

**2019**

**SENATE  
APPROPRIATIONS –  
EDUCATION/HIGHER  
EDUCATION**

**MINUTES**



**Senate Appropriations on Education/Higher Education Committee  
Membership List  
2019-2020 Session**

**Sen. Deanna Ballard (Chair)**

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**Sen. Erica D. Smith**

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## AGENDA

### JOINT MEETING: HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION AND SENATE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

February 26, 2019 8:30 a.m.  
Legislative Office Building - Room 423

#### House Subcommittee Co-Chairs

Rep. Jeffrey Elmore  
Rep. John A. Fraley  
Rep. D. Craig Horn  
Rep. Pat B. Hurley  
Rep. John Sauls

#### Senate Subcommittee Co-Chairs

Sen. Deanna Ballard  
Sen. Jerry W. Tillman

#### House Subcommittee Vice-Chairs

Rep. Linda P. Johnson

#### House Subcommittee Members

Rep. Jay Adams  
Rep. Cynthia Ball  
Rep. Cecil Brockman  
Rep. Susan C. Fisher  
Rep. James D. Gailliard  
Rep. Terry E. Garrison  
Rep. Rosa U. Gill  
Rep. Holly Grange  
Rep. Bobby Hanig  
Rep. Marvin W. Lucas

#### Senate Subcommittee Members

Sen. W. Ted Alexander  
Sen. Don Davis  
Sen. Chuck Edwards  
Sen. Rick Horner  
Sen. Todd Johnson  
Sen. Wiley Nickel  
Sen. Erica D. Smith  
Sen. Joyce Waddell

#### I. Welcome & Opening Remarks

Senator Ballard,  
Presiding Co-Chair

#### II. Intro to Public School Funding

*Erin Biggers*  
Fiscal Research Division

#### III. Public School Allotments

*Eric Moore*  
Fiscal Research Division

**Adjourn**

**NEXT MEETING:**  
**Wednesday, February 27**



**Senate Committee on Appropriations on Education/Higher Education  
Tuesday, February 26, 2019 at 8:30 AM  
Room 423 of the Legislative Office Building**

**MINUTES**

The Senate Committee on Appropriations on Education/Higher Education met at 8:30 AM on February 26, 2019 in Room 423 of the Legislative Office Building. 25 Senate and House members were present.

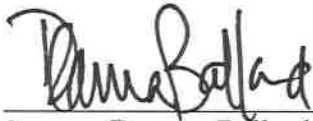
Senator Deanna Ballard, Chair, presided. Senator Ballard called the meeting to order and recognized the pages and sergeant-at-arms.

Chairwoman Ballard recognized Erin Biggers of the Fiscal Research Division. Ms. Biggers presented an Introduction to Public School Funding. This presentation is included as Attachment I and is made part of the minutes.

Chairwoman Ballard then recognized Eric Moore of the Fiscal Research Division. Mr. Moore gave a presentation on Public School Allotments. This presentation is included as Attachment II and is made part of the minutes.

Following the presentations, Chairwoman Ballard recognized members for questions and comments.

The meeting adjourned at 9:47 AM.

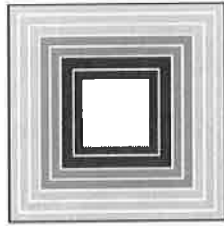


\_\_\_\_\_  
Senator Deanna Ballard, Chair  
Presiding



\_\_\_\_\_  
William Verbiest, Committee Clerk





# **FISCAL RESEARCH DIVISION**

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## **Introduction to Public School Funding**

**Eric Moore and Erin Biggers**

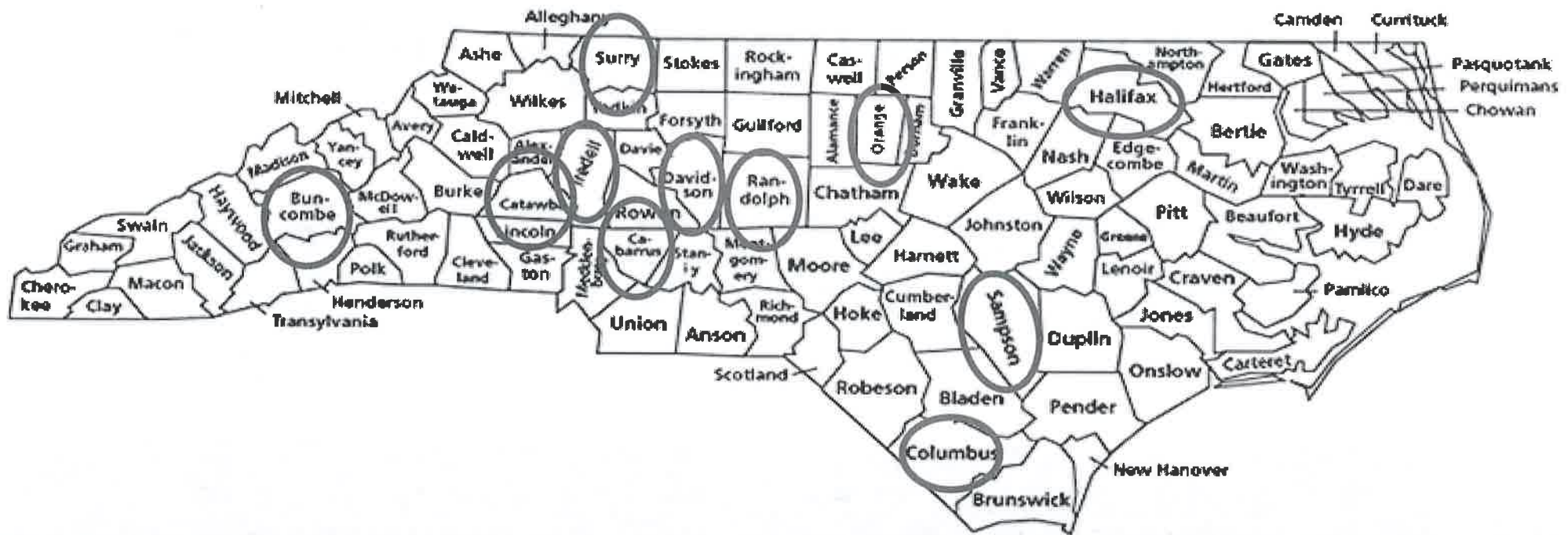
**Fiscal Research Division**

**February 2019**

# NC Public Schools—Key Facts

NC public schools divided into 115 local education agencies (LEAs)

- 89 counties where county/LEA boundaries the same
- 11 counties with multiple “county” and “city” LEAs



# NC Public Schools—Key Facts

## Constitutional Responsibilities

### North Carolina Constitution:

- “The General Assembly shall provide by taxation and otherwise for a general and uniform system of **free public schools...**”
- “The General Assembly **may assign to units of local government such responsibility for the financial support of the free public schools** as it may deem appropriate. The governing boards of units of local government...may use local revenues to add to or supplement any public school or post-secondary school program.”



# NC Public Schools—Key Facts

## Delineation of Funding Responsibilities

### 1933 School Machinery Act

**State**



**current expenses  
(instructional program)**

**LEAs**



**capital expenses  
(buildings/maintenance)**





# NC Public Schools—Key Facts

## Delineation of Operational Responsibilities

### State



- **Development of policies**
- **Technical assistance**
- **Oversight & management of statewide resources**

### LEAs



- **Resource allocations between schools**
- **Day-to-day operations**
- **Hiring of personnel**



# NC Public Schools—Key Facts

## School Characteristics

Fiscal Year	→	2013-14	2018-19
Total Schools	→	2,564	2,675
Traditional	→	2,436	2,485
Charter	→	127	184
Regional	→	1	1
Lab	→		5



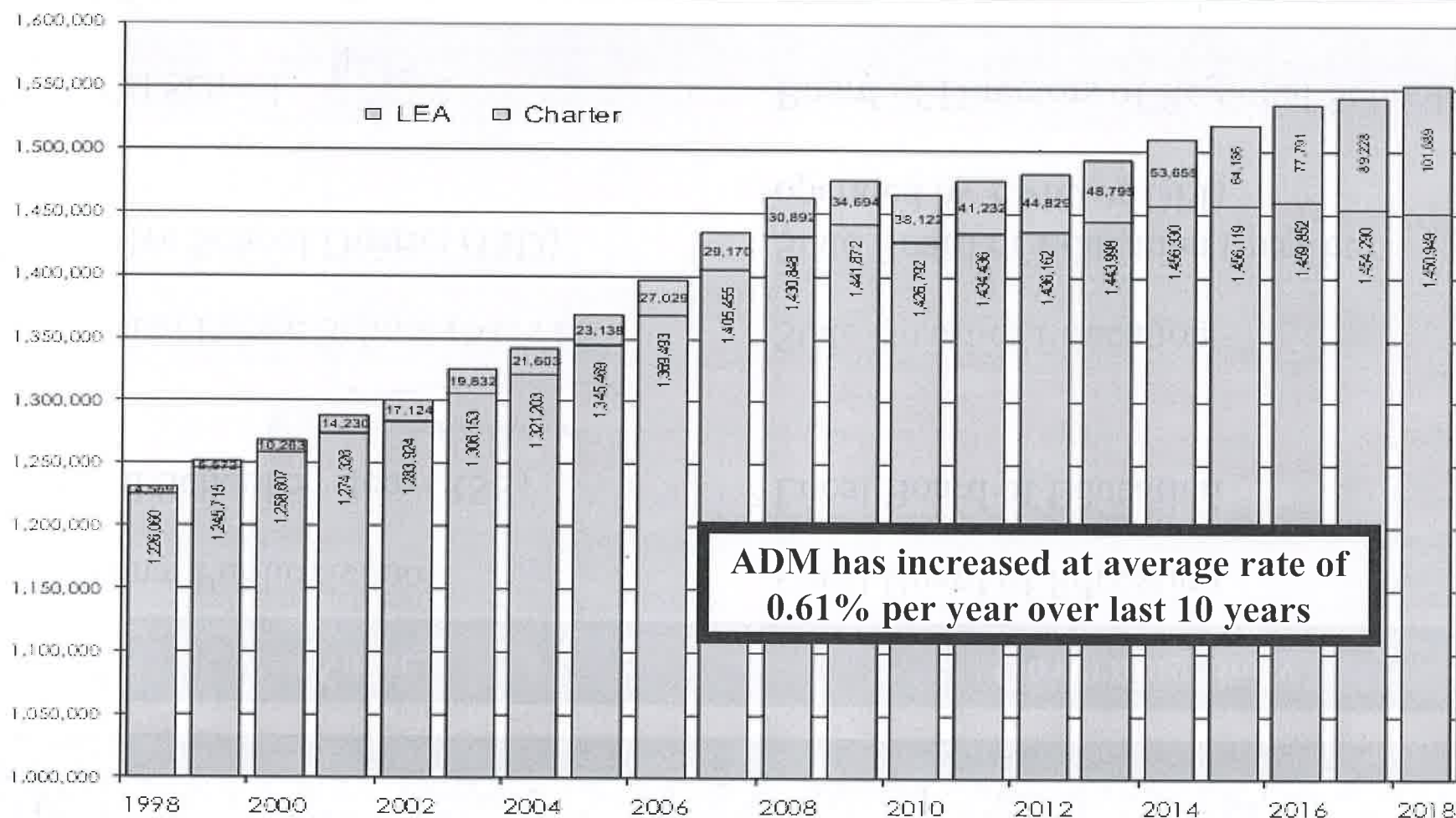
# NC Public Schools—Key Facts

Name	Governing Body
Traditional Public Schools	Local Board of Education
Renewal School System (RSS) <i>Renewal - Salisbury</i>	Local Board of Education
NC Virtual Public School (NCVPS)	State Board of Education
Innovative School District (ISD)	State Board of Education (may be operated by EMO or DPI)
Regional School <i>NERSB (?)</i>	Board of Directors of Regional School
Charter Schools	Nonprofit board or certain municipalities
Lab Schools	UNC Board of Governors



# NC Public Schools—Key Facts

## Average Daily Membership



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# NC Public Schools—Key Facts

## LEA Characteristics

### ■ Size

- 50% of students are in the 12 largest LEAs
- 41 LEAs (about 1 in 3) with fewer than 4,000 students

### ■ Wealth

- Ability to generate local funding for schools

### ■ Student needs

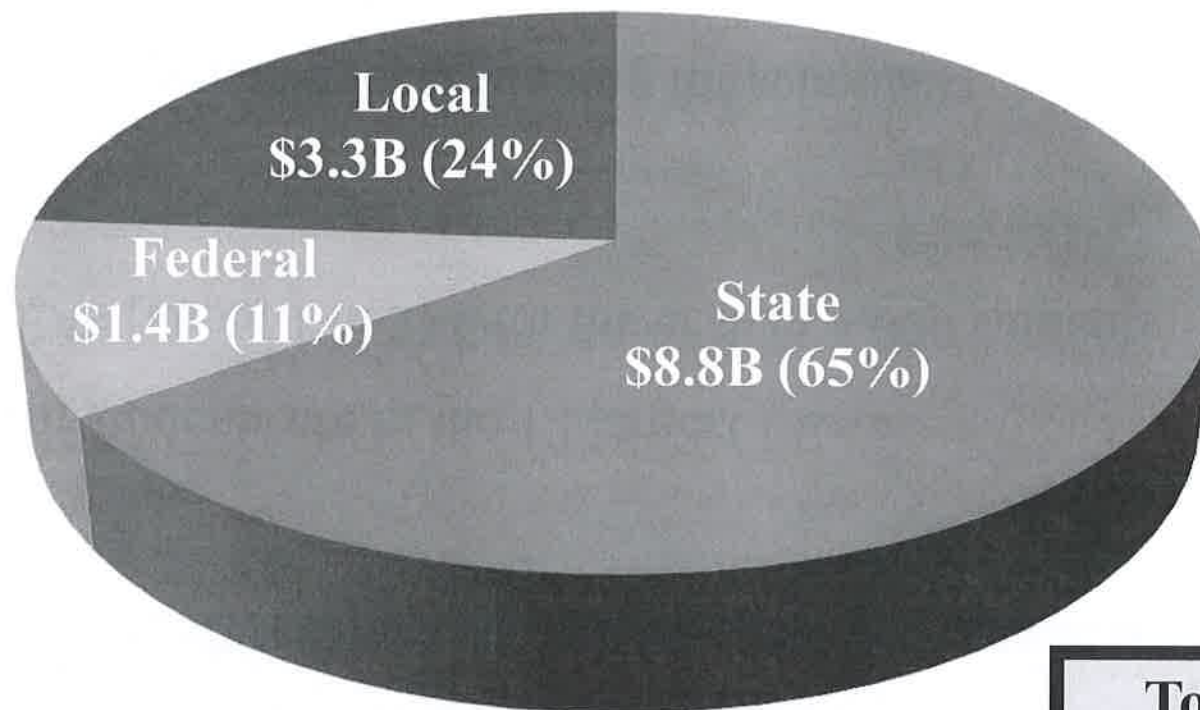
- Limited English Proficiency
- Child with Disabilities
- Poverty





# NC Public Schools—Key Facts

## Public Schools FY 2017-18 Current Expense Expenditures by Source

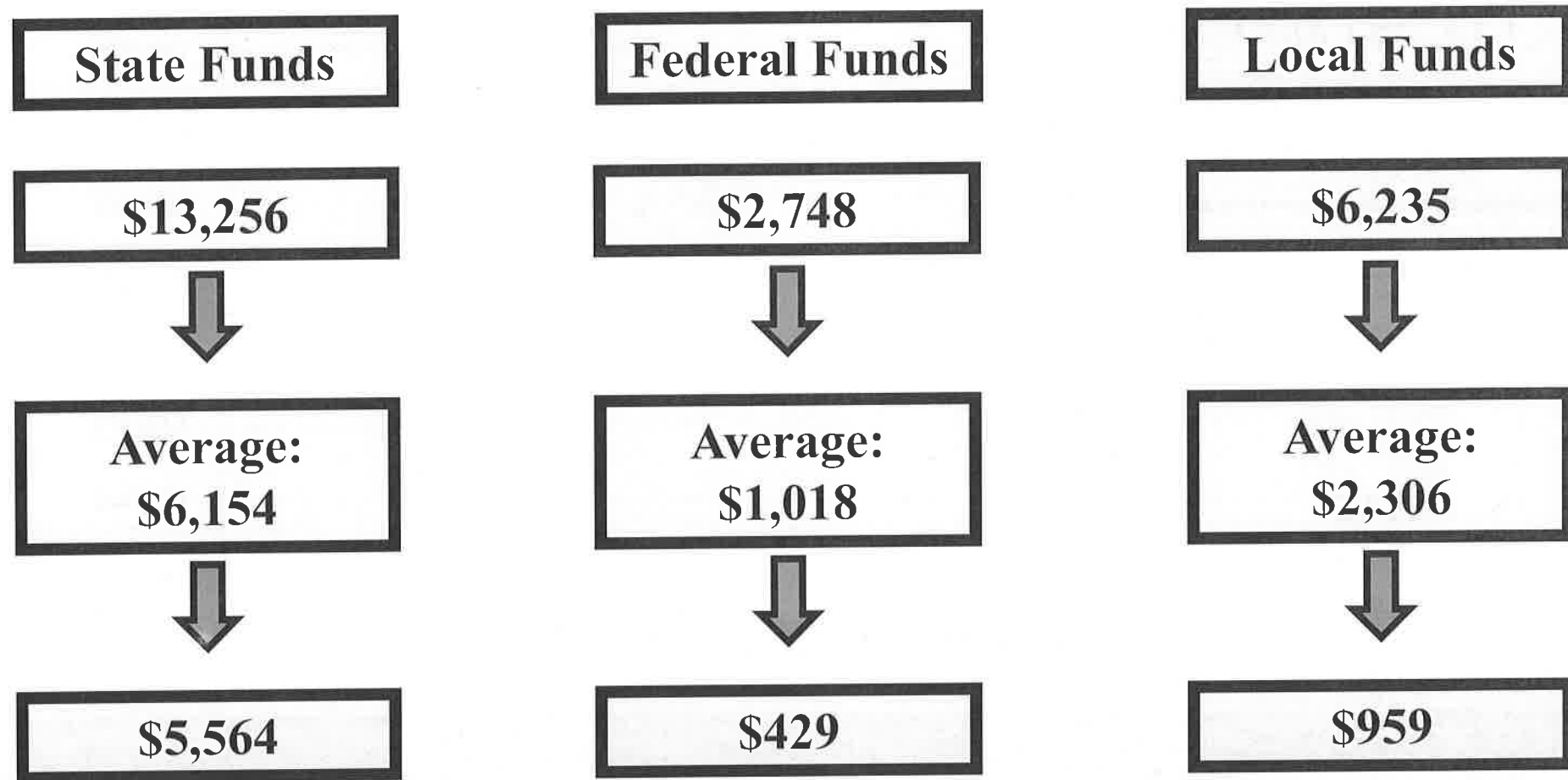


**Total = \$13.5 B**



# NC Public Schools—Key Facts

## 2017-18 Per Pupil Expenditures



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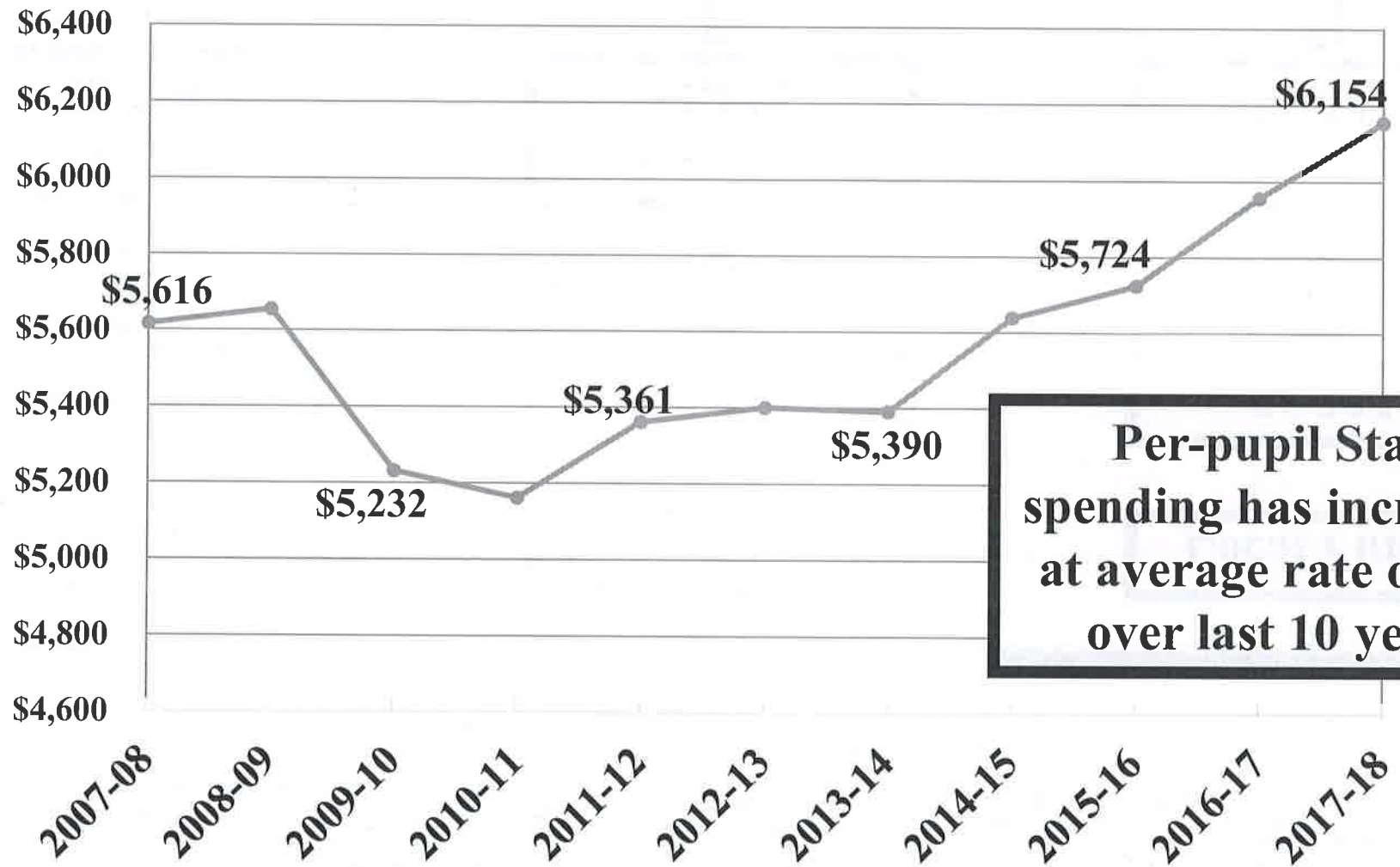
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Source: Department of Public Instruction Statistical Profile, Child Nutrition Included

# NC Public Schools—Key Facts

State Expenditures per Pupil

*Total expenditure / # of students*



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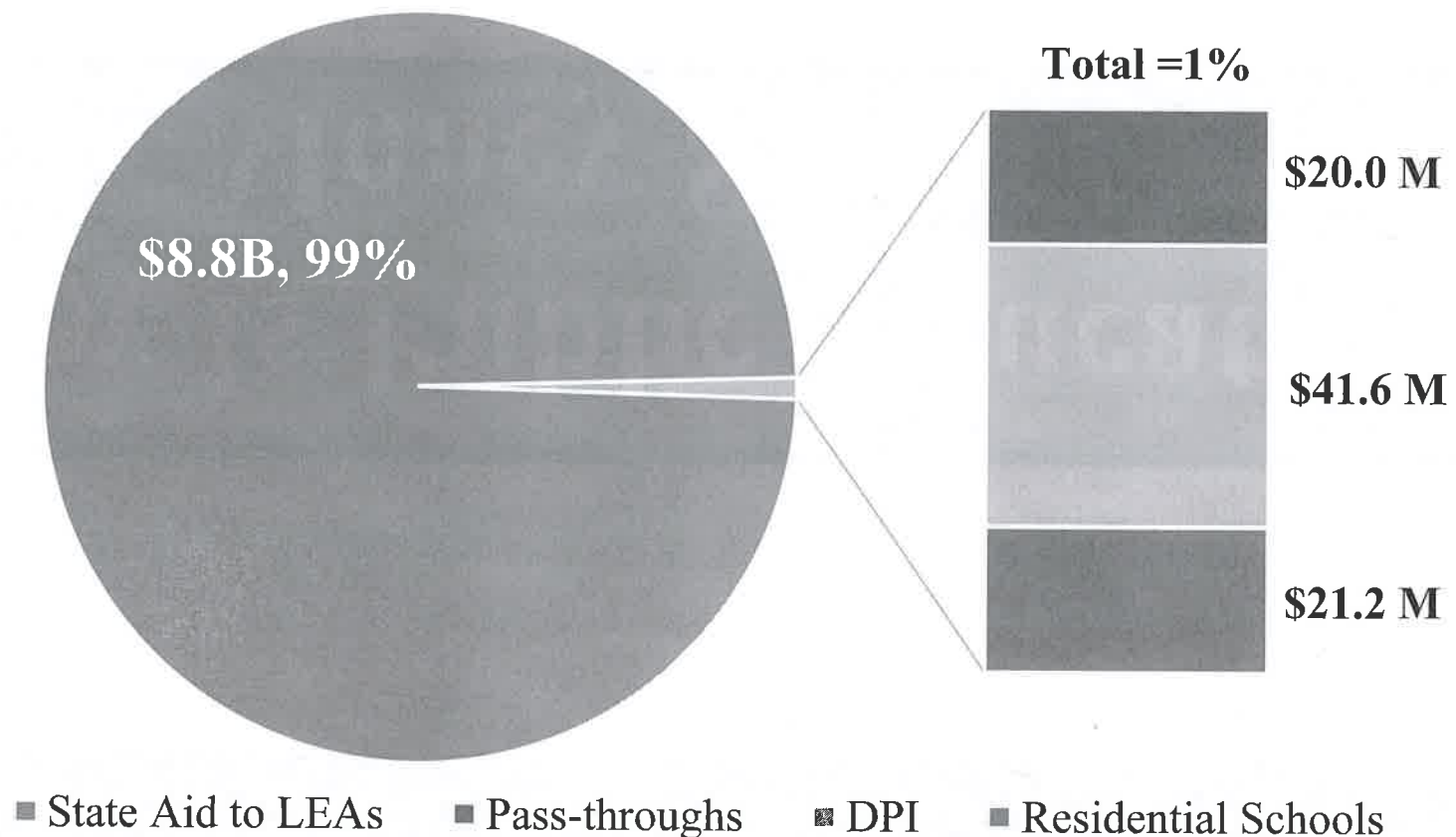
# How Is Public Education Money Spent?



# How Is Public Education Money Spent?

## Majority of Funding Supports Districts

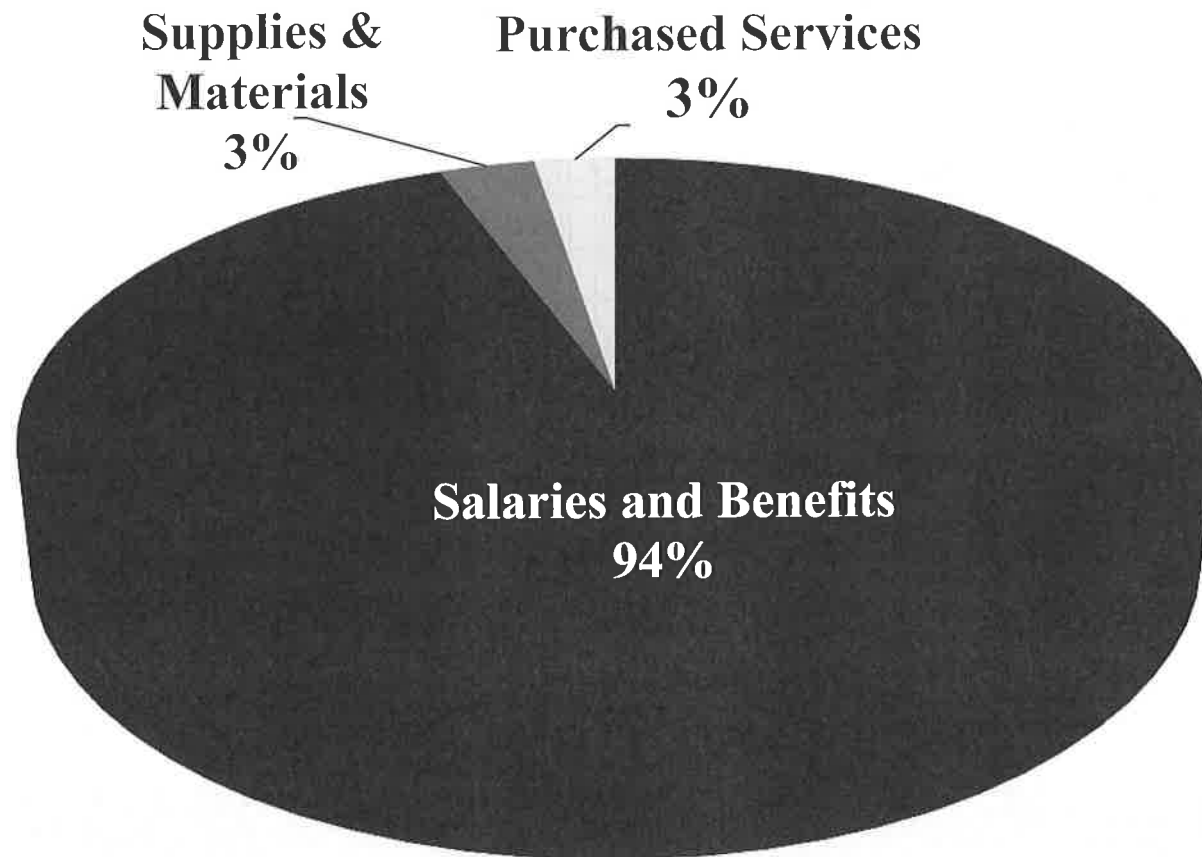
**2017-18 General Fund (8.9 billion)**



# How Is Public Education Money Spent?

## Majority of LEA Spending on Personnel

**2017-18 State Expenditures (\$8.8 billion)**



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# How Is Public Education Money Spent?

## Number of Full-Time Employees Decreasing

Personnel Type	2008-09	2010-11	2012-13	2014-15	2016-17	2017-18	2018-19	# Change:	% Change:
Central Office	1,868	1,861	1,810	1,885	1,897	1,945	1,992	124	6.6%
Principals	2,402	2,423	2,432	2,441	2,452	2,451	2,451	49	2.0%
Assistant Principals	3,000	2,686	2,733	2,832	2,938	2,894	2,943	(57)	-1.9%
Teachers	99,098	94,879	95,146	94,566	94,304	94,117	93,411	(5,687)	-5.7%
Instructional Support	14,550	14,465	14,722	15,275	15,560	15,570	16,512	1,962	13.5%
Teacher Assistants	30,002	26,306	24,412	22,505	21,628	21,521	21,422	(8,580)	-28.6%
Technicians	1,640	1,569	1,555	1,682	1,780	1,796	1,546	(94)	-5.7%
Clerical / Secretarial	11,153	10,646	10,270	10,368	10,322	10,193	9,932	(1,221)	-10.9%
Other Non-Certified	27,414	25,635	24,069	23,733	23,272	23,111	23,057	(4,357)	-15.9%
<b>Total</b>	<b>191,127</b>	<b>180,470</b>	<b>177,149</b>	<b>175,287</b>	<b>174,153</b>	<b>173,598</b>	<b>173,266</b>	<b>(17,861)</b>	<b>-9.3%</b>



# How Is Public Education Money Spent?

## Changes in FTE Vary by Funding Source

### Full-Time Public School Personnel All Position Types

Fund Source	2008-09	2010-11	2012-13	2014-15	2015-16	2016-17	2017-18	2018-19	# Change: FY09 v FY18	% Change: FY09 v FY18
State	144,793	125,981	133,792	131,751	132,079	134,115	133,427	133,349	(11,444)	-7.9%
Federal	12,524	26,070	13,993	12,951	12,614	12,302	11,865	11,906	(618)	-4.9%
Local	33,810	28,419	29,364	30,585	28,669	27,736	28,306	28,011	(5,799)	-17.2%
<b>Total</b>	<b>191,127</b>	<b>180,470</b>	<b>177,149</b>	<b>175,287</b>	<b>173,362</b>	<b>174,153</b>	<b>173,598</b>	<b>173,266</b>	<b>(17,861)</b>	<b>-9.3%</b>

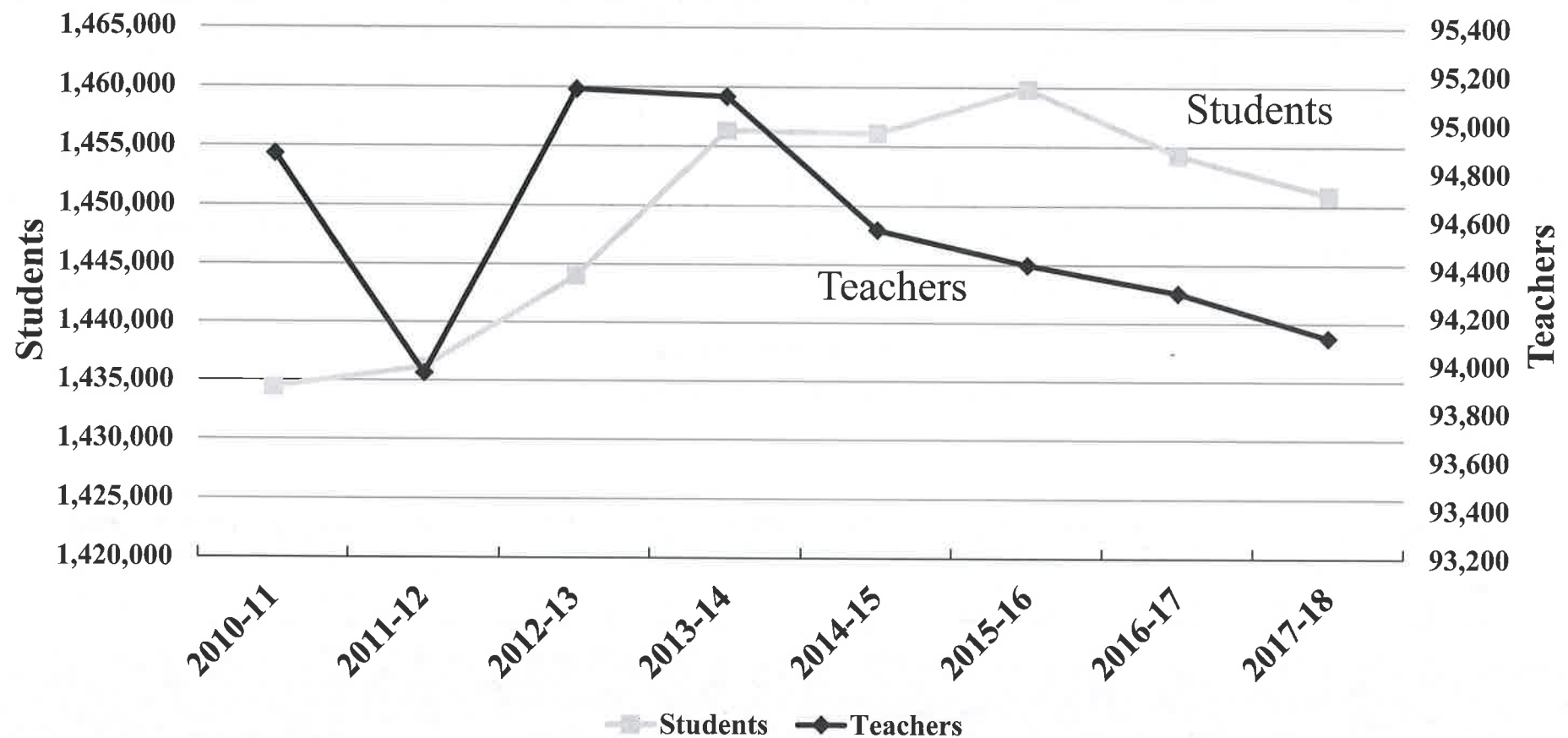




# How Is Public Education Money Spent?

## Student Population Continues to Grow

### Historic Count of Students and Teachers (LEAs Only)



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# How Is Public Education Money Spent?

## Historical Changes in Teacher Salaries

Fiscal Year	Teachers	State Employees	Consumer Price Index
1993-94	5.0%	2.0%	2.6%
1994-95	7.0%	4.0%	2.9%
1995-96	2.0%	2.0%	2.7%
1996-97	5.5%	4.5%	2.8%
1997-98	7.5%	4.0%	1.8%
1998-99	7.5%	3.0%	1.7%
1999-00	7.5%	3.0%	2.9%
2000-01	6.5%	4.2%	3.4%
2001-02	2.9%	0.0%	1.8%
2002-03	1.8%	0.0%	2.2%
2003-04	1.8%	0.0%	2.2%
2004-05	2.5%	2.5%	3.0%

Efforts made to  
bring NC  
teacher salaries  
to national  
average

Recession



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# How Is Public Education Money Spent?

## Historical Changes in Teacher Salaries

Fiscal Year	Teachers	State Employees	Consumer Price Index
2005-06	4.2%	2.0%	3.8%
2006-07	8.0%	5.5%	3.2%
2007-08	5.0%	4.0%	2.8%
2008-09	4.0%	2.8%	3.8%
2009-10	0.0%	0.0%	-0.4%
2010-11	0.0%	0.0%	1.5%
2011-12	0.0%	0.0%	3.0%
2012-13	1.2%	1.2%	1.8%
2013-14	0.0%	0.0%	1.5%
2014-15	7.0%	\$1,000	1.6%
2015-16	3.8%	\$750 bonus	0.1%
2016-17	4.7%	1.5% + 0.5% bonus	2.1%
2017-18	3.3%	2.2%	2.1%

} Salaries frozen during Recession

} Focus on early to mid-career

**2018-19: Monthly increase from \$5,130 to \$5,200 for 25+ years**



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# How Is Public Education Money Spent?

## Takeaways

1. Over 99% of State funds support LEAs
2. Almost all funding supports personnel
3. Expenditures per student relatively flat over recent years
  - Growth largely due to salary and benefit increases
4. Growth in student population largely in charter schools



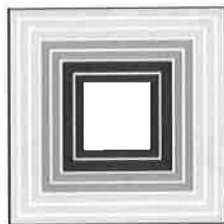
# Questions?



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February 25, 2019



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# Public School Allotments

**Eric Moore and Erin Biggers**

**February 26, 2019**

# Key Takeaways

- State Public Schools funding is distributed to Local Education Agencies (LEAs) through **allotments**
- Allotments are distributed based on **funding formulas** that typically utilize student headcount and other targeted factors
- Most State support is directed at all types of districts and students, but certain allotments address disparate **student and district characteristics**
- Charter schools and other public school units receive funds as block grants based on a **per pupil allocation**



# **Average Daily Membership**



# Average Daily Membership

- Most allotments are provided to LEAs on the basis of allotted Average Daily Membership (ADM)
- Membership = being on the current roll at a school (“expected to be there”)
  - Not the same as attendance
- ADM =  
daily sum of all students in membership for a month  
total days in month





# Determining Allotted ADM

Each winter, DPI follows these 5 steps for determining total allotted ADM for the next year:

- 1) For each LEA, compare **current year actual** ADM in month 1 and month 2 of school year (example: for building FY 2018-19 budget, look first at FY 2017-18 ADM)

- 2) Identify the **higher** figure (“**Best 1 of 2**”)

September 2017:  
22,698

Vs.

October 2017:  
22,757



# Determining Allotted ADM-Part 2

- 3) Compare the figure from step 2 to a statistical projection of ADM for the coming year

**October 2017:**  
**22,757**

**Vs.**

**Projected 2018-19:**  
**23,008**

- 4) The higher number is the **allotted ADM** for that LEA in the coming year. (note: an LEA's budgeted ADM can be no lower than the prior-year actual)



# Determining Allotted ADM-Part 3

- 5) Sum the allotted ADM figures for all of the LEAs:

## Statewide Total Allotted ADM

**2018-19 Allotted ADM:  
1,556,141**



# Allotments



# Basis for Public Schools Funding

## Allotments

- The way the money goes out the door to the LEAs
- Each allotment is driven by a formula
- There are 20+ State allotments
- Instead of funding specific programs, most allotments create a pool of funds from which the LEA can deliver a range of services



# State Funding Allotments

Largely three types of allotments

- **Base allotments:** go to all LEAs, predominantly on the basis of ADM
- **Allotments addressing student characteristics:** funding based on relative populations of certain student characteristics
- **Allotments addressing LEA characteristics:** funding based on LEA size or wealth



# Base Allotments





# State Funding—Base Allotments

- Base allotments represent about 80% of State allocations
- Base allotments provide a foundation of public school operational support
  - Funds flow to all 115 LEAs
  - ADM is the primary determinant of fund allocation
- Most Base allotments support positions
  - Instead of dollar allocations, LEAs receive months of employment or 10- and 12-month positions
  - State pays the salary and benefits of employee regardless of person's placement on salary schedule



# **Base Allotments Guaranteed Positions**



# Classroom Teachers

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
3.277B	3.429B	35.8%

- **Purpose:** Provides LEAs guaranteed funding (salaries & benefits) to cover 10-month positions for classroom teachers *(does not include some matching funds)*
- **Formula:** LEAs provided positions based on the allotted ADM by grade spans



# Classroom Teachers

## Class-size Ratios for FY 2018-19

2017-18 Grade Spans	Teacher Allotment Ratio	Max Class-Size Average Ratio for the LEA	Individual Class-Size Maximum
K	1:18	1:20	1:23
1	1:16	1:20	1:23
2-3	1:17	1:20	1:23
4-6	1:24	--	--
7-8	1:23	--	--
9	1:26.5	--	--
10-12	1:29	--	--

Sen. Davis  
Waiver for class size,  
are these actually  
monitored?  
- Yes, data is collected

Rep. Gilmore  
- Where are the class  
size reports required?  
- ongoing monitoring  
Chloe Gossage

S.L. 2018-2 mandates that by FY 2020-21, the average class size for K-3 shall not exceed 1:18 & the max class size shall not exceed 1:21. *Oct 31 Feb 28*



# Classroom Teachers

## Statewide Salary Schedule

Years of Experience	FY 2018-19 Base "A" Schedule	Master's Supplement (10%)	NBPTS Supplement (12%)	Advanced Degree (\$126/month)	Doctoral Degree (\$253/month)	Performance Bonuses	Local Supplements
0	35,000	(+3500)	N/A	(+1260)	(+2530)	Varies	Varies
1	36,000	(+3600)	N/A	(+1260)	(+2530)		
2	37,000	(+3700)	N/A	(+1260)	(+2530)		
3	38,000	(+3800)	(+4560)	(+1260)	(+2530)		
4	39,000	(+3900)	(+4680)	(+1260)	(+2530)		
5	40,000	(+4000)	(+4800)	(+1260)	(+2530)		
6	41,000	(+4100)	(+4920)	(+1260)	(+2530)		
7	42,000	(+4200)	(+5040)	(+1260)	(+2530)		
8	43,000	(+4300)	(+5160)	(+1260)	(+2530)		
9	44,000	(+4400)	(+5280)	(+1260)	(+2530)		
10	45,000	(+4500)	(+5400)	(+1260)	(+2530)		
11	46,000	(+4600)	(+5520)	(+1260)	(+2530)		
12	47,000	(+4700)	(+5640)	(+1260)	(+2530)		
13	48,000	(+4800)	(+5760)	(+1260)	(+2530)		
14	49,000	(+4900)	(+5880)	(+1260)	(+2530)		
15-24	50,000	(+5000)	(+6000)	(+1260)	(+2530)		
25+	52,000	(+5200)	(+6240)	(+1260)	(+2530)		



# Classroom Teachers

## How Does NC Budget Guaranteed Positions?

- Guaranteed positions do not have fixed cost
- Use 6<sup>th</sup> pay period actual for estimating next fiscal year's projected costs

2018-19 Classroom  
Teaching Positions  
Required: **70,716**

**X**

2017-18 6<sup>th</sup> PP Avg.  
Salary (& Leg Inc.):  
**\$48,492**

**=**

2018-19 Budget: **\$3,429,170,766**





# Classroom Teachers

## What is the Rationale for Guaranteed Positions?

- LEAs can hire best candidate regardless of salary
- Reduces possible incentives to:
  - Move to a “wealthier” district for higher pay
  - Replace effective, experienced teachers with unproven, initially licensed teachers





# Classroom Teachers

## Major Changes in Prior Biennium

### H.B. 90 (S.L. 2018-2)

- Phases in K-3 average and maximum class sizes over 4 years.
- Incrementally funds Program Enhancement Teachers (PETs) over 4 years to reach 1:191 ratio.
  - Initial appropriation of \$61.4 million in FY 2018-19 as 25% of cost of fully funding PET.
  - PET allotment fully funded in FY 2021-22.



# Classroom Teachers

## Major Changes in Prior Biennium

2017 Appropriations Act established or amended bonuses for:

- Veteran Teachers (25+ years)
  - AP/IB and Cambridge AICE Teachers
  - CTE Teachers in courses leading to credentials
  - 3<sup>rd</sup>-5<sup>th</sup> Grade Reading Teachers
  - 4<sup>th</sup>-8<sup>th</sup> Grade Math Teachers
- Florn - Did Cost of Benefit Package? - coming in sticks*



# Instructional Support

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
373M	395M	4.1%

- **Purpose:** Supports 10-month positions for counselors, social workers and other instructional support personnel
- **Formula:** 1 position per every 218.55 in ADM  
*of move - which allotment is fixed ✓ flexibility?*  
*- Teacher can be transferred (at beginning of pay scale), but not for similar position*  
*Instruction Support !!*



# Career and Technical Education

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
488M	494M	5.2%

- **Purpose:** Provides guaranteed months of employment (MOEs) to fund CTE teacher salaries, benefits, and program support

*Tillman* - lowest pay is used for cashing in?  
 - correct  
 - Tillman wants to correct in legislation

- **Formula:** 50 months of employment with remaining funds distributed based on grade 8-12

ADM *Elmore* - Cashed out money?  
 Transferring allotment to use funding for another allotment (textbooks, supplies)  
*Hart* - Perkins Act was just re-written, will it affect NE?



# School Building Administration

*Prin / Asst Principals*

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
266M	283M	3.0%

- **Purpose:** Provides guaranteed funding to support 12-month positions for principals, and MOEs for assistant principals
- **Formula:**
  - Principals: 1 position for each school where ADM  $\geq$  100 or 7+ state-paid teachers/inst. support (until 2011)
  - Assistant Principals: 1 MOE per every 98.53 in ADM



# Personnel Benefits

Allotment	2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
Social Security	300M	319M	3.3%
State Retirement	678M	796M	8.3%
Medical Insurance	484M	506M	5.3%
Short-term Disability	6M	6M	0.1%
Longevity	27M	27M	0.3%
Annual Leave	47M	47M	0.5%
Workers Comp	54M	54M	0.6%
Unemployment	19M	19M	0.2%

Personnel benefits are provided based on the number of positions, and the requirements of the specific benefit

*11.53 BT guaranteed position allotments*  
*Tillman - LBLs are responsible for extra benefits/allotments*  
*Baller - Benefit/teacher for matching benefits?*



# Base Dollar Allotments





# Teacher Assistants

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
401M	412M	4.3%

- **Purpose:** Provides funding for teacher assistants' salaries and benefits
- **Formula:** Number of classes determined by a ratio of 1:21:

Grade	# Classes	# TAs
Kindergarten	3	2
1st	2	1
2nd	2	1
3rd	3	1



# Central Office Administration

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
91M	90M	0.9%

- **Purpose:** Provides funding for central office personnel salaries and benefits
- **Formula:** Funds frozen at FY 2002 level and adjusted in subsequent years by direct NCGA action.



# Noninstructional Support Personnel

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
401M	419M	4.4%

- **Purpose:** Supports clerical, custodians, substitute teachers, and other personnel or purposes
- **Formula:** \$268.86 per ADM; \$6K per Textbook Commission member for Clerical Assistants.
- **NOTE:** Almost entirely supported by Lottery (FY 2018-19: \$386 million)



# Instructional Supplies/Classroom Materials

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
47M	48M	0.5%

- **Purpose:** Provides funds for classroom supplies and materials
- **Formula:** \$30.12 per ADM plus \$2.69 per ADM in grades 8 and 9 for PSAT Testing.



# Career and Technical Education: Pgm. Supp.

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
22M	22M	0.2%

- **Purpose:** Provides funding to assist LEAs in expanding, improving, modernizing, and developing quality CTE programs.
- **Formula:** Base of \$10,000 per LEA with remaining funds distributed based on grade 8-12 ADM (\$34.10 per ADM).



# Textbooks

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
74M	74M	0.8%

- **Purpose:** Provides funds for textbooks and instructional content in paper and digital form.
- **Formula:** \$46.30 per ADM in grades K-12
- **Legislative Actions 2018:**
  - Funds can no longer be transferred out of the Textbook Allotment.
  - Supported by \$19M (\$4M R, \$15M NR) in Indian Gaming.



# Transportation

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
476M	491M	5.3%

- **Purpose:** Provides funds for transportation to and from school: personnel, fuel, maintenance.
- **Formula:** Based on pupils transported and “budget rating”
- **NOTE:** Partially supported by Lottery (\$21.4 million) and Civil Fines and Forfeitures (\$15 million adjustment) in FY 2018-19.





# School Buses

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
60M	70M	0.7%

- **Purpose:** Supports yellow school bus replacement for the existing bus fleet (not for growth).
- **Formula:** Subject to availability of funds, policy is to replace all yellow buses exceeding 20 years or 250,000 miles of service, with certain exceptions:
  - May not replace with less than 150,000 miles
  - Only replace less than 15 years old if over 300,000 miles



# Allotments Addressing Student Characteristics



# Allotments Addressing Student Characteristics

- These allotments represent 16% of State allocations
- They are intended to enhance service delivery to specific populations of students in addition to general education funds
- Resources are provided solely through dollar allotments



# Children with Disabilities— School-aged

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
767M	813M	8.5%

- **Purpose:** Provide a program of support to benefit students with identified disabilities in public schools from ages 5-21.
- **Formula:** \$4,442 per identified student up to a 12.75% maximum identified LEA student cap



# Children with Disabilities— Other Programs

Allotment	2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
Preschool Children	63M	68M	0.7%
Behavioral Support	13M	13M	0.1%
Group Homes	5M	5M	0.1%
Developmental Day Care	21M	21M	0.2%
Community Residency Centers	5M	5M	0.1%

## Preschool Children

- **Purpose:** Support local programs which address unique needs of this population
- **Formula:** Dollar amount of average salary of a classroom teacher plus benefits; remaining funds distributed based on headcount of children ages 3, 4, and pre-K5.
- **Other Programs (available by LEA application)**



# Academically or Intellectually Gifted

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
83M	83M	0.9%

- **Purpose:** Supports differentiated services to students with outstanding capability.
- **Formula:** \$1,340.97 per child identified up to a maximum of 4% of ADM per LEA.



# At-Risk Student Services

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
297M	308M	3.2%

- **Purpose:** Provide services/positions such as:
  - alternative instruction
  - dropout prevention
  - school safety officers (SSOs)
  - summer school instruction
  - remediation
  - alcohol/drug prevention





# At-Risk Student Services Formula

**Formula:** Every LEA receives the following:

1. Funding equivalent to an School Safety Officer salary (\$37,838) per high school
2. Remaining funds allocated based 50% on Federal Title I headcount (\$358.14/student) and 50% on allotted ADM (\$89.10/student)

**NOTE:** Each LEA must receive a minimum of the dollar equivalent of two teachers and two instructional support personnel (\$272,812).



# At-Risk Student Services

## Major Changes in Prior Biennium

- **Extended Learning and Integrated Student Supports (ELISS) Competitive Grants**
  - NCGA appropriated \$6 million from the At-Risk Allotment in 2017 to award grants of up to \$500K over 2 years (3:1 state-local match)
  - Grants for nonprofits working in collaboration with LEAs to support:
    - Students not performing at grade level
    - Students at risk of dropping out
    - Students demonstrating anti-social behaviors



# Disadvantaged Student Supplemental Funding

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
92M	95M	1.0%

- **Purpose:** Provides supplemental funding to LEAs to enhance capacity to address the needs of disadvantaged students.
- **Formula:** Distributed to all LEAs to provide the dollar equivalent of additional teaching positions based on relative wealth of the county.



# Limited English Proficiency

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
81M	85M	0.9%

- **Purpose:** Provides funding to LEAs which serve at least 20 students (or 2.5% ADM) not proficient in English.
- **Formula:** Funding provided for up to 10.6% of an LEA's ADM. Each LEA receives dollar equivalent of a teacher assistant position, with remaining funds allocated 50% on 3-year weighted average LEP headcount and 50% on LEP concentration.



# Excellent Public Schools Act

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
65M	65M	0.7%

- **Purpose:** Funds support multiple activities authorized by S.L. 2012-142 (2012 Approps Act).
- Major Activities Include:
  - Reading Camps for students not demonstrating proficiency.
  - Formative Diagnostic Assessment for all K-3 students.
  - Literacy Materials and Professional Development for K-3 teachers, including device refreshment.



# **Allotments Addressing District Characteristics**



# Allotments Addressing District Characteristics

- These allotments represent 3% of State allocations
- They are intended to address economic and geographic conditions of school districts
- Resources are provided solely through dollar allotments





# Low Wealth Supplemental Funding

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
227M	238M	2.5%

- **Purpose:** Provides funding for counties that have below State-average ability to generate local revenue to support public schools.
- **Formula:** Only LEAs with wealth of less than the State average qualify. Qualifying LEAs can receive up to the amount required to bring that LEA up to the Statewide average local revenue per student; dependent on LEA funding effort.



# Small County Supplemental Funding

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
47M	49M	0.5%

- **Purpose:** Provides additional support for small LEAs to compensate for diseconomies of scale
- **Formula:** Funds are provided to County LEAs based on ADM, if less than 3,300.
  - If an LEA becomes ineligible due to increased ADM, the funding is phased out over 5 years.



# Small County Supplemental Funding

## Small County Funding Parameters

ADM Range	Funding	ADM Range	Funding
Less than 600	\$1,710,000	2,001-2,300	\$1,560,000
601-1,300	\$1,820,000	2,301-2,600	\$1,470,000
1,301-1,700	\$1,548,700	2,601-2,800	\$1,498,000
1,701-2,000	\$1,600,000	2,801-3,300	\$1,548,000

**Formula Revision:** 2018 Appropriations Act increased the upper limit from 3,200 to 3,300 ADM.



# Child and Family Support Teams

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
11M	12M	0.1%

- **Purpose:** A combination of positions (nurses) and dollars (social workers) to coordinate services among educational and human service agencies working with at-risk children and their families (joint DPI/DHHS initiative).
- **Formula:** Positions and dollars distributed among LEAs participating in the CFST Initiative.



# Miscellaneous Programs



# Cooperative and Innovative Programs

2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
30M	30M	0.3%

- Program provides high school students the opportunity to earn college credit while in high school.
  - There are 133 CIHSs (5 new in FY 2018-2019); not all receive supplemental funding.
- **Formula Revision:** 2017 Appropriations Act stratified supplemental funding based on economic tier.



# Technology Programs

Allotment	2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
School Technology Fund	18M	45M	0.5%
Connectivity	31M	31M	0.3%

- **School Technology Fund**
  - Allocated on \$/ADM Basis
  - Supported by Civil Fines & Forfeitures (\$44.8M in FY 2018-19 is excess receipts from the previous biennium).
  - Used for hardware & software but not personnel
- **Connectivity**
  - Funds support the enhancement of school technology infrastructure and internet service costs, including wifi





# FY 2018-19 New & Extended Activities

Allotment	2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
School Resource Officer Grants	7M	12M	0.1%
Other Safety Grants	0	18M	0.2%
Anonymous Tip Line	0	5M	0.1%
Advanced Teaching Roles	1M	2M	0.0%
Computer Science Initiative	0	1M	0.0%
CTE Expansion	4.2M	1.4M	0.0%
TAs to Teachers	1M	1M	0.0%



# Miscellaneous Programs

Allotment	2017-18 Budget	2018-19 Budget	% of 18-19 Allotments
Driver Education	27M	27M	0.3%
EVAAS	4M	4M	0.0%
Liability Insurance	3M	3M	0.0%
ADM Contingency Reserve	9M	3M	0.1%
School Breakfast	2M	2M	0.0%
Testing	19M	20M	0.1%
Tort Claims	7M	7M	0.1%
Uniform Education Reporting System (UERS)	10M	10M	0.1%

\*Drivers Education funded by Civil Fines and Forfeitures.



# Recurring Directed Appropriations

Allotment	2017-18 Budget	2018-19 Budget
DPI	67M	60M
Residential Schools	23M	22M
NCCAT	4M	4M
Teach for America	6M	6M
Communities in Schools	1M	2M
Beginnings for Parents	1M	1M
Governor's School	1M	1M



# Charter School Funding

- Charter Schools are entitled to both State and local K-12 funding per G.S. 115C-238.29
- State funding
  - Charter school receives same per-pupil share of State operational funding as its co-located LEA
    - EXCEPTION: 1<sup>st</sup> yr. of operations, allotments are reduced from student's prior LEA to fund charter
- Local funding
  - LEA must provide to the charter, on behalf of each charter school student from the LEA, "an amount equal to the LEA's per pupil local current expense appropriation"



# Charter School Funding

## State Charter School Funding: 2012-2018

Fiscal Year	Funded ADM	State Funding	\$/ADM	# Schools
2011-12	44,829	\$228,291,552	\$5,092	100
2012-13	48,795	\$255,396,318	\$5,234	107
2013-14	53,655	\$304,459,644	\$5,674	127
2014-15	64,186	\$366,455,982	\$5,709	148
2015-16	81,943	\$444,131,335	\$5,420	159
2016-17	92,112	\$513,450,126	\$5,574	167
2017-18	101,689	\$580,772,383	\$5,711	173

Source: Department of Public Instruction (Highlights), 2012-2018



# **Other State Fund Sources**



# NC Lottery Proceeds for Education

- G.S. 18C-164(a) mandates that net revenues of the NC State Lottery Fund shall be transferred at least 4 times per year to the Education Lottery Fund.

## NEEDS-BASED SCHOOL CAPITAL AND LOTTERY CHANGES

**SECTION 5.3.(a)** Section 5.3 of S.L. 2017-57, as amended by Section 1.1(a) of S.L. 2017-187 and Section 1.1 of S.L. 2017-212, reads as rewritten:

**"SECTION 5.3.(a)** The appropriations made from the Education Lottery Fund for the 2017-2019 fiscal biennium are as follows:

	FY 2017-2018	FY 2018-2019
Noninstructional Support Personnel	\$383,888,897	\$385,914,455
Prekindergarten Program	78,252,110	78,252,110
Public School Building Capital Fund	100,000,000	100,000,000
Needs-Based Public School Capital Fund	30,000,000	<del>75,000,000</del> 117,320,354
Scholarships for Needy Students	30,450,000	30,450,000
UNC Need-Based Financial Aid	10,744,733	10,744,733
LEA Transportation	43,277,192	<del>4,386,090</del> 21,386,090
<b>TOTAL APPROPRIATION</b>	<b>\$676,612,932</b>	<b><del>\$681,747,388</del> \$744,067,742</b>





# Other Major State Funding Sources

- **Fines and Forfeitures**
  - Constitutional requirement for Revenue, Transportation and other penalties to be used to support Public Schools.
  - Proceeds (2018-19 Budget: \$221m) directed to: School Technology Fund, Drivers Education, State Public School Fund, and Transportation Adjustment.
- **Department of Revenue Transfer**
  - 2018-19 Budget: \$69 million
  - Implemented in FY 06-07 to offset elimination of LEAs' refund eligibility for the State portion of Sales and Use Tax.
- **Indian Gaming Education Revenue Fund**
  - 2018-19 Budget: \$19m for the Textbooks Allotment (\$4m recurring, \$15m nonrecurring).



# School Capital

- **Public School Building Capital Fund**
  - Includes annual Lottery (\$100M)
  - While funds are held at county level, proceeds may not support charter school real property acquisition
  - Distributed based on ADM
- **Needs-Based Public School Capital Fund**
  - Funded via the Education Lottery Fund
    - \$30m in FY 2017-18 and \$117m in FY 2018-19
  - Application-based process



# Federal Fund Sources



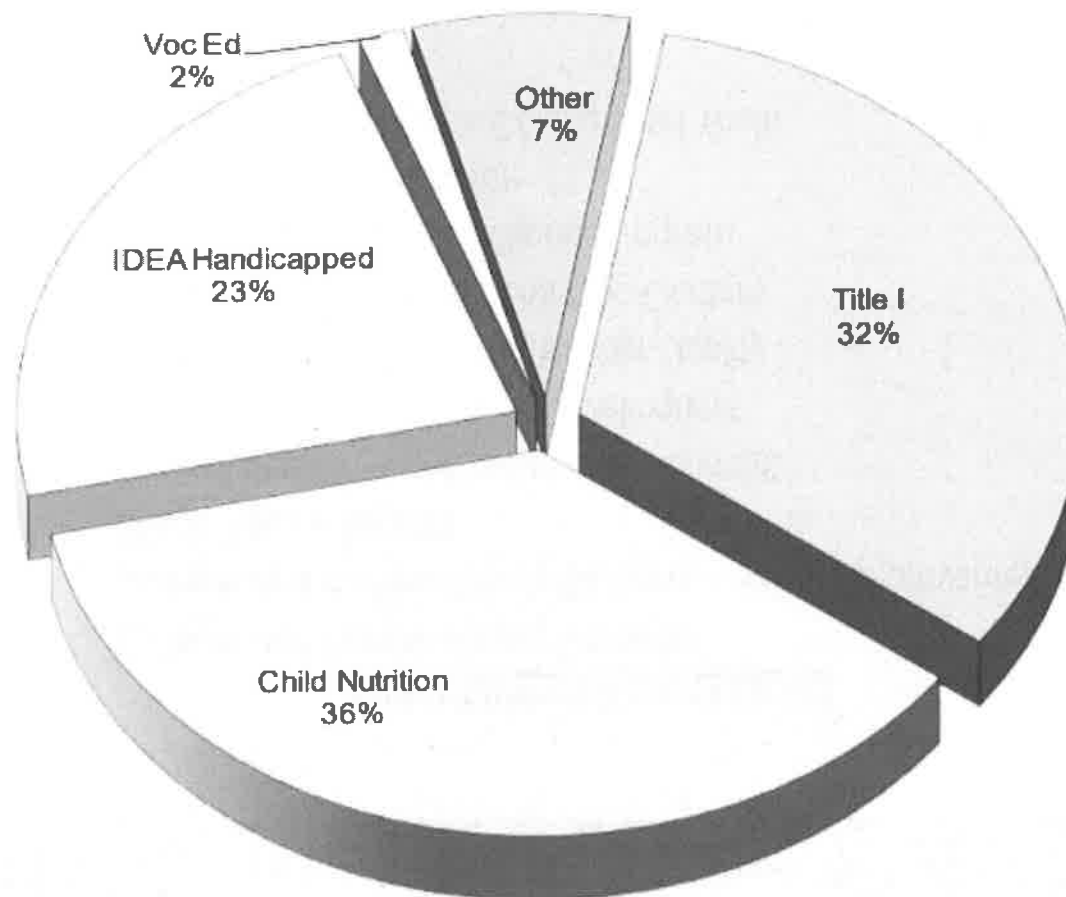
# Federal K-12 Fund Sources

- Most programs are included in State budget, but General Assembly lacks authority to modify program requirements.
- Federal grants can have budget and performance periods from 12-60 months.
- Federal funds are typically 10% of a LEA's current expense budget (11% in FY 2017-18).



# Federal K-12 Fund Sources

## 2017-18 State Federal Funding Received



Most federal funds are targeted towards a specific population such as Low Income Children or Handicapped Children.

These funds must be used for the purposes allotted and cannot be transferred.

Source: Department of Public Instruction (Highlights), Feb. 2018



FISCAL RESEARCH DIVISION

A Non-Partisan Staff Agency of the North Carolina General Assembly

# FY 2017-18 Federal K-12 Fund Sources

	<u>State Aid</u>
<b><u>Every Student Succeeds Act</u></b>	
College- and Career- Ready Students	\$ 413,422,395
College- and Career- Ready Students -- School Improvement	29,842,192
ESEA Title I -- Migrant	4,274,753
Student Support and Academic Enrichment	10,722,916
ESEA Title I -- Neglected and Delinquent	727,318
State Grants for Improving Teacher Quality	43,408,929
21st Century Community Learning Centers	30,888,207
Rural and Low-Income Schools Program	3,928,266
English Learner Education	13,934,323
Education for Homeless Children and Youth	1,662,763
	<b>\$ 552,812,062</b>
<b><u>Individuals With Disabilities Education Act</u></b>	
Special Education - Grants to States	308,997,023
Special Education -- State Program Improvement Grant	1,294,000
Special Education - Preschool Grants	9,180,299
	<b>\$ 319,471,322</b>



# FY 2017-18 Federal K-12 Fund Sources

## Perkins IV

Career and Technical Education Basic	20,911,860
<b>Total Perkins</b>	<b>\$ 20,911,860</b>

## Miscellaneous

Abstinence Education	1,815,000
Child Nutrition - Fresh Fruits and Vegetables	3,669,248
Child Nutrition	515,000,000
<b>Total Miscellaneous</b>	<b>\$ 520,484,248</b>





# Questions?

Lisa Fox (NCCCS) - [lisa.fox@ncleg.net](mailto:lisa.fox@ncleg.net)

Chris Hearley (UNC) - [chris.hearley@ncleg.net](mailto:chris.hearley@ncleg.net)

Eric Moore (Public Schools) - [eric.moore@ncleg.net](mailto:eric.moore@ncleg.net)

Erin Biggers (Public Schools) - [erin.biggers@ncleg.net](mailto:erin.biggers@ncleg.net)

Room 619 LOB

(919) 733-4910



Committee Sergeants at Arms

NAME OF COMMITTEE Joint Appropriations- Education

DATE: 2/26/2019

Room: 423/424

House Sgt-At Arms:

1. Name: Kim Blackman
2. Name: Jonas Cherry
3. Name: Rey Cooke
4. Name: Dean Marshbourne
5. Name: \_\_\_\_\_

Senate Sgt-At Arms:

1. Name: Dwight Green
2. Name: Frances Patterson
3. Name: \_\_\_\_\_
4. Name: \_\_\_\_\_
5. Name: \_\_\_\_\_



**House Pages  
Assignments  
Tuesday, February 26, 2019  
Session: 5:15 PM**

<b>Committee</b>	<b>Room</b>	<b>Time</b>	<b>Staff</b>	<b>Comments</b>	<b>Member</b>
Appropriations, Education	<del>422</del>	8:30 AM	Preston Lewis		Speaker Tim Moore
	423		Yasiman Whitney		Speaker Tim Moore





## Senate Pages Attending

COMMITTEE: Joint Approps : Education ROOM: 423  
DATE: 2-26 TIME: 8:30

PLEASE PRINT LEGIBLY....or else!!!!

Page Name	Hometown	Sponsoring Senator
1. Tomorah Paige	Salemberg	B. Jackson
2. Ariana Rayland	"	"
3. Jefferey Robertin	"	"
4. Anika Smith	"	"
5. Kelsey Styles	"	"
6.		
7.		
8.		

Pages: Present this form to either the Committee Clerk at the meeting or to the Sgt-at-Arms.





# VISITOR REGISTRATION SHEET

Joint Appropriations, Education

February 26, 2019

Name of Committee

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

Chloe Gossett	NC DPI
Zane Stilwell	TSG
Katherine Gyee	NCA SA
Austen Nowell	UNC System
Drew Moritz	"
Parish Moffitt	Cab County Resident
Sallie James	Governor's office
Alexis Schauss	DPI
Liz Bell	EdNC
Lavonda Daniels	Array CDC
Kevin Daniels	Daniels Development Group



## VISITOR REGISTRATION SHEET

## Joint Appropriations, Education

February 26, 2019

Name of Committee

Date \_\_\_\_\_

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME \_\_\_\_\_

FIRM OR AGENCY AND ADDRESS

Mary Shuping

NCAS

Mary Johnson

NCAE

mg:ll

M. Hill Company

Ken Melton

K. M. A.

San Harrison

NCD TSEA

Flint Benson

# SEANC



## VISITOR REGISTRATION SHEET

Joint Appropriations, Education

February 26, 2019

Name of Committee

Date \_\_\_\_\_

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME \_\_\_\_\_

FIRM OR AGENCY AND ADDRESS

Camer Hunt

MLA

Amy Anth

УНО-СТ





## AGENDA

### JOINT MEETING: HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION AND SENATE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

March 12, 2019 8:30 a.m.

Legislative Office Building - Room 423

#### House Subcommittee Co-Chairs

Rep. Jeffrey Elmore  
Rep. John A. Fraley  
Rep. D. Craig Horn  
Rep. Pat B. Hurley  
Rep. John Sauls

#### Senate Subcommittee Co-Chairs

Sen. Deanna Ballard  
Sen. Jerry W. Tillman

#### House Subcommittee Vice-Chairs

Rep. Linda P. Johnson

#### House Subcommittee Members

Rep. Jay Adams  
Rep. Cynthia Ball  
Rep. Cecil Brockman  
Rep. Susan C. Fisher  
Rep. James D. Gailliard  
Rep. Terry E. Garrison  
Rep. Rosa U. Gill  
Rep. Holly Grange  
Rep. Bobby Hanig  
Rep. Marvin W. Lucas

#### Senate Subcommittee Members

Sen. W. Ted Alexander  
Sen. Don Davis  
Sen. Chuck Edwards  
Sen. Rick Horner  
Sen. Todd Johnson  
Sen. Wiley Nickel  
Sen. Erica D. Smith  
Sen. Joyce Waddell

#### **I. Welcome & Opening Remarks**

Senator Tillman,  
Presiding Co-Chair

#### **II. Committee Member Introductions**

#### **III. Presentation of the Governor's Education Budget**

*Jennifer Neisner*  
*Budget Development Analyst*  
Office of State Budget and Management

*Brett Altman*  
*Budget Development Analyst*  
Office of State Budget and Management

**Adjourn**

**NEXT MEETING:  
Wednesday, March 12<sup>th</sup>**





**Senate Committee on Appropriations on Education/Higher Education  
Tuesday, March 12, 2019 at 8:30 AM  
Room 423 of the Legislative Office Building**

**MINUTES**

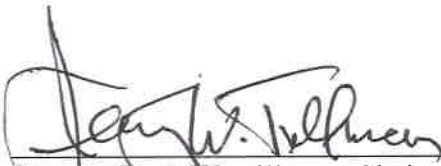
The Senate Committee on Appropriations on Education/Higher Education met jointly at 8:30 AM on March 12, 2019 in Room 423 of the Legislative Office Building. 21 Senate and House members were present.

Senator Jerry W. Tillman, Chair, presided. Senator Tillman called the meeting to order and recognized the pages and sergeant-at-arms.

Chairman Tillman recognized Jennifer Neisner and Brett Altman, Budget Development Analysts, Office of State Budget and Management. Ms. Neisner and Mr. Altman presented the FY 2019-21 Governor Roy Cooper's Recommended Budget for Education to the committee members. The presentation is included as Attachment I, and is made part of the minutes. The presenters provided the committee members with the Governor's FY 2019-21 Teacher Compensation Recommendations (Table 1) and 2019-2021 Base Principal Salary Schedules (Table 2), Governor's FY 2019-21 Allocations Recommendation, and information about Invest NC.

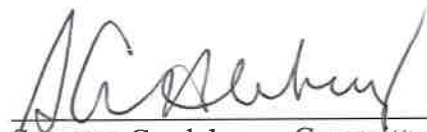
Following the Governor's Education Budget presentation, Chairman Tillman recognized members for questions and comments.

The meeting adjourned at 9:50 am.



