

**GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2019**

**SENATE BILL 438  
RATIFIED BILL**

AN ACT TO MODIFY THE IMPLEMENTATION OF THE NORTH CAROLINA READ TO ACHIEVE PROGRAM IN ORDER TO ATTAIN STATEWIDE READING PROFICIENCY BY THE THIRD GRADE.

The General Assembly of North Carolina enacts:

**PART I. TITLE**

**SECTION 1.** This act shall be known as the "Excellent Public Schools Act of 2019."

**PART II. ESTABLISH INDIVIDUAL READING PLANS AND A DIGITAL CHILDREN'S READING INITIATIVE**

**SECTION 2.(a)** G.S. 115C-83.6(a) reads as rewritten:

"(a) Kindergarten, first, second, and third grade students shall receive high-quality core reading instruction and shall be assessed with valid, reliable, formative, and universal screening measures for literacy, using valid and reliable formative and diagnostic reading assessments made available to local school administrative units by the State Board of Education pursuant to G.S. 115C-174.11(a). Difficulty with reading development identified through administration of formative and diagnostic assessments shall be addressed with instructional supports and services as follows:

- (1) An Individual Reading Plan (IRP) shall be developed for any student identified to be below grade level based on the results of either (i) the first diagnostic or formative assessment of the school year or (ii) the first diagnostic or formative assessment of the second semester of the school year. The IRP shall be continually adjusted based on multiple data sources as prescribed by the Department of Public Instruction indicating that the student is not progressing toward grade-level standards in one or more critical reading skills. Based on the most recently collected data, the IRP shall include the following information, specific to the identified student:
  - a. The specific reading skill deficiencies identified by assessment data.
  - b. Goals and benchmarks for growth.
  - c. The means by which progress will be monitored and evaluated.
  - d. The specific additional instructional services and interventions the student will receive.
  - e. The evidence-based reading instructional programming the teacher will implement to address oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension.
  - f. Any additional services the teacher deems appropriate to accelerate the student's reading skill and development.
- (2) A student's parent or guardian shall be given notice that the student has been identified to be in need of support due to a deficit in one or more critical reading skills and that an IRP has been developed. The notice shall provide the parent or guardian the following:



- a. Specific strategies that can be easily understood and implemented to assist the student in achieving reading competency.
- b. Encouragement to select one or more strategies for use at home that build on the student's interests and are most likely to engage the student and result in reading improvement.
- c. Direction to free online or hardcopy literacy resources that can be accessed via a prominently displayed area on the home page of the primary Web site maintained by the Department of Public Instruction and by the local school administrative unit.

Parents or guardians of first and second grade students demonstrating one or more deficits in critical reading comprehension below grade level skills as identified through assessments administered pursuant to this subsection shall be encouraged to enroll their student in a reading camp provided by the local school administrative unit. Parents or guardians of a student identified as demonstrating one or more deficits in critical reading comprehension below grade level skills shall make the final decision regarding a student's reading camp attendance."

**SECTION 2.(b)** The Department of Public Instruction shall develop a Digital Children's Reading Initiative (Initiative) for the purpose of increasing the percentage of school children throughout the State who are reading proficiently by the end of third grade. The Initiative shall assist parents, guardians, and family members in cultivating confident, proficient, lifelong readers by providing free tools and resources that can be easily incorporated into everyday life.

The Initiative may utilize existing third-party resources by providing selected links to thoroughly vetted, high-quality resources. Links shall be specifically categorized by skill deficiency and grade level so that parents, guardians, and family members can be quickly connected to effective resources targeted to each student's needs. The Department of Public Instruction shall frequently monitor all resources linked to the Initiative to ensure that all links are up-to-date and that resources remain consistent with the purpose set out in this section. All resources included in the Initiative shall be available to the public without required login credentials and shall be accessible directly through a prominently displayed area on the home page of the Department's Web site. The Initiative shall make home activities, printables, and games available on the following literacy skills, as appropriate for each grade level:

- (1) Phonemic awareness.
- (2) Phonics.
- (3) Vocabulary.
- (4) Fluency.
- (5) Comprehension.
- (6) Oral language.

No later than January 15, 2020, the Department of Public Instruction shall disseminate the fully developed Digital Children's Reading Initiative to all local school administrative units. Each local school administrative unit shall make Initiative resources accessible directly through a prominently displayed area on the home page of the unit's Web site no later than July 1, 2020. Local school administrative units may compile and add additional high-quality resources that meet the requirements of this section to those provided to them by the Department of Public Instruction. Printable activities shall be provided in hard copy by the local school administrative unit to students who do not have digital access at home and may be provided to all students as a supplement to digital resources.

