

**STATE BOARD OF COMMUNITY COLLEGES**  
**Mr. Thomas Looney, Chair**  
**February 21, 2025**  
**North Carolina Community College System**  
**Dr. W. Dallas Herring State Board Room**  
 Caswell Building, 200 West Jones Street  
 Raleigh, North Carolina 27603

**Thursday, February 20, 2025****LUNCH**

12:00 p.m. – 12:45 p.m.

Dr. W. Dallas Herring State Board Room

<b>COMMITTEE MEETINGS</b>		
Programs & Student Success Committee	12:45 p.m. – 2:00 p.m.	Dr. W. Dallas Herring State Board Room
Finance Committee	2:05 p.m. – 2:50 p.m.	Dr. W. Dallas Herring State Board Room
Accountability & Audit Committee	2:55 p.m. – 3:30 p.m.	Dr. W. Dallas Herring State Board Room
Joint-Personnel/Policy & Governance Committees	3:35 p.m. – 5:00 p.m.	Dr. W. Dallas Herring State Board Room

**Friday, February 21, 2025****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 – January 17, 2025
- Approval of Agenda
- Approval of Consent Agenda (*Consent Agenda items are listed on the Consent Agenda and designated on the Full Agenda*)

**REPORTS**

- NC Association of Community College Presidents, Mr. David Heatherly, President of Coastal Carolina Community College
- NC Association of Community College Trustees, Gene Rees, Chair
- NC Comprehensive Community College Student Government Association (N4CSGA), Ms. Autumn Queen, President

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

Curriculum Program Application-New to the System (Attachment PROG 01)\*

- CCP Career and College Ready Pathway (P9099A)

Curriculum Program Applications-Johnston Community College (Attachment PROG 02)\*

- Respiratory Therapy (A45720)

**For Action**

Legislative Reports for Career and College Promise and Cooperative Innovative High School (Attachment PROG 03)\*

Legislative Report on Rowan-Cabarrus Community College Biotechnology Training Center (Attachment PROG 04)\*

Cooperative Innovative High School Applications (Attachment PROG 05)  
Project Lead the Way (PLTW) Course Weighting Request (Attachment PROG 06)

### **For Consent Agenda**

Associate in Engineering (A10500) Program Application (Attachment PROG 07)

Curriculum Program Applications-Fast Track for Action (Attachment PROG 08)

- Cape Fear Community College
  - Artificial Intelligence (A25710)
- Gaston College
  - Medical Sonography (A45450)
- Maryland Community College
  - Business Administration (A25120)-Avery-Mitchell Correctional Institution

Combined Course Library -Workforce Continuing Education and College & Career Readiness (Attachment PROG 09)

- New Course Approvals, Modifications, and Tier Designations
  - New Course Approval -NCCCS on behalf of IT Alignment Project (ITAP) Colleges
    - Survey of Artificial Intelligence (CIS-3119)
    - Blockchain Fundamentals (CTI-3160)
  - New Course Approval-NC Criminal Justice Education and Training Standards Division and NC Community College System
    - Criminal Justice Standards Certification (CJC – 4043)
    - BLET Supplemental (LET-3120)
  - New Course Approval – NC Fire Rescue Commission, NC OSFM, AND System Office
    - HM Awareness (FRC-1600)
    - HM Operations (FRC-1601)
    - HM Ops MSC PPE (FRC-1602)
    - HM Ops Mass Tech Decon (FRC-1603)
    - HM Ops Det & Sampling (FRC-1604)
    - HM Ops MSC Victim Rescue/Recov (FRC-1605)
    - HM Ops MSC Evid & Illicit Labs (FRC-1606)
    - HM Ops MSC Product Control (FRC-1607)
    - Hazardous Material Technician (FRC – 1608)
  - New Course Approval-Sandhills Community College
    - Active Play (EDU)-3157)
  - Course Modifications-McDowell Technical Community College
    - Paramedic Initial (EMS-4400)
    - Cosmetology (COS-3201)

### **For Information**

Curriculum Program Applications as Approved by the System President (Attachment PROG 10)

- Cleveland Community College
  - Elementary Education Residency Licensure Certificate (C55490)
- McDowell Technical Community College
  - Public Safety Administration (A55480)

Curriculum Program Standard Revisions as Approved by the System President (Attachment PROG 11)

- Beaufort County Community College
  - Agribusiness Technology (A15100)
  - Agriculture Education (A15330)
  - Sustainable Agriculture (A15410)
- Cleveland Community College
  - Mission Critical Operations (A40430)

Curriculum Program Terminations as Approved by the System President (Attachment PROG 12)

- Rowan-Cabarrus Community College
  - Basic Law Enforcement Training (Certificate) (C55120)
- South Piedmont Community College
  - Cyber Crime Technology (Add210)

Legislative Report for ApprenticeshipNC (Attachment PROG 13)

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

##### **For Action**

Allocation of Enrollment Growth Reserve (Attachment FC 01)

Allocation for High-Cost Healthcare Workforce Funds (Attachment FC 02)

Community College CRM Pilot Reimbursement (Attachment FC 03)

##### **For Consent Agenda**

Construction and Property -February 2025 (Attachment FC 04)

##### **For Information**

State Board Reserve FY 2024-25 Mid-Year Report (Attachment FC 05)

Annual Survey of Fees FY 2023-24 (Attachment FC 06)

System Office Contracts Report as of December 31, 2024 (Attachment FC 07)

Grants Updates Report (Attachment FC 08)

Estimated Receipts – January 2025 (Attachment FC 09)

#### **Accountability & Audit Committee, Mr. Mark Merritt, Chair**

##### **For Action**

Audit and Accountability Committee Charter (Attachment AUD 01)

NCCS Internal Audit Charter (Attachment AUD 02)

##### **For Information**

Ethics and Professionalism Attestation (Attachment AUD 03)

Internal Audit Professional and Ethical Standards Survey (Attachment AUD 04)

Compliance Review Annual Report FY 2024-25 (Attachment 05)

College Financial Audit 5 Year Summary FY 2024 (Attachment AUD 06)

Cyber Security Update (Attachment AUD 07)

Accreditation Status Report (AUD 08)

#### **STATE BOARD POLICY AND GOVERNANCE & PERSONNEL JOINT COMMITTEE, Hon. Chaz Beasley, Chair & Mr. Bill McBrayer, Chair**

##### **STATE BOARD POLICY AND GOVERNANCE**

##### **For Future Action**

Proposed Amendment of 2A SBCCC 100.1 – Definitions (Attachment SBPG 01)\*

Proposed Amendment of 2A SBCCC 300.2 – Application for License Renewal (Attachment SBPG 02)\*

Proposed Amendment of 2A SBCCC 500.1 – Administration of the Student Protection Fund (Attachment SBPG 03)\*

##### **For Action**

Review of Public Comments for Amendment to 1C SBCCC 200.100 – Paid Parental Leave (Attachment SBPG 04)

##### **For Consent Approval**

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 05)

**For Information:**

Process Overview: Moving Items from “For Future Action” to “For Action” (Attachment SBPG 06)

**PERSONNEL COMMITTEE**

**For Information**

System Office Vacancy Report – February 2025 (Attachment PER 01)

College Presidential Status Report – February 2025 (Attachment PER 02)

**NCCCS PRESIDENT’S REPORT, Dr. Jeff Cox**

**NEW BUSINESS**

There is no new business to be discussed.

**EXPIRING TERMS AND VACANCIES**

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

**BOARD MEMBERS QUESTIONS/COMMENTS**

**DATE OF FUTURE MEETINGS**

- The next State Board meeting is scheduled for Wednesday, April 2, 2025, and Friday, April 4, 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.
- February 21st-22nd- Community College Legislative Assembly (CCLA) hosted by the NC General Assembly & N4CSGA
- April 3, 2025 – North Carolina Community Colleges Awards Dinner and Celebration

**ADJOURNMENT**

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**CONSENT AGENDA**

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

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  - Active Play (EDU)-3157)
- Course Modifications-McDowell Technical Community College
  - Paramedic Initial (EMS-4400)
  - Cosmetology (COS-3201)

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

**For Consent Agenda**

Construction and Property -February 2025 (Attachment FC 04)

**STATE BOARD POLICY AND GOVERNANCE & PERSONNEL JOINT COMMITTEE,**

**Hon. Chaz Beasley, Chair & Mr. Bill McBrayer, Chair**

**For Consent Approval**

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 05)

*\*Some business to be conducted will be held in closed session as authorized by the North Carolina Open Meetings Law.*

**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)**



**State Board of Community Colleges  
Caswell Building, 200 West Jones Street  
Raleigh, North Carolina  
January 17, 2025  
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 9:04 a.m. in Dr. W. Dallas Herring State Board Room of the Caswell Building. Chair Looney welcomed the Board.

**ADMINISTRATION OF THE OATH OF OFFICE**

The Honorable Trey Allen, Associate Justice on the North Carolina Supreme Court swore in 5 new board members to the NC Community College System:

Lieutenant Governor Rachel Hunt, State Treasurer Brad Briner, Commissioner of Department of Labor Luke Farley, Mr. Robert Moore and Autumn Queen.

**ROLL CALL**

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

The Hon. Chaz Beasley  
Ms. Paula Benson  
Treasurer Brad Briner  
Dr. Shirley Carraway  
Ms. Lisa Estep  
Commissioner Luke Farley  
Lt. Gov. Rachel Hunt

Mr. John Kane  
Mr. Tom Looney  
Mr. Bill McBrayer  
Mr. Mark Merritt  
Mr. Robert Moore  
Mr. Hari Nath  
The Hon. David Price\*

The Hon. Ray Russell  
Ms. Autumn Queen  
Mr. Sam Searcy  
Mr. Ray Trapp  
The Hon. Terry Van Duyn  
Ms. Sarah West  
Ms. Ann Whitford

\* Attended via Zoom  
Absent: Mr. Geoffrey Lang

**Quorum Confirmation**

Chairman Looney confirmed that quorum was present.

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

Ms. Jonnell Carpenter read the ethics statement and reminded all members of their duty to monitor conflicts of interest. No conflicts were noted.

## **APPROVAL OF THE MINUTES**

Chair Looney asked for a motion to approve the minutes from November 15, 2024. Mr. Bill McBrayer moved to approve the minutes, with a second from Mr. Ray Trapp. The motion carried unanimously.

## **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.

- **Program and Student Success**: Ms. West reported that the committee moved program three from the for Future Action agenda to the For Action agenda.
- **Policy and Governance Committee**: Mr. Beasley reported the committee moved seven items from the for Future Action agenda to the For Action agenda.
- **Personnel Committee**: Mr. McBrayer reported the committee had three items for Closed Session.

A motion to approve the agenda as amended was made by Mr. Beasley and seconded by Mr. McBrayer. The motion was approved by a unanimous vote.

Chair Looney inquired if there were any questions regarding the consent agenda. Given the absence of questions or comments, Ms. Estep moved to approve the consent agenda. The motion was seconded by Mr. Merritt and unanimously approved by the board.

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**Introduction of New College Presidents:** Chair Ellis introduced Dr. Maria Pharr as the new President of Pitt Community College and its first female President. President Pharr addressed the Board, expressing gratitude for the trust placed in her to lead Pitt Community College. She introduced her leadership team: Ms. Maryanne Cox, Executive Vice President; Mr. Ricky Brown, Vice President of Finance and Administrative Services; and Dr. Brian Jones, Vice President of Student Services, acknowledging their vital role in the college's success. She noted her pride in returning to Pitt Community College, where she previously served earlier in her career. She outlined her focus on building upon the college's strong foundation, fostering partnerships, and positioning Pitt as a leader in workforce development, innovation, and educational excellence.

Chair Stroud then introduced the President of McDowell Technical Community College, Dr. JW Kelley. Dr. Kelley expressed gratitude to the McDowell Tech Trustees, mentors, colleagues, family, and the State Board for their support in his leadership journey. He reflected on his 2016 appointment as Associate Vice President for Student Services, which allowed him to grow as a leader and build valuable networks. Dr. Kelley commended the Board's response to the recent hurricane, emphasizing how policy flexibility and funding helped maintain student enrollment and support the community during challenging times. Highlighting the resilience of small business owners in Old Fort, he shared a story about a local couple

who, despite losing their home, continued to serve their community. He concluded by advocating for grants to support small business recovery and expressed optimism about McDowell County's future.

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Chair Looney then asked the 5 new board members to introduce themselves. Lieutenant Governor Rachel Hunt, State Treasurer Brad Briner, Commissioner of Department of Labor Luke Farley, Mr. Robert Moore and Ms. Autumn Queen (student representative) introduced themselves.

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**NC Association of Community College Presidents Report:** President Mandy Lee shared updates on behalf of the community college presidents, highlighting the success of a recent transformational discussion attended by over 150 participants, including trustees and presidents, showcasing innovation in AI and CRM within the system. She congratulated newly sworn-in board members and recognized several presidents for their contributions, including their presentations during the discussions. President Lee also celebrated the achievements of seven North Carolina community colleges named finalists for the Bellwether Award. She emphasized ongoing hurricane recovery efforts, with colleges providing resources to affected communities. Finally, she encouraged board members to visit campuses, attend events, and participate in the upcoming Winter Conference and joint sessions with K-12 superintendents, all while preparing for the legislative session and a major showcase on March 19th at Halifax Mall to highlight the system's impact statewide. ☐

**NC Association of Community College Trustees Report:** Mr. Looney then called Mr. Gene Rees, Chair of the Trustees Association, to the podium to give the Trustees Report. Mr. Rees congratulated the new Board members and recognized Mr. Gary Stroud for his contributions to the Executive Board and McDowell Tech. Representing 776 trustees across 58 colleges, the Trustees Association is committed to supporting the Board's initiatives, including Propel NC, and engaging in advocacy efforts. Chair Rees invited Board members to the Legislative Seminar and trustee training sessions in Raleigh, March 19–21, emphasizing the importance of alignment on state initiatives. He expressed appreciation for the Board's collaboration and encouraged leveraging the association's network for legislative and programmatic support. Chair Rees then introduced Ms. Julie Woodson, President and CEO of the Trustees Association. She highlighted:

- The March Legislative Seminar with system office leaders addressing topics such as adult learners, economic development, and the ID (intellectual disabilities) program. Ms. Woodson recognized Ms. Estep for her support of the program.
- The National Legislative Summit (Feb. 9–12), where North Carolina representatives will advocate on Capitol Hill.

Ms. Woodson emphasized the growth of the IDD program, now at 15 colleges, focusing on workforce connections and person-centered planning. She credited legislative champions and system staff for the program's success and expansion. She recognized Ms. Estep for her support of the program. Ms. Estep then made comments asserting that the goal of this program is to connect students with intellectual disabilities (ID) to the workforce, transforming the community college system into a more productive and innovative space for these students. While previous programs provided safe



environments, the new approach aims to remove barriers, offer career-focused education, and create job opportunities through strong business relationships. The program has expanded from two pilot colleges to 15, with plans to grow further. The program's success lies in offering education, skills, and a clear pathway to employment.

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### **NC Comprehensive Community College Student Government Association (N4CSGA) Report**

Chairman Looney then called Ms. Autumn Queen, President of the North Carolina Comprehensive Community College Student Government Association (N4CSGA) to the podium. Ms. Queen shared updates on the organization's growth and activities. The board, initially small, has expanded to nearly full capacity with representatives from various colleges. This year's theme is "Unity and Diversity, Leadership in Action," marking 55 years of the organization. Key initiatives include establishing an Alumni Association for mentorship, increasing membership to 55 out of 58 colleges, and boosting social media engagement. Highlights include a successful fall conference, a donation to the NC Community College Western Relief Fund, and upcoming events such as division meetings and the spring conference in March.

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**NC Community Colleges Foundation Report:** Mr. Looney then called on Mr. Donny Hicks to give the report on the Foundation.

The Foundation is collaborating with the State Board on a national fundraising campaign in partnership with CCS, a prestigious New York-based firm. CCS has conducted over 50 interviews with key partners and funders to align campaign priorities. Board members are encouraged to attend the CCS study findings presentation on Friday, January 31st, at 9:30 AM via Zoom. This session will be critical in shaping the fundraising campaign's direction.

The North Carolina Community College Awards Dinner will take place on Thursday, April 3, 2025, at the Umstead Hotel in Cary. The event will feature a cocktail hour, special community college highlights, and a three-course dinner. A special tribute will honor the Hurricane Helene Community College Response & Recovery efforts. Several board members and corporate sponsors have already pledged financial support. Additional sponsorship opportunities are available—interested parties should contact Ms. Katie Loovis, Foundation Director.

Following Hurricane Helene, the Foundation established a statewide relief fund, receiving over 250 donations from individuals, corporate sponsors, and fellow foundations. To date, \$470,000 has been distributed in three phases to 14 impacted community colleges, supporting student retention, scholarships, transportation, childcare, mental health services, and food pantries. Donations are still being accepted at [nccf.org](http://nccf.org).

Ms. Katie Loovis, Foundation Director, is leading efforts to transition the Foundation into a more strategic and proactive organization. A new Chief Advancement Officer has been selected, with an official announcement expected soon. The Foundation is expanding its efforts in grant funding, with a \$35 million grant announcement forthcoming.

Mr. Hicks emphasized the importance of board engagement in these initiatives, encouraging members to maintain high expectations as the Foundation continues to evolve.

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## REPORTS FROM COMMITTEES:

**Program and Student Success Committee:** In the meeting, Ms. Sarah West from the Programs and Student Success Committee reported that there was one item on the for-action agenda, two items on the consent agenda, and three items on the information agenda. The For Action item was the annual legislative report for the Minority Male Success Initiative (MMSI), aimed at improving the retention and graduation rates of minority male students. Dr. Michelle Lair, Director of Student Success, provided a detailed update on the program's progress and challenges, noting improvements in enrollment and course completion, though success rates in English and math still need attention. Dr. Brian Merritt also spoke, highlighting the program's impact on educational outcomes and workforce development, and praised Dr. Lair's leadership. He recognized Mr. Richard McDonald from Fayetteville Technical Community College for growing their MMSI program significantly. The committee approved the report, which included program activities, expenditures, and outcomes. Additionally, Ms. West acknowledged Dr. Robert Holston and Ms. Kendra Faulkner from Wilson Community College for leading an IT curriculum alignment project with industry needs, as part of the Propel initiative.

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**State Board Policy and Governance Committee:** Mr. Looney recognized the Honorable Chaz Beasley from the State Board Policy and Governance Committee.

In the State Board Policy and Governance Committee report, Hon. Chaz Beasley outlined nine items for action, one item for information, and no items on the consent agenda.

- **Items for Action:**

1. **SBPG 01-05** – These were clerical changes updating the title of the Executive Director of The Office of Proprietary Schools. These changes had been approved by the board in 2020 but were not incorporated due to an administrative error. All five items passed without opposition.
2. **SBPG 06** – This item involved the removal of an obsolete code revision that had not been used in four years. It was a clean-up measure, and the motion passed unanimously.
3. **SBPG 07** – This item addressed issues with FAFSA implementation. A temporary rule introduced last year proved valuable, and the board proposed making this change permanent to help community colleges. The motion was adopted without opposition.
4. **SBPG 08** – This item involved a minor clerical change to the statutory reference related to paid parental leave policies. The board voted to adopt it without discussion or opposition.
5. **SBPG 09** – This item involved more substantive changes to the paid parental leave policy, particularly around miscarriage and stillbirth. Mr. Mark Merritt raised concerns about the wording in Section J1, specifically, the phrase "when a fetus dies before 12 weeks, so the pregnancy is complete," which he found unclear and insensitive. After further discussion, the board voted to recommit the item to the committee to refine the language, with the intention of addressing it before the next meeting.

- **Item for Information:**

1. **SBPG 10** – This was an informational item noting a minor update to a history note in the code. It did not require any action but was shared with the board for awareness.

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**Strategic Planning Committee:** Mr. Looney called Ms. Ann Whitford to the podium from the strategic planning committee. Two items were discussed: one for action and one for information.

1. **Action Item - Approval of the Strategic Planning Charter:** The committee reviewed and recommended approval of the Strategic Planning Charter (Plan 01). This document outlines the committee's responsibilities, including monitoring the system's progress with the strategic plan implementation. No changes were suggested, and the motion was passed unanimously.
2. **Information Item - Strategic Plan Tactics Update (Plan 02):** The committee reviewed the 2025 priorities, which will be highlighted and tracked over the year. The 17 priorities are detailed in the updated strategic plan, and some of the key updates discussed included:
  - **College Budget and Accounting System (CBAS) Modernization:** The system update is underway, with a focus on moving to a more modern platform for data reporting and analytics. However, there have been delays in the timely transfer of data.
  - **Propel NC:** Dr. Philip Price gave an update on the finance department's preparations for Propel NC, a transformative initiative. The department is ready to move forward when the system is implemented.
  - **Culture of Excellence and Customer Service:** The HR department is being strengthened as part of the strategic plan, with the recent hiring of Ms. Kelli Reale, Vice President of HR. Updates on the department's progress will continue.
  - **Year One System Marketing Plan:** Mr. Nathan Hardin presented the marketing plan, with an emphasis on website development and goals for the coming year.
  - **Artificial Intelligence in North Carolina (AI Inc):** The committee discussed how AI is already impacting the system's operations in colleges and its potential growth. Dr. Crowley from the Student Success Center will continue leading initiatives to explore AI's role in the system's future.

At the end of the meeting, the committee acknowledged Ms. Kelly Barretto, a staff member who has supported the committee for a long time. She will be leaving to join Lt. Governor Rachel Hunt's staff. The committee expressed their gratitude for her contributions. The committee will continue to report on these priorities and provide updates in the coming months.

**Finance and Audit Committee:** Mr. Looney then called on Ms. Lisa Estep. The finance committee met and discussed **four** action items:

1. **FC-01 Allocation for High-Cost Healthcare Startup Funds:** The committee approved a \$4 million allocation from a \$20 million fund, which had been used previously for both startup and expansion of healthcare programs. After this allocation, \$2 million will remain.

2. **FC-02 State Board Reserve Transfer Request:** The committee approved up to \$5,000 for a joint advisory committee with the university system. The goal is to address challenges in the transfer process and improve collaboration between community colleges and universities.
3. **FC-03 Competency-Based Education Request:** A \$20,000 allocation was approved to support a project that aligns course competencies with outcomes in a shared course library, particularly focusing on leadership development. The initiative will also align with Spark NC's self-paced IT modules.
4. **FC-04 Common Digital Credential Pilot Program Allocation:** The committee approved a \$500,000 allocation to support a digital credential platform at Cape Fear Community College, which is already using such a system. This platform will allow students to store and share transcripts and credentials with universities and businesses, giving students ownership of their data.

Additionally, there was a discussion about streamlining the procurement process, which has been slow, particularly for software like Learning Management Systems (LMS) and Integrated Library Systems (ILS). The committee aims to shorten these timelines to better keep up with the pace of technological changes. The meeting also included a consent approval for construction and property matters and further discussion on ongoing projects.

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**Personnel Committee:** Mr. Looney called Mr. Bill McBrayer to the podium.

During the meeting, the board discussed several topics, including the decision to move into a closed session. The chair, Mr. Looney, informed the audience that the closed session would cover **three** personnel matters and the presentation of awards. He then read the motion to enter closed session, citing specific North Carolina General Statutes (143-318.11 A1, 135-8 J, and 143-30570) to protect confidential or privileged information. The audience was asked to stay nearby, as the closed session would be brief.

The Personnel Committee went into closed session at 10:57am am and returned to open session at 11:43 am.

### **Closed Session**

1. **Presidency Candidate for Pamlico Community College:** The Personnel Committee discussed a new candidate for the presidency of Pamlico Community College. The name will be withheld for now, but the committee recommended the new president, with an official announcement to come later in the day. The motion was approved unanimously.
2. **Legislative Liaison Hire:** The Personnel Committee also recommended hiring **Ms. Deanna Brunner** as a new legislative liaison to work alongside Mr. Alex Fagg. Ms. Deanna Brunner has a strong background, having worked in the Lt. Governor's office, the caucus, and Representative Sarah Stevens' office. She brings valuable experience on both the House and Senate sides, which will complement Mr. Alex Fagg's relationships. Her hire will be effective January 27, 2025. The motion was approved unanimously.

3. **Pension Spiking Discussion:** There was a brief discussion on pension spiking, a required annual topic, with the potential for more frequent discussions with the new treasurer.
4. **Vacancy Report:** The president vacancy report indicated a decrease from four to three vacancies, as one was recently filled. Personnel vacancies across the building have also decreased from over 20 to just 6.3%.
5. **Personal Shout-out and Legislative Assembly Invitation:** A shout-out was given to **Ms. Erica Gallion**, who has worked closely with the General Assembly's Youth Legislative Assembly program. She invited board members, especially new members, to attend the event on February 21, 2025, where there will be a dinner and mock legislative hearings at the General Assembly.

#### **Chair of the Nominating Committee for Vice Chair, Lisa Estep:**

Ms. Lisa Estep thanked Chair Looney for allowing her to chair the Vice Chair nominating committee and expressed appreciation to fellow committee members: Mr. Bill McBrayer, Mr. Mark Merritt, Hon. Sam Searcy, and Chair Looney. She also thanked Ms. Amy Mast, Executive Director of State Board Relations, and Ms. Janelle Carpenter, General Counsel, for their support.

- The Vice Chair Nominating Committee's task was to recommend at least one name to fill the vacancy of Vice Chair, following Dr. Grant Campbell's resignation due to his new role in the North Carolina House of Representatives.
- The Vice Chair's term will begin immediately after the board vote and run until the election of new officers in July 2025.

#### **Nominations and Election Process:**

- The committee reviewed bylaws and received guidance from general counsel. Nominations opened via email on January 6, 2025, and closed on January 14, 2025.
- By the nomination deadline, only one candidate, **Mr. John Kane**, was nominated. Mr. John Kane submitted his written acceptance and commitment to perform the duties of Vice Chair.
- No further nominations were made from the floor, and the floor nominations were closed.
- The election will proceed by written ballot, with virtual members voting electronically. Each member received one ballot containing Mr. John Kane's name as the only candidate.
- Once ballots were completed and signed, they were collected by Ms. Jonnell Carpenter and Ms. Amy Mast, who ensured they were signed.

#### **Election Results:**

- After the ballots were counted and certified, the final results showed **Mr. John Kane** as the sole candidate.
- He received **unanimous support** with all votes cast for him, including email votes from virtual members.
- The Vice Chair position was formally handed to **Mr. John Kane**.
- The election concluded, and **Mr. John Kane** will assume the role of Vice Chair of the North Carolina State Board of Community Colleges.

**PRESIDENT’S REPORT:** Chair Looney invited Dr. Jeff Cox to the podium to deliver his report. President Cox began his report by recognizing two new team members: Ms. Kelli Reale, the new Vice President of Human Resources for the system office, and Ms. Natalie Fogg, the Operations Coordinator for the State Board. He also noted that Ms. Fogg had previously worked for Mr. Jim Goodmon, emphasizing the strength they bring to the team. He extended his gratitude to Ms. Julie Woodson and Mr. Gene Rees, as well as local trustees and stakeholders who attended the meeting, either virtually or in person. Dr. Cox also acknowledged Senator Lee and Representative Campbell, who visited briefly the day before. A special thank you was given to Mr. Nathan Hardin, President Janet Spriggs from Forsyth Technical Community College, and Mr. Ardis Kadiu from Element 451 for their transformative presentation on a CRM tool being used across the system to better engage and support students.

Dr. Cox highlighted the efforts being made in disaster relief, particularly to the Western colleges impacted by Hurricane Helen. He thanked the presidents working with them to review the methodology for distributing the next round of relief funding, amounting to over \$350,000. He shared his personal visit to Baily Student Service Center and AB Tech, where he saw firsthand the devastation caused by the hurricane. Despite the tragedy, Dr. Cox expressed how inspired he was by the resilience and determination of the faculty, staff, and students working hard to rebuild. He also spoke about the President's Focus Group Action Plan, which was developed from feedback gathered in March from a group of 14 presidents. This action plan is being implemented, and feedback on progress will be obtained from the presidents. The feedback will be used as part of President Cox's performance review, which is vital to both Dr. Cox and the Board.

Dr. Cox also announced the launch of a System Office Climate Survey in partnership with the Belk Center at NC State University. The final report of the survey is expected by March 2025 and will be shared with the Board. He emphasized that this survey, along with the President's Focus Group feedback, will be crucial for his performance review.

Looking ahead, President Cox, Chair Looney, Mr. Alex Fagg, and Ms. Amy Mast, along with trustees and presidents from across the state, will be traveling to Washington, D.C. in February for the ACCT 2025 National Legislative Summit, where they will meet with key federal legislators. Dr. Cox emphasized the importance of continued advocacy and support for legislative priorities, particularly the funding for the Propel NC business model. Mr. Alex Fagg provided an update on the legislative agenda, which includes priorities such as enrollment growth, hurricane relief efforts, capital funding, and support for the Alamance Community College multicampus site. Mr. Fagg also spoke about the ongoing efforts to advocate for disaster relief, including the tuition waivers that helped prevent major enrollment declines in the Western colleges.

Proprietary Schools, Mr. Fagg further discussed the impact of Hurricane Helen on Western North Carolina colleges, noting that there had been fears of significant enrollment declines. However, the tuition waivers provided by the General Assembly helped mitigate these concerns, with many students able to continue their education without the financial burden of tuition. Dr. Cox praised the General Assembly for their proactive approach, highlighting how much it made a difference to students in the affected areas.

President Cox wrapped up his report with a success story about Ms. Carly Cook, a nursing student at McDowell Tech. Carly's life took an unexpected turn when her father was diagnosed with cancer, prompting her to leave college and care for him. However, her father was later misdiagnosed, and Carly was able to return to school and pursue her nursing degree. Despite losing her job due to the hurricane, Carly continued her studies with the help of scholarships and is on track to graduate in May. President Cox shared that Carly's story is a powerful example of the resilience many students demonstrate, and he has no doubt that she will go on to become an outstanding nurse who will serve her community.

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Chair Looney concluded the meeting by addressing the new Board members, assuring them that meetings typically don't run as long as this one and encouraging them to continue participating. He jokingly referenced a conversation he had with President Cox on January 1st, in which he urged him to "buckle up" for a faster pace in the coming year. Mr. Looney symbolized this commitment to action by handing out \$2 bills, expressing the idea that the year ahead would see the Board "double down" on their efforts to accomplish their goals. He thanked everyone for their contributions to the meeting and expressed his excitement for the year ahead. With those remarks, the meeting was officially **adjourned at 11:16 am.**

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

The next State Board meeting is scheduled for Thursday, February 20, 2025, and Friday, February 21, 2025, in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC.

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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 of 2A SBCCC 100.1 – Definitions</b>	Initiation of Rulemaking Process	February 21, 2025	<b>PENDING</b>
	Publication on NCCCS Website	February 25, 2025	
	Written Comment Period Ends	March 27, 2025	
	Review Comments with SBCC Committee	May 15, 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	May 16, 2025	
	Prospective Effective Date of Rule	July 1, 2025	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment of 2A SBCCC 300.2 – Application for License Renewal</b>	Initiation of Rulemaking Process	February 21, 2025	<b>PENDING</b>
	Publication on NCCCS Website	February 25, 2025	
	Written Comment Period Ends	March 27, 2025	
	Review Comments with SBCC Committee	May 15, 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	May 16, 2025	
	Prospective Effective Date of Rule	July 1, 2025	



<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment of 2A SBCCC 500.1 – Administration of the Student Protection Fund</b>	Initiation of Rulemaking Process	February 21, 2025	<b>PENDING</b>
	Publication on NCCCS Website	February 25, 2025	
	Written Comment Period Ends	March 27, 2025	
	Review Comments with SBCC Committee	May 15, 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	May 16, 2025	
	Prospective Effective Date of Rule	July 1, 2025	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment of 2B SBCCC 300.1 – Claiming an Exemption from Licensure</b>	Initiation of Rulemaking Process	January 17, 2025	<b>COMPLETE</b>
	Publication on NCCCS Website	January 23, 2025	<b>COMPLETE</b>
	Written Comment Period Ends	February 22, 2025	<b>PENDING</b>
	Review Comments with SBCC Committee	April 2, 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	April 4, 2025	
	Prospective Effective Date of Rule	May 1, 2025	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment of 2B SBCCC 400.2 – Notice of Refusal and Right to Hearing</b>	Initiation of Rulemaking Process	January 17, 2025	<b>COMPLETE</b>
	Publication on NCCCS Website	January 23, 2025	<b>COMPLETE</b>
	Written Comment Period Ends	February 22, 2025	<b>PENDING</b>
	Review Comments with SBCC Committee	April 2, 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	April 4, 2025	
	Prospective Effective Date of Rule	May 1, 2025	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment of 2B SBCCC 400.3 – Hearing Process</b>	Initiation of Rulemaking Process	January 17, 2025	<b>COMPLETE</b>
	Publication on NCCCS Website	January 23, 2025	<b>COMPLETE</b>
	Written Comment Period Ends	February 22, 2025	<b>PENDING</b>
	Review Comments with SBCC Committee	April 2, 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	April 4, 2025	
	Prospective Effective Date of Rule	May 1, 2025	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment of 2B SBCCC 500.3 – Investigation</b>	Initiation of Rulemaking Process	January 17, 2025	<b>COMPLETE</b>
	Publication on NCCCS Website	January 23, 2025	<b>COMPLETE</b>
	Written Comment Period Ends	February 22, 2025	<b>PENDING</b>
	Review Comments with SBCC Committee	April 2, 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	April 4, 2025	
	Prospective Effective Date of Rule	May 1, 2025	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment of 2B SBCCC 500.4 – SBPS Recommendation and Right to Hearing</b>	Initiation of Rulemaking Process	January 17, 2025	<b>COMPLETE</b>
	Publication on NCCCS Website	January 23, 2025	<b>COMPLETE</b>
	Written Comment Period Ends	February 22, 2025	<b>PENDING</b>
	Review Comments with SBCC Committee	April 2, 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	April 4, 2025	
	Prospective Effective Date of Rule	May 1, 2025	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Repeal of 1A SBCCC Subchapter 400 – Appeal Process for Award of the North Carolina Title II Adult Education and Family Literacy Act Fiscal Years 2018-2021 Competitive Grants</b>	Initiation of Rulemaking Process	January 17, 2025	<b>COMPLETE</b>
	Publication on NCCCS Website	January 23, 2025	<b>COMPLETE</b>
	Written Comment Period Ends	February 22, 2025	<b>PENDING</b>
	Review Comments with SBCC Committee	April 2, 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	April 4, 2025	
	Prospective Effective Date of Rule	May 1, 2025	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment of 1E SBCCC 200.2 – Time Due, Deferred Payment, Failure to Pay</b>	Initiation of Rulemaking Process	January 17, 2025	<b>COMPLETE</b>
	Publication on NCCCS Website	January 23, 2025	<b>COMPLETE</b>
	Written Comment Period Ends	February 22, 2025	<b>PENDING</b>
	Review Comments with SBCC Committee	April 2, 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	April 4, 2025	
	Prospective Effective Date of Rule	May 1, 2025	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment of 1C SBCCC 200.100 – Paid Parental Leave</b>	Initiation of Rulemaking Process	November 15, 2024	<b>COMPLETE</b>
	Publication on NCCCS Website	November 19, 2024	<b>COMPLETE</b>
	Written Comment Period Ends	December 19, 2024	<b>COMPLETE</b>
	Review Comments with SBCC Committee	January 16, 2025	<b>COMPLETE</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	January 28, 2025	<b>COMPLETE</b>
	Hearing Date (if applicable)	N/A	<b>N/A</b>
	Presented to SBCC for Adoption	February 21, 2025	<b>PENDING</b>
	Prospective Effective Date of Rule	March 1, 2025	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>Proposed Amendment of 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>COMPLETE</b>
	Review Comments with SBCC Committee	January 16, 2025	<b>COMPLETE</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	<b>N/A</b>
	Hearing Date (if applicable)	N/A	<b>N/A</b>
	Presented to SBCC for Adoption	January 17, 2025	<b>COMPLETE</b>
	Prospective Effective Date of Rule	February 1, 2025	<b>COMPLETE</b>

**AGENDA**  
**State Board of Community Colleges**  
**PROGRAMS AND STUDENT SUCCESS COMMITTEE**  
**Dr. W. Dallas Herring State Board Room**  
**Thursday, February 20, 2025 – 12:45 p.m. - 2:00 p.m.**  
**Ms. Sarah West, Chair**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – January 16, 2025

**For Future Action**

- Curriculum Program Application – New to the System (Attachment PROG 01)\*
  - CCP Career and College Ready Pathway (P9099A)
- Curriculum Program Application – Johnston Community College (Attachment PROG 02)\*
  - Respiratory Therapy (A45720)

**For Action**

- Legislative Report for Career and College Promise and Cooperative Innovative High Schools (Attachment PROG 03)
- Legislative Report on Rowan-Cabarrus Community College Biotechnology Training Center (Attachment PROG 04)
- Cooperative Innovative High School Applications (Attachment PROG 05)
- Project Lead the Way (PLTW) Course Weighting Request (Attachment PROG 06)

**For Consent Agenda**

- Associate in Engineering (A10500) Program Application (Attachment PROG 07)
- Curriculum Program Applications – Fast Track for Action (Attachment PROG 08)
  - Cape Fear Community College
    - Artificial Intelligence (A25710)
  - Gaston College
    - Medical Sonography (A45450)
  - Mayland Community College
    - Business Administration (A25120) – Avery-Mitchell Correctional Institution
- Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 09)
  - New Course Approvals, Modifications, and Tier Designations
    - New Course Approval – NCCCS on behalf of IT Alignment Project (ITAP) Colleges
      - Survey of Artificial Intel. (CIS – 3119)
      - Blockchain Fundamentals (CTI – 3160)
    - New Course Approval – NC Criminal Justice Education and Training Standards Division and NC Community College System
      - Criminal Justice Standards Certification (CJC – 4043)
      - BLET Supplemental (LET – 3120)

- New Course Approval – NC Fire Rescue Commission, NC OSFM, AND System Office
  - HM Awareness (FRC – 1600)
  - HM Operations (FRC – 1601)
  - HM Ops MSC PPE (FRC – 1602)
  - HM Ops MSC Mass & Tech Decon (FRC – 1603)
  - HM Ops MSC Det & Sampling (FRC – 1604)
  - HM Ops MSC Victim Rescue/Recov (FRC – 1605)
  - HM Ops MSC Evid & Illicit Labs (FRC – 1606)
  - HM Ops MSC Product Control (FRC – 1607)
  - Hazardous Materials Technician (FRC – 1608)
- New Course Approval – Sandhills Community College
  - Active Play (EDU – 3157)
- Course Modifications – McDowell Technical Community College
  - Paramedic Initial (EMS – 4400)
  - Cosmetology (COS – 3201)

#### **For Information**

- Curriculum Program Applications as Approved by the System President (Attachment PROG 10)
  - Cleveland Community College
    - Elementary Education Residency Licensure Certificate (C55490)
  - McDowell Technical Community College
    - Public Safety Administration (A55480)
- Curriculum Program Standard Revisions as Approved by the System President (Attachment PROG 11)
  - Beaufort County Community College
    - Agribusiness Technology (A15100)
    - Agriculture Education (A15330)
    - Sustainable Agriculture (A15410)
  - Cleveland Community College
    - Mission Critical Operations (A40430)
- Curriculum Program Terminations as Approved by the System President (Attachment PROG 12)
  - Rowan-Cabarrus Community College
    - Basic Law Enforcement Training (Certificate) (C55120)
  - South Piedmont Community College
    - Cyber Crime Technology (A55210)
- Legislative Report for ApprenticeshipNC (Attachment PROG 13)

#### **New Business**

#### **Adjourn**

**\*The Programs and Student Success Committee will be asked to suspend the rules and move this item to the FOR ACTION agenda.**

**MINUTES**  
**State Board of Community Colleges**  
**PROGRAMS & STUDENT SUCCESS COMMITTEE**  
**Thursday, January 16, 2025**

**MEMBERS PRESENT:**

Sarah West, Chair	Bill McBrayer	Ray Russell
Shirley Carraway, Vice Chair	Mark Merritt	Terry Van Duyn
Lisa Estep	Hari Nath	Ann Whitford
Tom Looney	David Price	

**NCACCP LIAISONS:**

Amanda Lee, President, Bladen Community College

**SYSTEM OFFICE STAFF AND OTHERS:**

Brian S. Merritt	Michelle Lair	Aaron Mabe
Lisa Eads	Bob Witchger	Ashley Parrott
Ashley Croom	Rob Holston	Meagan Lingerfelt
Jeff Cox	Arbony Cooper	N4CSGA
Kimberly Gold	Tiffany Skouby	Emily Thomas
Melissa Smith	Jamal Njai	EdNC
Phillip Price	Kristen Stewart	Dave Loope
Hilmi Lahoud	Natalie Fogg	President, Beaufort CC
Amy Mast	Sandra Thompson	Mark Sorrells
Anne Bacon	Laura Bethea-Lewis	President, Fayetteville Tech
Torry Reynolds	Richard Redding	CC
Delany Davis	Richard McDonald	
Jonnell Carpenter	Todd Roth	

**WELCOME AND ETHICS STATEMENT:** Chair West called the meeting to order at 12:47 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 January 16, 2025, agenda. Hon. Van Duyn made the motion, seconded by Hon. Russell. The agenda was approved via voice vote by the committee.

**APPROVAL OF THE MINUTES:** Chair West requested a motion to approve the November 14, 2024, minutes. The Hon. Van Duyn made the motion, seconded by Mr. Nath. The minutes were approved via voice vote by the committee.

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**FOR FUTURE ACTION:**

**Legislative Report for Minority Male Success Initiative (MMSI) (Attachment PROG 03)\***

Chair West reviewed the item. All documents are in order.



Dr. Merritt welcomed the new board members and encouraged questions. The Minority Male Success Initiative (MMSI) started in 2003 with grant funding being distributed in 2007. The legislature didn't require MMSI reporting until 2024.

Ms. Whitford inquired if the information included in the report is legislatively mandated.

Dr. Merritt confirmed the information in the report is legislatively mandated. Additional information was included as well. Colleges were required to begin reporting in year two of a four-year funding cycle.

Mrs. Lair highlighted program goals which included how to increase completion rates as well as increasing the utilization of campus resources. Studies have found that the more students are engaged on campus, the more likely those students will persist to completion.

Mrs. Lair noted a substantial decrease in the return of allocated funding. A strong effort was made in the last 6 – 8 months to ensure colleges were utilizing the funds that were available to them. Mrs. Lair met with colleges that were struggling with spending down their allocated funds. Although there's been an increase in enrollment overall, the success rates for English and Math are highly concerning.

There are three requirements included in the report. The first requirement consists of program objectives, activities, and accomplishments. The colleges were given the option to select from four different project focus areas as well as target four different populations. There are currently 9500 students and over a thousand activities across the participating colleges. All of the colleges set goals and targets that they were able to reach. A small percentage of colleges set high targets that they were unable to reach. All fifty-eight colleges were sent a survey in an effort to understand what's going on in terms of serving the minority male population. There are a number of colleges that have intentional programming geared towards the minority male population.

The second requirement is centered around the program expenditures. Page ten of the report highlights allocation per college and there were twenty-one colleges funded. The dollar amount that each college was awarded can be viewed as well as their expenditures. Mrs. Lair met with colleges that returned funding to ensure efforts are made to spend any future funds as much as possible.

The third requirement is focused on program impact. Mrs. Lair noted that the population the colleges can choose from presented challenges. These challenges arose in breadth of program parameters, individual goals and targets set by the colleges, as well as individual and irregular data collection. While colleges collect data regularly it's reviewed at the system level on an annual basis.

These challenges presented opportunities for improvement. Two priorities were set. The first priority was to determine and understand at the system level what's going on while framing it in a way that it can be benchmarked against. The second priority was standardized data collection. A form was developed and implemented to collect data in an Excel spreadsheet. A long-term solution would be a ServiceNow portal similar to Access to Achieve and Career Coach. The implementation of a ServiceNow portal would allow for more regular data collection, reports could be run on a regular basis and overall would allow excellent student level data such as interactions with students.

The impact data focused on enrollment, course success, and workforce. Enrollment showed upward trends. Students who are successful in their courses are more than likely also progressing and showing persistence. Data for first year progression and persistence is absent but will be collected later. Workforce is an important measure as the desire for students to persist goes beyond the classroom. A review of course enrollment which included course prefixes was conducted to determine how many students were enrolled in high-need courses.

Opportunities for improvement include the impact reporting and building out the ServiceNow portal. Specific outcomes and key performance indicators will be defined in a way that colleges can be on board with. Professional development and building out a community of practice and business continuity. An advisory board has been reinstituted. Additionally, there's an annual convening for the funded colleges. The RFP process will be redesigned and redefined for the next grant cycle. Lastly, career connections should be strengthened. Success stories were also included in the report.

Mr. Looney inquired about what's being done to prepare for the implementation of PropelNC.

Mrs. Lair noted that there's an opportunity for improvement. Currently all of the colleges that serve MMSI students have career development exploration embedded in their program. Mrs. Lair noted the desire to be more intentional about those high-wage career opportunities.

Dr. Merritt noted that Mrs. Lair's inclusion of the workforce implications that were not required from the legislation but helps to frame the mindset of student success programs.

Mr. Looney noted his appreciation that MMSI will be PropelNC ready.

Dr. Carraway inquired about expected changes that will help tell the story of the MMSI program better.

Mrs. Lair noted the primary change will be the data. The ServiceNow portal would be a tremendous upgrade in terms of data reporting and spotting trends. Another change Mrs. Lair noted is the key performance indicators that will be campus wide for all participating colleges. Currently participating colleges have their own key performance indicators.

Dr. Carraway acknowledged that those changes would make it easier for reporting.

Chair West noted that minority males are one of the cohorts that have the most challenges in degree completion and persistence.

Chair West requested a motion to suspend the rules and move PROG 03 to the For Action agenda. On a motion made by Mrs. Whitford, seconded by Dr. Carraway PROG 03 was moved to the For Action agenda. Motion was approved via voice vote.

Chair West requested a motion to approve PROG 03 for the For Action agenda. On a motion made by Dr. Carraway, seconded by Hon. Van Duyn PROG 03 was approved for the For Action agenda. Motion was approved via voice vote.

**FOR CONSENT AGENDA:****Curriculum Program Applications – Fast Track for Action (Attachment PROG 01)**

- McDowell Technical Community College
  - Social and Human Services (A45380)

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 02)**

- New Course Approvals, Modifications, and Tier Designations
  - New Course Approval – Catawba Valley Community College
    - Introduction to Criminal Justice (CJC – 2111)
    - Introduction to Fire Protection (FIP – 2120)
  - Course Modification – Catawba Valley Community College
    - Registered Barber (BAR – 3100)

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

Dr. Merritt explained the combined course library allows colleges to pull curriculum courses as well as continuing education courses. The curriculum is standardized across all fifty-eight colleges. Standardization allows seamless credit mobility across the institutions.

Chair West requested a motion and a second to approve PROG 01 and PROG 02 for the For Consent Agenda. On a motion made by Hon. Van Duyn seconded by Hon. Russell PROG 01 and PROG 02 were approved for the For Consent Agenda. Motion was approved via voice vote.

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**FOR INFORMATION:****Curriculum Program Applications as Approved by the System President (Attachment PROG 04)**

- Tri-County Community College
  - Esthetics Instructor (Certificate) (C55270)
  - Manicuring/Nail Technology (Certificate) (C55400)

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

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**Curriculum Program Standard Revisions as Approved by the System President (Attachment PROG 05)**

- Central Carolina Community College (OA/MOA/HMT Faculty)
  - Office Administration (A25370)
- Wilson Community College (ITAP)
  - Information Technology (A25590)

Chair West reviewed the item.

Dr. Merritt noted the IT alignment project has been in full swing over the past 6 months under the leadership of colleagues from Wilson Community College.

Dr. Lahoud introduced Dr. Holston and Professor Kendra Faulkner from Wilson CC to provide an update on the information technology alignment project.

Dr. Holston noted key outcomes such as the creation of four new subject areas that include AI and cyber security. Courses were updated, twelve new courses were added, and approximately twenty outdated courses were removed.

Professor Faulkner noted that she was the IT alignment project coordinator over the summer. The IT alignment project was a faculty driven collaborative effort based on significant feedback from the IT industry and others. The project allowed opportunities to review the current IT standard and align with current trends and industry needs across the fifty-eight service areas. Current IT courses have been reviewed and aligned with current trends and industry needs. Technical core courses were determined and are required for all IT students regardless of specialty area. Professional development activities for faculty based on feedback from Google, Cisco, Palo Alto, Microsoft, Apple, Red Hat, and more. A list of institutions willing to accept transfer credit was also developed. Best practices were developed pertaining to CCP and CTE programs. Lastly, faculty were able to network with each other sharing resources and best practices.

Mr. Looney asked if the group would be ongoing.

Dr. Lahoud noted professional development in artificial intelligence is being offered to sixty faculty across the state. Intel, SAS, and Cisco are willing to provide the training and access to their sponsored curriculum.

Mr. Looney asked if most companies agreed with the skills required.

Dr. Lahoud stated that the alignment project will allow industries to choose whatever they need to meet local industry needs.

Dr. Merritt noted fifty-seven out of fifty-eight colleges participated. It's important to realize it's not a one and done but an ongoing continuous process.

Mrs. Whitford was delighted to hear professional development was being offered and looks forward to seeing more professional development opportunities/

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

- Alamance Community College
  - Carpentry (Diploma) (D35180)
  - Foodservice Technology (Diploma) (D55250)

- Blue Ridge Community College
  - Associate in Fine Arts in Theatre (A10800)
- Brunswick Community College
  - Cosmetology Instructor (Certificate) (C55160)
- Central Carolina Community College
  - Advanced Medical Coding (D45530)
  - Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)
  - School-Age Education (A55440)
  - Sustainability Technologies (A40370)
  - Therapeutic Massage (A45750)
  - Telecommunications Installation and Maintenance (D50380)
- College of The Albemarle
  - Professional Craft: Jewelry (A30340)
- Durham Technical Community College
  - Basic Law Enforcement Training (Certificate) (C55120)
- James Sprunt Community College
  - Cosmetology Instructor (Certificate) (C55160)
- Martin Community College
  - Esthetics Instructor (Certificate) (C55270)
  - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
  - Manicuring Instructor (Certificate) (C55380)
- Mayland Community College
  - Agribusiness Technology (A15100)
  - Early Childhood Education (A55220)
  - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
  - Manicuring/Nail Technology (Certificate) (C55400)
- Robeson Community College
  - Associate in Arts (A10100)
  - Associate in Science (A10400)
  - Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)
  - Industrial Systems Technology (A50240)
- Sandhills Community College
  - Digital Media Technology (A25210)
  - Golf Course Management Technology (A15230)
  - Hospitality Management (A25110)
  - Industrial Systems Technology (A50240)
  - Simulation and Game Development (A25450)
  - Social and Human Services (A45380)
- Stanly Community College
  - Cosmetology Instructor (Certificate) (C55160)
  - Manicuring Instructor (Certificate) (C55380)
- Surry Community College
  - Horticulture Technology (A15240)
  - Supply Chain Management (A25620)

- Sustainability Technologies (A40370)

### **NEW BUSINESS**

President Loope discussed proposed changes to program terminations and revision. President Loope highlighted a draft methodology on counting success for both credit and noncredit courses related to the employment sectors that are a part of PropelNC. The new college and career ready pathway would allow movement into high schools to teach supplemental coursework. Not every college would like to participate but there are at least four currently. Additionally, changes to electronic programs approvals and revision procedures are being considered.

Dr. Carraway requested an update on accreditation which will be placed on next month's agenda.

### **ADJOURN**

On a motion made by Hon. Van Duyn, seconded by Mrs. Whitford, the meeting was adjourned at 1:39 p.m.

Recording Secretary  
Ashley Croom

**STATE BOARD OF COMMUNITY COLLEGES**  
**Career and College Ready Pathway for Career and College Promise**

**Request:** The State Board of Community Colleges is requested to approve the following:

Career and College Ready Pathway (P9099A)

The CCP Career and College Ready Pathway will provide high school students with a unique opportunity for career exploration and college preparatory coursework. Facilitating a smooth transition to college or the workforce, upon completion of the required supplemental coursework, students may qualify for any approved Career and College Promise Pathway available at participating colleges.

**Background:** The CCP Career and College Ready Pathway is the result of several months of meticulous planning and development. Led by System Office staff Aaron Mabe and Ashley Parrott, a team of representatives from the System Office, the Department of Public Instruction, and the CCP Advisory Board were actively involved in building and refining this new pathway. A draft has been shared with the Presidents' Associations, Chief Academic Officers, and DPI leadership; their valuable feedback has led to the creation of this comprehensive program to expand access to support more North Carolina high school juniors and seniors.

Additionally, the General Counsel for the NC Community College System Office reviewed the legislation for the Career and College Promise (CCP) program and the Career and College Ready Graduate (CCRG) program and confirmed that the proposed pathway aligns with existing legislation. A cohort of colleges has already expressed interest in serving as early adopters of the proposed new pathway, with implementation set to begin as early as summer 2025.