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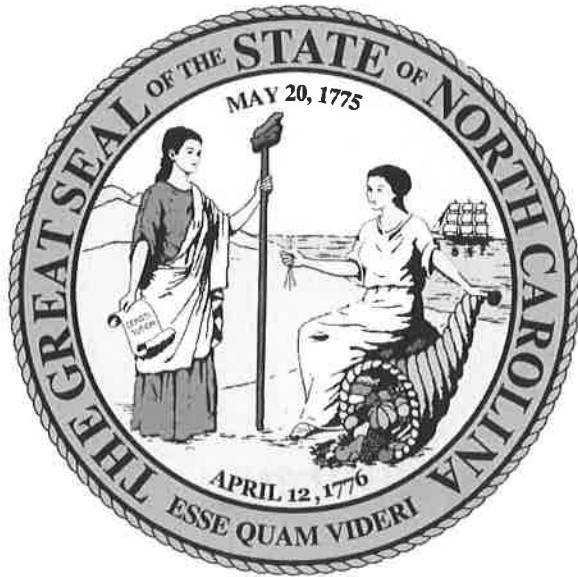
Senator Jerry W. Tillman, Chair  
Presiding



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Suzanne Castleberry, Committee Clerk





**FY 2019-21**

**Presentation of Governor Roy Cooper's  
Recommended Budget for Education**

Jennifer Neisner & Brett Altman  
Office of State Budget and Management  
March 12, 2019

**INVESTMENTS *for a*  
Determined North Carolina**



## **Making NC a Top 10 Educated State by 2025**



## Education



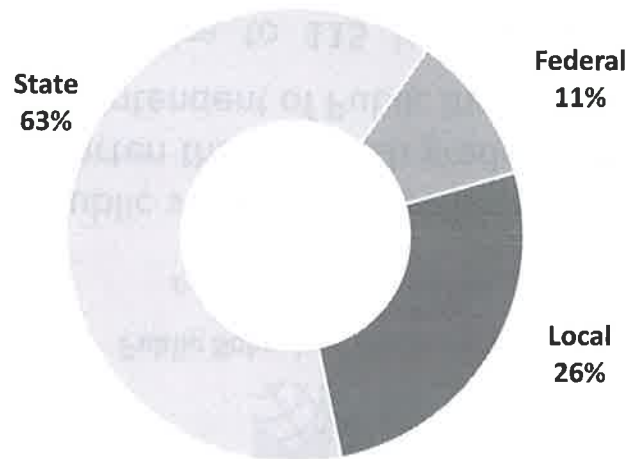
### **Public Schools of North Carolina**

State Board of Education  
Department of Public Instruction

- Implements the state's public school laws, policies, and procedures governing public education for pre-kindergarten through 12th grade at the direction of the State Board of Education and the Superintendent of Public Instruction.
- Provides leadership and service to 115 local public school districts and 2,500+ traditional public schools, 180+ charters schools, the Innovative School District, lab and regional schools, and the three residential schools for students with hearing and visual impairments, serving more than 1.5 million Pre-K-12 students across the state.
- Administers state and federal funds totaling approximately \$11 billion and licenses and supports the development of the 117,000 teachers and administrators that serve public schools.



### K-12 Education Actual Expenditures, FY 2017-2018



Source: Department of Public Instruction, Highlights, 2019. Includes Child Nutrition funding.

Presentation will focus on state appropriations funding.





## Education

### Department of Public Instruction: Budget Overview

#### Department of Public Instruction (13510)

Year 1 FY 2019-20	Recommended Base Budget	Net Recurring	Net Nonrecurring	Recommended Change	Recommended Budget	% Δ from Base Budget
Requirements	\$ 11,766,939,802	\$ 479,775,052	\$ 88,005,088	\$ 567,780,140	\$ 12,334,719,942	4.8%
Receipts	\$ 2,180,566,432	\$ -	\$ -	\$ -	\$ 2,180,566,432	0.0%
Net Appropriation	\$ 9,586,373,370	\$ 479,775,052	\$ 88,005,088	\$ 567,780,140	\$ 10,154,153,510	5.9%
Positions (FTE)	1052.950	51.000	0.000	51.000	1103.950	4.8%
Year 2 FY 2020-21	Recommended Base Budget	Net Recurring	Net Nonrecurring	Recommended Change	Recommended Budget	% Δ from Base Budget
Requirements	\$ 11,828,299,027	\$ 843,340,126	\$ -	\$ 843,340,126	\$ 12,671,639,153	7.1%
Receipts	\$ 2,180,566,432	\$ -	\$ -	\$ -	\$ 2,180,566,432	0.0%
Net Appropriation	\$ 9,647,732,595	\$ 843,340,126	\$ -	\$ 843,340,126	\$ 10,491,072,721	8.7%
Positions (FTE)	1052.950	51.000	0.000	51.000	1103.950	4.8%



### **Key Recommendations for K-12 Education**

- Raising Pay/Compensation
- Ensuring safe and healthy schools
- Strengthening the educator workforce
- Student support
- Agency infrastructure and analytics
- Other items of significance



## Education

### Raising Pay/Compensation

#### Raising Teacher Pay to Best in Southeast

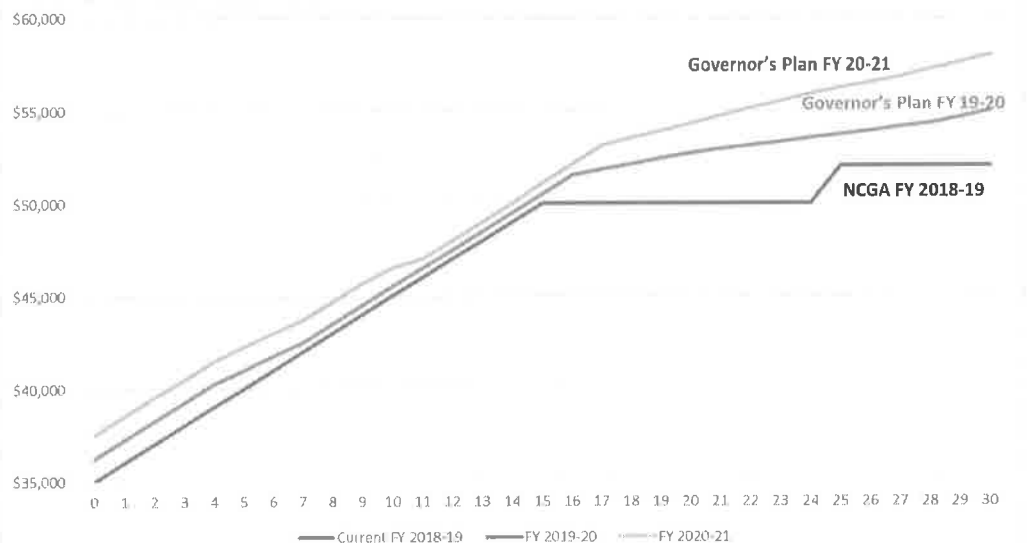
Invests nearly \$199M in FY19-20 and \$370M in FY20-21 to raise teacher salaries

- Total average increase of 9.1% over the biennium
- Eliminates salary plateau for experienced teachers

Restores master's pay for teachers and instructional support personnel (\$6.8M)

Allows teachers to use personal leave days without paying \$50 for substitute (\$6.5M)

#### Returns Teacher Salary to a 30 Year Annual Step Schedule





### **Principal and Assistant Principal Pay**

- Provides more than \$10.6M in FY 2019-20 and more than \$20.4M in FY 2020-21 to assistant principal and principal salaries
- Creates a new principal schedule based on principal experience and school size
  - Ties principal compensation to the “A” teacher salary schedule (step 10 + 24%)
  - Adds a supplement for schools with more than 1,800 students
- Maintains bonus program for principals who supervised a school in the top fifty percent (50%) of school growth in the state during the previous school year



## Education

### State Employees

- Salary & Benefit Increases for all State Employees
  - Provides greater of \$500 or 1.5% in both years of the biennium
  - Fully-funds retirement systems
  - Increase employer-paid health insurance premium by 4%
  - Provides a 2% nonrecurring retiree COLA
- Provides an additional \$500 salary increase for full-time 12-month non-certified public school personnel (e.g., teacher assistants, custodians, bus drivers)



### **Ensuring Safe and Healthy Schools**

- Adds flexible funding for school districts to hire more nurses, counselors, psychologists, social workers, and school resource officers (\$40M)
- Provides one-time funds for building improvements, equipment, communication systems, and training to improve security (\$15M)



## Education

### **Recruiting and Retaining Teachers**

- Invests in professional development for teachers and school leaders to improve student outcomes (\$5.325M)
- Expands the Teaching Fellows program (\$4M)
- Funds the cost for teachers to obtain National Board Certification (\$1.9M)
- Creates pilot program to recruit, retain, and support of teachers of color (\$1.8M)
- Provides funding for the North Carolina New Teacher Support Program to assist new teachers at low-performing schools (\$500K)
- Expands the pilot program to create advanced teaching roles and teacher career pathways (\$500K)
- Supports the “Grow Your Own” Teacher Cadet program (\$300K)
- Provides funding to North Carolina Center for Advanced Teaching to serve 1,200 additional teachers (\$500K)



### **Student Support**

- Invests in tools for classroom learning, including \$10M for textbooks and digital resources, \$15M for instructional supplies, and \$4M for ensure all LEAs have access to Statewide Learning Management System
- Provides funds to build out a Regional Support Model across the state to support all LEAs (\$4.7M, 38 new positions)
- Eliminates student co-pay for Child Nutrition reduced-price meals, providing free meals for up to an additional 115,000 students (\$5M)
- Allocates funds to expand opportunities for Academically Gifted students (\$3M)
- Expands support for the NC's three residential schools for the blind and deaf (\$1.5M)
- Supports 2 new Cooperative Innovative High Schools (CIHS) and 7 CIHS moving into 2<sup>nd</sup> year of operation
- Increases access for students to attend the Governor's School (\$300K)





## Education

### **Agency Infrastructure and Analytics**

- Provides \$20M to support DPI's School Business Systems Modernization (ERP) initiative to improve LEA financial and human resource management, efficiency, and reporting
- Provides funding to improve student data and information systems (\$2.85M)
- Improves the utility and efficiency of DPI's online educator licensure system
- Funds a centralized online teacher recruitment tool
- Allocates funds to evaluate the Rowan-Salisbury Renewal School District
- Builds capacity for data-driven analysis and decision-making across State government by providing 2 advanced analytics positions at DPI
- Creates purchasing and auditing positions at DPI to improve service
- Creates a data analytics section, a policy analyst position, and a rules coordinator to assist the State Board of Education



### **Other Items of Significance**

- Makes adjustments for enrollment (Average Daily Membership) and adjusts budgeted average salaries using actual salary data from December 2018
- Includes \$3.9 billion bond package (Invest NC), which includes \$2 billion for K-12 public schools



## **Post-Secondary Education**



## Education



- Serves almost 700,000 students enrolled in academic, workforce continuing education, and literacy courses at 58 colleges across the state.
- In 2017-18, graduated more than 47,000 students with a certificate, credential, or associate degree.
- Supports economic development and job creation in every county in the state through the Customized Training Program and Small Business Center Network.



## Education

### NC Community College System: Budget Overview

#### NC Community Colleges System (16800)

Year 1 FY 2019-20	Recommended Base Budget	Net Recurring	Net Nonrecurring	Recommended Change	Recommended Budget	% Δ from Base Budget
Requirements	\$ 1,561,623,007	\$ 48,900,426	\$ 6,761,105	\$ 55,661,531	\$ 1,617,284,538	3.6%
Receipts	\$ 393,206,608	\$ (1,983,422)	\$ -	\$ (1,983,422)	\$ 391,223,186	-0.5%
Net Appropriation	\$ 1,168,416,399	\$ 50,883,848	\$ 6,761,105	\$ 57,644,953	\$ 1,226,061,352	4.9%
Positions (FTE)	211.850	2.000	0.000	2.000	213.850	0.9%
Year 2 FY 2020-21	Recommended Base Budget	Net Recurring	Net Nonrecurring	Recommended Change	Recommended Budget	% Δ from Base Budget
Requirements	\$ 1,561,623,007	\$ 124,254,681	\$ -	\$ 124,254,681	\$ 1,685,877,688	8.0%
Receipts	\$ 393,206,608	\$ 33,016,578	\$ -	\$ 33,016,578	\$ 426,223,186	8.4%
Net Appropriation	\$ 1,168,416,399	\$ 91,238,103	\$ -	\$ 91,238,103	\$ 1,259,654,502	7.8%
Positions (FTE)	211.850	2.000	0.000	2.000	213.850	0.9%



## Education



**THE UNIVERSITY OF  
NORTH CAROLINA SYSTEM**

- Serves 237,000 students enrolled on 16 university campuses across the state and at the NC School of Science and Mathematics, a residential high school for gifted students.
- Graduates more than 55,000 students from over 200 academic degree programs every year.
- In 2017, brought in more than \$1.5 billion in research grants for innovative research and scholarship across the UNC System



## Education

# University of North Carolina System: Budget Overview

### The University of North Carolina (160xx)

Year 1 FY 2019-20	Recommended Base Budget	Net Recurring	Net Nonrecurring	Recommended Change	Recommended Budget	% Δ from Base Budget
Requirements	\$ 5,044,001,935	\$ 150,190,698	\$ (22,000,299)	\$ 128,190,399	\$ 5,172,192,334	2.5%
Receipts	\$ 1,951,505,950	\$ 40,398,254	\$ -	\$ 40,398,254	\$ 1,991,904,204	2.1%
Net Appropriation	\$ 3,092,495,985	\$ 109,792,444	\$ (22,000,299)	\$ 87,792,145	\$ 3,180,288,130	2.8%
Positions (FTE)	36206.345	2.000	0.000	2.000	36208.345	0.0%
Year 2 FY 2020-21	Recommended Base Budget	Net Recurring	Net Nonrecurring	Recommended Change	Recommended Budget	% Δ from Base Budget
Requirements	\$ 5,054,039,157	\$ 270,715,953	\$ 2,500,000	\$ 273,215,953	\$ 5,327,255,110	5.4%
Receipts	\$ 1,951,505,950	\$ 40,398,254	\$ -	\$ 40,398,254	\$ 1,991,904,204	2.1%
Net Appropriation	\$ 3,102,533,207	\$ 230,317,699	\$ 2,500,000	\$ 232,817,699	\$ 3,335,350,906	7.5%
Positions (FTE)	36206.345	2.000	0.000	2.000	36208.345	0.0%



### **Key Recommendations for Post-Secondary Education**

- Workforce training and development
- Degree and credential attainment and completion
- Data infrastructure and analytics
- Campus-specific investments
- Recommended budget policy
- Other items of significance





## Education

### **Workforce Training and Development**

- NC Job Ready Fund
- Creates the NC Grow Scholarship (\$45M over biennium)
  - Provides tuition and fees for curriculum students enrolled in high-demand fields with competitive wages (\$30M Y2)
  - Provides funding for students who enroll in non-credit, short-term workforce training programs that lead to an industry credential (\$5M Y1, \$10M Y2)
- Provides \$1,000 Finish Line Grants to assist students close to graduating but encountering financial emergencies that threaten their ability to remain enrolled (\$15M)



### **Degree and Credential Attainment and Completion**

- Invests \$25 million in the UNC system to improve graduation rates and reduce time-to-degree by providing state funding support for summer enrollments and an additional \$5 million to fund summer scholarships
- Establishes a scholarship program to encourage students to complete an associate degree at a community college before transferring to a UNC institution (\$2.6M)
- Provides funds for short-term workforce training programs (\$11M)
- Expands Need-Based Scholarships for students attending independent colleges and universities (\$5M)



## Education

### **Data Infrastructure and Analytics**

- Provides \$15M to begin modernization of Community College system-wide IT/business process infrastructure
- Increases funding for UNC Data Modernization initiative to improve financial reporting and student account management (\$500k)
- Builds capacity for data-driven analysis and decision-making across State government by providing 2 advanced analytics positions for system offices



### **Campus-Specific Investments**

- Funds four Multi-Campus Centers in the Community College System (Forsyth Tech, Guilford Tech, Wake Tech, & Richmond CC) to expand access
- Invests in critical initiatives across the UNC System:
  - NC A&T Doctoral programs (\$1M)
  - NCSU Federal matching funds (\$2M)
  - NCSSM Morganton campus operational funding (\$1.5M)
  - UNCP College of Health Sciences nursing expansion (\$1M)
- Bolsters UNC institutions that have special purpose missions, serve particular populations, or face diseconomies of scale (\$4.5M)



## Education

### **Recommended Budget Policy**

- Allows community colleges to earn budget FTE for instruction in local jails
- Expands carryforward authority for UNC from 2.5% to 7.5%, with additional authority limited to facility repairs and renovations
- Increases funds for NC Career Coaches program and adjusts local match requirements based on economic conditions of counties



### **Other Items of Significance**

- Makes adjustments for enrollment in CC and UNC systems over the 2019-21 biennium, including \$34M to shift UNC funding from projections to actuals in Y2.
- Fulfills NC Promise funding requirements by providing \$7M Y1 and \$14M Y2 to support projected growth in the program at UNC-Pembroke, Western Carolina, and Elizabeth City State.
- Begins the gradual elimination of the Opportunity Scholarships program by limiting future scholarships to FY 2018-19 recipients only and reducing funding accordingly

# Questions

For additional information and  
a complete inventory of all budget recommendations, please refer to:

Investments for a Determined North Carolina  
Governor Roy Cooper's Recommended Budget 2019-21

[www.osbm.nc.gov/BudgetBook\\_2019-21](http://www.osbm.nc.gov/BudgetBook_2019-21)





**Table 1. Governor's FY 2019-21 Teacher Compensation Recommendations**

Years of Exp.		Governor Recommendation		Change for Existing Teachers					
		FY 2019-20	FY 2020-21	FY 2019-20		FY 2020-21		FY 2020-21	
				\$ Increase v. 2018-19	% Increase v. 2018-19	\$ Increase v. 2019-20	% Increase v. 2019-20	\$ Increase v. 2018-19	% Increase v. 2018-19
A	B	C	D	(C1-B0)	(C1-B0)/B0	(D1-C0)	(D1-C0)/C0	(D2-B0)	(D2-B0)/B0
0	35,000	36,250	37,500						
1	36,000	37,250	38,500	2,250	6.4%	2,250	6.2%		
2	37,000	38,250	39,500	2,250	6.3%	2,250	6.0%	4,500	12.9%
3	38,000	39,250	40,500	2,250	6.1%	2,250	5.9%	4,500	12.5%
4	39,000	40,250	41,500	2,250	5.9%	2,250	5.7%	4,500	12.2%
5	40,000	41,000	42,250	2,000	5.1%	2,000	5.0%	4,250	11.2%
6	41,000	41,750	43,000	1,750	4.4%	2,000	4.9%	4,000	10.3%
7	42,000	42,500	43,750	1,500	3.7%	2,000	4.8%	3,750	9.4%
8	43,000	43,500	44,700	1,500	3.6%	2,200	5.2%	3,700	9.0%
9	44,000	44,500	45,700	1,500	3.5%	2,200	5.1%	3,700	8.8%
10	45,000	45,500	46,500	1,500	3.4%	2,000	4.5%	3,500	8.1%
11	46,000	46,500	47,000	1,500	3.3%	1,500	3.3%	3,000	6.8%
12	47,000	47,500	48,000	1,500	3.3%	1,500	3.2%	3,000	6.7%
13	48,000	48,500	49,000	1,500	3.2%	1,500	3.2%	3,000	6.5%
14	49,000	49,500	50,000	1,500	3.1%	1,500	3.1%	3,000	6.4%
15	50,000	50,500	51,100	1,500	3.1%	1,600	3.2%	3,100	6.5%
16	50,000	51,500	52,100	1,500	3.0%	1,600	3.2%	3,100	6.3%
17	50,000	51,800	53,100	1,800	3.6%	1,600	3.1%	3,100	6.2%
18	50,000	52,100	53,500	2,100	4.2%	1,700	3.3%	3,500	7.0%
19	50,000	52,400	53,900	2,400	4.8%	1,800	3.5%	3,900	7.8%
20	50,000	52,700	54,300	2,700	5.4%	1,900	3.6%	4,300	8.6%
21	50,000	52,900	54,700	2,900	5.8%	2,000	3.8%	4,700	9.4%
22	50,000	53,100	55,100	3,100	6.2%	2,200	4.2%	5,100	10.2%
23	50,000	53,300	55,500	3,300	6.6%	2,400	4.5%	5,500	11.0%
24	50,000	53,500	55,900	3,500	7.0%	2,600	4.9%	5,900	11.8%
25	52,000	53,700	56,200	3,700	7.4%	2,700	5.0%	6,200	12.4%
26	52,000	53,900	56,500	1,900	3.7%	2,800	5.2%	6,500	13.0%
27	52,000	54,100	56,800	2,100	4.0%	2,900	5.4%	4,800	9.2%
28	52,000	54,300	57,200	2,300	4.4%	3,100	5.7%	5,200	10.0%
29	52,000	54,600	57,600	2,600	5.0%	3,300	6.1%	5,600	10.8%
30	52,000	55,000	58,000	3,000	5.8%	3,400	6.2%	6,000	11.5%

**Table 2: 2019-2021 Base Principal Salary Schedules**

Years of Experience as a Principal (Step)	Governor's Recommended Schedule	
	2019-20	2020-21
0	67,704	69,192
1	69,058	70,576
2	70,439	71,988
3	71,848	73,428
4	72,926	74,529
5	74,020	75,647
6	75,130	76,782
7	76,069	77,742
8	77,020	78,714
9	77,790	79,501
10	78,568	80,296
11	79,354	81,099
12	80,148	81,910
13	80,949	82,729
14	81,758	83,556
15	82,576	84,392
16	83,402	85,236
17	84,236	86,088
18	85,078	86,949
19	85,929	87,818
20+	86,788	88,696

**Table 3: 2019-2021 Complementary Principal Salary Schedule**

Avg. Daily Membership	Annual Supplement
0-400	-
401-700	\$1,000
701-1,000	2,500
1,001-1,300	4,000
1,300-1,800	5,500
1,800 +	7,000

## **GOVERNOR'S FY 2019-21 ALLOCATION RECOMMENDATIONS**

### **EDUCATION LOTTERY FUNDS**

	<b>FY 2019-2020</b>	<b>FY 2020-2021</b>
Noninstructional Support Personnel	\$385,914,455	\$385,914,455
Prekindergarten Program	94,152,110	94,152,110
Public School Building Capital Fund	100,000,000	100,000,000
Needs-Based Public School Capital Fund	75,000,000	75,000,000
Scholarships for Needy Students	30,450,000	30,450,000
UNC Need-Based Financial Aid	10,744,733	10,744,733
<b>TOTAL APPROPRIATION</b>	<b>\$696,261,298</b>	<b>\$696,261,298</b>

### **CIVIL PENALTY AND FORFEITURE FUND**

	<b>FY 2019-2020</b>	<b>FY 2020-2021</b>
School Technology Fund	\$18,000,000	\$18,000,000
Drivers Education	27,393,768	27,393,768
State Public School Fund	147,041,640	147,041,640
LEA Transportation	21,386,090	21,386,090
<b>TOTAL APPROPRIATION</b>	<b>\$213,821,498</b>	<b>\$213,821,498</b>





## Invest NC

INVESTMENTS *for a*  
Determined North Carolina

Governor Cooper proposes putting a bond worth \$3.9 billion before voters to invest in better schools and other critical infrastructure. The Invest NC Bond is the smartest and most fiscally responsible option for making these investments and allows voters to decide. A bond offers stability for school districts, colleges and universities and local governments planning their budgets and facing infrastructure needs.

### Invest NC

Governor Cooper's budget places Invest NC, a \$3.9 billion General Obligation Bond, on the November 2020 ballot to ask voters to address key infrastructure needs across the state. With debt payments from past bonds declining steadily, now is the time to invest in good schools and infrastructure without growing state debt. Invest NC would get hammers swinging across North Carolina on key projects without harmful cuts to other critical areas.

Invest NC includes investments for:

- **Public Schools:** Invests \$2 billion to build and renovate K-12 public schools that currently face \$8 billion in construction needs. North Carolina schools have waited 23 years since the state's last construction bond and with debt service from past bonds declining steadily over the next decade, this is the right moment to lock in funding for new school construction. See how much funding each NC public school system would receive through Invest NC [HERE](#).
- **University of North Carolina System:** Invests \$500 million to improve facilities at campuses within the University of North Carolina system, helping to meet \$4 billion in identified needs. See the complete list of projects Invest NC would fund on UNC System campuses [HERE](#).
- **Community Colleges:** Invests \$500 million for the North Carolina Community College system, including \$300 million for new capital and renovation projects at community college campuses throughout the state and \$200 million for collaborative regional projects to prepare workers for jobs in key industries. See how much funding each local community college would receive through Invest NC [HERE](#).
- **Clean Water Infrastructure:** Invests \$800 million in aging water and sewer infrastructure across the state. Reliable, resilient water and sewer systems are vital for public health and economic development. Communities across North Carolina currently face nearly \$17 billion in necessary upgrades and if the bond is approved, local systems can apply for grants and loans to improve water and sewer infrastructure and make it more resilient to natural disasters.
- **Museum and Zoo:** Invests \$100 million to renovate the NC Museum of History and complete the NC Zoo's Australasia Continent project, which started with funds from the Connect NC Bond. These institutions play vital roles in educating students and contributing to North Carolina's tourism industry.

# Invest NC Bond: Public Schools

Allocation Methodology			
Base Amount		1,000,000,000	
ADM		750,000,000	
Low Wealth		250,000,000	
LEA	Amount	LEA	Amount
Alamance-Burlington Schools	26,857,645	Mooresville Graded School District	5,388,789
Alexander County Schools	14,822,311	Jackson County Schools	11,949,587
Alleghany County Schools	10,707,147	Johnston County Schools	45,319,606
Anson County Schools	13,768,307	Jones County Schools	10,799,006
Ashe County Schools	11,550,324	Lee County Schools	18,064,478
Avery County Schools	11,023,857	Lenoir County Public Schools	18,143,649
Beaufort County Schools	14,330,829	Lincoln County Schools	16,142,108
Bertie County Schools	12,468,508	Macon County Schools	12,313,025
Bladen County Schools	14,554,248	Madison County Schools	11,333,546
Brunswick County Schools	16,630,671	Martin County Schools	13,116,538
Buncombe County Schools	20,934,516	McDowell County Schools	15,628,523
Asheville City Schools	3,867,805	Charlotte-Mecklenburg Schools	86,897,823
Burke County Schools	21,512,844	Mitchell County Schools	11,093,403
Cabarrus County Schools	25,849,826	Montgomery County Schools	12,976,867
Kannapolis City Schools	4,591,770	Moore County Schools	16,629,114
Caldwell County Schools	20,804,324	Nash-Rocky Mount Schools	23,887,483
Camden County Schools	11,333,253	New Hanover County Schools	23,686,565
Carteret County Public Schools	14,316,089	Northampton County Schools	11,731,967
Caswell County Schools	12,664,539	Onslow County Schools	26,720,266
Catawba County Schools	15,317,630	Orange County Schools	7,519,545
Hickory City Schools	3,943,471	Chapel Hill-Carrboro City Schools	12,770,430
Newton-Conover City Schools	2,887,083	Pamlico County Schools	10,648,997
Chatham County Schools	14,675,893	Elizabeth City-Pasquotank Public Schools	14,902,100
Cherokee County Schools	12,273,076	Pender County Schools	17,744,562
Edenton-Chowan Schools	11,458,040	Perquimans County Schools	10,945,109
Clay County Schools	10,670,803	Person County Schools	12,908,049
Cleveland County Schools	23,210,553	Pitt County Schools	29,713,923
Columbus County Schools	14,150,675	Polk County Schools	11,093,949
Whiteville City Schools	5,739,591	Randolph County Schools	23,668,817
Craven County Schools	18,769,985	Asheboro City Schools	6,609,892
Cumberland County Schools	47,773,490	Richmond County Schools	18,405,869
Currituck County Schools	12,135,459	Public Schools of Robeson County	41,561,195
Dare County Schools	12,763,169	Rockingham County Schools	21,373,658
Davidson County Schools	22,192,642	Rowan-Salisbury Schools	25,216,819
Lexington City Schools	3,586,151	Rutherford County Schools	18,080,352
Thomasville City Schools	2,657,740	Sampson County Schools	16,570,648
Davie County Schools	13,255,702	Clinton City Schools	6,042,259
Duplin County Schools	20,996,287	Scotland County Schools	17,141,683
Durham Public Schools	27,175,053	Stanly County Schools	17,463,902
Edgecombe County Public Schools	16,854,482	Stokes County Schools	15,438,217
Winston Salem/Forsyth County Schools	38,285,880	Surry County Schools	14,243,036
Franklin County Schools	18,095,709	Elkin City Schools	2,132,299
Gaston County Schools	30,833,747	Mount Airy City Schools	2,979,798
Gates County Schools	11,827,827	Swain County Schools	11,231,618
Graham County Schools	10,673,715	Transylvania County Schools	11,790,712
Granville County Schools	18,286,282	Tyrrell County Schools	10,626,748
Greene County Schools	14,001,265	Union County Public Schools	31,503,084
Guilford County Schools	47,516,692	Vance County Schools	17,229,437
Halifax County Schools	6,443,718	Wake County Schools	94,430,859
Roanoke Rapids City Schools	7,483,785	Warren County Schools	11,336,112
Weldon City Schools	2,343,407	Washington County Schools	11,407,172
Harnett County Schools	33,785,254	Watauga County Schools	12,435,036
Haywood County Schools	13,778,200	Wayne County Public Schools	28,206,384
Henderson County Schools	17,023,185	Wilkes County Schools	18,033,517
Hertford County Schools	13,048,975	Wilson County Schools	19,762,267
Hoke County Schools	21,643,217	Yadkin County Schools	15,065,042
Hyde County Schools	10,313,076	Yancey County Schools	11,145,010
Iredell-Statesville Schools	18,339,831	<b>Total</b>	<b>2,000,000,000</b>

### Invest NC Bond: University of North Carolina

Campus	Project	Amount
Appalachian State	Wey Hall Renovation	25,200,000
East Carolina	Howell Science Complex Renovation	38,580,000
Elizabeth City State	Library Replacement	28,800,000
Fayetteville State	Rosenthal and Chick Building Renovation	13,700,000
NC A&T	Carver Hall Renovations	18,500,000
NC Central	Lee Biology Building Renovation	8,100,000
NC State	Daniels Hall Building Renovation	37,800,000
UNC Asheville	Justice Center Renovation	26,800,000
UNC Chapel Hill	Carrington Hall Renovation	40,500,000
UNC Charlotte	Cameron and Burson Renovations	27,000,000
UNC Greensboro	Jackson Library Renovation and Addition	75,600,000
UNC Pembroke	Givens Performing Arts Center Renovation	28,080,000
UNC School of the Arts	Stevens Center Renovation	37,980,000
UNC Wilmington	Randal Library Renovation	56,400,000
Western Carolina	Moore Building Renovation	10,900,000
Winston Salem State	Hauser Building Renovation and Addition	15,100,000
NC School of Science and Math	Durham Campus Renovations	10,960,000
<b>Total</b>		<b>500,000,000</b>

### Invest NC Bond: NC Community Colleges

College	Amount	College	Amount
Alamance	5,208,446	Martin	3,596,531
Asheville-Buncombe	7,674,446	Mayland	2,762,350
Beaufort County	3,506,272	McDowell Tech	2,704,014
Bladen	3,274,654	Mitchell	3,465,636
Blue Ridge	3,102,116	Montgomery	2,916,279
Brunswick CC	2,835,793	Nash	5,295,128
Caldwell	5,000,623	Pamlico	1,852,568
Cape Fear	7,928,709	Piedmont	3,168,468
Carteret	2,216,231	Pitt	8,555,417
Catawba Valley	5,937,352	Randolph	3,980,619
Central Carolina	5,923,335	Richmond	4,491,480
Central Piedmont	15,764,095	Roanoke-Chowan	3,008,273
Cleveland	4,277,918	Robeson	4,696,470
College of the Albemarle	6,059,511	Rockingham	4,286,334
Coastal Carolina	4,351,331	Rowan-Cabarrus	7,175,882
Craven	4,069,140	Sampson	3,024,075
Davidson County	5,186,257	Sandhills	4,422,653
Durham Tech	5,418,808	South Piedmont	3,648,592
Edgecombe	4,522,865	Southeastern	4,004,465
Fayetteville Tech	13,136,041	Southwestern	4,511,990
Forsyth Tech	8,272,056	Stanly	4,115,667
Gaston College	5,884,411	Surry	4,972,416
Guilford Tech	12,264,749	Tri-County	2,628,483
Halifax	3,479,856	Vance-Granville	5,414,978
Haywood	2,772,246	Wake Tech	18,378,704
Isothermal	4,176,804	Wayne	5,007,050
James Sprunt	2,586,064	Western Piedmont	4,165,443
Johnston	4,296,762	Wilkes	4,361,402
Lenoir	6,238,158	Wilson	4,023,584
<b>Total Community College New Capital and Renovation</b>			<b>300,000,000</b>
<b>Community College Regional Prosperity Zone Projects</b>			<b>200,000,000</b>



**VISITOR REGISTRATION SHEET**  
 Joint Appropriations on Education/Higher Ed

(Committee Name)

3-12-19

Date

**VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK**

<u>NAME</u>	<u>FIRM OR AGENCY AND ADDRESS</u>
J Goodman	CCC
Ed Dennison	Moore County BOE BOD NCSBA
Alexis Schmitt	NC DPI
Cecilia Holden	SBE
Elizabeth Belverton	NCASA
Katherine Joyce	NCASA
Geoff Coltrane	Gov Office
Sallie James	Gov Office
RICHARD SULLINS	WAKE TECH
Austen Howell	UNC system
Drew Boretz	unc system
Amy Anth	UNC-Chapel Hill
M Hill	Jim Consulting
Ed Ingham	BP
Chloe Gossage	DPI
Harry Zep	MUC
LAURA PURYEAR	MWELL



**VISITOR REGISTRATION SHEET**  
Joint Appropriations on Education/Higher Ed

(Committee Name)

3-12-19

Date

**VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK**

<u>NAME</u>	<u>FIRM OR AGENCY AND ADDRESS</u>
Erin Matteson	OSBM
ADAM BRUEGGEMANN	OSBM
Mark Bando	OSBM
Richard Bostei	NCSBA
Tom West	NCLICU
Jennifer Preston	College Advising Corps
Kristin Walker	OSBM
Charles Pejura	OSBM
James Robinson	OSBM
Anno Bacon	NCCCS
Elizabeth Hunter	NCCCS
Leah Sutton	Best NC
Constance Clark	Best NC
Adam Prudence	NCHC
Sherry Thomas	NC DPI
Bruce Midwest	NCSBA
Mary Shuping	NCCCS

Q2B.W

Winnipeg 2008

**VISITOR REGISTRATION SHEET**  
Joint Appropriations on Education/Higher Ed

(Committee Name)

3-12-19

Date

**VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK**

<u>NAME</u>	<u>FIRM OR AGENCY AND ADDRESS</u>
<i>Gayle</i>	<i>Kee Policy Group</i>
<i>Dr. MANNING</i>	<i>BEVERLY HILLS</i>



**VISITOR REGISTRATION SHEET**  
Joint Appropriations on Education/Higher Ed

(Committee Name)

3-12-19

Date

**VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK**

<u>NAME</u>	<u>FIRM OR AGENCY AND ADDRESS</u>
Lee T. Morgan	TAI







## AGENDA

### JOINT MEETING: HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION AND SENATE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

March 14, 2019 8:30 a.m.  
Legislative Office Building - Room 423

#### House Subcommittee Co-Chairs

Rep. Jeffrey Elmore  
Rep. John A. Fraley  
Rep. D. Craig Horn  
Rep. Pat B. Hurley  
Rep. John Sauls

#### Senate Subcommittee Co-Chairs

Sen. Deanna Ballard  
Sen. Jerry W. Tillman

#### House Subcommittee Vice-Chairs

Rep. Linda P. Johnson

#### House Subcommittee Members

Rep. Jay Adams  
Rep. Cynthia Ball  
Rep. Cecil Brockman  
Rep. Susan C. Fisher  
Rep. James D. Gailliard  
Rep. Terry E. Garrison  
Rep. Rosa U. Gill  
Rep. Holly Grange  
Rep. Bobby Hanig  
Rep. Marvin W. Lucas

#### Senate Subcommittee Members

Sen. W. Ted Alexander  
Sen. Don Davis  
Sen. Chuck Edwards  
Sen. Rick Horner  
Sen. Todd Johnson  
Sen. Wiley Nickel  
Sen. Erica D. Smith  
Sen. Joyce Waddell

#### **I. Welcome & Opening Remarks**

Senator Ballard,  
Presiding Co-Chair

#### **II. State Board of Education**

*Eric Davis*  
*Chairman*  
State Board of Education

#### **III. Department of Public Instruction**

*Mark Johnson*  
*Superintendent of Public Instruction*  
Department of Public Instruction

**Adjourn**

**NEXT MEETING:  
Tuesday, March 19<sup>th</sup>**



**Senate Committee on Appropriations on Education/Higher Education  
Thursday, March 14, 2019 at 8:30 AM  
Room 423 of the Legislative Office Building**

**MINUTES**

The Senate Committee on Appropriations on Education/Higher Education met at 8:30 AM on March 14, 2019 in Room 423 of the Legislative Office Building. 21 Senate and House members were present.

Senator Deanna Ballard, Chair, presided. Senator Ballard called the meeting to order and recognized the pages and sergeant-at-arms.

Chairwoman Ballard recognized Eric C. Davis, Chairman of the State Board of Education. Chairman Davis presented the State Board of Education's 2019 Legislative Expansion Budget Proposal. This presentation is included as Attachment I and is made part of the minutes.

Following Chairman Davis's presentation, Chairwoman Ballard recognized members for questions and comments.

Chairwoman Ballard then recognized Mark Johnson, Superintendent of Public Instruction for the Department of Public Instruction. Superintendent Johnson gave brief remarks on the on the State Board of Education's 2019 Legislative Expansion Budget Proposal.

Following Superintendent Johnson's remarks, Chairwoman Ballard recognized members for questions and comments.

The meeting adjourned at 9:32 AM.



Senator Deanna Ballard, Chair  
Presiding



William Verbiest, Committee Clerk





Public Schools of North Carolina

# 2019 Legislative Expansion Budget Proposal



Eric C. Davis  
NC State Board of Education Chair

March 14, 2019

# 2019-2021 K-12 Education Joint Expansion Budget Process

- The Governor requested a 2% expansion budget proposal.
- SBE solicited input from DPI, State Superintendent and K-12 education stakeholders.
- Final proposal to Governor reflects approval by SBE, upon agreement from State Superintendent.



# 2019-2021 Expansion Budget

	Recurring	Non-recurring	Total
<b>Total DPI Request</b>	*\$11,227,931	\$1,461,000	*\$12,688,931
<b>Total Public School Funds</b>	\$177,857,209	\$275,000	\$178,132,209
<b>2% Expansion Request</b>	<b>\$189,085,140</b>	<b>\$1,736,000</b>	<b>190,821,140</b>

\*\$5.5M of total DPI request is for direct-impact school support related services

<b>Budget base for 2% calculation</b>	<b>\$9,541,056,979</b>
---------------------------------------	------------------------



# State Board of Education Budget Priorities

- **Recruit & Retain Top Talent: #1 in Southeast**
  - Teacher, principal and employee competitive compensation
- **Safe Schools and Healthy Students**
  - Nurses, counselors, psychologists, social workers, resource officers
  - School facilities
  - Student nutrition
- **Quality Education for Every Student**
  - Early learning: Read to Achieve
  - Turnaround low-performing schools
  - School options to address every child's needs
  - Personalized learning & instructional supports
- **Quality Educators**
- **Agency Infrastructure & Resources**
- **Data-Driven Decisions & Aligned Resources**





# Special Comments

**Color-coding** on following slides denotes items included in:

- **Green:** SBE/DPI/Superintendent joint budget, separate Superintendent budget AND Governor budget.
- **White:** SBE/Joint budget OR Governor's budget but NOT both.

**Asterisk:** SBE/DPI/Superintendent joint budget but NOT separate Superintendent budget.

## Notes:

- Requested amounts or special provisions may vary across budgets.
- Non-inclusion in SBE/DPI/Superintendent joint budget does not indicate lack of support by SBE for requested item. SBE/Joint budget priorities reflect limit of 2% expansion request.
- Separate Superintendent requests that are not reflected in "joint budget" are not accounted for in this presentation.



# Recruit & Retain Top Talent

	Expansion Budget Item	SBE/DPI/ Superintendent Joint Request	Governor
<b>Effective Educators</b>	Principal & teacher pay (including advanced roles pay) is in addition to expansion budget requests.	Goal is #1 in Southeast: Teacher and Principal Compensation  Competitive Compensation for All Employees	9.1% avg Teacher Increase + \$6.8M Master's Pay + \$500K Advanced Roles + \$6.5M R Elimination of \$50/day for Substitute Teacher + \$500K New Teacher Support + \$1.9M to cover National Board Cert + \$1.8M Recruit, Retain, Support Teachers of Color + \$300K "Grow Your Own" Teachers  \$5M/\$10M Principal Increase + \$5.6M/\$10.5M Asst Principal  \$500 or 1.5% Increase Other Employees
	Teacher Recruitment Tool	\$400K R	\$400K R
	Licensure System Enhancements	\$65K R* \$361K NR*	\$65K R \$361K NR



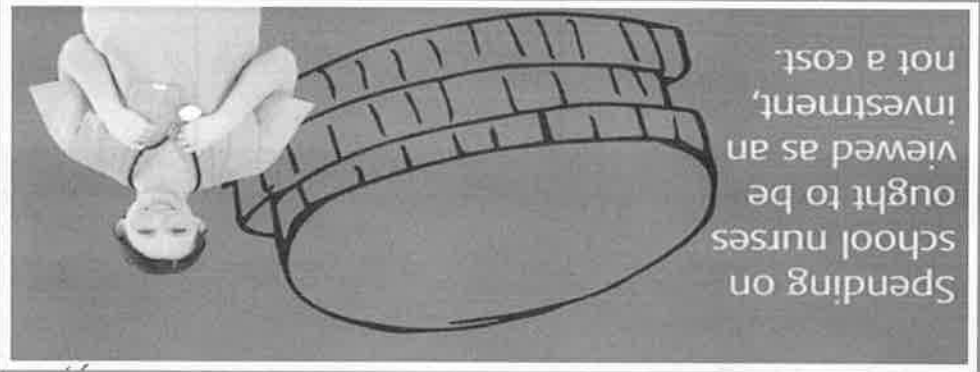
# School Support Positions

	National Recommended Ratio (1 FTE: ADM)	2017-18 NC Ratio (1FTE: ADM)	Total Requirements (assuming charters needs match same rate as LEAs)
<b>Nurses</b>	1:750	1:1055	\$47,473,717
<b>Psychologists</b>	1:700	1:1857	\$104,516,408
<b>Counselors</b>	1:250	1:351	\$134,880,048
<b>Resource Officers</b>	1:1000	1:1209	\$13,963,905
<b>Social Workers</b>	1:250	1:1427	\$387,415,545
<b>Total requirements</b>			\$688,249,623

SBE funding request would allow for 10-year implementation to meet national recommended ratios.



# School Support: Return on Investment



## 2011 Study Assessed Value of School Nurses in a School District:

- ~17,000 students; 16 schools w/o nurse
- Time reported on student health issues:
  - Teachers = 26 minutes/day
  - Clerical staff & APs = >60 minutes/day
- With nurses on school campuses, schools reported time savings of ~13 hours/day
- Nurses saved ~\$133k/yr in school staff time spent on student health services
- Separate Massachusetts's study found nurse program present in schools prevented:
  - \$20 million in medical costs
  - \$28.1 million in parental productivity loss
  - \$129.1 million in teacher productivity loss

## 2017 Program Evaluation Division Nurse's Study

# Safe Schools and Healthy Students

	<b>Expansion Budget Item</b>	<b>SBE/DPI/ Superintendent Joint Request</b>	<b>Governor</b>
<b>Physical &amp; Mental Health</b>	School Support Positions/Safety funds: toward goal of national recommended ratios	\$71.5M R	\$40M R
<b>Safe Facilities</b>	Investment in School Capital Infrastructure	Supportive of State funding for school construction	\$3.9B bond
	Public Safety Improvements Reserve: building improvements, training, equipment, etc.		\$15M NR
<b>Student Nutrition</b>	\$5M student co-pay for Free & Reduced Lunch (40 cents/pupil)	\$5M R*	\$5M R
	\$15M placeholder for federally-assisted School Nutrition Programs to purchase locally-grown agricultural products	\$15M R*	



# Quality Education for Every Student

	Expansion Budget Item	SBE/DPI/ Superintendent Joint Request	Governor
<b>Early Literacy</b>	Pre-K Seats (DHHS)		
	\$1M local grants for innovative kindergarten readiness initiatives	\$1M R	
	SBE requesting adjustments in Read to Achieve Funding use restrictions to maximize student outcomes	Existing funding	
<b>Low-Performing Schools &amp; Students</b>  <b>Innovative turn-around strategies</b>	<i>Innovative School District Operating Funds</i>	\$300K R*	
	College Career Readiness Graduate remediation tool (1 FTE)	\$450K R*	
	Rowan Salisbury Renewal District Evaluation	\$300K NR*	\$300K NR



# Student & School Support

## Regional Model

	Expansion Budget Item	SBE/DPI/ Superintendent Joint Request	Governor
<b>Turn around low- performing schools</b>	Specialized Instructional Support (SIS): support for Counselors, Social Workers, Nurses, Psychologists & coordination of regional service providers/partners (1 DPI-based consultant) (9 FTEs)	\$900K R	\$900K R
	Military Family Counselors & Training/Pgm startup; DPI FTE support for military districts (3 FTEs)	\$350K R	\$350K R
	Regional Accountability Coordinators (RACs) (2 FTEs)	\$400K R*	\$400K R
	School Building Technology Regional Support, \$4M technology internships & OE (8 FTEs)	\$5.04M R*	\$1M R
	Talent Dev Staff: Advanced Learning (8 FTEs)	\$1M R*	\$1M R
	Personalized Learning & Standards / Curriculum & Instruction Support (8 FTEs)	\$1.05M R*	\$1.05M R





# Educational Opportunities for Every Student

	<b>Expansion Budget Item</b>	<b>SBE/DPI/ Superintendent Joint Request</b>	<b>Governor</b>
<b>Educational Opportunity for All Students</b>	9 Additional Cooperative Innovative High Schools	\$1.51 R*	\$1.51M R
	Residential Schools renovations, repairs and operating funds	\$3M R*	\$1.5M R
	Governor's School Operating Funds	\$200K R*	\$300K R
	Academically Gifted Students (grants focused on increasing under-represented populations)		\$3M R





# Personalized Learning

	Expansion Budget Item	SBE/DPI/ Superintendent Joint Request	Governor
<b>Personalized Learning Tools, Materials &amp; Curriculum Content</b>	Statewide student learning mgt. system	\$3.9M R	\$4M NR
	School textbooks/digital learning resources	\$10M R	\$10M NR
	Statewide contract: instructional on-line content	\$6M R*	
	Restore \$2.4M Digital Learning funds	\$2.4M R	
	Instructional materials & classroom supplies for personalized learning	\$18M R*	\$15M NR
	Homework Gap (DIT budget)		\$5M R



# Quality Educators

	Expansion Budget Item	SBE/DPI/ Superintendent Joint Request	Governor
<b>Personalized Learning Professional Development &amp; Initiatives</b>	\$5.6M digital literacy, personalized learning, etc. professional development	\$5.6M R	\$5.825M R  (\$500K NCCAT + \$5M teacher PD + \$325K principal PD)
	Home Base professional learning 2 FTEs & on-line professional learning licenses	\$262,931 R*	\$250K R



# Updated and Secure Systems

	Expansion Budget Item	SBE/DPI/ Superintendent Joint Request	Governor
<b>Up-to-date Financial, Business &amp; Technology Systems (serve students, parents, educators &amp; decision-makers)</b>	Business Systems Modernization	\$30M R	\$20M IT Reserve
	Implement EY recommendations for Student Information System & other systems support & analysis (2 FTEs)	\$2.35M R*	\$2.35M R
	Charter Schools Data Mgt System	\$250K R*	\$250K R
	DIT transition & security patches & software updates	\$150K R*	
	Cybersecurity advisory & consulting services & training	\$550K R*	



# Agency Infrastructure and Resources

	Expansion Budget Item	SBE/DPI/ Superintendent Joint Request	Governor
<b>Aligned Resources for Effective &amp; Reliable Services</b>	DPI Purchasing & Contracts 1 FTE	\$130K R*	\$130K R
	Internal Auditor & State Auditor Reports 1 FTE	\$145K R*	\$140K R
	Finance School Business Positions 2 FTEs	\$250K R*	
	DPI Safety Related Capital Improvements	\$500K NR*	
	Technical ADM Adjustments		\$22M /\$44M R



# Data Driven Decisions & Aligned Resources

	Expansion Budget Item	SBE/DPI/ Superintendent Joint Request	Governor
<b>Data informed policy &amp; legislation that aligns with improved student outcomes</b>	SBE DOJ Attorneys 2 contracted positions	\$300K R*	
	SBE Rules Coordinator 1 FTE	\$135K R*	\$135K R
	SBE Policy Analyst		\$125K R
	Data Analytics unit and dashboard (5 FTEs)	\$1.2M R	\$998,207 R



# State Board of Education Budget Priorities

- **Recruit & Retain Top Talent: #1 in Southeast**
  - Teacher, principal and employee competitive compensation
- **Safe Schools and Healthy Students**
  - Nurses, counselors, psychologists, social workers, resource officers
  - School facilities
  - Student nutrition
- **Quality Education for Every Student**
  - Early learning: Read to Achieve
  - Turnaround low-performing schools
  - School options to address every child's needs
  - Personalized learning & instructional supports
- **Quality Educators**
- **Agency Infrastructure & Resources**
- **Data-Driven Decisions & Aligned Resources**





Public Schools of North Carolina

**Questions?**



# Appendix





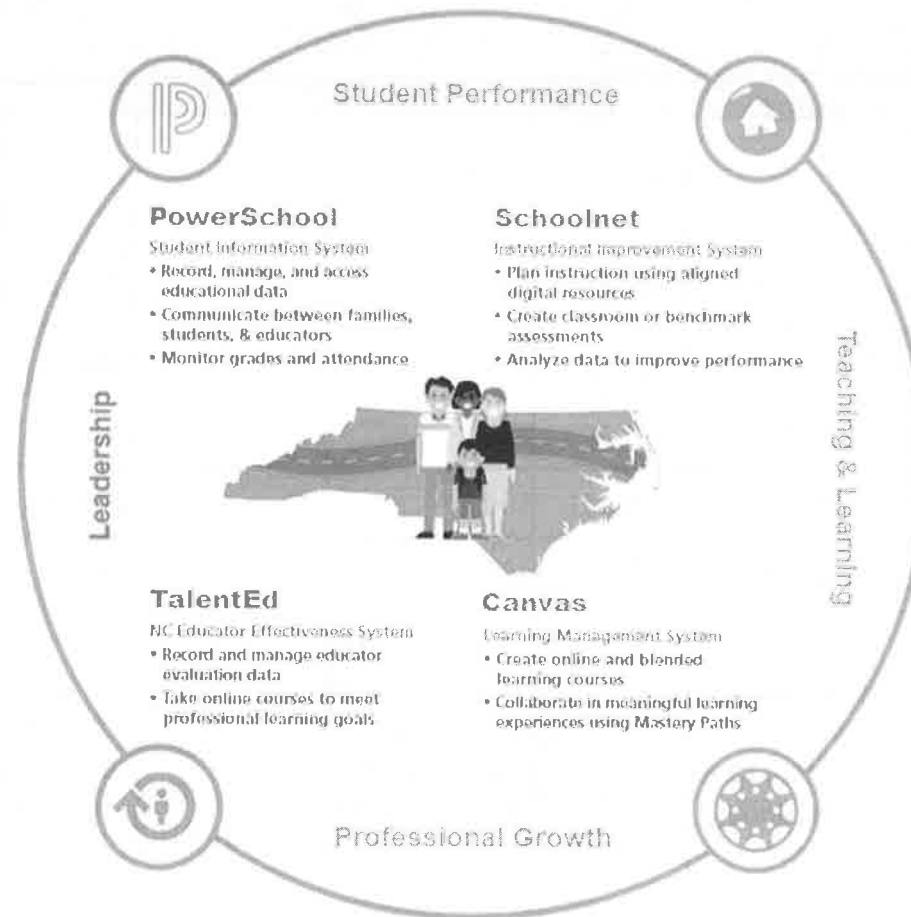
# School Support Positions

	National Recommended Ratio (1 FTE: ADM)	2017-18 NC Ratio (1FTE: ADM)	2017-18 LEA FTE Instructional Support - All funded	Total Additional LEA FTE required to meet national average	Average Salary/ Benefits	LEAs Requirements to Achieve National Recommended Ratios	Charters Requirements to Achieve National Recommended Ratios	Total Requirements (assuming charters needs match same rate as LEAs)
<b>Nurses</b>	1:750	1:1055	1348	587	\$75,630	\$44,364,457	\$3,109,259.72	\$47,473,717
<b>Psychologists</b>	1:700	1:1857	781	1,291	\$75,630	\$97,671,175	\$6,845,233.10	\$104,516,408
<b>Counselors</b>	1:250	1:351	4137	1,667	\$75,630	\$126,046,168	\$8,833,879.61	\$134,880,048
<b>Resource Officers</b>	1:1000	1:1209	1200	250	\$52,000	\$13,049,348	\$914,556.71	\$13,963,905
<b>Social Workers</b>	1:250	1:1427	1016	4,787	\$75,630	\$362,042,020	\$25,373,525.18	\$387,415,545
<b>Total requirements</b>						\$643,173,168	\$45,076,454	\$688,249,623



# The **HOME BASE** Ecosystem

High Quality Digital Resources for Every District



Learn more about the Home Base applications at  
<https://homebase.ncpublicschools.gov/applications>





## 2019 Non-Appropriation Legislative Requests

### Legislative Request and SBE Action

#### Early Literacy

Partner with GA on **Read to Achieve** recommendations to maximize student outcomes. Examples may include:

District flexibility to deploy unused summer reading camp funds on evidence-based teacher supports.

Targeted spending on evidence-based practices to improve reading scores.

District ability to request teacher, TA and textbook allotment flexibility if plan improves reading.

Strengthen teacher preparation focus on reading instruction.

Greater teacher support: reading coaches and high quality curriculum.

Improve quality of summer reading camps.

***Note: SBE budget requests focus on major factors that impact children's 3<sup>rd</sup> grade reading proficiency.***



## 2019 Non-Appropriation Legislative Requests

### Legislative Request and SBE Action

#### Comprehensive Turn Around Strategy Considerations

Shifting focus from limited, targeted intervention to a model that offers a continuum of progressive support, including but not limited to: Regional System of Support, MTSS, Restart, Turnaround.....and the ISD

Innovative School District process improvements

Refining the identification timeline of and communication process to ISD eligible schools

I-Zone participation w/o retribution of entry to ISD

Schools meeting growth would no longer be considered as low performing

***Note: SBE budget requests for regional model, school support positions and data analytics undergird turn-around strategies.***



## 2019 Non-Appropriation Legislative Requests

Legislative Request
<b>SBE Executing with Fidelity</b>
Rulemaking Requirements (extend interim and permanent rule dates by one year)
PEPSC : Stagger terms & reappointments
Licensure Exemption from Rulemaking
<b><i>Note: SBE budget request for rulemaking coordinator aligns with extension.</i></b>



## 2019 Non-Appropriation Legislative Requests

### Legislative Request

#### Local Funding, Accountability & Flexibility

Permanent 15 point A-F grading scale : reverts to 10 point scale next year (NC Economic Stability and School Climate)

School Performance Grades: Partner with GA on Weighting & Composition Model

Calendar, teacher and funding flexibility (districts must apply to SBE)

Textbook & Digital Resources Allotment : Also allow for use of funds for digital resources required for on-line content and textbook rental

Reinstate State Sales Tax Refund for School Districts

Principal Pay – Hold Harmless

Principal Pay Double bonus language: To use School Performance Grade from prior year (fix for this year and for future years)



# 2017-2019 Biennium & Short-Session Expansion Budget

	Net Additional Appropriation	Net Changes with Receipts	Revised Net Appropriation
2017-18	\$307,182,636	\$377,769,868	\$9,046,403,622
2018-19	\$701,388,440	\$716,422,125	\$9,425,109,426
2018-19 Short-session	\$59,847,276	\$167,847,276	\$9,546,315,927



# 2017-19: Long Session Expansion Budget

**In addition to the base budget, the bulk of the subsequent K-12 state funding for public schools was allocated to the following areas:**

- Teacher Compensation: +\$373M
- Principal / Assistant Principal Compensation: +\$41M
- School District Personnel Compensation (\$1K/person): +\$62M
- School Teachers & Other Personnel Retirement & Health Plan \$194M
- Advanced Teaching Roles Pilots \$7.2M NR
- Math/Reading/Veteran Teacher Bonuses: +\$50M (\$15M R)
- Children with Disabilities (cap raised to 12.75%): +\$6.3M
- CTE/EWIC Grants: +\$6.2M (\$2.7M R)
- Textbooks & Digital Resources: +\$11M NR
- Digital Learning Plan \$2.4M
- Charter School Transportation Grant \$2.5M NR
- Business Systems Modernization \$29M NR

**\*List only reflects highest funded items.**





# 2018-19: Short Session Expansion Budget

**In addition to the planned budget identified in the 2017-19 biennium, the bulk of the subsequent K-12 state funding for public schools was allocated to the following areas:**

- Teacher Compensation: +\$11.8M  
~9% over biennium
- Principal / Assistant Principal Compensation: +\$12.4M  
~6.9% over biennium
- School District Personnel Compensation/Retirement: +\$54.8M  
2%
- Math/Reading Teacher Bonuses: +\$22.9M (made recurring)
- School Safety: +\$28M (\$5M R)
- Textbooks & Digital Resources: +\$11M NR

**Lottery: Needs-based Public School Capital Fund: +\$171.7M biennium total**

**\*List only reflects highest funded items.**







Joint Appropriations on Education/  
Higher Learning Committee

March 14, 2019 8:30AM Rm. 423/424

**Senate Sergeant-At-Arms**

Terry Barnhardt

Dwight Green

**House Sergeant-At-Arms**


Jonas Cherry

Rey Cooke

Dean Marshbourne



**House Pages  
Assignments  
Wednesday, March 13, 2019  
Session: 10:00 AM**

<b>Committee</b>	<b>Room</b>	<b>Time</b>	<b>Staff</b>	<b>Comments</b>	<b>Member</b>
 Appropriations, Education	422	8:30 AM	Katie Savell		Speaker. Tim Moore
Appropriations, General Government	425	8:30 AM	Moiria Kelly		Speaker. Tim Moore
Appropriations, Health and Human Services	643	8:30 AM	Jevan Lyle		Speaker. Tim Moore
Appropriations, Transportation	1228/1327	8:30 AM	Gabria Savage		Speaker. Tim Moore





## Senate Pages Attending

COMMITTEE: Jt. App. on Education ROOM: 423  
DATE: 3-13 TIME: 8:30

PLEASE PRINT LEGIBLY....or else!!!!

Page Name	Hometown	Sponsoring Senator
1. <u>Madison Aloia</u>	<u>Trenton</u>	<u>Brown</u>
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Pages: Present this form to either the Committee Clerk at the meeting or to the Sgt-at-Arms.







Public Sign-in

Joint Appropriations on Education/  
Higher Learning Committee

March 14, 2019 8:30AM Rm. 423/424

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

<u>NAME</u>	<u>FIRM OR AGENCY / BILL No.</u>
Susan Harrison	NCDTSEA
James Robinson	OSBM
Jennifer Neisner	OSBM
Joe Maimone	NCDPI
Lee Tague	TAG
Tara Galloway	NCDPT
Michael D. Page	NCCM
Tom West	NCCI CU
Zane Stillwell	TSG
Wade Butler	NCDPI
Kevin Wilkinson	NCDPI





Public Sign-in

Joint Appropriations on Education/  
Higher Learning Committee

March 14, 2019 8:30AM Rm. 423/424

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

<u>NAME</u>	<u>FIRM OR AGENCY / BILL No.</u>
JB Buxton	SBE
Eric Snider	SBE Office
Phil Emer	Friday Institute
Katherine Joyce	NCASA
Alexandra Melton	KCCOA Intern
Doug Miskin	PSG
LAURA PURYEAR	MNCVLC
Mary Shuping	NCCCS





Public Sign-in

Joint Appropriations on Education/  
Higher Learning Committee

March 14, 2019 8:30AM Rm. 423/424

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY / BILL No.
Anne Murtha	SBE
Adam Pridemore	NCHC
M Hill	JMHill Consulting
Geoff Coltrane	Gov Office
Hugh Blackwell	NC House
Drew Moore	unc system
Ed Dennis	more county techs BOE BOD NCSBA
Alexis Schaus	NC DPI
Cecilia Holden	SBE
Deanna Townsend Smith	SBE
Alan Duncan	SBE





## AGENDA

### JOINT MEETING: HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION AND SENATE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

March 20, 2019 8:30 a.m.

Legislative Office Building - Room 423

#### House Subcommittee Co-Chairs

Rep. Jeffrey Elmore  
Rep. John A. Fraley  
Rep. D. Craig Horn  
Rep. Pat B. Hurley  
Rep. John Sauls

#### Senate Subcommittee Co-Chairs

Sen. Deanna Ballard  
Sen. Jerry W. Tillman

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Rep. Bobby Hanig  
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#### Senate Subcommittee Members

Sen. W. Ted Alexander  
Sen. Don Davis  
Sen. Chuck Edwards  
Sen. Rick Horner  
Sen. Todd Johnson  
Sen. Wiley Nickel  
Sen. Erica D. Smith  
Sen. Joyce Waddell

#### I. Welcome & Opening Remarks

Senator Tillman,  
Presiding Co-Chair

#### II. Committee Member Introductions

#### III. NCCCS Overview

*Lisa Fox*  
Fiscal Research Division

Adjourn

**NEXT MEETING:**  
**Thursday, March 21<sup>st</sup>**





**Senate Committee on Appropriations on Education/Higher Education  
Wednesday, March 20, 2019 at 8:30 AM  
Room 423 of the Legislative Office Building**

**MINUTES**

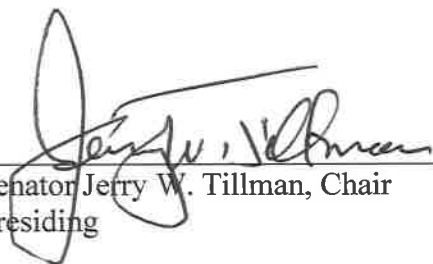
The Senate Committee on Appropriations on Education/Higher Education met jointly at 8:30 AM on March 20, 2019 in Room 423 of the Legislative Office Building. 23 Senate and House members were present.

Senator Jerry W. Tillman, Chair, presided. Senator Tillman called the meeting to order and recognized the pages and sergeant-at-arms.

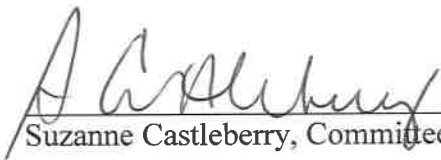
Chairman Tillman recognized Lisa Fox, Fiscal Research Division. Ms. Fox presented the NC Community College System Overview. The presentation is included as Attachment I, and is made part of the minutes.

Following the presentation, Chairman Tillman recognized members for questions and comments.

The meeting adjourned at 9:25 am.



\_\_\_\_\_  
Senator Jerry W. Tillman, Chair  
Presiding



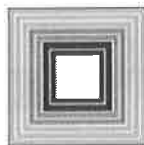
\_\_\_\_\_  
Suzanne Castleberry, Committee Clerk



# NC Community College System: Overview



**Presentation to the Joint Appropriations Committee on Education**  
**Lisa Fox, Fiscal Research Division**  
**March 20, 2019**



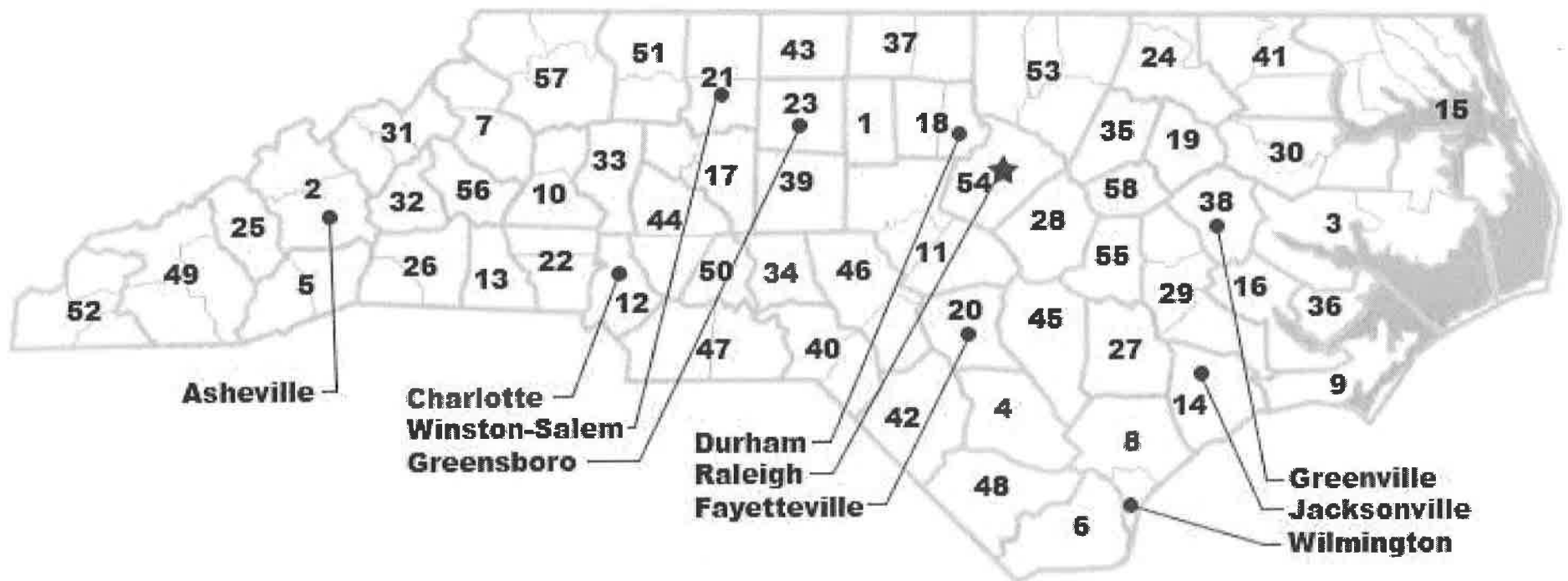
**FISCAL RESEARCH DIVISION**  
A Staff Agency of the North Carolina General Assembly

# Presentation Agenda

1. NCCCS Background and Governance
2. Enrollment
3. Funding Overview
4. Budget Allocations
5. Recent Legislative Actions
6. Questions

# Locations

- 58 colleges, 3<sup>rd</sup> most in the nation
- 36 additional campuses



# Governance

## State Board of Community Colleges

- Serves as the governing authority for NCCCS
- 21 members – 18 are appointed by Governor (10), House(4), and Senate (4); 3 serve ex-officio
- Elects the System President and sets system policies and regulations

## Local Boards of Trustees

- Serve as the governing authority for each of the 58 colleges
- At least 13 members – 12 appointed by local Board of Ed, county commissioners, and Governor; 1 ex-officio
- Elect college presidents

# Whom Do NC Community Colleges Serve?

- Approximately 700,000 students
- Open door enrollment
- Typically, enrollment increases during recessions and decreases during economic expansion

# Major Program Areas

## Curriculum

Credit courses that lead to certificates, diplomas, or associate degrees.

Includes Career & College Promise (high school students earning college credit).

## Occupational Continuing Education

Non-credit courses that provide job training opportunities to individuals.

## Basic Skills

Includes Adult Basic Education, GED, Adult High School, English as a Second Language (ESL), and Compensatory Education.

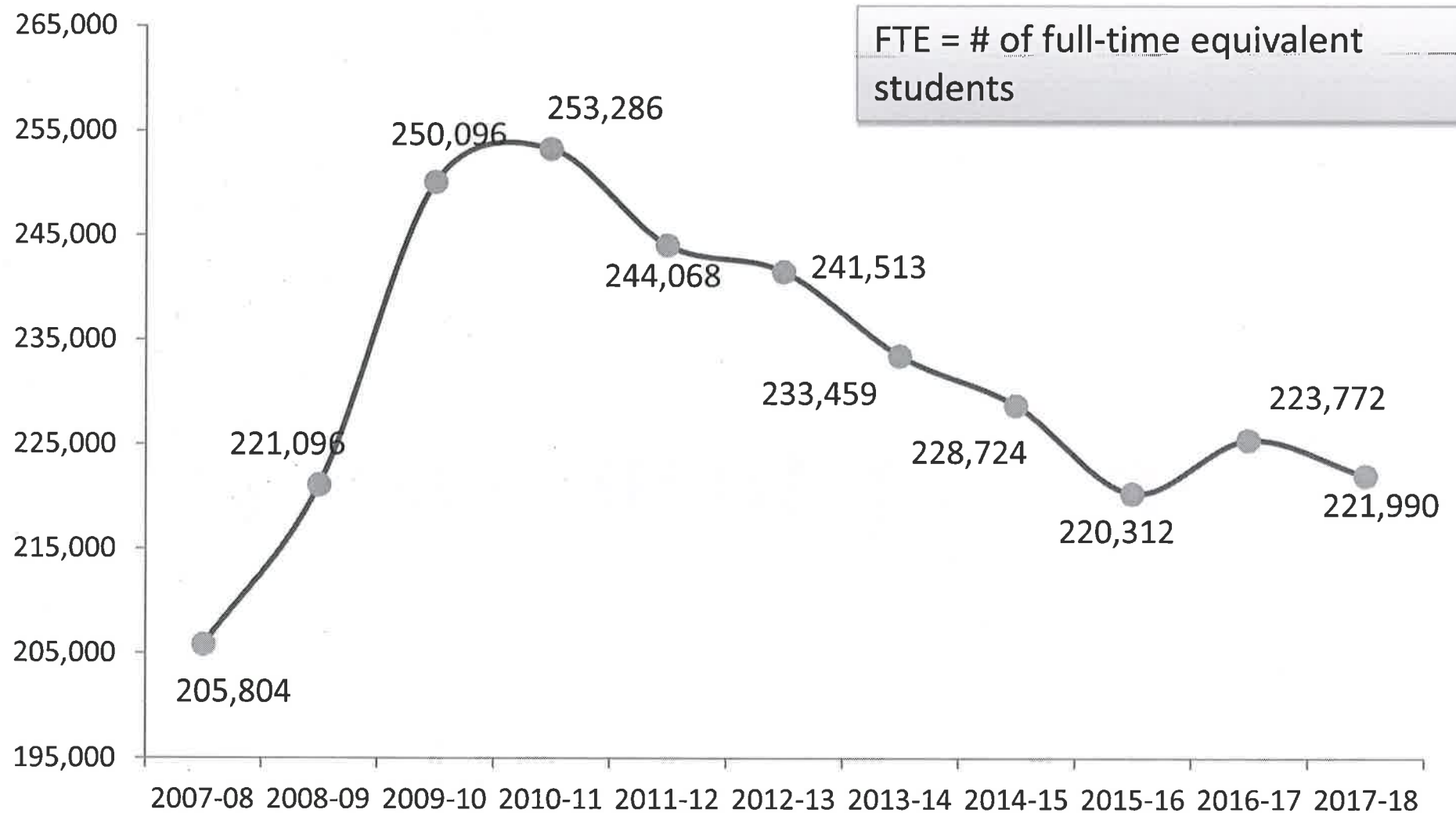
## Economic Development Programs

Job training programs targeted to specific types of companies or populations.



