

Guilford County Board of Education
LEGISLATIVE COMMITTEE MEETING

August 22, 2018, 2:30 p.m.

Swann Room, GCS Administrative Offices



Committee Members: Linda Welborn, Chairperson Nora Carr, Staff Liaison
Darlene Garrett
T. Dianne Bellamy Small
Pat Tillman

AGENDA	
Welcome and Introductions	<i>Discussion Leader: Linda Welborn</i>
Review of Minutes (July 25, 2018)	<i>Discussion Leader: Linda Welborn</i>
Career and Technical Education Update	<i>Discussion Leaders: Pat Tillman, Brian Schultz and Tresha Layne</i>
GCS 2019 Legislative Agenda Priorities <ul style="list-style-type: none">• GCS 2018 Legislative Agenda• NCSBA 2018 Legislative Summary• Greensboro Chamber of Commerce: Government Affairs Committee – Call for 2019 State Legislature Agenda Items	<i>Discussion Leader: Linda Welborn</i>
North Carolina School Boards Action Center	<i>Discussion Leader: Nora Carr</i>
Other Business	<i>Discussion Leader: Linda Welborn</i>
Next Meeting: September 26, 2018	
Adjournment	

Guilford County Board of Education
LEGISLATIVE COMMITTEE MEETING

July 25, 2018, 2:30 p.m.

Swann Room, GCS Administrative Offices



Members Present: Linda Welborn, Darlene Garrett

Staff Present: Nora Carr, Kim Hipp

Other: Jill Wilson

The Committee approved minutes from the May 31, 2018 meeting.

North Carolina School Boards Action Center

- The Committee asked staff to find out which NC districts utilize the NC School Boards Action Center.

Legislative Update

- Linda Welborn reviewed the NCSBA's June 29, 2018 Legislative Update.
- The Committee will begin focusing on priorities for the district's 2019 Legislative Agenda during upcoming meetings.

Other Business

- NC Constitutional Amendments
 - Jill Wilson reviewed the following NC Constitutional amendments that will be voted on in 2018.
 1. HB 1092 – Voter ID
 2. SB 75 – Income Tax Cap at 7%
 3. HB 551 – Victims' Rights
 4. HB 913 – Bipartisan Elections Board and Appointment Control
 5. SB 677 – Right to Hunt and Fish
 6. SB 814 – Merit System for Filling Judicial Vacancies
 - Committee members and staff will look for an article, to share with the Board of Education, that provides a clear overview and potential impacts of these proposed NC constitutional amendments.
- Committee members will review the NCSBA's 2018 Legislative Summary in preparation for discussion at the August 22 meeting.
- In light of proposed changes to immigration rules, Jill Wilson will provide an expanded definition of "public charge," as the Committee would like to share this information with the Board at a future Board of Education meeting.

The next Committee meeting is August 22, 2018.

Submitted by:

Nora Carr, Chief of Staff

Council of the Great City Schools

Final Perkins CTE Act Reauthorization (H.R. 2353)

Summary of Major New Provisions

Authorization Period: Through Fiscal Year 2024; effective date of July 1, 2019.

Definitions – includes 55 definitions in contrast to 34 definitions under the current Perkins Act

Area Career and Technical Education School: reduces the number of different occupational fields covered by a school from 5 to 3 at both the secondary level and postsecondary level.

Career and Technical Education (CTE): adds alignment of State content standards for secondary CTE programs; adds coordination, to the extent practicable, between secondary and postsecondary programs through programs of study, articulation agreements, and joint program arrangements; and adds career exploration down to the middle school level.

Career Pathways, In-Demand Industry Sector or Occupation, Industry or Sector Partnership, Local Workforce Development Board, Out-of-School Youth, Out-of-Workforce Individual, and Recognized Postsecondary Credential cross-referenced to the Workforce Innovation and Opportunity Act (WIOA) but clarifies in the CTE definition that the recognized postsecondary credential may include an industry-recognized credential, certificate, or associate degree as in current law.

Career Guidance and Academic Counseling: Expands the range of counseling services.

CTE Concentrator: A secondary student who has completed at least two courses in a single CTE program or program of study and a postsecondary student who has earned at least 12 credits in a CTE program or program of study or has completed a program.

CTE Participant: A student who completes not less than one course or one credit.

Eligible Entity: A new eligible grant recipient for national innovation grants comprised of some consortium, group, or partnership of agencies, institutions, businesses, stakeholders, and others.

Evidence-Based: Cross-references the four-tiered definition from ESEA sec. 8101(21)(A).

Professional Development: Includes a 4-page definition without cross-referencing the definition from ESEA.

Program of Study: A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that: incorporates State academic standards (including employability skills), progresses in specificity (beginning with all aspects of an industry or career cluster to occupational specific instruction), includes multiple entry and exit points incorporating credentialing, and culminates in a recognized postsecondary credential.

Special Populations: Revises current definition by including low-income youth and adults, out-of-workforce individuals (striking displaced homemakers), replace LEPs with ELs, and adding homeless individuals, aged-out foster care youth, and youth with parent on active duty in the military.

Work-Based Learning: Sustained interactions with industry and community professionals in real workplace settings, to the extent practicable, or simulated environments that foster in-depth, first-hand engagement with tasks required of a given career field that are aligned to curriculum and instruction.

Prohibitions – expands current law prohibiting certain actions by the Federal Government to direct or control state and local academic content, assessments, and instruction, or mandate allocation or expenditure of funds not paid for by this Act. Also includes congressional notification and comment periods.

State Formula Allocation: Creates a hold-harmless level for state allocations based on FY 2018 funding. Continues the same age-based population formula as in current law for additional amounts. Retains the current state per capita income allotment ratio. Retains a small state minimum.

Within State Allocation:

Maintains the current 10 percent state government set-aside and adds a special populations enrollment recruitment provision for state level expenditures. Maintains the current within-state 70/30 poverty/population formula allocation for secondary programs and 100% Pell poverty-based formula allocation for postsecondary programs. Increases state flexibility to reserve and allocation 15% (instead of 10%) of the local level allotment for to rural areas, areas with high percentages or high numbers of CTE students, and a new category of areas with performance gaps for special populations to foster innovation and programs of study/pathways for in-demand occupations.

State Maintenance of Effort: allows State to reset (i.e. lower) their maintenance of effort level for CTE expenditures in the first year of the Perkins reauthorization by no more than 5%; creates new loopholes for excluding state expenditures from MOE requirements for competitive or incentive-based programs (in addition to current capital expenditures, one-time costs, and pilot programs); and allows a one-in-five-year waiver of state MOE.

Accountability System: Makes significant revisions in the Perkins Act accountability system including eliminating the current provision for the federal Department of Education to reach agreement with each State on their performance levels for core indicators and placing the focus on the “state-determined” performance measures.

Indicators of Performance

Eliminates current law authority for additional indicators of performance beyond the core indicators

Establishes core secondary CTE performance indicators for CTE concentrators that include at a minimum:

- Percentage graduating from high school (four-year rate and extended rate at state discretion);
- Proficiency on state academic standards measured by the state academic assessments;
- Percentage in postsecondary education or advanced training, military service, national volunteer service, or employment following exiting secondary education;
- At least one of the following indicators or CTE program quality: percentage graduating with a recognized postsecondary credential; percentage graduating with postsecondary

credit; percentage graduating having participated in work-based learning; and may include any other valid statewide measure; and

- Percentage in CTE programs or programs of study leading to non-traditional field.

Establishes core postsecondary CTE performance indicators for CTE concentrators that includes at minimum:

- Percentage remaining enrolled in postsecondary education or advance training, military service, national volunteer service, or employment after program completion;
- Percentage receiving recognized postsecondary credential within one year of program completion;
- Percentage in CTE programs or programs of study leading to non-traditional field.

State-Determined Levels of Performance: performance levels must be the same for all CTE concentrators

Minimum Requirements

- 1) Expressed in percentage or numerical form;
- 2) Continually make meaningful progress for all CTE students including ESEA subgroups and Perkins special populations;
- 3) Subject to public comment;
- 4) Take into account how state performance levels compare to other states;
- 5) Must be higher than the average actual performance for the 2 most recent years, when adjusted; and
- 6) Take into account how state goals are advanced.

Adjustment of State-Determined Levels of Performance for Subsequent Years:

Prior to the third program year of a four-year state plan, the state may revise its state-determined performance levels for any core indicators and submit to the Secretary for prescribed review process following a public comment and written response by the state, or if there are unanticipated circumstances requiring adjustment.

Annual State Report: Submitted annually to the Secretary reporting progress in achieving performance levels on core indicators and actual levels of performance for all CTE concentrators and ESEA subgroups and Perkins' special populations.

Data: Maintains disaggregated data for each indicator of performance for ESEA subgroups and Perkins special populations; adds disaggregation by programs or programs of study (or career clusters); and continues to require identification and quantification of any disparities or gaps in performance between any subgroup or special population and all students including a quantifiable description of the progress or each subgroup and special population. Disaggregation also required, to the extent data is available, by postsecondary enrollment (by program type), advanced training, military or national volunteer service, and employment including in-demand occupations.

State Dissemination of Actual Performance Levels: Widely disseminated including to students, parents, and educators through a variety of means including electronic, and in user-friendly formats and languages easily accessible as determined by the state.

Local Levels of Performance: adds revised requirement to continually make meaningful program toward improving performance of all CTE concentrators including ESEA subgroups and Perkins special populations; must be higher than the average actual performance for the 2 most recent years, when adjusted; and use data for performance levels that measures differences within the state in actual economic conditions and the abilities of state and eligible recipients to collect and access valid and cost-effective data. Revises language from “shall” to “may” regarding agreement between the state and eligible recipients on adjusting performance levels, and removes authorization for additional local indicators.

Annual Local Report: Makes similar modifications as in the State data and reporting requirements but uses difference language regarding public availability.

State Plan: Requires 4-year state plan in contrast to current 6-year state plan. Expands required contents of state plan and consultation and collaboration provisions, as well as continuing to allow for combined state plans with WIOA. Provides for Governor’s signature within specified timeframe. State plan approval by Secretary required within 120 days, in contrast with deemed approval after 90 days under current law.

Local Application: Requires 4-year local application in contrast to current 6-year local plan. Expands required contents of local applications to the state with new emphases on collaboration, programs of study, work-based learning, postsecondary credit, and addressing disparities and gaps. Adds expansive Comprehensive Needs Assessment at least biennially (if not annually) and expands the consultation process.

Local Uses of Funds: Combines “Use of Funds” requirements with lengthy lists of “may include” types of activities/expenditures. Adds career exploration as early as middle school. Maintains current 5% cap on local administrative costs.

State/Local Improvement Plans: analogous statutory language for state and local plans

- Maintains 90% performance attainment for any indicator now applicable for all CTE concentrators, and if not then required to develop and implement an “improvement plan”, including analysis of performance gaps and actions to address gaps.
- Continues to provide for the Secretary/State to withhold funds for failing to implement the plan or failing to meet 90% of the performance level for any core indicator for 2 consecutive years – instead of 3 consecutive years under current law. No adjustments to performance levels are allowed while executing an improvement plan for either the state or a local program.

July 2018

Legislative Summary & Analysis

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Legislative Background

On July 23, 2018, on a unanimous voice vote, the U.S. Senate approved legislation to reauthorize the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) by taking up H.R. 2353, the House-passed Perkins reauthorization bill (originally passed by the House on June 22, 2017) and then adopting a substitute amendment offered by Sen. Alexander (R-TN). The substitute amendment contained the text of S. 3217, which was the Senate's bill to reauthorize Perkins. The bill was approved under unanimous consent and no other amendments were considered on the floor. Later that same week, on July 25, 2018, the U.S. House of Representatives took up the Senate-passed version of H.R. 2353 and approved it by voice vote. With both chambers of Congress approving the same bill, no conference committee was needed. The bill was forwarded to the president for signature, and was signed into law on July 31, 2018 as Public Law 115-224.

Editorial Note:

Please note that citations contained in this document are based on current law (the Carl D. Perkins Career and Technical Education Act of 2006) as amended by H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act. We are referring to this new law as Perkins V, despite the lack of the word "Perkins" in its legislated title.

Authorization Period and Levels (Sec. 9)

Perkins V will take effect on July 1, 2019. This date will also mark the beginning of the one-year transition period, which allows eligible agencies to submit a one-year transition plan. Perkins V would reauthorize the federal investment for a total of six years, covering FY 2019 through FY 2024 (July 1, 2019 through June 30, 2025). For the Title I Basic State Grant program, the law would authorize \$1.229 billion for FY 2019 and gradually increase this authorization level to \$1.318 billion in FY 2024, which represents a 10.57 percent increase over the course of the Act compared to the amount Congress allocated to the Perkins Basic State Grant program in FY 2018. The existing Title II program of the law, known as Tech Prep, and section 118, known as the Occupational and Employment Information program, are eliminated; neither program has been funded in recent years.

It is important to note that authorization levels are a suggestion, not a guarantee of funding levels because congressional appropriators must develop and pass separate funding legislation annually. Then, the president must sign such legislation in order for these funding levels to be realized.

State Eligible Agency and Governance Structure

Perkins V retains the state governance structure of current law, whereby the state will identify an eligible agency to receive and administer the funds received from the Perkins Basic State Grant.

General responsibilities for the agency, such as state plan development and local grantee oversight, largely stay the same. However, some of these processes change significantly (please see below for additional details on these changes).

State Allotment (Sec. 111) and Within-State Allocations (Sec. 112)

The current federal-to-state formula determining state allocations for the Perkins Basic State Grant would largely stay in place in Perkins V with one exception: a significant change to the hold harmless provision as described below. In addition, the overall percentages for distributing funding within the state also remain largely unchanged, with up to 5 percent for State Administration, 10 percent for State Leadership, and 85 percent for local program distribution. Eligible agencies also retain the responsibility to determine the percentage of funds for local program distribution that is directed to the secondary and postsecondary levels (i.e., the secondary and postsecondary split). A few changes within these areas are noted below.

Hold Harmless

The hold harmless provision in current law is removed. Instead, a provision is added that ensures no state shall receive a Basic State Grant that is less than the amount received in FY 2018. This amount is referred to as a “foundational grant.” If Congress appropriates an amount for the Basic State Grant that is less than the amount appropriated in FY 2018, every state would receive an allotment that is ratably reduced (e.g., if Congress reduced the overall appropriations for Perkins by five percent, every state would receive a five percent reduction in funds from the amount they received in FY 2018). If Congress appropriates an amount for Perkins that is greater than the amount they provided in FY 2018 in subsequent years, the formula for “additional funds” from current law will be used to allocate the additional funds.

State Administration

The existing 5 percent State Administration set-aside (Sec. 112(a)(3)), including the state match requirement (Sec. 112(b)) and related responsibilities described in current law (Sec. 121), all remain unchanged under Perkins V.

State Leadership

While the 10 percent State Leadership set-aside (Sec. 112(a)(2)) itself stays the same under Perkins V, there are two significant changes made to this section of the bill:

Set-Aside for Recruiting Special Populations to Enroll in CTE Programs

Perkins V adds a new provision to require an amount that is the lesser of two options: 1) 0.1 percent or 2) \$50,000, to be used for the recruitment of special populations to enroll in CTE programs. The legislative language does not specify, as the corrections set-aside does, that this is a percentage of the Basic State Grant. Therefore, the amount should be interpreted as 0.1 percent (or \$50,000, whichever is less) of the State Leadership set-aside.

State Institutions Set-Aside

Perkins V increases the allowable state set-aside (Sec. 112(a)(2)(A)) to serve individuals in state institutions from 1 percent to 2 percent of the total amount of the Perkins Basic State Grant (but these funds come out of the amount allowed for State Leadership, which is consistent with current law), and specifically adds juvenile justice facilities to the types of institutions where these funds can be used. Also, an investment in individuals in state institutions is now a required use of funds under Section 124.

