

**STATE BOARD OF COMMUNITY COLLEGES**

**Mr. Thomas Looney, Chair**

**November 15, 2024**

**North Carolina Community College System**

**Dr. W. Dallas Herring State Board Room**

Caswell Building, 200 West Jones Street

Raleigh, North Carolina 27603

**Thursday, November 14, 2024**

**TRANSFORMATIVE DISCUSSION**

11:00 a.m. – 11:55 a.m. Dr. W. Dallas Herring State Board Room

**The NC East Alliance: Regional Collaboration on STEM and Economic Development**

**Presenters:**

Todd Edward, Board Chair, NC East Alliance

Wesley Beddard, Consultant, NC East Alliance

**GOOGLE SIGNING EVENT**

12:00 p.m. – 12:15 p.m. Front Lobby

**LUNCH**

12:15 p.m. – 12:45 p.m. Dr. W. Dallas Herring State Board Room

**COMMITTEE MEETINGS**

Programs and Student Success  
Committee

12:45 p.m. – 1:40 p.m. Dr. W. Dallas Herring State Board Room

State Board Policy Governance  
Committee

1:45 p.m. – 2:40 p.m. Dr. W. Dallas Herring State Board Room

Finance Committee

2:45 p.m. – 3:40 p.m. Dr. W. Dallas Herring State Board Room

Accountability and Audit Committee

3:45 p.m. – 4:40 p.m. Dr. W. Dallas Herring State Board Room

Personnel Committee

4:45 p.m. – 5:15 p.m. Dr. W. Dallas Herring State Board Room

**Friday, November 15, 2024**

**BOARD MEETING**

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

- Call to Order
- Roll Call
- Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- Approval of Minutes – October 18, 2024
- Approval of Agenda
- Approval of Consent Agenda (*Consent Agenda items are listed on the Consent Agenda and designated on the Full Agenda*)
- Introduction of Mr. Barbee, President, Richmond Community College by Chairperson Robinette
- Introduction of Dr. Michael Rogers, President, Wilkes Community College by Vice Chairman Brown.

## **REPORTS**

NC Association of Community College Presidents, Dr. Amanda Lee, President of Bladen Community College  
NC Association of Community College Trustees, Ms. Lyn Austin, Board Chair, Johnston Community College  
NC Comprehensive Community College Student Government Association (N4CSGA),  
Ms. Maldonado-Castro, President  
NC Community Colleges Foundation Report, Mr. Gary "Donny" Hicks, Chair

## **PROGRAMS AND STUDENT SUCCESS COMMITTEE, Ms. Sarah West, Chair**

### **For Consent Agenda**

Curriculum Program Applications – Fast Track for Action (Attachment PROG 01)  
Combined Course Library – Workforce Continuing Education and College & Career Readiness  
(Attachment PROG 02)  
Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 03)

### **For Information**

High-Cost Workforce Legislative Report (Attachment PROG 04)  
High-Cost Healthcare Legislative Report (Attachment PROG 05)  
Summary of 2023-2024 NC Childcare Grant Program for Community College Students (Attachment PROG 06)  
Curriculum Program Terminations as Approved by the System President (Attachment PROG 07)

## **STATE BOARD POLICY GOVERNANCE COMMITTEE, Hon. Chaz Beasley, Chair**

### **For Future Action**

Proposed Amendment to 1C SBCCC 200.100 – Paid Parental Leave (Attachment SBPG 01)  
2B SBCCC 500.4 Recommendation to the State Board of Community Colleges (SBPG 02)

### **For Action**

FY 2024-25 System President's Performance Plan and Performance-Based Compensation  
(Attachment SBPG 03)

### **For Consent Agenda**

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 04)

## **FINANCE COMMITTEE, Ms. Lisa Estep, Chair**

### **For Future Action**

Allocation of Enrollment Growth Funding (Attachment FC 01)

### **For Action**

Allocation for Disaster Recovery Act of 2024 – Part II (Attachment FC 02)  
Alamance Community College Multi-Campus Center Request (Attachment FC 03)

Allocation for More Than a Job NC Program (Attachment FC 04)  
State Board Reserve Funds (Attachment FC 05)

### **For Consent Agenda**

Allocation for Healthcare High Cost Start Up Funds (Attachment FC 06)  
Contract for Integrated Library System (Attachment FC 07)  
Construction and Property – November 2024 (Attachment FC 08)

**For Information**

Summary of 2023-24 State Funded Financial Aid Programs for Community College Students – October 2024 (Attachment FC 09)  
Business and Finance Organization Chart (Attachment FC 10)  
Estimated Receipts – October 2024 (Attachment FC 11)

**ACCOUNTABILITY AND AUDIT COMMITTEE, Mr. Mark Merritt, Chair**

**For Consent Agenda**

Accountability and Audit Committee Charter (Attachment AUD 01)

**For Information**

Compliance Review Annual Report FY 2023-24 (Attachment AUD 02)  
Compliance Review 4 Year Summary FY 2023-24 (Attachment AUD 03)  
College Financial Audit Findings 5 Year Summary FY 2024 (Attachment AUD 04)  
College Data Transfer Audit (Attachment AUD 05)  
Quality Assurance Review (Attachment AUD 06)  
Information Technology Quarterly Report - Cybersecurity and Enterprise Resource Planning (Attachment AUD 07)

**PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair**

**For Information**

System Office Vacancy Report (Attachment PER 01)  
College Presidential Status Report (Attachment PER 02)

**NCCCS PRESIDENT'S REPORT**

**NEW BUSINESS**

**EXPIRING TERMS AND VACANCIES**

There are currently 3 expiring terms and 1 vacancy for membership of the State Board.

**BOARD MEMBERS QUESTIONS/COMMENTS**

**DATE OF FUTURE MEETINGS**

The next State Board meeting is scheduled for Thursday, January 16, 2025, and Friday, January 17, 2025, in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC. More information regarding these meetings will be communicated.

**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](mailto:stateboard@nccommunitycolleges.edu)

## CONSENT AGENDA

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### **PROGRAMS AND STUDENT SUCCESS COMMITTEE, Ms. Sarah West, Chair**

#### **For Consent Agenda**

Curriculum Program Applications – Fast Track for Action (Attachment PROG 01)

Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 02)

Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 03)

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#### **For Consent Agenda**

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### **FINANCE COMMITTEE, Ms. Lisa Estep, Chair**

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Allocation for Healthcare High Cost Start Up Funds (Attachment FC 06)

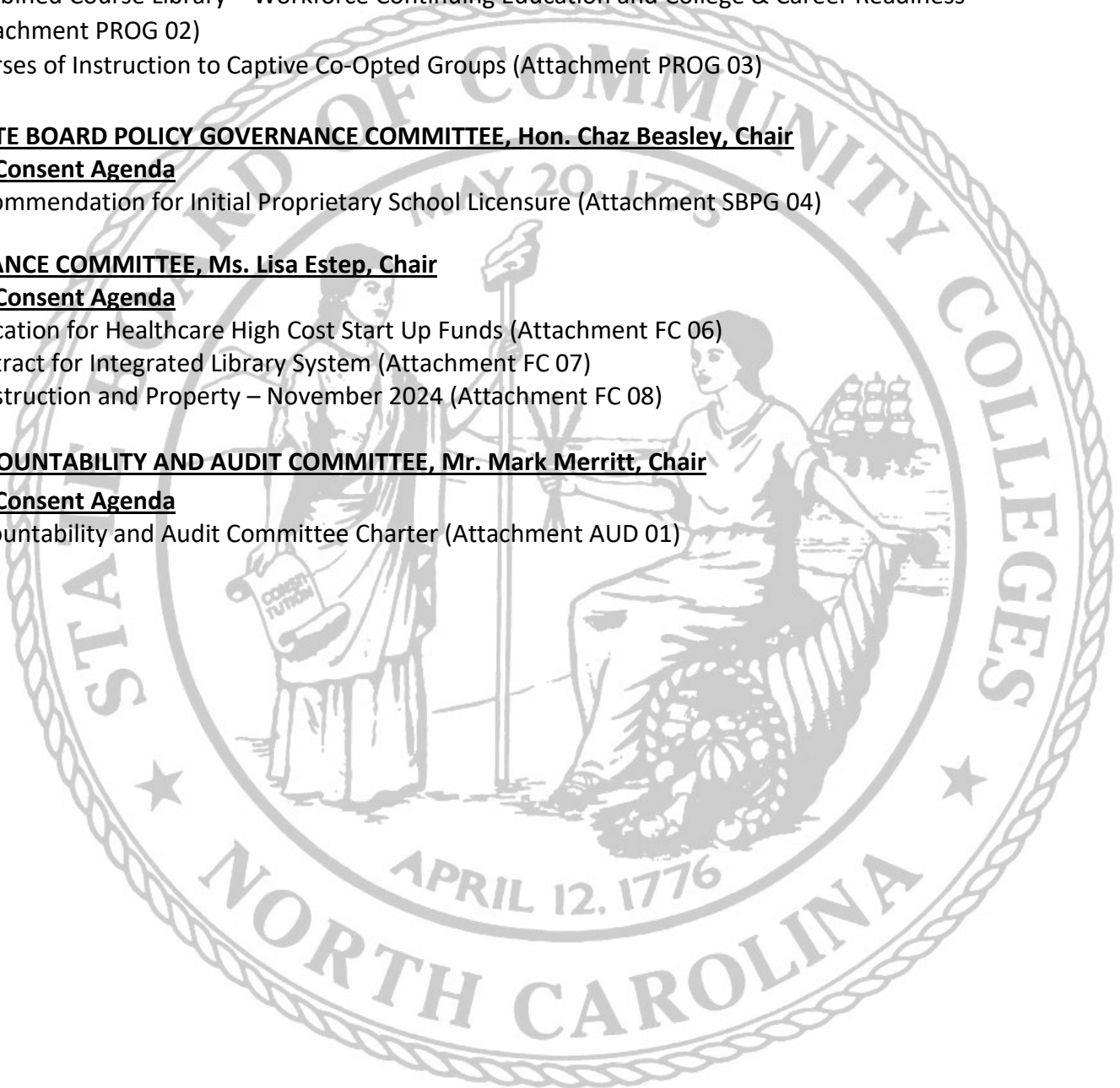
Contract for Integrated Library System (Attachment FC 07)

Construction and Property – November 2024 (Attachment FC 08)

### **ACCOUNTABILITY AND AUDIT COMMITTEE, Mr. Mark Merritt, Chair**

#### **For Consent Agenda**

Accountability and Audit Committee Charter (Attachment AUD 01)





**State Board of Community Colleges  
Caswell Building, 200 West Jones Street  
Raleigh, North Carolina  
October 18, 2024  
9:00 a.m.**

**CALL TO ORDER**

Following proper public notification, Chair Thomas Looney called the State Board of Community Colleges (SBCC) Meeting to order at 9:02 a.m. in Dr. W. Dallas Herring State Board Room of the Caswell Building. Chair Looney welcomed the Board.

**ROLL CALL**

Ms. Amy Mast called the roll, and the following members were present:

The Hon. Chaz Beasley  
Ms. Paula Benson  
Dr. Grant Campbell  
Dr. Shirley Carraway \*  
Ms. Lisa Estep  
Treasurer Dale Folwell  
Mr. John Kane

Mr. Geoffrey Lang  
Mr. Tom Looney  
Mr. Bill McBrayer  
Mr. Mark Merritt  
Mr. Hari Nath \*  
The Hon. David Price \*  
The Hon. Ray Russell

Mr. Sam Searcy\*  
Mr. Ray Trapp  
The Hon. Terry Van Duyn \*  
Ms. Sarah West \*  
Ms. Ann Whitford

\* Attended via Zoom

Absent: Ms. Julie Ryan, Ms. Jennifer Maldonado-Castro and Lt. Gov. Mark Robinson

**ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST**

Ms. Jonnell Carpenter reminded members of the Board of the ethics requirements and requested members to identify any conflicts or potential conflicts of interest.

Ms. Carpenter reminded members to complete their ethics training. Ms. Halima Shariff sends reminders as due dates approach.

**APPROVAL OF THE MINUTES**

Chair Looney asked for a motion to approve the minutes from September 20, 2024. Mr. McBrayer moved to approve the motion, Mr. Trapp seconded the motion, and the motion was unanimously approved by voice vote.

### **MOMENT OF REFLECTION – HURRICANE HELENE RECOVERY**

Chairman Looney expressed deep concern for the recent impacts of Hurricane Helene on Western North Carolina, recognizing the severe disruptions faced by local communities and colleges. He noted the poignant timing of the recent planning session at Haywood Community College, which highlighted the resilience of towns like Canton that had previously endured both catastrophic flooding in 2021 and a major plant closure in 2023. Chairman Looney commended the resolve of the 14 affected colleges and their surrounding communities, underscoring the State Board's commitment to supporting both immediate recovery efforts and the long-term rebuilding of the region. He concluded with a moment of silence to honor those who lost their lives and the dedication of first responders aiding recovery.

Vice-Chair Campbell shared his first-hand experiences in Western North Carolina following Hurricane Helene, describing the severe devastation, with some towns appearing as “war zones” and others nearly unrecognizable. He thanked the Board for its support and charitable efforts, stressing that despite signs of recovery, many areas still lack basic necessities like power and running water. Dr. Campbell emphasized the need for ongoing support beyond the immediate response phase, urging people to consider becoming part of a “second wave” of help as attention shifts. With colder temperatures setting in, he highlighted the need for winter supplies, particularly non-fuel-based heating sources. Dr. Campbell also praised the resilience and dedication of affected community college administrations, who are focused on recovery for their students. He closed by reiterating the long-term nature of recovery and expressed gratitude for the understanding of his absence.

### **APPROVAL OF THE AGENDA, AND CONSENT AGENDA**

Chair Looney polled the committee chairs as to any changes to the agenda. The following additional changes were requested to the agenda.

- Personnel – Mr. McBrayer stated there are four (4) items for Closed Session.
- State Board Policy Governance – Mr. Beasley requested to move the following from Future Action to Action.
  - Proposed Amendment to 1C SBCCC 200.94 – Local Personnel Policies (Attachment SBPG 01)
- Finance – Ms. Estep stated there are no changes to the agenda.
- Programs and Student Success – Ms. West requested to move the following from Future Action to Action.
  - Review of the Comprehensive Articulation Agreement between the North Carolina Community College System and Institutions of the University of North Carolina System (Attachment PROG 01)
  - Recommendations for State Performance Measure Changes (Attachment PROG 03)
- Strategic Planning – Ms. Whitford stated there are no changes to the agenda.

Treasurer Folwell requested, and Chair Looney agreed, that the State Board adjourn in memory of George Little, former Sandhills Community College chair and 40-year leader in the Community College System, who passed earlier this week.

Chair Looney asked for a motion to approve the amended October 18, 2024, agenda. Mr. Folwell moved to approve the motion, seconded by Dr. Campbell, and the motion was unanimously approved by voice vote.

Chair Looney asked for a motion to approve the October 18, 2024, Consent Agenda. Dr. Campbell moved to approve the motion, seconded by Mr. McBrayer, and the motion was unanimously approved by voice vote.

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**Items approved on the Consent Agenda were as follows:**

**FINANCE COMMITTEE, Ms. Lisa Estep, Chair**

**For Consent Approval**

Allocation for High-Cost Healthcare Workforce Funds (Attachment FC 04)

Improving Career and Technical Education with Perkins Carry Over Funds FY 2024-25  
(Attachment FC 05)

Construction and Property – October 2024 (Attachment FC 06)

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**PROGRAMS AND STUDENT SUCCESS COMMITTEE, Ms. Sarah West, Chair**

**For Consent Agenda**

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

Combined Course Library – Workforce Continuing Education and College & Career Readiness  
(Attachment PROG 05)

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**Introduction of Dr. Tabitha Miller, President, Martin Community College**

Chair Looney welcomed Dr. Derrick Wilkins, Chairman of Martin Community College. Dr. Wilkins, Chair of the Martin Community College Board of Trustees, introduced Dr. Tabitha Miller as the college's 10th President. He shared that after a national search, Dr. Miller, formerly the college's Chief Academic Officer, emerged as the clear choice due to her strategic leadership and strong rapport with faculty, staff, and the community.

President Tabitha Miller expressed gratitude to Dr. Wilkins, the Martin Community College Board of Trustees, and Chair Looney for their support in her appointment. Reflecting on her 22-year journey within the North Carolina Community College System, she shared her pride in serving the communities of Bertie and Martin Counties.

Chair Looney warmly welcomed Dr. Miller to an "incredible team of Presidents," noting the strong camaraderie and dedication among college leaders statewide. He highlighted the recent retirement of Dale McGinnis, where many Presidents from affected areas gathered in support, underscoring the strength of the leadership community Dr. Miller is joining.

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**REPORTS:**

**President David Heatherly, President of the North Carolina Association of Community College Presidents (NCACCP)**

President Heatherly thanked Chair Looney, the State Board, and President Cox, expressing appreciation for the System Office's ongoing support. He highlighted several initiatives, including an effort led by Dr. Tim Brewer, where colleges across the system are "adopting" impacted Western colleges, providing resources and expertise to assist with their recovery from Hurricane Florence and subsequent enrollment challenges. Heatherly noted that many colleges are volunteering to aid those most severely

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affected, with plans to finalize specific assignments and actions for each supporting college. He underscored the importance of supporting both community and institutional recovery needs in affected areas, indicating that efforts are underway to identify areas for targeted relief.

Heatherly further thanked the System Office for organizing the recent System Conference, which sixty-four of his staff attended. He shared a story of a diesel instructor from Coastal Carolina Community College who gained valuable professional connections and teaching resources, which he found particularly helpful as an instructor. Heatherly concluded by praising the conference's impact, especially in creating networking opportunities and providing tools for instructional quality and student success across the state.

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**Ms. Lyn Austin, Chair of Johnston Community College and member of the North Carolina Association of Community College Trustees (NCACCT) Executive Board**

Ms. Austin, representing the NC Association of Community College Trustees (NCACCT), expressed gratitude for the opportunity to speak, noting her longstanding role as a liaison from the Trustees Association for over 15 years.

Ms. Austin acknowledged the challenges faced by communities in Western North Carolina following recent storms, sharing personal ties to the area, including family living in McDowell County. Austin thanked Mr. Fagg and President Cox for involving the Trustees Association in developing the Hurricane Relief Package and emphasized the importance of presenting accurate numbers to the legislature.

Ms. Austin raised concerns about stalled enrollment growth, highlighting the strain this has placed on Johnston Community College, which has experienced unprecedented growth over the past three years, resulting in a 26% increase in students and a significant rise in faculty and class sections. She noted that while the college managed its finances well during and after the pandemic, current funding models do not support the rapid growth in enrollment, leading to unsustainable faculty ratios and operational challenges. She urged the need for continued focus on enrollment growth and the importance of the Propel NC initiative, which could help colleges retain part of their tuition revenue to address financial strains. Ms. Austin warned of potential layoffs at Johnston Community College if enrollment growth is not addressed soon, stating that 12 positions may be affected. She called for immediate action to remove obstacles preventing the passage of critical funding legislation.

Ms. Austin reflected on the loss of George Little, a mentor and significant figure in community college workforce training, highlighting his contributions to the system and the impact of his passing during challenging times.

Chair Looney thanked Ms. Austin for her service and asked that she pass on our thoughts to Chair Little's wife. Chair Looney commended President Linnquist for the leadership and accomplishments he has made at Johnston Community College since he joined the college.

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**Ms. Jennifer Maldonado-Castro, President of the North Carolina Comprehensive Community College Student Government Association (N4CSGA)**

Ms. Maldonado-Castro was attending the N4CSGA Fall Conference and was not able to connect virtually to provide report.

Mr. Lang inquired about the possibility of raising tuition to increase funding for programs. Dr. Gold and Dr. Cox responded that any tuition increase would require legislative action. They emphasized the importance of maintaining affordability for community colleges, indicating that any changes would be approached with caution. They also noted that recent discussions at the President's meeting highlighted the critical need for enrollment growth, which is essential for the sustainability of the colleges. Further details on these topics were to be addressed later in the meeting.

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**PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair**

**For Action**

**Reorganization of Funds (PER 01**

Mr. McBrayer shared that this request is to move Proprietary Schools from Executive Division to Programs Division.

On behalf of the Finance Committee, Mr. McBrayer recommended and moved for approval of PER 01. Motion carried.

**Closed Session**

Mr. McBrayer moved to go into closed session pursuant to General Statute 143-318.11(a)(1) to prevent the disclosure of information that is confidential or privileged pursuant to North Carolina General Statute 115D-27 and pursuant to North Carolina General Statute 143-318.11(a)(6) to prevent the disclosure of information that is confidential or privileged and to consider the qualifications, competence, performance, character, and fitness of individual prospective public employees. Treasurer Folwell seconded the motion.

The State Board went into closed session at 9:41 am.

Once the business was completed, the State Board came back into open session at 10:00 am.

Mr. McBrayer recommended for approval the Richmond Community College Presidential candidate which will be announced by the college. Motion passed unanimously.

Mr. McBrayer recommended re-election and renewal of contract for President Rusty Hunt, Lenoir Community College. Motion passed unanimously.

Mr. McBrayer recommended Ms. Delany Davis be promoted to Assistant Legal Counsel effective October 1, 2024. She has been serving in this role as interim since May. Motion passed unanimously.

Mr. McBrayer recommended Ms. Katrina Franklin be hired as Vice President of Human Resources effective TBD.

Mr. McBrayer highlighted that the search process culminating in selecting Ms. Franklin as the candidate. McBrayer acknowledged Mr. Lang for his significant efforts in the search. Ms. Franklin will work remotely while officially based at the System Office, starting January 1. The proposed salary for the position is \$185,000, and the Personnel Committee recommended approval of the appointment. Motion passed unanimously.

**For Information:**

System Office Vacancy Report – October 2024 (Attachment PER 02)

College Presidential Status Report – October 2024 (Attachment PER 03)

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**STATE BOARD POLICY GOVERNANCE COMMITTEE, Hon. Chaz Beasley, Chair**

**For Future Action**

Proposed Amendment to 1C SBCCC 200.94 – Local Personnel Policies (Attachment SBPG 01)

Mr. Beasley shared that this is an administrative update to the table of contents.

On behalf of the State Board Policy Governance Committee, Mr. Beasley recommended and moved for approval of SBPG 01. Motion carried.

FY 2024-25 System President’s Performance Plan and Performance Based Compensation  
(Attachment SBPG 02)

Will be addressed at the next meeting.

**For Action**

Review of Public Comments for Proposed Amendment to 1D SBCCC 400.2 – Admission to Colleges  
(Attachment SBPG 03)

Mr. Beasley reported that the item was open for public comment, and the requested public hearing was held, receiving only positive feedback.

On behalf of the State Board Policy Governance Committee, Mr. Beasley recommended and moved for approval of SBPG 02. Motion carried.

Waiver of State Board of Community Colleges Code Provisions Due to Hurricane Helene (Attachment  
SBPG 04)

Mr. Beasley discussed SBPG 04, emphasizing the goal of supporting community colleges affected by Hurricane Helene. He explained that the proposal includes a waiver to grant these colleges the necessary flexibility regarding specific code provisions.

On behalf of the State Board Policy Governance Committee, Mr. Beasley recommended and moved for approval of SBPG 01. Motion carried.

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**FINANCE COMMITTEE, Ms. Lisa Estep, Chair**

Ms. Estep mentioned that Agenda Item FC 02 Allocation of Enrollment Growth Funds should have been pulled from the agenda before approval. Hon. Beasley made the motion to approve the agenda with the amendment, seconded by Dr. Campbell. If the General Assembly takes action, the Finance Committee may have to call a special meeting.

**For Action**

Allocation for Integrated Education and Training (Attachment FC 01)

Ms. Estep shared that the \$400,000 being allocated are carryover funds earmarked for WIOA, Title II.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 01.  
Motion carried.

**Contract for Cloud Compute Services for ERP Modernization (Attachment FC 03)**

Ms. Estep shared FC 03 outlines a contract for cloud computing services related to ERP modernization, specifically for data warehousing as the transition from Colleague to Banner occurs. The contract, valued at up to \$1 million, will last for 20 months and is with Microsoft Cloud Computing, aimed at increasing necessary cloud resources.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 03.  
Motion carried.

Ms. Estep shared that the committee discussed the ERP modernization and the fluctuating timeline for the four applications related to the System office. She mentioned that Mr. Fleming will send a presentation to the Board that outlines system resource allocations. Additionally, she spoke with Dr. Gold about improving how performance is reported to the Board, potentially through committees and email, with a focus on resource allocation. Ongoing discussions with Ellucian regarding the project timeline and resource allocation are also in progress.

**For Consent Approval**

Allocation for High-Cost Healthcare Workforce Funds (Attachment FC 04)

Improving Career and Technical Education with Perkins Carry Over Funds FY 2024-25 (Attachment FC 05)

Construction and Property – October 2024 (Attachment FC 06)

**For Information**

Capital Improvement Funds Expanded or Obligated (Attachment FC 07)

Specialized Training Course List for Waivers Authorized Under GS 115D-5(b)(2) and (2a) (Attachment FC 08)

Business and Finance Organization Chart (Attachment FC 09)

Estimated Receipts – September 2024 (Attachment FC 10)

Enterprise Resource Planning Modernization (Attachment FC 11)

**New Business**

Hurricane Helene Response

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**PROGRAMS AND STUDENT SUCCESS COMMITTEE, Ms. Sarah West, Chair**

**For Future Action**

**Review of the Comprehensive Articulation Agreement between the North Carolina Community College System and Institutions of the University of North Carolina System (Attachment PROG 01)**

Ms. West summarized the Programs Committee's discussion on the comprehensive articulation agreement (CAA) between the North Carolina Community College System and the University of North Carolina System. The State Board is asked to approve the annual Systems report on the CAA, aimed at improving transfer opportunities for community college students since its establishment in February

2014. The Transfer Advisory Committee (TAC) oversees the agreement, which has seen a 5% increase in NCCCS student transfers and a 6% rise in transfers with completed associate degrees. A survey of 2,700 students indicated confusion regarding credit transfers and a need for more guidance during the transition. While the TAC noted progress, they recommended enhanced strategies, including a new website and mobile app for real-time degree transfer audits, emphasizing collaboration with key partners to ensure transfer success.

On behalf of the Programs and Student Success Committee, Ms. West recommended and moved for approval of PROG 01. Motion carried.

Curriculum Program Application – New to the System (Attachment PROG 02)

Will be addressed at the next meeting.

Recommendations for State Performance Measure Changes (Attachment PROG 03)

Ms. West presented PROG 03, requesting the State Board's approval of performance measure changes for community colleges. Endorsed by the NCACCP, these updates aim to enhance student success and undergo a three-year review cycle. Chaired by Dr. John Gossett and Dr. Bill Schneider, a committee generated seven recommendations for clearer evaluations of college performance. Notably, recommendation five seeks to change the success rate measurement from college-level math to college-level math and/or science, which would require legislative approval if passed by the Board, reflecting the diverse requirements of associate degree programs.

On behalf of the Programs and Student Success Committee, Ms. West recommended and moved for approval of PROG 03 with recommendation number five being contingent upon legislative approval. Motion carried.

Ms. West concluded her report by acknowledging and thanking Dr. Loop for his valuable update on efforts to refine processes and policies related to programs and student success.

Mr. Lang inquired about the legislative approval process for recommendation number five, specifically asking how long it typically takes for such approval to occur. Mr. Fagg responded that when the Board approves an item requiring legislative action, it is included in the legislative agenda and presented to the General Assembly during the next biennial session, which begins in January. Therefore, this item would be considered at that time.

**For Consent Agenda**

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

Combined Course Library – Workforce Continuing Education and College & Career Readiness  
(Attachment PROG 05)

**For Information**

NCACCP Review of Policy Recommendation (Discussion Only)

Curriculum Program Applications as Approved by the System President (Attachment PROG 06)

Curriculum Standard Revision as Approved by the System President (Attachment PROG 07)

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

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**STRATEGIC PLANNING COMMITTEE, Ms. Ann Whitford, Chair****For Future Action****Strategic Planning Committee Charter Review (Attachment PLAN 01)**

Ms. Whitford shared that the committee is reviewing and renewing its charter, which outlines its responsibilities in overseeing the strategic planning and implementation process, with approval to be sought at the next meeting. Key responsibilities include guiding the strategic direction, ensuring effective planning processes, recommending modifications based on environmental changes, reviewing performance measures, and facilitating collaboration across departments.

**For Information****2024-25 Operational Plan Review (Attachment PLAN 02)**

Ms. Whitford presented the yearly strategic plan for 2024-25, which aligns with the master plan and the President's goals, outlining five key goals, associated tactics, and responsible individuals for future reference. In response to feedback from Mr. Merritt, a survey will be distributed to all board members after meetings to gather reflections and suggestions for improvement. The committee also discussed creating a guiding principles document to ensure that policies do not adversely affect smaller, rural colleges.

Ms. Whitford praised Dr. Zach Barricklow's work with rural colleges and highlighted his presentation as one of about 250 impactful sessions at the recent System Office Conference, emphasizing that every session related to the strategic plan. She acknowledged Dr. Heatherly's positive remarks and noted the record attendance at the conference, which provided valuable networking opportunities for attendees to meet system personnel, college presidents, and other stakeholders.

Hon. Beasley inquired about the public records law exception ensuring the confidentiality of board members' survey responses, noting that past surveys summarized comments without attribution. He emphasized the need for a legal basis to withhold individual responses from public records requests and for genuine confidentiality assurances.

Ms. Whitford acknowledged the need for clarity and committed to investigating past practices regarding confidentiality. She stated that if survey responses are public records, they must be released upon request. Beasley stressed that any confidentiality assurances must be legally grounded and reminded participants that their responses could be made public.

A member noted that not collecting individual names in surveys avoids confidentiality issues, which has been the approach in past surveys. Ms. West added that a previous board survey, conducted two years ago with input from Dr. Crane and Dr. Schneider, ensured compliance. She expressed confidence that future surveys would also adhere to legal guidelines, assuming legal counsel would review the process and provide recommendations.

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**Dr. Jeff Cox, President of the North Carolina Community College System**

President Jeff Cox participated remotely for the first time in his 19 years of service due to illness, expressing his regret for not being present. He reflected on the recent hardships faced by Western

North Carolina communities, particularly after Hurricane Helene, and emphasized the resilience of these communities in overcoming challenges.

President Cox acknowledged the leadership of local presidents and the efforts of the President's Association in adopting Western colleges to provide support. He highlighted the establishment of a Disaster Relief Fund, which quickly provided essential resources, including generators and satellite communications equipment, to affected colleges. He praised the contributions of various organizations, including a significant \$105,000 pledge from Blue Cross NC and a \$2 million commitment from the John M. Belk Endowment for disaster relief over two years. President Cox noted that 12 out of 14 affected colleges have reopened, with ongoing efforts to ensure effective distribution of funds.

President Cox showcased the critical roles community colleges played in recovery efforts, including providing emergency shelter and resources, staging areas for relief operations, and assisting local businesses in assessing damage and planning for recovery. He recognized the dedicated efforts of staff and students, underscoring the colleges' vital impact on their communities.

President Cox concluded his report by welcoming new Executive Director Amy Mast and congratulating Alex Fagg on his promotion to Vice President of Government and External Relations.

Mr. Fagg expressed gratitude for the teamwork and collaboration among the system office employees and stakeholder groups, highlighting their crucial role in responding to recent crises, particularly the hurricane. He provided an update on the coordinated response efforts, including establishing communication lines with the impacted colleges and organizing a task force to monitor their status. He noted the rapid mobilization of resources, including setting up a "war room" to categorize colleges based on their operational status post-hurricane. Mr. Fagg emphasized the importance of constant communication with the General Assembly regarding disaster relief, which included an initial relief package passed on October 9 aimed at helping prepare for FEMA matches and providing loans to affected local governments. Looking ahead, he outlined the long-term recovery process, noting that multiple legislative actions would be needed.

Mr. Fagg praised the system office's proactive steps, including donating supplies to disaster-affected colleges and maintaining engagement with college presidents and stakeholders. The three primary components of their recovery strategy: supporting students to help them return to school, providing stabilization funds for colleges due to lost Full-Time Equivalent (FTE) enrollment, and focusing on community rebuilding through the small business center network. He thanked the team for their dedication and responsiveness during this challenging time.

President Cox acknowledged the impact of recent challenges on both the community colleges and the system office employees, particularly those in the western part of the state. He expressed gratitude for the leadership and coordination efforts of Alex and the entire team during this time.

Chair Looney emphasized the importance of enrollment growth and the need to address it in ongoing discussions. Mr. Fagg noted that the bill aimed at enrollment growth had been vetoed, and as of now, it does not appear to be part of the upcoming disaster relief package. He indicated that further action

from the House regarding a veto override could occur around October 24, but the next legislative session is scheduled for November 19.

Mr. Fagg highlighted the resilience of the colleges in navigating the challenges, particularly in the wake of the storm, and praised their efforts to support students and communities despite the lack of enrollment growth funding. He stressed the need for nimble, workforce-related programs that would aid recovery and provide opportunities for students and communities. He assured that these topics remain central to their conversations moving forward.

Treasure Folwell spoke about the impact of Helene on the health program enrollment which has been extended. The sales tax revenue is going to be impacted for at least a year which could impact school funding. The Postal Service has been impacted and we need to keep them in our thoughts.

Hon. Russell shared insights from his experience as a county commissioner during a recent disaster in western North Carolina. He emphasized that media coverage only captures fragments of the full impact, particularly regarding vulnerable populations living in floodplain trailer parks, who often feel too isolated to voice their struggles.

He highlighted the essential role of volunteer fire and rescue squads in emergency response and noted that while numerous volunteer organizations stepped in to help, the scale of destruction requires significant federal support, particularly from FEMA. The disaster's toll is expected to exceed billions of dollars, emphasizing the importance of local representatives being proactive in supporting affected communities.

Hon. Russell recounted the overwhelming volunteer efforts to assist the local community. He noted the devastation's severity, with entire neighborhoods impacted, especially in counties south of Watauga. He shared that many roads remain closed, and that election logistics are complicated due to accessibility issues.

Hon. Russell pointed out the unprecedented nature of the flooding and landslides, which have affected areas that had never experienced such issues before. Additionally, he expressed concerns about the failure of all communication systems during the disaster, noting that this failure underscores the need for improved infrastructure in future emergency responses. He concluded by emphasizing the importance of enhancing communication systems and the benefits of locating data infrastructure off-campus to prevent data loss during flooding.

Terry Van Duyn expressed gratitude for the assistance provided, particularly highlighting the significance of sending Starlink devices to help people in need. She acknowledged the frustration of not knowing who can help those in need and emphasized that such efforts mean a lot to the community. Van Duyn extended her appreciation not only to the individuals involved but also to the system for its contributions to supporting the colleges.

Chair Looney expressed gratitude for the support provided during relief efforts, emphasizing the importance of recognizing and addressing the needs of individuals in distress. He highlighted the efforts of a fundraising company, CCS in New York City, which is helping to establish connections with

major media outlets. Notably, NBC has shown interest in covering stories about students in Western North Carolina involved in rebuilding efforts.

Chair Looney urged everyone to think big and keep the extraordinary needs of the region in the spotlight. He also mentioned extending a matching donation initiative for contributions to college foundations in the affected areas, encouraging participation before the upcoming deadline.

He discussed the redevelopment challenges faced by Haywood County, particularly Canton and the paper mill. The company who was supposed to invest is backing out of the deal related. The paper mill is essential for waste treatment in Canton. This setback has serious implications for the community and diminishes hope for revitalization efforts in the area.

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#### **NEW BUSINESS**

No new business

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#### **EXPIRING TERMS AND VACANCIES**

There are currently no terms expiring or vacancies for State Board membership.

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#### **BOARD COMMENTS AND QUESTIONS**

There were no comments or questions.

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#### **DATE OF NEXT MEETING**

The next State Board meeting is scheduled for Thursday, November 14, 2024, and Friday, November 15, 2024, in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC.

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#### **ADJOURNMENT**

Chair Looney concluded the meeting in honor of George Little, who he had known for the past ten years. George started his career at Sandhills Community College in 1981 and became its chair in 1985. Standing at 6'6", he was described as a powerful figure and a champion of public service, having worked in the Holshouser administration and served as The Secretary at DENR. He will be greatly missed by his community, the Trustees Association, and the college presidents.

The Chair declared the Board adjourned 11:21 a.m.

RESPECTFULLY SUBMITTED BY:

*President Jeff Cox, Secretary*

APPROVED BY:

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Dr. Jeff Cox, System President

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Mr. Thomas Looney, Chair

**STATE BOARD OF COMMUNITY COLLEGES**  
**SBCC Code Report**



**STATE BOARD POLICY AND GOVERNANCE COMMITTEE**

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment to 1C SBCCC 200.100 – Paid Parental Leave</b>	Initiation of Rulemaking Process	November 15, 2024	<b>PENDING</b>
	Publication on NCCCS Website	November 19, 2024	
	Written Comment Period Ends	December 19, 2024	
	Review Comments with SBCC Committee	January 16, 2025	
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	January 17, 2025	
	Prospective Effective Date of Rule	February 1, 2025	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment to 1C SBCCC 200.94 – Local College Personnel Policies</b>	Initiation of Rulemaking Process	October 18, 2024	<b>COMPLETE</b>
	Publication on NCCCS Website	October 22, 2024	<b>COMPLETE</b>
	Written Comment Period Ends	November 21, 2024	<b>PENDING</b>
	Review Comments with SBCC Committee	January 16, 2025	
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	January 17, 2025	
	Prospective Effective Date of Rule	February 1, 2025	

**SBCC**  
**11/15/2024**

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Temporary Amendment to 1E SBCCC 200.2 – Time Due, Deferred Payment, Failure to Pay</b>	Presented to SBCC for Adoption	July 19, 2024	<b>COMPLETE</b>
	Publication on NCCCS Website	July 23, 2023	<b>COMPLETE</b>
	Prospective Effective Date of Rule	July 19, 2024	<b>COMPLETE</b>
	Prospective Expiration Date of Rule	December 31, 2024	<b>PENDING</b>

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment to 1D SBCCC 400.2— Admission to Colleges</b>	Initiation of Rulemaking Process	July 19, 2024	<b>COMPLETE</b>
	Publication on NCCCS Website	July 23, 2024	<b>COMPLETE</b>
	Written Comment Period Ends	August 22, 2024	<b>COMPLETE</b>
	Review Comments with SBCC Committee	October 17, 2024	<b>COMPLETE</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	<b>N/A</b>
	Hearing Date (if applicable)	August 22, 2024	<b>COMPLETE</b>
	Presented to SBCC for Adoption	October 18, 2024	<b>COMPLETE</b>
	Prospective Effective Date of Rule	November 1, 2024	<b>COMPLETE</b>

**AGENDA**  
**State Board of Community Colleges**  
**PROGRAMS AND STUDENT SUCCESS COMMITTEE**  
**Dr. W. Dallas Herring State Board Room**  
**Thursday, November 14, 2024 – 12:45 p.m. - 1:40 p.m.**  
**Ms. Sarah West, Chair**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – October 17, 2024

**For Consent Agenda**

- Curriculum Program Applications – Fast Track for Action (Attachment PROG 01)
  - Cape Fear Community College
    - Computed Tomography & Magnetic Resonance Imaging Technology (Diploma) (D45200)
    - Neurodiagnostic Technology (A45320)
  - Piedmont Community College
    - Medical Sonography (A45440)
  - Wilkes Community College
    - Dental Hygiene (A45260)
  - Wilson Community College
    - Agribusiness Technology (A15100)
- Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 02)
  - New Course Approvals, Modifications, and Tier Designations
    - New Course Approval – North Carolina State Firefighters Association (NCFA)/NCCCS
      - NCSFA Administration Course (FIP – 3653)
    - Course Modification – NC Community College System
      - English Skills Support (ENG – 8045)
      - Math Skills Support (MAT – 7045)
- Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 03)
  - Wake Technical Community College – Wake Correctional Center
    - Truck Driver Training (TRA-3607)

**For Information**

- Google Partnership (Discussion Only)
- Access to Achievement/IDD Workforce Training Mid-Year Report (Discussion Only)
- High-Cost Workforce Legislative Report (Attachment PROG 04)
- High-Cost Healthcare Legislative Report (Attachment PROG 05)

- Summary of 2023-2024 NC Childcare Grant Program for Community College Students (Attachment PROG 06)
- Curriculum Program Terminations as Approved by the System President (Attachment PROG 07)
  - Caldwell Community College and Technical Institute
    - Aviation Management & Career Pilot Technology (A60189)
    - Supply Chain Management (A25620)
  - Cape Fear Community College
    - Anesthesia Technology (A45330)
    - Carpentry (Diploma) (D35180)
    - Computer Engineering Technology (A40160)
    - Healthcare Business Informatics (A25510)
    - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
    - Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45940)
    - Nurse Aide (Certificate) (C45840)
    - Phlebotomy (Certificate) (C45600)
    - Truck Driving Training (Certificate) (C60300)
  - Central Piedmont Community College
    - Cosmetology Instructor (Certificate) (C55160)
    - Lateral Entry (Certificate) (C55430)
  - Coastal Carolina Community College
    - Cosmetology Instructor (Certificate) (C55160)
    - Manicuring/Nail Technology (Certificate) (C55400)
  - Halifax Community College
    - Associate in General Education-Nursing (A1030N)
    - Basic Law Enforcement Training (Certificate) (C55120)
    - Greenhouse and Grounds Maintenance (Certificate) (C15220)
    - Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45940)
    - Nurse Aide (Certificate) (C45840)
    - Medical Office Administration (A25310)
    - Office Administration (A25370)
  - Haywood Community College
    - Associate in General Education (A10300)
    - Cosmetology Instructor (Certificate) (C55160)
  - Martin Community College
    - Entrepreneurship (A25490)
  - Nash Community College
    - Brewing, Distillation and Fermentation (A15250)
    - Foodservice Technology (Diploma) (D55250)
    - Health and Fitness Science (A45630)
    - Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D459920)
    - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
    - Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45940)
    - Healthcare Business Informatics (A25510)
  - Randolph Community College

- Basic Law Enforcement Training (Certificate) (C55120)
- Cosmetology Instructor (Certificate) (C55160)
- General Occupational Technology (A55280)
- Roanoke-Chowan Community College
  - Accounting and Finance (A25800)
  - Associate in Fine Arts in Music (A10700)
  - Barbering (A55110)
  - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
- Wayne Community College
  - Electronics Engineering Technology (A40200)
  - Nurse Aide (Certificate) (C45840)
  - School-Age Education (A55440)
- Western Piedmont Community College
  - Cosmetology Instructor (Certificate) (D55160)
  - Esthetics Instructor (Certificate) (C55270)
  - Esthetics Technology (Certificate) (C55230)
  - Manicuring Instructor (Certificate) (C55380)

### **New Business**

### **Adjourn**

**MINUTES**  
**State Board of Community Colleges**  
**PROGRAMS & STUDENT SUCCESS COMMITTEE**  
**Thursday, October 17, 2024**

**MEMBERS PRESENT:**

Sarah West, Chair	Tom Looney	Ray Russell
Paula Benson*	Bill McBrayer	Terry Van Duyn*
Shirley Carraway, Vice Chair	Mark Merritt	Ann Whitford
Grant Campbell	Hari Nath*	
Geoffrey Lang	David Price	

\*Attended via phone or Zoom technology.

**MEMBERS ABSENT:**

Grant Campbell	Sam Searcy
Julie Ryan	Ray Trapp

**NCACCP LIAISONS:**

Amanda Lee, President, Bladen Community College

**SYSTEM OFFICE STAFF AND OTHERS:**

Brian S. Merritt	Andrew Gardner	Aaron Mabe
Lisa Eads	Delany Davis	Patrick Crane
Ashley Croom	Jonnell Carpenter	Dave Loope
Jeff Cox*	Nancye Gaj	President, Beaufort CC
Kimberly Gold	Mary Olvera	Amanda Lee
Melissa Smith	Andrea Crowley	President, Bladen CC
Hilmi Lahoud	Deante Tyler	David Heatherly, President,
Amy Mast	Arbony Cooper	NCACCP/Coastal Carolina
Anne Bacon	Bill Schneider	
Torry Reynolds	Ashley Parrott	

**WELCOME AND ETHICS STATEMENT:** Chair West called the meeting to order at 3:40 p.m. in the Dr. W. Dallas Herring State Board Room, at the Caswell Building. Roll was taken and there was a quorum. Ms. Croom read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

**APPROVAL OF THE AGENDA:** Chair West requested a motion to approve the October 17, 2024, agenda. Mrs. Whitford made the motion, seconded by Mr. Lang. The agenda was approved via voice vote by the committee.

**APPROVAL OF THE MINUTES:** Chair West requested a motion to approve the September 19, 2024, minutes. Mr. Lang made the motion, seconded by Hon. Russell. The minutes were approved via voice vote by the committee.

## **FOR FUTURE ACTION:**

### **Review of the Comprehensive Articulation Agreement between the North Carolina Community College System and Institutions of the University of North Carolina System (Attachment PROG 01)\***

Chair West reviewed the items and clarified that the Comprehensive Articulation Agreement (CAA) covers only the Associates in Arts and Associates in Science degree and that the Transfer Advisory Committee (TAC) maintains oversight of the previously mentioned agreement only.

Dr. Merritt invited Dr. Reynolds an ad hoc member of the Transfer Advisory Committee to report on items in the CAA report. Dr. Merritt noted that there are some positive signs about transfer in the state as well as great momentum between the Community College System and the cooperation in the collaborative agreement with the UNC System office.

Dr. Reynolds highlighted transfer data which reviewed the rates of completion and success of students that transferred from the community colleges to the UNC System. Immediately following the COVID-19 pandemic there was a decrease in the number of students completing their associate's degree and a decrease in the number of transfer students to the UNC System. This past fall there was an increase in the number of students who transferred which was five percent. There was also a nine percent increase in students who transferred after completing their associates in arts or associates degree. Additionally continued to see transfer students who completed their associates degree outperform students who started at the universities.

An additional area the TAC reviewed was compliance with the CAA tenants. In 2023 a survey was launched to review transfer student experiences. The survey revealed that the students were happy with the transfer experiences but pointed out some areas for growth such as assisting students increase their knowledge of the transfer guarantees. Students understood the CAA existed but not what it guaranteed them. Transfer students would like an increase in the prominence of the bachelor degree plans as well as increased communication between community colleges and UNC advisors. Students also wanted assistance with the social portion of transfer experience. Students knew how to be successful at a community college but were not adequately prepared to deal with housing and other issues once enrolled at a four-year institution.

Lastly TAC had several recommendations on how to move forward this year. Two of the recommendations encourage both the community college system and the UNC System to look for technological solutions in order to create greater continuity, clarity, and accessibility of transfer information. The UNC System launched the publication of over 1,400 transfer guides covering a multitude of majors at all sixteen UNC Institutions. The guides are centrally located on the CFNC's website where every student can access and be able to see a plan of how they should take classes at a community college to transfer to a 4-year institution. UNC has also received funding to pursue a website and an app that would allow students to do real time degree audits. UNC expects to pilot the website and app in the Spring of 2025 starting with two UNC universities and four community colleges that have yet to be named.

TAC is the longest standing and most well-developed transfer advisory committee for all of the statewide agreements. TAC would like to explore how to expand the successful processes and procedures and apply them to other uniform articulation agreements across the state to bring continuity and visibility to those degrees as well. Additionally, TAC would like to bring all of the statewide partners to a consortium meeting to discuss how to improve transfer agreements from North Carolina. This would include both nonprofit organizations such as BEST NC, the Belk Center, myFutureNC as well as the North Carolina independent colleges and universities to discuss how to collaborate to better increase transfer.

The final recommendation from TAC is a request for an allocation of funding to support TAC members. There are currently four TAC members from community colleges and four from universities. Each of their respective institutions must cover the costs of the TAC members' travel, participation in meeting site visits, as well as lodging and expenses. An allocation of \$7,500 annually would help subsidize travel costs particularly for the smaller colleges who are not able to afford the costs.

Mr. Lang inquired of the 9,000 students who transfer into the colleges, how many students are taking the AA or AS degrees graduating or the other type of graduates. Are ten percent of the students going to a 4-year university or twenty percent for example.

Dr. Reynolds noted that approximately ten percent of associate and applied science degree graduates are transferring to the UNC System whereas about 20% of associate in arts and associate in science students are transferring to the UNC System.

Dr. Merritt noted that the transfer is very complex because the TAC oversees the AA and the AS degrees, AAAS degrees. As Dr. Reynolds mentioned there's Associate Applied Science and a number of other degrees as well. Exploring the dashboards to get the exact number would be helpful.

Mr. Lang asked whether ten percent of transfer students is a target goal.

Dr. Merritt noted that last year the Belk Center engaged with a number of folks in the transfer work group and one of the statistics that's been discussed is the need for an extra 5,000 students to transfer per year. A realistic attainable goal has not been set yet.

Dr. Schneider noted that approximately 50-60% of students focused on transfer exit with at least thirty articulate hours or complete associate arts, or associate science programs go on to a university. When reviewing the rate of transfer national transfer are considered as well as transfers within North Carolina.

Dr. Merritt asked Dr. Reynolds if the 10% and 20% transfer rate respectively was directly into the university or within a certain time frame.

Dr. Reynolds noted that it was within two years.

Mr. Nath inquired about any kind of granularity that's available which records not only the total UNC System transfer, but which university is getting how many transfer students. What percentage of transfer students are going to different universities within the UNC System.

Dr. Merritt noted that the UNC System has dashboards that break down the number of transfer students per institution.

Mr. Nath noted that there's a lot of frustration among the students regarding the process for acquiring the Baccalaureate Degree Plans (BDP) information as well as the transfer process itself. Mr. Nath further noted that the systems are not user friendly. Students are having difficulty learning about how to get transfers done and what kind of courses to take in order to transfer. Additionally, Mr. Nath stated that marketing the community colleges and transfer should be done to show how cost effective it can be versus going directly to a four-year college.

Dr. Merritt stated that Dr. Reynolds noted the new transfer guides that rolled out this past summer. The UNC System office as well as Community Colleges System office did a joint public news release about the new transfer guides. The guides were positively received by students and advisors across the system.

Dr. Russell inquired about table 3 and mentioned that it would be great to know that size of the population in each of the boxes. Additionally, Dr. Russell asked if there is a statistically significant difference between transfer juniors and native UNC System students.

Dr. Reynolds noted that the disaggregated data was not immediately available but would follow up and provide that information.

Chair West noted that it's been a consistent data point over the last four years.

Dr. Carraway asked whether students having a lack of clarity about credits that transfer is due to individual interpretation or due to lack of clarity on what the credits are.

Dr. Reynolds stated that the course transfers but not in the manner that the student intended. The course ends up in the elective bucket instead of the major bucket or general education. The students are frustrated because they must repeat a course(s).

President Cox added context to Dr. Reynolds statement by noting that part of the issue is that different universities have different requirements and will accept different things in terms of credit. That causes frustration with the students but is often about changing the major or university they plan to attend and the requirements being different and the different universities or departments.

Chair West confirmed with Dr. Reynolds that the app would give students the ability in real time to see how their decisions may impact if they decide to change majors for example.

President Cox noted that the app will be a great tool with 100% more clarity. Students won't have to visit each university's individual website to try and find the BDP. Dr. Cox in partnership with President Hans (UNC System President) would like to choose a few high demand labor market areas such as nursing for example and achieve greater uniformity across the university system on what would be acceptable for credit within the nursing programs. Doing so would reduce confusion among students.

Chair West requested a motion to suspend the rules and approve PROG 01 for the For Action Agenda at their meeting on October 17, 2024. Mr. Russell made the motion, seconded by Dr. Carraway. The motion was approved via voice vote by the committee.

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#### Curriculum Program Application – New to the System

##### o CCP Career and College Ready Pathway (P9099A) (Attachment PROG 02)

Dr. Merritt noted as the changing demographics of the state are reviewed in addition to moving towards a new business model there are 68,000 students who were in dual enrollment last fall. The CCP Pathway would allow the opportunity to reach more students. It's an opportunity to increase accessibility and college readiness with more students in collaboration with school systems. The pathway allows high school students with the opportunity for career exploration, college preparatory coursework, smooth transition into the workforce, and become college ready when they enter community college campuses. Students will be able to go into gateway math and English courses as well as qualify for other CCP pathways. The pathway is an opportunity for any of the fifty-eight colleges to offer it, but not mandated.

Dr. Eads noted faculty and CCP coordinators are excited about the program. There have been a lot of questions primarily focused on implementation. There are some concerns regarding how many students it could possibly impact in terms of getting them prepared as well as the capacity for colleges to offer the courses and the faculty. Some challenges with the current CCRG program we saw limited success in English and much better success in math. Students who completed the current CCRG program,

particularly math, were not entering the community colleges prepared even if they scored on the higher tier. There were also questions regarding proctoring and delivery of the content. There may be some additional opportunities within faculty instruction to further strengthen students' abilities for college readiness.

Dr. Loope noted that there are concerns regarding the new type of pathway. It'll require collaboration with local education agencies to ensure it'll work. Additionally, there's a cost associated with the new pathway that will come from the hiring of adjunct faculty members for the colleges. Dr. Loope further noted that action should be taken to increase the success of students who are not at the 2.8 level for career pathways and are moving into career and technical education.

PROG 02 remained on the For Future Action Agenda and a motion was not made.

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#### Recommendations for State Performance Measure Changes (Attachment PROG 03)\*

Dr. Schneider noted that the biggest change is recommendation number one that relates to the conversation around transfer performance. Historically when measuring transfer success, it included students who go on to transfer to university and their persistence at university. There's a substantial shift now the performance measure reviews transfer students who complete at least 30 hours of transferable credits and/or graduate and go on to university. Approximately 70% of students complete the associate degree program. Approximately 64% of students with the intent of transfer actually go on to a university.

Recommendation two removes career and college promise or high school dual enrollment students. Pulling those students out of the cohorts allows more focus on the traditional students who are already high school graduates. Recommendation three takes the indexing step a little further and more equitable by pulling career college promise students from the aggregate with traditional students and making them their own separate category. Recommendation four looks at basic skills measure, historically there's been no indexing of basic skills. Basic skills are broken down into five distinct categories. Recommendation five is related to a statutory change that changes the success rate in college to math or science. The reason being that a lot of the associate applied sciences programs require instead of math. Those programs are being unfairly hurt by requiring students to successfully complete their math course. The last recommendation provides clarity on which state performance measure for licensure are used.

Mrs. Whitford inquired about recommendation number five and if they're confident that they can get it done efficiently.

Dr. Schneider indicated that Alex felt confident that it could happen.

Chair West inquired if there was any concern regarding the programs committee and the Board approving something that would then require statutory.

Dr. Merritt clarified that currently it only includes math. The recommendation is for math or science. Dr. Merritt asked Ms. Carpenter can the Board recommend for the addition of science since it's currently in statute.

Ms. Carpenter confirmed that the programs committee and Board can approve pending legislation approval.

Mr. Lang inquired what does approving recommendation number five do for the colleges.

Dr. Schneider noted that the purpose is to ensure institution performance assessments are fairly measuring student success.

Chair West requested a motion to move PROG 03 from the For Future Action to the For Action Agenda. Dr. Carraway made the motion, seconded by the Hon. Russell. The motion was approved via voice vote.

Chair West requested a motion and a second to suspend the rules and approve PROG 03 pending the legislature's approval of the statute. The Hon. Price made the motion, seconded by Mrs. Whitford. The motion was approved via voice vote.

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**FOR CONSENT AGENDA:**

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

- Guilford Technical Community College
  - Biotechnology (A20100)
- Western Piedmont Community College
  - Emergency Medical Science (A45340)

Chair West reviewed the item. The committee had no questions or concerns.

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**Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 05)**

- New Course Approvals, Modifications, and Tier Designations
  - New Course Approval – Stanly Community College
    - Child Advocacy (CAS – 4110)
    - Cultural Awareness (CAS – 4120)
    - Responses to Child Malt (CAS – 4210)
    - Responding to Survivors (CAS – 4220)
  - New Course Approval – Fayetteville Technical Community College
    - Auto Glass Install Technician (AUT – 3135)

Dr. Merritt noted that the courses are recommendations for the social and human services revised curriculum. Many of the major courses to go into the combined course library on the workforce Con Ed side to have that the alignment between curriculum and continuing education.