**Rationale:** To expand eligibility and access to this pathway seeks to:

- Allow enrollment in supplemental coursework to help students become college-ready for gateway English and Math courses.
- Allow colleges to co-enroll students in career exploration to earn local certificates based on local workforce demands potentially.
- Potentially pair with the CCRG program to allow colleges to offer a "summer bridge" program to help high school students become college ready. The CCRG legislation was revised in 2024 to allow students to enroll in CCRG the summer prior to the senior year.

The introduction of this new pathway will complement the following:

- New developmental education framework which early adopter colleges are currently implementing. Full implementation is set for Fall 2025.
- Rollout of Propel NC to drive up enrollment in top workforce sectors
- Rollout of the Access to Achievement—IDD Workforce Training Program

**Contact(s):**

Aaron Mabe  
State Director of Dual Enrollment

Ashley Parrott  
State Director of College Ready Graduates & Developmental Education



**Career and College Promise  
Career and College Ready Pathway  
Leading to either a CCP Transfer Pathway or CTE Pathway (P9099A)**

The CCP Career and College Ready Pathway offers high school students career exploration and college preparatory coursework, facilitating their transition to college or the workforce. Students who complete the required supplemental coursework may qualify for any approved CCP Pathway available at participating colleges.

**GENERAL EDUCATION (6-14 SHC)**

The education course selection encompasses supplementary coursework that prepares students for gateway mathematics and English courses aligned with the student's chosen academic and career pathway.

**Supplemental Course Section (6 SHC)**

*Students who satisfy college readiness criteria are exempt from supplemental courses.*

**English Composition (3 SHC)**

*Select one course from the following*

ENG 025	College English Skills	(3 SHC)
ENG 045	English Skills Support	(3 SHC)

**Mathematics (3 SHC)**

*Select one course from the following:*

MAT 025	Concepts of Essential Math	(3 SHC)
MAT 035	Concepts of Algebra	(3 SHC)
MAT 045	Math Skills Support	(3 SHC)

**Gateway Course Section (6-8 SHC)**

*Select two courses from the following from at least two different disciplines.*

**English Composition (3 SHC)**

ENG 110	Freshman Composition	(3 SHC)
ENG 111	Composition	(3 SHC)

**Mathematics (3-5 SHC)**

MAT 110	Mathematical Measurement	(3 SHC)
MAT 112	Technical Mathematics	(3 SHC)
MAT 112A	Technical Mathematics	(1 SHC)
MAT 121	Algebra/Trigonometry I	(3 SHC)
MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)

MAT 171	Precalculus Algebra	(4 SHC)
MAT 175	Precalculus	(5 SHC)
<b>Other Major Hours – Career and Work-based Learning (1-4 SHC)</b>		
<i>Select from the following:</i>		
WBL 110	World of Work	(1 SHC)
WBL 110A	World of Work Lab	(1 SHC)
WBL 111	Work-based Learning	(1 SHC)
WBL 115	Work-based Learning Seminar	(1 SHC)
WBL 120	Career Ready/Explore/Employ	(3 SHC)
WBL 130A	Workplace Professionalism	(1 SHC)
PTE 110	Pathway to Employ-Construction	(3 SHC)
PTE 111	Pathway to Employ-Manufacture	(3 SHC)
PTE 112	Pathway to Employ-Public Safe	(3 SHC)
PTE 113	Pathway to Employ-Transport	(3 SHC)
PTE 114	Pathway to Employ-Egr Tech	(3 SHC)
PTE 115	Pathway to Employ-Ag & Nat Res	(3 SHC)
PTE 116	Pathway to Employ-Bio/Chemical	(3 SHC)
PTE 117	Pathway to Employ-Com/Artistic	(3 SHC)
PTE 118	Pathway to Employ-Education	(3 SHC)
PTE 119	Pathway to Employ-Business	(3 SHC)
PTE 120	Pathway to Employ-Info Tech	(3 SHC)
PTE 121	Pathway to Employ-Health	(3 SHC)
<b>Academic Transition (1-4 SHC)</b>		
<i>Select from the following:</i>		
ACA 085	Improving Study Skills	(1 SHC)
ACA 090	Student Success Strategies	(2 SHC)
ACA 110	Work Math/Literacy/Documents	(2 SHC)
ACA 111	College Student Success	(2 SHC)
ACA 112	Intro to Distance Learning	(1 SHC)
ACA 115	Success & Study Skills	(1 SHC)
ACA 118	College Study Skills	(2 SHC)
ACA 120	Career Assessment	(1 SHC)
ACA 122	College Transfer Success	(1 SHC)
<b>Total Semester Hours Credit (SHC) in Program: 14-22</b>		

Approved by the State Board of Community Colleges on XX/XX/25.

**STATE BOARD OF COMMUNITY COLLEGES  
CURRICULUM PROGRAM APPLICATION**

**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.

**Johnston Community College**  
Respiratory Therapy (A45720)

**Contact(s):**

Dr. Hilmi Lahoud  
Senior State Director of Business and IT  
and Academic Programs Operations

Melissa Smith  
Senior State Director of Health Science Programs

**STATE BOARD OF COMMUNITY COLLEGES  
SUMMARY EVALUATION REPORT  
Johnston Community College  
Respiratory Therapy (A45720)**

**Program Planning:** Johnston Community College is seeking approval for the Respiratory Therapy Program (A45720) to begin Fall 2026. The planning area to be served by this program is defined as the area including Johnston, Wayne, and Wake Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Johnston Community College on September 19, 2024. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Johnston 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:** Johnston Community College (JCC) indicates the following:

- Employment for respiratory therapists is projected to grow nationally by 13% from 2024 to 2034, which is much faster than the average for all occupations. This growth is driven by an increasing prevalence of chronic respiratory conditions, the aging population, and rising prevalence of obesity and sleep disorders (O\*Net Online).
- On average, there are expected to nationally be about 8,200 openings for respiratory therapists 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 Respiratory Therapists is approximately \$81,580. As of January 2025, there were 13 job openings within the college planning area (Indeed.com).

- The college will seek to offer the Respiratory Therapist Assistant track to allow an active Respiratory Therapy program student who has completed their first year of the program to gain valuable experience in the field. The college will also partner with CCP programs to engage student pathways leading to this career path as well as exploring partnerships with colleges and universities for students to continue toward advanced degrees in Respiratory Therapy.
- JCC recently received \$500,000 in High Cost Start Up funding to begin the Respiratory Therapy program.
- Letters of support were provided from the Triangle East Chamber of Commerce along with three additional letters of support from UNC Health-Johnston representatives, including the hospital president, the Intensive Care Unit medical director, and the manager of the Cardiopulmonary Services department.

**Impact of the Proposed Program on Other Programs:** Eighteen colleges are currently approved to offer the Respiratory Therapy Program. Since the program does contain a clinical component, an impact assessment form was sent to all colleges with the same program. ***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 Respiratory Therapy curriculum prepares individuals to function as respiratory therapists through demonstrated competence in the cognitive, psychomotor, and affective learning domains of respiratory care practice. Graduates perform diagnostic and therapeutic procedures with exposure to current and emerging practice settings. The curriculum prepares graduates to operate within inter-professional teams and effectively communicate with clients/patients of various ages, ethnicities, and cultures. Application of problem solving strategies, applying ethical decision making, and understanding professional responsibilities are emphasized. Graduates are eligible to complete the credentialing process through the National Board for Respiratory Care, which will qualify them for a license to practice in a variety of healthcare settings with responsibilities for assessment, treatment, management and education of patients with cardiopulmonary diseases.*

**Contact(s):**

Melissa Smith  
Senior State Director of Health Science Programs

**STATE BOARD OF COMMUNITY COLLEGES**

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

**Request:** The State Board of Community Colleges is asked to approve the Career and College Promise (CCP) Annual Report and the Cooperative Innovative High Schools (CIHS) Annual Report for the 2023-2024 academic year.

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

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

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

**Rationale:**

Review and evaluation of Career and College Promise and Cooperative Innovative High Schools ensures continued program success. This year's report includes the required analysis of the cost of students participating in each of the programs within Career and College Promise as enacted as rewritten in G.S. § 115D-5(x).

**Contact(s):**

Aaron Mabe  
State Director of Dual Enrollment

**CCP/CIHS REPORTING REQUIREMENTS and LEGISLATIVE REPORT HIGHLIGHTS**  
**Due March 15, 2025 (Annually)**

<ul style="list-style-type: none"> <li>• <b>Total CCP students served: 85,982</b> (26% private/homeschool)</li> <li>• 26% participated in Cooperative Innovative High Schools</li> <li>• 12% increase in College Transfer Pathways</li> <li>• 19% increase in Career and Technical Education Pathways</li> <li>• 26% increase in enrollment for Workforce CE Pathways</li> </ul>		
	<b>Legislative Report Requirements</b>	<b>Report Highlights</b>
<b>CCP</b>	<p><b>G.S. 115D-5(x)</b> <i>as enacted by SL 2017-57, Sec. 7.22(g)</i></p> <p>Evaluation of the success of students participating in CCP, including College Transfer and Career and Technical Education. Success measured by:</p> <ul style="list-style-type: none"> <li>• HS retention rates</li> <li>• HS completion rates</li> <li>• HS dropout rates</li> <li>• Certification &amp; Associate Degree completion</li> <li>• Admission to 4-yr. institutions</li> <li>• Post-graduation employment in career/study-related fields</li> <li>• Employer satisfaction</li> <li>• An analysis of the cost of students participating in Career and College Promise College Transfer and Career and Technical Education Pathways</li> </ul> <p><b>Reporting Board(s)</b> - SBCC, in conjunction with SBOE &amp; UNC-BOG</p>	<p>In 2023-2024, <b>36%</b> of all graduates enrolled in at least one dual enrollment course during their high school years. This represents 39,819 students. This is an increase of 2,002 students (1% increase) from the previous 2022-2023 graduating class.</p> <p>Graduates enrolled in a total of <b>263,981</b> college courses over the course of their high school years. Graduates enrolled in an average of seven college courses in their high school years.</p> <p>During the 2023-2024 academic year, 86% of CCP Pathways students completed 222,040 credit-level courses with a grade of “C” or better, a <b>1% increase</b>.</p> <p>During the 2023-2024 academic year, CCP Pathways students earned a total of <b>4,124 credentials</b>, a <b>24% increase</b>.</p> <p>In 2023-2024, there were <b>78,811</b> public high school students enrolled in at least one CCP course. This was a 9% increase from the 2022-2023 school year.</p>

<b>CIHS</b>	<p><b>G.S. 115C-238.55</b> as amended by SL 2017-102, Sec. 48(c) [date change]</p> <ul style="list-style-type: none"> <li>• Success of students in CIHS</li> <li>• HS retention rates</li> <li>• HS completion rates</li> <li>• HS dropout rates</li> <li>• Certification &amp; associate degree completion</li> <li>• Admission to 4-yr. institutions</li> <li>• Post-graduation employment in career/study related fields</li> <li>• Employer satisfaction</li> <li>• An analysis of the cost of students participating in Career and College Promise Cooperative Innovative High Schools</li> </ul> <p><b>Reporting Board(s)</b> - SBOE &amp; governing boards</p>	<p>Enrollment in CIHS in 2023-2024 was <b>28,942</b> students; this is an increase of 580 students from the previous school year.</p> <p>In total, <b>6,274</b> students graduated from Cooperative Innovative High Schools in 2023-2024, an increase of 64 students from the previous year.</p> <p>High school retention and completion rates for CIHS were <b>above</b> the state averages, with the average CIHS rates above 95%.</p> <p>The average high school drop-out rate of CIHS programs was <b>below</b> the state average.</p> <p>CIHS students at community colleges received better grades, on average, than the general population of students, with <b>88%</b> averaging a passing grade of a C or better. This is 14% higher than the general population.</p> <p><b>1,918</b> individual students earned <b>5,288</b> industry-recognized credentials through high school CTE courses, based on NCDPI data.</p> <p>CIHS students also earned a total of <b>1,271</b> diploma and certificate credentials, based on NCCCS data. This represents a total of <b>3,189</b> individual credentials earned from both agencies, an increase of 399 credentials from the previous school year.</p> <p><b>3,498</b> CIHS students graduated with an associate degree. This is an <b>increase</b> of 97 students from the previous school year.</p> <p><b>12,694</b> applications from CIHS students were accepted by UNC System four-year institutions, based on UNC System data. This is an increase of 1,139 applications from the previous school year.</p>
<b>Receiving</b>	Ed. Oversight	





**NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction



# Report to the North Carolina General Assembly

## Career and College Promise

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

## Evaluation of Cooperative Innovative High School Programs

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

**Date Due: March 15, 2025**

DPI Chronological Schedule, 2024-2025

**Submitted by the State Board of Education**, in conjunction with the North Carolina Community College System, the University of North Carolina System, the North Carolina Independent Colleges and Universities.

## STATE BOARD OF EDUCATION

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

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

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## NC DEPARTMENT OF PUBLIC INSTRUCTION

**Maurice “Mo” Green, State Superintendent / 301 N. Wilmington Street, Raleigh, North Carolina 27601**

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Thomas Tomberlin, Senior Director, Educator Preparation, Licensure, and Performance, NCDPI  
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**Report to the North Carolina General Assembly:**  
**§ NCGS 115D-5(x) ~ Career and College Promise (CCP)**  
**§ NCGS 115C-238.55 ~ Cooperative Innovative High Schools (CIHS)**

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

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

North Carolina’s Career and College Promise (CCP) Program has been recognized as a model dual enrollment program and as a model for dual enrollment policy by the Education Commission of the States. Additionally, NC is a leader in the nation in the number of established Cooperative Innovative High Schools (CIHS). The strength of collaborative partnerships between high schools and colleges, statewide articulation agreements, the

requirement for structured pathways, student eligibility criteria, state-level agency collaboration and state-wide policy and funding are what make NC's Career and College Promise Program a model for other states.

The State Board of Education (SBE) and the North Carolina Department of Public Instruction (NCDPI) fulfill some report requirements, while others are fulfilled by accompanying data from the NC Community Colleges System (NCCCS), the University of North Carolina System (UNCS) and the North Carolina Independent Colleges and Universities (NCICU).

Complete data and additional information follow for CCP and CIHS, from all agencies involved, including data from the NCCCS, the current list of CIHS, and accountability data, as well as data from the UNCS, and NCICU, and Success Stories from CIHS and CCP from across North Carolina.

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

Report Requirement	Agency/Source	Page
Overview of Dual Enrollment and Career and College Promise (CCP)	NCDPI	Pages 4 – 20
Data Highlights of CCP	NCDPI and NCCCS	Page 6
Findings from The Evaluation of Career and College Promise	SERVE Center at UNCG	Pages 21 - 23
Certification and Associate Degree Completion	NCCCS and NCDPI	Pages 25 - 27, 69 - 70
CCP CTE and College Transfer Pathways	NCCCS	Pages 25 – 29
Post-graduation employment	NCCCS	Pages 27 – 28, 70
CCP Investment Cost Analysis	NCCCS	Pages 30 – 38
Admission to Four-Year Institutions	UNCS and NCICU	Pages 39, 71 – 73
Overview of CIHS Programs	NCDPI	Pages 40 – 45
Data Highlights of CIHS	NCDPI and NCCCS	Page 44

List of Current CIHS by Public School Unit (PSU)	NCDPI	Pages 46 – 53
CIHS High School Retention Rates*	NCDPI	Pages 53 – 61
CIHS High School Completion Rates*	NCDPI	Pages 53 – 61
CIHS High School Drop-out Rates*	NCDPI	Pages 53 – 61
CIHS Enrollment Data	NCDPI and NCCCS	Pages 62 – 68
CIHS and CCP Success Stories	NCDPI, CIHS Annual Reports	Pages 74 – 86
Employer satisfaction of CIHS graduates	Data not available	N/A

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

## Overview of Dual Enrollment and Career and College Promise (CCP)

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

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

In the years following full implementation in 2012-2013, enrollment in joint high school programs has continued to increase, with the addition of new pathways, increasing student interest, and the establishment of new Cooperative Innovative High Schools.

Currently, Career and College Promise (CCP) offers students the option to choose from three pathways:

- The College Transfer pathway is designed for students planning to continue their educational career beyond high school to eventually achieve an Associate's or Bachelor's degree at a community college or university.
- The Career and Technical Education pathway allows students to begin a certification or diploma program in a particular technical field or career area. The CTE pathway also includes Workforce Continuing Education opportunities for students.
- Cooperative Innovative High School programs allow students to work simultaneously toward completion of both the high school diploma and an associate's degree, transferable credit or certificate. These high schools go through a rigorous application process for approval.

In order to facilitate the effective implementation and to support growth and progress of CCP in the state of North Carolina, the NC Community College System and the NC Department of Public Instruction collaborate closely together - sometimes on a daily basis. Most communications, professional development, and technical assistance are facilitated jointly. The UNC System and the NC Independent Colleges and Universities also collaborate with these two lead agencies regarding the Cooperative Innovative High School pathway through the legislated Joint Advisory Committee (JAC).

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

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

Every eligible North Carolina high school student has the opportunity to take advantage of the Career and College Promise (CCP) program and enroll in dual enrollment through the College

Transfer or Career and Technical Education Pathway. CCP is available to every public high school in the state and the NCCCS sets the eligibility requirements.

**Career and College Promise Data Highlights:**

- In 2023-2024, **36%** of all graduates enrolled in at least one dual enrollment course, primarily through CCP, during their high school years. This represents 39,819 students. This is an increase of 2,002 students (1% increase) from the previous 2022-2023 graduating class.
- These graduates enrolled in a total of **263,981** college courses over the course of their high school years. Graduates enrolled in an average of seven college courses in their high school years.
- In 2023-2024, **36%** of all graduates earned high school credit through dual enrollment opportunities in their high school years. This represents **37,598** graduates, a 3% increase.
- In 2023-24, **93%** percent of graduates who enrolled in a dual enrollment college course earned credit towards high school graduation.
- In 2023-2024, there were **78,811\*** public high school students enrolled in at least one CCP course. This was a 9% increase from the 2022-2023 school year (an increase from 71,468 to 78,811 students).

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

See Table 1 below for further data regarding dual enrollment for 2023-2024 graduates disaggregated by race/ethnicity.

**Table 1: Number and percent of 2023-2024 graduates who enrolled in at least one dual enrollment course while in high school by race/ethnicity**

<b>Race/Ethnicity</b>	<b>Number of graduates who enrolled in at least one dual enrollment course while in high school</b>	<b>Total Number of graduates</b>	<b>Percent of students enrolled in at least one dual enrollment course while in high school by Race/Ethnicity (change from last year)</b>
American Indian or Alaska Native	363	1045	35% (0%)
Asian	2,103	4,258	49% (4%)
Black or African American	6,410	26,506	24% (1%)
Hispanic or Latino	6,284	22,152	28% (0%)
Native Hawaiian/Other Pacific Islander	52	152	34% (-1%)
Two or More	1,675	5,219	32% (1%)
White	22,932	50,875	45% (1%)
<b>Total</b>	<b>39,819</b>	<b>110,207</b>	<b>36% (1%)</b>

\*NCDPI data includes all public and charter school students who are dually enrolled in 2-year or 4-year colleges and universities, CCP as well as other IHE enrollments

For detailed enrollment information by district of 2023-2024 graduates who enrolled in at least one CCP while in high school refer to Table 2 below.

Based on the enrollment data above, while there remains continued work, NCDPI is encouraged with how PSUs are creating environments for access and opportunity among all race/ethnicity groups for dual enrollment. NCDPI and NCCCS continue to work closely together to support school districts and colleges to strengthen partnerships. The CCP Leadership team, with representatives from both agencies, meets regularly to collaborate and coordinate ongoing support. Staff from each agency host regular webinars to share promising practices in CCP that promote expanded awareness, access, and student success.



**Table 2: Number and percent of 2023-2024 graduates who enrolled in at least one dual enrollment course while in high school by PSU.**

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of graduates who took at least one dual enrollment course in high school
010	Alamance-Burlington Schools	701	1,614	43%
020	Alexander County Schools	147	303	49%
030	Alleghany County Schools	63	106	59%
26B	Alpha Academy	16	18	89%
040	Anson County Schools	77	199	39%
90F	Apprentice Academy HS of NC	*	37	22%
69A	Arapahoe Charter School	*	13	38%
53B	Ascend Leadership Academy: Lee County	26	61	43%
050	Ashe County Schools	124	207	60%
761	Asheboro City Schools	102	306	33%
111	Asheville City Schools	201	327	61%
060	Avery County Schools	110	162	68%
58B	Bear Grass Charter School	47	60	78%
070	Beaufort County Schools	195	453	43%
080	Bertie County Schools	115	144	80%
79A	Bethany Community School	13	51	25%
090	Bladen County Schools	160	303	53%
60S	Bradford Preparatory School	47	101	47%
100	Brunswick County Schools	390	1,049	37%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of graduates who took at least one dual enrollment course in high school
110	Buncombe County Schools	919	1,700	54%
120	Burke County Schools	456	886	51%
13B	Cabarrus Charter Academy	*	22	14%
130	Cabarrus County Schools	1,086	2,716	40%
140	Caldwell County Schools	445	799	56%
150	Camden County Schools	57	145	39%
13A	Carolina International School	23	45	51%
160	Carteret County Public Schools	275	587	47%
170	Caswell County Schools	64	161	40%
180	Catawba County Schools	543	1,220	45%
93L	Central Wake Charter High School	*	99	<10%
681	Chapel Hill-Carrboro City Schools	203	992	20%
61M	Charlotte Lab School	10	63	16%
60K	Charlotte Secondary School	*	20	15%
600	Charlotte-Mecklenburg Schools	2,598	10,137	26%
19A	Chatham Charter	44	44	>95%
190	Chatham County Schools	457	742	62%
200	Cherokee County Schools	159	267	60%
220	Clay County Schools	46	90	51%
230	Cleveland County Schools	504	1,011	50%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of graduates who took at least one dual enrollment course in high school
821	Clinton City Schools	80	185	43%
01C	Clover Garden	22	40	55%
240	Columbus County Schools	254	410	62%
60U	Commonwealth High School	*	103	<10%
60I	Community School of Davidson	64	135	47%
41G	Cornerstone Charter Academy	47	96	49%
60M	Corvian Community School	16	97	16%
250	Craven County Schools	412	867	48%
260	Cumberland County Schools	1,185	3,467	34%
270	Currituck County Schools	126	303	42%
280	Dare County Schools	192	427	45%
290	Davidson County Schools	558	1,318	42%
300	Davie County Schools	155	450	34%
298	Deaf and Blind Schools	*	20	15%
310	Duplin County Schools	301	681	44%
320	Durham Public Schools	453	2,491	18%
92G	East Wake Academy	62	92	67%
210	Edenton-Chowan Schools	43	141	30%
330	Edgecombe County Public Schools	164	356	46%
700	Elizabeth City-Pasquotank Public Schools	80	294	27%
861	Elkin City Schools	81	103	79%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of graduates who took at least one dual enrollment course in high school
68A	Eno River Academy	30	88	34%
32R	Excelsior Classical Academy	15	37	41%
39A	Falls Lake Academy	33	81	41%
92F	Franklin Academy	41	115	36%
350	Franklin County Schools	123	649	19%
360	Gaston County Schools	782	2,231	35%
370	Gates County Schools	48	118	41%
65G	Girls Leadership Academy of Wilmington	11	32	34%
380	Graham County Schools	44	78	56%
390	Granville County Schools	137	512	27%
84B	Gray Stone Day School	71	87	82%
400	Greene County Schools	90	219	41%
410	Guilford County Schools	1,282	5,215	25%
420	Halifax County Schools	46	141	33%
93A	Haliwa-Saponi Tribal School	*	14	21%
430	Harnett County Schools	493	1,358	36%
440	Haywood County Schools	208	529	39%
450	Henderson County Schools	395	1,011	39%
460	Hertford County Schools	96	191	50%
181	Hickory City Schools	112	266	42%
42B	Hobgood Charter School	15	17	88%
470	Hoke County Schools	313	572	55%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of graduates who took at least one dual enrollment course in high school
480	Hyde County Schools	24	35	69%
11C	Invest Collegiate - Imagine	28	56	50%
490	Iredell-Statesville Schools	637	1,701	37%
500	Jackson County Public Schools	130	258	50%
61X	Jackson Day School	30	43	70%
510	Johnston County Public Schools	884	3,035	29%
520	Jones County Schools	36	60	60%
132	Kannapolis City Schools	82	381	22%
66A	KIPP Gaston College Preparatory	14	64	22%
81B	Lake Lure Classical Academy	13	24	54%
60D	Lake Norman Charter	145	188	77%
49F	Langtree Charter Academy	27	98	28%
530	Lee County Schools	336	695	48%
540	Lenoir County Public Schools	291	670	43%
291	Lexington City Schools	70	187	37%
55A	Lincoln Charter School	137	175	78%
550	Lincoln County Schools	422	854	49%
560	Macon County Schools	204	344	59%
570	Madison County Schools	103	161	64%
580	Martin County Schools	48	159	30%
590	McDowell County Schools	231	422	55%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of graduates who took at least one dual enrollment course in high school
86T	Millennium Charter Academy	13	23	57%
610	Mitchell County Schools	101	127	80%
620	Montgomery County Schools	244	297	82%
630	Moore County Schools	628	1,041	60%
491	Mooresville Graded School District	187	507	37%
862	Mount Airy City Schools	84	154	55%
36C	Mountain Island Charter	67	134	50%
640	Nash County Public Schools	413	1,055	39%
34H	NC Leadership Charter Academy	36	51	71%
00B	NC Virtual Academy	23	161	14%
51A	Neuse Charter School	26	45	58%
650	New Hanover County Schools	1,025	1,946	53%
182	Newton Conover City Schools	102	224	46%
00A	North Carolina Cyber Academy	31	252	12%
33A	North East Carolina Preparatory School	53	64	83%
660	Northampton County Schools	71	114	62%
70A	Northeast Academy of Aerospace & AdvTech	64	79	81%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of graduates who took at least one dual enrollment course in high school
94Z	Northeast Regional School - Biotech/Agriscience	17	17	>95%
670	Onslow County Schools	483	1,885	26%
680	Orange County Schools	202	550	37%
39B	Oxford Preparatory School	35	45	78%
690	Pamlico County Schools	52	102	51%
09A	Paul R Brown Leadership Academy	*	37	16%
710	Pender County Schools	401	793	51%
720	Perquimans County Schools	37	95	39%
730	Person County Schools	159	305	52%
41K	Piedmont Classical High School	*	96	<10%
36B	Piedmont Community Charter	82	133	62%
49E	Pine Lake Preparatory	99	168	59%
23A	Pinnacle Classical Academy	26	29	90%
60Y	Pioneer Springs Community School	*	21	10%
740	Pitt County Schools	915	1,703	54%
750	Polk County Schools	95	145	66%
780	Public Schools of Robeson County	363	1,411	26%
34B	Quality Education Academy	*	40	<10%
61N	Queen City STEM School	*	13	46%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of graduates who took at least one dual enrollment course in high school
60G	Queen's Grant Community School	32	110	29%
760	Randolph County School System	472	1,073	44%
32N	Research Triangle High School	20	117	17%
770	Richmond County Schools	274	471	58%
01B	River Mill Academy	28	35	80%
421	Roanoke Rapids City Schools	73	212	34%
790	Rockingham County Schools	313	821	38%
64A	Rocky Mount Preparatory	21	50	42%
800	Rowan-Salisbury Schools	426	1,463	29%
73B	Roxboro Community School	39	81	48%
810	Rutherford County Schools	207	511	41%
98A	Sallie B Howard School	*	29	28%
820	Sampson County Schools	256	576	44%
63B	Sandhills Theatre Arts Renaiss	*	17	53%
830	Scotland County Schools	173	387	45%
92P	Southern Wake Academy	17	66	26%
840	Stanly County Schools	397	628	63%
61L	Stewart Creek High School	*	112	<10%
850	Stokes County Schools	196	405	48%
60B	Sugar Creek Charter	26	75	35%



PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of graduates who took at least one dual enrollment course in high school
50A	Summit Charter	*	15	53%
860	Surry County Schools	363	543	67%
870	Swain County Schools	86	109	79%
26C	The Capitol Encore Academy	*	*	25%
41H	The College Preparatory and Leadership A	16	30	53%
11D	The Franklin School of Innovation	29	59	49%
01D	The Hawbridge School	21	40	53%
24B	Thomas Academy	*	14	64%
81A	Thomas Jefferson Classical Academy	36	75	48%
292	Thomasville City Schools	39	112	35%
880	Transylvania County Schools	183	277	66%
41F	Triad Math and Science Academy	42	81	52%
92T	Triangle Math and Science Academy	32	68	47%
890	Tyrrell County Schools	25	38	66%
90A	Union Academy Charter School	42	132	32%
900	Union County Public Schools	1,174	3,460	34%
76A	Uwharrie Charter Academy	51	151	34%
91A	Vance Charter School	39	83	47%
910	Vance County Schools	83	349	24%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of graduates who took at least one dual enrollment course in high school
32L	Voyager Academy	41	94	44%
920	Wake County Schools	2,734	12,630	22%
35C	Wake Preparatory Academy	13	53	25%
930	Warren County Schools	47	132	36%
940	Washington County Schools	39	78	50%
07A	Washington Montessori	12	16	75%
950	Watauga County Schools	213	349	61%
960	Wayne County Public Schools	422	1,172	36%
96F	Wayne Preparatory	21	51	41%
422	Weldon City Schools	42	68	62%
241	Whiteville City Schools	63	136	46%
970	Wilkes County Schools	410	611	67%
980	Wilson County Schools	334	687	49%
98B	Wilson Preparatory Academy	13	42	31%
340	Winston Salem / Forsyth County Schools	644	3,885	17%
990	Yadkin County Schools	207	379	55%
995	Yancey County Schools	110	138	80%

In order to protect student/staff privacy, small cell suppression rules have been applied where necessary. Any cell below 10 for students or 5 for staff will be represented by "\*\*". Any percentages over 95% will be shown as >95% and any percentages less than 10 will be shown as <10%.

## State Board of Education CCP Policy

Based on the CCP Leadership Team's focus on improving the CCP program for NC's students and Informed by findings and recommendations from the IES Grant Study and the Dual Enrollment Opportunity Study, the State Board of Education (SBE) adopted a new policy for CCP in October 2022: [CACP-000, CCP Partnership Agreement](#). This policy requires each Local Education Agency (LEA) to develop a CCP Partnership Agreement with their CCP college partner. The areas outlined in the policy are key topics that will help to ensure quality programming for high school students. The SBE policy was amended in December 2024 to address questions from PSUs about LEA participation and student eligibility criteria. The amended policy clarifies that PSUs determine their level of participation in CCP, and that PSUs may not add additional student eligibility criteria for students to access the program. The amended policy also establishes that LEAs will submit partnership agreements to NCDPI beginning in Summer 2025. The policy as amended is included here, with the amended text shown in italics.

## SBE CACP-000: CCP Partnership Agreement

The Career and College Promise program is North Carolina's dual enrollment program for high school students, allowing eligible students to enroll in college classes at North Carolina community colleges and universities through their high school.

Career and College Promise offers students the option to choose from three structured pathways:

- College Transfer
- Career and Technical Education, including Workforce Continuing Education, and
- Cooperative Innovative High Schools.

Strong, high-quality partnerships between secondary and postsecondary education institutions are critical to support mindsets, policies, and practices that expand access to career and post-secondary pathways and ensure student success.

## Partnership Agreement

In order to implement Career and College Promise, each Local Education Agency (LEA) shall develop an agreement with their CCP college partner to support effective implementation by December 2023. CCP Partnership Agreements shall be revised on an annual basis.

The CCP Partnership Agreement will include a description of how the LEA will integrate CCP program offerings aligned to regional economic and community needs and address the following topics (at a minimum) in collaboration with their college partner:

- Establishment of partnership protocols, including regular communication;
- Integration of LEA and college program offerings;
- Plan of communication to students/families to broaden access;
- Student academic support systems, including advising and sharing student progress;
- Responsibilities of school/district and college personnel;
- Responsibilities for program expenses; and
- Responsibilities of site operations, including use of facilities and transportation.

*The CCP Partnership Agreement will be submitted by the LEA and kept on file at NCDPI beginning Summer 2025.*

*Program Participation and Eligibility: Public School Units (PSUs) shall determine their level of participation in the Career and College Promise program. PSUs that participate in CCP shall award high school credit for college coursework according to the SBE Course for Credit policy (CCRE-001).*

*Student eligibility for the CCP College Transfer and Career and Technical Education pathways are established by the NC Community College System. PSUs shall not add additional requirements for eligibility. LEAs establish the eligibility requirements for Cooperative Innovative High Schools under their jurisdiction.*

NCDPI and our partners at NCCCS facilitated face to face meetings with school district and college representatives in the spring of 2023 and developed a CCP Partnership Agreements Guide, which includes promising practices in CCP from across North Carolina. The Guide is accessible to all LEAs and college partners and is accompanied by examples of existing partnership agreements and additional resources. NCDPI and NCCCS continue to provide technical assistance and support, jointly facilitating regular meetings for LEA CCP Coordinators and their community college partners' staff, as well as one-on one meetings with LEA and IHE partners scheduled at their convenience. NCDPI and NCCCS will facilitate face-to-face meetings in spring of 2025 to continue support for the implementation and annual revision of CCP partnership agreements.

Last year, the statewide four-year graduation cohort rate was 87%. For more information, find the NCDPI Four-Year Cohort Graduation Rate Report under the [Accountability Data Sets and Reports](#) section.

The dropout rate for 2202-2203 is not available at this time. It will be reported to the State Board of Education in March 2024. For more information regarding dropout rates see the [Discipline, ALP and Dropout Annual Reports](#) section.

For detailed data regarding NC school districts and high schools, see the [North Carolina School Report Cards](#).

Continuing work to increase awareness, access, and student success is also informed by the ongoing work of the CCP Institute of Education Sciences (IES) Grant Study. A summary of current findings for the CCP IES Grant Study is presented below. Summary findings of the CCP IES Grant Study are available on the NCDPI [CCP Data and Research](#) website.

**CAREER AND COLLEGE PROMISE  
INSTITUTE OF EDUCATION SCIENCES (IES) GRANT STUDY  
Evaluation of Career and College Promise from 2019-2026  
Findings from The Evaluation of Career and College Promise**

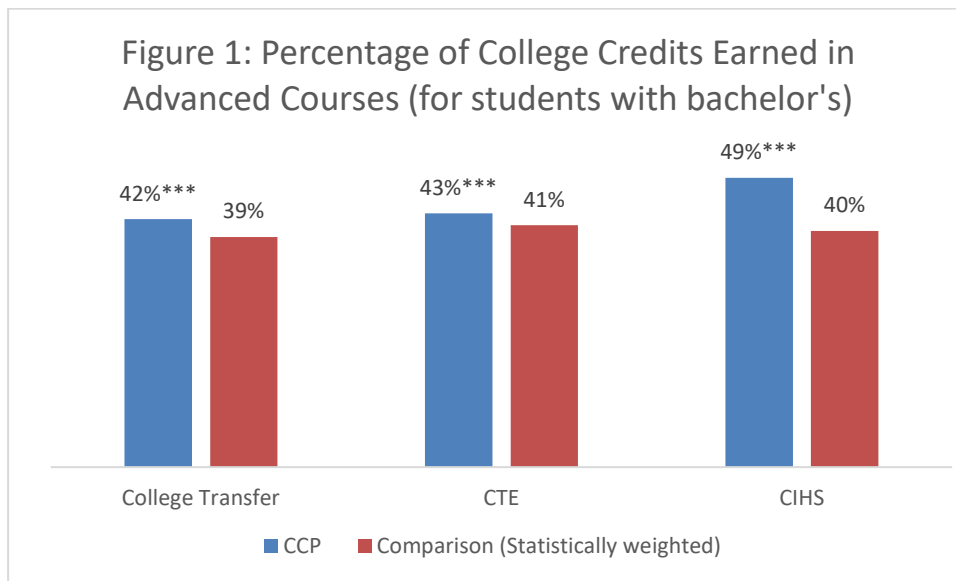
*A research partnership funded by the Institute of Education Sciences and including NCDPI, NCCCS, UNCG, and RAND Corporation.*

Core partnership activities over the past year have been examining the impact of CCP on students' performance in four-year institutions; examining the school-level factors associated with CCP impacts; and conducting analyses on the cost of CCP and the impact on workforce outcomes. Key takeaways include:

- CCP participation in high school increased the number of advanced courses students took in four-year colleges after high school.
- CCP makes more of a difference for students in certain settings including: rural schools, lower-achieving schools, and schools with higher levels of CCP participation.
- The project team is finalizing analyses related to the cost of CCP and the impact on workforce outcomes.

**CCP increased the number of advanced courses that students took while enrolled in four-year colleges after high school.** CCP students who enrolled in UNC System schools earned more credits in advanced courses in their first and second years, and by the time they earned a bachelor's degree, than comparison students. Figure 1 shows the differences in the percentage of college credits earned in advanced courses among bachelor's degree recipients for CCP and comparison students by pathway. Comparison students are statistically weighted to resemble CCP students on a wide range of characteristics.

When looking at other aspects of postsecondary performance, CCP students in all three pathways earned fewer credits overall in Years 1 and 2, likely because the college credits earned in high school allowed them to take a lower course load while still being on track for graduation. Students in the CIHS pathway were less likely to switch majors, which suggests that they were more focused in college. They were also more likely to double-major.



NOTE: In this chart, advanced courses are those at the 300 level or above. When assessing advanced course taking in the first year of college, we also consider 200 level courses to be advanced; here and in our analysis of second-year course taking, only 300 level or above courses are considered advanced.

\*\*\*Statistically significant difference at  $p \leq .001$ .

**CCP makes more of a difference for students in certain settings.** CCP tends to benefit students in all types of school settings. However, there are some school characteristics that are associated with higher impacts from the College Transfer and CTE Pathways. CCP is making more of a difference for:

- Rural students.
- Students at lower-achieving schools.
- Schools with higher CCP participation.
- Schools with historically higher 2-year college enrollment rates and with historically lower 4-year college enrollment rates.

Note that higher impacts do not necessarily mean that the outcomes are higher for students in these settings; it means that the differences between CCP and comparison students are higher in those settings.

**The project team is finalizing analyses related to the impact of CCP on workforce outcomes and the cost of CCP.** The research team has been working with the NC Department of Commerce and the Data Division in the North Carolina Department of Information Technology

to link the study sample with wage data and to conduct analyses on the impact of CCP on employment and earnings. We anticipate that these analyses will be finalized within the next six months. Additionally, the project team has been using administrative data and original data collected by the research team to examine the costs of CCP and look at the return on investment for those costs. These findings will be available over the next year.

### ***About the Evaluation of Career and College Promise***

**The partners.** The North Carolina Department of Public Instruction and the North Carolina Community College System are partners in a seven-year, \$5 million grant from the U.S. Department of Education that started in July of 2019. This project—which is being led by the Early College Research Center within SERVE at the University of North Carolina at Greensboro and also involves the University of North Carolina System, the NC Government Data Analytics Center, the North Carolina Department of Commerce and RAND Corporation—has the goal of conducting a formal and rigorous evaluation of the implementation, impact, and cost of the three different CCP pathways.

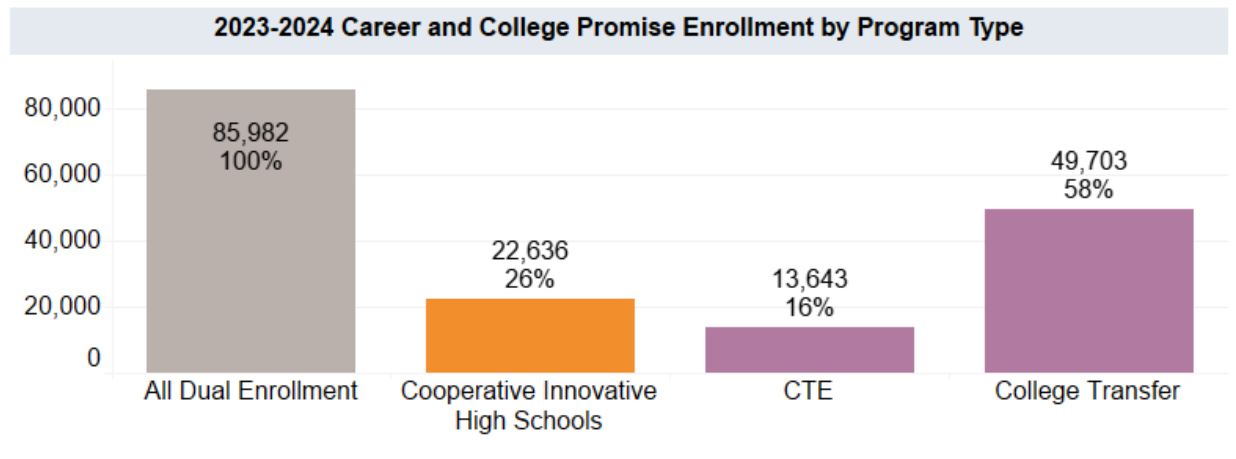
**The study design.** The impact study compared outcomes for students who participated in one of the three CCP pathways with students in a statistically weighted comparison group. The analysis used a propensity score weighting approach that ensured the pathway participants and the comparison students were similar on many background characteristics, such as demographics, socioeconomics, prior achievement, and (as appropriate) high school course taking. We created a separate comparison group for each pathway. The sample for the College Transfer and CTE Pathway included around 750,000 11th and 12th graders from 2012-13 through 2020-21. Students in the CTE pathway were compared to a weighted comparison group of observably similar students who did not participate in any CCP pathway. Students in the College Transfer pathway were compared to a weighted comparison group of similar students who did not participate in any CCP pathway. The sample for CIHS analysis included approximately 950,000 CIHS and comparison students and started with students who entered 9th grade in 2009-10, adding new cohorts through students who entered 9th grade in 2017-18. CIHS students were compared to similar students who were not enrolled in a CIHS; this could have included students who took CCP courses in the regular high school.

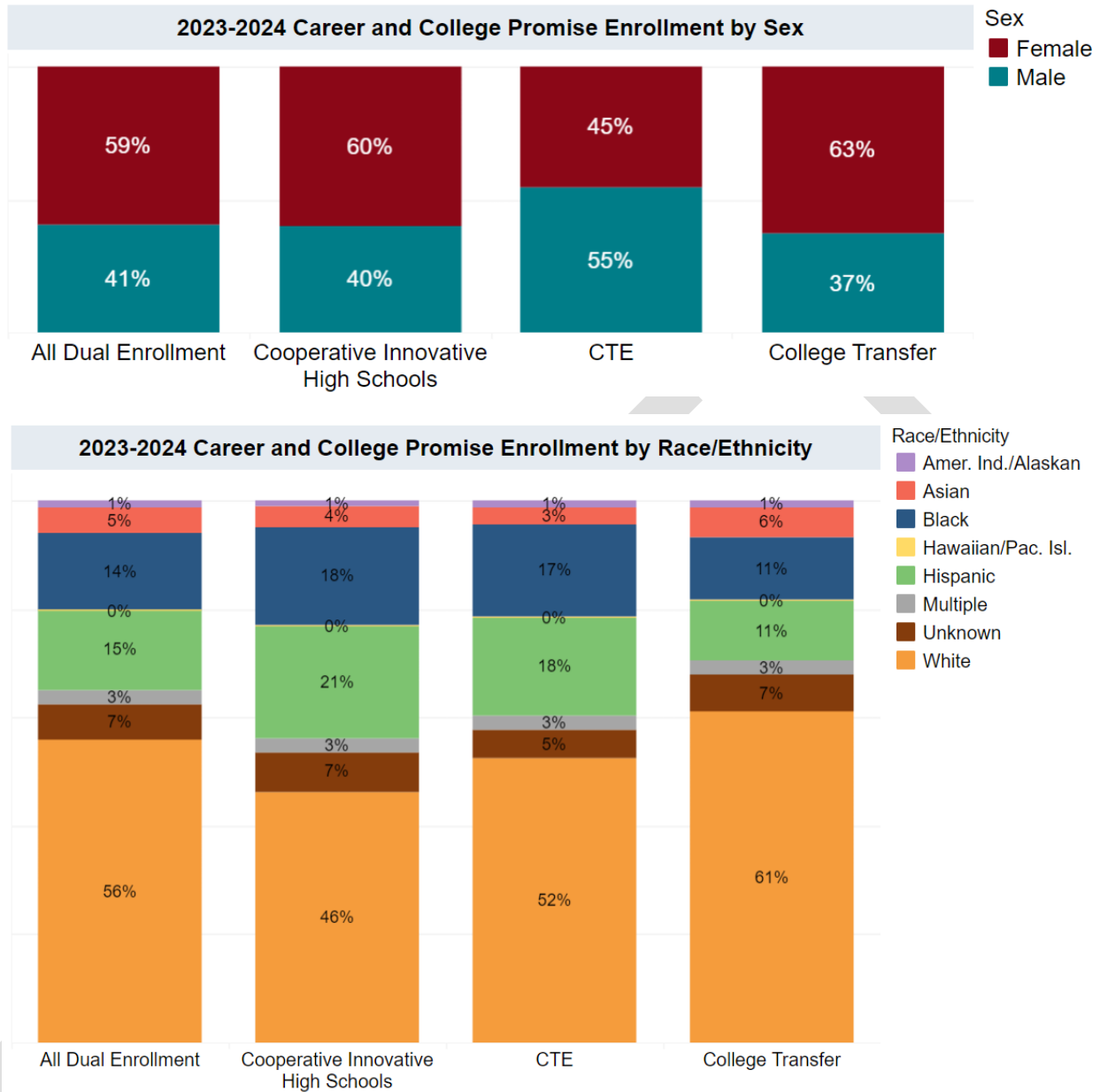


## NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (NCCCS) Career and College Promise (CCP)

### Career and College Promise Enrollment and Demographics

During the 2023-2024 academic year, 85,982 high school students participated in Career and College Promise (CCP) through the NC Community College System. Of those, 22,636 (26%) participated in Cooperative Innovative High School Programs (Early College, Middle College, or Other Innovative High School), and 63,346 (74%) participated in Pathways programs (Career and Technical Education or College Transfer). Participants were primarily female (59%) and white (56%). Career and Technical Education had the highest percentage of male students (55%), and Cooperative Innovative High Schools had the highest percentage of non-white students (54%).

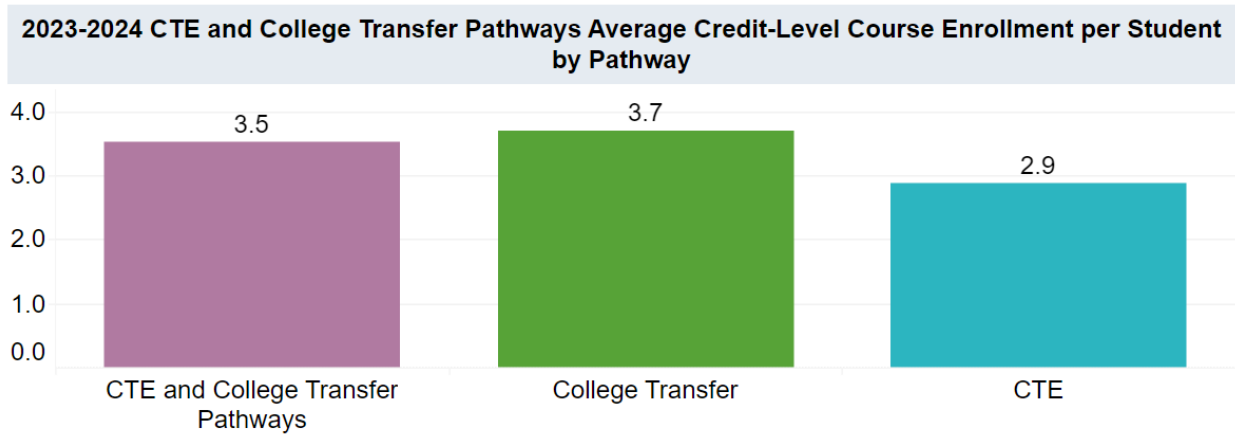
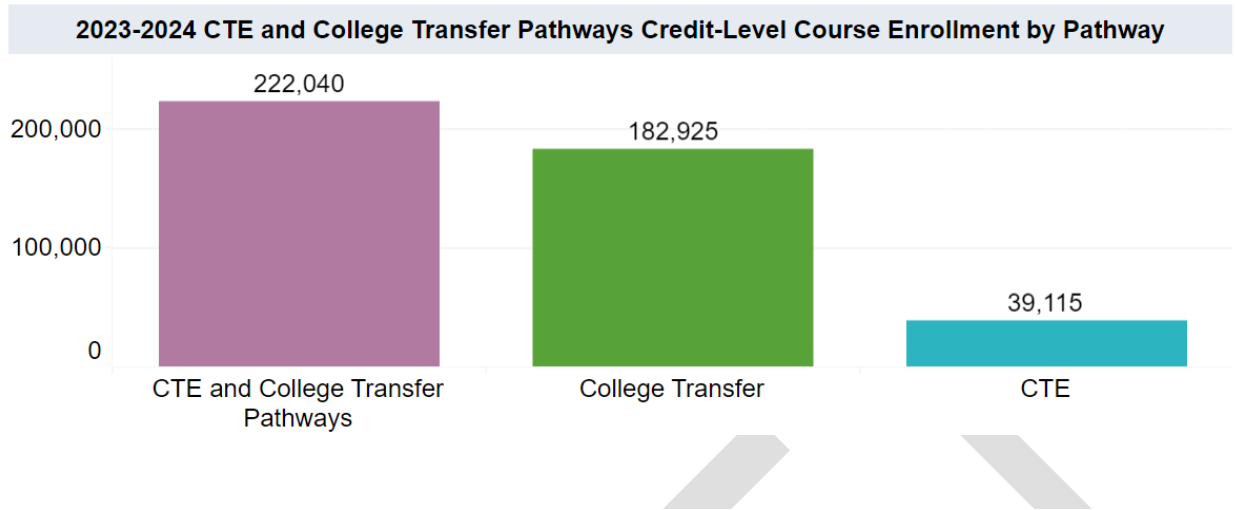




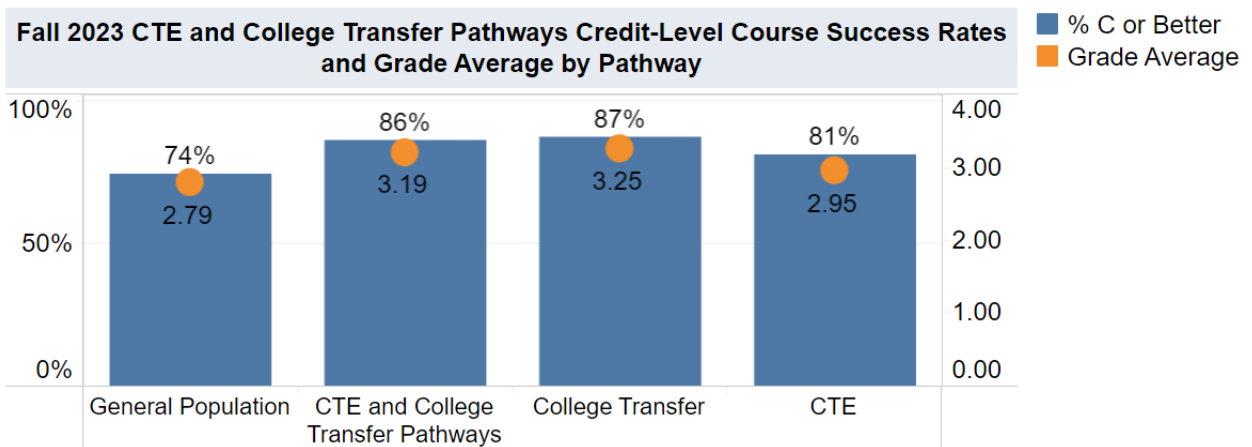
## CTE and College Transfer Pathways

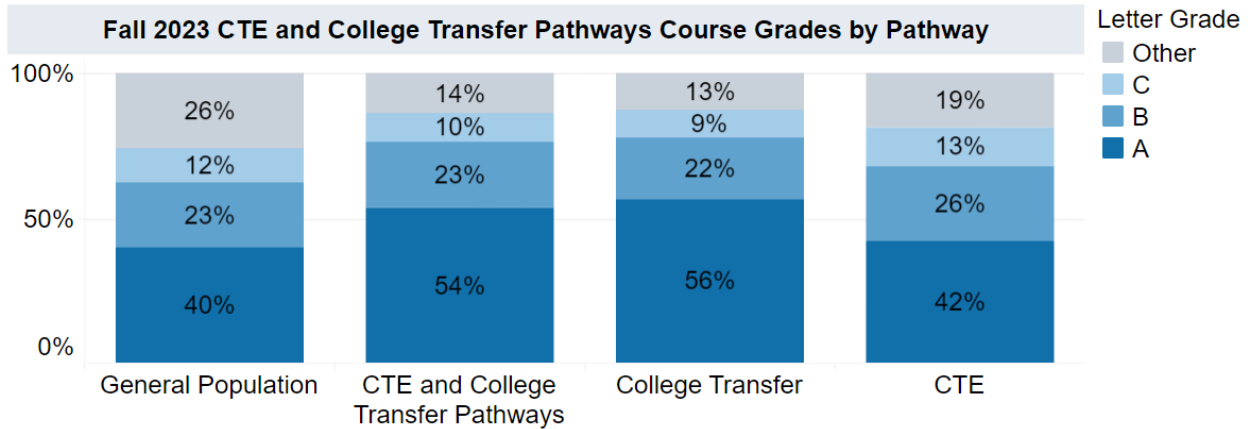
### CTE and College Transfer Pathways Course Enrollment and Degree Completion

During the 2023-2024 academic year, CCP Pathways students enrolled in 222,040 credit-level college courses. Of those, 182,925 (82%) were taken by College Transfer students. On average, College Transfer students took 3.7 credit-level courses per year and CTE students took 2.9 credit-level courses per year.