# Enrollment Trends

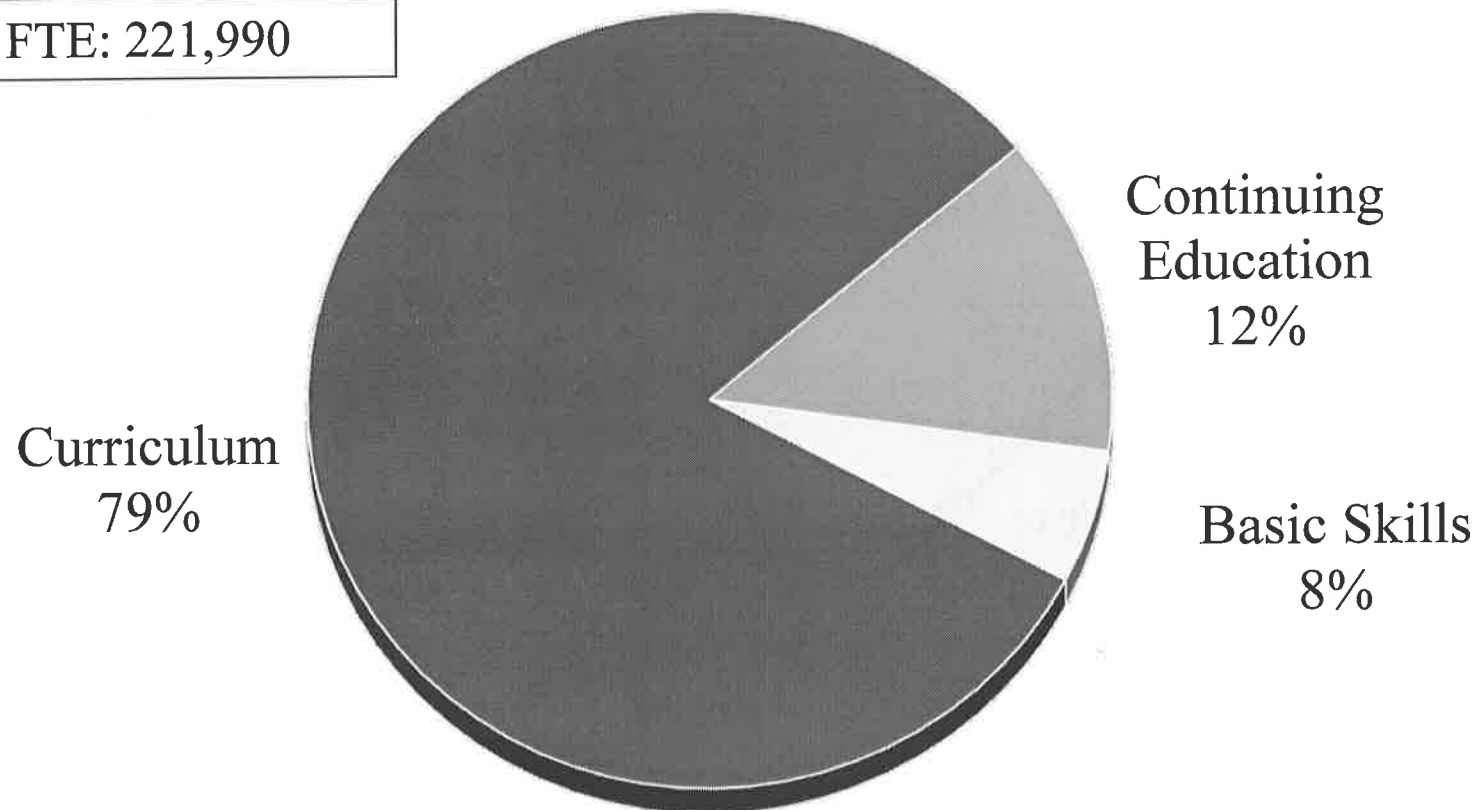
# Actual FTE: FY 2007-2018



Source: NCCCS Statistical Reports for FY 2007-08 to FY 2017-18

# Actual FTE by Program Area FY 2017-18

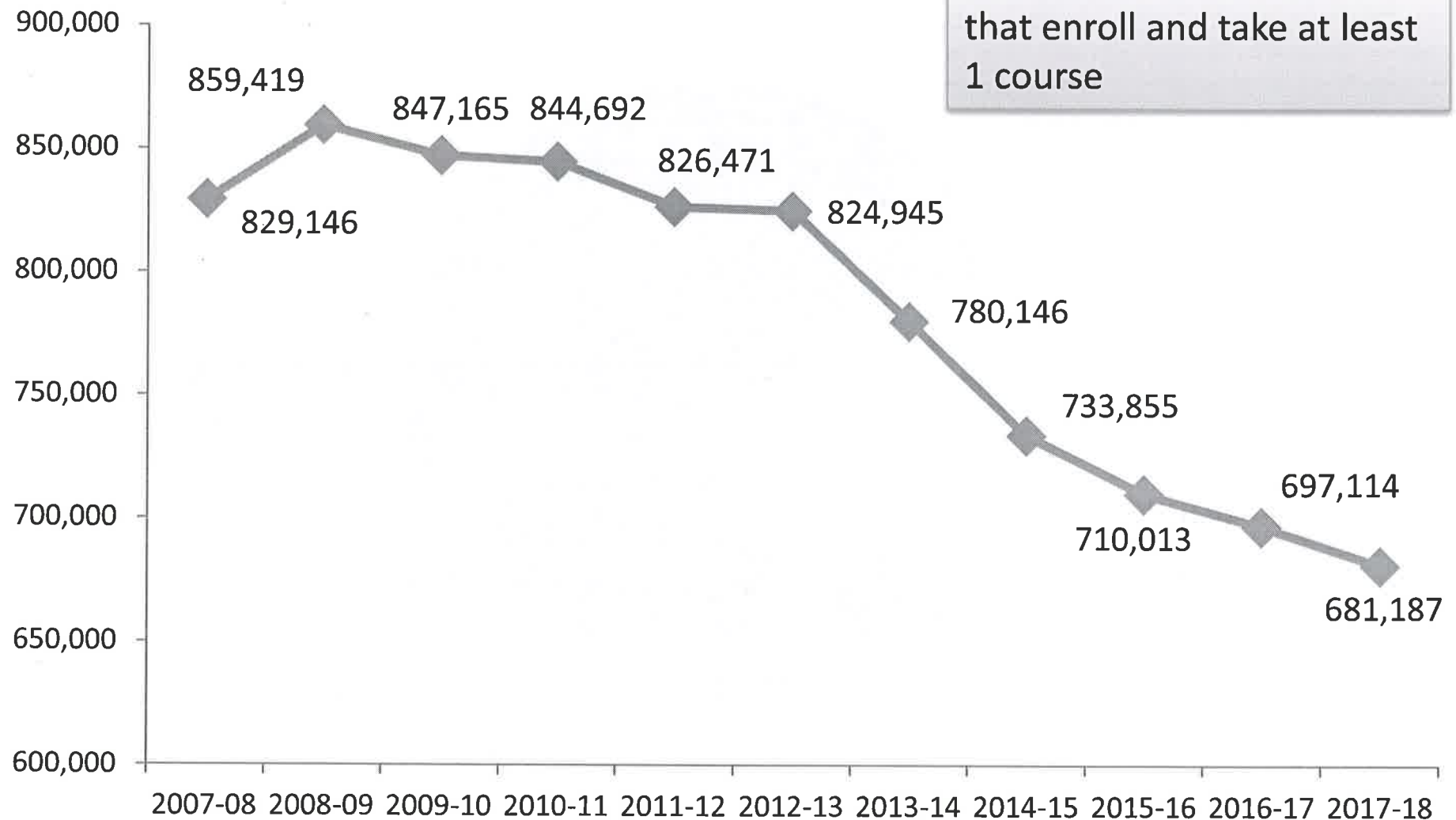
Total FTE: 221,990



Source: NCCCS 2017-18 Statistical Report

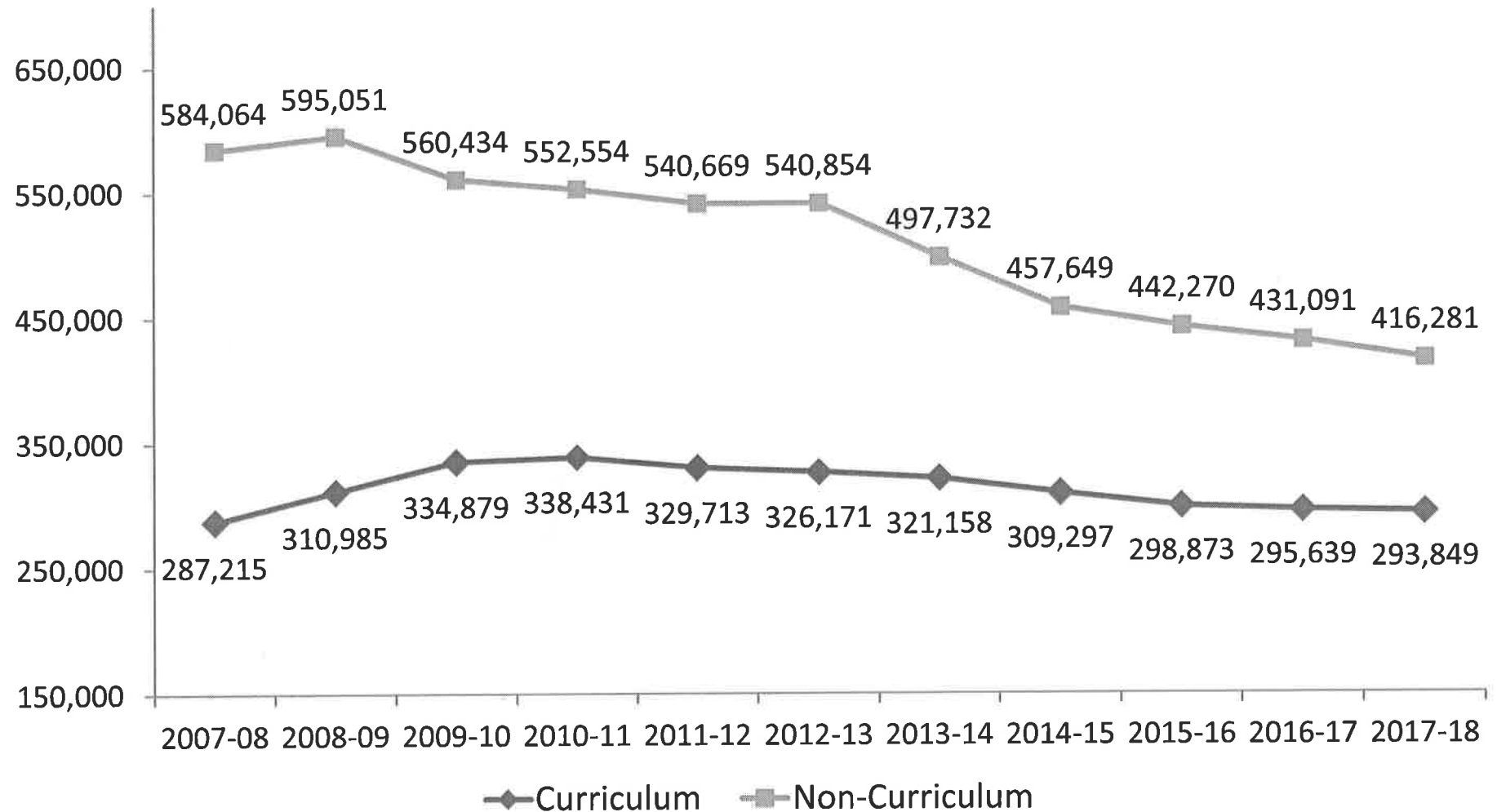
# Headcount: FY 2007-2018

Headcount = # of students that enroll and take at least 1 course



Source: NCCCS Statistical Reports for FY 2007-08 to FY 2017-18

# Curriculum and Non-Curriculum Headcount FY 2007-2018



Source: NCCCS Statistical Reports for FY 2007-08 to FY 2017-18

# Funding

# Financial Support of Institutions

## State

G.S. 115D-31

- Operating costs for instruction, administration, and support services

## Local

G.S. 115D-32

- Operation and maintenance of plant

Per G.S. 115D-32, capital construction is the legal responsibility of the county. However, G.S. 115D-31 authorizes the State to provide capital funding to local institutions, provided that it is matched on a dollar-for-dollar basis.

# How Are Community Colleges Funded?

- Colleges are funded based on actual enrollment
  - “Full-Time Equivalent” (FTE)
  - The higher of: the previous year’s enrollment or the average of the two previous years
- Enrollment is distributed over a tiered system of funding
  - The tiers allow for differentiation in the costs of delivering different types of courses



# Tier Funding per FTE, 2018-19

- Curriculum Tiers:
  - Tier 1A: \$4,583
  - Tier 1B: \$4,054
  - Tier 2: \$3,525
- Occupational Extension/Continuing Education:
  - Tier 1A \$3,838
  - Tier 1B: \$3,396
  - Tier 2: \$2,953
  - Tier 3: \$2,229
- Basic Skills: \$2,229

# FY 2017-18 Sources of Operational Funding

Total: \$1.79 billion

**State Appropriation**  
**\$1,125,076,615**  
**64%**

**Tuition and Fees**  
**\$340,993,005**  
**20%**

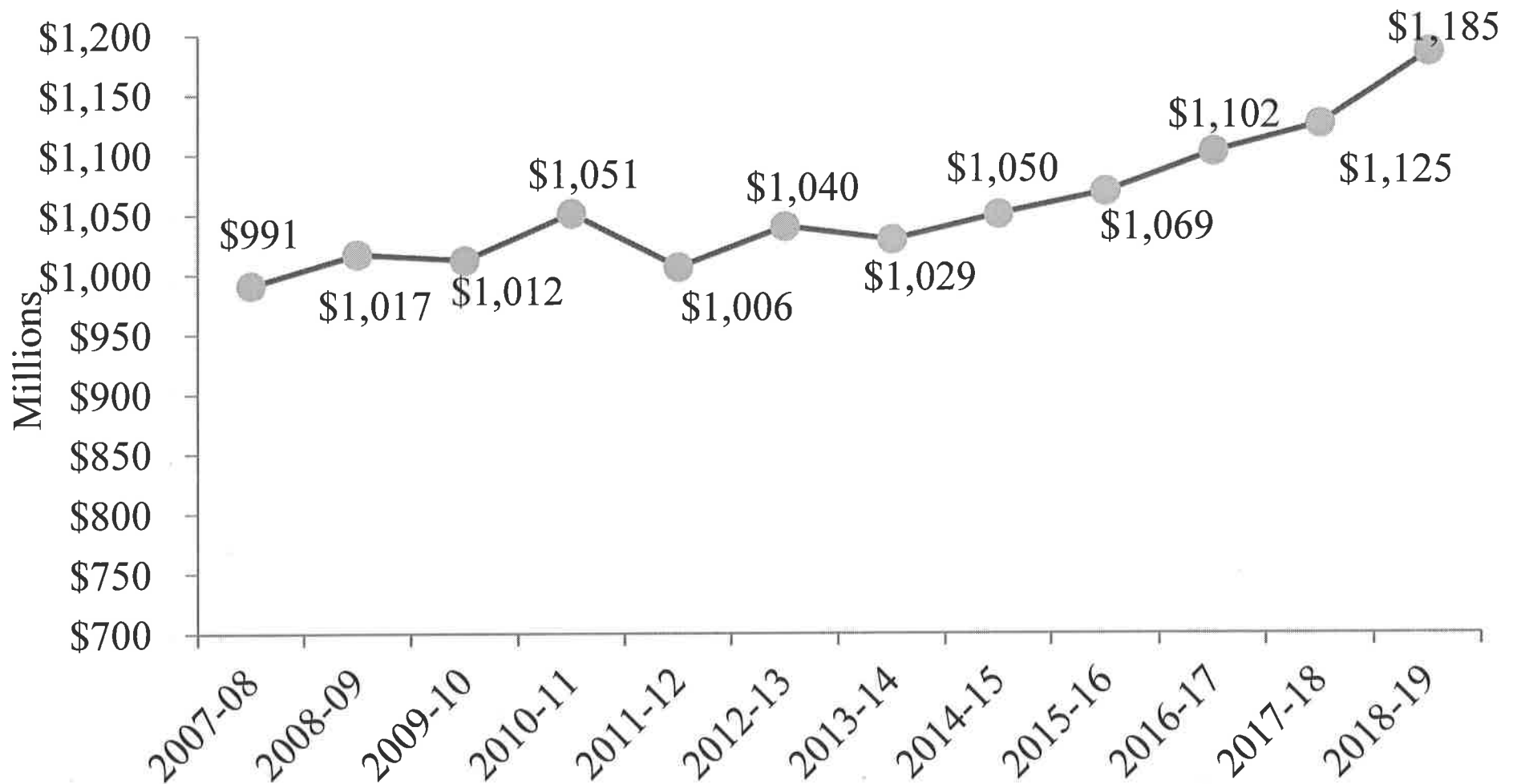
**Local**  
**\$258,641,270**  
**15%**

**Federal**  
**\$21,226,498**  
**1%**



Sources: FY 2017-18 Authorized budget, NCCCS College Budget Summary (2-1)

# NCCCS General Fund Appropriations

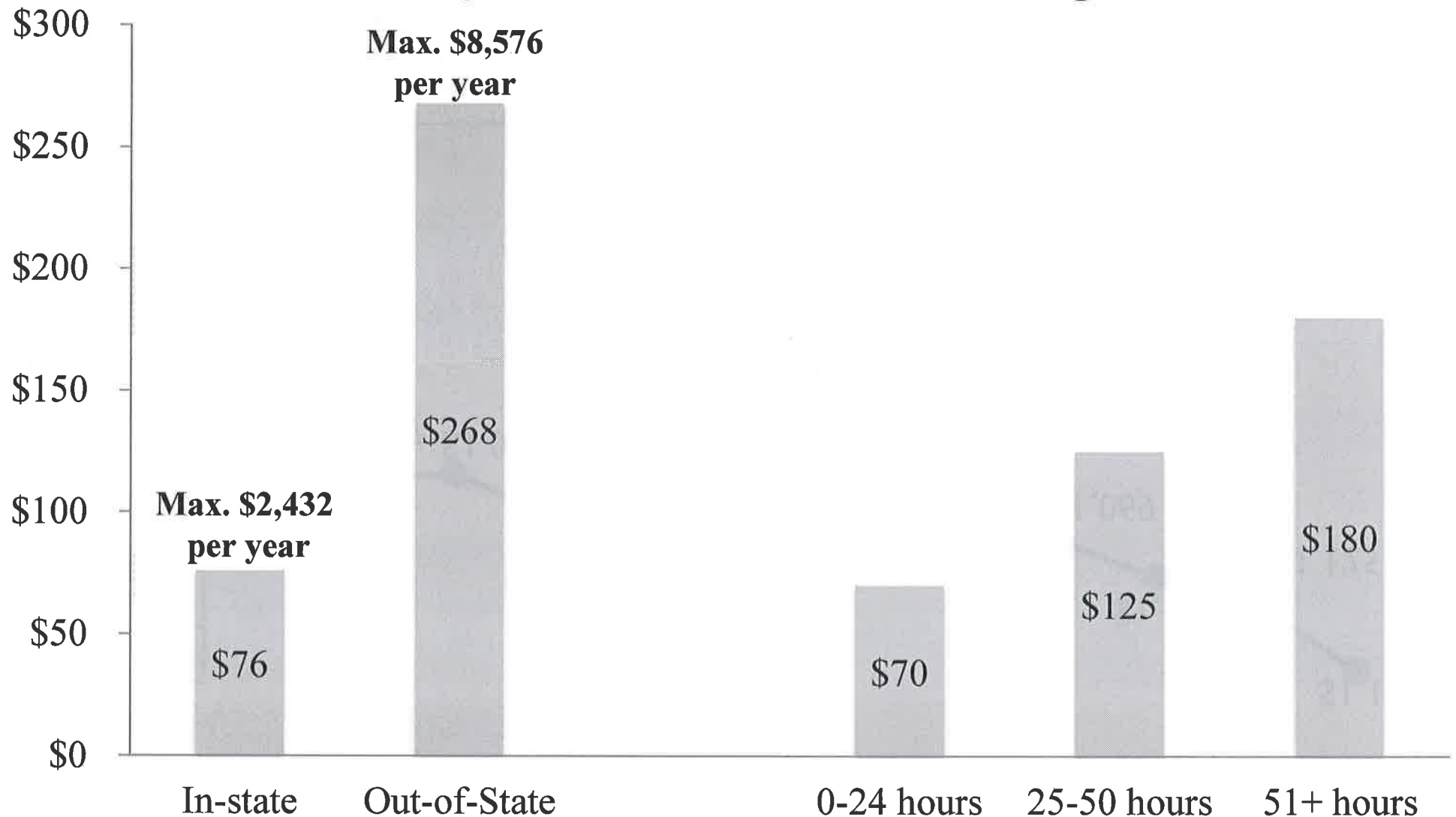


Sources: NCAS Final Authorized Budgets FY 2008-2018

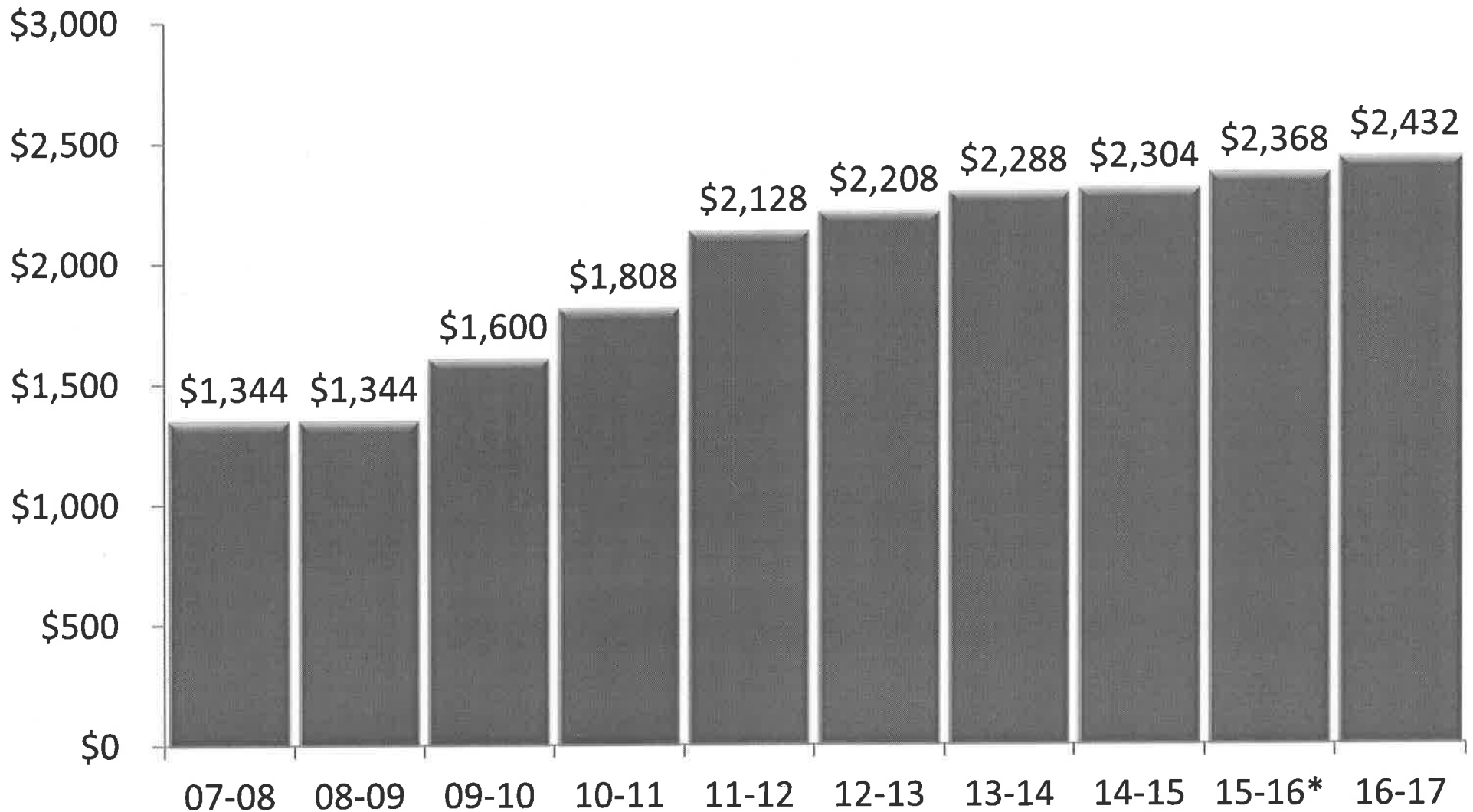
# Tuition: FY 2018-19

## Curriculum Tuition per Credit Hour

## Continuing Education Fees

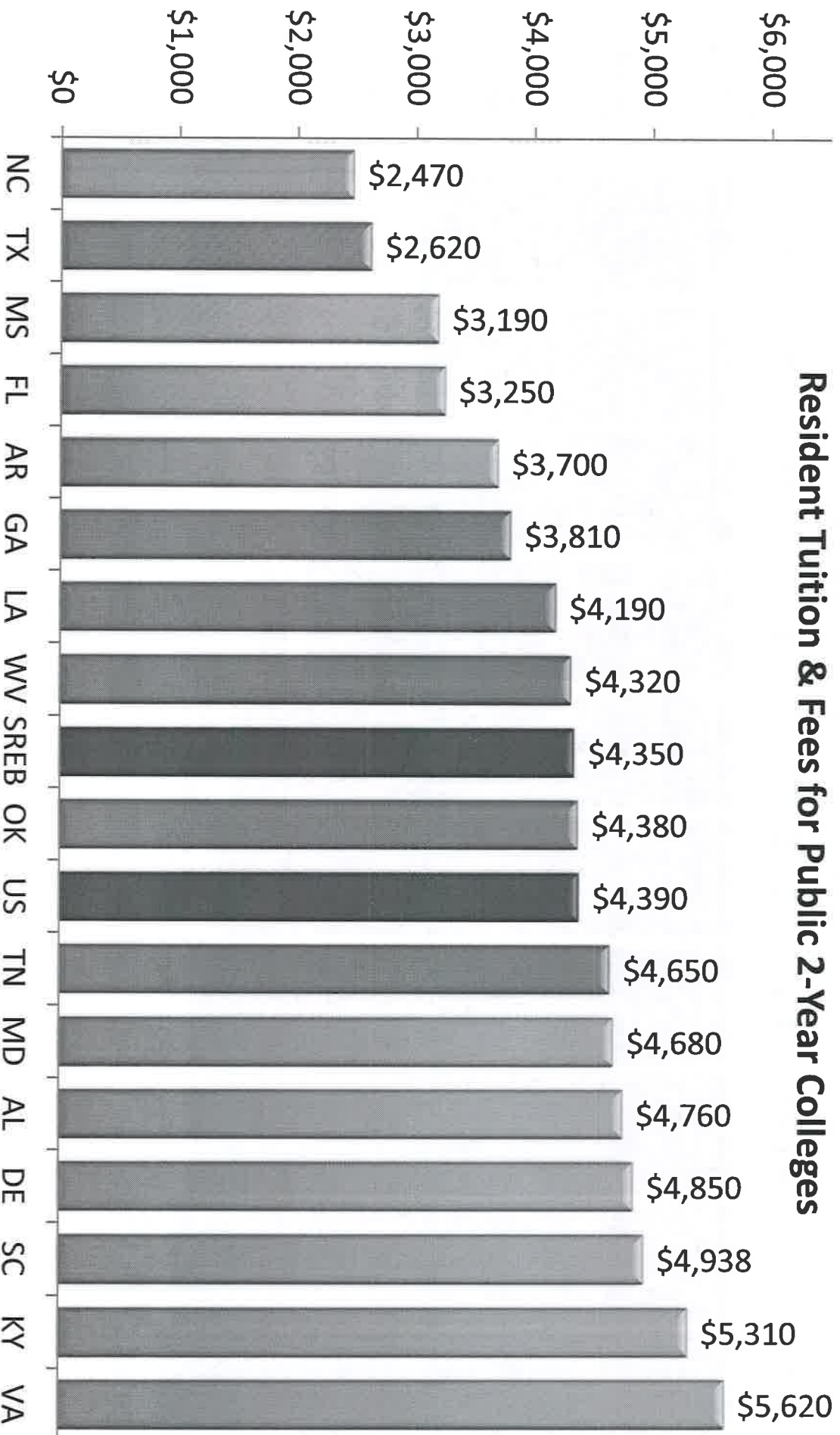


# Tuition: Maximum Curriculum Tuition



Note: 2015-16 rate was increased from \$72 to \$76 per credit hour beginning with the Spring Semester.

# Tuition: SREB States FY 2016-17



Source: The College Board, NC Community College System



FISCAL RESEARCH DIVISION  
Agency of the North Carolina General Assembly

# State Aid Allocation

# State Aid Allocations

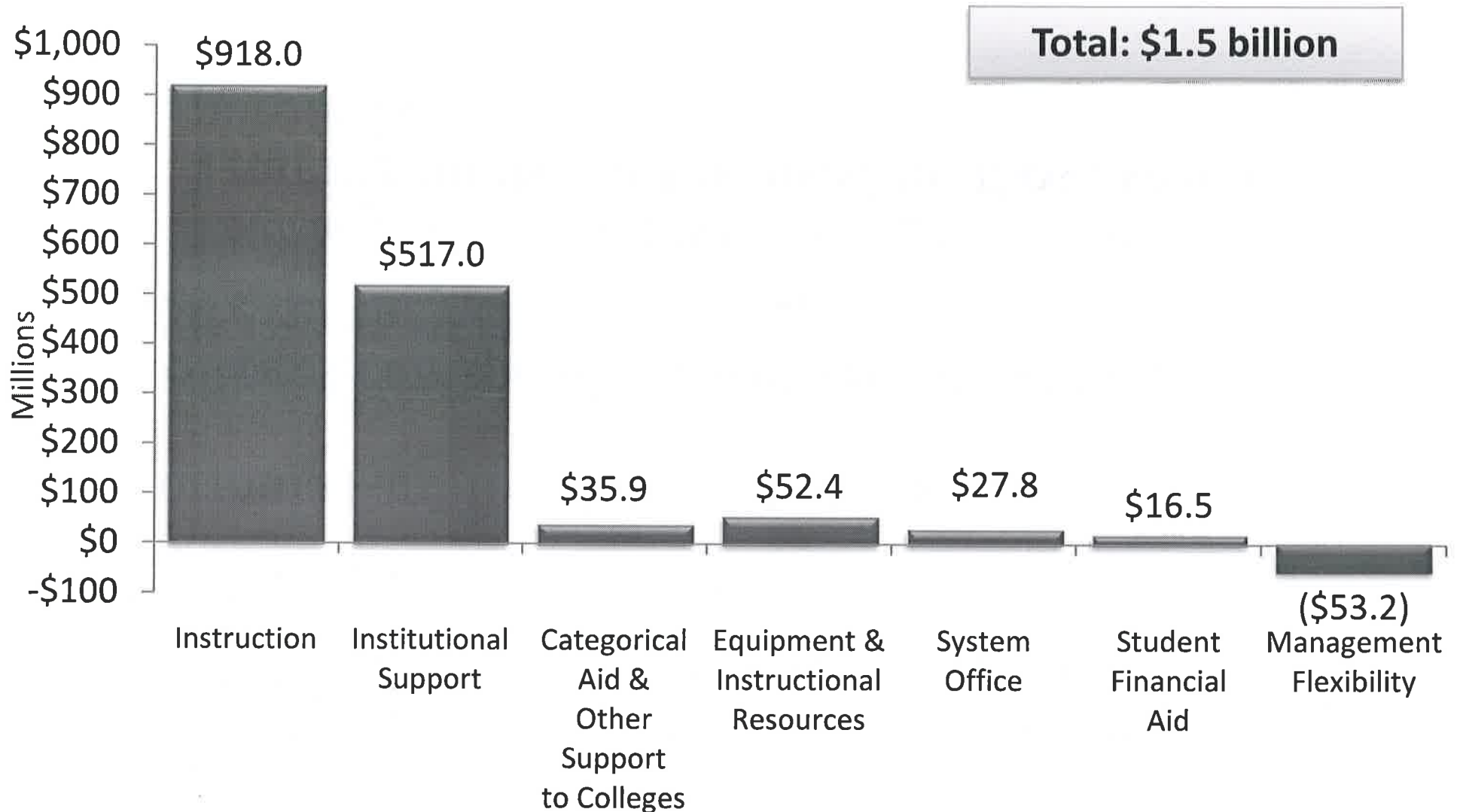
- Formula Budget:
  - **Base allocation** to provide a standard amount of support regardless of size
  - **Enrollment allocation** driven by tier classification of a college's budget FTE
  - **Performance-based** allocation determined by student success on 6 performance measures and Basic Skills
- Categorical Allocations & Specific Program Allocations



# Funding Flexibility

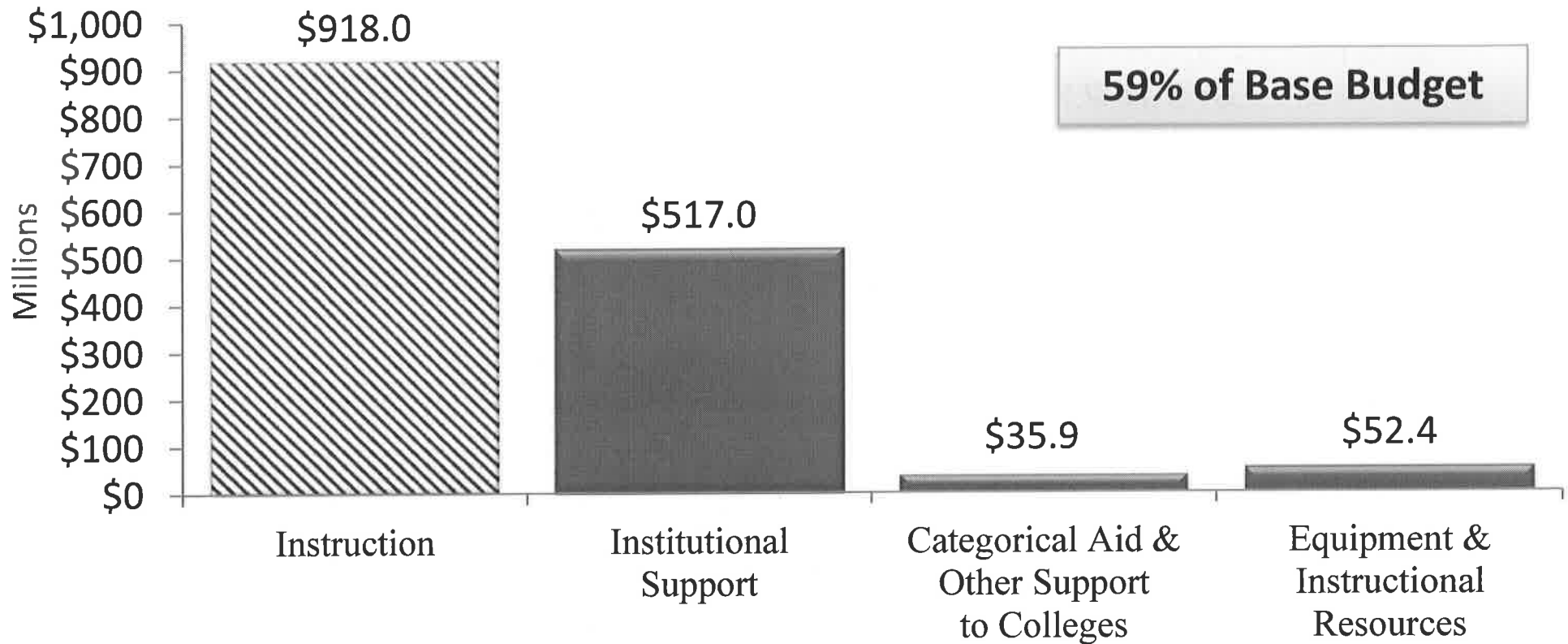
- The General Assembly has allowed colleges to have flexibility in order to meet individual college needs.
- Formulas are for allocation purposes only.
- Colleges can spend the formula allocations however they choose, except:
  - Literacy (Basic Skills) funds and Customized Training funds must be used for those specific purposes.

# Base Budget Allocations: FY 2019-20



**Source:** FY 2018-19 NCCCS State Aid Allocations and Budget Policies; FY 19-20 Base Budget

# Instruction



## What it is:

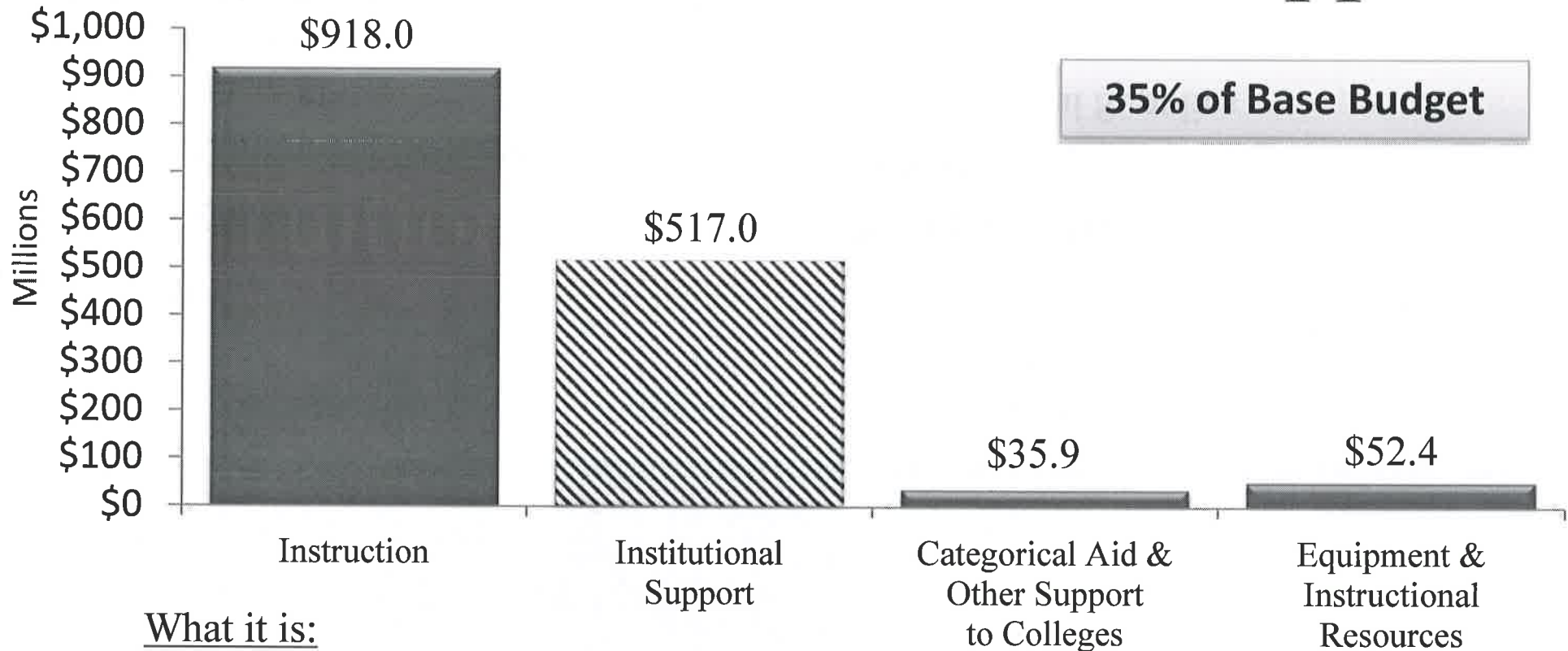
- Curriculum
- Continuing Education
- Basic Skills

## What it pays for:

- Faculty Salaries
- Instructional Supplies

Source: FY 2019-20 Base Budget

# Institutional & Academic Support



## What it is:

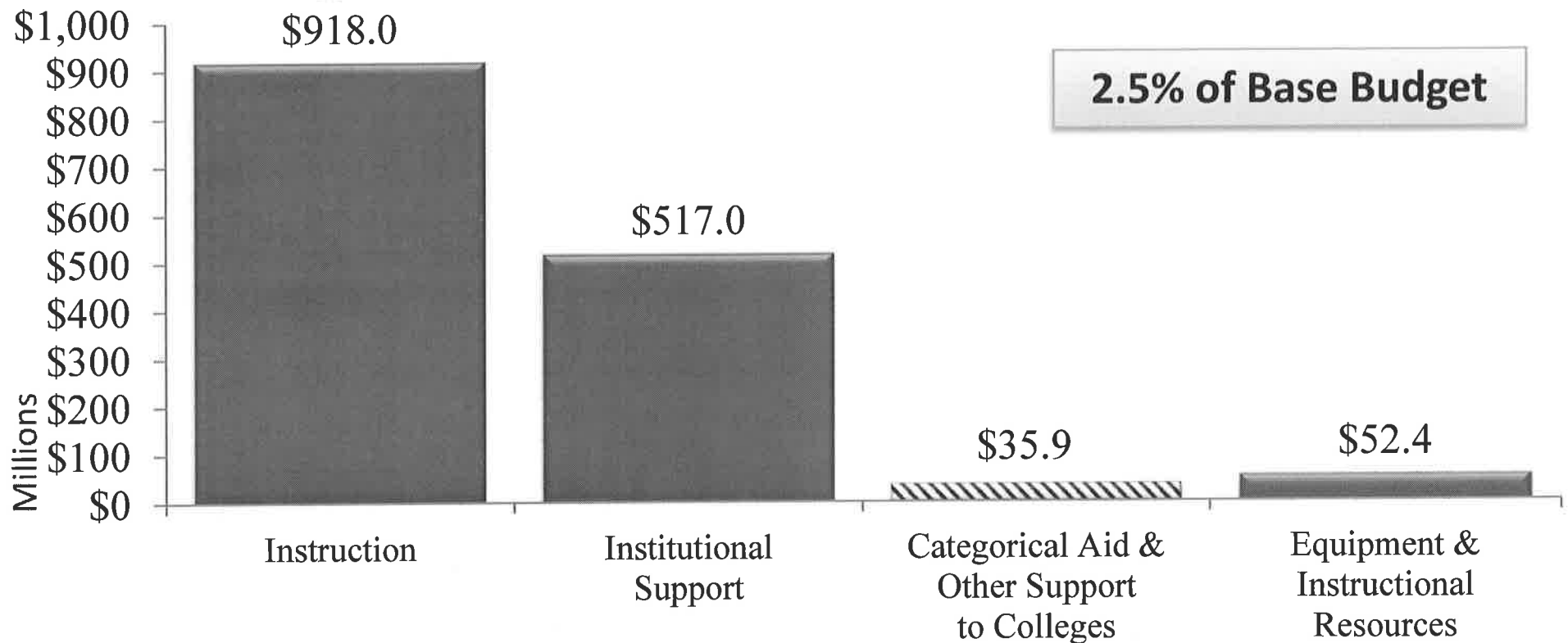
- Academic & Student Support
- General College Administration
- Multi-campus college (MCC) funding

## What it pays for:

- President & Senior Administrators
- Guidance Counselors & Financial Aid Officers
- Librarians & IT Staff
- Paraprofessionals & Clerical Staff
- Salary & Benefit-related items

**Source:** FY 2019-20 Base Budget

# Categorical Aid & Other Support



## What it is:

- Funding provided to colleges outside the regular allotments

## What it pays for:

- Items outside of Instruction, Institutional Support, Equipment, and other formula driven items
- Specific campus initiatives
- Specific programs

Source: FY 2019-20 Base Budget

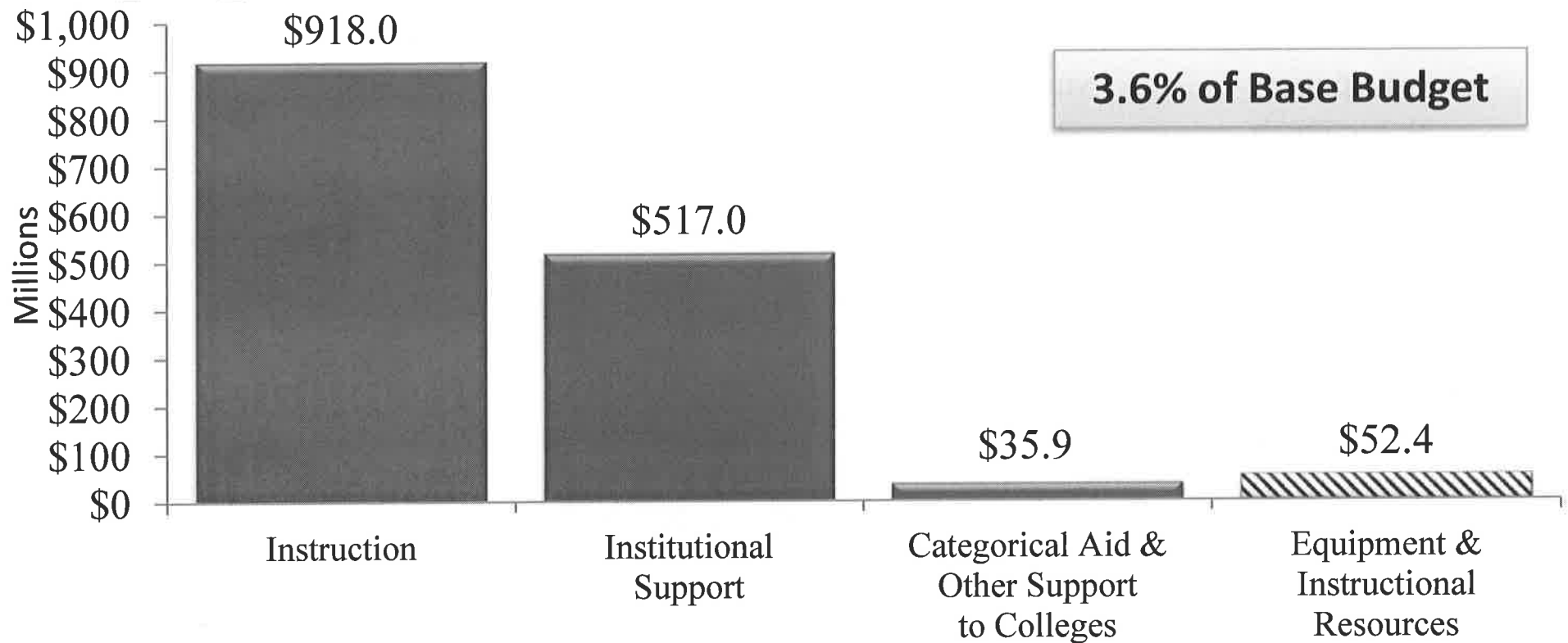
# Categorical Aid & Other Support

- Examples of Programs in this Category:

– Customized Training:	\$12.5 million
– Small Business Centers:	\$6.5 million
– BioNetwork:	\$4.0 million
– NC Research Campus:	\$3.4 million
– Child Care Grants:	\$1.8 million
– NC Military Business Center:	\$1.1 million
– NC Works Career Coaches:	\$2.8 million
– Manufacturing Solutions Center:	\$887,159
– Center for Applied Textile Tech:	\$686,693

Source: FY 2019-20 Base Budget

# Equipment & Instructional Resources



## What it is:

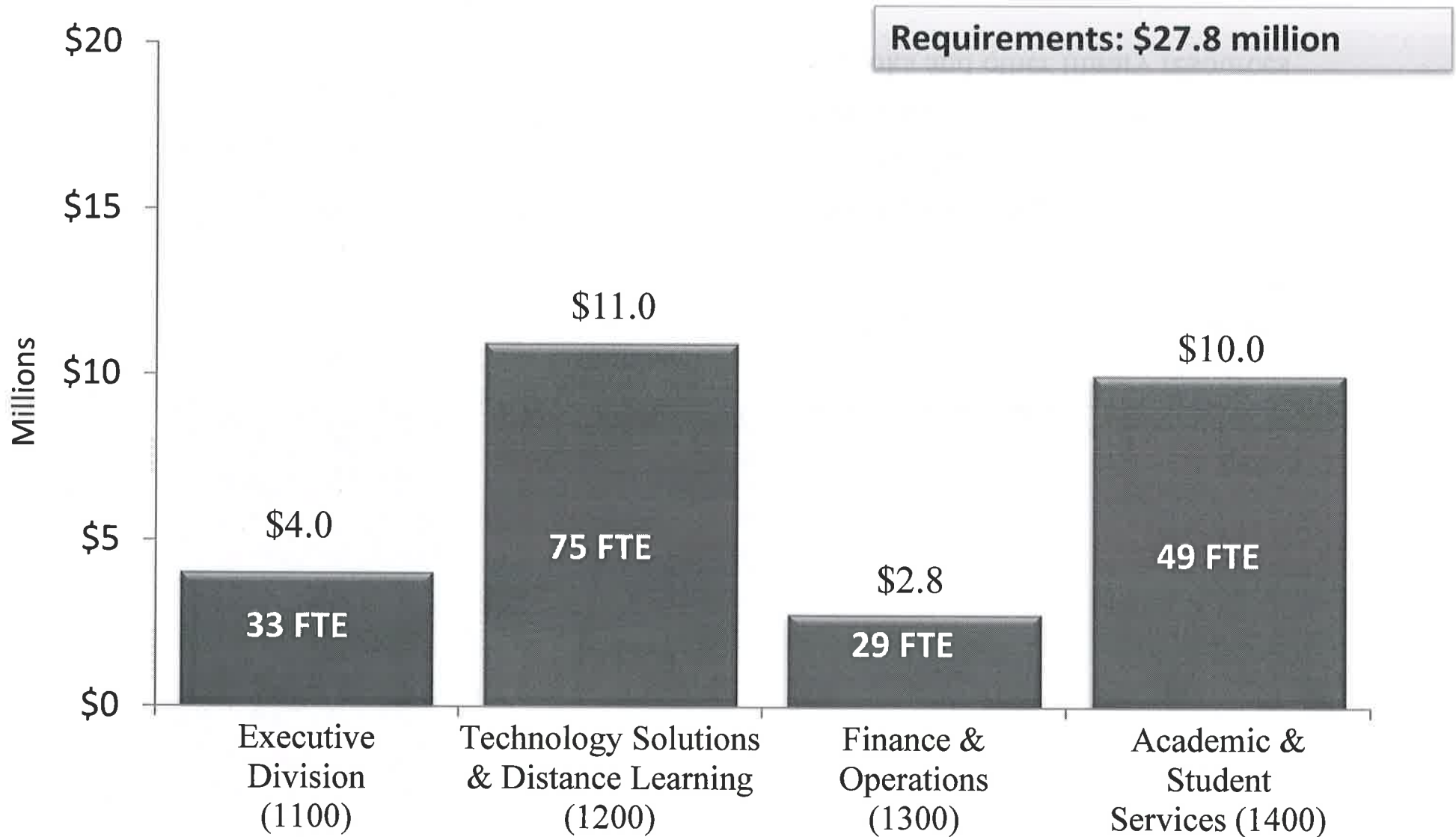
- Equipment
- Instructional Resources

## What it pays for:

- Computers
- Instructional equipment
- Books and other library resources

Source: FY 2019-20 Base Budget

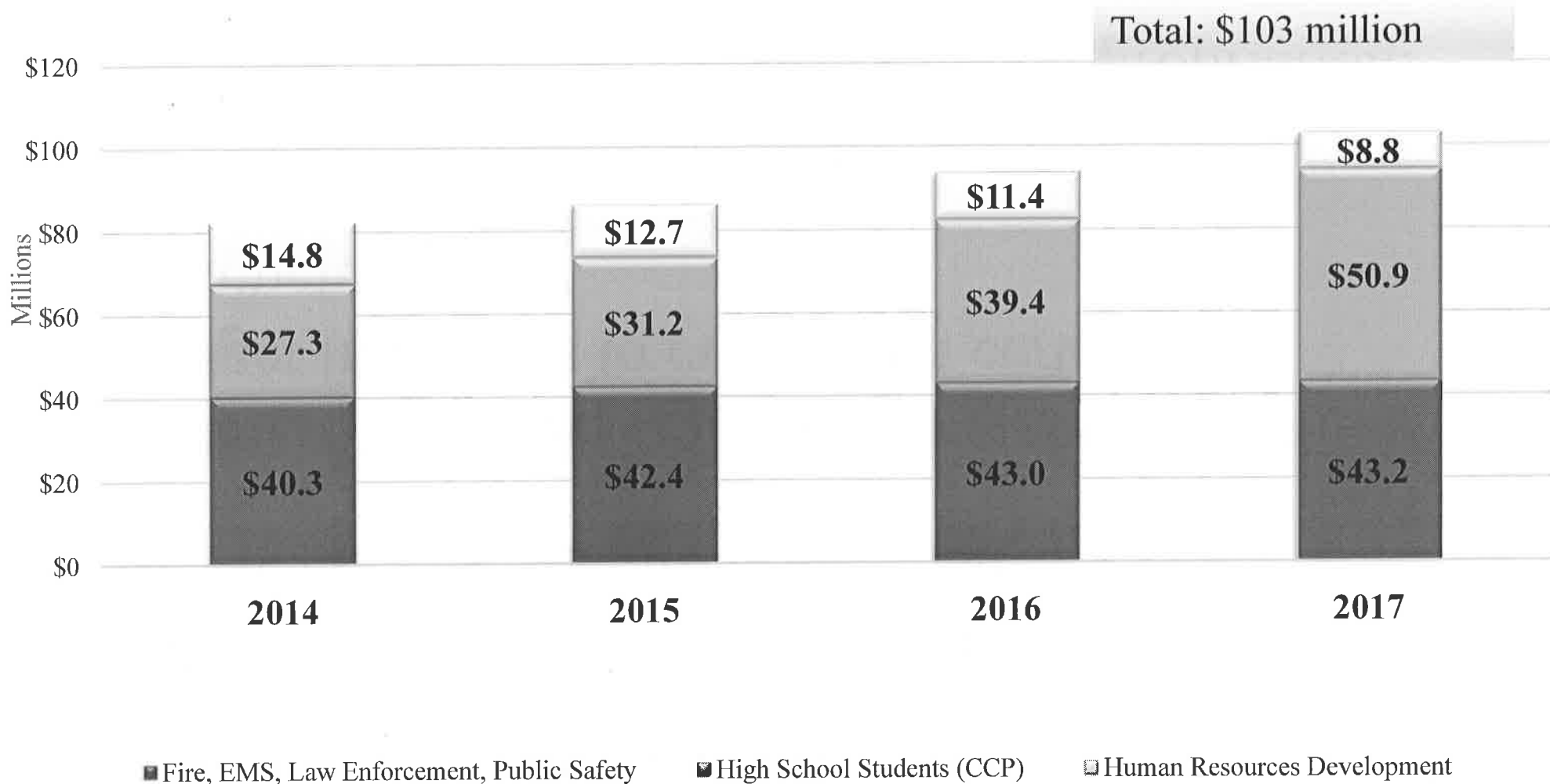
# Community Colleges System Office Budget



Source: FY 2019-20 Base Budget



# Tuition Waivers by Category



Source: NCCCS System Office

# Management Flexibility Reserve

**FY 2019-20 Base Management Flexibility Reduction: \$53.2 million**

- Management flexibility reduction is a budget cut that is not specifically prescribed.
- Colleges have the flexibility to determine which budget line items to cut, within certain parameters.
- Allocated on a pro-rata basis based on each colleges' estimated General Fund appropriation.

# Recent Legislative Actions

- 2011/2014: Weighted FTE Tier System
- 2014-15: Summer curriculum instruction counted for Budget FTE purposes
- 2015-18: Career Coaches: \$2.8 million
- 2018: Equalize funding for workforce development courses, \$11 million NR

# Questions?

Lisa Fox

[lisa.fox@ncleg.net](mailto:lisa.fox@ncleg.net)

919-733-4910

**VISITOR REGISTRATION SHEET**  
Joint Appropriations on Education/Higher Ed

(Committee Name)

3/20/19

Date

**VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK**

<u>NAME</u>	<u>FIRM OR AGENCY AND ADDRESS</u>
Richard Bostic	NC SBA
Tom West	NCICU
Martez Hill	Stm Hill Consulting
Drew Moretz	UNC System
Ed Shulz	BP
Andrew Cagle	UNCG
Elizabeth Yewerton	NCAAA
Austen Howell	UNC system
Monica Fuller	NCGA LOB RM 523
Gwen Canady	NCSEAA
Geoff Coltrane	Gov Office
Chloe Bostic	DBI



**VISITOR REGISTRATION SHEET**  
Joint Appropriations on Education/Higher Ed

**(Committee Name)**

3/20/19

**Date**

**VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK**

<b><u>NAME</u></b>	<b><u>FIRM OR AGENCY AND ADDRESS</u></b>
Michael J. Page	NCCU
Seth Riggins	NCCCS
Bill Schneider	NCCCS
Pete Hans	NCCS
Mary Shuping	NCCCS
Elizabeth Graenstein	NCCCS
Lisa Chapman	NCCCS
Kevin Daniels	CCC
Jennifer Preston	College Advising Corps
Bruce Mldiwork	NCSBA







## AGENDA

### JOINT MEETING: HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION AND SENATE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

March 26, 2019 8:30 a.m.  
Legislative Office Building - Room 423

#### House Subcommittee Co-Chairs

Rep. Jeffrey Elmore  
Rep. John A. Fraley  
Rep. D. Craig Horn  
Rep. Pat B. Hurley  
Rep. John Sauls

#### Senate Subcommittee Co-Chairs

Sen. Deanna Ballard  
Sen. Jerry W. Tillman

#### House Subcommittee Vice-Chairs

Rep. Linda P. Johnson

#### House Subcommittee Members

Rep. Jay Adams  
Rep. Cynthia Ball  
Rep. Cecil Brockman  
Rep. Susan C. Fisher  
Rep. James D. Gailliard  
Rep. Terry E. Garrison  
Rep. Rosa U. Gill  
Rep. Holly Grange  
Rep. Bobby Hanig  
Rep. Marvin W. Lucas

#### Senate Subcommittee Members

Sen. W. Ted Alexander  
Sen. Don Davis  
Sen. Chuck Edwards  
Sen. Rick Horner  
Sen. Todd Johnson  
Sen. Wiley Nickel  
Sen. Erica D. Smith  
Sen. Joyce Waddell

#### I. Welcome & Opening Remarks

Senator Ballard  
Presiding Co-Chair

#### II. Committee Member Introductions

#### III. Advanced Teaching Roles

*Dr. Thomas Tomberlin*  
*Director, Educator Recruitment and Support*  
*Department of Public Instruction*

#### IV. Muddy Sneakers

*Ryan Olson*  
*Executive Director*  
*Muddy Sneakers*

#### Adjourn

**NEXT MEETING:**  
**March 27<sup>th</sup>, 2019**



**Senate Committee on Appropriations on Education/Higher Education  
Tuesday, March 26, 2019 at 8:30 AM  
Room 423 of the Legislative Office Building**

**MINUTES**

The Senate Committee on Appropriations on Education/Higher Education met at 8:30 AM on March 26, 2019 in Room 423 of the Legislative Office Building. 23 Senate and House members were present.

Senator Deanna Ballard, Chair, presided. Senator Ballard called the meeting to order and recognized the pages and sergeant-at-arms.

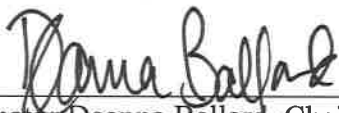
Chairwoman Ballard recognized Dr. Thomas Tomberlin, Director of Educator Recruitment and Support for the Department of Public Instruction. Dr. Tomberlin gave a presentation on Teacher Compensation and Advanced Teaching Roles. This presentation is included as Attachment I and is made part of the minutes.

Following Dr. Tomberlin's presentation, Chairwoman Ballard recognized members for questions and comments.

Chairwoman Ballard then recognized Ryan Olsen, Executive Director of Muddy Sneakers. Executive Director Olsen gave a presentation on Muddy Sneakers and their 2019 legislative funding request. This presentation is included as Attachment II and is made part of the minutes.

Following Executive Director Olsen's presentation, Chairwoman Ballard recognized members for questions and comments.

The meeting adjourned at 9:41 AM.



\_\_\_\_\_  
Senator Deanna Ballard, Chair  
Presiding



\_\_\_\_\_  
William Verbiest, Committee Clerk





Public Schools of North Carolina

# TEACHER COMPENSATION MODELS AND ADVANCED TEACHING ROLES

Joint Appropriations Committee on  
Education

March 26, 2019

# Participating LEAs

LEA	Total Funding	Funding Cycle
Chapel Hill-Carrboro City Schools	\$1,871,857	2016-17
Charlotte Mecklenburg Schools	\$2,645,131	2016-17
Edgecombe County Schools	\$943,480	2016-17
Pitt County Schools	\$3,689,352	2016-17
Vance County Schools	\$898,000	2016-17
Washington County Schools	\$132,180	2016-17
Bertie County Schools	\$335,326	2018-19
Halifax County Schools	\$347,529	2018-19
Hertford County Schools	\$421,551	2018-19
Lexington City Schools	\$395,594	2018-19
<b>Total (Recurring State Funds)</b>	<b>\$10,871,800</b>	



# Thematic Features of Grants

- Expand impact of highly effective teachers
- Improve overall teaching effectiveness
- Targeted professional learning for improved student achievement
- Promote leadership roles that keep teachers in classrooms
- Increased compensation for highly effective teachers



# Advanced Teacher Selection

- Most districts have developed rigorous selection processes for selecting advanced/master teachers
- Selection criteria includes:
  - Strong evidence of student growth
  - High ratings on evaluation instrument
  - Recommendation by peers/supervisors
  - Evidence of effective teaching practices





# Impact on Student Achievement

- Evaluation by Friday Institute – Sept. 2018
- Implementation of pilot makes it difficult to make causal relationship
- Current data collection mostly qualitative
- Friday Institute has options for conducting limited quantitative analyses.



## LEA Perspective

- NCDPI conducts quarterly meetings with grantees
- NCDPI does not “manage” these pilots, but supports the grantees
- Most participants report culture-building aspect of pilot strong
- Most participants express concerns about ability to continue program after grant funds end.



# Moving Forward

- Continue to support work of the four new grantees
- Explore options for LEAs not receiving a grant but engaging in the work of teacher leadership
- Develop growth measures for advanced teacher roles
- Create evaluation rubric specific to advanced teaching roles







**MUDDY  
SNEAKERS®**

THE JOY OF LEARNING OUTSIDE

**NC General Assembly  
Joint Appropriations Committee on Education**



## **OUR MISSION**

To awaken in children a deeply felt connection with the natural world — one that inspires curiosity, stimulates learning, and brings new life to classroom performance.

## OUTDOOR SCIENCE EDUCATION

Muddy Sneakers energizes fifth-grade science instruction through repeat, immersive learning experiences on the state's protected lands.



A nonprofit founded in Brevard, NC, we utilize outdoor classrooms to foster a love of inquiry and position students for improved academic performance.

## IMPACT OF STATE INVESTMENT 2016-2019

### Expansion

We have more than doubled our reach in Western North Carolina, to 25 schools in 11 counties.

### Launch

We opened a second field office in the Piedmont in 2017, now serving 18 schools across 6 counties.

### Hub-and-spoke strategy

Our new satellite programming model allows us to serve underserved counties such as Cherokee and Robeson.

### Coastal planning

We are engaged in programming and development outreach in preparation for a third field office in New Bern.

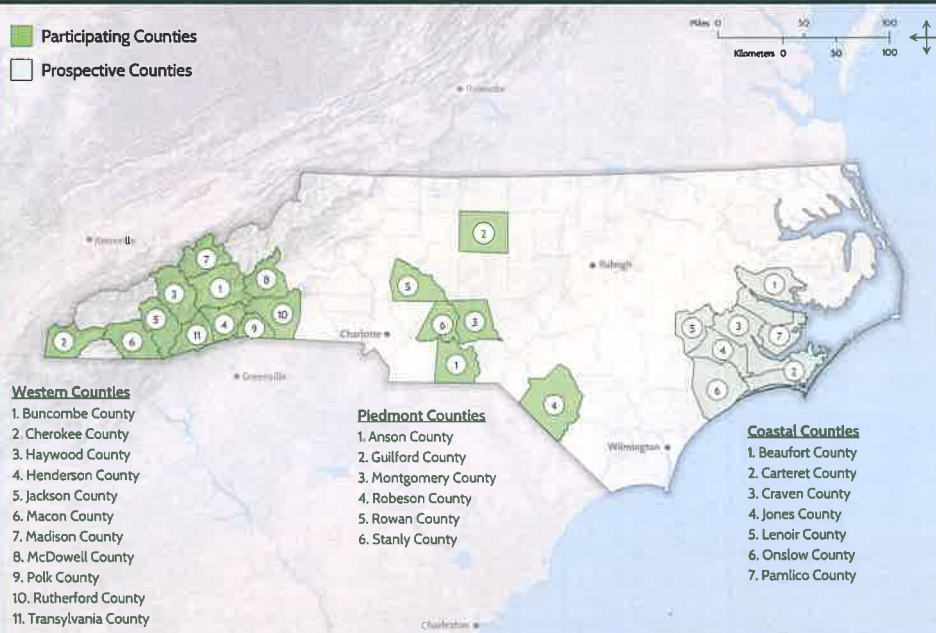
## OPPORTUNITIES WITH CONTINUED STATE SUPPORT

With continued annual investment of \$500,000 or greater:

- Coastal expansion poised to launch in fall 2019
  - New field office in New Bern
  - Initial seven-county service area
- Deeper STEM integration in partnership with state-supported collaboratives such as STEM East
- Greater investment in direct school support including teacher training, reaching additional grades, and improving EOG preparation
- Under the hub-and-spoke model, seek out additional field office locations to serve more students statewide
- Further develop research partnerships with NC State, UNC, and regional universities

## SERVING STUDENTS STATEWIDE

- Participating Counties
- Prospective Counties





## STRATEGY FOR LONG-TERM SUSTAINABILITY

- Muddy Sneakers remains committed to statewide growth through a public-private funding model. In the three years of state investment, we have more than doubled our private support:
  - Funds raised prior to state support (FY2016): \$341,600
  - Funds expected to be raised in FY2019: \$741,800
  - Difference = increase of \$400,200
- We have seen an **increase of 37%** in the number of annual gifts in the three years since state investment.
- Muddy Sneakers is receiving strong interest from foundations and corporations, including GlaxoSmithKline, Z. Smith Reynolds, Duke Energy, and Biltmore.

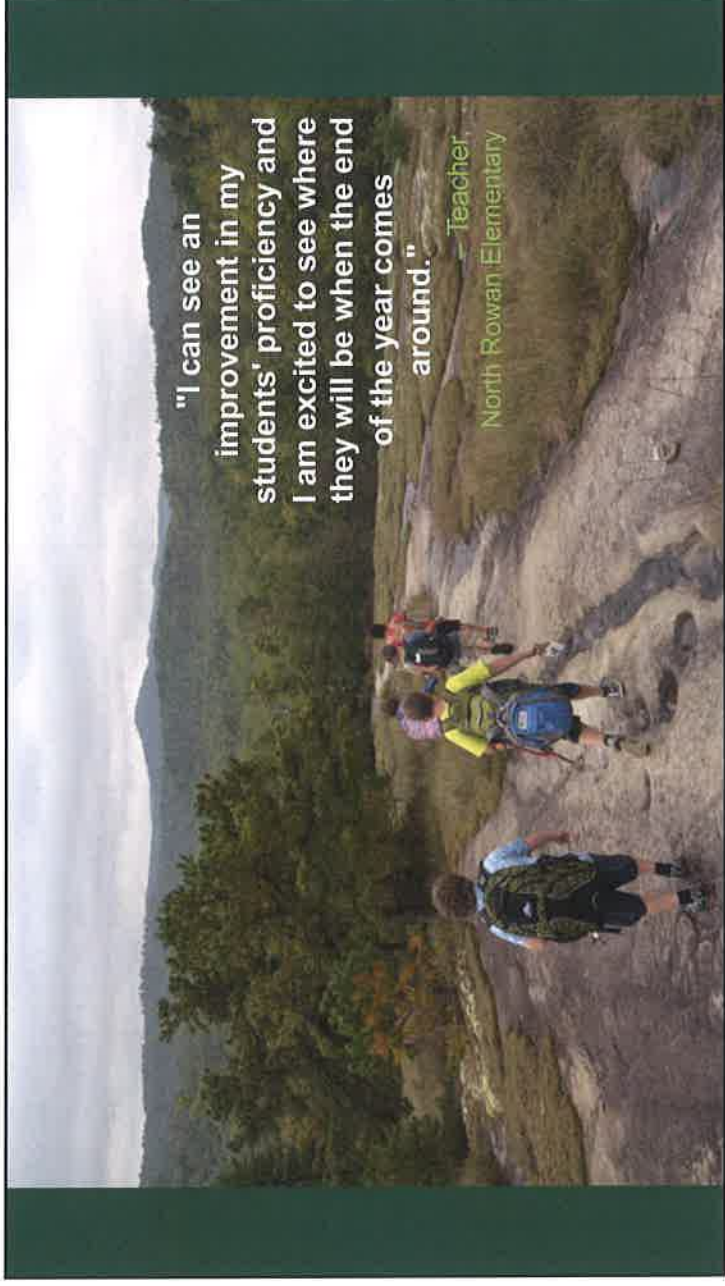
## NC STATE RESEARCH FINDINGS



Muddy Sneakers and NC State University have a unique, ongoing partnership. The first two-year study showed that in our program:

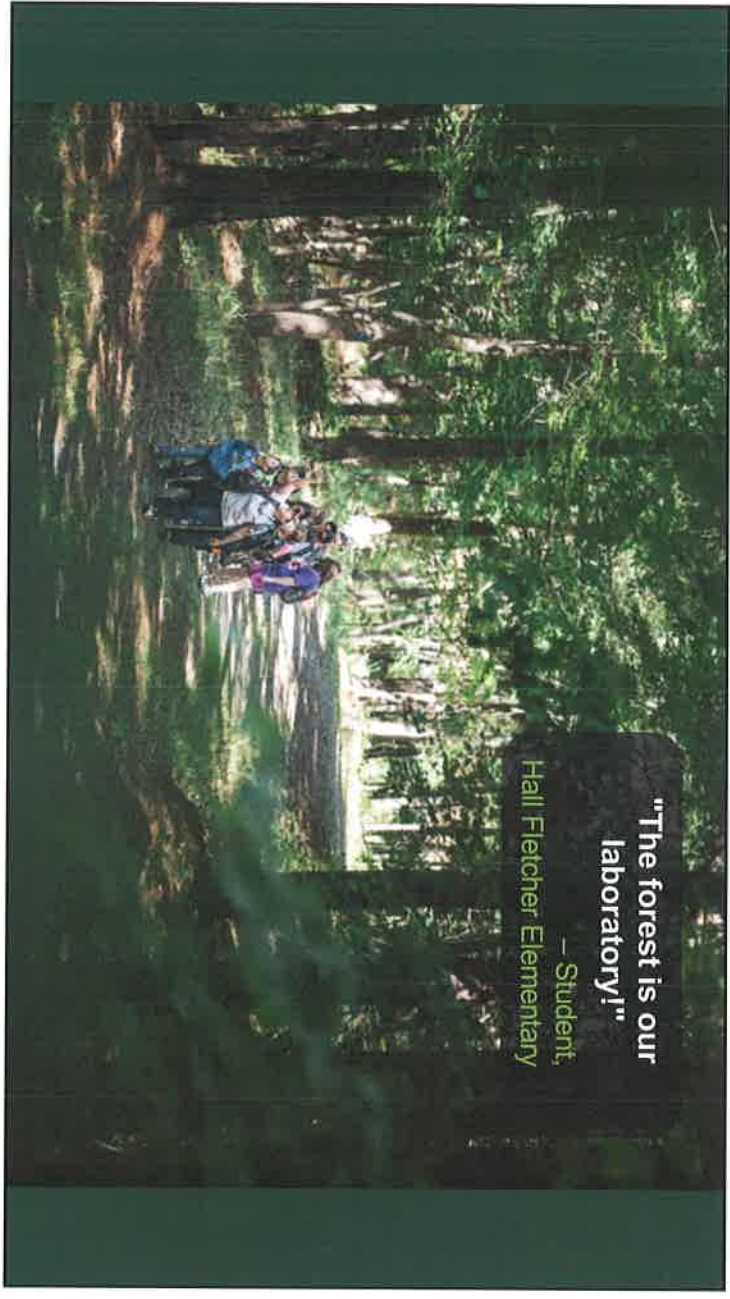
- Girls significantly increase their knowledge of and interest in science compared to those who do not participate in Muddy Sneakers.
- Students grow more confident learning outside and increase their connection to nature.
- Students gain a better understanding of the scientific process through experiential inquiry.





"I can see an improvement in my students' proficiency and I am excited to see where they will be when the end of the year comes around."

Teacher,  
North Rowan Elementary







"It was awesome to see ALL students engaged in cooperative learning and working together to investigate scientific concepts in nature." — Teacher





## LEARN MORE

**Ryan Olson**

**Executive Director**

[ryan@muddysneakers.org](mailto:ryan@muddysneakers.org)

828-862-5560

P.O. Box 146

Brevard, NC 28712

[www.muddysneakers.org](http://www.muddysneakers.org)







**APPROPRIATIONS**  
**ON**  
**EDUCATION**

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**March 26, 2019**

**Room 423, LOB**

**8:30 AM**

**Senate Sergeant at Arms:**

**Terry Barnhardt**

**Charles Marsalis**

**House Sergeant at Arms:**

**Jonas Cherry**

**Rey Cooke**

**Dean Marshbourne**







## Senate Pages Attending

COMMITTEE: Joint App. Education ROOM: 423 LAB  
DATE: 3-26 TIME: 8:30

PLEASE PRINT LEGIBLY....or else!!!!

Page Name	Hometown	Sponsoring Senator
1. Taylor Harris	Charlotte	Bishop
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Pages: Present this form to either the Committee Clerk at the meeting or to the Sgt-at-Arms.



