



Educator Preparation Efforts at the University of North Carolina System Office

Report to the Joint Legislative Education Oversight Committee

October 15, 2024

University of North Carolina System
Raleigh, North Carolina

INTRODUCTION

Pursuant to Section 2.4.(d) G.S. 116-11(12d), the Board of Governors shall provide a comprehensive annual report on educator preparation efforts at The University of North Carolina. The report shall include information about educator preparation and recruitment, initiatives to improve educator quality, student success measures, and strategic research and related efforts. The educator preparation report shall be due on October 15 of each year to the Joint Legislative Education Oversight Committee. The Board shall provide a copy of the report to the State Board of Education.

The purpose of this report is to provide information to the Joint Legislative Education Oversight Committee concerning the fifteen educator preparation programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of teachers and school-based administrators in North Carolina. For this review, school administrators are defined as superintendents, principals, and assistant principals. The data presented in this report represent the most recent information available for each indicator. This report is divided into five sections:

- I. State of the State (for both teacher and principal preparation)
- II. Student and Educator Preparation Programs (EPP) Completer Success Measures
- III. Recruitment into the Educator Pipeline
- IV. Initiatives to Improve Educator Quality
- V. Strategic Research

Ensuring that all North Carolina's schools have highly effective educators is critical. Recruiting and retaining effective new teachers, principals, and certified support staff is paramount to the success of our state's students and to ensuring that there is a well-trained workforce to support economic growth. Our success recruiting educators today will define the success of the public schools in North Carolina tomorrow. Indeed, increasing the number of first-year educators working in a North Carolina k-12 public school after earning their credential from a UNC System institution is among the 12 goals in the UNC System Office 2022-2027 Strategic Plan.

I. STATE OF THE STATE: TEACHER AND PRINCIPAL PREPARATION

Teacher Preparation¹

In North Carolina, ensuring a supply of highly-qualified teachers for our public schools is an essential need – one that is central to the mission of the University of North Carolina System as many of our institutions were founded for the purpose of teacher preparation. While their missions have expanded since those early days, the focus on educator preparation remains paramount.

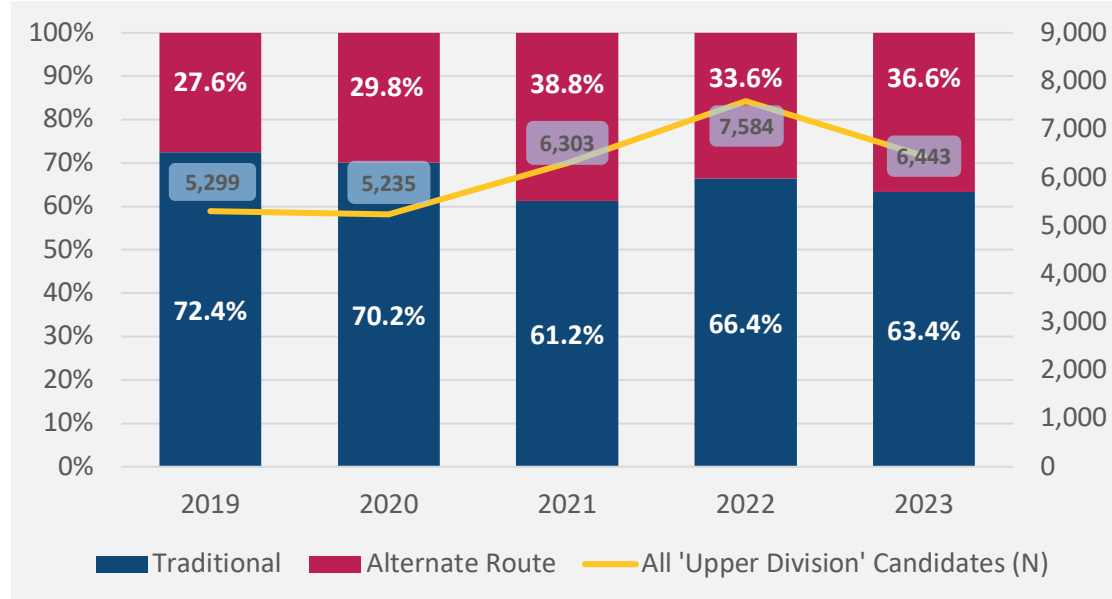
Despite perennial issues in k-12 education and educator preparation - a shortage of teachers in high-needs subject areas (particularly Special Education and STEM), difficulty recruiting teachers to rural areas, a lack of racial and gender diversity, and, among others, the empirical reality that younger generations are less likely to remain at the same job, or even in the same field, for their entire career – the number of teacher candidates and completers in UNC System EPPs has increased over the past five years.

¹ Data used in this section (with the exception of Principal Preparation) were obtained from the publicly available NCDPI EPP Dashboard. Note that DPI data are updated regularly, and figures in this report will reflect the most recent data updates as of July 2024. In 2022, DPI changed the reporting window for EPPs, which was followed by a retroactive update of prior years' data so that comparisons could be made each year based on the new reporting window. As such, some of the totals reported here may not match those from previous iterations of this report. These data, as well as notes and explanations of how they are reported, can be found on the NCDPI EPP website here: <https://tinyurl.com/y9uhcy2u>.

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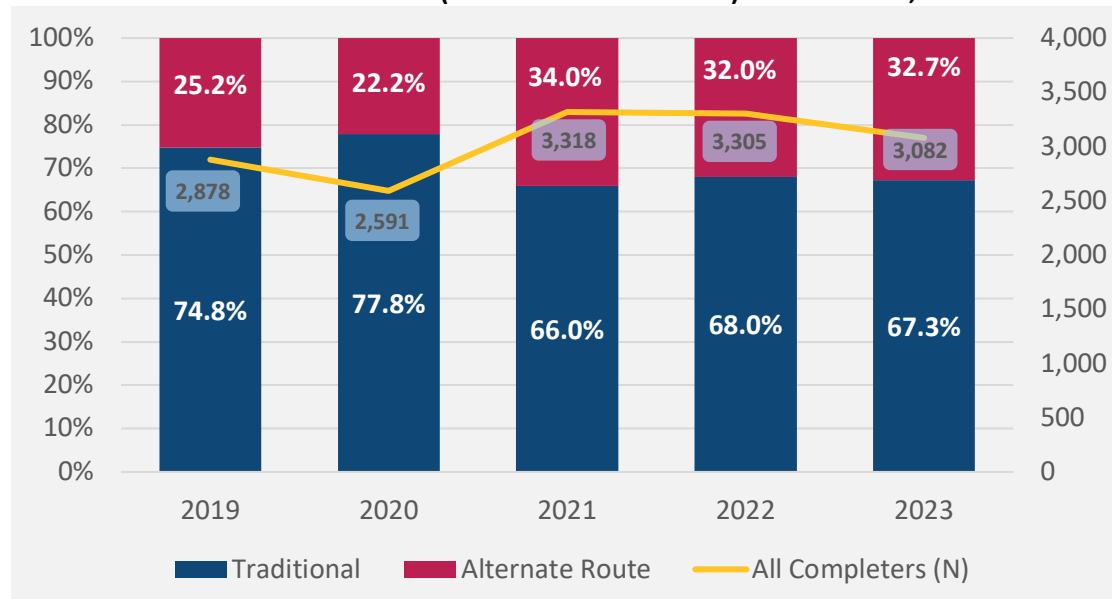
As of 2023, the number of upper division candidates (that is, students enrolled at an EPP in their second year or beyond, and who are taking EPP coursework) at UNC System EPPs has increased from 5,299 in 2019 to 6,443 – a 21.6 percent increase. Substantial growth in Residency and Licensure Only programs, representing over one-third of upper division enrollments, has fueled this increase despite an overall decline in upper division enrollments from 2022. A breakdown of enrollment trends by traditional and alternative pathways is shown below in Figure 1.

FIGURE 1. ENROLLMENT IN UPPER DIVISION EDUCATOR PREPARATION PROGRAMS, 2019-2023



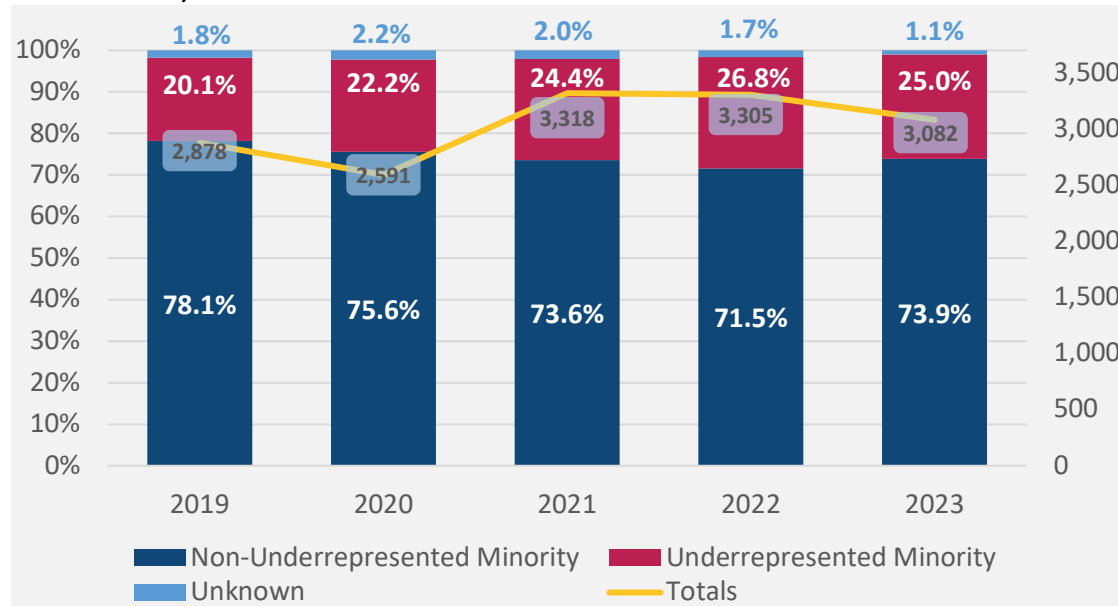
Overall teacher production has increased since 2019, but the upward trend has flattened. There was a 7.1 percent increase in the number of UNC System EPP completers between 2019 (N=2,878) and 2023 (N=3,082). Indeed, the share of completers from alternative licensure programs jumped over 10 percentage points between 2020 and 2021 and has continued to represent roughly one-third of teacher production (see Figure 2).

