A BILL TO BE ENTITLED
AN ACT TO APPROPRIATE FUNDS TO CREATE NEW PROGRAMS AND MAKE
CHANGES TO THE LAWS RELATED TO EARLY CHILDHOOD EDUCATION
INITIATIVES AND ELEMENTARY, SECONDARY, AND POSTSECONDARY PUBLIC
SCHOOLS.
The General Assembly of North Carolina enacts:

PART I. APPROPRIATIONS AND ALLOCATIONS

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

Entity                              2020-2021 Recurring  2020-2021 Nonrecurring
EDUCATION
Department of Public Instruction    $96,239,464           $9,700,000
University of North Carolina        $4,487,500            $275,000

HEALTH AND HUMAN SERVICES
Child Development and Early Education $23,500,000           $0
Public Health                       $7,000,000            $0

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

(1) $30,000,000 in additional recurring funds to the Department of Public
Instruction to expand Disadvantaged Student Supplemental Funding as
provided in Section 2.1 of this act.
(2) $37,000,000 in additional recurring funds to the Department of Public
Instruction to be allocated to the Instructional Support Allotment.
(3) $5,000,000 in nonrecurring funds to the Department of Public Instruction to expand the School Connectivity Initiative as described in Section 2.2 of this act.

(4) $27,529,464 in additional recurring funds to the Department of Public Instruction to implement the requirements of Section 2.3 of this act.

(5) $4,700,000 in nonrecurring funds to the Department of Public Instruction to provide assistance and turnaround support to continually low-performing schools through the regional support structure within the Department of Public Instruction, as described in Section 2.4 of this act.

(6) $1,710,000 in recurring funds to the Department of Public Instruction to be allocated in amounts consistent with those set forth in Section 7.22 of S.L. 2017-57 as supplemental funding for each year of operation to the following cooperative innovative high schools:
   b. The Innovation Early College High School.
   c. The Marine Sciences and Technologies Early College High School.
   d. The Roanoke Rapids Early College High School.
   e. The Southeast Area Technical High School.
   f. Halifax Early College High School.
   g. Stanly STEM Early College High School.
   h. Gaston Early College of Medical Sciences High School.

(7) $250,000 in nonrecurring funds to the Board of Governors of The University of North Carolina to be allocated to The University of North Carolina System Office to create and disseminate curriculum materials addressing racial bias in classroom instruction developed in accordance with Section 2.5 of this act.

(8) $2,987,500 in additional recurring funds to the Board of Governors of The University of North Carolina for the North Carolina Teaching Fellows Program Trust Fund established under G.S. 116-209.62 to provide for additional slots for forgivable loans under Part 3 of Article 23 of Chapter 116 of the General Statutes, beginning with the 2021-2022 academic year as provided in Section 2.6 of this act. It is the intent of the General Assembly to appropriate from the General Fund to the North Carolina Teaching Fellows Program Trust Fund the following funds for the purpose of providing a total of 2,000 slots for forgivable loans beginning with the 2024-2025 academic year:
   a. For the 2021-2022 fiscal year, two million nine hundred eighty-seven thousand five hundred dollars ($2,987,500) in additional recurring funds.
   b. For the 2022-2023 fiscal year, the sum of two million nine hundred eighty-seven thousand five hundred dollars ($2,987,500) in additional recurring funds.
   c. For the 2023-2024 fiscal year, the sum of two million nine hundred eighty-seven thousand five hundred dollars ($2,987,500) in additional recurring funds.

(9) $25,000 in nonrecurring funds to the Board of Governors of The University of North Carolina to be allocated to The University of North Carolina System Office to conduct a study on strategies for educator preparation programs of institutions of higher education to effectively and proactively adjust the size of their programs and the number of faculty and staff for each program in order to increase the number of North Carolina highly qualified teachers entering the profession in order to address the teacher shortage, beginning...
with candidates entering programs in the 2021-2022 academic year. The System Office may contract with an independent research organization to conduct the study. By March 1, 2021, the System Office shall report to the Joint Legislative Education Oversight Committee on the results of its study, including recommendations on strategies for adjustments to programs on accomplishing the goals of increasing the number of teacher candidates entering educator preparation programs.

