

STATE BOARD OF COMMUNITY COLLEGES
Dr. Breeden Blackwell, Chair
February 19, 2021

North Carolina Community College System
Dr. W. Dallas Herring State Board Room
Caswell Building, 200 West Jones Street
Raleigh, North Carolina 27603

Thursday, February 18, 2021

COMMITTEE MEETINGS

Programs Committee	9:30 a.m.	Dr. W. Dallas Herring State Board Room
Personnel Committee	11:00 a.m.	Dr. W. Dallas Herring State Board Room
Strategic Planning Committee	12:30 p.m.	Dr. W. Dallas Herring State Board Room
Finance Committee	2:00 p.m.	Dr. W. Dallas Herring State Board Room
State Board Policy and Governance Committee	3:30 p.m.	Dr. W. Dallas Herring State Board Room
Legislative Affairs Committee	3:45 p.m.	Dr. W. Dallas Herring State Board Room

Friday, February 19, 2021

BOARD MEETING

9:00 a.m. Dr. W. Dallas Herring State Board Room

- Call to Order
- Moment of Reflection
- Roll Call
- Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- Approval of Minutes – January 15, 2021
- Approval of Agenda
- Approval of Consent Agenda (*Consent Agenda items are listed on the Consent Agenda and are designated by [CA] on the Full Agenda*)

Reports

- NC Association of Community College Presidents, Dr. Kandi Deitemeyer, President
- NC Association of Community College Trustees, Ms. Julie Woodson, President
- NC Comprehensive Community College Student Government Association (N4CSGA), Mr. Jesse Watts, President

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

For Action

Review of Public Comments for 1D SBCCC 800. – Credit for Prior Learning (Attachment PROG 01)
Proposed Amendment of 1G SBCCC 200.1 - General Provisions (Attachment PROG 02)
Curriculum Program Application (Attachment PROG 03)
Legislative Reports for Career and College Promise (CCP) and Cooperative Innovative High Schools (CIHS) (Attachment PROG 04)
Location Waiver Request for Cooperative Innovative High Schools (CIHS) (Attachment PROG 05)
Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 06) [CA]

For Information

Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) as Approved by the System President (Attachment PROG 07)
Curriculum Program Application as Approved by the System President (Attachment PROG 08)
Curriculum Program Termination as Approved by the System President (Attachment PROG 09)
Curriculum Standard Revision as Approved by the System President (Attachment PROG 10)
SBCC Code Report – February 2021 (Attachment SBCCC 01)

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

For Information

System Office Vacancy Report – February 2021 (Attachment PER 01)
College President Status Report – February 2021 (Attachment PER 02)

STRATEGIC PLANNING COMMITTEE, Mr. Burr Sullivan, Chair

For Action

Approval of Recommended Changes to 2018-22 Strategic Plan (Attachment PLAN 01)

For Information

Enrollment Update (Discussion Only)

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

For Future Action

Initiate Rulemaking to Adopt 1B SBCCC 200.2 – “Time Due, Deferred Payment, Failure to Pay” (Attachment FC 01)

For Action

Allocation of Title II Adult Education and Family Literacy Act (AEFLA) Funds for Digital Literacy Training Pilot (Attachment FC 02)
Title II Funding to Promote Innovation Initiative (Attachment FC 03)
Title II Corrections Education Curriculum Improvement Plan (Attachment FC 04)
Construction and Property – February 2021 (Attachment FC 05) [CA]
Additional 2021 Budget Request for Cybersecurity Positions and Resources (Attachment FC 11)

FINANCE COMMITTEE, Ms. Lisa Estep, Chair (continued)

For Information

Estimated Receipts – January 2021 (Attachment FC 06)
State Board Reserve FY 2020-21 Mid-year Report (Attachment FC 07)
Annual Survey of Fees FY 2019-20 (Attachment FC 08)
System Office Grants Awarded Report as of December 31, 2020 (Attachment FC 09)
Delegated College Allocations Report as of December 31, 2020 (Attachment FC 10)
SBCC Code Report – February 2021 – (Attachment SBCCC 01)

STATE BOARD POLICY GOVERNANCE COMMITTEE, Mr. Bob Stephens, Chair

For Action

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 01)

For Information

College Service Area Report Update (Discussion Only)
SBCCC Code Report – January 2021 (Attachment SBCCC 01)

LEGISLATIVE AFFAIRS COMMITTEE, Mr. Jerry Vaughan, Chair

For Action

Financial Aid Simplification (Attachment LEG 01)
Clarification of In-State Tuition for Certain High School Graduates (Attachment LEG 02)

PRESIDENT'S REPORT

NEW BUSINESS

BOARD MEMBERS QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS

The next State Board meeting is scheduled for Thursday, March 18, 2021 and Friday, March 19, 2021 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES

There are currently no terms expiring and four vacancies for the membership of the State Board

ADJOURNMENT



Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-6970 or by e-mail at stateboard@nccommunitycolleges.edu

CONSENT AGENDA

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 06)

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

Construction and Property – January 2021 (Attachment FC 05)





State Board of Community Colleges

Caswell Building, 200 West Jones Street

Raleigh, North Carolina

January 15, 2020

9:00 a.m.

CALL TO ORDER

Following proper public notification, Chairman Breeden Blackwell called the State Board of Community Colleges (SBCC) Meeting to order at 9:00 a.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building.

MOMENT OF REFLECTION

Chairman Blackwell thanked everyone for attending and asked for a moment of reflection.

ROLL CALL

Mr. Bryan Jenkins called the roll, and the following members were present:

Dr. Breeden Blackwell
Dr. Catherine Edmonds
Ms. Lisa Estep
Ms. Jena Gallagher
Mr. William Holder

Mr. Bobby Irwin
Mr. Bill McBrayer
Mr. Hari Nath
Dr. Samuel Powell
Ms. Mary Ann Rice

Mr. Bob Stephens
Mr. Burr Sullivan
Mr. Jerry Vaughan
Mr. Jesse Watts
Ms. Ann Whitford

Absent: Treasurer Dale Folwell, Lt. Gov. Mark Robinson, and Dr. Ronald Lingle

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

Mr. Jenkins reminded members of the Board of the ethics requirements and requested members identify any conflicts or potential conflicts of interest. Having so requested, Chairman Blackwell asked the record to reflect no conflicts.

APPROVAL OF THE MINUTES

There were no changes to the minutes as presented. Mr. Sullivan made a motion to approve the November 20, 2020, December 08, 2020, December 09, 2020, and December 14, 2020 minutes. Mr. Irwin seconded the motion; approved via roll call vote.

APPROVAL OF THE AGENDA

PER – Mr. McBrayer asked for a closed session

PROG – Dr. Powell stated that PROG 04 and PROG 05 are consent agenda

SBPG – Mr. Stephens asked to amend the State Board Policy and Governance agenda moving SBPG 01 from For Future Action to For Action.

FC – Ms. Estep asked for the removal of FC 03

PLAN – Mr. Sullivan had no changes

Mr. Holder made a motion to approve the agenda for January 15, 2021. Dr. Powell seconded the motion; approved via roll call vote.

APPROVAL OF THE CONSENT AGENDA

There were no changes to the consent agenda as presented. Mr. Stephens made a motion to approve consent agenda for January 15, 2021. Dr. Powell seconded the motion; approved via roll call vote.

Items approved on the Consent Agenda were as follows:

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 04)

Combined Course Library – Continuing Education (Attachment PROG 05)

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

Construction and Property - December 2020 (Attachment FC 02)

REPORTS:

Dr. Kandi Deitemeyer, President of North Carolina Association of Community College Presidents

- Welcomed President Stith. The presidents are looking forward to working with him.
- There are huge budget and legislative priorities for the upcoming General Session. Meetings are occurring with education partners.
- Planning the quarterly meeting at the end of January.
- Returned to campuses both virtually and in person when needed.

Ms. Julie Woodson, President of North Carolina Association of Community College Trustees

- NCACCP is excited about President Stith being at the helm..
- As the legislative session begins, the trustees are being encouraged to work with their presidents to be strong advocates about the legislative priorities.
- A database is being developed of legislative connections to identify connections between trustees and legislators to help communicate key points during the legislative session.
- NCACCT Executive Board will meet, Friday, January 29th. There will be collaborative discussions through the meetings with our partners.

Mr. Jesse Watts, President of North Carolina Comprehensive Community College Student Government Association

- The past year has been a challenge for the students. The N4CSGA has strived to keep a presence on the campus to bolster one another.
- The Spring conference will focus on continuing to keep students healthy, mentally, and physically. Resources provided through the State, System Office, and local colleges have been a benefit and students were very appreciative.

COMMITTEE REPORTS

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Hearing on Central Piedmont Community College Program Application Approval (Attachment PROG 01)

Based on conversations from the Programs Committee on Thursday, January 14, 2021, Dr. Powell recommended that this item be tabled.

Review of Public Comments for 1D SBCCC Subchapter 800 - Credit for Prior Learning (Attachment PROG 02)

Based on conversations from the Programs Committee on Thursday, January 14, 2021, Dr. Powell recommend that this item be tabled.

On behalf of the Programs Committee, Dr. Powell recommended and moved the following items be tabled by the board.

Hearing on Central Piedmont Community College Program Application Approval
(Attachment PROG 01)

Review of Public Comments for 1D SBCCC Subchapter 800 - Credit for Prior Learning
(Attachment PROG 02)

The above items were tabled per the request of the committee via roll call vote.

Curriculum Program Applications – New to the System (Attachment PROG 03)

Dr. Gold said that this is a brand-new program so there are no impacts noted from other colleges.

On behalf of the Programs Committee, Dr. Powell recommended and moved the following item be approved by the board.

Curriculum Program Applications – New to the System (Attachment PROG 03)

The above items were approved via roll call vote.

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

Mr. McBrayer moved to go into closed session pursuant to North Carolina General Statute section 143-318.11(a)(1) to prevent the disclosure of information that is confidential or privileged pursuant to North Carolina General Statute sections 115D-27 and 126-22. Additionally, I move to go into closed

session pursuant to North Carolina General Statute section 143-318.11(a)(6) to consider the qualifications, competence, performance, and fitness of individual prospective public employees and to consider the conditions of appointment for an individual public employee. Lastly, I move to go into closed session pursuant to North Carolina General Statute Section 143-318.11(a)(2) to prevent the premature disclosure of an honorary award. Mr. Stephens seconded the motion; approved via roll call vote.

The Board discussed the matters referenced above.

Once the business was complete, Mr. McBrayer moved to come out of closed session. Mr. Stephens seconded the motion; approved via roll call vote.

On behalf of the Personnel Committee, Mr. McBrayer made a motion approve Patrick Holt Fleming in the position of AVP, IT Service Management & Strategy effective January 15, 2021. Unanimously approved via roll call vote.

STRATEGIC PLANNING COMMITTEE, Mr. Burr Sullivan, Chair
For Information

Presentation on Long-Term IT Strategy
Mr. Sullivan reviewed the agenda item.

Continued Exploration of New Focus Areas: Leaders in Flexible Learning (Attachment PLAN 01)
Mr. Sullivan reviewed the agenda item.

FINANCE COMMITTEE, Ms. Lisa Estep, Vice-Chair
For Action

Reallocation of State Board Reserve (Attachment FC 01)
Ms. Estep shared the information in Attachment FC 01.

On behalf of the Finance Committee, Ms. Estep recommended and moved the following items be approved by the board.

Reallocation of State Board Reserve (Attachment FC 01)

The above items were approved via roll call vote.

Title II Funding for Professional Development and Technical Assistance for Digital Literacy Training (Attachment FC 09)

Ms. Estep reviewed the information about Attachment FC 09.

On behalf of the Finance Committee, Ms. Estep recommended and moved the following items be approved by the board.

Title II Funding for Professional Development and Technical Assistance for Digital Literacy Training (Attachment FC 09)

The above items were approved via roll call vote.

For Information

Estimated Receipts (Attachment FC 07)

Ms. Estep said that receipts collection is down. Ms. Grovenstein reminded the Board that the annual budget was approved in August and is supported primarily by state appropriations and tuition receipts. Due to pandemic, there is a declining collection of receipts, so unfortunately the college budgets will be reduced. The colleges had been advised to hold back 2% and the cut will only be just over 1%, but this should assure a balance budget for the rest of the year.

STATE BOARD POLICY AND GOVERNANCE COMMITTEE, Mr. Bob Stephens, Chair

Proposed Adoption of 1A SBCCCC 300.3 Service Area Assignments (Attachment SBPG 01)

Mr. Stephens explained that this is to change the name of Davidson County Community College to Davidson-Davie Community College.

On behalf of the State Board Policy Governance Committee, Mr. Stephens recommended and moved the following items be approved by the board.

Proposed Adoption of 1A SBCCCC 300.3 Service Area Assignments (Attachment SBPG 01)

The above items were approved via roll call vote.

ApprenticeshipNC Council Appointments (Attachment SBPG 02)

Mr. Stephens had Ms. Little review the item.

On behalf of the State Board Policy Governance Committee, Mr. Stephens recommended and moved the following items be approved by the board.

ApprenticeshipNC Council Appointments (Attachment SBPG 02)

The above items were approved via roll call vote.

LEGISLATIVE AFFAIRS, Mr. Jerry Vaughan

Ms. Shuping shared an update.

PRESIDENT'S REPORT

President Stith spoke about the following:

- Thanked everyone for the welcome and enjoyed his first week as president.
- Thanked President Carver for his work and support of the System
- Strong management team at the System Office as well as excellent staff that he looks forward to working with. The openings are opportunities to bring new members on board.

- Met with Senior Team and spent time at the General Assembly sharing the legislative priorities.
- Met with a variety of stakeholders.
- President Stith shared some of his focus such as teacher pay, relationships with community businesses, and determining how to utilize the remaining Connect NC Bond funds.

NEW BUSINESS

Dr. Powell mentioned that at the next SBCC meeting, the Board should address Medical Sonography at Central Piedmont Community College. Please review the information and attend the tentative meeting Thursday, February 4, 2021 to ask questions.

DATE OF NEXT MEETING

The next State Board meeting is scheduled for Thursday, February 18, 2021 and Friday, February 19, 2021 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC.

EXPIRING TERMS AND VACANCIES

There are currently no terms expiring and three vacancies for the members of the State Board.

ADJOURNMENT

The Board adjourned at 10:47 a.m.

RESPECTFULLY SUBMITTED BY:

Secretary

APPROVED BY:

Mr. Thomas Stith, III, System President

Dr. Breeden Blackwell, Chair

STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

**COVID 19 RULES**

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
WAIVER 1B SBCCC 200.3 (c)(9). – “Establishing Multi-Campus Centers”	Presented to SBCC for Adoption	April 17, 2020	COMPLETED
	Publication on NCCCS Website	April 17, 2020	COMPLETED
	Prospective Effective Date of Rule	April 17, 2020	COMPLETED
	Extension Presented to SBCC for Adoption	July 17, 2020	COMPLETED
	Publication on NCCCS Website	July 17, 2020	COMPLETED
	Prospective Expiration Date of Rule	April 12, 2021	PENDING
TEMPORARY AMENDMENT 1E SBCCC 700.2. – “Student Activity Fees”	Presented to SBCC for Adoption	March 19,2020	COMPLETED
	Publication on NCCCS Website	March 21, 2020	COMPLETED
	Prospective Effective Date of Rule	March 19, 2020	COMPLETED
	Extension Presented to SBCC for Adoption	August 21, 2020	COMPLETED
	Publication on NCCCS Website	August 21, 2020	COMPLETED
	Prospective Expiration Date of Rule	February 17, 2021	PENDING
TEMPORARY AMENDMENT 1E SBCCC 700.3. – “Instructional Technology Fees”	Presented to SBCC for Adoption	March 19,2020	COMPLETED
	Publication on NCCCS Website	March 21, 2020	COMPLETED
	Prospective Effective Date of Rule	March 19, 2020	COMPLETED
	Extension Presented to SBCC for Adoption	August 21, 2020	COMPLETED
	Publication on NCCCS Website	August 21, 2020	COMPLETED
	Prospective Expiration Date of Rule	February 17, 2021	PENDING

TEMPORARY AMENDMENT 1H SBCCC 300.3. – “Bookstore & Bookstore Commissions”	Presented to SBCC for Adoption	March 19, 2020	COMPLETED
	Publication on NCCCS Website	March 21, 2020	COMPLETED
	Prospective Effective Date of Rule	March 19, 2020	COMPLETED
	Extension Presented to SBCC for Adoption	August 21, 2020	COMPLETED
	Publication on NCCCS Website	August 21, 2020	COMPLETED
	Prospective Expiration Date of Rule	February 17, 2021	PENDING

TEMPORARY AMENDMENT 1E SBCCC 200.2. – “Time Due, Deferred Payment, Failure to Pay”	Presented to SBCC for Adoption	April 17, 2020	COMPLETED
	Publication on NCCCS Website	April 17, 2020	COMPLETED
	Prospective Effective Date of Rule	April 17, 2020	COMPLETED
	Extension Presented to SBCC for Adoption	September 18, 2020	COMPLETED
	Publication on NCCCS Website	September 18, 2020	COMPLETED
	Prospective Expiration Date of Rule	April 12, 2021	PENDING

STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

**GOVERNANCE COMMITTEE**

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMENDMENT 1A SBCCC 300.3 – “Service Area Assignments”	Initiation of Rulemaking Process	January 15, 2021	COMPLETED
	Publication on NCCCS Website	January 19, 2021	COMPLETED
	Written Comment Period Ends	February 18, 2021	PENDING
	Review Comments with SBCC Committee	March 18, 2021	
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	March 19, 2021	
	Prospective Effective Date of Rule	April 1, 2021	

STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

**PROGRAMS COMMITTEE**

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
ADOPTION 1D SBCCC 800. – “Credit for Prior Learning”	Initiation of Rulemaking Process	November 20, 2020	COMPLETED
	Publication on NCCCS Website	November 24, 2020	COMPLETED
	Written Comment Period Ends	January 13, 2021	COMPLETED
	Review Comments with SBCC Committee	January 14, 2021	COMPLETED
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	February 19, 2021	PENDING
	Prospective Effective Date of Rule	March 1, 2021	

AMENDMENT 1G SBCCC 200.1. – “General Provisions	Initiation of Rulemaking Process	February 19, 2021	PENDING
	Publication on NCCCS Website	February 23, 2021	
	Written Comment Period Ends	March 25, 2021	
	Review Comments with SBCC Committee	April 15, 2021	
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	April 16, 2021	
	Prospective Effective Date of Rule	May 1, 2021	

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
February 18, 2021 – 9:30 a.m. – 11:00 a.m.
Chair: Dr. Samuel Powell

Programs Committee Members

Sam Powell, Chair	Hari Nath	Ann Whitford
Bobby Irwin, Vice Chair	Mary Ann Rice	
William Holder	Jesse Watts	

NCACCP Liaisons

Amanda Lee, President, Bladen CC
David Heatherly, President, Coastal Carolina CC

NCACCT Liaison

Mac Sherrill, Chair, Randolph CC

System Office Staff

Kimberly Gold, Vice President

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 7, 2021; January 14, 2021; February 4, 2021

For Action

- Review of Public Comments for 1D SBCCC 800. – Credit for Prior Learning (Attachment PROG 01)
- Proposed Amendment of 1G SBCCC 200.1 - General Provisions (Attachment PROG 02)
- Curriculum Program Application (Attachment PROG 03)
 - Central Piedmont Community College
 - Medical Sonography (A45440)
- Legislative Reports for Career and College Promise (CCP) and Cooperative Innovative High Schools (CIHS) (Attachment PROG 04)
- Location Waiver Request for Cooperative Innovative High Schools (CIHS) (Attachment PROG 05)
- Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 06) [CA]
 - Cape Fear Community College
 - Advertising and Graphic Design (A30100)
 - Martin Community College
 - Applied Engineering Technology (A40130)

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
February 18, 2021 – 9:30 a.m. – 11:00 a.m.
Chair: Dr. Samuel Powell

- Southwestern Community College
 - Opticianry (A45560)
 - Surgical Technology (A45740)

For Information

Programs Committee

- Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) as Approved by the System President (Attachment PROG 07)
 - Guilford Technical Community College
 - Mitchell Community College
 - Sandhills Community College
- Curriculum Program Application as Approved by the System President (Attachment PROG 08)
 - Fayetteville Technical Community College
 - Public Safety Administration (A55480)
- Curriculum Program Termination as Approved by the System President (Attachment PROG 09)
 - Haywood Community College
 - Building Construction Technology (A35140)
 - Horticulture Technology (A15240)
 - Manicuring/Nail Technology (A55400)
 - Nash Community College
 - Architecture Technology (A40100)
- Curriculum Standard Revision as Approved by the System President (Attachment PROG 10)
 - Fayetteville Technical Community College
 - Advertising and Graphic Design (A30100)
- SBCC Code Report – February 2021 (Attachment SBCCC 01)

Finance Committee

- Allocation of Title II Adult Education and Family Literacy Act (AEFLA) Funds for Digital Literacy Training Pilot (Attachment FC 02)
- Title II Funding to Promote Innovation Initiative (Attachment FC 03)
- Title II Corrections Education Curriculum Improvement Plan (Attachment FC 04)

New Business

Adjourn

MINUTES
Programs Committee
State Board of Community Colleges
Thursday, February 4, 2021

MEMBERS PRESENT:

Sam Powell, chair	Mary Ann Rice	Jesse Watts
Bobby Irwin	Hari Nath	Burr Sullivan
Ann Whitford	William Holder	Jerry Vaughn

NCACCP LIAISONS

Amanda Lee, President, Bladen CC
David Heatherly, President, Coastal Carolina CC

SYSTEM OFFICE STAFF AND OTHERS:

Kimberly Gold, Vice President	Bryan Jenkins Lisa Eads	Deana Guido Elizabeth Grovenstein
Alex Doles	Lori Byrd	
Sondra Jarvis	Maureen Little	

WELCOME AND ETHICS STATEMENT: Chairman Powell called the meeting to order at 1:00pm in the Dallas Herring State Board Room in the Caswell Building. Roll was taken and there was a quorum. Chairman Powell read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

APPROVAL OF THE AGENDA: Chairman Powell requested a motion to approve the February 4, 2021 agenda. Mr. Holder made a motion to approve the agenda and Ms. Rice seconded the motion. The agenda was unanimously approved by the committee.

FOR INFORMATION:

Curriculum Program Application (Attachment PROG 01)
Background on Program Approval Application Process (Discussion Only)
Chairman Powell provided a brief background on this item.

Mr. Holder asked for clarification regarding a question from the January 14, 2021 meeting. The question concerns the additional sites mentioned in the Central Piedmont Community College (CPCC) support letters and the timing of those sites becoming available to students. He also asked for clarification of how students would be able to meet the 1,500 exams requirement from the accrediting agency. It was discussed that the clinical sites and slots locations are not managed by the System Office and the number of students in each Medical Sonography program are based on the availability of clinicals determined by the accrediting agency.

The System Office presented data from the Data Warehouse noting that there were 80 graduates in the 2019-2020 year from the Medical Sonography programs statewide and in 2020, there were 228 students enrolled in Medical Sonography. These numbers do not include the two new approved programs at Wake Technical Community College or Fayetteville Technical Community College. There are 127 slots available for students each year statewide with a maximum potential of 254 enrolled students in the 2-year program.

Mr. Holder asked if the 127 students per year can complete the 1,500 examinations required to graduate from the program. It was discussed that the accrediting agency looks at each program and the available number of clinicals to determine how many students each community college can admit to the program each year.

Ms. Whitford clarified that both first- and second-year students are required to attend clinicals and stated for a clinical site to qualify to host students, that clinical site must perform a certain number of examinations per year to receive accreditation. The program of study for Medical Sonography is designed to have clinical experiences in both the first and second year of study. Clinical sites must meet the requirements laid out by the accrediting agency to qualify to host students, which could include the number of examinations performed each year.

Ms. Whitford stressed the difficulty community colleges can face to find clinical sites to host students and that South Piedmont Community College (SPCC) needed twenty-three sites in nine counties to host their Medical Sonography students, with ten of those sites located in Mecklenburg County. She questioned the support letters provided by CPCC as it seems their claims on future clinical site numbers do not appear to be supported by program data and information submitted from other impacted colleges and employers in this region. The Committee did note that the information on where the clinical sites CPCC has secured are located, the process for securing these sites, or when they will be available were not included in support letters nor confirmed in previous committee meetings.

Chairman Powell asked if the Medical Sonography programs are accredited or in the process of being accredited. After the State Board approves the curriculum application, they then complete the accreditation process with the Sonography Joint Review Commission. It could take upwards of a year for a program to fully finish the accreditation process.

Chairman Powell clarified that there are minimum expectations that students will experience a substantial number of examinations and that each of these sites must be acceptable to the accreditation board. The clinical sites must be able to deliver the experiences needed for a student to gain the skill set. While a clinical site may not have to deliver all of the experiences for students to gain skills, they do need to demonstrate that they have the ability to deliver a certain number of skills. They also need to have someone who can accompany students in a one-on-one experience compared to nursing where multiple students can be assigned to one instructor.

Mr. Holder asked for more clarification on the fact that there were 127 program slots were available and there were 228 total students enrolled in 2020. The 127 program slots are the number of students the program can admit each year as first-year students while the 228 are the total number of first-year and second-year students in 2020. The maximum number of students that can be enrolled in the program is 254 students. Mr. Holder asked if there was information on how many of the 228 students were first-year students in 2020. That information was not on hand for this meeting, but the 228 students did not include the two new programs at Wake Technical Community College or Fayetteville Technical Community College as they had not started enrolling students at that time. Mr. Holder asked if the data on the number of first-year students in the program in 2020 could be provided by the February 18th Programs Committee Meeting.

Ms. Whitford reminded the Committee that, even if a site offers the type and number of procedures needed, there is no guarantee that the site could be a clinical site as the site may not be able to accommodate an instructor to host a student due to staffing issues.

Chairman Powell summarized that SPCC expressed concerns that a new program at CPCC could cause problems with the continuation of the SPCC program while CPCC stated they can secure enough clinical sites to host their future students. He asked for confirmation that the core issue surrounds the number of clinical sites as they are a limiting factor on the number of students the System can serve in this program. From the accreditation point of view, clinical sites drive the number of students a program can admit.

Mr. Irwin asked the length of time it takes for a clinical site to complete the setup and accreditation process. According to previous Programs Committee meetings, SPCC stated that the college has been working with a clinical site for 18 months and continues to work with them to complete the accrediting process. Based on this information, the Committee predicted that the full process could take 18-24 months which is concerning when CPCC was not able to provide a timeline for the sites the college stated it could secure.

The Committee debated on having a neutral expert from the field give an insight on this matter in relation to the larger issue at hand and continued to discuss the potential benefits and harm granting approval for this program application could have on other Medical Sonography programs in the System, especially when one of the programs has been serving the System for twenty years.

Members of the Committee expressed the need for an agreement or compromise to meet student needs at both colleges but questioned if the colleges could reach a compromise given past failed mediations and the history behind this current program application. A compromise was proposed in a mediated discussion with the System President where the SPCC program would be expanded and clinical slots would be held for CPCC students Concerns were expressed about the location of the delivery presenting a barrier for CPCC students. The compromise was not accepted but SPCC presented a willingness to discuss expanding their program to admit CPCC students further. Committee members questioned if there was a barrier due to the

location of the delivery as claimed by CPCC as the two colleges are geographically close to each other.

Mr. Holder asked if a compromise would be included in the vote at the February 18, 2021 Programs Committee meeting. At this time, there does not seem to be a willingness for a compromise and until the colleges express support for a compromise, the Committee cannot manufacture a compromise. If this were to happen, the Committee could consider it but currently, the vote would address whether to approve or decline CPCC's application. The Committee supported this decision.

Mr. Irwin noted that one factor of consideration should also be job market saturation in this field. The Committee supported this consideration as more colleges are showing interest in this program and expressed concern that expanding this program could have a negative impact on student success if the market for Medical Sonographers is saturated. Monitoring on how long it takes students to secure these positions and guidance for colleges on the need for additional Medical Sonography programs in the System is needed.

OTHER BUSINESS

ADJOURN

The meeting was adjourned at 1:43pm by Chairman Powell.

Recording Secretary
Alexandra Doles

MINUTES
Programs Committee
State Board of Community Colleges
Thursday, January 7, 2021

MEMBERS PRESENT:

Sam Powell, chair
Bobby Irwin

Ann Whitford
Mary Ann Rice

Hari Nath
William Holder

MEMBERS ABSENT:

Jesse Watts

NCACCP LIAISONS

Amanda Lee, President, Bladen CC
David Heatherly, President, Coastal Carolina CC

SYSTEM OFFICE STAFF AND OTHERS:

Kimberly Gold, Vice
President
Alex Doles
Sondra Jarvis
Bryan Jenkins

Bill Carver
Jonathan Harris
Deana Guido
Elizabeth Grovenstein
Lisa Eads

Lori Byrd
Mary Shuping

WELCOME AND ETHICS STATEMENT: Dr. Powell called the meeting to order at 1:00pm in the Dallas Herring State Board Room in the Caswell Building. Roll was taken and there was a quorum. Dr. Powell read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

APPROVAL OF THE AGENDA: Dr. Powell requested a motion to approve the January 7, 2021 agenda. Mr. Nath made a motion to approve the agenda and Ms. Rice seconded the motion. The agenda was unanimously approved by the committee.

FOR INFORMATION:

Curriculum Program Application (Attachment PROG 01)
Background on Program Approval Application Process (Discussion Only)
Chairman Powell provided a brief background on this item.

Mr. Nath asked for clarification on the maximum number of possible graduates from the Medical Sonography program compared to the actual number of students graduating, what may be causing graduation rates lower than the maximum capacity, whether clinical sites are a key concern in the lower number of graduating students, and how this information would impact approval for Central Piedmont Community College's (CPCC) application. Dr. Gold referred to documents that were included in CPCC's application, stating that the data Mr. Nath referred to came from the System Office database. Each college is asked to demonstrate that there is student interest, employer support for the program, and that there are job opportunities in program applications. South Piedmont CC (SPCC) and

CPCC both included documents on their stances as well as information regarding the impact CPCC's program approval would have on other Medical Sonography programs within the System. Chairman Powell commented on the data that shows job openings across the state, the number of Medical Sonography graduates per year, and the competition NCCC students face from Medical Sonography students graduating from other NC institutions and from outside the state. He noted discussions the Committee has had surrounding the number of training sites in North Carolina and whether the job market would be harmed either from the community colleges producing too many or too few graduates. Recent applications from Wake Technical Community College and Fayetteville Technical Community College also included data that this job market has almost reached saturation and that recent graduates may be having or will have difficulties in finding Medical Sonographer jobs.

Mr. Irwin moved to go into closed session pursuant to North Carolina General Statute section 143-318.11(a)(3) to consult with General Counsel to protect attorney-client privileged discussion. Ms. Whitford seconded, Committee approved via roll call vote.

The Committee asked questions of General Counsel related to the scheduled hearing, including format, procedure, and State Board Code.

The Committee entered open session following a motion by Mr. Holder, a second by Mr. Irwin, and roll call vote by the Committee.

Mr. Irwin asked if this was a new application resulting from the original application that was denied by the State Board in 2019 and what changes were made to the new application. CPCC submitted a new application and it is being treated as an update of the original. The meeting on January 14th will focus on the new application. Mr. Irwin asked if the data will be confirmed prior to the meeting. Some of the data is from System Office data provided by the colleges but the Committee members will need to evaluate the information from other sources.

Ms. Whitford provided some potential options the Committee could take at the January 14th and the impact of those decisions. The Committee further discussed impacts and concessions first discussed in 2019 and how those are applicable or amplified in today's economic landscape.

Mr. Holder asked if the 145 slots are what is currently available to the community colleges and, if the colleges are producing only 80 graduates per year, could those sites be shared by two colleges. He also asked if other colleges are facing the issue of sending students to different sites and whether there is an excess capacity within the program to support 145 students. Those 145 slots are slots available at clinical sites for the ten community colleges offering this program at the time the application was submitted. Mr. Holder noted that there needs to be care taken that the colleges are not offering a program that cannot be fulfilled.

Chairman Powell asked if the System could graduate 145 students per year or if those slots are the total available to both first year and second year students in the two-year program. Graduating students is dependent on them being able to complete all clinical requirements for the program. Two of the ten community colleges started their programs within the last year and have not produced a graduating class yet, thereby likely increasing the number of graduates per year when the first cohorts graduate.

Ms. Whitford asked if there may be clinical sites that provide only one area of training from the multiple areas that students need competency in or do the clinical sites provide all the training needed for student competency. The sites would typically specialize in one area and students would need to go to multiple sites to attain all skills required for the degree. Ms. Whitford commented that the limited clinical sites seem to be a common theme in medical programs such as nursing and sonography.

Mr. Holder asked about the intense interest in this specific program when other programs are not facing this, particularly when there appears to be data showing that the market may be saturated and salaries showing a downward trend. Ms. Whitford commented that this program is important to SPCC as they have invested quite a bit of money over the many years of offering this program and regularly have 100% graduation rates. This program is also only one of three medical programs offered at SPCC and this is an important program for the college based on the amount of money they have invested over the years and the amount of FTE it generates for the college. Ms. Whitford pointed out that the question the Committee and the Board needs to determine is whether one school will be harmed if the other is allowed to start the program.

The Committee further discussed the reasonings behind CPCC's interest in opening this program when there is conflicting data showing declining viability in this job market. Chairman Powell concluded that the Committee would like to see CPCC offer this program but not at the expense of SPCC's program.

OTHER BUSINESS

ADJOURN

The meeting was adjourned at 2:45pm on a motion by Mr. Irwin, seconded by Mr. Nath, and approved via voice vote.

Recording Secretary
Alexandra Doles

MINUTES
Programs Committee
State Board of Community Colleges
Thursday, January 14, 2021

MEMBERS PRESENT:

Sam Powell, chair	Hari Nath	Burr Sullivan
Bobby Irwin	Breeden Blackwell	Jesse Watts
William Holder	Lisa Estep	Ann Whitford
Mary Ann Rice	Bill McBrayer	

NCACCP LIAISONS

Amanda Lee, President, Bladen CC
David Heatherly, President, Coastal Carolina CC

SYSTEM OFFICE STAFF AND OTHERS:

Kimberly Gold, Senior Vice President	Kandi Deitemeyer, President, Central Piedmont CC	Elizabeth Grovenstein
Bryan Jenkins	Maria Pharr, President, South Piedmont CC	Mary Shuping
Thomas Stith		Maureen Little
Bill Carver	Lisa Eads	
Alex Doles	Lori Byrd	
Sondra Jarvis	Andrea Poole	

WELCOME AND ETHICS STATEMENT: Dr. Powell called the meeting to order at 9:30am in the Dallas Herring State Board Room in the Caswell Building. Roll was taken and there was a quorum. Dr. Powell read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

APPROVAL OF THE AGENDA: Dr. Powell requested a motion to approve the January 14, 2021 agenda. Mr. Nath made a motion to approve the agenda and Ms. Rice seconded the motion. The agenda was unanimously approved by the committee.

APPROVAL OF THE MINUTES: Dr. Powell requested a motion to approve the November 19, 2020 minutes. Mr. Holder made a motion to approve the minutes and Ms. Rice seconded the motion. It was unanimously approved by the committee.

FOR ACTION:

Hearing on Central Piedmont Community College Program Application Approval (Attachment PROG 01)
Chairman Powell reviewed the item, including the history of Central Piedmont Community College's (CPCC) first and second application and information on the economic landscape for Medical Sonographers in North Carolina, particularly around employment saturation. Details concerning how clinicals within the Medical Sonography program function were also presented.

President Deitemeyer, president of Central Piedmont Community College (CPCC), discussed the rationale behind the application to start the Medical Sonography program, citing high growth in the Mecklenburg County area, unmet employer need for trained Medical Sonographers, and the opportunities this program would give for upward mobility for graduates.

President Pharr, president of South Piedmont Community College (SPCC), then presented SPCC's position on CPCC's program application, noting that CPCC's program would cause irreparable harm to SPCC's program as it would no longer be viable and that the job market has reached saturation, leaving students with few to no opportunities in this field in North Carolina. She detailed the challenges current Medical Sonography programs face in trying to secure clinical sites and clinical slots for students and noted three areas of concern with CPCC's program application: ambiguous impact statements, a refusal to share new information regarding Central Piedmont's 2020 application and including unsubstantiated information to health care agencies when garnering letters of support.

Mr. Holder asked about a statement about six slots being held for Central Piedmont students by South Piedmont as part of the resolution process and if this meant Central Piedmont would then create and limit their program to six students. President Pharr confirmed that a proposed resolution was that CPCC students could be a part of SPCC's program through an Instructional Service Agreement (ISA). South Piedmont has sixteen clinical slots and there is a possibility of gaining more through the accrediting agency but the number of students will always be limited by clinical sites as the programs are restricted to accredited clinical sites and a licensed sonographer must be devoted to a single student. President Deitemeyer stated that, in mediated discussions, a specific number of slots were not mentioned, only that the idea of creating an ISA could be a potential resolution. She noted that ISAs tend to occur when one of the institutions is lacking in some way to launch a new program such as resources, employer support, physical/talent resources, etc. She stated that CPCC does not face these challenges and this solution would not meet workforce demands.

Mr. Holder questioned if the Programs Committee should focus on the labor market and demand for graduates over clinical sites as this seems to be the hinge point on whether Central Piedmont's program should be started and if it would be successful. He noted that submitted documentation stated that each graduate needs to have 1500 examinations per year and that determining how many examinations can be sourced per year and then basing enrolled student numbers on that information may give a better idea of the limits of clinical sites. He also asked if the hybrid programs mentioned in the application could reduce the pressure on clinical sites.

Ms. Whitford agreed with Mr. Holder but stated the Committee should focus on the availability of clinical sites and asked if the 1500 examinations for the two-year degree is a standard determined by the accrediting agency. The accrediting agency does set those standards and will be making changes to the exact number of examinations required but it was noted that the requirements will still reflect that students should have enough of a variety in extensive scanning to have competence in the work.

The issue facing this program is the capacity for any clinical site to host a student and meet the requirements set by the accrediting agency. Even if there are new hospitals and new growth being opened in the state, a site may not be able to devote a sonographer to a student based on patient volume, staffing issues, and administration issues that are done specifically at clinical sites for students. President Pharr acknowledged Mr. Holder's statement that it is not an issue of having competitive,

competent graduates and a competitive state; rather, it is that there are not enough clinical sites who have the capacity to host the current cohort of Medical Sonography students at the ten community colleges, let alone to host another program.

Ms. Whitford asked how many sites are needed to support SPCC's students. There are twenty-three sites with ten sites in Mecklenburg County. SPCC can provide the locations for those sites for the Committee, but there are questions at SPCC on where the additional sites CPCC claims they can secure could be in that county. Ms. Whitford asked about one employer informing SPCC that they could possibly provide four more clinical sites at some point in the future. President Pharr confirmed that the employer is growing significantly, but those four sites are not necessarily for students or for more students as there can be reasons that they cannot take students, as mentioned earlier. In those situations, the college must find a new location for those students and, with thirty-two students in the program as first-year and second-year students, this can be challenging. There can also be restrictions on whether these sites can host a first-year or second-year student as they can have very different training scenarios. President Deitemeyer noted that the employer in question provided a support letter stating they could provide twenty slots for CPCC students and that other employers have indicated that they could also provide more clinical sites. CPCC returned to their workforce partners to ensure that any commitments made would not impact other colleges and have included multiple letters of support in the CPCC application for the committee to review.

Mr. Irwin asked President Deitemeyer about an apparent difference in opinion regarding a support letter provided in CPCC's application and an interview provided by SPCC from an administrator overseeing clinical sites at one of the health employers. President Deitemeyer stated that she was not part of the meeting hosted by SPCC with the administrator. She noted that her staff did communicate with the administrator for the first application and with the administrator's supervisor after the initial application was denied to collect empirical data supporting the need for CPCC to have this program. President Pharr followed that a conversation was held with the administrator after the support letter was submitted and stated that he was unaware of that letter and had not been consulted on it. This issue was brought up during mediation discussions with the System President. She noted that employers are now being put in difficult positions between the two colleges and that is not to the benefit of the System.

Mr. Irwin went back to note that the crux of the matter is clinical sites and that the administrator of clinical sites, who should know the most about the status of these sites, would know best on the current landscape. However, the two documents provided to the Programs Committee seem to give conflicting viewpoints. He also noted that there has not been any new documentation from the original 2019 application that warrants a change on the Programs Committee original denial of Central Piedmont's program.

Chairman Powell asked how the number of clinical sites available compared to the number of students. President Pharr stated that the reason there are twenty-three sites is because there are thirty-two students but there needs to be enough examinations to meet the accrediting agency's requirements and a licensed sonographer needs to be removed from their position to train the student. The situation can change at any time with that licensed sonographer, thereby removing the site's availability at that site. There needs to be some flexibility due to these changes as, for example, this semester alone had four of South Piedmont's site refuse to host a student. President Deitemeyer noted that in the support

letters provided by Atrium and Novant Health, both employers have committed twenty and fifteen slots, respectively, and that this documentation shows that Central Piedmont has more than enough sites to host the sixteen students in CPCC's program.

Ms. Whitford asked if President Deitemeyer can provide the locations for the clinical sites and if these sites are currently available or will they be available in the future. President Deitemeyer stated that she is happy to have the employers document those sites, but these change regularly and that the institutions are under the will of the employers on what is provided based on the employer needs. She noted that workforce partners are being put in a difficult situation.

Chairman Powell noted that documents show there are ten clinical sites that are currently being used in Mecklenburg County. He also noted that President Deitemeyer stated there could be another thirty-five available. He asked if this data is correctly represented and when these will be available. President Deitemeyer stated that it is important to note the difference between "sites" and "slots". The number of slots at the clinical sites will increase while many of these sites currently exist. She noted again that Mecklenburg County is growing, particularly healthcare, and there is a demand for this occupation nationwide.

Chairman Powell asked that letters from two employers stated they are trying to hire Medical Sonography students and are offering President Deitemeyer thirty-five clinical slots with the implication that those slots would be available almost immediately. He asked that, if these employers find it important to hire additional sonographers, why these additional clinical sites had not been offered before now. President Deitemeyer stated there has been capacity at these sites and that CPCC could not have submitted their application without researching this. The State Board has approved two other Medical Sonography programs since CPCC's first application two years ago and, seeing this, CPCC returned to the employers who confirmed these clinical slots for the college. Chairman Powell clarified if President Deitemeyer is implying that the sites offered by these two employers within Mecklenburg County is enough to satisfy CPCC's clinical site needs or would they have to imitate other programs and go into surrounding counties to find clinical sites. She stated that almost all the colleges go beyond their service areas for their programs. CPCC's intention today is to not go beyond Mecklenburg County for the Medical Sonography program.

Chairman Powell noted that the new clinical slots would primarily cover the needs for the new program according to President Deitemeyer, but questioned what would happen if there were changes down the road that negatively impact the neighboring college programs and how CPCC plans to protect their neighboring colleges from suffering if clinical slots are lost to CPCC students. President Deitemeyer stated that the intention is not to harm the colleges within the System and that was why the college returned to employers to document those additional slots so that neighboring colleges are not negatively impacted.

Chairman Powell asked for more information on the fact that there is capacity for 170 students but there were only 80 students graduating the Medical Sonography program statewide. Those graduating students are from the 2018-19 cohort and since that time, two more programs have been created. Every program has attrition and the System has the capacity to graduate 100% of the students at any time. When looking at this information, the System does need to look at the capacity to graduate students since clinical sites can change their availability. President Pharr pointed out that one of the

impacted colleges would not provide a positive impact statement if CPCC used a specific clinical site. In a letter from CPCC to that college, CPCC confirmed they would not use that site; however, in documentation since then, CPCC has said that site is one of the two major sites they will be using. This was noted because, when talking about the future and whether SPCC's program could be protected, this scenario gives pause. President Deitemeyer countered that she had contacted that president and asked if the college would be harmed, which the college president replied that it would not negatively impact their current sites or growth strategy. Conversations were held at the highest levels at multiple higher education institutions to discuss these concerns. President Deitemeyer noted that if Central Piedmont does not provide this program, then others will fill that gap.

Mr. Nath asked Chairman Powell if the process requires that, when additional data for an application is provided, should that data be available to impacted colleges, particularly those opposing the application as it seems that did not occur in this situation. Dr. Gold stated that it is normal for the System Office to work with the applying college to collect the information and documentation before it is submitted to the State Board for approval. SPCC did request a copy of the full application and the System Office provided the application. Mr. Nath noted that in the presentation, it was stated that SPCC requested the application from CPCC, which the college did not provide, before going to the System Office with that request.

Mr. Nath asked President Deitemeyer what kind of capital investment and operating expenses will be required to establish this program at Central Piedmont. CPCC has a brand-new science facility with a lab and support spaces that was just completed and \$450,000 appropriated for this program to purchase the \$420,000 worth of equipment. There are also project contingency funds and other resources to cover increases or unexpected costs. Mr. Nath presented a similar question to President Pharr, asking how much investment was put into South Piedmont's program since it first started. President Pharr was not able to provide the information on the startup costs but stated that about \$300,000-\$400,000 are invested per year and at least \$1.5 million has been spent. This is an expensive program for SPCC as there must be eight training stations for their sixteen students and the other costs associated with the program. She noted that since SPCC has already invested significant funds into Medical Sonography over the years and CPCC currently has Cardiovascular Sonography, it would be best to continue supporting the Sonography program that currently exists.

Mr. Irwin asked what is involved in obtaining a clinical site, such as contracts, verbal agreements, etc. President Pharr stated it is usually a two-year process as the accrediting body must give accreditation to a site before use and an agreement is signed with those sites. Those agreements are constantly assessed, and those agreements have a high turnover because sites may not be able to host those students.

Mr. Holder asked for clarification on a statement President Deitemeyer made on the difference between sites and clinical slots. He stated that in earlier statements, it was stated there were thirty-five additional sites, which may not actually be thirty-five clinical slots. He also asked for clarification on the immediacy of those sites since it was not clear if this was answered in President Deitemeyer's previous answer to the question. President Deitemeyer stated that there are first-year and second-year students and each of those students need different experiences. The sites would be where the students go, and the slots would be each of those different experiences that the student needs to have. She pointed to a letter that Novant provided about sites and availability and noted that the letter

says that facilities alone can support at a minimum fifteen clinical sites in the Charlotte market and more in the Winston-Salem market without displacing students. This shows that there is a growth across the market and there will be more opportunities in the future without displacement at the colleges.

President Deitemeyer asked it to be noted that, following the denial of their previous application, she was asked to wait on resubmitting the application due to external situations such as budget requests, code changes, and the current pandemic for the sake of the Community College System.

Ms. Whitford proposed a follow-up session to be held to further discuss the information presented during this meeting as a committee. Mr. Holder requested to hear from the System Office President and the former Interim System Office President.

On a motion made by Mr. Holder, seconded by Ms. Whitford, this item was tabled for further discussion. A roll call vote was taken with four votes supporting and two votes opposing.

Review of Public Comments for 1D SBCCC Subchapter 800. – Credit for Prior Learning (Attachment PROG 02)

Dr. Gold reviewed the item. It was requested that this item be tabled to review the comments as the Comment period ended on January 13, 2021 and more time is requested to adjust the code based on those comments.

On a motion made by Mr. Holder, seconded by Mr. Irwin, this item was tabled. The motion was approved by voice vote.

Curriculum Programs Applications – New to the System (Attachment PROG 03)

- Gaston College
 - Textile Technology (A50500)

Dr. Gold reviewed the item. All documents are in order.

On a motion made by Mr. Holder, seconded by Mr. Irwin, this item was approved for the “For Action” agenda at their meeting on January 15, 2021. The motion was approved by voice vote.

