

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

H.B. 1130
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HOUSE PRINCIPAL CLERK

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HOUSE BILL DRH30563-MTa-155

Short Title: Invest in a Sound Basic Education. (Public)

Sponsors: Representatives von Haefen, Gill, Hunt, and Russell (Primary Sponsors).

Referred to:

A BILL TO BE ENTITLED
AN ACT TO APPROPRIATE FUNDS TO CREATE NEW PROGRAMS AND MAKE
CHANGES TO THE LAWS RELATED TO EARLY CHILDHOOD EDUCATION
INITIATIVES AND ELEMENTARY, SECONDARY, AND POSTSECONDARY PUBLIC
SCHOOLS.

The General Assembly of North Carolina enacts:

PART I. APPROPRIATIONS AND ALLOCATIONS

APPROPRIATIONS

SECTION 1.1. There is appropriated from the General Fund for the 2020-2021 fiscal year the sum of one hundred thirty-nine million two hundred one thousand nine hundred sixty-four dollars (\$139,201,964) for the purposes described in this act, as follows:

Entity	2020-2021 Recurring	2020-2021 Nonrecurring
EDUCATION		
Department of Public Instruction	\$96,239,464	\$9,700,000
University of North Carolina	\$4,487,500	\$275,000
HEALTH AND HUMAN SERVICES		
Child Development and Early Education	\$23,500,000	\$0
Public Health	\$7,000,000	\$0.

ALLOCATIONS

SECTION 1.2. Funds appropriated pursuant to Section 1.1 of this act shall be allocated as follows:

- (1) \$30,000,000 in additional recurring funds to the Department of Public Instruction to expand Disadvantaged Student Supplemental Funding as provided in Section 2.1 of this act.
- (2) \$37,000,000 in additional recurring funds to the Department of Public Instruction to be allocated to the Instructional Support Allotment.



- 1 (3) \$5,000,000 in nonrecurring funds to the Department of Public Instruction to
2 expand the School Connectivity Initiative as described in Section 2.2 of this
3 act.
- 4 (4) \$27,529,464 in additional recurring funds to the Department of Public
5 Instruction to implement the requirements of Section 2.3 of this act.
- 6 (5) \$4,700,000 in nonrecurring funds to the Department of Public Instruction to
7 provide assistance and turnaround support to continually low-performing
8 schools through the regional support structure within the Department of Public
9 Instruction, as described in Section 2.4 of this act.
- 10 (6) \$1,710,000 in recurring funds to the Department of Public Instruction to be
11 allocated in amounts consistent with those set forth in Section 7.22 of S.L.
12 2017-57 as supplemental funding for each year of operation to the following
13 cooperative innovative high schools:
- 14 a. The Center for Industry, Technology, and Innovation.
15 b. The Innovation Early College High School.
16 c. The Marine Sciences and Technologies Early College High School.
17 d. The Roanoke Rapids Early College High School.
18 e. The Southeast Area Technical High School.
19 f. Halifax Early College High School.
20 g. Stanly STEM Early College High School.
21 h. Gaston Early College of Medical Sciences High School.
- 22 (7) \$250,000 in nonrecurring funds to the Board of Governors of The University
23 of North Carolina to be allocated to The University of North Carolina System
24 Office to create and disseminate curriculum materials addressing racial bias
25 in classroom instruction developed in accordance with Section 2.5 of this act.
- 26 (8) \$2,987,500 in additional recurring funds to the Board of Governors of The
27 University of North Carolina for the North Carolina Teaching Fellows
28 Program Trust Fund established under G.S. 116-209.62 to provide for
29 additional slots for forgivable loans under Part 3 of Article 23 of Chapter 116
30 of the General Statutes, beginning with the 2021-2022 academic year as
31 provided in Section 2.6 of this act. It is the intent of the General Assembly to
32 appropriate from the General Fund to the North Carolina Teaching Fellows
33 Program Trust Fund the following funds for the purpose of providing a total
34 of 2,000 slots for forgivable loans beginning with the 2024-2025 academic
35 year:
- 36 a. For the 2021-2022 fiscal year, two million nine hundred eighty-seven
37 thousand five hundred dollars (\$2,987,500) in additional recurring
38 funds.
- 39 b. For the 2022-2023 fiscal year, the sum of two million nine hundred
40 eighty-seven thousand five hundred dollars (\$2,987,500) in additional
41 recurring funds.
- 42 c. For the 2023-2024 fiscal year, the sum of two million nine hundred
43 eighty-seven thousand five hundred dollars (\$2,987,500) in additional
44 recurring funds.
- 45 (9) \$25,000 in nonrecurring funds to the Board of Governors of The University
46 of North Carolina to be allocated to The University of North Carolina System
47 Office to conduct a study on strategies for educator preparation programs of
48 institutions of higher education to effectively and proactively adjust the size
49 of their programs and the number of faculty and staff for each program in
50 order to increase the number of North Carolina highly qualified teachers
51 entering the profession in order to address the teacher shortage, beginning