**House Pages**  
**Assignments** *24*  
*Tue* **Monday, March 25, 2019**  
**Session: 4:45 PM**

Committee	Room	Time	Staff	Comments	Member
Appropriations, Education	422	8:30 AM	Jared Danaher		Rep. William O. Richardson
			Lauren Johnson		Speaker Tim Moore
Appropriations, Justice and Public Safety	415	8:30 AM	Blake Ellison		Rep. George G. Cleveland
			Kai Nilsen		Rep. Verla Insko



VISITOR REGISTRATION SHEET

Appropriations - Education  
(Committee Name)

3/26/19  
Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY
Ed Surlight	BP
J Goodman	CCC
April Neimann	MWC
Harry Kaplan	MWC
Zoe Stillman	TSL
Amy Fulk	30 PR
Mortez Hie	STW
Holder	NC SBE / PRI



# VISITOR REGISTRATION SHEET

Joint Appropriation - Education

(Committee Name)

3-26-19

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY
Tom Timberlin	NCDPI
Kevin Wilkinson	NCDPI
Ryan Otson	Muddy Sneakers
Will Morgan	MFS
Richard Bostic	NC SBA
Rachel Beach	RBlair
Elizabeth Yelverton	NCASA
DAVID POWERS	UNC BOG
Leah Sutton	Best NC
Sallie James	Governors office
Drew Metz	UNC SYSTEM
Austen Nowell	UNC SYSTEM
Amy Auth	UNC-Chapel Hill







## AGENDA

### JOINT MEETING: HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION AND SENATE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

March 28, 2019 8:30 a.m.

Legislative Office Building - Room 423

#### House Subcommittee Co-Chairs

Rep. Jeffrey Elmore  
Rep. John A. Fraley  
Rep. D. Craig Horn  
Rep. Pat B. Hurley  
Rep. John Sauls

#### Senate Subcommittee Co-Chairs

Sen. Deanna Ballard  
Sen. Jerry W. Tillman

#### House Subcommittee Vice-Chairs

Rep. Linda P. Johnson

#### House Subcommittee Members

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Rep. Cynthia Ball  
Rep. Cecil Brockman  
Rep. Susan C. Fisher  
Rep. James D. Gailliard  
Rep. Terry E. Garrison  
Rep. Rosa U. Gill  
Rep. Holly Grange  
Rep. Bobby Hanig  
Rep. Marvin W. Lucas

#### Senate Subcommittee Members

Sen. W. Ted Alexander  
Sen. Don Davis  
Sen. Chuck Edwards  
Sen. Rick Horner  
Sen. Todd Johnson  
Sen. Wiley Nickel  
Sen. Erica D. Smith  
Sen. Joyce Waddell

#### **I. Welcome and Opening Remarks**

Senator Tillman  
Presiding Co-Chair

#### **II. UNC Laboratory Schools**

*Dr. Andrew Kelly*  
*SVP for Strategy and Policy*  
UNC System Office

*Dr. Robin Groce*  
*Assistant Dean*  
Appalachian Academy at Middle Fork (ASU)

*Sabrina Hill-Black*  
*Principal*  
D.C. Virgo Preparatory Academy (UNC-W)

*Tracy Cole*  
*Principal*  
East Carolina University Community School

*Dr. Christina O'Connor*  
*Co-Director*  
Moss Street Partnership School (UNC-G)

*Pamela Broome*  
*Principal*  
Niner University Elementary (UNC-C)

*Dr. Kim Winter*  
*Dean and Professor*  
The Catamount School (WCU)

#### **III. Communities in Schools**

*Pam Hartley*  
*President and CEO*  
Communities in Schools of North Carolina

*Louise Hicks*  
*Executive Director*  
Communities in Schools of the Cape Fear Area

**Adjourn**



**Senate Committee on Appropriations on Education/Higher Education**  
**Thursday, March 28, 2019 at 8:30 AM**  
**Room 423 of the Legislative Office Building**

**MINUTES**

The Senate Committee on Appropriations on Education/Higher Education met jointly at 8:30 AM on March 28, 2019 in Room 423 of the Legislative Office Building. 18 Senate and House members were present.

Senator Jerry W. Tillman, Chair, presided. Senator Tillman called the meeting to order and recognized the pages and sergeant-at-arms.

Chairman Tillman recognized Dr. Andrew Kelly, SVP for Strategy and Policy, UNC System Office. Dr. Kelly presented an UNC Laboratory Schools update which included initiative-wide highlights. The presentation is included as Attachment I, and is made part of the minutes.

The following presenters were recognized and provided an overview of each of their respective laboratory schools:

Dr. Robin Groce, Assistant Dean, Appalachian Academy at Middle Fork (ASU)  
Sabrina Hill-Black, Principal, D.C. Virgo Preparatory Academy (UNC-W)  
Tracy Cole, Principal, East Carolina University Community School (ECU)  
Dr. Christina O'Connor, Co-Director, Moss Street Partnership School (UNC-G)  
Pamela Broome, Principal, Niner University Elementary (UNC-C)  
Dr. Kim Winter, Dean and Professor, The Catamount School (WCU)

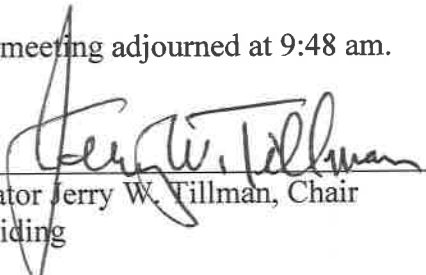
Each overview is included as Attachment II, and is made part of the minutes.

During the presentations, Chairman Tillman relinquished his presiding responsibilities to Co-Chair, Representative Hurley, in order to attend another meeting.

Chairman Hurley recognized Pam Hartley, President and CEO, Communities in Schools of North Carolina and Louise Hicks, Executive Director, Communities in Schools of the Cape Fear Area. Ms. Harley's and Ms. Hick's presentation is included as Attachment III, and is made part of the minutes.

Following the presentations, Chairman Hurley recognized members for questions and comments.

The meeting adjourned at 9:48 am.

  
\_\_\_\_\_  
Senator Jerry W. Tillman, Chair  
Presiding

  
\_\_\_\_\_  
Suzanne Castleberry, Committee Clerk



*Initiated in 2016, The UNC Laboratory Schools advance learning and teaching by including the best thinking from our universities and school partners to ensure the youngest members of our academic community excel. By 2019, six UNC universities will open laboratory schools serving K-8 students in low-performing localities.*



### Initiative-wide Highlights:

- Two schools completing Year 2 and preparing for enrollment growth in Year 3
- Three schools opened in summer 2018, bringing total combined enrollment to more than 1,000 students
- University partners are beginning to integrate pre-service teacher candidates into Laboratory School classrooms
- Initiative-wide evaluation is conducted by a team of independent researchers

### School Overviews:

Opened 2017



**Summary:** ECU Community School serves Grades K-5 at South Greenville Elementary School.  
**District Partner:** Pitt County Schools  
**20-Day Enrollment:** 85  
**Overall Performance Grade 2017-2018:** F



**Summary:** The Catamount School serves students in Grades 6-8 and is located at Smoky Mountain High School.  
**District Partner:** Jackson County Public Schools  
**20-Day Enrollment:** 56  
**Overall Performance Grade 2017-2018:** C



**Summary:** Appalachian Academy at Middle Fork serves students in grades K-5.  
**District Partner:** Winston-Salem/Forsyth County Schools  
**20-Day Enrollment:** 282  
**Overall Performance Grade 2017-2018:** N/A

Opened 2018



**Summary:** Moss Street Partnership School serves students in grades K-5.  
**District Partner:** Rockingham County Schools  
**20-Day Enrollment:** 389  
**Overall Performance Grade 2017-2018:** N/A



**Summary:** D.C. Virgo Preparatory Academy serves students in grades K-8 on a year-round calendar.  
**District Partner:** New Hanover County Schools  
**20-Day Enrollment:** 243  
**Overall Performance Grade 2017-2018:** N/A

Opening 2019



**Summary:** Niner University Elementary will open in fall 2019. The school will serve 150 students in grades K-2 and plans to expand to grade 5 by fall 2022.  
**District Partner:** Charlotte-Mecklenburg Schools  
**20-Day Enrollment:** N/A  
**Overall Performance Grade 2017-2018:** N/A

For more information, please contact Dr. Albert P. DuPont at [apdupont@northcarolina.edu](mailto:apdupont@northcarolina.edu).



# Academy at Middle Fork

APPALACHIAN STATE UNIVERSITY.

**NCGA Joint Appropriations Committee on Education**  
**Thursday, March 28, 2019**

## Learning Together

We commit to learning together through partnerships, collaboration and high-quality instructional programming.



## Learning Together: Academy Team

- Principal, Assistant Principal, Director of Curriculum & Instruction
- Social Worker, Nurse, Technical Assistant, Administrative Assistant, Data Manager, Day Porter
- Behavior Support Coach
- 18 classroom teachers
- Music, Art, PE/Health, Media
- 2 English Language Learner Teachers
- 2 Exceptional Children Teachers
- 10 Teacher Assistants
- 1 One-on-One
- 1 Personal Attendant



## Learning Together: Mini Mountaineers

- 274 enrolled students (K-5)
- About 80% of 1st - 5th graders returned from last year
- 124 African American, 104 Hispanic, 29 Caucasian, 17 Other







## Learning Together: *Curriculum Team*

- Community
- Students
- Staff
- Teachers
- Faculty



## Learning Together: *Community Collaboration*

- Boys & Girls Club, Old Salem,
- Winston Salem State University,
- Appalachian Advancement,
- Community Churches & Banks,
- Community Members & Businesses



## Learning Together: *Professional Development*

- Reading Workshop
- Team-Building
- Content-Area PD with Appalachian Faculty
- Morning Meeting
- Trauma-Sensitive



## Developing the Whole Child

We commit to developing the whole child including their social skills, emotional needs and cognitive abilities.





## Developing the Whole Child: *HIKE*

Honesty  
Integrity  
Kindness  
Excellence



## Boosting Academics

We commit to boosting academics through early literacy as well as an inclusive and integrated, interdisciplinary curriculum.



## Boosting Academics: *NC Winter Check-In*

	4th Grade	5th Grade
2017-2018 NC Winter Check-In Reading	32.6%	50.6%
2018-2019 NC Winter Check-In Reading	49%	59%

## Amplifying Sustainability

We commit to amplifying sustainability by teaching sustainable living; civility, equity and equality; wellness; and, respect for the environment.





## Amplifying Sustainability: Initiatives

- Zero Waste
- Community/School Gardens
- Faculty Development
- NC Green Schools
- Special Events
- Outdoor Classrooms



## Our Challenge: Transportation

- Large District
- Zoned Residential Schools
- Magnet Stops
- Homeless Children



## Connect!

Web: [middlefork.appstate.edu](http://middlefork.appstate.edu)

Social Media (Facebook & Twitter): @appstateacademy

#appstateacademy



## D. C. Virgo Preparatory Academy





# ECU Community School Update

Presentation to  
North Carolina General Assembly  
Joint Appropriations Committee on Education

March 28, 2019

## Overview of School

**Location:** South Greenville Elementary

**Grade Span:** Kindergarten-Fifth Grade

**Enrollment:** 80 Scholars

**Teachers:** Five

**Teacher Assistants:** Four

**Support Staff:** Special Education Director/Teacher, Nurse,  
Social Worker, Curriculum Director, Administrative Assistant



## School Celebrations

- School expansion
- Qualifications of Faculty
- Partnership with Pitt County Schools
- University Partnerships
  - College of Allied Health Sciences
  - College of Education
  - College of Health and Human Performance
  - School of Dental Medicine
  - College of Nursing
  - ECU Athletics Department
  - ECU Police Department
- 2017-2018 Accountability Status: Made Expected Growth



## ECU Community School: Context

- 100% of the students in the ECUCS transferred from a low-performing school
- 100% of the transferring students were considered academically at-risk
- 88% of the school population is considered at the poverty level according to the federal definition (note: 100% poverty identification using 1.6 multiplier for Title I)
- 12% of the school population qualifies for exceptional children's services (note: additional qualifications anticipated with expansion of grade levels)





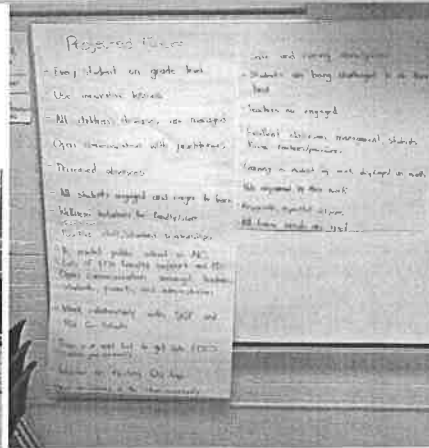
### General Population

- ECUCS Scholars

- 
- CHILDREN WITH ADD**
- |   |  |   |
|---|--|---|
| <b>MORE LIKELY TO BE RETAINED</b><br><br>LOWERED ACHIEVEMENT<br>DOMESTIC VIOLENCE / SUICIDE<br>ABUSE, DISORDERLY<br>LIVING, AND<br>DEVIANCE & HYPERACTIVITY |  | <b>DIFFICULTIES WITH ATTENTION</b><br><br>LOWER TEST SCORES<br><br><b>MORE ABSENCES</b><br><br>HIGHER RISK OF INJURY<br>INCREASED DELINQUENCY<br>ANXIETY & WITHDRAWING<br><br>REGULATING EMOTIONS |
|---|--|---|
- © copyright, Applied Behavior Analysis Magazine, Inc., 2017

<https://www.nderum.org/wp-content/uploads/2015/11/News-2-2-Eng.pdf>

- Full-Time School Counselor
- Full-Time School Nurse
- Full Time School Social Worker
- Full Time EC Coordinator/Teacher





# Moss Street Partnership School

March 28, 2019

UNCG  
MOSS STREET  
— PARTNERSHIP SCHOOL —

## Overview

- By the numbers
  - 372 students
  - 38 full time professional (licensed) staff members
  - Teacher candidates in both undergraduate and MAT programs
  - Early field experiences and student teachers
  - School counselor and principal interns
  - Professional learning through MEd programs, faculty-in-residence, and Project EnACTeD

UNCG  
MOSS STREET  
— PARTNERSHIP SCHOOL —

## Overview

- Guiding Principles
  - Inclusive, Collaborative, Experiential, Interdisciplinary, Reflective
- Instructional Initiatives
  - Engaged Reading Framework, Cognitively Guided Math Instruction, Spartan Quest
- Culture and Climate Initiatives
  - House System, CHOICES, Restorative Practices/Trauma Informed Practice

UNCG  
MOSS STREET  
— PARTNERSHIP SCHOOL —

## Engaged Reading Framework

- Use an engaged reading framework for building a classroom community of readers
- Build classroom libraries that contain culturally relevant texts on a wide range of texts that will engage students
- Use conversation / talk as a resource for making sense of and building relationships with peers around texts
- Dr. Gay Ivey, Dr. Allison Ormond



UNCG  
MOSS STREET  
— PARTNERSHIP SCHOOL —



## Experiential Learning



- Interdisciplinary teaching and learning
- Spartan Quest: STEAM focus

UNCG  
**MOSS STREET**  
— PARTNERSHIP SCHOOLS —

## Teacher / Staff Professional Learning



M.Ed. K-12 Literacy Program (12 teachers)

M. Ed. Math Education (1 teacher)

UNCG Project EnActEd (13 teachers/staff)

International Restorative Practices

Robotics / Coding at NCCAT

UNCG  
**MOSS STREET**  
— PARTNERSHIP SCHOOLS —



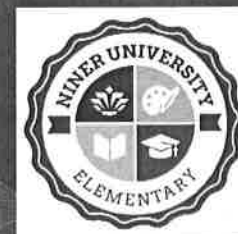
## Challenges: Enrollment

- Target enrollment of 420 students
- 429 enrollment forms as of August 27, but ~390 physically present on first day
- 390 enrolled as of 20th day
- 372 currently enrolled
- No low performing elementary schools currently in Rockingham County
- Can only enroll based on individual eligibility
- Limited pool of potential students to draw on as students move or graduate

UNCG  
**MOSS STREET**  
— PARTNERSHIP SCHOOLS —

## Niner University Elementary

Presentation to the North Carolina General Assembly  
Joint Appropriations Committee on Education  
March 28, 2019







## NINER UNIVERSITY ELEMENTARY

The mission of Niner University Elementary School is to develop lifelong learners and responsible, caring citizens through an authentic and meaningful curriculum enacted by way of research-validated practices. Each learner's unique identity will be understood, supported and developed within a community-supported environment that fosters scholarship, engagement, and joy.

1

### Student-Centered Instruction

Student need drives instructional practices

2

### Professional Preparation and Development

Advancing teacher, counselor, and leadership preparation and development

3

### School-Community Partnerships

Coordinating and working with our community

4

### Development and Application of Research-Validated Practices

Current research-validated practices will undergird classroom instruction, leadership, and the training of school professionals.



## NINER UNIVERSITY ELEMENTARY

The mission of Niner University Elementary School is to develop lifelong learners and responsible, caring citizens through an authentic and meaningful curriculum enacted by way of research-validated practices. Each learner's unique identity will be understood, supported and developed within a community-supported environment that fosters scholarship, engagement, and joy.

1

### Student-Centered Instruction

Student need drives instructional practices

- 1.1 Rigorous, Standards-Aligned Core Instruction  
Balance of inquiry-based and direct instruction and creation of a joyful, rigorous school culture
- 1.2 Social-emotional Support  
Relationship-based support for the needs of the whole child, with a focus on culturally sustaining, trauma-informed practices, and family engagement
- 1.3 Arts Integration  
Strategic integration and exploration of the arts throughout the curriculum
- 1.4 On-Time Interventions  
Evidence- and data-based interventions to ensure all learners are on-track

2

### Professional Preparation and Development

Advancing teacher, counselor, and leadership preparation and development

- 2.1 Targeted Clinicals  
Build pre-service educators' practical knowledge, skills, and dispositions to use sound, validated practices
- 2.2 Ongoing Professional Development and Growth  
In service development to increase effectiveness of teachers and leaders within the school
- 2.3 Job-Embedded Coaching  
Focus on practical, direct feedback, and support for principal and teachers
- 2.4 Partnership  
Collaboration with middle school and CMS to facilitate professional learning and growth within the district

3

### School-Community Partnerships

Communicating and working with our community

- 3.1 Family Engagement  
Invite and actively involve families into the school community, decision making, and experiences
- 3.2 Leveraging Community Assets  
Investigate and integrate community's cultural assets into curriculum and activities
- 3.3 Community Mentorship  
Develop mentor programs in collaboration with school professionals, community members, and students
- 3.4 Partnerships for Strength  
Ongoing partnerships with various businesses and organizations, including early childhood centers

4

### Development and Application of Research-Validated Practices

Current research-validated practices will undergird classroom instruction, leadership, and the training of school professionals. UNC Charlotte will seek to create a model school for the development and application of evidence-based practices with a particular focus on applying practices that support a diverse student body across academics and social-emotional growth.

## Partnership with Charlotte-Mecklenburg Schools James Martin Middle School



## Enrollment & Student Recruiting

Academic School Year	Grades	Total Projected Student Enrollment
First Year (2019-20)	K-2	150
Second Year (2020-21)	K-3	200
Third Year (2021-22)	K-4	250
Fourth Year (2022-23)	K-5	300
Fifth Year (2023-24)	K-5	300







## Scope of Work

### Facilities

- Furniture, Fixtures, Equipment
- Technology
  - projectors
  - teacher devices
  - student devices
  - office
- Minor Renovations
- Playground

### Academic Program

- Curriculum Resources
- Classroom Libraries
- Library Books
- Math Manipulatives
- Science Kits, Materials
- Assessment Materials

## Staffing

### ADM Funded Positions:

- Principal
- 6-9 teachers
- 2-3 teacher assistants
- Special Education teacher
- English as Second Language teacher

### Support:

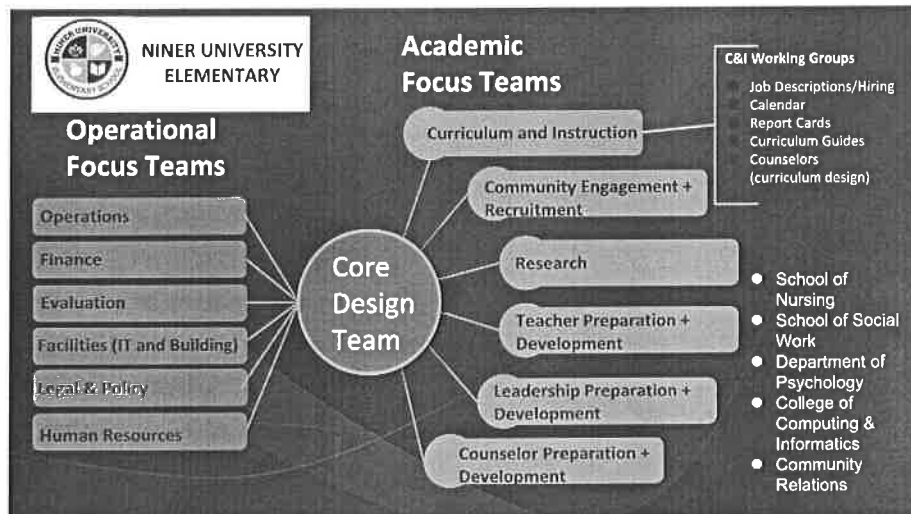
- Administrative Assistant
- Data manager/Registrar

### Non-funded Positions:

- Counselor
- Social worker
- Nurse
- Media/IT facilitator
- 2-3 teacher assistants
- Curriculum Coordinator/Teacher

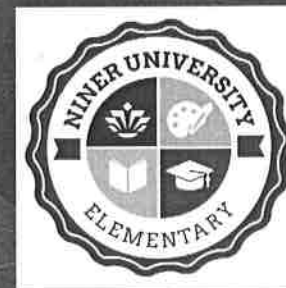
### Contract Positions:

- Psychologist
- Speech Therapy
- Occupational Therapy



Follow us at <https://nue.uncc.edu>

*The future of learning starts today!*







## WCU: The Catamount School

March, 2019



*The Catamount School vision is to be a learning community where all students are valued and care for themselves and others. We promote health and wellness and a commitment to learning through experience in a caring, collaborative, and socially just environment.*



**Middle School: 6th - 8th Grades**  
**2018-19: 56 Students (0% Attrition)**

63% low-performing EOGs  
 27% other low-performance\*  
 18% from low-performing schools  
 20% students w/ exceptionalities  
 61% M / 39% F  
 77% white; 14% multi-racial;  
 4% Hispanic; 5% Native American

**2017-18:**

51 students (56 at 20th day)  
 10% attrition

**Target Enrollment: 75**

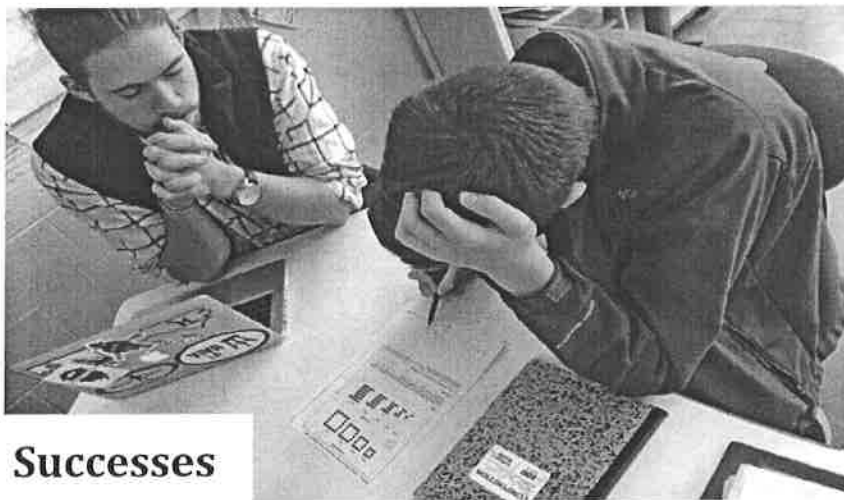


- Daily HPE & Enrichment
- Clubs & Elective Classes
- Targeted Academic Interventions
- Flexible Learning Environments
- Positive Behavioral Interventions & Supports (PBIS)
- Project-Based Learning
- Standards-Based Grading
- Focus on Resilience, Social-Emotional Learning, & Relationship Building
- Common Planning Time
- Co-Teaching & Inclusive Practices
- Comprehensive Assessment/Diagnostic Tools: EC, Psychological, etc.
- AIG Plan & Twice-Exceptional Students
- Community of Care Implementation



**Commitments**





**Successes**



**One:** Our commitment to deep immersion of the professional preparation programs through course-based field experiences, internships, and the exchange of faculty between the lab school and campus.



**Embedded Preservice Preparation**

- **Early Field Experiences in Teacher Education:** Middle Grades (MG) , Inclusive Education (EC), Health & PE (HPE), Reading, & Art Education
- **Internships:** MG, EC, & HPE
- **Nursing Practicum Experiences**
- **School Psychology, School Counseling, Clinical Psychology, Speech Language Pathology, & Masters in School Administration**

**2017-2019:** >100 Preservice Candidates Placed at TCS (MG, EC, HPE, Reading, School Counseling, & Nursing Practicum)

**2017-2019:** HPE Intern Is & IIs

**2017-2019:** 5 MG Intern I to II

**2017-2019:** IC Intern I to II

(Fall to Spring–Full Year)

**2019:** MSA Principal Intern





**Methods courses taught onsite**, often in conjunction with middle school content classes, **by university faculty and TCS teachers**. Middle school content, health and PE, enrichment, and elective classes **taught/co-taught by faculty**. Faculty/Staff involved in **EC administration, leadership, and supervision**.



**Two:** Impressive academic growth and performance in year one and a continued focus on targeted interventions in both reading and math.



## Year 1

**Met Growth in 2 out of 4**

**Targets:** Economically Disadvantaged & Math

### **Impressive Overall Growth:**

67% in Reading & 71.4% in Math

**Also Impressive:** 91.7% in 8th grade Science

**58% of 8<sup>th</sup> graders (7 out of 12) took Math I**

**71% of the Math I students earned HS course credit**

**100% of 8<sup>th</sup> graders learned both 8<sup>th</sup> grade science curriculum & 9<sup>th</sup> grade Earth & Environmental Science**

**92% of 8th graders (11 out of 12) earned HS course credit for Earth and Environmental Science**

## **Area for Improvement: Targeted Reading Interventions**

**Gates-MacGinitie Reading Test** assesses students' general reading level- determines overall reading ability, specifically in the areas of vocabulary and comprehension. Gates-MacGinitie data suggests that gains of 13 points or more from 6<sup>th</sup> to 7<sup>th</sup> grade and 8 points or more from 7<sup>th</sup> to 8<sup>th</sup> grade are *typical*. Using this indicator ...

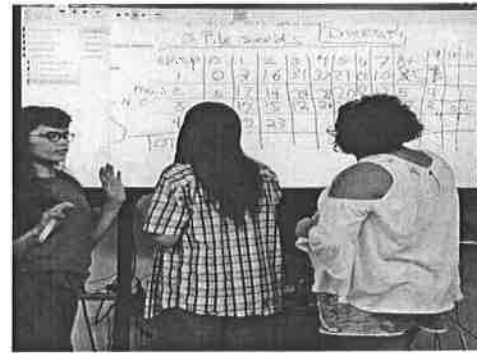
**10/15 continuing 7th graders showed typical gains (67%)**

**13/19 continuing 8th graders showed typical gains (68%)**

Reading performance data has been used to develop protocols for targeted reading interventions which have been implemented during the 2018-19 year. Students receive targeted reading interventions twice per week.







**Challenge:**  
Facilities

**Space Challenges:** Regrouping for instruction, interventions, enrichment, counseling/groups, and more is truly a challenge with 3 ½ classrooms.



Kim Winter  
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 828.227.3306  
 catamountschool.wcu.edu



# ELISS IMPACT

March 28, 2019



Communities  
In Schools

North Carolina

In schools to help kids stay in school.

# What is ELISS?

- **E**xtended — going beyond the school day
- **L**earning —reinforcing classroom concepts
- **I**ntegrated — community supports within the school building
- **S**tudent — students at-risk of dropout, not performing or displacement
- **S**upport — evidence based program with multi-tiered supports to address student barriers to success

# Grantees

Communities In Schools organizations in:

- Brunswick County
- Pender and New Hanover Counties
- Montgomery County
- Alexander, Ashe, Allegheny, Wilkes Counties
- Nash County
- Rowan County



YMCA OF NORTHWEST NORTH CAROLINA



book harvest



# 10,000 Foot View ELISS

- **18** Organizations funded to provide Extended Learning and Integrated Student Supports for \$5,801,450.00 annually for two years
- **75** locations

Purpose:

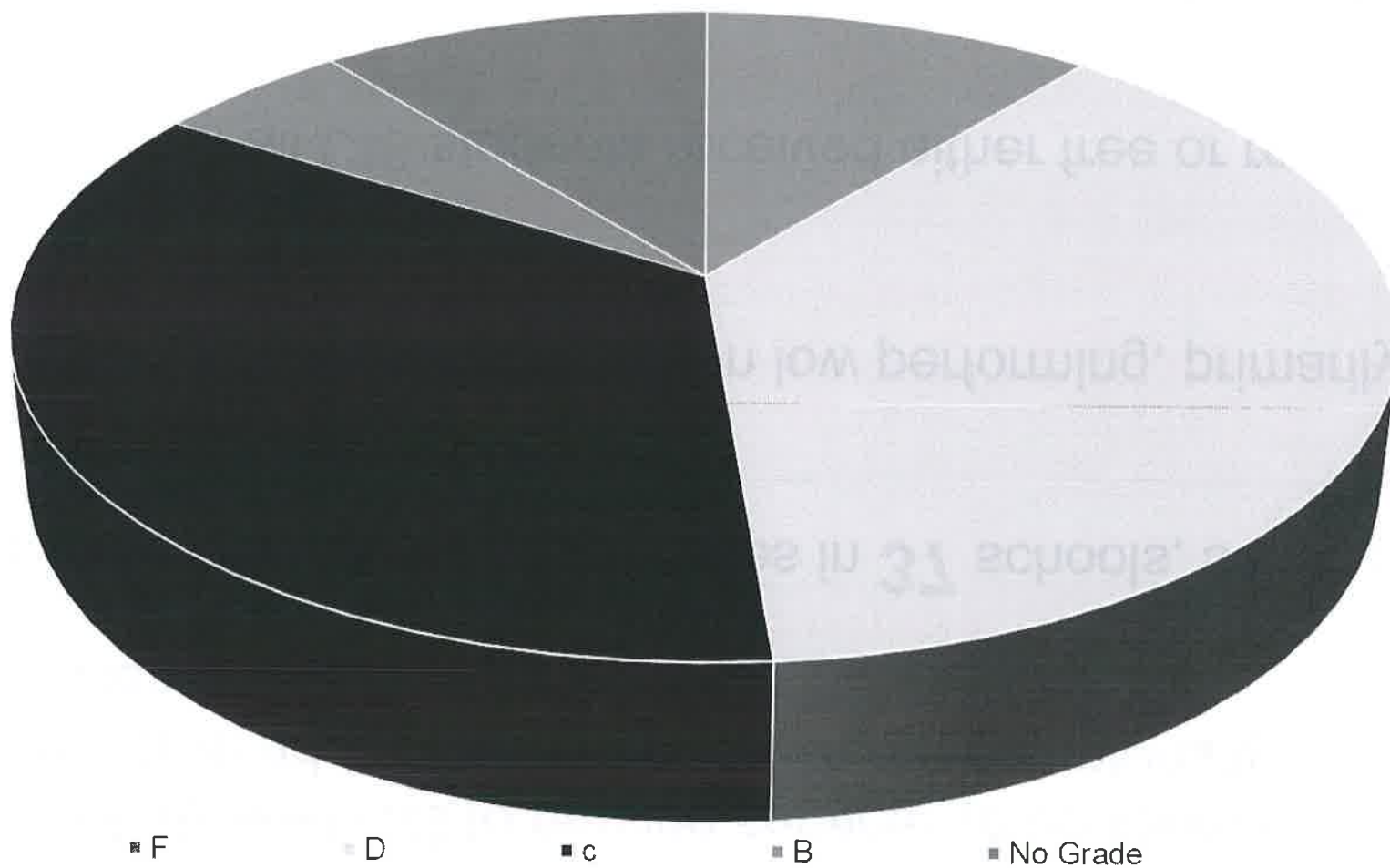
Session Law 2017 Section 7.24 – The purpose of the program is to fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes.

# Overview of Communities In Schools Services

- ELISS allowed CIS to provide services to additional students in additional schools, with deeper intensity (more services per student)
- CIS used ELISS to fund services in **37** schools, serving **11,590** students
- CIS targeted at-risk students in low performing, primarily high poverty schools
- **92%** of all CIS students received either free or reduced price lunch
- ELISS created opportunities for deeper engagement of districts and community funders
- Early results are promising

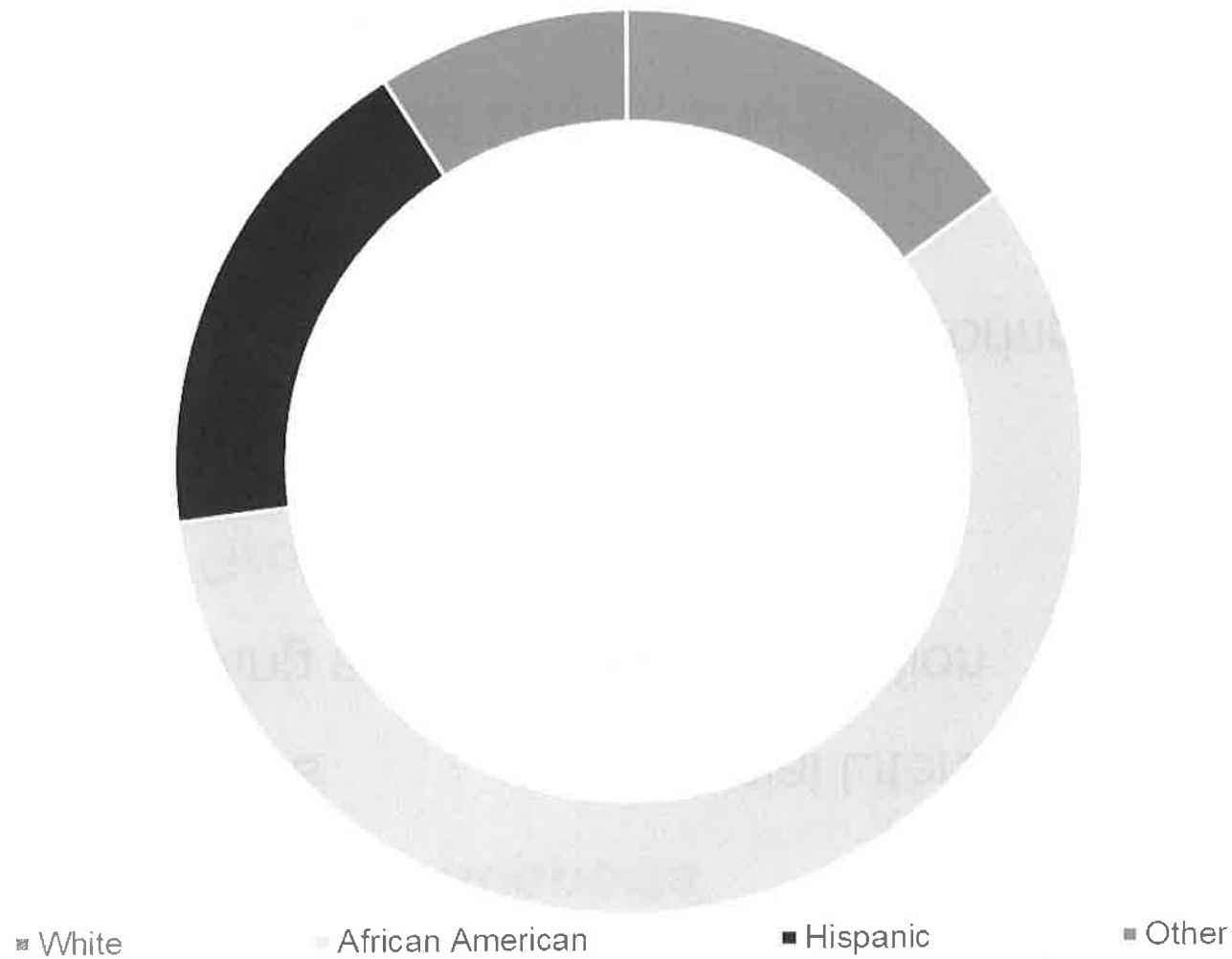
# ELISS School Snapshot

## School Grades





# Student Demographics



# Service Provided

## Students receive multi-tiered supports

### Tier 1 – Whole School Supports

Career Fairs                      Financial Literacy workshops  
Anti-bullying and Violence Prevention

### Tier 2 – Small Group Supports

Behavioral Support Programing  
Avid                                  Academic Tutoring

### Tier 3 – One-on-one Supports

One-on-One Goal Setting and Mentoring  
Academic Tutoring

# Student Success 17-18

Community	Promotion	Attendance	Behavior	Coursework
CIS Brunswick	91%	79%	79%	89%
CIS Cape Fear Area	95%	79%	89%	86%
CIS Montgomery	84%	71%	94%	94%
CIS Northwest North Carolina	85%	68%	93%	90%
CIS Rocky Mount	92%	85%	85%	82%
CIS Rowan	93%	84%	81%	93%

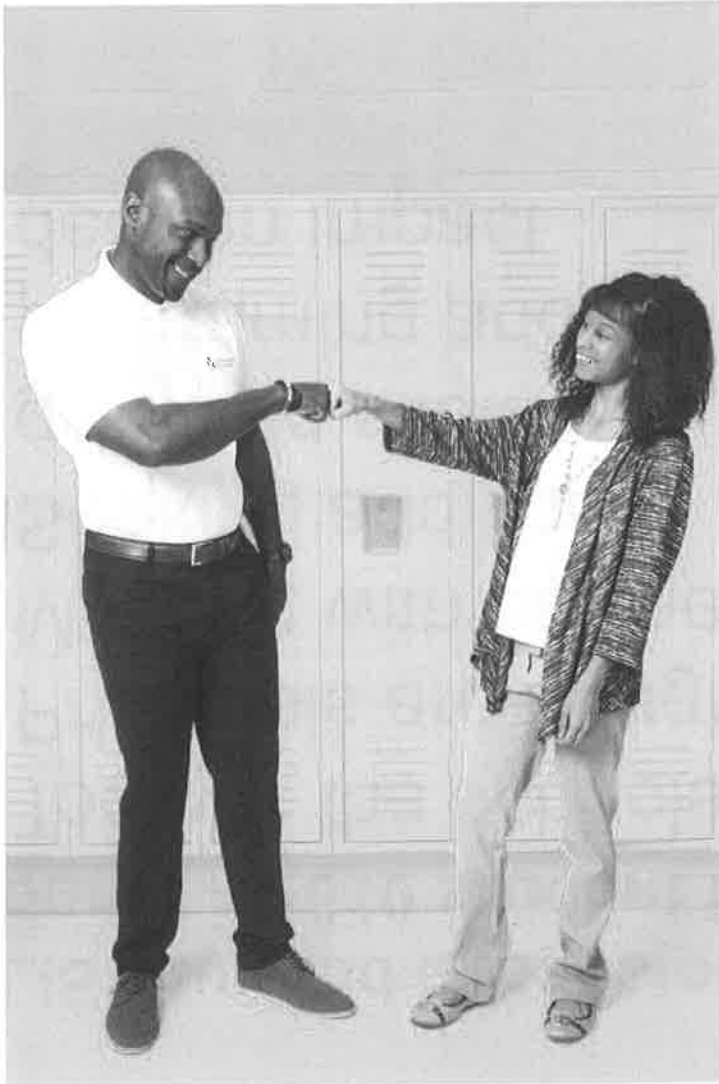
The UNCG SERV Center is contracted to evaluate programs receiving ELISS grants by July 31.

# Impacts from a School Leader

*“The ELISS Grant allows Pender County Schools to provide high-quality, after-school learning and all-day integrated student support services for our at-risk high school students. Without this grant, this level of direct service would end at the middle schools in our district. ELISS allows us to collaborate with Communities In Schools to provide invaluable programs and personnel that provide a multitude of wraparound services for students in need.”*

Dr. Beth Metcalf  
Executive Director for k-12 Instructional Data Support and  
Elementary Education  
Pender County Schools

# Impacts from a Parent

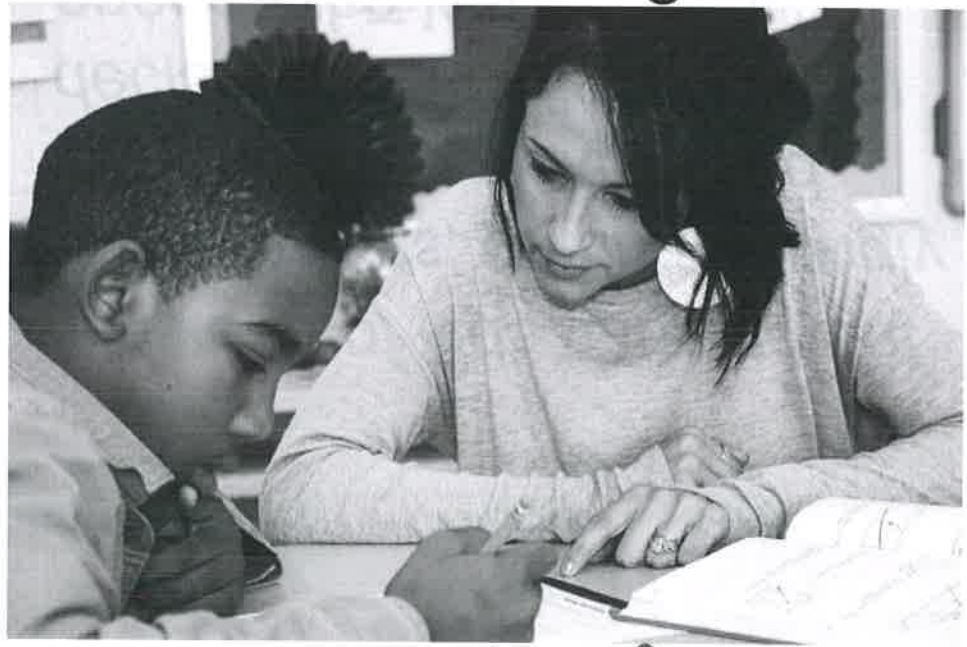


*“Instead of kids hanging out in the streets, getting wrongly influenced or making bad decisions with idle time, you opened the WIRE. Wow! What an amazing impact you make on this community.”*

# Sustaining Impact -- NWNC

**ELISS funded expansion into 5 schools in Alexander County = 1610 student impacted**

- Today – the schools want to continue the program
- Principals are bought in
- Meeting with businesses to fill the funding need
- Seeking additional grants to sustain programing and deepen impact



# Ongoing Need

**564** Total low performing schools in NC

**1 in 5** Schools in NC are designated low performing

**1 in 5** Children live in poverty





# Case for Continuation

ELISS Grants are a valuable tool for students and schools because:

- Provide an opportunity to expand services to at-risk students
- Leverage federal and community funds
- Research and evidence-based practice with data to prove impact
- It Works!







In schools to help kids stay in school.

# Thank you!



Communities  
In Schools

North Carolina



**VISITOR REGISTRATION SHEET**  
Joint Appropriations on Ed/Higher Education

(Committee Name)

3/28/19

Date

**VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK**

<u>NAME</u>	<u>FIRM OR AGENCY AND ADDRESS</u>
Allen Briderroc	NCAEC
Bruce Mildner	NCSRA
Angie Feltz	30 PR
Zane Stilwell	TSG
Julie Korrel	UNC System office
Martez Hill	Smith Hill
Tom West	NLEU
Dan Moritz	UNC System
Andrew Kelly	UNC System
Somer Lewis	UNCW
Sabrina Hill-Black	UNCW - DC Virgo Prep
Christina O'Connor	UNC G
Kim Winter	WCU
AUBREY DUPONT	UNC SYSTEM
ROGER GLOFF	ATL STATE
Tracy L. Cole	East Carolina University
Eclna Wallace	RTI



**VISITOR REGISTRATION SHEET**  
 Joint Appropriations on Ed/Higher Education

(Committee Name)

3/28/19

Date

**VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK**

<u>NAME</u>	<u>FIRM OR AGENCY AND ADDRESS</u>
Tracy Kimbrell	Parker Poe
Jill Cox	Communities In Schools NC
Pam Hawthley	" " "
LOUISE HICKS	CIS Cape Fear
LINDA SUGGS	Ed Consultant
Betty Doster	UNC Charlotte
Pamela Broome	" "
Richard Bostic	NC SBA
Ed Jurelyk	IBK
Andrew Cagle	UNCG
Bonnie Jordan	CIS Brunswick Co.
Ron TURBYFILL	CIS Rowan Co
Tanesha Cameron-Cole	CIS Rocky Mount Region
Mark Lanier	UNCW
April Neumann	mwe
Austen Howell	UNC System
Amy Anth	UNC-Chapel Hill



**VISITOR REGISTRATION SHEET**  
Joint Appropriations on Ed/Higher Education

(Committee Name)

3/28/19

Date

**VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK**

<u>NAME</u>	<u>FIRM OR AGENCY AND ADDRESS</u>
Paul Bealin	RB Law







## AGENDA

### SENATE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

May 28, 2019 2 p.m.  
Legislative Building, 1027/1128

#### Senate Subcommittee Co- Chairs

Sen. Deanna Ballard  
Sen. Jerry W. Tillman

#### Senate Subcommittee Members

Sen. W. Ted Alexander  
Sen. Don Davis  
Sen. Chuck Edwards  
Sen. Rick Horner  
Sen. Todd Johnson  
Sen. Wiley Nickel  
Sen. Erica D. Smith  
Sen. Joyce Waddell

- |            |                                      |  |
|------------|--------------------------------------|--|
| <b>I.</b>  | <b>Welcome &amp; Opening Remarks</b> | Senator Tillman,<br>Presiding Co-Chair   |
| <b>II.</b> | <b>2019-21 Senate Budget</b>         | <i>Staff</i><br>Fiscal Research Division |
| <b>IV.</b> | <b>Committee Discussion</b>          |  |

**Adjourn**



**Senate Committee on Appropriations on Education/Higher Education**  
**Tuesday, May 28, 2019 at 2:00 PM**  
**Room 1027/1128 of the Legislative Building**

**MINUTES**

The Senate Committee on Appropriations on Education/Higher Education met at 2:00 PM on May 28, 2019 in Room 1027/1128 of the Legislative Building. 10 members were present.

Senator Jerry W. Tillman, Chair, presided. Senator Tillman called the meeting to order.

The Senate Appropriations/Base Budget Committee Rules for Considering Amendments were given to each committee member. Chairman Tillman asked that each member review and be prepared when considering amendments.

The committee members were presented with the Senate Appropriations Committee on Education/Higher Education Proposed Special Provisions for H.B. 966, 2019 Appropriations Act. This document is included as Attachment I, and is made part of the minutes. In addition, members were presented with document, Education Section B, which is included as Attachment II, and is made part of the minutes.

Chairman Tillman recognized the following from the Fiscal Research Division to present sections of the Senate Appropriations Committee Report and Proposed Special Provisions:

Lisa Fox – Community College System Committee Report and Budget Provisions

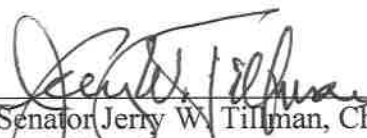
Eric Moore – Public Education/K-12 Committee Report

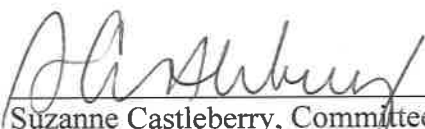
Erin Biggers – Public Education/K-12 Budget Provisions

Chris Hearley – UNC System Committee Report and Budget Provisions

Following the presentations, Chairman Tillman recognized members for questions and comments.

The meeting adjourned at 3:13 PM.

  
\_\_\_\_\_  
Senator Jerry W. Tillman, Chair  
Presiding

  
\_\_\_\_\_  
Suzanne Castleberry, Committee Clerk



## Senate Appropriations/Base Budget Committee

### Rules for Considering Amendments

If amendments are offered, then the following rules must be met in order to make the amendment eligible for consideration:

1. Money can only be transferred among items within the same subcommittee section.
  2. Amendments where money is being transferred among items within a subcommittee must clearly identify the items/programs that are being increased and decreased.
  3. Nonrecurring reductions cannot be made to fund recurring additions.
  4. Amendments that spend reversions are not allowed.
  5. Amendments that increase or create new management flexibility reserves are not allowed.
  6. Amendments that increase spending in the subcommittee budgets are not allowed.
  7. Amendments are not allowed where funding for an item comes from statewide reserves.
  8. Amendments that adjust funds from reserves related to compensation or pay increases, retirement contributions, or health plan contributions are not allowed.
  9. Amendments that spend funds from the unappropriated balance are not allowed.
  10. Amendments that address finance portions of the bill will be heard in the Finance Committee, not in the meeting of Full Appropriations.
  11. Amendments must be in writing, the original signed, with 100 copies available for distribution.
  12. To be considered, a proposed amendment must have been logged in by the committee clerk in room 643 by 10:00 a.m. on Wednesday, May 29, 2019.
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# **Senate Appropriations Committee on Education / Higher Education**

## **Proposed Special Provisions for H.B. 966, 2019 Appropriations Act**



**May 28, 2019**





8 PART VI. COMMUNITY COLLEGE SYSTEM

10 CODIFY REORGANIZATION AUTHORITY OF CC SYSTEM OFFICE

11 SECTION 6.1. G.S. 115D-3 reads as rewritten:

12 "**§ 115D-3. Community Colleges System Office; ~~staff, staff;~~ reorganization authority.**

13 (a) The Community Colleges System Office shall be a principal administrative  
14 department of State government under the direction of the State Board of Community Colleges,  
15 and shall be separate from the free public school system of the State, the State Board of  
16 Education, and the Department of Public Instruction. The State Board has authority to adopt and  
17 administer all policies, regulations, and standards which it deems necessary for the operation of  
18 the System Office.

19 The State Board shall elect a President of the North Carolina System of Community Colleges  
20 who shall serve as chief administrative officer of the Community Colleges System Office. The  
21 compensation of this position shall be fixed by the State Board from funds provided by the  
22 General Assembly in the Current Operations Appropriations Act.

23 The President shall be assisted by such professional staff members as may be deemed  
24 necessary to carry out the provisions of this Chapter, who shall be elected by the State Board on  
25 nomination of the President. The compensation of the staff members elected by the Board shall  
26 be fixed by the State Board of Community Colleges, upon recommendation of the President of  
27 the Community College System, from funds provided in the Current Operations Appropriations  
28 Act. These staff members shall include such officers as may be deemed desirable by the President  
29 and State Board. Provision shall be made for persons of high competence and strong professional  
30 experience in such areas as academic affairs, public service programs, business and financial  
31 affairs, institutional studies and long-range planning, student affairs, research, legal affairs,  
32 health affairs and institutional development, and for State and federal programs administered by  
33 the State Board. In addition, the President shall be assisted by such other employees as may be  
34 needed to carry out the provisions of this Chapter, who shall be subject to the provisions of  
35 Chapter 126 of the General Statutes. The staff complement shall be established by the State Board  
36 on recommendation of the President to insure that there are persons on the staff who have the  
37 professional competence and experience to carry out the duties assigned and to insure that there  
38 are persons on the staff who are familiar with the problems and capabilities of all of the principal  
39 types of institutions represented in the system. The State Board of Community Colleges shall  
40 have all other powers, duties, and responsibilities delegated to the State Board of Education  
41 affecting the Community Colleges System Office not otherwise stated in this Chapter.

42 (b) Notwithstanding any other provision of law, the President may reorganize the System  
43 Office in accordance with recommendations and plans submitted to and approved by the State  
44 Board of Community Colleges. If a reorganization is implemented pursuant to this subsection,  
45 including any movement of positions and funds between fund codes on a recurring basis, the  
46 President shall report by June 30 of the fiscal year in which the reorganization occurred to the  
47 Joint Legislative Education Oversight Committee and the Fiscal Research Division of the  
48 General Assembly."

50 NC CAREER COACHES/LOCAL MATCHING FUNDS

51 SECTION 6.3. G.S. 115D-21.5(c) reads as rewritten:

"(c) Application for NC Career Coach Program Funding. – The board of trustees of a community college and a local board of education of a local school administrative unit within the service area of the community college jointly may apply for available funds for NC Career Coach Program funding from the State Board of Community Colleges. The State Board of Community Colleges shall establish a process for award of funds as follows:

- (1) Advisory committee. – Establishment of an advisory committee, which shall include representatives from the NC Community College System, the Department of Public Instruction, the Department of Commerce, and at least three representatives of the business community, to review applications and make recommendations for funding awards to the State Board.
- (2) Application submission requirements. – The State Board of Community Colleges shall require at least the following:
  - a. Evidence of a signed memorandum of understanding that meets, at a minimum, the requirements of this section.
  - b. Evidence that the funding request will be matched ~~dollar for dollar~~ with local ~~funds~~ funds in accordance with the following:
    1. Matching funds may come from public or private sources.
    2. The match amount shall be determined based on the location of a community college's main campus as follows:
      - I. If located in a tier-one county as defined in G.S. 143B-437.08, no local match shall be required.
      - II. If located in a tier-two county as defined in G.S. 143B-437.08, one dollar (\$1.00) of local funds for every two dollars (\$2.00) in State funds shall be required.
      - III. If located in a tier-three county as defined in G.S. 143B-437.08, one dollar (\$1.00) of local funds for every one dollar (\$1.00) in State funds shall be required.
- (3) Awards criteria. – The State Board of Community Colleges shall develop criteria for consideration in determining the award of funds that shall include the following:
  - a. Consideration of the workforce needs of business and industry in the region.
  - b. Targeting of resources to enhance ongoing economic activity within the community college service area and surrounding counties.
  - c. Geographic diversity of awards."

#### ALLOW CCS TO EARN FTE FOR INSTRUCTION IN LOCAL JAILS

SECTION 6.4.(a) Section 8.3(b) of S.L. 2010-31 reads as rewritten:

"SECTION 8.3.(b) Courses in federal prisons ~~or local jails~~ shall not earn regular budget full-time equivalents, but may be offered on a self-supporting basis."

SECTION 6.4.(b) G.S. 115D-5 reads as rewritten:

"§ 115D-5. Administration of institutions by State Board of Community Colleges; personnel exempt from North Carolina Human Resources Act; extension courses; tuition waiver; in-plant training; contracting, etc., for establishment and operation of extension units of the community college system; use of existing public school facilities.

...  
(c) No course of instruction shall be offered by any community college at State expense or partial State expense to any captive or co-opted group of students, as defined by the State

Board of Community Colleges, without prior approval of the State Board of Community Colleges. All course offerings approved for State prison inmates or prisoners in local jails must be tied to clearly identified job skills, transition needs, or both. Approval by the State Board of Community Colleges shall be presumed to constitute approval of both the course and the group served by that institution. The State Board of Community Colleges may delegate to the President the power to make an initial approval, with final approval to be made by the State Board of Community Colleges. A course taught without such approval will not yield any full-time equivalent students, as defined by the State Board of Community Colleges.

(c1) Community colleges shall report full-time equivalent (FTE) student hours for correction education programs on the basis of ~~contact hours rather than~~ student membership hours. No community college shall operate a multi-entry/multi-exit class or program in a prison facility, except for a literacy class or program.

The State Board shall work with the Division of Adult Correction and Juvenile Justice of the Department of Public Safety on offering classes and programs that match the average length of stay of an inmate in a prison facility.

...."

**SECTION 6.4.(c)** Beginning with the 2019-2020 academic year, community college courses offered in local jails shall earn regular budget full-time equivalents.

#### **WAIVE TUITION/DEPENDENTS OF FALLEN CORRECTIONAL OFFICERS**

**SECTION 6.5.(a)** G.S. 115B-1 reads as rewritten:

##### **"§ 115B-1. Definitions.**

The following definitions apply in this Chapter:

(1) Correctional officer. – An employee of an employer who is certified as a State correctional officer under the provisions of Article 1 of Chapter 17C of the General Statutes.

(1)(1a) Employer. – The State of North Carolina and its departments, agencies, and institutions; or a county, city, town, or other political subdivision of the State.

(4) Permanently and totally disabled as a direct result of a traumatic injury sustained in the line of duty. – A person: (i) who as a law enforcement officer, correctional officer, firefighter, volunteer firefighter, or rescue squad worker suffered a disabling injury while in active service or training for active service, (ii) who at the time of active service or training was a North Carolina resident, and (iii) who has been determined to be permanently and totally disabled for compensation purposes by the North Carolina Industrial Commission.

(6) Survivor. – Any person whose parent, legal guardian, legal custodian, or spouse: (i) was a law enforcement officer, a correctional officer, a firefighter, a volunteer firefighter, or a rescue squad worker, (ii) was killed while in active service or training for active service or died as a result of a service-connected disability, and (iii) at the time of active service or training was a North Carolina resident. The term does not include the widow or widower of a law enforcement officer, correctional officer, firefighter, volunteer firefighter, or a rescue squad worker if the widow or widower has remarried.

...."

**SECTION 6.5.(b)** G.S. 115B-2(a) reads as rewritten:

"(a) The constituent institutions of The University of North Carolina and the community colleges as defined in G.S. 115D-2(2) shall permit the following persons to attend classes for credit or noncredit purposes without the required payment of tuition:

...

- (2) Any person who is the survivor of a law enforcement officer, correctional officer, firefighter, volunteer firefighter, or rescue squad worker killed as a direct result of a traumatic injury sustained in the line of duty.
- (3) The spouse of a law enforcement officer, correctional officer, firefighter, volunteer firefighter, or rescue squad worker who is permanently and totally disabled as a direct result of a traumatic injury sustained in the line of duty.
- (4) Any child, if the child is at least 17 years old but not yet 24 years old, whose parent, legal guardian, or legal custodian is a law enforcement officer, correctional officer, firefighter, volunteer firefighter, or rescue squad worker who is permanently and totally disabled as a direct result of a traumatic injury sustained in the line of duty. However, a child's eligibility for a waiver of tuition under this Chapter shall not exceed: (i) 54 months, if the child is seeking a baccalaureate degree, or (ii) if the child is not seeking a baccalaureate degree, the number of months required to complete the educational program to which the child is applying.

...."

**SECTION 6.5.(c)** G.S. 115B-5(b)(3) reads as rewritten:

- "(3) The cause of death of the law enforcement officer, correctional officer, firefighter, volunteer firefighter, or rescue squad worker shall be verified by certification from the records of the Department of State Treasurer, the appropriate city or county law enforcement agency that employed the deceased, the administrative agency for the fire department or fire protection district recognized for funding under the Department of State Auditor, or the administrative agency having jurisdiction over any paid firefighters of all counties and cities."

**SECTION 6.5.(d)** This section applies beginning with the 2019-2020 academic year.

## **AUTHORIZE COMMUNITY COLLEGE USE OF INSURANCE IN LIEU OF A BOND**

**SECTION 6.7.** G.S. 115D-58.10 reads as rewritten:

### **"§ 115D-58.10. Surety ~~bonds~~, bonds and related insurance.**

The State Board of Community Colleges shall determine what State employees and employees of institutions shall give bonds or be insured for the protection of State funds and property and the State Board is authorized to place the ~~bonds~~ bonds, determine adequate insurance coverage, and pay the premiums thereon from State funds.

The board of trustees of each institution shall require all institutional employees authorized to draw or approve checks or vouchers drawn on local funds, and all persons authorized or permitted to receive institutional funds from whatever source, and all persons responsible for or authorized to handle institutional property, to be bonded by a surety company authorized to do business with the State in such amount as the board of trustees deems sufficient for the protection of such property and funds. In lieu of a bond, the board of trustees may obtain and maintain adequate insurance coverage sufficient for the protection of institutional funds and property. The tax-levying authority of each institution shall provide the funds necessary for the payment of the premiums of ~~such bonds~~ the bonds or for insurance coverage."

## **PART VII. PUBLIC INSTRUCTION**

### **FUNDS FOR CHILDREN WITH DISABILITIES**

**SECTION 7.1.** The State Board of Education shall allocate additional funds for children with disabilities on the basis of four thousand four hundred forty-two dollars and thirty-four cents (\$4,442.34) per child for fiscal years 2019-2020 and 2020-2021. Each local school administrative unit shall receive funds for the lesser of (i) all children who are identified

as children with disabilities or (ii) twelve and seventy-five hundredths percent (12.75%) of its 2019-2020 allocated average daily membership in the local school administrative unit. The dollar amounts allocated under this section for children with disabilities shall also be adjusted in accordance with legislative salary increments, retirement rate adjustments, and health benefit adjustments for personnel who serve children with disabilities.

## FUNDS FOR ACADEMICALLY GIFTED CHILDREN

**SECTION 7.2.** The State Board of Education shall allocate additional funds for academically or intellectually gifted children on the basis of one thousand three hundred forty dollars and ninety-seven cents (\$1,340.97) per child for fiscal years 2019-2020 and 2020-2021. A local school administrative unit shall receive funds for a maximum of four percent (4%) of its 2019-2020 allocated average daily membership, regardless of the number of children identified as academically or intellectually gifted in the unit. The dollar amounts allocated under this section for academically or intellectually gifted children shall also be adjusted in accordance with legislative salary increments, retirement rate adjustments, and health benefit adjustments for personnel who serve academically or intellectually gifted children.

## SUPPLEMENTAL FUNDING IN LOW-WEALTH COUNTIES

**SECTION 7.3.(a)** Use of Funds for Supplemental Funding. – All funds received pursuant to this section shall be used only (i) to provide instructional positions, instructional support positions, teacher assistant positions, clerical positions, school computer technicians, instructional supplies and equipment, staff development, and textbooks and digital resources and (ii) for salary supplements for instructional personnel and instructional support personnel. Local boards of education are encouraged to use at least twenty-five percent (25%) of the funds received pursuant to this section to improve the academic performance of children who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades three through eight.

**SECTION 7.3.(b)** Definitions. – As used in this section, the following definitions apply:

- (1) Anticipated county property tax revenue availability. – The county-adjusted property tax base multiplied by the effective State average tax rate.
- (2) Anticipated total county revenue availability. – The sum of the following:
  - a. Anticipated county property tax revenue availability.
  - b. Local sales and use taxes received by the county that are levied under Chapter 1096 of the 1967 Session Laws or under Subchapter VIII of Chapter 105 of the General Statutes.
  - c. Fines and forfeitures deposited in the county school fund for the most recent year for which data are available.
- (3) Anticipated total county revenue availability per student. – The anticipated total county revenue availability for the county divided by the average daily membership of the county.
- (4) Anticipated State average revenue availability per student. – The sum of all anticipated total county revenue availability divided by the average daily membership for the State.
- (5) Average daily membership. – Average daily membership as defined in the North Carolina Public Schools Allotment Policy Manual adopted by the State Board of Education. If a county contains only part of a local school administrative unit, the average daily membership of that county includes all students who reside within the county and attend that local school administrative unit.
- (6) County-adjusted property tax base. – Computed as follows:

- a. Subtract the present-use value of agricultural land, horticultural land, and forestland in the county, as defined in G.S. 105-277.2, from the total assessed real property valuation of the county.
  - b. Adjust the resulting amount by multiplying by a weighted average of the three most recent annual sales assessment ratio studies.
  - c. Add to the resulting amount the following:
    1. Present-use value of agricultural land, horticultural land, and forestland, as defined in G.S. 105-277.2.
    2. Value of property of public service companies, determined in accordance with Article 23 of Chapter 105 of the General Statutes.
    3. Personal property value for the county.
- (7) County-adjusted property tax base per square mile. – The county-adjusted property tax base divided by the number of square miles of land area in the county.
- (8) County wealth as a percentage of State average wealth. – Computed as follows:
- a. Compute the percentage that the county per capita income is of the State per capita income and weight the resulting percentage by a factor of five-tenths.
  - b. Compute the percentage that the anticipated total county revenue availability per student is of the anticipated State average revenue availability per student and weight the resulting percentage by a factor of four-tenths.
  - c. Compute the percentage that the county-adjusted property tax base per square mile is of the State-adjusted property tax base per square mile and weight the resulting percentage by a factor of one-tenth.
  - d. Add the three weighted percentages to derive the county wealth as a percentage of the State average wealth.
- (9) Effective county tax rate. – The actual county tax rate multiplied by a weighted average of the three most recent annual sales assessment ratio studies.
- (10) Effective State average tax rate. – The average of effective county tax rates for all counties.
- (11) Local current expense funds. – The most recent county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.
- (12) Per capita income. – The average for the most recent three years for which data are available of the per capita income according to the most recent report of the United States Department of Commerce, Bureau of Economic Analysis, including any reported modifications for prior years as outlined in the most recent report.
- (13) Sales assessment ratio studies. – Sales assessment ratio studies performed by the Department of Revenue under G.S. 105-289(h).
- (14) State average adjusted property tax base per square mile. – The sum of the county-adjusted property tax bases for all counties divided by the number of square miles of land area in the State.
- (15) State average current expense appropriations per student. – The most recent State total of county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.



(16) Supplant. – To decrease local per student current expense appropriations from one fiscal year to the next fiscal year.

(17) Weighted average of the three most recent annual sales assessment ratio studies. – The weighted average of the three most recent annual sales assessment ratio studies in the most recent years for which county current expense appropriations and adjusted property tax valuations are available. If real property in a county has been revalued one year prior to the most recent sales assessment ratio study, a weighted average of the two most recent sales assessment ratios shall be used. If property has been revalued the year of the most recent sales assessment ratio study, the sales assessment ratio for the year of revaluation shall be used.

**SECTION 7.3.(c) Eligibility for Funds.** – Except as provided in subsection (g) of this section, the State Board of Education shall allocate these funds to local school administrative units located in whole or in part in counties in which the county wealth as a percentage of the State average wealth is less than one hundred percent (100%).

**SECTION 7.3.(d) Allocation of Funds.** – Except as provided in subsection (f) of this section, the amount received per average daily membership for a county shall be the difference between the State average current expense appropriations per student and the current expense appropriations per student that the county could provide given the county's wealth and an average effort to fund public schools. To derive the current expense appropriations per student that the county could be able to provide given the county's wealth and an average effort to fund public schools, multiply the county's wealth as a percentage of State average wealth by the State average current expense appropriations per student. The funds for the local school administrative units located in whole or in part in the county shall be allocated to each local school administrative unit located in whole or in part in the county based on the average daily membership of the county's students in the school units. If the funds appropriated for supplemental funding are not adequate to fund the formula fully, each local school administrative unit shall receive a pro rata share of the funds appropriated for supplemental funding.

**SECTION 7.3.(e) Formula for Distribution of Supplemental Funding Pursuant to this Section Only.** – The formula in this section is solely a basis for distribution of supplemental funding for low-wealth counties and is not intended to reflect any measure of the adequacy of the educational program or funding for public schools. The formula is also not intended to reflect any commitment by the General Assembly to appropriate any additional supplemental funds for low-wealth counties.

**SECTION 7.3.(f) Minimum Effort Required.** – A county shall receive full funding under this section if the county (i) maintains an effective county tax rate that is at least one hundred percent (100%) of the effective State average tax rate in the most recent year for which data are available or (ii) maintains a county appropriation per student to the school local current expense fund of at least one hundred percent (100%) of the current expense appropriations per student to the school local current expense fund that the county could provide given the county's wealth and an average effort to fund public schools. A county that maintains a county appropriation per student to the school local current expense fund of less than one hundred percent (100%) of the current expense appropriations per student to the school local current expense fund that the county could provide given the county's wealth and an average effort to fund public schools shall receive funding under this section at the same percentage that the county's appropriation per student to the school local current expense fund is of the current expense appropriations per student to the school local current expense fund that the county could provide given the county's wealth and an average effort to fund public schools.

**SECTION 7.3.(g) Nonsupplant Requirement.** – A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds. For the 2019-2021

fiscal biennium, the State Board of Education shall not allocate funds under this section to a county found to have used these funds to supplant local per student current expense funds. The State Board of Education shall make a finding that a county has used these funds to supplant local current expense funds in the prior year, or the year for which the most recent data are available, if all of the following criteria apply:

- (1) The current expense appropriations per student of the county for the current year is less than ninety-five percent (95%) of the average of local current expense appropriations per student for the three prior fiscal years.
- (2) The county cannot show (i) that it has remedied the deficiency in funding or (ii) that extraordinary circumstances caused the county to supplant local current expense funds with funds allocated under this section.

The State Board of Education shall adopt rules to implement the requirements of this subsection.

**SECTION 7.3.(h) Counties Containing a Base of the Armed Forces. –** Notwithstanding any other provision of this section, for the 2019-2021 fiscal biennium, counties containing a base of the Armed Forces of the United States that have an average daily membership of more than 17,000 students shall receive whichever is the higher amount in each fiscal year as follows: either the amount of supplemental funding the county received as a low-wealth county in the 2012-2013 fiscal year or the amount of supplemental funding the county is eligible to receive as a low-wealth county pursuant to the formula for distribution of supplemental funding under the other provisions of this section.

**SECTION 7.3.(i) Funds for EVAAS Data. –** Notwithstanding the requirements of subsection (a) of this section, local school administrative units may utilize funds allocated under this section to purchase services that allow for extraction of data from the Education Value-Added Assessment System (EVAAS).

**SECTION 7.3.(j) Reports. –** For the 2019-2021 fiscal biennium, the State Board of Education shall report to the Fiscal Research Division prior to May 15 of each year if it determines that counties have supplanted funds.

**SECTION 7.3.(k) Department of Revenue Reports. –** The Department of Revenue shall provide to the Department of Public Instruction a preliminary report for the current fiscal year of the assessed value of the property tax base for each county prior to March 1 of each year and a final report prior to May 1 of each year. The reports shall include for each county the annual sales assessment ratio and the taxable values of (i) total real property, (ii) the portion of total real property represented by the present-use value of agricultural land, horticultural land, and forestland, as defined in G.S. 105-277.2, (iii) property of public service companies determined in accordance with Article 23 of Chapter 105 of the General Statutes, and (iv) personal property.

#### **SMALL COUNTY SCHOOL SYSTEM SUPPLEMENTAL FUNDING**

**SECTION 7.4.(a) Allotment Schedule for the 2019-2021 Fiscal Biennium. –** Except as otherwise provided in subsection (d) of this section, each eligible county school administrative unit shall receive a dollar allotment according to the following schedule:

<u>Allotted ADM</u>	<u>Small County Allotment</u>
0-1,300	\$1,820,000
1,301-1,700	\$1,548,700
1,701-2,000	\$1,600,000
2,001-2,300	\$1,560,000
2,301-2,600	\$1,470,000
2,601-2,800	\$1,498,000
2,801-3,300	\$1,548,000.

**SECTION 7.4.(b) Phase-Out Provision for the 2019-2020 Fiscal Year. –** If a local school administrative unit becomes ineligible for funding under the schedule in subsection (a) of



1 this section in the 2019-2020 fiscal year, funding for that unit shall be phased out over a five-year  
2 period. Funding for such local school administrative units shall be reduced in equal increments  
3 in each of the five years after the unit becomes ineligible. Funding shall be eliminated in the fifth  
4 fiscal year after the local school administrative unit becomes ineligible.

5 Allotments for eligible local school administrative units under this subsection shall  
6 not be reduced by more than twenty percent (20%) of the amount received in fiscal year  
7 2018-2019 in any fiscal year. A local school administrative unit shall not become ineligible for  
8 funding if either the highest of the first two months' total projected average daily membership for  
9 the current year or the higher of the first two months' total prior year average daily membership  
10 would otherwise have made the unit eligible for funds under the schedule in subsection (a) of this  
11 section.

12 **SECTION 7.4.(c) Phase-Out Provision for the 2020-2021 Fiscal Year.** – If a local  
13 school administrative unit becomes ineligible for funding under the schedule in subsection (a) of  
14 this section in the 2020-2021 fiscal year, funding for that unit shall be phased out over a five-year  
15 period. Funding for such local school administrative units shall be reduced in equal increments  
16 in each of the five years after the unit becomes ineligible. Funding shall be eliminated in the fifth  
17 fiscal year after the local administrative unit becomes ineligible.

18 Allotments for eligible local school administrative units under this subsection shall  
19 not be reduced by more than twenty percent (20%) of the amount received in fiscal year  
20 2019-2020 in any fiscal year. A local school administrative unit shall not become ineligible for  
21 funding if either the highest of the first two months' total projected average daily membership for  
22 the current year or the higher of the first two months' total prior year average daily membership  
23 would otherwise have made the unit eligible for funds under the schedule in subsection (a) of this  
24 section.

