2019

HOUSE APPROPRIATIONS – EDUCATION

MINUTES



North Carolina General Assembly

Appropriations - Education

2019-20 Session

Representatives Elmore, Fraley, Horn, Hurley, Sauls (Chairs)

Representative L. Johnson (Vice-Chair)

Linda Stevenson, Jan Copeland, Erin Wilson, Deborah Holder, Karen Rosser (Committee Clerks)

APPROPRIATIONS, EDUCATION

House Standing Committee

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Membership | Bills | Documents

Chairman


Rep. Elmore


Rep. Fraley


Rep. Horn


Rep. Hurley


Rep. Sauls

Vice Chairman


Rep. Johnson

Members


Rep. Adams


Rep. Ball


Rep. Brockman


Rep. Fisher


Rep. Gailliard


Rep. Garrison


Rep. Gill


Rep. Grange


Rep. Hanig


Rep. Lucas

HOUSE COMMITTEE ON APPROPRIATIONS EDUCATION
2019 LONG SESSION

MEMBER	ASSISTANT	PHONE	OFFICE
Rep. Jeffrey Elmore	Linda Stevenson	733-5935	306 –A LOB
Rep. John Fraley	Jan Copeland	733-5741	637 LOB
Rep. Craig Horn	Erin Wilson	733-2406	305 LOB
Rep. Pat Hurley	Debbie Holder	733-5865	532 LOB
Rep. John Sauls	Karen Rosser	715-3016	408 LOB
Rep. Linda Johnson	Rhonda Todd	733-5861	301-D LOB
Rep. Jay Adams	Susan Philips	733-5988	301-N LOB
Rep. Cynthia Ball	Patty Williams	733-5860	1004 LB
Rep. Cecil Brockman	Grady O'Brien	733-5825	2113 LB
Rep. Susan Fisher	Cindy Garrison	715-2013	504 LOB
Rep. James Gailliard	Monica Taylor	733-5802	536 LOB
Rep. Terry Garrison	Anita Bennett	733-5824	610 LOB
Rep. Rosa Gill	Lisa Ray	733-5880	1303 LOB
Rep. Holly Grange	Laura Holt-Kabel	733-5830	526 LOB
Rep. Bobby Hanig	Wes Householder	733-5906	604 LOB
Rep. Marvin Lucas	Thelma Utley	733-5775	402 LOB
Rep. John Bell	Susan West Horne	715-3017	301-F LOB
Rep. Brenden Jones	Andrew Bailey	733-5821	1227 LB
Rep. David Lewis	Grace Rogers	715-3015	2301 LB
Rep. Sarah Stevens	Lisa Brown	715-1884	419 LOB

ATTENDANCE

House Appropriation Committee on Education

2019 Long Session

DATES	2-5-19	2-21-19	2-26-19	2-27-19	3-12	3-13	3-14	3-19	3-20	3-21	3-26	3-27	3-28		
Rep. Jeffrey Elmore, Chair	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓		
Rep. John Fraley, Chair	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rep. Craig Horn, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rep. Pat Hurley, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rep. John Sauls, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rep. Linda Johnson, Vice Chair							✓								
Rep. Jay Adams	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		
Rep. Cynthia Ball	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rep. Cecil Brockman			✓		✓				✓		✓				
Rep. Susan Fisher	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rep. James Gailliard	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rep. Terry Garrison	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓		
Rep. Rosa Gill	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓			
Rep. Holly Grange	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rep. Bobby Hanig	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rep. Marvin Lucas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Ex-officio															
Rep. John Bell															
Rep. Brenden Jones															
Rep. David Lewis															
Rep. Sarah Stevens															

ATTENDANCE

House Appropriation Committee on Education

2019 Long Session

DATES	4-2-19	4-24	10-23	10-30										
Rep. Jeffrey Elmore, Chair	✓	✓		✓										
Rep. John Fraley, Chair	✓	✓		✓										
Rep. Craig Horn, Chair	✓	✓	✓											
Rep. Pat Hurley, Chair	✓	✓	✓	✓										
Rep. John Sauls, Chair	✓	✓	✓	✓										
Rep. Linda Johnson, Vice Chair			✓	✓										
Rep. Jay Adams	✓	✓	✓	✓										
Rep. Cynthia Ball	✓	✓	✓	✓										
Rep. Cecil Brockman	✓	✓	✓											
Rep. Susan Fisher	✓	✓	✓	✓										
Rep. James Gailliard	✓	✓	✓	✓										
Rep. Terry Garrison		✓	✓	✓										
Rep. Rosa Gill		✓												
Rep. Holly Grange	✓	✓		✓										
Rep. Bobby Hanig	✓	✓	✓	✓										
Rep. Marvin Lucas	✓	✓												
Ex-officio														
Rep. John Bell		✓		✓										
Rep. Brenden Jones				✓										
Rep. David Lewis														
Rep. Sarah Stevens				✓										
Rep. Jason Saine		✓												
Rep. Chuck McGrady		✓												
Rep. Lambeth		✓												

DATES	2-5-19	2-21	2-26	2-27	3-12	3-13	3-14	3-19	3-20	3-21	3-26	3-27	3-28		
Fiscal Research															
Lisa Fox	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Erin Biggers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Chris Hearley	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		
Eric Moore	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Legislative Analysis															
Drupti Chauhan	✓	✓		✓											
Kara McCraw	✓	✓	✓	✓	✓	✓									
Brian Gwyn	✓	✓	✓	✓											
Samantha Yarborough	✓	✓	✓	✓	✓										
Virginia Barlow															
Bill Drafting															
Leslie Karkanawi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Caroline Sorensen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Matt Pagett	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Committee Clerks															
Jan Copeland	✓										✓	✓			
Debbie Holder	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Karen Rosser	✓		✓	✓		✓									
Linda Stevenson	✓	✓	✓	✓	✓					✓					
Erin Wilson	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

DATES	4-2-19	4-16	10-23	10-30											
Fiscal Research															
Lisa Fox	✓	✓	✓	✓											
Erin Biggers	✓	✓		✓											
Chris Hearley	✓	✓													
Eric Moore	✓	✓													
Legislative Analysis			✓												
Drupti Chauhan		✓	✓	✓											
Kara McCraw		✓													
Brian Gwyn		✓	✓												
Samantha Yarborough		✓													
Virginia Barlow															
Bill Drafting															
Leslie Karkanawi	✓	✓	✓	✓											
Caroline Sorensen	✓	✓		✓											
Matt Pagett	✓	✓		✓											
Committee Clerks															
Jan Copeland															
Debbie Holder	✓	✓													
Karen Rosser															
Linda Stevenson			✓	✓											
Erin Wilson		✓	✓	✓											

ATTENDANCE

Senate Appropriation Committee on Education/Higher Education

2019 Long Session

DATES	2-5-19	2-21	2-26	2-27	3-12	3-13	3-14	3-19	3-21	3-26	3-27	3-28			
Sen. Deanna Ballard, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Sen. Jerry Tillman, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Sen. John Alexander		✓		✓						✓	✓	✓			
Sen. Don Davis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Sen. Chuck Edward											✓	✓			
Sen. Rick Horner		✓		✓					✓		✓				
Sen. Todd Johnson		✓		✓					✓		✓				
Sen. Wiley Nickel		✓													
Sen. Erica Smith	✓	✓													
Sen. Joyce Waddell	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			

House Committee on Appropriations, Education
Tuesday, February 5, 2019 at 8:30 AM
Room 423 of the Legislative Office Building

MINUTES

The House Committee on Appropriations, Education met at 8:30 AM on February 5, 2019 in Room 423 of the Legislative Office Building. Representatives Jeffrey Elmore, John Fraley, Craig Horn, Pat Hurley, John Sauls, Jay Adams, Cynthia Ball, Susan Fisher, James Gailliard, Terry Garrison, Rosa Gill, Holly Grange, Bobby Hanig, and Marvin Lucas attended. Staff from Fiscal Research in attendance was Lisa Fox, Erin Biggers, Chris Hearley, and Eric Moore. Staff from Legislative Analysis in attendance was Drupti Chauhan, Kara McCraw, Brian Gwyn, and Samantha Yarborough. Leslie Karkanawi, Caroline Sorensen, and Matt Pagett from Bill Drafting were also present.

Representative Craig Horn, presided. The meeting was called to order at 8:31 AM and he introduced the Sergeant-At-Arms who would be assisting with the committee and recognized the pages. Copies of the attendance and visitor registration are attached to these minutes, (Attachments 1-4).

Representative Horn made introductory remarks and asked the Members of the committee to introduce themselves.

Lisa Fox, Team Lead for Education for the Fiscal Research Division provided an Education Appropriations Subcommittee Overview (Attachment 5) and introduced members of the Fiscal Research Division, Legislative Analysis, and Bill Drafting.

There being no further business, the meeting adjourned at 8:53 AM.

Craig Horn
Representative Craig Horn
Presiding

Erin V. Wilson
Erin Wilson, Committee Clerk

Attachments:

1. Agenda
2. Attendance
3. Committee Sergeant-At-Arms and Pages
4. Visitor Registration
5. Education Appropriations Subcommittee Overview

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Tuesday, February 5, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Initial Meeting to discuss process of House Appropriations, Education Committee. Representative Horn will preside.**

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 3:47 PM on Thursday, January 31, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Erin Wilson (Committee Assistant)

AGENDA

HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

February 5, 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

House Subcommittee Vice-Chairs
Rep. Linda P. Johnson

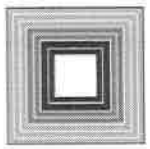
House Subcommittee Members
Rep. Jay Adams
Rep. Cynthia Ball
Rep. Cecil Brockman
Rep. Susan C. Fisher
Rep. James D. Gailliard
Rep. Terry E. Garrison
Rep. Rosa U. Gill
Rep. Holly Grange
Rep. Bobby Hanig
Rep. Marvin W. Lucas

I.	**Welcome & Opening Remarks**	Representative Craig Horn, Presiding Co-Chair
II.	**Committee Member Introductions**	
III.	**Introduction to Central Staff and Review of Budget Process**	*Lisa Fox* Fiscal Research Division
	Adjourn	**NEXT MEETING: TBD**

Education Appropriations Subcommittee Overview

House Subcommittee on Education Appropriations

February 5, 2019



FISCAL RESEARCH DIVISION

A Staff Agency of the North Carolina General Assembly

Presentation Outline

1. Committee Operations
2. Fiscal Research Division
3. Budget Process

Committee Operations

- The Full Appropriations Committees are divided into subcommittees by budget area.
- The Education Appropriations Subcommittees are responsible for developing the budgets for:
  - Public schools
  - North Carolina Community College System
  - The University of North Carolina System, including:
    - State-funded financial aid programs
    - Opportunity Scholarships, Children with Disabilities Grants, Education Savings Accounts

Committee Operations

- Usually, long sessions begin with joint meetings of the House and Senate over the course of several weeks to hear educational presentations about the agencies' budgets.
  - Topics that may be covered:
    - Budget 101: common terms, documents, and process
    - Agency introductions
    - Budget overviews by agency (DPI, NCCCS, UNC)
    - Presentation of the Governor's budget

Fiscal Research Division

- FRD is a nonpartisan, professional staff serving all 170 members of the NCGA. With the Research Division and the Bill Drafting Division, we are your central staff.
- Our responsibilities include:
  - Analyzing proposals and requests for appropriations;
  - Responding to requests for information;
  - Researching, compiling and communicating information in our subject areas; and
  - Reviewing and evaluating agency compliance with legislative directives.

Fiscal Research Division

- Primary responsibilities during Session are:
  - Staffing the Appropriation committees.
  - Preparing fiscal notes/memos.
  - Preparing budget documents and tracking legislation and decisions that impact the budget in our area.
- FRD is organized in teams by subject area.
- Work with the Bill Drafting and Research Divisions to provide staff support for the budget process.

Our main goal is to provide factual, unbiased information that will help Legislators make informed decisions.

NCGA Central Staff

Fiscal Research

Higher Education

Lisa Fox

Chris Hearley

Public Schools

Eric Moore

Erin Biggers

Bill Drafting

UNC System

Leslie Karkanawi

Community Colleges & Public Schools

Leslie Karkanawi

Matt Pagett

Caroline Sorenson

Research

All Education

Drupti Chauhan

Kara McCraw

Brian Gwyn

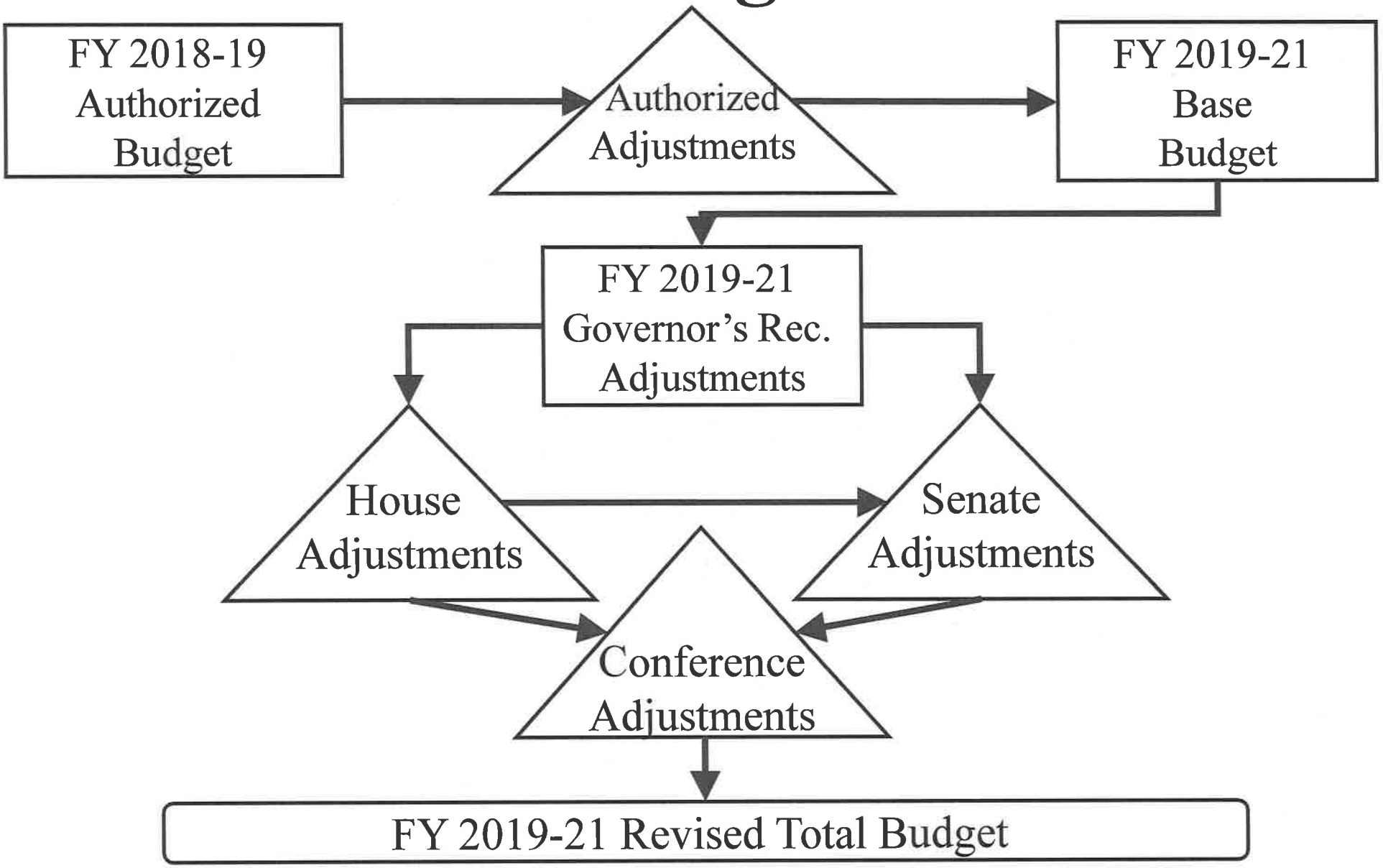
Samantha Yarborough

Virginia Barlow

Budget Process

- NC has a biennial budget.
- In the long session, the NCGA passes a two-year budget.
- In the short session adjustments are made to the second year of the biennial budget.
- House and Senate rotate leading off session. The House takes the lead for the 2019 Session.

2019-21 Budget Process



Contact Information

Lisa Fox (NCCCS)

lisa.fox@ncleg.net

Chris Hearley (UNC)

chris.hearley@ncleg.net

Eric Moore (Public Schools)

eric.moore@ncleg.net

Erin Biggers (Public Schools)

erin.biggers@ncleg.net

(919) 733-4910; Room 619 LOB

VISITOR REGISTRATION SHEET

House Committee on Appropriation, Education — 2/5/2019
Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Drew Martz	UNC System Office
Austen Morrell	UNC system office
[illegible]	Wake West
Rosha Fortson	SEANC
Jane Royall	NCFPC
Alex Granados	EdNC
Amy Auth	UNC-CH
Lauren Fox	Public School Forum
Ed Sulzby	BP
Doug Cassto[illegible]	NCSBA
Elizabeth Ruf	wake west

VISITOR REGISTRATION SHEET

House Committee on Appropriation, Education — 2/5/2019
Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Mary Shuping	NCCCS
Ford Easley	MWC
Greg Childress	NC Policy Watch
Susan Harrison	NCDTSEA

VISITOR REGISTRATION SHEET

House Committee on Appropriation, Education — 2/5/2019
Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Claudia Shumaker	Governors office
J Goodmac	CCC
Allison Goff	Hunt Institute
Vicki Boyer	Self
[illegible]	NWC
Kevin Daniels	Daniels Development Group
Lavonda Daniels	Daniels Development Group
[illegible]	[illegible]
Amy Fulk	30 PR
Amanda Dorover	KTS
Courtney Crowder	Crowder Consulting

VISITOR REGISTRATION SHEET

House Committee on Appropriation, Education — 2/5/2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
John Peterson	Retail Advocacy

Committee Sergeants at Arms

NAME OF COMMITTEE House Com Appropriations Education

DATE: 02/05/2019 Room: 423

House Sgt-At Arms:

1. Name: James Moran
2. Name: Tom Terry
3. Name: Terry Mccraw
4. Name:
5. Name:

Senate Sgt-At Arms:

1. Name:
2. Name:
3. Name:
4. Name:
5. Name:

House Pages
Assignments
Tuesday, February 05, 2019
Session: 4:45 PM

Committee	Room	Time	Staff	Member
Appropriations, Education	423	8:30 AM	Alexander Harper	Rep. John R. Bell, IV
			Samuel Specht	Rep. Julie von Haefen
			Ian St. Germain	Rep. John A. Fraley

JOINT MEETING: HOUSE APPROPRIATION COMMITTEE ON EDUCATION-SENATE EDUCATION /HIGHER EDUCATION
Tuesday, February 21, 2019 8:30 AM
Room 423 of the Legislative Office Building

MINUTES

The House Committee on Education and the Senate Committee on Education/Higher Education met at 8:30 AM on February 21, 2019 in Room 423 of the Legislative Office Building. Representatives Elmore, Fraley, Horn, Hurley and Sauls– Co-Chairs; Representatives Adams, Ball, Fisher, Gailliard, Garrison, Gill, Grange, Hanig, and Lucas were in attendance. Senator Ballard and Tillman- Co-Chairs; Senator Alexander, Davis, Horner, Johnson, Nickel, Waddell were also in attendance.

Representative Elmore, Co-Chair, called the meeting to order at 8:33 A.M. and introduced the Pages and Sergeant At Arms who would be assisting with the Committee. Copies of the attendance and visitor registration are attached to these minutes, (Attachment 1-3).

Rep. Elmore introduced Eric Moore from Fiscal Research to go over the handouts (Attachment 4-7) to discuss the Joint Appropriations Committee Calendar, Department Heads, Liaisons, & Budget Officers, Education Acronyms and Abbreviations, Fiscal Terms, and NC's Budgeting Practices, Process and Policies.

Rep. Elmore recognized members for questions or concerns. Rep. Horn suggested adding Independent Colleges to the Department Heads. Liaisons & Budget Officers list. Senator Davis asked for a brief explanation if there is no budget. Senator Tillman responded the budget would revert to the current budget. Eric Moore followed-up with the statement that there was a State Law put in place for a contingency plan. The state would continue to operate but could not exceed the current budget. Rep. Elmore asked Eric to explain to the members of the committee what part of the budget the individual units are responsible for. Eric explained what the individual units and the full chairs are responsible for. Rep. Elmore asked if there were any further questions. Rep. Fisher had a questions on the term "money report", and fiscal notes, Rep. Adams asked about revenue streams outside of State and if Representatives could view those revenues. Rep. Gill had a question on Page 8 of NC's Budgeting Practices, Process and Policies handout, #7. "Other statutory". Eric Moore was able to answer their questions and concerns.

Rep. Elmore asked if there were any other questions. He thanked Eric Moore for presenting.

There being no further business before the Committee, Representative Elmore adjourned the meeting at 9:15 AM.

Respectfully submitted:

Representative Jeffrey Elmore, Co-Chair

Linda M. Stevenson, Committee Clerk

Attachments:

1. Attendance
2. Committee Sergeant at Arms and Pages
3. Visitor Registration
4. Joint Appropriations Committee Calendar
5. Department Heads, Liaisons, & Budget Officers list
6. List of Frequently Used Education Acronyms and Abbreviations
7. NC's Budgeting Practices, Process and Policies

NORTH CAROLINA HOUSE OF REPRESENTATIVES
JOINT COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet **JOINTLY** as follows:

DAY & DATE: Thursday, February 21, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Budget 101 overview**
Representative Elmore will preside

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 11:03 AM on Tuesday, February 19, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Linda Stevenson (Committee Assistant)

AGENDA

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

February 21, 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**	Representative Elmore, Presiding Co-Chair
II.	**Committee Member Introductions**	
III.	**Budget 101: Introduction to Budget Terms and Process**	*Eric Moore* Fiscal Research Division
	Adjourn	**NEXT MEETING: Tuesday, February 26th**

ATTENDANCE

House Appropriation Committee on Education

2019 Long Session

DATES	2/21/19														
Rep. Jeffrey Elmore, Chair	✓														
Rep. John Fraley, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Pat Hurley, Chair	✓														
Rep. John Sauls, Chair	✓														
Rep. Linda Johnson, Vice Chair	-														
Rep. Jay Adams	✓														
Rep. Cynthia Ball	✓														
Rep. Cecil Brockman	-														
Rep. Susan Fisher	✓														
Rep. James Gailliard	✓														
Rep. Terry Garrison	✓														
Rep. Rosa Gill	✓														
Rep. Holly Grange	✓														
Rep. Bobby Hanig	✓														
Rep. Marvin Lucas	✓														
Ex-officio															
Rep. John Bell	-														
Rep. Brendan Jones	-														
Rep. David Lewis	-														
Rep. Sarah Stevens	-														

Attendance

Senate Committee: Appropriations on Education/Higher Education

2019-2020 Legislative Session

Names / Dates	2-21-19	2-26-19															
Alexander, Ted	X																
Ballard, Deanna **Chair**	X																
Davis, Don	X																
Edwards, Chuck	-																
Horner, Rick	X																
Johnson, Todd	X																
Nickel, Wiley	X																
Smith, Erica	-																
Tillman, Jerry **Chair**	X																
Waddell, Jerry	X																

Joint Appropriations Committee Calendar

February 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12 House & Senate Joint Meetings →	13	14	15	16
17	18	19 Joint Meetings →	20 Consensus Revenue Forecast & Budget Outlook Presented in Rm 643	21	22	23
24	25	26 Joint Meetings →	27	28	1	2

NOTES: *Dates are preliminary and subject to change.

02/13/2019

Joint Appropriations Committee Calendar

March 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
24	25	26	27	28	1	2
3	4	5 Joint Meetings →	6 →	7 →	8	9
10	11	12 Joint Meetings →	13 →	14 →	15	16
17	18	19 Joint Meetings →	20 →	21 →	22	23
24	25	26 Joint Meetings →	27 →	28 →	29	30
31		**NOTES: *Dates are preliminary and subject to change.**				

Joint Appropriations Committee Calendar

April 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 **House Only -** House Begins Developing Budget	2	3	4	5	6
7	8 **House Only**	9	10	11	12	13
14	15 **House Only**	16	17	18 **Break**	19	20
21	22 **Break**	23 ***House Bill Filing Deadline***	24 **House Only**	25	26	27
28	29 **House Only**	30				
5	6	**NOTES: *Dates are preliminary and subject to change.**				

Joint Appropriations Committee Calendar

May 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	1	2	3 **House Budget Passes**	4
5	6 **Senate Only**	7	8 **Revised Consensus Revenue Forecast***	9 ***Crossover Deadline (Substantive Bills)***	10	11
12	13 **Senate Only**	14	15	16	17	18
19	20 **Senate Only**	21	22	23	24 **Senate Passes Budget**	25
26	27 **Conference Begins**	28	29	30	31	1
2	3					

NOTES: *Dates are preliminary and subject to change.

02/13/2019

Joint Appropriations Committee Calendar

June 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	31	1
2	3 Conference	4	5	6	7 Conference Report Enacted	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30		NOTES: Dates are preliminary and subject to change.				

02/13/2019

Joint Appropriations Meeting of
Senate Committee on Education / Higher Education and
House Committee on Education

Department Heads, Liaisons, & Budget Officers

DEPARTMENT OF PUBLIC INSTRUCTION

- Mark Johnson, State Superintendent
  mark.johnson@dpi.nc.gov
  Office (919) 807-3430

- Kevin Wilkinson, Policy Advisor and Legislative Liaison
  Kevin.Wilkinson@dpi.nc.gov
  Office: (919) 807-3436

- Barbara Roper, Chief Financial Officer, DPI
  Barbara.Roper@dpi.nc.gov
  Office: (919) 807-3600

- Eric Davis, Chairman of the State Board of Education
  Eric.Davis@dpi.nc.gov
  Office (919) 807-3304

- Cecilia Holden, Legislative Director State Board of Education
  Cecilia.Holden@dpi.nc.gov
  Office (919) 807-3403

- Anne Murtha, Legislative Specialist State Board of Education
  Anne.Murtha@dpi.nc.gov
  Office (919) 807-3403

UNIVERSITY OF NORTH CAROLINA

- Dr. William Roper, Interim President
  president@northcarolina.edu
  Office (919) 733-4968

- Drew Moretz, Vice President for State Government Relations
  agmoretz@northcarolina.edu
  Office (919) 962-7096

- Clinton Carter, Senior Vice President for Finance and Administration and CFO
- cpcarter@northcarolina.edu
  Office (919) 962-4600

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

- Peter Hans, President
  hansp@nccommunitycolleges.edu
  Office (919) 807-6951

- Mary Shuping, Legislative Liaison
  shupingm@nccommunitycolleges.edu
  Office (919) 807-6957

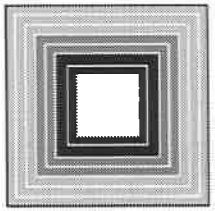
- Elizabeth Grovenstein, CFO
  grovensteine@nccommunitycolleges.edu
  Office (919) 807-7070

Add independent Colleges

List of Frequently Used Education Acronyms and Abbreviations

ADM	Average Daily Membership (a measure of student headcount)
AIG	Academically or Intellectually Gifted
AP	Advanced Placement
Approps / Ed Approps	Appropriations Committee / Education Appropriations Subcommittee
ASU	Appalachian State University
BOG	University of North Carolina Board of Governors
CC	Community College
Con Ed	Continuing Education
CTE	Career & Technical Education
CWD	Children with Disabilities
DPI	Department of Public Instruction
DSSF	Disadvantaged Student Supplemental Funding
ECSU	Elizabeth City State University
ECU	East Carolina University
Ed	Education
FRD / Fiscal	Fiscal Research Division
FSU	Fayetteville State University
FTE	Full-Time Equivalent (either referring to students or employees)
FY	Fiscal Year
G.S.	General Statute
IDEA	Individuals with Disabilities Education Act
IPEDS	Integrated Post-secondary Education Data System
LEA	Local Education Agency (local school district)
LEP	Limited English Proficiency
NAEP	National Assessment of Educational Progress
NBPTS	National Board for Professional Teaching Standards
NCA&T	NC Agricultural and Technical State University
NCCAT	North Carolina Center for the Advancement of Teaching
NCCCS	North Carolina Community College System

NCCU	North Carolina Central University
NCGA/GA	NC General Assembly
NCICU	North Carolina Independent Colleges and Universities
NCLB	No Child Left Behind
NCSU	North Carolina State University
NCVPS	North Carolina Virtual Public School
NR	Nonrecurring
R	Recurring
RttT	Race to the Top
SBCC	State Board of Community Colleges
SEAA	NC State Education Assistance Authority
Sec.	Section number (in a bill)
S.L.	Session Law
SP	Special Provision
System Office	NCCCS System Office
TAs	Teacher Assistants
TFA	Teach for America
UNC	The University of North Carolina System. Occasionally, UNC-Chapel Hill.
UNC-A	University of North Carolina at Asheville
UNC-C	University of North Carolina at Charlotte
UNC-CH	University of North Carolina at Chapel Hill
UNC-G	University of North Carolina at Greensboro
UNC-GA, GA	UNC - General Administration
UNC-P	University of North Carolina at Pembroke
UNC-SA	University of North Carolina School of the Arts
UNC-W	University of North Carolina at Wilmington
WCU	Western Carolina University
WSSU	Winston-Salem State University



FISCAL RESEARCH DIVISION

A Staff Agency of the North Carolina General Assembly

NC's Budgeting Practices, Process and Policies

February 21, 2019

Outline

- **NC Budget Process**
- Budget Terms
- Budget Organization
- Fiscal Research



Budget Process – State Constitution

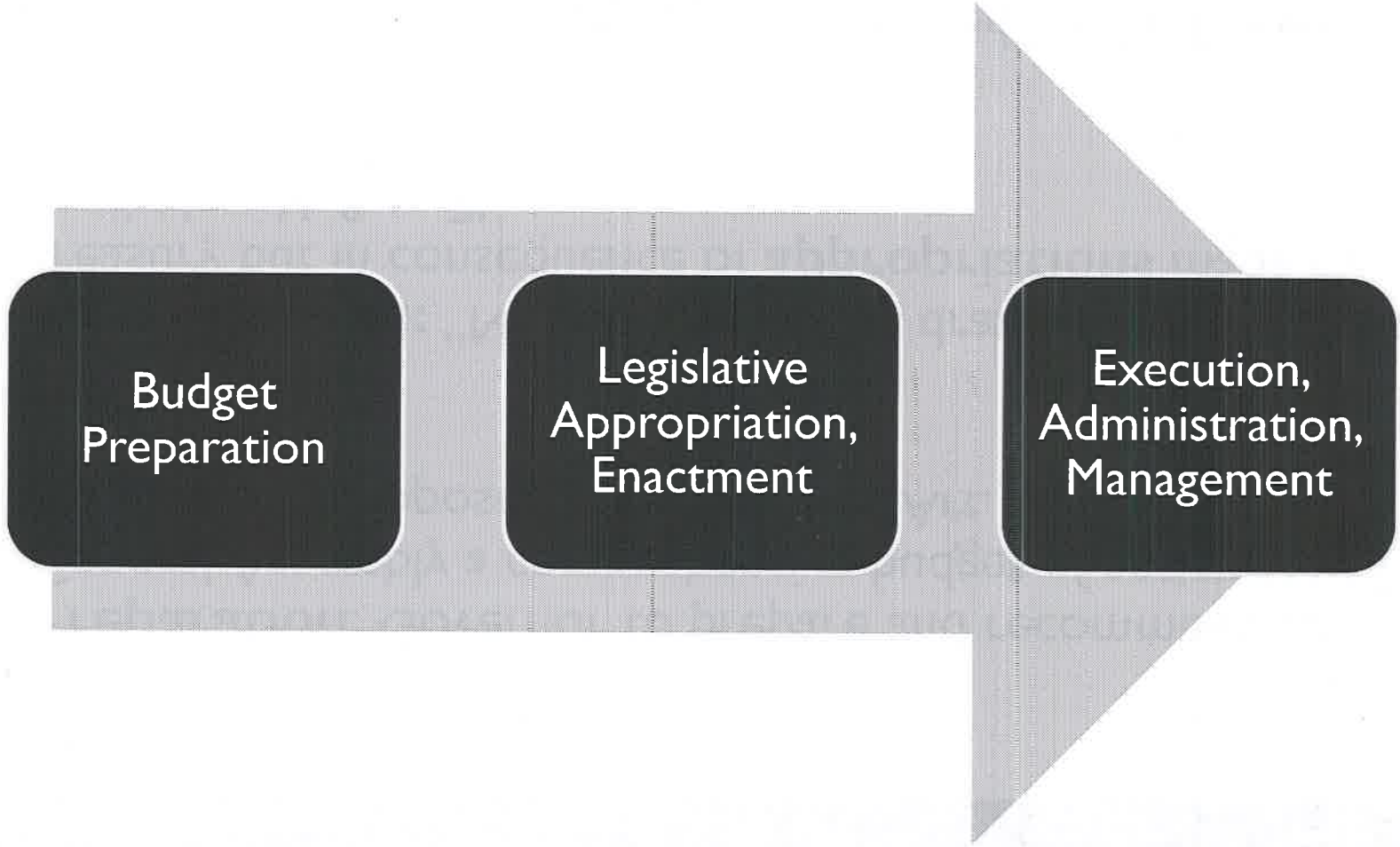
State Constitution requires:

- **Preparation**: Governor to prepare and recommend to the General Assembly a comprehensive budget of anticipated revenue and proposed expenditures (Art. III, Sec. 5(3))

- **Appropriation:** "No money shall be drawn from the State treasury but in consequence of **appropriations** made by law" (Art. V, Sec. 7)

- **Administration**: "The budget as enacted by the General Assembly shall be administered by the Governor" (Art. III, Sec. 5(3))

Budget Process - Overview



Budget Process - Schedule

August 2018

- OSBM issues budget instructions for agencies

Oct. – Dec. 2018

- Agencies prepare required worksheets, supporting documents, & department priorities
- Agencies & Governor begin budget discussions

January 2019

- NCGA reconvenes to pass biennial budget
- Governor concludes discussions, finalizes recommendations

Feb/ March 2019

- Governor's Budget finalized, presented to the NCGA

Feb. to May 2019

- Appropriations committee meet for briefings, debate, & recommendations

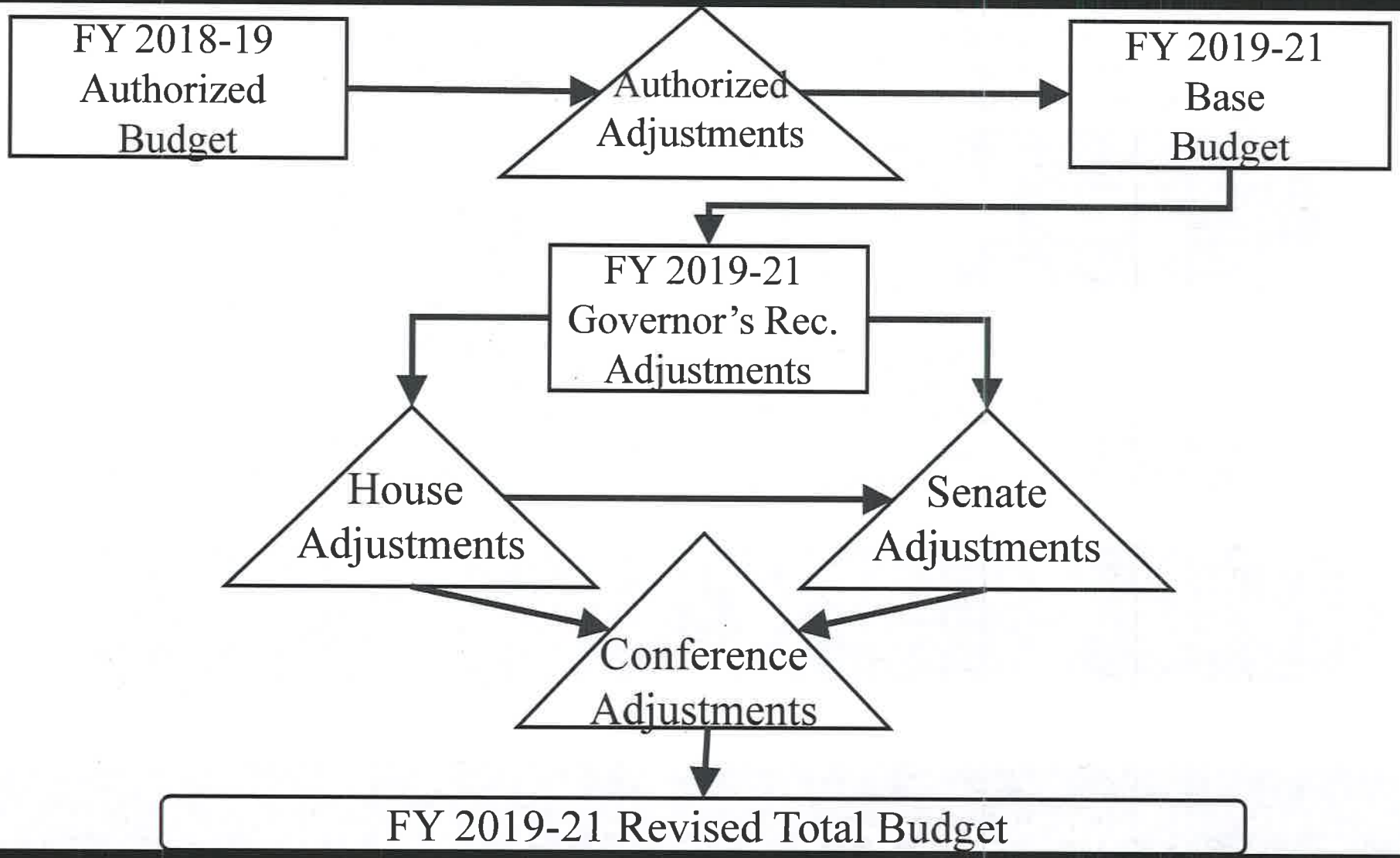
June 2019

- NCGA enacts a biennial budget

Budget Administration

- OSBM certifies the NCGA-enacted budget
- OSBM administers the budget per the State Budget Act (G.S. 143C) and Budget Manual

Budget Process – Long Session



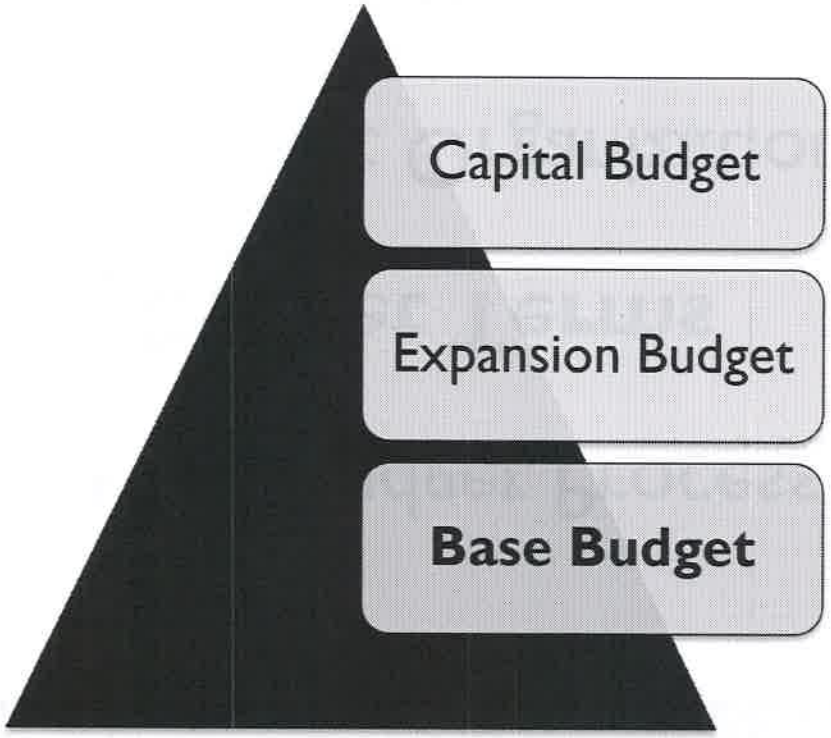
Outline

- NC Budget Process
- **Budget Terms**
- Budget Organization
- Fiscal Research



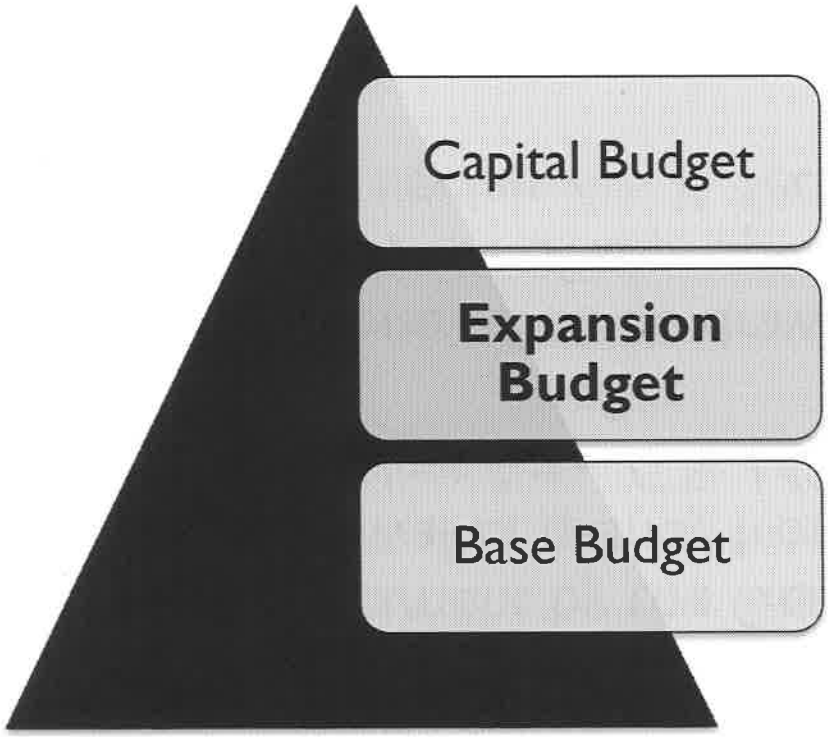
Budget Terms - Base Budget

The part of the Governor's Recommended Budget that provides the baseline for the next biennium. Starting point is current year authorized budget plus allowable adjustments:



1. Program & position annualizations
2. Nonrecurring adjustments (+/-)
3. Federal payroll tax changes
4. Lease increases
5. Receipt projections changes
6. Reconciliation of transfers
7. Other statutory

Budget Terms - Expansion Budget



- Recommendations related to:
  - New programs & expansions
  - New initiatives
  - Salaries & benefits
  - Departmental need for equipment, staff, vehicles, etc.
  - Enrollment growth
  - And more…

Budget Terms - Appropriations

Appropriations

- An enactment by the General Assembly authorizing the withdrawal of money from the State Treasury. "
  State Budget Act – G.S. 143C-1-1(d)(1)

- "No money shall be drawn from the State treasury but in consequence of appropriations made by law."
  NC Constitution, Art. V, Sec. 7

Budget Terms – Certified Budget

Certified Budget - The budget as enacted by the GA plus

1. distributions to State agencies from statewide reserves appropriated by the General Assembly,
2. distributions of reserves appropriated to a specific agency by the General Assembly, and
3. organizational or budget changes mandated by the General Assembly.

What gets added/ How is it changed:

- Salary increases, retirement adjustments
- Management flexibility reserves
- Reorganizations

Budget Terms – Authorized Budget

Authorized Budget - The certified budget with changes authorized by the Director of the Budget through authority granted in G.S. 143C-6-4 or other statutes.

- **What gets added/ How is it changed:**
  - New grants, changes to existing grants, or federal "carryforward"
  - Moving money between funds/programs
  - Budgeting of an increase in departmental receipts

Budget Terms - General Fund

- The primary operating fund for most governmental entities
- Accounts for all financial transactions, except those that must be accounted for in another type fund
- Money reverts at end of fiscal year

Outline

- NC Budget Process
- Budget Terms
- **Budget Organization**
- Fiscal Research



Budget Organization – Bill Contents

- Appropriations by Agency/Department – Section 2.1
- Statement of General Fund Availability (G.S. 143C-5-3)
  - Beginning Unreserved Fund Balance
  - Tax and Non-Tax Revenues
- Special Provisions
- Recommended Base Budget (incorporated)
- Committee Report (incorporated)

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

SESSION LAW 2018-5
SENATE BILL 99

AN ACT TO MODIFY THE CURRENT OPERATIONS APPROPRIATIONS ACT OF 2017 AND TO MAKE OTHER CHANGES IN THE BUDGET OPERATIONS OF THE STATE.

Budget Organization - Base Budget

080-Department of Public Instruction
13510-Public Instruction - General Fund
1000-DPI - Executive and Administrative Functions
Requirements

PERSONAL SERVICES

Account Code	Account Title	Actual 2017-18	Certified 2018-19	Authorized 2018-19	Incr/Decr 2019-20	Total 2019-20	Incr/Decr 2020-21	Total 2020-21
531141	SEC/COUNCIL OF ST SAL-APP	$127,561	$130,112	$130,112	$0	$130,112	$0	$130,112
531211	SPA-REG SALARIES-APPRO	$2,177,867	$2,867,273	$3,003,272	$0	$3,003,272	$0	$3,003,272
531212	SPA-REG SALARIES-RECPT	$687,111	$783,753	$901,770	$0	$901,770	$0	$901,770
531213	SPA-REG SALARIES-UNDESIG	$644	$0	$0	$0	$0	$0	$0
531221	SPA TIME LIMITED SAL-APP	$0	$11,073	$0	$0	$0	$0	$0
531222	SPA TIME LIMITEDSAL-REC	$163,394	$104,045	$76,215	$0	$76,215	$0	$76,215
531311	REG(N S) TEMP WAGES-APPR	$0	$3,550	$0	$0	$0	$0	$0
531312	REG(N S) TEMP WAGES-RECPT	$0	$41,137	$0	$0	$0	$0	$0
531461	EPA&SPA-LONGVTY PAY-APPRO	$28,891	$49,668	$50,257	$0	$50,257	$0	$50,257
531462	EPA&SPA-LONGVTY PAY-REC	$11,691	$10,549	$9,134	$0	$9,134	$0	$9,134
531511	SOCIAL SEC CONTRIB-APPRO	$173,096	$231,740	$237,072	$0	$237,072	$0	$237,072
531512	SOCIAL SEC CONTRIB-RECPTS	$64,050	$95,082	$97,664	$0	$97,664	$0	$97,664
531521	REG RETIRE CONTRIB-APPRO	$398,890	$536,537	$550,322	$0	$550,322	$0	$550,322
531522	REG RETIRE CONTRIB-RECPTS	$143,066	$161,119	$182,869	$0	$182,869	$0	$182,869
531561	MED INS CONTRIB-APPRO	$156,362	$272,476	$272,476	$0	$272,476	$0	$272,476
531562	MED INS CONTRIB-RECPTS	$69,694	$83,686	$90,247	$0	$90,247	$0	$90,247
531572	UNEMP COMP PAYMNTS TO DES	$0	$1,123	$1,123	$0	$1,123	$0	$1,123
531576	FLEXIBLE SPENDING SAVINGS	$5,057	$4,099	$4,005	$0	$4,005	$0	$4,005
531621	SEVER SLRY CONTINUE-APPRO	$44,668	$0	$0	$0	$0	$0	$0
531631	WRKER COMP-MED PAYMENTS	$0	$20,582	$20,582	$0	$20,582	$0	$20,582
531651	COMPENSATION TO BOARD MEM	$0	$8,500	$8,500	$0	$8,500	$0	$8,500
531661	TAX EMP EXP REIMB-APPROP	$0	$4,320	$4,320	$0	$4,320	$0	$4,320
531662	TAX EMP EXP REIMB-RECEIPT	$0	$440	$440	$0	$440	$0	$440
531664	NONTAX EMP CELL PH REIMB	$1,230	$160	$218	$0	$218	$0	$218

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Budget Organization - Special Provisions

- Dictate or guide how funds are to be spent
- Can affect both budgetary items & substantive issues
- May include Finance related items such as fees and taxes.

PROHIBIT TRANSFER OF TEXTBOOKS AND DIGITAL RESOURCES FUNDS

SECTION 7.13.(a) G.S. 115C-105.25(b) is amended by adding a new subdivision to read:

"(12) Funds allotted for textbooks and digital resources may only be used for the purchase of textbooks and digital resources. These funds shall not be transferred out of the allotment for any other purpose."

SECTION 7.13.(b) G.S. 115C-105.25(c)(4) is repealed.

SECTION 7.13.(c) This section becomes effective July 1, 2018.

Budget Organization - Committee Report

- Committee Report used to construe legislative action and intent, and has force of law (G.S. 143C-5-5)
- Contains the specific changes to a Department's budget, including FTE changes
- Incorporated by special provision

21 **School Safety Programs**
Fund Code: 1830

Provides funds to expand the School Resource Officer grant program for elementary and middle schools, to expand the anonymous tip line to all schools statewide, and to create new grants to support students in crisis, school safety training, safety equipment, and school mental health personnel. Further guidance on the grant programs is provided by this Act. Funding includes $10 million nonrecurring transferred from the Dorothea Dix Hospital Property Fund (24460-2296). The revised total requirements for the programs is $35 million in FY 2018-19.

Requirements	$	5,000,000 R 23,000,000 NR
Less: Receipts	$	10,000,000 NR
Net Appropriation	$	18,000,000
FTE		-

Outline

- NC Budget Process
- Budget Terms
- Budget Organization
- **Fiscal Research**



Fiscal Research Division

- Provide confidential research to members upon request
- Provide presentations on financial matters
- Provide formal analysis in two manners:
  - Fiscal Memos
    - 5-year projection of revenues and costs
    - Primarily for draft bills and PCS (proposed committee substitutes)
    - Remain confidential to the requestor
  - Fiscal Notes
    - 5-year projection of revenues and costs
    - For introduced bills
    - Published alongside the bill

Questions?

Lisa Fox (NCCCS) - lisa.fox@ncleg.net

Chris Hearley (UNC) - chris.hearley@ncleg.net

Eric Moore (Public Schools) - eric.moore@ncleg.net

Erin Biggers (Public Schools) - erin.biggers@ncleg.net

Room 619 LOB

(919) 733-4910

VISITOR REGISTRATION SHEET

House Com Appropriation Education
(Committee Name)

2-21-19
Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY
Tom West	NCICU
Drew Moretz	UNC System
Anthony Brito	OSBM
Claudia Shoemaker	Governors IFC
Amy Auth	UNC-GA
James Robinson	OSBM
Leah Sutton	Best NC
Mary Freeman	NCAE

VISITOR REGISTRATION SHEET

House Com Appropriation Education
(Committee Name)

2-21-19
Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY
[signature]	MWC
[signature]	NCCCS
Geoff Coltrane	Gov Office
April Neumann	MWC
Adam Pridemore	NCACC
Matthew Docklan	Appalachian State U
Reesha Fortson	SEANC
Richard Bostic	NCSBA
Rhaelyn Dickson	Focus PA
Jane Royall	NCFPC
Kelly Parkinson	Parkinson Law

Senate Pages Attending

COMMITTEE: J.A. Education ROOM: 423

DATE: 2-21 TIME: 8:30

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

Page Name	Hometown	Sponsoring Senator
1. Austin Stallings	Whitsett, NC	Gunn
2. Michael Cartwright	Salisbury	Berger
3.		
4.		
5.		
6.		
7.		
8.		

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

Committee Sergeants at Arms

NAME OF COMMITTEE House Com Appropriations Education

DATE: 2/21/2019 **Room:** 423 LOB

House Sgt-At Arms:

1. **Name:** Jonas Cherry
2. **Name:** Rey Cooke
3. **Name:** Dean Marshbourne
4. **Name:**
5. **Name:**

Senate Sgt-At Arms:

1. **Name:** Michael Caviness
2. **Name:** HAL Roach
3. **Name:**
4. **Name:**
5. **Name:**

FEBRUARY 26, 2019

SENATOR BALLARD PRESIDED

Deborah Holder (Rep. Pat Hurley)

From: Linda Stevenson (Rep. Jeffrey Elmore)
Sent: Thursday, February 21, 2019 12:17 PM
To: Linda Stevenson (Rep. Jeffrey Elmore)
Subject: <NCGA> House Appropriations, Education Committee Meeting Notice for Tuesday, February 26, 2019 at 8:30 AM (Joint)
Attachments: Add Meeting to Calendar_LINC_.ics

NORTH CAROLINA HOUSE OF REPRESENTATIVES
JOINT COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet **JOINTLY** as follows:

DAY & DATE: Tuesday, February 26, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Senator Ballard will preside**
K-12 Overview - School Funding Trends

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 12:13 PM on Thursday, February 21, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Linda Stevenson (Committee Assistant)

Deborah Holder (Rep. Pat Hurley)

From: William Verbiest (Sen. Deanna Ballard)
Sent: Thursday, February 21, 2019 09:38 AM
To: William Verbiest (Sen. Deanna Ballard)
Subject: <NCGA> Joint Appropriations on Education/Higher Education Committee Meeting Notice for Tuesday, February 26, 2019 at 8:30 AM - UPDATED #1 (Joint)
Attachments: Add Meeting to Calendar_LINC_.ics

Principal Clerk ____
Reading Clerk ____

Updated #1:

SENATE
NOTICE OF JOINT COMMITTEE MEETING
AND
BILL SPONSOR NOTICE

The **Senate Committee on Appropriations on Education/Higher Education** will meet at the following time:

DAY	DATE	TIME	ROOM
Tuesday	February 26, 2019	8:30 AM	423 LOB

K-12 Overview - School Funding Trends

Senator Deanna Ballard, Chair

Senator Deanna Ballard, Co-Chair
Senator Jerry W. Tillman, Co-Chair

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

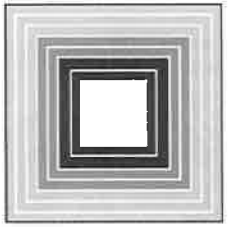
Senate Subcommittee Co-Chairs
Sen. Deanna Ballard
Sen. Jerry W. Tillman

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**



FISCAL RESEARCH DIVISION

A Staff Agency of the North Carolina General Assembly

Introduction to Public School Funding

Eric Moore and Erin Biggers

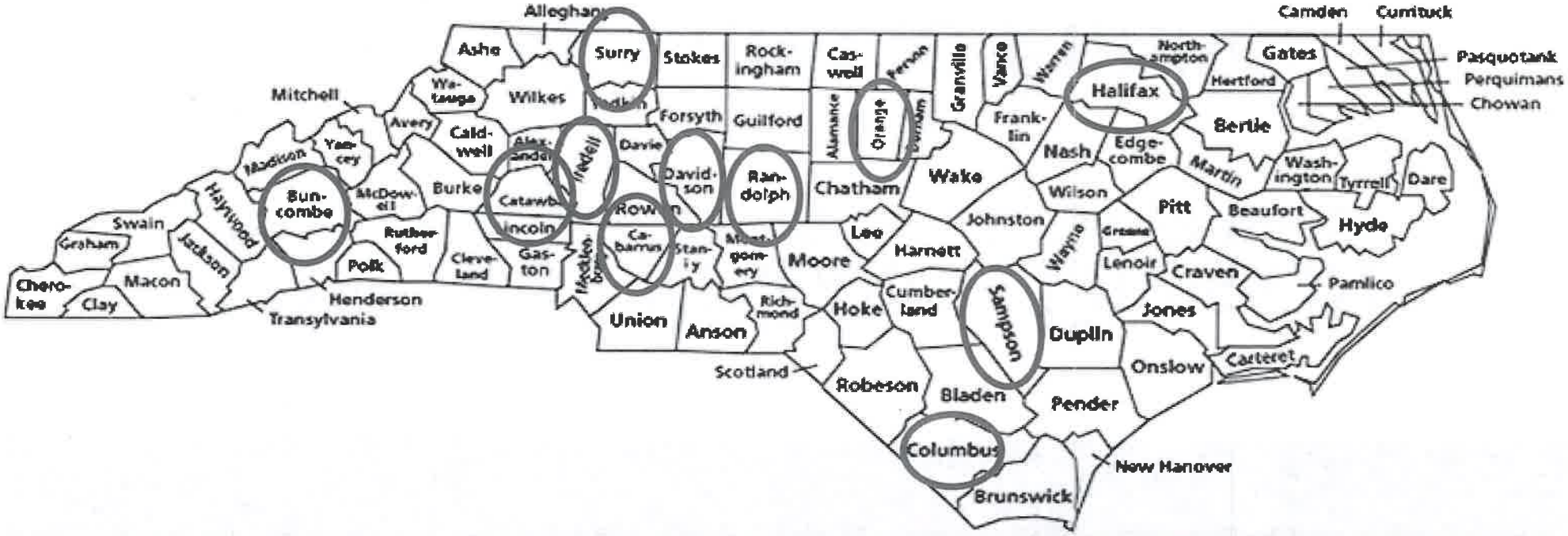
Fiscal Research Division

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

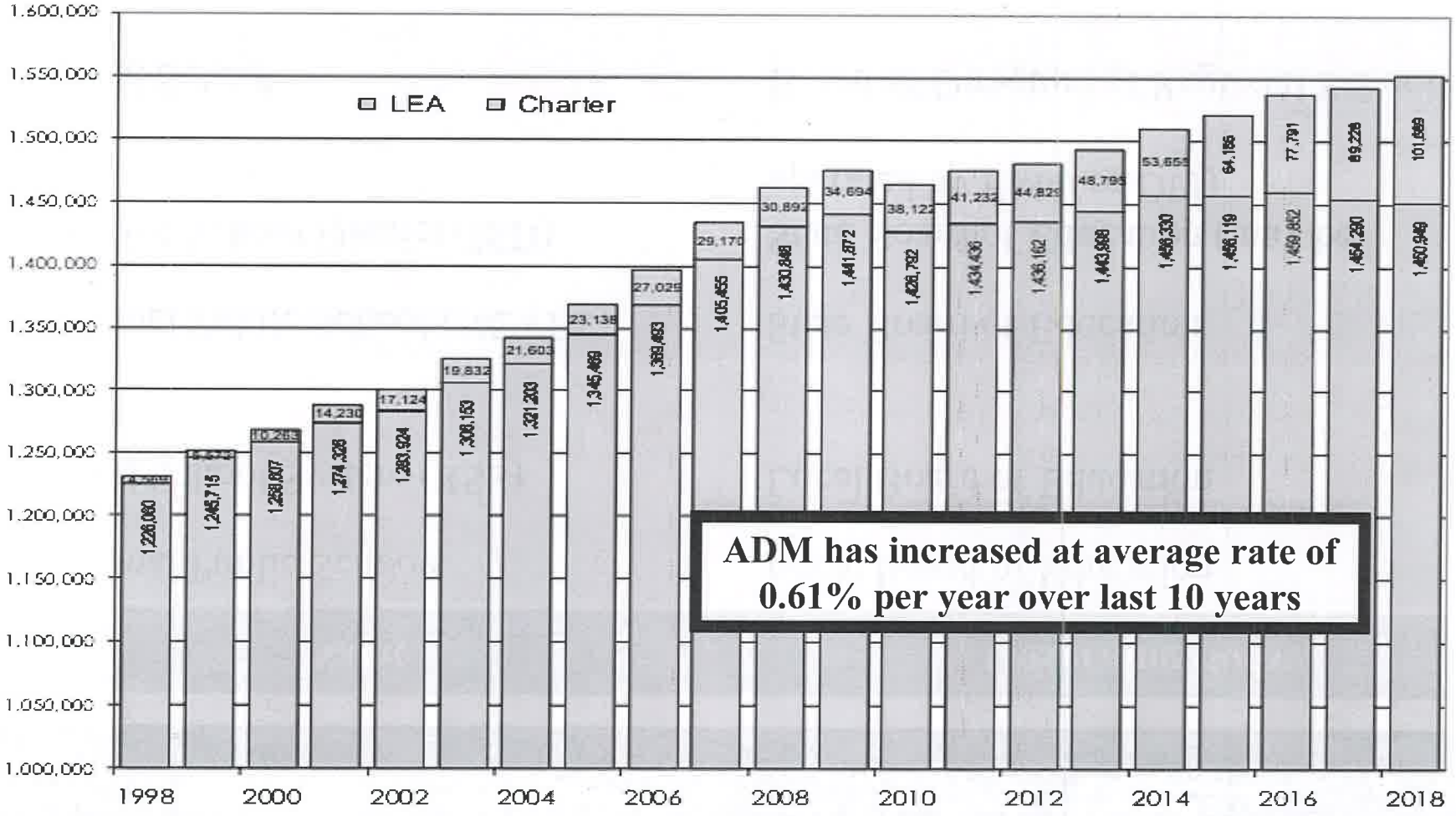
Fiscal Year	2013-14	2018-19
Total Schools	2,564	2,675
Traditional	2,436	2,485
Charter	127	184
Regional	1	1
Lab		5

NC Public Schools—Key Facts

Name	Governing Body
Traditional Public Schools	Local Board of Education
Renewal School System (RSS)	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	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



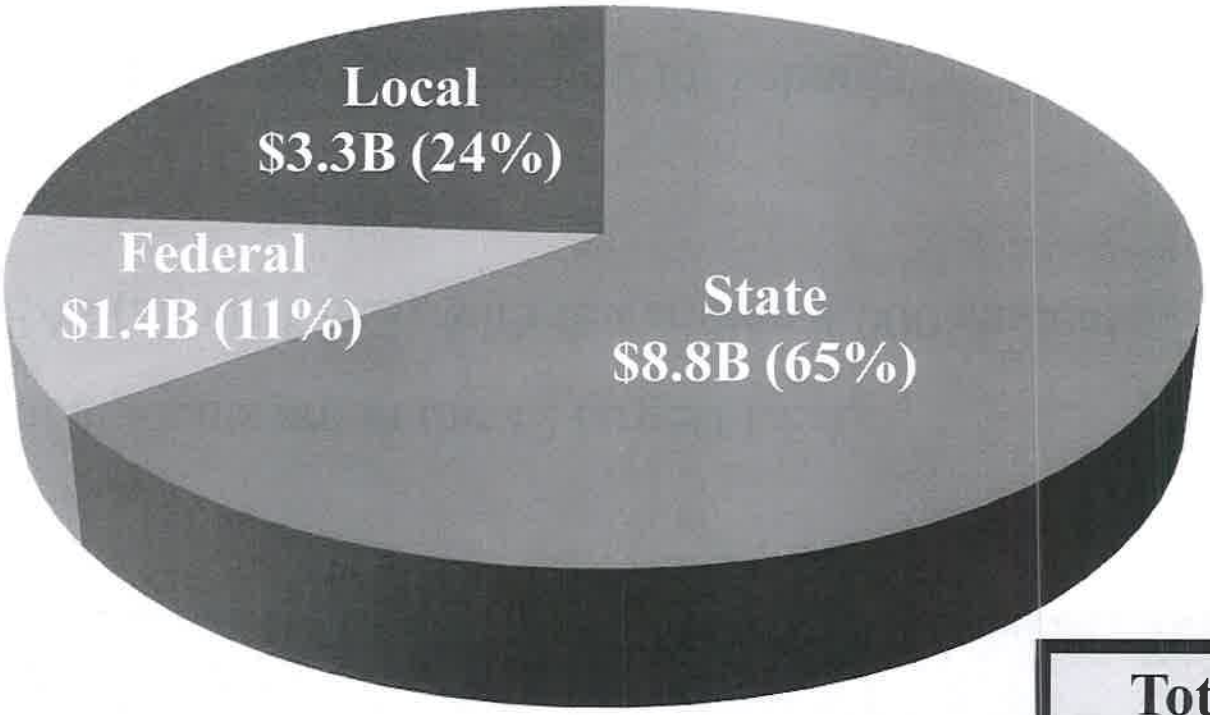
NC Public Schools—Key Facts

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

Source: Department of Public Instruction, Statistical Profile

NC Public Schools—Key Facts

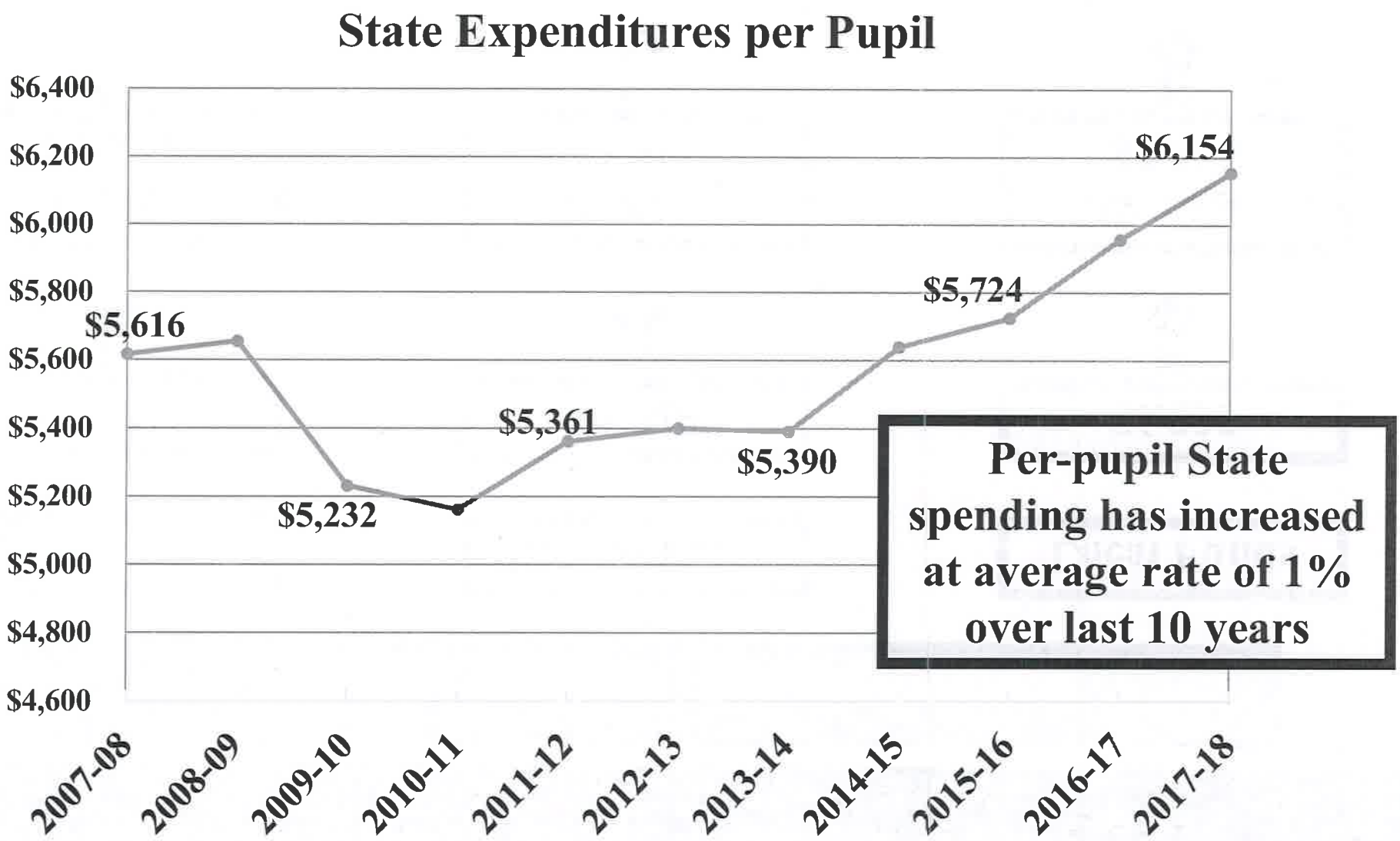
2017-18 Per Pupil Expenditures

State Funds	Federal Funds	Local Funds
$13,256	$2,748	$6,235
Average: $6,154	Average: $1,018	Average: $2,306
$5,564	$429	$959

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

NC Public Schools—Key Facts



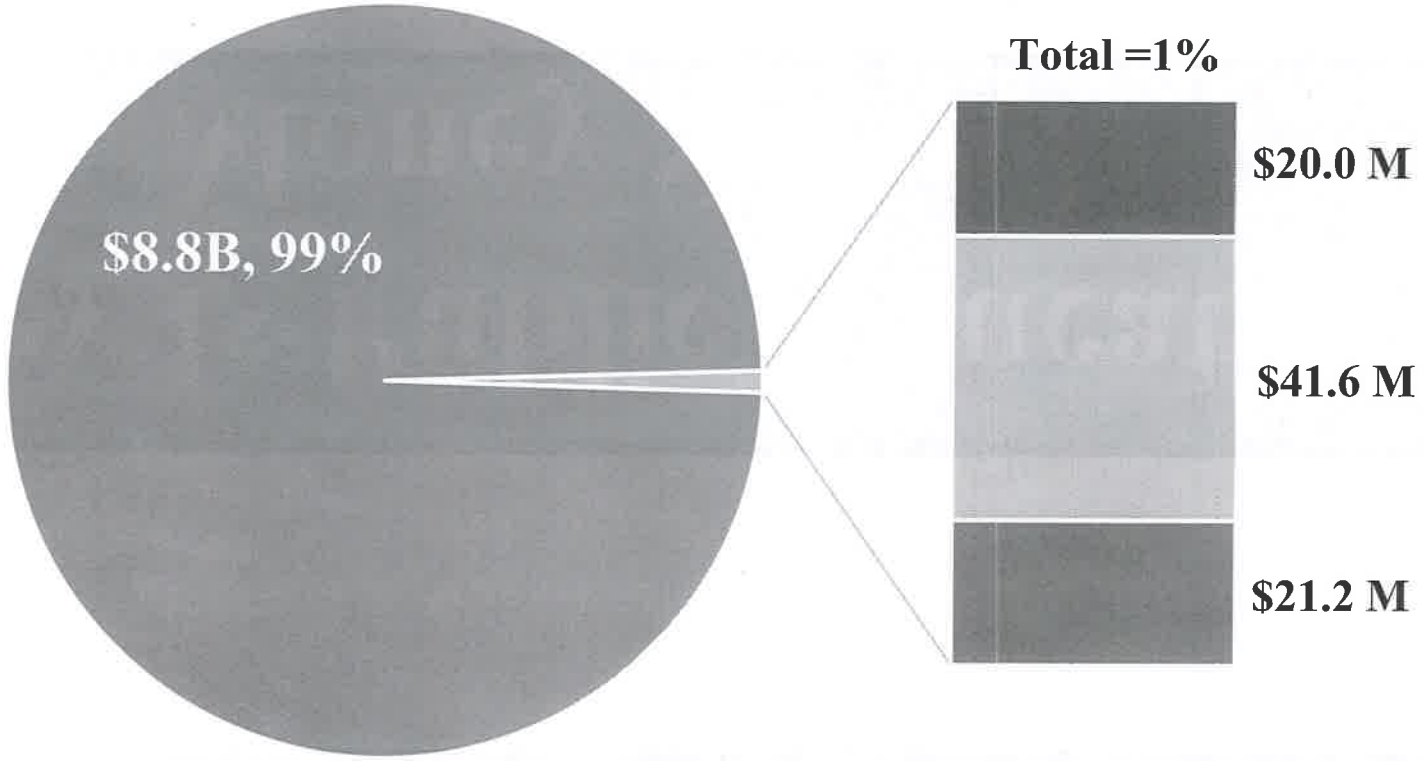
How Is Public Education Money Spent?

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How Is Public Education Money Spent?

Majority of Funding Supports Districts

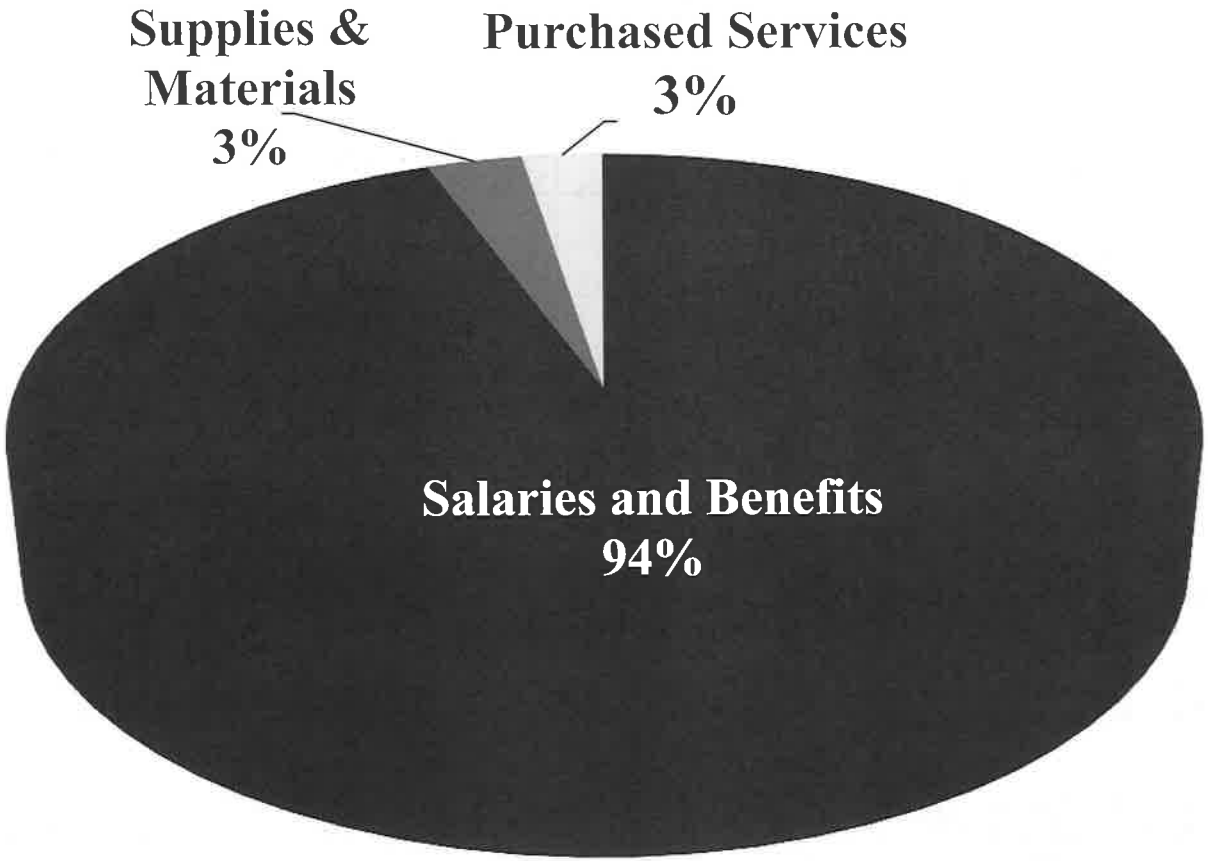
2017-18 General Fund (8.9 billion)



How Is Public Education Money Spent?

Majority of LEA Spending on Personnel

2017-18 State Expenditures ($8.8 billion)



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%
Total	**191,127**	**180,470**	**177,149**	**175,287**	**174,153**	**173,598**	**173,266**	**(17,861)**	**-9.3%**

How Is Public Education Money Spent?

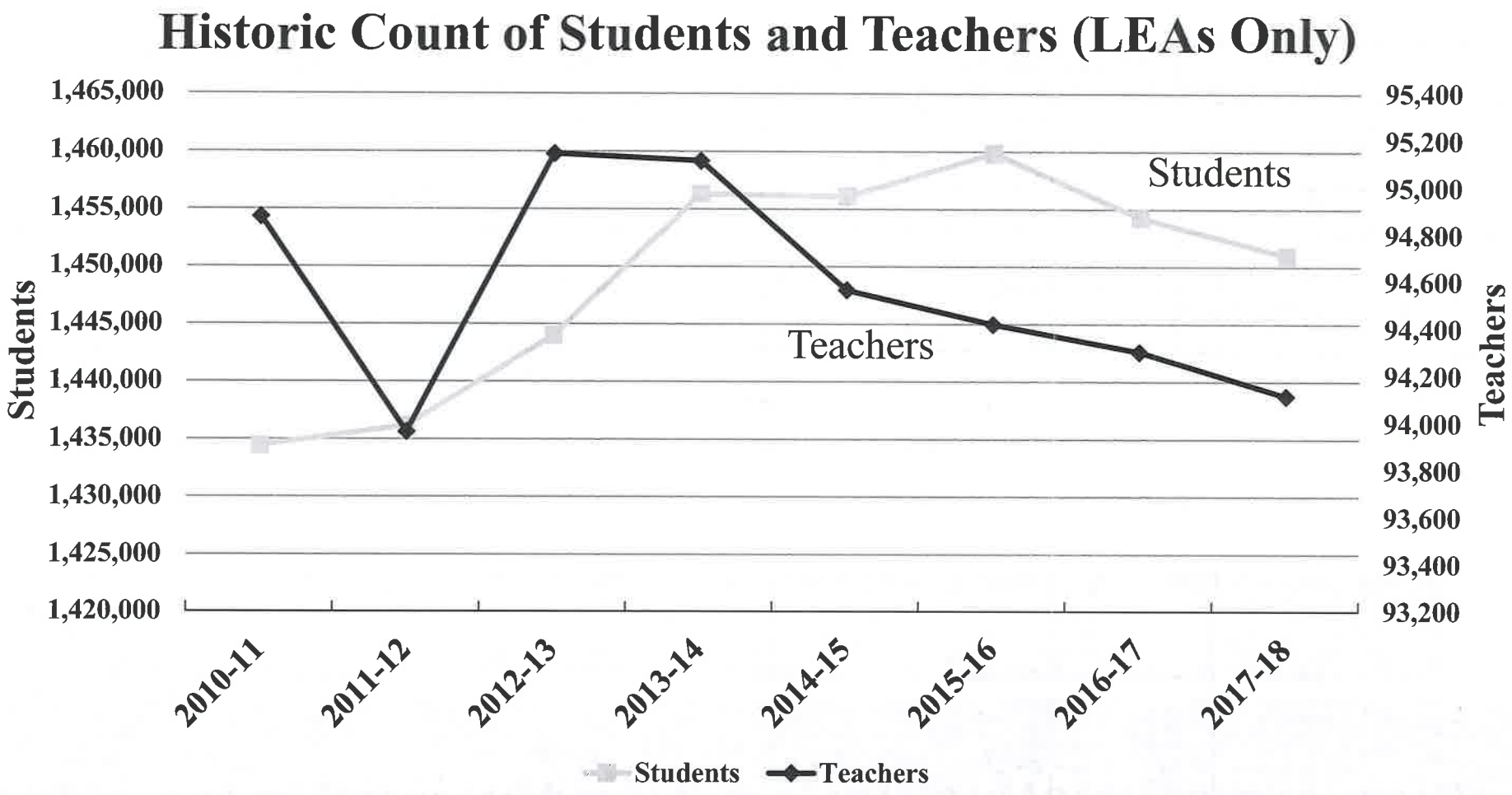
Changes in FTE Vary by Funding Source

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%
Total	**191,127**	**180,470**	**177,149**	**175,287**	**173,362**	**174,153**	**173,598**	**173,266**	**(17,861)**	**-9.3%**

How Is Public Education Money Spent?

Student Population Continues to Grow



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

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

How Is Public Education Money Spent?

Takeaways

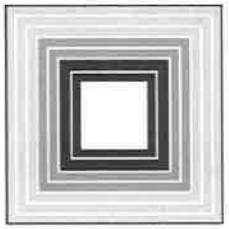
1. Over 99% of State funds support LEAs

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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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 =

$$\frac{\text{daily sum of all students in membership for a month}}{\text{total days in month}}$$

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
- **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	--	--

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.

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 6th pay period actual for estimating next fiscal year's projected costs

2018-19 Classroom Teaching Positions Required: **70,716**	**X**	2017-18 6th 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
- 3rd-5th Grade Reading Teachers
- 4th-8th Grade Math Teachers

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

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

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

School Building Administration

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 >= 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

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)

   ~~420~~ 400.20

   $92.74

   NOTE: Each LEA must receive a minimum of the dollar equivalent of two teachers and two instructional support personnel (~~$272,812~~). $285,862

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: 1st 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	~~75,000,000~~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	~~1,386,090~~21,386,090
TOTAL APPROPRIATION	**$676,612,932**	**~~$681,747,388~~$744,067,742**

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

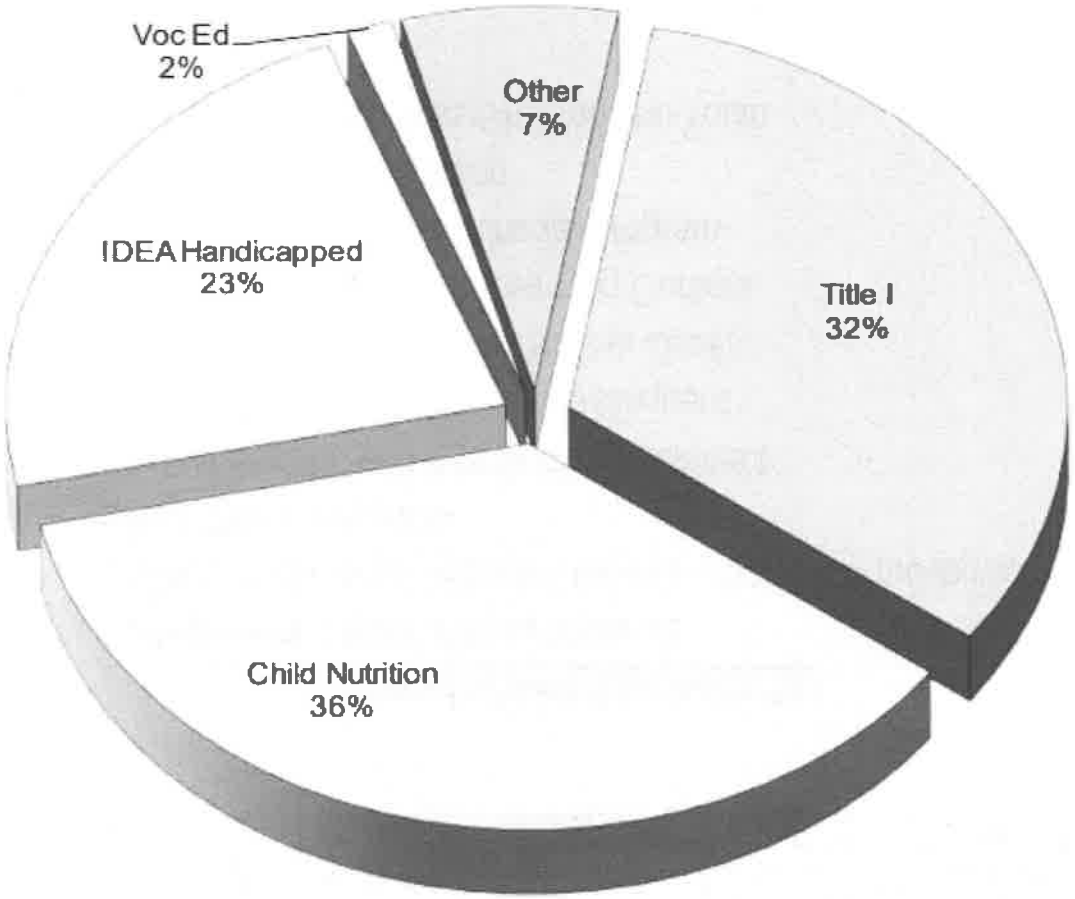
- Most programs are included in State budget, but General Assembly lacks authority to modify program requirements.

- 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

FY 2017-18 Federal K-12 Fund Sources

	State Aid
Every Student Succeeds Act	
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
	$ 552,812,062
Individuals With Disabilities Education Act	
Special Education - Grants to States	308,997,023
Special Education -- State Program Improvement Grant	1,294,000
Special Education - Preschool Grants	9,180,299
	$ 319,471,322

FY 2017-18 Federal K-12 Fund Sources

Perkins IV		
Career and Technical Education Basic		20,911,860
	Total Perkins	**$ 20,911,860**
Miscellaneous		
Abstinence Education		1,815,000
Child Nutrition - Fresh Fruits and Vegetables		3,669,248
Child Nutrition		515,000,000
	Total Miscellaneous	**$ 520,484,248**

Questions?

Lisa Fox (NCCCS) - lisa.fox@ncleg.net

Chris Hearley (UNC) - chris.hearley@ncleg.net

Eric Moore (Public Schools) - eric.moore@ncleg.net

Erin Biggers (Public Schools) - erin.biggers@ncleg.net

Room 619 LOB

(919) 733-4910

Joint House and Senate Committee on Appropriations, Education
Wednesday, February 27, 2019 at 8:30 AM
Room 423 of the Legislative Office Building

MINUTES

The Joint House and Senate Committee on Appropriations, Education met at 8:30 AM on February 27, 2019 in Room 423 of the Legislative Office Building. Representatives Jeffrey Elmore, Craig Horn, Pat Hurley, John Sauls, Jay Adams, Cynthia Ball, Susan Fisher, James Gailliard, Terry Garrison, Rosa Gill, Holly Grange, Bobby Hanig, and Marvin Lucas, and Senators Ted Alexander, Deanna Ballard, Don Davis, Rick Horner, Todd Johnson, Jerry Tillman, and Joyce Waddell attended. Staff from Fiscal Research in attendance was Lisa Fox, Erin Biggers, Chris Hearley, and Eric Moore. Staff from Legislative Analysis in attendance was Drupti Chauhan, Kara McCraw, Brian Gwyn, and Samantha Yarborough. Leslie Karkanawi, Caroline Sorensen, and Matt Pagett from Bill Drafting were also present.

Representative Craig Horn, presided. The meeting was called to order at 8:35 AM and he introduced the Sergeant-At-Arms who would be assisting with the committee and recognized the pages. Copies of the attendance and visitor registration are attached to these minutes, (Attachments 1-4).

Erin Biggers, Fiscal Research Division, provided the committee with the Joint Education Appropriations Information Request Follow-Up, Feb 2019 (Attachment 5).

Eric Moore, Fiscal Research Division, continued his presentation on Public School Allotments (Attachment 6).

Through the duration of Mr. Moore's presentation, the floor was opened for questions and discussion. Representative Horn asked about the number of people who were teacher assistants. Representative Gill had a question concerning the Teacher Assistant formula. Senator Alexander made a comment about how the budget for teacher assistants has increased but the number of teacher assistants has declined and how the budget for Central Office has declined but the number of people has increased and he wanted to know how that is reconciled. Representative Elmore asked about the headcount of Central Office Administration. Senator Horner asked what was the average cost of a textbook, what was the timeline of replacing a textbook, and when will we look at changing the timeline. Senator Johnson asked if school nurses were under the non-instructional support staff. Representative Adams asked about changing curriculums and what would be the impact on the budget. Representative Hurley asked if workbooks were included in the textbook allotment. Senator Tillman suggested boosting the portion of the transportation allotment to meet the needs of transporting handicapped children. Representative Hurley asked if charter schools are included in the transportation allotment and who is bidding for the buses. Senator Tillman commented that we like to give preference to the North Carolina bus builders. Senator Tillman asked if we have ever looked at adjusting the cap for school-aged children with disabilities. Senator Horner asked if we have a mechanism for requesting data from our local LEAs as to what they are spending on school-aged children with disabilities and is anyone reporting what the LEAs are spending. Representative Elmore asked about the transferability of the children with disabilities

allotment and how long ago was that change made. Representative Lucas asked about the dollars provided for children with disabilities up to the cap and how it works for those children that have more than one disability. Representative Horn asked if we have the information on which LEAs max out at the cap for children with disabilities. Senator Waddell asked about supplanting of funds concerning children with disabilities. Senator Tillman asked how many LEAs are in the low wealth formula and asked that a list be provided. Senator Ballard asked how many county school districts receive small county supplemental funding and can you receive low wealth and small county supplemental funding. Representative Ball asked about the districts participating in the CIH programs. Representative Adams requested an acronym guide.

The meeting adjourned at 9:46 AM.

Representative Craig Horn
Presiding

Erin Wilson, Committee Clerk

Attachments:

1. Agenda
2. Attendance
3. Committee Sergeant-At-Arms and Pages
4. Visitor Registration
5. Joint Education Appropriations Information Request Follow-Up, Feb 2019
6. Public School Allotments

NORTH CAROLINA HOUSE OF REPRESENTATIVES
JOINT COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet **JOINTLY** as follows:

DAY & DATE: Wednesday, February 27, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **K-12 Funding**
Representative Horn will preside.

