

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2023

H.B. 1040
May 2, 2024
HOUSE PRINCIPAL CLERK

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HOUSE BILL DRH40599-MTa-213

Short Title: Addressing NC's Teacher Crisis/NTSP. (Public)

Sponsors: Representative Ball.

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO APPROPRIATE FUNDS TO INCREASE SUPPORT FOR TEACHERS
3 PARTICIPATING IN THE NORTH CAROLINA NEW TEACHER SUPPORT
4 PROGRAM.

5 Whereas, teacher effectiveness is the most important factor in delivering positive
6 student outcomes to address North Carolina's teacher crisis; and

7 Whereas, North Carolina remains in crisis as the current State of the Teaching
8 Profession report shows that eleven and one-half percent (11.5%) of teachers left their teaching
9 role last school year; and

10 Whereas, the attrition rate for beginning teachers was higher than the overall rate, at
11 roughly fifteen percent (15%); and

12 Whereas, fewer students are enrolled in the 15 educator preparation programs (EPPs)
13 at constituent institutions of The University of North Carolina; and

14 Whereas, nearly half of new teachers are entering the profession through alternative
15 teacher preparation programs, such as the residency license; and

16 Whereas, the number of those teachers has increased by twenty-three and three tenths
17 of one percent (23.3%) since the 2017-2018 school year and now makes up forty-four percent
18 (44%) of all new educators in the State; and

19 Whereas, North Carolina teacher vacancies are in excess of 6,150 statewide
20 instructional vacancies on the first day of school, up 610 positions from the previous year; and

21 Whereas, certain local school administrative units are more vulnerable to teacher
22 attrition; and

23 Whereas, on-the-job learning and comprehensive induction into the teaching
24 profession between the first and second years of teaching is where the most gains in teacher
25 effectiveness are realized; and

26 Whereas, half of North Carolina's teachers leave the profession after five years, and
27 the personnel costs associated with teacher attrition are twelve thousand five hundred dollars
28 (\$12,500) per teacher; and

29 Whereas, according to the draft report on the 2022-2023 State of the Teaching
30 Profession, of the 2,547 teachers issued a permit to teach in 2018-2019 year, only fifty-five
31 percent (55%) completed a residency license by 2020-2021; and

32 Whereas, 1400 of the 2,547 resident teachers in North Carolina are no longer teaching
33 in the public schools, representing a loss of seventeen million five hundred thousand dollars
34 (\$17,500,000); and

35 Whereas, the North Carolina New Teacher Support Program is a program of The
36 University of North Carolina and administratively coordinated by East Carolina University and



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1 is a comprehensive induction program providing research-based curriculum and multiple
2 services to increase teacher effectiveness, enhance skills, and reduce attrition among beginning
3 teachers; and

4 Whereas, teachers participating in the North Carolina New Teacher Support Program
5 were significantly more likely than other beginning teachers working in similar schools to return
6 (i) to North Carolina public schools overall, (ii) to the same local school administrative unit, and
7 (iii) to the same school in the following year;

8 Whereas, for many teachers cost is a barrier to participation in the North Carolina
9 New Teacher Support Program; Now, therefore,
10 The General Assembly of North Carolina enacts:

11 **SECTION 1.** There is appropriated from the General Fund to the Board of Governors
12 of The University of North Carolina the sum of four million dollars (\$4,000,000) in recurring
13 funds for the 2024-2025 fiscal year for the North Carolina New Teacher Support Program (NC
14 NTSP) to enable additional qualifying new graduates of alternative licensure programs or
15 educator preparation programs (EPPs) at constituent institutions of The University of North
16 Carolina who are teaching in North Carolina public schools to participate in NC NTSP without
17 cost to local school administrative units. First priority for receipt of these funds shall be given to
18 local school administrative units located in a county that is designated as a development tier one
19 area in the annual ranking performed by the Department of Commerce pursuant to
20 G.S. 143B-437.08. In awarding these funds, the NC NTSP shall also consider the following
21 factors related to a school where a teacher is employed: (i) number of economically
22 disadvantaged students, (ii) school density, (iii) number of teachers, and (iv) district
23 relationships. The following local school administrative units are eligible to receive funding
24 under the Program: Anson County Schools, Greene County Schools, Guilford County Schools,
25 Onslow County Schools, Public School of Robeson County, Scotland County schools, Wilkes
26 County Schools, and Washington County Schools.

27 **SECTION 2.** The funds appropriated in Section 1 of this act shall be used in
28 programs designed to address the specific and various needs of alternative licensure and
29 traditional pathway NC EPP graduates who will begin their teaching careers in North Carolina
30 public schools through a blended model of support to include:

- 31 (1) Participation in a beginning teacher summit hosted by NC NTSP, a
32 professional conference event for early career educators.
- 33 (2) An assigned instructional coach familiar with the region and local school
34 context to guide improvements in the proficiency of teachers in planning,
35 instruction, and assessment.
- 36 (3) Access to and participation in ongoing, career-embedded professional
37 development to meet their emerging needs with consideration of their
38 professional context.

39 **SECTION 3.** This act becomes effective July 1, 2024.