Curriculum Programs Applications - Fast Track for Action (FTFA) (Attachment PROG 04) [CA]

- Alamance Community College
 - Agribusiness Technology (A15100)
 - Agriculture Education (A15330)
 - Emergency Medical Science (A45340)
 - Sustainable Agriculture (A15410)
- Sandhills Community College
 - Computed Tomography & Magnetic Resonance Imaging Technology (Diploma) (D45200)

Dr. Gold reviewed the item. All documents are in order.

Combined Course Library – Continuing Education (Attachment PROG 05) [CA]

- New Course Approvals, Modifications, and Tier Designations
 - New Course Approval – NC Justice Academy (NCJA)/NCCC System
 - NCJA FTO Training (CJC-4041)
 - Course Modification – NC Community College System Office
 - Emergency Medical Responder Initial (EMS-4100)

Dr. Gold reviewed the item. All documents are in order.

On a motion made by Mr. Nath, seconded by Mr. Holder, PROG 04 and PROG 05 were approved for action and place on the full board “Consent Agenda” for action at their January 15, 2021, meeting.

FOR INFORMATION

Programs Committee Information Items

Associate in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) as Approved by the System President (Attachment PROG 06)

- McDowell Community College
- Nash Community College
- Rockingham Community College

Dr. Gold reviewed the item. All documents are in order.

The committee had no questions or concerns.

Associate in Fine Arts in Music (A10700) as Approved by the System President (Attachment PROG 07)

- Wilson Community College

Dr. Gold review the item. All documents are in order.

The committee had no questions or concerns.

Curriculum Program Applications as Approved by the System President (Attachment PROG 08)

- Blue Ridge Community College
 - Public Safety Administration (A55480)

Dr. Gold reviewed the item. All documents are in order.

The committee had no questions or concerns.

Curriculum Standard Revision as Approved by the System President (Attachment PROG 09)

- Aerospace Manufacturing Technology (A50450)
- Architectural Technology (A40100)

Dr. Gold reviewed the item. All documents were in order.

The committee had no questions or concerns.

Curriculum Program Termination as Approved by the System President (Attachment PROG 07)

- Asheville-Buncombe Technical Community College
 - Fire Protection Technology (A5524)
- Blue Ridge Community College
 - Emergency Management (A55460)
 - Simulation and Game Development (A25450)
- Pamlico Community College
 - Office Administration (A25370)

Dr. Gold reviewed the item. All documents were in order.

The committee had no questions or concerns.

Finance Committee Agenda Items

Reallocation of State Board Reserves (Attachment FC 01)

Dr. Gold reviewed the item.

The committee had no questions or concerns.

OTHER BUSINESS

ADJOURN

Chairman Powell adjourned the meeting at 11:33am.

Recording Secretary
Alexandra Doles



STATE BOARD OF COMMUNITY COLLEGES

Public Comments

Proposed Adoption of 1D SBCCC Subchapter 800- “Credit for Prior Learning” Comment Period Ending 13 January 2021

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
1.		Erica Talbert Associate Vice President, Continuing Education Cape Fear Community College	Credit for prior learning awarded for college level learning should also count if the credit awarded is also a college transfer credit. Currently, when credit is given for prior learning but the community college credit is also a college transfer credit, the prior learning does not count for college transfer. If the community college is using these new codified processes for each category then credit for prior learning should also count if the credit awarded is college transfer.	The rule draft includes language that would provide a process to facilitate the transfer of credits between colleges. A modification was made to the original statement published in the rule making process. The modified statement is as follows: 1D SBCCC 800.2 General Provisions (i) Course Credit CPL standards approved by the CCRC shall be considered for transfer to any college in the North Carolina Community College System.
2.	Page 9 line 3 & Page 9 Line 7	Chantel Reynolds, Ed. D. Southern U.S. Regional Manager, Higher Education Cambridge Assessment International Education	Hello, Please consider the following modifications to the proposed language beginning pg. 10, with the section on Cambridge Assessment International Education. Under 2A, please consider adding AS and A Level to Line 4: “Upon review and evaluation of student submitted documentation by the college designee, students may earn credit based on the AS and A Level exam(s) taken and grades(s) earned. An official grade report from	Staff agree with this comment and will adjust the rule accordingly. See section 1D SBCCC 800.7 Standardized Examinations. 2 (A) and (B)

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p>Cambridge International must be provided to the college.”</p> <p>For line 9, with 2B, please add the same language: “Students shall earn college credit if a grade of e/E or better (which is the equivalent to a grade of C in the United States) is earned on the Cambridge International AS and A Level Examination.”</p> <p>The addition of this language clarifies the particular exams institutions should be considering and distinguishes these Advanced exams from our lower level IGCSE exams, where college credit would not be appropriate.</p> <p>Thank you</p>	
3.	Page 12 Line 3	<p>System Office Staff</p> <p>NC Community Colleges</p>	<p>Challenge Exams Page 10 item (g)</p> <p>(a) If the college challenge examination occurs outside of regular course enrollment, then an standard minimum administrative fee will apply optional assessment fee may be charged to cover administrative cost per 1E SBCCC Subchapter 700.6.</p>	Technical edit identified by System Office staff

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
4.	Page 12 Line 26	System Office Staff NC Community Colleges	Page 10 ID SBCCC 800.9 Portfolio Assessment Add an item (d) (d) If the college challenge examination occurs outside of regular course enrollment, then an optional assessment fee may be charged to cover administrative cost per 1E SBCCC Subchapter 700.6.	Technical edit identified by System Office staff
5.		Gene Loflin, Ph.D.	Although I am submitting this input to the proposed adoption of Subchapter 1D SBCCC 800 – Credit for Prior Learning as a resident of North Carolina, I have almost forty years of experience in education. Throughout the majority of that career, I have been heavily involved with accreditation, both programmatic and regional (which no longer exists) including the Southern Association of Colleges and Schools Commission on Colleges, Middle States Association of Colleges and Schools, and the Higher Learning Commission. I have served as a peer reviewer for SACSCOC and was recently added to the SACSCOC Chair Directory. North Carolina Community College System State Board Code 1B SBCCC 400.1	See response in attached document.

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p>Accreditation By The Southern Association requires that all colleges must “obtain and maintain regional accreditation (no longer regional) by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Although the NCCCS itself is not accredited, each of the 58 NCCCS community colleges must maintain separate accreditation with SACSCOC. Thus, each college, rather than NCCCS must ensure compliance with the SACSCOC standards. The preface to Section 10: Educational Policies, Procedures, and Practices includes the following statement, “...To protect the integrity of degrees offered, the institution is responsible for the quality of all coursework transcribed as if it were credit earned from the institution.”</p> <p>Upon a thorough review of the proposed NCCCS Board Code on Prior Learning Assessment, it would appear that much of the code dictates academic standards to each of the 58 individually accredited colleges and could result in colleges becoming noncompliant with one or more of the existing SACSCOC standards.</p> <p>To this end, I communicated with SACSCOC staff to obtain feedback on possible conflicts</p>	

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p>between the Prior Learning Assessment code proposal and SACSCOC standards.</p> <p>My email to a SACSCOC staff member was as follows:</p> <p style="padding-left: 40px;">I don't know if anyone from NC has asked for SACSCOC input on this, but would not a state, NCCCS, mandate regarding the assignment of credit for prior learning (types, levels, etc.) violate at least one or more SACSCOC standards? Several come to mind – 10.4: Academic Governance and especially 10.8; Evaluating and Awarding Academic Credit?</p> <p style="padding-left: 40px;">Just wanted to see if this has come on SACSCOC radar.</p> <p>I received the following response:</p> <p>I don't know if this specifically for NCCCS has come to SACSCOC attention but it has for other systems. A common reply is "we don't accredit systems." So what may happen is that if an institution uses system policies and does not make them their own policies, committees may find noncompliance with various standards</p>	

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p>I responded as follows:</p> <p>So if a system, such as NCCCS, mandates that colleges adopt the state's standards as follows:</p> <p>"The local board of trustees shall adopt a policy governing the awarding of CPL. At a minimum, the local policy shall be consistent with standards established by this Subchapter. The local policy may include additional opportunities for students to receive CPL. Each college shall publish its CPL policy in the college's educational catalog."</p> <p>Would that not violate other standards?</p> <p>More specifically:</p> <p>10.4 Academic Governance - How can faculty have primary responsibility for quality if NCCCS dictates standards?</p> <p>10.8 - Evaluating and Awarding Academic Credit - The college will have no control as the policy requires them to adopt the state's standards.</p> <p>I attached the entire policy in case you are interested.</p>	

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p>I received a reply to my email that the policy was circulated to SACSCOC staff for review. I was warned that this (first week of December) would be a bad time for anyone to review given preparation for the Annual meeting. However I did receive a response from a different SACSCOC staff member.</p> <p>Not on prior learning per se, but definitely regarding awarding college-level credit for high school courses <i>without</i> any prior learning assessment by the institution. Here is how, in general, we're responding when presented in a prospectus:</p> <p>Based on state or system agreements, the institution awards credit for coursework completed at the high school level. While state or system agreements may include acceptance of high school course(s) for college course(s) and while the content of the course(s) taken in high school may be comparable to college-level courses, the institution itself is responsible for ensuring equivalency and documenting compliance with SACSCOC policies and standards of the <i>Principles of</i></p>	

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p><i>Accreditation.</i> The institution, rather than the state or system, is ultimately responsible for demonstrating the academic quality of any credit or coursework recorded on its transcript and for demonstrating that it has an approval process with oversight by persons academically qualified to make the necessary judgments concerning whether the high school course(s) are at the collegiate level. Final judgment concerning the institution's practice of awarding college-level credit for a high school course and documentation of compliance with Standard 9.7 (program requirements), Standard 10.7 (policies for awarding credit), Standard 10.8 (evaluating and awarding academic credit), and the <i>Quality and Integrity of the Academic Credential</i> policy rests with SACSCOC evaluators during their review of the institution.</p> <p>So it would appear to me that approval of this PLA code as submitted will place the 58 colleges in a possible position of noncompliance. If colleges fail to approve local</p>	

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p>policies adopting the code as mandated by NCCCS, they will be out of compliance with NCCCS Code AND SACSCOC standards. If they adopt the standards established by the code, they may be out of compliance with SACSCOC standards.</p> <p>There is a way in which possible compliance could be achieved. Rather than NCCCS Code, the PLA policy and procedures could be provided to colleges as a recommended “best practice” manual. In other words, rather than dictate that the colleges establish policy that meets NCCCS requirements, colleges will have the option of accepting all, some or none. This approach would be similar to how the High School to Community College Articulation Agreement has been used by the colleges in the past. In addition, it would make all PLA congruent with 1D SBCCC 800.9 Portfolio Assessment, Section (c) “Colleges <u>may</u> (underlined for emphasis) award Credit for Prior Learning based on portfolio assessment as provided by their local policies.” Thus implementation of all “recommendations” would be at the discretion of each college according to its policies and procedures. This would allow colleges to review and adopt these</p>	

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p>standards at their discretion; thus, remaining in compliance with SACSCOC standards.</p> <p>Thank you for your consideration of my input. Please respond with notification of receipt of my comments. Thank you.</p> <p>Gene Loflin, Ph.D. 24 Sunnie Rae Lane Candler, NC 28715 william.e.loflin@gmail.com</p>	
6.	Pages 12 & 15	<p>David Onder, MAEd.</p> <p>Director & SACSCOC Liaison</p> <p>Haywood Community College</p>	<p>Please consider the following comments regarding the proposed 1D SBCCC 800 - Credit for Prior Learning.</p> <p>Section 800.2(b) seems to imply institutions have the option but are not required to award CPL using the listed prior learning methods. However, Section 800.2(i) then requires institutions to accept credit that was awarded at other institutions under these same guidelines. Furthermore, Section 800.2(j) explicitly requires an institution to adopt a policy that forces acceptance of credit for prior learning regardless of an institution's position on this matter.</p> <p>More troubling is Section 800.5 which seeks to award college credit for successfully</p>	See response in attached document.

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p>completing certain high school classes. As a liaison between our institution and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC, our institutional accrediting body), this concerns me greatly. College courses that are approved under the guidance and review of SACSCOC are verified to be rigorous and taught by qualified faculty. The qualifications for faculty at a community college are different than those at a high school. In particular, faculty that teach courses intended for transfer to a 4-year institution must hold a Master's degree in their related field or be highly qualified with sufficient documentation to be equivalent to a Master's degree. High school instructors are not held to this same standard. Without an objective measure of knowledge, such as AP, CLEP, DANES, or IB each have with their respective exams, we are to "trust" the determination of faculty that are not employed by our institutions that the students have met the minimum standards of knowledge required. This is a dangerously slippery slope. Acceptance of high school credits through the use of AP, CLEP, DANES, or IB all require external validation through standardized tests on the related subject matter. The other forms of credit for prior learning are all post high</p>	

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p>school training, intended to train adults for specific skills in the workforce. This one and only category threatens the very foundations of our school systems and essentially says that the high schools can teach what the community colleges are teaching. But this is NOT true.</p> <p>Thank you for the opportunity to share my thoughts on this important addition to the state board code. Awarding credit for prior learning is essential for our students' success and most of this proposal is well prepared to meet the needs of our students. Please consider not undermining the independence of our institutions and the requirements to which institutions are held.</p> <p>Have a Merry Christmas and a Happy New Year!</p>	
7.		<p>Jonathan Loss, Co-Chair Transfer Advisory Committee</p> <p>Catawba Comm College</p>	<p>To Whom It May Concern-</p> <p>The Transfer Advisory Committee (TAC) has reviewed the community college credit for prior learning (CPL) proposed code and supports the vision/philosophy of a consistent process for awarding CPL; however, the unintended impact of the CPL policy on transfer students could result, in some instances, with a university denying course-for-course transfer</p>	<p>Staff agree to add this comment to the draft code.</p> <p>The statement may be found in the following sections:</p> <p>1D SBCCC 800.3 Apprenticeships 1D SBCCC 800.4 State or Industry Recognized Credentials</p>

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p>credit for NCCCS credit originally awarded via CPL. Because the TAC is still considering CPL transfer policy implications and its impacts on the Comprehensive Articulation Agreement, the TAC recommends that a cautionary statement be added within the proposed code to any CPL sources other than Military Credit and Standardized Exams. A suggested cautionary statement is provided here:</p> <p>“It is possible that CPL from this source may not be transferable to UNC System constituent institutions. Furthermore, UNC System constituent institutions may request documentation to determine potential course credit. Therefore, students should consult a UNC System transfer advisor before using this CPL source to attain credit at the NCCCS institution.”</p> <p>Jonathan E. Loss Associate Dean of General Ed. Catawba Valley Community College, Hickory, NC jloss@cvcc.edu</p>	<p>1D SBCCC 800.5 Courses Listed in High School to Community College Articulation Agreements 1D SBCCC 800.8 Challenge Exams/Proficiency 1D SBCCC 800.9 Portfolio Assessment 1D SBCCC 800.10 Public Safety Training (PST) Prefix Courses</p>
8.	Page 14 Line 4	<p>System Office Staff NC Community Colleges</p>	<p>Recommend revising to ensure it is clear colleges may receive evidence of a credential and/or evidence of training as documentation for PST courses.</p>	<p>Technical edit identified by System Office staff</p>

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			1D SBCCC 800.10 Public Safety Training (PST) Prefix Courses Revise(c): (c) Official documentation from the training provider <u>or credentialing entity</u> shall be provided to the college that validates, at a minimum, the description and length of training.	

**Proposed Adoption of 1D SBCCC Subchapter 800- “Credit for Prior Learning”
Response to Public Comments #5 and #6**

In November 2020, the NCCCS initiated the rule making process to codify definitions and basic guidelines for the awarding of Credit for Prior Learning. This draft code recognizes 8 types of Credit for Prior Learning including the following:

- (1) Apprenticeship
- (2) Certifications and licensures
- (3) Courses listed in high school to community college articulation agreements.
- (4) Military education and training
- (5) Standardized examinations
- (6) Challenge exams/Proficiency
- (7) Portfolio assessment
- (8) Public Safety Training (PST) prefix courses

The purpose of this rule is to guarantee that all North Carolina Community Colleges follow consistent academic conventions to ensure the integrity of the CPL process and to establish minimum standards for all NC Community Colleges. This rule does not state specific CPL equivalencies or credit recommendations but rather codifies the process for evaluating and awarding credit and for creating statewide equivalencies.

The process for creating statewide credit equivalencies described in this rule includes the evaluation of any proposed equivalency by the Curriculum Course Review Committee (CCRC). The CCRC is currently charged with maintaining and sustaining the viability of the NC Community College Combined Course Library (CCL). The adoption of this rule would expand the work of this committee to include the evaluation of statewide equivalencies based on recommendations from colleges. The CCRC is comprised of college representatives and actions taken by the CCRC require a 2/3rds vote of all colleges approved to offer the relevant program.

While the proposed code states that local boards should establish policies consistent with the standards set forth in the rule, 1D SBCCC 800.2 c also recognizes the responsibility of the local college to verify that credit awarded “meets or exceeds a demonstration of learning outcomes at the institutions’ standards for awarding credit for the corresponding curriculum course.”

Regarding HS School to College credit, the statewide articulation agreement that is currently in place and is described in the proposed rule, provides course equivalencies to guide the acceptance of credit. It should be noted however that this agreement also requires that students meet specific criteria for credit to be awarded. The following describes the criteria for awarding credit.

“To receive articulated credit, students must enroll at the community college within two years of their high school graduation date and meet the following criteria:

- Final grade of B or higher in the course and
- A score of 93 or higher on the standardized CTE post assessment *

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school, if the CTE articulated college credit is part of their Career and College Promise pathway.

Community college officials verify eligibility and acceptance of articulated courses listed on the high school transcript. Students may be asked to submit supporting documentation to receive credit. Colleges must follow the criteria of the Southern Association of Colleges and Schools (SACS) Commission on Colleges in awarding credit.”

In response to this comment a modification has been made to section 1D SBCCC 800.2 (i), the change reads:

- (b) Course Credit CPL standards approved by the CCRC shall be considered for transfer to any college in the North Carolina Community College System.



State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER D. EDUCATIONAL PROGRAMS

SUBCHAPTER 800. CREDIT FOR PRIOR LEARNING

1D SBCCC 800.1 Definitions

- (a) Certification. An industry-recognized credential or designation that is obtained once the student has successfully passed a certification exam. Certification differs from licensure in that certification is a validation of specific industry-valued competencies and not a legal requirement for practicing a profession.
- (b) College-level learning. Knowledge, skills, and competencies equivalent to those expected of a student who successfully completes the corresponding curriculum course.
- (c) Continuing Education. Definition consistent with 1D SBCCC 300.1(a).
- (d) Continuing Education Course. Definition consistent with 1D SBCCC 300.1(b).
- (e) Credit for Prior Learning (CPL). Curriculum credit awarded for college-level learning obtained through prior learning experiences other than curriculum coursework. This definition does not include curriculum credit transferred from another accredited US institution of higher education.
- (f) Credit for Prior Learning standard. A designated amount of academic credit colleges shall award for college-level learning that fulfills established criteria.
- (g) Curriculum course. Definition consistent with 1D SBCCC 400.8.
- (h) Curriculum Course Review Committee (CCRC). Definition consistent with 1D SBCCC 400.8(h).
- (i) Curriculum program. Definition consistent with 1D SBCCC 400.3(a).
- (j) Licensure. A legal status granted by a government entity that provides permission to practice a profession. Licensure restricts practice of the profession to individuals who

have met specific qualifications in education, professional experience, and/or have successfully passed an examination.

- (k) Prior Learning Assessment. An evaluation of whether a student has obtained the requisite level of verifiable college-level learning outside of the traditional learning environment for curriculum credit.
- (l) Continuing Education Leadership Committee (CELC). Definition consistent with 1D SBCCC 300.5 (b)(2).

1D SBCCC 800.2 General Provisions

- (c) The purpose of this Subchapter is to guarantee that all North Carolina Community Colleges follow consistent academic conventions to ensure the integrity of the CPL process and to establish minimum standards for all NC community colleges.
- (d) Consistent with the provisions of this Subchapter colleges are authorized to award CPL using the following prior learning methods:
 - (1) Apprenticeship
 - (2) Certifications and licensures
 - (3) Courses listed in high school to community college articulation agreements
 - (4) Military education and training
 - (5) Standardized examinations
 - (6) Challenge exams/Proficiency
 - (7) Portfolio assessment
 - (8) Public Safety Training (PST) prefix courses
- (e) Colleges may award curriculum CPL when the documentation of prior learning meets or exceeds a demonstration of learning outcomes at the institutions' standards for awarding credit for the corresponding curriculum course. Institutions may award CPL that exceeds the minimum standards established in this Subchapter.
- (f) Colleges may only award curriculum CPL that is directly applicable to a student's declared curriculum program of study.
- (g) CPL for advanced courses does not negate the requirement to meet requisite learning outcomes.

- (h) CPL may be used to fulfill program requirements except for mandatory institutional requirements. Examples may include, but are not limited to, requirements of external agencies that specifically prohibited the use of CPL to fulfill the program requirements.
- (i) CPL cannot be used to satisfy the college's institutional credit requirements, which prescribes the minimum percentage of credit hours a student must earn through instruction offered by the institution awarding the credential. No greater than seventy-five percent (75%) of the credit hours required for graduation from a curriculum program of study may be earned through CPL.
- (j) Any CPL awarded by a college shall be reflected in the student's records by the college's Registrar Office without quality points assigned,. except for allowances for graded military credit as described in 1D SBCCC 800.6"
- (k) Course Credit CPL standards approved by the CCRC shall be transferable to any college in the North Carolina Community College System.
- (l) The local board of trustees shall adopt a policy governing the awarding of CPL. At a minimum, the local policy shall be consistent with standards established by this Subchapter. The local policy may include additional opportunities for students to receive CPL. Each college shall publish its CPL policy in the college's educational catalog.
- (m) Colleges shall establish a procedure that students must follow to request a prior learning assessment. This procedure shall be published in the college's educational catalog.
- (n) To be eligible to receive CPL, students must meet all of the following criteria:
 - (1) Meet all admission requirements for their program of study.
 - (2) Be enrolled in a curriculum program to which the credit will directly apply; and
 - (3) Request a prior learning assessment consistent with the college's CPL procedures and provide all documentation by the published deadlines.
- (o) Nothing in this rule shall be construed to supersede limitations imposed by an accreditation, credentialing, licensure, or other external agency on the application of CPL towards credentials under their purview. In such instances, the college shall document the applicable limitations in the student's file.

1D SBCCC 800.3 Apprenticeships

- (a) The NCCCS recognizes “Registered Apprenticeships” as defined by the U.S. Department of Labor.
- (b) At a minimum, colleges shall award CPL based on statewide articulation as approved by the CCRC for related instruction provided by external entities for registered apprenticeship programs. A college may award CPL for related instruction provided by external entities for which statewide articulations have not been established by the CCRC consistent with its local CPL policy.
- (c) Work-based learning (WBL) course credit may be granted for the experiential portion of a Registered Apprenticeship. Documentation including completed time on task shall be provided through an Apprenticeship Agreement and shall constitute the documentational requirements of a WBL experience.

1D SBCCC 800.4 State or Industry Recognized Credentials

- (a) The CCRC, based on recommendations from the CELC, shall have the authority to approve CPL standards for state or industry recognized credentials that document similar college-level learning as corresponding curriculum courses and, therefore, are eligible for articulated curriculum credit. Prior to approving CPL, the CCRC shall have written concurrence by two-thirds of colleges.
- (b) At a minimum, colleges shall award CPL for successful completion of state or industry recognized credentials consistent with the CPL standards approved by the CCRC. A college may award CPL for state or industry recognized credentials for which statewide articulations have not been established by CCRC consistent with its local CPL policy.

1D SBCCC 800.5 Courses Listed in High School to Community College Articulation Agreements

- (a) The North Carolina High School to Community College Articulation Agreement is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. The articulation agreement ensures that when a student is proficient in a high school course included in the agreement, the

student can receive college credit for that course at any North Carolina community college.

- (b) Colleges shall award credit to students who have completed a high school course and met the criteria as outlined in the High School to Community College Articulation Agreement.
- (c) A college may award credit for successful completion of other high school courses consistent with any local high school to community college articulation agreements entered into by the college and an education entity providing secondary education.

1D SBCCC 800.6 Military Education and Training

(a) Definitions.

- (1) “United States Armed Forces” consists of the Air Force, Army, Navy, Marine Corps, Space Force, and Coast Guard.
- (2) “Military Education and Training”. Education and training that has been documented on a transcript issued by one or more branches of the Armed Forces.
- (3) Military Credit Advisory Council (MCAC). A joint council of faculty and staff members from the NC Community College System and the University of North Carolina, MCAC oversees the process for establishing uniform standards for awarding Credit for Prior Learning for military training and experience. MCAC also ensures the transferability of these credits among institutions of both systems.
- (4) Military Prior Learning Academic Panels. Panels of academic faculty approved by MCAC are authorized to determine standards for awarding credit for identified subject areas.

(b) Awarding of Credit.

- (1) At minimum, colleges shall award Credit for Prior Learning based on military education and training consistent with the standards adopted by the appropriate Military Prior Learning Academic Panel.
- (2) A college may award Credit for Prior Learning for military training and education related to occupations and/or courses for which standards have not been

established by an approved Military Prior Learning Academic Panel consistent with its local Credit for Prior Learning policy pursuant to the following:

- (A) Air Force: Community College of the Air Force transcripts are evaluated by the college registrar or designated college official as a traditional college transcript.
- (B) Army, Navy, Marine Corps, and Coast Guard: Colleges should refer to recommendations from the American Council on Education for occupations and courses not currently evaluated by the Military Prior Learning Academic Panels or documented on the Community College of the Air Force transcript.

1D SBCCC 800.7 Standardized Examinations

- (a) “Standardized examination”. Any form of examination that requires all test takers to answer the same questions, or a selection of questions from a common bank of questions following established protocol and that is scored in a standard or consistent manner.
- (b) Colleges shall award Credit for Prior Learning for the following standardized examinations consistent with the standards herein:
 - (1) Advanced Placement (AP). Advanced Placement is a program of college-preparatory courses for high school students administered by The College Board, an educational nonprofit organization. Standardized AP exams are used to assess student mastery of course content. Students receive scores on a “1” to “5” scale, with “5” being the highest.
 - (A) An AP exam score determines how many credits are awarded towards specific coursework.
 - (B) Colleges shall award credit to a student who earns a score of “3” or higher on an AP exam as approved by the CCRC. Course credit is awarded based upon the academic program of study.
 - (C) A college may award credit for AP scores and courses beyond those approved by the CCRC as determined by local college policy.

- (2) Cambridge Assessment International Education Examinations. Cambridge Assessment International Examinations are a series of internationally recognized college-level examinations administered by Cambridge Assessment International Education, a unit of the University of Cambridge.
- (A) Upon review and evaluation of student submitted documentation by the college designee, students may earn credit based on the exam(s) taken and grades(s) earned. An official grade report from Cambridge International must be provided to the college.
 - (B) Students shall earn college credit if a grade of e/E or better (which is the equivalent to a grade of C in the United States) is earned on the Cambridge International Examination.
 - (C) Using the current Cambridge translation table, course credit is awarded and listed on the student's academic record. Course credit is awarded based upon the academic program of study.
 - (D) The course credit equivalency is documented on the student record.
- (3) College-Level Examination Program® (CLEP). The College-Level Examination Program® is a credit-by-examination program offered by the College Board, an educational nonprofit organization. The program allows students from a wide range of ages and backgrounds to demonstrate their mastery of introductory college-level material.
- (A) If a CLEP exam in a subject is offered by the College Board, colleges shall require a student to take the CLEP exam if he or she seeks to demonstrate proficiency in the subject area by examination.
 - (B) Colleges shall award credit to a student who scores at or above the credit-granting score recommended by the American Council on Education at the time the college evaluates the student's official score report. Colleges shall award the same amount of credit to a student who scores satisfactorily on the relevant CLEP exam as a student who successfully completes the related course.

- (C) Students who perform satisfactorily on College-Level Examination Program exams shall receive a standardized code in the college's Student Information System.
- (D) Students who did not receive a satisfactory score on a CLEP exam may retake the exam after three (3) months.
- (4) DANTES Subject Standardized Tests (DSST). DANTES Subject Standardized Tests are credit-by-examination tests developed by the Defense Activity for Non-Traditional Education Support (DANTES), a United States Department of Defense program.
- (A) Colleges shall award credit to a student who scores at or above the credit-granting score recommended by the American Council on Education at the time the college evaluates the student's official score report. Colleges shall award the same amount of credit to a student who scores satisfactorily on the relevant DSST as a student who successfully completes the related course.
- (B) Students who did not receive a satisfactory score on a DSST may retake the exam after three (3) months.
- (5) International Baccalaureate® (IB) Diploma Programme. International Baccalaureate® Diploma Programme is a college-preparatory program for students age 16-19 administered by International Baccalaureate®, an international educational foundation. Standardized IB exams are used to assess student mastery of course content. Students receive scores on a "1" to "7" scale, with "7" being the highest.
- (A) International credentials must be obtained from a recognized international institution that is validated by a US credentialing agency. A grade of (70) percent or higher must be earned for the courses being considered for credit.

1D SBCCC 800.8 Challenge Exams/Proficiency

- (b) Challenge Exam/Proficiency. A departmental or institutional exam for a community college course used to determine if a student's subject matter proficiency is equal to

or greater than the corresponding proficiency the student would have achieved had he or she completed the actual course.

(c) Challenge Exam/Proficiency Standards

- (1) Each college is responsible for ensuring the validity and reliability of institutional challenge exams/proficiency.
- (2) Challenge exams/proficiency may be handwritten, computer-based, oral, practical, or a combination of these administration methods.
- (3) Developmental courses (as defined in 1D SBCCC 400.3(b)) supplemental courses (as defined in 1D SBCCC 400.8(b)(1)), and courses including clinical practice (as defined in 1D SBCCC 400.1(c)(2)) are not eligible for challenge exams/proficiency.
- (4) Challenge exams/Proficiency that are administered for courses contained in the Comprehensive Articulation Agreement (CAA) may be provided when the exam is vetted, administered, and graded by a qualified instructor in the discipline.

(d) Limitations on Students Eligible to Take Challenge Exams/Proficiency

- (1) A student must meet all pre-requisite requirements before he or she is eligible to take the challenge/proficiency examination for a course.
- (2) A student may only attempt a challenge exam/proficiency once.
- (3) A student may not take a challenge exam/proficiency if he or she has already earned a grade for the course. A challenge exam/proficiency may not be used to supersede a grade a student already earned in the applicable course.
- (4) Career and College Promise (CCP) students, as defined in 1D SBCCC 400.11, may participate in challenge/proficiency examinations to earn college credit but may not earn dual high school credit. To earn dual credit, students must enroll and successfully complete the college course.
- (5) If a CLEP exam in a subject is offered by the College Board, colleges may require a student to take the CLEP exam if he or she seeks to demonstrate proficiency in the subject area by examination.

- (e) Colleges shall award credit for the applicable course to a student who successfully earns a grade of “C” or higher on a challenge exam/proficiency.
- (f) If the college requires the student to enroll in the course to be challenged, for practical purposes the test should be administered and graded by the first week the course is offered but no later than course census. Individuals who are unsuccessful may choose to stay enrolled in the course to earn course credit.
- (g) If the college challenge/proficiency examination occurs outside of regular course enrollment, then a standard minimum administrative fee will apply.
- (h) For students enrolled in the course, successful challenge/proficiency examination completion may result in the student falling below full-time student status which could negatively impact their financial aid status; therefore, students should consult with their advisors beforehand to discuss various options.
- (i) Federal Pell grant funds cannot be used to pay for challenge exams/proficiency.
- (j) Student hours shall not be reported for budget/FTE which result from challenge exams/proficiency except that the actual time required to take the exam may be counted in membership; students shall be registered in the class consistent with 1E SBCCC subchapter 300 or 1E SBCCC Subchapter 400 (1G SBCCC 200.95).
- (k) Challenge Exams/Proficiency are not calculated into a student’s cumulative grade point average.

1D SBCCC 800.9 Portfolio Assessment

- (a) Portfolio for Life and Work Experiences. A collection of artifacts documenting competencies gained through prior learning experiences that a student formally submits to a college.
- (b) Portfolio assessment. The evaluation of a Portfolio for Life and Work Experiences by subject matter experts designated by the local college in its local policy to determine whether a student is awarded Credit for Prior Learning.
- (c) Colleges may award Credit for Prior Learning based on portfolio assessment as provided by their local policies.

1D SBCCC 800.10 Public Safety Training (PST) Prefix Courses

- (a) Courses in the Combined Course Library with a Public Safety Training (PST) prefix can be used for awarding prior-learning credit for industry-recognized public safety training and/or credentials.
- (b) Consistent with 1D SBCCC 400.8(c), credit shall be considered for public safety training that meets the criteria outlined in the Public Safety Training (PST) course descriptions as listed in the Combined Course Library.
- (c) Official documentation from the training provider shall be provided to the college that validates, at a minimum, the description and length of training.

History Note: Authority G.S. 115D-5;

Eff. _____.

DRAFT

1G SBCCC 200.1 is proposed for amendment as follows:



1 **State Board of Community Colleges Code**
 2 **TITLE 1. COMMUNITY COLLEGES**

3
 4 **CHAPTER G. FULL-TIME EQUIVALENT (FTE)**

5
 6 **SUBCHAPTER 200. FTE REPORTING CATEGORIES/CRITERIA**

7
 8 **1G SBCCC 200.1 General Provisions**

9 (a) FTE Reporting. As directed by the System Office, colleges shall report FTE enrollment
 10 in all course sections scheduled during each academic term reporting period. If a
 11 course section is scheduled for a time period that crosses academic term reporting
 12 periods, the FTE enrollment shall be reported as follows:

13 (1) For curriculum course sections that are regularly scheduled, as defined in 1G
 14 SBCCC 200.93(b), FTE enrollment shall be reported in the academic term
 15 reporting period in which the 10% point of the class falls.

16 (2) For curriculum course sections that are non-regularly scheduled, as defined in 1G
 17 SBCCC 200.93(c), and all continuing education course sections, FTE enrollment
 18 shall be reported in the academic term reporting period in which the last day of the
 19 course falls.

20 The System Office shall provide colleges no less than 21 calendar days after the
 21 end of the academic term reporting period to submit FTE enrollment data.

22 (b) Instruction Provided Outside the College's Service Area. Excluding clinical instruction,
 23 a college may provide instruction outside its service area, as established per 1A
 24 SBCCC 300, only if the appropriate instructional service agreement is executed
 25 consistent with 1D SBCCC 300.6 and 1D SBCCC 400.96. If the instructional service
 26 agreement provides for the sharing of FTE, the colleges that are party to the
 27 agreement shall prorate the number of FTE reported consistent with the provisions of
 28 the agreement and the rules of this Chapter.

29 (c) Making Up Instructional Hours Due to Adverse Weather or Other Emergency Events.
 30 A college is responsible for delivering instruction to meet the learning outcomes of
 31 each course it provides. If it is not possible or it will not be possible to reschedule all

1 class hours missed due to adverse weather or other emergency events, the instruction
2 may be made up by other alternatives included in the college's adverse weather policy
3 or other policies, such as online instruction and alternative assignments. In a
4 correctional education setting, a college may make up instructional time by issuing
5 evening and weekend assignments and documenting students' successful completion
6 of the assignments. The college must maintain documentation of how instruction was
7 rescheduled or otherwise made up until released from all compliance reviews.

8
9 *History Note: Authority G.S. 115D-5;*

10 *Eff. [May 1, 2017](#)*

11 *Temporary Amendment Eff. [October 19, 2018](#); Temporary Amendment*
12 *Expired April 17, 2019;*

13 *Amended Eff. [November 1, 2019](#)*

14 *Temporary Amendment Eff. [March 19, 2020](#). Temporary Amendment*
15 *Expired September 15, 2020.*

16 *Temporary Amendment Eff. [September 15, 2020](#).*

17 *Amended Eff. _____.*

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Central Piedmont Community College
Medical Sonography (A45440)**

Program Planning: Central Piedmont Community College is seeking approval for the Medical Sonography (A45440) program to begin Fall 2021. The planning area is defined as the college's service area of Mecklenburg County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Central Piedmont Community College on July 17, 2017. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Central Piedmont Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

Program Rationale: Central Piedmont Community College (CPCC) indicates the following:

- Labor market data in the CPCC service area supports the need for a Medical Sonography degree program. Diagnostic Medical Sonographer is the area's 11th fastest growing occupation through 2025 for those with an associate degree. The 2019, U.S. News and World Report Best Jobs list ranks diagnostic medical sonographer as 4th on their list of Best Health Care Support Jobs and ranks the field as 35th out of 100 best jobs in the country based on salary, job market, and future growth of the field. (U.S. News and World Report)
- According to the U.S. Department of Labor, the 2019 average salary for a Charlotte area Diagnostic Medical Sonographer is \$72,670 per year, as such, this program will build pathways to viable careers for our diverse student body. Graduates of this program will be prepared to enter the ninth highest paying occupation with an associate degree as the typical entry-level educational requirement. EMSI notes that the average wage is \$31.71 an hour, which is highly competitive. (US Dept of Labor Data, 2019 <https://www.dol.gov/> ; EMSI Data www.economicmodeling.com)

- Central Piedmont has the commitment of the two large healthcare providers in our county to provide 35 additional clinical sites across the Charlotte market without displacing students in other higher education medical programs. (Letter of Support- Novant Health and Atrium Health)
- A student survey in August 2020 showed that out of 394 responding students, 94% indicated they might or would be interested in a medical sonography program. (Central Piedmont Student Survey, August 2020)
- Since beginning the planning process in Spring 2016, the population in the service area has increased by 100,000 people. Novant Health and Atrium Health have expanded to meet this need creating increased need for health care workers. (mecknc.gov)
- Between January 2019 and September 2019 there were an average of 391 Diagnostic Medical Sonographer jobs listed in NC with only 41 hires reported. This was only one hire for every seven job openings. (US Dept of Labor Data, 2019 <https://www.dol.gov/>)
- Regionally, from 2016 -2019, completions of medical sonography programs varied from 40-50 graduates while job postings during that time ranged from 90 to 374 postings in the same area. From August of 2019 to July of 2020, Mecklenburg County reported 188 postings. Labor market data predicts a 19.3 % increase in demand for medical sonographers in Mecklenburg County over the next 10 years. (Emsi Q3 2020 Data Set | www.economicmodeling.com)

Impact of the Proposed Program on Other Programs: Ten community colleges are approved to offer the Medical Sonography program. This program contains a clinical component; therefore, each college was provided with a program impact assessment from Central Piedmont Community College. **Seven colleges approved to offer the program were in agreement with the impact assessment. Caldwell Community College & Technical Institute and Forsyth Technical Community College originally did not agree with the impact assessment but were supportive of the program application. One college, South Piedmont Community College, did not agree with the impact assessment. Central Piedmont and South Piedmont Community College were not able to resolve the negative impact assessment.**

Implementation of Collaborative Plan: Not Applicable

Curriculum Design: The proposed program of study is in compliance with the State Board approved curriculum standard.

Curriculum Description as Designated on Curriculum Standard: The Medical Sonography curriculum provides knowledge and clinical skills in the application of high frequency sound waves to image internal body structures. Course work includes physics, cross-sectional anatomy, abdominal, introductory vascular, and obstetrical/gynecological sonography. Competencies are attained in identification of normal anatomy and pathological processes, use of equipment, fetal growth and development, integration of related imaging, and patient interaction skills. Graduates of accredited programs may be eligible to take examinations in ultrasound physics and instrumentation and specialty examinations administered by the American Registry of Diagnostic Medical Sonographers and find employment in clinics, physicians' offices, mobile services, hospitals, and educational institutions.

Contact(s):

Dr. Lori H. Byrd
Associate Director

STATE BOARD OF COMMUNITY COLLEGES

Legislative Reports for Career and College Promise and Cooperative Innovative High Schools

Request: At the request of staff, the State Board of Community Colleges is asked to approve the Cooperative Innovative High Schools (CIHS) Annual Report and Career and College Promise (CCP) Annual Report for the 2019-2020 academic year.

Background: The General Assembly established the following criteria to evaluate Cooperative Innovative High Schools and Career and College Promise:

115C-238.55. Evaluation of Cooperative Innovative High Schools and 115D-5(x) Evaluation of Career and College Promise

State Board of Community Colleges, in conjunction with the State Board of Education and the Board of Governors of The University of North Carolina, shall evaluate the success of students participating in the Career and College Promise Program, including Cooperative Innovative High Schools, College Transfer pathway and Career and Technical Education pathway. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, post-graduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the schools.

Rationale:

Review and evaluation of Career and College Promise and Cooperative Innovative High Schools ensures continued program success.

Contact(s):

Michelle Lair
CCP CTE Coordinator

CCP/CIHS REPORTING REQUIREMENTS

	Due March 15, 2021 (Annually)
CCP	<p>G.S. 115D-5(x) as enacted by SL 2017-57, Sec. 7.22(g) Evaluation of success of students participating in CCP, including College Transfer and CTE. Success measured by:</p> <ul style="list-style-type: none"> • HS retention rates • HS completion rates • HS dropout rates • Certification & Associate Degree completion • Admission to 4-yr. institutions • Post-graduation employment in career/study-related fields • Employer satisfaction <p>Reporting Board(s) - SBCC, in conjunction with, SBOE & UNC-BOG</p>
CIHS	<p>G.S. 115C-238.55 as amended by SL 2017-102, Sec. 48(c) [date change]</p> <ul style="list-style-type: none"> • Success of students in CIHS • HS retention rates • HS completion rates • HS dropout rates • Certification & Associate Degree completion • Admission to 4-yr. institutions • Post-graduation employment in career/study related fields • Employer satisfaction <p>Reporting Board(s) - SBOE & governing boards</p>
Receiving	Ed. Oversight



Report to the North Carolina General Assembly

Career and College Promise

SL 2017-57 (SB 257, Budget Bill), sec. 7.22 (f)
GS 115D-5(x)

Evaluation of Cooperative Innovative High School Programs

SL 2012-142 (HB 950, Budget Bill), sec. 7.11(g)
GS 115C-238.50-.55

Date Due: March 15, 2021

DPI Chronological Schedule, 2020-2021

Submitted by the North Carolina Department of Public Instruction, in conjunction with the North Carolina Community College System, the University of North Carolina System, the North Carolina Independent Colleges and Universities, and the SERVE Center at the University of North Carolina at Greensboro.

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

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NC DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825

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0121

**Report to the North Carolina General Assembly:
§ NCGS 115D-5(x) ~ Career and College Promise (CCP)
§ NCGS 115C-238.55 ~ Cooperative Innovative High Schools (CIHS)**

This report responds to the requirements of the legislation enacted in G.S. §115C-238.55, which establishes that “the State Board of Education and the governing Boards shall evaluate the success of students in cooperative innovative high schools approved under this Part. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, post-graduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the schools.”

This report also responds to the requirements of the legislation enacted in G.S. § 115D-5 (x), which establishes that “In addition to the evaluation of cooperative innovative high schools by the State Board of Education pursuant to G.S. §115C-238.55, the State Board of Community Colleges, in conjunction with the State Board of Education and the Board of Governors of The University of North Carolina, shall evaluate the success of students participating in the Career and College Promise Program, including the College Transfer pathway and the Career and Technical Education pathway. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, post-graduation employment in career or study-related fields, and employer satisfaction of employees who participated in the programs. The Boards shall jointly report by March 15 of each year to the Joint Legislative Education Oversight Committee. The report shall be combined with the evaluation of cooperative innovative high schools required by G.S. §115C-238.55, and the Community Colleges System Office shall be responsible for submitting the combined report to the Committee.”

North Carolina’s Career and College Promise program has been recognized as a model dual enrollment program and as a model state for dual enrollment policy by the Education Commission of the States. Additionally, NC is a leader in the nation in the number of established Cooperative Innovative High Schools. The strength of collaborative

partnerships between high schools and colleges, statewide articulation agreements, the requirement for structured pathways, student eligibility criteria, state-level agency collaboration and state-wide policy and funding are what make NC's Career and College Promise Program a model for other states.

The State Board of Education and the North Carolina Department of Public Instruction (NCDPI) fulfills some report requirements, while others are fulfilled by accompanying data from the NC Community Colleges System (NCCCS), the University of North Carolina System (UNCS) and the North Carolina Independent Colleges and Universities (NCICU). Complete data and additional information follow for CCP and CIHS, from all agencies involved, including data from the NCCCS, the current list of CIHS, and accountability data, as well as data from the UNCS, and NCICU, Success Stories from CIHS across North Carolina, and special recognitions for CIHS.

Continued on next page

The following table reviews the report requirements and indicates which agency or source addresses the required information:

Report Requirement	Agency/Source	Page
History of Dual Enrollment in NC	NCDPI	Pages 6 - 7
Overview and Data Highlights of CCP	NCDPI and NCCCS	Pages 8 - 12
Overview and Data Highlights of CIHS	NCDPI and NCCCS	Pages 14 - 16 & 22 - 24
List of Current CIHS by Public School Unit (PSU)	NCDPI	Pages 17 - 21
High School Retention Rates*	NCDPI, CIHS Annual Reports	Pages 25 - 29
High School Completion Rates*	NCDPI, CIHS Annual Reports	Pages 25 - 29
High School Drop-out Rates*	NCDPI	Pages 25 - 29
CIHS Enrollment Data	NCDPI and NCCCS	Pages 30 - 34
Admission to Four-Year Institutions	UNCS and NCICU	Pages 13 & 41 - 43
Certification and Associate Degree Completion	NCDPI and NCCCS	Pages 23, 35 & 37
CTE and College Transfer Pathways	NCCCS	Pages 35 - 40
Post-graduation employment	NCCCS	Pages 35 & 38
CIHS Success Stories	NCDPI, CIHS Annual Reports	Pages 44 - 74
Employer satisfaction of CIHS graduates	Data not available	N/A
Summary of Findings for Why Students Participate in CCP Pathways	SERVE Center at UNCG	Pages 75 - 78
The Impact of Early Colleges on Postsecondary Performance and Completion	SERVE Center at UNCG	Pages 79 - 85

*NCDPI has not extracted a specific subset of data but presents state-wide data in response to the legislative requirements. Because CCP students reside across the state and represent such a large portion of the student population, the causal relationship cannot be clearly determined.

History of Dual Enrollment and Career and College Promise (CCP)

North Carolina has a long history of support for dual enrollment programs. The statutes authorizing high school student enrollment in community college courses have evolved over a period of more than 30 years. Previous statutes established concurrent enrollment, Huskins, Learn and Earn, Learn and Earn Online, and CIHS, all of which provided high school students the opportunity to earn college credit while still in high school.

In an effort to increase effectiveness, the General Assembly established Career and College Promise in 2011. All previous dual enrollment programs were consolidated and replaced by CCP. The purpose of CCP is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or industry-recognized credentials, as well as provide entry-level job skills.

The creation of CCP caused a drop in dual enrollment in the following year as colleges and Public School Units (PSUs) adjusted to the new program requirements for student eligibility and structured pathways. Upon implementation of the CCP program for a full academic year (2012-13), enrollment in joint high school programs rebounded and has been climbing each academic year with the addition of new pathway options, increasing student interest, and the establishment of new Cooperative Innovative High Schools. **In 2019-2020, 31% of all graduates enrolled in at least one dual enrollment course, primarily through CCP, during their high school years. This represents a 4% growth from the previous graduating class.** While data from the 2019-2020 school year continues to show an increase in CCP participation and enrollment, preliminary data indicates that COVID-19 has impacted program participation for the 2020-2021 school year. This will be reported on more fully in March 2022.