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 11:54 AM on Monday, February 25, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Erin Wilson (Committee Assistant)

AGENDA

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

February 27, 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**	Representative Horn, Presiding Co-Chair
II.	**Follow Up Questions from Feb 26**	*Erin Biggers* Fiscal Research Division
III.	**Public School Allotments, continued**	*Eric Moore* Fiscal Research Division
	Adjourn	**NEXT MEETING: Tuesday, March 5**

ATTENDANCE

House Appropriation Committee on Education

2019 Long Session

DATES	4/27														
Rep. Jeffrey Elmore, Chair	✓														
Rep. John Fraley, Chair															
Rep. Craig Horn, Chair	✓														
Rep. Pat Hurley, Chair	✓														
Rep. John Sauls, Chair	✓														
Rep. Linda Johnson, Vice Chair															
Rep. Jay Adams	✓														
Rep. Cynthia Ball	✓														
Rep. Cecil Brockman															
Rep. Susan Fisher	✓														
Rep. James Gailliard	✓														
Rep. Terry Garrison	✓														
Rep. Rosa Gill	✓														
Rep. Holly Grange	✓														
Rep. Bobby Hanig	✓														
Rep. Marvin Lucas	✓														
Ex-officio															
Rep. John Bell															
Rep. Brenden Jones															
Rep. David Lewis															
Rep. Sarah Stevens															

DATES															
Fiscal Research															
Lisa Fox	✓														
Erin Biggers	✓														
Chris Hearley	✓														
Eric Moore	✓														
Legislative Analysis															
Drupti Chauhan	✓														
Kara McCraw	✓														
Brian Gwyn	✓														
Samantha Yarborough	✓														
Virginia Barlow															
Bill Drafting															
Leslie Karkanawi	✓														
Caroline Sorensen	✓														
Matt Pagett	✓														
Committee Clerks															
Jan Copeland															
Debbie Holder	✓														
Karen Rosser															
Linda Stevenson															
Erin Wilson	✓														

Attendance

Senate Committee: Appropriations on Education/Higher Education

2019-2020 Legislative Session

Names	Dates	Elmore 2-21-19	Ballard 2-26-19	Horn 2-27-19													
Alexander, Ted		X	X	X													
Ballard, Deanna	**Chair**	X	X	X													
Davis, Don		X	X	X													
Edwards, Chuck			X														
Horner, Rick		X	X	X													
Johnson, Todd		X	X	X													
Nickel, Wiley		X	X														
Smith, Erica			X														
Tillman, Jerry	**Chair**	X	X	X													
Waddell, Joyce		X	X	X													

Per Pupil Expenditure

1) Combined LEA and Charter School PPE

2) Adjust for Inflation

PER PUPIL EXPENDITURE (LEA AND CHARTER)

Current Dollars										
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
State Funds [1]										
Expenditures	$ 8,168,697,777	$ 7,525,001,100	$ 7,480,541,243	$ 7,828,942,603	$ 7,964,869,949	$ 8,034,582,978	$ 8,455,613,604	$ 8,652,285,414	$ 9,026,243,207	$ 9,310,186,365
ADM [2]	1,445,628	1,440,212	1,451,133	1,461,935	1,476,257	1,491,819	1,502,362	1,513,053	1,518,444	1,521,200
Expenditures/ADM	$ 5,651	$ 5,225	$ 5,155	$ 5,355	$ 5,395	$ 5,386	$ 5,628	$ 5,718	$ 5,944	$ 6,120
Constant Dollars (FY 2011-12 Dollars)										
Inflation Factor [5]	214.7	216.7	221.1	227.6	231.4	235.0	236.7	238.3	242.7	248.1
State Funds [1]										
Expenditures	$ 8,659,867,475	$ 7,901,005,078	$ 7,699,711,944	$ 7,828,942,603	$ 7,834,473,130	$ 7,781,502,495	$ 8,130,080,166	$ 8,263,427,766	$ 8,464,877,720	$ 8,538,678,324
ADM	1,445,628	1,440,212	1,451,133	1,461,935	1,476,257	1,491,819	1,502,362	1,513,053	1,518,444	1,521,200
Expenditures/ADM	$ 5,990	$ 5,486	$ 5,306	$ 5,355	$ 5,307	$ 5,216	$ 5,412	$ 5,461	$ 5,575	$ 5,613

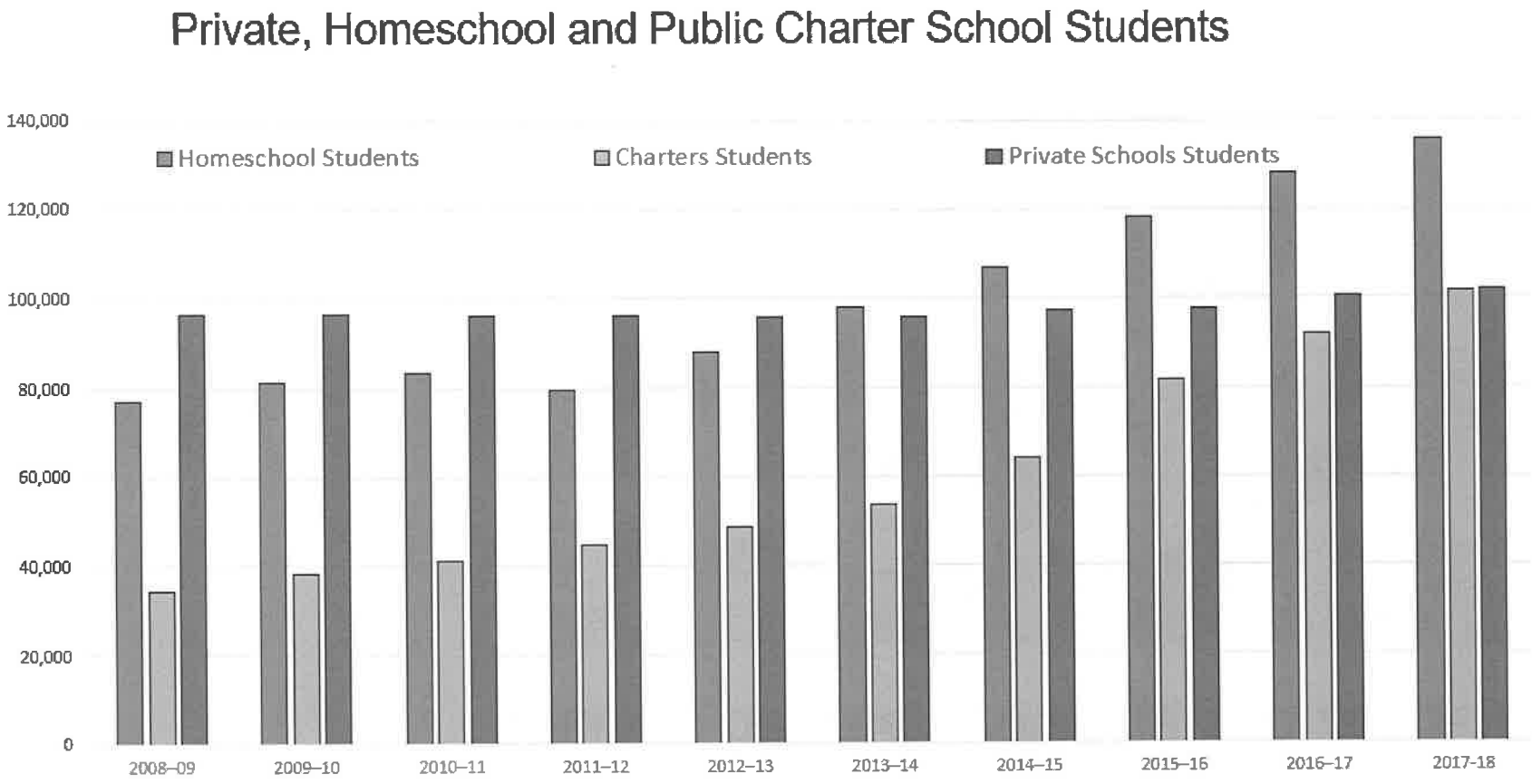
Average Daily Membership

1) ADM over 10 years for LEAs, charter schools, private schools, and homeschools

School Type	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
LEAs	1,441,872	1,426,792	1,434,436	1,436,162	1,443,998	1,456,330	1,456,119	1,459,852	1,454,290	1,450,949
Charters	34,964	38,122	41,232	44,829	48,795	53,655	64,186	77,191	89,228	101,689
Private*	96,545	96,421	96,229	96,096	95,948	95,768	97,259	97,721	100,585	101,775
Home*	77,065	81,509	83,609	79,693	87,978	98,172	106,853	118,268	127,847	135,749

*Note: Source is NC Department of Administration, Division of Non-Public Education

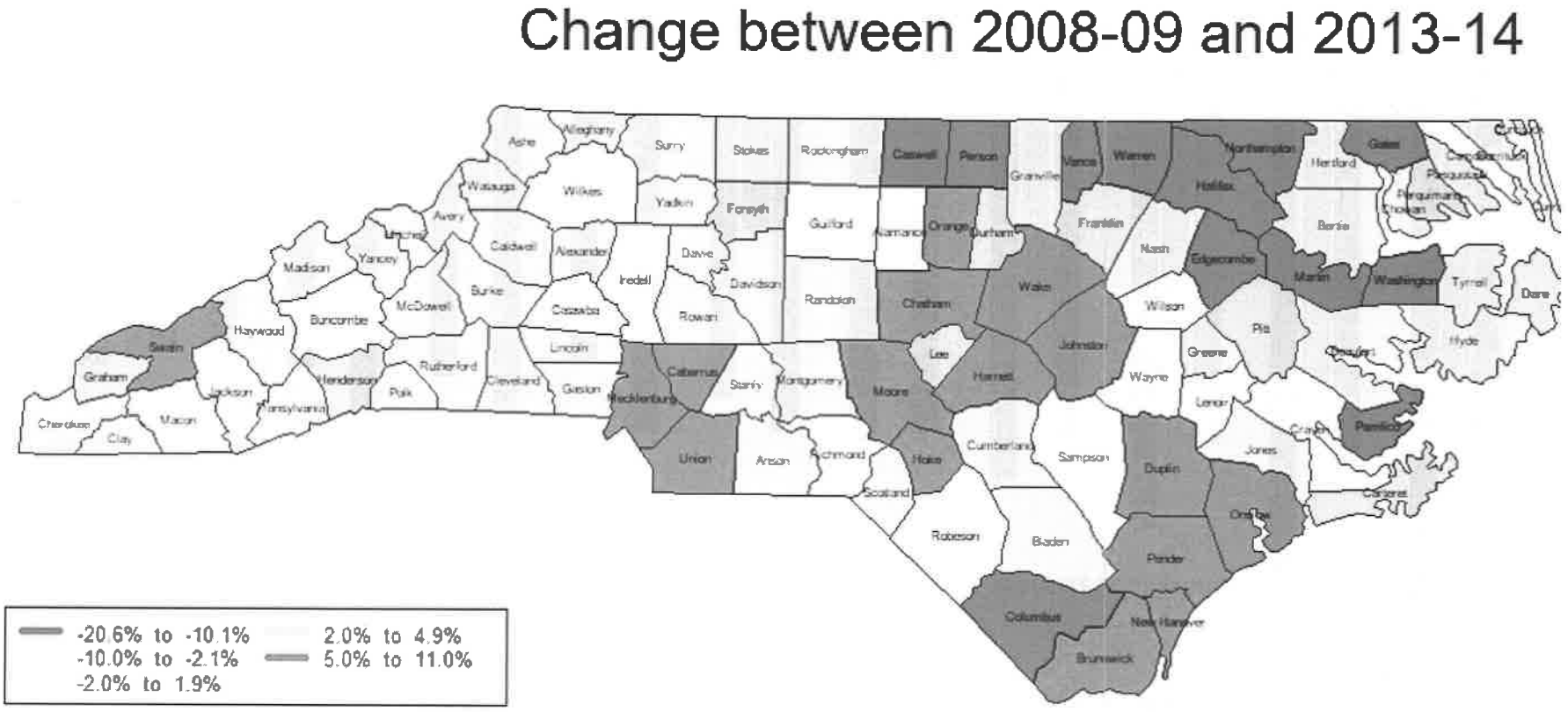
Average Daily Membership, cont'd



Source: NC Department of Public Instruction

Average Daily Membership, cont'd

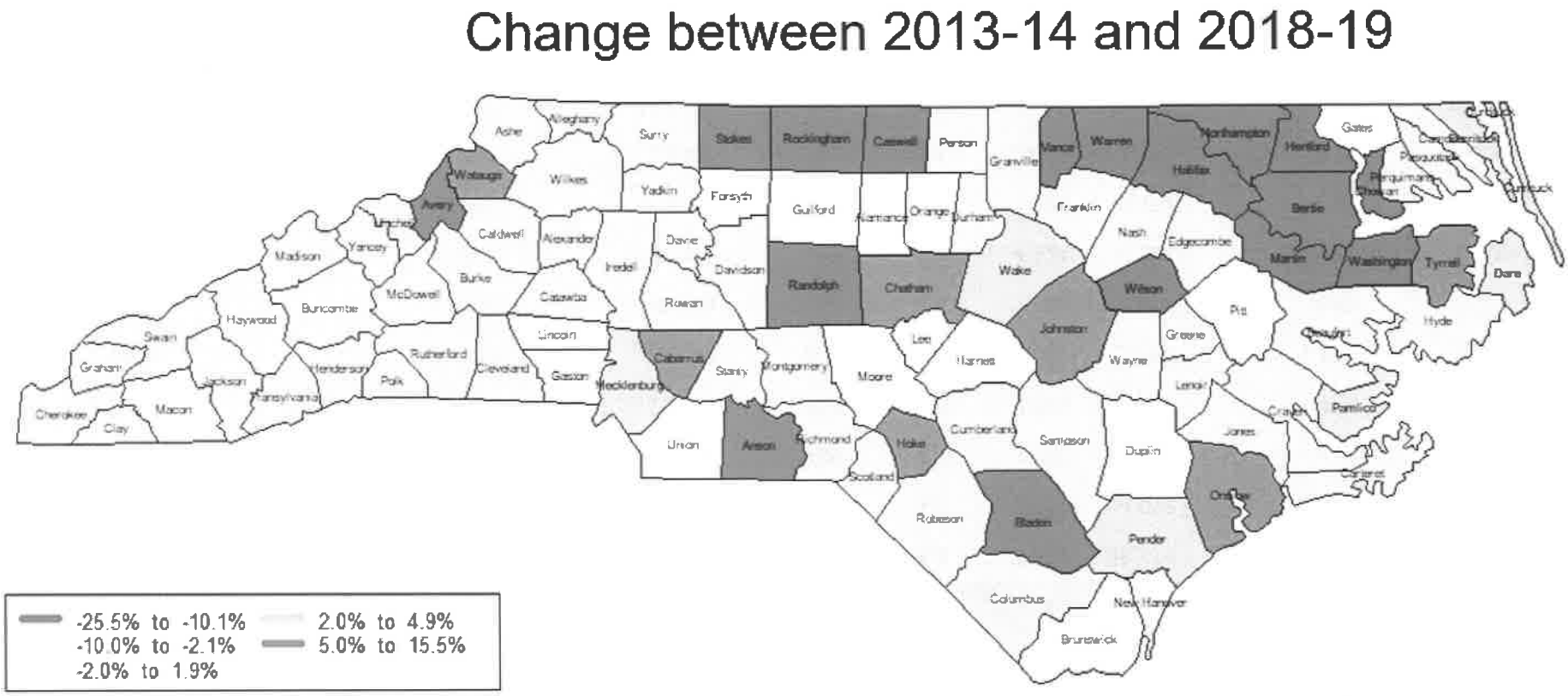
2) Rural vs. Urban ADM changes over time



Source: NC Department of Public Instruction

Average Daily Membership, cont'd

2) Rural vs. Urban ADM changes over time, cont'd



Source: NC Department of Public Instruction

Average Daily Membership, cont'd

2) Rural vs. Urban ADM changes over time, cont'd

Projected Population Change in North Carolina Counties: 2010-2020

	Total Population		Population Change		Components of Change			
County	April 2010 Estimate Base	July 2020 Projection	Numeric	Percent	Births	Deaths	Natural Increase	Net Migration
Alamance	151,198	171,207	20,009	13.2	18,854	16,678	2,176	17,833
Alexander	37,192	38,689	1,497	4.0	3,728	4,012	-284	1,781
Alleghany	11,154	11,622	468	4.2	1,020	1,457	-437	905
Anson	26,928	25,458	-1,470	-5.5	2,603	3,079	-476	-994
Ashe	27,238	27,842	604	2.2	2,390	3,550	-1,160	1,764
Avery	17,806	17,923	117	0.7	1,452	2,072	-620	737
Beaufort	47,763	47,363	-400	-0.8	4,924	6,222	-1,298	898
Bertie	21,280	19,582	-1,698	-8.0	1,929	2,672	-743	-955
Bladen	35,182	33,881	-1,301	-3.7	3,653	4,268	-615	-686
Brunswick	107,431	143,157	35,726	33.3	10,831	14,097	-3,266	38,992
Buncombe	238,328	268,690	30,362	12.7	26,513	26,556	-43	30,405
Burke	90,838	92,610	1,772	2.0	9,157	10,694	-1,537	3,309
Cabarrus	178,086	217,144	39,058	21.9	25,473	15,883	9,590	29,468
Caldwell	83,047	84,308	1,261	1.5	8,359	9,712	-1,353	2,614

	Total Population		Population Change		Components of Change			
County	April 2010 Estimate Base	July 2020 Projection	Numeric	Percent	Births	Deaths	Natural Increase	Net Migration
Camden	9,980	10,499	519	5.2	966	850	116	403
Carteret	66,463	71,582	5,119	7.7	6,178	8,370	-2,192	7,311
Caswell	23,748	23,300	-448	-1.9	2,145	2,829	-684	236
Catawba	154,758	159,183	4,425	2.9	17,942	16,840	1,102	3,323
Chatham	63,479	78,040	14,561	22.9	6,696	7,210	-514	15,075
Cherokee	27,441	29,939	2,498	9.1	2,380	3,850	-1,470	3,968
Chowan	14,793	13,926	-867	-5.9	1,505	1,974	-469	-398
Clay	10,591	11,966	1,375	13.0	921	1,510	-589	1,964
Cleveland	98,030	99,151	1,121	1.1	11,116	11,988	-872	1,993
Columbus	58,107	56,475	-1,632	-2.8	6,359	7,324	-965	-667
Craven	103,503	103,588	85	0.1	15,368	10,930	4,438	-4,353
Cumberland	319,433	329,167	9,734	3.0	56,904	25,844	31,060	-21,326
Currituck	23,547	28,633	5,086	21.6	2,664	2,320	344	4,742
Dare	33,920	38,055	4,135	12.2	3,683	3,291	392	3,743
Davidson	162,833	169,834	7,001	4.3	18,310	17,892	418	6,583
Davie	41,221	44,209	2,988	7.2	4,100	4,537	-437	3,425
Duplin	58,404	59,234	830	1.4	7,615	5,793	1,822	-992

	Total Population		Population Change		Components of Change			
County	April 2010 Estimate Base	July 2020 Projection	Numeric	Percent	Births	Deaths	Natural Increase	Net Migration
Durham	269,984	320,933	50,949	18.9	44,081	20,479	23,602	27,347
Edgecombe	56,545	52,696	-3,849	-6.8	6,425	6,597	-172	-3,677
Forsyth	350,674	385,208	34,534	9.8	46,680	33,530	13,150	21,384
Franklin	60,558	69,883	9,325	15.4	7,245	5,896	1,349	7,976
Gaston	206,117	224,998	18,881	9.2	26,271	23,317	2,954	15,927
Gates	12,186	12,125	-61	-0.5	1,129	1,301	-172	111
Graham	8,861	8,763	-98	-1.1	910	1,145	-235	137
Granville	57,522	63,304	5,782	10.1	5,966	5,665	301	5,481
Greene	21,359	21,301	-58	-0.3	2,220	2,064	156	-214
Guilford	488,418	544,715	56,297	11.5	63,647	43,832	19,815	36,482
Halifax	54,634	51,026	-3,608	-6.6	6,026	6,910	-884	-2,724
Harnett	114,697	138,192	23,495	20.5	19,003	9,908	9,095	14,400
Haywood	59,034	63,950	4,916	8.3	6,059	7,875	-1,816	6,732
Henderson	106,705	120,500	13,795	12.9	11,183	14,727	-3,544	17,339
Hertford	24,671	24,041	-630	-2.6	2,412	3,035	-623	-7
Hoke	46,889	58,797	11,908	25.4	9,520	3,275	6,245	5,663
Hyde	5,817	5,398	-419	-7.2	475	636	-161	-258

	Total Population		Population Change		Components of Change			
County	April 2010 Estimate Base	July 2020 Projection	Numeric	Percent	Births	Deaths	Natural Increase	Net Migration
Iredell	159,462	185,517	26,055	16.3	19,309	15,823	3,486	22,569
Jackson	40,276	45,545	5,269	13.1	4,063	3,904	159	5,110
Johnston	168,872	209,403	40,531	24.0	24,265	14,177	10,088	30,443
Jones	10,166	10,100	-66	-0.6	1,026	1,329	-303	237
Lee	57,858	60,793	2,935	5.1	8,164	5,846	2,318	617
Lenoir	59,518	57,004	-2,514	-4.2	6,798	7,538	-740	-1,774
Lincoln	77,966	87,395	9,429	12.1	8,297	8,045	252	9,177
Macon	33,917	37,160	3,243	9.6	3,576	4,739	-1,163	4,406
Madison	20,789	23,069	2,280	11.0	2,026	2,513	-487	2,767
Martin	24,512	23,076	-1,436	-5.9	2,597	3,376	-779	-657
McDowell	44,996	46,800	1,804	4.0	4,751	5,355	-604	2,408
Mecklenburg	919,650	1,138,473	218,823	23.8	148,322	61,885	86,437	132,386
Mitchell	15,576	15,243	-333	-2.1	1,484	2,216	-732	399
Montgomery	27,784	28,085	301	1.1	3,214	2,979	235	66
Moore	88,246	102,838	14,592	16.5	10,905	11,752	-847	15,439
Nash	95,829	95,616	-213	-0.2	11,256	10,700	556	-769
New Hanover	202,683	241,782	39,099	19.3	23,540	19,481	4,059	35,040

	Total Population		Population Change		Components of Change			
County	April 2010 Estimate Base	July 2020 Projection	Numeric	Percent	Births	Deaths	Natural Increase	Net Migration
Northampton	22,101	20,453	-1,648	-7.5	2,005	2,904	-899	-749
Onslow	177,799	203,464	25,665	14.4	41,715	10,810	30,905	-5,240
Orange	133,688	147,451	13,763	10.3	12,527	8,384	4,143	9,620
Pamlico	13,143	13,311	168	1.3	952	1,694	-742	910
Pasquotank	40,661	39,811	-850	-2.1	5,082	4,052	1,030	-1,880
Pender	52,198	64,820	12,622	24.2	6,486	5,599	887	11,735
Perquimans	13,453	13,855	402	3.0	1,324	1,746	-422	824
Person	39,472	40,273	801	2.0	4,412	4,502	-90	891
Pitt	168,166	182,401	14,235	8.5	21,658	13,124	8,534	5,701
Polk	20,520	21,760	1,240	6.0	1,547	3,046	-1,499	2,739
Randolph	141,801	144,344	2,543	1.8	16,503	14,952	1,551	992
Richmond	46,642	44,866	-1,776	-3.8	5,587	5,667	-80	-1,696
Robeson	134,233	129,446	-4,787	-3.6	18,736	13,653	5,083	-9,870
Rockingham	93,631	90,980	-2,651	-2.8	9,713	11,657	-1,944	-707
Rowan	138,518	144,278	5,760	4.2	16,209	15,892	317	5,443
Rutherford	67,816	69,706	1,890	2.8	7,196	8,886	-1,690	3,580
Sampson	63,469	64,307	838	1.3	8,648	6,927	1,721	-883

County	Total Population		Population Change		Components of Change			
	April 2010 Estimate Base	July 2020 Projection	Numeric	Percent	Births	Deaths	Natural Increase	Net Migration
Scotland	36,157	35,821	-336	-0.9	4,737	4,225	512	-848
Stanly	60,586	64,384	3,798	6.3	6,995	7,110	-115	3,913
Stokes	47,417	46,595	-822	-1.7	4,270	5,471	-1,201	379
Surry	73,748	73,117	-631	-0.9	7,823	9,029	-1,206	575
Swain	13,981	15,129	1,148	8.2	2,006	1,934	72	1,076
Transylvania	33,087	35,777	2,690	8.1	2,899	4,475	-1,576	4,266
Tyrrell	4,407	4,309	-98	-2.2	450	487	-37	-61
Union	201,349	242,474	41,125	20.4	26,198	14,136	12,062	29,063
Vance	45,419	45,207	-212	-0.5	5,857	5,203	654	-866
Wake	901,059	1,119,165	218,106	24.2	131,123	53,886	77,237	140,869
Warren	21,024	20,052	-972	-4.6	1,934	2,515	-581	-391
Washington	13,214	12,072	-1,142	-8.6	1,376	1,651	-275	-867
Watauga	51,064	60,096	9,032	17.7	3,856	3,655	201	8,831
Wayne	122,646	126,560	3,914	3.2	17,087	12,481	4,606	-692
Wilkes	69,303	70,494	1,191	1.7	7,130	8,276	-1,146	2,337
Wilson	81,230	82,836	1,606	2.0	9,943	8,887	1,056	550
Yadkin	38,409	38,944	535	1.4	4,105	4,438	-333	868

	Total Population		Population Change		Components of Change			
County	April 2010 Estimate Base	July 2020 Projection	Numeric	Percent	Births	Deaths	Natural Increase	Net Migration
Yancey	17,817	18,461	644	3.6	1,805	2,337	-532	1,176
State	9,535,721	10,647,005	1,111,284	11.7	1,248,478	909,850	338,628	772,656
Source: North Carolina OSBM, Standard Population Estimates, Vintage 2017 and Population Projections, Vintage 2018								

Student Demographics

1) Student Identification within LEAs and Charter Schools by race/ethnicity

	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
LEAs										
Indian	20,358	20,056	21,255	20,355	20,132	20,048	19,862	19,337	18,775	17,961
Asian	35,140	36,490	35,243	36,410	38,103	39,887	41,355	43,101	45,543	47,522
Hispanic	152,605	157,027	180,410	193,137	205,427	214,418	228,695	238,747	248,628	256,848
Black	444,870	440,385	376,548	375,746	375,661	375,672	374,962	370,866	366,723	361,746
White	774,967	764,204	756,286	750,065	746,006	736,120	727,489	713,532	699,490	686,652
Pacific Island			1,070	1,127	1,220	1,693	1,839	1,798	1,893	1,956
Charters Schools										
Indian	397	422	443	439	465	529	588	666	667	696
Asian	690	789	831	979	1,247	1,717	2,291	2,790	3,238	3,666
Hispanic	1,496	1,636	2,344	2,653	3,178	3,845	5,374	6,930	8,519	10,375
Black	11,336	12,061	11,296	12,104	13,244	14,979	18,566	21,776	24,196	26,528
White	21,833	23,900	25,994	27,660	30,400	35,102	41,096	47,260	51,614	57,456
Pacific Island			26	31	35	57	125	199	158	154

Source: NC Department of Public Instruction Statistical Profile

Student Demographics, cont'd

2) LEA and Charter School student populations by gender

	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
LEAs										
Male	728,720	723,643	727,799	732,199	737,364	740,542	743,756	740,937	739,145	736,972
Female	699,240	694,519	696,756	697,417	701,429	702,200	703,180	701,478	699,430	696,274
Charters Schools										
Male	17,500	19,034	20,624	22,403	24,879	29,142	35,216	41,503	46,374	51,890
Female	18,252	19,774	21,517	22,985	25,181	29,165	35,028	41,227	46,150	51,736

Source: NC Department of Public Instruction Statistical Profile

Allotments

1) Changes in funding formulas and accompanying personnel changes for:

a) Central Office Allotment

b) Instructional Support

c) Teacher Assistants

The funding formula for teacher assistants changed significantly from what it was in 2008-09. It is important to note that the FTE shown in these tables are employees funded across all State allotments. For examples, TAs funded out of the Low Wealth or Small County allotments are included in this total figure.

Central Office experienced a number of direct funding reductions in the State's budget during this span; as a result, LEAs began picking up more of the central office FTE within their local budgets.

		Central Office	Instructional Support	Teacher Assistants
FY 2008-09	State Formula	Frozen at 2002 Level	1 per 200.10 in ADM	$1,083 per K-3 ADM
	State FTE	1,064	10,629	22,502
	Local FTE	696	2,901	3,211
	Federal FTE	108	1,020	4,289
	Total FTE	1,868	14,550	30,002
FY 2018-19	State Formula	Frozen at 2002 Level	1 per 218.55 in ADM	Dollar equivalent of TAs based on class-size ratios
	State FTE	909	11,348	15,446
	Local FTE	955	3,815	1,931
	Federal FTE	128	1,349	4,045
	Total FTE	1,992	16,512	21,422

Allotments

2) PED Report Number 2016-11 "Allotment-Specific and System-Level Issues Adversely Affect North Carolina's Distribution of K-12 Resources," Exhibit 2 (Page 10). Data current as of FY 2015 – see Appendix A.

Benefits

1) Example of matching benefits associated with a teacher salary

Salary: $48,492

Social Security: $3,701
Retirement: $9,146
Medical: $6,104

Total matching benefits: $18,959 (39% of example salary)

Outstanding Information Requests:

1) Birth rates for poor vs. affluent residents

2) Changes to the Perkins Act which affect North Carolina public schools.

Exhibit 2: North Carolina's Resource Allocation System Distributes Dollars and Positions Using 37 Different Allotments

State Allotments – 37 Total
$8.4 Billion Allotted in 2014–15 School Year

Base Allotments Used to procure the materials, staffing, contracts, and services meant to support all students and district-wide activities.		Grant/Application Provide funding in various categories. Require an application and selection process.		Student Characteristics Provide funding to LEAs for populations of students with certain characteristics.	LEA Characteristics Provide funding to LEAs based on district size or wealth.
PRC: 001 Classroom Teachers **No. LEA Received:** 115	**PRC: 025** Indian Gaming Fund **No. LEA Received:** 32	**PRC: 029** Behavioral Support **No. LEA Received:** 114	**PRC: 043** Child & Family Support Teams: Social Workers **No. LEA Received:** 21	**PRC: 024** Disadvantaged Student Supplemental Funding **No. LEA Received:** 115	**PRC: 019** Small County Supplemental Funding **No. LEA Received:** 27
PRC: 002 Central Administration **No. LEA Received:** 115	**PRC: 027** Teacher Assistants **No. LEA Received:** 115	**PRC: 030** Digital Learning **No. LEA Received:** 47	**PRC: 055** Learn and Earn **No. LEA Received:** 64	**PRC: 032** Children w/ Special Needs **No. LEA Received:** 115	**PRC: 031** Low Wealth **No. LEA Received:** 78
PRC: 003 Non-Instructional Support **No. LEA Received:** 115	**PRC: 034** Academically & Intellectually Gifted **No. LEA Received:** 115	**PRC: 039** School Resource Officer **No. LEA Received:** 52	**PRC: 066** Assistant Principal Interns: Principal Fellows **No. LEA Received:** 20	**PRC: 054** Limited English Proficiency **No. LEA Received:** 101	
PRC: 005 School Building Administration **No. LEA Received:** 115	**PRC: 036** Charter Schools **No. Received:** 149	**PRC: 040** After School Quality Improvement Grant **No. LEA Received:** 15	**PRC: 067** Assistant Principal Interns: MSA Students **No. LEA Received:** 16	**PRC: 069** At Risk Student Services/ Alternative Schools **No. LEA Received:** 115	
PRC: 007 Instructional Support **No. LEA Received:** 115	**PRC: 056** Transportation **No. LEA Received:** 115	**PRC: 041** Panic Alarms Improvement Grant **No. LEA Received:** 63	**PRC: 042** Child and Family Support Teams: Nurses **No. LEA Received:** 21	**PRC: 063** Children with Special Needs: Special Funds **No. LEA Received:** 87	
PRC: 012 Driver Training **No. LEA Received:** 115	**PRC: 061** Classroom Materials & Instructional Supplies **No. LEA Received:** 115				
PRC: 013 Career & Tech Ed (Employment) **No. LEA Received:** 115	**PRC: 073** School Connectivity **No. LEA Received:** 115				
PRC: 014 Career & Tech Ed (Program Support) **No. LEA Received:** 115	**PRC: 085** mClass Reading 3D **No. LEA Received:** 78				
PRC: 015 School Technology Fund **No. LEA Received:** 115	**PRC: 120** LEA Financed Purchase of School Buses **No. LEA Received:** 94				
PRC: 016 Summer Reading Camps **No. LEA Received:** 115	**PRC: 130** Textbooks **No. LEA Received:** 115				

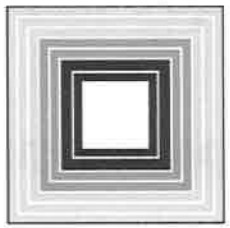
Resource Type

Position Allotment

Dollar Allotment

Note: The exhibit includes carryover funds from Fiscal Year 2014–15 for the Indian Gaming allotment, which is why only 32 LEAs received funds through PRC 025. 2015–16 Indian Gaming funds were provided as part of the Textbook allotment. PRC 055 provides funds for the Cooperative Innovate High Schools program.

Source: Program Evaluation Division based on a review of documentation provided by DPI.



FISCAL RESEARCH DIVISION

A Staff Agency of the North Carolina General Assembly

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 =

$$\frac{\text{daily sum of all students in membership for a month}}{\text{total days in month}}$$

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
- **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	--	--

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.

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 6th pay period actual for estimating next fiscal year's projected costs

2018-19 Classroom Teaching Positions Required: **70,716**	**X**	2017-18 6th 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
- 3rd-5th Grade Reading Teachers
- 4th-8th Grade Math Teachers

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

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

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

School Building Administration

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 >= 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

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

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

February 2019

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: 1st 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	~~75,000,000~~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	~~1,386,090~~21,386,090
TOTAL APPROPRIATION	**$676,612,932**	**~~$681,747,388~~$744,067,742**

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

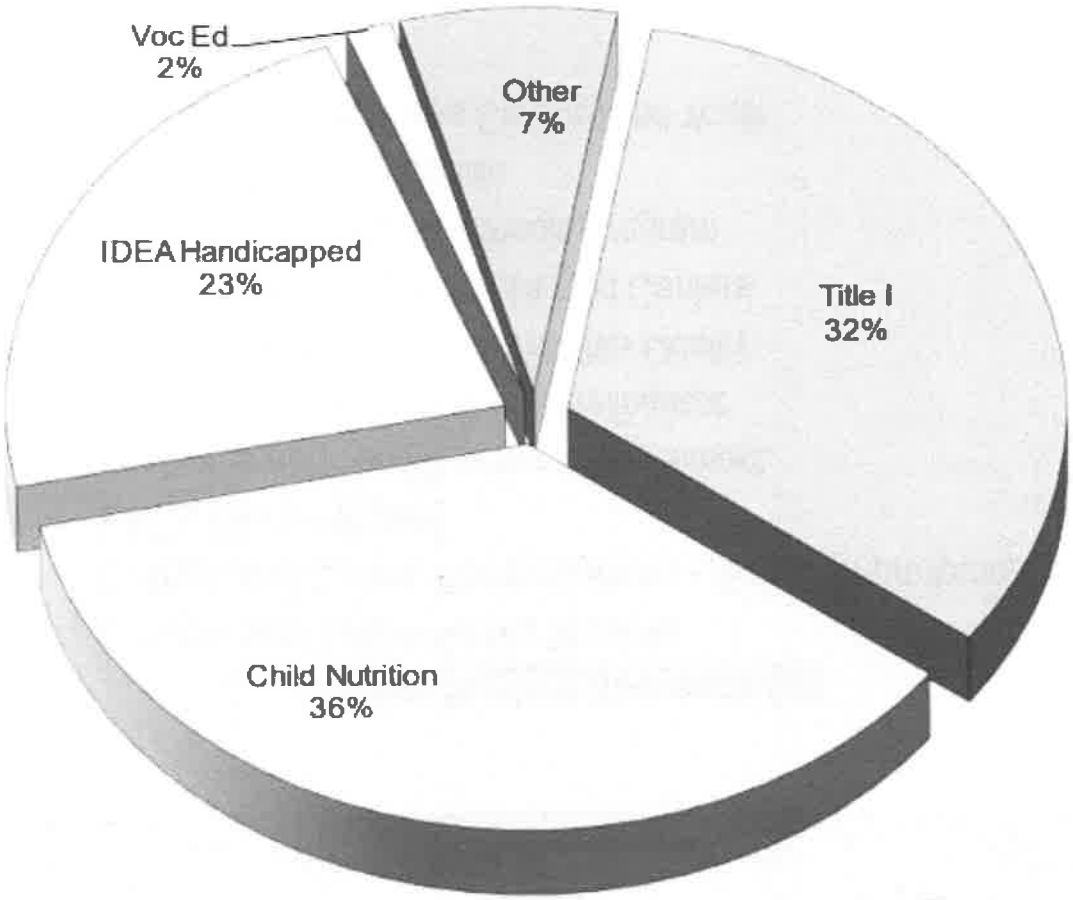
Federal Fund Sources

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

FY 2017-18 Federal K-12 Fund Sources

	State Aid
Every Student Succeeds Act	
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
	$ 552,812,062
Individuals With Disabilities Education Act	
Special Education - Grants to States	308,997,023
Special Education -- State Program Improvement Grant	1,294,000
Special Education - Preschool Grants	9,180,299
	$ 319,471,322

FY 2017-18 Federal K-12 Fund Sources

Perkins IV		
Career and Technical Education Basic		20,911,860
	Total Perkins	**$ 20,911,860**
Miscellaneous		
Abstinence Education		1,815,000
Child Nutrition - Fresh Fruits and Vegetables		3,669,248
Child Nutrition		515,000,000
	Total Miscellaneous	**$ 520,484,248**

Questions?

Lisa Fox (NCCCS) - lisa.fox@ncleg.net

Chris Hearley (UNC) - chris.hearley@ncleg.net

Eric Moore (Public Schools) - eric.moore@ncleg.net

Erin Biggers (Public Schools) - erin.biggers@ncleg.net

Room 619 LOB

(919) 733-4910

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — 27 February 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Ed Dennison	Moore County BOE NCSBA BOD
Claudia Newmaker	Gov. Office
Carlo Holder	SBE
Brian Muldowney	NCSHA
Carson Wise	MVA
Ed Indelicato	BP
Adam Prideaux	NCACC
April Neumann	MWC
DAVID WILLIS	SELF
Tom West	NCICU
Zane Stilwell	TSG
Richard Bostic	NCSBA

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — 27 February 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Alexis Schauss	NCDPI
Elizabeth Yelverton	NCASA
Katherine Joyce	NCASA
Betty Doster	UNC Charlotte
Austen Norvell	UNC System
Parish Moffitt	Cab Co Resident
Amy Auth	UNC-CH
Daniel Curtis	Activity Policy Solns
Chloe Gossage	NCDPI
Mary Shuping	NCCCS
Emma Shelby	TPG

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — 27 February 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Rachel Bailey	RPBlan

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — 27 February 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Martez Hill	Citizen
[signature]	MWC

Committee Sergeants at Arms

NAME OF COMMITTEE Joint Appropriations- Education

DATE: 2/27/2019 Room: 423/424

House Sgt-At Arms:

1. Name: Kim Blackman
2. Name: Jonas Cherry
3. Name: Rey Cooke
4. Name:
5. Name:

Senate Sgt-At Arms:

1. Name: Terry Barnhardt
2. Name: Chris Moore
3. Name:
4. Name:
5. Name:

House Pages
Assignments
Tuesday, February 26, 2019
Session: 2:00 PM

Committee	Room	Time	Staff	Comments	Member
~~Finance~~	~~424~~	8:00 AM	Isaiah Booker		Speaker Tim Moore
Education	~~424~~ 423 LOB	8:30AM	Jamall Savage		Speaker Tim Moore
	~~424~~		Austin Wilson		Speaker Tim Moore

(1) SCHOOL PAGE
- TIFFANY TAVERAS
NEW LONDON

Senate Pages Attending

COMMITTEE: Joint App. on Education **ROOM:** 423

DATE: 21-27 **TIME:** 8:30am

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

Page Name	Hometown	Sponsoring Senator
1. Jalen Anderson-John	Salemburg	B. Jackson
2. Tiffany Taveras	New London	Ford
3. Kelsey Styles	Salemburg	B. Jackson
4. Daniella Bautista	"	"
5.		
6.		
7.		
8.		

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

MARCH 12, 2019

SENATOR TILLMAN PRESIDED

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 12th**



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



Education

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.

Education

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.

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%

Education

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

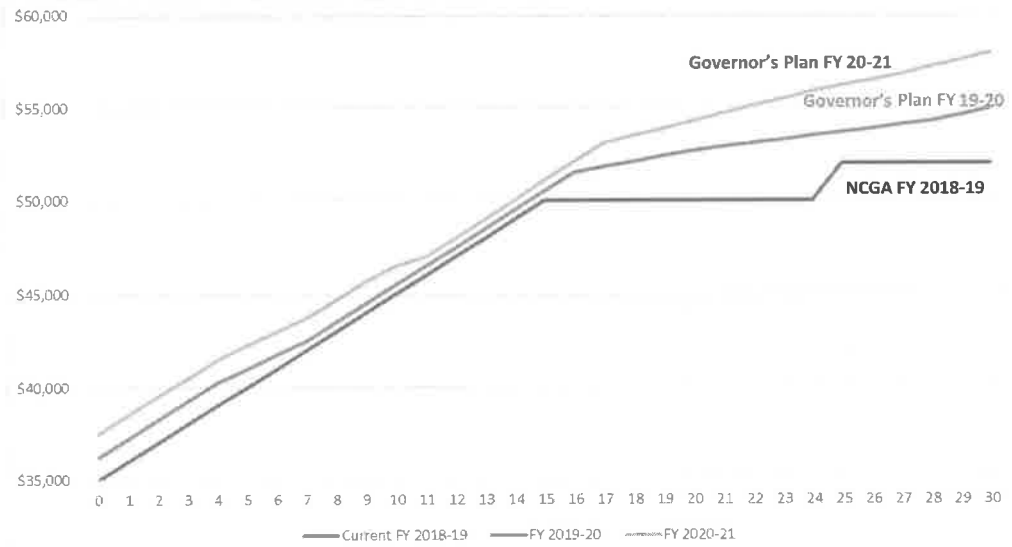
Invests nearly $199M in FY19-20 and $370M in FY20-21 to raise teacher salaries

- 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



Education

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)

Education

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)

Education

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 2nd year of operation
- Increases access for students to attend the Governor's School ($300K)

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

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

NC COMMUNITY COLLEGES
CREATING SUCCESS

- 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.

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

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%

Education

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)

Education

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

Education

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

Education

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

GOVERNOR'S FY 2019-21 ALLOCATION RECOMMENDATIONS

EDUCATION LOTTERY FUNDS

	FY 2019-2020	FY 2020-2021
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
TOTAL APPROPRIATION	**$696,261,298**	**$696,261,298**

CIVIL PENALTY AND FORFEITURE FUND

	FY 2019-2020	FY 2020-2021
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
TOTAL APPROPRIATION	**$213,821,498**	**$213,821,498**

Invest NC

INVESTMENTS *for a*
Determined North Carolina

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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
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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
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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
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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	**Total**	**2,000,000,000**

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
	Total	**500,000,000**

Invest NC Bond: NC Community Colleges

College	Amount	College	Amount
Alamance	5,208,446	Martin	3,596,531
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Beaufort County	3,506,272	McDowell Tech	2,704,014
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Total Community College New Capital and Renovation			**300,000,000**
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Catawba Valley	5,937,352	Randolph	3,980,619
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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
Total Community College New Capital and Renovation			**300,000,000**
Community College Regional Prosperity Zone Projects			**200,000,000**

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

Years of Exp.	Current FY 2018-19	Governor Recommendation		Change for Existing Teachers					
				FY 2019-20		FY 2020-21		FY 2020-21	
		FY 2019-20	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

Appropriations Education Committee Meeting - Joint

March 13, 2019 Room 423 8:30 am

Rep. John Sauls, Chair
Karen Rosser, Clerk

MINUTES

Representative Sauls opened the meeting at 8:30 am and welcomed the group, thanked the Sgt. At Arms for both the House and the Senate, and acknowledged the page was Recognized and thanked for serving.

Representatives attending are Representative Elmore, Fraley, Horn, Hurley, and Sauls, Chairs. Members Representative Jay Adams, Ball, Fisher, Gailliard, Garrison, Gill, Grange, Hanig, and Lucas.

Rep. Sauls recognizing the first of the 3 Part Presentations.

1. **Community College System 2. UNC University System 3. NC Independent Coll and Univ**

President, Peter Hans opened the CC presentation by addressing funding and strategic issues.

He called Dr. McInnis from Richmond Community College to the podium to address critical trained workforce shortages such as electric linemen. He explained how companies are starving for trained workforce, people are underpaid because they have not been trained. Comm College can launch employees into jobs but needs recurring money for Transformative workforce development.

President Hans called upon Dr. Shockley, President of the Surry County Community College and an IT expert whose presentation included a request to designate money for computer and technology upgrades for the Community College System.

President Hans then asked Dr. Kinlaw, from Rockingham Community College to address the need for an increase for facility and staff compensation. Dr. Kinlaw cited examples and percentages necessary and handouts were given to the group with applicable data.

Following the Comm. College presentations, Rep. Sauls asked the committee if there were questions. Senator Davis and Rep. Garrison asked questions to clarify data.

2. Representative Sauls asked Dr. William Roper, acting Chancellor, to address the committee on behalf of the **UNIVERSITY SYSTEMS OF NC.** His presentation included overview of summer school money needs, transfer scholarship program statistics, data modernization expansion needs. Handouts were given.

Following the presentations, Rep. Sauls asked for questions from the members. Several questions and answers followed.

3. NC ICU President, Dr. Hope Williams was called as the 3rd part of the presentations for the committee meeting by Rep. Sauls. She used a power point to provide information to the committee and explained how Independent Universities and Colleges are transforming the workforce with teaching program, lab schools, Early College and online classes. Following the presentation, several members of the committee commented and posed questions to Dr. Williams.

Following the presentations, Chairman John Sauls adjourned the meeting at 9:30 am.

Respectfully Submitted,

03-26-19

Rep. John Sauls Date
Chair

3-21-19

Karen Rosser Date
Clerk

Updated #1: Change to Univ of NC System Office

NORTH CAROLINA HOUSE OF REPRESENTATIVES
JOINT COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet **JOINTLY** as follows:

DAY & DATE: Wednesday, March 13, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Agency responses to the Governor's Budget: NC Community College System (NCCCS), University of North Carolina System Office (UNC), NC Independent Colleges and Universities (NCICU)**
Chair Rep. Sauls will preside

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 2:40 PM on Tuesday, March 26, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Karen Rosser (Committee Assistant)

AGENDA

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

March 13, 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**	Representative Sauls, Presiding Co-Chair
II.	**Committee Member Introductions**	
III.	**North Carolina Community College System (NCCCS)**	*Peter Hans, President*
IV.	**University of North Carolina (UNC)**	*Dr. William Roper, Interim President*
V.	**North Carolina Independent Colleges and Universities (NCICU)**	*Dr. Hope Williams, President*
	Adjourn	**NEXT MEETING: Thursday, March 14th**

NC COMMUNITY COLLEGES
CREATING SUCCESS

2019 WORKFORCE DEVELOPMENT LEGISLATIVE AGENDA

(Revised 03/12/19 Short-Term Workforce $ for Updated Enrollment Final & Hurricane Florence $)

North Carolina's Community Colleges

- Help ***700,000 students annually*** achieve a better life through high-school equivalency, career & technical education (CTE), short-term workforce training, and high-quality, affordable college-transfer programs.
- Are ***essential in closing the skills gap*** for NC employers.
- Are a ***driving force in the State's economy***. Former students contributed over $19.6 billion in State income, and for every $1 in State investment, $4.10 was gained in benefits to the State -- a 14.7% ROI (2015 EMSI report).
- ***BUT*** continue to ***suffer from approximately $53 million in budget ("management flex") cuts*** made during the 2008 recession that have not been restored, thus undercutting our efforts to prepare the State's workforce.
- Have difficulty recruiting and retaining faculty and staff. At an average of $47,362 annually, NC Community College ***faculty salaries are 41st in the nation & 28% below the national average*** (based on Southern Regional Education Board (SREB) data.)

Legislative Priority	2019-2021
Fully Fund Short-Term Workforce Training. Complete funding for short-term workforce training programs to achieve full funding parity with traditional academic programs.	**$12,051,477 R***
Fund Workforce Development Focused IT • Upgrade IT system serving all 58 community colleges, including online registration for workforce development courses.	**$15,000,000 R***
• Ensure colleges have direct access to IT staff by exempting System Office IT staff from transfer to the Dept. of Information Technology.	**Statutory Change**
Increase Faculty & Staff Compensation. Attracting & retaining faculty & staff to prepare North Carolina's future workforce is challenging, especially in high-demand, high-skilled areas such as nursing and the trades.	**Work towards Nat'l avg.**
Eliminate Barriers to Enrollment. Simplify the Residency Determination System (RDS). Community colleges are ***losing over 5,000 potential students annually*** because of an overly complex RDS system further eroding efforts to close the skills gap.	**Statutory Change**
Fund Workforce Focused Multi-Campuses • Forsyth Tech Transportation Campus • Wake Tech RTP Campus • Richmond CC Scotland Co. Campus • Guilford Tech Aviation Campus	**$2,266,348 R***
Stabilize Budgets for Hurricane Florence Impacted Colleges. Due to the devastating impacts of Hurricane Florence, several colleges have seen enrollment declines in Fall 2018 & Spring 2019.	**$6,757,307 NR**
Expand Career Coach Program • Career coaches are embedded in high schools to assist students with determining career goals & identifying community college programs that align with the student's goals. Currently, there are only 64 career coaches in the entire State. These funds would provide for an additional 20-30 career coaches.	**$2,800,000 R***
• Eliminate or reduce the local match requirement for colleges in economically distressed counties.	**Statutory Change**

* Recurring Funds

Updated 03/12/19

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
HURRICANE FLORENCE
2019-20 BUDGET REQUEST

ISSUE: After Hurricane Florence, several community colleges reported that students were displaced and were unable to return to campus. In addition, due to the Hurricane's impact on some college sites, courses scheduled at those locations had to be cancelled. Furthermore, because of the severity of the storm and the loss of homes and businesses, some students were unable to return in the Spring 2019 semester or returned at a reduced course load. After Hurricane Matthew, when colleges experienced a decline in enrollment directly related to the storm, the General Assembly appropriated NR funds to offset the enrollment declines caused by the storm.[1]

REQUEST: A $6.7 million appropriation (see breakdown in the table below) to a reserve that would be used to allocate to the colleges in the impacted areas based upon these documented enrollment losses (1,331 FTE).

" **SECTION XX.X.(a)** Of the funds appropriated in this act, $6,757,307 shall be placed in a budget stabilization reserve in Budget Code 16800 to be used to offset the impact of community college enrollment declines related to Hurricane Florence.

SECTION XX.X.(b) When calculating the enrollment growth budget request for the 2020-2021 fiscal year, the North Carolina Community College System Office shall adjust the FTE to reflect the FTE lost due to Hurricane Florence."

College[2]	Curriculum	Continuing Education	Basic Skills	TOTAL
Beaufort County CC	$ 9,325	$ 21,977	$ 19,776	$ 51,078
Bladen CC	$ 29,569	$ 71,746	$ 6,949	$ 108,264
Brunswick CC	$ 11,527	$ 120,137	$ -	$ 131,664
Cape Fear CC	$ 732,448	$ -	$ -	$ 732,448
Carteret CC	$ 283,043	$ 71,991	$ 39,970	$ 395,004
Coastal Carolina CC	$ 2,091,538	$ 221,983	$ 56,490	$ 2,370,011
Craven CC	$ 164,712	$ 148,924	$ 34,057	$ 347,693
Fayetteville TCC	$ 86,870	$ -	$ -	$ 86,870
James Sprunt CC	$ 151,182	$ 1,060	$ 10,105	$ 162,347
Lenoir CC	$ 253,651	$ 123,873	$ 76,231	$ 453,755
Pamlico CC	$ 336,550	$ -	$ 38,176	$ 374,726
Richmond CC	$ 122,927	$ 210,832	$ 190,431	$ 524,190
Robeson CC	$ 198,060	$ 11,184	$ 112,771	$ 322,015
Sampson CC	$ -	$ 43,619	$ 14,010	$ 57,629
Sandhills CC	$ 3,414	$ -	$ 14,687	$ 18,101
South Piedmont CC	$ 2,618	$ 31,170	$ 15,460	$ 49,248
Southeastern CC	$ 185,443	$ 153,824	$ 49,591	$ 388,858
Wayne CC	$ 27,316	$ 142,682	$ -	$ 169,998
Wilson CC	$ -	$ 13,408	$ -	$ 13,408
TOTAL	**$ 4,690,193**	**$ 1,388,410**	**$ 678,704**	**$ 6,757,307**

[1] Session Law 2017-119

[2] Although Central Carolina CC, Johnston CC, and Pitt CC had impacts from the Hurricane, they reported 0 FTE losses.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

NC COMMUNITY COLLEGES
CREATING SUCCESS

University of North Carolina System and the North Carolina Community College System: Joint Legislative Priorities for 2019-21

Closer collaboration between the UNC System and North Carolina Community College System is expanding educational opportunity and increasing the return on taxpayer investments in our state. The number of transfer students from community colleges to UNC institutions has reached an all-time high, as have transfer student graduation rates, thanks in large part to the Comprehensive Articulation Agreement (CAA). New co-admission agreements between NCCCS institutions and local universities will help more students earn a high-quality associate degree that sets them up for success as they pursue a four-year degree.

Current efforts have laid the groundwork for further progress. The North Carolina Student Aid Study Group convened a group of leaders from across the two systems to identify opportunities to simplify state grant programs and align them with student success goals.

As a result of this close collaboration, NCCCS and UNC have identified four joint legislative priorities.

1. Summer Scholarships for UNC and NCCCS Students

Request for 2019-20: $10 million (R) *(UNC: $7m/NCCCS: $3m)*
Request for 2020-21: $12 million (R) *(UNC: $8m/NCCCS: $4m)*

The North Carolina Student Aid Study Group identified summer scholarships as a key tool to increase student success and reduce time to degree in both the UNC and community college systems. Traditionally, state financial aid programs have not been available in the summer, limiting students' ability to afford summer courses. In summer 2018, the State Education Assistance Authority (NCSEAA) made $2.8 million in UNC Need-Based Grant funding available which helped nearly 4,000 UNC students pay for summer school. Financial aid officers targeted funds to students who were within a course or two of earning the 30 credits necessary to stay on track to graduate in four years. The results were promising: by the end of the summer, more than 77% of grantees had met or exceeded the 30-credit benchmark.

The UNC and NC Community College System request dedicated funding for summer scholarships to help more students complete a degree in a timely fashion. Funds will be targeted to students who can use summer courses to stay on track or accelerate their path to timely completion. NCSEAA will disburse the summer scholarships to UNC and NCCCS institutions based upon guidance from the governing boards and Presidents of each system.

2. Transfer Student Scholarships

Request: $4 million (R)

The North Carolina Student Aid Study Group also recommended reforms to increase transfer student success. Research indicates that students who complete their college transfer associate degree before transferring to a four-year university are significantly more likely to complete a bachelor's degree.

In North Carolina, completion of certain associate degrees activates the terms of the Comprehensive Articulation Agreement (CAA), which assures admission to a UNC institution and enables transfer students to enter with junior standing. However, less than one-third of NCCCS transfers arrived at UNC having completed an AA or AS degree.

In order to encourage students to complete an associate degree before transferring, the UNC and North Carolina Community College Systems request funding to provide students with a one-time scholarship upon transfer to a UNC institution after earning an eligible associate degree covered by the CAA.

3. Improve Credit Transfer for Community College and Military-affiliated Students

Request: $150,000 (R), $200,000 (NR)

Together, the UNC and North Carolina Community College systems have worked to streamline credit transfer across institutions and to grant veterans credit for their military experience. A comprehensive statewide agreement for alignment and articulation of general education courses, as well as a governing body— Transfer Advisory Committee (TAC)—was created to oversee transfer practices across all 4-year UNC institutions. In addition, in response to a 2014 law (S.L. 2014-67), the systems created a Military Credit Advisory Council (MCAC) and convened panels of faculty experts to develop shared standards for the uniform granting and transferring of course credits for military training and occupational experience to veteran students enrolled in North Carolina universities and community colleges.

These two committees require funding to maximize reach, expand scope, and tackle other issues that may prevent seamless pathways for students. TAC has identified the need for site reviews, convening of key NCCCS and UNC faculty and staff around new initiatives, and support for the creation of several new pathways programs. In 2019-20, MCAC's goals are to complete the initial phase of military credit evaluation and create a searchable database of military credit equivalencies.

4. Expand the Availability of Open Educational Resources (OER)

Request: $300,000 (R)

According to national data, the price of college textbooks has significantly outstripped the rate of inflation, and college students now spend an average of $500 to $600 per year on books.

In response, a national movement has emerged to create Open Educational Resources (OER)--digital textbooks and other course materials that are available to all at little or no cost. Groups of expert faculty identify materials that align with commonly taught courses, curate those books and articles, and make them available to other faculty that teach the same course. Assigning OER textbooks across a number of introductory courses can save students millions of dollars in textbook costs.

The requested funding would help curate and catalyze adoption of high-quality OER materials for the most commonly taught courses across the UNC and community college systems, with priority given to those courses that universally transfer under the Comprehensive Articulation Agreement.

The University of North Carolina System
2019-21 Budget Priorities

	FY 2019-20		FY 2020-21	
1. Summer Scholarships for Student Success*	**10,000,000**		**12,000,000**	
2. Faculty Recruitment and Retention	**10,000,000**		**15,000,000**	
3. Stronger Transfer Pathways with NCCCS*	**4,450,000**		**4,450,000**	
	200,000	NR		
4. Data Modernization Initiative	**1,000,000**		**2,000,000**	
	4,000,000	NR	**5,000,000**	NR

*Joint request with the North Carolina Community College System

Other Targeted Priorities				
Faculty and Staff Salary Adjustments	*equity with state agencies*			
NCSSM Western Campus Operations	1,408,632		3,389,820	
	25,928	NR	795,376	NR
Doctoral Research Funding for N.C. A&T	1,000,000		1,000,000	
Rural Residency Program at ECU	1,447,000		2,592,000	
Innovation in Manufacturing Biopharmaceuticals at NC State	2,000,000	NR	2,000,000	NR
College of Health Sciences at UNCP	1,100,000		2,100,000	
Lab School Operations (six institutions)	500,000		500,000	

Total Requested Operating Budget Increase	**$37,131,560**		**$50,827,196**	
	1.28%		**1.76%**	

Enrollment Changes	**$51,078,223**		**$103,578,223**	
Enrollment Growth - Regular (move from projected to actual)	0		45,000,000	
Enrollment Growth - Summer (based on actual 2018 enrollment)	43,578,223		43,578,223	
NC Promise Buy Down	7,500,000		15,000,000	
Building Reserves	**$5,716,728**		**$23,781,389**	
Total Requested Operating Budget Increase	**$93,926,511**		**$178,186,808**	
Including Enrollment and Building Reserves	**3.24%**		**6.16%**	

Other Legislative (Non-Operating Budget) Agenda Items:

- Significant increase to Repair & Renovations (R&R, dedicated to deferred maintenance)
- Targeted Renewal Projects (Capital Projects - WCU Steam Plant, others)
- Redirect unallocated enrollment growth appropriations (FY18-19 only) toward NC Promise growth reserve fund

Deregulation Agenda Items:

- Carryforward (increase 2.5% threshold to 7.5% with increased portion dedicated to deferred maintenance)
- Restore institutional flexibility on salaries/positions

Note: All items are recurring unless specified as nonrecurring.

50th Anniversary

NORTH CAROLINA INDEPENDENT COLLEGES & UNIVERSITIES

Presentation to

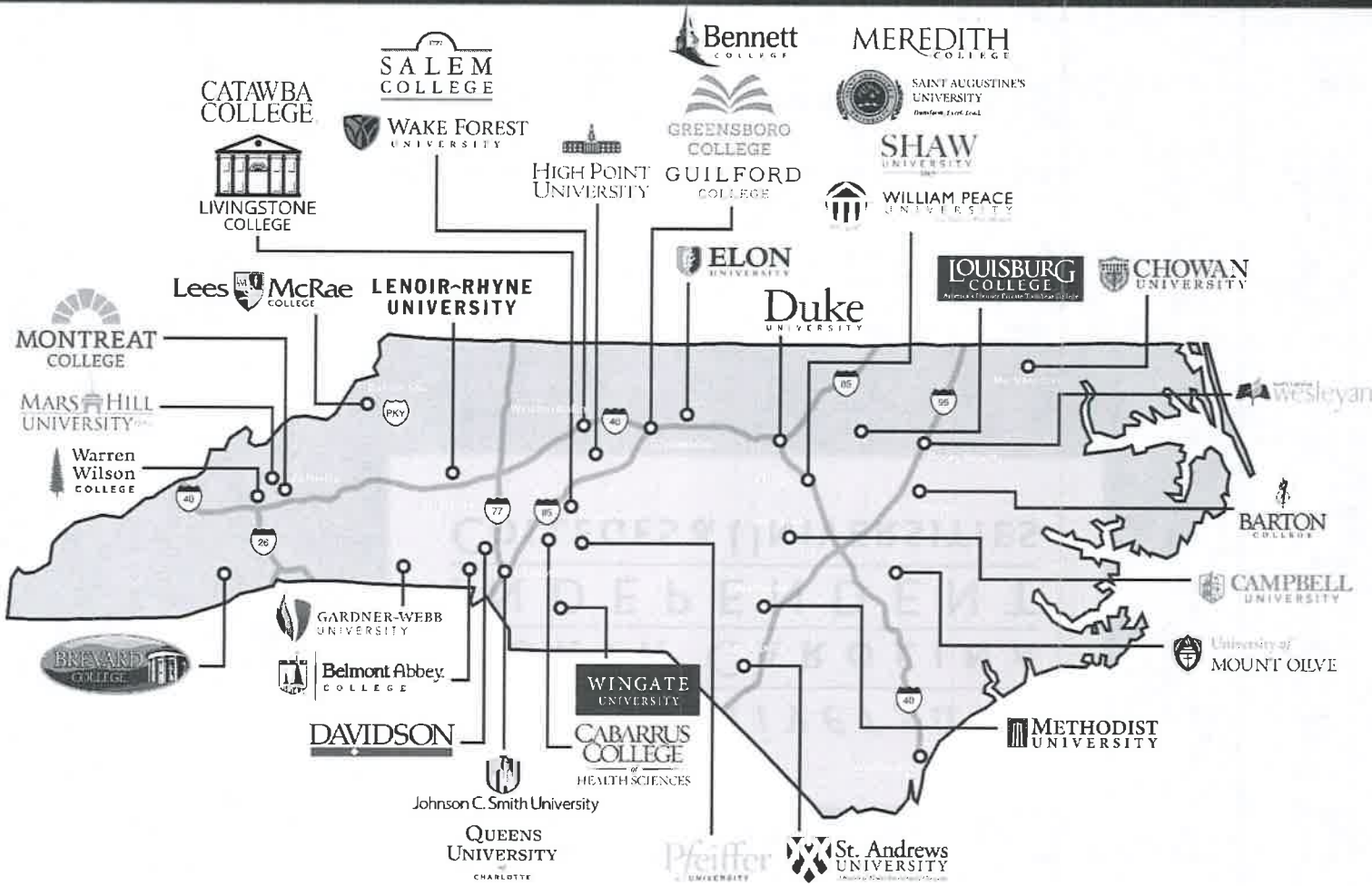
JOINT EDUCATION APPROPRIATIONS COMMITTEE

Wednesday, March 13, 2019

A. HOPE WILLIAMS, President

TOM WEST, VP for Government Relations/General Counsel

North Carolina Independent Colleges and Universities



NCICU

36 PRIVATE COLLEGES AND UNIVERSITIES

90k STUDENTS

50k FROM NORTH CAROLINA

NORTH CAROLINA
INDEPENDENT
COLLEGES & UNIVERSITIES

Teacher Education

- One of the foundations of private higher education in North Carolina
- 31 NCICU institutions have teacher education programs
- Continuing challenges in recruitment
- Leading Digital Learning Initiative for teacher educators
- Interest of NCICU campuses in having Lab Schools



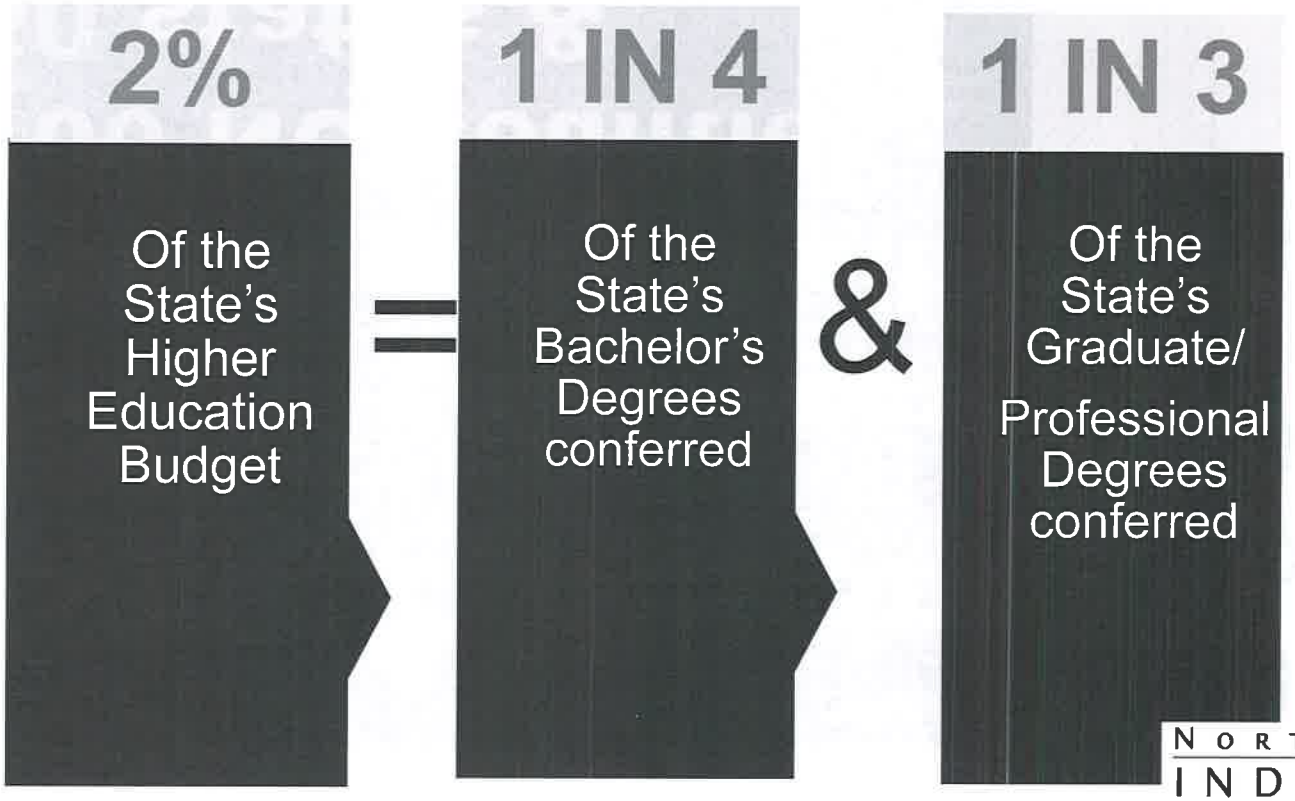
NORTH CAROLINA
INDEPENDENT
COLLEGES & UNIVERSITIES

- **$14.2 Billion**
- **66K employees**
- **Students from all 100 NC counties, 50 states & around the world**

NCICU Economic Impact on North Carolina

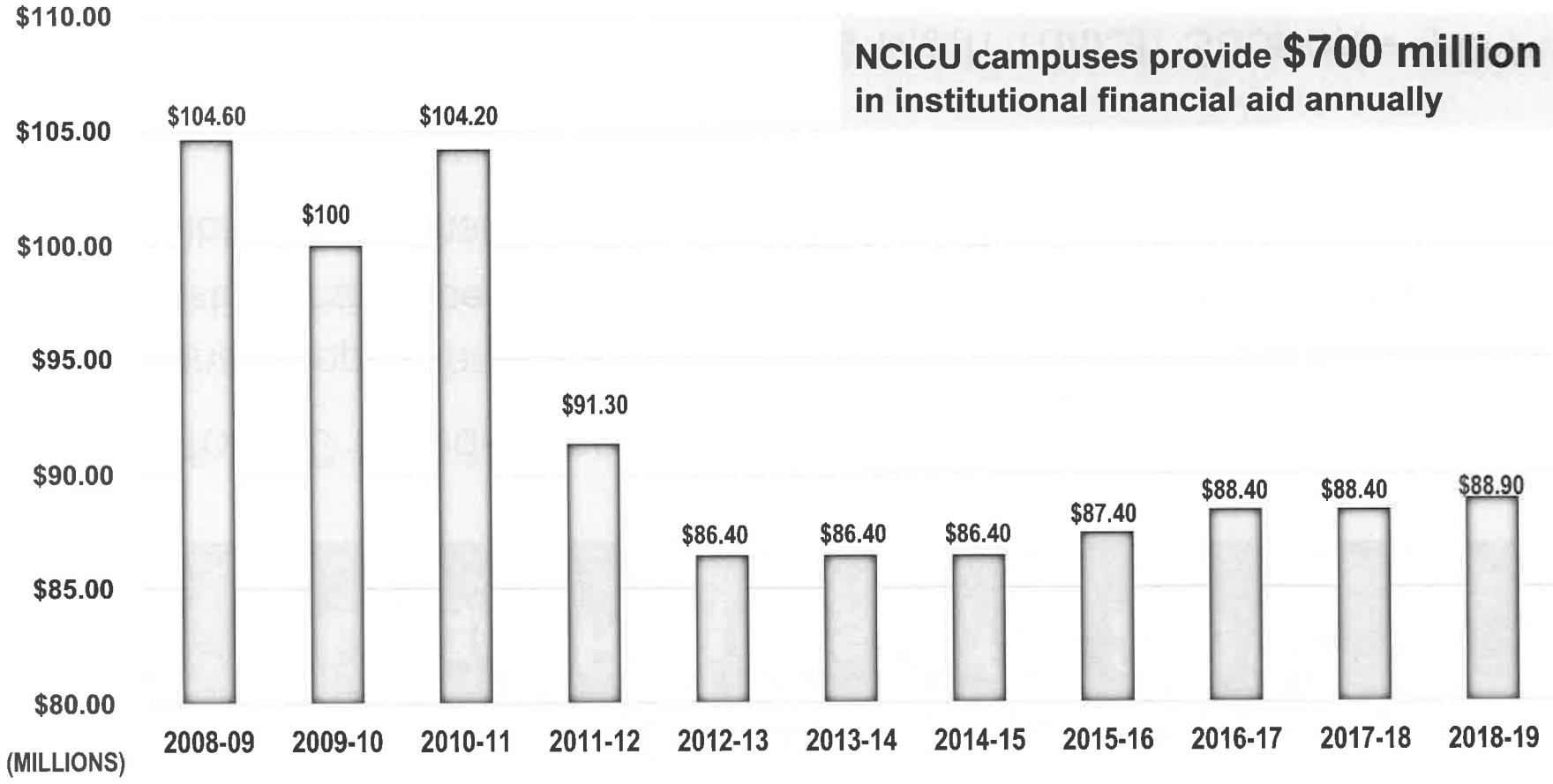
NORTH CAROLINA
INDEPENDENT
COLLEGES & UNIVERSITIES

NCICU – Cost/Benefit to the State



NORTH CAROLINA INDEPENDENT COLLEGES & UNIVERSITIES

State Financial Aid for NC Independent College/University Students



NCICU campuses provide $700 million in institutional financial aid annually

Budget Requests for 2019

- Support for NC Need-Based Scholarships (currently $88.9m)
  - Additional support requested - $5m
  - Requesting that dependents of all active duty military & veterans in the State be eligible to be considered for the NC Need Based Scholarship - $1.5m
- Campus police training - $110k
- NC graduates of School of Science & Math Tuition Support - $750k

NORTH CAROLINA
INDEPENDENT
COLLEGES & UNIVERSITIES

Degrees Awarded – Education Value to the State

25% of Teachers who graduate in NC

46% Medical Degrees

55% Pharmacy Degrees



58% Nursing Masters Degrees

63% Law Degrees

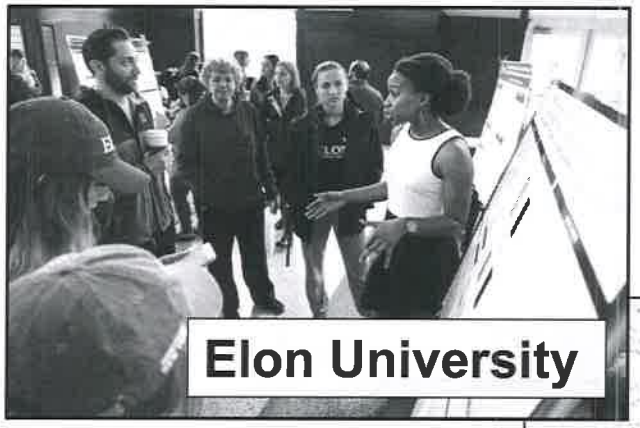
92% PA Degrees

NORTH CAROLINA INDEPENDENT COLLEGES & UNIVERSITIES

Engineering Programs at NCICU Institutions



Wake Forest University



Elon University





Duke University

NORTH CAROLINA
INDEPENDENT
COLLEGES & UNIVERSITIES

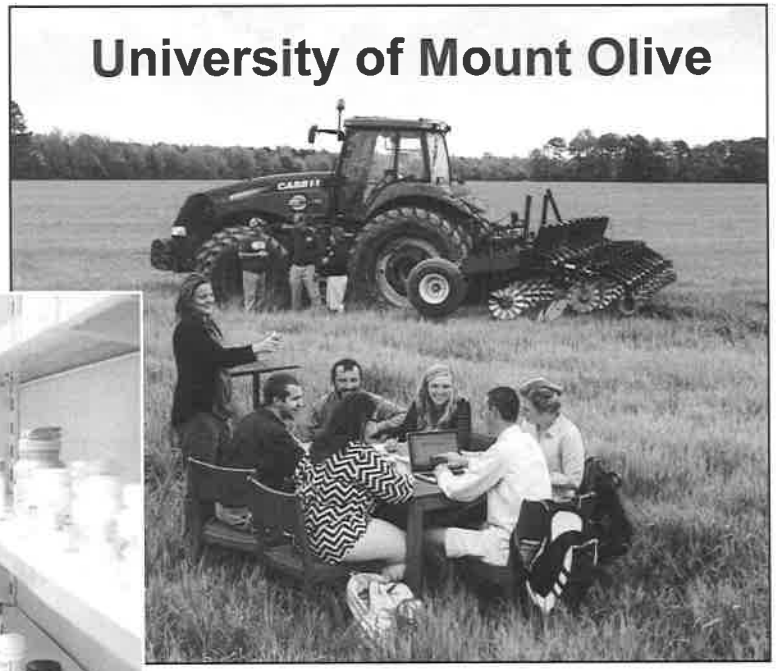
NCICU Institutions Invest in STEM Degrees



CYBERSECURITY

PHARMACY
Campbell University
High Point University
Wingate University





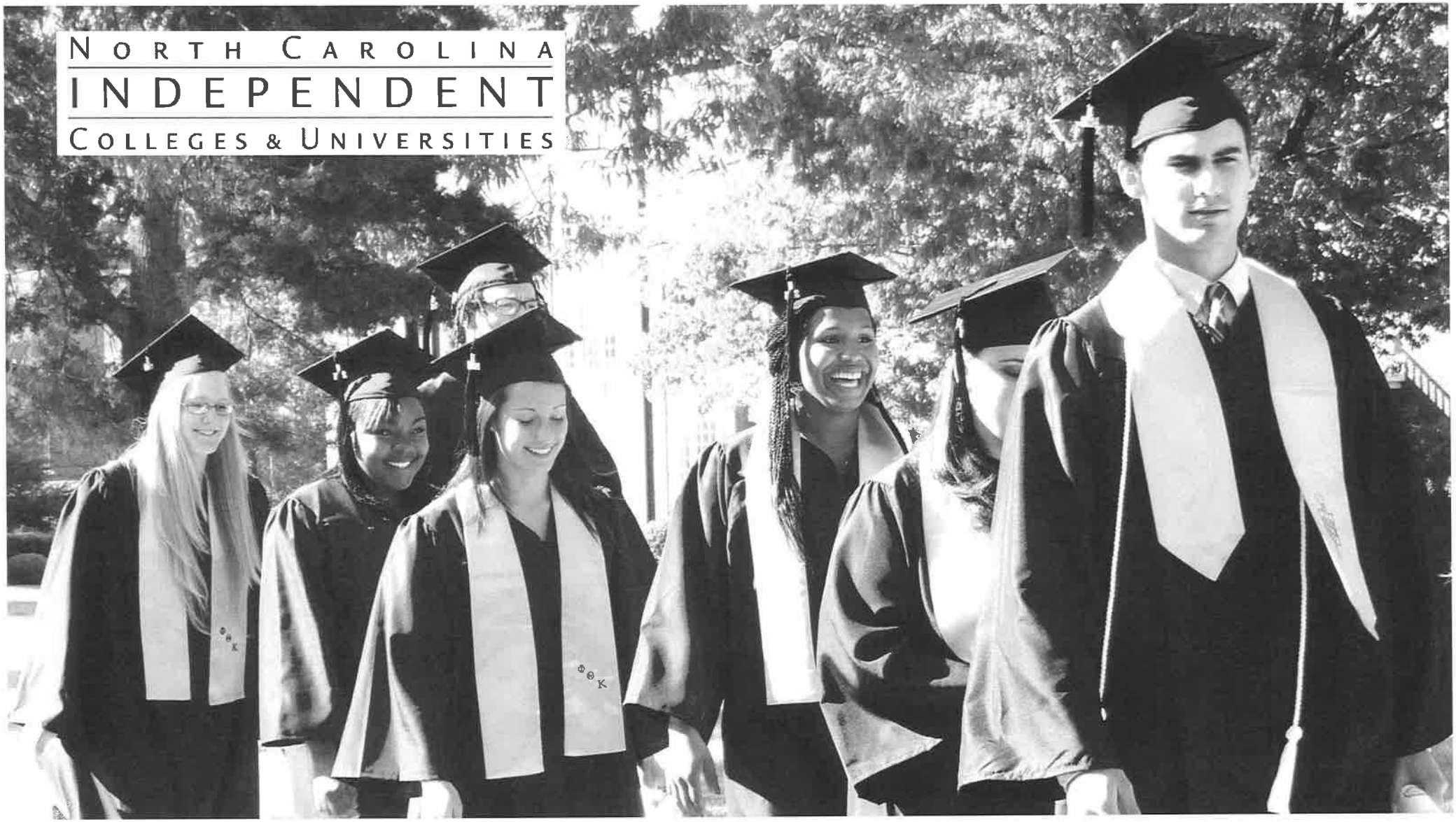
AGRIBUSINESS AND AGRICULTURE

NORTH CAROLINA
INDEPENDENT
COLLEGES & UNIVERSITIES

Streamlining Transfer

- Articulation Agreements
  - Independent Comprehensive Articulation Agreement (ICAA) revised 2015
    - NC Community College System with 30 NCICU signatory campuses
    - Louisburg College
  - Discipline-Specific Agreements
    - RN to BSN
    - Music, Theatre, and Fine Arts
- Reverse Transfer and Transfer Portal
- $400k Teagle Foundation Grant to CIC for NCICU and NCCCS articulation

NORTH CAROLINA INDEPENDENT COLLEGES & UNIVERSITIES


NORTH CAROLINA
INDEPENDENT
COLLEGES & UNIVERSITIES

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — March 13, 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Pete Brunstetter	Uncsystem
Chris McClure	unc system
Bill Roper	unc system
Drew Moretz	unc system
Richard Bostic	NCSBA
Matthew Dacklan	Appalachia State
Jennifer Preston	College Advising Corps

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — March 13, 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Dale Mathis	Richmond Community College
Laura Leatherwood	Blue Ridge Community College
Rusty Hunt	Lenoir Community College
Jim Ross	Pamlico County College
John Enamait	Stanly Community College
Jeff Cox	Wilkes Community College
Don Thomas	Southwestern CC
Tara F. Rouse	Pitt Community College
Stacy J. Elliott	Roanoke-Chowan Community College
John Hauser	Carteret Community College
Anne Bacon	NCCCS

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — March 13, 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kimberly Gold	Robeson Community College
David Shockley	Surry Community College
Mark Kinlaw	Rockingham Community College
Mark Poarch	Caldwell Community College
TIM BREWER	MITCHELL COMMUNITY COLLEGE
Bob Shackleford	Randolph Community College
Elizabeth Hunter	NCCCS
Tom Nutt	NCICU
Hope Williams	NCICU
Austin Powell	UNC System
Clinton Carter	UNC System

Committee Sergeants at Arms

NAME OF COMMITTEE Joint Appropriations- Education

DATE: 13 March 2019 Room: 423 LOB

House Sgt-At Arms:

1. Name: Jonas Cherry
2. Name: Rey Cooke
3. Name: Dean Marshbourne
4. Name:
5. Name:

Senate Sgt-At Arms:

1. Name: Eddie Broughton
2. Name: Dwight Green
3. Name:
4. Name:
5. Name:

Senate Pages Attending

COMMITTEE: J.A. Education ROOM: 423

DATE: 3-13 TIME: 8:30

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

Page Name	Hometown	Sponsoring Senator
1. Carter Askins	Jacksonville	SENATOR Brown
2.		
3.		
4.		
5.		
6.		
7.		
8.		

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

MARCH 14, 2019

SENATOR BALLARD PRESIDED

NORTH CAROLINA HOUSE OF REPRESENTATIVES
JOINT COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet **JOINTLY** as follows:

DAY & DATE: Thursday, March 14, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Agency responses to the Governor's budget: Department of Public Instruction (DPI) and the State Board of Education**
Chair Senator Ballard will preside

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 2:00 PM on Tuesday, November 05, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Deborah Holder (Committee Assistant)

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 19th**

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
Total DPI Request	*$11,227,931	$1,461,000	*$12,688,931
Total Public School Funds	$177,857,209	$275,000	$178,132,209
2% Expansion Request	**$189,085,140**	**$1,736,000**	**190,821,140**

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

Budget base for 2% calculation	$9,541,056,979

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

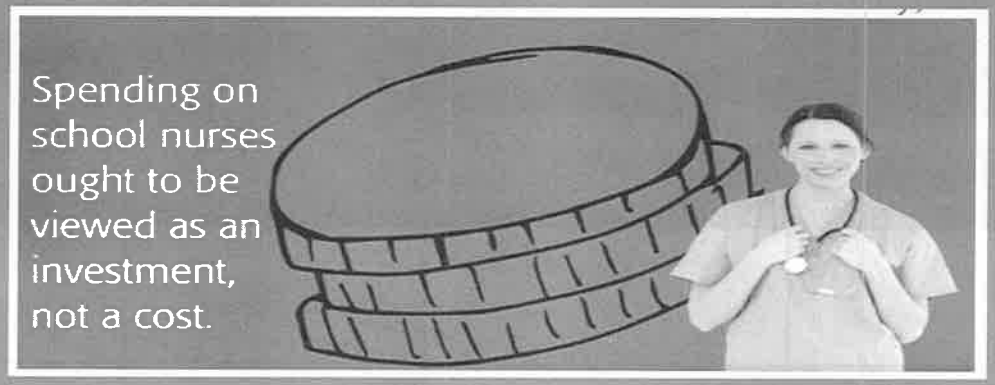
	Expansion Budget Item	SBE/DPI/ Superintendent Joint Request	Governor
Effective Educators	Principal & teacher pay (including advanced roles pay) is in addition to expansion budget requests.	Goal is #1 in Southeast: Teacher and Principal Compensation Competitive Compensation for All Employees	9.1% avg 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)
Nurses	1:750	1:1055	$47,473,717
Psychologists	1:700	1:1857	$104,516,408
Counselors	1:250	1:351	$134,880,048
Resource Officers	1:1000	1:1209	$13,963,905
Social Workers	1:250	1:1427	$387,415,545
Total requirements			$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

	Expansion Budget Item	SBE/DPI/ Superintendent Joint Request	Governor
Physical & Mental Health	School Support Positions/Safety funds: toward goal of national recommended ratios	$71.5M R	$40M R
Safe Facilities	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
Student Nutrition	$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
Early Literacy	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	
Low-Performing Schools & Students	*Innovative School District Operating Funds*	$300K R*	
Innovative turn-around strategies	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
Turn around low-performing schools	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

	Expansion Budget Item	SBE/DPI/ Superintendent Joint Request	Governor
Educational Opportunity for All Students	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
Personalized Learning Tools, Materials & Curriculum Content	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
Personalized Learning Professional Development & Initiatives	$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
Up-to-date Financial, Business & Technology Systems (serve students, parents, educators & decision-makers)	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
Aligned Resources for Effective & Reliable Services	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
Data informed policy & legislation that aligns with improved student outcomes	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
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- **Quality Educators**
- **Agency Infrastructure & Resources**
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Questions?

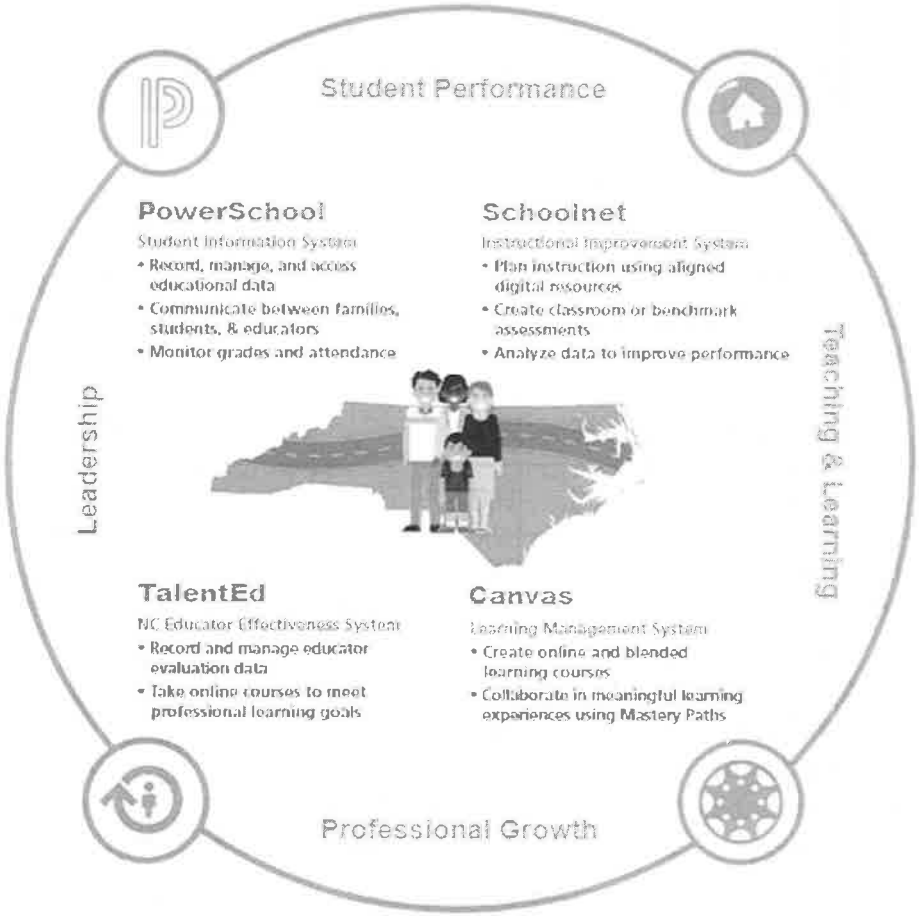
Appendix

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)
Nurses	**1:750**	**1:1055**	1348	587	$75,630	$44,364,457	$3,109,259.72	$47,473,717
Psychologists	**1:700**	**1:1857**	781	1,291	$75,630	$97,671,175	$6,845,233.10	$104,516,408
Counselors	**1:250**	**1:351**	4137	1,667	$75,630	$126,046,168	$8,833,879.61	$134,880,048
Resource Officers	**1:1000**	**1:1209**	1200	250	$52,000	$13,049,348	$914,556.71	$13,963,905
Social Workers	**1:250**	**1:1427**	1016	4,787	$75,630	$362,042,020	$25,373,525.18	$387,415,545
Total requirements						$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 3rd 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
SBE Executing with Fidelity
Rulemaking Requirements (extend interim and permanent rule dates by one year)
PEPSC : Stagger terms & reappointments
Licensure Exemption from Rulemaking
Note: SBE budget request for rulemaking coordinator aligns with extension.

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:

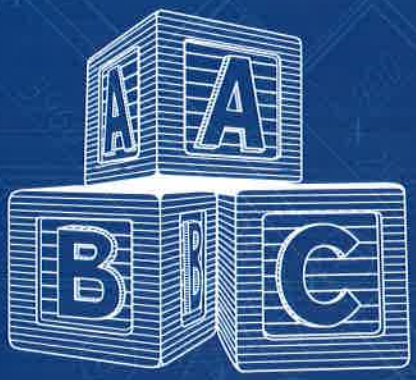
- Teacher Compensation: +$11.8M
  ~9% over biennium
- Principal / Assistant Principal Compensation: +$12.4M
  ~6.9% over biennium
- School District Personnel Compensation/Retirement: +$54.8M
  2%
- Math/Reading Teacher Bonuses: +$22.9M (made recurring)
- School Safety: +$28M ($5M R)
- Textbooks & Digital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

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

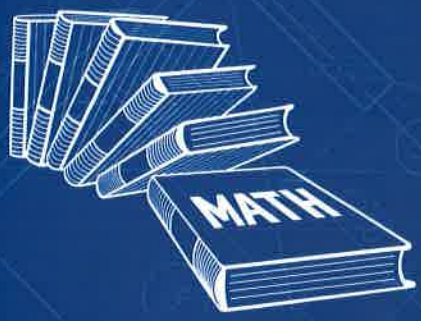
***List only reflects highest funded items.**


MARK JOHNSON
NC SUPERINTENDENT
#NC2030
BEST PLACE TO LEARN | BEST PLACE TO TEACH
NCsuperintendent.com/2030
@MarkRJohnsonNC

By 2030,
North Carolina will be the



Best place
to begin



Best place
to learn



Best place
to teach

#NC2030

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March 5, 2019

Chairs and Members of the Joint Appropriations Committee:

Thank you for your dedication to public education in North Carolina.

As budget discussions continue this long session, one of my goals is to equip you with the information you need on our investments in public education, including both funding and policy recommendations. Accordingly, please find attache my recommendations for the public education portion or your biennial budget.

It is an honor and a privilege to serve as State Superintendent. North Carolina is *where the weak grow strong and the strong grow great*, and I look forward to working with dedicated individuals like you as we continue to improve the education opportunities for all children in our great state.

My team and I are accessible to you any time that you need us.

Your partner in education,

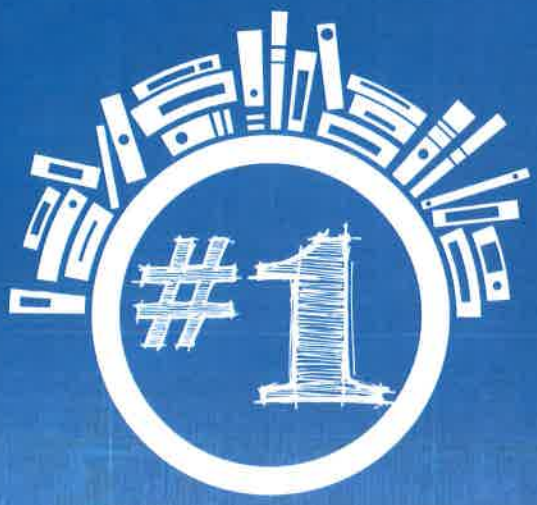
Mark R. Johnson
NC Superintendent of Public Instruction

#NC2030	FY 2019-20	FY 2020-21
1. Best Place to Begin		
Help All Children Enter Kindergarten Ready to Learn		
• **High-quality Preschool Opportunities for 4-Year-Olds** – Place NC PreK academic standards and program approval under the direction of NC DPI while retaining DHHS regulation of childcare settings. Modify funding structure to streamline process and expand program capacity.	**$1.2M R**	**$1.2M R**
• **Kindergarten Readiness Tool –** Provide at-home tool to help close the readiness gap for 4-year-olds on the wait list for high-quality PreK through the use of adaptive digital applications.	**$1M R**	**$1M R**
• **Kindergarten Readiness Camp Pilots –** Scale local models to prepare incoming kindergarteners through a three-week camp prior to the beginning of the school year. Use lessons and best practices to improve 1st – 3rd grade reading camps.	**$1.8M R**	**$1.8M R**
Continue to Focus on Early Literacy		
• **Continue and Expand Successful Partnerships –** Provide support and mentoring to reading teachers. Build capacity with intentional professional development, core reading curriculum, on-the-ground coaching and intervention, formative measures, and technical assistance aligned with evidence-based practices. Expand Wolfpack WORKS (Ways to Optimize Reading/Writing for Kids Statewide), which focuses on improving literacy instruction and providing professional development for K-3 reading teachers.	**$9M R**	**$9M R**
• **Maintain High Standards for Early Reading –** Review local assessments and their benchmark levels and how well those assessments predict future reading success. Provide list of high-quality literacy curricula for districts to leverage.	**$250K NR**	
2. Best Place to Learn and Pursue Career Pathways		
Personalized, Low Stress Education Settings that Maintain High Standards		
• **Eliminate High-Stress Standardized Testing –** Implement a phased-in plan for statewide availability of personalized-learning opportunities that will improve student proficiency, reduce burdens on teachers, and transform the current testing system.	**$10M R**	**$10M R**
• **Calendars That Meet Community Needs -** Allow local districts the flexibility to set calendars to align with local needs. Permit innovative schools, such as early-college high schools and their feeder schools, to match the calendars of their higher-education partners. Allow districts in military communities flexibility to support transitioning military families.		
• **NC Math Standard Course of Study Pilot –** Allow a working group of districts to opt out of the NC Mathematics Standard Course of Study through a pilot study using clear, rigorous, and results-driven math standards and personalized-learning tools.	**$500K NR**	

#NC2030	FY 2019-20	FY 2020-21
Connections to Successful Career Pathways		
• **Career Coaches –** Expand the NC Works Career Coaches program run by the Community College System that places career coaches in public high schools (Support $2.8M NC Community Colleges request).		
• **NC Computer Science Plan –** Implement Phase 2 of the State Computer Science Plan to increase the availability of computer science courses and qualified instructors in middle and high schools across the state.	**$1.5M R**	**$1.5M R**
• **Coding and Robotic Grants** – Continue grants to support partnerships with local businesses and middle/high schools for computer science, coding, and robotic development programs.	**$900K R**	**$900K R**
• **Career Essentials for Skilled Trades –** Implement a hybrid credential tool for students to develop and enhance career-readiness skills through the SkillsUSA Career Essentials program and improve distance-learning experiences.	**$1.5M R**	**$1.5M R**
• **Financial Literacy –** Equip every public school student with financial literacy tools by the time they graduate high school.	**$550K R**	**$550K R**
Safe, Supportive Environments for Students, Families, and Educators		
• **Anonymous Tip Application –** Contract for a statewide tool and provide parent and student engagement materials emphasizing the importance of utilizing the app.		**TBD May 19**
• **School Safety and Mental Health Professionals and Training –** Continue and expand grants for school mental health professionals and school resource officers. Allow districts to use innovative approaches such as telemedicine, contracts with other organizations, and other partnerships. Includes funds for training for personnel and for student support programs such as peer-to-peer counseling.	**$72M R** **$10M NR**	**$72M R** **$10M NR**
• **School Safety Equipment and Training Grants -** Continue and expand equipment grants. Fund training for use of new safety equipment.	**$11M NR**	**$11M NR**
• **Regional Safety Trainers –** Ensure each region has access to school safety trainers and technical assistance.	**$600K R**	**$600K R**
• **Resources to Meet Unique Needs of Military Families –** Provide an additional military family counselor each in Cumberland and Onslow due to workload, and state-level support to coordinate with NC National Guard and Reserve units to support schools and families around deployments and share best practices. Additional funds for training programs.	**$350K R**	**$350K R**
• **Raise the Cap on Special Needs Funding –** Raise the cap from 12.75% to 13.5% to serve the special-needs student population and establish a working group to transition to a needs-based tiered model.	**$15M R**	**$15M R**

	FY 2019-20	FY 2020-21
Appropriate Learning Spaces for Students and Educators		
• **Needs-Based Public School Capital Fund –** Continue lottery funding as planned ($152M over the next two years) to assist lower-wealth counties with their critical public school capital needs.		
• **Public Education Infrastructure Needs –** Adopt a plan to address the capital needs of public schools across the state. NC DPI will need two positions for review, oversight, and technical assistance and one position for budget oversight.	**$375K R**	**$375K R**
3. Best Place to Teach		
Competitive Compensation and Benefits for Educators		
• **Create Professional Teaching Cohorts for the Entire State –** Add time and compensation at the beginning of the school year for all first- through fourth-year teachers for professional and cohort development ($61M). Opt-in program for experienced, qualified teachers to serve as Teacher Leaders during that time (with additional compensation) and throughout the year ($12M).	**$73M R**	**$73M R**
• **Salary Increase –** Provide all teachers with a salary increase of at least 5%, which would ensure the NC average teacher salary remains competitive with and greater than the median household income in NC. *A 7% increase for all teachers would further promote the competitiveness of teacher salary in NC.*	**$140M R** ***$196M R***	**$280M R** ***$392M R***
• **Advanced Teaching Roles Pilot –** Scale program to meet demand and expand evaluation capacity.	**$5M R**	**$5M R**
• **NC Teaching Fellows** – Increase the number of partner institutions from five to eight institutions. (Support UNC System request).		
• **Principal Pay –** Increase principal pay to compete with surrounding states. Reward principals for taking on larger, more complex schools.	**$50M R**	**$50M R**
• **TeachNC –** Continue implementation of a multi-faceted statewide teacher recruitment campaign. NC DPI will need one position for review, oversight, and technical assistance.		**$750K R**

21st Century Tools and Support for Educators		
• **Textbook Funding –** Provide state-funded allotment of $50 per student, an increase of approximately $10 per student.	**$16M R**	**$16M R**
• **Classroom Supplies** – Empower teachers with control over a portion of the use of state funding for instructional supplies, which averages approximately $600 per teacher. Maintain accountability and oversight through use of an online platform.		
• **Learning Management Support -** Procure a statewide learning-management system to provide all schools consistent, cost-effective access to high-quality digital and personalized learning tools.	**$5M R**	**$5M R**
• **Grading Scale Consistency -** Continue the current 15-point grading scale to support consistent evaluation of performance and growth.		
• **Class Size Good Cause Exemption** – Allow a waiver by the State Superintendent in cases where a local district has demonstrated they are unable to find sufficient qualified teachers to meet requirements.		
• **Modern and Transparent Financial & Business Systems** – Enable policymakers, local districts, and educators to make data-driven decisions to improve student outcomes. The majority of these funds will be used to transition school districts to modern financial and human resource (ERP) systems to improve efficiency, transparency, and accountability.	**$30M R**	**$30M R**
• **Data-Driven Support for Administrators, Teachers, and Policymakers –** Establish a data-analytics unit to support data-driven, evidence-based support to districts and policymakers.	**$1.2M R**	**$1.2M R**



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TEACHING

House Committee on Appropriations, Education
Tuesday, March 19, 2019 at 8:30 AM
Room 423 of the Legislative Office Building

MINUTES

The House Committee on Appropriations, Education met jointly with the Senate at 8:30 AM on March 19, 2019 in Room 423 of the Legislative Office Building. Representatives Adams, Ball, Elmore, Fisher, Fraley, Gailliard, Garrison, Gill, Grange, Hanig, Horn, Hurley, Lucas, and Sauls attended.