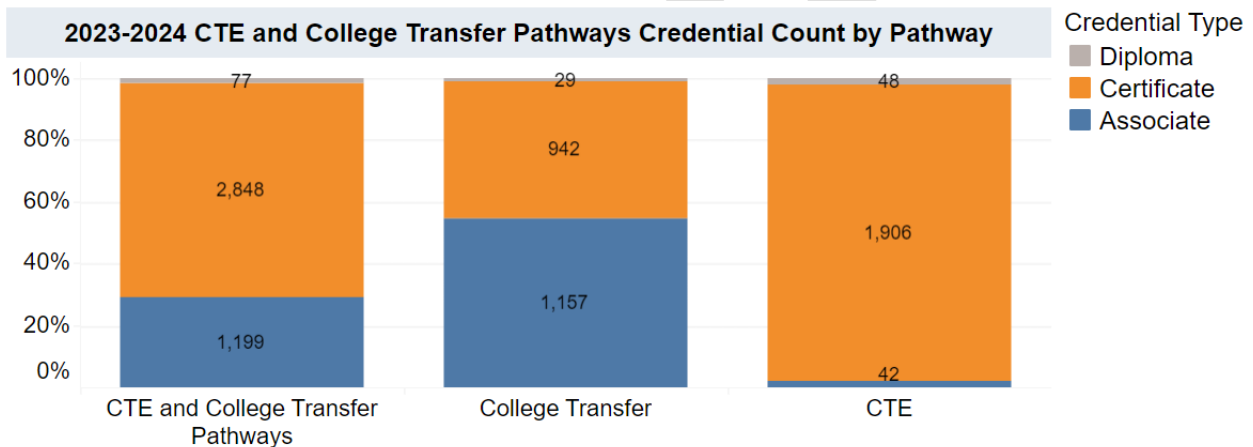


In Fall 2023, CCP Pathways students completed 86% of their credit-level courses with a C or better, compared to 74% of the general student population. The average Fall 2023 GPA for CCP Pathways students was 3.19.





During the 2023-2024 academic year, CCP Pathways students earned a total of 4,124 credentials.



### Post-Graduation Employment

The North Carolina Community College System, with the Department of Commerce, reviewed employment status and wage outcomes of Career and College Promise students who graduated high school in 2021. These students were not enrolled in any postsecondary institution in 2022-2023 and had a full-time or part-time employment record in Quarter 1 of 2023. This sample is limited to those students whose social security numbers matched with Department of Commerce records. Students with missing social security numbers or whose employment is not tracked by the NC Department of Commerce (e.g., self-employed, federal employees, or those employed out of state) were

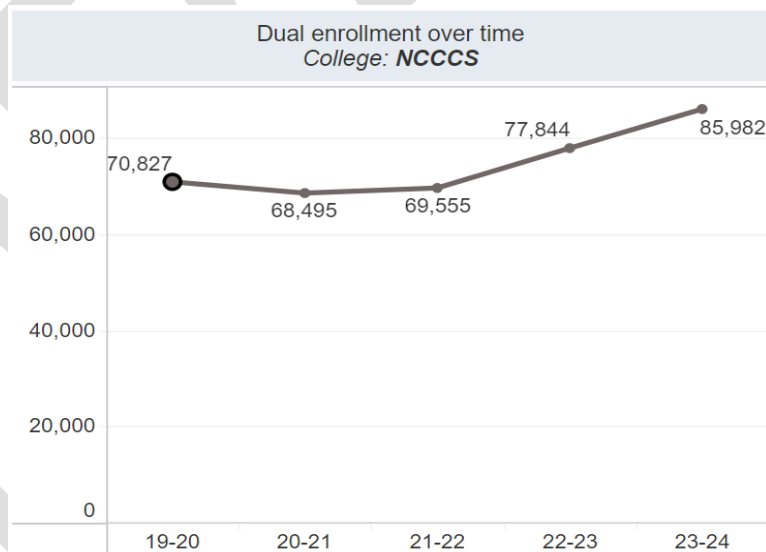
not included. Wage records for 2,073 Transfer and 1,498 CTE pathway 2021 high school graduates were found for the 1st quarter of 2023. The Quarter 1 median wage for transfer students was \$5,854 and the median wage for CTE students was \$6,605.

### Workforce Continuing Education Pathway

Legislative action in 2017 provided tuition waivers for high school students to participate in Workforce Continuing Education (CE) courses through the CCP program. These courses allow students to pursue State and industry-recognized credentials for workforce entry. During the 2023-2024 academic year, 1,136 students were enrolled in the Workforce Continuing Education pathway, up from 899 in 2022-2023. In addition, the System Office approved applications from 30 colleges working in collaboration with 127 high schools across the state to offer 140 Workforce Continuing Education pathways to high school students.

### Overall Trends in Dual Enrollment Participation and Success

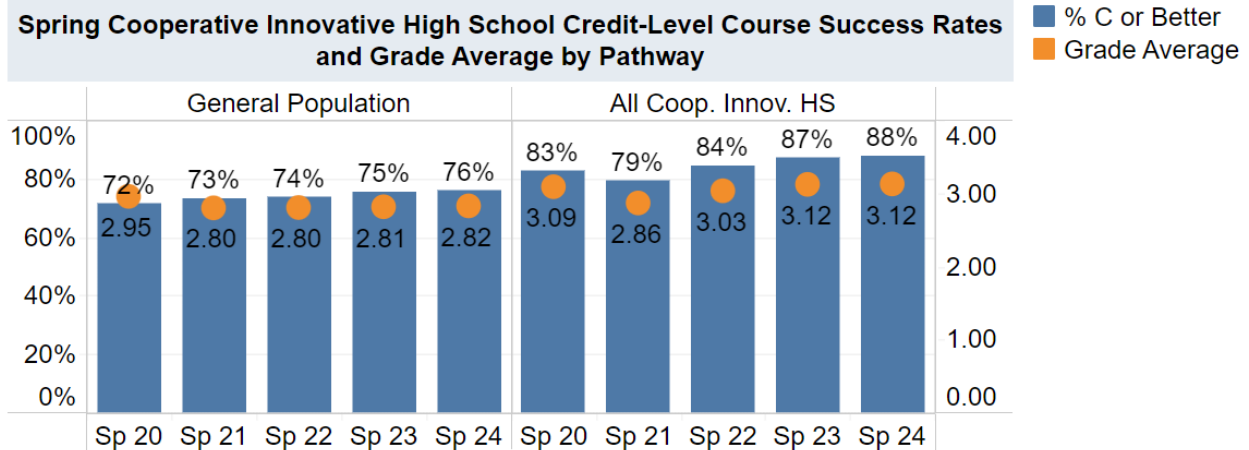
Dual Enrollment participation declined following the onset of the COVID-19 pandemic (2020-2021) but quickly rebounded and surpassed pre-pandemic levels of participation.



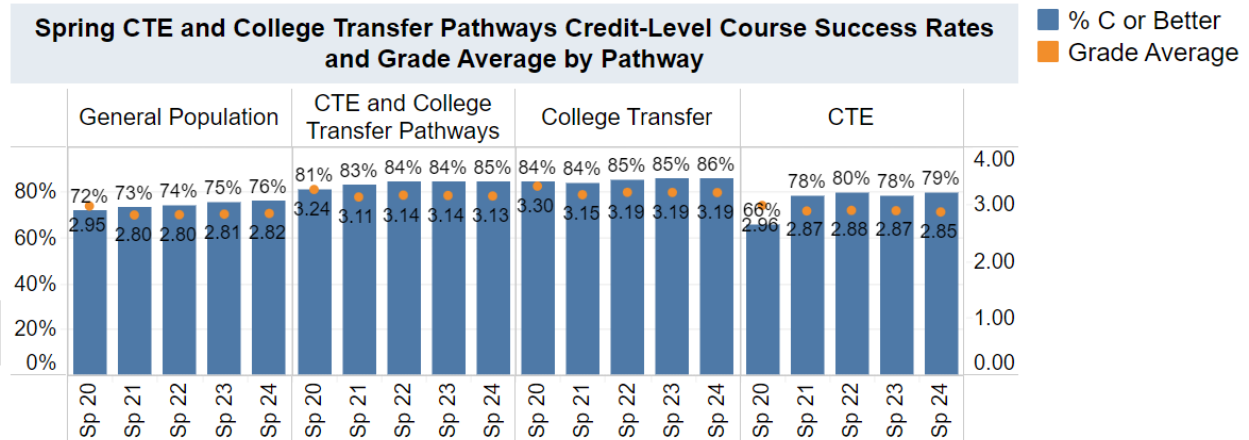
To assess the impacts of COVID-19 on student success, we compared course success rates and GPAs over time. Compared to Spring 2020, the average success rate and GPA declined in Spring 2021 but largely recovered in Spring 2022 for CIHS students. College Transfer students' course success rates have remained stable over time; however, the

average GPA decreased in Spring 2021 (relative to Spring 2020) and has not yet recovered. In comparison, CTE success rates were lower than those of the general population in Spring 2020 (but average GPA was highly comparable between the two groups). However, in Spring 2021 and beyond, GPA and success rates rose drastically and have now remained stable at around 78% success and 2.87 GPA, which is slightly higher than the general population average.

**Spring Cooperative Innovative High School Credit-Level Course Success Rates and Grade Average by Pathway**



**Spring CTE and College Transfer Pathways Credit-Level Course Success Rates and Grade Average by Pathway**



**Career and College Promise Investment: Cost Analysis**

This portion of the report responds to the requirements of the legislation enacted as rewritten in G.S. § 115D-5(x), which establishes that “In addition to the evaluation of cooperative innovative high schools by the State Board of Education pursuant to G.S. §115C-238.55, the State Board of Community Colleges, in conjunction with the State Board of Education and the Board of Governors of The University of North Carolina, shall evaluate the success of students participating in the Career and College Promise Program, including the College Transfer pathway and the Career and Technical Education pathway. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, post-graduation employment in career or study-related fields, and employer satisfaction of employees who participated in the programs. The evaluation shall also include an analysis of the cost of students participating in each of the programs within the Career and College Promise Program, including at least the following:

1. Total enrollment funding, the number of budgeted full-time equivalent students, number of students enrolled in courses through cooperative innovative high schools, the College Transfer pathway, and the Career and Technical Education pathway.
2. The cost and number of waivers of tuition and registration fees provided for students enrolled in courses through cooperative innovative high schools, the College Transfer pathway, and the Career and Technical Education pathway.
3. Any additional costs of a student attending courses on campus if a student is not attending public school in a local school administrative unit for the majority of the student’s instructional time.

The Boards shall jointly report by March 15 of each year to the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Committee on Education, and the Fiscal Research Division of the General Assembly. The report shall be combined with the evaluation of cooperative innovative high schools required by G.S. §115C-238.55, and the Community Colleges System Office shall be responsible for submitting the combined report to the Committee.”

### Career and College Promise Total Enrollment Funding

During the 2023-2024 academic year, 85,982 high school students participated in Career and College Promise (CCP) through the NC Community College System. 22,636 (26%) students participated in Cooperative Innovative High School (CIHS) Programs (Early College, Middle College, or Other Innovative High School), 13,643 students participated in Career and Technical Education pathways, and 49,703 students participated in College Transfer pathways as their primary pathway. A three-year analysis of costs of instructional full-time equivalent students (FTE) and waivers of tuition demonstrated that total enrollment funding for Career and College Promise programs has grown in proportion to the continued growth in enrollment in the programs.

<b>Estimated FTE &amp; Waiver Investment</b>			
	21-22	22-23	23-24
<b>Total Curriculum</b>	<b>\$187,806,395</b>	<b>\$219,027,184</b>	<b>\$246,171,361</b>
College Transfer Pathway (CTP)	\$89,659,735	\$109,675,222	\$124,829,946
Career and Technical Education (CTE)	\$23,811,066	\$29,993,244	\$36,884,307
Cooperative Innovative High School (CIHS)	\$74,335,594	\$79,358,718	\$84,457,109
<b>Total Workforce CE</b>	<b>\$528,862</b>	<b>\$636,934</b>	<b>\$811,435</b>

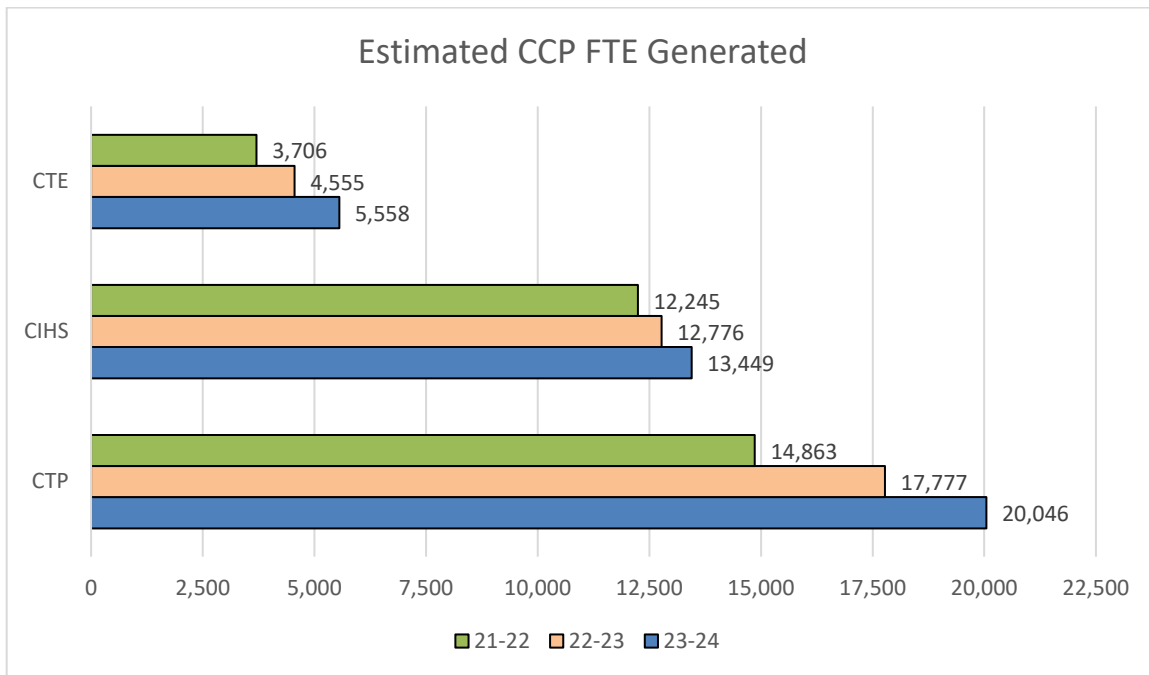


### Estimated Curriculum Full-Time Equivalency (FTE)

State Board of Community Colleges Code (SBCCC) defines “Budget Full-Time Equivalent” (BFTE) as the number of full-time equivalent students for which colleges are funded through State funding formulas. SBCC further defines “FTE student” as an amount of instruction that equates to 512 student hours in membership. Students participating in Career and College Promise are included in curriculum FTE.

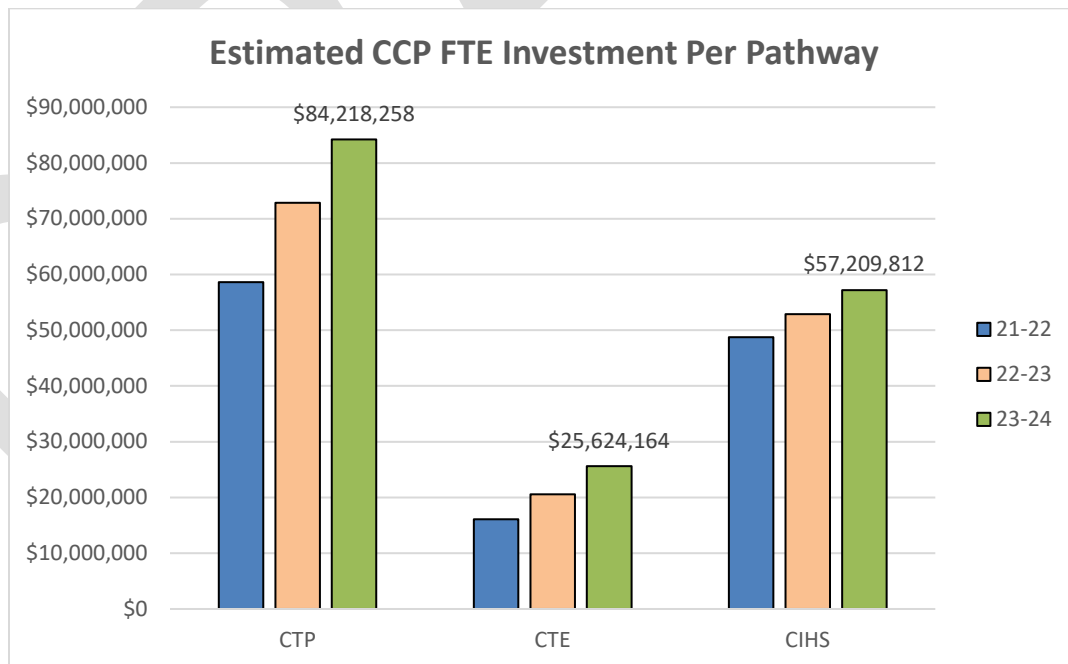
In the most recent academic year, FTE for all three Career and College Promise pathways increased, with the largest jump in estimated curriculum FTE generated in the College Transfer Pathway. For 2023-2024, the total estimated curriculum FTE for Career and College Promise was 39,053. The Career and Technical Education (CTE) pathway showed a marked increase in estimated FTE growing from 4,555 estimated curriculum FTE in 2022-2023 to 5,558 estimated curriculum FTE in 2023-2024, a 22% increase.

Estimated Curriculum FTE Generated				
		21-22	22-23	23-24
<b>Total</b>		<b>30,814</b>	<b>35,109</b>	<b>39,053</b>
<b>Pathway</b>		<b>18,569</b>	<b>22,333</b>	<b>25,604</b>
	<i>CTP</i>	14,863	17,777	20,046
	Tier 1A	315	398	444
	Tier 1B	4,194	4,859	5,428
	Tier 2	10,354	12,520	14,174
	<i>CTE</i>	3,706	4,555	5,558
	Tier 1A	1,655	2,045	2,438
	Tier 1B	470	577	653
	Tier 2	1,581	1,933	2,467
<b>CIHS</b>		<b>12,245</b>	<b>12,776</b>	<b>13,449</b>
	Tier 1A	638	687	745
	Tier 1B	3,523	3,606	3,920
	Tier 2	8,085	8,484	8,784



For 2023-2024, the total Estimated Curriculum FTE Cost reported for Career and College Promise is \$167,052,234. Relative to previous years, the cost associated with each Career and College Promise program increased in tandem with increases in enrollment.

Estimated Curriculum FTE Investment			
	21-22	22-23	23-24
<b>Total</b>	<b>\$123,452,267</b>	<b>\$146,322,969</b>	<b>\$167,052,236</b>
<b>Pathway</b>	<b>\$74,690,672</b>	<b>\$93,421,485</b>	<b>\$109,842,423</b>
CTP	\$58,619,289	\$72,861,838	\$84,218,258
Tier 1A	\$1,538,058	\$2,025,793	\$2,316,835
Tier 1B	\$18,138,780	\$21,858,675	\$25,041,157
Tier 2	\$38,942,452	\$48,977,370	\$56,860,266
CTE	\$16,071,382	\$20,559,647	\$25,624,165
Tier 1A	\$8,092,033	\$10,401,677	\$12,715,864
Tier 1B	\$2,033,561	\$2,595,070	\$3,012,413
Tier 2	\$5,945,788	\$7,562,900	\$9,895,888
<b>CIHS</b>	<b>\$48,761,595</b>	<b>\$52,901,484</b>	<b>\$57,209,813</b>
Tier 1A	\$3,118,445	\$3,493,130	\$3,887,413
Tier 1B	\$15,237,110	\$16,220,348	\$18,084,856
Tier 2	\$30,406,040	\$33,188,006	\$35,237,544



### Career and College Promise Number and Cost of Tuition Waivers

As members of an authorized group as defined in G.S. § 115D-20(4), eligible North Carolina high school students participating in Career and College Promise are granted access to course waivers that apply to tuition and registration fees as authorized by G.S. § 115D-5(b)(12).

Colleges are authorized to provide courses in approved Career and College Promise Pathways. Additionally, colleges are responsible for ensuring that students are appropriately enrolled in Career and College Promise pathways consistent with the State Board of Community Colleges (SBCC) Career and College Promise Operating Procedures. A three-year analysis of the number and cost of waivers provided for Career and College Promise participants is provided.

<b>Estimated Investment of Waivers</b>			
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Total Curriculum</b>	<b>\$64,354,129</b>	<b>\$72,704,216</b>	<b>\$79,119,127</b>
College Transfer Pathway (CTP)	\$31,040,446	\$36,813,385	\$40,611,688
Career and Technical Education (CTE)	\$7,739,684	\$9,433,597	\$11,260,143
Cooperative Innovative High School (CIHS)	\$25,573,999	\$26,457,234	\$27,247,296
<b>Total Workforce CE</b>	<b>\$181,221</b>	<b>\$211,425</b>	<b>\$260,794</b>

Note: this is the total investment of tuition waivers.

<b>Estimated Number of Course Waivers</b>			
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Total Curriculum</b>	<b>290,485</b>	<b>327,486</b>	<b>356,030</b>
College Transfer Pathway (CTP)	140,112	165,821	182,749
Career and Technical Education (CTE)	34,936	42,492	50,670
Cooperative Innovative High School (CIHS)	115,437	119,173	122,611
<b>Total Workforce CE</b>	<b>1,186</b>	<b>1,289</b>	<b>1,597</b>

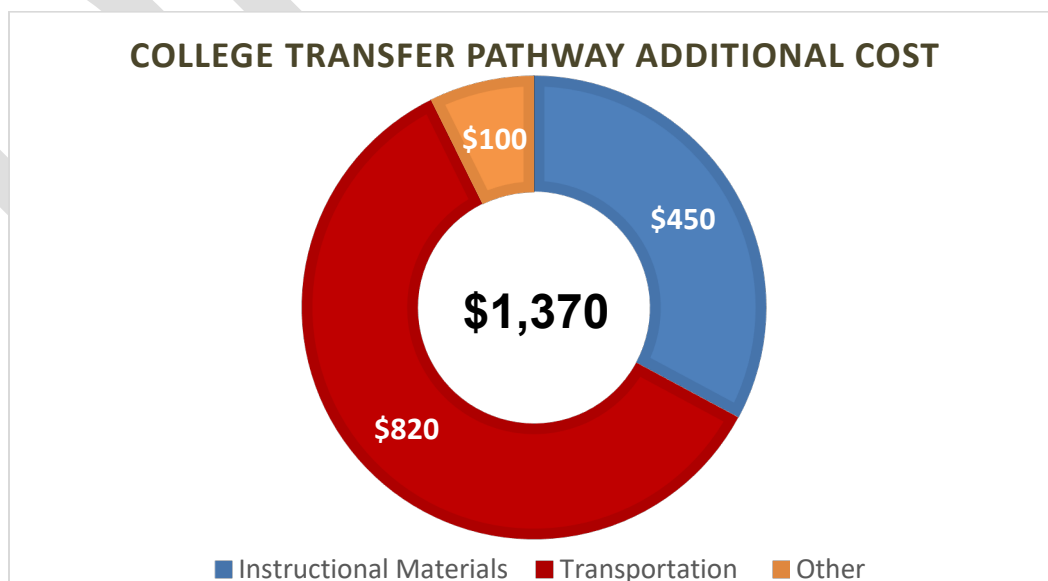
## **2023-2024 Costs for Career and College Promise Participants**

### ***Methods***

The purpose of this report is to provide an estimate of out-of-pocket expenses that students incur when they attend Career and College Promise courses. To estimate these costs, a survey was developed and sent to all community colleges in Fall 2022. Respondents were typically college administrators who work closely with CCP students. The survey captured the estimated cost per student for transportation, instructional supplies, and associated fees. The same survey was administered in Fall 2024 to capture estimated AY 2023-2024 expenses. With all 58 colleges reporting, the information was compiled then disaggregated by pathway: College Transfer, Career and Technical Education, and Cooperative Innovative High Schools. Compared to the previous year, the results estimate a slight increase in out-of-pocket costs of the Career and Technical Education pathway. As with the previous survey, it is estimated that the Cooperative Innovative High School pathway option requires the least additional funding, however, enrollment opportunities in this pathway are the most limited.

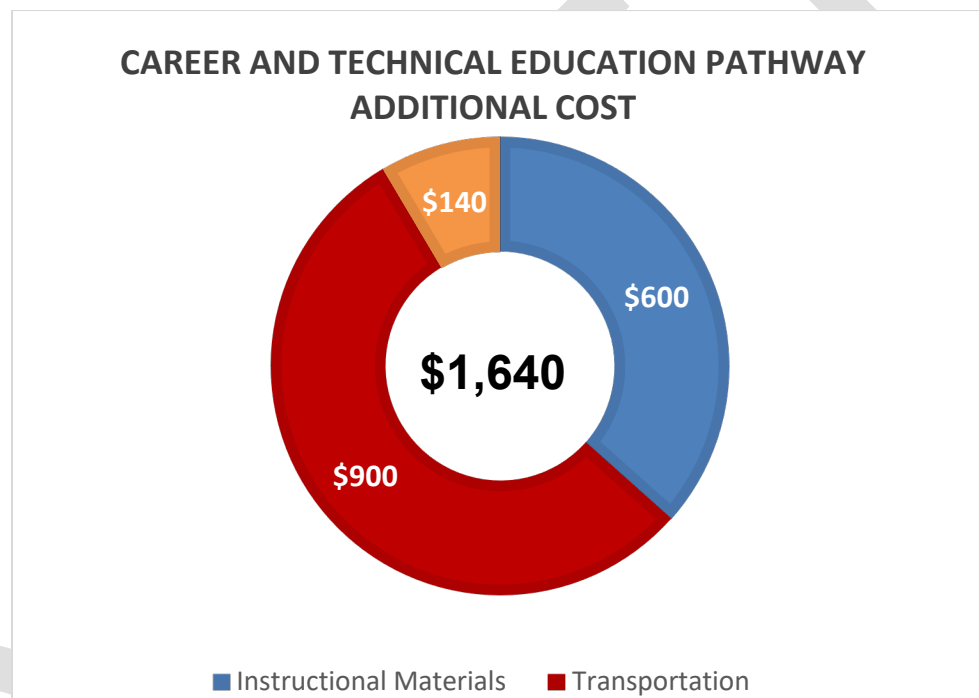
### ***College Transfer Pathway (CTP)***

On average, college administrators estimated that additional costs for each CTP student were \$1,370; a 1% increase over AY 2022-2023. The estimated instructional supply cost, including items such as textbooks, text access codes, writing utensils, notebooks, and equipment rental fees, was \$450. The average annual transportation cost, including fuel, bus passes, parking passes, and fees, was estimated at \$820. Other associated costs, which could include fees for courses or labs charged separate from tuition, were estimated at \$100.



### ***Career and Technical Education Pathway (CTE)***

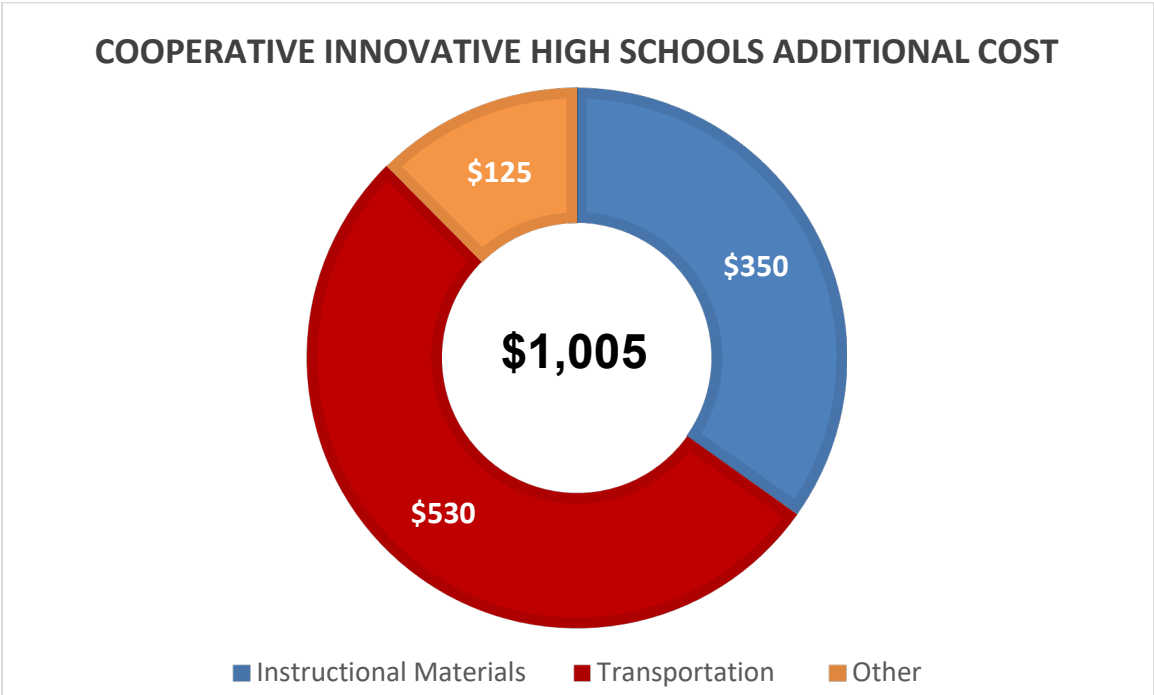
On average, respondents estimated that additional annual costs per CTE student were \$1,640, a 12% increase since AY 2022-2023. This includes an estimated \$600 in instructional materials (e.g., textbooks, textbooks, access codes, tool kits, notebooks, background checks, equipment rental fees, and software), an estimated \$900 in transportation costs (e.g., fuel, bus passes, parking passes, and parking fees), and an estimated \$140 in other associated costs (e.g., enrollment, lab fees, licensure exams, or student activities fee).



### ***Cooperative Innovative High School (CIHS)***

A small portion of students attending a CIHS may have incurred additional costs. Specifically, 5 of the schools reported limited transportation options, 7 reported some instructional supply costs to students, and 8 reported some form of additional fees. Therefore, the vast majority of students likely experienced no additional costs to participate in CIHS.

On average, when costs were incurred, respondents estimated that students spent around \$350 on instructional materials and supplies, \$530 in transportation costs, and \$125 in other costs (e.g., fees). Students that incurred costs in all three categories were estimated to spend an average of \$1005 per academic year, a 2% decrease since last reported in AY 2022-2023.



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## UNC SYSTEM

### NC Public High Schools

Institutions within the University of North Carolina (UNC) system admitted **102,319\*** students from NC Public High Schools, including Charters, for Fall 2024 based on preliminary results.

**UNC system admissions of NC Public High School students increased by 6,367 (9%) students admitted from Fall 2023.** Refer to Table 6 for admissions of Cooperative Innovative High School students.

**Table 3: NC Public High School student admissions to UNC System schools, Fall 2024**

UNC Institution	Number of NC public high school students admitted to UNC Institutions, Fall 2024** (As of 11/12/2024***)
Appalachian State University	12,217
East Carolina University	14,163
Elizabeth City State University	1,481
Fayetteville State University	2,659
North Carolina A&T State University	5,459
North Carolina Central University	5,073
North Carolina State University	8,218
University of North Carolina – Asheville	4,027
University of North Carolina – Chapel Hill	4,364
University of North Carolina – Charlotte	11,988
University of North Carolina – Greensboro	7,365
University of North Carolina – Pembroke	3,744
University of North Carolina – Wilmington	8,059
University of North Carolina – School of the Arts	81
Western Carolina University	9,548
Winston-Salem State University	3,873
<b>UNC Total</b>	<b>102,319</b>

\*Note: Students may apply and be admitted to multiple UNC Institutions.

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

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



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

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

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

CIHS programs include a variety of models focused on transfer degrees and/or career and technical education programs. Programs define themselves in a variety of ways, such as early colleges, middle colleges, STEM schools and career academies.

North Carolina has made significant progress in opening and sustaining innovative secondary schools that share the critical goal of graduating every student for success in college, careers and life. **For 2023-2024, CIHS programs extended across 84 of the state's 115 school districts, with 134 individual schools operating for the 2023-2024 school year.**

## Cooperative Innovative High School Applications

Two LEAs with their IHE partners submitted applications in October 2023 to open new CIHS. The Joint Advisory Committee (JAC) recommended that both CIHS applications be approved with additional funding. The appropriate State Boards then approved these schools to move forward to the NC General Assembly (NCGA). In December 2024, the NCGA ratified [SL 2024-57](#) (Senate Bill 382), which includes approval for these CIHS to open in Fall 2025.

- Dare County Schools and the College of the Albemarle have been approved to open the Dare Early College High School in Fall 2025. This will be the first CIHS in Dare County.
- Rockingham County Schools and Rockingham Community College have been approved to open the Rockingham County CTE Innovation High School, and plan to open in Fall 2025. This will be the second CIHS in Rockingham County and the first with a CTE focus.

[NC Session Law 2020-64](#) established that the State Board of Education may only conditionally approve up to three applications for CIHS that request additional funds to open in a school year. This is important to note because it made the process potentially more competitive to open a new CIHS.

Seven LEAs with their IHE partners submitted applications in October 2024 to open new CIHS, or to redesign and/or request additional funding for existing CIHS. The JAC determined which of these applications to recommend for conditional approval based on CIHS legislation, which establishes the CIHS target populations, and in alignment with NC Session Law 2020-64. The JAC recommends for approval 2024 CIHS applications from Martin County Schools, Moore County Schools, and Charlotte-Mecklenburg Schools. Each of these applications demonstrate a commitment to serving all three CIHS target populations and are very comprehensive programs.

- Martin County Schools and Martin Community College propose to open Martin Innovative Early College High School.
- Moore County Schools and Sandhills Community College propose to open Moore

County Cooperative Innovative High School.

- Charlotte-Mecklenburg Schools and Carolinas College of Health Sciences propose to open Hawthorne Academy of Health Sciences.

Other 2024 CIHS applications did not indicate intention to serve all CIHS target populations, did not expand programming beyond current implementation of existing CIHS, or were not complete upon submission.

In addition, Wake County Public Schools and Shaw University submitted an application to change the IHE partner of the Wake Young Men's leadership Academy and the Wake Young Women's Leadership Academies to Shaw University, moving from partnerships with Saint Augustine's University in light of their accreditation and financial challenges. The Wake County Public School application is aligned to [NC Session Law 2024-31](#), which requires the State Board of Education to approve the substitution of a new IHE partner for these schools.

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

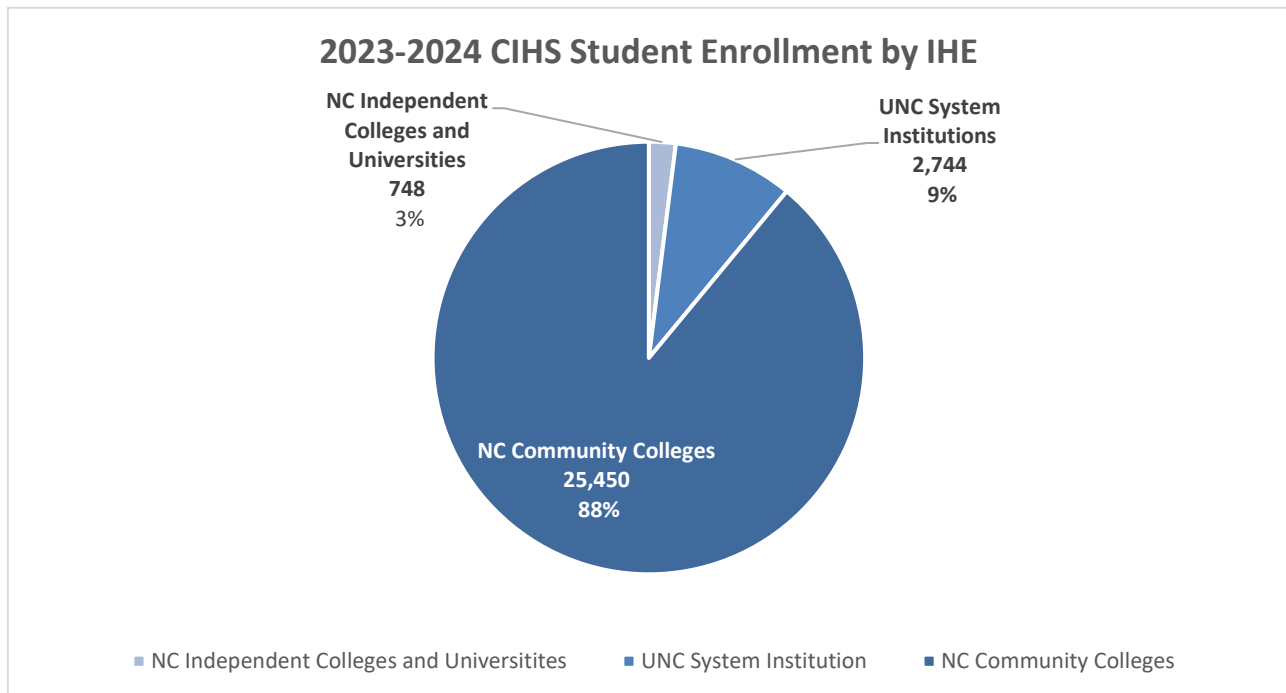


certification and associate degree completion, admission to four-year institutions, and a reduction in drop-out rates.

### Cooperative Innovative High Schools Data Highlights:

- Enrollment in CIHS in 2023-2024 was **28,942** students; this is an increase of 580 students from the previous school year. In total, **6,274** students graduated from Cooperative Innovative High Schools in 2023-2024, an increase of 64 students from the previous year.
- High school retention and completion rates for CIHS were **above** the state averages, with the average CIHS rates above 95%.
- The average high school drop-out rate of CIHS programs was **below** the state average.
- CIHS students at community colleges received better grades, on average, than the general population of students, with **88%** averaging a passing grade of a C or better. This is 14% higher than the general population. (NCCCS)
- **1,918** individual students earned **5,288** industry-recognized credentials through high school CTE courses, based on NCDPI data.
- CIHS students also earned a total of **1,271** diploma and certificate credentials, based on NCCCS data. This represents a total of **3,189** individual credentials earned from both agencies, an increase of 399 credentials from the previous school year.
- **3,498** CIHS students graduated with an associate degree. This is an **increase** of 97 students from the previous school year. (NCCCS)
- **12,694** applications from CIHS students were accepted by UNC System four-year institutions, based on UNC System data. This is an increase of 1,139 applications from the previous school year.
- **3,093** applications from CIHS students were accepted by North Carolina Independent Colleges and Universities, based on available NCICU data. This is an increase of 1,022 applications from the previous school year.

**Figure 2: 2023-2024 Cooperative Innovative High School student enrollment by Institution of Higher Education (IHE)**



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

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

**Table 4: List of Approved and Operating Cooperative Innovative High Schools by School District and Institution of Higher Education (IHE) partner, Fall 2024**

Note: Dare County Early College and the Rockingham CTE Innovation High school were approved by NCGA in December 2024 and will open in Fall 2025.

#	PSU Name	School Name	IHE Name
1	Alamance-Burlington Schools	Alamance-Burlington Early College High School	Alamance Community College
2	Alexander County Schools	Alexander Early College High School	Catawba Valley Community College
3	Anson County Schools	Anson County Early College High School	South Piedmont Community College
4	Ashe County Schools	Ashe County Early College High School	Wilkes Community College
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	A-B Tech Community College
6	Beaufort County Schools	Beaufort County Early College High School	Beaufort County Community College
7	Bertie County Schools	Bertie County Early College High School	Martin Community College
8	Bladen County Schools	Bladen County Early College High School	Bladen Community College
9	Brunswick County Schools	Brunswick County Early College High School	Brunswick Community College
10	Buncombe County Schools	Buncombe County Early College High School	A-B Tech Community College
11	Buncombe County Schools	Buncombe County Middle College High School	A-B Tech Community College
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	A-B Tech Community College
13	Burke County Schools	Burke Middle College High School	Western Piedmont Community College
14	Cabarrus County Schools	Cabarrus Early College of Technology	Rowan-Cabarrus Community College
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	Rowan-Cabarrus Community College



#	PSU Name	School Name	IHE Name
16	Cabarrus County Schools	Cabarrus Health Sciences Institute	Cabarrus College of Health Sciences
17	Caldwell County Schools	Caldwell Applied Sciences Academy	Caldwell Community College and Technical Institute
18	Caldwell County Schools	Caldwell Early College High School	Caldwell Community College and Technical Institute
19	Camden County Schools	Camden Early College High School	College of The Albemarle
20	Catawba County Schools	Challenger Early College High School	Catawba Valley Community College
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	Central Piedmont Community College
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	UNC Charlotte
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	UNC Charlotte
24	Charlotte-Mecklenburg Schools	Harper Middle College High School	Central Piedmont Community College
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	Central Piedmont Community College
26	Charlotte-Mecklenburg Schools	Levine Middle College High School	Central Piedmont Community College
27	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	Central Piedmont Community College
28	Charlotte-Mecklenburg Schools	Central Piedmont Early College (formerly Performance Learning Center)	Central Piedmont Community College
29	Chatham County Schools	Chatham County School of Science and Engineering	Central Carolina Community College
30	Cherokee County Schools	Tri-County Early College High School	Tri-County Community College
31	Cleveland County Schools	Cleveland Early College High School	Cleveland Community College
32	Columbus County Schools	Columbus Career and College Academy	Southeastern Community College
33	Craven County Schools	Craven Early College High School	Craven Community College
34	Craven County Schools	Early College EAST High School	Craven Community College



#	PSU Name	School Name	IHE Name
35	Cumberland County Schools	Cross Creek Early College High School	Fayetteville State University
36	Cumberland County Schools	Cumberland International Early College High School	Fayetteville State University
37	Cumberland County Schools	Cumberland Polytechnic High School	Fayetteville Tech Community College
38	Currituck County Schools	J.P. Knapp Early College High School	College of The Albemarle
39	Davidson County Schools	Davidson Early College High School	Davidson-Davie Community College
40	Davidson County Schools	Yadkin Valley Regional Career Academy	Davidson-Davie Community College
41	Davie County Schools	Davie County Early College High School	Davidson-Davie Community College
42	Duplin County Schools	Duplin Early College High School	James Sprunt Community College
43	Durham Public Schools	City of Medicine Academy	Durham Tech Community College
44	Durham Public Schools	Durham School of Technology	Durham Tech Community College
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	North Carolina Central University
46	Durham Public Schools	Middle College High School at DTCC	Durham Tech Community College
47	Edgecombe County Public Schools	Edgecombe Early College High School	Edgecombe Community College
48	Edgecombe County Public Schools	EDGE Academy of Health Sciences	Edgecombe Community College
49	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	College of The Albemarle
50	Franklin County Schools	Franklin County Early College High School	Vance-Granville Community College
51	Gaston County Schools	Gaston Early College High School	Gaston College
52	Gaston County Schools	Gaston Early College of Medical Sciences	Gaston College

#	PSU Name	School Name	IHE Name
53	Granville County Schools	Granville Early College High School	Vance-Granville Community College
54	Greene County Schools	Greene Early College High School	Lenoir Community College
55	Guilford County Schools	Early College at Guilford College	Guilford College
56	Guilford County Schools	Early/Middle College at GTCC – Greensboro	Guilford Tech Community College
57	Guilford County Schools	Early/Middle College at GTCC - High Point	Guilford Tech Community College
58	Guilford County Schools	Early/Middle College at GTCC – Jamestown	Guilford Tech Community College
59	Guilford County Schools	A&T Four Middle College (formerly Early/Middle College at NC A&T)	North Carolina A&T State University
60	Guilford County Schools	Greensboro College Middle College	Greensboro College
61	Guilford County Schools	Middle College at UNCG	UNC Greensboro
62	Guilford County Schools	STEM Early College at NC A&T	North Carolina A&T State University
63	Guilford County Schools	The Academy at Ben L. Smith High School	Guilford Tech Community College
64	Guilford County Schools	The Kearns Academy at Central	Guilford Tech Community College
65	Halifax County Schools	Halifax County Early College High School	Halifax Community College
66	Harnett County Schools	Harnett County Early College High School	Central Carolina Community College
67	Haywood County Schools	Haywood Early College High School	Haywood Community College
68	Henderson County Schools	Henderson County Early College High School	Blue Ridge Community College
69	Hertford County Schools	Hertford County Early College High School	Roanoke-Chowan Community College
70	Hoke County Schools	SandHoke Early College High School	Sandhills Community College
71	Hyde County Schools	Hyde Academy	Beaufort County Community College

#	PSU Name	School Name	IHE Name
72	Iredell-Statesville Schools	Agriculture and Science Early College High School	Mitchell Community College
73	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	Mitchell Community College
74	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	Mitchell Community College
75	Jackson County Public Schools	Blue Ridge Early College High School	Southwestern Community College
76	Jackson County Public Schools	Jackson County Early College High School	Southwestern Community College
77	Johnston County Public Schools	Johnston County Early College Academy	Johnston Community College
78	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy	Johnston Community College
79	Lee County Schools	Lee County Early College High School	Central Carolina Community College
80	Lenoir County Public Schools	Lenoir County Early College High School	Lenoir Community College
81	Macon County Schools	Macon County Early College High School	Southwestern Community College
82	Madison County Schools	Madison Early College High School	A-B Tech Community College
83	McDowell County Schools	McDowell Academy for Innovation	McDowell Tech Community College
84	McDowell County Schools	McDowell Early College High School	McDowell Tech Community College
85	Mitchell County Schools	Mayland Early College High School	Mayland Community College
86	Montgomery County Schools	Montgomery County Early College High School	Montgomery Community College
87	Nash County Public Schools	Center for Industry, Technology and Innovation High School	Nash Community College
88	Nash County Public Schools	Nash-Rocky Mount Early College High School	Nash Community College
89	New Hanover County Schools	Isaac M. Bear Early College High School	UNC Wilmington

#	PSU Name	School Name	IHE Name
90	New Hanover County Schools	Southeast Area Technical High School	Cape Fear Community College
91	New Hanover County Schools	Wilmington Early College High School	Cape Fear Community College
92	Northampton County Schools	Northampton County Early College High School	Halifax Community College
93	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	Martin Community College
94	Onslow County Schools	Onslow Early College High School	Coastal Carolina Community College
95	Pender County Schools	Pender Early College High School	Cape Fear Community College
96	Person County Schools	Person Early College for Innovation and Leadership	Piedmont Community College
97	Pitt County Schools	Innovation Early College High School	East Carolina University
98	Pitt County Schools	Pitt County Early College High School	Pitt Community College
99	Polk County Schools	Polk County Early College High School	Isothermal Community College
100	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	Robeson Community College
101	Randolph County School System	Randolph Early College High School	Randolph Community College
102	Richmond County Schools	Richmond County Early College High School	Richmond Community College
103	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	Halifax Community College
104	Rockingham County Schools	Rockingham County Early College High School	Rockingham Community College
105	Rowan-Salisbury Schools	Rowan County Early College High School	Rowan-Cabarrus Community College
106	Rutherford County Schools	Rutherford Early College High School	Isothermal Community College
107	Sampson County Schools	Sampson Early College High School	Sampson Community College

#	PSU Name	School Name	IHE Name
108	Scotland County Schools	Scotland Early College High School	Richmond Community College
109	Stanly County Schools	Stanly Early College High School	Stanly Community College
110	Stanly County Schools	Stanly STEM Early College High School	Stanly Community College
111	Stokes County Schools	Stokes County Early College High School	Forsyth Tech Community College
112	Surry County Schools	Surry Early College High School of Design	Surry Community College
113	Tyrrell County Schools	Columbia Early College High School	Beaufort County Community College
114	Union County Public Schools	Union County Early College High School	South Piedmont Community College
115	Vance County Schools	Vance County Early College High School	Vance-Granville Community College
116	Wake County Schools	North Wake College and Career Academy	Wake Tech Community College
117	Wake County Schools	Vernon Malone College and Career Academy	Wake Tech Community College
118	Wake County Schools	Wake Early College of Health and Science	Wake Tech Community College
119	Wake County Schools	Wake Early College of Information and Biotechnologies	Wake Tech Community College
120	Wake County Schools	Wake STEM Early College High School	North Carolina State University
121	Wake County Schools	Wake Young Men's Leadership Academy	Saint Augustine's University
122	Wake County Schools	Wake Young Women's Leadership Academy	Saint Augustine's University
123	Warren County Schools	Warren Early College High School	Vance-Granville Community College
124	Washington County Schools	Washington County Early College High School	Beaufort County Community College
125	Watauga County Schools	Watauga Innovation Academy	Caldwell Community College and Technical Institute
126	Wayne County Public Schools	Wayne Early/Middle College High School	Wayne Community College

#	PSU Name	School Name	IHE Name
127	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	Wayne Community College
128	Weldon City Schools	Roanoke Valley Early College High School	Halifax Community College
129	Wilkes County Schools	Wilkes Early College High School	Wilkes Community College
130	Wilson County Schools	Wilson Academy of Applied Technology	Wilson Community College
131	Wilson County Schools	Wilson Early College Academy	Wilson Community College
132	Winston Salem / Forsyth County Schools	Early College of Forsyth County	Forsyth Tech Community College
133	Winston Salem / Forsyth County Schools	Middle College of Forsyth County	Forsyth Tech Community College
134	Yadkin County Schools	Yadkin Early College High School	Surry Community College

**Table 5: Retention rate and cohort graduation rate of Cooperative and Innovative High Schools for the 2023-2024 school year; number of dropouts from the 2022-2023 school year**

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
1	Alamance-Burlington Schools	Alamance-Burlington Early College High School	>95%	*	>95%
2	Alexander County Schools	Alexander Early College High School	>95%	*	>95%
3	Anson County Schools	Anson County Early College High School	>95%	*	90%
4	Ashe County Schools	Ashe County Early College High School	>95%	*	>95%
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	>95%	*	95%
6	Beaufort County Schools	Beaufort County Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
7	Bertie County Schools	Bertie County Early College High School	>95%	*	>95%
8	Bladen County Schools	Bladen County Early College High School	>95%	*	>95%
9	Brunswick County Schools	Brunswick County Early College High School	>95%	*	>89%
10	Buncombe County Schools	Buncombe County Early College High School	>95%	*	>95%
11	Buncombe County Schools	Center for Career Innovation	95%	*	94%
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	>95%	*	>95%
13	Burke County Schools	Burke Middle College High School	>95%	*	>95%
14	Cabarrus County Schools	Cabarrus Early College of Technology	>95%	*	>95%
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	>95%	*	>95%
16	Cabarrus County Schools	Cabarrus Health Sciences Institute	>95%	*	N/A
17	Caldwell County Schools	Caldwell Applied Sciences Academy	>95%	*	>95%
18	Caldwell County Schools	Caldwell Early College High School	>95%	*	>95%
19	Camden County Schools	Camden Early College High School	>95%	*	82%
20	Catawba County Schools	Challenger Early College High School	>95%	*	>95%
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	95%	*	>95%
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	>95%	*	95%
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	>95%	*	90%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
24	Charlotte-Mecklenburg Schools	Harper Middle College High School	>95%	*	>95%
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	>95%	*	91%
26	Charlotte-Mecklenburg Schools	Levine Middle College High School	>95%	*	>95%
27	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	>95%	*	>95%
28	Charlotte-Mecklenburg Schools	Central Piedmont Early College	92%	*	N/A
29	Chatham County Schools	Chatham County School of Science and Engineering	>95%	*	>95%
30	Cherokee County Schools	Tri-County Early College High School	>95%	*	95%
31	Cleveland County Schools	Cleveland Early College High School	>95%	*	93%
32	Columbus County Schools	Columbus Career and College Academy	>95%	*	82%
33	Craven County Schools	Craven Early College High School	>95%	*	>95%
34	Craven County Schools	Early College EAST High School	>95%	*	>95%
35	Cumberland County Schools	Cross Creek Early College High School	>95%	*	>95%
36	Cumberland County Schools	Cumberland International Early College High School	>95%	*	>95%
37	Cumberland County Schools	Cumberland Polytechnic High School	>95%	*	>95%
38	Currituck County Schools	J.P. Knapp Early College High School	>95%	*	88%
39	Davidson County Schools	Davidson Early College High School	>95%	*	>95%
40	Davidson County Schools	Yadkin Valley Regional Career Academy	>95%	*	94%



#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
41	Davie County Schools	Davie County Early College High School	>95%	*	89%
42	Duplin County Schools	Duplin Early College High School	>95%	*	>95%
43	Durham Public Schools	City of Medicine Academy	>95%	*	>95%
44	Durham Public Schools	Durham School of Technology	>95%	*	>95%
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	>95%	*	>95%
46	Durham Public Schools	Middle College High School at DTCC	>95%	*	>95%
47	Edgecombe County Public Schools	Edgecombe Early College High School	>95%	*	>95%
48	Edgecombe County Public Schools	Edge Academy of Health Sciences	>95%	*	N/A
49	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	>95%	*	90%
50	Franklin County Schools	Franklin County Early College High School	>95%	*	90%
51	Gaston County Schools	Gaston Early College High School	>95%	*	>95%
52	Gaston County Schools	Gaston Early College of Medical Sciences	>95%	*	>95%
53	Granville County Schools	Granville Early College High School	>95%	*	94%
54	Greene County Schools	Greene Early College High School	>95%	*	94%
55	Guilford County Schools	Early College at Guilford College	>95%	*	>95%
56	Guilford County Schools	Early/Middle College at GTCC – Greensboro	>95%	*	>95%
57	Guilford County Schools	Early/Middle College at GTCC - High Point	>95%	*	>95%
58	Guilford County Schools	Early/Middle College at GTCC – Jamestown	>95%	*	>95%
59	Guilford County Schools	A&T Four Middle College	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
60	Guilford County Schools	Greensboro College Middle College	88%	*	>95%
61	Guilford County Schools	Middle College at UNCG	>95%	*	>95%
62	Guilford County Schools	STEM Early College at NC A&T	>95%	*	>95%
63	Guilford County Schools	The Academy at Ben L. Smith High School	>95%	*	>95%
64	Guilford County Schools	The Kearns Academy at Central	>95%	*	>95%
65	Halifax County Schools	Halifax County Early College High School	>95%	*	>95%
66	Harnett County Schools	Harnett County Early College High School	>95%	*	>95%
67	Haywood County Schools	Haywood Early College High School	>95%	*	>95%
68	Henderson County Schools	Henderson County Early College High School	>95%	*	>95%
69	Hertford County Schools	Hertford County Early College High School	>95%	*	>95%
70	Hoke County Schools	SandHoke Early College High School	>95%	*	>95%
71	Hyde County Schools	Hyde Academy	>95%	*	N/A
72	Iredell-Statesville Schools	Agriculture and Science Early College High School	>95%	*	>95%
73	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	>95%	*	>95%
74	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	>95%	*	>95%
75	Jackson County Public Schools	Blue Ridge Early College High School	>95%	*	89%
76	Jackson County Public Schools	Jackson County Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
77	Johnston County Public Schools	Johnston County Early College Academy	>95%	*	>95%
78	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy	>95%	*	>95%
79	Lee County Schools	Lee County Early College High School	>95%	*	>95%
80	Lenoir County Public Schools	Lenoir County Early College High School	>95%	*	>95%
81	Macon County Schools	Macon County Early College High School	>95%	*	83%
82	Madison County Schools	Madison Early College High School	>95%	*	>95%
83	McDowell County Schools	McDowell Academy for Innovation	>95%	*	>95%
84	McDowell County Schools	McDowell Early College High School	>95%	*	>95%
85	Mitchell County Schools	Mayland Early College High School	>95%	*	84%
86	Montgomery County Schools	Montgomery County Early College High School	>95%	*	>95%
87	Nash County Public Schools	Center for Industry, Technology and Innovation High School	>95%	*	91%
88	Nash County Public Schools	Nash-Rocky Mount Early College High School	>95%	*	>95%
89	New Hanover County Schools	Isaac M. Bear Early College High School	>95%	*	>95%
90	New Hanover County Schools	Southeast Area Technical High School	>95%	*	>95%
91	New Hanover County Schools	Wilmington Early College High School	>95%	*	>95%
92	Northampton County Schools	Northampton County Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
93	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	>95%	*	66%
94	Onslow County Schools	Onslow Early College High School	>95%	*	>95%
95	Pender County Schools	Pender Early College High School	>95%	*	>95%
96	Person County Schools	Person Early College for Innovation and Leadership	>95%	*	75%
97	Pitt County Schools	Innovation Early College High School	>95%	*	>95%
98	Pitt County Schools	Pitt County Early College High School	>95%	*	>95%
99	Polk County Schools	Polk County Early College High School	>95%	*	92%
100	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	>95%	*	>95%
101	Randolph County School System	Randolph Early College High School	>95%	*	>95%
102	Richmond County Schools	Richmond County Early College High School	>95%	*	>95%
103	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	>95%	*	>95%
104	Rockingham County Schools	Rockingham County Early College High School	>95%	*	>95%
105	Rowan-Salisbury Schools	Rowan County Early College High School	>95%	*	>95%
106	Rutherford County Schools	Rutherford Early College High School	>95%	*	>95%
107	Sampson County Schools	Sampson Early College High School	>95%	*	>95%
108	Scotland County Schools	Scotland Early College High School	>95%	*	>95%
109	Stanly County Schools	Stanly Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
110	Stanly County Schools	Stanly STEM Early College High School	>95%	*	>95%
111	Stokes County Schools	Stokes County Early College High School	>95%	*	>95%
112	Surry County Schools	Surry Early College High School of Design	>95%	*	>95%
113	Tyrrell County Schools	Columbia Early College High School	>95%	*	85%
114	Union County Public Schools	Union County Early College High School	>95%	*	>95%
115	Vance County Schools	Vance County Early College High School	>95%	*	90%
116	Wake County Schools	North Wake College and Career Academy	>95%	*	>95%
117	Wake County Schools	Vernon Malone College and Career Academy	>95%	*	>95%
118	Wake County Schools	Wake Early College of Health and Science	>95%	*	>95%
119	Wake County Schools	Wake Early College of Information and Biotechnologies	>95%	*	N/A
120	Wake County Schools	Wake STEM Early College High School	>95%	*	>95%
121	Wake County Schools	Wake Young Men's Leadership Academy	>95%	*	>95%
122	Wake County Schools	Wake Young Women's Leadership Academy	>95%	*	>95%
123	Warren County Schools	Warren Early College High School	>95%	*	82%
124	Washington County Schools	Washington County Early College High School	>95%	*	91%
125	Watauga County Schools	Watauga Innovation Academy	>95%	*	94%
126	Wayne County Public Schools	Wayne Early/Middle College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
127	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	>95%	*	>95%
128	Weldon City Schools	Roanoke Valley Early College High School	>95%	*	94%
129	Wilkes County Schools	Wilkes Early College High School	>95%	*	>95%
130	Wilson County Schools	Wilson Academy of Applied Technology	>95%	*	>95%
131	Wilson County Schools	Wilson Early College Academy	>95%	*	>95%
132	Winston Salem / Forsyth County Schools	Early College of Forsyth County	>95%	*	>95%
133	Winston Salem / Forsyth County Schools	Middle College of Forsyth County	>95%	*	>95%
134	Yadkin County Schools	Yadkin Early College High School	>95%	*	>95%

\*One year lag data from the 2022-2023 school year.