25 **SECTION 7.4.(d) Nonsupplant Requirement for the 2019-2021 Fiscal Biennium.** –  
26 A county in which a local school administrative unit receives funds under this section shall use  
27 the funds to supplement local current expense funds and shall not supplant local current expense  
28 funds. For the 2019-2021 fiscal biennium, the State Board of Education shall not allocate funds  
29 under this section to a county found to have used these funds to supplant local per student current  
30 expense funds. The State Board of Education shall make a finding that a county has used these  
31 funds to supplant local current expense funds in the prior year or the year for which the most  
32 recent data are available, if all of the following criteria apply:

- 33 (1) The current expense appropriation per student of the county for the current  
34 year is less than ninety-five percent (95%) of the average of local current  
35 expense appropriation per student for the three prior fiscal years.
- 36 (2) The county cannot show (i) that it has remedied the deficiency in funding or  
37 (ii) that extraordinary circumstances caused the county to supplant local  
38 current expense funds with funds allocated under this section.

39 The State Board of Education shall adopt rules to implement the requirements of this  
40 subsection.

41 **SECTION 7.4.(e) Reports.** – For the 2019-2021 fiscal biennium, the State Board of  
42 Education shall report to the Fiscal Research Division prior to May 15 of each fiscal year if it  
43 determines that counties have supplanted funds.

44 **SECTION 7.4.(f) Use of Funds.** – Local boards of education are encouraged to use  
45 at least twenty percent (20%) of the funds they receive pursuant to this section to improve the  
46 academic performance of children who are performing at Level I or II on either reading or  
47 mathematics end-of-grade tests in grades three through eight.

48 Local school administrative units may also utilize funds allocated under this section  
49 to purchase services that allow for extraction of data from the Education Value-Added  
50 Assessment System (EVAAS).  
51

**DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING (DSSF)**

**SECTION 7.5.(a)** Funds appropriated in this act for disadvantaged student supplemental funding shall be used, consistent with the policies and procedures adopted by the State Board of Education, only to do the following:

- (1) Provide instructional positions or instructional support positions.
- (2) Provide professional development.
- (3) Provide intensive in-school or after-school remediation, or both.
- (4) Purchase diagnostic software and progress-monitoring tools.
- (5) Provide funds for teacher bonuses and supplements. The State Board of Education shall set a maximum percentage of the funds that may be used for this purpose.

The State Board of Education may require local school administrative units receiving funding under the Disadvantaged Student Supplemental Fund to purchase the Education Value-Added Assessment System (EVAAS) in order to provide in-depth analysis of student performance and help identify strategies for improving student achievement. This data shall be used exclusively for instructional and curriculum decisions made in the best interest of children and for professional development for their teachers and administrators.

**SECTION 7.5.(b)** Disadvantaged student supplemental funding (DSSF) shall be allotted to a local school administrative unit based on (i) the unit's eligible DSSF population and (ii) the difference between a teacher-to-student ratio of 1:21 and the following teacher-to-student ratios:

- (1) For counties with wealth greater than ninety percent (90%) of the statewide average, a ratio of 1:19.9.
- (2) For counties with wealth not less than eighty percent (80%) and not greater than ninety percent (90%) of the statewide average, a ratio of 1:19.4.
- (3) For counties with wealth less than eighty percent (80%) of the statewide average, a ratio of 1:19.1.
- (4) For local school administrative units that received DSSF funds in fiscal year 2005-2006, a ratio of 1:16. These local school administrative units shall receive no less than the DSSF amount allotted in fiscal year 2006-2007.

For the purpose of this subsection, wealth shall be calculated under the low-wealth supplemental formula as provided for in this act.

**SECTION 7.5.(c)** If a local school administrative unit's wealth increases to a level that adversely affects the unit's disadvantaged student supplemental funding (DSSF) allotment ratio, the DSSF allotment for that unit shall be maintained at the prior year level for one additional fiscal year.

**DEPARTMENT OF PUBLIC INSTRUCTION REORGANIZATION AUTHORITY**

**SECTION 7.6.(a)** Notwithstanding G.S. 143C-6-4, for the 2019-2021 fiscal biennium, the Department of Public Instruction may, after consultation with the Office of State Budget and Management and the Fiscal Research Division, reorganize the Department, realign fund structures, or both, if necessary, to implement (i) the reorganization authorized in Section 7.7 of S.L. 2017-57, as amended by Section 7.5 of S.L. 2018-5, (ii) recommendations resulting from the audit required pursuant to Section 7.23L of S.L. 2017-57, and (iii) other changes necessary to improve the efficiency of the Department. Consultation shall occur prior to requesting budgetary and personnel changes through the budget revision process. The Department of Public Instruction shall provide (i) a current organization chart and a list of affected funds and (ii) the proposed organization chart and a list of affected funds clearly identifying the changes for the Department in the consultation process and shall report to the Joint Legislative Commission on Governmental Operations on any reorganization, including any movement of positions and funds between fund codes on a recurring basis.

SECTION 7.6.(b) In implementing (i) the reorganization authorized in Section 7.7 of S.L. 2017-57, as amended by Section 7.5 of S.L. 2018-5, (ii) recommendations resulting from the audit required pursuant to Section 7.23L of S.L. 2017-57, and (iii) other changes necessary to improve the efficiency of the Department of Public Instruction, except as otherwise provided in this act, the Department of Public Instruction shall make no reduction to funding for (i) the State Public School Fund, including for the following residential schools: Eastern North Carolina School for the Deaf, the North Carolina School for the Deaf, and the Governor Morehead School, and (ii) any budget expansion item funded by an appropriation to the Department of Public Instruction by this act for the 2019-2021 fiscal biennium. The Department shall also make no transfers from or reduction to funding or positions for any of the following:

- (1) Communities in Schools of North Carolina, Inc.
- (2) Teach For America, Inc.
- (3) Beginnings for Parents of Children Who are Deaf or Hard of Hearing, Inc.
- (4) The Excellent Public Schools Act, Read to Achieve Program, initially established under Section 7A.1 of S.L. 2012-142.
- (5) The North Carolina School Connectivity Program.
- (6) The North Carolina Center for the Advancement of Teaching.
- (7) The North Carolina Innovative School District.

#### ADVANCED TEACHING ROLES CHANGES

SECTION 7.9.(a) Effective June 30, 2020, the following session laws are repealed:

- (1) Section 8.7 of S.L. 2016-94.
- (2) Section 7.11(a) of S.L. 2017-57.
- (3) Section 7.15(b) of S.L. 2017-57.
- (4) Section 7.9 of S.L. 2018-5.
- (5) Section 2.6 of S.L. 2018-97.

SECTION 7.9.(b) Article 20 of Chapter 115C of the General Statutes is amended by adding a new section to read:

**"§ 115C-311. Teacher compensation models and advanced teaching roles.**

(a) Purpose. – The State Board of Education shall establish a program (program) to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases for classroom teachers in selected local school administrative units. For the purposes of this section, a classroom teacher is a teacher who works in the classroom providing instruction at least seventy percent (70%) of the instructional day and who is not instructional support personnel. The purpose of the program shall be to do the following:

- (1) Allow highly effective classroom teachers to teach an increased number of students by assuming accountability for additional students. by becoming a lead classroom teacher accountable for the student performance of all of the students taught by teachers on that lead classroom teacher's team, or by leading a larger effort in the school to implement new instructional models to improve school-wide performance.
- (2) Enable local school administrative units to provide salary supplements to classroom teachers in advanced teaching roles. Selection of an advanced teaching role classroom teacher and award of related salary supplements shall be made on the basis of demonstrated effectiveness and additional responsibilities.
- (3) Enable local school administrative units to create innovative compensation models that focus on classroom teacher professional growth that lead to measurable improvements in student outcomes.

(4) Utilize local plans to establish organizational changes related to compensation in order to sustain evidence-based teaching practices that have the capacity to be replicated throughout the State.

(b) Request for Proposal. – By September 15, 2019, and annually thereafter, the State Board of Education shall issue a Request for Proposal (RFP) for the program. Local boards of education shall submit their proposals by October 15. The RFP shall require that proposals include the following information at a minimum:

(1) Description of the program structure, including both of the following:

a. The process for teacher advancement based on performance, professional growth, or the specific teacher roles assumed by the teacher.

b. Plans for how the local school administrative unit will utilize and train classroom teachers in advanced teaching roles. These plans shall draw a direct correlation between the proposed use and training of classroom teachers in advanced teaching roles and improved student outcomes.

(2) Descriptions of the advanced teaching roles, including minimum qualifications for the positions that shall include at least two of the following:

a. Advanced certifications, such as National Board for Professional Teaching Standards Certification, or a master's degree in the area in which the classroom teacher is licensed and teaching.

b. A rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument.

c. Evidence that the teacher has an average Education Value-Added Assessment System (EVAAS) student growth index score from the three previous school years of 1.5 or greater and no individual EVAAS student growth index score below zero.

d. Equivalent demonstrated mastery of teaching skills as required by the new local compensation model.

(3) Job responsibilities that include at least one of the following:

a. Teaching an increased number of students and being accountable for their performance as the teacher of record for those students.

b. Becoming a lead classroom teacher among a group of teachers and participating in EVAAS according to a model developed by the Department of Public Instruction. The model shall be published and explained on the Department's Web site no later than August 1, 2019, and, thereafter, within 30 days of any change made to the model.

c. Leading a school-wide effort to implement data-driven instructional models that include blended learning environments, utilizing digital learning and resources, and focusing on methods of improvement for school-wide performance issues.

d. Providing in-house professional development or functioning as an instructional content area coach or a coach in another professional development area following the completion of certification training. The training shall ensure that the professional development or coaching the teacher provides is faithfully implemented in the classroom.

(4) Description of how the local school administrative unit will inform all employees and the public on the criteria and selection for the advanced teaching roles, the continued eligibility requirements for the advanced



- 1 teaching roles, and how the individuals selected for the advanced teaching  
2 roles will be evaluated.
- 3 (5) Description of how the local school administrative unit will inform all  
4 employees and the public on the criteria for movement on the proposed new  
5 local compensation model.
- 6 (6) The process for the voluntary relinquishment of an advanced teaching role,  
7 including the associated additional duties. Voluntary relinquishment of the  
8 advanced teaching role shall not be considered a demotion under Part 3 of  
9 Article 22 of Chapter 115C of the General Statutes.
- 10 (7) Salary supplement information including the following:
- 11 a. The amount of the salary supplements that will be provided to those  
12 selected for the advanced teaching roles. The supplements may be up  
13 to thirty percent (30%) of the State teacher salary schedule.
- 14 b. A statement by the local school administrative unit that the salary  
15 supplements will be paid as a supplement to the classroom teacher's  
16 regular salary and not be included in the average salary calculation  
17 used for budgeting State allotments.
- 18 c. A statement by the local school administrative unit that if a classroom  
19 teacher in an advanced teaching role (i) fails to maintain the minimum  
20 criteria established for the position, (ii) is not successfully performing  
21 the additional duties associated with the advanced teaching role, or (iii)  
22 voluntarily relinquishes the advanced teaching role, the teacher shall  
23 only be paid the salary applicable to that individual on the State teacher  
24 salary schedule and any other local supplements that would otherwise  
25 apply to the classroom teacher's compensation.
- 26 d. Loss of an advanced teaching role shall not be considered a demotion  
27 under Part 3 of Article 22 of Chapter 115C of the General Statutes.
- 28 e. The amount of the salary supplements at all levels of the proposed new  
29 compensation model in relation to the State teacher salary schedule.
- 30 (8) The implementation plan, including the number of schools in the local school  
31 administrative unit that will have advanced teaching roles and any new  
32 proposed compensation model, the number of advanced teaching roles at each  
33 of those schools, the number of students whose teacher of record will be a  
34 teacher in an advanced teaching role, and the number of teachers overall who  
35 would be eligible for the proposed new compensation model.
- 36 (9) Plans for long-term financial sustainability once any grant money that may be  
37 awarded to the local school administrative unit is no longer available. This  
38 plan shall include a description of how the unit intends to provide  
39 supplemental compensation for teachers in an advanced teaching role without  
40 grant money.
- 41 (10) A description of how the local school administrative unit could partner with  
42 local educator preparation programs, institutions of higher education, or  
43 community colleges to improve teacher effectiveness and student outcomes.
- 44 (c) Selection by State Board of Education. – By December 15, 2019, and annually  
45 thereafter, the State Board of Education shall review proposals and select local school  
46 administrative units to participate in the program, beginning in the subsequent school year, in  
47 accordance with the following criteria:
- 48 (1) Selected local school administrative units must meet minimum criteria  
49 established by the State Board of Education consistent with this section.
- 50 (2) The State Board shall prioritize the award of available State funds for the  
51 following categories of local school administrative units:

- 1           a.     Up to five units with an average daily membership from the previous  
2                 school year of 4,000 or fewer students.  
3           b.     Up to five units with an average daily membership from the previous  
4                 school year of between 4,001 and 20,000 students.  
5           c.     Up to five units with an average daily membership from the previous  
6                 school year of 20,001 or more students.  
7       (3)    The State Board shall approve the proposal of any local school administrative  
8                 unit that is submitted by October 15, 2019, if the following criteria are met:  
9           a.     The local school administrative unit is participating in an approved  
10                advanced teaching roles program pursuant to Section 8.7 of S.L.  
11                2016-94 in the 2019-2020 school year.  
12           b.     The application of a local school administrative unit is not inconsistent  
13                 with this section.  
14       (d)    Advanced Teaching Roles Designation. – Any local board of education that is  
15                selected to participate in the program pursuant to subsection (c) of this section shall designate  
16                participating schools within the unit as "Advanced Teaching Roles" schools.  
17       (e)    Material Revisions of Plans. – Material revisions of a plan submitted to the State  
18                Board of Education by a local board of education with at least one Advanced Teaching Roles  
19                school shall be made only upon the approval of the State Board of Education.  
20       (f)    Renewal and Termination. – The initial selected local school administrative units  
21                shall implement their approved plans beginning with the 2020-2021 school year. Every five years  
22                after a local school administrative unit begins implementing its plan, the State Board of Education  
23                shall review the unit to ensure it is complying with its approved plan. After the review, the State  
24                Board may, in its discretion, renew or terminate the plan of any local school administrative unit  
25                that fails to meet criteria established by the State Board in accordance with this section and the  
26                Advanced Teaching Roles designation of any school within that unit. Throughout the program,  
27                a local school administrative unit shall provide any information or access requested by (i) the  
28                State Board of Education or (ii) the independent research organization selected by the State Board  
29                of Education to evaluate the program pursuant to this section.  
30       (g)    Term; Use of Grant Funds. – Any funds awarded to a local school administrative unit  
31                pursuant to this section shall be subject to availability and awarded for a term of up to three years,  
32                in the discretion of the State Board. A local school administrative unit shall not be eligible to  
33                receive funding for more than one term. Funds awarded to local school administrative units shall  
34                be used for any of the following:  
35           (1)    Salary supplements for classroom teachers in advanced teaching roles.  
36           (2)    Development of advanced teaching role plans.  
37           (3)    Development of professional development courses for teachers in advanced  
38                teaching roles that lead to improved student outcomes.  
39           (4)    Transition costs associated with designing and implementing advanced  
40                teaching role models. Transition costs may include employing staff members  
41                or contractors to assist with design and implementation of the plan.  
42           (5)    Development of the design and implementation of compensation plans that  
43                focus on teacher professional growth and student outcomes and the transition  
44                costs associated with designing and implementing new compensation plans,  
45                including employing staff members or contractors to assist with design and  
46                implementation of the plan.  
47       (h)    Program Evaluation. – The State Board of Education shall evaluate how the advanced  
48                teaching roles and new compensation plans have accomplished, at a minimum, the following:  
49           (1)    Improvement in the quality of classroom instruction and increases in  
50                school-wide growth or the growth of teachers who are mentored or impacted  
51                by a teacher in an advanced teaching role.

- (2) An increase in the attractiveness of teaching.
- (3) Recognition, impact, and retention of high-quality classroom teachers.
- (4) Assistance to and retention of beginning classroom teachers.
- (5) Improvement in and expansion of the use of technology and digital learning.
- (6) School culture based on school climate survey results.

The State Board shall contract with an independent research organization to perform this evaluation in the first two years of the program and provide reports on October 15, 2020, and October 15, 2021. Beginning October 15, 2022, and annually thereafter, the State Board shall perform the evaluation and provide the report. The State Board shall provide any report required in accordance with this subsection to the offices of the President Pro Tempore of the Senate and the Speaker of the House of Representatives, the Senate Appropriations/Base Budget Committee, the House Committee on Appropriations, the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Committee on Education, the Fiscal Research Division, and the Joint Legislative Education Oversight Committee."

**SECTION 7.9.(c)** Funds appropriated to the Department of Public Instruction by this act for the 2019-2020 fiscal year shall be used to (i) support teacher compensation models and advanced teaching roles pursuant to Section 8.7 of S.L. 2016-94, as amended by Section 7.11 of S.L. 2017-57 and Section 7.9 of S.L. 2018-5, and (ii) develop implementation plans for teacher compensation models and advanced teaching roles pursuant to G.S. 115C-311, as enacted by this act.

**SECTION 7.9.(d)** Funds appropriated to the Department of Public Instruction by this act for the 2020-2021 fiscal year shall be used to support teacher compensation models and advanced teaching roles and to develop implementation plans for teacher compensation models and advanced teaching roles pursuant to G.S. 115C-311, as enacted by this act.

**SECTION 7.9.(e)** Beginning in the 2019-2020 fiscal year, of the funds appropriated to the Department of Public Instruction by this act to support teacher compensation models and advanced teaching roles and to develop associated implementation plans, the Department may use up to four percent (4%) each fiscal year to evaluate the program, contract with an independent research organization to evaluate the program, or continue any preexisting contract with an independent research organization formed pursuant to Section 8.7 of S.L. 2016-94. Any remaining funds may be awarded to selected local school administrative units in accordance with this act to support teacher compensation models and advanced teaching roles and to develop associated implementation plans.

## **CREATE DEFINITION FOR PUBLIC SCHOOLS/SCHOOL RESOURCE OFFICERS REPORT**

**SECTION 7.13.(a)** G.S. 115C-5 is amended by adding a new subdivision to read:

**"(11) Public school unit. – Any of the following:**

- a. A local school administrative unit.**
- b. A charter school.**
- c. A regional school.**
- d. A school providing elementary or secondary instruction operated by one of the following:**
  - 1. The State Board of Education, including schools operated under Article 7A and Article 9C of this Chapter.**
  - 2. The University of North Carolina, including schools operated under Articles 4, 29, and 29A of Chapter 116 of the General Statutes.**

**SECTION 7.13.(b)** G.S. 115C-105.57 reads as rewritten:

**"§ 115C-105.57. Center for Safer Schools.**

(a) Center for Safer Schools Established. – There is established the Center for Safer Schools. The Center for Safer Schools shall be administratively located in the Department of Public Instruction. The Center for Safer Schools shall consist of an executive director appointed by the Superintendent of Public Instruction and such other professional, administrative, technical, and clerical personnel as may be necessary to assist the Center for Safer Schools in carrying out its powers and duties.

(b) Executive Director. – The Executive Director shall report to and serve at the pleasure of the Superintendent of Public Instruction at a salary established by the Superintendent within the funds appropriated for this purpose.

(c) Powers and Duties. – The Center for Safer Schools shall have all powers and duties provided in this Article.

(d) Agency Cooperation. – All State agencies and departments shall cooperate with the Center for Safer Schools in carrying out its powers and duties, as necessary, in accordance with this Article.

(e) Annual Census of School Resource Officers. – The Center for Safer Schools shall conduct an annual census of school resource officers located in each public school unit. The Center shall submit a report based on this census to the Joint Legislative Education Oversight Committee and the State Board of Education by March 1 of each year. At a minimum, the report shall include all of the following information:

- (1) The total number of school resource officers in the State and in each public school unit.
- (2) Data regarding school resources officers' education levels, years as sworn law enforcement officers, and years as school resource officers.
- (3) Training required of school resource officers and training actually completed by school resource officers, including training specific to the position of school resource officer and other advanced or additional training.
- (4) The funding source for all school resource officers.
- (5) The location of school resource officers, differentiated by grade levels and type of public school unit.
- (6) The percentage of school resource officers assigned to more than one school.
- (7) The law enforcement affiliation of school resource officers."

## **BROADEN CERTAIN CHARTER SCHOOL ENROLLMENT PRIORITIES**

**SECTION 7.15.(a)** G.S. 115C-218.45(f) reads as rewritten:

"(f) The charter school may give enrollment priority to any of the following:

- (1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.
  - (1a) Siblings who apply to the charter school for admission beginning in the same school year, such as when a sibling was not initially admitted due to grade level capacity.
- (2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.
- (2a) A student who was enrolled in a preschool program operated by the charter school in the prior year.
- (3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, the following:



a. Children of the school's full time employees-persons (i) employed full time by the charter school or (ii) working full time in the daily operation of the charter school, including children of persons employed by an education management organization or charter management organization for the charter school.

b. Children of the charter school's board of directors.

(4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

(5) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

(6) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level and both of the charter schools have an enrollment articulation agreement to accept students or are governed by the same board of directors.

(7) A student who was enrolled in another charter school in the State in the previous school year."

**SECTION 7.15.(b)** This section is effective when it becomes law and applies beginning with the 2019-2020 school year.

## RENEWAL SCHOOLS

**SECTION 7.17.** Section 6(l) of S.L. 2018-32 reads as rewritten:

"**SECTION 6.(l)** Available State Funds. – Beginning with the ~~2018-2019~~ 2019-2020 fiscal year, the Department of Public Instruction shall calculate the amount of State funds to be allocated to the local school administrative unit operating under a renewal school system plan on the same basis as other local school administrative units and shall distribute those funds to the unit. The Department shall use statewide average salary figures for the purpose of calculating the dollar equivalent of guaranteed positions as necessary. The funds allocated to the local school administrative unit shall be subject to any restrictions as to use imposed by federal law, the conditions of federal or State grants, or as provided through any rules that the State Board adopts to ensure compliance with federal regulations. Use of these funds shall otherwise be unrestricted except as provided in this section.

~~In no event shall the local school administrative unit receive a total amount of State funds in the 2018-2019 fiscal year under the disbursement method described in this subsection that is less than the total amount of State funds the local school administrative unit received in the 2017-2018 fiscal year."~~

## ECONOMICS AND FINANCIAL LITERACY

**SECTION 7.18.(a)** G.S. 115C-81.65 reads as rewritten:

"§ 115C-81.65. Financial literacy.

(a) Instruction shall be provided in personal financial literacy for all students. In addition to the requirements in subsection (b) of this section, the State Board of Education shall determine the other components of personal financial literacy that will be covered in the curriculum. ~~The State Board shall also review the high school standard course of study to determine into which courses and grade levels personal financial literacy shall be integrated.~~

(b) Each student shall receive personal financial literacy instruction that shall include: The State Board of Education shall require during the high school years the teaching of a full credit course focused solely on Economics and Personal Finance (EPF). A passing grade in the course shall be required for graduation from high school. The content of the course shall, at a minimum, include the standards established by the second edition of the Voluntary National

Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education. The EPF course shall provide instruction on economic principles and shall provide personal financial literacy instruction that shall include, at a minimum, the following:

- (1) The true cost of credit.
- (2) Choosing and managing a credit card.
- (3) Borrowing money for an automobile or other large purchase.
- (4) Home mortgages.
- (5) Credit scoring and credit reports.
- (5a) Planning and paying for postsecondary education.
- (6) Other relevant financial literacy issues.

(c) The State Board of Education shall require that EPF teachers receive the professional development necessary to ensure that the intent and provisions of this section are carried out. To the extent funds are made available for this purpose, the State Board of Education shall require the employing entity to make available to EPF teachers and prospective EPF teachers the EPF professional development course provided by the North Carolina Council on Economic Education (NCCEE). When practicable, teachers shall complete the EPF professional development course prior to teaching the EPF course in public schools. If necessary, teachers may begin teaching the EPF course in public schools while awaiting the next possible opportunity to complete a session of the EPF professional development course. To the extent possible, the EPF professional development course shall be taken at the NCCEE-approved location most conveniently located to the local school administrative unit."

**SECTION 7.18.(b)** The requirements of G.S. 115C-81.65(b), as amended by subsection (a) of this section, shall apply to all students entering the ninth grade in the 2020-2021 school year.

**SECTION 7.18.(c)** G.S. 115C-81.45 reads as rewritten:

**"§ 115C-81.45. Classes conducted in English; citizenship; and civic literacy.**

...

(c) ~~Democratic Process and Citizenship Education.~~Education for Middle School Social Studies. –

- (1) ~~The State Board of Education shall include instruction in civic and citizenship education in the standard course of study for high school social studies. The State Board of Education is strongly encouraged to include, at a minimum, the following components in the high school civic and citizenship education standard course of study:~~

- a. ~~That students write to a local, State, or federal elected official about an issue that is important to them.~~
- b. ~~Instruction on the importance of voting and otherwise participating in the democratic process, including instruction on voter registration.~~
- c. ~~Information about current events and governmental structure.~~
- d. ~~Information about the democratic process and how laws are made.~~

- (2) The State Board of Education shall include instruction in civic and citizenship education in the standard course of study for middle school social studies. The State Board of Education is strongly encouraged to include, at a minimum, the following components in the middle school civic and citizenship education standard course of study:

- ~~a.~~(1) A tour of representative local government facilities, such as the local jail, the courthouse, or a town hall, to help students understand the way their community is governed.
- ~~b.~~(2) Allowing students to choose and analyze a community problem and offer public policy recommendations on the problem to local officials.

- 1 e.(3) Information about getting involved in community groups.  
2 (d) Founding Principles of the United States of America and North Carolina: Civic  
3 Literacy. –  
4 (1) The State Board of Education shall require ~~during the high school years~~  
5 instruction in civic and citizenship education in the standard course of study  
6 for high school social studies through the teaching of a semester full credit  
7 course on the that shall be called Founding Principles of the United States of  
8 America and the State of North Carolina. North Carolina: Civic Literacy. A  
9 passing grade in the course shall be required for graduation from high school,  
10 and the school.  
11 (1a) The course required by subdivision (1) of this subsection shall be solely  
12 focused on civics and citizenship education, and shall include at least the  
13 following subjects:  
14 a. The Creator-endowed inalienable rights of the people.  
15 b. Structure of government, separation of powers with checks and  
16 balances.  
17 c. Frequent and free elections in a representative government.  
18 d. Rule of law.  
19 e. Equal justice under the law.  
20 f. Private property rights.  
21 g. Federalism.  
22 h. Due process.  
23 i. Individual rights as set forth in the Bill of Rights.  
24 j. Individual responsibility.  
25 k. Constitutional limitations on government power to tax and spend, and  
26 prompt payment of public debt.  
27 l. Strong defense and supremacy of civil authority over military.  
28 m. Peace, commerce, and honest friendship with all nations, entangling  
29 alliances with none.  
30 (1b) The State Board of Education is strongly encouraged to include the following  
31 components in the course required by subdivision (1) of this subsection:  
32 a. That students write to a local, State, or federal elected official about  
33 an issue that is important to them.  
34 b. Instruction on the importance of voting and otherwise participating in  
35 the democratic process, including instruction on voter registration.  
36 c. Information about current events and governmental structure.  
37 d. Information about the democratic process and how laws are made.  
38 (2) The State Board of Education shall require that any high school level  
39 curriculum-based tests for the course required in subdivision (1) of this  
40 subsection developed and administered statewide ~~beginning with the~~  
41 ~~2016-2017 academic year~~ include questions related to the philosophical  
42 foundations of our form of government and the principles underlying the  
43 Declaration of Independence, the United States Constitution and its  
44 amendments, and the most important of the Federalist Papers.  
45 (3) The Department of Public Instruction and the local boards of education, as  
46 appropriate, shall provide or cause to be provided curriculum content for the  
47 ~~semester~~ course required in subdivision (1) of this subsection and professional  
48 development to ensure that the intent and provisions of this subsection are  
49 carried out. The curriculum content established shall include a review of the  
50 contributions made by Americans of all races.

(4) The Department of Public Instruction shall submit a biennial report by October 15 of each odd-numbered year to the Joint Legislative Education Oversight Committee covering the implementation of this subsection."

**SECTION 7.18.(d)** The requirements of G.S. 115C-81.45(d), as amended by subsection (c) of this section, shall apply to all students entering the ninth grade in the 2021-2022 school year.

**SECTION 7.18.(e)** G.S. 115C-218.85(a) is amended by adding a new subdivision to read:

"(5) A charter school shall provide financial literacy instruction as required by the State Board of Education pursuant to G.S. 115C-81.65, including required professional development for teachers of the EPF course."

**SECTION 7.18.(f)** G.S. 115C-238.66(1) is amended by adding a new sub-subdivision to read:

"e. The board of directors shall ensure that financial literacy instruction is provided as required by the State Board of Education pursuant to G.S. 115C-81.65, including required professional development for teachers of the EPF course."

**SECTION 7.18.(g)** G.S. 116-239.8(b)(2) is amended by adding a new sub-subdivision to read:

"d. The chancellor shall ensure that financial literacy instruction is provided as required by the State Board of Education pursuant to G.S. 115C-81.65, including required professional development for teachers of the EPF course."

**SECTION 7.18.(h)** Section 6(d) of S.L. 2018-32 is amended by adding a new subdivision to read:

"(4a) G.S. 115C-81.65, Financial literacy."

**SECTION 7.18.(i)** The State Board of Education shall begin the process for review and revision of the standard course of study for social studies in grades kindergarten through 12 in the 2019-2020 school year, and shall revise the high school standard course of study in accordance with the requirements of this section for the EPF course and the Founding Principles of America and North Carolina: Civic Literacy course. The State Board shall review the high school standard course of study to determine the high school grade level during which the EPF course and the Founding Principles of America and North Carolina: Civic Literacy course may be completed. The State Board of Education shall not require more than four full course credits in social studies for high school graduation.

**SECTION 7.18.(j)** Of the funds appropriated to the Department of Public Instruction for the 2019-2020 fiscal year to be made available as grant-in-aid to the nonprofit organization known as The North Carolina Council on Economic Education (NCCEE), NCCEE shall provide all of the following:

(1) The EPF professional development course, including administration of the Test of Economic Literacy and the Working in Support of Education personal finance test, and the provision of a certificate of completion to qualified teachers.

(2) A stipend in the amount of five hundred dollars (\$500.00), upon completion of the Test of Economic Literacy and the Working in Support of Education personal finance test, to either the public school teacher, if the teacher attends the course on weekends or during a time outside the teacher's school year, or, to the teacher's public school employer, if the teacher attends the course on school days during the teacher's school year.

By September 1, 2020, and by September 1 of the year following any fiscal year that NCCEE uses State funds thereafter, NCCEE, in consultation with the Department of Public



Instruction, shall submit a report to the Joint Legislative Education Oversight Committee and the Fiscal Research Division on the activities described by this section and the expenditure of State funds.

## CHANGE SUPPLEMENTAL FUNDING FOR COOPERATIVE INNOVATIVE HIGH SCHOOLS TO FIRST THREE YEARS OF OPERATION

SECTION 7.27.(a) G.S. 115C-238.50A(1b) reads as rewritten:

"(1b) Cooperative innovative high school allotment. – Funds appropriated by the General Assembly to the Department of Public Instruction to provide additional resources to approved cooperative innovative high schools schools for the schools' first three years of operation."

SECTION 7.27.(b) G.S. 115C-238.51(b)(8) reads as rewritten:

"(8) A description of the funds that will be used and a proposed budget for the first five years of the implementation of the cooperative innovative high school. This description shall identify how the average daily membership (ADM) and full-time equivalent (FTE) students are counted. ~~If additional funds are requested, a description of how those additional funds will be used shall be submitted. Additional funds may include the cooperative innovative high school allotment and tuition payments.~~ For cooperative innovative high schools that have a community college as their partner institution of higher education, the proposed budget shall include the cost of including their students in calculations of budget full-time equivalent students for the North Carolina Community College System. For cooperative innovative high schools that have a constituent institution or a private North Carolina college as their partner institution of higher education, the proposed budget shall include the cost of tuition payments."

SECTION 7.27.(c) G.S. 115C-238.51A reads as rewritten:

### "§ 115C-238.51A. Approval process.

(a) Joint Advisory Committee. – The State Board of Education and the applicable governing Board of the local board of trustees shall appoint a joint advisory committee to review the applications and to recommend approval for those applications that meet the requirements of this Part and achieve purposes set out in G.S. 115C-238.50. ~~The recommendation shall indicate whether additional funds were requested in the application.~~

(b) ~~No Additional Funds. Application Approval; Supplemental Funds. – For applications which have not requested additional funds, the~~ The State Board of Education and the applicable governing Board may approve cooperative innovative high schools. In granting approval, consideration shall be given to the proposed budget and demonstration of sources of sustainable funding for the operation of the cooperative innovative high school. Approvals shall be made by June 30 of each year. ~~No additional State funds, position allotments, earning of budget full-time equivalent students, or payments of tuition shall be provided to cooperative innovative high schools approved under this subsection.~~ Within the funds available for this purpose, the Department of Public Instruction shall allocate funds from the cooperative innovative high school allotment to a local school administrative unit operating a cooperative innovative high school approved under this subsection for each of the first three years of the school's operation. The amount of funds allocated to a local school administrative unit for each cooperative innovative high school located in the unit shall be based on the tier designation of the area in which the school is located at the time the application is submitted to the State Board of Education as follows:

(1) For a cooperative innovative high school located in a development tier one area as defined in G.S. 143B-437.08, a local school administrative unit shall be allocated the sum of two hundred seventy-five thousand dollars (\$275,000) for each year.

- (2) For a cooperative innovative high school located in a development tier two area as defined in G.S. 143B-437.08, a local school administrative unit shall be allocated the sum of two hundred thousand dollars (\$200,000) for each year.
- (3) For a cooperative innovative high school located in a development tier three area as defined in G.S. 143B-437.08, a local school administrative unit shall be allocated the sum of one hundred eighty thousand dollars (\$180,000) for each year.
- (4) If funds are insufficient in a fiscal year for all eligible local school administrative units to receive the full amounts set forth in this subsection, the Department shall allocate funds on a pro rata basis according to the development tier designation for the location of each school being funded for that fiscal year.

(e) ~~Additional Funds. For applications which have requested additional funds, the State Board of Education and the applicable governing Board may approve cooperative innovative high schools contingent upon appropriation of the additional funds by the General Assembly. Contingent approval shall be made by April 1 of each year. The contingent approval shall expire if no appropriation is made by the General Assembly for the additional funds within one calendar year. No cooperative innovative high school shall open prior to the appropriation by the General Assembly of the full amount of the additional funds as requested in the application for that school under G.S. 115C-238.51 for the upcoming fiscal year or fiscal biennium, as appropriate. If no appropriation is made by the General Assembly, a revised application may be submitted under subsection (b) of this section."~~

SECTION 7.27.(d) G.S. 115C-238.54 reads as rewritten:

"§ 115C-238.54. Funds for cooperative innovative high schools.

...

(g) ~~Students in cooperative innovative high schools that have a community college as their partner institution of higher education and were approved under G.S. 115C-238.51A(e) shall be included in calculations of budget full-time equivalent students for the North Carolina Community College System. Students in cooperative innovative high schools that have a community college as their partner institution of higher education and were approved under G.S. 115C-238.51A(b) shall not be included in calculations of budget full-time equivalent students for the North Carolina Community College System.~~

(h) ~~The State Board of Education shall reimburse The University of North Carolina for tuition for courses taken by students at cooperative innovative high schools that have a constituent institution of The University of North Carolina as their partner institution of higher education and were approved under G.S. 115C-238.51A(e). G.S. 115C-238.51A(b). Tuition payments shall not exceed the annual Board of Governors-approved undergraduate resident tuition rate calculated on a per credit hour basis and shall not include fees. In addition, the cooperative innovative high school students' credit hours shall be nonfundable under The University of North Carolina Semester Credit Hour Enrollment Change Funding Model. The State Board of Education shall not reimburse The University of North Carolina for tuition for courses taken by students at cooperative innovative high schools that have a constituent institution of The University of North Carolina as their partner institution of higher education and were approved under G.S. 115C-238.51A(b).~~

(i) ~~The State Board of Education shall reimburse private North Carolina colleges for tuition for courses taken by students at cooperative innovative high schools that have a private North Carolina college as their partner institution of higher education and were approved under G.S. 115C-238.51A(e). G.S. 115C-238.51A(b). Tuition payments shall not exceed the highest undergraduate resident rate approved by the Board of Governors for The University of North Carolina constituent institutions and shall not include fees. The State Board of Education shall~~

1 ~~not reimburse private North Carolina colleges for tuition for courses taken by students at~~  
2 ~~cooperative innovative high schools that have a private North Carolina college as their partner~~  
3 ~~institution of higher education and were approved under G.S. 115C-238.51A(b).~~

4 (j) Any State funds appropriated for cooperative innovative high schools shall not be  
5 adjusted to reflect legislative salary increments, retirement rate adjustments, and health benefit  
6 adjustments for school personnel, unless specifically provided for by the General Assembly."

7 **SECTION 7.27.(e)** Phase Out of Funding for Schools Receiving Funds for More  
8 than Three Years. – Notwithstanding Section 7.22 of S.L. 2017-57 and any other provision of  
9 law to the contrary, of the funds appropriated to the Department of Public Instruction for the  
10 2020-2021 fiscal year for the cooperative innovative high school allotment, for local school  
11 administrative units operating cooperative innovative high schools that received the cooperative  
12 innovative high school allotment prior to the 2017-2018 fiscal year, the Department shall phase  
13 out the allotment amount for each of the cooperative innovative high schools by allocating from  
14 the allotment for the 2020-2021 fiscal year an amount equal to fifty percent (50%) of the amount  
15 a local school administrative unit received from the allotment for the 2019-2020 fiscal year. A  
16 local school administrative unit that received funds from the cooperative innovative high school  
17 allotment prior to the 2017-2018 fiscal year shall not receive funds from the allotment for the  
18 2021-2022 fiscal year and for subsequent fiscal years.

19 **SECTION 7.27.(f)** Phase Out of Funding for Schools Receiving Funds for the Past  
20 Two Years. – Notwithstanding Section 7.22 of S.L. 2017-57 and any other provision of law to  
21 the contrary, of the funds appropriated to the Department of Public Instruction for the cooperative  
22 innovative high school allotment, for local school administrative units operating cooperative  
23 innovative high schools that initially received funds from the cooperative innovative high school  
24 allotment beginning with the 2017-2018 fiscal year, the Department shall phase out the allotment  
25 amount for each of the cooperative innovative high schools by allocating funds to the local school  
26 administrative unit for the 2021-2022 fiscal year in an amount equal to fifty percent (50%) of the  
27 amount a local school administrative unit received from the allotment for the 2020-2021 fiscal  
28 year. A local school administrative unit that initially received funds from the cooperative  
29 innovative high school allotment beginning with the 2017-2018 fiscal year shall not receive funds  
30 from the allotment for the 2022-2023 fiscal year and for subsequent fiscal years.

31 **SECTION 7.27.(g)** Funds for Schools Receiving Initial Funds for FY 2019-2020. –  
32 Of the funds appropriated to the Department of Public Instruction for the cooperative innovative  
33 high school allotment, for local school administrative units operating cooperative innovative high  
34 schools that initially received funds from the cooperative innovative high school allotment  
35 beginning with the 2019-2020 fiscal year, the Department shall allocate funds from the allotment  
36 for the 2020-2021 and 2021-2022 fiscal years to each local school administrative unit in the same  
37 amount allocated to the local school administrative unit for the 2019-2020 fiscal year. A local  
38 school administrative unit that initially received funds from the cooperative innovative high  
39 school allotment beginning with the 2019-2020 fiscal year shall not receive funds from the  
40 allotment for the 2022-2023 fiscal year and for subsequent fiscal years.

41 **SECTION 7.27.(h)** Notwithstanding any other provision of this section, of the funds  
42 appropriated to the Department of Public Instruction for the cooperative innovative high school  
43 allotment, the Department shall allocate to the Northeast Regional School of Biotechnology and  
44 Agriscience the same amount of funds allocated for the school for the 2018-2019 fiscal year for  
45 each fiscal year of the 2019-2021 fiscal biennium and for subsequent fiscal years.

46 **SECTION 7.27.(i)** Subsections (a) through (d) of this section apply to applications  
47 to establish a cooperative innovative high school for the 2020-2021 school year and any  
48 subsequent school years.

## 50 **CLASSROOM SUPPLIES TO TEACHERS**



**SECTION 7.31.(a)** Establishment of the Program. – Notwithstanding any other provision of law, beginning with the 2019-2020 fiscal year, funds appropriated from the General Fund to the Department of Public Instruction each fiscal year for the Classroom Materials/Instructional Supplies/Equipment allotment shall be used for the North Carolina Classroom Supply Program (Program) established in accordance with this section. The Program shall provide for electronic access to funds for eligible classroom teachers to purchase supplies for their classrooms on behalf of public school units participating in the Program to support educational needs of the public school students assigned to those classroom teachers.

**SECTION 7.31.(b)** Definitions. – For purposes of this section, the following definitions apply:

- (1) Eligible classroom teacher. – Any school-based classroom teacher, including teachers for special student populations, such as exceptional children, reading resource, English language learners, and program enhancement courses, employed by a public school unit to teach students in grades kindergarten through twelfth grade. School personnel in central office positions, instructional support personnel, and school-based administrators shall not be deemed eligible. A classroom teacher must be employed as of August 31 of each fiscal year from any funds available to the public school unit to be eligible under this section. The public school unit may include classroom teachers employed after August 31 within funds available.
- (2) Public school unit. – A local school administrative unit, a charter school, a regional school, and a school providing elementary or secondary instruction operated by the State Board of Education, including schools operated under Article 7A and Article 9C of Chapter 115C of the General Statutes, or by The University of North Carolina, including schools operated under Article 4, Article 29, and Article 29A of Chapter 116 of the General Statutes.

**SECTION 7.31.(c)** Allotment of Funds. – Of the funds allocated to local school administrative units from the Classroom Materials/Instructional Supplies/Equipment allotment by the Department of Public Instruction each fiscal year, beginning with the 2019-2020 fiscal year, each local school administrative unit shall transfer the sum of three hundred dollars (\$300.00) per eligible classroom teacher as of August 31 each year to a program report code for a classroom teacher electronic account administered pursuant to subsection (d) of this section. A public school unit, other than a local school administrative unit, may opt in to the Program by August 1 of the fiscal year using funds available to that public school unit. The local school administrative unit operating a renewal school system plan pursuant to Section 6 of S.L. 2018-32 may also opt in to the Program using funds available in accordance with this subsection.

**SECTION 7.31.(d)** Program Administration. – The Department of Public Instruction shall utilize the same administrative system used by the North Carolina State Education Assistance Authority (Authority) to manage funds for the Personal Education Savings Account Program pursuant to G.S. 115C-597 and shall model its contract in a manner that meets the requirements of this section and includes capabilities for at least the following:

- (1) The ability to restrict purchases, which may include an automated prior authorization process for allowable purchases or reimbursement of allowable purchases.
- (2) Automation for the capture of purchase receipts, which shall be required for the Department of Public Instruction and the teacher to store electronically for a total of four years for reporting and audit purposes, and transparent transactions, making accountability and tracking simple.
- (3) Ability for teachers to crowd-fund for certain products.

**SECTION 7.31.(e)** Alternative Vendor. – In the event that the vendor contracted with the Authority described under subsection (d) of this section is unable to meet the



requirements of the Program, then the Department shall contract with a vendor that provides a virtual e-wallets platform and an e-commerce marketplace that enables teachers to receive and spend funds online and includes the capabilities described in subsection (d) of this section.

**SECTION 7.31.(f) Use of Funds for the Program.** – The funds appropriated for the Program shall be used to supplement the materials and supplies otherwise available to classroom teachers. A public school unit shall not mandate, direct, or encourage eligible classroom teachers to purchase specific materials and supplies or categories of materials and supplies. Classroom supply funds made available under the Program shall not be used to purchase electronic devices such as computers or software and shall not be expended for administrative purposes. Eligible classroom teachers shall utilize these funds in a manner that addresses individual classroom needs and supports the overall goals of the school regarding supplies and instructional materials. Any supplies purchased by teachers through the Program shall be the property of the public school unit. Supplies not consumed during the school year shall be made available to the teacher for the following school year or for other eligible classroom teachers as appropriate. Any unexpended funds in the classroom teacher accounts established in subsection (c) of this section shall revert to the General Fund at the end of each fiscal year.

## SCHOOL SAFETY GRANTS PROGRAMS

**SECTION 7.36.(a)** Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

### "§ 115C-105.60. School safety grants.

(a) Definitions. – For purposes of this section, the following definitions shall apply:

(1) Public school unit. – A local school administrative unit, regional school, innovative school, laboratory school, or charter school.

(2) School mental health support personnel. – All of the following:

a. School nurses, school counselors, school psychologists, and school social workers.

b. Any of the following with sufficient training or experience with school-age populations, determined on a case-by-case basis in the discretion of the Superintendent of Public Instruction: registered nurses, licensed practical nurses, advanced practice nurses, nurse practitioners, licensed or certified psychologists, licensed clinical social workers, and licensed professional counselors.

(3) Other health support services. – Mental or physical health support services provided by one or more third-party entities, including local management entities/managed care organizations (LME/MCOs), to a public school unit on a contracted basis. These services may include telemedicine or other distance consultations.

(b) Program: Purpose. – The Superintendent of Public Instruction shall establish the School Safety Grants Program (Program). To the extent funds are made available for the Program, its purpose shall be to improve safety in public school units by providing grants for (i) school resource officers and (ii) additional school mental health support personnel.

(c) Grant Applications. – A public school unit may submit an application to the Superintendent of Public Instruction for one or more grants pursuant to this section. The application shall include an assessment, to be performed in conjunction with a local law enforcement agency, of the need for improving school safety within the public school unit that would receive the funding. The application shall identify current and ongoing needs and estimated costs associated with those needs.

(d) Criteria and Guidelines. – By August 1, 2019, and each year thereafter in which funds are made available for the Program, the Superintendent of Public Instruction shall develop criteria and guidelines for the administration and use of the grants pursuant to this section, including any

documentation required to be submitted by applicants. In assessing grant applications, the Superintendent of Public Instruction shall consider at least all of the following factors:

- (1) The level of resources available to the public school unit that would receive the funding or services.
- (2) Whether the public school unit has received other grants of funding for school safety.
- (3) The overall impact on student safety in the public school unit if the identified needs are funded.

(e) Grants for School Resource Officers. – From funds made available for grants for school resource officers, the Superintendent of Public Instruction shall award grants to public school units for school resource officers in elementary and middle schools, as follows:

- (1) Grants shall be matched on the basis of two dollars (\$2.00) in State funds for every one dollar (\$1.00) in non-State funds.
- (2) Public school units may use these funds to employ school resource officers in elementary and middle schools, to train them, or both.
- (3) Training shall be provided, in partnership with the public school unit, by a community college, a local law enforcement agency, or the North Carolina Justice Academy. Any training shall include instruction on research into the social and cognitive development of elementary school and middle school children.

(f) Grants for School Mental Health Support Personnel. – From funds made available for grants for school mental health support personnel, the Superintendent of Public Instruction shall award grants to public school units for any of the following purposes:

- (1) To provide all or a portion of the salary and benefits costs needed to employ additional school mental health support personnel on a full-time, part-time, or contractual basis.
- (2) To contract for other health support services.
- (3) Training for school mental health support personnel receiving funds under this subsection.

(g) Supplement Not Supplant. – Grants provided to public school units pursuant to the Program shall be used to supplement and not to supplant State or non-State funds already provided for these services.

(h) Administrative Costs. – Of the funds made available for the grants provided pursuant to this section, the Superintendent of Public Instruction may retain a total of up to one hundred thousand dollars (\$100,000) in each fiscal year for administrative costs associated with the program.

(i) Report. – No later than April 1, 2020, and each year thereafter in which funds are made available for the Program, the Superintendent of Public Instruction shall report on the Program to the Joint Legislative Education Oversight Committee, the Joint Legislative Oversight Committee on Health and Human Services, the Joint Legislative Oversight Committee on Justice and Public Safety, the Joint Legislative Commission on Governmental Operations, and the Fiscal Research Division. The report shall include the identity of each entity that received a grant through the Program, the amount of funding provided to each entity that received a grant, the use of funds by each entity that received a grant, and recommendations for the implementation of additional effective school safety measures."

**SECTION 7.36.(b)** For the 2019-2020 fiscal year, the Department of Public Instruction shall administer the following school safety grants:

- (1) Definitions. – For purposes of this subsection, the following definitions shall apply:
  - a. Community partner. – A public or private entity, including, but not limited to, a nonprofit corporation or a local management

- entity/managed care organization (LME/MCO), that partners with a public school unit to provide services or pay for the provision of services for the unit.
- b. Public school unit. – A local school administrative unit, regional school, innovative school, laboratory school, or charter school.
- (2) Program; purpose. – The Superintendent of Public Instruction shall establish the 2019 School Safety Grants Program (Program). The purpose of the Program shall be to improve safety in public school units by providing grants for (i) services for students in crisis, (ii) school safety training, and (iii) safety equipment in schools.
- (3) Grant applications. – A public school unit may submit an application to the Superintendent of Public Instruction for one or more grants pursuant to this section. The application shall include an assessment, to be performed in conjunction with a local law enforcement agency, of the need for improving school safety within the public school unit that would receive the funding or services. The application shall identify current and ongoing needs and estimated costs associated with those needs.
- (4) Criteria and guidelines. – By August 1, 2019, the Superintendent of Public Instruction shall develop criteria and guidelines for the administration and use of the grants pursuant to this subsection, including any documentation required to be submitted by applicants. In assessing grant applications, the Superintendent of Public Instruction shall consider at least all of the following factors:
- a. The level of resources available to the public school unit that would receive the funding or services.
- b. Whether the public school unit has received other grants of funding for school safety.
- c. The overall impact on student safety in the public school unit if the identified needs are funded.
- (5) Grants for students in crisis. – Of the funds appropriated to the Department of Public Instruction by this act for students in crisis, the Superintendent of Public Instruction, in consultation with the Department of Health and Human Services, shall award grants to public school units to contract with community partners to provide or pay for the provision of any of the following crisis services:
- a. Crisis respite services for parents or guardians of an individual student to prevent more intensive or costly levels of care.
- b. Training and expanded services for therapeutic foster care families and licensed child placement agencies that provide services to students who (i) need support to manage their health, welfare, and safety and (ii) have any of the following:
1. Cognitive or behavioral problems.
  2. Developmental delays.
  3. Aggressive behavior.
- c. Evidence-based therapy services aligned with targeted training for students and their parents or guardians, including any of the following:
1. Parent-child interaction therapy.
  2. Trauma-focused cognitive behavioral therapy.
  3. Dialectical behavior therapy.
  4. Child-parent psychotherapy.

- d. Any other crisis service, including peer-to-peer mentoring, that is likely to increase school safety. Of the funds allocated to the Superintendent for grants pursuant to this subdivision, the Superintendent shall not use more than ten percent (10%) for the services identified in this sub-subdivision.
- (6) Grants for training to increase school safety. – Of the funds appropriated to the Department of Public Instruction by this act for training to increase school safety, the Superintendent of Public Instruction, in consultation with the Department of Health and Human Services, shall award grants to public school units to contract with community partners to address school safety by providing training to help students develop healthy responses to trauma and stress. The training shall be targeted and evidence-based and shall include any of the following services:
- a. Counseling on Access to Lethal Means (CALM) training for school mental health support personnel, local first responders, and teachers on the topics of suicide prevention and reducing access by students to lethal means.
- b. Training for school mental health support personnel on comprehensive and evidence-based clinical treatments for students and their parents or guardians, including any of the following:
1. Parent-child interaction therapy.
  2. Trauma-focused cognitive behavioral therapy.
  3. Behavioral therapy.
  4. Dialectical behavior therapy.
  5. Child-parent psychotherapy.
- c. Training for students and school employees on community resilience models to improve understanding and responses to trauma and significant stress.
- d. Training for school mental health support personnel on Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct problems (MATCH-ADTC), including any of the following components:
1. Trauma-focused cognitive behavioral therapy.
  2. Parent and student coping skills.
  3. Problem solving.
  4. Safety planning.
- e. Any other training, including the training on the facilitation of peer-to-peer mentoring, that is likely to increase school safety. Of the funds allocated to the Superintendent for grants pursuant to this subdivision, the Superintendent shall not use more than ten percent (10%) for the services identified in this sub-subdivision.
- (7) Grants for safety equipment. – Of the funds appropriated to the Department of Public Instruction by this section for grants for school safety equipment, the Superintendent of Public Instruction shall award grants to public school units for (i) the purchase of safety equipment for school buildings and (ii) training associated with the use of safety equipment purchased pursuant to this subsection. Notwithstanding G.S. 115C-218.105(b), charter schools may receive grants for school safety equipment pursuant to this subsection.
- (8) Supplement not supplant. – Grants provided to public school units or community partners pursuant to the Program shall be used to supplement and not to supplant State or non-State funds already provided for these services.

- (9) Report. – No later than April 1, 2020, the Superintendent of Public Instruction shall report on the program to the Joint Legislative Education Oversight Committee, the Joint Legislative Oversight Committee on Health and Human Services, the Joint Legislative Oversight Committee on Justice and Public Safety, the Joint Legislative Commission on Governmental Operations, and the Fiscal Research Division. The report shall include the identity of each entity that received a grant through the Program, the amount of funding provided to each entity that received a grant, the use of funds by each entity that received a grant, and recommendations for the implementation of additional effective school safety measures.

**SECTION 7.36.(c)** Section 7.27 of S.L. 2018-5 is repealed.

#### **EXTENDED LEARNING AND INTEGRATED STUDENT SUPPORTS COMPETITIVE GRANT PROGRAM**

**SECTION 7.38.(a)** Of the funds appropriated by this act for the At-Risk Student Services Alternative School Allotment for the 2019-2021 fiscal biennium, the Department of Public Instruction shall use up to six million dollars (\$6,000,000) for the 2019-2020 fiscal year and up to six million dollars (\$6,000,000) for the 2020-2021 fiscal year for the Extended Learning and Integrated Student Supports Competitive Grant Program (Program). Of these funds, the Department of Public Instruction may use up to two hundred thousand dollars (\$200,000) for each fiscal year to administer the Program.

**SECTION 7.38.(b)** The purpose of the Program is to fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes by focusing on the following:

- (1) Use of an evidence-based model with a proven track record of success.
- (2) Inclusion of rigorous, quantitative performance measures to confirm effectiveness of the program.
- (3) Deployment of multiple tiered supports in schools to address student barriers to achievement, such as strategies to improve chronic absenteeism, antisocial behaviors, academic growth, and enhancement of parent and family engagement.
- (4) Alignment with State performance measures, student academic goals, and the North Carolina Standard Course of Study.
- (5) Prioritization in programs to integrate clear academic content, in particular, science, technology, engineering, and mathematics (STEM) learning opportunities or reading development and proficiency instruction.
- (6) Minimization of student class size when providing instruction or instructional supports and interventions.
- (7) Expansion of student access to high-quality learning activities and academic support that strengthen student engagement and leverage community-based resources, which may include organizations that provide mentoring services and private-sector employer involvement.
- (8) Utilization of digital content to expand learning time, when appropriate.

**SECTION 7.38.(c)** Grants shall be used to award funds for new or existing eligible programs for at-risk students operated by (i) nonprofit corporations and (ii) nonprofit corporations working in collaboration with local school administrative units. Grant participants are eligible to receive grants for up to two years in an amount of up to five hundred thousand dollars (\$500,000) each year. Programs should focus on serving (i) at-risk students not performing at grade level as demonstrated by statewide assessments, (ii) students at risk of dropout, and (iii) students at risk of school displacement due to suspension or expulsion as a result of antisocial behaviors. Priority consideration shall be given to applications demonstrating



models that focus services and programs in schools that are identified as low-performing, pursuant to G.S. 115C-105.37.

A grant participant shall provide certification to the Department of Public Instruction that the grants received under the program shall be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in nongrant funds. Matching funds shall not include other State funds. The Department shall also give priority consideration to an applicant that is a nonprofit corporation working in partnership with a local school administrative unit resulting in a match utilizing federal funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, or Title IV of the Higher Education Act of 1965, as amended, and other federal or local funds. Matching funds may include in-kind contributions for up to fifty percent (50%) of the required match.

**SECTION 7.38.(d)** A nonprofit corporation may act as its own fiscal agent for the purposes of this Program. Grant recipients shall report to the Department of Public Instruction for the year in which grant funds were expended on the progress of the Program, including alignment with State academic standards, data collection for reporting student progress, the source and amount of matching funds, and other measures, before receiving funding for the next fiscal year. Grant recipients shall also submit a final report on key performance data, including statewide test results, attendance rates, graduation rates, and promotion rates, and financial sustainability of the program.

**SECTION 7.38.(e)** The Department of Public Instruction shall provide an interim report on the Program to the Joint Legislative Education Oversight Committee by September 15, 2020, with a final report on the Program by September 15, 2021. The final report shall include the final results of the Program and recommendations regarding effective program models, standards, and performance measures based on student performance, leveraging of community-based resources to expand student access to learning activities, academic and behavioral support services, and potential opportunities for the State to invest in proven models for future grants programs.

## **EXCEPTIONAL CHILDREN TRANSPORTATION RESERVE FUND**

**SECTION 7.41.** Of the funds appropriated to the Department of Public Instruction by this act for the Exceptional Children Transportation Reserve Fund, the Department of Public Instruction shall establish a grant program to cover extraordinary transportation costs for high-needs children with disabilities attending local school administrative units and charter schools. The Department shall provide an application process for local school administrative units and charter schools to apply for funds to cover extraordinary transportation costs for qualifying students. The Department shall establish eligibility guidelines and shall award funds consistent with the following requirements:

- (1) In determining extraordinary transportation cost, the Department shall consider total prior-year transportation expenditures for high-needs children with disabilities, including expenditures from local funds and all other funding sources, as a proportion of total expenditures.
- (2) Applicants with highest extraordinary transportation costs shall receive highest priority in the award of grant funds.

## **READ TO ACHIEVE READING CAMP CURRICULUM PILOT PROGRAM**

**SECTION 7.42.(a)** Purpose. – Of the funds appropriated to the Department of Public Instruction for the 2019-2020 fiscal year for the Read to Achieve Reading Camp Pilot, the Department shall acquire Imagine Learning and Failure Free Reading reading camp curriculums for the purpose of conducting a Reading Camp Curriculum Pilot Program (Pilot). The purpose of the Pilot is to determine the effectiveness of specific reading camp curriculums for furthering reading proficiency.

**SECTION 7.42.(b)** Participation. – For each curriculum acquired pursuant to this section, the Department of Public Instruction shall select one or more local school administrative units to utilize the curriculum in its reading camp. Selected local school administrative units shall represent the geographic, economic, and social diversity of the State. Each selected local school administrative unit shall participate in the Pilot for the 2019-2020 school year.

**SECTION 7.42.(c)** Reporting Requirement. – By November 15, 2020, the Department of Public Instruction shall report to the Joint Legislative Education Oversight Committee on the results of the Pilot in each participating local school administrative unit, including the following:

- (1) The number and percentage of third grade students who did not demonstrate proficiency upon entering reading camp and who became proficient after completing reading camp.
- (2) For each grade level, the number and percentage of first and second grade students who demonstrated reading comprehension below grade level upon entering camp and who demonstrated reading comprehension at or above grade level after completing reading camp.

#### **STUDENT MEAL DEBT REPORT AND REDUCED-PRICE LUNCH CO-PAYS**

**SECTION 7.43.(a)** No later than March 15, 2020, the State Board of Education shall report to the Joint Legislative Education Oversight Committee on unpaid meal charges in local school administrative units. At a minimum, the report shall include the following information:

- (1) The percentage of students of all grade levels in each local school administrative unit who qualify for reduced-price meals and do not carry an unpaid meal charge.
- (2) The total amount of debt carried by each local school administrative unit related to unpaid meal charges.
- (3) Policies adopted by each local school administrative unit regarding unpaid meal charges.
- (4) A recommended statewide policy on the uniform administration of unpaid meal charges in local school administrative units. The recommended policy shall ensure that students are not prevented from receiving nutritious meals because of an unpaid meal charge.

**SECTION 7.43.(b)** Funds appropriated to the Department of Public Instruction by this act for the 2019-2020 fiscal year for reduced-price lunch co-pays shall be used to provide school lunches at no cost to students of all grade levels qualifying for reduced-price meals in all schools participating in the National School Lunch Program in the 2019-2020 school year. If the funds are insufficient to provide school lunches at no cost to students qualifying for reduced-price meals, the Department of Public Instruction shall also use any excess funds appropriated for the National School Breakfast Program for the purposes of this subsection.

#### **INNOVATIVE SIGNATURE CAREER ACADEMY PILOT**

**SECTION 7.44.(a)** Establish; Purpose. – There is established the Innovative Signature Career Academy Program (Program) as a pilot program to be implemented in Guilford County Schools for the purpose of reforming its current career and technical education (CTE) program to more deliberately prepare its students for high-wage, high-skills careers. The Program shall focus on hosting signature career academies at traditional high schools located in the local school administrative unit that specialize in defined areas of career and technical education.

**SECTION 7.44.(b)** Components of the Program. – The Program shall include at least the following key components in establishing a minimum of four but no more than six signature career academies at high schools in the local school administrative unit:

- (1) One school-selected priority career pathway that does not compete with career pathways at other signature career academies in the local school administrative unit in addition to CTE courses offered as elective options and business and computer science courses.
- (2) School and community stakeholder input on the development of the priority career pathways and the phase-out of other CTE programs.
- (3) Partnerships with higher education institutions and business and industry entities for specific equipment needs and the design of clearly defined career pathways.
- (4) The option for eighth grade students to apply to attend a signature career academy of their choice at a high school located in the local school administrative unit.
- (5) Reassignment of current CTE teachers to focus on an area of expertise for a signature career academy and the creation of partnerships with higher education faculty and employees of industry and business to volunteer to serve as co-teachers in the specialized areas.

**SECTION 7.44.(c) Flexibility for Teachers.** – Notwithstanding any other provision of law, in addition to the authority provided to a local board of education to employ adjunct instructors in career and technical education career clusters pursuant to G.S. 115C-157.1, the local school administrative unit shall have the flexibility to contract with individuals who have education and training related to the specific skills and career pathways that are the focus of a signature career academy. Any individual who has direct contact with students pursuant to the authority provided by this subsection shall be subject to a criminal history check to ensure that the person has not been convicted of any crime listed in G.S. 115C-332.

**SECTION 7.44.(d) Reporting.** – By June 30 of the first school year of operation of the Program, and every June 30 thereafter for the duration of the Program operated as a pilot, Guilford County Schools shall report to the Department of Public Instruction on (i) implementation and administration of the Program, including the use of additional resources provided as an appropriation of State funds specifically for the Program, (ii) data from the Program on student completion rates for career pathways and any other data requested by the Department, and (iii) any recommendations on the modification of the Program or the potential application of the Program in other local school administrative units.

By August 15 of the first year of reporting by Guilford County Schools under this subsection, and every August 15 thereafter for the duration of the Program operated as a pilot, the Department of Public Instruction shall report to the Joint Legislative Education Oversight Committee on the information submitted by Guilford County Schools pursuant to this subsection.

**SECTION 7.44.(e) Term of the Program.** – The Program may operate for up to six school years as a pilot program, beginning with the 2019-2020 school year. Before the end of the school year in which the Program will expire as a pilot, the Guilford County Board of Education may apply to the State Board of Education for the Program to be included as an ongoing component of Guilford County Schools' career and technical education local plan submitted to the State Board of Education pursuant to G.S. 115C-154.1. In operating the Program in subsequent school years, Guilford County Schools shall continue to have flexibility in regard to teachers as provided in subsection (c) of this section. The Guilford County Board of Education may request as part of the application that the General Assembly appropriate additional resources for the operation of the Program but may continue to operate the Program if other sources of funds are available. The State Board shall consider the data submitted to the Department of Public Instruction on the operation of the Program pursuant to subsection (d) of this section when reviewing the Program to become a component of the career and technical education local plan.

## SCHOOL PSYCHOLOGISTS ALLOTMENT



SECTION 7.45.(a) Of the funds appropriated to the Department of Public Instruction by this act for the 2019-2020 fiscal year and subsequent fiscal years, the Department shall allocate a minimum of one school psychologist position per local school administrative unit. The State Board of Education shall adopt a formula for the distribution of any remaining funds as positions to local school administrative units on the basis of average daily membership.

SECTION 7.45.(b) G.S. 115C-105.25(b) is amended by adding a new subdivision to read:

"(13) No positions shall be transferred out of the allocation for school psychologists except as provided in this subdivision. Positions allocated for school psychologists may be converted to dollar equivalents for contracted services directly related to school psychology. These positions shall be converted at the minimum salary for school psychologists on the "A" Teachers Salary Schedule."

#### TRANSFER OF FUNDS FOR BUSINESS SYSTEM MODERNIZATION PLAN

SECTION 7.46.(a) Of the funds appropriated to the Department of Public Instruction by this act for the School Business System Modernization Plan for the 2019-2021 fiscal biennium, the Department shall transfer two million ninety thousand dollars (\$2,090,000) for the 2019-2020 fiscal year to the Government Data Analytics Center (GDAC) to leverage existing public-private partnerships to incorporate annual school report card data for the State into the School Finance page of the Department of Public Instruction Web site. Grade level and subject level Education Value-Added Assessment System (EVAAS) growth data for local school administrative units and individual schools shall also be made public on the School Finance page.

SECTION 7.46.(b) No later than October 1, 2019, GDAC shall execute any contractual agreements and interagency data sharing agreements necessary to accomplish the reporting system established pursuant to Section 7.16 of S.L. 2017-57, as amended by Section 7.6 of S.L. 2018-5. The Department and GDAC shall continue partnering to accomplish the continued development, deployment, and ongoing provision of a data integration service that consolidates data from financial, human resources, licensure, student information, and EVAAS. Implementation shall also include development and deployment of a modern analytic platform and reporting environment. Additionally, student projection data for future assessments including State assessments, Advanced Placement exams, and college readiness assessments shall be made available to local school administrative units and individual schools through the EVAAS page of the Department of Public Instruction Web site and shall be made available in hard copy to parents or guardians upon request.

#### SCHOOL MENTAL HEALTH CRISIS RESPONSE PROGRAM

SECTION 7.47.(a) For purposes of this section, the following definitions shall apply:

- (1) Participating unit. – A local school administrative unit that elects to transfer school mental health personnel to a requesting unit for a temporary period of time.
- (2) Requesting unit. – A local school administrative unit requesting additional school mental health support personnel for a temporary period of time.
- (3) School mental health support personnel. – School nurses, school counselors, school psychologists, and school social workers.

SECTION 7.47.(b) The Department of Public Instruction and the Center for Safer Schools, in consultation with the Department of Health and Human Services and the Department of Public Safety, Division of Emergency Management, shall develop a recommended program for facilitating the temporary transfer of school mental health support personnel from a participating unit to a requesting unit during or after a crisis. No later than March 15, 2020, the

1 Department shall submit a report on the recommended program to the Joint Legislative Education  
2 Oversight Committee and the Joint Legislative Oversight Committee on Health and Human  
3 Services. The report shall outline the recommended program and include, at a minimum, the  
4 following information:

- 5 (1) A suggested protocol for receiving and relaying requests for additional,  
6 temporary school mental health support personnel.
- 7 (2) Anticipated costs associated with the temporary transfer of school mental  
8 health support personnel during or after a crisis.
- 9 (3) Descriptions of and data from any similar programs existing in other states.
- 10 (4) Additional recommendations for improving the ability of local school  
11 administrative units to share school mental health support personnel, when  
12 necessary, and appropriate reporting metrics related to the recommended  
13 program.

#### 14 15 **REPEAL RIGHT OF ACTION/CAPITAL OUTLAY FUND**

16 **SECTION 7.48.(a)** Subsections (c), (d), and (e) of G.S. 115C-431 are repealed.

17 **SECTION 7.48.(b)** G.S. 115C-431 is amended by adding a new subsection to read:

18 "(f) If agreement is not reached in mediation on the amount of money appropriated to the  
19 capital outlay fund, the decision of the county commissioners is final. The local board of  
20 education shall not file any legal action challenging the sufficiency of the funds appropriated by  
21 the board of county commissioners to the capital outlay fund."

22 **SECTION 7.48.(c)** G.S. 115C-432(a) reads as rewritten:

23 "(a) After the board of county commissioners has made its appropriations to the local  
24 school administrative unit, or after the appeal-procedure set out in G.S. 115C-431 ~~for the capital~~  
25 ~~outlay fund~~ has been concluded, the board of education shall adopt a budget resolution making  
26 appropriations for the budget year in such sums as the board may deem sufficient and proper.  
27 The budget resolution shall conform to the uniform budget format established by the State Board  
28 of Education."

29 **SECTION 7.48.(d)** This section applies to budget ordinances adopted on or after the  
30 date this act becomes law.

14 **PART VIII. THE UNIVERSITY OF NORTH CAROLINA SYSTEM**

15  
16 **UNC/ESCHEATS FUND FOR STUDENT FINANCIAL AID PROGRAMS**

17 **SECTION 8.1.(a)** The funds appropriated by this act from the Escheat Fund for the  
18 2019-2021 fiscal biennium for student financial aid shall be allocated in accordance with  
19 G.S. 116B-7. Notwithstanding any other provision of Chapter 116B of the General Statutes, if  
20 the interest income generated from the Escheat Fund is less than the amounts referenced in this  
21 act, the difference may be taken from the Escheat Fund principal to reach the appropriations  
22 referenced in this act; however, under no circumstances shall the Escheat Fund principal be  
23 reduced below the sum required in G.S. 116B-6(f). If any funds appropriated from the Escheat  
24 Fund by this act for student financial aid remain uncommitted aid as of the end of a fiscal year,  
25 the funds shall be returned to the Escheat Fund, but only to the extent the funds exceed the amount  
26 of the Escheat Fund income for that fiscal year.

27 **SECTION 8.1.(b)** The State Education Assistance Authority (Authority) shall  
28 conduct periodic evaluations of expenditures of the student financial aid programs administered  
29 by the Authority to determine if allocations are utilized to ensure access to institutions of higher  
30 learning and to meet the goals of the respective programs. The Authority may make  
31 recommendations for redistribution of funds to the President of The University of North Carolina  
32 and the President of the Community College System regarding their respective student financial  
33 aid programs, who then may authorize redistribution of unutilized funds for a particular fiscal  
34 year.

35  
36 **NC PROMISE TUITION PLAN/FUTURE FUNDS**

37 **SECTION 8.2A.** It is the intent of the General Assembly to appropriate from the  
38 General Fund to the Board of Governors of The University of North Carolina the following  
39 additional funds for the purpose of the "buy down" of any financial obligations incurred by  
40 Elizabeth City State University, the University of North Carolina at Pembroke, and Western  
41 Carolina University for the NC Promise Tuition Plan established pursuant to G.S. 116-143.11:

- 42 (1) For the 2021-2022 fiscal year, the sum of five million dollars (\$5,000,000) in  
43 recurring funds.
- 44 (2) For the 2022-2023 fiscal year, the sum of four million dollars (\$4,000,000) in  
45 recurring funds.
- 46 (3) For the 2023-2024 fiscal year, the sum of three million four hundred thousand  
47 dollars (\$3,400,000) in recurring funds.
- 48 (4) For the 2024-2025 fiscal year, the sum of three million dollars (\$3,000,000)  
49 in recurring funds.

50 For the 2024-2025 fiscal year and subsequent fiscal years, it is the intent of the  
51 General Assembly that the net appropriation for the "buy down" of any financial obligations

1 incurred by Elizabeth City State University, the University of North Carolina at Pembroke, and  
2 Western Carolina University for the NC Promise Tuition Plan established pursuant to  
3 G.S. 116-143.11 shall not exceed the sum of eighty-one million four hundred thousand dollars  
4 (\$81,400,000) in recurring funds.  
5

## 6 UNC LABORATORY SCHOOL MODIFICATIONS/FUNDS

7 **SECTION 8.5.(a)** G.S. 116-239.5 is amended by adding a new subsection to read:

8 "(e) In addition to all other immunities provided to them by applicable State law, the  
9 Subcommittee, chancellor, the constituent institution, an advisory board, and a laboratory school,  
10 and their members, employees, and agents shall be entitled to the specific immunities provided  
11 for in Chapter 115C of the General Statutes applying to the State Board of Education,  
12 Superintendent of Public Instruction, a local board of education, a local school administrative  
13 unit, and their members and employees. Any such immunity to liability established by this  
14 subsection shall not extend to gross negligence, wanton conduct, or intentional wrongdoing that  
15 would otherwise be actionable. Immunity established by this subsection shall be deemed to be  
16 waived to the extent of indemnification under Article 31A and Article 31B of Chapter 143 of the  
17 General Statutes and to the extent sovereign immunity is waived under the Tort Claims Act, as  
18 set forth in Article 31 of Chapter 143 of the General Statutes."

