

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2021

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1

HOUSE BILL 1079

Short Title: Sound Basic Education for Every Child. (Public)

Sponsors: Representatives von Haefen, Hunt, R. Smith, and Hurtado (Primary Sponsors).
For a complete list of sponsors, refer to the North Carolina General Assembly web site.

Referred to: Rules, Calendar, and Operations of the House

May 27, 2022

1 A BILL TO BE ENTITLED
2 AN ACT TO ADDRESS CRITICAL NEEDS IN PUBLIC EDUCATION AND TO PROVIDE
3 THE OPPORTUNITY FOR A SOUND BASIC EDUCATION TO EVERY CHILD IN THE
4 STATE.

5 The General Assembly of North Carolina enacts:

6
7 **PART I. WELL-PREPARED, HIGH-QUALITY, AND SUPPORTED TEACHER IN**
8 **EVERY CLASSROOM**

9
10 **PEPSC POSITIONS**

11 **SECTION 1.1.** There is appropriated from the General Fund to the Department of
12 Public Instruction the sum of two hundred thousand dollars (\$200,000) in recurring funds for the
13 2022-2023 fiscal year to support two additional positions for the Professional Educator
14 Preparation and Standards Commission (Commission) to increase the capacity of the
15 Commission to coordinate efforts to recruit, prepare, retain, and support the State's teaching
16 workforce on behalf of the State Board of Education and the Department of Public Instruction.
17

18 **EDUCATOR LICENSURE AND COMPENSATION REFORM PLAN**

19 **SECTION 1.2.(a)** The State Board of Education shall develop a plan for
20 implementing a teacher licensure and compensation reform model designed to restore respect for
21 the teaching profession; to build a more diverse, quality teaching force; to increase instructional
22 capabilities of teachers; and to entice more young professionals, mid-career professionals, and
23 out-of-state individuals into the teaching profession. The plan shall include at least the following
24 components:

- 25 (1) Offer early, inclusive, and clear pathways into the profession.
26 (2) Reward excellence and advancement among teachers.
27 (3) Encourage retention in the profession.

28 The State Board of Education shall submit details on the plan and any recommended
29 legislative changes to implement the plan to the Joint Legislative Education Oversight
30 Committee, the Fiscal Research Division, and the Office of State Budget and Management by
31 March 15, 2023.

32 **SECTION 1.2.(b)** There is appropriated from the General Fund to the Department
33 of Public Instruction the sum of fifty thousand dollars (\$50,000) in nonrecurring funds for the
34 2022-2023 fiscal year to develop the plan required by subsection (a) of this section.
35



EDUCATOR PREPARATION PROGRAM CAPACITY STUDY

SECTION 1.3.(a) The State Board of Education, in consultation with The University of North Carolina System Office, shall conduct a study to identify the resources and structures that educator preparation programs at the constituent institutions of The University of North Carolina need to be able to do the following:

- (1) Increase capacity in educator preparation programs to recruit, prepare, support, and graduate at least 5,000 in-State trained teachers annually.
- (2) Increase capacity in educator preparation programs to recruit, prepare, support, and graduate more educators of color annually.

The State Board of Education shall report on the findings of this study to the Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Office of State Budget and Management by March 15, 2023.

SECTION 1.3.(b) There is appropriated from the General Fund to the Department of Public Instruction the sum of twenty-five thousand dollars (\$25,000) in nonrecurring funds for the 2022-2023 fiscal year to conduct the study required by subsection (a) of this section.

ALTERNATIVE PATHWAYS TEACHER RECRUITMENT MODELS

SECTION 1.4. There is appropriated from the General Fund to the Department of Public Instruction the sum of two million dollars (\$2,000,000) in recurring funds for the 2022-2023 fiscal year to support research-based Grow-Your-Own and 2+2 teacher recruitment education programs in all regions of the State, including high school-based career academy programs, the North Carolina Teacher Cadet Program, the Teaching as a Profession program, and the TA to Teachers program.

STUDY ON CONSOLIDATING AND COORDINATING TEACHER RECRUITMENT AND RETENTION EFFORTS

SECTION 1.5.(a) The State Board of Education shall develop a plan to implement and fund a statewide system or entity to coordinate, enhance, and evaluate efforts to recruit, place, and retain teacher candidates and beginning teachers between institutions of higher education and local school administrative units. This study shall focus on, but not be limited to, how best to consolidate and coordinate statewide teacher recruitment and retention efforts. The State Board of Education shall submit details on the plan and any recommended legislative changes to implement the plan to the Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Office of State Budget and Management by March 15, 2023.

SECTION 1.5.(b) There is appropriated from the General Fund to the Department of Public Instruction the sum of twenty-five thousand dollars (\$25,000) in nonrecurring funds for the 2022-2023 fiscal year to be used to support the development of the plan required by this section.

EXPAND NC TEACHING FELLOWS PROGRAM

SECTION 1.6.(a) Part 3 of Article 23 of Chapter 116 of the General Statutes reads as rewritten:

"Part 3. North Carolina Teaching Fellows Program.

§ 116-209.60. Definitions.

The following definitions apply in this Part:

- (1) Commission. – The North Carolina Teaching Fellows Commission.
- (2) Director. – The Director of the North Carolina Teaching Fellows Program.
- (3) Forgivable loan. – A forgivable loan made under the Program.
- (4) Program. – The North Carolina Teaching Fellows Program.
- (5) Public school. – An elementary or secondary school located in North Carolina that is governed by a local board of education, charter school board of

1 directors, regional school board of directors, or University of North Carolina
2 laboratory school board of trustees.

3 ~~(6) STEM.—Science, technology, engineering, and mathematics.~~

4 (7) Trust Fund. – The North Carolina Teaching Fellows Program Trust Fund.

5 ...

6 **"§ 116-209.62. North Carolina Teaching Fellows Program established; administration.**

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

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

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

27 (1) The Authority shall transfer the greater of six hundred thousand dollars
28 (\$600,000) or ten percent (10%) of the available funds from the Trust Fund to
29 ~~the General Administration of~~ The University of North Carolina System
30 Office at the beginning of each fiscal year for the Program's administrative
31 costs, the salary of the Director of the Program and other Program staff,
32 expenses of the Commission, and to provide the Commission with funds to
33 use for the extracurricular enhancement activities of the Program.

34 (2) The Authority may use the greater of two hundred fifty thousand dollars
35 (\$250,000) or four percent (4%) of the funds appropriated to the Trust Fund
36 each fiscal year for administrative costs associated with the Program.

37 (3) The Authority shall provide the Commission with up to six hundred thousand
38 dollars (\$600,000) from the Trust Fund in each fiscal year for the Commission
39 to provide mentoring and coaching support to forgivable loan recipients
40 through the North Carolina New Teacher Support Program in an amount of
41 up to two thousand two hundred dollars (\$2,200) for each Program recipient.
42 Funds shall be prioritized for teachers serving in North Carolina public
43 schools identified as low-performing under G.S. 115C-105.37.

44 (d) Director of the Program. – The Board of Governors of The University of North
45 Carolina shall appoint a Director of the Program. The Director shall appoint staff to the
46 Commission and shall be responsible for recruitment and coordination of the Program, including
47 proactive, aggressive, and strategic recruitment of potential recipients. Efforts shall include
48 identifying and encouraging students of color and students who may not otherwise consider a
49 career in teaching to enter the program. Recruitment activities shall include a broad-based
50 strategy (i) targeting regions of the State with the highest teacher attrition rates and teacher
51 recruitment ~~challenges,~~ challenges and (ii) actively engaging with educators, business leaders,

1 experts in human resources, elected officials, and other community leaders throughout the State,
2 and (iii) ~~attracting candidates in STEM and special education licensure areas to the Program.~~
3 State to attract a diverse pool of applicants. The Director shall report to the President of The
4 University of North Carolina. The Authority shall provide office space and clerical support staff,
5 as necessary, to the Director for the Program.

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

- 9 (1) Grade point averages.
- 10 (2) Performance on relevant career and college readiness assessments.
- 11 (3) Experience, accomplishments, and other criteria demonstrating qualities
12 positively correlated with highly effective teachers, including excellent verbal
13 and communication skills.
- 14 (4) Demonstrated commitment to serve in a ~~STEM or special education licensure~~
15 area in North Carolina public schools.

16 (f) Program Selection Criteria. – The Authority shall administer the Program in
17 cooperation with ~~up to eight~~ institutions of higher education with approved educator preparation
18 programs selected by the Commission that represent a diverse selection of both postsecondary
19 constituent institutions of The University of North Carolina and private postsecondary
20 institutions operating in the ~~State.~~ State, including minority-serving institutions. The
21 Commission shall adopt stringent standards for selection of the most effective educator
22 preparation programs, including the following:

- 23 (1) Demonstrates high rates of educator effectiveness on value-added models and
24 teacher evaluations, including using performance-based, subject-specific
25 assessment and support systems, such as edTPA or other metrics of evaluating
26 candidate effectiveness that have predictive validity.
- 27 (2) Demonstrates measurable impact of prior graduates on student learning,
28 including impact of graduates teaching in STEM or special education
29 licensure areas.
- 30 (3) Demonstrates high rates of graduates passing exams required for teacher
31 licensure.
- 32 (4) Provides curricular and co-curricular enhancements in leadership, facilitates
33 learning for diverse learners, and promotes community engagement,
34 classroom management, and reflection and assessment.
- 35 (5) Requires at least a minor concentration of study in the subject area that the
36 candidate may teach.
- 37 (6) Provides early and frequent internship or practical experiences, including the
38 opportunity for participants to perform practicums in diverse school
39 environments.
- 40 (7) Is approved by the State Board of Education as an educator preparation
41 program.

42 (g) Awards of Forgivable Loans. – The Program shall provide forgivable loans to selected
43 students to be used at ~~up to eight~~ selected institutions for completion of a program leading to
44 initial teacher licensure as follows:

- 45 (1) North Carolina high school seniors. – Forgivable loans of up to four thousand
46 one hundred twenty-five dollars (\$4,125) per semester for up to eight
47 semesters.
- 48 (2) Students applying for transfer to a selected educator preparation program at
49 an institution of higher education. – Forgivable loans of up to four thousand
50 one hundred twenty-five dollars (\$4,125) per semester for up to six semesters.

1 (3) Individuals currently holding a bachelor's degree seeking preparation for
2 teacher licensure. – Forgivable loans of up to four thousand one hundred
3 twenty-five dollars (\$4,125) per semester for up to four semesters.

4 (4) Students matriculating at institutions of higher education who are changing to
5 an approved program of study at a selected educator preparation program. –
6 Forgivable loans of up to four thousand one hundred twenty-five dollars
7 (\$4,125) per semester for up to four semesters.

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

10 (g1) Extracurricular Enhancement Activities. – The Program shall provide planning,
11 training, and ongoing support for Program leaders and recipients, including training on topics
12 such as culturally responsive teaching, teaching students with disabilities, and trauma-informed
13 teaching.

14 ~~(h) Identification of STEM and Special Education Licensure Areas. – The Superintendent~~
15 ~~of Public Instruction shall identify and provide to the Commission and the Authority a list of~~
16 ~~STEM and special education licensure areas and shall annually provide to the Commission the~~
17 ~~number of available positions in each licensure area relative to the number of current and~~
18 ~~anticipated teachers in that area of licensure. The Commission shall make the list of STEM and~~
19 ~~special education licensure areas readily available to applicants.~~

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

29 (j) Annual Report. – The Commission, in coordination with the Authority, the
30 Department of Public Instruction, and the selected educator education programs participating in
31 the Program shall report no later than January 1, ~~2019~~, 2023, and annually thereafter, to the Joint
32 Legislative Education Oversight Committee regarding the following:

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

- 34 a. Demographic information regarding recipients.
35 b. Number of recipients by institution of higher education and program.
36 c. Information on number of recipients by anticipated ~~STEM and special~~
37 ~~education~~ licensure area.

