

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2023**

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HOUSE BILL 1047

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

Sponsors: Representative Hawkins.

For a complete list of sponsors, refer to the North Carolina General Assembly web site.

Referred to: Appropriations, if favorable, Rules, Calendar, and Operations of the House

May 7, 2024

A BILL TO BE ENTITLED

AN ACT TO IMPLEMENT VARIOUS INITIATIVES AND PROGRAM EXPANSIONS TO PROMOTE TEACHER DIVERSITY AND INCREASE TEACHER RECRUITMENT, AS RECOMMENDED BY THE GOVERNOR'S DRIVE TASK FORCE REPORT, AND TO APPROPRIATE FUNDS FOR THESE PURPOSES.

The General Assembly of North Carolina enacts:

PART I. ALTERNATIVE PATHWAYS/TEACHER RECRUITMENT MODELS

SECTION 1. There is appropriated from the General Fund to the Department of Public Instruction the sum of two million dollars (\$2,000,000) in recurring funds for the 2024-2025 fiscal year for research-based Grow-Your-Own and 2+2 programs in all regions of the State, including high school-based career academy programs, the North Carolina Teacher Cadet Program, Teaching as a Profession, and the TAs to Teachers and Troops to Teacher programs.

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

SECTION 2.(a) Purpose. – The State Board of Education, in consultation with the Office of the Governor, The University of North Carolina System Office, and the Community College System Office, shall establish a grant program to support strategic partnerships committed to increasing the pipeline of educators of color across the State. As an extension of the recommendations and strategies presented by the Governor's DRIVE Task Force on January 1, 2021, the grants shall be provided to local school administrative units, institutions of higher education, and community organizations to implement innovative initiatives that support the recruitment, preparation, support, and retention of racially, ethnically, and linguistically diverse educators. The purpose of this program shall be to do at least the following:

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



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

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

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

- 14 (1) Strengthening existing high school dual enrollment programs to offer
15 education-based college credit or honors courses as streamlined pathways for
16 future careers in education.
- 17 (2) Implementing targeted school system-level and community-based
18 recruitment programs for aspiring educators of color interested in traditional
19 and alternative educator preparation programs.
- 20 (3) Utilizing and leveraging existing financial aid programs that include
21 scholarships, loan forgiveness, and tuition reimbursement that reduce the
22 disproportionate financial burden incurred by aspiring candidates of color.
- 23 (4) Increasing preparation and supporting pre-service educators of color through
24 paid clinical learning experiences, with a commitment to teaching in North
25 Carolina public schools.
- 26 (5) Offering support for job placement and licensure for candidates of color after
27 completing their educator preparation program.
- 28 (6) Providing induction and mentoring programs that address the needs of
29 educators of color that include sustaining networking and professional
30 learning communities or affinity groups.
- 31 (7) Encouraging and financially supporting educators of color interested in
32 joining national professional organizations or attending national conferences.

33 **SECTION 2.(d)** Request for Proposal. – By October 1, 2024, the State Board of
34 Education shall issue a Request for Proposal (RFP) for the grant program. Applicants shall submit
35 their proposals by December 1, 2024. The RFP shall require that proposals include the following
36 information at a minimum:

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

41 **SECTION 2.(e)** Selection. – By February 1, 2025, a selection committee shall select
42 up to five grantees, making the effort to ensure that there is representation across the State as
43 reflected by rural and urban districts, institutions of higher education, and community-based
44 partners. Any grants awarded may be spent over a five-year period from the initial award. Grants
45 may be awarded for new or existing projects.

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

50 **SECTION 2.(g)** Evaluation and Reporting. – Of the funds appropriated by this
51 section, the State Board of Education may use up to three hundred thousand dollars (\$300,000)

1 to contract with an independent research organization to evaluate the impact of this grant
2 program. The independent research organization shall report the results of this evaluation to the
3 Joint Legislative Education Oversight Committee, the Fiscal Research Division of the General
4 Assembly, and the Office of State Budget and Management by September 1, 2026. The State
5 Board of Education shall report annually on the implementation of this grant program beginning
6 on January 1, 2026.