In order to protect student/staff privacy, small cell suppression rules have been applied where necessary. Any cell below 10 for students or 5 for staff will be represented by "\*\*\*". Any percentages over 95% will be shown as >95% and any percentages less than 5 will be shown as <5%.

\*\*Schools with N/A are new CIHS programs and data is not yet available for this measure or the Cohort size is too small to calculate data through the system.

**Table 6: Enrollment in Cooperative Innovative High Schools (CIHS) for the 2023-2024 school year. Each CIHS is permitted by legislation to serve 100 students per grade level (total 500 in grades 9-13).**

#	PSU Name	School Name	Total
1	Alamance-Burlington Schools	Alamance-Burlington Early College High School*	231
2	Alexander County Schools	Alexander Early College High School*	167
3	Anson County Schools	Anson County Early College High School*	218
4	Ashe County Schools	Ashe County Early College High School*	136
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	366
6	Beaufort County Schools	Beaufort County Early College High School*	276
7	Bertie County Schools	Bertie County Early College High School*	116

#	PSU Name	School Name	Total
8	Bladen County Schools	Bladen County Early College High School*	134
9	Brunswick County Schools	Brunswick County Early College High School*	366
10	Buncombe County Schools	Buncombe County Early College High School*	286
11	Buncombe County Schools	Buncombe County Middle College High School	44
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy*	385
13	Burke County Schools	Burke Middle College High School	133
14	Cabarrus County Schools	Cabarrus Early College of Technology*	227
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School*	232
16	Cabarrus County Schools	Cabarrus Health Sciences Institute*	114
17	Caldwell County Schools	Caldwell Applied Sciences Academy	216
18	Caldwell County Schools	Caldwell Early College High School*	400
19	Camden County Schools	Camden Early College High School*	143
20	Catawba County Schools	Challenger Early College High School*	368
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	196
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School*	313
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School*	203
24	Charlotte-Mecklenburg Schools	Harper Middle College High School*	152
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	258
26	Charlotte-Mecklenburg Schools	Levine Middle College High School*	204
27	Charlotte-Mecklenburg Schools	Merancas Middle College High School*	191
28	Charlotte-Mecklenburg Schools	Central Piedmont Early College	190
29	Chatham County Schools	Chatham County School of Science and Engineering*	113
30	Cherokee County Schools	Tri-County Early College High School*	153
31	Cleveland County Schools	Cleveland Early College High School*	220



#	PSU Name	School Name	Total
32	Columbus County Schools	Columbus Career and College Academy*	247
33	Craven County Schools	Craven Early College High School*	238
34	Craven County Schools	Early College EAST High School*	204
35	Cumberland County Schools	Cross Creek Early College High School*	254
36	Cumberland County Schools	Cumberland International Early College High School*	261
37	Cumberland County Schools	Cumberland Polytechnic High School*	304
38	Currituck County Schools	J.P. Knapp Early College High School*	273
39	Davidson County Schools	Davidson Early College High School*	141
40	Davidson County Schools	Yadkin Valley Regional Career Academy*	175
41	Davie County Schools	Davie County Early College High School*	140
42	Duplin County Schools	Duplin Early College High School*	204
43	Durham Public Schools	City of Medicine Academy*	337
44	Durham Public Schools	Durham School of Technology*	247
45	Durham Public Schools	Josephine Dobbs Clement Early College High School*	386
46	Durham Public Schools	Middle College High School at DTCC	134
47	Edgecombe County Public Schools	Edgecombe Early College High School*	190
48	Edgecombe County Public Schools	EDGE Early College of Health Sciences	60
49	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School*	111
50	Franklin County Schools	Franklin County Early College High School*	187
51	Gaston County Schools	Gaston Early College High School*	237
52	Gaston County Schools	Gaston Early College of Medical Sciences*	152
53	Granville County Schools	Granville Early College High School*	219
54	Greene County Schools	Greene Early College High School*	152

#	PSU Name	School Name	Total
55	Guilford County Schools	Early College at Guilford College	194
56	Guilford County Schools	Early/Middle College at GTCC – Greensboro*	165
57	Guilford County Schools	Early/Middle College at GTCC - High Point*	202
58	Guilford County Schools	Early/Middle College at GTCC – Jamestown*	266
59	Guilford County Schools	The A&T Four Middle College at NC A&T*	169
60	Guilford County Schools	Greensboro College Middle College	90
61	Guilford County Schools	Middle College at UNCG*	205
62	Guilford County Schools	STEM Early College at NC A&T*	193
63	Guilford County Schools	The Academy at Ben L. Smith High School*	231
64	Guilford County Schools	The Kearns Academy at Central*	113
65	Halifax County Schools	Halifax County Early College High School*	124
66	Harnett County Schools	Harnett County Early College High School*	165
67	Haywood County Schools	Haywood Early College High School*	185
68	Henderson County Schools	Henderson County Early College High School*	197
69	Hertford County Schools	Hertford County Early College High School*	190
70	Hoke County Schools	SandHoke Early College High School*	443
71	Hyde County Schools	Hyde Academy	33
72	Iredell-Statesville Schools	Agriculture and Science Early College High School*	264
73	Iredell-Statesville Schools	Collaborative College for Technology and Leadership*	238
74	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School*	250
75	Jackson County Public Schools	Blue Ridge Early College High School*	106
76	Jackson County Public Schools	Jackson County Early College High School*	106
77	Johnston County Public Schools	Johnston County Early College Academy*	278

#	PSU Name	School Name	Total
78	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy*	195
79	Lee County Schools	Lee County Early College High School*	277
80	Lenoir County Public Schools	Lenoir County Early College High School*	231
81	Macon County Schools	Macon County Early College High School*	135
82	Madison County Schools	Madison Early College High School*	285
83	McDowell County Schools	McDowell Academy for Innovation*	133
84	McDowell County Schools	McDowell Early College High School*	234
85	Mitchell County Schools	Mayland Early College High School*	128
86	Montgomery County Schools	Montgomery County Early College High School*	288
87	Nash County Public Schools	Center for Industry, Technology and Innovation High School*	95
88	Nash County Public Schools	Nash-Rocky Mount Early College High School*	405
89	New Hanover County Schools	Isaac M. Bear Early College High School*	255
90	New Hanover County Schools	Southeast Area Technical High School*	264
91	New Hanover County Schools	Wilmington Early College High School*	258
92	Northampton County Schools	Northampton County Early College High School*	173
93	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)*	134
94	Onslow County Schools	Onslow Early College High School*	192
95	Pender County Schools	Pender Early College High School*	196
96	Person County Schools	Person Early College for Innovation and Leadership*	134
97	Pitt County Schools	Innovation Early College High School*	219
98	Pitt County Schools	Pitt County Early College High School*	323
99	Polk County Schools	Polk County Early College High School*	60
100	Public Schools of Robeson County	Public Schools of Robeson County Early College High School*	256

#	PSU Name	School Name	Total
101	Randolph County School System	Randolph Early College High School*	347
102	Richmond County Schools	Richmond County Early College High School*	289
103	Roanoke Rapids City Schools	Roanoke Rapids Early College High School*	115
104	Rockingham County Schools	Rockingham County Early College High School*	331
105	Rowan-Salisbury Schools	Rowan County Early College High School*	239
106	Rutherford County Schools	Rutherford Early College High School*	199
107	Sampson County Schools	Sampson Early College High School*	233
108	Scotland County Schools	Scotland Early College High School*	240
109	Stanly County Schools	Stanly Early College High School*	192
110	Stanly County Schools	Stanly STEM Early College High School*	184
111	Stokes County Schools	Stokes County Early College High School*	142
112	Surry County Schools	Surry Early College High School of Design*	307
113	Tyrrell County Schools	Columbia Early College High School*	210
114	Union County Public Schools	Union County Early College High School*	350
115	Vance County Schools	Vance County Early College High School*	238
116	Wake County Schools	North Wake College and Career Academy*	365
117	Wake County Schools	Vernon Malone College and Career Academy*	368
118	Wake County Schools	Wake Early College of Health and Science*	330
119	Wake County Schools	Wake STEM Early College High School*	286
120	Wake County Schools	Wake Young Men's Leadership Academy*	160
121	Wake County Schools	Wake Young Women's Leadership Academy*	190
122	Wake County Schools	Wake Early College of Information and Biotechnologies*	206
123	Warren County Schools	Warren Early College High School*	116
124	Washington County Schools	Washington County Early College High School*	81

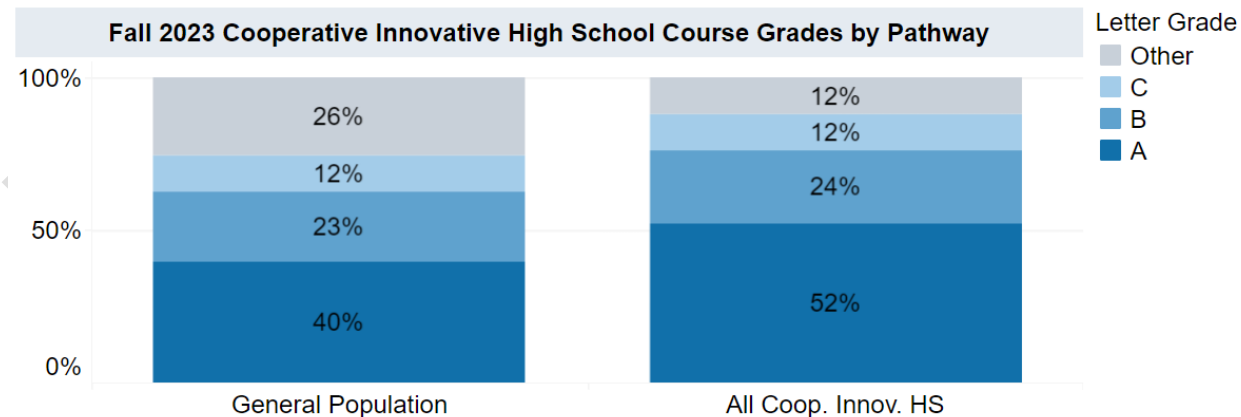
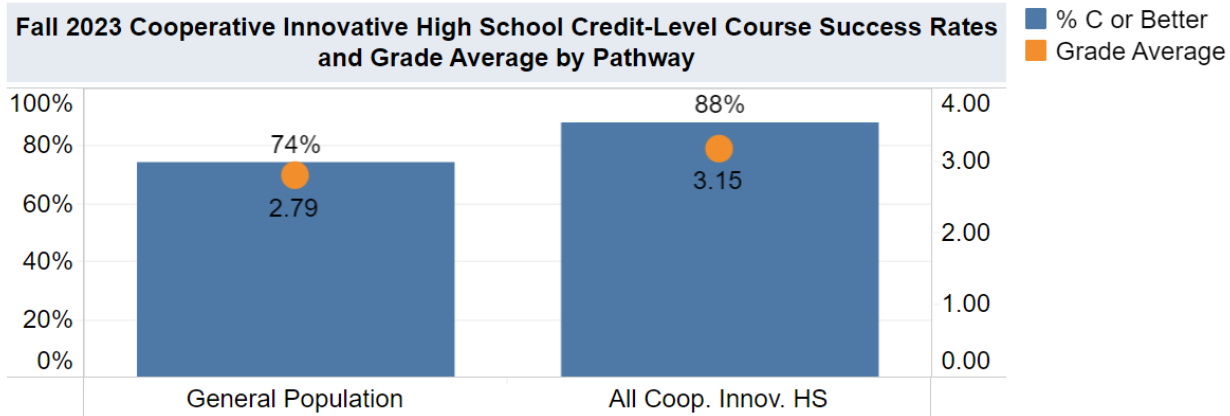
#	PSU Name	School Name	Total
125	Watauga County Schools	Watauga Innovation Academy*	311
126	Wayne County Public Schools	Wayne Early/Middle College High School*	236
127	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School*	242
128	Weldon City Schools	Roanoke Valley Early College High School*	147
129	Wilkes County Schools	Wilkes Early College High School*	253
130	Wilson County Schools	Wilson Academy of Applied Technology*	242
131	Wilson County Schools	Wilson Early College Academy*	260
132	Winston Salem / Forsyth County Schools	Early College of Forsyth County*	315
133	Winston Salem / Forsyth County Schools	Middle College of Forsyth County	121
134	Yadkin County Schools	Yadkin Early College High School*	216
<b>Total Enrolled</b>			<b>28,942</b>
<b>Average Size of a CIHS</b>			<b>216</b>

\*Indicates CIHS that receive CIHS supplemental funding.

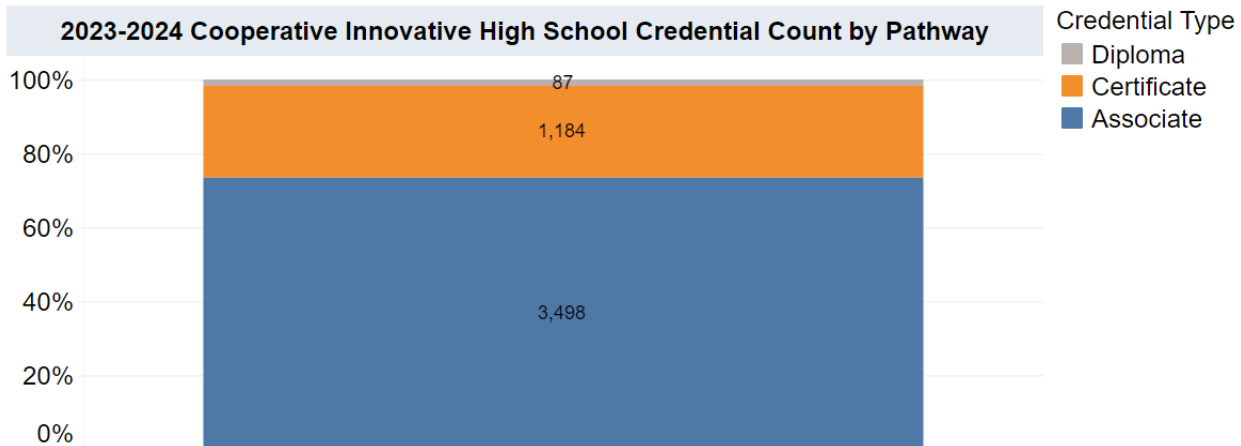
## NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (NCCCS) Cooperative Innovative High School (CIHS) Programs

### Cooperative Innovative High Schools Course Enrollment and Degree Completion

During the 2023-2024 academic year, Cooperative Innovative High School Students enrolled in 119,409 credit-level college courses, an average of 5.3 per term. In Fall 2023, Cooperative Innovative High School students completed 88% of their credit-level courses with a C or better (average GPA of 3.15), compared to 74% of the general student population (average GPA of 2.79).



During the 2023-2024 academic year, Cooperative Innovative High School students earned a total of 4,769 credentials.



### Post-Graduation Employment

The North Carolina Community College System, with the Department of Commerce, reviewed employment status and wage outcomes of Career and College Promise students who graduated high school in 2021. These students were not enrolled in any postsecondary institution in 2022-2023 and had a full-time or part-time employment record in Quarter 1 of 2023. This sample is limited to those students whose social security numbers matched with Department of Commerce records. Students with missing social security numbers or whose employment is not tracked by the NC Department of Commerce (e.g., self-employed, federal employees, or those employed out of state) were not included. Wage records for 1,020 CIHS 2021 graduates were found for the 1st quarter of 2023. The median Quarter 1 wage for this sample was \$6,344.

## UNC SYSTEM

### Cooperative Innovative High School (CIHS) Programs

Institutions within the University of North Carolina (UNC) system admitted **12,694\***

**Cooperative and Innovative High School students for Fall 2024 based on preliminary results. UNC system admissions of CIHS students increased by 1,139 (9%) of students admitted for Fall 2023.** Refer to table 6 for enrollment of Cooperative Innovative High School students. A breakdown by campus is indicated in the following table.

\*Note: Students may apply and be admitted to multiple UNC Institutions.

**Table 7: CIHS student admissions to UNC System schools, Fall 2024**

UNC Institution	Number of CIHS students admitted to UNC Institutions, Fall 2024 (As of 11/10/2024**)
Appalachian State University	1,200
East Carolina University	1,495
Elizabeth City State University	222
Fayetteville State University	366
North Carolina A&T State University	945
North Carolina Central University	718
North Carolina State University	947
University of North Carolina - Asheville	635
University of North Carolina – Chapel Hill	566
University of North Carolina – Charlotte	1,473
University of North Carolina – Greensboro	1,183
University of North Carolina – Pembroke	605
University of North Carolina – Wilmington	666
University of North Carolina – School of the Arts	<10
Western Carolina University	1,133
Winston-Salem State University	537
<b>UNC Total</b>	<b>12,694</b>

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



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

Institutions within the NC Independent Colleges and Universities system admitted **3,093 Cooperative and Innovative High School students for Fall 2024. This was an increase of 1,022 (49%) students admitted from Fall 2023.** Note: This year's report includes data from all independent colleges and universities, which was not the case for last year's report – ten independent colleges or universities did not submit data in time to be included in last year's report. A breakdown by campus is indicated in the following table. Campuses in bold house a CIHS program.

\*Note: Students may apply and be admitted to multiple NCICU Institutions.

**Table 8: CHIS student admissions to NCICU schools, Fall 2024**

<b>NCICU Institution</b>	<b>Number of CIHS students admitted to NCICU Institutions, Fall 2024**</b>
Barton College	48
Belmont Abbey College	12
Bennett College	*
Brevard College	38
<b>Cabarrus College of Health Sciences</b>	104
Campbell University	620
Catawba College	180
Chowan University	75
Davidson College	*
Duke University	11
Elon University	253
Gardner-Webb University	24
<b>Greensboro College</b>	173
<b>Guilford College</b>	101
High Point University	22
Johnson C. Smith University	*
Lees-McRae College	122
Lenoir-Rhyne University	27
Livingstone College	23
Louisburg College	*

NCICU Institution	Number of CIHS students admitted to NCICU Institutions, Fall 2024**
Mars Hill University	*
Meredith College	141
Methodist University	125
Montreat College	*
N. C. Wesleyan College	14
Pfeiffer University	*
Queens University of Charlotte	109
St. Andrews University	*
<b>Saint Augustine's University</b>	<10
Salem College	*
Shaw University	89
University of Mount Olive	73
Wake Forest University	43
Warren Wilson College	22
William Peace University	71
Wingate University	568
<b>NCICU Total</b>	<b>3,093</b>

\*\*In accordance with FERPA guidelines, individual student counts less than 10 are displayed as <10, individual counts of zero are denoted with an \*. Data not available are denoted with an \*\*.

## **COOPERATIVE INNOVATIVE HIGH SCHOOL AND CAREER AND COLLEGE PROMISE PROGRAMS**

### **2024 CIHS and CCP Pathways Success Stories from across North Carolina**

Based on CIHS 2023-2024 Annual Reports submitted by schools and CCP Pathways stories shared with the NC Community College System.

#### **CIHS Success Stories**

##### **The Academy at Smith, Guilford County Schools**

When one of our recent graduates looks at the amount of money he was awarded in scholarship aid, he's speechless. He says it took discipline: "Each day you could do at least one or two scholarships, and it's all possible." He will be attending East Carolina University in the fall, but he says it wasn't easy. "When my dad passed, my actions just turned into like chaos. I was getting in trouble every day."

This student attended Trio Upward Bound at N.C. A&T, a program where he received financial aid, scholarship help and exposure to other colleges and mentors. That guidance led him to gather over \$1 million in scholarship money and to commit to ECU. He said "I chose ECU because I could get into the design program. I want to learn how to design and color suits. So, I use fabric for the suits and learn how to make suits."

He plans to design suits in memory of his late father. "I wanted to start doing that because when my dad passed in 2019, I loved his suits, and I love the way he wore his suits. So, when he died, I became passionate about it." This bright young man and his mom are grateful for everything he has accomplished and says his father would be also.

##### **Bladen Early College, Bladen County Schools**

Founded in 2018, Bladen Early College is a relative newcomer to the CIHS scene, with three graduating classes. After Covid, BECHS began work to increase achievement, meet students' needs and improve the rate of credential completion while reducing failures. As a team, we initiated several strategies with exciting and historic results.

To increase our enrollment, we included students and teachers in the recruitment process. We went to all local middle schools, launched a social media campaign, and engaged in a series of "Did You Know?" pieces that showcased the unique offerings of the Early College. We revised our admissions process and set enrollment goals for the next three years with the aim of reaching a capacity class by the Fall of 2026.

We also added a faculty advisor program. All Sophomores and Juniors have an assigned staff member that holds weekly in-person meetings to discuss grades, assignments, schedules, plans, goals and general life information. We arrange tutoring for students in need and forward alerts from the college's Aviso system to the assigned advisor to provide encouragement and

support. These meetings give us insight into students' ever-changing goals and learning needs. The advisory program affords the student built-in support and a trusted adult for issues they may not otherwise share.

All of these carefully constructed steps combined yielded stellar results. In 2022, our school performance grade was 64/C. In 2023, our school performance grade rose to an 83/B. On the September 4, 2024, release of Accountability data, Bladen Early College made history by becoming Bladen County's first ever A school, with a school performance grade of 87! This A is a testament to the hard work of our staff and students. We share our celebration story with you today along with the belief that student-centered approaches to learning are never misguided and time spent in meeting the individual and direct needs of students is always time well spent.

### **Burke Middle College, Burke County Public Schools**

This is the story of a student who entered our program with an interest in the nursing profession. She had a rough first semester, though she made decent grades in her classes, and was soon discouraged and began to struggle with motivation. We worked to provide encouragement and tutoring through spring semester, and we saw some improvement in both her grades and engagement. She enrolled in a CNA course during the summer semester, but she could not keep up with the pace of the course and had to withdraw. She was again disheartened and began to doubt her ability to succeed in a career in the medical field.

We began exploring options with her and helped her take some career assessments to find something more suited to her interests and natural strengths. She felt drawn to the field of radiography and began looking at nearby programs as well as the prerequisite courses she would need to be accepted into those programs. When she found a radiography program at a nearby community college and realized she could complete the prerequisites in time to join the program after graduation, her enthusiasm and self-confidence returned. She successfully completed all her remaining courses, earning an A or B in each class.

Through counseling, exploration, and support, we were able to help this young lady achieve her dream of becoming qualified to work in the medical field where she can put her compassion and upbeat personality to work helping others.

### **Caldwell Early College, Caldwell County Schools**

At the beginning of the 2023-24 school year, our Caldwell Early College Civics Instructor, our Economics and Personal Finance Instructor, and our Teacher Support Specialist were accepted to participate in a Co-Designing Profession-based learning (Pro-BL) project in Caldwell County. The teachers worked through the design process, paired with a local business, and our students worked directly with the business to research and solve a real-world problem.

Eighty-nine Caldwell Early College 9th grade participants worked with Caldwell County Human Resources to explore the decline in population in Caldwell County. Students created a community survey and received over 1100 survey responses, highlighting the two primary

concerns: affordable housing and young adults not returning to Caldwell County after receiving a college degree. Students then researched potential solutions to help alleviate the issues and presented their research and findings to county officials.

Sixty juniors were paired with Exela, working on the problem of better communicating the variety of jobs available with the pharmaceutical company, which is one of the largest employers in Caldwell County. Students were paired with Exela employees for job-shadowing and created informational materials for Exela that can be used at career recruitment events and can be added to their website to make their job postings more reader-friendly.

Eighty 12th graders worked with Granite Insurance, a fast-growing niche-market local insurance company, on improving employee recruitment. Students toured the business and discussed work values, even comparing them to the NCDPI Portrait of a Graduate values. Students conducted research and prepared proposals based on current trends in recruitment. Student groups then “pitched” their proposals to Granite Insurance leaders, who chose a new recruitment method that they will implement.

Participants in all three projects shared their challenges, solutions, and experiences at the countywide Pro-BL exhibition that included leaders from education, business, and government agencies throughout our community.

Participation in the Pro-BL is an exciting example of the culture of innovation and collaboration that supports ongoing practices and opportunities afforded to students at Caldwell Early College High School.

### **Chatham Early College, Chatham County Schools**

Chatham Early College is particularly proud of one of our recent graduates. This graduate is a first-generation college student who is focused and committed. Eager and hard-working, she spent the summer before her senior year attending Governor’s School and the next day flying out to participate in the Yale Global Scholars Program. A young lady who had significant health issues as a young child including an organ transplant, she is particularly interested in the area of medicine.

She applied for the Rochester Early Medical Scholars Program, a competitive program that provides early admission to their medical school upon completion of the bachelor’s degree at Rochester University. She was one of ten finalists and was invited to the final round of this prestigious program. Although she was not selected to participate in the program, the impact will have a positive and lasting effect on her life. This graduate was also named a Goodnight Scholar. She is now a freshman at Wake Forest University, where she will continue to make an impact on everyone she meets. She has already made an impact on her younger sister, who joined our Octopi family as a freshman this year.

### **Cleveland Early College, Cleveland County Schools**

For the 2023-2024 school year at Cleveland Early College High School, we held a community involvement event for all stakeholders to attend. “Viking Vision Night” targets all Juniors and Seniors as a seminar class requirement to maximize parent and student engagement. This event was a huge success, as a variety of additional Mini-Colleges/Jobs/ and Agency representatives were available during this event. During this event students and parents were interactive and visited the tables that lead sessions on the following topics: volunteer opportunities in our county, college admissions essay tips, mental health support resources, FAFSA help session, CFNC account benefits, regional colleges and universities, employment opportunities, and military recruitment.

We plan to continue hosting “Viking Vision Night” due to the feedback we received from stakeholders. The information sessions help educate both students and families about essential resources that are available to them. For CECHS this event has become an integral part of our school culture. Data of students after they graduate from CECHS shows how students are utilizing these resources that are embedded in “Viking Vision Night.”

### **Collaborative College for Leadership and Technology, Iredell Statesville Schools**

One recent graduate who stands out amongst those who have come through our program is a young lady who graduated one semester early. This student met the qualifications of our target population. She is a first-generation college student from an underrepresented population, from poverty, with a track record of hard work and determination in her education. Through our structured support system, she continued to thrive, maintaining a 4.5+ weighted GPA at the top of her class. After visiting Catawba College on a school field trip, she found a program that would suit her needs and goals. She applied during her senior year and received a full ride scholarship that allowed her to attend, free of charge.

### **Columbia Early College, Tyrell County Schools**

One of our 2024 graduates has a particularly inspiring story of achievement and perseverance. During his junior year, his mother was diagnosed with breast cancer and his world became shattered. This student has always been consciously aware of the costs of a college education, and he knew that this added cost of necessary medical treatments could affect his post-secondary educational choices. Instead of bowing out, he fought, and his mom fought right along with him. Not only did this young man receive his associate of science degree from Beaufort County Community College, he also received a full scholarship to UNC Chapel Hill. This young man also organized a school supply drive for the Elementary School. He embraced diversity within our school and looked forward to being a college student at a diverse university. This graduate faced every obstacle he encountered and chose to persevere. He was recognized for several prestigious scholarships for his academic achievements. At Columbia Early College High School, we strive for all our students to persevere and rise above life’s hindrances regardless of their circumstances.

**Duplin Early College, Duplin County Schools**

One of our 2024 graduates received a full ride to Stanford University, as a Questbridge scholar. She is the first person in her family to earn an associate degree and will be the first to attend a university. The student attributes her success to the opportunities afforded to her from our CIHS. She was a part of the first cohort to enroll in the Cloud Computing course at Arizona State University through our partnership with the National Education Equity Lab. She was named salutatorian, nationally, from the course. Due to her exceptionality in the course, she also earned the Amazon Web Certificate exam and was hired to work at Amazon last summer. The class and job experience were so phenomenal and interesting that she decided to change her major to Software Engineering with a minor in Bio-computation. While at Duplin Early College, she earned her associate degree, a certificate in Web Design, and took classes at the NC School of Science and Math while participating in extracurricular activities. This young lady is truly the essence of a CIHS. We are proud of the remarkable resume' she has created for herself!

**Edgecombe Early College, Edgecombe County Schools**

Edgecombe Early College is proud to share that one of our recent graduates received the Morehead-Cain Scholarship to attend UNC-Chapel Hill. This first-generation college scholar is the first recipient of the Morehead-Cain Scholarship in over 25 years, and only the second female from Edgecombe County to receive it. She plans to major in a healthcare field with plans to become a hospital administrator and eventually work in an under-served area, such as rural North Carolina.

**Greene Early College, Greene County Schools**

During the 2023-2024 school year, Greene Early College made a concerted effort to show appreciation to our community by creating school-wide community service days throughout the year. Once per quarter, all students at Greene Early College loaded buses and went into the community to support various schools, businesses, community agencies, and non-profit organizations. Students played with elementary students on the playground, assisted teachers in the community in their classrooms, worked at the local animal shelter and cat rescue, assisted packing meals for the elderly, and aided the local transportation department to ready their vehicles to provide transportation for members of our community. At Greene Early College, we value partnering with others, giving back to those who have given so much to our school, and teaching our students the importance of service before self. These four community service days were well received by our students, the school system, and the community.

### **Madison Early College, Madison County Schools**

Our success story is of a graduate who beat the odds and ended an unhealthy family cycle for herself and her future. This young lady graduated with honors, earning her associate in arts degree, and currently attends Mars Hill University, majoring in elementary education.

Throughout her elementary and middle school years, her family members were in and out of the justice system and the department of social services. Finally, she took control, and through foster care and the support system at Madison Early College, she made her way without the baggage she had carried for years. She was a multi-sport athlete at the Varsity level, a member of our National Honor Society Chapter, and she earned both high school and college honors upon graduation. The ability to build those relationships within our CIHS to surround this student with the love and support needed to achieve this accomplishment is what makes our program so special. It's people and our service-above-self philosophy.

### **Mayland Early College, Mitchell County Schools**

One of our recent graduates came to Mayland Early College as a junior, transferring from the local high school due to social issues. He was labeled as a problem student. His past includes family trauma. At his local high school, this student had a friend group that did not offer the stability he needed. During his time at MEC he grew to be a leader both in and out of the classroom. He served as one of our peer tutors, he began volunteering in the local middle school, and he served on many of the organizations for our school. He graduated with honors and received multiple scholarships. He was able to pick from several colleges and universities because he had been granted almost full scholarships. He plans to become an educator and return to Mitchell County Schools to help influence young students.

Another student came to MEC as a freshman struggling with identity issues. During his freshman year all the faculty monitored him closely because we feared self-harm. Over his four years at MEC he slowly became more involved and developed a love for his school. He graduated near the top of his class as a National Honor Society member. He spent many hours volunteering both in the community and at school. He earned his associate of science degree and won the Bonnor Scholarship at Mars Hill University. He plans to get his degree in Zoology.

Another student came to MECHS as a timid freshman with a speech impediment. He was extremely shy and anxious. His first semester at MEC was during the Covid 19 pandemic. While most schools were online, MEC continued with seated instruction while practicing social distancing and all health regulation protocols. This situation benefited this student because he was able to bond with a strong friend group as they worked together to overcome these challenges. He became heavily involved with the National Honor Society and our Student Government Association. He developed a passion for volunteering in the community and at school as a peer tutor. He logged so many volunteer hours that by his senior year he was recognized nationally for his exemplary service. This child comes from a family where his mom did not graduate high school, and his father did not receive any education beyond high school. He graduated as the class salutatorian. I was extremely proud as he stood before the crowd to



give his salutatory speech with clear and precise diction. He spoke of his growth during his four years and expressed great gratitude to the MEC faculty and staff and for the program in general. He was honored with multiple scholarships and is now attending Mars Hill University while pursuing a degree in Mathematics Education.

The Early College is definitely a successful program that positively affects almost all of the students involved. At MEC, about 50% of our students did not pass the EOG tests in the 7th and 8th grade. With the instructional model we use, and the extensive tutoring available, we see multiple success stories each year. I am so fortunate to be part of such a fantastic program.

### **McDowell Early College, McDowell County Schools**

This super senior's story is one of personal transformation, empowered by the exceptional support our early colleges offer students. As an 11th grader, she was an intelligent, but quiet, shy, and reserved young woman. Being from an underprivileged immigrant family, accomplishing some of the simpler steps to getting ahead, such as learning to drive, was a major challenge. A caring teacher helped her get the driving hours needed to obtain her license. She told another teacher that she works hard at school so she can one day take care of her parents' needs. She was not thinking of herself; she was thinking about returning the love she received.

She was interested in a career in the medical field, so teachers helped her navigate the application and interview process for an internship at the local hospital, a process that she found daunting. The university visits and school trips organized by the early college helped her get a vision for what the next step in her education could be. Earning that internship, learning to drive, seeing college life, and finding a job have been transformational in her life. Those who see her now as a 13th-grade "super senior" are quick to recognize her growth in self-confidence and maturity. She is a great example of the positive impact of McDowell Early College for first-generation college students.

### **Stanly STEM Early College, Stanly County Schools**

Enrollment continues to grow each year at Stanly STEM Early College. We have a diverse student body, and our families share that SSEC is an inclusive and warm environment for all students to learn and grow. 80% of our students are first-generation college students who will earn an associate's degree or a career diploma upon graduation. While many of our students strive to finish the program in four years, more students are taking advantage of the five years to explore additional courses to support their post-secondary goals. In May we had our first full graduation, with 37 graduates who chose to complete the program in four or five years. As we begin our sixth year, we continue to look for ways to serve our population best. We have increased our college field trips and were able to take each grade level to both a private and public university or college. We have been working closely with the traditional high school career development coordinator to involve our students in local industry trips and information sessions to support their course selection and post-secondary education.

### **Stokes Early College, Stokes County Schools**

Three out of our five junior applicants were accepted and attended the NC Governor's School Program. We had one junior who earned a spot as a NC Governor's Page, along with one junior and one sophomore who served as a NC House Page. One of our teachers applied for and received a NC Youth Outdoor Engagement Commission GO Grant valued at \$17,000 to build a Nature Trail on campus.

One of our teachers attended the US Marine Corps Educator Experience, where he spent several days at Parris Island. During the summer of 2024, another of our teachers attended La Pitchoune, a cooking school in the South of France that was once the home of Julia Child.

Stokes Early College students and staff, partnering with Duke Energy and Wall recycling, collected over 830 pounds of trash during a Creek Sweep near our new Nature Trail as part of the Rockingham County Education Foundation initiative to support Trails K-12 Cleanups in Stokes and Rockingham Counties.

### **CCP Pathways Success Stories**

#### **Alamance Community College: College Transfer Pathway**

One recent graduate of Eastern High School in Mebane, NC achieved an impressive academic feat by completing her high school diploma while simultaneously earning an associate of arts degree from Alamance Community College (ACC). She plans to continue her education at Wake Forest University in the fall, where she has been awarded two scholarships: the Steven C. Walker Scholarship for \$1,000 and the George F. Hankins Scholarship for \$5,500.

Her most notable high school experience, she recalls, was receiving the North Carolina Academic Excellence Award. This prestigious honor was presented through the Career CCP program at ACC. This student was both the youngest recipient and the first CCP student to receive this award, an achievement she describes as a moment of immense pride and validation. "Being chosen for this prestigious honor was a significant milestone in my academic journey."

During her time at ACC, she particularly valued her sociology class with Mr. John Neathery, which she attended during both her junior and senior years. "Mr. Neathery was not just a teacher; he became a mentor. He truly saw and heard each student, including me, and his ability to recognize and nurture my potential had a lasting impact." She praised his teaching style, which emphasized student involvement and hands-on learning, making the subject matter engaging and memorable. She expressed her deep gratitude for the CCP program, which allowed her to take these classes at ACC.

### **Cape Fear Community College: Career and Technical Education Pathway and Apprenticeship Program**

Three CCP students from Cape Fear Community College (CFCC) have accepted job offers with A.B. Blake Electrical. These students completed the Level 1 Electrical Apprenticeship program and gained hands-on experience in the electrical trade, preparing them for immediate employment. All three graduates will continue advancing their skills this fall by entering the Level 2 Apprenticeship program.

CFCC's Electrical Apprenticeship program, available to high school students in New Hanover and Pender Counties, is designed to equip students with practical skills and industry knowledge. Supported by a Golden LEAF grant, the program provides comprehensive training, including materials, equipment, and two full-time instructors, to ensure a robust educational experience.

One of these recent graduates shared his enthusiasm, highlighting that the program taught him "not just how to be an electrician, but valuable life lessons." Thomas Blake of A.B. Blake Electrical expressed pride in welcoming these apprentices, noting that their eagerness and dedication signal a promising future for the electrical trade. As a fourth-generation family-owned business, A.B. Blake Electrical values this partnership and the positive impact it brings to Wilmington's electrical industry.

CFCC President Jim Morton emphasized the college's commitment to creating pathways to employment in high-demand fields. "Our Electrical Apprenticeship CCP program provides students with valuable, real-world skills," said Morton. "It's gratifying to see our graduates enter the workforce, contributing immediately to our local economy and the trades community."

### **Cape Fear Community College: College Transfer Pathway**

Starting his college journey through the Cape Fear Community College (CFCC) dual enrollment program, this student has accomplished remarkable milestones. He earned his associate degree, while also contributing to CFCC's community through his involvement in the Student Government Association (SGA), the Sustainability Committee, and Phi Theta Kappa Honor Society. This dedication and involvement helped him overcome early challenges, especially with the guidance and support of CFCC mentors.

Originally from Cary, North Carolina, this student relocated to Hampstead in 2017 and decided CFCC's dual enrollment program was the ideal choice for gaining college credits and immersing himself in college life while still in high school. He quickly adjusted, attributing his success to the supportive faculty, small class sizes, and connections he made on campus. Notably, his role as SGA's Public Information Officer led to significant leadership experience, including working closely with campus board members and participating in statewide conferences.

Following his time at CFCC, he has been accepted into the Disney College Program, where he will stay until January before pursuing his bachelor's degree in political science. His advice to other students is clear: CFCC is more than a school; it's a community that uplifts and supports every student willing to engage. This young man's journey exemplifies the opportunities available through CFCC's CCP program and the supportive environment it fosters.

### **College of the Albemarle: Career and Technical Education Pathway**

This senior at Currituck County High School in Barco, NC is taking full advantage of the Career and Technical Education opportunities provided through the CCP dual enrollment program at College of the Albemarle. He is on track to graduate from COA this fall with a diploma in Computer Integrated Machining (CIM) and is already employed in his field of study at Hoffer Flow Controls in Elizabeth City, NC. He has worked there since June of 2023. When asked how his training through COA has helped him, he said, "The training at COA has helped me learn the importance of safety in machining, along with many techniques that can help improve work efficiency and time management."

### **Isothermal Community College: College Transfer Pathway**

The 2024-2025 academic year began like any other, but everything changed dramatically at the end of September with the arrival of Hurricane Helene in western North Carolina. Despite the significant challenges posed by the storm, this student, like many, has shown remarkable resilience in pursuing his academic and career goals. This exceptional senior at Lake Lure Classical High School faced considerable obstacles in the aftermath of the devastating storm, navigating the balance between basic needs and commitments to reaching future goals. He has continued to make his studies a top priority. With only a few hours of electricity a day from a generator, and restricted access to his home for weeks following the storm, this student has remained committed to completing his fall courses and doing so with excellence. His determination keeps him on track. He will graduate with an associate in science degree and plans to transfer to a state university to pursue a career in engineering.

### **James Sprunt Community College: College Transfer and Career and Technical Education Pathways**

This recent graduate understands the meaning of breaking barriers! Moving to the United States at age nine knowing little to no English, she graduated North Duplin Jr./Sr. High School with a 4.6 GPA. This achievement warrants quite the celebration. Additionally, because of CCP, this student was able to earn not just her high school diploma but also her associate in arts degree and school age education certificate! Her motivation to pursue her degree came from her parents. Because CCP is tuition-free, she was able to save herself and her parents money. She knew she wanted to pursue her post-secondary education so that she could support her parents just as they have supported her.

This Fall, she began classes at the University of Mount Olive where she majors in cybersecurity

and applied computer science. Because of her accolades, she received numerous scholarships to support her along her educational journey. We are so proud of her accomplishments and cannot wait to see what she does next!

### **Pitt Community College: College Transfer Pathway:**

This former student graduated from J. H. Rose High School in Greenville, NC in 2020, having completed several college courses at Pitt Community College in the College Transfer Pathway. He then entered East Carolina University as one of 20 EC Scholars, the university's most prestigious undergraduate award program, and began studying political science. In the summer of 2022, he served an 11-week internship on Capitol Hill as legislative intern in the United State Senate, gaining valuable experience he described as experiencing a "forever dream." In his senior year, he served as ECU's Student Body President and in the summer of 2024, he served as a legislative affairs intern at the White House. His experiences in CCP have prepared him for a bright future and inspired him to continue working harder. He was quoted: "There is no shame in changing your path to success. Involve yourselves in something that you truly find meaning in." He is now enrolled at The University of North Carolina at Chapel Hill's Graduate School Public Administration program, while working at the North Carolina Office of Budget & Management.

### **Randolph Community College: College Transfer and Career and Technical Education Pathways**

In April 2024, Dr. Jill Biden hosted a panel to discuss dual enrollment opportunities that included Governor Roy Cooper, and Undersecretary of the Department of Education, Amy Loyd. In addition to local representatives, several high school students also joined the panel. One of those students was a high school senior from Uwharrie Charter Academy who, through Randolph Community College's CCP program, had completed an EMT certification and several general education courses in preparation for beginning college at North Carolina State University.

This student plans to become a medical professional; he wants to be a trauma surgeon. Through Randolph Community College (RCC), he has been given the opportunity to accomplish these goals. He has completed several general education requirements, and this accelerated advancement likely places him ahead of the competition within his selected career.

This first-generation college student was awarded the Good Night Scholarship, providing full tuition for college. Fast forward to November of 2024, he was invited to the White House in Washington D.C. to share his experiences with the Biden Administration and policymakers from across the country. He shared that with the help of the community college's Career Coaches, he was able to transfer a full year of college credits, while working as an EMT during the summer

months. This young man plans to attend medical school after completing his undergraduate degree.

### **Surry Community College: Career and Technical Education Pathway and Pre-Apprenticeship Program**

This recent graduate was a quiet and reserved student. With an interest in education, she enrolled in Surry Community College's Teacher Preparation pathway through the CCP program. Shortly after starting coursework, she was accepted into a pre-apprenticeship program through the Surry-Yadkin Works, cultivating hands-on and valuable professional experiences at a local middle school. Surry-Yadkin Works Pre-Apprenticeships provide high school students in Surry and Yadkin Counties with real-world experiences, college credit, soft skills development, and a financial stipend for travel.

Since graduating from high school in May 2024, this remarkable young lady has achieved 34 college credit hours and blossomed into a confident and college-ready future educator. With aspirations to continue her studies in education, she has enrolled this fall as a traditional student at Surry Community College to finish the Teacher Preparation program. Upon completing her associate's degree, she plans to complete a bachelor's in elementary education and teach in Surry County.

### **Wilkes Community College: Career and Technical Education Pathway**

During this student's sophomore year at West Wilkes High School in Miller's Creek, she approached a Career Coach to discuss her future. Seemingly confident that a career in the medical field best suited her interests, she shared that at the age of twelve she received an unsettling diagnosis of a rare brain condition that needed corrective surgery. The quality care she received left her with a lasting impression that inspired an interest in nursing.

Her Career Coach shared the highly competitive enrollment process and general education requirements needed for the nursing program at Wilkes Community College. Undeterred by the rigorous college coursework and high school graduation requirements, this student completed 25 college credits and maintained a perfect grade point average by the end of the summer of 2024. Her dedication was further evidenced through actively participating in the Health Occupations Students of America (HOSA) student organization.

In the fall of this year, she was accepted into the Wilkes Community College Nursing Program. She has ambitious plans to continue her education and pursue a BSN at Appalachian State University. This student not only excelled in her studies but also served as a role model for first-year students interested in following in her footsteps.

For questions, please contact [CIHS@dpi.nc.gov](mailto:CIHS@dpi.nc.gov) or [sneha.shahcoltrane@dpi.nc.gov](mailto:sneha.shahcoltrane@dpi.nc.gov).

DRAFT



To: North Carolina General Assembly Fiscal Research Division Team  
 From: Dr. Carol S. Spalding, President, Rowan-Cabarrus Community College  
 Date: January 15, 2025

Memo: Report on Rowan-Cabarrus Community College Biotechnology Training Center

This memo is being submitted in response to the North Carolina Community College System Office's request for a report on the Rowan-Cabarrus Biotechnology Center to provide to the NC General Assembly Fiscal Research Division Team. The original budget language from the 2006 state budget allocated funds for the *"Kannapolis Research Campus – Funds the Rowan- Cabarrus Community College Biotechnology Training Center and Greenhouse at the North Carolina Research Campus in Kannapolis. Funds will be used for equipment, faculty and staff, building operations and lease expense."*

The College's Research Campus facility has never included a greenhouse.

#### **Rowan-Cabarrus Community College Biotechnology Center Summary**

The Rowan-Cabarrus Biotechnology Building is located on the North Carolina Research Campus (399 Biotechnology Lane, Kannapolis) and is home to many of the College's science-based curriculum classes, adult career services, and a robust growing nursing program. The 62,332 sq. ft. education building is in year 15 of its 20-year lease and includes classrooms, science laboratories, nursing labs, offices, multi-use rooms, and student spaces with a library. The building provides spaces for students to experience real-life training in science-related courses and nursing.

During the 2023-2024 academic year, the Biotechnology building served 530 individual students, which is comprised of 430 curriculum students and 80 continuing education students. The College also served 376 adult students with career services such as resume and job application assistance through the R3 center.

Most of the courses taught at the Biotechnology Building are designated as Tier 1A or 1B by the North Carolina Community College System which indicates that their course content corresponds to serve "priority occupations that have documented skills gaps and pay higher wages."

**BioWork Certificate:** In January 2022, biopharmaceutical company Eli Lilly announced an investment of over \$1 billion to create a new manufacturing site that will boast nearly 600 jobs in Concord, NC. This is the first biopharma company to locate within the region and it is expected to be the first of many future companies to locate in the area.

