

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2019

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HOUSE BILL 1146

Short Title: Prof. Teachers & Admins. Accountability Act. (Public)

Sponsors: Representative Richardson.

*For a complete list of sponsors, refer to the North Carolina General Assembly web site.*

Referred to: Pensions and Retirement, if favorable, Appropriations, if favorable, Rules, Calendar, and Operations of the House

May 18, 2020

1 A BILL TO BE ENTITLED  
2 AN ACT TO APPROPRIATE FUNDS TO REFORM THE PUBLIC EDUCATION SYSTEM.  
3 The General Assembly of North Carolina enacts:

4  
5 **PART I. CONTEMPORARY SALARY SCHEDULE EDUCATORS/DEFERRED**  
6 **RETIREMENT IN EXCHANGE FOR HIGHER SALARIES**

7 **SECTION 1.(a)** G.S. 135-1 is amended by adding a new subdivision to read:

8 "(7c) "Contemporary salary schedule educator" means both of the following:

- 9 a. A member who became a member on or after July 1, 2020, and who is  
10 a teacher, assistant principal, or principal.  
11 b. A member who became a member before July 1, 2020, who is a  
12 teacher, assistant principal, or principal, and who has elected to be  
13 compensated on the same salary schedule as a teacher, assistant  
14 principal, or principal hired on or after July 1, 2020."

15 **SECTION 1.(b)** Article 1 of Chapter 135 of the General Statutes is amended by  
16 adding a new section to read:

17 "**§ 135-5.5. Irrevocable election; contemporary salary schedule educator.**

18 A member who became a member before July 1, 2020, and who is a teacher, assistant  
19 principal, or principal, may make an irrevocable election to be compensated on the same salary  
20 schedule as a teacher, assistant principal, or principal hired on or after July 1, 2020, and thereby  
21 to be classified as a contemporary salary schedule educator for the purposes of benefits under  
22 this Chapter."

23 **SECTION 1.(c)** G.S. 135-5(a) reads as rewritten:

24 "(a) Service Retirement Benefits.

- 25 (1) Any member who is not a contemporary salary schedule educator may retire  
26 upon electronic submission or written application to the Board of Trustees  
27 setting forth at what time, as of the first day of a calendar month, not less than  
28 one day nor more than 120 days subsequent to the execution of and filing  
29 thereof, ~~he the member~~ desires to be retired: Provided, that the ~~said member~~  
30 ~~at the time so specified for his retirement shall have attained the~~ member meets  
31 any of the following requirements:

- 32 a. The member is at least age of 60 years and have has at least five years  
33 of membership service or shall have service.  
34 b. The member has completed 30 years of creditable service.



1 ...  
 2 (5) Any member who is a contemporary salary schedule educator may retire and  
 3 receive an unreduced retirement allowance upon electronic submission or  
 4 written application to the Board of Trustees so long as the member is at least  
 5 age 65 and has at least five years of membership service. The application must  
 6 contain the date the member desires to retire. The date of retirement must be  
 7 the first day of a calendar month and not less than one day nor more than 120  
 8 days subsequent to the filing of the application."

9 **SECTION 1.(d)** G.S. 135-5(a1) reads as rewritten:

10 "(a1) Early Service Retirement Benefits. – Any member who is not a contemporary salary  
 11 schedule educator may retire and receive a reduced retirement allowance upon electronic  
 12 submission or written application to the Board of Trustees setting forth at what time, as of the  
 13 first day of a calendar month, not less than one day nor more than 120 days subsequent to the  
 14 execution of and filing thereof, ~~he~~ the member desires to be retired: Provided, that the said  
 15 member at the time so specified for ~~his~~ the member's retirement shall have attained the age of 50  
 16 years and have at least 20 years of creditable service."

17 **SECTION 1.(e)** G.S. 135-5(b21) reads as rewritten:

18 "Service Retirement Allowance of Members Retiring on or After July 1, 2019. – Upon  
 19 retirement from service on or after July 1, 2019, in accordance with subsection (a) or (a1) of this  
 20 section, a member shall receive the following service retirement allowance:

21 ...  
 22 (2) A member who is not a law enforcement officer or an eligible former law  
 23 enforcement officer and who is not a contemporary salary schedule educator  
 24 shall receive a service retirement allowance computed as follows:

25 ...  
 26 (3) A member who is a contemporary salary schedule educator shall receive a  
 27 service retirement allowance equal to one and eighty-two hundredths percent  
 28 (1.82%) of the member's average final compensation, multiplied by the  
 29 number of years of creditable service."

30 **SECTION 1.(f)** This section becomes effective July 1, 2020.

31  
 32 **PART II. RAISE SALARIES OF CONTEMPORARY SALARY SCHEDULE**  
 33 **TEACHERS TO FIFTH IN THE NATION**

34 **SECTION 2.(a)** The following monthly teacher salary schedules shall apply for the  
 35 2020-2021, 2021-2022, and 2022-2023 fiscal years to licensed personnel of the public schools  
 36 who are classified as teachers and contemporary salary schedule educators under G.S. 135-1(7c).

37 The salary schedules are based on years of teaching experience.

38 **2020-2021 Contemporary Teacher Monthly Salary Schedule**

39 Years of Experience	"A" Teachers
40 0	\$3,936
41 1	\$4,048
42 2	\$4,161
43 3	\$4,273
44 4	\$4,386
45 5	\$4,498
46 6	\$4,610
47 7	\$4,723
48 8	\$4,835
49 9	\$4,948
50 10	\$4,985
51 11	\$5,096

1	12	\$5,207
2	13	\$5,318
3	14	\$5,429
4	15-24	\$5,485
5	25+	\$5,596

**2021-2022 Contemporary Teacher Monthly Salary Schedule**

7	Years of Experience	"A" Teachers
8	0	\$4,426
9	1	\$4,552
10	2	\$4,679
11	3	\$4,805
12	4	\$4,932
13	5	\$5,058
14	6	\$5,184
15	7	\$5,311
16	8	\$5,437
17	9	\$5,564
18	10	\$5,606
19	11	\$5,731
20	12	\$5,855
21	13	\$5,980
22	14	\$6,104
23	15-24	\$6,229
24	25+	\$6,292

**2022-2023 Contemporary Teacher Monthly Salary Schedule**

26	Years of Experience	"A" Teachers
27	0	\$4,977
28	1	\$5,119
29	2	\$5,261
30	3	\$5,403
31	4	\$5,546
32	5	\$5,688
33	6	\$5,830
34	7	\$5,972
35	8	\$6,114
36	9	\$6,256
37	10	\$6,304
38	11	\$6,444
39	12	\$6,584
40	13	\$6,724
41	14	\$6,864
42	15-24	\$7,005
43	25+	\$7,076.

**SECTION 2.(b)** Salary Supplements for Teachers Paid on These Salary Schedules.

- 45 —
- 46 (1) Licensed teachers who have NBPTS certification shall receive a salary
- 47 supplement each month of twelve percent (12%) of their monthly salary on
- 48 the "A" salary schedule.
- 49 (2) Licensed teachers who are classified as "M" teachers shall receive a salary
- 50 supplement each month of ten percent (10%) of their monthly salary on the
- 51 "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.

**SECTION 2.(c)** The first step of the salary schedules 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 2.(d)** The twenty-sixth step of the salary schedules 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 2.(e)** Annual longevity payments for teachers shall be at the rate of one and one-half percent (1.5%) of base salary for 10 to 14 years of State service, two and twenty-five hundredths percent (2.25%) of base salary for 15 to 19 years of State service, three and twenty-five hundredths percent (3.25%) of base salary for 20 to 24 years of State service, and four and one-half percent (4.5%) of base salary for 25 or more years of State service. The longevity payment shall be paid in a lump sum once a year.

**SECTION 2.(f)** Section 9.1(d) of S.L. 2014-100 is repealed.

**SECTION 2.(g)** A teacher compensated in accordance with this section for the 2020-2023 fiscal years shall receive an amount equal to the greater of the following:

- (1) The applicable amount determined pursuant to subsection (a) of this section.
- (2) 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 2.(h)** As used in this section, the term "teacher" shall also include instructional support personnel.

**SECTION 2.(i)** There is appropriated from the General Fund to the Department of Public Instruction the sum of seven hundred forty-eight million dollars (\$748,000,000) in recurring funds for the 2020-2021 fiscal year, the sum of one billion six hundred million dollars (\$1,600,000,000) in total recurring funds for the 2021-2022 fiscal year, and the sum of two billion six hundred million dollars (\$2,600,000,000) in total recurring funds for the 2022-2023 fiscal year to implement the provisions of this section.

**SECTION 2.(j)** This section becomes effective July 1, 2020.

**PART III. RAISE SALARIES OF CONTEMPORARY SALARY SCHEDULE PRINCIPALS TO TWENTY-FIFTH IN THE NATION**

**SECTION 3.(a)** The following annual salary schedules for principals shall apply for the 2020-2021, 2021-2022, and 2022-2023 fiscal years, beginning July 1, 2020, to principals who are classified as contemporary salary schedule educators under G.S. 135-1(7c).

**2020-2021 Contemporary Principal Annual Salary Schedule**

<b>Avg. Daily Membership</b>	<b>Base</b>	<b>Met Growth</b>	<b>Exceeded Growth</b>
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1	0-400	\$75,914	\$83,505	\$91,097
2	401-700	\$79,710	\$87,681	\$95,652
3	701-1,000	\$83,505	\$91,856	\$100,206
4	1,001-1,300	\$87,301	\$96,031	\$104,761
5	1,301+	\$91,097	\$100,206	\$109,316

**2021-2022 Contemporary Principal Annual Salary Schedule**

7	Avg. Daily Membership	Base	Met Growth	Exceeded Growth
8	0-400	\$85,624	\$94,186	\$102,749
9	401-700	\$89,905	\$98,896	\$107,886
10	701-1,000	\$94,186	\$103,605	\$113,024
11	1,001-1,300	\$98,468	\$108,314	\$118,161
12	1,301+	\$102,749	\$113,024	\$123,299

**2022-2023 Contemporary Principal Annual Salary Schedule**

14	Avg. Daily Membership	Base	Met Growth	Exceeded Growth
15	0-400	\$95,334	\$104,867	\$114,401
16	401-700	\$100,101	\$110,111	\$120,121
17	701-1,000	\$104,867	\$115,354	\$125,841
18	1,001-1,300	\$109,634	\$120,598	\$131,561
19	1,301+	\$114,401	\$125,841	\$137,281.