FIGURE 2. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY PATHWAY, 2019-2023



In 2019, the one-fifth of UNC System completers were underrepresented minorities; however, by 2022 one-quarter (25.0 percent) of the 3,082 UNC System EPP completers identified as underrepresented minorities. These proportions of white to underrepresented minority teacher mirror what was reported in the NCDIP Public Schools Statistical Profile for 2022-23.² An annual breakdown of the proportion of underrepresented minority completers is shown below in Figure 3.

FIGURE 3. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY MINORITY STATUS, UNC SYSTEM INSTITUTIONS, 2019-2023³



Employment and Retention in North Carolina Public Schools

According to the North Carolina Department of Public Instruction, of the 3,318 UNC System students completing their educator preparation program in 2021, over three-quarters (78.4 percent) were employed in a North Carolina public school within three years of completing their program.

The fifteen Educator Preparation Programs in the UNC System are leading the effort to prepare teachers to be successful and employed in North Carolina. The 2022-2027 UNC System strategic plan calls for us to increase the number of System-Educated 1st-Year public school employees, including certified classroom teachers, assistant principals, principals, and other certified staff (i.e., those working in social services, health services, guidance services, media services, nurses licensed through NCDPI, speech services, audiologists, school psychologists, teacher mentors, and instructional coaches/facilitators). As of the 2022-2023 school year, 5,859 first-year North Carolina public school employees earned their degree at a UNC System institution, a 2.7 percent increase from the 2021-2022 school year (N=5,702).

Licensure Exam Pass Rates

Teacher education candidates are required by statute to demonstrate competency in their content area by passing licensure exams. Traditional route candidates have three years following program completion to receive their initial professional license (IPL), while Alternate route candidates (ALT) receive their initial license prior to program completion. Both groups have three years following receipt of the initial license

² NCDPI Public Schools Statistical Profile, 2022-23: <https://tinyurl.com/ncdpi-profile-2223>

³ "Underrepresented minorities" are individuals who identify as American Indian or Alaska Native, Black or African American, Hispanic or Latino, and two or more races.

to convert to a continuing professional license. In 2023, there were 2,456 candidates who completed their EPP program at a UNC System institution that received an initial teaching license. Further, 68 percent of candidates earning their initial license in 2021 converted to a Continuing Professional License (CPL) by 2023, a 15.3 percent increase from the prior year.

Principal Preparation

This section of the report includes data concerning school administration programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of school-based administrators in North Carolina. For this report, school administrators are defined as superintendents, principals, and assistant principals.

The data were collected by the North Carolina Department of Public Instruction and provided to the UNC System Office by the Education Policy Initiative at Carolina (EPIC). The data represent the most recent information available for each indicator.

Demographics of North Carolina School Administrators

Superintendents. Demographic data indicate that 72 percent of school superintendents in North Carolina public schools during the 2022-23 academic year were male, 78 percent were White, 20 percent were African-American, and the average age was 53 years. Superintendents reported an average of 26.0 years of experience in education, with eight percent having achieved a master's degree and 90 percent holding doctorates or other advanced degrees.

Principals. The data also indicate that 62 percent of North Carolina public school principals were female, 71 percent were White, and 26 percent were African-American. The average age for principals was 46. Data indicate principals had an average of 21.3 years of experience in education with 77 percent having achieved a master's degree, and 21 percent holding doctorates or other advanced degrees.

Assistant Principals. The data show that North Carolina assistant principals are 67 percent female, 62 percent White, and 34 percent African-American. Assistant principals were mostly in their early to mid-40s. Assistant principals averaged 17.9 years of experience in education, with 83 percent having achieved a master's degree and 10 percent holding doctorates or other advanced degrees.

The following tables provide detailed demographic data about North Carolina's superintendents, principals, and assistant principals. For detailed descriptive counts by state region, see Appendix A at the end of this report.

TABLE 1. ADMINISTRATORS BY AGE GROUP, 2022-23

	Avg Age	<40	40-44	45-49	50-54	55+
Superintendents	52.65	3	9	23	41	41
Principals	46.45	444	588	679	544	316
Assistant Principals	43.91	1,119	666	645	563	342
Total Counts	--	1,566	1,263	1,347	1,148	699

TABLE 2. ADMINISTRATORS BY YEARS OF EXPERIENCE, 2022-23

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Superintendents	26.25	5	3	6	26	44	36
Principals	21.33	73	312	614	787	563	222
Assistant Principals	17.91	438	692	867	739	440	168
Total Counts	--	516	1,007	1,487	1,552	1,047	426

TABLE 3. ADMINISTRATORS BY HIGHEST DEGREE EARNED, 2022-23

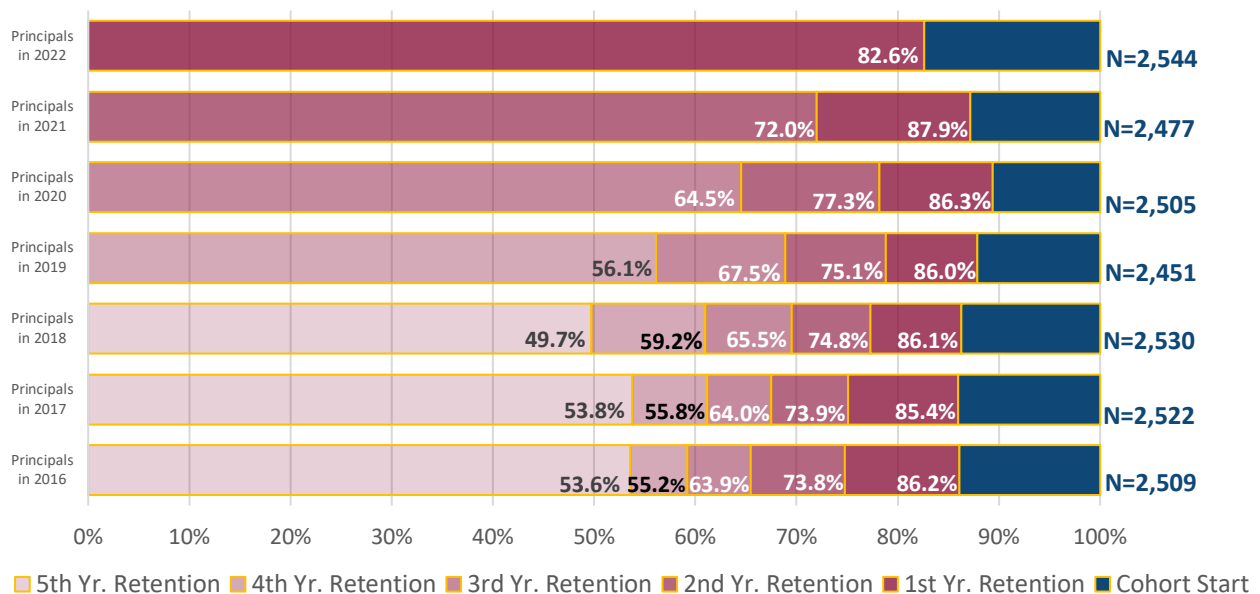
	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Superintendents	2	10		17
Principals	69	1971		198
Assistant Principals	252	2,753		177
Total Counts	323	4,734	392	576

TABLE 4. ADMINISTRATOR BY RACE AND GENDER, 2022-23

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
Superintendents	33	85	0	23	1	2	91
Principals	1,591	970	11	667	27	29	1,791
Assistant Principals	2,202	1,102	10	1,101	67	45	2,029
Total Counts	3,826	2,157	21	1,791	95	76	3,911

Demand Trends for North Carolina School Administrators

Figure 4 outlines retention rates for North Carolina's principals in the 2015-16 through 2022-23 academic years. Across these seven years, approximately 83 to 88 percent of principals returned to the principalship in North Carolina the following year. Five years out, approximately half of North Carolina's principals were no longer in that position.

FIGURE 4. PRINCIPAL RETENTION RATES, 2015-16 TO 2021-22 COHORTS

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Table 5 displays the number of new school administrators statewide and by region in the 2022-23 academic year.