In response to this major economic development announcement, the College established the BioWork Certificate training course – an eight-week certificate program that equips students with the foundational skills needed to begin a career as a process technician for a biotechnology, pharmaceutical, or chemical manufacturing company.

This new program has already graduated 68 students, many of whom have already been hired by Eli Lilly.



## Rowan-Cabarrus Nursing Programs

The Biotechnology building offers four nursing education programs which demonstrates the College's strong commitment to ensuring our region is prepared with the healthcare workforce it needs. These four programs include the Practical Nursing program (PN), the Associate Degree Nursing (ADN) program, the Licensed Practical Nursing to Associate Degree Nursing Bridge program, and a Nurse Aid licensure program. Over the past three years, the program has grown almost 50 percent and has maximized the space allotted at the Biotechnology building. The College is adding an evening option in the 2024 Spring semester to meet the demands of industry and our student waitlist.

During the 2023-2024 academic year, the nursing programs celebrated the completion of the following students:

- Associate Degree Nursing: 58
- Associate Degree Nursing LPN to ADN: 50
- Practical Nursing (LPN): 17

Every student who graduated from the College was hired immediately into a full-time career.

**Science-Based Transfer Courses:** Many students use this building to take Uniform General Education Transfer Component (UGETC) courses, which play a critical role in providing students with a strong foundation in essential knowledge and skills, ensuring a seamless transition between institutions.

**National Science Foundation & National Institute of Health Grants:** Over the past five years, in partnership with UNC-C, the College has been a part of a National Science Foundation Scholarships in STEM (S-STEM) grant and a National Institutes of Health Bridges to Baccalaureate (B2B) grant that are housed at this building. Both grants leverage the unique position of the building on the Research Campus to carry out project activities and provide students with a unique experience.

### Annual Science, Technology, Engineering & Math (STEM) Open House

The Biotechnology Building is home to the College's annual "STEM Open House," a longstanding tradition that has taken place in the College's Biotechnology Building for the past 12 years. The College partners with the N.C. Science Festival, a month-long celebration across the state intended to bring science to life for children and adults to showcase STEM in education. This is a two-day event that invites the public to attend on the first day, while on the second day, middle and high school students attend with their schools. The annual event draws an average of 500 visitors of all ages to enjoy fun, interactive exhibits related to science, technology, engineering, and math.

### Community Outreach

The Biotechnology Center also opens its meeting spaces to several local and state partnerships. Examples of those organizations include the Economic Development Partnership of North Carolina (EDPNC), numerous State of NC organizations, local workforce development agencies, etc. In addition, the multi-purpose space hosts graduations and pinning ceremonies to celebrate student completion.

### R3 Career Services (Refocus, Retrain and Re-employ)

The College's R3 Career Services program began in response to the Pillowtex manufacturing company closing its doors nearly 20 years ago. The program is a well-known resource in the community for adults who are seeking a career change and need to upskill their talents to make a job transition. These fee-free classes are offered online and in-person and help students with job applications, resume building, and more. The program has partnerships with several local organizations, including The Opportunity House, Rebuild 2.0, the Food Stamp Program for Cabarrus Department of Social Services, and the North Carolina Manufacturing Institute.

### Budget Summary

The N.C. The General Assembly report requested an update on the Biotechnology Center budget to include equipment, faculty/staff, budget operations, and the lease expense. The chart below details those expenses for the 2024 fiscal year. As noted below, 84% of the budget is spent on the building itself via the building lease, insurance, tax, repairs and maintenance, and utilities. Approximately, 16% of the budget is used to support College personnel who are located at this facility and help maintain the building's operations and programming through salaries and benefits, supplies and materials, and travel and transportation.

Equipment for the building is purchased through the College's normal equipment budget allocation process and is expended with state equipment funding.

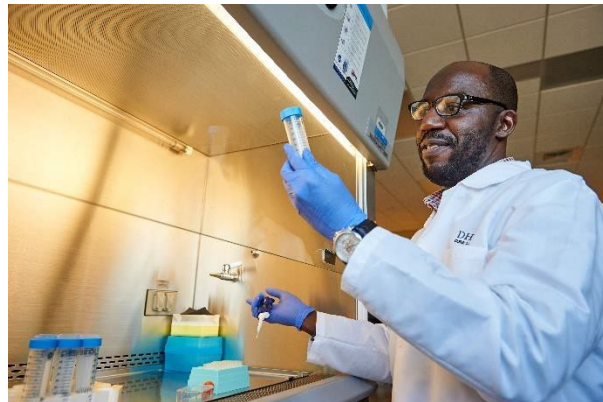
Budget Description	Budget Amount
Building Lease, insurance, tax	\$2,509,591
Contractual Services	\$111,295
Repairs and Maintenance	\$114,490
Salaries and Benefits	\$576,973
Supplies and Materials	\$16,332
Travel and Transportation	\$6,615
Utilities	\$172,376
<b>TOTAL</b>	<b>\$3,507,672</b>

### Photos of the Rowan-Cabarrus Community College North Carolina Research Campus Location



LEFT: Outside photo of the College's location on the North Carolina Research Campus

RIGHT: Student in a science lab in the North Carolina research campus building





LEFT: Nursing students learning with a high-tech simulator manikin

RIGHT: The College's first BioWork program graduates



LEFT: Annual STEM Open House that hosts nearly 500 people per year

**STATE BOARD OF COMMUNITY COLLEGES**  
**Cooperative Innovative High School Applications**

**Request:** The State Board of Community Colleges is asked to approve the applications for new Cooperative Innovative High Schools (CIHS) for the 2025-2026 school year. The list of CIHS applications seeking approval are indicated in the chart on the next page.

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

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

**Rationale:** New cooperative innovative high school (CIHS) applications are submitted to the North Carolina Department of Public Instruction. CIHS Applications are reviewed by the Joint Advisory Committee (JAC), which includes members from the North Carolina Department of Public Instruction, the North Carolina Community College System, the University of North Carolina General Administration, and the North Carolina Independent Colleges and Universities.

Once JAC members review each of the cooperative innovative high school applications, recommendations for application approvals are sent from the JAC to the State Board of Education. New cooperative innovative high schools (CIHS) must be approved by the State Board of Education and the State Board of Community Colleges.

**Contact(s):**

Aaron Mabe  
State Director of Dual Enrollment



**JOINT ADVISORY COMMITTEE REVIEW SUMMARY 2024-2025  
 COOPERATIVE INNOVATIVE HIGH SCHOOL (CIHS) APPLICATIONS**

**Applications for New CIHS**

Proposed Name of CIHS	LEA Partner	IHE Partner	Funding Request	Location Waiver Requested	JAC Recommendation
MOORE COUNTY SCHOOL COOPERATIVE INNOVATIVE HIGH SCHOOL (MCSCIHS)	Moore County Schools	Sandhills Community College	Yes	No	Approve to open with funding
MARTIN INNOVATION EARLY COLLEGE HIGH SCHOOL (MIECHS)	Martin County Schools	Martin Community College	Yes	No	Approve to open with funding

The Joint Advisory Committee recommends the two (2) Cooperative Innovative High School (CIHS) applications listed above to the State Board of Education and the State Board of Community Colleges for approval to open with funding for the 2025-2026 school year for Moore County Cooperative Innovative High School (MCSCIHS) and Martin Innovative Early College High School (MIECHS).

**Note: All funding requests go to the General Assembly for allocation and final approval.**

**STATE BOARD OF COMMUNITY COLLEGES**  
**Project Lead the Way (PLTW) Course Weighting Request**

**Request:** The NC Department of Public Instruction (NCDPI) request that Project Lead the Way (PLTW) courses be considered for GPA weighting similar to Advanced Placement (AP) and International Baccalaureate (IB) courses. PLTW courses are offered to high school students throughout the United States and abroad and are accepted at universities, most recently approved by the UNC Board of Governors. NCDPI is requesting approval to weight the courses on the same scale as AP and IB.

**Background:** G.S. 116-11(10a) provides that “grade point average and class rank shall be calculated by a standard method to be devised by institutions of higher education.” “Institutions of higher education” includes the State Board of Community Colleges and The University of North Carolina. The current weighting for courses is as follows:

- AP, IB, and other college courses, including dual enrollment and North Carolina community college transfer courses from the Comprehensive Articulation Agreement – 5.0 points
- Honors course – 4.5 points
- Standard course – 4.0 points

**Rationale:** In order to achieve equal weighting for all college-level courses, it is proposed that PLTW courses receive the same weight as AP, IB, and North Carolina community college transfer courses from the Comprehensive Articulation Agreement which is 5.0 points. The PLTW courses were presented to the University of North Carolina (UNC) Board of Governors committee on Educational Planning, Policies, and Programs during the January meeting. The UNC Board of Governors approved the proposed weighting for the PLTW courses.

**Contact(s):**

Aaron Mabe  
State Director of Dual Enrollment

## Proposed Project Lead The Way Courses for Consideration

2024-2025 Course Number	2025-2026 Course Number	Course Name	Credit s	GPA Added Value	Grade Span	Course Code Release Year
TP117X0	CE107X0	PLTW Intro to Engineering Design	1	1	9-13	Prior to 2021-22
TP127X0	CE117X0	PLTW Principles of Engineering	1	1	9-13	Prior to 2021-22
TP217X0	CE137X0	PLTW Digital Electronics	1	1	9-13	Prior to 2021-22
TP227X0	CE177X0	PLTW Computer Integrated Manufacturing	1	1	9-13	Prior to 2021-22
TP237X0	CE147X0	PLTW Civil Engr and Arch	1	1	9-13	Prior to 2021-22
TP257X0	CE157X0	PLTW Aerospace Engineering	1	1	9-13	Prior to 2021-22
TP277X0	CE187X0	PLTW Environmental Sustainability	1	1	9-13	Prior to 2021-22

PLTW courses began in North Carolina in 2002-2003 School Year in four school districts. To date, 51 school districts implement Project Lead The Way throughout North Carolina.

- 79 high schools deliver PLTW Engineering courses.
- 46 high schools deliver PLTW Biomedical Sciences courses.
- 18 high schools deliver PLTW Computer Science course.
- 102 individual high schools in North Carolina implement one or more PLTW program pathways.

**STATE BOARD OF COMMUNITY COLLEGES**  
**Associate in Engineering (A10500) Program Application**

The State Board of Community Colleges is asked to approve the curriculum program at the listed colleges, which have met the criteria above, with an effective term of Fall 2025:

Associate in Engineering (A10500)  
Piedmont Community College

Associate in Engineering program applications must include the following items in order to be placed on the Associate in Engineering program approval request presented to the State Board of Community Colleges as part of the consent agenda:

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

**Contact(s):**

Dr. Lisa Eads, AVP of Programs



**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**  
Artificial Intelligence (A25710)

**Gaston College**  
Medical Sonography (A45450)

**Mayland Community College**  
Business Administration (A25120) -Avery-Mitchell Correctional Institution  
Anne Bacon/Hilmi Lahoud

**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  
PROGRAM APPLICATION SUMMARY EVALUATION REPORT  
Cape Fear Community College  
Artificial Intelligence (A25710)**

**Program Planning:** Cape Fear Community College is seeking approval for the Artificial Intelligence (A25710) program to begin Fall 2025. The planning area is defined as 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 January 10, 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:

- The proposed Artificial Intelligence (A25710) program aligns with CFCC's mission by preparing students for high paying jobs in Artificial Intelligence and related fields within the service area of the college.
- Artificial Intelligence adoption is becoming critical across all sectors. By offering the proposed AI program, CFCC will help local industries with maintaining competitiveness and adapting to the rapidly evolving technological landscape. In addition, CFCC will partner with local high schools, neighboring colleges, universities, local and national employers to prepare students for AI related careers in all industries.
- According to [WilmingtonBiz](#) (January 8, 2025), Wilmington was ranked 1st for tech establishment growth with a 27.9% hike between 2018 and 2022. According to current job listings in the service area of the college, the estimated average salary for AI professionals is \$40.00 per hour.

- A job search on jobs.com (January 13, 2025), for Machine Learning and Data Science related jobs in the Wilmington, NC area yielded more than twenty (20) job openings related to those two areas of AI.
- The college is currently offering an Artificial Intelligence certificate under the Information Technology (A25590) degree. Students currently enrolled in the AI certificate; as well as local high school students showed interest in the proposed program.
- Existing CFCC faculty with Computer Science degrees will serve as instructors for the proposed Artificial Intelligence degree. Additional adjunct faculty may be hired to teach specialized Artificial Intelligence courses.
- CFCC currently has sufficient computer classroom and lab space, as well as required equipment to support the proposed degree program. Additional software and hardware required for the program will be purchased as needed through the college's normal budget processes.
- Upon the approval of the program, CFCC will work with local high schools to offer Career and College Promise/Career Technical Education (CCP/CTE) pathways in AI.
- Cape Fear Community College has received an email and a letter of support to move forward with the program from the Wilmington Chamber of Commerce and FundFive Corporation.

**Impact of the Proposed Program on Other Programs:** Three colleges are approved to offer the Artificial Intelligence (A25710) program. An impact assessment was sent to six contiguous colleges approved for the same or similar programs. ***Four colleges agreed with the impact assessment. One college did not agree with the impact assessment; however, they supported the college with applying for the program. The remaining college did not respond.***

**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 Artificial Intelligence (AI) curriculum is designed to provide students with the knowledge and skills necessary for employment and growth in the AI profession. Course work includes various subject areas related to AI fundamentals, machine learning, deep learning theory, and hands-on training in multiple AI domains for the purpose of creating and implementing artificial intelligence*

*across a broad range of applications. Graduates may qualify for entry-level AI positions such as AI engineer, AI project manager, AI researcher, AI consultant, AI architect, conversational AI specialist, AI automation engineer, AI software engineer, and machine learning specialist.*

**Contact(s):**

Dr. Hilmi Lahoud  
Senior State Director of Business and IT  
and Academic Programs Operations

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

**Program Planning:** Gaston 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 Lincoln and Gaston Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Gaston College on January 13, 2025. Approved minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Gaston 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:** Gaston College (GC) 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, January, 2025).
- In North Carolina, the median annual salary for Medical Sonographers is approximately \$84,516. As of January 2025, there were over 100 job openings for Medical Sonographers in North Carolina (Indeed.com).
- The Medical Sonography program application is submitted at the request of local hospital systems Atrium Lincoln and CaroMont Health. Hospital leaders state a critical need for medical sonographers in the GC service area, with the population of graduates from surrounding Medical Sonography programs insufficient to meet the demand.

- CaroMont Health opened a 54-bed medical center in Belmont, NC on January 8, 2025. With a maternity unit and full complement of imaging services, the need for medical sonographers is greater than ever in Gaston County. The hospital system currently has 9 openings for Medical Sonographers, 4 of which have been open for over a year (CaroMont Health Careers page).
- Gaston College received \$500,000 in high-cost start up grant money to develop a Medical Sonography Program.
- A letter of support from CaroMont Health Systems states the hospital system will support pre-apprenticeships, and job shadowing as well as sponsor 7 incumbent workers to begin the Medical Sonography pathway.

**Impact of the Proposed Program on Other Programs:** Sixteen 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 sixteen 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  
PROGRAM APPLICATION SUMMARY EVALUATION REPORT  
Mayland Community College  
Business Administration (A25120)**

**Captive/Co-opted: Avery-Mitchell Correctional Institution (Facility # 4680)**

**Program Planning:** Mayland Community College (MCC) is seeking approval for the Business Administration (A25120) program to begin Fall 2025 at Avery-Mitchell Correctional Institution (4680), a state correctional facility in the college's service area.

The proposed program was approved by the Board of Trustees of Mayland Community College on November 25, 2024. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Mayland Community College have certified the following:

- They are supportive of providing this proposed program to inmate students at Avery-Mitchell Correctional Institution as part of an education partnership with the state's Department of Adult Correction and University of North Carolina -- Asheville.
- 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.
- They understand that the proposed program will require a program accountability report that will include items such as student success measures, enrollment trends, and completion rates three years after implementation of the program.
- NC Department of Adult Correction (state and regional staff) and staff of Avery-Mitchell Correctional Institution are working with Mayland Community College to plan the details of the arrangements at the prison, including space, funding, and roles. The University of North Carolina – Asheville and Mayland Community College are also working together on details including specific roles, an articulation agreement between MCC and UNC-A, and possible collaboration on instructors and student support.

**Program Rationale:** Mayland Community College (MCC) indicates the following:

- The proposed program will be offered as a result of the partnership among the North Carolina Department of Adult Correction (NCDAC), MCC, and the University of North Carolina at Asheville (UNCA) to offer a certificate, diploma, and an associate of applied science in Business Administration at Avery-Mitchell Correctional Institute (AMCI) for inmates.
- The proposed Business Administration program is intended to provide inmates with the opportunity for a meaningful career upon release.

- MCC will provide several services for the students enrolled in the program at AMCI. The existing library at AMCI will be utilized to help students in various classes, and additional resources will be added once an instructor is identified. MCC will look for ways to provide access to resources through the limited internet access portal (I-NET) and provide requested material as needed, such as articles and data.
- The NCDAC has counseling services at the facility, MCC will provide supplemental counseling as needed and feasible. MCC will also provide tutors on various days throughout the week to help and support students in class.

**Impact of the Proposed Program on Other Programs:** The program is restricted to inmates housed in a prison facility within Mayland Community College's service area, so it will not impact other colleges' programs.

**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 Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy. Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.*

**Contact(s):**

Ms. Anne Bacon  
Director of Workforce Continuing Education  
Prison Education Liaison

Dr. Hilmi Lahoud  
Senior State Director of Business and Information Technology and Academic Program  
Operations



**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 14**

**Requesting College or Agency: NCCCS on behalf of IT Alignment Project (ITAP) colleges**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier/ WF Sector</b>
CIS-3119	Survey of Artificial Intel.	64	F30 – Computer Training	2/ Information Technology

Description:	This course introduces students to artificial intelligence concepts. Topics include artificial intelligence concepts, applications, and ethics. Upon completion, students should be able to demonstrate the use of artificial intelligence and its ethical impacts in a variety of work settings and environments.
Credential Title:	Google AI Essentials
Credential Agency:	Google

Rationale: The requested action is to create a course in Workforce Continuing Education that mirrors Curriculum course CIS-119. The similar course number and description would make it easy for colleges that may wish to award credit for student completers of this course that apply to/enroll in a Curriculum program. The request has been vetted by key college leaders who sponsored/participated actively in the IT Alignment Project and supports a One College approach to instruction.

**Request for New Course 2 of 14****Requesting College/Agency: NCCCS on behalf of IT Alignment Project (ITAP) colleges**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier/ WF Sector</b>
CTI-3160	Blockchain Fundamentals	80	F30 – Computer Training	1B/ Information Technology

Description:	This course introduces the foundational concepts of blockchain technology. Topics include the evolution of blockchain, decentralization, consensus mechanisms, cryptographic principles, and smart contracts. Upon completion, students should be able to demonstrate major blockchain implementations through practical experience.
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Rationale: The requested action is to create a course in Workforce Continuing Education that mirrors Curriculum course CTI-160. The similar course number and description would make it easy for colleges that may wish to award credit to student completers of this course that apply to/enroll in a Curriculum program. The request has been vetted by key college leaders who sponsored/participated actively in the IT Alignment Project and supports a One College approach to instruction.

**Request for New Course 3 of 14****Requesting College or Agency: NC Criminal Justice Education and Training Standards Division and NC Community College System**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier/ WF Sector</b>
CJC-4043	Criminal Justice Standards Certification	5	R20 -- Criminal Justice	2/ Public Safety and First Responders

Description:	This course is designed to enhance the understanding and proficiency in submitting applications for certifications to the Criminal Justice Standards Division. Students will gain the skills and knowledge to streamline the application process, reduce common errors, and improve overall efficiency. Students will learn best practices for preparing, reviewing, and submitting accurate applications. This course also provides insight into compliance requirements, common pitfalls, and strategies for navigating the application process with confidence. Upon completion of the course, students will be equipped with the necessary skills to submit high-quality, error-free applications that meet the standards set by the Criminal Justice Standards Division.
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Rationale: This course request is a request from the Criminal Justice Education and Training Standards Division to assist law enforcement agencies eliminate errors in applications for BLET cadets to become

sworn law enforcement officers which currently delay the application process.

#### Request for New Course 4 of 14

**Requesting College or Agency: NC Criminal Justice Education and Training Standards Division and System Office**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
LET-3120	BLET Supplemental	160	R20 -- Criminal Justice	2/ Public Safety and First Responder

Description:	This course is limited for use by colleges accredited as Basic Law Enforcement Training (BLET) delivery sites by the North Carolina Criminal Justice Education and Training Standards Commission. The course is designed to provide the student with the ability to remediate no more than two deficiencies while currently enrolled in a BLET course. This course shall be delivered as a contact hour course. Colleges must comply with all related rules and policies of the North Carolina Criminal Justice Education and Training Standards Division. Contact the Division for more information.
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Rationale: A recent change in a North Carolina Criminal Justice Education and Training Standards Commission administrative rule now allows Basic Law Enforcement Training (BLET) students to remediate up to two deficiencies during the BLET course before being dismissed from the program. This course will allow colleges to have a specific course for utilization in the remediation of the students.

#### Courses 5-13: HAZMAT courses

Rationale: Seek approval for new course IDs to align with the 2022 edition of the National Fire Protection Association (NFPA) Hazardous Materials standards. They represent a revision to current Hazardous Materials courses in the Combined Course Library, based on the 2017 NFPA standards, which will become obsolete as of 7/1/2025. The courses lead to IFSAC/NC OSFM Hazardous Materials credentials, representing various topics in the program.

#### Request for New Course 5 of 14

**Requesting College or Agency: NC Fire Rescue Commission, NC OSFM, and System Office**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
FRC-1600	HM Awareness	15	R30 – Fire and Rescue Services	2/Public Safety and First Responders

Description:	This is an awareness level course designed to cover basic response objectives to a hazardous materials incident. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 470: <i>Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders</i> (2022 edition) <i>Chapter 5</i> . This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.
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**Request for New Course 6 of 14****Requesting College or Agency: NC Fire Rescue Commission, NC OSFM, and System Office**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
FRC-1601	HM Operations	40	R30 – Fire and Rescue Services	2/Public Safety and First Responders

Description:	This course is designed to cover initial response objectives to a hazardous materials incident. This block will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 470: <i>Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders</i> (2022 edition) <i>Chapter 5, Chapter 7, Chapter 9.2 and Chapter 9.6</i> . This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.
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**Request for New Course 7 of 14****Requesting College or Agency: NC Fire Rescue Commission, NC OSFM, and System Office**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
FRC-1602	HM Ops MSC PPE	15	R30 – Fire and Rescue Services	2/Public Safety and First Responders

Description:	This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies in the use of PPE. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 470: <i>Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders</i> (2022 edition) <i>Chapter 9.2</i> . This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.
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**Request for New Course 8 of 14****Requesting College or Agency: NC Fire Rescue Commission, NC OSFM, and System Office**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
FRC-1603	HM Ops MSC Mass & Tech Decon	18	R30 – Fire and Rescue Services	2/Public Safety and First Responders

**Description:** This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies in the areas of Mass and Technical Decontamination. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 470: *Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders* (2022 edition) *Chapter 9.3 and Chapter 9.4*. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.

**Request for New Course 9 of 14****Requesting College or Agency: NC Fire Rescue Commission, NC OSFM, and System Office**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
FRC-1604	HM Ops MSC Det & Sampling	15	R30 – Fire and Rescue Services	2/Public Safety and First Responders

**Description:** This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies for Air Monitoring and Sampling of hazardous materials/WMD incidents. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 470: *Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders* (2022 edition) *Chapter 9.7*. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.

**Request for New Course 10 of 14****Requesting College or Agency: NC Fire Rescue Commission, NC OSFM, and System Office**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
FRC-1605	HM Ops MSC Victim Rescue/Recov	15	R30 – Fire and Rescue Services	2/Public Safety and First Responders

Description:	This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies for Victim Rescue and Recovery during hazardous materials/WMD incidents. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 470: <i>Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders</i> (2022 edition) <i>Chapter 9.8</i> . This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.
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**Request for New Course 11 of 14****Requesting College or Agency: NC Fire Rescue Commission, NC OSFM, and System Office**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
FRC-1606	HM Ops MSC Evid & Illicit Labs	18	R30 – Fire and Rescue Services	2/Public Safety and First Responders

Description:	This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies for Evidence Preservation and Illicit Laboratory Incidents. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 470: <i>Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders</i> (2022 edition) <i>Chapter 9.5 and Chapter 9.9</i> . This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.
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**Request for New Course 12 of 14****Requesting College or Agency: NC Fire Rescue Commission, NC OSFM, and System Office**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
FRC-1607	HM Ops MSC Product Control	15	R30 – Fire and Rescue Services	2/Public Safety and First Responders

Description:	This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies in Product Control of hazardous materials/WMD. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 470: <i>Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders</i> (2022 edition) <i>Chapter 9.6</i> . This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.
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**Request for New Course 13 of 14****Requesting College or Agency: NC Fire Rescue Commission, NC OSFM, and System Office**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
FRC-1608	Hazardous Materials Technician	88	R30 – Fire and Rescue Services	2/Public Safety and First Responders

Description:	This course is designed to cover risk-based response indications so that candidates may analyze and plan a response to a hazardous materials/WMD incident. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 470: <i>Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders</i> (2022 edition) <i>Chapter 11</i> . This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.
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**Request for New Course 14 of 14****Requesting College or Agency: Sandhills Community College**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ WF Sector
EDU-3157	Active Play	64	J30 – Teacher Professional	2/Other Technical II

Description:	This course introduces physical activities to promote the development of the whole child, birth through middle childhood. Topics include active play, outdoor learning, design of the environment, development of play skills, loose parts play, nature play, risk benefit assessment, advocacy, and family/community connection. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, active play environments, advocate for the child's right to play, and plan and assess appropriate experiences using NC Foundations for Early Learning and Development.
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Rationale: The requested action is to create a course in Workforce Continuing Education that mirrors Curriculum course EDU-157. The similar course number and description would make it easy for colleges that may wish to award credit for student completers of this course that apply to/enroll in a Curriculum program.

**Course Modifications**

Rationale: Currently, community colleges offer this course in segments to meet the training hours required by the regulating agency. Both proposed modifications would allow colleges to offer the course as one longer session, requiring only a single registration fee from students.

**Request for Course Modification 1 of 2**

**Requesting College or Agency:** McDowell Technical Community College

Course ID	Course Title	Program Area	Current Recommended Hours	Proposed Recommended Hours
EMS-4400	Paramedic Initial	L15 – Emergency Medical Services	550	1000

Description:	This Emergency Medical Services (EMS) credential-related course must adhere to the most current guidelines established by the NC Office of Emergency Medical Services (OEMS) as applicable to this initial Paramedic course. This may include, but not be limited to, OEMS Education Institution approval, program director and instructor standards, classroom and distance education course approval, admissions requirements, course content, equipment standards, clinical and/or field requirements, and skills documentation. OEMS guidelines align with the rules of the NC Medical Care Commission and standards of the National Highway Traffic Safety Administration. For details, contact the Education and Credentialing Office of the NC Office of Emergency Medical Services, NC Department of Health and Human Services.			
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**Request for Course Modification 2 of 2**

**Requesting College or Agency:** McDowell Technical Community College

Course ID	Course Title	Program Area	Current Recommended Hours	Proposed Recommended Hours
COS-3201	Cosmetology	T27 – Cosmetic Arts & Barbering	680	1200



Description:	The intent of this course is to provide students with the appropriate training and required number of contact hours (minimum of 1200 hours) needed to fulfill licensure requirements in accordance with the NC State Board of Cosmetology Art Examiners. Topics may include, but are not limited to scalp treatments, roller sets, fingerwaves, pincurls, blowdry, thermal press, artificial hair, haircuts, chemical reformation, coloring, highlights, manicures, pedicures, artificial nails, facials, and hair removal.
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**STATE BOARD OF COMMUNITY COLLEGES**  
**Curriculum Program Applications as Approved by the System President**

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

**Cleveland Community College**

Elementary Education Residency Licensure Certificate (C55490)  
Mary Olvera

**McDowell Technical Community College**

Public Safety Administration (A55480)  
Kenny Weatherington

**Contact(s):**

Dr. Hilmi Lahoud  
Senior State Director of Business and IT  
and Academic Programs Operations

**STATE BOARD OF COMMUNITY COLLEGES**  
**Curriculum Standard Revisions as Approved by the System President**

**Information:** The System President, through delegated authority by the State Board of the North Carolina Community College System, has approved the following curriculum standard revisions:

**Beaufort County Community College**

Agribusiness Technology (A15100)

Agriculture Education (A15330)

Sustainable Agriculture (A15410)

**Cleveland Community College**

Mission Critical Operations (A40430)

**Contact(s):**

Dr. Hilmi Lahoud

Senior State Director of Business and  
IT and Academic Operations

Aaron Mabe

State Director of Dual Enrollment

Todd Roth

State Director of Skilled Trades and  
Work-Based Learning

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

**Information:** The System through delegated authority to the System President, has approved the following curriculum standard revision listed below:

**Curriculum Programs:** Agribusiness Technology (A15100)  
Agriculture Education (A15330)  
Sustainable Agriculture (A15410)  
Effective Term: Fall 2025

**Proposed Revisions:** Beaufort County Community College requests the following revision(s) to the Agribusiness Systems Pathway. The Agribusiness Systems Pathway includes Agribusiness Technology (A15100), Agriculture Education (A15330), Sustainable Agriculture (A15410) Curriculum Standards.

- Add WBL 110 World of Work 1 SHC

**Rationale of the Requesting College:**

Beaufort County Community College currently offers this program to individuals at Hyde Correctional Institute and is seeking this option to allow students at this facility to complete their degree.

**Background:** 1D SBCCC 400.9 (b) states:

*A revision of an existing curriculum standard shall:*

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

**Contact(s):**

Aaron Mabe  
State Director of Dual Enrollment, Agriculture, and Natural Resources

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

**Information:** The System President has approved the curriculum standard revision listed below:

**Curriculum Program:** Mission Critical Operations (A40430)

**Proposed Revisions:** The submitting college requests the following revision(s):

- Remove the “Operations Technology” option from the “Technical Core” of the Mission Critical Operations (A40430) curriculum standard

**Rationale of Requesting College:** The requesting college is recommending the removal of the “Operations Technology” option from the “Technical Core” section of the Mission Critical Operations (A40430) program to allow colleges the flexibility to offer courses based on their local industry needs. Colleges approved for the program may continue offering the same courses under other major hours as electives.

**Background:** 1D SBCCC 400.9 (b) states:

*A revision of an existing curriculum standard shall:*

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

**Contact(s):**

Todd M. Roth

State Director of Skilled Trades & Work-Based Learning

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

**Information:** The System President, through delegated authority by the State Board of the North Carolina Community System, has approved the following 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.

**Please consider the sample rationales at the end of this document when finalizing your summaries.**

**Rowan-Cabarrus 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: **Spring 2025**

**South Piedmont Community College**

Cyber Crime Technology (A55210)

**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 cyber crime courses and credentials under the Information Technology (A25590) program.  
Termination Semester: **Fall 2025**

**Contact(s):**

Dr. Hilmi Lahoud  
Senior State Director of Business and  
IT and Academic Operations

# APPRENTICESHIP **NC**

## North Carolina Community College System North Carolina Apprenticeship Expansion Funds

Session Law 2021-180 Section 6.14  
Updated February 2025

# NC Expansion Funds at a Glance

Northwest Region  
\$2,837,737 Awarded  
\$1,280,632 Waitlisted  
168 Awards

Piedmont-Triad  
\$11,542,797 Awarded  
\$6,922,899 Waitlisted  
625 Awards

North Central  
\$1,242,497 Awarded  
\$534,274 Waitlisted  
63 Awards

Northeast Region  
\$1,515,506 Awarded  
\$948,449 Waitlisted  
82 Awards

Western Region  
\$1,437,289 Awarded  
\$353,458 Waitlisted  
84 Awards

Southwest Region  
\$2,044,624 Awarded  
\$1,030,386 Waitlisted  
163 Awards

Sandhills Region  
\$2,169,508 Awarded  
\$1,621,072 Waitlisted  
112 Awards

Southeast Region  
\$1,775,957 Awarded  
\$1,202,630 Waitlisted  
88 Awards

**1,385 Apprentices** Awarded  
**155 Employers** Supported  
**42 Community Colleges** Serving Recipients

**\$24,565,915 Total Awarded**  
**\$13,893,800 Waitlisted**



# NC Expansion Funding Grant Guidelines

## Overview

Awarded in 2021, \$12 million (less operating costs) was made available for ApprenticeshipNC to distribute funds that support and expand new apprentice registrations with employers located in Tier One and Tier Two counties. This employee investment reduces costs for training, education, and wage expenses when hiring new employees between the ages of 16 and 25.

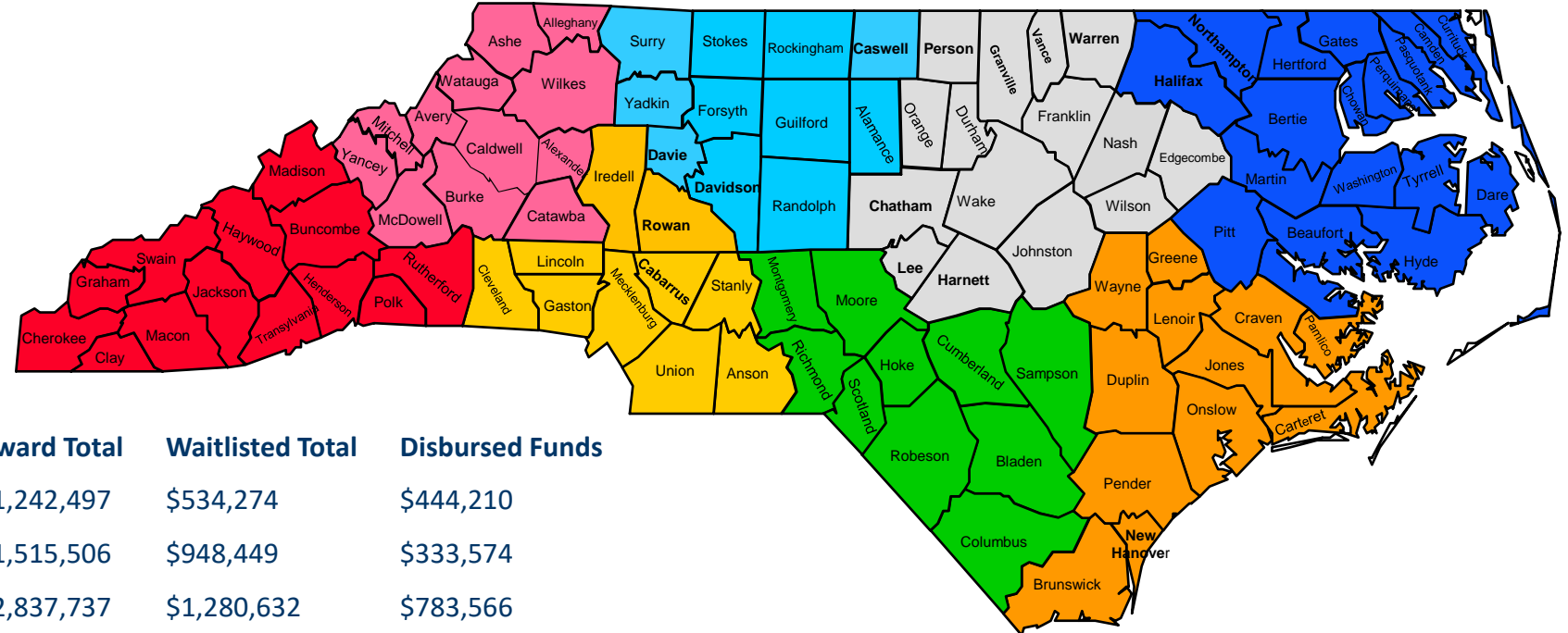
## Award Categories

- \$2,500 per year up to 2 years for Community College Tuition and expenses
- 50% of the apprentice's 1st year wages
- \$2,000 per apprentice for expenses including safety equipment, training, new employee expenses, and other employer costs

## Occupations qualifying for grant fund awards

- Information Technology, Computers, and Mathematics
- Architecture and Engineering
- Education
- Healthcare Technicians
- Healthcare Support
- Protective Service
- Food Preparation and Service
- Office and Administrative Support
- Construction and Extraction
- Installation, Maintenance, and Repairs
- Production
- Transportation

# NC Expansion Awards by County



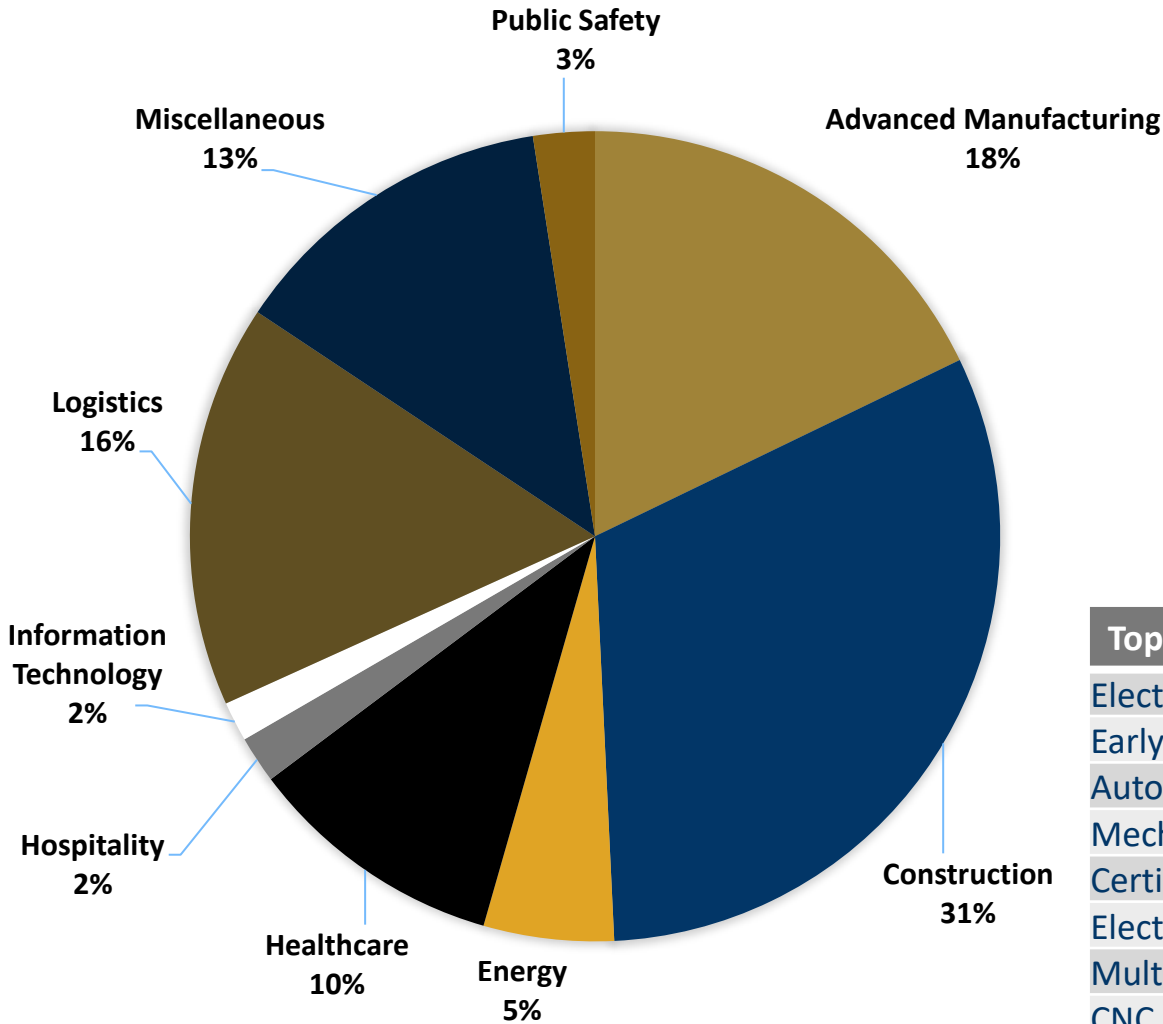
Prosperity Zone	# of Awards	Award Total	Waitlisted Total	Disbursed Funds
North Central	63	\$1,242,497	\$534,274	\$444,210
Northeast	82	\$1,515,506	\$948,449	\$333,574
Northwest	168	\$2,837,737	\$1,280,632	\$783,566
Piedmont-Triad (Central)	625	\$11,542,797	\$6,922,899	\$2,322,716
Sandhills (South Central)	112	\$2,169,508	\$1,621,072	\$280,044
Southeast	88	\$1,775,957	\$1,202,630	\$277,881
Southwest	163	\$2,044,624	\$1,030,386	\$672,475
Western	84	\$1,437,289	\$353,458	\$944,144

# NC Expansion Awards By Community College

College Name	# of Awards	Award Total	Waitlist Total	Disbursement Amount
Alamance Community College	234	\$4,871,103	\$4,477,850	\$228,969
Asheville-Buncombe Technical Community College	15	\$219,413	\$63,250	\$152,127
Beaufort County Community College	12	\$133,421	\$58,985	\$75,344
Blue Ridge Community College	8	\$166,063	\$107,845	\$28,762
Caldwell Community College & Technical Institute	30	\$653,462	\$346,812	\$176,736
Cape Fear Community College	1	\$21,000	\$21,000	
Carteret Community College	45	\$876,269	\$871,920	\$1,849
Catawba Valley Community College	50	\$820,234	\$158,816	\$304,649
Central Carolina Community College	46	\$805,702	\$661,072	\$78,328
Cleveland Community College	27	\$418,262	\$171,750	\$230,549
Coastal Carolina Community College	1	\$12,000		\$12,000
College of The Albemarle	1	\$19,724	\$19,724	
Craven Community College	5	\$107,840	\$107,840	
Davidson-Davie Community College	41	\$687,884	\$421,053	\$210,713
Durham Technical Community College	1	\$24,500	\$24,500	
Fayetteville Technical Community College	48	\$1,016,779	\$688,292	\$89,461
Forsyth Technical Community College	85	\$1,601,070	\$1,068,064	\$230,212
Gaston College	68	\$468,873		\$227,210
Guilford Technical Community College	156	\$2,718,475	\$395,450	\$1,031,109
Haywood Community College	1	\$15,455	\$15,455	
Isothermal Community College	41	\$722,534	\$35,500	\$639,605
Lenoir Community College	44	\$938,682	\$678,550	\$128,311
Martin Community College	2	\$34,900		\$992
Mayland Community College	3	\$44,637		\$30,321

College Name	# of Awards	Award Total	Waitlist Total	Disbursement Amount
McDowell Technical Community College	14	\$262,069	\$108,742	\$74,989
Montgomery Community College	5	\$97,259	\$26,100	\$56,792
Nash Community College	11	\$211,540	\$133,395	\$46,745
Pitt Community College	58	\$1,138,333	\$828,785	\$158,623
Randolph Community College	33	\$498,401		\$235,105
Richmond Community College	2	\$28,988	\$19,000	\$9,988
Roanoke-Chowan Community College	9	\$207,523	\$25,500	\$134,290
Robeson Community College	26	\$459,350	\$386,760	\$70,090
Rockingham Community College	35	\$515,405	\$104,825	\$249,299
Rowan-Cabarrus Community College	8	\$113,001	\$60,675	\$26,643
Sampson Community College	7	\$145,920	\$145,920	
Sandhills Community College	8	\$119,844	\$96,000	\$11,344
South Piedmont Community College	3	\$49,491	\$40,741	\$8,750
Southeastern Community College	14	\$264,825	\$259,000	\$5,825
Southwestern Community College	15	\$242,424	\$71,000	\$104,853
Stanly Community College	32	\$524,705	\$290,982	\$183,072
Surry Community College	41	\$650,457	\$455,657	\$137,307
Tri-County Community College	1	\$15,047		\$15,047
Vance-Granville Community College	10	\$214,936	\$120,000	\$56,835
Wake Technical Community College	4	\$77,500	\$46,000	\$29,324
Wayne Community College	26	\$523,031	\$223,490	\$136,591
Western Piedmont Community College	26	\$261,237		\$176,701
Wilkes Community College	13	\$187,336	\$57,500	\$20,171
Wilson Community College	19	\$359,011		\$232,977

# NC Expansion Awards By Occupation



Awards by Industry	# of Awards	Award Total	Waitlist Total
Advanced Manufacturing	247	\$4,204,824	\$2,359,179
Construction	435	\$8,042,818	\$4,204,814
Energy	72	\$2,106,056	\$1,230,714
Healthcare	143	\$1,550,682	\$742,509
Hospitality	26	\$421,938	\$289,575
Information Technology	22	\$206,035	
Logistics	223	\$4,171,563	\$2,344,580
Miscellaneous	183	\$3,067,580	\$2,343,644
Public Safety	34	\$794,420	\$378,785
Total	1385	\$24,565,915	\$13,893,800

Top 10 Occupations Receiving Awards	# of Awards	Award Total	Waitlist Total
Electrician	153	\$2,995,155	\$1,495,761
Early Childhood Educator	90	\$1,364,871	\$1,165,406
Automotive Service Technician	66	\$1,018,648	\$408,137
Mechatronics Technician	63	\$1,074,456	\$545,603
Certified Nursing Aide	60	\$271,552	\$119,250
Electrician-Mechanic I	59	\$912,161	\$452,100
Multi-skilled Maintenance Technician	53	\$1,226,022	\$788,000
CNC Machine Operator	46	\$742,350	\$350,500
Electric Lineworker (DukeEnergy)	45	\$1,468,350	\$783,120
Police Officer	21	\$486,850	\$204,605

**AGENDA**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Caswell Building, Dr. W. Dallas Herring State Board Room**  
**Thursday, February 20, 2025 – 2:05 p.m. – 2:50 p.m.**  
**Ms. Lisa Estep, Chair**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – January 16, 2025

**For Action**

- Allocation of Enrollment Growth Reserve (Attachment FC 01)
- Allocation for High-Cost Healthcare Workforce Funds (Attachment FC 02)
- Community College CRM Pilot Reimbursement (Attachment FC 03)

**For Consent Approval**

- Construction and Property – February 2025 (Attachment FC 04)

**For Information**

- State Board Reserve FY 2024-25 Mid-Year Report (Attachment FC 05)
- Annual Survey of Fees FY 2023-24 (Attachment FC 06)
- System Office Contracts Report as of December 31, 2024 (Attachment FC 07)
- Grants Update Report (Attachment FC 08)
- Estimated Receipts – January 2025 (Attachment FC 09)

**New Business**

**Adjourn**

**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, January 16, 2025 – 3:25 p.m. – 4:20 p.m.**  
**Ms. Lisa Estep, Chair**

**Finance Committee Members Present**

Ms. Lisa Estep	Mr. Tom Looney	The Hon. Terry Van Duyen
Dr. Shirley Carraway	Mr. John Kane	The Hon. Chaz Beasley
Ms. Paula Benson		
Mr. Mark Merritt		

Attended via phone or Zoom technology\*

Members absent: The Honorable Sam Searcy

**Other SBCC Members:**

The Honorable Dr. David Price  
Mrs. Ann Whitford  
Ms. Sarah West  
Mr. Hari Nath  
Mr. Ray Russell  
Mr. Bill McBrayer  
State Treasurer Brad Briner  
Commissioner of Labor Luke Farley  
Mr. Robert B. Moore, Jr.  
Ms. Autumn Queen

**OTHERS IN ATTENDANCE:**

Dr. Jeff Cox (President)	Ms. Melissa Smith	Dr. Mark Sorrells (Fayetteville CC)
Dr. Phillip Price	Ms. Tiffany Skouby	Ms. Caroline Hipple (NCACCT)
Dr. Kimberly Gold	Mr. Andrew Garner	
Dr. Brian Merritt	Ms. Aubrey Tuell	
Dr. Patrick Crane	Senator Michael Lee	
Mr. Patrick Fleming	Ms. Emily Thomas (EdNC)	
Mr. Deante Tyler	Mr. Chris Ballard (NCDOL)	
Mr. Alex Fagg	Ms. Mya Lowry (FRD)	
Ms. Torry Reynolds	Mr. Stephen Bailey (FRD)	
Ms. Amy Mast	Dr. Amanda Lee (Bladen CC)	
Ms. Jonnell Carpenter		
Ms. Delany Davis		
Ms. Dorrine Fokes		
Ms. Petrina Herring		
Ms. Kathy Davis		

**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, January 16, 2025 – 3:25 p.m. – 4:20 p.m.**  
**Ms. Lisa Estep, Chair**

**CALL TO ORDER**

Ms. Estep called the meeting to order at 3:32 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. Ms. Van Duyn moved, Mr. Merritt seconded and the motion was unanimously approved via voice vote.

**THE MINUTES**

Ms. Estep asked for a motion to approve the minutes of the November 14, 2024, Finance Committee meeting. Ms. Benson moved, Mr. Merritt seconded the motion, and the motion was unanimously approved via voice vote.

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**For Action**

**Allocation for High-Cost Healthcare Workforce Start Up Funds (Attachment FC 01)**

Ms. Estep stated as we mentioned last month all the expansion funds have been allocated at this point, we are into round four of the startup programs.

Ms. Estep explained to the Committee that we are being asked to approve an allocation of \$4 million dollars in high-cost workforce funding. That would leave a little over \$2 million dollars remaining after this round.

Dr. Price and the Committee discussed the item.

Dr. Carraway motioned for approval; Mr. Kane second the motion. The Committee approved the Allocation for High-Cost Healthcare Workforce Start Up Funds (Attachment FC 01) via voice vote.

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**Transfer Advisory Committee State Board Reserve Funds Request (Attachment FC 02)**

Ms. Estep stated this is a State Board Reserve Funds request for up to \$5,000 to provide resources for four meetings for the transfer advisory committee.

Ms. Estep explained the advisory committee is made up of four individuals from the community colleges, four individuals from the University System, two ex officio members, and

**MINUTES**  
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one from each system.

Ms. Estep stated that the Community College has identified some challenges with the transfer process. They have convened these meetings to help move the transfer process forward and work through those challenges.

Ms. Van Duyn motioned for approval; Mr. Merritt second the motion. The Committee approved the Transfer Advisory Committee State Board Reserve Funds Request (Attachment FC 02) via voice vote.

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**Competency Based Education Request for Reserve Funds (Attachment FC 03)**

Ms. Estep stated that this is another State Board Reserve Funds request for up to \$20,000 for an IT alignment project.

Ms. Estep explained that this project will evaluate the viability of competency-based education, project-based learning technology, and workforce focused learning for high school students, and adult students.

Ms. Estep stated that Fayetteville Tech CC will be partnering with Wilkes CC. These two community colleges will be the signers of the contract to work on this project. The project is in partnership with Spark NC.

Dr. Sorrells explained that Spark NC is a competency-based education lab program, it is not a course. It is a lab that has several competency-based modules. High school students from seventeen different school districts across the state have these labs. If they complete a series of modules and a capstone experience, they can get credit for their computer science requirement at the high school level.

Dr. Sorrells stated in Cumberland County we have fifteen different high schools. They have one lab, and it is a very small number of students getting exposed. We are looking at putting a lab at Fayetteville Tech CC.

Dr. Sorrells explained that Dr. Rogers at Wilkes CC has 2,100 students that are in the high school connection program. The students can go to that lab when they have free time, which means they do have lots of free time. We have students come in the morning and afternoon for a block of time to take courses. The students can complete those courses in what they are interested in doing, in addition to allowing them to get their computer science credit.

Dr. Sorrells stated that we would do a mapping crosswalk to our curriculum in ten different areas and nine different pathways. The IT high-tech pathways included in the spark lab effort,



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**Ms. Lisa Estep, Chair**

and we could equate that to course credit at the community college level.

Dr. Sorrells and the Committee discussed the item.

Ms. Van Duyn motioned for approval; Mr. Kane second the motion. The Committee approved the Competency Based Education Request for Reserve Funds (Attachment FC 03) via voice vote.

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**Allocation for Common Digital Credential Pilot Program Funds (Attachment FC 04)**

Ms. Estep explained in December of last year the General Assembly appropriated up to a million dollars in non-recurring funds for this digital credential pilot program.

Ms. Estep explained that a survey was completed to find out if any colleges were participating in pilots in this area. There is a college that meets the criteria included in the legislation and the proposal is to allocate \$500,000 to Cape Fear CC.

Dr. Merritt, Mr. Fleming, and the Committee discussed the item.

Ms. Benson motioned for approval; Dr. Carraway second the motion. The Committee approved the Allocation for Common Digital Credential Pilot Program Funds (Attachment FC 04) via voice vote.

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**For Consent Approval**

**Construction and Property – January 2025 (Attachment FC 05)**

Ms. Fokes reviewed the item.

Dr. Price, Ms. Fokes, and the Committee discussed the item.

Mr. Beasley motioned for approval; Ms. Benson second the motion. The Committee approved Construction and Property – January 2025 (Attachment FC 05) via voice vote.

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**For Information**

**Tuition and Registration Fee Waiver Report (Attachment FC 06)**

Ms. Estep reviewed the item.