7 **SECTION 2.(h)** Appropriation. – There is appropriated from the General Fund to
8 the Department of Public Instruction the sum of two million dollars (\$2,000,000) in recurring
9 funds for the 2024-2025 fiscal year to implement the grant program in accordance with this
10 section.

11 **SECTION 2.(i)** Carryforward. – Any unexpended funds at the end of each fiscal
12 year from the funds appropriated for the grant program under this section shall not revert to the
13 General Fund but shall remain available for expenditure for the purposes set forth in this section.
14

15 **PART III. RECRUITMENT BONUS PILOT PROGRAM FOR TEACHERS IN** 16 **LOW-WEALTH, LOW-PERFORMING, OR HIGH-NEEDS SCHOOLS**

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

- 22 (1) Awards over multiple years with a requirement that teachers remain in the
23 school over multiple years to receive the bonus.
- 24 (2) Awards to licensed teachers who commit to teach in a school identified as
25 low-performing, as defined in G.S. 115C-105.37, a school identified as
26 continually low-performing as defined in G.S. 115C-105.37A, or a school
27 with an identified student percentage (ISP) of seventy-five percent (75%) or
28 greater as used in the National School Lunch Program for qualification for the
29 Community Eligibility Provision (CEP) Program.

30 **SECTION 3.(b)** Request for Proposal. – By September 1, 2024, and annually
31 thereafter, the State Board of Education shall issue a Request for Proposal (RFP) for the grant
32 program. Local boards of education shall submit their proposals by December 1, 2024. The RFP
33 shall require that proposals include the following information at a minimum:

- 34 (1) Description of the proposal, including details on targeted schools for the
35 bonuses and how the bonus program will be structured.
- 36 (2) Evidence-based research that supports the proposal.
- 37 (3) Implementation time line for the plan.
- 38 (4) Plans for financial sustainability once grant money is no longer available.

39 **SECTION 3.(c)** Grant Awards. – By February 15, 2025, the State Board of
40 Education shall review the proposals submitted by local boards of education and shall select up
41 to 10 local school administrative units for grant awards. The State Board of Education may make
42 grant awards for up to three years. A local school administrative unit may not receive more than
43 five hundred thousand dollars (\$500,000) in a single fiscal year from the grant program.

44 **SECTION 3.(d)** Evaluation and Reporting. – Of the funds appropriated by this
45 section, the State Board of Education may use up to three hundred thousand dollars (\$300,000)
46 to contract with an independent research organization to evaluate the impact of this grant
47 program. The independent research organization shall report the results of this evaluation to the
48 Joint Legislative Education Oversight Committee, the Fiscal Research Division of the General
49 Assembly, and the Office of State Budget and Management by September 1, 2027. The
50 Department of Public Instruction shall report annually on the implementation of this grant
51 program, beginning March 1, 2025.

1 **SECTION 3.(e)** Appropriation. – There is appropriated from the General Fund to
2 the Department of Public Instruction the sum of fifteen million dollars (\$15,000,000) in recurring
3 funds for the 2024-2025 fiscal year to implement the grant program in accordance with this
4 section.

5 **SECTION 3.(f)** Carryforward. – Any unexpended funds appropriated under this
6 section at the end of the 2024-2025 fiscal year shall not revert to the General Fund but shall
7 remain available for the purposes set forth in this section.

9 **PART IV. TEACHER PREPARATION RESIDENCY PILOT GRANT PROGRAM**

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

- 16 (1) Coursework in the candidate's area of licensure.
- 17 (2) Tuition and stipends.
- 18 (3) Faculty advising.
- 19 (4) Clinical training experiences.
- 20 (5) Ongoing induction support.

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

26 **SECTION 4.(b)** Request for Proposal. – By October 1, 2024, the State Board of
27 Education shall issue a Request for Proposal (RFP) for the grant program. Local boards of
28 education shall submit their proposals by January 15, 2025. The RFP shall require that proposals
29 include the following information at a minimum:

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

35 **SECTION 4.(c)** Grant Awards. – By April 15, 2025, the State Board of Education
36 shall review the proposals submitted by local boards of education and shall select up to 10 local
37 school administrative units for grant awards. The State Board of Education may make grant
38 awards for up to three years. A local school administrative unit may not receive more than five
39 hundred thousand dollars (\$500,000) in a single fiscal year from this grant program.