A principal's placement on the salary schedules shall be determined according to the average daily membership of the school supervised by the principal, as described in subsection (b) of this section, and the school growth scores, calculated pursuant to G.S. 115C-83.15(c), for each school the principal supervised in at least two of the prior three school years, as described in subsection (c) of this section, regardless of a break in service, and provided the principal supervised each school as a principal for at least a majority of the school year, as follows:

- (1) A principal shall be paid according to the Exceeded Growth column of the schedule if the school growth scores show the school or schools exceeded expected growth in at least two of the prior three school years.
- (2) A principal shall be paid according to the Met Growth column of the schedule if any of the following apply:
  - a. The school growth scores show the school or schools met expected growth in at least two of the prior three school years.
  - b. The school growth scores show the school or schools met expected growth in at least one of the prior three school years and exceeded expected growth in one of the prior three school years.
  - c. The principal supervised a school in at least two of the prior three school years that was not eligible to receive a school growth score.
- (3) A principal shall be paid according to the Base column if either of the following apply:
  - a. The school growth scores show the school or schools did not meet expected growth in at least two of the prior three years.
  - b. The principal has not supervised any school as a principal for a majority of the school year in at least two of the prior three school years.

**SECTION 3.(b)** For purposes of determining the average daily membership of a principal's school, the following amounts shall be used during the following time periods:

- (1) Between July 1, 2020, and December 31, 2020, the average daily membership for the school from the 2019-2020 school year. If a school did not have an average daily membership in the 2019-2020 school year, the projected average daily membership for the school for the 2020-2021 school year.

1 (2) Between January 1, 2021, and December 31, 2021, the average daily  
2 membership for the school from the 2020-2021 school year. If a school does  
3 not have an average daily membership in the 2020-2021 school year, the  
4 projected average daily membership for the school for the 2021-2022 school  
5 year.

6 (3) Between January 1, 2022, and December 31, 2022, the average daily  
7 membership for the school from the 2021-2022 school year. If a school does  
8 not have an average daily membership in the 2021-2022 school year, the  
9 projected average daily membership for the school for the 2022-2023 school  
10 year.

11 (4) Between January 1, 2023, and June 30, 2023, the average daily membership  
12 for the school from the 2022-2023 school year.

13 **SECTION 3.(c)** For purposes of determining the school growth scores for each  
14 school the principal supervised in at least two of the prior three school years, the following school  
15 growth scores shall be used during the following time periods:

16 (1) Between July 1, 2020, and December 31, 2020, the school growth scores from  
17 the 2016-2017, 2017-2018, and 2018-2019 school years. If a principal does  
18 not have a school growth score from any of the school years identified in this  
19 subdivision, the most recent available growth scores, up to the 2018-2019  
20 school year, shall be used.

21 (2) Between January 1, 2021, and December 31, 2021, the school growth scores  
22 from the 2017-2018, 2018-2019, and 2019-2020 school years. If a principal  
23 does not have a school growth score from any of the school years identified  
24 in this subdivision, the most recent available growth scores, up to the  
25 2019-2020 school year, shall be used.

26 (3) Between January 1, 2022, and December 31, 2022, the school growth scores  
27 from the 2018-2019, 2019-2020, and 2020-2021 school years. If a principal  
28 does not have a school growth score from any of the school years identified  
29 in this subdivision, the most recent available growth scores, up to the  
30 2020-2021 school year, shall be used.

31 (4) Between January 1, 2023, and June 30, 2023, the school growth scores from  
32 the 2019-2020, 2020-2021, 2021-2022 school years. If a principal does not  
33 have a school growth score from any of the school years identified in this  
34 subdivision, the most recent available growth scores, up to the 2021-2022  
35 school year, shall be used.

36 **SECTION 3.(d)** Principals with certification based on academic preparation at the  
37 six-year degree level shall be paid a salary supplement of one hundred twenty-six dollars  
38 (\$126.00) per month and at the doctoral degree level shall be paid a salary supplement of two  
39 hundred fifty-three dollars (\$253.00) per month.

40 **SECTION 3.(e)** Longevity pay for principals shall be as provided for State  
41 employees under the North Carolina Human Resources Act.

42 **SECTION 3.(f)** A principal compensated in accordance with this section for the  
43 2020-2023 fiscal years shall receive an amount equal to the greater of the following:

44 (1) The applicable amount determined pursuant to this section.

45 (2) The salary the principal received in the 2016-2017 fiscal year pursuant to  
46 Section 9.1 or Section 9.2 of S.L. 2016-94.

47 **SECTION 3.(g)** There is appropriated from the General Fund to the Department of  
48 Public Instruction the sum of thirty-three million dollars (\$33,000,000) in recurring funds for the  
49 2020-2021 fiscal year, the sum of sixty-eight million dollars (\$68,000,000) in total recurring  
50 funds for the 2021-2022 fiscal year, and the sum of one hundred three million dollars

1 (\$103,000,000) in total recurring funds for the 2022-2023 fiscal year to implement the provisions  
2 of this section.

3 **SECTION 3.(h)** This section becomes effective July 1, 2020.  
4

5 **PART IV. RAISE SALARIES OF CONTEMPORARY SALARY SCHEDULE**  
6 **ASSISTANT PRINCIPALS TO TWENTY-FIFTH IN THE NATION**

7 **SECTION 4.(a)** The following salary provisions shall apply for the 2020-2021,  
8 2021-2022, and 2022-2023 fiscal years, beginning July 1, 2020, to assistant principals who are  
9 classified as contemporary salary schedule educators under G.S. 135-1(7c).

10 **SECTION 4.(b)** For the 2020-2021 fiscal year, beginning July 1, 2020, assistant  
11 principals shall receive a monthly salary based on the salary schedule for teachers who are  
12 classified as "A" teachers plus nineteen percent (19%). For the 2021-2022 fiscal year, beginning  
13 July 1, 2021, assistant principals shall receive a monthly salary based on the salary schedule for  
14 teachers who are classified as "A" teachers plus nineteen percent (19%). For the 2022-2023 fiscal  
15 year, beginning July 1, 2022, assistant principals shall receive a monthly salary based on the  
16 salary schedule for teachers who are classified as "A" teachers plus nineteen percent (19%). Years  
17 of experience for an assistant principal on the salary schedule shall be measured by the total  
18 number of years the assistant principal has spent as a teacher, an assistant principal, or both. For  
19 purposes of this section, an administrator with a one-year provisional assistant principal's  
20 certificate shall be considered equivalent to an assistant principal.

21 **SECTION 4.(c)** Assistant principals with certification based on academic  
22 preparation at the six-year degree level shall be paid a salary supplement of one hundred  
23 twenty-six dollars (\$126.00) per month and at the doctoral degree level shall be paid a salary  
24 supplement of two hundred fifty-three dollars (\$253.00) per month.

25 **SECTION 4.(d)** Longevity pay for assistant principals shall be as provided for State  
26 employees under the North Carolina Human Resources Act.

27 **SECTION 4.(e)** Participants in an approved full-time master's in-school  
28 administration program shall receive up to a 10-month stipend at the beginning salary of an  
29 assistant principal during the internship period of the master's program. The stipend shall not  
30 exceed the difference between the beginning salary of an assistant principal plus the cost of  
31 tuition, fees, and books and any fellowship funds received by the intern as a full-time student,  
32 including awards of the Principal Fellows Program. The Principal Fellows Program or the school  
33 of education where the intern participates in a full-time master's in-school administration  
34 program shall supply the Department of Public Instruction with certification of eligible full-time  
35 interns.

36 **SECTION 4.(f)** Beginning with the 2017-2018 fiscal year, in lieu of providing  
37 annual longevity payments to assistant principals on the assistant principal salary schedule, the  
38 amounts of those longevity payments are included in the monthly amounts provided to assistant  
39 principals pursuant to subsection (a) of this section.

40 **SECTION 4.(g)** An assistant principal compensated in accordance with this section  
41 for the 2020-2023 fiscal years shall receive an amount equal to the greater of the following:

- 42 (1) The applicable amount determined pursuant to subsections (a) through (d) of  
43 this section.
- 44 (2) The salary the assistant principal received in the 2016-2017 fiscal year  
45 pursuant to Section 9.1 or Section 9.2 of S.L. 2016-94.

46 **SECTION 4.(h)** There is appropriated from the General Fund to the Department of  
47 Public Instruction the sum of twenty-one million dollars (\$21,000,000) in recurring funds for the  
48 2020-2021 fiscal year, the sum of forty-five million dollars (\$45,000,000) in total recurring funds  
49 for the 2021-2022 fiscal year, and the sum of seventy-one million dollars (\$71,000,000) in total  
50 recurring funds for the 2022-2023 fiscal year to implement the provisions of this section.

51 **SECTION 4.(i)** This section becomes effective July 1, 2020.

1  
2 **PART V. RAISE MINIMUM TEACHER ASSISTANT SALARIES BY AT LEAST TEN**  
3 **THOUSAND DOLLARS**

4 **SECTION 5.(a)** The State Board of Education shall adopt a minimum salary grade  
5 and range for permanent, full-time teacher assistants whose salaries are supported from State  
6 funds, beginning July 1, 2020, that is at least ten thousand dollars (\$10,000) higher than the  
7 current minimum salary grade and range for teacher assistants. For part-time employees, the  
8 increase shall be pro rata based on the number of hours worked.

9 **SECTION 5.(b)** There is appropriated from the General Fund to the Department of  
10 Public Instruction the sum of two hundred fifty million dollars (\$250,000,000) in recurring funds  
11 for the 2020-2021 fiscal year to implement the provisions of this section.

12 **SECTION 5.(c)** This section becomes effective July 1, 2020.  
13

14 **PART VI. A TEACHER WHO IS OFFERED A POSITION AS A PRINCIPAL, WHO**  
15 **DECLINES THAT OFFER, SHALL BE PAID AT LEAST AS MUCH AS HE OR SHE**  
16 **WOULD EARN AS A PRINCIPAL**

17 **SECTION 6.(a)** G.S. 115C-302.1 reads as rewritten:

18 "**§ 115C-302.1. Salary.**

19 (a) Prompt Payment. – Teachers shall be paid promptly when their salaries are due  
20 provided the legal requirements for their employment and service have been met. All teachers  
21 employed by any local school administrative unit who are to be paid from local funds shall be  
22 paid promptly as provided by law and as State-allotted teachers are paid.