**SECTION 2.(c)** This section is effective when it becomes law and applies beginning with the 2020-2021 school year.

### **PART III. COMPREHENSIVE PLAN TO IMPROVE THE DELIVERY OF LITERACY INSTRUCTION IN THE NORTH CAROLINA PUBLIC SCHOOLS**

**SECTION 3.(a)** The Superintendent of Public Instruction shall convene a task force with members of the Board of Governors of The University of North Carolina, the State Board of Community Colleges, the North Carolina Independent Colleges and Universities, the State Board of Education, and the Professional Educator Preparation and Standards Commission, or their designees, which may include representatives from their respective agencies, to develop a Comprehensive Plan to Improve Literacy Instruction (Plan) with clear goals to ensure that literacy instruction provided in the North Carolina public schools is evidence-based, designed to improve outcomes for children in gaining early literacy skills, and consistently delivered by teachers. The Plan shall include strategies on using the latest research on evidence-based instruction that leads to student learning in the public schools and the components essential to early learning success and preparation for educators in literacy instruction. The Plan shall also recommend (i) changes to existing State programs in early childhood education, elementary education, educator preparation, and professional development for teachers and (ii) new initiatives to facilitate the State reaching the goals set forth in the Plan. The task force shall review national and international early literacy research, programs, and initiatives, including the successes and setbacks of these efforts in increasing student reading proficiency by the end of third grade, when considering the strategies and recommendations to be included in the Plan. In developing the Plan, the Superintendent, in consultation with the Board of Governors, the State Board of Community Colleges, the North Carolina Independent Colleges and Universities, the State Board of Education, and the Professional Educator Preparation and Standards Commission, shall consider at least the following:

- (1) Research on early childhood learning, including early literacy instruction, to define skills and competencies for early learning and literacy educators to improve educator preparation program design.
- (2) Alignment of preservice educator preparation for early learning instruction with actual classroom instruction, including clinical experiences, that reflect well-designed, effective educator preparation programs for early learning instruction.
- (3) Evidence-based methods of training in educator preparation programs that use individualized learning models, including Individual Reading Plans as described in G.S. 115C-83.6, to support literacy education for all students, including economically disadvantaged students, English language learners, and children with disabilities.
- (4) The minimum number of credit hours in literacy instruction that an educator preparation program shall include in its course of study. This shall include whether phonics instruction is adequately integrated into the course of study or if a separate course dedicated to phonics instruction is needed.
- (5) Professional development models that focus on training educator preparation program faculty and teachers throughout their careers on evidence-based instruction in literacy that is consistent with the most recent standards and curriculum established by the State and well-designed, effective educator preparation programs.
- (6) The number and type of continuing education credits related to literacy that the State should require for the renewal of a teacher license.
- (7) Implementation by teachers and local school administrative units of the most recent standards and curriculum for evidence-based literacy instruction and resources provided by the Department of Public Instruction for individual schools and local school administrative units.
- (8) Literacy resources and programs for parents and families as part of the delivery of literacy instruction by teachers in the public schools.

- (9) Best practices related to teachers using literacy assessment and diagnostic tools and the use of data systems to monitor students' progress towards literacy goals and identify students at risk of not meeting those goals.
- (10) Best practices for literacy interventions for students in kindergarten through third grade that focus on intentional instruction in foundational literacy skills, including phonemic awareness, phonics, vocabulary, fluency, comprehension, and oral language.
- (11) Implications for teacher licensure and other teaching credentials, including potential incentives and compensation, related to changes to existing State programs and new initiatives to facilitate the State reaching the goals set forth in the Plan.

**SECTION 3.(b)** The Superintendent shall report to the Joint Legislative Education Oversight Committee by March 15, 2020, on the Plan developed in accordance with this section and the legislative changes necessary to implement the Plan, including recommendations on requirements for educator preparation programs on using evidence-based literacy instruction in the course of study for the purposes of State Board of Education authorization of programs and State support for well-designed professional development programs in early learning and literacy instruction.

