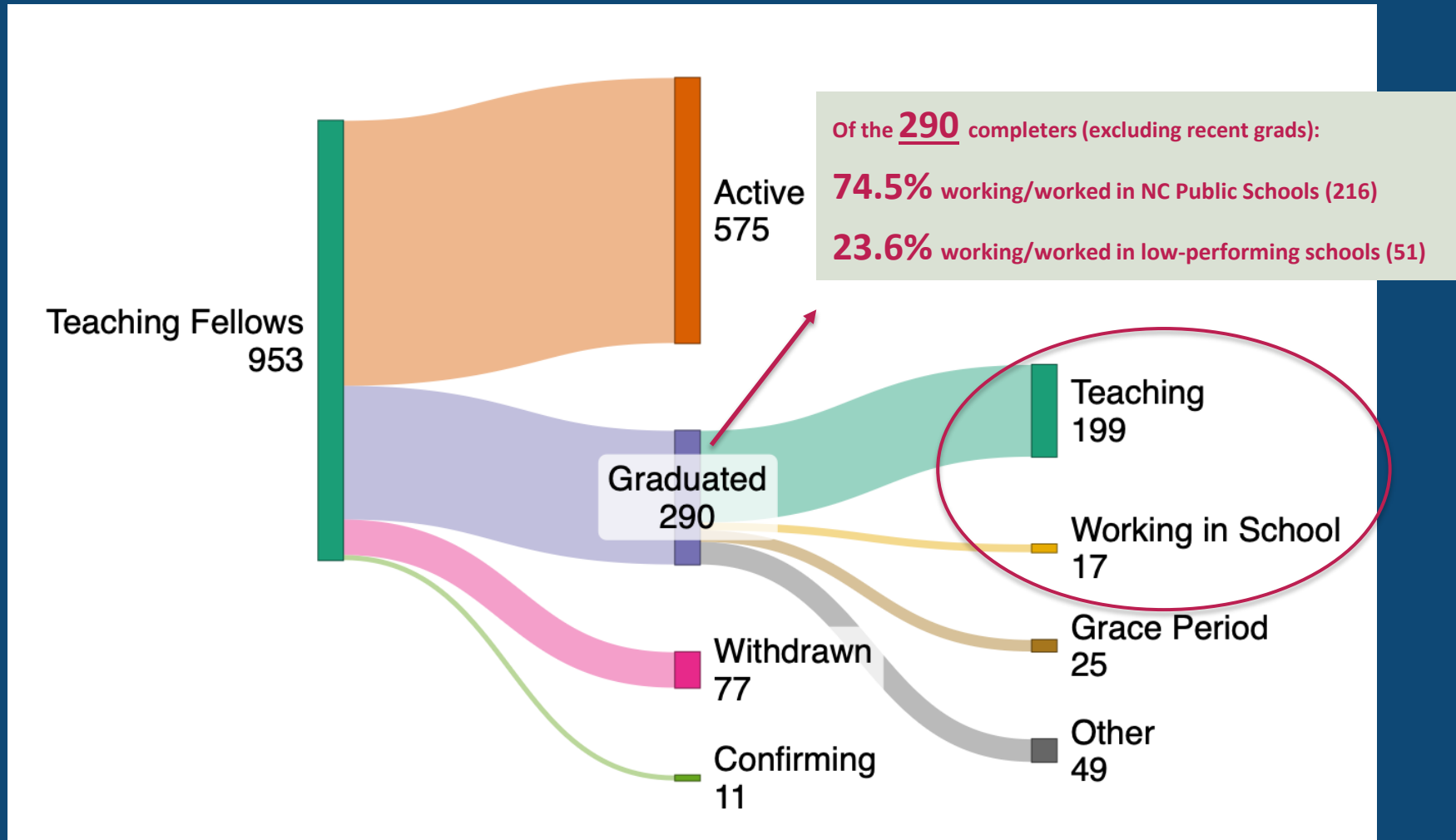
	ASU	ECU	Elon	FSU	MC	NCA&T	NCSU	UNC-CH	UNCC	UNCP	TOTAL
SPED	11	16	4	0	8	2	50	6	14	15	126
STEM	17	5	2	5	10	7	97	9	16	21	189
ELEM	57	72	12	4	0	8	71	18	18	0	260
TOTAL	85	93	18	9	18	17	218	33	48	36	575
(23-24)	(--)	(--)	(4)	(4)	(16)	(5)	(163)	(21)	(43)	(21)	(277)

