

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2025

FILED SENATE
Mar 25, 2025
S.B. 579
PRINCIPAL CLERK

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SENATE BILL DRS45276-NG-91

Short Title: Transforming the High School Experience. (Public)

Sponsors: Senators Lee, Sawyer, and Settle (Primary Sponsors).

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO ESTABLISH THE NORTH CAROLINA HIGH SCHOOL REDESIGN
3 COMMISSION, TO ESTABLISH VARIOUS COMPETENCY-BASED LEARNING
4 PROGRAMS, AND TO APPROPRIATE FUNDS FOR THOSE PURPOSES.

5 The General Assembly of North Carolina enacts:

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7 **PART I. NORTH CAROLINA HIGH SCHOOL REDESIGN COMMISSION**

8 **SECTION 1.(a)** Commission Established. – There is established the North Carolina
9 High School Redesign Commission (Commission). The Commission shall be located
10 administratively in the Department of Public Instruction but shall exercise all of its prescribed
11 powers independently of the Department. The purpose of the Commission is to explore and
12 recommend changes to policies and systems governing high school and higher education that
13 will better prepare North Carolina students for success as they transition to higher education or
14 the workforce.

15 **SECTION 1.(b)** Commission Membership. – The Commission shall consist of 15
16 members as follows:

- 17 (1) Two members appointed by the General Assembly upon recommendation of
18 the Speaker of the House of Representatives.
19 (2) Two members appointed by the General Assembly upon recommendation of
20 the President Pro Tempore of the Senate.
21 (3) One member appointed by the Governor.
22 (4) The State Superintendent of Public Instruction or his or her designee.
23 (5) The President of The University of North Carolina or his or her designee.
24 (6) The President of North Carolina Independent Colleges and Universities or his
25 or her designee.
26 (7) The President of the North Carolina Community College System or his or her
27 designee.
28 (8) The chief executive officers of each of the following organizations, or their
29 designees: MyFutureNC, the North Carolina Chamber of Commerce, BEST
30 NC, and SparkNC.
31 (9) One chief administrative officer or president of a community college
32 participating in a program, project, or initiative developed pursuant to this act
33 and one superintendent of a local school administrative unit participating in a
34 program, project, or initiative developed pursuant to this act or their respective
35 designees. These commissioners shall be appointed by the chair of the
36 Commission elected pursuant to subsection (c) of this section.



1 **SECTION 1.(c)** The Commission shall elect a chair from the members appointed by
2 the General Assembly. Each commissioner shall have one vote for the chair, except those
3 commissioners to be appointed by the chair pursuant to subdivision (9) of subsection (b) of this
4 section who shall not yet be appointed. The Commission shall meet at least four times annually.
5 The Commission shall meet on the call of the chair or as additionally provided by the
6 Commission. A quorum is six members of the Commission. Members may not vote by proxy.

7 **SECTION 1.(d)** All members shall be appointed to terms for the entire duration of
8 the Commission. Any vacancy in a term shall be filled by the appointing authority for the
9 remainder of the unexpired term.

10 **SECTION 1.(e)** Commission Duties. – The Commission shall examine promising
11 practices in North Carolina and nationally to inform the Commission's recommendations. At a
12 minimum, the Commission shall consider the following:

- 13 (1) Flexible requirements for high school diplomas that are relevant to the
14 knowledge, skills, and abilities students will need for success in the future
15 workforce.
- 16 (2) Access to apprenticeships, internships, clinical experiences, and other
17 high-quality, work-based learning experiences while in high school.
- 18 (3) Opportunities for students to earn industry recognized credentials while in
19 high school.
- 20 (4) Partnerships between public school units and North Carolina Community
21 Colleges, The University of North Carolina, and North Carolina Independent
22 Colleges and Universities for the purposes of facilitating subdivisions (1)
23 through (3) of this subsection.
- 24 (5) Personalized pathways for students to satisfy core graduation requirements.
- 25 (6) Modular credit bearing alternatives to semester or yearlong courses.
- 26 (7) Competency-based alternatives to time bound courses.
- 27 (8) Strategies for extending learning beyond school walls at scale via community
28 connected experiences, including incorporating incentives for local businesses
29 to partner with schools.
- 30 (9) Uses of artificial intelligence to expand student opportunities to engage in
31 career exploration and work-based learning experiences.
- 32 (10) Alternative funding models to enable the development of a statewide learning
33 ecosystem that encourages subdivisions (1) through (9) of this subsection.
- 34 (11) Career exploration opportunities for students in middle school and the first
35 two years of high school that prepare students to engage successfully in a
36 redesigned high school experience.
- 37 (12) Evaluation of the programs, projects, and initiatives established by this act,
38 and any other competency-based education (CBE) programs or high school
39 redesign efforts taking place in the State. The Commission shall partner with
40 the Office of Learning Research at the North Carolina Collaboratory to
41 conduct these evaluations.

