STATE BOARD OF COMMUNITY COLLEGES
Mr. Thomas Looney, Chair
Mr. John Kane, Vice Chair
Friday, February 20, 2026
North Carolina Community College System
Dr. W. Dallas Herring State Board Room, Caswell Building
200 West Jones Street, Raleigh, North Carolina 27603

Thursday, February 19, 2026

Executive Committee **10:30 am – 11:30 am** **AW Conference Room***
*Public viewing in Dr. W. Dallas Herring State Board Room

LUNCH **11:30 am – 12:00 pm** **State Board Lounge**

COMMITTEE MEETINGS		
Transformation Committee	12:00 pm – 12:30 pm	Dr. W. Dallas Herring State Board Room
Strategic Planning Committee	12:35 pm – 1:20 pm	Dr. W. Dallas Herring State Board Room
Finance Committee	1:25 pm – 2:15 pm	Dr. W. Dallas Herring State Board Room
Programs and Student Success Committee	2:20 pm – 3:10 pm	Dr. W. Dallas Herring State Board Room
State Board Policy and Governance Committee	3:15 pm – 3:35 pm	Dr. W. Dallas Herring State Board Room
Personnel Committee	3:40 pm – 4:10 pm	Dr. W. Dallas Herring State Board Room

Friday, February 20, 2026

BOARD MEETING **9:00 am** **Dr. W. Dallas Herring State Board Room**

- Call to Order
- Pledge of Allegiance – Mr. Jacob LeGrand, Veteran, Vance-Granville Community College
- Military Engagement Update – Dr. Rachel Desmarais, President, Vance-Granville Community College, and Mr. John W. Turner, Executive Director of the Veterans Life Center, Vance-Granville Community College
- Special Contribution Presentation – UnitedHealthcare (UnitedHealthcare Services, Inc.) Future Leaders in Health Scholarship Program
- Roll Call
- Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- Approval of the Minutes – January 16, 2025
- Approval of the Agenda
- Approval of the Consent Agenda
- Introduction of College President – Introduction of Dr. Stacy Waters-Bailey, President, South Piedmont Community College, by Ms. Pat Kahle, Chair, South Piedmont Community College

REPORTS

NC Association of Community College Presidents (NCACCP), Dr. Amanda Lee, President of Bladen Community College and Chair, NCACCP

NC Association of Community College Trustees (NCACCT), Mr. Gene Rees, Trustee, Surry Community College and Chair, NCACCT

NC Comprehensive Community College Student Government Association (N4CSGA), Mr. Bannock Scott, President, N4CSGA

NC Community Colleges Foundation (NCCCF), Mr. Randall Johnson, Chair, NCCCF

TRANSFORMATION COMMITTEE, Mr. Scott Ottman, Chair

FOR INFORMATON

Enterprise Resource Planning Modernization Update (Attachment TC01)

Customer Relationship Management (Attachment TC02)

STRATEGIC PLANNING COMMITTEE, Dr. Dale McInnis, Chair

FOR ACTION

System Office Mission Statement (PLAN 01)

2026-29 NCCC System Strategic Plan Strategic Goals (PLAN 02)

FOR INFORMATON

2022-26 System Strategic Plan Update (PLAN 03)

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

FOR ACTION

Allocation for NC Edge Customized Training – New Regional Trainers (Attachment FC 01)

Allocation of Enrollment Growth Reserve (Attachment FC 02)

Amended Expenditure of Website Redesign Funds (Attachment FC 03)

Community College CRM Pilot Reimbursement (Attachment FC 04)

Legislative Agenda (Attachment FC 05)

FOR CONSENT APPROVAL

Construction and Property – February 2026 (Attachment FC 06)

FOR INFORMATON

State Board Reserve FY 2025-26 Mid-Year Report (Attachment FC 07)

Annual Survey of Fees FY 2024-25 (Attachment FC 08)

System Office Contracts Report July – December 31, 2025 (Attachment FC 09)

Estimated Receipts – January 2026 (Attachment FC 10)
Federal Budget Update (Attachment FC 11)

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

FOR ACTION
Dual Enrollment Legislative Report (Attachment PROG 01)
Legislative Report on Rowan-Cabarrus Community College Biotechnology Training Center (Attachment PROG 02)

FOR CONSENT APPROVAL
Curriculum Program Applications – Fast Track for Action (Attachment PROG 03)
Combined Course Library – Continuing Education (Attachment PROG 04)
Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 05)

FOR INFORMATON
Approved Curriculum Program Applications (Attachment PROG 06)
Approved Curriculum Program Standard Revision (Attachment PROG 07)
Approved Curriculum Program Terminations (Attachment PROG 08)

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

FOR ACTION
Recommendation to Refuse Initial Proprietary Licensure (Attachment SBPG 01)

FOR CONSENT APPROVAL
Recommendation for Initial Proprietary School Licensure (Attachment SBPG 02)

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

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

CLOSED SESSION

NCCCS PRESIDENT REPORT, Dr. Jeff Cox

PRESIDENTIAL SEARCH UPDATE

NEW BUSINESS

EXPIRING TERMS AND VACANCIES

BOARD MEMBER QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS

The next State Board Meeting is scheduled for Thursday, March 19, 2026, and Friday, March 20, 2026, 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.

Reminder: The 2026 North Carolina Community Colleges Awards Dinner and Celebration will be held on Wednesday, April 15, 2026, 5:30 pm to 8:30 pm at The Angus Barn Pavillion.

ADJOURNMENT

CONSENT AGENDA

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

Construction and Property – February 2026 (Attachment FC 06)

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

Curriculum Program Applications – Fast Track for Action (Attachment PROG 03)
Combined Course Library – Continuing Education (Attachment PROG 04)
Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 05)

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

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 02)

STATE BOARD OF COMMUNITY COLLEGES
Dr. W. Dallas Herring State Board Room, Caswell Building
200 West Jones Street, Raleigh, North Carolina 27603
Friday, January 16, 2026 – Meeting Minutes

CALL TO ORDER

Following proper public notice, Chair Tom Looney called the January 16, 2026 meeting of the State Board of Community Colleges (SBCC) to order at approximately 9:00 a.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building in Raleigh, North Carolina.

Chair Looney welcomed the board members, expressed appreciation for the high level of energy in the room, and acknowledged viewers joining via YouTube, thanking them for their interest in the work of the North Carolina Community College System (NCCCS).

PLEDGE OF ALLEGIANCE

Mr. Jason Stanberry, CWO-2, U.S. Coast Guard, led the Board in the Pledge of Allegiance.

MILITARY ENGAGEMENT UPDATE

The Board proceeded with the monthly Military Engagement segment, a standing agenda item highlighting partnerships between the NCCCS and military-affiliated students.

Chair Tom Looney introduced Dr. Jack Bagwell, President of College of The Albemarle (COA), who provided an overview of COA's service area and its statutory designation as the home college of the U.S. Coast Guard. Dr. Bagwell introduced Mr. Jason Stanberry, CWO-2, U.S. Coast Guard; Mr. Daryk Brekke, CWO-2, U.S. Coast Guard; Ms. Kristin Wyncoop, Civilian Training and Education Specialist, U.S. Coast Guard; and Ms. Michelle Waters, Dean of Business, Industry, and Applied Technologies at COA.

Ms. Waters outlined COA's *Wings of Opportunity* program, an FAA-certified aviation systems technology initiative supported by the John M. Belk Endowment, emphasizing military-focused workforce pathways, credit for prior learning, and bridge programs to associate degrees. Ms. Wyncoop and Mr. Brekke highlighted the program's impact on Coast Guard service members, including translation of military training into FAA credentials, accelerated degree pathways while on active duty, and positive outcomes for more than 100 participants.

Board members asked questions regarding program replication at other military installations and the transferability of Coast Guard aviation training to civilian systems. Presenters explained that COA's program

bridges gaps between military training and FAA certification requirements. Dr. Bagwell invited Board members to visit the COA Currituck Campus and the Coast Guard Aviation Logistics Center.

NORTH CAROLINA CHILDREN OF VETERANS SCHOLARSHIP SUPPORT

Chair Tom Looney introduced Secretary Jocelyn Mitnaul Mallette of the North Carolina Department of Military & Veterans Affairs and welcomed her to the meeting. Secretary Mallette, a third-generation U.S. Air Force veteran, highlighted the role of North Carolina's community colleges in supporting service members, veterans, and military families through accessible educational pathways.
Secretary Mallette thanked the State Board and the NCCCS for considering support to students for the Children of Wartime Veterans Scholarship Program and emphasized the importance of continued collaboration to ensure affected students are not left behind.

SPECIAL CONTRIBUTION PRESENTATION – AT&T

The Board welcomed Mr. Trey Rabon, President of AT&T North Carolina, and Dr. Janet Spriggs, President of Forsyth Tech Community College, along with Dr. Jeff Cox, NCCCS President, for a special presentation.
Mr. Rabon presented AT&T's $100,000 gift for ongoing support of workforce development and digital literacy initiatives across North Carolina community colleges, highlighting contributions to technology access, broadband initiatives, and student scholarships. Dr. Spriggs discussed Forsyth Tech's successful collaboration with AT&T on digital skills programs, emphasizing student impact and regional workforce development. Chair Looney thanked AT&T for their ongoing partnership.

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

Mr. Tom Looney, Chair
Mr. John Kane, Vice Chair
Ms. Paula Benson
Mr. Eric Naisbitt (for State Treasurer Brad Briner)
Ms. Lisa Estep
Labor Commissioner Luke Farley
Mr. Chris Bullard (for Labor Commissioner Luke Farley)*
Ms. Stacy Griffin
Lt. Governor Rachel Hunt
Mr. Geoffrey Lang
Mr. David Lowry
Mr. Chris Lumsden
Mr. Bill McBrayer
Dr. Dale McInnis
Mr. Robert Moore
Mr. Scott Ottman
The Hon. David Price *
Mr. Bannock Scott
Mr. Ray Trapp
Ms. Sarah West
Mr. Terry Yeargan

*Attended Via Zoom
Absent: Hon. Chaz Beasley, Hon. Sam Searcy
Ms. Mast confirmed that a 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 or potential conflicts of interest were noted.

APPROVAL OF THE MINUTES

Chair Looney asked for a motion to approve the minutes from the November 21, 2025 meeting.
A motion to approve was made by Mr. Bill McBrayer and seconded by Mr. Robert Moore. The minutes were approved unanimously.

APPROVAL OF THE AGENDA

Chair Looney polled committee chairs (or vice chairs) for any proposed changes to the agenda.

- Transformation Committee (Mr. Scott Ottman): No changes.
- Finance Committee (Ms. Lisa Estep): No changes.
- Accountability and Audit Committee (Mr. Geoffrey Lang): No changes.
- Programs and Student Success Committee (Ms. Sarah West): No changes.
- State Board Policy and Governance Committee (Ms. Lisa Estep): No changes.
- Strategic Planning Committee (Dr. Dale McInnis): No changes.
- Personnel Committee (Mr. Bill McBrayer): Three items for closed session.

A motion to approve the agenda as amended was made by Mr. Chris Lumsden and seconded by Mr. Scott Ottman. The motion carried unanimously.

APPROVAL OF THE CONSENT AGENDA

Chair Looney inquired if there were any questions regarding the consent agenda. Given the absence of questions or comments, a motion to approve the consent agenda was made by Mr. Ray Trapp and seconded by Mr. Bill McBrayer. The motion carried unanimously.

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

Construction and Property – January 2026 (Attachment FC 05)

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

Curriculum Program Applications – Fast Track for Action (Attachment PROG 03)

Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 04)

Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 05)

INTRODUCTION OF COLLEGE PRESIDENT

Mr. Charles Rakestraw, Chair of the Board of Trustees of Rockingham Community College, formally introduced Dr. Sylvia Cox as the sixth president of Rockingham Community College. Mr. Rakestraw noted that following a comprehensive search process, the Board of Trustees unanimously selected Dr. Sylvia Cox. He highlighted her 25 years of experience within the NCCCS, including her most recent service as Executive Vice President and Chief Academic Officer at Southeastern Community College, and praised her leadership, energy, and

commitment to the Rockingham County community. Ms. Mila Barnhart, Vice Chair, was also present in support.

Dr. Sylvia Cox addressed the State Board and expressed appreciation for the opportunity to serve as president of Rockingham Community College. She shared reflections on her career within the NCCCS, emphasized the importance of rural communities, and discussed the role of the community college in workforce development, student success, and economic development. Dr. Sylvia Cox affirmed her commitment to building upon the college's longstanding mission, expanding educational pathways, and strengthening partnerships within Rockingham County and across the system.

Chair Looney congratulated Dr. Sylvia Cox on her appointment and recognized the record number of community college presidents in attendance, totaling eleven (11):

- Dr. Jack Bagwell, President, College of The Albemarle
- Dr. Sylvia Cox, President, Rockingham Community College
- Mr. David L. Heatherly, President, Coastal Carolina Community College
- Dr. Ken Ingle, President, Alamance Community College
- Dr. Amanda Lee, President, Bladen Community College
- Dr. Vern L. Lindquist, President, Johnston Community College
- Dr. Patty Pfeiffer, President, Wayne Community College
- Mr. Zac Schnell, President, Pamlico Community College
- Dr. Mark A. Sorrells, President, Fayetteville Technical Community College
- Dr. Janet Spriggs, President, Forsyth Technical Community College
- Dr. Alexander "Sandy" Stewart, President, Sandhills Community College

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REPORTS

Dr. Amanda Lee, President of Bladen Community College and Chair, NC Association of Community College Presidents (NCACCP):

Dr. Amanda Lee presented the NCACCP report and highlighted continued collaboration across the NCCCS. She reported that the spring semester was underway and announced the appointment of Dr. Aaron Gabriel, President of Martin Community College.

Dr. Lee noted recent system accomplishments, including Central Carolina Community College's receipt of a federal FIPSE grant exceeding $600,000 and the receipt of $12 million philanthropic gifts by Robeson Community College and Bladen Community College. She discussed legislative priorities for the upcoming short session and identified employee salaries, enrollment growth funding, and funding transitions as ongoing concerns, while acknowledging support from System Office leadership.