19 **SECTION 8.5.(b)** G.S. 116-239.7(b) reads as rewritten:

20 "(b) Resolution by the Subcommittee to Approve a Laboratory School. – The  
21 Subcommittee shall adopt a resolution upon the approval of each laboratory school, which shall  
22 include the following:

- 23 (1) Name of the laboratory school.
- 24 (2) The local school administrative unit in which the laboratory school shall be  
25 located.
- 26 (3) A term of operation for the laboratory school of five years from the date of  
27 initial operation. At the end of the initial five years of operation, the  
28 Subcommittee shall renew the term of operation for additional five-year  
29 periods under the resolution if the laboratory school is still located in a local  
30 school administrative unit that has twenty-five percent (25%) or more of the  
31 schools located in the unit identified as low-performing under  
32 G.S. 115C-105.37, or if the Subcommittee renews a waiver of this  
33 requirement under subsection (a2) of this section, the resolution may be  
34 renewed by the Subcommittee at the end of the term for an additional five  
35 years, section. If the laboratory school is no longer (i) located in a qualifying  
36 local school administrative unit or (ii) meeting the purposes of this Article  
37 under a waiver at the end of five years, the Subcommittee shall may renew the  
38 term of operation for additional five-year periods under the resolution if the  
39 Subcommittee finds the school is successfully meeting its mission to improve  
40 student performance and provide valuable exposure and training for teachers  
41 and principals in the constituent institution's educator preparation program.  
42 The Subcommittee may terminate operation of any laboratory school during  
43 the initial term of operation or during a five-year renewal period if the  
44 Subcommittee finds it is failing to meet expected progress toward meeting the  
45 mission of the school consistent with the requirements of this Article. The  
46 Subcommittee shall notify the Board of Governors of the end of the term of  
47 operation of a laboratory school and request designation of additional  
48 constituent institutions with educator preparation programs to establish a  
49 laboratory school in accordance with the provisions of this Article."

50 **SECTION 8.5.(c)** G.S. 116-239.8(b)(4) reads as rewritten:

"(4) Food and transportation services. – The local school administrative unit in which the laboratory school is located shall provide ~~food services and~~ transportation to students ~~attending who reside in the local school administrative unit and attend the laboratory school.~~ school, including any students who are homeless and require assistance pursuant to 42 U.S.C. § 11301, et seq., the McKinney-Vento Homeless Assistance Act. The requirement to provide transportation to students residing in the local school administrative unit shall (i) apply regardless of where a laboratory school student resides in the unit or how the unit's transportation policies and practices are applied to other students and (ii) include providing transportation of students and personnel for laboratory school extracurricular activities and educational trips in the same manner as other schools in the unit for that school year. The local school administrative unit in which the laboratory school is located shall ~~administer~~ administer, at its cost, the National School Lunch Program for the laboratory school in accordance with G.S. 115C-264. The chancellor shall arrange for the provision of these services from the local school administrative unit."

**SECTION 8.5.(d)** G.S. 116-239.9 reads as rewritten:

**"§ 116-239.9. Student admissions and assignment.**

(a) A child shall be eligible to attend a laboratory school if the child resides in the local school administrative unit in which a laboratory school is located and meets at least one of the following criteria:

- (1) Is assigned to a low-performing school, as defined by G.S. 115C-105.37 at the time of the student's application.
- (2) Did not meet expected growth in the prior school year based on one or more indicators listed in subsection (c1) of this section.
- (3) Is the sibling of a child who is eligible under subdivision (1) or (2) of this subsection.
- (4) Is the child of a laboratory school employee.

(b) No local board of education shall require any student enrolled in the local school administrative unit to attend a laboratory school.

(c) During each period of enrollment, the laboratory school shall enroll an eligible student under subsection (a) of this section who submits a timely application, up to the capacity of a program, class, grade level, or building, in the order in which applications are received. Once enrolled, students are not required to reapply in subsequent enrollment periods. The laboratory school may give enrollment priority to the sibling of an enrolled student who attended the laboratory school in the prior school year.

(c1) For the purposes of this Article, any of the following shall serve as indicators that a student did not meet expected student growth in the prior school year: (i) grades, (ii) observations, (iii) diagnostic and formative assessments, (iv) State assessments, or (v) other factors, including reading on grade level.

(c2) Notwithstanding the requirements of subsection (a) of this section, if a laboratory school has not reached enrollment capacity in a program, class, grade level, or building by March 1, prior to the start of the next school year, the laboratory school may enroll children who reside in the local school administrative unit in which the laboratory school is located but do not meet one of the criteria set forth in subdivisions (1) through (4) of subsection (a) of this section for up to twenty percent (20%) of the total capacity of the program, class, grade level, or building.

(d) Notwithstanding any law to the contrary, a laboratory school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

(e) Within one year after a laboratory school begins operation, the laboratory school shall make efforts for the population of the school to reasonably reflect the racial, ethnic, and socioeconomic composition of the general population residing within the local school administrative unit in which the school is located."

**SECTION 8.5.(e)** Section 11.6(d) of S.L. 2016-94, as amended by Section 4 of S.L. 2017-117, reads as rewritten:

"**SECTION 11.6.(d)** Notwithstanding G.S. 116-239.5, (i) at least ~~nine~~ six laboratory schools shall be established pursuant to Article 29A of Chapter 116 of the General Statutes, as enacted by this section, and in operation by the beginning of the ~~2019-2020-2020-2021~~ school year and (ii) at least an additional three laboratory schools shall be established pursuant to Article 29A of Chapter 116 of the General Statutes and in operation by the beginning of the 2021-2022 school year."

**SECTION 8.5.(f)** The funds appropriated by this act to the Board of Governors of The University of North Carolina for the 2019-2021 fiscal biennium to support the operation of laboratory schools shall not be used to create new positions or to hire additional consultants for The University of North Carolina System Office.

**SECTION 8.5.(g)** Subsection (a) of this section applies to an action or omission of an action occurring on or after the date this act becomes law. Subsections (c) and (d) of this section apply beginning with the 2019-2020 school year.

#### **NC PATRIOT STAR FAMILY SCHOLARSHIP PROGRAM**

**SECTION 8.8.(a)** Establishment of the Scholarship Program. – From the funds appropriated to the Board of Governors of The University of North Carolina for the 2019-2021 fiscal biennium for the North Carolina Patriot Star Family Scholarship Program (Program), the Board of Governors shall provide those funds as a grant-in-aid to (i) the Patriot Foundation, a nonprofit corporation, and (ii) the Marine Corps Scholarship Foundation, Inc., a nonprofit corporation, for the purpose of establishing and administering scholarships in accordance with the requirements of the Program. The Program shall provide for scholarships to eligible children and eligible spouses of certain veterans and eligible children of certain currently serving members of the Armed Forces to attend eligible postsecondary institutions in accordance with the requirements of this section.

**SECTION 8.8.(b)** Definitions. – For the purposes of this section, the following definitions apply:

(1) Armed Forces. – A component of the United States Army, Navy, Marine Corps, Air Force, and Coast Guard, including their reserve components.

(2) Eligible child or eligible children. – Any person (i) who is attending or has been accepted to enroll in an eligible postsecondary institution, (ii) who is a legal resident of North Carolina when scholarship documentation is completed, provided that if a child is claimed as a dependent by the child's parent, residency may be established based on a parent meeting sub-sub-subdivision 4. of sub-subdivision a. of this subdivision, (iii) has complied with the requirements of the Selective Service System, if applicable, and (iv) whose parent is a veteran or a currently serving member of the Armed Forces that meets the following:

a. Meets one of the following residency conditions:

1. Is a resident of North Carolina at the time of scholarship documentation completion.
2. Was a resident of North Carolina at the time of entrance into service in the Armed Forces.
3. Was permanently stationed in North Carolina at the time of his or her death.

- 1 4. Is an active duty service member permanently stationed in  
2 North Carolina at the time of documentation completion.
- 3 b. Meets one of the following service conditions:
  - 4 1. Was a member of the Armed Forces who was killed in action  
5 or in the line of duty, or died of wounds or other causes not due  
6 to the service member's willful misconduct during a period of  
7 war or national emergency.
  - 8 2. Was a member of the Armed Forces who died of  
9 service-connected injuries, wounds, illness, or other causes  
10 incurred or aggravated while a member of the Armed Forces  
11 during a period of war or national emergency. Standard  
12 documentation of the parent's death, wounds, injury, or illness  
13 must be supplied by a scholarship recipient at the time of  
14 scholarship request.
  - 15 3. Is a veteran of the Armed Forces who incurred traumatic  
16 injuries or wounds or sustained a major illness while a member  
17 of the Armed Forces during a period of war or national  
18 emergency and is receiving compensation for a wartime  
19 service-connected disability of at least fifty percent (50%) as  
20 rated by the U.S. Department of Veterans Affairs.
  - 21 4. Is a current member of the Armed Forces who incurred  
22 traumatic injuries or wounds or sustained a major illness while  
23 a member of the Armed Forces during a period of war or  
24 national emergency. The parent's traumatic wounds, injury, or  
25 major illness must be documented by the U.S. Department of  
26 Defense.
- 27 (3) Eligible spouse. – Any person (i) who is attending or has been accepted to  
28 enroll in an eligible postsecondary institution, (ii) who is a legal resident of  
29 North Carolina when scholarship documentation is completed, (iii) has  
30 complied with the requirements of the Selective Service System, if applicable,  
31 and (iv) whose spouse was a member of the Armed Forces who was killed in  
32 action or in the line of duty, or died of wounds or other causes not due to the  
33 service member's willful misconduct during a period of war or national  
34 emergency.
- 35 (4) Eligible postsecondary institution. – A school that is any of the following:
  - 36 a. A constituent institution of The University of North Carolina.
  - 37 b. A community college under the jurisdiction of the State Board of  
38 Community Colleges.
  - 39 c. A private educational institution as defined in G.S. 143B-1224.
  - 40 d. An accredited, private vocational institution.
- 41 (5) Veteran. – An individual who has served and is no longer serving in the Armed  
42 Forces of the United States. For the purposes of this section, the veteran must  
43 have separated from the Armed Forces under honorable conditions or whose  
44 death or disability of at least fifty percent (50%) or more was incurred as a  
45 direct result of service in the line of duty.

46 **SECTION 8.8.(c) Administration; Awards.** – Within the funds made available for  
47 the Program, the Patriot Foundation and the Marine Corps Scholarship Foundation shall each  
48 separately administer and award scholarships to eligible children and eligible spouses in  
49 accordance with the requirements of the North Carolina Patriot Star Family Scholarship Program.  
50 In administering the Program, each nonprofit corporation shall be responsible for program



oversight for the scholarships awarded through its organization to ensure compliance with the provisions of this section.

Each nonprofit corporation shall, at a minimum, establish criteria and procedures related to scholarship documentation completion, the amount of individual scholarships, the permissible uses of scholarship funds, the period of eligibility for award of a scholarship, the conditions for a revocation of a scholarship, and any other procedures it deems necessary for its administration of the Program. A scholarship awarded to an eligible child or eligible spouse shall not exceed the cost of attendance at the eligible postsecondary institution.

If an eligible child or eligible spouse receives a scholarship or other grant covering the cost of attendance at an eligible postsecondary institution for which the scholarship is awarded, then the amount of a scholarship awarded under this section shall be reduced so that the sum of all grants and scholarships covering the cost of attendance received by the eligible child or eligible spouse does not exceed the cost of attendance for the institution. For the purposes of this subsection, cost of attendance shall be deemed to include monies for tuition, fees, books, supplies, and equipment required for study at an eligible postsecondary institution, as well as room and board as long as the scholarship recipient is enrolled as at least a half-time student at the institution. Off-campus housing costs for room and board are also included to the extent the eligible postsecondary institution includes it in its cost of attendance.

**SECTION 8.8.(d) Reporting.** – The Patriot Foundation shall submit a report by April 1 of each year in which the Patriot Foundation spends State funds made available for the Program to the Joint Legislative Education Oversight Committee and the Fiscal Research Division on the activities described by this section and the use of the State funds.

The Marine Corps Scholarship Foundation, Inc., shall submit a report by April 1 of each year in which the Marine Corps Scholarship Foundation spends State funds made available for the Program to the Joint Legislative Education Oversight Committee and the Fiscal Research Division on the activities described by this section and the use of the State funds.

## **CHANGES TO THE UNC ENROLLMENT FORMULA FOR STATE FUNDING**

**SECTION 8.9.(a)** The Board of Governors of The University of North Carolina, with the assistance of The University of North Carolina System Office, shall develop a proposal to modify its current enrollment funding formula to predict its enrollment growth and for the purposes of preparing the budget request for The University of North Carolina (UNC) submitted to the Governor and the General Assembly pursuant to G.S. 116-11(9) in accordance with the requirements of this section. The proposal shall include the following components:

- (1) Enrollment funding for the appropriation of State funds for UNC based on the number of credit hours required for undergraduate student completion of four- and five-year programs offered by each constituent institution. The enrollment funding shall apply to credit hours offered during the fall, spring, and summer academic terms in order for a student to complete a program.
- (2) Application of the enrollment funding formula beginning with undergraduate students who are initially enrolled as freshman or transfer students in curriculum programs at a constituent institution for the fall 2021 academic term and for subsequent academic terms.
- (3) A methodology that will be used for UNC to determine the number of credit hours required for undergraduate student completion of four- and five-year programs. A uniform buffer of credit hours shall not be used in the calculation of the number of credit hours required for program completion.
- (4) A methodology for calculating the cost of a credit hour to the student so that the tuition rate applicable to students at a constituent institution is applied uniformly. The Board of Governors shall allocate State funds to constituent institutions based on this methodology for the offset of tuition payments.



Nothing in this subdivision shall be construed to limit a constituent institution's authority to charge course fees in accordance with State law and policies established by the Board of Governors.

- (5) A procedure and cost budgeting method for UNC that shall be applied in circumstances in which a student is unable to complete the required credit hours as a full-time student continuously enrolled in a constituent institution due to unavailability of courses in program scheduling by the constituent institution. The burden of the cost of meeting the credit hour course requirements under these circumstances shall not be transferred to the student. The burden of this cost shall be covered by UNC and shall reflect the potential loss of student financial aid and expected loan repayments due to loss of an individual student's status as full-time and continuously enrolled.

**SECTION 8.9.(b)** The Board of Governors shall report the proposal for the new enrollment funding formula as required by subsection (a) of this section to the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Education/Higher Education, the House of Representatives Appropriations Subcommittee on Education, the Fiscal Research Division, and the Office of State Budget and Management by March 1, 2020.

**SECTION 8.9.(c)** The Board of Governors shall begin implementation of the transition to the new enrollment funding formula required by this section during the 2020-2021 fiscal year. The enrollment funding formula shall be fully implemented by July 1, 2021, and shall apply beginning with the 2021-2022 fiscal year for undergraduate students entering the 2021 fall academic term and for subsequent academic terms.

**SECTION 8.9.(d)** G.S. 116-143.7 is repealed.

**SECTION 8.9.(e)** G.S. 116-143.9 reads as rewritten:

**"§ 116-143.9. Fixed tuition payment.**

(a) There is established the fixed tuition payment program. The rate of tuition of any freshman or transfer undergraduate student who is admitted to any constituent institution of The University of North Carolina and deemed to be a North Carolina resident for purposes of tuition shall be guaranteed as provided by this section. The program shall have the following components:

- (1) A guarantee that the rate of tuition approved by either the Board of Governors or the Board of Trustees of the constituent institution will remain constant or decrease during the tuition period.
- (2) Except as provided in subsection (b) of this section, the tuition period shall be (i) eight consecutive academic semesters for a student seeking a baccalaureate degree in a four-year program or 10 consecutive academic semesters for a student seeking a baccalaureate degree in a program officially designated by the Board of Governors as a five-year program, not including any summer sessions, or (ii) the appropriate balance of a designated program length after making the proper adjustments for a student who transfers to the constituent institution.
- (3) Except as provided in subsection (b) of this section, the student must remain enrolled continuously at the constituent institution during the entire tuition period.
- (4) At the end of the tuition period, the cost of tuition for any additional academic semesters reverts to the amount of the current tuition for that constituent institution and a tuition surcharge imposed under G.S. 116-143.7, if applicable institution.

(b) The tuition period may be tolled if the student is able to demonstrate a substantial disruption or interruption in that any of the following have substantially disrupted or interrupted the student's pursuit of a degree as provided in G.S. 116-143.7(e): (i) a military service

obligation, (ii) serious medical debilitation, (iii) a short-term or long-term disability, or (iv) other extraordinary hardship. The Board of Governors shall establish the appropriate procedures to implement this subsection.

(c) The Board of Governors shall adopt the policies needed to implement this section and shall also determine what the fixed tuition rates and the tuition periods shall be for undergraduate transfer students who are North Carolina residents for purposes of tuition."

**SECTION 8.9.(f)** Subsections (d) and (e) of this section become effective July 1, 2021, and apply beginning with freshman or transfer undergraduate students who enroll in a constituent institution for the 2021 fall academic term and for subsequent academic terms.

## **MODIFY FUTURE TEACHERS OF NORTH CAROLINA**

**SECTION 8.12.(a)** G.S. 116-41.30(b) reads as rewritten:

"(b) Program. – FTNC shall be a ~~program providing professional development and curricula for courses that provide selective, application-based symposium for high school juniors and seniors, offering a~~ challenging introduction to teaching as a profession for high school students through courses offered by participating high schools in conjunction with college partners. ~~profession. FTNC courses shall include both content on pedagogy and the profession of teaching and field experiences for high school students.~~ provide instruction on pedagogy, ethics and professionalism, child development, successful teaching strategies and classroom management practices, effective lesson planning, assessment and intervention, and requirements of teacher licensure. The FTNC Symposium should provide practical benefits to participating students, which may include interaction with current educators, administrators, and educator preparation program faculty members, a simulated student teaching experience, and information about financial aid and scholarship opportunities."

**SECTION 8.12.(b)** G.S. 116-41.31 reads as rewritten:

**"§ 116-41.31. Oversight of Future Teachers of North Carolina.**

(a) ~~FTNC General Administration. System Office.~~ – FTNC shall be administratively located in The University of North Carolina System Office. The President shall ~~select three~~ constituent institutions with highly successful schools of education located in the western, central, and eastern regions of the State, respectively, to collaborate on development of curricula for FTNC and to provide professional development to high school teachers who will teach FTNC courses. ~~The three constituent institutions shall also work with other constituent institutions and other institutions of higher education in the State to seek input in the development of curricula and professional development for FTNC and to create a network of college faculty to provide support to high schools offering FTNC courses.~~ establish a Future Teachers of North Carolina Advisory Council (FTNC Council) to oversee the FTNC program. At the President's discretion, the FTNC Council shall coordinate with constituent institutions to utilize expertise from administrators, faculty, and staff members of institutions of higher education in designing the agenda and instructional content for the FTNC Symposium. The FTNC Council shall ensure diverse representation of the educator preparation programs represented at the FTNC Symposium. The FTNC Council shall also be responsible for creating an application process for interested high school students, reviewing submitted applications, selecting students to attend, and recruitment and outreach efforts.

(b) ~~FTNC Site Applications.~~ All high schools in the State are encouraged to offer FTNC courses to students. A high school shall apply to offer FTNC courses with the geographically appropriate constituent institution overseeing FTNC and shall ensure that all teachers teaching FTNC courses have received appropriate training. High schools shall also seek a partner institution of higher education to provide support from college faculty. High schools participating in the FTNC program shall report demographic, survey, and other available outcome data to The University of North Carolina System Office as necessary for completion of the FTNC annual report required by G.S. 116-41.32.

(e) FTNC Institution of Higher Education Partners. Constituent institutions that partner with high schools shall offer dual credit for high school students who successfully complete the FTNC course with a grade of "B" or higher. Other institutions of higher education that partner with high schools are encouraged to offer dual credit for high school students who successfully complete the FTNC course with a grade of "B" or higher. Constituent institutions shall provide annually to The University of North Carolina System Office data on students who have received dual credit for completion of an FTNC course and students who applied for admission into an educator preparation program at a constituent institution who indicated in the application for admission that the student completed an FTNC course. Other institutions of higher education are encouraged to provide annually to The University of North Carolina System Office data on students who have received dual credit for completion of an FTNC course and students who applied for admission into an educator preparation program at the institution of higher education who indicated in the application for admission that the student completed an FTNC course."

SECTION 8.12.(c) G.S. 116-41.32 reads as rewritten:

**"§ 116-41.32. Future Teachers of North Carolina reporting.**

The University of North Carolina System Office shall report annually, beginning October 15, 2019, 2020, on the following:

- (1) ~~Total number and names of local school administrative units with~~ List of high schools and local school administrative units represented by participating in FTNC, total number and names of high schools offering FTNC, partner institution of higher education for each high school, and number of sections of the course being offered at each high school. students.
- (1a) Number of students who submitted an application to attend the FTNC Symposium.
- (1b) Number of students attending the FTNC Symposium, including distribution by region.
- (2) Demographic information of students enrolled in FTNC courses. attending the FTNC Symposium.
- (2a) Description of the event agenda and content.
- (3) Percentage of students who, after completing the course, attending the FTNC Symposium, reported the following:
  - a. The student plans to choose teaching as a profession.
  - a1. The student plans to enroll in a community college, a constituent institution, a private postsecondary institution located in North Carolina, or a postsecondary institution located in another state.
  - b. The course—FTNC Symposium was very or somewhat effective in helping the student formulate a positive perception of the education profession.
  - c. The coursework and activities—FTNC Symposium increased the student's knowledge of the teaching profession and other careers in education.
  - d. The field experience helped the student understand the many factors that contribute to effective teaching.
- (4) Percentage of students who completed an FTNC course who received dual credit for successful completion of the course, by institution.
- (5) Percentage of students who completed an FTNC course who applied for admission into an educator preparation program, by institution.
- (6) Number of teachers provided professional development for FTNC."

**MODIFY IN-STATE TUITION FOR CERTAIN VETERANS AND OTHER INDIVIDUALS**



SECTION 8.13.(a) G.S. 116-143.3A reads as rewritten:

"§ 116-143.3A. Waiver of 12-month residency requirement for certain veterans and other individuals entitled to federal education benefits under 38 U.S.C. Chapter 30 or 38 U.S.C. Chapter 33. individuals.

(a) Definitions. – The following definitions apply in this section:

(1) Abode. – Has the same meaning as G.S. 116-143.3(a)(1).

(2) Armed Forces. – Has the same meaning as G.S. 116-143.3(a)(2).

(3) Veteran. – A person who served active duty for not less than 90 days in the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration and who was discharged or released from such service.

(b) Waiver of 12-Month Residency Requirement for ~~Veteran.~~ Certain Individuals. – Any ~~veteran-veteran, dependent of a veteran, or other individual~~ who qualifies for admission to an institution of higher education as defined in G.S. 116-143.1(a)(3) is eligible to be charged the in-State tuition rate and applicable mandatory fees for ~~enrollment-enrollment, to the extent required by Section 702 of the Veterans Access, Choice, and Accountability Act of 2014, as amended, 38 U.S.C. § 3679,~~ without satisfying the 12-month residency requirement under G.S. 116-143.1, provided the ~~veteran-individual~~ meets all of the following criteria:

(1) ~~The veteran applies for admission to the institution of higher education and enrolls within three years of the veteran's discharge or release from the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration.~~

(2) ~~The veteran qualifies for and uses educational benefits pursuant to 38 U.S.C. Chapter 30 (Montgomery G.I. Bill Active Duty Education Assistance Program) or 38 U.S.C. Chapter 33 (Post 9/11 Educational Assistance), as administered by the U.S. Department of Veterans Affairs.~~

(3) ~~The veteran's individual's~~ abode is North Carolina.

(4) ~~The veteran-individual~~ provides the institution of higher education at which the ~~veteran-individual~~ intends to enroll a letter of intent to establish residence in North Carolina.

(5) The individual meets the definition of a "covered individual" under 38 U.S.C. § 3679(c).

(c) ~~Eligibility of Other Individuals Entitled to Federal Educational Benefits Under 38 U.S.C. Chapter 30 or 38 U.S.C. Chapter 33.~~ Any person who is entitled to federal educational benefits under 38 U.S.C. Chapter 30 or 38 U.S.C. Chapter 33 is also eligible to be charged the in-State tuition rate and applicable mandatory fees for enrollment without satisfying the 12-month residency requirement under G.S. 116-143.1, if the person meets all of the following criteria:

(1) ~~The person qualifies for admission to the institution of higher education as defined in G.S. 116-143.1(a)(3) and, with the exception of individuals described in subsections (c1) and (c2) of this section, enrolls in the institution of higher education within three years of the veteran's discharge or release from the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration.~~

(2) ~~The person is the recipient of federal educational benefits pursuant to 38 U.S.C. Chapter 30 (Montgomery G.I. Bill Active Duty Education Assistance Program) or 38 U.S.C. Chapter 33 (Post 9/11 Educational Assistance), as administered by the U.S. Department of Veterans Affairs.~~

(3) ~~The person's~~ abode is North Carolina.

(4) ~~The person~~ provides the institution of higher education at which the ~~person~~ intends to enroll a letter of intent to establish residence in North Carolina.

(c1) Recipients using transferred Post 9/11 GI Bill benefits (38 U.S.C. § 3319) while the transferor is on active duty in the Armed Forces, the commissioned corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration are eligible for the in-State tuition rate, provided the recipient's abode is in North Carolina and the recipient provides the institution of higher education a letter of intent to establish residency in North Carolina.

(c2) Recipients of the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)), whose parent or spouse died in the line of duty, without regard as to whether the death in the line of duty followed a period of active duty service of 90 days or more, are eligible to receive in-State tuition under this section, provided the recipient's abode is in North Carolina and the recipient provides the institution of higher education a letter of intent to establish residency in North Carolina.

(d) After the expiration of the three-year period following discharge as described in 38 U.S.C. § 3679(c), any enrolled veteran entitled to federal educational benefits under 38 U.S.C. Chapter 30 or 38 U.S.C. Chapter 33 and any other enrolled individual described in subsection (c) of this section entitled to federal educational benefits under 38 U.S.C. Chapter 30 or 38 U.S.C. Chapter 33 who is eligible for in-State tuition under this section shall continue to be eligible for the in-State tuition rate so long as the covered individual remains continuously enrolled (other than during regularly scheduled breaks between courses, quarters, terms, or semesters) at that institution of higher education.

(e) The individual applying for the benefit of this section has the burden of proving entitlement to the benefit."

**SECTION 8.13.(b)** This section applies to qualifying veterans and other individuals who are enrolled or who enroll in institutions of higher education for any academic quarter, term, or semester that begins on or after the date this act becomes law.

## UMSTEAD ACT EXEMPTION/NC A&T STATE UNIVERSITY

**SECTION 8.14.** G.S. 66-58(c) reads as rewritten:

"(c) The provisions of subsection (a) shall not prohibit:

(1) The sale of products of experiment stations or test farms.

(1a) The sale of products raised or produced incident to the operation of a community college or college viticulture/enology program as authorized by G.S. 18B-1114.4 or the operation of a community college or college brewing, distillation, or fermentation program as authorized by G.S. 18B-1114.6.

(1b) The sale by North Carolina State University at University-owned facilities of dairy products, including ice cream, cheeses, milk-based beverages, and the by-products of heavy cream, produced by the Dairy and Process Applications Laboratory, so long as any profits are used to support the Department of Food Science and College of Agriculture and Life Sciences at North Carolina State University.

(1c) The sale by North Carolina Agricultural and Technical State University (NC A&T State University) at University-owned facilities of dairy products, including ice cream, cheeses, milk-based beverages, and the by-products of heavy cream, produced by the University Farm at NC A&T State University, so long as any profits are used to support the Agricultural Research Program in the College of Agriculture and Environmental Sciences at NC A&T State University.

...."

## UNC REPORT ON STATE BUDGET ALLOCATIONS AND POLICIES

**SECTION 8.15.** G.S. 116-11 is amended by adding the following new subdivision to read:

"(9b) The Board of Governors shall report by February 1 of each year to the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Education/Higher Education, the House of Representatives Appropriations Subcommittee on Education, and the Fiscal Research Division on the actions and adjustments necessary to its budgetary policies, regulations, and standards resulting from the Current Operations Appropriations Act for the administration and operation of The University of North Carolina and the distribution of State and federal funds to constituent institutions. The report shall include at least the following information for each constituent institution:

- a. Guidelines related to State salaries of University of North Carolina employees, including range, median, and mean of faculty salaries at the institution.
- b. Budget allocations and reductions, including for operating expenses and specific programs.
- c. Distribution of additional State allocations for enrollment funding.
- d. Use of State funds and budget flexibility.
- e. Availability of federal funds.
- f. Tuition and fees.
- g. Composition of the student population at the institution, including headcount enrollment and full-time student enrollment for both undergraduate and graduate students, and aggregate data on residency status, median household income, gender, race, and ethnicity.
- h. Student retention and graduation rates.
- i. Postsecondary educational attainment rate at the institution, including comparison to statewide data.
- j. A comparison to prior fiscal year expenditures and appropriations."

#### PART VIII-A. UNIVERSITY/STATE EDUCATION ASSISTANCE AUTHORITY

##### NEED-BASED SCHOLARSHIPS FOR PRIVATE INSTITUTIONS/DEPENDENTS OF VETERANS AND ACTIVE DUTY MILITARY

SECTION 8A.4.(a) G.S. 116-281(3) reads as rewritten:

"(3) The student must meet at least one of the following:

- a. Qualify as a legal resident of North Carolina and as a resident for tuition purposes under the criteria set forth in G.S. 116-143.1 and in accordance with definitions of residency that may from time to time be adopted by the Board of Governors of The University of North Carolina.
- b. Be a veteran provided the veteran's abode is in North Carolina and the veteran provides the eligible private postsecondary institution a letter of intent to establish residency in North Carolina.
- c. Be an active duty member of the Armed Forces provided the member of the Armed Forces is abiding in this State incident to active military duty in this State.
- d. Be the dependent relative of a veteran who is abiding in North Carolina while sharing an abode with the veteran and the dependent relative provides the eligible private postsecondary institution a letter of intent to establish residency in North Carolina.
- e. Be the dependent relative of an active duty member of the Armed Forces who is abiding in North Carolina incident to active military duty while sharing an abode with the active duty member."

1           **SECTION 8A.4.(b)** This section applies beginning with the award of scholarships  
2 for the 2020-2021 academic year.

3  
4 **EDUCATION LOTTERY SCHOLARSHIP MODIFICATIONS**

5           **SECTION 8A.5.(a)** G.S. 115C-499.2 reads as rewritten:

6 **"§ 115C-499.2. Eligibility requirements for a scholarship.**

7           In order to be eligible to receive a scholarship under this Article, a student seeking a degree,  
8 diploma, or certificate at an eligible postsecondary institution must meet all of the following  
9 requirements:

- 10           (1) Only needy North Carolina students are eligible to receive scholarships. For  
11 purposes of this subsection, "needy North Carolina students" are those eligible  
12 students whose expected family contribution under the federal methodology  
13 does not exceed ~~five-six~~ thousand dollars ~~(\$5,000)-(\$6,000)~~.

14           ...."

15           **SECTION 8A.5.(b)** G.S. 115C-499.3(a) reads as rewritten:

16           "(a) Subject to the amount of net income available under G.S. 18C-164(b)(2), a  
17 scholarship awarded under this Article to a student at an eligible postsecondary institution shall  
18 be based upon the enrollment status and expected family contribution of the student and shall not  
19 exceed ~~four-five~~ thousand ~~one hundred~~ dollars ~~(\$4,000)-(\$5,100)~~ per academic year, including  
20 any federal Pell Grant, to be used for the costs of attendance as defined for federal Title IV  
21 programs."

22           **SECTION 8A.5.(c)** This section applies beginning with the award of scholarships  
23 for the 2020-2021 academic year.

24  
25 **MODIFY NC TEACHING FELLOWS PROGRAM**

26           **SECTION 8A.6.(a)** G.S. 116-209.62, as amended by subsections (b) and (c) of this  
27 section, reads as rewritten:

28 **"§ 116-209.62. North Carolina Teaching Fellows Program established; administration.**

29           ...

30           (f) Program Selection Criteria. – The Authority shall administer the Program in  
31 cooperation with ~~five-up to eight~~ institutions of higher education with approved educator  
32 preparation programs selected by the Commission that represent a diverse selection of both  
33 postsecondary constituent institutions of The University of North Carolina and private  
34 postsecondary institutions operating in the State. The Commission shall adopt stringent standards  
35 for selection of the most effective educator preparation programs, including the following:

- 36           (1) Demonstrates high rates of educator effectiveness on value-added models and  
37 teacher evaluations, including using performance-based, subject-specific  
38 assessment and support systems, such as edTPA or other metrics of evaluating  
39 candidate effectiveness that have predictive validity.
- 40           (2) Demonstrates measurable impact of prior graduates on student learning,  
41 including impact of graduates teaching in STEM or special education  
42 licensure areas.
- 43           (3) Demonstrates high rates of graduates passing exams required for teacher  
44 licensure.
- 45           (4) Provides curricular and co-curricular enhancements in leadership, facilitates  
46 learning for diverse learners, and promotes community engagement,  
47 classroom management, and reflection and assessment.
- 48           (5) Requires at least a minor concentration of study in the subject area that the  
49 candidate may teach.

- (6) Provides early and frequent internship or practical experiences, including the opportunity for participants to perform practicums in diverse school environments.
- (7) Is approved by the State Board of Education as an educator preparation program.
- (g) Awards of Forgivable Loans. – The Program shall provide forgivable loans to selected students to be used at ~~the five~~ up to eight selected institutions for completion of a program leading to initial teacher licensure as follows:

...."

**SECTION 8A.6.(b)** G.S. 116-209.62(c)(3) reads as rewritten:

- "(3) The Authority shall provide the Commission with up to six hundred thousand dollars (\$600,000) from the Trust Fund in each fiscal year for the Commission to provide mentoring and coaching support to forgivable loan recipients through the North Carolina New Teacher Support Program as follows:
- a. ~~Up in an amount of up to two thousand two hundred dollars (\$2,000) (\$2,200) for each Program recipient-recipient. Funds shall be prioritized for teachers serving as a teacher in a North Carolina public school-schools identified as low-performing under G.S. 115C-105.37.~~
- b. ~~Up to one thousand dollars (\$1,000) for each Program recipient serving as a teacher in a North Carolina public school not identified as low-performing under G.S. 115C-105.37."~~

**SECTION 8A.6.(c)** G.S. 116-209.62(g)(4) reads as rewritten:

- "(4) Students matriculating at institutions of higher education who are changing to enrollment in an approved program of study at a selected educator preparation program. – Forgivable loans of up to four thousand one hundred twenty-five dollars (\$4,125) per semester for up to four semesters."

**SECTION 8A.6.(d)** Subsection (a) of this section applies to the award of forgivable loans beginning with the 2020-2021 academic year.

**COMBINE K-12 SCHOLARSHIP PROGRAMS FOR CHILDREN WITH DISABILITIES**

**SECTION 8A.9.(a)** Article 41 of Chapter 115C of the General Statutes reads as rewritten:

"Article 41.

"Personal Education ~~Savings Accounts~~ Student Accounts for Children with Disabilities.

**"§ 115C-590. North Carolina Personal Education ~~Savings Account~~ Student Accounts for Children with Disabilities Program established.**

There is established the North Carolina Personal Education ~~Savings~~ Student Accounts for Children with Disabilities Program to provide the option for a parent to better meet the individual educational needs of the parent's child.

**"§ 115C-591. Definitions.**

The following definitions apply in this Article:

- (1) Authority. – Defined in G.S. 116-201.
- (2) Division. – The Division of Nonpublic Education, Department of Administration.
- (2a) Educational technology. – As defined annually by the Authority, an item, piece of equipment, material, product, or system which may be purchased commercially off the shelf, modified, or customized and that is used primarily for educational purposes for a child with a disability.



- (3) Eligible student. – A student residing in North Carolina who has not yet received a high school diploma and who meets all of the following requirements:
- a. Is eligible to attend a North Carolina public school pursuant to G.S. 115C-366-Article 25 of this Chapter. A child who is the age of four on or before April 16 is eligible to attend the following school year if the principal, or equivalent, of the school in which the child seeks to enroll finds that the student meets the requirements of G.S. 115C-364(d) and those findings are submitted to the Authority with the child's application.
  - b. Has not been enrolled in a postsecondary institution ~~in a matriculated status eligible for enrollment for as a full-time student taking at least~~ 12 hours of academic credit.
  - c. Is a child with a disability, as defined in ~~G.S. 115C-106.3(1), including, for example, intellectual disability, hearing impairment, speech or language impairment, visual impairment, serious emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairments, specific learning disability, or disability as may be required to be included under IDEA.~~ G.S. 115C-106.3(1).
  - d. Has not been placed in a nonpublic school or facility by a public agency at public expense.
- (4) Nonpublic school. – A school that meets the requirements of Part 1, 2, or 3 of Article 39 of this Chapter, as identified by the Division.
- (5) Parent. – A parent, legal guardian, or legal custodian of an eligible student.
- (5a) Part-time student. – A child enrolled part time in a public school and part time in a nonpublic school that exclusively provides services for children with disabilities.
- (6) Personal Education ~~Savings-Student~~ Account or PESA. – A bank account provided to a parent for the purpose of holding scholarship funds awarded by the Authority for an eligible student to be used for qualifying education expenses under G.S. 115C-595.

**"§ 115C-592. Award of scholarship funds for a personal education ~~savings-student~~ account.**

(a) Application Selection. – The Authority shall make available no later than February 1 of each year applications to eligible students for the award of scholarship funds for a personal education ~~savings-student~~ account to be used for qualifying education expenses to attend a nonpublic school. Information about scholarship funds and the application process shall be made available on the Authority's Web site. Applications shall be submitted electronically. ~~Beginning March 15, the~~ The Authority shall begin selecting recipients for award scholarships according to the following ~~criteria: criteria for applications received by March 1 of each year:~~

- (1) First priority shall be given to eligible students who were awarded scholarship funds for a PESA during the previous school ~~year if those students have applied by March 1-year.~~
- (2) After funds have been awarded to prior recipients as provided in subdivision (1) of this subsection, any remaining funds shall be used to award scholarship funds for a PESA for all other eligible students.

(b) Scholarship Awards. – ~~Scholarships-Except for eligible students who qualify for scholarship funds pursuant to subsection (b1) of this section, scholarships shall be awarded each year for an amount not to exceed (i) nine thousand dollars (\$9,000) per eligible student for the fiscal-school year in for which the application is received, except received or (ii) for eligible part-time students, who shall be awarded scholarships each year for an amount not to exceed students, four thousand five hundred dollars (\$4,500) per eligible student for the fiscal-school~~

1 year ~~in~~ for which the application is received. Any funds remaining on a debit card or in an electronic account provided under subsection (b2) of this section at the end of a school year for eligible students who qualify only under this subsection shall be returned to the Authority.

(b1) Scholarship Awards for Students with Certain Disabilities. – An eligible student may be awarded scholarship funds in an amount of up to seventeen thousand dollars (\$17,000) for each school year only if the student has been determined to have one or more of the following disabilities as a primary or secondary disability at the time of application for scholarship funds:

- (1) Autism.
- (2) Hearing impairment.
- (3) Moderate or severe intellectual or developmental disability.
- (4) Multiple, permanent orthopedic impairments.
- (5) Visual impairment.

For eligible students who qualify for scholarship funds under this subsection, no more than four thousand five hundred dollars (\$4,500) of funds remaining on a debit card or in an electronic account at the end of a school year shall be carried forward until expended for each school year upon renewal of the account under subsection (b2) of this section. In no event shall the total amount of funds carried forward for an eligible student in a personal education student account exceed thirty thousand dollars (\$30,000). Any funds remaining on the card or in the electronic account if an agreement is not renewed under G.S. 115C-595 shall be returned to the Authority.

(b2) Disbursement and Deposit of Awards. – Scholarship funds shall be used only for tuition and qualifying education expenses as provided in G.S. 115C-595. Recipients shall receive the scholarship funds deposited in two equal amounts to a PESA in amounts, one-half in each quarter-semester of the fiscal school year. The first deposit of funds to a PESA shall be subject to the execution of the parental agreement required by G.S. 115C-595. The parent shall then receive a debit card or an electronic account with the prepaid funds loaded on the card or in the electronic account at the beginning of the fiscal school year. After the initial disbursement of funds, each subsequent, quarterly-semester disbursement of funds shall be subject to the submission by the parent of an expense report. The expense report shall be submitted electronically and shall include documentation that the student received an education, as described in G.S. 115C-595(a)(1), for no less than 35-70 days of the applicable quarter-semester. The debit card or the electronic account shall be renewed upon the receipt of the parental agreement under G.S. 115C-595 for recipients awarded scholarship funds in subsequent fiscal school years. Any funds remaining on the card or in the electronic account at the end of the fiscal year may be carried forward to the next fiscal year if the card or electronic account is renewed. Any funds remaining on the card or in the electronic account if an agreement is not renewed shall be returned to the Authority.

(c) Eligibility for the other scholarship programs is provided for as follows: Eligibility for Other Scholarship Programs. –

- (1) An eligible student under this Article may receive, in addition to a PESA, a scholarship under Part 2A of Article 39 of this Chapter.
- (2) ~~An eligible student under this Article may receive, in addition to a PESA and a scholarship under Part 2A of Article 39 of this Chapter, a scholarship under the special education scholarship program for children with disabilities pursuant to Part 1H of Article 9 of this Chapter, only if that student has one or more of the following disabilities:~~
  - a. ~~Autism.~~
  - b. ~~Developmental disability.~~
  - c. ~~Hearing impairment.~~
  - d. ~~Moderate or severe intellectual disability.~~
  - e. ~~Multiple, permanent orthopedic impairments.~~
  - f. ~~Visual impairment.~~

(d) Applications Not Public Records. – Applications for scholarship funds and personally identifiable information related to eligible students receiving funds shall not be a public record under Chapter 132 of the General Statutes. For the purposes of this section, personally identifiable information means any information directly related to a student or members of a student's household, including the name, birthdate, address, Social Security number, telephone number, e-mail address, or any other information or identification number that would provide information about a specific student or members of a specific student's household.

(e) Establishment of Initial Eligibility. – An applicant may demonstrate for initial eligibility that the applicant is a child with a disability, as required by G.S. 115C-591(3)c., ~~in either of the following ways:~~

(1) ~~The by having the child has been assessed by a local education agency and determined the local education agency determining the child to be a child with a disability and with that outcome is verified by the local education agency on a form provided to the Authority.~~

(2) ~~The child was initially assessed by a local education agency and determined to be a child with a disability and, following receipt of a scholarship awarded pursuant to Part III of Article 9 of this Chapter, was determined to have continuing eligibility, as provided in G.S. 115C-112.6(e)(2), by the assessing psychologist or psychiatrist. Both the initial verification from the local education agency and the continuing verification by the assessing psychologist or psychiatrist shall be provided on a form to the Authority.~~

**"§ 115C-593. Student continuing eligibility.**

After the initial disbursement of funds, the Authority shall ensure that the student's continuing eligibility is assessed at least every three years by one of the following:

(1) The local education agency. – The local education agency shall assess if the student continues to be a child with a disability and verify the outcome on a form to be provided to the Authority.

(2) A licensed psychologist with a school psychology focus or a psychiatrist. – The psychologist or psychiatrist shall assess, after review of appropriate medical and educational records, if the education and related services received by the student in the nonpublic school setting have improved the child's educational performance and if the student would continue to benefit from placement in the nonpublic school setting. The psychologist or psychiatrist shall verify the outcome of the assessment on a form to be provided to the Authority.

**"§ 115C-594. Verification of eligibility.**

(a) Verification of Information. – The Authority may seek verification of information on any application for the award of scholarship funds for a personal education ~~savings-student~~ account. ~~The Authority shall select and verify six percent (6%) of applications annually, including those with apparent errors on the face of the application.~~ The Authority shall establish rules for the verification process. If a household fails to cooperate with verification efforts, the Authority shall revoke the award of scholarship funds for a PESA for the eligible student.

(b) Access to Information. – ~~Household members of applicants~~ Applicants for the award of scholarship funds for a PESA shall authorize the Authority to access information needed for verification efforts held by other State agencies, including the Department of Health and Human Services and the Department of Public Instruction.

**"§ 115C-595. Parental agreement; use of funds.**

(a) Parental Agreement. – The Authority shall provide the parent of a scholarship recipient with a written agreement, applicable for each year the eligible student receives scholarship funds under this Article, to be signed and returned to the Authority prior to receiving the scholarship funds. The agreement shall be submitted to the Authority electronically. The

parent shall not designate any entity or individual to execute the agreement on the parent's behalf. A parent or eligible student's failure to comply with this section shall result in a forfeit of scholarship funds and those funds may be awarded to another eligible student. The parent shall agree to the following conditions in order to receive scholarship funds under this Article:

- (1) Use at least a portion of the scholarship funds to provide an education to the eligible student in, at a minimum, the subjects of English language arts, mathematics, social studies, and science.
- (2) Unless the student is a part-time eligible student, release a local education agency in which the student is eligible to attend under G.S. 115C-366 of all obligations to educate the eligible student while the eligible student is receiving scholarship funds under this Article. A parent of a student, other than a part-time eligible student, who decides to enroll the student into the local education agency or other North Carolina public school during the term of the agreement shall notify the Authority to request a release from the agreement and shall return any unexpended funds to the Authority.
- (3) Use the scholarship funds deposited into a personal education ~~savings~~ student account only for the following qualifying education expenses of the eligible student:
  - a. Tuition and fees for a nonpublic school that meets the requirements of Part 1 or Part 2 of Article 39 of this Chapter and is subject to the requirements of G.S. 115C-562.5. Tuition and fees may only be disbursed to the nonpublic school as provided in subdivision (1) of subsection (a1) of this section.
  - b. Textbooks required by a nonpublic school.
  - c. Tutoring and teaching services provided by an individual or facility accredited by a State, regional, or national accrediting organization.
  - d. Curricula.
  - e. Fees for nationally standardized norm-referenced achievement tests, advanced placement tests, or nationally recognized college entrance exams.
  - f. Fees charged to the account holder for the management of the PESA.
  - g. Fees for services provided by a public school, including individual classes and extracurricular programs.
  - h. Premiums charged to the account holder for any insurance or surety bonds required by the Authority.
  - i. Educational therapies from a licensed or accredited practitioner or provider.
  - j. Educational technology defined by the Authority as approved for use pursuant to ~~Part 1H of Article 9 of this Chapter~~ G.S. 115C-591(2a).
  - k. Student transportation, pursuant to a contract with an entity that regularly provides student transportation, to and from (i) a provider of education or related services or (ii) an education activity.

(3a) Use of scholarship funds for reimbursement of tuition. – Notwithstanding sub-subdivision a. of subdivision (3) of this subsection, a parent of an eligible student may pay tuition to certain schools with funds other than funds available in the personal education student account and then request reimbursement from the Authority from scholarship funds if the parent complies with the provisions of subdivision (2) of subsection (a1) of this section.

- (4) Not use scholarship funds for any of the following purposes:



- a. Computer hardware or other technological devices not defined by the Authority as educational technology approved for use pursuant to Part III of Article 9 of this Chapter, G.S. 115C-591(2a).
- b. Consumable educational supplies, including paper, pen, or markers.
- c. Tuition and fees at an institution of higher education, as defined in G.S. 116-143.1, or a private postsecondary institution.
- d. Tuition and fees for a nonpublic school that meets the requirements of Part 3 of Article 39 of this Chapter.

(a1) Disbursement of Funds for Tuition. – The Authority shall disburse scholarship funds awarded to eligible students for tuition at a nonpublic school based upon the method selected by the nonpublic school. A nonpublic school may elect to participate in the scholarship endorsement for tuition option or the reimbursement for tuition option as set forth in this subsection. Scholarship funds shall not be provided for tuition for home schooled students. Scholarship funds for tuition shall be disbursed as follows:

(1) Scholarship endorsement for tuition. – The Authority shall remit, at least two times each school year, scholarship funds from the personal education student account for eligible students who attend nonpublic schools who meet the requirements of sub-subdivision a. of subdivision (3) of subsection (a) of this section to the nonpublic school for endorsement by at least one of the student's parents or guardians. The parent or guardian shall restrictively endorse the scholarship funds awarded to the eligible student for deposit into the account of the nonpublic school to the credit of the eligible student. The parent or guardian shall not designate any entity or individual associated with the school as the parent's attorney-in-fact to endorse the scholarship funds. A parent's or guardian's failure to comply with this subdivision shall result in forfeiture of the scholarship funds for tuition. Scholarship funds forfeited for failure to comply with this subdivision shall be returned to the Authority to be awarded to another student.

(2) Reimbursement for tuition. – The parent or guardian of an eligible student who enrolls in a school that is (i) a North Carolina public school other than the public school to which that student would have been assigned as provided in G.S. 115C-366 or (ii) a nonpublic school that meets the requirements of Part 1 or Part 2 of Article 39 of this Chapter and is identified and deemed eligible by the Division but elects not to be subject to G.S. 115C-562.5, may pay tuition directly to the school with funds other than scholarship funds and request reimbursement with funds available in the personal education student account under subdivision (4) of subsection (a) of this section. However, the Authority shall not reimburse the parent or guardian prior to the midpoint of each semester. A parent or guardian may only receive reimbursement for tuition if the parent or guardian provides documentation to the Authority that the student is enrolled in the school.

(b) No Refunds to an Account Holder. – A nonpublic school or a provider of services purchased under subsection (a) of this section shall not refund or rebate any scholarship funds to a parent or eligible student in any manner. The parent shall notify the Authority if such a refund is required.

(c) Repealed by Session Laws 2018-5, s. 38.10(m), effective for taxable years beginning on or after January 1, 2018.

**"§ 115C-596. Identification of nonpublic schools and distribution of personal education savings student account information.**

(a) List of Nonpublic Schools. – The Division shall provide annually by February 1 to the Authority a list of all nonpublic schools operating in the State that meet the requirements of Part 1, 2, or 3 of Article 39 of this Chapter.

(b) Information on PESAs to the Division. – The Authority shall provide information about personal education ~~savings-student~~ accounts to the Division. The Division shall provide information about PESAs to all qualified nonpublic schools on an annual basis.

**"§ 115C-597. Administration.**

(a) Rules and Regulations. – The Authority shall establish rules and regulations for the administration of the program, including the following:

- (1) The administration and awarding of scholarship funds, including a lottery process for the selection of recipients within the criteria established by G.S. 115C-592(a), if necessary.
- (2) Requiring a surety bond or insurance to be held by account holders.
- (3) Use of the funds and the reporting of expenditures.
- (4) Monitoring and control of spending scholarship funds deposited in a personal education savings account.

The Authority shall provide recipients of scholarship funds with the annual list of defined educational technology for which scholarship funds may be used.

(b) Contract for Management of PESAs. – The Authority may contract with a private financial management firm or institution to manage PESAs in accordance with this Article.

(c) Annual Audits. – The Authority shall conduct annual audits of PESAs and may audit a random sampling of PESAs as needed to ensure compliance with the requirements of this Article. The Authority may contract with an independent entity to conduct these audits. The Authority may remove a parent or eligible student from the program and close a personal education ~~savings-student~~ account for failure to comply with the terms of the parental agreement, for failure to comply with applicable laws, or because the student is no longer an eligible student.

(d) Administration Costs. – Of the funds allocated to the Authority to award scholarship funds under this Article, the Authority may retain up to ~~two hundred fifty thousand dollars (\$250,000)~~ four percent (4%) of the funds appropriated for the program each fiscal year for administrative costs associated with the program, including contracting with non-State entities for administration of certain components of the program.

**"§ 115C-598. Reporting requirements.**

The Authority shall report annually, no later than October 15, to the Joint Legislative Education Oversight Committee on the following information from the prior school year:

- (1) Total number, grade level, race, ethnicity, and sex of eligible students receiving scholarship funds.
- (2) Total amount of scholarship funding awarded.
- (3) Number of students previously enrolled in public schools in the prior semester by the previously attended local education agency.
- (4) Nonpublic schools in which scholarship recipients are enrolled, including numbers of scholarship recipients at each nonpublic school.
- (5) The number of substantiated cases of fraud by recipients and the number of parents or students removed from the program for noncompliance with the provisions of this Article.

**"§ 115C-599. Duties of State agencies.**

(a) The State Board of Education, as part of its duty to monitor all local education agencies to determine compliance with this Article and the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C. § 1400, et seq., (2004), as amended, and federal regulations adopted under this act, as provided in G.S. 115C-107.4, shall ensure that local education agencies do the following:

(1) Conduct evaluations requested by a child's parent or guardian of suspected children with disabilities, as defined in G.S. 115C-107.3, in a timely manner as required by IDEA.

(2) Provide assessments for continuing eligibility to identified children with disabilities receiving scholarship funds at the request of the parent or guardian to ensure compliance with G.S. 115C-593.

(b) The Authority shall analyze, in conjunction with the Department of Public Instruction, past trends in scholarship data on an annual basis to ensure that the amount of funds transferred each fiscal year by the Authority to the Department for reevaluations by local school administrative units of eligible students under G.S. 115C-593 are sufficient and based on actual annual cost requirements."

**SECTION 8A.9.(b)** Notwithstanding G.S. 115C-592, as amended by this act, a student who was awarded scholarship funds for a PESA pursuant to Article 41 of Chapter 115C of the General Statutes for the 2019-2020 school year or a student who received a scholarship pursuant to Part 1H of Article 9 of Chapter 115C of the General Statutes for the 2019-2020 school year shall receive priority in the award of scholarship funds under G.S. 115C-592 for a personal education student account for the 2020-2021 school year if the student applies by March 1, 2020.

**SECTION 8A.9.(c)** Part 1H of Article 9 of Chapter 115C of the General Statutes is repealed.

**SECTION 8A.9.(d)** G.S. 115C-555(4) reads as rewritten:

"(4) It receives no funding from the State of North Carolina. For the purposes of this Article, scholarship funds awarded pursuant to Part 2A of this Article, Article or Article 41 of this Chapter, or Part 1H of Article 9 of this Chapter to eligible students attending a nonpublic school shall not be considered funding from the State of North Carolina."

**SECTION 8A.9.(e)** Section 5(b) of S.L. 2013-364, as rewritten by Section 3.2 of S.L. 2013-363 and as amended by Section 11.18 of S.L. 2015-241, is repealed.

**SECTION 8A.9.(f)** G.S. 105-153.5(b)(12) reads as rewritten:

"(12) The amount deposited during the taxable year to a personal education ~~savings~~ student account under Article 41 of Chapter 115C of the General Statutes."

**SECTION 8A.9.(g)** This section does not affect the rights or liabilities of the State, a taxpayer, or another person arising under a statute amended by this section before the effective date of its amendment, nor does it affect the right to any refund or credit of a tax that accrued under the amended statute before the effective date of its amendment.

**SECTION 8A.9.(h)** Subsection (a) of this section applies beginning with scholarship funds awarded for the 2020-2021 school year. Subsections (c) through (e) of this section become effective July 1, 2020. Subsection (f) of this section applies to taxable years beginning on or after January 1, 2020.

#### **MAINTAIN ADMINISTRATION FOR CURRENT GRANT RECIPIENTS OF THE EXISTING TRANSFORMING PRINCIPAL PREP PROGRAM AND PHASE IN ADMINISTRATION BY THE NEW PRINCIPAL FELLOWS AND TP3 COMMISSION**

**SECTION 8A.10.(a)** Effective June 30, 2019, subsections (a) through (d) of Section 2 of S.L. 2018-145 are repealed.

**SECTION 8A.10.(b)** Section 2(f) of S.L. 2018-145 reads as rewritten:

"**SECTION 2.(f)** Notwithstanding any provision of Part 4 of Article 23 of Chapter 116 of the General Statutes to the contrary, the nonprofit corporation contracting with the State Education Assistance Authority pursuant to G.S. 116-209.71, as of the date this act becomes law, shall not ~~enter into or execute any new contracts, including the award of any new grants,~~

1 associated with grants or award a grant renewal for the Transforming Principal Preparation Grant  
2 Program on or after the date this act becomes law."

3 **SECTION 8A.10.(c)** Section 2(g) of S.L. 2018-145 reads as rewritten:

4 "SECTION 2.(g) As soon as practicable, but no later than June 30, 2019, For grantees  
5 selected for grants prior to January 1, 2019, through the Transforming Principal Preparation  
6 Grant Program under G.S. 116-209.73, the nonprofit corporation contracting with the State  
7 Education Assistance Authority pursuant to G.S. 116-209.71, as of the date this act becomes law,  
8 G.S. 116-209.71 shall transfer to the North Carolina Principal Fellows and TP3 Commission (i)  
9 by June 30, 2020, all of the data in its possession that was collected from grant recipients with  
10 the term of the grant ending prior to July 1, 2020, in accordance with G.S. 116-209.73, including  
11 any data collected during the 2018-2019-2019-2020 fiscal year-year and (ii) by June 30, 2021, all  
12 of the data in its possession that was collected from grant recipients with the term of the grant  
13 ending prior to July 1, 2022, in accordance with G.S. 116-209.73, including any data collected  
14 during the 2020-2021 fiscal year."

15 **SECTION 8A.10.(d)** Section 11.9(o) of S.L. 2015-241, as enacted by Section 10A.5  
16 of S.L. 2017-57 and as amended by Section 10A.4 of S.L. 2018-5, reads as rewritten:

17 "SECTION 11.9.(o) Beginning with For the 2017-2018-2017-2018, 2018-2019, and  
18 2019-2020 fiscal year-years, of the funds appropriated for this program, the sum of four million  
19 two hundred thousand dollars (\$4,200,000) shall be allocated each fiscal year to the State  
20 Education Assistance Authority (Authority) to award grants to selected recipients-recipients  
21 selected prior to January 1, 2019, pursuant to G.S. 116-209.73.

22 For the 2020-2021 fiscal year, of the funds appropriated for this program, the sum of two  
23 million five hundred fifteen thousand ninety-eight dollars (\$2,515,098) shall be allocated to the  
24 Authority to award grants to recipients selected prior to January 1, 2019, pursuant to  
25 G.S. 116-209.73."

26 **SECTION 8A.10.(e)** G.S. 116-209.70 reads as rewritten:

27 "**§ 116-209.70. Purpose and definitions.**Purpose, definitions, and applicability.

28 (a) Purpose. – The purpose of this Part is to establish the Transforming Principal  
29 Preparation Grant Program as a competitive grant program for eligible entities to elevate  
30 educators in North Carolina public schools by transforming the preparation of principals across  
31 the State-State and providing for forgivable scholarship loans to participants of those school  
32 leader preparation programs. The Authority shall administer this Program through a cooperative  
33 agreement with a private, nonprofit corporation to provide funds for the preparation and support  
34 of highly effective future school principals in North Carolina.

35 (b) Definitions. – For the purposes of this Part, the following definitions apply:

36 ...  
37 (5a) Public school. – An elementary or secondary school located in North Carolina  
38 that is operated by a local board of education, charter school board of  
39 directors, regional school board of directors, chancellor for a University of  
40 North Carolina laboratory school, an innovative school operator, or the United  
41 States government.

42 ...  
43 (c) Applicability of Part. – The provisions of this Part shall only apply to the  
44 administration of the Transforming Principal Preparation Grant Program for grant recipients  
45 selected for the award of grants prior to January 1, 2019."

46 **SECTION 8A.10.(f)** G.S. 116-209.73(c) reads as rewritten:

47 "(c) Duration of Grants. – The nonprofit corporation shall also recommend to the  
48 Authority the duration and renewal of grants to eligible entities according to the following:

49 (1) The duration of grants shall be as follows:

50 a. Grants shall be no more than five years in duration.



- 1                   b.     ~~The nonprofit corporation may recommend renewal of a grant based~~  
2                   ~~on performance, including allowing the grantee to scale up or replicate~~  
3                   ~~the successful program as provided in subdivision (2) of this~~  
4                   ~~subsection.~~
- 5       (1a)   The following conditions shall apply during the grant period:
- 6           e.a.   The nonprofit shall develop a process with the Authority for early  
7           retrieval of grant funds from grant recipients due to noncompliance  
8           with grant terms, including participation in third-party evaluation  
9           activities.
- 10          b.     Grantees shall develop ~~and enforce~~ requirements for program  
11          graduates to serve a minimum of four years as school-based  
12          administrators in public school located in North Carolina.  
13          ~~Requirements are subject to the approval of The grantee shall facilitate~~  
14          ~~the execution of promissory notes between the Authority and program~~  
15          ~~participants containing the terms for forgivable scholarship loans,~~  
16          ~~including requirements for forgiveness or repayment, consistent with~~  
17          ~~requirements approved by the nonprofit corporation.~~ corporation and  
18          ~~the provisions of G.S. 116-209.76.~~
- 19       (2)   ~~In evaluating performance for purposes of grant renewal and making~~  
20       ~~recommendations to the Authority, the nonprofit corporation shall consider at~~  
21       ~~least the following:~~
- 22           a.     For all grantees, the primary consideration in renewing grants shall be  
23           the ~~extent to which program participants improved student~~  
24           ~~achievement in eligible schools.~~
- 25           b.     Other criteria from data received in the annual report in subsection (d)  
26           of this section may include the following:
- 27               1.     ~~The percentage of program completers who are placed as~~  
28               ~~school leaders in this State within three years of receiving a~~  
29               ~~grant.~~
- 30               2.     ~~The percentage of program completers who are rated proficient~~  
31               ~~or above on the North Carolina School Executive Evaluation~~  
32               ~~Rubric."~~

33           SECTION 8A.10.(g) Part 4 of Article 23 of Chapter 116 of the General Statutes is  
34       amended by adding a new section to read:

35       "**§ 116-209.76. Terms of forgivable scholarship loans.**

36           (a)   Notes. – All forgivable scholarship loans shall be evidenced by notes made payable  
37           to the Authority that bear interest at a rate not to exceed ten percent (10%) per year as set by the  
38           Authority and beginning 90 days after completion of the school leader preparation program, or  
39           90 days after termination of the loan, whichever is earlier. The forgivable scholarship loan may  
40           be terminated upon the recipient's withdrawal from the preparation program or by the recipient's  
41           failure to meet the standards set by the nonprofit corporation and the grantee.

42           (b)   Forgiveness. – The Authority shall forgive the total amount of a forgivable  
43           scholarship loan and any interest accrued on the loan if, within seven years after graduation from  
44           a school leader preparation program, exclusive of any authorized deferment for extenuating  
45           circumstances, the recipient serves as a school administrator at a North Carolina public school  
46           for four years. A program participant shall be eligible for a forgivable scholarship loan in the  
47           amount of up to twenty thousand dollars (\$20,000) per year for up to two years in the program,  
48           with a maximum loan amount of forty thousand dollars (\$40,000) per participant.

49           For each year of qualifying service, the recipient shall have twenty-five percent (25%) of the  
50           total amount of the loan forgiven, regardless of whether the recipient serves for the entire four  
51           years as a school administrator in a North Carolina public school. The nonprofit corporation, in

collaboration with the grantees, shall monitor the acceptability of service repayment agreements and compliance of the recipient with the agreement. The nonprofit corporation shall notify the Authority of any relevant information or change in the circumstances pertaining to the recipient impacting the enforcement of the promissory note. A forgivable scholarship loan shall also be forgiven if the nonprofit corporation finds it is impossible for the recipient to work for four years as a school administrator, within seven years after completion of the preparation program supported by the loan, because of the death or permanent disability of the recipient. If the recipient repays the forgivable scholarship loan by cash payments to the Authority, all indebtedness shall be repaid within 12 years after completion of the school leader preparation program supported by the loan. If the recipient completes the school leader preparation program, payment of principal and interest shall begin no later than 27 months after the completion of the program. Should a recipient present extenuating circumstances, the Authority may extend the period to repay the forgivable scholarship loan in cash to no more than a total of 15 years."

**SECTION 8A.10.(h)** Effective July 1, 2021, Part 4 of Article 23 of Chapter 116 of the General Statutes, as amended, is repealed.

**SECTION 8A.10.(i)** Effective July 1, 2021, Section 11.9(m) of S.L. 2015-241, as amended by Section 4.3 of S.L. 2016-123, Section 10A.5 of S.L. 2017-57, and Section 10A.4 of S.L. 2018-5, is repealed.

**SECTION 8A.10.(j)** Effective July 1, 2021, Section 11.9(o) of S.L. 2015-241, as enacted by Section 10A.5 of S.L. 2017-57, and amended by Section 10A.4 of S.L. 2018-5 and subsection (d) of this section, is repealed.

**SECTION 8A.10.(k)** Article 5C of Chapter 116 of the General Statutes reads as rewritten:

"Article 5C.

"North Carolina Principal Fellows and Transforming Principal Preparation Program.

**"§ 116-74.41. North Carolina Principal Fellows and TP3 Commission established; membership.**

(a) There is established the North Carolina Principal Fellows and TP3 Commission. The Commission shall exercise its powers and duties independently of the Board of Governors of The University of North Carolina in its administration of the North Carolina Principal Fellows and Transforming Principal Preparation Program, which includes the Principal Fellows Program and the North Carolina Transforming Principal Preparation Program, in accordance with this Article. The Director of the Principal Fellows Program shall staff the Commission. The State Education Assistance Authority (SEAA)—as created in G.S. 116-203 shall be responsible for (i) implementing scholarship loan agreements, monitoring, cancelling through service, collecting and otherwise enforcing the agreements for the Principal Fellows Program scholarship loans established in accordance with ~~G.S. 116-74.42~~ G.S. 116-74.42 and (ii) awarding grants upon selection of the recipients by the Commission in accordance with G.S. 116-74.46 and executing agreements for forgivable scholarship loans, cancelling through service, collecting, and otherwise enforcing the agreements under G.S. 116-74.48. The Commission shall be administratively housed in The University of North Carolina System Office. Office space for the Commission shall not be located on the campus of a constituent institution.

(a1) Repealed by Session Laws 2018-5, s. 10A.3(a), effective July 1, 2018.

(b) The Commission shall consist of ~~42-15~~ members appointed as follows:

(1) One member of the Board of Governors of The University of North Carolina appointed by the chair of that board, notwithstanding G.S. 116-7(b).

(2) One member of the State Board of Education appointed by the State Board chair.

(3) ~~Two deans~~ One dean of schools-a school of education appointed by the President of The University of North Carolina.

- 1 (3a) One dean of a school of education appointed by the President of the North
- 2 Carolina Independent Colleges and Universities.
- 3 (4) One public school teacher appointed by the General Assembly upon the
- 4 recommendation of the President Pro Tempore of the Senate.
- 5 (5) One public school principal appointed by the General Assembly upon the
- 6 recommendation of the Speaker of the House of Representatives.
- 7 (6) A local superintendent chosen by the State Superintendent of Public
- 8 Instruction.
- 9 (7) One member to represent business and industry appointed by the Governor.
- 10 (8) One local school board member appointed by the chair of the State Board of
- 11 Education.
- 12 (9) ~~One parent of a public school child~~ human resources expert from the private
- 13 sector appointed by the State Superintendent of Public Instruction.
- 14 (10) The chairperson of the Board of the State Education Assistance Authority.
- 15 (11) The director of the Principal Fellows Program. The director shall chair the
- 16 Commission.
- 17 (12) The Executive Director of the North Carolina Principals and Assistant
- 18 Principals' Association or his or her designee.
- 19 (13) The President of the Personnel Administrators of North Carolina or his or her
- 20 designee.
- 21 (14) The President and Chief Executive Officer of North Carolina Business
- 22 Leaders for Education (BEST NC) or his or her designee.

23 (c) ~~Initial appointments shall be made no later than September 15, 1993. Initial terms of~~  
24 ~~those members appointed to fill the teacher, principal, parent, superintendent, and the local school~~  
25 ~~board member seats shall expire July 1, 1995. Initial terms of those members appointed to fill the~~  
26 ~~Board of Governors of The University of North Carolina, State Board of Education, deans of~~  
27 ~~schools of education, and the member of business and industry seats shall expire July 1, 1997.~~  
28 ~~Thereafter, all~~ All appointments for these seats to the Commission shall be for four-year terms.

29 (d) Except as otherwise provided, if a vacancy occurs in the membership, the appointing  
30 authority shall appoint another person to serve for the balance of the unexpired term. In the  
31 discretion of the appointing authority, a State Board of Education member or a member of the  
32 Board of Governors of The University of North Carolina may complete a term on the  
33 Commission after the member's appointment from the appointing board has expired.

34 (e) Commission members shall receive per diem, subsistence, and travel allowances in  
35 accordance with G.S. 138-5 or G.S. 138-6, as appropriate.

36 (f) The Commission shall meet regularly, at times and places deemed necessary by the  
37 chair.

38 **"§ 116-74.41A. Definitions.**

39 For the purposes of this Article, the following definitions apply:

- 40 (1) Authority or SEAA. – The State Education Assistance Authority as created in
- 41 G.S. 116-203.
- 42 (2) Commission. – The North Carolina Principal Fellows and TP3 Commission.
- 43 (3) Eligible entity. – A for-profit or nonprofit organization or an institution of
- 44 higher education that has an evidence-based plan for preparing school leaders
- 45 who implement school leadership practices linked to increased student
- 46 achievement.
- 47 (4) High-need local school administrative unit. – A local school administrative
- 48 unit with the majority of its schools deemed to be high-need schools as defined
- 49 in subdivision (5) of this subsection.
- 50 (5) High-need school. – A public school that meets one or more of the following
- 51 criteria:

- a. Is a school identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.
  - b. Is a persistently low-achieving school, as identified by the Department of Public Instruction for purposes of federal accountability.
  - c. A middle school containing any of grades five through eight that feeds into a high school with less than a seventy-five percent (75%) four-year cohort graduation rate.
  - d. A high school with less than a seventy-five percent (75%) four-year cohort graduation rate.
- (6) North Carolina Transforming Principal Preparation Program. – The North Carolina Transforming Principal Preparation Program established pursuant to G.S. 116-74.44.
- (7) Principal. – The highest administrative official in a public school building with primary responsibility for the instructional leadership, talent management, and organizational development of the school.
- (8) Principal Fellows Program. – The Principal Fellows Program established pursuant to G.S. 116-74.42.
- (9) Program. – The North Carolina Principal Fellows and Transforming Principal Preparation Program, which shall include the Principal Fellows Program and the North Carolina Transforming Principal Preparation Program.
- (10) Public school. – An elementary or secondary school located in North Carolina that is operated by a local board of education, charter school board of directors, regional school board of directors, chancellor for a University of North Carolina laboratory school, an innovative school operator, or the United States government.
- (11) School leader. – An individual employed in a school leadership role, including principal or assistant principal roles.
- (12) Student achievement. – At the whole school level, after three years of leading a school, consistent and methodologically sound measures of:
- a. Student academic achievement.
  - b. Aggregated individual student academic growth.
  - c. Additional outcomes, such as high school graduation rates, the percentage of students taking advanced-level coursework, or the percentage of students who obtain a career-related credential through a national business certification exam.
- (13) Trust Fund. – The North Carolina Principal Fellows and TP3 Trust Fund established pursuant to G.S. 116-74.41B.

**"§ 116-74.41B. The North Carolina Principal Fellows and TP3 Trust Fund.**

(a) Trust Fund Established. – The North Carolina Principal Fellows and TP3 Trust Fund shall be an institutional trust fund established pursuant to G.S. 116-36.1. All funds appropriated to, or otherwise received by, (i) the Principal Fellows Program for scholarships and other program purposes, (ii) the Program for the award of grants pursuant to G.S. 116-74.44, (iii) all funds received as repayment of scholarship loans, and (iv) all interest earned on these funds shall be placed in the Trust Fund.

(b) Use of Monies in the Trust Fund. – The monies in the Trust Fund may be used only for the purposes set forth in this subsection, including (i) scholarship loans granted under the Principal Fellows Program, administrative costs, and costs associated with program operations in accordance with this Article and (ii) the award of grants pursuant to G.S. 116-74.44, with any monies in the Trust Fund that are unencumbered due to a reduction in the number of scholarship loans awarded under the Principal Fellows Program and from any funds appropriated for the

Program. The Authority may also use up to eight hundred thousand dollars (\$800,000) from the Trust Fund each fiscal year for the following:

- (1) The Authority's Program administrative costs, including recovery of funds advanced under the program.
- (2) The salary and benefits of the director and staff of the Principal Fellows Program.
- (3) The expenses of the Commission for the Principal Fellows Program, including applicant recruitment.
- (4) Funds provided to the Commission for Principal Fellows Program monitoring and evaluation and extracurricular enhancement activities for program recipients.
- (5) The expenses of the Commission to administer grants pursuant to G.S. 116-74.44.