Reserve Fund

The allowable “reserve fund” (Sec. 112(c)) has been increased from 10 percent to 15 percent. The reserve fund is an option available to eligible agencies to distribute funds to eligible recipients through an alternative method. The criteria for using these funds are similar to current law (high numbers or percentages of CTE students or rural communities), but one additional option is added: areas with disparities or gaps in performance among population groups. Eligible agencies have a lot of flexibility in how to direct reserve fund resources; however, the new law specifies that they should spur innovation or support programs of study or career pathways aligned with state-identified high-skill, high-wage, or in-demand occupations or industries.

State-to-Local Formula and Eligible Recipients/Institutions

The current state-to-local formulas (Secs. 131 & 132) determining local grant allocations and the minimal allocations (\$15,000 for eligible recipients at the secondary level and \$50,000 for eligible recipients at the postsecondary level) would remain unchanged. Additionally, local education agencies, area CTE schools, and community/technical colleges remain the primary recipients (called eligible recipients) of local Perkins funding under this proposal. However, Indian Tribes, Tribal organizations, and Tribal educational agencies are added as eligible recipients at the secondary level, and at the postsecondary level as well, along with tribally controlled colleges or universities.

It is also important to note that while the statute re-orders the listing of entities under the “eligible institution” definition to list consortia at the beginning of the list rather than at the end, this change has no meaningful effect other than to more directly highlight consortia as an option.

Highlighted Definitional Changes (Sec. 3)

Perkins V contains 55 definitions compared to 34 definitions in current law. Several definitions in current law were also amended. Some of the new definitions were added in an effort to align terminology with the Workforce Innovation and Opportunity Act (WIOA) and the Every Student Succeeds Act (ESSA). Highlights of the changes and additions are included below (with definitions directly related to the accountability provisions of the law featured in the following section).

Area Career and Technical Education School

This term largely stays the same, but the number of required occupational fields needing to be offered has been reduced from five to three. There is additional emphasis on occupational fields offered in “in-demand” industry sectors or occupations, but this does not constitute a new requirement.

Career and Technical Education

Significant changes were made to the definition of “Career and Technical Education,” and, as with current law, this definition determines what activities can be funded. The new definition specifies that content must be aligned with ESSA’s state-identified academic standards at the secondary level and with rigorous academic standards at the postsecondary level. There is a new emphasis on “in-demand” industry sectors and occupations, although this does not constitute a new requirement. The definition also references the WIOA term “recognized postsecondary credential,” which includes a spectrum of credentials, but limits the list for the purposes of this law to industry-recognized credentials, certificates, or associate degrees to ensure funding remains focused on sub-baccalaureate credentials. The definition also includes new references to work-based learning, career exploration, and secondary-postsecondary connections, although none are specifically required.

CTE Participant

A CTE participant is defined as an individual at either the secondary or postsecondary level who completes at least one CTE course in a CTE program or program of study. This definition is not used

with regard to accountability requirements. It is referred to in the reserve fund, national activities, and elements of the local application and local uses of funds.

Credit Transfer Agreement

This new definition encompasses formal agreements among and between secondary and postsecondary education institutions that grant transcribed postsecondary credit. The definition specifically points out that these credits include those granted to students through a variety of means, such as dual or concurrent enrollment programs, credit granted on the basis of performance on technical assessments and more. This definition is referenced within the definition of an articulation agreement and in the secondary performance indicator of program quality.

Eligible Entity

This term is defined as a consortium that includes: 1) representatives of at least two of these categories of entities: local education agencies, education service agencies, area CTE schools, Indian Tribes or organizations, institutions of higher education or state educational agencies; 2) representatives of at least one business or industry partner; and 3) one or more stakeholders (which may include parents and students, representatives of local agencies serving out-of-school youth, homeless children and youth and at-risk youth, Indian Tribes or Tribal organizations, minority serving institutions, special populations, representatives of adult CTE providers, or other relevant community stakeholders). This definition is referenced only in regard to the competitive grant program in the National Activities section; it will not impact which entities are eligible for funding under the Basic State Grant.

Professional Development

A new, formal definition of Professional Development is introduced in Perkins V. This definition is modeled off the professional development definition in ESSA, but contains more CTE-relevant language. Professional development is defined as activities that are an integral part of strategies for providing educators with the knowledge and skills needed to enable students to succeed in CTE, and that are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and to the extent practicable evidence-based. A long list of possible activities and topics is also included (but none are required).

Programs of Study

A new, formal definition for CTE programs of study is introduced here and is emphasized throughout the legislation. The term uses some of the existing language from current law, defining a CTE program of study as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging, state-identified academic standards; addresses academic and technical knowledge, as well as employability skills (a purposefully undefined term in the law); is aligned to the needs of industries in the state, region, Tribal community, or local area; progresses in content specificity; has multiple “entry and exit points” that allow for credentialing; and ultimately culminates in the attainment of a recognized postsecondary credential.

Special Populations

Two new categories of special population students (homeless individuals and youth with parents on active duty in the armed forces) are added to the current definition to reflect changes made under ESSA. Special populations are now defined as:

- (a) individuals with disabilities;
- (b) individuals from economically disadvantaged families, including low-income youth and adults;
- (c) individuals preparing for non-traditional fields;
- (d) single parents, including single pregnant women;
- (e) out-of-workforce individuals;

- (f) English learners;
- (g) homeless individuals;
- (h) youth who are in, or have aged out of, the foster care system; and
- (i) youth with parents on active duty in the armed forces.

Work-based Learning

A new, formal definition of work-based learning is included. It emphasizes sustained interactions with industry or community professionals in real workplace settings where possible, but includes simulated environments as well. Under the definition, work-based learning must foster in-depth, first-hand engagement with the tasks required of a given career field and be aligned to curriculum and instruction.

ESSA-adopted Terminology

Perkins V adopts a number of terms from ESSA. References to dual or concurrent enrollment, early college high schools, English learners, evidence-based, high school, paraprofessionals, specialized instructional support personnel and services, and universal design for learning all take on the meanings as defined in ESSA. An online version of this Act is [available here](#).

WIOA-adopted Terminology

As with ESSA, there are also a number of terms from WIOA incorporated into this law. References to career pathways, in-demand industry sectors or occupations, industry or sector partnerships, local and state workforce development boards, out-of-school youth, and recognized postsecondary credentials all take on the meanings as defined in WIOA. An online version of this Act is [available here](#).

Accountability—Definitions, Core Indicators, Performance Targets, and Improvement Plans (Sec. 113)

Significantly, Perkins V would introduce formal definitions for CTE concentrators.

CTE Concentrator

This definition is the primary unit of analysis for Perkins V's accountability framework.

- (a) At the secondary level, a concentrator is defined as a student who completes at least two courses in a single program or program of study.
- (b) At the postsecondary level, a concentrator is defined as a student who earns 12 credits in a single CTE program or program of study or completes a CTE program if that program encompasses fewer than 12 credits.

Secondary Core Indicators of Performance

Indicators listed below are based on the secondary concentrator definition, as defined above.

1. Graduation rates (based on the ESSA four-year rate with an option to also use the extended-year rate should a state choose to do so).
2. Academic proficiency (similar to current law and based on ESSA state-identified academic standards and related assessments in math, English and science).
3. Two quarters after exiting from secondary education, student placement in postsecondary education or advanced training, military service, a service program, the Peace Corps or employment.
4. A measure of "CTE program quality," whereby the state must pick one of the following three:
 - a. student attainment of recognized postsecondary credentials;
 - b. student attainment of postsecondary credits in their CTE program/program of study;
 - or
 - c. percentage of students participating in work-based learning.

Note: In addition to selecting one of the three quality indicators above, an eligible agency may also include a second quality indicator defined as any other measure so long as it is statewide, valid, reliable, and comparable across the state. This is where technical skills assessment (TSA) would fall, if the state chose to continue to set performance targets for TSA attainment.

5. The percentage of CTE concentrators in CTE programs that lead to nontraditional fields.

Postsecondary Core Indicators of Performance

All postsecondary indicators are based on CTE concentrators, as defined above. The first two indicators are inspired by WIOA youth measures, but not fully aligned.

1. The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, a service program, the Peace Corps or are placed or retained in employment.
2. The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
3. The percentage of CTE concentrators in CTE programs that lead to nontraditional fields.

Performance Targets

Under Perkins V, eligible agencies will have the ability to set state determined levels of performance for each of the indicators listed above without the need to enter into negotiations with the U.S. Department of Education (USDE). Eligible agencies will set these state determined levels of performance in their state plan, meaning an eligible agency will set all four years of targets in their state plan submitted to the U.S. Secretary of Education (Secretary) for approval (note: this is referring to the four-year plan, not the one-year transition plan). As with current law, these state determined levels of performance must be expressed in a percentage or numerical form.

Perkins V also introduces the following new requirements for eligible agencies to abide by in setting the state determined levels of performance. These state determined levels of performance must:

1. Require the state to continually make meaningful progress toward improving the performance of all CTE students, including subgroups and subpopulations. This language is similar to but not the same as current law, which requires states to continually make progress. The differences between current law and the new language are uncertain; we are seeking clarification from congressional staff.
2. Be subject to a public comment process. Perkins V requires the eligible agency to develop the state determined levels of performance in consultation with the stakeholders (defined as the stakeholders specified in Sec. 122 – State Plan) involved in the state plan development process and then provide the public with the opportunity to submit written comments on the state determined levels of performance at least 60 days before the plan is submitted (although the comment period does not have to extend the full 60 days). The comments received must be included in the state plan and the eligible agency must include a written response to these comments in the state plan.
3. Take into account the extent to which the state determined levels of performance advance the accomplishment of the goals identified in the state plan.
4. If adjusted, take into account how the state determined levels of performance involved compare to those established by other states, considering factors including the characteristics of actual CTE concentrators (as opposed to anticipated) when CTE concentrators entered the program and the services or instruction to be provided.
5. If adjusted, be higher than the average actual performance of the two most recently completed program years.

Adjustment of Targets for Subsequent Years: Eligible agencies may revise their state determined levels of performance prior to the third program year covered by the state plan, but such levels must still meet all of the requirements (as listed above) for state determined levels of performance, including the required stakeholder input and public comment process.

Waiver: In the case of unanticipated circumstances or changes or improvements in data or measurement approaches, the eligible agency may submit adjusted state determined levels of performance at the end of a program year. In this case, the adjusted levels must meet all of the requirements for state determined levels of performance (including being subject to the public comment process), except the requirements that the adjusted levels be higher than the average of the actual performance of the two previous years and that the adjusted levels take into account the levels of other states or consider the characteristics of actual CTE concentrators (as opposed to anticipated) when CTE concentrators entered the program.

Secretary Approval: Despite the removal of the federal-to-state performance negotiation process, the Secretary would still have the authority to disapprove state plans based on the state determined levels of performance included in such plans. This is because the state determined levels of performance are considered to be part of the “requirements of the Act” and, as such, are in the purview of reasons why the Secretary may choose to disapprove a state plan (more on this in the next section).

Local Performance Targets: Perkins V would maintain the requirement that local grant recipients adopt the state determined levels of performance for each of the core indicators of performance or individually negotiate with the eligible agency to develop local levels of performance. Under either option, the local performance levels must meet the requirements outlined above and also take into account how those levels compare among other eligible recipients in the state, local economic conditions, the extent to which the levels advance the accomplishment of the goals outlined in a local application, and the eligible recipient’s ability to collect and assess data.

State and Local Reports: Additionally, eligible agencies would continue to be required to publicly report and share widely their actual performance on the core indicators of performance, with the additional requirement that these reports be in easily accessible formats and languages, as determined by the eligible agency. State and local reports would maintain the requirements in current law and continue to require the reporting and disaggregation of data. Perkins V also requires additional disaggregation occur for each core indicator by CTE program or program of study (and if this level of reporting is impractical, the data may be disaggregated by career clusters of CTE concentrators). This level of disaggregation would not be required in cases in which the number of students in a category is insufficient to yield statistically reliable information or would reveal personally identifiable information about a student. Disaggregation is also required for the two placement indicators, if data is available. This reflects current practice, but was not included in prior statute.

Improvement Plans and Sanctions (Sec. 123)

As with current law, if a state fails to meet at least 90 percent of its state determined level of performance for any of the core indicators, it must implement an improvement plan. When under such an improvement plan, the state may not adjust performance levels. USDE may withhold funding from a state that fails to implement an improvement plan or if the state had been implementing an improvement plan for any specific indicator and fails to meet at least 90 percent of the state determined level of performance for that indicator for two consecutive years after being identified for improvement. It is important to note that all of these changes are mirrored at the state-to-local level. While the legislative language is different, functionally there is no difference in the timeline for sanctions as compared to current law.

State Plan (Sec. 122)

As with current law, each eligible agency would still be required to submit a plan to USDE in order to receive its allocation. Notably, Perkins V reduces the period of time covered by the state plan to four years (from six years) in an effort to align it with the state plan length in WIOA. There is also a new option for the eligible agency to submit a four-year state plan to the Secretary 120 days prior to the end of the four-year plan initially submitted under this Act. Eligible agencies retain the option to submit annual revisions, as they do under current law.

Overall, Perkins V requires eligible agencies to develop two plans during the authorization period: a one-year transition plan and a four-year plan. Then, the eligible agency decides whether to submit a second four-year plan, which will cover the last year of this authorization and three additional subsequent years, or to submit annual revisions.

Eligible agencies retain the two options under current law to submit a plan—a “single plan,” or a “combined state plan” as outlined in WIOA. The decision to incorporate the Perkins V plan into a combined state plan with WIOA resides with the Perkins eligible agency. Perkins V lists the “combined plan” first under the options for submitting a state plan, however this does not have meaningful impact or signal a preference.

State Plan Development

As is currently the case, the eligible agency would be required to consult with a number of entities within the state, including the governor, on state plan development. Perkins V’s list expands upon current law to now include:

- representatives of secondary and postsecondary CTE programs, including eligible recipients and representatives of two-year minority-serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in states where such institutions are in existence, adult CTE providers, and charter school representatives in states where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel career and academic guidance counselors, and paraprofessionals;
- interested community representatives, including parents, students and community organizations;
- representatives of the state workforce development board established under section 101 of the Workforce Innovation and Opportunity Act;
- members and representatives of special populations;
- representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the state, as appropriate, and representatives of labor organizations in the state;
- representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act;
- representatives of Indian Tribes and Tribal organizations located in, or providing services in, the state; and
- individuals with disabilities.

Notably, there is a new requirement for the eligible agency to meet with officials from the governor’s office during the development of the state plan and prior to the submission of the state plan, as well as deliver the state plan to the governor for signature 30 days before submitting the state plan to the Secretary. If the governor does not sign the plan within 30 days of receiving it, the eligible agency

must submit the plan without the governor’s signature. While Perkins V maintains the requirement that eligible agencies conduct public hearings on the state plan, it now specifies that the public comment period be at least 30 days. This public comment period must occur after the eligible agency makes the state determined levels of performance available for public comment, as required by section 113 (details above). This is because responses to the public comments must be incorporated into the state plan and the state determined levels of performance are to be included in the state plan.

The eligible agency still determines the “split” of the state’s Perkins grant between secondary, postsecondary and adult CTE. However, Perkins V directs eligible agencies to consult with the state agency responsible for adult education when determining this split of funds, in addition to the state education agency and the state agency responsible for overseeing two-year postsecondary institutions (which were required in current law).