Chair Looney and Board members congratulated Dr. Lee and Bladen Community College on the philanthropic award. Dr. Lee responded to questions from Board members.

Mr. Gene Rees, Trustee, Surry Community College and Chair, NC Association of Community College Trustees (NCACCT):

Mr. Gene Rees presented the NCACCT report and provided updates on upcoming trustee activities, including participation in the ACCT National Legislative Summit in Washington, D.C., meetings with members of North Carolina's congressional delegation, and upcoming NCACCT meetings and training events.

Mr. Rees discussed trustee engagement in legislative advocacy, emphasizing priorities related to employee salaries, workforce competitiveness, and support for system initiatives, including Propel NC. He noted

continued coordination with the State Board, System Office, and the NC Association of Community College Presidents, and affirmed the trustees' commitment to collaboration.
Mr. Rees also acknowledged NCACCT participation in the System President search process and engagement in the development of the 2026–29 Strategic Plan.
Chair Looney and Board members thanked Mr. Rees for his leadership and emphasized the importance of continued collaboration among trustees, presidents, and the State Board.

Mr. Bannock Scott, President, NC Comprehensive Community College Student Government Association (N4CSGA):
Mr. Bannock Scott presented the N4CSGA report and provided updates on student engagement activities for the spring semester. He highlighted preparations for the Community College Legislative Assembly (CCLA), continued student advocacy efforts, and ongoing initiatives related to financial literacy, childcare support, and student representation.
Mr. Scott reported on organizational updates, including alignment of N4CSGA division lines with system partners, establishment of a student user group, and planned engagement with System Office strategic initiatives. He emphasized the importance of student representation and communication between students and institutional leadership.
Board members thanked Mr. Scott for his leadership and underscored the value of student input in system initiatives.

TRANSFORMATION COMMITTEE, Mr. Scott Ottman, Chair

FOR INFORMATON

Enterprise Resource Planning Modernization (Attachment TC 01)
The committee received an update on the ERP project's progress, including timelines for implementation, challenges with data migration, and strategies for training end-users across the 58 colleges. Discussion emphasized the need for robust change management to ensure smooth adoption.
The committee received an update on the ERP modernization project, including progress toward implementation milestones and challenges addressed in recent System Office applications. Dr. Jeff Cox noted that the System Office team would collaborate closely with the committee and Mr. Ottman to align expectations and advance the project into 2026.

Ellucian Banner Software-as-a-Service Standard Technology Platform Demonstration (Attachment TC 02)
Ms. Laura Ipsen, President & CEO of Ellucian, and her team presented on the platform's features, emphasizing its role in standardizing technology across the 58 colleges. The demonstration highlighted benefits for student services, data unification, and operational efficiency. Board members discussed the importance of accountability in delivery. Chair Looney noted that Ellucian provided 25 complimentary tickets to the Ellucian Live event in April 2026 in Denver, Colorado, for pilot college presidents, CIOs, select board members, and System Office staff to explore further advancements.

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

FOR ACTION

NC Children of Veterans Scholarship Support (Attachment FC 01)

The committee reviewed and recommended support for the scholarship program, aligning with the military engagement update.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 01 as presented. The motion passed unanimously.

Allocation for Apprenticeship Building America (ABA) to Fund ApprenticeshipNC Marketing and Media Campaign focused on Expanding Registered Apprenticeship Programs (Attachment FC 02)

The allocation was discussed to enhance marketing efforts for registered apprenticeships, with emphasis on high-demand sectors.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 02 as presented. The motion passed unanimously.

Contract Approval for Learning Management System RFP (Attachment FC 03)

The contract for Instructure (Canvas) as the unified LMS was approved, with implementation targeted for completion by December 2027. Ms. Estep noted strong college response, with many requesting early cohort participation to ensure a smooth transition benefiting student mobility.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 03 as presented. The motion passed unanimously.

Allocation for Hurricane Helene Enrollment Stabilization (Attachment FC 04)

Funding was allocated to support colleges impacted by the hurricane, focusing on enrollment recovery and resource stabilization.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 04 as presented. The motion passed unanimously.

FOR CONSENT AGENDA

Construction and Property – January 2026 (Attachment FC 05)

Approved as part of the consent agenda.

FOR INFORMATON

Legislative Update (Attachment FC 06)

An overview of current legislative priorities was provided, including advocacy for additional funding models and policy alignments.

System Office Budget Update (Attachment FC 07)
The update covered fiscal status, expenditures, and projections for 2026.

Grants Update (Attachment FC 08)
Recent grants awarded were summarized, including those for workforce training and disaster recovery.

Tuition and Registration Fee Waiver Report (Attachment FC 09)
The report detailed waivers granted and their impact on accessibility.

Delegated College Allocations Reports as of December 2024 (Attachment FC 10)
Allocations to colleges were reviewed for transparency.

Estimated Receipts – November 2025 (Attachment FC 11)
Revenue estimates were presented, noting trends post-hurricane.

ACCOUNTABILITY AND AUDIT COMMITTEE, Mr. Geoffrey Lang, Chair

FOR INFORMATON
College Accreditation Status Report (Attachment AUD 01)
Dr. Brian Merritt provided an update on SACSCOC accreditation. Edgecombe Community College received a warning; corrective actions are expected to resolve the issue by April 1, 2026.

College Compliance Reviews 4 Year Summary (Attachment AUD 02)
Ms. Amanda Tolar reported that college compliance reviews were satisfactory across the system.

2025-2026 Risk Assessment and Internal Audit Plan (Attachment AUD 03)
Mr. David King presented the internal audit plan for 2026, outlining priorities and risk-based focus areas.

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

FOR ACTION
NCCCS Special Program Application Update Request (Attachment PROG 01)
The committee reviewed and recommended expansion of the Special Applications list, streamlining approval for programs with demonstrated statewide demand.

On behalf of the Committee, Ms. West recommended and moved for approval of PROG 01 as presented. The motion passed unanimously.

Legislative Report for Student Success Initiative (SSI) (Attachment PROG 02)
The committee reviewed the annual report to the legislature, highlighting program outcomes, student reach, and alignment with workforce development goals.

On behalf of the Committee, Ms. West recommended and moved for approval of PROG 02 as presented. The motion passed unanimously.

FOR CONSENT AGENDA
Curriculum Program Applications – Fast Track for Action (Attachment PROG 03)
Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 04)
Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 05)
All items approved as part of the consent agenda.

FOR INFORMATON
Curriculum Program Applications as Approved by the System President (Attachment PROG 06)
Curriculum Program Terminations as Approved by the System President (Attachment PROG 07)
Updates on program applications and terminations approved by the System President were provided for information only.

STATE BOARD POLICY AND GOVERNANCE COMMITTEE, Ms. Lisa Estep, Vice Chair

Amendment of 4A SBCCC 100.3 – Definitions (Attachment SBPG 01)
The committee reviewed the proposed amendment to formalize definitions for the pre-apprenticeship program. No public comments were received.

On behalf of the Committee, Ms. Estep recommended and moved for approval of SBPG 01 as presented. The motion passed unanimously.

Review of Public Comments for Proposed Adoption of 4A SBCCC 100.13 – Pre-Apprenticeship Program Standards (Attachment SBPG 02)
The committee reviewed public comments received on the proposed pre-apprenticeship program standards. One comment was deemed nonsubstantive and did not require reposting.

On behalf of the Committee, Ms. Estep recommended and moved for approval of SBPG 02 as presented. The motion passed unanimously.

Amendment of 2A SBCCC 300.2 – Application for License Renewal (Attachment SBPG 03)
The committee considered amendments establishing firm deadlines for proprietary school license renewal applications. No public comments were received.

On behalf of the Committee, Ms. Estep recommended and moved for approval of SBPG 03 as presented. The motion passed unanimously.

Amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule (Attachment SBPG 04)
The committee reviewed amendments updating the proprietary school fee schedule, including a $1,000 late fee. No public comments were received.

On behalf of the Committee, Ms. Estep recommended and moved for approval of SBPG 04 as presented. The motion passed unanimously.

Amendment of 2A SBCCC 400.11 – Student Records (Attachment SBPG 05)
The committee considered amendments requiring transfer of student records to the State Archives upon dissolution of a proprietary school. No public comments were received.

On behalf of the Committee, Ms. Estep recommended and moved for approval of SBPG 05 as presented. The motion passed unanimously.

STRATEGIC PLANNING COMMITTEE, Dr. Dale McInnis, Chair

FOR FUTURE ACTION
System Office Mission Statement (PLAN 01)
The committee reviewed the proposed System Office mission statement, which reflects input from the current system leadership team, state board members, and college presidents. The statement emphasizes statewide policy, advocacy, modernization, and workforce alignment to strengthen community college capacity and position North Carolina as a national leader in talent and workforce readiness.
The item is presented for future action and will be brought forward for approval at the February meeting.

2026-29 System Strategic Plan Strategic Goals (PLAN 02)
The committee discussed the three foundational goals for the upcoming strategic plan, synthesized from feedback collected from presidents, trustees, and state board members. These aspirational goals focus on outcomes rather than inputs: building the best workforce, aligning students, colleges, and employers to future-ready North Carolina, and transforming the system to empower colleges and students for continuous success. Feedback from Congressman Price suggesting a potential fourth goal will be considered at the February meeting. This item is presented for future action in February.

FOR INFORMATION

2026-29 Strategic Plan Timeline Update (PLAN 03)

The committee reviewed the updated planning timeline, which includes the expiration of the current strategic plan in June 2026, the presidential search, and the upcoming short legislative session. Preparatory work will continue this spring to assess the current plan and align next steps with the incoming president.

2022-26 System Strategic Plan Update (PLAN 04)

Updates were provided on strategic initiatives, including the Jobs for the Future AI grant ($200,000) integrating artificial intelligence across the system and the BOOST grant supporting colleges in participating cohorts. Reports highlighted outcomes, challenges, and potential scalability of these initiatives.

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

FOR INFORMATON

System Office Vacancy Report—December 2025 (Attachment PER 01)

The committee reviewed the current System Office vacancy rate, which stands at 7.63% and is trending downward. Discussion highlighted efforts to actively recruit and fill open positions, including addressing salary considerations for certain roles to remain competitive.

College Presidential Status Report—January 2026 (Attachment PER 02)

An update was provided on college leadership changes, including the appointment of Dr. Aron Gabriel as the new president of Mayland Community College, succeeding Dr. John Boyd, who served 15 years. Dr. Gabriel previously served as a superintendent in Newton-Conover City Schools and originates from Catawba County.

CLOSED SESSION

Chair Looney announced closed session for the Finance Committee, the State Board Awards Committee, and Personnel Committee items, pursuant to NCGS 143-318.11(a)(1), (a)(2), (a)(6). A motion was made, seconded, and carried unanimously.

The board entered closed session for discussions by the Finance Committee, the State Board Award Committee, and the Personnel Committee.

OPEN SESSION

After reconvening and confirming live on YouTube:

- **FINANCE COMMITTEE**

  Ms. Estep announced that the board approved the vendor selected through the presidential search firm RFQ process. The System Office will notify the vendor and proceed with the next steps in the

comprehensive search for the next system president. Funding for the contract will be supported through existing authorized sources.

- **STATE BOARD AWARD COMMITTEE**
  Chair Looney reported that the board approved the recommendations for the 2026 North Carolina Community Colleges Awards. Appreciation was extended to committee chairs, members, and System Office staff for their efforts in reviewing a record number of nominations.
- **PERSONNEL COMMITTEE**
  Mr. McBrayer reported on two items:
  1. Affirmation of the new president for James Sprunt Community College (details to remain confidential until the college announcement).
  2. Reelection of Dr. Tracy Mancini as president of Carteret Community College.

Both personnel committee motions carried unanimously.

NCCCS PRESIDENT REPORT, Dr. Jeff Cox

Dr. Cox thanked guests, presidents, and stakeholders. He introduced Mr. Alex Fagg for a legislative update. Mr. Fagg provided a brief legislative update, noting that an updated legislative agenda will be presented to the board in February. The agenda will largely maintain the current course considering the General Assembly's budget considerations. Coordination with the Presidents' Association and Trustees Executive Committee is ongoing to ensure unified messaging and action as the short session begins.

Dr. Cox highlighted North Carolina's recognition by CNBC as a top state for business, marking first or second place for five consecutive years. Additionally, Science Selection magazine recognized North Carolina as the top state in the nation for workforce development. These achievements reflect the system's alignment with the board's 2022–26 strategic goal to develop the most competitive and agile workforce in the nation.

Dr. Cox acknowledged the pilot of the Banner ERP system at five colleges, thanking Ellucian, the pilot college presidents, CIOs, and System Office staff. Plans include board member participation at the Ellucian Live event in Denver, Colorado, in April.

Dr. Cox noted Instructure (Canvas) was selected as the unified Learning Management System (LMS) for all 58 colleges by December 2027. Colleges have expressed strong interest in joining the first and second migration cohorts.

Dr. Cox shared the story of Ms. Paulina Escobar, a first-year law student at Elon University, who attributes her academic and personal success to her experience at Randolph Community College. Ms. Escobar benefited from comprehensive support, leadership opportunities, mentorship, and scholarship assistance, demonstrating the transformative impact of community colleges on students' lives and communities.

Dr. Cox thanked board members, presidents, trustees, System Office staff, and stakeholders for their ongoing support. He emphasized the system's continued focus on workforce alignment, student success, modernization, and strategic initiatives.

PRESIDENTIAL SEARCH UPDATE

Chair Looney noted ongoing efforts in the presidential search process, highlighting the approval of the search firm vendor in open session. The System Office will notify the vendor and proceed with the next steps in a focused, comprehensive search.

EXPIRING TERMS AND VACANCIES

None.