Mrs. Smith noted it a faculty driving alignment in order to meet the growing behavioral health industry need as well as recruit more students into behavioral health. Perkins funding allowed the commencement of the alignment project with the participation of thirty-nine program directors. The results were a complete alignment in which subject matter areas were created, one of which was child advocacy studies. A crosswalk was also implemented where folks can receive the noncredit but also be placed for credit for prior learning in the curriculum subject area of child advocacy studies. A credentialing agency known as the Zero Abuse Project will help people learn to recognize and report child maltreatment. The Zero Abuse Project will be utilized beyond social and human services. It will be used with educational students as well as those in public service and law enforcement. Dr. Kara Finch at Stanly and Mandy Christian at Davidson Davie have piloted the program. There are currently seventy-eight students enrolled, and with rolling enrollment the numbers are expected to grow. If colleges would like to adopt it they can.

Chair West requested a motion and a second to move PROG 04 and PROG 05 for the For Consent Agenda. On a motion made by Dr. Carraway seconded by Mr. Lange PROG 04 and PROG 05 were approved for the For Consent Agenda at their meeting on October 17, 2024. Motion was approved via voice vote.

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**FOR INFORMATION:**

**NCACCP Review of Policy Recommendation (Discussion Only)**

Dr. Loope noted that the revisions to the state code have been completed. There are a number of procedures that accompany the codes that must be reviewed as well. There was the development of the CCP Pathway additionally there was a potential change to the counting of continuing education credentials to eliminate the 96-hour rule. Anything below 96 hours would prevent colleges from accepting any funding from a tier level greater than three. There needs to be some additional discussion about these things and to ensure there aren't other things on the agenda that the Presidents aren't aware of with respect to continuing education in particular. Dr. Loope further noted that he didn't expect to move forward with a vote on changes to the State Code revision by the Presidents until January at the earliest.

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**Curriculum Program Applications as Approved by the System President  
(Attachment PROG 06)**

- Guilford Technical Community College
  - Esthetics Technology (Certificate) (C55230)
  - Manicuring/Nail Technology (Certificate) (C55400)
- Wayne Community College
  - Early Childhood Preschool Certificate (C55860)

Chair West reviewed the item. The committee had no questions or concerns.

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**Curriculum Standard Revision as Approved by the System President (Attachment PROG 07)**

- Stanly Community College
  - Social and Human Services (A45380)

Chair West reviewed the item. The committee had no questions or concerns.

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

- Bladen Community College
  - Nurse Aide (C45840)
- Blue Ridge Community College
  - Associate in Fine Arts in Music (A10700)
  - Criminal Justice Technology/Forensic Science (A5518C)
  - Nurse Aide Diploma (D45970)
- Cleveland Community College
  - Biotechnology (A20100)

- Health and Fitness Science (A45630)
- College of The Albemarle
  - Computer Engineering Technology (A40160)
- Durham Technical Community College
  - Health Science: Therapeutic & Diagnostic Services, Emergency Medical Science (D45910)
  - Health Science: Therapeutic & Diagnostic Services, Medical Assisting (D45920)
  - Nurse Aide Certificate (C45840)
- Gaston College
  - Cosmetology Instructor (C55160)
  - Lateral Entry (Certificate) (C55430)
  - Nurse Aid (Certificate) (C45840)
- Isothermal Community College
  - Collision Repair and Refinishing Technology (A60130)
  - Licensed Practical Nurse Refresher (Certificate) (C45390)
  - Surgical Technology (D45740)
- McDowell Technical Community College
  - School-Age Education (A55440)
  - Landscape Gardening (A15260)
- Rockingham Community College
  - Brewing Distillation and Fermentation (A15250)
  - Office Administration (A25370)
- Sampson Community College
  - Industrial Engineering Technology (A40240)
  - Surgical Technology (A45740)
  - Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)
- Stanly Community College
  - Cyber Crime Technology (A55310)
  - School-Age Care (Certificate) (C55450)
  - School-Age Education (A55440)
- Wilkes Community College
  - Automotive Restoration Technology (D60140)
  - Cosmetology (A55140)
  - Industrial Systems Technology (A50240)
  - Nurse Aide (C45480)
  - Simulation and Game Development (A25450)
- Wilson Community College
  - Electronics Engineering Technology (A40200)
  - Cosmetology (A55140)

Chair West reviewed the item. The committee had no questions or concerns.

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## **NEW BUSINESS**

**ADJOURN**

On a motion made by Hon. Price, seconded by Dr. Carraway, the meeting was adjourned at 4:40 p.m.

Recording Secretary  
Ashley Croom

**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**

Computed Tomography & Magnetic Resonance Imaging Technology (Diploma) (D45200)

Melissa Smith

Neurodiagnostic Technology (A45320)

Melissa Smith

**Piedmont Community College**

Medical Sonography (A45440)

Melissa Smith

**Wilkes Community College**

Dental Hygiene (A45260)

Melissa Smith

**Wilson Community College**

Agribusiness Technology (A15100)

Aaron Mabe

**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. Hilmi Lahoud

Senior State Director of Business and IT  
and Academic Programs Operations

**STATE BOARD OF COMMUNITY COLLEGES  
SUMMARY EVALUATION REPORT  
Cape Fear Community College  
Computed Tomography/Magnetic Resonance Imaging Diploma (D45200)**

**Program Planning:** Cape Fear Community College is seeking approval for the Computed Tomography/Magnetic Resonance Imaging Technology Diploma (D45200) to begin Fall 2025. 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 July 18, 2024. 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:

- Employment for CT and MRI technologists is projected to grow nationally by 8% from 2024 to 2034, which is faster than the average for all occupations with a projected 100,000 more job openings each year due to new job creation and the need to replace retiring workers or those who leave the field (Bureau of Labor Statistics, Occupational Outlook Handbook).
- In North Carolina, the median annual salary for CT and MRI Technologists is approximately \$81,000. As of October 2024, there were 48 job openings within the college service area. (CareerOneStop.org)
- This program will create a career pathway for graduates of the CFCC Radiography Program. Upon completing the program, these highly skilled professionals are eligible to earn an advanced credential in CT or MRI from the American Registry of Radiologic Technologists (ARRT). A survey of graduates from the Radiography program at CFCC

revealed that 50% of Radiography Program graduates obtain advanced degrees in CT and MRI. These graduates apply and are accepted at other community colleges to obtain this advanced degree and then return to work in the CFCC service area. The closest community college offering this program is 90 minutes outside the CFCC service area.

- CFCC received \$500,000 in High Cost Start Up grant funding to begin the CT/MRI Diploma program. This money will support the hiring of faculty and purchase of instructional supplies related to the program.
- Letters of support were provided from Novant Health, the primary health care provider in New Hanover and Pender Counties, Doshier Hospital, ECU Health, and Dawson Med Primary and Urgent Care.

**Impact of the Proposed Program on Other Programs:** Seven colleges are currently approved to offer the Computed Tomography & Magnetic Resonance Imaging Technology Diploma. Since the program does contain a clinical component, an impact assessment form was sent to colleges with the same program. ***All seven colleges agreed with the impact assessment. 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 Computed Tomography and Magnetic Resonance Imaging Technology curriculum prepares the individual to use specialized equipment to visualize cross-sectional anatomical structures and aid physicians in the demonstration of pathologies and disease processes. Individuals entering this curriculum must be registered or registry- eligible radiologic technologist, radiation therapist, or nuclear medicine technologist. Course work prepares the technologist to provide patient care and perform studies utilizing imaging equipment, professional communication, and quality assurance in scheduled and emergency procedures through academic and clinical studies. Graduates may be eligible to sit for the American Registry of Radiologic Technologist Advanced-Level testing in Computed Tomography and/or Magnetic Resonance Imaging examinations. They may find employment in facilities which perform these imaging procedures.*

**Contact(s):**

Melissa Smith  
Senior State Director of Health Science Programs

**STATE BOARD OF COMMUNITY COLLEGES  
SUMMARY EVALUATION REPORT  
Cape Fear Community College  
Neurodiagnostic Technology Program (A45320)**

**Program Planning:** Cape Fear Community College is seeking approval for the Neurodiagnostic Program (A45320) to begin Fall 2025. 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 September 26, 2024. 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:

- Neurodiagnostic Technology (NDT) is the scientific field devoted to the recording and study of the electrical activity of the brain and nervous system. Employment for Neurodiagnostic Technologists is projected to grow nationally by 7% from 2024 to 2034, which is faster than the average for all occupations. (Bureau of Labor Statistics, Occupational Outlook Handbook).
- In North Carolina, the median annual salary for Neurodiagnostic Technologists is approximately \$48,000. As of October 2024, there were 16 job openings within the college service area (CareerOneStop.org).
- Novant Health/New Hanover Regional Medical Center contacted CFCC with the desire for the college to start the Neurodiagnostic Technology program. With an increase in the region for these technologists, Novant has indicated a desire to hire 16 ND

Technologists per year, supporting students in clinical sites across 4 different sites with day, evening, and night/weekend clinical opportunities.

- CFCC plans to offer an educational pathway that provides CE and CU opportunities to students with apprenticeship options. The partnership with UNC Hospitals provides a pipeline for graduates of the program to continue their education, earning an advanced degree at UNC Chapel Hill in Neurodiagnostics and Sleep Science.
- CFCC received \$500,000 in High Cost Start Up grant funding to begin the Neurodiagnostic Technology program, with matching funds in the amount of \$75,000 from Novant Health/New Hanover Regional Medical Center. This money will support the hiring of faculty, equipment, and the purchase of instructional supplies related to the program.
- Letters of support were provided from Novant Health, the primary health care provider in New Hanover and Pender Counties, Doshier Memorial Hospital, ECU Health, and Dawson Med Primary and Urgent Care.

**Impact of the Proposed Program on Other Programs:** One college is currently approved to offer the Neurodiagnostic Technology (A45320) program. Since the program contains a clinical component, an impact assessment form was sent to the one college approved to offer it. ***The college agreed with the impact assessment. 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 Neurodiagnostic Technology curriculum is designed to provide students with the knowledge and skills to obtain recordings of patients' nervous system function through the use of neurodiagnostic equipment and other electrophysiological devices. Course work includes communication skills with patients and healthcare personnel, taking appropriate patient histories, electrode application, documentation of patients' clinical status, waveform recognition, management of medical emergencies, and preparation of descriptive reports for the physician. Graduates should qualify for the ABRET Exam and, working under the supervision of a qualified physician, may be employed by hospitals or private offices of neurologists and neurosurgeons.*

**Contact(s):**

Melissa Smith  
Senior State Director of Health Science Programs

**STATE BOARD OF COMMUNITY COLLEGES  
SUMMARY EVALUATION REPORT  
Piedmont Community College  
Medical Sonography (A45440)**

**Program Planning:** Piedmont Community College is seeking approval for the Medical Sonography Program (A45440) to begin Fall 2025. The planning area is defined as the college's service area of Person and Caswell Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Piedmont Community College on November 5, 2024. Approved minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of 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:** Piedmont Community College (PCC) indicates the following:

- Employment for Medical Sonographers is projected to grow nationally by 9% from 2024 to 2034, which is faster than the average for all occupations with a projected 100,000 more job openings each year nationwide due to new job creation and the need to replace retiring workers or those who leave the field (Bureau of Labor Statistics, Occupational Outlook Handbook, October 2024).
- In North Carolina, the median annual salary for Medical Sonographers is approximately \$81,500. As of October 2024, there were 113 job openings for Medical Sonographers in North Carolina, with 58 in the college service area. Many of these positions have sign on and relocation bonuses (O'Net online).
- Caswell County is designated as a Health Professional Shortage Area and classified as a Tier I county (shepcenter.org). The salary for Medical Sonographers is substantial

enough to improve the quality of life for residents and contribute to reducing the poverty level in this economically disadvantaged region.

- The demand for Medical Sonographers continues to exceed the number of graduates across the state. By allowing Piedmont Community College to establish this program, the number of qualified graduates would increase, helping to fill critical vacancies statewide.
- PCC received \$500,000 in High Cost Start Up grant funding to begin the Medical Sonography program. This money will support the hiring of faculty, purchasing equipment, and instructional supplies related to the program.
- In addition to a request from the Person Memorial Hospital (the only hospital in the college's service area), the College has been tracking information requests for programs for several years. The Dean, Health & Public Safety has received over 25 calls or emails from prospective students looking for a sonography program closer to their home (the closest program is 60 miles away).
- A survey of high school students in our service area had 77 respondents with 90% indicating they would be interested in enrolling in the program. Recent conversations with the Duke Health System Imaging Department revealed a high vacancy rate and a high rate of travelers filling those positions.
- Letters of support were provided by Person Memorial Hospital and Maria Parham Health.

**Impact of the Proposed Program on Other Programs:** Fourteen colleges are currently approved to offer Medical Sonography. Since the programs contain a clinical component, an impact assessment form was sent to colleges with the same or similar program. ***All fourteen colleges agreed with the impact assessment. 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 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):**

Melissa Smith

Senior State Director of Health Science Programs

**STATE BOARD OF COMMUNITY COLLEGES**  
**SUMMARY EVALUATION REPORT**  
**Wilkes Community College**  
**Dental Hygiene (A45260)**

**Program Planning:** Wilkes Community College is seeking approval for the Dental Hygiene Program (A45260) to begin Fall 2025. The planning area is defined as the college's service area of Alleghany, Ashe, and Wilkes counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Wilkes Community College on October 17, 2024. Approved minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Wilkes 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:** Wilkes Community College (WCC) indicates the following:

- Employment for dental hygienists is projected to grow nationally by 11% from 2024 to 2034, which is faster than the average for all occupations. This growth is driven by an increasing demand for preventive dental care and a greater emphasis on the link between oral health and overall health (O\*Net, September 2024).
- On average, there are expected to nationally be about 16,300 openings for dental hygienists each year due to new job creation and the need to replace retiring workers or those who leave the field (Bureau of Labor Statistics, Occupational Outlook Handbook, October 2024).
- In North Carolina, the median annual salary for Dental Hygienists is approximately \$79,200. As of September 2024, there were 36 job openings within the college service area (Indeed.com).
- The college currently offers an accredited Dental Assisting program with a strong student pipeline, providing a solid foundation for students interested in pursuing a career in dental healthcare. With the addition of the Dental Hygiene program, graduates of the Dental Assisting program will have the opportunity to seamlessly bridge into the Dental Hygiene pathway.

- A Career and College Promise (CCP) pathway will be developed to create a smooth transition from high school directly into Dental Assisting and, ultimately, Dental Hygiene. This will offer high school students a clear route to enter the dental field. Students will also have the flexibility to enter directly into the Dental Hygiene program without first completing the Dental Assisting pathway, catering to diverse educational backgrounds and career goals.
- The nearest Dental Hygiene program is located 55 miles from the WCC service area and admits 16 students annually out of a pool of 78 qualified applicants. WCC's community dental partners, students, and the North Carolina American Dental Association have expressed the need for a Dental Hygiene program in our service area.
- WCC recently received \$500,000 in High Cost Start Up funding to begin the Dental Hygiene program. The Wilkes County Public Health Dental Clinic donated 7 dental hygiene patient chairs, at an estimated value of \$10,000, in support of the Dental Hygiene program.
- Letters of support from two local dental practices, the Wilkes County Public Health Dental Clinic, and members of the WCC Dental Assisting Advisory Board were included in the application.

**Impact of the Proposed Program on Other Programs:** Thirteen colleges are currently approved to offer the Dental Hygiene Program. Since the program does contain a clinical component, an impact assessment form was sent to colleges with the same program. ***All thirteen colleges agreed with the impact assessment. 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 Dental Hygiene curriculum provides individuals with the knowledge and skills to assess, plan, implement, and evaluate dental hygiene care for the individual and the community. Students will learn to prepare the operator, take patient histories, note abnormalities, plan care, teach oral hygiene, clean teeth, take x-rays, apply preventive agents, complete necessary chart entries, and perform other procedures related to dental hygiene care. Graduates of this program may be eligible to take national and state/regional examinations for licensure which are required to practice dental hygiene. Employment opportunities include dental offices, clinics, schools, public health agencies, industry, and professional education.*

**Contact(s):**

Melissa Smith  
Senior State Director of Health Science Programs

**STATE BOARD OF COMMUNITY COLLEGES  
SUMMARY EVALUATION REPORT  
Wilson Community College  
Agribusiness Technology (A15100)**

**Program Planning:** Wilson Community College is seeking approval for the Agribusiness Technology (A15100) program to begin Fall 2025. The planning area is defined as the College's service area in Wilson County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Wilson Community College on September 16, 2024. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Wilson 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 which will include student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

**Program Rationale:** Wilson Community College indicates the following:

- Wilson County has more than 110,000 acres in production and ranks 4th in the state for cash crop receipts. The largest crops grown in Wilson County include tobacco, corn, soybean, wheat, cotton, and sweet potatoes.
- According to the college labor market data, In 2023 sweet potatoes accounted for the 2nd largest income from crops in Wilson County, generating approximately \$23 million dollars in profits. These agricultural sources of revenue are supported by over 70 thousand acres of sweet potatoes grown each year, which rely on seven packing houses throughout Wilson County.
- In the spring and summer of 2024, the College worked in partnership with Wilson County Agriculture Center and local commercial farm owners to discuss the need to create a talent pipeline of employees to work in agricultural- related jobs. These farmers expressed the need for programs to meet their employment needs; consequently, an advisory committee was formed which include representatives from the College, Wilson County Agricultural Extension, and several commercial farm representatives.

- Three major farms, Sharp Farms, Deans Farms, Scott Farms, and the Wilson County Extension Agency, expressed a desire for skilled workers to meet the current and future employment needs of the agricultural community. These workers include advanced skilled production workers and employees to work in the agricultural support industry.
- According to Lightcast Occupation Review (2024) labor market data shows that Wilson County NC is a "hotspot" for agriculture related jobs with 271 jobs currently in Wilson County. The national average for an area the size of Wilson County is 176. The median salary for ag-related jobs in Wilson is \$43,136, and the median household income for Wilson is \$46,891. There are an average of three job postings for agriculture related jobs per month in Wilson County.
- Letters of support were received from NC Cooperative Extension, B and S Enterprises, Wilson Forward, Scott Farms, and Pender Sharp.

**Impact of the Proposed Program on Other Programs:** Nineteen (19) colleges are approved to offer the Agribusiness Technology (A15100) program. An impact assessment was sent to two colleges located in contiguous counties. One colleges responded with positive impact assessments in agreement and support of the program. **One college was not in agreement with the impact assessment but does support the program.**

**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 Agribusiness Technology curriculum is designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workforce knowledgeable in sustainable agriculture practices. Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture. Graduates should qualify for a variety of jobs in agricultural businesses such as equipment, feed, and agricultural supply sales; store management; farm operations; wholesale and retail produce management; nursery operations; and environmental and agricultural education. This program prepares individuals to manage agricultural businesses and agriculturally related operations within diversified corporations. Potential course work includes instruction in agriculture, agricultural specialization, business management, accounting, finance, marketing, planning, human resources management, and other managerial responsibilities.*

**Contact(s):**

Aaron Mabe

State Director of Dual Enrollment, Agriculture and Natural Resources

**STATE BOARD OF COMMUNITY COLLEGES**  
**Combined Course Library**  
**Workforce Continuing Education and College & Career Readiness**  
**New Course Approvals, Modifications, and Tier Designations**

The State Board is requested to approve the following courses for placement or modification in the Combined Course Library (CCL).

**Request for New Course 1 of 1**

**Requesting College or Agency: North Carolina State Firefighters Association (NCSFA)/NCCCS**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
FIP-3653	NCSFA Administration Course	10	R30 – Fire and Rescue Services	3/ Public Safety and First Responders

Description:	This non-certification course will familiarize the North Carolina Fire Service with association, state and federal benefits, fire department reporting requirements, responsibilities of Fire Chiefs, Fire Officers and the Relief Fund Board of Trustees, and member assistance programs available to the members of the departments from the NCSFA and other agencies.
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Rationale: The North Carolina State Firefighters Association (NCSFA) provides direction to the fire service of North Carolina as prescribed in North Carolina General Statutes and related processes to State and Federal Line of Duty incidents and benefits. This non-certification course supports Fire Chiefs, Fire Officers and others in their responsibilities to the firefighters in these arenas.

**Request for Course Modification 1 of 2**

**Requesting College or Agency: NC Community College System**

Course ID	Course Title	Program Area	Current Recommended Hours	Proposed Recommended Hours
ENG-8045	English Skills Support	A20 – Basic Skills	32	48

Description:	This course provides academic support for the successful completion of gateway English courses by supplementing and reinforcing classroom instruction in ENG 8025. Emphasis is placed on developing a growth mindset, expanding skills in active reading and writing processes, applying editing and revision strategies, exercising standard writing conventions through contextualized instruction, and ethically using appropriate technology when reading and writing.
--------------	--

Rationale: ENG-045 (the Curriculum version of the course) has already been approved for 48 hours. The College and Career Readiness ENG-8045 course is a direct mirror of the Curriculum ENG 045 course. No changes are proposed to the course description.

### Request for Course Modification 2 of 2

Requesting College or Agency: NC Community College System

Course ID	Course Title	Program Area	Current Recommended Hours	Proposed Recommended Hours
MAT-7045	Math Skills Support	A20 – Basic Skills	32	48

Description:	This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. This course will reinforce the content taught in MAT 7025 and MAT 7035. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course.
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Rationale: MAT-045 (the Curriculum version of the course) has already been approved for 48 hours. The College and Career Readiness MAT-7045 course is a direct mirror of the Curriculum MAT-045 course. No changes are proposed to the course description.

**STATE BOARD OF COMMUNITY COLLEGES**  
**Courses of Instruction to Captive/Co-Opted Groups**

**Request:** The State Board is asked to approve the following to be offered to Captive/Co-opted groups as listed, to be offered to Captive/Co-opted Groups under current operating procedures, contingent upon availability of funds.

**Strategic Plan Reference:**

Theme: Economic and Workforce Development

Goal 4: Provide education, training, and credentials to develop the most competitive and agile workforce in the nation.

- Objective 4.2: Respond to employment preparation opportunities with instruction focused on relevant skills, credential attainment, and competency development.
- Objective 4.3: Increase access to the training, education, and wrap-around services needed by students to achieve their career goals and economic mobility.
  - Strategy 4.3.1: Take the steps necessary to be a national leader in diversity and inclusion and leverage outreach among partners to reach low-income and underserved populations.

**Continuing Education: Courses of Instruction**

- Wake Technical Community College – Wake Correctional Center
  - TRA-3607 Truck Driver Training

**Contact(s):**

Dr. Andrew Gardner

Associate Vice-President, Workforce Strategies

Anne Bacon

Workforce Continuing Education Director

Prison Education Liaison

### Continuing Education and Basic Skills

These requests have been approved by the local college president, local board chair, and prison superintendent or chief officer. They have been reviewed by state staff at the North Carolina Community College System Office and, if applicable, by the NC Department of Public Safety and found in compliance with state standards and prison programming policies.

#### CODES FOR GROUPS TO BE SERVED

A	Alcoholic Rehabilitation Centers
D	Domiciliary Care Facilities
I	Hospital Inpatients
J	Detention Centers and County Jails
N	Rest and Nursing Homes
P	Prisons (Correction setting)
R	Intellectual Disability Centers
S	Sheltered Workshops

EXAMPLES: **WLD 3106 P** indicates the continuing education course offered in the Prison/Corrections setting.

**BSP 2000 S** indicates the basic skills course offered in a Sheltered Workshop setting.

**CONTINUING EDUCATION** and **BASIC SKILLS** courses are reported in class hours.  
**CURRICULUM** courses are reported in semester-hour credits.

#### MATRIX CATEGORIES\* For NC DPS/DAC Prison Facilities

Matrix Category	North Carolina Community College System Programming Options
<b>1</b>	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); and/or Drug and Alcohol courses. (Minimum length of stay: 2 months)
<b>2</b>	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; and/or Curriculum Certificate Programs. (Minimum length of stay: 4 months)
<b>3</b>	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; and/or Curriculum Diploma Programs. (Minimum length of stay: 12 months)
<b>4</b>	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; Curriculum Diploma Programs; and/or Curriculum Associate in Applied Science Degree Programs. (Minimum length of stay: 24 months)
<b>*</b>	Only Division of Adult Correction and Juvenile Justice (DACJJ) prisons are assigned matrix categories

**Continuing Education Courses  
Captive & Co-opted**

<b>Community College</b>	<b>Facility</b>	<b>Facility Code</b>	<b>Matrix Class.</b>	<b>Course Number</b>	<b>Master Course List Title (Local Title)</b>	<b>Contact Hours</b>
Wake Technical Community College	Wake County Correctional	4265	2	TRA-3067	Truck Driver Training	40



# High-Cost Workforce Program Start-Up Funds

## Final Report – Fiscal Year 2023-2024

Due: December 1, 2024

### Legislative Requirement

*SECTION 6.7.(e) of Session Law 2021-180*

#### **Report.**

The System Office shall submit an initial report to the Joint Legislative Education Oversight Committee by December 1, 2022, and an annual report thereafter for each year the System Office provides funds to community colleges from the Fund on the programs receiving the funds, which shall include at least the following information:

- (1) The community colleges that received funds, the amount of funds, and the types of programs started.
- (2) The use of funds by community colleges receiving awards, including costs associated with student instruction, faculty salaries, instructional supplies, related instructional equipment, and accreditation costs.
- (3) Evaluation of the success of the new community college programs receiving funds.

Submitted By:

**Dr. Jeff Cox, President**

North Carolina Community College System  
200 West Jones Street  
Raleigh, North Carolina 27603  
919-807-7100

# High-Cost Workforce Start-Up Fund Program

## Final Report – Fiscal Year 2023-2024

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### System Office Contacts

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## Section 1: Program Overview – High-Cost Workforce Start-Up Funds

### Executive Summary

This report provides an overview of the High-Cost Workforce Program Start-Up Funds initiative. During its meeting on January 20, 2023, the State Board of Community Colleges approved an allocation of \$5,200,000 to 16 community colleges for this grant initiative. The funds were used to support the start-up of Tier 1A and Tier 1B workforce programs offered as a curriculum degree or a short-term workforce continuing education program.

Implementing the High-Cost Workforce Start-Up Fund Program encountered multiple challenges, such as delays in equipment procurement due to supply chain disruptions and difficulties recruiting qualified instructors for highly specialized fields. Despite these challenges, the initiative demonstrated that North Carolina's community colleges respond effectively to the state's workforce needs with targeted funding and strategic partnerships with industry stakeholders.

### Key Achievements

- A total of 88 proposals were reviewed, and funding was awarded to 16 colleges based on their ability to meet specific workforce needs.
- The funded programs focused on high-demand fields with projected growth ranging from 2% to 32% over the next decade based on current labor market data.
- All 16 grantees launched new programs, resulting in 865 enrollments, 734 completers, and students earning over 450 industry-recognized credentials.
- The expenditure rate was 99%, with \$5,165,906 utilized for program implementation.
- 65% of funds were dedicated to equipment purchases, ensuring hands-on training with industry-standard technology.
- 29 faculty positions were supported, reinforcing instructional quality and capacity.
- Employer engagement played a critical role in the success of the program. Below are key trends:
  - Strong Employer Involvement in Program Development
  - Employer Contributions to Training and Job Placement
  - Expanded Partnerships and Key Collaborations
  - Employer-provided equipment and Resources
  - Collaborative Advisory Boards
  - Curriculum Tailored to Industry Needs
  - Work-Based Learning and Internships
- Colleges proposed multiple strategies for sustaining their new programs after the grant period ended. Below are key strategies:
  - Strong industry partnerships will provide continued support and relevance to the programs.
  - Practical, hands-on training ensures students are job-ready and attract both students and employers.
  - High-demand programs and industry-recognized certifications ensure that program completers remain in demand by employers.
  - Expanding access and cross-training students with multi-role capabilities will help address evolving workforce needs.
  - Maintaining a responsive curriculum and steady enrollment through accessible programs will keep the initiative thriving for years.

The System Office staff is proud of the overall outcomes of this grant program. By focusing on meeting the needs of local and regional labor demands, the colleges are well-positioned to sustain these programs, attract new students, and meet the evolving demands of North Carolina's workforce.

## Key Achievements – Additional Details

Below is more information about the colleges funded, programs offered, budget allocation, and enrollment/completion statistics.

College	Program Area	Budget Allocation	Expenditure Rate	Course Offered	FTE	Enrollment	Completers	Completion Rate
Asheville-Buncombe TCC	Robotic Welding	\$326,997	100%	4	9	46	In Progress	
Bladen CC	Culinary Arts	\$343,918	99%	5	5	31	30	97%
Brunswick	Dental Assisting	\$424,850	100%	2	2	22	19	86%
Caldwell CCTI	Substation Technician	\$425,000	100%	2	2	4	3	75%
Central Carolina CC	Truck Driver	\$140,483	100%	3	3	39	32	82%
Isothermal CC	Industrial Cybersecurity	\$423,388	98%	10	10	62	53	85%
James Sprunt	Maintenance Mechanic	\$425,000	100%	5	5	20	19	95%
Johnston CC	Culinary Arts	\$310,260	100%	16	16	92	In Progress	
Lenoir CC	Aviation Maintenance Technician	\$425,000	100%	17	30	342	342	100%
Randolph CC	Truck Driver	\$140,483	100%	3	9	14	14	100%
Richmond CC	Surgical Technician	\$196,509	100%	3	3	29	27	93%
Rockingham	Certified Production Technician	\$230,776	96%	3	3	21	19	90%
Rowan-Cabarrus CC	Biotechnology Technician	\$425,000	97%	6	6	70	69	99%
Sampson CC	Heavy Equipment Operator	\$425,000	100%	8	8	70	62	89%
Sandhills CC	Truck Driver	\$140,483	100%	7	7	46	43	93%
Tri-County CC	Heavy Equipment Operator	\$396,853	100%	3	3	17	16	94%
<b>Grand Total</b>		<b>\$5,200,000</b>	<b>99%</b>	<b>97</b>	<b>121</b>	<b>865</b>	<b>748</b>	<b>91%</b>

### Use of Funds by Allowable Expenditures

The Fund's expenditure rate was 99%. Below is an overview of project expenditures.

#	Budget categories	Total Allocation	% of Funding
A.	Salaries, Instructional (26 staff)	908,882	20%
B.	Salaries, Non-instructional (3 Staff)	195,848	4%
C.	Employer's Retirement	247,344	5%
D.	Employer's Social Security	86,401	2%
E.	Employer's hospitalization	132,100	3%
F.	Instructional Supplies and Materials	294,515	6%
G.	Program Equipment	2,953,380	65%
H.	Contractual Services	91,700	2%
I.	Staff Travel	48,867	1%
J.	Curriculum Development	27,163	1%
K.	Accreditation Costs	22,000	1%
L.	Faculty Preparation and Professional Development	191,800	4%

*Key Expenditures by College***1. Asheville-Buncombe TCC:**

- Hired new faculty with experience in robotic welding to support the new program and invested in advanced robotic welding systems to train students in cutting-edge manufacturing techniques. Investing in high-tech equipment enhanced students' practical skills, making them highly employable in industries requiring automated welding solutions.

**2. Bladen CC:**

- Hired culinary instructors with industry experience to teach the new culinary arts program. They purchased a fully functional mobile kitchen and commercial-grade kitchenware (utensils, glassware, etc.) for hands-on training. They developed a new curriculum to integrate local food culture and sustainable practices into the program. The mobile kitchen allowed for outreach and practical training in different locations, increasing enrollment and enhancing the students' hands-on experience.

**3. Brunswick CC:**

- Hired faculty trained explicitly in dental assisting to support the growing program. They invested in the Commission on Dental Accreditation (CODA) process to ensure program credibility. Securing accreditation improved program recognition, leading to higher enrollment and ensuring that graduates could immediately enter the workforce with a recognized qualification.

**4. Caldwell CCTI:**

- Invested in substation training equipment, including specialized high-voltage equipment, to simulate real-world conditions. They engaged specialized contractors to install equipment for the Substation Relay Technician program. The high-quality equipment enabled students to gain practical experience in power distribution systems, increasing their employability in the energy sector.

**5. Central Carolina CC:**

- Hired experienced truck driving instructors to lead the new Truck Driver Training program. They purchased commercial trucks and simulators to provide students with hands-on learning. Using real-world equipment ensured that students were prepared for state licensing exams and allowed the program to meet the needs of local trucking companies.

**6. Isothermal CC:**

- Hired a new cybersecurity instructor to support the launch of the Industrial Cybersecurity program. They developed a modern curriculum that covered cybersecurity fundamentals and advanced industry practices. They sent faculty for specialized training on the latest cybersecurity tools and software. The program attracted strong interest from students and local tech firms, with graduates quickly placed in high-demand jobs.

**7. James Sprunt CC**

- Hired additional maintenance and machining instructors to expand the Industrial Maintenance Mechanic program. They purchased CNC machines, simulators, and machining tools to enable hands-on training for students. The state-of-the-art equipment provided students with practical skills needed in modern manufacturing, resulting in high job placement rates.

**8. Johnston CC**

- Engaged external experts to retrofit a commercial kitchen for the Culinary Arts program, purchased modern kitchen appliances, including commercial-grade stoves and refrigeration units, and sponsored culinary instructors for certification courses such as ServSafe and American Culinary Federation membership. The well-equipped kitchen and professionally trained faculty helped position the program as a leading culinary arts training facility, attracting top local talent.

**9. Lenoir CC**

- Invested in securing FAA accreditation for the Aviation Maintenance and Repair Technician program, purchasing aviation maintenance tool kits and training simulators for hands-on student practice. The program's FAA certification positioned graduates for immediate employment in the aviation sector, with local companies benefiting from a skilled workforce.

**10. Randolph CC**

- Hired additional instructors to accommodate the growing demand for the Truck Driver Training program. They acquired new tractor-trailers for driving instruction and simulators to supplement practical driving experience. The investment in real-world equipment led to high pass rates on the CDL exam, allowing graduates to meet local transportation industry needs.

**11. Richmond CC**

- Invested in medical-grade surgical equipment, including training simulators, for the surgical technician program and developed a curriculum that met national certification standards for surgical technicians. The state-of-the-art

equipment and curriculum resulted in high certification pass rates for students, many of whom were hired by local hospitals before graduation.

**12. Rockingham CC**

- Hired skilled instructors to teach the Certified Production Technician (CPT)® program. Purchased production line simulators and testing equipment to support hands-on learning. Provided instructors with advanced CPT training to ensure they were prepared to deliver the new curriculum. The program quickly became popular among local manufacturers, hiring graduates to fill critical production roles.

**13. Rowan-Cabarrus CC**

- Developed a comprehensive program for Biotechnology Technicians and Aseptic Manufacturing, focusing on current industry practices. They have also invested in the certification process for the BioWork Process Technician program to ensure compliance with industry standards. The program has produced highly trained technicians for the local biopharma industry, with many graduates securing jobs at leading biotech firms.

**14. Sampson CC**

- Purchased heavy equipment such as bulldozers and excavators for the Heavy Equipment Operator program and trained instructors on operating new machinery and safety protocols. The latest equipment allowed comprehensive hands-on training, ensuring that students were job-ready upon completion. Many secure employment in local construction firms.

**15. Sandhills CC**

- Invested in trucks and driving simulators for the Truck Driver Training program. They updated the curriculum to align with new federal CDL standards. The revised curriculum and advanced equipment led to high pass rates on CDL exams, positioning graduates for immediate employment in the transportation industry.

**16. Tri-County CC**

- Purchased new heavy equipment simulators to supplement hands-on learning in the Heavy Equipment Operator program. They contracted with external vendors to deliver training on heavy machinery maintenance and safety. The new equipment and specialized training enhanced students' practical skills, resulting in a high job placement rate for construction and municipal services graduates.

## Section 2: Legislative Reporting Requirements – Full Report

### #1 Program Implementation

#### *College Funded:*

Below is a detailed overview of each college funded under the High-Cost Workforce Start-Up Fund Program.

College	Program	Key Component
Asheville-Buncombe TCC	Robotic Welding	It supported the development of welding technology programs with equipment that allowed students to practice advanced robotic welding techniques.
Bladen CC	Culinary Arts	Purchased essential culinary equipment such as a six-burner gas range and mobile kitchen unit, enabling students to gain practical industry experience.
Brunswick CC	Dental Assisting	Created an actual dental office training environment with dental chairs, simulators, and sterilization equipment to offer hands-on experience to students.
Caldwell CCTI	Substation Technician	Developed specialized training for substation technicians, with donations from industry partners like Duke Energy, including transformers and high-voltage equipment.
Central Carolina CC	Truck Driver	Launched a truck driver training program with full integration of commercial vehicle operations, preparing students for N.C. Commercial Driver's License exams.
Isothermal CC	Industrial Cybersecurity	Purchased cybersecurity and mechatronics training systems equipment, supporting hands-on learning experiences in automation and process control.
James Sprunt CC	Maintenance Mechanic	Implemented machining technology courses by purchasing surface grinders, lathes, and milling machines for technical training.
Johnston CC	Culinary Arts	Acquired kitchen equipment to launch the culinary program, providing a modern learning environment for culinary arts students.
Lenoir CC	Aviation Maintenance Technician	Purchased FAA-certified Snap-On toolboxes and equipment, facilitating the launch of FAA-approved aviation maintenance technician training.
Randolph CC	Truck Driver	Supported the development of a CDL training program with the necessary infrastructure and vehicles for practical truck driving experience.
Richmond CC	Surgical Technician	Established a surgical technology program to meet the healthcare workforce demand, providing equipment like Operation Room lights, sterilization tools, and scrub sinks.
Rockingham CC	Certified Production Technician	Created a manufacturing training program, purchasing advanced manufacturing systems and training aids for process control technicians.
Rowan-Cabarrus CC	Biotechnology Technician	Supported the launch of biopharma industry training with clean room and sterile manufacturing equipment, helping train workers for pharmaceutical manufacturing.
Sampson CC	Heavy Equipment Operator	Purchasing heavy equipment, such as backhoes and bulldozers, enables students to gain practical experience operating large machinery.

College	Program	Key Component
Sandhills CC	Truck Driver	Developed CDL training with partnerships from local logistics companies, offering full-scope driver education and commercial licensing preparation.
Tri-County CC	Heavy Equipment Operator	Integrated simulators and training equipment to provide realistic heavy equipment operation training, preparing students for jobs in construction and related fields.

### Programs Funded

Here is an overview of the training programs/occupations funded by this grant.

Program/Occupation	Employment Projections	Average Wage
<b><u>Dental Assisting</u></b> Dental assistants support dentists by preparing patients for treatments, maintaining dental equipment, and performing administrative tasks such as scheduling and recordkeeping.	As demand for preventive dental services rises, the employment of dental assistants is projected to grow 8% from 2022 to 2032.	\$42,510
<b><u>Surgical Technician</u></b> Surgical technicians assist surgeries by preparing operating rooms, arranging equipment, and helping doctors during surgical procedures. They ensure sterile environments and proper instrumentation handling.	The projected growth of 5% from 2022 to 2032 as the demand for surgeries increases due to an aging population.	\$54,800
<b><u>Truck Driver</u></b> Truck drivers operate heavy trucks to transport goods across long distances. Training programs teach the operation of commercial vehicles, safety protocols, and regulatory compliance.	Employment is projected to grow by 4% from 2022 to 2032, with continued demand for goods transportation.	\$52,440
<b><u>Industrial Maintenance Mechanic</u></b> Industrial maintenance mechanics repair and maintain factory equipment and machinery, such as conveyor belts, production machines, and hydraulic systems.	Employment is expected to grow by 9% from 2022 to 2032, driven by ongoing automation in manufacturing.	\$59,380
<b><u>Aviation Maintenance and Repair Technician</u></b> Aviation maintenance technicians inspect, repair, and maintain aircraft. They ensure planes are safe to operate by following strict FAA regulations and keeping detailed records of repairs and inspections.	Employment is expected to grow 6% from 2022 to 2032 as air travel increases and the workforce ages.	\$73,050
<b><u>Certified Production Technician</u></b> Certified production technicians ensure the smooth operation of manufacturing facilities. They monitor production processes, troubleshoot equipment issues, and ensure safety and quality standards compliance.	With increased automation in manufacturing, the demand for production technicians is expected to grow by 4% from 2022 to 2032.	\$44,890
<b><u>Biotechnology Technician</u></b> Biotechnology technicians work in laboratories conducting experiments and analyzing data in genetics, microbiology, and pharmaceuticals. They assist scientists in developing new drugs and medical treatments.	Employment is expected to grow 9% from 2022 to 2032, with increased demand for medical research and biotechnology advancements.	\$52,950
<b><u>Aseptic Manufacturing Technician</u></b> Aseptic manufacturing technicians work in pharmaceutical and biotechnology companies, ensuring	Expected growth of 3% from 2022 to 2032 as the pharmaceutical industry continues to grow.	\$43,520

Program/Occupation	Employment Projections	Average Wage
that sterile environments are maintained for the production of drugs and vaccines.		
<b><u>Robotic Welding</u></b> Robotic welders use automated systems to perform welding tasks in manufacturing and production settings. They program and maintain robotic welding equipment, ensuring precise and consistent welds.	Demand for welders is expected to grow by about 2% from 2022 to 2032 as the need for automation skills in manufacturing increases.	\$65,000
<b><u>Heavy Equipment Operator</u></b> Heavy equipment operators control and drive construction machinery such as bulldozers, excavators, and backhoes. They are responsible for preparing construction sites, digging trenches, and moving materials.	Employment is projected to grow by 5% from 2022 to 2032, driven by ongoing infrastructure development.	\$55,280
<b><u>Substation Technician</u></b> Substation technicians maintain and repair electrical substations, which control the flow of electricity from power plants to homes and businesses. They work on high-voltage equipment to ensure the stability of electrical grids.	It is expected to remain stable, with moderate growth of around 2% through 2032 as infrastructure modernization continues.	\$83,180
<b><u>Industrial Cybersecurity</u></b> Industrial cybersecurity professionals protect industrial facilities' information systems and networks from cyberattacks. They monitor threats, implement security protocols, and respond to security incidents.	Employment in cybersecurity is expected to grow 32% from 2022 to 2032, driven by increasing cyber threats across industries.	\$120,000
<b><u>Culinary Arts</u></b> Culinary arts professionals prepare food in various settings, including restaurants, hotels, and catering services. They manage kitchens, develop menus, and meet food safety standards.	Employment for chefs and head cooks is projected to grow 15% from 2022 to 2032, much faster than average, driven by increased demand in dining establishments.	\$56,310

## #2 Use of Funds

**Table 1: Budget Allocation, Expenditures, and Required Match**

College	Course/Program Title	Grant Allocation	Final Budget Expenditure	% Expended	Required Matching Amount
Asheville-Buncombe TCC	Robotic Welding	\$326,997	\$326,997	100%	\$32,700
Bladen CC	Culinary Arts	\$343,918	\$339,596	99%	\$17,196
Brunswick CC	Dental Assisting	\$424,850	\$424,850	100%	\$21,243
Caldwell CCTI	Substation Technician	\$425,000	\$425,000	100%	\$42,500
Central Carolina CC	Truck Driver	140,483	\$140,483	100%	\$14,048
Isothermal CC	Industrial Cybersecurity	\$423,388	\$415,911	98%	\$21,169
James Sprunt CC	Maintenance Mechanic	\$425,000	\$425,000	100%	\$21,250
Johnston CC	Culinary Arts	\$310,260	\$309,960	100%	\$31,026
Lenoir CC	Aviation Maintenance Technician	\$425,000	\$424,997	100%	\$42,500
Randolph CC	Truck Driver	140,483	\$140,483	100%	\$14,048
Richmond CC	Surgical Technician	\$196,509	\$196,509	100%	\$19,651
Rockingham CC	Production Technician	\$230,776	\$221,212	96%	\$ 11,539
Rowan-Cabarrus CC	Biotechnology Technician	\$425,000	\$412,685	97%	\$63,750
Sampson CC	Heavy Equipment Operator	\$425,000	\$425,000	100%	\$21,250
Sandhills CC	Truck Driver	140,483	\$140,483	100%	\$14,048
Tri-County CC	Heavy Equipment Operator	\$396,853	\$396,740	100%	\$19,843
Total Allocation:		<b>\$5,200,000</b>	<b>\$5,165,906</b>	99%	

The funding source used to meet the match requirements came from one or more of the following sources: local/county institutional funds, foundation funds, or employer grant funds.

**Table 2: Budget Allocations – Statewide by Budget Categories**

Below is a summary of the statewide allocations by allowable expenditures/budget Categories. Note: Most of the Funding will be used to purchase equipment (65%)

#	Budget categories	Total Allocation	% of Funding
A.	Salaries, Instructional	908,882	20%
B.	Salaries, Non-Instructional	195,848	4%
C.	Employer's Retirement	247,344	5%
D.	Employer's Social Security	86,401	2%
E.	Employer's hospitalization	132,100	3%
F.	Instructional Supplies and Materials	294,515	6%
<b>G.</b>	<b>Program Equipment</b>	<b>2,953,380</b>	<b>65%</b>
H.	Contractual Services	91,700	2%
I.	Staff Travel	48,867	1%
J.	Curriculum Development	27,163	1%
K.	Accreditation Costs	22,000	1%
L.	Faculty Preparation and Professional Development	191,800	4%

**Table 3: Budget Allocations – By College and Budget Categories**

#	Budget Categories	Asheville-Buncombe	Bladen	Brunswick	Caldwell	Central Carolina Randolph Sandhills	Isothermal	James Sprunt
A.	Salaries, Instructional		52,000	111,650		285,000	52,963	
B.	Salaries, Non-Instructional			43,848				
C.	Employer's Retirement		12,740	13,475		69,825	12,976	
D.	Employer's Social Security		3,978	11,896		21,375	4,062	
E.	Employer's hospitalization		7,500	14,786		44,382	8,189	
F.	Instructional Supplies & Materials		25,000	39,044			40,455	
G.	Program Equipment	326,997	50,000	132,051	425,000		215,180	425,000
H.	Contractual Services		46,700	25,000			20,000	
I.	Staff Travel		500	6,500		867	25,000	
J.	Curriculum Development			3,600			23,563	
K.	Accreditation Costs			20,000				
L.	Faculty Prep & Profess Develop		145,500	3,000			21,000	
	<b>Total Allocation:</b>	<b>326,997</b>	<b>343,918</b>	<b>424,850</b>	<b>425,000</b>	<b>421,449</b>	<b>423,388</b>	<b>425,000</b>

#	Budget categories	Johnston	Lenoir	Richmond	Rockingham	Rowan-Cabarrus	Sampson	Tri-County
A.	Salaries, Instructional	94,153		75,000	121,240	116,875		
B.	Salaries, Non-Instructional		152,000					
C.	Employer's Retirement	24,855	38,000	18,750	35,898	20,825		
D.	Employer's Social Security	7,203	12,000	5,738	11,209	8,940		
E.	Employer's hospitalization	9,945	15,000	7,500	15,550	9,248		
F.	Instructional Supplies & Materials	18,112	75,000	11,021		85,883		
G.	Program Equipment	155,992	98,000	75,000	45,078	183,229	425,000	396,853
H.	Contractual Services							
I.	Staff Travel		15,000	1,000				
J.	Curriculum Development							
K.	Accreditation Costs			2,000				
L.	Faculty Prep & Profess Develop		20,000	500	1,800			
	<b>Total Allocation:</b>	<b>310,260</b>	<b>425,000</b>	<b>196,509</b>	<b>230,775</b>	<b>425,000</b>	<b>425,000</b>	<b>396,853</b>

### *Key Trends by Budget Categories*

Here's an overview of how colleges used the grant funds. The narrative includes examples from specific colleges to illustrate common trends.

#### **1. Program Staff Salaries**

- Having skilled faculty was critical for the success of new high-demand programs. Colleges used the grant funds to hire instructional and non-instructional staff, focusing on recruiting industry-experienced instructors and support staff. This grant supported 29 individual salaries.
- Here are some examples: Richmond Community College Hired seven new instructional staff members for their Surgical Technology program, significantly contributing to its launch and early success. Isothermal Community College: Recruited a new cybersecurity instructor to support the growing demand for Cybersecurity and Mechatronics programs. This hiring allowed the college to launch the program effectively and cater to the ever-increasing student base.

#### **2. Equipment**

- A large portion of the grant funds was allocated to purchase program-specific equipment. Colleges invested in cutting-edge technology and industry-standard tools to enhance hands-on learning and ensure that students were training on the same equipment they would encounter in the workplace.
- Here are some examples: Sampson Community College: Acquired heavy machinery for its Heavy Equipment Operator program, including a Caterpillar Backhoe, John Deere Gator, and Bobcat Compact Loader. The purchase of these machines was critical for simulating real-world work environments and allowed students to train on the equipment they would be using in their careers. Lenoir Community College: Purchased FAA-certified toolboxes for its Aviation Maintenance Technician program, which ensured compliance with federal standards and gave students the tools required for their certification exams. Bladen Community College: Purchased a fully equipped mobile kitchen, along with commercial-grade utensils, glassware, and cutlery for its Culinary Arts program. This allowed students to gain practical, hands-on experience with industry-standard equipment, preparing them for careers in the culinary field.

#### **3. Contractual Services**

- Colleges frequently used grant funds to pay for specialized contractual services supporting program start-ups and accreditation efforts. This included facility preparation, expert consultations, and curriculum development assistance.
- Here are some examples: Brunswick Community College: Contracted with an expert in dental program accreditation to assist with writing the Commission on Dental Accreditation (CODA) narrative exhibits. This helped streamline the accreditation process for their Dental Assisting program, leading to a successful site visit and accreditation. Caldwell Community College and Technical Institute: Partnered with Utili-Serve, a specialized contractor, to help design and install the training equipment for the Substation Relay Technician program, ensuring that the facility was equipped for real-world scenarios. Bladen Community College: Engaged professional cleaning and assessment services to retrofit a new facility for the Culinary Arts program. This ensured the space met health and safety standards, enabling the program to begin operations.

#### **4. Curriculum Development**

- Grant funds were used to develop new curriculum materials and course structures. Colleges focused on creating or updating syllabi, online learning modules, and course shells, often with the help of expert instructors.
- Here are some examples: Isothermal Community College: Developed detailed syllabi and online course shells for the new Mechatronics and Cybersecurity programs, ensuring that the curriculum aligned with industry needs and provided robust hands-on learning experiences. Lenoir Community College: Invested significant time and resources in developing curricula for the Aviation Systems Technology program in line with FAA guidelines. The curriculum is designed to meet certification standards, ensuring graduates are ready for employment in the aviation industry.

**5. Accreditation Cost**

- Accreditation costs were an everyday use of the grant funds, particularly for new programs that needed to meet industry or regulatory standards. This ensured that graduates from these programs could enter the workforce with recognized, industry-approved credentials.
- Here are some examples: Brunswick Community College Used funds to cover the CODA accreditation costs for the Dental Assisting program. This accreditation was crucial for program legitimacy, allowing graduates to enter the workforce with a recognized qualification. Lenoir Community College: Invested in securing FAA accreditation for the Aviation Maintenance Technician program, which will enable the college to offer FAA-approved certification programs to students.

**6. Faculty Preparation and Professional Development**

- Colleges prioritized faculty training and professional development to ensure instructors were current with industry standards, teaching methodologies, and technological advances.
- Here are some examples: Brunswick Community College: Funded faculty preparation for the Dental Assisting program, covering numerous courses to enhance teaching capabilities and ensure faculty met the rigorous educational standards required by CODA. Isothermal Community College: Sent five instructors to an intensive training program for the Amatrol Process Control Learning System. This training equipped the instructors to deliver cutting-edge technical education in the Mechatronics program, ensuring students received hands-on, industry-relevant training.

### #3 Program Evaluation – Measure of Success

#### *Grant Implementation*

This list reflects the overall milestones, obstacles, and lessons learned during the grant period, which will help inform the System Office for future grant-funded programs.

#### **Milestones**

Program Launches	<ul style="list-style-type: none"> <li>All colleges successfully established new workforce programs for high-demand workforce sectors.</li> </ul>
Enrollment Success	<ul style="list-style-type: none"> <li>All colleges achieved or exceeded initial enrollment targets, demonstrating strong student interest and demand for the new offerings.</li> </ul>
Industry Partnerships	<ul style="list-style-type: none"> <li>All colleges formed strong collaborations with local and regional employers, resulting in internships, job placements, and direct input on curriculum development.</li> </ul>
Accreditation Achievement	<ul style="list-style-type: none"> <li>Where applicable, colleges achieved industry or regulatory accreditation, ensuring graduates earned recognized credentials required for employment.</li> </ul>
Completion Rates	<ul style="list-style-type: none"> <li>All colleges reported high student completion rates, with most graduates earning industry-recognized certifications that enhanced their employability.</li> </ul>

Here are some examples:

- Caldwell CC developed its Substation Relay Technician program despite early logistical challenges. The program expanded industry relationships and allowed students to earn stackable credentials. The dual-track structure, offering training for Electrical Lineworker and Substation Relay Technician roles, enabled students to acquire versatile skills across industries.
- Rowan-Cabarrus CC launched the first BioWork program in the region, addressing the demand for skilled biopharma workers. This initiative has helped create a trained workforce for local companies like Lilly, positioning the community for future growth in life sciences.
- Sampson CC expanded the scope of its Heavy Equipment Operator (HEO) program, adding career pathways beyond traditional road construction to fields such as municipal waste management and industrial construction.

#### **Challenges**

Equipment Delays	<ul style="list-style-type: none"> <li>Procurement delays due to supply chain issues affected the timely delivery of critical equipment needed for hands-on training, pushing back some program start dates.</li> </ul>
Staffing Shortages	<ul style="list-style-type: none"> <li>Difficulty in hiring qualified instructors, particularly in specialized fields like aviation maintenance and industrial cybersecurity, delayed the launch of some programs.</li> </ul>
Accreditation Process	<ul style="list-style-type: none"> <li>Securing accreditation for specific programs took longer than anticipated, impacting the timeline for program marketing and student enrollment.</li> </ul>
Student Retention:	<ul style="list-style-type: none"> <li>Although many programs saw high enrollment, retaining students through to program completion took time, particularly for non-traditional and part-time students balancing other responsibilities.</li> </ul>
Facility Limitations	<ul style="list-style-type: none"> <li>Inadequate or outdated facilities created challenges for some programs, particularly those requiring specialized labs or training environments.</li> </ul>

Here are some examples:

- Due to supply chain disruptions, James Sprunt CC faced delays in receiving essential equipment. This impacted their Machining Technology program, limiting student training opportunities in the short term.
- Johnston CC experienced significant delays in equipment installation for its Culinary Arts program, which restricted the number of students it could enroll. The time taken to install a key refrigeration system spanned nearly six months, affecting program operations.

### **Lessons Learned**

Early Industry Engagement	<ul style="list-style-type: none"> <li>▪ Engaging employers early in the program development is critical for ensuring curriculum relevance and securing support, including equipment donations, internships, and job placement opportunities.</li> </ul>
Flexibility in Planning	<ul style="list-style-type: none"> <li>▪ Programs must build flexible timelines and budgets to account for unexpected delays, particularly in equipment procurement and staffing. Contingency plans for supply chain disruptions and staffing shortages are essential.</li> </ul>
Importance of Hands-On Training	<ul style="list-style-type: none"> <li>▪ Hands-on, practical training is critical to student success and job placement. Ensuring students can access industry-standard equipment and real-world experiences is essential to program effectiveness.</li> </ul>
Sustained Student Support	<ul style="list-style-type: none"> <li>▪ Providing robust student support services, such as financial aid, career guidance, and work-based learning opportunities, is essential for improving student retention and completion rates, especially for non-traditional students.</li> </ul>
Accreditation Preparation	<ul style="list-style-type: none"> <li>▪ Programs pursuing accreditation should plan for longer timelines and proactively meet accreditation requirements, ensuring that all necessary documentation and facilities are prepared well in advance.</li> </ul>

Here are some examples:

- Caldwell CCTI noted that gathering resources and engaging employers early is essential for a high-cost program. Delays in equipment delivery could have improved marketing efforts, delayed enrollment, and slowed the program's growth.
- Bladen CC reported that large-scale purchases, such as mobile kitchens or specialized equipment, required detailed planning and a team of dedicated personnel to manage timelines effectively.