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

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

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

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

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

MISCELLANEOUS

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

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

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

DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING (DSSF)

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

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

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

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

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

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

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

SCHOOL CONNECTIVITY INITIATIVE/COMPETITIVE GRANT PROGRAM

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

SECTION 2.2.(b) The expansion required pursuant to subsection (a) of this section shall include, at a minimum, the creation of a competitive grant program administered by the Department for the 2020-2021 fiscal year. The purpose of the program shall be to provide broadband Internet access outside the classroom for students in public school units. In awarding grants, the Department shall prioritize applications that emphasize effective methods of
providing sustainable, broadband Internet access. Grant recipients shall report to the Department on the progress of the program. Of the funds appropriated to the Department for the School Connectivity Initiative by this act, the Department may use up to two hundred thousand dollars ($200,000) to administer the program.

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

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

**FUNDS FOR CHILDREN WITH DISABILITIES**

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

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

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

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

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

EDUCATOR PREPARATION PROGRAM CURRICULUM IN RACIAL BIAS

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

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

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

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

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

NC TEACHING FELLOWS

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


§ 116-209.60. Definitions.
The following definitions apply in this Part:


(2) Director. – The Director of the North Carolina Teaching Fellows Program.

(3) Forgivable loan. – A forgivable loan made under the Program.

(3a) High-poverty school. – A public school that has seventy-five percent (75%) or more students that are eligible for federally subsidized free or reduced-cost school meals.

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

(6) STEM. – Science, technology, engineering, and mathematics.


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

(a) Program. – There is established the North Carolina Teaching Fellows Program to be administered by the System Office of The University of North Carolina, in conjunction with the Authority and the Commission. The purpose of the Program is to recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State's public schools. The Program shall be used to provide a forgivable loan to individuals interested in preparing to teach in the public schools of the State in STEM or special education licensure areas.
(b) Trust Fund. – There is established the North Carolina Teaching Fellows Program Trust Fund to be administered by the Authority, in conjunction with the System Office of The University of North Carolina. All funds (i) appropriated to, or otherwise received by, the Program for forgivable loans and other Program purposes, (ii) received as repayment of forgivable loans, and (iii) earned as interest on these funds shall be placed in the Trust Fund. The purpose of the Trust Fund is to provide financial assistance to qualified students for completion of teacher education and licensure programs to fill STEM or special education licensure areas teach in the public schools of the State.

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

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

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

(3) The Authority shall provide the Commission with up to six hundred thousand dollars ($600,000) from the Trust Fund in each fiscal year for the Commission to provide mentoring and coaching support to forgivable loan recipients through the North Carolina New Teacher Support Program as follows:

a. Up to two thousand dollars ($2,000) for each Program recipient serving as a teacher in a North Carolina public school identified as low-performing under G.S. 115C-105.37.

b. Up to one thousand dollars ($1,000) for each Program recipient serving as a teacher in a North Carolina public school not identified as low-performing under G.S. 115C-105.37.

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

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

(1) Grade point averages.

(2) Performance on relevant career and college readiness assessments.

(3) Experience, accomplishments, and other criteria demonstrating qualities positively correlated with highly effective teachers, including excellent verbal and communication skills.
(4) Demonstrated commitment to serve in a STEM or special education licensure area in North Carolina public schools.

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

(1) Demonstrates high rates of educator effectiveness on value-added models and teacher evaluations, including using performance-based, subject-specific assessment and support systems, such as edTPA or other metrics of evaluating candidate effectiveness that have predictive validity.

(2) Demonstrates measurable impact of prior graduates on student learning, including impact of graduates teaching in STEM or special education licensure areas.

(3) Demonstrates high rates of graduates passing exams required for teacher licensure.

(4) Provides curricular and co-curricular enhancements in leadership, facilitates learning for diverse learners, and promotes community engagement, classroom management, and reflection and assessment.

(5) Requires at least a minor concentration of study in the subject area that the candidate may teach.

(6) Provides early and frequent internship or practical experiences, including the opportunity for participants to perform practicums in diverse school environments.

(7) Is approved by the State Board of Education as an educator preparation program.

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

(1) North Carolina high school seniors. – Forgivable loans of up to four thousand one hundred twenty-five dollars ($4,125) per semester for up to eight semesters.