TABLE 5. NUMBER OF NEW SUPERINTENDENTS, PRINCIPALS, AND ASSISTANT PRINCIPALS, BY REGION (2022-23)

	New Superintendents	New Principals	New Assistant Principals
Statewide	20	364	767
Northeast	7	27	59
Southeast	4	42	52
North Central	0	72	201
Sandhills	2	37	88
Piedmont Triad	2	55	111
Southwest	2	74	164
Northwest	1	30	49
Western	2	27	43

Table 6 presents data on the number of newly hired assistant principals holding provisional licenses. A one-year provisional license may be issued by a local board of education to an individual selected for employment as an assistant principal if:

- The local board has determined there is a shortage of persons who hold or are qualified to hold a principal's license, and the employee enrolls in an approved program leading to a master's degree in school administration before the provisional license expires; or
- The employee is enrolled in an approved Master of School Administration (MSA) program and is participating in that program's required internship.

During the 2022-23 academic school year, 9.1 percent of all newly hired assistant principals held provisional licenses. This number varies greatly by region, with 21.2 percent of newly hired assistant principals holding a provisional license in the Southeast region and 2.7 percent holding a provisional license in the Piedmont Triad region.

TABLE 6. NEWLY HIRED ASSISTANT PRINCIPALS (2022-23) WHO HOLD A PROVISIONAL LICENSE

	Total New APs	Provisional Licenses	
		N	%
Statewide	767	70	9.1%
Northeast	59	9	15.3%
Southeast	52	11	21.2%
North Central	201	15	7.5%
Sandhills	88	8	9.1%
Piedmont Triad	111	3	2.7%
Southwest	164	12	7.3%
Northwest	49	5	10.2%
Western	43	7	16.3%

Supply Trends for North Carolina School Administrators

Table 7 provides data collected by the Department of Public Instruction related to the annual supply for principals and assistant principals. In 2022-23, 89 percent of newly hired principals had served as assistant

principals in 2021-22. Of the newly hired assistant principals in 2022-23, 45 percent were classroom teachers in the previous year. Additionally, 17 percent of newly hired assistant principals were employed as assistant principal interns in 2021-22.

TABLE 7. SOURCES OF NEW PRINCIPALS AND ASSISTANT PRINCIPALS (APS) 2021-22

	Total New Principals	New Principals Who Were APs in Prior Year		Total New APs	New APs Who Were Teachers in Prior Year		New APs Who Served as Interns in Prior Year	
		N	%		N	%	N	%
Statewide	364	325	89.3%	767	344	44.9%	130	17.0%
Northeast	27	23	85.2%	59	30	50.9%	7	11.9%
Southeast	42	36	85.7%	52	33	63.5%	0	0.0%
North Central	72	68	94.4%	201	78	38.8%	48	23.9%
Sandhills	37	32	86.5%	88	39	44.3%	29	33.0%
Piedmont Triad	55	52	94.6%	111	49	44.1%	16	14.4%
Southwest	74	68	91.9%	164	57	34.8%	19	11.6%
Northwest	30	23	76.7%	49	37	75.5%	2	4.1%
Western	27	23	85.2%	43	21	48.8%	9	20.9%

Table 8 provides the number of graduates of North Carolina's Master of School Administration (MSA) programs. Since the 2018-19 academic year, UNC System principal preparation programs have produced 1,396 school leader graduates.

TABLE 8. MSA DEGREES CONFERRED AT UNC SYSTEM INSTITUTIONS, 2017-18 TO 2021-22

Institution	2018-19	2019-20	2020-21	2021-22	2022-23	Institution Totals
ASU	17	19	28	12	45	121
ECU	48	53	39	43	47	230
ECSU	9	5	2	8	11	35
FSU	14	13	14	9	8	58
NCA&T	6	17	4	5	1	33
NCCU	19	16	15	38	21	109
NCSU	14	33	19	46	19	131
UNCA	--	--	--	--	--	--
UNC-CH	30	15	17	20	20	102
UNCC	28	23	20	42	29	142
UNCG	31	31	6	29	6	103
UNCP	27	33	38	23	24	145
UNCW	16	15	11	11	16	69
WCU	18	28	21	33	18	118
WSSU	--	--	--	--	--	--
Total Counts	277	301	234	319	265	1,396

Demand Trends

In 2022-23, 364 new principals were hired, with the largest number of new principals employed in the Southwest region. Assistant principals were also in high demand, with 767 new hires, 26 percent in the

North Central region and 21 percent in the Southwest region. There were 20 newly hired superintendents in the state.

Data regarding principal retention demonstrate that over 40 percent of North Carolina's principals were no longer employed in the state's public schools four years later and approximately half left their positions after five years. Age data indicate that administrator turnover rates over the next several years may increase due to retirement, particularly among superintendents. Considering the number of new MSA graduates in 2022-23 (265) and the number of assistant principals who are under the age of 40, the data indicate a large pool of potential principals and superintendents currently exists to fill these gaps.

Supply Trends

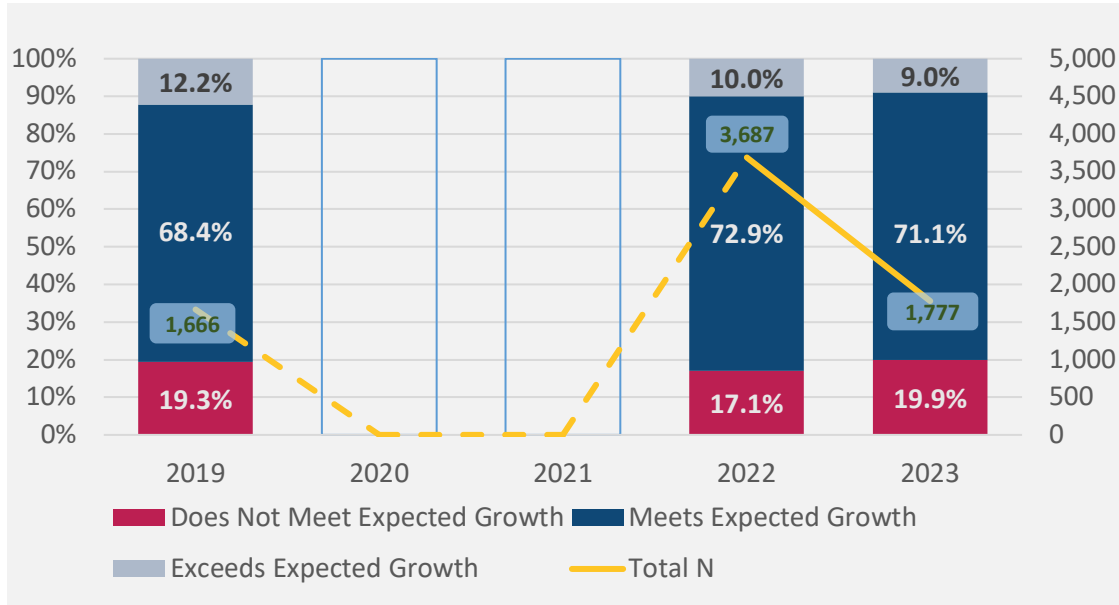
In 2022-23, there were 1,151 new school administrators hired in North Carolina (20 superintendents, 364 principals, and 767 assistant principals). Of the new principals, 89 percent were employed as assistant principals during 2021-22. In addition, 45 percent of new assistant principals in 2022-23 were employed as teachers in the previous year. These numbers, in addition to the number of new MSA graduates (265) produced by the UNC System in 2022-23, suggest that there would be a minimal shortfall in the supply of school administrators needed to meet the state demand. There are also thousands of educators who hold licenses in school administration who do not yet serve as school administrators—lending even greater complexity to the estimation of school administrator supply and demand trends.

II. STUDENT AND EPP COMPLETER SUCCESS MEASURES

The University of North Carolina views it as imperative that the educators who graduate from our programs are well-prepared and can positively impact student learning and the school environments where they are employed. As a system, we examine student achievement data, educator evaluations, as well as perceptions of the UNC System graduates and their employers. The following tables outline the success measures of individuals who complete an educator preparation program.

Education Value-Added Assessment System (EVAAS)

EVAAS examines the impact of teachers, schools, and districts through measuring the growth in learning of their students in specific courses, grades, and subjects. The North Carolina State Board of Education selected EVAAS as the statewide model for measuring student growth when common assessments are administered (for example, the End of Course and End of Grade assessments). Beginning in 2011-12, EVAAS data became part of the North Carolina Educator Evaluation System for teachers and school administrators. In the following year, the State began reporting EVAAS data in the school accountability model. EVAAS growth among students who were in classrooms where the teacher was a UNC System institution EPP completer is shown below in Figure 5.