1 with candidates entering programs in the 2021-2022 academic year. The
2 System Office may contract with an independent research organization to
3 conduct the study. By March 1, 2021, the System Office shall report to the
4 Joint Legislative Education Oversight Committee on the results of its study,
5 including recommendations on strategies for adjustments to programs on
6 accomplishing the goals of increasing the number of teacher candidates
7 entering educator preparation programs.

8 (10) \$1,500,000 in additional recurring funds to the Board of Governors of The
9 University of North Carolina for the North Carolina New Teacher Support
10 Program (NC NTSP) to support adding approximately 300 beginning teachers
11 employed in schools identified as low-performing and in high-poverty schools
12 to participate in NC NTSP each year. The funds shall be used to hire additional
13 teaching coaches, as well as to enable partnerships with local school
14 administrative units that lack the funds to support participation in the NC
15 NTSP. For purposes of this subdivision, the term "high-poverty schools" shall
16 refer to public schools that have seventy-five percent (75%) or more students
17 that are eligible for federally subsidized free or reduced-cost school meals.

18 (11) \$10,500,000 in recurring funds to the Department of Health and Human
19 Services, Division of Child Development and Early Education, to increase the
20 reimbursement rate for slots for the North Carolina Prekindergarten (NC
21 Pre-K) program.

22 (12) \$10,000,000 in recurring funds to the Department of Health and Human
23 Services, Division of Child Development and Early Education, to be allocated
24 to the North Carolina Partnership for Children, Inc., to distribute to the Smart
25 Start local partnerships.

26 (13) \$3,000,000 in recurring funds to the Department of Health and Human
27 Services, Division of Child Development and Early Education (Division), to
28 increase recruitment and retention of quality early childhood educators. The
29 Division shall use these funds to (i) provide early childhood educator
30 compensation commensurate with compensation under the most current
31 teacher salary schedule, as applicable, and (ii) expand the Child Care WAGE\$
32 Program of North Carolina, a salary supplement program for early childhood
33 educators, and the AWARD\$ Program of North Carolina, a salary supplement
34 program for infant-toddler early childhood educators.

35 (14) \$7,000,000 in recurring funds to the Department of Health and Human
36 Services, Division of Public Health, Early Intervention Branch, to be allocated
37 to the North Carolina Infant-Toddler Program for increased staffing and
38 professional development.

39 MISCELLANEOUS

40 **SECTION 1.3.(a)** State Budget Act Applies. – The provisions of the State Budget
41 Act, Chapter 143C of the General Statutes, are reenacted and shall remain in full force and effect
42 and are incorporated in this act by reference.

43 **SECTION 1.3.(b)** Additional Limitations and Directions. – Except where expressly
44 repealed or amended by this act, the provisions of any other legislation enacted during the 2019
45 Regular Session of the General Assembly expressly appropriating funds to an agency, a
46 department, or an institution covered under this act, shall remain in effect.

47 **SECTION 1.3.(c)** Applicability of House Bill 966, 2019 Regular Session. – If House
48 Bill 966, 2019 Regular Session, becomes law, and any provision of that act or a provision of the
49 Committee Report described in Section 42.2 of that act conflicts with this act, this act shall
50 control.
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2 **PART II. PUBLIC INSTRUCTION**

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4 **DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING (DSSF)**

5 **SECTION 2.1.(a)** Funds appropriated in this act for disadvantaged student
6 supplemental funding shall be used, consistent with the policies and procedures adopted by the
7 State Board of Education, only to do the following:

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

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

21 **SECTION 2.1.(b)** Disadvantaged student supplemental funding (DSSF) shall be
22 allotted to a local school administrative unit based on (i) the unit's eligible DSSF population and
23 (ii) the difference between a teacher-to-student ratio of 1:21 and the following teacher-to-student
24 ratios:

- 25 (1) For counties with wealth greater than ninety percent (90%) of the statewide
26 average, a ratio of 1:19.9.
27 (2) For counties with wealth not less than eighty percent (80%) and not greater
28 than ninety percent (90%) of the statewide average, a ratio of 1:19.4.
29 (3) For counties with wealth less than eighty percent (80%) of the statewide
30 average, a ratio of 1:19.1.
31 (4) For local school administrative units that received DSSF funds in fiscal year
32 2005-2006, a ratio of 1:16. These local school administrative units shall
33 receive no less than the DSSF amount allotted in fiscal year 2006-2007.