23 ...

24 (h) Teachers Paid From Other Funds. – Every local board of education may adopt, as to  
25 teachers not paid out of State funds, a salary schedule similar to the State salary schedule, but it  
26 likewise shall recognize a difference in salaries based on different duties, training, experience,  
27 professional fitness, and continued service in the same school system. If a local board of  
28 education does not adopt a local salary schedule, the State salary schedule shall apply. No teacher  
29 shall receive a salary higher than that provided in the salary schedule, unless by action of the  
30 board of education a higher salary is allowed for special fitness, special duties, or under  
31 extraordinary circumstances.

32 When a higher salary is allowed, the minutes of the board shall show what salary is allowed  
33 and the reason. A board of education may authorize the superintendent to supplement the salaries  
34 of all teachers from local funds, and the minutes of the board shall show what increase is allowed  
35 each teacher.

36 (h1) Teachers Who Decline an Offer to Serve as a Principal. – Notwithstanding the teacher  
37 salary schedule and subsection (h) of this section, a teacher who meets both of the following  
38 requirements shall be paid, on a monthly basis, at least as much as he or she would earn as a  
39 principal employed by the local school administrative unit:

40 (1) Is offered a position as a principal of a school in a local school administrative  
41 unit.

42 (2) Declines the above offer.

43 (i) Longevity Pay. – Longevity pay shall be based on the annual salary on the employee's  
44 anniversary date.

45 (j) Parental Leave. – A teacher may use annual leave, personal leave, or leave without  
46 pay to care for a newborn child or for a child placed with the teacher for adoption or foster care.  
47 A teacher may also use up to 30 days of sick leave to care for a child placed with the teacher for  
48 adoption. The leave may be for consecutive workdays during the first 12 months after the date  
49 of birth or placement of the child, unless the teacher and local board of education agree  
50 otherwise."



1           **SECTION 6.(b)** This section becomes effective July 1, 2020, and applies to offers  
2 for employment as a principal extended on or after that date.

3  
4 **PART VII. TEACHER COMPENSATION MODELS AND ADVANCED TEACHING**  
5 **ROLES**

6           **SECTION 7.1.(a)** The following session laws are repealed:

- 7           (1) Section 8.7 of S.L. 2016-94.
- 8           (2) Section 7.11(a) of S.L. 2017-57.
- 9           (3) Subsections (a) and (b) of Section 7.15 of S.L. 2017-57.
- 10          (4) Section 7.9 of S.L. 2018-5.
- 11          (5) Section 2.6 of S.L. 2018-97.

12           **SECTION 7.1.(b)** Article 20 of Chapter 115C of the General Statutes is amended by  
13 adding a new section to read:

14 **"§ 115C-311. Compensation for advanced teaching roles.**

15           (a) Purpose. – The State Board of Education shall establish a statewide program to be  
16 implemented in each local school administrative unit that utilizes advanced teaching roles and  
17 organizational models linking teacher performance and professional growth to salary increases  
18 for classroom teachers. For the purposes of this section, a classroom teacher is a teacher who  
19 works in the classroom providing instruction at least seventy percent (70%) of the instructional  
20 day and who is not instructional support personnel. The purpose of the program shall be to do  
21 the following:

- 22           (1) Allow highly effective classroom teachers the opportunity to teach an  
23 increased number of students by accepting accountability for additional  
24 students, by becoming a lead classroom teacher, or by leading school-wide  
25 performance improvement efforts. Lead classroom teachers are accountable  
26 for the performance of all students taught by teachers on the lead teacher's  
27 team. School-wide performance improvement efforts include, but are not  
28 limited to, new instructional models.
- 29           (2) Enable local school administrative units to provide salary supplements to  
30 classroom teachers in advanced teaching roles in certain schools. Selection of  
31 an advanced teaching role classroom teacher and award of related salary  
32 supplements shall be made on the basis of demonstrated effectiveness and  
33 additional responsibilities.
- 34           (3) Enable local school administrative units to create innovative compensation  
35 models that focus on classroom teacher professional growth and student  
36 outcomes.
- 37           (4) Establish organizational changes related to compensation by utilizing local  
38 plans to sustain evidence-based teaching practices that have the capacity to be  
39 replicated throughout the State.

40           (b) Implementation. – The State Board shall include the following elements in the  
41 program:

- 42           (1) Program structure, including the process for teacher advancement based on  
43 performance, professional growth, or the specific teacher roles assumed by  
44 the teacher.
- 45           (2) Descriptions of the advanced teaching roles, including minimum  
46 qualifications for the positions that must include at least one of the following:
  - 47           a. Advanced certifications, such as National Board for Professional  
48 Teaching Standards Certification or a master's degree in the area in  
49 which the classroom teacher is licensed and teaching.

- 1           b.     A rating of at least accomplished on each of the Teacher Evaluation  
2           Standards 1-5 on the North Carolina Teacher Evaluation instrument or  
3           the equivalent on an out-of-state evaluation system.  
4           c.     Evidence that the teacher has exceeded expected student growth based  
5           on three years of teacher evaluation data as calculated by the State  
6           Board of Education.  
7           d.     Equivalent demonstrated mastery of teaching skills as required by the  
8           new local compensation model.  
9       (3)   Job responsibilities that include at least one of the following:  
10          a.     Teaching an increased number of students and being accountable for  
11          their performance as the teacher of record for those students.  
12          b.     Becoming a lead classroom teacher among a group of teachers and  
13          being the teacher of record for all students taught by that group of  
14          teachers.  
15          c.     Leading a school-wide effort to implement data-driven instructional  
16          models that include blended learning environments, utilizing digital  
17          learning and resources, and focusing on methods of improvement for  
18          school-wide performance issues.  
19          d.     Completing training that certifies the teacher as an in-house provider  
20          of professional development or functioning as an instructional content  
21          area coach or a coach in another professional development area.  
22          e.     Serving as a teacher mentor.  
23       (4)   Process for a local school administrative unit to inform all employees and the  
24          public of the criteria and selection for the advanced teaching roles, the  
25          continued eligibility requirements for the advanced teaching roles, and how  
26          the individuals selected for the advanced teaching roles will be evaluated.  
27       (5)   Process for a local school administrative unit to inform all employees and the  
28          public on the criteria for movement on the proposed new local compensation  
29          model.  
30       (6)   Process for the voluntary relinquishment or loss of an advanced teaching role,  
31          including the associated additional duties. Voluntary relinquishment or loss of  
32          the advanced teaching role shall not be considered a demotion under Part 3 of  
33          Article 22 of Chapter 115C of the General Statutes.  
34       (7)   Salary supplement information including the following:  
35          a.     The amount of the salary supplements that will be provided to those  
36          classroom teachers selected for the advanced teaching roles. The  
37          supplements may be up to thirty percent (30%) of the State teacher  
38          salary schedule.  
39          b.     Requirement that local school administrative units provide a statement  
40          that the salary supplements will be paid as a supplement to the  
41          classroom teacher's regular salary and not be included in the average  
42          salary calculation used for budgeting State allotments.  
43          c.     Requirement that local school administrative units provide a statement  
44          that if a classroom teacher in an advanced teaching role (i) fails to  
45          maintain the minimum criteria established for the position, (ii) is not  
46          successfully performing the additional duties associated with the  
47          advanced teaching role, or (iii) voluntarily relinquishes the advanced  
48          teaching role, the teacher shall only be paid the salary applicable to  
49          that individual on the State teacher salary schedule and any other local  
50          supplements that would otherwise apply to the classroom teacher's  
51          compensation.

- 1                    d.        The amount of the salary supplements at all levels of any proposed  
2                    new local school administrative unit compensation model in relation  
3                    to the State teacher salary schedule.
- 4                    (8)        Requirement that local school administrative units provide an implementation  
5                    plan, including the number of schools in a local school administrative unit that  
6                    will have advanced teaching roles and any new proposed compensation  
7                    model, the number of advanced teaching roles at each of those schools, the  
8                    number of students whose teacher of record will be a teacher in an advanced  
9                    teaching role, and the number of teachers overall who would be eligible for  
10                   the proposed new local school administrative unit compensation model.
- 11                   (9)        Requirement that local school administrative units provide plans for financial  
12                   sustainability once any grant money that may be awarded to the local school  
13                   administrative unit is no longer available.
- 14                   (c)        Use of Funds. – Funds awarded to local school administrative units shall be used for  
15                   any of the following:
- 16                   (1)        Salary supplements for advanced teaching roles.  
17                   (2)        Development of advanced teaching role plans.  
18                   (3)        Development of professional development courses.  
19                   (4)        Transition costs associated with designing and implementing advanced  
20                   teaching role models in schools within the local school administrative unit.  
21                   Transition costs may include employing staff members or contractors to assist  
22                   with design and implementation of the pilot plan.
- 23                   (5)        Development of the design and implementation of compensation plans that  
24                   focus on teacher professional growth and student outcomes and the transition  
25                   costs associated with designing and implementing new compensation plans,  
26                   including employing staff members or contractors to assist with design and  
27                   implementation of the pilot plan.
- 28                   (d)        Flexibility for Local School Administrative Units. – Notwithstanding G.S. 115C-301,  
29                   local school administrative units receiving funding in accordance with this section may exceed  
30                   the maximum average and individual class size requirements for kindergarten through third  
31                   grade."

32                   **SECTION 7.2.** There is appropriated from the General Fund to the Department of  
33 Public Instruction the sum of four hundred sixteen million dollars (\$416,000,000) in recurring  
34 funds for the 2020-2021 fiscal year to implement the provisions of this section and to provide for  
35 at least seven advanced teaching roles for each school in a local school administrative unit.

36                   **SECTION 7.3.** This Part becomes effective July 1, 2020.

## 37

### 38 **PART VIII. EDUCATION-BASED SALARY SUPPLEMENTS**

39                   **SECTION 8.1.** The following session laws are repealed:

- 40                   (1)        Section 8.22 of S.L. 2013-360.  
41                   (2)        Section 8.3 of S.L. 2014-100.