In order to facilitate the effective implementation and to support growth and progress of CCP in the state of North Carolina, the NC Community College System and the NC Department of Public Instruction collaborate closely together - sometimes on a daily basis. Most communications, professional development, and technical assistance are facilitated jointly. The UNC System and the NC Independent Colleges and Universities also

collaborate with these two lead agencies regarding the Cooperative Innovative High School pathway through the legislated Joint Advisory Committee.

The North Carolina Department of Public Instruction and the North Carolina Community College System are partners in a five-year, 5-million-dollar grant from the U.S. Department of Education that started in July of 2019. This project, along with the SERVE Center at the University of North Carolina at Greensboro, the University of North Carolina System, the North Carolina Department of Commerce and RAND Corporation, has the goal of conducting a formal and rigorous evaluation of the implementation, impact, and cost of the three different CCP pathways. Over the past year, members of the CCP Evaluation Partnership Team have completed a variety of activities including:

- Created interactive dashboards housed at the NCCCS under the [Programs and Instruction](#) section provide descriptive information about participation and outcomes for CCP students. The results from these dashboards are presented throughout this report.
- Established data sharing agreements and created a dataset that links NCDPI, NCCCS and UNC System data. These data will be used to analyze the impacts of the project on high school and postsecondary outcomes. Findings from these analyses will be included in the 2022 report.
- Established a CCP Advisory Panel which includes CCP/CIHS students and parents, as well as school, district, and college staff involved in implementing CCP/CIHS. The primary responsibility of the Panel is to provide on-the-ground input to aid in informing study design, study implementation, and interpretation of findings.
- Explored reasons why students participate and do not participate in CCP. A summary of these findings is included in Appendix A.
- Updated findings around postsecondary degree attainment from a randomized controlled trial of 19 CIHS. A brief summarizing these findings is also included in Appendix B.

Continued on next page

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION (NCDPI) Career and College Promise (CCP)

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012. The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to enroll dually in community college courses that provide pathways that lead to a certificate, diploma, degree, or industry-recognized credential as well as provide entry-level jobs skills.

Every eligible North Carolina high school student has the opportunity to take advantage of the Career and College Promise (CCP) program and enroll in dual enrollment through the College Transfer or Career and Technical Education Pathway. CCP is available to every public high school in the state.

- In 2019-2020, **31%** of all graduates enrolled in at least one dual enrollment course, primarily through CCP, during their high school years. This represents 33,636 students. This is an **increase** of 4,030 students (4% growth) from the previous 2018-2019 graduating class.
- Graduates enrolled in an average of six college courses in their high school years. These graduates enrolled in a total of **225,002** college courses over the course of their high school years.
- In 2019-2020, **29%** (3% increase) of all graduates earned high school credit through dual enrollment opportunities in their high school years. This represents **31,738** students. Ninety-four percent (1% decrease) of graduates who enrolled in a dual enrollment college course earned credit towards high school graduation.
- In 2019-2020, there were **61,036*** public high school students enrolled in college courses while in high school. This is an **increase** of 4,762 students from the previous year.

*DPI data includes public and charter school students who are dually enrolled in 2-year or 4-year colleges and universities.

See Table 1 below for further data regarding dual enrollment for 2019-2020 graduates disaggregated by race/ethnicity. Based on the enrollment data below, while there remains continued work, NCDPI is encouraged that PSUs are creating environments for access and opportunity among all race/ethnicity groups for dual enrollment.

Table 1: Number and percent of 2019-2020 graduates who enrolled in at least one dual enrollment course while in high school by race/ethnicity

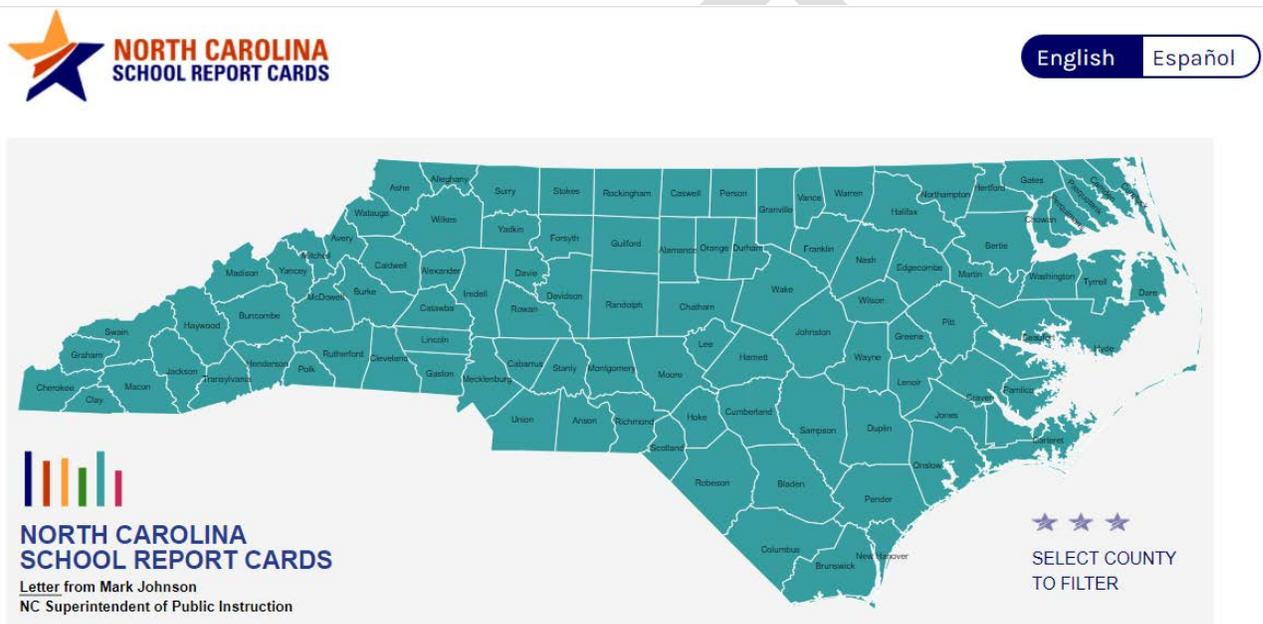
Race/Ethnicity	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of the total subgroup population of students participating in at least one dual enrollment course
Total	33,636	109,171	31%
American Indian or Alaska Native	363	1,216	30%
Asian	1,100	3,557	31%
Black or African American	5,515	27,053	20%
Hispanic or Latino	4,696	17,508	27%
Native Hawaiian/Other Pacific Islander	31	138	22%
Two or More	1,148	4,448	26%
White	20,783	55,251	38%

Last year, the statewide four-year graduation cohort rate was 87.60%. For more information, find the NCDPI Four-Year Cohort Graduation Rate Report under the [Accountability Data Sets and Reports](#) section.

The dropout rate for 2019-2020 is not available at this time. It will be reported to the NC State Board of Education in March 2021. In 2018-2019, the state dropout rate was 2.01%. For more information regarding dropout rates see the [Discipline, ALP and Dropout Annual Reports](#) section.

For detailed data regarding NC school districts and high schools, see the [North Carolina School Report Cards](#). Due to COVID-19, school performance data was not able to be collected for the 2019-2020 school year. On March 23, 2020, the U.S. Department of Education approved North Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

Figure 1: 2019-2020 North Carolina School Report Cards



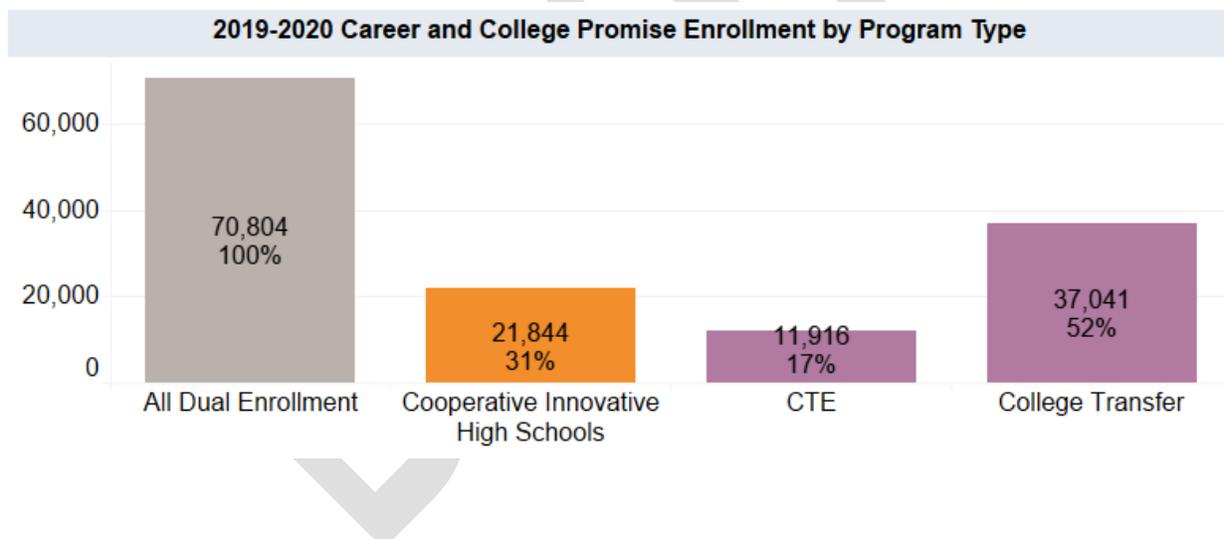
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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (NCCCS) Career and College Promise (CCP)

Enrollment and Demographics

During the 2019-2020 academic year, **70,801*** high school students participated in **Career and College Promise (CCP)** through the **NC Community College System**. Of those, 21,844 (31%) participated in Cooperative Innovative High School Programs (Early College, Middle College, or Other Innovative High School), and 48,957 (69%) participated in Pathways programs (Career and Technical Education or College Transfer). There was a large increase in the number of students participating in the College Transfer pathway, likely due to a change in eligibility implemented in Fall 2019. Participants were primarily female (60%) and white (59%). Career and Technical Education had the highest percentage of male students (53%), and Cooperative Innovative High Schools had the highest percentage of non-white students (50%).

Figure 2: 2019-2020 Career and College Promise enrollment by program type



*NCCCS data includes public, charter, private, and homeschooled students who are dually enrolled.

Figure 3: 2019-2020 Career and College Promise enrollment by sex

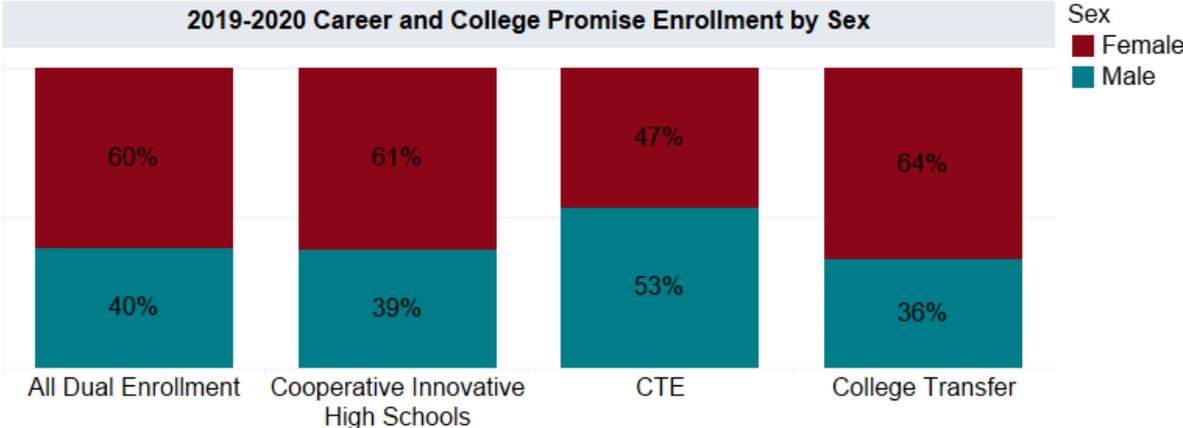
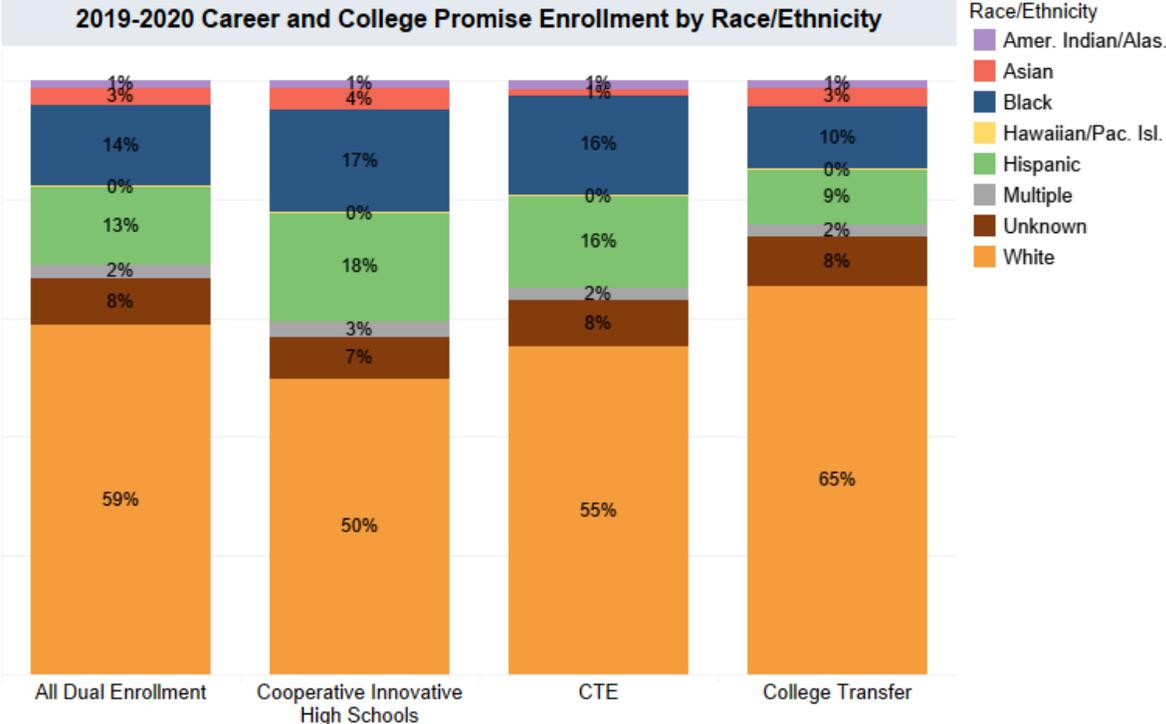


Figure 4: 2019-2020 Career and College Promise enrollment by race/ethnicity



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UNC GENERAL ADMINISTRATION NC Public High Schools

Institutions within the University of North Carolina (UNC) system admitted **79,257 students from NC Public High Schools, including Charters, for Fall 2020**. Based on preliminary results, this is an increase of **6%** (4,148 students) from Fall 2019. Refer to table 6 for admissions of Cooperative Innovative High School students.

Table 2: NC Public High School student admissions to UNC system schools, Fall 2019 and 2020

UNC Institution	Number of NC public high school students admitted to UNC institutions, Fall 2019*	Number of NC public high school students admitted to UNC institutions, Fall 2020*, (As of 1/13/2021**)
Appalachian State University	8,749	9,698
East Carolina University	9,996	11,696
Elizabeth City State University	1,215	1,302
Fayetteville State University	2,487	2,516
North Carolina A&T State University	4,119	4,323
North Carolina Central University	3,410	3,779
North Carolina State University	6,683	7,190
University of North Carolina – Asheville	1,849	1,243
University of North Carolina – Chapel Hill	4,145	4,591
University of North Carolina – Charlotte	9,723	10,620
University of North Carolina – Greensboro	5,930	5,920
University of North Carolina – Pembroke	3,791	3,254
University of North Carolina – Wilmington	5,313	5,569
University of North Carolina – School of the Arts	31	88
Western Carolina University	5,233	4,813
Winston-Salem State University	2,435	2,655
UNC Total	75,109	79,257

*Cooperative Innovative High School students are excluded from this table.

**Neither IPEDS Admissions nor the Freshmen Admissions and Performance dashboard have been finalized for the current year (as of 1/13/2021), so this data should be considered preliminary. Refer to the UNC System [Stats, Data, & Reports](#) page for official results.

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION (NCDPI) Cooperative Innovative High School (CIHS) Programs

In response to N.C.G.S. §115C-238.50, the North Carolina Department of Public Instruction (NCDPI) initially established Cooperative Innovative High Schools (CIHS) in 2004 with the NC Community Colleges System (NCCCS) and the University of North Carolina General Administration (UNCGA). G.S. §115C-238.50 authorizes “local boards of education to jointly establish with one or more boards of trustees cooperative innovative programs in high schools and colleges or universities that will expand students' opportunities for educational success through high quality instructional programming. These cooperative innovative high school programs shall target any of the following groups: (1) High school students who are at risk of dropping out of school before attaining a high school diploma. (1a) High school students with parents who did not continue education beyond high school. (2) High school students who would benefit from accelerated academic instruction.”

In the seventeen years since the General Assembly authorized the establishment of Cooperative Innovative High School Programs, students, including many at-risk of dropping out and historically underserved, continue to see increased academic outcomes that surpass those of students across the state. CIHS programs continue to open in North Carolina school districts, though with fewer CIHS opening in North Carolina in recent years. As these CIHS programs grow and expand enrollment, an increasing number of students are benefitting from new opportunities, leading to stronger outcomes, with higher rates of academic achievement, graduation and postsecondary enrollment and completion.

North Carolina has made significant progress in opening and sustaining innovative secondary schools that share the critical goal of graduating every student for success in college, careers and life. **For 2019-2020, CIHS programs extended across 85 of the state's 116 school districts plus NERSBA, with 130 individual schools operating for the 2019-2020 school year.**

NOTE: NC Session Law 2020-64 (SL 2020-64) approved three new CIHS to operate as CIHS: Halifax Early College and Stanly STEM Early College are open and operating as CIHS. SL 2020-64 also approved the Gaston Early College of Medical Sciences to open and operate as a CIHS. The Gaston Early College of Medical Sciences plans to open in the fall of 2021. SL 2020-64 also approved non-recurring supplemental funding for the 2020-2021 school year for these CIHS, as well as for five CIHS that opened in 2018: The Center for Industry, Technology, and Innovation (CITI) High School (Nash County Public Schools), Innovation Early College High School (Pitt County Schools), Marine Science and Technology (MaST) Early College High School (Carteret County Schools), Roanoke Rapids Early College High School (Roanoke Rapids Graded School District), Southeast Area Technical (SEA-Tech) High School (New Hanover Schools).

SL 2020-64 placed a moratorium on any new CIHS applications to open for the 2020-2021 school year and established that the State Board of Education may only conditionally approve up to three applications for CIHS that request additional funds to open in a school year.

CIHS programs include a variety of models focused on transfer degrees and/or career and technical education. Programs define themselves as early colleges, middle colleges, and other innovative CIHS models, including STEM schools and career academies. **Currently in operation for the 2020-2021 school year, there are 132 CIHS programs in 85 of the state's 116 school districts plus NERSBA. For Fall 2021, NCDPI anticipates there to be 133 CIHS programs in North Carolina.**

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Table 3: List of Approved Cooperative Innovative High Schools by School District and Institution of Higher Education (IHE) partner, Fall 2020

#	PSU Name	School Name	IHE Name
1	Alamance-Burlington Schools	Alamance-Burlington Early College High School	Alamance Community College
2	Alexander County Schools	Alexander Early College High School	Catawba Valley Community College
3	Anson County Schools	Anson County Early College High School	South Piedmont Community College
4	Ashe County Schools	Ashe County Early College High School	Wilkes Community College
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	A-B Technical Community College
6	Beaufort County Schools	Beaufort County Early College High School	Beaufort Community College
7	Bertie County Schools	Bertie County Early College High School	Martin Community College
8	Bladen County Schools	Bladen County Early College High School	Bladen Community College
9	Brunswick County Schools	Brunswick County Early College High School	Brunswick Community College
10	Buncombe County Schools	Buncombe County Early College High School	A-B Tech Community College
11	Buncombe County Schools	Buncombe County Middle College High School	A-B Tech Community College
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	A-B Technical Community College
13	Burke County Schools	Burke Middle College High School	Western Piedmont Community College
14	Cabarrus County Schools	Cabarrus Early College of Technology	Rowan-Cabarrus Community College
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	Rowan-Cabarrus Community College
16	Caldwell County Schools	Caldwell Applied Sciences Academy	Caldwell Community College
17	Caldwell County Schools	Caldwell Early College High School	Caldwell Community College
18	Camden County Schools	Camden Early College High School	College of the Albemarle
19	Carteret County Public Schools	Marine Science and Technology Early College High School	Carteret Community College
20	Catawba County Schools	Challenger Early College High School	Catawba Valley Community College
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	Central Piedmont Community College
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	UNC Charlotte
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	UNC Charlotte
24	Charlotte-Mecklenburg Schools	Harper Middle College High School	Central Piedmont Community College
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	Central Piedmont Community College

#	PSU Name	School Name	IHE Name
26	Charlotte-Mecklenburg Schools	Levine Middle College High School	Central Piedmont Community College
27	Charlotte-Mecklenburg Schools	Merancas Middle College-CPCC	Central Piedmont Community College
28	Charlotte-Mecklenburg Schools	Performance Learning Center	Central Piedmont Community College
29	Chatham County Schools	Chatham County School of Science and Engineering	Central Carolina Community College
30	Cherokee County Schools	Tri-County Early College High School	Tri-County Community College
31	Cleveland County Schools	Cleveland Early College High School	Cleveland Community College
32	Columbus County Schools	Columbus Career and College Academy	Southeastern Community College
33	Craven County Schools	Craven Early College High School	Craven Community College
34	Craven County Schools	Early College EAST High School	Craven Community College
35	Cumberland County Schools	Cross Creek Early College High School	Fayetteville State University
36	Cumberland County Schools	Cumberland International Early College High School	Fayetteville State University
37	Cumberland County Schools	Cumberland Polytechnic High School	Fayetteville Tech Community College
38	Currituck County Schools	J.P. Knapp Early College High School	College of the Albemarle
39	Davidson County Schools	Davidson Early College High School	Davidson Community College
40	Davidson County Schools	Yadkin Valley Regional Career Academy	Davidson Community College
41	Davie County Schools	Davie County Early College High School	Davidson Community College
42	Duplin County Schools	Duplin Early College High School	James Sprunt Community College
43	Durham Public Schools	City of Medicine Academy	Durham Tech Community College
44	Durham Public Schools	Hillside New Tech High School	Durham Tech Community College
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	North Carolina Central University
46	Durham Public Schools	Middle College High School at DTCC	Durham Tech Community College
47	Edgecombe County Public School	Edgecombe Early College High School	Edgecombe Community College
48	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College	College of the Albemarle
49	Forsyth County Schools	Early College of Forsyth County	Forsyth Tech Community College
50	Forsyth County Schools	Middle College of Forsyth County	Forsyth Tech Community College
51	Franklin County Schools	Franklin County Early College High School	Vance-Granville Community College
52	Gaston County Schools	Gaston Early College High School	Gaston College
53	Granville County Schools	Granville Early College High School	Vance-Granville Community College

#	PSU Name	School Name	IHE Name
54	Greene County Schools	Greene Early College High School	Lenoir Community College
55	Guilford County Schools	The Academy at Ben L. Smith High School	Guilford Tech Community College
56	Guilford County Schools	Early/Middle College at GTCC - High Point	Guilford Tech Community College
57	Guilford County Schools	Early/Middle College at Bennett	Bennett College
58	Guilford County Schools	Early/Middle College at GTCC - Greensboro	Guilford Tech Community College
59	Guilford County Schools	Early/Middle College at NC A&T	North Carolina A&T State University
60	Guilford County Schools	Greensboro College Middle College	Greensboro College
61	Guilford County Schools	Early/Middle College at GTCC - Jamestown	Guilford Tech Community College
62	Guilford County Schools	Middle College at UNCG	UNC Greensboro
63	Guilford County Schools	STEM Early College at NC A&T	North Carolina A&T State University
64	Guilford County Schools	The Early College at Guilford College	Guilford College
65	Guilford County Schools	The Kearns Academy at Central	Guilford Tech Community College
66	Halifax County Schools	Halifax County Early College High School	Halifax Community College
67	Harnett County Schools	Harnett County Early College High School	Central Carolina Community College
68	Haywood County Schools	Haywood Early College High School	Haywood Community College
69	Henderson County Schools	Henderson County Early College High School	Blue Ridge Community College
70	Hertford County Schools	Hertford County Early College High School	Roanoke-Chowan Community College
71	Hoke County Schools	SandHoke Early College High School	Sandhills Community College
72	Hyde County Schools	Mattamuskeet Early College High School	Beaufort Community College
73	Iredell-Statesville Schools	Agriculture and Science Early College High School	Mitchell Community College
74	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	Mitchell Community College
75	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	Mitchell Community College
76	Jackson County Schools	Blue Ridge Early College High School	Southwestern Community College
77	Jackson County Schools	Jackson County Early College High School	Southwestern Community College
78	Johnston County Schools	Johnston County Early College Academy	Johnston Community College
79	Johnston County Schools	Johnston County Schools Career Technical Leadership Academy	Johnston Community College
80	Lee County Schools	Lee County Early College High School	Central Carolina Community College

#	PSU Name	School Name	IHE Name
81	Lenoir County Public Schools	Lenoir County Early College High School	Lenoir Community College
82	Macon County Schools	Macon County Early College High School	Southwestern Community College
83	Madison County Schools	Madison Early College High School	A-B Tech Community College
84	McDowell County Schools	McDowell Academy for Innovation	McDowell Community College
85	McDowell County Schools	McDowell Early College High School	McDowell Community College
86	Mitchell County Schools	Mayland Early College High School	Mayland Community College
87	Montgomery County Schools	Montgomery County Early College High School	Montgomery Community College
88	Nash County Public Schools	Center for Industry, Technology and Innovation High School	Nash Community College
89	Nash County Public Schools	Nash-Rocky Mount Early College High School	Nash Community College
90	New Hanover County Schools	Isaac M. Bear Early College High School	UNC Wilmington
91	New Hanover County Schools	Southeast Area Technical High School	Cape Fear Community College
92	New Hanover County Schools	Wilmington Early College High School	Cape Fear Community College
93	Northampton County Schools	Northampton County Early College High School	Halifax Community College
94	Onslow County Schools	Onslow Early College High School	Coastal Carolina Community College
95	Pender County Schools	Pender Early College High School	Cape Fear Community College
96	Person County Schools	Person Early College for Innovation and Leadership	Piedmont Community College
97	Pitt County Schools	Innovation Early College High School	East Carolina University
98	Pitt County Schools	Pitt County Early College High School	Pitt Community College
99	Polk County Schools	Polk County Early College High School	Isothermal Community College
100	Randolph County Schools	Randolph Early College High School	Randolph Community College
101	Regional School	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	Martin Community College
102	Richmond County Schools	Richmond County Early College High School	Richmond Community College
103	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	Halifax Community College
104	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	Robeson Community College
105	Rockingham County Schools	Rockingham County Early College High School	Rockingham Community College
106	Rowan-Salisbury Schools	Rowan County Early College High School	Rowan-Cabarrus Community College
107	Rutherford County Schools	Rutherford Early College High School	Isothermal Community College
108	Sampson County Schools	Sampson Early College High School	Sampson Community College

#	PSU Name	School Name	IHE Name
109	Scotland County Schools	Scotland Early College High School	Richmond Community College
110	Stanly County Schools	Stanly Early College High School	Stanly Community College
111	Stanly County Schools	Stanly STEM Early College High School	Stanly Community College
112	Stokes County Schools	Stokes County Early College High School	Forsyth Tech Community College
113	Surry County Schools	Surry Early College High School of Design	Surry Community College
114	Tyrrell County Schools	Columbia Early College High School	Beaufort Community College
115	Union County Public Schools	Union County Early College High School	South Piedmont Community College
116	Vance County Schools	Vance County Early College High School	Vance-Granville Community College
117	Wake County Schools	North Wake College and Career Academy	Wake Tech Community College
118	Wake County Schools	Vernon Malone College and Career Academy	Wake Tech Community College
119	Wake County Schools	Wake Early College of Health and Science	Wake Tech Community College
120	Wake County Schools	Wake STEM Early College High School	North Carolina State University
121	Wake County Schools	Wake Young Men's Leadership Academy	Saint Augustine's University
122	Wake County Schools	Wake Young Women's Leadership Academy	Saint Augustine's University
123	Warren County Schools	Warren Early College High School	Vance-Granville Community College
124	Washington County Schools	Washington County Early College High School	Beaufort Community College
125	Watauga County Schools	Watauga Innovation Academy	Caldwell Community College and Tech Institute
126	Wayne County Public Schools	Wayne Early/Middle College High School	Wayne Community College
127	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	Wayne Community College
128	Weldon City Schools	Roanoke Valley Early College High School	Halifax Community College
129	Wilkes County Schools	Wilkes Early College High School	Wilkes Community College
130	Wilson County Schools	Wilson Academy of Applied Technology	Wilson Community College
131	Wilson County Schools	Wilson Early College Academy	Wilson Community college
132	Yadkin County Schools	Yadkin Early College High School	Surry Community College

CIHS programs are supported by a partnership between NCDPI, NCCCS, the UNCS, and the NCICU. The Joint Advisory Committee (JAC), per legislation, comprises staff from each agency, who meet regularly and collaborate to support CIHS throughout the year and to provide oversight and guidance to the program, including technical support, resource development, policy implementation and data collection and analysis. The JAC also provides application development support, leads the application review of new CIHS applicants, and provides recommendations to agency governing boards.

Partner agencies also lend specialized support for CIHS programs based on the needs of the schools. As the lead agency, NCDPI works closely with the CIHS to support implementation. NCDPI hosts regular regional meetings in each State Board of Education region with school leadership (these face-to-face regional meetings have shifted to virtual meetings during the COVID pandemic), networking webinars for principals, counselors and college liaisons, and site visits with technical assistance to each new CIHS (site visits have been suspended during the pandemic). NCDPI and the JAC also develop various resources to support development and implementation of the CIHS, shared via the NCDPI [CIHS website](#).

Together, these schools are transforming teaching and learning for their students, while also helping to prompt the growth of innovative practices in many other districts and schools. A growing number of districts are now embracing similar innovations for all their schools, as more CIHS demonstrate sustained success.

The state's most recent data from NCDPI, the NCCCS, UNCS, and NCICU continue to show gains in areas of high school retention rates, high school completion rates, certification and associate degree completion, admission to four-year institutions, and a reduction in drop-out rates.

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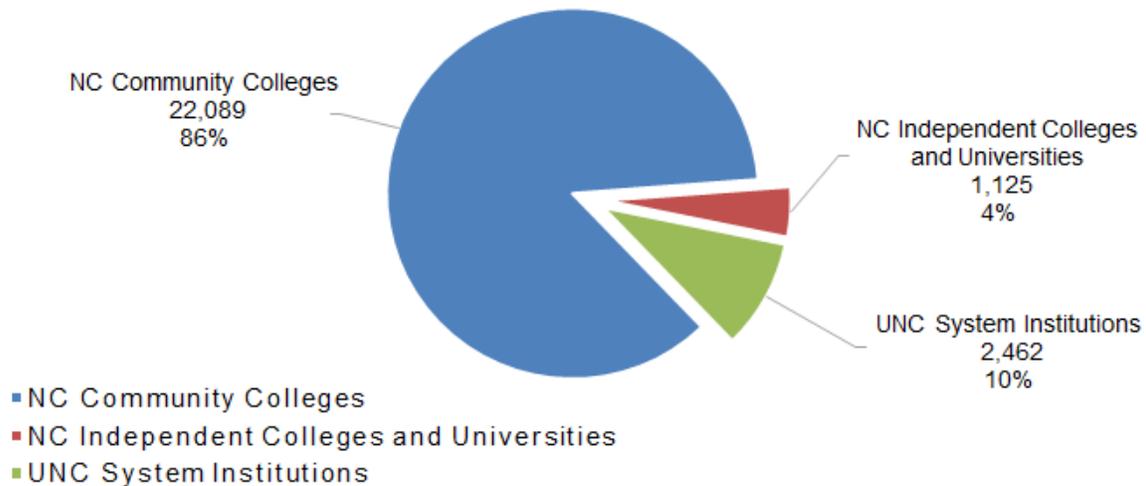
Highlights of the Cooperative Innovative High Schools in 2019-2020 include:

- Enrollment in CIHS in 2019-2020 was **29,084** students, an increase of 1,179 students from the previous school year. In total, **6,016** students graduated from Cooperative Innovative High Schools in 2019-2020, an increase in 467 students from the previous year.
- High school retention and completion rates for CIHS was **above** the state average, with the average CIHS rate above 95%.
- The average high school drop-out rate of CIHS programs was **below** the state average.
- CIHS students at community colleges received better grades, on average, than the general population of students with **85 percent** averaging a passing grade of a C or better. This is 12 percent higher than the general population.
- **1,397** CIHS students earned at least one CTE credential in 2019-2020, based on NCDPI data. CIHS students also earned a total of **625** diploma and certificate credentials, based on NCCCS data. This represents a total of **2,022** individual credentials earned from both agencies, a decrease of 275 credentials from the previous school year.
- **2,706** CIHS students graduated with an associate degree. This is a decrease of 44 students from the previous school year.
- **7,409** applications from CIHS students were accepted by UNC System four-year institutions, based on UNC System Data. This is an increase of 1,228 students from the previous school year. **2,328** applications from CIHS students were accepted by North Carolina Independent Colleges and Universities, based on NCICU data. This is an increase of 656 students from the previous school year.

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Figure 5: 2019-2020 Cooperative Innovative High School student enrollment with by Institution of Higher Education (IHE)

2019-2020 CIHS Student Enrollment at IHEs



Following the complete data captured below in response to legislative requirements, this report includes success stories from across North Carolina's network of CIHS. These stories of student and of school transformations richly illustrate the powerful impact CIHS programs are having in our communities. These stories also show abundantly how CIHS are improving outcomes of the CIHS target populations: first-generation college goers, students at risk of dropping out, and students who benefit from accelerated academic instruction. Several CIHS programs are expanding pathways for students to include more career-ready opportunities, often leading to living wage careers in their local communities upon graduation. This continued success is a result of hard work by NC's teachers, principals, counselors, college liaisons, and districts.

With investment of state funds, support from the local and state-level policy makers, sustained efforts of professional development and technical assistance from NCDPI, NCCCS, the UNC System, and NCICU, the State Board of Education and NCDPI expect continued progress to increase access and successful participation in Cooperative Innovative High Schools across North Carolina to further meet the intent of the legislation.

Table 4: Retention rate and cohort graduation rate of Cooperative and Innovative High Schools for the 2019-2020 school year; number of dropouts from the 2018-2019 school year

#	PSU Name	School Name	Retention Rate*	Number of Dropouts**	Cohort Graduation Rate***
1	Alamance-Burlington Schools	Alamance-Burlington Early College High School	>95%	N/A	>95%
2	Alexander County Schools	Alexander Early College High School	93%	<10	91%
3	Anson County Schools	Anson County Early College High School	>95%	<10	>95%
4	Ashe County Schools	Ashe County Early College High School	>95%	N/A	N/A
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	91%	<10	>95%
6	Beaufort County Schools	Beaufort County Early College High School	>95%	N/A	>95%
7	Bertie County Schools	Bertie County Early College High School	>95%	N/A	>95%
8	Bladen County Schools	Bladen County Early College High School	>95%	N/A	N/A
9	Brunswick County Schools	Brunswick County Early College High School	>95%	N/A	>95%
10	Buncombe County Schools	Buncombe County Early College High School	94%	<10	94%
11	Buncombe County Schools	Buncombe County Middle College High School	93%	<10	88%
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	>95%	N/A	>95%
13	Burke County Schools	Burke Middle College High School	>95%	N/A	>95%
14	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	>95%	N/A	>95%
15	Cabarrus County Schools	Cabarrus Early College of Technology	>95%	N/A	N/A
16	Caldwell County Schools	Caldwell Applied Sciences Academy	>95%	<10	>95%
17	Caldwell County Schools	Caldwell Early College High School	>95%	N/A	>95%
18	Camden County Schools	Camden Early College High School	94%	<10	86%
19	Carteret County Public Schools	Marine Science and Technology Early College High School	83%	N/A	N/A
20	Catawba County Schools	Challenger Early College High School	94%	N/A	>95%
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	95%	N/A	>95%
22	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	>95%	N/A	>95%
23	Charlotte-Mecklenburg Schools	Harper Middle College High School	>95%	N/A	>95%
24	Charlotte-Mecklenburg Schools	Levine Middle College High School	94%	N/A	>95%
25	Charlotte-Mecklenburg Schools	Performance Learning Center	79%	<10	84%
26	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	92%	<10	>95%

#	PSU Name	School Name	Retention Rate*	Number of Dropouts**	Cohort Graduation Rate***
27	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	92%	N/A	N/A
28	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	94%	N/A	>95%
29	Chatham County Schools	Chatham County School of Science and Engineering	>95%	N/A	N/A
30	Cherokee County Schools	Tri-County Early College High School	>95%	N/A	90%
31	Cleveland County Schools	Cleveland Early College High School	95%	N/A	>95%
32	Columbus County Schools	Columbus Career and College Academy	95%	<10	85%
33	Craven County Schools	Craven Early College High School	>95%	<10	>95%
34	Craven County Schools	Early College EAST High School	>95%	N/A	>95%
35	Cumberland County Schools	Cumberland International Early College High School	>95%	N/A	>95%
36	Cumberland County Schools	Cross Creek Early College High School	>95%	N/A	>95%
37	Cumberland County Schools	Cumberland Polytechnic High School	94%	N/A	>95%
38	Currituck County Schools	J.P. Knapp Early College High School	>95%	<10	>95%
39	Davidson County Schools	Davidson Early College High School	>95%	N/A	92%
40	Davidson County Schools	Yadkin Valley Regional Career Academy	92%	<10	>95%
41	Davie County Schools	Davie County Early College High School	>95%	<10	>95%
42	Duplin County Schools	Duplin Early College High School	>95%	N/A	>95%
43	Durham Public Schools	Josephine Dobbs Clement Early College High School	>95%	N/A	>95%
44	Durham Public Schools	City of Medicine Academy	>95%	<10	>95%
45	Durham Public Schools	Middle College High School at DTCC	>95%	N/A	>95%
46	Durham Public Schools	Hillside New Tech High School	>95%	<10	>95%
47	Edgecombe County Public School	Edgecombe Early College High School	>95%	N/A	>95%
48	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	>95%	N/A	N/A
49	Forsyth County Schools	Early College of Forsyth County	>95%	N/A	>95%
50	Forsyth County Schools	Middle College of Forsyth County	>95%	<10	>95%
51	Franklin County Schools	Franklin County Early College High School	>95%	N/A	>95%
52	Gaston County Schools	Gaston Early College High School	95%	N/A	>95%
53	Granville County Schools	Granville Early College High School	>95%	N/A	>95%
54	Greene County Schools	Greene Early College High School	>95%	N/A	>95%
55	Guilford County Schools	Early/Middle College at Bennett	89%	N/A	>95%
56	Guilford County Schools	Greensboro College Middle College	>95%	N/A	>95%
57	Guilford County Schools	Early College at Guilford College	>95%	N/A	>95%
58	Guilford County Schools	Early/Middle College at GTCC - Greensboro	>95%	N/A	>95%

#	PSU Name	School Name	Retention Rate*	Number of Dropouts**	Cohort Graduation Rate***
59	Guilford County Schools	Early/Middle College at GTCC - Jamestown	>95%	N/A	>95%
60	Guilford County Schools	The Kearns Academy at Central	>95%	N/A	>95%
61	Guilford County Schools	Early/Middle College at GTCC - High Point	>95%	<10	>95%
62	Guilford County Schools	Early/Middle College at NC A&T	94%	N/A	>95%
63	Guilford County Schools	STEM Early College at NC A&T	>95%	<10	>95%
64	Guilford County Schools	Middle College at UNCG	>95%	N/A	>95%
65	Guilford County Schools	The Academy at Ben L. Smith High School	>95%	N/A	>95%
66	Harnett County Schools	Harnett County Early College High School	>95%	N/A	N/A
67	Haywood County Schools	Haywood Early College High School	93%	<10	89%
68	Henderson County Schools	Henderson County Early College High School	>95%	<10	>95%
69	Hertford County Schools	Hertford County Early College High School	>95%	N/A	>95%
70	Hoke County Schools	SandHoke Early College High School	>95%	N/A	>95%
71	Hyde County Schools	Mattamuskeet Early College High School	>95%	<10	91%
72	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	95%	N/A	>95%
73	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	>95%	N/A	>95%
74	Iredell-Statesville Schools	Agriculture and Science Early College High School	>95%	N/A	N/A
75	Jackson County Schools	Blue Ridge Early College High School	>95%	<10	>95%
76	Jackson County Schools	Jackson County Early College High School	>95%	N/A	>95%
77	Johnston County Schools	Johnston County Schools Career Technical Leadership Academy	93%	N/A	N/A
78	Johnston County Schools	Johnston County Early College Academy	94%	N/A	>95%
79	Lee County Schools	Lee County Early College High School	>95%	N/A	>95%
80	Lenoir County Public Schools	Lenoir County Early College High School	>95%	N/A	>95%
81	Macon County Schools	Macon County Early College High School	>95%	N/A	>95%
82	Madison County Schools	Madison Early College High School	>95%	N/A	>95%
83	McDowell County Schools	McDowell Early College High School	>95%	<10	>95%
84	McDowell County Schools	McDowell Academy for Innovation	92%	N/A	N/A
85	Mitchell County Schools	Mayland Early College High School	92%	<10	92%
86	Montgomery County Schools	Montgomery County Early College High School	>95%	N/A	N/A
87	Nash County Public Schools	Center for Industry, Technology and Innovation High School	>95%	N/A	N/A
88	Nash County Public Schools	Nash-Rocky Mount Early College High School	>95%	N/A	>95%
89	New Hanover County Schools	Isaac M. Bear Early College High School	>95%	N/A	>95%

#	PSU Name	School Name	Retention Rate*	Number of Dropouts**	Cohort Graduation Rate***
90	New Hanover County Schools	Wilmington Early College High School	93%	N/A	>95%
91	New Hanover County Schools	Southeast Area Technical High School	>95%	N/A	N/A
92	Northampton County Schools	Northampton County Early College High School	>95%	N/A	>95%
93	Onslow County Schools	Onslow Early College High School	94%	N/A	N/A
94	Pender County Schools	Pender Early College High School	>95%	N/A	>95%
95	Person County Schools	Person Early College for Innovation and Leadership	93%	N/A	N/A
96	Pitt County Schools	Pitt County Early College High School	>95%	N/A	>95%
97	Pitt County Schools	Innovation Early College High School	>95%	N/A	N/A
98	Polk County Schools	Polk County Early College High School	50%	<10	93%
99	Randolph County Schools	Randolph Early College High School	>95%	<10	>95%
100	Regional School	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	93%	N/A	93%
101	Richmond County Schools	Richmond County Early College High School	>95%	N/A	>95%
102	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	>95%	N/A	N/A
103	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	94%	N/A	95%
104	Rockingham County Schools	Rockingham County Early College High School	>95%	N/A	>95%
105	Rowan-Salisbury Schools	Rowan County Early College High School	>95%	N/A	>95%
106	Rutherford County Schools	Rutherford Early College High School	>95%	N/A	>95%
107	Sampson County Schools	Sampson Early College High School	>95%	N/A	95%
108	Scotland County Schools	Scotland Early College High School	>95%	N/A	>95%
109	Stanly County Schools	Stanly Early College High School	94%	N/A	>95%
110	Stokes County Schools	Stokes County Early College High School	>95%	N/A	>95%
111	Surry County Schools	Surry Early College High School of Design	>95%	N/A	>95%
112	Tyrrell County Schools	Columbia Early College High School	>95%	<10	92%
113	Union County Public Schools	Union County Early College High School	>95%	N/A	>95%
114	Vance County Schools	Vance County Early College High School	>95%	N/A	95%
115	Wake County Schools	North Wake College and Career Academy	>95%	N/A	>95%
116	Wake County Schools	Vernon Malone College and Career Academy	>95%	N/A	>95%
117	Wake County Schools	Wake STEM Early College High School	>95%	N/A	>95%
118	Wake County Schools	Wake Early College of Health and Science	>95%	N/A	>95%
119	Wake County Schools	Wake Young Men's Leadership Academy	94%	<10	>95%

#	PSU Name	School Name	Retention Rate*	Number of Dropouts**	Cohort Graduation Rate***
120	Wake County Schools	Wake Young Women's Leadership Academy	>95%	N/A	>95%
121	Warren County Schools	Warren Early College High School	>95%	<10	87%
122	Washington County Schools	Washington County Early College High School	>95%	N/A	N/A
123	Watauga County Schools	Watauga Innovation Academy	>95%	<10	94%
124	Wayne County Public Schools	Wayne Early/Middle College High School	>95%	N/A	>95%
125	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	>95%	N/A	>95%
126	Weldon City Schools	Roanoke Valley Early College High School	>95%	N/A	>95%
127	Wilkes County Schools	Wilkes Early College High School	>95%	N/A	>95%
128	Wilson County Schools	Wilson Early College Academy	>95%	<10	>95%
129	Wilson County Schools	Wilson Academy of Applied Technology	>95%	N/A	N/A
130	Yadkin County Schools	Yadkin Early College High School	>95%	N/A	>95%

*Self-reported data collected from 2019 CIHS Annual Reports. Retention rate indicates number of students who remained in the program.