BOARD MEMBER QUESTIONS/COMMENTS

Chair Looney discussed ongoing initiatives: foundation growth (nearing $50 million), ERP progress, data unification (delegation to Kentucky), State Board Summit follow-up, creation of a new Executive Committee of the State Board, board-level decision intelligence (starting with grants), and Community College Day expansion at the General Assembly (aiming for all 58 colleges).

Chair Looney congratulated Ms. Paula Benson on becoming the new Chair of the NC Rural Center Board and thanked the Council of State members for their engagement— Lt. Governor Rachel Hunt, Labor Commissioner Luke Farley, State Treasurer Brad Briner.

Chair Looney recognized the passing of Governor Jim Hunt, a champion of education and community colleges, offering condolences to the late Governor Hunt's daughter, Lt. Governor Rachel Hunt.

DATE OF FUTURE MEETINGS

The next State Board Meeting is scheduled for Thursday, February 19, 2026, and Friday, February 20, 2026, in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC.

ADJOURNMENT

Chair Looney adjourned the meeting at 12:42 p.m.

RESPECTFULLY SUBMITTED BY:

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Dr. Jeff Cox, System President

APPROVED BY:

_____

Mr. Thomas Looney, Chair

STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

STATE BOARD POLICY AND GOVERNANCE COMMITTEE

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 4A SBCCC 100.3 - Definitions	Initiation of Rulemaking Process	November 21, 2025	**COMPLETE**
	Publication on NCCCS Website	November 25, 2025	**COMPLETE**
	Written Comment Period Ends	December 25, 2025	**COMPLETE**
	Review Comments with SBCC Committee	January 15, 2026	**COMPLETE**
	2nd Written Comment Period Ends (if substantive changes)	N/A	**N/A**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	January 16, 2026	**COMPLETE**
	Prospective Effective Date of Rule	February 1, 2026	**COMPLETE**

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Adoption of 4A SBCCC 100.13 – Pre-Apprenticeship Program Standards	Initiation of Rulemaking Process	November 21, 2025	**COMPLETE**
	Publication on NCCCS Website	November 25, 2025	**COMPLETE**
	Written Comment Period Ends	December 25, 2025	**COMPLETE**
	Review Comments with SBCC Committee	January 15, 2026	**COMPLETE**
	2nd Written Comment Period Ends (if substantive changes)	N/A	**N/A**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	January 16, 2026	**COMPLETE**
	Prospective Effective Date of Rule	February 1, 2026	**COMPLETE**

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 2A SBCCC 300.2 – Application for License Renewal	Initiation of Rulemaking Process	November 21, 2025	**COMPLETE**
	Publication on NCCCS Website	November 25, 2025	**COMPLETE**
	Written Comment Period Ends	December 25, 2025	**COMPLETE**
	Review Comments with SBCC Committee	January 15, 2026	**COMPLETE**
	2nd Written Comment Period Ends (if substantive changes)	N/A	**N/A**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	January 16, 2026	**COMPLETE**
	Prospective Effective Date of Rule	February 1, 2026	**COMPLETE**

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule	Initiation of Rulemaking Process	November 21, 2025	**COMPLETE**
	Publication on NCCCS Website	November 25, 2025	**COMPLETE**
	Written Comment Period Ends	December 25, 2025	**COMPLETE**
	Review Comments with SBCC Committee	January 15, 2026	**COMPLETE**
	2nd Written Comment Period Ends (if substantive changes)	N/A	**N/A**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	January 16, 2026	**COMPLETE**
	Prospective Effective Date of Rule	February 1, 2026	**COMPLETE**

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 2A SBCCC 400.11 – Student Records	Initiation of Rulemaking Process	November 21, 2025	**COMPLETE**
	Publication on NCCCS Website	November 25, 2025	**COMPLETE**
	Written Comment Period Ends	December 25, 2025	**COMPLETE**
	Review Comments with SBCC Committee	January 15, 2026	**COMPLETE**
	2nd Written Comment Period Ends (if substantive changes)	N/A	**N/A**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	January 16, 2026	**COMPLETE**
	Prospective Effective Date of Rule	February 1, 2026	**COMPLETE**

AGENDA
State Board of Community Colleges
EXECUTIVE COMMITTEE MEETING
AW Conference Room*, First Floor, Caswell Building
Thursday, February 19, 2026 – 10:30 a.m. – 11:30 a.m.
Mr. Thomas Looney, Chair
Mr. John Kane, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Opening Remarks and Purpose of the Executive Committee – Mr. Tom Looney, SBCC Chair

For Future Action

- Executive Committee Charter (Attachment EC 01)

For Information

- Presidential Search Update – Mr. Tom Looney, SBCC Chair
- System Transformation Progress – Mr. Scott Ottman, Transformation Committee Chair
- Legislative Update – Ms. Lisa Estep, Finance Committee Chair
- Project Kitty Hawk Update – Ms. Sarah West, Programs and Student Success Committee Chair
- Committee Chair Roundtable
  - Accountability and Audit Committee, Mr. Geoffrey Lang, Chair
  - Finance Committee, Ms. Lisa Estep, Chair
  - Personnel Committee, Mr. Bill McBrayer, Chair
  - Programs and Student Success Committee, Ms. Sarah West, Chair
  - State Board Policy and Governance Committee, Hon. Chaz Beasley, Chair
  - Strategic Planning Committee, Dr. Dale McInnis, Chair
  - Transformation Committee, Mr. Scott Ottman, Chair

Adjourn

*Meeting available to the Public for viewing in the Dr. W. Dallas Herring State Board Room.
Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs
at (919) 807-6970 or by e-mail at stateboard@nccommunitycolleges.edu

STATE BOARD OF COMMUNITY COLLEGES
Executive Committee Charter
For Information

I. Background

The North Carolina Community College System is undertaking a series of significant, system-wide initiatives that require sustained State Board-level governance and oversight. In 2026, the State Board of Community Colleges will oversee a presidential transition while concurrently conducting the recruitment, hiring, and onboarding of a new System Office President. Additionally, the State Board will be responsible for providing oversight of major transformation initiatives, including the Enterprise Resource Planning, the Learning Management System, and the Integrated Library System and developing and implementing a new five-year strategic plan. Successful execution of these initiatives will require the State Board to operate with strategic alignment, focus, and responsiveness.

II. Purpose

The Executive Committee (the Committee) is a special committee established to ensure alignment, speed, and clarity of decision-making during a pivotal period of leadership transition and system-wide transformation. The Committee will serve as the Board's coordinating body, enabling disciplined governance, timely escalation of issues, and consistent communication across standing committees.

III. Authority

The Committee does **not** replace the full Board's authority and will not take actions reserved for the full Board under statute or bylaws. All actions and recommendations of the Executive Committee will be reported to the full Board.

IV. Organization

The Executive Committee shall consist of:

- Chair of the State Board
- Vice Chair of the State Board
- Each Chair of every established standing committee and the chair of the Transformation Committee

The Chair of the State Board shall serve as Chair of the Executive Committee. The membership of the Committee may be rotated at the discretion of the Chair of the State Board.

V. Responsibilities

The responsibilities of the Executive Committee shall be:

1. **Ensure Alignment and Coordination Across Committees**
    - Coordinate priorities, sequencing, and messaging across standing committees
    - Resolve overlaps, gaps, or conflicts before matters reach the full Board

DRAFT

2. **Support Presidential Transition**
    - Provide governance continuity during the presidential transition
    - Support onboarding and early success of the incoming President
3. **Accelerate System-Wide Transformation**
    - Monitor progress of major transformation initiatives
    - Identify risks, dependencies, and decision bottlenecks
    - Elevate issues requiring full Board action
4. **Strengthen Communication and Transparency**
    - Ensure consistent communication across committees and with the full Board
    - Clarify decisions, rationale, and next steps

VI. Operating Principles

The Executive Committee will operate under the following principles:

- **Speed with discipline** – move quickly without bypassing governance
- **Clarity over volume** – focus on decisions, risks, and outcomes
- **Alignment before escalation** – resolve issues at the committee-chair level whenever possible
- **Transparency** – keep the full Board informed

VII. Meetings

- Meetings will be held **as needed**, with increased frequency during critical transition periods
- Meetings may be called by the Board Chair
- Meetings may be conducted in person or virtually

VIII. Term

The Executive Committee is established for the duration of the leadership transition and system transformation period and will be reviewed annually by the Board for continuation or modification.

IX. Reporting

The Executive Committee will provide:

- Regular updates to the full Board
- Clear documentation of recommendations, decisions, and escalated issues

The Committee may modify or substitute these responsibilities as needed.

DRAFT

AGENDA

State Board of Community Colleges
TRANSFORMATION COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, February 19, 2026 – 12:00 p.m. – 12:30 p.m.
Mr. Scott Ottman, Chair
Mr. Robert Moore, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 2026

For Information

- Enterprise Resource Planning Modernization (Attachment TC 01)
- Customer Relationship Management (Attachment TC 02)

New Business

Adjourn

MINUTES

State Board of Community Colleges
TRANSFORMATION COMMITTEE
Thursday, January 15, 2025 – 10:00 a.m. – 11:30 a.m.

COMMITTEE MEMBERS PRESENT:

Mr. Scott Ottman, Chair
Mr. Robert Moore, Vice-Chair
Mr. Chris Bullard, designee for Labor Commissioner
Mr. Eric Naisbitt, designee for State Treasurer
Ms. Lisa Estep
Lt. Governor Rachel Hunt
Mr. Geoffrey Lang
Mr. Tom Looney
Dr. Dale McInnis

Members Absent: Mr. Bannock Scott; and Hon. Sam Searcy

OTHER STATE BOARD MEMBERS PRESENT:

Ms. Paula Benson
Ms. Stacy Griffin
Mr. David Lowry
Mr. Bill McBrayer
Ms. Sarah West
Mr. Terry Yeargan

OTHERS IN ATTENDANCE:

Mr. Patrick Fleming
Mr. Deante Tyler
President Jeff Cox
Dr. Kimberly Gold
Dr. Brian Merritt
Dr. Philip Price
Mr. Tory Russo
Dr. Lisa Eads
Ms. Katherine Davis
Ms. Sondra Jarvis
Mr. Alex Fagg
Ms. Amy Jackson-Kincaid, NGAL
President Amanda Lee, Bladen CC
President Ken Ingle Alamance CC
President Janet Spriggs and Rebecca Anderson Forsyth Tech CC
President Carol Spaulding, Zack Huard and Beth Pulliam Rowan Cabarrus CC
President Mark Sorrells, Fayetteville Tech CC
Dr. Candace Holder, Surry CC
Ms. Susan Wooten, Caldwell CC&TI*
Tenette Prevatte, FTCC*

ELLUCIAN STAFF

Ms. Laura Ipsen
Mr. Chris Coyne
Mr. Paul Czarapata
Mr. Dan Greenstein*
Mr. Jacob Jones
Mr. Sundar Narayanan
Ms. Kelly Rogan*
Mr. Mike Wulff*

Attended virtually *

PRE-MEETING REMARKS BY CHAIR TOM LOONEY

Chair Tom Looney opened the session by welcoming attendees and expressing appreciation for the significant progress made on the ERP project over the past 90 days. He thanked Patrick Fleming, Transformation Committee Chair Scott Ottman, the college presidents, CIOs, and staff for their exceptional work on this important project. Chair Looney recognized Ellucian's CEO, Ms. Laura Ipsen, for

her direct engagement and underscored the importance of Ellucian's role. He reaffirmed the commitment to forward momentum and successful execution.

CALL TO ORDER

Chair Scott Ottman officially called the meeting to order at 10:05 a.m. in the Dr. W. Dallas Herring State Board Room at the Caswell Building.

ROLL CALL

Mr. Fleming took roll of the Transformation Committee members. A quorum was in attendance.

ETHICS STATEMENT

Mr. Fleming read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts of interest. None were noted.

APPROVAL OF THE MINUTES

Chair Ottman requested a motion to approve the minutes from the November 20, 2025, meeting. Chair Looney made the motion, Dr. McInnis seconded, and the minutes were approved via voice vote.

APPROVAL OF THE AGENDA

Chair Ottman requested a motion to approve the agenda for the January 15, 2026, meeting. Mr. Naisbitt made the motion, Chair Looney seconded, and the agenda was approved via voice vote.

Before beginning the agenda, Chair Ottman welcomed several guests: President Janet Spriggs and Rebecca Anderson of Forsyth Technical Community College; President Carol Spalding, Zack Hubbard, and Beth Pulliam of Rowan-Cabarrus Community College; President Mark Sorrells of Fayetteville Technical Community College; and Dr. Candace Holder of Surry Community College. He thanked them for attending and expressed his appreciation for the collaboration over the past several months.

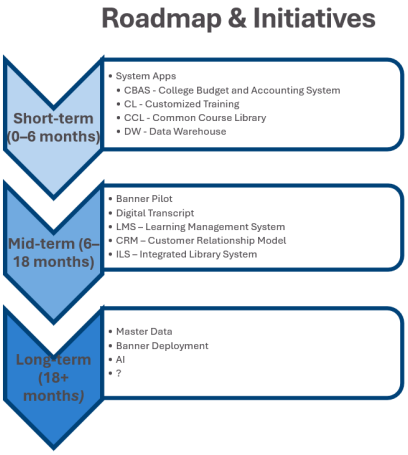
FOR INFORMATION

Enterprise Resource Planning Modernization (Attachment TC 01)

Chair Ottman reiterated the project vision and reviewed key modernization goals: improving the student experience, enabling better decision-making through unified data, increasing operational efficiency, reducing risk and improve security from manual workarounds, and prepare for the future by building a foundation for future enhancements.