42                   **SECTION 8.2.** Notwithstanding any other provision of law, only the following  
43 teachers and instructional support personnel shall be paid on the "M" salary schedule or receive  
44 a salary supplement for academic preparation at the six-year degree level or at the doctoral degree  
45 level for the 2019-2020 school year and subsequent school years:

- 46                   (1)        Certified school nurses and instructional support personnel in positions for  
47                   which a master's degree is required for licensure.  
48                   (2)        Teachers and instructional support personnel who were paid on that salary  
49                   schedule or received that salary supplement prior to the 2014-2015 school  
50                   year.

1 (3) Teachers and instructional support personnel who (i) complete a degree at the  
2 master's, six-year, or doctoral degree level for which they completed at least  
3 one course prior to August 1, 2013, and (ii) would have qualified for the salary  
4 supplement pursuant to State Board of Education policy, TCP-A-006, as it  
5 was in effect on June 30, 2013.

6 (4) Teachers and instructional support personnel who do not qualify under  
7 subdivisions (1), (2), and (3) of this section, but who spend at least seventy  
8 percent (70%) of their work time in either of the following:

9 a. Classroom instruction related to their graduate academic preparation  
10 in their field or subject area within their area of licensure. Most of the  
11 teachers' remaining time shall be spent in one or more of the following:

- 12 1. Mentoring teachers.
- 13 2. Performing demonstration lessons for teachers.
- 14 3. Writing curricula.
- 15 4. Developing and leading staff development programs for  
16 teachers.

17 b. Work within the employee's area of graduate academic preparation.

18 **SECTION 8.3.** Beginning with the 2020-2021 fiscal year and subsequent fiscal years  
19 thereafter, for teachers who are paid on the "M" salary schedule under subdivision (4) of Section  
20 8.2. of this act, determination of whether teachers and instructional support personnel shall be  
21 paid on the "M" salary schedule or receive a salary supplement for academic preparation shall  
22 take place on an annual basis. Teachers and instructional support personnel may be moved off of  
23 the "M" salary schedule or discontinue receiving salary supplements if they are not meeting the  
24 requirements of subdivision (4) of Section 8.2. of this act in that year.

25 **SECTION 8.4.** Unless an individual otherwise qualifies under subdivisions (2) or  
26 (3) of Section 8.2. of this act, teachers and instructional support personnel who earn an advanced  
27 degree in school administration shall not be paid on the "M" salary schedule or receive a salary  
28 supplement for academic preparation.

29 **SECTION 8.5.** There is appropriated from the General Fund to the Department of  
30 Public Instruction the sum of eight million dollars (\$8,000,000) in recurring funds for the  
31 2020-2021 fiscal year, the sum of nine million dollars (\$9,000,000) in total recurring funds for  
32 the 2021-2022 fiscal year, and the sum of ten million five hundred thousand dollars  
33 (\$10,500,000) in total recurring funds for the 2022-2023 fiscal year to implement the provisions  
34 of this section.

35 **SECTION 8.6.** This Part becomes effective July 1, 2020.

## 36 37 **PART IX. TEACHER SABBATICALS**

38 **SECTION 9.1.** Article 20 of Chapter 115C of the General Statutes is amended by  
39 adding a new section to read:

### 40 **§ 115C-302.5. Educational sabbatical leave for teachers.**

41 (a) In accordance with this section, the State Board of Education shall establish rules for  
42 local school administrative units to grant interval educational sabbatical leave to classroom  
43 teachers according to a teacher's years of service in North Carolina public schools. A classroom  
44 teacher shall be eligible to request up to a six-month educational sabbatical leave between (i)  
45 seven and 10 years of service, (ii) 12 and 15 years of service, and (iii) 20 and 25 years of service.  
46 After 25 years of service, a classroom teacher shall be eligible to request up to a one-year  
47 educational sabbatical leave. A classroom teacher shall not be granted educational sabbatical  
48 leave more frequently than every five years. For the purposes of this section, a classroom teacher  
49 is a teacher who works in the classroom providing instruction and who is not instructional support  
50 personnel.

1       (b) A classroom teacher granted an educational sabbatical leave shall enroll in an  
2 accredited institution of higher education to take one or more courses for an educational research  
3 project related to the classroom teacher's job. A project must be significantly rigorous and must  
4 have evident links that translate into improved instructional delivery of content to students. After  
5 the educational research project has been completed, the classroom teacher must file a copy of  
6 the completed product of the research, which may include a research paper, book, or film or video  
7 production, with the principal of the classroom teacher's school and the superintendent of the  
8 local school administrative unit."

9       **SECTION 9.2.** There is appropriated from the General Fund to the Department of  
10 Public Instruction the sum of one hundred fifty million dollars (\$150,000,000) in recurring funds  
11 for the 2020-2021 fiscal year to implement this Part.

12       **SECTION 9.3.** This Part becomes effective July 1, 2020, and applies beginning with  
13 the 2020-2021 school year.

## 14 **PART X. MENTOR TEACHER PROGRAM**

15       **SECTION 10.(a)** G.S. 115C-300.1 reads as rewritten:

### 16 **"§ 115C-300.1. New teacher induction programs.**

17       (a) Induction Program. – The State Board of Education shall develop a new teacher  
18 induction program to provide ongoing support for teachers entering the profession.

19       (b) New Teacher Guidelines. – For the purpose of helping local boards to support new  
20 teachers, the State Board shall develop and distribute guidelines that address optimum teaching  
21 load, extracurricular duties, student assignment, and other working condition considerations.  
22 These guidelines shall ~~provide~~ provide, at a minimum, for all of the following:

23       (1) ~~that teachers~~ Teachers holding initial professional licenses shall not be  
24 assigned extracurricular activities unless they request the assignments in  
25 ~~writing~~ writing, and ~~that~~ other noninstructional duties of these teachers shall  
26 be minimized.

27       (2) Each new teacher with an initial professional license shall have one mentor,  
28 and each mentor shall have one mentee.

29       (3) The mentor shall prepare all of the mentee's lesson plans while the mentee has  
30 fewer than two years of experience. The mentor shall also observe and counsel  
31 the mentee during this period of time. If the mentor believes that the mentee  
32 is suffering from severe stress, exhaustion, or disillusionment related to the  
33 profession, the mentor shall refer the mentee to the Teacher Support Program  
34 established pursuant to G.S. 115C-300.5.

35       (c) Mentor Teacher Training. – The State Board shall develop and coordinate a mentor  
36 teacher training program. The State Board shall develop criteria for selecting excellent,  
37 experienced, and qualified teachers to be participants in the mentor teacher training program as  
38 follows:

39       (1) Mentor teachers shall be either of the following:

40       a. Teachers rated, through formal evaluations, at least at the "proficient"  
41 level as part of the North Carolina Teacher Evaluation System.

42       b. Retired teachers.

43       (2) The principal shall determine which mentor teacher best meets the needs of  
44 each new teacher and shall assign the most appropriate mentor teacher to that  
45 new teacher, with priority consideration for those mentor teachers rated as  
46 "distinguished" and "accomplished."

47       (3) If a principal determines that a teacher rated as "proficient" or a retired teacher  
48 is the most appropriate mentor for a new teacher, the principal shall maintain  
49 records of the reasons for that determination.  
50

- 1 (4) A teacher may be a mentor at a different school building from which the  
2 mentor is assigned if the following criteria are met:  
3 a. The principals of each school and the mentor teacher approve of the  
4 assignment.  
5 b. The mentor teacher is rated, through formal evaluations, at least at the  
6 "accomplished" level as part of the North Carolina Teacher Evaluation  
7 System.  
8 c. The new teacher's principal maintains a record of the reasons for  
9 selecting the mentor from a different school building.

10 (d) Compensation. – To the extent funds are appropriated for this purpose, the State  
11 Board shall compensate mentors for duties related to participating in the teacher mentor program  
12 in accordance with G.S. 115C-311(b)(3).

13 (e) Mental Health. – The Department of Public Instruction shall provide any teacher who  
14 is referred to the Teacher Support Program under subdivision (3) of subsection (b) of this section  
15 with weekly access to a counselor, psychologist, psychiatrist, or social worker for six months  
16 after the date of referral. In the discretion of the mentor, the mentor may rerefer a mentee to the  
17 Program as necessary during the period of the mentor-mentee relationship."

18 **SECTION 10.(b)** There is appropriated from the General Fund to the Department of  
19 Public Instruction the sum of one hundred seventy million dollars (\$170,000,000) in recurring  
20 funds for the 2020-2021 fiscal year to provide a monthly stipend of one thousand five hundred  
21 dollars (\$1,500) for each teacher serving as a teacher mentor pursuant to the provisions of this  
22 section.

23 **SECTION 10.(c)** This section becomes effective July 1, 2020, and applies beginning  
24 with the 2020-2021 school year.

## 25 **PART XI. PRINCIPALS SUPPORTING TEACHERS/PROFESSIONAL** 26 **DEVELOPMENT**

27 **SECTION 11.(a)** There is appropriated from the General Fund to the Department of  
28 Public Instruction the sum of five million dollars (\$5,000,000) in recurring funds for the  
29 2020-2021 fiscal year to provide funds to the North Carolina Center for the Advancement of  
30 Teaching (NCCAT) to support a professional development program for principals and assistant  
31 principals focusing on the principal's role in recruitment and retention of high-quality teachers.  
32 NCCAT shall use these funds to deliver a professional development program that will prepare  
33 school leaders for the responsibility of providing teacher support and promoting teacher success  
34 in at least the following ways:  
35

- 36 (1) Providing strategies for recruiting high-quality teachers through innovative  
37 methods to enrich professional opportunities and develop advanced roles for  
38 teachers.  
39 (2) Creating a collaborative learning environment for teachers.  
40 (3) Designing and delivering professional development to teachers with a  
41 particular emphasis on support for beginning teachers.  
42 (4) Assessing teacher performance and encouraging professional growth.  
43 (5) Recognizing signs of professional fatigue and developing strategies for  
44 long-term teacher retention.  
45 (6) Highlighting the importance of teachers' roles in school and individual student  
46 success by cultivating trust between school administrators and teachers and  
47 promoting feedback and assistance from peers.