**One year lag data from the 2018-2019 school year. Cohort size too small to calculate data through the system.

***Cohort size too small to calculate data through the system.

Continued on next page

Table 5: Average Daily Membership (ADM) of Cooperative Innovative High Schools for the 2019-2020 school year

#	PSU Name	School Name	Total
1	Alamance-Burlington Schools	Alamance-Burlington Early College High School	231
2	Alexander County Schools	Alexander Early College High School	231
3	Anson County Schools	Anson County Early College High School	254
4	Ashe County Schools	Ashe County Early College High School	101
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	328
6	Beaufort County Schools	Beaufort County Early College High School	265
7	Bertie County Schools	Bertie County Early College High School	182
8	Bladen County Schools	Bladen County Early College High School	93
9	Brunswick County Schools	Brunswick County Early College High School	377
10	Buncombe County Schools	Buncombe County Early College High School	264
11	Buncombe County Schools	Buncombe County Middle College High School	55
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	380
13	Burke County Schools	Burke Middle College High School	146
14	Cabarrus County Schools	Cabarrus Early College of Technology	236
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	233
16	Caldwell County Schools	Caldwell Applied Sciences Academy	217
17	Caldwell County Schools	Caldwell Early College High School	398
18	Camden County Schools	Camden Early College High School	178
19	Carteret County Public Schools	Marine Science and Technology Early College High School	99
20	Catawba County Schools	Challenger Early College High School	395
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	224
22	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	280
23	Charlotte-Mecklenburg Schools	Harper Middle College High School	197
24	Charlotte-Mecklenburg Schools	Levine Middle College High School	232
25	Charlotte-Mecklenburg Schools	Performance Learning Center	125
26	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	311
27	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	148
28	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	180
29	Chatham County Schools	Chatham County School of Science and Engineering	88
30	Cherokee County Schools	Tri-County Early College High School	148
31	Cleveland County Schools	Cleveland Early College High School	217
32	Columbus County Schools	Columbus Career and College Academy	303
33	Craven County Schools	Craven Early College High School	218
34	Craven County Schools	Early College EAST High School	201

#	PSU Name	School Name	Total
35	Cumberland County Schools	Cumberland International Early College High School	272
36	Cumberland County Schools	Cross Creek Early College High School	281
37	Cumberland County Schools	Cumberland Polytechnic High School	283
38	Currituck County Schools	J.P. Knapp Early College High School	265
39	Davidson County Schools	Davidson Early College High School	123
40	Davidson County Schools	Yadkin Valley Regional Career Academy	187
41	Davie County Schools	Davie County Early College High School	169
42	Duplin County Schools	Duplin Early College High School	208
43	Durham Public Schools	Josephine Dobbs Clement Early College High School	397
44	Durham Public Schools	City of Medicine Academy	341
45	Durham Public Schools	Middle College High School at DTCC	186
46	Durham Public Schools	Hillside New Tech High School	327
47	Edgecombe County Public School	Edgecombe Early College High School	198
48	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	115
49	Forsyth County Schools	Early College of Forsyth County	262
50	Forsyth County Schools	Middle College of Forsyth County	77
51	Franklin County Schools	Franklin County Early College High School	192
52	Gaston County Schools	Gaston Early College High School	244
53	Granville County Schools	Granville Early College High School	229
54	Greene County Schools	Greene Early College High School	152
55	Guilford County Schools	Early/Middle College at Bennett	132
56	Guilford County Schools	Greensboro College Middle College	134
57	Guilford County Schools	Early College at Guilford College	209
58	Guilford County Schools	Early/Middle College at GTCC - Greensboro	155
59	Guilford County Schools	Early/Middle College at GTCC - Jamestown	251
60	Guilford County Schools	The Kearns Academy at Central	130
61	Guilford County Schools	Early/Middle College at GTCC - High Point	167
62	Guilford County Schools	Early/Middle College at NC A&T	145
63	Guilford County Schools	The Academy at Ben L. Smith High School	196
64	Guilford County Schools	STEM Early College at NC A&T	187
65	Guilford County Schools	Middle College at UNCG	208
66	Harnett County Schools	Harnett County Early College High School	119
67	Haywood County Schools	Haywood Early College High School	182
68	Henderson County Schools	Henderson County Early College High School	207
69	Hertford County Schools	Hertford County Early College High School	190
70	Hoke County Schools	SandHoke Early College High School	428
71	Hyde County Schools	Mattamuskeet Early College High School	191

#	PSU Name	School Name	Total
72	Iredell-Statesville Schools	Agriculture and Science Early College High School	202
73	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	229
74	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	270
75	Jackson County Schools	Blue Ridge Early College High School	160
76	Jackson County Schools	Jackson County Early College High School	120
77	Johnston County Schools	Johnston County Schools Career Technical Leadership Academy	200
78	Johnston County Schools	Johnston County Early College Academy	231
79	Lee County Schools	Lee County Early College High School	298
80	Lenoir County Public Schools	Lenoir County Early College High School	187
81	Macon County Schools	Macon County Early College High School	141
82	Madison County Schools	Madison Early College High School	261
83	McDowell County Schools	McDowell Academy for Innovation	103
84	McDowell County Schools	McDowell Early College High School	265
85	Mitchell County Schools	Mayland Early College High School	148
86	Montgomery County Schools	Montgomery County Early College High School	241
87	Nash County Public Schools	Center for Industry, Technology and Innovation High School	77
88	Nash County Public Schools	Nash-Rocky Mount Early College High School	356
89	New Hanover County Schools	Isaac M. Bear Early College High School	237
90	New Hanover County Schools	Wilmington Early College High School	263
91	New Hanover County Schools	Southeast Area Technical High School	140
92	Northampton County Schools	Northampton County Early College High School	150
93	Onslow County Schools	Onslow Early College High School	159
94	Pender County Schools	Pender Early College High School	245
95	Person County Schools	Person Early College for Innovation and Leadership	172
96	Pitt County Schools	Pitt County Early College High School	311
97	Pitt County Schools	Innovation Early College High School	106
98	Polk County Schools	Polk County Early College High School	71
99	Randolph County Schools	Randolph Early College High School	369
100	Regional School	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	192
101	Richmond County Schools	Richmond County Early College High School	282
102	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	104
103	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	237
104	Rockingham County Schools	Rockingham County Early College High School	342
105	Rowan-Salisbury Schools	Rowan County Early College High School	242

#	PSU Name	School Name	Total
106	Rutherford County Schools	Rutherford Early College High School	208
107	Sampson County Schools	Sampson Early College High School	256
108	Scotland County Schools	Scotland Early College High School	210
109	Stanly County Schools	Stanly Early College High School	199
110	Stokes County Schools	Stokes County Early College High School	183
111	Surry County Schools	Surry Early College High School of Design	324
112	Tyrrell County Schools	Columbia Early College High School	190
113	Union County Public Schools	Union County Early College High School	376
114	Vance County Schools	Vance County Early College High School	219
115	Wake County Schools	North Wake College and Career Academy	313
116	Wake County Schools	Vernon Malone College and Career Academy	395
117	Wake County Schools	Wake STEM Early College High School	253
118	Wake County Schools	Wake Early College of Health and Science	339
119	Wake County Schools	Wake Young Men's Leadership Academy	265
120	Wake County Schools	Wake Young Women's Leadership Academy	334
121	Warren County Schools	Warren Early College High School	105
122	Washington County Schools	Washington County Early College High School	66
123	Watauga County Schools	Watauga Innovation Academy	285
124	Wayne County Public Schools	Wayne Early/Middle College High School	236
125	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	456
126	Weldon City Schools	Roanoke Valley Early College High School	128
127	Wilkes County Schools	Wilkes Early College High School	244
128	Wilson County Schools	Wilson Academy of Applied Technology	162
129	Wilson County Schools	Wilson Early College Academy	264
130	Yadkin County Schools	Yadkin Early College High School	220
Total ADM of Cooperative Innovative High Schools			28,615
Average CIHS Membership			220
Median CIHS Membership			217

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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (NCCCS) Cooperative Innovative High School (CIHS) Programs

Course Enrollment and Degree Completion

During the 2019-2020 academic year, Cooperative Innovative High School Students enrolled in **112,635 credit-level college courses, an average of 5.2 per term**. In Fall 2019, Cooperative Innovative High School students completed **85% of their credit-level courses with a C or better**, compared to 73% of the general student population. **The average Fall 2019 GPA for Cooperative Innovative High School students was 3.02.**

Figure 7: Fall 2019 Cooperative Innovative High School credit-level course success rates and grade average by pathway

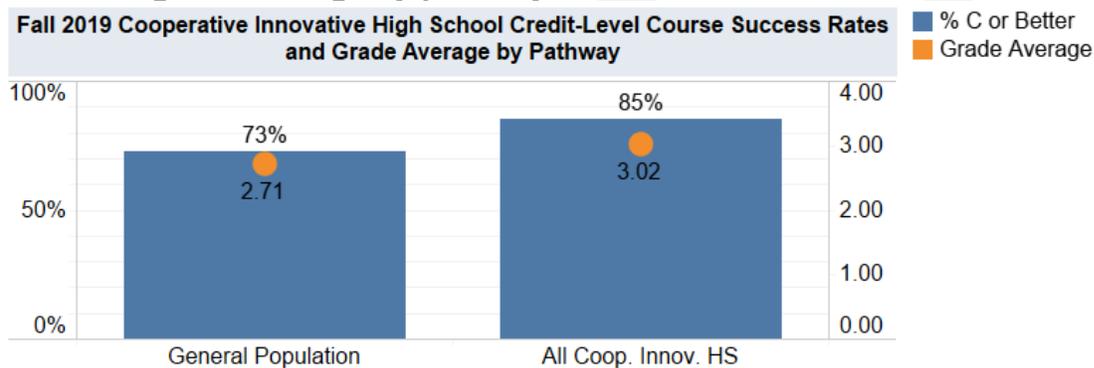
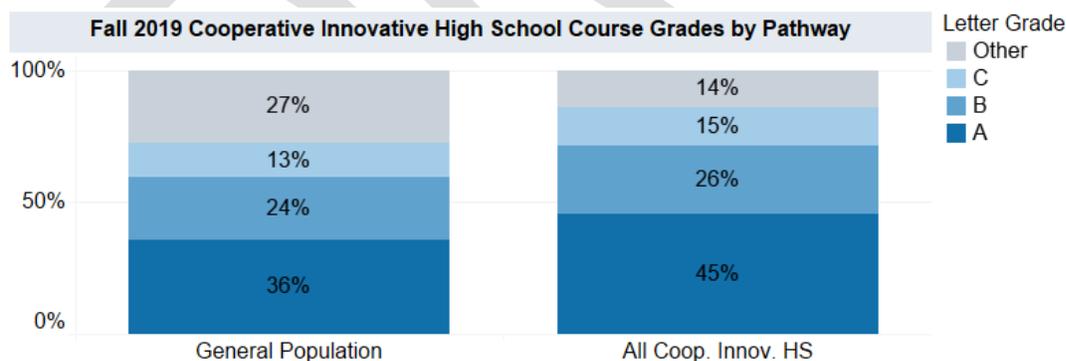
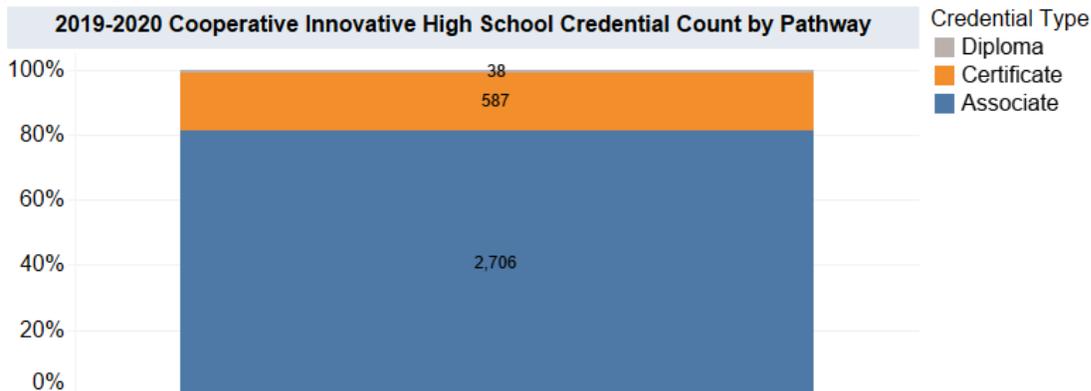


Figure 8: Fall 2019 Cooperative Innovative High School course grades by pathway



During the 2019-2020 academic year, Cooperative Innovative High School students earned a total of 3,331 credentials.

Figure 9: 2019-2020 Cooperative Innovative High School credential count by pathway



Post-Graduation Employment

The North Carolina Community College System, with the Department of Commerce, reviewed employment status and wage outcomes of Career and College Promise students who graduated high school in 2017. These students were not enrolled in any postsecondary institution in 2018-2019 and had a full-time or part-time employment record in Quarter 1 of 2019. This sample is limited to those students whose social security numbers matched with Department of Commerce records. Students with missing social security numbers or whose employment is not tracked by the NC Department of Commerce (e.g., self-employed, federal employees, or those employed out of state) were not included. **Wage records for 1,287 CIHS 2017 graduates were found for the 1st quarter of 2019. The median Quarter 1 wage for this sample was \$4,166.**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (NCCCS) Career and Technical Education (CTE) and College Transfer Pathways

Course Enrollment and Degree Completion

During the 2019-2020 academic year, CCP Pathways students **enrolled in 162,313 credit-level college courses**. Of those, 127,678 (79%) were taken by College Transfer students. On average, College Transfer students took 3.4 courses per term and CTE students took 2.9 courses per term.

Figure 10: 2019-2020 CTE and college transfer pathways credit-level enrollment by pathway

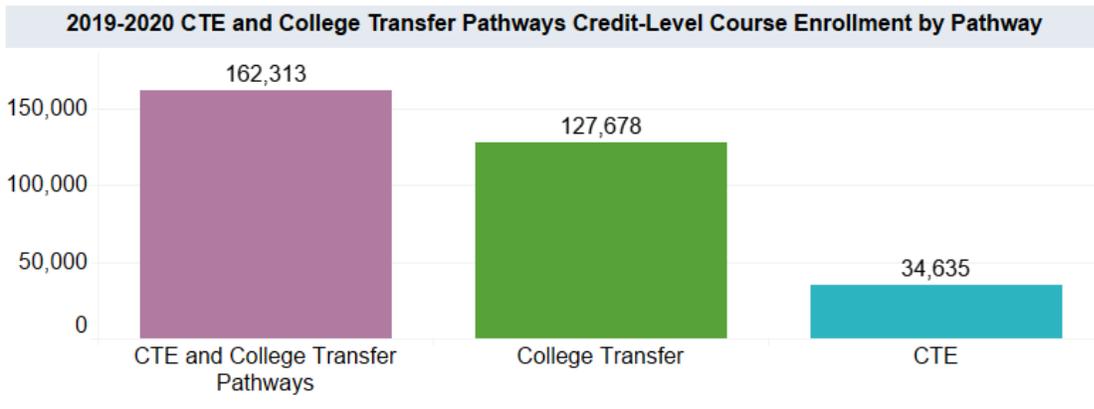
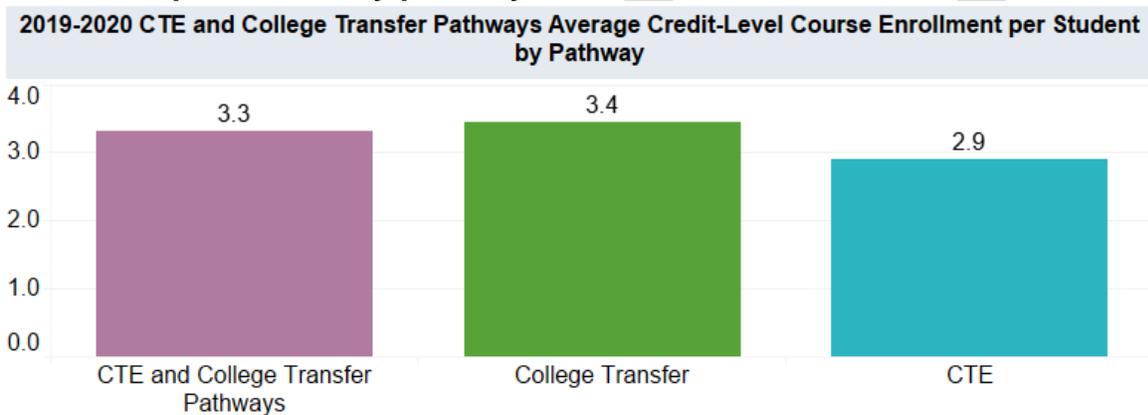


Figure 11: 2019-2020 CTE and college transfer pathways average credit-level course enrollment per student by pathway



In Fall 2019, **CCP Pathways students completed 85% of their credit-level courses with a C or better**, compared to 73% of the general student population. **The average Fall 2019 GPA for CCP Pathways students was 3.12.**

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Figure 12: Fall 2019 CTE and college transfer pathways credit-level course success rates and grade average by pathway

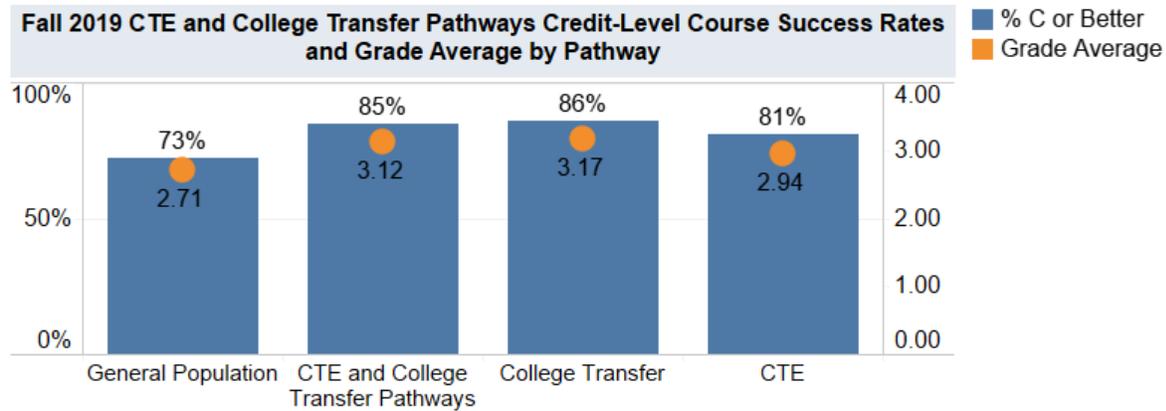
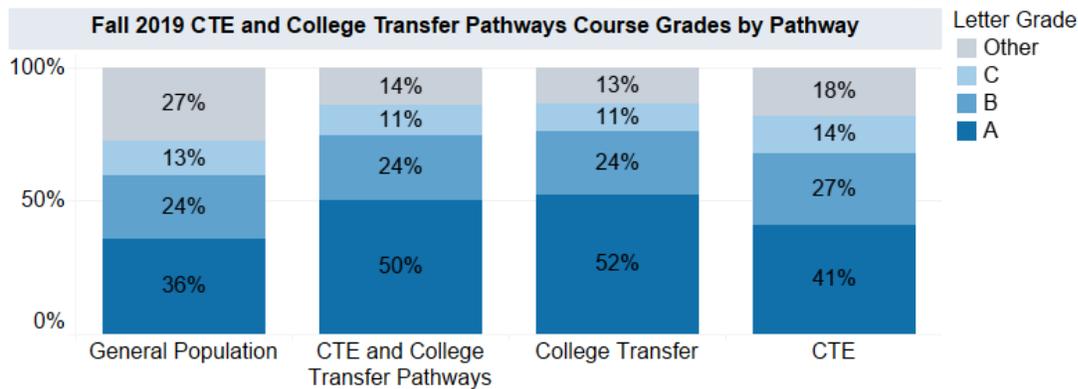
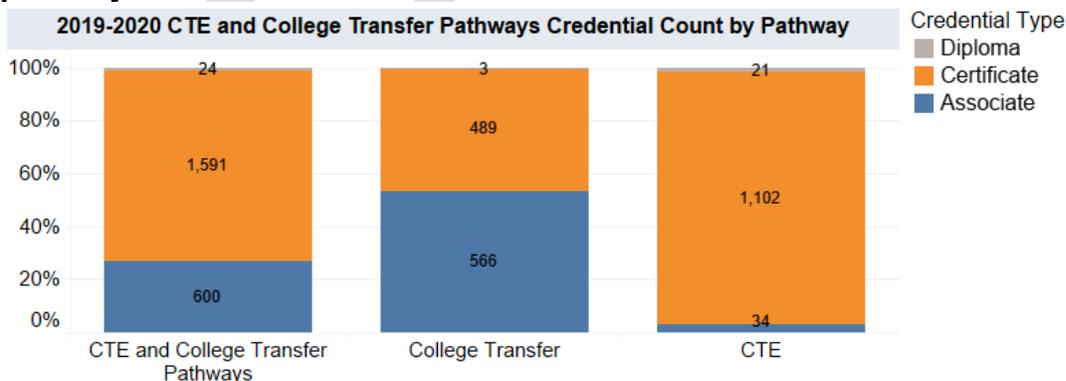


Figure 13: Fall 2019 CTE and college transfer pathways course grades by pathway



During the 2019-2020 academic year, CCP Pathways students earned a total of 2,215 credentials.

Figure 14: 2019-2020 CTE and college transfer pathways credential count by pathway



Post-Graduation Employment

The North Carolina Community College System, with the Department of Commerce, reviewed employment status and wage outcomes of Career and College Promise students who graduated high school in 2017. These students were not enrolled in any postsecondary institution in 2018-2019 and had a full-time or part-time employment record in Quarter 1 of 2019. This sample is limited to those students whose social security numbers matched with Department of Commerce records. Students with missing social security numbers or whose employment is not tracked by the NC Department of Commerce (e.g., self-employed, federal employees, or those employed out of state) were not included. Wage records for 999 Transfer and 3,112 CTE pathway 2017 high school graduates were found for 1st quarter of 2019. **The Quarter 1 median wage for transfer students was \$3,938 and the median wage for CTE students was \$4,333.**

Workforce Continuing Education Pathway

Legislative action in November 2017 provided tuition waivers for high school students to participate in Workforce CE courses through the CCP program. During the 2019-2020 academic year, **218 students were enrolled in the Workforce CE pathway, up from 98 in 2018-2019.** The System office approved applications from 17 colleges in 2019-2020, and **125 Workforce CE pathways were offered in 59 high schools across the state.**

COVID-19 Impacts on Student Success

To assess the impacts of COVID-19 on student success, we compared course success rates, GPAs, and course grades for Spring 2020 courses to Spring 2019 courses. Overall, there were relatively small declines in course success rates for Cooperative Innovative High School (85% to 83%) and College Transfer (88% to 84%) students, and a larger decline in success for CTE students (79% to 66%). However, GPAs increased from 2019 to 2020, indicating that this decline in success is mostly due to an increase in withdrawals. As many CTE courses could not be conducted fully online due to required experiential components, a larger withdrawal rate would be expected for those courses. As can be seen in the graphs below, the withdrawal rate increased for all students, but increased

most for those in the CTE pathway. Students withdrew from 7% of CTE courses in Spring 2019, which increased to 18% of CTE courses in Spring 2020.

Figure 15: Spring 2019 and Spring 2020 Cooperative Innovative High School credit-level course success rates and grade average by pathway

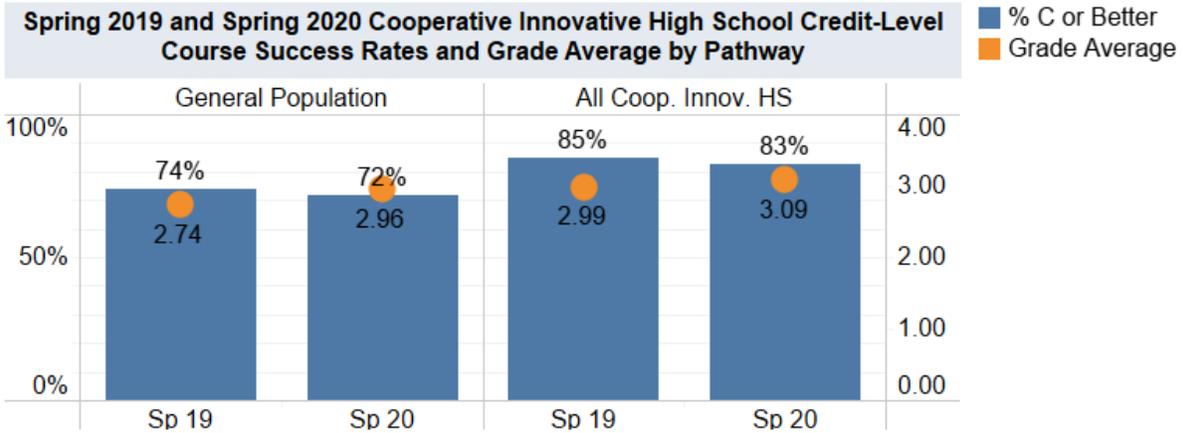
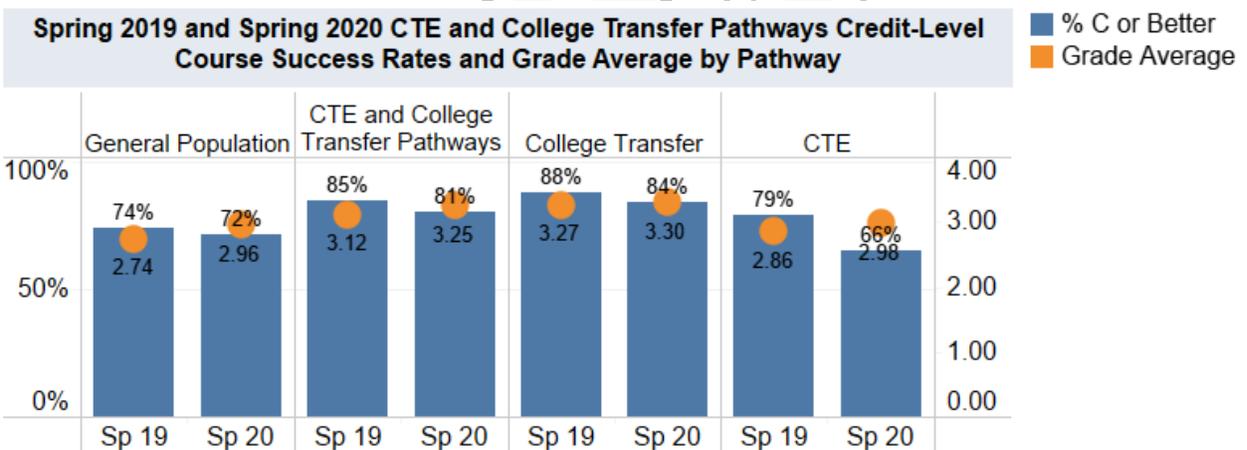


Figure 16: Spring 2019 and Spring 2020 CTE and college transfer pathways credit-level course success rates and grade average by pathway



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Figure 17: Spring 2019 and Spring 2020 Cooperative Innovative High School course success rates and grade average by pathway

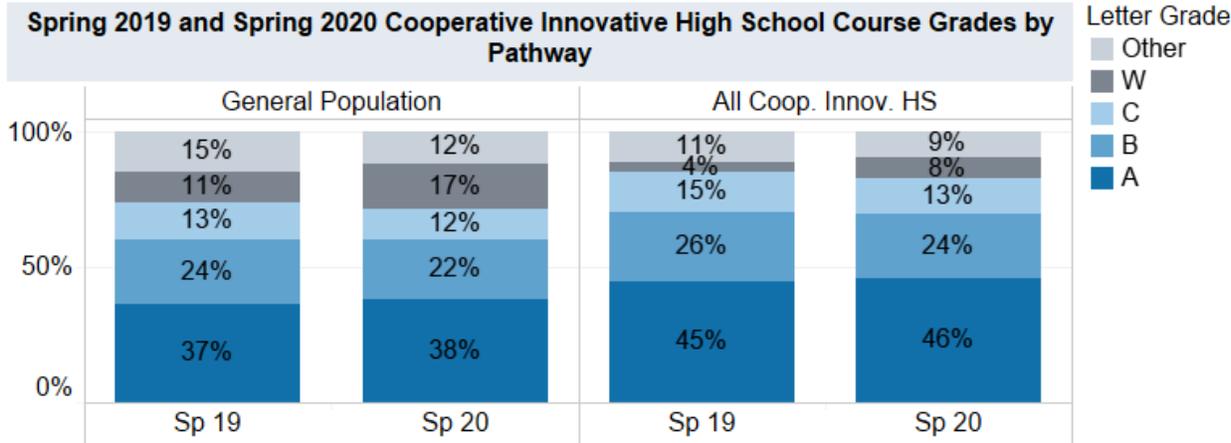
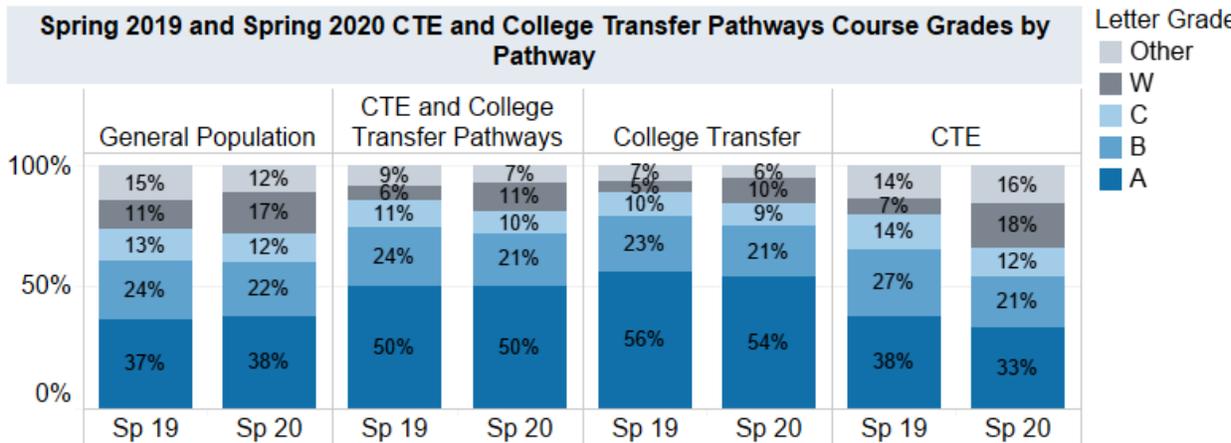


Figure 18: Spring 2019 and Spring 2020 CTE and college transfer pathways course grades by pathway



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UNC GENERAL ADMINISTRATION Cooperative Innovative High School (CIHS) Programs

Institutions within the University of North Carolina (UNC) system admitted **9,198** Cooperative and Innovative High School students for Fall 2020. Based on preliminary results, this is an increase of **24%** (1,789 students) from Fall 2019. Refer to table 6 for admissions of Cooperative Innovative High School students. A breakdown by campus is indicated in the following table.

Table 6: CHIS student admissions to UNC system schools, Fall 2019 and Fall 2020

UNC Institution	Number of CIHS students admitted to UNC Institutions, Fall 2019	Number of CIHS students admitted to UNC Institutions, Fall 2020 (As of 1/13/2021*)
Appalachian State University	766	952
East Carolina University	835	1,251
Elizabeth City State University	131	171
Fayetteville State University	286	408
North Carolina A&T State University	512	616
North Carolina Central University	408	493
North Carolina State University	488	583
University of North Carolina - Asheville	241	193
University of North Carolina – Chapel Hill	449	502
University of North Carolina – Charlotte	1,074	1,344
University of North Carolina – Greensboro	726	892
University of North Carolina – Pembroke	383	414
University of North Carolina – Wilmington	392	526
University of North Carolina – School of the Arts	<10	11
Western Carolina University	526	574
Winston-Salem State University	192	268
UNC Total	7,409	9,198

*Neither IPEDS Admissions nor the Freshmen Admissions and Performance dashboard have been finalized for the current year (as of 1/13/2021), so this data should be considered preliminary. Refer to the UNC System [Stats, Data, & Reports](#) page for official results.

NC INDEPENDENT COLLEGES AND UNIVERSITIES Cooperative Innovative High School (CIHS) Programs

Institutions within the NC Independent Colleges and Universities system admitted **2,788** Cooperative and Innovative High School students for Fall 2020. This is an increase of **20%** (460 students) from Fall 2019. A breakdown by campus is indicated in the following table.

Table 7: CHIS student admissions to NCICU schools, Fall 2019 and Fall 2020

NCICU Institution	Number of CIHS students admitted to NCICU Institutions, Fall 2019	Number of CIHS students admitted to NCICU Institutions, Fall 2020
Barton College	108	146
Belmont Abbey College	43	48
Bennett College	*	*
Brevard College	*	*
Cabarrus College of Health Sciences	16	16
Campbell University	295	311
Catawba College	95	141
Chowan University	55	<10
Davidson College	*	*
Duke University	<10	14
Elon University	53	114
Gardner-Webb University	16	17
Greensboro College	59	38
Guilford College	115	22
High Point University	48	130
Johnson C. Smith University	<10	<10
Lees-McRae College	52	87
Lenoir-Rhyne University	273	446
Livingstone College	*	*
Louisburg College	*	*
Mars Hill University	<10	<10
Meredith College	79	82
Methodist University	94	126
Montreat College	*	*

NCICU Institution	Number of CIHS students admitted to NCICU Institutions, Fall 2019	Number of CIHS students admitted to NCICU Institutions, Fall 2020
N.C. Wesleyan College	19	28
Pfeiffer University	64	15
Queens University of Charlotte	137	176
St. Andrews University	*	39
Saint Augustine's University	*	*
Salem College	13	15
Shaw University	46	65
University of Mount Olive	19	11
Wake Forest University	12	27
Warren Wilson College	*	*
William Peace University	54	45
Wingate University	544	613
NCICU Total	2,328	2,788

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COOPERATIVE INNOVATIVE HIGH SCHOOL PROGRAMS

Success Stories from across North Carolina

Based on CIHS 2019-2020 Annual Reports submitted by Schools

Bladen Early College High School, Bladen County Schools

Bladen Early College High School is truly a unique place where we focus on serving our students like no other school does. Yes, we address academic and social needs that we notice, but it's the extended, special touches that make us "Nighthawk Nation". For example, when schools closed abruptly in March 2020, we as a faculty and staff felt like we lost our most important tool to maintaining relationships with our students: proximity. Amongst other issues, we had no idea how we would distribute our inaugural yearbook that students pre-purchased and anticipated. With the collaboration of one teacher who volunteered to drive the bus, our principal who mapped our stops, the yearbook faculty advisor wrapping and labeling each yearbook, and two other staff members who cheered and took pictures at every stop, we delivered the yearbooks to each student's home. Parents and students were thrilled to see us, and we felt the same way. We returned to the school after a long day of traveling around our vast county to find emails and voicemails thanking us for dropping off yearbooks and for bringing a token of normalcy to their day. Though we know our parents and student members of Nighthawk Nation appreciated the delivery, we as a staff embraced the opportunity to spend a few moments with our students just to let them know how much we care and love them.

Similar to this event, during this school year, we grappled with the idea that our parents and students needed progress reports in their hands, but we did not want to just send them in the mail. A staff member and the principal developed what has now been called "The Nighthawk Bus Tour," where we deliver several items at stops centrally located within the county. At each stop, we passed out progress reports, encouraged students who needed an extra push from us, and conducted brief parent conferences. We also delivered our Nighthawk planners, a key tool to their success and organization, and essential information for our upperclassmen. What made this event so great is that, next to our socially distant open house, this was the first time we interacted with our freshman class. The Nighthawk Bus Tour gave us a chance to establish a tight relationship with our freshmen and to solidify the relationship we have with our sophomores and juniors. Again,

since we have lost our proximal powers with our students, an event like this rekindled the fire within our students and reminded them that there's a staff at our school who cannot wait to see them.

Brunswick Early College High School, Brunswick County Schools

Each year at Brunswick County Early College High School (ECHS) we have the awesome opportunity to impact the lives of learners in a nontraditional way through courses that focus not only on scholastics but on the entire child- emotionally, academically, and socially. Students receive more than they could ever receive from a book, a PowerPoint, or a lecture. This is about connecting the students with the relevancy of the course material while supporting who they are as individuals. This methodology of teaching holds teachers and students accountable for their part of the learning process that is infused with rigor, relevancy, respect, and support. The foundations provided by this type of learning environment transformed the life of one of our students.

This student did not have positive self-esteem and did not believe in his ability to achieve within the classroom; getting by was enough for him. At Brunswick Early College there is nowhere to hide as we have less than four hundred students and the teachers get to know each one of their students individually. In each of his classes, his needs were met academically, emotionally, and socially. If he did not do well, he was supported with tutoring. If he expressed negative self-talk that was countered with positive affirmation of his individuality. Over time it created a discernible change within him. He began to believe in himself.

As soon as he could he began working, he took a job at a local grocery store. Within a short period of time he became a manager. He worked nearly a full-time schedule to help support his family all while in high school. To complicate things, his father had a stroke that incapacitated him for a period of time. The father moved into the small family space and the student took on more responsibility. He worked full-time, helped take care of his father, continued to achieve academically, in addition to serving as the vice president and then president of a school club.

When talking with this student, he credits the nontraditional influence of his teachers and the learning environment for helping him believe in himself. He is currently attending UNC-Charlotte, doing well academically, while still working for the same grocery store as a manager. He continues to support his parents who traveled to Charlotte with him. He is one of the most memorable of my students because of the extreme development and metamorphosis he experienced at Brunswick Early College. This is why Cooperative Innovative High Schools are important, we changed his life.

Buncombe Early College High School, Buncombe County Schools

We are very proud of all of our graduates, and so many of them have overcome significant academic or personal challenges to make it to graduation with a diploma and degree or credential in hand. This year, one graduate stands out as a success story because of his determination to persist in spite of obstacles outside of school and because of the heart and creativity of our school community. This student learned self-advocacy early, through a series of sad circumstances that led him to run away from home.

He did not let his academics fall behind through all the turmoil, though. He stayed focused on his long-term goals, even when his short-term outlook might have defeated even the most stable of adults. He took the lessons he learned from these challenges and relied on them again when COVID hit this past Spring when he was forced to leave his home again to find work to make ends meet. Essentially homeless, he worked full time to provide for himself financially.

At the same time, we made sure his college course schedule could accommodate his new situation, and our counselor stayed connected with him remotely through it all. It was a good day when we handed him his high school diploma and his associate degree. He persevered and we are proud to have been on the journey to success with him.

Burke Middle College High School, Burke County Schools

A recent success story at Burke Middle College was with a very motivated student who worked hard to qualify for acceptance at BMC Her native language was Spanish, and she still struggled with advanced reading and writing skills in English. Despite these challenges, this student took advantage of the small high school class size and often

sought individual help between classes to understand and complete assignments correctly. She also utilized the free tutoring services offered by the community college and was able to greatly improve her reading comprehension and writing skills over the course of her enrollment. She was brokenhearted when she received her ACT scores, as she felt that her lower than desired scores would preclude her acceptance at a traditional college or university. Fortunately, her teachers were able to correspond directly with admittance advocates to explain how her hard work and determination would allow her to achieve success, despite the challenges she experienced with standardized testing. We were delighted to learn that this student was accepted at a respected private college and is continuing to fulfill her dreams due to the instruction, support, and relationships developed in the Middle College setting.

Caldwell Early College High School, Caldwell County Schools

Caldwell Early College High School, like every school, felt the havoc brought on by COVID-19. We adapted our end of the year events, including our annual College Decision Day ceremony, and created three different plans for our 2020 Graduation Ceremony. One student messaged that his family had already moved out of state not long after the initial stay-at-home order. This student remained here in NC alone to finish his school year and college classes while holding out hope to attend his graduation ceremony and attend college at UNC-G. Sadly, at the beginning of August, his plan could no longer work; he needed to leave immediately to join his family. He messaged to ask if he could pick up his high school diploma and associate degree from Caldwell Community College & Technical Institute on his way out of town. He would arrive at school with his car fully packed ready for a solo drive to rejoin his family. His college dreams would have to be put on hold. Although devastated on the inside, he was strong in his resolve. We asked him to bring his cap and gown for a photo-op, but then, our school came together to surprise him with an impromptu graduation ceremony. Our simple, little ceremony is what CECHS is all about - personalization and relationships!

Challenger Early College High School, Catawba County Schools

This is the story of a student who overcame a great deal of personal conflict and trauma in order to be accepted at Challenger Early College High School, and to graduate as well. She was a quiet student who lost her way and direction in life. In high school, she made some bad choices which put her future in jeopardy. She went before the Matriculation Review Board (MRB) her freshman year and was put on academic probation, where she stayed for most of her time at Challenger. Not only does Challenger have the MRB where students can state their case and plans to improve academically, but it also has many other support systems established. One is the Personal Adult Advocate (PAA) program; this is comparable to a traditional high school's homeroom, but on steroids. The students are assigned to a staff member (like a homeroom teacher) and stay with that PAA for the four years at Challenger. The PAA is responsible for contacting parents at least once a month to provide grade reports as well as if there is a problem or issue going on, whether academic or personal. The PAA builds relationships with not only the student but also with the parents. Challenger has built-in study hall times both in the morning and in the afternoon where students can work independently or collaboratively. Student Academic Support is another support system; teachers provide remediation to struggling students and counselors and a social worker are also provided. Even with all these support mechanisms available, this student was still not being successful. In the fall of her junior year, another tragedy occurred. The student was hospitalized, then went to a live-in facility where she learned different coping skills and received counseling. When she returned to Challenger several weeks later, she wasn't asking for help, showing up in the academic probation room, or attending her college classes.

At this point it was decided, with her input, that when she is on campus but not in a class she would spend her time in an office with a staff member; this continued until she graduated. She had to go before the MRB again at the end of her junior year. A staff member spoke up and said she would take 100% responsibility for this student; the board agreed and she got to stay at Challenger. She had to work while attending school and this added stress to her, but she started opening up about what she was going through and some of the trauma she had experienced at a young age. She shared she has a hard time saying no to people, how she felt that she is not worthy of love, and that she was

responsible for her four-year-old sister. Through the relationship being built with the staff member who advocated for her, she learned how to advocate for herself with her college instructors and how to ask for help, whether for academic or personal reasons. She stopped missing classes, worked diligently in the staff member's office, and started to smile more.

At the end of her senior fall semester, this student earned nothing lower than a "C" in any of her classes, high school or college. She was so excited when declaring that the spring semester would be her first semester of not being on probation since her freshman year! Although released from probation, she continued to do her schoolwork in the adult's office and finished her senior year with her high school diploma and most of the credits needed for an associate degree. She has applied to the local community college and is planning on finishing her classes needed to earn that degree. She stays in touch with the staff member by reaching out to her several times a week to share what is going on in her life, how work is going, etc.

This student is a perfect example of someone who was able to overcome many obstacles in order to achieve her goals. Through many ups and downs, she has come to realize she has to experience some bad times in order to appreciate the good times. She is a true example of a Challenger success story.

Chatham School of Science and Engineering, Chatham County Schools

The 2019-2020 school year was our first graduating class. After four years of guiding our students through high school and community college, nine of our 11 students walked across the stage with a high school diploma and an associate degree from Central Carolina Community College (CCCC). Two of our seniors returned in the 2020-2021 school year as super seniors. We continue to grow our program each year. Our students continue to excel and perform well in bringing positive recognition to our program. Our partnership with CCCC has been outstanding. They are great to work with and have been very supportive in our efforts to grow our program. COVID-19 brought an interesting end to the 2019-2020 school year. Most of our students did well, while some struggled with the remote learning they were thrust into from March through May.

Our successes in the four years of operation have elevated the interest in our program and the numbers of annual applications from students. Here is what some of our parents and students are saying about our program:

"Being in an early college program has made me not only engage further with learning, but it has also better prepared me for higher education in a wonderful environment of teachers and peers!"

"CSSE is an amazing school, with a staff that seems to care about the well-being of the students above anything else. Whenever I have questions about classes or really anything, they quickly responded to me and never left me standing alone. I have never seen a school that cares about every single one of its students on such a personal level, and for that reason I always speak highly of CSSE when given the opportunity."

"When my oldest came home from middle school 3 years ago and told me that she wanted to go to CSSE, I was worried that she would miss out on all of the regular high school experiences. After experiencing the family atmosphere, the small class size, the creative approach to learning, the modified schedule, and the excellent faculty and staff, I truly believe that both my children are having a better high school experience at CSSE than they would have had at a traditional high school. They are also gaining a gentler launch into their college life while still being supported by the whole CSSE family."

Cleveland Early College High School, Cleveland County Schools

It is no surprise that COVID-19 disrupted our seniors' last few months of their high school career. In addition to that, one of our seniors lost her mother unexpectedly in the midst of the quarantine. Our students and staff rallied around her, and she continued to push through this tragedy. She ended up graduating in 4 years with an Associate of Arts Degree and a Criminal Justice Technology Certificate. She graduated summa cum laude and was also a NC Academic Scholar. She won the CECHS Perseverance Award and was also the recipient of four substantial scholarships. She is currently a freshman at NC Central University and is thriving and making her mark. We are extremely proud of what she continues to do!

Collaborative College for Technology and Leadership, Iredell-Statesville Schools

In our graduating class of 2020, we had many success stories! We had two student athletes who signed and have gone on to be athletes at the university level, Our athletes must have excellent time management skills because they must balance their rigorous early college program and their sports commitment at their home district attendance-zone school. Both graduated with their associate degree!

The family of one of our graduates took in another one of our students during the summer of 2019 and for the entire 2019-2020 school year after the student's father passed away. This student's mom had previously passed away when he was younger. This spring he graduated with his associate degree!

Our graduation ceremonies were unique and special! We mailed graduation signs to each graduate's house and they loved them! For those who signed up for a graduation ceremony at their mailbox, we took a big yellow bus to their house for an individual graduation ceremony with our school banner, a balloon, and staff members with noise makers! For those who signed up for a "drive-thru" graduation, we hosted each drive-up family at an outside graduation stage on campus and the graduate "walked" across the stage and received a rose. Each graduate and the principal were in full cap and gown regalia with multiple photo-opportunities receiving their diploma from the principal and their family members. One graduate had zero family to come to the "drive-thru" graduation ceremony with him; so, our entire staff posed with him for pictures and honored him with many happy screams and positive reinforcement! That graduate is at Winston Salem State now.

We also had "drive thru" Awards days for our 9th-12th graders at the end of the school year! Those included photo-ops, a balloon arch for them to walk under, and an announcer announcing the student and his or her awards. Students really seemed to enjoy this event!

Columbia Early College High School, Tyrrell County Schools

Despite being the smallest district in the state, we are doing great things at Columbia High Early College School. We maintain the highest percentage of dually enrolled students in

the state, which definitely improves student achievement and outcomes as well as helps our families realize that college isn't just a dream, it's a reality!

Crossroads Arts and Science Early College High School, Iredell-Statesville Schools

Crossroads has continued to uphold our 100% graduation rate for the 5th consecutive year! Our students were able to overcome hardships during COVID with ten campus shutdowns. Our higher education partner issued grades as normal for the spring 2020 semester, and most of our students stayed on track during an unstable, unprecedented time. We are proud that only three of 207 college students ended up needing to withdraw from a college course during spring 2020 semester.

Cumberland International Early College High School, Cumberland County Schools

This year we had a young man, African American male, first-generation college student, and low-socioeconomic status graduate after many struggles. I have known this student through both his middle school years and his high school years. During middle school, he was quite often suspended for disciplinary reasons, and had low grades. He did not have the confidence to trust teachers, administration and staff because of his home life. Honestly, we thought he was going to be a drop-out. Many times he wanted to give up, but we continued to support him and build his confidence and he made it through 8th grade. When it came time to accept our applicants for our 9th grade cohort 4 years ago, his name came across my list and I knew that this would be the perfect opportunity for him. He was being raised by a single parent, who during the summer of his Senior year, July 2019, put him out of the house. He was trying to make it on his own and had to come to us to help him get through his Senior year instead of dropping out. We were able to help him and with the grace of support from our entire staff, he was able to make it through and graduate on time with his cohort. He graduated with good grades. We were so proud of him on graduation day and felt he would continue on with his studies at the University.

Another success story, the 2020-2021 NC Teacher of the Year, came from our school. Mrs. Maureen Stover, is a Science teacher here at the school. She is a phenomenal teacher, truly dedicated to her students and education, and her heartfelt passion for teaching supersedes it all. Great person to represent the state.

Edgecombe Early College High School, Edgecombe County Schools

When Governor Cooper announced on March 14 that NC schools would be closed immediately due to the pandemic, our Dream Team of educators at Edgecombe Early College High School pivoted immediately toward remote learning. We lost just a single day of instruction as we scaled up a remote learning platform, deployed devices to scholars, established food delivery systems for those in need, and began remote learning on Tuesday, March 17. Our ability to pivot quickly to changing conditions was directly attributable to the vibrant culture, high expectations, healthy relationships, ubiquitous support, and effective operations of the CIHS model. We were the only school in our LEA that was able to meet NCDPI's "Critical Factors for Remote Learning" during Spring 2020. Most importantly, we remained true to our commitments to supporting "each and every" scholar.

Franklin County Early College High School, Franklin County Schools

The success story I chose is that of a student who suffers from a rare disease and throughout her high school experience has been in and out of the hospital. During her last year she was faced with the unbelievable. Her mother was hospitalized and she did not see it coming. Her mother was in the hospital from October through June. This student had to increase her work hours to pay the bills, maintain good grades, and finish the school year strong independently. There were times when she was also hospitalized. Despite all she managed to finish and graduate with honors and with her associate degree. This student is a perfect example of resilience and grit. I am honored to share her story as a Franklin County Early College High School success story.