Chair Ottman clarified the two major components of the modernization effort: the system applications (Customized Training, Common Course Library, College Budget & Accounting System, and the Data Warehouse) and the Banner pilot. He emphasized that while the Banner pilot is progressing well, its

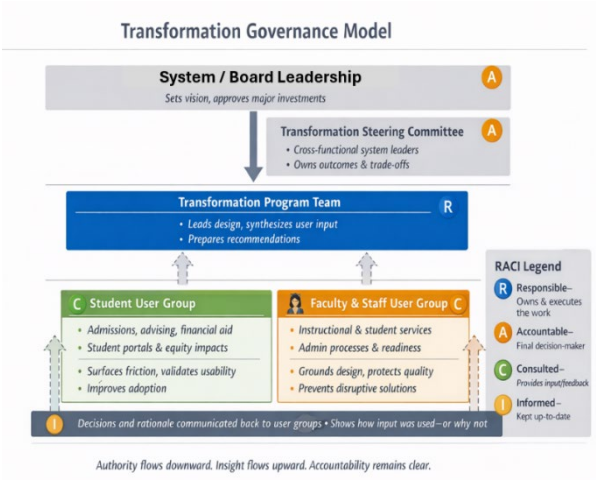
deployment depends on completion of the system applications. He acknowledged the significant work already accomplished by system staff and the pilot colleges.



Chair Ottman briefly revisited the roadmap to highlight the volume of ongoing transformation initiatives.

Recognizing the need for deeper user engagement, he announced the formation of three user groups: a student user group (already launched), a faculty/staff user group, and a governance structure that will guide decision-making, manage trade-offs, and ensure clarity of roles and accountability.

He emphasized that the transformation must be owned internally by the System Office, the colleges, and the Board, not by external partners. While partners provide technical execution and best-practice guidance, the organization must retain ownership of outcomes, adoption, policy decisions, and long-term sustainability. He noted that the emerging governance structure—including leadership accountability, the steering committee, the program team, and the student and faculty/staff user groups—ensures clear roles, informed decision-making, and a consistent process for elevating user input and managing trade-offs.



He concluded with key principles: student experience is the primary measure of success; transformation is a leadership responsibility rather than a technology project; decisions rest with the organization, not external partners; and meaningful cultural change must occur before system change to ensure long-term success.

<u>Ellucian Banner Software-as-a-Service Standard Technology Platform Demonstration (Attachment TC 02)</u>

President Cox thanked Chair Ottman for outlining the vision and internal ownership required for the transformation effort. He expressed appreciation to Ms. Laura Ipsen and the Ellucian team for their partnership. He shared that the demo would illustrate a significantly improved, streamlined student experience. President Cox thanked System Office staff and the five pilot colleges for their substantial contributions and collaboration throughout the pilot phase.

Ms. Ipsen thanked Chair Looney, President Cox, Chair Ottman, the Transformation Committee, and attending college leaders for their engagement. She emphasized Ellucian's understanding of the significance of the system's modernization effort and its impact on student experience and statewide

workforce alignment. She noted that North Carolina's scale, governance structure, equity focus, and data-driven approach uniquely position it to be a national model for learner success.

Ms. Ipsen provided a brief project status update, highlighting ongoing system level work on key prerequisites needed for broader rollout. She acknowledged the complexity of modernizing a system of this scale but emphasized that North Carolina is further along than any other state undertaking similar efforts. She also recognized the intensive, multiyear collaboration among Ellucian teams, the System Office, and the pilot colleges, noting recent acceleration in progress and continued adaptation to North Carolina's specific needs.-level work on key prerequisites needed for broader rollout. She acknowledged the complexity of modernizing a system of this scale but emphasized that North Carolina is further along than any other state undertaking similar efforts. She also recognized the intensive, multi-year collaboration among Ellucian teams, the System Office, and the pilot colleges, noting recent acceleration in progress and continued adaptation to North Carolina's specific needs.

She reiterated Ellucian's commitment to long-term partnership, emphasizing that modernization is not only about technology but about building capacity to serve students and communities. She underscored the importance of user engagement—especially students—in shaping design and future development. Ms. Ipsen also highlighted that the modern Banner SaaS platform will provide improved student, faculty, and staff experiences; reduce duplication; support future innovation; and offer an open, secure, interoperable foundation for long-term growth.

Mr. Jacob Jones presented a demonstration of the Ellucian SaaS platform using data from Surry Community College (student view) and Fayetteville Technical Community College (advisor and faculty views). He highlighted that the platform serves as a unified portal for students, faculty, staff, and advisors and reflects data migration work completed by the System Office and pilot colleges. He demonstrated push notifications, personalized tasks, the "What If" and key student functions in both mobile and desktop views. He emphasized easy access to academic, financial, and advising information in a single, modern interface.

At President Jeff Cox's request, Dr. Merritt spoke to the impact of students having access to tools such as Degree Audit and "What-If" program scenarios. He noted a significant shift from the system's current, often paper-based and transactional processes. Dr. Merritt emphasized that the new platform places critical information directly in the hands of students and advisors, enabling more meaningful, personalized, and transformative interactions.

Chair Looney shared that Wake Technical Community College staff had created an Excel-based workaround to identify students who had already unintentionally met degree requirements. This allowed colleges to identify and notify students eligible to graduate. The new platform's capabilities—such as automated degree completion reporting and dashboards—represent a significant advancement

over such manual approaches-completion reporting and dashboards—represent a significant advancement over such manual approaches.

Mr. Jones continued the student experience demo by showing how students can view and manage their academic plans.

Mr. Geoffrey Lang asked whether the system could show students course availability at other colleges if a class at their home college is full. Mr. Jones clarified that the current architecture does not support displaying cross-college availability. President Cox noted that, despite this limitation, the platform's ability to let students manage much of the registration process independently will free advisors to focus on more complex, meaningful conversations with students, calling it a major step forward.

Chair Looney asked how AI is being integrated into the platform. Mr. Jones explained that Ellucian is piloting an AI-driven tool called Smart Plan. The tool reflects Ellucian's broader investment in AI. Mr. Wulff added that Ellucian's AI capabilities—such as Smart Plan—are generally available and are designed with the philosophy of empowering students to be more self-sufficient throughout their academic processes. In addition to the AI tools demonstrated, Ellucian offers a complementary cross-registration solution that can support 'institution-to-institution' course enrollment across the system.

Dr. McInnis asked whether the new system would include customizations unique to North Carolina and how they would be managed and supported. Mr. Jones responded that Ellucian is moving away from customizations toward configurable tools that colleges can manage themselves. Mr. Wulff added that the system applications being developed are being built directly into Ellucian's baseline product for North Carolina and will be part of the supported platform going forward and will not require ongoing custom maintenance.

Chair Ottman emphasized that while the new system avoids traditional customizations, colleges will still have extensive configuration options to accommodate their unique workflows and needs. Colleges can configure forms, processes, and user specific views—such as the tiles and information displayed for different personas. This preserves flexibility without creating long term maintenance challenges.-specific views—such as the tiles and information displayed for different personas. -term maintenance challenges.

Dr. McInnis asked whether ongoing maintenance of the software would be handled by Ellucian or the System Office. Mr. Fleming clarified that Ellucian is responsible for the operations and maintenance of the SaaS platform itself, while the System Office—through the governance structure described earlier—will manage the necessary configurations to meet local and statewide needs. The system is intentionally designed to avoid the heavy customizations and workarounds that created challenges in the current platform, thus reducing reliance on customization is essential going forward.

Chair Looney noted that colleges rely on costly add-on applications that smaller institutions cannot afford, creating inequities. He asked whether Banner SaaS would resolve this. Chair Ottman confirmed that the new platform will eliminate the need for many add-ons, lowering costs for smaller colleges. The five pilot colleges have already completed an inventory of applications that can be sunset based on the system's built-in features, and this work will be expanded to all 58 colleges. Mr. Wulf added that the pilot's standardized configuration demonstrates that all colleges will benefit from consistent deployment and shared functionality.

Ms. Estep asked how the Banner SaaS platform will integrate with the new single-instance learning management system (LMS), noting some functional overlap. Mr. Wulff explained that Ellucian provides a built-in connector to the LMS that brings schedule and course-related data together within the Banner interface and supports seamless access to LMS content.

Mr. Lang asked whether high school students could use the "What-If" tool to model degree options. Mr. Jones stated that the tool works for any student in the system. President Cox clarified that dual-enrollment students (e.g., Career & College Promise participants) could use the tool, but non-students cannot be automatically brought into the system for this purpose.

President Carol Spalding asked whether students could change their program of study independently. Mr. Jones explained that program changes are configurable. Institutions can require advisor or registrar approval or allow students to submit changes directly. Dr. Spalding noted the importance of coordination, as program changes affect advising, teaching loads, and financial models. Ms. West agreed that program-change decisions have downstream operational impacts and should be managed intentionally.

Ms. West highlighted the importance of giving future students early access to pathway information. She stressed the need to help families analyze career pathways early, ideally by middle school.

Mr. Jones resumed the demonstration by showing how students can communicate with advisors after updating their academic plans or registering for the courses needed. He noted that this configurable workflow supports timely communication and helps streamline advising processes without requiring system customizations.

Mr. Lang suggested that advising request workflows would be an ideal opportunity for AI, allowing students to receive timely guidance rather than waiting for an advisor who may be unavailable. Mr. Jones explained that the current workflow includes manual steps because it mirrors existing campus processes, but institutions are not required to use that model. Mr. Fleming and Ms. Ipsen expanded on Ellucian's AI strategy, highlighting Journey, a new AI-driven platform already in market. Ipsen noted that Journey is designed to support both traditional and continuing education students. Mr. Wulf added that

Ellucian also offers a virtual advisor capability that can automate many processes demonstrated, depending on institutional preference.

Mr. Jones demonstrated how students can access and manage their financial information directly within the Banner SaaS platform through the integrated TouchNet payment system using single sign-on. President Cox noted that consolidating billing and academic information into a single interface represents a significant improvement over the current system. Mr. Fleming explained that colleges currently use various processors; however, TouchNet has been selected as the baseline processor for the new platform. Dr. McInnis asked whether the same financial tools apply to non-credit (Continuing Education) students. Mr. Fleming responded that they do not yet apply to Continuing Education, but work on a solution is underway.

The platform is organized by *persona*, providing tailored dashboards for students, advisors, faculty, and administrators. Mr. Jones finished the student view demonstrated and shared the advisor/faculty view using Fayetteville Technical Community College's environment. Additionally, he demonstrated integrations with the learning management system (Canvas) and Course Dog for curriculum management. Colleges can determine which cards are visible to specific personas through role-based configuration. Dr. Spalding commented that the card-based interface is significantly more user-friendly than current systems, reducing clicks and improving visibility of key information. Chair Ottman noted that colleges will need to define consistent role structures.

Mr. Jones then demonstrated how registrars and other administrative users can access configurable, interactive dashboards—such as academic standing, student holds, and DFW data—allowing them to quickly drill into student records and act on key metrics. These dashboards can be built and customized by institutions to support various Banner modules.

During closing remarks following the presentation and discussion on the systemwide technology initiative, Chair Looney noted a *Washington Post* headline reporting that national college enrollment has reached a 10-year high, with community colleges driving much of the growth. He commended the team's efforts. Ms. Ipsen stated that her organization supports 73% of community colleges nationwide and expressed appreciation for the partnership. She offered to provide individual demos for those who had difficulty viewing the presentation. President Cox shared that Laura's team will present a similar demo at the upcoming presidents' conference, with a focus on analytics that allow presidents to examine student success data in detail.

President Cox expressed gratitude to the pilot colleges, the System Office staff, and Laura's team for their extensive, ongoing collaboration. He acknowledged significant progress to date while noting that additional complex work remains, especially on System Office applications. Chair Looney recognized the CIOs in attendance for their substantial contributions, emphasizing that this work goes beyond their regular duties. Chair Ottman also recognized two CIOs participating via Zoom.

NEW BUSINESS

No new business

ADJOURN

Chair Ottman asked for a motion to adjourn. Mr. Looney made the motion, Dr. McInnis seconded. The meeting adjourned at 11:26 a.m.

Recording Secretary
Deante Tyler

STATE BOARD OF COMMUNITY COLLEGES
Enterprise Resource Planning Modernization
For Information

Purpose

This report provides an update for the Enterprise Resource Planning Modernization Program.

Background

On March 29, 2023, NC Community College System signed Amendment 4 to the ERP Enhancement and Support Services Agreement (RFQ 50-NCCCS-05112017) to provide modern technologies using the Ellucian Banner® Standard Technology Platform. This Amendment includes new applications to replace System Office technologies that are past end of life.

The new System Office technologies will be interoperable with the existing Ellucian Colleague ERP and provide a pathway to adopt future modernized ERP solutions.

System Office applications include:

- The Combined Course Library (CCL) allows anyone to search through all the Curriculum and Continuing Education courses offered by the NC Community College System.
- The College Budgeting and Accounting System (CBAS) is used by all colleges to transmit cash certification requests to the System Office Finance and Operations division.
- The Customized Training program fosters and supports Job Growth, Technology Investment, and Productivity Enhancement by providing education, training, and support services for new, expanding, existing business & industry.
- The Data Warehouse provides a centralized repository for college data. This information is used to create reports, performance data, and various data extracts.

In addition, the Ellucian Banner Standard Technology Platform will be configured to provide a standard student information system template providing student services, core financial management, grant management, human resource management, and payroll.

This effort will deliver a standard template that meets system level functional needs, aligns with North Carolina's Statewide Information Security manual, enables systems integrations and interoperability, and allows for local college configurations where necessary. This template will enable system level transition to the modern SaaS solution.

Status

Current Activities:

- January 15, 2026 – Ellucian demonstration to the State Board of Community Colleges Transformation Committee
- January 29, 2026 – Ellucian demonstration to North Carolina Association of Community College Presidents (NCACCP)
- February 4-5, 2026 – Continued working meetings for the College Budgeting and

Accounting System (CBAS) with Ellucian and the System Office Finance and Operations division.
- February 10-11, 2026 – Continued working meetings for the College Budgeting and Accounting System (CBAS) with Ellucian and the System Office Finance and Operations division.

System Office Applications:

Combined Course Library (CCL) – The Programs & Student Services team, in collaboration with Ellucian, continues testing exercises for the delivery of courses to colleges using the new platform. The test cases included six types of course delivery including curriculum, continuing education, requisites, credentials, captive courses and public safety.