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

- 39 a. Number of graduates who have been employed ~~in a STEM or special~~
40 ~~education licensure area~~ within two years of program completion.
41 b. Number of graduates who accepted employment at a low-performing
42 school identified under G.S. 115C-105.37 as part of their years of
43 service.
44 c. Number of graduates who have elected to do loan repayment and their
45 years of service, if any, prior to beginning loan repayment.
46 d. Number of graduates ~~employed in a STEM or special education~~
47 ~~licensure area~~ who have received an overall rating of at least
48 accomplished and have met expected growth on applicable standards
49 of the teacher evaluation instrument.
50 e. Aggregate information on student growth and proficiency in courses
51 taught by graduates who have fulfilled service requirements through

1 ~~employment in a STEM or special education licensure~~
2 ~~area.~~employment.

3 (2a) Mentoring and coaching support through the North Carolina New Teacher
4 Support Program, including the following:

5 a. Number of forgivable loan recipients who received mentoring and
6 coaching support when employed at a low-performing school
7 identified under G.S. 115C-105.37.

8 b. Number of forgivable loan recipients who received mentoring and
9 coaching support when employed at a school not identified as
10 low-performing under G.S. 115C-105.37.

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

12 a. Turnover rate for forgivable loan graduates, including the turnover rate
13 for graduates who also received mentoring and coaching support
14 through the North Carolina New Teacher Support Program.

15 b. Aggregate information on student growth and proficiency as provided
16 annually by the State Board of Education to the Commission in courses
17 taught by forgivable loan graduates.

18 c. Fulfillment rate of forgivable loan graduates.

19 **"§ 116-209.63. Terms of forgivable loans; receipt and disbursement of funds.**

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

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

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

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

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

47 **SECTION 1.6.(b)** There is appropriated from the General Fund to the North Carolina
48 Teaching Fellows Program Trust Fund the sum of four million seven hundred thousand dollars
49 (\$4,700,000) in recurring funds for the 2022-2023 fiscal year to support an additional 490 teacher
50 licensure candidates.

1 **SECTION 1.6.(c)** Subsection (a) of this section applies beginning with the
2 2022-2023 academic year.

3
4 **RECRUITMENT BONUS PILOT PROGRAM FOR TEACHERS IN LOW-WEALTH,**
5 **LOW-PERFORMING, OR HIGH-NEEDS SCHOOLS**

6 **SECTION 1.7.(a)** Purpose. – The State Board of Education shall establish a grant
7 program to assist local school administrative units in providing multiyear recruitment bonuses to
8 certified teachers who commit to teach multiple years in a low-performing or high-needs school.
9 Bonuses awarded as part of this grant program shall include, but are not limited to, the following
10 components:

- 11 (1) Awards over multiple years with a requirement that teachers remain in the
12 school over multiple years to receive the bonus.
- 13 (2) Awards to licensed teachers who commit to teach in a school identified as
14 low-performing, as defined in G.S. 115C-105.37, a school identified as
15 continually low-performing, as defined in G.S. 115C-105.37A, or a school
16 where seventy-five percent (75%) or greater of students qualify for free or
17 reduced-price lunch under the National School Lunch Program.

18 **SECTION 1.7.(b)** Request for Proposal. – By September 1, 2022, and annually
19 thereafter, the State Board of Education shall issue a Request for Proposal (RFP) for the grant
20 program. Local boards of education shall submit their proposals by December 1, 2022. The RFP
21 shall require that proposals include the following information at a minimum:

- 22 (1) Description of the proposal, including details on targeted schools for the
23 bonuses and how the bonus program will be structured.
- 24 (2) Evidence-based research that supports the proposal.
- 25 (3) Implementation time line for the plan.
- 26 (4) Plans for financial sustainability once grant money is no longer available.

27 **SECTION 1.7.(c)** Grant Awards. – By February 15, 2023, the State Board of
28 Education shall review the proposals submitted by local boards of education and shall select up
29 to 10 local school administrative units for grant awards. The State Board of Education may make
30 grant awards for up to three years. A local school administrative unit may not receive more than
31 five hundred thousand dollars (\$500,000) in a single fiscal year from the grant program.

32 **SECTION 1.7.(d)** Evaluation and Reporting. – Of the funds appropriated by this
33 section, the State Board of Education may use up to three hundred thousand dollars (\$300,000)
34 to contract with an independent research organization to evaluate the impact of this grant
35 program. The independent research organization shall report the results of this evaluation to the
36 Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Office
37 of State Budget and Management by September 1, 2025. The Department of Public Instruction
38 shall report annually on the implementation of this grant program beginning March 15, 2023.

39 **SECTION 1.7.(e)** Appropriation. – There is appropriated from the General Fund to
40 the Department of Public Instruction the sum of six million dollars (\$6,000,000) in recurring
41 funds for the 2022-2023 fiscal year to implement the grant program in accordance with this
42 section.

43 **SECTION 1.7.(f)** Carryforward. – Any unexpended funds appropriated under this
44 section at the end of the 2022-2023 fiscal year shall not revert to the General Fund but shall
45 remain available for the purposes set forth in this section.

46
47 **TEACHER PREPARATION RESIDENCY PILOT GRANT PROGRAM**

48 **SECTION 1.8.(a)** Purpose. – The State Board of Education shall establish a grant
49 program to assist local school administrative units in the development of teacher preparation
50 residency pilot programs. Teacher preparation residency programs provide the necessary
51 preparation and induction supports to teacher preparation candidates pursuing a continuing

1 professional license. Teacher preparation residency programs eligible to receive grant funding
2 through this program shall include, at a minimum, the following components:

- 3 (1) Coursework in the candidate's area of licensure.
- 4 (2) Tuition and stipends.
- 5 (3) Faculty advising.
- 6 (4) Clinical training experiences.
- 7 (5) Ongoing induction support.

8 Residency programs eligible for this grant program may include partnerships between
9 local school administrative units, educator preparation programs, local community colleges or
10 universities, and other community organizations. Grant funds awarded to local school
11 administrative units under this program shall be matched by the local school administrative units
12 on the basis of one dollar (\$1.00) in non-grant funds for every one dollar (\$1.00) in grant funds.

13 **SECTION 1.8.(b)** Request for Proposal. – By October 1, 2022, the State Board of
14 Education shall issue a Request for Proposal (RFP) for the grant program. Local boards of
15 education shall submit their proposals by January 15, 2023. The RFP shall require that proposals
16 include the following information at a minimum:

- 17 (1) Description of the proposal, including the number of teacher preparation
18 candidates to be served.
- 19 (2) Evidence-based research that supports the proposal.
- 20 (3) Implementation time line for the plan.
- 21 (4) Plans for financial sustainability once grant money is no longer available.

22 **SECTION 1.8.(c)** Grant Awards. – By April 15, 2023, the State Board of Education
23 shall review the proposals submitted by local boards of education and shall select up to 10 local
24 school administrative units for grant awards. The State Board of Education may make grant
25 awards for up to three years. A local school administrative unit may not receive more than five
26 hundred thousand dollars (\$500,000) in a single fiscal year from this grant program.

27 **SECTION 1.8.(d)** Evaluation and Reporting. – Of the funds appropriated by this
28 section, the State Board of Education may use up to three hundred thousand dollars (\$300,000)
29 to contract with an independent research organization to evaluate the impact of this grant
30 program. The independent research organization shall report the results of this evaluation to the
31 Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Office
32 of State Budget and Management by September 1, 2026. The Department of Public Instruction
33 shall report annually on the implementation of this grant program beginning by March 15, 2024.

34 **SECTION 1.8.(e)** Appropriation. – There is appropriated from the General Fund to
35 the Department of Public Instruction the sum of five million dollars (\$5,000,000) in recurring
36 funds for the 2022-2023 fiscal year to implement the grant program in accordance with this
37 section.

38 **SECTION 1.8.(f)** Carryforward. – Any unexpended funds appropriated under this
39 section at the end of the 2022-2023 fiscal year shall not revert to the General Fund but shall
40 remain available for the purposes set forth in this section.

41 **EXPAND PARTNERSHIP TEACH**

42 **SECTION 1.9.** There is appropriated from the General Fund to the Board of
43 Governors of The University of North Carolina the sum of two hundred thousand dollars
44 (\$200,000) in recurring funds for the 2022-2023 fiscal year to expand Partnership Teach to up to
45 two additional hub sites, including providing funds for staffing, fellowship support, mentoring,
46 and increasing recruitment capacity.

47 **DEVELOPING A REPRESENTATIVE AND INCLUSIVE VISION FOR EDUCATION** 48 **(DRIVE) GRANT PROGRAM**

1 **SECTION 1.10.(a)** Purpose. – The State Board of Education, in consultation with
2 the Office of the Governor, The University of North Carolina System Office, and the Community
3 College System Office, shall establish a grant program to support strategic partnerships
4 committed to increasing the pipeline of educators of color across the State. As an extension of
5 the recommendations and strategies presented by the Governor's DRIVE Task Force on January
6 1, 2021, the grants shall be provided to local school administrative units, institutions of higher
7 education, and community organizations to implement innovative initiatives that support the
8 recruitment, preparation, support, and retention of racially, ethnically, and linguistically diverse
9 educators. The purpose of this program shall be to do at least the following:

- 10 (1) Increase the diversity of the educator workforce across the State through novel
11 recruitment efforts.
- 12 (2) Strengthen the pipeline of aspiring teachers of color across the State through
13 traditional and alternative certification pathways.
- 14 (3) Provide mechanisms to support and retain educators of color currently serving
15 in elementary and secondary public schools.
- 16 (4) Promote collaboration between school systems, institutions of higher
17 education, and community and nonprofit organizations to diversify the
18 educator workforce.

19 **SECTION 1.10.(b)** Applications. – Applicants for grants shall demonstrate at least
20 the following for grant award consideration:

- 21 (1) A partnership between at least two of the following entities: local school
22 administrative units, Historically Black Colleges and Universities,
23 Historically Minority-Serving Institutions, educator preparation programs,
24 alternative certification programs, public and private colleges and universities,
25 community colleges, and community or nonprofit organizations.
- 26 (2) Proposals for strategies that address one or more of the following components
27 of the educator development continuum as highlighted by the DRIVE Task
28 Force's 2021 Report to the Governor: recruitment, placement and induction,
29 and support and retention of educators of color.

30 **SECTION 1.10.(c)** Use of Funds. – Grant funds may be used for the following
31 activities:

- 32 (1) Strengthening existing high school dual enrollment programs to offer
33 education-based college credit or honors courses as streamlined pathways for
34 future careers in education.
- 35 (2) Implementing targeted school system-level and community-based
36 recruitment programs for aspiring educators of color interested in traditional
37 and alternative educator preparation programs.
- 38 (3) Utilizing and leveraging existing financial aid programs that include
39 scholarships, loan forgiveness, and tuition reimbursement that reduce the
40 disproportionate financial burden incurred by aspiring candidates of color.
- 41 (4) Increasing preparation and supporting preservice educators of color through
42 paid clinical learning experiences, with a commitment to teaching in North
43 Carolina public schools.
- 44 (5) Offering support for job placement and licensure for candidates of color after
45 completing their educator preparation program.
- 46 (6) Providing induction and mentoring programs that address the needs of
47 educators of color that include sustaining networking and professional
48 learning communities or affinity groups.
- 49 (7) Encouraging and financially supporting educators of color interested in
50 joining national professional organizations or attending national conferences.

1 **SECTION 1.10.(d)** Request for Proposal. – By October 1, 2022, the State Board of
2 Education shall issue a Request for Proposal (RFP) for the grant program. Applicants shall submit
3 their proposals by December 1, 2022. The RFP shall require that proposals include the following
4 information at a minimum:

- 5 (1) Description of the proposal.
- 6 (2) Evidence-based research that supports the proposal.
- 7 (3) An implementation time line for the plan.
- 8 (4) Plans for financial sustainability once grant money is no longer available.