**Program/Course Deliverables**

Colleges successfully launched various workforce development programs with solid enrollment and completion rates. This report captures data from **Fall 2023** and **Spring 2024** reporting terms. Here are some of the key results:

Colleges	Total Courses	Total FTE	Enrollment	Completers	Completion Rate
Asheville-Buncombe TCC	4	9	46	In progress	In progress
Bladen CC	5	5	31	30	97%
Brunswick	2	2	22	19	86%
Caldwell CCTI	2	2	4	3	75%
Central Carolina CC	3	3	39	32	82%
Isothermal CC	10	10	62	53	85%
James Sprunt	5	5	20	19	95%
Johnston CC	16	16	92	In progress	In progress
Lenoir CC	17	30	342	342	100%
Randolph CC	3	9	14	14	100%
Richmond CC	3	3	29	27	93%
Rockingham	3	3	21	19	90%
Rowan-Cabarrus CC	6	6	70	69	99%
Sampson CC	8	8	70	62	89%
Sandhills CC	7	7	46	43	93%
Tri-County CC	3	3	17	16	94%
<b>Grand Total</b>	<b>75</b>	<b>73</b>	<b>523</b>	<b>424</b>	<b>81%</b>

**Credential Earned**

Credentials are critical for ensuring graduates are competitive in the job market and ready to meet industry standards. By earning these certifications, students gain a significant advantage in securing employment, advancing their careers, and contributing to the local economy. Below is a list of credentials earned by students during the same reporting terms as captured in the previous table.

College	Name of Credentials	Students
Bladen	ServSafe Manager Certification	12
Brunswick	DAI / Certificate of Completion	19
Caldwell	Class A CDL	3
Caldwell	OSHA-10 Construction	3
Caldwell	DOT Regulations-Heavy Vehicle Equipment and Machinery	3
Caldwell	811 Pipes Plus	3
Caldwell	Arc Flash for Utilities	3
Caldwell	Excavator Training	3
Central Carolina	NC Commercial Drivers License Class A	51
James Sprunt CC	OSHA	19
James Sprunt CC	NIMS	8
Johnston CC	ServSafe Certification	4
Randolph CC	CDL Commercial Driver License	14
Richmond CC	Tech in Surgery (NCCT)	7
Rockingham	Certified Production Technician (CPT) ® 4.0 Safety	8
Rockingham	Certified Production Technician (CPT) ® 4.0 Quality Practices & Measurement	8

College	Name of Credentials	Students
Rockingham	Certified Production Technician (CPT) ® 4.0 Manufacturing Processes & Production	8
Rockingham	Certified Production Technician (CPT) ® 4.0 Maintenance Awareness	8
Rockingham	NC3 Fundamentals of Industry 4.0	11
Rockingham	NC3 Fundamentals of Electricity - DC	11
Rockingham	NC3 Fundamentals of Electricity - A.C.	11
Rockingham	NC3 Three Phase Testing	4
Rowan-Cabarrus CC	BioWork Technician Certificate	69
Sampson CC	NCCER Heavy Equipment Operator – Level 1	27
Sampson CC	NCCER Heavy Equipment Operator – Level 2	27
Sampson CC	NCDOT Work Zone Flagger Certification	27
Sampson CC	National Safety Health Council – Forklift Operator License	39
Sampson CC	NCCER – Core Construction	27
Sandhills CC	CDL Commercial Driver License	36
Tri-County CC	CAT Certification (Sim Scholars Certification)	16

Credential	Description
ServSafe Certification	ServSafe certification is an industry-recognized credential for food safety issued by the National Restaurant Association. It certifies that the holder has been trained in proper food handling, sanitation, and safety procedures. This is a critical requirement for many roles in food service, such as chefs, kitchen staff, and restaurant managers. This certification makes students more marketable in the food industry, as most employers require staff to be ServSafe certified to meet health and safety regulations.
Dental Assisting I	Dental Assisting I Certification is an entry-level credential in the dental industry. It certifies that individuals are qualified to assist in dental procedures, prepare patients for treatment, perform basic office tasks, and handle dental instruments. This certification is recognized by dental offices and clinics across the country; with this credential, graduates can work as dental assistants, a role in high demand in dental practices.
Certified Production Technician (CPT)® 4.0	The CPT 4.0 credential is offered through the Manufacturing Skill Standards Council (MSSC). It certifies that individuals have mastered the core competencies of advanced manufacturing production, including safety, quality practices, manufacturing processes, and maintenance awareness. It consists of four modules: Safety, Quality Practices & Measurement, Manufacturing Processes & Production, and Maintenance Awareness. This certification is highly regarded in the manufacturing industry, providing graduates with a decisive advantage when applying for production-related jobs, including roles such as machine operators, production technicians, and maintenance workers.
Class A Commercial Driver's License (CDL)	The Class A CDL is a federally required license for operating heavy trucks and tractor-trailers. It allows drivers to operate vehicles with a gross combination weight rating (GCWR) of 26,001 pounds or more, including most large commercial trucks. Graduates with a Class A CDL are qualified to work as long-haul or local truck drivers, a field in high demand due to the logistics and transportation needs of various industries.
NCCER Heavy Equipment Operator – Level 1 & 2	The National Center for Construction Education and Research (NCCER) offers the Heavy Equipment Operator certification, which covers skills needed to safely operate heavy machinery such as bulldozers, backhoes, and excavators. Level 1 focuses on the basic operations, while Level 2 involves more advanced, specialized techniques. Graduates with these certifications are qualified for positions as heavy equipment operators in industries like construction, municipal services, and infrastructure projects, which are in high demand across the U.S.

Credential	Description
OSHA-10	The OSHA-10 certification is a 10-hour training program offered by the Occupational Safety and Health Administration (OSHA) that provides essential knowledge of workplace safety and health regulations. It focuses on recognizing and preventing workplace hazards. Employers often require this certification in construction, manufacturing, and industrial fields. It ensures that graduates are equipped to work safely, which is critical for roles in industries that prioritize worker safety, such as electrical linework and industrial maintenance.
Tech in Surgery – Certified (NCCT)	The Tech in Surgery – Certified (TS-C) credential is issued by the National Center for Competency Testing (NCCT). It verifies that surgical technicians have the skills to assist in surgical operations, including preparing operating rooms, sterilizing instruments, and assisting surgeons during procedures. This certification is required by hospitals and surgical centers, enabling graduates to work as certified surgical technologists. This credential is highly sought after in healthcare due to the increasing demand for surgical services.
BioWork Process Technician	The BioWork Process Technician Certificate is awarded to students who complete biotechnology and pharmaceutical manufacturing training. It covers skills such as operating equipment, understanding biomanufacturing processes, and adhering to Good Manufacturing Practices (GMP) in sterile environments. This certification prepares students to work in biomanufacturing, an industry growing due to the demand for vaccines, biologics, and other pharmaceutical products. Graduates are qualified for production and quality assurance roles in biotech and pharmaceutical companies.
FAA Aviation Maintenance	This certification is awarded by the Federal Aviation Administration (FAA) and is a prerequisite for anyone working as an aviation mechanic. It covers the general knowledge of aircraft systems and specialized airframe or powerplant maintenance skills. Earning this certification qualifies graduates to work as licensed aviation maintenance technicians. The aviation industry is highly regulated, and this credential ensures that graduates meet the strict safety and operational standards required to maintain aircraft.
Forklift Operator	This license certifies that the individual is trained in the safe operation of forklifts. It is often required for warehouse and logistics workers who handle material movement and storage. Having a forklift operator license increases employability in manufacturing, logistics, and construction, where material handling is critical.
National Career Readiness Certificate (NCRC)	The NCRC is a portable, industry-recognized credential that verifies the essential skills needed for workplace success. It measures abilities in applied mathematics, reading for information, and locating information. This certification enhances the employability of graduates across multiple industries by validating their workplace readiness and problem-solving skills.

***Student Support Services***

Support services played a critical role in ensuring student success throughout the grant. Many colleges provide tailored assistance to help students complete their programs and transition into the workforce. Below are some key highlights

<b>Support Services</b>	<b>Examples</b>
Financial Aid and Scholarships	<ul style="list-style-type: none"> <li>○ Sampson CC provided financial aid to all students enrolled in their Heavy Equipment Operator program, including providing personal protective equipment (PPE). These scholarships and resources ensured that students from low-income backgrounds could access the program.</li> <li>○ Rowan-Cabarrus CC offered financial aid and scholarships and loaned laptops to 69 students enrolled in the BioWork program. These support measures removed barriers to participation and helped maintain a high completion rate.</li> </ul>
Career Services	<ul style="list-style-type: none"> <li>○ Johnston CC established work-based learning opportunities, placing students with local employers at \$11/hour. These students gained practical experience in their fields, particularly in the Culinary Arts program.</li> <li>○ Rockingham CC helped students earn their Career Readiness Certificates (CRC). Of the eight students enrolled in the Certified Production Technician program, 4 earned silver and 4 earned gold certifications.</li> </ul>
Tailored Student Support	<ul style="list-style-type: none"> <li>○ Sampson CC provided supplemental food through the Viking Pantry to students facing food insecurity, while Brunswick CC encouraged students to access their onsite food pantry and counseling services.</li> <li>○ Tri-County CC students had full access to the Advising and Career Center, which helped students determine career paths and register for courses. The Small Business Center also provided guidance for students interested in starting their own businesses.</li> </ul>

### ***Employer and Partnership Engagement***

Employer and partnership engagement was a cornerstone of the program's success, leading to direct workforce pipeline development and employment opportunities for students. These trends and strategies demonstrate the importance of strong partnerships between colleges and employers in addressing workforce needs. By aligning training programs with industry requirements and creating clear pathways to employment, colleges successfully addressed local workforce shortages and helped students transition seamlessly into high-demand careers. Below are key trends:

<b>Key Trends</b>	<b>Examples</b>
Strong Employer Involvement in Program Development	<ul style="list-style-type: none"> <li>○ Isothermal Community College: Worked closely with companies like Duke Energy, Verizon, and Michelin to tailor its Mechatronics and Cybersecurity programs. These employers provided feedback on the curriculum and helped ensure that the programs aligned with current technological and operational needs.</li> <li>○ Central Carolina Community College: Engaged with multiple local trucking companies to ensure their Truck Driver Training program met industry demands. Local employers sent employees to be trained through the program, contributing directly to filling the regional truck driver shortage.</li> </ul>
Employer Contributions to Training and Job Placement	<ul style="list-style-type: none"> <li>○ Sturm Ruger &amp; Co.: Partnered with Rockingham Community College, hiring six students from the Certified Production Technician (CPT) program and offering pay raises to current employees who completed the program. This partnership demonstrated a direct link between training and career advancement within the company.</li> <li>○ Lenoir Community College: Partnered with Spirit AeroSystems to provide hands-on training for over 342 students in the Aviation Maintenance Technician program. Spirit AeroSystems hired many program graduates, directly addressing their need for skilled aviation maintenance workers.</li> <li>○</li> </ul>
Expanded Partnerships and Key Collaborations	<ul style="list-style-type: none"> <li>○ Isothermal Community College developed partnerships with companies like Duke Energy and Verizon to enhance its cybersecurity and mechatronics programs. These partnerships resulted in internships and job placements for graduates.</li> <li>○ Lenoir Community College worked with Spirit AeroSystems to offer specialized aviation maintenance training. Over 300 students participated in the program, which helped address the region's critical need for skilled aviation workers.</li> <li>○ Sampson Community College engaged with John Deere and other local employers to place 18 students into heavy equipment operator roles. This collaboration directly addressed the workforce shortages in construction and municipal services, ensuring long-term job security for graduates.</li> <li>○ Central Carolina Community College addressed local workforce needs by training commercial drivers through its Truck Driver Training program. The program worked closely with local employers, such as NCWorks and area trucking firms, to place students into high-demand jobs. The program boasts a 96% completion rate and an impressive employment placement rate.</li> <li>○ Isothermal Community College's Cybersecurity and Mechatronics programs aligned closely with local industry needs. Advisory board members from companies like Duke Energy, Michelin, and Verizon helped shape the curriculum to meet industry standards, ensuring that graduates were job-ready.</li> <li>○ Sampson Community College: Established long-term partnerships with local employers such as John Deere and Caterpillar to support their Heavy Equipment Operator program. These employers provided equipment for the program and internships for students, ensuring a steady pipeline of trained operators for the local workforce.</li> </ul>

Key Trends	Examples
	<ul style="list-style-type: none"> <li>○ Caldwell Community College &amp; Technical Institute: Developed a partnership with Blue Ridge Energy to support their Substation Relay Technician program. This collaboration provided curriculum guidance, equipment, and job placements for graduates.</li> <li>○ NCWorks has contributed by sponsoring students and helping them secure jobs post-graduation.</li> </ul>
Employer-Provided Equipment and Resources	Sampson Community College received equipment donations from companies like John Deere and Caterpillar for its Heavy Equipment Operator program. This allowed students to train on real-world machinery without the college incurring significant capital costs.
Collaborative Advisory Boards	<ul style="list-style-type: none"> <li>○ Johnston Community College: The college's Culinary Arts program benefited from the advice of its advisory board. Nine local employers offered to host students for work-based learning (WBL) opportunities, helping students gain real-world experience before graduation.</li> <li>○ James Sprunt Community College: Formed an advisory board for the Machining Technology and Industrial Systems programs, which played a critical role in shaping the curriculum to meet the evolving needs of local manufacturing and maintenance industries.</li> </ul>
Curriculum Tailored to Industry Needs	Isothermal Community College collaborated with companies like Michelin and Duke Energy to develop Cybersecurity and Mechatronics programs that were aligned with local industrial needs. This ensured that graduates had the skills required to fill immediate job openings.
Work-Based Learning and Internships	<p>Johnston Community College developed a robust WBL component in its Culinary Arts program, with local restaurants offering students internships during the program. This gave students direct access to the local job market, ensuring a smoother transition from training to employment.</p> <p>In collaboration with Apprenticeship NC, Caldwell Community College they established a pre-apprenticeship program for its Substation Relay Technician students. This program helped students gain practical experience while ensuring they were fully prepared for future job placements.</p>

## ***Sustainability***

To ensure the sustainability of the workforce training programs initiated under the grant, each area plays a critical role in maintaining momentum, meeting workforce needs, and continuing the program's success beyond the grant period. Below is an overview of the strategies that colleges reported for sustaining their program once the grant funds have ended:

### **1. Industry Partnerships**

After the grant period, continued engagement with industry partners can help colleges secure alternative funding, such as sponsorships or paid internship opportunities, to sustain program operations. Strong industry partnerships are essential for the long-term success of any workforce development program. Colleges can ensure their programs remain relevant to current industry needs by maintaining relationships with local employers. These partnerships provide a pipeline for job placements, internships, and apprenticeships, ensuring that graduates transition smoothly into the workforce. Additionally, employers can continue to support the program through donations of equipment, financial contributions, and expertise, all of which reduce reliance on grant funding.

### **2. Hands-On, Practical Training**

Hands-on training, supported by partnerships with local employers who provide access to natural work environments or offer internships, ensures the program's value to students and industry. Continued employer investment in training facilities or equipment also makes these programs more sustainable in the long term. Hands-on training is crucial for workforce readiness. Programs that emphasize practical, real-world experience produce graduates who are more confident and competent in their roles. This training model is highly attractive to employers needing employees who can "hit the ground running" without extensive training.

### **3. High-Demand Workforce Programs**

High-demand programs are more likely to attract ongoing support from the private sector and state/federal funding sources. Additionally, sustained demand in industries like healthcare (e.g., surgical technicians) and transportation (e.g., truck driver training) ensures a steady enrollment pipeline. Programs targeting high-demand sectors such as healthcare, information technology, and advanced manufacturing ensure a constant stream of students and strong job placement rates. As long as the demand for these skills remains high, the programs will be seen as a valuable resource by students seeking education and employers needing a skilled workforce.

### **4. Industry-Recognized Certifications**

By offering industry-recognized certifications, colleges ensure that their programs remain relevant to industry needs and continue to attract students even after grant funding ends. Employers may be willing to sponsor certification programs or send their current employees for upskilling, providing additional revenue streams. Offering certifications recognized and valued by employers, such as OSHA, CDL, or CompTIA Security+ for cybersecurity, dramatically enhances the employability of graduates. These certifications provide a measurable, standardized validation of skills, making the programs attractive to students and employers.

### **5. Program Expansion and Accessibility**

Increasing accessibility through distance learning, flexible schedules, or partnerships with employers for onsite training allows the program to reach more students, thereby increasing enrollment numbers and the program's financial viability. Expanding to new geographic areas also ensures long-term growth. Expanding programs to include multiple campuses, satellite locations, or online options increases accessibility, vital for maintaining and growing enrollment. Ensuring that programs are accessible to non-traditional students (e.g., working adults, rural students) increases the pool of potential enrollees.

### **6. Curriculum Relevance and Responsiveness**

Maintaining a dynamic and responsive curriculum will make the program sustainable by aligning it with evolving industry needs. Ongoing engagement with industry advisory boards ensures that the curriculum remains relevant, helping the program stay competitive in attracting new students and employer partnerships. Regularly updating the curriculum to reflect the latest industry standards, technology, and best practices ensures that graduates are well-prepared for the workforce. Responsive curricula that adapt to changes in the industry keep the program attractive to employers and students alike.

**7. Cross-Training and Multi-Role Capabilities**

Cross-training increases the program's attractiveness to both students and employers. It creates a workforce that can adapt to changing job markets and industries, ensuring that the program continues to serve diverse employer needs. Multi-skilled graduates are more employable, making the program more attractive to prospective students, leading to sustained enrollment. Programs that provide cross-training and multi-role capabilities allow students to gain a diverse skill set, making them more versatile employees. For example, a technician trained in industrial maintenance and cybersecurity is more valuable to employers, as they can fill multiple organizational roles.

**8. Sustained Enrollment and Program Accessibility**

Offering scholarships, financial aid, flexible class schedules, and remote learning options will help maintain enrollment post-grant. Accessibility measures, such as online courses and evening or weekend classes, will help attract non-traditional students, thus ensuring steady enrollment levels and financial sustainability. Sustained enrollment is the cornerstone of program viability after grant funding ends. Ensuring programs are accessible to a broad range of students.



# High-Cost Healthcare Start-Up and Expansion Grant

## Annual Report – Fiscal Year 2023-2024

Due: December 1, 2024

### Legislative Requirement

*Session Law 2023-134 Section 6.2*

#### **Report**

The System Office shall submit an initial report to the Joint Legislative Education Oversight Committee by December 1, 2024, and an annual report thereafter for each year the System Office provides funds to community colleges from the Fund on the programs receiving the funds, which shall include at least the following information:

- (1) The community colleges that received funds, the amount of funds, and the types of programs started.
- (2) The use of funds by community colleges receiving awards, including costs associated with student instruction, faculty salaries, instructional supplies, related instructional equipment, and accreditation costs.
- (3) Evaluation of the success of the new community college programs receiving funds.

Submitted By:

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## Section 1: High-Cost Healthcare Start-Up and Expansion Grant – Executive Summary

### Introduction

North Carolina has a significant and growing workforce shortage in several key healthcare occupations, particularly nursing, diagnostic technicians, laboratory technicians, and mental health workers. A combination of factors drives these shortages:

- **Aging Population:** North Carolina's aging population is driving demand for healthcare services, particularly in long-term care, geriatrics, and chronic disease management, all requiring more healthcare workers.
- **Educational Bottlenecks:** Many healthcare programs face capacity issues due to limited faculty, high equipment costs, and accreditation requirements, which restrict the number of graduates entering the workforce.
- **Burnout and Attrition:** High levels of stress and burnout (particularly after the COVID-19 pandemic) and insufficient pay and benefits increase attrition among healthcare workers, particularly in high-demand roles like nursing, EMTs, and medical assistants.
- **Rural vs. Urban Disparities:** Workforce shortages are more acute in rural areas, making attracting and retaining healthcare professionals harder. This creates disparities in access to healthcare across different regions of the state.

Addressing these shortages will require a significant investment. In 2023, the North Carolina General Assembly appropriated \$55 million in non-recurring funds to assist community colleges in starting new or expanding existing programs in high-demand healthcare occupations while strengthening the state's healthcare workforce pipeline. Funding would support curriculum or short-term workforce continuing education programs. Below is a breakdown of the funding appropriation.

<b>Fiscal Year:</b>	2023-2024	2024-2025	<b>Total Allocation</b>
<b>Funding Cycle:</b>	January 1, 2024 – June 30, 2025	July 1, 2024 – June 30, 2026	
▪ High-cost, Start-up Funds	\$10 Million	\$20 Million	\$30 Million
▪ Expansion Funds	\$10 Million	\$15 Million	\$25 Million
<b>Total Allocation:</b>	<b>\$20 Million</b>	<b>\$35 Million</b>	<b>\$55 Million</b>

### Purpose of Report

This report outlines critical, actionable strategies for how community colleges will leverage partnerships with healthcare employers, government agencies, and other strategic partnerships to expand access to high-demand healthcare programs, improve job placement outcomes, and support rural healthcare delivery. Most importantly, this report details how colleges will offer healthcare training programs aligned with employer needs, provide financial support for students, and create pathways to certification in critical healthcare roles.

The report is divided into three sections based on the Legislative requirements in Session Law 2023-134 Section 6.2. What follows are highlights of each of these reporting requirements.

## Program Highlights

In response to a growing workforce shortage across critical healthcare roles, the North Carolina General Assembly allocated \$55 million to the North Carolina Community College System (NCCCS) for healthcare program expansion. This legislative funding supports community colleges in creating and enhancing healthcare training programs aligned with industry demands, particularly in rural and economically distressed areas. This report highlights partnerships with healthcare employers, government agencies, and community stakeholders to expand training access, improve job placement, and strengthen rural healthcare delivery.

### Requirement #1: Colleges Funded

- **Allocations by Colleges and Program Type:** To date, all 58 community colleges received funding totaling over \$48.7 million across start-up and expansion initiatives, primarily in Nursing (33 colleges, \$13.7 million) and Emergency Medical Services (EMS) (26 colleges, \$10.3 million).
- **Allocations by Funding Year and Cycle:** To date, nearly 90% of the funds have been allocated, with 115 applications funded. The expansion funding has been exhausted. There is \$6,239,255 remaining in Start-Up funding, which will be allocated in January 2025.
- **Allocations by Program Type:** Most funds targeted high-need areas like Nursing, EMS, Dental Assisting, and Medical Sonography, supporting workforce shortages in these fields.
- **Allocations by Tier 1 Counties:** The allocation of these funds had a significant impact on 21 Tier 1 rural counties, directing nearly 44% of resources toward economically distressed areas. This strategic distribution addresses workforce shortages in rural settings and enhances healthcare access in underserved communities.

### Requirement #2: Use of Funds

- **Allocation Methodology:** Funds were awarded based on data-driven labor market assessments, prioritizing programs that address high workforce demands. Collaborative projects across regions and rural colleges were prioritized.
- **Request for Proposals (RFP) Template:**
  - Section 1 - Program Description: Colleges outlined program needs, focusing on high-demand healthcare fields. Proposals emphasized adding degree options, increasing access for underserved populations, and alleviating waitlists.
  - Section 2 - Industry Demand: Proposals demonstrated strong local employer engagement and alignment with labor market projections, with job growth between 5%-18% across targeted occupations.
  - Section 3 - Budget Justification: Colleges provided detailed budgets for faculty salaries, equipment, and accreditation, highlighting funding needs to ensure program success and compliance.
  - Section 4 - Sustainability Plan: Colleges proposed strategies like partnerships with healthcare employers and FTE generation to sustain program operations post-grant.

## Key Trends

1. **Workforce Alignment:** Colleges designed programs to address acute shortages in Nursing, EMS, Radiology, and other critical fields. High employer engagement ensured that curricula aligned with real-world requirements.
2. **Access and Equity:** A substantial portion of funding was directed toward rural and Tier 1 counties, improving access to healthcare training and addressing disparities in healthcare delivery.
3. **Innovative Instructional Approaches:** Short-term credentials, stackable credentials, and hybrid programs were implemented to attract diverse student populations, including high school students, and working adults.
4. **Investments in Technology:** Advanced medical equipment and simulation technology were prioritized to prepare students for high-tech healthcare environments.

## Requirement #3: Program Evaluation

- **Implementation Success:** Quarterly progress reports are required to track milestones, measure enrollment, and assess partnerships. Colleges will evaluate program success through a structured framework, focusing on effective fund usage and workforce outcomes.
- **Employer Engagement:** Robust partnerships with healthcare providers, including clinical placements and apprenticeships, play a critical role in enhancing workforce readiness. Direct recruitment pathways and advisory boards further ensure ongoing alignment with industry demands, maintaining a responsive and well-prepared talent pipeline.

In summary, the State's \$55 million investment in the NC Community College System will address North Carolina's healthcare workforce needs and will align to employer expectations by:

1. **Fulfilling Workforce Gaps:** Programs target fields with critical shortages, such as Nursing, EMS, and Medical Imaging, supporting high-demand roles essential to healthcare access.
2. **Supporting Rural Healthcare Access:** Targeted allocations to Tier 1 counties aim to build a sustainable rural healthcare workforce.
3. **Ensuring Sustainability:** Colleges' sustainability plans focus on diverse funding sources and employer partnerships, ensuring these programs continue beyond initial funding.

## Section 2: Legislative Reporting Requirements – Full Report

### Reporting Requirement #1: Colleges Funded

On the following pages, five tables summarize the community colleges that received funds, the amount of funds received, and the types of programs started.

- Table 1: Colleges Funded with Program Type and Allocation
- Table 2: Allocations by Funding Year and Cycle
- Table 3: Allocations by Program Type
- Table 4: Allocations Targeting Tier 1 Counties
- Table 5: Allocations Targeting Tier 1 Counties by Occupations

**Table 1: Allocations by College and Program Type**

College	Total Grants	Total Allocation	FY 2023-2025 Start-Up	FY 2023-2025 Expansion	FY 2024-2026 Start-Up	FY 2024-2026 Expansion
Alamance CC	3	\$1,400,000	Nursing	----	Veterinary Medical	EMS
Asheville-Buncombe TCC	2	\$1,150,000	----	----	Behavioral Health	Nurse Aide
Beaufort CC	1	\$400,000	----	----	----	Nursing
Bladen CC	1	\$400,000	----	----	----	EMS
Blue Ridge CC	2	\$900,000	Respiratory Therapy	----	----	EMS
Brunswick CC	2	\$719,297	-----	Nursing	----	Dental Assisting
Caldwell CCTI	2	\$846,590	----	Medical Sonography	----	EMS
Cape Fear CC	3	\$1,300,000	----	Nursing	Neurodiagnostic Tech	CT/MRI
Carteret CC	3	\$1,349,840	Surgical Tech	----	Dental Assisting	Nursing
Catawba Valley CC	2	\$909,040	----	Nursing	----	----
Central Carolina CC	3	\$1,253,902	----	Nursing	Physical Therapy	Nurse Aide
Central Piedmont CC	2	\$900,000	----	Nursing	Radiography	----
Cleveland CC	3	\$1,300,000	Medical Sonography	Nursing	----	Radiography
Coastal Carolina CC	1	\$400,000	----	Nursing	----	----
CO Albemarle	1	\$239,746	Dental Assisting	----	----	----
Craven CC	2	\$495,553	----	Surgical Tech	----	Nursing
Davidson-Davie CC	2	\$900,000	Radiography	----	----	EMS
Durham TCC	1	\$398,141	----	----	----	EMS
Edgecombe CC	2	\$465,064	----	Respiratory Therapy	----	Nurse Aide
Fayetteville TCC	3	\$1,499,797	----	Respiratory Therapy	Cardiovascular	Nursing
Forsyth Tech CC	2	\$800,000	----	----	Central Sterile Process	Nursing
Gaston College	3	\$1,580,860	Surgical Technology	EMS	Medical Sonography	----
Guilford TCC	2	\$900,000	Medical Sonography	----	----	Nursing
Halifax CC	2	\$900,000	----	Nursing	Dental Assisting	----
Haywood CC	1	\$400,000	----	EMS	----	----
Isothermal CC	2	\$900,000	----	----	Dental Hygiene	EMS
James Sprunt CC	1	\$399,997	----	EMS	----	----
Johnston CC	3	\$1,400,000	Respiratory Therapy	----	Surgical Technology	Nurse Aide
Lenoir CC	1	\$396,729	----	Nursing	----	----
Martin CC	3	\$1,295,560	----	Physical Therapy	Nursing – ADN/PN	EMS
Mayland CC	2	\$997,336	Dental Assisting	----	Medical Lab Tech	----
McDowell TCC	2	\$735,300	----	Nursing	Human Services	----
Mitchell CC	2	\$800,000	----	----	Dental Assisting	Nursing
Montgomery CC	2	\$784,760	----	----	EMS	Nursing
Nash CC	1	\$400,000	----	EMS	----	----
Pamlico CC	1	\$336,000	----	----	----	Nurse Aide
Piedmont CC	4	\$1,800,000	Nursing	Nursing	Medical Sonography	EMS
Pitt CC	2	\$607,737	EMS	Dental Assisting	----	----
Randolph CC	2	\$800,000	----	----	Mammography	Radiography
Richmond CC	2	\$712,816	----	Surgical Technology	----	Surgical Tech
Roanoke-Chowan CC	2	\$900,000	Nursing	----	----	EMS
Robeson CC	2	\$1,000,000	Medical Sonography	----	Dental Assisting	----
Rockingham CC	1	\$398,623	----	Nursing	----	----
Rowan-Cabarrus CC	2	\$652,132	----	Nursing	----	EMS
Sampson CC	2	\$800,000	----	EMS	----	Nursing
Sandhills CC	2	\$871,000	----	----	EMS	Medical Assisting
South Piedmont CC	4	\$1,799,700	Surgical Tech	Nursing	Physical Therapy Ast	EMS
Southeastern CC	2	\$900,000	----	----	Nursing – ADN/PN	EMS
Southwestern CC	2	\$1,000,000	Dental Assisting	----	Dental Hygiene	----
Stanly CC	1	\$494,100	Nursing	----	----	----
Surry CC	1	\$400,000	----	----	----	Nursing
Tri-County CC	2	\$900,000	----	----	Sonography	Nursing
Vance-Granville	2	\$900,000	----	----	Central Sterile Process	Nursing
Wake TCC	2	\$900,000	Respiratory Therapy	----	----	EMS
Wayne CC	2	\$680,099	EMS	Nurse Aide	----	----
Western Piedmont CC	2	\$863,424	----	Nursing	----	EMS
Wilkes CC	1	\$500,000	----	----	Dental Hygiene	----
Wilson CC	2	\$627,602	----	EMS	----	EMS

**Total Allocations: 115 \$48,760,745**

**Table 2: Allocations by Funding Year and Cycle**

	Grand Total		College Count		Allocation	
	Start-Up	Expansion	Start-Up	Expansion	Start-Up	Expansion
<b>FY 2023-2025</b>	<b>48</b>	<b>\$19,640,045</b>	<b>21</b>	<b>27</b>	<b>\$9,697,215</b>	<b>\$9,942,830</b>
Addendum	11	\$5,258,965	11		\$5,258,965	
Round 1	18	\$7,135,322	5	13	\$2,233,546	\$4,901,776
Round 2	19	\$7,245,758	5	14	\$2,204,704	\$5,041,054
<b>FY 2024-2026</b>	<b>67</b>	<b>\$29,120,700</b>	<b>28</b>	<b>39</b>	<b>\$14,063,530</b>	<b>\$15,057,170</b>
Round 3	39	\$15,980,577	12	27	\$5,684,760	\$10,295,817
Round 4a (Aug)	7	\$3,000,000	3	4	\$1,400,000	\$1,600,000
Round 4b (Sept)	10	\$4,916,770	5	5	\$2,728,770	\$2,188,000
Round 4c (Oct)	4	\$1,723,353	1	3	\$750,000	\$973,353
Round 4d (Nov)	7	\$3,500,000	7		\$3,500,000	
<b>Grand Total</b>	<b>115</b>	<b>\$48,760,745</b>	<b>49</b>	<b>66</b>	<b>\$23,760,745</b>	<b>\$25,000,000</b>

**Table 3: Allocations by Program Type**

Program Type	Total Allocation	Total College Count	Start-Up Allocation	Total College Count	Expansion Allocation	Expansion Allocation
Nursing - ADN and/or PN	\$13,681,380	33	\$3,491,418	7	\$10,189,962	26
Emergency Medical Services	\$10,311,629	26	\$1,740,065	4	\$8,571,564	22
Dental Assisting	\$3,571,472	9	\$3,137,082	7	\$434,390	2
Medical Sonography	\$3,196,872	6	\$2,750,000	5	\$446,872	1
Surgical Technology	\$2,809,226	7	\$2,096,410	5	\$712,816	2
Radiography	\$2,300,000	5	\$1,500,000	3	\$800,000	2
Respiratory Therapy	\$2,127,386	5	\$1,500,000	3	\$627,386	2
Nurse Aide Level 1 and 2	\$2,033,450	6			\$2,033,450	6
Dental Hygiene	\$1,500,000	3	\$1,500,000	3		
Physical Therapy Assistant	\$1,391,330	3	\$995,770	2	\$395,560	1
Central Sterile Processing	\$900,000	2	\$900,000	2		
Behavioral Health Programs (Regional)	\$750,000	1	\$750,000	1		
Cardiovascular (Invasive-Non-Invasive)	\$500,000	1	\$500,000	1		
Human Service Technology	\$500,000	1	\$500,000	1		
Medical Lab Technology	\$500,000	1	\$500,000	1		
Neurodiagnostic Technology	\$500,000	1	\$500,000	1		
Sonography, Cardiovascular	\$500,000	1	\$500,000	1		
Veterinary Medical Tech	\$500,000	1	\$500,000	1		
Computed Tomography & MRI	\$400,000	1			\$400,000	1
Mammography	\$400,000	1	\$400,000	1		
Medical Assisting	\$388,000	1			\$388,000	1
<b>Grand Total:</b>	<b>\$48,760,745</b>	<b>115</b>	<b>\$23,760,745</b>	<b>49</b>	<b>\$25,000,000</b>	<b>66</b>

**Table 4: Allocations Targeting Tier 1 Counties**

In North Carolina, counties are classified with a Tier 1 designation if they are among the 40 most economically distressed areas. This tiering system is implemented by the North Carolina Department of Commerce to focus economic support and incentives on regions facing the greatest financial challenges. The tier levels (1, 2, and 3) are determined by several factors, including unemployment rates, median household income, population growth, and adjusted property tax base. Below is a summary of the funding allocated to colleges that serve at least one Tier 1 County in their area.

Tier 1 Counties	Total Allocation	Total Grants	College	Start-Up	Expansion
Beaufort, Hyde, Tyrrell, Washington	\$400,000	1	Beaufort CC	----	Nursing
Bladen	\$400,000	1	Bladen CC	----	EMS
Onslow	\$400,000	1	Coastal Carolina CC	----	Nursing
Chowan, Gates, Pasquotank	\$239,746	1	CO Albemarle	Dental Assisting	----
Edgecombe	\$465,064	2	Edgecombe CC	----	Respiratory Therapy Nurse Aide
Cumberland, Hoke	\$1,499,797	3	Fayetteville TCC	Cardiovascular	Nursing Respiratory Therapy
Halifax, Northampton	\$900,000	2	Halifax CC	Dental Assisting	Nursing Dental Assisting
Rutherford	\$900,000	2	Isothermal CC	Dental Hygiene	EMS
Duplin	\$399,997	1	James Sprunt CC	----	EMS
Greene, Jones, Lenoir	\$396,729	1	Lenoir CC		Nursing
Bertie, Martin	\$1,295,560	3	Martin CC	Nursing – ADN/PN	EMS Physical Therapy
Mitchell	\$997,336	2	Mayland CC	Dental Assisting Medical Lab Technology	
Nash	\$400,000	1	Nash CC	----	EMS
Caswell	\$1,800,000	4	Piedmont CC	Nursing Medical Sonography	EMS, Nursing
Pitt	\$607,737	2	Pitt CC	EMS	Dental Assisting
Richmond, Scotland	\$712,816	2	Richmond CC	----	Surgical Technology
Hertford, Northampton	\$900,000	2	Roanoke-Chowan CC	Nursing	EMS
Robeson	\$1,000,000	2	Robeson CC	Medical Sonography Dental Assisting	----
Rockingham	\$398,623	1	Rockingham CC	----	Nursing
Sampson	\$800,000	2	Sampson CC	----	EMS, Nursing
Hoke	\$871,000	2	Sandhills CC	EMS	Medical Assisting
Anson	\$1,799,700	4	South Piedmont CC	Surgical Tech Physical Therapy Asst.	Nursing EMS
Columbus	\$900,000	2	Southeastern CC	Nursing	EMS
Cherokee, Graham	\$900,000	2	Tri-County CC	Medical Sonography	Nursing
Vance, Warren	\$900,000	2	Vance-Granville	Central Sterile Processing	Nursing
Wayne	\$680,099	2	Wayne CC	EMS	Nurse Aide
Wilson	\$627,602	2	Wilson CC	----	EMS

Tier 1 Impact:	<b>\$21,591,806</b>	<b>52</b>
Percentage of Total	44%	45%
Total All Grantees	\$48,760,745	115

**Table 5: Allocations Targeting Tier 1 Counties by Occupations**

Below is a list of occupations targeted in Tier1 Counties.

<b>Occupations</b>	<b>Total Allocation</b>	<b>Total College Count</b>	<b>Start-Up Allocation</b>	<b>Count of College</b>	<b>Expansion Allocation</b>	<b>College Count</b>
Nursing - ADN and/or PN	6,595,352	15	2,000,000	4	4,595,352	11
Emergency Medical Services	5,982,904	15	1,355,305	3	4,627,599	12
Dental Assisting	1,850,779	5	1,737,082	4	113,697	1
Surgical Technology	1,212,516	3	499,700	1	712,816	2
Medical Sonography	1,000,000	2	1,000,000	2		
Physical Therapy Assistant	895,560	2	500,000	1	395,560	1
Respiratory Therapy	627,386	2			627,386	2
Nurse Aide Level 1 and 2	539,309	2			539,309	2
Dental Hygiene	500,000	1	500,000	1		
Central Sterile Processing	500,000	1	500,000	1		
Sonography, Cardiovascular	500,000	1	500,000	1		
Cardiovascular Technology	500,000	1	500,000	1		
Medical Lab Technology	500,000	1	500,000	1		
Medical Assisting	388,000	1			388,000	1
<b>Grand Total</b>	<b>21,591,806</b>	<b>52</b>	<b>9,592,087</b>	<b>20</b>	<b>11,999,719</b>	<b>32</b>

## Reporting Requirement #2: Use of Funds

### Allocation Methodology and RFP Template

The primary objective of the planning process was to create a strategic approach for allocating funds to tackle workforce shortages in North Carolina effectively. The NCCCS System Office aimed to ensure that the funded proposals aligned with its Strategic Plan, which emphasized increasing enrollment, enhancing student outcomes, and satisfying local employment demands.

To achieve this, proposals must be supported by data-driven labor market assessments and developed in collaboration with employers to foster sustainable workforce development opportunities for both communities and students. Additional preference was awarded to collaborative, cross-regional projects and initiatives involving rural colleges in Tier 1 counties.

Proposals were required to address critical challenges previously identified by colleges when launching or expanding programs. These included compliance with regulatory and accreditation standards and adaptation to technological advancements to ensure program sustainability.

According to Session Law 2023-134 Section 6.2(d), colleges that received start-up funding were required to match a portion of the overall cash costs of the program using non-state funds. The matching amount depended on the college's total full-time equivalent (FTE) enrollment. Out of the 58 colleges, 34 were obligated to provide matching funds, while 24 were exempt.

The Request for Proposals (RFP) application template was structured into four essential sections for a successful submission: program design, industry demand, budget justification, and sustainability planning.

According to research that outlined the financial benchmarks needed for initiating and sustaining the viability of healthcare training programs, allowable expenditures were determined. The following expenditures were permitted: salaries related to the program, instructional materials and supplies, equipment for the program, staff travel, curriculum development, accreditation expenses, facility preparation, and professional development.

The RFP was released in November 2023, and colleges were able to apply for one start-up program and one expansion program per funding cycle. Below are the maximum funding limits for both grant initiatives.

Grant Programs	Single College Award Ceiling	Regional Partnership Award Ceiling
1. Start-up Funds	\$500,000	\$750,000
2. Expansion Funds	\$400,000	\$600,000

There were five opportunities for colleges to submit proposals. The review team was a representative group of System Office staff and a part-time project consultant hired in January 2024 with experience in NCCCS as a Chief Academic Officer and nursing educator. In total, 115 proposals were funded, and four were regional collaborations.

## Comprehensive Overview of College Proposals

The following is a comprehensive overview of the funded proposals, organized by the four sections of the Request for Proposals (RFP).

### Section 1: Description of the Proposed Program

This section of the RFP was a needs assessment. Colleges had to describe their proposed program. If the proposal was a new program requiring start-up funds, it must address how it met the high-cost definition. If it was a request to expand an existing program, the proposal had to address one or more of the key drivers for expanding: Add new degree options (CU), add a new course (CE), increase student access/enrollment, outreach to target/underserved populations, or address current waiting list. Below is a summary of the key drivers for the need for funding.

#### Workforce Shortage

According to reports from all proposals, North Carolina's healthcare sector is witnessing significant growth driven by a rising demand for services, an aging population, and advancements in healthcare technology. To address these challenges, there is a need for a larger workforce equipped with enhanced skills. Data from the NC Department of Commerce Labor & Economic Analysis Division (LEAD) further corroborates these observations. Here are some statistics.

- Between 2024 and 2034, North Carolina's healthcare sector is projected to grow by 15%, adding over 60,000 new jobs. This growth is driven by the fact that over 20% of North Carolina's population will be 65 or older by 2030, increasing the demand for healthcare services. Emerging technologies are transforming care delivery and creating a demand for new skill sets among healthcare professionals.
- Below are key occupations with workforce shortages:
  - **Registered Nurses (RNs)**  
North Carolina faces a critical shortage of registered nurses (RNs). The demand for RNs is rising due to the state's aging population and increased healthcare needs, but not enough new graduates are entering the workforce to replace retiring nurses or meet the growing demand. Contributing Factors include an aging population with chronic illnesses requiring more complex care; high turnover rates, especially due to burnout from high workloads during and after the pandemic; and insufficient nursing faculty to train the next generation of nurses, limiting enrollment in nursing programs.
  - **Licensed Practical Nurses (LPNs)**  
North Carolina also has a growing shortage of LPNs, particularly in long-term care settings, nursing homes, and rural areas. LPNs are crucial for providing routine care, but fewer students are enrolling in LPN programs as many pursue RN degrees. Contributing factors include increasing demand for LPNs in home health and assisted living facilities, driven by the state's aging population, competitive salaries, and career progression opportunities in other healthcare roles, making LPN programs less attractive to potential students.
  - **Emergency Medical Technicians (EMTs) and Paramedics**  
North Carolina is experiencing a shortage of EMTs and paramedics, especially in rural and underserved areas. Emergency services have seen an uptick in demand, but recruitment and retention remain challenging. Contributing factors include high levels of stress and burnout, compounded by long hours, low pay, and the job's physical demands. Insufficient funding for EMS agencies leads to limited capacity to hire and retain paramedics.

- **Radiologic and MRI Technologists**

North Carolina is seeing a rising demand for radiologic and MRI technologists due to the increasing use of diagnostic imaging in medical care. However, there is a shortage of trained professionals in this field. Contributing factors include a high demand for outpatient care centers, hospitals, and diagnostic labs due to advances in medical imaging technologies. Limited capacity of educational programs to expand enrollment due to faculty shortages and the high equipment cost.

- **Surgical Technologists**

Surgical technologists are in short supply in North Carolina, particularly in hospitals and ambulatory surgical centers, where demand increases as outpatient procedures become more common. Contributing factors include: the growth of outpatient surgery and elective procedures and difficulty recruiting and retaining surgical technologists due to competition with other healthcare roles offering higher pay and career advancement opportunities.

- **Medical Assistants**

Medical assistants are in high demand across North Carolina due to their versatile roles in various healthcare settings. Still, there is a shortage of trained professionals to fill the growing number of positions. Contributing factors include growth in outpatient care and primary care settings where medical assistants are integral to patient flow, competition with other healthcare roles offering higher pay, and insufficient capacity to meet demand.

- **Diagnostic Medical Sonographers**

Diagnostic medical sonographers are in short supply, especially in rural areas of North Carolina. Sonography is increasingly used for diagnostic purposes in multiple medical specialties, driving up demand. Contributing factors include the growing use of non-invasive diagnostic imaging for early detection of conditions, including in prenatal care, cardiology, and oncology. Training programs are costly and constrained by clinical placement availability, which limits program size and results in fewer graduates meeting industry demands.

- **Psychiatric Technicians and Aides**

The demand for psychiatric technicians and aides is rising, particularly due to increased awareness and diagnosis of mental health conditions. However, North Carolina is experiencing a shortage of workers in this field. Contributing factors include rising demand for mental health services, particularly in community-based settings, driven by increased recognition of mental health issues and limited training programs, and low pay, which discourage individuals from entering the field.

- **Medical Laboratory Technologists and Clinical Laboratory Technicians**

There is a critical shortage of laboratory technologists in North Carolina, particularly as diagnostic testing becomes more essential for in-patient care. Contributing factors include increased demand for diagnostic and lab testing in hospitals, diagnostic labs, and outpatient centers. There is also a nationwide shortage of lab professionals, driven by a lack of training programs, low enrollment rates, and high retirement rates in the field.

## Workforce Skill Requirements

As healthcare continues to evolve with greater specialization, colleges must enhance their training programs by incorporating more hands-on and immersive experiences alongside innovative teaching techniques to bolster clinical skills. Securing funding that aligns with these emerging needs is crucial for the success of new or expanded training initiatives that address the skill demands of high-demand jobs. The following are key strategies suggested by colleges. ***The healthcare programs funded by these grants are projected to produce more than 3,500 additional graduates***, filling critical positions in hospitals, clinics, and other healthcare facilities across the state.

## Instructional Delivery

### ▪ Offer Short-term Training Leading to Industry Recognized Credentials

Short-term training is more accessible to a broader demographic, including working adults, career changers, and those seeking advancement without committing to long-term academic programs. Short-term programs allow individuals to enter the workforce more quickly than traditional degree programs. They are cost-effective solutions for building a skilled workforce and meeting urgent labor market demands.

- Colleges proposed offering the following short-term training programs for the following occupations: dental assisting, surgical technicians, emergency medical technicians, central sterile processing technicians, nurse aides, behavioral health technicians, and medical assistants.
- Colleges proposed offering short-term workforce training for roles requiring specialized post-secondary credentials, enabling individuals with an associate degree in Radiography to broaden their competencies across diverse imaging modalities. This includes specialized certifications in areas such as mammography, computed tomography, magnetic resonance imaging, cardiovascular/vascular interventional radiography, and vascular sonography.

### ○ Create Accelerated and Stackable Credential Programs

In response to the increasing need for skilled healthcare professionals, colleges proposed various innovative educational programs to facilitate career growth and simplify the journey toward advanced qualifications.

- Offer bridge programs, such as LPN-to-RN or NA-to-LPN pathways, to attract individuals already working in healthcare to pursue higher qualifications.
- Design programs where students can earn entry-level certifications and then “stack” these credentials towards more advanced certifications or degrees. Stackable programs can be particularly effective for high-demand roles and career progression.
- Offer accelerated tracks for critical occupations like Nurse Aides, Behavioral Technicians, and Medical Assistants. These programs could help train professionals in the workforce more quickly to meet immediate needs.

### ○ Offer Flexible and Hybrid Training Programs

Implementing innovative training approaches that increase access to training opportunities is essential. Colleges proposed implementing these strategies:

- Offer hybrid programs that combine online coursework with hands-on labs or clinical placements for roles that can be trained partly online.
- To address shortages in rural areas, establish mobile training units or satellite campuses for clinical training in collaboration with local health providers. This approach could reduce travel barriers for rural students and allow them to complete clinical requirements closer to home.

- **Create Partnerships with High Schools**

Colleges have partnered with local public schools to provide healthcare programming to high school students. Here are the key trends related to this grant initiative.

- Colleges are partnering with high schools to create healthcare career pathways, offering students early exposure to healthcare careers through specialized programs. These pathways often include coursework in health sciences, introductory medical courses, and practical experience. High school students can explore various healthcare professions, including nursing, medical assisting, and allied health careers, to help them make informed decisions about their future education and career paths.
- Colleges are working with high schools to establish dual enrollment pathways within the Career and College Promise (CCP) program. CCP allows high school students to earn college credits in healthcare-related fields before graduation, enabling them to accelerate their education and enter healthcare training programs more quickly.
- Apprenticeships and pre-apprenticeships for high school students are becoming common, providing hands-on experience in healthcare settings such as hospitals, clinics, or nursing homes. These programs are designed to give students practical skills, and a head start in healthcare careers, with the opportunity to continue their training after graduation.

- **Invest in Faculty Recruitment and Development**

Investments in faculty are critical to enhancing learning and better preparing students for careers in high-demand fields. Colleges proposed implementing the following strategies to strengthen their educational offerings and ensure a skilled workforce for the future.

- Offering competitive wages and flexible hours is essential for attracting, retaining, and motivating healthcare faculty. This enables institutions to maintain high educational standards, supports faculty job satisfaction, and aligns with the growing demands of the healthcare industry, benefiting both students and the institution.
- Investing in ongoing professional development ensures faculty stay up to date with industry standards and technological advancements. This is especially valuable for clinical and technical fields.
- Offering part-time or adjunct faculty arrangements to attract working professionals who cannot commit to full-time teaching but can bring practical expertise to the classroom.

## Instructional Resources

- **Technology and Equipment**

The healthcare field is evolving rapidly, making investments in advanced equipment and digital tools essential for training programs. Colleges need simulation tools, diagnostic devices, telemedicine equipment, and technology-driven tools (e.g., virtual reality simulators for surgery or emergency medicine) to provide realistic training. Alongside traditional resources, digital and cloud-based platforms for accessing medical records or telehealth training are increasingly sought after. Many colleges have requested simulation labs that replicate clinical environments and industry-standard software to prepare students for real-world healthcare applications.

- **Simulation-Based and Hands-On Training**

There is a growing emphasis on simulation-based training to offer realistic, hands-on experience in a controlled, risk-free environment. Investments in high-fidelity simulators for nursing, EMTs, medical imaging, or surgical technician training are essential. Expansion of training programs often requires integrating simulation-based learning into curricula, which can involve specialized faculty preparation and accreditation. Colleges requested simulation labs with advanced equipment such as manikins for trauma response, robotic surgery simulators, and diagnostic imaging devices. Continuous investment in software upgrades was necessary for their systems. These high-fidelity manikins simulate vital signs, breathing, bleeding, childbirth, cardiac arrest, and other complex medical scenarios. The simulators are often programmable to respond dynamically to students' actions. Students can practice responding to realistic,

life-threatening situations, such as trauma, without risking patient safety. This improves their ability to handle high-pressure scenarios upon entry into the workforce.

- **Artificial Intelligence (AI)**

AI is becoming more prevalent in healthcare, from diagnostics to personalized medicine. Colleges must incorporate AI to teach healthcare workers how to interpret AI-generated data and integrate AI tools into clinical practice, particularly in radiology, pathology, and predictive analytics. AI is being used to enhance simulation scenarios by providing real-time data analysis, adaptive responses, and more complex simulations. AI-driven simulations can adjust patient responses based on student actions or predict how a patient's condition will evolve in real time. This gives students more dynamic learning experiences, offering a deeper understanding of patient outcomes and medical decision-making. Colleges requested funding for curriculum development and professional development on AI.

- **Mobile Simulation Units**

Some training programs deploy mobile simulation labs to reach rural or underserved areas. These mobile units are fully equipped with simulation technology and bring the learning experience directly to community colleges or hospitals in remote locations, ensuring equitable access to high-quality training. Colleges requested mobile simulation units to enable programs to expand their reach, train more students in underserved areas, and address the healthcare workforce gap in rural regions.

- **Telehealth Training**

With the rise of telehealth services, healthcare professionals are increasingly being trained to deliver care remotely. Training programs now teach clinicians how to use telemedicine platforms, conduct virtual consultations, and maintain patient confidentiality in digital environments. Colleges requested funding for equipment, curriculum development and professional development.

- **Team-Based Care Practices**

As the healthcare landscape increasingly embraces a team-based care approach, there is a heightened focus on improving communication skills, with students from various healthcare fields training alongside one another. Educational programs should create curricula that integrate multiple disciplines, such as nursing, pharmacy, and physical therapy, to foster team-based care competencies. This enhanced coordination may necessitate additional faculty or staff, particularly in larger programs with overlapping areas of study. Institutions require collaborative learning environments where different programs, including nursing, respiratory therapy, and medical imaging, can collaborate effectively. There is also a need for investment in training faculty to facilitate interprofessional teamwork effectively. Colleges have sought funding for equipment, curriculum design, and opportunities for professional development.

## **Student Support Services**

- **Outreach and Awareness for In-Demand Careers**

Enhancing outreach and awareness for in-demand healthcare and social services careers is vital. The colleges proposed the following strategic approaches to engage, educate, and empower future professionals

- Collaborate with high schools through the Career and College Promise (CCP) Program to offer career exploration programs, job shadowing, and health science courses that introduce students to high-demand fields.
- Use social media, local media, and community events to raise awareness about healthcare and social services career opportunities, emphasizing pathways for job stability, growth, and competitive earnings.
- Focus on recruiting underrepresented populations, including veterans, minority groups, and career-switchers, to enter healthcare and social services fields. Multiple funding resources will provide scholarships, targeted recruitment, and support programs.

## Approvals and Accreditations

### ▪ State Board Approval Process

In North Carolina, the curriculum standards for community colleges are designed to ensure educational programs align with statewide objectives for quality, relevance, and workforce needs. These guidelines are established by the North Carolina Community College System (NCCCS) and help colleges provide consistent, high-quality educational experiences across different programs. To implement a curriculum program, colleges must obtain approval from the State Board of Community Colleges. Additionally, certain programs may need accreditation from specific agencies to ensure that students qualify for licensure or certification. For short-term workforce continuing education, any program or course must be listed in the approved State Board combined course library. Here are some key insights:

- All colleges received State Board approval to offer their proposed curriculum programs. Note that some institutions used grant funds to obtain required industry program accreditation.
- For workforce continuing education, there was an approved course in the combined course library corresponding to the training requested by colleges. Also, some colleges were seeking approval from relevant regulatory agencies.

### ▪ Accreditation and Credentialing Agencies

Accreditation is critical as both students and employers prioritize programs that adhere to high educational standards. Colleges must allocate funds for initial accreditation and renewal processes, including site visit expenses, document preparation, and external review fees. To align with the changing requirements set by accrediting organizations, institutions may need to revise, update, or expand their curricula. Colleges have sought funding to enhance curriculum development and to support non-instructional staff in reviewing and establishing processes that ensure compliance with accreditation standards. Additionally, financial resources are required to cover the costs associated with renewing accreditation and certification. Below is a sample list of regulatory agencies that the college will collaborate with to ensure programs meet the essential criteria for preparing students for certification exams and professional practice.