34 For the purpose of this subsection, wealth shall be calculated under the low-wealth
35 supplemental formula as provided for in Section 7.3(h) of S.L. 2015-57, as amended by Section
36 2.19 of S.L. 2017-197 and Section 7.3 of S.L. 2018-5.

37 **SECTION 2.1.(c)** If a local school administrative unit's wealth increases to a level
38 that adversely affects the unit's disadvantaged student supplemental funding (DSSF) allotment
39 ratio, the DSSF allotment for that unit shall be maintained at the prior year level for one additional
40 fiscal year.

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42 **SCHOOL CONNECTIVITY INITIATIVE/COMPETITIVE GRANT PROGRAM**

43 **SECTION 2.2.(a)** The State Board of Education and the Department of Public
44 Instruction, in collaboration with the Friday Institute at North Carolina State University, shall
45 expand the School Connectivity Initiative to improve student access to broadband Internet
46 outside the classroom.

47 **SECTION 2.2.(b)** The expansion required pursuant to subsection (a) of this section
48 shall include, at a minimum, the creation of a competitive grant program administered by the
49 Department for the 2020-2021 fiscal year. The purpose of the program shall be to provide
50 broadband Internet access outside the classroom for students in public school units. In awarding
51 grants, the Department shall prioritize applications that emphasize effective methods of

1 providing sustainable, broadband Internet access. Grant recipients shall report to the Department
2 on the progress of the program. Of the funds appropriated to the Department for the School
3 Connectivity Initiative by this act, the Department may use up to two hundred thousand dollars
4 (\$200,000) to administer the program.

5 **SECTION 2.2.(c)** The State Board of Education shall include the following
6 information in its January 15, 2021, report, required pursuant to Section 7.28(d) of S.L. 2007-323:

- 7 (1) Recommendations for ensuring that all students have access to broadband
8 Internet inside and outside the classroom.
- 9 (2) Results from the program established pursuant to subsection (b) of this section
10 and recommendations for future grant programs related to improved student
11 access to broadband Internet services.

12 **FUNDS FOR CHILDREN WITH DISABILITIES**

13 **SECTION 2.3.** The State Board of Education shall allocate additional funds for
14 children with disabilities on the basis of four thousand five hundred sixty-seven dollars (\$4,567)
15 per child for fiscal year 2020-2021. Each local school administrative unit shall receive funds for
16 the lesser of (i) all children who are identified as children with disabilities or (ii) fourteen percent
17 (14%) of its 2020-2021 allocated average daily membership in the local school administrative
18 unit. The dollar amounts allocated under this section for children with disabilities shall also be
19 adjusted in accordance with legislative salary increments, retirement rate adjustments, and health
20 benefit adjustments for personnel who serve children with disabilities.

21 **REGIONAL SUPPORT STRUCTURE FOR TURNAROUND OF CONTINUALLY 22 LOW-PERFORMING SCHOOLS**

23 **SECTION 2.4.(a)** The Department of Public Instruction (Department) and the State
24 Board of Education (State Board) shall conduct a review of historical turnaround efforts that have
25 demonstrated measurable successful outcomes and shall apply the most effective methods from
26 those turnaround efforts in using the funds appropriated by this act for the turnaround of
27 continually low-performing schools. In providing turnaround support, the Department shall
28 utilize its regional support structure and shall give special consideration to the use of the
29 following:

- 30 (1) School-driven, school-led improvement plans that are guided and supported
31 by the Department.
- 32 (2) Professional development to train school leaders and teachers in their
33 understanding of improvement plans in order to support unified school-wide
34 efforts.
- 35 (3) Transformation coaches provided through the Department, to act as "insider"
36 advocates of the school in offering consistent and sustained expertise and
37 support in the implementation of improvement plans.
- 38 (4) Instructional coaches provided through the Department, to act as advocates
39 for teachers in further increasing their knowledge and pedagogical skill to
40 produce better measurable outcomes.
- 41 (5) Communication and training for the local boards of education or other
42 governing bodies of continually low-performing schools to better ensure
43 continued school improvement and success over a sustained period of time.
- 44 (6) Cooperative models of communication and consensus building to the greatest
45 extent possible, with the goal of fostering morale in order to reduce leadership
46 and staff turnover in continually low-performing schools.