9 **SECTION 1.10.(e)** Selection. – By February 1, 2023, a selection committee shall
10 select up to five grantees, making the effort to ensure that there is representation across the State
11 as reflected by rural and urban districts, institutions of higher education, and community-based
12 partners. Any grants awarded may be spent over a five-year period from the initial award. Grants
13 may be awarded for new or existing projects.

14 **SECTION 1.10.(f)** Reporting Requirements. – No later than September 1 of each
15 year, grant recipients shall submit to the State Board of Education an annual report for the
16 preceding grant year that describes the implementation of the program. This report must include
17 qualitative and quantitative data to demonstrate program effectiveness.

18 **SECTION 1.10.(g)** Evaluation and Reporting. – Of the funds appropriated by this
19 section, the State Board of Education may use up to three hundred thousand dollars (\$300,000)
20 to contract with an independent research organization to evaluate the impact of this grant
21 program. The independent research organization shall report the results of this evaluation to the
22 Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Office
23 of State Budget and Management by September 1, 2024. The State Board of Education shall
24 report annually on the implementation of this grant program beginning on January 1, 2024.

25 **SECTION 1.10.(h)** Appropriation. – There is appropriated from the General Fund
26 to the Department of Public Instruction the sum of two million dollars (\$2,000,000) in recurring
27 funds for the 2022-2023 fiscal year to implement the grant program in accordance with this
28 section.

29 **SECTION 1.10.(i)** Carryforward. – Any unexpended funds at the end of each fiscal
30 year from the funds appropriated for the grant program under this section shall not revert to the
31 General Fund but shall remain available for expenditure for the purposes set forth in this section.
32

33 **ANNUAL EDUCATOR DIVERSITY REPORT**

34 **SECTION 1.11.(a)** G.S. 115C-12(22) reads as rewritten:

35 "(22) Duty to Monitor the State of the Teaching Profession and Educator Diversity
36 in North Carolina. – The State Board of Education shall monitor and compile
37 ~~an annual report~~ reports on the following:

- 38 a. The state of the teaching profession in North Carolina that includes
39 Carolina. This report shall include data on the decisions of teachers to
40 leave the teaching profession and data on teaching positions that local
41 boards of education are unable to fill, as provided in G.S. 115C-299.5.
- 42 b. Educator diversity in North Carolina. This report shall include data on
43 the diversity of educators and future educators in the State, as provided
44 in G.S. 115C-299.7."

45 **SECTION 1.11.(b)** Article 20 of Chapter 115C of the General Statutes is amended
46 by adding a new section to read:

47 "**§ 115C-299.7. Duty to monitor educator diversity.**

48 (a) Definitions. – As used in this section, the following definitions apply:

- 49 (1) Diversity categories. – Race and ethnicity.
- 50 (2) Education entity. – Any of the following:

- 51 a. A public school unit, as defined in G.S. 115C-5(7a).

- 1 b. An educator preparation program, as defined in G.S. 115C-269.1(10).
2 (3) Educators. – Teachers employed by a public school unit.
3 (4) Future educators. – Students enrolled in an educator preparation program.
4 (5) Grade level. – Where applicable, the grade level taught by an educator and the
5 grade level attended by a future educator.
6 (6) Mobility rates. – The percentage of educators who move from one school or
7 public school unit to another.
8 (7) Qualitative data. – Information collected via questionnaire, interview, and
9 other nonquantitative methods.
10 (b) Education Entity Diversity Report. – No later than July 30, 2023, and annually
11 thereafter, each education entity shall report to the Department of Public Instruction the following
12 information regarding the diversity of educators and future educators in the entity from the
13 previous school year, disaggregated by diversity category and, where applicable, by grade level:
14 (1) Total number of educators and future educators.
15 (2) The number of persons who apply to work in or attend the education entity as
16 an educator or future educator.
17 (3) The number of educators and future educators who are employed by or
18 enrolled in an education entity.
19 (4) Retention rates of educators.
20 (5) Mobility rates of educators between schools in a public school unit.
21 (6) The number of future educators who do the following:
22 a. Complete an educator preparation program.
23 b. Become licensed in North Carolina.
24 c. Become employed in a public school unit.
25 (7) Qualitative data from educators and future educators on the diversity and
26 inclusiveness of the education entity, including applicable information on
27 recruitment, educator preparation, retention, mobility, and turnover. This
28 information should include related reasons for educator attrition provided on
29 educator workforce reports.
30 (8) Recommendations from the entity to improve diversity of educators and future
31 educators, including strategies to recruit and retain a diverse pool of educators
32 and future educators.
33 (c) Statewide Diversity Report. – No later than October 15, 2023, and annually thereafter,
34 the Department of Public Instruction shall collect the information provided pursuant to
35 subsection (b) of this section and report that information, organized to include at least the
36 following, to the Joint Legislative Education Oversight Committee, disaggregated by diversity
37 category and, where applicable, by grade level:
38 (1) Statewide data for each education entity, including mobility rates of educators
39 between public school units.
40 (2) Recommendations from the Department to improve diversity among
41 educators and future educators in education entities, including strategies to
42 recruit and retain a diverse pool of educators and future educators.
43 (d) Statistical Profile. – The Department of Public Instruction shall include the
44 information regarding public school units collected pursuant to this act in the statistical profile
45 of public schools maintained on its website.
46 (e) Certain Information Excluded. – Nothing in this section shall be construed to require
47 an education entity or the Department of Public Instruction to report any data that reveals
48 confidential or personally identifiable information about an educator or future educator."
49

50 **ESTABLISH THE OFFICE OF EQUITY AFFAIRS WITHIN THE DEPARTMENT OF**
51 **PUBLIC INSTRUCTION**

1 **SECTION 1.12.(a)** Chapter 115C of the General Statutes is amended by adding a
2 new Article to read:

3 "Article 6E.

4 "Office of Equity Affairs.

5 **"§ 115C-64.35. Establishment, purpose, and duties of Office of Equity Affairs.**

6 (a) There is established within the Department of Public Instruction the Office of Equity
7 Affairs. The purpose of the Office of Equity Affairs is to provide internal oversight within the
8 Department of Public Instruction and the State Board of Education specific to compliance with
9 the State's constitutional role to provide each child the opportunity to receive a sound basic
10 education and to direct the recruitment and retention of a diverse educator workforce.

11 (b) The Office of Equity Affairs shall review educational policies, programs, and
12 initiatives and shall provide an independent, objective source of information to be used in
13 evaluating substantial compliance with sound basic education standards and the goal of recruiting
14 and retaining a diverse educator workforce, giving special attention and consideration to
15 outcomes for at-risk students. The Office of Equity Affairs may suggest adjustments to the
16 content and delivery of educational policies, programs, and initiatives to improve their efficacy.
17 The authority of the Office of Equity Affairs to evaluate and advise shall extend to all policies,
18 programs, and initiatives related to ensuring that all students have access to a sound basic
19 education and to the goal of recruiting and retaining a diverse educator workforce.

20 (c) In carrying out its duties, the Office of Equity Affairs has authority to obtain full and
21 unrestricted access to all records, information, and data in the possession of or legally available
22 to the Department of Public Instruction or State Board of Education.

23 (d) Beginning no later than January 15, 2023, and semiannually thereafter, the Office of
24 Equity Affairs shall submit a report to the Joint Legislative Education Oversight Committee on
25 the (i) implementation of its duties as set forth in this Article, (ii) progress of the Department of
26 Public Instruction and the State Board of Education in effectively providing each child the
27 opportunity to receive a sound basic education, and (iii) the diversity of the educator workforce.
28 Prior to the reporting of any deficiencies in progress, the Office of Equity Affairs shall give to
29 the Department of Public Instruction and the State Board of Education ample notice of the
30 deficiencies and an opportunity to correct or improve the deficiencies and shall include in the
31 report any efforts to do so. The report shall include any recommended legislation.

32 **"§ 115C-64.36. Administrative organization; organizational independence.**

33 (a) There is established within the Department of Public Instruction the position of
34 Deputy Superintendent of Equity Affairs who shall serve as the chief officer of the Office of
35 Equity Affairs. The Deputy Superintendent shall have professional, administrative, technical, and
36 clerical personnel as may be necessary in carrying out the duties of the position.

37 (b) The Superintendent of Public Instruction shall recommend to the State Board of
38 Education the individual to be appointed as Deputy Superintendent of Equity Affairs, and the
39 recommended appointee shall be appointed upon approval by the State Board of Education. The
40 Deputy Superintendent shall report to the Superintendent of Public Instruction and the State
41 Board of Education jointly and may be removed only upon the joint agreement of the
42 Superintendent of Public Instruction and a majority of the members of the State Board of
43 Education. The Deputy Superintendent shall be organizationally situated to avoid impairments
44 to independence in his or her own professional judgment on how to best accomplish the purposes
45 of the Office of Equity Affairs."

46 **SECTION 1.12.(b)** There is appropriated from the General Fund to the Department
47 of Public Instruction for the 2022-2023 fiscal year the sum of four hundred thousand dollars
48 (\$400,000) in recurring funds to permit the Deputy Superintendent of Equity Affairs, as
49 established by this section, to appoint up to four full-time staff to assist in the administration of
50 the Deputy Superintendent's duties under Article 6E of Chapter 115C of the General Statutes, as
51 enacted by this section. Personnel appointed to these positions shall report solely to the Deputy

1 Superintendent of Equity Affairs. The appointments shall not be subject to approval or
2 disapproval by the Superintendent of Public Instruction or the State Board of Education. Of the
3 four time-limited positions, one shall be an administrative assistant position and at least one shall
4 be an attorney position.
5

6 **NORTH CAROLINA NEW TEACHER SUPPORT PROGRAM**

7 **SECTION 1.13.** There is appropriated from the General Fund to the Board of
8 Governors of The University of North Carolina the sum of five million dollars (\$5,000,000) in
9 recurring funds for the 2022-2023 fiscal year for the New Teacher Support Program to provide
10 mentoring and coaching support to beginning teachers who are employed in public schools
11 identified as low-performing or high-poverty at no cost to the local school administrative units.
12

13 **ADVANCED TEACHING ROLES CHANGES**

14 **SECTION 1.14.(a)** G.S. 115C-311(i) reads as rewritten:

15 "(i) Class Size Flexibility. – Notwithstanding G.S. 115C-301, with the approval of the
16 State Board of Education, Advanced Teaching Roles schools selected to participate in the
17 program may exceed the maximum class size requirements for kindergarten through third grade
18 ~~during any term of up to three years in which State funds are awarded to the local school~~
19 ~~administrative unit where the school is located. At the conclusion of the term, any class size~~
20 ~~flexibility approved for an Advanced Teaching Roles school pursuant to this subsection shall~~
21 ~~expire grade."~~

22 **SECTION 1.14.(b)** There is appropriated from the General Fund to the Department
23 of Public Instruction for the 2022-2023 fiscal year the sum of three million seven hundred sixty
24 thousand dollars (\$3,760,000) in recurring funds to support teacher compensation models and
25 advanced teaching roles and to develop implementation plans for teacher compensation models
26 and advanced teaching roles pursuant to G.S. 115C-311. These funds shall not revert at the end
27 of the fiscal year but shall remain available until expended.