42 **SECTION 1.(f)** Meetings and Organization. – The chair shall designate one or more
43 of the organizations identified in subdivision (8) of Section 1(b) of this act to plan and manage
44 Commission meetings and draft reports. Designated organizations shall provide administrative
45 staff for meetings. Funds appropriated to the Department of Public Instruction to be used to
46 contract with one or more organizations to plan and manage Commission meetings pursuant to
47 this act shall be divided equally among the organizations designated by the chair unless otherwise
48 agreed by the chair and all designated organizations.

49 **SECTION 1.(g)** Report. – The Commission shall submit a report to the Joint
50 Legislative Education Oversight Committee by April 30, 2026, and annually thereafter. The
51 reports shall include all recommendations approved by a majority of Commission members and

1 a summary of any evaluations of the efficacy of any CBE programs and high school redesign
2 efforts implemented during the current school year.

3 **SECTION 1.(h)** The Commission shall terminate on June 30, 2030, or upon filing
4 of its final annual report, whichever occurs first.

5 **PART II. COMPETENCY-BASED AND HIGH SCHOOL REDESIGN PROGRAMS**

6 **COMPETENCY-BASED HIGH SCHOOL AND HEALTHCARE AND HIGH-TECH** 7 **PATHWAYS PROGRAM**

8 **SECTION 2.(a)** Program Established; Purpose. – There is established the
9 Competency-Based High School and Healthcare and High-Tech Pathways Program (Program).
10 The purpose of the Program is to create pathways that will utilize competency-based education
11 (CBE). Pathways will result in obtaining either an associate degree or an industry recognized
12 credential/certification/licensure based on the student's goal of employment or enrollment.
13 Students will decide their college or career track at the end of their junior year with an initial
14 emphasis on healthcare preparation.

15 **SECTION 2.(b)** Participants. – Mooresville Graded School District (MGSD) shall
16 partner with Mitchell Community College (MCC) to implement the Program.

17 **SECTION 2.(c)** Program Time Line. – MGSD, in collaboration with MCC, shall
18 contract with an organization with demonstrated expertise in designing and implementing
19 learner-centered, modular, and competency-based high school programs that align with emerging
20 and high-tech career pathways. The organization shall have experience in co-designing stackable
21 credentials with local education agencies and higher education partners and a documented track
22 record of developing digital infrastructure that supports student-paced progression,
23 interdisciplinary learning, and real-world skill acquisition. This expert partner shall assist in
24 developing a framework for the Program, including course design, sequencing, credentialing
25 structure, and other elements necessary for personalized student progression during the
26 2025-2026 school year. Students will have the opportunity to participate in a pathway provided
27 by the Program by the 2027-2028 school year at the latest.

28 **SECTION 2.(d)** Program Flexibilities. – Notwithstanding any provision of law to
29 the contrary, the following flexibilities shall be available to Program participants:

- 30 (1) MGSD may offer Credit by Demonstrated Mastery assessments and CTE
31 Proof of Learning assessments outside of existing State testing windows.
- 32 (2) MCC may enroll MGSD students in community college courses prior to their
33 eleventh grade year without the student meeting the requirements for ninth
34 and tenth grade students pursuant to subdivision (4) of G.S. 115D-20.
- 35 (3) Students participating in the Program shall have access to all community
36 college courses at MCC, regardless of pathway selection.
- 37 (4) MGSD may replace any high school graduation credit requirement, except
38 those outlined in this subdivision, with either community college courses
39 offered by MCC or locally developed CBE courses that are consistent with
40 the student's pathway. MGSD shall not replace any graduation credit
41 requirements in the following subject areas:
- 42 a. English.
 - 43 b. Mathematics.
 - 44 c. Science.
 - 45 d. Social Studies.
- 46 (5) All schools in MGSD shall be deemed to have been continuously operating
47 under a modified calendar since the 2003-2004 school year for purposes of
48 G.S. 115C-84.2(d). MGSD may align their school calendar with the MCC
49 calendar.
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- 1 (6) Notwithstanding G.S. 115C-295, beginning July 1, 2026, so long as MGSD is
2 participating in the Program, up to fifty percent (50%) of the teachers in each
3 school in MGSD may be employed as teachers despite not holding teacher
4 licenses if they meet the requirements set out in this subdivision. All teachers
5 who are teaching in the core subject areas of mathematics, science, social
6 studies, and language arts shall be college graduates. All teachers hired by
7 MGSD who are not licensed as a teacher by the State shall complete preservice
8 training, which may be offered through an educator preparation program or
9 by a local school administrative unit, in all of the following areas prior to
10 beginning instruction:
- 11 a. The identification and education of children with disabilities.
 - 12 b. Positive management of student behavior.
 - 13 c. Effective communication for defusing and de-escalating disruptive or
14 dangerous behavior.
 - 15 d. Safe and appropriate use of seclusion and restraint.
- 16 (7) Beginning with the 2026-2027 fiscal year, the Department of Public
17 Instruction shall calculate the amount of State funds to be allocated to MGSD
18 on the same basis as other local school administrative units and shall distribute
19 those funds to MGSD. The Department shall use statewide average salary
20 figures for the purpose of calculating the dollar equivalent of guaranteed
21 positions as necessary. The funds allocated to MGSD shall be subject to any
22 restrictions as to use imposed by federal law, the conditions of federal or State
23 grants, or as provided through any rules that the State Board adopts to ensure
24 compliance with federal regulations. Notwithstanding G.S. 115C-105.25, use
25 of these funds shall otherwise be unrestricted except as provided in this act.
- 26 (8) The deposit of money in the State treasury to the credit of MGSD shall be
27 made as necessary for the operation of MGSD. The State Board may withhold
28 money to be distributed to MGSD if any report required to be filed with State
29 school authorities is more than 30 days overdue. Money in the State Public
30 School Fund and State bond moneys shall be released only on warrants drawn
31 on the State Treasurer, signed by a local official as required by the State Board.
- 32 (9) Upon notification by the Board of Trustees of the Teachers' and State
33 Employees' Retirement System to the State Treasurer and the Office of State
34 Budget and Management as to any default of MGSD, the State Board shall
35 withhold from any State appropriation due to MGSD an amount equal to the
36 sum of all delinquent contributions and payments due to the Retirement
37 Systems Division and shall transmit that amount to the Retirement Systems
38 Division.

39 **SECTION 2.(e)** Selection of Third-Party Vendor. – MGSD shall select a third-party
40 vendor (Vendor) that is an educational support provider with a nationally recognized,
41 research-based instructional and leadership framework, including a High Reliability School
42 model, a taxonomy of educational objectives aligned to classroom strategies, and a system for
43 implementing personalized competency-based education. The provider shall have published
44 extensively in peer-reviewed and practitioner literature, have an established track record of
45 working directly with K-12 schools and districts across multiple states, and offer professional
46 development services, implementation support, and instructional resources developed and led by
47 a founding education researcher with over four decades of influence in curriculum, instruction,
48 and assessment.

49 **SECTION 2.(f)** MGSD Partnership with Vendor. – MGSD shall partner with the
50 Vendor selected pursuant to subsection (e) of this section to develop standards-aligned
51 proficiency scales for all content areas in grades nine through 12 to ensure educators in the

1 participating schools have the tools necessary to successfully transition to CBE approaches. The
2 Vendor shall provide professional development and coaching to the schools in MGSD to ensure
3 educators can engage in learning about CBE approaches, including implementation of the
4 proficiency scales developed by MGSD.

5 **SECTION 2.(g) Funding.** – It is the intention of the General Assembly to appropriate
6 from the General Fund to the Department of Public Instruction the sum of up to two million
7 dollars (\$2,000,000) in nonrecurring funds for each year of the 2025-2027 fiscal biennium. These
8 funds would not revert but remain available until the end of the 2026-2027 fiscal year. These
9 funds shall be allocated to MGSD for the following purposes:

- 10 (1) To contract with experts in CBE and designing stackable credentials pursuant
11 to subsection (c) of this section.
- 12 (2) To hire one additional staff member at MGSD to oversee implementation of
13 the Program.
- 14 (3) To partner with a Vendor pursuant to subsection (f) of this section.

15 16 **LIGHTHOUSE MATH PROJECT**

17 **SECTION 3.(a) Project Established; Purpose.** – There is established the Lighthouse
18 Math Project (Project). The purpose of the Project is to increase the percentage of high school
19 students who are (i) eligible to complete college level mathematics upon graduation from high
20 school and (ii) able to complete college level math either through dual enrollment while in high
21 school or within the first year of college enrollment.

22 **SECTION 3.(b) Project Participants.** – Wake Technical Community College (Wake
23 Tech) shall partner with Wake County Public School System (WCPSS) for high school students
24 at East Wake High School and Knightdale High School to be eligible to participate in the Project
25 at the Wake Tech East campus of Wake Tech. Wake Tech and WCPSS shall partner with
26 SparkNC to align the Project participants' ongoing efforts at the Wake Tech East campus with
27 the design and implementation of the Project.