Teaching Fellows Outcomes



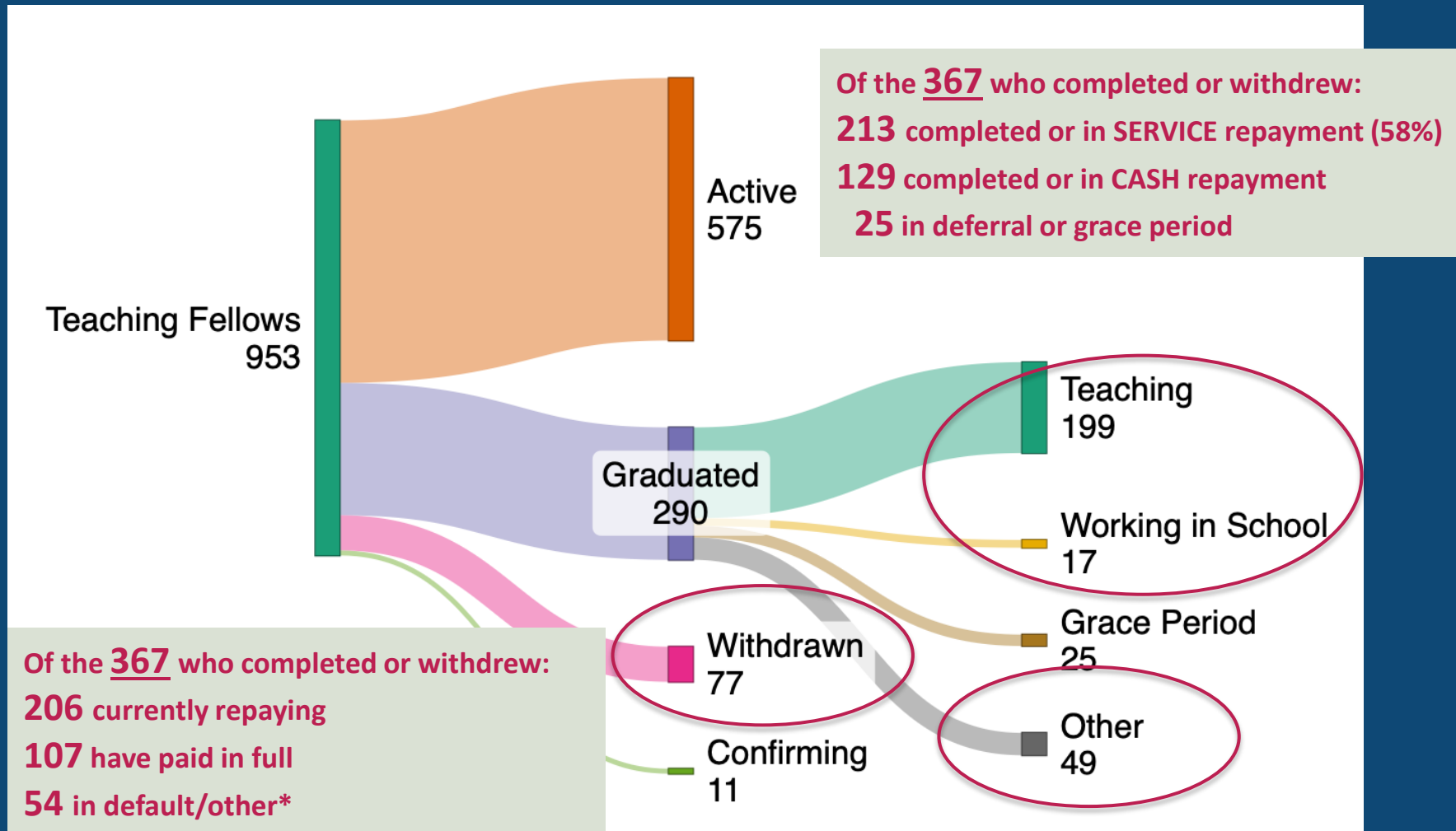
"Other" graduates include Fellows who may be teaching in private schools, teaching out of state, or working in another industry

Teaching Fellows Outcomes



"Other" graduates include Fellows who may be teaching in private schools, teaching out of state, or working in another industry

Teaching Fellows Outcomes



*Default/other includes repayment statuses of "Deferment," "AG Demand," "In-House Collections," "Grace," and "SEDCA Article 60."

Possible Opportunities Moving NCTF Forward

- Development of strategic plan across three phases of program
 - Recruitment
 - High-quality programming and expansion of authentic learning experiences
 - Coaching and support of program graduates
- Continued work to address geographic voids in teacher recruitment and placement of graduates
- Work with other state agencies on identifying workforce needs and how NCTF could help address
- Preservice paid-tutoring opportunities
- Paired mentorships for current teachers to work with NCTF students and graduates

QUESTIONS?