State Plan Contents

Perkins V changes some of the content requirements for the state plan in comparison to current law. The number of components is reduced from 20 to 14, but many components are expanded in scope. In brief, the plan must include:

1. a summary of the state’s workforce development activities and the degree to which CTE programs in the state both align to them and address the needs of employers identified by the state workforce development board;
2. the state’s strategic vision and goals for preparing an educated and skilled workforce;
3. a strategy for joint planning, alignment, coordination and leveraging of funds between CTE programs with the state’s workforce development system to achieve the goals listed above—this element of the state plan requires that CTE align with other federal programs, including the state’s core programs in WIOA, ESSA, and the Higher Education Act (HEA);
4. detailed descriptions for how CTE programs and programs of study will be developed, supported, improved, and approved (including the criteria used to assess how local applications will promote continuous improvement, expand access to CTE for special populations and support the alignment of employability skills) and for how the eligible agency will include opportunities for secondary students to participate in early postsecondary opportunities;
5. how the eligible agency will approve local eligible recipients for funding;
6. how the eligible agency will support the recruitment and retention of CTE teachers, faculty, and administrators, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations;
7. a description for how the eligible agency plans to spend its State Leadership resources;
8. how the eligible agency will determine the “split” between secondary and postsecondary CTE systems;
9. a description of the eligible agency’s program strategies for special populations, including how individuals who are members of the special populations will be provided with appropriate accommodations and instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment;
10. a description of how the eligible agency will determine levels of performance for the core indicators of performance described above, including a description of the public comment process, an explanation for the levels and how these levels set align with the levels, goals and objectives of other federal and state laws;
11. a description of how the eligible agency will address disparities or gaps in performance in each of the plan years; and if no meaningful progress has been achieved before the third program year, the additional actions the eligible agency will take to eliminate these disparities or gaps. It is important to note that congressional staff indicated that the intent behind this state plan requirement (and the similar local application requirement) is to require the eligible agency to share its process for reviewing data, determining disparities and gaps and

- determining activities to address them. It was not congressional intention that states would actually include the specific gaps or strategies to reduce disparities in the initial state plan.
12. a description of how the eligible agency will involve stakeholders in the planning, development, implementation and evaluation of CTE programs;
 13. assurances that the eligible agency will comply with the legal requirements of the Act; and
 14. a description of the opportunities for public to comment on the state plan in person and in writing.

State Plan Approval

The Secretary is required to approve the state plan so long as it “meets the requirements of the Act.” A state plan is also deemed approved if the Secretary has not responded within 120 days. As mentioned earlier, the Secretary still retains the ability to disapprove a state plan if it does not meet the requirements of the Act, which includes the requirement that the state determined levels of performance meet the criteria specified in the Act. Should the Secretary elect to disapprove the state plan for any reason, USDE must notify the eligible agency in writing, provide justification for its disapproval, and grant the eligible agency a hearing. However, the steps that would be taken following a hearing are not specified.

State Leadership (Sec. 124)

As noted earlier, Perkins V maintains the current 10 percent set-aside for State Leadership activities. In current law there are nine required uses of funds and 17 permissible uses. Perkins V changes these requirements to five required uses of funds and 25 permissible uses of funds. The required State Leadership uses of funds include:

1. support for preparation for non-traditional fields in current and emerging professions, support for programs for special populations, and other activities that expose students, including special populations, to high skill, high wage and in-demand occupations;
2. individuals in state institutions, such as state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
3. recruiting, preparing, or retaining of CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as pre-service, professional development, or leadership development programs;
4. providing technical assistance to local eligible recipients; and
5. reporting on the effectiveness of this funding stream in achieving the state’s strategic vision and goals for “preparing an educated and skilled workforce” as well as meeting the state’s state determined levels of performance for the core accountability indicators and reducing disparities or performance gaps in those levels.

There are a total of 25 permissible uses of funds under this section, which vary greatly in scope and feasibility. In brief, they are:

- developing statewide programs of study;
- approving locally developed programs of study;
- establishing statewide articulation agreements;
- establishing statewide sector or industry partnerships;
- high-quality comprehensive professional development;
- supporting eligible recipients in eliminating inequities in student access to high-quality programs of study and effective instructional personnel;
- awarding incentive grants to eligible recipients;
- supporting the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with

recognized postsecondary credentials and employment outcomes or consultation with other state agencies on licenses or certifications;

- pay for success initiatives leading to a recognized postsecondary credential;
- supporting CTE programs for adults and out-of-school youth;
- supporting competency-based curricula;
- supporting programs of study or career pathways in areas declared to be in a state of emergency;
- partnering with qualified intermediary organizations;
- improving career guidance and academic counseling programs;
- supporting the integration of employability skills into CTE programs and programs of study;
- supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), supporting the integration of arts and design skills, and supporting hands-on learning, particularly for students who are members of groups underrepresented in such subject fields;
- supporting career and technical student organizations (CTSOs);
- establishing and expanding work-based learning opportunities;
- integrating and aligning programs of study and career pathways;
- supporting the use of CTE programs and programs of study aligned with in-demand industry sectors or occupations;
- making all forms of instructional content widely available;
- developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
- supporting accelerated learning programs that are part of a program of study;
- supporting career academies; and
- other State Leadership activities that improve CTE.

Local Application (Sec. 134)

The local plan as it exists in current law is renamed the “local application” for purposes of Perkins V, and is restructured into three pieces: the actual application components, the comprehensive needs assessment, and consultation requirements.

Application Components

Each eligible recipient must submit a local application to be eligible for funding, and the local application should cover the same time period as the state plan—four years. Eligible agencies can add additional requirements (as under current law), but the following specific requirements for the application are delineated in Perkins V:

1. a description of the results of the comprehensive needs assessment;
2. information on the CTE course offerings and activities to be provided with Perkins funds, which shall include at least one state-approved program of study;
3. a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide a series of career exploration and career guidance activities;
4. a description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through integration;
5. a description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency; prepare

CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

6. a description of the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable;
7. a description of how the eligible recipient will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school, as practicable;
8. a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel; and
9. a description of how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

Comprehensive Needs Assessment

The comprehensive needs assessment is the largest addition to this section of the law. This new process must be completed by the eligible recipient at the beginning of the grant period and updated at least once every two years. The needs assessment should include reviews of at least five elements:

1. student performance on the performance indicators, including the performance of special populations and subgroups;
2. whether programs are of sufficient size, scope, and quality to meet the needs of all students served by the eligible recipient and are meeting labor market needs;
3. progress toward the implementation of CTE programs and programs of study;
4. how the eligible recipient will improve recruitment, retention, and training of CTE professionals, including underrepresented groups; and
5. progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students.

Consultation Requirements

The local recipient is required to consult with a number of groups during the needs assessment process and development of the local application, an expansion of the consultation process that is included in current law related to the local plan. These groups include secondary and postsecondary educators, administrators and other support staff; state or local workforce development boards; business and industry representatives; parents and students; representatives of special populations; representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth; representatives of Indian Tribes and Tribal organizations in the state (where applicable); and any other stakeholders required by the eligible agency.

In addition, continued consultation is required with these groups, with specific parameters determined by the eligible agency. This continued consultation may address updates to the needs assessment, ensure that programs remain responsive to labor market and employer needs, give employers opportunities to provide input into programs, identify work-based learning opportunities, and ensure funding is coordinated with other local resources.

Local Uses of Funds (Sec. 135)

One of the most significant changes to the local uses of funds section is the link to the local needs assessment, and the requirement that the allocation of resources be aligned with the results of that assessment. Specifically, the section requires that funds be spent “to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).”

The other significant change is that the uses of funds are streamlined. The majority of the current uses of funds are still covered, although some have fewer explicit clauses. There are also no longer discrete “required” and “permissive” uses of funds subsections, but instead, many of the former “permissive” uses are included as options under required activities.

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective, the law includes six new “required” activities:

1. provide career exploration and career development activities through an organized, systematic framework;
2. provide professional development for a wide variety of CTE professionals;
3. provide within CTE the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
4. support integration of academic skills into CTE programs;
5. plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement; and
6. develop and implement evaluations of the activities funded by Perkins.

Key activities such as purchasing equipment and supporting CTSOs, work-based learning, and dual and concurrent enrollment, among numerous others (20 in total), are included under the elements that support implementation of programs and programs of study.

In addition, the option for local recipients to pool funds with other recipients that exists in current law was maintained in Perkins V, but only related to professional development activities. This is also explicitly referenced in the State Leadership permissible uses of funds section as an option that can be incentivized by the eligible agency. Finally, and in line with current law, the 5 percent limit on administrative costs at the local level has been carried over in Perkins V.

National Activities (Sec. 114)

Significant changes were made to the elements included under the national activities section of the law. First, the Director of the Institute of Education Sciences (IES) is brought in as a partner in administering data collection, research and evaluation activities.

Specific language is added to the section to now require the Secretary to carry out the research and evaluation activities in this section. The single plan for these activities and advisory panel are maintained from current law, with a few additional stakeholders required.

The national assessment of CTE is reconfigured as a national “evaluation” under this set of activities, with a series of grants, contracts or cooperative agreements awarded competitively. Reports from the evaluation are due every two years after the law’s enactment.

There is no longer a requirement for a specific “national research center” as under current law, although nothing in Perkins V would preclude USDE from establishing one or more centers, and research remains a key component of this section. Research grants must also be awarded

competitively to institutions of higher education or consortia of one or more institutions of higher education and one or more private nonprofit partners, and a variety of research activities are outlined.

In addition, a new innovation and modernization grant program is added to the section. Under this program, USDE would award competitive grants to eligible entities, eligible institutions or eligible recipients to identify, support and rigorously evaluate evidence-based and innovative strategies and activities to improve and modernize CTE and align workforce skills with labor market needs.

This section, as in current law, has a funding stream separate from the Basic State Grant program authorized elsewhere under Title I of Perkins V, and now includes specific authorization levels for these activities. In FY 2019 this section would be authorized at \$7.651 million, which would grow over time to \$8.202 million by FY 2024. Much like authorization levels contained elsewhere in Perkins V, Congress must pass separate appropriations legislation for these funding levels to be realized. It is also important to note that Perkins V requires the research and evaluation components as outlined above, but notes that the innovation and modernization program is an option for which up to 20 percent of the overall allocation for this section can be spent.

Fiscal Provisions: Supplement-not-Supplant and Maintenance of Effort (Sec. 211)

Current supplement-not-supplant requirements stay intact under Perkins V.

While Perkins V maintains the current 100 percent state fiscal effort requirement that compels eligible agencies to maintain the same fiscal effort, on an aggregate or per-pupil basis, as they did the year before, it also introduces some new flexibility.

First, Perkins V allows the eligible agency to exclude additional CTE-related expenditures including competitive or incentive-based programs (in addition to currently allowed capital expenditures, special one-time project costs, and the cost of pilot programs), at the request of the eligible agency. It is important to note that it is at the eligible agency's discretion to include or exclude any of these expenditures.

Second, the new maintenance of effort (MOE) language affords eligible agencies the one-time-only opportunity to "reset" their existing MOE baseline level for the first full fiscal year following the law's enactment date (which would be FY 2020). However, eligible agencies may still elect to maintain their existing baseline should they choose to do so. If reset, the new baseline must be at least 95 percent of prior year expenditures. The waiver language is also amended to remove the option for the Secretary to waive the requirements of 5 percent of expenditures for one year, but maintains waivers in the event of exceptional or uncontrollable circumstances.

Miscellaneous Provisions and Conforming Amendments

Middle Grades Change (Sec. 215)

Perkins V removes a restriction from current law that prohibited funding to provide CTE programs to students below the seventh grade, instead replacing it with a prohibition on funding below the "middle grades." This provision specifies that "middle grades" is defined as it is in ESSA, which includes grades five through eight.

New GAO Study (Sec. 219)

Perkins V would require the Government Accountability Office (GAO) to conduct a study to evaluate the "strategies, components, policies, and practices" used by eligible agencies and local eligible

recipients to ensure that all students, including specific subpopulations, are able to pursue and complete CTE programs of study aligned to high-skill, high-wage occupations. The study would also assess any challenges associated with the replication of these approaches, and require a specific focus on subgroups that may be underrepresented in such occupations. In conducting this study, the GAO must consult with students and parents, eligible agencies and recipients, teachers and faculty and other educators, Indian Tribes and Tribal organizations, special populations, and representatives of business and industry. The study must be submitted to the House Committee on Education and the Workforce and Senate HELP Committee and would not be binding.

Wagner-Peyser Alignment

The Workforce and Labor Market Information System under Wagner-Peyser (Title III of WIOA) is amended through Perkins V to ensure that the labor market information produced under Wagner-Peyser can be readily accessed and used by the Perkins eligible agency and in turn, local eligible recipients.

For more information related to this brief, please contact Kathryn Zekus, Senior Associate, Federal Policy for Advance CTE, at kzekus@careertech.org, or Alisha Hyslop, Director of Public Policy for ACTE, at ahyslop@acteonline.org.

BOARD OF EDUCATION

2018 Legislative Agenda

STATE ISSUES

K-3 Class-Size Reduction-Mandate

- Repeal the K-3 class-size reduction-mandate (HB 1030 and HB 13), restore flexibility in adjusting class sizes to meet local staffing needs and concerns, and fully fund enrichment teachers.

Career and Technical Education

- Strengthen economic development by providing funding to GCS and Guilford County to pilot a P-TECH school in advanced manufacturing to meet high-growth industry needs.
- Streamline process to use skilled industry and trade professionals as teachers or co-teachers in K-12 schools.
- Expand paid internships and apprenticeships for high school and community college students in high-growth career and technical professions; incentivize industry to provide STEM employees on-loan to K-12 public schools to serve as co-teachers.

Teacher and Principal Pipeline

- Address personnel shortages by removing the six-month wait-period and health insurance penalty for state retirees.

- Increase teacher and principal pay to the national average within four years and provide incentives to recruit and retain personnel for difficult-to-fill positions.
- Hold veteran teachers and principals harmless from salary reductions.
- Create student loan forgiveness program and other financial incentives to encourage top-performing high school and college graduates to pursue teaching as a profession, particularly in STEM subjects.

Pre-Kindergarten

- Expand high-quality pre-kindergarten programs to serve all four-year-olds.

School Funding Formula and Tax-Free Status

- Provide adequate funding for strong public schools, including adequate funding for classified employees.
- Provide a simplified, flexible and more streamlined approach to funding schools that weights allocations based on poverty, disability, English Language status and other student needs without reducing current levels of funding.
- Restore tax-free status to all local education agencies and traditional public schools.

- Oppose portability proposals that leave too few dollars in schools with the highest concentrations of student poverty.

School Safety

- Increase state funding to secure facilities, upgrade safety-related technologies, provide more training, and add more safety- and security-related personnel.
- Increase state allocations for school-based and community-based mental health personnel and services.
- Oppose arming teachers or other school personnel other than sworn law enforcement officers.
- Strengthen background checks and processes for all firearm purchases.
- Restrict access to automatic weapons, bump stocks and related equipment to on-duty military and law enforcement personnel.

Facilities

- Support the proposed \$1.9 billion statewide bond issue, which if approved by voters, would add nearly \$38 million to the GCS budget for school facility improvements.

FEDERAL ISSUES

- Fuel economic growth by providing low-interest bond dollars or other federal infrastructure funding for public school capital needs; prioritize funding by student poverty rates.
- Maintain and increase funding for Title I, Title II, Title III and Title IV based on high concentrations of poverty, disability, English Language Learners and other student needs.
- Maintain public schools' ability to seek Medicaid reimbursement for IEP-required health and related services for students with disabilities.
- Oppose portability proposals that leave too few dollars in public schools with the highest concentrations of poverty, disability, English Language learners and other student needs.
- Oppose any dismantling of key protections and rights provided to students with disabilities under the Individuals with Disabilities Education Act and the Americans with Disabilities Act.
- Oppose policies that reduce funding for public schools that serve the highest concentrations of poverty and other student needs, or that negatively impact public school educators, students or families.
- Streamline the pathway to citizenship for DACA (Deferred Action for Childhood Arrivals) or similarly situated students.
- Oppose the use of federal funds for private school vouchers and private school tuition tax subsidies.
- Retain local flexibility and formula grants as part of the Perkins Career and Technical Education (CTE) Reauthorization.
 - Oppose reserving additional Perkins funds at the state level or watering down state maintenance of effort requirements.
 - Oppose proposals to mandate joint applications from school districts and community colleges for these formula grants.
 - Oppose shifting from formula (need-based) funding to competitive grants.
- Increase federal funding to secure facilities, upgrade safety-related technologies, provide more training, and add more safety- and security-related personnel.
- Increase federal allocations for school-based and community-based mental health personnel and services.