28 **SECTION 3.(c) Project Commitments.** – WCPSS, in collaboration with Wake Tech,
29 shall contract with Khan Academy, Inc. (Khan), for use of the artificial intelligence student
30 tutoring program, Khanmigo. Students enrolling at participating high schools shall have access
31 to Khanmigo from the time of enrollment in the high school and continuing through their
32 attendance at Wake Tech if the student chooses to enroll at Wake Tech East. Wake Tech shall
33 collaborate with Khan to do the following:

- 34 (1) Develop and deliver at least one Khanmigo-centered gateway college math
35 course to be offered to high school students at participating high schools to be
36 completed as a college level math course. This course shall also be available
37 to students who graduate from participating high schools and enroll in the
38 courses at Wake Tech East.
- 39 (2) Develop a Khanmigo-centered developmental math course sequence that will
40 be provided by Wake Tech faculty to students from participating high schools
41 in one of the following formats:
 - 42 a. As part of a Career and College Promise Career Ready Pathway.
 - 43 b. As supplement to a Career and College Promise Pathway.
 - 44 c. As a summer bridge program eligible to students prior to or subsequent
45 to their junior and senior years of high school.
 - 46 d. As a community college course during the first semester of enrollment
47 at Wake Tech.

48 **SECTION 3.(d) Modular Math Course** – As part of the Project, Khan, in consultation
49 with Wake Tech and WCPSS, shall work to develop a self-paced, competency-based modular
50 math course with appropriate student diagnostics and student assessments based on the college
51 readiness math competencies provided as part of the Project. It is the intent that students

1 successfully demonstrating college readiness math competencies will be eligible to enroll in
2 college level math courses.

3 **SECTION 3.(e)** Funding; DPI. – It is the intention of the General Assembly to
4 appropriate from the General Fund to the Department of Public Instruction the sum of up to five
5 hundred thousand dollars (\$500,000) in nonrecurring funds for the 2025-2026 fiscal year to
6 contract with Khan for licenses for the Khanmigo application and to create the course developed
7 pursuant to subdivision (1) of subsection (c) of this section. It is the intention of the General
8 Assembly that funds appropriated for the purposes laid out in this section shall not revert but
9 shall remain available to accomplish the purposes of this section until the end of the 2026-2027
10 fiscal year.

11 **SECTION 3.(f)** Funding; NCCCS. – It is the intention of the General Assembly to
12 appropriate from the General Fund to the Community Colleges System Office the sum of up to
13 one million dollars (\$1,000,000) in nonrecurring funds for the 2025-2026 fiscal year to be used
14 to establish time-limited positions at Wake Tech. Two positions shall be assigned to work in each
15 participating high school to assist in the implementation of the courses offered by the Project. It
16 is the intention of the General Assembly that funds appropriated for the purposes laid out in this
17 section shall not revert but shall remain available to accomplish the purposes of this section until
18 the end of the 2028-2029 fiscal year.

19 **COMMUNITY COLLEGE SEAMLESS SKILLS INITIATIVE**

20 **SECTION 4.(a)** Initiative Established; Purpose. – There is established the
21 Community College Seamless Skills Initiative (Initiative). The purpose of the Initiative is to
22 create a competency-based education (CBE) model that seamlessly connects high school and
23 community college. By aligning learning experiences from high school with college-level
24 competencies, the Initiative enables students to explore career pathways, earn dual credit, and
25 fulfill computer science requirements while gaining credentials of value in high-demand
26 technology employment sectors through college credit.

27 **SECTION 4.(b)** Initiative Participants. – Fayetteville Technical Community College
28 (FTCC) and Wilkes Community College (WCC) shall partner to implement the duties of the
29 Initiative.

30 **SECTION 4.(c)** Project Commitments. – The Project shall commit to accomplishing
31 each of the following:

- 32 (1) Establish high-tech pathways that will integrate high school and community
33 college curricula for hands-on, project-based learning.
- 34 (2) Develop competency-based pathways that will create cross-curricular maps
35 for dual credit, fostering seamless transitions between secondary and
36 postsecondary education.
- 37 (3) Scale and replicate to be able to build a scalable framework for rapid
38 implementation across North Carolina.
- 39 (4) Empower student ownership by enabling students to set long-term learning
40 goals and to manage and own their credentials with a digital wallet.
- 41 (5) Facilitate student work experiences to accelerate learning and transition
42 students into work through "learn & earn" work-based learning in partnership
43 with public agencies and private employers.
- 44 (6) Address workforce needs by developing and sustaining a comprehensive
45 talent pipeline of skilled workers for high-demand technology fields in
46 occupations that depend upon IT and OT for operational success.
- 47 (7) Develop statewide resources, including a guidebook to facilitate model
48 replication and a new talent development model to accelerate learning using
49 CBE.
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1 **SECTION 4.(d)** Digital Wallet. – The participants in the Initiative shall contract
2 with a third-party entity to create a secure, interoperable digital wallet platform capable of
3 issuing, storing, verifying, and sharing learner credentials, including microcredentials,
4 certifications, transcripts, and verified skill records. The platform shall allow for credential
5 portability across educational institutions and employers, support open standards for
6 interoperability, and ensure privacy and security in compliance with applicable laws. The system
7 shall enable learners to manage a comprehensive, lifelong record of achievement that is
8 accessible, verifiable, and shareable with third parties through digital means. All credential and
9 learner data shall be owned and controlled by the student and shall not be stored in centralized
10 cloud infrastructure.

11 **SECTION 4.(e)** Support. – The Community Colleges System Office shall provide
12 ongoing technical support to community colleges participating in the Initiative. FTCC shall enter
13 into a memorandum of understanding with WCC to jointly co-design the Program. As part of
14 this effort, the colleges shall engage an organization with demonstrated expertise in designing
15 and implementing learner-centered, modular, and competency-based high school programs
16 aligned with emerging and high-tech career pathways. The selected organization shall have a
17 history of co-designing stackable credentials with local education agencies and postsecondary
18 institutions and a proven track record of building digital infrastructure that supports
19 student-paced progression, interdisciplinary instruction, and authentic skill development. The
20 organization shall assist in the development of a comprehensive framework for the Program,
21 including course design, sequencing, credentialing structure, and related elements necessary to
22 support personalized student progression during the 2025-2026 school year.

23 **SECTION 4.(f)** It is the intention of the General Assembly to appropriate from the
24 General Fund to the Community Colleges System Office the sum of up to three million seven
25 hundred fifty thousand dollars (\$3,750,000) in nonrecurring funds for the 2025-2026 fiscal year
26 to be allocated to FTCC and WCC for the purposes outlined in this section. To the extent funds
27 are appropriated for this purpose, the sum of up to two million seven hundred fifty thousand
28 dollars (\$2,750,000) shall be allocated to FTCC and the sum of up to one million dollars
29 (\$1,000,000) shall be allocated to WCC. Funds allocated for the purposes outlined in this section
30 shall not revert but shall remain available until the end of the 2028-2029 fiscal year.

31 32 **COMPETENCY-BASED EDUCATION AND HIGH SCHOOL REDESIGN** 33 **STRATEGIC NETWORK**

34 **SECTION 5.** MGSD, MCC, Wake Tech, WCPSS, FTCC, WCC, and SparkNC shall
35 collaborate to create a Competency-Based Education and High School Redesign Strategic
36 Network (Network). The president of SparkNC, or the president's designee, shall serve as the
37 chair of the Network. The chair shall coordinate the operations of the Network and provide
38 administrative and technical support for the Network to the extent such support is necessary. The
39 Network shall provide a means for each entity to share what it has learned and developed
40 regarding CBE and high school redesign. The goals of the Network shall be to advance the goals
41 of developing a CBE approach to education across the State.

42 43 **OFFICE OF LEARNING RESEARCH EVALUATION**

44 **SECTION 6.(a)** The Office of Learning Research at the North Carolina
45 Collaboratory shall study and evaluate the Programs established pursuant to this Part and report
46 to the Joint Legislative Education Oversight Committee by March 15, 2027, and annually
47 thereafter, culminating in a final report on March 15, 2030. Reports shall include at least the
48 following:

- 49 (1) The total number of students engaging with these programs.
- 50 (2) The total amount of funds expended to implement, design, and operate the
51 programs.

1 (3) Effects on student achievement and learning outcomes.

2 (4) Any other information requested by the Committee.

3 **SECTION 6.(b)** It is the intention of the General Assembly to appropriate from the
4 General Fund to the Board of Governors of The University of North Carolina the sum of up to
5 four hundred fifty thousand dollars (\$450,000) in nonrecurring funds for the 2025-2026 fiscal
6 year to be allocated to the North Carolina Collaboratory for the Office of Learning Research to
7 conduct the study and evaluation required by this section.

8

9 **PART III. EFFECTIVE DATE**

10 **SECTION 7.** This act becomes effective when the Current Operations
11 Appropriations Act of 2025 becomes law and if that bill appropriates funds for the purposes
12 detailed in each section of this act.