28 **SECTION 1.14.(c)** Of the funds appropriated to the Department of Public Instruction
29 to support teacher compensation models and advanced teaching roles and to develop associated
30 implementation plans pursuant to this section, the Department may use up to four percent (4%)
31 each fiscal year to evaluate the program, contract with an independent research organization to
32 evaluate the program, or continue any preexisting contract with an independent research
33 organization formed pursuant to Section 8.7 of S.L. 2016-94. Any remaining funds may be
34 awarded to selected local school administrative units in accordance with this act to support
35 teacher compensation models and advanced teaching roles and to develop associated
36 implementation plans.
37

38 **EDUCATOR PROFESSIONAL DEVELOPMENT ALLOTMENT**

39 **SECTION 1.15.(a)** Effective July 1, 2022, there is established the Educator
40 Professional Development Allotment in the State Public School Fund. The State Board of
41 Education shall establish the purposes for which the funds within the new Educator Professional
42 Development funding allotment may be used, including at least the following:

- 43 (1) Educator professional development for targeted public school units and
44 schools requiring multitiered support for prekindergarten through grade three,
45 including the following:
 - 46 a. Child development.
 - 47 b. Early literacy.
 - 48 c. Social and emotional learning.
 - 49 d. Family engagement.
- 50 (2) Implementation of literacy training.
- 51 (3) Mentoring programs for beginning educators.

1 **SECTION 1.15.(b)** There is appropriated from the General Fund to the Department
 2 of Public Instruction the sum of twenty million dollars (\$20,000,000) in recurring funds for the
 3 2022-2023 fiscal year to be used to fund the Educator Professional Development Allotment.
 4 Funds shall be allotted to local school administrative units based on average daily membership.
 5

6 **EDUCATOR WAGE COMPARABILITY STUDY**

7 **SECTION 1.16.(a)** The State Board of Education shall conduct a wage
 8 comparability study to determine competitive pay for public school employees in comparison to
 9 salaries in similar professions in North Carolina. As part of its study, the State Board shall do at
 10 least the following:

- 11 (1) Compare salaries for public school employees to salaries for professions in
 12 North Carolina that require similar education and credentials.
- 13 (2) Identify the level of compensation needed to provide a competitive salary to
 14 public school employees in accordance with subdivision (1) of this subsection.
- 15 (3) Identify specific State, regional, and local salary actions required to attract,
 16 recruit, and retain high-quality public school employees, particularly to
 17 low-wealth local school administrative units and high-poverty public schools.

18 **SECTION 1.16.(b)** The State Board of Education shall report on the findings of this
 19 study to the Joint Legislative Education Oversight Committee, the Fiscal Research Division, and
 20 the Office of State Budget and Management by March 1, 2023.

21 **SECTION 1.16.(c)** There is appropriated from the General Fund to the Department
 22 of Public Instruction for the 2022-2023 fiscal year the sum of two hundred thousand dollars
 23 (\$200,000) in nonrecurring funds to conduct the educator wage comparability study required by
 24 this section.
 25

26 **TEACHER SALARY SCHEDULE**

27 **SECTION 1.17.(a)** The following monthly teacher salary schedule shall apply for
 28 the 2022-2023 fiscal year to licensed personnel of the public schools who are classified as
 29 teachers. The salary schedule is based on years of teaching experience.

30 **2022-2023 Teacher Monthly Salary Schedule**

31 Years of Experience	"A" Teachers
32 0	\$3,625
33 1	\$3,780
34 2	\$3,885
35 3	\$3,990
36 4	\$4,095
37 5	\$4,200
38 6	\$4,305
39 7	\$4,410
40 8	\$4,515
41 9	\$4,620
42 10	\$4,725
43 11	\$4,830
44 12	\$4,935
45 13	\$5,040
46 14	\$5,145
47 15-24	\$5,250
48 25+	\$5,460

49 **SECTION 1.17.(b)** Salary Supplements for Teachers Paid on This Salary Schedule.
 50

- 1 (1) Licensed teachers who have NBPTS certification shall receive a salary
2 supplement each month of twelve percent (12%) of their monthly salary on
3 the "A" salary schedule.
- 4 (2) Licensed teachers who are classified as "M" teachers shall receive a salary
5 supplement each month of ten percent (10%) of their monthly salary on the
6 "A" salary schedule.
- 7 (3) Licensed teachers with licensure based on academic preparation at the
8 six-year degree level shall receive a salary supplement of one hundred
9 twenty-six dollars (\$126.00) per month in addition to the supplement provided
10 to them as "M" teachers.
- 11 (4) Licensed teachers with licensure based on academic preparation at the
12 doctoral degree level shall receive a salary supplement of two hundred
13 fifty-three dollars (\$253.00) per month in addition to the supplement provided
14 to them as "M" teachers.
- 15 (5) Certified school nurses shall receive a salary supplement each month of ten
16 percent (10%) of their monthly salary on the "A" salary schedule.
- 17 (6) School counselors who are licensed as counselors at the master's degree level
18 or higher shall receive a salary supplement each month of one hundred dollars
19 (\$100.00).

20 **SECTION 1.17.(c)** For school psychologists, school speech pathologists who are
21 licensed as speech pathologists at the master's degree level or higher, and school audiologists
22 who are licensed as audiologists at the master's degree level or higher, the following shall apply:

- 23 (1) The first step of the salary schedule shall be equivalent to the sixth step of the
24 "A" salary schedule.
- 25 (2) These employees shall receive the following salary supplements each month:
26 a. Ten percent (10%) of their monthly salary, excluding the supplement
27 provided pursuant to sub-subdivision b. of this subdivision.
28 b. Three hundred fifty dollars (\$350.00).
- 29 (3) These employees are eligible to receive salary supplements equivalent to those
30 of teachers for academic preparation at the six-year degree level or the
31 doctoral degree level.
- 32 (4) The twenty-sixth step of the salary schedule shall be seven and one-half
33 percent (7.5%) higher than the salary received by these same employees on
34 the twenty-fifth step of the salary schedule.

35 **SECTION 1.17.(d)** Beginning with the 2014-2015 fiscal year, in lieu of providing
36 annual longevity payments to teachers paid on the teacher salary schedule, the amounts of those
37 longevity payments are included in the monthly amounts under the teacher salary schedule.

38 **SECTION 1.17.(e)** A teacher compensated in accordance with this salary schedule
39 for the 2022-2023 school year shall receive an amount equal to the greater of the following:

- 40 (1) The applicable amount on the salary schedule for the applicable school year.
- 41 (2) For teachers who were eligible for longevity for the 2013-2014 school year,
42 the sum of the following:
 - 43 a. The salary the teacher received in the 2013-2014 school year pursuant
44 to Section 35.11 of S.L. 2013-360.
 - 45 b. The longevity that the teacher would have received under the longevity
46 system in effect for the 2013-2014 school year provided in Section
47 35.11 of S.L. 2013-360 based on the teacher's current years of service.
 - 48 c. The annual bonus provided in Section 9.1(e) of S.L. 2014-100.
- 49 (3) For teachers who were not eligible for longevity for the 2013-2014 school
50 year, the sum of the salary and annual bonus the teacher received in the
51 2014-2015 school year pursuant to Section 9.1 of S.L. 2014-100.

1 **SECTION 1.17.(f)** As used in this section, the term "teacher" shall also include
2 instructional support personnel.

3 **SECTION 1.17.(g)** There is appropriated from the General Fund to the Department
4 of Public Instruction the sum of one hundred fifty-three million five hundred thousand dollars
5 (\$153,500,000) in recurring funds to increase salaries for teachers and instructional support
6 personnel in accordance with this section.

7 **SECTION 1.17.(h)** It is the intent of the General Assembly to adjust compensation
8 for teachers in the 2023-2024 fiscal year and subsequent fiscal years in accordance with the
9 educator wage comparability study established by this act.

10 11 **FUNDS FOR NATIONAL BOARD CERTIFICATION APPLICATION FEE**

12 **SECTION 1.18.(a)** G.S. 115C-296.2(c) reads as rewritten:

13 "(c) Payment of the NBPTS Participation Fee; Paid Leave. – The State shall provide for
14 payment of the NBPTS participation fee as follows:

15 (1) For up to 1,000 teachers each fiscal year, the Department of Public Instruction
16 shall provide grants for the full participation fee.

17 (2) For all other teachers, the State shall lend teachers the participation fee and
18 shall provide up to three days of approved paid leave to all teachers
19 participating in the NBPTS program who:

20 ~~(1)~~a. Have completed three full years of teaching in a North Carolina public
21 school; and

22 ~~(2)~~b. Have (i) not previously received State funds for participating in any
23 certification area in the NBPTS program, (ii) repaid any State funds
24 previously received for the NBPTS certification process, or (iii)
25 received a waiver of repayment from the State Board of Education.

26 Teachers participating in the program shall take paid leave only with the approval of their
27 supervisors."

28 **SECTION 1.18.(b)** There is appropriated from the General Fund to the Department
29 of Public Instruction the sum of one million nine hundred thousand dollars (\$1,900,000) in
30 recurring funds for the 2022-2023 fiscal year to provide grants to up to 1,000 teachers for the full
31 participation fee for National Board for Professional Teaching Standards (NBPTS) certification
32 pursuant to subsection (a) of this section. From these funds, the Department of Public Instruction
33 shall transfer the sum of up to one million nine hundred thousand dollars (\$1,900,000) to the
34 State Education Assistance Authority each fiscal year to administer the payment of fees to
35 teachers pursuant to G.S. 115C-296.2.

36 37 **PART II. WELL-PREPARED, HIGH-QUALITY, AND SUPPORTED PRINCIPAL IN** 38 **EVERY SCHOOL**

39 40 **EXPANSION OF THE NORTH CAROLINA PRINCIPAL FELLOWS AND** 41 **TRANSFORMING PRINCIPAL PREPARATION PROGRAM**

42 **SECTION 2.1.** There is appropriated from the General Fund to the North Carolina
43 Principal Fellows and TP3 Trust Fund the sum of eight million two hundred thousand dollars
44 (\$8,200,000) in recurring funds for the 2022-2023 fiscal year to be used to provide forgivable
45 loans to an additional 122 new principal candidates each year through principal preparation
46 programs provided grants under the North Carolina Principal Fellows and Transforming
47 Principal Preparation Program (Program) established pursuant to Article 5C of Chapter 116 of
48 the General Statutes. Any unexpended funds in the Trust Fund each fiscal year shall not revert to
49 the General Fund but shall remain available for the purposes of the Program consistent with
50 G.S. 116-74.41B.

51

PLAN FOR A STATEWIDE SCHOOL LEADERSHIP ACADEMY

SECTION 2.2.(a) The State Board of Education shall develop a plan for the creation of a School Leadership Academy to provide initial and ongoing support to the State's local school administrative units and school leaders. The plan for the School Leadership Academy shall include at least the following components:

- (1) Equity training for all local school administrative units and school leaders.
- (2) Training and ongoing support for local board of education members focused on the needs of successful schools and turnaround schools.
- (3) Mentorship and individualized coaching for novice principals and for experienced principals in high-need schools focused on dismantling impediments to student success in their schools.
- (4) Peer support networks, such as facilitated partnership networks and rapid response hotlines that provide immediate assistance.
- (5) Aligned, ongoing, research-driven professional learning.

The State Board shall take into consideration any existing school administrator leadership training opportunities when creating this plan.

SECTION 2.2.(b) By February 15, 2023, the State Board shall report to the Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Office of State Budget and Management on its proposal for the School Leadership Academy, including the plan for implementation and an estimation of costs.

PRINCIPAL SALARY SCHEDULE

SECTION 2.3.(a) The following annual principal salary schedule is composed of a base schedule and a complementary schedule. The salary schedule shall apply for the 2022-2023 fiscal year beginning July 1, 2022. A principal shall be placed on the step of the base schedule that reflects the total number of years of experience as a licensed principal of the public schools and shall not include years of experience as a licensed teacher or assistant principal. A principal shall be placed on the step of the complementary schedule that reflects the average daily membership (ADM) of the school supervised by the principal from the prior school year, regardless of whether the principal supervised the school in that year. If the school did not have an average daily membership in the prior school year, the projected average daily membership for the school for the current school year shall be used.