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In compliance with federal laws, Guilford County Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law. Refer to the Board of Education's Discrimination Free Environment Policy AC for a complete statement. Inquiries or complaints should be directed to the Guilford County Schools Compliance Officer, 120 Franklin Boulevard, Greensboro, NC 27401, or 336.370.8154.

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PUBLIC EDUCATION: NORTH CAROLINA'S BEST INVESTMENT

2018 LEGISLATIVE SUMMARY

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**2018 Legislative Summary
Table of Contents**

FY 2018-19 Budget

Money Report.....	5
Special Provisions.....	13

2018 Statewide Public Bill Summaries

House

HB 90	Changes to Education and Election Laws.....	27
HB 92	Cherokee Reg. Plate/Teaching Agreement.....	28
HB 374	Regulatory Reform Act of 2018.....	29
HB 382	DOI Omnibus- AB.....	29
HB 496	Fair and Nonpartisan Ballot Placement.....	29
HB 611	Employment Contract Exception.....	29
HB 670	Protect Educational Property.....	29
HB 852	Real Prop. Tech Correc/Solicitation of Copies.....	30
HB 986	Various Changes to Education Laws.....	30
HB 1031	Local Ed. Funding Dispute Process.....	30
HR 1102	Study Best Practice/Advanced Ed Opportunities.....	31

Senate

SB 75	Const. Amd. – Max. Income Tax Rate of 7.0%.....	31
SB 125	Various Changes to Education.....	32
SB 140	Title Ins. Rev/Bailbondsmen Deposits.....	32
SB 335	Budget Technical Corrections & Study.....	32
SB 420	CC Governance/Amend Medical Bd.....	33
SB 486	The Elections Security and Transparency Act.....	33
SB 655	Change Date When Primary Elections Held.....	33
SB 768	People First Language 2018.....	33

2018 State Health Plan, Retirement, Unemployment, and Workers’ Compensation Bills

HB 284	25-Year LEO Retirement Option.....	34
HB 651	State Pension/Retiree Health Benefit Fund Solvency.....	34
HB 931	UI Technical Changes.....	34
HB 977	Admin. Changes Ret. System/Treasurer.....	34
HB 985	Retirement Technical Corrections Act of 2018- AB.....	35
HB 1056	FAIR 2018- AB.....	35

2018 Local Bill Summaries

House

HB 12	Community College Boards of Trustees.....	36
HB 514	Permit Municipal Charter School/Certain Towns.....	36
HB 954	Rockingham County School Board/Chair Term.....	37
HB 1076	Alamance/Guilford Boundary Line.....	37
HB 1082	Wake/Chatham/Harnett Boundary Line.....	37

SUMMARY OF FY 2018-19 APPROPRIATIONS ACT
SB 99 (S.L. 2018-5)

Includes provisions of Budget Technical Correction Bill SB 335

Money Report

K-12 PUBLIC EDUCATION	FY 18-19 CERTIFIED		FY 18-19 ADJUSTMENTS	
Base Budget	\$8,723,720,986			
A. Reserve for Salaries & Benefits				
Teachers/Instructional Support Personnel Compensation: - 6.5% Avg Increase in 2018-19. - 9.6% Avg Increase Across Biennium - Step Increases - \$700 additional base salary at step 25+ over the original certified budget	\$372,639,349	R	\$11,831,640	R
Veteran Teacher Bonuses: - Does not fund this bonus program for 2018-19 - Gives salary increases to step 25+ instead	\$5,000,000	NR	(\$5,000,000)	NR
Teacher Bonus Programs: - Makes 3 rd grade reading, AP/IB/CTE teacher bonus pilot programs permanent and funded at recurring level	\$14,900,000	R	.	
Teacher Bonus Programs: Grades 4-8 Math Grades 4-5 Reading - Both programs made permanent and funded at recurring level			\$22,900,000	R
Accelerated Salary Schedule Placement for Teachers Meeting Certain Qualifications	\$700,000	R		

K-12 PUBLIC EDUCATION	FY 18-19 CERTIFIED		FY 18-19 ADJUSTMENTS	
School-Based Admin Compensation	\$40,587,664	R		
- Higher principal salary levels at each rung over 2017-18			\$12,000,000	R
- Avg increase of 6.1%				
- Revised bonus program				
- Salary increases for Asst. Principals			\$418,000	R
Non-Certified/Central Office Compensation	\$61,537,448	R	\$28,191,221	R
- 2% salary increase above 2017-18				
DPI Salary Increases	\$997,153	R	\$1,135,020	R
- 2% or enough to make \$31,200				
State Agency Teachers Salary Increases	\$672,584	R	\$42,708	R
Retirement Contribution – LEA Personnel	\$126,048,580	R	\$6,963,644 \$19,624,812	R NR
-One-Time 1.0% COLA				
Retirement Contribution – DPI Personnel	\$948,345	R	\$49,509 \$139,526	R NR
Adjusted Contribution and One-Time 1.0% COLA				
State Health Plan Contribution – LEA Personnel	\$67,680,526	R		
State Health Plan Contribution – DPI	\$357,620	R		
B. Technical Adjustments				
Average Daily Membership (ADM)	\$31,897,244	R	\$14,712,831	R
- Fully funds ADM growth for 2018-19				
Avg Salary Adjustment Based on Actual December Salary Data	\$3,258,025	R		
Children with Disabilities – Adjust to Reflect April Headcount	(\$3,305,661)	R		
Lottery/General Fund Swap-Out for Noninstructional Support Personnel	(\$13,647,595)	R		

K-12 PUBLIC EDUCATION	FY 18-19 CERTIFIED		FY 18-19 ADJUSTMENTS	
C. State Public School Fund				
Fines/Forfeitures – School Technology For 2018-19: - Eliminates \$18M in appropriations that have historically gone to school technology from the fines and forfeitures fund - Appropriates \$44.8M in overrealized receipts - Net gain for school technology= \$26.8M - Reduces GF appropriation with transfer from the Fines/Forfeiture Fund			(\$50,000,000)	
General Fund/Lottery Swap-Out for Transportation Funding	(\$1,386,090)	R	(\$20,000,000)	R
ADM Contingency Reserve			(\$6,000,000)	R
Textbooks and Digital Materials Allotment - \$12M transferred to the allotment from the Indian Gaming Reserve Fund			(\$1,114,840)	NR
Miscellaneous Contractual Services Reduction			(\$400,000)	R
Central Office Staff Development Reduction			(\$64,560)	R
Digital Learning Plan - Makes increased level of funding non-recurring	\$2,420,000	R	(\$2,420,000) \$2,420,000	R NR
K-5 Program Enhancement Teachers 2018-19 - Appropriated by HB90/SL 2018-2	\$61,359,225	R		
Transportation Allotment ADM and Fuel Increase - \$15M from Fines/Forfeiture Fund for 2018-19 - Offsets increases in fuel costs and transportation costs				

K-12 PUBLIC EDUCATION	FY 18-19 CERTIFIED		FY 18-19 ADJUSTMENTS	
School Safety Programs - \$5M for anonymous tip line/student threat reporting application (NR) - \$10M grants for personnel to assist mental health needs of students (nurses/counselors etc.) (NR) - \$3M training for school mental health personnel (NR) - \$2M for community partners to provide grants for students in crisis (NR) - \$3M for school safety equipment grants (NR) - \$5M in new recurring funding for SRO elementary/middle school grant program (R)			\$5,000,000 \$23,000,000 (\$18,000,000 from General Fund/ \$10,000,000 in funds from Dorothea Dix Hospital Property Fund)	R NR
Advanced Placement Partnership			\$500,000 \$150,000	R NR
Children with Disabilities – Maintain the Portion of Funds that Can be Used in an LEA from 12.5% to 12.75%	\$6,319,908	R		
Geographically Isolated Schools - Newly eligible schools	\$506,064	R		
Central Office Allotment Cuts - Additional \$4.1M in cuts in 2018-19 - 11.6% cut over 2 years	(\$11,000,000)	R		
Eliminate Analysis of Student Work Process	(\$325,000)	R		
Cooperative Innovative High Schools	(\$2,246,612)	R		
Adjust Social Security Benefit Line-Item to Align Budgeted Funds Closer to Actual Spending	(\$5,000,000)	R		
Small Specialty Schools – Align Budgeted Funds Closer to Actual Spending	(\$2,199,336)	R		
Advanced Teaching Roles - Extend pilot program from 3 years to 8 years			\$500,000 \$200,000	R NR
Small County Schools Supplemental Funding Allotment	(\$3,969,607)	R		
D. Department of Public Instruction				
Funds to Implement the School Business Systems Modernization Initiative	\$10,000,000	NR	(\$200,000)	NR
Transfer the Education and Workforce Innovation Commission from Governor’s Office to DPI	\$2,001,118	R		
6 th and 7 th CTE Grade Expansion Grant Program	\$700,000	R	\$470,000 \$230,000	R NR

K-12 PUBLIC EDUCATION	FY 18-19 CERTIFIED		FY 18-19 ADJUSTMENTS	
Computer Science Initiative			\$500,000	R
Funds to Improve Licensure Efficiencies			\$140,000	R
Funds for Charter School Advisory Board and PEPSC			\$20,000	R
B-3 Inter-Agency Council – Positions	\$250,000	R		
NCCAT	\$300,000	R		
Future Ready Students	\$200,000	R		
Teacher Prep Review and Approval – Positions	\$200,000	R		
Reimbursement for Teacher Licensure Fee for Initially Licensed Teachers	\$245,000	R		
Positions for State Superintendent’s Office	\$700,000	R		
DPI Audit	(\$1,000,000)	R		
- Anticipated savings from audit				
Management Flexibility Reduction	(\$7,297,771)	R		
- Retain scheduled \$4.1M additional cut				
- 13.9% Cut across the biennium				
SBE Legal Services	(\$140,000)	R		
- Reversion of money set aside in 2016				
SBE	(\$188,030)	R		
- Continue elimination of Previously Filled Position - Associate State School Superintendent				
DPI	(\$583,496)	R		
- Continue elimination of 7 vacant positions				
DPI	(\$59,988)	R		
- Continue elimination of part-time position				
DPI	(\$254,002)	R		
- Continue elimination of 3 positions				
Teacher Assistant Tuition Reimbursement Program Expansion to 19 More LEAs in 2018-19	\$315,000	R	\$448,315	R
NC Council on the Holocaust			\$10,000	NR
E. Grants				
Eastern NC Stem – Add Edgecombe County Schools			\$400,000	NR
Muddy Sneakers			\$400,000	NR
Schools That Lead Pilot Program			\$350,000	R

K-12 PUBLIC EDUCATION	FY 18-19 CERTIFIED		FY 18-19 ADJUSTMENTS	
BEGINNINGS for Parents of Children who are Deaf or Hard of Hearing			\$300,000	NR
Cabarrus County Education Foundation			\$250,000	NR
Life Changing Experiences Pilot Program	\$360,000	NR		
School Security Equipment for Johnston, Harnett, Lee County Schools			\$250,000	NR
Henderson County Schools for “Leader in Me” pilot program			\$200,000	NR
DonorsChoose.org for teachers to receive classroom supplies (\$200,000 NR)				
<i>Repealed by Budget Technical Corrections, S.L. 2018-97, Sec. 2.15</i>				
Tri-County Early College in Cherokee County – Innovation Lab			\$200,000	NR
Stop the Bleed Program - Bleeding control kits for Transylvania County Schools			\$126,950	NR
Webb Street School in Gaston County – Handicapped Accessible Playground			\$100,000	NR
Avery County Schools – High School Improvements and Renovations			\$100,000	NR
United Way of Alamance County – “Leader in Me” program			\$75,000	NR
Franklin County Education Foundation – Teacher Grants for Classroom Supplies			\$60,000	NR
Gaston County Schools – 4 Elementary Schools			\$50,000	NR
Town of Holly Springs for Anti-Bullying Program, School Safety Program, Teacher Classroom Supply Program, and Youth Advisory Board			\$50,000	NR
REAL School Gardens’ Carolinas Region			\$50,000	NR
Pitt County Schools for School Safety			\$50,000	NR
Communities in Schools of Cape Fear in New Hanover County			\$45,000	NR
Reach Out and Read – Add Wayne County			\$35,000	NR
Swain County High School Driveway			\$35,000	NR
Communities Supporting Schools of Wayne			\$30,000	NR
New Dimensions Charter School Grant for New Classrooms <i>*SB 335, Budget Technical Corrections, Sec. 2.3 (S.L. 2018-97) changed the use of these funds to current operations only*</i>			\$25,000	NR
Cary Chamber of Commerce – Teacher Classroom Supply Program (or Similar Public Education Support Program)			\$25,000	NR

K-12 PUBLIC EDUCATION	FY 18-19 CERTIFIED		FY 18-19 ADJUSTMENTS	
Clay County Middle School Guardrail			\$15,000	NR
Columbus Career and College Academy			\$10,000	NR
Robeson County Career Center			\$10,000	NR
Robeson Early College High School – Robotics Program			\$7,500	NR
<i>Graham County Schools received a grant through SB 335, Budget Technical Corrections, Sec. 2.14 (S.L. 2018-97).</i>			\$10,000	NR
F. Reserves and Transfers				
Coding and Mobile Application Grant Program	\$800,000	R		
Grants to DPI for LEAs to Establish Innovation Zone Models	\$450,000	R		
Transfer out of Education Endowment Fund for Start-Up Funds to Reinstate the NC Teaching Fellows Program	\$1,000,000	R		
Enacted Budget	\$9,486,468,651			
Legislative Adjustments			\$59,657,276	
Revised Budget	\$9,546,125,927			

OTHER MONEY PROVISIONS	FY 18-19 CERTIFIED		FY 18-19 ADJUSTMENTS	
Community Colleges				
NC Works Career Coaches	\$1,800,000	R		
Transfer of the Apprenticeship NC Program to NC Community College System	\$850,315	R		
Career and College Ready Graduate Program			\$135,000 \$220,000	R NR
UNC System				
Opportunity Scholarship Voucher Program - Yearly statutory funding increases are built into base budget - 2018-19 Total Funding: \$54,800,000	\$20,000,000 <i>*not shown in Money Report but shown in statute</i>	R		
Special Education Voucher Program			\$3,015,000	R
State Agency Teachers/School Administrators	\$482,812	R	\$26,393	R
UNC Lab Schools	\$930,000	R	\$1,070,000	R

K-12 PUBLIC EDUCATION	FY 18-19 CERTIFIED		FY 18-19 ADJUSTMENTS	
New Teacher Support Program	\$1,000,000	R		
Future Teachers of NC Program	\$278,500	R		
Principal Prep Grants Program	\$80,000	R		
Teaching Fellows				
Restoration of Program with \$6M from the Education Endowment Fund				
Funding for Education Savings Accounts	\$3,000,000	R		
Department of Health and Human Services				
NC Pre-K Additional Slots - 2018-19: 1,800 new slots - *\$12,200,000 also from TANF Funds - Swap out of General Funds with TANF funds. Total funding is unchanged.	\$6,100,000	R	(\$50,000,000)	R
State Agency Teachers/Administrators	\$165,223	R	\$8,533	R
State Agency Teachers/Administrators	\$12,592	R	\$1,505	R
Transylvania County Early Childhood Initiative			\$50,000	NR
Department of Commerce				
James Shaw ACE Academy	\$50,000	NR		
Department of Agriculture and Consumer Services				
Southern Guilford High School Future Farmers of America animal science project. - \$60,000 from the Tobacco Trust Fund				
Department of Natural and Cultural Resources				
NC Symphony Orchestra <ul style="list-style-type: none">\$50,000 shall be used to provide access to NC Symphony performances for public schools without transportation.	\$350,000	NR	\$350,000	NR
Department of Justice and Public Safety				
State Agency Teachers/Administrators	\$554,938	R	\$29,823	R
Statewide Reserves				
Reserve for Public School ADM Growth Eliminated	\$48,410,289	R	(\$48,410,289)	R

BUDGET SPECIAL PROVISIONS

ALL SPECIAL PROVISIONS ARE EFFECTIVE JULY 1, 2018, UNLESS OTHERWISE NOTED

PART V - OTHER APPROPRIATIONS

Section 5.3 Needs-Based School Capital and Lottery Changes

General Lottery Allocations

Changes appropriations from the Education Lottery Fund as follows:

	2017-18	2018-19 Original	2018-19 revised
Noninstructional Support Personnel	\$383,888,897 (56.7%)	\$385,914,455 (56.7%)	\$385,914,455 (51.9%)
NC Pre-K	\$78,252,110 (11.6%)	\$78,252,110 (11.5%)	\$78,252,110 (10.5%)
Public School Building Capital Fund	\$100,000,000 (14.8%)	\$100,000,000 (14.7%)	\$100,000,000 (13.4%)
Needs-Based Public School Capital Fund	\$30,000,000 (4.4%)	\$75,000,000 (11%)	\$117,320,354 (15.8%)
Scholarships for Needy Students	\$30,450,000 (4.5%)	\$30,450,000 (4.4%)	\$30,450,000 (4.1%)
UNC Need-Based Financial Aid	\$10,744,733 (1.6%)	\$10,744,733 (1.5%)	\$10,744,733 (1.4%)
LEA Transportation	\$43,277,192 (6.4%)	\$1,386,090 (0.2%)	\$21,386,090 (2.9%)

Total Appropriation

\$676,612,932

\$681,747,388

\$744,067,742

Needs-Based Public School Capital Fund

Requires LEAs that receive monies through the Needs-Based Public School Capital Fund grant program to enter into an agreement with DPI delineating the use of grant funds. Also outlines the items that must be part of this agreement.