47 **SECTION 2.4.(b)** The Department and the State Board shall jointly report to the
48 Joint Legislative Education Oversight Committee no later than January 15, 2022, on the results
49 and application of the review conducted pursuant to this section and the accompanying use of
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1 funds. The report shall include any legislative action recommended to further improve turnaround
2 efforts for continually low-performing schools.

4 **EDUCATOR PREPARATION PROGRAM CURRICULUM IN RACIAL BIAS**

5 **SECTION 2.5.(a)** The Board of Governors of The University of North Carolina, in
6 collaboration with the State Board of Community Colleges, the North Carolina Independent
7 Colleges and Universities, the State Board of Education, the Superintendent of Public Instruction,
8 and the Professional Educator Preparation and Standards Commission (PEPSNC), shall develop
9 a curriculum training program that ensures that the instruction provided by educators in the North
10 Carolina public schools is designed to eliminate or reduce racial bias in the classroom. The
11 curriculum shall include the latest research on evidence-based training that leads to preparation
12 for educators in understanding their own biases in the delivery of instruction to students.

13 By July 1, 2021, the System Office shall make the curriculum materials available to
14 public and private educator preparation programs at no cost. The curriculum shall be incorporated
15 into existing State programs in educator preparation and professional development for teachers.

16 **SECTION 2.5.(b)** G.S. 115C-269.20(a)(1) is amended by adding a new
17 sub-subdivision to read:

18 "h. The reduction of racial bias in the delivery of instruction in the
19 classroom."

20 **SECTION 2.5.(c)** Subsection (b) of this section applies beginning with instruction
21 provided to candidates entering an educator preparation program in the 2022-2023 academic
22 year.

24 **NC TEACHING FELLOWS**

25 **SECTION 2.6.(a)** Part 3 of Article 23 of Chapter 116 of the General Statutes reads
26 as rewritten:

27 "Part 3. North Carolina Teaching Fellows Program.

28 **"§ 116-209.60. Definitions.**

29 The following definitions apply in this Part:

- 30 (1) Commission. – The North Carolina Teaching Fellows Commission.
- 31 (2) Director. – The Director of the North Carolina Teaching Fellows Program.
- 32 (3) Forgivable loan. – A forgivable loan made under the Program.
- 33 (3a) High-poverty school. – A public school that has seventy-five percent (75%)
34 or more students that are eligible for federally subsidized free or reduced-cost
35 school meals.
- 36 (4) Program. – The North Carolina Teaching Fellows Program.
- 37 (5) Public school. – An elementary or secondary school located in North Carolina
38 that is governed by a local board of education, charter school board of
39 directors, regional school board of directors, or University of North Carolina
40 laboratory school board of trustees.
- 41 ~~(6) STEM. – Science, technology, engineering, and mathematics.~~
- 42 (7) Trust Fund. – The North Carolina Teaching Fellows Program Trust Fund.

43 ...

44 **"§ 116-209.62. North Carolina Teaching Fellows Program established; administration.**

45 (a) Program. – There is established the North Carolina Teaching Fellows Program to be
46 administered by the System Office of The University of North Carolina, in conjunction with the
47 Authority and the Commission. The purpose of the Program is to recruit, prepare, and support
48 students residing in or attending institutions of higher education located in North Carolina for
49 preparation as highly effective ~~STEM or special education~~ teachers in the State's public schools.
50 The Program shall be used to provide a forgivable loan to individuals interested in preparing to
51 teach in the public schools of the ~~State in STEM or special education licensure areas.~~ State.

1 (b) Trust Fund. – There is established the North Carolina Teaching Fellows Program
2 Trust Fund to be administered by the Authority, in conjunction with the System Office of The
3 University of North Carolina. All funds (i) appropriated to, or otherwise received by, the Program
4 for forgivable loans and other Program purposes, (ii) received as repayment of forgivable loans,
5 and (iii) earned as interest on these funds shall be placed in the Trust Fund. The purpose of the
6 Trust Fund is to provide financial assistance to qualified students for completion of teacher
7 education and licensure programs to ~~fill STEM or special education licensure areas~~ teach in the
8 public schools of the State.