Representative Pat B. Hurley, Chair, presided and called the meeting to order at 8:33 AM, welcoming everyone and introduced the Pages and Sergeants at Arms.

Chair Hurley welcomed Dr. Bill Roper, Interim President – University of North Carolina (UNC) to present the key points of their 2019-21 budget priorities. (Attachment A)

Chair Hurley opened the floor for questions from the members. There were numerous questions regarding NC Promise, funding in arrears, scholarship programs, and senior citizen auditing classes. Responses were provided by Dr. Roper and other UNC staff members. Fiscal Research will also provide the committee members with additional information, based on questions asked by members.

Chair Hurley acknowledged Chris Hearley, Fiscal Research Division Staff, for a PowerPoint presentation of the UNC System Overview. (Attachment B)

There were questions from the members, followed by responses from Mr. Hearley. He will also follow-up with responses for the member's questions that require additional research.

Chair Hurley thanked everyone for coming and adjourned the meeting at 9:51 AM.

Pat Hurley
Representative Pat B. Hurley, Chair
Presiding

Deborah Holder
Deborah Holder, Committee Clerk

NORTH CAROLINA HOUSE OF REPRESENTATIVES
JOINT COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet **JOINTLY** as follows:

DAY & DATE: Tuesday, March 19, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Chair Hurley, Presiding**

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 12:04 PM on Thursday, March 14, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Deborah Holder (Committee Assistant)

AGENDA

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

March 19, 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**	Rep. Hurley, Presiding Co-Chair
II.	**University of North Carolina (UNC)**	*Dr. Bill Roper, Interim President*
III.	**Overview - University of North Carolina (UNC)**	*Chris Hearley,* Fiscal Research Division
	Adjourn	**NEXT MEETING:** **Wednesday, March 20th**

Attachment A

The University of North Carolina System
2019-21 Budget Priorities

	FY 2019-20		FY 2020-21	
1. Summer Scholarships for Student Success*	**10,000,000**		**12,000,000**	
2. Faculty Recruitment and Retention	**10,000,000**		**15,000,000**	
3. Stronger Transfer Pathways with NCCCS*	**4,450,000**		**4,450,000**	
	200,000	NR		
4. Data Modernization Initiative	**1,000,000**		**2,000,000**	
	4,000,000	NR	**5,000,000**	NR
*Joint request with the North Carolina Community College System				
Other Targeted Priorities				
Faculty and Staff Salary Adjustments	*equity with state agencies*			
NCSSM Western Campus Operations	1,408,632		3,389,820	
	25,928	NR	795,376	NR
Doctoral Research Funding for N.C. A&T	1,000,000		1,000,000	
Rural Residency Program at ECU	1,447,000		2,592,000	
Innovation in Manufacturing Biopharmaceuticals at NC State	2,000,000	NR	2,000,000	NR
College of Health Sciences at UNCP	1,100,000		2,100,000	
Lab School Operations (six institutions)	500,000		500,000	
Total Requested Operating Budget Increase	**$37,131,560**		**$50,827,196**	
	1.28%		**1.76%**	
Enrollment Changes	**$51,078,223**		**$103,578,223**	
Enrollment Growth - Regular (move from projected to actual)	0		45,000,000	
Enrollment Growth - Summer (based on actual 2018 enrollment)	43,578,223		43,578,223	
NC Promise Buy Down	7,500,000		15,000,000	
Building Reserves	**$5,716,728**		**$23,781,389**	
Total Requested Operating Budget Increase Including Enrollment and Building Reserves	**$93,926,511**		**$178,186,808**	
	3.24%		**6.16%**	

Other Legislative (Non-Operating Budget) Agenda Items:

- Significant increase to Repair & Renovations (R&R, dedicated to deferred maintenance)
- Targeted Renewal Projects (Capital Projects - WCU Steam Plant, others)
- Redirect unallocated enrollment growth appropriations (FY18-19 only) toward NC Promise growth reserve fund

Deregulation Agenda Items:

- Carryforward (increase 2.5% threshold to 7.5% with increased portion dedicated to deferred maintenance)
- Restore institutional flexibility on salaries/positions

Note: All items are recurring unless specified as nonrecurring.

Attachment B

UNC System: Overview



Chris Hearley
Fiscal Research Division
March 19, 2019

Presentation Agenda

1. System Overview
2. Enrollment
3. Budget
4. Tuition and Fees/NC Promise
5. State Education Assistance Authority (SEAA) K-12 Scholarships and Grants

History

- 1795 – First public university opens in Chapel Hill
- 1931 – Legislation creates three-campus UNC System
- 1971 – 16-campus system formed
- 1972 – Board of Governors established
- 2007 – NC School of Science and Math joins system

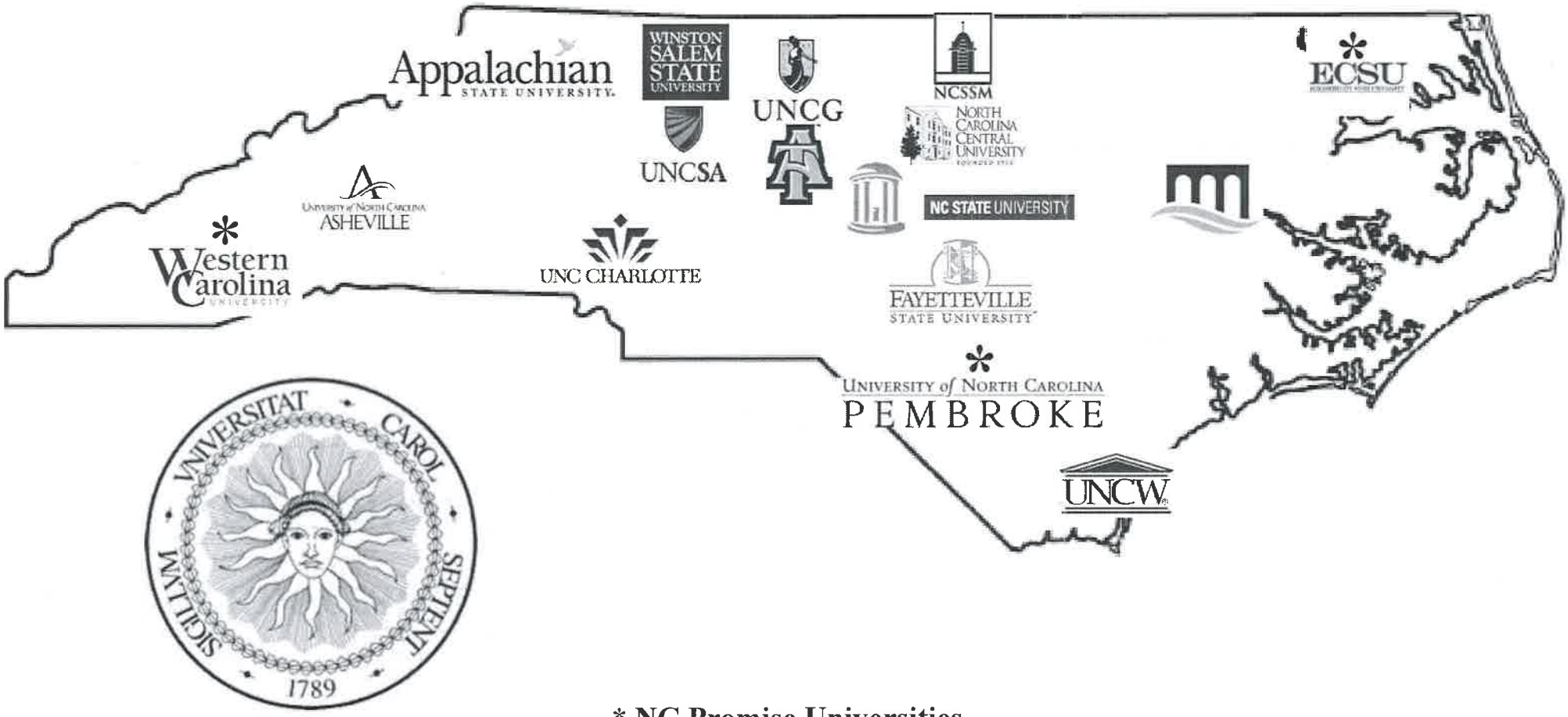
System Governance

- General Assembly elects the UNC Board of Governors (BOG).
- BOG is charged by statute with governing the UNC System
  - Sets system-wide policy
  - Elects the system president and chancellors
  - Appoints a portion of Board of Trustee members

System Composition

- 16 universities
- 2 Residential High Schools
  - UNC School of the Arts
  - NC School of Science and Mathematics
- 237,000 students are enrolled
- Each year, UNC institutions graduate more than 54,000 students from over 200 academic degree programs

System Composition

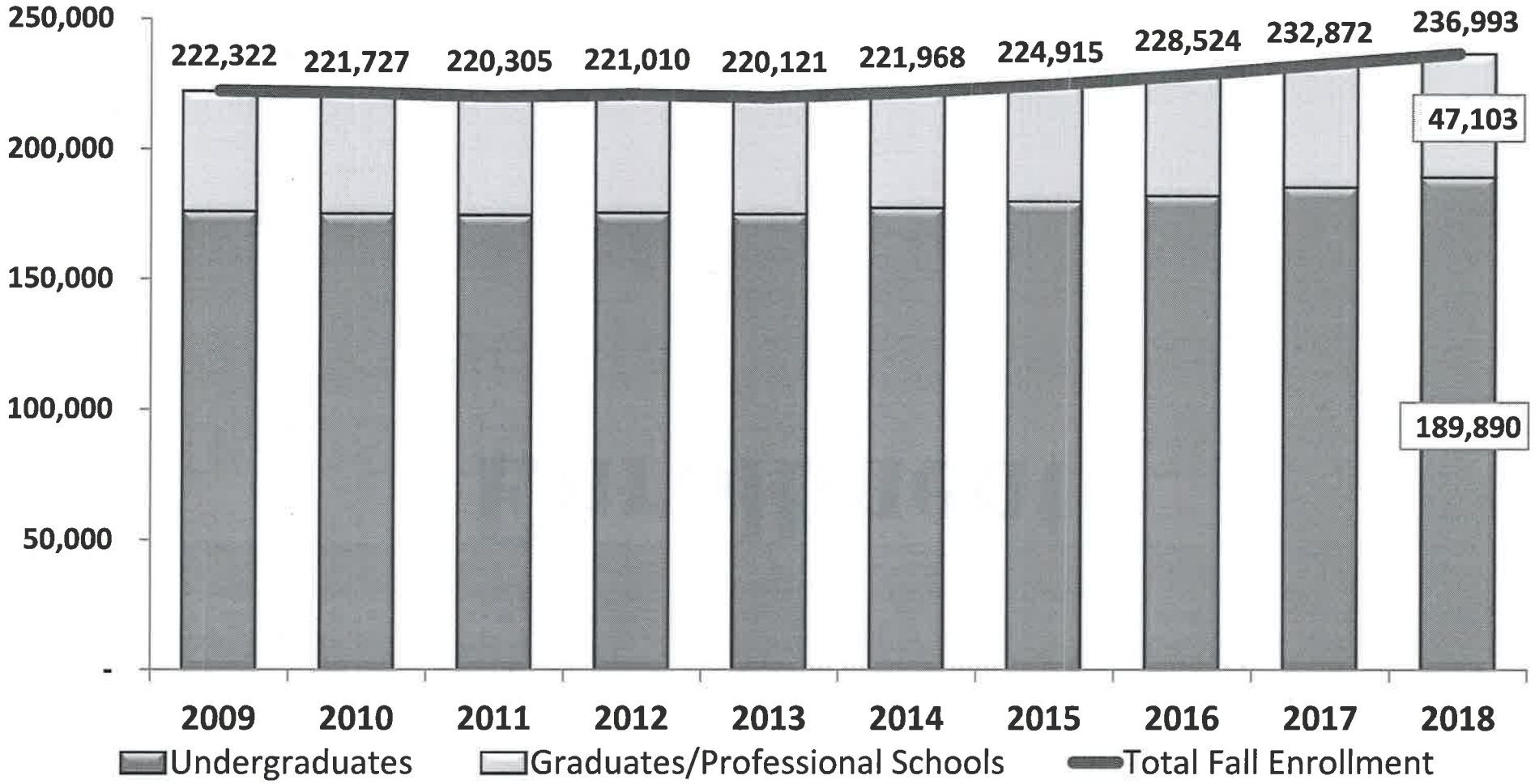


*** NC Promise Universities**

Enrollment

Student Headcount

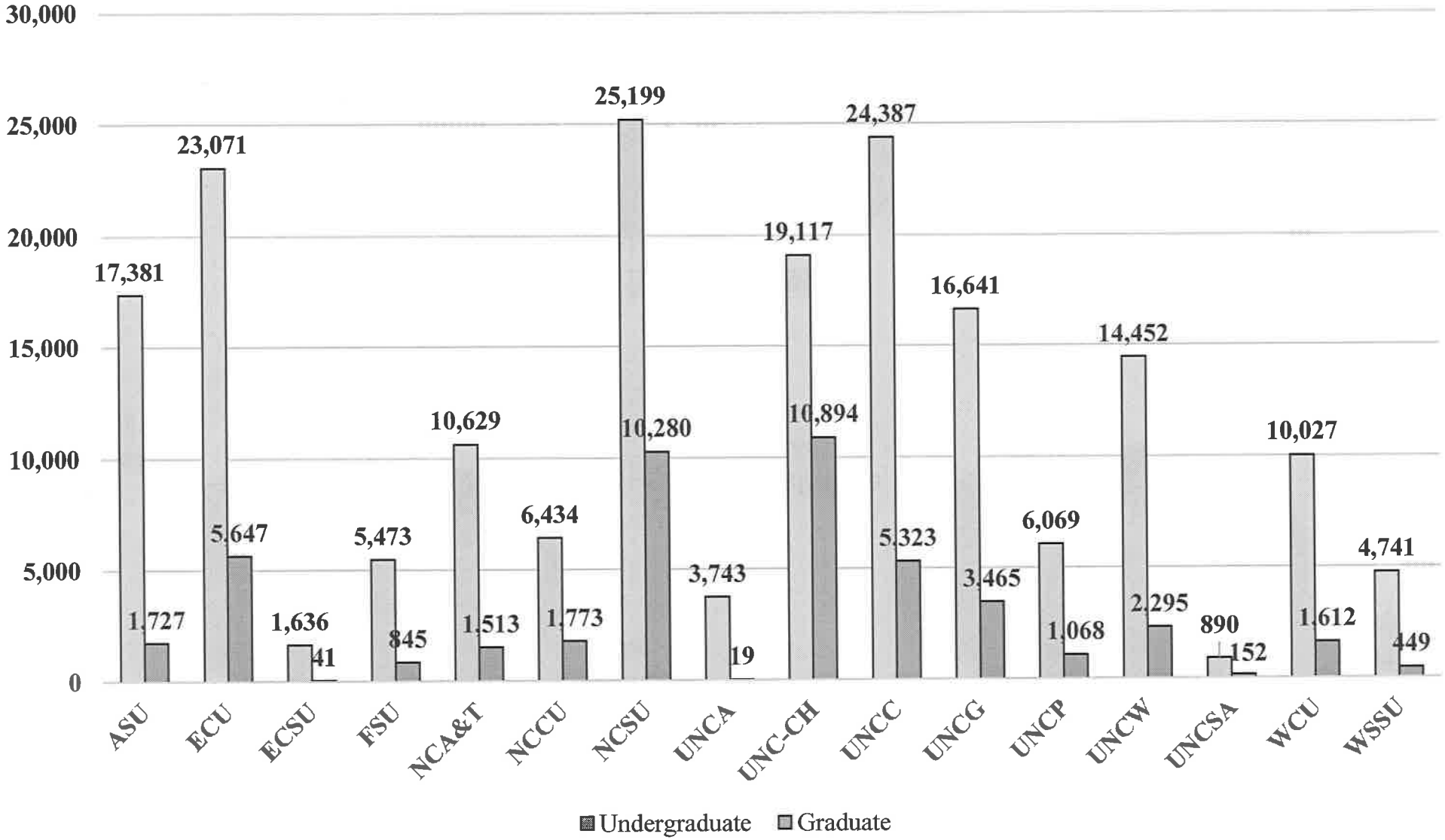
Fall Student Headcount: 2009-2018



Source: UNC General Administration

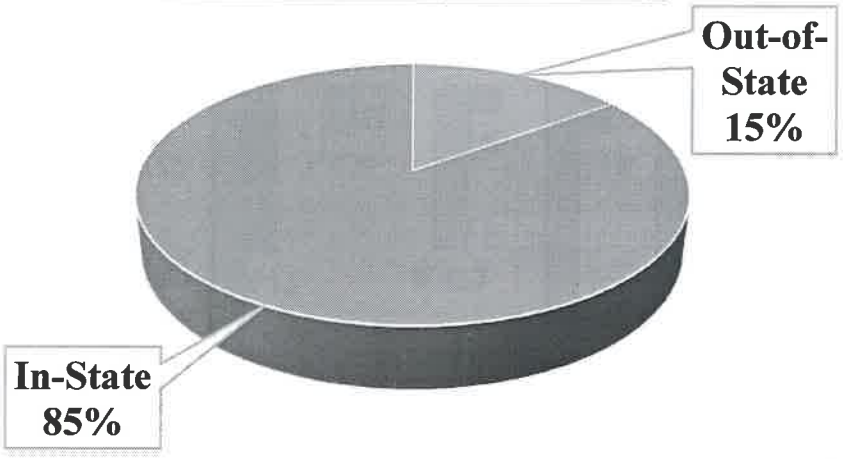
Note: Does not include high school students.

Fall 2018 Enrollment by Campus



Student Characteristics

All Students by Residency



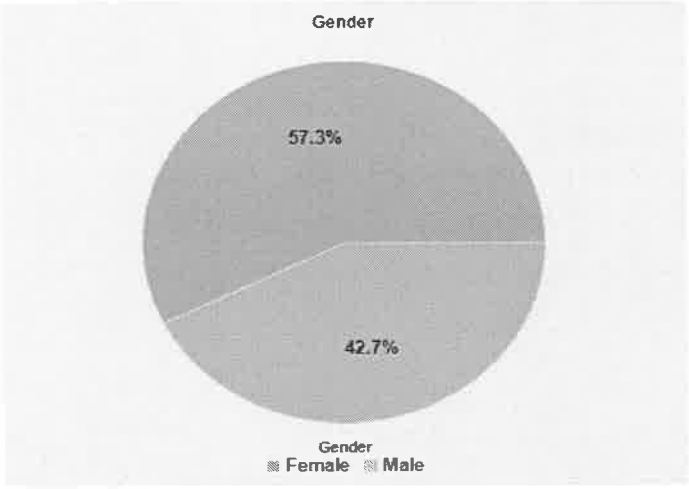
All Students by Course Load

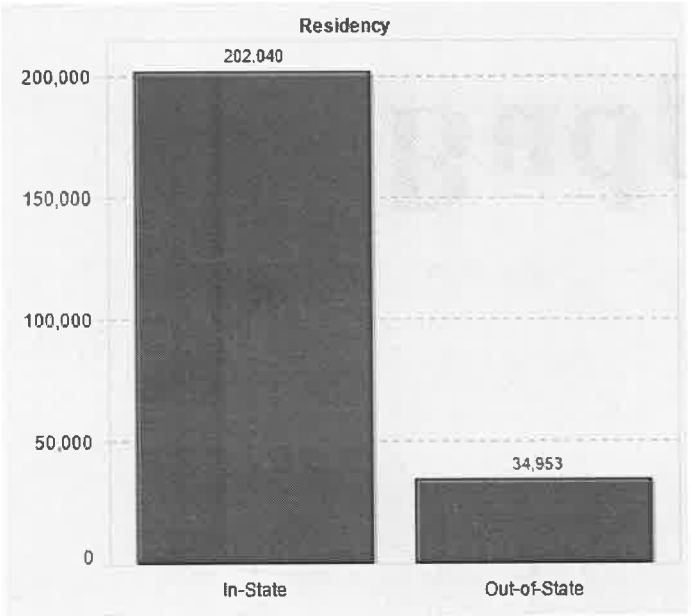


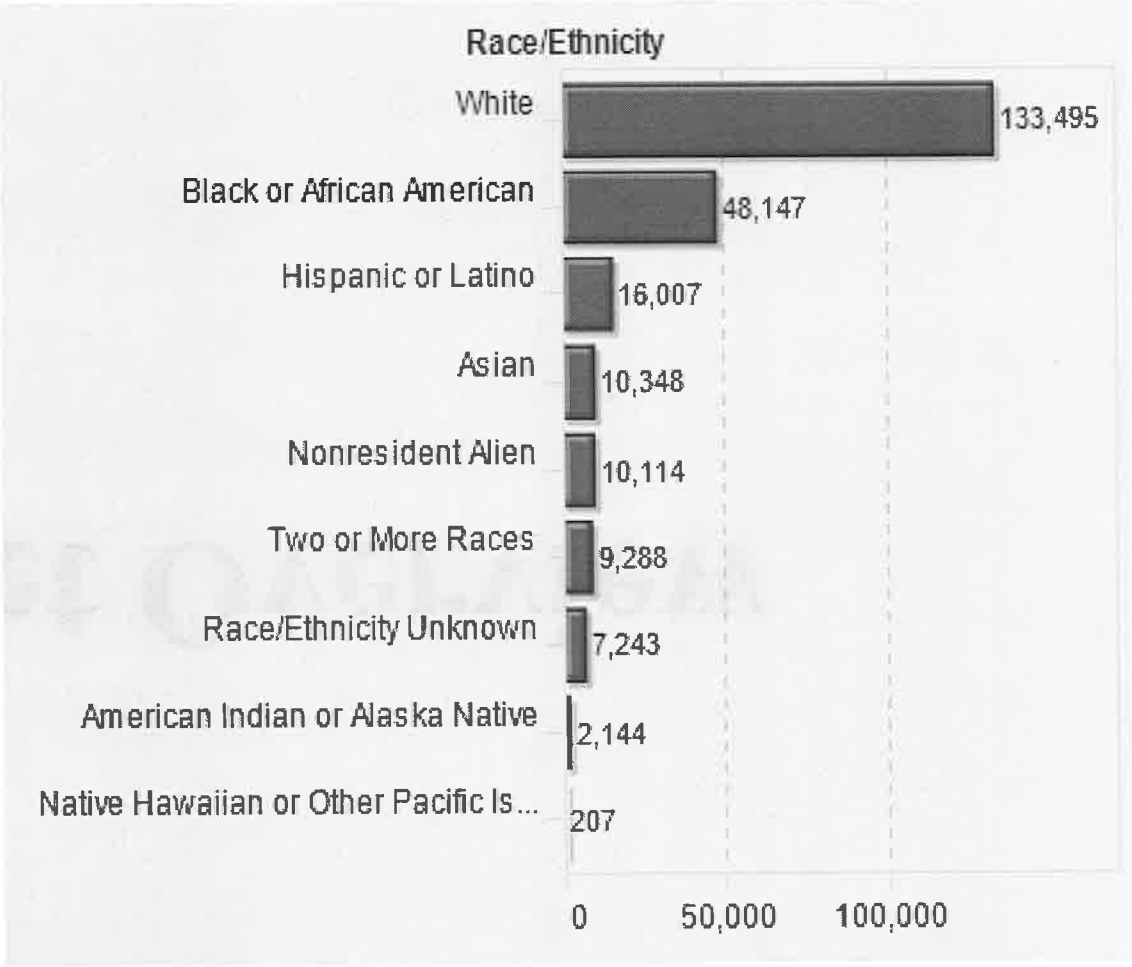
New Students



UNC Demographics Fall 2018







Budget Overview

UNC Budgeting 101

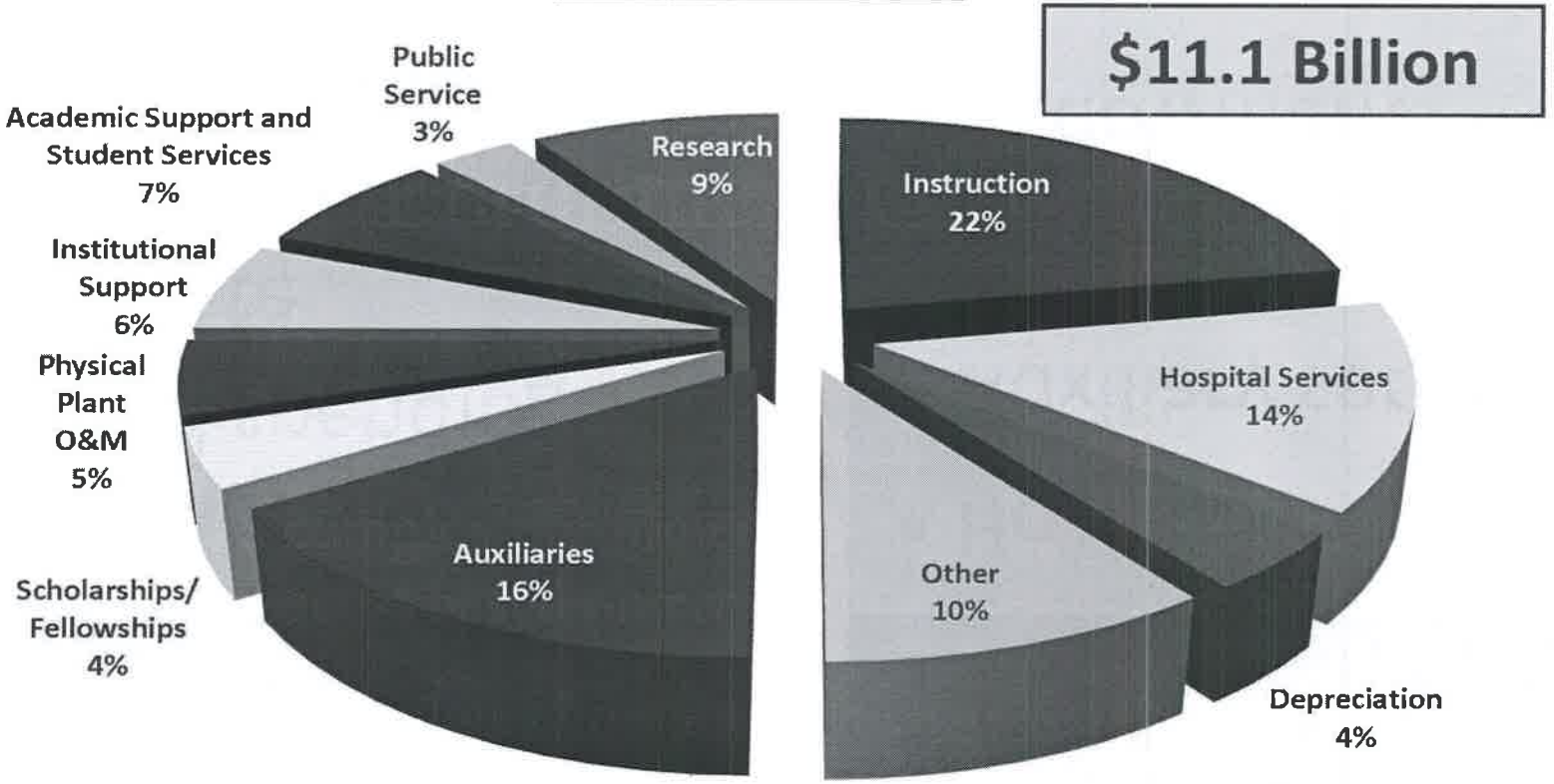
State General Fund Budget

- Education and related spending
- Any State appropriations for other items.

Campus Budgets

- Hospitals
- Auxiliary services
- Research
- Endowments

FY 2018 UNC System Expenditures
(includes UNC Hospitals/excludes NCSSM)

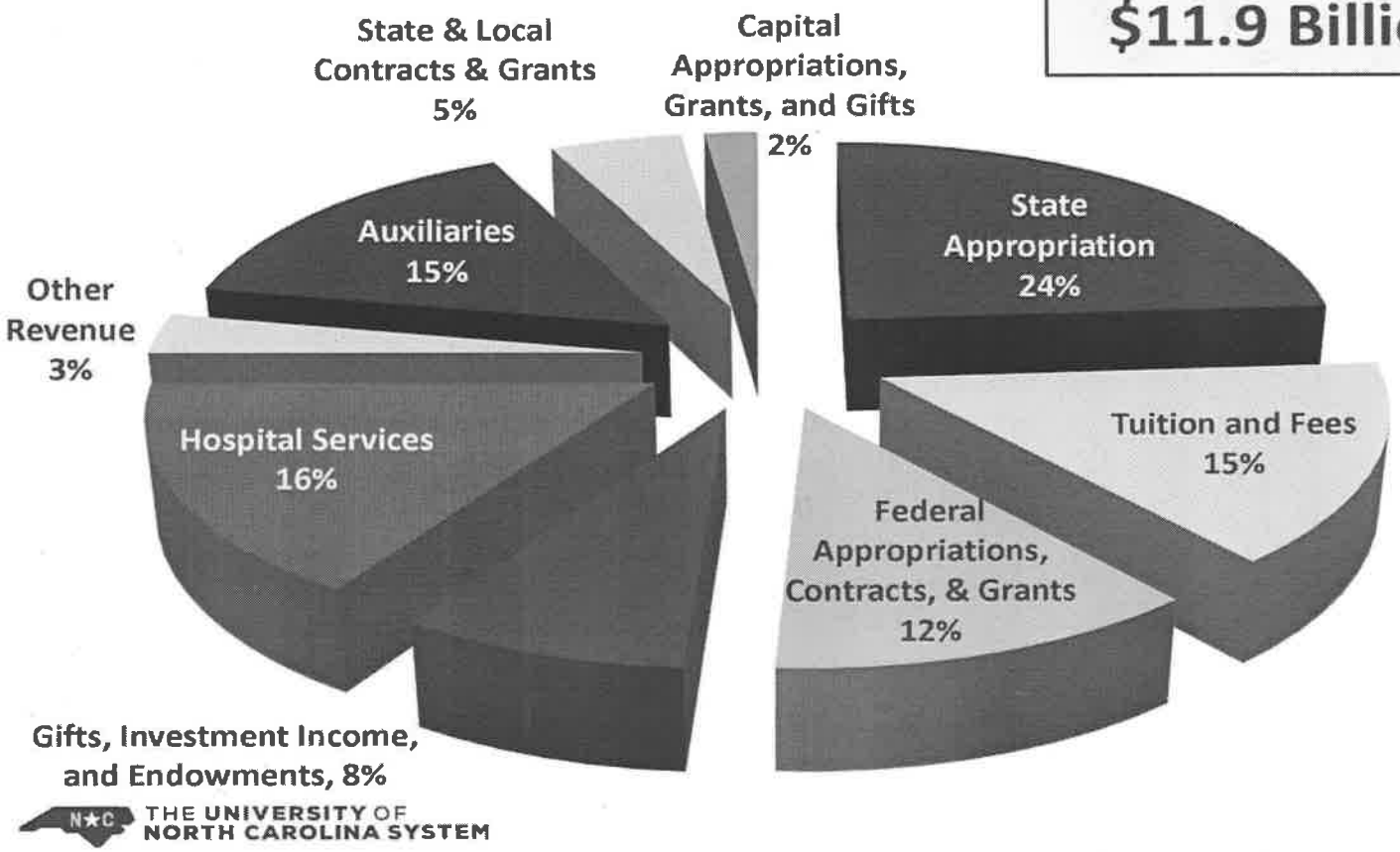


Note: Some research and private/endowment revenues are not available for immediate expenditure.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

FY 2018 UNC System Revenues
(includes UNC Hospitals/excludes NCSSM)

$11.9 Billion



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

State General Fund Budget

Net State General Fund Appropriations
FY 2005-06 to FY 2018-19



Source: June 30 BD 701 reports FY 2005-06 – 2016-17; Conference Reports 2017-19

State General Fund Budget

FY 2016-17 to FY 2018-19

	FY 2016-17	FY 2017-18	FY 2018-19
Requirements	$4,588,647,636	$4,747,345,691	$4,887,018,277
Receipts	$1,736,359,515	$1,853,570,342	$1,859,402,211
Net Appropriation	**$2,852,288,121**	**$2,893,775,349**	**$3,027,616,066**

Requirements:

- Personnel, Operating Expenses, Educational Awards

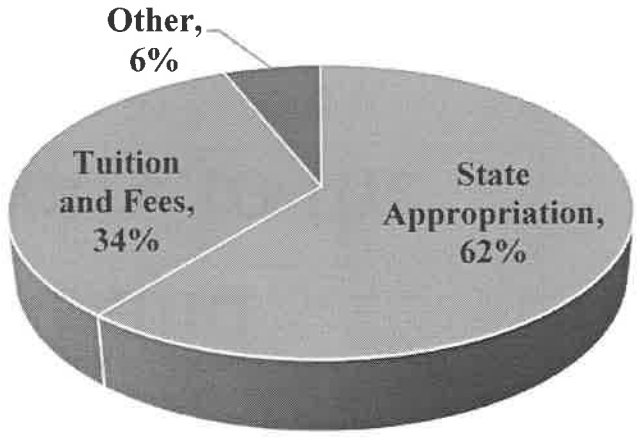
Receipts:

- Tuition and Fees, Grants, Sales of Service

Net Appropriation:

- State's responsibility

General Fund: $4.9 Billion



State General Fund Budget

- 82% of net State General Fund appropriations flows directly to the campuses.
- Of the remaining 18%:
  - Aid to private institutions
  - Financial aid
  - UNC General Administration
  - Other non-campus-specific programs

Enrollment Growth

- G.S. 116-11(8) gives the Board of Governors authority to set enrollment levels.
- UNC uses a complex enrollment growth funding model to develop its budget request based on projections
- The formula calculates how much it costs to instruct and support the current and the estimated growth in students (enrollment growth) based on projected student credit hours
- S.L. 2017-57, Sec. 10.10 directs funds for enrollment growth be held in reserve
- Proposed Changes in Enrollment Growth Model
  - Enrollment growth to be based on arrears starting in FY 2019-20
  - Board of Governors Task Force established to review current model

Budget Flexibility

Special Responsibility Constituent Institutions

- Enacted in 1991 as part of the Budget Act
- General Assembly appropriates a lump sum to the institution.
- Institution may:
  - Carry forward 2.5% of appropriations for one-time expenditures
  - Spend overhead receipts
  - Establish and abolish positions

Tuition and Fees

Recent Legislative Actions

- Access to Affordable College Education (S.L. 2016-94, Sec. 11.4)
  - Fixed Tuition Payment Program:
    - A guarantee that the rate of tuition approved by the Board of Governors or the Board of Trustees of the constituent institution will remain constant or decrease during the tuition period, defined as eight or ten academic semesters.
  - Cap on Student Fees: Student fees may increase by no more than three percent each academic year.
  - NC Promise Tuition Plan and "Buy Down"

NC Promise

Created by the General Assembly in 2016; Program began Fall of 2018

- Sets undergraduate tuition at $500 per semester for residents and $2,500 per semester for nonresidents at three UNC institutions
  - Western Carolina University
  - Elizabeth City State University
  - UNC Pembroke
- Student fees, room and board are not included
- $51 million R in FY 2018-19 for "buy down"
  - $40 million initial funding
  - Additional $11 million in Statewide Reserves for FY 2018-19
- What is the "buy down"?
  - Represents the difference between the actual tuition rate and the fixed tuition NC Promise tuition rate.

NC Promise

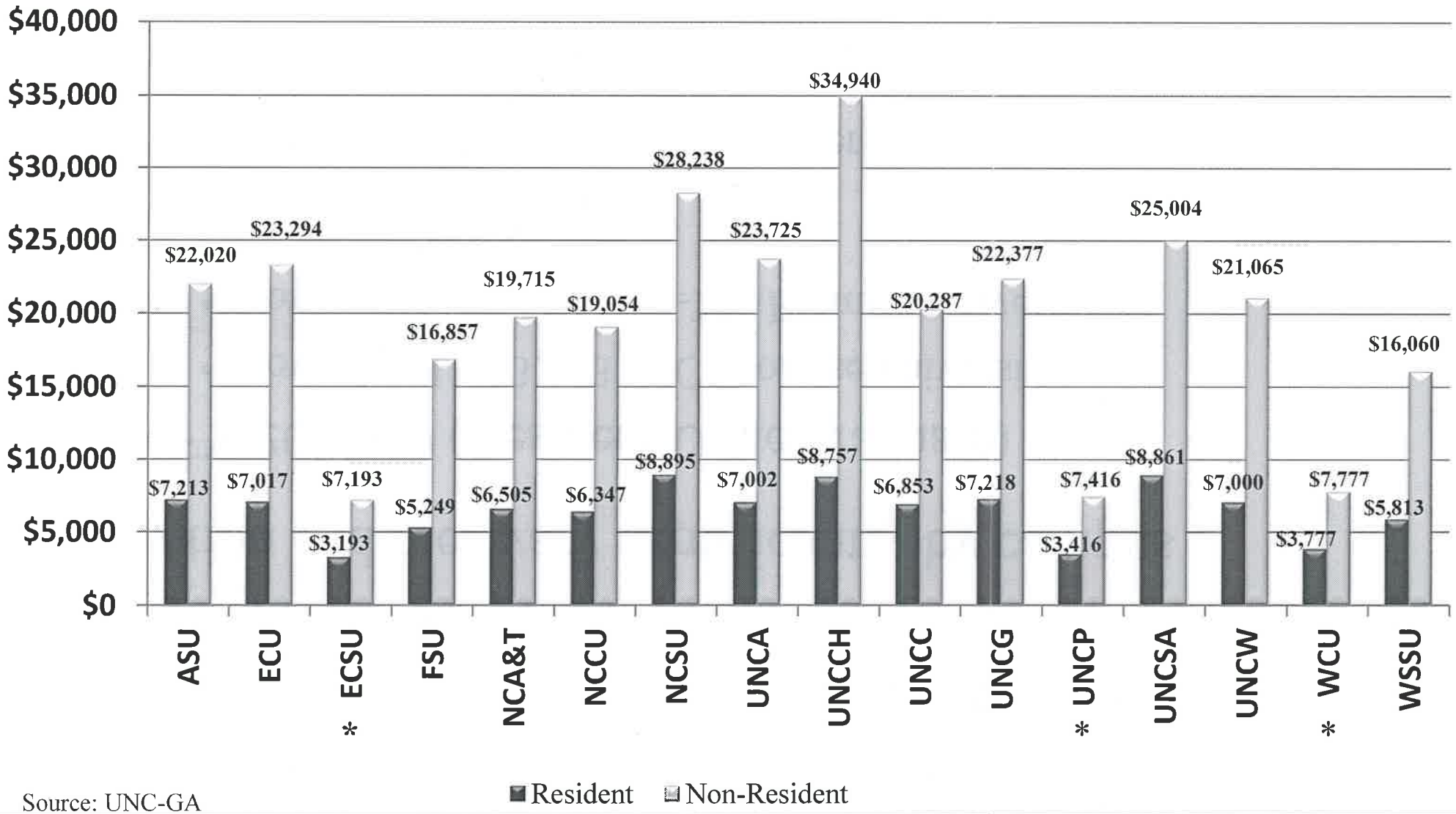
- Combined Fall 2018 enrollment growth – 1,477 students, 8.1% increase
  - ECSU up 19.6%, 1368 to 1,636
  - UNC Pembroke up 10.7%, 5,481 to 6,069
  - Western Carolina up 6.6%, 9,406 to 10,027

Tuition and Fee Revenues

- In the UNC System, tuition is collected and maintained on campus.
- Tuition and fees vary significantly by campus
  - FY 2018-19 (Resident Undergraduate)
    - Low: ECSU: $3,193 (NC Promise university)
    - Low: FSU: $5,249 (non-NC Promise university)
    - High: NCSU: $8,895
  - FY 2018-19 (Non-Resident Undergraduate)
    - Low: ECSU: $7,193 (NC Promise university)
    - Low: FSU: $16,857 (non-NC Promise university)
    - High: UNC-CH: $34,940

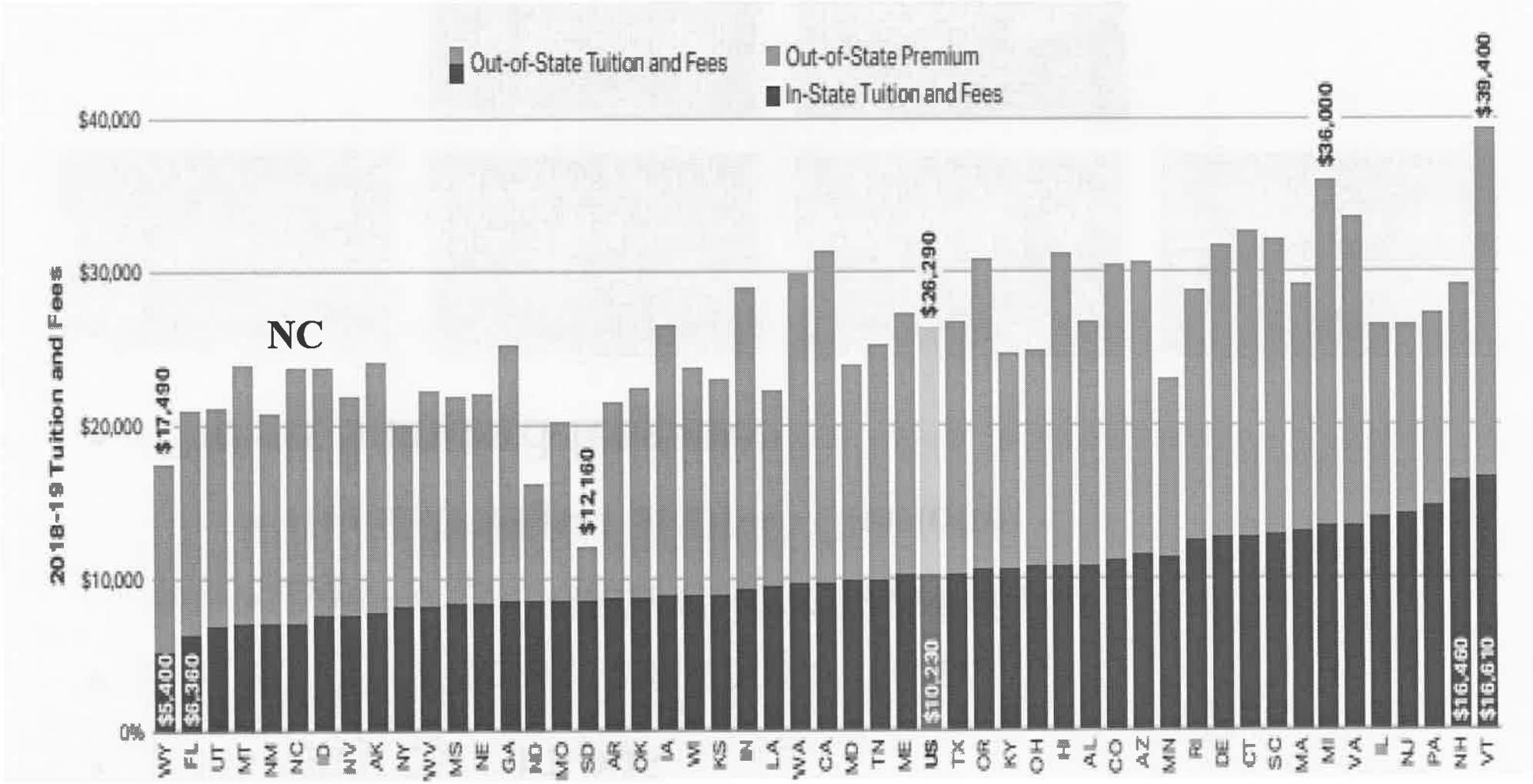
Tuition and Fees by Campus

2018-19 Undergraduate Tuition and Fees



Source: UNC-GA

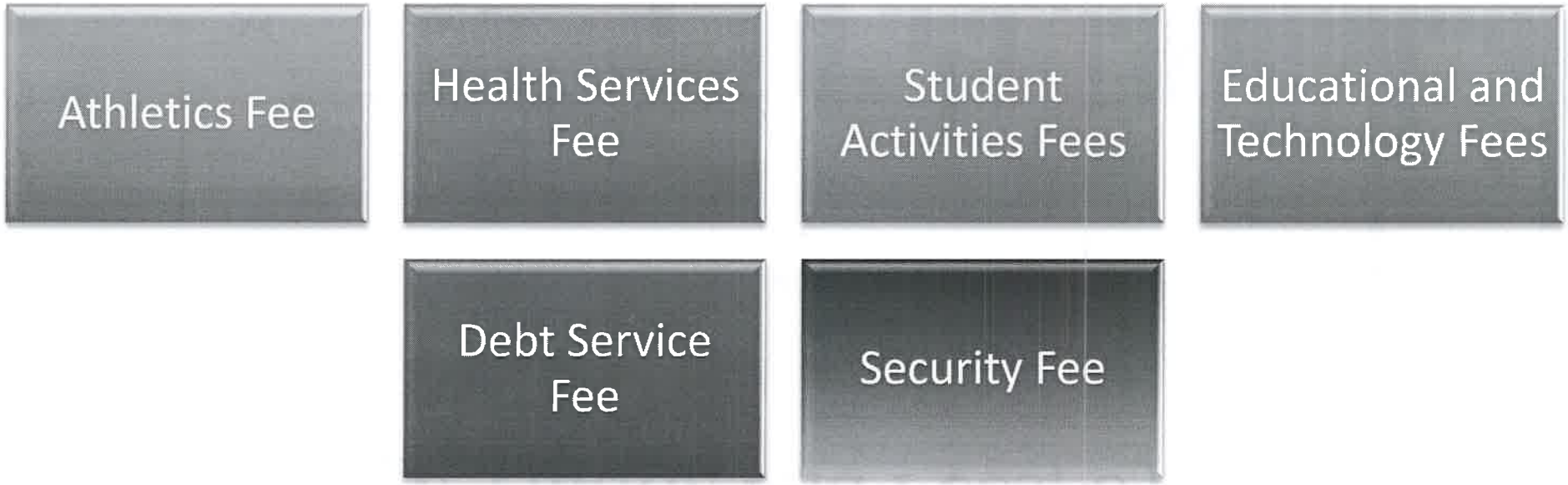
Average Tuition and Fees, by State



Source: College Board, *Trends in College Pricing 2018*.

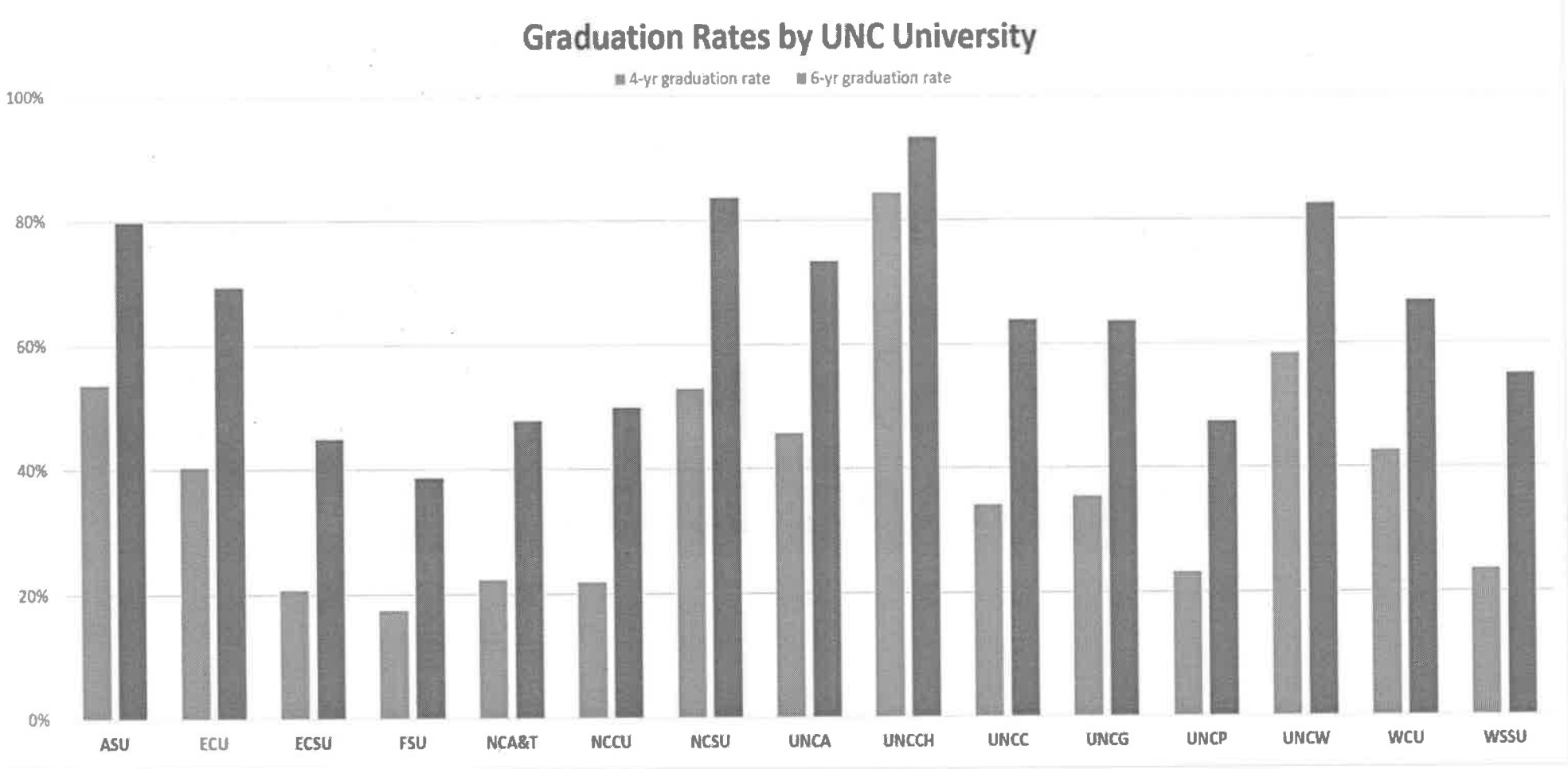
Fees

- Fees vary by campus
- FY 2018-18 total fees range from:
  - Lowest: $1,738 at UNC-Chapel Hill
  - Highest: $3,041 at UNC-Charlotte
- The six standard fees are:



Graduation Rates

Four and Six Year Graduation Rates



Average four-year graduation rates are based on freshmen who started school between 2009 and 2013.
Average six-year rates are based on freshman who started between 2009 and 2011.

NC State Education Authority (SEAA)

NC State Education Assistance Authority (SEAA)

SEAA provides a number of services to the State of North Carolina, including administering the following:

- State scholarship grants for parents sending children to private K-12 institutions
- UNC Need Based Grants
- Need Based Grants to North Carolina Independent Colleges and Universities
- FELS (Forgivable Loans)
- Teaching Fellows Program
- North Carolina's "529" National College Savings Program

K-12 Scholarship Grants

- Opportunity Scholarships
- Disabilities Grant Program
- Education Savings Account

Opportunity Scholarships

- Enacted in 2013 to expand school choice for eligible students in Kindergarten through 12th grade
- Awards up to $4,200 per student per school year
- Covers tuition and required fees at a private school and participating nonpublic school
- SEAA manages the application and award process.
    - Ensures the school meets program requirements
    - Verifies each student's eligibility
    - Disburses Opportunity Scholarship funds.
- Statutory Increases

Disabilities Grant Program

- Expands school choice for eligible students with disabilities in Kindergarten through 12th grade
- Awards up to $8,000 per student per year for tuition and required fees at a participating nonpublic school, and certain other expenses related to educating a child with a disability
  - Tuition A. Direct disbursement to nonpublic schools on behalf of students Schools are registered with North Carolina's Division of Nonpublic Education (DNPE) and with SEAA
  - B. Reimbursement to parents on behalf of students Schools are registered with DNPE but not SEAA
- Families may also be reimbursed for the following expenses:
  - Tutoring and Teaching Services
  - Curricula materials
  - Educational Therapies
  - Educational Technology

Education Savings Account

- Expands school choice for eligible students with disabilities in kindergarten through 12th grade.
- Awards $9,000 per school year
  - For students attending a registered nonpublic school or home school
  - For tuition and required fees and certain other expenses related to educating a child with a disability
  - Allows parents quarterly access to funds in an electronic account (subject to program requirements)
- Families may also use ESA funds for the following expenses:
  - Tutoring and teaching services
  - Educational therapies
  - Educational Technology
  - Other expenses

Questions?

Chris Hearley chris.hearley@ncleg.net

VISITOR REGISTRATION SHEET

Joint Appropriations- Education
Name of Committee

3-19-19
Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Ed Dennison	Moore County BOE NCSBA BOA
Richard Boster	NCSBA
[illegible]	SBE DPI
Katherine Joyce	NCASA
James Robinson	OSBM
Amy Auth	UNC-Chapel Hill
Betty Doster	UNC Charlotte
Alex Granados	EdNC
Martez Hill	SMHill Consulting
Elizabeth Yelverton	NCASA
Geoff Coltrane	Gov Office

VISITOR REGISTRATION SHEET

Joint Appropriations- Education
Name of Committee

3-19-19
Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Leah Sutton	Best NC

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — 3-19-19

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Drew Moretz	UNC System
Clinton Carter	UNC System
Chris McClene	BP
April Neumann	MWC
Harry Kaplan	MWC
Kevin Wilhite	NCDPI
Jennifer Preston	College Advising Corps
Tom West	NCICU
Tara Waldwick	NCSA
Austen Roach	UNC System
David Powers	UNC BOG

VISITOR REGISTRATION SHEET

Joint Appropriations- Education
Name of Committee

3-19-19
Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Elizabeth Grovenstein	NCCCS
Mary Shuping	NCCCS
Michael D. Page	NCCU
Mitchell Ransford	NCCU
Edna Wallace	RTI

Rep adams

Committee Sergeants at Arms

NAME OF COMMITTEE Joint Appropriations- Education

DATE: 3-19-19 Room: Room 424

House Sgt-At Arms:

1. Name: Dean Marshbourne
2. Name: David Linthicum
3. Name: Kim Blackman
4. Name:
5. Name:

Senate Sgt-At Arms:

1. Name: TERRY BARNHARDT
2. Name: CHRIS MOORE
3. Name:
4. Name:
5. Name:

Senate Pages Attending

COMMITTEE: J.A. on Education **ROOM:** 423

DATE: 3-19 **TIME:** 8:30am

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

Page Name	Hometown	Sponsoring Senator
1. Tanner Baity	Yadkinville	Krawiec
2. Anthony Burnette	Shelby	T. Alexander
3.		
4.		
5.		
6.		
7.		
8.		

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

MARCH 20, 2019

SENATOR TILLMAN PRESIDED

NORTH CAROLINA HOUSE OF REPRESENTATIVES
JOINT COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet **JOINTLY** as follows:

DAY & DATE: Wednesday, March 20, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Senator Tillman, Presiding**

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 1:53 PM on Thursday, March 14, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Deborah Holder (Committee Assistant)

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

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.	**NCCCS Overview**	*Lisa Fox* Fiscal Research Division
	Adjourn	**NEXT MEETING:** **Thursday, March 21st**

NC Community College System:
Overview



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

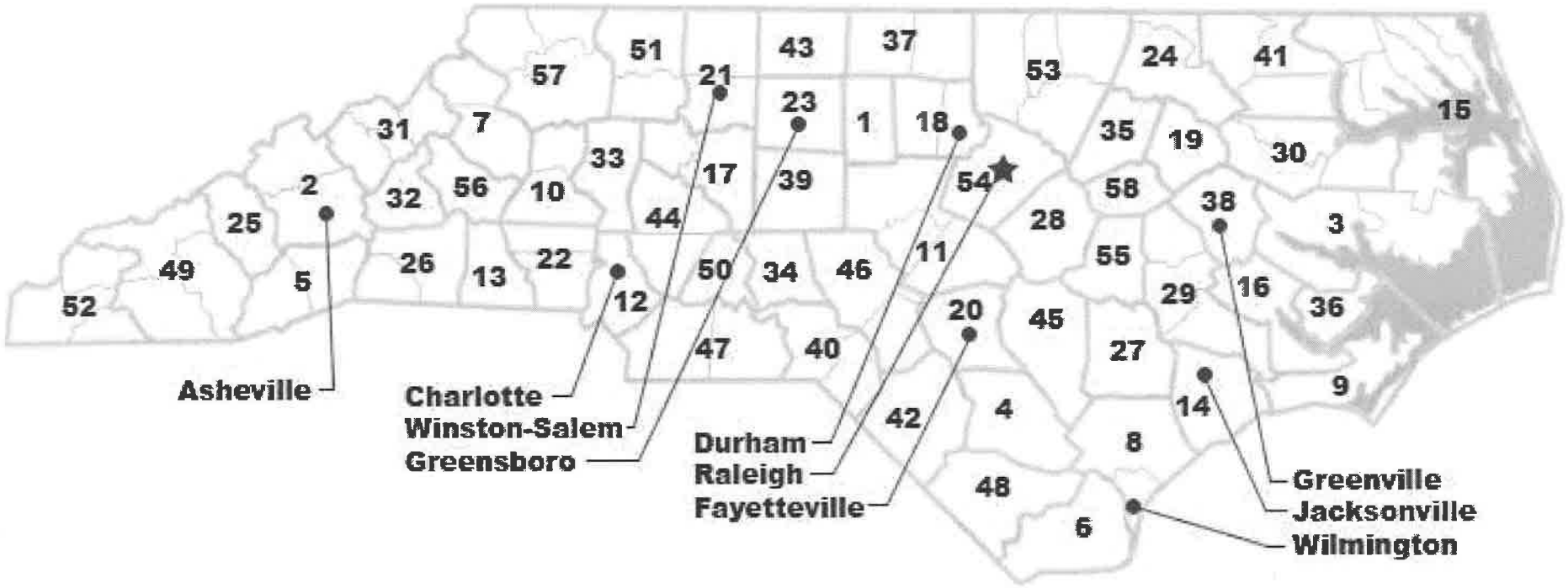
FISCAL RESEARCH DIVISION
A Staff Agency of the North Carolina General Assembly

Presentation Agenda

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

Locations

- 58 colleges, 3rd 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

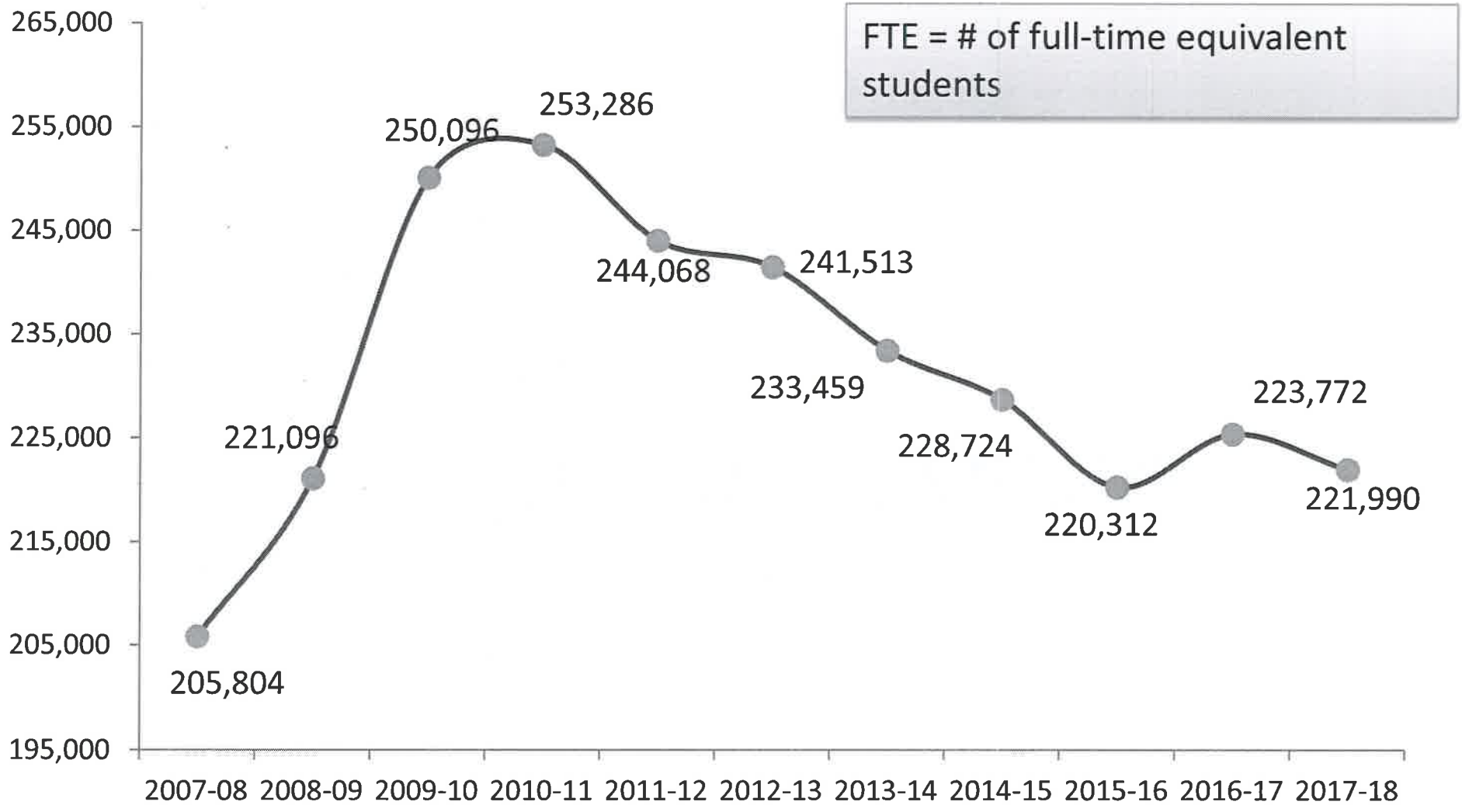
Includes Adult Basic Education, GED, Adult High School, English as a Second Language (ESL), and Compensatory Education.

Economic Development Programs

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

Enrollment Trends

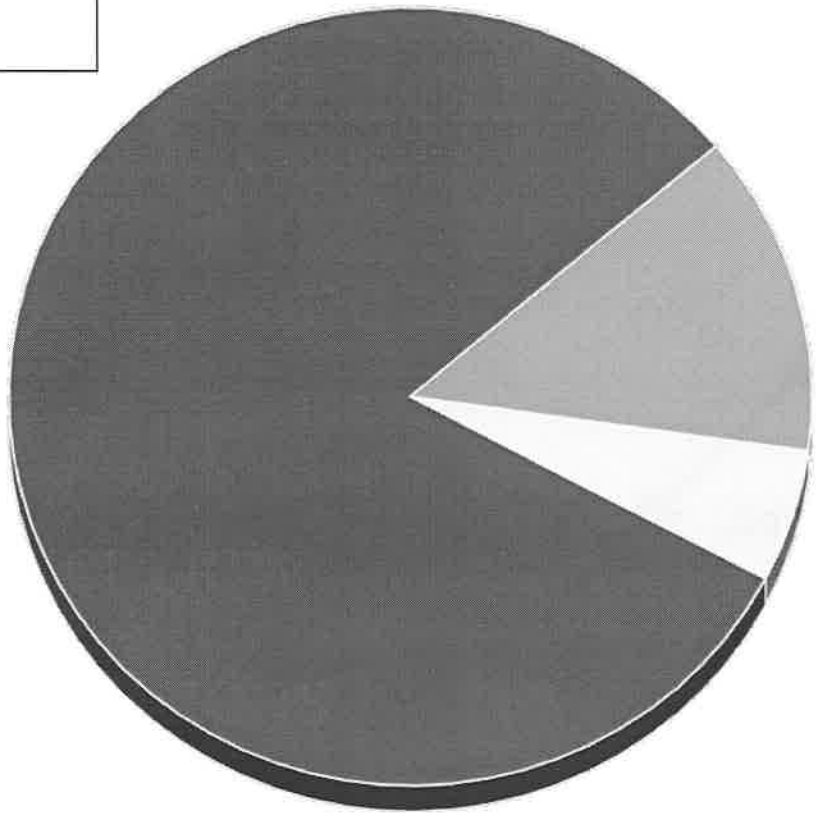
Actual FTE: FY 2007-2018



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

Actual FTE by Program Area FY 2017-18

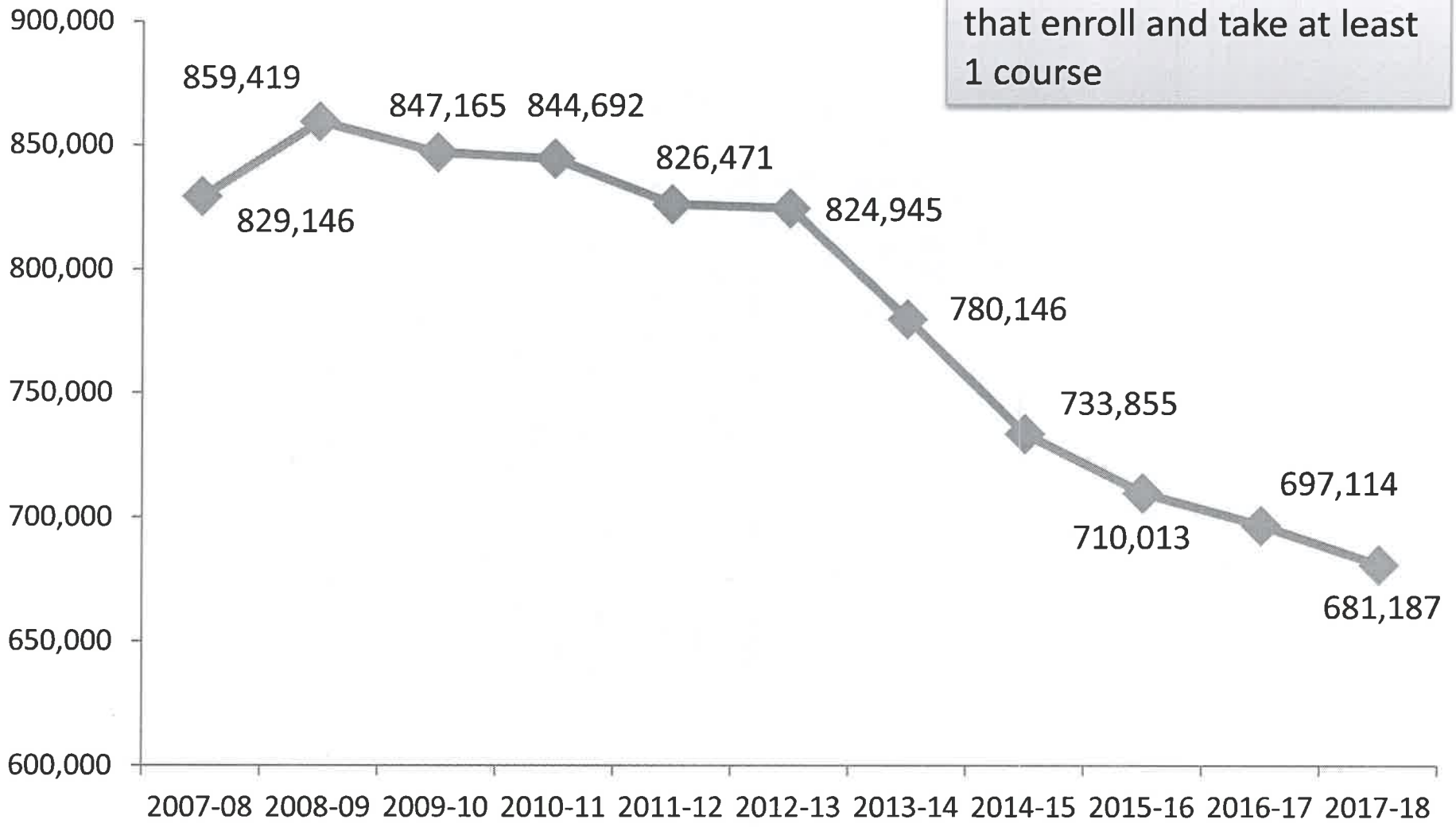
Total FTE: 221,990



Source: NCCCS 2017-18 Statistical Report

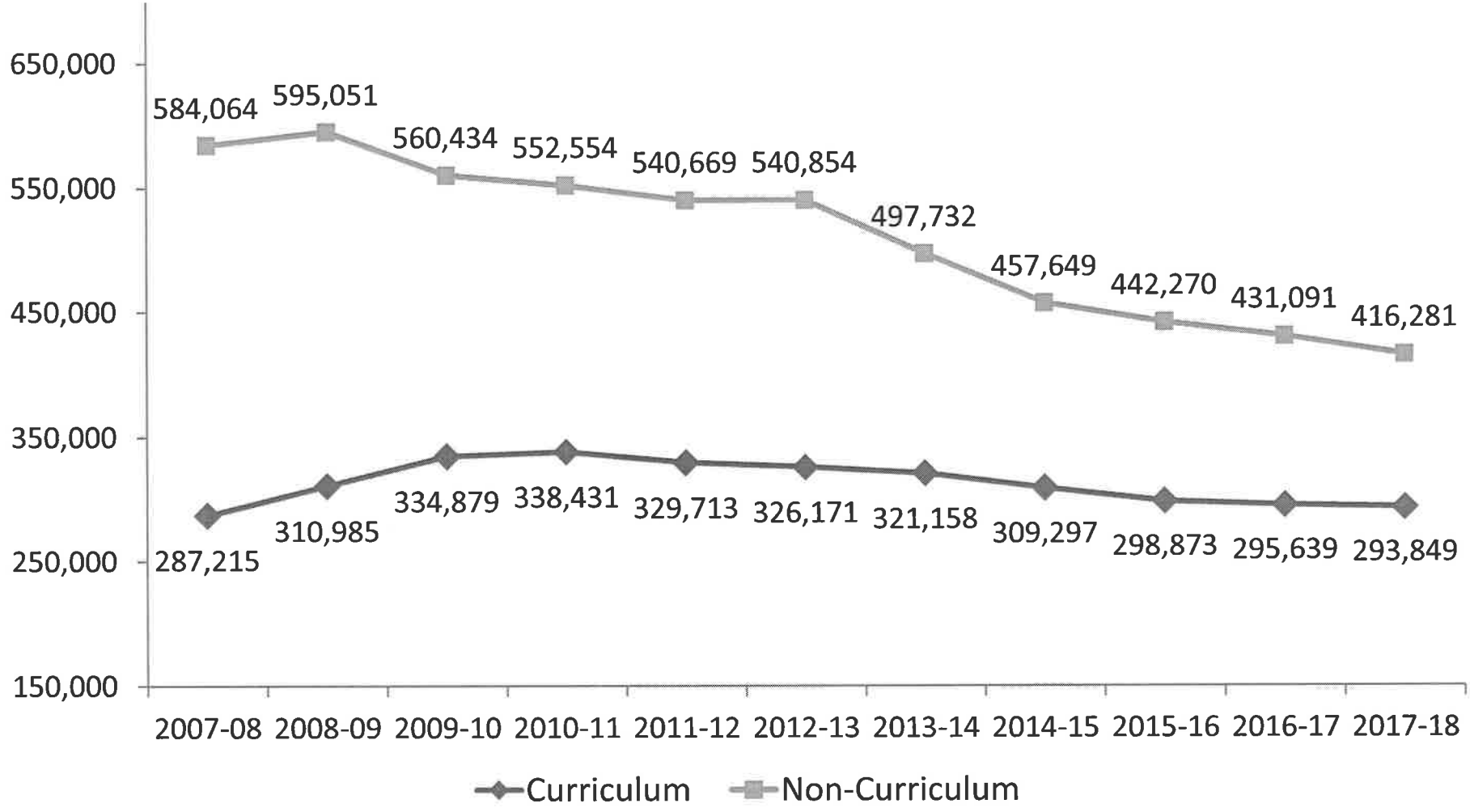
Headcount: FY 2007-2018

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?

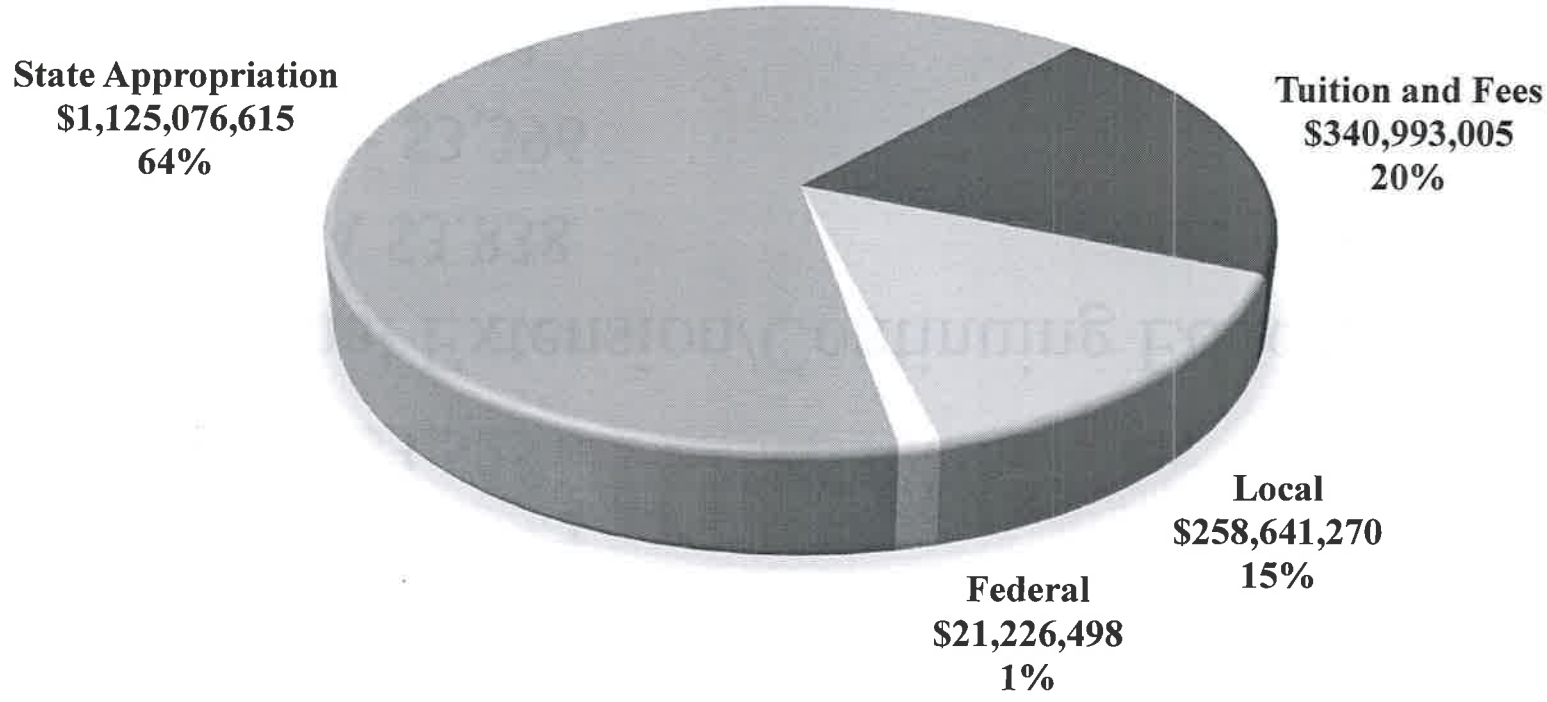
- Colleges are funded based on actual enrollment
  - "Full-Time Equivalent" (FTE)
  - The higher of: the previous year's enrollment or the average of the two previous years
- Enrollment is distributed over a tiered system of funding
  - The tiers allow for differentiation in the costs of delivering different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

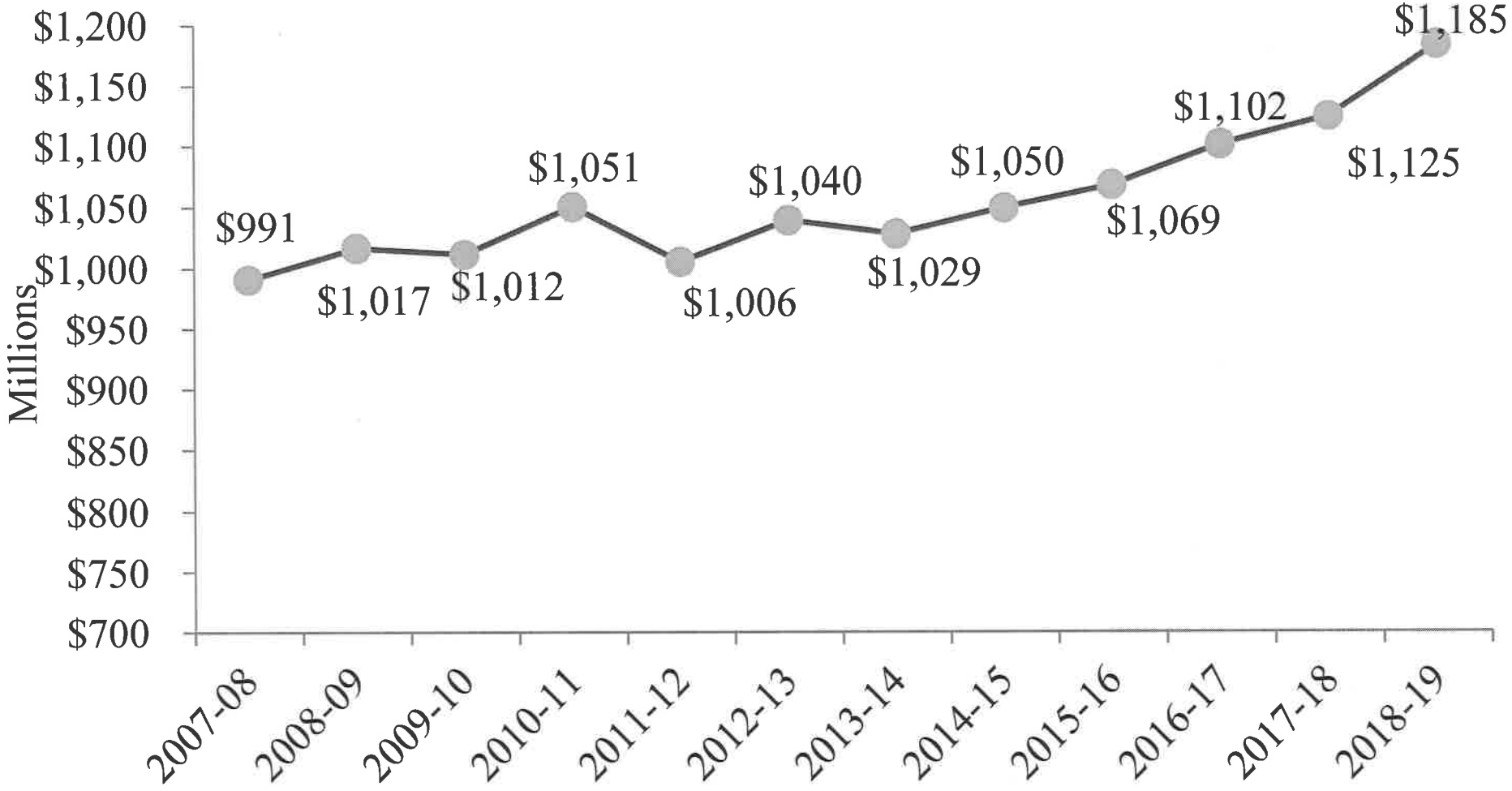
FY 2017-18 Sources of Operational Funding

Total: $1.79 billion



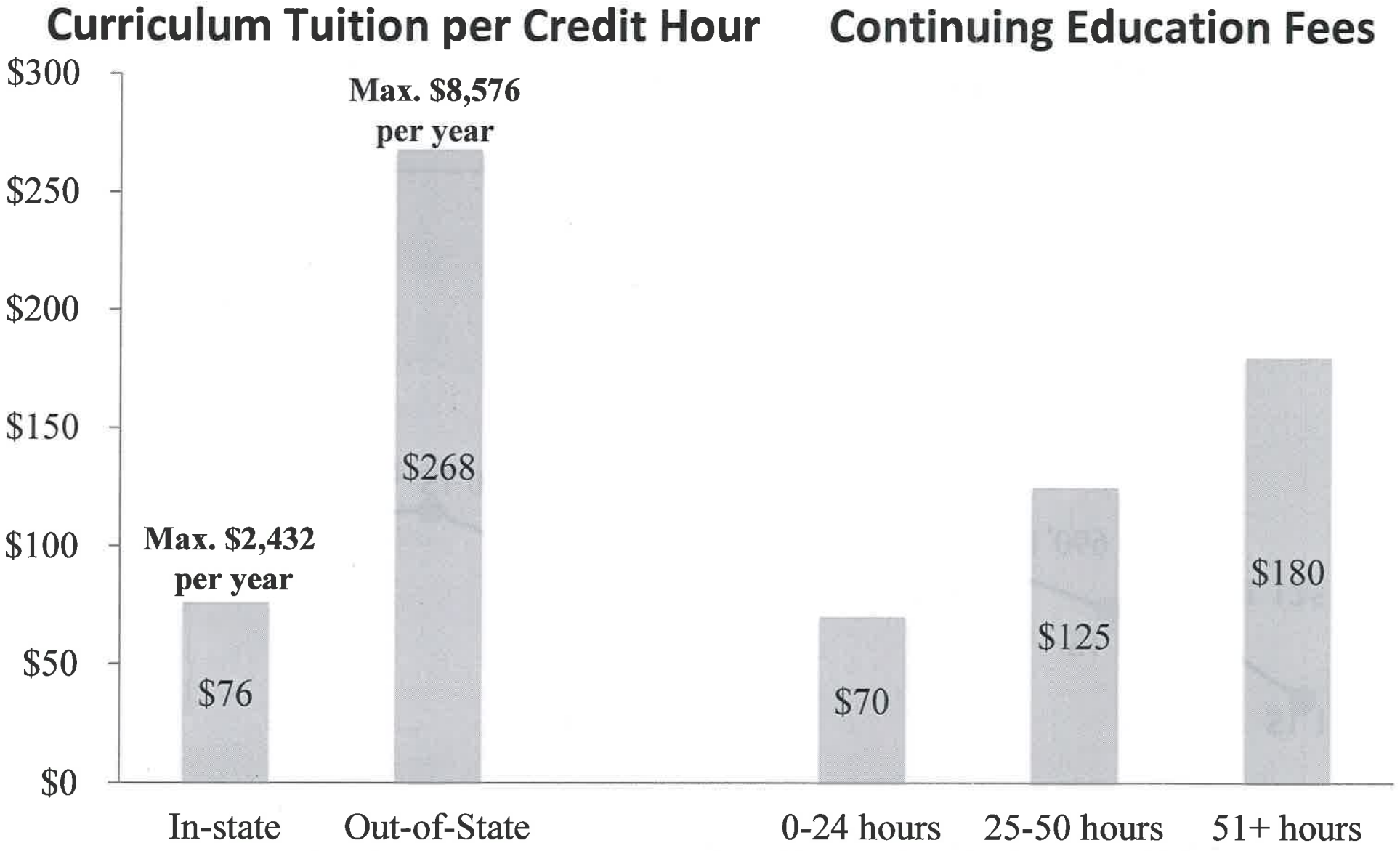
Sources: FY 2017-18 Authorized budget, NCCCS College Budget Summary (2-1)