**SECTION 3.(c)** G.S. 115C-83.4 reads as rewritten:

"§ 115C-83.4. **Comprehensive plan for ~~reading achievement~~ to improve literacy instruction.**

(a) ~~The State Board of Education shall develop, implement, and continuously evaluate a~~ adopt the comprehensive plan to improve reading achievement literacy instruction in the public schools. ~~The plan shall be based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development. The plan shall be developed with the active involvement of teachers, college and university educators, parents and guardians of students, and other interested parties. The plan shall, when appropriate to reflect research, include revision of the standard course of study or other curricular standards, revision of teacher licensure and renewal standards, and revision of teacher education program standards.~~ schools, as required by the Excellent Public Schools Act of 2019, developed by the task force convened by the Superintendent of Public Instruction with members of the Board of Governors of The University of North Carolina, the State Board of Community Colleges, the North Carolina Independent Colleges and Universities, the State Board of Education, and the Professional Educator Preparation and Standards Commission.

The Plan shall reflect the requirements of the Excellent Public Schools Act of 2019 and shall include clear goals to ensure that literacy instruction provided in the North Carolina public schools is evidence-based, designed to improve outcomes for children in gaining early literacy skills, and consistently delivered by teachers. The Plan shall include strategies on using the latest research on evidence-based instruction that leads to student learning in the public schools and the components essential to early learning success and preparation for educators in literacy instruction, including requirements that early literacy training be evidence-based, systemic and explicit, based on the science of reading, and designed to improve outcomes for children in gaining early literacy skills.

(b) ~~The Superintendent of Public Instruction, in consultation with the State Board of Education~~ Education, shall report biennially to the Joint Legislative Education Oversight Committee by October 15 of each even-numbered year on the implementation, evaluation, and revisions to the comprehensive plan ~~for reading achievement~~ to improve literacy instruction and shall include recommendations for legislative changes to enable implementation of current empirical research in ~~reading development~~ literacy instruction."

**PART IV. PROFESSIONAL DEVELOPMENT IN LITERACY INSTRUCTION PROVIDED BY NCCAT**

**SECTION 4.(a)** G.S. 115C-296.5 reads as rewritten:

**"§ 115C-296.5. North Carolina Center for the Advancement of Teaching; powers and duties of trustees; reporting requirement.**

(a) The North Carolina Center for the Advancement of Teaching (hereinafter called "NCCAT"), through itself or agencies with which it may contract, ~~shall~~shall ensure that teachers receive professional development programs in accordance with the following:

(1) ~~Provide~~NCCAT shall prioritize the delivery of early learning and literacy instruction services through increasing the number of teachers participating in their evidence-based professional development programs in early learning and literacy instruction that meet the goals for literacy instruction established in the State's Comprehensive Plan to Improve Literacy Instruction, as defined in G.S. 115C-83.4.

(1a) ~~career~~NCCAT shall provide teachers with other opportunities to study advanced topics in the sciences, arts, and humanities and to engage in informed discourse, assisted by able mentors and outstanding leaders from all walks of ~~life~~and life.

(2) ~~Offer~~NCCAT shall offer additional opportunities for teachers to engage in scholarly pursuits through a center dedicated exclusively to the advancement of teaching as an art and as a profession.

~~(b) Priority for admission to NCCAT opportunities shall be given to teachers with teaching experience of 15 years or less.~~

(c) NCCAT may also provide training and support for beginning teachers to enhance their skills and in support of the State's effort to recruit and retain beginning teachers.

(d) The Board of Trustees of the North Carolina Center for the Advancement of Teaching shall hold all the powers and duties necessary or appropriate for the effective discharge of the functions of NCCAT.

(e) The Executive Director shall submit a copy of the NCCAT annual report to the Superintendent of Public Instruction and the Chair of the State Board of Education at the time of issuance. The report shall include at least the following information:

(1) The number of teachers served by NCCAT's professional development programs by the type of program offered, including the number of teachers participating in the early learning and literacy instruction professional development programs and the increase in the number of teachers served from the prior year.

(2) Evaluation data on the programs offered by NCCAT, including the satisfaction of the teachers and the local school administrative units with the quality and effectiveness of those programs."

**SECTION 4.(b)** The North Carolina Center for the Advancement of Teaching (NCCAT) shall collaborate with the Department of Public Instruction and educator preparation programs selected by The University of North Carolina System Office in designing professional development programs to offer to North Carolina teachers that align with the most recent standards and curriculum for literacy instruction in kindergarten through third grade. NCCAT shall also meet the goals and recommendations set forth in the Comprehensive Plan to Improve Literacy Instruction developed pursuant to Section 3 of this act for the purposes of meeting the requirements of G.S. 115C-296.5, as amended by this section.