Allows counties that receive a grant through this program to use the funds to enter into school leasing arrangements for a term of 15-25 years. Specifies the other requirements that must be in place for a county to use funds for leases. Prohibits a county from receiving Needs-Based grant funds more than once every five years.

Section 5.4 Civil Penalty and Forfeiture Fund

Changes the appropriations from the Civil Penalty and Forfeiture Fund as follows:

	<u>FY 2018-19 original</u>	<u>FY 2018-19 revised</u>
School Technology Fund	\$18,000,000	\$0
Driver Education	\$27,393,768	\$27,393,768
State Public School Fund	\$128,341,640	\$178,341,640
Transportation Adjustment		\$15,000,000
Total Appropriation	\$173,735,408	\$220,735,408

Section 5.5 Indian Gaming Education Revenue Fund

Increases the transfer of funds from the Indian Gaming Education Revenue Fund to the Textbooks/Digital Resources allotment from \$6 million to \$19 million for 2018-19.

PART VI – GENERAL PROVISIONS

Section 6.3 Budget Accountability and Transparency Reform Initiative

Creates the Budget Accountability and Transparency Reform pilot program for the Department of Public Safety. States that the purpose of the pilot is to ensure more budget transparency. Establishes reporting requirements.

PART VII - PUBLIC SCHOOLS

Section 7.1 Adjustment for Funds for Children with Disabilities

Allocates supplemental funding for children with disabilities to align actual numbers with April 2018 headcount. Sets per-pupil funding at \$4,442.34 (was, \$4,125.27) for 2018-19.

Keeps the 12.75% cap on the portion of an LEA’s ADM that can be funded through this allotment.

*****Continues the prohibition on transfers of monies OUT OF this allotment.*****

Section 7.2 Adjustment for Funds for Academically Gifted Children

Sets per-pupil funding for academically gifted children at \$1,339.14 (was, \$1,314.56) for 2018-19.

Retains 4% cap on portion of LEA’s ADM that can be funded through this allotment.

*****Prohibits transfers OUT OF this allotment beginning with the 2018-19 school year (was already included in the biennium budget).*****

Section 7.3 Adjust Supplemental Funding in Low-Wealth Counties

Retains historical funding formula for Low-Wealth County Supplemental Funding allotment, requirements for using the funds, and nonsupplant language.

Low Wealth Funding Hold Harmless

For Cumberland and Onslow counties, funding from this allotment stream is to be the higher of 2018-19 or 2012-13 levels. **Adds Wayne County Schools** to this hold harmless provision.

Section 7.4 Adjust Small County School System Supplemental Funding

Expands the maximum allotted ADM level for an LEA to qualify for this funding from 3,200 to 3,300. Retains the rest of the historical ADM bands and supplemental funding amount. Retains the phase-out periods.

Section 7.5 Revise DPI Budget Reductions/Funds for Reduction Costs

Sets aside money to cover severance costs and other costs associated with the \$4.1 million in cuts that must be taken for 2018-19. Makes technical changes to the guidelines for DPI to implement the cuts. References the results of the DPI audit. Continues to protect 8 specified programs from budget reductions as well as positions that directly report to the State Superintendent.

SB 335, Budget Technical Corrections, Sec. 2.5, (S.L. 2018-97) also protects the Office of Charter Schools from any cuts to funding or positions as part of the next \$4.1 million in cuts.

Section 7.6 Adjust Transfer of Funds for Business System Modernization Plan

Transfers \$3 million (instead of \$250,000 originally budgeted) for 2018-19 to GDAC to leverage existing public-private partnerships for data integration service as part of DPI's business system modernization plan.

Section 7.7 Revise Digital Learning Plan Funds

Makes technical changes to the guidance on Digital Learning Funds to reflect the \$2,420,000 of funds that are made nonrecurring.

Section 7.8 CTE Grade Expansion Program Funds

Provides that the nonrecurring funds appropriated for this program in 2018-19 shall not revert at the end of the fiscal year.

Section 7.9 Extend Advanced Teaching Roles Pilot for Five Years

Extends the timeframe for LEAs piloting the Advanced Teaching Role programs for 5 additional years ending in 2024-25.

Section 7.10 Extend Finance Reform Study Committee to 2019

Extends the sunset of the Joint Legislative Task Force on Education Finance Reform to October 1, 2019 (was, 2018).

Section 7.11 Clarify Driver Education Program Funds

Prohibits transfers of monies OUT OF the driver education allotment beginning with 2018-19.

Adds a penalty if LEAs fail to comply with DPI/SBE driver ed reporting requirements. DPI may withhold up to 5% of the State driver ed allocation until the LEA comes into compliance. Requires DPI to have a full-time driver ed director.

G.S. 115C-105.25(b)(11), -215.

Section 7.12 Add Edgecombe County Schools/ENC Stem

Adds Edgecombe County Schools to the eastern residential NC STEM program and appropriates \$400,000 in nonrecurring funds for this purpose.

Section 7.13 Extend Pilot/Virtual Charter Schools

Extends the pilot for both virtual charter schools (NC Virtual Academy and NC Connections) by four years to 2022-23. Updates out of date statutory citations. Revises reporting requirements.

Section 7.14 State Board of Education Roll Call Votes

Requires the SBE to hold a roll call vote on all action items (instead of using voice vote).

Applies to votes taken at any meeting occurring on or after June 12, 2018.

G.S. 115C-11(d).

Section 7.15 Certain CIHS Operating Without Additional Funds

Authorizes, but does not fund, 5 new Cooperative Innovative High Schools to begin 2018-19:

- Roanoke Rapids Early College High School.
- Southeast Area Technical High School.
- Marine Sciences and Technologies Early College High School.
- Innovation Early College High School.
- Center for Industry, Technology, and Innovation.

Section 7.16 Regional School Withdrawal Moratorium

Prohibits any LEA that is part of a regional school from withdrawing from the regional school unless the General Assembly establishes a process and procedure for withdrawal. Sets out a study and reporting requirements.

Section 7.17 Funds for Workforce Development/Hospitality Jobs

Directs that \$200,000 in DPI funds for 2018-19 be transferred to the Education Foundation of the NC Restaurant and Lodging Association for CTE hospitality sector programs.

Section 7.18 Permit Military Children to Enroll Prior to Residency in North Carolina

Allows for a child of an active military duty servicemember who is transferred/pending transfer to a military installation in NC and is not a resident of NC to enroll in a public school system by remote means prior to becoming a resident of the LEA.

Authorizes the LEA to request a parent/guardian to provide a copy of the official military order transferring to a military installation in NC. Provides that the parent/guardian must complete the LEA's required enrollment forms and documentation, except that proof of residency and disciplinary actions are not required until the family has moved to NC.

Requires the LEA to make available to these students the same opportunities to request school assignment, register for courses, or apply for courses as are given to resident students.

Modifies the Interstate Compact on Educational Opportunity for Military Children to reflect this legislation.

G.S. 115C-218.45, -366, -366.1, -407.5.

Section 7.19 Charter School Transportation Grant Pilot Program Report

Adds a reporting requirement for the charter school transportation grant pilot program.

Section 7.20 Modify Prohibition on DPI Serving as ISD Operator

Allows the Innovative School District (ISD), through the ISD superintendent, to temporarily run an ISD school if the SBE has not found a qualified outside 3rd party group to operate the school. The ISD could operate a school for up to 5 years.

G.S. 115C-75.5(3), -78.8, -75.9(a), -75.12(a)(5).

Section 7.21 Add School Systems to the Teacher Assistant Tuition Reimbursement Program

Adds 19 LEAs to the Teacher Assistant Tuition Reimbursement Program for a total of 38 LEAs in the program. Provides that the new LEAs are:

- Alleghany
- Ashe
- Bladen
- Cherokee
- Clay
- Columbus
- Davidson
- Graham
- Greene
- Jackson
- Jones
- Lenoir
- Macon
- McDowell
- Mitchell
- Robeson
- Swain
- Yadkin
- Yancey

Increases the maximum reimbursement for a TA through this program to \$4,600 from \$4,500 per academic year. Adds clarifying language.

Section 7.22 Funds for Classroom Supplies

Appropriates \$200,000 nonrecurring to the DonorsChoose.org organization. Directs that the funds are to be provided to specified schools within the Charlotte-Mecklenburg school system.

Repealed by SB 335, Budget Technical Corrections, Sec. 2.15 (S.L. 2018-97).

Section 7.23 Extend Deadline for Implementation of Read to Achieve Assessment Instruments

Extends the deadline to implement the Read to Achieve assessment instruments in schools from 2018-19 to 2019-20.

Section 7.24 Clarify Reporting Requirements for Read to Achieve Data

Modifies various reports required to be submitted by LEAs regarding data on the Read to Achieve program.

On the school district’s Read to Achieve data website, they now must report on the name of each alternative assessment that the LEA uses to show reading proficiency. The LEA must also report on the number/percentage students eligible for priority enrollment in reading camps and the number/percentage students who attend the reading camps.

Each LEA must now include in its reports to the SBE:

- For each teacher delivering instruction at a reading camp in the LEA: the license area(s), years of licensed teaching experience, grade level assignment, and any other specific subject-area assignments (due September 1).
- Number/percentage of reading camp teachers who were paid a reading performance bonus during the school year immediately preceding the reading camp and the grade level on which the bonus was based (report due September 1).
- For the prior school year (due November 15),
 - The number/percentage of 3rd grade students who did not demonstrate proficiency upon entering reading camp and who became proficient after completing reading camp; and
 - For each grade level, the number and percentage of first and second grade students who demonstrated reading comprehension below grade level upon entering camp and who demonstrated reading comprehension at or above grade level after completing reading camp.

G.S. 115C-83.6, -83.10, -218.85(b)(4).

Section 7.25 Schools That Lead Pilot Program

Directs DPI to contract with Schools That Lead, Inc. to provide professional development to teachers and principals in up to 60 schools (charters and/or traditional) for 3 years. Allows the Superintendent of Public Instruction, along with Schools That Lead, Inc., to determine which schools are eligible to participate in the program. Priority will be given to high schools working to increase on-time graduation; middle schools working to reduce the likelihood of retention in the 9th grade; and elementary schools working to reduce the number of students with early warning indicators of course failures, absences, and discipline.

Appropriates \$100,000 for an independent evaluation. Establishes a reporting requirement.

Section 7.26 Statewide Anonymous Safety Tip Line Application

Implements Anonymous Safety Tip Line applications in grades 6 or higher in LEAs, charter schools, regional schools, and lab schools by 2019-20. The tip line application is to be used to notify local law enforcement anonymously about internal or external risks to the school population, school buildings, and school-related activities. Appropriates \$5 million for the implementation.

Requires LEAs to have their schools with grades 6 or higher inform students about the Anonymous Tip Line app and provide opportunities for students to learn about its purpose and function. Also requires that LEAs work with DPI and Center for Safer Schools to ensure that school employees receive adequate training in how the tip line operates.

Effective July 1, 2018.

G.S. 115C-12, -105.51, -218.75, -238.66; 116-11.

Section 7.27 School Safety Grants Program

Creates directives and requirements surrounding various school safety grants programs. Puts the Superintendent of Public Instruction in charge of developing criteria and guidelines for the administration and use of the grants. Requires that LEAs must apply for the grants. Outlines factors that must be considered in the award of the grants.

New SRO Elementary/Middle Grant Money (Recurring)

Adds \$5 million to the elementary/middle school School Resource Officer (SRO) grant program. For the 2018-19 fiscal year a total of \$12 million will be made available for these grant awards. Continues to require a \$2 State/\$1 local match.

Grants for Students in Crisis (NOT Recurring)

Appropriates \$2 million to community partners to provide:

(1) Crisis respite services for parents/guardians of an individual student to prevent more intensive or costly levels of care.

(2) Training and expanded services for therapeutic foster care families and licensed child placement agencies that provide services to students who need support to manage their health, welfare, and safety and have cognitive or behavioral problems, developmental delays, aggressive behavior.

(3) Evidence-based therapy services aligned with targeted training for students and their parents or guardians, including any of the following:

- Parent-child interaction therapy.
- Trauma-focused cognitive behavioral therapy.
- Dialectical behavior therapy.
- Child-parent psychotherapy.

(4) Any other crisis service, including peer-to-peer mentoring, that is likely to increase school safety.

Increased School Safety Training Grants (NOT Recurring)

Appropriates \$3 million to community partners that will address school safety by providing training to help students develop healthy responses to trauma and stress.

Grants for Safety Equipment (NOT Recurring)

Appropriates \$3 million for LEAs, regional schools, innovative schools, or lab schools to purchase safety equipment for school buildings.

Grants for School Mental Health Personnel (NOT Recurring)

Appropriates \$10 million nonrecurring for grants for all or a portion of salary and benefits to employ additional school mental health support personnel in 2018-19. Declares legislative intent to provide \$10 million for school mental health support personnel again in 2019-20.

Sets out nonsupplant language and reporting requirements.

Authorizes the State Superintendent to retain up to \$10,000 for program administration costs.

PART VIII – COMPENSATION OF PUBLIC SCHOOL EMPLOYEES

Section 8.1 Teacher Salary Schedule

Lays out the “A” base salary schedule for classroom teachers and instructional support personnel for the 2018-19 fiscal year. Awards a year of experience step increase to those on the schedule earning a year of creditable service. Continues to build longevity payments into the salary schedule. Creates a pay band at years 15-24. Increases the salary at the final step by \$1,000 over the original budget.

Average increases for 2018-19 are 6.5%.