NCCCS General Fund Appropriations

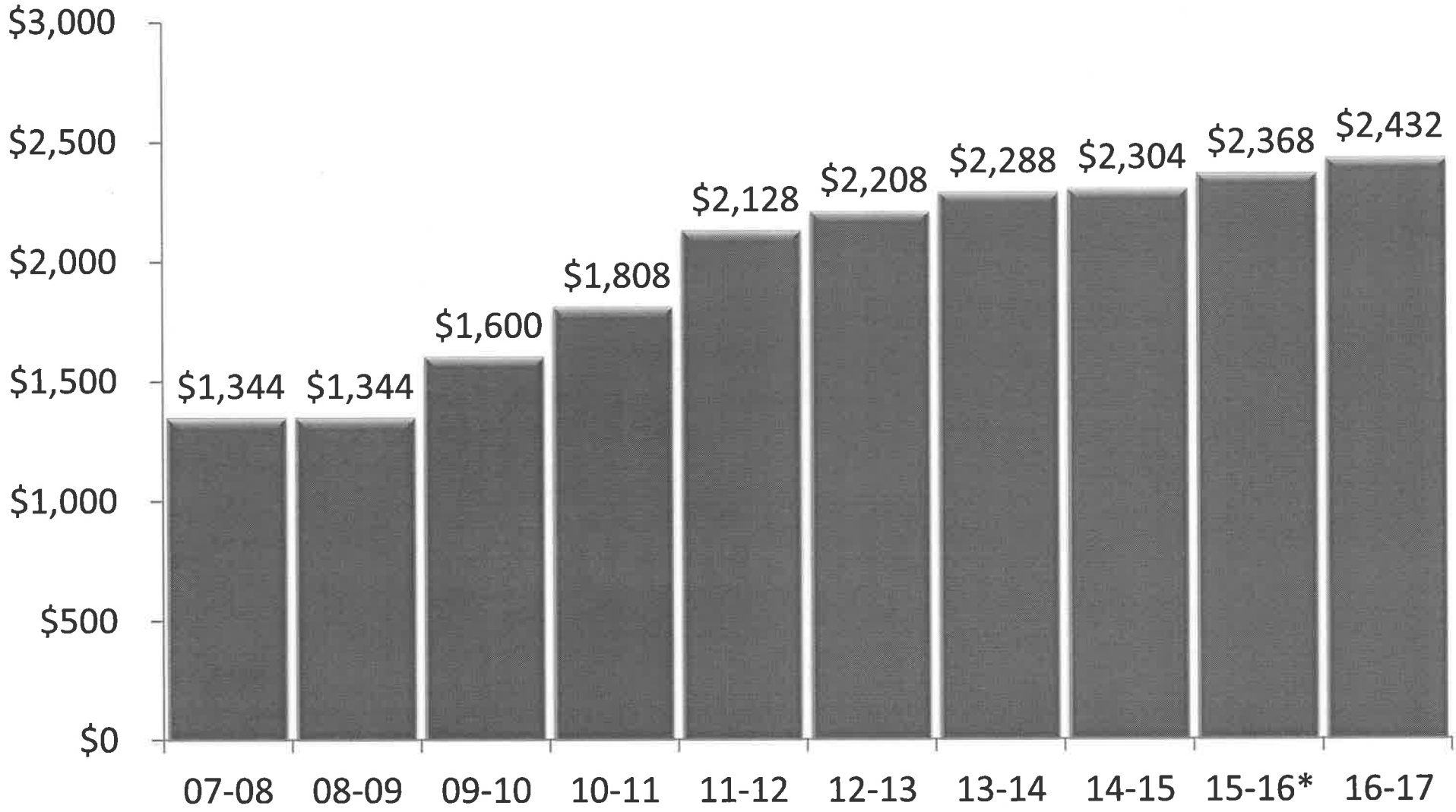


Sources: NCAS Final Authorized Budgets FY 2008-2018

Tuition: FY 2018-19

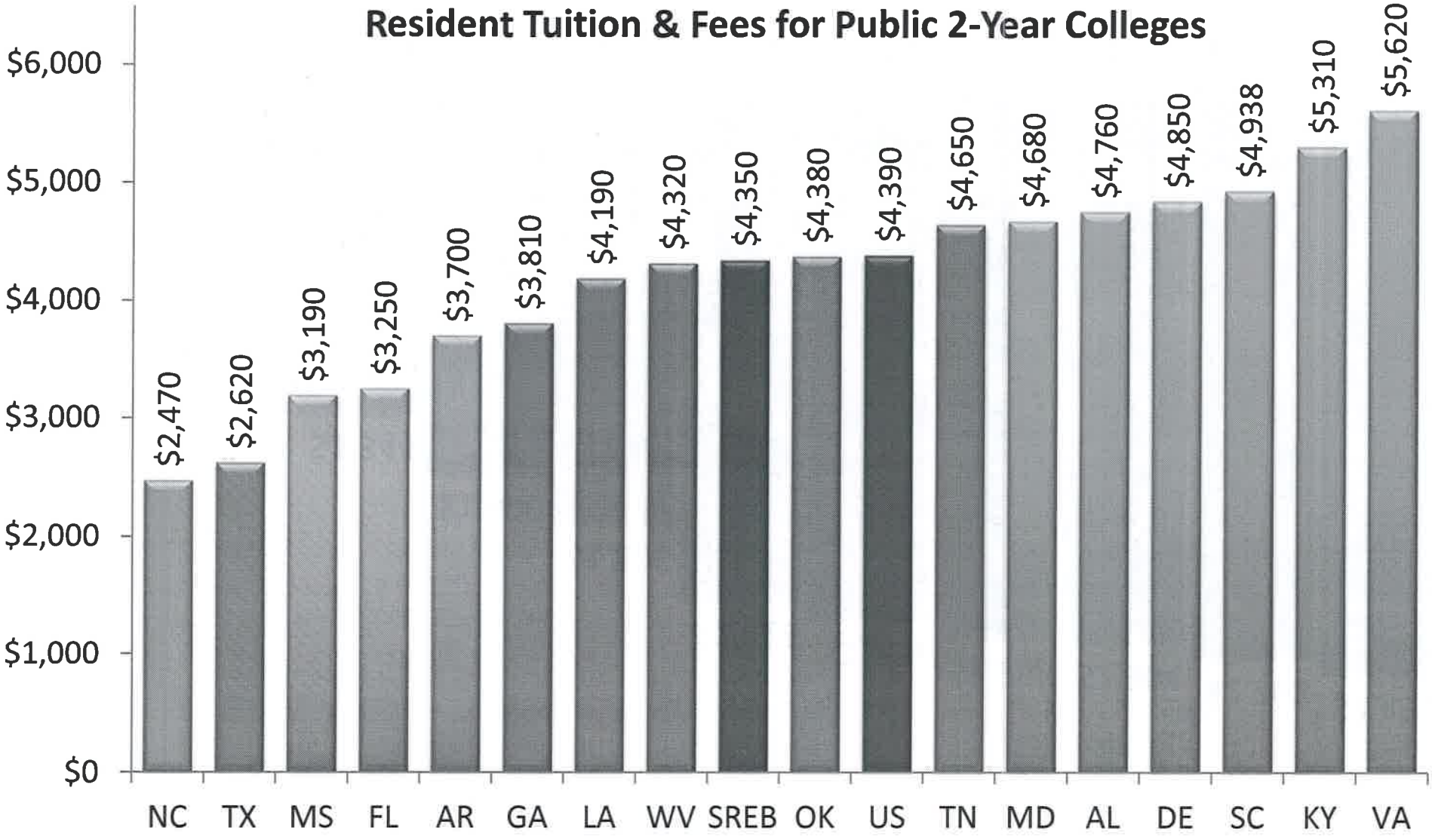


Tuition: Maximum Curriculum Tuition



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

State Aid Allocation

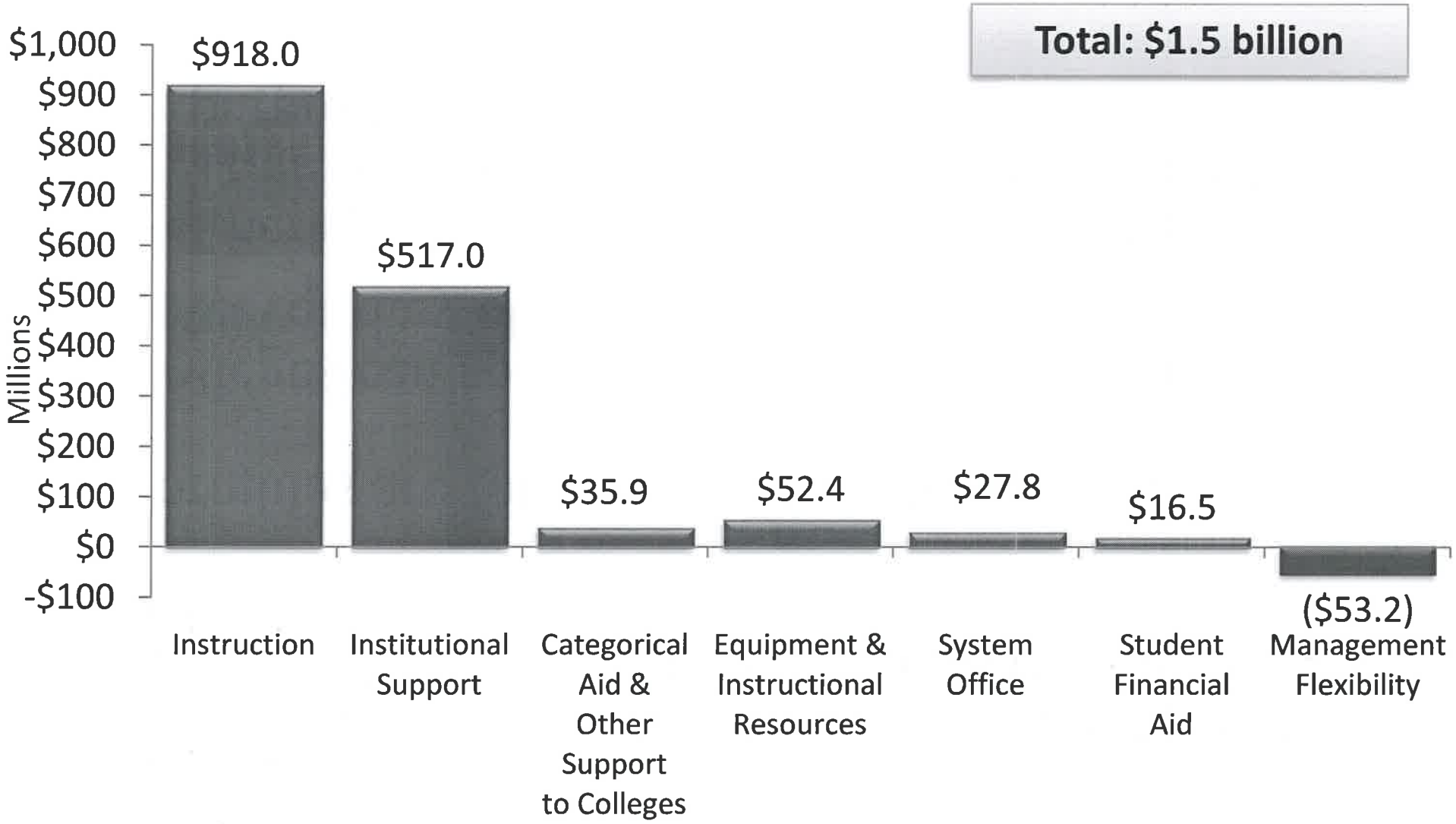
State Aid Allocations

- 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

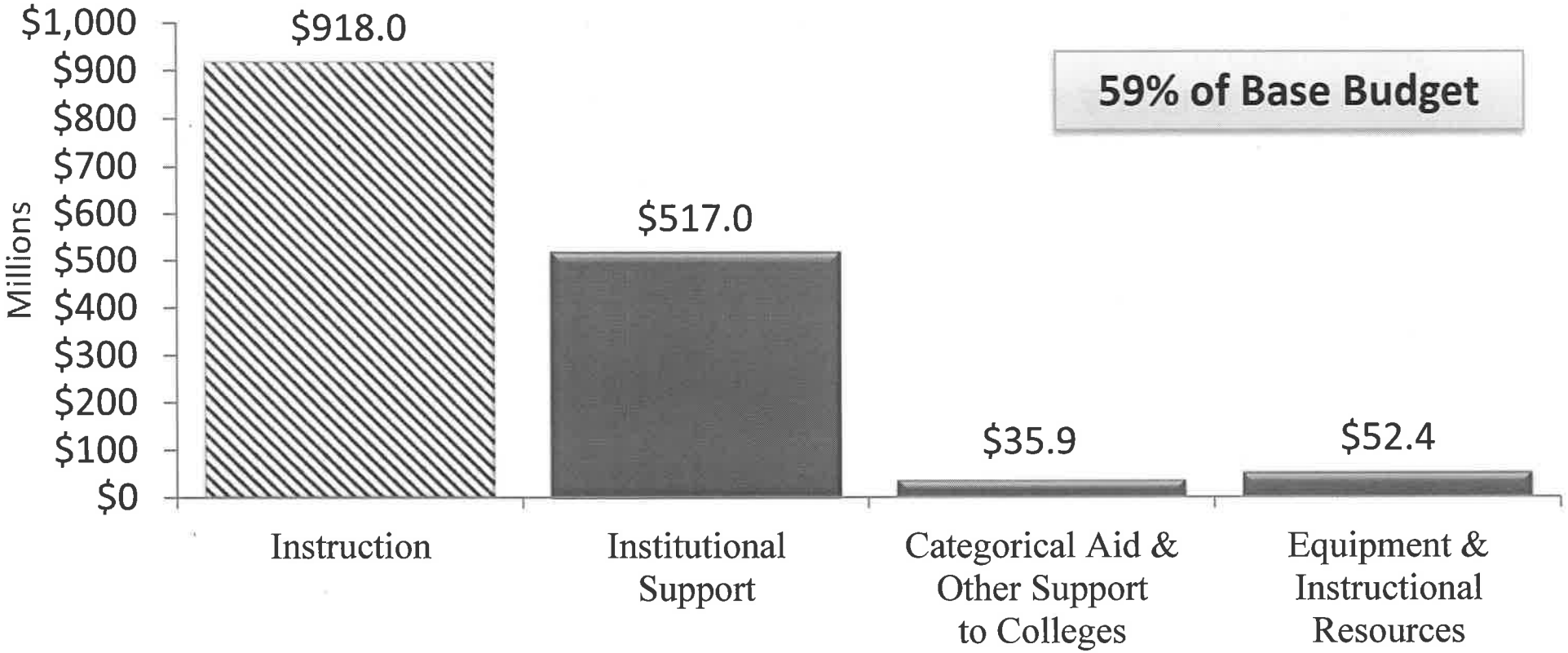
- The General Assembly has allowed colleges to have flexibility in order to meet individual college needs.
- Formulas are for allocation purposes only.
- Colleges can spend the formula allocations however they choose, except:
  - Literacy (Basic Skills) funds and Customized Training funds must be used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

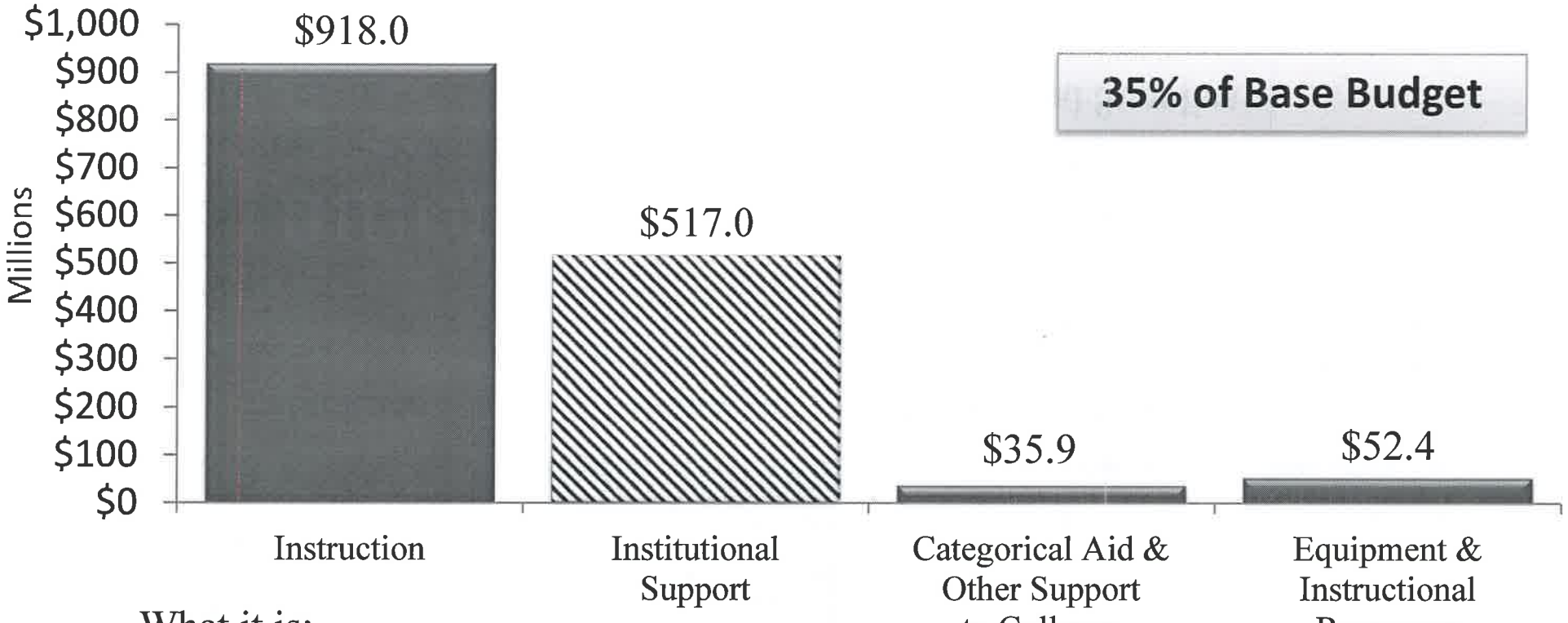
- Curriculum
- Continuing Education
- Basic Skills

What it pays for:

- Faculty Salaries
- Instructional Supplies

Source: FY 2019-20 Base Budget

Institutional & Academic Support



What it is:

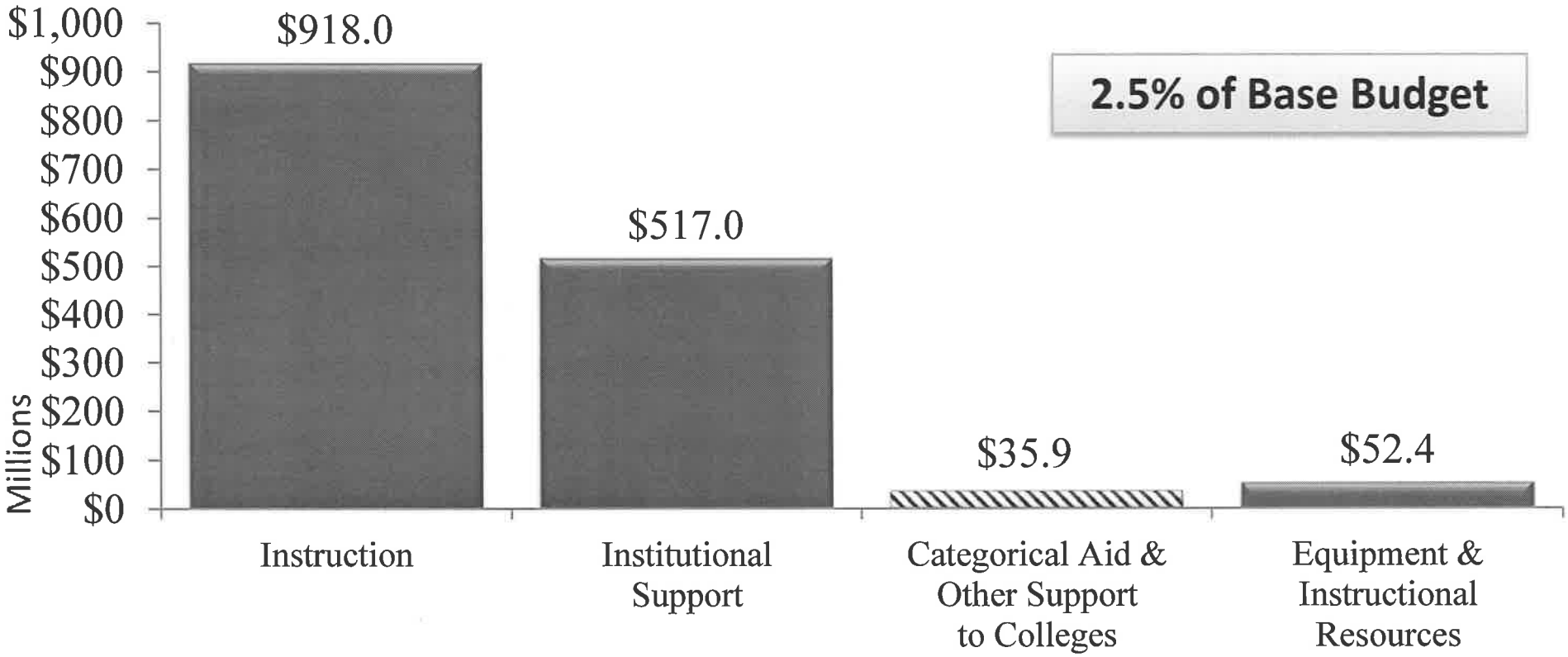
- Academic & Student Support
- General College Administration
- Multi-campus college (MCC) funding

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

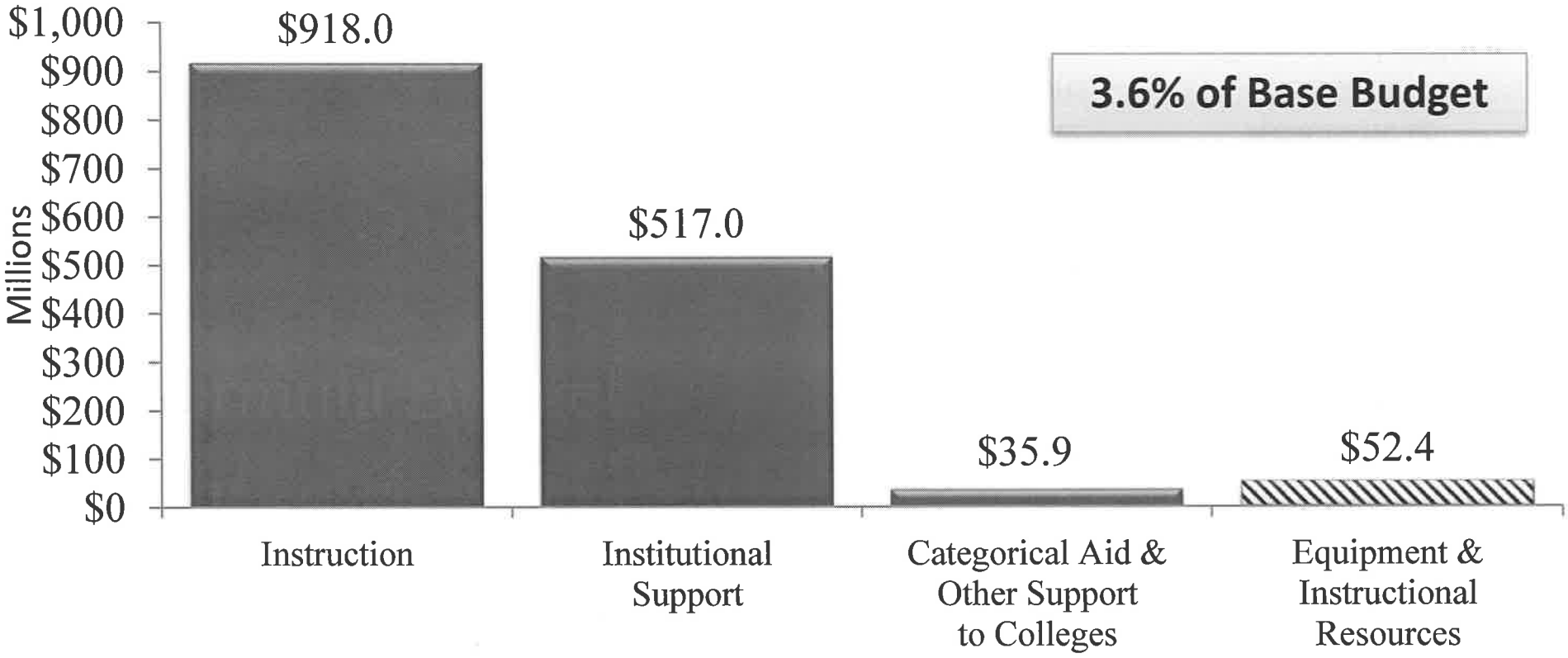
Categorical Aid & Other Support

- 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:

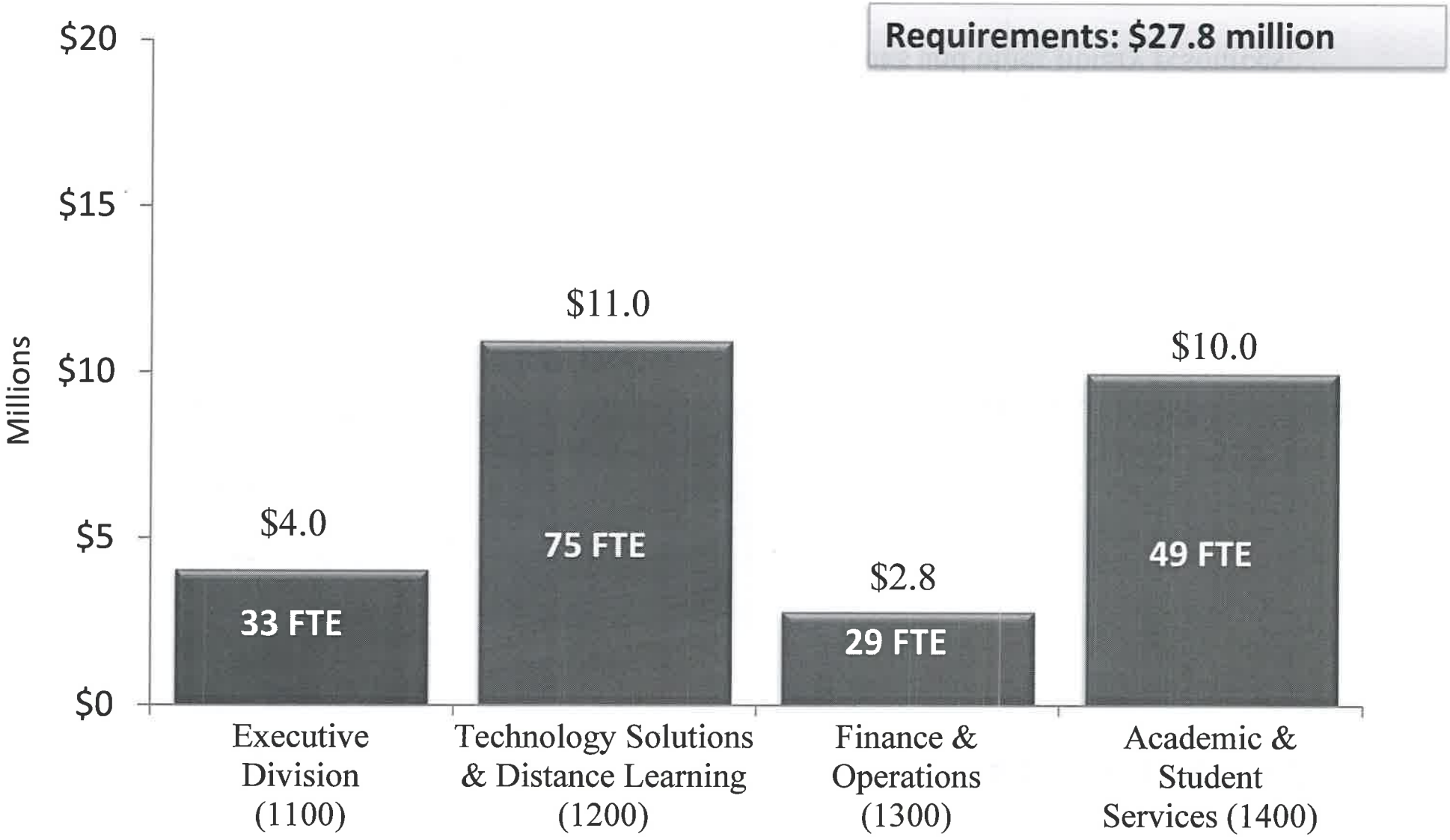
- Equipment
- Instructional Resources

What it pays for:

- Computers
- Instructional equipment
- Books and other library resources

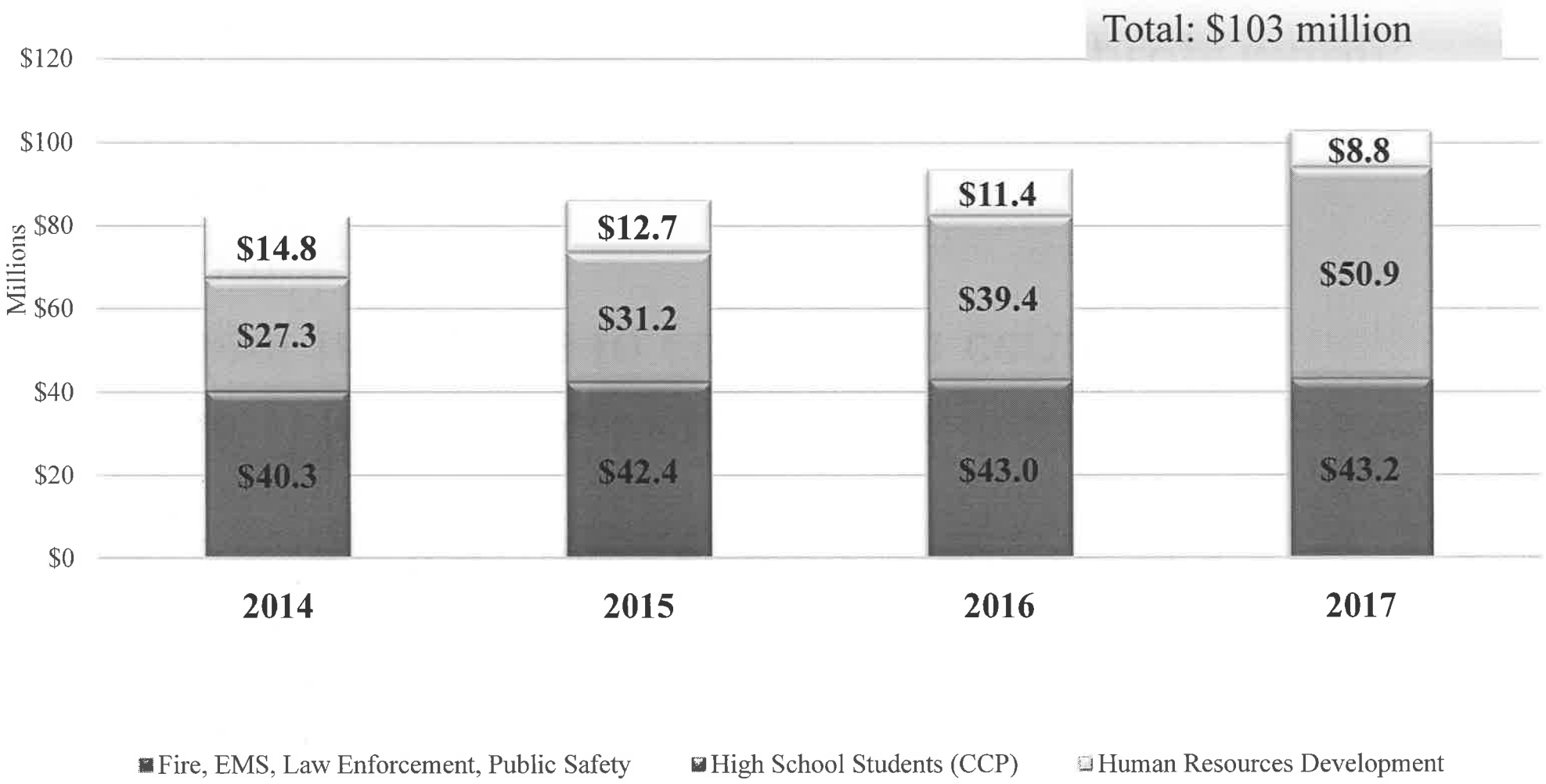
Source: FY 2019-20 Base Budget

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

919-733-4910

JOINT MEETING: HOUSE APPROPRIATION COMMITTEE ON EDUCATION-SENATE EDUCATION /HIGHER EDUCATION
Tuesday, March 21, 2019 8:30 AM
Room 423 of the Legislative Office Building

MINUTES

The House Committee on Education and the Senate Committee on Education/Higher Education met at 8:32 AM on March 21, 2019 in Room 423 of the Legislative Office Building. Representatives Elmore, Fraley, Horn, Hurley and Sauls– Co-Chairs; Representatives Ball, Fisher, Gailliard, Garrison, Gill, Grange, Hanig, and Lucas were in attendance. Senator Ballard and Tillman- Co-Chairs; Senator Horner, Johnson, Waddell were also in attendance.

Representative Elmore, Co-Chair, called the meeting to order at 8:33 A.M. and introduced the Pages and Sergeant At Arms who would be assisting with the Committee. Copies of the attendance and visitor registration are attached to these minutes, (Attachment 1-3).

Rep. Elmore introduced Ms. Elizabeth McDuffie, Executive Director of State Education Assistance Authority (SEAA). Ms. McDuffie gave a presentation of the State Agency (Attachment 4). The agency promotes access to higher education by administering financial aid, savings and loan programs, informing students and families about paying for college and provides financial support to families for K-12 expenses for qualified students to obtain an education.

After Ms. McDuffie presented, Rep. Elmore recognized members for questions or concerns. Rep. Fraley, Fisher, Horn, Hurley, Garrison, Gill, Senator Horner and Johnson all had questions regarding pieces of the presentation. Ms. McDuffie and staff were able to answer all their questions.

Rep. Elmore asked if there were any other questions, seeing none, he thanked Ms. McDuffie for her presentation and her time.

There being no further business before the Committee, Representative Elmore adjourned the meeting at 9:50 AM.

Respectfully submitted:

Representative Jeffrey Elmore, Co-Chair

Linda M. Stevenson, Committee Clerk

Attachments:

1. Attendance
2. Committee Sergeant at Arms and Pages
3. Visitor Registration
4. Presentation handout-State Education Assistance Authority (SEAA)

NORTH CAROLINA HOUSE OF REPRESENTATIVES
JOINT COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet **JOINTLY** as follows:

DAY & DATE: Thursday, March 21, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Chair Elmore, Presiding**

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 1:55 PM on Thursday, March 14, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Deborah Holder (Committee Assistant)

AGENDA

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

March 21, 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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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**	Representative Elmore, Presiding Co-Chair
II.	**Committee Member Introductions**	
III.	**North Carolina State Education Assistance Authority (SEAA): Overview**	*Elizabeth McDuffie, Executive Director* SEAA
	Adjourn	**NEXT MEETING: Tuesday, March 26th**

ATTENDANCE

House Appropriation Committee on Education

2019 Long Session

DATES	3/21/19														
Rep. Jeffrey Elmore, Chair	✓														
Rep. John Fraley, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Pat Hurley, Chair	✓														
Rep. John Sauls, Chair	✓														
Rep. Linda Johnson, Vice Chair	-														
Rep. Jay Adams	-														
Rep. Cynthia Ball	✓														
Rep. Cecil Brockman	-														
Rep. Susan Fisher	✓														
Rep. James Gailliard	✓														
Rep. Terry Garrison	✓														
Rep. Rosa Gill	✓														
Rep. Holly Grange	✓														
Rep. Bobby Hanig	✓														
Rep. Marvin Lucas	✓														
Ex-officio															
Rep. John Bell															
Rep. Brenden Jones															
Rep. David Lewis															
Rep. Sarah Stevens															

DATES															
Fiscal Research															
Lisa Fox	✓														
Erin Biggers	✓														
Chris Hearley	✓														
Eric Moore	✓														
Legislative Analysis															
Drupti Chauhan															
Kara McCraw															
Brian Gwyn															
Samantha Yarborough															
Virginia Barlow															
Bill Drafting															
Leslie Karkanawi	✓														
Caroline Sorensen	✓														
Matt Pagett	✓														
Committee Clerks															
Jan Copeland															
Debbie Holder	✓														
Karen Rosser															
Linda Stevenson	✓														
Erin Wilson	✓														

ATTENDANCE

Senate Appropriation Committee on Education/Higher Education

2019 Long Session

DATES	3/21/19														
Sen. Deanna Ballard, Chair	✓														
Sen. Jerry Tillman, Chair	✓														
Sen. John Alexander															
Sen. Don Davis															
Sen. Chuck Edward															
Sen. Rick Horner	✓														
Sen. Todd Johnson	✓														
Sen. Wiley Nickel															
Sen. Erica Smith															
Sen. Joyce Waddell	✓														

State Education Assistance Authority

March 21, 2019

NCSEAA
North Carolina State Education Assistance Authority

Statutory Purpose

(G.S. Chapter 116, Article 23, § 116-201)

To administer "a system of financial assistance…to assist qualified students to enable them to obtain an education … by attending public or private educational institutions…."

North Carolina's Education Assistance Agency Since 1965

Mission: We help North Carolina pay for college and....

We are the State agency that promotes access to higher education by:

- Administering financial aid, savings and loan programs
- Informing students and families about paying for college
- Training new aid administrators and school counselors about financial aid administration
- Advocating for resources to support students

…Help North Carolina families pay for K12 expenses

We are the State agency that provides financial support to families for K12 expenses by:

- Administering three programs that provide State funds to K12 students attending
  - Nonpublic schools
  - Home schools
  - Public schools where tuition is payable for out-of-district students

State Education Assistance Authority Programs Administered, March 2019

State Scholarship and Grant Programs

- Child Welfare Postsecondary Support Program (NCREACH) *(Disbursement)*
- North Carolina Community College Grant
- North Carolina Education Lottery Scholarship
- North Carolina National Guard Tuition Assistance Program
- North Carolina Need-Based Scholarship Program
- UNC Campus Scholarships
- UNC Need Based Grant

State Career-Specific Forgivable Education Loan for Service Programs*

- **Forgivable Education Loans for Service**
- **Principal Fellows Program**
- **Teaching Fellows (new)**
- Board of Governors' Dental Scholarship Loan *(Repayment)*
- Board of Governors' Medical Scholarship Loan *(Repayment)*
- Future Teachers of North Carolina Scholarship Loan *(Repayment)*
- Health, Science, and Mathematics Scholarship Loan *(Repayment)*
- Millennium Teacher Scholarship Loan *(Repayment)*
- North Carolina Optometry Scholarship Loan (*Repayment)*
- Nurse Education Scholarship Loan *(Repayment)*
- Nurse Educators of Tomorrow Scholarship Loan *(Repayment)*
  (Graduate Nurse Scholarship Program for Faculty Production)
- Nurse Scholars Program *(Repayment)*
- Physical Education-Coaching Scholarship Loan (*Repayment)*
- Prospective Teacher Scholarship Loan *(Repayment)*
- Social Work Education Loan *(Repayment)*
- Teaching Fellows (original) *(Repayment)*
- Teacher Assistant Scholarship Loan *(Repayment)*

*** While sometimes labeled "scholarships," these programs are actually loans that carry a service obligation. The borrower earns forgiveness of the loan by working in a specific career in North Carolina. If the borrower does not complete the service obligation, the loan must be repaid in cash, with interest.**

SEAA Programs Administered (cont'd.)

Federal Family Education Loan Program (Guaranty and Collections)

- Stafford Loans
- Unsubsidized Stafford Loans
- Graduate/Professional PLUS Loans
- Parental PLUS Loans
- Consolidation Loans

School Services

- EX$EL - Financial Education and Repayment Success
- ISIR Verification
- Residency Determination Service

K12 Programs

- Opportunity Scholarships
- Personal Education Savings Account (ESA)
- Special Education Scholarship Grants for Children with Disabilities (Disabilities Grant)

Savings Program

- North Carolina's National College Savings Program (NC 529 Plan)

Other Programs

- Carolina Computing Initiative Loan Program (Alternative Loan Collections)
- College Foundation of North Carolina (Information Dissemination)
- National Board Certification Loan Program (National Board for Professional Teaching Standards)
- Principal Preparation Program
- North Carolina Assist Loan Program
- State Authorization Reciprocity Agreements

Operational Funding

- Most State programs have allocation for administration
- Need implementation funding in advance of new programs to design and develop
- Program funds, including K12 and independent college funding, are in the UNC budget

NC529 North Carolina's National College Savings Program

Investment Options

- Vanguard age-based
- Vanguard individual portfolios
  - Ex. Vanguard Growth portfolio and Total Bond Market Index Portfolio
- Federally-insured deposit account
  - State Employees Credit Union
  - Currently paying 2.5%

NC529

- Recent expansion of permissible uses:
  - Up to $10,000/year to pay for K12 expenses
  - Impact on savings for college
- $2.4 billion on deposit in 144,200 accounts
- Median account is less than $6,800
- No broker fees/commissions
- Low cost fee structure

529 Possible Enhancements

Reinstate the state tax deduction

- Encourage North Carolinians to save by reinstating tax deduction for contributions
- NC is one of only seven states with income tax which does not offer deduction
  - 30 states offer a deduction
- Existence of a tax deduction requires financial advisors/brokers to inform clients of the deduction available in their states

State Aid Programs

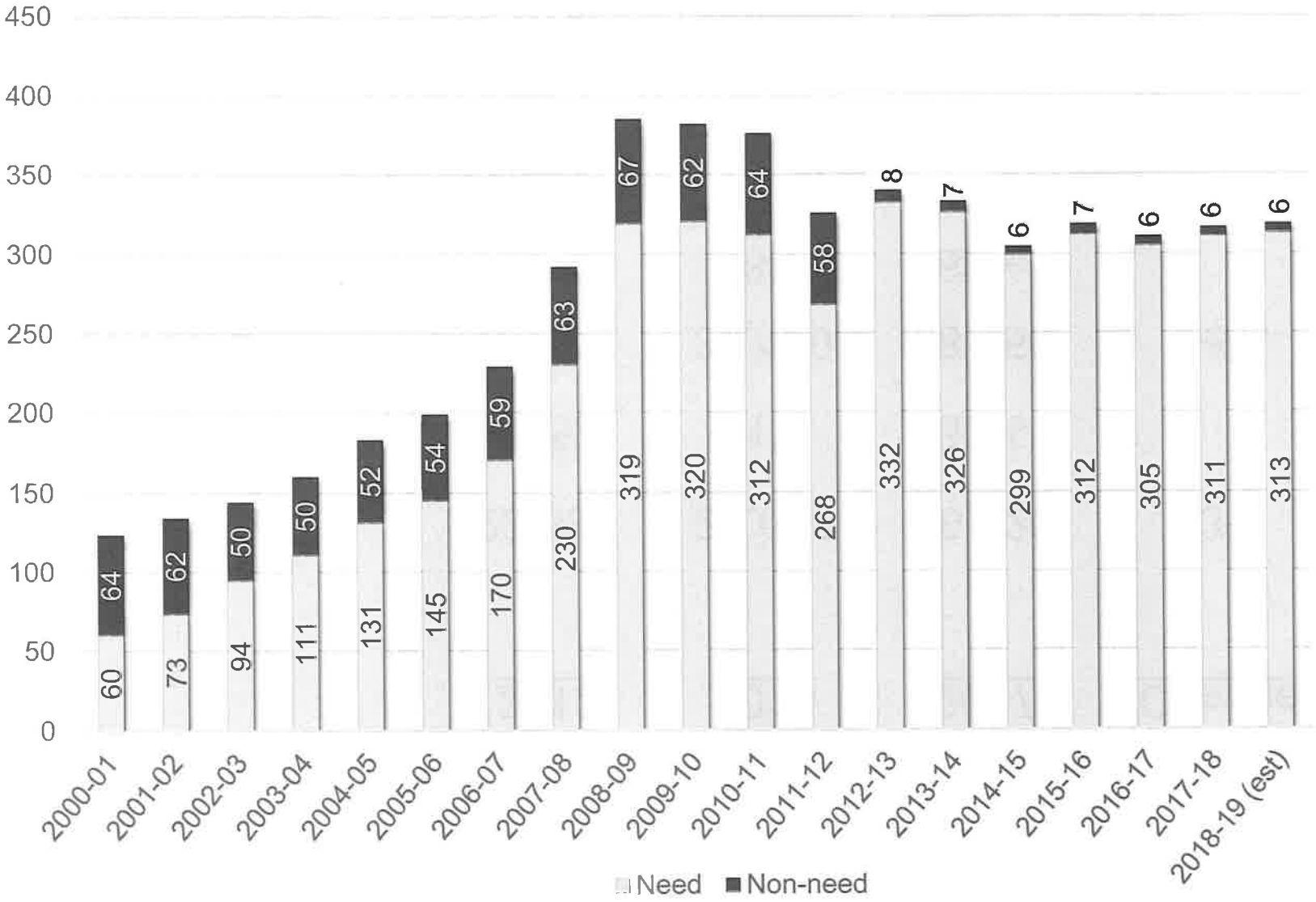
HIGHER EDUCATION

State Aid Programs for North Carolinians

- North Carolina Community College Grant
- North Carolina Education Lottery Scholarship
- North Carolina Need-Based Scholarship
- University of North Carolina Need-Based Grant

- Forgivable Education Loans for Service (FELS)

NC State Grants – Undergraduates 2000-01 to 2018-19 (est.)



Average Debt at Graduation

	2012	2015	2017	2 Year Change	5 Year Change
North Carolina	23,893	25,645	26,526	3%	11%
% With Debt	59%	61%	57%		
United States	29,400	30,100	28,650	-5%	-3%
% With Debt	71%	68%	65%		
NC Average Debt Compared to US Average	-19%	-15%	-7%		

State Grant Expenditures 2017-18

	Recipients	Funds	Average Grant
NC Ed Lottery Scholarship	25,919	$ 27,971,331	$ 1,079
NC Community College Grant	23,863	$ 17,311,062	$ 725
NC Need-Based Scholarship	22,368	$ 88,138,300	$ 3,940
UNC Need-Based Grant	50,154	$ 123,672,458	$ 2,466
Total	122,304	$ 257,093,151	

Education Lottery Scholarship

- Statutory criteria need to be updated to account for inflation
- Original statute defined eligibility and provided funding for students who just missed eligibility for the Federal Pell Grant
  - Cut-off expected family contribution of $5,000
  - Pell currently cuts of at $5,576; to keep original intent consider expanding increasing the cut-off to $6,000 or more
- Statute also prohibited the combination of Pell and Lottery Scholarship from exceeding $4,000
  - $4,000 in 2006 equates to $5,100 today

NC School of Science and Mathematics Tuition Grant

Class of 2018

- 315 graduates
- 176 Grant recipients at 9 institutions
- Total grants disbursed of $1.1m

$1.5m appropriated for disbursement in 2018-19

$1m appropriated for disbursement in 2019-20

Forgivable Loans for Service

North Carolina Forgivable Education Loans for Service (FELS)

- Loans made to students who commit to work in **careers experiencing shortages**
  - Teaching, Nursing, Medicine, Allied Health
- Financial need not an eligibility requirement

Service cancellation and cash repayment administration continues for previous programs replaced by FELS through consolidation in 2012-13

College Foundation of North Carolina

- Officially an "information dissemination program" of SEAA
- Helps North Carolina "**Plan**, **Apply**, and **Pay**" for college
- http://www.CFNC.org and toll free: 866.866.CFNC
- Field representatives in each area code

- Six-way strong relationship:
  - SEAA
  - College Foundation, Inc.
  - DPI
  - UNC
  - Community Colleges
  - Independent Colleges

Pathways of North Carolina



College Foundation of North Carolina

CFNC Statistics

6/30/18 (fiscal year)

- More than 7.1m user accounts
- Average 15,341 visits/day
- Call center responded to more than 105,000 phone calls about paying for college, careers and admissions
- 2,439 presentations to nearly 96,000 people
- College applications submitted: 386,362
- Transcripts processed: 388,869 for 593 public high schools

Residency Determination Service (RDS)

RDS Legislation

Session Law 2013-360

- **Goal**: Remove the variation among 114 campuses/schools in application of statute by centralizing the determination of residency for in-state tuition and financial aid benefits

Outcome: Student receives one consistent and accurate determination to share with multiple campuses

RDS Status

as of March 16, 2019

- Service launched December 2016 with independent colleges
- UNCs and community colleges followed in 2017
- UNC graduate schools on board in fall 2018
- Over 699,000 requests
  - 86% resident, 2% military, 12% non-resident
- 24,642 (4%) appeal requests with 40 2nd level appeals

RDS

- Challenges with statutory requirement that parental domicile is prima facie evidence of student domicile
- Graduation from NC high school has strong correlation to NC residence and proposed solution to rebut the parental domicile evidence, particularly useful for community colleges

RDS Needs

Community College System needs funding to pay for the service

- Cost is allocated based on enrollment at the institutions (curriculum only at cc's) and number of students receiving Need-based Scholarship (NBS) for attendance at independent institutions
- Open enrollment institutions that do not have application fees
- $1,743,000 to cover their share of the operational expenses for FY2019 and $1,794,000 for FY2020

K12 Programs

Opportunity Scholarship

- Expands school choice for eligible students in kindergarten through 12th grade
- Covers tuition and required fees at a participating nonpublic school
- Awards $4,200 per school year
- Distinguishing eligibility requirement: *household income*

Household Income Eligibility Guidelines 2018-19

Household Income Worksheet

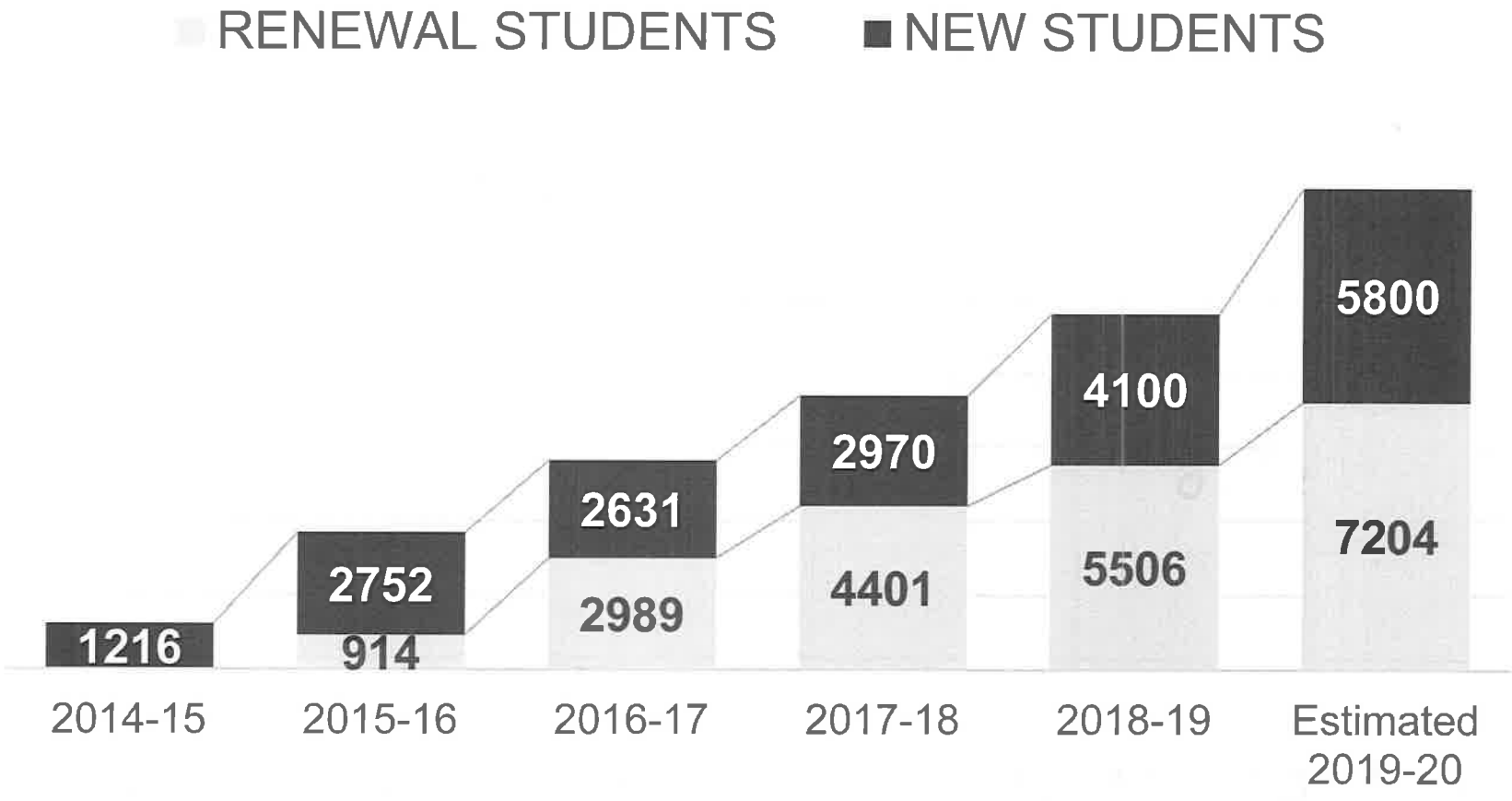
$4,200 Award Limit	Maximum Household Gross Income for 2017	
# in Household	To receive full tuition up to $4,200	To receive 90% of tuition
2	$30,451	$40,500
3	$38,443	$51,129
4	$46,435	$61,759
5	$54,427	$72,388
6	$62,419	$83,017
7	$70,411	$93,647
8	$78,403	$104,276
9	$86,395	$114,905
10	$94,387	$125,535
11	$102,379	$136,164
12	$110,371	$146,793

Opportunity Scholarship Growth

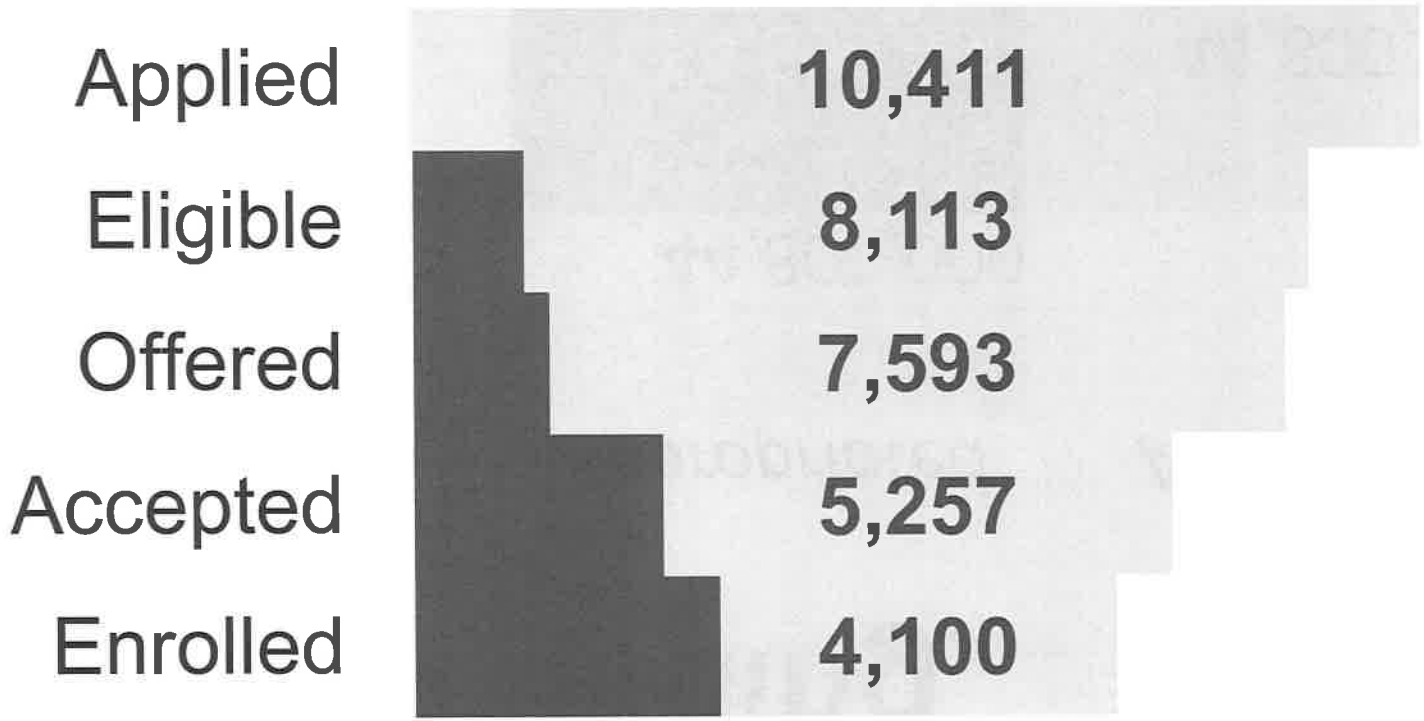
(total student recipients)



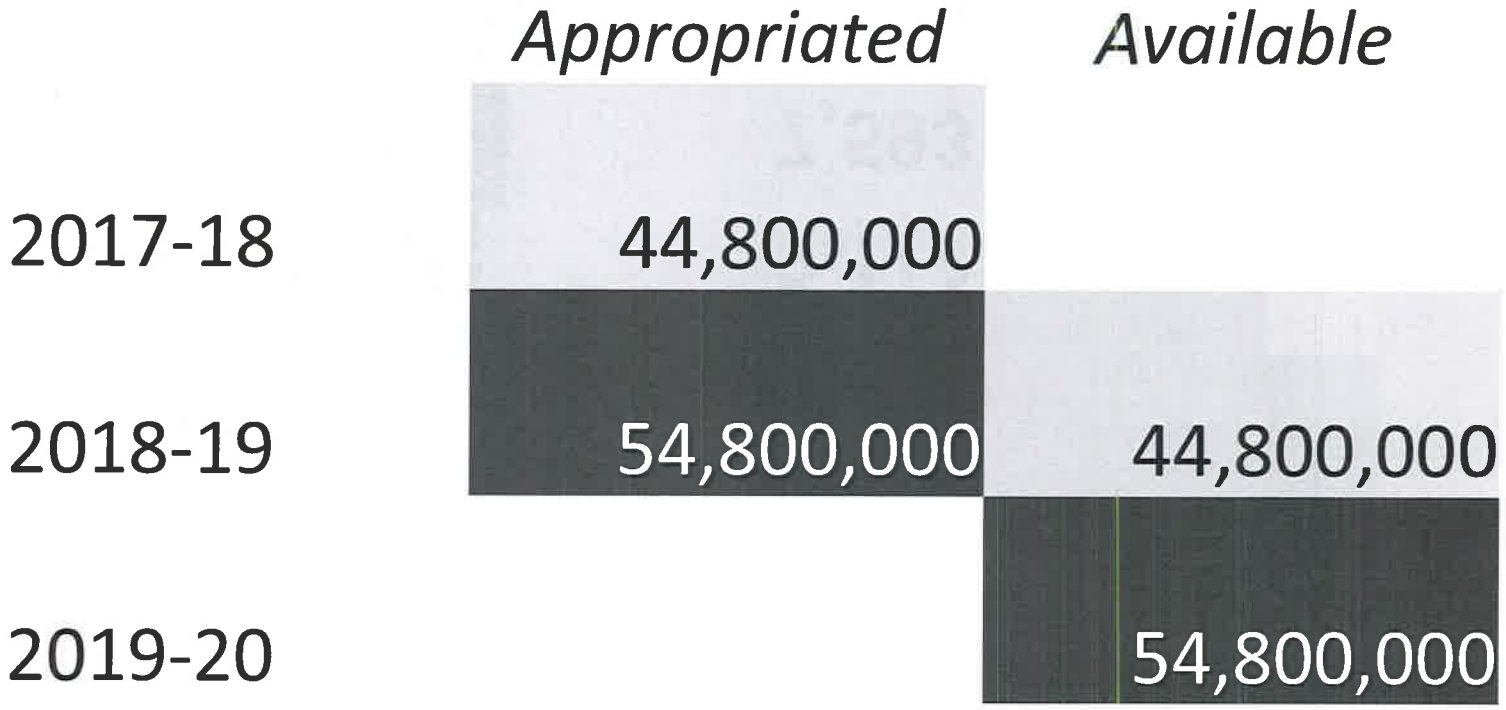
Opportunity Scholarship Renewal vs New



New Student Applicants → Enrolled Students



Opportunity Scholarship Forward Funding



Opportunity Funding 2018-19

Appropriation designated for 18-19	$ 44,840,000
(Less) Administrative costs	$ - 1,500,000
Total available	$ 43,340,000
Anticipated renewals 85%	$ 23,850,000
Total offers to new students	$ 30,000,000
Funds accepted/student (est.)	
Renewal Students (5506 x $3900)	$ 21,473,400
New Students (4100 x $3900)	$ 15,990,000
	$ 37,463,400

"Opportunity" for Admin Savings

- Align income requirements to poverty guidelines rather than free and reduced price lunch to simplify verification
- Require schools to retain test scores rather than submit to SEAA; SEAA can test compliance by sampling
- Remove requirement for schools to report aggregate test data
  - Cannot aggregate across grades and few schools have more than 25 students in grade three or above
  - No comparison that can be made across tests
- Remove the gains and losses report requirement
  - Common testing is not required across public and nonpublic schools; unable to conduct comparisons
    - Study of Opportunity Sch Student Evaluations (March 2018)

Disabilities Grant

- Awards up to $8,000 per school year
- Distinguishing eligibility requirement:
  - *public school IEP*
- Funds used for tuition and fees or other qualified expenses such as curriculum or technology
- Disbursement in two streams
  - Direct to nonpublic school
  - Reimbursement to parent

Disabilities Grant

2018-19

- Appropriation = $13m
- New students
  - 1,637 applicants
  - 1,164 eligible
  - 833 grants offered
  - 825 accepted
- Total new and renewal grants: 1,952
- Funds paid to date: $10.4m to 1,546
  - Excludes fall 2018 reimbursements for ~300 students

Education Savings Account (ESA)

- Began in 2018-19
- ClassWallet selected as electronic account vendor
  - SEAA deposits 25% of award quarterly
  - Online marketplace assists in fraud prevention
- Family chooses how to allocate their funds to tuition and fees or other qualified expenses such as curriculum or technology
- SEAA approves all expenses prior to online transaction

Education Savings Account (ESA)

Application opened February 1, 2018 for 2018-19

- 1,430 applications
- 1,100 eligible
- 347 offered funding
- 308 accepted
- 277 recipients ($2,493,000)

ESA Expenditures

- $1,813,613 expended by families as of 2/12/19
- 12 students have not spent any funds
  - Not eligible for renewal if they do not spend any funds
- Additional students have spent less than 25% of funds in account
  - Unspent funds carry forward for the family to use in future years
- Statute requires the families to spend a portion in order to be eligible for renewal
  - Consideration: Should a specific minimum percentage be specified in the statute?

Stacking Programs

Of the 9,606 total Opportunity Scholarship students:

- 260 also receive Disabilities Grant
- 6 also receive ESA
- 31 receive all three program awards

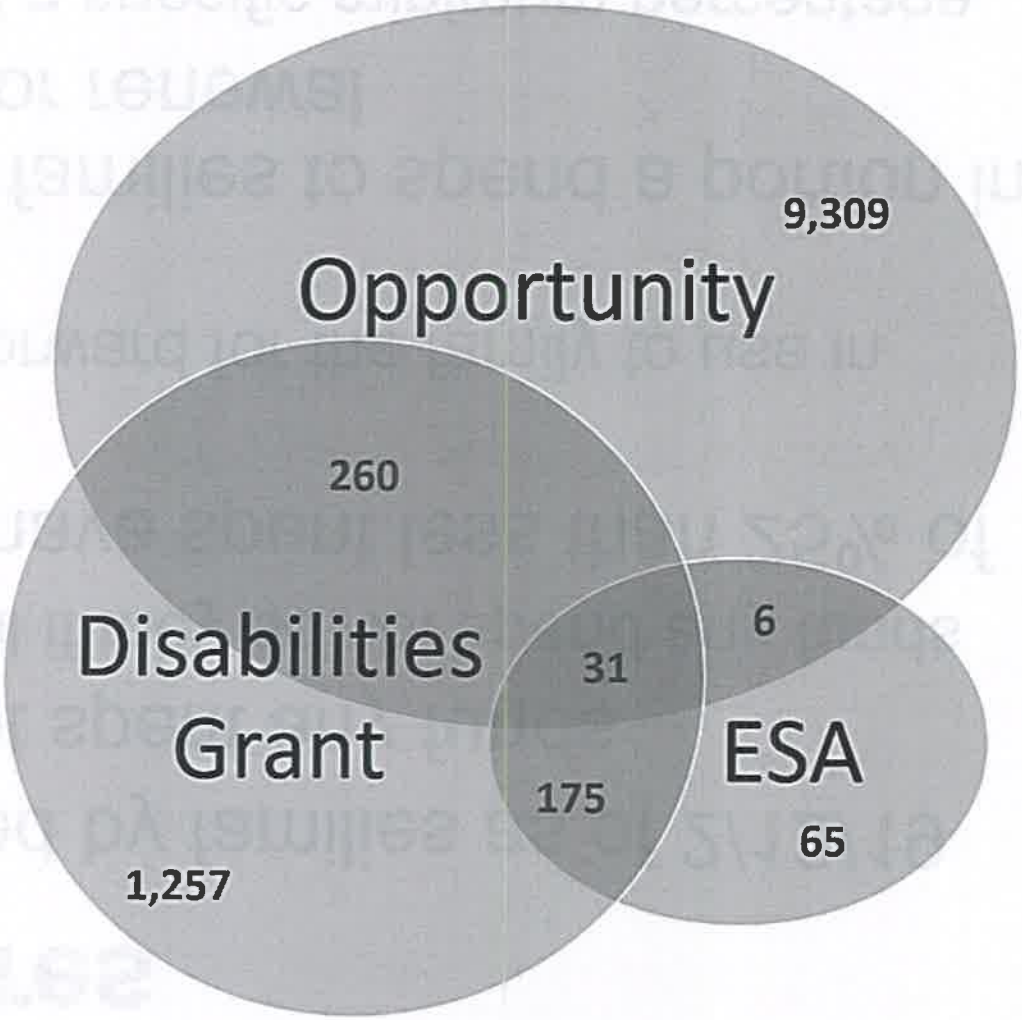


Figure not to scale

K12 Possible Enhancements

Combine Disabilities Grant with ESA

- Participants overlap significantly
- Allow for tiered funding
- Reduce variety in methods of payment and improve experience for families
  - Direct to the school (Opportunity)
  - Direct to school and/or reimbursement at the end of the semester (Disabilities Grant)
  - Payment via an electronic account (ESA)
- Avoid chance of overpayment to schools (ESA transfers)
- Reduce administrative costs

Program Requests

SUMMARY

SEAA Request Summary

1. Remove $1.5m cap on administrative allowance for Opportunity Scholarship Program
2. Adjust the Education Lottery Scholarship eligibility parameters for inflation effective for FY 2021
3. Provide funding for the Community College share of RDS
4. Provide/adjust administrative funding for programs
   - UNC Need-based Grant
   - NC Reach
   - NC National Guard Tuition Assistance Program
   - NCSSM Tuition Grant
5. Reinstate the state tax deduction for contributions made to NC529 accounts
6. Consider merging the ESA and Disability Grant programs

Questions

NCSEAA

North Carolina State Education Assistance Authority

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — March 21, 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
April Neumann	NAWC
Austen Nowell	UNC system
Kevin Wilkinson	NCDPI
Elizabeth Grovenstein	NCCCS
Adam Prdemore	NCACC
Bruce "Magic" Midwest	NCSBA
MHill	JMHill Consulting
Nate Barker	NCDPI
Michael D. Page	NCCU
Jean DAVIS	MCNC
Ed Turlington	Brooks Pierce

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — March 21, 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Mary Shupin	NCCCS
Zane Stilwell	TSG

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — March 21, 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Julia R. Hoke	N.C. SEAA
Richard Bostic	NC SBA
Tom West	NCICU
[illegible]	SBE
Monica Fuller	NCGA LOB RM 503
Geoff Coltrane	Gov Office
Marge Freeman	NCAE

Committee Sergeants at Arms

NAME OF COMMITTEE Joint Appropriations- Education

DATE: 3/21/2019 Room: 423/424

House Sgt-At Arms:

1. Name: Jonas Cherry
2. Name: David Linthicum
3. Name: Russell Salisbury
4. Name:
5. Name:

Senate Sgt-At Arms:

1. Name: Jim Hamilton
2. Name:
3. Name:
4. Name:
5. Name:

Senate Pages Attending

COMMITTEE: J.A. on Education **ROOM:** 423

DATE: 3/21 **TIME:** 8:30

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

Page Name	Hometown	Sponsoring Senator
1. Jessica Neer	Edenton	Smith
2. Noah Purgason	Stoneville	Berger
3.		
4.		
5.		
6.		
7.		
8.		

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

House Pages
Assignments
Wednesday, March 20, 2019
Session: 11:00 AM

Committee	Room	Time	Staff	Comments	Member
Appropriations, Agriculture and Natural and Economic Resources	421	8:30 AM	Taylor Fulk		Rep. Tim Moore
			Katherine Hampton		Rep. Kyle Hall
			Timothy White		Rep. Kyle Hall
Appropriations, Education	422	8:30 AM	Mary Watkins		Rep. Jean Farmer-Butterfield
			Olivia White		Rep. Stephen M. Ross
Appropriations, Health and Human Services	643	8:30 AM	LeKel Silver		Rep. Carolyn Logan
Appropriations, Justice and Public Safety	415	8:30 AM	Kaitlyn Gomez		Rep. Stephen Ross
Appropriations, Transportation	1228/1327	8:30 AM	Martin Hamilton		Rep. Allison Dahle
			Timothy White		Rep. Kyle Hall
Insurance	544	8:30 AM	Ansleigh Adams		Rep. David R. Lewis
			Leland Larson, III		Rep. Kevin Corbin

MARCH 26, 2019

SENATOR BALLARD PRESIDED

Deborah Holder (Rep. Pat Hurley)

From: Jan Copeland (Rep. John Fraley)
Sent: Thursday, March 21, 2019 01:05 PM
To: Jan Copeland (Rep. John Fraley)
Subject: <NCGA> House Appropriations, Education Committee Meeting Notice for Tuesday, March 26, 2019 at 8:30 AM
Attachments: Add Meeting to Calendar_LINC_.ics

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Tuesday, March 26, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Presentations:**
Advanced Teaching Roles, Muddy Sneakers

Senator Deanna Ballard will preside

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 1:04 PM on Thursday, March 21, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Jan Copeland (Committee Assistant)

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 27th, 2019**

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
Total (Recurring State Funds)	**$10,871,800**	

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.

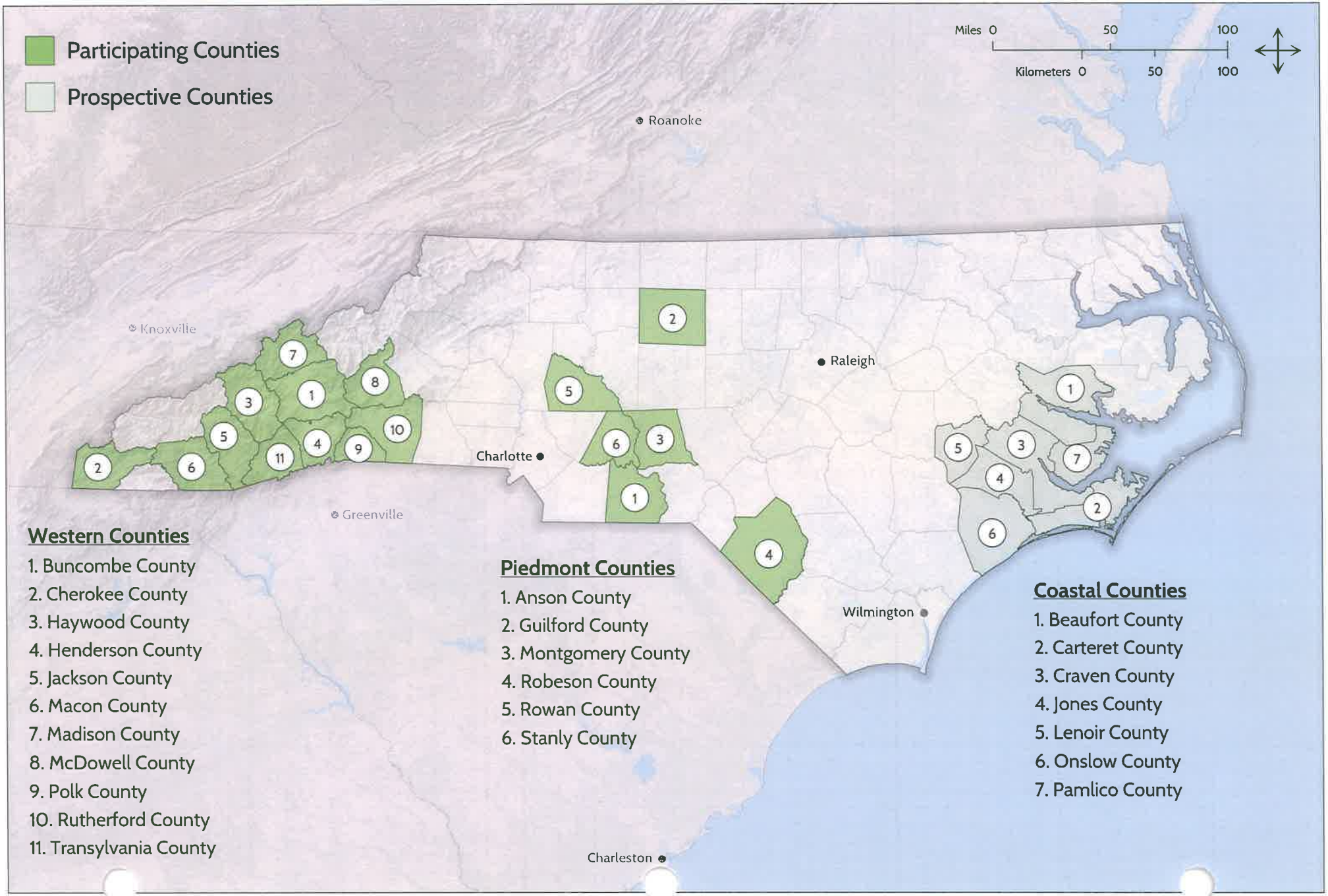
Moving Forward

- 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

PARTICIPATING COUNTIES

2018-2019



Western Counties

1. Buncombe County
2. Cherokee County
3. Haywood County
4. Henderson County
5. Jackson County
6. Macon County
7. Madison County
8. McDowell County
9. Polk County
10. Rutherford County
11. Transylvania County

Piedmont Counties

1. Anson County
2. Guilford County
3. Montgomery County
4. Robeson County
5. Rowan County
6. Stanly County

Coastal Counties

1. Beaufort County
2. Carteret County
3. Craven County
4. Jones County
5. Lenoir County
6. Onslow County
7. Pamlico County

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

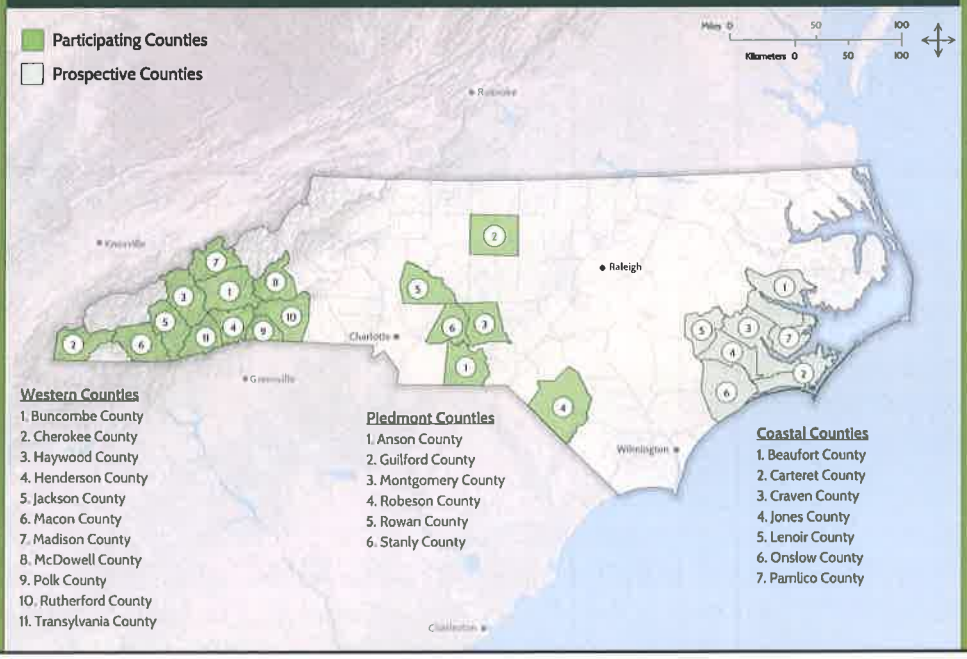
We are engaged in programming and development outreach in preparation for a third field office in New Bern.

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



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.

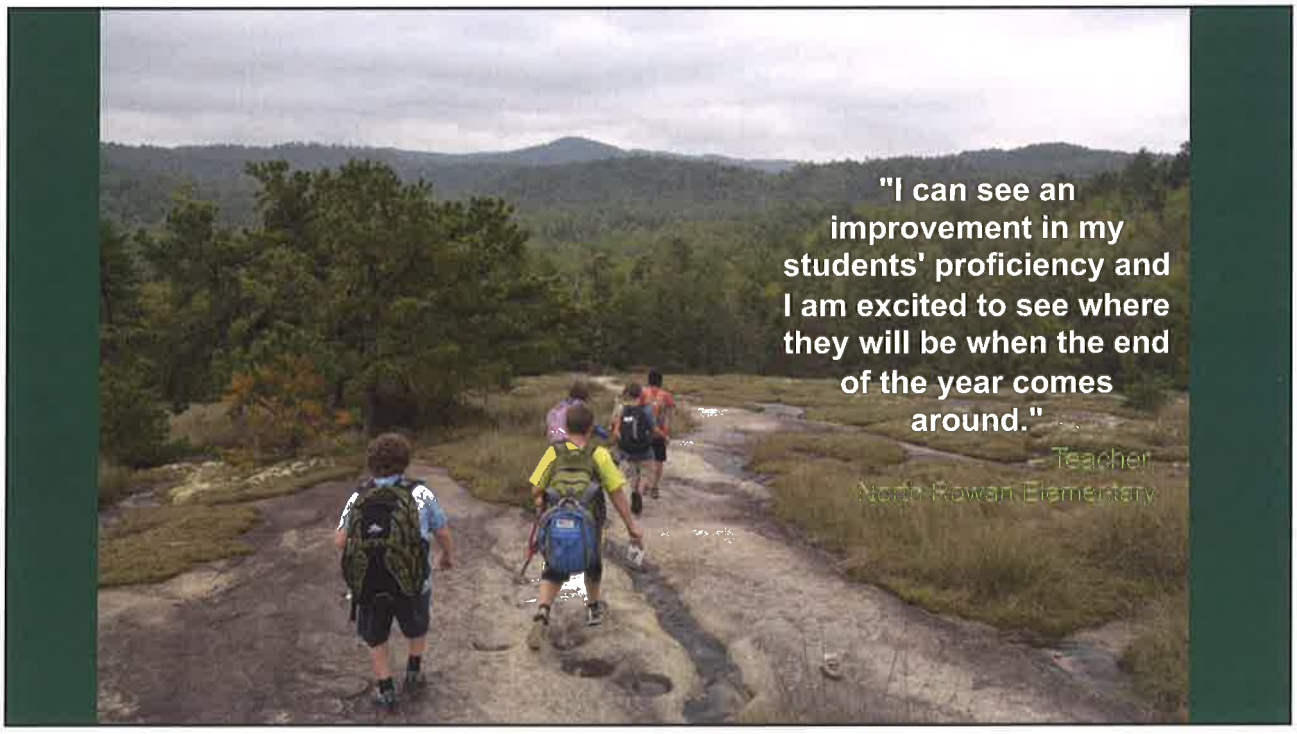
NC STATE RESEARCH FINDINGS



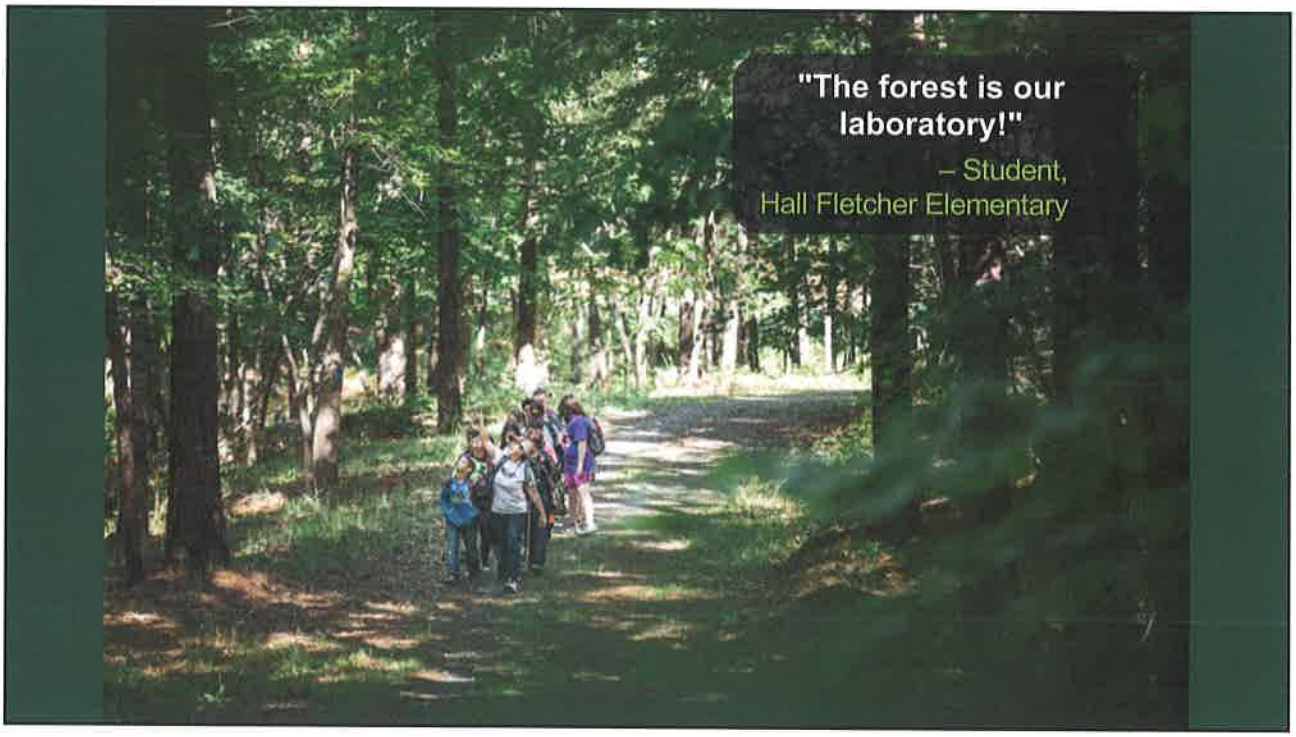
Muddy Sneakers and NC State University have a unique, ongoing partnership. The first two-year study showed that in our program:

- 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

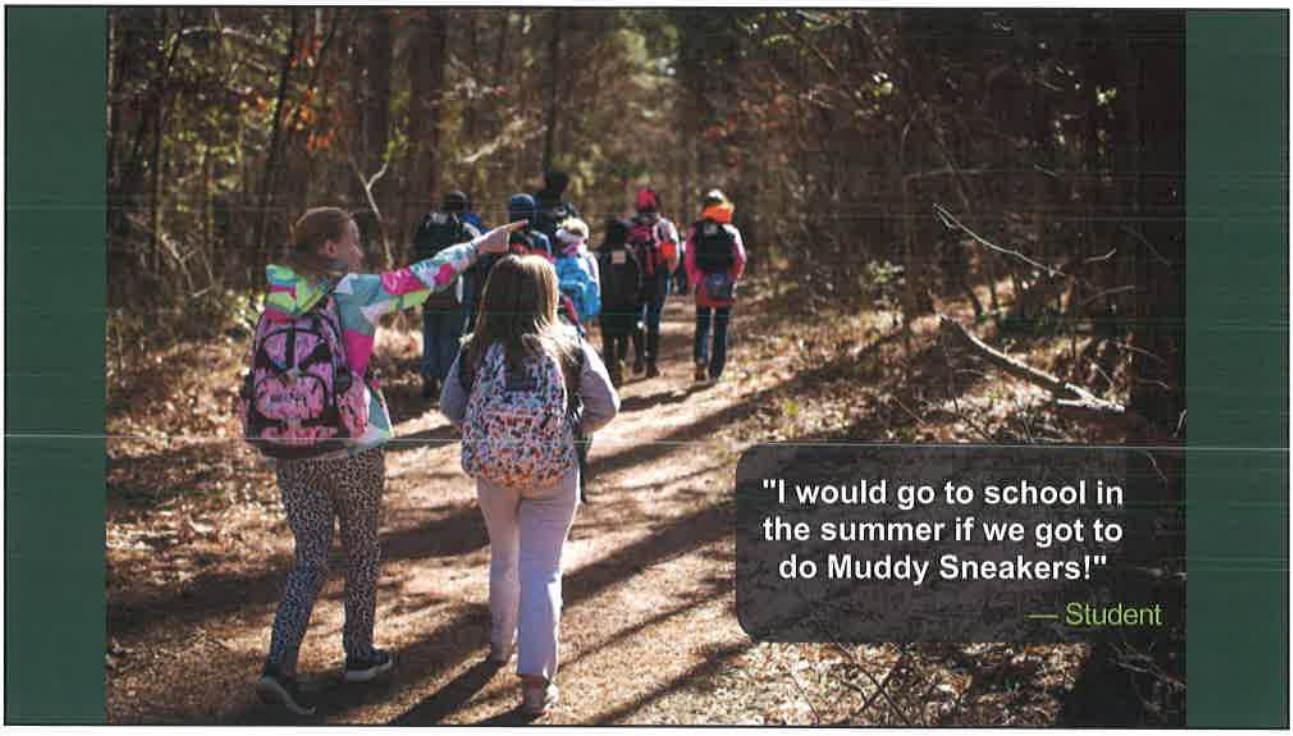



"The forest is our laboratory!"
– Student,
Hall Fletcher Elementary





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


"I would go to school in the summer if we got to do Muddy Sneakers!"
— Student



LEARN MORE

Ryan Olson
Executive Director
ryan@muddysneakers.org

828-862-5560
P.O. Box 146
Brevard, NC 28712

www.muddysneakers.org



House Committee on Appropriations, Education
Wednesday, March 27, 2019 at 8:30 AM
Room 423 of the Legislative Office Building

MINUTES

The House Committee on Appropriations, Education met at 8:30 AM on March 27, 2019 in Room 423 of the Legislative Office Building. Representatives Adams, Ball, Elmore, Fisher, Fraley, Gailliard, Gill, Grange, Hanig, Horn, Hurley, Lucas, Sauls and Senators Ballard, Tillman, Alexander, Davis, Edwards, Horner, Johnson, and Wadell attended. Staff from Fiscal Research in attendance was Lisa Fox, Erin Biggers, Chris Hearley, and Eric Moore. The Sergeant-At-Arms and Pages are listed and labeled in Attachments #1 and #2. Visitors to the committee are listed in Attachment #3.

Representative John A. Fraley, presided. The meeting was called to order at 8:35 AM and he introduced the Sergeant-At-Arms and Pages.

Dr. Nicole Hurd with College Advising Corps presented to the Joint Committee. (Attachment #4) Representative Lucas asked if efforts had been made to reach all students and what is the time table for reaching all students. Representative Fisher referenced the map and asked which counties were not included. She also inquired about the plans for sustainment. Senator Wadell asked about the necessity given there are currently school counselors. Senator Ted Alexander asked if community colleges are treated equally, are North Carolina colleges emphasized, and are there instances where kids shouldn't go to college.

Dr. Lisa Chapman of NCCCS Career Coaches presented to the Joint Committee. (Attachment #5) Senator Johnson asked if initial contact was made in 8th grade and if that contact was helpful. Representative Fisher asked if there are issues around finding apprenticeships and placing students on location.

Dr. Mary Ann Danowithz, Dr. Jill Grifenhagen, Dr. Ann Harrington and Dr. Paola Sztajin of Wolfpack Works presented to the Joint Committee. (Attachment #6) Representative Hurley inquired about resources and if books are obtained the usual way. She also asked what type of writing is being taught. Senator Ted Alexander asked if phonics were taught. He also asked about the process for book selection and the diversity of the text.

Dr. Hope Williams of North Carolina Independent Colleges and Universities presented budget requests to the Joint Committee. (Attachment #7) No questions were asked.

The meeting adjourned at 9:35 a.m.

Representative John A. Fraley, Chair

Jan Copeland, Committee Clerk

Deborah Holder (Rep. Pat Hurley)

From: Jan Copeland (Rep. John Fraley)
S Thursday, March 21, 2019 12:24 PM
To: Jan Copeland (Rep. John Fraley)
Subject: <NCGA> House Appropriations, Education Committee Meeting Notice for Wednesday, March 27, 2019 at 8:30 AM
Attachments: Add Meeting to Calendar_LINC_.ics

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Wednesday, March 27, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
C MENTS: **Presentations:**
NCCCS Career Coaches, College Advising Corp, Wolfpack Works

Representative John A. Fraley presiding

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 12:24 PM on Thursday, March 21, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

J. Copeland (Committee Assistant)

AGENDA

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

March 27, 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**	Representative Fraley Presiding Co-Chair
II.	**College Advising Corps**	*Dr. Nicole Hurd* *Founder and CEO* College Advising Corps
III.	**NCCCS Career Coaches**	*Dr. Lisa Chapman* *President-Elect* Central Carolina Community College *Dr. Sara Newcomb* Director of Secondary Partnerships Central Carolina Community College *Jessup Overton* *Student* Central Carolina Community College
IV.	**Wolfpack WORKS**	*Dr. Mary Ann Danowitz* *Dean of the College of Education* North Carolina State University (NCSU) *Dr. Jill Grifenhagen* *Assistant Professor of Literacy Education* NCSU *Dr. Ann Harrington* *Teaching Associate Professor in Reading and Elementary Education* NCSU *Dr. Paola Sztajn* *Associate Dean for Research and Innovation* NCSU
V.	**NCICU Budget Request**	*Dr. Hope Williams* *Executive Director* North Carolina Independent Colleges and Universities
	Adjourn	**NEXT MEETING:** **March 28th, 2019**

ATTENDANCE

House Appropriation Committee on Education

2019 Long Session

DATES	3-26-19	3-27-19													
Rep. Jeffrey Elmore, Chair		✓													
Rep. John Fraley, Chair	✓	✓													
Rep. Craig Horn, Chair	✓	✓													
Rep. Pat Hurley, Chair	✓	✓													
Rep. John Sauls, Chair	✓	✓													
Rep. Linda Johnson, Vice Chair															
Rep. Jay Adams	✓	✓													
Rep. Cynthia Ball	✓	✓													
Rep. Cecil Brockman	✓														
Rep. Susan Fisher	✓	✓													
Rep. James Gailliard	✓	✓													
Rep. Terry Garrison	✓														
Rep. Rosa Gill	✓	✓													
Rep. Holly Grange	✓	✓													
Rep. Bobby Hanig	✓	✓													
Rep. Marvin Lucas	✓	✓													
Ex-officio															
Rep. John Bell															
Rep. Brenden Jones															
Rep. David Lewis															
Rep. Sarah Stevens															

DATES															
Fiscal Research															
Lisa Fox	✓														
Erin Biggers	✓														
Chris Hearley	✓														
Eric Moore	✓														
Legislative Analysis															
Drupti Chauhan															
Kara McCraw															
Brian Gwyn															
Samantha Yarborough															
Virginia Barlow															
Bill Drafting															
Leslie Karkanawi															
Caroline Sorensen															
Matt Pagett															
Committee Clerks															
Jan Copeland	✓														
Debbie Holder	✓														
Karen Rosser															
Linda Stevenson		✓													
Erin Wilson	✓														

ATTENDANCE

Senate Appropriation Committee on Education/Higher Education

2019 Long Session

DATES	3-27-19														
Sen. Deanna Ballard, Chair	✓														
Sen. Jerry Tillman, Chair	✓														
Sen. ~~John~~ Alexander Ted	✓														
Sen. Don Davis	✓														
Sen. Chuck Edward	✓														
Sen. Rick Horner															
Sen. Todd Johnson	✓														
Sen. Wiley Nickel															
Sen. Erica Smith															
Sen. Joyce Waddell	✓														

Attachment 3

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — March 27, 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
JAIRO McMICAN	Central Carolina Community College
Amy Fulk	30 PRC
Lisa Eads	NC Community College System Office
Jennifer McLean	NC Community College System office
Wesley Beddard	NC Community College System Office
James Kelley	NC community College System office
Anne Bacon	NCCCS
Nicole Dillo	NC State College Advising Corps
Zane Stilwell	TSG

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — March 27, 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Adam Prudencio	NCTCC
Kevin Daniels	Carteret Community College
Austin Nowell	UNC System
Yolanda Keith	Carolina College Advising Corps UNC Chapel Hill
Edna Wallace	RTI
Amy Auth	UNC-Chapel Hill
Julie Smith	NC State

VISITOR REGISTRATION SHEET

Joint Appropriations- Education — March 27, 2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Betty Doster	UNC Charlotte
Linda Suggs	Ed Consultant
Jill Grifenhagen	NC State
Ann Harrington	NC State
Paola Sztajn	NC State Univ.
MARY ANN DANOWITZ	NC State University
Hope Williams	NCICU
Tom West	NCICU
Drew Moretz	UNC System
Allison Goff	Hunt Institute
Tara Galloway	NCDPI
GIRIJA MAHANAN	DUKE
ELAINE MADISON	Duke University



Our Mission

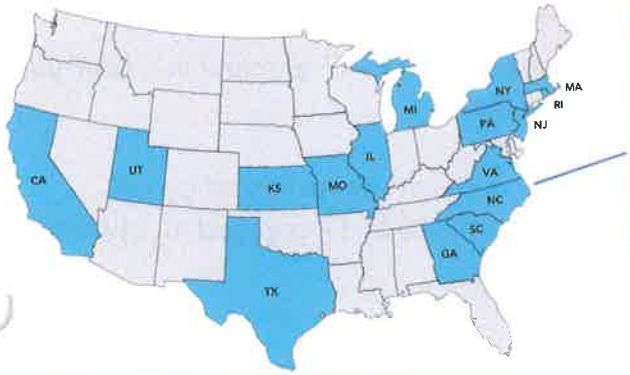
College Advising Corps (CAC) works to increase the number of qualified low-income, first-generation, and underrepresented students who enter and complete higher education. We believe that every student deserves the chance to benefit from postsecondary opportunity. Our work transforms individual lives, families, communities, and school systems.

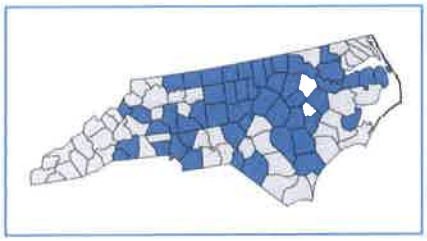
Our Challenge

In today's economy, the right postsecondary education has become the single most important step that many young people can take to boost their economic mobility and transform their lives—and in fact, to increase civic engagement across our democracy. Yet extraordinary numbers of qualified low-income, first-generation, and underrepresented students are not getting college opportunities.

Our Approach

We place recent college graduates from our partner universities as full-time college advisers in underserved high schools. This results-oriented near-peer adviser approach is expanding economic opportunity for students of all backgrounds in urban and rural communities across the country—and preparing our advisers to lead as agents of change far into the future.





In the 2018-19 school year, 112 advisers are serving across North Carolina, with the potential to reach over 26,000 seniors who are making critical decisions about their future plans.

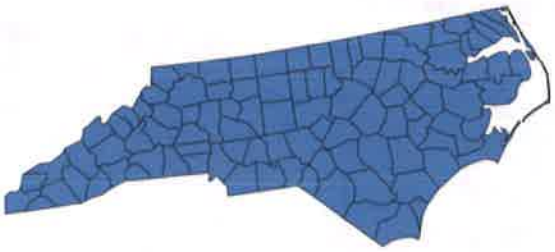
Since the first CAC program opened in North Carolina in 2007, our advisers have helped more than 60,000 students in the state enroll in postsecondary education.

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Our Goal in North Carolina

In the next three years, we intend to expand our impact and reach students in each of North Carolina's 100 counties. Through this larger presence, CAC will support schools, communities, and the state in dramatically expanding paths to postsecondary education for students from low-income, first-generation, and underrepresented backgrounds. We will achieve this goal by:

- Deepening our relationships with **existing university partners** (The University of North Carolina at Chapel Hill, North Carolina State University, Duke University, Davidson College) as they support advisers already at work in 52 counties.
- Developing collaborations with **new university partners**, who will take our impactful advising model into 48 new counties.



- Advocating for and capitalizing thoughtfully and strategically upon investment from the **State of North Carolina** to support the work of advisers.