- NC Board of Nursing
- NC Department of Health and Human Services
  - Division of Health Service Regulation
  - Office of Emergency Medical Services
  - Division of Mental Health, Developmental Disabilities, and Substance Abuse Services
- NC Addiction Specialist Professional Practice Board
- NC Board of Physical Therapy Examiners
- NC Respiratory Care Board
- NC Social Work Certification and Licensure Board
- Dental Assisting National Board Examination
- Commission on Dental Accreditation
- Commission on Accreditation of Allied Health Education Programs
- Commission on Accreditation in Physical Therapy Education
- Certification Board for Sterile Processing and Distribution
- American Registry of Radiologic Technologists
- American Registry of Diagnostic Medical Sonographers
- Cardiovascular Credentialing International, Inc
- Central Sterile Processing and Distribution Technician
- American Society of Clinical Pathologists
- American Association of Medical Assistants
- American Board of Registration for Electroencephalographic and Evoked Potential Technologists
- National Board for Respiratory Care
- National Board on Certification in Surgical Technology and Surgical Assisting
- National Center for Competency Testing - Surgical Technologist

## Section 2: Industry Demand

Proposals were required to include supporting documentation for their selected occupational area, encompassing projected employment growth, anticipated job openings, and average or median wages. The Grant Review Team aimed to evaluate whether the proposal effectively addressed labor market shortages, updated skill requirements, and established a pipeline of skilled workers. Also, they sought to assess engagement and support from local and regional employers, workforce and economic development partnerships, college advisory boards, and community stakeholders. Below are tables and related information summarizing the labor market data presented in the funding application.

- Employment Projections
- NC Star Job Ranks
- Employer Engagement
- Employer and Stakeholder Partnerships

## Employment Projections

The table below provides a comprehensive overview of anticipated trends within various occupational areas, highlighting essential data such as projected employment growth, job openings, and wage estimates. This information is crucial for understanding the evolving labor market and the demand for skilled professionals in different sectors. By analyzing these projections, colleges identified key opportunities that align with workforce development initiatives, ensuring that training programs are responsive to the needs of local and regional economies.

Based on the data provided, the employment projections underscore significant demand across various healthcare occupations, requiring a steady pipeline of skilled professionals through 2030. Key roles include registered nurses, home health and personal care aides, and mental health professionals. Statistical highlights include growth rates for emerging healthcare roles ranging from 5% to 18%, reflecting the high need for healthcare workers across a spectrum of specialties. Wage rates are competitive, particularly in roles requiring higher education and specialized skills, thus aligning with training needs identified in North Carolina.

SOC	Description	2024 Jobs	2030 Jobs	2024 - 2030 % Change	Avg. Hourly Earnings	Avg. Annual Openings
21-1015	Rehabilitation Counselors	90,503	95,422	5%	\$23.28	8,247
21-1018	Substance Abuse, Behavioral Disorders, and Mental Health Workers	431,478	496,085	15%	\$28.89	48,755
21-1021	Child, Family, and School Social Workers	369,960	396,935	7%	\$28.46	33,828
21-1022	Healthcare Social Workers	196,523	216,636	10%	\$32.42	20,717
21-1023	Mental Health and Substance Abuse Social Workers	123,388	137,063	11%	\$30.71	11,314
29-1141	Registered Nurses	3,344,457	3,593,909	7%	\$45.42	231,331
29-1292	Dental Hygienists	217,556	235,854	8%	\$43.21	17,972
29-1299	Healthcare Diagnosing or Treating Practitioners, All Other	35,597	37,596	6%	\$59.54	2,429
29-2018	Clinical Laboratory Technologists and Technicians	354,620	380,154	7%	\$30.22	27,797
29-2031	Cardiovascular Technologists and Technicians	59,728	63,623	7%	\$33.79	4,510
29-2032	Diagnostic Medical Sonographers	87,550	98,127	12%	\$42.80	6,533
29-2033	Nuclear Medicine Technologists	18,241	18,963	4%	\$45.71	1,009
29-2034	Radiologic Technologists and Technicians	231,404	248,003	7%	\$36.18	15,503
29-2035	Magnetic Resonance Imaging Technologists	44,401	48,116	8%	\$41.64	3,125
29-2036	Medical Dosimetrists	5,128	5,396	5%	\$63.39	293
29-2042	Emergency Medical Technicians	172,412	185,163	7%	\$20.72	14,958
29-2043	Paramedics	119,495	126,956	6%	\$27.62	7,110
29-2053	Psychiatric Technicians	129,792	142,237	10%	\$20.99	13,234
29-2055	Surgical Technologists	116,562	125,085	7%	\$29.93	8,692
29-2061	Licensed Practical Nurses	669,642	716,477	7%	\$29.23	61,133
29-9093	Surgical Assistants	21,604	22,955	6%	\$31.34	1,590
31-1128	Home Health and Personal Care Aides	4,306,585	5,060,782	18%	\$16.05	811,754
31-1131	Nursing Assistants	1,440,688	1,526,746	6%	\$19.04	226,749
31-1133	Psychiatric Aides	37,582	39,096	4%	\$19.71	6,112
31-2021	Physical Therapist Assistants	111,697	131,982	18%	\$31.66	19,902
31-9092	Medical Assistants	812,524	909,397	12%	\$20.84	125,289
31-9093	Medical Equipment Preparers	70,242	75,057	7%	\$22.79	10,543

## NC Star Job Ranks

The Star Jobs ranking in North Carolina assesses various occupations by considering multiple factors that impact their overall appeal and potential. These rankings serve as a guide for colleges to steer students toward careers that are in high demand. The occupational training programs backed by this grant have received a star ranking of 3 to 5, indicating that the selected fields are not only high demand but also justify the Legislature's investment. Below are some key insights:

- **5-Star Occupations:** Registered Nurses, representing high growth, substantial openings, and critical demand in all regions.
- **4-Star Occupations:** Medical Assistants, Dental Hygienists, and Radiologic Technologists, each showing strong demand and steady wage growth, reinforcing the value of targeted training programs.
- **3-Star Occupations:** Specialized roles such as Nuclear Medicine Technologists and Cardiovascular Technicians, indicating stable yet niche fields.

Occupation Description	Star Rating	Job Demand (Growth Rate & Openings)	Job Stability
Registered Nurses	5	Very high growth, numerous openings	High stability and essential demand
Dental Hygienists	4	Steady growth, moderate demand	High stability in dental services
Healthcare Diagnosing Practitioners	3	Steady demand	High
Clinical Laboratory Technicians	3	Moderate growth	Moderate, high in healthcare settings
Cardiovascular Technologists and Technicians	3	Moderate demand, specialized field	High in healthcare settings
Diagnostic Medical Sonographers	4	High demand	High due to essential imaging role
Nuclear Medicine Technologists	3	Moderate demand, specialized	High
Radiologic Technologists and Technicians	4	High demand, consistent growth	High
Magnetic Resonance Imaging Technologists	4	High demand, niche specialization	High
Medical Dosimetrists	3	Steady demand	High, but limited roles
Emergency Medical Technicians	3	Moderate demand	Moderate to high
Paramedics	3	Moderate growth	High, especially in rural areas
Surgical Technologists	4	High demand	High in surgical settings
Licensed Practical Nurses	4	High growth	High
Surgical Assistants	3	Moderate demand	High in surgical care
Home Health and Personal Care Aides	3	Very high growth, high demand	High, especially in elder care
Nursing Assistants	3	High growth	High
Physical Therapist Assistants	4	High demand, steady growth	High in physical therapy practices
Medical Assistants	4	High growth, high demand	High
Medical Equipment Preparers	3	Steady demand	High
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	4	High growth, high demand	High stability due to demand
Child, Family, and School Social Workers	3	Steady growth, consistent demand	High stability in public and social services
Healthcare Social Workers	4	High growth, significant demand	High stability, particularly in healthcare
Mental Health and Substance Abuse Workers	4	High growth, high demand	High, due to mental health needs

Note: These ratings are based on data from the North Carolina Department of Commerce and are subject to change as labor market conditions evolve.

## Employer Engagement

Employer engagement is critical in building a skilled healthcare workforce. It ensures that training programs produce workforce-ready graduates who meet the specific needs of the healthcare industry. Below are examples of how colleges plan to engage with employers.

- **Co-Developed Curriculum**

Employers are increasingly collaborating with colleges to co-develop curricula that directly align with industry needs. They often develop specific competencies to meet the needs of their facilities. This ensures that students acquire the skills and certifications that are immediately relevant to the healthcare job market.

- **Partnerships for Clinical Simulation Labs**

Employers are partnering with colleges to develop clinical simulation labs that allow students to practice in a controlled, high-tech environment before entering real-world clinical settings. This collaboration enhances training quality and prepares students for high-stakes healthcare roles.

- **Work-Based Learning Opportunities**

Employers offered internships, apprenticeships, clinical placements, and co-op programs. This hands-on experience allows students to apply classroom knowledge in real-world healthcare environments, making them more job-ready upon graduation.

- **Industry Advisory Boards**

Colleges have existing healthcare-specific advisory boards with membership, including local employers, healthcare professionals, and industry experts. These boards guide program development, review curriculum content, and ensure training aligns with industry demands.

- **Joint Funding and Scholarship Programs**

Employers are engaged in offering scholarships, specialized equipment funding, and simulation lab resources. This financial collaboration helps educational institutions enhance their facilities and attracts more students to high-demand healthcare programs.

- **Direct Recruitment Pipelines**

Employers are partnering with colleges to create direct recruitment pathways for graduates. These partnerships often include guaranteed job placements, preferred hiring, or fast-track recruitment for students who complete specific healthcare programs.

## Employer and Stakeholder Partnerships

The success of this initiative depends significantly on strong collaborations with employers that connect education to the workforce. By involving local and regional businesses, we gain essential insights into industry requirements and emerging trends, which helps ensure that training programs are tailored to the skills needed in the job market.

Strengthening partnerships between educational institutions, businesses, and community organizations fosters a solid pipeline of qualified professionals prepared to meet the challenges of a rapidly changing workforce.

Below is a list of key healthcare employers collaborating with colleges. Many have multiple locations throughout the state. This list does not include all local and state government agencies that employ graduates.

- Atrium Health
- Autism Society of North Carolina
- Cape Fear Valley Medical Center
- CarolinaEast Health System
- CaroMont Health:
- Carteret County Health Department Dental Clinic
- Carteret Health Care
- Catawba Valley Medical Center
- Cone Health
- Daymark Recovery Services
- Duke Health
- Duke Raleigh Hospital
- ECU School of Dentistry
- ECU Health
- FirstHealth
- Franklin Regional Medical Center
- Granville Health System
- Johnston Health
- Maria Parham Hospital
- North Carolina Department of Health and Human Services
- Novant Health Medical Center
- Person Memorial Hospital
- RHA Health Services
- UNC Health
- Vaya Health
- WakeMed Health & Hospitals
- Warren General Hospital
- Local County Government Agencies
- Mission Health

## Section 3: Budget

Healthcare training programs are often expensive, particularly the cost associated with specialized equipment, faculty salaries, and other program-specific needs. Below is an overview of expenditures that will be supported with grant funds.

### Faculty Salaries

There is frequently a lack of qualified healthcare educators, particularly in nursing, where there is a strong demand for experienced faculty. This shortage results in higher salaries being necessary to attract the right talent. Many healthcare professionals who take on educational roles could easily pursue lucrative clinical positions, such as advanced practice nurses or specialized technologists.

Healthcare faculty members often need advanced qualifications, including clinical experience, certifications, and in many cases, doctoral degrees. Their expertise in education and practice is crucial for training future healthcare workers, making them highly valued and, therefore, expensive to recruit and retain. Besides classroom educators, healthcare programs often require clinical supervisors who monitor and evaluate students in real healthcare settings. These supervisors are paid healthcare professionals, adding to overall faculty costs.

To successfully recruit and retain these experts as faculty, colleges must offer competitive salaries that are on par with or close to those in clinical practice. Grant funds will be utilized to support the wages and benefits for both instructional and non-instructional staff. Additionally, to incentivize faculty recruitment, colleges can allocate funding for professional development, ensuring educators remain informed about the latest medical advancements. This requires ongoing training and certification updates, and colleges can help cover these costs, contributing to the overall financial commitment.

### Equipment and Instructional Tools and Resources

Healthcare training programs can be expensive, primarily due to the costs associated with specialized equipment and specific curriculum requirements. Here is a comprehensive list of equipment and instructional resources requested by colleges. Providing funding for these items would improve functionality and relevance across various healthcare training programs, facilitating hands-on learning, scenario-based training, and simulations that reflect real-world environments—critical components for preparing students for in-demand healthcare careers. Notably, approximately 65% (\$35,750,000) of the total \$55 million allocation will focus on equipment and instructional resources.

This equipment list will improve instructional delivery for both instructors and students. These resources enable students to develop crucial practical skills in a structured educational environment, closely aligning with the demands and challenges they will face in the healthcare sector. This direct link between training and real-world application empowers students with the confidence and skills needed to excel in patient care and collaborate effectively with their employers.

Note: This list is long and provides insight into how it will be used in the classroom and how that learning relates to the job's skill requirements. Also, it represents the needs of 58 colleges, 115 applications, and a variety of occupational training programs.

Equipment Requests	Justification
High-Fidelity Patient Simulators	<b>Purpose:</b> Simulate real patient responses for emergency scenarios and critical care. <b>Classroom Use:</b> Used to practice patient assessment, life support, and emergency response in realistic environments. <b>Job Translation:</b> Prepares students for high-pressure situations, enhancing their confidence and competence in patient care.

Equipment Requests	Justification
Hospital Beds with Side Rails and Adjustable Heights	<b>Purpose:</b> Essential training in patient care, transfers, and bed positioning. <b>Classroom Use:</b> Students learn patient positioning, safe transfer techniques, and adjusting beds for comfort and safety. <b>Job Translation:</b> Ensures that students can effectively assist patients with mobility and provide a comfortable, secure environment.
Ambulance or Mobile Simulation Vehicle	<b>Purpose:</b> To replicate the environment of an ambulance for EMT training. <b>Classroom Use:</b> To provide a mobile setting to practice emergency care and patient transport in a confined space. <b>Job Translation:</b> To familiarize students with the layout and space constraints of ambulances, preparing them for on-the-road care.
Gurney/Stretcher with Locking Mechanism	<b>Purpose:</b> Used for patient lifting, transferring, and securing during transport. <b>Classroom Use:</b> Teaches safe patient handling and loading techniques. <b>Job Translation:</b> Builds necessary skills for technicians to ensure safe patient handling in emergency settings.
ECG Machines and Holter Monitors	<b>Purpose:</b> Record heart rhythms and monitor cardiac function. <b>Classroom Use:</b> Students practice setting up ECG leads and interpreting cardiac rhythms. <b>Job Translation:</b> Essential for assessing cardiovascular conditions and diagnosing arrhythmias.
Centrifuges (Standard and Refrigerated Models)	<b>Purpose:</b> Separates blood and bodily fluids for laboratory analysis. <b>Classroom Use:</b> Students learn sample handling, preparation, and separation techniques. <b>Job Translation:</b> Trains lab technicians to perform accurate fluid separations crucial for diagnostic testing.
Vital Signs Monitors	<b>Purpose:</b> Provide real-time feedback on patient vitals like blood pressure, heart rate, and oxygen saturation. <b>Classroom Use:</b> Used to practice monitoring and interpreting patient vital signs. <b>Job Translation:</b> Teaches core EMT and nursing skills needed to assess patient stability.
Oxygen Supply System and Delivery Devices	<b>Purpose:</b> Allows students to practice administering oxygen therapy. <b>Classroom Use:</b> Provides training in setup, administration, and oxygen delivery monitoring. <b>Job Translation:</b> Essential for EMTs and healthcare providers managing respiratory distress in emergencies.
Microscopes (Compound and Fluorescent)	<b>Purpose:</b> Used for examining cells, tissues, and microorganisms. <b>Classroom Use:</b> Students learn cellular analysis techniques for diagnostics. <b>Job Translation:</b> Prepares lab technicians to identify infections and cellular abnormalities.
Ultrasound Machine with Doppler Capabilities	<b>Purpose:</b> Enables imaging for structural and blood flow analysis. <b>Classroom Use:</b> Teaches students how to capture and interpret ultrasound images. <b>Job Translation:</b> Equips sonographers and cardiovascular techs with skills in non-invasive imaging for diagnostics.
Cardiac Catheterization Lab Simulator	<b>Purpose:</b> Simulates invasive procedures like angiography and stent placement. <b>Classroom Use:</b> Offers hands-on training in catheter-based techniques. <b>Job Translation:</b> Familiarize students with procedures in catheterization labs for cardiovascular care.
Bag-Valve Masks (BVMs) with Adult, Pediatric, and Infant Sizes	<b>Purpose:</b> Provides manual ventilation for respiratory emergencies. <b>Classroom Use:</b> Teaches students airway management and ventilation across all age groups. <b>Job Translation:</b> Essential for EMTs and nursing aides managing patients with compromised breathing.
Biochemistry Analyzers	<b>Purpose:</b> Analyzes blood and body fluids for biochemical markers. <b>Classroom Use:</b> Teaches students biochemical testing methods. <b>Job Translation:</b> Equips lab technicians with skills for diagnosing metabolic and biochemical conditions.

Equipment Requests	Justification
Electrophysiology (EP) Recording System	<b>Purpose:</b> Monitors heart electrical activity for arrhythmias. <b>Classroom Use:</b> Used to practice reading and interpreting heart rhythms. <b>Job Translation:</b> Prepares cardiovascular techs to support arrhythmia diagnosis and treatment.
Phlebotomy Kits (Needles, Tubes, Arm Manikins)	<b>Purpose:</b> Trains students in blood collection techniques. <b>Classroom Use:</b> Provides hands-on practice with venipuncture and specimen handling. <b>Job Translation:</b> Ensures lab technicians and nursing aides can perform safe, efficient blood draws.
Defibrillators (AED and Manual)	<b>Purpose:</b> Provide training in defibrillation and resuscitation. <b>Classroom Use:</b> Students learn to use AEDs and manual defibrillators for cardiac emergencies. <b>Job Translation:</b> Essential for EMTs and healthcare providers responding to cardiac arrest.
IV Start Kits and Fluid Bags	<b>Purpose:</b> Used for training in intravenous therapy and fluid administration. <b>Classroom Use:</b> Allows students to practice IV insertion and fluid management. <b>Job Translation:</b> Equips EMTs and nursing aides with IV skills needed in patient care.
Simulation Software with Case-Based Scenarios	<b>Purpose:</b> Offers interactive training in diagnostic and treatment scenarios. <b>Classroom Use:</b> Allows students to practice critical thinking in various healthcare scenarios. <b>Job Translation:</b> Prepares students for real-life decision-making and diagnostics in clinical settings.
EHR Software Training System	<b>Purpose:</b> Teaches students to document patient care digitally. <b>Classroom Use:</b> Used for practice in entering and managing patient records. <b>Job Translation:</b> Familiarize students with EHRs for effective patient data management.
Patient Lifting Aids and Gait Belts	<b>Purpose:</b> Provides training in safe patient transfer techniques. <b>Classroom Use:</b> Teaches lifting, mobility support, and patient safety. <b>Job Translation:</b> Ensures nursing aides and EMTs can safely assist patients with mobility challenges.
Spectrophotometers and Colorimeters	<b>Purpose:</b> Used for biochemical analysis in clinical labs. <b>Classroom Use:</b> Students learn to measure absorbance for biochemical testing. <b>Job Translation:</b> Equips lab technicians to perform precise biochemical tests for diagnostics.
Doppler Ultrasound Systems	<b>Purpose:</b> Allows for vascular assessments in sonography and cardiovascular programs. <b>Classroom Use:</b> Teaches non-invasive assessment techniques for blood flow and vessel health. <b>Job Translation:</b> Essential for diagnosing vascular health and blood flow issues.
Manual and Electronic Blood Pressure Monitors	<b>Purpose:</b> Provides training in blood pressure measurement. <b>Classroom Use:</b> Students practice accurate blood pressure assessment. <b>Job Translation:</b> Essential for monitoring patient vitals across healthcare settings.
Sterilization Equipment (Autoclaves)	<b>Purpose:</b> Teaches students sterilization and infection control. <b>Classroom Use:</b> Provides training in cleaning and disinfecting medical tools. <b>Job Translation:</b> Ensures lab technicians maintain hygiene standards to prevent infections.
Realistic Airway Management Trainers	<b>Purpose:</b> Used for airway management and intubation practice. <b>Classroom Use:</b> Teaches airway maintenance techniques for respiratory emergencies. <b>Job Translation:</b> Prepares EMTs and nurses for managing airways in critical scenarios.

Equipment Requests	Justification
Spinal Immobilization Equipment	<b>Purpose:</b> Provides trauma stabilization for spinal injuries. <b>Classroom Use:</b> Used to practice spinal immobilization techniques for safe patient transport. <b>Job Translation:</b> Essential skill for EMTs in trauma care and patient transport.
Portable Pulse Oximeters	<b>Purpose:</b> Measures oxygen saturation in patients. <b>Classroom Use:</b> Teaches students quick assessment of patient oxygen levels. <b>Job Translation:</b> Provides essential information in emergencies and routine assessments.
Cardiac Monitor Simulators	<b>Purpose:</b> Monitors and simulates cardiac activity. <b>Classroom Use:</b> Teaches rhythm monitoring and heart rate interpretation. <b>Job Translation:</b> Prepares cardiovascular techs to monitor heart health in clinical settings.
Radiation Safety Equipment (Lead Aprons, Dosimeters)	<b>Purpose:</b> Protects students from radiation exposure during imaging. <b>Classroom Use:</b> Teaches radiation safety in imaging and cath labs. <b>Job Translation:</b> Ensures technicians work safely in environments with radiologic exposure.
Training Manikins with Intravenous and Intraosseous Access	<b>Purpose:</b> Provides practice with IV and IO procedures. <b>Classroom Use:</b> Allows students to practice intravenous access and fluid administration. <b>Job Translation:</b> Prepares EMTs and nurses for emergencies requiring IV or IO access.
Backboards and Restraints for Trauma Simulation	<b>Purpose:</b> Simulates trauma patient handling and restraint techniques. <b>Classroom Use:</b> Used for trauma response training. <b>Job Translation:</b> Prepares EMTs to stabilize and transport trauma patients safely.
Ambulatory Blood Pressure Monitors	<b>Purpose:</b> Monitors blood pressure over extended periods. <b>Classroom Use:</b> Teaches students long-term monitoring methods. <b>Job Translation:</b> Used in outpatient and clinical settings to track hypertension.
Interactive Anatomical Models (Heart, Vessels, Lungs)	<b>Purpose:</b> Provides detailed anatomy reference. <b>Classroom Use:</b> Enhances anatomical knowledge for multiple disciplines. <b>Job Translation:</b> Supports technicians in understanding the origins of specimens and images they interpret.
Ventilator Simulators	<b>Purpose:</b> Train students in mechanical ventilation for patients with respiratory distress. <b>Classroom Use:</b> Used for ventilator setup, troubleshooting, and monitoring. <b>Job Translation:</b> Essential for EMTs and respiratory technicians managing critical care.
Video Recording and Feedback System for Simulation Review	<b>Purpose:</b> Provide feedback on student performance in simulated scenarios. <b>Classroom Use:</b> Enables review and feedback on technical and communication skills. <b>Job Translation:</b> Improves student confidence and competence by reinforcing best practices and areas for improvement.
Medication Dispensing Systems	<b>Purpose:</b> Replicates medication administration processes found in hospitals. <b>Classroom Use:</b> Familiarizes students with managing, dispensing, and tracking medications. <b>Job Translation:</b> Prepares students for accuracy and accountability in medication handling.
Electronic Health Record (EHR) Software	<b>Purpose:</b> Introduces students to digital patient records. <b>Classroom Use:</b> Training on recording, updating, and accessing patient information. <b>Job Translation:</b> Essential for efficient and accurate patient data management in clinical settings.

Equipment Requests	Justification
X-Ray and Ultrasound Simulators	<b>Purpose:</b> Enables students to understand machine operations, positioning, and safety protocols without radiation exposure. <b>Classroom Use:</b> Simulations of imaging techniques to develop technical skills in a safe environment. <b>Job Translation:</b> Provides foundational skills to operate radiology equipment, contributing to patient safety and image accuracy.
Operating Room Simulators and Surgical Instrument Sets	<b>Purpose:</b> Realistic operating room setup, complete with surgical tools and simulation for sterile procedures. <b>Classroom Use:</b> Students practice surgical skills, including sterilization, handling instruments, and assisting in surgeries. <b>Job Translation:</b> Builds familiarity with surgical tools and protocols, ensuring competence in assisting surgeons in real operations.
Endoscopic Simulators	<b>Purpose:</b> Allows hands-on practice with endoscopic procedures used in minimally invasive surgeries. <b>Classroom Use:</b> Develops technical skill in handling scopes and understanding procedural nuances. <b>Job Translation:</b> Essential for surgical techs assisting with laparoscopic and endoscopic procedures in hospitals and outpatient centers.
Dental Chairs and Units with Handpieces, Suction, and Lighting	<b>Purpose:</b> Replicates an operatory setup where dental assistants work alongside dentists. <b>Classroom Use:</b> Teaches students how to position patients, manage instruments, and provide chairside assistance. <b>Job Translation:</b> Builds familiarity with operatory settings, enabling smooth collaboration with dentists during procedures.
X-Ray Machines and Digital Radiography Software	<b>Purpose:</b> Provides hands-on experience in taking and processing dental radiographs. <b>Classroom Use:</b> Students practice taking intraoral and extraoral X-rays, safety protocols, and reading X-rays. <b>Job Translation:</b> Ensures dental assistants are proficient in radiographic techniques and patient safety, key to supporting accurate diagnoses in clinical practice.
Dental Model Typodonts and Manikins	<b>Purpose:</b> It simulates real mouths for practicing various procedures like suctioning, isolating teeth, and assisting with impressions. <b>Classroom Use:</b> It allows students to practice techniques without the pressure of working on a live patient. <b>Job Translation:</b> It familiarizes students with procedures, building their confidence and skills to assist effectively during patient care.
Sterilization Equipment (Autoclaves)	<b>Purpose:</b> Trains students in the sterilization and infection control process. <b>Classroom Use:</b> Educates students on cleaning, disinfecting, and sterilizing instruments to meet infection control standards. <b>Job Translation:</b> Infection control knowledge is crucial for ensuring patient safety in dental practices.
Dental Imaging Equipment and Intraoral Cameras	<b>Purpose:</b> Trains students in taking accurate X-rays and images for assessments and patient education. <b>Classroom Use:</b> Practice capturing detailed oral images, reading radiographs, and understanding diagnostic processes. <b>Job Translation:</b> Proficiency in imaging allows hygienists to contribute valuable diagnostic information, improving patient care quality.
Periodontal and Preventive Care Models	<b>Purpose:</b> Provides visual aids and hands-on practice for teaching patients oral hygiene and periodontal care. <b>Classroom Use:</b> Educates students on periodontal assessment, probing techniques, and explaining preventive care. <b>Job Translation:</b> Builds skills in educating patients on oral hygiene and preventive measures, supporting long-term patient health.

### **Accreditation and Compliance**

Healthcare programs are required to adhere to strict accreditation standards to guarantee quality and compliance with industry regulations. This typically involves frequent accreditation assessments, modifications to the curriculum, and ongoing faculty development to align with the criteria established by accrediting organizations.

These activities can be costly and demand significant resources. Additionally, maintaining accreditation necessitates hiring extra administrative personnel, securing insurance, and recruiting specialized faculty. Colleges can utilize grant funding to support these efforts.

Training facilities must meet specific standards for safety, sanitation, and accessibility, which can drive up costs for design, construction, and operation. For example, spaces used for nursing or radiologic technology training may need to adhere to stringent healthcare regulations.

## Section 4: Sustainability Plan

### Key Strategies

Maintaining healthcare education programs after initial grant funding concludes is essential for achieving lasting impact. Here are five key strategies suggested by colleges:

1. **Generating Full-Time Equivalents (FTE):** Increasing student enrollment can create operational revenue for colleges.
2. **Partnering with Healthcare Employers and Local Providers:** Collaborating with healthcare organizations, industry associations, and local providers can secure ongoing funding and resources. By highlighting how these programs address workforce needs, healthcare organizations might offer financial contributions, equipment, or sponsorships for students.
3. **Diversifying Funding Sources:** Looking beyond traditional grants to include sponsorships, endowments, and public-private partnerships can reduce dependency on FTE. Smaller, diversified grants can create a reliable revenue stream and lessen the risk of funding shortages.
4. **Adapting Program Curricula:** Regularly reviewing and adjusting program content to match changing industry standards and local workforce requirements is vital. Introducing flexible, stackable credentials or modular courses can help attract more students, maintain ongoing enrollment, and adapt to labor market dynamics, ensuring the program remains relevant and sustainable.

## Reporting Requirement #3: Program Evaluation

### Framework for Measuring Success

The evaluation framework will center around three key questions:

1. Did the college implement its proposed program effectively?
2. Did the college utilize its allocated funding efficiently?
3. What positive outcomes were achieved regarding program implementation and workforce development?

Colleges will be required to submit a progress report quarterly. The Grant Review Team will collect and analyze this information to ensure that colleges make headway toward the objectives outlined in their applications. Additionally, the System Office Senior Leadership Team will update the overall status.

Each college will have a designated Team Leader offering ongoing technical assistance. A dedicated email address has also been established for colleges to send any inquiries they may have.

Included below is the evaluation framework and questionnaire that will facilitate the assessment of the grant's success, along with an outline of the related reporting template.

Reporting Requirement		Key Topics
1.	Colleges Funded & Program Type	<ul style="list-style-type: none"> <li>○ College Full Name</li> <li>○ Proposed Program/Occupational Area</li> <li>○ Academic Level: CE and/or CU</li> <li>○ Funding Allocation</li> </ul>
2.	College Use of Funds	<ul style="list-style-type: none"> <li>○ Budget Allocation</li> <li>○ Use of Funds</li> </ul>
3.	Program Evaluation	<ul style="list-style-type: none"> <li>○ Grant Implementation</li> <li>○ Program/Course Deliverables</li> <li>○ Employer and Partnership Engagement</li> </ul>

## Template – Quarterly Progress Report

### Reporting Requirement #1: Colleges Funded & Program Type

1. Complete the chart below:

College Full Name:	
Proposed Program/Occupational Area:	
Academic Level: CE and/or CU:	
Funding Allocation:	\$

### Reporting Requirement #2: College Use of Funds

#### Budget Allocation

1. Please complete the budget template along with a justification of expenditures in each category.
2. What was your Total Match Requirement?
3. What is the funding source(s) for meeting your match requirements? How are you tracking/ documenting this requirement?

#### Use of Funds

1. How many instructional and non-instruction staff will be paid out of these grant funds and are they new or existing?
2. If grant funds were budgeted to purchase equipment and/or instructional supplies & materials, give an overview of what has/will be purchased.
3. If grant funds were budgeted to pay for curriculum development, what type of materials/documents has/will be produced? Can they be shared with other colleges?
4. If grant funds were budgeted to pay for accreditation costs, what is the accrediting body? Where are you in the process?
5. If grant funds were budgeted for faculty preparation and professional development, provide a brief overview of the types of activities/training the faculty has/will be attending.

### Legislative Reporting Requirement #3 Program Evaluation – Measures of Success

#### Grant Implementation

1. Provide 2-4 milestones, challenges, and/or lessons learned related to the implementation of your grant project.
2. Attach 1-3 success stories, PSA/articles published, photos taken, and/or links to social media posting about your grant project.

#### Program/Course Deliverables

1. What courses have/will be offered?
2. What strategies did you use to align the learning objectives to meet employer demands?
3. What are the current or projected enrollment and FTE statistics?

#### Employer and Partnership Engagement

1. Describe how your grant project has/will impact and/or address the workforce pipeline in your service area.
2. List the employers/associations engaged in your grant project. Provide a brief overview of their roles and/or contributions, both financial and in-kind.
3. What internal/external partnerships have/will be engaged in your grant project? Provide a brief overview of their roles and/or contributions, both financial and in-kind.



# **NC Child Care Grant Program for Community College Students**

**Annual Report to the  
Joint Legislative Education Oversight Committee**

**Submitted by The State Board of Community Colleges**

**As Required by GS 115D-40.5 Section 6.4**

**December 1, 2024**

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## **SUMMARY**

The North Carolina Child Care Grant program has proven to be a critical resource for student-parents by helping them persist in their college education by addressing one of the most significant barriers to their academic success – access to affordable childcare. The success of the program highlights the vital need for financial assistance in this area, emphasizing the importance of continued support for student-parents in higher education.

Since 1993, the North Carolina General Assembly has approved appropriation of need-based aid for community college students through the North Carolina Community College Child Care Grant. These funds are added to the Community College budget for childcare services to help meet the needs of students enrolled at a community college. The North Carolina Community College System administers the NC Child Care Grant Program to assist student-parents with the financial responsibilities for childcare expenses so they may stay enrolled and accomplish their educational goals. Childcare coordinators and financial aid officers at each college collaborate with local social services agencies to assess childcare needs of student-parents to determine eligibility for funding and availability to qualified students.

## **BACKGROUND**

In the 2023-24 fiscal year, the North Carolina General Assembly allocated \$3,038,215 to support childcare services for student-parents enrolled in community colleges across the state. The NC Child Care Grant is designed to assist student-parents with the cost of childcare, ensuring that they have the necessary support to continue their education without the added burden of securing care for their children.

For the purposes of the NC Child Care Grant, eligible childcare providers include a range of options such as licensed daycare centers, individual childcare providers, unlicensed providers, parents of the student, and personal nannies. Childcare providers may also include before and after school and summer programs, all granting student-parents flexibility in choosing childcare services that best fit their needs.

In compliance with 115D-40.5, section 6.4, the North Carolina Community College System provides this report to the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Committee on Education, the Fiscal Research Division, and the Joint Legislative Education Oversight Committee on the administration of the North Carolina Community College Child Care Grant Program for the prior fiscal year.

This report includes self-reported data from each community college and captures key metrics such as:

- (1) The number of applications received for grants from the program.
- (2) The average award received by applicant.
- (3) The number of applications approved for funding.
- (4) The total amount of grant funds awarded.
- (5) The range of grant award amounts disbursed to individual students for childcare expenses.
- (6) The types of childcare services utilized by students receiving grant funds, including before-school and after-school care.

This comprehensive reporting ensures transparency in the administration of the program and helps inform future decisions related to the funding and expansion of childcare support for student-parents attending NC community colleges.

## **FY 2023-24 COLLEGE REPORT**

This report includes a (1) allocation of authorized funds to each college, (2) the total amount awarded to student-parents, (3) the unexpended amount, (4) the number of students awarded grants and (5) the average amount awarded to students.

<b>Community Colleges</b>	<b>FY 2023-24 Allocation</b>	<b>Total Awarded</b>	<b>Unexpended Funds</b>	<b># Students Awarded</b>	<b>Average Award</b>
Alamance CC	\$55,209	\$40,629.00	\$14,580.00	8	\$5,078.63
Asheville-Buncombe TCC	\$70,800	\$46,051.00	\$24,749.00	21	\$2,192.90
Beaufort CCC	\$35,527	\$34,750.00	\$777.00	12	\$2,895.83
Bladen CC	\$30,936	\$30,936.00	\$0.00	11	\$2,812.36
Blue Ridge CC	\$42,584	\$38,726.00	\$3,858.00	12	\$3,227.17
Brunswick CC	\$35,740	\$35,740.00	\$0.00	7	\$5,105.71
Caldwell CC and TI	\$52,850	\$52,850.00	\$0.00	24	\$2,202.08
Cape Fear CC	\$101,047	\$66,516.52	\$34,530.48	13	\$5,116.66
Carteret CC	\$35,198	\$35,198.00	\$0.00	7	\$5,028.29
Catawba Valley CC	\$58,260	\$25,760.54	\$32,499.46	9	\$3,611.05
Central Carolina CC	\$64,498	\$33,822.71	\$30,675.29	8	\$4,227.84
Central Piedmont CC	\$181,817	\$181,817.00	\$0.00	29	\$6,269.55
Cleveland CC	\$46,208	\$15,355.84	\$30,852.16	5	\$3,071.17
Coastal Carolina CC	\$54,519	\$37,574.95	\$16,944.05	18	\$2,087.50
College of the Albemarle	\$40,958	\$7,852.00	\$33,106.00	4	\$1,963.00
Craven CC	\$44,752	\$41,494.00	\$3,258.00	14	\$2,963.86
Davidson-Davie CC	\$54,689	\$50,119.00	\$4,570.00	15	\$3,341.27
Durham TCC	\$60,066	\$21,882.39	\$38,183.61	11	\$1,989.31
Edgecombe CC	\$34,273	\$26,373.64	\$7,889.36	8	\$3,296.71
Fayetteville TCC	\$116,233	\$100,310.42	\$15,922.58	31	\$3,235.82
Forsyth TCC	\$94,957	\$83,608.44	\$11,348.56	35	\$2,388.81
Gaston College	\$66,092	\$20,851.01	\$45,240.99	6	\$3,475.17
Guilford TCC	\$109,464	\$75,974.00	\$33,490.00	22	\$3,453.36
Halifax CC	\$28,587	\$28,587.00	\$0.00	7	\$4,083.86
Haywood CC	\$31,191	\$10,901.17	\$20,289.83	8	\$1,325.15
Isothermal CC	\$38,343	\$32,097.00	\$6,246.00	9	\$3,566.33
James Sprunt CC	\$32,445	\$32,445.00	\$0.00	27	\$1,201.67
Johnston CC	\$56,463	\$42,069.00	\$14,394.00	10	\$4,206.90
Lenoir CC	\$40,873	\$21,118.45	\$19,754.55	8	\$2,639.81
Martin CC	\$26,706	\$15,501.56	\$11,204.44	6	\$2,583.59

Mayland CC	\$26,717	\$14,692.00	\$12,025.00	6	\$2,448.67
McDowell TCC	\$30,054	\$30,054.00	\$0.00	26	\$1,155.92
Mitchell CC	\$45,560	\$13,915.00	\$31,645.00	5	\$2,783.00
Montgomery CC	\$28,662	\$17,071.00	\$11,591.00	7	\$2,438.71
Nash CC	\$42,392	\$20,144.46	\$22,247.54	10	\$2,014.45
Pamlico CC	\$23,071	\$2,849.05	\$20,221.95	2	\$1,424.53
Piedmont CC	\$30,521	\$30,521.00	\$0.00	11	\$2,774.64
Pitt CC	\$84,956	\$89,956.00	\$0.00	23	\$3,911.13
Randolph CC	\$42,414	\$27,020.31	\$15,393.69	11	\$2,456.39
Richmond CC	\$38,609	\$38,609.00	\$0.00	16	\$2,413.00
Roanoke-Chowan CC	\$24,804	\$24,804.00	\$0.00	7	\$3,543.43
Robeson CC	\$38,864	\$38,864.00	\$0.00	13	\$2,989.54
Rockingham CC	\$33,572	\$17,776.00	\$15,796.00	7	\$2,539.43
Rowan-Cabarrus CC	\$71,948	\$71,527.00	\$421.00	13	\$5,502.08
Sampson CC	\$36,218	\$35,476.99	\$741.01	15	\$2,365.13
Sandhills CC	\$53,392	\$12,663.00	\$40,729.00	3	\$4,221.00
South Piedmont CC	\$43,147	\$43,147.00	\$0.00	16	\$2,696.69
Southeastern CC	\$32,519	\$21,925.00	\$10,594.00	4	\$5,481.25
Southwestern CC	\$39,661	\$14,685.00	\$24,976.00	2	\$7,342.50
Stanly CC	\$39,406	\$39,318.25	\$87.75	9	\$4,368.69
Surry CC	\$44,189	\$44,189.00	\$0.00	11	\$4,017.18
Tri-County CC	\$29,225	\$19,479.25	\$9,745.75	9	\$2,164.36
Vance-Granville CC	\$43,785	\$43,686.75	\$98.25	20	\$2,184.34
Wake TCC	\$212,913	\$212,372.42	\$540.58	35	\$6,067.78
Wayne CC	\$47,621	\$34,976.50	\$12,644.50	10	\$3,497.65
Western Piedmont CC	\$36,462	\$36,462.00	\$0.00	16	\$2,278.88
Wilkes CC	\$41,744	\$41,744.00	\$0.00	23	\$1,814.96
Wilson CC	\$34,504	\$26,093.16	\$8,410.84	7	\$3,727.59
<b>Total</b>	<b>\$3,038,215</b>	<b>\$2,350,932.78</b>	<b>\$692,272.22</b>	<b>742</b>	<b>\$3,263.18</b>

## **FY 2023-24 CHILD CARE GRANT FUND UTILIZATION AND IMPACT**

In FY 2023-24, \$2,350,932.78 was distributed directly to approved childcare providers, which included individuals, as well as before-school and after-school service providers.

During the year, colleges reported receiving a total of 1497 applications for childcare assistance. From the application pool, at least 742 students received financial support through the NC Child Care Grant program.

17 of the 58 colleges fully expended their allocated funds for the fiscal year. To address the funding shortfalls and assist additional students, many colleges leveraged supplementary resources including institutional funds such as Student Support Services Grant, local college Foundation office, state funding from programs like County Partnership for Children, Department of Health and Human Services, NC Pre-

K, Project Success, Underserved Outreach and Finish Line Grants to support student-parents in need of childcare assistance.

### **Conclusion**

As more community colleges recognize the challenges faced by student-parents, many are actively reassessing their practices and reviewing their policies to better serve this population. Institutions are increasingly focused on finding innovative solutions to remove barriers, particularly those related to childcare, in order to improve retention and completion rates for students with parental responsibilities.

Continued investment in this program is essential for ensuring student-parents have the necessary resources to balance their educational goals and parental responsibilities. The North Carolina Childcare Grant program plays a pivotal role in enabling student-parents to remain in college. Ongoing efforts by community colleges to enhance support for childcare needs are critical to promoting equitable access to higher education for all students.

**STATE BOARD OF COMMUNITY COLLEGES**  
**Curriculum Program Terminations as 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.

**Caldwell Community College and Technical Institute**

Aviation Management & Career Pilot Technology (A60189)

**Rationale:** Due to the lack of enrollment in the program and job market in the service area of the colleges, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.

Termination Semester: **Fall 2024**

Supply Chain Management (A25620)

**Rationale:** Due to the lack of enrollment in the program and employability trends in the service area of the college, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.

Termination Semester: **Fall 2024**

**Cape Fear Community College**

Anesthesia Technology (A45330)

**Rationale:** Due to decreased job opportunities in the service area of the college, the program is being terminated. Students interested in this pathway are advised to enroll in programs with more job opportunities in the service area.

Termination Semester: **Fall 2024**

Carpentry (Diploma) (D35180)

**Rationale:** Due to the lack of enrollment in the program and job market in the service area of the colleges, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.

Termination Semester: **Fall 2024**

Computer Engineering Technology (A40160)

**Rationale:** Due to the lack of enrollment in the program and job market in the service area of the colleges, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.

Termination Semester: **Fall 2024**

Healthcare Business Informatics (A25510)

**Rationale:** Due to the lack of enrolment in the program and employability trends in the service area of the college, the program is being terminated. The college may offer healthcare business informatics courses and credentials under the Information Technology (A25590) program if demand arises.

Termination Semester: **Fall 2024**

Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)

**Rationale:** Due to the availability of a shorter path and more cost-effective way to completion through Workforce Continuing Education at the College, the program is being terminated. Students interested in Nurse Aide will be advised to enroll in the Workforce Continuing Education.

Termination Semester: **Fall 2024**

Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45940)

**Rationale:** Due to the availability of a shorter path and more cost-effective way to completion through Workforce Continuing Education at the College, the program is being terminated. Students interested in Phlebotomy will be advised to enroll in the Workforce Continuing Education.

Termination Semester: **Fall 2024**

Nurse Aide (Certificate) (C45840)

**Rationale:** Due to the availability of a shorter path and more cost-effective way to completion through Workforce Continuing Education at the College, the program is being terminated. Students interested in Nurse Aide will be advised to enroll in the Workforce Continuing Education.

Termination Semester: **Fall 2024**

Phlebotomy (Certificate) (C45600)

**Rationale:** Due to the availability of a shorter path and more cost-effective way to completion through Workforce Continuing Education at the College, the program is being terminated. Students interested in Phlebotomy will be advised to enroll in the Workforce Continuing Education.

Termination Semester: **Fall 2024**

Truck Driving Training (Certificate) (C60300)

**Rationale:** Due to the lack of enrollment in the program and job market in the service area of the colleges, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.

Termination Semester: **Fall 2024**

**Central Piedmont Community College**

Cosmetology Instructor (Certificate) (C55160)

**Rationale:** Due to lack of enrollment in the program, the program is being terminated. Students interested in Cosmetology will be advised to enroll in the Continuing Education pathway.

Termination Semester: **Spring 2025**

Lateral Entry (Certificate) (C55430)

**Rationale:** Due to the NC Department of Public Instruction terminating the Lateral Entry pathway to teaching licensure, the program is being terminated. This pathway was replaced with the Residency pathway; therefore, Lateral Entry licensure is no longer being issued by NC DPI, effective June 30, 2019. All students that were employed through a lateral entry license had to complete all requirements by June 20, 2022.

Termination Semester: **Spring 2025**

### **Coastal Carolina Community College**

Cosmetology Instructor (Certificate) (C55160)

**Rationale:** Due to lack of enrollment in the program, the program is being terminated. The NC Cosmetology Board recently lowered the amount of experience needed to sit for the Instructors Exam; therefore, students are consistently choosing to enroll in the Cosmetology Diploma program.

Termination Semester: **Spring 2025**

Manicuring/Nail Technology (Certificate) (C55400)

**Rationale:** Due to lack of enrollment in the program, the program is being terminated. Students interested in Manicuring/Nail Technology will be advised to enroll in the Continuing Education pathway.

Termination Semester: **Spring 2025**

### **Halifax Community College**

Associate in General Education-Nursing (A1030N)

**Rationale:** Due to the lack of flexibility and financial aid implications in the prescribed curriculum for students pursuing the practical nursing option, the program is being terminated. Students interested in this pathway are advised to enroll in the pre-nursing curriculum (A10300), since it provides more flexibility with scheduling, financial aid, and completion.

Termination Semester: **Fall 2024**

Basic Law Enforcement Training (Certificate) (C55120)

**Rationale:** Due to the new program requirements for the Basic Law Enforcement Training, the program is being terminated. The college will continue offering the program under Workforce Continuing Education.

Termination Semester: **Fall 2024**

Greenhouse and Grounds Maintenance (Certificate) (C15220)

**Rationale:** Due to low enrollment and declining student interest, the program was terminated. There will be no teach out nor options for future enrollment through Continuing Education.

Termination Semester: **Fall 2024**

Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45940)

**Rationale:** Due to the availability of a shorter path and more cost-effective way to completion through Workforce Continuing Education at the College, the program is being terminated. Students interested in Phlebotomy will be advised to enroll in the Workforce Continuing Education.

Termination Semester: **Fall 2024**

Nurse Aide (Certificate) (C45840)

**Rationale:** Due to the availability of a shorter path and more cost-effective way to completion through Workforce Continuing Education at the College, the program is being terminated. Students interested in Nurse Aide will be advised to enroll in the Workforce Continuing Education.

Termination Semester: **Fall 2024**

Medical Office Administration (A25310)

**Rationale:** Due to the lack of enrollment in the program and employability trends in the service area of the college, the program is being terminated. The college will continue offering medical office administration courses and credentials under the Business Administration (A25120) program.

Termination Semester: **Fall 2024**

Office Administration (A25370)

**Rationale:** Due to the lack of enrollment in the program and employability trends in the service area of the college, the program is being terminated. The college will continue offering office administration courses under other existing programs and Workforce Continuing Education.

Termination Semester: **Fall 2024**

### **Haywood Community College**

Associate in General Education (A10300)

**Rationale:** Due to the lack of enrollment and students' interests, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.

Termination Semester: **Spring 2025**

Cosmetology Instructor (Certificate) (C55160)

**Rationale:** Due to lack of enrollment in the program, the program is being terminated. Students interested in Cosmetology will be advised to enroll in the Continuing Education pathway.

Termination Semester: **Spring 2025**

**Martin Community College**

Entrepreneurship (A25490)

**Rationale:** Due to the lack of enrollment in the program and employability trends in the service area of the college, the program is being terminated. The college will continue offering entrepreneurship courses and credentials under the business administration (A25120) program.

Termination Semester: **Fall 2024**

**Nash Community College**

Brewing, Distillation and Fermentation (A15250)

**Rationale:** Due to the lack of enrollment in the program, the program is being terminated. The college will continue offering courses related to this area under the Continuing Education pathway.

Termination Semester: **Fall 2024**

Foodservice Technology (Diploma) (D55250)

**Rationale:** Due to lack of enrollment in the program, the program is being terminated. Students interested in Foodservice Technology are advised to enroll in the Culinary Diploma program.

Termination Semester: **Fall 2024**

Health and Fitness Science (A45630)

**Rationale:** Due to limited employment opportunities in the college service area, the program is being terminated. Students interested in this curriculum pathway will be advised to enroll in the Associate in Arts (AA) or Associate in Science (AS) transfer pathway.

Termination Semester: **Fall 2024**

Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)

**Rationale:** Due to the availability of an alternative pathway in Medical Assisting, the program is being terminated. Students interested in Medical Assisting will be advised to enroll in the accredited degree or diploma pathway.

Termination Semester: **Fall 2024**

Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)

**Rationale:** Due to the availability of a shorter path and more cost-effective way to completion through Workforce Continuing Education at the College, the program is being terminated. Students interested in Nurse Aide will be advised to enroll in the Workforce Continuing Education.

Termination Semester: **Fall 2024**

Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45940)

**Rationale:** Due to the availability of a shorter path and more cost-effective way to completion through Workforce Continuing Education at the College, the

program is being terminated. Students interested in Phlebotomy will be advised to enroll in the Workforce Continuing Education.

Termination Semester: **Fall 2024**

Healthcare Business Informatics (A25510)

**Rationale:** Due to the lack of enrollment in the program and job market in the service area of the colleges, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.

Termination Semester: **Fall 2024**

### **Randolph Community College**

Basic Law Enforcement Training (Certificate) (C55120)

**Rationale:** Due to the new program requirements for the Basic Law Enforcement Training, the program is being terminated. The college will continue offering the program under Workforce Continuing Education.

Termination Semester: **Fall 2024**

Cosmetology Instructor (Certificate) (C55160)

**Rationale:** Due to lack of enrollment in the program, the program is being terminated. The college will explore offering options in continuing education if student interest increases.

Termination Semester: **Fall 2024**

General Occupational Technology (A55280)

**Rationale:** Due to lack of enrollment in the program, the program is being terminated. Students interested in this program will be advised to enroll in other appropriate programs offered by the college.

Termination Semester: **Fall 2024**

### **Roanoke-Chowan Community College**

Accounting and Finance (A25800)

**Rationale:** Due to the lack of enrollment in the program and employability trends in the service area of the college, the program is being terminated. The college will continue offering accounting and finance courses/credentials under the Business Administration (A25120) program.

Termination Semester: **Fall 2024**

Associate in Fine Arts in Music (A10700)

**Rationale:** Due to a lack of enrollment, student interest, and employability trends in the service area of the college, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.

Termination Semester: **Fall 2024**

Barbering (A55110)

**Rationale:** Due to lack of enrollment in the program, the program is being terminated. Students interested in Barbering will be advised to enroll in the Continuing Education pathway.

Termination Semester: **Fall 2024**

Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)

**Rationale:** Due to the availability of a shorter path and more cost-effective way to completion through Workforce Continuing Education at the College, the program is being terminated. Students interested in Nurse Aide will be advised to enroll in the Workforce Continuing Education.

Termination Semester: **Fall 2024**

### **Wayne Community College**

Electronics Engineering Technology (A40200)

**Rationale:** Due to the lack of enrollment in the program and job market in the service area of the colleges, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.

Termination Semester: **Fall 2024**

Nurse Aide (Certificate) (C45840)

**Rationale:** Due to the availability of a shorter path and more cost-effective way to completion through Workforce Continuing Education at the College, the program is being terminated. Students interested in Nurse Aide will be advised to enroll in the Workforce Continuing Education.

Termination Semester: **Fall 2024**

### **Western Piedmont Community College**

Cosmetology Instructor (Certificate) (C55160)

**Rationale:** Due to lack of enrollment in the program, the program is being terminated. The North Carolina Cosmetology Board recently lowered the amount of experience needed to sit for the Instructors Exam; therefore, students are consistently choosing to enroll in the Cosmetology Diploma program.

Termination Semester: **Fall 2024**

Esthetics Instructor (Certificate) (C55270)

**Rationale:** Due to lack of COVID-19 pandemic and lack of qualified faculty, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.

Termination Semester: **Fall 2024**

Esthetics Technology (Certificate) (C55230)

**Rationale:** Due to lack of COVID-19 pandemic and lack of finding qualified faculty, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.

Termination Semester: **Fall 2024**

Manicuring Instructor (Certificate) (C55380)

**Rationale:** Due to lack of enrollment in the program, the program is being terminated. The North Carolina Cosmetology Board recently lowered the amount of experience needed to sit for the Instructors Exam; therefore, students have a shorter pathway to instructor once they complete the Manicuring/Nail Technology (Certificate).

Termination Semester: **Fall 2024**

**Contact(s):**

Dr. Hilmi Lahoud

Senior State Director of Business and  
IT and Academic Operations

**AGENDA**  
**State Board of Community Colleges**  
**STATE BOARD POLICY AND GOVERNANCE COMMITTEE**  
**Caswell Building, Dr. W. Dallas Herring State Board Room**  
**Thursday, November 14, 2024 – 1:45 p.m. – 2:40 p.m.**  
**Hon. Chaz Beasley, Chair**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of State Board Policy and Governance Minutes** – October 17, 2024

**For Future Action**

- Proposed Amendment of 1C SBCCC 200.100 – Paid Parental Leave (Attachment SBPG 01)\*
- 2B SBCCC 500.4 Recommendation to the State Board of Community Colleges (Attachment SBPG 02)\*

**For Action**

- FY 2024-25 System President’s Performance Plan and Performance-Based Compensation (Attachment SBPG 03)

**For Consent Approval:**

- Recommendation for Initial Proprietary School Licensure (Attachment SBPG 04)

**New Business**

**Adjourn**

**\*The State Board Policy and Governance Committee will be asked to suspend the rules and move this item to the FOR ACTION agenda.**

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](mailto:stateboard@nccommunitycolleges.edu)

**MINUTES**  
**State Board of Community Colleges**  
**STATE BOARD POLICY AND GOVERNANCE COMMITTEE**  
**Thursday, October 17, 2024**

**STATE BOARD POLICY GOVERNANCE COMMITTEE MEMBERS PRESENT**

Hon. Chaz Beasley, Chair	Mr. Tom Looney	Mr. Hari Nath*
Ms. Lisa Estep	Mr. Bill McBrayer	Hon. David Price
Mr. John Kane	Mr. Mark Merritt	Ms. Sarah West

\*Attended via Zoom

Absent members: Hon. Sam Searcy, Vice-Chair, Dr. Grant Campbell, Lt. Gov. Mark Robinson

**OTHER BOARD MEMBERS PRESENT**

Dr. Shirley Carraway	Hon. Ray Russell	Ms. Ann Whitford
Mr. Geoffrey Lang	Hon. Terry Van Duyn*	

\*Attended via Zoom

**OTHERS IN ATTENDANCE**

Mr. J.B. Buxton, Durham Tech CC*	Dr. Andrew Gardner	Dr. Brian Merritt
Dr. Jeff Cox, SO President	Dr. Kimberly Gold	Dr. Phillip Price
Attorney Jonnell Carpenter	Mr. Nathan Hardin	Ms. Halima Sharif
Dr. Patrick Crane	Dr. Amanda Lee, Bladen CC	Mr. Deante Tyler
Attorney Delany Davis	Dr. Rusty Hunt, Lenoir CC*	Ms. Veronica Watson*
Mr. Alex Fagg	Mr. David Heatherly, Coastal	
Mr. Patrick Fleming	Carolina CC	
Ms. Dorrine Fokes	Ms. Amy Mast	

\*Attended via Zoom

**CALL TO ORDER**

Chair Beasley called the State Board Policy and Governance Committee meeting to order at 1:24 p.m.

**ROLL CALL FOR STATE BOARD POLICY AND GOVERNANCE COMMITTEE**

Ms. Sharif took the roll call of the State Board Policy and Governance Committee members. Quorum was met.

**ETHICS STATEMENT**

Attorney Carpenter reminded Committee members of the ethics requirements and requested members to identify any conflicts or potential conflicts of interest. No conflicts were noted.