2022-2023 Principal Annual Salary Schedule

Base Schedule

Years of Experience	Annual Salary
0	\$75,330
1	\$77,590
2	\$79,918
3	\$81,916
4	\$83,964
5	\$85,643
6	\$87,356
7	\$88,230
8	\$89,112
9	\$90,003
10	\$90,903
11	\$91,812
12	\$92,730
13	\$93,657
14	\$94,594
15	\$95,540

1	16	\$96,495
2	17	\$97,460
3	18	\$98,435
4	19	\$99,419
5	20+	\$100,413

Complementary Schedule

7	Avg. Daily Membership	Annual Salary Supplement
8	0-400	\$0
9	401-700	\$2,500
10	701-1,000	\$4,000
11	1,001-1,600	\$5,500
12	1,601+	\$7,000

13 **SECTION 2.3.(b)** Principals with certification based on academic preparation at the
 14 six-year degree level shall be paid an additional salary supplement of one hundred twenty-six
 15 dollars (\$126.00) per month, and those at the doctoral degree level shall be paid an additional
 16 salary supplement of two hundred fifty-three dollars (\$253.00) per month.

17 **SECTION 2.3.(c)** Beginning with the 2017-2018 fiscal year, in lieu of providing
 18 annual longevity payments to principals paid on the principal salary schedule, the amounts of
 19 those longevity payments are included in the annual amounts under the principal salary schedule.

20 **SECTION 2.3.(d)** A principal compensated in accordance with this section for the
 21 2022-2023 fiscal year shall receive an amount equal to the greater of the following:

- 22 (1) The applicable amount on the salary schedule for the applicable school year.
- 23 (2) For principals who were eligible for longevity in the 2016-2017 fiscal year,
 24 the sum of the following:
 - 25 a. The salary that the principal received in the 2016-2017 fiscal year
 26 pursuant to Section 9.1 or Section 9.2 of S.L. 2016-94.
 - 27 b. The longevity that the principal would have received as provided for
 28 State employees under the North Carolina Human Resources Act for
 29 the 2016-2017 fiscal year based on the principal's current years of
 30 service.
- 31 (3) For principals who were not eligible for longevity in the 2016-2017 fiscal
 32 year, the salary that the principal received in the 2016-2017 fiscal year
 33 pursuant to Section 9.1 or Section 9.2 of S.L. 2016-94.
- 34 (4) The salary that the principal received in the 2021-2022 fiscal year pursuant to
 35 Section 7A.6 of S.L. 2021-180.

36 **SECTION 2.3.(e)** There is appropriated from the General Fund to the Department
 37 of Public Instruction for the 2022-2023 fiscal year the sum of twenty-four million seven hundred
 38 thousand dollars (\$24,700,000) in recurring funds to increase salaries for principals in accordance
 39 with this section.

40 **SECTION 2.3.(f)** It is the intent of the General Assembly to adjust compensation for
 41 principals in the 2023-2024 fiscal year and subsequent fiscal years in accordance with the
 42 educator wage comparability study established by this act.

43
 44 **ASSISTANT PRINCIPAL SALARIES**

45 **SECTION 2.4.(a)** For the 2022-2023 fiscal year, beginning July 1, 2022, assistant
 46 principals shall receive a monthly salary based on the salary schedule for teachers who are
 47 classified as "A" teachers plus nineteen percent (19%). An assistant principal shall be placed on
 48 the step on the salary schedule that reflects the total number of years of experience as a certified
 49 employee of the public schools. For purposes of this section, an administrator with a one-year
 50 provisional assistant principal's certificate shall be considered equivalent to an assistant principal.

1 **SECTION 2.4.(b)** Assistant principals with certification based on academic
2 preparation at the six-year degree level shall be paid a salary supplement of one hundred
3 twenty-six dollars (\$126.00) per month and at the doctoral degree level shall be paid a salary
4 supplement of two hundred fifty-three dollars (\$253.00) per month.

5 **SECTION 2.4.(c)** Participants in an approved full-time master's in school
6 administration program shall receive up to a 10-month stipend during the internship period of the
7 master's program. The stipend shall be at the beginning salary of an assistant principal or, for a
8 teacher who becomes an intern, at least as much as that person would earn as a teacher on the
9 teacher salary schedule. The North Carolina Principal Fellows and Transforming Principal
10 Preparation Program or the school of education where the intern participates in a full-time
11 master's in school administration program shall supply the Department of Public Instruction with
12 certification of eligible full-time interns.

13 **SECTION 2.4.(d)** Beginning with the 2017-2018 fiscal year, in lieu of providing
14 annual longevity payments to assistant principals on the assistant principal salary schedule, the
15 amounts of those longevity payments are included in the monthly amounts provided to assistant
16 principals pursuant to subsection (a) of this section.

17 **SECTION 2.4.(e)** An assistant principal compensated in accordance with this section
18 for the 2022-2023 fiscal year shall receive an amount equal to the greater of the following:

- 19 (1) The applicable amount on the salary schedule for the applicable year.
- 20 (2) For assistant principals who were eligible for longevity in the 2016-2017 fiscal
21 year, the sum of the following:
 - 22 a. The salary the assistant principal received in the 2016-2017 fiscal year
23 pursuant to Section 9.1 or Section 9.2 of S.L. 2016-94.
 - 24 b. The longevity that the assistant principal would have received as
25 provided for State employees under the North Carolina Human
26 Resources Act for the 2016-2017 fiscal year based on the assistant
27 principal's current years of service.
- 28 (3) For assistant principals who were not eligible for longevity in the 2016-2017
29 fiscal year, the salary the assistant principal received in the 2016-2017 fiscal
30 year pursuant to Section 9.1 or Section 9.2 of S.L. 2016-94.

31 **SECTION 2.4.(f)** There is appropriated from the General Fund to the Department of
32 Public Instruction for the 2022-2023 fiscal year the sum of four million three hundred thousand
33 dollars (\$4,300,000) in recurring funds to increase salaries for assistant principals in accordance
34 with this section.

35 **SECTION 2.4.(g)** It is the intent of the General Assembly to adjust compensation
36 for assistant principals in the 2023-2024 fiscal year and subsequent fiscal years in accordance
37 with the educator wage comparability study established by this act.

38 39 **PLAN FOR SCHOOL-BASED ADMINISTRATOR GRANT PROGRAM**

40 **SECTION 2.5.(a)** No later than March 15, 2023, the State Board of Education shall
41 develop and report to the Joint Legislative Education Oversight Committee and the Fiscal
42 Research Division a plan to implement and evaluate the effectiveness of incentive programs to
43 encourage well-qualified principals and assistant principals to work in high-need schools. These
44 programs may include salary supplements for principals who take positions in chronically
45 low-performing schools, protection for principals against salary reduction for working in
46 high-need or low-performing schools, and rewards for principals and assistant principals for
47 making progress on school performance.

48 **SECTION 2.5.(b)** It is the intent of the General Assembly to implement advisable
49 components of the plan developed pursuant to subsection (a) of this section.

50

1 **RECOMMENDATIONS FOR ADDITIONAL AUTONOMY AND RESOURCES FOR**
2 **PRINCIPALS AND SUPERINTENDENTS IN LOCAL SCHOOL ADMINISTRATIVE**
3 **UNITS**

4 **SECTION 2.6.(a)** No later than November 15, 2022, the Department of Public
5 Instruction shall survey local school administrative units on recommendations to increase
6 autonomy and resources for principals and superintendents. No later than February 15, 2023, the
7 Department shall compile responses from this survey and report them to the Joint Legislative
8 Education Oversight Committee and the Fiscal Research Division.

9 **SECTION 2.6.(b)** It is the intent of the General Assembly to implement advisable
10 recommendations submitted to the Department pursuant to subsection (a) of this section in the
11 2023-2024 fiscal year and subsequent fiscal years.

12
13 **PART III. FINANCE SYSTEM THAT PROVIDES ADEQUATE, EQUITABLE, AND**
14 **EFFICIENT RESOURCES**

15
16 **BUDGET FLEXIBILITY FOR LOCAL BOARDS OF EDUCATION**

17 **SECTION 3.1.(a)** G.S. 115C-105.25(b) reads as rewritten:

18 "(b) Subject to the following limitations, local boards of education may transfer and may
19 approve transfers of funds between funding allotment categories:

20 (1) Repealed by Session Laws 2013-360, s. 8.14, effective July 1, 2013.

21 (1a) Funds for career and technical education and other purposes may be
22 transferred only as permitted by federal law and the conditions of federal
23 grants or as provided through any rules that the State Board of Education
24 adopts to ensure compliance with federal regulations.

25 ~~(1b) No funds shall be transferred out of the children with disabilities allotment~~
26 ~~category.~~

27 (2), (2a) Repealed by Session Laws 2013-360, s. 8.14, effective July 1, 2013.

28 (3) No funds shall be transferred into the central office administration allotment
29 category.

30 (3a) No funds shall be transferred out of the teacher assistants allotment category.

31 ~~(3b) No funds shall be transferred out of the academically or intellectually gifted~~
32 ~~children allotment category.~~

33 (4), (5) Repealed by Session Laws 2013-360, s. 8.14, effective July 1, 2013.

34 (5a) ~~No positions shall be transferred out of the allocation for classroom teachers~~
35 ~~for kindergarten through twelfth grade, except as provided in this subdivision.~~
36 Positions allocated for classroom teachers may be converted to dollar
37 equivalents to contract for visiting international exchange teachers through a
38 visiting international exchange teacher program approved by the State. These
39 positions shall be converted at the statewide average salary for classroom
40 teachers, including benefits. The converted funds shall be used only to provide
41 visiting international exchange teachers with salaries commensurate with their
42 experience levels, to provide any State-approved bonuses, and to cover the
43 costs associated with supporting visiting international exchange teachers
44 within the local school administrative unit, including programming and
45 related activities, background checks, medical coverage, and other program
46 administration services in accordance with the federal regulations for the
47 Exchange Visitor Program, 22 C.F.R. Part 62.

48 (5b) ~~Positions allocated~~ Except as provided in subdivision (5a) of this subsection,
49 positions allocated for classroom teachers and for instructional support
50 personnel may be converted to dollar equivalents for any purpose authorized
51 by the policies of the State Board of Education. These positions shall be

converted at the salary on the first step of the "A" Teachers Salary Schedule. Certified position allotments shall not be transferred to dollars to hire the same type of position.

(5c) Funds allocated for school building administration may be converted for any purpose authorized by the policies of the State Board of Education. For funds related to principal positions, the salary transferred shall be based on the first step of the Base column of the Principal Salary Schedule. For funds related to assistant principal months of employment, the salary transferred shall be based on the first step of the "A" Teachers Salary Schedule at the salary level for assistant principals. Certified position allotments shall not be transferred to dollars to hire the same type of position.

~~(5d) No positions shall be transferred out of the allocation for program enhancement teachers for kindergarten through fifth grade except as provided in this subdivision. Positions allocated for program enhancement teachers for kindergarten through fifth grade may be converted into positions allocated for classroom teachers for kindergarten through twelfth grade. For the purposes of this subdivision, the term "program enhancement" is as defined in G.S. 115C 301(e2).~~

(6) through (9) Repealed by Session Laws 2013-360, s. 8.14, effective July 1, 2013.

(10) Funds to carry out the elements of the Excellent Public Schools Act that are contained in Section 7A.1 of S.L. 2012-142 shall not be transferred.

~~(10a) No funds shall be transferred out of the limited English proficiency allotment category.~~

(11) No funds shall be transferred into or out of the driver education allotment category.

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

(13) No positions shall be transferred out of the allocation for school psychologists except as provided in this subdivision. Positions allocated for school psychologists may be converted to dollar equivalents for contracted services directly related to school psychology. These positions shall be converted at the minimum salary for school psychologists on the "A" Teachers Salary Schedule."