**"§ 116-74.42. Principal Fellows Program established; administration.**

(a) Program. – A Principal Fellows Program shall be administered by the North Carolina Principal Fellows and TP3 Commission in collaboration with the State Education Assistance Authority. The Principal Fellows Program shall provide up to a two-year scholarship loan to selected recipients and shall provide extracurricular enhancement activities for recipients. The North Carolina Principal Fellows and TP3 Commission shall determine selection criteria, methods of selection, and shall select recipients to receive scholarship loans made under the Principal Fellows Program.

(a1) Trust Fund. ~~The Principal Fellows Trust Fund (Trust Fund) shall be an institutional trust fund established pursuant to G.S. 116-36.1. All funds appropriated to, or otherwise received by, the Principal Fellows Program for scholarships and other program purposes, all funds received as repayment of scholarship loans, and all interest earned on these funds shall be placed in the Trust Fund.~~

(a2) ~~Use of Monies in the Trust Fund. – The monies in the Trust Fund may be used only for scholarship loans granted under the Principal Fellows Program, administrative costs, and costs associated with program operations in accordance with this Article. The Authority may use up to eight hundred thousand dollars (\$800,000) from the Trust Fund each fiscal year for (i) its administrative costs, including recovery of funds advanced under the program; (ii) the salary and benefits of the director of the program; (iii) the expenses of the Commission, including applicant recruitment; and (iv) funds provided to the Commission for program monitoring and evaluation and extracurricular enhancement activities for program recipients.~~

(b) Director. – The Board of Governors of The University of North Carolina shall appoint a director of the Principal Fellows Program. The director shall chair and staff the Principal Fellows and TP3 Commission, and shall administer the extracurricular enhancement activities of the program. ~~The Board of Governors University of North Carolina System Office shall provide office space and clerical support staff for the program. The office space shall not be located on the campus of a constituent institution.~~

...  
(g) Administration of the Program. – Upon the naming of recipients of the scholarship loans by the Principal Fellows and TP3 Commission, the Commission shall transfer to the State Education Assistance Authority (SEAA) its decisions. ~~The SEAA Authority shall perform all of the administrative functions necessary to implement the requirements for the Principal Fellows Program under this Article, which functions shall include: rule making, dissemination of information, disbursement, receipt, liaison with participating educational institutions, determination of the acceptability of service repayment agreements, and all other functions necessary for the execution, payment, and enforcement of promissory notes required for the Principal Fellows Program under this Article.~~



1 "§ 116-74.43. Terms of ~~loans~~; ~~loans for the Principal Fellows Program~~; receipt and  
2 disbursement of funds.

3 (a) All scholarship loans for the Principal Fellows Program shall be evidenced by notes  
4 made payable to the State Education Assistance Authority that bear interest at a rate not to exceed  
5 ten percent (10%) per year as set by the Authority and beginning 90 days after completion of the  
6 school administrator program, or 90 days after termination of the scholarship loan, whichever is  
7 earlier. The scholarship loan may be terminated upon the recipient's withdrawal from school or  
8 by the recipient's failure to meet the standards set by the Commission.

9 ...  
10 "§ 116-74.44. North Carolina Transforming Principal Preparation Program established;  
11 administration.

12 (a) Established. – There is established the North Carolina Transforming Principal  
13 Preparation Program as a competitive grant program for eligible entities for the purpose of  
14 elevating educators in North Carolina public schools by transforming the preparation of  
15 principals across the State and providing for forgivable scholarship loans to the participants of  
16 those school leader preparation programs. The Authority shall administer the grants in  
17 collaboration with the Commission to provide funds for the preparation and support of highly  
18 effective future school principals in North Carolina.

19 (b) Administration. – The Commission shall select grant recipients and notify the  
20 Authority for the award of the grants and monitor the implementation of forgivable scholarship  
21 loans to school leader preparation program participants, as authorized by this Article.

22 "§ 116-74.45. Grant applications; priority.

23 (a) Application Requirements. – Subject to the availability of funds for this purpose, the  
24 Commission shall issue a request for proposal with guidelines and criteria for applying for a  
25 grant. An eligible entity that seeks a grant shall submit to the Commission an application at such  
26 time, in such manner, and accompanied by such information as the Commission may require.  
27 Eligible entities may create partnerships to develop and establish school leader preparation  
28 programs and apply jointly to be a grant recipient. An applicant shall include at least the  
29 following information in its application for consideration by the Commission:

30 (1) The extent to which the entity has a demonstrated record of preparing school  
31 leaders who implement school leadership practices linked to increased student  
32 achievement.

33 (2) The extent to which the entity has a rigorous school leader preparation  
34 program design that includes the following research-based programmatic  
35 elements:

36 a. A proactive, aggressive, and intentional recruitment strategy.

37 b. Rigorous selection criteria based on competencies that are predictive  
38 of success as a school leader, including, but not limited to, evidence of  
39 significant positive effect on student learning growth in the classroom,  
40 at the public school level, professional recommendations, evidence of  
41 problem solving and critical thinking skills, achievement drive, and  
42 leadership of adults.

43 c. Alignment to high-quality national standards for school leadership  
44 development.

45 d. Rigorous coursework that effectively links theory with practice  
46 through the use of field experiences and problem-based learning.

47 e. Full-time paid clinical practice of at least five months and 750 hours  
48 in duration in an authentic setting, including substantial leadership  
49 responsibilities where candidates are evaluated on leadership skills  
50 and effect on student outcomes as part of program completion.

- f. Multiple opportunities for school leader candidates to be observed and coached by program faculty and staff.
- g. Clear expectations for and firm commitment from school leaders who will oversee the clinical practice of candidates.
- h. Evaluation of school leader candidates during and at the end of the clinical practice based on the North Carolina School Executive Evaluation Rubric.
- i. A process for continuous review and program improvement based on feedback from partnering local school administrative units and data from program completers, including student achievement data.
- j. Established relationship and feedback loop with affiliated local school administrative units that is used to inform and improve programmatic elements from year to year based on units' needs.

(b) Application Priority. – The Commission shall evaluate the applicants for grants by giving priority to an eligible entity with a record of preparing principals demonstrating the following:

- (1) Improvement in student achievement.
- (2) Placement as school leaders in eligible schools.
- (3) A proposed focus on and, if applicable, a record of serving high-need schools, high-need local school administrative units, or both.
- (4) A detailed plan and commitment to share lessons learned and to improve the capacity of other entities in reaching similar outcomes.
- (5) A service area that is underserved by existing principal preparation programs or demonstrates unmet need despite current available programs.

**"§ 116-74.46. Recipient selection; use of grant funds; duration and conditions of grants; reporting requirements.**

(a) Selection. – After evaluation of grant applications pursuant to G.S. 116-74.45, the Commission shall notify the Authority of its selection of the recipients of grants for each fiscal year. The Commission shall select up to eight grant recipients to be operating a school leader preparation program with grant funds in any fiscal year.

(b) Use of Funds. – Each eligible entity that receives grant funds shall use those funds to carry out the following:

- (1) Recruiting and selecting, based on a rigorous evaluation of the competencies of the school leader candidates participating in the program and their potential and desire to become effective school leaders.
- (2) Operating a school leader preparation program that provides the opportunity for all candidates to earn a master's degree, if they do not already have one, and subsequent principal licensure by doing the following:
  - a. Utilizing a research-based content and curriculum, including embedded participant assessments to evaluate candidates before program completion that prepares candidates to do the following:
    1. Provide instructional leadership, such as developing teachers' instructional practices and analyzing classroom and school-wide data to support teachers.
    2. Manage talent, such as developing a high-performing team.
    3. Build a positive school culture, such as building a strong school culture focused on high academic achievement for all students, including gifted and talented students, students with disabilities, and English learners, maintaining active engagement with family and community members, and ensuring student safety.

- 1                                   4.     Develop organizational practices, such as aligning staff,  
2   budget, and time to the instructional priorities of the school.  
3                   b.     Providing opportunities for sustained and high-quality job-embedded  
4                             practice in an authentic setting where candidates are responsible for  
5                             moving the practice and performance of a subset of teachers or for  
6                             school-wide performance as principal-in-planning or interim school  
7                             leaders.  
8           (3)   Collecting data on program implementation and program completion outcomes  
9                   for continuous program improvement.  
10           (4)   Covering the cost of attendance and completion for program participants for  
11                   the school leader preparation program from the funds received on behalf of  
12                   program participants through forgivable scholarship loans issued in  
13                   accordance with the requirements of G.S. 116-74.48.  
14       (c)   Duration and Conditions of Grants. – The Commission shall also notify the Authority  
15       of its decisions on the duration and renewal of grants to eligible entities made in accordance with  
16       the following:  
17           (1)   The duration of grants shall be as follows:  
18                   a.     Grants shall be no more than five years and no fewer than two years  
19                             in duration, unless the Commission finds early termination of a grant  
20                             is necessary due to noncompliance with grant terms.  
21                   b.     The Commission may renew a grant based on compliance with the  
22                             grant terms and performance, including allowing the grantee to scale  
23                             up or replicate the successful program as provided in subdivision (3)  
24                             of this subsection.  
25           (2)   The following conditions shall apply during the grant period:  
26                   a.     The Commission shall develop a process with the Authority for early  
27                             retrieval of grant funds from grant recipients due to noncompliance  
28                             with grant terms, including participation in third-party evaluation  
29                             activities.  
30                   b.     The Commission shall develop and enforce requirements for the  
31                             disbursement of funds to the grantee for forgivable scholarship loans  
32                             on behalf of program participants, which shall include the requirement  
33                             that program graduates serve a minimum of four years as school-based  
34                             administrators in public schools located in North Carolina. The grantee  
35                             shall facilitate the execution of promissory notes between the  
36                             Authority and program participants containing the terms for forgivable  
37                             scholarship loans, including requirements for forgiveness or  
38                             repayment, consistent with requirements established by the  
39                             Commission and the provisions of G.S. 116-74.48. The Commission  
40                             shall monitor the repayment of a forgivable scholarship loan, in  
41                             collaboration with grantees.  
42           (3)   In evaluating performance for purposes of grant renewal and making its  
43                   renewal decisions to provide to the Authority, the Commission shall consider  
44                   at least the following:  
45                   a.     For all grantees, the primary consideration in renewing grants shall be  
46                             the extent to which program participants improved student  
47                             achievement in eligible schools.  
48                   b.     Other criteria from data received in the annual report in subsection (d)  
49                             of this section may include the following:



1. The percentage of program completers who are placed as school leaders in this State within three years of receiving a grant.
2. The percentage of program completers who are rated proficient or above on the North Carolina School Executive Evaluation Rubric.

(d) Reporting Requirements for Grant Recipients. – Recipients of grants shall participate in all evaluation activities required by the Commission and submit an annual report to the Commission with any information requested by the Commission. The recipients shall comply with additional report requests made by the Commission. Whenever practicable and within a reasonable amount of time, grant recipients shall also make all materials developed as part of the program and with grant funds publicly available to contribute to the broader sharing of promising practices. Materials shall not include personally identifiable information regarding individuals involved or associated with the program, including, without limitation, applicants, participants, supervisors, evaluators, faculty, and staff, without their prior written consent. The Commission shall work with recipients, local school administrative units, and public schools, as needed, to enable the collection, analysis, and evaluation of at least the following relevant data, within necessary privacy constraints:

- (1) Student achievement in eligible schools.
- (2) The percentage of program completers who are placed as school leaders within three years in the State.
- (3) The percentage of program completers rated proficient or above on school leader evaluation and support systems.
- (4) The percentage of program completers that are school leaders who have remained employed in a North Carolina public school for two or more years of initial placement.

**"§ 116-74.47. Reports.**

The Commission shall provide the State Board of Education, the Authority, and the Joint Legislative Education Oversight Committee with the data collected from grant recipients in accordance with G.S. 116-74.46 on an annual basis.

**"§ 116-74.48. Terms of forgivable scholarship loans for program recipients.**

(a) Notes. – All forgivable scholarship loans for school leader preparation program participants shall be evidenced by notes made payable to the Authority that bear interest at a rate not to exceed ten percent (10%) per year as set by the Authority and beginning 90 days after completion of the school leader preparation program, or 90 days after termination of the loan, whichever is earlier. The funds from the forgivable scholarship loan shall be disbursed directly to the grantee on behalf of the recipient for participation in the school leader preparation program. The forgivable scholarship loan may be terminated upon the recipient's withdrawal from the preparation program or by the recipient's failure to meet the standards set by the Commission or the grantee.

(b) Forgiveness. – The Authority shall forgive the total amount of a forgivable scholarship loan and any interest accrued on the loan if, within seven years after graduation from a school leader preparation program, exclusive of any authorized deferment for extenuating circumstances, the recipient serves as a school administrator at a North Carolina public school for four years. A program participant shall be eligible for a forgivable scholarship loan in the amount of up to twenty thousand dollars (\$20,000) per year for up to two years in the program, with a maximum loan amount of forty thousand dollars (\$40,000) per participant.

For each year of qualifying service, the recipient shall have twenty-five percent (25%) of the total amount of the loan forgiven, regardless of whether the recipient serves for the entire four years as a school administrator in a North Carolina public school. The Commission, in collaboration with the grantees, shall monitor the acceptability of service repayment agreements

1 and compliance of the recipient with the agreement. The Commission shall notify the Authority  
2 of any relevant information or change in the circumstances pertaining to the recipient impacting  
3 the enforcement of the promissory note. A forgivable scholarship loan shall also be forgiven if  
4 the Commission finds it is impossible for the recipient to work for four years as a school  
5 administrator, within seven years after completion of the preparation program supported by the  
6 loan, because of the death or permanent disability of the recipient. If the recipient repays the  
7 forgivable scholarship loan by cash payments to the Authority, all indebtedness shall be repaid  
8 within 12 years after completion of the school leader preparation program supported by the loan.  
9 If the recipient completes the school leader preparation program, payment of principal and  
10 interest shall begin no later than 27 months after the completion of the program. Should a  
11 recipient present extenuating circumstances, the Authority may extend the period to repay the  
12 forgivable scholarship loan in cash to no more than a total of 15 years."

13 **SECTION 8A.10.(l)** G.S. 120-123(59a) reads as rewritten:

14 "(59a) The North Carolina Principal Fellows and TP3 Commission established by  
15 G.S. 116-74.41."

16 **SECTION 8A.10.(m)** Notwithstanding G.S. 116-74.41, as amended by subsection  
17 (k) of this section, the terms of the current members serving on the Principal Fellows Commission  
18 representing two deans of schools of education and a parent of a public school child shall expire  
19 July 1, 2019. The initial appointment of the (i) human resources expert, (ii) one dean of a school  
20 of education appointed by the President of The University of North Carolina, and (iii) one dean  
21 of a school of education appointed by the President of the North Carolina Independent Colleges  
22 and Universities to the North Carolina Principal Fellows and TP3 Commission pursuant to  
23 G.S. 116-74.41, as amended by subsection (k) of this section, shall be made by August 1, 2019.  
24 The member appointed to represent a human resources expert shall serve for a term of four years  
25 to expire July 1, 2023. The member appointed to represent one dean of a school of education by  
26 the President of The University of North Carolina and the member appointed to represent one  
27 dean of a school of education by the President of the North Carolina Independent Colleges and  
28 Universities shall serve for terms of two years to expire July 1, 2021. The remaining members  
29 serving on the Principal Fellows Commission as of July 1, 2019, who were appointed pursuant  
30 to G.S. 116-74.41, shall serve the remainder of their terms as members of the North Carolina  
31 Principal Fellows and TP3 Commission.

32 **SECTION 8A.10.(n)** Notwithstanding G.S. 116-74.46, as enacted by subsection (k)  
33 of this section, a grantee awarded a grant pursuant to G.S. 116-209.73 for the 2019-2020 or  
34 2020-2021 fiscal year may apply to the North Carolina Principal Fellows and TP3 Commission  
35 for renewal of the grant in accordance with the requirements of G.S. 116-74.46. Effective July 1,  
36 2021, a grantee awarded a grant pursuant to G.S. 116-209.73 with a grant term extending on or  
37 after July 1, 2021, shall be subject to administration of the grant pursuant to Article 5C of Chapter  
38 116 of the General Statutes, as amended by this section, for the remainder of the grant term.

39 **SECTION 8A.10.(o)** Effective July 1, 2021, G.S. 116-74.42 and G.S. 116-74.43 are  
40 repealed.

41 **SECTION 8A.10.(p)** The North Carolina Principal Fellows and TP3 Commission  
42 shall make final scholarship loan awards for the Principal Fellows Program for the 2021 spring  
43 academic semester.

44 **SECTION 8A.10.(q)** Effective July 1, 2021, G.S. 116-204 reads as rewritten:

45 **"§ 116-204. Powers of Authority.**

46 The Authority is hereby authorized and empowered:

47 ...

48 (13) To collect loan repayments for scholarship loans awarded under the former  
49 Principal Fellows Program pursuant to Article 5C of this Chapter if the loan  
50 repayment is outstanding for more than 30 days."

SECTION 8A.10.(r) Effective July 1, 2021, Article 23 of Chapter 116 of the General Statutes is amended by adding a new section to read:

**"§ 116-209.28. Administration of scholarships previously awarded by the Principal Fellows Program.**

(a) The Authority shall, as of July 1, 2021, administer all outstanding scholarship loans previously awarded by the former North Carolina Principal Fellows Commission and subject to repayment under the former Principal Fellows Program administered pursuant to Article 5C of this Chapter.

(b) All funds received by the Authority in association with its administration of the Principal Fellows Program, including all funds received as repayment of scholarship loans and all interest earned on these funds, shall be deposited into the North Carolina Principal Fellows and TP3 Trust Fund established in G.S. 116-74.41B."

SECTION 8A.10.(s) Effective July 1, 2021, G.S. 116-74.41(a), as amended by this section, reads as rewritten:

"(a) There is established the North Carolina Principal Fellows and TP3 Commission. The Commission shall exercise its powers and duties independently in its administration of the North Carolina Principal Fellows and Transforming Principal Preparation Program, which includes the Principal Fellows Program and the North Carolina Transforming Principal Preparation Program, in accordance with this Article. ~~The Director of the Principal Fellows Program shall staff the Commission.~~ The State Education Assistance Authority as created in G.S. 116-203 shall be responsible for (i) ~~implementing scholarship loan agreements, monitoring, cancelling through service, collecting and otherwise enforcing the agreements for the Principal Fellows Program scholarship loans established in accordance with G.S. 116-74.42 and~~ (ii) ~~for awarding grants upon selection of the recipients by the Commission in accordance with G.S. 116-74.46 and executing agreements for forgivable scholarship loans, cancelling through service, collecting, and otherwise enforcing the agreements under G.S. 116-74.48.~~ The Commission shall be administratively housed in the University of North Carolina System Office. Office space for the Commission shall not be located on the campus of a constituent institution."

SECTION 8A.10.(t) Effective July 1, 2021, G.S. 116-74.41(b), as amended by this section, reads as rewritten:

"(b) The Commission shall consist of 15 members appointed as follows:

...

(11) ~~The director of the Principal Fellows Program. The director shall chair the Commission."~~

SECTION 8A.10.(u) Effective July 1, 2021, G.S. 116-74.41A, as enacted by this section, reads as rewritten:

**"§ 116-74.41A. Definitions.**

For the purposes of this Article, the following definitions apply:

...

(6) ~~North Carolina Transforming Principal Preparation Program. — The North Carolina Transforming Principal Preparation Program established pursuant to G.S. 116-74.44.~~

(7) Principal. — The highest administrative official in a public school building with primary responsibility for the instructional leadership, talent management, and organizational development of the school.

(8) ~~Principal Fellows Program. — The Principal Fellows Program established pursuant to G.S. 116-74.42.~~

(9) Program. — The North Carolina Principal Fellows and Transforming Principal Preparation Program, which shall include the Principal Fellows Program and the North Carolina Transforming Principal Preparation Program, established pursuant to G.S. 116-74.44.

SECTION 8A.10.(v) Effective July 1, 2021, G.S. 116-74.41B, as enacted by this section, reads as rewritten:

**"§ 116-74.41B. The North Carolina Principal Fellows and TP3 Trust Fund.**

(a) Trust Fund Established. – The North Carolina Principal Fellows and TP3 Trust Fund shall be an institutional trust fund established pursuant to G.S. 116-36.1. All funds appropriated to, or otherwise received by, ~~(i) the Principal Fellows Program for scholarships and other program purposes, (ii) (i) the Program for the award of grants pursuant to G.S. 116-74.44, (iii) (ii) all funds received as repayment of scholarship loans, including under the former Principal Fellows Program administered under G.S. 116-74.42 and the Transforming Principal Preparation Program under G.S. 116-209.76, and (iv) (iii) all interest earned on these funds shall be placed in the Trust Fund.~~

(b) Use of Monies in the Trust Fund. – The monies in the Trust Fund may be used only for the purposes set forth in this subsection, including ~~(i) scholarship loans granted under the Principal Fellows Program, administrative costs, and costs associated with program operations in accordance with this Article and (ii) the award of grants pursuant to G.S. 116-74.44, with any monies in the Trust Fund that are unencumbered due to a reduction in the number of scholarship loans awarded under the Principal Fellows Program and from any funds appropriated for the Program, administrative costs, and costs associated with Program operations in accordance with this Article.~~ The Authority may also use up to two percent (2%) of the funds appropriated for the Program for administrative costs, including recovery of funds advanced under the Program, and may allocate to the Commission up to eight hundred thousand dollars (\$800,000) from the Trust Fund each fiscal year for the following:

- ~~(1) The Authority's Program administrative costs, including recovery of funds advanced under the program.~~
- ~~(2) The salary and benefits of the director and staff of the Principal Fellows Program.~~
- ~~(3) The expenses of the Commission for the Principal Fellows Program, including applicant recruitment to administer the Program.~~
- ~~(4) Funds provided to the Commission for Principal Fellows Program monitoring and evaluation and extracurricular enhancement activities for program recipients.~~
- ~~(5) The expenses of the Commission to administer grants pursuant to G.S. 116-74.44."~~

SECTION 8A.10.(w) Effective July 1, 2021, G.S. 116-74.44, as enacted by this section, reads as rewritten:

**"§ 116-74.44. North Carolina Principal Fellows and Transforming Principal Preparation Program established; administration.**

(a) Established. – There is established the North Carolina Principal Fellows and Transforming Principal Preparation Program as a competitive grant program for eligible entities for the purpose of elevating educators in North Carolina public schools by transforming the preparation of principals across the State and providing for forgivable scholarship loans to the participants of those school leader preparation programs. The Authority shall administer the grants in collaboration with the Commission to provide funds for the preparation and support of highly effective future school principals in North Carolina.

(b) Administration. – The Commission shall select grant recipients and notify the Authority for the award of the grants and monitor the implementation of forgivable scholarship loans to school leader preparation program participants, as authorized by this Article. The Commission shall also coordinate with grant recipients to provide extracurricular enhancement activities for program participants.

1 (c) Prior Loan Monitoring. – The Commission shall also monitor the implementation of  
2 forgivable scholarship loans to school leader preparation program participants executed pursuant  
3 to G.S. 116-209.76, and the Authority shall administer all outstanding forgivable scholarship  
4 loans previously awarded and subject to repayment under the former Transforming Principal  
5 Preparation Program administered pursuant to Part 4 of Article 23 of this Chapter."

6 **SECTION 8A.10.(x)** Effective July 1, 2021, Article 5C of Chapter 116 of the  
7 General Statutes, as amended by this section, is amended by adding a new section to read:

8 **"§ 116-74.49. Staff to the Commission.**

9 The Commission shall appoint a director of the North Carolina Principal Fellows and  
10 Transforming Principal Preparation Program. The director shall chair and staff the Commission  
11 and shall administer the extracurricular enhancement activities of the Program. The University  
12 of North Carolina System Office shall provide office space for the Program. The office space  
13 shall not be located on the campus of a constituent institution."

14 **SECTION 8A.10.(y)** Notwithstanding any other provision of law, beginning with  
15 the 2021-2022 fiscal year, of the funds appropriated from the General Fund for the 2020-2021  
16 fiscal year to the Board of Governors of The University of North Carolina for the Transforming  
17 Principal Preparation Grant Program established under G.S. 116-209.70, the sum of three million  
18 forty-five thousand one hundred sixteen dollars (\$3,045,116) in recurring funds shall instead be  
19 appropriated to the Principal Fellows and TP3 Trust Fund established under G.S. 116-74.41B, as  
20 enacted by this section.

21  
22 **RAISE CAP ON OPPORTUNITY SCHOLARSHIP ADMINISTRATIVE COSTS**

23 **SECTION 8A.11.** G.S. 115C-562.8(c) reads as rewritten:

24 "(c) Of the funds allocated to the Authority to award scholarship grants under this Part,  
25 the Authority may retain the lesser of ~~up to~~ four percent (4%) of the funds appropriated or ~~one~~  
26 ~~two million five hundred thousand dollars (\$1,500,000) (\$2,000,000)~~ each fiscal year for  
27 administrative costs associated with the scholarship grant program."

28  
29 **SEAA ADMINISTRATIVE COSTS FOR THE UNC NEED-BASED GRANT PROGRAM**

30 **SECTION 8A.12.** Beginning with the 2019-2020 fiscal year and subsequent fiscal  
31 years thereafter, of the funds appropriated to the Board of Governors of The University of North  
32 Carolina, the Board of Governors shall use three million four hundred thousand dollars  
33 (\$3,400,000) each fiscal year to cover the administrative costs of the State Education Assistance  
34 Authority in administering The University of North Carolina Need-Based Financial Aid  
35 Program.  
36





# **Education**

## **Section B**

# Community College System

## Budget Code 16800

### General Fund Budget

	<u>FY 2019-20</u>	<u>FY 2020-21</u>
<b>Base Budget</b>		
Requirements	\$1,561,623,007	\$1,561,623,007
Receipts	\$393,206,608	\$393,206,608
Net Appropriation	\$1,168,416,399	\$1,168,416,399
<b>Legislative Changes</b>		
Requirements	\$40,843,865	\$74,153,324
Receipts	(\$12,884,216)	(\$12,884,216)
Net Appropriation	\$53,728,081	\$87,037,540
<b>Revised Budget</b>		
Requirements	\$1,602,466,872	\$1,635,776,331
Receipts	\$380,322,392	\$380,322,392
Net Appropriation	\$1,222,144,480	\$1,255,453,939

### General Fund FTE

<b>Base Budget</b>	211.850	211.850
<b>Legislative Changes</b>	(1.000)	(1.000)
<b>Revised Budget</b>	210.850	210.850



**Summary of General Fund Appropriations  
Fiscal Year 2019-20  
2019 Legislative Session**

<b>Community College System</b>										
<b>Budget Code 16800</b>										
<b>Fund Code</b>	<b>Fund Name</b>	<b>Base Budget</b>			<b>Legislative Changes</b>			<b>Revised Budget</b>		
		<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>
1100	Executive Division	4,042,868	421,216	3,621,652	-	-	-	4,042,868	421,216	3,621,652
1200	Tech. Solutions and Distance Learning	10,950,995	-	10,950,995	10,000,000	-	10,000,000	20,950,995	-	20,950,995
1300	Business and Finance	2,842,331	275,308	2,567,023	(114,243)	-	(114,243)	2,728,088	275,308	2,452,780
1400	Programs and Student Services	10,061,628	6,949,989	3,111,639	-	-	-	10,061,628	6,949,989	3,111,639
1500	Economic Development Division	4,411,837	2,284,631	2,127,206	-	-	-	4,411,837	2,284,631	2,127,206
1600	State Aid - Institutions	-	-	-	-	-	-	-	-	-
1620	Curriculum Instruction	754,218,395	326,419,726	427,798,669	-	-	-	754,218,395	326,419,726	427,798,669
1621	Basic Skill Instruction	67,043,639	19,291,787	47,751,852	-	-	-	67,043,639	19,291,787	47,751,852
1622	Cont. Ed. and Workforce Development	122,003,663	15,596,046	106,407,617	12,051,477	-	12,051,477	134,055,140	15,596,046	118,459,094
1623	Equipment and Instructional Resources	52,375,524	412,762	51,962,762	-	-	-	52,375,524	412,762	51,962,762
1624	Specialized Centers and Programs	16,606,108	3,806,516	12,799,592	1,915,000	-	1,915,000	18,521,108	3,806,516	14,714,592
1625	Institutional and Academic Support	552,842,095	758,123	552,083,972	2,266,348	-	2,266,348	555,108,443	758,123	554,350,320
1701	Board of Postsecondary Credentials	-	-	-	-	-	-	-	-	-
1900	Reserves and Transfers	(35,776,076)	16,990,504	(52,766,580)	-	-	-	(35,776,076)	16,990,504	(52,766,580)
<b>Reserve for Salaries and Benefits</b>										
N/A	State Health Plan - Community Colleges	-	-	-	4,381,090	-	4,381,090	4,381,090	-	4,381,090
N/A	Compensation Increase Reserve - System	-	-	-	438,367	-	438,367	438,367	-	438,367
N/A	Short-Term Disability - Community Colleges	-	-	-	489,982	-	489,982	489,982	-	489,982
N/A	Short-Term Disability - System Office	-	-	-	6,947	-	6,947	6,947	-	6,947
N/A	State Health Plan - System Office	-	-	-	43,779	-	43,779	43,779	-	43,779
N/A	State Retirement Contributions - Communit	-	-	-	11,759,578	-	11,759,578	11,759,578	-	11,759,578
N/A	State Retirement Contributions - System Off	-	-	-	166,732	-	166,732	166,732	-	166,732
N/A	Compensation Increase Reserve - Commun	-	-	-	12,400,000	-	12,400,000	12,400,000	-	12,400,000
<b>Technical and Formula Adjustments</b>										
N/A	Enrollment Growth Adjustment	-	-	-	(17,361,192)	(12,884,216)	(4,476,976)	(17,361,192)	(12,884,216)	(4,476,976)
N/A	Residency Determination Service	-	-	-	2,400,000	-	2,400,000	2,400,000	-	2,400,000
<b>Total</b>		<b>\$1,561,623,007</b>	<b>\$393,206,608</b>	<b>\$1,168,416,399</b>	<b>\$40,843,865</b>	<b>(\$12,884,216)</b>	<b>\$53,728,081</b>	<b>\$1,602,466,872</b>	<b>\$380,322,392</b>	<b>\$1,222,144,480</b>

**Summary of General Fund Appropriations  
Fiscal Year 2020-21  
2019 Legislative Session**

<b>Community College System</b>										
<b>Budget Code 16800</b>		<b>Base Budget</b>			<b>Legislative Changes</b>			<b>Revised Budget</b>		
<b>Fund Code</b>	<b>Fund Name</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>
1100	Executive Division	4,042,868	421,216	3,621,652	-	-	-	4,042,868	421,216	3,621,652
1200	Tech. Solutions and Distance Learning	10,950,995	-	10,950,995	10,000,000	-	10,000,000	20,950,995	-	20,950,995
1300	Business and Finance	2,842,331	275,308	2,567,023	(114,243)	-	(114,243)	2,728,088	275,308	2,452,780
1400	Programs and Student Services	10,061,628	6,949,989	3,111,639	-	-	-	10,061,628	6,949,989	3,111,639
1500	Economic Development Division	4,411,837	2,284,631	2,127,206	-	-	-	4,411,837	2,284,631	2,127,206
1600	State Aid - Institutions	-	-	-	-	-	-	-	-	-
1620	Curriculum Instruction	754,218,395	326,419,726	427,798,669	-	-	-	754,218,395	326,419,726	427,798,669
1621	Basic Skill Instruction	67,043,639	19,291,787	47,751,852	-	-	-	67,043,639	19,291,787	47,751,852
1622	Cont. Ed. and Workforce Development	122,003,663	15,596,046	106,407,617	12,051,477	-	12,051,477	134,055,140	15,596,046	118,459,094
1623	Equipment and Instructional Resources	52,375,524	412,762	51,962,762	-	-	-	52,375,524	412,762	51,962,762
1624	Specialized Centers and Programs	16,606,108	3,806,516	12,799,592	1,400,000	-	1,400,000	18,006,108	3,806,516	14,199,592
1625	Institutional and Academic Support	552,842,095	758,123	552,083,972	2,266,348	-	2,266,348	555,108,443	758,123	554,350,320
1701	Board of Postsecondary Credentials	-	-	-	-	-	-	-	-	-
1900	Reserves and Transfers	(35,776,076)	16,990,504	(52,766,580)	-	-	-	(35,776,076)	16,990,504	(52,766,580)
<b>Reserve for Salaries and Benefits</b>										
N/A	State Health Plan - Community Colleges	-	-	-	8,923,118	-	8,923,118	8,923,118	-	8,923,118
N/A	Compensation Increase Reserve - System	-	-	-	876,734	-	876,734	876,734	-	876,734
N/A	Short-Term Disability - Community Colleges	-	-	-	489,982	-	489,982	489,982	-	489,982
N/A	Short-Term Disability - System Office	-	-	-	6,947	-	6,947	6,947	-	6,947
N/A	State Health Plan - System Office	-	-	-	89,166	-	89,166	89,166	-	89,166
N/A	State Retirement Contributions - Communit	-	-	-	27,928,998	-	27,928,998	27,928,998	-	27,928,998
N/A	State Retirement Contributions - System Off	-	-	-	395,989	-	395,989	395,989	-	395,989
N/A	Compensation Increase Reserve - Commun	-	-	-	24,800,000	-	24,800,000	24,800,000	-	24,800,000
<b>Technical and Formula Adjustments</b>										
N/A	Enrollment Growth Adjustment	-	-	-	(17,361,192)	(12,884,216)	(4,476,976)	(17,361,192)	(12,884,216)	(4,476,976)
N/A	Residency Determination Service	-	-	-	2,400,000	-	2,400,000	2,400,000	-	2,400,000
<b>Total</b>		<b>\$1,561,623,007</b>	<b>\$393,206,608</b>	<b>\$1,168,416,399</b>	<b>\$74,153,324</b>	<b>(\$12,884,216)</b>	<b>\$87,037,540</b>	<b>\$1,635,776,331</b>	<b>\$380,322,392</b>	<b>\$1,255,453,939</b>

**Summary of General Fund Total Requirements FTE  
Fiscal Year 2019-20  
2019 Legislative Session**

Community College System					
Budget Code 16800		<u>Base</u>	<u>Legislative Changes</u>		<u>Revised</u>
Fund Code	Fund Name	Total Requirements	Net Appropriation	Receipts	Total Requirements
1100	Executive Division	33.000	-	-	33.000
1200	Tech. Solutions and Distance Learning	75.000	-	-	75.000
1300	Business and Finance	29.000	(1.000)	-	28.000
1400	Programs and Student Services	49.000	-	-	49.000
1500	Economic Development Division	25.850	-	-	25.850
1600	State Aid - Institutions	-	-	-	-
1620	Curriculum Instruction	-	-	-	-
1621	Basic Skill Instruction	-	-	-	-
1622	Cont. Ed. and Workforce Development	-	-	-	-
1623	Equipment and Instructional Resources	-	-	-	-
1624	Specialized Centers and Programs	-	-	-	-
1625	Institutional and Academic Support	-	-	-	-
1701	Board of Postsecondary Credentials	-	-	-	-
1900	Reserves and Transfers	-	-	-	-
<b>Total FTE</b>		<b>211.850</b>	<b>(1.000)</b>	<b>-</b>	<b>210.850</b>

**Summary of General Fund Total Requirements FTE  
Fiscal Year 2020-21  
2019 Legislative Session**

Community College System					
Budget Code 16800		<u>Base</u>	<u>Legislative Changes</u>		<u>Revised</u>
Fund Code	Fund Name	Total Requirements	Net Appropriation	Receipts	Total Requirements
1100	Executive Division	33.000	-	-	33.000
1200	Tech. Solutions and Distance Learning	75.000	-	-	75.000
1300	Business and Finance	29.000	(1.000)	-	28.000
1400	Programs and Student Services	49.000	-	-	49.000
1500	Economic Development Division	25.850	-	-	25.850
1600	State Aid - Institutions	-	-	-	-
1620	Curriculum Instruction	-	-	-	-
1621	Basic Skill Instruction	-	-	-	-
1622	Cont. Ed. and Workforce Development	-	-	-	-
1623	Equipment and Instructional Resources	-	-	-	-
1624	Specialized Centers and Programs	-	-	-	-
1625	Institutional and Academic Support	-	-	-	-
1701	Board of Postsecondary Credentials	-	-	-	-
1900	Reserves and Transfers	-	-	-	-
<b>Total FTE</b>		<b>211.850</b>	<b>(1.000)</b>	-	<b>210.850</b>

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16800-Community College System**

<b>Recommended Base Budget</b>	<b>FY 2019-20</b>	<b>FY 2020-21</b>
<b>Requirements</b>	<b>\$ 1,561,623,007</b>	<b>\$ 1,561,623,007</b>
<b>Less: Receipts</b>	<b>\$ 393,206,608</b>	<b>\$ 393,206,608</b>
<b>Net Appropriation</b>	<b>\$ 1,168,416,399</b>	<b>\$ 1,168,416,399</b>
<b>FTE</b>	<b>211.850</b>	<b>211.850</b>

**Legislative Changes**

**Reserve for Salaries and Benefits**

<b>1 Compensation Increase Reserve - Community Colleges</b> Provides funding for salary increases to Community College personnel supported by net appropriations.	Requirements	\$ 12,400,000R	\$ 24,800,000R
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 12,400,000	\$ 24,800,000
	FTE	-	-
<b>2 Compensation Increase Reserve - System Office</b> Provides funding for an across-the-board salary increase of 2.5% effective July 1, 2019, and an additional across-the-board salary increase of 2.5% effective July 1, 2020.	Requirements	\$ 438,367R	\$ 876,734R
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 438,367	\$ 876,734
	FTE	-	-
<b>3 State Retirement Contributions - Community Colleges</b> Increases the State's contribution for members of the Teachers' and State Employees' Retirement System (TSERS) supported by the General Fund to fund the actuarially determined contribution and increased retiree medical premiums.	Requirements	\$ 11,759,578R	\$ 27,928,998R
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 11,759,578	\$ 27,928,998
	FTE	-	-
<b>4 State Retirement Contributions - System Office</b> Increases the State's contribution for members of the Teachers' and State Employees' Retirement System (TSERS) supported by the General Fund to fund the actuarially determined contribution and increased retiree medical premiums.	Requirements	\$ 166,732R	\$ 395,989R
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 166,732	\$ 395,989
	FTE	-	-
<b>5 State Health Plan - Community Colleges</b> Provides additional funding to continue health benefit coverage for enrolled active employees supported by the General Fund for the 2019-21 fiscal biennium.	Requirements	\$ 4,381,090R	\$ 8,923,118R
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 4,381,090	\$ 8,923,118
	FTE	-	-
<b>6 State Health Plan - System Office</b> Provides additional funding to continue health benefit coverage for enrolled active employees supported by the General Fund for the 2019-21 fiscal biennium.	Requirements	\$ 43,779R	\$ 89,166R
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 43,779	\$ 89,166
	FTE	-	-
<b>7 Short-Term Disability - Community Colleges</b> Provides additional funding to pay short-term disability benefits under SL 2018-52.	Requirements	\$ 489,982R	\$ 489,982R
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 489,982	\$ 489,982
	FTE	-	-
<b>8 Short-Term Disability - System Office</b> Provides additional funding to pay short-term disability benefits under SL 2018-52.	Requirements	\$ 6,947R	\$ 6,947R
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 6,947	\$ 6,947
	FTE	-	-

**Technical and Formula Adjustments**

## Senate Appropriations Committee Report on the Current Operations Act of 2019

FY 2019-20

FY 2020-21

**9 Enrollment Growth Adjustment**

Adjusts funds for FY 2019-20 based on the decrease in community college enrollment. The Community College System total enrollment decreased by 4,089 FTE from the budgeted amount, a decline of 1.7%.

Requirements	\$	(17,361,192)R	\$	(17,361,192)R
Less: Receipts	\$	(12,884,216)R	\$	(12,884,216)R
Net Appropriation	\$	(4,476,976)	\$	(4,476,976)
FTE		-		-

**10 Residency Determination Service**

Provides funds for the statutorily required utilization of the Residency Determination Service, a centralized system for verification of residency status of postsecondary students in North Carolina.

Requirements	\$	2,400,000R	\$	2,400,000R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	2,400,000	\$	2,400,000
FTE		-		-

**Executive Division**  
**Fund Code: 1100, 1701**

Requirements	\$	4,042,868	\$	4,042,868
Less: Receipts	\$	421,216	\$	421,216
Net Appropriation	\$	3,621,652	\$	3,621,652
FTE		33.000		33.000

**11 No direct change**

Requirements	\$	-	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	-	\$	-
FTE		-		-

**Executive Division Revised Budget**

Requirements	\$	4,042,868	\$	4,042,868
Less: Receipts	\$	421,216	\$	421,216
Net Appropriation	\$	3,621,652	\$	3,621,652
FTE		33.000		33.000

**Technology Solutions and Distance Learning**  
**Fund Code: 1200**

Requirements	\$	10,950,995	\$	10,950,995
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	10,950,995	\$	10,950,995
FTE		75.000		75.000

**12 Workforce Development Focused IT and ERP**  
**Fund Code: 1200**

Provides funds to implement system-wide Enterprise Resource Planning (ERP) solutions, including online registration for workforce development courses.

Requirements	\$	10,000,000NR	\$	10,000,000NR
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	10,000,000	\$	10,000,000
FTE		-		-

**Technology Solutions and Distance Learning Revised Budget**

Requirements	\$	20,950,995	\$	20,950,995
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	20,950,995	\$	20,950,995
FTE		75.000		75.000

**Finance and Operations**  
**Fund Code: 1300**

Requirements	\$	2,842,331	\$	2,842,331
Less: Receipts	\$	275,308	\$	275,308
Net Appropriation	\$	2,567,023	\$	2,567,023
FTE		29.000		29.000

**13 Position Elimination**  
**Fund Code: 1300**

Eliminates a filled position (#60008596) transferred from the Office of State Budget and Management (OSBM) to NCCCS in violation of the State Budget Act.

Requirements	\$	(114,243)R	\$	(114,243)R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(114,243)	\$	(114,243)
FTE		(1.000)		(1.000)

## Senate Appropriations Committee Report on the Current Operations Act of 2019

FY 2019-20

FY 2020-21

## Finance and Operations Revised Budget

Requirements	\$	2,728,088	\$	2,728,088
Less: Receipts	\$	275,308	\$	275,308
Net Appropriation	\$	<b>2,452,780</b>	\$	<b>2,452,780</b>
FTE		28.000		28.000

Academic and Student Services  
Fund Code: 1400

Requirements	\$	10,061,628	\$	10,061,628
Less: Receipts	\$	6,949,989	\$	6,949,989
Net Appropriation	\$	<b>3,111,639</b>	\$	<b>3,111,639</b>
FTE		49.000		49.000

## 14 No direct change

Requirements	\$	-	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	-	\$	-
FTE		-		-

## Academic and Student Services Revised Budget

Requirements	\$	10,061,628	\$	10,061,628
Less: Receipts	\$	6,949,989	\$	6,949,989
Net Appropriation	\$	<b>3,111,639</b>	\$	<b>3,111,639</b>
FTE		49.000		49.000

Curriculum Instruction  
Fund Code: 1620

Requirements	\$	754,218,395	\$	754,218,395
Less: Receipts	\$	326,419,726	\$	326,419,726
Net Appropriation	\$	<b>427,798,669</b>	\$	<b>427,798,669</b>
FTE		-		-

## 15 No direct change

Requirements	\$	-	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	-	\$	-
FTE		-		-

## Curriculum Instruction Revised Budget

Requirements	\$	754,218,395	\$	754,218,395
Less: Receipts	\$	326,419,726	\$	326,419,726
Net Appropriation	\$	<b>427,798,669</b>	\$	<b>427,798,669</b>
FTE		-		-

Basic Skill Instruction  
Fund Code: 1621

Requirements	\$	67,043,639	\$	67,043,639
Less: Receipts	\$	19,291,787	\$	19,291,787
Net Appropriation	\$	<b>47,751,852</b>	\$	<b>47,751,852</b>
FTE		-		-

## 16 No direct change

Requirements	\$	-	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	-	\$	-
FTE		-		-

## Basic Skill Instruction Revised Budget

Requirements	\$	67,043,639	\$	67,043,639
Less: Receipts	\$	19,291,787	\$	19,291,787
Net Appropriation	\$	<b>47,751,852</b>	\$	<b>47,751,852</b>
FTE		-		-

## Senate Appropriations Committee Report on the Current Operations Act of 2019

FY 2019-20

FY 2020-21

**Continuing Education and Workforce Development  
Fund Code: 1622**

Requirements	\$	122,003,663	\$	122,003,663
Less: Receipts	\$	15,596,046	\$	15,596,046
Net Appropriation	\$	106,407,617	\$	106,407,617
FTE		-		-

**17 Short-Term Workforce Training Parity  
Fund Code: 1622**

Increases funding for short-term continuing education and workforce development courses leading to industry credentials. These funds will be used to reduce the FTE determination disparity between short-term workforce training and curriculum programs.

Requirements	\$	12,051,477R	\$	12,051,477R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	12,051,477	\$	12,051,477
FTE		-		-

**Continuing Education and Workforce Development  
Revised Budget**

Requirements	\$	134,055,140	\$	134,055,140
Less: Receipts	\$	15,596,046	\$	15,596,046
Net Appropriation	\$	118,459,094	\$	118,459,094
FTE		-		-

**Equipment and Instructional Resources  
Fund Code: 1623**

Requirements	\$	52,375,524	\$	52,375,524
Less: Receipts	\$	412,762	\$	412,762
Net Appropriation	\$	51,962,762	\$	51,962,762
FTE		-		-

**18 No direct change**

Requirements	\$	-	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	-	\$	-
FTE		-		-

**Equipment and Instructional Resources Revised  
Budget**

Requirements	\$	52,375,524	\$	52,375,524
Less: Receipts	\$	412,762	\$	412,762
Net Appropriation	\$	51,962,762	\$	51,962,762
FTE		-		-

**Specialized Centers and Programs  
Fund Code: 1624**

Requirements	\$	16,606,108	\$	16,606,108
Less: Receipts	\$	3,806,516	\$	3,806,516
Net Appropriation	\$	12,799,592	\$	12,799,592
FTE		-		-

**19 Career Coaches  
Fund Code: 1624**

Provides additional funding for the Career Coaches program, which places career coaches employed by local community colleges with partnering high schools. A related provision details a change to the matching requirements for community colleges participating in the program. The revised net appropriation for this program is \$4.2 million in each year of the biennium.

Requirements	\$	1,400,000R	\$	1,400,000R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	1,400,000	\$	1,400,000
FTE		-		-

**20 Anspach Advanced Manufacturing School  
Fund Code: 1624**

Provides funds for the Anspach Advanced Manufacturing School at the Mayland Community College Yancey County campus. These funds will support equipment purchases and nonrecurring operational expenses.

Requirements	\$	515,000NR	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	515,000	\$	-
FTE		-		-



## Senate Appropriations Committee Report on the Current Operations Act of 2019

FY 2019-20

FY 2020-21

## Specialized Centers and Programs Revised Budget

Requirements	\$	18,521,108	\$	18,006,108
Less: Receipts	\$	3,806,516	\$	3,806,516
Net Appropriation	\$	14,714,592	\$	14,199,592
FTE		-		-

Institutional and Academic Support  
Fund Code: 1625

Requirements	\$	552,842,095	\$	552,842,095
Less: Receipts	\$	758,123	\$	758,123
Net Appropriation	\$	552,083,972	\$	552,083,972
FTE		-		-

21 Workforce-Focused Multi-Campus Centers  
Fund Code: 1625

Provides funds to support 4 approved multi-campus sites (Forsyth Tech Transportation Campus, Wake Tech RTP Campus, Richmond Community College Scotland County Campus, and Guilford Tech Aviation Campus).

Requirements	\$	2,266,348R	\$	2,266,348R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	2,266,348	\$	2,266,348
FTE		-		-

## Institutional and Academic Support Revised Budget

Requirements	\$	555,108,443	\$	555,108,443
Less: Receipts	\$	758,123	\$	758,123
Net Appropriation	\$	554,350,320	\$	554,350,320
FTE		-		-

Reserves and Transfers  
Fund Code: 1900

Requirements	\$	(35,776,076)	\$	(35,776,076)
Less: Receipts	\$	16,990,504	\$	16,990,504
Net Appropriation	\$	(52,766,580)	\$	(52,766,580)
FTE		-		-

## 22 No direct change

Requirements	\$	-	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	-	\$	-
FTE		-		-

## Reserves and Transfers Revised Budget

Requirements	\$	(35,776,076)	\$	(35,776,076)
Less: Receipts	\$	16,990,504	\$	16,990,504
Net Appropriation	\$	(52,766,580)	\$	(52,766,580)
FTE		-		-

**Total Legislative Changes**

Requirements	\$	40,843,865	\$	74,153,324
Less: Receipts	\$	(12,884,216)	\$	(12,884,216)
Net Appropriation	\$	53,728,081	\$	87,037,540
FTE		(1.000)		(1.000)
Recurring	\$	43,213,081	\$	77,037,540
Nonrecurring	\$	10,515,000	\$	10,000,000
Net Appropriation	\$	53,728,081	\$	87,037,540
FTE		(1.000)		(1.000)

**Revised Budget**

Revised Requirements	\$	1,602,466,872	\$	1,635,776,331
Revised Receipts	\$	380,322,392	\$	380,322,392
Revised Net Appropriation	\$	1,222,144,480	\$	1,255,453,939
Revised FTE		210.850		210.850

# Public Instruction

## Budget Code 13510

### General Fund Budget

	<u>FY 2019-20</u>	<u>FY 2020-21</u>
<b>Base Budget</b>		
Requirements	\$11,766,939,802	\$11,828,299,027
Receipts	\$2,180,566,432	\$2,180,566,432
Net Appropriation	\$9,586,373,370	\$9,647,732,595
<b>Legislative Changes</b>		
Requirements	\$371,003,781	\$562,500,811
Receipts	\$74,000,000	\$34,000,000
Net Appropriation	\$297,003,781	\$528,500,811
<b>Revised Budget</b>		
Requirements	\$12,137,943,583	\$12,390,799,838
Receipts	\$2,254,566,432	\$2,214,566,432
Net Appropriation	\$9,883,377,151	\$10,176,233,406

### General Fund FTE

<b>Base Budget</b>	1,052.950	1,052.950
<b>Legislative Changes</b>	(13.250)	(13.250)
<b>Revised Budget</b>	1,039.700	1,039.700

**Summary of General Fund Appropriations  
Fiscal Year 2019-20  
2019 Legislative Session**

<b>Public Instruction</b>										
<b>Budget Code 13510</b>		<b>Base Budget</b>			<b>Legislative Changes</b>			<b>Revised Budget</b>		
<b>Fund Code</b>	<b>Fund Name</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>
1000	DPI - Executive and Admin. Functions	12,301,021	3,656,013	8,645,008	(195,090)	-	(195,090)	12,105,931	3,656,013	8,449,918
1021	DPI - Education Innovations	1,153,119	296,650	856,469	-	-	-	1,153,119	296,650	856,469
1100	DPI - Assistance to Districts and Schools	4,157,607	3,927,863	229,744	-	-	-	4,157,607	3,927,863	229,744
1300	DPI - Financial and Business Services	3,765,287	1,080,518	2,684,769	137,062	-	137,062	3,902,349	1,080,518	2,821,831
1330	DPI - Student and School Support Services	14,592,559	10,313,399	4,279,160	(73,853)	-	(73,853)	14,518,706	10,313,399	4,205,307
1400	DPI - Office of Early Learning	21,785,373	13,618,329	8,167,044	(224,463)	-	(224,463)	21,560,910	13,618,329	7,942,581
1410	NC Center for the Advanc. of Teaching	3,889,508	200	3,889,308	1,055,819	-	1,055,819	4,945,327	200	4,945,127
1500	DPI - Technology Services	8,986,884	3,056,987	5,929,897	-	-	-	8,986,884	3,056,987	5,929,897
1600	DPI - Curric., Instr., Account., Tech.	34,710,829	22,223,455	12,487,374	(134,711)	-	(134,711)	34,576,118	22,223,455	12,352,663
1640	DPI - Educator Quality and Recruitment	7,118,948	4,952,650	2,166,298	-	-	-	7,118,948	4,952,650	2,166,298
1660	DPI - Special Populations	15,500,573	12,945,249	2,555,324	-	-	-	15,500,573	12,945,249	2,555,324
1800	SPSF - K-12 Classroom Instruction	8,119,091,562	619,317,168	7,499,774,394	33,900,000	34,000,000	(100,000)	8,152,991,562	653,317,168	7,499,674,394
1808	SPSF - Statewide System Ops. and Maint.	10,258,861	-	10,258,861	(5,500,000)	-	(5,500,000)	4,758,861	-	4,758,861
1810	SPSF - LEA - Administration	89,330,820	-	89,330,820	-	-	-	89,330,820	-	89,330,820
1811	SPSF - Assistance to Distr. and Schools	487,217,501	487,217,501	-	-	-	-	487,217,501	487,217,501	-
1821	SPSF - Education Innovations	60,269,681	-	60,269,681	1,510,000	-	1,510,000	61,779,681	-	61,779,681
1830	SPSF - Student and School Support Svc.	1,159,393,737	594,149,002	565,244,735	53,616,667	40,000,000	13,616,667	1,213,010,404	634,149,002	578,861,402
1840	SPSF - Teacher Quality and Recruitment	43,007,480	43,007,480	-	-	-	-	43,007,480	43,007,480	-
1860	SPSF - Special Populations	1,438,511,446	342,623,129	1,095,888,317	3,000,000	-	3,000,000	1,441,511,446	342,623,129	1,098,888,317
1862	NC School for the Deaf	9,439,116	237,283	9,201,833	(98,695)	-	(98,695)	9,340,421	237,283	9,103,138
1863	Eastern NC School for the Deaf	8,604,727	238,170	8,366,557	(205,602)	-	(205,602)	8,399,125	238,170	8,160,955
1864	Governor Morehead School and Preschool	6,283,101	188,100	6,095,001	(46,373)	-	(46,373)	6,236,728	188,100	6,048,628
1870	SPSF - LEA - Supplemental Benefits	170,736,517	-	170,736,517	-	-	-	170,736,517	-	170,736,517
1900	Reserves and Transfers	27,032,579	17,517,286	9,515,293	12,945,000	-	12,945,000	39,977,579	17,517,286	22,460,293
1901	Pass-through Grants	9,800,966	-	9,800,966	2,638,800	-	2,638,800	12,439,766	-	12,439,766
<b>Technical Adjustments</b>										
N/A	Average Salary Adjustment	-	-	-	47,472,443	-	47,472,443	47,472,443	-	47,472,443
N/A	Average Daily Membership Adjustments	-	-	-	3,075,560	-	3,075,560	3,075,560	-	3,075,560

**Summary of General Fund Appropriations  
Fiscal Year 2019-20  
2019 Legislative Session**

<b>Public Instruction</b>										
<b>Budget Code 13510</b>		<b>Base Budget</b>			<b>Legislative Changes</b>			<b>Revised Budget</b>		
<b>Fund Code</b>	<b>Fund Name</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>
<b>Reserve for Salaries and Benefits</b>										
N/A	Compensation Increase Reserve - Teachers	-	-	-	32,500,000	-	32,500,000	32,500,000	-	32,500,000
N/A	Compensation Increase Reserve - Assistant	-	-	-	850,000	-	850,000	850,000	-	850,000
N/A	Compensation Increase Reserve - DPI	-	-	-	1,373,857	-	1,373,857	1,373,857	-	1,373,857
N/A	Compensation Increase Reserve - Noncertifi	-	-	-	15,418,772	-	15,418,772	15,418,772	-	15,418,772
N/A	Compensation Increase Reserve - Principal	-	-	-	1,300,000	-	1,300,000	1,300,000	-	1,300,000
N/A	Compensation Increase Reserve - Principal	-	-	-	15,000,000	-	15,000,000	15,000,000	-	15,000,000
N/A	Compensation Increase Reserve - Small Co	-	-	-	1,000,000	-	1,000,000	1,000,000	-	1,000,000
N/A	Compensation Increase Reserve - Teachers	-	-	-	29,546,538	-	29,546,538	29,546,538	-	29,546,538
N/A	Short-Term Disability - DPI	-	-	-	21,773	-	21,773	21,773	-	21,773
N/A	Short-Term Disability - School District Pers	-	-	-	3,289,417	-	3,289,417	3,289,417	-	3,289,417
N/A	State Health Plan - DPI	-	-	-	178,934	-	178,934	178,934	-	178,934
N/A	State Health Plan - School District Personne	-	-	-	37,897,676	-	37,897,676	37,897,676	-	37,897,676
N/A	State Retirement Contributions - DPI	-	-	-	522,545	-	522,545	522,545	-	522,545
N/A	State Retirement Contributions - School Dis	-	-	-	79,065,312	-	79,065,312	79,065,312	-	79,065,312
N/A	Compensation Increase Reserve - State Ag	-	-	-	166,393	-	166,393	166,393	-	166,393
<b>Total</b>		<b>\$11,766,939,802</b>	<b>\$2,180,566,432</b>	<b>\$9,586,373,370</b>	<b>\$371,003,781</b>	<b>\$74,000,000</b>	<b>\$297,003,781</b>	<b>\$12,137,943,583</b>	<b>\$2,254,566,432</b>	<b>\$9,883,377,151</b>

**Summary of General Fund Appropriations  
Fiscal Year 2020-21  
2019 Legislative Session**

<b>Public Instruction</b>										
<b>Budget Code 13510</b>		<b>Base Budget</b>			<b>Legislative Changes</b>			<b>Revised Budget</b>		
<b>Fund Code</b>	<b>Fund Name</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>
1000	DPI - Executive and Admin. Functions	12,301,021	3,656,013	8,645,008	(195,090)	-	(195,090)	12,105,931	3,656,013	8,449,918
1021	DPI - Education Innovations	1,153,119	296,650	856,469	-	-	-	1,153,119	296,650	856,469
1100	DPI - Assistance to Districts and Schools	4,157,607	3,927,863	229,744	-	-	-	4,157,607	3,927,863	229,744
1300	DPI - Financial and Business Services	3,765,287	1,080,518	2,684,769	137,062	-	137,062	3,902,349	1,080,518	2,821,831
1330	DPI - Student and School Support Services	14,592,559	10,313,399	4,279,160	(73,853)	-	(73,853)	14,518,706	10,313,399	4,205,307
1400	DPI - Office of Early Learning	21,785,373	13,618,329	8,167,044	(224,463)	-	(224,463)	21,560,910	13,618,329	7,942,581
1410	NC Center for the Advanc. of Teaching	3,889,508	200	3,889,308	1,055,819	-	1,055,819	4,945,327	200	4,945,127
1500	DPI - Technology Services	8,986,884	3,056,987	5,929,897	-	-	-	8,986,884	3,056,987	5,929,897
1600	DPI - Curric., Instr., Account., Tech.	34,710,829	22,223,455	12,487,374	(134,711)	-	(134,711)	34,576,118	22,223,455	12,352,663
1640	DPI - Educator Quality and Recruitment	7,118,948	4,952,650	2,166,298	-	-	-	7,118,948	4,952,650	2,166,298
1660	DPI - Special Populations	15,500,573	12,945,249	2,555,324	-	-	-	15,500,573	12,945,249	2,555,324
1800	SPSF - K-12 Classroom Instruction	8,180,450,787	619,317,168	7,561,133,619	35,000,000	34,000,000	1,000,000	8,215,450,787	653,317,168	7,562,133,619
1808	SPSF - Statewide System Ops. and Maint.	10,258,861	-	10,258,861	1,500,000	-	1,500,000	11,758,861	-	11,758,861
1810	SPSF - LEA - Administration	89,330,820	-	89,330,820	-	-	-	89,330,820	-	89,330,820
1811	SPSF - Assistance to Distr. and Schools	487,217,501	487,217,501	-	-	-	-	487,217,501	487,217,501	-
1821	SPSF - Education Innovations	60,269,681	-	60,269,681	1,510,000	-	1,510,000	61,779,681	-	61,779,681
1830	SPSF - Student and School Support Svc.	1,159,393,737	594,149,002	565,244,735	14,616,667	-	14,616,667	1,174,010,404	594,149,002	579,861,402
1840	SPSF - Teacher Quality and Recruitment	43,007,480	43,007,480	-	-	-	-	43,007,480	43,007,480	-
1860	SPSF - Special Populations	1,438,511,446	342,623,129	1,095,888,317	3,000,000	-	3,000,000	1,441,511,446	342,623,129	1,098,888,317
1862	NC School for the Deaf	9,439,116	237,283	9,201,833	(98,695)	-	(98,695)	9,340,421	237,283	9,103,138
1863	Eastern NC School for the Deaf	8,604,727	238,170	8,366,557	(205,602)	-	(205,602)	8,399,125	238,170	8,160,955
1864	Governor Morehead School and Preschool	6,283,101	188,100	6,095,001	(46,373)	-	(46,373)	6,236,728	188,100	6,048,628
1870	SPSF - LEA - Supplemental Benefits	170,736,517	-	170,736,517	-	-	-	170,736,517	-	170,736,517
1900	Reserves and Transfers	27,032,579	17,517,286	9,515,293	40,500,000	-	40,500,000	67,532,579	17,517,286	50,015,293
1901	Pass-through Grants	9,800,966	-	9,800,966	1,500,000	-	1,500,000	11,300,966	-	11,300,966
<b>Technical Adjustments</b>										
N/A	Average Salary Adjustment	-	-	-	47,472,443	-	47,472,443	47,472,443	-	47,472,443
N/A	Average Daily Membership Adjustments	-	-	-	3,075,560	-	3,075,560	3,075,560	-	3,075,560

**Summary of General Fund Appropriations  
Fiscal Year 2020-21  
2019 Legislative Session**

<b>Public Instruction</b>										
<b>Budget Code 13510</b>		<b>Base Budget</b>			<b>Legislative Changes</b>			<b>Revised Budget</b>		
<b>Fund Code</b>	<b>Fund Name</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>	<b>Requirements</b>	<b>Receipts</b>	<b>Net Appropriation</b>
	<b>Reserve for Salaries and Benefits</b>									
N/A	Compensation Increase Reserve - Teachers	-	-	-	32,500,000	-	32,500,000	32,500,000	-	32,500,000
N/A	Compensation Increase Reserve - Assistant	-	-	-	1,700,000	-	1,700,000	1,700,000	-	1,700,000
N/A	Compensation Increase Reserve - DPI	-	-	-	2,747,714	-	2,747,714	2,747,714	-	2,747,714
N/A	Compensation Increase Reserve - Noncertifi	-	-	-	30,837,544	-	30,837,544	30,837,544	-	30,837,544
N/A	Compensation Increase Reserve - Principal	-	-	-	1,300,000	-	1,300,000	1,300,000	-	1,300,000
N/A	Compensation Increase Reserve - Principal	-	-	-	15,000,000	-	15,000,000	15,000,000	-	15,000,000
N/A	Compensation Increase Reserve - Small Co	-	-	-	1,000,000	-	1,000,000	1,000,000	-	1,000,000
N/A	Compensation Increase Reserve - Teachers	-	-	-	59,093,076	-	59,093,076	59,093,076	-	59,093,076
N/A	Short-Term Disability - DPI	-	-	-	21,773	-	21,773	21,773	-	21,773
N/A	Short-Term Disability - School District Pers	-	-	-	3,289,417	-	3,289,417	3,289,417	-	3,289,417
N/A	State Health Plan - DPI	-	-	-	364,441	-	364,441	364,441	-	364,441
N/A	State Health Plan - School District Personne	-	-	-	77,187,511	-	77,187,511	77,187,511	-	77,187,511
N/A	State Retirement Contributions - DPI	-	-	-	1,241,044	-	1,241,044	1,241,044	-	1,241,044
N/A	State Retirement Contributions - School Dis	-	-	-	187,496,741	-	187,496,741	187,496,741	-	187,496,741
N/A	Compensation Increase Reserve - State Ag	-	-	-	332,786	-	332,786	332,786	-	332,786
<b>Total</b>		<b>\$11,828,299,027</b>	<b>\$2,180,566,432</b>	<b>\$9,647,732,595</b>	<b>\$562,500,811</b>	<b>\$34,000,000</b>	<b>\$528,500,811</b>	<b>\$12,390,799,838</b>	<b>\$2,214,566,432</b>	<b>\$10,176,233,406</b>

**Summary of General Fund Total Requirements FTE  
Fiscal Year 2019-20  
2019 Legislative Session**

<b>Public Instruction</b>					
<b>Budget Code 13510</b>		<b><u>Base</u></b>	<b><u>Legislative Changes</u></b>		<b><u>Revised</u></b>
<b>Fund Code</b>	<b>Fund Name</b>	<b>Total Requirements</b>	<b>Net Appropriation</b>	<b>Receipts</b>	<b>Total Requirements</b>
1000	DPI - Executive and Admin. Functions	60.720	(2.870)	-	57.850
1021	DPI - Education Innovations	33.000	-	-	33.000
1100	DPI - Assistance to Districts and Schools	23.380	-	-	23.380
1300	DPI - Financial and Business Services	39.000	0.700	-	39.700
1330	DPI - Student and School Support Services	103.420	(1.000)	-	102.420
1400	DPI - Office of Early Learning	85.100	(3.170)	-	81.930
1410	NC Center for the Advanc. of Teaching	44.250	(0.750)	-	43.500
1500	DPI - Technology Services	70.000	-	-	70.000
1600	DPI - Curric., Instr., Account., Tech.	161.220	(1.500)	-	159.720
1640	DPI - Educator Quality and Recruitment	47.300	-	-	47.300
1660	DPI - Special Populations	72.200	-	-	72.200
1800	SPSF - K-12 Classroom Instruction	-	-	-	-
1808	SPSF - Statewide System Ops. and Maint.	-	-	-	-
1810	SPSF - LEA - Administration	-	-	-	-
1811	SPSF - Assistance to Distr. and Schools	-	-	-	-
1821	SPSF - Education Innovations	-	-	-	-
1830	SPSF - Student and School Support Svc.	-	-	-	-
1840	SPSF - Teacher Quality and Recruitment	-	-	-	-
1860	SPSF - Special Populations	-	-	-	-
1862	NC School for the Deaf	125.060	(1.000)	-	124.060
1863	Eastern NC School for the Deaf	111.830	(2.660)	-	109.170
1864	Governor Morehead School and Preschool	76.470	(1.000)	-	75.470
1870	SPSF - LEA - Supplemental Benefits	-	-	-	-
1900	Reserves and Transfers	-	-	-	-
1901	Pass-through Grants	-	-	-	-
<b>Total FTE</b>		<b>1,052.950</b>	<b>(13.250)</b>	<b>-</b>	<b>1,039.700</b>

**Summary of General Fund Total Requirements FTE**  
**Fiscal Year 2020-21**  
**2019 Legislative Session**

<b>Public Instruction</b>					
<b>Budget Code 13510</b>		<b><u>Base</u></b>	<b><u>Legislative Changes</u></b>		<b><u>Revised</u></b>
<b>Fund Code</b>	<b>Fund Name</b>	<b>Total Requirements</b>	<b>Net Appropriation</b>	<b>Receipts</b>	<b>Total Requirements</b>
1000	DPI - Executive and Admin. Functions	60.720	(2.870)	-	57.850
1021	DPI - Education Innovations	33.000	-	-	33.000
1100	DPI - Assistance to Districts and Schools	23.380	-	-	23.380
1300	DPI - Financial and Business Services	39.000	0.700	-	39.700
1330	DPI - Student and School Support Services	103.420	(1.000)	-	102.420
1400	DPI - Office of Early Learning	85.100	(3.170)	-	81.930
1410	NC Center for the Advanc. of Teaching	44.250	(0.750)	-	43.500
1500	DPI - Technology Services	70.000	-	-	70.000
1600	DPI - Curric., Instr., Account., Tech.	161.220	(1.500)	-	159.720
1640	DPI - Educator Quality and Recruitment	47.300	-	-	47.300
1660	DPI - Special Populations	72.200	-	-	72.200
1800	SPSF - K-12 Classroom Instruction	-	-	-	-
1808	SPSF - Statewide System Ops. and Maint.	-	-	-	-
1810	SPSF - LEA - Administration	-	-	-	-
1811	SPSF - Assistance to Distr. and Schools	-	-	-	-
1821	SPSF - Education Innovations	-	-	-	-
1830	SPSF - Student and School Support Svc.	-	-	-	-
1840	SPSF - Teacher Quality and Recruitment	-	-	-	-
1860	SPSF - Special Populations	-	-	-	-
1862	NC School for the Deaf	125.060	(1.000)	-	124.060
1863	Eastern NC School for the Deaf	111.830	(2.660)	-	109.170
1864	Governor Morehead School and Preschool	76.470	(1.000)	-	75.470
1870	SPSF - LEA - Supplemental Benefits	-	-	-	-
1900	Reserves and Transfers	-	-	-	-
1901	Pass-through Grants	-	-	-	-
<b>Total FTE</b>		<b>1,052.950</b>	<b>(13.250)</b>	<b>-</b>	<b>1,039.700</b>



## Senate Appropriations Committee Report on the Current Operations Act of 2019

**13510-Public Instruction**

<b>Recommended Base Budget</b>	<b>FY 2019-20</b>	<b>FY 2020-21</b>
Requirements	\$ 11,766,939,802	\$ 11,828,299,027
Less: Receipts	\$ 2,180,566,432	\$ 2,180,566,432
Net Appropriation	\$ 9,586,373,370	\$ 9,647,732,595
FTE	1,052.950	1,052.950

**Legislative Changes****Reserve for Salaries and Benefits**

<b>23 Compensation Increase Reserve - Teachers and Instructional Support</b>	Requirements	\$ 29,546,538R	\$ 59,093,076R
Provides funding to implement a revised teacher salary schedule.	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 29,546,538	\$ 59,093,076
	FTE	-	-
<b>24 Compensation Increase Reserve - Teachers and Instructional Support</b>	Requirements	\$ 32,500,000NR	\$ 32,500,000NR
Provides funding for bonuses for teachers and instructional support personnel with 15 or more years of experience. In each year of the biennium, eligible employees with 15-24 years of experience will receive \$500, and employees with 25+ years of experience will receive \$1,000.	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 32,500,000	\$ 32,500,000
	FTE	-	-
<b>25 Compensation Increase Reserve - Principals</b>	Requirements	\$ 15,000,000R	\$ 15,000,000R
Provides funding to implement a revised principal salary schedule.	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 15,000,000	\$ 15,000,000
	FTE	-	-
<b>26 Compensation Increase Reserve - Principal Recruitment Salary Supplements</b>	Requirements	\$ 1,300,000R	\$ 1,300,000R
Provides funding for salary supplements to recruit up to 40 high-growth principals to low-performing schools. The supplements are provided to selected school districts for a 3-year period at \$30,000 annually.	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 1,300,000	\$ 1,300,000
	FTE	-	-
<b>27 Compensation Increase Reserve - Assistant Principals</b>	Requirements	\$ 850,000R	\$ 1,700,000R
Provides funding to implement a revised teacher salary schedule.	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 850,000	\$ 1,700,000
	FTE	-	-
<b>28 Compensation Increase Reserve - Small County Recruitment Bonus</b>	Requirements	\$ 1,000,000R	\$ 1,000,000R
Provides a bonus of up to \$2,000 to match local funds on a 1:1 basis to recruit teachers and instructional support personnel to LEAs receiving funding from the Small County allotment.	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 1,000,000	\$ 1,000,000
	FTE	-	-
<b>29 Compensation Increase Reserve - Noncertified LEA Employees</b>	Requirements	\$ 15,418,772R	\$ 30,837,544R
Provides funding for an across-the-board salary increase of 1% effective July 1, 2019, and an additional across-the-board salary increase of 1% effective July 1, 2020.	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 15,418,772	\$ 30,837,544
	FTE	-	-
<b>30 Compensation Increase Reserve - DPI</b>	Requirements	\$ 1,373,857R	\$ 2,747,714R
Provides funding for an across-the-board salary increase of 2.5% effective July 1, 2019, and an additional across-the-board salary increase of 2.5% effective July 1, 2020.	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 1,373,857	\$ 2,747,714
	FTE	-	-
<b>31 Compensation Increase Reserve - State Agency Teachers</b>	Requirements	\$ 166,393R	\$ 332,786R
Provides funding to implement a revised teacher salary schedule.	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 166,393	\$ 332,786
	FTE	-	-

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**32 State Retirement Contributions - School District Personnel**

Increases the State's contribution for members of the Teachers' and State Employees' Retirement System (TSERS) supported by the General Fund to fund the actuarially determined contribution and increased retiree medical premiums.

Requirements	\$	79,065,312R	\$	187,496,741R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	79,065,312	\$	187,496,741
FTE		-		-

**33 State Retirement Contributions - DPI**

Increases the State's contribution for members of the Teachers' and State Employees' Retirement System (TSERS) supported by the General Fund to fund the actuarially determined contribution and increased retiree medical premiums.