9 (c) Uses of Monies in the Trust Fund. – The monies in the Trust Fund may be used only
10 for (i) forgivable loans granted under the Program, (ii) administrative costs associated with the
11 Program, including recruitment and recovery of funds advanced under the Program, (iii)
12 mentoring and coaching support to forgivable loan recipients, and (iv) extracurricular
13 enhancement activities of the Program in accordance with the following:

- 14 (1) The Authority shall transfer the greater of six hundred thousand dollars
15 (\$600,000) or ten percent (10%) of the available funds from the Trust Fund to
16 the ~~General Administration~~ System Office of The University of North
17 Carolina at the beginning of each fiscal year for the Program's administrative
18 costs, the salary of the Director of the Program and other Program staff,
19 expenses of the Commission, and to provide the Commission with funds to
20 use for the extracurricular enhancement activities of the Program.
- 21 (2) The Authority may use the greater of two hundred fifty thousand dollars
22 (\$250,000) or four percent (4%) of the funds appropriated to the Trust Fund
23 each fiscal year for administrative costs associated with the Program.
- 24 (3) The Authority shall provide the Commission with up to six hundred thousand
25 dollars (\$600,000) from the Trust Fund in each fiscal year for the Commission
26 to provide mentoring and coaching support to forgivable loan recipients
27 through the North Carolina New Teacher Support Program as follows:
 - 28 a. Up to two thousand dollars (\$2,000) for each Program recipient
29 serving as a teacher in a North Carolina public school identified as
30 low-performing under G.S. 115C-105.37.
 - 31 b. Up to one thousand dollars (\$1,000) for each Program recipient
32 serving as a teacher in a North Carolina public school not identified as
33 low-performing under G.S. 115C-105.37.

34 (d) Director of the Program. – The Board of Governors of The University of North
35 Carolina shall appoint a Director of the Program. The Director shall appoint staff to the
36 Commission and shall be responsible for recruitment and coordination of the Program, including
37 proactive, aggressive, and strategic recruitment of potential recipients. Recruitment activities
38 shall include (i) targeting regions of the State with the highest teacher attrition rates and teacher
39 recruitment challenges, (ii) actively engaging with educators, business leaders, experts in human
40 resources, elected officials, and other community leaders throughout the State, and (iii) attracting
41 candidates ~~in STEM and special education licensure areas~~ to the Program. The Director shall
42 report to the President of The University of North Carolina. The Authority shall provide office
43 space and clerical support staff, as necessary, to the Director for the Program.

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

- 47 (1) Grade point averages.
- 48 (2) Performance on relevant career and college readiness assessments.
- 49 (3) Experience, accomplishments, and other criteria demonstrating qualities
50 positively correlated with highly effective teachers, including excellent verbal
51 and communication skills.