Gaston Early College High School, Gaston County Schools

Last year's graduating class represented two big successes for our overall program: eight students graduated from our program in four years and two graduated with their Associate Degree in Engineering. The eight students graduating in four years is a success because they were the first cohort to have the opportunity to do so, and aside from completing our five-year program in four years, six of the eight also graduated with their associate degree (the remaining two finished one class short of completing their degree). This was no easy

task, and there were multiple aspects of the journey that were unfamiliar and unexpected for us all. They remained committed to the program and set a wonderful example to the underclassmen that focused hard work towards a goal truly pays off.

The two students graduating from our program with their Associate Degree in Engineering are a success because their cohort was the first to be offered that degree pathway from Gaston College. This pathway is very challenging, with many upper-level math and science courses, and these two students persevered to blaze a trail for future students to follow!

Greene Early College High School, Greene County Schools

This was definitely an unprecedented year for Greene Early College. As with all schools in the state, we had to cope with a shortened school year that ended face to face instruction abruptly in March. I was extremely proud of how our district, school, and student body worked together to make the transition as smooth as possible. The communication on all fronts was tremendous. Lenoir Community College even provided hot spots for our high school students who had indicated that they did not have reliable internet access at home. For students to finish this year with a 77% pass rate with a C or better was a feat that we are proud of. We actually had fewer courses dropped in the spring than we did in the fall. Also this year, we had two teachers receive their National Board Teacher Certification. Two teachers gave birth this year as well. Although our data isn't where we usually are, I feel so proud of the job that our students, staff, and stakeholders did during this unforgettable year.

Greensboro College Middle College, Guilford County Schools

Our profile this year is of a hardworking young African American student who made mistakes that impacted his early years of high school. He first learned about Greensboro College Middle College when a group of students visited his previous school (Pruette SCALE Academy) for recruitment purposes. The SCALE schools are for those students who have been removed from their traditional schools due to behavioral challenges; they typically are able to return to their home schools after a period of time in one of the SCALE schools. That year was the first time our students visited the SCALE schools to spread the

word about the great opportunities available at Greensboro College Middle College. This student knew that if he returned to his old school, he would not be able to continue the changes he made while at SCALE. When he heard about our school, a smaller site with a welcoming student body and teachers who would give him the time and attention he needed, he thought that he just might be able to fulfill his dream of going to college.

At GCMC, this young man worked diligently to bring up his grades and he successfully completed college courses as well. He also served as a junior ambassador and volunteered in his community. As an older brother, he helped take care of his two younger siblings all while working a part-time job and playing football at his home school. At the end of his senior year, he learned that he was to become a father. His primary goal now is to be a positive role model for his own son. This student will be attending Saint Augustine's University in the Fall of 2020, with plans to transfer to NC A&T State University. He hopes to be the first person in his family to graduate from college. He says that attending GCMC saved him, because he was going down the wrong pathway in life.

Harper Middle College High School, Guilford County Schools

During our 2020 commencement ceremony, one of our Grade 13 students told a story of how Harper impacted her life. She had never shared this story with any of the faculty members at Harper, which made it all the more surprising when she shared it during her speech. During her 10th grade year, at a previous high school, she was on the verge of dropping out of school. School had become a place of hopelessness and angst for her. She found herself in tears almost every day because of the school environment. Her mom found out about Harper and the middle college program. Determined not to let her child give up, her mom insisted on her getting a fresh start at Harper. Unbeknownst to us (faculty members) at the time, the student felt welcomed from the first day of classes. She realized that we cared and that there was so much more for her than what the comprehensive high school could offer her. Harper instantly became her home. It became a place for her to learn, connect, and thrive. The student went on to complete an Associate in Science degree, graduate as Co-Salutatorian, and was accepted into the Nursing program at UNC Charlotte. She said in her commencement speech that she never imagined she would graduate from high school and especially not as second in her class.

Her speech brought me back to why we do this work. We are here for the students on the verge of dropping out, the students that have maximized their academic skills at the comprehensive high school, and all of the students in between that need this setting. Her story reminds me of how one decision can change the trajectory of a person's life.

Jackson County Early College High School, Jackson County Schools

We have a student from a large family who worked nearly full time during the four years she attended Jackson County Early College to provide support for her family. With unwavering determination and the supportive environment of the early college, she persevered and graduated from Jackson County Early College this Spring. She was admitted to our local university with a scholarship and will be majoring in business to pursue her dream of starting her own business working with horses.

The Academy at Ben L. Smith, Guilford County Schools

This story is about a student who thrived at the Academy at Smith. He overcame several obstacles to reach his goal of going to college. When he entered the Academy as a freshman, he had very little self-confidence. Being an overweight child, he had been teased and bullied in elementary and middle school. He knew that he did not want to continue his education at the traditional high school because it would not be a good fit. He said that he came to the academy because he did not want to continue to be teased and bullied by his peers in high school. He felt that he would benefit from a smaller school. Also, he was very excited about attending a high school that focused on his medical career goals.

When he came to the academy, he quickly learned that he no longer had to use the coping mechanisms that he developed to survive at his other school. He no longer had to try to blend in as not to be noticed and teased by others. At the Academy, every student feels welcome. The students accept each other and encourage each other to be their best self. The academy promotes diversity. This student said that it was the first time he felt normal. He had begun to love coming to school. His grades improved along with his attendance.

Every year this student became more confident. He excelled in academics and he learned to interact effectively with his classmates. He looked forward to contributing to class

discussions. By the time this student entered his junior year, he was involved in several school and community clubs and organizations, including HOSA, National Honors Society, and the Anima Club. The most rewarding accomplishment he achieved while in school was the fact that he was chosen to represent Guilford County Schools at NC Governor's School. He was the only Hispanic student selected from GCS that year. Governor's School served to enhance his desire to give back to his school. Upon returning to school, he became involved in the GSA Club and the Men of Invictus male mentoring group. He earned the respect of faculty and peers. He was elected by his peers to serve as the president of HOSA and to serve on the Student Government Association. Also, he was selected to represent the student body on the Superintendent Advisory Council. He inspired and motivated others to want to get involved.

He is a strong advocate and positive role model. He is the first person in his family to finish high school and go to college. He was accepted into several colleges, but he elected to attend Guilford College to show his support for his undocumented peers who were unable to attend public colleges. While at Guilford College, this student plans to get involved in the Hispanic/Mexican Society, The International Club, and LGBTQ Club. He plans to also get involved in various organizations that focus on social injustice. He is determined to make a difference in this world. We have no doubt that he will achieve this goal.

Lenoir County Early College High School, Lenoir County Schools

Our school has many student success stories. There is one student who really persevered through many challenges. She was a transfer student from another Early College High School in a different LEA at the beginning of her junior year. She and her family faced many challenges, including paying their electric bill, having enough to eat, transportation issues, and many other day-to-day concerns. There was never a day this student didn't smile no matter what was going on at home. Her work habits were phenomenal. While checking in with students who are spread out on our campus, I could always find this student studying in the library when she was not in class, and she had no clue that I was even around. She became very good at advocating for herself with her instructors, especially when she needed additional support with understanding the work. This student was a very conscientious scholar and always strived to do her very best. She was always faithful in getting her assignments completed and turned in on time. No matter what

concerns or challenges she faced each day, she embraced each day with a smile and pushed herself to not only get her work completed but to do it well. She earned the distinction of Magna Cum Laude and is attending Fayetteville State University. With her tenacity and drive to complete her education, she will succeed.

Levine Middle College High School, Charlotte-Mecklenburg Schools

Our English III teacher was selected in the spring of 2019 as the CMS teacher of the year. In the fall of 2019, she was one of the two finalists for Regional Teacher of the Year. Volkswagen came to our school to film a series of commercials featuring her and she formed a partnership between Belk and our school where they planned to sponsor our prom. The prom was canceled due to COVID-19, but Belk still provided all of our students with a gift bag, including a generous Belk gift card. Having a teacher receive this honor brought a lot of positive publicity to our district's middle college programs.

Madison Early College High School, Madison County Schools

A student who struggled and was basically homeless due to family dysfunction worked hard and attained his Associate of Arts degree. This student has graduated and is now enlisted in the US Air Force. We have so many stories of success and students who beat the odds and used CIHS to better their lives and break the cycle.

Marine Sciences and Technology Early College High School, Carteret County Schools

Greetings from Marine Science and Technologies (MaST) Early College High School in Morehead City, NC. We are beginning year three of our program. Carteret Community College just announced our first student has completed a certificate in Marine Propulsion. This young man completed the required coursework for the certificate in two years that began in the 9th grade. This MaST student also excelled academically in his high school courses the past two years. Carteret Community College completed an interview with the student for an online magazine and shared the interview via social media. We are also about to announce the completion of Welding certificates for four other MaST students. We will share their accomplishments with the community to demonstrate the success of

our young program. We are operating without a 9th grade this year, but we should have a pipeline of students completing programs in the next year.

Mattamuskeet Early College High School, Hyde County Schools

Mattamuskeet Early College High School is located one hour and fifteen minutes, 62 miles from Beaufort County Community College, where our students travel several days a week to learn on the community college campus. Our success is that we had six students graduate with an associate degree. Our students have access to wifi on the bus that transports them so that they can study during travel time if they choose.

Another success for Mattamuskeet Early College High School is that we have CTE courses taught through Beaufort County Community College on our high school campus. In the Welding class, we had five senior students, two junior and two sophomore students completing the certificate program this school year. Our desire is to grow that certificate program into the diploma program so that our students are more prepared for the workforce.

Mattamuskeet Early College Campus is a growing campus, with more students interested in participating in the opportunities that the partnership with Beaufort County Community College brings to our rural campus.

McDowell Academy for Innovation, McDowell County Schools

Reflecting back on our 2nd year brought great memories. Here are a few highlights: Throughout the year, we had students job shadow at The Animal Hospital, McDowell Hospital, Head Start, ERA Realty, and McDowell County Teen Court.

All students spent a day digging deep into future career choices through the McDowell Technical Community College Expo, a hands-on exploration of careers. Students had an opportunity to weld, wire computers, take blood pressure, deliver babies (high fidelity mannequins), apply first aid techniques while riding in the back of an ambulance (simulation experience), and practice engineering principles.

Every Friday our students participated in clubs. McDowell Academy for Innovation combined with McDowell Early College to create a “super club”: McDowell Engineering

and Robotics Club (MERC). On a weekly basis, MERC students traveled to a central location (during the school day) to compete in engineering and robotics challenges. The Science Olympiad team competed at UNC-A. Engineering students developed cars for the NC Gravity Games. Seminar classes participated in STEM challenges. They created cardboard arcade games, “pumpkin chunkers”, and egg cushions. MAI students participated in a community Trunk or Treat and developed elaborate BeetleJuice themed decorations.

Student council hosted a fall festival, a shoe drive, and were instrumental in meeting and greeting future students. Our students created the yearbook. We do not use an outside vendor; our yearbook is 100% student created.

We have a large cohort of students who are interested in a career in health care. They were able to engage in many hands-on experiences through our partnership with MAHEC. For example, they dissected fetal pigs, delivered babies (high fidelity mannequins), participated in a blood typing workshop, attended nursing conferences, and participated in job shadowing.

Lastly, we have a student who enrolled with us in 11th grade. Until 11th grade, she was homeschooled. Due to family issues, she moved out of her home. She was homeless, penniless, and enrolled in school full time. She turned her life around! By the end of her senior year (19-20), she became a CNA and started working full time at Mission Hospital in the trauma unit. She rented her own apartment. She continues to pursue her associate degree. We are so proud of her hard work and determination!

McDowell Early College High School, McDowell County Schools

Our McDowell Early College 12th grade Valedictorian for 2020 is an amazing young woman. She left a very unhealthy home situation four days after her 18th birthday, in November of 2019. Against all odds she has persevered through this situation to receive a full academic scholarship to Appalachian State University. She also received \$4500 in outside scholarships. This young lady has no family support at this time. It was amazing to see her early college family rally around her for graduation and then also as she moved to ASU.

The Middle College at Bennett, Guilford County Schools

“A little more persistence, a little more effort and what seems hopeless may turn to glorious success”, a quote by Elbert Hubbard, speaks to the heart of a Middle College at Bennett senior. Throughout her tenure at the Middle College at Bennett, she has always maintained excellent grades and school attendance, and devoted over 200 hours of service to the community, assisting those in need. When she first began at the Middle College at Bennett she was extremely shy, and would become anxious at the mere request to speak in front of her peers. As the years have passed, she has blossomed into one of the most profound leaders to ever grace the halls of the Middle College at Bennett. She currently serves as the president of the Middle College at Bennett’s Girls Council (an organization that is synonymous with what traditional schools call the Student Government Association). She presides over Girls Council meetings like a true professional and has overcome her fear of speaking in front of large groups of people. This young lady is trusted, revered and respected by her peers, who are encouraged by her hard work and dedication in and out of school. Additionally, she has received over \$300, 000 in awards and scholarship offers from various colleges she has applied to. She will attend the University of North Carolina at Greensboro in the fall and major in nursing.

The quote, “Great works are performed not by strength but by perseverance”, speaks to the example set by another Middle College at Bennett senior. She is a model student whose dedication in service to others is unmatched. As the vice president of the Service Learning club, she always seeks opportunities that both serve and uplift our diverse community. For the past two years, she has worked diligently with the Model United Nations program, a global community program designed to inform, inspire and motivate participants to action in support of identified sustainable developmental goals with the mission to bring together diverse individuals from around the world. She has been accepted to over 40 colleges across the United States and has been offered more than \$900,000 in awards and scholarships. She will attend the University of North Carolina at Greensboro in the fall majoring in Biology.

The Middle College at NC A&T, Guilford County Schools

The Middle College at NCA&T had its first graduate in the history of the school to study abroad for his four-year college experience. This student was an at-risk student who came from a single parent home, with low family income. The student is currently a Freshman at Parsons Paris in Paris, France and is a Strategic Design and Management major. He was awarded \$132,000 to attend the university. The student was highlighted by Guilford County Schools District Relations and local media outlets.

Middle College at GTCC High Point, Guilford County Schools

This story is about two brothers who reached an academic pinnacle their parents didn't reach: They now have two high school diplomas and two associate degrees. One even stayed a fifth year at the Middle College to obtain a diploma in construction management. This fall, they're headed to UNC-Charlotte.

Their parents didn't go very far in school. But they're hard workers, and they've instilled that work ethic within their sons. Their father works construction. He pours concrete and levels it out, using all sorts of different tools to make it glisten like still water.

His son sees his dad's occupation as art. That's what convinced him to stay an extra year to get a construction management degree and become skilled at carpentry.

During his last year, he and his other classmates built three porches on three houses in High Point's Washington Terrace Park. He spent the entire semester on the job site in boots, jeans, safety helmet and a tool belt.

Today, he'll drive by those three houses just to look. He sees that as the genesis of his budding construction career.

"The Middle College gave me a sense of preparedness, and I have an idea of what to do, I didn't have that before."

Their mom never got a chance to go to school. As her sons grew older, she encouraged them to make education a priority. She knew how important it would be in their lives.

Alvaro found out why firsthand during a study session at home. He was complaining about reading when his mom urged him to continue.

“That’s a really good skill that I wish I knew,” she told him. Their mom can’t read.

“I was like, ‘Wow,’ I never thought about it that way,” says one brother; “I realized not everyone has that opportunity, and I knew then that I had to try my best to get better at it.”

He liked the smaller classes at the Middle College, the close relationships with the teachers, and the chance to get tutored if he fell behind. “It opened a bunch of doors. I’ve got great friends, and I’m prepared for college.”

His brother also found direction.

“I wasn’t really sure what I wanted to study at the Middle College,” he says. But after I finished my first engineering class, I realized I enjoyed most of the class. That helped convince me to go into engineering.”

“My favorite subject is math, and building something is all about math,” he says. “You’re using math to make something yourself, and it gives you the satisfaction of building something that’ll be useful.”

So, at UNC-Charlotte, he is majoring in engineering; his brother is majoring in construction management. But their dreams are the same. They both want to own their own company one day. And when they think about the future, they think about their parents.

“They’re rooting for us,” one brother said. “Just to walk across the stage with a bachelor’s degree and start a good career. Honestly, this gives me motivation. They’ve always told me and my brother, ‘Always look for the good in everything.’”

At UNC-Charlotte, they will. This fall, they’ll become first-generation college students.

Early Middle College at GTCC Jamestown, Guilford County Schools

Senior Spotlight #1: One of our students is not your typical high school senior. He may struggle to adjust to a new schedule or course and feel lost at times, but when he gets in a math classroom where the rules are clear, he flourishes. In many ways he is like his

classmates at the Early Middle College at GTCC Jamestown. He is an excellent student, well on his way to earning a two-year Associate's degree. Despite a diagnosis of a an exceptional he never stopped trying to do his best. Doing well in school was always important to him and he worked hard. "This young man is the kind of student who makes me feel like I am doing a good job," said his EC Case Manager. "He seeks out advice and listens," she said. "His willingness to get up and try again, after a failure, inspires me to keep trying too."

Senior Spotlight #2: One of our special young ladies does not just participate in helping others, she organizes and coordinates projects. She founded her own nonprofit in 2015 called All Beautiful, focusing on improving the self-esteem of young women. This special young woman will attend North Carolina State University and major in Biological Sciences and Africana Studies. Eventually, she plans to go to medical school. "This young lady takes on many worthy causes," said our Career Counselor and School Ambassador Sponsor: "She volunteers purely to help others. She isn't seeking recognition. She just wants to help."

Montgomery Early College High School, Montgomery County Schools

Montgomery County Early College (MCEC) is committed to supporting students in cultivating and achieving their college and career goals. At MCEC, all students are provided the opportunity to explore career choices using Virtual Job Shadow, College Board resources and CFNC resources. College preparation activities are integrated into Senior Seminar, English IV, and ongoing counseling sessions. Seniors draft, revise and edit college admissions and scholarship essays in their English classes. They also receive support on how to complete the Residency Determination process, the FAFSA, and the Common Application. Our guidance counselor assists them in facilitating college days, admissions interviews, and campus visits. She also collaborates with our English teachers to assist students at every step in the college admissions process. Regardless of their initial plans, we insist that our students prepare back-up plans. Consequently, each senior is encouraged to complete at least one college application. We feel that it is valuable for them to understand the process, even if they intend to pursue military service or an immediate career option following high school graduation.

This commitment to supporting students is evident in the success of our recent graduates. One parent shared how career exploration helped her daughter solidify her future plans. When her child initially enrolled at MCEC, the parent was concerned that her daughter had no idea what she wanted to do after high school. After completing a career survey and meeting with the Career Development Coach, her daughter was amazed to see the results. She was well-suited for a career in Hospitality, a field that she barely knew existed. The student became excited about her prospects. She eagerly began researching opportunities in the field. She is now attending Western Carolina University and majoring in Hospitality and Business. Her mother expressed her gratitude to MCEC for helping her daughter find her passion and for assisting her with pursuing a career that harmonized with her dream.

Another parent shared how appreciative she was of the individualized academic counseling that her daughter received. She especially praised the careful and intentional scheduling of her daughter's classes and course sequence. Following her graduation in the spring of 2020, her daughter entered UNC-Greensboro as a 2nd semester junior. She has only 43 credit hours to finish her BS in speech pathology. Because of the opportunities she had at MCEC, she has saved both time and money. Consequently, she is planning to stay an extra semester and double major in American Sign Language. Her mother was grateful that college was made more accessible and affordable by the counseling that her daughter received on our campus.

Some of our success stories are not as apparent as the preceding accounts. We sometimes find that we succeed with students almost despite the student's seeming efforts to fail. One student who graduated in the spring is a more unusual example of success. He is a bright and amiable young man. In the classroom, he contributed meaningfully to class discussions. He has a pleasant personality and clear thinking ability. He is well-behaved and considerate. However, during every term of his enrollment at MCEC, he was in academic jeopardy in both his high school and his college classes. He was certainly competent enough to do the work. He just did not complete assignments. As a result, our challenge each grading period was providing him with the right combination of reminders, encouragement, support, and reprimand to move him to action. Our staff brought all our collective effort to bear in supporting him. We continually reminded him that

he was capable and that we could not, would not, accept his failure. It is with sincere pride that I report his success. He graduated on time last spring. Moreover, he gained admission to the University of North Carolina at Pembroke, an achievement that he did not believe possible just a semester before.

At MCEC, we certainly celebrate our major achievements. However, we also value, in the truest and humblest sense, the small accomplishments. We appreciate our students who strive to excel beyond their own last, best effort. We celebrate our students who may stumble, but who rise to continue their progress. We love our students who become the first members of their families to graduate high school or apply to college. Whether large or small, we celebrate every achievement within our Phoenix family.

Nash-Rocky Mount Early College High School, Nash County Public Schools

One of our recent graduates grew up in a home where her father was not present and her mom worked out of town, leaving her grandmother to raise her. She came to ECHS to fulfill its mission which allowed her to graduate with her high school diploma and associate's degree. Throughout her time at ECHS, she worked hard, never allowing her circumstances at home to deter her.

Many times, this young lady would stay after class with her AVID Teacher sharing how she was going to be someone that everyone was proud of. She currently attends North Carolina Central University as a business major. This past summer she contacted her former AVID Teacher to share her exciting news of being chosen as a 2020 HBCU Competitiveness Scholar by the White House Initiative on HBCUs. She was among 44 students selected due to her high achievement in academics, campus involvement, entrepreneurial ethics, and civic engagement. After graduation, she plans to work as a financial advisor. She would tell you that our school taught her the academic and soft skills she needed to be successful. She is a true model for all CIHS students and is why NC's CIHS network is strong and worthwhile for our students. The dividends on investment in students attending the early college, especially first-generation college students, extends well into the future, long after they have left our classrooms.

Last spring, little did we know that when we went home on Friday, March 13th, it would be our last day of school as we knew it for the 2019-2020 school year. Educators and students did a hard pivot very quickly and many lost their balance from the changes. Our upperclassmen struggled mightily. College instructors who had never used digital tools now had to shift all learning online. Students who did not have internet access at home were in danger of not being able to complete their college classes and tanking their GPA and college transcript. One of our first-generation college students was in that situation. She used every resource she could find, including sitting outside at a McDonald's, to get access to the internet to complete her assignments. She was alone, but also surrounded with support from her teachers, including those who did not teach her that semester, but were invested in her success. One of those teachers, a Math Teacher, logged in a Zoom session with the student and just sat there with her online while the student worked on college Math. Although it helped the student to have access to a Math Teacher to ask questions while she was working on her college math, what was more important was just that feeling of not being alone. This is the message we received from the student at the end of the semester:

“Greetings, I hope all is well. Just wanted to let you all know that the classes I struggled with most I conquered them all. I would truly like to give my final thanks to you all! For all your support and kindness and patience with me! - It was truly a hard journey, but y'all not giving up on me made me push even harder! Thank you!”

She "conquered them all"! There is no better testament to the importance of early colleges than student success.

Northampton Early College High School, Northampton County Schools

I believe there are no words that can express the 2019-2020 school year. Our students were driven for success, even after they left in March. Our juniors doubled our school score on the ACT. This was a special moment for them. They met the challenge and went beyond. Our school started in 2016 with only 71 students and today we are at 152. Last year was our second year on the campus of Halifax Community College. It has given our students the feeling of being on a true college campus. They grow in so many ways, with increased responsibilities and the true culture of family.

The number of students graduating with associate degrees and certifications continues to grow. We have students graduating with associates in science and arts. Our students also take advantage of the many programs on the campus of Halifax Community College, receiving certifications in welding, automotives, industrial systems, criminal justice, and medical sciences. Our goal is to create a sense of hope – to allow our students to believe that is not where you come from, it is where you go in life.

Pender Early College High School, Pender County Schools

This young girl's story is a success story because the early college not only allowed her to pursue her goals and dream, but also gave her the opportunity to get ahead in school. She has been through struggles, but always finds a way to prevail. When she came to PECHS, she was very smart, but also had an inner motivation and drive within her. She always knew that scholarships were needed for her to continue at a university when she graduated. She also knew that getting her associate degree before she entered college would be a benefit.

Hurricane Florence hit Pender County in September of 2018. Their roof caved in and they were forced to leave their home. The emotional turmoil that came after the storm really impacted her, but school helped her get through. When the storm passed, the family was displaced. She was going back and forth to multiple houses during the weeks and weekends. During this time, she was a junior at PECHS, and she poured all her energy into school. At times, the internet was an issue, so she found places outside of school to do her homework; she would stay after school until late to complete her work. The goal of gaining her associate degree helped her stay focused. Throughout the last year and a half, she was homeless. Her family did not move into a new home until Christmas of last year. Throughout her struggles, she prevailed. She earned her high school diploma from PECHS and Associate in Science degree from Cape Fear Community College. She also earned over \$700,000 in scholarships, from all the schools that she was accepted into. She started this fall at UNC-Chapel Hill.

Pitt County Early College High School, Pitt County Schools

When we started our program, we committed to following the original tenets of the early college model. We ensured that we targeted first generation and low socioeconomic status students. We have maintained this commitment to this day. Our school has 315 students. Approximately 33% are African-American, 33% are Caucasian, and 33% Latino. We have approximately 71% Female population and 86% are considered economically disadvantaged.

One of our many success stories involves a member of our inaugural class. A young lady who statistically would not have gone to college and most likely would not have graduated high school were it not for our program. During the first month, she experienced the death of her grandmother, whom she was extremely close to. However, this was not her first experience with profound loss. During her time with us, she lost her sister, brother, another grandmother and her mother within the span of four years. In a traditional school setting these losses might have led to her dropping out or worse. With each loss of her biological family, the Early College became her family, which has always been our mission as a school. Educating the whole child took on a whole new meaning with this student and the many others like her. Effectively educating our students begins and ends with the relationships we build.

What we love about this model is that as a result of the size of the school and classes, education is more personal. We are able to build relationships with our students and become as much of a part of their family as they are of ours. One of our precepts is that results are just a relationship away. This is evidenced by our school performance. When our student experienced these losses during her five years with us, we were able to provide the love and support that she needed. As a result of partnerships we have created within our community, we were also able to expand our resources to meet pretty much any need she had. We are proud of this young lady and excited that she gets to continue her education at the University of North Carolina at Greensboro. We are changing lives every day.

Richmond Early College, Richmond County Schools

REaCH is a real family. During the 2019-2020 school year, we worked together to help one of our own. An 11th grade visually impaired student was given the gift of sight. We bonded together, reached out to our community, and were able to raise over \$6,000, as a school family, to purchase ESight classes for him. It was a time of celebration, love, and happiness that made a huge impact on our students and staff. This is just another example of the many types of successes that we experience here at REaCH.

Roanoke Valley Early College High School, Weldon City Schools

Back in the fall, our district decided to have each school go through the comprehensive needs assessment process through NCDPI. One of our parent panel participants told the DPI representatives that our school saved her son's life – that because he was at the early college, he was studying and taking school seriously, and not running the streets where he would end up dead or in jail. She said we gave him hope that he could go somewhere in life, and that college was reachable now.

Sandhoke Early College High School, Hoke County Schools

Serving in a school in rural America can be challenging due to funding per student and cultural understanding of academics beyond high school. So when we begin to look at how we serve our students to see life beyond high school, it is essential we know the cultural challenges we face. A paradigm shift has been in the making for over 10 years and now our school is thriving. Current enrollment is 450 and we have created a learning structure where all students can grow and find their dreams through the support of a great school and great staff. This past year despite having to transition to emergency remote learning, our school continued to teach at a high level of academic expectations. We continued engaging in relationship building, using our MTSS process, and our students stayed engaged, continuing with their college courses and earning passing performance. We graduated 23 super seniors and 68 seniors and one junior. Of this total 48% completed associate degrees. Five students completed CTE certifications in EMT, Cosmology or Drone operator. 69 of the graduates were planning to enter a 4-year university this fall. We are so proud of the many students accepted into NC State, Chapel Hill, UNC Charlotte,

Greensboro and more. We feel that we will continue to meet the needs of our students regardless of the obstacles COVID 19 placed in front of us.

Scotland Early College High School, Scotland County Schools

We have a student who is on track to graduate this year with his high school diploma and his welding certificate. He won third prize in a major welding competition with the state. He decided to stay for a 5th year to not only receive his welding certificate but his HVAC credentials as well. He was a student that was having a hard time coming out of his shell, wanting to attend school, and finding his path. Early College and the partnership with Richmond Community College gave him the opportunity to find his passion.

Wake STEM Early College High School, Wake County Schools

Our students participated in a project between the Friday Institute for Educational Innovation along with our sister school, Person Early College for Innovation and Leadership. These two Innovative High Schools – one rural and one urban – engaged in a four-week Project-Based Inquiry (PBI) Global on global water and sanitation to support students' science content knowledge development. Students worked in cross-school teams to investigate an issue related to the UN Sustainable Development Goal 6 – ensuring access to clean water and adequate sanitation. The project culminated with a student showcase at which teams presented their research findings, advocated for their issue, and participated with community members in a collective action event. Students participating in this PBI Global held a Walk for Water to raise awareness, build empathy, and collect funds for Water for South Sudan, a non-profit working to build water wells across South Sudan. Researchers from NC State University are investigating how PBI Global supports students' science content knowledge, motivation, and engagement. Additionally, researchers are examining how PBI Global professional development influences teachers' attitudes toward engaging in inquiry with their students. Students at both schools were able to learn and collaborate together across time and space. This unique collaboration through our partnerships was possible because of the intimate size and focus of our early college high school and its project-based learning pedagogy. To see a video presentation of students in action, view the content at this url:

<https://stemforall2020.videohall.com/presentations/1763>.

Wilmington Early College High School, New Hanover County Schools

When students make the decision to apply to Wilmington Early College, they do so for a variety of reasons. One young lady applied because she thought it would be great to earn a degree and transfer to a university. During her first year, she was an average student. After her first year, she thought about transferring to her district school, but decided to “stick it out.” She had established a support group of friends and their conversations began to shift from social conversations to academic conversations and conversations about the future. During her tenth-grade year, she began to listen to her teachers and began building relationships with her teachers and the college liaison. For her first college class of ACA, she made an A. This student graduated from high school with a 3.86 weighted GPA and she was accepted into UNC-Charlotte, which was her first choice for post-secondary admission. This young lady entered as a first-generation student and is well on her way to becoming the first in her household to earn a college degree. Despite the setbacks from COVID-19, she completed her course work and remained focused on her post-secondary goals.

Yadkin Valley Regional Career Academy, Davidson County Schools

Success at YVRCA can be defined in many different ways. We are extremely proud of our students that went through the programs and were able to gain immediate employment. For example, at least two of our former students are currently working as EMT's in nearby counties. One is partnered with his former Davidson County Community College instructor. One of our students went to work at an HVAC company and the owners came to the school to find out more about the program and how to support YVRCA.

Continued on next page

COOPERATIVE INNOVATIVE HIGH SCHOOL PROGRAMS Special Recognitions from across North Carolina

Based on CIHS 2019-2020 Annual Reports submitted by Schools

Bertie Early College High School, Bertie County Schools

- 2020 College Success Award from GreatSchools.org

Cross Creek Early College High School, Cumberland County Schools

- 2020 National Blue Ribbon School
- Maureen Stover, 2020 NC Teacher of the Year

Davidson County Early College High School, Davidson County Schools

- NC Global Ready School

Middle College High School at Durham Technical Community College, Durham Public Schools

- Magnet Schools of America 2020 Magnet School of Distinction

Edgecombe Early College High School, Edgecombe County Schools

- Matt Bristow-Smith, 2019 NC Principal of the Year

Early College at Guilford, Guilford County Schools

- US News Best High Schools

Granville Early College High School, Granville County Schools

- US News Best High Schools

Haywood Early College High School, Haywood County Schools

- Principal Lori Fox, National Association of Secondary School Principals NC
Secondary Principal of the Year

Hertford Early College High School, Hertford County Schools

- 2020 College Success Award from GreatSchools.org

Pitt County Early College High School, Pitt County Schools

- 2019 National ESEA Distinguished School

Robeson County Early College, Public Schools of Robeson County

- 2020 National Blue Ribbon School – Exemplary High Performing

Vernon Malone College and Career Academy, Wake County Schools

- Magnet Schools of America Demonstration Level Certification

Wake Young Women’s Leadership Academy, Wake County Schools

- US News Best High Schools

Wayne School of Engineering, Wayne County Schools

- NC STEM School of Distinction, NC Public Schools Purple Star Award

DRAFT

APPENDIX A: CAREER AND COLLEGE PROMISE

Summary of Findings for Why Students Participate in CCP Pathways

SERVE Center at the University of North Carolina at Greensboro

The CCP Evaluation Research Project has been exploring factors that influence whether eligible students participate in CCP pathways. This paper summarizes key findings from interviews conducted with student and school staff around why students might elect to participate or not participate in CCP pathways.

Reasons Students Participate in CCP (College Transfer and CTE pathways)

Financial. A prominent theme expressed by most students participating in CCP, as well as high school and community college staff, was the financial savings to students and their families given that students could earn transferable college credits and/or credentials that could help offset future postsecondary education costs.

College readiness and preparation. Students and staff discussed how taking college courses in high school helped students develop college readiness skills, get ahead academically, and better prepared them for the college admissions process. For example, several students described how taking dual enrollment courses was motivating because these courses allowed students to feel like a college student because the courses were rigorous, students had more autonomy and flexibility, and because CCP gave students the opportunity to be on a college campus. Also, most students mentioned how accumulating transferable course credits would allow students to “get ahead” by reducing the number of college courses that they may need to take in the future. In fact, several students expressed a preference for dual enrollment over AP because they were concerned that they might not pass the AP exam and thus lose out on accumulating transferable credits. Finally, several students discussed how participating in CCP could increase their competitiveness in the college admissions process, particularly given that successfully completing dual enrollment courses would boost their GPA.

Encouragement and support. Several students reported being encouraged by families, peers, advisors, and teachers to participate in CCP. Several staff members mentioned how parents, particularly those experiencing financial difficulties, encouraged their children to take advantage of the cost savings afforded by CCP. Also, both staff and students mentioned the role that peers played in encouraging participation in CCP. For example,

some students mentioned taking part in CCP because their friends were participating. Some staff members mentioned that students learned about CCP from their peers or that peers pushed students to contact teachers or advisors to learn more about taking part in CCP. Finally, several staff members noted how some schools varied in their levels of emphasis on CCP and that in more supportive schools students were more likely to receive advising and other forms of outreach that encouraged CCP participation.

Personal interest. Some students reported taking part in CCP to learn more about an academic area or to explore possible jobs and careers. Some students reported taking part in CCP because they wanted to take a particular course more so than completing a particular pathway. In general, College Transfer pathway students were somewhat more likely to report taking part CCP for general college readiness and preparedness, whereas CTE pathway students were more likely to report taking part in CCP for career exploration or because they had an interest in taking particular courses.

Reasons Eligible Students Do Not Participate in CCP

Awareness. A common theme that emerged from our focus groups with students who were eligible to participate in CCP but did not do so was that many of these students lacked general awareness about CCP or were not sure how to participate. In fact, several students reported that had they known more about CCP or learned about the program earlier in their academic career they would have been more likely to participate. Some students reported that the school did not emphasize CCP as much as other programs. Our interviews with school staff also suggest that schools varied in their levels of emphasis on CCP with some staff members discussing that if administrators and advising staff did not buy into the program that students were less likely to receive information about the program or be encouraged to take part.

Financial. CCP covers the tuition cost for dual enrollment courses, but several of the students that we interviewed who were eligible to participate in CCP but did not do so reported that additional costs prevented them from participating. For example, some students mentioned textbook costs as a barrier. Other students, particularly students taking CTE courses, mentioned that having to pay equipment and supply fees was a barrier to participation.

Logistical. Transportation and scheduling were two prominent logistical issues that some students and staff reported for not participating in CCP. In terms of transportation, several students reported not being able to provide their own transportation or not being able to rely on other sources of transportation to get to off campus classes. Our staff interviews suggest that schools are often limited in their ability to meet CCP students' transportation needs. In terms of scheduling, students and staff mentioned how the lack of alignment between high school and community college schedules can create challenges for students who want to take certain courses, particularly when course times overlap or when students do not have enough time to travel from the high school and community college between courses. Finally, some students reported having too many other commitments such as jobs or sports to be able to participate in CCP.

Credit transferability. A commonly reported reason for eligible students not participating in CCP was a belief that dual enrollment courses would not transfer, particularly to private or out of state schools. In fact, several students who were eligible to participate in CCP reported taking AP courses instead because they believed that the credits earned through AP were more likely to transfer regardless of the type or location of the postsecondary institution. In addition, these students felt that AP courses were generally more rigorous and of higher quality than dual enrollment courses. We also learned from our interviews with school staff that some parents also viewed AP courses as being of higher quality than dual enrollment courses taken at a community college.

Implementation. Some eligible students reported not participating in CCP because of the way CCP was being implemented in their schools, particularly the course delivery method. Many of the schools that we visited offered dual enrollment courses online. However, several of the students preferred face-to-face courses because they believed that these courses offered more opportunities for instructor interaction and support. Students who commented on the online format believed that they would be less successful in online courses because they were less likely to have substantive and timely support from the instructor. Also, a few students reported a desire to have more courses offered on the high school campus if possible, to overcome logistical issues (e.g., transportation and scheduling) and to accommodate students who would feel more comfortable remaining on the high school campus.

Summary and Next Steps

Results from this initial analysis reveal that most eligible students, regardless of whether they participate in CCP, hold positive views about the program. Those who do participate, do so for a variety of reasons, such as saving money on college tuition, preparing for the rigors of college, accumulating credits or earning a credential, and improving chances of admission to postsecondary education after high school. Despite these generally positive views, students expressed a number of barriers to participating in CCP including, paying for non-tuition costs not covered by CCP, limited access to transportation, scheduling and/or logistical challenges, and a belief that college credits would not transfer under certain situations. Preference also played a role, with some students expressing a preference for dual enrollment courses that meet face-to-face (and on the high school campus where possible). One of the most prominent reasons that eligible students gave for not participating in CCP is that they were unfamiliar with the program or lacked enough knowledge to participate. Our interviews with high school and community college staff suggest that the emphasis on CCP varies across schools and communities and that this can impact the degree to which students are encouraged to participate or the degree to which staff work to address logistical issues that inhibit program participation.

Based on our preliminary findings we are exploring ways to address some of these challenges and barriers, particularly those factors under the control of the school. We are undertaking these efforts through our ongoing collaboration with the CCP Evaluation Partners and Advisory Board and through additional data collection and analysis.

Data sources

During the winter/early spring of the 2019-2020 school year, a team of evaluators from the CCP Evaluation Partnership conducted site visits in four districts across the state that included structured staff interviews and student focus groups to better understand how CCP is being implemented in schools and districts across the state. For this analysis we interviewed high school or community college staff and high school students including: 3 school counselors, 3 college liaisons, 2 career development coordinators, 3 principals, a distance learning advisor, and focus groups with 22 students participating in the College Transfer pathway, 18 students participating in the Career and Technical Education (CTE) pathway, and 23 eligible students who were not participating in CCP.

APPENDIX B: COOPERATIVE INNOVATIVE HIGH SCHOOL PROGRAMS **The Impact of Early Colleges on Postsecondary Performance and Completion**

SERVE Center at the University of North Carolina at Greensboro

This is a summary of historical research by SERVE of a select group of CIHS and does not represent all Cooperative Innovative High School programs.



What Happens When You Combine High School And College?

The impact of early colleges on postsecondary performance and completion¹



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Early colleges as part of the solution	3
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SUMMARY

Early colleges are an innovative model of schooling that combines high school and college. A 14-year, rigorous experimental study has been examining whether this model works. The study compares early college students who were accepted through a lottery to students who applied to early colleges but were not accepted through the lottery (the control group). The latest findings from this study include:

- More early college students earned postsecondary credentials. By six years after 12th grade, 44.3% of early college students had earned some sort of postsecondary credential compared to 33.0% of the control group.
- Early college students were three times as likely to get associate degrees as control students. 32.8% of early college students earned an associate degree, compared to 11.0% of control students.
- Despite the higher rate of associate degree attainment, early college students were not being steered away from bachelor's degrees. There was no significant impact on bachelor's degree attainment for the full sample. Among economically disadvantaged students, early college students were 4.5 percentage points more likely to earn bachelor's degrees than their control group counterparts.
- Early college students earned their degrees more rapidly. The early college model shortened students' time to degree by two years for associate degrees and by six months for bachelor's degrees.
- Despite the shortened time in school, early college students did equally well in college. Both groups had essentially the same postsecondary GPA.

This brief gives an overview of the early college model as implemented in North Carolina, the study's design, and the model's impacts on student outcomes.

serve.uncg.edu

The problem

Earning a living wage in the 21st century generally requires some sort of postsecondary training or credential.² Yet access to and success in college remains out of reach for too many students, particularly those who are low-income, those whose parents did not go to college, or members of historically marginalized racial and ethnic groups.³ Students face many barriers to enrolling in college, which include academic, financial, and logistical obstacles. For example, many students have not taken the courses they need to take in high school to qualify for college admission; they may not know how to get financial aid; or they may be unclear about the college application process.⁴ Early colleges seek to address this problem with a conceptually simple solution: combine the high school and college experience so that students can graduate from high school with a postsecondary credential.

Early colleges as part of the solution

Serving students in grades 9–12 or 9–13, early colleges are small schools, frequently located on college campuses, that seamlessly integrate the high school and college experiences. At the end of high school, students are expected to graduate with a high school diploma and an associate degree or two years of transferable college credit. The target populations for these schools are students who traditionally face challenges making the transition to college, including students who are low-income, the first in their family to go to college, or members of a minority group underrepresented in college. Our study looked at this model in North Carolina (NC), which has had a statewide program since 2005. Under the Cooperative Innovative High School legislation and with the financial support of the North Carolina General Assembly, NC has created a total of 133 early colleges and similar schools.⁵

As implemented in North Carolina, early colleges are not just dual enrollment programs on steroids. Instead, these schools redesign the entire high school experience to prepare all their students for success in postsecondary education. Thus,

early colleges provide a rigorous high school curriculum with instructional practices that support students' ability to think critically, write effectively, and work collaboratively. Students start taking college courses as early as 9th grade, and by 11th or 12th grade, they are taking college courses almost exclusively. To ensure that students are successful in the rigorous curriculum, early colleges provide students with academic and affective supports. The schools also focus on providing ongoing professional learning and opportunities for collaboration to the teachers.

The study

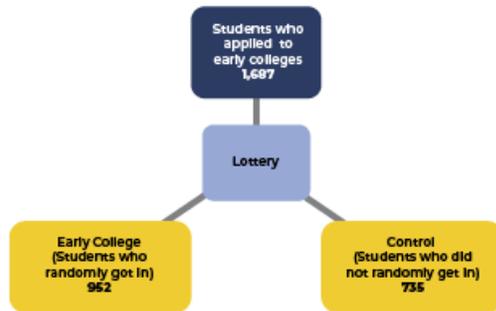
Funded through four federal grants from the U.S. Department of Education's Institute of Education Sciences and a grant awarded by Arnold Ventures, this 14-year study was the first to rigorously examine the impact of the early college high school model. This independent study is led by SERVE Center at the University of North Carolina at Greensboro, partnering with researchers at RAND Corporation and RTI International. The study has been examining the impact of the model on a variety of student outcomes: high school achievement, attendance, suspensions, attainment of college credits in high school, graduation from high school, enrollment and performance in postsecondary education, and graduation from postsecondary education. This brief summarizes results for postsecondary performance and degree attainment.

METHODS

In this longitudinal experimental study, participating early colleges used a lottery to select students from their applicant pool. To track outcomes of all applicants who went through the lottery, the study team collected data from the North Carolina Department of Public Instruction, the University of North Carolina System (postsecondary performance), and the National Student Clearinghouse (postsecondary enrollment, persistence, and degree attainment after high school).

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Figure 1: The Sample



The study uses a methodology known as “intent-to-treat,” which means that all students who were initially assigned to the early college remain in the treatment group, even if they did not end up going to the early college or if they left the school before graduating. The advantage to this approach is that it preserves the original ‘apples-to-apples’ comparison,⁶ the disadvantage is that the impact estimates are likely to be smaller because they include outcomes of students who withdrew from the early college prior to completion.

SAMPLE

This brief presents results from analyses conducted with 1687 students who applied to attend 12 early colleges and went through a lottery process (see Figure 1). Nine hundred fifty-two were randomly chosen to attend and 735 were randomly chosen not to attend and went to a different school. Results were compared for the early college sample and the control sample.

Comparing apples to apples

It is often challenging to determine the impact of a program like the early college model because the students who apply might be very different than regular high school students who do not apply. This makes it hard to tease out whether any positive outcomes are because of the strength of the school or because the school might be attracting more motivated or academically talented students. This study uses an experimental design—frequently called the “gold standard” in education research—to address this concern. The study only included schools that used a lottery to select their students. Eligible students were then randomly assigned to attend the early college or not. The study compares the outcomes for the students who applied and were randomly accepted to the results for the students who applied and were not randomly accepted. This means that we are comparing apples to apples.



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Results

Overall, the study found that early colleges are meeting their goal of increasing the number of students successfully completing postsecondary education. Specifics on the key findings appear below.

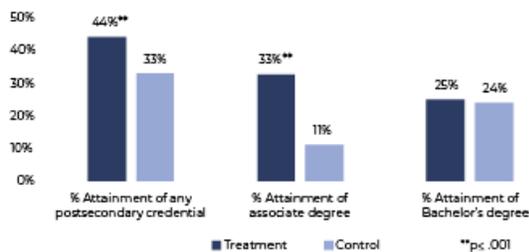
FINDING 1

More early college students earned postsecondary credentials. The study looked at the percentage of students who had earned any sort of postsecondary credential (associate degree, a bachelor's degree, or a technical credentials). By six years after 12th grade, 44.3% of early college students had earned some sort of postsecondary credential compared to 33.0% of the control group.

FINDING 2

Early college students were three times as likely to get associate degrees as control students. By six years after 12th grade, 32.8% of early college students had earned an associate degree, compared to 11.0% of control students (see Figure 2).

Figure 2: Early College Students Earned More Postsecondary Credentials (Six Yrs. after 12th Grade)



FINDING 3

Economically disadvantaged students were more likely to earn a bachelor's degree. The higher rate of associate degree attainment did not result in a lower rate of bachelor's degree attainment. For the full sample, early college students were 3.9 percentage points more likely to have earned a bachelor's degree by four years after 12th grade, a statistically significant positive impact. However, by six years after 12th grade, the control group had caught up, and there was no significant impact on bachelor's degree attainment six years after 12th grade in the full sample. Exploratory analyses did find a statistically significant positive impact for economically disadvantaged students; 21.3% of the early college group earned a bachelor's degree by six years after 12th grade compared to 16.8% of the control group.



"I think that coming into this school as a freshman and now getting ready to graduate next year, the maturity level from when you enter to when you leave is completely different than when you go to a traditional high school...I've known that I can apply for grants since sophomore year, and I've known where I've wanted to go and I really don't think that would have happened if I would have went to my home school."

— Early college student

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**FINDING 4**

Early college students earned their degrees more rapidly. Early college students who earned a degree did so more rapidly. On average, the early college group earned an associate degree two years more quickly than the control group did, and they earned a bachelor's degree six months more quickly.

FINDING 5

Both treatment and control groups had similar postsecondary GPAs. Some people might worry that the early college model, which shortens the students' total time in postsecondary institutions, will result in students being less successful at those institutions. To test this theory, the study used a matching design to look at students' college GPAs after they left the early college. Results showed that early college students had essentially the same postsecondary GPA (between 2.60 and 2.74, depending on the time point) as the control group (between 2.59 and 2.76).