40 **SECTION 4.(d)** Evaluation and Reporting. – Of the funds appropriated by this
41 section, the State Board of Education may use up to three hundred thousand dollars (\$300,000)
42 to contract with an independent research organization to evaluate the impact of this grant
43 program. The independent research organization shall report the results of this evaluation to the
44 Joint Legislative Education Oversight Committee, the Fiscal Research Division of the General
45 Assembly, and the Office of State Budget and Management by September 1, 2028. The
46 Department of Public Instruction shall report annually on the implementation of this grant
47 program beginning by March 1, 2026.

48 **SECTION 4.(e)** Appropriation. – There is appropriated from the General Fund to
49 the Department of Public Instruction the sum of fifteen million dollars (\$15,000,000) in recurring
50 funds for the 2024-2025 fiscal year to implement the grant program in accordance with this
51 section.

1 **SECTION 4.(f)** Carryforward. – Any unexpended funds appropriated under this
2 section at the end of the 2024-2025 fiscal year shall not revert to the General Fund but shall
3 remain available for the purposes set forth in this section.

4
5 **PART V. EXPANSION OF FELS PROGRAM/ENCOURAGE DIVERSITY**

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

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

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

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

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

24
25 **PART VI. EXPAND NC TEACHING FELLOWS PROGRAM**

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

28 "Part 3. North Carolina Teaching Fellows Program.

29 **"§ 116-209.60. Definitions.**

30 The following definitions apply in this Part:

- 31 (1) Commission. – The North Carolina Teaching Fellows Commission.
32 (2) Director. – The Director of the North Carolina Teaching Fellows Program.
33 (3) Forgivable loan. – A forgivable loan made under the Program.
34 (4) Program. – The North Carolina Teaching Fellows Program.
35 (5) Public school. – An elementary or secondary school located in North Carolina
36 that is governed by a local board of education, charter school board of
37 directors, regional school board of directors, or University of North Carolina
38 laboratory school board of trustees.
39 ~~(5a) Qualifying licensure area. — A teacher licensure area in one of the following~~
40 ~~subjects:~~
41 ~~a. Either of the following, as identified pursuant to G.S. 116-209.62(h):~~
42 ~~1. Special education.~~
43 ~~2. STEM.~~
44 ~~b. Elementary education (K-6).~~
45 (5b) Qualifying teacher. – A teacher in a North Carolina public school who meets
46 the following criteria:
47 a. Received a forgivable loan under the Program.
48 b. Graduated within 10 years from an educator preparation program
49 leading to teacher licensure, excluding any authorized deferment for
50 extenuating circumstances.
51 ~~(6) STEM. — Science, technology, engineering, and mathematics.~~

1 (7) Trust Fund. – The North Carolina Teaching Fellows Program Trust Fund.

2 ...
3 **"§ 116-209.62. North Carolina Teaching Fellows Program established; administration.**

4 (a) Program. – There is established the North Carolina Teaching Fellows Program to be
5 administered by the System Office of The University of North Carolina, in conjunction with the
6 Authority and the Commission. The purpose of the Program is to recruit, prepare, and support
7 students residing in or attending institutions of higher education located in North Carolina for
8 preparation as highly effective teachers ~~in qualifying licensure areas~~ in the State's public schools.
9 The Program shall be used to provide a forgivable loan to individuals interested in preparing to
10 teach in the public schools of the ~~State in qualifying licensure areas~~. State.

11 (b) Trust Fund. – There is established the North Carolina Teaching Fellows Program
12 Trust Fund to be administered by the Authority, in conjunction with the System Office of The
13 University of North Carolina. All funds (i) appropriated to, or otherwise received by, the Program
14 for forgivable loans and other Program purposes, (ii) received as repayment of forgivable loans,
15 and (iii) earned as interest on these funds shall be placed in the Trust Fund. The purpose of the
16 Trust Fund is to provide financial assistance to qualified students for completion of teacher
17 education and licensure programs to ~~fill qualifying licensure areas~~ teach in the public schools of
18 the State.

