



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

January 2024

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

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Note

The North Carolina Teaching Fellows (NCTF) Program experienced a change in leadership in November 2022 as Dr. Bennett Jones was named State Director. In 2023, Dr. Jones implemented strategic measures to increase student participation in the program as well as to enhance the communication structures between the various entities the program works with including the UNC System Office (UNCISO), the NC State Educational Assistance Authority (NCSEAA), the North Carolina Independent Colleges and Universities (NCICU) office, and the NC Department of Public Instruction (NCDPI). The joint efforts enhanced the data collection process and provided more detailed information regarding NCTF participants. As such, 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.”

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

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 Commission to make a “diverse selection.” In response to that directive, the Teaching Fellows 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.

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. As outlined in the statute, the qualifying teacher licensure areas are in the areas of STEM and Special Education. The Superintendent of Public Instruction continues to provide to the NCTF Program a list of all licensure areas that meet the STEM designation.

Entry Status Parameters and Awards. The forgivable loans are administered to students based upon their entry status in the program:

- High school seniors - up to 8 semesters of funding at a maximum of \$4125 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 \$4125 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 \$4125 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 \$4125 per semester

Repayment Structure. As outlined in G.S. 116-209.63, students receiving funding 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

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2023 Legislative Changes to Program

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 December 2023 and two (2) new partner institutions will be 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 \$4125 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:

- 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 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:

- Elon University – “A” on NCTQ
- North Carolina A&T State University – “Good” on TPI-US; “A” on NCTQ
- North Carolina State University – “Good” on TPI-US
- University of North Carolina at Chapel Hill – “Good” on TPI-US; “A+” on NCTQ
- University of North Carolina at Charlotte – “Strong” on TPI-US; “A” on NCTQ

The NCTF Commission has included in its RFP for new partner institutions a scoring component for applicants to denote their eligibility status to offer Elementary education licensure in the 2024-2025 academic year. While it is not a requirement, the Commission will award competitive points to programs meeting the guidelines established to offer Elementary education licensure for NCTF participants.

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Program Highlights

There have been 559 participants in the NCTF program since its return in 2018, of which 277 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.

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 regular action window is open until February 2024 with over 100 applications currently in queue.

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.

At its meeting on October 3, 2023, the Commission approved 30 members to serve on the Advisory Board. The Board meets at least twice per year (Fall/Spring). Board members serve an annual term which is eligible to be renewed on July 1st of each subsequent year. The State Director will continue to accept nominations and present names to the Commission for consideration as additions to the Advisory Board to support continued recruitment and advocacy efforts.

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 attempt by 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. Pending contract finalization and approval of all entities and local boards of education, the pilot is set to launch in early 2024.

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

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.

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. On April 1, 2023,

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the first statewide in-person enrichment event for Teaching Fellows in three years was held at the McKimmon Center in Raleigh. The day-long spring symposium had over 150 attendees and featured engaging breakout session activities for all fellows and information sessions from the State Director, NCSEAA regarding loan repayment, and the New Teacher Support Program.

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.
- 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.

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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 2024-2025 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 in an attempt to increase applications to the program. In Table 1, data is presented 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 to save on housing costs.

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

	2018-19 Cohort 1	2019-20 Cohort 2	2020-21 Cohort 3	2021-22 Cohort 4	2022-23 Cohort 5	2023-24 Cohort 6	2024-25 Cohort 7*
Applications	232	220	189	156	125	161	221*
Awards	110	133	114	118	119	132	130*
Acceptance	79	101	85	92	95	107	TBD*

*Numbers are from early-action window; full cohort numbers will be reported in May 2024.

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 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, 2018-19 to 2023-24 COHORTS

	2018-19 Cohort 1	2019-20 Cohort 2	2020-21 Cohort 3	2021-22 Cohort 4	2022-23 Cohort 5	2023-24 Cohort 6	TOTAL
Female	65	89	70	74	81	89	46
Male	14	12	15	18	14	18	91
TOTAL	79	101	85	92	95	107	559

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 3. TEACHING FELLOWS BY ETHNICITY/RACE, 2018-19 to 2023-24 COHORTS

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	
Black	7	*	6	12	17	15	61
Ethnicities <5*	8	13	12	12	17	19	81
Non-reporting	1	0	3	0	0	0	4
White	63	84	64	68	61	73	413
TOTAL	79	101	85	92	95	107	559

* 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.

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 17 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.

TABLE 4. TEACHING FELLOWS BY INSTITUTION, 2018-19 to 2023-24 COHORTS

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	
Elon	8	6	2	7	3	0	26
Fayetteville State	**	**	**	**	2	3	5
Meredith	7	6	0	8	6	5	32
NC A&T	**	**	**	**	3	2	5
NC State	27	49	49	53	47	63	288
UNC-Chapel Hill	18	10	13	10	12	10	73
UNC-Charlotte	19	30	21	14	17	9	110
UNC-Pembroke	**	**	**	**	5	15	20
TOTAL	79	101	85	92	95	107	559

** 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.

TABLE 5. TEACHING FELLOWS BY LICENSURE AREA, 2018-19 to 2023-24 COHORTS

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	
SPED	26	31	34	38	39	44	206
STEM	53	70	51	54	56	63	353
TOTAL	79	101	85	92	95	107	559

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D. Currently Enrolled Teaching Fellows

The tables below report on the current 277 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.