**SECTION 4.(c)** Subsection (a) of this section becomes effective July 1, 2020, and applies to programs offered by NCCAT on or after that date.

## **PART V. LITERACY TRAINING COURSEWORK FOR EDUCATOR PREPARATION PROGRAM APPROVAL**

**SECTION 5.(a)** G.S. 115C-269.20(a) reads as rewritten:

"(a) Content and Pedagogy Requirements. – To ensure that EPPs remain current and reflect a rigorous course of study that is aligned to State and national standards, the State Board shall require at least the following minimum requirements with demonstrated competencies in its rules:

- ...
- (2) EPPs providing training for elementary education teachers shall include the following:
    - a. Adequate coursework in the teaching of ~~reading, writing, and~~ mathematics.
    - a1. Coursework in the teaching of reading and writing that is approved by the State Board of Education as high-quality, evidence-based training for the preparation of educators that meets the goals for literacy instruction established in the State's Comprehensive Plan to Improve Literacy Instruction, as provided in G.S. 115C-83.4.
    - b. Assessment prior to licensure to determine if a student possesses the requisite knowledge in scientifically based reading, writing, and mathematics instruction that is aligned with the State Board's expectations.
    - c. Instruction in application of formative and summative assessments within the school and classroom setting through technology-based assessment systems available in State schools that measure and predict expected student improvement.
  - (3) EPPs providing training for elementary and special education general curriculum teachers shall ensure that students receive instruction in early literacy intervention strategies and practices that are aligned with State and national reading standards and the goals for literacy instruction established in the State's Comprehensive Plan to Improve Literacy Instruction, as provided in G.S. 115C-83.4, and shall include the following:
    - a. Instruction in the teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction shall include appropriate application of instructional supports and services and reading interventions to ensure reading proficiency for all students.
    - b. Instruction in evidence-based assessment and diagnosis of specific areas of difficulty with reading development and of reading deficiencies.
    - c. Instruction in appropriate application of instructional supports and services and reading interventions to ensure reading proficiency for all students.

...."

**SECTION 5.(b)** This section applies to educator preparation programs applying for approval or renewing approval on or after July 1, 2020.

## **PART VI. ALIGN LITERACY CURRICULUM AND INSTRUCTION WITH READ TO ACHIEVE**

**SECTION 6.(a)** The State Board of Education and the Department of Public Instruction shall develop or identify literacy curriculum and instruction standards to ensure that

methods throughout the State are consistent and closely aligned with the objectives of Part 1A of Article 8 of Chapter 115C of the General Statutes (Read to Achieve). Based on the goals and recommendations of the Comprehensive Plan to Improve Literacy Instruction developed pursuant to Section 3 of this act, the State Board and the Department shall incorporate only the most effective evidence-based literacy curriculum and instruction methods into the standards developed. No later than June 30, 2020, the State Board shall provide to local boards of education (i) the standards developed, (ii) a model literacy curriculum that meets the standards developed, and (iii) an example of a literacy curriculum that would not meet the standards developed and explanatory guidance on why it would not meet the standards.

Each local school administrative unit shall evaluate its literacy curriculum and instruction and shall modify as necessary to adhere to the standards developed by the State Board or adopt the model literacy curriculum model provided by the State Board. No later than December 15, 2020, and in a form prescribed by the State Board, each local school administrative unit shall submit to the State Board a concise explanation of its literacy curriculum and instruction, as aligned with the standards developed by the State Board.

**SECTION 6.(b)** Service Support Coordinators, or other appropriate staff as determined by the Department of Public Instruction, shall work to ensure that the standards developed by the State Board are implemented statewide by reviewing the curriculum of each local school administrative unit in each service area and by consulting with each local school administrative unit as needed to bring literacy instruction into compliance. Review and modification of all literacy instruction statewide shall be complete no later than November 15, 2021. Modifications shall be implemented into curriculum and instruction as soon as possible, and all curriculum and instruction as modified under this section shall be in place beginning with the 2022-2023 school year.

## **PART VII. APPROVE LOCAL READING CAMP PLANS**

**SECTION 7.(a)** The State Board of Education and the Department of Public Instruction shall conduct an analysis of reading camps throughout the State in order to determine which reading camp activities and instructional methods are most effective in furthering reading development. Based on this analysis, the State Board and the Department shall develop reading camp standards that incorporate the most effective activities and instructional methods. No later than December 15, 2019, the State Board shall report to the Joint Legislative Education Oversight Committee on the standards developed in accordance with this section and any recommended legislation to further improve the effectiveness of reading camps and shall publish the standards.