Requirements	\$	522,545R	\$	1,241,044R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	522,545	\$	1,241,044
FTE		-		-

**34 State Health Plan - School District Personnel**

Provides additional funding to continue health benefit coverage for enrolled active employees supported by the General Fund for the 2019-21 fiscal biennium.

Requirements	\$	37,897,676R	\$	77,187,511R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	37,897,676	\$	77,187,511
FTE		-		-

**35 State Health Plan - DPI**

Provides additional funding to continue health benefit coverage for enrolled active employees supported by the General Fund for the 2019-21 fiscal biennium.

Requirements	\$	178,934R	\$	364,441R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	178,934	\$	364,441
FTE		-		-

**36 Short-Term Disability - School District Personnel**

Provides additional funding to pay short-term disability benefits under SL 2018-52.

Requirements	\$	3,289,417R	\$	3,289,417R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	3,289,417	\$	3,289,417
FTE		-		-

**37 Short-Term Disability - DPI**

Provides additional funding to pay short-term disability benefits under SL 2018-52.

Requirements	\$	21,773R	\$	21,773R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	21,773	\$	21,773
FTE		-		-

**Technical Adjustments****38 Average Salary Adjustment**

Provides funding to reflect an increase in the average salary of various public school positions.

Requirements	\$	47,472,443R	\$	47,472,443R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	47,472,443	\$	47,472,443
FTE		-		-

**39 Average Daily Membership Adjustments**

Provides funding for an allotted Average Daily Membership (ADM) of 1,555,472 students in FY 2019-20. This revision includes adjustments to multiple position, dollar, and categorical allotments, reflecting an increase in the number of students identified as Exceptional Children (EC) and Limited English Proficient (LEP).

Requirements	\$	3,075,560R	\$	3,075,560R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	3,075,560	\$	3,075,560
FTE		-		-

**State Public School Fund**

Fund Code: 1800, 1808, 1810, 1811, 1821, 1830, 1840, 1860, 1870

Requirements	\$	11,577,817,605	\$	11,639,176,830
Less: Receipts	\$	2,086,314,280	\$	2,086,314,280
Net Appropriation	\$	9,491,503,325	\$	9,552,862,550
FTE		-		-

## Senate Appropriations Committee Report on the Current Operations Act of 2019

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**40 Instructional Support - School Psychologists**  
**Fund Code: 1800**

Reduces the funding for the Instructional Support Allotment to reflect the transfer of 326 school psychologist positions to a new School Psychologist Allotment. The revised total requirements for this allotment, including ADM adjustments, are \$365.9 million in each year of the biennium.

Requirements	\$	(27,368,857)R	\$	(27,368,857)R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(27,368,857)	\$	(27,368,857)
FTE		-		-

**41 State Public School Fund**  
**Fund Code: 1800**

Modifies the budget to reflect additional receipts from the transfer of Sales and Use Tax proceeds from the Department of Revenue to the State Public School Fund (SPSF) as established in S.L. 2005-276 and reduces the net General Fund appropriation by the same amount. Total requirements for the SPSF are not affected by this adjustment.

Requirements	\$	-	\$	-
Less: Receipts	\$	19,000,000R	\$	19,000,000R
Net Appropriation	\$	(19,000,000)	\$	(19,000,000)
FTE		-		-

**42 Uniform Education Reporting System**  
**Fund Code: 1808**

Provides additional recurring funding for the Uniform Education Reporting System (UERS) and reduces, on a nonrecurring basis, the total appropriation for this purpose. The revised net appropriation for UERS is \$4.8 million in FY 2019-20 and \$11.8 million in FY 2020-21.

Requirements	\$	1,500,000R	\$	1,500,000R
		(7,000,000)NR		
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(5,500,000)	\$	1,500,000
FTE		-		-

**43 School Bus Replacement**  
**Fund Code: 1830**

Reduces funding not needed to support the current schedule of school bus replacement. The revised net appropriation for this purpose is \$64.6 million in FY 2019-20 and \$68.6 million in FY 2020-21.

Requirements	\$	(450,000)R	\$	(1,450,000)R
		(5,000,000)NR		
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(5,450,000)	\$	(1,450,000)
FTE		-		-

**44 School Psychologist Allotment**  
**Fund Code: 1800**

Reflects the transfer of 326 school psychologist positions from the Instructional Support Allotment and provides funding sufficient to hire an additional 100 school psychologist positions. The revised net appropriation for this new allotment is \$35.4 million in each year of the biennium.

Requirements	\$	35,368,857R	\$	35,368,857R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	35,368,857	\$	35,368,857
FTE		-		-

**45 School Mental Health Support Personnel Grants**  
**Fund Code: 1830**

Provides funding for public school units to employ, contract with, and/or train school mental health support personnel as well as to contract for other health support services.

Requirements	\$	10,000,000R	\$	10,000,000R
		8,200,000NR		
Less: Receipts	\$	8,200,000NR	\$	-
Net Appropriation	\$	10,000,000	\$	10,000,000
FTE		-		-

**46 Transportation Adjustment**  
**Fund Code: 1830**

Provides additional funding for the Transportation Allotment, including receipts from the Civil Penalty and Forfeiture Fund. The revised total requirements for this allotment are \$505.6 million in FY 2019-20 and \$490.6 million in FY 2020-21.

Requirements	\$	66,667R	\$	66,667R
		15,000,000NR		
Less: Receipts	\$	15,000,000NR	\$	-
Net Appropriation	\$	66,667	\$	66,667
FTE		-		-

**47 Classroom Supplies**  
**Fund Code: 1800**

Provides additional funding for the Classroom Materials/Instructional Supplies/Equipment Allotment from Civil Penalty and Forfeiture Fund receipts. The revised total requirements for this allotment, including ADM adjustments, are \$62.5 million in each year of the biennium.

Requirements	\$	15,000,000R	\$	15,000,000R
Less: Receipts	\$	15,000,000R	\$	15,000,000R
Net Appropriation	\$	-	\$	-
FTE		-		-

**48 Textbooks and Digital Resources**  
**Fund Code: 1800**

Provides additional funding for the Textbooks and Digital Resources Allotment. The revised total requirements for this allotment, including ADM adjustments and receipts from the Indian Gaming Education Fund, are \$74.0 million in each year of the biennium.

Requirements	\$	10,900,000R	\$	12,000,000R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	10,900,000	\$	12,000,000
FTE		-		-

## Senate Appropriations Committee Report on the Current Operations Act of 2019

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**49 School Resource Officer Grants**  
**Fund Code: 1830**

Provides additional funding for the employment and/or training of school resource officers. The revised net appropriation for these grants is \$19.7 million in FY 2019-20 and \$18 million in FY 2020-21.

Requirements	\$	6,000,000R	\$	6,000,000R
		1,700,000NR		
Less: Receipts	\$	1,700,000NR	\$	-
Net Appropriation	\$	6,000,000	\$	6,000,000
FTE		-		-

**50 School Safety Equipment Grants**  
**Fund Code: 1830**

Provides funding for the purchase of safety equipment for school buildings and related training.

Requirements	\$	6,100,000NR	\$	-
Less: Receipts	\$	6,100,000NR	\$	-
Net Appropriation	\$	-	\$	-
FTE		-		-

**51 School Safety Training Grants**  
**Fund Code: 1830**

Provides funding to allow LEAs to contract with community partners who provide training to help students develop healthy responses to trauma and stress.

Requirements	\$	4,500,000NR	\$	-
Less: Receipts	\$	4,500,000NR	\$	-
Net Appropriation	\$	-	\$	-
FTE		-		-

**52 Students in Crisis Grants**  
**Fund Code: 1830**

Provides funding to allow LEAs to contract with community partners who provide evidence-based crisis services to students.

Requirements	\$	4,500,000NR	\$	-
Less: Receipts	\$	4,500,000NR	\$	-
Net Appropriation	\$	-	\$	-
FTE		-		-

**53 Exceptional Children Transportation Reserve Fund**  
**Fund Code: 1860**

Provides funding for the new Exceptional Children Transportation Reserve Fund, a fund that will be used to support the extraordinary transportation costs of high-needs exceptional children.

Requirements	\$	3,000,000R	\$	3,000,000R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	3,000,000	\$	3,000,000
FTE		-		-

**54 Reduced-Price Lunch Copays**  
**Fund Code: 1830**

Provides funds to offset the copays for students eligible for reduced-price lunches in schools participating in the National School Lunch Program.

Requirements	\$	3,000,000NR	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	3,000,000	\$	-
FTE		-		-

**55 Cooperative Innovative High Schools**  
**Fund Code: 1821**

Provides additional supplemental funding for the 5 Cooperative Innovative High Schools (CIHS) approved for operation in S.L. 2018-5 as well as for Halifax Early College High School and Stanly STEM Early College High School, which are scheduled to open in FY 2019-20. The revised net appropriation for this purpose is \$28.4 million in each year of the biennium.

Requirements	\$	1,510,000R	\$	1,510,000R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	1,510,000	\$	1,510,000
FTE		-		-

**State Public School Fund Revised Budget**

Requirements	\$	11,664,344,272	\$	11,694,803,497
Less: Receipts	\$	2,160,314,280	\$	2,120,314,280
Net Appropriation	\$	9,504,029,992	\$	9,574,489,217
FTE		-		-

**Department of Public Instruction**  
**Fund Code: 1000, 1021, 1080, 1081, 1082, 1083, 1088, 1091, 1092, 1093, 1100, 1300, 1330, 1400, 1450, 1500, 1600, 1640, 1660, 1704**

Requirements	\$	124,072,200	\$	124,072,200
Less: Receipts	\$	76,071,113	\$	76,071,113
Net Appropriation	\$	48,001,087	\$	48,001,087
FTE		695.340		695.340

## Senate Appropriations Committee Report on the Current Operations Act of 2019

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**56 Vacant Positions****Fund Code: 1400**

Eliminates State funding for the following positions that have been vacant for more than 1 year.

1.000 FTE Administrative Specialist I (65017167)  
 1.000 FTE Administrative Specialist I (60039570)  
 0.170 FTE Administrative Specialist II (60009741)  
 1.000 FTE Education Program Con. III (65017165)

Requirements	\$	(224,463)R	\$	(224,463)R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(224,463)	\$	(224,463)
FTE		(3.170)		(3.170)

**57 Vacant Positions****Fund Code: 1000**

Eliminates State funding for the following positions that have been vacant for more than 1 year.

0.570 FTE Education Program Admin. I (65022440)  
 0.500 FTE Administrative Specialist I (60090974)  
 1.000 FTE Administrative Specialist II (60009418)  
 0.800 FTE HR Technician I (60009506)

Requirements	\$	(195,090)R	\$	(195,090)R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(195,090)	\$	(195,090)
FTE		(2.870)		(2.870)

**58 Vacant Positions****Fund Code: 1600**

Eliminates State funding for the following positions that have been vacant for more than 1 year.

1.000 FTE Education Program Con. II (60091170)  
 0.500 FTE Administrative Specialist II (60090974)

Requirements	\$	(134,711)R	\$	(134,711)R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(134,711)	\$	(134,711)
FTE		(1.500)		(1.500)

**59 Vacant Positions****Fund Code: 1300**

Eliminates State funding for the following positions that have been vacant for more than 1 year.

0.800 FTE Accountant I (60009542)  
 0.500 FTE Budget Analyst II (60009541)

Requirements	\$	(112,938)R	\$	(112,938)R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(112,938)	\$	(112,938)
FTE		(1.300)		(1.300)

**60 Vacant Positions****Fund Code: 1330**

Eliminates funding for the following position that has been vacant for more than 1 year.

1.000 FTE Accountant I (60091202)

Requirements	\$	(73,853)R	\$	(73,853)R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(73,853)	\$	(73,853)
FTE		(1.000)		(1.000)

**61 School Business Positions****Fund Code: 1300**

Provides funding to support two new positions in the Division of School Business.

Requirements	\$	250,000R	\$	250,000R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	250,000	\$	250,000
FTE		2.000		2.000

**Department of Public Instruction Revised Budget**

Requirements	\$	123,581,145	\$	123,581,145
Less: Receipts	\$	76,071,113	\$	76,071,113
Net Appropriation	\$	<b>47,510,032</b>	\$	<b>47,510,032</b>
FTE		687.500		687.500

**Residential Schools****Fund Code: 1861, 1862, 1863, 1864**

Requirements	\$	24,326,944	\$	24,326,944
Less: Receipts	\$	663,553	\$	663,553
Net Appropriation	\$	23,663,391	\$	23,663,391
FTE		313.360		313.360

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**62 Vacant Positions****Fund Code: 1863**

Eliminates State funding for the following positions that have been vacant for more than 1 year.

0.830 FTE Ed. Diagnostician (60039312)  
 0.830 FTE Preschool Teacher (60039312)  
 1.000 FTE Admin. Specialist II (60039219)

Requirements	\$	(205,602)R	\$	(205,602)R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(205,602)	\$	(205,602)
FTE		(2.660)		(2.660)

**63 Vacant Positions****Fund Code: 1862**

Eliminates funding for the following position that has been vacant for more than 1 year.

1.000 FTE Agency HR Con. III (60038921)

Requirements	\$	(98,695)R	\$	(98,695)R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(98,695)	\$	(98,695)
FTE		(1.000)		(1.000)

**64 Vacant Positions****Fund Code: 1864**

Eliminates funding for the following position that has been vacant for more than 1 year.

1.000 FTE Behav. Program. Tech. (60039453)

Requirements	\$	(46,373)R	\$	(46,373)R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(46,373)	\$	(46,373)
FTE		(1.000)		(1.000)

**Residential Schools Revised Budget**

Requirements	\$	23,976,274	\$	23,976,274
Less: Receipts	\$	663,553	\$	663,553
Net Appropriation	\$	<b>23,312,721</b>	\$	<b>23,312,721</b>
FTE		308.700		308.700

**North Carolina Center for the Advancement of Teaching  
Fund Code: 1410**

Requirements	\$	3,889,508	\$	3,889,508
Less: Receipts	\$	200	\$	200
Net Appropriation	\$	3,889,308	\$	3,889,308
FTE		44.250		44.250

**65 Vacant Position****Fund Code: 1410**

Eliminates State funding for the following position that has been vacant for more than 1 year.

0.750 FTE Food Service Assistant (65025175)

Requirements	\$	(34,181)R	\$	(34,181)R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	(34,181)	\$	(34,181)
FTE		(.750)		(.750)

**66 North Carolina Center for the Advancement of Teaching  
Fund Code: 1410**

Provides additional funds to DPI for the North Carolina Center for the Advancement of Teaching (NCCAT) to support the continued professional development of teachers.

Requirements	\$	1,090,000R	\$	1,090,000R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	1,090,000	\$	1,090,000
FTE		-		-

**North Carolina Center for the Advancement of  
Teaching Revised Budget**

Requirements	\$	4,945,327	\$	4,945,327
Less: Receipts	\$	200	\$	200
Net Appropriation	\$	<b>4,945,127</b>	\$	<b>4,945,127</b>
FTE		43.500		43.500

**Reserves and Transfers  
Fund Code: 1900**

Requirements	\$	27,032,579	\$	27,032,579
Less: Receipts	\$	17,517,286	\$	17,517,286
Net Appropriation	\$	9,515,293	\$	9,515,293
FTE		-		-

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**67 School Business System Modernization**  
**Fund Code: 1900**

Provides funding for the implementation of the School Business System Modernization Plan as directed by S.L. 2016-94 and S.L. 2017-57. The plan includes an Enterprise Resource Planning (ERP) system for integrated payroll and human resources information, an integrated State-level licensure system, and reporting of financial information for increased transparency and analytics. The revised net appropriation for Business System Modernization is \$12 million in FY 2019-20 and \$39 million in FY 2020-21.

Requirements	\$	12,000,000NR	\$	39,000,000NR
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	12,000,000	\$	39,000,000
FTE		-		-

**68 Advanced Teaching Roles**  
**Fund Code: 1900**

Provides additional funding to expand the Advanced Teaching Roles Program. The revised net appropriation for Advanced Teaching Roles is \$2.0 million in FY 2019-20 and \$3.0 million in FY 2020-21.

Requirements	\$	500,000R	\$	1,500,000R
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	500,000	\$	1,500,000
FTE		-		-

**69 Renewal School System**  
**Fund Code: 1900**

Provides funding for a comprehensive evaluation of the Renewal School System, a program authorized by S.L. 2018-32 and designed to give the LEA meeting certain criteria additional budgetary and policy flexibility.

Requirements	\$	300,000NR	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	300,000	\$	-
FTE		-		-

**70 Charter School Data Management Software**  
**Fund Code: 1900**

Provides funding to support a cloud-based data platform to collect academic, financial, and operational data from charter schools.

Requirements	\$	75,000NR	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	75,000	\$	-
FTE		-		-

**71 Read to Achieve Reading Camp Pilot**  
**Fund Code: 1900**

Provides funding to the Read to Achieve Reading Camp Program to acquire reading camp curriculums for the purpose of conducting a Reading Camp Curriculum Pilot Program.

Requirements	\$	70,000NR	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	70,000	\$	-
FTE		-		-

**Reserves and Transfers Revised Budget**

Requirements	\$	39,977,579	\$	67,532,579
Less: Receipts	\$	17,517,286	\$	17,517,286
Net Appropriation	\$	22,460,293	\$	50,015,293
FTE		-		-

**Grants**  
**Fund Code: 1901**

Requirements	\$	9,800,966	\$	9,800,966
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	9,800,966	\$	9,800,966
FTE		-		-

**72 Guilford County CTE Pilot**  
**Fund Code: 1901**

Provides funding to establish the Innovative Signature Career Academy Program in Guilford County Schools. The program will establish signature career academies at various high schools that specialize in defined areas of career and technical education.

Requirements	\$	1,500,000NR	\$	1,500,000NR
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	1,500,000	\$	1,500,000
FTE		-		-

**73 Economics and Financial Literacy**  
**Fund Code: 1901**

Provides a directed grant to the North Carolina Council on Economic Education to provide economics and personal finance professional development and teacher stipends.

Requirements	\$	1,063,800NR	\$	-
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	1,063,800	\$	-
FTE		-		-

## Senate Appropriations Committee Report on the Current Operations Act of 2019

FY 2019-20

FY 2020-21

**74 Iredell High School Barn****Fund Code: 1901**

Provides a directed grant to South Iredell High School for the construction of a barn for the school's Future Farmers of America program.

Requirements	\$	75,000	NR	\$	-
Less: Receipts	\$	-		\$	-
Net Appropriation	\$	75,000		\$	-
FTE		-			-

**Grants Revised Budget**

Requirements	\$	12,439,766	\$	11,300,966
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	12,439,766	\$	11,300,966
FTE		-		-

**Total Legislative Changes**

Requirements	\$	371,003,781	\$	562,500,811
Less: Receipts	\$	74,000,000	\$	34,000,000
Net Appropriation	\$	297,003,781	\$	528,500,811
FTE		(13.250)		(13.250)

Recurring	\$	258,419,981	\$	455,500,811
Nonrecurring	\$	38,583,800	\$	73,000,000
Net Appropriation	\$	297,003,781	\$	528,500,811
FTE		(13.250)		(13.250)

**Revised Budget**

Revised Requirements	\$	12,137,943,583	\$	12,390,799,838
Revised Receipts	\$	2,254,566,432	\$	2,214,566,432
Revised Net Appropriation	\$	9,883,377,151	\$	10,176,233,406
Revised FTE		1,039.700		1,039.700



**23515-Public Instruction - IT Projects**

	<u>FY 2019-20</u>	<u>FY 2020-21</u>
<b><u>Recommended Base Budget</u></b>		
Requirements	\$ 28,054,687	\$ 28,054,687
Receipts	\$ 9,815,258	\$ 9,815,258
Net Appropriation from (Increase to) Fund Balance	\$ 18,239,429	\$ 18,239,429
FTE	8.000	8.000

**Legislative Changes****IT Projects****Fund Code: 2531****75 School Business System Modernization****Fund Code: 2531**

Budgets the transfer from DPI's General Fund (13510-1900) for the School Business System Modernization project.

Requirements	\$ 12,000,000NR	\$ 39,000,000NR
Less: Receipts	\$ 12,000,000NR	\$ 39,000,000NR
Net Change	\$ -	\$ -
FTE	-	-

**Web-Based Records and Data Management****Fund Code: 2570****76 Charter School Data Management Software****Fund Code: 2570**

Budgets the transfer from DPI's General Fund (13510-1900) to support a cloud-based data platform to collect academic, financial, and operational data from charter schools.

Requirements	\$ 75,000NR	\$ -
Less: Receipts	\$ 75,000NR	\$ -
Net Change	\$ -	\$ -
FTE	-	-

**Total Legislative Changes**

Requirements	\$ 12,075,000	\$ 39,000,000
Less: Receipts	\$ 12,075,000	\$ 39,000,000
Net Change	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 40,129,687	\$ 67,054,687
Revised Receipts	\$ 21,890,258	\$ 48,815,258
Revised Net Appropriation from (Increase to) Fund Balance	\$ 18,239,429	\$ 18,239,429
Revised FTE	8.000	8.000

**Fund Balance Availability Statement**

Estimated Beginning Fund Balance	22,544,904	4,305,475
Less: Net Appropriation from (Increase to) Fund Balance	\$ 18,239,429	\$ 18,239,429
Estimated Year-End Fund Balance	\$ 4,305,475	\$ (13,933,954)

## Senate Appropriations Committee Report on the Current Operations Act of 2019

**29110-Public Instruction - Public School Building Fund**

		<u>FY 2019-20</u>	<u>FY 2020-21</u>
<b><u>Recommended Base Budget</u></b>			
Requirements	\$	176,972,473	\$ 176,972,473
Receipts	\$	176,972,473	\$ 176,972,473
Net Appropriation from (Increase to) Fund Balance	\$	-	\$ -
FTE		-	-
<b><u>Legislative Changes</u></b>			
<b>Needs-Based Public School Capital Building Fund</b>			
<b>Fund Code: 2912</b>			
<b>77 Needs-Based Public School Capital Building Fund</b>	Requirements	\$ 20,452,612R	\$ 34,352,612R
<b>Fund Code: 2912</b>	Less: Receipts	\$ 20,452,612R	\$ 34,352,612R
Aligns the base budget for the Needs-Based Public School Capital Building Fund to reflect an increase in the projected availability from Education Lottery proceeds.	Net Change	\$ -	\$ -
	FTE	-	-
<b><u>Total Legislative Changes</u></b>			
	Requirements	\$ 20,452,612	\$ 34,352,612
	Less: Receipts	\$ 20,452,612	\$ 34,352,612
	Net Change	\$ -	\$ -
	FTE	-	-
<b><u>Revised Budget</u></b>			
Revised Requirements	\$	197,425,085	\$ 211,325,085
Revised Receipts	\$	197,425,085	\$ 211,325,085
Revised Net Appropriation from (Increase to) Fund Balance	\$	-	\$ -
Revised FTE		-	-
<b><u>Fund Balance Availability Statement</u></b>			
Estimated Beginning Fund Balance		152,064,731	152,064,731
Less: Net Appropriation from (Increase to) Fund Balance	\$	-	\$ -
Estimated Year-End Fund Balance	\$	152,064,731	\$ 152,064,731

**63501-Public Instruction - Trust - Special**

	<u>FY 2019-20</u>	<u>FY 2020-21</u>
<b><u>Recommended Base Budget</u></b>		
Requirements	\$ 16,379,069	\$ 16,379,069
Receipts	\$ 16,379,069	\$ 16,379,069
Net Appropriation from (Increase to) Fund Balance	\$ -	\$ -
FTE	-	-

**Legislative Changes****Indian Gaming Education Revenue Fund  
Fund Code: 6105**

<b>78 Indian Gaming</b>	Requirements	\$ 1,100,000	NR	\$ -
<b>Fund Code: 6105</b>	Less: Receipts	\$ -		\$ -
Increases the transfer to the State Textbook Fund (73510-7104) to support the Textbooks and Digital Resources Allotment.	Net Change	\$ 1,100,000		\$ -
	FTE	-		-

**Total Legislative Changes**

Requirements	\$ 1,100,000	\$ -
Less: Receipts	\$ -	\$ -
Net Change	\$ 1,100,000	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 17,479,069	\$ 16,379,069
Revised Receipts	\$ 16,379,069	\$ 16,379,069
Revised Net Appropriation from (Increase to) Fund Balance	\$ 1,100,000	\$ -
Revised FTE	-	-

**Fund Balance Availability Statement**

Estimated Beginning Fund Balance	4,807,082	3,707,082
Less: Net Appropriation from (Increase to) Fund Balance	\$ 1,100,000	\$ -
Estimated Year-End Fund Balance	\$ 3,707,082	\$ 3,707,082

Senate Appropriations Committee Report on the Current Operations Act of 2019

**73510-Public Instruction - Internal Service**

		<u>FY 2019-20</u>	<u>FY 2020-21</u>
<b><u>Recommended Base Budget</u></b>			
Requirements	\$	153,566,611	\$ 153,566,611
Receipts	\$	153,566,611	\$ 153,566,611
Net Appropriation from (Increase to) Fund Balance	\$	-	\$ -
FTE		-	-
<b><u>Legislative Changes</u></b>			
<b>School Bus Replacement</b>			
<b>Fund Code: 7200</b>			
<b>79 School Bus Replacement</b>	Requirements	\$ (450,000)R	\$ (1,450,000)R
<b>Fund Code: 7200</b>		(5,000,000)NR	
Budgets the reduced transfer from the State Public School Fund (13510-1830) to support school bus replacement.	Less: Receipts	\$ (450,000)R	\$ (1,450,000)R
		(5,000,000)NR	
	Net Change	\$ -	\$ -
	FTE	-	-
<b><u>Textbooks and Digital Resources</u></b>			
<b>Fund Code: 7104</b>			
<b>80 Textbooks and Digital Resources</b>	Requirements	\$ 12,000,312R	\$ 12,000,312R
<b>Fund Code: 7104</b>	Less: Receipts	\$ 12,000,312R	\$ 12,000,312R
Budgets the increased transfer from the State Public School Fund (13510-1800) and Indian Gaming Education Fund (63501-6501) to support the Textbooks and Digital Resources Allotment.	Net Change	\$ -	\$ -
	FTE	-	-
<b><u>Total Legislative Changes</u></b>			
	Requirements	\$ 6,550,312	\$ 10,550,312
	Less: Receipts	\$ 6,550,312	\$ 10,550,312
	Net Change	\$ -	\$ -
	FTE	-	-
<b><u>Revised Budget</u></b>			
Revised Requirements	\$	160,116,923	\$ 164,116,923
Revised Receipts	\$	160,116,923	\$ 164,116,923
Revised Net Appropriation from (Increase to) Fund Balance	\$	-	\$ -
Revised FTE		-	-
<b><u>Fund Balance Availability Statement</u></b>			
Estimated Beginning Fund Balance		66,856,125	66,856,125
Less: Net Appropriation from (Increase to) Fund Balance	\$	-	\$ -
Estimated Year-End Fund Balance	\$	66,856,125	\$ 66,856,125

# University of North Carolina

## General Fund Budget

	<u>FY 2019-20</u>	<u>FY 2020-21</u>
<b>Base Budget</b>		
Requirements	\$5,044,001,935	\$5,054,039,157
Receipts	\$1,951,505,950	\$1,951,505,950
Net Appropriation	\$3,092,495,985	\$3,102,533,207
<b>Legislative Changes</b>		
Requirements	\$74,196,641	\$126,162,482
Receipts	\$17,806,429	\$18,297,629
Net Appropriation	\$56,390,212	\$107,864,853
<b>Revised Budget</b>		
Requirements	\$5,118,198,576	\$5,180,201,639
Receipts	\$1,969,312,379	\$1,969,803,579
Net Appropriation	\$3,148,886,197	\$3,210,398,060

## General Fund FTE

<b>Base Budget</b>	36,206.345	36,206.345
<b>Legislative Changes</b>	2.000	2.000
<b>Revised Budget</b>	36,208.345	36,208.345

**Summary of General Fund Appropriations  
Fiscal Year 2019-20  
2019 Legislative Session**

University of North Carolina		Base Budget			Legislative Changes			Revised Budget		
Bdgt Code	Budget Name	Requirements	Receipts	Net Appropriation	Requirements	Receipts	Net Appropriation	Requirements	Receipts	Net Appropriation
16010	UNC Board of Governors	42,592,385	46,899	42,545,486	-	-	-	42,592,385	46,899	42,545,486
16011	UNC BOG - Institutional Programs	43,905,784	-	43,905,784	50,147,598	-	50,147,598	94,053,382	-	94,053,382
16012	UNC BOG - Related Educational Programs	164,000,476	54,031,975	109,968,501	-	-	-	164,000,476	54,031,975	109,968,501
16015	UNC General Administration	181,349,756	-	181,349,756	500,000	-	500,000	181,849,756	-	181,849,756
16020	UNC at Chapel Hill-Academic Affairs	648,856,478	371,403,527	277,452,951	1,000,000	14,115,200	(13,115,200)	649,856,478	385,518,727	264,337,751
16021	UNC at Chapel Hill-Health Affairs	322,923,444	122,612,306	200,311,138	4,800,000	-	4,800,000	327,723,444	122,612,306	205,111,138
16022	UNC at Chapel Hill-Area Health Education	49,864,072	-	49,864,072	4,800,000	-	4,800,000	54,664,072	-	54,664,072
16030	NC State University-Academic Affairs	842,422,995	422,169,898	420,253,097	1,741,666	3,957,895	(2,216,229)	844,164,661	426,127,793	418,036,868
16031	NC State University-Agric. Research	72,542,781	17,721,640	54,821,141	200,000	-	200,000	72,742,781	17,721,640	55,021,141
16032	NC State University-Coop. Extension	55,529,168	14,833,163	40,696,005	2,000,000	-	2,000,000	57,529,168	14,833,163	42,696,005
16040	UNC at Greensboro	287,718,420	109,591,257	178,127,163	-	-	-	287,718,420	109,591,257	178,127,163
16050	UNC at Charlotte	420,146,272	164,780,562	255,365,710	-	-	-	420,146,272	164,780,562	255,365,710
16055	UNC at Asheville	61,661,158	21,876,242	39,784,916	-	-	-	61,661,158	21,876,242	39,784,916
16060	UNC at Wilmington	244,118,982	98,550,341	145,568,641	-	-	-	244,118,982	98,550,341	145,568,641
16065	East Carolina Univ-Academic Affairs	414,348,327	182,150,292	232,198,035	-	-	-	414,348,327	182,150,292	232,198,035
16066	East Carolina Univ-Health Affairs	90,335,813	12,400,019	77,935,794	-	-	-	90,335,813	12,400,019	77,935,794
16070	NC A&T University	179,603,455	87,002,310	92,601,145	9,007,377	(133,333)	9,140,710	188,610,832	86,868,977	101,741,855
16075	Western Carolina University	159,162,027	27,714,804	131,447,223	-	-	-	159,162,027	27,714,804	131,447,223
16080	Appalachian State University	261,386,484	113,583,731	147,802,753	-	(133,333)	133,333	261,386,484	113,450,398	147,936,086
16082	UNC at Pembroke	90,161,357	13,264,333	76,897,024	-	-	-	90,161,357	13,264,333	76,897,024
16084	Winston-Salem State University	86,145,805	22,495,553	63,650,252	-	-	-	86,145,805	22,495,553	63,650,252
16086	Elizabeth City State University	38,867,498	3,564,271	35,303,227	-	-	-	38,867,498	3,564,271	35,303,227
16088	Fayetteville State University	75,646,019	21,734,797	53,911,222	-	-	-	75,646,019	21,734,797	53,911,222
16090	North Carolina Central University	136,655,404	51,822,380	84,833,024	-	-	-	136,655,404	51,822,380	84,833,024
16092	UNC School of the Arts	49,623,526	16,359,089	33,264,437	-	-	-	49,623,526	16,359,089	33,264,437
16094	NC School of Science and Mathematics	24,434,049	1,796,561	22,637,488	-	-	-	24,434,049	1,796,561	22,637,488
<b>Total</b>		<b>\$5,044,001,935</b>	<b>\$1,951,505,950</b>	<b>\$3,092,495,985</b>	<b>\$74,196,641</b>	<b>\$17,806,429</b>	<b>56,390,212</b>	<b>\$5,118,198,576</b>	<b>\$1,969,312,379</b>	<b>\$3,148,886,197</b>

**Summary of General Fund Appropriations  
Fiscal Year 2020-21  
2019 Legislative Session**

University of North Carolina		Base Budget			Legislative Changes			Revised Budget		
Bdgt Code	Budget Name	Requirements	Receipts	Net Appropriation	Requirements	Receipts	Net Appropriation	Requirements	Receipts	Net Appropriation
16010	UNC Board of Governors	42,592,385	46,899	42,545,486	-	-	-	42,592,385	46,899	42,545,486
16011	UNC BOG - Institutional Programs	43,905,784	-	43,905,784	105,113,439	-	105,113,439	149,019,223	-	149,019,223
16012	UNC BOG - Related Educational Programs	164,000,476	54,031,975	109,968,501	-	-	-	164,000,476	54,031,975	109,968,501
16015	UNC General Administration	191,349,756	-	191,349,756	500,000	-	500,000	191,849,756	-	191,849,756
16020	UNC at Chapel Hill-Academic Affairs	648,856,478	371,403,527	277,452,951	-	14,493,424	(14,493,424)	648,856,478	385,896,951	262,959,527
16021	UNC at Chapel Hill-Health Affairs	322,923,444	122,612,306	200,311,138	4,800,000	-	4,800,000	327,723,444	122,612,306	205,111,138
16022	UNC at Chapel Hill-Area Health Education	49,864,072	-	49,864,072	4,800,000	-	4,800,000	54,664,072	-	54,664,072
16030	NC State University-Academic Affairs	842,422,995	422,169,898	420,253,097	1,741,666	4,070,871	(2,329,205)	844,164,661	426,240,769	417,923,892
16031	NC State University-Agric. Research	72,542,781	17,721,640	54,821,141	200,000	-	200,000	72,742,781	17,721,640	55,021,141
16032	NC State University-Coop. Extension	55,529,168	14,833,163	40,696,005	-	-	-	55,529,168	14,833,163	40,696,005
16040	UNC at Greensboro	287,718,420	109,591,257	178,127,163	-	-	-	287,718,420	109,591,257	178,127,163
16050	UNC at Charlotte	420,146,272	164,780,562	255,365,710	-	-	-	420,146,272	164,780,562	255,365,710
16055	UNC at Asheville	61,661,158	21,876,242	39,784,916	-	-	-	61,661,158	21,876,242	39,784,916
16060	UNC at Wilmington	244,118,982	98,550,341	145,568,641	-	-	-	244,118,982	98,550,341	145,568,641
16065	East Carolina Univ-Academic Affairs	414,348,327	182,150,292	232,198,035	-	-	-	414,348,327	182,150,292	232,198,035
16066	East Carolina Univ-Health Affairs	90,335,813	12,400,019	77,935,794	-	-	-	90,335,813	12,400,019	77,935,794
16070	NC A&T University	179,603,455	87,002,310	92,601,145	9,007,377	(133,333)	9,140,710	188,610,832	86,868,977	101,741,855
16075	Western Carolina University	159,195,028	27,714,804	131,480,224	-	-	-	159,195,028	27,714,804	131,480,224
16080	Appalachian State University	261,386,484	113,583,731	147,802,753	-	(133,333)	133,333	261,386,484	113,450,398	147,936,086
16082	UNC at Pembroke	90,165,578	13,264,333	76,901,245	-	-	-	90,165,578	13,264,333	76,901,245
16084	Winston-Salem State University	86,145,805	22,495,553	63,650,252	-	-	-	86,145,805	22,495,553	63,650,252
16086	Elizabeth City State University	38,867,498	3,564,271	35,303,227	-	-	-	38,867,498	3,564,271	35,303,227
16088	Fayetteville State University	75,646,019	21,734,797	53,911,222	-	-	-	75,646,019	21,734,797	53,911,222
16090	North Carolina Central University	136,655,404	51,822,380	84,833,024	-	-	-	136,655,404	51,822,380	84,833,024
16092	UNC School of the Arts	49,623,526	16,359,089	33,264,437	-	-	-	49,623,526	16,359,089	33,264,437
16094	NC School of Science and Mathematics	24,434,049	1,796,561	22,637,488	-	-	-	24,434,049	1,796,561	22,637,488
<b>Total</b>		<b>\$5,054,039,157</b>	<b>\$1,951,505,950</b>	<b>\$3,102,533,207</b>	<b>\$126,162,482</b>	<b>\$18,297,629</b>	<b>\$107,864,853</b>	<b>\$5,180,201,639</b>	<b>\$1,969,803,579</b>	<b>\$3,210,398,060</b>

**Summary of General Fund Total Requirements FTE**  
**Fiscal Year 2019-20**  
**2019 Legislative Session**

University of North Carolina		<u>Base</u>	<u>Legislative Changes</u>		<u>Revised</u>
Bdgt Code	Budget Name	Total Requirements	Net Appropriation	Receipts	Total Requirements
16010	UNC Board of Governors	264.000	-	-	264.000
16011	UNC BOG - Institutional Programs	-	-	-	-
16012	UNC BOG - Related Educational Programs	-	-	-	-
16015	UNC General Administration	-	-	-	-
16020	UNC at Chapel Hill-Academic Affairs	4,438.400	-	-	4,438.400
16021	UNC at Chapel Hill-Health Affairs	2,100.378	-	-	2,100.378
16022	UNC at Chapel Hill-Area Health Education	65.980	-	-	65.980
16030	NC State University-Academic Affairs	5,892.530	-	-	5,892.530
16031	NC State University-Agric. Research	585.890	2.000	-	587.890
16032	NC State University-Coop. Extension	622.020	-	-	622.020
16040	UNC at Greensboro	2,354.352	-	-	2,354.352
16050	UNC at Charlotte	3,355.835	-	-	3,355.835
16055	UNC at Asheville	604.141	-	-	604.141
16060	UNC at Wilmington	2,135.800	-	-	2,135.800
16065	East Carolina Univ-Academic Affairs	3,309.168	-	-	3,309.168
16066	East Carolina Univ-Health Affairs	569.500	-	-	569.500
16070	NC A&T University	1,682.288	-	-	1,682.288
16075	Western Carolina University	1,355.308	-	-	1,355.308
16080	Appalachian State University	2,308.355	-	-	2,308.355
16082	UNC at Pembroke	797.768	-	-	797.768
16084	Winston-Salem State University	811.574	-	-	811.574
16086	Elizabeth City State University	343.099	-	-	343.099
16088	Fayetteville State University	734.596	-	-	734.596
16090	North Carolina Central University	1,178.160	-	-	1,178.160
16092	UNC School of the Arts	453.440	-	-	453.440
16094	NC School of Science and Mathematics	243.763	-	-	243.763
<b>Total FTE</b>		<b>36,206.345</b>	<b>2.000</b>	-	<b>36,208.345</b>



**Summary of General Fund Total Requirements FTE  
Fiscal Year 2020-21  
2019 Legislative Session**

University of North Carolina		<u>Base</u>	<u>Legislative Changes</u>		<u>Revised</u>
<b>Bdgt Code</b>	<b>Budget Name</b>	<b>Total Requirements</b>	<b>Net Appropriation</b>	<b>Receipts</b>	<b>Total Requirements</b>
16010	UNC Board of Governors	264.000	-	-	264.000
16011	UNC BOG - Institutional Programs	-	-	-	-
16012	UNC BOG - Related Educational Programs	-	-	-	-
16015	UNC General Administration	-	-	-	-
16020	UNC at Chapel Hill-Academic Affairs	4,438.400	-	-	4,438.400
16021	UNC at Chapel Hill-Health Affairs	2,100.378	-	-	2,100.378
16022	UNC at Chapel Hill-Area Health Education	65.980	-	-	65.980
16030	NC State University-Academic Affairs	5,892.530	-	-	5,892.530
16031	NC State University-Agric. Research	585.890	2.000	-	587.890
16032	NC State University-Coop. Extension	622.020	-	-	622.020
16040	UNC at Greensboro	2,354.352	-	-	2,354.352
16050	UNC at Charlotte	3,355.835	-	-	3,355.835
16055	UNC at Asheville	604.141	-	-	604.141
16060	UNC at Wilmington	2,135.800	-	-	2,135.800
16065	East Carolina Univ-Academic Affairs	3,309.168	-	-	3,309.168
16066	East Carolina Univ-Health Affairs	569.500	-	-	569.500
16070	NC A&T University	1,682.288	-	-	1,682.288
16075	Western Carolina University	1,355.308	-	-	1,355.308
16080	Appalachian State University	2,308.355	-	-	2,308.355
16082	UNC at Pembroke	797.768	-	-	797.768
16084	Winston-Salem State University	811.574	-	-	811.574
16086	Elizabeth City State University	343.099	-	-	343.099
16088	Fayetteville State University	734.596	-	-	734.596
16090	North Carolina Central University	1,178.160	-	-	1,178.160
16092	UNC School of the Arts	453.440	-	-	453.440
16094	NC School of Science and Mathematics	243.763	-	-	243.763
<b>Total FTE</b>		<b>36,206.345</b>	<b>2.000</b>	-	<b>36,208.345</b>

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16010-UNC Board of Governors**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 42,592,385	\$ 42,592,385
Less: Receipts	\$ 46,899	\$ 46,899
Net Appropriation	\$ 42,545,486	\$ 42,545,486
FTE	264.000	264.000

**Legislative Changes**

**81 No direct change**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 42,592,385	\$ 42,592,385
Revised Receipts	\$ 46,899	\$ 46,899
Revised Net Appropriation	\$ 42,545,486	\$ 42,545,486
Revised FTE	264.000	264.000

**16011-UNC BOG - Institutional Programs****Recommended Base Budget**

	<b>FY 2019-20</b>	<b>FY 2020-21</b>
Requirements	\$ 43,905,784	\$ 43,905,784
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 43,905,784	\$ 43,905,784
FTE	-	-

**Legislative Changes****82 NC Promise Tuition Plan**

Provides additional funding for NC Promise, which sets tuition at \$500 per semester for North Carolina residents and \$2,500 per semester for non-residents at 3 UNC institutions. The revised net appropriation for NC Promise is \$58.5 million in FY 2019-20 and \$66.0 million in FY 2020-21.

Requirements	\$ 7,500,000R	\$ 15,000,000R
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 7,500,000	\$ 15,000,000
FTE	-	-

**83 SECU Family House**

Provides funds to assist in the construction of a new wing of the State Employees' Credit Union (SECU) Family House at UNC Hospitals. This facility provides affordable housing to critically ill patients, their family members and caregivers when visiting UNC Hospitals for evaluation or treatment.

Requirements	\$ 250,000NR	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 250,000	\$ -
FTE	-	-

**Reserve for Salaries and Benefits****84 Compensation Increase Reserve**

Provides funding for salary increases for UNC employees based on the priorities of the UNC Board of Governors.

Requirements	\$ 15,107,574R	\$ 30,215,148R
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 15,107,574	\$ 30,215,148
FTE	-	-

**85 State Retirement Contributions - TSERS Members**

Increases the State's contribution for members of the Teachers' and State Employees' Retirement System (TSERS) supported by the General Fund to fund the actuarially determined contribution and increased retiree medical premiums.

Requirements	\$ 15,031,056R	\$ 35,698,757R
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 15,031,056	\$ 35,698,757
FTE	-	-

**86 State Retirement Contributions - ORP Members**

Adjusts the State's contribution for members of the Optional Retirement Program (ORP) supported by the General Fund to fund the actuarially determined contribution and increased retiree medical premiums.

Requirements	\$ 2,625,957R	\$ 5,877,142R
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 2,625,957	\$ 5,877,142
FTE	-	-

**87 State Health Plan**

Provides additional funding to continue health benefit coverage for enrolled active employees supported by the General Fund for the 2019-21 fiscal biennium.

Requirements	\$ 8,381,489R	\$ 17,070,870R
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 8,381,489	\$ 17,070,870
FTE	-	-

**88 Short-Term Disability**

Provides additional funding to pay short-term disability benefits under SL 2018-52.

Requirements	\$ 1,251,522R	\$ 1,251,522R
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 1,251,522	\$ 1,251,522
FTE	-	-

**Total Legislative Changes**

Requirements	\$	50,147,598	\$	105,113,439
Less: Receipts	\$	-	\$	-
Net Appropriation	\$	50,147,598	\$	105,113,439

FTE	-	-
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Recurring	\$	49,897,598	\$	105,113,439
Nonrecurring	\$	250,000	\$	-
Net Appropriation	\$	50,147,598	\$	105,113,439

FTE	-	-
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**Revised Budget**

Revised Requirements	\$	94,053,382	\$	149,019,223
Revised Receipts	\$	-	\$	-
Revised Net Appropriation	\$	94,053,382	\$	149,019,223
Revised FTE	-	-	-	-

## Senate Appropriations Committee Report on the Current Operations Act of 2019

**16012-UNC BOG - Related Educational Programs**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 164,000,476	\$ 164,000,476
Less: Receipts	\$ 54,031,975	\$ 54,031,975
Net Appropriation	\$ 109,968,501	\$ 109,968,501
FTE	-	-

**Legislative Changes**

89 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 164,000,476	\$ 164,000,476
Revised Receipts	\$ 54,031,975	\$ 54,031,975
Revised Net Appropriation	\$ 109,968,501	\$ 109,968,501
Revised FTE	-	-

Senate Appropriations Committee Report on the Current Operations Act of 2019

16015-UNC General Administration

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 181,349,756	\$ 191,349,756
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 181,349,756	\$ 191,349,756
FTE	-	-

**Legislative Changes**

<b>90 Patriot Foundation</b>	Requirements	\$ 250,000R	\$ 250,000R
Provides funds for the Patriot Foundation to establish the North Carolina Patriot Star Family Scholarship Program. This program will provide scholarships to eligible children and spouses of certain veterans and eligible children of certain currently-serving members of the Armed Forces to attend eligible postsecondary institutions.	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 250,000	\$ 250,000
	FTE	-	-
<b>91 Marine Corps Scholarship Foundation</b>	Requirements	\$ 250,000R	\$ 250,000R
Provides funds for the Marine Corps Scholarship Foundation to provide need-based scholarships to children of Marine and Navy Corpsman attending post-secondary, undergraduate and career technical education programs.	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 250,000	\$ 250,000
	FTE	-	-

<b>Total Legislative Changes</b>	Requirements	\$ 500,000	\$ 500,000
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 500,000	\$ 500,000
	FTE	-	-
	Recurring	\$ 500,000	\$ 500,000
	Nonrecurring	\$ -	\$ -
	Net Appropriation	\$ 500,000	\$ 500,000
	FTE	-	-

<b>Revised Budget</b>			
Revised Requirements	\$ 181,849,756	\$ 191,849,756	
Revised Receipts	\$ -	\$ -	
Revised Net Appropriation	\$ 181,849,756	\$ 191,849,756	
Revised FTE	-	-	

## Senate Appropriations Committee Report on the Current Operations Act of 2019

**16020-UNC at Chapel Hill-Academic Affairs**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 648,856,478	\$ 648,856,478
Less: Receipts	\$ 371,403,527	\$ 371,403,527
Net Appropriation	\$ 277,452,951	\$ 277,452,951
FTE	4,438.400	4,438.400

**Legislative Changes****92 Facilities and Administrative Receipts**

Budgets Facilities and Administrative receipts received by the University of North Carolina at Chapel Hill and reduces the net General Fund appropriation by the same amount.

Requirements	\$ -	\$ -
Less: Receipts	\$ 13,338,424R 776,776NR	\$ 13,338,424R 1,155,000NR
Net Appropriation	\$ (14,115,200)	\$ (14,493,424)
FTE	-	-

**93 North Carolina Policy Collaboratory**

Provides additional funds to the North Carolina Policy Collaboratory for acquisition or modification of scientific instruments, sample collection and analysis, method development activities, and data management.

Requirements	\$ 1,000,000NR	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 1,000,000	\$ -
FTE	-	-

**Total Legislative Changes**

Requirements	\$ 1,000,000	\$ -
Less: Receipts	\$ 14,115,200	\$ 14,493,424
Net Appropriation	\$ (13,115,200)	\$ (14,493,424)
FTE	-	-
Recurring	\$ (13,338,424)	\$ (13,338,424)
Nonrecurring	\$ 223,224	\$ (1,155,000)
Net Appropriation	\$ (13,115,200)	\$ (14,493,424)
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 649,856,478	\$ 648,856,478
Revised Receipts	\$ 385,518,727	\$ 385,896,951
Revised Net Appropriation	\$ 264,337,751	\$ 262,959,527
Revised FTE	4,438.400	4,438.400

Senate Appropriations Committee Report on the Current Operations Act of 2019

16021-UNC at Chapel Hill-Health Affairs

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 322,923,444	\$ 322,923,444
Less: Receipts	\$ 122,612,306	\$ 122,612,306
Net Appropriation	\$ 200,311,138	\$ 200,311,138
FTE	2,100.378	2,100.378

**Legislative Changes**

**94 Western School of Medicine - Asheville**

Provides additional funds for the UNC School of Medicine's Asheville Campus, a joint program between the UNC School of Medicine, other UNC System universities, and the Mountain Area Health Education Center. The revised net appropriation is \$15.4 million in each year of the biennium.

Requirements	\$ 4,800,000R	\$ 4,800,000R
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 4,800,000	\$ 4,800,000
FTE	-	-

**Total Legislative Changes**

Requirements	\$ 4,800,000	\$ 4,800,000
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 4,800,000	\$ 4,800,000
FTE	-	-
Recurring	\$ 4,800,000	\$ 4,800,000
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ 4,800,000	\$ 4,800,000
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 327,723,444	\$ 327,723,444
Revised Receipts	\$ 122,612,306	\$ 122,612,306
Revised Net Appropriation	\$ 205,111,138	\$ 205,111,138
Revised FTE	2,100.378	2,100.378



## Senate Appropriations Committee Report on the Current Operations Act of 2019

**16022-UNC at Chapel Hill-Area Health Education**

<b><u>Recommended Base Budget</u></b>	<b><u>FY 2019-20</u></b>	<b><u>FY 2020-21</u></b>
Requirements	\$ 49,864,072	\$ 49,864,072
Less: Receipts	\$ -	\$ -
<b>Net Appropriation</b>	<b>\$ 49,864,072</b>	<b>\$ 49,864,072</b>
<b>FTE</b>	<b>65.980</b>	<b>65.980</b>

**Legislative Changes**

<b>95 Southern Regional Area Health Education Center</b>	Requirements	\$ 4,800,000R	\$ 4,800,000R
Provides funds to the Southern Regional Area Health Education Center for surgery and family residencies in the SR AHEC services area and for facility and structural improvements associated with current residency programs.	Less: Receipts	\$ -	\$ -
	<b>Net Appropriation</b>	<b>\$ 4,800,000</b>	<b>\$ 4,800,000</b>
	<b>FTE</b>	<b>-</b>	<b>-</b>

**Total Legislative Changes**

Requirements	\$ 4,800,000	\$ 4,800,000
Less: Receipts	\$ -	\$ -
<b>Net Appropriation</b>	<b>\$ 4,800,000</b>	<b>\$ 4,800,000</b>
<b>FTE</b>	<b>-</b>	<b>-</b>
Recurring	\$ 4,800,000	\$ 4,800,000
Nonrecurring	\$ -	\$ -
<b>Net Appropriation</b>	<b>\$ 4,800,000</b>	<b>\$ 4,800,000</b>
<b>FTE</b>	<b>-</b>	<b>-</b>

**Revised Budget**

<b>Revised Requirements</b>	<b>\$ 54,664,072</b>	<b>\$ 54,664,072</b>
<b>Revised Receipts</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Revised Net Appropriation</b>	<b>\$ 54,664,072</b>	<b>\$ 54,664,072</b>
<b>Revised FTE</b>	<b>65.980</b>	<b>65.980</b>

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16030-NC State University-Academic Affairs**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 842,422,995	\$ 842,422,995
Less: Receipts	\$ 422,169,898	\$ 422,169,898
Net Appropriation	\$ 420,253,097	\$ 420,253,097
FTE	5,892.530	5,892.530

**Legislative Changes**

<b>96 Facilities and Administrative Receipts</b>	Requirements	\$ -	\$ -
Budgets Facilities and Administrative receipts received by North Carolina State University and reduces the net General Fund appropriation by the same amount.	Less: Receipts	\$ 3,984,205R 232,024NR	\$ 3,984,205R 345,000NR
	Net Appropriation	\$ (4,216,229)	\$ (4,329,205)
	FTE	-	-
<b>97 NCSU Innovation in Manufacturing Biopharmaceuticals</b>	Requirements	\$ 2,000,000NR	\$ 2,000,000NR
Provides funds for North Carolina State University's participation in a collaborative effort to accelerate the development of innovative manufacturing processes for biopharmaceutical products. Funds will support the Biomanufacturing Training and Education Center at NCSU and serve as matching funds for a federal grant from the National Institute of Standards and Technology	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ 2,000,000	\$ 2,000,000
	FTE	-	-
<b>98 NC Clean Energy Technology Center</b>	Requirements	\$ (133,334)R	\$ (133,334)R
Eliminates a transfer of funds from the Department of Environmental Quality (Budget Code: 14300) for the NC Clean Energy Technology Center.	Less: Receipts	\$ (133,334)R	\$ (133,334)R
	Net Appropriation	\$ -	\$ -
	FTE	-	-
<b>99 NCSU CMAST Shellfish Pathologist</b>	Requirements	\$ (125,000)R	\$ (125,000)R
Eliminates a transfer of funds from the Department of Environmental Quality - Division of Marine Fisheries to NCSU which support a shellfish pathologist position at the Center for Marine Sciences and Technology (CMAST).	Less: Receipts	\$ (125,000)R	\$ (125,000)R
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ 1,741,666	\$ 1,741,666
Less: Receipts	\$ 3,957,895	\$ 4,070,871
Net Appropriation	\$ (2,216,229)	\$ (2,329,205)
FTE	-	-
Recurring	\$ (3,984,205)	\$ (3,984,205)
Nonrecurring	\$ 1,767,976	\$ 1,655,000
Net Appropriation	\$ (2,216,229)	\$ (2,329,205)
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 844,164,661	\$ 844,164,661
Revised Receipts	\$ 426,127,793	\$ 426,240,769
Revised Net Appropriation	\$ 418,036,868	\$ 417,923,892
Revised FTE	5,892.530	5,892.530

## Senate Appropriations Committee Report on the Current Operations Act of 2019

**16031-NC State University-Agric. Research****Recommended Base Budget**

	<b><u>FY 2019-20</u></b>	<b><u>FY 2020-21</u></b>
Requirements	\$ 72,542,781	\$ 72,542,781
Less: Receipts	\$ 17,721,640	\$ 17,721,640
Net Appropriation	\$ 54,821,141	\$ 54,821,141
FTE	585.890	585.890

**Legislative Changes****100 Agricultural Educational Coordinators**

Provides funds to hire two additional Agricultural Education Coordinators to assist with program planning and instructional delivery of agriculture curriculum, coordinate professional development and teacher in-services, and conduct technical assistance visits to programs.

Requirements	\$ 200,000R	\$ 200,000R
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 200,000	\$ 200,000
FTE	2.000	2.000

**Total Legislative Changes**

Requirements	\$ 200,000	\$ 200,000
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 200,000	\$ 200,000
FTE	2.000	2.000
Recurring	\$ 200,000	\$ 200,000
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ 200,000	\$ 200,000
FTE	2.000	2.000

**Revised Budget**

Revised Requirements	\$ 72,742,781	\$ 72,742,781
Revised Receipts	\$ 17,721,640	\$ 17,721,640
Revised Net Appropriation	\$ 55,021,141	\$ 55,021,141
Revised FTE	587.890	587.890

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16032-NC State University-Coop. Extension**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 55,529,168	\$ 55,529,168
Less: Receipts	\$ 14,833,163	\$ 14,833,163
Net Appropriation	\$ 40,696,005	\$ 40,696,005
FTE	622.020	622.020

**Legislative Changes**

<b>101 North Carolina State University - Cooperative Extension Service</b>	Requirements	\$ 2,000,000	NR	\$ -
Provides additional funds for the North Carolina State University - Cooperative Extension Service program. The revised net appropriation is \$42.7 million in FY 2019-20 and \$40.7 million in FY 2020-21.	Less: Receipts	\$ -		\$ -
	Net Appropriation	\$ 2,000,000		\$ -
	FTE	-		-

**Total Legislative Changes**

Requirements	\$ 2,000,000	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 2,000,000	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ 2,000,000	\$ -
Net Appropriation	\$ 2,000,000	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 57,529,168	\$ 55,529,168
Revised Receipts	\$ 14,833,163	\$ 14,833,163
Revised Net Appropriation	\$ 42,696,005	\$ 40,696,005
Revised FTE	622.020	622.020

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16040-UNC at Greensboro**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 287,718,420	\$ 287,718,420
Less: Receipts	\$ 109,591,257	\$ 109,591,257
Net Appropriation	\$ 178,127,163	\$ 178,127,163
FTE	2,354.352	2,354.352

**Legislative Changes**

102 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 287,718,420	\$ 287,718,420
Revised Receipts	\$ 109,591,257	\$ 109,591,257
Revised Net Appropriation	\$ 178,127,163	\$ 178,127,163
Revised FTE	2,354.352	2,354.352

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16050-UNC at Charlotte**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 420,146,272	\$ 420,146,272
Less: Receipts	\$ 164,780,562	\$ 164,780,562
Net Appropriation	\$ 255,365,710	\$ 255,365,710
FTE	3,355.835	3,355.835

**Legislative Changes**

**103 No direct change**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 420,146,272	\$ 420,146,272
Revised Receipts	\$ 164,780,562	\$ 164,780,562
Revised Net Appropriation	\$ 255,365,710	\$ 255,365,710
Revised FTE	3,355.835	3,355.835

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16055-UNC at Asheville**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 61,661,158	\$ 61,661,158
Less: Receipts	\$ 21,876,242	\$ 21,876,242
Net Appropriation	\$ 39,784,916	\$ 39,784,916
FTE	604.141	604.141

**Legislative Changes**

104 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 61,661,158	\$ 61,661,158
Revised Receipts	\$ 21,876,242	\$ 21,876,242
Revised Net Appropriation	\$ 39,784,916	\$ 39,784,916
Revised FTE	604.141	604.141

## Senate Appropriations Committee Report on the Current Operations Act of 2019

**16060-UNC at Wilmington**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 244,118,982	\$ 244,118,982
Less: Receipts	\$ 98,550,341	\$ 98,550,341
Net Appropriation	\$ 145,568,641	\$ 145,568,641
FTE	2,135.800	2,135.800

**Legislative Changes**

105 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 244,118,982	\$ 244,118,982
Revised Receipts	\$ 98,550,341	\$ 98,550,341
Revised Net Appropriation	\$ 145,568,641	\$ 145,568,641
Revised FTE	2,135.800	2,135.800



## Senate Appropriations Committee Report on the Current Operations Act of 2019

**16065-East Carolina Univ-Academic Affairs**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 414,348,327	\$ 414,348,327
Less: Receipts	\$ 182,150,292	\$ 182,150,292
Net Appropriation	\$ 232,198,035	\$ 232,198,035
FTE	3,309.168	3,309.168

**Legislative Changes**

106 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 414,348,327	\$ 414,348,327
Revised Receipts	\$ 182,150,292	\$ 182,150,292
Revised Net Appropriation	\$ 232,198,035	\$ 232,198,035
Revised FTE	3,309.168	3,309.168

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16066-East Carolina Univ-Health Affairs**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 90,335,813	\$ 90,335,813
Less: Receipts	\$ 12,400,019	\$ 12,400,019
Net Appropriation	\$ 77,935,794	\$ 77,935,794
FTE	569.500	569.500

**Legislative Changes**

107 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-
	Recurring	\$ -	\$ -
	Nonrecurring	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Revised Budget**

Revised Requirements	\$ 90,335,813	\$ 90,335,813
Revised Receipts	\$ 12,400,019	\$ 12,400,019
Revised Net Appropriation	\$ 77,935,794	\$ 77,935,794
Revised FTE	569.500	569.500

## Senate Appropriations Committee Report on the Current Operations Act of 2019

**16070-NC A&T University**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 179,603,455	\$ 179,603,455
Less: Receipts	\$ 87,002,310	\$ 87,002,310
Net Appropriation	\$ 92,601,145	\$ 92,601,145
FTE	1,682.288	1,682.288

**Legislative Changes****108 NC A&T Doctoral Programs**

Provides additional funds to support doctoral programs at North Carolina Agricultural and Technical State University (NC A&T). These funds will support new faculty and graduate student services for the doctoral programs, including computer science, various engineering fields, energy and environmental systems, education, and rehabilitation counseling. The revised net appropriation for this purpose is \$10 million in each year of the biennium.

Requirements	\$ 7,500,000R	\$ 7,500,000R
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 7,500,000	\$ 7,500,000
FTE	-	-

**109 NC A&T Agriculture Research and Cooperative Extension**

Provides funds to support the State matching requirement for NC A&T's Agriculture Research and Cooperative Extension federal grants.

Requirements	\$ 1,640,710R	\$ 1,640,710R
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ 1,640,710	\$ 1,640,710
FTE	-	-

**110 NC A&T Center for Energy Research and Technology**

Eliminates a transfer of funds from the Department of Environmental Quality (Budget Code: 14300) for the NC A&T Center for Energy Research and Technology.

Requirements	\$ (133,333)R	\$ (133,333)R
Less: Receipts	\$ (133,333)R	\$ (133,333)R
Net Appropriation	\$ -	\$ -
FTE	-	-

**Total Legislative Changes**

Requirements	\$ 9,007,377	\$ 9,007,377
Less: Receipts	\$ (133,333)	\$ (133,333)
Net Appropriation	\$ 9,140,710	\$ 9,140,710
FTE	-	-
Recurring	\$ 9,140,710	\$ 9,140,710
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ 9,140,710	\$ 9,140,710
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 188,610,832	\$ 188,610,832
Revised Receipts	\$ 86,868,977	\$ 86,868,977
Revised Net Appropriation	\$ 101,741,855	\$ 101,741,855
Revised FTE	1,682.288	1,682.288

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16075-Western Carolina University**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 159,162,027	\$ 159,195,028
Less: Receipts	\$ 27,714,804	\$ 27,714,804
Net Appropriation	\$ 131,447,223	\$ 131,480,224
FTE	1,355.308	1,355.308

**Legislative Changes**

111 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 159,162,027	\$ 159,195,028
Revised Receipts	\$ 27,714,804	\$ 27,714,804
Revised Net Appropriation	\$ 131,447,223	\$ 131,480,224
Revised FTE	1,355.308	1,355.308

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16080-Appalachian State University**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 261,386,484	\$ 261,386,484
Less: Receipts	\$ 113,583,731	\$ 113,583,731
Net Appropriation	\$ 147,802,753	\$ 147,802,753
FTE	2,308.355	2,308.355

**Legislative Changes**

**112 Appalachian Energy Center at ASU**

Provides funds to offset the elimination of a transfer of funds from the Department of Environmental Quality (Budget Code: 14300) for the Appalachian Energy Center at ASU. Total requirements for this program remain the same.

Requirements	\$ -	\$ -
Less: Receipts	\$ (133,333)R	\$ (133,333)R
Net Appropriation	\$ 133,333	\$ 133,333
FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ (133,333)	\$ (133,333)
Net Appropriation	\$ 133,333	\$ 133,333
FTE	-	-
Recurring	\$ 133,333	\$ 133,333
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ 133,333	\$ 133,333
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 261,386,484	\$ 261,386,484
Revised Receipts	\$ 113,450,398	\$ 113,450,398
Revised Net Appropriation	\$ 147,936,086	\$ 147,936,086
Revised FTE	2,308.355	2,308.355

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16082-UNC at Pembroke**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 90,161,357	\$ 90,165,578
Less: Receipts	\$ 13,264,333	\$ 13,264,333
Net Appropriation	\$ 76,897,024	\$ 76,901,245
FTE	797.768	797.768

**Legislative Changes**

113 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 90,161,357	\$ 90,165,578
Revised Receipts	\$ 13,264,333	\$ 13,264,333
Revised Net Appropriation	\$ 76,897,024	\$ 76,901,245
Revised FTE	797.768	797.768

## Senate Appropriations Committee Report on the Current Operations Act of 2019

**16084-Winston-Salem State University**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 86,145,805	\$ 86,145,805
Less: Receipts	\$ 22,495,553	\$ 22,495,553
Net Appropriation	\$ 63,650,252	\$ 63,650,252
FTE	811.574	811.574

**Legislative Changes**

114 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 86,145,805	\$ 86,145,805
Revised Receipts	\$ 22,495,553	\$ 22,495,553
Revised Net Appropriation	\$ 63,650,252	\$ 63,650,252
Revised FTE	811.574	811.574

Senate Appropriations Committee Report on the Current Operations Act of 2019

**16086-Elizabeth City State University**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 38,867,498	\$ 38,867,498
Less: Receipts	\$ 3,564,271	\$ 3,564,271
Net Appropriation	\$ 35,303,227	\$ 35,303,227
FTE	343.099	343.099

**Legislative Changes**

115 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 38,867,498	\$ 38,867,498
Revised Receipts	\$ 3,564,271	\$ 3,564,271
Revised Net Appropriation	\$ 35,303,227	\$ 35,303,227
Revised FTE	343.099	343.099



Senate Appropriations Committee Report on the Current Operations Act of 2019

**16088-Fayetteville State University**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 75,646,019	\$ 75,646,019
Less: Receipts	\$ 21,734,797	\$ 21,734,797
Net Appropriation	\$ 53,911,222	\$ 53,911,222
FTE	734.596	734.596

**Legislative Changes**

116 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

<b>Revised Budget</b>		
Revised Requirements	\$ 75,646,019	\$ 75,646,019
Revised Receipts	\$ 21,734,797	\$ 21,734,797
Revised Net Appropriation	\$ 53,911,222	\$ 53,911,222
Revised FTE	734.596	734.596

## Senate Appropriations Committee Report on the Current Operations Act of 2019

**16090-North Carolina Central University**

<b><u>Recommended Base Budget</u></b>	<b><u>FY 2019-20</u></b>	<b><u>FY 2020-21</u></b>
Requirements	\$ 136,655,404	\$ 136,655,404
Less: Receipts	\$ 51,822,380	\$ 51,822,380
Net Appropriation	\$ 84,833,024	\$ 84,833,024
FTE	1,178.160	1,178.160

**Legislative Changes**

117 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 136,655,404	\$ 136,655,404
Revised Receipts	\$ 51,822,380	\$ 51,822,380
Revised Net Appropriation	\$ 84,833,024	\$ 84,833,024
Revised FTE	1,178.160	1,178.160

## Senate Appropriations Committee Report on the Current Operations Act of 2019

**16092-UNC School of the Arts**

<u>Recommended Base Budget</u>	<u>FY 2019-20</u>	<u>FY 2020-21</u>
Requirements	\$ 49,623,526	\$ 49,623,526
Less: Receipts	\$ 16,359,089	\$ 16,359,089
Net Appropriation	\$ 33,264,437	\$ 33,264,437
FTE	453.440	453.440

**Legislative Changes**

118 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

Requirements	\$ -	\$ -
Less: Receipts	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-
Recurring	\$ -	\$ -
Nonrecurring	\$ -	\$ -
Net Appropriation	\$ -	\$ -
FTE	-	-

**Revised Budget**

Revised Requirements	\$ 49,623,526	\$ 49,623,526
Revised Receipts	\$ 16,359,089	\$ 16,359,089
Revised Net Appropriation	\$ 33,264,437	\$ 33,264,437
Revised FTE	453.440	453.440

## Senate Appropriations Committee Report on the Current Operations Act of 2019

**16094-NC School of Science and Mathematics**

<b><u>Recommended Base Budget</u></b>	<b><u>FY 2019-20</u></b>	<b><u>FY 2020-21</u></b>
Requirements	\$ 24,434,049	\$ 24,434,049
Less: Receipts	\$ 1,796,561	\$ 1,796,561
Net Appropriation	\$ 22,637,488	\$ 22,637,488
FTE	243.763	243.763

**Legislative Changes**

119 No direct change	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Total Legislative Changes**

	Requirements	\$ -	\$ -
	Less: Receipts	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-
	Recurring	\$ -	\$ -
	Nonrecurring	\$ -	\$ -
	Net Appropriation	\$ -	\$ -
	FTE	-	-

**Revised Budget**

Revised Requirements	\$ 24,434,049	\$ 24,434,049
Revised Receipts	\$ 1,796,561	\$ 1,796,561
Revised Net Appropriation	\$ 22,637,488	\$ 22,637,488
Revised FTE	243.763	243.763

## Visitors Sign-in

### SENATE APPROPRIATIONS ON EDUCATION/HIGHER EDUCATION COMMITTEE

May 28, 2019    2:00 PM    Rm. 1027/1128

### VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

<u>NAME</u>	<u>FIRM OR AGENCY / BILL No.</u>
Richard Bostic	NC SBA
Tracy Story	NCPAPA
Elizabeth Yewerton	NCASA
Katherine Joyce	NCASA
David Crawford	AIAMC
Tom Nord	NLICH
Ed Smulgen	BP
Allison Goff	Hunt Institute
Linda Sugar	Ed Consulting
Geoff Coltrane	Gov Office
Julie Smith	NC State
Paul Wamble	MCAT
DAVE BAKER	NCNG



## Visitors Sign-in

### SENATE APPROPRIATIONS ON EDUCATION/HIGHER EDUCATION COMMITTEE

May 28, 2019 2:00 PM Rm. 1027/1128

### VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

<u>NAME</u>	<u>FIRM OR AGENCY / BILL No.</u>
TOM POWLIN	NC NG
Dan Soucek	Charter One
Drew Moretz	VNC System office
Andy Mann	MVA
Wendy Kelly	Wakanda Forever
Neil Raver	WCMS
Kaitlin Rutherford	Bruhaker 3 Assoc
Grace Iwir	Walk West
Lee T. ...	THA
JOE LAWLER	TRUCK MAN
Fane Stillwell	ISZ





# NCGA



NORTH CAROLINA GENERAL ASSEMBLY

## Visitors Sign-in

### SENATE APPROPRIATIONS ON EDUCATION/HIGHER EDUCATION COMMITTEE

May 28, 2019 2:00 PM Rm. 1027/1128

### VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

<u>NAME</u>	<u>FIRM OR AGENCY / BILL No.</u>
Adam Priderma	Nature
Erin Mildner	NCSFA
Lisa Martin	Capitol
Bryan D. Bellamy	Bellamy Young Law
Shelly Parkinson	Perkins Law
Rachel Beam	RBLA
Elizabeth Grouse	NCCCS
Mary Shuping	NCCCS
Nathan Balish	PPAB
Josh Dyer	SA
Marissa Turner	TSS
Carlisle Harris	TSS
Susan Harrison	NCDTSEA



## Visitors Sign-in

### SENATE APPROPRIATIONS ON EDUCATION/HIGHER EDUCATION COMMITTEE

May 28, 2019    2:00 PM    Rm. 1027/1128

### VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

<u>NAME</u>	<u>FIRM OR AGENCY / BILL No.</u>
Amanda Falkenberg	JDA
Quinn Furell	FL
<del>Chris</del>	ELSA
Hampton Billips	KTS
Amanda Donorari	KTS
Maree Froman	NCH
Betty Easter	DNC Charlotte
Amy Auth	DNC CTT
Eric Xing	
Matthew Dockham	ASH
Amy Fulk	30PR
Leah Sutton	Best NC
Isaac Ridgeway	BEST NC/

09-22-2016

Karson Nelson  
Wade Butler  
Joel Villalobos

OPI  
DPI  
NCRLA



## Visitors Sign-in

### SENATE APPROPRIATIONS ON EDUCATION/HIGHER EDUCATION COMMITTEE

May 28, 2019 2:00 PM Rm. 1027/1128

### VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

<u>NAME</u>	<u>FIRM OR AGENCY / BILL No.</u>
Kris Nordstrom	NC Justice Center
Matt Ellinwood	NC Justice Center
Andrew Meekun	NC Chamber
Lean Baldasare	Governors Office (Intern)
Martez Hxx	Smith Hill
Clay Oxford	NCBCE
Larson Nell	NCBCE
Holder	NC SIOE
Carlos Jamieson	Public School Forum of NC
Sheronda Fleming	Public School Forum of NC



# VISITOR REGISTRATION SHEET

Appropriations on Ed/Higher Education

SENATE APP ON EDUCATION/HIGHER ED

(Committee Name)

5-28-19

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

<u>NAME</u>	<u>FIRM OR AGENCY AND ADDRESS</u>
Emma Shelby	TPG
Harry [Signature]	
Ashley Kapanen	Public School Forum
Susan [Signature]	TRK E
Clare [Signature]	governors of
Lee Foster	OSBM Intern
Clinton [Signature]	UNC system
Ray [Signature]	NC A&T
Andrew Cagle	UNCG