Years of Experience	Annual Salary 2017-18	Annual Salary 2018-19	% Salary Increase w/ Steps
0	\$35,000	\$35,000	N/A
1	\$36,000	\$36,000	2.9%
2	\$36,300	\$37,000	2.8%
3	\$37,300	\$38,000	4.7%
4	\$37,300	\$39,000	4.6%
5	\$38,300	\$40,000	7.2%
6	\$38,300	\$41,000	7.0%
7	\$39,300	\$42,000	9.7%
8	\$39,300	\$43,000	9.4%
9	\$40,550	\$44,000	12.0%
10	\$40,550	\$45,000	11.0%
11	\$42,050	\$46,000	13.4%
12	\$42,050	\$47,000	11.8%
13	\$43,550	\$48,000	14.1%
14	\$43,550	\$49,000	12.5%
15	\$45,550	\$50,000	14.8%
16	\$46,300	\$50,000	9.8%
17	\$47,300	\$50,000	8.0%
18	\$47,300	\$50,000	5.7%
19	\$48,300	\$50,000	5.7%
20	\$48,300	\$50,000	3.5%
21	\$49,300	\$50,000	3.5%
22	\$49,300	\$50,000	1.4%
23	\$50,000	\$50,000	1.4%
24	\$50,000	\$50,000	0.0
25	\$51,300	\$52,000	4.0%
26+	\$51,300	\$52,000	1.4%

Note that teachers 25+ who do not receive an increase on the schedule get a \$385 bonus.

Retains separate tier for 25+ years school psychologists (including audiologists and SLP) that is 7.5% higher than the 20-24 tier.

Retains 12% supplement for Nationally Board-certified teachers and 10% supplement for certified school nurses. Authorizes 10% advanced degree supplements for those who still qualify (subject to grandfathering provisions).

Sets out a hold harmless provision for employed teachers that earn more than the highest step on the schedule by doing one of the following:

1)

- Take the certified salary paid to the teacher in 2013-14.
- Add the longevity on the 2013-14 compensation for longevity calculated at the longevity rate the teacher would be eligible for based on the teacher's current years of service.
- Add the annual bonus paid in 2014-15 (\$1,000)

OR

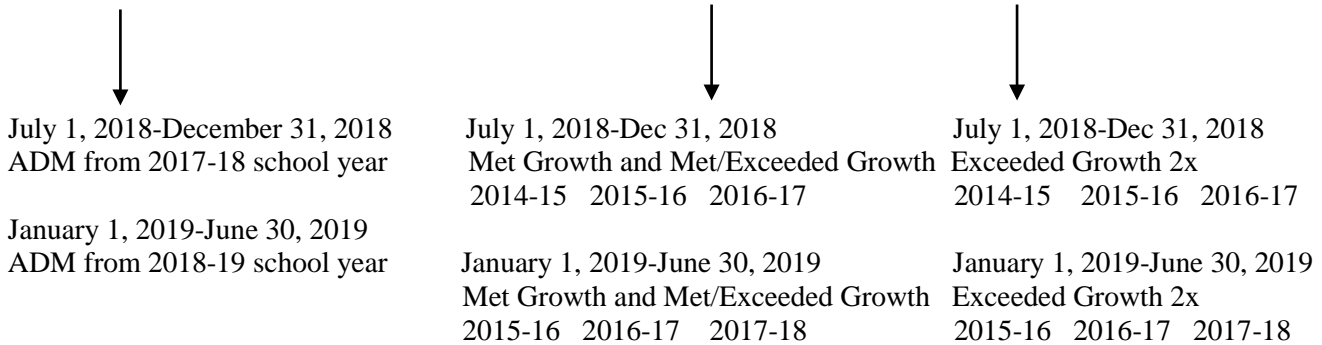
2)

- Take the certified salary paid in 2013-14.
- Add the annual bonus paid in 2014-15 (\$1,000).

Section 8.2 Principal Salary Schedule

Keeps the new schedule for school principals that ties principal salaries to size of school and performance of the school as measured by schoolwide growth. Increases the salaries at each rung over 2017-18. Average salaries increased 6.1%. Makes other changes in transitioning into the schedule as set out below.

School ADM	Base Salary		Salary if School Met Growth		Salary if School Exceeded Growth	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
0-400	\$61,751	\$66,010	\$67,926	\$72,611	\$74,101	\$79,212
401-700	\$64,839	\$69,311	\$71,322	\$76,242	\$77,806	\$83,173
701-1,000	\$67,926	\$72,611	\$74,719	\$79,872	\$81,511	\$87,133
1,001-1,300	\$71,014	\$75,912	\$78,115	\$83,503	\$85,216	\$91,094
1,301 +	\$74,101	\$79,212	\$81,511	\$87,133	\$88,921	\$95,054



Continues to incorporate longevity payments into base salary schedule (no separate longevity payments). Continues to eliminate Advanced and Doctorate supplements.

Provides a hold harmless clause to ensure that for 2018-19 no principal’s salary drops below the 2016-17 level.

Changes the definition of “demotion” to provide that if a principal experiences a salary decrease due to decline in growth scores or ADM on the salary schedule, they are not considered to be experiencing a demotion.

G.S. 115C-325.1(2).

S.L. 2018-97, Sec. 2.1, Budget Technical Corrections, amends this section to address a technical issue involving principals that have a break in service. A principal that does not have a school growth score for the years identified in the Act may use the most recent available growth score.

Section 8.3 Principal Bonuses

Eliminates the principal bonus program for principals that went from Below Growth to Met Growth and then improved to the next category.

Increases the bonuses awarded to principals of schools that score in the top 50% of statewide school growth scores according to the below chart.

School’s Schoolwide Growth Percentile	2017-18 Bons	Bonus 2018-19
100 – 95 th Percentile	\$5,000	\$10,000 (\$20,000 if D or F school)
94 th – 90 th Percentile	\$4,000	\$7,500 (\$15,000 if D or F School)
89 th – 85 th Percentile	\$3,000	\$5,000 (\$10,000 if D or F school)
84 th – 80 th Percentile	\$2,000	\$2,500 (\$5,000 if D or F school)
79 th – 50 th Percentile	\$1,000	\$1,000 (\$2,000 if D or F school)

Sets October 31, 2018, as the date by which bonuses must be awarded to qualifying principals employed as of October 1, 2018.

Section 8.4 Assistant Principal Salaries

Establishes that assistant principals shall be paid on the “A” teacher salary schedule PLUS 19%.

Continues incorporating longevity into base salaries and the elimination of separate longevity payments. Retains historical salary supplements. Lays out a hold harmless clause to ensure no assistant principal experiences a salary decrease below 2016-17 levels.

Section 8.5 Central Office Salaries

Establishes monthly salary ranges for central office staff for 2018-19. Increases minimum and maximum allowable salary levels for 2018-19 by 2%.

Retains historical salary supplements, longevity pay, and classification guidelines.

**5 bonus leave days provision does NOT apply.*

**Required minimum pay of \$31,200 for state employees does NOT apply.*

Section 8.6 Noncertified Personnel Salaries

Increases salaries for permanent, full-time employees on a 12-month contract by 2%. Provides for a prorated salary increase for part-time permanent, hourly, and permanent full-time employees on a contract of less than 12 months.

Exempts school bus drivers from the 2% raise and instead appropriates \$4,387,650 for all local school boards to increase average school bus driver pay on an equitable basis.

Section 8.7 Realign DPI Budget in Certain School Compensation Areas

Requires DPI to work with OSBM to realign the DPI budget for anticipated expenditures.

Section 8.8 Clarify Application of Highly Qualified Graduate Supplement

Allows teachers entering the profession in 2018-19 to qualify for the “highly qualified” salary supplement and additional placement on the schedule.

Section 8.9 Bonuses for Certain Veteran Teachers.

Provides a \$385 bonus to teachers with 25 years and above, employed as of October 1, 2018, AND did not receive an increase on the ‘A’ teacher salary schedule for 2018-19. Discontinues the bonus program for other veteran teachers. Requires the bonus be paid by October 31, 2018.

Section 8.10 Revise Certain Teacher Bonus Programs

AP/IB, CTE, Cambridge AICE Teacher Bonus Programs

Changes grade requirement for Cambridge AICE exams bonus program from E to a grade C or better.

Provides that a teacher must remain teaching in the same LEA until January 1 of the school year in order to get the AP/IB, CTE, or Cambridge AICE bonus.

Maintains January as the date by which bonuses must be paid based on the prior school year’s data.

Section 8.11 Revise Fourth and Fifth Grade Reading Teacher Bonus Program

Makes permanent the bonus program for 4th and 5th grade teachers whose students place in the top 25% of reading growth scores the previous school year. Lowers the maximum award from \$2,150 to \$2,000.

Every January a bonus shall be awarded to teachers who have student scores in the following categories:

- (1) the top 25% of statewide EVAAS 4th and 5th grade reading growth scorers the previous school year.
- (2) the top 25% of each individual LEA’s EVAAS 4th and 5th grade reading growth scorers from the previous school year.

Appropriates \$4,298,738 to be awarded to each group. A teacher may be given a bonus under both the statewide 25% **and** local 25%, for a total of \$4,000 for any individual teacher. The teacher must be employed in the same LEA at least by January 1 of the school year on which the bonuses are paid.

Section 8.12 Revise Fourth to Eighth Grade Math Teacher Bonus Program

Makes permanent the bonus program for grades 4-8 teachers whose students place in the top 25% of State/local Math growth scores the previous school year. Lowers the maximum award from \$2,150 to \$2,000.

Every January a bonus shall be awarded to teachers who have student growth scores in the following categories:

- (1) the top 25% of statewide EVAAS 4th, 5th, 6th, 7th, 8th grade Math growth scorers from the previous school year.

(2) the top 25% of each individual LEA's EVAAS 4th, 5th, 6th, 7th, 8th grade Math growth scorers from the previous school year.

Appropriates \$7,151,262 to be awarded to each group. A teacher may be given a bonus under both the statewide 25% **and** local 25%, for a total of \$4,000 for any individual teacher. The teacher must be employed in the same LEA at least by January 1 of the school year on which the bonuses are paid.

PART IX – COMMUNITY COLLEGES

Section 9.4 Extend Career- and College- Ready Graduate Program Implementation Date

Provides that professional development for high school faculty through the Career and College Ready Graduate Program will begin with the 2018-19 school year. The program will be phased-in beginning 2019-20 and fully implemented in all high schools statewide in 2020-21.

PART X - UNIVERSITIES

Section 10.1 UNC Laboratory School Changes

Requires an LEA with a Lab School to administer the National School Lunch Program for students in the lab school. Allows the lab school to give enrollment priority to the sibling of an enrolled student who attended the lab school the previous year.

Applies beginning 2018-19.

G.S. 116-239.8(b)(4), -239.9, -239.12(c), -239.13(2).

Section 10A.1 Modify and Align the K-12 Scholarship Programs

Makes statutory changes to align the application process and awarding of monies for the Special Education Scholarship voucher program, the Opportunity Scholarship voucher program, and the Education Savings Account program. Makes the changes such that the application process, awarding of monies, etc. for the programs are the same.

G.S. 115C-112.5(2)f.1, -112.6, -112.8, -592, -598.

Section 10A.2 Changes to the NC Teaching Fellows Program

Modifies some areas of the NC Teaching Fellows Program to specify where monies should be targeted and how the monies are to be distributed. Adds to the reporting requirements.

G.S. 115C-472.16; 116-209.62, -209.63(a).

Section 10A.3 Changes to the NC Principal Fellows Program

Reorganizes some parts of the statute dealing with the Trust Fund for this program.

G.S. 116-74.41, -74.42, -74.43.

Section 10A.4 Principal Prep Program Changes

Puts the Principal Prep Program authorization and guidelines into statute (instead of session law).

Section 10A.5 One-Year Tuition Grants for Certain Graduates of the North Carolina School of Science and Mathematics for the 2019-2020 Academic Year

Appropriates \$1,001,869 for tuition assistance grants for State resident students who graduate from the NC School of Science and Math in 2018-19 and enroll in a UNC school for the following year. Provides a non-reversion provision so that the funds remain available after the fiscal year.

PART XI – DEPARTMENT OF HEALTH AND HUMAN SERVICES

Section 11B.1 Adjustments to NC Pre-K Funding

Builds NC Pre-K funding increases into the base budget for 2019-20 and 2020-21. Provides that the increases are to be \$9.35M for the 2019-2020 fiscal year and \$18.7M for 2020-21. G.S. 143B-168.10C.

Section 11F.3 Use of Dorothea Dix Hospital Property Funds to Improve School Safety

Declares the intent of the General Assembly to improve mental health services to make public schools safer. Appropriates \$10 million from the Dorothea Dix Hospital Property Fund to DPI to help fund the school safety provisions.

PART XII – DEPARTMENT OF AGRICULTURE AND CONSUMER SERVICES

Section 12.1 Future Farmers of America Project Completion

Directs \$60,000 nonrecurring from the Tobacco Trust Fund for the 2018-19 fiscal year to Southern Guilford High School’s Future Farmers of America program to complete the animal science project. Exempts the funds from bidding or contract requirements.

PART XIII – DEPARTMENT OF ENVIRONMENTAL QUALITY

Section 13.11 Volkswagen Settlement Funds

Establishes guidelines for the use of funds from the VW settlement agreement. Directs that no funds shall be appropriated unless by act of the General Assembly.

PART XV – DEPARTMENT OF COMMERCE

Section 15.2 Eliminate Adjustment Factors to Development Tier Areas

Eliminates the adjustment factor in setting development tiers. The adjustment factor had set certain population and federal poverty levels that automatically puts a county into Tier I regardless of its actual economic development.

G.S. 143B-437.01(a1), -437.04, -437.07, -437.08, -472.127, -472.128.

PART XXII – DEPARTMENT OF INSURANCE

Section 22.1 Workers’ Compensation/Allow Alternative Employer Penalty

Creates an alternative method for employers to be penalized for failure to comply with Workers’ Compensation Insurance requirements. Instead of being assessed a flat monetary penalty, an employer could be penalized for the portion of noncompliance plus 10%.

G.S. 97-94.

PART XXXIV – DEPARTMENT OF TRANSPORTATION

Section 34.18 Zoning or Permit Request/Prohibit City from Requiring Waiver by School of Certain Rights and Requirements

Prohibits cities from attaching conditions to the approval of zoning, rezoning, or permit requests that include requiring the school system to waive its right to receive reimbursements for the cost of upgrades and construction on city-owned roads adjacent to schools.

G.S. 160A-307.1, -383(d).

SB 335, Budget Technical Corrections, Sec 7.4 (S.L. 2018-97) deleted this section.

HB 374, Sec. 26 reinstated this section.

PART XXXV – SALARIES AND BENEFITS

Section 35.27 Salary Related Contributions

Increases the State contribution to the TSERs Fund from 11.87% to 12.29%.

Section 35.28 Provide One-Time Cost-of-Living Supplement for Retirees of the Teachers' and State Employees' Retirement System, the Consolidated Judicial Retirement System, and the Legislative Retirement System

Provides a one-time 1% COLA increase for retirees who are living as of September 1, 2018. Requires the payment to be made by October 1, 2018.

PART XXXVIII – FINANCE PROVISIONS

Section 38.8 Allow Cities to Use Revenues for Public Education

Authorizes a city to use property tax revenue and other unrestricted revenues to provide operational funds to traditional public schools, charter schools, lab schools, and regional schools that benefit residents of the city.

Allows the city to direct or restrict the use of appropriations for specific purposes and functions. For schools located inside the city, authorizes a city to provide operational funding or enter into operational and financing leases for real property or mobile classrooms. For schools outside the city, authorizes operational funding on a per-pupil level for students attending the school who are residents of the city.

SB 335, Budget Technical Corrections, Sec. 11.1 (S.L. 2018-97) clarified that property tax revenue may be used for capital expenses of public schools located inside city limits.

G.S. 115C-75.10, -218.105, -238.70, -426, -429; 116-239.11; 160A-690.

