

**GENERAL ASSEMBLY OF NORTH CAROLINA**  
**SESSION 2025**

**H**

**1**

**HOUSE BILL 1209**

Short Title: Strengthen Ed by Embedded New Teacher Support. (Public)

Sponsors: Representatives Ball, R. Pierce, Prather, and Budd (Primary Sponsors).  
*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 5, 2026

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO INCREASE EMBEDDED SUPPORT FOR  
TEACHERS PARTICIPATING IN THE NEW TEACHER SUPPORT PROGRAM.

Whereas, local school administrative units in North Carolina face persistent challenges in recruiting, developing, and retaining high-quality teachers; and

Whereas, early-career teachers who make up a significant portion of the workforce in North Carolina communities often enter classrooms underprepared for the complex demands of teaching and without consistent, job-embedded support; and

Whereas, the result is predictable: higher turnover, disrupted student learning, and increased long-term costs for local school administrative units already operating with limited resources; and

Whereas, by investing in locally aligned instructional coaching, and ongoing professional learning, we can ensure that every beginning teacher regardless of geography has access to high-quality, practice-based support from day one; and

Whereas, North Carolina has already invested in the North Carolina New Teacher Support Program to support beginning teachers, but the funding only allows for serving ten percent (10%) of the beginning teacher population; and

Whereas, this model is strategic expansion and stabilization of a program that is already operating well through previous investments by the General Assembly; and

Whereas, by embedding support systems into the fabric of local school administrative units and connecting them to educator preparation programs, we will move forward from fragmented efforts to a coherent, educator development continuum; and

Whereas, North Carolina has already invested in Advanced Teaching Roles, but the funding does not take into account the need to support and train those serving in ATR positions; and

Whereas, North Carolina has already invested in expanding the North Carolina Teaching Fellows Program, but has not increased funding for the embedded support provided by the North Carolina New Teacher Support Program to serve the increased number of residency teaching fellows; Now, therefore,

The General Assembly of North Carolina enacts:

**SECTION 1.** There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the one million dollars (\$1,000,000) in recurring funds beginning in the 2026-2027 fiscal year to be allocated for the North Carolina New Teacher Support Program (Program) to establish a sustainable, statewide approach to embedding structured new teacher support directly within local school administrative units.



1           **SECTION 2.** The funds appropriated in Section 1 of this act shall be used in  
2 programs designed to address the specific needs of teachers who will begin their teaching careers  
3 in North Carolina public schools, including at least the following:

- 4           (1) Partnering with educator preparation programs to extend support beyond  
5 graduation.
- 6           (2) Aligning coaching with evidence-based practices introduced during educator  
7 preparation.
- 8           (3) Creating feedback loops between local school administrative units and  
9 educator preparation programs to continuously strengthen training.
- 10          (4) Supporting a seamless transition from pre-service clinical experiences to  
11 in-service professional practice.
- 12          (5) In-district coaching within a local school administrative unit that is aligned to  
13 daily instruction.
- 14          (6) Hub-based staffing structures to maximize efficiency across low-wealth  
15 counties.
- 16          (7) Consistent, research-based support frameworks that improve instructional  
17 practice and student outcomes.
- 18          (8) Targeted investment in high-need rural districts, where teacher turnover is  
19 highest.

20           **SECTION 3.** This act becomes effective July 1, 2026.