CONCLUSIONS

The early college model is essentially a test case of whether we can merge the high school and college experiences in such a way that students earn a postsecondary credential or a substantial number of transferable college credits while they are in high school. According to results from this rigorous experimental study, more early college students earned associate degrees and economically disadvantaged students were more likely to earn bachelor's degrees. On average, early college students earned their degrees more quickly.

In addition to these impacts on postsecondary degree attainment, the team's prior research⁷ in North Carolina has shown that early college students were more likely to complete high school courses required for college; students also had higher attendance and lower suspensions. Early college students reported better experiences in school than control students. They were also more likely to enroll in college.

Additionally, preliminary cost studies of the model found that early colleges had higher costs per student than a traditional comprehensive high school; however, they were a less expensive route (for both the students and society) to a two-year degree and a much less expensive pathway to earning a four-year degree.

A potential critique of the model is that early college students might miss important high school learning opportunities and be less prepared for their future, including for success in college. At this point, there is no evidence to suggest that this is the case; both groups of students performed equally well after they left the early college or their high school. Of course, a key test of students' preparation will be how students perform in the workforce. As this study continues, it will continue following students and look at the impact of the program on students' employment and earnings.

For more information about the study, please contact Julie Edmunds, the Principal Investigator, at SERVE Center at the University of North Carolina at Greensboro: 336-315-7415 or jedmunds@serve.org.

7 | WHAT HAPPENS WHEN YOU COMBINE HIGH SCHOOL AND COLLEGE?

Footnotes

¹This brief is based on the following peer-reviewed article: Edmunds, J.A., Unlu, F., Furey, J., Glennie, E., & Arshavsky, N. (2020) What happens when you combine high school and college? The impact of the early college model on postsecondary performance and completion. *Educational Evaluation and Policy Analysis*. <https://doi.org/10.3102/0162373720912249>

²Carnevale, A. P., Smith, N., & Strohl, J. (2010). Help wanted: Projections of jobs and education requirements through 2018. Retrieved from Washington, DC: <https://georgetown.app.box.com/s/ursjbxaym2np1v8mgrv7>

³Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., et al. (2012). Higher Education: Gaps in Access and Persistence Study. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴Roderick, M., Nagaoka, J., Coca, V., & Moeller, E. (2008). From high school to the future: Potholes on the road to college. Chicago, IL: Consortium on Chicago School Research.

⁵For more information about North Carolina's Cooperative Innovative High Schools, many of which are early colleges, please visit <https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/career-and-college-promise/cooperative-innovative-high-school-programs>.

⁶Students who choose to leave the school might be different in some way than students who choose to remain. The students who remain might be more motivated or more prepared; if the study looked only at results for those students, it might overestimate the program's impact.

⁷See Edmunds, J. A., Bernstein, L., Unlu, F., Glennie, E., Willse, J., Smith, A., & Arshavsky, N. (2012). Expanding the start of the college pipeline: Ninth grade findings from an experimental study of the impact of the Early College High School Model. *Journal for Research on Educational Effectiveness*, 5(2), 136-159. Edmunds, J. A., Unlu, F., Glennie, E., Bernstein, L., Fesler, L., Furey, J., & Arshavsky, N. (2017). Smoothing the transition to postsecondary education: the impact of the early college model. *Journal of Research on Educational Effectiveness*, 10(2), 297-325. Edmunds, J. A., Willse, J., Arshavsky, N., & Dallas, A. (2013). Mandated engagement: The impact of early college high schools. *Teachers College Record*, 115(7), 1-31.

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grants R305R060022, R305A110085, R305A140361 and R305H190036 and by a grant awarded by Arnold Ventures to the University of North Carolina at Greensboro. The views expressed here are of the authors and do not reflect those of the Institute of Education Sciences, the U.S. Department of Education, or Arnold Ventures.

STATE BOARD OF COMMUNITY COLLEGES
Location Waiver Request for Cooperative Innovative High Schools

Request: At the request of staff, the State Board of Community Colleges is asked to approve the location waiver request for established Cooperative Innovative High Schools (CIHS) that are not located on a N.C. Community College campus. The CIHS program seeking a location waiver is indicated in the chart on the next page.

Strategic Plan Reference(s):

Theme: Economic and Workforce Impact

Goal 3: Ensure the educational pipeline prepares a workforce possessing the interest, knowledge, skills, and abilities to meet the needs of employers, now and into the future.

- Objective 3.1. Collaborate with stakeholders to promote a workforce system that fosters innovation and establishes seamless connections among community colleges, K-12 education, universities, workforce and economic development partners, and business and industry.
 - Strategy 3.1.2. Partner with high schools, universities, and workforce development entities and engage with employers and industry associations at the regional/local levels to identify workforce needs and establish educational and training programs collaboratively and comprehensively.

Background: During the 2011 legislative session, the General Assembly established the following criteria to define a cooperative innovative high school (G.S. 115C-238.50A):

- a) It has no more than 100 students per grade level;
- b) It partners with an institution of higher education to enable students to concurrently obtain a high school diploma and begin or complete an associate degree program, master a certificate or vocational program, or earn up to two years of college credit within five years;
- c) **It is located on the campus of the institution of higher education, unless the governing Board . . . specifically waives the requirement through adoption of a formal resolution.**

Additionally, S.L. 2011 Section 7.1A.(k) requires that “Cooperative innovative high schools . . . shall meet the requirements of G.S. 115C-238.50A no later than July 1, 2014. **Any cooperative innovative high school which fails to meet the requirements by that date shall no longer be authorized as a cooperative innovative high school.**”

Rationale: If the community college partners with a local school board to offer a cooperative innovative high school (i.e., early college, middle college, STEM high school, etc.) that is not located on the college’s campus, the CIHS may request a State Board waiver for the location of the school. This waiver request applies only to a cooperative innovative high school that has already been approved by the State Board of Education and the State Board of Community Colleges and that is not located on the community college campus.

Contact(s):

Michelle Lair
 CCP CTE Coordinator

CIHS Location Waiver Request (for Existing CIHS Programs not on N.C. Community College Campuses)					
College Name	CIHS Name	Approval Year	Current Location	New Location	Waiver Rationale
Central Carolina Community College	Harnett Early College	2017	660 E. Johnson Street Dunn, NC 28334	Additional location: 2815 Olivia Road Olivia, NC 28368	The current school location in Dunn, NC is on the eastern side of Harnett County in the Central Carolina Community College Dunn Education Center. The building will reach capacity by fall 2021 with 125 students. Harnett County Schools, in collaboration with Central Carolina Community College and the Harnett County Board of Commissioners, is requesting an additional location on the western side of the county. The new location, with its total capacity of 420, will increase the school's capacity to serve students and will expand access to the early college option within Harnett County. The capacity of the two locations combined will not exceed the enrollment allowable per 1D SBCCC 400.11. Due to the proximity of the new location to Fort Bragg, the additional location will allow the school to provide this accelerated opportunity to the military-impacted families who move to that area of the county.

**STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM PROGRAM APPLICATIONS
Fast Track for Action [FTFA*]**

Request: The State Board of Community Colleges is asked to approve the curriculum program at the listed college on the condition that equipment funds are available to the college and operating funds generated by the budget formula will permit the offering of the program without any special allocation of funds.

Cape Fear Community College
Advertising and Graphic Design (A30100)

Martin Community College
Applied Engineering Technology (A40130)

Southwestern Community College
Opticianry (A45560)
Surgical Technology (A45740)

Background: Program applications must meet the following criteria in order to be placed on the Fast Track for Action (FTFA) program approval request presented to the State Board of Community Colleges as part of the consent agenda:

- The curriculum program title currently exists within the System and does not require the creation of a new program title and new curriculum standard;
- The application is complete, requires no further analysis or documentation, and has the endorsement of Academic Programs;
- There are no negative impact assessments from other colleges; and
- The college does not go outside of its service area for planning purposes.

Contact(s):

Dr. Deana Guido
Director of Academic Programs

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Cape Fear Community College
Advertising and Graphic Design (A30100)**

Program Planning: Cape Fear Community College is seeking approval for the Advertising and Graphic Design (A30100) program to begin Fall 2021. The planning area is defined as the college's service area of New Hanover and Pender Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Cape Fear Community College on November 18, 2020. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Cape Fear Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

Program Rationale: Cape Fear Community College (CFCC) indicates the following:

- The Advertising and Graphic Design program will prepare students with marketable skills that will be applicable to a wide range of employment opportunities and applications in the field of advertising and graphic design. The program will also equip students with the skills necessary to freelance and work remotely as several careers in this field have steadily moved online.
- The North Carolina Department of Commerce projects a 6.04% growth rate for graphic design occupations from 2018-2028 with a mean annual wage of \$49,700.
- An Indeed job search produced 45 results for full-time jobs in CFCC's service area that require digital media, marketing, and/or graphic design skills. The median starting salary for these positions is \$50,000/yr. An Indeed search filtering for remote positions in the same field indicated 212 full-time positions with a similar starting salary.
- CFCC is collaborating with UNCW to develop a local articulation agreement for Advertising and Graphic Design students to transfer credits toward programs in the

College of Arts and Sciences, specifically Digital Arts, a program offered jointly through the Department of Computer Science and the Department of Art and Art History. UNCW intends to rely on CFCC to provide the proper foundational courses for students wishing to transfer and continue their education in this field at the university level.

- The college intends to offer a Career and Technical Education (CTE) dual-enrollment pathway for Advertising and Graphic Design for New Hanover and Pender County high school students who are interested in this field.
- Graduates of the Advertising and Graphic Design program will be qualified to work and manage profitable, community-based businesses. They will also be able to pursue entrepreneurial opportunities.
- Letters of support were received from the owner of Southern Sign Co., the President of Wilmington Design Co., the Department Chair of Arts and Arts History at UNC-W and the Digital Arts Coordinator at UNC-W.

Impact of the Proposed Program on Other Programs: Nineteen colleges are approved to offer the Advertising and Graphic Design (A30100) program. An impact assessment was sent to colleges located in contiguous counties. ***No negative impact responses were received.***

Implementation of Collaborative Plan: Not Applicable

Curriculum Design: The proposed program of study is in compliance with the State Board approved curriculum standard.

Curriculum Description as Designated on Curriculum Standard:

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations.

Contact(s):

Dr. Mary Olvera
Program Administrator

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Martin Community College
Applied Engineering Technology (A40130)**

Program Planning: Martin Community College is seeking approval for the Applied Engineering Technology (A40130) program to begin Fall, 2021. The planning area is defined as the college's service area of Martin and Bertie counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Martin Community College on May 19, 2020. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Martin Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

Program Rationale: Martin Community College (MCC) indicates the following:

- Research provided through NCcareers.org for the Northeast Prosperity Zone indicated that there were 430 open positions in industrial settings including smaller businesses. Research performed directly from employer websites in Martin and Bertie counties listed 20 current job openings for individuals with engineering technology backgrounds.
- The college has worked closely with the Rivers East Workforce Development Board and the Northeast NC Career Pathways organization on developing a program that would meet the needs of local and regional workforce. It was determined that the Applied Engineering Technology program with embedded industry-recognized certifications would best serve employers and students in the region.
- A letter of support was received by Northeast NC Career Pathways suggesting that advanced manufacturing is one of the highest growth industries within the region. In May 2020, there were over 1600 job postings for the advanced manufacturing industry in the twenty-county region, according to Northeast NC Career Pathways partnership.

They suggested that the skills associated with the program are those being sought by industry.

- The college has successfully offered Industrial Systems Technology program and will transition into the Applied Engineering Technology (AET) program which will more effectively meet the needs of diverse industry employers in the area and is will likely be more marketable to students and parents.
- The college has a good relationship with its secondary partners who are very supportive of the AET program. The college plans to offer a pathway to the program under Career and College Promise.

Impact of the Proposed Program on Other Programs: Six community colleges are approved to offer the Applied Engineering Technology program. There are no colleges located in contiguous counties. **No negative impact responses were received.**

Implementation of Collaborative Plan: Not Applicable

Curriculum Design: The proposed program of study is in compliance with the State Board approved curriculum standard.

Curriculum Description as Designated on Curriculum Standard: This course of study prepares the students to use basic engineering principles and technical skills to solve technical problems in various types of industry. The course work emphasizes analytical and problem-solving skills. The curriculum includes courses in safety, math, physics, electricity, engineering technology, and technology-specific specialty areas. Graduates should qualify for employment in a wide range of positions in research and development, manufacturing, sales, design, inspection, or maintenance. Employment opportunities exist in automation, computer, electrical, industrial, or mechanical engineering fields, where graduates will function as engineering technicians.

Contact(s):

Dr. Frank Scuietti
Senior Program Administrator

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Southwestern Community College
Opticianry (A45560)**

Program Planning: Southwestern Community College is seeking approval for the Opticianry (A45560) program to begin Fall, 2021. The planning area is defined as the college's service area of Jackson, Macon and Swain Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Southwestern Community College on May 19, 2020. Minutes from this board meeting were attached to the program application. The President and the Board of Trustees of Southwestern Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

Program Rationale:

Southwestern Community College (SCC) indicates the following:

- The closest opticianry program to Southwestern is 273 miles away in Durham, NC.
- The US Department of Labor's Occupational Information network (O*NET) identifies Opticians as an occupation with average growth in NC.
- North Carolina Department of Commerce Labor and Economic Analysis: Southwestern and Mountain Area Workforce Development Board indicates 1.0% annual new job growth and 6.6% annual existing job turnover. This represents a 7.6% total projected annual job growth for Opticians, which is considered faster than average (5%) by the U.S. Department of Labor.

- North Carolina Department of Commerce Labor and Economic Analysis local salary data for Opticians indicate that these positions earn higher than the average of all occupations in the service area and well above the federal 200% poverty rate of \$24,980. The average salary for opticians in the Southwestern Community College service area is \$42,951.
- Optometrists and Ophthalmologists have endorsed the effort to add an Opticianry program at SCC as evidenced by eight letters of support from community partners and employers.
- SCC Health Science Pre-Majors were surveyed to gauge interest in the new program. Pre-majors are those students who seek to enter a health sciences profession upon completion of general education or other pre-requisites. Results indicated that 41.7% of respondents would have been interested in Opticianry this fall, with 35.4% still being interested next fall.

Impact of the Proposed Program on Other Programs: One community college is approved to offer the Opticianry program. This program contains a clinical component; therefore, this college was provided with a program impact assessment from Southwestern Community College. **One college approved to offer the program was in agreement with the impact assessment.**

Implementation of Collaborative Plan: Not Applicable

Curriculum Design: The proposed program of study is in compliance with the State Board approved curriculum standard.

Curriculum Description as Designated on Curriculum Standard: This curriculum is designed to prepare graduates to adapt and fit corrective eyewear or ophthalmic devices as prescribed by the ophthalmologist or optometrist. Students will acquire competencies in all phases of opticianry, including analysis and interpretation of prescriptions; surfacing, benchwork, dispensing, and fitting of eyewear and ophthalmic devices; maintenance of consumer records; effective communication with consumers; and business management skills. Graduates should qualify to take certification examinations given by the American Board of Opticianry, the National Contact Lens Examiners, and the North Carolina State Board of Opticians, as well as other state licensing boards.

Contact(s):

Dr. Lori Byrd
Associate Director

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Southwestern Community College
Surgical Technology (A45740)**

Program Planning: Southwestern Community College is seeking approval for the Surgical Technology (A45740) program to begin Fall, 2021. The planning area is defined as the college's service area of Jackson, Macon and Swain Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Southwestern Community College on May 19, 2020. Minutes from this board meeting were attached to the program application. The President and the Board of Trustees of Southwestern Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

Program Rationale:

South Western Community College (SCC) indicates the following:

- U.S. Department of Labor's Occupational Information Network (O*NET) identifies Surgical Technologists as a Bright Outlook occupation with rapid growth in North Carolina.
- North Carolina Department of Commerce Labor and Economic Analysis: Southwestern and Mountain Area Workforce Development Board indicates 1.20% annual new job growth and 6.5% annual existing job turnover. This represents a 7.7% total projected annual job growth, which is considered faster than average (5%) by the U.S. Department of Labor.
- North Carolina Department of Commerce Labor and Economic Analysis local salary data for Surgical Technologists indicate that these positions earn higher than the average of all occupations in our area and well above the Federal 200% poverty rate. Average entry rate for all occupations in the Southwestern service area is \$19,406, while surgical

technology entry wage is \$34,971. Average wage in the Southwestern Community College service area is \$36,421 with surgical technology area wage of \$40,379.

- SCC surveyed pre health majors. Results indicated that 41.7% of respondents were interested in Surgical Technology this fall, with 37.5% still being interested next fall.
- Letters of support for the surgical technology program were received from Angel Medical Center, Harris Regional Hospital, Mission Health, and Highlands -Cashiers Hospital.

Impact of the Proposed Program on Other Programs: Nineteen community colleges are approved to offer the Surgical Technology program. This program contains a clinical component; therefore, each college was provided with a program impact assessment from Southwestern Community College. **Eighteen colleges approved to offer the program were in agreement with the impact assessment. One college were not in agreement but did support the college in applying for the program.** SCC and AB Tech agreed to coordinate scheduling of clinical students at two shared sites as to not impact AB Tech's existing clinical arrangements.

Implementation of Collaborative Plan: Not Applicable

Curriculum Design: The proposed program of study is in compliance with the State Board approved curriculum standard.

Curriculum Description as Designated on Curriculum Standard: The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team. Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations. Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units. Students of Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited programs are required to take the national certification exam administered by the National Board on Certification in Surgical Technology and Surgical Assisting (NBSTSA) within a four week period prior to or after graduation

Contact(s):

Dr. Lori Byrd
Associate Director

STATE BOARD OF COMMUNITY COLLEGES

Associate in Arts in Teacher Preparation (AATP) (A1010T) and
Associate in Science in Teacher Preparation (ASTP) (A1040T) Approved by the System President

Information: The State Board of the North Carolina Community College System, through delegated authority to the System President, approved the following colleges to offer the Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) with an effective term of Fall 2021:

Guilford Technical Community College
Mitchell Community College
Sandhills Community College

Background: The Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) program applications must include the following items in order to be approved by the System President:

1. Letter of request from the President of the College indicating the proposed effective term.
2. Copy of the proposed program of study which is compliance with the AATP and ASTP curriculum standard.
3. Copy of the minutes from the Board of Trustees meeting(s) where the proposed program was discussed and approved.
4. Certification of the following which is signed by the college President and Board of Trustees chair:
 - a. *The program will enhance the workforce of North Carolina and will provide educational and training opportunities consistent with the mission of the college.*
 - b. *The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.*
 - c. *The college has evidence of sufficient student demand to offer the program and will provide master's credentialed faculty for each course provided under the Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) degrees.*

Contact(s):

Dr. Deana Guido
Director of Academic Programs

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Applications As Approved by the System President

The State Board of the North Carolina Community College System, through delegated authority to the System President, approved the curriculum program application listed below:

Fayetteville Technical Community College
Public Safety Administration (A55480)

Contact(s):

Dr. Deana Guido
Director of Academic Programs

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Terminations Approved by the System President

Information: The State Board of the North Carolina Community College System, through delegated authority to the System President, approved the program terminations listed below:

Background: 1D SBCCC 400.6 (b) states the following: *The college shall terminate a curriculum program when there has been no enrollment for two consecutive years or if the college has not offered the program or has not had enrollment in the program within two years of the date the program was approved by the State Board of Community Colleges. A college may request a one-year extension of a curriculum program upon justification of the potential for employment opportunities and student enrollment.*

Haywood Community College

Building Construction Technology (A35140)

Rationale: Low Enrollment. There has been a lack of student interest in the program which has suffered low enrollments. It is understood that construction workers enter this particular occupation without requiring a degree. The college feels that students will be better served in the construction trades area within their Workforce Continuing Education program; therefore, will move the instruction into that space.

Termination Semester: **Spring 2021**

Haywood Community College

Horticulture Technology (A15240)

Rationale: Low Enrollment. The program has lost enrollment due to the limitations of employment opportunities in the area. Students that desire to obtain skills in this field can be served through a short-term, skill-based program through Workforce Continuing Education at the college. There are no students currently enrolled in the Horticulture Technology program. The final students of the AAS degree completed in 2017 and the final student of the diploma completed in 2018.

Termination Semester: **Summer 2021**

Haywood Community College

Manicuring/Nail Technology (A55400)

Rationale: Low Enrollment. The program has lost enrollment due to the limitations of employment opportunities in the area in relation to a degree. Potential students for this employment area can be served through a short-term, skill-based program through Workforce Continuing Education at the college. The final students completed the program in May 2015.

Termination Semester: **Summer 2021**

Nash Community College

Architecture Technology (A40100)

Rationale: Rationale: Low Enrollment. There has been a lack of student interest in the program which has averaged three to five enrollments over the past five years. The college is terminating the program following the retirement of their full-time faculty in June of 2019. Because of the strict nature of educational and licensing requirements associated with architecture, the coursework will not be assimilated into any other program areas.

Termination Semester: **Spring 2021**

Contact(s):

Dr. Deana Guido

Director of Academic Programs

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Standard Revision Approved by the System President

Information: The State Board of the North Carolina Community College System, through delegated authority to the System President, approved the curriculum standard revision listed below:

Curriculum Program: Advertising and Graphic Design (A30100)

Revision:

- Remove Illustration subject area.
- Remove all DES, Design: Creative, prefix classes as core requirements.
- Add ART 171 Digital Design I, and ART 271 Digital Design II to the Computer Design/Computer Graphics subject area.

Rationale: The submitting college suggests that the proposed revisions will allow colleges the flexibility to align their offerings with the local industry needs. Currently, Illustration jobs are not in high demand. The DES, Design: Creative, prefixes are for interior design students and are not the equivalent content. Adding ART 171 and ART 271 as options will help colleges prepare students to have the option to transfer. Colleges wanting to retain their current program of study may continue to do so without change.

Background: 1D SBCCC 400.9 (b) states:

A revision of an existing curriculum standard shall:

- (1) Have written concurrence by two-thirds of colleges approved to offer the curriculum program; and*
- (2) Be in alignment with criteria outlined in 1D SBCCC 400.10(e).*
- (3) The President of the North Carolina Community College System shall have the authority to approve or deny the revision of an existing curriculum standard. If only two colleges are approved to offer the curriculum, and written concurrence is not obtained from both colleges, the State Board of Community Colleges shall have the authority to approve or deny the revision to the existing curriculum standard.*

Contact(s):

Dr. Mary Olvera
Program Administrator

AGENDA

State Board of Community Colleges

PERSONNEL COMMITTEE

Caswell Building, Dr. W. Dallas Herring State Board Room

Thursday, February 19, 2021, 11:00 a.m. – 11:30 p.m.

Mr. Bill McBrayer, Chair

Personnel Committee Members

Bill McBrayer, Chair

Sam Powell, Vice-Chair

Bobby Irwin

Ronald Lingle

Mary Ann Rice

NCACCP Liaisons

Dr. Michael Elam, President, Halifax Community College

Dr. John Enamait, President, Stanly Community College

NCACCT Liaisons

Ms. Jeanene Martin, Trustee, Wake Technical Community College

System Office Staff

Jonathan Harris, General Counsel

Bryan Jenkins, Executive Director of Accountability and State Board Affairs

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

For Information

System Office Vacancy Report – February 2021 (Attachment PER 01)

College Presidential Status Report – February 2021 (Attachment PER 02)

New Business

Adjourn

STATE BOARD OF COMMUNITY COLLEGES
North Carolina Community Colleges System Office
Vacancies as of January 31, 2021

Position#	Division	Position Title	Date Vacated	Separation Reason	Status	Start Date
60088093	Business & Finance	Accountant II	5/16/2019	Separation - Other	Offer Accepted	3/8/2021
60088114	Business & Finance	Budget Analyst II	1/7/2020	Redesigned position	Offer Accepted	2/15/2021
65024553	Business & Finance	Administrative Specialist II	4/1/2020	Separation - State	Position Under Review	
65024556	Business & Finance	Accounting Tech III	10/16/2020	Separation - State	Offer Accepted	3/1/2021
60088094	Business & Finance	Accounting Manager I	3/1/2021	Retirement	Hire Rec. Pending	
65018450	Business & Finance	Accounting Tech III	12/22/2020	Internal Promotion	Position Under Review	
65031927	Economic Dev	Workforce Dev Spec I - (Fed)	9/1/2020	New Position	Screening/Interviewing	
65032454	Economic Dev	Workforce Dev Spec I - (Fed)	1/11/2021	Separation - Other	Screening/Interviewing	
60088171	Economic Dev	Executive Dir for BioNetwork & Life Sciences	1/15/2021	Separation - Other	Position Under Review	
60087978	Executive	AVP & Chief HR	8/1/2018	Redesigned position	Position Under Review	
60087988	Executive	Dir of Internal Eng & Foundation	2/1/2020	Separation - College	Position Under Review	
65031278	Executive	Inform Com Spec I (TL Grant Funded)	6/1/2020	New Position	Screening/Interviewing	
60087977	Executive	Executive Assistant I	7/2/2020	Internal Promotion	Position Under Review	
60088090	Executive	Chief of Staff	7/31/2020	Separation - College	Position Under Review	
60087973	Executive	Executive Assistant to the President	7/31/2020	Separation - College	Position Under Review	
60087974	Executive	Executive Dir of Public Affairs	12/31/2020	Separation - College	Position Under Review	
65029781	Executive	VP for Strategic Initiatives	1/22/2021	Separation - State	Position Under Review	
60088134	Programs	Social Research Specialist I	1/3/2020	Separation - College	Position Under Review	
65024104	Programs	Ex Dir Student Succ Ctr	6/27/2019	Redesigned position	Position Under Review	
65029237	Programs	Education Program Admin I (Fed)	11/1/2018	New Position	Screening/Interviewing	
60088156	Programs	Education Program Admin I (Fed)	9/1/2020	Retirement	Position Under Review	
60088079	Technology	User Support Specialist	6/10/2020	Internal Promotion	Screening/Interviewing	
60088040	Technology	Data Base Analyst I	7/1/2019	Separation - State	Position Under Review	
60088032	Technology	IT Director II	7/13/2019	Separation - Other	Screening/Interviewing	
60088075	Technology	AVP, Infrastructure & Operations	4/20/2020	Internal Promotion	Pending Reclassification	
60088046	Technology	Operating System Soft Prog I	12/17/2018	Separation - State	Position Abolished	
60088077	Technology	Applications Systems Analyst II	11/12/2019	Separation - State	Position Under Review	
60095038	Technology	Business Systems Analyst II	9/7/2019	Separation - Other	Position Under Review	
60088014	Technology	AVP, IT Service Management & Strategy	2/1/2021	Retirement	Pending Reclassification	
60088085	Technology	Business Systems Analyst II	1/1/2021	Retirement	Position Under Review	
60095035	Technology	Business Systems Analyst II	6/10/2020	Internal Promotion	Position Abolished	

Year-to-Date Statistics

# of budgeted positions	221
# positions vacant as of 7/1/2020	30
# positions vacated after 7/1/2020	20
<u>Total # of vacancies</u>	50
Total # of vacancies filled	18

Retirements	6
Separations - College	9
Separations - Private	0
Separations - Other	9
Separations - State	7
Internal Promotions	10
New Positions	4
Redesigned Positions	5
	50

Date: 2/9/2021

Highlighted positions have been re-advertised one or more times

STATE BOARD OF COMMUNITY COLLEGES
College President Status Report

College	President	Appt. Date	Status
Alamance Community College	Dr. Algie C. Gatewood	10/1/2013	
Asheville Buncombe Technical Community College	Dr. John Gossett *	7/1/2020	2020 NEW
Beaufort County Community College	Dr. David Loope	6/1/2017	2017 NEW
Bladen Community College	Dr. Amanda Lee *	2/1/2019	2019 NEW
Blue Ridge Community College	Dr. Laura Leatherwood	7/1/2017	2017 NEW
Brunswick Community College	Dr. Gene Smith	1/1/2019	2019 NEW
Caldwell Community College & Technical Institute	Dr. Mark Poarch	7/1/2016	2016 NEW
Cape Fear Community College	Mr. Jim Morton	4/20/2018	2018 NEW
Carteret Community College	Dr. Tracy Mancini	6/1/2020	2020 NEW
Catawba Valley Community College	Dr. Garrett Hinshaw	8/1/2006	
Central Carolina Community College	Dr. Lisa Chapman	4/1/2019	2019 NEW
Central Piedmont Community College	Dr. Kandi Deitemeyer *	1/1/2017	2017 NEW
Cleveland Community College	Dr. Jason Hurst	4/1/2018	2018 NEW
Coastal Carolina Community College	Mr. David Heatherly	1/1/2017	2017 NEW
College of The Albemarle	Dr. Jack Bagwell	12/2/2019	2019 NEW
Craven Community College	Dr. Raymond Staats	7/20/2015	2015 NEW
Davidson-Davie Community College	Dr. Darrin Hartness	1/1/2019	2019 NEW
Durham Technical Community College	Mr. John Buxton	7/20/2020	2020 NEW
Edgecombe Community College	Dr. Gregory McLeod	8/15/2018	2018 NEW
Fayetteville Technical Community College	Dr. J. Larry Keen	8/1/2007	
Forsyth Technical Community College	Dr. Janet Spriggs	1/1/2019	2019 NEW
Gaston College	Dr. John Hauser *	6/1/2020	2020 NEW
Guilford Technical Community College	Dr. Anthony Clarke *	11/1/2019	2019 NEW
Halifax Community College	Dr. Michael Elam	2/1/2017	2017 NEW
Haywood Community College	Dr. Shelley White	1/1/2020	2020 NEW
Isothermal Community College	Dr. Margaret Annuziata	5/1/2013	2021 NEW
James Sprunt Community College	Dr. Jay Carraway	4/29/2019	2019 NEW
Johnston Community College	Dr. David N. Johnson	7/1/2009	
Lenoir Community College	Dr. Russell Hunt	10/1/2016	2016 NEW
Martin Community College	Mr. Wesley Beddard	7/1/2020	2020 NEW
Mayland Community College	Dr. John C. Boyd	1/1/2011	
McDowell Technical Community College	Dr. Brian S. Merritt	1/1/2021	2021 NEW
Mitchell Community College	Dr. Tim Brewer	3/1/2012	
Montgomery Community College	Dr. Chad Bledsoe	4/6/2015	2015 NEW
Nash Community College	Dr. Lew Hunnicutt	11/1/2019	2019 NEW
Pamlico Community College	Dr. James Ross	7/25/2016	2016 NEW
Piedmont Community College	Dr. Pamela Senegal	7/1/2017	2017 NEW
Pitt Community College	Dr. Lawrence Rouse *	8/1/2018	2018 NEW
Randolph Community College	Dr. Robert S. Shackelford, Jr.	1/1/2007	
Richmond Community College	Dr. W. Dale McInnis	3/1/2010	
Roanoke-Chowan Community College	Dr. Debra Lamm (I)	7/20/2020	SEARCHING
Robeson Community College	Ms. Melissa Singler	11/1/2019	2019 NEW
Rockingham Community College	Dr. Mark Kinlaw	1/20/2015	2015 NEW
Rowan-Cabarrus Community College	Dr. Carol S. Spalding	8/11/2008	
Sampson Community College	Dr. Bill Starling	3/1/2018	2018 NEW
Sandhills Community College	Dr. John R. Dempsey	1/1/1989	
South Piedmont Community College	Dr. Maria Pharr	1/1/2017	2017 NEW
Southeastern Community College	Dr. Chris English	8/3/2020	2020 NEW
Southwestern Community College	Dr. Don Tomas	7/1/2011	
Stanly Community College	Dr. John Enamait	8/15/2016	2016 NEW
Surry Community College	Dr. David R. Shockley	1/1/2012	
Tri-County Community College	Dr. Donna Tipton-Rogers	10/19/2007	
Vance-Granville Community College	Dr. Rachel Desmarais	8/11/2018	2019 NEW
Wake Technical Community College	Dr. Scott Ralls *	2/1/2019	2019 NEW
Wayne Community College	Dr. Thomas Walker	9/1/2016	2016 NEW
Western Piedmont Community College	Dr. Joel Welch	7/1/2020	2020 NEW
Wilkes Community College	Dr. Jeffrey A. Cox	7/1/2014	
Wilson Community College	Dr. Tim Wright	8/1/2015	2015 NEW

*Previously served as president at another NCCCS college

Totals:			
New 2016	5	Retirement	27
New 2017	7	Moved	8
New 2018	5	Other	5
New 2019	12		<u>40</u>
New 2020	8		
New 2021	2		
Searching	1		
	<u>40</u>		

AGENDA

**State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
February 18, 2021, 12:30 p.m. – 2:00 p.m.
Mr. Burr Sullivan, Chair**

Members

Burr Sullivan, Chair

Bobby Irwin, Jr., Vice Chair

Hari Nath

Samuel Powell

Bob Stephens

Jerry Vaughan

Jesse Watts

NCACCP Liaison

Dr. Maria Pharr, President, South Piedmont Community College

Dr. John Hauser, President, Gaston College

NCACCT Liaison

Ms. Lyn Austin, Chair, Johnston Community College

System Office Staff

Bryan Jenkins, Executive Director of Accountability and State Board Affairs

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 14, 2021

For Action

- Approval of Recommended Changes to 2018-22 Strategic Plan (Attachment PLAN 01)

For Information

- Enrollment Update (Discussion Only)

MINUTES
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Thursday, January 14, 2021 – 12:30 p.m.

STRATEGIC PLANNING COMMITTEE MEMBERS

Mr. Burr Sullivan, Chair	Dr. Samuel Powell
Mr. Bobby Irwin, Vice Chair	Mr. Jesse Watts
Mr. Hari Nath	
Members Absent: Mr. Bob Stephens	

OTHER BOARD MEMBERS

Dr. John Hauser, NCACCP Liaison
Dr. Maria Pharr, NCACCP Liaison

OTHERS IN ATTENDANCE*

Mr. Thomas Stith, NCCCS President	Ms. Andrea Poole
Dr. Bill Carver, NCCCS Interim President	Mr. Jon Harris
Ms. Maureen Little	Mr. Bryan Jenkins
Mr. Jim Parker	Mr. Bill Schneider
Ms. Elizabeth Grovenstein	Ms. Anne Bacon
Ms. Mary Shuping	Ms. Sondra Jarvis
Dr. Kimberly Gold	Ms. Kelly Barretto

*Additional individuals watched on the System Office YouTube channel

CALL TO ORDER

Mr. Sullivan called the meeting to order at 12:36 p.m.

ROLL CALL

Ms. Barretto took the roll of the Strategic Planning Committee members. With five members in attendance, a quorum was present.

ETHICS STATEMENT

Ms. Poole read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

APPROVAL OF THE AGENDA AND MINUTES

Mr. Sullivan asked for a motion to jointly approve the agenda for today's meeting and the October 15, 2020 minutes. Mr. Irwin made the motion to approve the agenda and November 19, 2020 minutes, Dr. Powell seconded, and the Committee approved the agenda and November 19, 2020 minutes unanimously without change.

FOR INFORMATION

Continued Exploration of New Focus Areas: Leaders in Flexible Learning

Presentation on Implementation of Flexible Learning Recommendations

Andrea Poole briefly recapped the subject of rural broadband that was presented to the Committee in October before introducing Dr. Kimberly Gold. Dr. Gold discussed the ways the pandemic has shifted how colleges think about providing learning in a flexible format to provide continuity of service and options for students. Dr. Gold highlighted statistics that show percentages of courses that were delivered in an online format for CTE and curriculum instruction over the past several years. She discussed recommendations that include hiring a director of online learning, a position that would be housed in the Programs Division. The new director and the System Office would have five goals, paramount of which is “ensure that NC Community Colleges are positioned as a leader in high quality content delivery.”

Presentation on Long-term IT Strategy

Jim Parker discussed the challenges of higher education IT and the NCCCS infrastructure, noting that technology in higher education tends to be about 10-15 years behind the industry standard. Currently, we have 59 systems (one for each college and the System Office) rather than one – which is costly and inefficient. Mr. Parker reviewed System accomplishments in IT that were made possible by the State Board and what we are working on and need to do next.

Potential Changes to Strategic Plan and Strategic Plan Tactics

Anne Bacon previewed six proposed, substantive changes to our System strategic plan, as follows:

- Specifically reference “**robust and inclusive online learning**” in strategy 1.3.2 on flexible learning.
- Add strategy 2.4.2 to “**identify and remove systemic challenges to students of color and offer them targeted supports.**”
- Add an objective (3.4) and strategy (3.4.1) to emphasize the importance of **counseling for small business owners** through the Small Business Centers.
- Add an objective (3.5) on “**Developing a workforce pipeline for emergency response, pandemic-proof, and high-demand industries.**”
 - Under the goal of “Economic and Workforce Impact,” this would include strategies to support the NC Workforce Credentials framework (3.5.1); expand teacher preparation through the community colleges through articulation agreements (3.5.2); and provide enhanced training for law enforcement officers (3.5.3).
- Add a new strategy to “**Expand broadband access at North Carolina community colleges**” (4.1.3).
- Add a new strategy to “**identify and apply lessons learned from the pandemic based on best practices, System needs, and gaps in strategies**” (4.4.3).

Ms. Bacon invited suggestions for wording changes over the next two weeks.

ADJOURN

There being no other business, Chairman Sullivan adjourned the Committee at 1:51 p.m.

Respectfully submitted,

Kelly Barretto
Recording Secretary

Recommended Changes to the 2018-22 Strategic Plan
“Putting Education to Work”

As written in the 2018-22 Strategic Plan, “Putting Education to Work,” the third major phase of the strategic plan is “Plan Implementation and Adjustments.” This is described on page 3 of the plan, where it says, “The State Board will monitor and evaluate progress toward achievement of the plan’s goals, and will make adjustments as needed.”

For the first half of the plan implementation cycle, there were not compelling reasons to make adjustments to the strategic plan. However, multiple external threats in the second half of 2019 and throughout 2020 necessitated changes in the Community College System’s focus and use of resources. Most dramatic was the recognition in early 2020 that SARS CoV-2 (COVID-19) had become a worldwide pandemic and would wreak havoc across the United States, including throughout North Carolina. In addition to deaths and health problems, the pandemic has led to economic hardship for many, beginning with the historic spike in unemployment during spring 2020 and continuing with significant challenges for certain industries, occupations, geographies, and populations.

Other major developments impacting community colleges included cyber incidents at North Carolina community colleges; increasing concerns about discrimination and violence toward Black Americans (punctuated by the death of George Floyd in May 2020); increasing public mental health challenges; and national trends toward lower community college enrollment following the arrival of the pandemic. The digital divide that we were aware of before widened as education and services moved online, and our System efforts to provide quality, accessible distance education became an urgent priority of our System and each of our 58 community colleges.

The challenges are many, but there are opportunities as well. Federal resources are being provided to blunt the most damaging impacts of the pandemic on the higher education system and students, and a combination of federal and state resources and decisions are enabling us to bring more attention than ever to broadband infrastructure, access to digital devices, and other persistent challenges. The roles of education, retraining, and community college support are recognized for their contributions to economic and community development. And comprehensive support for students is recognized as a central aim in policy and funding.

As President Stith has stated, out of these trying times, North Carolina Community Colleges will...

- Serve as a first choice for affordable education for all North Carolinians
- Lead North Carolina’s economic recovery and sustained growth
- Become a national model for diversity/inclusion

As State Board leadership has said, the 2018-22 strategic plan is a “living plan.” To follow are recommended changes of objectives, strategies, and wording for the North Carolina Community College System strategic plan to reflect current realities and promote proactive action. If adopted, changes made to the plan document will be buttressed by staff-led tactics to ensure that the adjustments to Board priorities are fully addressed.

GOAL: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community colleges.



1.1. Improve the understanding and perceived value of educational opportunities, including lifelong learning, offered by North Carolina community colleges.

- 1.1.1. Implement a comprehensive, system-wide marketing and communications plan that focuses on the value of community colleges and promotes the image of the System and our institutions.
- 1.1.2. Strengthen collaboration with education, community, business, and workforce partners for outreach and to support students as they transition through a seamless system of education in North Carolina.
- 1.1.3. Reconnect former community college students to education and training opportunities that foster continued educational and career growth.

1.2. Increase student interest and success in industries experiencing skills gaps.

- 1.2.1. Market the value of technical education and workforce training for jobs/careers.

1.3. Identify and reduce access barriers for all prospective students, particularly among underserved populations.

- 1.3.1. Improve and augment existing financial assistance programs and services to better assist students with educational costs, particularly costs beyond tuition and fees (e.g., books, transportation, child care, etc.).
-  1.3.2. Promote more flexible scheduling and instructional delivery formats, **including more robust and inclusive online learning.**

1.4. Improve the student experience and increase enrollment by simplifying enrollment policies, processes, and communications.

- 1.4.1. Re-envision the application and enrollment process for community colleges.
- 1.4.2. Improve initial advising to include career exploration and improve navigation of the enrollment process.

Clear & Supported Pathways for Student Progress and Success

GOAL: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.

2.1. Provide timely and accurate career exploration and academic planning opportunities.

- 2.1.1. Integrate career exploration and employer outreach for all audiences from the moment they engage.
- 2.1.2. Develop and support effective career planning practices for faculty and staff.

2.2. Provide integrated, targeted support services that promote student success.

- 2.2.1. Provide support for student academic concerns, including early alerts to increase retention.
- 2.2.2. Connect students to transportation, health, and other comprehensive services, drawing on both college and community resources to address non-academic barriers faced by students.

2.3. Increase completion of credentials for successful transition to careers and/or further education.

- 2.3.1. Simplify and streamline processes from entry through completion/transfer, effectively incorporating multiple on and off ramps.
- 2.3.2. Refine foundational and developmental education strategies to accelerate student readiness for college-level instruction.
- 2.3.3. Validate students' prior learning and experience to minimize student costs and the time it takes to complete their educational goals.
- 2.3.4. Support effective advising and coaching to help students determine, pursue, and achieve their educational and career goals.
- 2.3.5. Promote guided educational pathways within broader career pathways.

 **2.4. Reduce opportunity gaps for underserved students.**

- 2.4.1. Help college employees understand and employ effective teaching/coaching strategies for all students, including those who are dealing with the impacts of poverty, trauma, addiction, mental illness, disabilities, and other challenges.
- 2.4.2.  Identify and remove systemic challenges to students of color and offer them targeted supports.

GOAL: Ensure the educational pipeline prepares a workforce possessing the interest, knowledge, skills, and abilities to meet the needs of employers, now and into the future.

3.1. Collaborate with stakeholders to promote a workforce system that fosters innovation and establishes seamless connections among community colleges, K-12 education, universities, workforce and economic development partners, and business and industry.

- 3.1.1. Identify and engage employers and relevant sources of data to determine high-demand occupations, program demand within the current labor market, and expected occupational earnings.
- 3.1.2. Partner with high schools, universities, and workforce development entities and engage with employers and industry associations at the regional/local levels to identify workforce needs and establish educational and training programs collaboratively and comprehensively.
- 3.1.3. Collaborate with workforce partners to benchmark successful state and national workforce systems.

3.2. Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.

- 3.2.1. Provide accessible, affordable, and high-quality professional development to faculty and staff to stay informed about labor market and student support trends.
- 3.2.2. Articulate pathways for educational and professional growth within key industries through employer engagement.
- 3.2.3. Develop faculty capacity to conduct program review and learning outcomes assessment to promote continuous improvement of programs.
- 3.2.4. Integrate critical employability skills into all programs of study to better prepare students for today's work environment.
- 3.2.5. Modify the instructional funding model to ensure colleges have necessary resources to offer workforce training needed by their communities.

 **3.3. Increase student access to work-based learning.**

- 3.3.1. Leverage partnerships to connect students with expanded work-based learning opportunities.
- 3.3.2. Modify policies and eliminate the barriers that impede access to apprenticeships and other work-based learning opportunities.

Economic and Workforce Impact



3.4 Increase business counseling for small business owners.

- 
- 3.4.1. Adjust the Small Business Center performance funding model to prioritize business counseling activities.



3.5 Develop a workforce pipeline for emergency response, pandemic-proof, and high-demand industries.

- 
- 3.5.1. Implement the NC Workforce Credentials framework.
 - 3.5.2. Expand the teacher preparation pipeline through articulation agreements with universities for teacher prep and lateral entry/residency pathways.
 - 3.5.3. Provide enhanced training for law enforcement officers to ensure safe and fair enforcement of laws.

GOAL: Advance organizational effectiveness, operations, and decision-making to support a cohesive system of nimble, empowered, and community-driven colleges.

4.1. Ensure colleges and the System have access to technology and related infrastructure to meet student and institutional needs.

4.1.1. Implement a sustainable, system-wide enterprise resources planning (ERP) solution that enables more consistent and efficient operations.

4.1.2. Sustain the current ERP infrastructure to prepare for transition to a modernized ERP.

 4.1.3. **Expand broadband access at North Carolina community colleges.**

4.2. Improve decision-making through increased access to comprehensive, timely, and quality data.

4.2.1. Ensure that core data needs are identified, defined, governed, and accurately reported.

4.2.2. Provide access to analytical and business intelligence tools needed to support timely reporting on student and institutional outcomes.

4.3. Enhance and support workplace environments that value and engage employees and provide opportunities for growth and development.

4.3.1. Assess and address the professional development needs across the System.

4.3.2. Advocate for competitive salaries and benefits for community college faculty and employees.

4.4. Ensure policies, procedures, and processes facilitate System effectiveness and compliance.

4.4.1. Routinely monitor and revise the State Board of Community Colleges Code to ensure policies are current and clear.

4.4.2. Facilitate collaboration between System Office and the NC Association of Community College Presidents on the establishment of standard policies and procedures required to meet System requirements and align with best practices.

 4.4.3. **Identify and apply lessons learned from the pandemic based on best practices, System needs, and gaps in strategies.**

4.5. Leverage partnerships and agreements to create efficiencies for the System as a whole.

- 4.5.1. Advocate for regional or system-wide procurement mechanisms to simplify processes.
- 4.5.2. Foster regional and system-wide collaborations among colleges.

4.6. Improve cohesiveness between colleges, professional associations, System Office, and partners.

- 4.6.1. Improve communication among all System entities and key partners.
- 4.6.2. Leverage community college professional associations to increase communication and problem-solving across our System.

DRAFT

AGENDA

State Board of Community Colleges

FINANCE COMMITTEE

Caswell Building, Dr. W. Dallas Herring State Board Room

Thursday, February 18, 2021 – 2:00 p.m.

Lisa Estep, Chair

Finance Committee Members

Lisa Estep, Chair

Treasurer Dale Folwell

Chris Farr, Designee

The Honorable Mark Robinson

Ron Lingle

Bob Stephens

Burr Sullivan

Jena Gallagher

NCACCP Liaisons

Dr. Rusty Hunt, President, Lenoir Community College

Dr. Janet Spriggs, President, Forsyth Technical Community College

NCACCT Liaison

Grayson Whitt, Trustee, Rockingham Community College

System Office Staff

Elizabeth Grovenstein, Vice President and CFO

Call to Order

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 14, 2021

For Future Action

- Initiate Rulemaking to Adopt 1B SBCCC 200.2 – “Time Due, Deferred Payment, Failure to Pay” (Attachment FC 01) *

For Action

- Allocation of Title II Adult Education and Family Literacy Act (AEFLA) Funds for Digital Literacy Training Pilot (Attachment FC 02)
- Title II Funding to Promote Innovation Initiative (Attachment FC 03)
- Title II Corrections Education Curriculum Improvement Plan (Attachment FC 04)
- Construction and Property – February 2021 (Attachment FC 05) [CA]
Additional 2021 Budget Request for Cybersecurity Positions and Resources (Attachment FC 11)

For Information

- Estimated Receipts – January 2021 (Attachment FC 06)
- State Board Reserve FY 2020-21 Mid-year Report (Attachment FC 07)

AGENDA

State Board of Community Colleges

FINANCE COMMITTEE

Caswell Building, Dr. W. Dallas Herring State Board Room

Thursday, February 18, 2021 – 2:00 p.m.