SUMMARY OF LEGISLATION ENACTED BY THE GENERAL ASSEMBLY

ALL BILLS ARE EFFECTIVE UPON BECOMING LAW UNLESS OTHERWISE NOTED

Public/Statewide Legislation

House Bills

HB 90: Changes to Education and Election Laws (S.L. 2018-2)

*Note this bill passed during a special session in March 2018.

Part I - Atlantic Coast Pipeline Dollars

Allocates \$57.8 million payment from the Atlantic Coast Pipeline, should it materialize, to the LEAs in the counties impacted by the pipeline. Sets out the estimated funding as follows:

Cumberland: \$15,115,607	Northampton: \$3,574,629
Halifax: \$1,920,839	Robeson: \$7,544,754
Roanoke Rapids: \$2,157,148	Sampson: \$2,416,321
Weldon City: \$642,996	Clinton City: \$875,403
Johnston: \$11,998,658	Wilson: \$4,005,807
Nash-Rocky Mount: \$7,547,838	

Total: \$57,800,000

Parts II - V - K-3 Class Size Reduction Phase-In and Program Enhancement Teachers

Phases-in the K-3 average and maximum class size reductions over 4 years as follows:

	Avg Class Size	Max Class Size
2018-19		
K-3	1:20	1:23
2019-20		
K-3	1:19	1:22
2020-21:		
K-3	1:18	1:21
2021-22:		
K	1:18	1:21
Grade 1	1:16	1:19
Grades 2-3	1:17	1:20

Provides funding for program enhancement teachers for grades K-5. Appropriates \$61,359,225 for 2018-19 to be distributed at a ratio of 1:191 of K-5 program enhancement teachers. Increases the funding each subsequent fiscal year to correlate with the class size reductions.

Creates a Program Enhancement Teacher Allotment. Defines program enhancement classes as

- Arts disciplines, including dance, music, theater, and the visual arts.
- Physical education and health programs.
- World languages.
- Other supplemental classes as defined by the SBE.

Restricts transfers out of the K-5 Program Enhancement Teacher Allotment.

G.S. 115C-105.25(b), -301.

Part VI - Education Savings Accounts

Eliminates most eligibility requirements for the Education Savings Account Program, mostly to increase the situations where parents can qualify even if they have never enrolled their student in the public school system. Provides that the student be a special education student eligible to enroll in a public school and that the student not already be placed in a nonpublic school by a public agency at public expense.

G.S. 115C-591, -592(b), -595(a)(2).

Part VII - NC Pre-K

Increases NC Pre-K funding by \$9.35 million in each of fiscal years 2019-20 and 2020-21 to eliminate the NC Pre-K wait list. Total funding in the coming years will be as follows:

2019-20: \$82 million

2020-21: \$91.35 million

G.S. 143B-168.10B.

HB92: Cherokee Reg. Plate/Teaching Agreement (S.L. 2018-7)

Section 2. Creates a teaching licensure exemption process for individuals who teach Cherokee language and culture classes. Requires that for this process to happen, the SBE must enter into a memorandum of understanding with the Eastern Band of Cherokee Indians. Establishes the minimum items that must be part of the MOU as follows:

- Identification of the criteria an individual must meet to be approved to teach Cherokee language and culture classes.
- Requirements for approval of individuals who can teach this area, including a requirement that the individual has demonstrated mastery of the Cherokee language through a credential issued by the Eastern Band of Cherokee Indians.
- A 3-year renewable approval period.
- Clear statement that an individual authorized to teach this content area is not permitted to provide instruction in other content areas without a proper license.

G.S. 115C-270.21, -295.

HB374: Regulatory Reform Act of 2018 (S.L. 2018-114)

Section 25. Exempts personal property owned by a charter school from property tax.
G.S. 105-275.

Section 26. Reinstates Section 34 of the 2018 budget (see above, dealing with preventing cities from attaching conditions on zoning and permitting requests where the LEA waives its reimbursement right). This had been repealed by the budget technical corrections bill, SB 335 (S.L. 2018-97).

Section 27. Repeals two SBE policies related to the authority of the SBE and delegation of authority from the SBE to the Superintendent of Public Instruction. Deems these policies inconsistent with the Supreme Court's decision in the lawsuit regarding division of powers between the SBE and State Superintendent. Designates all SBE policies that have not gone through rulemaking as interim policies until they have gone through the rule-making process. Sets May 30, 2019 as the expiration date for policies that have not gone through rulemaking.

HB 382: DOI Omnibus- AB (S.L. 2018-120)

Section 6.1. Expands the circumstances in which a bond forfeiture may be set aside. Allows for bond forfeiture set aside when the defendant is incarcerated in another jurisdiction anytime between when they failed to appear in court and when the court makes a final judgment (previously, set aside allowed due to incarceration on the day of failing to appear).

Applies to hearings held on or after October 1, 2018.

G.S. 15A-544.5(b)(7).

HB 496: Fair and Nonpartisan Ballot Placement (S.L. 2018-99)

Requires that candidates in primary and general elections are to be listed on the ballot in either alphabetical or reverse alphabetical order. Directs that name placement on the 2018 general election ballots are to be determined through the random selection process by the State Board of Elections and Ethics Enforcement.

G.S. 163A-1114.

HB611: Employment Contract Exception (S.L. 2018-26)

Legalizes employment of school superintendent spouses by local boards of education. Requires that the employment of a school superintendent spouse be approved by the local board of education in open session.

G.S. 14-234(b).

HB670: Protect Educational Property (S.L. 2018-72)

Section 1. Makes it a Class H felony to communicate by any means a threat to commit an act of mass violence on educational property or at a curricular or extracurricular activity sponsored by a school. Applies to a person or groups of persons.

G.S. 14-277.6.

HB 852: Real Prop. Tech Correc/Solicitation of Copies (S.L. 2018-80)

Section 3A.1. Protects counties that were in Tier I designation in 2017 and filed a grant application for the Needs-Based School Capital Grant program that year to **still** qualify for the grant money if they are moved to a different Tier in 2018.

HB 986: Various Changes to Education Laws (S.L. 2018-32)

Part I – Cursive and Multiplication Table Reports

Requires SBE/DPI to report annually by March 30 to the Joint Legislative Education Oversight Committee on the implementation of the requirements for cursive writing and multiplication tables instruction. Broken down by LEA, the report lists compliance and instructional strategy.

G.S. 115C-81.81.

Part II – Advanced Math Courses

Requires LEAs to offer advanced math courses to students who score a level five on end-of-year math tests in grades 3 and up. Students may only be removed from the advanced course if a parent or guardian provides written consent.

Applies beginning with the 2018-19 school year.

G.S. 115C-81.36.

Part III – Teacher Prep Reports

Requires SBE to provide information from annual performance reports for educator preparation providers. Removes UNC BOG from having to provide that data in the Teacher Quality Dashboard.

G.S. 115C-269.50.

Part IV – Testing in Schools

Requires the State Superintendent of Public Instruction to study and make recommendations on ways to reduce testing not otherwise mandated by State or Federal law. Sets out reporting requirements.

Part V – Student Mental Health and Suicide Awareness

Requires DPI and DHHS to develop content standards for a mental health training program and repeals the existing SBE mental health policy. Sets out the topics that must be included in the new policy, including: youth mental health, suicide prevention, substance use, sexual abuse prevention, and sex trafficking prevention. Also mandates the State to develop a model suicide risk referral protocol.

Report is due to JLEOC by October 15, 2018.

Part VI – Renewal School System

Authorizes the Rowan-Salisbury board of education to submit a renewal school system plan. If approved, this new model allows all schools in the district to have increased flexibility beginning in the 2018-19 school year. Outlines the requirements of the renewal system plan. Lists the statutes that will still apply to the LEA and those that the LEA will not have to comply with. Provides reporting requirements.

HB 1031: Local Ed. Funding Dispute Process (S.L. 2018-83)

Repeals the option for local school boards to file lawsuits challenging local current expense funding for education. Replaces the lawsuit option with a default funding formula that shall go into effect if the

local school board and county commissioners cannot reach agreement in mediation and there is no local funding formula that has already been agreed upon.

Statutory Funding Formula

$$\begin{aligned} &\text{Per-student local appropriations from the previous school year} \\ &\quad \times \\ &1 + \text{the Employment Cost Index (ECI) for primary and secondary education} \\ &\quad \times \\ &\text{ADM for the upcoming year.} \end{aligned}$$

Provides that if this formula is used 3 years in a row there would be an additional 3% added to the ECI. Ensures that the default formula does not alter any existing local funding formulas.

Study of Capital Outlay and Fund Balance

Directs the Local Government Commission and the UNC School of Government to establish a working group to research issues surrounding school board fund balances and disputes between school boards and county commissioners over capital outlay funding. Requires that the working group have one representative from NCSBA, the NC Association of County Commissioners, and the NC Association of School Business Officers. Sets March 30, 2019, as the date by which this group needs to report back to the Joint Legislative Education Oversight Committee. G.S. 115C-431.

HR 1102: Study Best Practice/Advanced Ed Opportunities

Creates the House Study Committee for Promoting Access to Advanced Educational Opportunity in Our Public Schools for Economically Disadvantaged Students Who Demonstrate High Academic Achievement. Tasks this committee with studying:

- National best practices for identifying, teaching, and supporting low-income, high-achieving, and high-capability students.
- The cost and feasibility of establishing educational opportunities across the State for high-achieving, low-income students.
- The cost and feasibility of reestablishing a school focused on teaching this student population.
- The feasibility of requiring that 60% of those students come from rural areas of the State.
- Any other issue the Study Committee considers relevant.

Senate Bills

SB 75: Const. Amd. – Max. Income Tax Rate of 7.0% (S.L. 2018-119)

Places a constitutional amendment on the November 2018 ballot that would lower the maximum allowable income tax rate from 10% to 7%. Requires the amendment to receive majority support in order to go into effect.

If passed, would apply to taxable years beginning on and after January 1, 2019.

SB 125: Various Changes to Education (S.L. 2018-37)

Section 1. Encourages (does not require) local boards of education to adopt a student attendance recognition program. Provides that if a local board does adopt a student attendance recognition program it must exclude from the program's attendance records students with absences resulting from service as a legislative page or Governor's page.

Applies starting with the 2018-19 school year.

G.S. 115C-382.5.

SB 140: Title Ins. Rev/Bailbondsmen Deposits (S.L. 2018-38)

Section 3. Changes the deposit of securities that each bondsman who acts as surety on bail bonds must maintain with the Department of Insurance to the greater of \$15,000 or one-twelfth (was, one-eighth) of all bonds or undertakings on which the bondsman is absolutely/conditionally liable as of the first day of the current month.

G.S. 58-71-145.

SB 335: Budget Technical Corrections & Study (S.L. 2018-97)

Makes the following technical, clarifying, and other changes to the public education sections of 2018 Appropriations Act, S.L. 2018-5:

Section 1.1. Reduces the FY 2018-19 appropriation to DPI by \$190,000.

Section 2.1. Amends Section 8.2 to address a technical issue involving principals that have a break in service. A principal that does not have a school growth score for the years identified in the principal schedule may use the most recent available growth score.

Section 2.3. Adds a new Section 7.28 to the budget to clarify that the appropriation to the New Dimensions Charter School in Burke County is for operating expenses instead of construction of new classrooms.

Section 2.4. Establishes the Center for Safer Schools in statute (G.S. 115C-105.57). Administration of the Center is moved from the Division of Safe and Healthy Schools to the Superintendent.

G.S. 115C-105.57.

Section 2.5. Prohibits transfers or reductions to the Office of Charter Schools in FY 2018-19 when DPI makes the additional round of budget cuts.

Section 2.6. Allows the SBE to issue additional Requests for Proposals to select a maximum (was up to) of 10 school systems to participate in the Advanced Teaching Roles Pilot Program.

Section 2.10. Requires DPI to provide to EVAAS only K-3 reading diagnostic assessment data, not diagnostic data for other subject areas.

Section 2.12. Eliminates estate distributions from decedents in determining income eligibility for Opportunity Scholarships retroactive to January 1, 2017.

Section 2.13. Allows DPI in FY 2018-19 to use funds appropriated for Innovation Zone model grants to be used for the administrative expenses of the ISD.

Section 2.14. Provides Graham County Schools with a \$10,000 grant.

Section 2.15. Eliminates a \$200,000 grant to DonorsChoose.org that would have funded classroom supplies for selected schools in Mecklenburg.

Section 2.16. Requires the SBE, in the FY 2017-18 school year only, to combine CTE course scores with UNC admission eligibility scores. To determine school performance grades, a high school would earn one point for each percent of students who are either college ready or career ready.

Section 7.4. Removes the language in the 2018 budget that prohibited cities from conditioning the approval of any zoning, rezoning, or permit request on a school's waiver or reduction in the reimbursement for street improvements. **This section was repealed by HB 374, Section 26.*

The law is now back to the original language in the 2018 budget bill.

Section 11.1. Clarifies that property tax revenue may be used for capital expenses of public schools located inside city limits.

SB 420: CC Governance/Amend Medical Bd (S.L. 2018-92)

Section 1. Establishes a procedure by which the State Board of Community Colleges can provide a notice of noncompliance to a local community college board of trustees and create a remediation process. Allows the SBCC to remove board leadership or replace the entire board as a result of failing to comply with State law, rules, or sound fiscal management practices.

G.S. 115D-6.5, -18, -58.16(a).

SB 486: The Elections Security and Transparency Act (S.L. 2018-13)

Section 3.4. Prohibits new political parties that select candidates via convention from selecting for the General Election a candidate whose name had appeared on the ballot in the primary election that same year.

G.S. 163A-953

SB 655: Change Date When Primary Elections Held (S.L. 2018-21)

Permanently moves the date of the statewide primary for elected office in even-numbered years to the Tuesday after the first Monday in March. Also applies this date to the NC presidential primary.

Effective January 1, 2019.

G.S. 163-1(6), -106(c), -213.2.

SB 768: People First Language 2018 (S.L. 2018-47)

Makes changes to statutes, including G.S. 115C, to modernize and update language and terminology referencing individuals with disabilities. Switches all instances of the term "mental retardation" with the term "intellectual disability" or "mental disability" and replaces the term "children who are not disabled" with "children who do not have disabilities" in the statute. Makes other technical and formatting changes.

G.S. 115C-106.3, -270.35.

State Health Plan, Retirement, Unemployment, and Workers' Comp Bills

HB 284: 25-Year LEO Retirement Option (S.L. 2018-22)

Allows separation buyouts for law enforcement officers, effective June 22, 2018. Allows transfers under the special retirement allowance in TSERS and LGERS to be paid in whole or in part with employer contributions, effective July 1, 2019. Allows law enforcement officers with 25 years of creditable service who are members of the TSERS and the LGERS to retire with reduced benefits, effective July 1, 2019.

G.S. 128-27(m2); 135-5(m2), -5(a)(4), -5(b19); 143-166.43.

HB 651: State Pension/Retiree Health Benefit Fund Solvency (S.L. 2018-30)

Establishes the Unfunded Liability Solvency Reserve in the General Fund. Funds in the Reserve will be appropriated annually to the Retiree Health Benefit Fund and the Teachers' and State Employees' Retirement System (TSERS) based on their share of the State's total unfunded liability for both programs as reported by the State Controller in the most recent Comprehensive Annual Financial Report. Funding for the Reserve will come from direct appropriation by the General Assembly and by transfers from the Savings Reserve. Transfers from the Savings Reserve will occur under the following conditions:

- When the Savings Reserve has reached its recommended balance of 7.5% of the prior fiscal year's General Fund operating budget.
- Transfers from the Savings Reserve are restricted to funds transferred from:
 - 15% of the succeeding fiscal year's estimated growth in state revenues (G.S. 143C-4-2)
 - Savings from refinancing general obligation bonds (G.S. 142-15.4)
 - Savings from refinancing special indebtedness. (G.S. 142-96)

Effective October 1, 2018.