We believe that every student deserves the opportunity to enter and complete postsecondary education.

There is no single definition of success. Advisers work with students to design postsecondary pathways that align with their individual goals Depending on the student, the pathway might include communit, college, a four-year degree, and/or a job training program.

Proven Impact

Helping Students Take Key Steps

In 2017-18, CAC Advisers in North Carolina:

- Led **81,117** one-on-one advising sessions
- Assisted with **55,516** college applications
- Ensured **14,552** FAFSA submissions
- Supported students in securing access to **$216 million** in institutional aid and **$43 million** in scholarships. On-par with national estimates, students ultimately accepted approximately 30% of this aid.

Delivering Outcomes

54% of the students served by CAC advisers in 2016-17 enrolled in a postsecondary program:

- **29%** of the students served by CAC advisers in 2016-17 enrolled in a **four-year** institution.
- **25%** of the students served by CAC advisers in 2016-17 enrolled in a **two-year** institution.

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Making A Cost-Effective Investment[1]

$50,000
The average direct cost per CAC **adviser** in North Carolina

$140
The average direct cost per CAC-assisted **student** in North Carolina

The lifetime gains 2017-18 CAC advisers are expected to generate for students:

$280 million

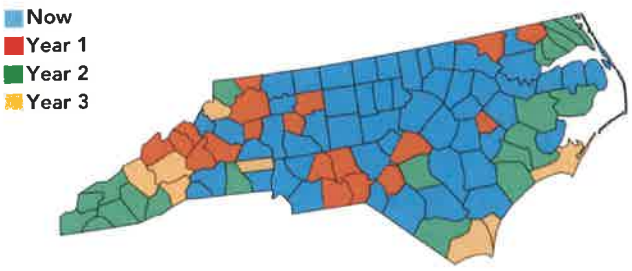
— or **50x** the direct costs of the program

$59 million
in increased tax revenue for the state of North Carolina

ROI: $15 per $1 spent
Students receive over $78 million in financial aid, while the program costs are only $5.6 million.

Expanding in North Carolina[2]

With support from the State of North Carolina, CAC will expand to the counties[1] not currently served by an adviser. This expansion will take place over three years with a focus on serving as early as possible counties with the greatest need.



Year 1
Place advisers in 19 Tier 1 and Tier 2 counties currently without them.

Year 2
Place advisers in the remaining 21 Tier 1 and Tier 2 counties without them.

Year 3
Place advisers in the eight Tier 3 counties without them.

Investing in Expansion[3]

With the partnership of the State of North Carolina, CAC will ensure that students, schools, and communities in every county of the state benefit from the value and impact of its advisers. The proposed funding model shares the costs for the advisers equally among three groups:

- Public and private university partners
- The State of North Carolina
- CAC national office

The CAC national office and public and private university partners secure their funding from a variety of sources, most notably generous philanthropic support. In particular, the John M. Belk Endowment is a strong partner in strengthening CAC in North Carolina and deepening the impact that advisers have on communities in the state.

During the first year of expansion, the funding commitment from the State of North Carolina would be $2.2 million. The commitment would grow to $2.6 million in the second year and $2.8 million in the third year. As the program grows, the State of North Carolina's investment would remain proportional at one-third of total program costs.

[1] For more information about the key facts in this section, please contact Jennifer Preston, Regional Director for North Carolina and Virginia at College Advising Corps, at jpreston@advisingcorps.org or (919) 869-8091.
[2] For more information about the expansion plan, please contact Jennifer Preston, Regional Director for North Carolina and Virginia at College Advising Corps, at jpreston@advisingcorps.org or (919) 869-8091.
[3] The expansion plan is based on the 2018 county tier designations set by the North Carolina Department of Commerce. These designations can be found at: https://files.nc.gov/nccommerce/documents/files/2018-Development-Tier-Rankings_0.pdf

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In Their Words

"I'm inspired every day at my school. Never did I think CAC would change the trajectory of my life and open my eyes to a field of work that would excite me daily and give me purpose. I took this job because I wanted to have an impact in the lives of students. When I think of my students, I think of their resilience. My students never needed a savior. They needed someone to believe in their power and potential. All I did was show them the light that shines so brilliantly through them."

-Kiyah McDermid, University of North Carolina at Chapel Hill



"CAC is a natural fit for Duke University. We are committed to sharing our educational and human resources to deepen and strengthen our relationships across the state. As Advisers, our graduates bring their knowledge and commitment to high schools around central North Carolina, expanding Duke's commitment to postsecondary attainment for the next generation of diverse leaders."

-Eric Mlyn, Ph.D., Executive Director of DukeEngage and Assistant Vice Provost for Civic Engagement, Duke University

"My college adviser was definitely someone trustworthy and someone I could rely on throughout my transition to college. Because of her, I was able to open doors to new opportunities and choose the right school for me. I believe that every high school student should have the opportunity to experience help from a college adviser because they are always very supportive and will do anything they can to help a student find the right path for them. "

-Yaritza Villalobos Aguilera, Heide Trask High School graduate, first-year student at UNC-Charlott

"Modern schools are dynamic places with more responsibilities than ever before. School counselors especially are pulled in many directions that can keep them from being able to put the focus on the college admission process needed from many of their students. Having a member of CAC available to our students who can solely focus on that process as a supplement to what our school counselors are already doing is so valuable to our school. Additionally, in a community like ours where a large portion of the students planning for college are first generation, the extra attention is especially needed as many parents have not experienced the college admission process."

-Kevin Plue, Ed.D., Principal, Forest Hills High School, Union County Public Schools

Extending the Impact

CAC's impact is not limited to the students reached by each adviser.

- A Summer 2018 survey of CAC alumni from programs in North Carolina revealed that over 60% of these advisers still call North Carolina home.
- Before joining CAC, only 37% of advisers in North Carolina indicated interest in pursuing a career in education. After joining CAC, 64% of advisers in North Carolina intend to work in the field of education.
- In 2018-19, 14 of CAC's 112 advisers in North Carolina were themselves supported by a CAC adviser while in high school.
- In partnership with a research team and advisers, CAC is building an understanding of the steps that schools in North Carolina can take to create a positive culture around postsecondary opportunity. These lessons will lead to the development of concrete resources to be shared across all high schools in the state.

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College Advising Corps
advisingcorps.org

Jennifer Preston
Regional Director,
North Carolina and Virginia

301 W. Barbee Chapel Rd. Ste. 210
Chapel Hill, NC 27517

jpreston@advisingcorps.org
919-869-8091 direct
845-797-2361 cell

Increasing the number of low-income, first-generation, and underrepresented students who enter and complete higher education

College Advising Corps

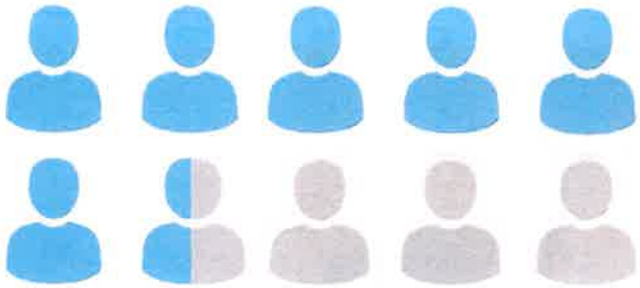
Serving North Carolina's Students



ABOUT US

The Need

By 2020, 65% of jobs in the U.S. will require postsecondary education.





Yet, only 39% of working-age adults have some type of college degree.



Our Mission

College Advising Corps works to increase the number of low-income, first-generation, and underrepresented high school students who enter and complete higher education.



Our Approach

We place recent college graduates as full-time advisers in high schools across the country. Since 2005, **College Advising Corps** has helped **more than 300,000** low-income, first-generation, and underrepresented students enroll in postsecondary education.



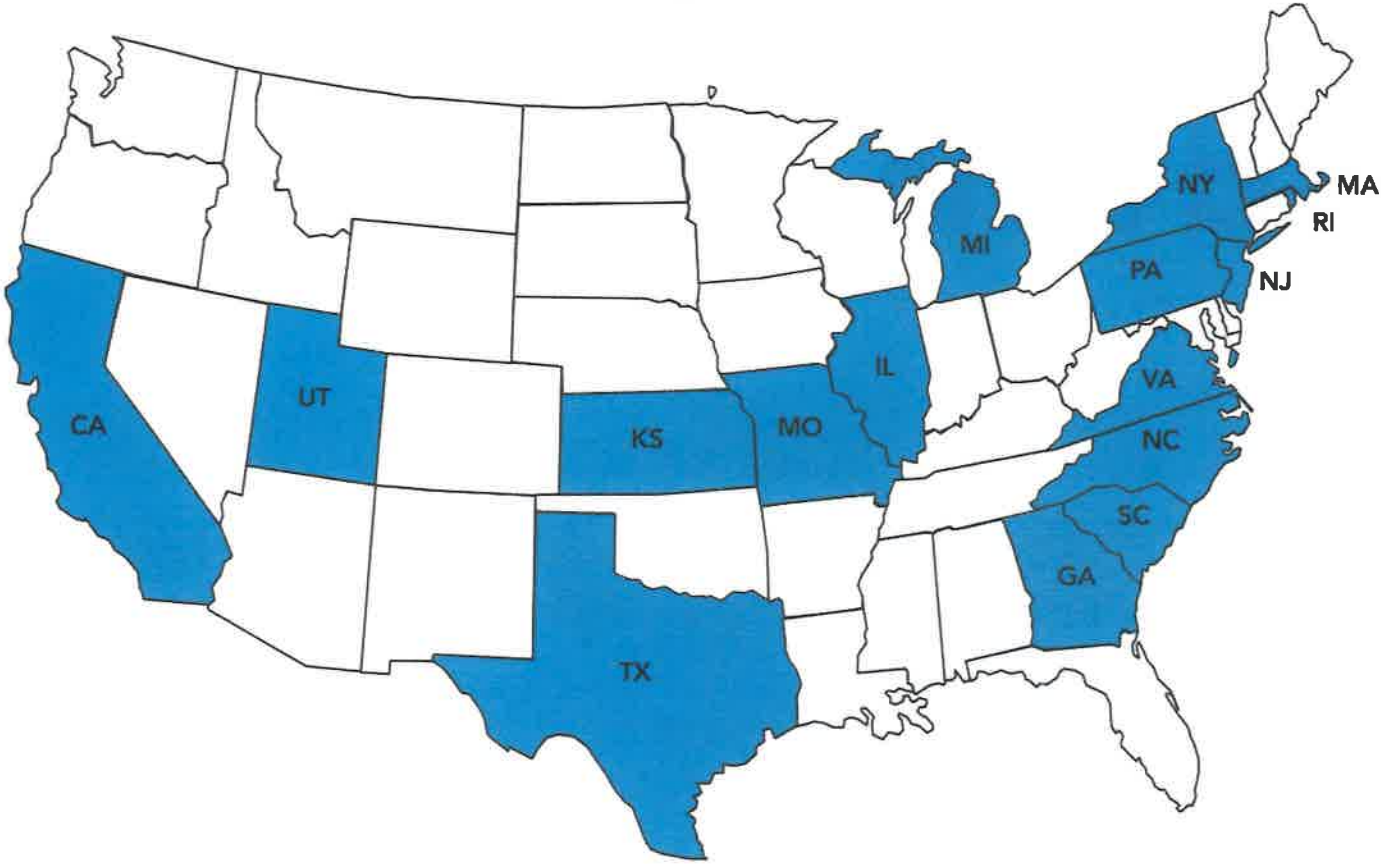
The CAC Difference

Our innovative model sets us apart from other college access organizations.

- Full-time, near-peer advisers
- Research-based, match and fit strategy
- Open-door, whole school approach
- Anchored at post secondary in[illegible]itutions

National Footprint

Our advisers are serving in 16 states:



Learn more at advisingcorps.org/our-work/where-we-work

Boston University
Brown University
Davidson College
Duke University
Franklin & Marshall College
Furman University
Georgia State University
Kansas State University
Michigan State University
New York University
NC State University
Texas Christian University
Texas A&M University
Trinity University
University of Cal, Berkeley
University of Cal, Merced
University of Chicago
University of Georgia
University of Michigan
University of Missouri
UNC-Chapel Hill
University of Southern Cal
University of Texas at Austin
University of Utah
University of Virginia
Washington University in St. Louis

OUR WORK IN NORTH CAROLINA

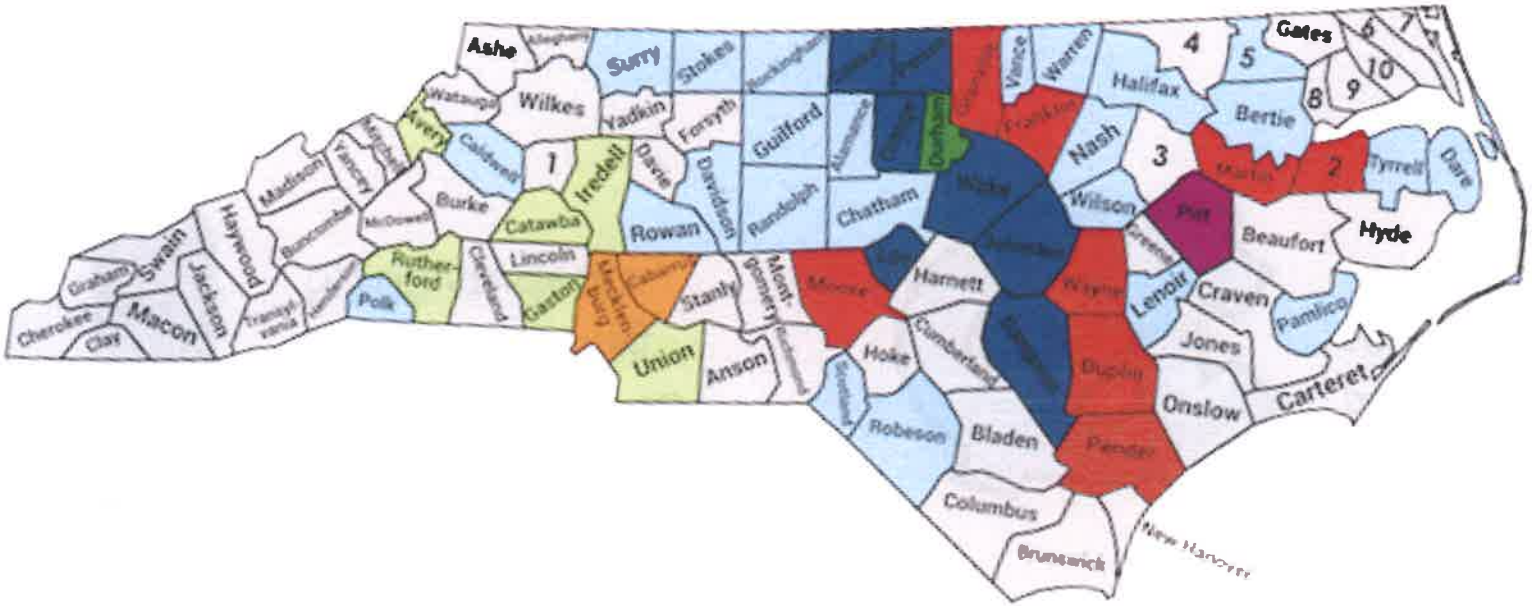
Footprint

North Carolina State

Davidson College

UNC Chapel Hill

Duke University



North Carolina State and UNC Chapel Hill

UNC Chapel Hill and Davidson College

Duke and UNC Chapel Hill

By the Numbers

16 advisers in 16 schools serving 5,700 students

58 advisers in 78 schools serving 23,400 students

18 advisers in 19 schools serving 5,700 students

20 advisers in 21 schools serving 6,300 students

Impact on Students

During the 2017-18 academic year, our 112 CAC advisers in North Carolina:

- Held **81,117** one-on-one advising sessions with **20,685** seniors (**81%**);
- Met with 22,138 (**86%**) seniors at least once;
- Helped **17,594 (69%)** seniors submit at least one college application;
- Ensured **14,522** seniors completed the FAFSA; and
- Supported seniors in gaining access to **$250M+** in institutional aid and scholarship dollars



Impact on College Enrollment and Persistence

On average, **54%** of the seniors at high schools served by advisers in North Carolina in 2016-17 **enrolled** in a postsecondary program





On average, **75%** of the students served by CAC advisers in North Carolina in 2015-16 who entered a postsecondary program **persisted** into the second year of their pursuit

Impact on the Economy

Across North Carolina, the 2017-18 CAC advisers will generate a future stream of about **$280M** in lifetime gains and **$59M** in increased tax revenue.



Per adviser, the benefits of college generate a stream of about **$2.5M** in lifetime gains and **$529k** in increased tax revenue.



The **benefits significantly outweigh the costs,** as direct costs hover around a mere $50k per adviser and $140 per student. The lifetime gains generated by CAC advisers are **50x the direct costs.**

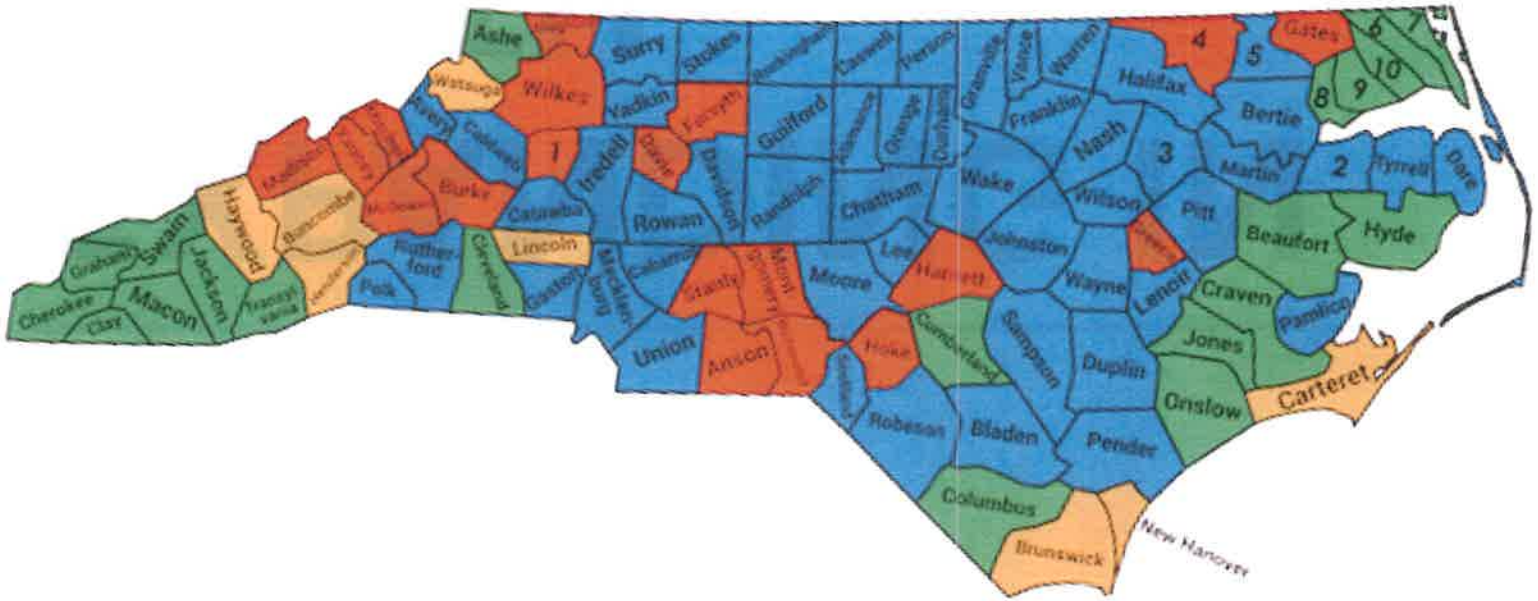
Many More Students to Serve



48 counties with 447 high schools do not have a dedicated college adviser from CAC

EXPANDING IN NORTH CAROLINA

Scaling Statewide



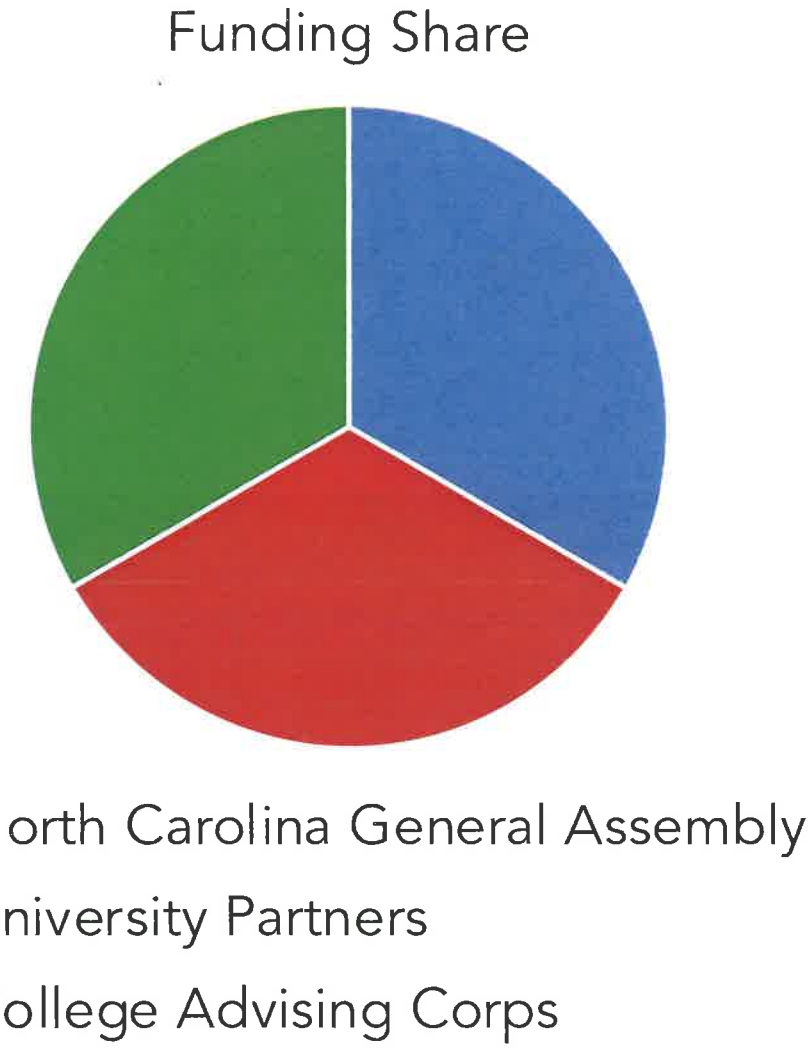
Year 0 (2018-19 School Year)

Year 1 (2019-20 School Year)

Year 2 (2020-21 School Year)

Year 3 (2021-22 School Year)

Funding Model



State Funding

Year	Total Budget Required	Number of Counties	Expansion Funding	New Legislative Investment Required	Recurring Legislative Investment Required	Total Legislative Investment
0 (2018-19)	$5,600,000	52				
1 (2019-20)	$6,550,000	71	$950,000	$2,183,333	$0	$2,183,333
2 (2020-21)	$7,650,000	92	$1,100,000	$366,666	$2,183,333	$2,550,000
3 (2021-22)	$8,500,000	100	$850,000	$283,333	$2,550,000	$2,833,333

THANK YOU!

North Carolina Community College
NC Career Coach Program

Presented to:
Joint House and Senate Education Appropriations Committees
March 27, 2019

Overview of the NC Career Coach Program

"§ 115D-21.5. NC Career Coach Program.

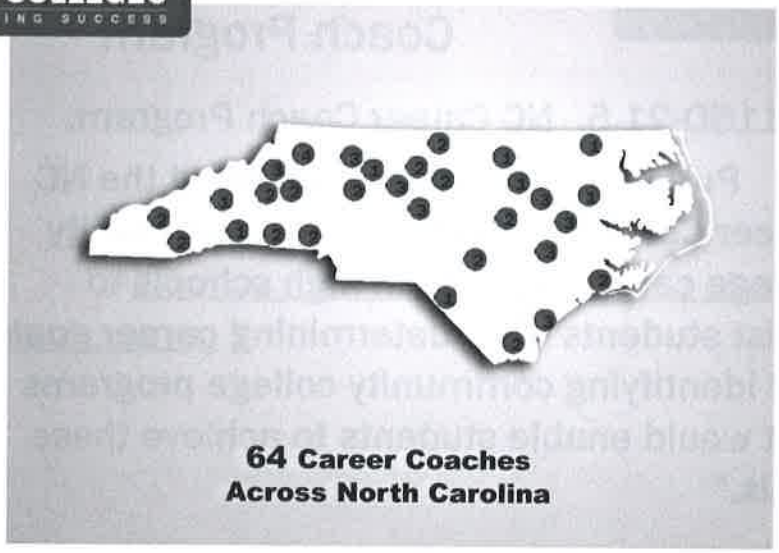
(a) Purpose. – There is established the NC Career Coach Program to place community college career coaches in high schools to assist students with determining career goals and identifying community college programs that would enable students to achieve these goals."

NC COMMUNITY COLLEGES
CREATING SUCCESS

Selection Process for Colleges

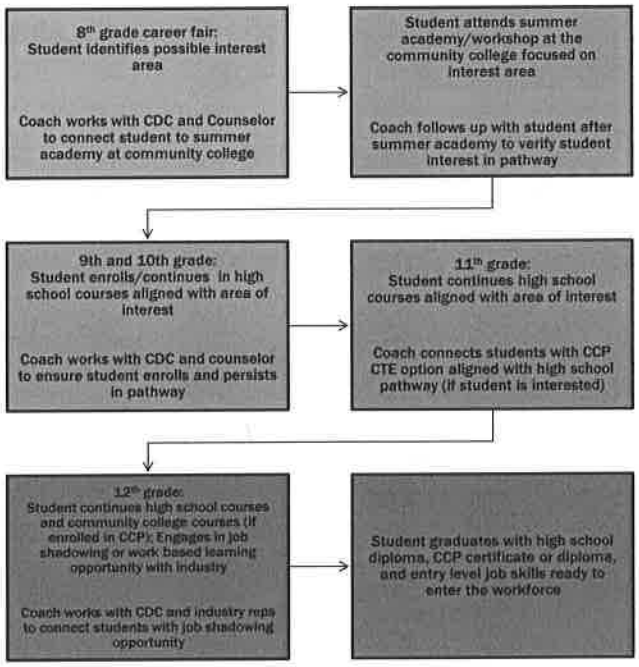
- Competitive application process for limited funds
- Legislatively mandated advisory committee made up of:
  - NC Community College System
  - NC Department of Public Instruction
  - NC Works/Department of Commerce
  - At least three representatives of the business community
- Advisory committee reviews applications and makes recommendations for approval based on:
  - Regional needs
  - Local workforce needs
  - And how coaches are positioned to support and connect the workforce pipeline
- State Board approves allocations

NC COMMUNITY COLLEGES
CREATING SUCCESS



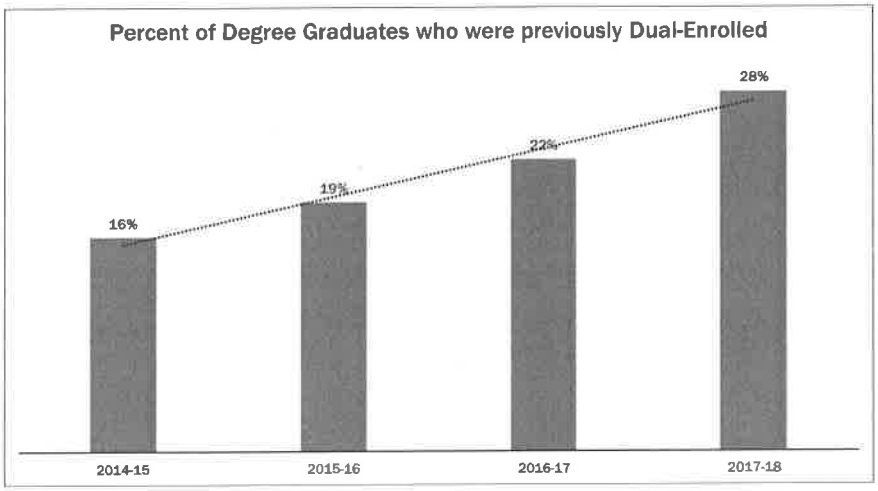
NC COMMUNITY COLLEGES
CREATING SUCCESS

Example of collaboration with Career Development Coordinators and High School Counselors



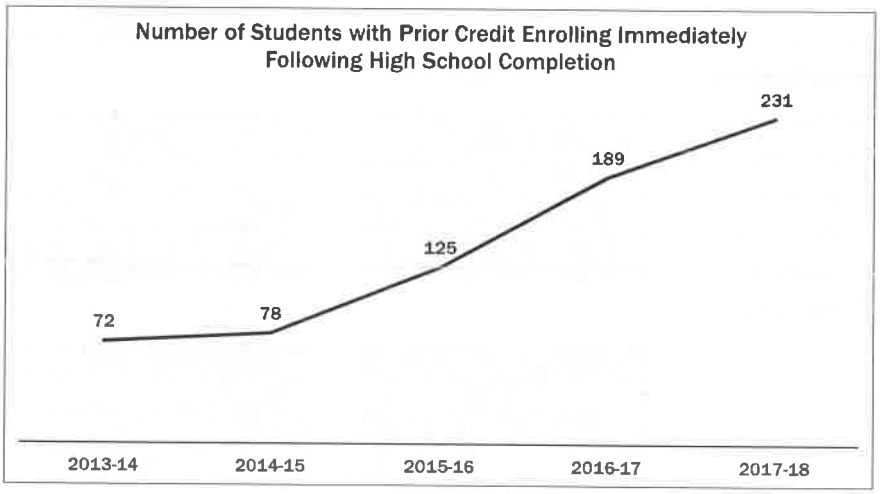
NC COMMUNITY COLLEGES
CREATING SUCCESS

CENTRAL CAROLINA COMMUNITY COLLEGE



NC COMMUNITY COLLEGES
CREATING SUCCESS

CENTRAL CAROLINA COMMUNITY COLLEGE



NC COMMUNITY COLLEGES
CREATING SUCCESS

2019 Workforce Development Legislative Request

Expand Career Coach Program • Career coaches are embedded in high schools to assist students with determining career goals & identifying community college programs that align with the student's goals. Currently, there are only 64 career coaches in the entire State. These funds would provide for an additional 20-30 career coaches.	**$2,800,000 R***
• Eliminate or reduce the local match requirement for colleges in economically distressed counties.	**Statutory Change**

NC STATE College of Education

WolfpackWORKS

Improving Early Literacy

through Intensive Instruction and Coaching



Wolfpack WORKS

(Ways to Optimize Reading/ Writing for Kids Statewide)

Essential to improving early literacy is improving classroom instruction. Educators need support in implementing better ways to help their students, particularly those in the early grades, become better readers and writers. Wolfpack WORKS addresses this urgent need. Started in Summer 2018, Wolfpack WORKS supports first- and second-year, K-2 teachers in 16 high-need school districts across North Carolina as they learn to implement evidence-based literacy instruction in their classrooms for all children.

How It Works

Wolfpack WORKS provides beginning, K-2 teachers with three types of support to improve literacy instruction:

- **blended professional development,** which includes face-to-face meetings, learning management systems, video training modules and online communities
- **literacy-specific coaching** from experienced elementary education literacy consultants through weekly meetings with the K-2 teachers
- **instructional literacy resources** for educators and students

Where It Is



Who It Impacts

Wolfpack WORKS employs 20 literacy coaches who reach:

16 School Districts

74 K-5 Schools

Why It Matters

Through this three-pronged and evidence-based approach, Wolfpack WORKS addresses several pressing educational issues in North Carolina and serves as the foundation for future work with teachers and students:

1. **Improve Reading Proficiency:** Wolfpack WORKS focuses on K-2 literacy instruction because research has suggested the importance of children reading at grade level by Grade 3 and demonstrated that effective instruction in the early grades can eliminate the need for later remedial work in learning to read.
2. **Enhance Literacy Instruction:** Wolfpack WORKS focuses on classroom teaching to assist teachers in implementing evidence-based, high-quality literacy instruction that supports students' reading achievement with the intention of significantly reducing the need for additional interventions in reading.
3. **Reduce Teacher Attrition:** Wolfpack WORKS provides the support beginning educators need as they transition from various pathways (e.g., teacher preparation, alternative licensure and lateral entry) to teaching in classrooms in high-need districts that often have a high rate of teacher turnover and an ongoing need to hire new teachers.

160+ 1st and 2nd-Year K-2 Teachers

2,700+ K-2 Students

"Wolfpack WORKS is a phenomenal program that is extremely valuable to beginning teachers. I am hopeful that this is something that can be continued in years to come."

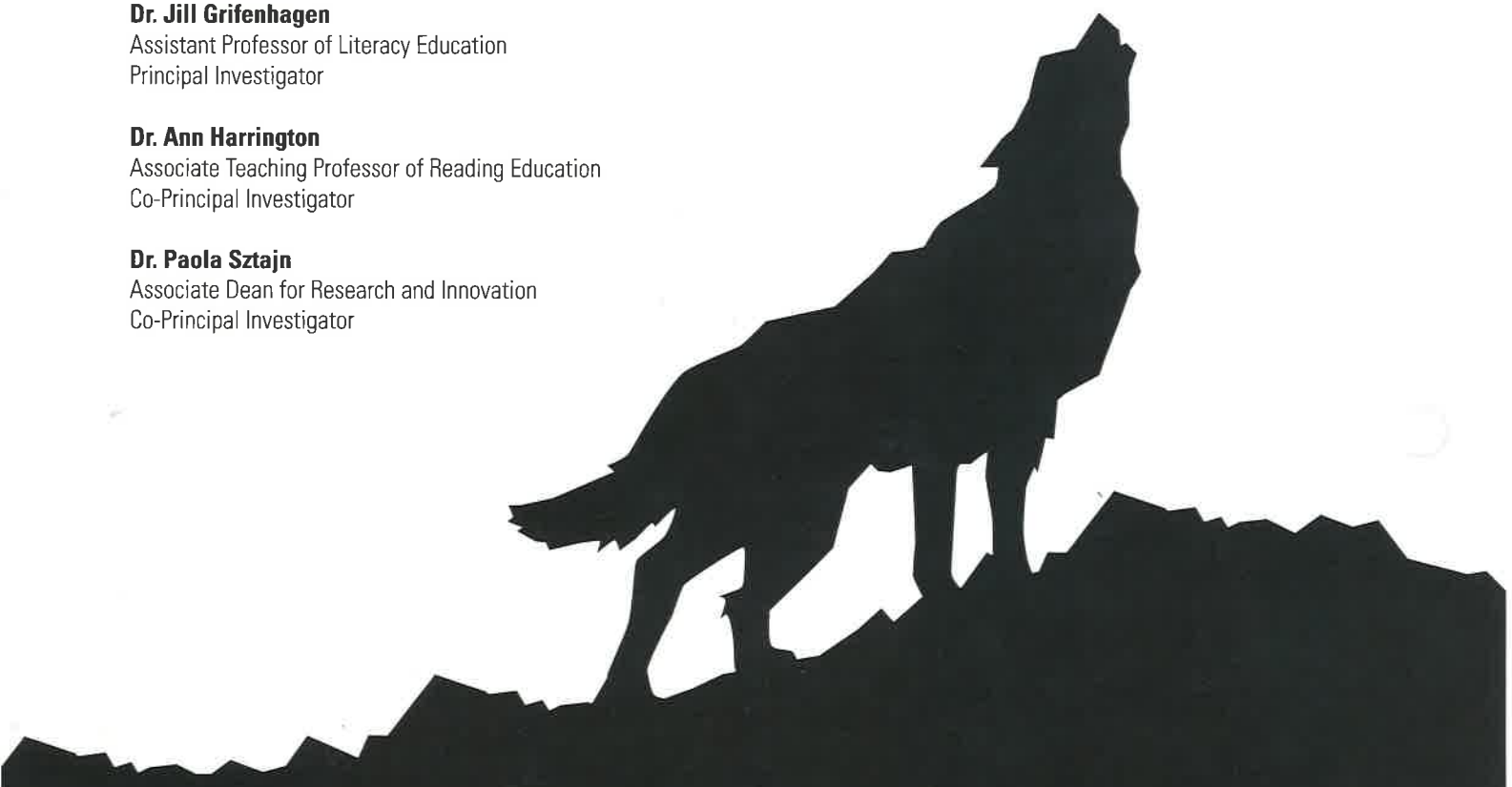
Latisa McKnight
Principal,
Creedmoor Elementary School of the Arts,
Granville County

Wolfpack WORKS Project Team Leads

Dr. Jill Grifenhagen
Assistant Professor of Literacy Education
Principal Investigator

Dr. Ann Harrington
Associate Teaching Professor of Reading Education
Co-Principal Investigator

Dr. Paola Sztajn
Associate Dean for Research and Innovation
Co-Principal Investigator



As a research-driven college of education
grounded in its land-grant mission, the NC State College of Education leads the way in preparing professionals, conducting research and engaging communities to improve the educational outcomes of all learners across North Carolina, the nation and the world.

#1 Producer
of Master's-Level Literacy Specialists in N.C.

#1 in Education Research
Productivity in N.C

#1 Teaching Alumni
on Statewide Performance Measures

*Sources: N.C. Department of Public Instruction, Academic Analytics and UNC System

ced.ncsu.edu

Budget Requests for 2019

- Support for NC Need-Based Scholarships (currently $88.9m)
  - Additional support requested - **$5m**
  - Requesting that dependents of all active duty military & veterans in the State be eligible to be considered for the NC Need Based Scholarship - **$1.5m**
- Campus police training - **$110k**
- NC graduates of School of Science & Math Tuition Support - **$750k**

MARCH 28, 2019

SENATOR TILLMAN PRESIDED

Deborah Holder (Rep. Pat Hurley)

From: Jan Copeland (Rep. John Fraley)
S Thursday, March 21, 2019 12:26 PM
To. Jan Copeland (Rep. John Fraley)
Subject: <NCGA> House Appropriations, Education Committee Meeting Notice for Thursday, March 28, 2019 at 8:30 AM
Attachments: Add Meeting to Calendar_LINC_.ics

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Thursday, March 28, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
C MMENTS: **Presentations:**
UNC Lab Schools, Communities in Schools

Senator Tillman will preside

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 12:25 PM on Thursday, March 21, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Ja Copeland (Committee Assistant)

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
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

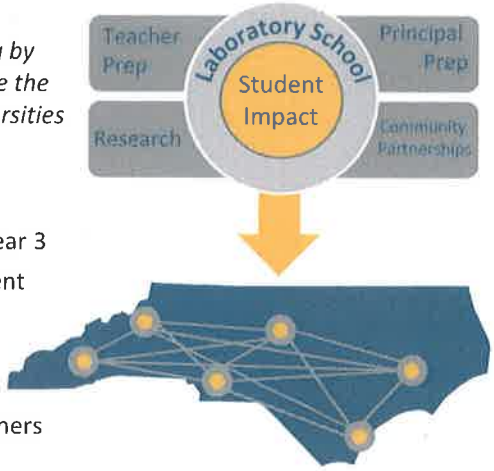
Senate Subcommittee Members
Sen. W. Ted Alexander
Sen. Don Davis
Sen. Chuck Edwards
Sen. Rick Horner
Sen. Todd Johnson
Sen. Wiley Nickel
Sen. Erica D. Smith
Sen. Joyce Waddell

I.	**Welcome 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	

UNC LAB SCHOOLS

UNC System Update – March 2019

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

East Carolina

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

Western Carolina

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

Opened 2018

Appalachian State University

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

GREENSBORO

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

UNCW

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

UNC CHARLOTTE

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.

UNCG
MOSS STREET
PARTNERSHIP SCHOOL

By the Numbers

372	Students as of 02/28/19
21	Classroom teachers
17	Average class size
13	Teachers in M.Ed. programs
12	Pre-service interns
5	Student support specialists
5	Special educators
4	Cultural arts teachers
1	P.E./health teacher

Guiding Principles

Inclusive
Inclusive school culture where all students thrive

Collaborative
Families, the community and UNCG collaborate on high-quality instruction, support and services

Experiential
Values experiential learning, empowering students through authentic learning experiences

Interdisciplinary/Integrated
Embraces an interdisciplinary approach to teaching and learning

Reflective
Engage in reflective practices that cultivate and extend learning

School Leadership

Chancellor's Designee
Dean Randy Penfield

Co-Directors
Dr. Christina O'Connor & Dr. Carl Lashley

Associate Director/Principal
Ms. Catina Chestnut

Associate Director for Curriculum
Dr. Allison Ormond

Budget

$4.5 million
Estimated recurring operating budget

$3.9 million
Approximate non-recurring expenses

$3.5 million
Anticipated funding per year from state, local and federal sources

We are actively seeking external funds to help offset the budgetary demands of this project.

Advisory Board Members

Dr. Rodney Shotwell, Superintendent
Rockingham County Schools

Dr. Randall Penfield, Dean
UNCG School of Education

Ms. Mona Edwards, Secretary
UNCG Board of Trustees

Ms. Amanda Bell
Community Member

Dr. Heidi Carlone, Faculty
UNCG School of Education

Dr. Kristen Christman
Community Member

Reverend Dr. Clarence Johnson
Community Member

Dr. Constance McKoy, Faculty
UNCG School of Music
College of Visual and Performing Arts

Ms. Nell Rose
Community Member

Ms. Rochelle Tucker
Community Member

NINER UNIVERSITY ELEMENTARY

The **mission** of the 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

Coordinating 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.

TE

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

Communities In Schools
North Carolina

Grantees

Communities In Schools organizations in:

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

United Way

the YMCA

YMCA OF NORTHWEST NORTH CAROLINA

book harvest

studentU

Communities In Schools North Carolina

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.

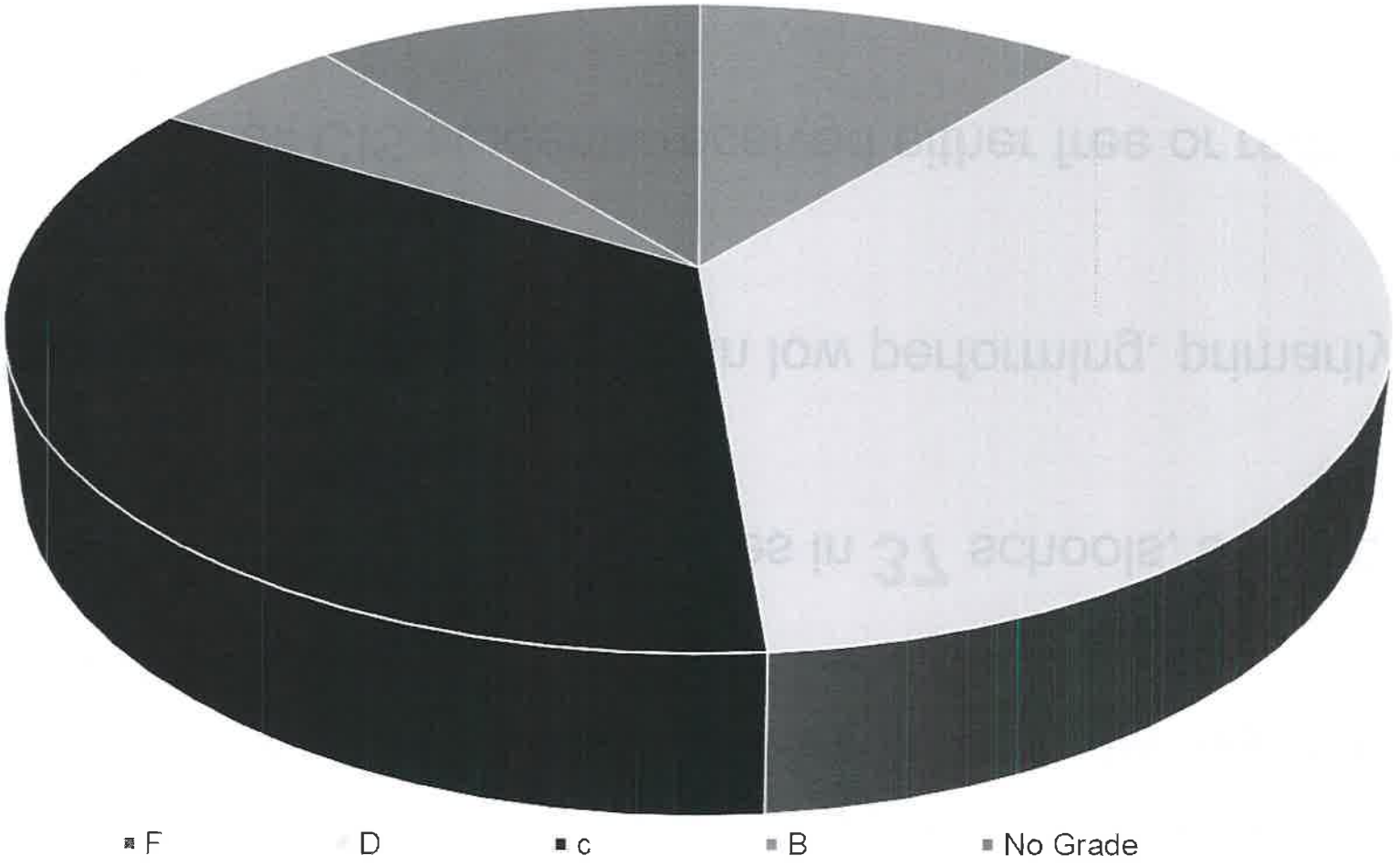
Communities In Schools North Carolina

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

Communities In Schools North Carolina

ELISS School Snapshot
School Grades



Communities In Schools
North Carolina

Student Demographics



Communities In Schools
North Carolina

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

Communities In Schools North Carolina

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.

Communities In Schools North Carolina

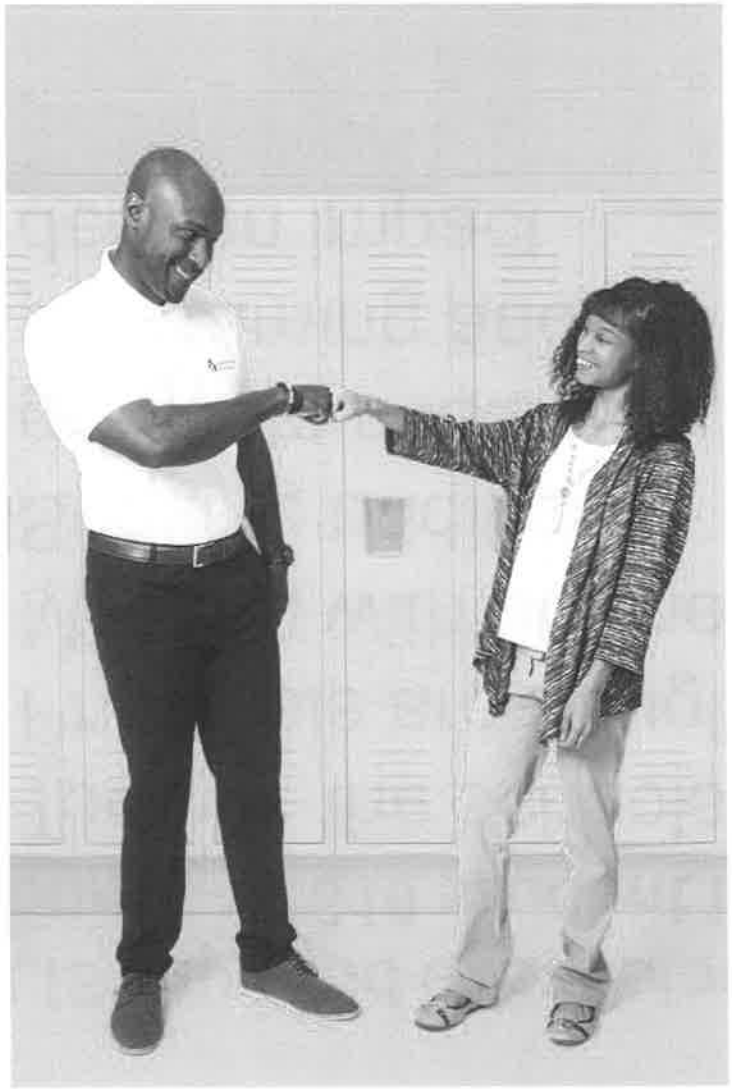
Impacts from a School Leader

"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

Communities In Schools
North Carolina

Impacts from a Parent



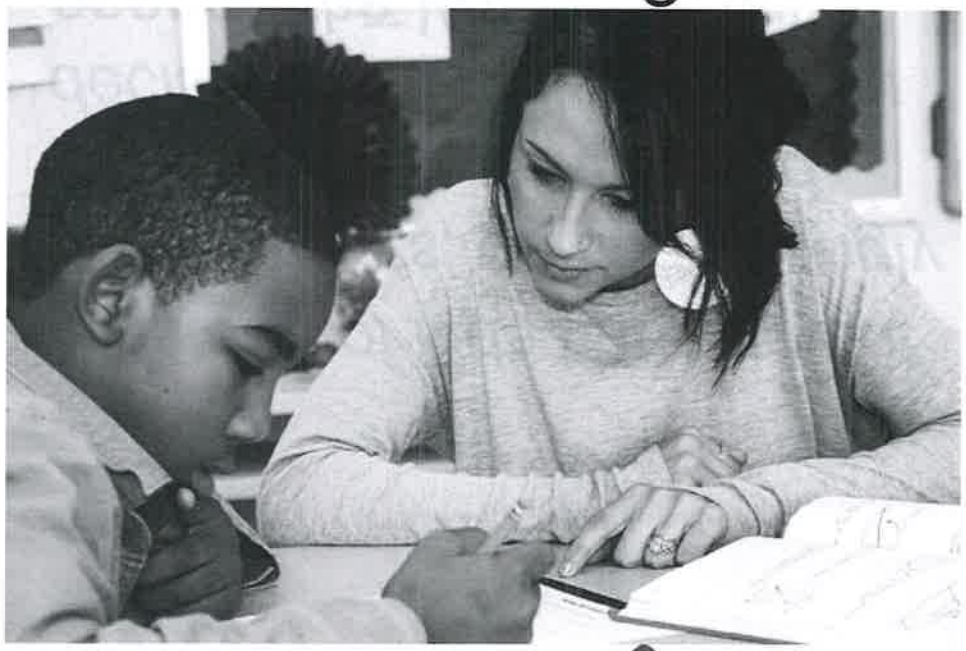
"Instead of kids hanging out in the streets, getting wrongly influenced or making bad decisions with idle time, you opened the WIRE. Wow! What an amazing impact you make on this community."

Communities In Schools
North Carolina

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



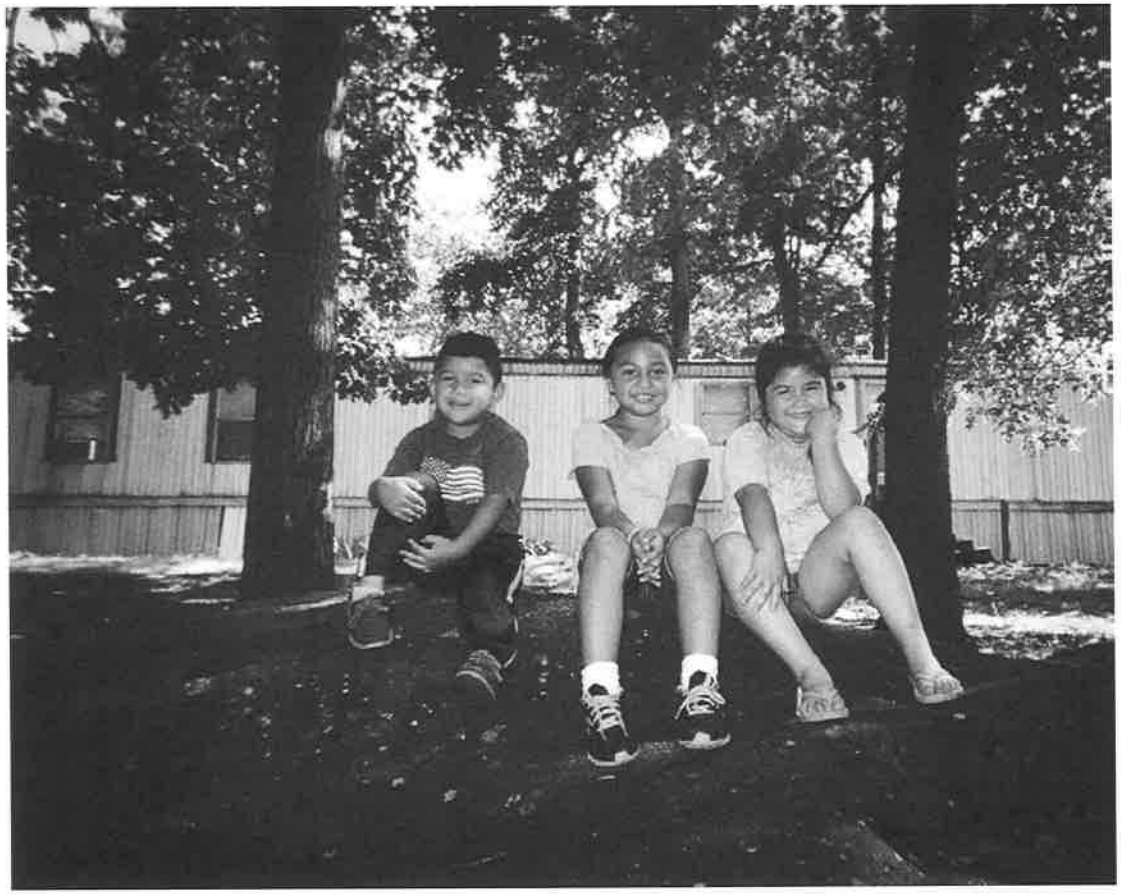
Communities In Schools
North Carolina

Ongoing Need

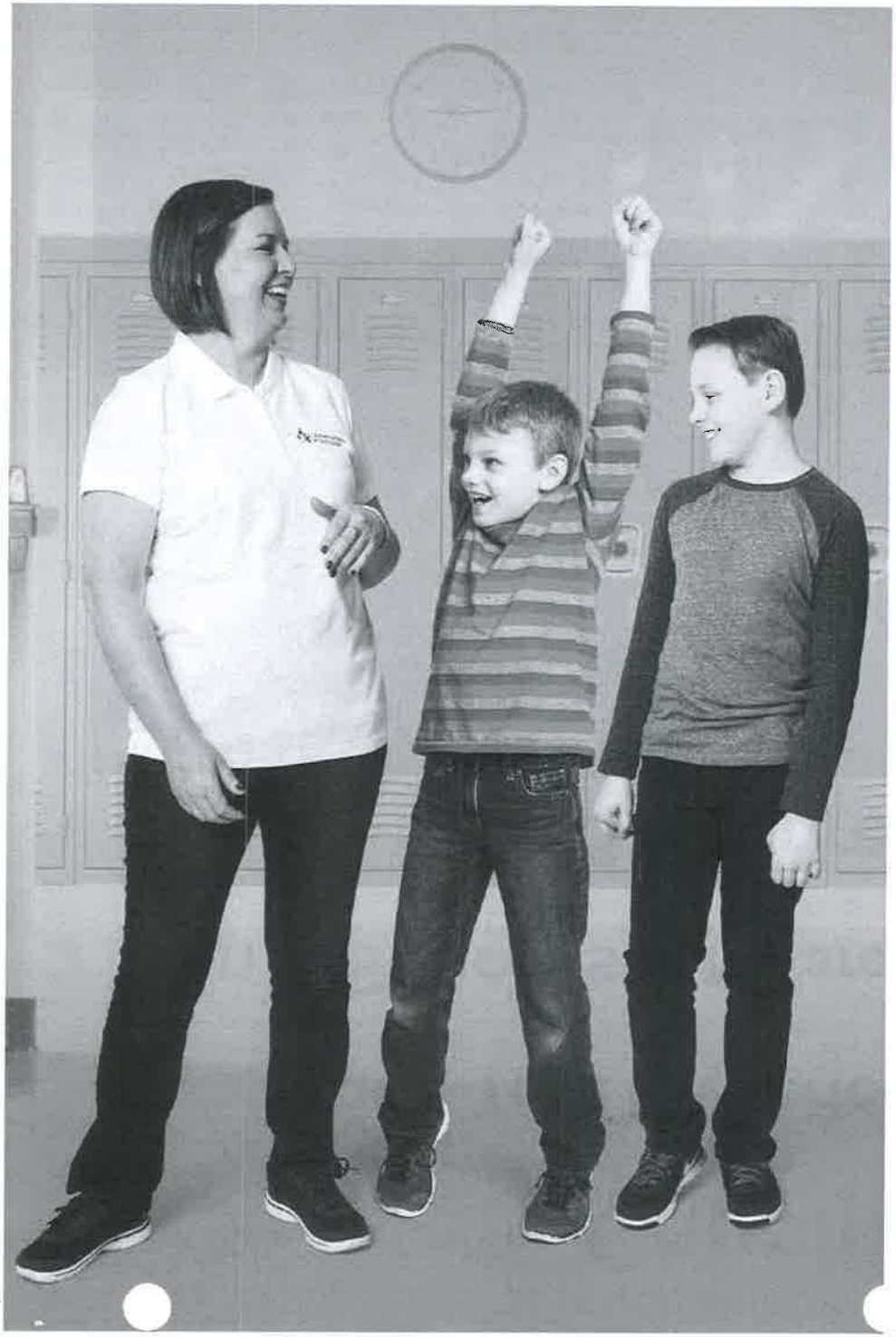
564 Total low performing schools in NC

1 in 5 Schools in NC are designated low performing

1 in 5 Children live in poverty



Communities In Schools
North Carolina



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!

Communities In Schools
North Carolina



Thank you!

Communities In Schools

North Carolina

In schools to help kids stay in school.

House Committee on Appropriations, Education
Tuesday, April 2, 2019 at 8:30 AM
Room 423 of the Legislative Office Building

MINUTES

The House Committee on Appropriations, Education met at 8:30 AM on April 2, 2019 in Room 423 of the Legislative Office Building. Representatives Jeffrey Elmore, John Fraley, Craig Horn, Pat Hurley, John Sauls, Jay Adams, Cynthia Ball, Cecil Brockman, Susan Fisher, James Gailliard, Holly Grange, Bobby Hanig, and Marvin Lucas attended. Staff from Fiscal Research in attendance was Lisa Fox, Erin Biggers, Chris Hearley, and Eric Moore. Leslie Karkanawi, Caroline Sorensen, and Matt Pagett from Bill Drafting were also present.

Representative Craig Horn, presided. The meeting was called to order at 8:34 AM and he introduced the Sergeant-At-Arms who would be assisting with the committee and recognized the pages. Copies of the attendance and visitor registration are attached to these minutes, (Attachments 1-4).

Lisa Fox, Fiscal Research Division, presented House Appropriations Committee on Education: Targets and Budget Guidance (Attachment 5). Lisa Fox also provided the committee with the Education Agency Budget Requests FY 2019-21 and the Governor's Recommended Education Budget FY 2019-21 (Attachments 6-7).

The floor was opened for questions and discussion. Representative Fraley asked if NC Promise will be reduced and suggested the committee should work towards voting out the education budget on April 17th. Representative Fraley also mentioned discussion of enrollment with UNC. Representative Brockman asked if NC Promise would be taken out of the $94 million to get to the $45 million or if it is taken out of the $45 million. Representative Hanig asked about the money for NC Promise, $7.5 million in the first year and $15 million in the second year. Representative Lucas asked a question in reference to NC Promise institutions and if there will be provisions to rectify expenditures. Representative Ball asked a question in regards to the request from UNC Stronger Transfer Pathways with NCCCS and if all the money for Stronger Transfer Pathways was reflected under UNC and not Community Colleges. Representative Adams said he wanted to see more money going to Community Colleges. Representative Ball mentioned getting Opportunity Scholarships in line and they have to be funded at the statutory level and not be changed. Representative Fraley reminded the committee to not forget about the presentations that were from outside the agencies. Representative Gailliard asked about the funding that is lumped together for CIHS, the Governor's School, and Residential Schools. Representative Hurley mentioned the Governor's School is changing to HPU. Representative Hanig spoke about the salary increases going from 5% to 7% and it taking what we have left if they increase. Representative Hanig asked if the number was embedded in the budget already with that increase and if it increases will it take the rest of the education budget's money. Representative Hurley asked if the COLAs were taken care of by the full chairs. Representative Horn said things like salaries and benefits are in the full chairs' purview.

The meeting adjourned at 9:03 AM.

Representative ID Craig Horn, Chair
Presiding

Erin Wilson, Committee Clerk

Attachments:

1. Agenda
2. Attendance
3. Committee Sergeant-At-Arms and Pages
4. Visitor Registration
5. House Appropriations Committee on Education: Targets and Budget Guidance
6. Education Agency Budget Requests FY 2019-21
7. Governor's Recommended Education Budget FY 2019-21

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Tuesday, April 2, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Budget Construction. Representative Horn will preside.**

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 12:58 PM on Thursday, March 28, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Erin Wilson (Committee Assistant)

AGENDA

HOUSE APPROPRIATIONS COMMITTEE ON EDUCATION

April 2, 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

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

I.	**Welcome & Opening Remarks**	Representative Horn Presiding Co-Chair
II.	**Committee Budget Targets and Guidance**	*Lisa Fox* Fiscal Research Division
III.	**Committee Discussion**	
	Adjourn	

ATTENDANCE

House Appropriation Committee on Education

2019 Long Session

DATES	4/2														
Rep. Jeffrey Elmore, Chair	✓														
Rep. John Fraley, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Pat Hurley, Chair	✓														
Rep. John Sauls, Chair	✓														
Rep. Linda Johnson, Vice Chair															
Rep. Jay Adams	✓														
Rep. Cynthia Ball	✓														
Rep. Cecil Brockman	✓														
Rep. Susan Fisher	✓														
Rep. James Gailliard	✓														
Rep. Terry Garrison															
Rep. Rosa Gill															
Rep. Holly Grange	✓														
Rep. Bobby Hanig	✓														
Rep. Marvin Lucas	✓														
Ex-officio															
Rep. John Bell															
Rep. Brenden Jones															
Rep. David Lewis															
Rep. Sarah Stevens															

DATES															
Fiscal Research															
Lisa Fox	✓														
Erin Biggers	✓														
Chris Hearley	✓														
Eric Moore	✓														
Legislative Analysis															
Drupti Chauhan															
Kara McCraw															
Brian Gwyn															
Samantha Yarborough															
Virginia Barlow															
Bill Drafting															
Leslie Karkanawi	✓														
Caroline Sorensen	✓														
Matt Pagett	✓														
Committee Clerks															
Jan Copeland															
Debbie Holder	✓														
Karen Rosser															
Linda Stevenson															
Erin Wilson	✓														

Committee Sergeants at Arms

NAME OF COMMITTEE House Committee on Appropriation, Education

DATE: April 02, 2019 Room: 423/424

House Sgt-At Arms:

1. Name: Kim Blackman
2. Name: Jonas Cherry
3. Name: Rey Cooke
4. Name: Malachi McCullough, Jr
5. Name:

Senate Sgt-At Arms:

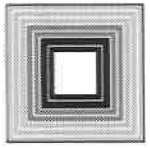
1. Name:
2. Name:
3. Name:
4. Name:
5. Name:

House Pages
Assignments
Tuesday, April 02, 2019
Session: 4:45 PM

Committee	Room	Time	Staff	Comments	Member
Appropriations, Education	422	8:30 AM	Meigan Bagwell		Rep. Terence Everitt
			Brianna Drye		Rep. Larry Pittman
			Zoe Egan		Rep. John Autry
Appropriations, Transportation	1228/1327	8:30 AM	Sarah Hammond		Rep. Allison A. Dahle
			Aimee Heroux		Rep. Lisa Barnes
			Madison Vasilko		Rep. Allison A. Dahle

House Appropriations Committee on Education: Targets and Budget Guidance

April 2, 2019



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

Committee Target

Education Committee Targets		
	FY 2019-20	FY 2020-21
Base Budget	$13,847,285,754	$13,918,682,201
Target	$13,941,920,873	$14,127,465,323
Difference	$94,635,119	$208,783,122

Assumptions

- Enrollment adjustments are included in the Committee target and must be fully funded
- Opportunity Scholarships and Program Enhancement/Class Size must be funded at statutory levels
- School safety is a cross area committee item and is under the purview of the Full Chairs

Full Chair Purview

- All salary and benefits items and policy
- General Fund availability including:
  - Transfers to other funds
  - Earmarks of the General Fund
- Disaster Recovery
- Capital
- Use of lottery, escheats, and civil fines and forfeiture funds
- Statewide issues (IT, statewide budget policy)

Committee Guidance

- Committees must present a balanced budget
- Management flexibility cuts are not allowed
- No substantive, non-budget related policy is allowed
- Provisions may not include "shall not revert" or carryforward language
- Committees may not direct items to be included in future base budgets

Deadlines

- Area Committee Chairs will report back to the Full Chairs with budget decisions beginning Monday, April 8th.
- Full packages, with money and provisions, will be presented to the Full Chairs beginning Thursday, April 11th.
- All items will be resolved by Wednesday, April 17th.
- Area Committees will meet on April 25th to consider the budget and vote complete reports out to the full House.

Questions?

Education Agency Budget Requests FY 2019-21				
	FY 2019-20		FY 2020-21	
	Recurring	Non-recurring	Recurring	Non-recurring
State Board of Education/Superintendent				
Average Daily Membership Adjustment	$ 3,075,560		$ 53,623,563	
Average Salary Adjustment	$ 47,472,443		$ 47,472,443	
Transportation Adjustment	$ 15,069,928		$ 20,021,903	
Audio Visual Equipment Upgrade for State Board of Education Room		$ 50,000		
Recurring funds for School Business Systems Modernization efforts	$ 30,000,000		$ 30,000,000	
Recurring Funds for Charter Schools Data Management System	$ 250,000		$ 250,000	
Contracted Positions (DOJ)	$ 300,000		$ 300,000	
Cybersecurity Advisory & Consulting Services & Training	$ 550,000		$ 550,000	
Data Analytics	$ 1,200,000		$ 1,200,000	
DIT transition	$ 150,000		$ 150,000	
DPI Phone System		$ 250,000		
DPI Staffing Request	$ 675,000		$ 675,000	
Funding for Year 1 and 2 Cooperative Innovative High Schools, Governor's School, and Residential Schools	$ 4,710,000	$ 275,000	$ 4,710,000	
Licensure System Enhancements	$ 65,000	$ 361,000	$ 65,000	
Funding to enable successful implementation of legislative mandated education efforts	$ 750,000	$ 300,000	$ 750,000	
Making resources for personalized student learning available statewide	$ 37,900,000		$ 37,900,000	
Personalized Learning Professional Development	$ 9,000,000		$ 9,000,000	
Professional Learning System Licenses and Field Support	$ 262,931		$ 262,931	
Safety, Security, and Health Capital Improvements		$ 500,000		
SBE Staffing Request - Rules Coordinator	$ 135,000		$ 135,000	
School Support Positions	$ 71,547,209		$ 71,547,209	
Building Out the Statewide Regional Support Model	$ 8,740,000		$ 8,740,000	
Funds to support reduced price student meals and to ensure access to local produce for child nutrition programs	$ 20,000,000		$ 20,000,000	
Enhancements for Student Information System	$ 2,350,000		$ 2,350,000	
Online Teacher Recruitment Tool	$ 400,000		$ 400,000	
SBE/Superintendent Total	$ 254,603,071	$ 1,736,000	$ 310,103,049	$ -

Superintendent				
High-quality Preschool Opportunities for 4-Year-Olds	$ 1,200,000		$ 1,200,000	
Kindergarten Readiness Tool	$ 1,000,000		$ 1,000,000	
Kindergarten Readiness Camp Pilots	$ 1,800,000		$ 1,800,000	
Continue and Expand Successful Partnerships	$ 9,000,000		$ 9,000,000	
Maintain High Standards for Early Reading		$ 250,000		$ 250,000
Eliminate High-Stress Standardized Testing	$ 10,000,000		$ 10,000,000	
NC Math Standard Course of Study Pilot		$ 500,000		$ 500,000
NC Computer Science Plan	$ 1,500,000		$ 1,500,000	
Coding and Robotic Grants	$ 900,000		$ 900,000	
Career Essentials for Skilled Trades	$ 1,500,000		$ 1,500,000	
Financial Literacy	$ 550,000		$ 550,000	
Anonymous Tip Application				TBD
School Safety and Mental Health Professionals and Training	$ 72,000,000	$ 10,000,000	$ 72,000,000	$ 10,000,000
School Safety Equipment and Training Grants		$ 11,000,000		$ 11,000,000
Regional Safety Trainers	$ 600,000		$ 600,000	
Resources to Meet Unique Needs of Military Families	$ 350,000		$ 350,000	
Raise the Cap on Special Needs Funding	$ 15,000,000		$ 15,000,000	
Public Education Infrastructure Needs	$ 375,000		$ 375,000	
Create Professional Teaching Cohorts for the Entire State	$ 73,000,000		$ 73,000,000	
Salary Increase (5%; 7% would increase to $196M in Year 1 and $392M in Year 2)	$ 140,000,000		$ 280,000,000	
Advanced Teaching Roles Pilot	$ 5,000,000		$ 5,000,000	
Principal Pay	$ 50,000,000		$ 50,000,000	
TeachNC				$ 750,000
Superintendent Total	$ 383,775,000	$ 21,750,000	$ 523,775,000	$ 22,500,000

North Carolina Community Colleges				
Fully Fund Short-Term Workforce Training	$ 12,051,477		$ 12,051,477	
Fund Workforce Development IT	$ 15,000,000		$ 15,000,000	
Increase Faculty and Staff Compensation				
Fund Residency Determination System Costs/Statutory Change				
Funding for Multi-Center Campuses	$ 2,266,348		$ 2,266,348	
Stabilize Budgets for Hurricane Florence Campuses	$ 6,757,307		$ 6,757,307	
Expand Career Coach Program	$ 2,800,000		$ 2,800,000	
Summer Scholarships*	$ 3,000,000		$ 4,000,000	
Transfer Student Scholarships*	$ 4,000,000		$ 4,000,000	
Improve Credit Transfer for Community College and Military-Affiliated Students*	$ 150,000	$ 200,000		
Expand Availability of Open Educational Resources*	$ 300,000		$ 300,000	
NCCCS Total	$ 46,325,132	$ 200,000	$ 47,175,132	$ -

Independent Colleges				
Need Based Scholarships	$ 5,000,000		$ 5,000,000	
Need Based Scholarships for Dependents of Active Military and Veterans in North Carolina	$ 1,500,000		$ 1,500,000	
North Carolina School of Science and Math Tuition Support	$ 750,000		$ 750,000	
Independent Colleges Total	$ 7,250,000	$ -	$ 7,250,000	$ -
UNC				
Enrollment Growth	$ -		$ 45,000,000	
Summer Enrollment Growth	$ 43,578,223		$ 43,578,223	
NC Promise	$ 7,500,000		$ 15,000,000	
Summer Scholarships for Student Success	$ 10,000,000		$ 12,000,000	
Faculty Recruitment and Retention	$ 10,000,000		$ 15,000,000	
Stronger Transfer Pathways with NCCCS*	$ 4,450,000	$ 200,000	$ 4,450,000	
Data Modernization Initiative	$ 1,000,000	$ 4,000,000	$ 2,000,000	$ 5,000,000
NCCSM Western Campus Operations	$ 1,408,632	$ 25,928	$ 3,389,820	$ 795,376
NC A&T Doctoral Research Funding	$ 1,000,000		$ 1,000,000	
Rural Residency Program at ECU	$ 1,447,000		$ 2,592,000	
Innovation in Manufacturing Biopharmaceuticals an NC State		$ 2,000,000		$ 2,000,000
College of Health Sciences at UNCP	$ 1,100,000		$ 2,100,000	
Lab School Operations (Six institutions)	$ 500,000		$ 500,000	
Building Reserves	$ 5,716,728		$ 23,781,389	
UNC Total	$ 87,700,583	$ 6,225,928	$ 170,391,432	$ 7,795,376
Total Agency Budget Requests	$ 779,653,786	$ 29,911,928	$ 1,058,694,613	$ 30,295,376

Governor's Recommended Education Budget FY 2019-21

	FY 2019-20		FY 2020-21	
	Recurring	Non-recurring	Recurring	Non-recurring
K-12 (Non-Salary)				
Required Substitute Deduction for Personal Leave	$ 6,500,000		$ 6,500,000	
School Safety and Youth Mental Health - Student Support Positions	$ 40,000,000		$ 40,000,000	
Public Safety Improvements Reserve		$ 15,000,000		
Technical Adjustments for ADM and Increase in Average Teacher Salary	$ 22,000,000		$ 44,000,000	
Strengthening the Educator Workforce	$ 5,000,000		$ 5,000,000	
Professional Development for Teachers and School Leaders	$ 5,325,000		$ 5,325,000	
North Carolina Center for the Advancement of Teaching	$ 500,000		$ 500,000	
Statewide Regional Support Model	$ 4,700,000		$ 4,700,000	
Personalized Student Learning Resources		$ 29,000,000		
Child Nutrition Reduced Price Meals	$ 5,000,000		$ 5,000,000	
CIHS, Governor's School, and Residential Schools	$ 3,310,000		$ 3,310,000	
Renewal School District Evaluation		$ 300,000		
Opportunities for Academically Gifted Students	$ 3,000,000		$ 3,000,000	
Information Technology Reserve - School Business Systems		$ 20,000,000		
Student Data and Information System Enhancements	$ 2,850,000		$ 2,850,000	
Online Licensure System Enhancements	$ 65,000	$ 361,000	$ 65,000	
Online Teacher Recruitment Tool	$ 400,000		$ 400,000	
Advanced Analytics and Data Interpretation	$ 118,207		$ 236,414	
Data Analytics Section Within DPI	$ 880,000		$ 880,000	
State Board of Education Staffing	$ 260,000		$ 260,000	
DPI Support Functions Positions	$ 270,000		$ 270,000	
K-12 Total	$ 100,178,207	$ 64,661,000	$ 122,296,414	$ -
North Carolina Community Colleges				
NC GROW Scholarships			$ 30,000,000	
NC GROW Aid for Students Seeking Industry Credentials	$ 5,000,000		$ 10,000,000	
Finish Line Grants	$ 5,000,000		$ 5,000,000	
Enrollment Adjustment	$ (912,884)		$ (912,884)	
Short-Term Workforce Training Parity	$ 11,249,306		$ 11,249,306	
Multi-Campus Centers	$ 2,266,348		$ 2,266,348	
NC Works Career Coaches	$ 2,210,000		$ 2,210,000	
Advanced Analytics and Data Interpretation	$ 118,207		$ 236,414	
Workforce Development IT (From IT Reserve)	$ 15,000,000		$ 15,000,000	
NCCCS Total	$ 39,930,977	$ -	$ 75,049,184	$ -

Independent Colleges				
NC Need-Based Scholarships	$ 5,000,000		$ 5,000,000	
Independent Colleges Total	$ 5,000,000	$ -	$ 5,000,000	$ -
UNC				
NC Job Ready - Finish Line Grants	$ 10,000,000		$ 10,000,000	
Enrollment Growth	$ -		$ 33,600,000	
Summer Enrollment Growth	$ 25,000,000		$ 25,000,000	
NC Promise	$ 7,000,000		$ 14,000,000	
Summer Scholarships for Student Success	$ 5,000,000		$ 5,000,000	
Faculty Recruitment and Retention	$ 5,000,000		$ 5,000,000	
Stronger Transfer Pathways with NCCCS*	$ 3,000,000	$ 200,000	$ 3,000,000	
Data Modernization Initiative	$ 500,000		$ 500,000	
Advanced Analytics and Data Interpretation	$ 118,207		$ 236,414	
NCCSM Western Campus Operations	$ -	$ -	$ 1,000,000	$ 500,000
NC A&T Doctoral Research Funding	$ 1,000,000		$ 1,000,000	
Graduate Medical Expansion (Rural Residency Program at ECU)	$ 1,447,000		$ 2,592,000	
Innovation in Manufacturing Biopharmaceuticals an NC State		$ 2,000,000		$ 2,000,000
College of Health Sciences at UNCP	$ 500,000		$ 1,000,000	
Building Reserves	$ 4,000,000		$ 10,000,000	
Targeted Funding for Small-Scale and Special Purpose Institutions	$ 4,500,000		$ 4,500,000	
NC Teaching Fellows			$ 4,000,000	
Opportunity Scholarship Program	$ (28,675,000)	$ (33,000,000)	$ (44,093,750)	
UNC Total	$ 38,390,207	$ (30,800,000)	$ 76,334,664	$ 2,500,000
Total Governor's Recommended Budget (Excluding Salaries and Benefits Adjustments)	$ 183,499,391	$ 33,861,000	$ 278,680,262	$ 2,500,000

VISITOR REGISTRATION SHEET

House Com Appropriations Education — 4/2/2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kevin Wilkinson	NCDPI
Vicki Boyer	self
Martez Hill	SMHC
Matthew Dockham	Appalachian State University
Sherri Evers	Appalachian State University
Elizabeth Hollowell	NCCCS
Ami Neumann	MWC
Jennifer Neisner	OSBM
Bruce Muldrow	NCSBA
Holder	NCSBE DPI

VISITOR REGISTRATION SHEET

House Com Appropriations Education — 4/2/2019

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Betty Dosker	UNC CHARLOTTE
Austin Nowell	UNC System
Drew Moretz	UNC System
David Powers	UNC BOG
Linda Suggs	Ed Consultant
Tom West	NCICU
Richard Bostic	NCSBA
Elizabeth Ruf	Walkwest
Sallie James	Governors office
Elizabeth Yelverton	NCHSA
Adam Prudence	NCACE
Amy Ruth	UNC-CH
Andrew Cagle	UNCG
Wade Burke	DPI

VISITOR REGISTRATION SHEET

House Com Appropriations Education — 4/2/2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Leah Sutton	Best NC
Rachel Bailey	RBL
Zane Stilwell	TSG

House Committee on Appropriations, Education
Friday, April 26, 2019 at 8:30 AM
Room 423 of the Legislative Office Building

MINUTES

The House Committee on Appropriations, Education met at 8:30 AM on April 26, 2019 in Room 423 of the Legislative Office Building. Representatives Adams, Ball, Brockman, Elmore, Fisher, Fraley, Gailliard, Garrison, Gill, Grange, Hanig, Horn, Hurley, Lucas, and Sauls attended.

Representative Pat B. Hurley, Chair, presided.

Chair Hurley called the meeting to order at 8:31 AM. She welcomed everyone and introduced the Sergeants at Arms.

Chair Hurley recognized Lisa Fox, of the Fiscal Research Staff, to present the Money Report (Attachment A) and the Provisions Packet (Attachment B).

Eric Moore, Fiscal Research Staff, was recognized to continue the presentations of the Money Report and Provisions Packet for the DPI sections, followed by Erin Biggers.

Chair Hurley recognized Chris Hearley, of the Fiscal Research Staff, to continue the Money Report and Provisions Packet for the UNC/University Sections.

Lisa Fox was recognized to present the Amendment Rules (Attachment C).

Chair Hurley informed the committee members their amendments should be in to staff by 12:00 Noon, and the committee was in recess at 9:47 AM, until 1:00 PM

Pat B Hurley
Representative Pat B. Hurley, Chair
Presiding

Deborah Holder
Deborah Holder, Committee Clerk

The House Committee on Appropriations, Education re-convened the meeting 1:48 PM on April 26, 2019 in Room 423 of the Legislative Office Building. Representatives Adams, Ball, Bell, Elmore, Fisher, Fraley, Gailliard, Garrison, Gill, Grange, Hanig, Horn, Hurley, Lambeth, Lucas, McGrady and Saine attended. (Attachment E)

Representative Jeffrey Elmore, Chair presided.

Chair Elmore announced to the members there would be a thirty minute recess for the Chairs to review all the amendments with staff.

Rep. Elmore reconvened the meeting at 2:30 PM.

Rep. Elmore recognized the following Representative for amendments. (Attachment F)

Representative	Amendment	Adopted/Failed
Horn	H966-AMT-3 [v.6]	Adopted
Gailliard	H966-AMK-18 [v.2]	Failed
Grange	H966-AMT-4 [v.5]	Adopted
Hanig	H966-AMT-5 [v.1]	Adopted
Gill	H966-AMT-6 [v.2]	Failed (show of hands, aye: 6- no: 8)
Grange	H966-AMV-4 [v.2]	Adopted
Hurley	H966-AMV-5 [v.2]	Adopted
Fisher	H966-AMV-6 [v.4]	Failed (show of hands, aye: 6; no: 10)
Garrison	H966-AMV-7 [v.2]	Failed (show of hands, aye: 6; no: 10)
Fisher	H966-AMV-8 [v.2]	Failed (show of hands, aye:6; no: 10)
Fisher	H966-AMV-9 [v.1]	Failed
Elmore	H966-AMK-9 [v.1]	Adopted
Gilliard	H966-AMK-11 [v.2]	Failed
Fraley	H966-AMK-12 [v.1	Adopted
Lucas	H966-AMK-16 [v.1]	Failed
Fraley	H966-AMK-17 [v.1]	Adopted

Rep. Elmore recognized Rep. Hurley for a motion. Rep. Hurley motioned that the Appropriations-subcommittee adopt the Appropriations Committee Report, as amended and further move that staff be authorized to make technical corrections and conforming changes related to reconciling the various amendments adopted, and that the appropriate totals may be adjusted accordingly. Rep. Elmore put the motion before the committee, the vote on the motion passed and the Subcommittee report moves to the House Committee on Appropriation.

The House Committee on Appropriation, Education adjourned at 3:40 PM.

J. Elmore

Representative Jeffrey Elmore, Chair
Presiding

Linda M. Stevenson

Linda M. Stevenson, Committee Clerk

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Friday, April 26, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Chair Hurley, Presiding**

HOUSE 2019-20 BUDGET

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 9:13 AM on Thursday, April 18, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Deborah Holder (Committee Assistant)

ATTENDANCE

House Appropriation Committee on Education

2019 Long Session

DATES	4/26/19														
Rep. Jeffrey Elmore, Chair	✓														
Rep. John Fraley, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Pat Hurley, Chair	✓														
Rep. John Sauls, Chair	-														
Rep. Linda Johnson, Vice Chair	-														
Rep. Jay Adams	✓														
Rep. Cynthia Ball	✓														
Rep. Cecil Brockman	-														
Rep. Susan Fisher	✓														
Rep. James Gailliard	✓														
Rep. Terry Garrison	✓														
Rep. Rosa Gill	✓														
Rep. Holly Grange	✓														
Rep. Bobby Hanig	✓														
Rep. Marvin Lucas	✓														
Ex:Officio															
Rep. John Bell	✓														
Rep. Brenden Jones															
Rep. David Lewis															
Rep. Sarah Stevens															

Rep. McGrady ✓

Rep. Saine ✓

Rep. Lambeth ✓

DATES	4/26/19														
Fiscal Research															
Lisa Fox	✓														
Erin Biggers	✓														
Chris Hearley	✓														
Eric Moore	✓														
Legislative Analysis															
Drupti Chauhan	✓														
Kara McCraw	✓														
Brian Gwyn	✓														
Samantha Yarborough	✓														
Virginia Barlow	✓														
Bill Drafting															
Leslie Karkanawi	✓														
Caroline Sorensen	✓														
Matt Pagett	✓														
Committee Clerks															
Jan Copeland															
Debbie Holder	✓														
Karen Rosser															
Linda Stevenson	✓														
Erin Wilson	✓														

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Friday, April 26, 2019
TIME: **8:30 AM**
LOCATION: **423 LOB**
COMMENTS: **Chair Hurley, Presiding**

HOUSE 2019-20 BUDGET

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 9:08 AM on Thursday, April 18, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Deborah Holder (Committee Assistant)

North Carolina House of Representatives
Appropriations Committee

RULES FOR AREA COMMITTEE PROCEDURES

April 26, 2019

The following rules govern the eligibility of amendments to proposed committee reports:

1. Amendments must be offered by formal amendments.

2. Amendments cannot increase total spending within the proposed committee report.

3. Amendments can only affect appropriations within the departments, agencies, or programs within the jurisdiction of the committee and may not cause a change in another committee's appropriations.

4. Amendments cannot adjust salary and benefit appropriations for the departments, agencies, or programs within the committee report.

5. Amendments cannot spend reversions or include "shall not revert" or "carry forward" language.

6. Amendments cannot use nonrecurring reductions to fund recurring items.

7. Amendments cannot change the recurring and nonrecurring designation of funds.

8. Amendments cannot reduce or eliminate vacant positions (or the associated savings in the salary and benefits) in agency budgets beyond those included in the committee report.

9. Amendments cannot change substantive policy or law.

10. Amendments may not create or increase "management flexibility reductions."

11. Amendments may not affect agency or program transfers to other committees.

12. Amendments may not include fees or other Finance-related matters.

AMENDMENT LOG HB/SB# HB9666
COMMITTEE Approps Education
DATE 4-26-19

#	Draft #	Sponsor	Action	Votes	
1	H9666-AMT-3 v.6	Horn	Adopted		
2	H9666-AMK-18 v.2	Gailliard	Failed		
3	H9666-AMT-4 v.5	Grange	Adopted		
4	H9666-AMT-5 v.1	Hanig	Adopted		
5	H9666-AMT-6 v.2	Gill	Failed	6-8	D
6	H9666-AMV-4 v.2	Grange	Adopted		
7	H9666-AMV-5 v.2	Hurley	Adopted		
8	H9666-AMV-6 v.4	Fisher	Failed	6-10	D
9	H9666-AMV-7 v.2	Garrison	Failed	6-10	D
10	H9666-AMV-8 v.2	Fisher	Failed	6-10	D
11	H9666-AMV-9 v.1	Fisher	Failed		
12	H9666-AMK-9 v.1	Elmore	Adopted		
13	H9666-AMK-11 v.2	Gailliard	Failed		
14	H9666-AMK-12 v.1	Fraley	Adopted		
15	H9666-AMK-16 v.1	Lucas	Failed		
16	H9666-AMK-17 v.1	Fraley	Adopted		

VV – Voice Vote **RC – Roll Call** **D - Division**

(1)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by Principal Clerk)

H966-AMT-3 [v.6]

Amends Title [NO] Date _____ ,2019
EDUC Appropriations Committee Special Provision Report

Representative Horn

moves to amend the EDUC Appropriations Committee Special Provision Report dated April 26, 2019, on page 79, by adding immediately after that page the following new section to read:

"**SECTION #.** Section 7.25(a) of S.L. 2018-5 reads as rewritten:

"**SECTION 7.25.(a)** Program; Purpose. – Of the funds appropriated to the Department of Public Instruction by this act for the Schools That Lead Pilot Program (Program), the Department shall contract with Schools That Lead, Inc., to provide professional development to teachers and principals in up to ~~60~~ 75 schools, beginning with the 2018-2019 school year and ending in the 2020-2021 school year. The selected schools shall be charter schools or schools under the authority of a local school administrative unit. Professional development services shall be offered to teachers and principals in grades K-12. The Superintendent of Public Instruction, in consultation with Schools That Lead, Inc., shall determine which schools are eligible to participate in the Program. At a minimum, the Program shall offer services to three cohorts of schools, as follows:

(1) High schools working to increase on-time graduation.
(2) Middle schools working to prepare students to succeed in high school by reducing the likelihood of retention in the ninth grade for multiple school years.
(3) Elementary schools working to reduce the number of students with early warning indicators of course failures, absences, and discipline."".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

H966-AMT-3-V-6

(2)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by Principal Clerk)

H966-AMK-18 [v.2]

Amends Title [NO]
EDUC Appropriations Committee Report

Date _____,2019

Representative Gailliard

moves to amend the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 106, line 1, through page 109, line 6, by rewriting those lines to read:

"ELIMINATE OPPORTUNITY SCHOLARSHIP CARRYFORWARD

SECTION #.(a) G.S. 115C-562.8(a) reads as rewritten:

"(a) The Opportunity Scholarship Grant Fund Reserve is established as a reserve to be administered by the Board of Governors of The University of North Carolina for the purpose of allocating funds to the Authority for the award of scholarship grants in accordance with this Part. The Reserve shall consist of monies appropriated from the General Fund to the Reserve by the General Assembly and any interest accrued to it thereon. These funds shall be used to award scholarship grants to eligible students for the school year that begins in the fiscal year following the fiscal year in which the appropriation is made to the Reserve. The Board of Governors shall only use monies in the Reserve in accordance with the purposes set forth in this section. ~~Funds appropriated in a particular fiscal year to be used for the award of scholarships in the following fiscal year that are unexpended at the end of the fiscal year after the fiscal year in which the funds were appropriated shall be carried forward for one fiscal year and may be used for the purposes set forth in this section. Funds carried forward pursuant to this section that have not been spent within one fiscal year shall revert to the General Fund.~~"

SECTION #.(b) This section becomes effective June 30, 2019.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED ✓ TABLED _____

H966-AMK-18-V-2

(3)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMT-4 [v.5]

Amends Title [NO] Date _____,2019
EDUC Appropriations Committee Special Provision Report

Representative Grange

moves to amend the EDUC Appropriations Committee Special Provision Report dated April 26, 2019, on page 75, line 51, by inserting after that line the following new sub-subdivision to read:

"c. At least twenty-five percent (25%) of the funds provided pursuant to this subdivision shall be used to provide all or a portion of the salary and benefits costs needed to employ additional school psychologists on a full-time or part-time basis."; and

on page 78, lines 39-40, by inserting between the lines the following new subdivision to read:

"(3) At least twenty-five percent (25%) of the funds provided pursuant to this subsection shall be used to provide all or a portion of the salary and benefits costs needed to employ additional school psychologists on a full-time or part-time basis.".

SIGNED Holly Grange
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

H966-AMT-4-V-5

(4)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMT-5 [v.1]

Amends Title [NO] Date _____,2019
EDUC Appropriations Committee Special Provision Report

Representative Hanig

moves to amend the EDUC Appropriations Committee Special Provisions Report dated April 26, 2019, on page 15, lines 5-7, by rewriting the lines to read:

"Allotted ADM	Small County Allotment
0-1,300	$1,820,000".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

H966-AMT-5-V-1

5

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMT-6 [v.2]

Amends Title [NO] Date _____ ,2019
EDUC Appropriations Committee Special Provision Report

Representative Gill

moves to amend the EDUC Appropriations Committee Special Provision Report dated April 26, 2019, on pages 34 and 35, by deleting those pages.

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED ✓ TABLED _____

H966-AMT-6-V-2

(6)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMV-4 [v.2]

Amends Title [NO]
EDUC Appropriations Committee Report

Date _____,2019

Representative Grange

moves to amend the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 79, by adding immediately after that page the following special provision to read:

"EXTENDED LEARNING AND INTEGRATED STUDENT SUPPORTS COMPETITIVE GRANT PROGRAM

SECTION #.(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 #.(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, anti-social 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 #.(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 anti-social 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 #.(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 #.(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.".

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMV-4 [v.2]

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

(1)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMV-5 [v.2]

Amends Title [NO]
EDUC Appropriations Committee Report

Date _____,2019

Representative Hurley

moves to amend the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 55, lines 7-8, by rewriting the lines to read:
"school achievement score shall account for ~~eighty percent (80%),~~ fifty-one percent (51%), and the school growth score shall account for ~~twenty percent (20%)~~ forty-nine percent (49%) of the total sum.";

and on page 71, lines 4-5, by deleting the following phrase:
"in grades nine through 12".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

REVISION

(8)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMV-6 [v.4]

Amends Title [NO]
EDUC Appropriations Committee Report

Date _____ ,2019

Representative Fisher

moves to amend the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 41, line 1 to page 43, line 10, by deleting the lines; and

moves to amend the EDUC Appropriations Committee Money Report, dated April 26, 2019, on page B 18, Item 19, by increasing the nonrecurring appropriation for that item by $1,000,000 for the 2019-2020 fiscal year; and

on page B 19, item 28 by deleting the Item; and

by adjusting the item numbering and appropriate totals accordingly.