48 **SECTION 11.(b)** Beginning September 15, 2021, and annually thereafter, the  
49 Department of Public Instruction shall report to the Joint Legislative Education Oversight  
50 Committee on the delivery and outcomes of the professional development program required by

1 this section, including the number of participants and results for principals and assistant  
2 principals in recruiting and retaining high-quality teachers in their schools.

3 **SECTION 11.(c)** This section becomes effective July 1, 2020.  
4

5 **PART XII. BROADEN TEACHING FELLOWS FOR ALL SUBJECTS/INSTITUTIONS**

6 **SECTION 12.1.** Part 3 of Article 23 of Chapter 116 of the General Statutes reads as  
7 rewritten:

8 "Part 3. North Carolina Teaching Fellows Program.

9 **"§ 116-209.60. Definitions.**

10 The following definitions apply in this Part:

- 11 (1) Commission. – The North Carolina Teaching Fellows Commission.  
12 (2) Director. – The Director of the North Carolina Teaching Fellows Program.  
13 (3) Forgivable loan. – A forgivable loan made under the Program.  
14 (3a) HBCUs. – Institutions of higher education designated as Historically Black  
15 Colleges and Universities located in North Carolina.  
16 (4) Program. – The North Carolina Teaching Fellows Program.  
17 (5) Public school. – An elementary or secondary school located in North Carolina  
18 that is governed by a local board of education, charter school board of  
19 directors, regional school board of directors, or University of North Carolina  
20 laboratory school board of trustees.  
21 (6) ~~STEM. – Science, technology, engineering, and mathematics.~~  
22 (7) Trust Fund. – The North Carolina Teaching Fellows Program Trust Fund.  
23

23 ...

24 **"§ 116-209.62. North Carolina Teaching Fellows Program established; administration.**

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

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

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

- 45 (1) The Authority shall transfer the greater of six hundred thousand dollars  
46 (\$600,000) or ten percent (10%) of the available funds from the Trust Fund to  
47 ~~the General Administration of The University of North Carolina~~ The  
48 University of North Carolina System Office at the beginning of each fiscal  
49 year for the Program's administrative costs, the salary of the Director of the  
50 Program and other Program staff, expenses of the Commission, and to provide

- 1 the Commission with funds to use for the extracurricular enhancement  
2 activities of the Program.
- 3 (2) The Authority may use the greater of two hundred fifty thousand dollars  
4 (\$250,000) or four percent (4%) of the funds appropriated to the Trust Fund  
5 each fiscal year for administrative costs associated with the Program.
- 6 (3) The Authority shall provide the Commission with up to six hundred thousand  
7 dollars (\$600,000) from the Trust Fund in each fiscal year for the Commission  
8 to provide mentoring and coaching support to forgivable loan recipients  
9 through the North Carolina New Teacher Support Program as follows:
- 10 a. Up to two thousand dollars (\$2,000) for each Program recipient  
11 serving as a teacher in a North Carolina public school identified as  
12 low-performing under G.S. 115C-105.37.
- 13 b. Up to one thousand dollars (\$1,000) for each Program recipient  
14 serving as a teacher in a North Carolina public school not identified as  
15 low-performing under G.S. 115C-105.37.
- 16 (d) Director of the Program. – The Board of Governors of The University of North  
17 Carolina shall appoint a Director of the Program. The Director shall appoint staff to the  
18 Commission and shall be responsible for recruitment and coordination of the Program, including  
19 proactive, aggressive, and strategic recruitment of potential recipients. Recruitment activities  
20 shall include (i) targeting regions of the State with the highest teacher attrition rates and teacher  
21 recruitment challenges, and (ii) actively engaging with educators, business leaders, experts in  
22 human resources, elected officials, and other community leaders throughout the State, and (iii)  
23 attracting candidates in STEM and special education licensure areas to the Program.  
24 Program, including attracting candidates attending HBCUs. The Director shall report to the President of  
25 The University of North Carolina. The Authority shall provide office space and clerical support  
26 staff, as necessary, to the Director for the Program.
- 27 (e) Student Selection Criteria for Forgivable Loans. – The Commission shall adopt  
28 stringent standards for awarding forgivable loans based on multiple measures to ensure that only  
29 the strongest applicants receive them, including the following:
- 30 (1) Grade point averages.
- 31 (2) Performance on relevant career and college readiness assessments.
- 32 (3) Experience, accomplishments, and other criteria demonstrating qualities  
33 positively correlated with highly effective teachers, including excellent verbal  
34 and communication skills.
- 35 (4) Demonstrated commitment to serve ~~in a STEM or special education licensure~~  
36 ~~area~~ in North Carolina public schools.
- 37 (f) Program Selection Criteria. – The Authority shall administer the Program in  
38 cooperation with ~~five~~ institutions of higher education with approved educator  
39 preparation programs ~~selected by the Commission~~ that represent both postsecondary  
40 constituent institutions of The University of North Carolina and private postsecondary  
41 institutions operating in the State. The Commission shall include for participation in  
42 the program any HBCU that is a constituent institution of The University of North  
43 Carolina with an educator preparation program approved by the State Board of  
44 Education. The Commission shall adopt stringent standards for the selection of  
45 additional institutions of higher education to represent the most effective educator  
46 preparation programs, including the following:
- 47 (1) Demonstrates high rates of educator effectiveness on value-added models and  
48 teacher evaluations, including using performance-based, subject-specific  
49 assessment and support systems, such as edTPA or other metrics of evaluating  
50 candidate effectiveness that have predictive validity.



- 1           (2)     Demonstrates measurable impact of prior graduates on student ~~learning,~~  
2           ~~including impact of graduates teaching in STEM or special education~~  
3           ~~licensure areas.~~ learning.
- 4           (3)     Demonstrates high rates of graduates passing exams required for teacher  
5           licensure.
- 6           (4)     Provides curricular and co-curricular enhancements in leadership, facilitates  
7           learning for diverse learners, and promotes community engagement,  
8           classroom management, and reflection and assessment.
- 9           (5)     Requires at least a minor concentration of study in the subject area that the  
10          candidate may teach.
- 11          (6)     Provides early and frequent internship or practical experiences, including the  
12          opportunity for participants to perform practicums in diverse school  
13          environments.
- 14          (7)     Is approved by the State Board of Education as an educator preparation  
15          program.
- 16          (g)     Awards of Forgivable Loans. – The Program shall provide forgivable loans to selected  
17          students to be used at the ~~five selected participating~~ institutions for completion of a program  
18          leading to initial teacher licensure as follows:
- 19               (1)     North Carolina high school seniors. – Forgivable loans of up to four thousand  
20               one hundred twenty-five dollars (\$4,125) per semester for up to eight  
21               semesters.
- 22               (2)     Students applying for transfer to a selected educator preparation program at  
23               an institution of higher education. – Forgivable loans of up to four thousand  
24               one hundred twenty-five dollars (\$4,125) per semester for up to six semesters.
- 25               (3)     Individuals currently holding a bachelor's degree seeking preparation for  
26               teacher licensure. – Forgivable loans of up to four thousand one hundred  
27               twenty-five dollars (\$4,125) per semester for up to four semesters.
- 28               (4)     Students matriculating at institutions of higher education who are changing to  
29               ~~enrollment in an~~ approved program of study at a selected educator preparation  
30               program. – Forgivable loans of up to four thousand one hundred twenty-five  
31               dollars (\$4,125) per semester for up to four semesters.
- 32               (5)     Students enrolled at a participating HBCU. – Forgivable loans of up to one  
33               thousand eight hundred seventy-five dollars (\$1,875) per semester to be  
34               awarded in addition to any forgivable loans awarded pursuant to subdivisions  
35               (1) through (4) of this subsection.

36          Forgivable loans may be used for tuition, fees, the cost of books, and expenses related to  
37          obtaining licensure.

38          ~~(h)     Identification of STEM and Special Education Licensure Areas. – The Superintendent~~  
39          ~~of Public Instruction shall identify and provide to the Commission and the Authority a list of~~  
40          ~~STEM and special education licensure areas and shall annually provide to the Commission the~~  
41          ~~number of available positions in each licensure area relative to the number of current and~~  
42          ~~anticipated teachers in that area of licensure. The Commission shall make the list of STEM and~~  
43          ~~special education licensure areas readily available to applicants.~~

44          (i)     Administration of Forgivable Loan Awards. – Upon the naming of recipients of the  
45          forgivable loans by the Commission, the Commission shall transfer to the Authority its decisions.  
46          The Authority, in coordination with the Director, shall perform all of the administrative functions  
47          necessary to implement this Part, which functions shall include rule making, disseminating  
48          information, acting as a liaison with participating institutions of higher education, implementing  
49          forgivable loan agreements, loan monitoring, loan cancelling through service and collection,  
50          determining the acceptability of service repayment agreements, enforcing the agreements, and

1 all other functions necessary for the execution, payment, and enforcement of promissory notes  
2 required under this Part.

3 (j) Annual Report. – The Commission, in coordination with the Authority, the  
4 Department of Public Instruction, and the ~~selected~~ educator education programs participating in  
5 the Program shall report no later than January 1, 2019, and annually thereafter, to the Joint  
6 Legislative Education Oversight Committee regarding the ~~following~~ following, with the data  
7 reported by overall students and by students who were enrolled in a participating HBCU:

- 8 (1) Forgivable loans awarded from the Trust Fund, including the following:
  - 9 a. Demographic information regarding recipients.
  - 10 b. Number of recipients by institution of higher education and program.
  - 11 ~~c. Information on number of recipients by anticipated STEM and special~~  
12 ~~education licensure area.~~
  - 13 (2) Placement and repayment rates, including the following:
    - 14 a. Number of graduates who have been employed ~~in a STEM or special~~  
15 ~~education licensure area~~ within two years of program completion.
    - 16 b. Number of graduates who accepted employment at a low-performing  
17 school identified under G.S. 115C-105.37 as part of their years of  
18 service.
    - 19 c. Number of graduates who have elected to do loan repayment and their  
20 years of service, if any, prior to beginning loan repayment.
    - 21 d. Number of graduates ~~employed in a STEM or special education~~  
22 ~~licensure area~~ who have received an overall rating of at least  
23 accomplished and have met expected growth on applicable standards  
24 of the teacher evaluation instrument.
    - 25 e. Aggregate information on student growth and proficiency in courses  
26 taught by graduates who have fulfilled service ~~requirements through~~  
27 ~~employment in a STEM or special education licensure~~  
28 ~~area requirements.~~
  - 29 (2a) Mentoring and coaching support through the North Carolina New Teacher  
30 Support Program, including the following:
    - 31 a. Number of forgivable loan recipients who received mentoring and  
32 coaching support when employed at a low-performing school  
33 identified under G.S. 115C-105.37.
    - 34 b. Number of forgivable loan recipients who received mentoring and  
35 coaching support when employed at a school not identified as  
36 low-performing under G.S. 115C-105.37.
  - 37 (3) Selected school outcomes by program, including the following:
    - 38 a. Turnover rate for forgivable loan graduates, including the turnover rate  
39 for graduates who also received mentoring and coaching support  
40 through the North Carolina New Teacher Support Program.
    - 41 b. Aggregate information on student growth and proficiency as provided  
42 annually by the State Board of Education to the Commission in courses  
43 taught by forgivable loan graduates.
    - 44 c. Fulfillment rate of forgivable loan graduates.