**MINUTES**  
**State Board of Community Colleges**  
**STATE BOARD POLICY AND GOVERNANCE COMMITTEE**  
**Thursday, October 17, 2024**

**APPROVAL OF THE AGENDA AND MINUTES FROM THE JOINT STATE BOARD POLICY AND GOVERNANCE COMMITTEE AND PERSONNEL COMMITTEE MEETING**

Chair Beasley requested a motion to approve the October 17, 2024 agenda. Mr. Merritt made the motion to approve the agenda as presented, seconded by Mr. Lang, and approved by voice vote. Chair Beasley requested a motion to approve the minutes from the joint State Board Policy and Governance Committee and Personnel Committee meeting on August 15, 2024. Mr. Kane made the motion to approve the minutes as written, seconded by Mr. Price, and approved by voice vote.

**For Future Action**

**Proposed Amendment to 1C SBCCC 200.94 – Local Personnel Policies (Attachment SBPG 01)**

Chair Beasley opened the floor for discussions on SBPG 01 (Proposed Amendment to 1C SBCCC 200.94). He stated the amendment was being requested to add a line item to the existing table of contents. Noting no discussion, Chair Beasley requested a motion to move SBPG 01 from *For Future Action* to *For Action*. The motion was made by Ms. Estep, seconded by Mr. Nath, and approved by voice vote.

Chair Beasley entertained a motion to approve attachment SBPG 01 as written. Ms. Estep made the motion to approve SBPG 01, seconded by Mr. McBrayer, and approved by voice vote.

**FY 2024-25 System President’s Performance Plan and Performance-Based Compensation (Attachment SBPG 02)**

Chair Beasley informed the Committee that a courtesy email was sent to all members last Thursday, emphasizing that SBPG 02 – FY 2024-25 System President’s Performance Plan and Performance-Based Compensation was expected to come up for discussion. Board Chair Looney stated the plan draws from the strategic priorities laid out in the System Office’s strategic plan and integrated the operational priorities previously presented by President Cox. These priorities were broken down into five (5) elements which focused on the upcoming year. The elements covered effective leadership, building strong stakeholder engagement, business model modernization (Propel NC), implement technology roadmap (ERP-SaaS/LMS/CRM), and marketing enablement. Chair Beasley emphasized the importance of making this year’s presidential goals more concise and streamline and confirmed President Cox’s involvement throughout the process.

Mr. Lang sought clarification on the ERP upgrade metrics for success, particularly whether they would involve specific colleges or the entire system, and what would indicate completion. Ms. Estep highlighted that the goal of modernizing the four (4) system office applications, with the timelines will be reviewed in the finance session. Despite scheduling uncertainties and potential risks, the team is collaborating with Ellucian to establish clear criteria for Dr. Cox’s evaluation, emphasizing the need for flexibility as the project progresses.

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Mr. Merritt raised concerns about achieving specificity in goals without being overly prescriptive and suggested including board relations and communications as an evaluation area. Chair Beasley explained that the goal-setting process emphasize clear, measurable objectives to ensure transparency in President Cox's progress and bonus eligibility with an approach focusing on binary, measurable outcomes. Confidentiality in board surveys was stressed to encourage honest feedback, with legal counsel engaged to protect privacy and foster open, constructive input.

Ms. West expressed concerns about unforeseen events potentially impacting the PROPEL implementation and engagement survey goals and questions whether stakeholders had fully vetted project objectives. She highlighted that improvements in the engagement survey might vary across metrics, advising a focus on sustainable, long-term trends. Board Chair Looney clarified that while certain survey targets may need adjustment, stakeholder engagement at every stage remains crucial for success.

Mr. Nath suggested that Dr. Cox's compensation should include both salary and performance-based bonuses and questioned whether routine communication procedures should count toward bonus criteria. Chair Beasley clarified that Dr. Cox's goals, while linked to bonuses, are essential to his role and aim to reward exceptional performance, with Board Chair Looney emphasizing the importance of SLAs with college presidents to ensure improved response times and increased satisfaction based on set benchmarks.

In response to Mr. Russell's questions on the leadership effectiveness goals, Chair Beasley clarified that the leadership effectiveness goals' document was created collaboratively and emphasized the importance of transparency and communication within the Board. Mr. Russell inquired about the baseline for measuring the 10% employee engagement improvement goal, which Board Chair Looney explained would be established through upcoming surveys. The Personnel Committee and the new VP of Human Resources will finalize the improvement target, with an expectation of 10% but potentially adjusting to 5%.

Mr. Price raised concerns that the document's prescriptive detail could limit the President's strategic flexibility, advocating for more general, flexible goals to allow leadership to focus on priorities. Mr. McBrayer acknowledged Dr. Cox's commitment and input, supporting a document that clarifies expectations while reserving some responsibilities as implicit executive duties. Board Chair Looney noted that the document has been simplified significantly from twenty-five (25) elements in the previous version to five (5) elements in the current version.

Ms. Whitford expressed concerns about potential conflicts between the Board's approval role and legislative mandates, emphasizing the need for a quick, non-restrictive approval process for short-term courses. Dr. Merritt and Dr. Cox assured the Committee that short-term credential programs would maintain flexibility without the same approval standards as curriculum programs and does not conflict with NC statutes.

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Mr. Merritt requested time to review and provide input on SBPG 02 before any decision is made. Chair Beasley confirmed the item will not be voted on today and it will remain on the agenda for the November meeting. Chair Beasley requested feedback on this item by November 12, 2024, at 12:00 p.m. to allow sufficient review time.

**For Action**

**Review of Public Comments for Proposed Amendment to 1D SBCCC 400.2 – Admission to Colleges (Attachment SBPG 03)**

Chair Beasley gave a brief overview of SBPG 03 (Review of Public Comments for Proposed Amendment to 1D SBCCC 400.2 – Admission to Colleges). He stated that this item was previously approved and went out for public comments. There was also a request for a public hearing which was fulfilled. The feedback from the public comments and the public hearing were positive. Chair Beasley requested open discussions on this item. Noting none, Chair Beasley entertained a motion to approve SBPG 03. Mr. Kane made the motion, seconded by Mr. Nath, and approved by voice vote.

**Waiver of State Board of Community Colleges Code Provisions Due to Hurricane Helene (Attachment SBPG 04)**

Chair Beasley mentioned the difficulty many are facing in the aftermath of Hurricane Helene. He stated that SBPG 04 (Waiver of State Board of Community Colleges Code Provisions Due to Hurricane Helene) are waivers that have been put in place to provide the community colleges with the flexibility needed to operate efficiently and effectively because of the hurricane. Taking note of no discussion or debate, Chair Beasley requested a motion to approve SBPG 04. Mr. Merritt made the motion, seconded by Ms. Estep, and approved by voice vote.

**New Business**

Chair Beasley requested discussions on any new business. No new business noted.

**Adjourn**

Chair Beasley requested a motion to adjourn. Ms. West made the motion, seconded by Mr. Merritt, and approved by voice vote. The meeting was adjourned at 2:38 p.m.

Recording Secretary  
Halima Sharif



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

**CHAPTER C. PERSONNEL**

**SUBCHAPTER 200. PERSONNEL POLICIES**

**1C SBCCC 200.100 PAID PARENTAL LEAVE**

(a) For the purpose of this Section, the following definitions shall apply.

(1) "Child" means a newborn biological Child or a newly-placed adopted, foster or otherwise legally placed Child under the age of 18, whose Parent is an eligible employee.

(2) "Parent" means:

(A) the mother or father of a Child through birth or legal adoption; or

(B) an individual who cares for a Child through foster or other legal placement under the direction of a government authority.

(3) "Public safety concern" means a significant impairment to the agency's ability to conduct its operations in a manner that protects the health and safety of North Carolinians.

(4) "Qualifying event" means when an employee becomes a Parent to a Child.

(b) Relationship to Other Sections and Policies.

(1) This Section states the terms and conditions only for paid parental leave that is provided under G.S. 126-8.6 and for colleges who are required to adopt Sections and policies that are "substantially equivalent" to those promulgated by the NC Office of State Human Resources.

(2) The paid parental leave provided under this Section is in addition to any other leave authorized by State or federal law. Nothing in this Section shall prohibit a college, if authorized, from providing paid parental leave in amounts greater than as required by this Section.

(c) Eligibility for Paid Parental Leave.

(1) Employees who become Parents via childbirth, adoption, foster care, or another legal placement are eligible for Paid Parental Leave if:

(A) Employee is in a permanent, time-limited, or probationary appointment.

Temporary employees are not eligible for Paid Parental Leave under this Section.

(B) At the time of the qualifying event, the employee meets each of the following conditions:

(i) For the immediate 12 preceding months, the employee has been employed without a break in service, as defined by 25 NCAC 01D .0114, by the State of North Carolina in a permanent, time-limited, or probationary appointment.

(I) Periods of worker's compensation or short-term disability months preceding the qualifying events do not make the employee ineligible for Paid Parental Leave.

(II) Periods of leave without pay, as defined in 25 NCAC 01E .1100, shall not constitute a break in service.

(ii) The employee has been in pay status with the State of North Carolina for at least 1,040 hours during the previous 12-month period becoming eligible for Family and Medical Leave.

(I) Exhaustion of Family and Medical Leave does not affect eligibility for Paid Parental Leave.

(d) Leave Available to Full-Time Employees.

(1) Full-time employees eligible for Paid Parental Leave under this Section may take, in their discretion, up to the following amounts of leave:

(A) Eight weeks of paid leave after a parent gives birth to a child.

(B) Four weeks of paid leave after any other qualifying event.

(2) Each week of paid parental leave under this Section shall result in compensation at 100% of the eligible employee's regular, straight-time weekly pay excluding shift differential, premium pay, or overtime.

(e) Leave Available to Part-Time Employees.

(1) Part-time employees (regardless whether they work half-time or more) shall receive Paid Parental Leave under this Section if the employee meets all other requirements for eligibility.

(2) Part-time employees eligible for Paid Parental Leave under this Section may take, in their discretion, a prorated leave amount of:

(A) Four weeks of paid leave after a Parent gives birth to a Child.

(B) Two weeks of paid leave after any other qualifying event.

(3) Each week of Paid Parental Leave under this Section shall result in compensation at 100% of the eligible employee's regular, straight-time weekly pay excluding shift differential, premium pay, or overtime.

(f) Use of Other Leave.

(1) The Paid Parental Leave provided under this Section shall not be counted against or deducted from the employee's sick, vacation, or other accrued leave. The Paid Parental Leave provided under this Section is in addition to any other leave authorized by law, Section, or policy. Whether an employee has exhausted Family and Medical Leave does not affect eligibility for Paid Parental Leave under this Section.

(g) Requesting Use of Paid Parental Leave.

(1) Eligible employees may take Paid Parental Leave in one continuous period or may take intermittent use of Paid Parental Leave. Requests for intermittent use of Paid Parental Leave are subject to the agency's approval as stated in Paragraph (4) of this Section.

(2) Whenever possible, eligible employees shall notify their agency at least 10 weeks in advance of their intention to use Paid Parental Leave. Employees may withdraw their request for Paid Parental Leave at any time.

(3) Absent unusual circumstances, the employee shall be required to comply with agency leave request procedures.

(4) The agency shall not deny, delay, or require intermittent use of Paid Parental Leave to employees who gave birth and seek to use Paid Parental Leave in one continuous period.

(5) For all other employees, the agency may delay providing Paid Parental Leave or may provide Paid Parental Leave intermittently if it determines that providing the leave will cause a public safety concern. For example, the extension of Paid Parental Leave to an eligible employee who did not give birth may constitute a Public Safety Concern if:

(A) Providing the Paid Parental Leave would result in agency staffing levels below what is required by federal or state law to maintain operational safety; or

(B) Providing the Paid Parental Leave may impact the health or safety of staff, patients, residents, offenders, or other individuals the agency is required by law to protect; and

(C) The agency has been unable to secure supplemental staffing after requesting or diligently exploring alternative staffing options.

(6) If the agency determines that it must delay Paid Parental Leave, or make Paid Parental Leave intermittent, because of a public safety concern under Paragraph of this Section, the agency shall provide Paid Parental Leave as soon as practical following the Qualifying Event.

(7) If both Parents are eligible employees, each may receive Paid Parental Leave. Both Parents may take their leave simultaneously or at different times, pending no Public Safety Concern.

(h) Leave Usage.

(1) Paid Parental Leave may be used only once for a Qualifying Event within a 12 month period. The fact that a multiple birth, adoption, or other legal placement occurs (e.g., the birth of twins or adoption of siblings) does not increase the total amount of Paid Parental Leave granted for that event.

(2) Unused Paid Parental Leave is forfeited 12 months from the date of the Qualifying Event.

(3) Paid Parental Leave shall not accrue or be donated to another employee.

(4) Employees shall not be paid for the leave provided by this Section upon separation from the employer. The leave provided by this Section shall not be used for

calculating an employee's retirement benefits and shall not accrue or be donated as voluntary shared leave.

(5) Leave usage must be recorded in the same required increments as all other time.

(6) If the employee requires leave before the actual birth or adoption due to medical reasons or to fulfill legal adoption obligations, other available leave balances shall be utilized in accordance with the agency's leave policies. Paid Parental Leave shall not be used prior to the Qualifying Event.

~~(i) Expiration.~~

~~—(1) This temporary rule expires on the effective date of the permanent rule adopted to replace this temporary rule.~~

(i) Use of Leave for Adoptions or Foster Care Placements.

(1) When a child is given up for adoption or placed in foster care, from that point forward, the birth parent shall continue to be eligible for the paid parental leave listed in Subsection (d) or (e).

(2) When a prospective adoptive parent or foster parent expects an adoption or placement, but it does not occur, it does not produce paid parental leave under this Section. However, if the employee requires leave for bereavement, other available leave balances shall be utilized in accordance with the agency's leave policies.

(j) Miscarriage and Stillbirth

(1) When a fetus dies before 12 weeks of the pregnancy is complete, it is not a Qualifying Event for paid parental leave under this Section.

(2) When a fetus dies after the 12th completed week of pregnancy, but before childbirth is complete:

(A) If the birth parent meets the eligibility requirements in Subsection (c) of this Section, the birth parent may receive the paid parental leave listed in Subsection (d) or (e) of this Section. This leave is eight weeks for a full-time eligible state employee.

(3) When a child dies after childbirth is complete, each parent of the child who meets the eligibility requirements in Subsection (c) of this Section shall receive the full

1 paid parental leave listed in Subsection (d) or (e). The paid parental leave will  
2 not be ended at the time of the child's death.

3 (A) If the birth parent meets the eligibility requirements in Subsection (c) of  
4 this Section, the birth parent may receive the paid parental leave listed in  
5 Subsection (d) or (e) of this Section. This leave is eight weeks for a full-  
6 time employee.

7 (4) In any of the situations above, if the employee requires leave for bereavement or  
8 recovery, other available leave balances shall be utilized in accordance with the  
9 agency's leave policies.

10  
11 *History Note: Authority G.S. 115D-D and G.S. 126-8.6;*

12 *Temporary Amendment Eff. [July 1, 2023](#)*

13 *Amended Eff: \_\_\_\_\_*

## **2B SBCCC 500.4 Recommendation to the State Board of Community Colleges**

Upon consideration of the attached report, and pursuant to 2B SBCCC 500.4, the State Board of Proprietary Schools recommends the Community College Board take no further action against Senior Care Training Center regarding an investigation conducted by the Office of Proprietary Schools.

Pursuant to rules adopted by the State Board of Community Colleges, a copy of this document as compiled was presented to the following individuals within five (5) business days of the Proprietary Board's recommendation.

1. Chief Administrator of Senior Care Training Center
2. Chair of the State Board of Proprietary Schools
3. NCCCS General Counsel
4. NCCCS Director of Communications

The SBCC shall consider the investigation report and recommendation at its next regularly scheduled meeting and vote to:

- (1) Suspend the proprietary school's license to operate one or more programs; or
- (2) Revoke the proprietary school's license to operate one or more programs; or
- (3) Take no further action.

The SBCC action shall become the final agency decision.



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Scott Corl, Executive Director  
Office of Proprietary Schools

**OFFICE OF PROPRIETARY SCHOOLS**

**INVESTIGATIVE REPORT:**

**SENIOR CARE TRAINING CENTER**

***The Executive Director submits this Investigation Report to the State Board of Proprietary Schools, pursuant to 2B SBCCC 500.1 and Article III, Chapter 150B of the North Carolina General Statutes.***

## SUMMARY

### Report Overview:

1. Copy of Notice of Allegations ..... Page 3
2. The laws or rules Senior Care Training Center allegedly violated and a detailed description of how it allegedly violated each of the specified laws ..... Page 9
3. Description of investigative process ..... Page 17
4. Recommendation to allow Senior Care Training Center to retain its license to operate one or more programs with a supporting rational..... Page 18
5. Attachments ..... Page 19

### Investigation Overview:

1. Investigation: June 21, 2024 – August 16, 2024
2. Students interviewed – 13
3. Two unannounced school visits; one announced school visit; student records of multiple cohorts reviewed.
4. Lengthy instructor interview; two separate interviews with school administrator.
5. Consultation with two representatives of the North Carolina Department of Health and Human Services.

### Recommendation Overview:

1. Alleged violations in Notice of Allegations: 2
2. Unsubstantiated violations: 0
3. Substantiated violations that do not rise to level of suspension or revocation: 2
4. Substantiated violations that rise to the level of suspension or revocation: 0
5. Recommendation to State Board of Proprietary Schools: Take No Further Action

**PART 1: COPY OF NOTICE OF ALLEGATIONS**  
**NOTICE OF ALLEGATIONS AND INVESTIGATION:**  
**SENIOR CARE TRAINING CENTER**

The Executive Director of the Office of Proprietary Schools submits this Notice of Allegations to the State Board of Proprietary Schools and the North Carolina Community College Board, pursuant to 2B SBCCC 500.1 and Article III, Chapter 150B of the North Carolina General Statutes.

Proprietary School: Senior Care Training Center  
1311 Westbrook Plaza Drive #101  
Winston-Salem, NC 27103

Administrator/Director: Britney Robertson

Pursuant to rules adopted by the State Board of Community Colleges, a copy of this document as compiled has been presented to the following:

1. Chair of the State Board of Proprietary Schools
2. NCCCS General Counsel
3. NCCCS Director of Communications

Pursuant to rules adopted by the State Board of Community Colleges, a copy of this document as compiled has been presented to the Chief Administrator of the proprietary school at issue within five (5) business days of documenting the noncompliance with the individuals above.

Submitted this 21st day of June 2024.

A handwritten signature in black ink, appearing to read 'SCOTT CORL', with a long horizontal flourish extending to the right.

Scott Corl, Executive Director  
Office of Proprietary Schools

## **NOTICE OF ALLEGATIONS AND INVESTIGATION: SENIOR CARE TRAINING CENTER**

The Executive Director of the Office of Proprietary Schools submits this Notice of Allegations to the State Board of Proprietary Schools and the North Carolina Community College Board, pursuant to 2B SBCCC 500.1 and Article III, Chapter 150B of the North Carolina General Statutes.

### **2B SBCCC 500.2 Notice of Alleged Noncompliance**

- (a) The SBPS Executive Director may investigate a proprietary school subject to Article 8 of Chapter 115D of the North Carolina General Statutes, upon receipt of a signed written complaint or other compelling evidence alleging the school failed to comply with the requirements of law or the rules adopted by the SBCC.
- (b) The Executive Director shall document all evidence of alleged noncompliance in a document to be titled, "Notice of Allegations".
- (c) The Executive Director shall send the "Notice of Allegations" to the chief administrator of the proprietary school at issue within five (5) business days of documenting the alleged noncompliance with a copy to the following: 1) the Chair of the SBPS; 2) the NCCCS General Counsel; and 3) the NCCCS Director of Communications. The Notice shall request the chief administrator or other agent of the proprietary school to submit a written response to the alleged noncompliance within ten (10) business days from the proprietary school's receipt of the "Notice of Allegations."

### **EVIDENCE OF ALLEGED NONCOMPLIANCE**

- 1. Senior Care Training Center may be in violation of 2A SBCCC 400.11(a)(1-5) and North Carolina General Statute § 115D-93(c)(1) and § 115D-90(c)(7) by not maintaining current, complete, and accurate records showing student progress and attendance.**

### **2A SBCCC 400.11 Student Records**

*(a) A school licensed under G.S. 115D, Article 8, shall maintain current, complete, and accurate records to show the following:*

- (1) An application for admission that includes the student's educational and personal background, age, and other personal characteristics.*
- (2) Progress and attendance including date entered, dates attended, subjects studied, and class schedule; this record shall be in a form which permits accurate preparation of*

*transcripts of educational records for purpose of transfer and placement, providing reports to government services or agencies, or for such other purposes as the needs of the student might require. Such transcripts shall be in the form understandable by lay persons and educators alike. The grading system on such transcripts shall be explained on the transcript form. Subjects appearing on the transcripts shall be numbered or otherwise designated to indicate the subject matter covered.*

*(3) All student enrollment agreements shall include at a minimum, the program of study, program tuition and fees, date programs are to begin, time period covered by the tuition payment, and statement of or reference to the school's tuition refund policy.*

*(4) All student account ledgers shall include, at a minimum, monies owed and paid by each student, and refunds issued by the school.*

*(5) A copy of the student's high school transcript or certificate of high school equivalency; or a signed, notarized attestation of either graduation from a public or private high school that operates in compliance with State or local law, graduation from a state registered home high school, or receipt of a certificate of high school equivalency, if the student provides the school with written evidence of the student's inability to obtain a copy of the student's high school transcript or certificate of high school equivalency; or for persons at least 18 years old who did not graduate from a public, private, or state registered home high school or obtain a certificate of high school equivalency, demonstration of an ability to benefit as determined by any test instrument approved by the Department of Education.*

***§ 115D-93. Suspension, revocation or refusal of license; notice and hearing; judicial review; grounds.***

*(c) The State Board, acting by and through the State Board of Proprietary Schools, shall have the power to refuse to issue or renew any such license and to suspend or revoke any such license theretofore issued in case it finds one or more of the following:*

*(1) That the applicant for or holder of such a license has violated any of the provisions of this Article or any of the rules promulgated thereunder.*

***§ 115D-90. License required; application for license; school bulletins; requirements for issuance of license; license restricted to courses indicated; supplementary applications.***

*(c)(7) Adequate records as prescribed by the State Board of Community Colleges, acting by and through the State Board of Proprietary Schools, are kept to show attendance and progress or grades and satisfactory standards relating to attendance, progress and conduct are enforced.*

Documentation of possible violation:

On June 6, 2024, the Executive Director and Auditor of the Office of Proprietary Schools made an unannounced joint visit to Senior Care Training Center (“Senior Care”) with representatives of the North Carolina Department of Health and Human Services. Records of Nurse Aide I cohorts from March – June (2024) were reviewed. Senior Care’s Director advised attendance records were maintained electronically, but the files were otherwise complete. A review of the records showed:

Student files from the May 6, 2024 Nurse Aide I Class:

- 5 files appeared to be missing an application for admission to the school.
- 4 files appeared to be missing proof of prior education level (copy of high school transcript, GED, or college transcript). One student file contained a high school transcript, but it was not signed by a school administrator.
- 3 student files appeared to be missing student payment information.
- Copies of final transcripts appeared to be missing from all files.
- Multiple files appeared to contain incomplete Appendix A Checklists required by DHHS.

Student files from the May 18, 2024 Nurse Aide I Class (ongoing):

- 5 files appeared to be missing an application for admission to the school.
- 3 files appeared to be missing proof of prior education level (copy of high school transcript, GED, or college transcript).
- 5 files appeared to be missing student payment information.
- 2 files appeared to be missing administrative signatures on enrollment agreements.

Senior Care was also previously put on notice about record keeping issues. On or about November 14, 2023, the Office of Proprietary Schools conducted an initial program audit of the school. The final audit report dated November 21, 2023, incorporated herein by reference, documented the following finding (Finding 1):

*“The examiner found that the admissions process was not being followed by the school. When reviewing the students’ files, there were students who did not have copies of HS transcripts or GED in their files. Also, a few files contained partial college transcripts containing no graduation date on them.”*

- 2. Senior Care Training Center may be in violation of North Carolina General Statute §115D-93(c)(8) by failing to provide and maintain adequate premises, equipment, materials or supplies and §115D-93(c)(9) by failing to provide and maintain adequate standards of instruction.**

***§ 115D-93. Suspension, revocation or refusal of license; notice and hearing; judicial review; grounds.***

*(c) The State Board, acting by and through the State Board of Proprietary Schools, shall have the power to refuse to issue or renew any such license and to suspend or revoke any such license theretofore issued in case it finds one or more of the following:*

*(8) That the licensee has failed to provide and maintain adequate premises, equipment, materials or supplies, or has exceeded the maximum enrollment for which the school or class was licensed.*

*(9) – That the licensee has failed to provide and maintain adequate standards of instruction or an adequate and qualified administrative, supervisory or teaching staff.*

**Documentation of possible violation:**

On May 30, 2024, the Office of Proprietary Schools was presented with a student complaint against Senior Care Training Center (“Senior Care”). Among other things, the complaint alleged the instructor “never got out of her seat and was unable to teach any of the skills the students were teaching themselves” and “never once did the instructor get up and show a skill according to Appendix A.”

On June 6, 2024, the Executive Director and Auditor of the Office of Proprietary Schools made an unannounced joint visit to Senior Care with representatives of the North Carolina Department of Health and Human Services. Upon review of student files of Nurse Aide I programs from March – June 2024, DHHS representatives identified various compliance issues. On June 17<sup>th</sup>, DHHS issued a notice of findings to Senior Care and required it to submit a plan of correction on or before July 12, 2024. DHHS’ findings, incorporated by reference and attached to this Notice, are presented below:

- During the site visit on June 6, 2024, DHHS could not determine the number of clock hours completed by each student for Training Program #70997. Additionally, the program was not able to provide documentation that students made up missed time of instruction.

- During the site visit June 6, 2024, NAT Program #70997 was not able to provide documentation that students were supervised by a DHSR-approved Registered Nurse during classroom and laboratory instruction. Appendix A of the state-approved Nurse Aide I curriculum must be present and complete in all student files.
- During the site visit on June 6, 2024, multiple items listed below were missing from student file documentation:
  - Appendix A of the state-approved Nurse Aide I curriculum
  - Attendance records
  - Documented absences and make-up work
  - Tests and answer sheets with version of the test

Additionally, DHSR determined that the program could not provide documentation that students made up missed dates of instruction. Also, DHSR was unable to determine if the students completed all requirements of the course due to missing documentation in the student files. Appendix A from all student files displayed missing dates and instructor initials. It was also determined that the program was not utilizing skill checklists that applied to all skills in Appendix A.
- DHSR determined there were items listed on the New Training Program-Basic Equipment and Supply List that were not present, not in working order, or presented a safety hazard for students when using (See attached findings).

**Request to Provide Written Response:**

**Pursuant to 2B SBCCC 500.2(c), it is requested that the chief administrator or other agent of Senior Care Training Center submit a written response within ten (10) business days of receiving this Notice. The response must be signed and directed to the Executive Director of the Office of Proprietary Schools on behalf of the State Board of Proprietary Schools:**

Scott Corl, Office of Proprietary Schools  
 North Carolina Community College System  
 5001 Mail Service Center  
 Raleigh, NC 27699-5001

**PART 2: THE LAWS OR RULES SENIOR CARE TRAINING CENTER ALLEGEDLY VIOLATED AND A DETAILED DESCRIPTION OF HOW IT ALLEGEDLY VIOLATED EACH OF THE SPECIFIED LAWS**

**I. UNSUBSTANTIATED VIOLATIONS:**

Evidence collected during the investigation failed to substantiate the following alleged violations as presented in the foregoing Notice of Allegations and Investigation: None.

**II. SUBSTANTIATED VIOLATIONS THAT DO NOT RISE TO THE LEVEL OF RECOMMENDING PROPRIETARY LICENSE SUSPENSION OR REVOCATION:**

Two alleged violations presented in the foregoing Notice of Allegations and Investigation were substantiated by evidence collected during the investigation. However, due to the nature of the violations and immediate corrective actions taken, they do not rise to the level of recommending suspension or revocation of the school's proprietary license to operate one or more programs.

**Allegation #1: Senior Care Training Center may be in violation of 2A SBCCC 400.11(a)(1-5) and North Carolina General Statute § 115D-93(c)(1) and § 115D-90(c)(7) by not maintaining current, complete, and accurate records showing student progress and attendance.**

**2A SBCCC 400.11 Student Records**

*(a) A school licensed under G.S. 115D, Article 8, shall maintain current, complete, and accurate records to show the following:*

*(1) An application for admission that includes the student's educational and personal background, age, and other personal characteristics.*

*(2) Progress and attendance including date entered, dates attended, subjects studied, and class schedule; this record shall be in a form which permits accurate preparation of transcripts of educational records for purpose of transfer and placement, providing reports to government services or agencies, or for such other purposes as the needs of the student might require. Such transcripts shall be in the form understandable by lay persons and educators alike. The grading system on such transcripts shall be explained on the transcript form. Subjects appearing on the transcripts shall be numbered or otherwise designated to indicate the subject matter covered.*

(3) All student enrollment agreements shall include at a minimum, the program of study, program tuition and fees, date programs are to begin, time period covered by the tuition payment, and statement of or reference to the school's tuition refund policy.

(4) All student account ledgers shall include, at a minimum, monies owed and paid by each student, and refunds issued by the school.

(5) A copy of the student's high school transcript or certificate of high school equivalency; or a signed, notarized attestation of either graduation from a public or private high school that operates in compliance with State or local law, graduation from a state registered home high school, or receipt of a certificate of high school equivalency, if the student provides the school with written evidence of the student's inability to obtain a copy of the student's high school transcript or certificate of high school equivalency; or for persons at least 18 years old who did not graduate from a public, private, or state registered home high school or obtain a certificate of high school equivalency, demonstration of an ability to benefit as determined by any test instrument approved by the Department of Education.

**§ 115D-93. Suspension, revocation or refusal of license; notice and hearing; judicial review; grounds.**

(c) The State Board, acting by and through the State Board of Proprietary Schools, shall have the power to refuse to issue or renew any such license and to suspend or revoke any such license theretofore issued in case it finds one or more of the following:

(1) That the applicant for or holder of such a license has violated any of the provisions of this Article or any of the rules promulgated thereunder.

**§ 115D-90. License required; application for license; school bulletins; requirements for issuance of license; license restricted to courses indicated; supplementary applications.**

(c)(7) Adequate records as prescribed by the State Board of Community Colleges, acting by and through the State Board of Proprietary Schools, are kept to show attendance and progress or grades and satisfactory standards relating to attendance, progress and conduct are enforced.

### Investigation

On June 6, 2024, the Office of Proprietary Schools (“OPS”) made an unannounced joint visit to Senior Care Training Center (“Senior Care”) with representatives of the North Carolina Department of Health and Human Services (“DHHS”). Records of Nurse Aide I cohorts from March – June, 2024 were reviewed. Senior Care’s Director advised attendance records were maintained electronically, but the files were otherwise complete. A review of the records showed:

Student files from the May 6, 2024 Nurse Aide I Cohort:

- 5 files appeared to be missing an application for admission to the school.
- 4 files appeared to be missing proof of prior education level (copy of high school transcript, GED, or college transcript). One student file contained a high school transcript, but it was not signed by a school administrator.
- 3 student files appeared to be missing student payment information.
- Copies of final transcripts appeared to be missing from all files.
- Multiple files appeared to contain incomplete Appendix A Checklists required by DHHS.

Student files from the May 18, 2024 Nurse Aide I Cohort:

- 5 files appeared to be missing an application for admission to the school.
- 3 files appeared to be missing proof of prior education level (copy of high school transcript, GED, or college transcript).
- 5 files appeared to be missing student payment information.
- 2 files appeared to be missing administrative signatures on enrollment agreements.

Senior Care was previously put on notice about record keeping issues. On or about November 14, 2023, OPS conducted an initial audit of the school. The final audit report dated November 21, 2023, incorporated herein by reference, documented the following finding (Finding 1): *“The examiner found that the admissions process was not being followed by the school. When reviewing the students’ files, there were students who did not have copies of HS transcripts or GED in their files. Also, a few files contained partial college transcripts containing no graduation date on them.”*

Senior Care issued a timely written response to the Notice of Allegations on July 8, 2024 [Attachment 1]. The response presented a plan of correction to the identified deficiencies:

*The Executive Assistant will also ensure that all student files consist of:*

- *Signed copy of enrollment application*
- *Signed copy of enrollment agreement*
- *Official proof of prior education completion*
- *Student payment information*
- *Student grades*
- *Certificate of completion (upon completion)*
- *Final SCTC Transcript (upon completion)*

*The Program Coordinator will audit each students' record prior to the start of each class to confirm student records are complete.*

On August 6<sup>th</sup>, OPS conducted a second unannounced visit to the school. Records of three Nurse Aide I cohorts initiated since the June 6th visit were reviewed:

- July 22 – September 16, 2024 Cohort – All records contained an application for enrollment, signed enrollment agreement, and proof of prior education. Financial ledgers and attendance records were current and maintained electronically.
- July 27 – September 22, 2024 Cohort - All records contained an application for enrollment, signed enrollment agreement, and proof of prior education. Financial ledgers and attendance records were current and maintained electronically.
- August 5 – August 29, 2024 Cohort - All records contained an application for enrollment, signed enrollment agreement, and proof of prior education. Financial ledgers and attendance records were current and maintained electronically.

On October 11<sup>th</sup>, OPS conducted an announced visit to Senior Care to review student records:

- September 23 – November 18, 2024 Cohort - All records contained an application for enrollment, signed enrollment agreement, and proof of prior education. Financial ledgers and attendance records were current and maintained electronically.
- October 7 – October 31, 2024 Cohort - All records contained an application for enrollment, signed enrollment agreement, and proof of prior education. Financial ledgers and attendance records were current and maintained electronically.
- Completed Cohorts:
  - July 27 – September 22, 2024 Cohort - All records contained an application for enrollment, signed enrollment agreement, proof of prior education, copies of financial ledgers, documentation of attendance,

- completed copies of required DHHS Appendix A forms, and signed copies of academic transcripts and certificates of completion.
- August 5 – August 29, 2024 Cohort - All records contained an application for enrollment, signed enrollment agreement, proof of prior education, copies of financial ledgers, documentation of attendance, completed copies of required DHHS Appendix A forms, and signed copies of academic transcripts and certificates of completion.

### Finding

Evidence collected during the investigation supports a finding that Senior Care Training Center violated 2A SBCCC 400.11(a)(1-5) and North Carolina General Statute § 115D-93(c)(1) and § 115D-90(c)(7) by not maintaining current, complete, and accurate records showing student progress and attendance. However, we find it does not rise to the level of license suspension or revocation because the school's Director took immediate and appropriate steps to correct the deficiency. OPS will also conduct a follow up audit in Spring 2025 to ensure ongoing compliance.

**Allegation #2: Senior Care Training Center may be in violation of North Carolina General Statute §115D-93(c)(8) by failing to provide and maintain adequate premises, equipment, materials or supplies and §115D-93(c)(9) by failing to provide and maintain adequate standards of instruction.**

***§ 115D-93. Suspension, revocation or refusal of license; notice and hearing; judicial review; grounds.***

*(c) The State Board, acting by and through the State Board of Proprietary Schools, shall have the power to refuse to issue or renew any such license and to suspend or revoke any such license theretofore issued in case it finds one or more of the following:*

*(8) That the licensee has failed to provide and maintain adequate premises, equipment, materials or supplies, or has exceeded the maximum enrollment for which the school or class was licensed.*

*(9) That the licensee has failed to provide and maintain adequate standards of instruction or an adequate and qualified administrative, supervisory or teaching staff.*

### Investigation

On May 30, 2024, the Office of Proprietary Schools ("OPS") was presented with a student complaint against Senior Care Training Center ("Senior Care"). Among other

things, the complaint alleged the student's Nurse Aide I instructor "never got out of her seat and was unable to teach any of the skills the students were teaching themselves" and "never once did the instructor get up and show a skill according to Appendix A."

On June 6, 2024, OPS made an unannounced joint visit to Senior Care with representatives of the North Carolina Department of Health and Human Services ("DHHS"). Upon review of student files of Nurse Aide I programs from March – June 2024, DHHS identified various compliance issues. On June 17<sup>th</sup>, DHHS issued a notice of findings to Senior Care and required it to submit a plan of correction on or before July 12, 2024. DHHS' findings are presented below [Attachment 2]:

- During the site visit on June 6, 2024, DHSR could not determine the number of clock hours completed by each student for Training Program #XXX7. Additionally, the program was not able to provide documentation that students made up missed time of instruction.
- During the site visit June 6, 2024, NAT Program #XXX7 was not able to provide documentation that students were supervised by a DHSR-approved Registered Nurse during classroom and laboratory instruction. Appendix A of the state-approved Nurse Aide I curriculum must be present and complete in all student files.
- During the site visit on June 6, 2024, multiple items listed below were missing from student file documentation:
  - Appendix A of the state-approved Nurse Aide I curriculum
  - Attendance records
  - Documented absences and make-up work
  - Tests and answer sheets with version of the test

Additionally, DHSR determined that the program could not provide documentation that students made up missed dates of instruction. Also, DHSR was unable to determine if the students completed all requirements of the course due to missing documentation in the student files. Appendix A from all student files displayed missing dates and instructor initials. It was also determined that the program was not utilizing skill checklists that applied to all skills in Appendix A.
- DHSR determined there were items listed on the New Training Program-Basic Equipment and Supply List that were not present, not in working order, or presented a safety hazard for students when using (See attached findings).

Senior Care issued a timely written response to the Notice of Allegations on July 8, 2024 [Attachment 1]. The response presented a plan of correction to the identified deficiencies:

*The Program Coordinator will conduct student file audits prior to course completion to ensure that each student record consists of:*

- *Appendix A of the state-approved Nurse Aide I curriculum with appropriate instructor initials and dates.*
- *A skill competency checklist for each skill listed on Appendix A*
- *Attendance records*
- *Documented absences and make-up work*
- *Tests and answer sheets with version of the test*

*All Nurse Aide 1 Registered Nurse Instructors have been educated on the correct / required documentation for classroom attendance, Appendix A (skill demonstration, skill competence, and clinical performance).*

*The Program Coordinator will ensure the documentation on Appendix A, Attendance, and Grade forms accurately represent RN demonstration of skill, student skill competency, and time each student completed training or make-up assignments.*

*Appendix A Checklist documentation concerns were addressed with all RN Instructor. Appendix A checklists will be reviewed for completeness and accuracy by the Program Coordinator prior to each class graduation.*

*The Program Coordinator will conduct a basic equipment and supply audit prior to the start of each NA 1 training to ensure the minimum number of supplies and equipment are available and are in good working condition.*

DHHS approved Senior Care's corrective action plan and reapproved the school's Nurse Aide I program on August 26, 2024 [Attachment 3]. As part of the corrective action plan, Senior Care must submit a calendar of each cohort on the last day of each month from August 2024 through December 2024 to include:

- The beginning date and ending date.
- The start time and end time for class, laboratory, and clinical hours.
- The clinical site location with the start time and end time for clinical hours.
- Attendance rosters for all classes in session. Attendance should include hours present/missed.
- Appendix A - DHSR will notify the training program of which items to submit based on the attendance rosters for each month.
- Blank audit form used to monitor student records when changes are made to the audit form.
- Monthly audits of student records using the audit form.

During the investigation, OPS interviewed students in multiple 2024 cohorts:

- January – February Cohort: OPS contacted nine students and interviewed one, who presented positive comments about the instruction and would recommend the school to others.

- March – April Cohort: OPS contacted eight students and interviewed five. One student presented positive comments about the instruction and school, while the remaining four students were negative-- all four stated their instructor's mobility issues impacted the lab and clinical instruction.
- March – May Cohort: OPS contacted six students and interviewed one, who presented positive comments about the instruction and would recommend the school to others.
- May 6 – May 30 Cohort: OPS contacted seven students and interviewed six. Four students presented positive comments about the instruction and school, and two were negative: one student stated their instructor's mobility issues impacted the lab and clinical instruction, while another stated her belief the instructor demonstrated skills to the best of her ability.

DHHS' June 17<sup>th</sup> findings make clear that certain required documentation and equipment or supplies for the Nurse Aide I program were missing or not in proper working condition when it visited Senior Care on June 6th. Senior Care addressed these deficiencies in its corrective action plan approved by DHHS. OPS monitored Senior Care's progress on its improvement plan with DHHS throughout its investigation and to the knowledge and understanding of OPS, Senior Care has remained in good standing since the school's Nurse Aide I reapproval at the end of August. OPS will continue to monitor Senior Care's compliance with DHHS.

Regarding quality of instruction, we did not find evidence that Senior Care's instructors lacked the required knowledge, training, and qualifications to teach the Nurse Aide I program— several students reported passing their state Nurse Aide I exam. We also did not find evidence to support the allegation that the instructor at issue never got out of her seat, or otherwise failed to demonstrate any required Nurse Aide skills. However, we did find evidence that this instructor has identifiable mobility issues that multiple students believed impacted the instruction they received in lab and clinical settings. OPS had lengthy conversations with Senior Care's Director regarding the student feedback our office received, and she has taken a proactive approach to support the instructor with additional assistance in lab and clinical settings. Senior Care's Director is also working closely with the Nurse Aide I program coordinator and DHHS to better capture student feedback and enhance oversight of the school's program.

## Finding

Evidence collected during the investigation supports a finding that Senior Care Training Center violated North Carolina General Statute §115D-93(c)(8) by failing to provide and maintain adequate premises, equipment, materials or supplies. Though we did not find a specific violation of §115D-93(c)(9), several students reported that identifiable mobility issues with one instructor impacted the instruction they received in lab and clinical settings. Ultimately, we find the violations do not rise to the level of license suspension or revocation because the school's Director took immediate action to correct the deficiencies and because the school will continue to be closely monitored by DHHS and OPS.

## PART 3: DESCRIPTION OF INVESTIGATIVE PROCESS

### I. INITIATION OF INVESTIGATION:

On May 30, 2024, the Office of Proprietary Schools was presented with a student complaint against Senior Care Training Center. Among other things, the complaint alleged the student's Nurse Aide I instructor "never got out of her seat and was unable to teach any of the skills the students were teaching themselves" and "never once did the instructor get up and show a skill according to Appendix A."

On June 6, 2024, the Office of Proprietary School made an unannounced visit to the school in conjunction with North Carolina Department of Health and Human Services representatives. Nurse Aide I student files were reviewed. Senior Care's Director and the instructor at issue were interviewed at length regarding the allegations then known.

### II. INVESTIGATION:

The Office of Proprietary Schools presented Senior Care Training Center with a formal Notice of Allegations and Investigation on June 21, 2024. The school provided a timely written response on July 8th. A total of 17 individuals were interviewed: 1) 13 former Senior Care students; 2) two representatives with the North Carolina Department of Health and Human Services; 3) a Senior Care Nurse Aide I instructor, and 4) a lengthy in-person interview and subsequent telephonic interview with the school administrator.

OPS also reviewed student records from multiple cohorts spanning several months in 2024 during follow up visits to the school.

**PART 4: RECOMMENDATION TO ALLOW SENIOR CARE TRAINING CENTER TO RETAIN ITS LICENSE TO OPERATE ONE OR MORE PROGRAMS WITH A SUPPORTING RATIONALE FOR WHY REVOCATION OR SUSPENSION IS NOT WARRANTED.**

The Winston-Salem campus of Senior Care Training Academy (“Senior Care”) was initially licensed in August 2022. It was initially audited in November 2023. The school, approved to offer a single Nurse Aide I program, is owned and operated by Britney Robertson. She was cooperative throughout the OPS investigation. In making our findings and recommendation to allow the school to retain its proprietary license, we draw attention to the following:

**Nature and severity of violations:** While our investigation found Senior Care out of compliance, particularly with record keeping for the Nurse Aide I program and the institution itself, we believe the issues are correctable if properly and permanently addressed.

**Corrective Actions Taken:** Senior Care’s Director pledged to take immediate corrective action to address the allegations. Review of the school’s vastly improved record keeping between our unannounced visit on June 6<sup>th</sup> and our follow up visits on August 6<sup>th</sup> (unannounced) and October 11<sup>th</sup> (announced) demonstrated such a commitment. The school addressed deficiencies with Nurse Aide I equipment and documentation through an ongoing corrective action plan with DHHS and responded to concerns regarding the mobility issue of one of its instructors by providing her with additional assistance in lab and clinical settings.

**Compliance with Improvement Plan and Continued Oversight by DHHS:** DHHS approved Senior Care’s corrective action plan at the end of August. It has continued to oversee the school’s Nurse Aide I program since that time. To the knowledge and understanding of OPS, the school is compliant with its improvement plan and remains in good standing with DHHS. DHHS will also continue to closely monitor the school’s Nurse Aide I program through at least the remainder of this calendar year.

**CONCLUSION AND RECOMMENDATION**

Because the school took immediate corrective actions to address the noncompliance issues presented herein, because it is compliant with an improvement plan mandated by DHHS, and because DHHS will have continued oversight of the school's Nurse Aide I program, OPS recommends the State Board of Proprietary Schools take no further action and allow Senior Care to retain its license to operate its Nurse Aide I program.

Respectfully submitted this 1<sup>st</sup> day of November 2024.



Scott Corl, Executive Director  
Office of Proprietary Schools

**ATTACHMENTS:**

1. Written response from Senior Care Training Center to the Notice of Allegations, received via email July 8, 2024 (Redacted).
2. June 17, 2024 DHHS Letter of Findings to Senior Care Training Center (Redacted).
3. August 27, 2024 DHHS Letter of Reapproval to Senior Care Training Center (Redacted).



DEFICIENCY AREA	CORRECTIVE ACTION	DATE COMPLETE
<p><b>Per 2A SBCCC 400.11 (a)(1-5) and North Carolina General Statute § 115D-93(c)(1) and § 115D-90(c)(7); maintain current, complete, and accurate records showing student progress and attendance.</b></p>	<p>The Executive Assistant will print the time and attendance record for each student which indicates the days of training, and total training hours completed. The printed time sheet will be filed in each student's record.</p> <p>The Executive Assistant will also ensure that all student files consist of:</p> <ul style="list-style-type: none"> <li>• Signed copy of enrollment application</li> <li>• Signed copy of enrollment agreement</li> <li>• Official proof of prior education completion</li> <li>• Student payment information</li> <li>• Student grades</li> <li>• Certificate of completion (upon completion)</li> <li>• Final SCTC Transcript (upon completion)</li> </ul> <p>The Program Coordinator will audit each students' record prior to the start of each class to confirm student records are complete.</p> <p>The Program Coordinator will conduct student file audits prior to course completion to ensure that each student record consists of:</p> <ul style="list-style-type: none"> <li>• Appendix A of the state-approved Nurse Aide I curriculum with appropriate instructor initials and dates.</li> <li>• A skill competency checklist for each skill listed on Appendix A</li> <li>• Attendance records</li> <li>• Documented absences and make-up work</li> <li>• Tests and answer sheets with version of the test</li> </ul> <p>All Nurse Aide 1 Registered Nurse Instructors have been educated on the correct / required documentation for classroom attendance, Appendix A (skill demonstration, skill competence, and clinical performance),</p>	<p>7/8/2024</p>



## Senior Care Training Center

### PLAN OF CORRECTION

SITE VISIT | JUNE 6<sup>TH</sup>, 2024

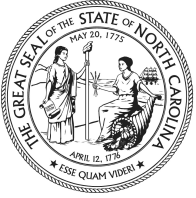
<p>5 files appeared to be missing an application for admission to the school.</p> <p>4 files appeared to be missing proof of prior education level (copy of high school transcript, GED, or college transcript). One student file contained a high school transcript, but it was not signed by a school administrator.</p> <p>3 student files appeared to be missing student payment information.</p> <p>Copies of final transcripts appeared to be missing from all files.</p> <p>Multiple files appeared to contain incomplete Appendix A Checklists required by DHHS.</p>	<p>The Program Coordinator will ensure the documentation on Appendix A, Attendance, and Grade forms accurately represent RN demonstration of skill, student skill competency, and time each student completed training or make-up assignments.</p> <p>Please see attached applications housed in electronic documentation system. Student applications missing was an oversight as the school was updating the application, training new team members, and transitioning from paper applications to electronic.</p> <p>Moving forward, transcripts will be thoroughly reviewed prior to class start to ensure a school signature and graduation date was captured. As a back-up, SCTC will access parchment to access available student transcripts from the database before class start date.</p> <p>Please see attached payment records maintained for all enrolled, or previously enrolled students audited on June 6<sup>th</sup>, 2024. Records were stored electronically.</p> <p>Please see attached final transcripts from SCTC maintained for all enrolled, or previously enrolled students audited on June 6<sup>th</sup>, 2024. Records were stored electronically.</p> <p>Appendix A Checklist documentation concerns were addressed with all RN Instructor. Appendix A checklists will be reviewed for completeness and accuracy by the Program Coordinator prior to each class graduation.</p>	
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<p><b>Per North Carolina General Statute §115D-93(c)(8); provide and maintain adequate premises, equipment, materials or supplies and §115D-93(c)(9); provide and maintain adequate standards of instruction.</b></p>	<p>SCTC showed video recordings of all required program supplies and equipment following the site visit on June 6<sup>th</sup>, 2024. We assume audit through video made capturing each item difficult. Supplies for training in sufficient number for 10 students per class for have maintained ongoing.</p> <p>Ongoing, the Program Coordinator will conduct a basic equipment and supply audit prior to the start of each NA 1 training to ensure the minimum number of supplies and equipment are available and are in good working condition.</p> <p>Program Coordinator will notify the President when supplies need to be reordered or replaced.</p> <p>The President will reorder/ replace supplies and equipment as needed to maintain the minimum supplies/ equipment required for NA 1 training approved ratio.</p>	07/08/2024
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The President of Senior Care Training Center will oversee the implementation of the above Plan of Correction.

<p>_____ Program Coordinator (Print)</p>	<p>DocuSigned by: _____ Program Coordinator (Sign)</p>	<p>7/8/2024 _____ Date</p>
<p>_____ President (Print)</p>	<p>DocuSigned by: _____ President (Sign)</p>	<p>7/8/2024 _____ Date</p>
<p>_____ Executive Assistant (Print)</p>	<p>DocuSigned by: _____ Executive Assistant (Sign)</p>	<p>7/8/2024 _____ Date</p>



NC DEPARTMENT OF  
**HEALTH AND  
HUMAN SERVICES**

ROY COOPER • Governor

KODY H. KINSLEY • Secretary

MARK PAYNE • Director, Division of Health Service Regulation

June 17, 2024

Ms. Britney Robertson, President  
Ms. Katetia Bennett, Program Coordinator  
Senior Care Training Center  
1311 Westbrook Plaza Drive  
Winston-Salem, NC 27103

Dear Ms. Robertson and Ms. Bennett:

On June 6, 2024, the North Carolina Department of Health and Human Services (DHHS), Division of Health Service Regulation (DHSR), completed a site visit with representatives from the North Carolina Community College System, Office of Proprietary Schools regarding Nurse Aide Training (NAT) Program # [REDACTED].

During the site visit, we reviewed student records spanning from March 11, 2024, through June 6, 2024, for completed classes and classes currently in session. The following compliance concerns were identified between March 11, 2024, and June 6, 2024.

- 1. Per Federal Regulation 42 CFR 483.152(a)(1), a nurse aide training and competency evaluation program must consist of a minimum of 75 clock hours of training to be approved by the State. The State has the discretion to require additional hours of training.**

During the site visit on June 6, 2024, DHSR could not determine the number of clock hours completed by each student for Training Program # [REDACTED]. Additionally, the program was not able to provide documentation that students made up missed time of instruction.

Per the initial approval for NAT Program # [REDACTED] and program modification approval on June 19, 2023, your program is approved by DHSR to offer 124 clock hours of training. The updated structure of the 124 clock hours (classroom 40 hours, laboratory 56 hours, and clinical 28 hours) was approved June 19, 2023, by DHSR based on the *Existing Program- Course Schedule and Supplemental Teaching Modification Form*.

**Important Notice:**

Refer to the guidelines in this letter when providing your response to this item.

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES • DIVISION OF HEALTH SERVICE REGULATION

LOCATION 815 Palmer Drive, Dobbin Building, Raleigh, NC 27603  
MAILING ADDRESS 2709 Market Service Center, Raleigh, NC 27699 2709  
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- 2. Per Federal Regulation 42 CFR 483.152, a Nurse Aide I Training program will provide supervised practical training to ensure students demonstrate the knowledge and skills required to perform nurse aide tasks and provide care under the direct supervision of a DHSR-approved Registered Nurse.**

During the site visit June 6, 2024, NAT Program # [REDACTED] was not able to provide documentation that students were supervised by a DHSR-approved Registered Nurse during classroom and laboratory instruction. Appendix A of the state-approved Nurse Aide I curriculum must be present and complete in all student files.

Important Notice:

Refer to the guidelines in this letter when providing your response to this item.

- 3. Per Federal Regulation 42 CFR 483.156, individuals cannot be listed on the North Carolina Nurse Aide I Registry without successfully completing a state-approved nurse aide training and competency evaluation program that meets requirements of 42 CFR 483.152.**

NAT Program # [REDACTED] received state approval from DHSR to provide Nurse Aide I training on August 30, 2022. During the site visit on June 6, 2024, multiple items listed below were missing from student file documentation:

- Appendix A of the state-approved Nurse Aide I curriculum
- Attendance records
- Documented absences and make-up work
- Tests and answer sheets with version of the test

Additionally, DHSR determined that the program could not provide documentation that students made up missed dates of instruction. Also, DHSR was unable to determine if the students completed all requirements of the course due to missing documentation in the student files. Appendix A from all student files displayed missing dates and instructor initials. It was also determined that the program was not utilizing skill checklists that applied to all skills in Appendix A.

Important Notice:

Refer to the guidelines in this letter when providing your response to this item.

- 4. Per Federal Regulation 42 CFR 483.152, each nurse aide training program curriculum must include at least 16 hours of supervised practical training. In accordance with the curriculum, each nurse aide training program laboratory will contain the items listed in the Basic Equipment and Supply List form.**

DHSR determined there were items listed on the New Training Program- Basic Equipment and Supply List that were not present, not in working order, or presented a safety hazard for students when using.

- |                                    |                                |
|------------------------------------|--------------------------------|
| • Bath towels                      | • Bath blanket                 |
| • Shaving cream to use with razors | • End tuft toothbrush          |
| • Washcloth                        | • Medication cups              |
| • Pillowcases                      | • Eating utensils for practice |

## Corrective Action Plan

- Food thickening agent
- Clothing protector
- Syringe for catheter
- Water soluble lubricant
- Assistive eating devices
- Eyeglasses
- Hearing aid
- Walker
- Adult male/female body part for each mannequin
- Blood pressure cuffs
  - Standard 5 in total
  - X-large or adult 5 in total
- Thermometer sheaths
- Sitz bath
- Medical stool
- Various sizes of tape for dressings
- Colored straws for classroom activity
- Cord/rope not cut to length for classroom activity

Important Notice:

Refer to the guidelines in this letter when providing your response to this item.

At this time, DHSR is requiring the following actions of Senior Care Training Center to maintain program approval in compliance with 42 CFR 483.151(a)(1), 42 CFR 483.152, 42 CFR 151, and 42 CFR 483.156. If any of these items are not completed, then your training program approval will be withdrawn effective immediately pursuant to 42 CFR 483.151(f)(2).

1. Submit a corrective action plan.
  - a. Identify each specific deficiency and the action(s) the training program will take to correct the deficiency in detail.
  - b. Identify how the action(s) to correct the deficiency will be implemented in the training program. Include timelines associated with the implementation plan and the title of the person responsible for implementing the action(s).
  - c. Identify how the training program will monitor the success of the action(s) implemented to address the deficiency.
  - d. Identify the title of the person responsible for implementing the acceptable plan of correction.
  - e. The plan is due to DHSR no later than **Friday, July 12, 2024**. Please email the plan to [stacey.culler@dhhs.nc.gov](mailto:stacey.culler@dhhs.nc.gov).

All items in the corrective action plan must be completed and implemented within 45 days of DHSR approval.