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**Delegated College Allocations Reports as of December 2023 (Attachment FC 07)**

Ms. Estep reviewed the item.

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**LMS and ILS Solicitation Projects (Attachment FC 08)**

Dr. Price and Ms. Davis reviewed the item.

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**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, January 16, 2025 – 3:25 p.m. – 4:20 p.m.**  
**Ms. Lisa Estep, Chair**

Legislative Update – October 2024 (Attachment FC 09)  
Senator Michael Lee and Mr. Fagg reviewed the item.

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Estimated Receipts – December 2024 (Attachment FC 10)  
Dr. Price reviewed the item.

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**New Business**

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**ADJOURNMENT**

The meeting was adjourned at 4:17 pm by Ms. Estep.

Respectfully  
Submitted,

Petrina L. Herring,  
Recording  
Secretary

**STATE BOARD OF COMMUNITY COLLEGES**  
**Allocation of Enrollment Growth Reserve**  
**FY 2024-25**

**Request:** The State Board of Community Colleges requested to approve an allocation of \$14,255,650 in Enrollment Growth Reserve funds to colleges who experienced an enrollment increase greater than 5% of budgeted enrollment levels.

**Background:** G.S. 115D-31(e) states: "If receipts for community college tuition and fees exceed the amount certified in General Fund Codes at the end of a fiscal year, the State Board of Community Colleges shall transfer the amount of receipts and fees above those budgeted to the Enrollment Growth Reserve. Funds in the Enrollment Growth Reserve shall not revert to the General Fund and shall remain available to the State Board until expended. The State Board may allocate funds in this reserve to colleges experiencing an enrollment increase greater than five percent (5%) of budgeted enrollment levels."

**Rationale:** Actual FTE from Fall 2024 was compared to Fall 2023 in each area of Curriculum, Workforce Continuing Education, and Basic Skills. For each of these academic areas that a college experienced enrollment changes over 5%, the eligible FTE was calculated and multiplied by the FTE tier values. As there is not enough funding in the reserve to cover the total eligible cost, a pro rata calculation of the available funding was made for each college, and the recommended allocation is reflected in the table below.

College	Allocation
Alamance CC	426,242
Beaufort County CC	93,814
Bladen CC	271,245
Blue Ridge CC	22,434
Brunswick	242,693
Caldwell CC and TI	30,592
Cape Fear CC	391,572
Catawba Valley CC	505,780
Central Carolina CC	218,220
Central Piedmont CC	2,041,474
Cleveland CC	377,295
Coastal Carolina CC	224,338
College of The Albemarle	334,467
Craven CC	232,496
Davidson-Davie CC	228,417
Durham Tech	375,256
Forsyth TCC	644,461
Gaston College	407,887
Guilford TCC	1,125,768

Halifax CC	16,315
Haywood CC	81,577
Isothermal CC	87,696
James Sprunt	24,473
Johnston CC	679,132
Lenoir CC	342,625
Martin CC	120,327
McDowell TCC	110,129
Mitchell CC	467,031
Montgomery CC	30,592
Nash CC	154,997
Pamlico CC	14,276
Piedmont CC	138,682
Randolph CC	150,918
Richmond	163,155
Roanoke-Chowan CC	59,144
Robeson	175,391
Rockingham	165,194
Rowan-Cabarrus CC	154,997
Sampson CC	50,986
Sandhills CC	214,141
South Piedmont CC	367,098
Southeastern CC	101,972
Southwestern CC	167,234
Stanly CC	161,115
Surry CC	42,828
Tri-County CC	114,208
Vance-Granville CC	10,197
Wake TCC	1,040,110
Wayne CC	285,521
Western Piedmont	28,552
Wilkes CC	50,986
Wilson CC	289,600
<b>Total</b>	<b>14,255,650</b>

**Fund Source and Availability:** Funding is available from the Enrollment Growth Reserve fund established by G.S. 115D-31(e). Funds shall not revert and shall remain available until expended.

**Contact(s):**

Dr. Phillip Price

Vice President and Chief Financial Officer

Brian Bridgers

Budget Analyst

**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 \$2,639,255 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.

Fifty-five applications were received from 49 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 55 new start-up programs.

**Table 1 –Start-Up Funds Allocation and Matching Requirement**

**Attachment FC 02**

<b>College</b>	<b>Program</b>	<b>Allocation</b>	<b>Matching %</b>	<b>Required Match</b>
Carteret CC	Surgical Technology	\$50,160	0	\$0
Central Carolina CC	Physical Therapy Assistant	\$4,230	10%	\$423
College of The Albemarle	Dental Assisting	\$260,254	0	\$0
Craven CC	Surgical Technology	\$283,990	10%	\$28,399
Durham TCC	Orthopedic Technician	\$476,600	10%	\$47,600
Forsyth Tech CC	Central Sterile Processing	\$100,000	15%	\$15,000
Gaston College	Surgical Technology	\$69,140	10%	\$6,914
Mayland CC	Dental Assisting	\$2,664	0	\$0
Mitchell CC	Dental Assisting	\$100,000	10%	\$10,000
Montgomery CC	Dental Hygiene	\$115,240	0	\$0
Pitt CC	Emergency Medical Services	\$5,960	15%	\$894
Randolph CC	Mammography	\$100,000	10%	\$10,000
Sandhills CC	Emergency Medical Services	\$17,000	10%	\$1,700
South Piedmont CC	Surgical Technology	\$300	10%	\$30
Stanly CC	Nursing - ADN and/or PN	\$5,900	10%	\$590
Wayne CC	Emergency Medical Services	\$121,735	10%	\$12,174
Western Piedmont CC	Nursing - ADN and/or PN	\$2,682	0	\$0
Alamance CC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Asheville-Buncombe TCC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Beaufort CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Bladen CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Blue Ridge CC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Brunswick CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Cape Fear CC	Emergency Medical Services (AEMT)	\$24,300	15%	\$3,645
Catawba Valley CC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Central Piedmont CC	Emergency Medical Services (AEMT)	\$24,300	15%	\$3,645
College of the Albemarle	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Coastal Carolina CC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Davidson-Davie CC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Durham TCC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Edgecombe CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Forsyth Tech CC	Emergency Medical Services (AEMT)	\$24,300	15%	\$3,645
Gaston College	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Guilford TCC	Emergency Medical Services (AEMT)	\$24,300	15%	\$3,645
Haywood CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
James Sprunt CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Johnston CC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Lenoir CC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Martin CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0

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Mayland CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Piedmont CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Pitt CC	Emergency Medical Services (AEMT)	\$24,300	15%	\$3,645
Roanoke-Chowan CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Robeson CC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Rockingham CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Rowan-Cabarrus CC	Emergency Medical Services (AEMT)	\$24,300	15%	\$3,645
Sampson CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
South Piedmont CC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Southeastern CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Southwestern CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Stanly CC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Surry CC	Emergency Medical Services (AEMT)	\$24,300	10%	\$2,430
Tri-County CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0
Wake TCC	Emergency Medical Services (AEMT)	\$24,300	15%	\$3,645
Wilson CC	Emergency Medical Services (AEMT)	\$24,300	N/A	\$0

\$2,639,255

### **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
- 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

**SBCC  
02/20/2025**

Dr. Andrew Gardner  
AVP of Workforce Strategies

Dr. Lisa Eads  
AVP of Programs

**STATE BOARD OF COMMUNITY COLLEGES**  
**Community College CRM Pilot Reimbursement**

**Request:** The State Board of Community Colleges is requested to approve an allocation of \$262,465 to five pilot colleges and an amount not to exceed \$637,400 for a 12-month contract for third-party marketing services with Honestly.

**Strategic Plan References:** Goal 4: Economic and Workforce Development  
Provide education, training, and credentials to develop the most competitive and agile workforce in the nation.  
Strategies 4.2.1 and 4.2.2

**Background:** As part of the North Carolina Community College System's Strategic Marketing Plan, the implementation of a Customer Relationship Management (CRM) system has been identified as a critical tool for increasing enrollment, enhancing student engagement, and improving recruitment strategies across participation colleges.

A CRM system will allow colleges to streamline communication, management leads more effectively, and leverage data-driven insights to support prospective and current students. In addition to the CRM itself, the initiative also includes API integrations, marketing support, and third-party services to maximize impact and ensure a seamless implementation. To further strengthen these efforts, the System Office is requesting an allocation to support 5 colleges participating in the first of two pilot cohorts by reimbursing a portion of their CRM-related costs and providing marketing and outreach services to complement their student recruitment strategies.

**Rationale:** The first pilot cohorts will play a role in evaluating the effectiveness of the CRM system in improving recruitment, enrollment, and student support services. To encourage long-term adoption and ensure equitable access to these tools, the System Office recommends reimbursing these colleges for key implementation costs, including:

1. 50% of the base cost of Element451's Engage CRM Solution
2. 100% of API integration and first-year operational costs
3. 100% of any additional implementation costs approved by the System Office.

Additionally, \$637,400 in contracted services from Honestly will be allocated to support colleges with strategy development, brand positioning, creative production, and staffing augmentation – ensuring that CRM adoption is effectively integrated with a broader marketing and enrollment growth strategy.

The reimbursement to pilot colleges not only acknowledges the colleges' commitment to modernizing the student engagement efforts, but also ensures that institutions across the state have equitable access to advanced enrollment management tools that can drive long-term success.

College	1st Year CRM Costs	Integration and Implementation Costs	Total
Carteret Community College	25,650	16,000	41,650
Isothermal Community College	25,650	16,000	41,650
Alamance Community College	35,010	16,000	51,010
Durham Technical Community College	43,605	16,000	59,605
Fayetteville Technical Community College	52,550	16,000	68,550
		1st Year Total Allocation	262,465

**Funding Source and Availability:** Funding was appropriated from the General Assembly, SL 2023-134, Bill Text Section 4.9 and the Committee Report, B10 item 28. These funds will not revert and will remain available until spent.

**Contact:** Nathan Hardin  
Executive Director of Communications  
hardinn@nccommunitycolleges.edu

State Board of Community Colleges  
Construction and Property  
February 21, 2025  
FY 2024-2025

Attachment FC 04

A. New Projects								
	Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
	1	Carteret	2924	<b>McGee Building One Door Renovation Phase I (Main Campus)</b> Renovation of approximately 2,750 sq. ft. of first floor adding new restrooms, janitor and storage space. <b>President Cox under the authority granted to him by the State Board, approved this project on January 13, 2025.</b>	Non-State	\$0.00	\$600,000.00	\$600,000.00
					Unidentified	\$0.00	\$37,074.25	\$37,074.25
					<b>Total</b>	<b>\$0.00</b>	<b>\$637,074.25</b>	\$637,074.25
	2	Mitchell	2927	<b>Dental Assisting Renovation - Bentley Building (Main Campus)</b> Renovation of approximately 3,000 sq. ft. on the 2nd floor to house new curriculum. Space will be upfitted to replicate a dental office environment.	42120 - SCIF R&R	\$0.00	\$823,750.00	\$823,750.00
					<b>Total</b>	<b>\$0.00</b>	<b>\$823,750.00</b>	<b>\$823,750.00</b>
	3	Pitt	2906	<b>Main Campus Interior Door Security Upgrades (Main Campus)</b> Increasing security by allowing remote locking of interior doors.	Non-State	\$0.00	\$1,400,000.00	\$1,400,000.00
					<b>Total</b>	<b>\$0.00</b>	<b>\$1,400,000.00</b>	<b>\$1,400,000.00</b>
	4	Vance-Granville	2925	<b>Transportation Technologies Training Center (OCC)</b> Construction of approximately 21,000 sq. ft. training center and 600 x 600 ft. driving pad. Additionally, this would support the high school technical education partnership.	OSBM	\$0.00	\$3,000,000.00	\$3,000,000.00
					42120 - SCIF New	\$0.00	\$2,250,000.00	\$2,250,000.00
					<b>Total</b>	<b>\$0.00</b>	<b>\$5,250,000.00</b>	<b>\$5,250,000.00</b>
	5	Western Piedmont	2914	<b>Campus Wide Replacement of Electrical Panels (Main Campus)</b> Replacement of 36 electrical panels in 9 buildings as required by local insurance carrier.	Non-State	\$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>

State Board of Community Colleges  
Construction and Property  
February 21, 2025  
FY 2024-2025

Attachment FC 04

B. Acquisition and Disposal of Real Property			
	Item	College	Action Requested
	1	Carteret	The Board of Trustees of Carteret Community College requests permission for an exchange with their Foundation. Per G.S. 115D-15 to dispose approximately 0.25 acres of property with a 1,276 sq. ft. building (Parcel number 637617129157000) located at 103 Lockhart Street, Morehead City, NC 28557. The college finds the property undesirable. The college requests to acquire as per G.S. 115D-20 approximately 0.53 acres of property with the Carteret Community College Foundation. The Foundation property consists of two lots 1)approximately 0.12 acres (Parcel number 637617211974000). 2)approximately 0.41 acres (Parcel number 637617222002000), located at 142 Banks Street, Morehead City, NC. This property is adjacent to the property owned by the college and will allow expansion opportunities for new and existing faculties. <b>Approval is contingent upon a Phase I Environmental Site Assessment with "no findings" that necessitate a Phase II Environmental Site Assessment and Council of State approval if there is known contamination.</b>
	2	Cleveland	The Board of Trustees of Cleveland Community College requests permission as per G.S. 115D-20 to acquire, by purchase, approximately 21.03 acres of property (Parcel Number 66665) located at HWY 180 North, Shelby, NC 28152, Cleveland County, NC. This property is adjacent to the property owned by the college. <b>The college had a Phase I Environmental Site Assessment performed, to which the executive summary states, "This assessment has identified no evidence of Recognized Environmental Conditions (RECs) in connection with the Subject Property."</b>
	3	Vance-Granville	The Board of Trustees of Vance-Granville Community College requests permission as per G.S. 115D-20 to acquire, by donation, approximately 29.73 acres of property (PIN 2916473113) located at 1007 Manson-Axtell Road, Norlina, NC, 27563, Warren County. This property is 6.53 miles from the Warren campus. <b>The college had a Phase I Environmental Site Assessment performed, to which the executive summary states, "Based on information currently available for the Subject Property, it is our opinion that additional investigation is not warranted."</b>

**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  
STATE BOARD RESERVE REPORT

ATTACHMENT FC 05

FISCAL YEAR 2024-25  
As of December 31, 2024

VENDOR/GRANTEE	PROJECT TITLE	APPROVAL DATE	PROJECT PURPOSE	BUDGET	EXPENDED YTD	UNEXPENDED BALANCE
System Office	Statewide Marketing and Communications Plan	2/17/2023 (FC02)	Develops a five-year plan that will include advertising and sponsorship strategies; strategic partnerships – including opportunities for data and resource sharing; brand identity and positioning; market and industry priorities; social media, traditional media, and content marketing; and identify five-year goals and year-by-year success metrics. Consistent with the System's new Strategic Plan and for strategy guidance with the State Board's marketing and communications committee.	55,019	55,019.00	-
AVID Center	Master Teacher Certification	2/16/24 (FC02)	State Board Reserve funds will be used to engage with the AVID Center on the NC Community College Master Instructor Certification Program. This investment will provide faculty participants with 12 hours of comprehensive professional development sessions. It also will allow NCCCS staff to host a capstone event for the inaugural cohort to finalize and share their program experiences. (Note: Dr. Lane Freeman will use these funds for Spring sessions, which are currently underway.)	11,484	400.00	11,084.00
Various Colleges and System Office	Regional Collaboration Case Studies	2/16/24 (FC02)	State Board Reserve funds of up to \$40,000 will support a contract to write detailed case studies of successful regional partnerships and provide analysis and framework for regional partnerships that can be used to inform how the System and State Board can promote and incentivize regional collaboration. This framework will build on existing information and help categorize the different types of benefits regional partnerships can provide. (Note: 2024-25 amount is the remaining balance, as of July 1, 2024.)	25,000	24,875.00	125.00
Various Colleges and System Office	Accreditation Consultation Services	2/16/24 (FC02)	As of 2023, Community colleges are no longer able to receive accreditation from the same accreditation agency in consecutive cycles. To assist colleges with this change, and enhance the capacities of smaller colleges especially, these funds will be used to engage with a consultant who can coordinate efforts to provide these resources and assistance.	23,750	23,750.00	-
Various Colleges and System Office	Developmental Education Contextualized Resource Repository	2/16/24 (FC02)	These funds will support the development of a repository for redesigned developmental education courses. This repository will be available to all colleges, with expected implementation to begin as early as Summer 2024. This repository will incorporate evidence-based instructional strategies and best practices, as well as the ability to collaborate and share knowledge among faculty and staff members across the entire System. (Note: Two final payments are still pending.)	10,196	5,098.00	5,098.00
Richmond Community College - Lead	Sandhills Prosperity Zone Healthcare Gap Analysis	4/18/24 (FC03)	These funds will support colleges located in the Sandhills Prosperity Zone in the development of a targeted Healthcare Workforce Gap Analysis. The planned Healthcare Workforce Gap Analysis will allow the colleges to develop collaborative solutions to align instructional capacity with employment shortages and match credential offerings with credentials required. This project will also include strategic convenings of institutional leadership to promote improved communication and create the synergy needed to resolve complex programming, staffing, and clinical coordination issues. This project is seen as a pilot project where lessons learned can be applied as a best practice and replicated in the state's other prosperity zones.	25,000	-	25,000.00
Various Colleges and System Office	Accreditation Professional Development	9/20/24 (FC04)	These funds will provide colleges with support to comply with the change in accreditation requirements of HB 8/SL 2023-132. Funds will be used to send key college representatives to professional development opportunities to assist with the process of seeking accreditation from agencies other than SACSCOC. Funds will be prioritized for colleges in the upcoming reaffirmation cycles to support compliance with the new law.	20,000		20,000.00

**STATE BOARD OF COMMUNITY COLLEGES  
STATE BOARD RESERVE REPORT**

**ATTACHMENT FC 05**

Various Colleges	Advance NC Consortium - Colleges	9/20/24 (FC05)	The Advance NC Consortium is a group of 11 community colleges that seeking to develop micro-credentials to meet critical workforce needs in the advanced manufacturing sector in central NC. Each college will be awarded \$10,000 for active engagement in a two-year credential design project with the Education design Lab. These funds may be used for such costs as faculty release time, meetings, travel, and project management. (Note: The State Board allocation was contingent upon raising an additional \$165,000 to support college participation. Search for funds is ongoing as of January 31.)	110,000	110,000.00
Forsyth Tech - Lead and System Office	Hispanic Education Summit Pilot	11/15/24 (FC05)	These funds will 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. This summit will emphasize engagement with Hispanic secondary students in western 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.	14,758	14,758.00
Various Colleges and System Office	Transfer Advisory Committee	1/17/25 (FC02)	These funds will be used to finance four meetings (meeting support and related travel) that will help meet college transfer goals through ongoing collaboration, actionable strategies, and measurable improvements in statewide articulation agreements. Meetings will occur in January and April 2025.	5,000	5,000.00
Wilkes Community College and Fayetteville Tech	Competency-Based Education	1/17/25 (FC03)	These funds will support an alignment project that evaluates, via Competency Based Education (CBE) and project-based learning, technology and workforce-focused learning for high school and adult students. The goal is to align course competencies with the outcomes in the Combined Course Library for selected coursework at each institution. This first round will focus on information technology. Wilkes CC will serve as the project and finance lead for the project, and Fayetteville Tech will provide additional academic assistance.	20,000	20,000.00

<b>TOTALS</b>				<b>\$ 320,207</b>	<b>\$ 109,142.00</b>	<b>\$ 211,065.00</b>
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**Summary of State Board Reserve Availability**

FY 2024-25 Certified Budget	\$ 250,000
FY 2023-24 OSBM Approved Carry Forward to FY24-25 - Systemwide Marketing, Master Teacher Certification, Regional Collaboration Case Studies, Accreditation Consultation Services, Developmental Education Contextualized Repository, Sandhills Prosperity Zone	\$ 150,449
Allocated to Date	\$ (320,207)
State Board Reserve Balance	\$ 80,242



**STATE BOARD OF COMMUNITY COLLEGES**  
**Annual Survey of Fees FY 2023-24**

**Background Information:** 1E SBCCC 700.1(e) of the State Board Codes states *“The college shall report all required local fees established by the board of trustees to the System Office on an annual basis as directed by the System Office.”* Local fees are defined as instructional technology; student activity; college access, parking, and security (CAPS); and required specific fees. State Board policy regarding all four types of local fees permits the retention and expenditure of receipts collected locally. Because receipts are held in colleges’ institutional accounts, the System Office cannot obtain this information without surveying the colleges. Local boards of trustees and their presidents have the authority to levy fees not inconsistent with the parameters established by the State Board.

**Survey Results:**

**Fee Types**

As noted, there are four types of fees that local boards may charge under current State Board policy. They include:

1. Instructional Technology Fee
  - a. Curriculum (\$48 per academic term maximum)
  - b. Continuing Education (\$5 per course maximum)
2. Student Activity Fee (\$35 per academic term maximum)
3. College Access, Parking and Security Fee (CAPS) (no maximum)
4. Required Specific Fees (no maximum)

**Executive Summary**

Note: Many of the year-to-year changes are noted in parentheses ().

1. Instructional Technology Fee
  - a. Curriculum:
    - Fifty-six colleges charged this fee to students (same as 2022-23).
    - Of the 56 colleges that charged a fee, 18 charged up to the \$48 per academic term maximum permitted (+5 from 2022-2023), and the remaining 38 (-5) charged less than the \$48 maximum. Three of those 56 colleges waived the fee for the summer term (-1). No college charged more than the \$48 per academic term maximum.
    - For the fiscal year, colleges expended \$15.8 million (+\$706,089) and had on-hand a cash balance of \$29.5 million (-\$2.3 million).

- The cash balance may be used for the procurement, maintenance, operating and repair of computers and other instructional technology (hardware and software), including supplies and materials for operations.
- Colleges are authorized to use instructional technology fee receipts to hire support positions to operate, maintain, and repair this technology.

b. Continuing Education:

- Thirty-eight colleges charged a fee (+2 from 2022-23).
- Of the 38 that charged a fee, 33 charged the \$5 per course maximum permitted (+1 from 2022-23), and five charged up to \$3 (+1 from 2022-23). No college charged more than the \$5 per course maximum.
- For the fiscal year, colleges expended \$292,101 (+\$228,480) and ended with a cash balance of \$1.3 million (-\$125,493).
- The cash balance may be used for the same purposes noted for curriculum.

2. Student Activity Fees

- All fifty-eight of the colleges charged a student activity fee during the fall and spring semesters. Twenty-four colleges (+3) charged up to the \$35 maximum permitted in fiscal year 2023-24. Nineteen colleges waived the fee for the summer term. No college charged more than the \$35 per academic term maximum.
- For the fiscal year, colleges expended \$12.9 million (+\$809,409) and had on-hand a cash balance of \$10.55 million (-\$1.23 mil).
- The receipts collected from the fee may be used to support student activities.
- Student activities include the Student Government Association (SGA), scholarships, student functions and events, athletics, clubs, graduation expenses, IDs, and student publications.
- Of the funds expended in fiscal year 2023-24, 23% were for student functions and events, 11% for the SGA, 33% for staff salaries, 25% for athletics, and 8% among other student purposes.

3. College Access, Parking and Security (CAPS) Fees

- Fifty-one (-1 from fiscal year 2022-23) colleges charged a parking fee. Of the 51 colleges, none waived this fee during the summer term.
- While there is no maximum that can be charged, as State Board policy leaves this up to the local Board of Trustees, the range charged was from \$5 to \$100 per semester. The most common charges were between \$5 and \$25 per semester.
- For the fiscal year, colleges expended \$15.9 million (+\$1.6 million) and had a fund balance of \$25.7 million (-\$1.2 million).

- Of the funds expended in fiscal year 2023-24, 4% were for paving/resurfacing, 81% for security, 5% for student transportation, and 10% for parking enforcement.

4. Required Specific Fees

- Specific fees are used for the purposes for which they are charged and collected, including consumables expended in the instructional process, including tools, uniforms, lab supplies, insurance, certification/licensure fees, etc.
- In the survey, colleges were asked to provide a list of the fees charged, rate, course type, and amounts collected. We did not ask for the fund balances because fund balance is rarely built on these fees, as they are spent for the immediate classes or activities offered.



## FY 2023-24 Curriculum Instructional Technology Fee Summary

*\$48 per academic term maximum*

	Summer 2023		Fall 2023/Spring 2024		Expenditures	Fund Balance at June 30, 2024
	Rate	Basis	Rate	Basis		
Alamance CC	\$1.50	cr hr	\$1.50	cr hr	\$ -	\$ -
Asheville-Buncombe TCC	\$48	sem	\$48	sem	519,926.47	(33,530.09)
Beaufort County CC	NONE	NONE	\$4	cr hr	36,672.32	115,072.45
Bladen CC	\$15	sem	\$15	sem	9,455.14	64,915.52
Blue Ridge CC	\$3/\$48	cr hr/sem	\$3/\$48	cr hr/sem	185,019.85	141,473.62
Brunswick CC	\$12/\$24	sem/sem	\$12/\$24	sem/sem	80,116.70	761,640.71
Caldwell CC & TI	NONE	NONE	NONE	NONE	-	-
Cape Fear CC	\$3	cr hr	\$3	cr hr	278,965.26	3,125,495.54
Carteret CC	\$20/\$35	sem/sem	\$20/\$35	sem/sem	101,404.04	119,645.76
Catawba Valley CC	\$48	sem	\$48	sem	230,242.40	279,714.57
Central Carolina CC	\$8/\$16	sem/sem	\$8/\$16	sem/sem	78,867.92	15,997.62
Central Piedmont CC <sup>1</sup>	\$48	sem	\$48	sem	2,416,840.59	1,933,078.91
Cleveland CC	\$48	sem	\$48	sem	106,614.37	641,426.51
Coastal Carolina CC	NONE	NONE	NONE	NONE	-	-
College of The Albemarle <sup>1</sup>	\$16	sem	\$16	sem	14,638.56	145,010.74
Craven CC	\$48	sem	\$48	sem	243,584.04	1,159,785.64
Davidson-Davie CC	\$7/\$10/\$16	cr hr/cr hr/cr hr	\$7/\$10/\$16	cr hr/cr hr/cr hr	-	895,191.50
Durham TCC	\$22/\$20/\$18	sem/sem/sem	\$22/\$20/\$18	sem/sem/sem	380,536.27	91,516.58
Edgecombe CC	\$2	cr hr	\$2	cr hr	54,550.83	131,317.31
Fayetteville TCC	\$16	sem	\$48	sem	2,261,253.22	1,977,465.21
Forsyth TCC	\$30/\$48	sem/sem	\$35/\$48	sem/sem	1,211,610.96	255,769.35
Gaston College <sup>1</sup>	\$48	sem	\$48	sem	313,015.24	2,164,345.56
Guilford TCC	\$5/\$11	sem/sem	\$5/\$11	sem/sem	1,126,374.78	3,735,557.24
Halifax CC	\$2 to \$32	cr hr	\$2 to \$32	cr hr	15,623.41	55,155.66
Haywood CC	\$32	sem	\$48	sem	132,759.82	320,778.67
Isothermal CC <sup>1</sup>	\$48	sem	\$48	sem	151,498.57	73,314.35
James Sprunt CC	\$30	sem	\$30	sem	22,191.83	243,960.91
Johnston CC	\$16	sem	\$16	sem	280,432.59	490,417.64
Lenoir CC	\$16	sem	\$16	sem	59,921.63	413,366.02

SBCC

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**ATTACHMENT FC 06A**

	Summer 2023		Fall 2023/Spring 2024		Expenditures	Fund Balance at
	Rate	Basis	Rate	Basis		June 30, 2024
Martin CC	\$15.25	sem	\$15.25	sem	23,444.29	51,112.90
Mayland CC	\$8/\$16	cr hr/cr hr	\$8/\$16	cr hr/cr hr	6,661.20	8,752.22
McDowell TCC	\$1.30	cr hr	\$25	sem	41,476.00	48,598.00
Mitchell CC	\$3/\$48	cr hr/sem	\$3/\$48	cr hr/sem	101,261.47	648,789.80
Montgomery CC	\$16	course	\$16	course	46,909.74	150,116.02
Nash CC	\$6	cr hr	\$6	cr hr	48,402.19	414,505.27
Pamlico CC	\$10	sem	\$10	sem	1,101.58	43,268.42
Piedmont CC	\$8	sem	\$16	sem	26,776.02	2,223.98
Pitt CC	\$32	sem	\$32	sem	184,619.20	677,248.86
Randolph CC	\$2	cr hr	\$2	cr hr	122,266.46	157,975.94
Richmond CC	\$20	sem	\$20	sem	42,000.00	808,331.00
Roanoke-Chowan CC	\$1	cr hr	\$3	cr hr	-	188,338.48
Robeson CC	\$32	sem	\$32	sem	4,817.04	340,501.05
Rockingham CC	\$15/\$24	sem/sem	\$15/\$24	sem/sem	165,355.31	187,800.92
Rowan-Cabarrus CC	\$18/\$36	sem/sem	\$24/\$48/\$18	sem/sem/sem	534,101.80	517,250.50
Sampson CC	\$16	sem	\$16	sem	733.35	730,577.64
Sandhills CC	\$48	sem	\$48	sem	381,745.69	328,448.15
South Piedmont CC	\$48	sem	\$48	sem	102,780.54	251,406.41
Southeastern CC	\$32/\$16	sem/sem	\$32/\$16	sem/sem	396,619.74	198,278.32
Southwestern CC	\$4	cr hr	\$4	cr hr	214,214.97	476,725.00
Stanly CC	\$48	sem	\$48	sem	607,872.38	776,719.43
Surry CC	\$1	cr hr	\$1	cr hr	-	424,253.54
Tri-County CC	\$48	sem	\$48	sem	7,941.08	191,072.52
Vance-Granville CC	\$6/\$12	sem/sem	\$6/\$12	sem/sem	61,256.93	543,063.12
Wake TCC	\$3	cr hr	\$3	cr hr	2,096,387.66	305,100.84
Wayne CC	\$32	sem	\$32	sem	64,733.66	278,908.04
Western Piedmont CC	\$4	cr hr	\$4	cr hr	180,356.27	969,606.59
Wilkes CC	\$24/\$48	sem/sem	\$24/\$48	sem/sem	14,219.89	84,710.46
Wilson CC	\$20	sem	\$20	sem	612.70	424,464.48
<b>Totals</b>					<b>\$ 15,790,783.97</b>	<b>\$ 29,546,031.40</b>
Number of colleges that do not charge a fee: 2						sem - Semester
Number of colleges that charge the maximum: 18						cr hr - Credit Hour

<sup>1</sup>Expenditures and Fund Balance include continuing education



2023-24 Continuing Education Instructional Technology Fee  
Summary  
*\$5 per course maximum*

	Summer 2023		Fall 2023/Spring 2024		Expenditures	Fund Balance at June 30, 2024
	Rate	Basis	Rate	Basis		
Alamance CC	NONE	NONE	NONE	NONE	\$ -	\$ -
Asheville-Buncombe TCC	\$5	course	\$5	course	58,269.59	56,204.37
Beaufort County CC	\$5	course	\$5	course	14,278.80	12,252.11
Bladen CC	\$5	course	\$5	course	-	4,800.00
Blue Ridge CC	\$5	course	\$5	course	-	29,684.51
Brunswick CC	\$5	course	\$5	course	-	13,708.10
Caldwell CC & TI	NONE	NONE	NONE	NONE	-	-
Cape Fear CC	\$5	course	\$5	course	-	78,316.67
Carteret CC	\$5	course	\$5	course	-	-
Catawba Valley CC	\$5	course	\$5	course	-	19,684.59
Central Carolina CC	NONE	NONE	NONE	NONE	-	-
Central Piedmont CC <sup>1</sup>	\$5	course	\$5	course	-	-
Cleveland CC	NONE	NONE	NONE	NONE	-	-
Coastal Carolina CC	NONE	NONE	NONE	NONE	-	-
College of The Albemarle <sup>1</sup>	\$5	course	\$5	course	-	-
Craven CC	NONE	NONE	NONE	NONE	-	11,396.09
Davidson-Davie CC	\$5	course	\$5	course	-	67,380.00
Durham TCC	\$5	course	\$5	course	-	6,413.12
Edgecombe CC	NONE	NONE	NONE	NONE	-	-
Fayetteville TCC	NONE	NONE	NONE	NONE	-	-
Forsyth TCC	\$5	course	\$5	NONE	100,178.32	179,435.00
Gaston College <sup>1</sup>	\$5	course	\$5	course	-	-
Guilford TCC	\$3	course	\$3	course	4,302.05	242,179.96
Halifax CC	\$5	course	\$5	course	-	1,048.00
Haywood CC	\$5	course	\$5	course	6,000.00	20,929.68
Isothermal CC <sup>1</sup>	\$5	course	\$5	course	1,221.76	591.24
James Sprunt CC	NONE	NONE	NONE	NONE	-	1,022.27
Johnston CC	\$1/\$2/\$3	cr hr/cr hr/cr hr	\$1/\$2/\$3	cr hr/cr hr/cr hr	-	24,350.42
Lenoir CC	\$5	sem	\$5	sem	5,725.00	SBCC 28,910.44

02/21/2025

**ATTACHMENT FC 06A**

	Summer 2023		Fall 2023/Spring 2024			Fund Balance at June 30, 2024
	Rate	Basis	Rate	Basis	Expenditures	
Martin CC	NONE	NONE	NONE	NONE	-	-
Mayland CC	NONE	NONE	NONE	NONE	-	-
McDowell TCC	\$1.30	cr hr	\$1.30	sem	-	-
Mitchell CC	NONE	NONE	NONE	NONE	-	-
Montgomery CC	\$5	course	\$5	course	-	2,007.66
Nash CC	NONE	NONE	NONE	NONE	-	-
Pamlico CC	NONE	NONE	NONE	NONE	-	-
Piedmont CC	NONE	NONE	NONE	NONE	-	-
Pitt CC	\$5	course	\$5	course	-	100,694.93
Randolph CC	NONE	NONE	NONE	NONE	-	-
Richmond CC	NONE	NONE	NONE	NONE	-	-
Roanoke-Chowan CC	\$5	course	\$5	course		18,921.01
Robeson CC	\$5	sem	\$5	sem	-	6,304.66
Rockingham CC	\$5	course	\$5	NONE	-	-
Rowan-Cabarrus CC	NONE	NONE	NONE	NONE	-	-
Sampson CC	\$5	course	\$5	course	4.23	6,956.96
Sandhills CC	\$5	course	\$5	NONE	-	68,326.03
South Piedmont CC	\$5	course	\$5	course	-	2,633.90
Southeastern CC	NONE	NONE	NONE	NONE	-	-
Southwestern CC	\$5	course	\$5	course	-	6,328.57
Stanly CC	\$5	course	\$5	course	-	103,032.34
Surry CC	\$1/\$2/\$3	course/course/course	\$1/\$2/\$3	course/course/course	1,409.38	53,183.02
Tri-County CC	\$5	course	\$5	course	-	18,601.97
Vance-Granville CC	\$3	course	\$3	course	5.12	8,256.58
Wake TCC	\$5	course	\$5	course	100,671.52	56,457.72
Wayne CC	\$5	sem	\$5	sem	-	15,969.50
Western Piedmont CC	NONE	NONE	NONE	NONE	-	-
Wilkes CC	\$5	course	\$5	course	5.69	678.72
Wilson CC	\$5	sem	\$5	sem	29.90	33,639.82
<b>Totals</b>					<b>\$ 292,101.36</b>	<b>\$ 1,300,299.96</b>
Number of colleges that do not charge a fee: 20						sem - Semester
Number of colleges that charge the maximum: 33						cr hr - Credit Hour

<sup>1</sup>Expenditures and Fund Balance included in curriculum



## 2023-24 Student Activity Fee Summary

*\$35 per academic term maximum*

	Summer 2023		Fall 2023/Spring 2024		Expenditures	Fund Balance at June 30, 2024
	Rate	Basis sem/sem/sem/cou	Rate	Basis sem/sem/sem/cours		
Alamance CC	\$8/\$16/\$24/\$3	rse	\$8/\$16/\$24/\$3	e	\$ 98,116.99	\$ -
Asheville-Buncombe TCC	NONE	NONE	\$35	sem	268,932.15	240,017.39
Beaufort County CC	NONE	NONE	\$1	cr hr	17,092.21	21,135.26
Bladen CC	\$30	sem	\$30	sem	35,193.27	121,186.96
Blue Ridge CC	NONE	NONE	\$35	sem	136,044.91	174,127.61
Brunswick CC	NONE	NONE	\$22.50/\$35	sem/sem/sem	168,195.68	13,323.82
Caldwell CC & TI	\$35	sem	\$35	sem	264,027.69	-
Cape Fear CC	\$35	sem	\$35	sem	976,678.28	858,390.26
Carteret CC	\$5/\$5	sem/sem	\$20/\$35	sem/sem	66,983.33	58,768.51
Catawba Valley CC	NONE	NONE	\$35	sem	213,397.92	-
Central Carolina CC	\$3.75/\$1.25	sem/sem	\$33.75/\$1.25	sem/sem	192,757.86	10,226.40
Central Piedmont CC	\$26/\$35	cr hr/cr hr	\$26/\$35	cr hr/cr hr	937,979.38	1,743,123.39
Cleveland CC	\$35	sem	\$35	sem	555,884.57	21,062.56
Coastal Carolina CC	\$5/\$8	sem/sem	\$5/\$15	sem/sem	112,442.90	44,949.66
College of The Albemarle	NONE	NONE	\$32.50/\$14	sem/sem	37,928.01	240,308.38
Craven CC	\$17.50	sem	\$35	sem	179,423.11	215,021.58
Davidson-Davie CC	\$18/\$28/\$35	cr hr/cr hr/cr hr	\$18/\$28/\$35	cr hr/cr hr/cr hr	141,680.56	24,064.72
			\$29/\$26/\$23/\$2			
Durham TCC	\$18/\$16/\$14/\$12	sem/sem/sem/sem	0	sem/sem/sem/sem	147,115.72	262,765.95
Edgecombe CC	\$3/\$35	cr hr/sem	\$3/\$35	cr hr/sem	18,022.59	231,849.11
Fayetteville TCC	\$35	sem	\$35	sem	677,013.86	698,982.97
Forsyth TCC	NONE	NONE	\$35	sem	573,571.42	9,310.60
Gaston College	\$35	sem	\$35	sem	383,605.06	101,719.28
Guilford TCC	\$15/\$26.25	sem/sem	\$15/\$26.25	sem/sem	504,938.35	411,896.30
Halifax CC	\$35	sem	\$35	sem	34,107.66	20,014.07
Haywood CC	NONE	NONE	\$32.50	sem	82,497.63	272,785.16
Isothermal CC	NONE	NONE	\$20/\$25/\$30	sem/sem/sem	75,091.50	100,812.39
James Sprunt CC	NONE	NONE	\$20/\$30	cr hr/cr hr	29,733.47	22,690.37
Johnston CC	\$22.50/\$32.50	sem/sem	\$25.50/\$32.50	sem/sem	289,645.68	191,340.30
Lenoir CC	NONE	NONE	\$18/\$35	sem	94,874.54	135,758.44



ATTACHMENT FC 06A

	Summer 2023		Fall 2023/Spring 2024		Expenditures	Fund Balance at June
	Rate	Basis	Rate	Basis		30, 2024
Martin CC	NONE	NONE	\$30	sem	19,748.19	21,043.19
Mayland CC	NONE	NONE	\$18/\$32	cr hr/cr hr	15,425.41	173,365.60
McDowell TCC	\$20	sem	\$25	sem	73,345.00	20,467.08
Mitchell CC	NONE	NONE	\$2.50/\$25	cr hr/sem	122,403.61	269,858.53
Montgomery CC	\$5	sem	\$30	sem	26,381.84	96,055.04
Nash CC	\$5	cr hr	\$5	cr hr	163,638.67	4,766.81
			\$3.75/\$5.65/\$7.			
Pamlico CC	\$3.75/\$5.65/\$7.50/\$10	sem/sem/sem/sem	50/\$10	sem/sem/sem/sem	2,074.96	19,548.60
Piedmont CC	\$10	sem	\$20	sem	32,544.49	9,134.91
Pitt CC	\$20	sem	\$26	sem	268,435.00	361,926.00
Randolph CC	\$2.75	cr hr	\$2.75	cr hr	128,735.47	42,965.05
Richmond CC	NONE	NONE	\$30/\$23	sem/sem	66,580.00	138,779.00
Roanoke-Chowan CC	\$35	sem	\$35	sem	23,764.52	72,248.01
Robeson CC	NONE	NONE	\$30/\$18	sem/sem	40,014.21	122,970.97
Rockingham CC	\$1	sem	\$8/\$16/\$24/\$32	sem/sem/sem/sem	45,740.51	24,806.75
Rowan-Cabarrus CC	\$15	sem	\$34	sem	486,489.99	247,978.43
Sampson CC	\$20	sem	\$20	sem	55,639.08	212,890.83
Sandhills CC	\$35	NONE	\$35	sem	149,741.51	89,820.45
South Piedmont CC	\$35	sem	\$35	sem	94,924.86	250,479.33
Southeastern CC	NONE	NONE	\$32/\$16	sem/sem	40,744.11	13,903.65
Southwestern CC	NONE	NONE	\$2	cr hr	58,755.23	184,352.55
Stanly CC	\$17.50	sem	\$35	sem	243,976.28	191,642.74
Surry CC	\$7	cr hr	\$7	cr hr	207,978.36	162,011.77
Tri-County CC	\$8	sem	\$8	sem	11,338.40	89,950.77
Vance-Granville CC	\$15	sem	\$30	sem	195,519.86	474,158.96
Wake TCC	\$35	sem	\$35	sem	2,622,353.43	391,147.69
Wayne CC	\$35	sem	\$35	sem	187,171.19	94,754.46
Western Piedmont CC	\$3	cr hr	\$3	cr hr	83,581.64	316,104.64
Wilkes CC	NONE	NONE	\$26/\$35	sem/sem	73,014.31	34,109.90
Wilson CC	\$2.18	cr hr	\$2.18	cr hr	54,809.60	175,767.57
<b>Totals</b>					<b>\$ 12,907,846.03</b>	<b>\$ 10,552,640.72</b>

Number of colleges that do not charge a fee: 0

Number of colleges that charge the maximum: 24



## 2023-24 Campus Access, Parking, and Security (CAPS) Fee Summary

*No maximum*

	Summer 2023		Fall 2023/Spring 2024		Expenditures	Fund Balance at June 30, 2024
	Rate	Basis	Rate	Basis		
Alamance CC	\$6/\$12/\$18	CU sem/CU sem/CU sem	\$6/\$12/\$18	CU sem/CU sem/CU sem	\$ 7,630.41	\$ -
Asheville-Buncombe TCC	\$20/\$5	CU sem/CE course	\$20/\$5	CU sem/course/course	48,575.10	134,934.73
Beaufort County CC	\$10	CU sem	\$10	CU sem	406.85	23,180.78
Bladen CC	\$15	CU sem	\$15	CU sem	67,202.52	28,955.93
Blue Ridge CC	\$15	sem	\$25	sem	41,265.78	165,382.77
Brunswick CC	NONE	NONE	NONE	NONE	-	-
Caldwell CC & TI	NONE	NONE	NONE	NONE	75,665.00	259,144.25
Cape Fear CC	\$40/\$75/\$5	CU sem/CU sem/CE course	\$40/\$75/\$5	CU sem/CU sem/CE course	1,087,197.11	2,913,378.70
Carteret CC	\$7	CU sem	\$15	CU sem	18,731.66	157,974.08
Catawba Valley CC	\$35	CU sem	\$35	CU sem	202,536.02	29,671.95
Central Carolina CC	\$10/\$1	CU sem/CE course	\$10/\$1	CU sem/CE course	20,067.00	71,674.87
Central Piedmont CC	\$73/\$97/\$12	CU cr hr/CU cr hr/CE course	\$73/\$97/\$12	CU cr hr/CU cr hr/CE course	4,828,886.72	617,699.80
Cleveland CC	\$50	sem	\$50	sem	-	516,755.72
Coastal Carolina CC	NONE	NONE	NONE	NONE	-	-
College of The Albemarle	\$5	CU sem	\$15	CU sem	5,600.00	287,500.40
Craven CC	NONE	NONE	NONE	NONE	61,457.55	61,550.40
Davidson-Davie CC	\$25	CU sem	\$25	CU sem	-	1,055,732.28
		CU sem/CU sem/CU sem/CU		CU sem/CU sem/CU sem/CU		
Durham TCC	\$24/\$20/\$16/\$12/\$5	sem/CE course	\$30/\$26/\$22/\$18/\$5	sem/CE course	119,657.68	1,345,962.69
Edgecombe CC	\$2/\$5	CU cr hr/CE course	\$2/\$5	CU cr hr/CE course	129,420.23	49,966.29
Fayetteville TCC	\$15	sem	\$15	sem	261,243.39	1,003,781.79
Forsyth TCC	\$25/\$5	CU CE course	\$25/\$5	CU CE course	687,923.80	100,611.30
Gaston College	\$100	sem	\$100	sem	625,907.47	1,466,604.94
Guilford TCC	\$25/\$50/\$5	CU sem/CU sem/CE course	\$25/\$50/\$5	CU sem/CU sem/CE course	1,894,919.50	7,098,768.06
Halifax CC	\$11 to \$21	CU sem/CE	\$11 to \$21	CU sem/CE	7,134.94	72,907.73
Haywood CC	\$5	CU sem	\$5	CU sem	3,318.42	67,448.28
Isothermal CC	\$25	CU sem	\$25	CU sem	1,854.48	141,649.58
James Sprunt CC	\$20	CU sem	\$20	CU sem	14,805.00	175,727.53
Johnston CC	\$4/\$5	CU cr hr/CE course	\$4/\$5	CU cr hr/CE course	-	950,447.51
Lenoir CC	\$20/\$5	CU sem/CE sem	\$20/\$5	CU sem/CE sem	85,715.96	81,007.31
Martin CC	NONE	NONE	NONE	NONE	-	-
Mayland CC	\$5	CU cr hr	\$5	CU cr hr	52.31	50,811.44
McDowell TCC	\$20/\$20	CU sem/CE sem	\$25/\$25	CU sem/CE sem	147,511.00	13,048.00
Mitchell CC	\$25	CU sem	\$25	CU sem	119,421.66	613,472.35

SBCC

02/21/2025

**ATTACHMENT FC 06A**

	Summer 2023		Fall 2023/Spring 2024		Expenditures	Fund Balance at June 30, 2024
	Rate	Basis	Rate	Basis		
Montgomery CC	\$5	CU sem	\$5	CU sem	-	40,443.34
Nash CC	\$14/\$5	CU sem/CE course	\$14/\$5	CU sem/CE course	115,556.77	116,030.29
Pamlico CC	NONE	NONE	NONE	NONE	-	-
Piedmont CC	\$10	sem	\$20	sem	30,000.00	772.66
Pitt CC	\$10	sem	\$15	sem	69,843.67	823,493.88
Randolph CC	\$5	CU sem	\$5	CU sem	-	84,408.08
Richmond CC	\$10	sem	\$10	sem	-	178,776.00
Roanoke-Chowan CC	\$20	sem	\$20	sem	5,902.89	15,689.84
Robeson CC	\$7.50/\$2	CU sem/CE sem	\$7.50/\$2	CU sem/CE sem	6,267.26	161,288.74
Rockingham CC	\$5	CU sem	\$10	CU sem	49,679.20	12,191.27
Rowan-Cabarrus CC	\$20	CU sem	\$20	CU sem	145,239.58	1,030,195.51
Sampson CC	\$10	sem	\$10	sem	2,163.18	144,637.86
Sandhills CC	\$25	NONE	\$25	NONE	29,315.95	225.00
South Piedmont CC	\$15	CU sem	\$15	CU sem	113,527.44	(36,256.80)
Southeastern CC	\$12/\$5	CU sem/CU sem	\$12/\$5	CU sem/CU sem	20,603.26	227,032.04
Southwestern CC	\$4	cr hr	\$4	cr hr	81,726.30	361,009.67
Stanly CC	\$10	CU sem	\$30	CU sem	121,658.07	118,146.94
Surry CC	\$5	CU sem	\$5	CU sem	12,151.15	97,366.84
Tri-County CC	\$25	NONE	\$25	NONE	62,265.55	74,732.70
Vance-Granville CC	\$1.50	cr hr	\$1.50	cr hr	79,793.23	337,423.55
Wake TCC	\$25	sem	\$12	cr hr	4,285,846.50	2,101,773.32
Wayne CC	NONE	NONE	NONE	NONE	-	-
Western Piedmont CC	\$25	CU cr hr	\$25	CU cr hr	-	80,443.91
Wilkes CC	\$20	CU sem	\$20	CU sem	29,151.71	79,795.52
Wilson CC	\$15	sem	\$15	sem	53,171.97	58,236.03
<b>TOTAL</b>					<b>\$ 15,877,971.24</b>	<b>\$ 25,663,607.65</b>

Number of colleges that do not charge a fee: 7  
Number of colleges that charge the maximum: 0

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
**DELEGATED Contracts Report July - December 31, 2024**

**Attachment FC 07**

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Academic Programs	Programs and Student Services	Lucretia White	This service agreement provides support for the developmental education resource repository creation and implementation of the new developmental education framework.	7/1/2024	5/1/2025	\$ 5,098.00	Lisa Eads	105340-5001424-5000001
Academic Programs	Programs and Student Services	Katrina Arnold	This service agreement provides support for the developmental education resource repository creation and implementation of the new developmental education framework.	7/1/2024	5/1/2025	\$ 5,098.00	Lisa Eads	105340-5001424-5000001
Executive	Board Liaison	Dr. Debbie Lamm	<b>Amendment 1:</b> This amendment is to extend the agreement for services until September 13, 2024 and to include cost of travel.  Interim SBA Director	6/26/2024	9/13/2024	\$ 25,000.00	Kimberly Gold	5001170-51110000
Programs & Student Services	Student Success Center	Dr. Nassim Ebrahimi	REACH Project guidance to NCCCS leadership, REACH lead, and Guided Pathways leadership	7/1/2024	12/31/2024	\$ 24,840.00	Alex Doles	5000/52099999/105310/5001120/50000CA/200/50G001603(REACH Deep)
Programs & Student Services	Student Success Center	NCSU Belk Center	NC State Registration Services to support of the Teaching & Learning evaluation plan through continuation of a professional development registration platform; the provision of registrant data in support of the professional development of faculty and staff educators; and data analysis for student learning outcomes with an emphasis on adult learners.	7/1/2024	6/30/2025	\$ 40,312.00	Patrick Crane	5000/105310/1100/16800/52199000/5001120/50000CA/2000/50G0001601 LUMINA - ICAN REACH
Programs & Student Services	Student Success Center	College of the Albemarle	Manage the financial and project processes for the T&L Hub Adult Learner REACH Project (Project)	DOLS	6/30/2025	\$ 60,000.00	Andrea Crowley	5000/105310/52199000/5001126/50000CA/2000/50G0001603 (REACH DEEP Funds)
Programs & Student Services	Student Success Center	Davidson-Davie CC	Ms. Keisha Jones will dedicate 25% of her time to the System Office and 75% to the College. She will be assigned to the NC Student Success Center as the Director of Equity.	DOLS	6/30/2025	\$ 26,000.00	Gracie Davis	5000/105340/5219900/5001415/50000SW/2000/50G0002501
Programs & Student Services	College and Career Readiness	McDowell Technical CC	Support the HSE (High School Equivalency) office to accelerate students' credential attainment by assisting in collecting, disseminating, and reporting on NC approved HSE exams including facilitating the transition of NC Multiple Pathways to High School Equivalency management to the HSE office.	9/1/2024	6/1/2025	\$ 25,000.00	Sandra Thompson	14001450

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
**DELEGATED Contracts Report July - December 31, 2024**

**Attachment FC 07**

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Programs & Student Services	College and Career Readiness	Davidson-Davie CC	Regional Area Coordinator(s) will provide detailed technical assistance starting with initial course enrollment through transition into curriculum gateway courses	DOLS	6/1/2025	\$ 20,000.00	Brian Merritt	1400143636
Programs & Student Services	Student Success Center	Sandhills CC	Mary Bridschge, currently the Director, Curriculum Operations and Leadership Development, at Sandhills Community College, will also serve as the Manager of funds that Sandhills Community College will receive from The NCCCS on behalf of The NC Student Success Center (NC SSC).	9/1/2024	12/31/2025	\$ 7,600.00	Andrea Crowley	5000/105340/5219900/5001415/50000SW/2000/50G0002501 (Gates – Guided Pathways)
Programs & Student Services	Student Success Center	Sandhills CC	SCC will facilitate payments for NC SSC partners who will provide technical assistance on program development, NC SSC Advisory Committee meeting expenses, Guided Pathways Institute project management, administrative management, and event expenses including food and beverage, and promotional material expenses.	DOLS	6/30/2025	\$ 9,500.00	Andrea Crowley	5000/105340/5219900/5001415/50000SW/2000/50G0002501
Programs & Student Services	Student Success Center	Sandhills CC	SCC will facilitate payments for NC SSC partners who will provide technical assistance on program development	DOLS	2/20/2025	\$ 49,500.00	Gracie Davis	5000/105340/5219900/5001415/50000SW/2000/50G0002501
Programs & Student Services	Student Success Center	ASA Research, LLC	Identify strategic objectives, policies, and practices that campuses targeted to support previous phases of GP, the organizational conditions needed for effective implementation, promising components, and plans for the next phase of work	10/23/2024	1/31/2025	\$ 24,488.00	Gracie Davis	5000/532199000/105340/5001415/50000SW/2000/50G00002501 (Gates)
Programs & Student Services	Student Success Center	Forsyth Technical	Conduct a curriculum alignment project in the following areas: Automotive Systems Technology, Diesel and Heavy Equipment Technology, Automotive Collision Technology.	DOLS	6/30/2025	\$ 50,000.00	Darice McDougald	5001431-5000030
Programs & Student Services	Student Success Center	Rebecca LaClaire	Professional services as follows (fully describe the services): Rebecca LaClaire, of Metrolina Natives, will lead a discussion on serving the NC Indigenous population at the Culturally Sustaining Practices Cohort Conference as part of the REACH grant.	6/9/2024	6/11/2024	\$ 500.00	Ivana Hanson	5000/105310/52199000/5001120/50000CA/2000/50G0001603
Programs & Student Services	Student Success Center	Davidson-Davie CC	Keisha Jones, coordinated and invited adult students to be keynote speakers for the Adult Learning Conference on November 21, 2024.	11/20/2024	11/21/2024	\$ 2,848.00	Gracie Davis	5000/105340/5219900/5001126/50000CA/2000/50G0001603 (REACH DEEP)

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
**DELEGATED Contracts Report July - December 31, 2024**

**Attachment FC 07**

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Programs & Student Services	College and Career Readiness	Surry CC	Memorandum of Understanding for VLC Course Development			\$ 25,000.00	Brian Merritt	05340/5219900/5001436 /50000DN/2000/50G000280 1
Programs & Student Services	Student Success Center	Honestly, LLC	Honestly, LLC will conduct research and discovery for the NCCCS in preparation for the launch of their City University of New York Accelerated Study in Associate Programs (CUNY) ASAP Replication.	DOLS	1/31/2025	\$ 7,894.00	Gracie Davis	5000/105310/5219900/500 1126/500SHEO/2000/50G00 03101 (SHEEO ASAP)
<b>Totals:</b>						<b>\$ 408,678.00</b>		

**STATE BOARD OF COMMUNITY COLLEGES**  
**Grants Update Report**  
**FY 2024-25**

**Introduction and Purpose:**

This report provides an update on the status of current grant pipelines and identifies upcoming grant prospects and priorities for NCCCS. This document is for information and does not require any action from the Board at this time.