**SECTION 7.(b)** Beginning with reading camps corresponding to the 2019-2020 school year, each local school administrative unit shall submit to the Department of Public Instruction a plan for the operation of its reading camps no later than March 1, 2020. Each plan shall include information about the local school administrative unit's efforts to staff reading camps with the most qualified teachers possible, including the unit's efforts to attract teachers associated with high growth in reading based on EVAAS data and teachers who have earned a reading bonus. As part of their plans, local school administrative units are encouraged to partner with other local school administrative units and with community organizations to enhance reading camps.

The Department shall review each local school administrative unit's plan and provide feedback as necessary to ensure that each reading camp throughout the State (i) provides instruction that is closely aligned with the goals of Part 1A of Article 8 of Chapter 115C of the General Statutes (Read to Achieve), (ii) meets the minimum requirements provided in G.S. 115C-83.3(4a), as amended by subsection (c) of this section, and (iii) complies with the reading camp standards published by the State Board of Education. The Department shall provide feedback to local school administrative units, including feedback on efforts to attract highly qualified teachers, no later than May 15, 2020. The Department may provide a form to local

school administrative units for the purpose of submitting their plans for review, and local school administrative units shall submit their plans on the form, if provided by the Department for this purpose.

**SECTION 7.(c)** G.S. 115C-83.3(4a) reads as rewritten:

"(4a) "Reading camp" means an additional educational program outside of the instructional calendar provided by the local school administrative unit to (i) any third grade student who does not demonstrate reading proficiency and (ii) any first or second grade student who demonstrates reading comprehension below grade level as identified through administration of formative and diagnostic assessments in accordance with G.S. 115C-83.6. Parents or guardians of the student not demonstrating reading proficiency or demonstrating reading comprehension below grade level shall make the final decision regarding the student's reading camp attendance. Reading camps shall (i) offer at least 72 hours of reading instruction to yield positive reading outcomes for participants; (ii) be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency or in improvement of difficulties with reading development; and (iii) allow volunteer mentors to read with students at times other than during the 72 hours of reading instruction. ~~The 72 hours of reading instruction shall be provided over no less than three weeks for students in schools using calendars other than year round calendars.~~"

**SECTION 7.(d)** Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

**§ 115C-83.6A. Approval of reading camp plans.**

(a) Each local school administrative unit shall submit to the Department of Public Instruction a plan for the operation of its reading camps no later than October 1. Each plan shall include information about the local school administrative unit's efforts to staff reading camps with the most qualified teachers possible, including the unit's efforts to attract teachers associated with high growth in reading based on EVAAS data and teachers who have earned a reading bonus. The plan shall incorporate any feedback received from the Department on the previous year's plan. As part of their plans, local school administrative units are encouraged to partner with other local school administrative units and with community organizations to enhance reading camps.

(b) The Department of Public Instruction shall review each local school administrative unit's plan and approve only those reading camps that (i) provide instruction that is closely aligned with the goals in this Part, (ii) meet minimum requirements as provided in G.S. 115C-83.3(4a), and (iii) comply with the reading camp standards published by the State Board of Education. No later than February 15, the Department shall notify each local school administrative unit of approval or denial of its plan and shall provide feedback if the plan is denied. No later than March 15, if its plan was denied, a local school administrative unit may submit an amended plan to the Department of Public Instruction. The Department shall notify the local school administrative unit if the amended plan is approved or denied no later than April 15.

(c) State-provided reading camp funds shall not be released to any local school administrative unit for which a reading camp plan has not been approved by the Department of Public Instruction by April 15. Any local school administrative unit denied approval shall use local funds to fulfill the requirement to provide a reading camp as provided in this Part."

**SECTION 7.(e)** Subsection (d) of this section applies beginning with the 2020-2021 school year to reading camps corresponding to that school year.

## **PART VIII. PHASE OUT CERTAIN ALTERNATIVE ASSESSMENTS**



**SECTION 8.** Based on data collected pursuant to G.S. 115C-83.10 and any other data useful for this purpose, the State Board of Education shall analyze the passage rates for alternative assessments in order to determine the comparative utility of each alternative assessment. No later than January 15, 2020, the State Board shall submit a report to the Joint Legislative Education Oversight Committee on the results of its analysis, along with any recommendations to eliminate certain alternative assessments.