College Budget & Accounting System (CBAS) – The State Aid team, in collaboration with Ellucian, continue parallel testing of the Banner CBAS environment for all business processes including: Daily Cash Analysis, College Cash Certification Requests, Supplemental Cash Certifications and the monthly Periodic Closeout reconciliation process. The Periodic Reconciliation Process remains outstanding and still undergoes significant testing.

Customized Training – Complete and in production use by the System Office and all 58 Community Colleges. April 2025.

Data Warehouse – The System Effectiveness team, in collaboration with Ellucian, continues training on how to provide ongoing operations and maintenance on Banner Data Warehouse. The team is also conducting user acceptance testing of all data pipelines associated with the modernized NCCCS data warehouse before moving the pipelines into production.

Ellucian Banner Standard Technology Platform:

On January 29th, System Office and Ellucian leadership teams presented the capabilities of the North Carolina Community College System's new ERP environment to the North Carolina Association of Community College Presidents. During this presentation, Presidents reviewed the capabilities of the new Banner user experience, including how students, faculty, and a President can:

As a Student:
- Use a mobile-native experience on their phones or tablets
- Track progress toward degree completion
- Understand the impact of changing majors through a degree what-if analysis
- Easily communicate with their academic advisor and register for classes
- View all financial options in one place, including financial aid, scholarships, and federal work-study

As a Faculty Advisor:

- Check alerts from students needing assistance
- Reviewing the student's degree audit information, plans, and registration details to provide immediate data-driven support
- In real-time, make a change to the student's registration plan and review with the student the ramifications of doing so and the inefficient terms that are created along with any additional cost

As a President:

- Review a campus dashboard that filters overall enrollment numbers
- Establish a configuration that includes the personalized look and feel of local institutions
- Review academic standing dashboard enables administrators to view students who are on academic probation, suspension, or warning.

STATE BOARD OF COMMUNITY COLLEGES
Enterprise Resource Planning Modernization
Customer Relationship Management

The System Office conducted a survey in February to develop a comprehensive understanding of CRM adoption and usage across the 58 community colleges. The information collected will help identify which CRM platforms are in use, levels of proficiency and maturity, common challenges, and where additional support, resources, or coordination may be most needed.

AGENDA

State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, February 19, 2025 – 12:35pm - 1:20pm
Dr. Dale McInnis, Chair
Hon. Sam Searcy, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 15, 2026

For Action

- System Office Mission Statement (PLAN 01)
- 2026-29 System Strategic Plan Strategic Goals (PLAN 02)

For Information

- 2022-26 System Strategic Plan Update (PLAN 03)
  - NC Community Colleges Foundation Update

New Business

Adjourn

MINUTES
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Thursday, January 15, 2026

COMMITTEE MEMBERS PRESENT:

Dr. Dale McInnis, Chair
Hon. Sam Searcy, Vice Chair
Mr. John Kane
Mr. Tom Looney
Dr. David Lowry
Mr. Scott Ottman
Ms. Sarah West
Mr. Terry Yeargan

Members Absent: Mr. Bannock Scott

OTHERS IN ATTENDANCE:

Dr. Zachary Barricklow
Ms. Alex Doles
Dr. Jeff Cox
Dr. Kimberly Gold
Dr. Phillip Price
Ms. Deanna Brunner
Dr. Brian Merritt
Dr. Andrea Crowley
Dr. Bill Schneider
Dr. Chanell Butler
Mr. Jamal Njai
Ms. Makel Dellinger
Ms. Amy Mast
Ms. Jonnell Carpenter
Ms. Delany Davis
Ms. Mary Rehbein
Mr. Patrick Fleming
Mr. John Loyack
Ms. Michelle Lair
Mr. Scott Corl
Dr. Nicole Ditillo
President Amanda Lee (Chair – NCACCP, Pres. Bladen CC)
President David Heatherly (Former Chair, NCACCP, Pres. Coastal Carolina CC)
Mr. Gene Rees (Chair, NCACCT)
Julie Woodson (NCACCT)
Dr. Mark Sorrells (Pres. Fayetteville TCC)

CALL TO ORDER

Chair McInnis called the meeting to order at 3:35 p.m. in the Dallas Herring State Board Room at the Caswell Building.

ROLL CALL

Alex Doles took roll of the Strategic Planning Committee members.

ETHICS STATEMENT

Dr. Zach Barricklow read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts of interest. None were noted.

APPROVAL OF THE AGENDA

Chair McInnis requested a motion to approve the agenda for the January 15, 2026, meeting. Mr. Kane made the motion, Mr. Ottman seconded, and the agenda was approved.

APPROVAL OF THE MINUTES

Chair McInnis requested a motion to approve the minutes from the November 20, 2025, meeting. Mr. Yeargan made the motion, Mr. Kane seconded, and the minutes were approved.

FOR FUTURE ACTION

System Office Mission Statement (PLAN 01)

Chair McInnis and Dr. Barricklow reviewed the System Office Mission Statement.

The committee had no questions or concerns.

2026-29 System Strategic Plan Strategic Goals (PLAN 02)

Chair McInnis and Dr. Barricklow reviewed the 2026-29 System Strategic Plan Goals.

President Lee, Chair of the NCACCP, and Mr. Rees, Chair of the NCACCT, shared their associations' appreciation for being involved in the process and their support for the direction the System is moving towards with these new goals.

The committee shared their agreement and support of the draft goals, stressing the aspirational yet achievable direction. There was discussion related to how clearly and prominently baccalaureate transfer pathways factor into the goals, and whether this theme might be added as a fourth goal or integrated into the three proposed goals with additional detail developed via Key Performance Indicators (KPIs) and Tactics.

Mr. Lumsden asked where the System stands with the KPIs outlined in the 2022-26 Strategic Plan. There will be a recap presentation in Summer 2026 that will include this information. He followed by asking about external metrics such as the Strada Opportunity Index. The System Office is reviewing multiple frameworks that could be used as KPIs or success metrics in the future, including the Strada Opportunity Index.

Mr. Lang asked if students were involved in crafting the draft Strategic Plan Goals. The process has included analyzing various partner strategic plans, including the NC Comprehensive Community College Student Government Association (N4CSGA) strategic plan, to ensure alignment. There will also be a session held in late January with the N4CSGA Executive Leadership to gather feedback.

FOR INFORMATION

2026-29 Strategic Plan Timeline Update (PLAN 03)

Dr. Barricklow reviewed minor updates to the 2026-29 Strategic Plan Timeline Update emphasizing that, following approval of the goals in the February State Board meeting, the strategic planning process will pause until a new System President is in place.

The committee had no questions or concerns.

2022-26 Strategic Plan Updates (PLAN 04)

Dr. Ditillo and Dr. Crowley provided updates on the Boost and the Artificial Intelligence in North Carolina (AI.iNC) programs, respectively, to the committee.

Boost
Dr. Ditillo shared the current state of the Boost program, an accelerated college-to-career initiative modeled after CUNY ASAP, designed to increase completion rates for students in high-demand, high-wage workforce and transfer pathways across North Carolina community colleges.

Mr. Lang asked how eligible candidates are selected and supported. There are a number of student eligibility criteria, including in-state tuition, receiving federal or state financial aid, enrollment in an eligible program of study, and being enrolled as a full-time student. Details were included in the State Board packet.

Chair Looney noted that the Boost grant is the largest grant received in NCCCS history. He asked what the sustainability plan is once the grant funding ends. The System is regularly assessing scaling and funding potential as the program is fairly early in the timeline.

Ms. West asked Arnold Ventures' level of involvement as the grant funder and the New York ASAP program which this program models. Arnold Ventures has been very supportive with guidance on topics such as seeking state funding, setting up legislative visits, showcasing early indicators of success

AI.iNC
Dr. Crowley provided updates on the Artificial Intelligence in North Carolina (AI.iNC) project, a $200,000 Jobs for the Future–supported initiative, awarded in July 2024, to build the infrastructure needed for the North Carolina Community College System to respond effectively to rapid advances in artificial intelligence.

The committee had no questions or concerns.

NEW BUSINESS

ADJOURN
Chair McInnis made a motion to adjourn. Mr. Yeargan made the motion, seconded by Chair Looney. The meeting adjourned at 4:28 p.m.

Recording Secretary
Alex Doles

STATE BOARD OF COMMUNITY COLLEGES
System Office Mission Statement

Request: Adopt a mission statement for the North Carolina Community College System Office.

Background:

The development of a System Office mission statement was prompted by recent engagements with college presidents and State Board members in the context of input gathering related to the development of the 2026-29 System Strategic Plan. Subsequent analysis was conducted related to general statute and input was gathered from System Office leadership, State Board leadership, and the System Advisory Council.

Following the January meeting of the State Board, one revision was made to the recommended System Office Mission Statement, changing from "national" to "global" to align with the aspirational geographic scope of the System Strategic Goal to "Build the best workforce in the world." It is noted below.

Recommendation:

NEW System Office Mission Statement:

The System Office leads statewide policy, advocacy, modernization, and workforce alignment to strengthen community college capacity and ensure North Carolina is the ~~national~~ global leader in talent and workforce readiness.

Rationale:

State Board members and community college presidents highlighted that greater clarity between the *System* and the *System Office* is essential for effective governance, strategic alignment, and communication.

The *System* includes 58 Community Colleges, each governed by a local board of Trustees, the System Office, and the State Board of Community Colleges. The *System* includes over 30,000 employees who support and serve over 600,000 students annually across all 100 counties.

The recommended new *System Office* mission statement aligns with the *System* mission statement and *System* vision statement, provided below, and is meant to succinctly and accurately reflect statutory mandates and the *System Office's role* in advancing the System's mission and vision. It will help guide internal decision-making of the System Office, support the System Presidential Search, and provide a foundation for the upcoming System Strategic Plan.

System Mission Statement

"The mission of the North Carolina Community College System is to open the door to high quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and wellbeing of individuals by providing: (a) education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs; (b) support for economic development through services to and in partnership with business and industry; and (c) services to communities and individuals which improve the quality of life." (1A SBCCC 200.1)

System Vision Statement

"Elevating North Carolina's future by delivering a diverse, highly skilled talent pipeline, aligned to the labor market, supporting economic mobility that creates transformational generational change, and setting the national standard for innovation in higher education and workforce development." (SBCC Approved March 2024)

Contact(s):

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barricklowz@nccommunitycolleges.edu

STATE BOARD OF COMMUNITY COLLEGES
2026-29 NCCC System Strategic Plan
Strategic Goals

Request: Approve Strategic Goals for the 2026-29 NCCC System Strategic Plan.

Background:

Included in this document are high-level Strategic Goals for the 2026-29 System Strategic Plan, which completes Stage 1 of the strategic planning process. Stage 2 and 3 will elaborate details related to key performance indicators (KPIs) and Tactics for the Strategic Implementation Plan, but these stages will not occur until after the transition of the System President in 2026.

Stage 1 of strategic planning focused on engagement with co-owners of the North Carolina Community College System – representatives of the entities that share direct accountability for defining, implementing, and achieving the goals of the strategic plan. This included the State Board of Community Colleges (SBCC), System Office senior team members, community college presidents, NC Association of Community College Presidents (NCACCP), NC Association of Community College Trustees (NCACCT), and the System Advisory Council, as well as input from the North Carolina Comprehensive Community College Student Government Association (N4CSGA) to develop high-level Strategic Goals for the 2026-29 System Strategic Plan.

Stage 1 employed a recursive process of input-gathering, drafting, feedback-gathering, and revisions to ensure the proposed goals are reflective of key perspectives of co-owners in the North Carolina Community College System. Below are key milestones in the process:

- In September, System Office senior team members provided input in a planning session
- In October, 46 of 58 presidents provided input via regional listening sessions
- In November, nine (9) of 22 SBCC members provided input via survey
- In December, the System Office senior team members feedback on draft goals
- In December, the System Advisory Council provided feedback on draft goals
- In December, the NCACCP and three (3) presidents provided feedback on draft goals
- In December, the NCACCT executive board provided feedback on draft goals
- In January, the N4CSGA provided feedback on draft goals
- In January, the SBCC Strategic Planning Committee provided further feedback

Following the January meeting of the SBCC Strategic Planning Committee, revisions were made to Goal 1 and Goal 2 to take fuller account of the pathway NCCCS provides to further academic and professional attainment and the foundation for lifetime learning. These revisions are highlighted and underlined in the goal statements below.

Recommendation:

NEW Strategic Goals for 2026-29 System Strategic Plan:

The North Carolina Community College System will:

1. **Build the Best Workforce in the World**

   Position North Carolina as the premier state for talent by expanding workforce readiness, increasing educational access and attainment for all student types, and supporting continued academic, professional, and career advancement—growing the number of residents prepared for high-demand jobs and lifelong learning across all regions of the state.

2. **Align our Employers, Students, and Colleges to Future-Ready our State's Economy**

   Strengthen alignment between the System Office, colleges, employers, state agencies, colleges and universities, K–12 schools, regional partners, and students to create seamless pathways to credential, degree, and skill attainment and ensure programs meet current and future workforce demands in every community.

3. **Transform our System to Empower our Colleges and Students for Continuous Success**

   Transform the North Carolina Community College System by improving statewide coordination and modernizing the tools, policies, and infrastructure that strengthen all 58 colleges to deliver excellent experiences and outcomes for students and employers.

Rationale:

The 2026-29 Strategic Plan will establish the system's direction at the highest level. The plan will have three conceptual layers:

- **Strategic Goals** are broad, long-term aspirations that reflect the System's mission and vision. Goals are relevant and enduring for the life of the plan and provide overall direction without prescribing specific actions.
- **Key Performance Indicators (KPIs)** will make these Goals measurable. KPIs will be finalized after the new System President is in place in 2026.
- **Tactics** will make these Goals and KPIs actionable. They will be drafted after the new System President is in place in 2026 and will delineate what is owned by the System Office, what is owned by colleges, or what is co-owned. They will be refreshed every 12–18 months of the plan to remain flexible to evolving circumstances.