**Strategic Plan Reference:** Goal 5: System Funding and Effectiveness

Redefine System Office support for colleges by implementing strategies that improve functional services based on college size and requirements. Identify services that are most effectively provided statewide, regionally, or at the college level. Strategy 5.3.1

**Recent Competitive Grant Awards (July 1, 2024 – February 11, 2025):** **\$39,920,000**

<b>Grant Title</b>	<b>Status &amp; Decision Date</b>	<b>Category/Fund Goal</b>	<b>Amount</b>
<i>NC Community Colleges Boost - Arnold Ventures</i>	Awarded	15 colleges included. Focuses on doubling the completion rates of students in pathways (Propel & transfer) leading to in-demand jobs	\$35.6 million
John M. Belk Endowment	Awarded	Hurricane Helene Relief Support, System Office Supports, and Innovation Fund	\$3.2 million
Jobs for the Future (JFF)	Awarded	Supporting the AI.iNC (AI in North Carolina) project including formation of NCCCS Future of Work Task Force	\$200,000
State Higher Education Executive Officers (SHEEO)	Awarded	Pursing Alignment for Student Success Across Higher Education Institutions & State Agencies (PASS)	\$20,000
Ascendium Education Group and Strada Education Foundation	Awarded to Education Design Lab to support Advance NC	Supporting Education Design Lab's work with the Advance NC Consortium to design micro-credentials for high demand jobs in advanced manufacturing	\$900,000

**Current Grant Pipeline (Applied for and In Process): [\\$11,480,857+](#)**

<b>Grant Title</b>	<b>Status &amp; Decision Date</b>	<b>Category/Fund Goal</b>	<b>Amount</b>
<i>Strengthening Opportunities Grant</i> - U.S. Dept of Education Institute of Education Sciences	Applied, awaiting notification, Spring 2025	Research: "Advancing the Rigor and Reproducibility of Minority Male Success Initiative (MMSI)"	\$580,857
<i>Digital Equity Grant</i> National Telecommunications and Information Administration in the Department of Commerce	Applied, awaiting notification, Spring 2025	College & Career Readiness/Digital Equity	\$9.9 million
Golden LEAF Open Grants Program	Applied, awaiting notification to submit full proposal	Request from NCCCS and Central Carolina CC to support the Advance NC consortium's work developing micro credentials in advanced manufacturing.	\$1,000,000
<i>Advanced Technical Education (ATE)</i> – National Science Foundation (NSF)	14 new colleges will apply to NSF October 2025	System Office helped connect 14 colleges with Mentor Connect program to strengthen their applications for the ATE program.	\$475,000-\$1 million per college

**Upcoming Grant Opportunities: Federal**

<b>Grant Project</b>	<b>Description</b>	<b>Amount</b>
Good Jobs Challenge (EDA)	The EDA will support regional workforce training systems in designing and implementing activities for established sectoral partnerships that meet the existing and emerging skills needs of employers and that train and place program participants into good jobs. Anticipated Fall 2025.	\$1 - \$8 million
Digital Equity Competitive Grant offered by	The goal of this grant is to fund initiatives that ensure communities have the access and skills to fully participate in the digital world, regardless of their background or circumstances. Anticipated Fall 2025.	Up to \$12 million



NTIA/Department of Commerce		
Strengthening Community Colleges Training Grants (DOL)	The purpose of this grant program is to build community colleges' capacity to meet the skill development needs of employers and equitably support students in obtaining good jobs in in-demand industries. Anticipated Fall 2025.	\$1.5 - \$5.75 million
NSF and Department of Commerce/National Network for Microelectronics Education Program (CHIPS/Semiconductor training)	CHIPS Act grants are available to fund microelectronics research and development, and to encourage the creation of new chip manufacturing plants. The grants are part of the Creating Helpful Incentives to Produce Semiconductors (CHIPS) for America Act of 2022. Anticipated Fall 2025.	Unknown individual award size at this time.
The Basic Needs for Postsecondary Students Program (DOE)	The Basic Needs for Postsecondary Students Program provides grants to eligible institutions of higher education (IHEs) to support programs that address the basic needs of students and to report on practices that improve outcomes for students. Anticipated Summer 2025.	Last year was \$950k per college

#### Upcoming Grant Opportunities: Philanthropic

<b>Funding Opportunity</b>	<b>Description</b>	<b>Amount</b>
Dogwood Trust-Grants for Education and Economic Opportunity	Will open a new grant cycle in 2025. Grants were awarded through Strategic Priority Grant Opportunities, which align to the four focus areas of Economic Opportunity, Education, Housing and Health & Wellness.	More information is being released in 2025, we are watching the website.
Blue Cross Blue Shield Foundation of NC	Their grantmaking supports programs related to: Access to care, early childhood, healthy communities, healthy food, and oral health so that every community in North Carolina's primary and behavioral health needs are served by a talented, engaged, diverse, and robust workforce.	There is no specified amount.
"Traditional Grants" of GlaxoSmithKline Foundation of NC	The Foundation's primary focus is to provide <i>seed funds</i> for new and worthwhile educational programs in the state of North Carolina. The request must be for programs that benefit a large geographical region or provide a statewide impact.	\$25,000 and above

Duke Energy Foundation	Focus areas include: Vibrant Economies, Climate Resiliency, and Opportunity and Inclusion	They accept grant applications for \$20,000 and less throughout the year. There also are RFPs for larger awards, but we must wait for them to re-open.
Lumina Foundation	Will release a new strategic plan in March 2025. Anticipate funding opportunities to follow focused on credential attainment and increasing the value of degrees for students and states	Anticipated release of grants between March and August 2025

### **Enhancing Funding Opportunities and Developing Grant Management Systems**

The Director of Grants is focused on proactively securing new funding opportunities and enhancing our grant management capabilities across the System, in direct alignment with the achievement of the System's strategic goals. This role concentrates on four interconnected priorities:

1. **Aggressively Seeking New Funding Streams:** A core objective is to diversify and expand our funding portfolio by identifying and pursuing new funding sources. This involves thorough research into potential funding opportunities from federal and state sources, foundations, and other non-governmental and/or philanthropic organizations, in addition to traditional government grants. This proactive approach will ensure we maximize all available resources to support our colleges and their students, aligning funding with the System's strategic plan and addressing critical needs. This will include developing compelling proposals that clearly articulate the impact of our programs and their alignment with funder priorities.
2. **Creating a Centralized Grant Tracking System:** To enhance efficiency, transparency, and data-driven decision-making, the Director is working with our auditor, David King, and Strategic Planning Analyst, Alex Doles, to lead the development of a centralized grant tracking system for the entire System Office. This grant tracking system will provide a comprehensive overview of pre-award grant activities, from the dissemination of information on grant opportunities to application submission and award status. This will streamline our grant management processes, facilitate better tracking of key metrics (e.g., grant application rates, deadlines, award amounts, and outcomes), and provide valuable data to inform strategic planning and resource allocation. This centralized system will ensure accountability, create centralized communication, and maximize the impact of awarded funds. *Strategic Plan Objective 5.4; Strategy 5.3.1:*

- 3. Support Our Community Colleges:** Collaboration is the key to maximizing system-wide success. The Director of Grants is providing guidance and support to other community college institutions within the System in their grant seeking efforts. This includes sharing best practices in proposal development, offering technical assistance, developing consortia, and facilitating connections with potential funders. By strengthening the grant capacity of all our colleges, we collectively increase our chances of securing significant funding for the entire System. This support will be provided through resources, training opportunities, and the enhancement of a system-wide network of grant professionals. For instance, we have recently launched a new “Grant Admin” listserv through which we can communicate with the applicable grant professionals at all 58 community colleges. *Strategic Plan Objective 5.3*
- 4. Developing New Relationships:** Cultivating and maintaining strong relationships with potential funders is essential. The Director is building and expanding our network of contacts within foundations, philanthropic organizations, government agencies, and other relevant organizations. These relationships will provide valuable insights into funding trends, inform us of emerging opportunities, and position our colleges as strong candidates for funding. This will involve active participation in conferences, webinars, and direct engagement with funders.

**Contact(s):**

Dr. Chanell Butler, Director of Grants

Dr. Patrick Crane, Vice President of Strategic Initiatives

STATE BOARD OF COMMUNITY COLLEGES  
ESTIMATED TUITION AND FEES COLLECTED THROUGH  
January 31, 2025

				INCR/DECR OVER PRIOR YEAR
	2022-23	2023-24	2024-25	
BUDGETED RECEIPTS	\$ 286,451,539	\$ 291,987,824	\$ 304,711,266	4.4%
ACTUAL NET RECEIPTS COLLECTED	178,972,616	186,445,608	197,097,810	5.7%
BUDGETED RECEIPTS UNCOLLECTED	\$ 107,478,923	\$ 105,542,216	\$ 107,613,456	
PERCENT OF BUDGET COLLECTED	62.48%	63.85%	64.68%	

**AGENDA**  
**State Board of Community Colleges**  
**ACCOUNTABILITY AND AUDIT COMMITTEE**  
**Caswell Building, Dr. W. Dallas Herring State Board Room**  
**Thursday, February 20, 2025, 2:55 p.m. – 3:30 p.m.**  
**Mr. Mark Merritt, Chair**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – November 14, 2024

**For Action**

- Audit and Accountability Committee Charter (Attachment AUD 01)
- NCCCS Internal Audit Charter (Attachment AUD 02)

**For Information**

- Ethics and Professionalism Attestation (Attachment AUD 03)
- Internal Audit Professional and Ethical Standards Survey (Attachment AUD 04)
- Compliance Review Annual Report FY 2024-25 (Attachment AUD 05)
- College Financial Audit 5 Year Summary FY 2024 (Attachment AUD 06)
- Cyber Security Update(Attachment AUD 07)
- Accreditation Status Report (Attachment AUD 08)

**New Business**

**Adjourn**

**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 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 questions 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 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.

To establish, maintain, and ensure that NCCCSO's internal audit function has sufficient authority to fulfill its duties, the Audit and Accountability Committee of the State Board of Community Colleges will:

- Discuss with the Director of Internal Audit and senior management the appropriate authority, role, responsibilities, scope, and services (assurance and/or advisory) of the internal audit function.
- Ensure the Director of Internal Audit has unrestricted access to and communicates and interacts directly with the Committee, including in private meetings without senior management present.
- Discuss with the Director of Internal Audit and senior management other topics that should be included in the internal audit charter.
- Participate in discussions with the Director of Internal Audit and senior management about the "essential conditions," described in the Global Internal Audit Standards, which establish the foundation that enables an effective internal audit function.
- Approve the internal audit function's charter, which includes the internal audit mandate and the scope and types of internal audit services.
- Review the internal audit charter annually with the Director of Internal Audit to consider changes affecting the organization, such as the employment of a new Director of Internal Audit or changes in the type, severity, and interdependencies of risks to the organization; and approve the internal audit charter.
- Approve the risk-based internal audit plan.
- Receive communications from the Director of Internal Audit about the internal audit function including its performance relative to its plan.
- Ensure a quality assurance and improvement program has been established and review the results annually.
- Make appropriate inquiries of senior management and the Director of Internal Audit to determine whether scope or resource limitations are inappropriate.

#### **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.

## **North Carolina Community College System Office Internal Audit Charter**

### **Purpose**

The purpose of the internal audit function is to strengthen the North Carolina Community College System Office's (NCCCSO) ability to create, protect, and sustain value by providing the board and management with independent, risk-based, and objective assurance, advice, insight, and foresight.

The internal audit function enhances NCCCSO's:

- Successful achievement of its objectives.
- Governance, risk management, and control processes.
- Decision-making and oversight.
- Reputation and credibility with its stakeholders.
- Ability to serve the public interest.

The NCCCSO's internal audit function is most effective when:

- Internal auditing is performed by competent professionals in conformance with the Institute of Internal Audit's (IIA) Global Internal Audit Standards (Standards), which are set in public interest.
- The internal audit function is independently positioned with direct accountability to the board.
- Internal auditors are free from undue influence and committed to making objective assessments.

### ***Commitment to Adhering to the Global Internal Audit Standards***

NCCCSO's internal audit function will adhere to the mandatory elements of the IIA's International Professional Practices Framework, which are the Standards and Topical Requirements. The Director of Internal Audit will report at least quarterly to the board and senior management regarding the internal audit function's conformance with the Standards, which will be assessed through a quality assurance and improvement program.

### **Mandate**

N.C.G.S. Article 79 of Chapter 143 establishes an internal audit program in each state agency that:

- Promotes an effective system of internal controls that safeguards public funds and assets and minimizes incidences of fraud, waste, and abuse.
- Determines if programs and business operations are administered in compliance with federal and state laws, regulations, and other requirements.
- Reviews the effectiveness and efficiency of agency and program operations and service delivery.
- Periodically audits the agency's major systems and controls, including:
  - Accounting systems and controls.
  - Administrative systems and controls.
  - Information technology systems and controls

### ***Authority***

The North Carolina State Board of Community Colleges grants the internal audit function the mandate to provide the board and senior management with objective assurance, advice, insight, and foresight.

The internal audit function's authority is created by its direct reporting relationship to the board. Such authority allows for unrestricted access to the board.

The board authorizes the internal audit function to:

- Have full and unrestricted access to all functions, data, records, information, physical property, and personnel pertinent to fulfilling internal audit responsibilities. Internal auditors are accountable for confidentiality and safeguarding records and information.
- Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques, and issue communications to accomplish the function's objectives.
- Obtain assistance from the necessary personnel of NCCCSO and other specialized services from within or outside NCCCSO to complete internal audit services.

### ***Independence, Organizational Position, and Reporting Relationships***

The Director of Internal Audit will be positioned at a level in the organization that enables internal audit services and responsibilities to be performed without interference from management, thereby establishing the independence of the internal audit function. (See "Mandate" section.) The Director of Internal Audit will report functionally to the Accountability and Audit Committee of the State Board of Community Colleges and the System President. The Director of Internal Audit will report administratively to the System Office Chief of Staff. This positioning provides the organizational authority and status to bring matters directly to senior management and escalate matters to the board, when necessary, without interference and supports the internal auditors' ability to maintain objectivity.

The Director of Internal Audit will confirm to the board, at least annually, the organizational independence of the internal audit function. If the governance structure does not support organizational independence, the Director of Internal Audit will document the characteristics of the governance structure limiting independence and any safeguards employed to achieve the principle of independence. The Director of Internal Audit will disclose to the board any interference internal auditors encounter related to the scope, performance, or communication of internal audit work and results. The disclosure will include communicating the implications of such interference on the internal audit function's effectiveness and ability to fulfill its mandate.

### ***Changes to the Mandate and Charter***

Circumstances may justify a follow-up discussion between the Director of Internal Audit, board, and senior management on the internal audit mandate or other aspects of the internal audit charter.

Such circumstances may include but are not limited to:

- A significant change in the Global Internal Audit Standards.
- A significant acquisition or reorganization within the organization.
- Significant changes in the Director of Internal Audit, board, and/or senior management.
- Significant changes to the organization's strategies, objectives, risk profile, or the environment in which the organization operates.
- New laws or regulations that may affect the nature and/or scope of internal audit services.

## Board Oversight

To establish, maintain, and ensure that NCCCSO's internal audit function has sufficient authority to fulfill its duties, the Audit and Accountability Committee of the State Board of Community Colleges will:

- Discuss with the Director of Internal Audit and senior management the appropriate authority, role, responsibilities, scope, and services (assurance and/or advisory) of the internal audit function.
- Ensure the Director of Internal Audit has unrestricted access to, communicates, and interacts directly with the board, including in private meetings without senior management present.
- Discuss with the Director of Internal Audit and senior management other topics that should be included in the internal audit charter.
- Participate in discussions with the Director of Internal Audit and senior management about the "essential conditions," described in the Global Internal Audit Standards, which establish the foundation that enables an effective internal audit function.
- Approve the internal audit function's charter, which includes the internal audit mandate and the scope and types of internal audit services.
- Review the internal audit charter annually with the Director of Internal Audit to consider changes affecting the organization, such as the employment of a new Director of Internal Audit or changes in the type, severity, and interdependence of risks to the organization; and approve the internal audit charter.
- Approve the risk-based internal audit plan.
- Receive communications from the Director of Internal Audit about the internal audit function including its performance relative to its plan.
- Ensure a quality assurance and improvement program has been established and review the results annually.
- Make appropriate inquiries of senior management and the Director of Internal Audit to determine whether scope or resource limitations are inappropriate.

## Director of Internal Audit Roles and Responsibilities

### *Ethics and Professionalism*

The Director of Internal Audit will ensure that the internal audit function:

- Conforms with the Global Internal Audit Standards, including the principles of Ethics and Professionalism: integrity, objectivity, competency, due professional care, and confidentiality.
- Understands, respects, meets, and contributes to the legitimate and ethical expectations of the organization and be able to recognize conduct that is contrary to those expectations.
- Encourages and promotes an ethics-based culture in the organization.
- Reports organizational behavior that is inconsistent with the organization's ethical expectations, as described in applicable policies and procedures.

## **Objectivity**

The Director of Internal Audit will ensure that the internal audit function remains free from all conditions that threaten the ability of internal auditors to fulfill their responsibilities in an unbiased manner, including matters of engagement selection, scope, procedures, frequency, timing, and communication. If the Director of Internal Audit determines that objectivity may be impaired in fact or appearance, the details of the impairment will be disclosed to appropriate parties.

Internal auditors will maintain an unbiased mental attitude that allows them to perform engagements objectively such that they believe in their work product, do not compromise quality, and do not subordinate their judgment on audit matters to others, either in fact or appearance.

Internal auditors will have no direct operational responsibility or authority over any of the activities they review. Accordingly, internal auditors will not implement internal controls, develop procedures, install systems, or engage in other activities that may impair their judgment, including:

- Assessing specific operations for which they had responsibility within the previous year.
- Performing operational duties for the NCCCSO or its affiliates.
- Initiating or approving transactions external to the internal audit function.
- Directing the activities of any NCCCSO employee that is not employed by the internal audit function, except to the extent that such employees have been appropriately assigned to internal audit teams or to assist internal auditors.

Internal auditors will:

- Disclose impairments of independence or objectivity, in fact or appearance, to appropriate parties and at least annually, such as the Director of Internal Audit, board, management, or others.
- Exhibit professional objectivity in gathering, evaluating, and communicating information.
- Make balanced assessments of all available and relevant facts and circumstances.
- Take necessary precautions to avoid conflicts of interest, bias, and undue influence.

## ***Managing the Internal Audit Function***

The Director of Internal Audit has the responsibility to:

- At least annually, develop a risk-based internal audit plan that considers the input of the board and senior management. Discuss the plan with the board and senior management and submit the plan to the board for review and approval.
- Communicate the impact of resource limitations on the internal audit plan to the board and senior management.
- Review and adjust the internal audit plan, as necessary, in response to changes in NCCCSO's business, risks, operations, programs, systems, and controls.
- Communicate with the board and senior management if there are significant interim changes to the internal audit plan.
- Ensure internal audit engagements are performed, documented, and communicated in accordance with the North Carolina regulations and Global Internal Audit Standards.

- Follow up on engagement findings and confirm the implementation of recommendations or action plans and communicate the results of internal audit services to the board and senior management annually and for each engagement as appropriate.
- Ensure the internal audit function collectively possesses or obtains the knowledge, skills, and other competencies and qualifications needed to meet the requirements of the Global Internal Audit Standards and fulfill the internal audit mandate.
- Identify and consider trends and emerging issues that could impact NCCCSO and communicate to the board and senior management as appropriate.
- Consider emerging trends and successful practices in internal auditing.
- Establish and ensure adherence to methodologies designed to guide the internal audit function.
- Ensure adherence to NCCCSO's relevant policies and procedures unless such policies and procedures conflict with the internal audit charter or the Global Internal Audit Standards. Any such conflicts will be resolved or documented and communicated to the board and senior management.
- Coordinate activities and consider relying upon the work of other internal and external providers of assurance and advisory services. If the Director of Internal Audit cannot achieve an appropriate level of coordination, the issue must be communicated to senior management and if necessary escalated to the board.

#### ***Communication with the Board and Senior Management***

The Director of Internal Audit will report annually to the board and senior management regarding:

- The internal audit function's mandate.
- The internal audit plan and performance relative to its plan.
- Internal audit budget.
- Significant revisions to the internal audit plan and budget.
- Potential impairments to independence, including relevant disclosures as applicable.
- Results from the quality assurance and improvement program, which include the internal audit function's conformance with The IIA's Global Internal Audit Standards and action plans to address the internal audit function's deficiencies and opportunities for improvement.
- Significant risk exposures and control issues, including fraud risks, governance issues, and other areas of focus for the board.
- Results of assurance and advisory services.
- Resource requirements.
- Management's responses to risk that the internal audit function determines may be unacceptable or acceptance of a risk that is beyond NCCCSO's risk appetite.

#### ***Quality Assurance and Improvement Program***

The Director of Internal Audit will develop, implement, and maintain a quality assurance and improvement program that covers all aspects of the internal audit function. The program will include external and internal assessments of the internal audit function's conformance with the Global Internal

Audit Standards, as well as performance measurement to assess the internal audit function's progress toward the achievement of its objectives and promotion of continuous improvement. The program also will assess, if applicable, compliance with laws and/or regulations relevant to internal auditing. Also, if applicable, the assessment will include plans to address the internal audit function's deficiencies and opportunities for improvement.

Annually, the Director of Internal Audit will communicate with the board and senior management about the internal audit function's quality assurance and improvement program, including the results of internal assessments (ongoing monitoring and periodic self-assessments) and external assessments. External assessments will be conducted at least once every five years by a qualified, independent assessor or assessment team from outside the NCCCSO; qualifications must include at least one assessor holding an active Certified Internal Auditor credential.

### **Scope and Types of Internal Audit Services**

The scope of internal audit services covers the entire breadth of the organization, including all NCCCSO activities, assets, and personnel. The scope of internal audit activities also encompasses but is not limited to objective examinations of evidence to provide independent assurance and advisory services to the board and management on the adequacy and effectiveness of governance, risk management, and control processes for the NCCCSO.

The nature and scope of advisory services may agree with the party requesting the service, provided the internal audit function does not assume management responsibility. Opportunities for improving the efficiency of governance, risk management, and control processes may be identified during advisory engagements. These opportunities will be communicated to the appropriate level of management.

Internal audit engagements may include evaluating whether:

- Risks relating to the achievement of NCCCSO's strategic objectives are appropriately identified and managed.
- The actions of NCCCSO's officers, directors, management, employees, and contractors or other relevant parties comply with NCCCSO's policies, procedures, and applicable laws, regulations, and governance standards.
- The results of operations and programs are consistent with established goals and objectives.
- Operations and programs are being conducted effectively and efficiently.
- Established processes and systems enable compliance with the policies, procedures, laws, and regulations that could significantly impact the NCCCSO.
- The integrity of information and the means used to identify, measure, analyze, classify, and report such information is reliable.
- Resources and assets are acquired economically, used efficiently and sustainably, and protected adequately.

**Approved by the board at its meeting on February 21, 2025.**

Acknowledgments/Signatures

\_\_\_\_\_  
Director of Internal Audit

\_\_\_\_\_  
Date

\_\_\_\_\_  
President, Community College System Office

\_\_\_\_\_  
Date

\_\_\_\_\_  
Accountability and Audit Committee Chair

\_\_\_\_\_  
Date



## State Board of Community Colleges

### Internal Audit Ethical and Professionalism Attestation

Per section 5 and 6 of the North Carolina Community College System Office Internal Audit Manual, internal auditors must provide a written attestation to uphold the Institute of Internal Auditors Professional Standards regarding Independence and Objectivity and the related Code of Ethics.

### Professional Standards and Code of Ethics

#### Ethics and Professionalism

The principles and standards in the Ethics and Professionalism domain of the Global Internal Audit Standards (Standards) replace the Institute of Internal Auditors (IIA)'s former Code of Ethics and outline the behavioral expectations for professional internal auditors; including the Director of Internal Audit (Director), other individuals, and any entities that provide internal audit services. Conformance with these principles and standards instills trust in the profession of internal auditing, creates an ethical culture within the internal audit function, and provides the basis for reliance on internal auditors' work and judgment.

All internal auditors are required to conform with the standards of ethics and professionalism. If internal auditors are expected to abide by other codes of ethics, behavior, or conduct, such as those of an organization, conformance with the principles and standards of ethics and professionalism contained herein is still expected. The fact that a particular behavior is not mentioned in these principles and standards does not preclude it from being considered unacceptable or discreditable.

#### PRINCIPLES

Internal auditors are expected to apply and uphold the following principles:

- **Integrity:** Internal auditors demonstrate integrity in their work and behavior.
- **Professional Courage:** Internal auditors must perform their work with honesty and professional courage.
  - Internal auditors must be truthful, accurate, clear, open, and respectful in all professional relationships and communications, even when expressing skepticism or offering an opposing viewpoint.
  - Internal auditors must not make false, misleading, or deceptive statements, nor conceal or omit findings or other pertinent information from communications.
  - Internal auditors must disclose all material facts known to them that, if not disclosed, could affect the organization's ability to make well-informed decisions.
- **Ethical Behavior:** Internal auditors must understand, respect, meet, and contribute to the legitimate and ethical expectations of the organization and must be able to recognize conduct that is contrary to those expectations.
  - Internal auditors must encourage and promote an ethics-based culture in the organization. If internal auditors identify behavior within the organization that is inconsistent with the organization's ethical expectations, they must report the concern according to applicable policies and procedures.
  - Internal auditors must not engage in or be a party to any activity that is illegal or discreditable to the organization or the profession of internal auditing or that may harm the organization or its employees.
  - Internal auditors must understand and abide by the laws and/or regulations relevant to the industry and jurisdictions in which the organization operates, including making disclosures as required.
  - If internal auditors identify legal or regulatory violations, they must report such incidents to individuals or entities that have the authority to take appropriate action, as specified in laws, regulations, and applicable policies and procedures.

- **Objectivity:** Internal auditors maintain an impartial and unbiased attitude when performing internal audit services and making decisions. Internal auditors make a balanced assessment of all the relevant circumstances and are not unduly influenced by their own interests or by others in forming judgments.
  - Internal auditors must maintain professional objectivity when performing all aspects of internal audit services. Professional objectivity requires internal auditors to apply an impartial and unbiased mindset and make judgments based on balanced assessments of all relevant circumstances.
  - Internal auditors must recognize and avoid or mitigate actual, potential, and perceived impairments to objectivity.
  - Internal auditors must avoid conflicts of interest and must not be unduly influenced by their own interests or the interests of others, including senior management or others in a position of authority, or by the political environment or other aspects of their surroundings. Internal auditors must not accept any tangible or intangible item, such as a gift, reward, or favor, which may impair or be presumed to impair objectivity.
  - If objectivity is impaired in fact or appearance, the details of the impairment must be disclosed promptly to the appropriate parties. If internal auditors become aware of an impairment that may affect their objectivity, they must disclose the impairment to the Director or designated supervisor. If the Director determines that an impairment is affecting an internal auditor's ability to perform duties objectively, the Director must discuss the impairment with the management of the activity under review, the board, and/or senior management and determine the appropriate actions to resolve the situation.
  - If an impairment that affects the reliability or perceived reliability of the engagement findings, recommendations, and/or conclusions is discovered after an engagement has been completed, the Director must discuss the concern with the management of the activity under review, the board, senior management, and/or other affected stakeholders and determine the appropriate actions to resolve the situation.
- **Competency:** Internal auditors must possess the knowledge, skills, and other competencies needed to perform their individual responsibilities. The required competencies include the knowledge, skills, and abilities suitable for one's job position and responsibilities commensurate with their level of experience. The internal audit activity collectively must possess or obtain the knowledge, skills, and other competencies needed to perform its responsibilities. Internal auditors must possess or develop knowledge of the IIA's Global Internal Audit Standards.
  - Internal auditors must possess or obtain the competencies to perform their responsibilities successfully.
  - Internal auditors must engage only in those services for which they have or can attain the necessary competencies.
  - Each internal auditor is responsible for continually developing and applying the competencies necessary to fulfill their professional responsibilities. Additionally, the Director must ensure that the internal audit function collectively possesses the competencies to perform the internal audit services described in the internal audit charter or must obtain the necessary competencies.
  - Internal auditors must maintain and continually develop their competencies to improve the effectiveness and quality of internal audit services. Internal auditors must pursue continuing professional development, including education and training. Practicing internal auditors who have attained professional certifications must follow the continuing professional education policies and fulfill the requirements applicable to their certifications.
- **Due Professional Care:** Internal auditors must apply the care and skill expected of a reasonable, prudent, and competent internal auditor. Due professional care does not imply infallibility. The Internal Audit Department uses workpaper review templates to ensure that due professional care is applied to all engagements.
  - Internal auditors must plan and perform internal audit services in accordance with the Global Internal Audit Standards. The internal audit function's methodologies must be established, documented, and maintained in alignment with the Standards. Internal auditors must follow the Standards and the internal audit function's methodologies when planning and performing internal

audit services and communicating results. When internal auditors are unable to conform with a requirement, the Director must document and communicate a description of the circumstance, alternative actions taken, the impact of the actions, and the rationale.

- **Professional Skepticism:** Internal auditors must exercise professional skepticism when planning and performing internal audit services. Internal auditors must:
  - Maintain an attitude that includes inquisitiveness, critically assesses the reliability of information.
  - Be straightforward and honest when raising concerns and asking questions about inconsistent information.
  - Seek additional evidence to make a judgment about information and statements that might be incomplete, inconsistent, false, or misleading.
- **Confidentiality:** Because internal auditors have unrestricted access to the data, records, and other information necessary to fulfill the internal audit mandate, they often receive information that is confidential, proprietary, and/or personally identifiable.
  - Internal auditors must follow the relevant policies, procedures, laws, and regulations when using information. The information must not be used for personal gain or in a manner contrary or detrimental to the organization's legitimate and ethical objectives.
  - Internal auditors must be aware of their responsibilities for protecting information and demonstrate respect for the confidentiality, privacy, and ownership of information acquired when performing internal audit services or as the result of professional relationships.
  - Internal auditors must understand and abide by the laws, regulations, policies, and procedures related to confidentiality, information privacy, and information security that apply to the organization and internal audit function.
  - Internal auditors must not disclose confidential information to unauthorized parties unless there is a legal or professional responsibility to do so. Internal auditors must manage the risk of exposing or disclosing information inadvertently. The Director must ensure that the internal audit function and individuals assisting with the internal audit function adhere to the same protection requirements.
  - The internal auditors will complete an attestation committing to following the professional standards and code of ethics annually. This will be presented to the Chief of Staff and to the Audit and Accountability Committee. The Director will submit a survey to the members of the Accountability and Audit Committee annually. This survey will ask the members the extent to which they feel that the internal audit department has met the professional and ethical standards listed above. The results of the survey will be presented in the annual audit activity report.

**Attestation:**

I, David King, agree to uphold the IIA code of ethics and to perform my job duties with objectivity and independence. I have reviewed the audit plan and am not aware of any actual or perceived impairments. If I become aware of any impairments, these will be disclosed to the Chief of Staff and to the Accountability and Audit Committee. This attestation will be presented annually.

Any potential conflicts of interest are disclosed below:

## State Board of Community Colleges

### Audit and Accountability Committee Annual Survey.

Please complete the following survey to assess whether the Internal Audit complies with the Professional and Ethical standards put forth by the Institute of Internal Auditors. The Director of Internal Audit will compile the results and include them in the Annual Audit Activity Report.

Ethical or Professional Requirement		Strongly Agree	Agree	Neither Agree / Disagree	Disagree	Strongly Disagree
<b>Integrity</b>	Internal auditors demonstrate integrity in their work and behavior.					
<b>Professional Courage</b>	Internal auditors perform their work with honesty and professional courage.					
<b>Ethical Behavior</b>	Internal auditors meet and contribute to the legitimate and ethical expectations of the organization. Internal auditors encourage and promote an ethics-based culture in the organization.					
<b>Objectivity</b>	Internal auditors maintain an impartial and unbiased attitude when performing internal audit services. Internal auditors make a balanced assessment of the circumstances and are not influenced by their own interests or by others in forming judgments.					
<b>Competency</b>	Internal auditors possess the knowledge, skills, and other competencies needed to perform their individual responsibilities.					
<b>Due Professional Care</b>	Internal auditors apply the care and skill expected of a competent internal auditor. Due professional care does not imply infallibility.					
<b>Professional Skepticism</b>	Internal auditors exercise professional skepticism when planning and performing internal audit services.					
<b>Confidentiality</b>	Internal auditors follow the relevant policies, procedures, laws, and regulations when using information. Internal auditors protect information and demonstrate respect for the confidentiality, privacy, and ownership of information.					

Any additional information that you would like to provide:

**STATE BOARD OF COMMUNITY COLLEGES**  
College Compliance Reviews 4 Year Summary

Attachment AUD 05

College	Findings/Exceptions June 30, 2022		Findings/Exceptions June 30, 2023		Findings/Exceptions June 30, 2024		Findings/Exceptions June 30, 2025	
Alamance Community College			Final Minimal	X			Spring Semester 2025	
Asheville-Buncombe Tech Community College			Final Minimal w/ Coaching Letter	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				Final Clean w/ Coaching Letter	
Blue Ridge Community College			Final Minimal w/ Coaching Letter	X			Spring Semester 2025	
Brunswick Community College			Final Minimal w/ Coaching Letter	X			Spring Semester 2025	
Caldwell Community College & Tech Institute			Final Clean w/ Coaching Letter				Spring Semester 2025	
Cape Fear Community College			Final Material w/ Coaching Letter	X	Final Clean			
Carteret Community College	Final Clean w/Coaching Letter				Final Clean w/ Coaching Letter			
Catawba Valley Community College			Final Minimal w/ Coaching Letter	X			Spring Semester 2025	
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	X		
College of The Albemarle			Final Clean w/ Coaching Letter				Spring Semester 2025	
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 w/ Coaching Letter	X	Final Minimal	X		
Edgecombe Community College	Final Clean				Final Minimal w/ Coaching Letter	X		
Fayetteville Technical Community College	Final Material & Minimal w/Coaching Letter	X	Final Material & Minimal w/Coaching Letter	X	Final Minimal w/ Coaching Letter	X		
Forsyth Technical Community College	Final Minimal w/Coaching Letter				Final Clean w/ Coaching Letter			
Gaston College			Moved to FY2023-24		Final Clean w/ Coaching Letter			
Guilford Technical Community College			Final Clean w/ Coaching Letter				Spring Semester 2025	
Halifax Community College			Final Clean				Spring Semester 2025	
Haywood Community College	Final Clean w/Coaching Letter				Final Clean w/ Coaching Letter			
Isothermal Community College	Final Minimal	X			Final Clean w/ Coaching Letter			
James Sprunt Community College			Final Minimal w/ Coaching Letter	X			Spring Semester 2025	
Johnston Community College			Final Minimal w/ Coaching Letter	X			Final Clean	
Lenoir Community College	Final Material & Minimal w/Coaching Letter	X	Final Minimal w/ Coaching Letter	X			Spring Semester 2025	
Martin Community College	In Review		Final Minimal w/ Coaching Letter				Final Minimal w/ Coaching Letter	
Mayland Community College			Final Clean				Spring Semester 2025	
McDowell Technical Community College			Final Minimal w/ Coaching Letter	X			Spring Semester 2025	
Mitchell Community College	Final Clean w/Coaching Letter				Final Minimal	X		
Montgomery Community College	Final Clean				Final Minimal w/ Coaching Letter	X		
Nash Community College	Final Material	X	Final Clean				Spring Semester 2025	
Pamlico Community College			Final Minimal w/ Coaching Letter	X			Spring Semester 2025	
Piedmont Community College			Final Minimal	X			Final Clean w/ Coaching Letter	
Pitt Community College	Final Clean w/Coaching Letter				Final Minimal w/ Coaching Letter	X		
Randolph Community College	Final Clean				Final Clean w/ Coaching Letter			
Richmond Community College			Final Clean w/ Coaching Letter				Spring Semester 2025	
Roanoke-Chowan Community College			Final Minimal w/ Coaching Letter	X			Fall Semester 2024	
Robeson Community College			Final Clean				Final Clean	
Rockingham Community College	Final Clean w/Coaching Letter				Final Clean			
Rowan-Cabarrus Community College			Final Clean w/ Coaching Letter				Final Minimal	
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	

**STATE BOARD OF COMMUNITY COLLEGES**  
**College Compliance Reviews 4 Year Summary**

Attachment AUD 05

College	Findings/Exceptions		Findings/Exceptions		Findings/Exceptions		Findings/Exceptions	
Southeastern Community College			Final Clean w/Coaching Letter				Final Clean	
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 Clean w/ Coaching Letter				Spring Semester 2025	
Vance-Granville Community College			Final Clean w/ Coaching Letter				Spring Semester 2025	
Wake Technical Community College			Final Clean w/ Coaching Letter				Final Clean w/ Coaching Letter	
Wayne Community College			Final Clean				Spring Semester 2025	
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 w/Coaching Letter				Spring Semester 2025	
Total Reviewed	28		34		29		29	
Total With Findings	5		15		9		0	
Percent	18%		44%		31%		0%	

**STATE BOARD OF COMMUNITY COLLEGES**  
**College Financial Audit 5 Year Summary Findings**  
**and Exceptions**

**Attachment AUD 06**

	June 30, 2020	June 30, 2021	June 30, 2022	June 30, 2023	June 30, 2024	*non OSA
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		
Blue Ridge Community College		None		None		
Brunswick Community College		None		None		
Caldwell Community College & Tech Institute		None		None		
Cape Fear Community College		None		None		
Carteret Community College	None		None			
Catawba Valley Community College		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			
Craven Community College		None		None		
Davidson-Davie Community College		None		None		
Durham Technical Community College		None		X		
Edgecombe Community College		None	None	None		
Fayetteville Technical Community College		None		None		
Forsyth Technical Community College		None		X		
Gaston College	None	None		complete; waiting on audit report		
Guilford Technical Community College	None	None		None		
Halifax Community College		None		None		
Haywood Community College		None		None		
Isothermal Community College	None		None		None	
James Sprunt Community College		None		None		
Johnston Community College		None		None		
Lenoir Community College	None		None			
Martin Community College		None		None		
Mayland Community College		None		None		
McDowell Technical Community College		None		None		
Mitchell Community College	None		None			
Montgomery Community College	None		None			
Nash Community College		None		None		
Pamlico Community College		None		None		
Piedmont Community College		X		X		
Pitt Community College		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			
Southeastern Community College	None		None			

**STATE BOARD OF COMMUNITY COLLEGES**  
**College Financial Audit 5 Year Summary Findings**  
**and Exceptions**

**Attachment AUD 06**

	June 30, 2020	June 30, 2021	June 30, 2022	June 30, 2023	June 30, 2024	*non OSA
Southwestern Community College		None		None		
Stanly Community College		None		None		
Surry Community College	None		None	None		
Tri-County Community College	None		None			
Vance-Granville Community College		None		None		
Wake Technical Community College		None		None		
Wayne Community College	None		None		None	
Western Piedmont Community College	None		None			
Wilkes Community College	None		None			
Wilson Community College		None		None		
Total Audited	28	35	27	34		
Total With Findings	3	1	0	4		
Percent	11%	3%	0%	12%		
<i>Notes: X = audit had findings</i>						
<i>None = audit had no findings</i>						
<i>Yellow shade = pending audit receipt</i>						
<i>Blank = off cycle audit year</i>						
<i>* = audit was conducted by CPA firm</i>						



**STATE BOARD OF COMMUNITY COLLEGES**  
**College Financial Audit Findings 5 Year Summary**  
**Audit Cost**

Attachment AUD 06

		June 30, 2024	Cost	# Hours	Calculated Hourly Rate	Audit Prepared By
Isothermal Community College		None	\$ 55,335	357	\$ 155	OSA
Wayne Community College		None	44,950	290	155	OSA

<b>Fiscal Year End 06/30/2024 Audits Received to Date</b>	2	<b>Average Cost</b>	<b>Average Hrs</b>	<b>Average Rate</b>	
Total With Findings	0	\$ 50,143	324	\$ 155	
Percent	0%				

<b>Summary of Audit Costs</b>		<b>Total Cost</b>	<b>Total Hrs</b>	<b>Average Rate</b>	
Cost of all audits		\$ 100,285	647	\$ 155	
Cost of all non-OSA audits		-	-	-	

**STATE BOARD OF COMMUNITY COLLEGES**  
**Cyber Security Update – February 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.

**ISO Team Engagement Forecast for CY2025**

- Each lead ISO team member is responsible for and will continue to offer a minimum of a quarterly meeting for each college. The topics covered during these meetings are unique to each college's cyber security program and needs.
- Regional Tabletop Exercises: The ISO team is current planning on offering regional Tabletop Exercises (TTX). These were offered in 2023 with great success and provide participating colleges working exercises to validate and improve their respective Incident Response and Disaster Recovery Strategies.
  - Currently working with IT leaders from the following colleges on tentative dates:

Region	Community College	TTXDate
Eastern	Carteret CC	April 23, 2025
Western	Catawba Valley CC	March 20, 2025
Central	Central Carolina CC	April 24, 2025
Central	Johnston CC	April 8, 2025
Western	Southwestern CC	March 19, 2025

**New Legislation Impacting Colleges** – SL2024-26 (HB971) introduced §143-805 - *Prohibit viewing of pornography on government networks and devices*. The scope of this law includes college networks and managed devices for faculty, staff and students are in scope.

- Effective Oct. 2024, all colleges should have policies the prohibit the activities outlined in § 143-805.
- § 143-805 has HR and legal implications for colleges.
- System Office IT have prepared strategies to assist colleges in prohibiting access to known pornographic sources leveraging existing services provided by the System Office or associated with existing services used by colleges.
- All colleges will be required to report annually, no later than August 1<sup>st</sup>, to the SCIO's office metrics on unauthorized viewing and attempted viewing.
- Links:
  - [SL 2024-26 \(HB 971\)](#)
  - [G.S. 143-805](#)
  - [SL 2024-26 Memo | NCDIT](#)
- Additional guidance addressing the specific reporting requirements is scheduled to be published by the State CIO in March 2025.

**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.
  - All MOA's/grant agreements have been executed with the FY23 subrecipients which will allow FEMA to release the hold on our funds and we can begin drawing down on this funding.
- FY24 SLCGP Funds allocated to the State are approximately \$8,037,374.00
- The maximum amount eligible applicants may apply for has increased to \$250,000 for FY24 SLCGP.
- For FY24, there is a required 30% match that must be funded by the applicant organization. This is explained in greater detail in the Match/Cost Sharing section on the NC SLCGP webpage.
- Official application numbers have not been determined yet.

**K-20 Collaborative Working Group** – MCNC, in collaboration with the cybersecurity leaders from the NCCCS System Office, DPI, UNC System Office, the NC Independent Colleges and Universities (NCICU) and representation from the NCLGISA Strike Team has established an informal K-20 education working group.

The goal of the group is to identify potential statewide initiatives to provide a common set of cybersecurity protections for all K-20 education in NC. This information may be used by MCNC to identify specific services and capabilities to augment their existing cybersecurity services.

**System Office Supported Microsoft Defender Training for Colleges** - The system office is offering Microsoft O365 cybersecurity training to the 58 Community Colleges in the following areas:

- Microsoft Defender for Endpoint Fundamentals
- Microsoft Defender for Identity Fundamentals
- Microsoft Data Loss Prevention
- Microsoft Entra Identity Fundamentals

This training opportunity affords colleges access to two seats per class, ensuring IT staff can benefit from these critical cybersecurity skills. Additionally, each course will be offered seven times, providing ample opportunities for participation.

This partnership aligns with our commitment to enhancing cybersecurity expertise and equipping our institutions with industry-leading Microsoft technologies to safeguard digital environments.

**Rural College Broadband Access Security Assessments** – Third party security assessments conducted in partnership with Accenture for the 28 participating colleges and the System Office was concluded on January 31, 2025.

The assessment was focused on college compliance with CIS Security Implementation Group 1 as prescribed in 1B SBCCC 700.3(b) and (c). Additional technical assessments were conducted on phishing, web-based applications, and external and internal vulnerability scans, which are unique to each participating college. Additional controls were included in this assessment per GLBA and FTC guidance for the colleges.

Using the 17 CIS controls groups as a point of comparison, the assessed colleges are exceeding the education industry scores as by CISA. At the conclusion of each college's assessment, and due to the individuality of those reports, each college was provided recommendations for efforts that support continuous improvement of their local cybersecurity programs.

**Contact(s)**

Stephen S. Reeves  
AVP, Chief Information Security Officer

Deante Tyler  
AVP, Chief Technology Officer

College	City	State	Accreditation Granted	Reaffirmation	Next Reaffirm	Next Fifth-Yr Review	Confirm
Alamance Community College	Graham	NC	1/1/1969	2024	2034	2029	Y
Asheville-Buncombe Technical Community College	Asheville	NC	1/1/1969	2014	2025	2030	
Beaufort County Community College	Washington	NC	1/1/1973	2019	2029	2024	Y
Bladen Community College	Dublin	NC	1/1/1976	2023	2033	2028	
Blue Ridge Community College	Flat Rock	NC	1/1/1973	2019	2029	2024	Referral Report
Brunswick Community College	Bolivia	NC	1/1/1983	2019	2029	2024	Referral Report
Caldwell Community College and Technical Institute	Hudson	NC	1/1/1969	2017	2027	2022	
Cape Fear Community College	Wilmington	NC	1/1/1971	2017	2027	2022	Removed from Warning
Carteret Community College	Morehead City	NC	1/1/1974	2020	2030	2025	
Catawba Valley Community College	Hickory	NC	1/1/1969	2015	2025	2030	
Central Carolina Community College	Sanford	NC	1/1/1972	2018	2028	2023	
Central Piedmont Community College	Charlotte	NC	1/1/1969	2024	2034	2029	Y
Cleveland Community College	Shelby	NC	1/1/1973	2022	2032	2027	
Coastal Carolina Community College	Jacksonville	NC	1/1/1971	2018	2028	2023	
College of The Albemarle	Elizabeth City	NC	1/1/1968	2024	2034	2029	Y
Craven Community College	New Bern	NC	1/1/1971	2017	2027	2022	
Davidson-Davie Community College	Thomasville	NC	1/1/1967	2023	2033	2028	
Durham Technical Community College	Durham	NC	1/1/1971	2017	2027	2022	
Edgecombe Community College	Tarboro	NC	1/1/1973	2019	2029	2024	Referral Report
Fayetteville Technical Community College	Fayetteville	NC	1/1/1967	2021	2031	2026	
Forsyth Technical Community College	Winston-Salem	NC	1/1/1968	2023	2033	2028	
Gaston College	Dallas	NC	1/1/1967	2022	2032	2027	
Guilford Technical Community College	Jamestown	NC	1/1/1969	2015	2025	2030	
Halifax Community College	Weldon	NC	1/1/1975	2021	2031	2026	
Haywood Community College	Clyde	NC	1/1/1973	2019	2029	2024	Referral Report
Isothermal Community College	Spindale	NC	1/1/1970	2016	2026	2031	
James Sprunt Community College	Kenansville	NC	1/1/1973	2019	2029	2034	
Johnston Community College	Smithfield	NC	1/1/1973	2023	2033	2028	
Lenoir Community College	Kinston	NC	1/1/1967	2024	2034	2029	Y

STATE BOARD OF COMMUNITY COLLEGES  
Community College Accreditation Status

Attachment AUD 08

College	City	State	Accreditation Granted	Reaffirmation	Next Reaffirm	Next Fifth-Yr Review	Confirm
Martin Community College	Williamston	NC	1/1/1972	2019	2029	2024	Referral Report
Mayland Community College	Spruce Pine	NC	1/1/1978	2015	2025	2030	
McDowell Technical Community College	Marion	NC	1/1/1975	2021	2031	2026	
Mitchell Community College	Statesville	NC	1/1/1955	2018	2028	2023	
Montgomery Community College	Troy	NC	1/1/1975	2024	2034	2029	12-month monitoring
Nash Community College	Rocky Mount	NC	1/1/1976	2021	2031	2026	
Pamlico Community College	Grantsboro	NC	1/1/1977	2023	2033	2028	
Piedmont Community College	Roxboro	NC	1/1/1973	2023	2033	2028	
Pitt Community College	Winterville	NC	1/1/1969	2023	2033	2028	
Randolph Community College	Asheboro	NC	1/1/1973	2020	2030	2025	
Richmond Community College	Hamlet	NC	1/1/1969	2024	2034	2029	Y
Roanoke-Chowan Community College	Ahoskie	NC	1/1/1976	2023	2033	2027	
Robeson Community College	Lumberton	NC	1/1/1975	2020	2030	2025	
Rockingham Community College	Wentworth	NC	1/1/1968	2024	2034	2029	Y
Rowan-Cabarrus Community College	Salisbury	NC	1/1/1970	2016	2026	2031	
Sampson Community College	Clinton	NC	1/1/1977	2024	2034	2029	Y
Sandhills Community College	Pinehurst	NC	1/1/1968	2024	2034	2029	Y
South Piedmont Community College	Polkton	NC	1/1/1977	2024	2034	2029	Y
Southeastern Community College	Whiteville	NC	1/1/1967	2022	2032	2027	
Southwestern Community College	Sylva	NC	1/1/1971	2017	2027	2022	
Stanly Community College	Albemarle	NC	1/1/1973	2015	2025	2030	
Surry Community College	Dobson	NC	1/1/1969	2014	2025	2030	
Tri-County Community College	Murphy	NC	1/1/1975	2020	2030	2025	
Vance-Granville Community College	Henderson	NC	1/1/1977	2023	2033	2028	
Wake Technical Community College	Raleigh	NC	1/1/1970	2015	2025	2030	
Wayne Community College	Goldsboro	NC	1/1/1970	2016	2026	2031	
Western Piedmont Community College	Morganton	NC	1/1/1968	2024	2034	2029	Y
Wilkes Community College	Wilkesboro	NC	1/1/1970	2016	2026	2031	

College	City	State	Accreditation Granted	Reaffirmation	Next Reaffirm	Next Fifth-Yr Review	Confirm
Wilson Community College	Wilson	NC	1/1/1969	2015	2025	2030	
Activity scheduled in:			2024	11	0	6	
Activity scheduled in:			2025	0	8	4	
Activity scheduled in:			2026	0	4	4	

Last Reporting Year
Current Reporting Year
Next Reporting Year

**AGENDA**  
**State Board of Community Colleges**  
**STATE BOARD POLICY AND GOVERNANCE & PERSONNEL JOINT COMMITTEE MEETING**  
**Caswell Building, Dr. W. Dallas Herring State Board Room**  
**Thursday, February 20, 2025 – 3:35 p.m. – 5:00 p.m.**  
**Hon. Chaz Beasley, Chair and Mr. Bill McBrayer, Chair**

**Call to Order**

**Roll Call of State Board and Governance Committee**

**Roll Call of Personnel Committee**

**Ethics Awareness and Conflict of Interest**

**Approval of State Board Policy and Governance and Personnel Joint Committee Agenda**

**Approval of State Board Policy and Governance Minutes** – January 16, 2025

**Approval of Personnel Committee Minutes** – January 16, 2025

**STATE BOARD POLICY AND GOVERNANCE COMMITTEE**

**For Future Action**

- Proposed Amendment of 2A SBCCC 100.1 – Definitions (Attachment SBPG 01)\*
- Proposed Amendment of 2A SBCCC 300.2 – Application for License Renewal (Attachment SBPG 02)\*
- Proposed Amendment of 2A SBCCC 500.1 – Administration of the Student Protection Fund (Attachment SBPG 03)\*

**For Action**

- Review of Public Comments for Amendment of 1C SBCCC 200.100 – Paid Parental Leave (Attachment SBPG 04)

**For Consent Approval**

- Recommendation for Initial Proprietary School Licensure (Attachment SBPG 05)

**For Information:**

- Process Overview: Moving Items from “For Future Action” to “For Action” (Attachment SBPG 06)

**PERSONNEL COMMITTEE**

**For Information**

- System Office Vacancy Report – February 2025 (Attachment PER 01)
- College Presidential Status Report – February 2025 (Attachment PER 02)

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)



**AGENDA**

**State Board of Community Colleges**

**STATE BOARD POLICY AND GOVERNANCE & PERSONNEL JOINT COMMITTEE MEETING**

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

**Thursday, February 20, 2025 – 3:35 p.m. – 5:00 p.m.**

**Hon. Chaz Beasley, Chair and Mr. Bill McBrayer, Chair**

**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.**

*The meetings are open to the public, but some portions may be conducted in closed session, pursuant to state law.*

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, January 16, 2025**

**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

**OTHER BOARD MEMBERS PRESENT**

Dr. Shirley Carraway	Hon. Ray Russell	Mrs. Ann Whitford
Mr. Luke Farley, Comm. of Labor	Ms. Autumn Queen, N4CSGA	
Mr. Robert Moore, Jr.	Hon. Terry Van Duyn	

\*Attended via Zoom

**OTHERS IN ATTENDANCE**

Dr. Grant Campbell	Ms. Meagan Lingerfelt, N4CSGA	Ms. Kelli Reale
Attorney Jonnell Carpenter	Mr. John Loyack	Dr. Torry Reynolds
Mr. Scott Corl	Dr. Gregory McLeod, ECC	Ms. Halima Sharif
Dr. Jeff Cox, NCCCS President	Dr. Brian Merritt	Ms. Tiffany Skouby
Attorney Delany Davis	Mr. Eric Naisbitt, NC Dept. of	Ms. Kristin Stewart
Mr. Patrick Fleming	State Treasurer	Ms. Emily Thomas, EdNC
Ms. Natalie Fogg	Mr. Jamal Njai	
Dr. Kimberly Gold	Dr. Phillip Price	

\*Attended via Zoom

**CALL TO ORDER**

Chair Beasley called the State Board Policy and Governance Committee meeting to order at 1:48 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, January 16, 2025**

**APPROVAL OF THE AGENDA AND MINUTES**

Chair Beasley requested a motion to approve the January 16, 2025 agenda. Mr. McBrayer made the motion to approve the agenda as presented, seconded by Ms. West, and approved by voice vote. Chair Beasley requested a motion to approve the minutes from November 14, 2024. Mr. Kane made the motion to approve the minutes as written, seconded by Mr. Looney, and approved by voice vote.