Your training program is prohibited from accepting new students until DHSR approves the corrective action plan.

Per Federal Regulation 42 CFR 483.151, DHSR is permitted to conduct unannounced site visits of nurse aide training and competency evaluation programs. DHSR will continue to conduct site visits of your training program to determine compliance. If DHSR determines that your training program is not in compliance with federal and state regulations or is not complying with program documentation approved by DHSR, then approval of your training program will be withdrawn effective immediately. Also, as mandated by federal regulations, if you refuse to permit unannounced site visits by DHSR, then your training program approval must be withdrawn effective immediately.

Corrective Action Plan

If you have any questions regarding this document, please contact me at [stacey.culler@dhhs.nc.gov](mailto:stacey.culler@dhhs.nc.gov).

cc: Jana Busick, Division of Health Service Regulation  
Jammie Johnson, Division of Health Service Regulation  
Derek Hunter, North Carolina Department of Justice  
Scott Corl, North Carolina Community College System  
Stacey Thompson, North Carolina Board of Nursing



NC DEPARTMENT OF  
**HEALTH AND  
HUMAN SERVICES**

**ROY COOPER** • Governor

**KODY H. KINSLEY** • Secretary

**MARK PAYNE** • Director, Division of Health Service Regulation

August 27, 2024

Ms. Britney Robertson, Executive Director  
Dr. Katetia Bennett, Nurse Aide I Training Program Coordinator  
Senior Care Training Center  
1311 Westbrook Plaza Drive #101  
Winston-Salem, North Carolina 27103

Dear Ms. Robertson and Dr. Bennett:

Please accept this letter as confirmation of reapproval to offer a Nurse Aide I Training Program at your facility, Senior Care Training Center located at 1311 Westbrook Plaza Drive #101, Winston-Salem. You are also approved to modify the current program hours to a total of 128 hours based on the updated *Existing Training Program - Course Schedule and Supplemental Teaching Methodology Form* received and discussed during the reapproval site visit. Your program is approved for 40 class hours, 56 lab hours, and 32 clinical hours. This approval is granted with the understanding that the program will use the curriculum, testing tools, policies and procedures approved by our agency. Failure to follow this program will result in withdrawal of approval. Your **Nurse Aide Training Program Number is NAT #** [REDACTED]. Please use this number on all applications for registry listing and on all correspondence with our office.

Classroom 1 is located at 1311 Westbrook Plaza Drive #101, Winston-Salem, and is approved for use as a classroom and will comfortably accommodate your maximum approved number of ten (10) students per class. Lab 2A and Lab 2B at the same location are both approved for use as the laboratories each with one (1) fully functioning lab bed, full privacy curtains, hot/cold running water and all items listed on the current DHSR Basic Equipment and Supply List.

The current list of approved faculty is attached. Submit a Faculty Removal Form for any faculty that no longer actively functions in a training program capacity. The form can be found at <https://info.ncdhhs.gov/dhsr/hcpr/nat.html>. Your approved clinical sites are listed below:

Program Id.:	Program Type:
[REDACTED]	NAT
Clinical Sites: <Esc> = Select Highlighted Record and Exit	
Facility Name	
[REDACTED]	

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES • DIVISION OF HEALTH SERVICE REGULATION

LOCATION: 815 Palmer Drive, Dobbin Building, Raleigh, NC 27603  
MAIL NG ADDRESS: 2709 Mail Service Center, Raleigh, NC 27699-2709  
www.ncdhhs.gov/dhsr • TEL: 919-855-3969 • FAX: 919-733-9764

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SBCC  
11/15/2024

Senior Care Training Center  
Program # [REDACTED]

We do not approve nor deny ***assisted living facilities or hospitals*** as clinical sites. The training program coordinator is responsible for assuring DHSR that clinical sites have all the nurse aide skills available and in sufficient quantity to meet the clinical check-off skills as required by State guidelines.

Nurse aide trainees are considered to be in a training program until they have successfully completed a state-approved competency evaluation program. During this time, they are prohibited from performing any tasks for which they have not been found proficient by their instructor.

Additionally, when performing services for patients or residents, trainees are required to be under the general supervision of the registered nurse who is providing necessary guidance for the program and maintaining ultimate responsibility for the course.

From time to time, we may conduct additional on-site reviews of nurse aide training programs. These evaluations are performed to assist you and to ensure the state maintains compliance with federal regulations governing training programs. Some of the reviews may be announced, while others may be unannounced.

Should you wish to make changes to your program, including faculty, curricula, evaluation tools or clinical sites, please contact our office for guidance. If you have questions pertaining to program issues, please contact me at [REDACTED] or [stacey.culler@dhhs.nc.gov](mailto:stacey.culler@dhhs.nc.gov) Monday through Friday during regular business hours.

Respectfully,

[REDACTED]

Stacey Culler, MSN, RN  
Education Consultant – Western Region  
Health Care Personnel Education and Credentialing Section

FINAL 11 11 24



## **FY 2024/25 Performance Plan / Performance-Based Compensation**

**President Jeff Cox**

### **Board Sub-Committee – Per SBC**

Tom Looney	Board Chair
Grant Campbell	Board Vice-Chair
Chaz Beasley	Chair- Policy & Governance
Bill McBrayer	Chair- Personnel
Lisa Estep	Chair- Finance

### **Policy & Governance Committee (\*Denotes Feedback on Draft)**

*David Price	*Bill McBrayer	*John Kane
*Mark Merritt	*Tom Looney	*Hari Nath
*Sarah West	*Grant Campbell	*Sam Searcy
*Lisa Estep	*Chaz Beasley	

### **NCCCS System President Strategic Imperatives**

These performance milestones align with the NCCCS's strategic plan and mission to empower and lead our fifty-eight colleges toward bold, aspirational goals. They provide a clear framework for the NCCCS President to demonstrate impactful leadership, ensuring that the system meets the academic, economic, and social needs of the colleges and their communities and advances a cohesive and powerful agenda.

#### **Strategic Focus**

- 1. Leadership Effectiveness/Talent Development**
- 2. Stakeholder Engagement**
- 3. Operational Excellence- Business Model Modernization Execution- Propel**
- 4. System Modernization**
- 5. Marketing Enablement**

#### **System Office Priorities**

- 1. Modernize Technology Systems**
- 2. Operationalize Labor Market Driven Business model – Propel NC**
- 3. Operate with Excellence & Efficiency**
- 4. Execute Marketing & Enrollment Strategy**
- 5. Expand Resources & Support**

**Performance Period 7/2024-6/2025**

**Objectives**

- ✓ Strengthen the President's Leadership Competencies
- ✓ Leverage the President's Operational Plan for 2024/25
- ✓ Accelerate Initiatives Launched in 2023/24
- ✓ Deliver the desired outcomes in the NCCCS Strategic Plan

**Evaluation & Bonus Considerations**

- ✓ Performance Measures- Needs Improvement/Meets / Exceeded Expectations
- ✓ Incentive Bonus is a Subset of Performance Measures
- ✓ Incentive Bonus Objectives are Aspirational.

**Goal #1 Leadership Effectiveness** Includes feedback from the executive team, board, and other stakeholders on the President's leadership style, decision-making, and ability to inspire and motivate.

<b>Employee Engagement</b>	<u>Process</u>	<u>Measure</u>
Employee Engagement Survey	Belk Climate Survey*	TBD% improvement** 01/25-6/25
Feedback Leadership Team Engagement	Belk*	TBD% Improvement** 01/25-6/25

\*Executed by Belk unique to the NCCCS

\*\* Recommendation by Belk/HR VP and approved by President Performance Sub Committee

**PBC \$15,000**

**Goal #2 Stakeholder Engagement** The President should actively promote a culture of stakeholder engagement throughout the organization. This involves setting the tone from the top down and ensuring all employees understand the importance of stakeholder relationships. It is essential to focus on results that reflect relationship-building, influence, and tangible outcomes to measure and alignment with the Strategic Plan.

**Key Stakeholders** Senior Elected officials / Senior Education Partners / CEO Business Partners / Government Agency Officials / Donors

**Measure** Tangible outcomes that can be quantified, documented, or clearly observed, providing tangible evidence of success or measured significant impact. Complete planning for GS Section115C-11(b1) Hosting Annual Meeting UNC/NCCCS/NCDPI.

**Goal #3 Operational Excellence** Measuring the President's operational excellence involves assessing his ability to optimize the systems internal processes, drive efficiency, improve productivity, and ensure effective execution of strategic objectives. Operational excellence is critical for achieving sustainable enrollment growth, and delivering value to our state, colleges, and students.

**Workforce Funding Model (Propel NC)**

Execute the actions and the schedule as defined at the Board retreat (Attachment I)

**Measure** Secure Funding and execution of “Propel Ready” actions.

**College President’s Customer Sat Improvements** College Presidents work group output

(See attached core priorities and actions documented by President Cox May 2024 (Attachment II)

**Measure** - Complete all required actions identified and secure feedback on improvement.

**PBC \$10,000**

**Goal #4 System Modernization** The President's effectiveness in leading system modernization efforts is crucial for understanding their ability to drive technological innovation, enhance operational efficiency, and ensure the NCCCS remains competitive in a rapidly evolving digital landscape. System modernization involves updating or replacing outdated technologies, processes, and infrastructures to support new business models, improve customer experiences, and reduce costs.

### **System Upgrade**

ERP Upgrade

### Action

Transition CCL/CT/DW to Banner

### Measure

Completed on schedule below.

**Measure** Execute and deliver on schedule.

**Combined Course Library (CCL) from Ellucian Colleague to Ellucian Banner SaaS by April 1, 2025.**

**Transition Customized Training from Ellucian Colleague to Ellucian Banner SaaS by April 4, 2025.**

**Transition the Data Warehouse from System Office operated and maintained MS SQL Server to Ellucian Banner SaaS by May 30, 2025.**

**CBAS Modernization and NCFS Workflows: Optimize financial technology systems to modernize and streamline workflows by February 7, 2025.**

**PBC \$15,000**

**Goal #5 Marketing Enablement** The President's effectiveness in driving marketing initiatives is essential to understanding their ability to enhance the system and our colleges' value, generate demand, improve student engagement, and drive enrollment growth. A President's role in marketing involves setting the strategic vision, ensuring alignment between marketing and system goals, and overseeing the execution of high-impact campaigns.

**Measure- Implement end-to-end marketing funnel at 10 colleges (Minimum 5 WNC)**  
**Develop a "SYSTEMWIDE Marketing DEPLOYMENT PLAN" plan for 2025/26.**

**PBC \$10,000**

### **Attachment I: Operationalize Phase I of Propel NC**

1. Produce regional labor market analysis reports and make them available for the System Office and colleges by March 31, 2025.
2. By March 31, 2025, produce tools focused on labor market outcomes of exiting students and make them available for the System Office and colleges. This includes a subject-driven labor market outcomes dashboard and providing colleges with access to wage records of students they have served.
3. Advocate aggressively for Propel NC by building lasting relationships with the businesses that provided support letters for Propel NC and engage those partners in ongoing advocacy efforts.
4. Updated policies and procedures to support the new Propel NC business model, specifically: a) replace tiers with workforce sectors, b) review 96-hour third party credential requirements, c) create an updated system for program approval, termination, and d) educate colleges and other partners on updated policies.

### **Attachment II: College Engagement & Satisfaction Workgroup - Execute plan delivered to the Board May 2024**

The following action plan has been developed in response to the feedback Dr. Cox received from the Presidents' Focus Group he held on March 28<sup>th</sup> with fourteen presidents. Dr. Cox intends to provide regular updates to the State Board, NCACCP and NCACCT on progress in implementing this Action Plan. Dr. Cox will discuss with NCACCP leadership the desirability and need for a follow-up Focus Group session sometime in the **fall of 2024** to review progress and determine if any new needs have emerged that should be addressed.

### **Communication**

- ✓ **Communications guidelines will be developed, published, and communicated to all System Office employees.**
- ✓ **Proactive Communication with monthly updates on Board matters and legislative developments.**
- ✓ **Clear and Timely Guidance through review and revision of the State Board Code.**

### **Resources**

- ✓ **Review and Revision of Telework Policies and Performance Evaluation for Remote and Hybrid Employees.**
- ✓ **The System Office leadership will review the telework policy to ensure expectations for response times and quality are included.**
- ✓ **Professional development will be provided to supervisors on how to supervise teleworking or remotely located employees effectively.**
- ✓ **Implement Duty Station MOUs for System Office Employees Located on College Campuses.**

### **Establishing Overall Culture of Excellent Leadership & Customer Service**

- ✓ **Articulate Customer Service Expectations and Enhance Accountability and Training**
- ✓ **Develop More Robust Orientation/Onboarding for Key Areas**
- ✓ **Improve Engagement Between Senior Team & Presidents to Build Relationships and Improve Interaction and Feedback**

### **System/Regional Collaboration**

- ✓ **Defining Regional Collaboration**
  - System Office will develop a working definition of regional collaboration.
- ✓ **Examples of Collaboration**

- Once we have clearly defined regional collaboration, we will work with NCACCP and NCACCT to develop a comprehensive list of the ongoing examples of regional collaboration.
- ✓ **Incentivizing Collaboration**
  - System Office leadership will discuss with NCACCP leadership whether to include incentivizing certain types of regional collaboration in the next iteration of Propel NC. The focus here would be on collaborations that save the state money by not duplicating programs in neighboring colleges where collaborative partnerships could meet the needs of students in a region.

### **Working as a System**

- ✓ System Office leadership will develop a concrete list of examples that illustrate our working as a system versus fifty-eight independent colleges.
  - Three initial examples:
    - Rollout of the new ERP system.
    - The statewide Labor Market Gap Analysis currently being developed.
    - The System Strategic Marketing & Communications Plan under development.

**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, 2025 to offer the programs listed.

**CNA TRAINING ACADEMY**

2302 W. Meadowview Road, Suite 224

Greensboro, NC 27407

<b>Program</b>	<b>Clock Hours</b>
Nurse Aide I	120

**PORT CITY PHLEBOTOMY TRAINING CENTER**

3908 Market Street, Suite 102

Wilmington, NC 28403

<b>Program</b>	<b>Clock Hours</b>
Phlebotomy	96

**TRIAD MEDICAL ACADEMY (School Sale)**

2-C Oak Branch Drive

Greensboro, NC 27407

<b>Program</b>	<b>Clock Hours</b>
Medication Aide	24
Nurse Aide I	120

**AGENDA**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Caswell Building, J. Gregory Poole Conference Room**  
**Thursday, November 14, 2024 – 2:45 p.m. – 3:40 p.m.**  
**Ms. Lisa Estep, Chair**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – October 17, 2024

**For Future Action**

- Allocation of Enrollment Growth Funding (Attachment FC 01)

**For Action**

- Allocation for Disaster Recovery Act of 2024 – Part II (Attachment FC 02)
- Alamance Community College Request for Multi-Campus Center Approval (Attachment FC 03)
- Allocation for More Than a Job NC Program (Attachment FC 04)
- State Board Reserve Funds (Attachment FC 05)

**For Consent Approval**

- Allocation for Healthcare High Cost Start Up Funds (Attachment FC 06)
- Contract for Integrated Library System (Attachment FC 07)
- Construction and Property – November 2024 (Attachment FC 08)

**For Information**

- Summary of 2023-24 State Funded Financial Aid Programs for CC Students (Attachment FC 09)
- Business and Finance Organization Chart (Attachment FC 10)
- Estimated Receipts – October 2024 (Attachment FC 11)

**New Business**

**Adjourn**

**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, October 17, 2024 – 1:15 p.m. – 2:10 p.m.**  
**Ms. Lisa Estep, Chair**

**Finance Committee Members Present**

Ms. Lisa Estep	Mr. Mark Merritt	The Hon. Terry Van Duyn*
Dr. Shirley Carraway	Mr. John Kane	The Hon. Chaz Beasley
Ms. Paula Benson		

Attended via phone or Zoom technology\*

Members absent: The Honorable Sam Searcy, Ms. Julie Ryan, and Treasurer Dale Folwell

**Other SBCC Members:**

Mr. Tom Looney  
The Honorable Dr. David Price  
Mrs. Ann Whitford  
Ms. Sarah West  
Mr. Hair Nath  
Mr. Ray Russell  
Mr. Geoffrey Lang

**OTHERS IN ATTENDANCE:**

Dr. Jeff Cox*	Mr. Tory Reynolds	Dr. Mark Sorrells
(President)	Ms. Sondra Jarvis	(Fayetteville Tech CC)
Dr. Phillip Price	Ms. Amy Mast	Dr. Amanda Lee
Dr. Kimberly Gold	Ms. Delany Davis	(Bladen CC)
Dr. Brian Merritt	Ms. Jonnell Carpenter	Dr. David Loope
Mr. Patrick Fleming	Ms. Sandra Thompson	(Beaufort CC)
Mr. Tory Russo	Ms. Dorrine Fokes	
Mr. Deante Tyler	Ms. Petrina Herring	
Mr. Alex Fagg	Dr. Andrew Gardner	
	Ms. Arbony Cooper	
	Ms. Nancy Gaj	

**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, October 17, 2024 – 1:15 p.m. – 2:10 p.m.**  
**Ms. Lisa Estep, Chair**

**CALL TO ORDER**

Ms. Estep called the meeting to order at 2:47 p.m.

**ROLL CALL**

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

**ETHICS STATEMENT**

Ms. Estep 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 as presented. Mr. Merritt moved, Ms. Van Duyn seconded and the motion was unanimously approved via voice vote.

**THE MINUTES**

Ms. Estep asked for a motion to approve the minutes of the September 19, 2024, Finance Committee meeting. Mr. Merritt moved, Dr. Carraway seconded the motion, and the motion was unanimously approved via voice vote.

---

**For Action**

**Allocation for Integrated Education and Training (Attachment FC 01)**

Ms. Estep stated this is a brand-new project and is an allocation of \$400,000 to four colleges Alamance CC, Blue Ridge CC, Pitt CC, and Randolph CC for the Integrated Education and Training project.

Dr. Merritt and the Committee discussed the item.

Mr. Merritt motioned for approval; Dr. Carraway second the motion. The Committee approved the Allocation for Integrated Education and Training (Attachment FC 01) via voice vote.

---

**Allocation of Enrollment Growth Funding (Attachment FC 02)**

Ms. Estep stated we pulled FC 02, and the item is prepared in the case of the General Assembly approved an override of the veto to House Bill 10.

Ms. Estep would like to reserve the potential for a special called meeting to vote on this item as soon as possible.

---

**Contract for Cloud Compute Services for ERP Modernization (Attachment FC 03)**

Ms. Estep stated we are running two instances of ERP, we are running Colleague and running Banner. We are running parallel systems or sister systems for the Colleague and Banner SAS Platform.

**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, October 17, 2024 – 1:15 p.m. – 2:10 p.m.**  
**Ms. Lisa Estep, Chair**

Ms. Estep explained we are having to increase data warehouse space as we are doing the migration. This is a one million-dollar twenty-month contract for Microsoft Cloud Computing Resources for the data warehouse space.

Mr. Merritt motioned for approval; Mr. Beasley second the motion. The Committee approved the Contract for Cloud Compute Services for ERP Modernization (Attachment FC 03) via voice vote.

---

**For Consent Approval**

**Allocation for High-Cost Healthcare Workforce Funds (Attachment FC 04)**

Ms. Estep stated this is an allocation of \$750,000 for start-up funding and a little over \$ 1.04 million dollars in expansion funding.

Ms. Estep explained this does deplete our expansion funds. We still have about \$9 million dollars left in startup funding.

Mr. Kane motioned for approval; Mr. Merritt second the motion. The Committee approved the Allocation for High-Cost Healthcare Workforce Funds (Attachment FC 04) via voice vote.

---

**Improving Career and Technical Education with Perkins Carry Over Funds FY 2024-25 (Attachment FC 05)**

Ms. Estep stated this is a \$2 million dollar carryover item at our August State Board meeting. We approved a \$3.7 million dollars allocation of the Perkins basic grant to 56 out of 58 of our colleges.

Ms. Estep explained one of our colleges does not have the required number of Pell Grant recipients, and another college is in partnership with Roanoke Chowan CC which is in partnership with another college. This amount is a carryover from the prior year, and these funds are being reallocated to those 56 colleges.

Mr. Beasley motioned for approval; Dr. Carraway second the motion. The Committee approved the Improving Career and Technical Education with Perkins Carry Over Funds FY 2024- 25 (Attachment FC 05) via voice vote.

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**Construction and Property – October 2024 (Attachment FC 06)**

Ms. Fokes reviewed the item.

**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, October 17, 2024 – 1:15 p.m. – 2:10 p.m.**  
**Ms. Lisa Estep, Chair**

Ms. Benson motioned for approval; Mr. Merritt second the motion. The Committee approved Construction and Property – October 2024 (Attachment FC 06) via voice vote.

---

**For Information**

Capital Improvement Funds Expanded or Obligated Attachment FC 07)

Ms. Estep reviewed the item.

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Specialized Training Course List for Waivers Authorized Under GS 115D-5(b)(2) and (2a) (Attachment FC 08)

Ms. Estep reviewed the item.

---

Business and Finance Organization Chart (Attachment FC 09)

Dr. Price reviewed the item.

Drs. Gold and Price discussed the item with the Committee.

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Estimated Receipts – September 2024 (Attachment FC 10)

Dr. Price reviewed the item.

---

Enterprise Resource Planning Modernization (Attachment FC 11)

Ms. Estep reviewed the item.

---

**New Business**

Hurricane Helene Response

Dr. Price explained we went through a process where we tried to categorize colleges by impact from the hurricane. There are fourteen colleges impacted. We used a combination of impact category and number of students to develop calculations of needs.

Dr. Price stated, as Mr. Fagg mentioned, we have met with several different groups to review and have had discussions about the items and we will continue to advocate for colleges in those regions. This is still a work in process and discussion amongst those groups.

---

**ADJOURNMENT**

Ms. Beasley motioned for approval; Dr. Carraway second the motion. The meeting was adjourned at 3:30 pm by Ms. Estep.

Respectfully  
Submitted,

Petrina L. Herring,

**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, October 17, 2024 – 1:15 p.m. – 2:10 p.m.**  
**Ms. Lisa Estep, Chair**

Recording  
Secretary

**STATE BOARD OF COMMUNITY COLLEGES**  
**Allocation of Enrollment Growth Funds**  
**FY 2024-25**

**Request:** The State Board of Community Colleges is requested to provide contingent approval of an allocation of \$76M in Enrollment Growth Funds to colleges who experienced an enrollment increase during FY 2023-2024.

**Background:** At the August 2024 meeting of the State Board of Community Colleges, the Board approved the allocation of \$1,571,735,856 for the 2024-25 fiscal year using a baseline budgeting process. At that time, the General Assembly had not approved any adjustments to the biennium budget.

**Rationale:** The August baseline allocations were made using prior year budget FTE numbers with the per FTE values increased only for legislative increase amounts included in the biennium budget bill. This allocation uses the actual 2024-25 budget FTE with per FTE values increased for the enrollment growth funding, and allocates the difference. The additional allocation amounts are broken down by category and a summary allocation table is shown.

**Allocation Table**

<b>College</b>	<b>Baseline Allocation</b>	<b>Enrollment Growth Allocation</b>	<b>Net Allocation</b>
Alamance CC	\$ 28,225,560	\$ 30,480,537	\$ 2,254,977
Asheville-Buncombe TCC	39,060,785	39,838,064	777,279
Beaufort County CC	14,725,165	15,788,244	1,063,079
Bladen CC	9,810,015	9,810,015	-
Blue Ridge CC	20,279,187	20,316,174	36,987
Brunswick CC	15,322,339	16,676,363	1,354,024
Caldwell CC & TI	28,552,238	29,015,407	463,169
Cape Fear CC	61,382,758	65,114,929	3,732,171
Carteret CC	14,228,018	14,228,018	-
Catawba Valley CC	32,092,340	32,982,179	889,839
Central Carolina CC	36,770,753	37,891,152	1,120,399
Central Piedmont CC	115,062,668	121,327,470	6,264,802
Cleveland CC	23,365,700	24,167,508	801,808
Coastal Carolina CC	27,712,371	27,712,371	-
College of The Albemarle	18,311,152	20,033,052	1,721,900
Craven CC	22,915,784	23,269,777	353,993
Davidson-Davie CC	28,554,091	29,806,264	1,252,173
Durham TCC	33,068,135	36,184,540	3,116,405

**SBCC**  
**11/15/2024**

Edgecombe CC	14,085,398	14,085,398	-
Fayetteville TCC	82,636,307	84,684,962	2,048,655
Forsyth TCC	53,990,698	57,249,832	3,259,134
Gaston College	34,173,833	36,433,638	2,259,805
Guilford TCC	69,198,810	74,325,436	5,126,626
Halifax CC	9,011,170	9,137,417	126,247
Haywood CC	10,389,392	10,477,415	88,023
Isothermal CC	14,795,658	15,923,627	1,127,969
James Sprunt CC	13,684,075	14,561,928	877,853
Johnston CC	28,799,043	32,047,084	3,248,041
Lenoir CC	24,414,105	24,414,105	-
Martin CC	7,584,239	7,769,100	184,861
Mayland CC	8,742,414	9,473,738	731,324
McDowell TCC	10,613,326	11,726,927	1,113,601
Mitchell CC	21,420,399	22,940,904	1,520,505
Montgomery CC	8,925,565	9,329,028	403,463
Nash CC	19,090,541	19,167,269	76,728
Pamlico CC	6,033,936	6,033,936	-
Piedmont CC	12,054,369	13,024,393	970,024
Pitt CC	46,515,562	47,983,172	1,467,610
Randolph CC	19,663,828	20,126,169	462,341
Richmond CC	19,687,697	21,272,315	1,584,618
Roanoke-Chowan CC	6,660,401	7,103,941	443,540
Robeson CC	22,699,577	23,439,546	739,969
Rockingham CC	12,830,234	12,980,605	150,371
Rowan-Cabarrus CC	44,628,783	47,306,931	2,678,148
Sampson CC	15,707,405	16,543,085	835,680
Sandhills CC	26,424,124	27,200,500	776,376
South Piedmont CC	23,348,082	24,606,718	1,258,636
Southeastern CC	14,045,430	14,141,663	96,233
Southwestern CC	17,228,218	18,540,736	1,312,518
Stanly CC	19,473,455	19,530,798	57,343
Surry CC	21,353,539	21,453,758	100,219
Tri-County CC	9,136,958	9,763,068	626,110
Vance-Granville CC	20,510,532	21,453,538	943,006
Wake TCC	143,549,322	155,192,194	11,642,872
Wayne CC	22,684,440	23,775,709	1,091,269
Western Piedmont CC	14,007,349	14,425,233	417,884
Wilkes CC	19,545,900	20,973,532	1,427,632
Wilson CC	12,955,681	13,311,467	355,786
<b>Totals</b>	<b>\$1,571,738,856</b>	<b>\$1,648,572,881</b>	<b>\$76,834,025</b>

**Fund Source and Availability:** This allocation is contingent on full enrollment growth funding being approved by the General Assembly.

**Contact(s):**

Phillip D. Price

Vice President and Chief Financial Officer

**STATE BOARD OF COMMUNITY COLLEGES**  
**Allocation for Disaster Recovery Act of 2024 – Part II**  
**FY2024-25**

**Request:** The State Board of Community Colleges is requested to approve an allocation of \$16,700,000 to fourteen community colleges impacted by Hurricane Helene, and to establish a \$50,000 fund to be retained by the System Office.

**Background:** On October 24, 2024, the North Carolina General Assembly enacted Session Law 2024-53, the Disaster Recovery Act of 2024 – Part II. This act applies to the North Carolina counties designated under a major disaster declaration by the President of the United States under the Stafford Act (P.L. 93-288) as a result of Hurricane Helene. Funding for community colleges was provided in three sections of this bill.

- Section 4A.3 provides funding for tuition and registration fee grants for the Spring Semester of 2025 at community colleges designated most or medium impacted. The following colleges were identified as eligible to participate in the program: Asheville-Buncombe Technical Community College, Blue Ridge Community College, Haywood Community College, Mayland Community College, McDowell Technical Community College, and Western Piedmont Community College. The total allocation for this portion of the bill was \$5,000,000.
- Section 4A.6 provides funding for emergency scholarship grants for postsecondary students. The following colleges were identified as affected institutions of higher education: Asheville-Buncombe Technical Community College, Blue Ridge Community College, Caldwell Community College and Technical Institute, Catawba Valley Community College, Cleveland Community College, Gaston College, Haywood Community College, Isothermal Community College, Mayland Community College, McDowell Technical Community College, Southwestern Community College, Tri-County Community College, Western Piedmont Community College, and Wilkes Community College. The total allocation for this portion of the bill was \$10,500,000. \$50,000 of these funds will be retained by the System Office for impacted students who chose to attend another community college.
- While not addressed in the bill text, the Committee Report for this bill provided funding for expanded mental health support for affected community college students. The following colleges were identified as affected institutions of higher education: Asheville-Buncombe Technical Community College, Blue Ridge Community College, Caldwell Community College and Technical Institute, Catawba Valley Community College, Cleveland Community College, Gaston College, Haywood Community College, Isothermal Community College, Mayland Community College, McDowell Technical Community College, Southwestern Community College, Tri-County Community College, Western Piedmont Community College, and Wilkes Community College. The total allocation for this portion of the bill was \$1,250,000.

**Rationale:** The State Board is requested to approve allocations to the 14 community colleges located in a county designated under a major disaster declaration by the President of the United States under the Stafford Act (P.L. 93-288) eligible for Individual Assistance and Public Assistance Categories A and B or A-G as a result of Hurricane Helene. The System Office has retained \$50,000 to support emergency scholarship grant applications submitted by eligible students enrolled at any other community college and who as of September 26, 2024, resided temporarily or permanently, in a county designated under a major disaster declaration by the President of the United States under the Stafford Act (P.L. 93-288) as a result of Hurricane Helene.

**Method of Allocation:** Colleges were categorized based on level of impact. Level 1 colleges were determined to be the most impacted and level 2 colleges were determined to be moderately impacted. The legislation directed that 100% of the available funding under Section 4A.3 go to the 6 most impacted colleges. Funding under Section 4A.6 and Mental Health Support funding were distributed with level 1 colleges receiving 80% of the available and level 2 colleges receiving 20%. The prior year's headcount was used to allocate funding within each category.

#### **Section 4A.3 Tuition and Registration Fee Grant Allocations**

<b>College</b>	<b>Impact Category</b>	<b>Amount of Funding</b>
Asheville-Buncombe CC	1	\$1,956,088
Blue Ridge CC	1	1,051,315
Haywood CC	1	439,532
Mayland CC	1	364,709
McDowell TCC	1	553,666
Western Piedmont CC	1	634,690
<b>Total</b>		<b>\$5,000,000</b>

#### **Section 4A.6 Emergency Scholarship Grants**

<b>College</b>	<b>Impact Category</b>	<b>Amount of Funding</b>
Asheville-Buncombe CC	1	\$3,270,578
Blue Ridge CC	1	1,757,799
Haywood CC	1	734,897
Mayland CC	1	609,794
McDowell TCC	1	925,730
Western Piedmont CC	1	1,061,202
Caldwell T&CC	2	266,124
Catawba Valley CC	2	367,516
Cleveland CC	2	254,120
Gaston	2	471,294

Isothermal CC	2	165,696
Southwestern CC	2	221,883
Tri-County CC	2	93,844
Wilkes CC	2	249,523
System Office		50,000
<b>Total</b>		<b>\$10,500,000</b>

**Money Report: Mental Health Support**

<b>College</b>	<b>Impact Category</b>	<b>Amount of Funding</b>
Asheville-Buncombe CC	1	\$391,218
Blue Ridge CC	1	210,263
Haywood CC	1	87,906
Mayland CC	1	72,942
McDowell TCC	1	110,733
Western Piedmont CC	1	126,938
Caldwell T&CC	2	31,833
Catawba Valley CC	2	43,961
Cleveland CC	2	30,397
Gaston	2	56,376
Isothermal CC	2	19,820
Southwestern CC	2	26,541
Tri-County CC	2	11,225
Wilkes CC	2	29,847
<b>Total</b>		<b>\$1,250,000</b>

Consistent with 1H SBCC 200.1, if a college voluntarily forgoes an amount of its approved allocation because it is not able to fully expend the funds and other colleges have a need for those funds, the System Office can reallocate these funds to any college with an identified unmet need.

**Allocation Amount and Time Period:** The allocation of funding is for the period of November 15, 2024 until June 30, 2025.

**Fund Source and Availability:** These funds are available from the appropriation in S.L. 2024-53.

**Contact Person:**

Phillip D. Price, Ed.D., CPA  
Vice President and CFO

**STATE BOARD OF COMMUNITY COLLEGES**  
**Alamance Community College Request for Multi-Campus Center Approval**  
**FY 2025-26**

**Request:** The State Board of Community Colleges is requested to provide Alamance Community College (ACC) with preliminary approval to designate the Dillingham Center as a multi-campus center (MCC). The site is located at 1304 Plaza Drive, Burlington, NC. By granting preliminary approval, the State Board agrees to include the MCC funding (approximately \$637,951) for this location in its FY2025-26 budget request. Final State Board approval is contingent on the General Assembly appropriating MCC funds for the location.

**Background:** ACC purchased the 46,000-square-foot former Burlington Coat Factory building in 2008. In 2011, ACC renamed the building for J.C. and Fran S. Dillingham.

Population growth is driving the need for services at the Dillingham Center. The growth is resulting in increased demand for educational services for public safety personnel, professional services, and licensed professionals (i.e., realtors), and a growing Hispanic population. It is also resulting in increased use of testing capabilities for Human Resource Development and adult literacy. In an area of high employee demand, every educational opportunity should be open to students regardless of their location, background, or ethnicity. The Dillingham Center is integral to providing educational opportunities to all residents of Alamance County, whether for credentialing, adult learning, or personal enrichment.

The Dillingham Center's location has always been central to its importance. The Dillingham Center is more urban in population density and closer to Burlington's low-income neighborhoods compared to the more suburban feeling of the Graham Campus. The Dillingham Center houses Cosmetology, Massage Therapy, Esthetics, Nail Technology, the Small Business Center, a Single Stop office where students receive social assistance resource counseling, and Continuing Education and Community Service classes. Classes and services at Dillingham lead more directly to employment or staying employed, including adult literacy programs. The classes directly address the needs of students from lower-income neighborhoods in Burlington, including Basic Skills Plus (which includes classes in English language acquisition), Spanish conversation, citizenship preparation, high school graduation attainment, and college preparation. The Dillingham Center provides many classes necessary for obtaining and retaining professional licensure in real estate, insurance, as a notary public, and general contractor. The Dillingham Center also offers public safety continuing education for law enforcement officers, detention officers, and firefighter cadets.

Almost two-thirds of Alamance County's population lives in a narrow band along Interstate 40/85, which runs through the county and across the state. Dillingham is located along this highway convergence and brings services to the residents of this east/west growth corridor.

**SBCC**  
**11/15/2024**

Furthermore, facilities at Dillingham are invaluable because they cannot be replicated at ACC's main campus in Graham. ACC's main campus continuously struggles for space and has no appreciable free space. Even after ACC completes its new Biotechnology Center of Excellence and Student Support Services buildings, instructional space will continue to be almost entirely utilized. Many of Dillingham's classes are daylong single or multi-day sessions and require dedicated rooms and space for the class duration, so scheduling around these classes is difficult. For example, Cosmetology, Esthetics, and Nail Technician—some of ACC's fastest growing curriculum and certificate programs—require 30% (12,443 square feet) of the Dillingham's total square footage and include styling stations, dryers with dryer chairs, and shampoo/styling stations. In several programs including Cosmetology, state licensing requirements mandate minimum square footages of instructional space per pupil. For example, the Criminal Justice Commission oversees the training of public safety personnel and mandates at least 20 square feet per pupil. Only the Dillingham Center can meet these space requirements for ACC.

**Rationale:** Alamance Community College provided the following justification to meet the criteria established in 1B SBCCC 200.3 for MCC designation.

**1. The MCC is in a location that provides geographic access to community college programs and services in a location within the college service area that is at least ten (10) miles from the main campus or other MCC locations or the college must provide evidence that the MCC is established in a location where the main campus or other MCC locations cannot adequately provide community college programs and services.**

The Alamance Community College Dillingham Center is located at 1304 Plaza Drive, Burlington, NC. The Dillingham Center is approximately five (5) miles from the main campus. Although, Dillingham is less than ten (10) miles away from main campus, its position minimizes the impact of transportation issues for those students who can least afford it.

The Dillingham Center sits in the midst of a rapidly growing population. Both Alamance County as a whole and Burlington—the location of the Dillingham Center—are among the fastest growing areas of North Carolina according to U.S. Census estimates. From 2010-20, Alamance County ranked 15<sup>th</sup> for the most rapid population growth (17.87%) out of the 100 NC counties. Alamance County had a population of 178,494 in 2020. In that same year, the N.C. Department of Commerce ranked Burlington as the 6<sup>th</sup> fastest growing metropolitan area in N.C. with a 6.6% annual increase. Dillingham draws students predominantly from Burlington, the County's largest city. With a population of 58,818 in 2021, Burlington has almost three times the population of the next larger city in Alamance County and comprises 35% of the County's total population.

## **2. Programs and services provided are based on evidence of student demand and needs.**

Significant student demands and needs are driving the request for multi-campus funds. Student demand comes from several sources. The NC Department of Commerce estimates that County employment will increase 38% between 2000 and 2030. Even without COVID-19 employment impacts, employers are competing for employees. In 2021, Alamance County has a low unemployment rate of 4.8%, the same as North Carolina and below the U.S. near historic low of 5.3%. Alamance County's largest employers require post-secondary credentials, which mirrors NC's estimate that 67% of new jobs will require post-secondary credentials. The County's largest employer is LabCorp, a growing international company that plays a prominent role in COVID-19 testing. LabCorp employs 3,000 people in Alamance County and these positions require post-secondary degrees. Advanced manufacturing is another growing source of employee demand in the area, with these jobs also requiring credentials beyond high school. Alamance County's second and third largest employers are the industrial and automotive equipment makers of GKN and Honda Power systems.

The programs at the Dillingham Center are among ACC's fastest growing. The Cosmetology program, only available at Dillingham is one of ACC's fastest growing and, because of its bilingual instruction, attracts a large number of Hispanic students—the County's fastest growing population.

## **3. Programs and services provided through multi-campus centers shall obtain prior approval and maintain approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and shall comply with The Principles of Accreditation: Foundation for Quality Enhancement of SACSCOC.**

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) recognized the Dillingham Center as an off-campus instructional site in May 2008. ACC is approved to offer programs at this location and additional programs may be provided with no further site notification or approval. The Dillingham Center has been included as an off-campus instructional site in every SACSSOC review since 2008, including the College's 2014 Compliance Certification and its 2019 Fifth-Year Report. No negative SACSCOC recommendations have been noted.

## **4. County government provides support for maintenance and operation of the MCC physical plant.**

Alamance County commissioners have long supported ACC's activities. The County currently

provides \$4,161,365 in annual appropriations to support both Graham and Dillingham facilities, including utilities, maintenance, and other costs. The College provides police protection during school hours, landscaping, cleaning, repairs, and Internet access/computer services. Since ACC purchased the Dillingham building, the County has increased overall financial support by \$1,505,653 (or 57%) while the total square footage of ACC grew by 40%.

Further evidence of the County's support was evident in the recent bond efforts. In 2018, the County Commissioners added a school bond referendum to the November ballot. The referendum included \$39.6 million in new building construction for the College. The voters overwhelmingly passed this bond. Steve Carter, Vice Chair of the County Commissioners, also serves on ACC's Board of Trustees—further strengthening the connection between the county government and ACC.

**5. The college has developed an instructional program and services plan including, but not limited to a description of programs, staffing, and instructional support functions.**

The Dillingham Center is incorporated into ACC's strategic plan. ACC elicited broad-based input from internal and external stakeholders in the plan's development. Dillingham faculty and staff have participated in the planning process. The plan will inform departmental goals and guide the distribution of resources over the next three years. The Vice President of Workforce Development, who oversees the Dillingham Center, is a member of the Strategic Planning Committee and of the ACC President's Cabinet, and advocates for the needs of Dillingham students. ACC's Executive Vice President manages the development of the strategic plan. The Dillingham Center is also a component of ACC's Facilities Master Plan, which proactively plans for future building needs including renovation, expansion, and new structures.

Additionally, each ACC program has a five-year review to establish and monitor goals such as enrollment and retention. New programs and classes for the Dillingham Center are proposed and approved much more quickly than for curriculum and can be proposed by instructors, department heads, directors and deans, and administrators. The Executive Vice President, who is one of four members of the President's Executive Committee, has ultimate responsibility for classes and programs at the Dillingham Center. This high-level committee allocates funds and approves significant actions at the College. In addition, several of the programs at the Dillingham Center have industry advisory committees or professional affiliations that ensure the programs' effectiveness.

Dillingham has a permanent staff of 25 including the Vice President of Workforce Development, two Student Services Managers, a Department Head, a Small Business Center Director, an Occupational Extension Coordinator, an Occupational Program Director, a Clinical Instructional Coordinator, five instructors, ten administrators or administrative assistants, and public safety

staff who provide full-time coverage. The campus has computer labs, staff and student lounges, classrooms, a testing center, and a Single Stop office. Students can pay bills, register for classes, receive academic and financial aid counseling, and attend classes at the Center. A representative from the College's Human Resource Department is on-site once a week

**6. The multi-campus center does not have a significant negative impact on institutions contiguous to the MCC.**

The areas along the I-40/85 corridor between Durham and Greensboro are experiencing rapid population growth which helps to alleviate concerns about student competition. Since the Dillingham Center opened approximately 15 years ago, none of the contiguous community colleges have complained or even noted any impact on their enrollment numbers. The closest facilities from other community colleges are east and west of Dillingham along I-40. Going east, the Orange County Center of Durham Technical Community College is 23 miles away. Going west, the Greensboro satellite campus of Guilford Technical Community College (GTCC) is 19 miles away. Both facilities have Adult Literacy programs and some public safety and licensure programs similar to those at Dillingham. Yet, the strong local demands for these services have resulted in no concerns about Dillingham from the other community colleges.

**7. Students enrolled at a MCC must be able to complete at least one associate degree at the MCC.**

ACC's fastest-growing programs include the two offered in Cosmetology—the Associate of Applied Science Degree and the Certificate. Both programs can only be completed at the Dillingham Center. The Cosmetology Associate Degree program ranked 5<sup>th</sup> in ACC's fastest-growing programs over the last five years, and the associated FTE and unduplicated headcount more than doubled. In addition, while the Esthetics and Nail Technician Certificate program was not established five years ago, it has garnered 25 FTE in 2022.

**8. Evidence that the duplication of instructional support and other cost expenses are justifiable from cost effectiveness and quality of support services perspectives.**

The duplication of instructional support and other costs are necessary to support the students at the Dillingham Center.

1. The large number of students and the rapidly increasing programs at the Dillingham Center is such that they require their own services.

2. Space limitations at the Main Campus necessitate the holding of classes, and hosting of their requisite support services, at the Dillingham Center.
3. Several programs, such as Cosmetology, have equipment needs that are only met at the Dillingham Center, so students must go there for instruction.
4. The Dillingham Center is near many of Burlington's poorest neighborhoods, which also have fewer County services nearby. The location of the Dillingham Center thus minimizes the barrier to educational opportunities that would otherwise exist for students who lack transportation. For example, Alamance County Salvation Army is only 1.8 miles away from the Dillingham Center and is a 5-minute drive; the city center and central bus transfer hub is 2.5 miles away and is a six-minute drive; the Burlington Housing Authority is 2.8 miles away and is a 7-minute drive; and the Dream Center (a community education and activities center used mainly by Black and Hispanic families) is 3.5 miles away and is a 9-minute drive. This proximity is also essential for the clients of the Cosmetology classes because they routinely ride public transportation from assisted living facilities. In addition, Cosmetology and other classrooms cannot be used for other purposes due to the public health regulations for those programs.
5. The workforce development classes often require all-day sessions over consecutive days and are impossible to accommodate in the tightly scheduled classrooms on the main campus.
6. Many of the Dillingham Classes have strict space requirements for student instruction. The law enforcement classes have minimum square footage per pupil requirements that are mandated by the Council of Justice Commission. The Fire Academy Office of the Fire Commission also has strict space requirements.

Regarding quality of instruction, all classes at the Dillingham Center are held to the same high standards as the Graham campus. All faculty have the same credentials standards. ACC's administration routinely monitors quality metrics on teacher evaluations, student retention, licensure test passage, and other key measures.

**9. The MCC must enroll a minimum of 300 budget FTE via traditional, blended, or hybrid instruction originating from and delivered at the MCC location.**

The table below shows that the Dillingham Center had 460 FTE in the latest reporting year. This exceeds the 300 FTE minimum for Alamance Community College to qualify for multi-campus funding. Furthermore, Dillingham's FTE has exceeded that minimum for four of the last five years. The only year that did not make the threshold was 2020-21.

	<b>FY 2019-20</b>	<b>FY 2020-21</b>	<b>FY 2021-22</b>	<b>FY 2022-23</b>	<b>FY 2023-24</b>
<b>Curriculum</b>	117.47	134.91	117.47	79.1	181.5
<b>Continuing Education</b>	136.76	90.32	143.92	137.0	142.4
<b>Basic Skills</b>	147.54	21.22	66.65	101.5	136.7
<b>TOTAL</b>	<b>401.77</b>	<b>246.45</b>	<b>328.04</b>	<b>317.6</b>	<b>460.6</b>

Source: NCCCS Institutional Class Reporting (ICR), FTE by location

**10. The physical facility or facilities for the MCC must either be owned or leased on a long-term basis by the college.**

The College owns the Dillingham Center building and land. As mentioned previously, it was purchased in 2008.

**Contact:**

Dr. Phillip Price, Ed.D., CPA  
Vice President and CFO  
Business and Finance Division

community college resources, coordinate with DSS Staff for participant supportive services, and provide outcome measures tracking.

**Method of Allocation:** Colleges identified for the MTAJ-NC program must serve an operating county specified in NCDHHS—DCFW’s state plan. Funding is recommended for all colleges where the local DSS county office has submitted a MTAJ-NC Plan of Action (POA) to NCDHHS – DCFW, however the local DSS office is no longer required to participate in MTAJ-NC for colleges to operate the program. The colleges will receive 100% funds and 50% reimbursable funds to operate the MTAJ-NC program.

South Piedmont Community College will be allocated funding one (1) part-time MTAJ-NC Education Navigator position and Carteret Community College will be allocated funding one (1) full-time MTAJ-NC Education Navigator position. Allocations are based on the potential MTAJ-NC participants in the counties within their respective service areas (Union and Carteret), the number of education navigator positions, and the classification (full-time/part-time) of the position.

In addition to the direct MTAJ-NC grant funds, the NCDHHS – DCFW has made 50% federal matching funds available to participating colleges. Through these funds and under the USDA guidelines, colleges can request 50% reimbursement for non-federally funded administrative and participant reimbursement expenses related directly to participant engagement in the MTAJ-NC program.

Any reserve funds through this grant will support the onboarding of additional colleges. Utilizing existing delegated authority, the System President will allocate reserve funds for this purpose during the program year on the advice of program staff working to expand the program. To ensure full utilization of resources during the program year, the System President may reallocate among existing and future participating colleges on the advice of program staff to best support college MTAJ-NC participant caseloads and their education and employment outcomes.

#### 100% Funds for 2024-2025 FFY

Community College	Salary and Fringe Benefits 100% Funds	Tuition, Registration, and Fees 100% Funds	Total Allocation 100% Funds
South Piedmont CC	\$35,000	\$3,000	\$38,000
Carteret CC	\$50,000	\$5,000	\$55,000
<b>Total Allocation</b>	<b>\$85,000</b>	<b>\$8,000</b>	<b>\$93,000</b>

**STATE BOARD OF COMMUNITY COLLEGES**  
**Allocation for More Than A Job NC Program**  
**October 1, 2024 – September 30, 2025**

**Request:** The State Board of Community Colleges is requested to approve \$93,000 of 100% funds and \$106,158 of 50% federal matching funds for South Piedmont Community College and Carteret Community College for the 2024-25 Federal Fiscal Year (FFY). Funds will be utilized to reimburse colleges for salary and fringe benefits for program staff, tuition, registration, and fees for participants, other administrative expenses, and participant expenses for support services outlined in the [North Carolina Food & Nutrition Services Employment & Training Program Handbook](#) (See “General Program Funding Policies” on pages 14-15) that support More Than A Job NC (MTAJ-NC) participants in accessing training opportunities.

**Strategic Plan Reference:** Goal 4: Economic and Workforce Development: Provide education, training, and credentials to develop the most competitive and agile workforce in the nation.

Strategy: 4.3.1

**Background:** More Than A Job NC (MTAJ-NC), formerly known as Food and Nutrition Services Employment & Training (FNS E&T) Program is a part of the national Food and Nutrition Services (FNS) Program administered by the U.S. Department of Agriculture (USDA). The State Department of Health and Human Services – Division of Child and Family Well-Being (NCDHHS – DCFW) oversees the MTAJ-NC Program in North Carolina. Involvement is voluntary and determined at the local Division of Social Services (DSS) county office.

The MTAJ-NC program in North Carolina aims to provide employment and training assistance to participants in identified MTAJ-NC counties. The goal is that this employment and training assistance will lead to employment at a livable wage and enable participants to become self-sufficient.

As a partner in assisting NCDHHS – DCFW in meeting that goal, the North Carolina Community College System (NCCCS) Student Services Department has joined the SNAP-to-Skills NC Interagency Team. As a partner, the NCCCS will collaborate with identified community colleges to offer successful Employment and Training programs. Currently, the MTAJ-NC program is active at 12 community colleges in North Carolina and to support the expansion of this initiative, our goal is to bring on some additional colleges for the 2024-25 FFY.

MTAJ-NC Education Navigators at the community colleges collaborate with the local DSS county office to provide educational assessments, aid in determining appropriate educational pathways, determine educational/employability plans of action, assist participants in accessing

community college resources, coordinate with DSS Staff for participant supportive services, and provide outcome measures tracking.

**Method of Allocation:** Colleges identified for the MTAJ-NC program must serve an operating county specified in NCDHHS—DCFW’s state plan. Funding is recommended for all colleges where the local DSS county office has submitted a MTAJ-NC Plan of Action (POA) to NCDHHS – DCFW, however the local DSS office is no longer required to participate in MTAJ-NC for colleges to operate the program. The colleges will receive 100% funds and 50% reimbursable funds to operate the MTAJ-NC program.

South Piedmont Community College will be allocated funding one (1) part-time MTAJ-NC Education Navigator position and Carteret Community College will be allocated funding one (1) full-time MTAJ-NC Education Navigator position. Allocations are based on the potential MTAJ-NC participants in the counties within their respective service areas (Union and Carteret), the number of education navigator positions, and the classification (full-time/part-time) of the position.

In addition to the direct MTAJ-NC grant funds, the NCDHHS – DCFW has made 50% federal matching funds available to participating colleges. Through these funds and under the USDA guidelines, colleges can request 50% reimbursement for non-federally funded administrative and participant reimbursement expenses related directly to participant engagement in the MTAJ-NC program.

Any reserve funds through this grant will support the onboarding of additional colleges. Utilizing existing delegated authority, the System President will allocate reserve funds for this purpose during the program year on the advice of program staff working to expand the program. To ensure full utilization of resources during the program year, the System President may reallocate among existing and future participating colleges on the advice of program staff to best support college MTAJ-NC participant caseloads and their education and employment outcomes.

#### 100% Funds for 2024-2025 FFY

Community College	Salary and Fringe Benefits 100% Funds	Tuition, Registration, and Fees 100% Funds	Total Allocation 100% Funds
South Piedmont CC	\$35,000	\$3,000	\$38,000
Carteret CC	\$50,000	\$5,000	\$55,000
<b>Total Allocation</b>	<b>\$85,000</b>	<b>\$8,000</b>	<b>\$93,000</b>

**50% Reimbursable Funds for 2024-2025 FFY**

<b>Community College</b>	<b>Salary and Fringe Benefits 50/50 Funds</b>	<b>Other Administrative Expenses 50/50 Funds</b>	<b>Participant Reimbursements 50/50 Funds</b>	<b>Total Allocation 50/50 Funds</b>
<b>South Piedmont CC</b>	\$37,763	\$2,565	\$25,000	\$65,328
<b>Carteret CC</b>	\$23,602	\$1,603	\$15,625	\$40,830
<b>Total Allocation</b>	<b>\$61,365</b>	<b>\$4,168</b>	<b>\$40,625</b>	<b>\$106,158</b>

**Source of Funds:** The MTAJ-NC program funds are contingent on the NCDHHS – DCFW grant award through USDA.

**Allocation Period:** October 1, 2024 – September 30, 2025

**Contact:**

Dr. Michelle Johnson  
State Director of Student Support

**50% Reimbursable Funds for 2024-2025 FFY**

<b>Community College</b>	<b>Salary and Fringe Benefits 50/50 Funds</b>	<b>Other Administrative Expenses 50/50 Funds</b>	<b>Participant Reimbursements 50/50 Funds</b>	<b>Total Allocation 50/50 Funds</b>
<b>South Piedmont CC</b>	\$37,763	\$2,565	\$25,000	\$65,328
<b>Carteret CC</b>	\$23,602	\$1,603	\$15,625	\$40,830
<b>Total Allocation</b>	<b>\$61,365</b>	<b>\$4,168</b>	<b>\$40,625</b>	<b>\$106,158</b>

**Source of Funds:** The MTAJ-NC program funds are contingent on the NCDHHS – DCFW grant award through USDA.

**Allocation Period:** October 1, 2024 – September 30, 2025

**Contact:**

Dr. Michelle Johnson  
State Director of Student Support

**STATE BOARD OF COMMUNITY COLLEGES**  
**State Board Reserve**  
**Funds FY 2024-25**

**Request:** The State Board of Community Colleges is requested to approve up to \$14,758 in State Board Reserve Funds to support a western region pilot of the Hispanic Education Summit. This summit seeks to expand outreach to less reached areas of the state with a large or increasing Latinx population. Emphasis for the summit will be placed on attendance of and engagement with Hispanic secondary students in western areas of North Carolina with the goal of connecting these students to community colleges in their area and the opportunities afforded to them at their local community college.

**Strategic Plan References:** Goal 2: Enrollment Objectives and Strategies  
 Develop and utilize marketing strategies to increase enrollment. Increase emphasis on the enrollment of underrepresented and non-traditional students.  
 Strategy 2.1.1

**Background/Rationale:**

Outreach to underrepresented groups is critical to ensuring the state's educational attainment goal is achieved. In recognition of this need for outreach, the North Carolina Community College System Office has worked to develop a partnership with the North Carolina Society of Hispanic Professionals (NCSHP) to expand outreach to Hispanic secondary school students. The mission of NCSHP is to promote education among Hispanic students at all scholastic levels. To achieve this end, the NCSHP established the Hispanic Education Summit to engage with secondary students early in their academic journey to introduce them to higher education opportunities and to provide enrichment and career development.

There is a need to expand outreach efforts to western regions of North Carolina as the current education summit, offered annually in Raleigh, NC, provides outreach to eastern areas of the state. Western North Carolina is seeing an increase in its Hispanic population with several community colleges being classified as emerging Hispanic Serving Institutions (eHSIs), according to Excelencia in Education (2022), meaning that these institutions may soon meet the federal definition of a Hispanic Serving Institution (HSI). Several of the identified eHSIs are located in the western piedmont and mountain regions of the state. Additionally, North Carolina's public schools are experiencing increasing student enrollment of Latinx students with districts like Asheboro City Schools in Randolph County having 50% of their student population being Latinx.

**Project Request:**

The Hispanic Education Summit aims to raise educational attainment and increase credential completion of Latinx students by engaging them while in middle and high school. The NCSHP, in partnership with the System office and Forsyth Technical Community College, will pilot a one-day summit with outreach to western areas of the state to raise awareness and provide resources to Hispanic students allowing them to better access and pursue postsecondary opportunities. The summit will include speakers, panels and breakout sessions with a focus on postsecondary access, career development, financial aid, and enrichment opportunities to provide the participating students with a wealth of information to prepare them for postsecondary education and/or training. Community colleges and other vendors will provide a vendor fair to expose students to higher education institutions and available career opportunities.