Lisa Estep, Chair

- Annual Survey of Fees FY 2019-20 (Attachment FC 08)
- System Office Grants Awarded Report as of December 31, 2020 (Attachment FC 09)
- Delegated College Allocations Report as of December 31, 2020 (Attachment FC 10)
- State Board Code Report- February 2021 (Attachment SBCCC 01)

Adjourn

***The Finance Committee will be asked to suspend the rules and move this item to the FOR ACTION agenda. The Full Board will then be asked to suspend the rules and place this item on the ACTION agenda.**

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, January 14, 2020 – 2:00 p.m.
Ms. Lisa Estep, Chair

Finance Committee Members Present

Lisa Estep, Chair *	Jena Gallagher*	Bob Stephens*
Burr Sullivan*	Catherine Edmonds*	

Attended via phone or Zoom technology*

Members absent: Treasurer Dale Folwell, Lt. Governor Mark Robinson, Dr. Ronald Lingle

OTHERS IN ATTENDANCE*:

President Thomas Stith, III	JW Kelly
Dr. Breeden Blackwell	Nate Humphrey
Elizabeth Grovenstein	Gilda Rubio-Festa
Bryan Jenkins	
Sondra Jarvis	
Petrina Herring	

CALL TO ORDER

Ms. Estep called the meeting to order at 2:01 p.m.

ROLL CALL

Ms. Herring took the roll of the Finance Committee members.

ETHICS STATEMENT

Mr. Jenkins read the required ethics statement. There were no conflicts of interest.

APPROVAL OF THE AGENDA

Ms. Estep asked for a motion to approve the agenda of the meeting with the removal of FC 03 since that item is not ready. Mr. Stephens moved, seconded by, Mr. Sullivan and the motion was unanimously approved via voice vote.

APPROVAL OF THE MINUTES

Ms. Estep asked for a motion to approve the minutes of the November 19, 2020 Finance Committee meeting. Mr. Sullivan moved, Mr. Stephens seconded the motion, and the motion was unanimously approved via voice vote.

FOR ACTION

Reallocation of State Board Reserve (Attachment FC 01)

Ms. Grovenstein stated that originally a \$75,000 State Board Reserve allocation was approved by the State Board for Surry CC at the 2020 February Finance Committee meeting.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, January 14, 2020 – 2:00 p.m.
Ms. Lisa Estep, Chair

Ms. Grovenstein explained to the Committee these projects were delayed when the pandemic occurred last year. Ms. Grovenstein stated during this time, we did receive approval from the Office of State Budget and Management to carryforward these funds into fiscal year of 2020-21 to complete this project.

Ms. Grovenstein stated we have had a transition in the Presidents' Association where President Dr. Rachel Desmarais of Vance-Granville CC is now leading the President's Committee related to mental health and safety (previously it had been Surry CC).

Ms. Grovenstein stated we are asking to reallocate the \$75,000 to Vance-Granville CC and have it focus on train the trainer model for a mental health first aid course.

Ms. Grovenstein explained this train the trainer model will have one person from each community college trained via two face-to-face courses or three virtual courses. Each college's trainer will be able to train college staff to provide professional development for each college's faculty and staff.

Ms. Grovenstein stated the System Office will facilitate the creation of a workforce continuing education course so that colleges may provide the course to meet business and industry needs.

Ms. Grovenstein, Dr. Kelley, Mr. Humphrey, and the Committee discussed the item.

Dr. Edmonds for approval; Mr. Sullivan seconded the motion. The Committee approved Reallocation of State Board Reserve (Attachment FC 01) via voice vote.

Construction and Property – January 2021 (Attachment FC 02)

Ms. Grovenstein reviewed the requested construction and property items.

Mr. Sullivan motioned for approval; Mr. Stephens seconded the motion. The Committee approved Construction and Property – January 2021 (Attachment FC 02) via voice vote.

Amendment to Contract for College Information System Enhancement and Support Services Agreement (Attachment FC 03)

This item was removed from the agenda when the agenda was approved.

Title II Funding for Professional Development and Technical Assistance (Attachment FC 09)

Ms. Grovenstein reminded the Committee that we went through a competitive process for these federal title II WIOA funds. Through that process there were ten Integrated Literacy and Civics Education (IELCE) providers that were successful in that competition and we are now in the third year of funding allocations under that competitive process.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, January 14, 2020 – 2:00 p.m.
Ms. Lisa Estep, Chair

Ms. Grovenstein explained that there are additional funds within the grant beyond what has already been previously approved by the State Board for these ten programs. Ms. Grovenstein stated that we want to make sure that we are utilizing these federal funds to the greatest extent and meeting the needs of these programs.

Ms. Grovenstein stated this initiative is for digital learning training and nine of the ten programs would each receive \$25,000. The remaining provider would receive \$85,000 to serve as lead on this project.

Ms. Grovenstein stated that we recently supported a Phase I for a Digital Skills Training project. Ms. Grovenstein stated in that project they developed curriculum and program models for our adult education students' digital skills.

Ms. Grovenstein stated this funding would enable us to move forward with Phase II for English language learners in this program. Ms. Grovenstein stated that Reading Connections is identified in this item as the lead provider. Ms. Grovenstein stated that Reading Connections has a list of requirements along with requirements for the nine other providers that will be participating with this project.

Ms. Grovenstein, Ms. Rubio-Festa, and the Committee discussed the item.

Dr. Edmonds motioned for approval; Ms. Gallagher seconded the motion. The Committee approved Title II Funding for Professional Development and Technical Assistance for Digital Learning Training (Attachment FC 09) via voice vote.

For Information

COVID-19 Allocations as of December 30, 2020 (FC 04)

Ms. Grovenstein reviewed FC 04.

Tuition and Registration Fee Waiver Report (FC 05)

Ms. Grovenstein reviewed FC 05.

System Office Contracts Report as of December 31, 2020 (FC 06)

Ms. Grovenstein reviewed FC 06.

Estimated Receipts – December 2020 (FC 07)

Ms. Grovenstein reviewed FC 07.

Ms. Grovenstein and the Committee discussed the item.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, January 14, 2020 – 2:00 p.m.
Ms. Lisa Estep, Chair

Connect NC Bond Status Report (FC 08)

Ms. Grovenstein reviewed FC 08.

Ms. Grovenstein and the Committee discussed the item.

New Business

ADJOURNMENT

Mr. Stephens motioned, seconded by Ms. Gallagher and the meeting was adjourned at 3:03 p.m.

Respectfully Submitted,

Petrina L. Herring,
Recording Secretary

1 **STATE BOARD OF COMMUNITY COLLEGES**
2 **Proposed Re-adoption of One Temporary Amendment Due to COVID-19**
3

4 **Authority**

5 The State Board can adopt temporary amendments to address serious threats to
6 public health and safety, and to address unforeseen circumstances where notice and
7 hearing would be contrary to the interest of community college stakeholders. (3B
8 SBCCC 400.1).

9
10 **Summary of the Temporary Amendment**

- 11 • **Temp. Amendment of 1E SBCCC 200.2 – Time Due, Deferred Payment, Failure to Pay**
12 ○ This re-adoption would continue to give colleges the ability to enroll or distribute
13 an academic credential to a student with an outstanding balance if the college
14 determines that the balance is due to a COVID-19 related reason.

15
16 **Duration of the Amendment**

17 The State Board adopted this temporary amendment on October 14, 2020, and it is
18 set to expire on April 12, 2021. The amendment, if approved for re-adoption, would
19 become effective on April 12, 2021, and will remain in place for 180 days or until
20 rescinded by the State Board.
21



1 **State Board of Community Colleges Code**
2 **TITLE 1. COMMUNITY COLLEGES**

3
4 **CHAPTER E. STUDENT TUITION AND FEES**

5
6 **SUBCHAPTER 200. GENERAL PROVISIONS**

7
8 **1E SBCCC 200.2 Time Due, Deferred Payment, Failure to Pay**

9 (a) Time Due. If a student registers on or before the first date of a course section, tuition,
10 registration fees, and other fees required for enrollment are due on a specific date
11 prescribed by the college that is on or before the first date of the course section. If a
12 student registers after the first date of the course section, tuition, registration fees, and
13 other fees required for enrollment are due at the time of the student's registration. A
14 student may satisfy the requirement for payment due through one or more of the
15 following methods:

- 16 (1) Directly paying the college.
17 (2) Demonstrating to the college's satisfaction that the student is eligible for financial
18 aid or other third-party payment.
19 (3) Entering into a deferred payment plan authorized by 1E SBCCC 200.2(b).
20 (4) Providing evidence of eligibility for a tuition or registration fee waiver consistent
21 with 1E SBCCC 800.

22 To ensure tuition receipts are deposited to the credit of the fiscal year in which the Fall
23 academic term occurs, colleges shall begin collecting curriculum tuition payments for
24 the Fall academic term on or after July 1 of that year.

25 (b) Deferred Payment. The college may, with approval of the board of trustees, prescribe
26 written procedures to permit short-term deferred payment or payment in installments;
27 provided, however, that payment in full is due by the end of the academic term. For
28 the purposes of this section, "short term" is defined as a period that does not extend
29 beyond the last day of the academic term.

1E SBCCC 200.2 is proposed for temporary amendment as follows:

1 (c) Failure to Pay. Unless otherwise prohibited by law, colleges may not enroll or
2 distribute an academic credential to a student with an outstanding balance for tuition
3 or registration fees except under the following circumstances:

4 (1) The college anticipates that the outstanding balance will be paid using pending
5 financial aid;

6 (2) A person or organization demonstrates to the satisfaction of the college the ability
7 to pay the outstanding obligation and guarantees in writing to pay the balance if
8 the student fails to do so;

9 (3) A student is registered in a course section offered for the benefit of a company or
10 agency. For the purpose of this rule, company or agency specific course sections
11 are courses where the company pays the tuition or registration, and courses where
12 attendance in the course section is limited to employees of the company or agency;

13 (4) A student is classified as a captive or co-opted student pursuant to 1D SBCCC
14 700.98(a); or

15 (5) A student is registered in a course that is on a specialized course list approved by
16 the State Board of Community Colleges and supports the organizational training
17 needs for entities specified in G.S. 115D-5(b)(2).

18 (6) The college, in its discretion, determines that the outstanding balance is due to a
19 COVID-19 related reason.

20 Unless otherwise prohibited by law, colleges may withhold transcripts of grades and
21 any other service pending resolution of outstanding monetary obligations. This
22 statement shall not be construed to prohibit a college's board of trustees from adding
23 more stringent provisions that are allowable under law regarding outstanding
24 monetary balances.

25
26 *History Note:* Authority G.S. 115D-5; G.S. 115D-39;

27 Eff. [May 16, 2014](#);

28 Amended Eff. [February 1, 2015](#).

29 Temporary Amendment Eff. [March 19, 2020](#).

30 Temporary Amendment Repealed Eff. [April 17, 2020](#).

1E SBCCC 200.2 is proposed for temporary amendment as follows:

- 1 *Temporary Amendment Eff. [April 17, 2020](#). Temporary amendment*
- 2 *expires October 14, 2020.*
- 3 *Temporary Amendment Eff. [October 14, 2020](#). Temporary*
- 4 *Amendment Expires April 12, 2021.*
- 5 *Temporary Amendment Eff. _____.*

DRAFT

STATE BOARD OF COMMUNITY COLLEGES
Allocation of Title II Adult Education and Family Literacy Act (AEFLA) Funds for Digital Literacy
Training Pilot, Phase 2
FY 2020-21

Request: The State Board of Community Colleges is requested to approve an allocation of \$185,000 from Title II, Adult Education and Family Literacy Act (AEFLA) State Leadership funds to support Phase II of the Digital Literacy Training Pilot to 5 colleges who participated in Phase I. The purpose of this funding is to support the piloting of digital skills training models developed in Phase I.

Strategic Plan Reference(s):

Theme: Student Interest and Access

GOAL: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community college.

1. Objective 1.3: Identify and reduce access barriers for all prospective students, particularly among underserved populations.

Theme: Economic and Workforce Impact

GOAL: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community college.

2. Objective 1.3: Identify and reduce access barriers for all prospective students, particularly among underserved populations.

Background: The goal of College and Career Readiness (CCR) is to provide instruction and services to adults that lead to or facilitate transition to job training or credentials that earn family sustaining wages. The COVID-19 pandemic impacted our state's economy with high unemployment in all sectors but especially in low paying jobs. In April, about half of lower income Americans reported job loss. COVID-19 impact varies by race and ethnicity. It has disproportionately impacted Black and Hispanic Americans more than others. COVID-19 has magnified our inequity fault lines in many areas, but especially in the digital divide. Access to reliable internet connection, devices, and having the skills to navigate online platforms are essential for participation in all areas of modern life, and these skills will be essential in the COVID-19 recovery.

The CCR unit will focus on building NC CCR program capacity to implement digital literacy instructional programs to improve digital inclusion in North Carolina.

In Fall 2020, the CCR unit of NCCCS supported Phase I of a two-phase Digital Literacy training project. Through State Board action in July and October 2020, the NC 2020 COVID-19 Recovery Act (Session Law 2020-04) and Title II funds were allocated to a cohort of six adult education providers (5 colleges and 1 community-based organization) representing varying NC regions and program size. These programs were assigned the task to research and recommend curriculum models that would improve the digital skills needed for online academic success and to access workforce development services. In Phase I, the project team developed curriculum and program models to support adult education students' digital skills acquisition with the intent for a Phase II implementation in spring 2021

Rationale: The CCR supported Phase I of Digital Literacy Training curriculum development. This request supports Phase II – implementation of Digital Literacy training. This is in keeping with the goal of building NC CCR programs' capacity to offer digital skills training to improve equitable access and inclusion to academic or job training programs.

These funds will support staff and faculty to continue their research and piloting of a digital skills framework that can be disseminated across NC programs. Funds will be used to support course instruction, digital literacy project development, digital navigator professional development and training, data tracking, and statewide dissemination.

Research based professional development supports the mentor-based model for professional development. This approach creates a supportive and collaborative environment. Using this approach accelerates teacher effectiveness and increases student achievement. The CCR program at Coastal Carolina Community College has the expertise and capacity to lead and provide mentoring for the Phase II Digital Literacy Training project. They will support the overall management of the digital literacy project as its lead provider. Coastal Carolina's CCR department has the programmatic ability to fulfill the objectives for which the funds are allocated, as the program serves 900 adult learners annually. Additionally, this provider has a documented record of accomplishments for providing innovative programs such as its military academic training programs aboard Camp Lejeune and Camp Johnson. They also made a quick pivot to offering instruction completely online during the onset of the Covid-19 pandemic. Coastal Carolina's CCR program maintains strong collaborations with community agencies and Workforce Innovation and Opportunity Act (WIOA) partners serving the basic skills deficient population of Onslow County. During the 2019-20 program year, Coastal Carolina CCR exceeded the federal performance measures by earning an overall Measurable Skill Gains (MSG) percentage of 49.3%, the second highest in the state. Their exceptional performance in Phase I makes them an excellent choice to lead Phase II of the project.

The project funds five community colleges. The community based organization from Phase I is leading another digital literacy project for English language learners and therefore is not included in this request.

Deliverables:

Lead Provider (Coastal Carolina Community College) agrees to the following deliverables:

1. Manage and provide oversight of Phase II of the Digital Literacy Training Project,
2. Develop and provide virtual training for implementation of the contextualized digital literacy course,
3. Develop and provide virtual training for digital navigator professional development,
4. Implement the Digital literacy curriculum developed during Phase I,
5. Connect with workforce board partners,
6. Compile, organize, and present end-of-year reports to include best practices, a model for implementation and student data on success, retention, and completion,
7. Submit information in the Digital Literacy Training Project online repository, and
8. Prepare end-of-year presentation and report.

Digital Literacy Training Participants

1. Participate in all professional development activities provided by the lead provider and System Office staff,
2. Identify and train a digital navigator for this project,
3. Implement the Digital literacy curriculum developed during Phase I,
4. Complete an end-of-year report to include best practices, a model for implementation and student data on success, retention and completion and submit to Coastal Carolina Community College, and
5. Participate in end-of-year presentation organized by Coastal Carolina Community College.

Funding Amount and Time Period: The \$185,000 request is for the period of February 19 through June 30, 2021.

Fund Source and Availability: Funding is available from the Title II Adult Education and Family Literacy Act State Leadership funds.

Colleges	Allocation
Coastal Carolina Community College (Lead Provider)	\$85,000
Lenoir Community College	\$25,000
Piedmont Community College	\$25,000
Sampson Community College	\$25,000
Wilkes Community College	\$25,000
Total	\$185,000

Contact(s):

Gilda Rubio-Festa
Associate VP, College and Career Readiness

Claudia Farnandez
Academic and Career Navigator & High School Equivalency State Administrator

STATE BOARD OF COMMUNITY COLLEGES
Title II Funding for Promoting Innovation Initiative
FY 2020-21

Request: The State Board of Community Colleges is requested to approve an allocation of \$1,000,000 of Title II Adult Education and Family Literacy Act (AEFLA) State Leadership funds to 61 currently funded Title II AEFLA providers under Section 231 of the Workforce Innovation and Opportunity Act (WIOA) to expand and promote innovative practices developed during the COVID-19 pandemic

Strategic Plan Reference(s):

Theme: Student Interest and Access

GOAL: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community college.

- Objective 1.3: Identify and reduce access barriers for all prospective students, particularly among underserved populations.

Theme: Clear and Supported Pathways for Student Progress and Success

GOAL: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.3: Increase completion of credentials for success transition to careers and/or further education.
 - Strategy 2.3.4: Support effective advising and coaching to help students determine, pursue, and achieve their educational and career goals.
 - Strategy 2.3.5: Promote guided educational pathways within broader career pathways.

Background: The purpose of the Title II Adult Education and Family Literacy Act (AEFLA) is to develop partnerships among Federal Government, States, and localities to provide adult education and literacy services in order to 1) assist adults to gain literacy, knowledge and skills necessary for employment and economic self-sufficiency; 2) assist adults who are parents to obtain skills and education that is needed to be full partners in their children's educational development, 3) assist adults in attaining a secondary school diploma and in transitioning to postsecondary education and training, including through career pathways; and 4) assist immigrants and other individuals who are English language learners to improve reading, writing, speaking/listening, math and English language skills and civic knowledge.

Rationale: This allocation will be used to expand and promote innovative practices developed during the COVID-19 pandemic. Allocations will support faculty and staff salaries during a

period of low enrollment and are based on number of participants (12+ hrs) served in each program based on program year 2019-20 data. The Promoting Innovation Initiative will provide support and resources for Title II providers to expand and/or implement research-based practices that were developed to expand services to reach those that would not be reached due to multiple barriers. Funds can also be used to support activities that support faculty and staff needed to sustain program innovation as reflected in the deliverables noted below. Each local program director will identify one person to serve as the main point of contact for this project to report on the program's activities.

Deliverables:

Participating providers agree to the following deliverables:

- 1) Identify and submit to the State office the name of one College and Career Readiness (CCR) employee who will be designated as the main program contact at their institution to lead and or sustain innovation.
- 2) Develop and submit a budget. Funds can be used to pay for:
 - a. The salary of the staff member identified as the main program contact,
 - b. Contracts with subject matter experts to offer local curriculum development plans,
 - c. Employment of instructors and curriculum specialists to develop comprehensive, career-infused curriculum and/or Alternative Learning Packets,
 - d. Payment for instructor and staff training to improve their effectiveness as instructional experts,
 - e. Materials needed to implement program innovation.
- 3) Attend one virtual, synchronous overview webinar and end-of-year sharing of best practices.

Funding Amount and Time Period: The total allocation is up to \$1,000,000 for the period of February 1, 2021 through June 30, 2021.

Fund Source and Availability: Funding is available from the Title II Adult Education and Family Literary Act State Leadership.

Title II Provider	Amount
Alamance Community College	\$29,455
Asheville-Buncombe Technical Community College	\$27,686
Beaufort County Community College	\$7,734
Bladen Community College	\$5,285
Blue Ridge Community College	\$14,134
Brunswick Community College	\$8,121
Burke County Literacy Council	\$2,061
Caldwell Community College and Technical Institute	\$10,812
Cape Fear Community College	\$25,188

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Attachment FC 03

Cape Fear Literacy Council	\$5,552
Carteret Community College	\$7,661
Catawba Valley Community College	\$18,328
Central Carolina Community College	\$31,104
Central Piedmont Community College	\$97,893
Cleveland Community College	\$2,327
Coastal Carolina Community College	\$20,097
College of The Albemarle	\$8,146
Craven Community College	\$8,824
Craven Literacy Council	\$1,915
Davidson-Davie Community College	\$22,279
Durham Technical Community College	\$39,443
Edgecombe Community College	\$7,491
Fayetteville Technical Community College	\$61,068
Gaston College	\$18,231
Gaston Literacy Council, Inc.	\$4,558
Halifax Community College	\$4,630
Haywood Community College	\$4,000
Isothermal Community College	\$6,764
James Sprunt Community College	\$5,746
Johnston Community College	\$14,012
Lenoir Community College	\$22,619
Literacy Council of Buncombe County	\$6,521
Mayland Community College	\$11,637
McDowell Technical Community College	\$6,594
Mitchell Community College	\$12,752
Nash Community College	\$8,752
Orange County Literacy Council	\$3,927
Pamlico Community College	\$2,303
Piedmont Community College	\$6,376
Pitt Community College	\$18,400
Randolph Community College	\$17,164
Reading Connections, Inc.	\$11,031
Richmond Community College	\$15,103
Robeson Community College	\$15,225
Rockingham Community College	\$7,612
Rowan-Cabarrus Community College	\$25,285
Sampson Community College	\$16,582
Sandhills Community College	\$12,606
South Piedmont Community College	\$21,649

Attachment FC 03

Southeastern Community College	\$16,194
Southwestern Community College	\$8,921
Stanly Community College	\$12,752
Surry Community College	\$10,158
Triangle Literacy Council	\$1,531
Tri-County Community College	\$5,503
Vance-Granville Community College	\$16,388
Wake Technical Community College	\$110,548
Wayne Community College	\$28,776
Western Piedmont Community College	\$9,503
Wilkes Community College	\$14,061
YMCA Literacy Initiative	\$2,982
Total	\$1,000,000

Contact(s):

Gilda Rubio-Festa
Associate VP, College and Career Readiness

Nancye Gaj
Assistant State Director, College and Career Readiness

STATE BOARD OF COMMUNITY COLLEGES
Title II Corrections Education Curriculum Improvement Plan
FY 2020-21

Request: The State Board of Community Colleges is requested to approve an allocation of \$665,000 of Title II Adult Education and Family Literacy Act (AEFLA) Section 231 funds to the nineteen currently funded Title II AEFLA Section 225 Corrections Education and Other Institutionalized Individuals (C&I) programs. The purpose of the funding is to support research and planning for development of math and reading curriculum that is contextualized to a regionally in-demand industry that prepares students to enter credential training upon release or concurrently while in the correctional facility.

Strategic Plan Reference(s):

Theme: Economic and Workforce Impact

GOAL: To ensure the educational pipeline prepares a workforce possessing the interest, knowledge, skills, and abilities to meet the needs of employers, now and in the future.

- Objective 3.1: Collaborate with the stakeholders to promote a workforce system that fosters innovation and establishes seamless connections among community colleges, K-12 education, universities, workforce and economic development partners, and business and industry.

Theme: Clear and Supported Pathways for Student Progress and Success

GOAL: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.3: Increase completion of credentials for success transition to careers and/or further education.
 - Strategy 2.3.4: Support effective advising and coaching to help students determine, pursue, and achieve their educational and career goals.
 - Strategy 2.3.5: Promote guided educational pathways within broader career pathways.

Background: Per WIOA guidelines, Title II section 225 (C&I) funded programs must: provide a range of adult education and literacy programming designed to assist criminal offenders and other institutionalized individuals with re-entry efforts into the workforce. C&I programs require that funds be used to carry out a program for criminal offenders in a correctional institution, giving priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

Rationale: Approximately 10% of students who are typically served in North Carolina's Title II programs are in correctional facilities. However, when the Governor of North Carolina declared

a State of Emergency that mandated all state and local government entities and agencies cooperate with the implementation of the North Carolina Emergency Operations Plan, an unintended consequence of this mandated plan caused a steep drop in enrollment of participants in Title II programs. In the Spring 2020, the spread of the COVID-19 virus in the correctional facilities became significant enough that the North Carolina Department of Public Safety suspended all in person visitations at State prisons as a COVID-19 precaution.

As a result of this announcement, Title II personnel are prevented from entering the prisons to provide instruction and testing. This has had a devastating impact on educational opportunities for students in correctional facilities. Through this curriculum improvement project, providers will be prepared and ready to immediately enter the correctional facilities with robust academic plans once the facilities open back up from COVID-19 restrictions to external partners. Funded providers will support faculty and staff salaries to develop short-term, career infused instruction that provides an awareness of career fields and support activities as reflected in the deliverables noted below. Research supports that employment is key to successful reentry. Having a career-infused curriculum will prepare students to be aware of and succeed in training programs.

Deliverables:

Providers agree to the following deliverables:

1. Compile, organize and present end-of-year reports to include best practices and new, contextualized curriculum.
2. Develop and submit a budget. Funds can be used to pay for:
 - a. Salaries of staff and faculty to develop career-infused contextualized curriculum and to plan for re-entry into correctional facilities,
 - b. Employing curriculum design specialists to develop industry specific, contextualized curriculum to facilitate concurrent enrollment that equips participants with the necessary academic, occupational, and credentials needed to enter workforce with opportunities for progression,
 - c. Paying for instructor and staff training to improve their effectiveness as instructional experts,

Funding Amount and Time Period: The \$665,000 request is for the period of February 19 through June 30, 2021.

Fund Source and Availability: Funding is available from the Title II Adult Education and Family Literary Act, Section 231.

Corrections Education and Other Institutionalized Individuals Programs (C&I)	
Colleges and Community-Based Organizations	Allocation
Caldwell CC and TI	\$35,000
Catawba Valley CC	\$35,000
College of the Albemarle	\$35,000
Davidson-Davie CC	\$35,000
Gaston College	\$35,000
Isothermal CC	\$35,000
Mayland CC	\$35,000
McDowell TCC	\$35,000
Pamlico CC	\$35,000
Randolph CC	\$35,000
Richmond CC	\$35,000
Rockingham CC	\$35,000
South Piedmont CC	\$35,000
Surry CC	\$35,000
Triangle Literacy Council	\$35,000
Vance-Granville CC	\$35,000
Wake TCC	\$35,000
Western Piedmont CC	\$35,000
Wilkes CC	\$35,000
Total	\$665,000

Contact(s):

Gilda Rubio-Festa
Associate VP, College and Career Readiness

Michael Tilley
Adult Education Coordinator - Assessment and Instruction

State Board of Community Colleges
Construction and Property
February 19, 2021
FY 2020-2021

A. Project Approval - New (Non-State and Other State Funds)										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
N/A										
B. Project Approval - Amended (Non-State and Other State Funds)										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
N/A										
C. Project Approval - New (Connect NC Bond Funds)										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
1	Catawba Valley	Main	2571	Corporate Development Center Roof Replacement	This project replaces the roof in the Corporate Development Center, a 10,000 SF building housing the Small Business Center and General Education classes.	State 46620 (R&R)	\$0	\$65,000	\$65,000	
						Non-State	\$0	\$40,000	\$40,000	
						Total	\$0	\$105,000	\$105,000	
2	Catawba Valley	Main	2572	Tarlton Complex Mechanical Unit/Air Handler Control Unit/Fan Coil Replacements	This project replaces the components of the HVAC system in the Tarlton Complex. The College conducts numerous General Education classes in this facility.	State 46620 (R&R)	\$0	\$32,367	\$32,367	
						Non-State	\$0	\$50,633	\$50,633	
						Total	\$0	\$83,000	\$83,000	
3	College of the Albemarle	Dare	2526	Dare Building A	This is a collaborative project between the College and Dare County. A new 36,000 SF classroom building will be constructed on the "Old Manteo Middle School" campus for use by the College. Special legislation SL 2019-9 was passed to allow use of Connect NC Bond funds for this purpose.	State 46620 (New)	\$0	\$1,500,000	\$1,500,000	
						Total	\$0	\$1,500,000	\$1,500,000	
4	Halifax	Main	2573	500 Building Parapet Wall Stabilization	This project repairs the falling bricks on the parapet wall of Building 500. Masonry repairs will be made to remediate this safety hazard. The 500 Building is used to house Adult Basic Education, science labs, mathematics classes, and the Medical Technology program.	State 46620 (R&R)	\$0	\$6,987	\$6,987	
						Non-State	\$0	\$1,029	\$1,029	
						Total	\$0	\$8,016	\$8,016	
5	Piedmont	Caswell	2550	Center for Educational and Agricultural Development	This project will construct a 15,000 SF education building to house Piedmont Community College's Agribusiness Technology Program. The Center will serve as an economic development engine for Caswell County's farming community.	State 46620 (New)	\$0	\$1,400,001	\$1,400,001	
						41920	\$0	\$1,170,000	\$1,170,000	
						Non-State	\$0	\$2,647,200	\$2,647,200	
						Total	\$0	\$5,217,201	\$5,217,201	
6	Surry	Workforce Development Center (Mt. Airy)	2568	Mount Airy Center for Public Safety Renovation	The Workforce Development Center houses the College's BLET, EMT and other miscellaneous programs. An existing woodworking shop will be converted into two classrooms to provide needed instructional space. Existing HVAC and electrical systems will also be upgraded in the renovation.	State 46620 (R&R)	\$0	\$200,000	\$200,000	
						Total	\$0	\$200,000	\$200,000	

State Board of Community Colleges
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D. Project Approval - Amended (Connect NC Bond Funds)										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
1	Halifax	Main	2566	Building 200 Chiller and Controls System Replacement	Project is amended to lower cost due to bids coming in lower than expected. Portion of funds being transferred to new project 2573.	State 46620 (R&R)	\$476,306	(\$8,987)	\$467,319	
						Total	\$476,306	(\$8,987)	\$467,319	
E. Project Approval - Final-Close out (Connect NC Bond Funds)										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
1	Catawba Valley	Main	2274	Public Safety Driving Range	Project is amended to add Non-State funds for close out.	State 46620 (New)	\$3,270,273	\$0	\$3,270,273	
						Non-State	\$0	\$4,375	\$4,375	
						Total	\$3,270,273	\$4,375	\$3,274,648	
2	Catawba Valley	Main and East Campus	2403	Mechanical Unit, Chiller, and Cooling Tower Replacements	Project is amended for a decrease in cost for close out.	State 46620 (R&R)	\$1,730,268	(\$76,134)	\$1,654,134	
						Total	\$1,730,268	(\$76,134)	\$1,654,134	
3	Catawba Valley	Main and East Campus	2532	Roof Replacements - Welding, Dental, and East Campus Academic Buildings	Project is amended for a decrease in cost for close out.	State 46620 (R&R)	\$435,001	(\$21,233)	\$413,767	
						Total	\$435,001	(\$21,233)	\$413,767	
4	Edgecombe	Main	2432	C Building Renovations	Project is amended for a decrease in cost for close out.	State 46620 (R&R)	\$60,000	(\$18,633)	\$41,367	
						Total	\$60,000	(\$18,633)	\$41,367	
5	South Piedmont	Union	2214	Tyson Family Center for Technology Renovation	Project is amended for a decrease in cost for close out.	State 46620 (R&R)	\$1,500,000	\$0	\$1,500,000	
						Non-State	\$5,963,000	(\$36,539)	\$5,926,461	
						Total	\$7,463,000	(\$36,539)	\$7,426,461	
F. Acquisition and Disposal of Real Property										
Item	College	Campus or County	Project Number	Acquisition and/or Disposal	Action Requested					
N/A										
G. Project Approval - Hurricane Florence Funds										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
N/A										

State Fund Legend
41920 - Special Project SL 2019-235
46620 - 2016 Connect NC Bonds

STATE BOARD OF COMMUNITY COLLEGES
ESTIMATED TUITION AND FEES COLLECTED THROUGH
January 31, 2021

	2018-19	2019-20	2020-21	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	\$ 328,098,488	\$ 315,214,272	\$ 315,104,272	0.0%
ACTUAL NET RECEIPTS COLLECTED	199,324,073	198,471,675	184,401,058	-7.1%
BUDGETED RECEIPTS UNCOLLECTED	\$ 128,774,415	\$ 116,742,597	\$ 130,703,214	
PERCENT OF BUDGET COLLECTED	60.8%	63.0%	58.5%	

PERCENT OF BUDGET BENCHMARK (3 year average)	63.07%
COLLECTION BENCHMARK	\$ 198,726,322
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (3 year average)	\$ (14,325,264)
PERCENT OVER-REALIZED / (SHORTFALL)	-7.2%

PERCENT OF BUDGET BENCHMARK (last year)	62.99%
COLLECTION BENCHMARK	\$ 198,478,095
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (last year)	\$ (14,077,037)
PERCENT OVER-REALIZED / (SHORTFALL)	-7.1%

**STATE BOARD OF COMMUNITY COLLEGES
MID-YEAR STATE BOARD RESERVE REPORT
FISCAL YEAR 2020-21
AS OF DECEMBER 31, 2020**

ATTACHMENT FC 07

VENDOR/GRANTEE	PROJECT TITLE	APPROVAL DATE	PROJECT PURPOSE	BUDGET	EXPENDED YTD	UNEXPENDED BALANCE
Vance Granville Community College	Mental Health First Aid Trainers	02/21/2020 (FC 02) 01/15/2021 (FC 01)	Funds campus mental health and safety activities as part of the work of the NC Association of Community College Presidents' Mental Health and Safety Committee. The activities will include train-the-trainer education created by the National Council for Behavioral Health (NCBH). This training (provided to one from each college) will position instructors to provide the mental health first aid course, which trains individuals to identify, understand, and respond to signs of mental illnesses and substance use disorders.	75,000	-	75,000.00
Various Contractors	Strategic Enrollment Advisory Committee	3/19/2020 (FC 01)	Supports the Strategic Enrollment Advisory Committee's program of assisting colleges in the development/improvement of Strategic Enrollment Management (SEM) Plans through peer consultation and professional development. The State Board of Community Colleges approved \$2,770 for fiscal year 2019-20 and \$6,310 for fiscal year 2020-21. (\$2,770 carried forward into 2020-21.)	9,080	-	9,080.00
Wake Tech	Law Enforcement Training	06/5/2020 (FC 04) 10/15/2020 (FC 02)	Funds the development of additional training on topics such as de-escalation, relationship-based policing, and community interaction. The State Board of Community Colleges (SBCC) approved up to \$100,000 from State Board Reserve over two years, with \$57,230 in 2019-20 and the remainder in 2020-21. (\$57,230 carried forward into 2020-21) The State Board allocated an additional \$62,500 in October 2020.	162,500	86,394.39	76,105.61
System Office and Community Colleges	Implementation of programs for students with intellectual and developmental disabilities (IDD).	11/20/2020 (FC 01)	Funds the implementation of the recommendations for programs for students with intellectual and developmental disabilities (IDD). The President will enter into a professional services contract for services such as project management, working with the Department of Health and Human Services to expand funds available to the System for education of students with IDD, and other policy and funding analysis. These funds may be used for implementation at the colleges, such as train-the-trainer professional development, technical assistance, and program development.	58,420	-	58,420.00
System Office	Your Hire Education marketing campaign	11/20/2020 (FC02)	Funds the continuation of the "Your Hire Education" marketing campaign. This campaign was begun in 2019 and was supported from state appropriation and federal coronavirus relief funds. These initial funds have been exhausted, and additional funding is required to maintain momentum during the State's economic recovery in the Spring of 2021.	80,000	-	80,000.00
TOTALS				\$ 385,000	\$ 86,394.39	\$ 298,605.61

STATE BOARD OF COMMUNITY COLLEGES
MID-YEAR STATE BOARD RESERVE REPORT
FISCAL YEAR 2020-21
AS OF DECEMBER 31, 2020

ATTACHMENT FC 07

Summary of State Board Reserve Availability

FY 2020-21 Certified Budget	\$ 250,000
FY 2019-20 OSBM Approved Carry Forward - Mental Health and Safety, Strategic Enrollment Advisory Committee, Law Enforcement Training Allocated to Date	\$ 135,000 <u>\$ (385,000)</u>
State Board Reserve Balance	\$ -

STATE BOARD OF COMMUNITY COLLEGES
Annual Survey of Fees FY 2019-20

Background Information: 1E SBCCC 700.1(e) of the State Board Codes states *“The college shall report all required local fees established by the board of trustees to the System Office on an annual basis as directed by the System Office.”* Local fees are defined as instructional technology; student activity; college access, parking, and security (CAPS); and required specific fees. State Board policy regarding all four types of local fees permits the retention and expenditure of receipts collected locally. Because receipts are held in colleges’ institutional accounts, the System Office cannot obtain this information without surveying the colleges. Local boards of trustees and their presidents have the authority to levy fees not inconsistent with the parameters established by the State Board.

Survey Results:

Fee Types

As noted, there are four types of fees that local boards may charge under current State Board policy. They include:

1. Instructional Technology Fee
 - a. Curriculum (\$48 per academic term maximum)
 - b. Continuing Education (\$5 per course maximum)
2. Student Activity Fee (\$35 per academic term maximum)
3. College Access, Parking and Security Fee (CAPS) (no maximum)
4. Required Specific Fees (no maximum)

Executive Summary

Note: Many of the year-to-year changes are noted in parentheses ().

1. Instructional Technology Fee
 - a. Curriculum:
 - Fifty-five colleges charged this fee to students (same as fiscal year 2018-19).
 - Of the 55 colleges that charged a fee, 13 (-1) charged up to the \$48 per academic term maximum permitted, and the remaining 42 (+1) charged less than the \$48 maximum. Four of those 55 colleges waived the fee for the summer term. No college charged more than the \$48 per academic term maximum.
 - For the fiscal year, colleges expended \$10.50 million (+\$1.48 million) and had on-hand a cash balance of \$31.20 million (+279,739).

- The cash balance may be used for the procurement, maintenance, operating and repair of computers and other instructional technology (hardware and software), including supplies and materials for operations.
 - Colleges are authorized to use instructional technology fee receipts to hire support positions to operate, maintain, and repair this technology.
- b. Continuing Education:
- Thirty-seven colleges charged a fee (+1 over fiscal year 2018-19).
 - Of the 37 that charged a fee, 33 (+2) charged the \$5 per course maximum permitted, and four charged up to \$3. No college charged more than the \$5 per course maximum.
 - For the fiscal year, colleges expended \$68,852 (-\$76,568) and had on-hand a cash balance of \$1.12 million (+\$31,884).
 - The cash balance may be used for the same purposes noted for curriculum.
2. Student Activity Fees
- All 58 of the colleges charged a student activity fee during the fall and spring semesters (same as fiscal year 2018-19). As in 2018-19, eighteen colleges charged up to the \$35 maximum permitted in fiscal year 2019-20. Twenty colleges (-1) waived the fee for the summer term. No college charged more than the \$35 per academic term maximum.
 - For the fiscal year, colleges expended \$10.84 million (-\$616,788) and had on-hand a cash balance of \$7.72 million (-\$236,578).
 - The receipts that are collected from the fee may be used to support student activities.
 - Student activities include the Student Government Association (SGA), scholarships, student functions and events, athletics, clubs, graduation expenses, IDs, and student publications.
 - Of the funds expended in fiscal year 2019-20, 22% were for student functions and events, 14% for the SGA, 29% for staff salaries, 26% for athletics, and 9% among other student purposes.
3. College Access, Parking and Security (CAPS) Fees
- Forty-six (+2 over fiscal year 2018-19) colleges charged a parking fee. Of the 46 colleges, 15 waived this fee during the summer term.
 - While there is no maximum that can be charged, as State Board policy leaves this up to the local Board of Trustees, the range charged was from \$2 to \$85 per semester. The most common charges were between \$5 and \$25 per semester.
 - For the fiscal year, colleges expended \$9.77 million (-\$217,236) and had a fund balance of \$25.22 million (+\$737,253 million).
 - Of the funds expended in fiscal year 2019-20, 6% were for paving/resurfacing, 52% for security, 32% for student transportation, and 10% for parking enforcement.

4. Required Specific Fees

- Specific fees are used for the purposes for which they are charged and collected, including consumables expended in the instructional process, including tools, uniforms, lab supplies, insurance, certification/licensure fees, etc.
- In the survey, colleges were asked to provide a list of the fees charged, rate, course type, and amounts collected. We did not ask for the fund balances because fund balance is rarely built on these fees, as they are spent for the immediate classes or activities offered.



2019-20 Curriculum Instructional Technology Fee Summary

	Summer 2019		Fall 2019/Spring 2020		Expenditures for 2019-20	Fund Balance June 30, 2020
	Rate	Basis	Rate	Basis		
ALAMANCE COMMUNITY COLLEGE	None		None		-	-
ASHEVILLE-BUNCOMBE TECH CC	\$48	Semester	\$48	Semester	812,457.35	111,704.62
BEAUFORT CO COMMUNITY COLLEGE	None		\$4 (\$27 max.)	Credit Hour	41,935.59	102,033.83
BLADEN COMMUNITY COLLEGE	\$15	Semester	\$15	Semester	24,944.33	11,276.55
BLUE RIDGE COMMUNITY COLLEGE	\$3 (\$48 max.)	Credit Hour	\$3 (\$48 max.)	Credit Hour	77,399.99	84,459.39
BRUNSWICK COMMUNITY COLLEGE	\$8/\$16	Semester	\$8/\$16	Semester	8,135.84	196,236.40
CALDWELL COMMUNITY COLLEGE	None		None		-	-
CAPE FEAR COMMUNITY COLLEGE	\$3 (\$48 max.)	Credit Hour	\$3 (\$48 max.)	Credit Hour	273,800.02	1,684,946.64
CARTERET COMMUNITY COLLEGE	\$8/\$16	Semester	\$8/\$16	Semester	17,429.59	338,427.62
CATAWBA VALLEY COMMUNITY COLLEGE	\$48	Semester	\$48	Semester	363,453.94	126,793.06
CENTRAL CAROLINA COMMUNITY COLLEGE	\$8/\$16	Semester	\$8/\$16	Semester	106,130.60	-
CENTRAL PIEDMONT COMMUNITY COLLEGE ¹	\$48	Semester	\$48	Semester	2,284,369.25	1,922,029.91
CLEVELAND COMMUNITY COLLEGE	\$20	Semester	\$20	Semester	2,051.12	203,429.01
COASTAL CAROLINA COMMUNITY COLLEGE	None		None		-	-
COLLEGE OF THE ALBEMARLE ¹	\$16	Semester	\$16	Semester	82,177.72	167,051.65
CRAVEN COMMUNITY COLLEGE	\$48	Semester	\$48	Semester	36,425.04	2,099,069.16
DAVIDSON-DAVIE COMMUNITY COLLEGE	\$7/\$10/\$16	Semester	\$7/\$10/\$16	Semester	856.00	761,421.49
DURHAM TECHNICAL COMM COLLEGE	\$16/\$18/\$20/\$22	Semester	\$16/\$18/\$20/\$22	Semester	127,940.14	268,112.12
EDGEcombe COMMUNITY COLLEGE	\$1	Credit Hour	\$2	Credit Hour	28,396.79	324,534.24
FAYETTEVILLE TECH COMM COLLEGE	\$16	Semester	\$16	Semester	3,601.00	3,376,596.90
FORSYTH TECHNICAL COMM COLLEGE	\$30/\$48	Semester	\$30/\$48	Semester	1,008,708.36	2,128,170.80
GASTON COLLEGE ¹	\$16	Semester	\$16	Semester	41,812.14	1,081,041.76
GUILFORD TECH COMM COLLEGE	\$10/\$16	Semester	\$10/\$16	Semester	758,388.36	3,863,378.91
HALIFAX COMMUNITY COLLEGE	2 (\$32 max.)	Credit Hour	2 (\$32 max.)	Credit Hour	-	(282.80)
HAYWOOD COMMUNITY COLLEGE	\$32	Semester	\$32	Semester	11,706.55	271,072.81
ISOTHERMAL COMMUNITY COLLEGE ²	None		\$35	Semester	72,091.80	67,491.44
JAMES SPRUNT COMMUNITY COLLEGE	\$30	Semester	\$30	Semester	64,156.83	53,437.64
JOHNSTON COMMUNITY COLLEGE	\$16	Semester	\$16	Semester	470.89	307,724.93
LENOIR COMMUNITY COLLEGE	None		\$16	Semester	426.49	312,651.54
MARTIN COMMUNITY COLLEGE	None		\$15.25	Semester	2,186.01	33,236.36
MAYLAND COMMUNITY COLLEGE	\$8/\$16	Credit Hour	\$8/\$16	Credit Hour	20,447.16	13,982.94
MCDOWELL TECHNICAL COMM COLLEGE	\$1.50 (\$24 max.)	Credit Hour	\$1.50 (\$24 max.)	Credit Hour	5,357.00	72,624.00
MITCHELL COMMUNITY COLLEGE	3 (\$48 max.)	Credit Hour	3 (\$48 max.)	Credit Hour	57,210.35	424,021.68
MONTGOMERY COMMUNITY COLLEGE	\$16	Semester	\$16	Semester	69,685.44	136,521.82

	Summer 2019		Fall 2019/Spring 2020		Expenditures for 2019-20	Fund Balance June 30, 2020
	Rate	Basis	Rate	Basis		
NASH COMMUNITY COLLEGE	\$6 (\$24 max.)	Credit Hour	\$6 (\$48 max.)	Credit Hour	114,598.10	193,763.87
PAMLICO COMMUNITY COLLEGE	\$10	Semester	\$10	Semester	209.99	16,790.56
PIEDMONT COMMUNITY COLLEGE	\$10	Semester	\$16	Semester	27,000.00	2,689.15
PITT COMMUNITY COLLEGE	\$16	Semester	\$32	Semester	310,470.61	611,077.49
RANDOLPH COMMUNITY COLLEGE	\$1	Credit Hour	\$1	Credit Hour	11,980.95	247,876.34
RICHMOND COMMUNITY COLLEGE	\$15	Semester	\$15	Semester	57,653.18	629,551.60
ROANOKE-CHOWAN COMMUNITY COLLEGE	\$1	Credit Hour	\$3 (\$48 max.)	Credit Hour	53,320.09	118,067.03
ROBESON COMMUNITY COLLEGE	\$32	Semester	\$32	Semester	-	131,574.80
ROCKINGHAM COMMUNITY COLLEGE	\$15/\$24	Semester	\$15/\$24	Semester	29,395.83	137,740.81
ROWAN-CABARRUS COMMUNITY COLLEGE	\$18/\$36	Semester	\$18/\$36	Semester	-	895,202.05
SAMPSON COMMUNITY COLLEGE	\$16	Semester	\$16	Semester	591.04	463,696.35
SANDHILLS COMMUNITY COLLEGE	\$48	Semester	\$48	Semester	193,385.31	192,959.76
SOUTH PIEDMONT COMMUNITY COLLEGE	\$2	Credit Hour	\$2	Credit Hour	37,437.00	140,800.54
SOUTHEASTERN COMMUNITY COLLEGE ³	\$32	Semester	\$32	Semester	1,000.00	537,854.39
SOUTHWESTERN COMMUNITY COLLEGE	\$1	Credit Hour	\$1	Credit Hour	-	311,292.16
STANLY COMMUNITY COLLEGE	\$48	Semester	\$48	Semester	119,622.56	261,702.17
SURRY COMMUNITY COLLEGE	\$1	Credit Hour	\$1	Credit Hour	-	274,294.00
TRI-COUNTY COMMUNITY COLLEGE	\$16	Semester	\$16	Semester	4,856.88	143,137.58
VANCE GRANVILLE COMMUNITY COLLEGE	\$6/\$12	Semester	\$6/\$12	Semester	18,971.57	498,339.27
WAKE TECHNICAL COMMUNITY COLLEGE	\$3	Credit Hour	\$3	Credit Hour	2,722,985.72	3,783,729.66
WAYNE COMMUNITY COLLEGE	\$8/\$16	Semester	\$8/\$16	Semester	334,288.18	146,120.77
WESTERN PIEDMONT COMM COLLEGE	\$3 (\$48 max.)	Credit Hour	\$3 (\$48 max.)	Credit Hour	3,154.16	601,874.23
WILKES COMMUNITY COLLEGE	\$4 (\$16 max.)	Credit Hour	\$4 (\$16 max.)	Credit Hour	41,292.55	43,273.25
WILSON COMMUNITY COLLEGE	\$20	Semester	\$20	Semester	17,381.51	268,665.76
TOTAL					10,503,746.92	31,195,270.01

Number of colleges that do not charge a fee: 3
 Number of colleges that charge the maximum: 13

¹Expenditures and Fund Balance include continuing education

²Rate changed to \$35 per semester in Spring 2019.