SECTION 3.1.(b) This section applies beginning with the 2022-2023 school year.

FUNDING FOR CHILDREN WITH DISABILITIES

SECTION 3.2.(a) Section 7.1 of S.L. 2021-180 reads as rewritten:

"SECTION 7.1. The State Board of Education shall allocate additional funds for children with disabilities on the basis of four thousand six hundred dollars (\$4,600) per child for the 2021-2022 fiscal year and 2022-2023 fiscal years. four thousand seven hundred fifty-four dollars and forty-two cents (\$4,754.42) per student for the 2022-2023 fiscal year. Each local school administrative unit shall receive funds ~~for the lesser of (i) all children who are identified as children with disabilities or (ii) thirteen percent (13%) of its 2021-2022 allocated average daily membership in the local school administrative unit.~~ for the total number of children who are identified as children with disabilities in the local school administrative unit. The dollar amounts allocated under this section for children with disabilities shall also be adjusted in accordance with legislative salary increments, retirement rate adjustments, and health benefit adjustments for personnel who serve children with disabilities."

1 **SECTION 3.2.(b)** There is appropriated from the General Fund to the Department
2 of Public Instruction the sum of fifty-six million eight hundred twenty-four thousand two hundred
3 seventy-three dollars (\$56,824,273) in recurring funds for the 2022-2023 fiscal year to implement
4 this section.

5
6 **DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING (DSSF)/AT-RISK**
7 **STUDENT SERVICES/ALTERNATIVE SCHOOLS**

8 **SECTION 3.3.(a)** Section 7.5 of S.L. 2021-180 reads as rewritten:

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

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

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

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

- 28 (1) For counties with wealth greater than ninety percent (90%) of the statewide
29 average, a ratio of 1:19.9.
- 30 (2) For counties with wealth not less than eighty percent (80%) and not greater
31 than ninety percent (90%) of the statewide average, a ratio of 1:19.4.
- 32 (3) For counties with wealth less than eighty percent (80%) of the statewide
33 average, a ratio of 1:19.1.
- 34 (4) For local school administrative units that received DSSF funds in fiscal year
35 2005-2006, a ratio of 1:16. These local school administrative units shall
36 receive no less than the DSSF amount allotted in fiscal year 2006-2007.

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

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

43 **"SECTION 7.5.(d)** For the 2022-2023 fiscal year, the State Board of Education shall transfer
44 the At-Risk Student Services/Alternative Schools allotment into the DSSF allotment and allocate
45 these additional funds to local school administrative units under a formula that reallocates
46 At-Risk Student Services funding as an independent supplement to existing DSSF funds and does
47 both of the following:

- 48 (1) Expands the allowable uses of the DSSF allotment to incorporate activities
49 allowed under the current At-Risk Student Services allotment.
- 50 (2) Provides that no local administrative unit receives a decrease in combined
51 funding."

1 **SECTION 3.3.(b)** There is appropriated from the General Fund to the Department
2 of Public Instruction the sum of seventy million dollars (\$70,000,000) in recurring funds for the
3 2022-2023 fiscal year to implement this section.
4

5 **REVISE SUPPLEMENTAL FUNDING IN LOW-WEALTH COUNTIES**

6 **SECTION 3.4.(a)** Subsections (d) and (e) of Section 7.3 of S.L. 2021-180 read as
7 rewritten:

8 **"SECTION 7.3.(d)** Allocation of Funds. – Except as provided in subsection (f) of this
9 section, the amount received per average daily membership for a county shall be the difference
10 between one hundred ten percent (110%) of the State average current expense appropriations per
11 student and the current expense appropriations per student that the county could provide given
12 the county's wealth and an average effort to fund public schools. To derive the current expense
13 appropriations per student that the county could be able to provide given the county's wealth and
14 an average effort to fund public schools, multiply the county's wealth as a percentage of State
15 average wealth by the State average current expense appropriations per student. The funds for
16 the local school administrative units located in whole or in part in the county shall be allocated
17 to each local school administrative unit located in whole or in part in the county based on the
18 average daily membership of the county's students in the school units. If the funds appropriated
19 for supplemental funding are not adequate to fund the formula fully, each local school
20 administrative unit shall receive a pro rata share of the funds appropriated for supplemental
21 funding.

22 **"SECTION 7.3.(e)** Formula for Distribution of Supplemental Funding Pursuant to This
23 Section Only. – The formula in this section is solely a basis for distribution of supplemental
24 funding for low-wealth counties and is not intended to reflect any measure of the adequacy of
25 the educational program or funding for public schools. The formula is also not intended to reflect
26 any commitment by the General Assembly to appropriate any additional supplemental funds for
27 low-wealth counties. It is the intent of the General Assembly to incrementally increase
28 appropriations for the low-wealth allotment to provide eligible counties supplemental funding
29 equal to one hundred ten percent (110%) of the statewide local revenue per student by fiscal year
30 2027-2028. The State Board of Education shall adjust the formula to ensure each local school
31 administrative unit receives a pro rata share of the additional funds appropriated for the
32 low-wealth allotment in this section for supplemental funding."

33 **SECTION 3.4.(b)** There is appropriated from the General Fund to the Department
34 of Public Instruction the sum of forty million dollars (\$40,000,000) in recurring funds for the
35 2022-2023 fiscal year to implement the changes to the low-wealth allotment in this section.
36

37 **FUNDING FOR LIMITED ENGLISH PROFICIENCY STUDENTS**

38 **SECTION 3.5.(a)** The State Board of Education shall allocate funds for services to
39 students with limited proficiency in the English language to local school administrative units and
40 to charter schools based on the three-year weighted headcount of students in the units or charter
41 school with limited English proficiency. The State Board of Education shall adopt formulas for
42 computing the allotments that do not include a cap on funds allocated.

43 **SECTION 3.5.(b)** There is appropriated from the General Fund to the Department
44 of Public Instruction the sum of twenty million dollars (\$20,000,000) in recurring funds for the
45 2022-2023 fiscal year to implement this section.
46

47 **TEACHER ASSISTANT ALLOTMENT**

48 **SECTION 3.6.(a)** Section 8.47(b) of S.L. 2015-41 is repealed.

49 **SECTION 3.6.(b)** Article 21 of Chapter 115C of the General Statutes is amended by
50 adding a new section to read:

51 **"§ 115C-316.6. Appropriation for teacher assistants.**

(a) To the extent funds are made available, the State Board of Education shall establish a funding allotment for teacher assistant positions. The State Board is authorized to adopt rules for the allocation of teacher assistant positions pursuant to this allotment. Funds allocated pursuant to this section shall be distributed based on the following:

- (1) An estimated statewide average salary and benefits per teacher assistant position.
- (2) The requirements of subsection (d) of this section.

(b) Beginning with the 2022-2023 fiscal year, there is appropriated from the General Fund to the Department of Public Instruction for the following fiscal years the following amounts to the teacher assistant allotment:

<u>Fiscal Year</u>	<u>Appropriation</u>
<u>2022-2023</u>	<u>\$20,000,000</u>
<u>2023-2024</u>	<u>\$30,000,000</u>
<u>2024-2025</u>	<u>\$67,500,000</u>
<u>2025-2026</u>	<u>\$105,100,000</u>
<u>2026-2027</u>	<u>\$142,600,000</u>
<u>2027-2028</u>	<u>\$180,100,000</u>
<u>2028-2029 and each subsequent fiscal year thereafter</u>	<u>\$217,700,000.</u>

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

(d) Funds appropriated pursuant to subsection (b) of this section shall be allocated to local school administrative units to increase positions for teacher assistants in the following fiscal years to the following statewide ratios of teacher assistants to students in kindergarten through grade three:

<u>Fiscal Year</u>	<u>Teacher Assistants</u>
<u>2022-2023</u>	<u>1:43</u>
<u>2023-2024</u>	<u>1:42.6</u>
<u>2024-2025</u>	<u>1:40</u>
<u>2025-2026</u>	<u>1:36</u>
<u>2026-2027</u>	<u>1:33</u>
<u>2027-2028</u>	<u>1:30</u>
<u>2028-2029 and each subsequent fiscal year thereafter</u>	<u>1:27."</u>

INCREASE FUNDING FOR INSTRUCTIONAL SUPPORT PERSONNEL

SECTION 3.7. Article 21 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"§ 115C-316.7. Appropriation for certain instructional support personnel.

(a) Beginning with the 2021-2022 fiscal year, there is appropriated from the General Fund to the Department of Public Instruction for the following fiscal years the following amounts to the instructional support allotment:

<u>Fiscal Year</u>	<u>Appropriation</u>
<u>2022-2023</u>	<u>\$40,000,000</u>
<u>2023-2024</u>	<u>\$80,000,000</u>
<u>2024-2025</u>	<u>\$212,600,000</u>
<u>2025-2026</u>	<u>\$345,300,000</u>
<u>2026-2027</u>	<u>\$477,900,000</u>
<u>2027-2028</u>	<u>\$610,600,000</u>
<u>2028-2029 and each subsequent fiscal year thereafter</u>	<u>\$743,200,000.</u>

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

(c) Funds appropriated pursuant to subsection (a) of this section shall be allocated to local school administrative units to increase positions for certain instructional support personnel in the following fiscal years as follows:

(1) For school counselors, school social workers, and school psychologists, to the following statewide ratios of personnel to students:

<u>Fiscal Year</u>	<u>Counselors</u>	<u>Social Workers</u>	<u>Psychologists</u>
<u>2022-2023</u>	<u>1:348</u>	<u>1:1,235</u>	<u>1:1,931</u>
<u>2023-2024</u>	<u>1:343</u>	<u>1:1,188</u>	<u>1:1,861</u>
<u>2024-2025</u>	<u>1:324</u>	<u>1:1,030</u>	<u>1:1,629</u>
<u>2025-2026</u>	<u>1:306</u>	<u>1:873</u>	<u>1:1,397</u>
<u>2026-2027</u>	<u>1:287</u>	<u>1:715</u>	<u>1:1,164</u>
<u>2027-2028</u>	<u>1:269</u>	<u>1:558</u>	<u>1:932</u>
<u>2028-2029 and each subsequent fiscal year thereafter</u>	<u>1:250</u>	<u>1:400</u>	<u>1:700.</u>

(2) For school nurses and school media coordinators, to the following statewide ratios of personnel to students and, in the 2028-2029 fiscal year and subsequent fiscal years, to the greater of the following statewide ratio of personnel to students or an amount necessary to provide at least one school nurse per school with 100 or more students and one school media coordinator per school with 200 or more students:

<u>Fiscal Year</u>	<u>Nurses</u>	<u>Media Coordinators</u>
<u>2021-2022</u>	<u>1:1,694</u>	<u>1:779</u>
<u>2022-2023</u>	<u>1:1,633</u>	<u>1:770</u>
<u>2023-2024</u>	<u>1:1,432</u>	<u>1:742</u>
<u>2024-2025</u>	<u>1:1,232</u>	<u>1:714</u>
<u>2025-2026</u>	<u>1:1,031</u>	<u>1:686</u>
<u>2026-2027</u>	<u>1:831</u>	<u>1:658</u>
<u>2027-2028 and each subsequent fiscal year thereafter</u>	<u>1:630</u>	<u>1:630."</u>

PART IV. ASSESSMENT AND ACCOUNTABILITY SYSTEM THAT RELIABLY ASSESSES MULTIPLE MEASURES OF STUDENT PERFORMANCE

ADJUST WEIGHTING BETWEEN PROFICIENCY AND GROWTH

SECTION 4.1.(a) G.S. 115C-83.15(d) reads as rewritten:

"(d) Calculation of the Overall School Performance Scores and Grades. – The State Board of Education shall calculate the overall school performance score by adding the school achievement score, as provided in subsection (b) of this section, and the school growth score, as determined using EVAAS as provided in subsection (c) of this section, earned by a school. The school achievement score shall account for ~~eighty-five~~ eighty-one percent (~~80%~~ 81%), and the school growth score shall account for ~~twenty-four~~ twenty percent (~~20%~~ 20%) of the total sum. For all schools, the total school performance score shall be converted to a 100-point scale and used to determine an overall school performance grade. The overall school performance grade shall be based on the following scale and shall not be modified to add any other designation related to other performance measures, such as a "plus" or "minus":

...."