The recommended Strategic Goals below reflect the System's commitment to serving a broad spectrum of learners across all regions of North Carolina, such as dually enrolled high school students, recent graduates, university transfer students, adult learners, individuals pursuing degrees or short-term workforce credentials, English language learners, learners building foundational skills, avocational learners, small business owners, and incumbent workers. Achieving these goals depends on a coordinated approach in which the System Office strengthens statewide conditions for success while colleges provide locally tailored support that meets the needs of their students, employers, and communities.

Additional Detail and Descriptions:

Strategic Goal 1: Build the Best Workforce in the World

Goal Statement: Position North Carolina as the premier state for talent by expanding workforce readiness, increasing educational access and attainment for all student types, and supporting continued academic, professional, and career advancement—growing the number of residents prepared for high-demand jobs and lifelong learning across all regions of the state.

- *KPIs**: KPIs will be developed in 2026 that measure progress related to improvements in access, enrollment, persistence, completion, and employment outcomes across student types and geographic locations.
- *Tactics**: Tactics will be developed in 2026 to scale evidence-based practices that improve advising, onboarding, financial stability, and pathway transitions, and will expand routes into high-demand careers that accelerate workforce readiness and access to good-paying jobs.

*Note: KPIs and Tactics will not be finalized until the new System President is in place in 2026.

Strategic Goal 2: Align our Employers, Students, and Colleges to Future-Ready our State's Economy

Goal Statement: Strengthen alignment between the System Office, colleges, employers, state agencies, colleges and universities, K–12 schools, regional partners, and students to create seamless pathways to credential, degree, and skill attainment and ensure programs meet current and future workforce demands in every community.

- *KPIs**: KPIs will be developed in 2026 that measure progress related to the relevance and labor-market value of programs to employers, the seamlessness of credential pathways, and the System Office's ability to support colleges in adapting programs locally while providing statewide frameworks, labor-market intelligence, and cross-agency alignment (e.g., NCCCS-to-UNC transfer pathways, Workforce Pell strategies). KPIs will reflect the System's role in supporting statewide and regional economic development, including ApprenticeshipNC, NCEdge Customized Training, Access to Achievement, etc.

- *Tactics**: Tactics will be developed in 2026 to strengthen policy alignment and the continuous improvement of coherent, high-quality programs that respond to regional economic needs, industry and technological trends, and state economic priorities. These tactics will ensure pathways—from high school through postsecondary credentials and into the workforce—lead to good-paying jobs and economic mobility, and will help colleges strengthen local and regional employer partnerships.

*Note: KPIs and Tactics will not be finalized until the new System President is in place in 2026.

Strategic Goal 3: Transform our System to Empower our Colleges and Students for Continuous Success

Goal Statement: Transform the North Carolina Community College System by improving statewide coordination and modernizing the tools, policies, and infrastructure that strengthen all 58 colleges to deliver excellent experiences and outcomes for students and employers.

- *KPIs**: KPIs will be developed in 2026 that measure progress related to greater systemwide coherence and coordination, clearer and more consistent statewide processes, adoption and effective use of modernized technology and data systems, reductions in administrative burden, and evidence that colleges have the support, capacity, and infrastructure they need to deliver excellent experiences for learners, employers, and college employees.
- *Tactics**: Tactics will be developed in 2026 to strengthen the collective effectiveness of the State Board, System Office, college presidents, trustees, and college employees by clarifying roles and strategically integrating people, processes, and technology to create a future-ready community college system that thrives on innovation, trust, collaboration, and continuous improvement. This work includes streamlining processes; modernizing technology systems; enhancing efficiency, transparency, and consistency in statewide support; reducing burdens on colleges; and preserving each college's unique local identity and engagement so they remain responsive to their students, employers, and communities.

*Note: KPIs and Tactics will not be finalized until the new System President is in place in 2026.

<u>Guiding Principles for 2026-29 System Strategic Plan:</u>

Guiding Principles: The System Strategic Plan will be anchored by a concise set of guiding principles that articulate shared values and decision-making standards for Strategic Goals, KPIs, and Tactics.

- *Student-Centered*: Every decision is measured by how it improves the student journey from K–12 through career. Students are treated as valued customers.

- *Workforce-Aligned*: Programs, credentials, and short-term training are directly tied to high-demand, high-wage jobs in North Carolina's economy (aligned with Propel NC).
- *Technology-Enabled*: ERP, CRM, LMS, CBAS, workforce platforms, and shared data systems improve access, efficiency, and outcomes across all 58 colleges.
- *Locally Strong, System Stronger*: Preserves local flexibility while maximizing the benefits of shared resources, investments, and statewide innovation.
- *Proactive & Predictive*: Uses timely data to identify trends, address challenges, and seize opportunities.
- *Access without Barriers*: Ensure every student, regardless of zip code, background, or college, has access to the same opportunities and support.

How North Carolina Will Assess Whether It Is the Premier State for Talent:

North Carolina's aspiration to be the premier state for talent is grounded in national standards of educational quality, workforce competitiveness, and economic mobility. To assess progress, the System Office will monitor external indicators comparing the state's talent ecosystem—its students, programs, institutions, and workforce pipeline—to leading states nationwide. Below are *potential* sources and indicators that complement the System's KPIs by adding national context and independent validation of educational and workforce excellence.

External Validation Framework

Validation Method	What It Measures	Why It Matters	Target
CNBC 'Top States for Business' – Workforce Ranking	Workforce readiness, worker availability, skill levels, education pipeline	Used by employers selecting expansion or relocation sites	Rank #1 nationally in Workforce Ranking
Site Selection Magazine – Workforce Development Rankings	State and regional workforce development capacity, training infrastructure, talent pipeline alignment, and responsiveness to employer needs	Trusted authority among economic developers and corporate real estate decision-makers; directly influences site selection and capital investment	Rank #1 nationally for workforce development ranking

Strada Opportunity Index and Mobility Metrics	Economic mobility, education-to-career connections, regional opportunity	Measures how effectively education accelerates economic advancement	Rank as #1 state in upward mobility for community college learners
Educational Attainment Benchmarks (Lumina, myFutureNC)	Share of residents with degrees and credentials of value	Direct measure of statewide talent competitiveness and workforce readiness	Meet or exceed the 2030 attainment goal ahead of schedule and outpace peer states in credential attainment growth
Aspen Institute Excellence Benchmarks	Community college performance on completion, earnings, learning outcomes, and equitable access	National gold standard for college quality and workforce outcomes	More colleges recognized in Aspen's Top 200—and ultimately more finalists and winners—than any state of similar size
Labor-Market Leadership Indicators (Lightcast, Burning Glass, Chambers, Brookings)	Job growth in high-demand sectors, employer satisfaction, alignment between training and job openings	Captures whether talent supply meets employer demand across regions	Lead the Southeast in job placement into high-demand, good-paying occupations tied to NCCCS programs
Council for Workforce & Apprenticeship Indicators	Participation in apprenticeships, internships, on-the-job training, customized training, and other earn-and-learn models	Demonstrates how effectively the System prepares talent pipelines aligned with economic development priorities	Lead the Southeast in apprenticeship and work-based learning participation and growth

Contact(s):

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STATE BOARD OF COMMUNITY COLLEGES
2022-26 System Strategic Plan Update

Background:

The following report provides updates from the North Carolina Community College System Foundation.

Plan 03A: NCCC Foundation Philanthropic Update
The State Board of Community Colleges (State Board), the NC Community College System Office (System Office), and the NC Community Colleges Foundation (Foundation) are collaborating on a national campaign called, "Soar: The Campaign for NC Community Colleges." This multi-year $75 million venture is advancing statewide priorities in partnership with national and multinational funders. This campaign advances Goals 2-5 of the 2022-26 System Strategic Plan by expanding funding and resources available to the System Office and colleges as they implement related changes and improvements.

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STATE BOARD OF COMMUNITY COLLEGES
2022-26 Strategic Plan Update

Soar: The Campaign for NC Community Colleges
Update Summary

1. **Context**: What do SBCC members need to know about the program before they hear an update? Basic description of the initiative, its purpose, and why it matters for the mission.

   - The State Board of Community Colleges (State Board), the NC Community College System Office (System Office), and the NC Community Colleges Foundation (Foundation) are collaborating on a **national campaign** called, "*Soar: The Campaign for NC Community Colleges."* This important, multi-year, $75 million venture is **advancing statewide priorities** in partnership with **national** and multinational funders (see Case for Support in Flip Book).
   - *Soar is a comprehensive campaign that* elevates **three pillars** to a **national and multinational private funder audience**. These three pillars align with funders' strategic priorities by articulating North Carolina's commitment to setting a national standard for building clearer routes to family-sustaining careers for students and job-ready talent for employers. The three pillars are:

     1. **Opportunity:** "Attracting and inspiring the next generation of students to community college"
     2. **Success:** "Accelerating student paths to completion and career success"
     3. **Mobility:** "Engaging employers early to accelerate worker-learner career development"

   - Nationwide, there is significant potential for philanthropic investment in scalable workforce solutions that will unlock economic mobility. Working together as a System, North Carolina is exceptionally well-positioned to capture a larger share of this philanthropic opportunity. *Soar* is the catalyst that unlocks this potential.

2. **Challenges:** What is not working well – what challenges are you facing? What is being done to address this (on the part of System Office and, if applicable, partners involved)?

   - The campaign team remains sensitive to college concerns around cannibalization of funds and is prioritizing a **college alignment** workstream accordingly. The college alignment workstream includes several important features:

     1. The Foundation, with input from the colleges, developed a set of Guiding Principles and Practices to outline the values guiding the campaign and the System and Foundation's dedication to college alignment.
     2. The Foundation facilitates bi-monthly *All-College Calls* with college presidents and foundation executive directors to share campaign progress and transparently disclose upcoming prospects.

3. The Foundation maintains a *Sensitive Donor Relationship Grid*, where colleges submit their most important national relationships requiring coordinated engagement.
4. (New) Based on college requests, the Foundation is beginning to maintain a geographic tag for each corporate prospect, such that engagement with each prospect will trigger outreach to the college in whose service area that prospect falls.
5. The Foundation is available for 1:1 conversations for college feedback at any time.

- The campaign remains committed to its focus on unlocking **new, national funds** that the System, as an entity able to scale initiatives, is well-positioned to secure. The campaign is also committed to meeting the Foundation's three core criteria for taking on new projects:

  1. "On mission," i.e., the priority is in line with the Foundation's mission to support the System.
  2. "Uniquely qualified," i.e., the priority allows the Foundation to meet a need that the colleges and/or their foundations cannot successfully achieve on their own.
  3. "Add value," i.e., the priority would be improved through statewide involvement.

3. **Future**: What are next steps with the program overall? Upcoming milestones for the next 30–90 days, and (where relevant) major long-term milestones. <u>What decisions, actions or support are needed from the Board?</u>

- <u>Key activities, FY26 Q3:</u>
  1. Facilitate smooth announcement, launch, and implementation of partnerships secured in FY26 H1.
  2. Continue to advance bespoke engagement with major donors (see pipeline).
  3. Host panel and special reception at Achieving the Dream's *DREAM* conference in Portland, OR, in March to advance System thought leadership and facilitate funder cultivation. The *DREAM* conference is considered a premier national convening about community college student success annually.
- <u>Longer term key activities:</u>
  1. Secure participation of the Foundation and State Board as donors to the campaign.
  2. Plan a special engagement (presentation and funder roundtable) aligned to leading national workforce transformation conference, *JFF Horizons*, which is taking place in Washington, DC, in July 2026.

Please reach out to Katie Loovis to share leads and connections, or to learn more.

<u>Contact(s):</u>
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Executive Director, NC Community Colleges Foundation
kloovis@ncccf.org, 919-696-0781 (mobile)

NC COMMUNITY COLLEGES FOUNDATION

Philanthropic Update for the State Board Strategic Planning Committee

Prepared by Katie Loovis

For Discussion on February 19, 2026

1

Agenda

1. **Context:** The Foundation and the National Campaign
2. **Progress:** National Campaign Progress Report
3. **Challenges:** Sensitivities with College Alignment
4. **Future:** Next Steps

2

CONTEXT

The Foundation

Who we are: North Carolina Community Colleges Foundation (Foundation)

Why we exist: To support the mission of the NC Community College System

When we started: Established as a NC nonprofit corporation in 1986 and recognized as a Federal 501(c)(3) public charity in 1987.

What we do: Raise awareness and funds to advance the System's mission, manage scholarships and awards programs that honor excellence, and support public-private partnerships that foster innovation.

3

CONTEXT

Foundation Leadership

The Foundation Board governs and leads the organization.

Currently, there are 25 Directors, including System President Cox, State Board Chair Looney, NC Chamber President Salamido, Gates Foundation executive Ireland.

The Foundation Board has seven ex officio seats: System Office President, State Board Chair +1, and reps from NC CORD, NCEDA, Presidents, and Trustees Associations.

The Board convenes quarterly and the Executive Committee (Officers) convene monthly. The Current Officers are:

- Chair and At Large Director **Randall Johnson**, NC Biotechnology Center
- Vice Chair and At Large Director **Mei-Yen Ireland**, Gates Foundation
- Treasurer and Ex Officio Director **Blake Williams**, NC Association of Community College Trustees
- Secretary and Ex Officio Director **Jeff Cox**, NC Community College System President
- Officer and Ex Officio Director **Tom Looney**, NC State Board of Community Colleges Chair
- Chair Emeritus and At Large Director **Donny Hicks**, Gaston County EDC

4

CONTEXT

Foundation Management

Foundation staff manage the organization with additional contract support.