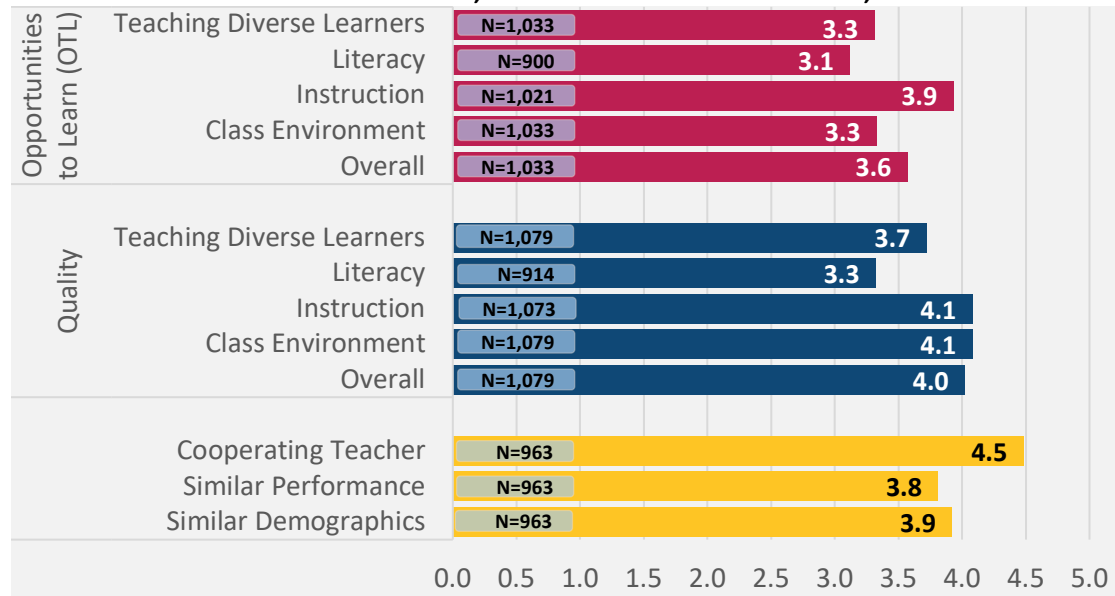
FIGURE 5: EVAAS GROWTH, UNC SYSTEM INSTITUTION COMPLETERS, 2017-2020 ACADEMIC YEARS

Between 2019 and 2022, the number of teachers who completed their EPP at a UNC System institution *and* were assessed for EVAAS more than doubled from 1,666 in 2019 to 3,687 in 2022.⁴ Over this same period, the proportion of students meeting or exceeding growth measures who were educated in classrooms with a teacher that graduated from a UNC System institution increased steadily.

Recent Graduate Survey

Each year, recent graduates of UNC System EPPs are surveyed about their student experiences. Recent graduates respond to items categorized as “Opportunities to Learn” (OTL) as well as their overall experience. Responses fall on a 5-point scale, where 1 indicates the most negative experience on that construct, and a 5 indicates the most positive experience on that construct. The results from the 2023 Recent Graduate Survey are shown below in Figure 6.

⁴ Because EVAAS estimates are not assessed for every subject area, the total completers being assessed for EVAAS performance may differ from the total completers in a given year. Data were not reported in 2020 and 2021 due to the COVID-19 pandemic. If 2020 was in a candidate’s three-year window following program completion, data from the subsequent year are included so that every candidate has a three-year window. This may account for the spike in the number of EVAAS scores in 2022.

FIGURE 6. RECENT GRADUATE SURVEY, UNC SYSTEM EPP COMPLETERS, 2023⁵

Generally, recent graduates from UNC System institutions report positive experiences with their education. Overall ratings on “Opportunities to Learn” (avg. score 3.6 out of a possible 5) and “Quality of Education” (avg. score of 4.0 out of a possible 5) reflect positive attitudes toward their EPP. In addition, satisfaction with their assigned cooperating teacher during their clinical practice (avg. score of 4.5 out of a possible 5) received positive marks across nearly all respondents.

Employer Satisfaction Survey

In addition to a recent graduate survey, each year, principals in NC public schools are surveyed on their perceptions of the preparedness of recently graduated teachers who have been hired to teach in their schools. The state of North Carolina began collecting and releasing Employer Satisfaction survey data to EPPs in 2018. The following data are for graduates of UNC System institutions as compared to graduates of other teacher preparation programs employed at the same schools. School leaders indicate the relative effectiveness of the recently graduated teachers on a variety of tasks in comparison to other first-year teachers. Data are reported according to the North Carolina Professional Teaching Standards and are disaggregated by elements of each standard on the survey.⁶

The five standards are:

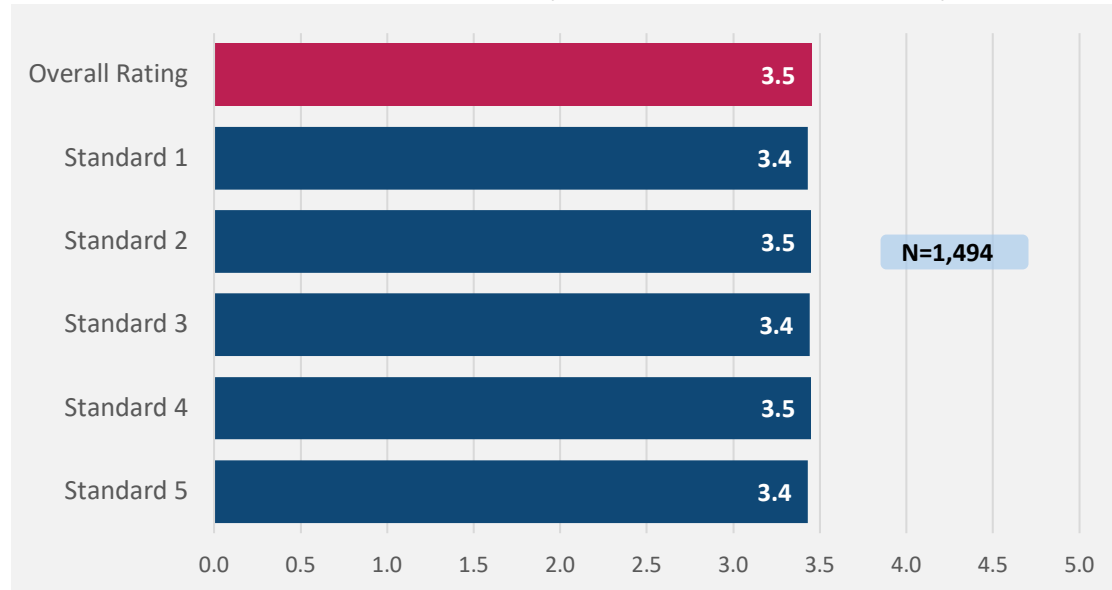
- Standard 1: Teachers demonstrate leadership.
- Standard 2: Teachers establish a respectful environment for a diverse population of students.
- Standard 3: Teachers know the content they teach.
- Standard 4: Teachers facilitate learning for their students.
- Standard 5: Teachers reflect on their practice.

⁵ The cooperating teacher items measure candidate's perceptions of their cooperating teacher (CT), specifically, the effectiveness of the CT and the CT support/mentorship of the candidate. The Similar Demographics items measure the extent to which the survey respondent feels like the demographics of K-12 students in the student teaching school are similar to those in the employment school. Lastly, the Similar Performance measure the extent to which the survey respondent feels like the academic performance of K-12 students in the student teaching school is similar to that in the employment school.

⁶ NC Professional Teaching Standards: <https://www.dpi.nc.gov/media/511/open>

Responses to the 2023 employer satisfaction survey are shown below in Figure 7. Each item is rated on a scale where 1= “much less effective”, 2= “less effective”, 3= “comparable”, 4= “more effective”, and 5= “much more effective.” On all five standards, survey respondents rated first-year teachers who graduated from UNC System institutions between “comparable” and “more effective” than first-year teachers working at the school who graduated from a non-UNC System institution EPP.

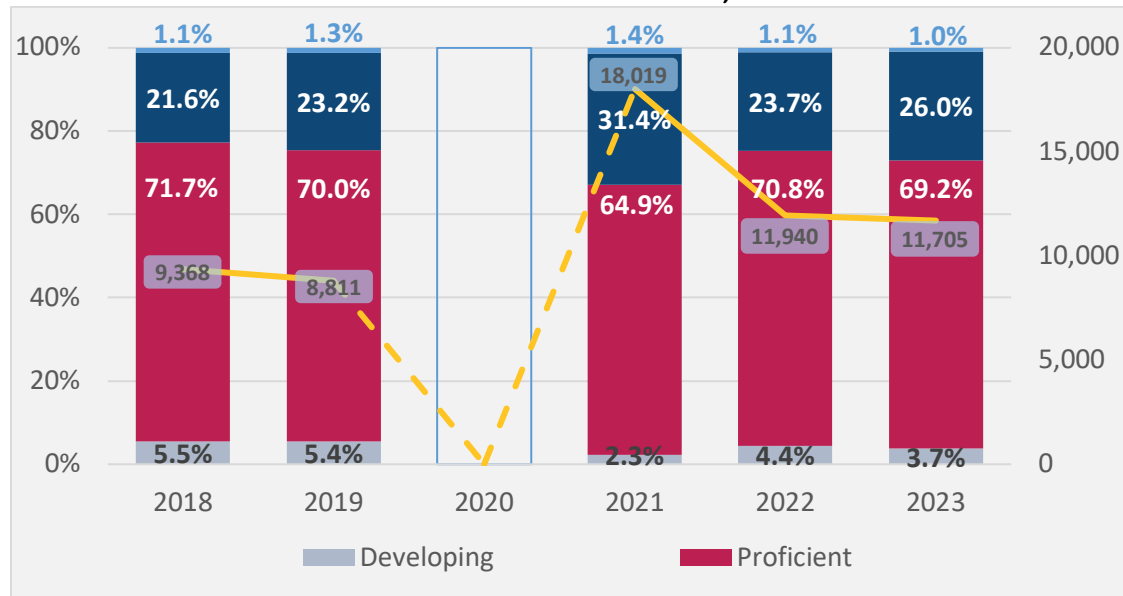
FIGURE 7. EMPLOYER SATISFACTION SURVEY, UNC SYSTEM EPP COMPLETERS, 2022



North Carolina Educator Effectiveness System (NCEES)

The North Carolina Educator Effectiveness System (NCEES) is a tool that includes an educator evaluation component and a professional development component. Educators are evaluated across the five standards outlined above in the North Carolina Professional Teaching Standards.