45 **"§ 116-209.63. Terms of forgivable loans; receipt and disbursement of funds.**

46 (a) Notes. – All forgivable loans shall be evidenced by notes made payable to the  
47 Authority that bear interest at a rate not to exceed ten percent (10%) per year as set by the  
48 Authority and beginning on the first day of September after the completion of the program  
49 leading to teacher licensure or 90 days after graduation, whichever is later. If a forgivable loan is  
50 terminated, the note shall be made payable to the Authority 90 days after termination of the

1 forgivable loan. The forgivable loan may be terminated upon the recipient's withdrawal from the  
2 Program or by the recipient's failure to meet the standards set by the Commission.

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

8 (1) One year at a North Carolina public school identified as low-performing under  
9 G.S. 115C-105.37 at the time the teacher accepts employment at the school  
10 or, if the teacher changes employment during this period, at another school  
11 identified as low-performing.

12 (2) Two years at a North Carolina public school not identified as low-performing  
13 under G.S. 115C-105.37.

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

23 **SECTION 12.2.** There is appropriated from the General Fund to the North Carolina  
24 Teaching Fellows Program Trust Fund the sum of three million two hundred fifty thousand  
25 dollars (\$3,250,000) in recurring funds for the 2020-2021 fiscal year to provide additional  
26 forgivable loans under the North Carolina Teaching Fellows Program beginning with the  
27 2021-2022 academic year.

28 **SECTION 12.3.** This Part becomes effective July 1, 2020, and applies beginning  
29 with forgivable loans awarded for the 2021-2022 academic year.

### 30 **PART XIII. LOAN REPAYMENT ASSISTANCE FOR TEACHER SERVICE**

31 **SECTION 13.1.** Chapter 116 of the General Statutes is amended by adding a new  
32 Article to read:

33 "Article 35.

34 "Loan Repayment Assistance Program for Teachers.

#### 35 **"§ 116-284. Purpose.**

36 The Loan Repayment Assistance Program for Teachers is designed to attract qualified  
37 teachers to the field of education and to address the educational needs of the State. The program  
38 is established to help participants reduce the amount of indebtedness created by the cost of higher  
39 education through assisting in the repayment of educational loans.

#### 40 **"§ 116-285. Definitions.**

41 The following definitions apply to this Article:

42 (1) Authority. – The State Education Assistance Authority.

43 (2) Eligible debt. – The outstanding principal, interest, and related fees from loans  
44 obtained for undergraduate or graduate educational expenses made by  
45 government or commercial lending institutions or educational institutions.  
46 Eligible debt does not include loans made by a private individual or family  
47 member.

48 (3) Eligible teacher. – A classroom teacher currently licensed in North Carolina  
49 who is rated as "highly effective" on the most recent North Carolina Teacher  
50 Evaluation instrument through the North Carolina Educator Evaluation  
51

1 System or the equivalent on an out-of-state teacher's state or district  
2 instrument. For the purposes of this act, a highly effective classroom teacher  
3 is a teacher who receives a rating of at least "accomplished" on each of the  
4 teacher evaluation standards on the North Carolina Teacher Evaluation  
5 instrument and who exceeds expected student growth based on teacher  
6 evaluation data as calculated by the State Board of Education or equivalent on  
7 an out-of-state teacher's state or district evaluation system.

8 (4) Fund. – The Teachers' Loan Repayment Assistance Fund established under  
9 G.S. 116-288.

10 (5) HBCU. – An institution of higher education designated as a Historically Black  
11 College and University located in North Carolina.

12 (6) Program. – The Loan Repayment Assistance Program for Teachers.

13 (7) Repayment assistance loan. – A forgivable loan made under the Program.

14 (8) Repayment assistance period. – Up to six years of eligible employment as an  
15 eligible teacher from the time of receipt of a repayment assistance loan.

16 **"§ 116-286. Repayment assistance loans.**

17 (a) The Authority shall administer the Loan Repayment Assistance Program for Teachers  
18 in accordance with the provisions of this Article and adopt any necessary rules, including  
19 adopting an application process, eligibility guidelines, and a process for certifying an applicant's  
20 employment status and reevaluating eligibility on an annual basis.

21 (b) Any eligible teacher may apply to the Authority for a repayment assistance loan under  
22 the Program to repay all or a portion of the teacher's eligible debt by receiving repayment  
23 assistance loans for up to six years for eligible debt accrued toward an undergraduate degree and  
24 for up to six years for eligible debt accrued toward a graduate degree. The eligible teacher shall  
25 have been employed for at least one year in any local school administrative unit in North Carolina  
26 prior to applying for the initial year of repayment assistance. The eligible teacher shall include  
27 in the teacher's application for repayment assistance a signed statement of intent to remain  
28 employed in a North Carolina public school for a period of at least four years following each year  
29 the eligible teacher receives a repayment assistance loan. The eligible teacher shall agree to repay  
30 in full any repayment assistance loans disbursed to the eligible teacher if the teacher fails to  
31 complete the repayment assistance period due to voluntarily leaving employment in a North  
32 Carolina public school and fails to secure other qualifying employment.

33 (c) An applicant shall not be eligible for a repayment assistance loan if the applicant is in  
34 default on any obligation to a government or commercial lending institution or educational  
35 institution until those financial obligations are satisfied. The Authority may waive ineligibility  
36 for this reason at its sole discretion.

37 **"§ 116-287. Amount of loan; termination of eligible employment.**

38 (a) The Authority shall annually provide repayment assistance loans to eligible teachers  
39 from monies available in the Fund. The Authority shall award repayment assistance loans for an  
40 eligible teacher that meets the criteria set forth in G.S. 116-285(3) in the order in which  
41 applications are received in the following amounts:

42 (1) For an eligible teacher whose eligible debt was accrued toward an  
43 undergraduate or graduate degree at an institution of higher education that was  
44 designated as an HBCU at the time of the teacher's enrollment, up to eight  
45 thousand five hundred dollars (\$8,500) per calendar year.

46 (2) For an eligible teacher who does not qualify under subdivision (1) of this  
47 subsection, up to six thousand five hundred dollars (\$6,500) per calendar year.

48 (b) All repayment assistance loans shall be evidenced by promissory notes made payable  
49 to the Authority. The Authority shall forgive the repayment assistance loan in the amount of each  
50 annual disbursement once the eligible teacher remains employed in a North Carolina public  
51 school for four years following the receipt of funds. An eligible teacher who received a repayment

1 assistance loan in a previous year shall provide documentation to the Authority that the funds in  
2 the amount of the loan were submitted to the government or commercial lending institutions or  
3 educational institutions for repayment of the teacher's eligible debt.

4 (c) An eligible teacher shall notify the Authority if the teacher's employment that  
5 provided the basis for eligibility under the Program terminates or changes, voluntarily or  
6 involuntarily, before exiting the repayment assistance period. An eligible teacher who voluntarily  
7 leaves the qualifying employment shall be required to repay in full any funds that were paid to  
8 the teacher, with interest accruing at the annualized rate applicable to the eligible debt being  
9 repaid, if not yet forgiven under subsection (b) of this section at the time of termination. An  
10 eligible teacher who (i) cannot fulfill the employment requirements due to death or disability, (ii)  
11 takes a leave of absence, or (iii) is involuntarily terminated shall no longer be eligible for a  
12 repayment assistance loan under the Program but shall not be responsible for repaying the  
13 outstanding amount of loans previously disbursed to the eligible teacher during the repayment  
14 assistance period.

15 **"§ 116-288. Establishment of the Teachers' Loan Repayment Assistance Fund.**

16 There is established the Teachers' Loan Repayment Assistance Fund to be administered by  
17 the Authority. All funds appropriated to or otherwise received by the Authority to provide  
18 repayment assistance loans through the Program, all funds received as repayment of loans, and  
19 all interest earned on these funds shall be placed in the Fund. The Fund shall be used only for (i)  
20 repayment assistance loans made pursuant to this section and (ii) the administrative costs of the  
21 Authority.

22 **"§ 116-289. Report by the Authority.**

23 The Authority shall report no later than December 1, 2021, and annually thereafter, to the  
24 Joint Legislative Education Oversight Committee regarding the Fund and repayment assistance  
25 loans awarded from the Fund."

26 **SECTION 13.2.** There is appropriated from the General Fund to the Board of  
27 Governors of The University of North Carolina the sum of seven million three hundred ten  
28 thousand dollars (\$7,310,000) in recurring funds for the 2020-2021 fiscal year to implement the  
29 provisions of this section. The State Education Assistance Authority may use up to eight hundred  
30 ten thousand dollars (\$810,000) of the funds appropriated in this section for each fiscal year for  
31 administration of the program.

32 **SECTION 13.3.** This Part becomes effective July 1, 2020.

33  
34 **PART XIV. REGIONAL EDUCATION TASK FORCE**

35 **SECTION 14.** Article 17D of Chapter 115C of the General Statutes is amended by  
36 adding a new section to read:

37 **"§ 115C-269.53. Regional Education Task Force.**

38 (a) Establishment and Purpose. – There is established the Regional Education Task Force  
39 (Task Force). The Task Force shall study educator preparation programs at constituent  
40 institutions to assist in evaluating the programs and in determining strengths and weaknesses.  
41 The data considered by the Task Force for evaluation of the programs shall include data collected  
42 and published pursuant to G.S. 115C-269.50 for constituent institution educator preparation  
43 programs and any other data available on the effectiveness of the programs.