(2) Students applying for transfer to a selected educator preparation program at an institution of higher education. – Forgivable loans of up to four thousand one hundred twenty-five dollars ($4,125) per semester for up to six semesters.

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

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

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

(h) Identification of STEM and Special Education Licensure Areas. – The Superintendent of Public Instruction shall identify and provide to the Commission and the Authority a list of STEM and special education licensure areas and shall annually provide to the Commission the number of available positions in each licensure area relative to the number of current and anticipated teachers in that area of licensure. The Commission shall make the list of STEM and special education licensure areas readily available to applicants.
(i) Administration of Forgivable Loan Awards. – Upon the naming of recipients of the forgivable loans by the Commission, the Commission shall transfer to the Authority its decisions. The Authority, in coordination with the Director, shall perform all of the administrative functions necessary to implement this Part, which functions shall include rule making, disseminating information, acting as a liaison with participating institutions of higher education, implementing forgivable loan agreements, loan monitoring, loan cancelling through service and collection, determining the acceptability of service repayment agreements, enforcing the agreements, and all other functions necessary for the execution, payment, and enforcement of promissory notes required under this Part.

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

1. Forgivable loans awarded from the Trust Fund, including the following:
   a. Demographic information regarding recipients.
   b. Number of recipients by institution of higher education and program.
   c. Information on number of recipients by anticipated STEM and special education licensure area.

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

2a. Mentoring and coaching support through the North Carolina New Teacher Support Program, including the following:
   a. Number of forgivable loan recipients who received mentoring and coaching support when employed at a low-performing school identified under G.S. 115C-105.37.
   b. Number of forgivable loan recipients who received mentoring and coaching support when employed at a school not identified as low-performing under G.S. 115C-105.37.

3. Selected school outcomes by program, including the following:
   a. Turnover rate for forgivable loan graduates, including the turnover rate for graduates who also received mentoring and coaching support through the North Carolina New Teacher Support Program.
   b. Aggregate information on student growth and proficiency as provided annually by the State Board of Education to the Commission in courses taught by forgivable loan graduates.
   c. Fulfillment rate of forgivable loan graduates.

§ 116-209.63. Terms of forgivable loans; receipt and disbursement of funds.
(a) Notes. – All forgivable loans shall be evidenced by notes made payable to the Authority that bear interest at a rate not to exceed ten percent (10%) per year as set by the Authority and beginning on the first day of September after the completion of the program leading to teacher licensure or 90 days after graduation, whichever is later. If a forgivable loan is terminated, the note shall be made payable to the Authority 90 days after termination of the forgivable loan. The forgivable loan may be terminated upon the recipient's withdrawal from the Program or by the recipient's failure to meet the standards set by the Commission.

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

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

2. Two years at a North Carolina public school not identified as low-performing under G.S. 115C-105.37.a high-poverty school.

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

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

INTENTION OF THE GENERAL ASSEMBLY

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

1. Increased compensation for teachers, principals, assistant principals, and central office personnel.

2. A minimum hourly salary of at least fifteen dollars ($15.00) per hour for noncertified public school employees.

3. Additional funding for professional development for teachers, administrators, and instructional support personnel.

4. Universal, broadband Internet access for public school students by the 2024-2025 school year.

5. Additional funding appropriated incrementally for students with disabilities until a sum sufficient is reached such that both of the following would apply:
   a. The State Board of Education would be directed to allocate additional funds for children with disabilities on the basis of two and three-tenths times the average per pupil allocation for average daily membership, except for the allocation for children with disabilities and for the allocation for children with limited English proficiency.
   b. Each local school administrative unit shall receive these funds for all children who are identified as children with disabilities.
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(6) Additional funding appropriated incrementally until supplemental funding for low-wealth counties is equal to one hundred ten percent (110%) of the statewide average local revenue per student.

(7) Additional funding appropriated incrementally for the limited English proficiency allotment category and to provide that these funds shall be made available for all children who are identified as having limited proficiency in the English language.

(8) Support early literacy development by appropriating a sum of funding that aligns with the 2007-2008 fiscal year teacher assistant funding formula, adjusted for inflation.

PART III. EFFECTIVE DATE

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