1 **SECTION 4.1.(b)** The Department of Public Instruction shall amend the State plan
2 under the Elementary and Secondary Education Act of 1965, as amended by the Every Student
3 Succeeds Act, to reflect the changes to achievement and growth score weighting in this section.

4 **SECTION 4.1.(c)** This section applies beginning with school performance scores
5 issued based on data from the 2022-2023 school year.

6
7 **STUDY ON ADDITIONAL MEASURES IN THE SCHOOL ACCOUNTABILITY**
8 **SYSTEM**

9 **SECTION 4.2.** The State Board of Education, in consultation with the Department
10 of Public Instruction, shall study methods of adding to the State school accountability system
11 indicators that provide information on the opportunity of students to access a sound basic
12 education. Additional indicators recommended shall not be inconsistent with the requirements of
13 the Elementary and Secondary Education Act of 1965, as amended by the Every Student
14 Succeeds Act, and shall not replace indicators included in the State school accountability system
15 under Part 1B of Article 8 of Chapter 115C of the General Statutes. The State Board of Education
16 shall submit a report with its recommended changes regarding the school accountability system
17 to the Joint Legislative Education Oversight Committee on or before June 15, 2023.

18
19 **PART V. ASSISTANCE AND TURNAROUND FUNCTION THAT PROVIDES**
20 **NECESSARY SUPPORT TO LOW-PERFORMING SCHOOLS AND**
21 **LOW-PERFORMING LOCAL SCHOOL ADMINISTRATIVE UNITS**

22
23 **DISTRICT AND REGIONAL SUPPORT MODEL**

24 **SECTION 5.1.** There is appropriated from the General Fund to the Department of
25 Public Instruction the sum of nineteen million dollars (\$19,000,000) in recurring funds for the
26 2022-2023 fiscal year to be used to continue to implement the District and Regional Support
27 model developed by the State Board of Education to support the improvement of low-performing
28 and high-poverty schools. Implementation shall (i) provide support in needed content areas and
29 instructional and leadership coaching and (ii) include direct, comprehensive, and progressive
30 turnaround assistance to the State's chronically low-performing schools and low-performing
31 districts.

32
33 **REVIEW AND UPDATE CURRICULUM ADOPTION PROCESSES**

34 **SECTION 5.2.** Before March 15, 2023, the State Board of Education shall review,
35 update, and strengthen the State-level process for reviewing and adopting core curriculum
36 resources. The State Board of Education shall provide statewide and regional support, resources,
37 and professional learning opportunities to assist schools and districts in selecting and successfully
38 employing high-quality, standards-aligned, culturally responsive, evidence-based resources and
39 practices to assist educators in applying innovative practices that promote continuous
40 improvement. No later than June 30, 2023, the Department of Public Instruction shall provide a
41 model implementation plan to each local school administrative unit.

42
43 **SUPPORT FOR HIGH-POVERTY SCHOOLS**

44 **SECTION 5.3.(a)** Article 13 of Chapter 115C of the General Statutes is amended by
45 adding a new section to read:

46 **"§ 115C-209.2. Community schools support program.**

47 **(a) Program Established.** – The Department of Public Instruction shall establish a
48 program (Program) to provide support to high-poverty schools that adopt a community school
49 model or other evidence-based models to address out-of-school barriers to learning.

50 **(b) Definitions.** – The following definitions shall apply in this section:

1 (1) Community school model. – The model following the Department of Public
2 Instruction's Whole School, Whole Community, Whole Child model based on
3 the Centers for Disease Control and Prevention's guidance.

4 (2) Evidence-based model. – Any model established using evidence-based
5 methods that, in the discretion of the State Board of Education, achieve the
6 goals set in the Whole School, Whole Community, Whole Child model.

7 (c) Participation. – The Department of Public Instruction shall disseminate an application
8 form for participation in the Program for the following school year no later than June 1 of each
9 year. No later than July 1, any school that uses a community school model or other
10 evidence-based model to address out-of-school barriers to learning may apply to participate in
11 the Program. No later than August 1 of each school year that funds are made available for this
12 purpose, the Department of Public Instruction shall select geographically and culturally diverse
13 schools from among the applicants for that school year to participate in the Program. Priority
14 shall be given to schools that have high rates of student poverty.

15 (d) Implementation. – Each participating local school administrative unit shall hire one
16 full-time school-based coordinator per participating school. The school-based coordinator shall
17 assess local needs and assets and organize the integration of social, academic, and health supports
18 in coordination with school support personnel. The school-based coordinator shall also assess the
19 school's access to technical assistance and professional support to effectively plan and implement
20 the community school model or other evidence-based model. No later than July 15 of each school
21 year that a school participates in the Program, the school-based coordinator shall submit to the
22 Department of Public Instruction a request for funds for goods or services beneficial to meeting
23 the goals of the community school model or other evidence-based model for the following school
24 year. No later than August 15 of each school year, the Department of Public Instruction shall
25 evaluate each funding request and allocate funds as it deems necessary.

26 (e) Report. – No later than October 15 of each school year, the Department of Public
27 Instruction, in consultation with each school-based coordinator, shall provide a report to the Joint
28 Legislative Education Oversight Committee on the following:

29 (1) The amount of funds requested by each school.

30 (2) The purposes of funds requested by each school.

31 (3) The amount of funds allocated to each school.

32 (4) The use of funds allocated to each school.

33 (5) Any effects of the model on school outcomes, including attendance rates,
34 academic outcomes, or any other measure the school-based coordinator or the
35 Department deems relevant.

36 (6) Any other information the Department deems relevant."

37 **SECTION 5.3.(b)** Appropriation. – There is appropriated from the General Fund to
38 the Department of Public Instruction the sum of six million dollars (\$6,000,000) in recurring
39 funds for the 2022-2023 fiscal year for the implementation of this Program.

40 **SECTION 5.3.(c)** This section applies beginning with the 2022-2023 school year.

41 **SCHOOL LUNCHES**

42 **SECTION 5.4.(a)** There is appropriated from the General Fund to the Department
43 of Public Instruction the sum of three million nine hundred thousand dollars (\$3,900,000) in
44 recurring funds for the 2022-2023 fiscal year to be used to fund the reduced-price lunch copays
45 for all students who qualify for reduced-price lunches under the National School Lunch Program.
46 Funds shall be used to ensure that qualifying students receive free lunches.

47 **SECTION 5.4.(b)** Part 2 of Article 17 of Chapter 115C of the General Statutes is
48 amended by adding a new section to read:

49 "**§ 115C-264.5. School meal debt report.**

1 No later than October 15, 2024, and annually thereafter, the State Board of Education shall
2 report to the Joint Legislative Education Oversight Committee on unpaid meal charges in local
3 school administrative units. At a minimum, the report shall include the following information:

- 4 (1) The percentage of students of all grade levels in each local school
5 administrative unit who (i) qualify for and participate in reduced-price meals
6 and (ii) do not carry an unpaid meal charge.
- 7 (2) The total amount of funds received by each local school administrative unit
8 related to unpaid meal charges.
- 9 (3) Summaries of approaches adopted by each local school administrative unit
10 regarding unpaid meal charges.
- 11 (4) Options for a statewide policy on the uniform administration of unpaid meal
12 charges in local school administrative units. Every option shall ensure that
13 students are not prevented from receiving nutritious meals because of an
14 unpaid meal charge."

15
16 **PART VI. SYSTEM OF EARLY EDUCATION THAT PROVIDES ACCESS TO**
17 **HIGH-QUALITY PREKINDERGARTEN AND OTHER EARLY CHILDHOOD**
18 **LEARNING OPPORTUNITIES**

19
20 **EXPAND NC PREKINDERGARTEN (NC PRE-K) PROGRAM**

21 **SECTION 6.1.(a)** Appropriation. – There is appropriated from the General Fund to
22 the Department of Health and Human Services, Division of Child Development and Early
23 Education, the sum of forty-one million nine hundred thousand dollars (\$41,900,000) in recurring
24 funds for the 2022-2023 fiscal year for the purpose of expanding the NC Prekindergarten (NC
25 Pre-K) program for eligible children who are 4 years of age by allocating funds to do each of the
26 following:

- 27 (1) Incrementally increase State funding for each NC Pre-K slot with the goal of
28 paying one hundred percent (100%) of the actual cost by the end of the
29 2027-2028 fiscal year.
- 30 (2) Gradually increase the number of eligible children able to be served in the NC
31 Pre-K program with the goal of reaching at least seventy-five percent (75%)
32 of eligible children in each county by the end of the 2027-2028 fiscal year.
- 33 (3) Raise the rate for the county administrator to provide oversight, monitoring,
34 enrollment, and support to ten percent (10%) by the end of the 2022-2023
35 fiscal year.
- 36 (4) Phase-in extension of the NC Pre-K program year from 10 to 12 months in
37 accordance with subsection (b) of this section.

38 **SECTION 6.1.(b)** Extend NC Pre-K Program Year to 12 Months. – Section 9C.1 of
39 S.L. 2021-180 is amended by adding a new subsection to read:

40 **"SECTION 9C.1.(a1)** Extend NC Pre-K Program Year. – It is the intent of the General
41 Assembly to gradually extend the NC Pre-K program to cover 12 months of the program year
42 with full implementation statewide by the end of the 2027-2028 fiscal year. To that end, the
43 Division of Child Development and Early Education (Division) shall develop and implement a
44 plan that (i) includes establishing a pilot program to extend the NC Pre-K program year from 10
45 to 12 months and (ii) is based on county capacity to implement the extension. The Division shall
46 select up to three counties to participate in the pilot program that includes, at a minimum,
47 representation from a private classroom setting, a public classroom setting that operates on a
48 year-round basis, and an underserved area. The Division shall submit a report to the Joint
49 Legislative Oversight Committee on Health and Human Services by December 31, 2023. The
50 report shall include each of the following:

- 51 (1) The number of students participating in the pilot program.

- (2) The number of students participating who are in an NC Pre-K classroom in a child care center versus those in an NC Pre-K classroom in a public school.
- (3) The number of schools and child care centers participating in the program, including identifying those that are private and those that are public.
- (4) The number of NC Pre-K classrooms participating in the program.
- (5) The additional costs needed to implement the program.
- (6) The challenges and successes of implementing the program in both NC Pre-K classrooms in child care centers and NC Pre-K classrooms in public schools."

INCREASE HIGH-QUALITY EARLY LEARNING OPPORTUNITIES FOR CHILDREN FROM BIRTH/INCREASE FUNDS FOR CHILD CARE SUBSIDY

SECTION 6.2. There is appropriated from the General Fund to the Department of Health and Human Services, Division of Child Development and Early Education (Division), the sum of eleven million nine hundred ninety-nine thousand eight hundred ninety-two dollars (\$11,999,892) in recurring funds for the 2022-2023 fiscal year to increase funds for the child care subsidy program and provide for program improvements, including, but not limited to, increasing compensation for the child care workforce and ensuring that eligible families receive assistance through the elimination of waitlists. The Division shall consider the child care subsidy market rates recommended in the 2018 Child Care Market Rate Study when determining uses for the funds appropriated under this section.