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED ✓ TABLED _____

(9)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMV-7 [v.2]

Amends Title [NO]
EDUC Appropriations Committee Report

Date _____,2019

Representative Garrison

moves to amend the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 37, lines 23-24, by inserting between the lines the following lines to read:

"(5b) The history of the wealth gap, with emphasis on racial disparities and on the role of federal, state, and local policies in creating or contributing to the wealth gap.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED ✓ TABLED _____

H966-AMV-7-V-2

(10)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMV-8 [v.2]

Amends Title [NO]
EDUC Appropriations Committee Report

Date _____,2019

Representative Fisher

moves to amend the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 49, line 45, to page 50, line 2, by rewriting the lines to read:

"(c) Each school year, at least 14 days before students participate in a health and safety program, a local board of education shall give both written and electronic notice to parents of students participating in that program of the right of parents to review the objectives, complete materials, and entire curriculum of that program in the program repository maintained by the local board of education, as provided in subsection (b) of this section. The notice shall include the same information provided under G.S. 115C-102.35(c). The notice shall also inform parents of the local board's policy for participation in reproductive health and safety programs, as established in G.S. 115C-81.30(c), when applicable, and provide a form that allows parents to exercise parental rights under that policy."; and

on page 54, lines 13-41, by rewriting the lines to read:

"**SECTION #.(y)** G.S. 115C-81.30(c) reads as rewritten:

"(c) Parental Review and Consent. – Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including HIV/AIDS, or to the avoidance of out-of-wedlock pregnancy or (ii) a reproductive health and safety education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials in the instructional materials repository, as provided in ~~G.S. 115C-81.25(d).~~ G.S. 115C-102.50. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs."

SECTION #.(z) The State Board of Education shall not enter into any new contracts for textbooks or instructional materials and shall not renew any existing contracts for textbooks or instructional materials. The State Board of Education shall make available for purchase any textbooks or instructional materials available through existing contracts to local boards of education.

SECTION #.(aa) Notwithstanding G.S. 115C-102.25, as enacted by this section, a local board of education may, by resolution, continue use of previously adopted State textbooks

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMV-8 [v.2]

for a standard course of study until that standard course of study is revised by the State Board of Education.

SECTION #.(bb) No local board of education shall be required to hold a public hearing for any health and safety program, as defined in G.S. 115C-102.20, as enacted by this act, in use prior to the 2018-2019 school year, until that program is amended, modified, or replaced. All local boards of education shall establish a program repository of current health and safety programs, as required by G.S. 115C-102.50, as enacted by this section, for access to parents prior to the start of the 2019-2020 school year, and shall not implement any program until that program is included in the repository.

SECTION #.(cc) This section applies beginning with the 2019-2020 school year.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED ✓ TABLED _____

(11)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMV-9 [v.1]

Amends Title [NO]
EDUC Appropriations Committee Report

Date _____ ,2019

Representative Fisher

moves to amend the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 44, line 1, to page 45, line 9, by deleting the lines.

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED ✓ TABLED _____

H966-AMV-9-V-1

(12)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMK-9 [v.1]

Amends Title [NO]
EDUC Appropriations Committee Report

Date _____,2019

Representative Elmore

moves to amend the EDUC Appropriations Committee Money Report, dated April 26, 2019, on page B18, item 19, by entitling the item **"Classroom Supplies Program"** and rewriting the description to reflect that the item provides funding to establish the Teacher-Directed Classroom Supplies Allotment, to allocate $145 per eligible classroom teacher to purchase classroom supplies; and

by amending the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 67, line 2, through page 68, line 27, by rewriting those lines to read:

"**SECTION #.(a)** Establishment of the Program. – The North Carolina Classroom Supply Program (Program) is created in accordance with this section. Beginning with the 2019-2020 fiscal year, the Program shall provide for electronic access to funds from the Teacher Directed Classroom Supplies Allotment, established by this section, 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. Effective July 1, 2019, the Teacher Directed Classroom Supplies Allotment (Allotment) is created in the State Public School Fund for the purposes of establishing and implementing the Program in accordance with this section.

SECTION #.(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 Articles 4, 29, and 29A of Chapter 116 of the General Statutes.

SECTION #.(c) Allotment of Funds. – Funds from the Allotment shall be transferred only to participating public school units by the Department of Public Instruction. All local school administrative units, except for the local school administrative unit operating a renewal school system plan pursuant to Section 6 of S.L. 2018-32, shall participate in the Program, and shall provide all information required by the Department of Public Instruction for administration of the Program. All other public school units may elect to participate in the Program no later than August 1 of each fiscal year. The Department of Public Instruction, each fiscal year, beginning with the 2019-2020 fiscal year, shall transfer for each participating public school unit the sum of one hundred forty five dollars ($145.00) 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.

SECTION #.(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 act 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 eligible classroom 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 eligible classroom teachers to crowd-fund for certain products.

SECTION #.(e) In the event that the vendor contracted with the Authority 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 eligible classroom teachers to receive and spend funds online and includes the capabilities described in subsection (d) of this section.

SECTION #.(f) The Department of Public Instruction shall make the platform selected for the classroom teacher electronic accounts available for use by eligible classroom teachers no later than January 15, 2020. The Department of Public Instruction shall conduct training for eligible classroom teachers on the use of the selected platform as soon as practicable in the 2019-2020 school year.

SECTION #.(g) Use of Funds for the Program. – The funds appropriated by this act to the Department of Public Instruction for the 2019-2021 fiscal year biennium for the Program shall be used to supplement, not supplant, the materials and supplies otherwise available to eligible classroom teachers, and for the Department of Public Instruction to provide training to eligible classroom teachers on use of the platform selected for the classroom teacher electronic accounts under subsections (d) or (e) of this section. 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 eligible classroom 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 eligible classroom teacher for the following school year or for other eligible classroom teachers as appropriate. Any unexpended funds in the classroom teacher electronic accounts established in subsection (c) of this section shall revert to the General Fund at the end of each fiscal year.

SECTION #.(e) The Department of Public Instruction shall establish categories of purchases for the Allotment that can be compared to purchases made through the Classroom Materials/Instructional Supplies/Equipment allotment. The Superintendent of Public Instruction shall report to the Joint Legislative Education Oversight Committee, the Fiscal Research Division, the House Appropriations Education Committee, and the Senate Appropriations on Education/Higher Education Committee by May 15, 2020, on purchases made through both allotments, including comparisons by categories of purchases from each allotment by each public school units.

SECTION #.(f) This section applies beginning with the 2019-2020 school year.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

(13)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMK-11 [v.2]

Amends Title [NO]
EDUC Appropriations Committee Report

Date _____,2019

Representative Gailliard

moves to amend the EDUC Appropriations Committee Money Report, dated April 26, 2019, on page B33, item 54, by increasing the item by $1,500,000 in recurring funds for each year of the fiscal biennium in Fund Code 16012 to provide for a two-year scholarship for students graduating from the North Carolina School of Science and Math; and

on page B34, by adding after item 59 in the University of North Carolina System section a new item entitled **"Adjustment to Recommended Base Budget for Opportunity Scholarships"** that provides for a recurring decrease to the recommended base budget figures for the University of North Carolina System of $1,500,000 in each year of the fiscal biennium in Fund Code 16015 to account for statutory appropriations to the Opportunity Scholarship Grant Fund Reserve in accordance with G.S. 115C-562.8(b); and

by amending the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 98, line 13, by rewriting that line to read:

"for that student's first and second academic year in accordance with this Part."; and

On page 98, line 29, by rewriting that line to read:
"in which the student is enrolled for the student's first and second academic year. No tuition grant awarded to"; and

on page 121, by adding immediately after that page the following:

"REDUCE OPPORTUNITY SCHOLARSHIP FUNDS

"SECTION #.(a) G.S. 115C-562.8(b) reads as rewritten:

"(b) The General Assembly finds that, due to the critical need in this State to provide opportunity for school choice for North Carolina students, it is imperative that the State provide an increase of funds ~~of at least ten million dollars ($10,000,000) each fiscal year for 10 years~~ to the Opportunity Scholarship Grant Fund Reserve. Therefore, there is appropriated from the General Fund to the Reserve the following amounts for each fiscal year to be used for the purposes set forth in this section:

Fiscal Year	**Appropriation**
2017-2018	$44,840,000

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMK-11 [v.2]

2018-2019	$54,840,000
2019-2020	~~$64,840,000~~63,340,000
2020-2021	~~$74,840,000~~73,340,000
2021-2022	~~$84,840,000~~83,340,000
2022-2023	~~$94,840,000~~93,340,000
2023-2024	~~$104,840,000~~103,340,000
2024-2025	~~$114,840,000~~113,340,000
2025-2026	~~$124,840,000~~123,340,000
2026-2027	~~$134,840,000~~133,340,000

For the 2027-2028 fiscal year and each fiscal year thereafter, there is appropriated from the General Fund to the Reserve the sum of one hundred ~~forty-four~~forty-three million ~~eight~~three hundred forty thousand dollars ~~($144,840,000)~~($143,340,000) to be used for the purposes set forth in this section. When developing the base budget, as defined by G.S. 143C-1-1, for each fiscal year specified in this subsection, the Director of the Budget shall include the appropriated amount specified in this subsection for that fiscal year."

SECTION #.(b) G.S. 115C-562.2(b1) is repealed."; and

by adjusting item numbering and appropriate totals accordingly.

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED ✓ TABLED _____

(14)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMK-12 [v.1]

Amends Title [NO]
EDUC Appropriations Subcommittee Report

Date _____,2019

Representative Fraley

moves to amend the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 87, lines 24-25, by replacing the phrase "June 1" with "March 1".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

H966-AMK-12-V-1

(15)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMK-16 [v.1]

Amends Title [NO]
EDUC Appropriations Committee Report

Date _____,2019

Representative Lucas

moves to amend the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 110, line 1, through page 111, line 5, by deleting those lines.

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED V TABLED _____

H966-AMK-16-V-1

(16)

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 966

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H966-AMK-17 [v.1]

Amends Title [NO]
EDUC Appropriations Committee Report

Date _____,2019

Representative Fraley

moves to amend the EDUC Appropriations Committee Special Provision Report, dated April 26, 2019, on page 1, lines 37-38, by rewriting those lines to read:

"President shall report by June 30 of the fiscal year in which the reorganization occurred to the Joint Legislative Education Oversight Committee and the Fiscal Research Division of the General Assembly."".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

H966-AMK-17-V-1

Attachment A

Education
Section B

Community College System
Budget Code 16800

General Fund Budget

	FY 2019-20	FY 2020-21
Base Budget		
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
Legislative Changes		
Requirements	($4,036,192)	($551,192)
Receipts	($12,759,216)	($12,884,216)
Net Appropriation	$8,723,024	$12,333,024
Revised Budget		
Requirements	$1,557,586,815	$1,561,071,815
Receipts	$380,447,392	$380,322,392
Net Appropriation	$1,177,139,423	$1,180,749,423

General Fund FTE

Base Budget	211.850	211.850
Legislative Changes	-	-
Revised Budget	211.850	211.850

Summary of General Fund Appropriations
Fiscal Year 2019-20
2019 Legislative Session

Community College System											
Budget Code 16800		**Base Budget**			**Legislative Changes**			**Revised Budget**			
Fund Code	**Fund Name**	**Requirements**	**Receipts**	**Net Appropriation**	**Requirements**	**Receipts**	**Net Appropriation**	**Requirements**	**Receipts**	**Net Appropriation**	
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	-	-	-	10,950,995	-	10,950,995	
1300	Business and Finance	2,842,331	275,308	2,567,023	-	-	-	2,842,331	275,308	2,567,023	
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	8,000,000	-	8,000,000	130,003,663	15,596,046	114,407,617	
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	2,925,000	125,000	2,800,000	19,531,108	3,931,516	15,599,592	
1625	Institutional and Academic Support	552,842,095	758,123	552,083,972	-	-	-	552,842,095	758,123	552,083,972	
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)	
Technical and Formula Adjustments											
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	
Total		**$1,561,623,007**	**$393,206,608**	**$1,168,416,399**	**($4,036,192)**	**($12,759,216)**	**$8,723,024**	**$1,557,586,815**	**$380,447,392**	**$1,177,139,423**	

Summary of General Fund Appropriations
Fiscal Year 2020-21
2019 Legislative Session

Community College System										
Budget Code 16800		**Base Budget**			**Legislative Changes**			**Revised Budget**		
Fund Code	**Fund Name**	**Requirements**	**Receipts**	**Net Appropriation**	**Requirements**	**Receipts**	**Net Appropriation**	**Requirements**	**Receipts**	**Net Appropriation**
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	-	-	-	10,950,995	-	10,950,995
1300	Business and Finance	2,842,331	275,308	2,567,023	-	-	-	2,842,331	275,308	2,567,023
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	110,000	-	110,000	754,328,395	326,419,726	427,908,669
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	11,500,000	-	11,500,000	133,503,663	15,596,046	117,907,617
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	2,800,000	-	2,800,000	19,406,108	3,806,516	15,599,592
1625	Institutional and Academic Support	552,842,095	758,123	552,083,972	-	-	-	552,842,095	758,123	552,083,972
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)
Technical and Formula Adjustments										
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
Total		**$1,561,623,007**	**$393,206,608**	**$1,168,416,399**	**($551,192)**	**($12,884,216)**	**$12,333,024**	**$1,561,071,815**	**$380,322,392**	**$1,180,749,423**

Summary of General Fund Total Requirements FTE
Fiscal Year 2019-20
2019 Legislative Session

Community College System					
Budget Code 16800		Base	Legislative Changes		Revised
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	-	-	29.000
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	-	-	-	-
Total FTE		**211.850**	-	-	**211.850**

Summary of General Fund Total Requirements FTE
Fiscal Year 2020-21
2019 Legislative Session

Community College System					
Budget Code 16800		Base	Legislative Changes		Revised
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	-	-	29.000
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	-	-	-	-
Total FTE		**211.850**	-	-	**211.850**

16800-Community College System

Recommended Base Budget	FY 2019-20	FY 2020-21
Requirements	**$ 1,561,623,007**	**$ 1,561,623,007**
Less: Receipts	**$ 393,206,608**	**$ 393,206,608**
Net Appropriation	**$ 1,168,416,399**	**$ 1,168,416,399**
FTE	**211.850**	**211.850**

Legislative Changes

Technical and Formula Adjustments

1 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	-	-
2 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
3 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
4 No direct change	Requirements	$ -	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ -	$ -
	FTE	-	-
Technology Solutions and Distance Learning Revised Budget	Requirements	$ 10,950,995	$ 10,950,995
	Less: Receipts	$ -	$ -
	Net Appropriation	$ **10,950,995**	$ **10,950,995**
	FTE	75.000	75.000

House Appropriations Committee Report on the Current Operations Act of 2019		FY 2019-20	FY 2020-21
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
5 No direct change	Requirements	$ -	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ -	$ -
	FTE	-	-
Finance and Operations Revised Budget	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
Academic and Student Services **Fund Code: 1400**	Requirements	$ 10,061,628	$ 10,061,628
	Less: Receipts	$ 6,949,989	$ 6,949,989
	Net Appropriation	$ 3,111,639	$ 3,111,639
	FTE	49.000	49.000
6 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	$ **3,111,639**	$ **3,111,639**
	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	$ 427,798,669	$ 427,798,669
	FTE	-	-
7 NCICU Campus Police Training **Fund Code: 1620** Provides funds to offset the reduction in tuition receipts resulting from granting a tuition waiver to campus police officers from North Carolina Independent Colleges and Universities.	Requirements	$ -	$ 110,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ -	$ 110,000
	FTE	-	-
Curriculum Instruction Revised Budget	Requirements	$ 754,218,395	$ 754,328,395
	Less: Receipts	$ 326,419,726	$ 326,419,726
	Net Appropriation	$ **427,798,669**	$ **427,908,669**
	FTE	-	-
Basic Skill Instruction **Fund Code: 1621**	Requirements	$ 67,043,639	$ 67,043,639
	Less: Receipts	$ 19,291,787	$ 19,291,787
	Net Appropriation	$ 47,751,852	$ 47,751,852
	FTE	-	-

House Appropriations Committee Report on the Current Operations Act of 2019		FY 2019-20	FY 2020-21
8 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	$ **47,751,852**	$ **47,751,852**
	FTE	-	-
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	-	-
9 Short-Term Workforce Training Parity Fund Code: 1622 Increases funding for short-term continuing education and workforce development leading to industry credentials. Funds will be used to reduce the FTE determination disparity between short-term workforce training and curriculum programs.	Requirements	$ 8,000,000R	$ 11,500,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 8,000,000	$ 11,500,000
	FTE	-	-
Continuing Education and Workforce Development Revised Budget	Requirements	$ 130,003,663	$ 133,503,663
	Less: Receipts	$ 15,596,046	$ 15,596,046
	Net Appropriation	$ **114,407,617**	$ **117,907,617**
	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	-	-
10 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	-	-

House Appropriations Committee Report on the Current Operations Act of 2019		FY 2019-20	FY 2020-21
11 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. The revised net appropriation for this program is $5.6 million in each year of the biennium.	Requirements	$ 2,800,000R	$ 2,800,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 2,800,000	$ 2,800,000
	FTE	-	-
12 Carteret Community College Aquaculture Program **Fund Code: 1624** Budgets a transfer from the Department of Commerce Special Fund (Budget Code: 24609) for the Shellfish Aquaculture Demonstration Center, a collaboration between NC Sea Grant and Carteret Community College. Funds will be used to complete construction of a shelter to cover an outdoor area with nursery tanks and a work space that will be used for building aquaculture gear as well as providing a space for sorting, processing, and handling product.	Requirements	$ 125,000NR	$ -
	Less: Receipts	$ 125,000NR	$ -
	Net Appropriation	$ -	$ -
	FTE	-	-
Specialized Centers and Programs Revised Budget	Requirements	$ 19,531,108	$ 19,406,108
	Less: Receipts	$ 3,931,516	$ 3,806,516
	Net Appropriation	$ **15,599,592**	$ **15,599,592**
	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	-	-
13 No direct change	Requirements	$ -	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ -	$ -
	FTE	-	-
Institutional and Academic Support Revised Budget	Requirements	$ 552,842,095	$ 552,842,095
	Less: Receipts	$ 758,123	$ 758,123
	Net Appropriation	$ **552,083,972**	$ **552,083,972**
	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	-	-
14 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	$ (4,036,192)	$ (551,192)
	Less: Receipts	$ (12,759,216)	$ (12,884,216)
	Net Appropriation	$ 8,723,024	$ 12,333,024
	FTE	-	-
	Recurring	$ 8,723,024	$ 12,333,024
	Nonrecurring	$ -	$ -
	Net Appropriation	$ 8,723,024	$ 12,333,024
	FTE	-	-
Revised Budget			
Revised Requirements		$ 1,557,586,815	$ 1,561,071,815
Revised Receipts		$ 380,447,392	$ 380,322,392
Revised Net Appropriation		$ 1,177,139,423	$ 1,180,749,423
Revised FTE		211.850	211.850

Public Instruction
Budget Code 13510

General Fund Budget

	FY 2019-20	FY 2020-21
Base Budget		
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
Legislative Changes		
Requirements	$132,504,202	$205,617,909
Receipts	$15,900,000	$15,900,000
Net Appropriation	$116,604,202	$189,717,909
Revised Budget		
Requirements	$11,899,444,004	$12,033,916,936
Receipts	$2,196,466,432	$2,196,466,432
Net Appropriation	$9,702,977,572	$9,837,450,504

General Fund FTE

Base Budget	1,052.950	1,052.950
Legislative Changes	5.000	5.000
Revised Budget	1,057.950	1,057.950

Summary of General Fund Appropriations
Fiscal Year 2019-20
2019 Legislative Session

Public Instruction											
Budget Code 13510		**Base Budget**			**Legislative Changes**			**Revised Budget**			
Fund Code	**Fund Name**	**Requirements**	**Receipts**	**Net Appropriation**	**Requirements**	**Receipts**	**Net Appropriation**	**Requirements**	**Receipts**	**Net Appropriation**	
1000	DPI - Executive and Admin. Functions	12,301,021	3,656,013	8,645,008	2,200,000	-	2,200,000	14,501,021	3,656,013	10,845,008	
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	-	-	-	3,765,287	1,080,518	2,684,769	
1330	DPI - Student and School Support Services	14,592,559	10,313,399	4,279,160	-	-	-	14,592,559	10,313,399	4,279,160	
1400	DPI - Office of Early Learning	21,785,373	13,618,329	8,167,044	1,000,000	-	1,000,000	22,785,373	13,618,329	9,167,044	
1410	NC Center for the Advanc. of Teaching	3,889,508	200	3,889,308	500,000	-	500,000	4,389,508	200	4,389,308	
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	150,000	-	150,000	34,860,829	22,223,455	12,637,374	
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	800,000	-	800,000	16,300,573	12,945,249	3,355,324	
1800	SPSF - K-12 Classroom Instruction	8,119,091,562	619,317,168	7,499,774,394	27,026,271	15,900,000	11,126,271	8,146,117,833	635,217,168	7,510,900,665	
1808	SPSF - Statewide System Ops. and Maint.	10,258,861	-	10,258,861	-	-	-	10,258,861	-	10,258,861	
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	-	-	-	60,269,681	-	60,269,681	
1830	SPSF - Student and School Support Srvc.	1,159,393,737	594,149,002	565,244,735	44,569,928	-	44,569,928	1,203,963,665	594,149,002	609,814,663	
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	-	-	-	1,438,511,446	342,623,129	1,095,888,317	
1862	NC School for the Deaf	9,439,116	237,283	9,201,833	-	-	-	9,439,116	237,283	9,201,833	
1863	Eastern NC School for the Deaf	8,604,727	238,170	8,366,557	-	-	-	8,604,727	238,170	8,366,557	
1864	Governor Morehead School and Preschool	6,283,101	188,100	6,095,001	-	-	-	6,283,101	188,100	6,095,001	
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	2,350,000	-	2,350,000	29,382,579	17,517,286	11,865,293	
1901	Pass-through Grants	9,800,966	-	9,800,966	3,360,000	-	3,360,000	13,160,966	-	13,160,966	
Technical Adjustments											
N/A	Average Daily Membership Adjustments	-	-	-	3,075,560	-	3,075,560	3,075,560	-	3,075,560	
N/A	Average Salary Adjustment	-	-	-	47,472,443	-	47,472,443	47,472,443	-	47,472,443	

Total	**$11,766,939,802**	**$2,180,566,432**	**$9,586,373,370**	**$132,504,202**	**$15,900,000**	**$116,604,202**	**$11,899,444,004**	**$2,196,466,432**	**$9,702,977,572**

Summary of General Fund Appropriations
Fiscal Year 2020-21
2019 Legislative Session

Public Instruction										
Budget Code 13510		**Base Budget**			**Legislative Changes**			**Revised Budget**		
Fund Code	**Fund Name**	**Requirements**	**Receipts**	**Net Appropriation**	**Requirements**	**Receipts**	**Net Appropriation**	**Requirements**	**Receipts**	**Net Appropriation**
1000	DPI - Executive and Admin. Functions	12,301,021	3,656,013	8,645,008	2,700,000	-	2,700,000	15,001,021	3,656,013	11,345,008
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	-	-	-	3,765,287	1,080,518	2,684,769
1330	DPI - Student and School Support Services	14,592,559	10,313,399	4,279,160	-	-	-	14,592,559	10,313,399	4,279,160
1400	DPI - Office of Early Learning	21,785,373	13,618,329	8,167,044	-	-	-	21,785,373	13,618,329	8,167,044
1410	NC Center for the Advanc. of Teaching	3,889,508	200	3,889,308	500,000	-	500,000	4,389,508	200	4,389,308
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	150,000	-	150,000	34,860,829	22,223,455	12,637,374
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	800,000	-	800,000	16,300,573	12,945,249	3,355,324
1800	SPSF - K-12 Classroom Instruction	8,180,450,787	619,317,168	7,561,133,619	25,100,000	15,900,000	9,200,000	8,205,550,787	635,217,168	7,570,333,619
1808	SPSF - Statewide System Ops. and Maint.	10,258,861	-	10,258,861	-	-	-	10,258,861	-	10,258,861
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	-	-	-	60,269,681	-	60,269,681
1830	SPSF - Student and School Support Srvc.	1,159,393,737	594,149,002	565,244,735	72,721,903	-	72,721,903	1,232,115,640	594,149,002	637,966,638
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	-	-	-	1,438,511,446	342,623,129	1,095,888,317
1862	NC School for the Deaf	9,439,116	237,283	9,201,833	-	-	-	9,439,116	237,283	9,201,833
1863	Eastern NC School for the Deaf	8,604,727	238,170	8,366,557	-	-	-	8,604,727	238,170	8,366,557
1864	Governor Morehead School and Preschool	6,283,101	188,100	6,095,001	-	-	-	6,283,101	188,100	6,095,001
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	2,050,000	-	2,050,000	29,082,579	17,517,286	11,565,293
1901	Pass-through Grants	9,800,966	-	9,800,966	500,000	-	500,000	10,300,966	-	10,300,966
Technical Adjustments										
N/A	Average Daily Membership Adjustments	-	-	-	53,623,563	-	53,623,563	53,623,563	-	53,623,563
N/A	Average Salary Adjustment	-	-	-	47,472,443	-	47,472,443	47,472,443	-	47,472,443

Total	**$11,828,299,027**	**$2,180,566,432**	**$9,647,732,595**	**$205,617,909**	**$15,900,000**	**$189,717,909**	**$12,033,916,936**	**$2,196,466,432**	**$9,837,450,504**

Summary of General Fund Total Requirements FTE
Fiscal Year 2019-20
2019 Legislative Session

Public Instruction					
Budget Code 13510		Base	Legislative Changes		Revised
Fund Code	Fund Name	Total Requirements	Net Appropriation	Receipts	Total Requirements
1000	DPI - Executive and Admin. Functions	60.720	5.000	-	65.720
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	-	-	39.000
1330	DPI - Student and School Support Services	103.420	-	-	103.420
1400	DPI - Office of Early Learning	85.100	-	-	85.100
1410	NC Center for the Advanc. of Teaching	44.250	-	-	44.250
1500	DPI - Technology Services	70.000	-	-	70.000
1600	DPI - Curric., Instr., Account., Tech.	161.220	-	-	161.220
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 Srvc.	-	-	-	-
1840	SPSF - Teacher Quality and Recruitment	-	-	-	-
1860	SPSF - Special Populations	-	-	-	-
1862	NC School for the Deaf	125.060	-	-	125.060
1863	Eastern NC School for the Deaf	111.830	-	-	111.830
1864	Governor Morehead School and Preschool	76.470	-	-	76.470
1870	SPSF - LEA - Supplemental Benefits	-	-	-	-
1900	Reserves and Transfers	-	-	-	-
1901	Pass-through Grants	-	-	-	-
Total FTE		**1,052.950**	**5.000**	-	**1,057.950**

Summary of General Fund Total Requirements FTE
Fiscal Year 2020-21
2019 Legislative Session

Public Instruction					
Budget Code 13510		Base	Legislative Changes		Revised
Fund Code	Fund Name	Total Requirements	Net Appropriation	Receipts	Total Requirements
1000	DPI - Executive and Admin. Functions	60.720	5.000	-	65.720
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	-	-	39.000
1330	DPI - Student and School Support Services	103.420	-	-	103.420
1400	DPI - Office of Early Learning	85.100	-	-	85.100
1410	NC Center for the Advanc. of Teaching	44.250	-	-	44.250
1500	DPI - Technology Services	70.000	-	-	70.000
1600	DPI - Curric., Instr., Account., Tech.	161.220	-	-	161.220
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 Srvc.	-	-	-	-
1840	SPSF - Teacher Quality and Recruitment	-	-	-	-
1860	SPSF - Special Populations	-	-	-	-
1862	NC School for the Deaf	125.060	-	-	125.060
1863	Eastern NC School for the Deaf	111.830	-	-	111.830
1864	Governor Morehead School and Preschool	76.470	-	-	76.470
1870	SPSF - LEA - Supplemental Benefits	-	-	-	-
1900	Reserves and Transfers	-	-	-	-
1901	Pass-through Grants	-	-	-	-
Total FTE		**1,052.950**	**5.000**	-	**1,057.950**

13510-Public Instruction

Recommended Base Budget	FY 2019-20	FY 2020-21
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

Technical Adjustments

15 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	-	-

16 Average Daily Membership Adjustments

Provides funding for an allotted Average Daily Membership (ADM) of 1,555,472 students in FY 2019-20 and a projected increase to 1,561,427 students in FY 2020-21. 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) in FY 2019-20 and an overall ADM increase in FY 2020-21.

Requirements	$ 3,075,560R	$ 53,623,563R
Less: Receipts	$ -	$ -
Net Appropriation	$ 3,075,560	$ 53,623,563
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	-	-

17 State Public School Fund
Fund Code: 1800

Modifies the budget to reflect additional receipts from the Civil Penalty and Forfeiture Fund to the State Public School Fund (SPSF) 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	$ 15,900,000R	$ 15,900,000R
Net Appropriation	$ (15,900,000)	$ (15,900,000)
FTE	-	-

18 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	$ 19,000,000NR	$ 30,200,000R
Less: Receipts	$ -	$ -
Net Appropriation	$ 19,000,000	$ 30,200,000
FTE	-	-

19 Classroom Supplies
Fund Code: 1800

Provides additional funding for the Classroom Materials/Instructional Supplies/Equipment Allotment. The revised total requirements for this allotment, including ADM adjustments, are $62.5 million in each year of the biennium.

Requirements	$ 15,000,000NR	$ 15,000,000NR
Less: Receipts	$ -	$ -
Net Appropriation	$ 15,000,000	$ 15,000,000
FTE	-	-

20 Transportation Adjustment
Fund Code: 1830

Provides additional funding to offset projected increases in fuel charges and related transportation costs. The revised net appropriation for transportation is $505.1 million in FY 2019-20 and $510.0 in FY 2020-21.

Requirements	$ 14,569,928R	$ 19,521,903R
Less: Receipts	$ -	$ -
Net Appropriation	$ 14,569,928	$ 19,521,903
FTE	-	-

House Appropriations Committee Report on the Current Operations Act of 2019		FY 2019-20	FY 2020-21
21 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, are $73.3 million in FY 2019-20 and $70.8 million in FY 2020-21.	Requirements	$ 1,326,271R 10,000,000NR	$ 8,800,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 11,326,271	$ 8,800,000
	FTE	-	-
22 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 $15 million in FY 2019-20 and $19.7 million in FY 2020-21.	Requirements	$ 3,000,000NR	$ 7,700,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 3,000,000	$ 7,700,000
	FTE	-	-
23 School Safety Equipment Grants **Fund Code: 1830** Provides funding for the purchase of safety equipment for government-owned buildings and related training.	Requirements	$ 3,000,000NR	$ 6,100,000NR
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 3,000,000	$ 6,100,000
	FTE	-	-
24 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	$ 3,000,000NR	$ 4,600,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 3,000,000	$ 4,600,000
	FTE	-	-
25 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	$ 2,000,000NR	$ 4,600,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 2,000,000	$ 4,600,000
	FTE	-	-
26 Digital Learning Plan **Fund Code: 1800** Provides funding to accelerate the implementation of several components of the State's Digital Learning Plan. The revised net appropriation for Digital Learning is $4.7 million in FY 2019-20 and $5.3 million in FY 2020-21.	Requirements	$ 700,000R	$ 1,300,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 700,000	$ 1,300,000
	FTE	-	-
State Public School Fund Revised Budget	Requirements	$ 11,649,413,804	$ 11,736,998,733
	Less: Receipts	$ 2,102,214,280	$ 2,102,214,280
	Net Appropriation	$ **9,547,199,524**	$ **9,634,784,453**
	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
27 Computer Science Plan **Fund Code: 1000** Provides funding for Phase 2 of the State Computer Science Plan, with the goal of continued expansion computer science offerings to all students. The revised net appropriation for the Computer Science Plan is $2 million in each year of the biennium.	Requirements	$ 1,500,000NR	$ 1,500,000NR
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 1,500,000	$ 1,500,000
	FTE	-	-
28 Virtual Early Learning Pilot **Fund Code: 1400** Provides funding for the State Board of Education to contract with a third-party organization to offer computer-assisted instruction to at-risk, preschool-age children in up to 10 LEAs.	Requirements	$ 1,000,000NR	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 1,000,000	$ -
	FTE	-	-

House Appropriations Committee Report on the Current Operations Act of 2019		FY 2019-20	FY 2020-21
29 Governor's School **Fund Code: 1660** Provides additional funding to DPI for the Governor's School, a program that supports summer enrichment activities for talented high school students. The revised net appropriation for Governor's School is $1.6 million in each year of the biennium.	Requirements	$ 800,000R	$ 800,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 800,000	$ 800,000
	FTE	-	-
30 Competency-Based Mathematics Education Pilot Program **Fund Code: 1000** Provides funding to establish the Competency-Based Mathematics Education Pilot Program. The purpose of the pilot is to allow students in grades 9 through 12 to advance to higher levels of mathematics courses contingent upon the mastery of concepts and skills.	Requirements	$ 500,000NR	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 500,000	$ -
	FTE	-	-
31 Data Analytics **Fund Code: 1000** Provides funding to implement a recommendation from the 2018 operational audit of DPI, as directed by S.L. 2017-57, to establish a data analytics section within DPI to improve data-driven decisions at DPI, the LEAs, and charter schools.	Requirements	$ 200,000R	$ 1,200,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 200,000	$ 1,200,000
	FTE	5.000	5.000
32 Advanced Placement Partnership **Fund Code: 1600** Provides funding to expand the North Carolina Advanced Placement (AP) Partnership to increase training opportunities for teachers of Advanced Placement and International Baccalaureate courses. The revised net appropriation for the AP Partnership is $2.4 million in each year of the biennium.	Requirements	$ 150,000R	$ 150,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 150,000	$ 150,000
	FTE	-	-
Department of Public Instruction Revised Budget	Requirements	$ 128,222,200	$ 127,722,200
	Less: Receipts	$ 76,071,113	$ 76,071,113
	Net Appropriation	$ **52,151,087**	$ **51,651,087**
	FTE	700.340	700.340
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
33 No direct change	Requirements	$ -	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ -	$ -
	FTE	-	-
Residential Schools Revised Budget	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
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

House Appropriations Committee Report on the Current Operations Act of 2019		FY 2019-20	FY 2020-21
34 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	$ 500,000R	$ 500,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 500,000	$ 500,000
	FTE	-	-
North Carolina Center for the Advancement of Teaching Revised Budget	Requirements	$ 4,389,508	$ 4,389,508
	Less: Receipts	$ 200	$ 200
	Net Appropriation	$ **4,389,308**	$ **4,389,308**
	FTE	44.250	44.250
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	-	-
35 Weighted Student Funding Formula **Fund Code: 1900** Provides funding for the State Board of Education to contract with a third-party organization to develop a weighted student funding model for the State's public schools.	Requirements	$ 1,000,000NR	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 1,000,000	$ -
	FTE	-	-
36 Cybersecurity **Fund Code: 1900** Provides funds to expand the School Connectivity Initiative to include cybersecurity and risk management services for LEAs and charter schools.	Requirements	$ 550,000R	$ 550,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 550,000	$ 550,000
	FTE	-	-
37 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	-	-
38 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	-	-
Reserves and Transfers Revised Budget	Requirements	$ 29,382,579	$ 29,082,579
	Less: Receipts	$ 17,517,286	$ 17,517,286
	Net Appropriation	$ **11,865,293**	$ **11,565,293**
	FTE	-	-
Grants **Fund Code: 1901**	Requirements	$ 9,800,966	$ 9,800,966
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 9,800,966	$ 9,800,966
	FTE	-	-
39 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	$ 900,000NR	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 900,000	$ -
	FTE	-	-

House Appropriations Committee Report on the Current Operations Act of 2019		FY 2019-20	FY 2020-21
40 REAL School Gardens **Fund Code: 1901** Provides a directed grant to REAL School Gardens' Carolinas Region to provide teachers with tools and training to implement effective experiential lessons outdoors.	Requirements	$ 700,000NR	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 700,000	$ -
	FTE	-	-
41 BEGINNINGS **Fund Code: 1901** Provides additional funding for services provided by BEGINNINGS for Parents of Children Who Are Deaf or Hard of Hearing, Inc. for outreach to and support of North Carolina families. The revised net appropriation for BEGINNINGS is $1,504,216 in each year of the biennium.	Requirements	$ 500,000R	$ 500,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 500,000	$ 500,000
	FTE	-	-
42 Muddy Sneakers **Fund Code: 1901** Provides funds to Muddy Sneakers to support its experiential learning programs that aim to improve the science aptitude of 5th graders through supplemental, hands-on field instruction of the State science standards.	Requirements	$ 500,000NR	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 500,000	$ -
	FTE	-	-
43 Eastern North Carolina STEM **Fund Code: 1901** Provides funds to the State Board of Education to contract with an independent entity to administer a residential STEM enrichment program for underserved students. Participation in the program is limited to students enrolled in Northampton County Schools, Weldon City Schools, Roanoke Rapids City Schools, Halifax County Schools, Edgecombe County Schools, and KIPP Pride High School in Gaston, NC.	Requirements	$ 400,000NR	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 400,000	$ -
	FTE	-	-
44 Life Changing Experiences Pilot Program **Fund Code: 1901** Provides funds to DPI to contract with the Children and Parent Resource Group, Inc. for the Life Changing Experiences Program, a three dimensional and interactive multimedia education program which focuses on activities that negatively impact teenagers, including alcohol and drugs, dangerous driving, violence, and bullying.	Requirements	$ 360,000NR	$ -
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 360,000	$ -
	FTE	-	-
Grants Revised Budget	Requirements	$ 13,160,966	$ 10,300,966
	Less: Receipts	$ -	$ -
	Net Appropriation	$ **13,160,966**	$ **10,300,966**
	FTE	-	-
Total Legislative Changes			
	Requirements	$ **132,504,202**	$ **205,617,909**
	Less: Receipts	$ **15,900,000**	$ **15,900,000**
	Net Appropriation	$ **116,604,202**	$ **189,717,909**
	FTE	**5.000**	**5.000**
	Recurring	$ **54,444,202**	$ **167,117,909**
	Nonrecurring	$ **62,160,000**	$ **22,600,000**
	Net Appropriation	$ **116,604,202**	$ **189,717,909**
	FTE	**5.000**	**5.000**
Revised Budget			
Revised Requirements		$ **11,899,444,004**	$ **12,033,916,936**
Revised Receipts		$ **2,196,466,432**	$ **2,196,466,432**
Revised Net Appropriation		$ **9,702,977,572**	$ **9,837,450,504**
Revised FTE		**1,057.950**	**1,057.950**

29110-Public Instruction - Public School Building Fund

		FY 2019-20	FY 2020-21
Recommended Base Budget			
Requirements		$ 176,972,473	$ 176,972,473
Receipts		$ 176,972,473	$ 176,972,473
Net Appropriation from (Increase to) Fund Balance		$ -	$ -
FTE		-	-

Legislative Changes

Needs-Based Public School Capital Building Fund
Fund Code: 2912

45 Needs-Based Public School Capital Building Fund **Fund Code: 2912** Aligns the base budget for the Needs-Based Public School Capital Building Fund to reflect a decrease in the projected availability from Education Lottery proceeds.	Requirements	$ (7,547,388) R	$ (7,547,388) R
	Less: Receipts	$ (7,547,388) R	$ (7,547,388) R
	Net Change	$ -	$ -
	FTE	-	-

Total Legislative Changes			
	Requirements	$ **(7,547,388)**	$ **(7,547,388)**
	Less: Receipts	$ **(7,547,388)**	$ **(7,547,388)**
	Net Change	$ -	$ -
	FTE	-	-

Revised Budget		
Revised Requirements	$ **169,425,085**	$ **169,425,085**
Revised Receipts	$ **169,425,085**	$ **169,425,085**
Revised Net Appropriation from (Increase to) Fund Balance	$ -	$ -
Revised FTE	-	-

Fund Balance Availability Statement		
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**

73510-Public Instruction - Internal Service

		FY 2019-20	FY 2020-21
Recommended Base Budget			
Requirements		$ 153,566,611	$ 153,566,611
Receipts		$ 153,566,611	$ 153,566,611
Net Appropriation from (Increase to) Fund Balance		$ -	$ -
FTE		-	-

Legislative Changes

Textbooks and Digital Resources
Fund Code: 7104

46 Textbooks and Digital Resources **Fund Code: 7104** Budgets the increased transfer from the State Public School Fund (13510-1800) to support the Textbooks and Digital Resources Allotment.	Requirements	$	11,326,583 R	$ 8,800,312 R
	Less: Receipts	$	11,326,583 R	$ 8,800,312 R
	Net Change	$	-	$ -
	FTE		-	-

Total Legislative Changes			
Requirements	$	**11,326,583**	$ **8,800,312**
Less: Receipts	$	**11,326,583**	$ **8,800,312**
Net Change	$	-	$ -
FTE		-	-

Revised Budget			
Revised Requirements	$	**164,893,194**	$ **162,366,923**
Revised Receipts	$	**164,893,194**	$ **162,366,923**
Revised Net Appropriation from (Increase to) Fund Balance	$	-	$ -
Revised FTE		-	-

Fund Balance Availability Statement			
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

	FY 2019-20	FY 2020-21
Base Budget		
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
Legislative Changes		
Requirements	$121,701,526	$166,265,822
Receipts	$65,033,633	$65,033,633
Net Appropriation	$56,667,893	$101,232,189
Revised Budget		
Requirements	$5,165,703,461	$5,220,304,979
Receipts	$2,016,539,583	$2,016,539,583
Net Appropriation	$3,149,163,878	$3,203,765,396

General Fund FTE

Base Budget	36,206.345	36,206.345
Legislative Changes	16.000	54.000
Revised Budget	36,222.345	36,260.345

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	72,983,633	34,183,633	38,800,000	116,889,417	34,183,633	82,705,784
16012	UNC BOG - Related Educational Programs	164,000,476	54,031,975	109,968,501	31,700,000	30,450,000	1,250,000	195,700,476	84,481,975	111,218,501
16015	UNC General Administration	181,349,756	-	181,349,756	3,333,333	-	3,333,333	184,683,089	-	184,683,089
16020	UNC at Chapel Hill-Academic Affairs	648,856,478	371,403,527	277,452,951	-	-	-	648,856,478	371,403,527	277,452,951
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	2,266,666	266,666	2,000,000	844,689,661	422,436,564	422,253,097
16031	NC State University-Agric. Research	72,542,781	17,721,640	54,821,141	250,000	-	250,000	72,792,781	17,721,640	55,071,141
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	66,667	66,667	-	179,670,122	87,068,977	92,601,145
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	66,667	66,667	-	261,453,151	113,650,398	147,802,753
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	1,434,560	-	1,434,560	25,868,609	1,796,561	24,072,048
Total		**$5,044,001,935**	**$1,951,505,950**	**$3,092,495,985**	**$121,701,526**	**$65,033,633**	**56,667,893**	**$5,165,703,461**	**$2,016,539,583**	**$3,149,163,878**

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	110,583,633	34,183,633	76,400,000	154,489,417	34,183,633	120,305,784
16012	UNC BOG - Related Educational Programs	164,000,476	54,031,975	109,968,501	31,700,000	30,450,000	1,250,000	195,700,476	84,481,975	111,218,501
16015	UNC General Administration	191,349,756	-	191,349,756	7,550,000	-	7,550,000	198,899,756	-	198,899,756
16020	UNC at Chapel Hill-Academic Affairs	648,856,478	371,403,527	277,452,951	-	-	-	648,856,478	371,403,527	277,452,951
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	2,266,666	266,666	2,000,000	844,689,661	422,436,564	422,253,097
16031	NC State University-Agric. Research	72,542,781	17,721,640	54,821,141	250,000	-	250,000	72,792,781	17,721,640	55,071,141
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	66,667	66,667	-	179,670,122	87,068,977	92,601,145
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	66,667	66,667	-	261,453,151	113,650,398	147,802,753
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	4,182,189	-	4,182,189	28,616,238	1,796,561	26,819,677
Total		**$5,054,039,157**	**$1,951,505,950**	**$3,102,533,207**	**$166,265,822**	**$65,033,633**	**$101,232,189**	**$5,220,304,979**	**$2,016,539,583**	**$3,203,765,396**

Summary of General Fund Total Requirements FTE
Fiscal Year 2019-20
2019 Legislative Session

University of North Carolina		Base	Legislative Changes		Revised
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	14.000	-	257.763
Total FTE		**36,206.345**	**16.000**	**-**	**36,222.345**

Summary of General Fund Total Requirements FTE
Fiscal Year 2020-21
2019 Legislative Session

University of North Carolina		Base	Legislative Changes		Revised
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	52.000	-	295.763
Total FTE		**36,206.345**	**54.000**	-	**36,260.345**

16010-UNC Board of Governors

Recommended Base Budget		FY 2019-20	FY 2020-21
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

47 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	FY 2019-20	FY 2020-21
Requirements	**$ 43,905,784**	**$ 43,905,784**
Less: Receipts	**$ -**	**$ -**
Net Appropriation	**$ 43,905,784**	**$ 43,905,784**
FTE	-	-

Legislative Changes

48 Enrollment Growth Adjustments

Provides additional funds for estimated enrollment growth in the University of North Carolina System.

	FY 2019-20	FY 2020-21
Requirements	$ -	$ 33,600,000R
Less: Receipts	$ -	$ -
Net Appropriation	$ -	$ 33,600,000
FTE	-	-

49 Summer Enrollment Funding

Provides funding to support summer term enrollment in the UNC System. Funding will be utilized to reduce the cost of tuition in summer courses in order to increase facility utilization, student persistence and degree completion rates, and reduce time-to-degree.

	FY 2019-20	FY 2020-21
Requirements	$ 69,183,633R	$ 69,183,633R
Less: Receipts	$ 34,183,633R	$ 34,183,633R
Net Appropriation	$ 35,000,000	$ 35,000,000
FTE	-	-

50 Data Analytics

Provides funding for information technology to provide the Board of Governors, UNC System, and UNC institutions with clear, timely, and consistent financial data including the creation of a new financial data warehouse. The revised net appropriation for this purpose is $3.8 million in FY 2019-20 and $5.8 million in FY 2020-21.

	FY 2019-20	FY 2020-21
Requirements	$ 2,300,000R	$ 4,300,000R
Less: Receipts	$ -	$ -
Net Appropriation	$ 2,300,000	$ 4,300,000
FTE	-	-

51 Faculty Recruitment and Retention

Increases funding for faculty recruitment and retention efforts at UNC institutions. The revised net appropriation is $14.5 million in GY 2019-20 and $16.5 million in FY 2020-21.

	FY 2019-20	FY 2020-21
Requirements	$ 1,000,000R	$ 3,000,000R
Less: Receipts	$ -	$ -
Net Appropriation	$ 1,000,000	$ 3,000,000
FTE	-	-

52 UNC Teacher and Principal Preparation Program Lab Schools

Provides funding for administrative and technical assistance related to the UNC Teacher and Principal Preparation Laboratory School Program. The funds are for enhanced counseling and support services as well as for start-up assistance for a new lab school at UNC at Charlotte. The revised net appropriation for this purpose is $2.5 million in each year of the biennium.

	FY 2019-20	FY 2020-21
Requirements	$ 500,000R	$ 500,000R
Less: Receipts	$ -	$ -
Net Appropriation	$ 500,000	$ 500,000
FTE	-	-

Total Legislative Changes			
	Requirements	$ 72,983,633	$ 110,583,633
	Less: Receipts	$ 34,183,633	$ 34,183,633
	Net Appropriation	$ 38,800,000	$ 76,400,000
	FTE	-	-
	Recurring	$ 38,800,000	$ 76,400,000
	Nonrecurring	$ -	$ -
	Net Appropriation	$ 38,800,000	$ 76,400,000
	FTE	-	-
Revised Budget			
Revised Requirements		$ 116,889,417	$ 154,489,417
Revised Receipts		$ 34,183,633	$ 34,183,633
Revised Net Appropriation		$ 82,705,784	$ 120,305,784
Revised FTE		-	-

16012-UNC BOG - Related Educational Programs

Recommended Base Budget		FY 2019-20		FY 2020-21
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

53 Scholarships for Needy Students - Technical Budget Adjustment Budgets a transfer of lottery proceeds used to support scholarships for students at NC Community Colleges and UNC institutions. This is a technical budget adjustment and there is no change to the current program.	Requirements	$	30,450,000R	$	30,450,000R
	Less: Receipts	$	30,450,000R	$	30,450,000R
	Net Appropriation	$	-	$	-
	FTE		-		-
54 Tuition Grant for North Carolina School of Science and Math Provides funding for a one-year scholarship for students graduating from the North Carolina School of Science and Math in FY 2019-20 who then subsequently enroll full-time at a constituent UNC institution the following academic year. The revised net appropriation for this purpose is $750,000 in each year of the biennium.	Requirements	$	750,000R	$	750,000R
	Less: Receipts	$	-	$	-
	Net Appropriation	$	750,000	$	750,000
	FTE		-		-
55 Washington Center Internship Scholarship Program Provides funds for a scholarship to students who are residents of North Carolina and are enrolled in their second year or higher in a constituent institution of the University of North Carolina to attend a semester or summer term internship program at the Washington Center for Internships and Academic Seminars located in Washington, D.C.	Requirements	$	500,000R	$	500,000R
	Less: Receipts	$	-	$	-
	Net Appropriation	$	500,000	$	500,000
	FTE		-		-

Total Legislative Changes					
	Requirements	$	**31,700,000**	$	**31,700,000**
	Less: Receipts	$	**30,450,000**	$	**30,450,000**
	Net Appropriation	$	**1,250,000**	$	**1,250,000**
	FTE		-		-
	Recurring	$	**1,250,000**	$	**1,250,000**
	Nonrecurring	$	-	$	-
	Net Appropriation	$	**1,250,000**	$	**1,250,000**
	FTE		-		-
Revised Budget					
Revised Requirements		$	**195,700,476**	$	**195,700,476**
Revised Receipts		$	**84,481,975**	$	**84,481,975**
Revised Net Appropriation		$	**111,218,501**	$	**111,218,501**
Revised FTE			-		-

16015-UNC General Administration

Recommended Base Budget	FY 2019-20	FY 2020-21
Requirements	$ 181,349,756	$ 191,349,756
Less: Receipts	$ -	$ -
Net Appropriation	$ 181,349,756	$ 191,349,756
FTE	-	-

Legislative Changes

56 College Advising Corps Provides matching funds to the College Advising Corps (CAC) to expand the placement of college advisers in North Carolina public schools. Funds made available to CAC shall be matched on the basis of $2 non-State funds for every $1 in State funds.	Requirements	$ 2,183,333R	$ 2,550,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 2,183,333	$ 2,550,000
	FTE	-	-
57 Need-Based Scholarships Provides additional funds for Need-Based Scholarships for students attending private post-secondary institutions. The revised net appropriation is $89.5 in FY 2019-20 and $91.4 million in FY 2020-21.	Requirements	$ 600,000R	$ 2,500,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 600,000	$ 2,500,000
	FTE	-	-
58 Patriot Foundation 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.	Requirements	$ 500,000R	$ 500,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 500,000	$ 500,000
	FTE	-	-
59 High Achieving Scholarship Provides funds for scholarships to high-achieving high school students who attend a North Carolina Community College.	Requirements	$ 50,000NR	$ 2,000,000R
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 50,000	$ 2,000,000
	FTE	-	-

Total Legislative Changes			
	Requirements	$ **3,333,333**	$ **7,550,000**
	Less: Receipts	$ -	$ -
	Net Appropriation	$ **3,333,333**	$ **7,550,000**
	FTE	-	-
	Recurring	$ **3,283,333**	$ **7,550,000**
	Nonrecurring	$ **50,000**	$ -
	Net Appropriation	$ **3,333,333**	$ **7,550,000**
	FTE	-	-

Revised Budget		
Revised Requirements	$ **184,683,089**	$ **198,899,756**
Revised Receipts	$ -	$ -
Revised Net Appropriation	$ **184,683,089**	$ **198,899,756**
Revised FTE	-	-

16020-UNC at Chapel Hill-Academic Affairs

Recommended Base Budget		FY 2019-20	FY 2020-21
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

60 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		$ 648,856,478	$ 648,856,478
Revised Receipts		$ 371,403,527	$ 371,403,527
Revised Net Appropriation		$ 277,452,951	$ 277,452,951
Revised FTE		4,438.400	4,438.400

16021-UNC at Chapel Hill-Health Affairs

Recommended Base Budget	FY 2019-20	FY 2020-21
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

61 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

16022-UNC at Chapel Hill-Area Health Education

Recommended Base Budget		FY 2019-20	FY 2020-21
Requirements		**$ 49,864,072**	**$ 49,864,072**
Less: Receipts		**$ -**	**$ -**
Net Appropriation		**$ 49,864,072**	**$ 49,864,072**
FTE		**65.980**	**65.980**

Legislative Changes

62 Southern Regional Area Health Education Center 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.	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	**$ 54,664,072**	**$ 54,664,072**
Revised Receipts	**$ -**	**$ -**
Revised Net Appropriation	**$ 54,664,072**	**$ 54,664,072**
Revised FTE	**65.980**	**65.980**

16030-NC State University-Academic Affairs

Recommended Base Budget	FY 2019-20	FY 2020-21
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

		FY 2019-20	FY 2020-21
63 NCSU Innovation in Manufacturing Biopharmaceuticals 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.	Requirements	$ 2,000,000NR	$ 2,000,000NR
	Less: Receipts	$ -	$ -
	Net Appropriation	$ 2,000,000	$ 2,000,000
	FTE	-	-
64 NC Clean Energy Technology Center Budgets a transfer from the Department of Environmental Quality (Budget Code: 14300) for the NC Clean Energy Technology Center. Funds will be used to support ongoing activities.	Requirements	$ 266,666R	$ 266,666R
	Less: Receipts	$ 266,666R	$ 266,666R
	Net Appropriation	$ -	$ -
	FTE	-	-

Total Legislative Changes			
	Requirements	**$ 2,266,666**	**$ 2,266,666**
	Less: Receipts	**$ 266,666**	**$ 266,666**
	Net Appropriation	**$ 2,000,000**	**$ 2,000,000**
	FTE	-	-
	Recurring	$ -	$ -
	Nonrecurring	**$ 2,000,000**	**$ 2,000,000**
	Net Appropriation	**$ 2,000,000**	**$ 2,000,000**
	FTE	-	-

Revised Budget		
Revised Requirements	**$ 844,689,661**	**$ 844,689,661**
Revised Receipts	**$ 422,436,564**	**$ 422,436,564**
Revised Net Appropriation	**$ 422,253,097**	**$ 422,253,097**
Revised FTE	**5,892.530**	**5,892.530**

16031-NC State University-Agric. Research

Recommended Base Budget		FY 2019-20	FY 2020-21
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

65 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	$ 250,000R	$ 250,000R
Less: Receipts	$ -	$ -
Net Appropriation	$ 250,000	$ 250,000
FTE	2.000	2.000

Total Legislative Changes			
	Requirements	**$ 250,000**	**$ 250,000**
	Less: Receipts	**$ -**	**$ -**
	Net Appropriation	**$ 250,000**	**$ 250,000**
	FTE	**2.000**	**2.000**
	Recurring	**$ 250,000**	**$ 250,000**
	Nonrecurring	**$ -**	**$ -**
	Net Appropriation	**$ 250,000**	**$ 250,000**
	FTE	**2.000**	**2.000**

Revised Budget		
Revised Requirements	**$ 72,792,781**	**$ 72,792,781**
Revised Receipts	**$ 17,721,640**	**$ 17,721,640**
Revised Net Appropriation	**$ 55,071,141**	**$ 55,071,141**
Revised FTE	**587.890**	**587.890**

16032-NC State University-Coop. Extension

Recommended Base Budget		FY 2019-20	FY 2020-21
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

66 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	$ 55,529,168	$ 55,529,168
Revised Receipts	$ 14,833,163	$ 14,833,163
Revised Net Appropriation	$ 40,696,005	$ 40,696,005
Revised FTE	622.020	622.020

16040-UNC at Greensboro

Recommended Base Budget		FY 2019-20	FY 2020-21
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

67 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

16050-UNC at Charlotte

Recommended Base Budget		FY 2019-20	FY 2020-21
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

68 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

16055-UNC at Asheville

Recommended Base Budget		FY 2019-20	FY 2020-21
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

69 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

16060-UNC at Wilmington

Recommended Base Budget	FY 2019-20	FY 2020-21
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

70 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

16065-East Carolina Univ-Academic Affairs

Recommended Base Budget		FY 2019-20	FY 2020-21
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

71 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

16066-East Carolina Univ-Health Affairs

Recommended Base Budget		FY 2019-20	FY 2020-21
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

72 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

16070-NC A&T University

Recommended Base Budget		FY 2019-20	FY 2020-21
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

73 NC A&T Center for Energy Research and Technology

Budgets a transfer from the Department of Environmental Quality (Budget Code: 14300) for the NC A&T Center for Energy Research and Technology. Funds will be used to support ongoing activities.

Requirements	$	66,667R	$ 66,667R
Less: Receipts	$	66,667R	$ 66,667R
Net Appropriation	$	-	$ -
FTE		-	-

Total Legislative Changes			
Requirements	$	**66,667**	$ **66,667**
Less: Receipts	$	**66,667**	$ **66,667**
Net Appropriation	$	**0**	$ **0**
FTE		-	-
Recurring	$	-	$ -
Nonrecurring	$	-	$ -
Net Appropriation	$	-	$ -
FTE		-	-

Revised Budget			
Revised Requirements	$	**179,670,122**	$ **179,670,122**
Revised Receipts	$	**87,068,977**	$ **87,068,977**
Revised Net Appropriation	$	**92,601,145**	$ **92,601,145**
Revised FTE		**1,682.288**	**1,682.288**

16075-Western Carolina University

Recommended Base Budget	FY 2019-20	FY 2020-21
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

74 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

16080-Appalachian State University

Recommended Base Budget		FY 2019-20	FY 2020-21
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

75 Appalachian Energy Center at ASU

Budgets a transfer from the Department of Environmental Quality (Budget Code: 14300) for the Appalachian Energy Center at ASU. Funds will be used to support ongoing activities.

Requirements	$	66,667R	$ 66,667R
Less: Receipts	$	66,667R	$ 66,667R
Net Appropriation	$	-	$ -
FTE		-	-

Total Legislative Changes			
Requirements	$	66,667	$ 66,667
Less: Receipts	$	66,667	$ 66,667
Net Appropriation	$	0	$ 0
FTE		-	-
Recurring	$	-	$ -
Nonrecurring	$	-	$ -
Net Appropriation	$	-	$ -
FTE		-	-

Revised Budget			
Revised Requirements	$	261,453,151	$ 261,453,151
Revised Receipts	$	113,650,398	$ 113,650,398
Revised Net Appropriation	$	147,802,753	$ 147,802,753
Revised FTE		2,308.355	2,308.355

16082-UNC at Pembroke

Recommended Base Budget	FY 2019-20	FY 2020-21
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

76 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

16084-Winston-Salem State University

Recommended Base Budget		FY 2019-20	FY 2020-21
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

77 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

16086-Elizabeth City State University

Recommended Base Budget		FY 2019-20	FY 2020-21
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

78 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

16088-Fayetteville State University

Recommended Base Budget		FY 2019-20	FY 2020-21
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

79 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	$ 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

16090-North Carolina Central University

Recommended Base Budget		FY 2019-20	FY 2020-21
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

80 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

16092-UNC School of the Arts

Recommended Base Budget		FY 2019-20	FY 2020-21
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

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	$ 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

16094-NC School of Science and Mathematics

Recommended Base Budget	FY 2019-20	FY 2020-21
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

82 North Carolina School of Science and Math - Morganton

Provides funding for staff, operating expenses, and equipment for the North Carolina School of Science and Math - Morganton campus.

Requirements	$ 1,408,632R 25,928NR	$ 3,389,820R 792,369NR
Less: Receipts	$ -	$ -
Net Appropriation	$ 1,434,560	$ 4,182,189
FTE	14.000	52.000

Total Legislative Changes		
Requirements	$ 1,434,560	$ 4,182,189
Less: Receipts	$ -	$ -
Net Appropriation	$ 1,434,560	$ 4,182,189
FTE	14.000	52.000
Recurring	$ 1,408,632	$ 3,389,820
Nonrecurring	$ 25,928	$ 792,369
Net Appropriation	$ 1,434,560	$ 4,182,189
FTE	14.000	52.000

Revised Budget		
Revised Requirements	$ 25,868,609	$ 28,616,238
Revised Receipts	$ 1,796,561	$ 1,796,561
Revised Net Appropriation	$ 24,072,048	$ 26,819,677
Revised FTE	257.763	295.763

Attachment B

GENERAL ASSEMBLY OF NORTH CAROLINA

SPECIAL PROVISIONS
HOUSE APPROPRIATIONS, EDUCATION REPORT

APRIL 26, 2019 - EDUC COMMITTEE SPECIAL PROVISION REPORT
Report Last Updated: April 25, 2019 10:14 p.m.

2019-NCCCS-H5-P 1
CODIFY REORGANIZATION AUTHORITY OF CC SYSTEM OFFICE

2019-NCCCS-H1-P 2
CC TUITION WAIVER/CAMPUS POLICE OF PRIVATE INSTITUTIONS OF HIGHER EDUCATION

2019-NCCCS-H2-P 4
NC CAREER COACHES/LOCAL MATCHING FUNDS

2019-NCCCS-H3-P 5
ALLOW CCS TO EARN FTE FOR INSTRUCTION IN LOCAL JAILS

2019-NCCCS-H6-P 6
WAIVE TUITION/DEPENDENTS OF FALLEN CORRECTIONAL OFFICERS

2019-NCCCS-H7-P 8
REMOVE RESTRICTION ON STANLY CC FROM USING STATE FUNDS FOR CULINARY PROGRAM OFF CAMPUS

2019-DPI-H2-P 9
FUNDS FOR CHILDREN WITH DISABILITIES

2019-DPI-H3-P 10
FUNDS FOR ACADEMICALLY GIFTED CHILDREN

2019-DPI-H4-P 11
SUPPLEMENTAL FUNDING IN LOW-WEALTH COUNTIES

2019-DPI-H5-P 15
SMALL COUNTY SCHOOL SYSTEM SUPPLEMENTAL FUNDING

2019-DPI-H6-P 17
DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING (DSSF)

2019-DPI-H8-P 18
DEPARTMENT OF PUBLIC INSTRUCTION REORGANIZATION AUTHORITY

2019-DPI-H10-P 19
DEPARTMENT ISSUE REQUEST FOR PROPOSALS FOR EDUCATION FUNDING EVALUATION

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GENERAL ASSEMBLY OF NORTH CAROLINA

Session 2019

Proofed
SPECIAL PROVISION

2019-NCCCS-H5-P

North Carolina Community College System
House Appropriations, Education

Requested by

CODIFY REORGANIZATION AUTHORITY OF CC SYSTEM OFFICE

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

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

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

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

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

(b) Notwithstanding any other provision of law, the President may reorganize the System Office in accordance with recommendations and plans submitted to and approved by the State Board of Community Colleges. If a reorganization is implemented pursuant to this subsection, including any movement of positions and funds between fund codes on a recurring basis, the President shall report by March 1 of the fiscal year in which the reorganization occurred to the Joint Legislative Education Oversight Committee."

North Carolina Community College System
House Appropriations, Education

Requested by

CC TUITION WAIVER/CAMPUS POLICE OF PRIVATE INSTITUTIONS OF HIGHER EDUCATION

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

"(b) In order to make instruction as accessible as possible to all citizens, the teaching of curricular courses and of noncurricular extension courses at convenient locations away from institution campuses as well as on campuses is authorized and shall be encouraged. A pro rata portion of the established regular tuition rate charged a full-time student shall be charged a part-time student taking any curriculum course. In lieu of any tuition charge, the State Board of Community Colleges shall establish a uniform registration fee, or a schedule of uniform registration fees, to be charged students enrolling in extension courses for which instruction is financed primarily from State funds. The State Board of Community Colleges may provide by general and uniform regulations for waiver of tuition and registration fees for the following:

(1) Persons not enrolled in elementary or secondary schools taking courses leading to a high school diploma or equivalent certificate.

(2) Courses requested by the following entities that support the organizations' training needs and are on a specialized course list approved by the State Board of Community Colleges:

a. Volunteer fire departments.

b. Municipal, county, or State fire departments.

c. Volunteer EMS or rescue and lifesaving departments.

d. Municipal, county, or State EMS or rescue and lifesaving departments.

d1. Law enforcement, fire, EMS or rescue and lifesaving entities serving a lake authority that was created by a county board of commissioners prior to July 1, 2012.

e. Radio Emergency Associated Communications Teams (REACT) under contract to a county as an emergency response agency.

f. Municipal, county, or State law enforcement agencies.

f1. Campus police agencies of private institutions of higher education certified by the Attorney General pursuant to Chapter 74G of the General Statutes.

g. The Division of Adult Correction and Juvenile Justice of the Department of Public Safety for the training of full-time custodial employees and employees of the Division required to be certified under Article 1 of Chapter 17C of the General Statutes and the rules of the Criminal Justice and Training Standards Commission.

h. Repealed by Session Laws 2017-186, s. 2(hhhhh), effective December 1, 2017.

i. The Eastern Band of Cherokee Indians law enforcement, fire, EMS or rescue and lifesaving tribal government departments or programs.

j. The Criminal Justice Standards Division of the Department of Justice for the training of criminal justice professionals, as defined in G.S. 17C-20(6), who are required to be certified under (i) Article 1 of Chapter 17C of the General Statutes and the rules of the North Carolina Criminal Justice Education and Training Standards Commission or (ii) Chapter 17E of the General Statutes and the rules of the North Carolina Sheriffs' Education and Training Standards Commission. The waivers provided for in this sub-subdivision apply to participants and recent graduates of the North Carolina Criminal Justice Fellows Program to obtain certifications for eligible criminal justice professions as defined in G.S. 17C-20(6).

...."

SECTION #.(b) This section applies beginning with the 2019-2020 academic year.

North Carolina Community College System
House Appropriations, Education

Requested by

NC CAREER COACHES/LOCAL MATCHING FUNDS

SECTION #. 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."

North Carolina Community College System
House Appropriations, Education

Requested by

ALLOW CCS TO EARN FTE FOR INSTRUCTION IN LOCAL JAILS

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

North Carolina Community College System
House Appropriations, Education

Requested by

WAIVE TUITION/DEPENDENTS OF FALLEN CORRECTIONAL OFFICERS

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

North Carolina Community College System
House Appropriations, Education

Requested by

REMOVE RESTRICTION ON STANLY CC FROM USING STATE FUNDS FOR CULINARY PROGRAM OFF CAMPUS

SECTION #.(a) G.S. 115D-31(b1) reads as rewritten:

"(b1) A local community college may use all State funds allocated to it, except for Literacy funds and Customized Training funds, for any authorized purpose that is consistent with the college's Institutional Effectiveness ~~Plan, except that the State funds shall not be used to fund a culinary program located at a site other than the main campus of the college.~~ Plan. The State Board of Community Colleges may authorize a local community college to use up to twenty percent (20%) of the State Literacy funds allocated to it to provide employability skills, job-specific occupational and technical skills, and developmental education instruction to students concurrently enrolled in an eligible community college literacy course.

Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs."

SECTION #.(b) Section 9.15(b) of S.L. 2017-57 is repealed.

SECTION #.(c) Subsection (a) of this section applies only to Stanly Community College.

Department of Public Instruction
House Appropriations, Education

Requested by

FUNDS FOR CHILDREN WITH DISABILITIES

SECTION #. 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.

Department of Public Instruction
House Appropriations, Education

Requested by

FUNDS FOR ACADEMICALLY GIFTED CHILDREN

SECTION #. The State Board of Education shall allocate additional funds for academically or intellectually gifted children on the basis one thousand three hundred thirty-nine dollars and fourteen cents ($1,339.14) 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 #.(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 #.(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 #.(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 #.(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 #.(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 #.(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 #.(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 #.(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 #.(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 #.(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 #.(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 #.(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:

Allotted ADM	Small County Allotment
0-600	$1,710,000
601-1,300	$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 #.(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 this section in the 2019-2020 fiscal year, funding for that unit shall be phased out over a five-year period. Funding for such local school administrative units shall be reduced in equal increments in each of the five years after the unit becomes ineligible. Funding shall be eliminated in the fifth fiscal year after the local school administrative unit becomes ineligible.

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

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

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

SECTION #.(d) Nonsupplant Requirement for the 2019-2021 Fiscal Biennium. -- 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 appropriation per student of the county for the current year is less than ninety-five percent (95%) of the average of local current expense appropriation 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 #.(e) 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 fiscal year if it determines that counties have supplanted funds.

SECTION #.(f) Use of Funds. – Local boards of education are encouraged to use at least twenty percent (20%) of the funds they receive 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.

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

Department of Public Instruction
House Appropriations, Education

Requested by

DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING (DSSF)

SECTION #.(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 #.(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 #.(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
House Appropriations, Education

Requested by

DEPARTMENT OF PUBLIC INSTRUCTION REORGANIZATION AUTHORITY

SECTION #.(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 #.(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, 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.
(8) Eastern North Carolina STEM.

Department of Public Instruction
House Appropriations, Education

Requested by

DEPARTMENT ISSUE REQUEST FOR PROPOSALS FOR EDUCATION FUNDING EVALUATION

SECTION #.(a) No later than September 15, 2019, the Department of Public Instruction shall issue a Request for Proposals (RFP) to independent research organizations to perform an evaluation of the State's system for funding public schools and to propose alternative funding systems. The evaluation and proposal shall include the following components:

(1) An in-depth study of the State's current public school allotment system, including all public school funding formulas and distributions.

(2) A review of alternative funding systems for elementary and secondary public schools, including charter schools. The review should include a discussion of the various types of weighted student formula funding models proposed and actually used in other states.

(3) A suggested base amount of funds that could be distributed on a per student basis to provide a student in the State with a sound basic education.

(4) Student characteristics that could be eligible for weighted funding and suggested weights for each of those characteristics.

(5) Suggested adjustments to the base amount of funds in light of characteristics of individual local school administrative units or groups of local school administrative units with similar characteristics.

(6) Which funding components, if any, should remain outside the base amount of funds distributed on a per student basis.

(7) Suggestions for improving the system of distributing State funds to public schools by (i) maximizing equity, transparency, and adequacy and (ii) minimizing complexity and inefficiency.

(8) The estimated fiscal impact of any proposed alternative funding systems on the public schools, including projected positive and negative fiscal impacts on each local school administrative unit and charter school.

SECTION #.(b) No later than December 15, 2019, the Department shall select an independent research organization to complete the evaluation. The independent research organization selected by the Department pursuant to subsection (a) of this section shall report the results of its evaluation to the State Board of Education no later than December 31, 2020. The State Board shall provide the report 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.

GENERAL ASSEMBLY OF NORTH CAROLINA

Session 2019

Proofed
SPECIAL PROVISION

2019-DPI-H11-P

Department of Public Instruction
House Appropriations, Education

Requested by

CONTINUE EXPANSION OF SCHOOL CONNECTIVITY INITIATIVE/CYBERSECURITY AND RISK MANAGEMENT

SECTION #.(a) The State Board of Education and the Department of Public Instruction, in collaboration with the Friday Institute at North Carolina State University, shall continue the expansion of the School Connectivity Initiative client network engineering to include cybersecurity and risk management services supporting local school administrative units and charter schools. The expansion shall include the following:

(1) Continuous monitoring and risk assessment. – Cloud-based solutions to discover assets, assess their security posture, and recommend corrective actions based on real-world risk reduction.

(2) Security advisory and consulting services. – Five regional security consultants working with schools to assess security posture and develop and implement improvement plans. The plans shall include security policy, building security programs, implementing effective security controls, and ongoing support for operating security governance.

(3) Security training and education services. – Security training and education for teachers, staff, and administrators.

SECTION #.(b) Funds appropriated to the Department by this act for the 2019-2021 fiscal biennium for the School Connectivity Initiative and cybersecurity shall be used to develop and implement the above cybersecurity and risk management services to support public school cybersecurity and risk management service operations.

ADVANCED TEACHING ROLES CHANGES

SECTION #.(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.

SECTION #.(b) Article 20 of Chapter 115C 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 evidenced-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 teaching roles, and how the individuals selected for the advanced teaching roles will be evaluated.

(5) Description of how the local school administrative unit will inform all employees and the public on the criteria for movement on the proposed new local compensation model.

(6) The process for the voluntary relinquishment of an advanced teaching role, including the associated additional duties. Voluntary relinquishment of the advanced teaching role shall not be considered a demotion under Part 3 of Article 22 of Chapter 115C of the General Statutes.

(7) Salary supplement information including the following:

a. The amount of the salary supplements that will be provided to those selected for the advanced teaching roles. The supplements may be up to thirty percent (30%) of the State teacher salary schedule.

b. A statement by the local school administrative unit that the salary supplements will be paid as a supplement to the classroom teacher's regular salary and not be included in the average salary calculation used for budgeting State allotments.

c. A statement by the local school administrative unit that if a classroom teacher in an advanced teaching role (i) fails to maintain the minimum criteria established for the position, (ii) is not successfully performing the additional duties associated with the advanced teaching role, or (iii) voluntarily relinquishes the advanced teaching role, the teacher shall only be paid the salary applicable to that individual on the State teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation.

d. Loss of an advanced teaching role shall not be considered a demotion under Part 3 of Article 22 of Chapter 115C of the General Statutes.

e. The amount of the salary supplements at all levels of the proposed new compensation model in relation to the State teacher salary schedule.

(8) The implementation plan, including the number of schools in the local school administrative unit that will have advanced teaching roles and any new proposed compensation model, the number of advanced teaching roles at each of those schools, the number of students whose teacher of record will be a teacher in an advanced teaching role, and the number of teachers overall who would be eligible for the proposed new compensation model.

(9) Plans for long-term financial sustainability once any grant money that may be awarded to the local school administrative unit is no longer available. This plan shall include a description of how the unit intends to provide supplemental compensation for teachers in an advanced teaching role without grant money.

(10) A description of how the local school administrative unit could partner with local educator preparation programs, institutions of higher education, or community colleges to improve teacher effectiveness and student outcomes.

(c) Selection by State Board of Education. – By December 15, 2019, and annually thereafter, the State Board of Education shall review proposals and select local school administrative units to participate in the program, beginning in the subsequent school year, in accordance with the following criteria:

(1) Selected local school administrative units must meet minimum criteria established by the State Board of Education consistent with this section.

(2) The State Board shall prioritize the award of available State funds for the following categories of local school administrative units:

a. Up to five units with an average daily membership from the previous school year of 4,000 or fewer students.

b. Up to five units with an average daily membership from the previous school year of between 4,001 and 20,000 students.

c. Up to five units with an average daily membership from the previous school year of 20,001 or more students.

(3) The State Board shall approve the proposal of any local school administrative unit that is submitted by October 15, 2019, if the following criteria are met:

a. The local school administrative unit is participating in an approved advanced teaching roles program pursuant to Section 8.7 of S.L. 2016-84 in the 2019-2020 school year.

b. The application of a local school administrative unit is not inconsistent with this section.

(d) Advanced Teaching Roles Designation. – Any local board of education that is selected to participate in the program pursuant to subsection (c) of this section shall designate participating schools within the unit as "Advanced Teaching Roles" schools. Every Advanced Teaching Roles school shall receive class size flexibility pursuant to subsection (i) of this section and budget flexibility pursuant to subsection (j) of this section.

(e) Material Revisions of Plans. – Material revisions of a plan submitted to the State Board of Education by a local board of education with at least one Advanced Teaching Roles school shall be made only upon the approval of the State Board of Education.

(f) Renewal and Termination. – The initial selected local school administrative units shall implement their approved plans beginning with the 2020-2021 school year. Every five years after a local school administrative unit begins implementing its plan, the State Board of Education shall review the unit to ensure it is complying with its approved plan. After the review, the State Board may, in its discretion, renew or terminate the plan of any local school administrative unit that fails to meet criteria established by the State Board in accordance with this section and the Advanced Teaching Roles designation of any school within that unit. Throughout the program, a local school administrative unit shall provide any information or access requested by (i) the State Board of Education or (ii) the independent research organization selected by the State Board of Education to evaluate the program pursuant to this section.

(g) Term; Use of Grant Funds. – Any funds awarded to a local school administrative unit pursuant to this section shall be subject to availability and awarded for a term of up to three years, in the discretion of the State Board. A local school administrative unit shall not be eligible to receive funding for more than one term. Funds awarded to local school administrative units shall be used for any of the following:

(1) Development of advanced teaching role plans.

(2) Development of professional development courses for teachers in advanced teaching roles that lead to improved student outcomes.

(3) Transition costs associated with designing and implementing advanced teaching role models. Transition costs may include employing staff members or contractors to assist with design and implementation of the plan.

(4) Development of the design and implementation of compensation plans that focus on teacher professional growth and student outcomes and the transition costs associated with designing and implementing new compensation plans, including employing staff members or contractors to assist with design and implementation of the plan.

(h) Program Evaluation. – The State Board of Education shall evaluate how the advanced teaching roles and new compensation plans have accomplished, at a minimum, the following:

(1) Improvement in the quality of classroom instruction and increases in school-wide growth or the growth of teachers who are mentored or impacted 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.

(i) Class Size Flexibility. – Notwithstanding G.S. 115C-301, with the approval of the State Board of Education, Advanced Teaching Roles schools selected to participate in the program may exceed the maximum class size requirements for kindergarten through third grade.

(j) Budget Flexibility. – Notwithstanding any other provision of law, the State Board of Education shall authorize local boards of education participating in the program to use any available State funds to provide salary supplements to classroom teachers in an advanced teaching role as long as the local school administrative unit complies with policies of the State Board of Education, federal law, and any State programs with specific restrictions on the use of funds, including bonus and grant programs."

SECTION #.(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. These funds shall not revert at the end of the fiscal year but shall remain available until expended.

SECTION #.(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. Beginning in the 2020-2021 fiscal year, funds appropriated to the Department of Public Instruction for the program and for the evaluation of the program shall not revert at the end of the fiscal year but shall remain available until expended.

SECTION #.(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.

Proofed
SPECIAL PROVISION

2019-DPI-H21-P

Department of Public Instruction
House Appropriations, Education

Requested by

DIGITAL LEARNING PLAN FUNDS CARRYFORWARD

SECTION #. Funds appropriated to the Department of Public Instruction for the Digital Learning Plan pursuant to this act shall not revert at the end of the 2019-2020 fiscal year, but shall remain available until expended.

Department of Public Instruction
House Appropriations, Education

Requested by

NCCAT PERMITTED TO CONTRACT FOR EXPANDED TEACHER CADET PROGRAM

SECTION #. Of the funds appropriated to the Department of Public Instruction for the North Carolina Center for the Advancement of Teaching by this act for the 2019-2021 fiscal biennium, the North Carolina Center for the Advancement of Teaching is permitted to contract with the North Carolina Foundation for Public School Children to expand that organization's North Carolina Teacher Cadet Program.

Department of Public Instruction
House Appropriations, Education

Requested by

RECONCILE PRINCIPAL ALLOTMENT REQUIREMENTS

SECTION #.(a) G.S. 115C-284(f) reads as rewritten:

"(f) The allotment of classified principals shall be one principal for each duly constituted school with (i) seven or more state-allotted ~~teachers.~~teachers and (ii) a final total average daily membership of 100 or more students."

SECTION #.(b) Sections 7.14(a) and 7.14(c) of S.L. 2011-145 are repealed.

SECTION #.(c) Subsection (a) of this section applies only to schools created after July 1, 2011.

CREATE DEFINITION FOR PUBLIC SCHOOLS/SCHOOL RESOURCE OFFICERS REPORT

SECTION #.(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 #.(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 SROs assigned to more than one school.
(7) The law enforcement affiliation of school resource officers."

TEACH FOR AMERICA REPORTING REQUIREMENT

SECTION #.(a) G.S. 120-70.84 reads as rewritten:

"**§ 120-70.84. Reports to the Committee.**

By March 1, 2014, and by January 1, 2015, and annually thereafter, ~~TFA [Teach for America, Inc.]~~ Teach for America, Inc. (TFA) shall report 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 Appropriations Committee, the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Committee on Education, the Joint Legislative Education Oversight ~~Committee~~ Committee, and the Fiscal Research Division on the operation of its programs under subsection (a) of Section 8.21 of S.L. 2013-360, including at least all of the following information:

(1) The total number of applications received nationally from candidates seeking participation in the program.

(2) The total number of applications received from candidates who are residents of North Carolina and information on the source of these candidates, including the number of (i) recent college graduates and the higher institution the candidates attended, (ii) mid-career level and lateral entry industry professionals, and (iii) veterans of the United States Armed Forces.

(3) The total number of North Carolina candidates accepted by TFA.

(4) The total number of accepted candidates placed in North Carolina, including the number of accepted candidates who are residents of North Carolina.

(5) The regions in which accepted candidates have been placed, the number of candidates in each region, and the number of students impacted by placement in those regions.

(6) Success of recruitment efforts, including the Teach Back Home program and targeting of candidates who are (i) working in areas related to STEM education, (ii) mid-career level and lateral entry industry professionals, and (iii) veterans of the United States Armed Forces.

(7) Success of retention efforts, including the Teach Beyond Two and Make it Home programs, and the percentage of accepted candidates working in their placement communities beyond the initial TFA two-year commitment period and the number of years those candidates teach beyond the initial commitment.

(7a) The percentage of candidates who are residents of North Carolina and become principals in a North Carolina public school following the initial TFA two-year commitment period.

(8) A financial accounting of how the State funds appropriated to TFA were expended in the previous year, including at least the following information:

a. Funds expended by region of the State.

b. Details on program costs, including at least the following:

1. Recruitment, candidate selection, and placement.
2. Preservice training and preparation costs.
3. Operational and administrative costs, including development and fundraising, alumni support, management costs, and marketing and outreach.

c. Funds received through private fundraising, specifically by sources in each region of the State."

SECTION #.(b) Section 8.21(e) of S.L. 2013-360 is repealed.

Department of Public Instruction
House Appropriations, Education

Requested by

BROADEN CHARTER SCHOOL SIBLING PRIORITY

SECTION #.(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.

(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~~ persons employed to work full-time ~~employees.~~for the charter school, including children of contracted employees.

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

ENSURE SUFFICIENT STAFFING FOR PUBLIC SCHOOLS

SECTION #.(a) G.S. 115C-84.2 is amended by adding a new subsection to read:

"(b1) Alterations of Adopted School Calendar. – A local board of education shall not alter a school calendar once adopted unless necessary to address a severe weather condition, energy shortage, utility failure, public health crisis, school safety crisis, emergency related to a school building or school transportation, or act of God."

SECTION #.(b) G.S. 115C-302.1(d) reads as rewritten:

"(d) Personal Leave. – The following shall apply to personal leave:

(1) Calculation and Benefits. – Teachers earn personal leave at the rate of .20 days for each full month of employment not to exceed two days per year. Personal leave may be accumulated without any applicable maximum until June 30 of each year. A teacher may carry forward to July 1 a maximum of five days of personal leave; the remainder of the teacher's personal leave shall be converted to sick leave on June 30. At the time of retirement, a teacher may also convert accumulated personal leave to sick leave for creditable service towards retirement. Teachers may transfer personal leave days between local school administrative units. The local school administrative unit shall credit a teacher who has separated from service and is reemployed within 60 months from the date of separation with all personal leave accumulated at the time of separation. Local school administrative units shall not advance personal leave.

(2) Use. – Personal leave may be used by a teacher upon the authorization of the teacher's immediate supervisor as follows:

a. A request for personal leave shall not be approved on any day when students are scheduled to be in regular attendance unless the availability of a substitute for that teacher is confirmed for that day.

b. Unless the request is approved by the principal, a teacher shall not take personal leave on the first day the teacher is required to report for the school year, on a required teacher workday, on days scheduled for State testing, or on the day before or the day after a holiday or scheduled vacation day.

c. On days other than those referenced in sub-subdivision b. of this subdivision, if the request is made at least five days in advance and a substitute teacher has been confirmed as available, the request shall be automatically granted, and the teacher cannot be required to provide a reason for the request.

(3) Pay. – Teachers using personal leave on teacher workdays shall receive full salary. Teachers using personal leave on other days shall receive full salary less the required substitute deduction. If, however, no substitute is hired for a teacher, the substitute reduction shall be refunded to that teacher.

~~Personal leave may be used only upon the authorization of the teacher's immediate supervisor. A teacher shall not take personal leave on the first day the teacher is required to report for the school year, on a required teacher workday, on days scheduled for State testing, or on the day before or the day after a holiday or scheduled vacation day, unless the request is approved by the principal. On all other days, if the request is made at least five days in advance, the request shall be automatically granted subject to the availability of a substitute teacher, and the teacher cannot be required to provide a reason for the request. Teachers may transfer personal leave days between local school administrative units. The local school administrative unit shall credit a teacher who has separated from service and is reemployed within 60 months from the date of separation with all personal leave accumulated at the time of separation. Local school administrative units shall not advance personal leave. Teachers using personal leave on teacher workdays shall receive full salary. Teachers using personal leave on other days shall receive full salary less the required substitute deduction. If, however, no substitute is hired for a teacher, the substitute reduction shall be refunded to that teacher.~~"

SECTION #.(c) This section is effective when it becomes law and applies to calendars adopted for the 2019-2020 school year and thereafter.

Proofed
SPECIAL PROVISION

2019-DPI-H13-P

Department of Public Instruction
House Appropriations, Education

Requested by

RENEWAL SCHOOLS

SECTION #. 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 #.(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 #.(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 #.(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.

~~c.~~(3) Information about getting involved in community groups.

(d) Founding Principles of the United States of America and North Carolina: Civic Literacy. –

(1) The State Board of Education shall require ~~during the high school years~~ instruction in civic and citizenship education in the standard course of study for high school social studies through the teaching of a ~~semester~~ full credit course ~~on the~~ that shall be called Founding Principles of the United States of America and ~~the State of North Carolina.~~ North Carolina: Civic Literacy. A passing grade in the course shall be required for graduation from high ~~school, and the~~ school.

(1a) The course required by subdivision (1) of this subsection shall be solely focused on civics and citizenship education, and shall include at least the following subjects:

a. The Creator-endowed inalienable rights of the people.
b. Structure of government, separation of powers with checks and balances.
c. Frequent and free elections in a representative government.
d. Rule of law.
e. Equal justice under the law.
f. Private property rights.
g. Federalism.
h. Due process.
i. Individual rights as set forth in the Bill of Rights.
j. Individual responsibility.
k. Constitutional limitations on government power to tax and spend, and prompt payment of public debt.
l. Strong defense and supremacy of civil authority over military.

m. Peace, commerce, and honest friendship with all nations, entangling alliances with none.

(1b) The State Board of Education is strongly encouraged to include the following components in the course required by subdivision (1) of this subsection:

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 require that any high school level curriculum-based tests for the course required in subdivision (1) of this subsection developed and administered statewide ~~beginning with the 2016-2017 academic year~~ include questions related to the philosophical foundations of our form of government and the principles underlying the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers.

(3) The Department of Public Instruction and the local boards of education, as appropriate, shall provide or cause to be provided curriculum content for the ~~semester~~ course required in subdivision (1) of this subsection and professional development to ensure that the intent and provisions of this subsection are carried out. The curriculum content established shall include a review of the 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 #.(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 #.(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 #.(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 #.(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 #.(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 #.(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 #.(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:

(a) 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.

(b) 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.

Department of Public Instruction
House Appropriations, Education

Requested by

UPSTART VIRTUAL EARLY LEARNING PILOT PROGRAM

SECTION #.(a) Pilot Program. – The State Board of Education (Board), in consultation with the Department of Public Instruction, Office of Early Learning, and the Department of Health and Human Services, Division of Child Development and Early Education, shall establish a three-year virtual early learning pilot program known as "UpStart." The pilot program shall be targeted to "at-risk," preschool-age children to develop school readiness skills and created to (i) evaluate the effectiveness of giving preschool-age children access, at home, to interactive individualized instruction delivered by computers and the Internet to prepare them academically for success in school and (ii) test the feasibility of scaling a home-based curriculum in reading, math, and science delivered by computers and the Internet to all preschool-age children in the State. Throughout implementation of the pilot program, the Board shall ensure that parents are encouraged to be attentive to the recommendations of the American Academy of Pediatrics regarding media use for preschool-age children.

SECTION #.(b) Contractor Requirements. – In establishing the pilot program, the Board shall develop and issue a request for proposal (RFP) to contract with a third-party organization (contractor). The contractor shall have demonstrated experience in the delivery of a home-based educational technology program to provide adaptive computer software for literacy and numeracy instruction and an assessment for preschool-age children. The Board shall ensure that the contractor selected to conduct the pilot program does each of the following:

(1) Provides computer-assisted instruction for preschool-age children on a home computer connected by the Internet to a centralized file storage facility.

(2) Provides technical support to families for the installation and operation of the instructional software.

(3) Provides for the installation of computer and Internet access in homes of low-income families that cannot afford the equipment and service.

(4) Has the capability of doing the following through the Internet:
   a. Communicating with parents.
   b. Updating the instructional software.
   c. Validating user access.
   d. Collecting usage data.
   e. Storing research data.
   f. Producing reports for parents, schools, and the General Assembly.

(5) Develops and implements a program consisting of the following components:
   a. Computer-assisted, individualized instruction in reading, mathematics, and science.
   b. A multisensory reading tutorial program for children needing additional reading instruction.
   c. A validated computer adaptive reading test that accurately indicates reading readiness of children who cannot read and provides easily understood reports for parents and educators.

(6) Has the capability to quickly and efficiently modify, improve, and support the product.

(7) Collaborates with school district personnel who will provide administrative and technical support of the program.

(8) Purchases equipment and service through cooperative purchasing contracts.

SECTION #.(c) School District Participation in Pilot Program. – The Board shall select up to 10 local school administrative units to participate in the pilot program. The local school administrative units selected for participation in the pilot program shall have demonstrated waiting lists for the North Carolina Prekindergarten (NC Pre-K) program. Local school administrative units shall be from geographically diverse areas in the State, with representation from tier one, tier two, and tier three counties. For purposes of this section, tier one, tier two, and tier three counties shall have the same designations as those established by the N.C. Department of Commerce's 2017 County Tier Designations.

SECTION #.(d) Equipment. – The Board or a local school administrative unit may purchase computers, peripheral equipment, and Internet service for low-income families who cannot afford them.

SECTION #.(e) Family Participation in Pilot Program. – The contractor selected to develop and implement the pilot program and the local school administrative units selected to participate in the pilot shall solicit family participants through a public information campaign and referrals from participating local school administrative units. Qualifying children shall be selected through a random lottery. For purposes of this pilot program, a preschool-age child is eligible for participation in the program based on the following:

(1) Is 4 years of age on or before August 31 of the program year.

(2) Is at-risk, which shall be defined to include any of the following:

a. A child whose family's gross income is at or below one hundred percent (100%) of the federal poverty level.

b. A child of either of the following: (i) an active duty member of the Armed Forces of the United States, including the North Carolina National Guard, State military forces, or a reserve component of the Armed Forces, who has been ordered to active duty by the proper authority within the last 18 months or is expected to be ordered within the next 18 months or (ii) a member of the Armed Forces of the United States, including the North Carolina National Guard, State military forces, or a reserve component of the Armed Forces, who was injured or killed while serving on active duty.

Eligibility determinations for participation in the pilot program may be made by local North Carolina Partnerships for Children, Inc., partnerships. If funds are available, in addition to the children defined as "at-risk" in this section, the pilot program may also serve a child whose family's gross income is at or below one hundred thirty percent (130%) of the federal poverty guidelines.

SECTION #.(f) Annual Report. – The Board shall make a report on the pilot program to the Joint Legislative Education Oversight Committee by November 30 of each year for the duration of the pilot program. The report shall include the following:

(1) The extent to which the pilot program is accomplishing the purposes for which it was established.

(2) The number of families selected to participate in the pilot.

(3) The number of families requesting computers.

(4) The number of computers furnished.

(5) The number of families requiring Internet access.

(6) The frequency of use of the instructional software.

(7) Any obstacles encountered with software or hardware usage or in providing technical assistance to families.

(8) Student performance on prekindergarten and postkindergarten assessments conducted by local school administrative units and charter schools for students who participated in the pilot program in comparison to those students who did not participate in the pilot program.

SECTION #.(g) Appropriation. – Of the funds appropriated by this act to the Department of Public Instruction for the 2019-2020 fiscal year to establish UpStart, the Department shall divide funds evenly among the local school administrative units selected to participate in the pilot program.

SELECTION OF READING DIAGNOSTIC ASSESSMENTS

SECTION #.(a) G.S. 115C-174.11 reads as rewritten:

"(a) Assessment Instruments for Kindergarten, First, Second, and Third Grades. – The State Board of Education shall develop, adopt, and provide to the local school administrative units a selection of developmentally appropriate individualized assessment instruments aligned with the standard course of study and Part 1A of Article 8 of this Chapter for the kindergarten, first, second, and third grades. The State Board shall approve no fewer than three different assessment instruments designed by no fewer than three different vendors for selection by local school administrative units.