³Rate is \$16 for CCCP students



2019-20 Continuing Education Instructional Technology Fee Summary

	Summer 2019		Fall 2019/Spring 2020		Expenditures for 2019-20	Fund Balance June 30, 2020
	Rate	Basis	Rate	Basis		
ALAMANCE COMMUNITY COLLEGE	None		None		-	-
ASHEVILLE-BUNCOMBE TECH CC	\$5	Course	\$5	Course	22,772.52	122,866.21
BEAUFORT CO COMMUNITY COLLEGE	\$5	Course	\$5	Course	2,814.85	10,571.68
BLADEN COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	-
BLUE RIDGE COMMUNITY COLLEGE	\$5	Course	\$5	Course	448.35	9,414.51
BRUNSWICK COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	12,313.85
CALDWELL COMMUNITY COLLEGE	None		None		-	-
CAPE FEAR COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	30,173.27
CARTERET COMMUNITY COLLEGE	None		None		-	-
CATAWBA VALLEY COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	17,876.31
CENTRAL CAROLINA COMMUNITY COLLEGE	None		None		-	-
CENTRAL PIEDMONT COMMUNITY COLLEGE ¹	\$5	Course	\$5	Course	-	-
CLEVELAND COMMUNITY COLLEGE	None		None		-	-
COASTAL CAROLINA COMMUNITY COLLEGE	None		None		-	-
COLLEGE OF THE ALBEMARLE ¹	\$5	Course	\$5	Course	-	-
CRAVEN COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	9,311.12
DAVIDSON-DAVIE COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	57,311.30
DURHAM TECHNICAL COMM COLLEGE	\$5	Course	\$5	Course	-	1,860.00
EDGEcombe COMMUNITY COLLEGE	None		None		-	-
FAYETTEVILLE TECH COMM COLLEGE	None		None		-	-
FORSYTH TECHNICAL COMM COLLEGE	\$5	Course	\$5	Course	10,343.88	228,603.91
GASTON COLLEGE ¹	\$5	Course	\$5	Course	-	-
GUILFORD TECH COMM COLLEGE	\$3	Course	\$3	Course	-	180,520.92
HALIFAX COMMUNITY COLLEGE	\$5	Course	\$5	Course	4,180.00	-
HAYWOOD COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	15,446.00
ISOTHERMAL COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	-
JAMES SPRUNT COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	1,022.27
JOHNSTON COMMUNITY COLLEGE	\$1/\$2/\$3	Credit Hour	\$1/\$2/\$3	Credit Hour	-	18,850.67
LENOIR COMMUNITY COLLEGE	\$5	Course	\$5	Course	7.58	17,334.57
MARTIN COMMUNITY COLLEGE	None		None		-	-
MAYLAND COMMUNITY COLLEGE	None		None		-	-
MCDOWELL TECHNICAL COMM COLLEGE	None		None		-	-
MITCHELL COMMUNITY COLLEGE	None		None		-	-

	Summer 2019		Fall 2019/Spring 2020		Expenditures for 2019-20	Fund Balance June 30, 2020
	Rate	Basis	Rate	Basis		
MONTGOMERY COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	2,007.66
NASH COMMUNITY COLLEGE	None		None		-	-
PAMLICO COMMUNITY COLLEGE	None		None		-	-
PIEDMONT COMMUNITY COLLEGE	None		None		-	-
PITT COMMUNITY COLLEGE	\$5	Course	\$5	Course	18,788.30	67,665.04
RANDOLPH COMMUNITY COLLEGE	None		None		-	-
RICHMOND COMMUNITY COLLEGE	None		None		-	-
ROANOKE-CHOWAN COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	14,483.25
ROBESON COMMUNITY COLLEGE	\$5	Semester	\$5	Semester	-	5,942.90
ROCKINGHAM COMMUNITY COLLEGE	None		None		-	-
ROWAN-CABARRUS COMMUNITY COLLEGE	None		None		-	-
SAMPSON COMMUNITY COLLEGE	\$5	Course	\$5	Course	570.78	1,493.98
SANDHILLS COMMUNITY COLLEGE	\$5	Course	\$5	Course	5,063.61	22,856.83
SOUTH PIEDMONT COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	5,970.44
SOUTHEASTERN COMMUNITY COLLEGE	None		None		-	-
SOUTHWESTERN COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	5,558.57
STANLY COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	39,117.11
SURRY COMMUNITY COLLEGE	\$1/\$2/\$3	Course	\$1/\$2/\$3	Course	1,399.00	46,284.00
TRI-COUNTY COMMUNITY COLLEGE	\$5	Course	\$5	Course	35.00	15,866.52
VANCE GRANVILLE COMMUNITY COLLEGE	\$3	Course	\$3	Course	5.00	6,139.15
WAKE TECHNICAL COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	109,472.20
WAYNE COMMUNITY COLLEGE	\$5	Course	\$5	Course	-	15,406.50
WESTERN PIEDMONT COMM COLLEGE	None		None		-	-
WILKES COMMUNITY COLLEGE	\$5	Course	\$5	Course	9.53	1,690.13
WILSON COMMUNITY COLLEGE	\$5	Semester	\$5	Semester	2,413.83	24,063.62
TOTAL					68,852.23	1,117,494.49

Number of colleges that do not charge a fee: 21

Number of colleges that charge the maximum: 33

¹Expenditures and Fund Balance included in curriculum



2019-20 Student Activity Fee Summary

	Summer 2019		Fall 2019/Spring 2020		Expenditures for 2019-20	Fund Balance June 30, 2020
	Rate	Basis	Rate	Basis		
ALAMANCE COMMUNITY COLLEGE	\$5/\$10/\$15	Semester	\$5/\$10/\$15	Semester	49,880.12	7,109.70
ASHEVILLE-BUNCOMBE TECH CC	None		\$22/\$32	Semester	170,895.63	127,381.32
BEAUFORT CO COMMUNITY COLLEGE	None		1 (\$16 max.)	Credit Hour	20,047.65	3,245.52
BLADEN COMMUNITY COLLEGE	\$25	Semester	\$25	Semester	26,929.72	52,792.73
BLUE RIDGE COMMUNITY COLLEGE	None		\$35	Semester	55,020.74	145,861.02
BRUNSWICK COMMUNITY COLLEGE	None		\$20/\$32.50	Semester	45,487.13	69,599.18
CALDWELL COMMUNITY COLLEGE	None		\$35	Semester	419,957.49	-
CAPE FEAR COMMUNITY COLLEGE	\$35.00	Semester	\$35	Semester	623,005.78	494,264.65
CARTERET COMMUNITY COLLEGE	\$4	Semester	\$15/\$28	Semester	52,641.64	57,405.31
CATAWBA VALLEY COMMUNITY COLLEGE ¹	None		\$35	Semester	321,925.33	-
CENTRAL CAROLINA COMMUNITY COLLEGE	\$3.75	Semester	\$28.75	Semester	156,330.58	128,606.73
CENTRAL PIEDMONT COMMUNITY COLLEGE	\$26/\$35	Credit Hour	\$26/\$35	Credit Hour	1,395,186.98	126,495.25
CLEVELAND COMMUNITY COLLEGE	\$35	Semester	\$35	Semester	36,671.42	230,750.99
COASTAL CAROLINA COMMUNITY COLLEGE	\$5/\$8	Semester	\$5/\$15	Semester	93,874.89	94,045.51
COLLEGE OF THE ALBEMARLE	None		\$14/\$32.50	Semester	42,264.02	144,258.73
CRAVEN COMMUNITY COLLEGE	\$17.50	Semester	\$35	Semester	86,363.34	207,914.79
DAVIDSON-DAVIE COMMUNITY COLLEGE ¹	\$18/\$28/\$35	Semester	\$18/\$28/\$35	Semester	167,442.03	-
DURHAM TECHNICAL COMM COLLEGE	\$12/\$14/\$16/\$18	Semester	\$20/\$23/\$26/\$29	Semester	143,337.45	177,136.44
EDGEcombe COMMUNITY COLLEGE	\$1	Credit Hour	\$3	Credit Hour	24,252.70	61,480.39
FAYETTEVILLE TECH COMM COLLEGE	\$25	Semester	\$25	Semester	736,182.64	467,139.60
FORSYTH TECHNICAL COMM COLLEGE	None		\$35	Semester	625,121.96	367,345.21
GASTON COLLEGE	None		\$15	Semester	158,790.09	168,556.86
GUILFORD TECH COMM COLLEGE	\$15/\$26.25	Semester	\$15/\$26.25	Semester	436,113.19	390,301.73
HALIFAX COMMUNITY COLLEGE	\$35	Semester	\$35	Semester	44,888.28	101,563.31
HAYWOOD COMMUNITY COLLEGE	\$16.50/\$24/\$32.50	Semester	\$32.50	Semester	34,548.48	231,176.48
ISOTHERMAL COMMUNITY COLLEGE	None		\$20/\$25/\$30	Semester	55,455.61	91,897.44
JAMES SPRUNT COMMUNITY COLLEGE	None		\$15/\$17/\$19	Semester	14,784.95	22,728.14
JOHNSTON COMMUNITY COLLEGE	\$25.50/\$32.50	Semester	\$25.50/\$32.50	Semester	202,693.59	67,614.44
LENOIR COMMUNITY COLLEGE	None		\$18/\$35	Semester	76,763.30	45,520.34
MARTIN COMMUNITY COLLEGE	None		\$30	Semester	11,446.27	10,741.19
MAYLAND COMMUNITY COLLEGE	None		\$18/\$32	Semester	12,127.24	128,493.72
MCDOWELL TECHNICAL COMM COLLEGE	\$20	Semester	\$20	Semester	15,873.00	63,084.00
MITCHELL COMMUNITY COLLEGE	None		\$2.50 Credit Hour/\$25 Semester	Credit Hour/Semester	87,092.05	105,028.66
MONTGOMERY COMMUNITY COLLEGE	\$5	Semester	\$30	Semester	16,378.90	66,247.51
NASH COMMUNITY COLLEGE	\$5 (\$35 max.)	Credit Hour	\$5 (\$35 max.)	Credit Hour	180,977.47	50,032.99
PAMLICO COMMUNITY COLLEGE	\$3.75/\$5.65/\$7.50/\$10	Semester	\$3.75/\$5.65/\$7.50/\$10	Semester	1,451.14	19,573.71
PIEDMONT COMMUNITY COLLEGE	\$10	Semester	\$20	Semester	8,071.74	25,348.26
PITT COMMUNITY COLLEGE	\$20	Semester	\$26	Semester	275,151.00	297,635.00
RANDOLPH COMMUNITY COLLEGE	\$1.75	Credit Hour	\$1.75	Credit Hour	74,250.59	86,654.01
RICHMOND COMMUNITY COLLEGE	None		\$18/\$25	Semester	59,694.60	246,510.31
ROANOKE-CHOWAN COMMUNITY COLLEGE	\$35	Semester	\$35	Semester	23,374.78	44,580.93

	Summer 2019		Fall 2019/Spring 2020		Expenditures for 2019-20	Fund Balance June 30, 2020
	Rate	Basis	Rate	Basis		
ROBESON COMMUNITY COLLEGE	\$16/\$26	Semester	\$16/\$26	Semester	39,295.57	21,994.00
ROCKINGHAM COMMUNITY COLLEGE	\$1	Semester	\$8/\$16/\$24/\$32	Semester	59,850.07	18,028.44
ROWAN-CABARRUS COMMUNITY COLLEGE	\$15	Semester	\$34	Semester	151,759.75	452,536.09
SAMPSON COMMUNITY COLLEGE	\$20	Semester	\$20	Semester	62,956.45	100,012.77
SANDHILLS COMMUNITY COLLEGE	\$35	Semester	\$35	Semester	360,836.31	196,284.00
SOUTH PIEDMONT COMMUNITY COLLEGE	\$17/\$35	Semester	\$17/\$35	Semester	193,208.20	32,548.20
SOUTHEASTERN COMMUNITY COLLEGE	None		\$16/\$32	Semester	45,240.65	20,981.42
SOUTHWESTERN COMMUNITY COLLEGE	None		\$2	Credit Hour	54,431.58	187,822.12
STANLY COMMUNITY COLLEGE	\$17.50	Credit Hour	\$35	Credit Hour	132,810.00	148,070.67
SURRY COMMUNITY COLLEGE	7 (\$35 max.)	Credit Hour	\$7 (\$35 max.)	Credit Hour	39,540.00	154,845.00
TRI-COUNTY COMMUNITY COLLEGE	\$8	Semester	\$8	Semester	4,014.96	76,792.42
VANCE GRANVILLE COMMUNITY COLLEGE	\$15	Semester	\$30	Semester	100,615.31	242,210.60
WAKE TECHNICAL COMMUNITY COLLEGE	\$35	Semester	\$35	Semester	2,150,731.13	335,426.34
WAYNE COMMUNITY COLLEGE	None		\$15/\$30	Semester	201,499.61	92,952.76
WESTERN PIEDMONT COMM COLLEGE	\$2 (\$18 max.)	Credit Hour	\$2 (\$18 max.)	Credit Hour	40,892.48	244,808.46
WILKES COMMUNITY COLLEGE	None		\$3.25 (\$32.50 max.)	Credit Hour	72,367.70	24,507.83
WILSON COMMUNITY COLLEGE	\$2.18	Credit Hour	\$2.18	Credit Hour	42,891.23	143,570.09
TOTAL					10,835,686.51	7,719,513.31

Number of colleges that do not charge a fee: 0

Number of colleges that charge the maximum: 18

¹Fund balance is zero at year end



2019-20 Campus Access, Parking, and Security (CAPS) Fee Summary

	Summer 2019		Fall 2019/Spring 2020		Expenditures for 2019-20	Fund Balance June 30, 2020
	Rate	Basis	Rate	Basis		
ALAMANCE COMMUNITY COLLEGE	None		None		-	-
ASHEVILLE-BUNCOMBE TECH CC ¹	20 CU/\$5 Course CE	Semester	20 CU/\$5 Course CE	Semester	146,926.43	66,705.49
BEAUFORT CO COMMUNITY COLLEGE	\$10	Semester	\$10	Semester	611.41	15,258.22
BLADEN COMMUNITY COLLEGE	\$15	Semester	\$15	Semester	6,326.46	41,892.65
BLUE RIDGE COMMUNITY COLLEGE	None		\$25	Semester	2,101.59	102,208.07
BRUNSWICK COMMUNITY COLLEGE	None		None		-	-
CALDWELL COMMUNITY COLLEGE	\$2 Course CU/\$1 Course CE (\$10 max.)	Course	\$2 Course CU/\$1 Course CE (\$10 max.)	Course	5,006.19	273,229.23
CAPE FEAR COMMUNITY COLLEGE	\$40/\$75	Semester	\$40/\$75	Semester	459,567.85	2,591,477.30
CARTERET COMMUNITY COLLEGE	\$7	Semester	\$7	Semester	2,598.31	21,026.70
CATAWBA VALLEY COMMUNITY COLLEGE	\$25	Semester	\$25	Semester	336,765.12	327,513.58
CENTRAL CAROLINA COMMUNITY COLLEGE	\$10	Semester	\$10	Semester	61,213.79	11,005.06
CENTRAL PIEDMONT COMMUNITY COLLEGE	\$73/\$97	Credit Hour	\$73/\$97	Credit Hour	3,698,534.85	5,070,892.11
CLEVELAND COMMUNITY COLLEGE	None		None		-	-
COASTAL CAROLINA COMMUNITY COLLEGE	None		None		-	-
COLLEGE OF THE ALBEMARLE	None	Semester	\$15	Semester	30,463.15	171,250.71
CRAVEN COMMUNITY COLLEGE	\$15	Semester	\$15	Semester	2,711.36	57,594.18
DAVIDSON-DAVIE COMMUNITY COLLEGE	\$25	Semester	\$25	Semester	-	919,544.05
DURHAM TECHNICAL COMM COLLEGE	\$12.50/\$16/\$20/\$24 CU/\$5 Course CE	Semester/Course	\$18/\$22/\$26/\$30 CU/\$5 Course CE	Semester/Course	88,460.22	1,514,758.70
EDGECOMBE COMMUNITY COLLEGE	\$2	Credit Hour	\$2	Credit Hour	11,858.68	132,515.85
FAYETTEVILLE TECH COMM COLLEGE	\$15	Semester	\$15	Semester	285,036.39	1,186,647.98
FORSYTH TECHNICAL COMM COLLEGE	\$25	Semester	\$25	Semester	140,468.29	369,292.16
GASTON COLLEGE	\$10	Semester	\$12	Semester	319,007.25	548,913.10
GUILFORD TECH COMM COLLEGE	\$25/\$50	Semester	\$25/\$50	Semester	159,146.43	5,595,966.54
HALIFAX COMMUNITY COLLEGE ²	\$11 - \$21	Credit Hour	\$11 - \$21	Credit Hour	7,157.13	96,359.11
HAYWOOD COMMUNITY COLLEGE	\$5	Semester	\$5	Semester	5,846.16	26,299.66
ISOTHERMAL COMMUNITY COLLEGE	None		None		-	-
JAMES SPRUNT COMMUNITY COLLEGE	\$20	Semester	\$20	Semester	12,585.00	78,532.17
JOHNSTON COMMUNITY COLLEGE	\$4	Credit Hour	\$4	Credit Hour	-	201,252.05
LENOIR COMMUNITY COLLEGE	None		\$15	Semester	5,967.04	318,900.82
MARTIN COMMUNITY COLLEGE	None		None		-	-
MAYLAND COMMUNITY COLLEGE	\$5	Semester	\$5	Semester	-	32,675.85
MCDOWELL TECHNICAL COMM COLLEGE	\$5	Semester	\$5	Semester	6,117.00	47,791.00
MITCHELL COMMUNITY COLLEGE	\$25	Semester	\$25	Semester	25,038.90	483,512.14
MONTGOMERY COMMUNITY COLLEGE	\$5	Semester	\$5	Semester	-	49,504.51
NASH COMMUNITY COLLEGE	\$14 Semester CU/\$5 Course CE	Semester/Course	\$14 Semester CU/\$5 Course CE	Semester/Course	46,956.24	103,143.93
PAMLICO COMMUNITY COLLEGE	None		None		-	-
PIEDMONT COMMUNITY COLLEGE	\$10	Semester	\$20	Semester	31,000.00	5,375.02
PITT COMMUNITY COLLEGE	\$10	Semester	\$15	Semester	186,154.62	841,180.35
RANDOLPH COMMUNITY COLLEGE	\$5	Semester	\$5	Semester	-	49,709.33
RICHMOND COMMUNITY COLLEGE	None		None		-	-
ROANOKE-CHOWAN COMMUNITY COLLEGE	\$20	Semester	\$20	Semester	-	90,023.09
ROBESON COMMUNITY COLLEGE	\$7.50	Semester	\$7.50	Semester	6,525.63	90,027.84
ROCKINGHAM COMMUNITY COLLEGE	\$5	Semester	\$10	Semester	38,265.89	11,169.11
ROWAN-CABARRUS COMMUNITY COLLEGE	None		None		-	-
SAMPSON COMMUNITY COLLEGE	\$10	Semester	\$10	Semester	43,522.52	51,089.95
SANDHILLS COMMUNITY COLLEGE	None		None		-	-
SOUTH PIEDMONT COMMUNITY COLLEGE	\$15	Semester	\$15	Semester	91,618.11	6,923.64
SOUTHEASTERN COMMUNITY COLLEGE ³	\$12	Semester	\$12	Semester	47,604.50	224,523.02
SOUTHWESTERN COMMUNITY COLLEGE	None		None		-	-
STANLY COMMUNITY COLLEGE	\$10	Semester	\$30	Semester	17,435.01	51,227.87
SURRY COMMUNITY COLLEGE	\$5	Semester	\$5	Semester	14,479.00	51,347.00
TRI-COUNTY COMMUNITY COLLEGE	\$4	Semester	\$4	Semester	40.00	64,764.12

	Summer 2019		Fall 2019/Spring 2020		Expenditures for 2019-20	Fund Balance June 30, 2020
	Rate	Basis	Rate	Basis		
VANCE GRANVILLE COMMUNITY COLLEGE	\$1.50 Credit Hour CU/\$4 Course CE	Credit Hour/Course	\$1.50 Credit Hour CU/\$4 Course CE	Credit Hour/Course	87,022.48	257,606.83
WAKE TECHNICAL COMMUNITY COLLEGE	\$25	Semester	\$85	Semester	3,183,829.63	2,895,866.68
WAYNE COMMUNITY COLLEGE	None		None		-	-
WESTERN PIEDMONT COMM COLLEGE	\$5	Semester	\$5	Semester	7,830.00	11,203.80
WILKES COMMUNITY COLLEGE	\$20	Semester	\$20	Semester	75,739.80	37,147.20
WILSON COMMUNITY COLLEGE	\$15	Semester	\$15	Semester	69,652.69	24,675.75
TOTAL					<u>9,767,191.12</u>	<u>25,219,523.52</u>

Number of colleges that do not charge a fee: 12

¹\$10 charge for each additional automobile

²Starts at \$11 for one credit hour and increases \$1 per credit hour until \$21

³Rate is \$5 for CCCP students

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
GRANT AWARDS July 1, 2020 - December 31, 2020
MID-YEAR REPORT**

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
Adult Education and Family Literacy Act	US Dept. of Education, Adult Education State Grant Program, /PL 113-128 II Workforce Investment and Opportunity Act	\$ 19,633,982	7/1/2020 - 9/30/2021	Support programs that provide and improve the literacy skills of adults and families, including projects that provide and increase access to english literacy programs in which civics education takes place.	14.3%	Programs & Student Services/Gilda Rubio-Festa
Career and Technical Education - Basic Grants to States	NC Dept. of Public Instruction -US Dept. of Education/Carl D. Perkins Career & Technical Education Act of 2006	\$ 14,466,117	7/1/2020 - 9/30/2021	Promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and post-secondary education for participating CTE students.	14.3%	Programs & Student Services/Bob Witchger
Building State Capacity to Expand Apprenticeship through Innovation (SAE 2020)	US DOL / ETA	\$ 450,000	7/1/2020 - 6/30/2023	To expand the national Registered Apprenticeship system by funding baseline activities that improve North Carolina's ability to serve, improve, and strategically scale the Registered Apprenticeship Program model described in 29 C.F.R. parts 29, Subpart A, and 29 C.F.R.30. In addition, this grant will fund innovations aimed at using Registered Apprenticeship as a tool for developing the economy and building infrastructure. The grant required two tiers of funding, Tier I and Tier II. This application is for Tier 1.	14.3%	Economic Development/Kathryn Castelloes

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
Apprenticeship - WIOA/State	Department of Commerce	\$ 350,000	7/1/2020 - 6/30/2021	Consistent with the transfer of funds from the North Carolina Department of Commerce to the Community Colleges System Office for the 2018-2019 fiscal 5 year authorized by S.L. 2017-57, of the Workforce and Innovation and Opportunity Act federal funds awarded to the Department in a fiscal year, the sum of three hundred fifty thousand dollars (\$350,000) shall continue to be transferred to the System Office for the administration of the Apprenticeship NC program in each fiscal year.	14.3%	Economic Development/Kathryn Castelloes
NC Manufacturing Extension Partnership	NCSU/US Dept. of Commerce	\$ 275,000	7/1/2020 - 6/30/2021	As a partner in the NC Manufacturing Extension Partnership, the NC Community College System, through the Customized Training Program, will collaborate to promote manufacturing retention and growth throughout the State. Working with the 58 community colleges, the NCCS Regional Directors will engage with the representatives from the Industrial Extension Services Division of NCSU to strategically engage with manufacturers, assess current business conditions, develop and design a comprehensive solution and provide greater opportunities for global competitiveness to these companies. This grant is for a five-year period, with a \$250,000 annual allotment. Year 2019-20 an additional \$25,000 has been awarded. This is year five of the grant period.	14.3%	Economic Development/Maureen Little

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
Golden Leaf Scholarships	Golden LEAF Foundation	\$ 1,500,000	4/2/2020 - 6/30/2021	Provide funding to continue the Golden LEAF Scholars Program to participating NC community colleges. The program provides need-based scholarship assistance to students from rural, economically distressed areas of NC who are attending public two-year colleges in curriculum or occupational continuing education programs. Up to \$500,000 of funding made available in FY 19-20 for help eligible students experiencing additional costs of attendance due to the Coronavirus (COVID-19).	0.0%	Programs & Student Services/Monty Hickman, Brenda Burgess
DHHS - DSS Food & Nutrition Services: Education & Training	DHHS - DSS SNAP E & T (USDA funds)	\$ 3,903,238	10/1/2019 - 9/30/2022	Second year of funding on three year contract. As a partner in collaboration with the NC DSS county offices, NCCCS works with the identified community colleges to implement and support programs offering successful Employment and Training programs. These funds support the development, implementation and administration of FNS E&T programs.	14.3%	Programs & Student Services/Margaret Robertson & Teretha Bell

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
Supporting Healthcare in Rural North Carolina	NC GlaxoSmithKline Foundation	\$ 150,000	9/24/2020 - 3/31/2022	NCCCS will develop and support a proactive, planned, and rigorous approach to focus on industry driven-innovations that promote student success and retain dedicated, qualified healthcare instructors including: supporting program quality for community college allied health education programs, building regional collaborations within rural populations to develop and retain local talent, increasing clinical training opportunities for community college allied health education programs, and increasing distance education opportunities for rural populations.	14.3%	Programs & Student Services/Lisa Eads, Lori Byrd, Andrea Poole
Participation in the Informed Decision-Making Collaborative (IDMC)	The Hunt Institute	\$ 15,000	1/1/2020 - 8/31/2020	Participation in the Informed Decision-Making Collaborative (IDMC). The purpose of the IDMC is to convene a group of key stakeholders and leaders from across education sectors and governmental agencies interested in using improved systems of data to inform policy decisions, to develop an improved understanding of the role longitudinal data can play in improving education policy and practice, and to create a research agenda based on these conversations.	0.0%	Executive Division/Andrea Poole

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
Gear Up NCCCS Career Coach Expansion Project	University of North Carolina System Office/US Dept of Education	\$ 237,492	7/1/2020 - 6/30/2021	Partnership between GEAR UP NC and NCCCS to expand career coaching access for students in GEAR UP schools and schools across the state during the 2019-2026 GEAR UP grant. This grant will provide for three Career Coaches placed at Beaufort Community College, South Piedmont Community College, Southwestern Community College.	0.0%	Program & Student Services/Jennifer McLean
Gear Up NCCCS Apprenticeship Program	University of North Carolina System Office/US Dept of Education	\$ 220,000	7/1/2020 - 6/30/2021	Provide for two Youth Apprenticeship Coordinators in the Western half and in the Eastern half of the state. The coordinators will promote youth apprenticeship as a post-secondary opportunity with students, parents, potential sponsors, community organizations and influencers. The coordinators will work to develop industry-led youth apprenticeship consortia across their region in all industry sectors, and will develop and register youth pre-apprenticeship and apprenticeship programs for employers and other sponsors including Public School Units, Community Colleges, youth serving organizations, non-profits, and community agencies.	8.0%	Economic Development/Elizabeth Standafer

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
Building Capacity of Regional/Virtual Centers	NC State University	\$ 665,341	10/1/2020 - 8/1/2022	The Belk Center and the NC Student Success Center (SSC) propose to collaborate on the creation of six regional/virtual Centers for Teaching and Learning, to be strategically situated at high opportunity locations around the state of North Carolina. The SSC will support the development of the centers through project management, convenings and subgrants to individual centers.	8.0%	Program & Student Services/Susan Barbitta
PAYA (Partnership to Advance Youth Apprenticeship)	New America	\$ 350,000	12/1/2020 - 9/30/2022	NCCCS is expected to build awareness of their efforts, and participate in broader field building and peer-learning activities over the course of the performance period. Form and coordinate the efforts of a working team to participate in grantee strategy implementation and PAYA national activities. Organize and host at least two events to expand stakeholder engagement. Participate in regular technical assistance activities. Participate in national research and communications activities led by the PAYA National Partnership.	14.3%	Economic Development/Elizabeth Standafer

Total of Grants Received:

\$ 42,216,170

This is a compilation of grants received during July - December 2020.

North Carolina Community College System
Delegated College Allocations Report as of December 31, 2020
Mid-Year Report

NC Community College System President Approval							
Month	Project Name	Time Period	Allocation Total	# of Colleges	Description	Fund Source	Rule
Aug-20	BioNetwork Learning Solutions Center - Gaston College	8/3/2020 - 12/30/2020	\$ 500,000.00	1	Gaston College will use funds to support the development of flexible learning for the biomanufacturing industry. The development of all online training will be managed through the BioNetwork Learning Solutions Center. These online offerings will be developed in a pathway leading to industry credentials and made available for use within BioNetwork and all community colleges.	2020 COVID-19 Recovery Act (Session Law 2020-04)	Allocations were delegated to System President on FC 08 approved on July 17, 2020.
Aug-20	Quality Online Learning	8/10/2020-12/30/2020	\$ 870,000.00	58	\$15,000 is allocated to each NC Community College. These funds are to support course certification through Quality Matters and/or Quality Matters membership cost. Courses that carry the QM Certification mark have met QM Standards at a level of 85% or greater in an official review process. Certification is valid for three to five years depending on the QM Rubric used to review the course. Recertification allows the original QM Certification to be extended for up to three more years.	2020 COVID-19 Recovery Act (Session Law 2020-04)	Allocations were delegated to System President on FC 08 approved on July 17, 2020.
Aug-20	Verbal de-escalation Train the Trainer Course - Wake Technical CC	8/10/2020-6/30/2021	\$ 39,800.00	1	College will use funds to development of additional training on topics such as de-escalation, relationship-based policing, and community interaction. Training will allow colleges to provide broad access to the latest training and methods, ensuring that NC law enforcement officers have the tools and training necessary to engage effectively within their communities.	State Board Reserve Fund	(3) 1H SBCCC 200.1(a)(3)(c) if the total amount of funds allocated to the college does not exceed \$250,000.
Aug-20	Online Skills Labs	7/1/2020-12/30/2020	\$ 1,300,003.00	58	Many colleges have moved skills-based courses and lab-based courses to an online delivery method. This allocation will support the cost of virtual skills labs and lab based online resources and will enhance course delivery and learning outcomes. This allocation will support additional licenses or subscriptions for colleges.	2020 COVID-19 Recovery Act (Session Law 2020-04)	Allocations were delegated to System President on FC 08 approved on July 17, 2020.
Sep-20	Food and Nutrition Services: Employment and Training Program Grant	8/1/2020 - 9/30/2020	\$ 99,000.00	7	Addition funding to seven colleges already participating in the Food and Nutrition Services: Employment and Training Program. This funding will be used to reimburse the colleges for Education Navigator positions.	NCDHHS – DSS through USDA; 16247032	(3) 1H SBCCC 200.1(a)(3)(c) if the total amount of funds allocated to the college does not exceed \$250,000.

North Carolina Community College System
Delegated College Allocations Report as of December 31, 2020
Mid-Year Report

NC Community College System President Approval							
Month	Project Name	Time Period	Allocation Total	# of Colleges	Description	Fund Source	Rule
Sep-20	Apprenticeship State Expansion (ASE) Grant	11/1/2020 - 10/31/2021	\$ 170,916.00	2	Funding is used to increase efforts to expand apprenticeship. The grant provides an opportunity to hire Community College Regional Apprenticeship Coordinators. The Regional Coordinators will be responsible for the promotion, development, and registration of apprenticeship programs.	USDOL, ASE Grant	(3) 1H SBCCC 200.1(a)(3)(c) if the total amount of funds allocated to the college does not exceed \$250,000.
Sep-20	Personal Protective Equipment - Cleveland CC	7/1/2020 - 12/30/2020	\$ 1,000,000.00	1	The NC General Assembly appropriated \$1,000,000 from the Coronavirus Relief Fund to be allocated to Cleveland Community College for personal protective equipment and costs for equipment and training related to COVID-19. All funds allocated from the Coronavirus Relief Fund must be used for necessary expenditures incurred due to the public health emergency with respect to COVID-19.	Session Law 2020-97, Section 1.2, Coronavirus Relief Fund	(3)1H SBCCC 200.1(a)(A) The General Assembly directs that funds shall be allocated to a specific college.
Sep-20	*Rural College Broadband Access - Lenoir CC	7/17/2020 - 12/30/2020	\$ 209,473.00	1	College will use funds on a needs-based approach to improve updated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Sep-20	*Rural College Broadband Access - Piedmont CC	7/17/2020 - 12/30/2020	\$ 446,667.00	1	College will use funds on a needs-based approach to improve updated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Sep-20	*Rural College Broadband Access - Roanoke Chowan CC	7/17/2020 - 12/30/2020	\$ 558,249.00	1	College will use funds on a needs-based approach to improve updated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Sep-20	*Rural College Broadband Access - Rockingham CC	7/17/2020 - 12/30/2020	\$ 512,746.00	1	College will use funds on a needs-based approach to improve updated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.

North Carolina Community College System
Delegated College Allocations Report as of December 31, 2020
Mid-Year Report

NC Community College System President Approval							
Month	Project Name	Time Period	Allocation Total	# of Colleges	Description	Fund Source	Rule
Sep-20	Pilot Digital Literacy for Career and College Readiness Programs	7/1/2020 - 12/30/2020	\$ 100,000.00	5	College will use funding to focus on building NC College and Career Readiness program capacity to implement digital literacy instructional programs to improve digital inclusion in NC. CARES funds will seed Phase I of the project and Title II allocations will be proposed to fund Phase II in the spring.	Session Law 2020-04, 2020 COVID -19 Recovery Act	(3)1H SBCCC 200.1(a)(3)(C) A college has programmatic ability unique among colleges and the desire to fulfill the objectives for which the funds allocated.
Oct-20	*Rural College Broadband Access - Sampson CC	7/17/2020 - 12/30/2020	\$ 265,538.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Oct-20	Rural College Broadband Access - James Sprunt CC	7/17/2020 - 12/30/2020	\$ 326,639.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Oct-20	*Rural College Broadband Access - Southeastern CC	7/17/2020 - 12/30/2020	\$ 427,795.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Oct-20	*Rural College Broadband Access - Robeson CC	7/17/2020 - 12/30/2020	\$ 575,000.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Oct-20	Rural College Broadband Access - McDowell Tech. CC	7/17/2020 - 12/30/2020	\$ 490,853.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.

North Carolina Community College System
Delegated College Allocations Report as of December 31, 2020
Mid-Year Report

NC Community College System President Approval							
Month	Project Name	Time Period	Allocation Total	# of Colleges	Description	Fund Source	Rule
Oct-20	Rural College Broadband Access - Martin CC	7/17/2020 - 12/30/2020	\$ 538,847.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Oct-20	Rural College Broadband Access - Western Piedmont CC	7/17/2020 - 12/30/2020	\$ 675,872.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Nov-20	*Rural College Broadband Access - College of The Albemarle	7/17/2020 - 12/30/2020	\$ 880,462.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Nov-20	*Rural College Broadband Access - Vance-Granville CC	7/17/2020 - 12/30/2020	\$ 726,277.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Nov-20	*Rural College Broadband Access - Tri-County CC	7/17/2020 - 12/30/2020	\$ 597,451.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Nov-20	*Rural College Broadband Access - Pamlico CC	7/17/2020 - 12/30/2020	\$ 424,415.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.

North Carolina Community College System
Delegated College Allocations Report as of December 31, 2020
Mid-Year Report

NC Community College System President Approval							
Month	Project Name	Time Period	Allocation Total	# of Colleges	Description	Fund Source	Rule
Nov-20	*Rural College Broadband Access - Bladen CC	7/17/2020 - 12/30/2020	\$ 764,232.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Nov-20	*Rural College Broadband Access - Edgecombe CC	7/17/2020 - 12/30/2020	\$ 813,307.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Nov-20	*Rural College Broadband Access - Stanly CC	7/17/2020 - 12/30/2020	\$ 582,265.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Nov-20	Rural College Broadband Access - Montgomery CC	7/17/2020 - 12/30/2020	\$ 280,022.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.
Nov-20	*Rural College Broadband Access - South Piedmont CC	7/17/2020 - 12/30/2020	\$ 550,628.00	1	College will use funds on a needs-based approach to improve dated infrastructure and lack of technology systems needed to fully extend broadband across their campuses. The allocation will result in the design and implementation of critical, college specific IT infrastructure and network security improvements necessary to serve college students, faculty and staff.	Session Law 2020-04, 2020 COVID -19 Recovery Act	Allocations were delegated to System President on FC 09 approved on July 17, 2020.

* Funding amounts for these colleges include the initial allocation and subsequent allocations and/or reallocations of recalled CRF funding.

STATE BOARD OF COMMUNITY COLLEGES
Additional 2021 Budget Request for Cybersecurity Positions and Resources

Request: Amend the 2021 Budget Priorities to include a request for nine System Office regional cybersecurity positions and funds to assist in cybersecurity assessments and plan implementation to proactively reduce the likelihood of further ransomware attacks. The NCACCP Executive Committee and NCACCT leadership has endorsed this additional request. Also, the request for eight positions was a part of the 2020 (pre-Covid) consensus budget priorities.

Background: Since 2019, there have been four major cyber events involving ransomware at community colleges. Recovery time varies, but is typically two weeks or longer. Investigation and recovery for these attacks involve not only the NC Community College System Office IT personnel, but the SBI, FBI, the Department of Public Safety, the Department of Information Technology, the NC National Guard, and the NC Local Government Information Systems Association "Strike Team". Several of these events caused entire networks to be compromised resulting in the need to reconfigure and rebuild all of the MS Windows-based services. In total, these ransomware attacks impacted 790 servers. These attacks are not only costly to colleges but also impact the operation of critical IT functions and systems needed by the colleges' faculty, staff, and students.

Rationale: The recent proliferation of ransomware and at community colleges requires additional resources to proactively address the increasing threat of cyberattacks.

9 Regional Security Officers to provide staff leadership, support, policy development, and localized training and program evaluation.	\$1,497,301 R
Funds for Security Engineering and Technical Assistance professional services to provide security engineering and technical assistance to inform the development of a System-wide Security Architecture and Implementation Plan.	\$750,000NR
Professional services and expertise to implement the plan referenced above across the entire System.	\$1,500,000 NR

Contact(s)

Jim Parker
Senior Vice President/CIO

AGENDA

**State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, February 19, 2021, 3:30 p.m. – 3:45 p.m.
Mr. Bob Stephens, Chair**

State Board Policy and Governance Committee Members

Bob Stephens, Chair	Lisa Estep	Sam Powell
William Holder, Vice-Chair	Hari Nath	

NCACCP Liaisons

Dr. Jason Hurst, President, Cleveland Community College
Dr. Mark Kinlaw, President, Rockingham Community College

NCACCT Liaisons

Mr. Julian Philpott, Chair, Central Carolina

System Office Staff

Mr. Jonathan Harris, General Counsel

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

For Action

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 01)

For Information

College Service Area Report Update (Discussion Only)
SBCCC Code Report – February 2021 (Attachment SBCCC 01)

New Business

Adjourn

MINUTES
State Board of Community Colleges
SBCC BOARD POLICY AND GOVERNANCE COMMITTEE
Thursday, January 14, 2021

SBCC BOARD POLICY AND GOVERNANCE COMMITTEE MEMBERS PRESENT

Bob Stephens, Chair	William Holder	Samuel Powell
Lisa Estep	Hari Nath	

OTHERS IN ATTENDANCE

Thomas Stith	Bryan Jenkins
Jonathan Harris	Sondra Jarvis

CALL TO ORDER

Mr. Stephens called the SBCC Policy and Governance Committee meeting to order at 3:30 p.m. in the Dr. W. Dallas Herring State Board Room in Raleigh, NC.

ROLL CALL

Mr. Jenkins took the roll of the SBCC Policy and Governance Committee members.

ETHICS STATEMENT

Mr. Jenkins read the Ethics Awareness and Conflict of Interest Statement. No conflicts noted.

APPROVAL OF THE AGENDA

Mr. Stephens requested a motion to approve the January 14, 2020 meeting agenda. Dr. Powell moved, seconded by Mr. Holder, and the agenda was approved by the Committee via roll call vote.

APPROVAL OF THE MINUTES

Mr. Stephens requested a motion to approve the November 20, 2020 meeting minutes. Mr. Holder moved, seconded by Mr. Nath, the minutes was approved by the Committee via roll call vote.

FOR FUTURE ACTION

Proposed Adoption of 1A SBCCCC 300.3 Service Area Assignments (Attachment SBPG 01)

Mr. Harris explained that the change is to change the name of Davidson County Community College to Davidson-Davie Community College to reflect their service area.

Ms. Estep motioned to move Proposed Adoption of 1A SBCCCC 300.3 Service Area Assignments (Attachment SBPG 01) from Future Action to Action, seconded by Dr. Powell and approved via roll call vote.

Mr. Nath made a motion to approve Recommendation for Initial Proprietary School Licensure – November 2020 (Attachment SBPG 01), seconded by Dr. Powell and approved via roll call vote.

MINUTES
State Board of Community Colleges
SBCC BOARD POLICY AND GOVERNANCE COMMITTEE
Thursday, January 14, 2021

FOR ACTION

ApprenticeshipNC Council Appointments (Attachment SBPG 02)

Ms. Little reviewed the requirements by State and Federal Law for the makeup of the ApprenticeshipNC Council Appointments. There are new members as well as some reappointments. Ms. Little shared that one position will be filled once the position is filled at the company. All potential candidates are already committed to the council. The council is on a rolling appointment with three-year terms.

Dr. Powell made a motion to approve ApprenticeshipNC Council Appointments (Attachment SBPG 02), seconded by Mr. Nath and approved unanimously.

FOR INFORMATION

SBCC Code Report – January 2021

Mr. Harris stated there are a few temporary rules that are expiring and one that will be presented to make as a permanent change to the SBCC Code.

ADJOURNMENT

Mr. Stephens declared the meeting adjourned at 3:48p.m.

Respectfully submitted,
Sondra Jarvis

STATE BOARD OF COMMUNITY COLLEGES
Recommendation for Initial Proprietary School Licensure

The State Board of Proprietary Schools recommends approval to license the following Proprietary Schools, as required under Article 8, Chapter 115D, North Carolina General Statutes, starting upon approval by the State Board of Community Colleges and ending June 30, 2021 to offer the programs listed.

KENDERA MEDICAL ACADEMY
404 South Sutherland Avenue
Monroe, NC 28112

Program	Clock Hours
Medical Assistant - Hybrid	710
Medical Administrative Assistant - Online	220

(REVISED 02/19/2021)

AGENDA

State Board of Community Colleges

LEGISLATIVE AFFAIRS COMMITTEE

Caswell Building, Dr. W. Dallas Herring State Board Room

Thursday, February 18, 2021, 3:45 p.m. – 4:15 p.m.

Mr. Jerry Vaughan, Chair

Legislative Affairs Committee Members

Jerry Vaughan, Chair

Jena Gallagher

Bob Stephens

Lisa Estep, Vice Chair

Hari Nath

Burr Sullivan

NCACCP Liaisons

Dr. Mark Kinlaw, President, Rockingham Community College

Dr. Laura Leatherwood, President, Blue Ridge Community College

NCACCT Liaisons

Mr. Hank Daniels, Trustee, Johnston Community College

System Office Staff

Mary Shuping, Director of Government Relations

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

For Action

- Financial Aid Simplification (Attachment LEG 01)
- Clarification of In-State Tuition for Certain High School Graduates (Attachment LEG 02)

New Business

Adjourn

Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-6970 or by e-mail at stateboard@nccommunitycolleges.edu

**STATE BOARD OF COMMUNITY COLLEGES & UNC BOARD OF GOVERNORS
JOINT POLICY REQUEST
Financial Aid Simplification**

Request: Consolidate and simplify the Community College Grant, the UNC Need-based Grant, and the Education Lottery Scholarship into one North Carolina Scholarship.

Background: In August 2018, then UNC System President Margaret Spellings and then Community College System President Peter Hans convened the North Carolina Student Aid Study Group consisting of a group of leaders from across the two systems to identify opportunities to simplify state grant programs and align them with student success goals. Included in the Study Group were staff from the NC Community College System Office as well as nine representatives from community colleges including two community college presidents. In May of 2019, the Study Group released [Strengthening North Carolina's Need-Based State Grant Programs to Support Student Success](#) which made several recommendations and the Strategic Planning Committee reviewed those recommendations at its July 2019 meeting.

One of the primary recommendations was to create a State financial aid system that is simple, transparent, targeted, and accessible. To achieve this goal, the Group recommended consolidating the three state-funded grant programs for UNC and NCCCS students into one single “North Carolina Scholarship”. This consolidation will maintain the amount of funds available to students through the Community College Grant Program and the System’s proportional share of the Educational Lottery Scholarship.

Rationale: The existence of three separate financial aid programs, with three different eligibility criteria, makes state-based grant programs more complex to navigate and understand for students and families. Consolidating these three programs into a single North Carolina Scholarship would create a simpler, more user- friendly state aid system.

Contact(s)

Mary Shuping
Director of Government Relations

STATE BOARD OF COMMUNITY COLLEGES
Clarification of In-State Tuition for Certain High School Graduates

Request: The State Board of Community Colleges is asked to approve a request to seek legislation to further simplify the RDS process for certain students seeking to enroll in a community college. This request has been approved by the NC Association of Community College Presidents (NCACCP)

Background: In 2019, at the request of the NCACCP, SBCC and NCACCT, legislation was introduced that would remove barriers for community college students and reduce the number of students who “drop out” of the RDS process before completion. SL 2019-139 allows evidence of graduation from a NC high school to be used to reinforce or rebut the presumption that the student’s residence is the parent’s residence for establishing residency for in-State tuition.

Recently, RDS attorneys became aware of caselaw which holds that an individual under the age of 18 cannot legally establish a residence different from his or her parents (unless the individual is legally emancipated). Therefore, for a small number of students who have just graduated from high school and are claiming to be independent, the period of time prior to age 18 cannot be used toward the one-year residency requirement for in-State tuition even if the student graduated from a NC high school.

Rationale: This amendment to GS 115D is needed to enable the students who fall into this category to receive in-State tuition at a North Carolina Community College for the academic year after high school graduation if the student meets the following conditions:

- The student was enrolled in a NC public school or NC homeschool for the entire year prior to graduation; and,
- Due to a lack of evidence, the student is unable to establish residency for tuition purposes through the RDS system.

Contact(s)

Mary Shuping
Director of Government Relations