- 1 (4) Demonstrated commitment to serve ~~in a STEM or special education licensure~~
2 ~~area~~ in North Carolina public schools.
- 3 (f) Program Selection Criteria. – The Authority shall administer the Program in
4 cooperation with ~~five~~ up to eight institutions of higher education with approved educator
5 preparation programs selected by the Commission that represent a diverse selection of both
6 postsecondary constituent institutions of The University of North Carolina and private
7 postsecondary institutions operating in the State. The Commission shall adopt stringent standards
8 for selection of the most effective educator preparation programs, including the following:
- 9 (1) Demonstrates high rates of educator effectiveness on value-added models and
10 teacher evaluations, including using performance-based, subject-specific
11 assessment and support systems, such as edTPA or other metrics of evaluating
12 candidate effectiveness that have predictive validity.
- 13 (2) Demonstrates measurable impact of prior graduates on student ~~learning,~~
14 ~~including impact of graduates teaching in STEM or special education~~
15 ~~licensure areas.~~ learning.
- 16 (3) Demonstrates high rates of graduates passing exams required for teacher
17 licensure.
- 18 (4) Provides curricular and co-curricular enhancements in leadership, facilitates
19 learning for diverse learners, and promotes community engagement,
20 classroom management, and reflection and assessment.
- 21 (5) Requires at least a minor concentration of study in the subject area that the
22 candidate may teach.
- 23 (6) Provides early and frequent internship or practical experiences, including the
24 opportunity for participants to perform practicums in diverse school
25 environments.
- 26 (7) Is approved by the State Board of Education as an educator preparation
27 program.
- 28 (g) Awards of Forgivable Loans. – The Program shall provide forgivable loans to selected
29 students to be used at the ~~five~~ selected institutions for completion of a program leading to initial
30 teacher licensure as follows:
- 31 (1) North Carolina high school seniors. – Forgivable loans of up to four thousand
32 one hundred twenty-five dollars (\$4,125) per semester for up to eight
33 semesters.
- 34 (2) Students applying for transfer to a selected educator preparation program at
35 an institution of higher education. – Forgivable loans of up to four thousand
36 one hundred twenty-five dollars (\$4,125) per semester for up to six semesters.
- 37 (3) Individuals currently holding a bachelor's degree seeking preparation for
38 teacher licensure. – Forgivable loans of up to four thousand one hundred
39 twenty-five dollars (\$4,125) per semester for up to four semesters.
- 40 (4) Students matriculating at institutions of higher education who are changing to
41 ~~enrollment in an approved program of study at~~ a selected educator preparation
42 program. – Forgivable loans of up to four thousand one hundred twenty-five
43 dollars (\$4,125) per semester for up to four semesters.
- 44 Forgivable loans may be used for tuition, fees, the cost of books, and expenses related to
45 obtaining licensure.
- 46 ~~(h) Identification of STEM and Special Education Licensure Areas. – The Superintendent~~
47 ~~of Public Instruction shall identify and provide to the Commission and the Authority a list of~~
48 ~~STEM and special education licensure areas and shall annually provide to the Commission the~~
49 ~~number of available positions in each licensure area relative to the number of current and~~
50 ~~anticipated teachers in that area of licensure. The Commission shall make the list of STEM and~~
51 ~~special education licensure areas readily available to applicants.~~

1 (i) Administration of Forgivable Loan Awards. – Upon the naming of recipients of the
2 forgivable loans by the Commission, the Commission shall transfer to the Authority its decisions.
3 The Authority, in coordination with the Director, shall perform all of the administrative functions
4 necessary to implement this Part, which functions shall include rule making, disseminating
5 information, acting as a liaison with participating institutions of higher education, implementing
6 forgivable loan agreements, loan monitoring, loan cancelling through service and collection,
7 determining the acceptability of service repayment agreements, enforcing the agreements, and
8 all other functions necessary for the execution, payment, and enforcement of promissory notes
9 required under this Part.

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

14 (1) Forgivable loans awarded from the Trust Fund, including the following:

- 15 a. Demographic information regarding recipients.
16 b. Number of recipients by institution of higher education and program.
17 c. Information on number of recipients by anticipated ~~STEM and special~~
18 ~~education~~ licensure area.

19 (2) Placement and repayment rates, including the following:

- 20 a. Number of graduates who have been employed ~~in a STEM or special~~
21 ~~education licensure area~~ within two years of program completion.
22 b. Number of graduates who accepted employment at a low-performing
23 school identified under G.S. 115C-105.37 as part of their years of
24 service.
25 c. Number of graduates who have elected to do loan repayment and their
26 years of service, if any, prior to beginning loan repayment.
27 d. Number of graduates employed ~~in a STEM or special education~~
28 ~~licensure area~~ who have received an overall rating of at least
29 accomplished and have met expected growth on applicable standards
30 of the teacher evaluation instrument.
31 e. Aggregate information on student growth and proficiency in courses
32 taught by graduates who have fulfilled service ~~requirements through~~
33 ~~employment in a STEM or special education licensure~~
34 ~~area requirements.~~

35 (2a) Mentoring and coaching support through the North Carolina New Teacher
36 Support Program, including the following:

- 37 a. Number of forgivable loan recipients who received mentoring and
38 coaching support when employed at a low-performing school
39 identified under G.S. 115C-105.37.
40 b. Number of forgivable loan recipients who received mentoring and
41 coaching support when employed at a school not identified as
42 low-performing under G.S. 115C-105.37.

43 (3) Selected school outcomes by program, including the following:

- 44 a. Turnover rate for forgivable loan graduates, including the turnover rate
45 for graduates who also received mentoring and coaching support
46 through the North Carolina New Teacher Support Program.
47 b. Aggregate information on student growth and proficiency as provided
48 annually by the State Board of Education to the Commission in courses
49 taught by forgivable loan graduates.
50 c. Fulfillment rate of forgivable loan graduates.