(a1) ~~Local~~ Each local school administrative ~~units~~ unit shall select from and use ~~these~~ the assessment instruments ~~provided to them~~ approved by the State Board under subsection (a) of this section for kindergarten, first, second, and third grade students to assess progress, diagnose difficulties, and inform instruction and remediation needs. Local school administrative units shall not use standardized tests for summative assessment of kindergarten, first, and second grade students except as required as a condition of receiving federal grants.

…."

SECTION #.(b) Section 7.27 of S.L. 2017-57, as amended by Section 2.6 of S.L. 2017-197 and Section 7.23 of S.L. 2018-5, reads as rewritten:

"…

"**SECTION 7.27.(b)** The State Superintendent shall issue a Request for Proposals (RFP) to vendors of diagnostic reading assessment instruments to provide ~~one or more~~ valid, reliable, formative, and diagnostic reading assessment ~~instrument or~~ instruments for use pursuant to G.S. 115C-174.11. At a minimum, the diagnostic reading assessment ~~instrument or~~ instruments provided by the selected ~~vendor~~ vendors shall meet all of the following criteria:

(1) Yield data that can be used with the Education Value-Added Assessment System (EVAAS).

(2) Demonstrate close alignment with student performance on State assessments, including all assessments required in kindergarten through third grade by Part 2 of Article 10A of Chapter 115C of the General Statutes.

(3) Demonstrate high rates of predictability as to student performance on State assessments, including all assessments required in kindergarten through third grade by Part 2 of Article 10A of Chapter 115C of the General Statutes.

"**SECTION 7.27.(c)** The State Superintendent shall form and supervise an Evaluation Panel to review the proposals received pursuant to the RFP issued in accordance with subsection (b) of this section. The Evaluation Panel shall be composed of persons employed within the Department of Public Instruction. By ~~December 1, 2018,~~ August 1, 2019, the Evaluation Panel, with the approval of the State Superintendent, shall select ~~one vendor~~ no fewer than three vendors to provide the assessment instrument ~~or instruments~~ selections for local school administrative units for the 2019-2020 school year. In determining which ~~vendor~~ vendors to select, the Evaluation Panel shall consider, at a minimum, all of the following factors:

(1) The time required to conduct formative and diagnostic assessments with the intention of minimizing the impact on instructional time.

(2) The level of integration of assessment results with instructional support for teachers and students.

(3) The timeliness in reporting assessment results to teachers and administrators.

(4) The ability to provide timely assessment results to parents and guardians.

...."

SECTION #.(c) Subsection (a) of this section applies beginning with the 2019-2020 school year.

Department of Public Instruction
House Appropriations, Education

Requested by

INNOVATIVE SCHOOL DISTRICT/CARRYFORWARD OF FUNDS

SECTION #.(a) Of the funds appropriated to the Department of Public Instruction for the 2018-2019 fiscal year in accordance with Section 5 of S.L. 2016-110, as amended by Section 7.11(c) of S.L. 2017-57, for salary and benefits for the Innovative School District (ISD) Superintendent, staff, and other expenses associated with the ISD, the remainder of any unencumbered and unexpended funds at the end of the 2018-2019 fiscal year shall not revert but shall remain available for expenses related to the ISD until the end of the 2019-2020 fiscal year.

SECTION #.(b) This section becomes effective June 30, 2019.

MODERNIZE SELECTION OF INSTRUCTIONAL MATERIALS

SECTION #.(a) Part 3 of Article 8 of Chapter 115C is repealed.

SECTION #.(b) Article 8 of Chapter 115C of the General Statutes is amended by adding a new Part to read:

"Part 3C. Selection of Instructional Material.

"**§ 115C-102.20. Definition of instructional materials.**

The following definitions apply in this Part:

(1) Health and safety programs. – Any instruction, curricula, or materials intended to impart information or promote discussion or understanding regarding any of the following:
   a. Reproductive health and safety, as provided in G.S. 115C-81.30(a).
   b. Mental and emotional health, as provided in G.S. 115C-81.25(c)(1).
   c. Growth and development, as provided in G.S. 115C-81.25(c)(9).
   d. Anti-bullying or anti-harassment.

(2) Instructional materials. – Systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for instructional materials may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, or digital resources that require the use of electronic equipment in order to be used in the learning process.

(3) Local committee. – A local community media advisory committee.

(4) Parent. – A student's parent or legal guardian.

(5) State Committee. – The State Community Media Advisory Committee.

(6) Supplemental materials. – Educational materials that supplement specific instruction for the standard course of study selected and procured by a local board of education for a grade or course or general education needs of the school. Supplemental materials may include textbooks, library books, periodicals, audiovisual materials, and other supplemental instructional materials needed for instructional purposes in the local school administrative unit. Supplemental materials may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, or digital resources that require the use of electronic equipment in order to be used in the learning process.

(7) Unfit materials. – Instructional or supplemental materials determined to be inappropriate for use in an elementary or secondary school because the material is either (i) obscene, (ii) inappropriate to the age, maturity, or grade level of the students, or (iii) not aligned with the standard course of study.

"**§ 115C-102.25. Selection of instructional materials.**

(a) Local Board Adoption. – Local boards of education shall select and adopt instructional materials for each standard course of study at each instructional level in the

elementary school and the secondary school adopted by the State Board of Education, as provided in Part 1 of Article 8 of this Chapter.

(b) Evaluation of Instructional Materials Prior to Adoption. – For each standard course of study, the local board of education may require experts employed by the local board of education and certified in the discipline in which the instructional material would be used to offer evaluation reports to the local board on materials being considered for adoption. Such evaluation reports should give special consideration to the suitability of the instructional materials to the instructional level for which it is offered, the content or subject matter, whether the instructional materials are aligned with the standard course of study, and other criteria prescribed by the local board.

"**§ 115C-102.30. Selection of supplemental materials.**

(a) Local boards of education shall adopt written policies concerning the procedures to be followed in their local school administrative units for the selection and procurement of supplemental materials for a grade or course or for general education needs at a school or throughout the entire local school administrative unit. Local boards of education shall have sole authority to select and procure supplemental materials, whether or not the materials contain commercial advertising, to determine if the materials are related to and within the limits of the prescribed curriculum, and to determine when the materials may be presented to students during the school day.

(b) Supplemental materials shall neither displace nor be used to the exclusion of instructional materials.

"**§ 115C-102.35. Selection of health and safety instructional and supplemental materials.**

(a) When adopting, modifying, or amending a health and safety program and the instructional and supplemental materials for that program, a local board of education shall conduct a public hearing after adequately notifying the public at least 10 days prior to the hearing.

(b) The local board of education shall also provide both electronic and written notice to all parents of students in the local school administrative unit of the public hearing and the opportunity to review those materials in the program repository, as provided in G.S. 115C-102.50, at least 60 days before the public hearing occurs.

(c) The notice to parents provided for in subsection (b) of this section shall include the following in both written and electronic form:

(1) A detailed description of the program's objectives and any proposed changes, including any topics that the local board of education determines that a reasonable parent in that community may wish to examine as to the age appropriateness of the topics.

(2) All written and audio materials that will be used.

(3) A link to, or information on how to access, the program repository on the local school administrative unit's Web site, as provided in G.S. 115C-102.50.

"**§ 115C-102.40. Acquisition of instructional and supplemental materials.**

(a) Funds allocated by the State Board of Education or appropriated in the current expense or capital outlay budgets of the local school administrative units shall be used by the local board of education for purchase, lease, or rental of instructional or supplemental materials and for hardware, software, or other equipment necessary for the use of the instructional or supplemental materials. The title of purchased materials and equipment shall be vested in the local board of education.

(b) Local boards of education are encouraged to partner with other local boards of education and other public schools to jointly purchase instructional and supplemental materials.

(c) All instructional materials purchased with State funds shall include a clause granting to the local board of education the license to produce braille, large print, and audio recording copies of the instructional materials for use in the local school administrative unit.

(d) The local board of education shall publish on the Web site of the local school administrative unit the title, author, and publisher of all instructional and supplemental materials purchased by the local board of education.

"**§ 115C-102.45. Provision and maintenance of instructional and supplemental materials.**

(a) The students of the public elementary and secondary schools of the State shall be provided with free instructional materials within the appropriation of the General Assembly for that purpose. The local board shall provide for the free use by students, with proper care and return, of elementary and secondary instructional materials. No local board of education may charge any student a rental fee for the use of instructional materials or for hardware, software, or other equipment necessary for the use of the instructional or supplemental materials.

(b) Local boards of education shall provide adequate and safe storage facilities for the proper care of instructional and supplemental materials and emphasize to all students the necessity for proper care of instructional and supplemental materials and equipment necessary for the use of the instructional materials.

(c) A student's parents or legal guardians may be charged damage fees for abuse or loss of instructional or supplemental materials or equipment necessary for the use of those materials under rules adopted by the local board of education. Damage fees collected under this subsection shall be used by the local board of education for purchase, lease, or rental of instructional and supplemental materials as provided in G.S. 115C-102.40.

"**§ 115C-102.50. Instructional materials repository.**

(a) A local board of education shall maintain a continuous repository of current instructional and supplemental materials that have been selected and acquired by the local board of education pursuant to this Article. The repository shall not be required to include classroom materials developed by teachers. The materials shall be maintained at a central location for in-person review by parents and the public upon request, and the names of all those materials shall be posted to the local school administrative unit's Web site for review by parents and the public.

(b) In addition to the requirements of subsection (a) of this section, a local board of education shall also maintain a continuous repository of current objectives, entire curricula, texts, and all other materials used in any health and safety program as follows:

(1) The current objectives, entire curricula, texts, and all other materials used in any health and safety program shall be maintained at a central location for in-person review by parents and the public upon request.

(2) Electronic copies of the current objectives, and names of curricula, texts, or any other materials used in any health and safety program shall be posted to the local school administrative unit's Web site for review by parents and the public. The Web site shall also include the curricula, texts, and any other materials used in the health and safety program, including links to any materials available on the publisher's Web site.

(3) The local board of education shall add to the central location and electronic repository any objectives, curricula, texts, and other materials that may be proposed for adoption, amendment, or modification to the health and safety program and shall clearly indicate that status while the materials are under consideration.

(c) Each school year, at least 14 days before students participate in a health and safety program, a local board of education shall give both written and electronic notice to parents of students participating in that program of the right of parents to review the objectives, complete materials, and entire curriculum of that program in the program repository maintained by the local board of education, as provided in subsection (b) of this section. The notice shall include the same information provided under G.S. 115C-102.35(c). The notice shall be in conjunction

with and combination with the notice and requirements to inform parents of the local board's policy for participation in certain health and safety programs, as established in G.S. 115C-81.32.

"**§ 115C-102.55. Right to purchase; disposal of textbooks and materials.**

(a) Any parent, guardian, or person in loco parentis may purchase any instructional material needed for any student in the public schools of the State from the board of education of the local school administrative unit in which the child is enrolled, if the board of education holds title to the instructional material as described in G.S. 115C-102.40(a).

(b) Notwithstanding Article 3A of Chapter 143 of the General Statutes, G.S. 143-49(4), or any other provision of law, a local board of education may dispose of discontinued instructional or supplemental materials.

"**§ 115C-102.60. Local community media advisory committee.**

(a) A local board of education shall establish a local community media advisory committee to investigate and evaluate challenges from parents, teachers, and members of the public to instructional materials and supplemental materials on the grounds that they are unfit materials. This section does not apply to optional supplemental materials available through the school library.

(b) The local committee shall, at a minimum, include the following:

(1) A principal from a high school, middle school, and elementary school, respectively.

(2) A teacher from a high school, middle school, and elementary school, respectively.

(3) A parent of a student in high school or middle school and a parent of a student in elementary school.

(4) A school library media coordinator from a high school, middle school, and elementary school, respectively.

(c) Individuals challenging unfit materials shall make challenges in writing to the local board of education and shall specify whether the materials are being challenged on the grounds of being (i) obscene, (ii) inappropriate to the age, maturity, or grade level of the students, or (iii) not aligned with the standard course of study.

(d) Within two weeks of the filing of the challenge, the local committee shall hold a hearing and provide the challengers an opportunity to present their concerns to the local committee. The local committee may, in the local committee's discretion, request additional information at the hearing from experts on the subject matter employed by the local school administrative unit. Within two weeks of the hearing, the local committee shall make a recommendation to the local board of education on whether the challenge has merit and whether the challenged material should be retained or removed as unfit material. The local committee's determination shall be limited to considerations of whether the material is unfit on the specific grounds of the material being (i) obscene, (ii) inappropriate to the age, maturity, or grade level of the students, or (iii) not aligned with the standard course of study.

(e) At the next meeting of the local board of education after the local committee's recommendation is received, the local board shall determine whether the challenge has merit and whether the challenged material should be retained or removed as unfit material.

(f) If the local board of education determines that the challenged material shall be retained, a challenger may appeal the local board's decision to the State Community Media Advisory Committee. The challenger must make the appeal in the form and manner designated by the State Board of Education within two weeks of the local board's decision.

"**§ 115C-102.65. State Community Media Advisory Committee.**

(a) The State Board of Education shall establish a State Community Media Advisory Committee to review challenges to instructional and supplemental materials appealed under G.S. 115C-102.55.

(b) The State Committee shall, at a minimum, include the following:

(1) The State Superintendent of Public Instruction, or designee.
(2) One superintendent of a local school administrative unit.
(3) A principal from a high school, middle school, and elementary school, respectively.
(4) A teacher from a high school, middle school, and elementary school, respectively.
(5) A parent of a student in high school or middle school and a parent of a student in elementary school.
(6) A school library media coordinator from a high school, middle school, and elementary school, respectively.

(c) A member of the State Committee may be recused from any challenge to materials used in the local school administrative unit in which the member is employed or in which the member's child is enrolled.

(d) The State Board of Education shall designate the form and manner for appeals to be made to the State Committee. Upon receipt of an appeal, notice and a copy of the appeal shall be provided to the local board of education.

(e) Within four weeks of the filing of the appeal, the State Committee shall hold a hearing and provide the appellants an opportunity to present concerns to the State Committee as well as the local board of education an opportunity to rebut those concerns. The State Committee may, in the State Committee's discretion, request additional information at the hearing from experts on the subject matter employed by the State Board of Education. Within two weeks of the hearing, the State Committee shall make a recommendation to the State Board of Education on whether the appealed challenge has merit and whether the challenged material should be retained or removed as unfit material. The State Committee's determination shall be limited to considerations of whether the material is unfit on the specific grounds of the material being (i) obscene, (ii) inappropriate to the age, maturity, or grade level of the students, or (iii) not aligned with the standard course of study.

(f) At the next meeting of the State Board of Education after the State Committee's recommendation is received, the State Board shall determine whether the appealed challenge has merit and whether the challenged material should be retained or removed as unfit material. If the State Board of Education determines that challenged material shall be removed, the local board of education shall remove the material. The decision of the State Board of Education is final, and is not subject to appeal by the local board of education or challenger."

SECTION #.(c) G.S. 115C-11(d) reads as rewritten:

"(d) Voting. – No voting by proxy shall be permitted. ~~Except in voting on textbook adoptions, a~~ A majority of those present and voting shall be necessary to carry a motion and a roll call vote shall be had on each motion. A record of all such votes shall be kept in the minute book."

SECTION #.(d) G.S. 115C-11(e) is repealed.

SECTION #.(e) G.S. 115C-12(9)b. is repealed.

SECTION #.(f) G.S. 115C-12(9c)c. reads as rewritten:

"c. The Board also shall develop and implement an ongoing process to align State programs and support materials with the revised academic content standards for each core academic area on a regular basis. Alignment shall include revising ~~textbook criteria,~~ support materials, State tests, teacher and school administrator preparation, and ongoing professional development programs to be compatible with content standards. The Board shall develop and make available to teachers and parents support materials, including teacher and parent guides, for academic content standards. The State Board of Education shall work in collaboration with the Board of Governors of The University of

North Carolina to ensure that teacher and school administrator degree programs, ongoing professional development, and other university activity in the State's public schools align with the State Board's priorities."

SECTION #.(g) G.S. 115C-12(18)d. reads as rewritten:

"d. The State Board of Education shall modify the Uniform Education Reporting System to provide clear, accurate, and standard information on the use of funds at the unit and school level. The plan shall provide information that will enable the General Assembly to determine State, local, and federal expenditures for personnel at the unit and school level. The plan also shall allow the tracking of expenditures for ~~textbooks,~~ instructional materials, educational supplies and equipment, capital outlay, at-risk students, and other purposes."

SECTION #.(h) G.S. 115C-47(6) reads as rewritten:

"(6) To Regulate Fees, Charges and Solicitations. – Local boards of education shall adopt rules and regulations governing solicitations of, sales to, and fund-raising activities conducted by, the students and faculty members in schools under their jurisdiction, and no fees, charges, or costs shall be collected from students and school personnel without approval of the board of education as recorded in the minutes of said ~~board; provided, this subdivision shall not apply to such textbooks fees as are determined and established by the State Board of Education.~~ board. All schedules of fees, charges and solicitations approved by local boards of education shall be reported to the Superintendent of Public Instruction."

SECTION #.(i) G.S. 115C-47(33) reads as rewritten:

"(33) To Approve and Use Supplemental Materials. – Local boards of education shall have sole authority to select and procure ~~supplementary instructional~~ supplemental materials, whether or not the materials contain commercial advertising, pursuant to the provisions of ~~G.S. 115C-98(b).~~Part 3C of Article 8 of this Chapter."

SECTION #.(j) G.S. 115C-47(33a) reads as rewritten:

"(33a) To Approve and Use ~~Textbooks Not Adopted by State Board of Education.~~ Instructional Materials. – Local boards of education shall have the sole authority to select, procure, and use ~~textbooks not adopted by the State Board of Education~~ instructional materials as provided in ~~G.S. 115C-98(b1).~~Part 3C of Article 8 of this Chapter."

SECTION #.(k) G.S. 115C-75.10(c) reads as rewritten:

"(c) Funding Memorandum of Understanding. – The IS operator, in consultation with the ISD Superintendent, may enter into a funding memorandum of understanding with the local board of education of the local school administrative unit where the innovative school is located for all student support and operational services and instructional services to be provided by the local board of education in the same manner and degree as in the prior school year or funding in an amount equivalent to the amount the local board of education would have expended on those services if provided. For the purposes of this subsection, student support and operational services include cafeteria services, custodial services, broadband and utilities, and student information services, and instructional services include alternative education, special education services, test administration services, ~~textbooks,~~ instructional materials, technology, media resources, instructional equipment, and other resources. The IS operator and local board of education shall finalize the funding memorandum of understanding within 30 days of the initial request for the memorandum by the IS operator. If the parties have not completed the funding memorandum of understanding within 30 days, the State Board of Education shall resolve any issues in dispute."

SECTION #.(*l*) G.S. 115C-81.5(b)(3) is repealed.

SECTION #.(m) G.S. 115C-81.25(b)(3) is repealed.

SECTION #.(n) G.S. 115C-81.25(d) reads as rewritten:

"(d) Parental Review. – The State Board of Education shall make available to all local school administrative units for review by the parents and legal guardians of students enrolled at those units any State-developed objectives for instruction ~~any approved textbooks,~~ the list of reviewed materials, and any other State-developed or approved materials that pertain to or are intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including HIV/AIDS, to the avoidance of out-of-wedlock pregnancy, or to the reproductive health and safety education curriculum. The review period shall extend for at least 60 days before use."

SECTION #.(o) G.S. 115C-242(3) reads as rewritten:

"(3) The board of education of any local school administrative unit may operate the school buses of such unit one day prior to the opening of the regular school term for the transportation of pupils and employees to and from the school to which such pupils are assigned or in which they are enrolled and such employees are employed, for the purposes of the registration of students, the organization of classes, the distribution of ~~textbooks,~~ instructional materials, and such other purposes as will, in the opinion of the superintendent of the schools of such unit, promote the efficient organization and operation of such public schools."

SECTION #.(p) G.S. 115C-271(d)(2) reads as rewritten:

"(2) Local funds appropriated for teachers, ~~textbooks,~~ instructional materials, or classroom materials, supplies, and equipment are not transferred or used for this purpose."

SECTION #.(q) G.S. 115C-384(c) reads as rewritten:

"(c) Rental Fees for ~~Textbooks~~ Instructional Materials Prohibited; Damage Fees Authorized. – No rental fees are permitted for the use of ~~textbooks,~~ instructional materials, but damage fees may be collected pursuant to the provisions of ~~G.S. 115C-100.~~G.S. 115C-102.45."

SECTION #.(r) G.S. 115C-390.2(*l*)(1) reads as rewritten:

"(1) The opportunity to take ~~textbooks~~ instructional materials and school-furnished digital devices home for the duration of the absence."

SECTION #.(s) G.S. 115C-390.5(c)(1) reads as rewritten:

"(1) The opportunity to take ~~textbooks~~ instructional materials home for the duration of the suspension."

SECTION #.(t) G.S. 115C-398 reads as rewritten:

"**§ 115C-398. Damage to school buildings, furnishings, textbooks.**

Students and their parents or legal guardians may be liable for damage to school buildings, furnishings and ~~textbooks~~ instructional materials pursuant to the provisions of G.S. 115C-523, 115C-100 and 14-132."

SECTION #.(u) G.S. 143A-48 is repealed.

SECTION #.(v) G.S. 143C-9-7(b) reads as rewritten:

"(b) Upon appropriation by the General Assembly, funds received in the Indian Gaming Education Revenue Fund shall be allocated quarterly by the State Board of Education to local school administrative units, charter schools, and regional schools on the basis of allotted average daily membership. The funds allotted by the State Board of Education pursuant to this section shall be nonreverting. Funds received pursuant to this section by local school administrative units shall be expended for classroom teachers, teacher assistants, classroom materials or supplies, or ~~textbooks.~~instructional materials."

SECTION #.(w) Effective July 1, 2019, the existing Textbooks and Digital Resources funding allotment in the State Public School Fund shall be designated as the

Instructional Materials funding allotment in the State Public School Fund. The State Board of Education shall establish the purposes for which the funds within the new Instructional Materials funding allotment may be used as follows: (i) to acquire instructional or supplemental materials as defined in G.S. 115C-102.20, as enacted by this section, and (ii) to acquire hardware, software, or other equipment necessary for the use of the instructional or supplemental materials.

SECTION #.(x) G.S. 115C-105.25(b)(12) reads as rewritten:

"(12) Funds allotted for ~~textbooks and digital resources~~ instructional materials may only be used ~~for the purchase of textbooks and digital resources.~~ to acquire instructional and supplemental materials, as defined in G.S. 115C-102.20, and to acquire hardware, software, or other equipment necessary for the use of the instructional or supplemental materials. These funds shall not be transferred out of the allotment for any other purpose."

SECTION #.(y) G.S. 115C-81.30(b) and (c) are repealed.

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

"**§ 115C-81.32. Parents' right to opt in or out of health and safety programs.**

Local boards of education shall adopt policies to provide opportunities either for parents to consent or for parents to withhold their consent to the students' participation in any or all of the health and safety programs included in sub-subdivisions (a) through (c) of G.S. 115C-102.20(1) provided by the local school administrative unit. Local boards of education shall provide notice to parents of this opportunity at least 14 days before students participate in the health and safety programs, in conjunction and combination with the notice required by G.S. 115C-102.50. The notice shall inform parents of the local board's policy for participation in the health and safety programs and provide a form that allows parents to exercise parental rights under that policy."

SECTION #.(aa) The State Board of Education shall not enter into any new contracts for textbooks or instructional materials and shall not renew any existing contracts for textbooks or instructional materials. The State Board of Education shall make available for purchase any textbooks or instructional materials available through existing contracts to local boards of education.

SECTION #.(bb) Notwithstanding G.S. 115C-102.25, as enacted by this section, a local board of education may, by resolution, continue use of previously adopted State textbooks for a standard course of study until that standard course of study is revised by the State Board of Education.

SECTION #.(cc) No local board of education shall be required to hold a public hearing for any health and safety program, as defined in G.S. 115C-102.20, as enacted by this act, in use prior to the 2018-2019 school year, until that program is amended, modified, or replaced. All local boards of education shall establish a program repository of current health and safety programs, as required by G.S. 115C-102.50, as enacted by this section, for access to parents prior to the start of the 2019-2020 school year and shall not implement any program until that program is included in the repository.

SECTION #.(dd) This section applies beginning with the 2019-2020 school year.

15-POINT SCALE FOR SCHOOL PERFORMANCE GRADES/MODIFY WEIGHTING

SECTION #.(a) G.S. 115C-83.15(d) reads as rewritten:

"(d) Calculation of the Overall School Performance Scores and Grades. – The State Board of Education shall calculate the overall school performance score by adding the school achievement score, as provided in subsection (b) of this section, and the school growth score, as determined using EVAAS as provided in subsection (c) of this section, earned by a school. The school achievement score shall account for ~~eighty percent (80%),~~ fifty percent (50%), and the school growth score shall account for ~~twenty percent (20%)~~ fifty percent (50%) of the total sum. For all schools, the total school performance score shall be converted to a 100-point scale and used to determine an overall school performance grade. The overall school performance grade shall be based on the following scale and shall not be modified to add any other designation related to other performance measures, such as a "plus" or "minus":

(1) A school performance score of at least ~~90~~ 85 is equivalent to an overall school performance grade of A.

(2) A school performance score of at least ~~80~~ 70 is equivalent to an overall school performance grade of B.

(3) A school performance score of at least ~~70~~ 55 is equivalent to an overall school performance grade of C.

(4) A school performance score of at least ~~60~~ 40 is equivalent to an overall school performance grade of D.

(5) A school performance score of less than ~~60 points~~ 40 is equivalent to an overall school performance grade of F."

SECTION #.(b) This section applies beginning with the 2019-2020 school year.

PROGRAM ENHANCEMENT TEACHER ALLOTMENT CHANGES/ARTS EDUCATION

SECTION #.(a) G.S. 115C-301 reads as rewritten:

"**§ 115C-301. Allocation of teachers; class size.**

...

(a1) Teacher Position Allotments. – Funds for classroom teachers in the State Public School Fund shall consist of the following position allotments:

(1) Classroom teachers for kindergarten through twelfth grade, which shall include funds for program enhancement teachers, self-contained exceptional children teachers, math, science, and computer teachers, and matching benefits.

(2) Program enhancement teachers for kindergarten through ~~fifth~~ twelfth grade.

...

(c) Maximum Class Size for Kindergarten Through Third ~~Grade.~~ Grade and Allotment Ratios for Classroom Teachers. – The average class size for kindergarten through third grade in a local school administrative unit shall at no time exceed the funded allotment ratio of teachers to students in kindergarten through third grade. At the end of the second school month and for the remainder of the school year, the size of an individual class in kindergarten through third grade shall not exceed the allotment ratio by more than three students. The funded class size allotment ratio for kindergarten through third grade shall be as follows:

(1) For kindergarten, one teacher per 18 students.

(2) For first grade, one teacher per 16 students.

(3) For second grade, one teacher per 17 students.

(4) For third grade, one teacher per 17 students.

Within the remaining funds available for classroom teachers in the State Public School Fund, the State Board of Education shall set the teacher to student ratios for class size in grades four through 12 to allot those positions. In grades four through 12, local school administrative units shall have the maximum flexibility to use allotted teacher positions to maximize student achievement.

...

(c2) Program Enhancement Teacher Allotment for Kindergarten Through ~~Fifth~~ Twelfth Grade. –

(1) Definitions. – For the purposes of this section, "program enhancement" refers to any of the following:

a. Arts disciplines, including dance, music, theater, and the visual arts.

b. Physical education and health programs.

c. World languages.

c1. Dual language immersion for classes in which (i) at least one-third of the students' dominant language is English and (ii) instruction involves both English and a target foreign language with a minimum of fifty

percent (50%) of core content taught in the target foreign language in order to promote dual language proficiency for all students.

d. Other supplemental classes as defined by the State Board of Education.

(2) Allotment ratio calculation. – The allotment ratio for kindergarten through ~~fifth~~ twelfth grade program enhancement teachers shall be one teacher per ~~191~~ 140 students.

(3) Appropriation. – Beginning with the 2019-2020 fiscal year, there is appropriated from the General Fund to the Department of Public Instruction for the allotment for program enhancement teachers for kindergarten through ~~fifth~~ twelfth grade an amount equal to the percentage of the total funds required to allot program enhancement teacher positions for kindergarten through ~~fifth~~ twelfth grade on a basis of one teacher per ~~191~~ 140 students for each fiscal year as follows:

Fiscal Year	**Appropriation**
2019-2020	50%
2020-2021	75%
2021-2022 and each subsequent fiscal year thereafter	100%.

When developing the base budget, as defined by G.S. 143C-1-1, for each fiscal year specified in this subdivision, the Director of the Budget shall include the appropriated amount for that fiscal year.

...."

SECTION #.(b) Section 3(b) of S.L. 2018-2 is repealed.

SECTION #.(c) Effective July 1, 2021, G.S. 115C-301(a1), as amended by subsection (a) of this section, reads as rewritten:

"(a1) Teacher Position Allotments. – Funds for classroom teachers in the State Public School Fund shall consist of the following position allotments:

(1) Classroom teachers for kindergarten through twelfth grade, which shall include funds for ~~program enhancement teachers,~~ self-contained exceptional children teachers, math, science, and computer teachers, and matching benefits.

(2) Program enhancement teachers for kindergarten through twelfth grade."

SECTION #.(d) G.S. 115C-105.25(5d) reads as rewritten:

"(5d) No positions shall be transferred out of the allocation for program enhancement teachers for kindergarten through ~~fifth~~ twelfth grade except as provided in this subdivision. Positions allocated for program enhancement teachers for kindergarten through ~~fifth~~ twelfth grade may be converted into positions allocated for classroom teachers for kindergarten through twelfth grade. For the purposes of this subdivision, the term "program enhancement" is as defined in G.S. 115C-301(c2)."

SECTION #.(e) Notwithstanding any other provision of law, of the recurring funds appropriated by Section 5(a) of S.L. 2018-2 to the Department of Public Instruction for the 2018-2019 fiscal year for a position allotment for program enhancement teachers for kindergarten through fifth grade, beginning with the 2019-2020 fiscal year, the sum of sixty-one million three hundred fifty-nine thousand two hundred twenty-five dollars ($61,359,225) in recurring funds shall be appropriated to the Department of Public Instruction for a position allotment for program enhancement teachers for kindergarten through twelfth grade.

SECTION #.(f) The State Board of Education shall modify the State graduation requirements to include one required credit in arts education to be completed by each student at any time in grades six through 12.

The State Board of Education shall implement this arts education graduation requirement beginning with students entering the sixth grade in 2022. The State Board shall include an

exemption from the arts education graduation requirement for students transferring into a North Carolina public school beginning in the ninth grade or later, if such requirement would prevent a student from graduating with the graduation cohort to which the student was assigned when transferring.

SECTION #.(g) The State Board of Education shall do the following:

(1) Establish procedures and a time line for a phased-in implementation of the arts education graduation requirement.

(2) Establish the minimum criteria to meet the arts education graduation requirement.

(3) By December 15, 2022, report to the Joint Legislative Education Oversight Committee on the following:

a. The statewide implementation of the three interdependent components of comprehensive arts education (arts education, arts integration, and arts exposure).

b. The graduation requirement set forth in subsection (f) of this section.

SECTION #.(h) Subsections (a) through (d) of this section apply beginning with the 2019-2020 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA

Session 2019

Proofed
SPECIAL PROVISION

2019-DPI-H18-P

Department of Public Instruction
House Appropriations, Education

Requested by

ELIMINATE REPORT TO SUPERINTENDENT ON THE ADOPTED SCHEDULE OF FEES

SECTION #.(a) G.S. 115C-47(6), as amended by Section # of this act, reads as rewritten:

"(6) To Regulate Fees, Charges and Solicitations. – Local boards of education shall adopt rules and regulations governing solicitations of, sales to, and fund-raising activities conducted by, the students and faculty members in schools under their jurisdiction, and no fees, charges, or costs shall be collected from students and school personnel without approval of the board of education as recorded in the minutes of said board. ~~All schedules of fees, charges and solicitations approved by local boards of education shall be reported to the Superintendent of Public Instruction.~~The local board of education shall publish a schedule of fees, charges, and solicitations approved by the local board on the local school administrative unit's Web site by October 15 of each school year and, if the schedule is subsequently revised, within 30 days following the revision."

SECTION #.(b) This section applies beginning with the 2019-2020 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA

Session 2019

Proofed
SPECIAL PROVISION

2019-DPI-H16-P

Department of Public Instruction
House Appropriations, Education

Requested by

AUTHORIZE STATE BOARD OF EDUCATION APPOINTMENT AUTHORITY OVER AN ADDITIONAL POSITION

SECTION #. G.S. 115C-11(j) reads as rewritten:

"(j) Certain Personnel Appointed by the State Board. – The State Board may appoint only the following personnel positions to support the operations of the State Board of Education through the Department of Public Instruction:

	Position number	Title
(1)	65023576	Attorney I.
(2)	60009384	Attorney II.
(3)	65003194	Paralegal II.
(4)	60095070	Administrative Assistant I.
(5)	60009394	Legislative and Community Affairs Director."

COOPERATIVE INNOVATIVE SCHOOLS/CAP/CERTAIN CIHS OPERATING WITHOUT ADDITIONAL FUNDS

SECTION #.(a) 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. The State Board may only approve up to four applications for cooperative innovative high schools that request additional funds under subsection (c) of this section to open in a school year. If an application requesting additional funds is not approved due to this limitation, a revised application may be submitted under subsection (b) of this section. The State Board may prioritize approval of such applications for cooperative innovative high schools located in local school administrative units that do not already operate a school pursuant to this Part.

(b) No Additional Funds. – For applications which have not requested additional funds, 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.

(c) 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 #.(b) Beginning with the 2019-2020 school year and for subsequent school years thereafter, notwithstanding G.S. 115C-238.51A(c) and G.S. 115C-238.54, the Halifax Early College High School and the Stanly STEM Early College High School shall be permitted to operate in accordance with G.S. 115C-238.53 and G.S. 115C-238.54 as cooperative innovative high schools approved under G.S. 115C-238.51A(c) and shall be subject to the evaluation requirements of G.S. 115C-238.55.

SECTION #.(c) Subsection (a) of this section applies beginning with applications for cooperative innovative high schools to open in the 2020-2021 school year.

AUTHORIZE THE NC CTE EDUCATION FOUNDATION TO ADMINISTER CERTAIN GRANTS

SECTION #.(a) G.S. 115C-64.15 reads as rewritten:

"**§ 115C-64.15. North Carolina Education and Workforce Innovation Commission.**

...

(d) The Commission shall develop and administer the Education and Workforce Innovation Program, as established under G.S. 115C-64.16, in collaboration with the North Carolina Career and Technical Education Foundation, Inc., and make awards of grants under the Program.

(d1) The Commission shall develop and administer, in coordination with the State Board of Education and the Superintendent of Public Instruction, and in collaboration with the North Carolina Career and Technical Education Foundation, Inc., the Career and Technical Education Grade Expansion Program, as established under G.S. 115C-64.17, and shall make awards of grants under the Program.

(d2) The North Carolina Career and Technical Education Foundation, Inc., shall serve as a grant administrator by providing assistance and support to grantees for initiating, expanding, improving, and promoting career and technical education initiatives.

(e) The ~~Commission~~ Commission, in consultation with the North Carolina Career and Technical Education Foundation, Inc., shall publish a report on the Education and Workforce Innovation Program and the Career and Technical Education Grade Expansion Program on or before April 30 of each year. The report shall be submitted to the Joint Legislative Education Oversight Committee, the State Board of Education, the State Board of Community Colleges, and the Board of Governors of The University of North Carolina. The report shall include at least all of the following information:

(1) An accounting of how funds and personnel resources were utilized for each program and their impact on student achievement, retention, and employability.
(2) Recommended statutory and policy changes.
(3) Recommendations for improvement of each program.
(4) For the Career and Technical Education Grade Expansion Program, recommendations on increasing availability of grants after the first two years of the program to include additional local school administrative units or providing additional grants to prior recipients."

SECTION #.(b) G.S. 115C-64.17(c) reads as rewritten:

"(c) Selection of Recipients. – For the 2017-2018 fiscal year, the Commission shall accept applications for a grant until November 30, 2017. For subsequent fiscal years that funds are made available for the Program, the Commission shall accept applications for a grant until August 1 of each year. The Commission shall consult with the North Carolina Career and Technical Education Foundation, Inc., to select recipients in a manner that considers diversity among the pool of applicants, including geographic location, location of industries in the area in which a

local school administrative unit is located, and the size of the student population served by the unit, in order to award funds to the extent possible to grant recipients that represent different regions and characteristics of the State. The Commission shall recommend recipients of the grants to the State Board of Education. The State Board, upon consultation with the Superintendent of Public Instruction, shall approve the recipients of grant awards."

SECTION #.(c) This section shall apply to the administration of grant programs on or after the date this act becomes law.

Department of Public Instruction
House Appropriations, Education

Requested by

DDC/CRC GRANT PROGRAM

SECTION #.(a) Any unexpended and unencumbered funds at the end of each fiscal year available from (i) the funds appropriated to the Department of Public Instruction for the Exceptional Children Allotment to be allocated to local school administrative units for Community Residential Center Funds (CRCF) grants and Developmental Day Centers (DDC) and (ii) the Special State Reserve Fund (SSRF) for children with disabilities shall not revert to the General Fund but shall be transferred by the Department to a reserve to establish a grant program for community residential centers (CRCs) and DDCs administered in accordance with subsection (b) of this section.

SECTION #.(b) Beginning with the 2019-2020 fiscal year, when the balance of the reserve provided for in subsection (a) of this section reaches the sum of at least fifty thousand dollars ($50,000) in a fiscal year, then the Department of Public Instruction shall solicit applications from licensed, community-based DDCs and CRCs approved by the Department of Public Instruction, Exceptional Children Division, for grants to assist the DDCs and CRCs with capital and equipment needs for their facilities. The grant application shall require documentation of the expenditures for which the grant is being requested and any other information requested by the Department. Local school administrative units shall not be eligible for the receipt of grant funds under this section. Any unexpended funds in the reserve shall be carried forward each fiscal year to be used for the purposes of this section.

SECTION #.(c) By March 15 of each fiscal year in which grants are awarded pursuant to subsection (b) of this section, the Department of Public Instruction shall report to the chairs of the Senate Appropriations Committee on Education/Higher Education, the chairs of the House of Representatives Appropriations Committee on Education, and the Fiscal Research Division on the award of grants and the balance of the reserve, including the number of grant recipients, the amount of grants, and the type of expenditure covered by the grant.

SECTION #.(d) Subsection (a) of this section becomes effective June 30, 2019.

CTE ADJUNCT INSTRUCTORS/IREDELL-STATESVILLE SCHOOLS

SECTION #.(a) G.S. 115C-157.1(b) reads as rewritten:

"(b) Contracting with Adjunct Instructors. – Notwithstanding Article 20 and Part 3 of Article 22 of this Chapter, a local board of education may contract with an individual to serve as an adjunct instructor who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education career cluster. The local board of education may contract with an adjunct instructor on an annual or semester basis, subject to the following requirements:

(1) An adjunct instructor may be employed for no more than ~~10~~ 15 hours per week.

(2) An adjunct instructor 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.

(3) An adjunct instructor shall not be required to hold or apply for licensure as a teacher.

(4) An adjunct instructor must complete preservice training in all of the following areas prior to beginning instruction:

a. The identification and education of children with disabilities.

b. Positive management of student behavior.

c. Effective communication for defusing and deescalating disruptive or dangerous behavior.

d. Safe and appropriate use of seclusion and restraint."

SECTION #.(b) Subsection (a) of this section applies only to the Iredell-Statesville School Administrative Unit.

CLASSROOM SUPPLIES TO TEACHERS

SECTION #.(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 #.(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 #.(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 four hundred dollars ($400.00) 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 also 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 shall also not be required to participate in the Program but may opt in to the Program in accordance with this subsection.

SECTION #.(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 #.(e) 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 #.(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. 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.

Department of Public Instruction
House Appropriations, Education

Requested by

ROBOTICS PROGRAM FOR STUDENTS WITH AUTISM

SECTION #. The Department of Public Instruction shall use available funds for the 2019-2021 fiscal biennium, except for funds in the State Public School Fund, in an amount of up to three hundred thousand dollars ($300,000) for each fiscal year of the 2019-2021 fiscal biennium to implement a program for students with autism that uses interactive facially expressive humanoid robotics for social and behavioral skills development for the advanced treatment of autism. The program shall have (i) a research-based curriculum with imbedded evidence-based practices, (ii) existing installations within North Carolina local school administrative units or charter schools, and (iii) a comprehensive facilitator and activity manual for learners with autism. The Department of Public Instruction shall select public schools for participation in the program and begin implementation of the program for the 2019-2020 school year. The Department shall ensure that the program uses resources efficiently to provide interactive humanoid robotics for social and behavioral skills development in the advanced treatment of autism for any local school administrative unit or charter school that is in need of the program.

Department of Public Instruction
House Appropriations, Education

Requested by

REAL SCHOOL GARDENS, DOING BUSINESS AS OUT TEACH/PILOT PROGRAM

SECTION #.(a) Of the funds appropriated to the Department of Public Instruction for the 2019-2020 fiscal year for REAL School Gardens, Carolinas Region, the Department of Public Instruction shall provide funds as grant-in-aid to the nonprofit organization known as REAL School Gardens, doing business as Out Teach, for the 2019-2020 school year to establish a pilot program. The purpose of the pilot program is to transform teaching practices and create outdoor learning laboratories on school campuses, based on the national model developed by Out Teach, in 10 rural elementary schools operating a school-wide Title I program. Qualifying schools shall be selected at the discretion of the State Superintendent of Public Instruction. The pilot program shall concentrate on improving student academic performance, teacher effectiveness, student engagement, and improving health and behavioral issues of students. State funds shall only be used to operate and administer the pilot program and may be used for teacher training utilizing Out Teach project-based, experiential learning curriculum, which is aligned to NC Essential Standards for science, math, and literacy skills and the Whole School, Whole Community, Whole Child model for nutrition education.

SECTION #.(b) As used in this section, a school-wide Title I program is a program at a school identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.

SECTION #.(c) The funds provided in accordance with subsection (a) of this section shall not revert at the end of the each fiscal year but shall remain available for expenditure until the end of the 2020-2021 fiscal year.

SECTION #.(d) By October 1, 2020, and by October 1 of any year thereafter in which Out Teach spends State funds, Out Teach shall submit to the Joint Legislative Education Oversight Committee and the Fiscal Research Division of the General Assembly an annual report on the progress of the pilot program, an accounting of expenditures, and student outcome and teacher effectiveness data related to the operation of the pilot program.

COMPETENCY-BASED MATH PILOT

SECTION #.(a) Purpose. – There is established the Competency-Based Mathematics Education Pilot Program (Pilot) within the Department of Public Instruction to be administered for a period of five years. The purpose of the Pilot is to allow students in grades nine through 12 to advance to higher levels of mathematics courses contingent upon the mastery of concepts and skills, rather than upon the awarding of course credits. Participating schools and students attending those schools will be exempt from the requirements of the standard course of study in the core subject of mathematics.

SECTION #.(b) Application. – The State Superintendent of Public Instruction and the Department of Public Instruction shall develop guidelines for the selection of certain local boards of education for participation in the Pilot. No later than October 31, 2019, the State Superintendent shall disseminate the selection guidelines, along with an application form to be used by local boards of education that wish to apply for participation in the Pilot. The application form must require, at a minimum, the following:

(1) The list of schools that will participate in the Pilot.

(2) A clear, detailed explanation of rigorous and results-driven curricula and personalized learning tools to be used during the Pilot.

(3) A plan for student progression based on the mastery of content, including mechanisms that determine and ensure that a student has satisfied the requirements for credit promotion.

(4) The scope and time lines for professional development for mathematics teachers and other relevant school personnel.

(5) A plan for communicating with and receiving feedback from parents and community stakeholders regarding implementation of the Pilot.

SECTION #.(c) Exercise of Flexibility. – Notwithstanding any provision of State law or policy to the contrary, local school administrative units participating in the Pilot may exercise flexibility as necessary relating to student progression and the awarding of credits in order to comply with the purposes of this section, subject to the limitations included in this section. Schools participating in the Pilot are not exempt from testing required by the State Board of Education as part of the statewide annual testing program. The State Superintendent may approve up to five local school administrative units for participation in the Pilot. Approved local school administrative units shall implement the plans presented in their applications beginning with the 2020-2021 school year.

SECTION #.(d) Appropriation. – Funds appropriated to the Department of Public Instruction for the 2019-2020 fiscal year for the administration and evaluation of the Pilot shall not revert but shall remain available for expenditure until the conclusion of the Pilot.

SECTION #.(e) Participating local school administrative units shall be selected during the 2019-2020 school year for implementation of the Pilot beginning with the 2020-2021 school year.

LIFE CHANGING EXPERIENCES SCHOOL PILOT PROGRAM

SECTION #.(a) Of the funds appropriated to the Department of Public Instruction by this act for the Life Changing Experiences School Pilot Program for the 2019-2020 fiscal year, the Department shall contract with the Children and Parent Resource Group, Inc., to design, implement, and evaluate a one-year Life Changing Experiences School Pilot Program (Project), ending with the 2019-2020 school year. The Project shall be operated and administered for students in grades six through 11 in the following local school administrative units: Lincoln County Schools, McDowell County Schools, Mitchell County Schools, and Pitt County Schools. These contract funds shall not be used for any purpose other than to implement the Project in the local school administrative units, which consists of traveling three-dimensional, interactive, holistic, and evidence-based multimedia education in-school programs. The Project shall include theme-specific programs screened at school assemblies and additional follow-up applications that address dangerous life- and community-threatening activities that negatively impact teenagers, including alcohol and other drugs, dangerous driving, violence, and bullying. The goal of these programs is to increase positive intentions and behavioral outcomes by teaching students the techniques and skills that empower them to reach meaningful life goals, employ positive behaviors, and start businesses and social enterprises.

SECTION #.(b) The Children and Parent Resource Group, Inc., in consultation with the Department of Public Instruction, shall submit a report on the Project authorized by this section by March 1, 2020, to the Joint Legislative Education Oversight Committee and the Fiscal Research Division. The report shall include an accounting of expenditures and student outcome data related to the operation of the Project.

SCHOOL SAFETY GRANTS PROGRAMS

SECTION #.(a) 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.

c. School mental health support personnel. – All of the following:

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

2. 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.

d. Other health support services. – Mental or physical health support services provided by one or more third-party entities to a public school unit on a contracted basis, including telemedicine or other distance consultations.

(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) school resource officers, (ii) services for students in crisis, (iii) school safety training, (iv) safety equipment in schools, and (v) additional school mental health support personnel.

(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 school resource officers. – Of the funds appropriated to the Department of Public Instruction by this section 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:

a. 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.

b. Public school units may use these funds to employ school resource officers in elementary and middle schools, to train them, or both.

c. 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.

(6) Grants for students in crisis. – Of the funds appropriated to the Department of Public Instruction by this section 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 fifty percent (50%) for the services identified in this sub-subdivision.

(7) Grants for training to increase school safety. – Of the funds appropriated to the Department of Public Instruction by this section 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 fifty percent (50%) for the services identified in this sub-subdivision.

(8) Grants for school mental health support personnel. – Of the funds appropriated to the Department of Public Instruction by this section for school mental health support personnel, the Superintendent of Public Instruction shall award grants to public school units, as follows:

a. 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.

b. Grants may be used 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 subdivision.

(9) 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.

(10) Administrative costs. – Of the funds appropriated to the Department of Public Instruction by this section for the grants provided in this subsection, the Superintendent of Public Instruction may retain a total of up to one hundred thousand dollars ($100,000) for administrative costs associated with the Program.

(11) 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 #.(b) 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) 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.

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

(3) 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.

(4) Other health support services. – Mental or physical health support services provided by one or more third-party entities to a public school unit on a contracted basis, including 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, (ii) services for students in crisis, (iii) school safety training, (iv) safety equipment in schools, and (v) 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 or services. The application shall identify current and ongoing needs and estimated costs associated with those needs.

(d) Criteria and Guidelines. – By August 1, 2020, 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 Students In Crisis. – From funds made available for grants 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:

(1) Crisis respite services for parents or guardians of an individual student to prevent more intensive or costly levels of care.

(2) 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:

a. Cognitive or behavioral problems.

b. Developmental delays.

c. Aggressive behavior.

(3) Evidence-based therapy services aligned with targeted training for students and their parents or guardians, including any of the following:

a. Parent-child interaction therapy.

b. Trauma-focused cognitive behavioral therapy.

c. Dialectical behavior therapy.

d. Child-parent psychotherapy.

(4) 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 subsection, the Superintendent shall not use more than fifty percent (50%) for the services identified in this subdivision.

(g) Grants for Training to Increase School Safety. – From funds made available for grants 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:

(1) 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.

(2) 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:

a. Parent-child interaction therapy.

b. Trauma-focused cognitive behavioral therapy.

c. Behavioral therapy.

d. Dialectical behavior therapy.

e. Child-parent psychotherapy.

(3) Training for students and school employees on community resilience models to improve understanding and responses to trauma and significant stress.

(4) 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:

a. Trauma-focused cognitive behavioral therapy.

b. Parent and student coping skills.

c. Problem solving.

d. Safety planning.

(5) 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 subsection, the Superintendent shall not use more than fifty percent (50%) for the services identified in this subdivision.

(h) 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, 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) Grants may be used for any of the following purposes:

a. 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.

b. To contract for other health support services.

c. Training for school mental health support personnel receiving funds under this subsection.

(i) 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.

(j) 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.

(k) Report. – No later than April 1, 2021, 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 #.(c) Of the funds appropriated to the Department of Public Instruction by this section for grants for school safety equipment in the 2019-2021 fiscal biennium, the Superintendent of Public Instruction shall award grants to local school administrative units, regional schools, innovative schools, or laboratory schools for (i) the purchase of safety equipment for government-owned school buildings and (ii) training associated with the use of safety equipment purchased pursuant to this subsection. Grants awarded pursuant to this subsection shall comply with subdivisions (2), (3), (4), (9), (10), and (11) of subsection (a) of this section in the 2019-2020 fiscal year and subsections (b), (c), (d), (i), (j), and (k) of G.S. 115C-105.60, as enacted by this section, in the 2020-2021 fiscal year.

SECTION #.(d) Section 7.27 of S.L. 2018-5 is repealed.

SECTION #.(e) Subsection (a) of this section expires June 30, 2020. Subsection (b) of this section becomes effective July 1, 2020.

University of North Carolina and Private Instruction
House Appropriations, Education

Requested by

UNC/ESCHEATS FUND FOR STUDENT FINANCIAL AID PROGRAMS

SECTION #.(a) The funds appropriated by this act from the Escheat Fund for the 2019-2021 fiscal biennium for student financial aid shall be allocated in accordance with G.S. 116B-7. Notwithstanding any other provision of Chapter 116B of the General Statutes, if the interest income generated from the Escheat Fund is less than the amounts referenced in this act, the difference may be taken from the Escheat Fund principal to reach the appropriations referenced in this act; however, under no circumstances shall the Escheat Fund principal be reduced below the sum required in G.S. 116B-6(f). If any funds appropriated from the Escheat Fund by this act for student financial aid remain uncommitted aid as of the end of a fiscal year, the funds shall be returned to the Escheat Fund, but only to the extent the funds exceed the amount of the Escheat Fund income for that fiscal year.

SECTION #.(b) The State Education Assistance Authority (Authority) shall conduct periodic evaluations of expenditures of the student financial aid programs administered by the Authority to determine if allocations are utilized to ensure access to institutions of higher learning and to meet the goals of the respective programs. The Authority may make recommendations for redistribution of funds to the President of The University of North Carolina and the President of the Community College System regarding their respective student financial aid programs, who then may authorize redistribution of unutilized funds for a particular fiscal year.

Proofed
SPECIAL PROVISION



2019-UNC-H4-P

University of North Carolina and Private Instruction
House Appropriations, Education

Requested by

CARRYFORWARD OF ENROLLMENT FUNDS FOR NC PROMISE REQUIREMENTS

SECTION #.(a) The funds appropriated by S.L. 2018-5 for enrollment adjustments for The University of North Carolina, including funds for the NC Promise Tuition Plan, to a reserve account in the Office of State Budget and Management for the 2018-2019 fiscal year shall not revert at the end of the 2018-2019 fiscal year but shall remain available until the end of the 2020-2021 fiscal year for the purpose of the "buy down" of any financial obligations resulting from the established tuition rate under G.S. 116-143.11 incurred by Elizabeth City State University, the University of North Carolina at Pembroke, and Western Carolina University or for rapid growth at any of those constituent institutions.

SECTION #.(b) This section becomes effective June 30, 2019.

COLLEGE ADVISING CORPS/COLLEGE ADVISERS IN THE PUBLIC SCHOOLS

SECTION #.(a) Purpose of the College Advising Corps Program. – From the funds appropriated by this act for the 2019-2021 fiscal biennium to the Board of Governors of The University of North Carolina for the College Advising Corps program, a grant-in-aid shall be provided to National College Advising Corps, Inc. (CAC) to support an expansion of the placement of college advisers in North Carolina public schools through their program over a three-year period. CAC is a college access nonprofit organization with the mission to increase the number of underrepresented, low-income, or first-generation postsecondary degree or certificate students entering and completing their postsecondary education at community colleges and universities. In furthering this mission, CAC operates an innovative model of partnering with schools, communities, families, and postsecondary institutions, including providing for a two-year service opportunity to recent college graduates as near-peer college advisers working full-time in the public schools, with an emphasis on engaging college advisers who have similar backgrounds to the students the program seeks to serve. Near-peer college advisers perform various services for those students that are key components to the proven success of the program, including (i) attending postsecondary campus visits, fairs, and workshops with students, (ii) assisting with registering for college entrance exams, (iii) assisting with Free Application for Federal Student Aid (FAFSA) registrations and completions, (iv) identifying available scholarships, (v) assisting with postsecondary applications, and (vi) engaging with parents.

SECTION #.(b) Funds for the Third Year of the Program. – It is the intent of the General Assembly to appropriate from the General Fund to the Board of Governors of The University of North Carolina an additional sum of two hundred eighty-three thousand three hundred thirty-three dollars ($283,333) in recurring funds for a net appropriation of two million eight hundred thirty-three thousand three hundred thirty-three dollars ($2,833,333) in recurring funds to be provided to CAC for the 2021-2022 fiscal year and subsequent fiscal years for the purpose of expanding the placement of college advisers to all 100 counties of the State in the third year of the expansion of the CAC program.

SECTION #.(c) Matching Funds. – Funds made available to CAC pursuant to this section shall be matched by CAC on the basis of two dollars ($2.00) in non-State funds for every one dollar ($1.00) in State funds. Availability of these matching funds shall not revert, but shall continue to be available for the purposes set forth in this section.

SECTION #.(d) Use of Funds. – CAC shall focus the first two years of the expansion of its program using the funds provided to it under this section by placing college advisers in counties designated as Tier 1 and Tier 2. For the third year of the expansion, CAC shall use the funds provided to it to place college advisers in the remaining counties designated as Tier 3 in order to achieve placement of college advisers in all 100 counties of the State. In addition, CAC shall select at least three additional postsecondary institutions to partner with in order to increase the number of recent graduates working as near-peer college advisers to meet the needs of the program expansion. Once CAC has reached the goal of placement of college advisers in 100 counties, the funds provided to it for the program shall be used to continue the mission of the

program to increase access for North Carolina public school students to postsecondary degree or certificate attainment at community colleges and universities.

SECTION #.(e) Reporting Requirements. – CAC shall submit a report by June 1 of each year in which CAC spends State funds made available to it pursuant to this section to the Joint Legislative Education Oversight Committee and the Fiscal Research Division on the progress of expanding the placement of college advisers, data on the effectiveness of the program in increasing access for students to postsecondary education, and the use of State funds.

Proofed
SPECIAL PROVISION

2019-UNC-H6-P

University of North Carolina and Private Instruction
House Appropriations, Education

Requested by

1

REPEAL BOG MANDATORY REVIEW OF CERTAIN UNC HUMAN RESOURCES ACTIONS

SECTION #. G.S. 116-17.3 is repealed.

University of North Carolina and Private Instruction
House Appropriations, Education

Requested by

UNC LABORATORY SCHOOL MODIFICATIONS/FUNDS

SECTION #.(a) G.S. 116-239.5(a) reads as rewritten:

"(a) The Board of Governors, upon recommendation by the President, shall designate at least ~~nine~~ six constituent institutions to submit proposals to establish laboratory schools to serve public school students in accordance with the provisions of this Article. The Board of Governors shall select constituent institutions with high-quality educator preparation programs as demonstrated by the annual performance measures reported by the constituent institutions in accordance with G.S. 115C-296.35. The Board of Governors' Subcommittee on Laboratory Schools established under G.S. 116-239.7 shall review the proposals and approve at least ~~nine~~ six of the proposals to establish laboratory schools. The Subcommittee shall oversee the operations of those laboratory schools to meet the purposes set forth in this Article."

SECTION #.(b) G.S. 116-239.5 is amended by adding a new subsection to read:

"(e) In addition to all other immunities provided to them by applicable State law, the Subcommittee, chancellor, the constituent institution, an advisory board, and a laboratory school, and their members, employees, and agents shall be entitled to the specific immunities provided for in Chapter 115C of the General Statutes applying to the State Board of Education, Superintendent of Public Instruction, a local board of education, a local school administrative unit, and their members and employees. Any such immunity to liability established by this subsection shall not extend to gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable. Immunity established by this subsection shall be deemed to be waived to the extent of indemnification under Article 31A and Article 31B of Chapter 143 of the General Statutes and to the extent sovereign immunity is waived under the Tort Claims Act, as set forth in Article 31 of Chapter 143 of the General Statutes."

SECTION #.(c) G.S. 116-239.7(a1) reads as rewritten:

"(a1) Approval of Laboratory Schools. – The Board of Governors, upon the recommendation of the President, shall designate at least ~~nine~~ six constituent institutions to establish and operate laboratory schools. The chancellor of each constituent institution shall adopt and submit to the Subcommittee a proposal to operate a laboratory school in a local school administrative unit that meets the minimum threshold for the number of low-performing schools located in the unit under G.S. 116-239.6(4). The proposal shall include the governance structure of the laboratory school. The Subcommittee shall evaluate the proposals for approval or disapproval by considering the design components and the strategic focus of the laboratory school and any other standards developed by the Subcommittee to be applicable to all laboratory schools. The Subcommittee shall also consider the location of each laboratory school so that, to the extent possible, there is a geographically diverse distribution of the laboratory schools throughout the State and a maximum of one laboratory school located in a qualifying local school administrative unit. From the proposals submitted to the Subcommittee, the Subcommittee shall approve the establishment of at least ~~nine~~ six laboratory schools."

SECTION #.(d) G.S. 116-239.7(b) reads as rewritten:

"(b) Resolution by the Subcommittee to Approve a Laboratory School. – The Subcommittee shall adopt a resolution upon the approval of each laboratory school, which shall include the following:

(1) Name of the laboratory school.

(2) The local school administrative unit in which the laboratory school shall be located.

(3) A term of operation for the laboratory school of five years from the date of initial operation. At the end of the initial five years of operation, the Subcommittee shall renew the term of operation for additional five-year periods under the resolution if the laboratory school is still located in a local school administrative unit that has twenty-five percent (25%) or more of the schools located in the unit identified as low-performing under G.S. 115C-105.37, or if the Subcommittee renews a waiver of this requirement under subsection (a2) of this ~~section, the resolution may be renewed by the Subcommittee at the end of the term for an additional five years.~~ section. If the laboratory school is no longer (i) located in a qualifying local school administrative unit or (ii) meeting the purposes of this Article under a waiver at the end of five years, the Subcommittee ~~shall~~ may renew the term of operation for additional five-year periods under the resolution if the Subcommittee finds the school is successfully meeting its mission to improve student performance and provide valuable exposure and training for teachers and principals in the constituent institution's educator preparation program. The Subcommittee may terminate operation of any laboratory school during the initial term of operation or during a five-year renewal period if the Subcommittee finds it is failing to meet expected progress towards meeting the mission of the school consistent with the requirements of this Article. The Subcommittee shall notify the Board of Governors of the end of the term of operation of a laboratory school and request designation of additional constituent institutions with educator preparation programs to establish a laboratory school in accordance with the provisions of this Article."

SECTION #.(e) 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 #.(f) 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 June 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 #.(g) Section 11.6(d) of S.L. 2016-94, as amended by Section 4 of S.L. 2017-177, reads as rewritten:

"**SECTION 11.6.(d)** Notwithstanding G.S. 116-239.5, 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 school year."

SECTION #.(h) 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 be used only for the operating expenses and equipment needs of the individual laboratory schools and shall not be used to fund or create positions or to hire consultants for The University of North Carolina System Office.

SECTION #.(i) Subsection (b) of this section applies to an action or omission of an action occurring on or after the date this act becomes law. Subsections (e) and (f) of this section apply beginning with the 2019-2020 school year.

Proofed
SPECIAL PROVISION

2019-UNC-H5-P

University of North Carolina and Private Instruction
House Appropriations, Education

Requested by

EXTEND REPORT DATE FOR UNC BOARD OF GOVERNORS PLANNING TASK FORCE

SECTION #. Section 36.6 of S.L. 2018-5 reads as rewritten:

"**SECTION 36.6.(a)** There is created the UNC Board of Governors Planning Task Force. The Task Force shall consist of four current Board members appointed by the Board of Governors, one of whom shall be designated as chair. These appointments shall be made no later than August 1, 2018.

"**SECTION 36.6.(b)** The Task Force shall conduct a systemwide analysis of the capital needs of the campuses of each constituent institution in relation to the Science Technology Engineering and Mathematics (STEM) subject area, taking into account the strengths, weaknesses, opportunities, and needs of each constituent institution, and any regional similarities and differences. The Task Force shall also consider the impact of any relevant programmatic planning elements being currently utilized that could be implemented as a best-practice among other similar programmatic areas to encourage systemwide efficiencies. In particular, the Task Force shall consider the capital needs relating to the Brody School of Medicine at East Carolina University, the UNC Applied Physical Sciences and Institute for Convergent Science in Chapel Hill, and other STEM projects to determine areas where capital funds may be used more efficiently and effectively. The Task Force shall use the information gathered pursuant to this subsection to compile a UNC System Plan.

"**SECTION 36.6.(c)** The three million dollars ($3,000,000) appropriated to the Board of Governors of The University of North Carolina in Section 36.2 of this act shall be used by the Task Force in conducting the analysis described in subsection (b) of this section. On or before ~~April 1, 2019,~~ February 1, 2020, the Task Force shall submit a report containing the UNC System Plan and any legislative recommendations to the Joint Legislative Capital Improvements Oversight Committee and the Fiscal Research Division."

University of North Carolina and Private Instruction
House Appropriations, Education

Requested by

INCREASE UNC CARRYFORWARD PERCENTAGE

SECTION #.(a) G.S. 116-30.3(a) reads as rewritten:

"(a) Of the General Fund current operations appropriations credit balance remaining at the end of each fiscal year in each of the budget codes listed in this subsection, any amount of the General Fund appropriation for that budget code for that fiscal year (i) may be carried forward to the next fiscal year in that budget code, (ii) is appropriated in that budget code, and (iii) may be used for any of the purposes set out in subsection (f) of this section. However, the amount carried forward in each budget code under this subsection shall not exceed ~~two and one-half~~ seven and one-half percent ~~(2.5%)~~ (7.5%) of the General Fund appropriation in that budget code. The Director of the Budget, under the authority set forth in G.S. 143C-6-2, shall establish the General Fund current operations credit balance remaining in each budget code.

The budget codes that may carry forward a General Fund current operations appropriations credit balance remaining at the end of each fiscal year pursuant to this section are the budget codes for each of the following:

(1) Each special responsibility constituent institution.

(2) The Area Health Education Centers of the University of North Carolina at Chapel Hill.

(3) University of North Carolina System Office Budget Code 16010."

SECTION #.(b) G.S. 116-30.3(f) reads as rewritten:

"(f) Funds carried forward pursuant to subsection (a) of this section may be used for one-time expenditures, including any funds carried forward in an amount that is in excess of two and one-half percent (2.5%) of the General Fund appropriation in that budget code may be used for projects that are eligible to receive funds under G.S. 143C-8-13(a), provided, however, that the expenditures shall not impose additional financial obligations on the State and shall not be used to support positions."

SECTION #.(c) Subsection (a) of this section becomes effective June 30, 2019.

NC PATRIOT STAR FAMILY SCHOLARSHIP PROGRAM

SECTION #.(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 the Patriot Foundation, a nonprofit corporation, for the purpose of establishing and administering the Program. The Program shall provide 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 #.(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.
4. Is an active duty service member permanently stationed in North Carolina at the time of documentation completion.

b. Meets one of the following service conditions:

1. Was a member of the Armed Forces who was killed in action or in the line of duty, or died of wounds or other causes not due to the service member's willful misconduct during a period of war or national emergency.
2. Was a member of the Armed Forces who died of service-connected injuries, wounds, illness, or other causes incurred or aggravated while a member of the Armed Forces during a period of war or national emergency. Standard

documentation of the parent's death, wounds, injury, or illness must be supplied by a scholarship recipient at the time of scholarship request.

3. Is a veteran of the Armed Forces who incurred traumatic injuries or wounds or sustained a major illness while a member of the Armed Forces during a period of war or national emergency and is receiving compensation for a wartime service-connected disability of at least fifty percent (50%) as rated by the U.S. Department of Veterans Affairs.

4. Is a current member of the Armed Forces who incurred traumatic injuries or wounds or sustained a major illness while a member of the Armed Forces during a period of war or national emergency. The parent's traumatic wounds, injury, or major illness must be documented by the U.S. Department of Defense.

(3) Eligible spouse. – 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, (iii) has complied with the requirements of the Selective Service System, if applicable, and (iv) whose spouse was a member of the Armed Forces who was killed in action or in the line of duty, or died of wounds or other causes not due to the service member's willful misconduct during a period of war or national emergency.

(4) Eligible postsecondary institution. – A school that is any of the following:

a. A constituent institution of The University of North Carolina.

b. A community college under the jurisdiction of the State Board of Community Colleges.

c. A private educational institution as defined in G.S. 143B-1224.

d. An accredited, private vocational institution.

(5) Veteran. – An individual who has served and is no longer serving in the Armed Forces of the United States. For the purposes of this section, the veteran must have separated from the Armed Forces under honorable conditions or whose death or disability of at least fifty percent (50%) or more was incurred as a direct result of service in the line of duty.

SECTION #.(c) Administration; Awards. – Within the funds made available for the Program, the Patriot Foundation shall administer the North Carolina Patriot Star Family Scholarship Program and award scholarships to eligible children and eligible spouses in accordance with this section. In administering the Program, the Patriot Foundation shall be responsible for program oversight ensuring compliance with the provisions of this section.

The Patriot Foundation 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 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 #.(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.

University of North Carolina and Private Instruction
House Appropriations, Education

Requested by

REPORT TO THE GA ON CHANGES TO UNC ENROLLMENT FUNDING FORMULA

SECTION #.(a) Other than enrollment funding requests for the 2019-2020 and 2020-2021 academic years based on actual completed course credit hours, the Board of Governors of The University of North Carolina (UNC) shall not adopt changes to the UNC Enrollment Funding Formula or to the allocation of enrollment funds to constituent institutions to become effective prior to July 1, 2020, without first reporting the proposed changes to the 2019 General Assembly and the Fiscal Research Division of the General Assembly at least 60 days prior to the effective date of any such adopted changes.

SECTION #.(b) If the Board of Governors adopts changes to the UNC Enrollment Funding Formula or to the allocation of enrollment funds to constituent institutions for the 2020-2021 academic year, other than enrollment funding requests based on actual completed course credit hours, the adopted changes shall become effective on July 1, 2020, unless a bill that specifically disapproves the UNC Enrollment Funding Formula is introduced in either house of the General Assembly before the thirty-first legislative day of the 2020 Regular Session of the 2019 General Assembly. The UNC Enrollment Funding Formula shall become effective on the July 1 immediately following the earlier of either the day an unfavorable final action is taken on the bill or the day that session of the General Assembly adjourns without ratifying a bill that specifically disapproves the UNC Enrollment Funding Formula. If the UNC Enrollment Funding Formula is specifically disapproved by a bill enacted into law before it becomes effective, the UNC Enrollment Funding Formula shall not become effective. For the purposes of this section, a bill specifically disapproves the UNC Enrollment Funding Formula if it contains a provision that refers to the UNC Enrollment Funding Formula and states that the UNC Enrollment Funding Formula is disapproved. Notwithstanding any rule of either house of the General Assembly, a bill may be introduced as described by this section during the first 30 legislative days of the 2020 Regular Session.

University of North Carolina and Private Instruction
House Appropriations, Education

Requested by

FUNDS FOR UNC-ASHEVILLE WOODS RESIDENCE HALL

SECTION #.(a) Notwithstanding Section 36.6(c) of S.L. 2018-5, as amended by Section # of this act, of the funds appropriated to the Board of Governors of The University of North Carolina for the UNC Board of Governors Planning Task Force for the 2018-2019 fiscal year under Section 36.2 of S.L. 2018-5 that are unexpended and unencumbered at the end of the 2018-2019 fiscal year, the sum of up to seven hundred seventy-nine thousand dollars ($779,000) shall not revert to the General Fund at the end of the fiscal year, but instead, shall be allocated by the Board of Governors to the University of North Carolina at Asheville (UNC-Asheville) for the 2019-2020 fiscal year to cover the expenses incurred by UNC-Asheville related to meeting the building requirements imposed by the Department of Insurance upon UNC-Asheville to allow students to occupy the university's newly constructed Woods Residence Hall for the beginning of the 2018-2019 academic year.

SECTION #.(b) This section becomes effective June 30, 2019.

HIGH ACHIEVING TUITION SCHOLARSHIPS/CC

SECTION #.(a) Article 23 of Chapter 116 of the General Statutes is amended by adding a new Part to read:

"Part 5. High Achieving Tuition Scholarship Program.

"**§ 116-209.80. High Achieving Tuition Scholarship Program.**

(a) Program Purpose. – There is established the High Achieving Tuition Scholarship Program (Program) to be administered by the Authority. The purposes of the High Achieving Tuition Scholarship Program include the following:

(1) Encourage higher-performing students at community colleges.

(2) Utilize the State's educational resources to the fullest.

(3) Create more educational and career options for students.

(4) Realize significant cost-savings to the State.

(5) Develop a more competitive workforce.

(b) Award of Scholarships. – Within the funds made available for the Program, the Authority shall annually award High Achieving Tuition Scholarships to eligible students in an amount not to exceed the cost of 16 credit hours of tuition per fall or spring academic semester for a maximum of four academic semesters at a North Carolina community college. The Authority shall require eligible students to complete a Free Application for Federal Student Aid (FAFSA) to apply for a scholarship award and shall reduce the amount of the scholarship award for any student by the amount of grants or scholarships received by that student from other State or federal sources. The Authority shall award scholarships to eligible students in the order in which applications are received.

(c) Student Eligibility. – A student shall be considered an eligible student in order to receive a High Achieving Tuition Scholarship under the Program if the student meets all of the following requirements:

(1) In the academic semester prior to enrolling in a community college, the student graduates with at least a 3.5 unweighted grade point average from either a (i) public high school located in this State or (ii) a nonpublic high school or home school, as defined in Article 39 of Chapter 115C of the General Statutes, located in this State.

(2) The student presents evidence that the student is either a United States citizen or eligible noncitizen.

(3) The student qualifies as a resident of this State for tuition purposes, as provided in Article 14 of Chapter 116 of the General Statutes.

(4) The student gains admission as a student at a North Carolina community college in a curriculum program.

(5) The student complies with Selective Service registration requirements.

(6) The student affirmatively states the student does not have a felony conviction for a controlled substance offense under Article 5 of Chapter 90 of the General Statutes.

(d) Scholarship Renewal. – A scholarship awarded to an eligible student shall be annually renewed if the student demonstrates all of the following:

(1) A cumulative 3.0 grade point average.

(2) Completion of a minimum of 30 semester credit hours by the end of the academic year.

(3) The student does not have a felony conviction for a controlled substance offense under Article 5 of Chapter 90 of the General Statutes demonstrated by the student submitting an affirmative statement of that fact to the Authority.

(e) Scholarship Revocation. – A scholarship awarded to an eligible student shall be revoked at the conclusion of the first semester of an academic year for any of the following reasons:

(1) Failure to maintain a course load of at least 12 credit hours.

(2) Default or an unpaid refund on a student financial aid program.

(f) Administration; Funds. – The Authority shall adopt rules for administration of the High Achieving Tuition Scholarship Program in accordance with the requirements of this Part. The Authority may use up to five percent (5%) of the funds appropriated each fiscal year for the Program for administrative costs associated with the Program. Any unexpended funds for the Program at the end of the fiscal year shall not revert to the General Fund, but shall remain available to award scholarships to eligible students in accordance with this Part.

"**§ 116-209.81. Course counseling for scholarship recipients.**

Community colleges in which scholarship recipients are enrolled shall ensure those students are provided counseling and assistance in maintaining the necessary grade point averages and selecting coursework that reflects their educational and career goals. For students planning to enter a constituent institution of The University of North Carolina, the State Board of Community Colleges shall ensure that credits earned by those students participating in the program are transferable.

"**§ 116-209.82. Deferment of enrollment into a constituent institution for scholarship recipients.**

The Board of Governors of The University of North Carolina shall adopt a policy to permit any student admitted to a constituent institution of The University of North Carolina, beginning with the 2020-2021 academic year, who receives a High Achieving Tuition Scholarship pursuant to this Part to defer admission to the constituent institution for two years. Deferred admission shall be contingent upon the student's successful completion of an associate degree and the student remaining in good standing in the Program while enrolled in the community college.

"**§ 116-209.83. Reporting requirements.**

The Authority shall report annually on or before September 1, beginning in 2021, to the Joint Legislative Education Oversight Committee on the implementation of the High Achieving Tuition Scholarship Program. The report shall include at least the following information:

(1) Number of students applying for the scholarship, including information about student demographics and geographic location.

(2) Number of students awarded the scholarship, including information about student demographics and geographic location, and community college attended.

(3) Amount of funds expended for scholarships.

(4) Number of students whose scholarships were revoked and reasons for revocation.

(5) Other relevant information as determined by the Authority."

SECTION #.(b) For the 2019-2020 school year, the State Board of Education shall direct local boards of education to survey high school students in their senior year who meet the eligibility requirements of the High Achieving Tuition Scholarship Program to determine interest in the program, including numbers of students who intend to apply for the scholarship, and

reasons that eligible students may choose not to apply for the scholarship. The State Board of Education shall report to the Joint Legislative Education Oversight Committee no later than December 15, 2019, on the results of this survey.

SECTION #.(c) The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall jointly identify and report to the Joint Legislative Education Oversight Committee by April 1, 2023, on potential issues related to the transition of High Achieving Tuition Scholarship recipients from community college to university enrollment and other recommendations to improve and expand the High Achieving Tuition Scholarship Program.

SECTION #.(d) Subsection (a) of this section applies to the award of scholarships beginning with the fall semester of the 2020-2021 academic year for students graduating from high school in the 2019-2020 school year.

NC SCHOOL OF SCIENCE AND MATHEMATICS TUITION GRANTS

SECTION #.(a) Article 23 of Chapter 116 of the General Statutes is amended by adding a new Part to read:

"Part 6. Tuition Grant for Graduates of the North Carolina School of Science and Mathematics.

"**§ 116-209.90. Tuition grants for graduates to attend a constituent institution of higher education.**

(a) Program Established. – There is established the Tuition Grant for Graduates of the North Carolina School of Science and Mathematics Program (Program). Within the funds made available for the Program, a State resident who graduates from the North Carolina School of Science and Mathematics (NCSSM) in each school year, beginning with the 2019-2020 school year, and who enrolls as a full-time student in a constituent institution of The University of North Carolina in the next academic year after graduation shall be eligible for a tuition grant awarded for that student's first academic year in accordance with this Part.

(b) Administration of Grants. – The Authority shall administer the tuition grants provided for in this Part pursuant to guidelines and procedures established by the Authority consistent with its practices for administering State-funded financial aid. The guidelines and procedures shall include an application process and schedule, notification and disbursement procedures, standards for reporting, and standards for return of tuition grants when a student withdraws. The Authority shall not approve any grant until it receives proper certification from the appropriate constituent institution that the student applying for the grant is an eligible student. Upon receipt of the certification, the Authority shall remit, at the times it prescribes, the tuition grant to the constituent institution on behalf, and to the credit, of the student. In the event a student on whose behalf a tuition grant has been paid is not enrolled and carrying a minimum academic load as of the tenth classroom day following the beginning of the school term for which the tuition grant was paid, the constituent institution shall refund the full amount of the tuition grant to the Authority.

(b) Award of Grants. – Except as provided in subsections (c) and (d) of this section, the amount of the grant awarded to a student shall be the full tuition cost at the constituent institution in which the student is enrolled for the student's first academic year. No tuition grant awarded to a student under this section shall exceed the cost of attendance at the constituent institution for which the student is enrolled.

(c) Reduction of an Award Due to Other Aid. – If a student, who is eligible for a tuition grant under this section, also receives a scholarship or other grant covering the cost of attendance at the constituent institution for which the tuition grant is awarded, then the amount of the tuition grant shall be reduced by an appropriate amount determined by the Authority so that the total amount of scholarships and grants received by the student does not exceed the cost of attendance for the institution. The cost of attendance shall be determined by the Authority for each constituent institution.

(d) Pro Rata Amount. – In the event there are not sufficient funds available for the Program to provide each eligible student with a full tuition grant as provided for by this Part, each eligible student shall receive a pro rata share of funds available for that academic year.

"**§ 116-209.91. North Carolina Tuition Grant Fund Reserve.**

The North Carolina Tuition Grant Fund Reserve shall be established as a reserve to be administered by the Authority. All funds appropriated to or otherwise received by the Authority to provide tuition grants under this Part, all returned tuition grant monies, and all interest earned on these funds shall be placed in the Fund. The Fund shall be used for (i) tuition grants for the academic year that begins in the fiscal year following the fiscal year in which the appropriation is made to the Reserve and (ii) the administrative costs of the Authority, provided that no more than five percent (5%) of the funds appropriated each fiscal year for tuition grants is expended for administrative purposes."

SECTION #.(b) This section applies beginning with the award of tuition grants to the North Carolina School of Science and Mathematics Program graduating class of the 2019-2020 school year for the 2020-2021 academic year.

WASHINGTON CENTER INTERNSHIP SCHOLARSHIP PROGRAM

SECTION #.(a) Scholarship program established. – From the funds appropriated by this act for the 2019-2021 fiscal biennium to the Board of Governors of The University of North Carolina to be allocated to the State Education Assistance Authority (Authority) for the Washington Center Internship Scholarship Program, the Authority shall award scholarship grants to students who are residents of North Carolina and are enrolled in their second year or higher in a constituent institution of The University of North Carolina to attend a semester or summer term internship program at the Washington Center for Internships and Academic Seminars (Washington Center) located in Washington, D.C. The Authority shall administer the scholarship program pursuant to guidelines and procedures established by the Authority consistent with its practices for administering State-funded financial aid. The guidelines and procedures shall include an application process and schedule, notification and disbursement procedures, standards for reporting, and standards for return of funds when a student withdraws from the program. A student who meets the eligibility criteria of the Washington Center to attend a semester or summer term internship program may apply to the Authority for a grant to cover costs related to the internship program in an amount of up to seven thousand dollars ($7,000). The Authority shall award grants to students in the order in which applications are received.

SECTION #.(b) Limitations on grant amount. – If a student, who is eligible for a grant pursuant to this section, also receives a scholarship or other grant covering the cost of attendance for the program, then the amount of the State grant shall be reduced by an appropriate amount determined by the Authority. The Authority shall reduce the amount of the grant so that the sum of all grants and scholarship aid covering the cost of attendance shall not exceed the cost of attendance for the program, including program fees, housing, and incidental costs. The cost of attendance shall be established by the Authority in accordance with information provided to the Authority by the Washington Center.

SECTION #.(c) Internship activities. – A student participating in the Washington Center's program shall (i) intern four days a week with a nonprofit corporation, private company, federal agency, or a member of the United States Congress, (ii) take an academic class taught by the Washington Center's faculty, (iii) participate in academic seminars, (iv) participate in career readiness training programs, and (v) be responsible for a final portfolio project outlining work completed during the program. Students from all academic majors can participate and benefit from the program.

SECTION #.(d) Administrative costs. – The Authority may use up to one percent (1%) of the funds appropriated each fiscal year for the program for administrative costs.

SECTION #.(e) Reporting. – By March 1, 2021, the Authority, in consultation with the Washington Center, shall report to the Joint Legislative Education Oversight Committee, the chairs of the Senate Appropriations Committee on Education/Higher Education, and the chairs of the House of Representatives Appropriations Committee on Education on the implementation of the scholarship program, including the number of participating students and the amount of awards for each semester or summer term by constituent institution.

SECTION #.(f) This section applies beginning with the award of scholarship grants for the 2020 spring academic semester.

State Education Assistance Authority
House Appropriations, Education

Requested by

NEED-BASED SCHOLARSHIPS FOR PRIVATE INSTITUTIONS/DEPENDENTS OF VETERANS AND ACTIVE DUTY MILITARY

SECTION #.(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."

SECTION #.(b) This section applies beginning with the award of scholarships for the 2020-2021 academic year.

Proofed
SPECIAL PROVISION

2019-UNCSEAA-H7-P

State Education Assistance Authority
House Appropriations, Education

Requested by

EDUCATION LOTTERY SCHOLARSHIP MODIFICATIONS

SECTION #.(a) G.S. 115C-499.2 reads as rewritten:

"**§ 115C-499.2. Eligibility requirements for a scholarship.**

In order to be eligible to receive a scholarship under this Article, a student seeking a degree, diploma, or certificate at an eligible postsecondary institution must meet all of the following requirements:

(1) Only needy North Carolina students are eligible to receive scholarships. For purposes of this subsection, "needy North Carolina students" are those eligible students whose expected family contribution under the federal methodology does not exceed ~~five~~ six thousand dollars ~~($5,000).~~($6,000).

...."

SECTION #.(b) G.S. 115C-499.3(a) reads as rewritten:

"(a) Subject to the amount of net income available under G.S. 18C-164(b)(2), a scholarship awarded under this Article to a student at an eligible postsecondary institution shall be based upon the enrollment status and expected family contribution of the student and shall not exceed ~~four~~ five thousand one hundred dollars ~~($4,000)~~ ($5,100) per academic year, including any federal Pell Grant, to be used for the costs of attendance as defined for federal Title IV programs."

SECTION #.(c) This section applies beginning with the award of scholarships for the 2020-2021 academic year.

State Education Assistance Authority
House Appropriations, Education

Requested by

MODIFY NC TEACHING FELLOWS PROGRAM

SECTION #.(a) G.S. 116-209.62, as amended by subsection (b) of this section, reads as rewritten:

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

...

(f) Program Selection Criteria. – The Authority shall administer the Program in cooperation with ~~five~~ up to eight institutions of higher education with approved educator preparation programs selected by the Commission that represent a diverse selection of both postsecondary constituent institutions of The University of North Carolina and private postsecondary institutions operating in the State. The Commission shall adopt stringent standards for selection of the most effective educator preparation programs, including the following:

(1) Demonstrates high rates of educator effectiveness on value-added models and teacher evaluations, including using performance-based, subject-specific assessment and support systems, such as edTPA or other metrics of evaluating candidate effectiveness that have predictive validity.

(2) Demonstrates measurable impact of prior graduates on student learning, including impact of graduates teaching in STEM or special education licensure areas.

(3) Demonstrates high rates of graduates passing exams required for teacher licensure.

(4) Provides curricular and co-curricular enhancements in leadership, facilitates learning for diverse learners, and promotes community engagement, classroom management, and reflection and assessment.

(5) Requires at least a minor concentration of study in the subject area that the 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 #.(b) 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 #.(c) Subsection (a) of this section applies to the award of forgivable loans beginning with the 2020-2021 academic year. Subsection (b) of this section applies to the award of forgivable loans beginning with the 2019-2020 academic year.

State Education Assistance Authority
House Appropriations, Education

Requested by

USE OF UNEXPENDED OPPORTUNITY SCHOLARSHIP FUNDS/INFORMATION ON NONPUBLIC SCHOOLS

SECTION #.(a) G.S. 115C-562.8 reads as rewritten:

"**§ 115C-562.8. The Opportunity Scholarship Grant Fund Reserve.**

(a) The Opportunity Scholarship Grant Fund Reserve is established as a reserve to be administered by the Board of Governors of The University of North Carolina for the purpose of allocating funds to the Authority for the award of scholarship grants in accordance with this Part. The Reserve shall consist of monies appropriated from the General Fund to the Reserve by the General Assembly and any interest accrued to it thereon. These funds shall be used to award scholarship grants to eligible students for the school year that begins in the fiscal year following the fiscal year in which the appropriation is made to the Reserve. The Board of Governors shall only use monies in the Reserve in accordance with the purposes set forth in this section. Funds appropriated in a particular fiscal year to be used for the award of scholarships in the following fiscal year that are unexpended at the end of the fiscal year after the fiscal year in which the funds were appropriated shall be carried forward for one fiscal year and may be used for the purposes set forth in this section. The Authority shall not expend funds that are carried forward for a fiscal year until the funds from the prior year appropriation to be used to award scholarships are expended. Funds carried forward pursuant to this section that have not been spent within one fiscal year shall ~~revert to the General Fund.~~be used in accordance with subsection (d) of this section.

...

(d) Any unexpended funds at the end of a fiscal year from the funds carried forward for one fiscal year pursuant to subsection (a) of this section shall be used as follows:

(1) Up to two million five hundred thousand dollars ($2,500,000) shall be transferred to the Department of Administration, Division of Nonpublic Education, for data collection from nonpublic schools and to maintain a Web site to provide information to students and parents to assist them in the selection of nonpublic schools pursuant to Part 5 of this Article.

(2) Up to five hundred thousand dollars ($500,000) shall be used by the Authority to contract with a nonprofit corporation representing parents and families, for marketing, outreach, and scholarship application assistance for parents and students pursuant to Part 5 of this Article.

(3) Any remaining funds shall revert to the General Fund."

SECTION #.(b) Article 39 of Chapter 115C of the General Statutes is amended by adding a new Part to read:

"Part 5. Nonpublic School Information for Parents and Students.

"**§ 115C-567.5. Nonpublic School Information Dashboard.**

(a) Dashboard. – The Department of Administration, Division of Nonpublic Education, shall provide information on a Web site, under a section entitled "Nonpublic School Information

Dashboard" to students, parents, and the public on certain nonpublic schools located in North Carolina as provided in this section. The information shall be updated annually.

(b) Available Data. – The Division of Nonpublic Education shall, as data is made available, provide information under subsection (a) of this section on nonpublic schools, including any data made available for students enrolled in those nonpublic schools. For a nonpublic school who enrolls students whose tuition and fees are paid in whole or in part with a scholarship grant pursuant to G.S. 115C-562.5, the nonpublic school shall submit to the Division a brief summary of the school's standard testing protocol, including the specific tests and assessments used by the school, graduation rates of the students who receive scholarship grants as required by G.S. 115C-562.5, and information on the level of accreditation of the school to be posted on the Division's dashboard. Other nonpublic schools that meet the requirements of Part 1 or Part 2 of this Article as identified by the Division of Nonpublic Education, including schools that enroll students receiving scholarship funds under Article 41 of this Chapter and Part 1H of Article 9 of this Chapter, may voluntarily submit data to also be included in the dashboard for the students enrolled in the nonpublic school. The State Education Assistance Authority shall provide information to the Division on the scholarship program it administers pursuant to Part 2A of this Article. The information contained on the dashboard shall not include personally identifiable student data.

"**§ 115C-567.10. Outreach and assistance for parents and students.**

(a) The State Education Assistance Authority, in its administration of scholarship programs for eligible students to attend nonpublic schools pursuant to Part 2A of this Article, Article 41 of this Chapter, and Part 1H of Article 9 of this Chapter, may contract with a nonprofit corporation representing parents and families, for marketing, outreach, and scholarship application assistance for parents and students. The Authority shall issue a request for proposals in order to enter into a contract with a nonprofit corporation that meets the following requirements during the term of the contract:

(1) Be a nonprofit corporation organized pursuant to Chapter 55A of the General Statutes and comply at all times with the provisions of section 501(c)(3) of the Internal Revenue Code.

(2) Employ sufficient staff who have demonstrated a capacity to market and implement a scholarship grant program, including by doing the following:

a. Direct mail marketing.

b. Radio advertising.

c. Targeted digital advertising.

d. One-on-one parent and family engagement.

(3) Comply with the limitations on lobbying set forth in section 501(c)(3) of the Internal Revenue Code.

(4) Have no State officer or employee serving on the board of the nonprofit.

(5) Conduct at least quarterly meetings of the board of directors of the nonprofit at the call of its chair.

(b) The terms of the contract between the Authority and a nonprofit corporation shall require that the nonprofit maintains the confidentiality of any information provided by the Authority for parents and students as directed by the Authority and not disseminate information to third parties without written parental consent. During the term of the contract provided for in this section, the Authority shall include on scholarship applications a statement for parents to indicate nonconsent for sharing information with a nonprofit corporation.

(c) Notwithstanding any other provision of law, during the term of the contract provided for in this section, the Authority may share the name, address, e-mail, and telephone number of the parent of any student applicant, unless the parent indicates that the information should not be shared."

SECTION #.(c) G.S. 115C-562.5 reads as rewritten:

"**§ 115C-562.5. Obligations of nonpublic schools accepting eligible students receiving scholarship grants.**

(a) A nonpublic school that accepts eligible students receiving scholarship grants shall comply with the following:

(1) Provide to the Authority documentation for required tuition and fees charged to the student by the nonpublic school.

(2) Provide to the Authority a criminal background check conducted for the staff member with the highest decision-making authority, as defined by the bylaws, articles of incorporation, or other governing document, to ensure that person has not been convicted of any crime listed in G.S. 115C-332.

(3) Provide to the parent or guardian of an eligible student, whose tuition and fees are paid in whole or in part with a scholarship grant, an annual written explanation of the student's progress, including the student's scores on standardized achievement tests.

(4) Administer, at least once in each school year, a nationally standardized test or other nationally standardized equivalent measurement selected by the chief administrative officer of the nonpublic school to all eligible students whose tuition and fees are paid in whole or in part with a scholarship grant enrolled in grades three and higher. The nationally standardized test or other equivalent measurement selected must measure achievement in the areas of English grammar, reading, spelling, and mathematics. Test performance data shall be ~~submitted to the Authority by July 15 of each year. Test performance data~~ retained by the nonpublic school for at least a five-year period. The Authority may audit the test data retained by the school to ensure compliance with this subdivision. A brief summary of the nonpublic school's standard testing protocol, including the name of the tests or assessments used by the school, shall be reported to the ~~Authority under this subdivision is not a public record under Chapter 132 of the General Statutes.~~Division in accordance with G.S. 115C-567.5.

(5) Provide to the ~~Authority~~ Division graduation rates of the students receiving scholarship grants in a manner consistent with nationally recognized ~~standards.~~standards, in accordance with G.S. 115C-567.5.

(6) Contract with a certified public accountant to perform a financial review, consistent with generally accepted accounting principles, for each school year in which the school accepts students receiving more than three hundred thousand dollars ($300,000) in scholarship grants awarded under this Part.

(b) A nonpublic school that accepts students receiving scholarship grants shall not require any additional fees based on the status of the student as a scholarship grant recipient.

~~(c) A nonpublic school enrolling more than 25 students whose tuition and fees are paid in whole or in part with a scholarship grant shall report to the Authority on the aggregate standardized test performance of eligible students. Aggregate test performance data reported to the Authority which does not contain personally identifiable student data shall be a public record under Chapter 132 of the General Statutes. Test performance data may be shared with public or private institutions of higher education located in North Carolina and shall be provided to an independent research organization selected by the Authority for research purposes as permitted by the Federal Education Rights and Privacy Act, 20 U.S.C. § 1232g.~~

...."

SECTION #.(d) G.S. 115C-562.7(c) is repealed.