19 ...
20 (d) Director of the Program. – The Board of Governors of The University of North
21 Carolina shall appoint a Director of the Program. The Director shall appoint staff to the
22 Commission and shall be responsible for recruitment and coordination of the Program, including
23 proactive, aggressive, and strategic recruitment of potential recipients. Efforts shall include
24 identifying and encouraging student of color and students who may not otherwise consider a
25 career in teaching to enter the program. Recruitment activities shall include a broad-based
26 strategy (i) targeting regions of the State with the highest teacher attrition rates and teacher
27 recruitment ~~challenges, challenges~~ and (ii) actively engaging with educators, business leaders,
28 experts in human resources, elected officials, and other community leaders throughout the ~~State,~~
29 ~~and (iii) attracting candidates in qualifying licensure areas to the Program.~~ State to attract a
30 diverse pool of applicants. The Director shall report to the President of The University of North
31 Carolina. The Authority shall provide office space and clerical support staff, as necessary, to the
32 Director for the Program.

33 (e) Student Selection Criteria for Forgivable Loans. – The Commission shall adopt
34 stringent standards for awarding forgivable loans based on multiple measures to ensure that only
35 the strongest applicants receive them, including the following:

36 (1) Grade point averages.

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

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

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

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

50 (1) ~~Demonstrates high rates of educator effectiveness on value-added models and~~
51 ~~teacher evaluations, including using performance-based, subject-specific~~

1 assessment and support systems, such as edTPA or other metrics of evaluating
2 candidate effectiveness that have predictive validity.

- 3 ~~(2) Demonstrates measurable impact of prior graduates on student learning,~~
4 ~~including impact of graduates teaching in qualifying licensure areas.~~
5 ~~(3) Demonstrates high rates of graduates passing exams required for teacher~~
6 ~~licensure.~~
7 ~~(4) Provides curricular and co-curricular enhancements in leadership, facilitates~~
8 ~~learning for diverse learners, and promotes community engagement,~~
9 ~~classroom management, and reflection and assessment.~~
10 ~~(5) Requires at least a minor concentration of study in the subject area that the~~
11 ~~candidate may teach.~~
12 ~~(6) Provides early and frequent internship or practical experiences, including the~~
13 ~~opportunity for participants to perform practicums in diverse school~~
14 ~~environments.~~
15 ~~(7) Is approved by the State Board of Education as an educator preparation~~
16 ~~program.~~
17 ~~(8) For an educator preparation program enrolling loan recipients in a program of~~
18 ~~study leading to licensure in elementary education (K-6), provides training~~
19 ~~that is aligned with the Science of Reading in accordance with~~
20 ~~G.S. 115C-269.20. The Commission shall contract with a third-party entity to~~
21 ~~biennially evaluate whether a program identified in this subdivision is~~
22 ~~providing training that is aligned with the Science of Reading.~~

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

- 26 (1) North Carolina high school seniors. – Forgivable loans of up to five thousand
27 dollars (\$5,000) per semester for up to eight semesters.
28 (2) Students applying for transfer to a selected educator preparation program at
29 an institution of higher education. – Forgivable loans of up to five thousand
30 dollars (\$5,000) per semester for up to six semesters.
31 (3) Individuals currently holding a bachelor's degree seeking preparation for
32 teacher licensure. – Forgivable loans of up to five thousand dollars (\$5,000)
33 per semester for up to four semesters.
34 (4) Students matriculating at institutions of higher education who are changing to
35 an approved program of study at a selected educator preparation program. –
36 Forgivable loans of up to five thousand dollars (\$5,000) per semester for up
37 to four semesters.