51 "§ 116-209.63. Terms of forgivable loans; receipt and disbursement of funds.

1 (a) Notes. – All forgivable loans shall be evidenced by notes made payable to the
2 Authority that bear interest at a rate not to exceed ten percent (10%) per year as set by the
3 Authority and beginning on the first day of September after the completion of the program
4 leading to teacher licensure or 90 days after graduation, whichever is later. If a forgivable loan is
5 terminated, the note shall be made payable to the Authority 90 days after termination of the
6 forgivable loan. The forgivable loan may be terminated upon the recipient's withdrawal from the
7 Program or by the recipient's failure to meet the standards set by the Commission.

8 (b) Forgiveness. – The Authority shall forgive the loan and any interest accrued on the
9 loan if, within 10 years after graduation from a program leading to teacher licensure, exclusive
10 of any authorized deferment for extenuating circumstances, the recipient serves as a teacher ~~in a~~
11 ~~STEM or special education licensure area, as provided in G.S. 116-209.62(h),~~ for every year the
12 teacher was awarded the forgivable loan, in any combination of the following:

- 13 (1) One year at a North Carolina public school identified as ~~low performing under~~
14 ~~G.S. 115C-105.37~~ a high-poverty school at the time the teacher accepts
15 employment at the school or, if the teacher changes employment during this
16 period, at another school identified as ~~low performing-high-poverty.~~
- 17 (2) Two years at a North Carolina public school not identified as ~~low performing~~
18 ~~under G.S. 115C-105.37~~ a high-poverty school.

19 The Authority shall also forgive the loan if it finds that it is impossible for the recipient to
20 work for up to eight years, within 10 years after completion of the program leading to teacher
21 licensure, at a North Carolina public school because of the death or permanent disability of the
22 recipient. If the recipient repays the forgivable loan by cash payments, all indebtedness shall be
23 repaid within 10 years after completion of the program leading to teacher licensure supported by
24 the forgivable loan. If the recipient completes a program leading to teacher licensure, payment
25 of principal and interest shall begin no later than the first day of September after the completion
26 of the program. Should a recipient present extenuating circumstances, the Authority may extend
27 the period to repay the loan in cash to no more than a total of 12 years."

28 **SECTION 2.6.(b)** This section applies to the administration of the North Carolina
29 Teaching Fellows Program on or after July 1, 2020.

30 31 INTENTION OF THE GENERAL ASSEMBLY

32 **SECTION 2.7.** It is the intention of the General Assembly to enact additional
33 legislation on the following topics to address the needs of the public schools:

- 34 (1) Increased compensation for teachers, principals, assistant principals, and
35 central office personnel.
- 36 (2) A minimum hourly salary of at least fifteen dollars (\$15.00) per hour for
37 noncertified public school employees.
- 38 (3) Additional funding for professional development for teachers, administrators,
39 and instructional support personnel.
- 40 (4) Universal, broadband Internet access for public school students by the
41 2024-2025 school year.
- 42 (5) Additional funding appropriated incrementally for students with disabilities
43 until a sum sufficient is reached such that both of the following would apply:
 - 44 a. The State Board of Education would be directed to allocate additional
45 funds for children with disabilities on the basis of two and three-tenths
46 times the average per pupil allocation for average daily membership,
47 except for the allocation for children with disabilities and for the
48 allocation for children with limited English proficiency.
 - 49 b. Each local school administrative unit shall receive these funds for all
50 children who are identified as children with disabilities.

- 1 (6) Additional funding appropriated incrementally until supplemental funding for
- 2 low-wealth counties is equal to one hundred ten percent (110%) of the
- 3 statewide average local revenue per student.
- 4 (7) Additional funding appropriated incrementally for the limited English
- 5 proficiency allotment category and to provide that these funds shall be made
- 6 available for all children who are identified as having limited proficiency in
- 7 the English language.
- 8 (8) Support early literacy development by appropriating a sum of funding that
- 9 aligns with the 2007-2008 fiscal year teacher assistant funding formula,
- 10 adjusted for inflation.
- 11

12 **PART III. EFFECTIVE DATE**

13 **SECTION 3.1.** Except as otherwise provided, this act becomes effective July 1,
14 2020.