Once assessed, candidates receive a rating of “Developing”, “Proficient”, “Accomplished” or “Distinguished.” Overall ratings for UNC System completers on the NCEES are shown below in Figure 8.

FIGURE 8. UNC SYSTEM COMPLETER NCEES PERFORMANCE, 2017 TO 2022⁷

III. RECRUITMENT INTO THE EDUCATOR PIPELINE

The UNC System knows there is much work to be done to address the ever-increasing demands upon P12 schools to fill classrooms with high quality educators. A multi-pronged approach to recruiting potential educators is imperative. The System Office has multiple recruitment initiatives to mitigate the current educator shortage within our state. A brief summary of these efforts is outlined in the following paragraphs.

North Carolina Teaching Fellows Program

First established in 1986, the North Carolina Teaching Fellows (NCTF) Program is a forgivable-loans-for-service program designed to recruit high-achieving students into the teaching profession. Teaching Fellows provides up to \$5,000 per semester in financial aid that is repayable through teaching service in any North Carolina public school—traditional public, lab school, or charter school.

Reauthorized by the NC General Assembly in 2017, the Teaching Fellows program focused specifically on recruiting for the high-need subject areas of STEM and Special Education. The 2017 version of the program originally included five EPP partners -- two private universities and three UNC System institutions: North Carolina State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, Elon University, and Meredith College. In 2020, the General Assembly granted authorization for the program to expand to three additional EPPs, Fayetteville State University, North Carolina Agricultural and Technical State University, and UNC Pembroke as the three additional Teaching Fellows institutions.

NC Session Law 2023-134 implemented several changes to the NCTF program. Specifically, the following program parameters were impacted, beginning in the 2024-2025 academic year:

- Partner Institutions – G.S. 116-209.62(f) was changed to expand the program from the current eight (8) institutions to ten (10) institutions. A Request for Proposals (RFP) was advertised in

⁷ NCEES scores were not reported for 2020 due to the COVID 19 pandemic. If 2020 was in a candidate's three-year window following program completion, data from the subsequent year are included so that every candidate has a three-year window. This may account for the spike in the number of NCEES scores in 2021.

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December 2023 and two (2) new partner institutions – Appalachian State University and East Carolina University were selected by the Commission in February 2024 in accordance with the guidelines set in G.S. 116-209.62(f).

- Student Awards – G.S. 116-209.62(g) was amended to increase the maximum semester award from \$4,125 to \$5000 for each participant.
- Repayment Structure – G.S. 116-209.63(b) was adjusted 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.
- Licensure Areas – G.S. 116-209.60(5a) established qualifying teacher areas for the 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:

- 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.
- 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 following NCTF partner institutions meet one of the two parameters noted above and plan to offer 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

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.

A key element of the Teaching Fellows program is providing meaningful enrichment opportunities to all program participants. The enrichment model for Teaching Fellows is two-fold – under the direction of a campus director, each of the ten partner institutions have designed an enrichment framework, which is designed to build community in a smaller setting among a Fellow’s 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 own respective communities.

An additional layer of support is provided by state-level enrichment opportunities, which bring together the collective group of Fellows from all ten partner institutions. These events are designed to build a powerful sense of community among all Fellows and to highlight educational topics to ensure a strong and cohesive vision for the broader mission and purpose for the Teaching Fellows program. The most

recent statewide event was held on April 18, 2024, at the UNC System Office in Raleigh. The day-long spring symposium had over 75 attendees and featured engaging breakout session activities for campus directors, district leaders, Commission members, and NCTF Advisory Board members. In the 2024-2025 academic year, NC Teaching Fellows will have professional development activities centered around four aspects in teaching: 1) use of instructional technology, 2) coaching for performance, 3) literacy, and 4) responsiveness to environmental factors. Statewide program initiatives include working with literacy and tutoring programs, providing mental health awareness and support training, and sponsoring students to attend the North Carolina Department of Public Instruction (NCDPI) AIM 2024 conference.

Applicants to the program include high school seniors, undergraduate college transfers entering education preparation programs, and residency teachers seeking initial licensure in Elementary, STEM or Special Education. Due to the addition of elementary education combined with adding two (2) additional institutions, the seventh class of Fellows has swelled to 421 students who began in the 2024-2025 academic year. This represents over a 250% increase from the previous year. As of the 2022-23 reporting year, the NC Teaching Fellows has produced 217 program completers. Detailed graduation and school data for the NC Teaching Fellows program will be provided in the Teaching Fellows' 2025 Annual Joint Legislative Education Oversight Committee report in January.

The North Carolina Teaching Fellows program's strategic goals for the 2024-25 academic year include:

- Increase applicants by 10 percent to 1,400 through active recruitment, opening of fall application window, and collaboration with local education agencies across the state
- Increase awards granted by 5 percent to 500
- Increase participants at each institution to a minimum of 25 per academic year
- Increase diversity of candidates by gender and race by 20 percent by 2024-2025 cohort
- Reduce cash repayment number to below 5 percent in 3-year window while increasing service repayment by 10 percent
- Increase New Teacher Support Program participation among Fellows' completers by 10 percent to 75 in 2024-2025 year

The NCTF program will utilize campus fellows to actively recruit and promote the benefits of the program to potential applicants. The program will also continue the formation of partnerships with local school units and educational partners in a collaborative effort to enhance the teacher preparation pipeline across the state, and most notably, in areas of the state that have the highest teacher attrition rates and recruitment challenges. Working with the partner institutions and with potential future legislative flexibility to use existing NCTF Trust Fund resources, the NCTF program is poised to be a leader in the recruitment, preparation, and support of future teachers in North Carolina.

North Carolina Principal Fellows Program

The North Carolina Principal Fellows Program (NCPFP), created in 1993, was originally designed to provide state funded forgivable loans to principal candidates attending UNC System institutions. In 2015, the [Transforming Principal Preparation Program](#) (TP3), a competitive grants-based program for high-quality principal preparation, was established in North Carolina. In 2019, the General Assembly acted to reform principal preparation by enacting Senate Bill 227: [TP3/Principal Fellows Consolidation](#). The legislation consolidated the traditional Principal Fellows Program with the Transforming Principal Preparation Program (TP3), revolutionizing the way North Carolina recruits and prepares school leaders. The consolidated program retains the competitive grants-based model of TP3 and the state-appointed Commission governance structure of the Principal Fellows Program. Due to this competitive model, the number of Grantees receiving grant funding remains limited to eight. There is value in fostering a culture of continuous improvement among all of North Carolina's principal preparation programs, and the

implementation of a Development Grant to a “runner up” applicant(s) in each grant cycle may incentivize programs to make improvements to their proposal and reapply in the future. This incentive would require legislation, but funding could be provided from existing NCPFP Trust Fund resources.

Since the full merger of both programs (2021-22), the NCPFP has graduated 348 candidates. Of the 2022 graduates, 96 percent are serving in a school leadership position and 80 percent of these positions are in a high-need school. One hundred percent of 2023 graduates have secured a school leadership position, with 83 percent of those positions being in a high-need school. Employment verification for 2024 graduates is underway, with initial placement in school leadership positions at over 50 percent as of July 2024.

Principal Fellows, in addition to completing rigorous graduate coursework and an immersive internship, engage in supplemental professional learning designed to better prepare them to lead our State’s most high-need schools. During the 2023-24 academic year, the NCPFP continued its efforts to offer enhancements that align with the North Carolina Department of Public Instruction’s Operation Polaris and the State Board of Education’s Strategic Plan. Principal Fellows engaged in Lexia *Language Essentials for Teachers of Reading and Spelling (LETRS®) for Administrators* training, which strengthened their capacity to support teachers with the implementation of literacy instruction. Through their participation, Principal Fellows learned how to select literacy curricula and assessments, empowered teachers by giving them the support they need on their own *LETRS®* journey and gained access to practical tools and guides to implement a sustainable literacy program. This plan supports the NCDPI as they train elementary teachers and administrators across the State. The NCPFP, however, is training *all* aspiring leaders in the program, acknowledging the importance of literacy instruction at all grade levels.

Additionally, Principal Fellows were enrolled in an online, asynchronous course focused on the North Carolina Standards for School Executives Leadership Competencies. This course is designed to support aspiring leaders’ development as problem-solvers and critical thinkers. Further, course content enhances and deepens the internship experience Principal Fellows complete during the second year of the program. Through videos, articles, activities and reflective prompts, participants examine their experiences and background to consider perspectives different from their own. Completion of the course equips Principal Fellows with the skills to handle difficult conversations and make decisions that school administrators face daily. As part of the course participation, Principal Fellows receive leadership coaching while enrolled in the program.

Unrelated to the North Carolina Standards for School Executives Leadership Competencies Course, Principal Fellows received coaching support from strong veteran educational leaders while enrolled in the program. For example, former principals, district superintendents, and state-level leaders met with Principal Fellows regularly to identify strengths and areas for development, set goals, provide guidance and offer feedback. Looking ahead, as the NCPFP enters a new grant cycle selection period, awarded programs will identify ways in which this same level of support can continue during the Principal Fellow’s first few years as a school leader.