**FOR FUTURE ACTION**

**Proposed Amendment to 2B SBCCC 300.1 – Claiming an Exemption from Licensure (Attachment SBPG 01)**

Chair Beasley explained that amendments to SBPG 01 through SBPG 05 involve minor updates to Title II – Proprietary School sections, correcting titles to avoid confusion. Although these changes were approved by the State Board in January 2020, they were not incorporated in the code due to an administrative error. The changes are now being revised to complete the rulemaking process and officially update the SBCC code. Noting no discussion, Chair Beasley asked for a motion to move SBPG 01 from *For Future Action* to *For Action*. Ms. West made the motion, seconded by Mr. Merritt, and approved by voice vote. Chair Beasley requested a motion to approve SBPG 01. Mr. Kane made the motion, seconded by Mr. Merritt, and approved by voice vote.

**Proposed Amendment to 2B SBCCC 400.2 – Notice of Refusal and Right to Hearing (Attachment SBPG 02)**

Noting no discussion on SBPG 02, Chair Beasley requested a motion to move SBPG 02 from *For Future Action* to *For Action*. Ms. Estep made the motion, seconded by Mr. Merritt, and approved by voice vote. Chair Beasley requested a motion to approve SBPG 02. Mr. Nath made the motion to approve, seconded by Mr. Merritt, and approved by voice vote.

**Proposed Amendment to 2B SBCCC 400.3 – Hearing Process (Attachment SBPG 03)**

There were no discussions on SBPG 03, and Chair Beasley requested a motion to move SBPG 03 from *For Future Action* to *For Action*. Ms. West made the motion, seconded by Ms. Estep, and approved by voice vote. Chair Beasley requested a motion to approve SBPG 03. Ms. West made the motion to approve, seconded by Mr. Merritt, and approved by voice vote.

**Proposed Amendment to 2B SBCCC 500.3 – Investigation (Attachment SBPG 04)**

Chair Beasley requested a motion to move SBPG 04 from *For Future Action* to *For Action*. Mr. Kane made the motion, seconded by Ms. West, and approved by voice vote. Chair Beasley requested a motion to approve SBPG 04. Ms. Estep made the motion to approve, seconded by Mr. Merritt, and approved by voice vote.

**MINUTES**  
**State Board of Community Colleges**  
**STATE BOARD POLICY AND GOVERNANCE COMMITTEE**  
**Thursday, January 16, 2025**

**Proposed Amendment to 2B SBCCC 500.4 – SBPS Recommendation and Right to Hearing (Attachment SBPG 05)**

Chair Beasley introduced SBPG 05 for discussion. It was noted that there were no discussions. Chair Beasley requested a motion to move SBPG 05 from *For Future Action* to *For Action*. Ms. West made the motion to approve, seconded by Mr. McBrayer, and approved by voice vote. The Chair requested a motion to approve SBPG 05 as written. Mr. McBrayer made the motion to approve, seconded by Mr. Merritt, and approved by voice vote.

**Proposed Repeal of 1A SBCCC Subchapter 400 – Appeal Process for Award of the North Carolina Title II Adult Education and Family Literacy Act Fiscal Years 2018-2021 Competitive Grants (Attachment SBPG 06)**

Chair Beasley explained that SBPG 06 proposes repealing an expired subchapter of the SBCC Code as part of the System Office's efforts to update the State Board Code. With no discussion, he requested a motion to move SBPG 06 from *For Future Action* to *For Action*. Ms. West made the motion, seconded by Ms. Estep, and approved by voice vote. Mr. Kane made the motion to approve SBPG 06 as written, seconded by Mr. McBrayer, and approved by voice vote.

**Proposed Amendment to 1E SBCCC 200.2 – Time Due, Deferred Payment, Failure to Pay (Attachment SBPG 07)**

Chair Beasley summarized SBPG 07, a temporary rule implemented in July 2024 to address enrollment delays caused by the FAFSA Simplification process. Due to its success, the proposal is to make the rule permanent to support community colleges enrollment. With no discussions, Chair Beasley called for a motion to move SBPG 07 from *For Future Action* to *For Action*. Mr. Nath made the motion, seconded by Ms. Estep, and approved by voice vote. Mr. McBrayer motioned to approve SBPG 07 as written, seconded by Mr. Kane, and approved by voice vote.

**FOR ACTION**

**Review of Public Comments for Proposed Amendment of 1C SBCCC 200.94 – Local College Personnel Policies (Attachment SBPG 08)**

Chair Beasley announced that SBPG 08 (Review of Public Comments for Proposed Amendment of 1C SBCCC 200.94 – Local College Personnel Policies) was out for public comments, during which feedback suggested adding a statutory reference to the newly listed policy. The System Office recommended implementing this change, which would take effect on February 1, 2025. With no further discussion, Chair Beasley called for a motion to approve SBPG 08. Mr. Merritt made the motion to approve, seconded by Mr. McBrayer, and approved by voice vote.

**Review of Public Comments for Proposed Amendment to 1C SBCCC 200.100 – Paid Parental Leave (Attachment SBPG 09)**

Chair Beasley reviewed public comments on SBPG 09, noting that the suggested changes would clarify language in the rule. Attorney Carpenter explained that the comments raised confusion about whether

**MINUTES**  
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**STATE BOARD POLICY AND GOVERNANCE COMMITTEE**  
**Thursday, January 16, 2025**

paid parental leave runs concurrently with the Family and Medical Leave Act (FMLA). After consulting with the System Office VP of Human Resources, it was recommended to adopt the suggested changes to clarify this. The revised rule would make it clear that paid parental leave and FMLA run concurrently. Attorney Carpenter also notes that community colleges are not required to adopt the System Office paid parental leave policy and may create their own. Since the changes are substantive, the proposed amendment will undergo another 5-day public comment period if approved by the State Board. Noting no additional discussion, Chair Beasley requested a motion to approve SBPG 09. Mr. McBrayer made the motion to approve SBPG as written, seconded by Mr. Kane, and approved by voice vote.

**FOR INFORMATION**

**Notice of History Note Update for 1E SBCCC 100.1 - Definitions (Attachment SBPG 10)**

Attorney Carpenter stated that one of the System Office's goals is to review the State Board Code to ensure it is in compliance with legislative rules and regulations and that it is up to date and accurate. In reviewing the SBCC Code, it was noted that the temporary rule of 1E SBCCC 100.1 was adopted as permanent in October 2017; however, the amended effective date in the history note was not updated due to an administrative error. This change will be corrected in the history note and it does not require a vote of action since it is for information only.

**NEW BUSINESS**

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

Dr. Carraway asked why items are listed as *For Future Action* before moving to *For Action*. Chair Beasley explained that the two-step process allows flexibility to vet items thoroughly without pressure to vote immediately. Attorney Carpenter noted that all items initially come to the Board as *For Future Action* and moved to *For Action* upon approval. Ms. Whitford referenced the Bylaws, which define this process, and Dr. Cox added that the approach also provides community college presidents with adequate time to review and evaluate proposals.

**ADJOURN**

Chair Beasley requested a motion to adjourn. Mr. McBrayer made the motion, seconded by Mr. Nath, and approved by voice vote. The meeting was adjourned at 2:16 p.m.

Recording Secretary  
Halima Sharif

**MINUTES**  
**State Board of Community Colleges**  
**PERSONNEL COMMITTEE**  
**Thursday, January 16 , 2025**

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**PERSONNEL COMMITTEE MEMBERS**

Chair Mr. Bill McBrayer	Ms. Lisa Estep	Hon. Ray Russell
Vice Chair, Hari Nath	Mr. John Kane	Mr. Ray Trapp
Ms. Paula Benson	Mr. Tom Looney	

Absent: Hon. Sam Searcy

**OTHER STATE BOARD MEMBERS' PRESENT**

Mr. Mark Merritt	Hon. David Price	Ms. Ann Whitford
Mr. Robert Moore	Mr. Luke Farley	

**OTHERS IN ATTENDANCE**

President Jeff Cox	President Amanda Lee,	Kelli Reale
Dr. Kimberly Gold	Bladen CC	Emily Thomas, EdNC
Ms. Jonnell Carpenter	Jamal Njai	Dr. Phillip Price
Ms. Amy Mast	Kristin Stewart	Dr. Brian Merritt
Ms. Delany Davis	Natalie Fogg	

**CALL TO ORDER**

Chair McBrayer called the Personnel Committee Meeting to order at 4:25 p.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building.

**ROLL CALL**

Dr. Gold took the roll 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 three (3) For Action items for closed session consideration. Chair McBrayer asked for a motion to approve the meeting agenda with the addition of the closed session items. Mr. Kane made the motion, seconded by Mr. Russell. The motion was unanimously approved. Chair McBrayer asked for a motion to approve the November 14, 2025, minutes, Mr. Nath made the motion, Ms. Estep seconded the motion. The motion was approved.

**MINUTES**  
**State Board of Community Colleges**  
**PERSONNEL COMMITTEE**  
**Thursday, January 16 , 2025**

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Before moving into closed session, Chair McBrayer introduced Kelli Reale, the new Vice President of Human Resources. Mr. McBrayer noted that she has been on the job for two weeks. Mr. McBrayer asked Kelli to introduce herself. Ms. Reale gave an overview of her background, including 27 years in Human Resources with 20 of those years being in a leadership position. She stated that she is excited about the System Office focus on customer service. She quoted Maya Angelo, who stated that people forget what you said, forget what you did but they will remember how you made them feel. She stated that she is excited to lead the Human Resource effort with that mindset.

Mr. McBrayer made a motion to go into closed session at 4:29 p.m. pursuant to North Carolina General Statute 143-318.11(a)(1) to prevent the disclosure of information that is confidential or privileged as required in section 135-8(j) and pursuant to Section 143-318.11(a)(6) to consider the qualifications, competence, performance, and fitness of an individual public employee.

Ms. Estep seconded the motion.

**OPEN SESSION**

The Committee returned to open session at 4:58 p.m.

Chair McBrayer asked if members had any new business to bring before the committee. No new business was noted.

**For Information**

**System Office Vacancy Report – January 2025 (Attachment PER 01)**

Mr. McBrayer called the committee's attention to the current vacancy rate, which is down from over 20% to 6.3%. He noted that this means that the System Office has staff in place and also noted that the agency has remained at a similar rate for several months.

**College Presidential Status Report –January 2025 (Attachment PER 02)**

Mr. McBrayer noted that there are four college president vacancies. Mr. McBrayer stated that these colleges are in various stages of the search process but that these vacancies should be filled in the near future.

**ADJOURNMENT**

The Committee adjourned at 5:00 p.m.

Recording Secretary, Kimberly Gold

**MINUTES**  
**State Board of Community Colleges**  
**PERSONNEL COMMITTEE**  
**Thursday, January 16 , 2025**

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**State Board of Community College Code  
TITLE 2 – PROPRIETARY SCHOOLS**

**CHAPTER A. PROPRIETARY SCHOOLS**

**SUBCHAPTER 100. DEFINITIONS**

**2A SBCCC 100.1 Definitions**

(a) The following definitions apply throughout this Chapter unless the context of a specific rule indicates otherwise:

(1) "Catastrophic loss amount" - the amount of funds required to protect prepaid student tuition in case of a large-scale event that would draw against the Student Protection Fund. The amount is one million five hundred thousand dollars (\$1,~~500~~0,000).

(2) "Classes or schools" as stated in G.S. 115D-88(4a) - classes or schools, which are offered by the seller of the equipment or the seller's agent.

(3) "Equipment" as stated in G.S. 115D-88 includes software.

(4) "Fund cap amount" - the catastrophic loss amount plus a reserve amount. The fund cap amount is two ~~one million five hundred thousand~~ dollars (\$~~21,0~~500,000).

(5) "Proprietary school" - any business school, trade school, technical school, or correspondence school which:

(A) offers postsecondary education or training for profit or for a tuition charge or offers classes for the purpose of teaching, for profit or for a tuition charge, any program of study or teaching one or more of the courses or subjects needed to train and educate an individual for employment; and

(B) has any physical presence within the State of North Carolina; and

(C) is privately owned and operated by an owner, partnership or corporation.

(6) "Remote sites" - approved instructional environments in the same county that do not have any administrative staff or administrative functions such as recruiting, accounting and record keeping taking place.

(7) "Reserve amount" - the difference between the catastrophic loss amount and the fund cap amount. Its purpose is to reduce the possibility of the Student Protection Fund being completely depleted. The reserve amount is five hundred thousand dollars (\$500,000).

(8) "Sale" - a change in ownership resulting in a new owner having ownership interest in greater than 50% of the company's stock or assets. For the purposes of this Chapter, a sale does not include:

(A) a transfer of the entire portion of the owner's ownership interest and control to a member of the owner's family (whether or not the family member works at the school) that includes parent, stepparent, sibling, step-sibling, spouse, child or stepchild, grandchild or step-grandchild; spouse's parent or stepparent, spouse's sibling or step-sibling, spouse's child or stepchild, spouse's grandchild or step-grandchild; child's spouse, and sibling's spouse; or

(B) a transfer of the entire portion of the owner's ownership interest and control, upon the retirement or death of the owner, to a person (who is not a family member) with an ownership interest in the school who has been involved in management of the school for at least two years preceding the transfer, and who has established and retained the ownership interest for at least two years prior to the transfer.

(9) "SBPS" – the abbreviation for State Board of Proprietary Schools.

(10) "Student Protection Fund" is a statewide fee-supported fund. The Student Protection Fund is further defined in Subchapter 500 of this Chapter.

(11) "Users" as stated in G.S. 115D-88(4a) - employees or agents of purchasers.

*History Note: Authority G.S. 115D-88; 115D-89; 115D-90; 115D-91; 115D-92; 115D-95.1; Eff. September 1, 1993; Amended Eff. \_\_\_\_\_; [August 1, 2014](#); July 1, 2010; August 13, 2005; December 1, 2004.*



**State Board of Community College Code  
TITLE 2 – PROPRIETARY SCHOOLS**

**CHAPTER A. PROPRIETARY SCHOOLS**

**SUBCHAPTER 300. LICENSURE**

**2A SBCCC 300.2 Application for License Renewal**

- (a) All licenses issued shall expire on June 30.
- (b) All issued licenses shall extend from July 1 through June 30, inclusive; except that any license initially issued on or after April 1 shall expire on June 30 of the following calendar year.
- (c) Schools desiring the renewal of their license shall submit an application on or before March 1 of each year. The application shall be accompanied by the following:
- (1) All information required of schools applying for an initial license that has not been previously submitted;
  - (2) ~~For a school that has been licensed for one year but less than six years,~~  
Verification that the guaranty bond or alternative to the guaranty bond is in an amount equal to the greatest amount of unearned paid tuition in the school's possession at any time during the prior fiscal year. ~~This verification shall be in the form of quarterly reports to the President of the North Carolina Community College System evaluating the amount of the guaranty bond or alternative to the guaranty bond. Quarterly evaluation reports requiring an increase of five percent or more in the amount of the bond held by the school must show an immediate increase in the bond amount at the time of the evaluation. At the time of the school's annual license renewal, the guaranty bond or alternative to the guaranty bond shall be an amount equal to the greatest amount of unearned paid tuition in the school's possession at any time during the prior fiscal year;~~
  - (3) Copy of current catalog containing all information required of schools applying for initial license; and

(4) Any supplementary information necessary to bring information on the school up to date.

(d) A certified check or money order in the amount established by the SBPS and published annually under the North Carolina Proprietary School Fee Schedule made payable to the North Carolina State Treasurer shall be received on or before March 1.

(e) Proprietary schools shall make payment to the Student Protection Fund in the amount set forth in G.S. 115D-95.1. The full and timely payment into the Student Protection Fund is a condition of licensure. The State Board of Community Colleges shall not refund any payment to the Student Protection Fund in the event that a school's license is suspended or revoked.

(f) Proprietary schools shall make adjustments to the guaranty bond or alternative to the guaranty bond requirements of schools based on G.S. 115D-95. ~~A guaranty bond or alternative to the guaranty bond shall be required for license renewal for a school that has been continuously licensed to operate for more than five years in the State, as follows:~~

~~(1) If the balance of the Student Protection Fund in G.S. 115D-95.1 is below the catastrophic loss amount, the school shall file a guaranty bond or alternative to the guaranty bond in an amount equal to the maximum amount of prepaid tuition held by the school during the prior fiscal year multiplied by the percentage amount the fund is deficient.~~

~~(2) If the school held prepaid tuition in excess of the Student Protection Fund catastrophic loss amount during the prior fiscal year, in addition to any guaranty bond or alternative to a guaranty bond amount required by Subparagraph (1) of this Paragraph, the school shall file a guaranty bond for the difference between the prepaid tuition amount held in the previous fiscal year and the Student Protection Fund catastrophic loss amount.~~

(g) The SBPS will tabulate the balance of the Student Protection Fund as of December 31 of each year and establish the percentage amounts identified in Subparagraph (e)(1) of this Rule.

1 *History Note: Authority G.S. 115D-89; 115D-91; 115D-92; 115D-95.1; S.L.*  
2 *2009-562 s.4;*  
3 *Eff. September 1, 1993;*  
4 *Amended Eff. \_\_\_\_\_; [February 1, 2024](#); [August 1, 2014](#); July 1,*  
5 *2010; August 13, 2005; December 1, 2004.*



**State Board of Community College Code**  
**TITLE 2 – PROPRIETARY SCHOOLS**

**CHAPTER A. PROPRIETARY SCHOOLS**

**SUBCHAPTER 500. STUDENT PROTECTION FUND**

**2A SBCCC 500.1 Administration of the Student Protection Fund**

- (a) The State Board of Proprietary Schools shall administer the Student Protection Fund.
- (b) If the Student Protection Fund balance is equal to or exceeds the Catastrophic Loss Amount, ~~Student Protection Fund cap amount~~, the State Board of Proprietary Schools ~~Community Colleges~~ shall suspend payments into the Student Protection Fund for schools that have been continuously licensed in North Carolina ~~for more than eight years~~. The ~~State Board of Community Colleges~~ shall require licensed schools to resume payments into the Student Protection Fund if the balance of the Student Protection Fund is less than the catastrophic loss amount. The State Board of Proprietary Schools shall suspend all payments into the Student Protection Fund if the balance exceeds the Fund Cap Amount.
- (c) If claims against the Student Protection Fund exceed the catastrophic loss amount, the State Board of Proprietary Schools may assess additional fees to compensate students qualified for repayment under the Student Protection Fund. The amount of the catastrophic assessment shall not exceed one-half of the amount of the annual revenue payment required by G.S. 115D-95.1. If the amount of the catastrophic assessment will be insufficient to cover qualified claims, the State Board of Proprietary Schools shall allocate funds among claims proportional to the amount of student loss and the amount in the Student Protection Fund.
- (d) A student, or the student's parent or guardian, who has suffered a loss of tuition, fees, or any other instruction-related expenses paid to a proprietary school licensed under G.S. 115D-90 by reason of the school ceasing to operate for any reason, including, but not limited to the suspension, revocation, or nonrenewal of a school's license,

bankruptcy, or foreclosure, may qualify for repayments under the Student Protection Fund. The State Board of Proprietary Schools must first issue repayment from the guaranty bonds and alternatives to the guaranty bond issued under G.S. 115D-95. If the Student Protection Fund is insufficient to cover the qualified claims, the State Board of Proprietary Schools must allocate funds among claims proportional to the amount of student loss and the amount in the Student Protection Fund.

*History Note: Authority G.S. 115D-89; 115D-95.1;*

*Eff. July 1, 2010;*

*Amended Eff. \_\_\_\_\_; [August 1, 2014](#).*



## STATE BOARD OF COMMUNITY COLLEGES

### Public Comments

#### Proposed Amendment 1C SBCCC 200.100– Paid Parental Leave Comment Period Ending December 19, 2024

	Respondent	Public Comment	System Office Response
1.	Amanda Bryant, SPHR, SCP, President, NCCCHRA	<p>The following are comments to the proposed ruling making related to Paid Parental Leave (1 C SBCCC 200.100). These comments are provided on behalf of the Executive Board of the NC Community College Human Resources Association.</p> <p>First, and foremost, we support the need for this kind of paid leave for State and College employees. We congratulate the State Legislature and the North Carolina Community College Board for responding to such a need. This leave greatly enhances benefits available to our workforce. It will assist in College-level efforts to recruit and retain a skilled workforce. The challenge for the colleges is that the added benefit is unfunded. We believe that a funding mechanism should be in place for colleges to be reimbursed for the extra leave paid as it relates to Paid Parental Leave (PPL), much as it is handled today for the Short-Term Disability payments.</p> <p>Secondly, the following are a few comments regarding various parts of the proposed language of the rule.</p> <p>1. <b>(b) (2)</b> “The paid parental leave provided under this Section is in addition to any other leave authorized by State or federal law.”</p> <p>Comment: This section is the source of some confusion and multiple opinions on its resolution.</p> <p>1) Some have interpreted this to mean that PPL is in addition to any leave provided by the FMLA, since</p>	<ol style="list-style-type: none"> <li>1. Thank you for your comment. Changes have been made, as indicated in (b)(2) and (f)(1), to clarify that Paid Parental Leave can be used in addition to or run concurrently at the employee’s discretion. While colleges are required to adopt a Paid Parental Leave policy, they may choose how to adopt a policy that is substantially equivalent to OSHR.</li> <li>2. See comment above.</li> <li>3. Suggested change is incorporated.</li> <li>4. Suggested change is incorporated.</li> <li>5. This section is accepted as currently written and in compliance with OSHR’s policy.</li> </ol>



		<p>FMLA is a federal leave law. It can be viewed as a stacked benefit, allowing for a total of 20 (birthing parent) or 16 (non-birthing parent) weeks of leave.</p> <p>2) Others have interpreted this section to mean only “paid” leave offered by other laws; and therefore, advise that PPL runs concurrently with leave also designated as FMLA.</p> <p>It is our understanding that OSHR has interpreted it based on #2 above.</p> <p>If #2 is the intended interpretation, we suggest the following addition: “The paid parental leave provided under this Section is in addition to any other <u>paid</u> leave authorized by State or federal law.”</p> <p>We recommend #2 as the preferred interpretation. Under the Family and Medical Leave Act (FMLA) employees are entitled to up to 12 weeks of leave for parental bonding. If Paid Parental Leave (PPL) is administered separately from FMLA, a birth parent would be entitled to up to 20 weeks of leave, (approximately 5 months), while a non-birthing parent would be entitled to up to 16 weeks, (approximately 4 months). This extended leave can pose significant challenges for schools, particularly smaller institutions where staff often fulfill multiple roles and resources to cover prolonged absences are limited.</p> <p>Since the rule-making allows colleges to provide benefits greater than the proposed rule ((b)(2)), narrowing the rule to the above proposed language does not prevent colleges from using option #1. Using the interpretation of #2 and making the recommended language change better protects smaller schools who cannot afford to offer more generous leave.</p>	
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		<p>2. <b>(f) (1)</b> "...The Paid Parental Leave provided under this Section is in addition to any other leave authorized by law, section, or policy."</p> <p>Comment: If the changes recommended above for (b)(2) are instituted, then we recommend the following revision for this statement: "...The Paid Parental Leave provided under this Section is in addition to any other <u>paid</u> leave authorized by law, section, or policy."</p> <p>3. <b>(g) (6)</b> currently reads: "If the agency determines that it must delay Paid Parental Leave, or make Paid Parental Leave intermittent, because of public safety concern under Paragraph of this Section"</p> <p>Comment: For clarification should it read: "If the agency determines that it must delay Paid Parental Leave, or make Paid Parental Leave intermittent, because of public safety concern under Paragraph <u>(5)</u> of this Section"</p> <p>4. <b>(h) (2)</b> Perhaps the word "fate" is meant to be "date."</p> <p>5. <b>(j) (3)</b> "When a child dies after childbirth, each parent of the child who meets the eligibility requirements of Subsection (c) of this Section shall receive the full paid parental leave listed in Subsection (d) or (e). The paid parental leave will not be ended at the time of the child's death."</p> <p>Comment: We absolutely understand the need for this provision and support its inclusion. In its present form we believe it leaves some room for multiple interpretations and would suggest some additional clarification, perhaps as follows:</p> <p>"When a child dies after childbirth <u>and before their first birthday</u>, each parent of the child who meets the eligibility requirements of Subsection (c) of this Section shall receive the full <u>amount of any unused</u> paid parental leave listed in Subsection (d) or (e). The paid parental leave will not be ended at the time of the child's death. <u>Nothing in this</u></p>	
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		<p><u>provision provides more than the leave allotted in Subsection (d) or (e) in any twelve-month period."</u></p> <p>We believe that the recommendations above affords benefit to those who have lost a child immediately after birth, up to several days or weeks afterwards due to complications arising from the birth, yet provides clarity that 1) it is not an evergreen benefit; and 2) it does not provide an additional allotment of leave. We believe it is important to clarify these guardrails on this additional provision of the leave.</p>	
2.	Jill J. Hensley, Payroll/Benefits Coordinator McDowell Tech CC	<p>"(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."</p> <p>Please take the following comment into consideration.</p> <p>Comment: As a woman that has had a miscarriage before 12 weeks, I feel it still warrants some time off from work. I am not saying the full 8 weeks but I am saying that at least 1-2 weeks off is necessary for a miscarriage before 12 weeks. The amount of physical pain/suffering a woman goes through is enough to need time off let alone the mental aspect of losing a child. There should be proof of an actual pregnancy from a pregnancy test or blood test from your physician before the miscarriage takes place to receive time off. After finding out you are pregnant, especially after trying for 1-1/2 to conceive, and then to lose the baby is heartbreaking. A mother needs time to heal mentally and physically before having to jump right back into work. The first week after miscarrying is definitely the hardest.</p>	<p>Thank you for your comment. This section follows the recommendation of OSHR. This section does not prohibit an employee from using other available leave under these circumstances.</p>

3.	Morgan Roberson Price	<p>The following are comments to proposed ruling making related to Paid Parental Leave (1 C SBCCC 200.100).</p> <p>First, and foremost, I support the need for this kind of paid leave for State and College employees. This leave greatly enhances benefits available to our workforce. It will assist in College-level efforts to recruit and retain a skilled workforce. The challenge for the colleges is that the added benefit is unfunded. I believe that a funding mechanism should be in place for colleges to be reimbursed for the extra leave paid as it relates to Paid Parental Leave (PPL), much as it is handled today for the Short-Term Disability payments.</p> <p>Secondly, following are a few comments regarding various parts of the proposed language of the rule.</p> <p>1. <b>(b) (2)</b> "The paid parental leave provided under this Section is in addition to any other leave authorized by State or federal law."</p> <p>Comment: This section is the source of some confusion and multiple opinions on its resolution.</p> <p>1) Some have interpreted this to mean that PPL is in addition to any leave provided by the FMLA, since FMLA is a federal leave law. It can be viewed as a stacked benefit, allowing for a total of 20 (birthing parent) or 16 (non-birthing parent) weeks of leave.</p> <p>2) Others have interpreted this section to mean only "paid" leave offered by other laws; and therefore advise that PPL runs concurrently with leave also designated as FMLA.</p> <p>It is my understanding that OSHR has interpreted it based on #2 above.</p>	<ol style="list-style-type: none"> <li>1. Thank you for your comment. Changes have been made, as indicated in (b)(2) and (f)(1), to clarify that Paid Parental Leave can be used in addition to or run concurrently at the employee's discretion. While colleges are required to adopt a Paid Parental Leave policy, they may choose how to adopt a policy that is substantially equivalent to OSHR.</li> <li>2. See comment above.</li> <li>3. Suggested change is incorporated.</li> <li>4. Suggested change is incorporated.</li> <li>5. This section is accepted as currently written and in compliance with OSHR's policy.</li> </ol>
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		<p>If #2 is the intended interpretation, I suggest the following addition: "The paid parental leave provided under this Section is in addition to any other <u>paid</u> leave authorized by State or federal law."</p> <p>I recommend #2 as the preferred interpretation. Under the Family and Medical Leave Act (FMLA) employees are entitled to up to 12 weeks of leave for parental bonding. If Paid Parental Leave (PPL) is administered separately from FMLA, a birth parent would be entitled to up to 20 weeks of leave, (approximately 5 months), while a non-birthing parent would be entitled to up to 16 weeks, (approximately 4 months). This extended leave can pose significant challenges for schools, particularly smaller institutions where staff often fulfill multiple roles and resources to cover prolonged absences are limited.</p> <p>Since the rule-making allows colleges to provide benefits greater than the proposed rule ((b)(2)), narrowing the rule to the above proposed language does not prevent colleges from using option #1. Using the interpretation of #2 and making the recommended language change better protects smaller schools who cannot afford to offer more generous leave.</p> <p>2. <b>(f) (1)</b> "...The Paid Parental Leave provided under this Section is in addition to any other leave authorized by law, section, or policy."</p> <p>Comment: If the changes recommended above for (b)(2) are instituted, then I recommend the following revision for this statement: "...The Paid Parental Leave provided under this Section is in addition to any other <u>paid</u> leave authorized by law, section, or policy."</p> <p>3. <b>(g) (6)</b> currently reads: "If the agency determines that it must delay Paid Parental Leave, or make Paid Parental</p>	
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		<p>Leave intermittent, because of public safety concern under Paragraph of this Section”</p> <p>Comment: For clarification should it read: “If the agency determines that it must delay Paid Parental Leave, or make Paid Parental Leave intermittent, because of public safety concern under Paragraph <u>(5)</u> of this Section”</p> <p>4. <b>(h) (2)</b> Perhaps the word “fate” is meant to be “date.”</p> <p>5. <b>(j) (3)</b> “When a child dies after childbirth, each parent of the child who meets the eligibility requirements of Subsection (c) of this Section shall receive the full paid parental leave listed in Subsection (d) or (e). The paid parental leave will not be ended at the time of the child’s death.”</p> <p>Comment: I absolutely understand the need for this provision and support its inclusion. In its present form I believe it leaves some room for multiple interpretations and would suggest some additional clarification, perhaps as follows:</p> <p>“When a child dies after childbirth <u>and before their first birthday</u>, each parent of the child who meets the eligibility requirements of Subsection (c) of this Section shall receive the full <u>amount of any unused</u> paid parental leave listed in Subsection (d) or (e). The paid parental leave will not be ended at the time of the child’s death. <u>Nothing in this provision provides more than the leave allotted in Subsection (d) or (e) in any twelve-month period.</u>”</p> <p>I believe that the recommendations above affords benefit to those who have lost a child immediately after birth, up to several days or weeks afterwards due to complications arising from the birth, yet provides clarity that 1) it is not an evergreen benefit; and 2) it does not provide an additional</p>	
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		allotment of leave. I believe it is important to clarify these guardrails on this additional provision of the leave.	
4.	Dr. Carol S. Spalding, President Rowan-Cabarrus CC	<p>Rowan-Cabarrus Community College supports the implementation of 1C SBCCC 200.100 – Paid Parental Leave as an essential step in supporting our employees and fostering a family-friendly work environment across the North Carolina Community College System. However, we must express concern that no state funding has been allocated to support the implementation of this rule. Without designated funding, colleges will be required to absorb the costs within existing budgets which will impact other critical areas of operations.</p> <p>We strongly advocate for a state funding source to be allocated to ensure the successful and equitable implementation of paid parental leave across all community colleges. Providing dedicated financial support would allow colleges to adopt this important benefit without unintended budgetary impacts.</p>	Your comment is noted. Thank you for your participation.



**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 can be~~ in addition to any other leave authorized by State or federal law or run concurrently. 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 can be~~ in addition to any other leave authorized by law, Section, or policy or run concurrently. 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 5 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 fdate 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 **during the first before 12 twelve weeks of the** pregnancy **is complete**, it is not a Qualifying Event for paid parental leave under this Section.

(2) When a fetus dies **during or** after the **12th thirteenth 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

1 the eligibility requirements in Subsection (c) of this Section shall receive the full  
2 paid parental leave listed in Subsection (d) or (e). The paid parental leave will  
3 not be ended at the time of the child's death.

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

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

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

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

14 *Amended Eff: \_\_\_\_\_*

**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.

**1<sup>ST</sup> DRAW PHLEBOTOMY TRAINING**

120 Westlake Road  
Fayetteville, NC 28314

<b>Program</b>	<b>Clock Hours</b>
Phlebotomy	96

**RALEIGH DENTAL ASSISTANT SCHOOL**

3921 Sunset Ridge Road, Suite 303  
Raleigh, NC 27607

<b>Program</b>	<b>Clock Hours</b>
Dental Assisting I - Hybrid	180



# **Bylaws of the State Board of Community Colleges**

**Adopted**

January 1, 1982

**Most Recently Amended**

November 17, 2023

**North Carolina State Board of Community Colleges Bylaws**

## **Article I. Bylaws Governing the State Board of Community Colleges.**

The following bylaws (these “Bylaws”) shall govern the conduct and procedures of the North Carolina State Board of Community Colleges (the “State Board”). The State Board shall conduct its business in a committee of the whole, through committees as it may establish pursuant to these Bylaws, or under such other forms as it, by majority vote, may elect.

## **Article II. Officers.**

At the first meeting after July 1, 1981, and every two years thereafter, the State Board shall elect from its membership for no more than two consecutive terms of two years or until their respective successors have been appointed and qualified, a Chair, a Vice Chair, and such other officers as it may deem necessary, consistent with G.S. §115D-2.2.

The Chair of the State Board shall appoint a nominating committee of no less than three and no more than five members of the State Board (each, a “Member”) no later than the meeting immediately preceding the July meeting at which officers are to be elected. The nominating committee shall present the name of at least one qualified individual for Chair and Vice Chair. Each nominee must, in writing, accept or reject the nomination and, if accepting the nomination, commit to perform the duties of that office. Nominations may be accepted from the floor, but each such nominee must commit to perform the duties of that office.

In the event a vacancy in any office created pursuant to this Article occurs prior to the end of a term, the State Board shall elect a Member to fill such office for the unexpired portion of the term of such office, consistent with G.S. §115D-2.2.

The chief administrative officer of the North Carolina Community College System Office (the “System Office”) shall be the President (the “System President”). The System President shall be Secretary of the State Board (the “Secretary”). The Secretary may appoint an Assistant Secretary of the State Board (the “Assistant Secretary”), who shall be an employee of the System Office. Copies of all minutes, papers, and documents of the State Board may be certified by the Assistant Secretary with the same force and effect as though such certification were made by the Secretary.

## **Article III. Regular Meetings.**

Regular meetings of the State Board shall be held at least eight (8) times a year on dates to be determined by the State Board, consistent with G.S. §115D-2.2(i). Each regular meeting shall be held at a time and place designated by the Chair. Notice concerning the time and place shall be given to each Member by the Secretary at least seven (7) days in advance of the meeting date. Either by action of the State Board or upon eight (8) days’ written notice by the Chair, the date specified herein for a regular meeting may be changed to another date within the designated month. Any matter of business relating to the North Carolina Community College System (the “System”) may be considered at any regular meeting of the State Board. In addition



to in-person meetings, subject to the Chair's discretion, State Board regular meetings may be held via telephone, videoconferencing, or any other electronic means.

**Article IV. Special Meetings.**

Special meetings of the State Board may be called by the Chair at the Chair's discretion and shall be called by the Secretary upon the written request of no fewer than a majority of the Members. A special meeting called by the Secretary shall be held within twenty (20) days of receipt by the Secretary of a written request from a majority of the Members for such special meeting. A notice specifying the time and place of a special meeting of the State Board shall be given by the Secretary to each Member at least two (2) business days in advance of the meeting date. Any matter of business relating to the System may be considered at a special meeting.

**Article V. Emergency Meetings**

Emergency meetings may only be called to address generally unexpected circumstances that require immediate consideration by the State Board. Emergency meetings of the State Board may be called by the Chair at the Chair's discretion. A notice specifying the time and place of an emergency meeting of the State Board shall be given by the Secretary to each Member as soon as practicable in advance of the meeting date. The Chair, in collaboration with the Secretary, shall prepare the agenda for the meeting, but only business connected with the emergency or emergencies may be considered at an emergency meeting.

**Article VI. Agenda.**

The Chair, in collaboration with the Secretary and in consultation with the committee chairs, shall prepare the agenda for a regular or special meeting of the State Board. A copy of the agenda for each regular meeting of the State Board, including notice of all expiring terms on or vacancies in membership of the State Board and its committees, and insofar as is practicable, copies of all reports and other materials to be presented to the regular meeting as a part of the agenda, shall be sent by the Secretary to each Member at least seven days in advance of the regular meeting. If practicable, a copy of the agenda for each special meeting of the State Board, with reports and other materials to be presented, shall be sent to each Member at least two (2) business days in advance of the special meeting. When matters are to be considered by a committee between the time the agenda is sent and the time of any regular or special meeting of the State Board, and these matters are expected to be presented to the State Board for action at such meeting, all Members shall be sent such materials as a committee may prescribe by standing rule or as the committee may designate, in order to inform the State Board, insofar as may be feasible, of the nature of the action that might be asked of it.

Any person requesting an item to be placed on the State Board agenda for a regular or special meeting shall submit a written request with all supporting documents to the Secretary and the Chair. In consultation with the Secretary, the Chair shall make the determination about

what items are placed on the State Board agenda. Each committee chair shall confer with the committee staff to determine the placement of items on the agenda. If so decided by the Committee Chair in consultation with committee staff, items coming to the State Board for the first time may be placed on the agenda "For Action." At the request of any member of the committee or State Board, any item listed "For Action" may be removed and given consideration as a "For Future Action" item upon the approval of the committee or Board. Unless the State Board votes to suspend its rules, any agenda item related to amending the North Carolina State Board of Community Colleges Code coming before the State Board for the first time shall be placed on the agenda "For Future Action." Any item that has been on the State Board agenda "For Future Action" may be placed on the agenda "For Action" at any subsequent meeting.

To promote efficient meetings, the State Board may act upon more than one item by a single vote through the use of a consent agenda. Consent agenda items shall have been approved by a committee, recommended by that committee to be placed on a consent agenda, and be matters of a ministerial, non-controversial or routine nature. Any Member has the right to comment on any consent agenda item. At the request of any Member, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item. The request to remove the item from the consent agenda shall be non-debatable and will be honored without discussion. Removal of an item from the consent agenda returns it to the appropriate committee's report for full State Board discussion.

Any committee or member of the State Board may request consideration by the State Board of any items not on the agenda of a regular or special meeting. However, such an item shall not be so considered without the approval of two-thirds of the Members present at such meeting.

#### **Article VII. Quorum - Attendance.**

A quorum for the conducting of business by the State Board shall consist of a majority of Members, consistent with G.S. §115D-2.2(i). If a Member cannot attend a State Board meeting in person for a justifiable reason, the Member may attend via telephone, videoconferencing, or other electronic means.

The Secretary shall maintain an attendance record for each Member. A State Board meeting includes the meeting of the full board. Members are encouraged and expected to attend all State Board meetings, unless excused according to these Bylaws.

##### **A. Consecutive absences**

The State Board may declare vacant the office of a Member who, without justifiable excuse, has not attended three (3) consecutive scheduled meetings. Examples of justifiable excuses include, but are not limited to, military service, illness, or injury of the member or an

immediate family member. The Chair shall notify the appropriate appointing or electing authority of any such vacancy, consistent with G.S. §115D-2.2(k).

To be eligible to be considered for an excused absence, a Member must inform the Secretary of the reason for such Member's absence prior to the day of the meeting if the absence is foreseeable. If the absence is not foreseeable, the Member must inform the Secretary of the reason as soon as reasonably possible after the meeting missed by the Member. In either circumstance, the Secretary will note the reason in the minutes for such meeting.

If any Member is absent from two consecutive scheduled meetings without justifiable excuse, the Chair (or the Vice Chair in the Chair's absence), shall notify the Member at issue, by email, telephone, videoconference, or in-person, prior to the next scheduled meeting of the potential for removal and to encourage attendance at scheduled meetings.

#### **B. Non-consecutive absences**

If any Member is absent from three (3) non-consecutive scheduled meetings during a fiscal year without justifiable excuse, the Chair (or the Vice Chair in the Chair's absence), shall notify the Member at issue, by email, telephone, videoconference, or in-person, prior to the next scheduled meeting of the potential for removal should three consecutive absences occur and to encourage attendance at scheduled meetings. If any Member should miss four (4) non-consecutive scheduled meetings during a fiscal year without justifiable excuse, the State Board may notify the respective appointing or electing authority of such Member.

#### **Article VIII. Presiding Officer.**

The Chair shall preside at all regular and special meetings of the State Board. In the absence of the Chair, the Vice Chair shall preside. In the absence of both the Chair and Vice Chair, a presiding officer for such meeting shall be elected by and from the Members present at such meeting.

#### **Article IX. Power to Vote.**

All Members in attendance at a meeting, except the Student Government Association representative consistent with G.S. §115D-2.2(b)(6), may vote on all matters coming before the State Board for consideration, but no Member may vote by proxy. No vote concerning any matter under consideration by the State Board or by a committee of the State Board may be cast by postal mail. Only State Board members in attendance at a meeting via telephone, videoconferencing, or any other electronic means are permitted to vote using electronic means that are authorized by the Chair.

#### **Article X. Rules of Order.**

Except as modified by specific rules and regulations enacted by the State Board, Robert's Rules of Order (latest edition) shall constitute the rules of parliamentary procedure applicable to all meetings of the State Board and its several committees.

**Article XI. Referral to Committees.**

All matters presented to the State Board, except matters of routine business, which come within the sphere of interest or activity of any standing committee of the State Board, shall be submitted by the State Board to the appropriate standing committee for investigation and report. All matters of other than routine business, which do not come within the sphere of interest or activity of any standing committee of the State Board may be submitted by the State Board to a special committee for investigation and report in advance of action thereon by the State Board. The State Board may proceed to consider any matter without referring it to a standing or special committee, if by a two-thirds vote of the Members present, immediate consideration by the State Board is ordered. The reports and recommendations of standing and special committees shall be submitted to the State Board in writing consistent with these Bylaws.

**Article XII. Minutes.**

The Secretary shall (a) keep minutes of all meetings of the State Board, (b) file, index, and preserve all minutes, papers and documents pertaining to the business and proceedings of the State Board, and (c) be the custodian of the State Board's seal and of all records and instruments of the State Board and the System.

The Secretary shall be responsible for transcribing the minutes of each meeting within a reasonable time and for sending a copy to each Member.

For closed sessions in which the presence of the Secretary or Assistant Secretary would not be appropriate due to the nature of the subject matter being discussed, the Chair may designate a Member to keep the minutes for that closed session.

**Article XIII. Standing Committees: Membership and Jurisdiction.**

The standing committees of the State Board shall be: the Accountability and Audit Committee, the Finance Committee, the Personnel Committee, the Policy and Governance Committee, the Programs and Student Success Committee, and the Strategic Planning Committee. The Chair of the State Board shall appoint the membership of each standing committee, designate the chair and vice-chair, and determine the size of each standing committee. The duties of each standing committee and shall be set forth in its committee charter as approved by the State Board. The Chair of the State Board shall be a member of each standing committee. In addition, the Chair shall appoint a non-voting representative of the North Carolina Association of Community College Presidents and a non-voting representative of the North Carolina Association of Community College Trustees to each standing committee upon the recommendation of the presiding officer of each association.

Standing committees are not required to meet in connection with the regular State Board meeting but shall meet a sufficient number of times to conduct their business in a timely manner and shall meet at the call of either the committee chair or the State Board Chair. The meetings shall be held at a time convenient to the membership.

Chairs of standing committees are responsible to work with the State Board Chair, Secretary, staff liaison for the committee and their committee members to schedule committee meetings, prepare committee agendas, ensure the provision of information to committee members in a timely and informative manner and to report the activities of their committees to the entire State Board.

In addition to face-to face meetings, subject to the committee chair's discretion, meetings of standing committees may be held via telephone, videoconferencing, or any other electronic means.

Each committee should review its charter on an annual basis to ensure that the charter appropriately reflects the scope of oversight on the committee in light of changes and developments in the System Office or the System.

#### **Article XIV. Establishment of Special Committees.**

Special committees may be established, and their duties may be prescribed by the Chair of the State Board. The Chair of the State Board shall advise the entire State Board of those duties, the role to be played by the special committee appointed and the duration of the committee if its role is time limited. Chairs of special committees shall have the same responsibilities as chairs of standing committees as set forth in Article XIII.

#### **Article XV. Closed Sessions.**

All meetings of the State Board shall be open to the public unless, consistent with the requirements of State Law, a meeting is closed to the public by majority vote of a quorum of the membership of the State Board.

#### **Article XVI. Ethics and Conflicts of Interest**

It is critical that members of the State Board make all decisions in the best interests of the System and not be influenced by any potential financial gain or personal benefit in making decisions. State Board members are subject to the State Ethics Act and should endeavor to avoid even the appearance of a conflict of interest and any appearance of being influenced by their personal financial interests or prospect of personal benefit in making decisions. State Board members are expected to timely disclose any conflict of interest and to recuse themselves from any decision that may affect them personally.

#### **Article XVII. State Board Members Access to Information**

In connection with its oversight and policy-making role, the State Board shall have full access to all books, records, facilities and personnel of the System as necessary to fulfill its statutory and fiduciary duties. In exercising this access, Members are expected to use good faith judgment so as not to interfere with the operations of the System Office or intercede in matters that fall within the prerogatives of management.

When information is obtained by any Member, such Member shall maintain the confidentiality of that information as required by statute, regulation, or other State Board-adopted policy. Members are expected to know the confidentiality protections that apply to the information that may come to them in their role as Members. Any Member who knowingly releases confidential information protected by statute, regulation or State Board-adopted policy shall be subject to reprimand or censure, up to and including being asked to resign from the State Board.

#### **Article XVIII. Amendments and Suspensions of Bylaw Provisions.**

Any provision of these Bylaws (except those required or governed by statutory provision) may be amended by a vote of two-thirds of the Members; provided, that no amendment may be adopted unless its substance first has been introduced at a preceding regular or special meeting of the State Board.

Any provision of these Bylaws (except those required or governed by state law, whether constitutional law, statutory law, case law, or otherwise) may be suspended at any regular or special meeting of the State Board for that meeting by affirmative vote of two-thirds of the Members.

In case of any conflict between these Bylaws and state law (whether constitutional law, statutory law, case law, or otherwise), state law shall control. If any part of these Bylaws is declared unconstitutional or invalid by the courts, it shall not affect the validity of these Bylaws as a whole or any part other than the part so declared to be unconstitutional or invalid.

#### *History Note:*

*Effective: 01/01/1981*

*Amended: 11/17/2023, 10/21/2022, 08/16/2019; 05/17/2019; 05/17/2013; 03/16/2007; 08/19/2005; 8/17/2001.*

**NCCCS FEBRUARY VACANT POSITION REPORT**

Report Date: 2.5.25

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	Start date: 2.17.25	72,100.00	756	1.000
ECONOMIC	65030128	Wrkfrc Dev Trng Spc I-Industry Spec Cons	5/1/2024	Transfer	Recruitment Process	72,100.00	280	1.000
ECONOMIC	65023105	Reg Cust Trng Dir	7/1/2024	Retirement	Vacant	82,682.00	219	1.000
ECONOMIC	65040526	Workforce Dev Training Spec I	9/1/2024	New Position	Start date: 2.3.25	72,100.00	157	1.000
ECONOMIC	60013019	Workforce Development Training Spc I	11/9/2024	Separation	Recruitment Process	72,000.00	88	1.000
ECONOMIC	60088180	Workforce Development Trning Spclist I	1/1/2025	Retirement	Start date: 2.10.25	95,474.00	35	1.000
ECONOMIC	65038302	Workforce Development Spec/ANC West	1/14/2025	Separation	Recruitment Process	61,823.00	22	1.000
EXECUTIVE	60087990	Agency Receptionist/HR Office Manager	10/1/2024	Separation	Vacant	41,241.00	127	1.000
FINANCE	60088117	Adm Svcs and Health/Safety Coordinator	1/13/2025	Internal Transfer	Recruitment Process	53,061.00	23	1.000
FINANCE	65034348	Senior Accountant Specialist	2/1/2025	Retirement	Vacant	67,630.00	4	1.000
PROGRAMS	60088137	Academic & Workforce Programs Spc	7/1/2024	Retirement	Start date: 2.3.25	67,404.00	219	1.000
TECHNOLOGY	60088077	Director, IT Operations	7/1/2024	Retirement	Recruitment Process	120,557.00	219	1.000
TECHNOLOGY	60088012	Executive Assistant I	8/5/2024	Internal transfer	Vacant	59,539.00	184	1.000

TECHNOLOGY	60088028	Network Engineer	10/21/2024	Internal transfer	Vacant	77,126.00	107	1.000
TECHNOLOGY	60088034	IT Project Manager I	2/1/2025	Retirement	Vacant	95,866.00	4	1.000
						1,110,703.00		15.000

FEBRUARY METRICS	
BUDGETED POSITION	238
HEADCOUNT	223
VACANCIES	15
VACANCY RATE %	6.30
SEPARATIONS	5



**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 Linquist	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	Mr. Zachary Schnell	2/1/2025
Piedmont Community College	Dr. Pamela Senegal (Resign 3/31/25)	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		
Appointed 2024	5	Retirement	17
Appointed 2025	1	Moved	4
Searching	3	Other	5
<u>Total:</u>	<u>26</u>	<u>Total:</u>	<u>26</u>