SECTION #.(e) Section 8.29(g) of S.L. 2013-360 reads as rewritten:

"**SECTION 8.29.(g)** ~~The Authority shall select an independent research organization, as required by G.S. 115C-562.7, as enacted by this section, beginning with the 2017-2018 school~~

~~year. The first learning gains report required by G.S. 115C-562.7, as enacted by this section, shall not be due until December 1, 2018.~~ The first financial review for a nonpublic school that accepts scholarship grant funds, as required by G.S. 115C-562.5(a)(6), as enacted by this section, shall not be required until the 2015-2016 school year."

SECTION #.(f) Subsection (a) of this section becomes effective June 30, 2019. This section applies beginning with the 2019-2020 school year.

State Education Assistance Authority
House Appropriations, Education

Requested by

EXPAND ELIGIBILITY FOR OPPORTUNITY SCHOLARSHIPS/PRIOR YEAR IN A PUBLIC SCHOOL

SECTION #.(a) G.S. 115C-562.1(3) reads as rewritten:

"(3) Eligible students. – A student residing in North Carolina who has not yet received a high school diploma and who meets all of the following requirements:

a. Meets one of the following criteria:

1. Was a full-time student (i) assigned to and attending a public school pursuant to G.S. 115C-366 or (ii) enrolled in a Department of Defense Elementary and Secondary School, established pursuant to 10 U.S.C. § 2164 and located in North Carolina, during the spring semester prior to the school year for which the student is applying.
2. Received a scholarship grant for the school year prior to the school year for which the student is applying.
3. Is entering either kindergarten or the first grade.
4. Is a child in foster care as defined in G.S. 131D-10.2(9).
5. Is a child whose adoption decree was entered not more than one year prior to submission of the scholarship grant application.
6. Is a child whose parent or legal guardian is on full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. § 12301, et seq., and 10 U.S.C. § 12401, et seq.
7. Is a child who meets both of the following:
   I. Was enrolled in a nonpublic school that meets the requirements of Part 1 and Part 2 of this Article during the spring semester prior to the school year for which the student is applying.
   II. Was enrolled for the entire school year immediately prior to the school year in which the student enrolled in the nonpublic school in one of the following:
      A. A North Carolina public school.
      B. A Department of Defense Elementary and Secondary School, established pursuant to 10 U.S.C. § 2164 and located in North Carolina."

SECTION #.(b) G.S. 115C-562.7(b)(3) reads as rewritten:

"(3) Number of students previously enrolled in local school administrative units or charter schools in the prior semester or prior school year by the previously attended local school administrative unit or charter school."

SECTION #.(c) This section applies beginning with the award of scholarship grants for the 2020-2021 school year.

COMBINE K-12 SCHOLARSHIP PROGRAMS FOR CHILDREN WITH DISABILITIES

SECTION #.(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.

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 ~~nine~~ (i) eight thousand dollars ~~($9,000)~~ ($8,000) 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)~~ ($4,000) per eligible student for the ~~fiscal~~ school 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 1H of Article 9 of this Chapter, was determined to have continuing eligibility, as provided in G.S. 115C-112.6(c)(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 1H 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, 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 #.(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 #.(c) Part 1H of Article 9 of Chapter 115C of the General Statutes is repealed.

SECTION #.(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 #.(e) G.S. 115C-567.5(b), as enacted by Section # of this act, reads as rewritten:

"(b) Available Data. – The Division of Nonpublic Education shall, as data is made available, provide information under subsection (a) of this section on nonpublic schools, including any data made available for students enrolled in those nonpublic schools. For a nonpublic school who enrolls students whose tuition and fees are paid in whole or in part with a scholarship grant pursuant to G.S. 115C-562.5, the nonpublic school shall submit to the Division a brief summary of the school's standard testing protocol, including the specific tests and assessments used by the school, graduation rates of the students who receive scholarship grants as required by G.S. 115C-562.5, and information on the level of accreditation of the school to be posted on the Division's dashboard. Other nonpublic schools that meet the requirements of Part 1 or 2 of this Article as identified by the Division of Nonpublic Education, including schools that enroll students receiving scholarship funds under Article 41 of this ~~Chapter and Part 1H of Article 9 of this~~ Chapter, may voluntarily submit data to also be included in the dashboard for the students enrolled in the nonpublic school. The State Education Assistance Authority shall provide information to the Division on the scholarship program it administers pursuant to Part 2A of this Article. The information contained on the dashboard shall not include personally identifiable student data."

SECTION #.(f) G.S. 115C-597.10(a), as enacted by Section # of this act, reads as rewritten:

"(a) The State Education Assistance Authority, in its administration of scholarship programs for eligible students to attend nonpublic schools pursuant to Part 2A of this ~~Article,~~ Article and Article 41 of this Chapter, ~~and Part 1H of Article 9 of this Chapter,~~ may contract with a nonprofit corporation representing parents and families, for marketing, outreach, and scholarship application assistance for parents and students. The Authority shall issue a request for proposals in order to enter into a contract with a nonprofit corporation that meets the following requirements during the term of the contract:

(1) Be a nonprofit corporation organized pursuant to Chapter 55A of the General Statutes and comply at all times with the provisions of section 501(c)(3) of the Internal Revenue Code.

(2) Employ sufficient staff who have demonstrated a capacity to market and implement a scholarship grant program, including by doing the following:

a. Direct mail marketing.

b. Radio advertising.

c. Targeted digital advertising.

d. One-on-one parent and family engagement.

(3) Comply with the limitations on lobbying set forth in section 501(c)(3) of the Internal Revenue Code.

(4) Have no State officer or employee serving on the board of the nonprofit.

(5) Conduct at least quarterly meetings of the board of directors of the nonprofit at the call of its chair."

SECTION #.(g) 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 #.(h) 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 #.(i) 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 #.(j) Subsection (a) of this section applies beginning with scholarship funds awarded for the 2020-2021 school year. Subsections (c) through (g) of this section become effective July 1, 2020. Subsection (h) of this section applies to taxable years beginning on or after January 1, 2020.

State Education Assistance Authority
House Appropriations, Education

Requested by

REPEAL THE TRANSFER OF ADMINISTRATION OF THE TRANSFORMING PRINCIPAL PREP PROGRAM TO THE PRINCIPAL FELLOWS COMMISSION

SECTION #.(a) Subsections (a) through (d) of Section 2 of S.L. 2018-145 are repealed.

SECTION #.(b) Subsections (f) and (g) of Section 2 of S.L. 2018-145 are repealed.

SECTION #.(c) Subsection (a) of this section is effective June 30, 2019. The remainder of this section is effective the date this act becomes law.

VISITOR REGISTRATION SHEET

House Committee on Appropriations Education — 4-26-19

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Chloe Gustafson	DPI
Kevin Harrison	DPI
Susan Harrison	NCDTSEA
Richard Bostic	NCSSBA
Bruce Muldowney	NCSBA
Kevin Wilkinson	NCDPI
Morgan Gramann	NCAH
Drew Moretz	UNC System
Amanda Falkenberry	JDA
Jennifer Preston	College Advising Corps
Joe Mannone	DPI
Alexis Schauss	DPI

VISITOR REGISTRATION SHEET

House Committee on Appropriations Education — 4-26-19

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Elizabeth Drosnin	NCCCS
Mary Shuping	NCCCS
Zane Stilwell	TSG
Amanda Donovan	KFS
Colin Russell	UNC System
Edna Wallace	RTI
Amy Auth	UNC-GA

VISITOR REGISTRATION SHEET

House Appropriations Education
Name of Committee

4-26-2019
Date

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NAME	FIRM OR AGENCY AND ADDRESS
Katherine Joyce	NCASA
Elizabeth Yelverton	NCASA
Cecilia Holden	NCSBE
Tom West	NCICU
Leah Sutton	Best NC
Chandler Spruill	SA
Alex Granados	EdNC
Jennifer Neisner	OSBM

VISITOR REGISTRATION SHEET

House Appropriations Education
Name of Committee

4-26-2019
Date

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April Neumann	MWC
Anne Murtha	SBE
Tracy Kimbrell	Parker Poe
Mary Foreman	NCAE
Julie Smith	NC State
Camern Hanley	MVA
Rachel Bunn	PBL
Linda Sykes	Ed Consultant
Andrea Cagle	UNCG
Benjamin T. Holloway	Holloway Group Inc.

VISITOR REGISTRATION SHEET

House Appropriations Education
Name of Committee

4-26-2019
Date

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Leanne Winner	NCSBA
Will Mugan	MFS
JGOODMAN	CCC
Hunter Moore	Plasma Games
Wade Butner	NCDPI
Jason Joyner	New Frame
Lauren Fox	Public School Forum
Lindsey Wagner	Public School Forum
CORNELIUS GRAVES	WSSU
Martez Hill	Smith
Kris Nordstrom	NCJC

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House Appropriations Education
Name of Committee

4-26-2019
Date

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NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	BP
Kaitlin Rotruck	Brubaker Assoc.
[illegible]	NCBID

Committee Sergeants at Arms

NAME OF COMMITTEE House Appropriations Education

DATE: 4-26-2019 Room: 423/424 LOB

House Sgt-At Arms:

1. Name: Bill Bass
2. Name: Thomas Terry
3. Name: Glen Wall
4. Name:
5. Name:

Senate Sgt-At Arms:

1. Name:
2. Name:
3. Name:
4. Name:
5. Name:

House Committee on Appropriations, Education
Wednesday, October 23, 2019 at 15 Minutes After Session
Room 544 of the Legislative Office Building

MINUTES

The House Committee on Appropriations, Education met at 15 Minutes After Session on October 23, 2019 in Room 544 of the Legislative Office Building. Representatives Craig Horn, Pat Hurley, John Sauls, Linda Johnson, Jay Adams, Cynthia Ball, Cecil Brockman, Susan Fisher, James Gailliard, Terry Garrison, and Bobby Hanig attended. Staff from Fiscal Research in attendance was Lisa Fox. Staff from Legislative Analysis in attendance was Drupti Chauhan and Brian Gwyn. Leslie Karkanawi from Bill Drafting was also present.

Representative Craig Horn, presided. The meeting was called to order at 4:22 PM and he introduced the Sergeant-At-Arms who would be assisting with the committee. Copies of the attendance and visitor registration are attached to these minutes, (Attachments 1-4).

The following bill was considered:

SB 144, Allow In-State Tuition/Athletic Scholarships. (Primary Sponsor: Senator Hise), (Attachments 5-6)

The bill would remove the limitation on recognizing certain full athletic scholarship recipients as residents of North Carolina.

Representative Fisher had a series of questions and statements: She stated that she didn't see any dollar amounts in the bill and asked where the money will come from and how much; She asked if colleges and universities who choose to do this will shift money from academia to athletics in order to make this happen; She asked after the 1st round of scholarships for in-state tuition for athletes have been given, where will the money come from; She stated that schools like UNC Chapel Hill have the potential to gain more in general funding than smaller schools like UNC Asheville; and She asked if there was a ceiling on the number of out-of-state athletes that can be accepted to UNC schools with in-state tuition. Representative Adams stated that larger universities cap out naturally and that smaller schools will benefit from this because they will have more flexibility if they choose to use it to recruit athletes. Representative Ball asked for clarification concerning universities like UNC Chapel Hill and NC State and that they already cap out at 17% and that it still doesn't change the fact that those campuses will get a reduced tuition from those same out-of-state athletes. Representative Ball stated she is all for smaller universities competing with larger universities but she is concerned that we do more and more for athletics and less and less for academics. Representative Ball asked if we have a 17% cap on out-of-state students and more and more of them are being taken up by athletes, does that not limit the number that can be taken up by non-athletic students. Representative Adams stated that he supports this legislation, spoke of the prestige of being a winning school, and the attraction the school brings with a winning team. Representative Johnson mentioned that we tend to look at what the negatives are rather than what the positives are. Representative Johnson wanted to remind everyone that this is good for women's sports and we have HBCUs that are restricted because maybe they are not blue ribbon

yet and this gives them the opportunity to build up their alumni base. Representative Ball asked for clarification concerning Line 19, Subsection D, it shall be administered so as to have no fiscal impact and that she thought athletic booster clubs would pick up the difference. Representative Turner expressed his support of this bill and that he used to work as the Assistant Vice Chancellor at UNC Asheville. Representative Turner said that this legislation would be very beneficial for the smaller schools and reiterated that this is an option for the universities and that it is not required.

Representative Adams was recognized for a motion to receive a favorable report for SB 144. The bill was sent to the floor.

The meeting adjourned at 4:43 PM.

D. Craig Horn

Representative D. Craig Horn, Chair
Presiding

Erin N. Wilson

Erin Wilson, Committee Clerk

Attachments:

1. Agenda
2. Attendance
3. Committee Sergeant-At-Arms
4. Visitor Registration
5. SB 144 Summary
6. SB 144 Edition 3

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Wednesday, October 23, 2019
TIME: **15 Minutes After Session**
LOCATION: **544 LOB**
COMMENTS: **Representative Horn will preside.**

An updated notice will be sent when the agenda is finalized.

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 10:14 AM on Wednesday, October 23, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Erin Wilson (Committee Assistant)

House Committee on Appropriations, Education
Wednesday, October 23, 2019, 15 Minutes After Session
544 Legislative Office Building

AGENDA

Welcome and Opening Remarks
Representative Horn, Co-Chair

Introduction of Pages

Bills

BILL NO.	SHORT TITLE	SPONSOR
SB 144	Allow In-State Tuition/Athletic Scholarships.	Senator Hise

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

APPROPRIATIONS, EDUCATION COMMITTEE REPORT
Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

FAVORABLE

SB **144** **(HCS#1)** Allow In-State Tuition/Athletic Scholarships.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Saine

TOTAL REPORTED: 1



GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

S 3

SENATE BILL 144*

Rules and Operations of the Senate Committee Substitute Adopted 3/12/19
House Committee Substitute Favorable 7/11/19

Short Title: Allow In-State Tuition/Athletic Scholarships. (Public)

Sponsors:

Referred to:

February 27, 2019

A BILL TO BE ENTITLED

AN ACT TO AUTHORIZE CONSTITUENT INSTITUTIONS TO CONSIDER RECIPIENTS OF FULL ATHLETIC SCHOLARSHIPS AS RESIDENTS OF NORTH CAROLINA.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 116-143.6 reads as rewritten:

"**§ 116-143.6. Full scholarship students attending constituent institutions.**

(a) Notwithstanding any other provision of law, if the Board of Trustees of a constituent institution of The University of North Carolina elects to do so, it may by resolution adopted consider as residents of North Carolina all persons who receive full ~~scholarships, unless the scholarship is for athletics,~~ scholarships to the institution from entities recognized by the institution and attend the institution as undergraduate students. The aforesaid persons shall be considered residents of North Carolina for all purposes by The University of North Carolina.

(b) The following definitions apply in this section:

(1) "Full cost" means an amount calculated by the constituent institution that is no less than the sum of tuition, required fees, and on-campus room and board.

(2) "Full scholarship" means a grant that meets the full cost for a student to attend the constituent institution for an academic year.

(c) This section shall not be applied in any manner that violates federal law.

(d) This section shall be administered by the electing constituent institution so as to have no fiscal impact.

(e) In administering this section, the electing constituent institution shall maintain at least the current number of North Carolina residents admitted to that constituent institution."

SECTION 2. This act is effective when it becomes law.

SENATE BILL 144:
Allow In-State Tuition/Athletic Scholarships.

2019-2020 General Assembly

Committee:	House Appropriations	**Date:**	October 23, 2019
Introduced by:	Sen. Hise	**Prepared by:**	Drupti Chauhan*
Analysis of:	Third Edition		Committee Counsel

OVERVIEW: SB 144 would remove the limitation on recognizing certain full athletic scholarship recipients as residents of North Carolina.

CURRENT LAW: G.S. 116-143.6 authorizes boards of trustees of constituent institutions of The University of North Carolina to elect by resolution to consider undergraduate students as residents of North Carolina for all purposes when the students receive a non-athletic full scholarship from an entity recognized by the constituent institution. There can be no fiscal impact from administration of the provision, and the constituent institution must maintain at least the current number of North Carolina residents admitted to that constituent institution.

BILL ANALYSIS: SB 144 would authorize constituent institutions to also consider undergraduate students as North Carolina residents for all purposes when the student receives an athletic full scholarship from a recognized entity.

EFFECTIVE DATE: This act is effective when it becomes law.

**Kara McCraw, Committee Counsel, Legislative Analysis Division, substantially contributed to this summary.*

Karen Cochrane-Brown
Director

S144-SMRQ-69 E3 -V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

VISITOR REGISTRATION SHEET

House Appropriations , Education — Name of Committee

10-23-2019 — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Geoff Coltrane	Gov Offic
Rhaegan Jackson	FPA
Geoff Coltre	Gov Offic
Sallie James	Governor's office
Andy Munn	MVA
M Lee	JLARC Hill

VISITOR REGISTRATION SHEET

House Appropriations , Education — 10-23-2019

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jonathan Barbacter	Barbacter Assoc.
Amy Auth	UNC-Chapel Hill
Drew Moretz	UNC System
Austin Tavelli	UNC System
Rachel Beach	RBL
Tom West	NCICU
Matthew Dockham	Appalachian State University

Committee Sergeants at Arms

NAME OF COMMITTEE House Appropriations , Education

DATE: 10-23-2019 Room: 544

House Sgt-At Arms:

1. Name: Bill Bass
2. Name: Joe Crook
3. Name: John Gilbert
4. Name: Bill Riley
5. Name:

Senate Sgt-At Arms:

1. Name:
2. Name:
3. Name:
4. Name:
5. Name:

HOUSE APPROPRIATION COMMITTEE ON EDUCATION
Wednesday, October 30, 2019, 15 Minutes after Recess
Room 544 of the Legislative Office Building

MINUTES

The House Appropriation Committee on Education met 15 minutes after recess on Wednesday, October 30, 2019 in Room 544 of the Legislative Office Building. Representatives Elmore, Fraley, Hurley and Sauls– Chairs; Representative Johnson- Vice Chair; Adams, Ball, Bell, Fisher, Gailliard, Garrison, Grange, Hanig, Jones and Stevens were in attendance.

Representative Johnson, Vice Chair, called the meeting to order at 7.40 p.m. and introduced the Sergeant At Arms who would be assisting with the Committee. Copies of the agenda, attendance and visitor registration are attached to these minutes, (Attachment 1-4).

Rep. Johnson recognized Rep. Elmore to speak on the **Proposed Conference Committee Substitute, SB 354-PCCS35356-MM3** (Attachment 5). Rep. Elmore explained that there is a title change on the PCCS. The title was changed for SB 354 from Sam's Law (Attachment 6) to Strengthening Educator Pay Act. There are two parts to the bill. Rep. Johnson made a motion to put the PCCS before the committee. With no objections, the PCCS is before the committee. Rep. Fisher was recognized for a questions. She asked if there was a quorum. Rep. Johnson answered there is a quorum. Rep. Fisher was recognized for a follow-up, she asked if the bill was a Conference Report, if so, is it necessary for the members to take a vote on the Conference Report and commented members would not be allowed to make amendments. Rep. Johnson responded the members will need to vote on the Conference Report, there is new material in the report. Rep. Johnson recognized Rep. Elmore to continue to explain the Proposed Committee Conference report.

Rep. Elmore explained Part 1, if signed will enact Part I. Part II will only be enacted if HB 966 is enacted, it is contingent on the budget override. Part I language is taken from HB 966, the first section is adjustment of the dollar amounts. House bill 377 passed today, which would allow for unfreezing of the teacher salary steps, 0-15 years. There would be teacher increases of $1,000 for each level. Currently teachers are paid on last year's scale. The veteran teachers would receive salary increase as follows: in years 16-20, teachers are currently receiving $50,000. Under SB 354, the new salary for the same step 16-20 would be a $500 increase ($50,500) in Year 1 and $1,000 increase in Year 2 ($51,000). For years 21-24, there would be a $1,500 increase ($51,500) and in Yr 2 a $2,000 increase ($52,000) from current pay level. For years 25+, there will be a $600 increase ($52,600) in Yr 1 and a $1,100 increase in Yr 2 ($53,100) from current pay level. Language on page three relates to the grandfather Master teacher pay. The next section relates to teacher graduates. There are veteran teacher bonuses in (language from HB 966) of $500 each year of the biennium for veteran teachers with 25+ years. The first bonus check would be given to

teachers no later than November 30, 2019 and the next year would be no later than October 31, 2020. The next section is the Principal salary which is tied to the teachers scale. The Central Office salary language in HB 966 is also in the bill, increase is currently at 1% for each year of the biennium. Non Certified personnel salary at 1%. In addition small county signing bonuses are included in the bill, to help recruitment. Page 14 deals with State agency teachers.

Section II is contingent on the override of HB 966. The section adjusts teacher salary schedule. The format is still the same, Year 1 the veteran teachers would get the same increases as in HB 966, for Year 2 the veteran teachers with 25 + years would get another $500 on top of what was in Section I. The new bill also adjusts administrative pay to 2% for each year of the biennium for the central office to be more in line with the state employee salaries. The non-certified employees would get increase from 1% to 2% each year of the biennium and allows for a one-time bonus in the second year, a half percent to be paid out October 1, 2020. The scholarship money for students that attend the School of Science and Math allows payment for four years of college to help students stay in North Carolina. There are other adjustment at the end of the bill.

He also explained the supplement budget would allow for a 2% increase for each year for UNC. The increase in HB 966 is currently at .5% in addition to a faculty fund. The same for the Community College, currently the budget in HB 966 is 1%. There would be an increase to 2% each year of the biennium for a total of 4% over two years.

Rep. Johnson recognized Rep. Hurley for a question. Rep. Hurly asked if the UNC budget covers the nurses that were at UNC Charlotte and the student center. Rep. Elmore answered her question stating the increase of appropriation of the additional money for the University System would allow the schools to distribute at their discretion.

Rep. Johnson recognized Rep. Adams for a motion. The motion was for the House Committee on Appropriation Education to recommend the House adopt the Conference Report for SB 354. Rep. Johnson asked for a vote to adopt the report, the Ayes have it, the Conference Report was adopted.

There being no further business before the Committee, Representative Johnson adjourned the meeting at 7:51 p.m.

Respectfully submitted:

Representative Johnson, Co-Chair

Linda M. Stevenson, Committee Clerk

Attachments:

1. Agenda
2. Attendance
3 Committee Sergeant at Arms
4. Visitor Registration
5. Proposed Conference Committee Substitute –S354-PCCS35356-MM-3
6. SB 354 Bill (Original bill)

Attachments:

1. Agenda
2. Attendance
3 Committee Sergeant at Arms
4. Visitor Registration
5. Proposed Conference Committee Substitute –S354-PCCS35356-MM-3
6. SB 354 Bill (Original bill)

Updated #3: Time Change And corrected bill change

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Wednesday, October 30, 2019
TIME: **15 Minutes After Recess**
LOCATION: **544 LOB**
COMMENTS: **Rep. Johnson - Vice Chair presiding**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
SB 354	Sam's Law. Conference Report Strengthening Educators" Pay Act	Senator Ballard Senator Edwards Senator Harrington

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 7:40 PM on Wednesday, October 30, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Ann Luck (Committee Assistant)

Updated #2: Time Change

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Wednesday, October 30, 2019
TIME: **15 Minutes After Recess**
LOCATION: **544 LOB**
COMMENTS: **Rep. Johnson - Vice Chair presiding**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
SB 534	Revisions to Outdoor Advertising Laws. Conference Report:Strengthening Educators" Pay Act	Senator Edwards Senator Brown Senator Nickel

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 7:28 PM on Wednesday, October 30, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Ann Luck (Committee Assistant)

Updated #1: 15 mins after the Conference Report for SB 354 submitted

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Wednesday, October 30, 2019
TIME: **15 min after Conference report for SB354 submitted**
LOCATION: **544 LOB**
COMMENTS: **Rep. Johnson - Vice Chair presiding**
Review of Anticipated Conference Report

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 1:46 PM on Wednesday, October 30, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Linda Stevenson (Committee Assistant)

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2019-2020 SESSION

You are hereby notified that the **House Committee on Appropriations, Education** will meet as follows:

DAY & DATE: Wednesday, October 30, 2019
TIME: **15 Minutes After Session**
LOCATION: **544 LOB**
COMMENTS: **Rep. Johnson - Vice Chair**
Review of Anticipated Conference Report

Respectfully,

Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 12:29 PM on Wednesday, October 30, 2019.

___ Principal Clerk
___ Reading Clerk – House Chamber

Linda Stevenson (Committee Assistant)

HOUSE APPROPRIATIONS EDUCATION COMMITTEE

Wednesday, October 30, 2019
15 Minutes after Recess
544 Legislative Office Building

AGENDA

I. **Welcome and Opening Remarks**

Rep. Linda Johnson, Vice Chair, Presiding

II. **Introduction of Sergeant-at-Arms**

III. **Review Conference Report:**

A. **SB 354: Sam's Law**
PCCS: Strengthening Educators' Pay Act

Conferees for SB 354:

Rep. Tim Moore	**Rep. Charles Graham**
Rep. Linda Johnson	**Rep. William Richardson**
Rep. John. A. Fraley	**Sen. Harry Brown**
Rep. Jeffrey Elmore	**Sen. Brent Jackson**
Rep. John Sauls	**Sen. Kathy Harrington**
Rep. Pat Hurley	**Sen. Deanna Ballard**
Rep. Elmer Floyd	

IV. **Adjournment**

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

APPROPRIATIONS, EDUCATION COMMITTEE REPORT
Representative Jeffrey Elmore, Co-Chair
Representative John A. Fraley, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Pat B. Hurley, Co-Chair
Representative John Sauls, Co-Chair

FAVORABLE FOR ADOPTION

SB **354** **(CR)** Sam's Law.

Draft Number:	S354-PCCS35356-MM-3
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	Yes
Floor Manager:	Elmore

TOTAL REPORTED: 1

CMR871-V-1

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

S D

SENATE BILL 354

Education/Higher Education Committee Substitute Adopted 5/6/19
House Committee Substitute Favorable 6/25/19
House Committee Substitute #2 Favorable 7/8/19
Proposed Conference Committee Substitute S354-PCCS35356-MM-3

Short Title: Strengthening Educators' Pay Act. (Public)

Sponsors:

Referred to:

March 26, 2019

A BILL TO BE ENTITLED

AN ACT, CONSISTENT WITH HOUSE BILL 966 OF THE 2019 REGULAR SESSION, TO APPROPRIATE FUNDS FOR LEGISLATIVELY MANDATED COMPENSATION INCREASES FOR CERTAIN PUBLIC SCHOOL PERSONNEL AND, CONTINGENT UPON THE PASSAGE OF HOUSE BILL 966 OF THE 2019 REGULAR SESSION, TO APPROPRIATE FUNDS FOR LEGISLATIVELY MANDATED COMPENSATION INCREASES FOR CERTAIN EDUCATIONAL EMPLOYEES AND INCREASED FUNDING FOR TUITION GRANTS FOR GRADUATES OF THE NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS.

The General Assembly of North Carolina enacts:

PART I. COMPENSATION OF CERTAIN PUBLIC SCHOOL EMPLOYEES CONSISTENT WITH HOUSE BILL 966

INTRODUCTION

SECTION 1.1. The provisions of this Part provide for the compensation of certain public school employees in accordance with House Bill 966, 2019 Regular Session, in the event that act does not become law.

APPROPRIATIONS

SECTION 1.2.(a) There is appropriated from the General Fund for the 2019-2021 fiscal biennium the sum of seventy-four million two hundred eighteen thousand seven hundred seventy-two dollars ($74,218,772) for the 2019-2020 fiscal year and the sum of one hundred nineteen million one hundred thirty-seven thousand five hundred forty-four dollars ($119,137,544) for the 2020-2021 fiscal year to provide legislatively mandated compensation increases for public school employees as authorized by this Part, as follows:

Entity	2019-2020 Recurring	2019-2020 Nonrecurring	2020-2021 Recurring	2020-2021 Nonrecurring
EDUCATION				
Department of Public Instruction	$66,420,422	$7,400,000	$111,014,597	$7,400,000

University of North Carolina	$158,961	$0	$290,217	$0
HEALTH AND HUMAN SERVICES				
Services for the Blind/Deaf/Hard of Hearing	$4,069	$0	$7,945	$0
Mental Hlth/ Dev. Disable./ Subs. Abuse Serv.	$62,816	$0	$109,715	$0
JUSTICE AND PUBLIC SAFETY				
Public Safety	$172,504	$0	$315,070	$0.

SECTION 1.2.(b) Departmental receipts, as defined in G.S. 143C-1-1, are appropriated for each year of the 2019-2021 fiscal biennium up to the amounts needed to implement the salary increases provided in this Part for each year of the 2019-2021 fiscal biennium.

TEACHER SALARY SCHEDULE

SECTION 1.3.(a) The following monthly teacher salary schedule shall apply for the 2019-2020 fiscal year to licensed personnel of the public schools who are classified as teachers. The salary schedule is based on years of teaching experience.

2019-2020 Teacher Monthly Salary Schedule

Years of Experience	"A" Teachers
0	$3,500
1	$3,600
2	$3,700
3	$3,800
4	$3,900
5	$4,000
6	$4,100
7	$4,200
8	$4,300
9	$4,400
10	$4,500
11	$4,600
12	$4,700
13	$4,800
14	$4,900
15	$5,000
16-20	$5,050
21-24	$5,150
25+	$5,260.

SECTION 1.3.(b) Salary Supplements for Teachers Paid on This Salary Schedule.

(1) Licensed teachers who have NBPTS certification shall receive a salary supplement each month of twelve percent (12%) of their monthly salary on the "A" salary schedule.

(2) Licensed teachers who are classified as "M" teachers shall receive a salary supplement each month of ten percent (10%) of their monthly salary on the "A" salary schedule.

(3) Licensed teachers with licensure based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the supplement provided to them as "M" teachers.

(4) Licensed teachers with licensure based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the supplement provided to them as "M" teachers.

(5) Certified school nurses shall receive a salary supplement each month of ten percent (10%) of their monthly salary on the "A" salary schedule.

(6) Certified school counselors shall receive a salary supplement of eighty dollars ($80.00) per month.

SECTION 1.3.(c) The first step of the salary schedule for (i) school psychologists, (ii) school speech pathologists who are licensed as speech pathologists at the master's degree level or higher, and (iii) school audiologists who are licensed as audiologists at the master's degree level or higher shall be equivalent to the sixth step of the "A" salary schedule. These employees shall receive a salary supplement each month of ten percent (10%) of their monthly salary and are eligible to receive salary supplements equivalent to those of teachers for academic preparation at the six-year degree level or the doctoral degree level.

SECTION 1.3.(d) The twenty-sixth step of the salary schedule for (i) school psychologists, (ii) school speech pathologists who are licensed as speech pathologists at the master's degree level or higher, and (iii) school audiologists who are licensed as audiologists at the master's degree level or higher shall be seven and one-half percent (7.5%) higher than the salary received by these same employees on the twenty-fifth step of the salary schedule.

SECTION 1.3.(e) Beginning with the 2014-2015 fiscal year, in lieu of providing annual longevity payments to teachers paid on the teacher salary schedule, the amounts of those longevity payments are included in the monthly amounts under the teacher salary schedule.

SECTION 1.3.(f) A teacher compensated in accordance with this salary schedule for the 2019-2020 school year shall receive an amount equal to the greater of the following:

(1) The applicable amount on the salary schedule for the applicable school year.

(2) For teachers who were eligible for longevity for the 2013-2014 school year, the sum of the following:

a. The salary the teacher received in the 2013-2014 school year pursuant to Section 35.11 of S.L. 2013-360.

b. The longevity that the teacher would have received under the longevity system in effect for the 2013-2014 school year provided in Section 35.11 of S.L. 2013-360 based on the teacher's current years of service.

c. The annual bonus provided in Section 9.1(e) of S.L. 2014-100.

(3) For teachers who were not eligible for longevity for the 2013-2014 school year, the sum of the salary and annual bonus the teacher received in the 2014-2015 school year pursuant to Section 9.1 of S.L. 2014-100.

SECTION 1.3.(g) As used in this section, the term "teacher" shall also include instructional support personnel.

SECTION 1.3.(h) It is the intent of the General Assembly to implement the following base monthly teacher salary schedule for the 2020-2021 fiscal year to licensed personnel of the public schools who are classified as teachers. The salary schedule is based on years of teaching experience.

2020-2021 Teacher Monthly Salary Schedule

Years of Experience	"A" Teachers
0	$3,500
1	$3,600
2	$3,700
3	$3,800
4	$3,900
5	$4,000
6	$4,100
7	$4,200
8	$4,300
9	$4,400
10	$4,500
11	$4,600
12	$4,700
13	$4,800
14	$4,900
15	$5,000
16-20	$5,100
21-24	$5,200
25+	$5,310.

SUPPORT HIGHLY QUALIFIED NC TEACHING GRADUATES

SECTION 1.4.(a) For purposes of this section, a "highly qualified graduate" or "graduate" is an individual entering the teaching profession and hired on or after July 1, 2019, who has graduated from an approved educator preparation program located in North Carolina with both of the following criteria:

(1) A grade point average of 3.75 or higher on a 4.0 scale, or its equivalent.

(2) A score of the following or higher on an edTPA assessment or an equivalent score on a nationally normed and valid pedagogy assessment used to determine clinical practice performance:

a. A score of 42 for the World Languages and Classical Languages edTPA assessment.

b. A score of 57 for the Elementary Education edTPA assessment.

c. A score of 48 for all other edTPA assessments.

SECTION 1.4.(b) Notwithstanding the teacher salary schedule, for the 2019-2021 fiscal biennium, a highly qualified graduate who is employed by a local board of education shall receive a salary supplement each month at the highest level for which the graduate qualifies, as follows:

(1) A graduate who accepts initial employment at a school identified as low-performing by the State Board of Education pursuant to G.S. 115C-105.37 shall receive a salary supplement during the graduate's first three years of employment as a teacher, without a break in service, equivalent to the difference between the State-funded salary of the graduate and the State-funded salary of a similarly situated teacher with three years of experience on the "A" Teachers Salary Schedule, as long as the graduate (i) remains teaching at the same school or (ii) accepts subsequent employment at another low-performing school or local school administrative unit identified as low-performing.

(2) A graduate licensed and employed to teach in the areas of special education, science, technology, engineering, or mathematics shall receive a salary supplement during the graduate's first two years of employment as a teacher,

without a break in service, equivalent to the difference between the State-funded salary of the graduate and the State-funded salary of a similarly situated teacher with two years of experience on the "A" Teachers Salary Schedule, as long as the graduate continues teaching in one of those areas.

(3) All other graduates shall receive a salary supplement during the graduate's first year of employment as a teacher, without a break in service, equivalent to the difference between the State-funded salary of the graduate and the State-funded salary of a similarly situated teacher with one year of experience on the "A" Teachers Salary Schedule.

SECTION 1.4.(c) This section applies to highly qualified graduates hired on or after July 1, 2019, and entering the teaching profession in the 2019-2021 fiscal biennium.

VETERAN TEACHER BONUSES

SECTION 1.5.(a) No later than November 30, 2019, the Department of Public Instruction shall administer a one-time, lump sum bonus of five hundred dollars ($500.00) for any licensed teacher of the public schools who, as of November 1, 2019, (i) is employed as a teacher and (ii) has 25 or more years of teaching experience.

SECTION 1.5.(b) The bonuses awarded pursuant to this section shall be in addition to any regular wage or other bonus the teacher receives or is scheduled to receive.

SECTION 1.5.(c) Notwithstanding G.S. 135-1(7a), the bonuses awarded pursuant to this section are not compensation under Article 1 of Chapter 135 of the General Statutes, the Teachers' and State Employees' Retirement System.

SECTION 1.5.(d) As used in this section, the term "teacher" shall also include instructional support personnel.

SECTION 1.5.(e) It is the intent of the General Assembly that, no later than October 31, 2020, the Department of Public Instruction shall administer a one-time, lump sum bonus of five hundred dollars ($500.00) for any licensed teacher of the public schools who, as of October 1, 2020, (i) is employed as a teacher and (ii) has 25 or more years of teaching experience.

ASSISTANT PRINCIPAL SALARIES

SECTION 1.6.(a) For the 2019-2020 fiscal year, beginning July 1, 2019, assistant principals shall receive a monthly salary based on the salary schedule for teachers who are classified as "A" teachers plus nineteen percent (19%). An assistant principal shall be placed on the step on the salary schedule that reflects the total number of years of experience as a certified employee of the public schools. For purposes of this section, an administrator with a one-year provisional assistant principal's certificate shall be considered equivalent to an assistant principal.

SECTION 1.6.(b) Assistant principals with certification based on academic preparation at the six-year degree level shall be paid a salary supplement of one hundred twenty-six dollars ($126.00) per month and at the doctoral degree level shall be paid a salary supplement of two hundred fifty-three dollars ($253.00) per month.

SECTION 1.6.(c) Participants in an approved full-time master's in-school administration program shall receive up to a 10-month stipend at the beginning salary of an assistant principal during the internship period of the master's program. The stipend shall not exceed the difference between the beginning salary of an assistant principal plus the cost of tuition, fees, and books and any fellowship funds received by the intern as a full-time student, including awards of the Principal Fellows Program. The Principal Fellows Program or the school of education where the intern participates in a full-time master's in-school administration program shall supply the Department of Public Instruction with certification of eligible full-time interns.

SECTION 1.6.(d) Beginning with the 2017-2018 fiscal year, in lieu of providing annual longevity payments to assistant principals on the assistant principal salary schedule, the

amounts of those longevity payments are included in the monthly amounts provided to assistant principals pursuant to subsection (a) of this section.

SECTION 1.6.(e) An assistant principal compensated in accordance with this section for the 2019-2020 fiscal year shall receive an amount equal to the greater of the following:

(1) The applicable amount determined pursuant to subsections (a) through (d) of this section.

(2) For assistant principals who were eligible for longevity in the 2016-2017 fiscal year, the sum of the following:

a. The salary the assistant principal received in the 2016-2017 fiscal year pursuant to Section 9.1 or Section 9.2 of S.L. 2016-94.

b. The longevity that the assistant principal would have received as provided for State employees under the North Carolina Human Resources Act for the 2016-2017 fiscal year based on the assistant principal's current years of service.

(3) For assistant principals who were not eligible for longevity in the 2016-2017 fiscal year, the salary the assistant principal received in the 2016-2017 fiscal year pursuant to Section 9.1 or Section 9.2 of S.L. 2016-94.

CENTRAL OFFICE SALARIES

SECTION 1.7.(a) For the 2019-2020 fiscal year, beginning July 1, 2019, the annual salary for superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers, whose salaries are supported from State funds, shall be increased by one percent (1%).

SECTION 1.7.(b) It is the intent of the General Assembly to increase the annual salary for superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers, whose salaries are supported from State funds, in the 2020-2021 fiscal year, beginning July 1, 2020, by one percent (1%).

SECTION 1.7.(c) The monthly salary maximums that follow apply to assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers for the 2019-2020 fiscal year, beginning July 1, 2019:

	2019-2020 Fiscal Year
	Maximum
School Administrator I	$6,697
School Administrator II	$7,096
School Administrator III	$7,520
School Administrator IV	$7,814
School Administrator V	$8,125
School Administrator VI	$8,608
School Administrator VII	$8,951.

The local board of education shall determine the appropriate category and placement for each assistant superintendent, associate superintendent, director/coordinator, supervisor, or finance officer within the maximums and within funds appropriated by the General Assembly for central office administrators and superintendents. The category in which an employee is placed shall be included in the contract of any employee.

SECTION 1.7.(d) The monthly salary maximums that follow apply to public school superintendents for the 2019-2020 fiscal year, beginning July 1, 2019:

	2019-2020 Fiscal Year
	Maximum
Superintendent I	$9,488
Superintendent II	$10,054
Superintendent III	$10,657

Superintendent IV	$11,297
Superintendent V	$11,978.

The local board of education shall determine the appropriate category and placement for the superintendent based on the average daily membership of the local school administrative unit and within funds appropriated by the General Assembly for central office administrators and superintendents.

SECTION 1.7.(e) Longevity pay for superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers shall be as provided for State employees under the North Carolina Human Resources Act.

SECTION 1.7.(f) Superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided pursuant to this section. Superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for under this section.

SECTION 1.7.(g) The State Board of Education shall not permit local school administrative units to transfer State funds from other funding categories for salaries for public school central office administrators.

SECTION 1.7.(h) It is the intent of the General Assembly that the monthly salary maximums that follow shall apply to assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers for the 2020-2021 fiscal year, beginning July 1, 2020:

	2020-2021 Fiscal Year
	Maximum
School Administrator I	$6,764
School Administrator II	$7,167
School Administrator III	$7,596
School Administrator IV	$7,893
School Administrator V	$8,207
School Administrator VI	$8,694
School Administrator VII	$9,040.

SECTION 1.7.(i) It is the intent of the General Assembly that the monthly salary maximums that follow shall apply to public school superintendents for the 2020-2021 fiscal year, beginning July 1, 2020:

	2020-2021 Fiscal Year
	Maximum
Superintendent I	$9,583
Superintendent II	$10,154
Superintendent III	$10,763
Superintendent IV	$11,410
Superintendent V	$12,097.

NONCERTIFIED PERSONNEL SALARIES

SECTION 1.8.(a) For the 2019-2020 fiscal year, beginning July 1, 2019, the annual salary for noncertified public school employees whose salaries are supported from State funds shall be increased as follows:

(1) For permanent, full-time employees on a 12-month contract, by one percent (1%).

(2) For the following employees, by a prorated and equitable amount based on the amount specified in subdivision (1) of this subsection:
a. Permanent, full-time employees on a contract for fewer than 12 months.
b. Permanent, part-time employees.
c. Temporary and permanent hourly employees.

SECTION 1.8.(b) It is the intent of the General Assembly to increase the annual salary for noncertified public school employees whose salaries are supported from State funds in the 2020-2021 fiscal year, beginning July 1, 2020, as follows:

(1) For permanent, full-time employees on a 12-month contract, by one percent (1%).
(2) For the following employees, by a prorated and equitable amount based on the amount specified in subdivision (1) of this subsection:
a. Permanent, full-time employees on a contract for fewer than 12 months.
b. Permanent, part-time employees.
c. Temporary and permanent hourly employees.

SMALL COUNTY SIGNING BONUS FOR TEACHERS

SECTION 1.9.(a) Definitions. – For purposes of this section, the following definitions shall apply:

(1) Eligible employee. – A person who meets all of the following criteria:
a. Accepts employment as a teacher with an eligible employer for the 2019-2020 school year.
b. Was not employed by the eligible employer identified in sub-subdivision (1)a. of this subsection in the 2018-2019 fiscal year.
c. Is employed by the eligible employer identified in sub-subdivision (1)a. of this subsection as of December 1, 2019.
(2) Eligible employer. – The governing board of a local school administrative unit that received small county school system supplemental funding in the 2018-2019 fiscal year.
(3) Local funds. – Matching funds provided by an eligible employer to enable an eligible employee to qualify for the signing bonus program established by this section.
(4) Teacher. – Teachers and instructional support personnel.

SECTION 1.9.(b) Signing Bonus Program. – The Department of Public Instruction shall administer a signing bonus program in the 2019-2020 fiscal year. Bonuses shall be provided to eligible employees who are employed by an eligible employer and matched on the basis of one dollar ($1.00) in State funds for every one dollar ($1.00) in local funds, up to two thousand dollars ($2,000) in State funds.

SECTION 1.9.(c) Limited Exclusion from Future Signing Bonuses. – A teacher who receives a signing bonus pursuant to this section is ineligible to receive another signing bonus pursuant to this section or a similar enactment of the General Assembly until July 1, 2022, at the earliest. This section shall not apply to legislative bonuses received by teachers that are not signing bonuses.

SECTION 1.9.(d) Bonuses as Additions. – The bonuses awarded pursuant to this section shall be in addition to any regular wage or other bonus a teacher receives or is scheduled to receive.

SECTION 1.9.(e) Not for Retirement. – Notwithstanding G.S. 135-1(7a), the bonuses awarded pursuant to this section are not compensation under Article 1 of Chapter 135 of the General Statutes, the Teachers' and State Employees' Retirement System.

CONSOLIDATE AND BROADEN QUALIFICATIONS FOR CERTAIN TEACHER BONUSES

SECTION 1.10.(a) Repeal Current Teacher Bonus Programs. – The following session laws are repealed:

(1) Sections 8.8 and 8.9 of S.L. 2016-94.

(2) Sections 8.8B, 8.8C, 8.8D, and 8.8E of S.L. 2017-57.

(3) Section 2.10 of S.L. 2017-197.

(4) Sections 8.10, 8.11, and 8.12 of S.L. 2018-5.

SECTION 1.10.(b) Establish Consolidated Teacher Bonus Program. – The State Board of Education shall establish a teacher bonus program for the 2019-2021 fiscal biennium to reward teacher performance and encourage student learning and improvement. To attain this goal, the Department of Public Instruction shall administer bonus pay to qualifying teachers in qualifying public school units in accordance with this section.

SECTION 1.10.(c) Definitions. – For purposes of this section, the following definitions shall apply:

(1) Eligible advanced course teacher. – A teacher of Advanced Placement courses, International Baccalaureate Diploma Programme courses, or the Cambridge Advanced International Certificate of Education (AICE) program who meets the following criteria:

a. Is employed by, or retired having last held a position at, one or more of the following:

1. A qualifying public school unit.

2. The North Carolina Virtual Public School program.

b. Taught one or more students who received a score listed in subsection (d) of this section.

(2) Eligible career and technical education teacher. – A teacher who meets the following criteria:

a. Is employed by, or retired having last held a position at, a qualifying public school unit.

b. Taught one or more students who attained approved industry certifications or credentials consistent with G.S. 115C-156.2.

(3) Eligible EVAAS teacher. – A teacher who meets at least one of the following criteria:

a. Is employed by, or retired having last held a position at, a qualifying public school unit and meets one of the following criteria:

1. Is in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for third grade reading from the previous school year.

2. Is in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for fourth or fifth grade reading from the previous school year.

3. Is in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for fourth, fifth, sixth, seventh, or eighth grade mathematics from the previous school year.

b. Is employed by, or retired having last held a position at, a local school administrative unit and meets one of the following criteria:

1. Is in the top twenty-five percent (25%) of teachers in the teacher's respective local school administrative unit according

to the EVAAS student growth index score for third grade reading from the previous school year.

2. Is in the top twenty-five percent (25%) of teachers in the teacher's respective local school administrative unit according to the EVAAS student growth index score for fourth or fifth grade reading from the previous school year.

3. Is in the top twenty-five percent (25%) of teachers in the teacher's respective local school administrative unit according to the EVAAS student growth index score for fourth, fifth, sixth, seventh, or eighth grade mathematics from the previous school year.

c. Was employed by a local school administrative unit that employed in the previous school year three or fewer total teachers in that teacher's grade level as long as the teacher has an EVAAS student growth index score from the previous school year of exceeded expected growth in one of the following subject areas:

1. Third grade reading.
2. Fourth or fifth grade reading.
3. Fourth, fifth, sixth, seventh, or eighth grade mathematics.

(3a) Identified teacher. – A teacher who would have qualified to receive a bonus in January of 2020 under any of the following session laws, as those session laws were in effect on June 30, 2019:

a. Third grade reading. – Section 8.8C of S.L. 2017-57, as amended by Section 2.10(b) of S.L. 2017-197 and Section 8.10(d) of S.L. 2018-5.

b. Fourth and fifth grade reading. – Section 8.8D of S.L. 2017-57, as amended by Section 8.11 of S.L. 2018-5.

c. Fourth to eighth grade math. – Section 8.8E of S.L. 2017-57, as amended by Section 8.12 of S.L. 2018-5.

(4) Qualifying 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 the State Board of Education under Article 7A of Chapter 115C of the General Statutes.

e. A school providing elementary or secondary instruction operated by The University of North Carolina under Article 29A of Chapter 116 of the General Statutes.

(5) Qualifying teacher. – An eligible advanced course teacher, eligible career and technical education teacher, or eligible EVAAS teacher who meets one of the following criteria:

a. Remains employed teaching in the same qualifying public school unit, or, if an eligible advanced course teacher is only employed by the North Carolina Virtual Public School program, remains employed teaching in that program, at least from the school year the data is collected until January 1 of the corresponding school year that the bonus is paid.

b. Retired, between the last day of the school year in which the data is collected and January 1 of the corresponding school year in which the bonus is paid, after attaining one of the following:

1. The age of at least 65 with five years of creditable service.

2. The age of at least 60 with 25 years of creditable service.
3. Thirty years of creditable service.

SECTION 1.10.(d) Advanced Course Bonuses. – A bonus in the amount of fifty dollars ($50.00) shall be paid to qualifying advanced course teachers for each student taught in each advanced course who receives the following score:

(1) For Advanced Placement courses, a score of three or higher on the College Board Advanced Placement Examination.

(2) For International Baccalaureate Diploma Programme courses, a score of four or higher on the International Baccalaureate course examination.

(3) For the Cambridge AICE program, a score of "C" or higher on the Cambridge AICE program examinations.

SECTION 1.10.(e) CTE Bonuses. – For qualifying career and technical education teachers, bonuses shall be provided in the following amounts:

(1) A bonus in the amount of twenty-five dollars ($25.00) for each student taught by a teacher who provided instruction in a course that led to the attainment of an industry certification or credential with a twenty-five dollar ($25.00) value ranking as determined under subsection (f) of this section.

(2) A bonus in the amount of fifty dollars ($50.00) for each student taught by a teacher who provided instruction in a course that led to the attainment of an industry certification or credential with a fifty dollar ($50.00) value ranking as determined under subsection (f) of this section.

SECTION 1.10.(f) CTE Course Value Ranking. – The Department of Commerce, in consultation with the State Board, shall assign a value ranking for each industry certification and credential based on academic rigor and employment value in accordance with this subsection. Fifty percent (50%) of the ranking shall be based on academic rigor and the remaining fifty percent (50%) on employment value. Academic rigor and employment value shall be based on the following elements:

(1) Academic rigor shall be based on the number of instructional hours, including work experience or internship hours, required to earn the industry certification or credential, with extra weight given for coursework that also provides community college credit.

(2) Employment value shall be based on the entry wage, growth rate in employment for each occupational category, and average annual openings for the primary occupation linked with the industry certification or credential.

SECTION 1.10.(g) Statewide EVAAS Bonuses. – Of the funds appropriated for this program, bonuses shall be provided to eligible EVAAS teachers under sub-subdivision (c)(3)a. of this section, as follows:

(1) The sum of five million dollars ($5,000,000) shall be allocated for bonuses to eligible EVAAS teachers under sub-sub-subdivision (c)(3)a.1. of this section. These funds shall be distributed equally among qualifying teachers.

(2) A bonus in the amount of two thousand dollars ($2,000) shall be awarded to each qualifying teacher who is an eligible teacher under sub-sub-subdivision (c)(3)a.2. of this section.

(3) A bonus in the amount of two thousand dollars ($2,000) shall be awarded to each qualifying teacher who is an eligible teacher under sub-sub-subdivision (c)(3)a.3. of this section.

SECTION 1.10.(h) Local EVAAS Bonuses. – Of the funds appropriated for this program, bonuses shall be provided to eligible EVAAS teachers under sub-subdivisions (c)(3)b. and (c)(3)c. of this section, as follows:

(1) The sum of five million dollars ($5,000,000) shall be allocated for bonuses to eligible EVAAS teachers under sub-sub-subdivisions (c)(3)b.1. and (c)(3)c.1.

of this section. These funds shall be divided proportionally based on average daily membership in third grade for each local school administrative unit and then distributed equally among qualifying third grade reading teachers in each local school administrative unit.

(2) A bonus in the amount of two thousand dollars ($2,000) shall be awarded to each qualifying teacher who is an eligible teacher under sub-sub-subdivision (c)(3)b.2. or (c)(3)c.2. of this section.

(3) A bonus in the amount of two thousand dollars ($2,000) shall be awarded to each qualifying teacher who is an eligible teacher under sub-sub-subdivision (c)(3)b.3. or (c)(3)c.3. of this section.

SECTION 1.10.(i) Limitations and Other Criteria. – The following additional limitations and other criteria shall apply to the program:

(1) Bonus funds awarded to a teacher pursuant to subsection (d), subsection (e), subdivision (g)(1), or subdivision (h)(1) of this section shall not exceed three thousand five hundred dollars ($3,500) per subsection or subdivision in any given school year.

(2) A qualifying teacher who is an eligible teacher under sub-sub-subdivision (c)(3)a.1., (c)(3)b.1., or (c)(3)c.1. of this section may receive a bonus under both subdivision (g)(1) and subdivision (h)(1) of this section, but shall not receive more than seven thousand dollars ($7,000) pursuant to subdivisions (g)(1) and (h)(1) of this section in any given school year.

(3) A qualifying teacher who is an eligible teacher under sub-sub-subdivision (c)(3)a.2., (c)(3)b.2., or (c)(3)c.2. of this section may receive a bonus under both subdivision (g)(2) and subdivision (h)(2) of this section, but shall not receive more than two bonuses pursuant to subdivisions (g)(2) and (h)(2) of this section in any given school year.

(4) A qualifying teacher who is an eligible teacher under sub-sub-subdivision (c)(3)a.3., (c)(3)b.3., or (c)(3)c.3. of this section may receive a bonus under both subdivision (g)(3) and subdivision (h)(3) of this section, but shall not receive more than two bonuses pursuant to subdivisions (g)(3) and (h)(3) of this section in any given school year.

SECTION 1.10.(j) Time Line. – Bonuses awarded pursuant to this section are payable to qualifying teachers in January, based on data from the previous school year.

SECTION 1.10.(k) Bonuses Not Compensation. – Bonuses awarded to a teacher pursuant to this section shall be in addition to any regular wage or other bonus the teacher receives or is scheduled to receive. Notwithstanding G.S. 135-1(7a), the bonuses awarded under this section are not compensation under Article 1 of Chapter 135 of the General Statutes, the Teachers' and State Employees' Retirement System.

SECTION 1.10.(k1) Identified Teachers. – An identified teacher shall receive the following bonus compensation in January of 2020:

(1) Third grade reading. – If the teacher is an identified teacher pursuant to sub-subdivision (3a)a. of subsection (c) of this section, all of the following:

a. Statewide. – The greater of the following:

1. The bonus compensation the teacher would have received as an eligible teacher pursuant to Section 8.8C(a)(1)a.1. of S.L. 2017-57, as amended by Section 2.10(b) of S.L. 2017-197, as that session law was in effect on June 30, 2019.

2. Any bonus compensation the teacher qualifies to receive pursuant to subdivision (g)(1) of this section.

b. Local. – The greater of the following:

1. The bonus compensation the teacher would have received as an eligible teacher pursuant to Section 8.8C(a)(1)a.2. of S.L. 2017-57, as amended by Section 2.10(b) of S.L. 2017-197, as that session law was in effect on June 30, 2019.
2. Any bonus compensation the teacher qualifies to receive pursuant to subdivision (h)(1) of this section.

(2) Fourth and fifth grade reading. – If the teacher is an identified teacher pursuant to sub-subdivision (3a)b. of subsection (c) of this section, all of the following:

a. Statewide. – The greater of the following:
1. The bonus compensation the teacher would have received as an eligible teacher pursuant to Section 8.8D(a)(1)a.1. of S.L. 2017-57, as amended by Section 8.11 of S.L. 2018-5, as that session law was in effect on June 30, 2019.
2. Any bonus compensation the teacher qualifies to receive pursuant to subdivision (g)(2) of this section.

b. Local. – The greater of the following:
1. The bonus compensation the teacher would have received as an eligible teacher pursuant to Section 8.8D(a)(1)a.2. of S.L. 2017-57, as amended by Section 8.11 of S.L. 2018-5, as that session law was in effect on June 30, 2019.
2. Any bonus compensation the teacher qualifies to receive pursuant to subdivision (h)(2) of this section.

(3) Fourth to eighth grade math. – If the teacher is an identified teacher pursuant to sub-subdivision (3a)c. of subsection (c) of this section, all of the following:

a. Statewide. – The greater of the following:
1. The bonus compensation the teacher would have received as an eligible teacher pursuant to Section 8.8E(a)(1)a.1. of S.L. 2017-57, as amended by Section 8.12 of S.L. 2018-5, as that session law was in effect on June 30, 2019.
2. Any bonus compensation the teacher qualifies to receive pursuant to subdivision (g)(3) of this section.

b. Local. – The greater of the following:
1. The bonus compensation the teacher would have received as an eligible teacher pursuant to Section 8.8E(a)(1)a.2. of S.L. 2017-57, as amended by Section 8.12 of S.L. 2018-5, as that session law was in effect on June 30, 2019.
2. Any bonus compensation the teacher qualifies to receive pursuant to subdivision (h)(3) of this section.

SECTION 1.10.(*l*) Study and Report. – The State Board of Education shall study the effect of the program on teacher performance and retention. The State Board shall report the results of its findings and the amount of bonuses awarded to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division by March 15 of each year bonuses are awarded. The report shall include, at a minimum, the following information:

(1) The amounts awarded pursuant to subsection (d) of this section for Advanced Placement, International Baccalaureate Diploma Programme, and Cambridge AICE program courses.

(2) The amounts awarded pursuant to subsection (e) of this section to teachers who teach students earning approved industry certifications or credentials and the type of industry certifications and credentials earned by their students.

(3) The distribution of statewide and local bonuses awarded pursuant to subsections (g) and (h) of this section, respectively, as among qualifying public school units and, where applicable, schools within those units.

SECTION 1.10.(m) Effective Date. – This section applies for bonuses awarded in January 2020 and 2021, based on data from the 2018-2019 and 2019-2020 school years, respectively.

STATE AGENCY TEACHERS

SECTION 1.11. Employees of schools operated by the Department of Health and Human Services, the Department of Public Safety, and the State Board of Education who are paid on the Teacher Salary Schedule shall be paid as authorized under this Part.

PART II. ADDITIONAL COMPENSATION INCREASES AND EDUCATION-RELATED PROVISIONS CONTINGENT UPON THE PASSAGE OF HOUSE BILL 966

CONTINGENT GENERAL FUND APPROPRIATIONS

SECTION 2.1.(a) If House Bill 966, 2019 Regular Session, becomes law, then subsection (a) of Section 2.1 of that act reads as rewritten:

"**SECTION 2.1.(a)** Appropriations from the General Fund for the budgets of the State departments, institutions, and agencies, and for other purposes as enumerated, are made for each year of the 2019-2021 fiscal biennium, according to the following schedule:

Current Operations – General Fund	**FY 2019-2020**	**FY 2020-2021**
EDUCATION		
Community College System		
Requirements	~~1,607,034,198~~1,619,366,834	~~1,640,309,029~~1,664,974,301
Less: Receipts	380,447,392	380,212,392
Net Appropriation	**~~1,226,586,806~~1,238,919,442**	**~~1,260,096,637~~1,284,761,909**
Public Instruction		
Requirements	~~12,127,985,122~~12,143,403,894	~~12,407,998,762~~12,474,782,964
Less: Receipts	2,270,466,432	2,230,466,432
Net Appropriation	**~~9,857,518,690~~9,872,937,462**	**~~10,177,532,330~~10,244,316,532**
...		
UNC BOG – Institutional Programs		
Requirements	~~94,323,722~~135,105,932	~~166,475,681~~248,606,688
Less: Receipts	0	0
Net Appropriation	**~~94,323,722~~135,105,932**	**~~166,475,681~~248,606,688**
UNC BOG – Related Educational Programs		
Requirements	~~165,500,476~~166,625,426	~~165,500,476~~167,750,376
Less: Receipts	54,031,975	54,031,975
Net Appropriation	**~~111,468,501~~112,593,451**	**~~111,468,501~~113,718,401**
...		
Total Requirements	**~~46,041,828,163~~46,111,486,731**	**~~46,946,112,920~~47,121,943,301**
Less: Total Receipts	**22,035,328,163**	**22,146,112,920**
Total Net Appropriation	**~~24,006,500,000~~24,076,158,568**	**~~24,800,000,000~~24,975,830,381."**

AVAILABILITY

SECTION 2.2.(a) If House Bill 966, 2019 Regular Session, becomes law, then Section 2.2(a) of that act is repealed.

SECTION 2.2.(b) If House Bill 966, 2019 Regular Session, becomes law, then Section 2.2 of that act is amended by adding a new subsection to read:

"**SECTION 2.2.(a1)** The General Fund availability derived from State tax revenue, nontax revenue, and other adjustments used in developing the budget for each year of the 2019-2021 fiscal biennium is as follows:

	FY 2019-2020	FY 2020-2021
Unappropriated Balance	645,592,678	1,081,570,738
Actual and Anticipated Reversions	287,029,354	200,000,000
Over Collections	896,662,617	-
Highway Fund Recovery Act (S.L. 2019-15)	(120,000,000)	-
Total, Prior Year-End Fund Balance	**1,709,284,649**	**1,281,570,738**
Tax Revenues		
Personal Income	13,110,400,000	13,700,300,000
Sales and Use	8,141,200,000	8,486,500,000
Corporate Income	732,600,000	787,600,000
Franchise	749,700,000	769,900,000
Insurance	565,300,000	579,800,000
Alcoholic Beverage	411,500,000	425,700,000
Tobacco Products	256,200,000	254,900,000
Other Tax Revenues	132,700,000	136,400,000
Subtotal, Tax Revenues	**24,099,600,000**	**25,141,100,000**
Non-tax Revenues		
Judicial Fees	228,800,000	225,300,000
Investment Income	167,200,000	168,300,000
Disproportionate Share	165,300,000	130,000,000
Master Settlement Agreement	136,200,000	131,800,000
Insurance	87,800,000	90,100,000
Other Non-tax Revenues	202,800,000	204,300,000
Subtotal, Non-tax Revenues	**988,100,000**	**949,800,000**
Total, Net Revenues	**25,087,700,000**	**26,090,900,000**
Adjustments to Tax Revenues: 2019 Session		
Corporate Income and Franchise Tax Changes	(108,400,000)	(273,700,000)
Personal Income Tax Changes	(1,000,000)	(54,400,000)
Sales and Use Tax Changes	72,900,000	132,200,000
Historic Rehabilitation Tax Credit Extension	-	(4,500,000)
Gross Premiums Tax/Prepaid Health Plans	-	192,600,000
Dry Cleaning Solvent Tax Extension	-	(8,000,000)
Subtotal, Adjustments to Tax Revenue	**(36,500,000)**	**(15,800,000)**
Other Adjustments to Availability		
Transfer to the Savings Reserve	(86,965,000)	(623,515,000)
Transfer to the State Capital and Infrastructure Fund	(1,517,657,170)	(1,338,522,334)
Judicial Fee Increases	724,418	1,448,835

Adjustment to Transfer from Department of Insurance	1,181,724	2,632,604
Adjustment to Transfer from State Treasurer	(39,315)	9,904
Subtotal, Other Adjustments	**(1,602,755,343)**	**(1,957,945,991)**
Total, Adjustments and Reservations	**(1,639,255,343)**	**(1,973,745,991)**
Revised Total Net General Fund Availability	**25,157,729,306**	**25,398,724,747**
Less General Fund Net Appropriations (H.B. 966)	(24,006,500,000)	(24,800,000,000)
Less Additional Appropriations	(69,658,568)	(175,830,381)
Unappropriated Balance Remaining	**1,081,570,738**	**422,894,366.**"

SECTION 2.2.(c) If House Bill 966, 2019 Regular Session, becomes law, then Section 2.2(c) of that act reads as rewritten:

"**SECTION 2.2.(c)** ~~In addition to the amount required under G.S. 143C-4-3.1,~~ Notwithstanding G.S. 143C-4-3.1 or any other provision of law to the contrary, the State Controller shall transfer to the State Capital and Infrastructure Fund established under G.S. 143C-4-3.1 the sum of ~~two hundred million dollars ($200,000,000)~~ one billion five hundred seventeen million six hundred fifty-seven thousand one hundred seventy dollars ($1,517,657,170) in the 2019-2020 fiscal year and the sum of ~~one hundred million dollars ($100,000,000)~~ one billion three hundred thirty-eight million five hundred twenty-two thousand three hundred thirty-four dollars ($1,338,522,334) in the 2020-2021 fiscal year."

SECTION 2.2.(d) If House Bill 966, 2019 Regular Session, becomes law, then Section 2.2(d) of that act reads as rewritten:

"**SECTION 2.2.(d)** ~~In addition to the amount required under G.S. 143C-4-2,~~ Notwithstanding G.S. 143C-4-2 or any other provision of law to the contrary, the State Controller shall transfer to the Savings Reserve the sum of ~~forty million dollars ($40,000,000)~~ eighty-six million nine hundred sixty-five thousand dollars ($86,965,000) in the 2019-2020 fiscal year and the sum of ~~four hundred sixty million dollars ($460,000,000)~~ six hundred twenty-three million five hundred fifteen thousand dollars ($623,515,000) in the 2020-2021 fiscal year. This transfer is not an "appropriation made by law," as that phrase is used in Section 7(1) of Article V of the North Carolina Constitution."

CERTAIN PUBLIC SCHOOL EMPLOYEES

SECTION 2.3.(a) If House Bill 966, 2019 Regular Session, becomes law, then Section 7B.1 of House Bill 966 reads as rewritten:

"**TEACHER SALARY SCHEDULE**

SECTION 7B.1.(a) The following monthly teacher salary ~~schedule~~ schedules shall apply for the 2019-2020 fiscal year and the 2020-2021 fiscal year, respectively, to licensed personnel of the public schools who are classified as teachers. The salary ~~schedule is~~ schedules are based on years of teaching experience.

2019-2020 Teacher Monthly Salary Schedule

Years of Experience	"A" Teachers
0	$3,500
1	$3,600
2	$3,700
3	$3,800
4	$3,900
5	$4,000

6	$4,100
7	$4,200
8	$4,300
9	$4,400
10	$4,500
11	$4,600
12	$4,700
13	$4,800
14	$4,900
15	$5,000
16-20	$5,050
21-24	$5,150
25+	$5,260.

2020-2021 Teacher Monthly Salary Schedule

Years of Experience	"A" Teachers
0	$3,500
1	$3,600
2	$3,700
3	$3,800
4	$3,900
5	$4,000
6	$4,100
7	$4,200
8	$4,300
9	$4,400
10	$4,500
11	$4,600
12	$4,700
13	$4,800
14	$4,900
15	$5,000
16-20	$5,150
21-24	$5,250
25+	$5,360.

SECTION 7B.1.(b) Salary Supplements for Teachers Paid on ~~This~~ These Salary ~~Schedule.~~ Schedules. –

(1) Licensed teachers who have NBPTS certification shall receive a salary supplement each month of twelve percent (12%) of their monthly salary on the "A" salary schedule.

(2) Licensed teachers who are classified as "M" teachers shall receive a salary supplement each month of ten percent (10%) of their monthly salary on the "A" salary schedule.

(3) Licensed teachers with licensure based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the supplement provided to them as "M" teachers.

(4) Licensed teachers with licensure based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the supplement provided to them as "M" teachers.

(5) Certified school nurses shall receive a salary supplement each month of ten percent (10%) of their monthly salary on the "A" salary schedule.

(6) Certified school counselors shall receive a salary supplement of eighty dollars ($80.00) per month.

SECTION 7B.1.(c) The first step of the salary schedule for (i) school psychologists, (ii) school speech pathologists who are licensed as speech pathologists at the master's degree level or higher, and (iii) school audiologists who are licensed as audiologists at the master's degree level or higher shall be equivalent to the sixth step of the "A" salary schedule. These employees shall receive a salary supplement each month of ten percent (10%) of their monthly salary and are eligible to receive salary supplements equivalent to those of teachers for academic preparation at the six-year degree level or the doctoral degree level.

SECTION 7B.1.(d) The twenty-sixth step of the salary schedule for (i) school psychologists, (ii) school speech pathologists who are licensed as speech pathologists at the master's degree level or higher, and (iii) school audiologists who are licensed as audiologists at the master's degree level or higher shall be seven and one-half percent (7.5%) higher than the salary received by these same employees on the twenty-fifth step of the salary schedule.

SECTION 7B.1.(e) Beginning with the 2014-2015 fiscal year, in lieu of providing annual longevity payments to teachers paid on the teacher salary schedule, the amounts of those longevity payments are included in the monthly amounts under the teacher salary schedule.

SECTION 7B.1.(f) A teacher compensated in accordance with ~~this~~ these salary ~~schedule~~ schedules for the ~~2019-2020~~ 2019-2021 school ~~year~~ years shall receive an amount equal to the greater of the following:

(1) The applicable amount on the salary schedule for the applicable school year.

(2) For teachers who were eligible for longevity for the 2013-2014 school year, the sum of the following:

a. The salary the teacher received in the 2013-2014 school year pursuant to Section 35.11 of S.L. 2013-360.

b. The longevity that the teacher would have received under the longevity system in effect for the 2013-2014 school year provided in Section 35.11 of S.L. 2013-360 based on the teacher's current years of service.

c. The annual bonus provided in Section 9.1(e) of S.L. 2014-100.

(3) For teachers who were not eligible for longevity for the 2013-2014 school year, the sum of the salary and annual bonus the teacher received in the 2014-2015 school year pursuant to Section 9.1 of S.L. 2014-100.

SECTION 7B.1.(g) As used in this section, the term "teacher" shall also include instructional support personnel.

~~**SECTION 7B.1.(h)** It is the intent of the General Assembly to implement the following base monthly teacher salary schedule for the 2020-2021 fiscal year to licensed personnel of the public schools who are classified as teachers. The salary schedule is based on years of teaching experience.~~

~~**2020-2021 Teacher Monthly Salary Schedule**~~

~~Years of Experience~~	~~"A" Teachers~~
~~0~~	~~$3,500~~
~~1~~	~~$3,600~~
~~2~~	~~$3,700~~
~~3~~	~~$3,800~~
~~4~~	~~$3,900~~
~~5~~	~~$4,000~~
~~6~~	~~$4,100~~
~~7~~	~~$4,200~~
~~8~~	~~$4,300~~

~~9~~	~~$4,400~~
~~10~~	~~$4,500~~
~~11~~	~~$4,600~~
~~12~~	~~$4,700~~
~~13~~	~~$4,800~~
~~14~~	~~$4,900~~
~~15~~	~~$5,000~~
~~16-20~~	~~$5,100~~
~~21-24~~	~~$5,200~~
~~25+~~	~~$5,310.~~"

SECTION 2.3.(b) If House Bill 966, 2019 Regular Session, becomes law, then Section 7B.7 of House Bill 966 reads as rewritten:

"**CENTRAL OFFICE SALARIES**

SECTION 7B.7.(a) For the 2019-2020 fiscal year, beginning July 1, 2019, the annual salary for superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers, whose salaries are supported from State funds, shall be increased by ~~one~~ two percent ~~(1%).~~(2%).

SECTION 7B.7.(b) ~~It is the intent of the General Assembly to increase~~ For the 2020-2021 fiscal year, beginning July 1, 2020, the annual salary for superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers, whose salaries are supported from State ~~funds, in the 2020-2021 fiscal year, beginning July 1, 2020,~~ funds shall be increased by ~~one~~ two percent ~~(1%).~~(2%).

SECTION 7B.7.(c) The monthly salary maximums that follow apply to assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers for each year of the ~~2019-2020~~ 2019-2021 fiscal ~~year,~~ biennium, beginning July 1, ~~2019:~~2019, and ending June 30, 2021:

	2019-2020 Fiscal Year Maximum	**2020-2021 Fiscal Year** Maximum
School Administrator I	~~$6,697~~$6,764	$6,899
School Administrator II	~~$7,096~~$7,167	$7,310
School Administrator III	~~$7,520~~$7,595	$7,747
School Administrator IV	~~$7,814~~$7,892	$8,050
School Administrator V	~~$8,125~~$8,206	$8,370
School Administrator VI	~~$8,608~~$8,693	$8,867
School Administrator VII	~~$8,951.~~$9,039	$9,220.

The local board of education shall determine the appropriate category and placement for each assistant superintendent, associate superintendent, director/coordinator, supervisor, or finance officer within the maximums and within funds appropriated by the General Assembly for central office administrators and superintendents. The category in which an employee is placed shall be included in the contract of any employee.

SECTION 7B.7.(d) The monthly salary maximums that follow apply to public school superintendents for each year of the ~~2019-2020~~ 2019-2021 fiscal ~~year,~~ biennium, beginning July 1, ~~2019:~~2019, and ending June 30, 2021:

	2019-2020 Fiscal Year Maximum	**2020-2021 Fiscal Year** Maximum
Superintendent I	~~$9,488~~$9,582	$9,774
Superintendent II	~~$10,054~~$10,153	$10,356
Superintendent III	~~$10,657~~$10,762	$10,977
Superintendent IV	~~$11,297~~$11,409	$11,637
Superintendent V	~~$11,978.~~$12,096	$12,338.

The local board of education shall determine the appropriate category and placement for the superintendent based on the average daily membership of the local school administrative unit and within funds appropriated by the General Assembly for central office administrators and superintendents.

SECTION 7B.7.(e) Longevity pay for superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers shall be as provided for State employees under the North Carolina Human Resources Act.

SECTION 7B.7.(f) Superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided pursuant to this section. Superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for under this section.

SECTION 7B.7.(g) The State Board of Education shall not permit local school administrative units to transfer State funds from other funding categories for salaries for public school central office administrators.

~~**SECTION 7B.7.(h)** It is the intent of the General Assembly that the monthly salary maximums that follow shall apply to assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers for the 2020-2021 fiscal year, beginning July 1, 2020:~~

	~~2020-2021 Fiscal Year~~
	~~Maximum~~
~~School Administrator I~~	~~$6,764~~
~~School Administrator II~~	~~$7,167~~
~~School Administrator III~~	~~$7,596~~
~~School Administrator IV~~	~~$7,893~~
~~School Administrator V~~	~~$8,207~~
~~School Administrator VI~~	~~$8,694~~
~~School Administrator VII~~	~~$9,040.~~

~~**SECTION 7B.7.(i)** It is the intent of the General Assembly that the monthly salary maximums that follow shall apply to public school superintendents for the 2020-2021 fiscal year, beginning July 1, 2020:~~

	~~2020-2021 Fiscal Year~~
	~~Maximum~~
~~Superintendent I~~	~~$9,583~~
~~Superintendent II~~	~~$10,154~~
~~Superintendent III~~	~~$10,763~~
~~Superintendent IV~~	~~$11,410~~
~~Superintendent V~~	~~$12,097.~~"

SECTION 2.3.(c) If House Bill 966, 2019 Regular Session, becomes law, then Section 7B.8 of House Bill 966 reads as rewritten:

"**NONCERTIFIED PERSONNEL SALARIES**

SECTION 7B.8.(a) For the 2019-2020 fiscal year, beginning July 1, 2019, the annual salary for noncertified public school employees whose salaries are supported from State funds shall be increased as follows:

(1) For permanent, full-time employees on a 12-month contract, by ~~one percent (1%).~~two percent (2%).

(2) For the following employees, by a prorated and equitable amount based on the amount specified in subdivision (1) of this subsection:
a. Permanent, full-time employees on a contract for fewer than 12 months.
b. Permanent, part-time employees.
c. Temporary and permanent hourly employees.

SECTION 7B.8.(b) ~~It is the intent of the General Assembly to increase the annual salary for noncertified public school employees whose salaries are supported from State funds in the 2020-2021 fiscal year, beginning July 1, 2020, as follows:~~For the 2020-2021 fiscal year, beginning July 1, 2020, the annual salary for noncertified public school employees whose salaries are supported from State funds shall be increased as follows:

(1) For permanent, full-time employees on a 12-month contract, by ~~one percent (1%).~~two percent (2%).

(2) For the following employees, by a prorated and equitable amount based on the amount specified in subdivision (1) of this subsection:
a. Permanent, full-time employees on a contract for fewer than 12 months.
b. Permanent, part-time employees.
c. Temporary and permanent hourly employees."

SECTION 2.3.(d) If House Bill 966, 2019 Regular Session, becomes law, then Part VII-B of that act is amended by adding the following new section to read:

"**BONUSES FOR NONCERTIFIED PERSONNEL**

SECTION 7B.8A.(a) No later than October 31, 2020, the Department of Public Instruction shall administer a one-time, lump sum bonus to any noncertified public school employee, whose salary is supported from State funds, equivalent to one half of one percent (0.5%) of that person's salary.

SECTION 7B.8A.(b) The bonuses awarded pursuant to this section shall be in addition to any regular wage or other bonus the employee receives or is scheduled to receive.

SECTION 7B.8A.(c) Notwithstanding G.S. 135-1(7a), the bonuses awarded pursuant to this section are not compensation under Article 1 of Chapter 135 of the General Statutes, the Teachers' and State Employees' Retirement System.

SECTION 7B.8A.(d) The bonuses awarded pursuant to this section do not apply to noncertified public school employees no longer employed as noncertified public school employees due to resignation, dismissal, reduction in force, death, or retirement or whose last workday is prior to October 1, 2020."

NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS TUITION GRANTS

SECTION 2.4.(a) If House Bill 966, 2019 Regular Session, becomes law, then G.S. 116-209.90, as enacted by Section 8A.2 of that act, reads as rewritten:

"**§ 116-209.90. Tuition grants for graduates to attend a constituent institution.**

(a) Program Established. – There is established the Tuition Grant for Graduates of the North Carolina School of Science and Mathematics Program (Program). Within the funds made available for the Program, a State resident who graduates from the North Carolina School of Science and Mathematics (NCSSM) in each school year, beginning with the 2019-2020 school year, and who enrolls as a full-time student in a constituent institution of The University of North Carolina in the next academic year after graduation shall be eligible for a tuition grant awarded ~~for that student's first academic year~~ in accordance with this Part. Students who receive initial tuition grants as a cohort of a graduating class of NCSSM shall also be eligible to apply for tuition grants for subsequent academic years for up to a total of four academic years.

(b) Administration of Grants. – The Authority shall administer the tuition grants provided for in this Part pursuant to guidelines and procedures established by the Authority consistent with its practices for administering State-funded financial aid. The guidelines and procedures shall include an application process and schedule, notification and disbursement procedures, standards for reporting, and standards for return of tuition grants when a student withdraws. The Authority shall not approve any grant until it receives proper certification from the appropriate constituent institution that the student applying for the grant is an eligible student. Upon receipt of the certification, the Authority shall remit, at the times it prescribes, the tuition grant to the constituent institution on behalf, and to the credit, of the student. In the event a student on whose behalf a tuition grant has been paid is not enrolled and carrying a minimum academic load as of the tenth classroom day following the beginning of the school term for which the tuition grant was paid, the constituent institution shall refund the full amount of the tuition grant to the Authority.

(c) Award of Grants. – Except as provided in subsections (d) and (e) of this section, the amount of the grant awarded to a student shall be the full tuition cost at the constituent institution in which the student is ~~enrolled for the student's first academic year.~~ enrolled. No tuition grant awarded to a student under this section shall exceed the cost of attendance at the constituent institution for which the student is enrolled.

(d) Reduction of an Award Due to Other Aid. – If a student, who is eligible for a tuition grant under this section, also receives a scholarship or other grant covering the cost of attendance at the constituent institution for which the tuition grant is awarded, then the amount of the tuition grant shall be reduced by an appropriate amount determined by the Authority so that the total amount of scholarships and grants received by the student does not exceed the cost of attendance for the institution. The cost of attendance shall be determined by the Authority for each constituent institution.

(e) Pro Rata Amount. – In the event there are not sufficient funds available for the Program to provide each eligible student with a full tuition grant as provided for by this Part, each eligible student shall receive a pro rata share of funds available for that academic year.

(f) Continuous Enrollment. – A student shall be continuously enrolled in a constituent institution after the award of the initial tuition grant to be eligible for tuition grants in subsequent academic years. The Authority shall have the discretion to waive this requirement if the student is able to demonstrate that any of the following have substantially disrupted or interrupted the student's pursuit of a degree: (i) a military service obligation, (ii) serious medical debilitation, (iii) a short-term or long-term disability, or (iv) other extraordinary hardship."

SECTION 2.4.(b) If House Bill 966, 2019 Regular Session, becomes law, then notwithstanding any other provision of law to the contrary, students who are State residents who graduated from the North Carolina School of Science and Mathematics at the end of the 2018-2019 school year and were awarded a tuition grant for the 2019-2020 academic year in accordance with Section 10A.5 of S.L. 2018-5 shall be included in the award of tuition grants under G.S. 116-209.90, beginning with the 2020-2021 academic year.

USE OF ADDITIONAL GENERAL FUND APPROPRIATIONS

SECTION 2.5. If House Bill 966, 2019 Regular Session, becomes law, then the additional sum of sixty-nine million six hundred fifty-eight thousand five hundred sixty-eight dollars ($69,658,568) for the 2019-2020 fiscal year and the additional sum of one hundred seventy-five million eight hundred thirty thousand three hundred eighty-one dollars ($175,830,381) for the 2020-2021 fiscal year, as provided pursuant to Section 2.1 of this act, shall be used as follows:

(1) Public school employee compensation. – The sum of fifteen million four hundred eighteen thousand seven hundred twelve dollars ($15,418,712) in recurring funds for the 2019-2020 fiscal year and the sums of sixty million

two hundred eight thousand ten dollars ($60,208,010) in recurring funds and six million five hundred seventy-six thousand one hundred ninety-two dollars ($6,576,192) in nonrecurring funds for the 2020-2021 fiscal year to implement the compensation provisions of Section 2.3 of this act.

(2) Community college compensation. – The sum of twelve million three hundred thirty-two thousand six hundred thirty-six dollars ($12,332,636) in recurring funds for the 2019-2020 fiscal year and the sum of twenty-four million six hundred sixty-five thousand two hundred seventy-two dollars ($24,665,272) in recurring funds for the 2020-2021 fiscal year to increase the funding available for salary increases for local community college personnel.

(3) University of North Carolina compensation. – The sum of forty million seven hundred eighty-two thousand two hundred ten dollars ($40,782,210) in recurring funds for the 2019-2020 fiscal year and the sum of eighty-two million one hundred thirty-one thousand seven dollars ($82,131,007) in recurring funds for the 2020-2021 fiscal year to increase the funding available for salary increases for employees of the university system.

(4) Math tuition grants for the North Carolina School of Science and Mathematics. – The sum of one million one hundred twenty-four thousand nine hundred fifty dollars ($1,124,950) in recurring funds for the 2019-2020 fiscal year and the sum of two million two hundred forty-nine thousand nine hundred dollars ($2,249,900) in recurring funds for the 2020-2021 fiscal year to increase availability of grants to the graduates of the North Carolina School of Science and Mathematics who attend constituent institutions of The University of North Carolina.

PART III. OTHER PROVISIONS

SECTION 3.1. The legislative salary increases provided by Part I of this act in each year of the 2019-2021 fiscal biennium do not apply to persons separated from service due to resignation, dismissal, reduction in force, death, or retirement or whose last workday is prior to June 30, 2019, for the 2019-2020 fiscal year or June 30, 2020, for the 2020-2021 fiscal year. For the 2019-2021 fiscal biennium, payroll checks issued to employees after July 1, 2019, and July 1, 2020, respectively, that represent payment of services provided prior to July 1 of each year shall not be eligible for salary increases provided for in this act.

SECTION 3.2. If any provision of Part I of this act and G.S. 143C-5-4 are in conflict, the provisions of this act shall prevail.

PART IV. CONDITIONS AND CONTINGENCIES

SECTION 4.1.(a) If House Bill 966, 2019 Regular Session:

(1) Does not become law, then Part I of this act shall remain in effect.

(2) Becomes law, then (i) Sections 1.2, 1.3, 1.4, 1.6, 1.7, and 1.8 of this act are repealed and (ii) Sections 7B.3A, 7B.9, and 7B.10 of House Bill 966, 2019 Regular Session, are repealed.

SECTION 4.1.(b) The provisions of Part II of this act become effective only if House Bill 966, 2019 Regular Session, becomes law.

SECTION 4.2. If House Bill 377, 2019 Regular Session, becomes law, then Sections 2.1, 2.2, 2.6, and 3.1 of House Bill 377, 2019 Regular Session, are repealed.

SECTION 4.3. If House Bill 111, 2019 Regular Session, becomes law, then Section 3.6(b)(3) of House Bill 111, 2019 Regular Session, is repealed.

PART V. EFFECTIVE DATE

SECTION 5.1. Except as otherwise provided, this act becomes effective July 1, 2019.

CONFEREES FOR SB 354 - SAM'S LAW.

2019-2020 Session

Conferees History

House

Rep. Tim Moore (Chair)
Rep. Linda P. Johnson
Rep. John A. Fraley
Rep. Jeffrey Elmore
Rep. John Sauls
Rep. Pat B. Hurley
Rep. Elmer Floyd
Rep. Charles Graham
Rep. William O. Richardson

Senate

Sen. Harry Brown (Chair)
Sen. Brent Jackson
Sen. Kathy Harrington
Sen. Deanna Ballard

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

S 4

SENATE BILL 354

Education/Higher Education Committee Substitute Adopted 5/6/19
House Committee Substitute Favorable 6/25/19
House Committee Substitute #2 Favorable 7/8/19

Short Title: Sam's Law. (Public)

Sponsors:

Referred to:

March 26, 2019

A BILL TO BE ENTITLED

AN ACT RELATING TO SEIZURE DISORDERS IN SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. This act shall be known as the "Seizure Safe Schools Act of 2019" or "Sam's Law" and may be cited by those names.

SECTION 2. Article 25A of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-375.7. Seizures.**

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

(1) Parent. – A parent, legal guardian, or legal custodian of a student.

(2) 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 Article 4, Article 29, and Article 29A of Chapter 116 of the General Statutes.

(3) School. – A school within a public school unit.

(4) Seizure action plan. – A written, individualized health plan between a school and the parent of a student in the school who is diagnosed with a seizure disorder. The plan acknowledges the health care needs of the student, prepares both parties to meet those needs, and applies over the course of a school year.

(b) Seizure Action Plan. – The parent of any student may petition a school for the development of a seizure action plan if the student is (i) diagnosed with a seizure disorder and (ii) enrolled in the school. The school shall keep each seizure action plan on file in the office of a school administrator or school nurse employed by the public school unit and make the plan available to any school personnel and, with the permission of the student's parent, any volunteer responsible for the supervision of the student. The parent and the school shall develop the seizure action plan in accordance with policies and procedures developed by the governing body of the public school unit. At a minimum, the plan shall include the following components:

(1) A written statement from the student's health care provider with all of the following information:
a. The student's name.
b. Any seizure medication prescribed to the student.
c. The dosage and method of administering the seizure medication.
d. The frequency of administration of the seizure medication.
e. The symptoms necessitating administration of the seizure medication.
(2) A written statement from the parent indicating whether trained school personnel or volunteers are permitted to administer the seizure medication to the student in the applicable school year. This permission shall be renewed in each subsequent school year the student attends the school.
(3) If the written statement permits trained school personnel or volunteers to administer the seizure medication to the student, the written statement shall require that the parent will provide the school with at least one unopened dosage of the medication with an intact pharmaceutical label.
(4) A requirement that the school shall store the medication in a safe and secure location accessible only by school personnel or volunteers with training to administer seizure medication in accordance with subsection (c) of this section.

(c) Employee Training and Administration of Seizure Medication. – Each school shall ensure that at least one employee in the school is trained to administer or assist with the self-administration of any seizure medication provided to the school pursuant to subsection (b) of this section. The governing body of each public school unit shall adopt minimum training requirements for these employees and for any volunteer that may supervise students with seizure disorders if the volunteer elects to receive the training. A volunteer shall not administer or assist with the self-administration of any seizure medication if the volunteer has not met the training requirements adopted by the governing body of the public school unit. The training requirements shall be consistent with training guidelines established by the Epilepsy Foundation of America, Inc., or its successor.

(d) Seizure Education Program. – The governing body of each public school unit shall adopt a policy outlining the requirements of a seizure education program for all school personnel having direct contact with students in grades kindergarten through 12. The seizure education program shall be administered on an annual basis in each school and, at a minimum, meet the following requirements:
(1) Provide instructions in administering seizure medications.
(2) Educate on the signs and symptoms of seizures and the appropriate steps to be taken to respond to symptoms of a seizure.
(3) Be consistent with guidelines established by the Epilepsy Foundation of America, Inc., or its successor.

(e) Self-Study Requirement. – The governing body of each public school unit shall adopt a policy requiring all principals, guidance counselors, and teachers to complete at least one hour of self-study review of seizure disorder materials each school year. The governing body of each public school unit shall select the materials for study in accordance with current practices and standards.

(f) Informational Poster. – The governing body of each public school unit shall ensure that an informational display on seizure first aid is posted in at least one visible, high-traffic area in each school.

(g) Limitation on Liability. – No governing body of any public school unit, nor its members, employees, designees, agents, or volunteers, shall be liable in civil damages to any party for any act authorized by this section or for any omission relating to that act, unless that act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing."

SECTION 3.(a) G.S. 115C-12 is amended by adding a new subdivision to read:

"(47) Duty Regarding Seizures. – The State Board of Education shall adopt a rule regarding seizures in accordance with G.S. 115C-375.7 for all schools operated under the control of the State Board of Education."

SECTION 3.(b) G.S. 115C-47 is amended by adding a new subdivision to read:

"(64) Duty Regarding Seizures. – Each local board of education shall adopt a policy regarding seizures in accordance with G.S. 115C-375.7 and the rule adopted by the State Board of Education pursuant to G.S. 115C-12(47)."

SECTION 3.(c) G.S. 115C-218.75 is amended by adding a new subsection to read:

"(g) Seizure Policy. – A charter school shall adopt a policy regarding seizures in accordance with G.S. 115C-375.7 and the rule adopted by the State Board of Education pursuant to G.S. 115C-12(47)."

SECTION 3.(d) G.S. 115C-238.66 is amended by adding a new subdivision to read:

"(14) Seizure policy. – A regional school shall adopt a policy regarding seizures in accordance with G.S. 115C-375.7 and the rule adopted by the State Board of Education pursuant to G.S. 115C-12(47)."

SECTION 3.(e) G.S. 116-11 is amended by adding a new subdivision to read:

"(12f) The Board of Governors shall adopt a policy regarding seizures in accordance with G.S. 115C-375.7 for all schools operated under the control of the Board of Governors and the rule adopted by the State Board of Education pursuant to G.S. 115C-12(47)."

SECTION 3.(f) Article 39 of Chapter 115C of the General Statutes is amended by adding two new sections to read:

"**§ 115C-548.5. Seizure policy.**

Each private church school or school of religious charter is encouraged to adopt a policy regarding seizures in accordance with G.S. 115C-375.7.

…

"**§ 115C-556.5. Seizure policy.**

Each qualified nonpublic school is encouraged to adopt a policy regarding seizures in accordance with G.S. 115C-375.7."

SECTION 3.(g) G.S. 115C-564 reads as rewritten:

"**§ 115C-564. Qualifications and requirements.**

A home school shall make the election to operate under the qualifications of either Part 1 or Part 2 of this Article and shall meet the requirements of the Part elected, except that any requirement related to safety and sanitation inspections shall be waived if the school operates in a private residence and except that testing requirements in G.S. 115C-549 and G.S. 115C-557 shall be on an annual basis. A home school also shall be exempt from the requirements of G.S. 115C-375.7. The persons providing academic instruction in a home school shall hold at least a high school diploma or its equivalent."

SECTION 4. If House Bill 57, 2019 Regular Session, becomes law, then G.S. 115C-375.7(a)(2), as enacted by this act, is repealed.

SECTION 5. This act is effective when it becomes law and applies beginning with the 2020-2021 school year.

10/30/2019
(DATE)

Appropriation Education
(COMMITTEE)

SENATE SERGEANT-AT-ARMS

HOUSE SERGEANT-AT-ARMS

Terry McCrain	
Jim Moran	
Bill Bass	
Roy Cooke	

VISITOR REGISTRATION SHEET

Aprop. Educ.

Name of Committee

Date 10-30-19

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Isabel Villa Garcia	NCELA
Cady Thomas	Focus
Rhaega Jackson	Forus
Amy Auth	UNC-CH
Sallie James	Governor's office
Geoff Coltrane	Gov Office

VISITOR REGISTRATION SHEET

Aprop. Educ.

Name of Committee

Date 10/30/19

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Richard Bostic	NC SBA
Mary Stuping	NCCCS
Elizabeth Groverstein	NCCCS
[signature]	NCAE

North Carolina General Assembly

Appropriations, Education

2019-20 Session

Chair(s)

Representative Hugh Blackwell
Representative Jeffrey Elmore
Representative John Fraley
Representative Craig Horn
Representative Pat Hurley
Representative John Sauls

Committee Clerk(s)

Brooke Mason
Sarah Bush
Jan Copeland
Erin Wilson
Deborah Holder
Karen Rosser

The Committee did not meet during the 2020 short session.

Signed Committee Chairman /s/ Craig Horn