Employees

- Executive Director Katie Loovis (FTE)
- Chief Advancement Officer D'Andre Esposito (FTE)
- Director of Operations and Strategic Initiatives Christina (Chrisy) Hayden (FTE)

Contracted Firms:

- Executive Assistant: Belay Solutions Angela Ribaudo; ~20 hours/week)
- Accounting: Langdon & Company CPAs (Ellen Castro; ~10 hours/week)
- Audit: Thomas, Judy, and Tucker (TJT) Certified Public Accountants (Kristen Hoyle; annual)
- Legal: Parker Poe (Catherine Clodfelter) and Brooks Pierce Law Firm (Bob Saunders) (as-needed)
- Fundraising Campaign: CCS (Suzanne Eden, Catharine Parker; project-bound)
- Marketing: Honestly (Allison Amos; project-bound) and EBS Strategies (Emily Swartzlander, project-bound)

5

CONTEXT

Question:

What percentage of philanthropic funding for higher education goes to community colleges?

6

CONTEXT

Question:

What percentage of philanthropic funding for higher education goes to community colleges?

6%

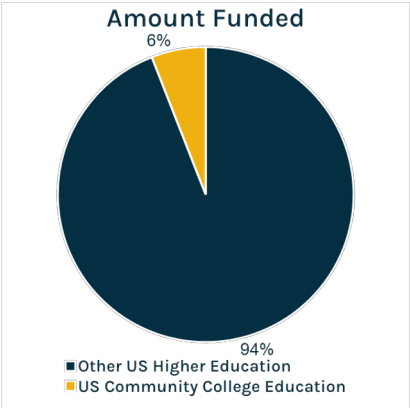
SOURCE: FOUNDATION DIRECTORY | CANDID

7

CONTEXT

The Philanthropic Opportunity

Community colleges secure only 6% of the higher education philanthropic pie…



…There is a significant opportunity for community colleges to secure more philanthropic funding.

SOURCE: FOUNDATION DIRECTORY | CANDID

8

CONTEXT

The National Campaign

What: Soar: The Campaign for North Carolina Community Colleges

Why: To advance *statewide priorities* with *national* and multinational *private* funders

Who: Co-chaired by the State Board, System Office, and Foundation with the Foundation serving as managing director and CCS Fundraising as campaign counsel.

When: January 1, 2024 - TBD (feasibility study estimated approximately 6 years)

How: Multi-year effort involving multiple phases, stakeholders, and workstreams

NC COMMUNITY COLLEGES | Soar

9

CONTEXT

The National Campaign Pillars

Opportunity $10 Million	Success $45 Million	Mobility $20 Million
Attracting and inspiring the next generation of students to community college. ***e.g. Propel NC Scholarships***	Accelerating student paths to completion and career success. ***e.g. Boost***	Engaging employers early to accelerate worker-learner career development. ***e.g. Skill-based pathways***

10

CONTEXT

The National Campaign Timeline

	5 months	6 to 9 months		3 to 6 years	1 year
Planning Effort	**Campaign Planning Study & Readiness**	**Campaign Activation**		**Leadership & Major Gifts**	**Public Phase**
• Affirm vision • Align leadership • Recruit counsel • Identify financial goals and priorities	• Conduct feasibility study • Set working goal • Develop timeline and strategies • Evaluate resources and staffing needs	• Solidify Case • Identify and sequence top prospects • Secure lead gifts		• Secure leadership and major gifts • Secure Board participation • Ongoing donor cultivation • **90-95% of goal**	• Launch campaign publicly • Expand participation • Activate stewardship • **Reach or exceed goal**
Jan '23 - Aug '24	**Sept '24 - Jan '25**	**Feb '25 - Dec '25**		**Jan '26 - Present**	**TBD**

Campaign start
Jan 1, 2024

11

CONTEXT

The National Campaign Workstreams

Asset Development

Leadership Partner:
Nathan Hardin



College Alignment

Leadership Partners:
Jennifer Dail and Carol Spalding





Donor Engagement

Leadership Partners:
Jeff Cox, Brian Merritt, Zach Barricklow, Chanell Butler, John Loyack









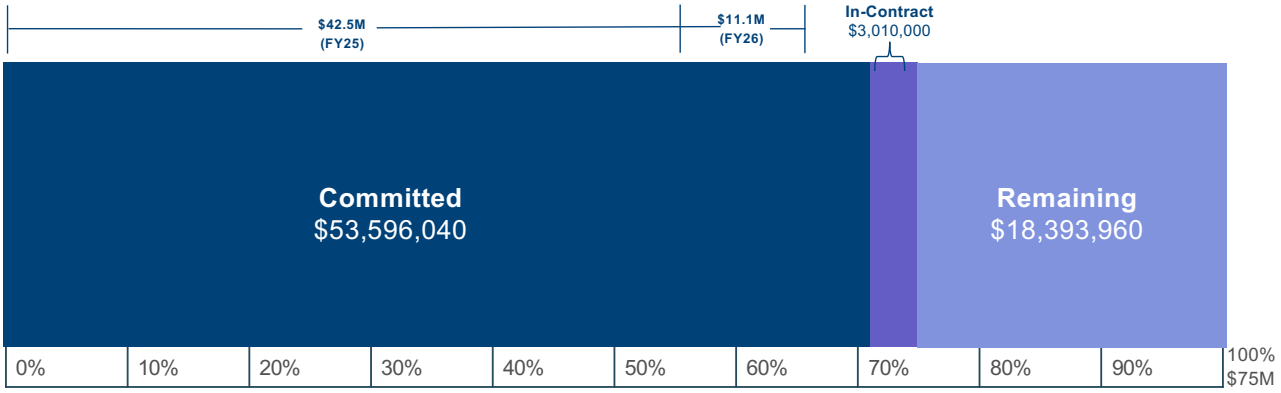


12

PROGRESS

The National Campaign Progress

We have raised $53.6M, which is 71% to the $75 million goal



DATA AS OF 1/12/26

13

PROGRESS

The National Campaign Progress

From the start of the campaign (Jan 1, 2024) through end of FY25 (June 30, 2025), we have raised $42.5M

Program Area/Opportunity	Funder	Gift Amount	Month Secured
Foundation (~$840k); System Office ($2.3M)	System and Foundation Comprehensive Funds Raised	$3,222,040	Jan 2024 – June 2025
Future proofing	Jobs for the Future	$200,000	Nov 2024
Boost - Matching Gift ($1M), Hurricane Helene Recovery ($700K), Holistic Supports ($500K), Rural Colleges ($400K) Presidential Innovation Fund ($350K), System Staffing ($250K)	John M. Belk Endowment	$3,200,000	Dec 2024
Future proofing	Burroughs Wellcome	$30,000	Dec 2024
Boost	Arnold Ventures	$35,604,000	Jan 2025
Boost Marketing	Arnold Ventures	$240,000	June 2025
	TOTAL BY END OF FY25	**$42,496,040**	

14

PROGRESS

The National Campaign Progress

From the start of the FY26 (July 1, 2025) to present, we have raised $11.1M

Program Area/Opportunity	Funder*	Gift Amount	Month Secured
Skills-based Pathways (Advance NC/Manufacturing)	Golden LEAF Foundation*	$1,000,000	Aug 2025
Skills-based Pathways (Electrical)	[Multinational Corporate Foundation in Electrification]	$5,000,000	Sep 2025
Small Business Centers	Wells Fargo Foundation	$350,000	Oct 2025
Digital Literacy (Existing Program Ready to Scale)	AT&T Foundation	$100,000	Oct 2025
Access to Achievement and Unrestricted Funds to the Foundation	[NC Private Family Foundation]	$50,000	Oct 2025
Propel NC Scholarships (Healthcare)	[Multinational Corporation in Healthcare]	$500,000	Nov 2025
Boost Expansion (Healthcare Cohort)	[National Private Foundation]	$3,000,000	Dec 2025
Unrestricted to the Foundation (Capacity)	[NC Private Family Foundation on Education]	$1,000,000	Dec 2025
Announcement Pending	[NC Individual]	$100,000	Dec 2025
	FY26 TOTAL TO DATE	**$11,100,000**	

15

PROGRESS

The National Campaign Pipeline

The pipeline has several prospects in advanced stages of the donor journey:

Program Area/Opportunity	Funder	Est. $	Stage	Decision Date	Owners
Boost Adaptation	[National Corporation in Healthcare]	$3,000,000	In contract	March 2026	Foundation and System
Student Award Endowment	[NC Individual]	$10,000	In contract	March 2026	Foundation
Propel NC Scholarships	[NC Corporation in Healthcare]	$2,000,000	Outstanding Ask	Feb 2026	Foundation
Propel NC: Healthcare	[National Private Foundation in Education]	TBD; seven-figure	Brief	June 2026	Foundation and System
Propel NC: Healthcare	[National Private Foundation in Human Development]	TBD; seven-figure	Brief	June 2026	Foundation and System

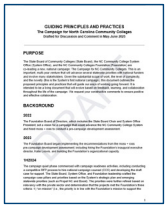
Note: We are currently developing $4.9M+ to reach our $16M goal this fiscal year (by June 30, 2026) and we have ~$22M in potential from 29 prospects in the cultivate phase.

DATA AS OF 1/12/26

16

CHALLENGES

Addressing Sensitivities



Guiding Principles and Practices

Bimonthly All-College Calls



Sensitive Donor Relationships Grid

1:1 meetings

17

CHALLENGES

Our Guiding Principles

- Shared Purpose
- Best Fit
- Transparency
- Non-replacement
- Donor Centricity
- Good Intent

18

CHALLENGES

Our Guiding Principles

- Shared Purpose
- Best Fit
- Transparency
- Non-replacement
- Donor Centricity
- Good Intent

19

FUTURE

Upcoming Milestones

Special Announcements
Facilitate smooth announcement and implementation of partnerships

National Reputation
Feature NC excellence with prospects at national conferences (e.g., DREAM and JFF Horizons)

Donor Engagement
Continue to advance bespoke engagement with major donors and prospects

Board Participation
Secure Board participation in the campaign

20

FUTURE

Next Steps

State Board Members may:

1. Continue to foster a culture of public-private partnerships in the System
2. Celebrate Campaign announcements
3. Facilitate strategic introductions to national funders
4. Connect with Foundation staff to make a meaningful campaign gift

NC COMMUNITY COLLEGES | Soar

21

Discussion

From your perspective, what is working well, what needs attention, and what else should we consider as we SOAR together?

22

AGENDA
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, February 19, 2026 – 1:25 p.m. – 2:15 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 15, 2026

For Action
- Allocation for NC Edge Customized Training – New Regional Trainers (Attachment FC 01)
- Allocation of Enrollment Growth Reserve (Attachment FC 02)
- Amended Expenditure of Website Redesign Funds (Attachment FC 03)
- Community College CRM Pilot Reimbursement (Attachment FC 04)
- Legislative Agenda (Attachment FC 05)

For Consent Approval
- Construction and Property – February 2026 (Attachment FC 06)

For Information
- State Board Reserve FY 2025-26 Mid-Year Report (Attachment FC 07)
- Annual Survey of Fees FY 2024-25 (Attachment FC 08)
- System Office Contracts Report July – December 31, 2025 (Attachment FC 09)
- Estimated Receipts – January 2026 (Attachment FC 10)
- Federal Budget Update (Attachment FC 11)

New Business

Adjourn

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, January 15, 2026 – 12:00 p.m. – 1:00 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

Finance Committee Members Present

Ms. Lisa Estep	Mr. Robert Moore	Mr. Scott Ottman
Ms. Paula Benson*	Labor Commissioner Luke	Mr. Ray Trapp *
Mr. Tom Looney	Farley	The Hon. Sam Searcy

Attended via phone or Zoom technology*

Members absent:

Other SBCC Members:

Dr. Dale McInnis	The Hon. David Price	Mr. Bill McBrayer
Ms. Stacey Griffin		
Mr. Chris Lumsden	Mr. Geffory Lang	Dr. David Lowry
Ms. Sarah West		

OTHERS IN ATTENDANCE:

Dr. Jeff Cox	Ms. Makel Drollinger	Ms. Analisa Archer
(President)	Ms. Wanita Bledsoe	(EdNC)
Dr. Phillip Price	Ms. Elizabeth Orion	Dr. Amanda Lee
Dr. Kimberly Gold	Mr. Alex Fagg	(Bladen CC)
Dr. Zach Barricklow	Mr. Jamal Njai	Dr. Mark Sorrells
Dr. Chanell Butler	Ms. Liz Isley	(Fayetteville CC)
Dr. Brian Merritt	Mr. Tory Ruso	Mr. David Heatherly
Dr. Torry Reynolds	Ms. Kathy Davis	(Coastal Carolina CC)
Ms. Amy Mast	Ms. Jonnell Carpenter	Dr. Greg McLeod
Ms. Mary Rehbein	Mr. Patrick Fleming	(Edgecombe CC)
Ms. Angela Dorman	Mr. John Loyack	
Ms. Petrina Herring		

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, January 15, 2026 – 12:00 p.m. – 1:00 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

CALL TO ORDER
Ms. Estep called the meeting to order at 12:00 p.m.

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

ETHICS STATEMENT
Dr. Price read the required ethics statement.

APPROVAL OF THE AGENDA
Ms. Estep asked for a motion to approve the agenda of the meeting as presented. Mr. Moore moved, Mr. Ottman seconded and the motion was unanimously approved via voice vote.

THE MINUTES
Ms. Estep asked for a motion to approve the minutes of November 20, 2025, Finance Committee meeting. Mr. Moore moved, Mr. Ottman seconded the motion, and the motion was unanimously approved via voice vote.

For Action
NC Children of Veterans Scholarship Support (Attachment FC 01)
Ms. Estep stated the NC Community College System Office administers this scholarship program and that a corresponding program also exists through UNC System. Ms. Estep explained that the scholarships were created to show appreciation for the services and sacrifices of our war veterans.

Ms. Estep explained there is currently a twenty-five percent shortfall due to the state budget not being passed this year.

Ms. Estep requested that the Board approve a $50,000 reallocation of targeted assistance funds and less-than-half-time funds.

Mr. Looney and the Committee discussed the item.

Mr. Farley motioned for approval; Mr. Moore second the motion. The Committee approved the NC Children of Veterans Scholarship Support (Attachment FC 01) via voice vote.