EXPAND AND IMPROVE ACCESS TO INDIVIDUALIZED EARLY INTERVENTION SERVICES FOR ELIGIBLE CHILDREN/NC INFANT-TODDLER PROGRAM

SECTION 6.3.(a) Funds for NC Infant-Toddler Program. – There is appropriated from the General Fund to the Department of Health and Human Services, Division of Child and Family Well-Being, the sum of ten million dollars (\$10,000,000) in recurring funds for the 2022-2023 fiscal year to provide funds for the North Carolina Infant-Toddler Program, a program that provides supports and services for families and their children, from birth to 3 years of age, who have special needs. These funds shall be used to take steps toward doing the following:

- (1) Increasing State and local staffing in the provision of services to families with infants and toddlers with developmental delays and established medical conditions who are eligible for the NC Infant-Toddler Program.
- (2) Expanding funding for interpreter services.
- (3) Establishing a centralized provider network system.
- (4) Providing professional development focused on early childhood mental health.
- (5) Addressing salary inequities affecting provider retention and recruitment.

SECTION 6.3.(b) Feasibility Study & Infrastructure Readiness Assessment/Expansion of NC Toddler-Infant Program. – There is appropriated from the General Fund to the Department of Health and Human Services, Division of Child and Family Well-Being, the sum of two hundred fifty thousand dollars (\$250,000) in nonrecurring funds for the 2022-2023 fiscal year to be allocated as follows:

- (1) \$150,000 to conduct a feasibility study to examine eligibility criteria and cost implications for expansion of the NC Infant-Toddler Program.
- (2) \$100,000 to conduct a system and infrastructure readiness assessment to determine areas of need and system challenges that need to be addressed before expanding the NC Infant-Toddler Program. The Division of Public Health shall solicit public input and feedback on the plan developed pursuant to this subdivision.

INCREASE SMART START FUNDING

1 **SECTION 6.4.** There is appropriated from the General Fund to the Department of
2 Health and Human Services, Division of Child Development and Early Education, the sum of
3 ten million dollars (\$10,000,000) in recurring funds for the 2022-2023 fiscal year to continue to
4 gradually increase funding for the North Carolina Partnership for Children, Inc., (Smart Start)
5 with the goal of fully funding Smart Start by the end of the 2027-2028 fiscal year. Funds allocated
6 to the North Carolina Partnership for Children, Inc., pursuant to this section shall be distributed
7 to Smart Start local partnerships to improve statewide early child system infrastructure and
8 support a cohesive continuum of services for families and children from birth through 5 years of
9 age.

10 **INCREASE EARLY CHILDHOOD EDUCATOR WORKFORCE**

11 **SECTION 6.5.(a)** Funds for WAGE\$ and AWARD\$ Programs. – There is
12 appropriated from the General Fund to the Department of Health and Human Services, Division
13 of Child Development and Early Education, the sum of twenty-six million dollars (\$26,000,000)
14 in recurring funds for the 2022-2023 fiscal year to increase funding for and expand participation
15 statewide in the Child Care WAGE\$ program and the Infant-Toddler Educator AWARD\$
16 program, both of which provide salary supplements for early childhood educators.

17 **SECTION 6.5.(b)** Recruitment Strategies and Professional Development. – There is
18 appropriated from the General Fund to the Department of Health and Human Services, Division
19 of Child Development and Early Education, the sum of one million two hundred fifty thousand
20 dollars (\$1,250,000) in recurring funds for the 2022-2023 fiscal year to implement strategies to
21 recruit early childhood educators and provide ongoing professional development, including
22 coaching, technical assistance, assistance with degree attainment, and licensure support.

23 **FACILITATE RELIABLE ACCESS TO HIGH-QUALITY DATA SUPPORTING** 24 **EARLY CHILDHOOD EDUCATION**

25 **SECTION 6.6.(a)** Real-Time Workforce Data System. – There is appropriated from
26 the General Fund to the Department of Health and Human Services, Division of Child
27 Development and Early Education, the sum of one million two hundred thousand dollars
28 (\$1,200,000) in nonrecurring funds for the 2022-2023 fiscal year to develop and implement a
29 real-time workforce data system that supports building a pipeline of early childhood educators.

30 **SECTION 6.6.(b)** Expand and Improve Current Early Childhood Data Systems. –
31 The Department of Health and Human Services, Division of Child Development and Early
32 Education (Division), shall, within existing funds appropriated to the Division for the 2022-2023
33 fiscal year, expand and improve the North Carolina Early Childhood Integrated Data System (NC
34 ECIDS) and the North Carolina Early Childhood Action plan data dashboards to track child
35 outcomes and provide access to State data for State and local users and researchers with the goal
36 of connecting this data to the NC Longitudinal Data System (NCLDS).

37 **SECTION 6.6.(c)** Build Local Capacity/Early Childhood Data. – The Department
38 of Health and Human Services (Department), Division of Child Development and Early
39 Education (Division), shall, within existing funds appropriated to the Division for the 2022-2023
40 fiscal year, collaborate with the Divisions of Child and Family Well-Being, Social Services, and
41 Public Health, as appropriate, in developing and implementing a plan to provide technical
42 assistance to build local capacity to use quality early childhood data across child health, child
43 welfare, and early childhood education for local planning.

44 **PART VII. ALIGNMENT OF HIGH SCHOOL TO POSTSECONDARY AND CAREER** 45 **EXPECTATIONS FOR ALL STUDENTS**

46 **REVISE NCVPS FUNDING**

1 **SECTION 7.1.** There is appropriated from the General Fund to the Department of
2 Public Instruction the sum of three million dollars (\$3,000,000) for the 2022-2023 fiscal year to
3 offset the costs for local administrative units and charter schools to remove barriers to student
4 participation in North Carolina Virtual Public Schools. The funds shall be allocated with a
5 priority to cover the costs of courses for students enrolled in public schools located in low-wealth
6 counties.

8 **SCHOOL CALENDAR FLEXIBILITY/CC CALENDAR**

9 **SECTION 7.2.(a)** G.S. 115C-84.2(d) reads as rewritten:

10 "(d) Opening and Closing Dates. – Local boards of education shall determine the dates of
11 opening and closing the public schools under subdivision (a)(1) of this section. Except for
12 year-round schools, the opening date for students shall be no earlier than the Monday closest to
13 August 26, and the closing date for students shall be no later than the Friday closest to June 11.
14 On a showing of good cause, the State Board of Education may waive the requirement that the
15 opening date for students be no earlier than the Monday closest to August 26 and may allow the
16 local board of education to set an opening date no earlier than the Monday closest to August 19,
17 to the extent that school calendars are able to provide sufficient days to accommodate anticipated
18 makeup days due to school closings. A local board may revise the scheduled closing date if
19 necessary in order to comply with the minimum requirements for instructional days or
20 instructional time. For purposes of this subsection, the term "good cause" means that schools in
21 any local school administrative unit in a county have been closed eight days per year during any
22 four of the last 10 years because of severe weather conditions, energy shortages, power failures,
23 or other emergency situations.

24 The required opening and closing dates under this subsection shall not apply to any school
25 that a local board designated as having a modified calendar for the 2003-2004 school year or to
26 any school that was part of a planned program in the 2003-2004 school year for a system of
27 modified calendar schools, so long as the school operates under a modified calendar.

28 Notwithstanding the required opening and closing dates under this subsection, a local board
29 of education may align the calendar of schools in the local school administrative unit with the
30 calendar of a community college serving the city or county in which the unit is located."

31 **SECTION 7.2.(b)** This section is effective when this act becomes law and applies
32 beginning with the 2022-2023 school year.

34 **COLLEGE ADVISING CORPS/COLLEGE ADVISERS IN THE PUBLIC SCHOOLS**

35 **SECTION 7.3.(a)** Purpose of the College Advising Corps Program. – From the funds
36 appropriated in subsection (b) of this section, the Board of Governors of The University of North
37 Carolina shall make funds available to the National College Advising Corps, Inc., (CAC) to
38 support an expansion of the placement of college advisers in North Carolina public schools
39 through their program over a three-year period. CAC is a college access nonprofit organization
40 with the mission to increase the number of underrepresented, low-income, or first-generation
41 postsecondary degree or certificate students entering and completing their postsecondary
42 education at community colleges and universities. In furthering this mission, CAC operates an
43 innovative model of partnering with schools, communities, families, and postsecondary
44 institutions, including providing for a two-year service opportunity to recent college graduates
45 as near-peer college advisers working full-time in the public schools, with an emphasis on
46 engaging college advisers who have similar backgrounds to the students the program seeks to
47 serve. Near-peer college advisers perform various services for those students that are key
48 components to the proven success of the program, including (i) attending postsecondary campus
49 visits, fairs, and workshops with students, (ii) assisting with registering for college entrance
50 exams, (iii) assisting with Free Application for Federal Student Aid (FAFSA) registrations and

1 completions, (iv) identifying available scholarships, (v) assisting with postsecondary
2 applications, and (vi) engaging with parents.

3 **SECTION 7.3.(b)** Funds for the Program. – Due to the effectiveness of the
4 innovative model operated by CAC and the potential for significantly impacting the highest-need
5 students as described in subsection (a) of this section, the sum of three million dollars
6 (\$3,000,000) in recurring funds is appropriated from the General Fund to the Board of Governors
7 of The University of North Carolina for the 2022-2023 fiscal year to be provided to CAC for the
8 purpose of expanding the placement of college advisers in accordance with the requirements of
9 this section.

10 **SECTION 7.3.(c)** Use of Funds. – CAC shall focus the first two years of the
11 expansion of its program using the funds provided to it under this section by placing college
12 advisers in counties designated as tier one and tier two. For the third year of the expansion, CAC
13 shall use the funds provided to it to place college advisers in the remaining counties designated
14 as tier three in order to achieve placement of college advisers in all 100 counties of the State. In
15 addition, CAC shall select at least three additional postsecondary institutions to partner with in
16 order to increase the number of recent graduates working as near-peer college advisers to meet
17 the needs of the program expansion. Once CAC has reached the goal of placement of college
18 advisers in 100 counties, the funds provided to it for the program shall be used to continue the
19 mission of the program to increase access for North Carolina public school students to
20 postsecondary degree or certificate attainment at community colleges and universities.

21 **SECTION 7.3.(d)** Reporting Requirements. – CAC shall submit a report by June 1
22 of each year in which CAC spends State funds made available to it pursuant to this section to the
23 Joint Legislative Education Oversight Committee and the Fiscal Research Division on the
24 progress of expanding the placement of college advisers, data on the effectiveness of the program
25 in increasing access for students to postsecondary education, and the use of State funds.
26

27 **CAREER DEVELOPMENT COORDINATORS**

28 **SECTION 7.4.** There is appropriated from the General Fund to the Department of
29 Public Instruction the sum of one hundred thousand dollars (\$100,000) in recurring funds in the
30 2022-2023 fiscal year for a Career and Postsecondary Planning Director position in the
31 Department's career and technical education division to focus on career planning in grades five
32 through 12 and the sum of ten million dollars (\$10,000,000) in recurring funds for the 2022-2023
33 fiscal year to increase the number of school-based career development coordinators for grades
34 six through eight and grades nine through 12.
35

36 **PART VIII. MISCELLANEOUS**

37 38 **STATE BUDGET ACT APPLIES**

39 **SECTION 8.1.** The provisions of the State Budget Act, Chapter 143C of the General
40 Statutes, are reenacted and shall remain in full force and effect and are incorporated in this act
41 by reference.
42

43 **EFFECT OF HEADINGS**

44 **SECTION 8.2.** The headings to the Parts, subparts, and sections of this act are a
45 convenience to the reader and are for reference only. The headings do not expand, limit, or define
46 the text of this act, except for effective dates referring to a Part or subpart.
47

48 **SEVERABILITY CLAUSE**

49 **SECTION 8.3.** If any section or provision of this act is declared unconstitutional or
50 invalid by the courts, it does not affect the validity of this act as a whole or any part other than
51 the part so declared to be unconstitutional or invalid.

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EFFECTIVE DATE

SECTION 8.4. Except as otherwise provided, this act becomes effective July 1, 2022.