The NCPFP continues to offer *LETRS® for Administrators* training during the 2024-25 academic year and will also provide Principal Fellows with an opportunity to engage with training centered on resilience and trauma-informed schools. This professional development includes a deep dive into trauma and Adverse Childhood Experiences (ACEs) and the research behind them, as well as an overview of the brain science behind the stress response system and how the impact of trauma may show up in the school and classroom settings. Resilience and trauma-informed strategies for schools will be discussed and framed around staff wellness, relationship-building, overall environment and social-emotional learning.

With the completion of a high-quality MSA program, including a full-time comprehensive administrative internship and engagement in university-specific enrichments, principal candidates receive a solid foundation to assist in their transition from teacher to administrator. In addition to these opportunities, Principal Fellows, through their participation in the additional enhancements offered by the State NCPFP, feel confident and better equipped to support the students, teachers, and parents of North Carolina as effective school leaders. As such, the NCPFP Commission has established two growth goals to better meet the supply-and-demand needs of school districts across the state. Contingent on increased funding from the General Assembly, the NCPFP will preserve program quality while increasing the number of Principal Fellows graduates to 55 percent of the demand need by 2029 and 70 percent of the demand need by 2032.

Future Teachers of North Carolina

The Future Teachers of North Carolina Program (FTNC) was established by the General Assembly in 2017. As originally structured, the purpose of the Future Teachers of North Carolina Program (FTNC) was to encourage high-achieving high school students to consider teaching as a profession by providing opportunity to enroll in college-level, introductory education courses that award up to six credit hours at a partnering UNC System institution. The three UNC System partner institutions were North Carolina A&T State University, the University of North Carolina Wilmington, and Western Carolina University.

Aligned with a request from the UNC Board of Governors, the General Assembly adopted changes that expands FTNC's program eligibility to all System EPPs, allowing each university to apply for a grant to host a targeted, immersive recruitment event for high school juniors and seniors. For the 2023-2024 application cycle, grants were awarded to the following institutions:

- University of North Carolina at Pembroke (Eastern Region; one session in June 2024)
- Appalachian State University (Western Region; one session in May 2024)

These FTNC events were hosted in the spring and summer, and each fostered enhanced partnerships with the surrounding school districts and strengthened the recruitment pipeline by displaying a clear pathway from high school into an EPP. Across the two institutions, 207 applications were received from potential students and 109 attended the FTNC events. Participants engaged in a variety of activities, including interactions with education faculty, current practicing teachers, and university education majors. Topics covered at the events included licensure, classroom culture, educator competencies, teaching fundamentals, and the student teaching experience. A list of the participating high schools may be found in Appendix B.

TABLE 9. FTNC SYMPOSIUM PARTICIPANT DEMOGRAPHICS, 2023-24

Race/Ethnicity (N=109)	%
American Indian	1%
Asian	6%
Black or African American	12%
Latino/a (Hispanic)	6%
Multi-Racial	5%
White	70%
Gender (N=109)	%
Female	79%
Male	21%

Participants in the FTNC Symposium events were asked to submit answers to a survey about the effectiveness of the event as well as indicate their future plans to become an educator. The results of the survey are shown below in Table 10.

TABLE 10. FTNC SYMPOSIUM PARTICIPANT FUTURE PLANS SURVEY RESULTS, 2023-24

Survey Item (N=109)	%
Students who plan to choose teaching as a profession	86%
Students who plan to enroll in a community college, a constituent institution, a private postsecondary institution located in North Carolina, or a postsecondary institution located in another state	97%
Students who felt the FTNC Symposium increased the student's knowledge of the teaching profession and other careers in education	97%

Campus Recruitment Efforts

The UNC System receives an annual appropriation from the NC General Assembly of \$750,000 to support teacher recruitment efforts for the 15 EPPs. These funds have been disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, offering outreach at career fairs, providing targeted student support, increasing outreach to LEA partners, staffing support for campus recruiters, marketing efforts, and supporting program improvements, among others. At the end of the fiscal year, EPPs share Expenditure Reports with the UNC System Office. This is the primary funding source for teacher recruitment efforts of educator preparation programs at the 15 institutions of the UNC System.

Since the 2018-19 fiscal year, the UNC System has employed a formula that included a base funding amount which was then augmented by additional funds based on historic productivity data (from 2006 onward), current productivity data (most recent year), production in high needs areas, and minority recruitment. Bonus funding based on EPP Performance outlined on EPP Report Cards was also included in this formula.

In 2023-2024, a new model was introduced based on campus feedback that focuses on current enrollments and production (using no more than three years of historical data), with additional weighting for enrollments and completers in high needs areas (i.e., Special Education, STEM). The intention of this new formula is to reward programs that recruit students to- and through their EPP and produce candidates who will be prepared to address North Carolina's highest needs in the teacher workforce.

IV. INITIATIVES TO IMPROVE EDUCATOR QUALITY

The UNC System not only strives to recruit more education professionals to serve in North Carolina's public schools, but it also seeks to ensure that each one of these individuals is well-prepared with the knowledge and skills to positively impact student academic achievement. In 2018, the UNC System Office commissioned a report, [Leading on Literacy](#), to examine undergraduate teacher preparation programs within its constituent institutions. The study identified several opportunities for improvement in teacher preparation, particularly in effective literacy instruction. It also identified several possible ways for the UNC System Office to better support faculty and leaders in teacher recruitment and preparation more broadly. To ensure that pre-service and in-service teachers are effective reading teachers, collaborations between P-12 school districts and educator preparation programs (EPPs) in teacher training, professional development, and reflective practice remain critical and essential. The State of North Carolina is clearly committed to such growth as evidenced by the General Assembly's investment to support ongoing initiatives that enhance instructional training and practice in reading and literacy.

Literacy Course Response

Session Law 2021-180 charged the UNC System to facilitate a review of the literacy courses in elementary and special education programs to ensure that the Science of Reading is integrated into those programs. Teacher Prep Inspection-US (TPI-US) was selected to conduct the review as the external evaluator, and this review was conducted during the Fall 2022 term. The review included sixty total courses from fifteen educator preparation programs of the UNC System. One institution – UNC Charlotte – was rated as “Strong”, and five others were rated as “Good”, while the remaining nine EPPs were rated as “Needs Improvement” or “Inadequate”.

Results of the TPI-US literacy course review were shared with individual educator preparation programs in December 2022, with aggregate findings presented to the UNC Board of Governors in January 2023. As a result of the findings, the Board of Governors passed a resolution that charged EPPs with addressing areas identified as in need of improvement. Subsequently, UNC System President Peter Hans issued a memo (February 2023) providing guidance to EPPs as they worked to respond to the recommendations during the Spring 2023 term. The primary milestones included an Action Plan (due May 1, 2023) that outlined intended steps/actions as well as a Final Report and supportive Artifacts (due July 1, 2023) that described actions taken and provided evidence of such. All EPPs met the July deadline for submission of the final report and supporting artifacts. To ensure that these submissions were evaluated with rigor and fidelity, the UNC System Office assembled a team of university-based reviewers with proven expertise in the Science of Reading. Review teams assessed EPP submissions throughout July and August so that recommendations could be shared with the UNC Board of Governors in September 2023. Findings suggested that, while many EPPs had made great strides in the nine months since results were presented, most still had adjustments and improvements to make.

As a result, the Board of Governors resolved that EPPs would continue enhancements and improvements throughout the 2023-24 academic year. The timeline was extended so that EPPs would have the full year to engage with and address feedback from the 2022 and 2023 reviews. UNC System President Peter Hans issued a memo (November 2023) to define actions and expectations as well as supports provided by the UNC System Office. These included EPP-specific annotated reviews of recommendations for all fourteen EPPs as well as dedicated technical assistance time for ten EPPs (both provided by TPI-US). Similarly to the previous year's review, EPPs were to submit an initial Action Plan (by March 1, 2024) as well as a more comprehensive Final Report supported by evidences and artifacts (by July 1, 2024). To maintain consistency and familiarity with programs, the UNC System Office retained the seven-person team of university-based reviewers with proven expertise in the Science of Reading utilized in the 2023 review cycle.

Transfer Advisory Committees (TACs)

In collaboration with the North Carolina Community College System (NCCCS), the UNC System Office provides leadership and guidance in facilitation of two Transfer Advisory Committees (TACs) that meet on a quarterly basis to enhance and facilitate efficient and effective transfer processes between institutional systems.

Associate in Arts for Teacher Preparation/Associate in Science for Teacher Preparation (AATP/ASTP) TAC – The AATP/ASTP TAC met four times during the year, focusing on advocative and collaborative discussions around the Comprehensive Articulation Agreement (CAA), Baccalaureate Degree Plans (BDPs, the academic plan UNC System institutions provide for each major), Early College partnerships, and process clarifications around credit, courses, and appeals. The TAC also attended presentations from the Educational Policy Institute at Carolina (EPIC) about year two of their Transfer Pipeline analysis, a study commissioned by the UNC System to better understand the impact of transfer populations on educator preparation program enrollment and teacher productivity, which allowed the TAC leveraged findings in ideation of future work.