TABLE 6. CURRENT TEACHING FELLOWS BY INSTITUTION, ENTRY STATUS

	HS Seniors	Internal Transfer	External Transfer	Residency	TOTAL
Elon	3	--	1	--	4
Fayetteville State	1	2	--	1	4
Meredith	14	1	1	--	16
NC A&T	2	1	--	2	5
NC State	125	17	6	15	163
UNC-Chapel Hill	15	6	--	--	21
UNC-Charlotte	25	11	6	1	43
UNC-Pembroke	5	6	1	9	21
TOTAL	190	44	15	28	277

TABLE 7. CURRENT TEACHING FELLOWS BY LICENSURE AREA, INSTITUTION

	Elon	FSU	Meredith	NCA&T	NCSU	UNC-CH	UNCC	UNCP	TOTAL
SPED	2	1	6	2	60	6	23	11	111
STEM	2	3	10	3	103	15	20	10	166
TOTAL	4	4	16	5	163	21	43	21	277

E. Program Outcomes

The data presented below represents data for the 559 students who have participated in the NCTF Program. The information in Table 8 is presented as a comparison from the 2022 report to the numbers for the 2023 year. 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 (were part of a different teacher recruitment program and data is currently unavailable)

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
Change	+116	+10	+8	+73	+21	-4

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TABLE 9. TEACHING FELLOWS OUTCOMES BY INSTITUTION

	Total	Active	Honorary	Graduated	Withdrawn	Other
Elon	26	4	--	15	7	--
Fayetteville State	5	4	--	--	1	--
Meredith	32	14	2	11	5	--
NC A&T	5	5	--	--	--	--
NC State	287	149	14	89	33	2
UNC-Chapel Hill	73	20	1	46	6	--
UNC-Charlotte	110	43	--	56	10	1
UNC-Pembroke	21	21	--	--	--	--
TOTAL	559	260	17	217	62	3

There has been an 8.38% turnover rate for NCTF graduates who initially taught in NC public schools but are no longer working as a teacher. This rate is slightly above the 2021 state average of 7.78% but is lower than the reported 9.37% rate for beginning teachers.

TABLE 10. SUMMARY OF PROGRAM GRADUATES

Program Graduates	217
Teaching in a North Carolina Public School in a Qualified Licensure Area	167
<i>Teaching in a Qualified Area and a School Designated as Low Performing</i>	36
Recent College Grads (Verifying 2024 Employment File)	14
Working in a School in a Non-qualifying Teacher Licensure Area	11
Other (No Longer Teaching, Working in a Non-NC Public School, Moved Out of State)	25

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 559 Teaching Fellows, 542 received loans through the program.

TABLE 11. REPAYMENT STATUS FOR NCTF RECIPIENTS

Total Number of Participants Receiving Funding	542
Active NCTF Students + Other Status	263
Program Graduates/Completers	217
<i>Program Graduates Repaying/Repaid Loans Through Service</i>	151
<i>Program Graduates Repaying/Repaid Loans Through Cash Repayment</i>	66
<i>Program Graduates Currently in Repayment (Service and Cash)</i>	125
<i>Program Graduates with Loans "Paid in Full"</i>	73
<i>Program Graduates in "Other" Repayment Status**</i>	19
Withdrawn from Program	62
<i>Withdrawn Students Currently in Repayment (Cash)</i>	31
<i>Withdrawn Students with Loans "Paid in Full"</i>	18
<i>Withdrawn Students in "Other" Repayment Status**</i>	13

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

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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. Teachers may have received two ratings if they taught in multiple testing areas (example: a teacher of both Math 1 and Math 3).

TABLE 12. TEACHING FELLOWS GRADUATES EDUCATOR EFFECTIVENESS RATINGS

	2018-19	2018-19%	2022-23	2022-23%
Total Number of Teachers	8	--	42	--
Total Number of Evaluative Metrics	9	--	45	--
Exceeds Expectations	0	0%	6	13.3%
Meets Expectations	4	44.4%	23	51.1%
Does Not Meet Expectations	5	55.6%	16	35.6%

During the 2022-2023 school year, the New Teacher Support Program (NTSP) supported 61 Teaching Fellows graduates through site visits, video coaching, and instructional coaching and mentoring. The coaches assigned to the graduates provided mentorship on effective teaching practices, meeting individual student needs, and data assessment among other professional responsibilities. The number supported in 2022-2023 marked a 110% increase from the previous academic year. The second row reports the number of teachers working at identified low-performing schools who received coaching.

TABLE 13: PARTNERSHIP WITH NEW TEACHER SUPPORT PROGRAM COMPARISON

	2021-2022	2022-2023
Number of Graduates Receiving Mentoring and Coaching Support from the New Teacher Support Program	29	61
Number of Graduates Receiving Mentoring and Coaching Support Teaching in Designated Low-Performing Schools	8	21

Next Steps

The program application is open for 2024-2025 and will close on February 18th, 2024. 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 interview evaluations. The Commission, per statute requirements, will make final decisions on the number of awards to be offered in March.

The Commission will meet in February 2024 to select the two (2) new partner institutions for the program. The announcement of the new partners will be announced no later than February 29th, 2024. A summer learning experience for Teaching Fellows is being planned to enhance and enrich their academic experiences and further expand their peer learning communities.

The next annual report from the North Carolina Teaching Fellows Program must be submitted by January 4, 2025. 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.