44 (b) Membership Regions. – The membership of the Task Force shall be divided into three  
45 geographical categories as follows:

46 (1) **Western region.**

- 47 a. **Western Carolina University.**  
48 b. **University of North Carolina at Asheville.**  
49 c. **Appalachian State University.**  
50 d. **University of North Carolina at Charlotte.**  
51 e. **Winston-Salem State University.**

- 1           (2)   Piedmont region.  
2           a.     University of North Carolina at Greensboro.  
3           b.     North Carolina Agricultural and Technical State University.  
4           c.     University of North Carolina at Chapel Hill.  
5           d.     North Carolina Central University.  
6           e.     North Carolina State University.

- 7           (3)   Eastern region.  
8           a.     University of North Carolina at Pembroke.  
9           b.     Fayetteville State University.  
10          c.     Elizabeth City State University.  
11          d.     East Carolina University.  
12          e.     University of North Carolina at Wilmington.

13          (c)   Membership; Terms; Vacancies. – The Chair of the Department or School of  
14 Education at each constituent institution shall appoint to the Task Force a professor from the  
15 Department or School of Education to serve as the member representing that constituent  
16 institution. Terms on the Task Force are for one year and begin on July 1, except the terms of the  
17 initial members, which begin on appointment by October 1, 2020, and expire June 30, 2021.  
18 Resignation or removal as a professor in the education department or school constitutes  
19 resignation or removal from service on the Task Force. A member continues to serve until the  
20 member's successor is appointed. Any vacancy on the Task Force shall be filled by the officer  
21 who made the original appointment. No person may serve as a member for more than four years.

22          (d)   Chair. – The initial chair for the Task Force shall be appointed by the Chair of the  
23 State Board of Education. Thereafter, the chair shall be elected annually by the membership as  
24 follows:

- 25           (1)   Each year, the chair shall be elected from a different region as follows:  
26           a.     Upon completion of the initial chair's term of service, a new chair shall  
27           be elected from the members representing the western region.  
28           b.     The following year the chair shall be elected from the members  
29           representing the piedmont region.  
30           c.     The next year the chair shall be elected from the members representing  
31           the eastern region.  
32           d.     The rotation of regions shall continue in the same order as described  
33           in this subdivision.

34           (2)   No member may serve as the chair for more than two years.

35          (e)   Quorum. – A quorum of the Task Force is a majority of the members.

36          (f)   Meetings. – The Chair shall convene the Task Force. Meetings shall be held as often  
37 as necessary, but not less than once a year.

38          (g)   Report. – The Task Force shall report annually to the Joint Legislative Education  
39 Oversight Committee regarding the data compiled and its evaluation of the educator preparation  
40 programs. The report shall include any legislative proposals recommended by the Task Force.  
41 The Task Force shall make its first report on September 1, 2021."

42  
43 **PART XV. PERSONAL LEARNING TECHNOLOGY FOR ALL STUDENTS IN**  
44 **GRADES SEVEN THROUGH 12**

45          **SECTION 15.1.** G.S. 115C-102.6A(c) is amended by adding a new subdivision to  
46 read:

- 47           "(4a) A plan to equip all students in grades seven through 12 with personal learning  
48 technology statewide. The plan shall include at least the following:  
49           a.     Promote equal opportunity for and provide meaningful access to  
50 personal learning technology resources for students who are  
51 economically disadvantaged or have special needs.

- b. Support student achievement through the integration of personal learning technologies that are content-focused and that add value to existing instructional methods.
- c. Provide for future sustainability of learning technology resources to adapt to future educational needs and to avoid obsolescence of learning technology resources.
- d. Provide effective preparation, professional development, and training programs for teachers and other educators in the use and integration of learning technology tools in curriculum development, instructional methods, and student assessment systems.
- e. Estimate the level of expenditure for purchases of portable computing devices or the anticipated principal and interest costs for the year of allocation for leases and other appropriate financing arrangements, including leases under which the learning technology plan may apply the lease payments to the purchase of those devices.
- f. Estimate the level of expenditures for software and services such as technical support and education intranet services necessary for operation of personal learning technologies."

**SECTION 15.2.** There is appropriated from the General Fund to the State School Technology Fund, established under G.S. 115C-102.6D, the sum of fifty million dollars (\$50,000,000) in recurring funds for the 2020-2021 fiscal year for the State Board of Education to implement, as part of the State School Technology Plan, the plan to equip all students in grades seven through 12 with personal learning technology in accordance with G.S. 115C-102.6A(c), as amended by this Part. Within the funds appropriated for this purpose, the State Board may phase in deployment of personal learning technology beginning with seventh grade and eighth grade students. The State Board shall then use available funds to deploy personal learning equipment to students in high school.

**SECTION 15.3.** This Part becomes effective July 1, 2020, and applies beginning with the 2021-2022 school year.

**PART XVI. EQUALIZATION IN FUNDING AND PROGRAMMING FOR UNC HBCUS**

**SECTION 16.1.(a)** The General Assembly finds that, due to the historical and continued inequality in funding provided to constituent institutions of The University of North Carolina designated as Historically Black Colleges and Universities (HBCUs), it is imperative that the State provide an increase in recurring funds of at least three million dollars (\$3,000,000) to be allocated to each of the following constituent institutions for 10 consecutive fiscal bienniums, beginning with the 2019-2021 fiscal biennium until the 2037-2039 fiscal biennium:

- (1) North Carolina Central University.
- (2) North Carolina Agricultural and Technical State University.
- (3) Fayetteville State University.
- (4) Winston-Salem State University.
- (5) Elizabeth City State University.

**SECTION 16.1.(b)** To achieve the equality in funding set forth in subsection (a) of this section, there is appropriated from the General Fund to the Board of Governors of The University of North Carolina the following amounts each fiscal year to be allocated equally to the constituent institutions described in subsection (a) of this section in addition to any other State fund appropriations allocated to those institutions:

<b>Fiscal Year</b>	<b>Appropriation</b>
2020-2021	\$15,000,000
2021-2022	\$30,000,000
2023-2024	\$45,000,000

1	2025-2026	\$60,000,000
2	2027-2028	\$75,000,000
3	2029-2030	\$90,000,000
4	2031-2032	\$105,000,000
5	2033-2034	\$120,000,000
6	2035-2036	\$135,000,000
7	2037-2038 and subsequent fiscal years	\$150,000,000

8 When developing the base budget, as defined by G.S. 143C-1-1, for each fiscal year  
 9 specified in this subsection, the Director of the Budget shall include the appropriated amount  
 10 specified in this subsection for that fiscal year.

11 **SECTION 16.2.** From the funds appropriated pursuant to Section 16.1 of this act to  
 12 be allocated to constituent institutions designated as HBCUs, each constituent institution  
 13 receiving funds shall establish a welcome center at the entrance of the institution's campus, or at  
 14 another prominent location on the campus, dedicated to honoring the history of the institution as  
 15 an HBCU. In the welcome center, the institution shall display at least the following historical  
 16 information and objects of remembrance:

- 17 (1) A plaque or other object of remembrance highlighting the great achievements  
 18 of the institution despite the historical gross inequalities faced by the  
 19 institution and its student population.
- 20 (2) An alumni hall of fame that prominently displays the accomplishments of the  
 21 institution's alumni throughout its history.
- 22 (3) A mission statement incorporating the traditions of the institution into a future  
 23 vision for the institution and the aspirations for its students. This mission  
 24 statement shall reflect a creative and innovative approach to learning that is  
 25 essential to the programs offered by the institution, including serving as a  
 26 foundation for the innovation degree program established pursuant to Section  
 27 16.3 of this act.

28 **SECTION 16.3.** From the funds appropriated pursuant to Section 16.1 of this act to  
 29 be allocated to constituent institutions designated as HBCUs, each constituent institution  
 30 receiving funds shall establish a Department of Innovation focused on offering a course of study  
 31 and degree program to students seeking career paths where creativity and innovation are key to  
 32 success and professional growth, such as in education, technology, entrepreneurship, health care  
 33 delivery, social services, and numerous other industries. The degree program shall prepare  
 34 students to use inspiration from the accomplishments and work of former students and faculty of  
 35 the institution in pursuing groundbreaking new discoveries and gaining expertise in the  
 36 techniques, strategies, and fundamentals necessary for launching innovation in a variety of  
 37 business domains.

38  
 39 **PART XVII. EXPAND THE NC PRE-K PROGRAM**

40 **SECTION 17.1.(a)** Findings. – The General Assembly makes the following  
 41 findings:

- 42 (1) Access to early childhood programs increases the academic success rate of  
 43 children and reduces special education placements. Specifically, participation  
 44 in North Carolina's Early Childhood Initiatives reduces the odds of special  
 45 education placement by thirty-nine percent (39%).
- 46 (2) The National Institute for Early Education Research assesses preschool  
 47 programs in all 50 states and the District of Columbia that offer programs  
 48 according to the following benchmarks: early learning standards, teacher  
 49 degrees, teacher-specialized training, assistant teacher degrees, teacher  
 50 in-service training, maximum class size, staff-child ratio, screening/referral  
 51 and support services, meals, and monitoring. As such, North Carolina's



1 prekindergarten (NC Pre-K) program is one of 17 states in the country that  
2 meets at least eight of the 10 benchmarks for high-quality state  
3 prekindergarten standards.

4 (3) More than 14 years of studies on the NC Pre-K program demonstrate positive  
5 outcomes in the key domains of learning for later school success, including  
6 language development and communication, cognitive development, and both  
7 social and emotional development.

8 (4) Research indicates children progress at an even greater rate during  
9 participation in the NC Pre-K program than expected for normal  
10 developmental growth and the NC Pre-K program produces higher test scores,  
11 less grade retention, and fewer special education placements.

12 (5) It is a matter of health and human services to expand the NC Pre-K program  
13 to include 3-year-old children, extend the coverage to 12 months of the  
14 program year, and appropriate funds for the NC Pre-K program.