Early Childhood Education/Birth through Kindergarten (ECEBK) TAC – The ECEBK TAC also met four times during the year with similar agendas and responsibilities as representatives from both the UNC System and NCCCS. Throughout the year, work of this TAC focused on advocative and collaborative discussions around the Comprehensive Articulation Agreement (CAA), Baccalaureate Degree Plans (BDPs, the academic plan UNC System institutions provide for each major), program enrollment implications on the workforce, and process clarifications around credit, courses, and appeals. An additional priority of this TAC was (and remains) the facilitation of Site Reviews for Early Childhood/Birth through Kindergarten programs at the four-year UNC System institutions. ECEBK programs from four UNC System institutions were reviewed in the 2023-24 academic year (North Central University, The University of North Carolina Charlotte, Western Carolina University, and Winston-Salem State University). The TAC also attended presentations from the Educational Policy Institute at Carolina (EPIC) about year two of their Transfer Pipeline analysis, a study commissioned by the UNC System to better understand the impact of transfer populations on educator preparation program enrollment and teacher productivity, which allowed the TAC leveraged findings in ideation of future work. Finally, this TAC appointed one new member representing UNC Wilmington as well as reappointed two members representing Fayetteville State University and Western Carolina University.

RELATED SYSTEM OFFICE INITIATIVES

GEAR UP North Carolina

In 2019, the University of North Carolina System Office was awarded a new, seven-year, \$25.7 million Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. This is the fourth statewide GEAR UP grant that the UNC System has secured since 2000.

GEAR UP is a national college access initiative funded by the U.S. Department of Education, aimed at increasing the number of low-income students enrolled and succeeding in postsecondary education. As a state grantee, GEAR UP North Carolina collaborates on initiatives with state college access partners and disseminates college-going information statewide. In target school districts, located in financially disadvantaged areas, GEAR UP reaches students to get them motivated and on track to pursue postsecondary education. The program's work with 12th graders is designed to help students and their families think about college and complete college enrollment steps.

GEAR UP NC uses a two-part strategy to serve students in thirteen schools across multiple school districts. During the 2023-24 academic year, services were provided to a cohort of 9th through

11th grade students and their families, as well as educators, in three high schools. Services include customized instruction and support to improve math and science preparation and afterschool and summer academic enrichment. These students will continue to receive support, including access to apprenticeship opportunities, as they complete high school and their first year of postsecondary education. Thirteen high schools across multiple school districts will receive GEAR UP priority services with special consideration given to high schools with low rates of college enrollment. In the priority model, twelfth graders and their families receive just-in-time support, such as financial aid counseling, college advising, and college match and fit counseling. Students also receive coaching during their first year of postsecondary education to increase postsecondary persistence. By 2026, GEAR UP North Carolina will provide academic preparation and college access services to nearly 35,000 students and their families.

Digital Learning Initiative

In partnership with the North Carolina Independent Colleges and Universities (NCICU), the North Carolina Department of Public Instruction (NC DPI), and the Friday Institute, the University of North Carolina System facilitated phase seven of its Digital Learning Initiative aimed at enhancing the instructional strategies and practices of faculty and teachers in the field of digital learning. Four topically distinguished faculty members from Appalachian State University, East Carolina University, Elizabeth City State University, and Western Carolina University represented the University of North Carolina System. The seventh year of this project produced three comprehensive deliverables: (1) an updated Digital Learning Progress Rubric for EPPs that is aligned to the updated North Carolina K-12 Digital Learning Plan and International Society for Technology in Education (ISTE) Framework; (2) updated Digital Learning Competencies for EPP educators that are aligned to the updated Digital Learning Competencies for Teachers, Coaches, and School Leaders and the ISTE EPP Framework; and (3) a Dissemination Plan for these two items. The full workgroup as well as focused committees met several times throughout the year, though the primary convening was held in March 2024 at the Friday Institute as workgroup members as well as staff from the UNC System Office and NCICU met to review and expand initial drafts. Phase seven deliverables (mentioned above) were submitted as a complete report to NC DPI in June 2024 to satisfy expectations of the Task Order.

Laboratory Schools

In 2016, the North Carolina General Assembly passed legislation requiring the UNC Board of Governors to establish eight lab schools aimed at improving student performance in low-performing schools. The legislation was modified in 2017 to require the creation of nine lab schools, though legislation returned the number to eight in 2023 with the reassumption of UNCG's Moss Street Partnership School by Rockingham County Schools.

Laboratory schools are considered K-12 public schools of choice, operated by a UNC System institution in partnership with a local school district rather than by the local education agency alone. The establishment and operation of the UNC laboratory schools provides the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training. The Lab Schools directly partner with local school districts to promote evidence-based teaching and school leadership, while offering real-world experience to the next generation of teachers and principals. UNC Lab Schools serve every part of the University of North Carolina System mission — teaching, research, and public service.

In 2023-24, eight schools were operational to serve the academic and holistic needs of students, families, and communities. These included: Appalachian State University's Academy at Elkin (Elkin City Schools), Appalachian State University's Appalachian Academy at Middle Fork (Winston-Salem/Forsyth County

Schools), East Carolina University's Community School (Pitt County Schools), NC Agricultural and Technical State University's Aggie Academy (Guilford County Schools), the University of North Carolina at Chapel Hill's Carolina Community Academy (Person County Schools), The University of North Carolina at Charlotte's Niner University Elementary (Charlotte-Mecklenburg Schools), the University of North Carolina Wilmington's D.C. Virgo Preparatory Academy (New Hanover County Schools), and Western Carolina University's The Catamount School (Jackson County Schools). Per legislation, laboratory schools are to operate for a five-year period and apply for renewal for the second five-year period, though none of the eight laboratory schools were scheduled nor eligible for renewal in academic year 2023-24.

The academic year was an impactful one for laboratory schools as they, individually and collectively, reflected on their data and purpose to reimagine and redefine short-term and long-term approaches to student success. The annual evaluation of the Lab Schools, conducted by the Educational Policy Institute at Carolina (EPIC) and presented to the Board of Governors in November (and subsequently the Legislature), served as the launching point for conversations around school accountability and opportunities to improve outcomes. As required by statute, the evaluation included a review of academic achievements, enrollments, initiatives to serve students, the school startup and renewal processes, and opportunities to leverage best practices with EPP peers across the UNC System. As a result, UNC System Office staff (in partnership with the NC Principal Fellow Program) led an intensive improvement process designed to unpack accountability data, define micro goals, and develop enhancement strategies. The team from the UNC System Office met with school and university leadership, often to include the principal, executive director, and EPP dean or a dean's office designee, each month from December 2023 through April 2024. The UNC System Office also facilitated in-person events; the first as two lunch-and-learn workshops co-located at NC DPI's AIM Conference (October 2023), and the second as a drive-in Lab School Convening held at NC Agricultural and Technical State University in Greensboro (June 2024). Collective efforts in academic year 2023-24 were intensive and intentional such that enhancement strategy would be built into academic year 2024-25.

V. STRATEGIC RESEARCH

Community College Transfers and the Teacher Pipeline

The UNC System Office partnered with the Education Policy Initiative at Carolina (EPIC) to conduct research on the community college to four-year institution pipeline for teaching. Key foci for this research include (1) the characteristics of students who enroll in and complete 2+2 programs; (2) employment outcomes for 2+2 completers; (3) the effectiveness of 2+2 completers in NC public schools; and (4) the retention of 2+2 completers in NC public schools.

For the initial analysis (item 1 in the above list), data from the North Carolina Community College System (NCCCS) and the UNC System Data Mart were combined to describe characteristics and outcomes of teacher education pursuers, that is, students who ever enrolled in an undergraduate education major or teacher preparation program (TPP) at a UNC System institution. The primary focus of this initial analysis was community college transfer students, defined as those who: (1) first enrolled solely in a NCCCS institution for at least one fall or spring semester and (2) later enrolled in a UNC System institution within 2 years of exiting the NCCCS institution.

This research highlighted two key points about the role of community college transfer students in North Carolina's teacher education pipeline. First, transfers are vital to the teacher education workforce in North Carolina, earning about 500 undergraduate teacher licensures per year or about one-quarter of the total number awarded at UNC System institutions. Second, transfer students are less likely to successfully complete teacher licensures than UNC System starters who began college at the same time.

If rates of undergraduate teacher licensure attainment for transfer students and UNC System starters were equal, there would be about 70 additional teacher licensures awarded to transfer students per cohort, or a 4 percent increase in the total number of undergraduate teacher licensures awarded each year.

The second analysis (items 2-4 in the above list) tracked employment outcomes, effectiveness as teachers in public schools, and retention once employed as a teacher among community college transfers who complete their degree at a UNC System institution. In this analysis, EPIC found that community colleges are a source of effective teachers for North Carolina Public Schools (NCPS), had comparable EVAAS estimates as peers starting at a four-year institution, and showed only small differences in the evaluation ratings of community college transfers versus four-year institution starters.

Second, the employment outcomes for community college transfers were particularly strong and show a commitment to teaching in hard-to-staff regions of North Carolina. Community college transfers were approximately 4-5 percentage points more likely than four-year institution starters to become a teacher in NCPS. Furthermore, community college transfers were significantly more likely to teach in rural districts, economically distressed districts, and in the district in which they attended high school. Once employed, community college transfers were equally likely as four-year institution starters to remain teachers in NCPS. Collectively, these findings affirm a primary motivation for community college pathways.