G.S. 143C-4-9.

HB 931: UI Technical Changes (S.L. 2018-94)

Section 2. Delays the effective date for a requirement that employers respond to unemployment insurance claims in 10 days. Makes the effective date January 1, 2019 (was, July 1, 2018).

HB 977: Admin. Changes Ret. System/Treasurer – 2018 (S.L. 2018-84)

Section 2. Adds conviction for embezzlement and certain other offenses in state courts to the list of offenses for which an elected government official's TSERS or LGERS pension could be forfeited.

G.S. 135-18.10,

Section 3. Allows for payment plans to satisfy the withdrawal liability owed by a charter school that elects to cease participation in TSERS. Payment plans must meet the following requirements:

- The plan must be approved by the TSERS Board of Trustees;
- Employees will no longer earn retirement credit;
- The total liability must exceed \$2 million;
- 50% of the withdrawal liability must be paid within 90 days;
- The remaining liability must be paid in no more than 36 monthly payments; and
- TSERS will hold a lien on the real property owned by the school

G.S. 135-5.3(f)

Section 5. Clarifies that the fee-setting authority granted to the Board of Trustees of the Supplemental Retirement Plans extends to all plans and programs under the purview of the Board.
G.S. 115C-341.2; 143B-426.24.

Section 11. Extends the time from 30 days to two years for charter schools to join the State Health Plan. A charter school must provide a six month advance notice to the State Health Plan that it intends to join the Plan.
G.S. 135-48.54.

HB 985: Retirement Technical Corrections Act of 2018- AB. (S.L. 2018-85)

Section 1. Amends the Disability Income Plan to treat short-term disability benefits the same as long-term disability payments in regards to post disability benefit adjustments (i.e. across the board salary increases or Social Security increases).

G.S. 135-105(g).

Section 3. Amends TSERS and LGERS to provide that purchased military service is treated as creditable service rather than membership service as it pertains to the anti-pension spiking contribution based benefit cap.

G.S. 135-5(a3).

Section 10. Amends TSERS to clarify that the following are considered as service or work under the retirement definition:

- Serving as an unpaid bona fide volunteer in an LEA.
- Serving as an unpaid bona fide volunteer guardian ad litem.
- Volunteering in a position normally designated as an unpaid bona fide volunteer position.
- Serving on an authority, board, commission, committee, council or other body of the State or of one or more counties, cities, local school administrative units, community colleges, UNC institutions, or other political subdivisions of the State, that is authorized to function as legislative, policy making, quasi-judicial, administrative, or advisory body in a position that does not require membership in the Retirement System.

G.S. 135-1(20)

HB 1056: FAIR 2018- AB. (S.L. 2018-52)

Section 2. Adds a new provision to the State Health Plan and TSERS requiring that any overpayment or erroneous payment of benefits or other amount to, or premiums or claims paid on behalf of, any plan member to, be repaid by the person who received the overpayment or erroneous payment. Directs employing units to recoup the erroneous or overpayment against the net wages of such an individual. Establishes that if the individual has not entered into a payment plan within 30 days after written notice of the erroneous payment, the employer will be notified of the amount owed and will be required to withhold not less than 10% of the individual's net wages until full repayment. Penalizes employing units that do not follow these requirements by giving the State Health Plan or TSERS the authority to seek recovery of what is owed directly from the employers.

G.S. 135-9, -48.37A

Section 6. Provides that members of TSERS are not allowed to repurchase forfeited benefits or any creditable service associated with the forfeited benefits.
G.S. 135-18.10B.

Section 7. Disallows the use of service rendered while participating in the University or Community College Optional Retirement Program (ORP) toward reciprocity benefit eligibility for TSERS.
Applies to members first hired on or after January 1, 2021.
G.S. 135-4.1.

Section 8. Prohibits employing units from entering into State Health Plan settlement agreements with an employee or former employee unless the employing unit has received written authorization from the State Health Plan's Executive Administrator. Disallows a settlement agreement from reinstating health benefit coverage more than one year prior to the date of the settlement agreement.
Applies to settlement agreements entered into on or after that date, including this which may be under negotiation on or before that.
G.S. 135-48.46.

Section 9. Clarifies that if a member has an average final compensation of more than \$100,000 earned from multiple employing units, that total amount is **not** subject to the anti-pension spiking law, unless one single employer's share exceeds \$100,000.
G.S. 135-8(f)(2)f.

Section 10. Makes technical changes to the Short-Term Disability statute. Makes it the responsibility and financial obligation of the employing unit to provide benefits during the first 12 months of the short-term disability period, including benefits from a preliminary determination of eligibility for long-term disability.
G.S. 135-105.

Local Legislation

House Bills

HB 12: Community College Boards of Trustees (S.L. 2018-15)

Transfers authority for appointing Trustees to the Cleveland Community College Board of Trustees from the Cleveland school board to the Cleveland County Commissioners.

HB 514: Permit Municipal Charter School/Certain Towns (S.L. 2018-3)

Allows the Towns of Cornelius, Huntersville, Matthews, and Mint Hill to apply for and operate charter schools. Provides that a town that operates a charter school under this authority may use public monies for both current operating expenses and capital expenses. Allows a town that operates a charter school to give enrollment priority to children living within its jurisdiction.
G.S. 115C-218, -218.1, -218.15, -218.25, -218.90.

HB 954: Rockingham County School Board/Chair Term (S.L. 2018-17)

Directs that the Rockingham County Board of Education must select a board chair each year for a one year term. Establishes that this will begin with the meeting held on the first Monday in December 2018.

HB 1076: Alamance/Guilford Boundary Line (S.L. 2018-61)

Adjusts the boundary lines of Alamance and Guilford counties according to the 2008 NC Geodetic Society (NCGS) Survey. Includes protection for students/families that change counties due to the resurvey.

Requires the Alamance-Burlington and Guilford school boards to work together to allow the option for current students impacted by the boundary line shift to stay in their current school system until high school graduation. Provides that students who change their county of residence due to the boundary shift but stay in their current school system are to be allowed to attend school in that LEA without paying tuition.

HB 1082: Wake/Chatham/Harnett Boundary Line (S.L. 2018-62)

Adjusts the boundary lines of Wake, Chatham, and Harnett counties according to the 2017 NCGS Resurvey. Directs that any children and their siblings in these counties enrolled in the school systems who are impacted by the shift are to be provided a choice to remain in their current school system until graduation from high school without paying tuition, as long as they resided in the current residence during the 2017-18 school year and continue to reside there.



**Government Affairs Committee
CALL FOR 2019 STATE LEGISLATIVE AGENDA ITEMS
Due August 24, 2018 by 5:00 pm**

2019 Chambers' State Agenda Schedule:

Aug 24 – DUE: Written Briefs on Items proposed for our 2019 legislative/state agenda

Aug 27 – GAC reviews, makes recommendations, requests more information/redrafting from submitters

Sept 7 – DUE: Submitters' revisions and additional information

Sept 13 & Oct 11 – GAC meets, reviews requests, and recommends agenda; **SUBMITTERS MAY BE ASKED TO ATTEND**

Oct 15-16 Retreat - Executive Committee and Board receive full briefing on recommended agenda items

Nov 7 and 13 – Executive Committee and Board approve 2019 state agenda

Dec 7 – Roll out 2019 State agenda at working lunch with delegations

Jan 2019 - Long Session convenes

April 3 – (tentative)– Lunch on the Lawn/Leadership visits

Please submit a written “brief” of your project/policy – maximum 1 page of sentences, paragraphs and bullets, in a Word-compatible document. (Background detail, photos, charts/graphs etc. may be attached on additional pages).

TIPS:

- **Elected officials are a niche audience with needs for specialized information, hence the questions below. Make address all that are relevant to your request (or provide that information separately for our review if you don't think it should be in the brief.)**
- Provide measurable numbers, statistics and quotes that concisely state the problem or the goals.
- Personal stories can be persuasive, but should be reduced to just 1 or 2 sentences. You can add more detail in your separate attachment.

INCLUDE REQUESTOR INFORMATION:

1. Your name (email and phone)
 - a. Organization name
 - b. Are you/your organization a Chamber member?
2. If your request is not yet fully ready, when will it be? And what do you expect to add?
3. Have you already discussed this project with any members of the General Assembly? If so, who and what was his or her response?
4. Do you hope to secure action in 2019 or merely prepare for a future session?
5. Are you asking the Chamber to “run point” on this request, or to support the efforts of others?
 - a. What professional lobbyist/organization is running point and/or involved?

INFORMATION ON YOUR REQUEST:

6. What is the one, compelling sentence that describes this project and why the State should support it?
7. Is the request for policy change, new policy, spending increase or new spending?
8. What is the project?
 - a. What problem does it solve?
 - b. Does it dovetail with other projects or identified needs in the area? The state?
 - c. How does it benefit the State of NC?
 - d. Does it benefit rural areas especially? How?
 - e. How does it benefit the Chamber's business community?
 - f. How does it benefit the economy?
 - g. Who else does it benefit, and how?
9. What is the schedule for the implementing the project?
10. For funding requests, how much and on what schedule (e.g. 1-time only, 2-year biennial budget only, ongoing, for a discreet period of years, etc.)?
 - a. What state department or other entity should receive or distribute the funding?
11. For policy requests, will there be future policy requests after this session as well? When?
12. What are the measurable outcome goals?
13. What other groups/organizations/elected bodies/government departments are partners/involved in:
 - a. Implementation?
 - i. What have they done/do they plan to do?
 - b. Funding?
 - i. What have they spent/plan to spend? (In other words, what percentage of the funding is requested from the State?)
14. Is there unanimous support among the partners for the project?
 - a. Have the appropriate level decision-makers (CEO, board, etc) been involved?
15. How does the project leverage other resources to achieve a greater effect?
16. Has this project been done elsewhere, in particular, in other states (or countries)? Where? How much was spent? What are the measurable results? Are you proposing improvements to those efforts?
17. Who opposes, or might oppose, the project?
 - a. Why?
 - b. Who might claim to be hurt by the project?
18. Is there a partisan nature to this request?
19. Does the project benefit you or your organization in some non-evident way, either now or in the future?

Thank you for your complete submittal. For more information or questions, please contact Deborah Hooper at dhooper@greensboro.org.

North Carolina School Boards Action Center (NCSBAC) 2018-19 Contributions

>50,000 Students: Contribution = \$10,000

These voluntary contributions are used to hire a third full-time lobbyist, as well as to create reserve in case legislation is introduced to abolish local boards of education.

Here are the districts that have contributed this year:

1. Allegheny
2. Anson
3. Asheboro City
4. Asheville City
5. Avery
6. Beaufort
7. Bertie
8. Bladen
9. Buncombe
10. Burke
11. Cabarrus
12. Caldwell
13. Camden
14. Chapel Hill-Carrboro
15. Charlotte-Mecklenburg
16. Chatham
17. Cherokee
18. Clay
19. Cleveland
20. Clinton City
21. Columbus
22. Craven
23. Cumberland
24. Currituck
25. Duplin
26. Durham
27. Edenton-Chowan
28. Edgecombe
29. Elizabeth City-Pasquotank
30. Franklin
31. Gates
32. Granville
33. Halifax
34. Haywood
35. Hertford
36. Hyde
37. Johnston
38. Jones
39. Lee
40. Lexington City
41. Lincoln
42. Martin
43. Mitchell
44. Montgomery
45. Mooresville City
46. Mount Airy City
47. Nash-Rocky Mount
48. Northampton
49. Onslow
50. Orange
51. Pamlico
52. Pender
53. Person
54. Polk
55. Roanoke Rapids City
56. Scotland
57. Swain
58. Thomasville City
59. Transylvania
60. Tyrrell
61. Union
62. Vance
63. Warren
64. Wake
65. Washington
66. Wayne
67. Weldon City
68. Whiteville City



BOARD OF DIRECTORS

Chuck Francis
President
Haywood County

Randy Barefoot
Clinton City

Margaret Bradsher
Person County

Linda Cranford
Asheboro City

Dottie Darsie
Caldwell County

Wendell Hall
Hertford County

Roger Hyatt
Mooreville

Earl Taylor
Onslow County

Geoffrey Tennant
Polk County

To: Board Chairs, Superintendents, Finance Officers
From: Chuck Francis, NCSBAC President
Date: May 11, 2018
Cc: All School Board Members
Re: North Carolina School Boards Action Center (NCSBAC)
2018-19 Contributions

NCSBAC was established in 2013 to provide additional support for the advocacy efforts of NCSBA. I am proud to report that NCSBAC has been extremely successful in this endeavor. In 2016, NCSBAC provided the necessary funding for the development of a video to combat the attack by charter schools over fund sharing. This video was essential to the defeat of the bill and it was ONLY possible because of the funds provided to NCSBAC. By creating a grassroots advocacy reserve with NCSBAC funds we are now nimble enough to address highly serious legislative threats (such as the charter fund sharing) in a timely manner using tools that would not otherwise be at our disposal. NCSBAC funding also allowed NCSBA to continue retaining its largest ever lobbying capacity at the General Assembly. The lobbying team was subsequently able to secure some key accomplishments this past session, including a compromise to ease the impact of the K-3 class size reductions and passage of two House bills to give districts more calendar flexibility. This upcoming session NCSBAC will help support grassroots advocacy efforts to put a \$1.9 billion statewide school construction bond on the ballot.

In addition to all these important measures, I am excited to announce a new benefit for boards that fund NCSBAC. Should your board decide to participate in NCSBAC in 2018-19, your board will be eligible for an **enhanced advocacy service**: lobbying activities by NCSBA on local bills. As you know, more of our local boards have spent time in recent years on local bills (supporting or opposing). But NCSBA's historical practice has been to refrain from lobbying on local bills unless the bill is precedent setting. The NCSBAC and NCSBA Boards unanimously agreed that the increase of local bills has opened an opportunity to give a "thank you" to those school boards that participate to help support and fund NCSBAC. Boards that fund NCSBAC will now be **eligible to request that NCSBA engage in direct lobbying activity for or against a local bill impacting that board**. The board would have to submit a written request with the stated position of the board on the local bill in question. NCSBA would agree to, on behalf of that board, talk to lawmakers and testify in committees in support of or opposition to that bill. These additional lobbying activities would only apply to local bills where other local school boards are not taking opposing positions. For the 2019 legislative session, the board would need to have made their NCSBAC contribution by January 1, 2019. This increased level of service does not negate the importance of the local board's lobbying efforts. This should be viewed as in addition to, not in lieu of, and thus amplifying the support or opposition.

I am hopeful that your board will join the 69 boards to help support and fund NCSBAC for 2018-19. A contribution statement, with the same funding level as previous years, is being shared with your superintendent and finance officer. We also encourage individuals to make contributions, if they so desire, to help advance NCSBAC's mission.

As always, if you have any questions or concerns, please feel free to contact Dr. Ed Dunlap, NCSBA Executive Director or me.

Thank you, in advance, for your continued support.

North Carolina School Boards Action Center

2018-19 Contribution Statement

To: Guilford Co. Schools
P.O. Box 880
Greensboro, NC 27402-0880

Statement # AC2018-19 048

Reference **5/11/2018**

<u>2017-18 Projected ADM</u>	<u>Contribution</u>
>50,000	\$10,000
30,000-49,999	\$8,000
17,000-29,999	\$6,000
10,000-16,999	\$5,000
8,000-9,999	\$4,000
5,000-7,999	\$3,000
<5,000	\$2,000

2018-2019 NCSBAC Contribution* 10,000.00

Total Due: \$10,000.00

Make check payable to: **North Carolina School Boards Action Center**

Mail payment and a copy of this invoice to: NCSBAC
Attn: Sherry Cariss
P.O. Box 97068
Raleigh, NC 27624

Please do not combine this payment with any payments due to NCSBA

*Contributions are not tax deductible as charitable contributions.