15 **SECTION 17.1.(b)** Eligibility. – To ensure children 3 and 4 years of age are  
16 kindergarten-ready, the Department of Health and Human Services, Division of Child  
17 Development and Early Education, shall continue implementing the prekindergarten (NC Pre-K)  
18 program and serve children who are 4 years of age. However, beginning January 1, 2021, the  
19 program shall be extended to cover 12 months of the program year. Additionally, beginning  
20 January 1, 2023, the NC Pre-K program shall be expanded to serve children who are 3 years of  
21 age and shall cover 12 months of the program year. A child shall be either 3 or 4 years of age on  
22 or before August 31 of the program year. In determining eligibility, the Division shall establish  
23 income eligibility requirements for the program not to exceed seventy-five percent (75%) of the  
24 State median income. Up to twenty percent (20%) of children enrolled may have family incomes  
25 in excess of seventy-five percent (75%) of median income if those children have other designated  
26 risk factors. Furthermore, any age-eligible child who is a child of either of the following shall be  
27 eligible for the program: (i) an active duty member of the Armed Forces of the United States,  
28 including the North Carolina National Guard, State military forces, or a reserve component of  
29 the Armed Forces who was ordered to active duty by the proper authority within the last 18  
30 months or is expected to be ordered within the next 18 months or (ii) a member of the Armed  
31 Forces of the United States, including the North Carolina National Guard, State military forces,  
32 or a reserve component of the Armed Forces who was injured or killed while serving on active  
33 duty. Eligibility determinations for prekindergarten participants may continue through local  
34 education agencies and local North Carolina Partnership for Children, Inc., partnerships.

35 Other than developmental disabilities or other chronic health issues, the Division shall  
36 not consider the health of a child as a factor in determining eligibility for participation in the NC  
37 Pre-K program.

38 **SECTION 17.2.(a)** Appropriation/Extend to 12 Months for 4-Year-Olds. – There is  
39 appropriated from the General Fund to the Department of Health and Human Services, Division  
40 of Child Development and Early Education, the sum of thirty-six million nine hundred thousand  
41 dollars (\$36,900,000) for the 2020-2021 fiscal year for the purpose of expanding the NC Pre-K  
42 program to eligible children who are 4 years of age to provide coverage for those children,  
43 without additional slots, for 12 months of the program year.

44 **SECTION 17.2.(b)** Expansion for 3-Year-Olds. – It is the intent of the General  
45 Assembly to provide funding during the 2021-2023 fiscal biennium for the purpose of expanding  
46 the NC Pre-K program to eligible children who are 3 years of age to provide coverage for those  
47 children for 12 months of the program year in accordance with this Part.

48 **SECTION 17.3.** Effective Date. – This Part becomes effective July 1, 2020.

49  
50 **PART XVIII. TEACHER SUPPORT PROGRAM**

1           **SECTION 18.(a)** Article 20 of Chapter 115C of the General Statutes is amended by  
2 adding a new section to read:

3 **"§ 115C-300.5. Teacher Support Program.**

4           (a) The State Board of Education shall establish the Teacher Support Program (Program)  
5 to help teachers cope with stress, exhaustion, and disillusionment related to the profession by  
6 providing counseling services. The State Board may contract with a private, for-profit, or  
7 nonprofit employee assistance program corporation for purposes of administering the Program.

8           (b) The State Board shall adopt rules for the implementation of the Program, including  
9 rules regarding the following:

10           (1) The development of a referral system for the Program.

11           (2) Professional and licensure requirements for staff.

12           (3) The development of a toll-free, 24-hour hotline for use by teachers.

13           (c) Any records related to teacher participation in the Program shall be deemed  
14 confidential. No employing entity shall consider teacher participation in the Program for  
15 purposes of evaluating a teacher's performance or making any employment decision under  
16 Article 22 of this Chapter."

17           **SECTION 18.(b)** There is appropriated from the General Fund to the Department of  
18 Public Instruction the sum of one million dollars (\$1,000,000) in recurring funds for the  
19 2020-2021 fiscal year to establish and operate the Teacher Support Program.

20           **SECTION 18.(c)** This section becomes effective July 1, 2020, and applies beginning  
21 with the 2020-2021 school year.

22  
23 **PART XIX. EVALUATION OF THE PTA – PROFESSIONAL TEACHER ACT**

24           **SECTION 19.** In accordance with Chapter 143E of the General Statutes, the Program  
25 Evaluation Division of the General Assembly shall conduct a measurability assessment of the  
26 State programs created by this act and the investment of State funds in raising teacher and  
27 principal salaries to determine whether these actions and programs are impacting student  
28 performance and outcomes, improving the retention and availability of employing high-quality  
29 teachers in the North Carolina public schools, and providing a return on investment of State  
30 funds. The Program Evaluation Division shall begin the measurability assessment beginning in  
31 2031 and compare data from the 2021-2022 fiscal year to data collected up until the 2035-2036  
32 fiscal year. The Program Evaluation Division shall report to the 2037 General Assembly on the  
33 results of the measurability assessment.

34  
35 **PART XX. INCOME AND SALES TAX INCREASE**

36           **SECTION 20.1.(a)** Effective July 1, 2020, and applicable to sales made on or after  
37 that date, G.S. 105-164.4(a) reads as rewritten:

38           "(a) A privilege tax is imposed on a retailer engaged in business in the State at the  
39 percentage rates of the retailer's net taxable sales or gross receipts, listed in this subsection. The  
40 general rate of tax is ~~four and three-quarters percent (4.75%).~~ five and thirty-five hundredths  
41 percent (5.35%). The percentage rates are as follows:

42           ...."

43           **SECTION 20.1.(b)** Effective July 1, 2021, and applicable to sales made on or after  
44 that date, G.S. 105-164.4(a), as amended by subsection (a) of this section, reads as rewritten:

45           "(a) A privilege tax is imposed on a retailer engaged in business in the State at the  
46 percentage rates of the retailer's net taxable sales or gross receipts, listed in this subsection. The  
47 general rate of tax is five and ~~thirty-five hundredths~~ one-half percent (5.35%). ~~(5.5%).~~ The  
48 percentage rates are as follows:

49           ...."

50           **SECTION 20.1.(c)** Effective July 1, 2022, and applicable to sales made on or after  
51 that date, G.S. 105-164.4(a), as amended by subsection (b) of this section, reads as rewritten:

1       "(a) A privilege tax is imposed on a retailer engaged in business in the State at the  
2 percentage rates of the retailer's net taxable sales or gross receipts, listed in this subsection. The  
3 general rate of tax is five and ~~one-half three-quarters~~ percent (~~5.5%~~)-(5.75%). The percentage  
4 rates are as follows:

5               ...."

6               **SECTION 20.2.(a)** Effective for taxable years beginning on or after January 1, 2021,  
7 G.S. 105-130.3 reads as rewritten:

8 **"§ 105-130.3. Corporations.**

9       A tax is imposed on the State net income of every C Corporation doing business in this State  
10 at the rate of ~~two and one-half percent (2.5%)~~-four and one-half percent (4.5%). An S  
11 Corporation is not subject to the tax levied in this section.

12               **SECTION 20.2.(b)** Effective for taxable years beginning on or after January 1, 2022,  
13 G.S. 105-130.3, as amended by subsection (a) of this section, reads as rewritten:

14 **"§ 105-130.3. Corporations.**

15       A tax is imposed on the State net income of every C Corporation doing business in this State  
16 at the rate of ~~four and one-half percent (4.5%)~~-five percent (5%). An S Corporation is not subject  
17 to the tax levied in this section."

18               **SECTION 20.2.(c)** Effective for taxable years beginning on or after January 1, 2023,  
19 G.S. 105-130.3, as amended by subsection (b) of this section, reads as rewritten:

20 **"§ 105-130.3. Corporations.**

21       A tax is imposed on the State net income of every C Corporation doing business in this State  
22 at the rate of ~~five percent (5%)~~-six percent (6%). An S Corporation is not subject to the tax levied  
23 in this section."

24               **SECTION 20.3.(a)** Effective for taxable years beginning on or after January 1, 2021,  
25 G.S. 105-153.7(a) reads as rewritten:

26       "(a) Tax. – A tax is imposed for each taxable year on the North Carolina taxable income  
27 of every individual. The tax shall be levied, collected, and paid annually. The tax is five and  
28 ~~one-quarter percent (5.25%)~~-three-quarters percent (5.75%) of the taxpayer's North Carolina  
29 taxable income."

30               **SECTION 20.3.(b)** Effective for taxable years beginning on or after January 1, 2022,  
31 G.S. 105-153.7(a), as amended by subsection (a) of this section, reads as rewritten:

32       "(a) Tax. – A tax is imposed for each taxable year on the North Carolina taxable income  
33 of every individual. The tax shall be levied, collected, and paid annually. The tax is ~~five and~~  
34 ~~three-quarters percent (5.75%)~~-five and eight-tenths percent (5.8%) of the taxpayer's North  
35 Carolina taxable income."

36               **SECTION 20.4.** Except as otherwise provided, this Part is effective when it becomes  
37 law.

## 39 **PART XXI. MISCELLANEOUS BUDGETARY PROVISIONS**

40               **SECTION 21.1.** Departmental receipts, as defined in G.S. 143C-1-1, are  
41 appropriated for the 2020-2021 fiscal year up to the amounts needed to implement the provisions  
42 in this act for the 2020-2021 fiscal year.

43               **SECTION 21.2.** The provisions of the State Budget Act, Chapter 143C of the  
44 General Statutes, are reenacted and shall remain in full force and effect and are incorporated in  
45 this act by reference.

46               **SECTION 21.3.** Except where expressly repealed or amended by this act, the  
47 provisions of any other legislation enacted during the 2019 Regular Session of the General  
48 Assembly expressly appropriating funds to an agency, a department, or an institution covered  
49 under this act, shall remain in effect.

1                   **SECTION 21.4.** If House Bill 966, 2019 Regular Session, becomes law, and any  
2 provision of that act or a provision of the Committee Report described in Section 42.2 of that act  
3 conflicts with this act, this act shall control.

4

5 **PART XXII. EFFECTIVE DATE**

6                   **SECTION 22.** Except as otherwise provided, this act is effective when it becomes  
7 law.