#### **PART IX. ENHANCE DATA COLLECTION**

**SECTION 9.(a)** The Department of Public Instruction shall create a uniform template for all data collected pursuant to Part 1A of Article 8 of Chapter 115C of the General Statutes (Read to Achieve), beginning with data collected during the 2013-2014 school year and for each school year thereafter. The template shall include clear designations for each data component reported. A numerical value shall be provided for all data values pertaining to school-wide measures, including those data values reporting fewer than 10 students. Where a measure is disaggregated in a manner that may allow the identity of a student to be disclosed, data values reporting 10 or fewer students may be suppressed to protect student privacy. Data values that are suppressed for this purpose shall be denoted in a different manner than data values left incomplete or unreported. Data values shall be compiled for each data component for each school year, beginning with the 2013-2014 school year, and shall be provided to the Joint Legislative Education Oversight Committee in the uniform template created pursuant to this subsection no later than April 15, 2020.

**SECTION 9.(b)** G.S. 115C-83.6(a2) reads as rewritten:

"(a2) The Department of Public Instruction shall provide for EVAAS analysis all formative and diagnostic assessment data collected pursuant to this section for kindergarten through third grade. The Department shall use a uniform template for all data collected, and the template shall be used each time data is provided. The template shall include clear designations for each data component reported."

**SECTION 9.(c)** This section applies beginning with the 2019-2020 school year and shall include the reporting of required data from the 2018-2019 school year.

#### **PART X. ALLOW CEUS AND RETIREES FOR READING CAMP INSTRUCTION**

**SECTION 10.(a)** A teacher who has earned a reading bonus and who provides instruction throughout a full reading camp shall be deemed to have completed two continuing education credits related to literacy, as required by G.S. 115C-270.30(b)(2).

**SECTION 10.(b)** Notwithstanding G.S. 115C-83.3(4a), for reading camps corresponding to the 2019-2020 school year, students attending reading camp may be taught by retired classroom teachers of kindergarten through third grade, based on demonstrated outcomes in reading proficiency or in improvement of difficulties with reading development. A retired teacher may begin providing reading camp instruction at the conclusion of the six-month period immediately following the effective date of retirement and shall be compensated at a rate of two thousand dollars (\$2,000) upon completion of the camp.

#### **PART XI. EXPAND WOLFPACK WORKS PROGRAM**

**SECTION 11.(a)** From the funds appropriated to the Department of Public Instruction for the 2019-2021 fiscal biennium for the Excellent Public Schools Act, Read to Achieve Program, the Superintendent of Public Instruction shall contract with North Carolina State University to continue the Wolfpack WORKS pilot program (Wolfpack WORKS) during the 2019-2020 and 2020-2021 school years and may include in the contract expansion of Wolfpack WORKS, in accordance with the best interests of the students of the State, as determined by the Superintendent. The Superintendent of Public Instruction may also use funds appropriated for the Excellent Public Schools Act, Read to Achieve Program, to expand

Wolfpack WORKS by collaborating with any other constituent institutions of The University of North Carolina, in accordance with the best interests of the students of the State, as determined by the Superintendent.

Constituent institutions of The University of North Carolina participating in activities under this section shall not charge indirect facilities and administrative costs against the funding provided pursuant to this section.

By March 15 of each year that funds are used for the purposes described in this section, the Department of Public Instruction shall submit a report to the Joint Legislative Education Oversight Committee that includes the following:

- (1) A list of the local school administrative units and the schools within each unit that participated, along with the total number of local school administrative units and schools participating.
- (2) The total number of elementary school teachers that participated.
- (3) A summary of activities completed.
- (4) The results of any evaluations performed on the Wolfpack WORKS pilot program.

**SECTION 11.(b)** This section becomes effective July 1, 2019.

## **PART XII. EFFECTIVE DATE**

**SECTION 12.** Except as otherwise provided, this act is effective when it becomes law.

In the General Assembly read three times and ratified this the 13<sup>th</sup> day of August, 2019.

s/ Bill Rabon  
Presiding Officer of the Senate

s/ Tim Moore  
Speaker of the House of Representatives

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Roy Cooper  
Governor

Approved \_\_\_\_\_m. this \_\_\_\_\_ day of \_\_\_\_\_, 2019