CONCLUSION

Preparing more high-quality teachers and school leaders for North Carolina's P12 students is one of the University of North Carolina System's highest priorities. This goal is central to the UNC System's mission and strategic plan. While no single solution will transform North Carolina's educator workforce alone, the System Office's work makes an important contribution in fostering the success of North Carolina students.

The goals, strategies, programs, and initiatives outlined in this report reflect the UNC System's long-standing contribution and renewed commitment to the long-term success of P12 education in North Carolina. It is worth noting that a global economy and an ever-changing policy landscape both underscore the vital need to continually expand and reexamine the System Office's efforts to make meaningful reforms to educator preparation the linchpin of transformative change for P12 education.

APPENDIX A: SCHOOL ADMINISTRATOR DATA BY REGION

TABLE A.1. COUNT OF ADMINISTRATORS BY AGE GROUP, BY REGION, 2021-22

	Avg Age	<40	40-44	45-49	50-54	55+
<i>Superintendents</i>						
<i>Statewide</i>	52.65	3	9	23	41	41
Northeast	52.00	3	1	1	7	7
Southeast	55.23	0	0	2	5	6
North Central	53.20	0	2	1	5	7
Sandhills	51.71	0	2	5	3	4
Piedmont Triad	52.50	0	1	3	7	5
Southwest	51.54	0	2	6	0	5
Northwest	51.79	0	1	3	7	3
Western	53.62	0	0	2	7	4
<i>Principals</i>						
<i>Statewide</i>	46.45	444	588	679	544	316
Northeast	46.80	34	34	45	37	26
Southeast	47.88	34	56	47	63	50
North Central	46.28	99	131	136	110	70
Sandhills	47.58	33	49	79	58	40
Piedmont Triad	46.30	72	112	122	89	47
Southwest	45.71	96	130	153	107	44
Northwest	45.18	49	41	41	37	19
Western	46.87	27	35	56	43	20
<i>Assistant Principals</i>						
<i>Statewide</i>	43.91	1,119	666	645	563	342
Northeast	43.59	57	35	36	23	18
Southeast	44.17	94	56	56	53	30
North Central	43.79	286	195	186	151	82
Sandhills	44.82	112	57	53	56	52
Piedmont Triad	43.61	193	110	105	99	47
Southwest	44.14	241	156	147	137	76
Northwest	43.22	59	31	29	14	18
Western	43.30	77	26	33	30	19

TABLE A.2. COUNT OF ADMINISTRATORS BY YEARS OF EDUCATION EXPERIENCE, BY REGION, 2021-22

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
<i>Superintendents</i>							
<i>Statewide</i>	26.25	5	3	6	26	44	36
Northeast	25.74	0	1	3	3	8	5
Southeast	30.23	0	0	0	3	3	7
North Central	24.44	2	0	1	2	6	5
Sandhills	26.29	0	1	1	3	5	4
Piedmont Triad	26.13	1	0	0	4	7	4
Southwest	20.92	2	1	0	7	1	2
Northwest	26.64	0	0	1	3	7	3
Western	30.00	0	0	0	1	7	6
<i>Principals</i>							
<i>Statewide</i>	21.33	73	312	614	787	563	222
Northeast	20.21	11	31	33	52	34	15
Southeast	22.09	10	28	52	62	70	28
North Central	21.38	12	70	142	148	121	53
Sandhills	22.20	6	29	47	92	58	27
Piedmont Triad	21.51	7	48	112	141	96	38
Southwest	21.26	10	55	145	168	116	36
Northwest	19.73	13	28	50	52	32	12
Western	21.42	4	23	33	72	36	13
<i>Assistant Principals</i>							
<i>Statewide</i>	17.91	438	692	867	739	440	168
Northeast	16.87	27	44	44	30	20	9
Southeast	17.81	39	52	78	72	43	5
North Central	17.75	136	169	235	207	110	45
Sandhills	17.87	41	76	94	53	42	24
Piedmont Triad	18.01	69	122	135	126	74	29
Southwest	18.40	77	151	208	178	108	36
Northwest	17.42	23	31	38	34	19	6
Western	17.95	26	47	35	39	24	14

TABLE A.3. COUNT OF ADMINISTRATORS BY HIGHEST DEGREE EARNED, BY REGION, 2021-22

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
<i>Superintendents</i>				
<i>Statewide</i>	2	10	17	89
Northeast	1	1	3	14
Southeast	0	3	1	9
North Central	0	0	1	14
Sandhills	0	0	2	12
Piedmont Triad	0	2	0	14
Southwest	1	2	2	8
Northwest	0	1	3	10
Western	0	1	5	8
<i>Principals</i>				
<i>Statewide</i>	69	1971	198	333
Northeast	2	138	16	20
Southeast	10	205	11	24
North Central	11	433	37	65
Sandhills	15	192	12	40
Piedmont Triad	11	319	54	58
Southwest	10	406	30	84
Northwest	5	145	11	26
Western	5	133	27	16
<i>Assistant Principals</i>				
<i>Statewide</i>	252	2,753	177	154
Northeast	19	137	6	6
Southeast	27	242	10	10
North Central	60	752	47	42
Sandhills	28	273	13	16
Piedmont Triad	29	455	44	27
Southwest	58	628	34	37
Northwest	14	121	6	10
Western	17	145	17	6

TABLE A.4. COUNT OF ADMINISTRATORS BY RACE AND GENDER, BY REGION, 2021-22

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
<i>Superintendents</i>							
<i>Statewide</i>	33	85	0	23	1	2	91
Northeast	6	13	0	5	0	0	14
Southeast	2	11	0	3	0	0	10
North Central	7	8	0	7	0	0	8
Sandhills	4	10	0	5	0	0	9
Piedmont Triad	7	9	0	1	1	0	14
Southwest	2	11	0	2	0	1	9
Northwest	3	11	0	0	0	1	13
Western	2	12	0	0	0	0	14
<i>Principals</i>							
<i>Statewide</i>	1,591	970	11	667	27	29	1791
Northeast	108	68	1	64	2	1	104
Southeast	151	99	0	46	0	1	197
North Central	343	201	0	198	10	2	331
Sandhills	162	95	3	91	3	19	137
Piedmont Triad	274	164	2	135	6	2	288
Southwest	337	191	4	116	6	3	390
Northwest	106	81	1	10	0	0	173
Western	110	71	0	7	0	1	171
<i>Assistant Principals</i>							
<i>Statewide</i>	2,202	1,102	10	1,101	67	45	2,029
Northeast	115	49	1	69	4	1	92
Southeast	213	73	0	69	5	1	205
North Central	559	335	4	386	22	1	460
Sandhills	221	106	0	141	8	36	140
Piedmont Triad	369	183	1	205	14	2	318
Southwest	517	231	4	218	11	3	507
Northwest	102	48	0	9	1	1	132
Western	106	77	0	4	2	0	175

APPENDIX B: FNTC PARTICIPATING HIGH SCHOOLS**TABLE 1B. HIGH SCHOOLS AND LOCAL EDUCATION AGENCIES PARTICIPATING IN FUTURE TEACHERS OF NORTH CAROLINA**

High School	Local Administrative Unit
Alexander Central High School	Alexander County Schools
Ardrey Kell High School	Charlotte-Mecklenburg Schools
Avery High	Avery County Schools
Brunswick County Early College High School	Brunswick County Schools
Bunker Hill High School	Catawba County Schools
Bunn High School	Franklin County Schools
Cape Fear High School	Cumberland County Schools
Cleveland High School	Johnston County Schools
Columbus Career and College Academy	Columbus County Schools
Davie County High School	Davie County Schools
Elkin Global Academy	Elkin City Schools
Forbush High School	Yadkin County Schools
Freedom High School	Burke County Schools
Gaston Early College High School	Gaston County Schools
Harnett Central High School	Harnett County Schools
Hendersonville High School	Henderson County Public Schools
Hickory High School	Hickory Public Schools
Highland School of Technology	Gaston County Schools
Hobbton High School	Sampson County Schools
Hoke County High School	Hoke County Schools
Homeschool	--
Jacksonville High School	Onslow County Schools
Jesse C Carson High School	Rowan-Salisbury Schools
King's Mountain High School	Cleveland County Schools
Ledford High School	Davidson County Schools
Massey Hill Classical High School	Cumberland County Schools
Newton Conover High School	Newton Conover Schools
North Brunswick High School	Brunswick County Schools
North East Carolina Prep School	Public Charter School
Northwest School of the Arts	Charlotte-Mecklenburg Schools
Patton High School	Burke County Schools
Perquimans County High School	Perquimans County Schools
Pinecrest High School	Moore County Schools
Porter Ridge High school	Union County Schools
PSRC Early College High School	Robeson County Schools
Purnell Swett High School	Robeson County Schools
Rivermill Academy	Public Charter School

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High School	Local Administrative Unit
Saint Stephen's High School	Catawba County Schools
Salisbury High School	Rowan-Salisbury School System
Sampson Early College High School	Sampson County Schools
South Caldwell High School	Caldwell County Schools
South Columbus High School	Columbus County Schools
Southeast Alamance High School	Alamance-Burlington School System
Stuart W Cramer High School	Gaston County Schools
Tuscola High School	Haywood County Schools
Watauga High School	Watauga County Schools
Weddington High School	Union County Schools
William A. Hough High School	Charlotte-Mecklenburg Schools