This collaborative pilot project allows for the building and strengthening of community relationships that can assist our System colleges in serving their Latinx community. Expanding the reach of the NCSHP to western areas of the state through this pilot project will increase access to community colleges for secondary level Latinx students in western North Carolina.

**Fund Source and Availability:**

**The total cost for this project is \$14,758.**

FY 2024-25 funding is available from the State Board Reserve from July 1, 2024 through June 30, 2025. G.S. 115 D-5(j) provides that "[t]he State Board of Community Colleges shall use its Board Reserve Fund for feasibility studies, pilot projects, start-up of new programs, and innovative ideas." The State Board Reserve is a recurring funding source with \$250,000 annually. Of the remaining balance, this request would allocate \$14,758.

**Contact(s):**

Michelle Lair  
State Director of Student Success

**STATE BOARD OF COMMUNITY COLLEGES**  
**Allocation for High-Cost Workforce Start-Up Funds FY 2024-25**  
**through FY 2025-26**

**Request:** The State Board of Community Colleges is requested to approve an allocation of \$3,500,000 in High-Cost Workforce funding to support the start-up of healthcare workforce programs offered at NC community colleges, including new programs offered in short-term workforce development/workforce continuing education (WCE) and curriculum (CU).

**Strategic Plan Reference:** Goal 4: Economic and Workforce Development  
 Provide education, training, and credentials to develop the most competitive workforce in the nation.  
 Strategies: 4.1.1 and 4.2.2

**Background:** In 2023, the General Assembly appropriated \$20,000,000 in non-recurring funds to assist NC community colleges in starting new programs in high-demand healthcare careers that require significant start-up funds. The funds were appropriated through Session Law 2023- 134 Section 6.2 to support the start-up of health-related workforce programs offered at NC community colleges. Further, new programs can be provided in workforce continuing education (WCE) and curriculum (CU).

The General Assembly also appropriated an additional \$15,000,000 in non-recurring funds for community colleges to develop and expand courses that lead to a degree or credential in a healthcare-related field. These program offerings can also be offered in both WCE and CU.

**Rationale:** The State of North Carolina is committed to meeting the workforce needs of today and the future. Under this program, eligible colleges will receive start-up and/or expansion funding to support implementing new programs and course offerings. This allocation program will build capacity for workforce training in high-demand healthcare occupations where unmet employer demand exists.

**Method of Allocation:** Per Session Law 2023-134 Section 6.2(c), a community college may only apply for funds to support one new program in CU or CE each fiscal year. The funds shall remain available to the community college for two fiscal years.

In accordance with Session Law 2023-134 Section 6.2(d), colleges receiving start-up funds shall also be required to match a percentage of the total cash cost of the program with non-State funds. The amount of the matched is based on a college's total full-time equivalent (FTE) according to the following:

1. Community colleges with a total FTE of greater than 6,500 shall be required to match fifteen percent (15%) of the cost.

2. Community colleges with a total FTE between 2,500 and 6,500 shall be required to match ten percent (10%) of the cost.
3. Community colleges with a total FTE below 2,500 are not required to provide matching funds.

A Request for Proposals (RFP) for High-Cost Workforce funding was released in March 2024. A team from the System Office reviewed applications received and scored them using the rubric in the RFP grant instructions packet. Bonus points were awarded for colleges proposing regional collaborations and/or projects involving rural colleges from Tier 1 counties. The review team comprised a representative group of System Office staff and a part-time project consultant hired in January 2024 with experience in NCCCS as a Chief Academic Officer and nursing educator. The team discussed funding recommendations for Round 4 based on the scores and those applications that best presented plans to start up programs within the project period.

Six applications were received from 6 separate colleges. All proposals were recommended for funding based on their clear demonstration of need, workforce demand, and readiness to implement. Table 1 outlines the funding recommendations for 6 new start-up programs.

**Table 1 –Start-Up Funds Allocation and Matching Requirement**

College (3)	Program	Allocation	Matching %	Required Matching
Central Piedmont CC	Radiography	\$500,000	15%	\$75,000
Halifax CC	Dental Assisting	\$500,000	N/A	
Mayland CC	Medical Lab Technology	\$500,000	N/A	
McDowell TCC	Human Service Technology	\$500,000	N/A	
South Piedmont CC	Physical Therapy Assistant	\$500,000	10%	\$50,000
Southeastern CC	Nursing - ADN and/or PN	\$500,000	N/A	

**Start-up Total Allocation:**      \$3,000,000

**Impact Assessment & Legislative Report:**

Per Session Law 2023-134 Section 6.2(f), a report will be required to the Joint Legislative Education Oversight Committee by December 1, 2024, and annually thereafter. The report will include:

- a. the community colleges that received funds, the amount of funds, and the types of healthcare programs started.
- b. the uses of funds by community colleges receiving awards, including costs associated with student instruction, faculty salaries, instructional supplies, related instructional equipment, and accreditation costs, and

**SBCC  
11/15/2024**

- c. an evaluation of the success of the new community college healthcare programs receiving funds, including enrollment, persistence rates, completion, credential attainment, and program sustainability as these become available; employment and labor market outcomes; and how the program meets local, regional, and statewide workforce demands.

**Fund Source and Availability:** Funding is available through the ARPA Temporary Savings Fund as authorized by Session Law 2023-134, Section 6.2.

**Allocation Period:** July 1, 2024-June 30, 2026

**Contact:**

Dr. Brian Merritt  
Senior Vice President & Chief Academic Officer

Dr. Andrew Gardner  
AVP of Workforce Strategies

Dr. Lisa Eads  
AVP of Programs

**STATE BOARD OF COMMUNITY COLLEGES**  
**Contract for Integrated Library System**  
**FY 2024-25, 2025-26**

**Request:** The State Board of Community Colleges is requested to approve \$266,355 for an 18-month contract for the current Integrated Library System (ILS) with SirsiDynix to provide library services for five community colleges during the current solicitation and transition process for a new system contract, and to move the calendar year term of the ILS contract to a fiscal year term.

**Strategic Plan Reference:** Goal 3: Student Success

Provide resources inside and outside the classroom for all students to successfully enroll, persist, and complete education or training in a chosen career path.

Strategy: 3.2.3

**Background:** In 1998, the North Carolina Division of Purchase and Contract mandated that the NCCCS survey the marketplace to determine if a cost-effective library automation option was available at that time. The Contract Team developed comprehensive system specifications that were reviewed by all 58 of the community college libraries. A Request for Proposal (RFP) was issued for the purchase of permanent software licenses and computer hardware. The resulting contract was awarded to Sirsi, Inc., doing business as SirsiDynix, and has continued since December 1999. On April 19, 2013, the State Board approved a request to continue the integrated library system with an upgrade to a SaaS environment in FY 2013-14. Moving to a SaaS environment reduced hardware costs, since the servers are hosted and maintained by SirsiDynix instead of the System Office; and automatically increased the library title limit from 1 to 1.5 million titles. In addition, in the SaaS environment, upgrades and maintenance are performed at night during non-business hours by SirsiDynix personnel, providing a service level of 99.9% up time. Statewide IT Procurement approved the SaaS upgrade on June 26, 2014, and migration occurred in Fall 2014. The contract was renewed through FY 2018-19.

On October 18, 2019, the State Board of Community Colleges approved a renewal contract with SirsiDynix for three years. On January 17, 2020, the contract was amended to include two additional options to renew the contract in order to receive discounted pricing and extend the contract through 2024-25.

In September 2019, Isothermal Community College migrated to the SirsiDynix ILS from another vendor. The addition of this college brought the total to 52 colleges in the NCCCS ILS consortium.

In 2023, Cleveland Community College was awarded an LSTA Grant from the North Carolina State Library to migrate to an open-source software platform for library services. Twenty-five (25) community colleges were included in the grant funding and successfully migrated to the Evergreen platform in fall 2024. Carteret Community College received an LSTA grant in the

spring of 2024 that provides for an additional 25 community colleges to migrate to Evergreen in December 2024.

The State Board of Community Colleges requested the System Office to issue a solicitation for a new ILS contract at its May 17, 2024 meeting. This process is currently underway. NCCCS plans to award a new contract in late spring 2025.

**Rationale:** The 18-month renewal contract with SirsiDynix provides ongoing funding and library services to five community colleges during the solicitation and procurement period to award a new ILS contract. The term of the future ILS contract will be moved to the fiscal year to provide efficiency with budgeting.

The following 5 colleges and the System Office will utilize this contract:

Davidson-Davie Community College  
 Fayetteville Technical Community College  
 Gaston College  
 Johnston Community College  
 Wake Technical Community College

**Method of Procurement:** Approval of the contract by the State Board of Community Colleges is contingent upon approval by the NC Department of Information Technology Contracts and Strategic Sourcing.

**Contract Amount and Time Period:** The contract period will be from January 1, 2025, through June 30, 2026, for an amount not to exceed \$266,355.

**Fund Source and Availability:** Funding is contingent upon State General Fund appropriation.

**Contact Person(s):**

Dr. Brian Merritt  
 Senior Vice President and Chief Academic Officer  
 Programs and Student Services

Katherine Davis  
 Associate Vice President, Distance Learning Technologies  
 Programs and Student Services

State Board of Community Colleges  
Construction and Property  
November 15, 2024  
FY 2024-2025

Attachment FC 08

A. New Projects								
	Item	College	Project Number	Description	Fund Source	Prior Budget	<u>Board Action</u> Funding Increase/ Decrease	Current Budget
	1	Asheville-Buncombe	2909	<b>Magnolia Culinary Kitchens Renovation (Main Campus)</b> Renovation of approximately 26,000 sq. ft. building for culinary programs.	42120 - SCIF R&R	\$0.00	\$390,000.00	\$390,000.00
					<b>Total</b>	<b>\$0.00</b>	<b>\$390,000.00</b>	<b>\$390,000.00</b>
	2	Brunswick	2910	<b>A and B Building PTC#8 Reconstruction (Main Campus)</b> Emergency project to repair flooding due to PTC#8 (potential tropical cyclone).	Non-State	\$0.00	\$1,116,309.25	\$1,116,309.25
					<b>Total</b>	<b>\$0.00</b>	<b>\$1,116,309.25</b>	<b>\$1,116,309.25</b>
	3	Brunswick	2911	<b>Library Renovation (Main Campus)</b> Renovation of library to provide three study rooms totaling approximately 302 sq. ft.	42120 - SCIF R&R	\$0.00	\$100,000.00	\$100,000.00
					<b>Total</b>	<b>\$0.00</b>	<b>\$100,000.00</b>	<b>\$100,000.00</b>
	4	Edgecombe	2902	<b>Keihin Auditorium Renovation (Main Campus)</b> Renovation of approximately 11,000 sq. ft. auditorium due to roof leaks.	OSBM	\$0.00	\$750,000.00	\$750,000.00
					<b>Total</b>	<b>\$0.00</b>	<b>\$750,000.00</b>	<b>\$750,000.00</b>
	5	Isothermal	2908	<b>Student Center Roof Replacement (Main Campus)</b> Replacement of existing 8,800 sq. ft. roof due to damage sustained during Hurricane Helene.	Non-State	\$0.00	\$225,000.00	\$225,000.00
					OSBM	\$0.00	\$108,613.00	\$108,613.00
					<b>Total</b>	<b>\$0.00</b>	<b>\$333,613.00</b>	<b>\$333,613.00</b>
	6	Nash	2896	<b>Amphitheater Roof Cover (Main Campus)</b> Construction of a new approximately 1,550 sq. ft. roof for the amphitheater to allow for use as an outdoor classroom.	42120 - SCIF R&R	\$0.00	\$500,000.00	\$500,000.00
					<b>Total</b>	<b>\$0.00</b>	<b>\$500,000.00</b>	<b>\$500,000.00</b>
	7	Roanoke-Chowan	2903	<b>Student Service Center Infrastructure (Main Campus)</b> Renovation of approximately 8,162 sq. ft. for curriculum classes and workforce development. <b>President Cox under the authority granted to him by the State Board, approved this project on October 9, 2024.</b>	42120 - SCIF R&R	\$0.00	\$180,547.20	\$180,547.20
					State Equipment	\$0.00	\$25,000.00	\$25,000.00
					<b>Total</b>	<b>\$0.00</b>	<b>\$205,547.20</b>	<b>\$205,547.20</b>

State Board of Community Colleges  
Construction and Property  
November 15, 2024  
FY 2024-2025

Attachment FC 08

A. New Projects (Continued)								
	Item	College	Project Number	Description	Fund Source	Prior Budget	<u>Board Action</u> Funding Increase/ Decrease	Current Budget
	8	Sampson	2841	<b>Allied Health and Nursing Building (Main Campus)</b> Construction of an approximately 26,781 sq. ft. building for medical training.	Non-State	\$0.00	\$73,012.92	\$73,012.92
					State Equipment	\$0.00	\$500,000.00	\$500,000.00
					42120 - SCIF New	\$0.00	\$2,794,352.00	\$2,794,352.00
					42160 - SCIF New	\$0.00	\$90,147.08	\$90,147.08
					OSBM	\$0.00	\$7,500,000.00	\$7,500,000.00
					Unidentified	\$0.00	\$7,500,000.00	\$7,500,000.00
					<b>Total</b>	<b>\$0.00</b>	<b>\$18,457,512.00</b>	<b>\$18,457,512.00</b>
	9	Sandhills	2907	<b>Blue &amp; Stone Halls Heating Water Pipe Replacement (Main Campus)</b> Installation of a gas-fired condensing boiler in Blue Hall with replacement of existing hot water piping.	42120 - SCIF R&R	\$0.00	\$850,000.00	\$850,000.00
					<b>Total</b>	<b>\$0.00</b>	<b>\$850,000.00</b>	<b>\$850,000.00</b>

State Board of Community Colleges  
Construction and Property  
November 15, 2024  
FY 2024-2025

Attachment FC 08

B. Amended Projects								
	Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
*	1	Guilford	2720	Davis Hall Air Handler Unit (Main Campus) Project is being amended to add state funding for increase in scope. <b>Contingent on receipt of BOT signatures, meets 11/7/24.</b>	Non-State	\$854,935.53	\$0.00	\$854,935.53
					42120 - SCIF R&R	\$0.00	\$45,000.00	\$45,000.00
					<b>Total</b>	<b>\$854,935.53</b>	<b>\$45,000.00</b>	<b>\$899,935.53</b>
	2	Halifax	2734	Building 100, 300, 400, & 500 Flooring Replacement (Main Campus) Project is amended to transfer funds to another project.	OSBM	\$2,330,950.00	(\$655,433.00)	\$1,675,517.00
					<b>Total</b>	<b>\$2,330,950.00</b>	<b>(\$655,433.00)</b>	<b>\$1,675,517.00</b>
	3	Halifax	2735	Buildings 100, 200, 300, 400, & 500 Painting (Main Campus) Project is amended to cover an approved IFB by P&C.	OSBM	\$71,388.00	\$655,433.00	\$726,821.00
					<b>Total</b>	<b>\$71,388.00</b>	<b>\$655,433.00</b>	<b>\$726,821.00</b>
	4	Isothermal	2504	Library Renovation - Learning Center (Main Campus) Project is amended to add unexpended advanced planning funds from project 1713 in close-out section C below.	Non-State	\$1,500,000.00	\$0.00	\$1,500,000.00
					OSBM	\$600,000.00	\$0.00	\$600,000.00
					42160 - SCIF R&R	\$1,569,655.47	\$0.00	\$1,569,655.47
					42120 - SCIF R&R	\$1,207,874.53	\$0.00	\$1,207,874.53
					40720	\$0.00	\$9,000.00	\$9,000.00
					<b>Total</b>	<b>\$4,877,530.00</b>	<b>\$9,000.00</b>	<b>\$4,886,530.00</b>
	5	Johnston	2648	Truck Driver Training, Jaguar Drive, Elsee/Wilson, Health, and Library Repaving (Main Campus) Project is being amended to increase scope for drainage improvements.	OSBM	\$5,000,000.00	\$0.00	\$5,000,000.00
					State-Other	\$0.00	\$500,000.00	\$500,000.00
					42120 - SCIF R&R	\$1,277,948.00	\$0.00	\$1,277,948.00
					<b>Total</b>	<b>\$6,277,948.00</b>	<b>\$500,000.00</b>	<b>\$6,777,948.00</b>

State Board of Community Colleges  
Construction and Property  
November 15, 2024  
FY 2024-2025

Attachment FC 08

C.	Final Close-Out Projects							
	Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
	1	Isothermal	1713	Allied Health and Sciences Building (Main Campus) Project is submitted for a decrease in cost for final project close out.	40720	\$90,000.00	(\$9,000.00)	\$81,000.00
					Total	\$90,000.00	(\$9,000.00)	\$81,000.00
D	Acquisition and Disposal of Real Property							
	Item	College	Action Requested					
	1	Durham	The Board of Trustees of Durham Technical Community College requests permission as per G.S. 115D-20 to acquire, by transfer, approximately 3.43 acres of property (Parcel ID / PIN 118848) with a 19,976 sq. ft. building located at 1510 E. Lawson Street, Durham, NC 27703, Durham, County to the college from Durham County. The college had a Phase II Environmental Site Assessment performed, to which the executive summary states, "One Recognized Environmental Condition (REC) and one Vapor Encroachment Condition (VEC) were identified." <b>SBCC approval is contingent upon required Council of State approval as per G.S. 133-40.</b>					
	2	James Sprunt	The Board of Trustees of James Sprunt Community College requests permission as per G.S. 115D-15 to dispose of by demolition a 16 ft. x 32 ft. building located on the main campus at 133 James Sprunt Drive, Kenansville, Duplin County. The Board of Trustees has found the building property undesirable for college purposes.					

**State Fund Legend**

40720 - Special Projects/Equipment to Capital/Advanced Planning Funds S.L. 2006-66  
41220 - Equipment to Capital S.L. 2011-145  
41520 - Equipment to Capital S.L. 2015-241  
41720 - Special Project S.L. 2017-57  
41820 - Special Project S.L. 2018-5, Hurricane Relief funds S.L. 2018-136  
41920 - Special Project S.L. 2019-235  
42020 - Special Project S.L. 2019-235  
42120 - SCIF (\$400M) S.L. 2021-180  
42160 - SCIF (Remaining Connect NC Bond Funds as of October 1, 2022 converted to SCIF)  
Interest - OSBM - Interest earned on OSBM Administered Funds  
OSBM - OSBM Grants S.L. 2021-180, 2022-74, 2022-6, 2023-134  
State-Other - State Funds handled locally by college

**STATE BOARD OF COMMUNITY COLLEGES**  
**Summary of 2023-24 State Funded Financial Aid Programs for Community College Students**

**The N.C. Community College Grant Program** – Since 1991, the State Board of Community Colleges has been authorized by G.S. 115D-40.1(c) to approve the disbursement of need-based financial assistance to community college students. During the 2023-24 fiscal year, 28,593 students received \$24,366,851 in North Carolina Community College Grants. This represents an increase of 9956 students and an increase of \$9,411,413 from the \$14,955,438 that was disbursed to students during the previous year.

The NC Community College Grants are based on the eligibility guidelines which use a standard federal financial aid methodology. These grants are directed at students who receive minimal or no Federal Pell Grant assistance and are below the Hope Scholarship Tax Credit threshold. In FY 2023-24, the average award for students from this funding source was \$817.83.

**Targeted Assistance** – Since 2001, the State Board of Community Colleges has been authorized by G.S. 115D-40.1(b) to allocate no more than ten percent (10%) of the funds appropriated for Financial Assistance for Community College Students to:

- (1) Students who do not qualify for need-based assistance but who enroll in low enrollment programs that prepare students for high demand occupations, and
- (2) Students with disabilities who have been referred by the Division of Vocational Rehabilitation and are enrolled in a community college.

During the 2023-24 fiscal year, colleges disbursed Targeted Assistance funds totaling \$359,652.67 to students enrolled in credit and non-credit programs at 47 colleges (Attached Spreadsheet).

**Less Than Half-Time** – Since 2003, the State Board of Community Colleges has authorized “*The Less Than Half-Time*” program which provides need-based assistance to students enrolled 1-5 credit hours in certificate, diploma, or associate degree programs.

During the 2023-24 fiscal year, colleges disbursed Less Than Half-Time Grant program totaling \$167,136 to students enrolled less than half-time at 34 colleges. (Attached Spreadsheet).

Altogether, colleges disbursed \$523,790,87 in Targeted Assistance and Less Than Half-Time grants to students compared to \$511,934 disbursed in the previous year.

**Contact(s):**

Ms. Brenda Burgess, State Director of Student Aid

Dr. Monty Hickman, Executive Director, Strategic Enrollment Management

**North Carolina Community College  
Targeted Assistance and Less Half Time Fund Expenditures**

**ATTACHMENT FC 09A**

Colleges	College Allocation	Targeted Assistance Grant			Less Than Half Time Grant				Unexpended Funds
		# Students	Total Awarded	Avg. Award	# Students	Total Awarded	Avg. Award	Aggregate Award	
Alamance CC	\$9,774	9	\$ 7,372.00	\$ 819.11	8	\$ 1,918.50	\$ 274.07	\$ 9,291.00	\$483.50
Asheville-Buncombe TCC	\$12,002	0	\$ -	\$ -	43	\$ 11,704.00	\$ 272.19	\$ 11,704.00	\$298.00
Beaufort CCC	\$5,361	17	\$ 2,693.50	\$ 158.50	8	\$ 2,666.50	\$ 158.50	\$ 5,361.00	\$0.00
Bladen CC	\$5,243	20	\$ 5,243.00	\$ 262.15	0	\$ -	\$ -	\$ 5,243.00	\$0.00
Blue Ridge CC	\$6,358	10	\$ 4,440.00	\$ 444.00	0	\$ -	\$ -	\$ 4,440.00	\$1,918.00
Brunswick CC	\$4,662	0	\$ -	\$ -	4	\$ 968.50	\$ 242.13	\$ 968.50	\$3,693.50
Caldwell CC and TI	\$8,797	18	\$ 3,629.00	\$ 201.61	16	\$ 5,168.00	\$ 323.00	\$ 8,797.00	\$0.00
Cape Fear CC	\$20,628	42	\$ 20,628.00	\$ 491.14	0	\$ -	\$ -	\$ 20,628.00	\$0.00
Carteret CC	\$5,273	10	\$ 5,273.00	\$ 527.30	0	\$ -	\$ -	\$ 5,273.00	\$0.00
Catawba Valley CC	\$9,634	0	\$ -	\$ -	23	\$ 6,232.00	\$ 270.96	\$ 6,232.00	\$3,402.00
Central Carolina CC	\$11,446	12	\$ 11,066.00	\$ 922.17	1	\$ 380.00	\$ 380.00	\$ 11,446.00	\$0.00
Central Piedmont CC	\$40,932	62	\$ 40,932.00	\$ 660.19	0	\$ -	\$ -	\$ 40,932.00	\$0.00
Cleveland CC	\$7,504	33	\$ 5,404.00	\$ 163.75	18	\$ 2,100.00	\$ 116.66	\$ 7,504.00	\$0.00
Coastal Carolina CC	\$10,848	37	\$ 10,848.00	\$ 293.19	0	\$ -	\$ -	\$ 10,848.00	\$0.00
College of the Albemarle	\$4,772	15	\$ 4,772.00	\$ 318.13	0	\$ -	\$ -	\$ 4,772.00	\$0.00
Craven CC	\$7,906	35	\$ 7,906.00	\$ 225.89	0	\$ -	\$ -	\$ 7,906.00	\$0.00
Davidson-Davie CC	\$10,050	1	\$ 800.00	\$ 800.00	37	\$ 9,120.00	\$ 246.48	\$ 9,920.00	\$130.00
Durham TCC	\$10,585	0	\$ -	\$ -	26	\$ 10,585.00	\$ 407.12	\$ 10,585.00	\$0.00
Edgecombe CC	\$6,876	3	\$ 3,337.00	\$ 1,112.00	8	\$ 3,539.00	\$ 442.38	\$ 6,876.00	\$0.00
Fayetteville TCC	\$33,880	18	\$ 17,750.00	\$ 986.11	51	\$ 16,130.00	\$ 316.27	\$ 33,880.00	\$0.00
Forsyth TCC	\$23,341	70	\$ 22,689.00	\$ 324.13	0	\$ -	\$ -	\$ 22,689.00	\$652.00
Gaston College	\$11,775	0	\$ -	\$ -	44	\$ 11,775.00	\$ 267.67	\$ 11,775.00	\$0.00
Guilford TCC	\$33,547	45	\$ 22,500.00	\$ 500.00	36	\$ 11,020.00	\$ 111.11	\$ 33,520.00	\$27.00
Halifax CC	\$3,396	7	\$ 3,396.00	\$ 485.14	0	\$ -	\$ -	\$ 3,396.00	\$0.00
Haywood CC	\$4,162	0	\$ -	\$ -	17	\$ 4,162.00	\$ 244.82	\$ 4,162.00	\$0.00
Isothermal CC	\$6,077	13	\$ 6,077.00	\$ 467.46	0	\$ -	\$ -	\$ 6,077.00	\$0.00
James Sprunt CC	\$5,353	6	\$ 2,693.00	\$ 448.83	10	\$ 2,660.00	\$ 266.00	\$ 5,353.00	\$0.00
Johnston CC	\$8,047	31	\$ 8,047.00	\$ 259.58	0	\$ -	\$ -	\$ 8,047.00	\$0.00
Lenoir CC	\$6,792	16	\$ 3,448.00	\$ 215.50	12	\$ 3,344.00	\$ 278.66	\$ 6,792.00	\$0.00
Martin CC	\$2,545	0	\$ -	\$ -	20	\$ 2,545.00	\$ 127.25	\$ 2,545.00	\$0.00

**North Carolina Community College  
Targeted Assistance and Less Half Time Fund Expenditures**

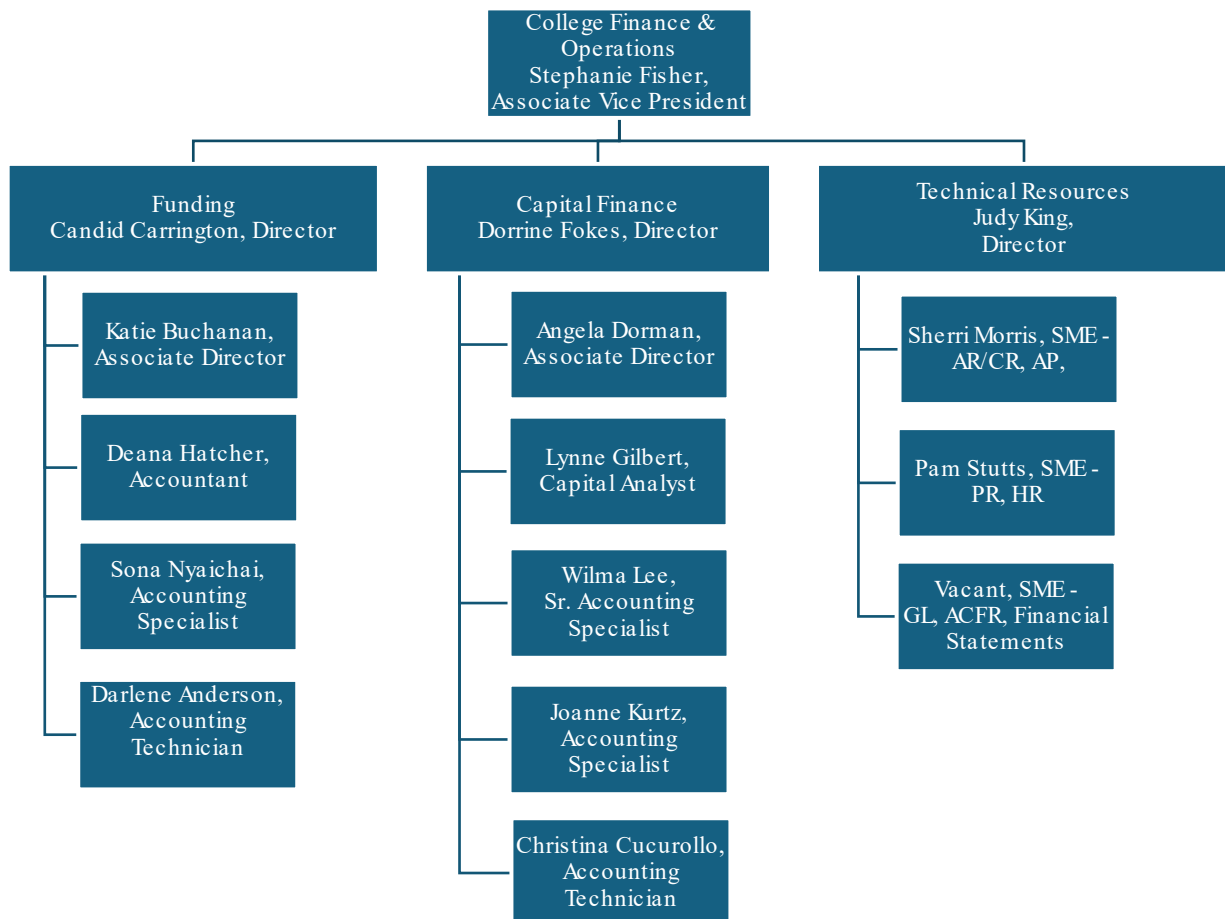
**ATTACHMENT FC 09A**

Mayland CC	\$2,369	20	\$ 1,799.00	\$ 89.95	6	\$ 570.00	\$ 95.00	\$ 2,369.00	\$0.00
McDowell TCC	\$3,529	4	\$ 1,807.30	\$ 451.83	5	\$ 1,721.70	\$ 344.34	\$ 3,529.00	\$0.00
Mitchell CC	\$6,357	4	\$ 1,041.00	\$ 260.25	19	\$ 5,316.00	\$ 279.79	\$ 6,357.00	\$0.00
Montgomery CC	\$2,524	10	\$ 2,074.00	\$ 207.40	4	\$ 450.00	\$ 112.50	\$ 2,524.00	\$0.00
Nash CC	\$5,749	15	\$ 5,367.00	\$ 357.80	0	\$ -	\$ -	\$ 5,367.00	\$382.00
Pamlico CC	\$1,759	4	\$ 967.50	\$ 241.87	2	\$ 791.50	\$ 395.75	\$ 1,759.00	\$0.00
Piedmont CC	\$3,481	6	\$ 3,481.00	\$ 580.17	0	\$ -	\$ -	\$ 3,481.00	\$0.00
Pitt CC	\$21,298	12	\$ 8,220.37	\$ 685.03	6	\$ 1,911.00	\$ 318.50	\$ 10,131.37	\$11,166.63
Randolph CC	\$6,921	29	\$ 6,820.00	\$ 235.17	1	\$ 101.00	\$ 101.00	\$ 6,921.00	\$0.00
Richmond CC	\$7,267	0	\$ -	\$ -	23	\$ 7,220.00	\$ 313.91	\$ 7,220.00	\$47.00
Roanoke-Chowan CC	\$2,813	0	\$ -	\$ -	12	\$ 2,813.00	\$ 234.42	\$ 2,813.00	\$0.00
Robeson CC	\$8,435	0	\$ -	\$ -	29	\$ 8,360.00	\$ 288.28	\$ 8,360.00	\$75.00
Rockingham CC	\$4,501	6	\$ 4,501.00	\$ 750.17	0	\$ -	\$ -	\$ 4,501.00	\$0.00
Rowan-Cabarrus CC	\$12,371	15	\$ 12,371.00	\$ 824.73	0	\$ -	\$ -	\$ 12,371.00	\$0.00
Sampson CC	\$5,763	20	\$ 5,763.00	\$ 288.15	0	\$ -	\$ -	\$ 5,763.00	\$0.00
Sandhills CC	\$8,780	23	\$ 8,780.00	\$ 381.74	0	\$ -	\$ -	\$ 8,780.00	\$0.00
South Piedmont CC	\$4,280	3	\$ 1,140.00	\$ 380.00	12	\$ 3,140.00	\$ 261.67	\$ 4,280.00	\$0.00
Southeastern CC	\$5,264	15	\$ 5,264.00	\$ 330.93	0	\$ -	\$ -	\$ 5,264.00	\$0.00
Southwestern CC	\$6,521	0	\$ -	\$ -	8	\$ 5,670.00	\$ 708.75	\$ 5,670.00	\$851.00
Stanly CC	\$6,256	24	\$ 6,256.00	\$ 260.67	0	\$ -	\$ -	\$ 6,256.00	\$0.00
Surry CC	\$6,977	20	\$ 6,977.00	\$ 348.95	0	\$ -	\$ -	\$ 6,977.00	\$0.00
Tri-County CC	\$3,650	10	\$ 1,825.00	\$ 182.50	8	\$ 1,825.00	\$ 228.13	\$ 3,650.00	\$0.00
Vance-Granville CC	\$7,109	0	\$ -	\$ -	28	\$ 7,109.00	\$ 253.89	\$ 7,109.00	\$0.00
Wake TCC	\$44,334	63	\$ 44,250.00	\$ 702.38	0	\$ -	\$ -	\$ 44,250.00	\$84.00
Wayne CC	\$7,657	0	\$ -	\$ -	27	\$ 7,657.00	\$ 283.59	\$ 4,657.00	\$0.00
Western Piedmont CC	\$5,424	22	\$ 5,424.00	\$ 247.00	0	\$ -	\$ -	\$ 5,424.00	\$0.00
Wilkes CC	\$6,464	0	\$ -	\$ -	28	\$ 6,464.00	\$ 230.86	\$ 6,464.00	\$0.00
Wilson CC	\$4,581	37	\$ 4,581	\$ 123.87	0	\$ -	\$ -	\$ 4,581.00	\$0.00
<b>Total</b>	<b>\$550,000.00</b>	<b>892</b>	<b>\$ 359,652.67</b>	<b>\$ 19,016.44</b>	<b>600</b>	<b>\$ 167,136.70</b>	<b>\$ 9,195.65</b>	<b>\$ 523,790.87</b>	<b>\$23,209.63</b>

**STATE BOARD OF COMMUNITY COLLEGES**  
**Business and Finance Organization Chart**  
**FY 2024-25**

**Background:**

The College Finance section of the Business and Finance division approves, administers, and monitors funds allocated for the overall operation of the 58 community colleges. Types of funds allocated include instructional, administrative, equipment, books, and appropriations for continuing programs that provide specific services or train designated individuals. Additionally - on behalf of the Office of the State Controller, Office of the State Auditor, and the Department of the State Treasurer - the team provides assistance with administering and overseeing the tax compliance program, acts as a liaison for CAFR purposes, gathers information at the request of the Auditor, gathers all college general ledger activity to be recorded to the NC financial system, balances the 58 community college state disbursing bank accounts and administers the Core Banking system for all community college users.



The **College Funding** team ensures that funds totaling over \$1 billion appropriated to the State Board of Community Colleges are allocated to the 58 colleges in accordance with established policies, rules and regulations of the State and Federal governments and the State Board of Community Colleges. Working closely with college staff, the College Funding team handles the following:

- Provides direct assistance to the college and System Office staff to address complex financial management decisions, budget development, system changes, accounting policies and procedures, statutory reporting requirements, forecasting cash requirements and allocation of funds to the 58 community colleges.
- Notifies colleges and System Office staff of State Board approval to allocate funds. Serves as a lead to College Funding staff regarding college general ledger troubleshooting and help desk ticket resolution, reconciling college state bank accounts, and reporting of revenue activity.
- Assists college and System Office staff with analysis and monitoring of Adult Basic Skills funding and oversees funding allocations to Community Based Organizations – monitoring budgets and expenditures to ensure budget availability.
- Assists colleges with transmission/posting of daily college receipts, cash certification (cash to colleges), budget postings, and completion of bank reconciliations.
- Maintains a comprehensive database of financial information to facilitate budget monitoring, expenditure reporting, bank reconciliation, annual escheating, and issue identification & resolution.

The **Capital Finance** team tracks state and local funding for capital improvement projects; monitoring the approval and expenditure of these funds to ensure compliance with appropriate regulations, laws, and code. Working closely with college staff, the Capital Finance team handles the following:

- Processes a variety of forms that take a project from beginning to end – State Board approval to expenditure reimbursement to project close-out.
- Processes real property acquisitions, disposals, and highway/utility easements.
- Processes request for reimbursements for payment of all invoices supported by State funds.
- Prepares the monthly Construction and Property agenda item for presentation to the State Board.
- Provides colleges with technical assistance on laws and processes related to college capital improvement projects – including entering information about Historically Underutilized Businesses into the State Construction Office’s Interscope System.

The **Technical Resources** team serves as a resource to college business officials by providing training, support, and direction in problem resolution for a variety of functional areas. Additionally, the team provides application support, functional training, and operational help

desk support for the enterprise resource planning utilities commonly referred to as the college accounting system. Working closely with college staff, the Technical Resource team:

- Provides functional and technical guidance, training, support, and direction in problem resolution for assigned functional areas (General Ledger, Fixed Assets, ACFR, Financial Statement preparation, Purchasing, Accounts Receivable, Accounts Payable, Payroll, HR) at the 58 community colleges.
- Provides support to college finance staff for existing and newly implemented CIS Financial modules
- Participates in identifying application training needs and provides application training to college end-users.
- Provides operational support and resolution of college end-user Help Desk Tickets (including user access requests) through consultation with college end-users and system office staff.

STATE BOARD OF COMMUNITY COLLEGES  
ESTIMATED TUITION AND FEES COLLECTED THROUGH  
OCTOBER 31, 2024

				INCR/DECR OVER PRIOR YEAR
	2022-23	2023-24	2024-25	
BUDGETED RECEIPTS	\$ 286,451,539	\$ 291,987,824	\$ 291,987,824	0.0%
ACTUAL NET RECEIPTS COLLECTED	126,055,521	128,982,793	136,920,362	6.2%
BUDGETED RECEIPTS UNCOLLECTED	\$ 160,396,018	\$ 163,005,031	\$ 155,067,462	
PERCENT OF BUDGET COLLECTED	44.01%	44.17%	46.89%	

**AGENDA**  
**State Board of Community Colleges**  
**ACCOUNTABILITY AND AUDIT COMMITTEE**  
**Caswell Building, Dr. W. Dallas Herring State Board Room**  
**Thursday, November 14, 2024 – 03:45 p.m. – 04:40 p.m.**  
**Mr. Mark Merritt, Chair**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – August 15, 2024

**For Consent Agenda**

- Accountability and Audit Committee Charter (Attachment AUD 01)

**For Information**

- Compliance Review Annual Report FY 2023-24 (Attachment AUD 02)
- Compliance Review 4 Year Summary FY 2023-24 (Attachment AUD 03)
- College Financial Audit Findings 5 Year Summary FY 2024 (Attachment AUD 04)
- College Data Transfer Audit (Attachment AUD 05)
- Quality Assurance Review (Attachment AUD 06)
- Information Technology Quarterly Report - Cybersecurity and Enterprise Resource Planning (Attachment AUD 07)

**New Business**

**Adjourn**

**MINUTES**  
**State Board of Community Colleges**  
**ACCOUNTABILITY AND AUDIT COMMITTEE**  
**Thursday, August 15, 2024**

**ACCOUNTABILITY AND AUDIT COMMITTEE MEMBERS**

Mr. Mark Merritt, Chair	Mr. Bill McBrayer	Ms. Ann Whitford
Mr. Geoffrey Lang	Ms. Julie Ryan*	
Mr. Tom Looney		

\*Attended via Zoom

Members Absent: Mr. Hari

Nath, Vice-Chair, The Hon.  
Chaz Beasley, Treasurer Dale  
Folwell, Mr. Raymond Trapp

**OTHERS**

Dr. Jeff Cox	Dr. Debbie Lamm	Mr. Stephen Reeves
Dr. Kimberly Gold	Ms. Amy Mast	Mr. Deante Tyler
Ms. Jonnell Carpenter	Dr. Brian Merritt	
Mr. Patrick Fleming	Dr. Phillip Price	
Ms. Sondra Jarvis	Mr. David King	

**CALL TO ORDER**

Chair Merritt called the Accountability and Audit Committee meeting to order at 03:51 p.m.

**ROLL CALL**

Ms. Jarvis called the roll of the Accountability and Audit Committee members. Initially there was not a quorum. After the meeting started, a quorum was established.

**ETHICS STATEMENT**

Ms. Jarvis read the Ethics Awareness and Conflict of Interest Statement. No conflicts were noted.

**APPROVAL OF AGENDA AND MINUTES**

Chair Merritt requested a motion to approve the agenda for August 15, 2024. Delayed due to lack of quorum

Chair Merritt requested a motion to approve the minutes from the May 16, 2024, meeting. Delayed due to lack of quorum

**For Consent**

Annual Review of the Accountability and Audit Committee Charter (Attachment AUD 02)

Chair Merritt reviewed the purpose of the charter. Asked to move the approval of the charter to the next meeting of the committee.

**For Information**

Engagement Results: EAGLE Engagement Results (Attachment AUD 04)

Mr. King presented agenda item AUD 04 regarding the EAGLE Report, explaining its nature and findings. The EAGLE engagement is an annual requirement for all state agencies, mandated by the Office of the State Controller. It involves a series of agreed-upon procedures to assess the effectiveness

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**Thursday, May 16, 2024**

of internal controls over financial reporting and federal grant compliance. Mr. King noted that these procedures were completed and reviewed by the State Controller and management. For the current year, no issues were identified, consistent with prior years. The certification, signed by the CFO and President Cox, confirmed the presence and effectiveness of controls and was sent to the State Controller. He clarified that the focus of the engagement was on the processes undertaken to compile data, rather than the data itself.

Once Mr. King concluded the report, the committee had a quorum, so Chair Merritt confirmed that there were no conflicts of interest and addressed the action items.

**APPROVAL OF AGENDA AND MINUTES**

Chair Merritt requested a motion to approve the agenda for August 15, 2024. Mr. Lang motioned to approve, seconded by Ms. Whitford; the committee unanimously approved.

Chair Merritt requested a motion to approve the minutes from the May 16, 2024, meeting. Ms. Whitford motioned to approve, seconded by Mr. Lang; the committee approved by roll call vote.

**For Action**

**FY 2025 System Office Risk Assessment and Audit Plan (Attachment AUD 01)**

Chair Merritt spoke about the role of Mr. King, the internal auditor, and the Audit Committee's key duty of reviewing the annual risk assessment and audit plan prepared by him. Chair Merritt highlighted that while Mr. King's responsibility is to measure the mitigation of identified risks within available resources, it is management's role to manage those risks. Dr. Cox was invited to discuss how his team handles the identified risks, demonstrating management's engagement with the risk assessment. The session would then be opened for committee questions directed to both Mr. King and Dr. Cox. Chair Merritt concluded by turning the presentation over to Mr. King.

Mr. King presented the System Office Risk Assessment and Audit Plan, outlining the annual process used to evaluate organizational risks and develop the audit plan. He detailed that a survey was sent to 31 management members to assess risks, which were then discussed in one-on-one meetings to ensure consistent ratings. The results were combined with last year's findings to form a comprehensive risk list. Mr. King collaborated with Dr. Cox and Dr. Gold to prioritize which risks should be internal audit projects, noting that not all high-risk items yield value from audit review.

He presented the selected audits for the year, explaining the limitations due to available resources, and indicated that two risk-based engagements were chosen due to time constraints from performing quality assurance reviews. The plan also included a breakdown of allocated audit hours.

Mr. King highlighted key risk areas such as the ERP transition and cybersecurity, explaining why some were not included in the current audit plan. The ERP transition, while high-risk, is still being managed by management and isn't yet at an audit-appropriate stage. Cybersecurity remains a constant high-priority item but is currently covered by other resources.

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**Thursday, May 16, 2024**

He concluded by showing a table of risk areas and explaining why some items were scheduled for future audits or deprioritized. Mr. King then handed the presentation to Dr. Cox to discuss how management addresses these shared responsibilities and risks.

President Cox expressed appreciation for Mr. King's thorough work as the internal auditor. He highlighted that the risk assessment process is a collaborative effort involving Dr. Gold, himself, and Mr. King. Although Mr. King is limited in the number of audits he can perform annually, he conducts extensive consultations with the leadership team to prioritize risks.

President Cox emphasized that management takes responsibility for addressing risks not included in the audit plan. Using the ERP transition as an example, he described it as a critical project involving multiple areas, including technology, finance, and academic programs, with cross-functional teams led by system office leaders to ensure planning and coordination. Management evaluates the potential impact of risks and their likelihood, considering significant financial and operational consequences. Regular discussions among senior leadership ensure that even if certain risks are not formally audited, they are mitigated effectively as part of routine operations.

Chair Merritt requested Mr. King to explain the Quality Assurance Review (QAR) and the SAM (Self-Assessment Maturity) tool to provide context for the allocation of hours.

Mr. King detailed that the QAR, mandated every five years, involves internal audit professionals from other organizations evaluating his audit function to confirm compliance with standards. This review was overdue due to previous turnover in the audit position. The process includes reciprocal reviews to ensure objectivity. The findings from this review will be presented to the board, highlighting any necessary improvements and related action plans.

He also explained that the SAM tool is an annual self-assessment required by the Council of Internal Audit to gauge compliance with standards. Results from this are presented to Dr. Cox and reported to the council. Additionally, Mr. King noted that the upcoming audit standards revision, effective January, will require extensive updates to his documentation and processes, significantly impacting the allocation of hours.

Mr. Lang emphasized the importance of protecting against reputational risk and expressed confidence in current audit approaches. However, he raised concerns about insufficient resources, noting that the long list of tasks could not be accomplished effectively without additional support. He suggested exploring options such as consulting resources or increased staffing, highlighting the potential impact if another staff member were added.

Mr. King acknowledged the resource limitations faced by the audit team, indicating that while external resources, such as interns and consultants, have been helpful, immediate productivity gains from additional staff would be minimal due to training and development time. He mentioned management's

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willingness to contract out work when needed and clarified that many items on the audit list were either new or had never been audited before.

Chair Merritt provided historical context, referencing a comprehensive risk assessment conducted by Jefferson Wells two years prior that helped establish a baseline. He pointed out that legislative funding for audit positions is limited, and the audit team can currently manage only two risk-based engagements annually. Merritt supported prioritizing resource allocation for the audit function and suggested a periodic external risk assessment every five years to maintain objectivity.

Other members discussed the need for a strategic approach in legislative requests for funding and emphasized the importance of demonstrating return on investment across the board.

Chair Merritt called for the vote after Mr. King finished reviewing items in For Information.

Mr. Lang made a motion to approve FY 2025 System Office Risk Assessment and Audit Plan (Attachment AUD 01), seconded by Ms. Whitford, unanimously approved.

**For Information**

**Engagement Results: Follow-Up Engagement (Attachment AUD 03)**

Mr. King reviewed AUD 03, focusing on engagement results and audit plan details. Chair Merritt emphasized the importance of understanding the follow-up on audit recommendations before voting on the coming year's Risk Assessment and Audit Plan. Mr. King explained the six-month follow-up on audit items, noting strong results: 52 recommendations in five years, with 39 completed and four in progress, yielding an 85% implementation rate. He highlighted management's proactive approach to risk, independent of audits. Chair Merritt then called for a vote to approve AUD 01, which passed unanimously after a motion and second were confirmed.

Mr. Lang expressed concern that while he agreed with the importance of audits, he felt the current efforts were insufficient and sought a way to voice this without appearing negative. Chair Merritt acknowledged Lang's concern and shared the same uneasiness regarding limited audit resources. Merritt emphasized that while audits are essential, risk management does not always require audits. He suggested considering outside engagements for priority audits and proposed creating a list of crucial, unfunded audit areas for future focus. Merritt invited Lang to formalize his concern through a motion or by helping form a subcommittee to explore solutions.

**Engagement Results: Self-Assessment Maturity Model (SAMM) (Discussion Only)**

Mr. King provided a high-level overview of the Self-Assessment Manual (SAM), confirming compliance with major standards. He noted two exceptions: the lack of an external review, which is in progress and scheduled for an onsite review in early October, and non-compliance in team-building activities, as he operates as a one-person audit team. King stated this second issue cannot be resolved due to the nature of his position.

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**FY 2025 Internal Audit Ethics Attestation (Attachment AUD 05)**

Mr. King presented the attachment outlining the standards and requirements for independence, objectivity, and his code of ethics. He emphasized that he shares this presentation annually with the audit committee and management to ensure they are informed of the standards he must adhere to. Mr. King annually signs an attestation to acknowledge his awareness of these rules. This practice allows the committee to hold him accountable for maintaining these ethical and professional standards.

**Internal Audit Charter Review (Discussion Only)**

Mr. King discussed the annual review of the internal audit charter, which outlines his roles, responsibilities, and duties to the organization. He confirmed that after reviewing it this year, the charter remains unchanged and does not require revision. A new charter will be presented in February to align with updated standards. For now, the current charter meets the existing requirements.

**Annual Report with Performance Metrics (Attachment AUD 06)**

Mr. King presented his annual report, which included performance metrics across four categories. For project completion, 8 out of 11 planned projects were completed, resulting in a 73% completion rate, slightly below last year's 75%. However, the overall completion rate, including new projects added, was 82%, which is still above the 70% goal but lower than last year's 92%. Regarding audit recommendations, 8 were made, with 4 already completed and 4 in progress. This demonstrates a strong implementation rate, showing that management is responsive to addressing identified risks. In terms of hours and utilization, the goal was to spend 60% of hours on engagements, with administrative tasks below 40%. This target was met, although next year's metrics may be impacted by new standards. Additionally, 60% of engagement hours were risk-based, as planned. Finally, all required reports for regulatory compliance were submitted on time. Mr. King emphasized that these metrics offer a clear picture of his performance and welcomed any additional suggestions for evaluation. He also highlighted the importance of ensuring sufficient resources are available to meet all goals.

During the discussion, there was a focus on tracking the progress of audit recommendations. It was suggested that providing specific target dates for completion would help identify if the deadlines are being met, and whether any projects are delayed. While Mr. King's report indicated that all recommendations had been completed, it was noted that the exact timing of these completions (whether on time or delayed) was not provided. Mr. King acknowledged this gap and agreed to provide more detailed tracking in future reports, including timelines for when recommendations are due and when they are completed.

The committee was encouraged to review Mr. King's self-assessment and provide feedback on additional metrics that could be useful. There was also a question about the impact of new internal audit standards, which Mr. King clarified would result in some initial increased workload, particularly for documentation, but that it would likely stabilize after the first year. The meeting also highlighted Mr. King's initiative to modernize the audit documentation process, working with the IT team to transition to a more efficient system.

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Chair Merrit recognized Mr. King's efforts in managing internal audits and enhancing workflows, with appreciation for his thoughtful approach to the role.

**Information Technology Quarterly Report - Cybersecurity and Enterprise Resource Planning**  
**(Attachment AUD 07)**

The quarterly IT report highlighted the management of key risks, such as cybersecurity and ERP implementation. Mr. Reeves emphasized that although not all risks are actively audited, they are still being effectively managed. He pointed out the impressive metric of over 13,000 IT tickets closed in the past year, averaging about six incidents per hour. These incidents include both technical issues and tasks passed to colleges, which they must address. Mr. Reeves also discussed the national impact of a recent software patch management event involving Crowdstrike, illustrating the kinds of challenges faced by the system. Additionally, some colleges have encountered fraudulent job applications targeting student credentials and Pell Grants, which is a growing issue that the team is actively addressing through federal partnerships.

Mr. Reeves expressed his confidence in the IT team's resilience and adaptability in supporting colleges, particularly in response to evolving cyber threats. When asked about the biggest concerns, he emphasized the ever-changing threat landscape but acknowledged the team's preparedness in defending against such risks.

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**NEW BUSINESS**

No new business

**ADJOURN**

Chair Merritt called the meeting adjourned at 4:56 p.m.

Respectfully submitted,  
Sondra C. Jarvis

## **STATE BOARD OF COMMUNITY COLLEGES**

### **Accountability and Audit Committee Charter**

#### **I. Background**

The State Board of Community Colleges (State Board) derives its authority from Chapter 115D of the North Carolina General Statutes and the State Board of Community Colleges Code (the Code). The structure of the SBCC committees is defined by the Bylaws of the State Board.

The Accountability and Audit Committee was established on March 16, 2007.

#### **II. Purpose**

The purpose of the Accountability and Audit Committee is to ensure strong and effective systems of internal controls within the North Carolina Community College System (NCCCS) that comply with N.C. General Statutes and to clearly indicate responsibilities related to that system of internal controls, and to strengthen internal audit activities within the NCCCS. In addition, the Committee shall oversee and monitor key institutional risks and related mitigation and response plans to ensure that risk management activities support the mission and strategy of the NCCCS.

#### **III. Organization**

The Accountability and Audit Committee shall be a standing committee of the State Board. Per Article II of the Bylaws of the State Board, the Chair of the State Board shall appoint the membership, designate the chair and vice-chair, and determine the size of the committee. The membership of the committee may be rotated at the discretion of the Chair of the State Board. The Chair should seek to appoint members of the Committee with an accounting or financial background or have experience serving on audit or finance committees for other organizations.

#### **IV. Meetings**

Per G.S. 115D 2.2(i) the State Board shall meet at stated times established by the State Board, but not less frequently than ~~ten (10)~~ eight (8) times a year. The Accountability and Audit Committee shall meet on the same schedule as the other standing committees or as needed, but no less than four times a year, as determined by the State Board. The Committee shall meet with the System Office's Director of Internal Auditing, Director of Compliance Services, Chief Information Security Officer, and General Counsel to hear reports and ask question regarding risk assessment and mitigation.

#### **V. Responsibilities**

The responsibilities of the Accountability and Audit Committee shall be:

- To ensure that each division of the System Office and community colleges have in place processes and procedures that assess the following areas:
  - Effectiveness and efficiency of operations
  - Reliability and integrity of financial and operational information

- Safeguarding of assets, and
- Compliance with laws, regulations, and contracts;
- To determine if the System Office and community colleges have appropriate processes and controls in place to assess and mitigate risk, and to develop appropriate plans on how identified areas of risk will be mitigated or minimized;
- To ensure that appropriate information to make well-informed decisions regarding risk and risk tolerance is received in a timely manner; and
- To report to the full Board on an on-going basis.

## VI. Duties

The specific duties of the Accountability and Audit Committee shall include:

- Review the work performed at the System Office and community colleges by the Office of the State Auditor, CPA firms, and other advisors and report to the State Board on these activities. The report to the State Board should include, but not be limited to, audit reports, reviews, investigations, special assignments, findings, responses and resolutions (G.S. 115D-58.16 Audits);
- On an ongoing basis, the Committee shall discuss with Senior Leadership, the Director of Internal Auditing, and the Director of Compliance Services, the System policies, and procedures with respect to risk assessment and risk management, including the risks of fraud, cybersecurity, and privacy. The Committee shall also discuss the System's major financial risk exposures and the steps Senior Leadership has taken to monitor and control such exposures.
- Review any audit performed by State Auditor's Office and report to the State Board with respect thereto.
- Review and approve the System Office's annual internal audit plan. The review will focus on whether the overall priorities and scope of the plan are aligned with the current assessment of sources of risk for the System Office identified in the process set forth in paragraph VI. 2 above. The Committee shall evaluate if adequate resources have been budgeted to complete the plan.
- Review and resolve any inconsistencies found with internal control procedures and conflicts of interest situations (G.S. 143-79).
- Review and approve the System Office's annual compliance plan. The Committee shall review the Director of Compliance Services' annual report of the effectiveness of the System's compliance with ethical, legal, and regulatory requirements. The Committee shall review the results of any significant regulatory or independent reviews of compliance with laws, rules, regulations, and contracts and intended corrective action as well as other compliance reviews from time to time and determined to be relevant. Review findings of annual compliance reviews, conducted by the System Office Compliance Services unit, of each college (G.S. 115D-5(m)); and

- Participate in, and when necessary, require, training sessions related to identified weaknesses in system-wide internal controls and internal/external audit issues;
- Study, review, and report on regulatory changes by government agencies, regulatory authorities, and accreditation bodies that affect the System Office and college procedures and make recommendations to the Board on actions to be taken;
- The Committee will be responsible for setting the overall tone from the top regarding quality financial reporting, sound business institutional risk management practices and ethical behavior.