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

40 ~~(h) Identification of STEM and Special Education Licensure Areas. – The Superintendent~~
41 ~~of Public Instruction shall identify and provide to the Commission and the Authority a list of~~
42 ~~STEM and special education licensure areas and shall annually provide to the Commission the~~
43 ~~number of available positions in each qualifying licensure area relative to the number of current~~
44 ~~and anticipated teachers in that area of licensure. The Commission shall make the list of STEM~~
45 ~~and special education licensure areas readily available to applicants.~~

46 (i) Administration of Forgivable Loan Awards. – Upon the naming of recipients of the
47 forgivable loans by the Commission, the Commission shall transfer to the Authority its decisions.
48 The Authority, in coordination with the Director, shall perform all of the administrative functions
49 necessary to implement this Part, which functions shall include rule making, disseminating
50 information, acting as a liaison with participating institutions of higher education, implementing
51 forgivable loan agreements, loan monitoring, loan cancelling through service and collection,

1 determining the acceptability of service repayment agreements, enforcing the agreements, and
 2 all other functions necessary for the execution, payment, and enforcement of promissory notes
 3 required under this Part.

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

- 8 (1) Forgivable loans awarded from the Trust Fund, including the following:
- 9 a. Demographic information regarding recipients.
 - 10 b. Number of recipients by institution of higher education and program.
 - 11 c. Information on number of recipients by anticipated ~~qualifying~~
 12 licensure area.
- 13 (2) Placement and repayment rates, including the following:
- 14 a. Number of graduates who have been employed ~~in a qualifying~~
 15 ~~licensure area~~ within two years of program completion.
 - 16 b. Number of graduates who accepted employment at a low-performing
 17 school identified under G.S. 115C-105.37 as part of their years of
 18 service.
 - 19 c. Number of graduates who have elected to do loan repayment and their
 20 years of service, if any, prior to beginning loan repayment.
 - 21 d. Number of graduates ~~employed in a qualifying licensure area~~ who
 22 have received an overall rating of at least accomplished and have met
 23 expected growth on applicable standards of the teacher evaluation
 24 instrument.
 - 25 e. Aggregate information on student growth and proficiency in courses
 26 taught by graduates who have fulfilled service requirements through
 27 ~~employment in a qualifying licensure area employment.~~

28"

29 **SECTION 6.(b)** There is appropriated from the General Fund to the North Carolina
 30 Teaching Fellows Program Trust Fund the sum of five million seven hundred thousand dollars
 31 (\$5,700,000) in recurring funds for the 2024-2025 fiscal year to support an additional 490 teacher
 32 licensure candidates.

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

36 **PART VII. PEPSC/EDUCATOR PREPARATION PROGRAM REPORTING CHANGES**

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

39 "(12a) The percentage of students of color enrolling in and completing the program.
 40 For the purposes of this subsection, a student of color means a student
 41 identifying as Hispanic, African American, Asian, American Indian, Native
 42 Hawaiian, or of two or more races."

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

44 "**§ 115C-269.50. EPP report cards; report on diversity.**

45 (a) EPP Report Card. – The State Board shall create an annual report card for each EPP
 46 that, at a minimum, summarizes the information collected in the annual performance reports, as
 47 set forth in G.S. 115C-269.35(b). The report cards shall provide user-friendly access to the
 48 public, and shall provide the ability to easily compare annual report card information between
 49 EPPs, including performance and other data reported by each EPP, as provided in
 50 G.S. 115C-269.35(b). The State Board shall make the report cards available to the public through

1 the State Board's Internet Web site on an annual basis beginning December 15, 2019, and shall
2 submit the report to the Joint Legislative Education Oversight Committee annually by that date.

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

7 (1) Total number of identified persons.

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

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

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

15 (5) Recommendations from the program to improve diversity of identified
16 persons, including strategies to recruit and retain of a diverse pool of identified
17 persons.

18 Beginning June 15, 2022, and every June 15 thereafter, the State Board shall collect the
19 information from the annual report from the educator preparation programs under this subsection
20 and report the results to the Joint Legislative Education Oversight Committee, disaggregated by
21 diversity category:

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

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

26
27 **PART VIII. EFFECTIVE DATE**

28 **SECTION 8.** This act becomes effective July 1, 2024.