#### **VII. Role of System Office Senior Leadership**

- System Office Senior Leadership shall immediately disclose to the Chair of the Committee any material changes in the financial condition, regulatory standing or operations of the System Office or the System as a whole. Such disclosures shall be presented to the full Committee at its next meeting or earlier if required in the judgment of the Chair.
- When the Senior Leadership is conducting a fraud waste and abuse investigation, they should inform the Chair of the Audit Committee and coordinate with the Audit Committee on conducting the investigation.
- The Committee is empowered to investigate any matter brought to its attention with full access to all books, records, facilities, and personnel of the System Office and the power to retain and compensate outside counsel, accountants, experts, and other advisors as it deems appropriate. Senior Leadership shall provide in a timely fashion any such access to information or personnel requested by the Committee.
- Senior Leadership shall inform the Committee of the results of any material regulatory reviews or audits and shall provide responses to any findings and its follow-up action plans.

The Committee may modify or supplement these duties and responsibilities as needed.

The Committee will have oversight of the relevant elements of the strategic plan and the annual operating plan.

The Committee should annually review and assess the adequacy of the Accountability and Audit Committee Charter in accordance with the Bylaws.



**COMPLIANCE REVIEW SERVICES**  
**SUMMARY REPORT**  
**FISCAL YEAR 2023-2024**

**North Carolina Community College System  
State Board and Internal Auditing  
Compliance Review Services  
200 West Jones Street  
Raleigh, North Carolina 27603**

**North Carolina Community College System Compliance Review Services  
Summary of Compliance Reviews Conducted Fiscal Year 2023-2024**

<b><u>Clean Report with no Coaching Letter</u></b>		<b><u>9</u></b>
Cape Fear Community College	Rockingham Community College	
Central Carolina Community College	Sampson Community College	
Central Piedmont Community College	Surry Community College	
Cleveland Community College	Wilkes Community College	
Craven Community College		
<b><u>Clean Report with Coaching Letter</u></b>		<b><u>11</u></b>
Beaufort County Community College	Isothermal Community College	
Carteret Community College	Randolph Community College	
Davidson-Davie Community College	Sandhills Community College	
Forsyth Technical Community College	Stanly Community College	
Gaston College	Western Piedmont Community College	
Haywood Community College		
<b><u>Final Report with Finding</u></b>		<b><u>4</u></b>
Coastal Carolina Community College (Minimal)	Mitchell Community College (Minimal)	
Durham Technical Community College (Minimal)	Southwestern Community College (Minimal)	
<b><u>Final Report with Finding and Coaching Letter</u></b>		<b><u>5</u></b>
Asheville Buncombe Tech Community College (Minimal)	Montgomery Community College (Minimal)	
Edgecome Community College (Minimal)	Pitt Community College (Minimal)	
Fayetteville Technical Community College (Minimal)		
<b>Total Compliance Reports FY 2023-2024</b>		<b><u>29</u></b>

**3-Year Summary**

	<b><u>2021-2022</u></b>	<b><u>2022-2023</u></b>	<b><u>2023-2024</u></b>
Clean Report with no Coaching Letter	6	6	9
Clean Report with Coaching Letter	15	11	11
Final Report with Finding	3	2	4
Final Report with Finding / Coaching Letter	4	13	5
<hr/>			
<b>Total Reviews For Year</b>	<b><u>28</u></b>	<b><u>33</u></b>	<b><u>29</u></b>
<b>Total w/Findings</b>	<b>5</b>	<b>15</b>	<b>9</b>
<b>Percent</b>	<b>18%</b>	<b>45%</b>	<b>31%</b>

**Contact:**

Amanda Tolar

Director of Compliance Services

**STATE BOARD OF COMMUNITY COLLEGES**  
College Compliance Reviews 4 Year Summary

Attachment AUD 03

College	Findings/Exceptions ** June 30, 2021	Findings/Exceptions June 30, 2022	Findings/Exceptions June 30, 2023	Findings/Exceptions June 30, 2024
Alamance Community College	Final Clean w/Coaching Letter		Final Minimal	X
Asheville-Buncombe Tech Community College	Final Minimal	X	Final Minimal w/ Coaching Letter	X
Beaufort County Community College		Final Clean w/Coaching Letter		Final Clean w/ Coaching Letter
Bladen Community College	Final Clean w/Coaching Letter		Final Clean	
Blue Ridge Community College	Final Clean w/Coaching Letter		Final Minimal w/ Coaching Letter	X
Brunswick Community College	Final Clean w/Coaching Letter		Final Minimal w/ Coaching Letter	X
Caldwell Community College & Tech Institute	Final Clean		Final Clean w/ Coaching Letter	
Cape Fear Community College	Final Clean w/Coaching Letter		Final Material w/ Coaching Letter	X
Carteret Community College		Final Clean w/Coaching Letter		Final Clean w/ Coaching Letter
Catawba Valley Community College	Final Clean w/Coaching Letter		Final Minimal w/ Coaching Letter	X
Central Carolina Community College		Final Clean w/Coaching Letter		Final Clean
Central Piedmont Community College		Final Clean w/Coaching Letter		Final Clean
Cleveland Community College		Final Clean		Final Clean
Coastal Carolina Community College		Final Clean w/Coaching Letter		Final Minimal
College of The Albemarle	Final Clean w/Coaching Letter		Final Clean w/ Coaching Letter	
Craven Community College		Final Clean w/Coaching Letter		Final Clean
Davidson-Davie Community College		Final Clean w/Coaching Letter		Final Clean w/ Coaching Letter
Durham Technical Community College	Final Minimal	X	Final Minimal w/ Coaching Letter	X
Edgecombe Community College		Final Clean		Final Minimal
Fayetteville Technical Community College	Final Material w/Coaching Letter	X	Final Material & Minimal w/Coaching Letter	X
Forsyth Technical Community College		Final Minimal w/Coaching Letter		Final Minimal w/ Coaching Letter
Gaston College	Final Minimal w/Coaching Letter	X		Final Clean w/ Coaching Letter
Guilford Technical Community College	Final Clean		Moved to FY2023-24	
Halifax Community College	Final Clean		Final Clean w/ Coaching Letter	
Haywood Community College		Final Clean w/Coaching Letter	Final Clean	
Isothermal Community College		Final Clean w/ Coaching Letter		Final Clean w/ Coaching Letter
James Sprunt Community College	Final Minimal	X	Final Minimal	
Johnston Community College	Final Clean		Final Minimal w/ Coaching Letter	X
Lenoir Community College		Final Material & Minimal w/Coaching Letter	X	Final Minimal w/ Coaching Letter
Martin Community College		In Review	Final Minimal w/ Coaching Letter	X
Mayland Community College	Final Clean		Final Clean	
McDowell Technical Community College	Final Clean		Final Minimal w/ Coaching Letter	X
Mitchell Community College		Final Clean w/Coaching Letter		Final Minimal
Montgomery Community College		Final Clean		Final Minimal w/ Coaching Letter
Nash Community College		Final Material	X	Final Clean
Pamlico Community College	Final Clean		Final Minimal w/ Coaching Letter	X
Piedmont Community College	Final Clean		Final Minimal	X
Pitt Community College		Final Clean w/Coaching Letter		Final Minimal w/ Coaching Letter
Randolph Community College		Final Clean		Final Minimal w/ Coaching Letter
Richmond Community College	Final Clean w/Coaching Letter		Final Clean w/ Coaching Letter	
Roanoke-Chowan Community College	Final Clean w/Coaching Letter		Final Minimal w/ Coaching Letter	X
Robeson Community College	Final Clean w/Coaching Letter		Final Clean	
Rockingham Community College		Final Clean w/Coaching Letter		Final Clean
Rowan-Cabarrus Community College	Final Clean w/Coaching Letter		Final Clean w/ Coaching Letter	
Sampson Community College		Final Clean w/Coaching Letter		Final Clean
Sandhills Community College		Final Clean w/Coaching Letter		Final Clean w/ Coaching Letter
South Piedmont Community College	Final Clean w/Coaching Letter		Final Clean w/Coaching Letter	

SBCC  
11/15/2024

**STATE BOARD OF COMMUNITY COLLEGES**  
**College Compliance Reviews 4 Year Summary**

Attachment AUD 03

College	Findings/Exceptions **		Findings/Exceptions		Findings/Exceptions		Findings/Exceptions	
Southeastern Community College	Final Clean w/Coaching Letter				Final Clean w/Coaching Letter			
Southwestern Community College			Final Clean				Final Minimal	X
Stanly Community College			Final Clean w/Coaching Letter				Final Clean w/ Coaching Letter	
Surry Community College			Final Clean				Final Clean	
Tri-County Community College	Final Minimal	X			Final Clean w/ Coaching Letter			
Vance-Granville Community College	Final Clean w/Coaching Letter				Final Clean w/ Coaching Letter			
Wake Technical Community College	Final Clean w/Coaching Letter				Final Clean w/ Coaching Letter			
Wayne Community College	Final Clean w/Coaching Letter				Final Clean			
Western Piedmont Community College			Final Minimal w/Coaching Letter	X			Final Clean w/ Coaching Letter	
Wilkes Community College			Final Clean w/Coaching Letter				Final Clean	
Wilson Community College	Final Clean				Final Clean w/Coaching Letter			
Total Reviewed	31		28		34		29	
Total With Findings	6		5		15		9	
Percent	19%		18%		44%		31%	

**STATE BOARD OF COMMUNITY COLLEGES**  
**College Financial Audit Findings 5 Year Summary**  
**Findings and Exceptions**

**Attachment AUD 04**

	June 30, 2019	June 30, 2020	June 30, 2021	June 30, 2022	June 30, 2023	
Alamance Community College		None		None		
Asheville-Buncombe Technical Community College		None	None	None	None	*
Beaufort County Community College		None		None		
Bladen Community College	None		None		None	
Blue Ridge Community College	None		None		None	
Brunswick Community College	None		None		None	
Caldwell Community College & Tech Institute	None		None		None	*
Cape Fear Community College	None		None		None	
Carteret Community College		None		None		
Catawba Valley Community College	None		None		None	*
Central Carolina Community College		None		None		
Central Piedmont Community College		X	None		None	*
Cleveland Community College			None	None		
Coastal Carolina Community College		None		None		
College of The Albemarle	None	None		None		
Craven Community College	None		None		None	
Davidson-Davie Community College	None		None		None	*
Durham Technical Community College	None		None		X	
Edgecombe Community College	None		None	None	None	
Fayetteville Technical Community College	None		None		None	
Forsyth Technical Community College	None		None		X	
Gaston College	None	None	None		Delayed	
Guilford Technical Community College		None	None		None	*
Halifax Community College	None		None		None	
Haywood Community College	None		None		None	
Isothermal Community College		None		None		
James Sprunt Community College	None		None		None	
Johnston Community College	None		None		None	
Lenoir Community College		None		None		
Martin Community College	None		None		None	
Mayland Community College	None		None		None	
McDowell Technical Community College	None		None		None	*
Mitchell Community College		None		None		
Montgomery Community College		None		None		
Nash Community College	None		None		None	
Pamlico Community College	None		None		None	
Piedmont Community College	None		X		X	
Pitt Community College	None		None		None	
Randolph Community College		None		None		
Richmond Community College		None		None		
Roanoke-Chowan Community College		X	None		X	
Robeson Community College		None		None		
Rockingham Community College		None		None		
Rowan-Cabarrus Community College		X		None		
Sampson Community College		None		None		
Sandhills Community College		None		None		
South Piedmont Community College	None		None	None		
Southeastern Community College		None		None		
Southwestern Community College	None		None		None	
Stanly Community College	None		None		None	

**STATE BOARD OF COMMUNITY COLLEGES**  
**College Financial Audit Findings 5 Year Summary**  
**Findings and Exceptions**

**Attachment AUD 04**

	June 30, 2019	June 30, 2020	June 30, 2021	June 30, 2022	June 30, 2023	
Surry Community College		None		None	None	
Tri-County Community College		None		None		
Vance-Granville Community College	None		None		None	
Wake Technical Community College	None		None		None	
Wayne Community College		None		None		
Western Piedmont Community College		None		None		
Wilkes Community College		None		None		
Wilson Community College	None		None		None	
Total Audited	31	28	35	27	34	
Total With Findings	0	3	1	0	4	
Percent	0%	11%	3%	0%	12%	
<i>Notes: X = audit findings cited</i>						
<i>None</i>						
<i>Blank = no audit conducted</i>						
<i>* = audit conducted by CPA firm</i>						

**STATE BOARD OF COMMUNITY COLLEGES**  
**College Financial Audit Findings 5 Year Summary**  
**Findings and Exceptions**

Attachment AUD 04

	June 30, 2023		Cost	# Hours	Avg. Rate	Audit Prepared By
Asheville-Buncombe Technical Community College	None	* CPA				Sharpe Patel CPA
Bladen Community College	None		49,912	367	136	
Blue Ridge Community College	None		47,600	350	136	
Brunswick Community College	None		52,088	383	136	
Caldwell Community College & Tech Institute	None	* CPA				RH Accounting
Cape Fear Community College	None		49,640	365	136	
Catawba Valley Community College	None	* CPA	55,000	330	167	Cherry Bekaert
Central Piedmont Community College	None	* CPA	57,200	420	136	Cherry Bekaert
Craven Community College	None		47,600	350	136	
Davidson-Davie Community College	None	* CPA	23,000	175	131	
Durham Technical Community College	X		67,796	498.5	136	
Edgecombe Community College	None		57,800	425	136	
Fayetteville Technical Community College	None		48,824	359	136	
Forsyth Technical Community College	X		74,392	547	136	
Gaston College	Delayed					
Guilford Technical Community College	None	* CPA				Sharpe Patel CPA
Halifax Community College	None		46,240	340	136	
Haywood Community College	None		43,520	320	136	
James Sprunt Community College	None		39,576	291	136	
Johnston Community College	None		57,800	425	136	
Martin Community College	None		34,680	255	136	
Mayland Community College	None		70,312	517	136	
McDowell Technical Community College	None	* CPA	27,000	175	154	S. Preston Douglas & Assoc. LLP
Nash Community College	None		43,520	320	136	
Pamlico Community College	None		39,032	287	136	
Piedmont Community College	X		88,400	650	136	
Pitt Community College	None		39,032	287	136	
Roanoke-Chowan Community College	X		61,200	450	136	
Southwestern Community College	None		42,840	315	136	
Stanly Community College	None					Sharpe Patel CPA
Surry Community College	None		51,816	381	136	
Vance-Granville Community College	None		58,480	430	136	
Wake Technical Community College	None		51,000	375	136	
Wilson Community College	None		39,712	292	136	
Total Audited	34		Average Cost Average Hrs Average Rate			
Total With Findings	4		50,517.66	368	138	
Percent	12%					
			Total Cost	Total Hrs	Average Rate	
			34	1,465,012	10,680	138
Conducted by CPA Firm			7	162,200	1,100	147
* = audit conducted by CPA firm						



2024 NC Community College System Office

College Data Transfer Audit Results

## **Background:**

The North Caroling Community College System Office (NCCCSO) relies on the data collected by the community colleges for regulatory reporting requirements, public facing performance scorecards, and management purposes. The data comes from the colleges' Colleague platforms and is received into the NCCCSO Data Repository. This data is combined with data from external sources to create the College Dashboards, feed the SaS platform for public dashboards, regulatory reports, and external data requests. The sources of data and uses of data are summarized below:

### **College Source Files**

- ICR for Curriculum and Continuing Education
- CCSR
- CE REG
- Tuition Remission
- Graduation
- Staff Information Report

### **Reporting Requirements:**

- College Performance Reporting
- Federal Reporting Requirements
- Research
- Evaluation
- Internal and External Data Requests
- State Longitudinal Data System (GDAC)

## **System Controls**

Management is aware of the importance of data and is aware of the risks related to these data transfers. Management has implemented a set of controls to ensure that the data coming from the colleges is valid and reliable. The internal control for data transfer is a set of automated validation tests that are run on the data transfers from the colleges, except for the daily transfers. The system office does not rely on the daily transfers for regulatory reporting or college and public dashboards.

## **Objective and Scope**

The engagement was included in the risk-based annual audit plan for FY 2023-2024 and was undertaken at the end of the 2024 fiscal year. The objective of this audit was to determine if the

system office has established adequate controls in the data transfer process to ensure that data is valid for system office reporting and managerial purposes.

The scope of the audit was data transferred from the Colleague System at the colleges into the NCCCSO data warehouse in fiscal year 2024 (July 2023 – June 2024).

### **Testing Method and Results**

This operational audit was conducted using a variety of planning and testing methods. The auditor selected a random sample of monthly, semester, and annual reports. Management asked the auditor to look at the year-end reports, so the auditor increased the sample to include these items. The auditor observed evidence that the validations were performed, issues were communicated to the college, corrections were validated, and that the validations indicated no errors before the data was moved into the production portion of the data warehouse.

The tests performed indicated that all the controls operated as designed and that the controls are adequate to ensure that the data coming into the data warehouse is valid. No issues were noted. Internal Audit has no recommendations in this area.



# NC Community Colleges System Office

## External Quality Assurance Review

October 2024

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# NC Community Colleges System Office Internal Audit

**It is our overall opinion that the NC Community Colleges System Office “generally conforms” with the Institute of Internal Auditors (IIA) Standards and the IIA Code of Ethics**

Generally conforming demonstrates that the relevant structures, policies, and procedures of the activity, as well as the processes by which they are applied, comply with the requirements of the individual standards or elements of the Code of Ethics in all material respects.

Governance		Staff		Management		Process	
Standard	Rating	Standard	Rating	Standard	Rating	Standard	Rating
1000	PC	1200	PC	2000	GC	2200	GC
1100	GC			2100	GC	2300	GC
1300	GC			2600	GC	2400	GC
Code of Ethics	GC					2500	GC



Thank you for the opportunity to be of service to Internal Audit. We will be pleased to respond to further questions concerning this report.

*Ben Horne*

Ben Horne, CPA, CISA  
Team Lead  
IT Auditor  
NCDHHS

*Gary Malloy*

Gary Malloy, CIA, CFE, CRMA  
Team Member  
Director of Internal Audit  
Western Carolina University



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## Standard and the IIA Code of Ethics Conformance Summary

It is our overall opinion that the NC Community Colleges System Office's Internal Audit function is **"generally conforming"** with the Standards and the IIA code of Ethics. This level of conformance demonstrates a clear intent and commitment to achieving the Core Principles and the Definition for the Professional Practice of Internal Auditing. Consequently, comments and recommendations are intended to build on this foundation already in place.

Rating for each standard are below.

	GC	PC	DNC
<b>Overall:</b>	X		

<b>IIA Code of Ethics</b>	X		
---------------------------	---	--	--

<b>Attribute Standard (1000 – 1300)</b>				
<b>1000</b>	<b>Purpose, Authority, and Responsibility</b>		X	
1010	Recognition of the Definition of Internal Auditing	X		
<b>1100</b>	<b>Independence and Objectivity</b>	X		
1110	Organizational Independence	X		
1111	Direct Interaction with the Board	X		
1112	Chief Audit Executive Roles Beyond Internal Auditing	X		
1120	Individual Objectivity	X		
1130	Impairments to Independence or Objectivity	X		
<b>1200</b>	<b>Proficiency and Due Professional Care</b>		X	
1210	Proficiency		X	
1220	Due Professional Care		X	
1230	Continuing Professional Development	X		
<b>1300</b>	<b>Quality Assurance and Improvement Program</b>	X		
1310	Requirements of the Quality Assurance and Improvement Program	X		
1311	Internal Assessments		X	
1312	External Assessments		X	
1320	Reporting on the Quality Assurance and Improvement Program	X		
1321	Use of "Conforms with the <i>International Standards for the Professional Practice of Internal Auditing</i> "	X		

1322	Disclosure of Nonconformance	X		
------	------------------------------	---	--	--

		GC	PC	DNC
<b>Performance Standards</b>				
<b>2000</b>	<b>Managing the Internal Audit Activity</b>	X		
2010	Planning	X		
2020	Communication and Approval	X		
2030	Resource Management		X	
2040	Policies and Procedures	X		
2050	Coordination	X		
2060	Reporting to Senior Management and the Board	X		
2070	External Service Provider and Organizational Responsibility for IA	X		
<b>2100</b>	<b>Nature of Work</b>	X		
2110	Governance	X		
2120	Risk Management	X		
2130	Control	X		
<b>2200</b>	<b>Engagement Planning</b>	X		
2201	Planning Considerations	X		
2210	Engagement Objectives	X		
2220	Engagement Scope	X		
2230	Engagement Resource Allocation	X		
2240	Engagement Work Program	X		
<b>2300</b>	<b>Performing the Engagement</b>	X		
2310	Identifying Information	X		
2320	Analysis and Evaluation	X		
2330	Documenting Information	X		
2340	Engagement Supervision		X	
<b>2400</b>	<b>Communicating Results</b>	X		
2410	Criteria for Communicating	X		
2420	Quality of Communications	X		
2421	Errors and Omissions		X	
2430	Use of “Conducted in conformance with the <i>International Standards for the Professional Practice of Internal Auditing</i> ”	X		
2431	Engagement Disclosure of Nonconformance	X		
2440	Disseminating Results	X		
2450	Overall Opinions	X		
<b>2500</b>	<b>Monitoring Progress</b>	X		
<b>2600</b>	<b>Communicating the Acceptance of Risks</b>	X		

---

## Key Observations

The independent assessment team identified key observations in the following areas:

- Successful internal audit practices,
- Gaps to conformance with the Standards, and
- Opportunities for improvement to enhance efficiency and effectiveness of the Internal Audit function process and Agency Governance.

Detailed observations, recommendations, and responses are included in the following section of this report.

### **Successful Internal Audit Practices**

- Collaborator and Trusted Advisor
- Automation in Monitoring of Audit Findings
- Comprehensive Risk Assessment Process

### **Gaps to Conformance with the Standards or the Code of Ethics**

- Lack of Supervisory Reviews
- Need for Additional Resources
- Internal Audit Charter and Audit Committee Charter Should Be Updated
- Strengthen Internal Audit Policies and Procedures for Managing Errors and Omissions
- Delay in Conducting Required External Assessment

### **Opportunities for Continuous Improvement Noted: Senior Management & Audit Committee**

- Strengthen Organizational Independence

### **Opportunities for Continuous Improvement Noted: Internal Audit Management**

- Improve Communications to Board on Impacts of Unaudited Risks

The International Standards for the Professional Practice of Internal Auditing (Standards) published by the Institute of Internal Auditors (IIA) requires that an external quality assessment of an internal audit activity must be conducted at least once every five years by a qualified, independent assessor or assessment team from outside the organization. The NC Community Colleges System Office's internal audit function selected the North Carolina Council of Internal Auditing's peer review program to accomplish this review.

## Opinion as to conformance with the Standards and Code of Ethics

It is our overall opinion that the NC Community Colleges System Office's Internal Audit function **generally conforms** with the Standards and the IIA code of Ethics. This level of conformance demonstrates a clear intent and commitment to achieving the Core Principles and the Definition for the Professional Practice of Internal Auditing.

The IIA's Quality Assessment Manual suggests a scale of three ratings, "generally conforms," "partially conforms," and "does not conform." "Generally Conforms" is the top rating and means the assessor or assessment team has concluded that the relevant structures, policies, and procedures of the activity, as well as the processes by which they are applied, comply with the requirements of the Standards and the IIA Code of Ethics in all material respects. Detailed definitions for rating criteria associated with "Generally Conforms", "Partially Conforms", and "Does Not Conform" are described in Attachment A of this report and are consistent with the guidance provided by the IIA in their Quality Assessment Manual.

## Objectives

The principal objectives of the Quality Assessment (QA) were to:

- Assess IA's conformance with the *Standards* and the Code of Ethics.
- Evaluate IA's effectiveness in carrying out its mission.
- Identify successful internal audit practices demonstrated by the Internal Audit function.
- Assess the effectiveness of internal audit in providing assurance and advisory services to the Board and senior stakeholders.
- Identify opportunities for improvement to both senior management and internal audit to improve their performance and service and promote their image and credibility.

## Scope and Methodology

The scope of this review includes the operations of the internal audit function as of March 1, 2023, as set forth in the approved audit charter which defines the purpose, authority, responsibility, and accountability of the internal audit function. To accomplish the objectives, the independent assessment team reviewed information prepared by the internal audit function; conducted interviews with key stakeholders and internal audit management and staff; reviewed a sample of internal audit projects and associated work papers and reports; reviewed survey data received from executives and management; and prepared diagnostic tools consistent with the methodology established by the IIA *Quality Assessment Manual*.

## Successful Internal Audit Practices

### 1. Collaborator and Trusted Advisor

The Internal Audit Director (IAD) is seen as a trusted advisor rather than a punitive watchdog. Stakeholders value internal audit and view the IAD as a key resource. Through strong communication and accessible operations, the IAD has cultivated a reputation for helpfulness. Surveys and interviews reflect stakeholders' positive views, and it is common for them to seek the IAD's advice or services.

### 2. Automation in Monitoring and Follow-up of Audit Findings

The Internal Audit Director (IAD) developed an automated solution using existing systems to monitor prior engagement findings. This system provides real-time alerts to stakeholders and dashboards for management to track issue status. The scalable model can benefit smaller internal audit functions statewide.

### 3. Comprehensive Risk Assessment Process Implemented

The Internal Audit Director (IAD) developed a robust risk assessment process, incorporating extensive input from management through numerous interviews with executive leaders. Feedback has been highly positive, with leaders praising the thoroughness and efficiency. The process effectively identifies and prioritizes key risks, strengthening the organization's overall risk management.

## Gaps in Conformance with the Standard or Code of Ethics

### 1. Lack of Supervisory Reviews

*Observation:* Our review indicated partial conformance with the 1220, 1311, and 2340 Standards as noted previously.

Standard 2340 Engagement Supervision requires engagements to be properly supervised, which generally involves supervisory review of the engagement workpapers, results, and conclusions to be reported. The engagement supervisor usually reviews the engagement workpapers that describe the audit procedures performed, the information identified, and the observations and preliminary conclusions made during the engagement. The supervisor evaluates whether the information, testing, and results are sufficient, reliable, relevant, and useful to achieve the engagement objectives and support the engagement results and conclusions, as required by Standard 2330 – Documenting Information.

Standard 1311 Internal Assessments require internal audit activities to conduct ongoing performance monitoring through a Quality Assurance and Improvement Program (QAIP). The Internal Audit Director has implemented internal monitoring and documented self-assessments; however, no supervisory reviews have been conducted on these assessments.

Standard 1220 Due Professional Care requires the internal auditor to exercise sound judgment and

diligence in performing their duties. The Internal Audit Director has ensured that audit work provides reasonable assurance by designing audits to assess key risks and controls, maintaining the necessary level of care and competence. However, supervisory reviews would enhance objectivity and help identify potential oversights or errors in engagement processes.

As the sole member of the internal audit team, the Internal Audit Director's work is not subject to additional supervisory reviews, leading to a gap in conformance with internal audit standards.

**Recommendation:** To ensure compliance with internal audit standards, it is recommended that an external or independent reviewer be engaged periodically to perform supervisory reviews of the Internal Audit Director's work. This could involve peer reviews from state agencies or external audit consultants to provide an objective assessment and maintain the quality and integrity of the audit process.

**Response:**

The System Office agrees with the recommendation and will work to establish a relationship with another Internal Audit Department to perform supervisory reviews.

## 2. Need for Additional Resources

*Observation:* Our review indicated partial conformance with the 1210 and 2030 Standards. The lack of resources leaves the NC Community Colleges System Office exposed to increased risk. Only 3 of the top 10 identified risks were included in the audit plan for 2024.

Standard 2030 highlights the need to have enough resources and an appropriate mix of knowledge, skills, and other competencies. Currently, NC Community Colleges System Office employs one internal auditor. During a recent internal audit staffing analysis, OSBM determined a minimum of three internal auditors were needed at NC Community Colleges System Office. The staffing analysis was to determine the minimal, not the optimum number of internal auditors needed to address the risk.

Standard 1210 Proficiency requires the internal auditor to demonstrate that they possess the necessary knowledge, skills, and competencies to carry out the internal audit function effectively. The Internal Audit Director is proficient in the practices of internal auditing and maintains broad knowledge of the operations of the NC Community Colleges System Office. With additional resources, Internal Audit could obtain deeper proficiencies across multiple disciplines (e.g., IT, Regulatory). This would lead to more thorough audits, especially in complex or high-risk areas.

**Recommendation:** To ensure a strong audit staff appropriately sized to provide adequate assurance and consultative services to cover the agency's risks, we recommend that agency senior management and the board increase the size of the internal audit office. We also encourage management to request more permanent, full-time staff to the General Assembly to ensure the continuity and quality of the

program may be sustained in the future.

**Response:**

The System Office agrees with the recommendation and will continue to pursue avenues for providing additional resources for the Internal Audit function. This may include, but is not limited to, expanding the practice of augmenting internal audit resources through contractors and interns.

**3. Internal Audit Charter and Audit Committee Charter Should Be Updated to Align with Standards**

*Observation:* Our review indicated that the Internal Audit Charter does not fully conform to the IIA standards, leading to partial conformance to Standard 1000. Standard 1000 indicates the specific internal audit elements to be documented in the Internal Audit Charter for organizations.

Specifically, the following issues were identified:

1. The "Purpose" of the internal audit activity was not formally defined. Standard 1000 states that the purpose "must be formally defined in an internal audit charter."
2. The nature of assurance services provided was not defined. Standard 1000.A1 states, the "nature of assurance services provided to the organization must be defined in the internal audit charter."
3. The nature of consulting services was not defined. Standard 1000.C1 states, the "nature of consulting services must be defined in the internal audit charter."

The Accountability and Audit Committee charter should also agree with the internal audit charter.

**Recommendation:** The Internal Audit Charter and the Accountability and Audit Committee Charter be revised to fully align with Internal Audit Standard 1000. For instance, the "purpose of internal audit" should be explicitly defined in the Internal Audit Charter, along with clear definitions of assurance and consulting services. These revisions will ensure greater clarity and compliance with the standard.

**Response:**

The System Office agrees with this recommendation. The Internal Audit Director will revise the charter to comply with the standards and will ensure that the Audit Charter and Audit Committee Charter are aligned to the standards.

**4. Strengthen Internal Audit Policies and Procedures for Managing Errors and Omissions**

*Observation:* Our review indicated partial conformance with the 2421 Standard. The Internal Audit Director maintains a policy and procedure manual to guide their day-to-day duties. At a minimum, the Internal Audit should add to procedures manual the process for errors and omissions. The Internal Audit Manual does not specify the office's procedures for communicating errors and omissions, as required by audit standards when applicable. Standard 2421 – Errors and Omissions states that if a final communication contains a significant error or omission, there must be established procedures to ensure that the corrected information is communicated to all parties who received the original report.

Incorporating these procedures into the manual would ensure compliance with the standard and enhance transparency in audit communications.

**Recommendation:** The Internal Audit Director should critically review current documentation and:

- Discuss situations with senior management and the board when “significant” errors and omissions occur and how those would be communicated.
- Update the Internal Audit manual to incorporate the developed process for any errors or omissions, ensuring that it is clearly written and easy to follow.

**Response:**

The System Office agrees with this recommendation. The recommended changes will be made to the Internal Audit Manual.

## 5. Delay in Conducting Required External Assessment

*Observation:* Our review identified partial conformance with Standard 1312, which requires that an external assessment be conducted at least once every five years by a qualified, independent assessor or assessment team from outside the organization. The last external assessment was completed in April 2017, making it seven years since the previous review. Due to this overdue assessment, Internal Audit has been unable to confirm compliance with internal audit standards with its customers, management, or the board.

**Recommendation:** The Internal Audit Director should integrate the cost and scheduling of the external assessment into the internal audit’s long-term strategic plan and annual budget. This approach will ensure that the assessment is not overlooked and that adequate resources are available for its timely completion, as mandated by Internal Audit standards.

**Response:**

The System Office agrees with the recommendation. Appropriate audit processes have been documented and put into place. These audit practices and communications ensure that management and the Audit Committee are aware of the required external review timeline. Management is committed to ensuring that resources are available to support the external reviews.

## Opportunities for Continuous Improvements – Senior Management and the Board

### 1. Strengthen Organizational Independence

*Observation:* The IIA Standard 1110 provides guidance on functional oversight to create the right working conditions to permit the operation of an independent and effective internal audit activity. Critical to this environment is the direct reporting line to the Accountability and Audit Committee.

The Accountability and Audit Committee’s Charter includes all the requirements outlined in Standard 1110 except for:

- Approving decisions regarding the appointment and removal of the chief audit executive.

- 
- Approving the remuneration of the chief audit executive.

By law the Audit Committee cannot hire nor terminate State employees. However, there is no limitation to participating in the process with the ultimate responsibility and decision making remaining with the System President.

**Recommendation:** The System President should consider ways to involve the Accountability and Audit Committee or Audit Committee Chair in the process of hiring or terminating the Internal Audit Director. This could be as simple as informing the Audit Committee Chair of the top candidate prior to extending the offer and providing notice prior to termination of the Internal Audit Director. Additionally, involvement can be as complex as allowing an Audit Committee member to be part of the recruitment process.

**Response:**

The System Office agrees with the recommendation and will consider steps to ensure the Audit Committee is adequately informed regarding decisions regarding the Internal Audit Director position.

## Opportunities for Continuous Improvements – Internal Audit Management

### 1. Improve Communications to Board on Impacts of Unaudited Risks

*Observation:* The review indicated that the current process of reporting unaudited risks to the Accountability and Audit Committee lacks detail on potential impacts. While the Internal Audit Director briefs the committee on key risks, the reports don't consistently address the consequences of not addressing these risks. This communication gap could limit the committee's understanding of overall risk exposure and hinder informed decisions on mitigation strategies, such as outsourcing.

**Recommendation:** The Internal Audit Director should enhance communication with the Board and Accountability and Audit Committee regarding unaudited risks by providing more detailed analysis of potential impacts. This should include an assessment of the likelihood and severity of unaudited risks, as well as any plans for future audits or risk management actions. A structured and transparent approach to reporting unaudited risks will enable the committee to better prioritize resources and make more informed decisions to safeguard the organization.

**Response:**

The System Office agrees with this recommendation. The Internal Audit Director will add more detail on the unaudited risks, their ratings, and management's handling of those risks when presenting the risk assessment results and annual audit plan to the Audit Committee.

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# Attachment A: Rating Definitions

## Rating Definitions

**GC – “Generally Conforms”** means that the assessor or the assessment team has concluded that the relevant structures, policies, and procedures of the activity, as well as the processes by which they are applied, comply with the requirements of the individual standard or elements of the Code of Ethics in all material respects. For the sections and major categories, this means that there is general conformity to a majority of the individual Standard or element of the Code of Ethics and at least partial conformity to the others within the section/category. There may be significant opportunities for improvement, but these should not represent situations where the activity has not implemented the *Standards* or the Code of Ethics and has not applied them effectively or achieved its stated objectives. As indicated above, general conformance does not require complete or perfect conformance, the ideal situation, or successful practice, etc.

**PC – “Partially Conforms”** means that the assessor or assessment team has concluded that the activity is making good-faith efforts to comply with the requirements of the individual standard or elements of the Code of Ethics or a section or major category but falls short of achieving some major objectives. These will usually represent significant opportunities for improvement in effectively applying the *Standards* or the Code of Ethics and/or achieving their objectives. Some deficiencies may be beyond the control of the internal audit activity and may result in recommendations to senior management or the board of the organization.

**DNC – “Does Not Conform”** means that the assessor or assessment team has concluded that the internal audit activity is not aware of, is not making good-faith efforts to comply with or is failing to achieve many or all of the objectives of the individual standard or element of the Code of Ethics or a section or major category. These deficiencies will usually have a significantly negative impact on the internal audit activity’s effectiveness and its potential to add value to the organization. These may also represent significant opportunities for improvement, including actions by senior management or the board.

**STATE BOARD OF COMMUNITY COLLEGES**  
**Cyber Security Update – November 2024**

The quarterly Cyber Security report to the Audit and Compliance (AUD) Committee, unless noted, covers agency activities to-date since the last AUD report. The summaries below are separated into two categories: System Office and Enterprise/System-wide efforts.

**System Office**

**Cybersecurity and Awareness Training (Calendar Year/Year-to-Date)**

NC Department of Information Technology (NCDIT) Enterprise Security & Risk Management Office (ESRMO) assigns mandatory training for all State employees.

The State's required standard for completion is 95%. As of Oct. 28<sup>th</sup>, the System Office has an overall 91.46% rate of completion for assigned training YTD. The drop in percentage from the previous reporting is due to new training (highlighted in yellow) being assigned on Oct. 1<sup>st</sup> that is still within the allowed timeframe.

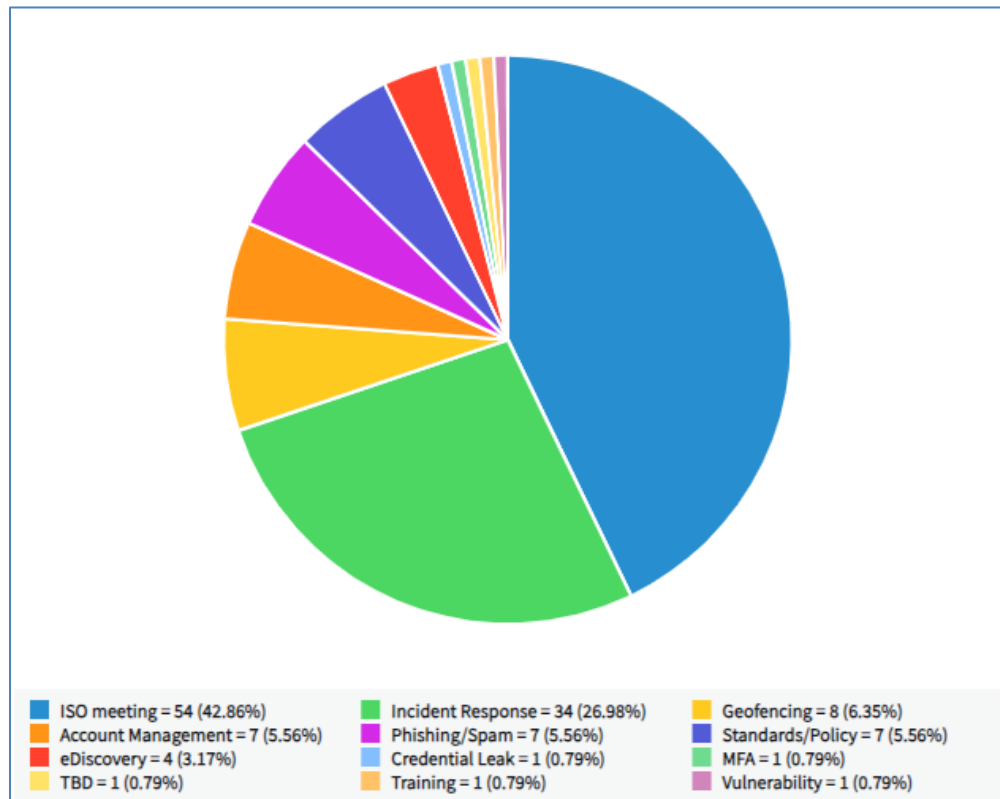
The modules assigned thus far are:

<b>Training Module Title</b>	<b>Completed</b>
Cyber Security: 2024 Security Awareness Training	62.05%
Cyber Security: 2024 Social Engineering Red Flags	99.52%
Cyber Security: AI Chatbots: Understanding Their Use, Risks, and Limitations in the Workplace	97.69%
Cyber Security: How To Behave: Protecting Sensitive Information	100.00%
Cyber Security: Security and Disaster Preparedness	94.12%
Privacy: Controlled Unclassified Information (CUI)	62.78%
Privacy: Family Educational Rights and Privacy Act (FERPA) Overview	94.57%
Privacy: Privacy vs Security - What's the Difference?	100.00%
Privacy: Remote Work: Keeping It Private	100.00%
Privacy: Restricted Intelligence Privacy Edition S1 Ep2 – Nobody Reads That Stuff (Privacy by Design)	94.12%
Privacy: Restricted Intelligence Privacy Edition S1 Ep6 - Partners (Third Party Partners) (2024)	99.52%
Privacy: Security Bytes: PII	100.00%
Privacy: Staying Safe in the Cloud	64.57%
Privacy: The Fair Information Practice Principles v2	98.08%
Privacy: The Value of Data	100.00%
Privacy: The What, Why, and How of Data Privacy (2024)	100.00%
Privacy: The What, Why, and How of HIPAA	99.52%
<b>Grand Total</b>	<b>91.46%</b>

**ISO Team Engagement Overview Since August AUD Report:**

- Following the impact of Hurricane Helene, the ISO team assisted in tracking the impact of the 14 impacted colleges. Additional assistance was provided to Patrick Fleming in identifying a strategy to deploy Starlink 'kits' to impacted colleges to support and augment critical communication needs.

- For the last three months, the ISO team has completed 126 engagements with colleges. The chart below is the breakdown of those 126 engagements. Of note, each engagement may include support from multiple ISO team members.



- October was Cybersecurity Awareness Month 2024, and the ISO team conducted two townhall style sessions focusing on cybersecurity in their personal lives. Those sessions focused on the four main themes of CAM2025, which are:
  - Strong Passwords and Password Management,
  - Using Multi-Factor Authentication,
  - Recognizing and Reporting Phishing and Social Engineered Attacks and
  - Maintaining software on all devices.
- ISO Team attended the Fall IIPS Conference and provided sessions on the following topics:
  - General Session: Tabletop Exercise (TTX) Incident Response game called Backdoors and Breaches.
  - 3rd Party Vendor Risk Management
  - Birds of a Feather - Open Security Office Hours
  - CIS Controls 3: Data Protection
  - Cybersecurity Maturity Model Certification (CMMC)
  - CIS Controls Self-Assessment Tool (CIS CSAT)
- Since the previous Cybersecurity AUD report the ISO has shared 22 email notices on threat alerts, exploited vulnerabilities, training opportunities and other cybersecurity information.
- In mid-August, the ISO started getting reports of bogus student applications and appeared to be applying for Pell Grants. In total 18 colleges reported bogus applications. Examples of

Indicators of Compromise (IoCs) were shared with multiple constituent groups systemwide. Additionally, information regarding the bogus applications was provided the FBI Internet Crime Compliant Center (IC3) for tracking. Currently the best defense against these bogus applications is for the registrars and admissions officers to include manual review processes of new applications and to be vigilant of any inconsistencies in the application that may indicate that it is fraudulent.

**Rural College Broadband Access** – Third party security assessments conducted in partnership with Accenture for the 28 participating colleges and the System Office. This effort will run through December 2024.

- Functional Controls Assessment Status – 19 schools and NCCCS completed, 5 scheduled, remaining 3 to be scheduled after August.
- Functional Phishing Test – 22 Colleges Phished, Completed in April. Results have been provided back to the College IT Staff.
- Technical Assessments will include External Vulnerability Scans and Penetration Testing planned for June/July and Internal Vulnerability Scans planned for August.
  - All 27 schools and NCCCS had scans in preparation for external Pen-Testing
  - External Pen-Test scheduled to begin July 15<sup>th</sup>.
- Resiliency Testing – 2 Schools with different but common infrastructure/systems
  - In process, began July 1<sup>st</sup>.
- Internal Pen Testing –
  - Begin collecting information from colleges in mid-August.
  - Both credential and non-credential testing
- Wi-Fi testing
  - 4 Schools to be tested in October (work in progress)
  - NCCCS Office to be tested at the end of September.
- Web Scans
  - Work in progress.

**State and Local Cybersecurity Grant Program (SLCGP)** - [State and Local Cybersecurity Grant Program | NC DPS](#)

- The FY23 SLCGP Federal Award for North Carolina is projected to be approx. \$10.8 million. State match/cost share is projected to be another \$2.7 million for a total of approx. \$13.5 million (less management & administration costs) to be awarded to state, tribal and local govt. entities, including Community Colleges.  
42 College submitted applications for the FY23 SLCGP. There were 121 total applications submitted statewide.
- On Oct 10<sup>th</sup>, the SLCGP Committee started communicating awards to applicants.
  - 34 Colleges were identified to receive awards of up to \$200,000.00. Some award offers were less based on college funding requests or exclusion of some elements of the application.

- Total award potential for the colleges is approximately \$5,175,716
- The list of colleges and the exact grant funding levels are confidential until all awards have been accepted.

**Contact(s)**

Stephen S. Reeves

AVP, Chief Information Security Officer

Deante Tyler

AVP, Chief Technology Officer

**AGENDA**  
**State Board of Community Colleges**  
**PERSONNEL COMMITTEE**  
**Caswell Building, Dr. W. Dallas Herring State Board Room**  
**Thursday, November 14, 2024 – 4:45 p.m. – 5:15 p.m.**  
**Mr. Bill McBrayer, Chair**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – October 17, 2024

**For Action**

**For Information**

- System Office Vacancy Report (Attachment PER 01)
- College Presidential Status Report (Attachment PER 02)

**New Business**

**Adjourn**

**MINUTES**  
**State Board of Community Colleges**  
**PERSONNEL COMMITTEE**  
**Thursday, October 17, 2024**

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**PERSONNEL COMMITTEE MEMBERS**

Chair Mr. Bill McBrayer	Ms. Lisa Estep	The Hon. Ray Russell
Vice Chair Geoffrey Lang	Mr. John Kane	Mr. Ray Trapp*
Ms. Paula Benson	Mr. Tom Looney	

\* Attended via Zoom

Absent: Lt. Gov. Mark Harris, Dr. Grant Campbell, and Hon. Sam Searcy

**OTHER STATE BOARD MEMBERS PRESENT**

Mr. Mark Merritt	Hon. David Price	Ms. Ann Whitford
Mr. Hari Nath	Ms. Sarah West	

**OTHERS IN ATTENDANCE**

President Jeff Cox	Ms. Sondra Jarvis	President Amanda Lee,
Dr. Kimberly Gold	Ms. Delany Davis	Bladen CC
Ms. Jonnell Carpenter	President David Heatherly,	Dr. Patrick Crane
Ms. Amy Mast	Coastal Carolina CC	Dr. Andrew Gardner
Ms. Magnolia Lugo	Mr. Paul Makowski	Ms. Veronica Watson
Dr. Phillip Price	Mr. Patrick Fleming	

Attended in Via Zoom\*

**CALL TO ORDER**

Chair McBrayer called the Personnel Committee Meeting to order at 12:45 p.m. in the Dr. W. Dallas Herring State Board Room in the Caswell Building, Raleigh, NC.

**ROLL CALL**

Dr. Gold took a roll call vote of Personnel Committee members. A Quorum was met.

**ETHICS STATEMENT**

Chair McBrayer read the Ethics Awareness and Conflict of Interest Statement. No conflicts noted.

**APPROVAL OF THE AGENDA AND MINUTES**

Chair McBrayer requested an amendment to the agenda to add four (4) For Action items for closed session consideration. Chair McBrayer asked for a motion to approve October 19, 2024,

**MINUTES**  
**State Board of Community Colleges**  
**PERSONNEL COMMITTEE**  
**Thursday, October 17, 2024**

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meeting agenda with the amendments. Ms. Lisa Estep made the motion, seconded by Dr. Ray Russell. Unanimously approved.

Chair McBrayer requested a motion to approve minutes for the September 2024 meeting. Dr. Russell made the motion, seconded by Ms. Paula Benson. Unanimously approved.

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Chair McBrayer reviewed PER 01 Reorganization of Funds. This action will approve the movement of funds from the legal department to the programs department. Dr. Gold shared that this action would move 3 individuals, and the associated funds associated with these personnel from one department to another.

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Chair McBrayer made a motion to go into closed session at 12:49 p.m. pursuant to NC General Statute 143-318.11 A1 to prevent the disclosure of information that is confidential, privileged, in pursuit of NC General Statute 115-D-27 and 126-22. Additionally, I move to go into closed session pursuant to North Carolina. General statute section 143-318.11 A6, to consider the qualifications, competence, performance, and fitness of individual prospective employees, and to consider the conditions of appointment for an individual public employee.

The motion was seconded by Mr. Lang.

**OPEN SESSION**

The Committee returned to open session at 1:16 p.m.

**For Information**

**System Office Vacancy Report – October 2024 (Attachment PER 01)**

No discussion. Mr. McBrayer noted that the System Office vacancy rate has dropped from the mid-teens to a vacancy rate of 7.0

**College Presidential Status Report – October 2024 (Attachment PER 02)**

No discussion

**ADJOURNMENT**

The Chair asked if there was any new business.

The Committee adjourned at 1:17 p.m.

Recording Secretary, Kimberly Gold

**NCCCS NOVEMBER VACANT POSITION REPORT**

Report Date: 11.05.24

DIVISION	POSITION NUMBER	POSITION DESCRIPTION	DATE VACANT	VACANCY REASON	STATUS	BUDGET	NUMBER OF DAYS VACANT	FTE
ECONOMIC	65032454	Workforce Development Training Spec I	1/11/2023	Separation	Recruitment Process	72,100.00	664	1.000
ECONOMIC	60088170	Dept Operations Manager	1/1/2024	Retirement	Start date: 11.12.24	90,000.00	309	1.000
ECONOMIC	65030351	Workforce Development Trning Spclist I	2/12/2024	Separation	Position filled 11.4.24	60,682.00	267	1.000
ECONOMIC	65030128	Wrkfre Dev Trng Spc I-Industry Spec Cons	5/1/2024	Transfer	Recruitment Process	72,100.00	188	1.000
ECONOMIC	65023105	Reg Cust Trng Dir	7/1/2024	Retirement	Vacant	82,682.00	127	1.000
ECONOMIC	65040526	Workforce Dev Training Spec I	9/1/2024	New Position	Recruitment Process	72,100.00	65	1.000
EXECUTIVE	60088082	Legislative Liaison	3/25/2024	Separation	Recruitment Process	72,800.00	225	1.000
EXECUTIVE	60087977	Executive Assistant II	3/9/2024	Reclassified	Recruitment Process	64,000.00	241	1.000
EXECUTIVE	60095041	VP of Human Resources	7/1/2024	Reposted	Start date:12.2.24	146,403.00	127	1.000
EXECUTIVE	60087990	Agency Receptionist/HR Office Manager	10/1/2024	Transfer	Vacant	41,241.00	35	1.000
EXECUTIVE	60087988	Dir of Internal Engagement & Foundation	10/5/2024	Separation	Vacant	77,662.00	31	1.000
FINANCE	60088114	Budget Analyst II	9/1/2024	Retirement	Position filled 11.4.24	77,608.00	65	1.000

FINANCE	60088093	Business Systems Analyst I	10/1/2024	Transfer	Vacant	77,608.00	35	1.000
PROGRAMS	60088137	State Board & Programs Specialist	7/1/2024	Retirement	Recruitment Process	50,670.00	127	1.000
PROGRAMS	60088145	State Director of Credit Mobility	5/25/2024	Separation	Start date: 11.12.24	84,000.00	164	1.000
TECHNOLOGY	60088077	Director, IT Operations	7/1/2024	Retirement	Recruitment Process	120,557.00	127	1.000
TECHNOLOGY	60088012	Executive Assistant I	8/5/2024	Internal transfer	Vacant	59,539.00	92	1.000
TECHNOLOGY	60088038	Cloud Systems Engineer	8/13/2024	Separation	Recruitment Process	113,087.00	84	1.000
						1,434,839.00		18.000

OCTOBER METRICS	
BUDGETED POSITI	241
HEADCOUNT	223
VACANCIES	18
VACANCY RATE %	7.47
SEPARATIONS	1

**STATE BOARD OF COMMUNITY COLLEGES**  
**College President Status Report**

**Attachment PER 02**

College	President	Appt. Date
Alamance Community College	Dr. Ken Ingle	2/1/2024
Asheville Buncombe Technical Community College	Dr. John Gossett *	7/1/2020
Beaufort County Community College	Dr. David Loope	6/1/2017
Bladen Community College	Dr. Amanda Lee *	2/1/2019
Blue Ridge Community College	Dr. Laura Leatherwood	7/1/2017
Brunswick Community College	Dr. Gene Smith	1/1/2019
Caldwell Community College & Technical Institute	Dr. Mark Poarch	7/1/2016
Cape Fear Community College	Mr. Jim Morton	4/20/2018
Carteret Community College	Dr. Tracy Mancini	6/1/2020
Catawba Valley Community College	Dr. Garrett Hinshaw	8/1/2006
Central Carolina Community College	Dr. Lisa Chapman	4/1/2019
Central Piedmont Community College	Dr. Kandi Deitemeyer *	1/1/2017
Cleveland Community College	Dr. Jason Hurst	4/1/2018
Coastal Carolina Community College	Mr. David Heatherly	1/1/2017
College of The Albemarle	Dr. Jack Bagwell	12/2/2019
Craven Community College	Dr. Raymond Staats	7/20/2015
Davidson-Davie Community College	Ms. Jenny Varner	7/11/2023
Durham Technical Community College	Mr. John Buxton	7/20/2020
Edgecombe Community College	Dr. Gregory McLeod	8/15/2018
Fayetteville Technical Community College	Dr. Mark Sorrells	1/1/2023
Forsyth Technical Community College	Dr. Janet Spriggs	1/1/2019
Gaston College	Dr. John Hauser *	6/1/2020
Guilford Technical Community College	Dr. Anthony Clarke *	11/1/2019
Halifax Community College	Dr. Patrena Elliott	1/1/2023
Haywood Community College	Dr. Shelley White	1/1/2020
Isothermal Community College	Dr. Margaret Annuziata	2/1/2021
James Sprunt Community College	Dr. Jay Carraway	4/29/2019
Johnston Community College	Dr. Vern Linqvist	1/15/2023
Lenoir Community College	Dr. Russell Hunt	10/1/2016
Martin Community College	Dr. Tabitha Miller	5/1/2024
Mayland Community College	Dr. John C. Boyd	1/1/2011
McDowell Technical Community College	Dr. James W. Kelley	7/1/2024
Mitchell Community College	Dr. Tim Brewer	3/1/2012
Montgomery Community College	Dr. Chad Bledsoe	4/6/2015
Nash Community College	Dr. Lew Hunnicutt	11/1/2019
Pamlico Community College	Ms. Michelle Willis Kraus (Interim)	11/21/2023
Piedmont Community College	Dr. Pamela Senegal	7/1/2017
Pitt Community College	Dr. Maria Pharr*	8/13/2024
Randolph Community College	Dr. Shah Ardalan	7/1/2023
Richmond Community College	Mr. Brent Barbee	11/1/2024
Roanoke-Chowan Community College	Dr. Murray Jean Williams	5/1/2021
Robeson Community College	Ms. Melissa Singler	11/1/2019
Rockingham Community College	Dr. Mark Kinlaw - Ret 03/31/2025	1/20/2015
Rowan-Cabarrus Community College	Dr. Carol S. Spalding	8/11/2008
Sampson Community College	Dr. Bill Starling	3/1/2018
Sandhills Community College	Dr. Alexander "Sandy" Stewart	7/1/2023
South Piedmont Community College	Ms. Michelle Brock (Interim)	8/13/2024
Southeastern Community College	Dr. Chris English	8/3/2020
Southwestern Community College	Dr. Don Tomas	7/1/2011
Stanly Community College	Dr. John Enamait	8/15/2016
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
Wake Technical Community College	Dr. Scott Ralls *	2/1/2019
Wayne Community College	Dr. Patty Pfeiffer	1/1/2022
Western Piedmont Community College	Dr. Joel Welch	7/1/2020
Wilkes Community College	Dr. Michael Rodgers	6/1/2024
Wilson Community College	Dr. Jami Woods	6/1/2023

*\*Previously served as president at another NCCCS college*

**STATE BOARD OF COMMUNITY COLLEGES  
College President Status Report**

**Attachment PER 02**

Appointed 2020	7		
Appointed 2021	2		
Appointed 2022	1		
Appointed 2023	7	Retirement	17
Appointed 2024	6	Moved	4
Searching	3	Other	5
<u>Total:</u>	<u>26</u>	<u>Total:</u>	<u>26</u>