Allocation for Apprenticeship Building America (ABA) to Fund ApprenticeshipNC Marketing and Media Campaign focused on Expanding Apprenticeship Programs (Attachment FC 02)
Ms. Estep presented a request for approval to enter a contract with Vitalink for marketing services, with an amount not to exceed $450,000.

Ms. Estep stated that this contract is funded through the $4 million Apprenticeship Build America Grant, which runs from July 1, 2022, through June 30, 2026.

Ms. Estep emphasized that these funds are specifically designated for marketing activities.

Mr. Loyack and the Committee discussed the item.

Mr. Looney motioned for approval; Mr. Moore second the motion. The Committee approved Allocation for Apprenticeship Building America (ABA) to Fund ApprenticeshipNC Marketing and Media Campaign focused on Expanding Apprenticeship Programs (Attachment FC 02) via voice vote.

Contract Approval for Learning Management System RFP (Attachment FC 03)

Ms. Estep explained to the Committee that this item is a request for approval of the report that will be submitted to the Senate Education Appropriations Committee, the House Education Appropriations Committee, and Fiscal Research following the Board's approval.

Ms. Estep stated that the required process was to be completed by December 31 of last year and that the finalized information along with the rationale behind the Committee's decisions will be provided to the General Assembly.

Mr. Moore motioned for approval; Mr. Ottman second the motion. The Committee approved Contract Approval for Learning Management System RFP (Attachment FC 03) via voice vote.

Allocation for Hurricane Helene Enrollment Stabilization (Attachment FC 04)

Ms. Estep reminded the Committee that in September of last year, approximately $1.3 million was allocated to address enrollment losses resulting from the hurricane.

Ms. Estep stated that this agenda item represents the final allocation of $1.15 million, the remaining balance to be distributed to the three colleges most significantly impacted.

Ms. Estep explained to the Committee that while Blue Ridge Community College was also heavily impacted, it received its allocation in September. The final funds, provided through the Disaster Recovery Act of 2025 Part Two, will be distributed to Asheville-Buncombe Technical, Haywood, and Mayland Community Colleges. This allocation concludes all Enrollment Stabilization funding.

Mr. Moore motioned for approval; Mr. Ottman second the motion. The Committee approved

Allocation for Hurricane Helene Enrollment Stabilization (Attachment FC 04) via voice vote.

For Consent Agenda

Construction and Property – January 2026 (Attachment FC 05)
Ms. Dorman reviewed the item.

Mr. Moore motioned for approval; Mr. Ottman second the motion. The Committee approved Construction and Property – January 2026 (Attachment FC 05) via voice vote.

For Information

Legislative Update (Attachment FC 06)
Mr. Fagg reviewed the item.

System Office Budget Update (Attachment FC 07)
Dr. Price reviewed the item.

Grants Update (Attachment FC 08)
Ms. Estep, Drs. Barricklow, Butler, and Price reviewed the item.

Tuition and Registration Fee Waiver Report (Attachment FC 09)
Dr. Price reviewed the item.

Delegated College Allocations Reports as of December 2025 Report (Attachment FC 10)
Dr. Price reviewed the item.

Estimated Receipts (Attachment FC 11)
Dr. Price reviewed the item.

Closed Session

Ms. Estep moved to go into closed session pursuant to NC General Statue 143-318.11 (a1) to prevent the disclosure of confidential or privileged information in accordance with NC General Statue 143-52 (a).

New Business

ADJOURNMENT

Mr. Moore motioned for approval; Mr. Searcy second the motion. The meeting was adjourned at 1:17 p.m. by Ms. Estep.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, January 15, 2026 – 12:00 p.m. – 1:00 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

Respectfully
Submitted,

Petrina L. Herring,
Recording
Secretary

STATE BOARD OF COMMUNITY COLLEGES
Allocation for NC Edge Customized Training – NEW Regional Trainers FY 2025-26

Request: The State Board of Community Colleges is requested to approve the allocation of $94,509 to Edgecombe Community College to begin hosting two NCEdge Customized Training regional trainers. This allocation will support the two new positions for the period 02/23/2026 through 06/30/2026. Edgecombe Community College has agreed to host these positions as outlined in the executed Memorandum of Understanding.

Strategic Plan Reference:
Theme: Economic and Workforce Development
Goal 4: Provide education, training, and credentials to develop the most competitive workforce in the nation.

- Objective 4.1: Cultivate a robust pipeline of highly skilled workers that meets the needs of employers and helps grow the economies of all prosperity zones.
    - Strategy 4.1.1: Engage with the business community to create a diverse and skilled workforce.
    - Strategy 4.1.4: Support key production sectors critical to new and existing businesses in rural areas of North Carolina.

Background and Rationale: G.S. 115D-5.1(f3) states, "[o]f the funds appropriated in a fiscal year for the Customized Training Programs, the State Board of Community Colleges may approve the use of up to eight percent (8%) for the training and support of regional community college personnel to deliver Customized Training Program services to business and industry." These funds support much-needed depth in the training services delivery capacity of the NC Community College System.

Funds will be used to support salary and fringe benefits as well as travel and subsistence, supplies and materials, long distance telephone expenses, and training certification costs for these regional positions. Even though the regional trainers are employees of the host colleges, these positions function as regional resources for training and support for approved Customized Training Program projects. Regional trainers may not be utilized for instruction generating budget FTE.

Method of Allocation: A total of $94,509 is allocated to one college for hosting Customized Training regional trainers. Host community colleges are determined based on 1) the college having adequate infrastructure, 2) the availability of dedicated space with appropriate office furniture and equipment at the college, and 3) the convenience of the location for the regional trainer. Specific expertise in the areas of Safety and Interpersonal, Leadership Skills & Continuous Improvement is a hiring requirement for the regional trainers. Colleges may not transfer or use funds provided through this allocation for any other purpose.

College	Instructional Area	Allocation Amount
Edgecombe CC	Leadership	$47,947
Edgecombe CC	Leadership	$46,562
Total		**$94,509**

Funding Source and Allocation Period: Funding is available from the FY 2025-26 General Fund appropriation for Customized Training. Allocations shall be adjusted by any legislative action. The allocation period is February 23, 2025 – June 30, 2026.

Contact:
Mr. John Loyack
Vice President, Economic Development

STATE BOARD OF COMMUNITY COLLEGES
Allocation of Enrollment Growth Reserve
FY 2025-26

Request: The State Board of Community Colleges is requested to approve an allocation of $24,573,657 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 2025 was compared to actual FTE from Fall 2024 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 the available funding was distributed to the eligible colleges.

College	Amount
Alamance CC	**516,549**
Asheville-Buncombe TCC	**799,284**
Blue Ridge CC	**711,562**
Brunswick CC	**76,173**
Caldwell CC and TI	**297,070**
Cape Fear CC	**2,891,975**
Carteret CC	**352,042**
Central Carolina CC	**253,152**
Central Piedmont CC	**4,444,063**
Cleveland CC	**104,172**
Coastal Carolina CC	**88,635**
Craven CC	**133,649**
Davidson-Davie CC	**462,704**
Durham TCC	**81,800**
Edgecombe CC	**919,003**
Forsyth TCC	**1,344,553**
Gaston College	**307,767**
Guilford TCC	**976,482**
Halifax CC	**78,231**
Haywood CC	**300,787**
Isothermal CC	**148,120**

James Sprunt CC	**101,562**
Johnston CC	**1,294,617**
Martin CC	**130,017**
Mayland CC	**182,208**
McDowell TCC	**279,254**
Mitchell CC	**155,238**
Montgomery CC	**132,633**
Nash CC	**254,897**
Piedmont CC	**312,427**
Pitt CC	**60,099**
Randolph CC	**180,259**
Richmond CC	**188,146**
Roanoke-Chowan CC	**26,509**
Robeson CC	**919,172**
Rowan-Cabarrus CC	**66,419**
Sandhills CC	**301,227**
South Piedmont CC	**1,183,706**
Southwestern CC	**518,604**
Stanly CC	**397,283**
Surry CC	**8,968**
Tri-County CC	**97,902**
Vance-Granville CC	**85,786**
Wake TCC	**1,327,244**
Western Piedmont CC	**123,529**
Wilkes CC	**697,824**
Wilson CC	**260,354**
	$ 24,573,657

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
Amended Expenditure of Website Redesign Funds

Request: The State Board of Community Colleges is requested to approve an additional amount not to exceed $157,740 to support an amendment to the original website redevelopment and redesign services contract with Honestly, LLC.

Strategic Plan Reference: Goal 2: Enrollment
Increase access and enrollment at North Carolina community colleges to meet the state's educational attainment goal and expand postsecondary opportunities.
Strategies: 2.1.1, 2.2.1, and 2.2.2

Background: After a Request for Proposal (RFP) and competitive bid process, the North Carolina Community College System (NCCCS) website underwent a redesign and redevelopment project beginning with the execution of a contract on June 29, 2023. Since then, additional projects and websites have been imported, migrated, and developed on the new website.

Subsequent amendments to the contract expanded the scope to include post-implementation support, maintenance, marketing improvements, ApprenticeshipNC integration, Individuals with Developmental Disabilities (IDD) webpages and assets, and other enhancements necessary to support statewide enrollment, workforce initiatives, and accessibility needs.

Rationale: Following continued use of the NCCCS website and expanded programmatic needs across the System, additional items were identified to ensure stability, functionality, compliance, and alignment with System priorities. These items include:

Deliverable	Cost
Support & Maintenance	$58,800
Subscriptions for website functionality, plugins, and services	$24,815
Career and College Readiness (CCR) Website Updates	$7,000
New File Search Fuctionality	$25,000
Improved Colleague Integration for Online Programs	$5,250

Deliverable	Cost
Campus Automated Update Process	$4,375
Small Business Center Network (SBCN) Integration	$17,500
Additional Website Updates and Optimizations	$15,000
Additional Scope Items (Amendment 3)	**$157,740**

The amendment does not represent a renewal of existing services, but rather an extension necessary to deliver newly requested and expanded scope items.

Method of Procurement: The original contract was executed on June 29, 2023, following a Request for Proposal (RFP) and competitive bid process.

Contract Amount and Time Period: The contract period will extend through June 28, 2026. Approval of this amendment will increase the total contracted amount for website redesign to $753,607.50.

Fund Source and Availability: Funding for the amended expenditure of website redesign funds will be available from state General Fund Appropriations.

Contact:

Nathan Hardin
Executive Director of Communications
North Carolina Community College System

STATE BOARD OF COMMUNITY COLLEGES
Community College CRM Pilot Reimbursement

Request: The State Board of Community Colleges is requested to approve an allocation of $198,079.00 to five pilot colleges to support Year Two reimbursements associated with the continued implementation of the Customer Relationship Management (CRM) Pilot for Cohort 1 institutions.

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 participating colleges.

The CRM Pilot was launched to establish a modern, unified recruitment and enrollment infrastructure using the Element451 platform. The initiative enables colleges to streamline communications, manage leads more effectively, and leverage data-driven insights to support prospective and current students.

Cohort 1 launched in January 2025 and will be fully implemented by January 31, 2026. All Cohort 1 colleges are currently using the platform, and more than five million messages have been sent to students since Cohort 1 began. Participating colleges are continuing CRM operations into Year Two, which includes ongoing platform use, API integrations, and related operational services. To support sustained adoption and continued evaluation of outcomes, the System Office is requesting approval to reimburse a portion of eligible Year Two CRM-related costs for the original Cohort 1 colleges.

Rationale: Cohort 1 colleges continue to play a critical role in evaluating the effectiveness of the CRM system in improving recruitment, enrollment, and student engagement outcomes. Year Two reimbursements are intended to support sustained implementation while reducing the financial burden on participating institutions.

For Year Two, the System Office recommends reimbursing participating colleges for the following eligible costs:

1. 50% of the base cost of Element451 CRM services, and
2. 100% of approved API integration and related operational costs, as applicable.

The proposed Year Two reimbursements by college are as follows:

- Alamance Community College – $39,750
- Carteret Community College – $30,300
- Durham Technical Community College – $44,159
- Fayetteville Technical Community College – $55,800
- Isothermal Community College – $28,070

Total Year Two Reimbursement Amount: $198,079

These reimbursements acknowledge the colleges' continued commitment to modernizing student engagement efforts and ensure equitable access to advanced enrollment management tools across the state as the pilot progresses.

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
Legislative Agenda

Request: The State Board of Community Colleges is requested to approve the attached Legislative Agenda.

Background: The NC Association of Community College Presidents Legislative and Finance Committees jointly endorsed the proposed Legislative Agenda during their Winter Conference. The agenda was also shared with the full association. The Legislative Agenda will be presented to the NC Association of Community College Trustees Executive Committee later in February where we will also ask for their endorsement.

Contact(s):
Alex Fagg
Vice President of Government Relations

NC COMMUNITY COLLEGES
CREATING SUCCESS

Propel **NC**

Legislative Agenda for a New Community College Business Model

Updated 2026-2027

#1 FOR BUSINESS
#1 FOR WORKFORCE

BUILDING THE BEST IN THE WORLD

NORTH CAROLINA RANKED TOP IN THE NATION BY CNBC AND SITE SELECTION MAGAZINE

STRATEGIC PRIORITY

PROPEL NC transforms the community college business model by aligning funding with labor-market data to support historic enrollment growth and high-demand industries. The agenda prioritizes significant recurring investments, led by a $68.5M Workforce Sector Funding Modernization formula, alongside strategic policy changes for long-term operational stability.

PROPEL NC Workforce Sector Funding Modernization Formula Implement a data-driven funding model based on labor-market needs. This incentivizes continuing education and high-wage sectors, creating transparency and alignment between programs and industry demands.	$68.5M (R)
PROPEL NC Base Funding Modernization and Enhancement Ensures colleges have effective tools and services to support students and boost student completion.	$24.4M (R)
PROPEL NC Enrollment Growth Increase Reserve Ensure a stable, reliable funding source for enrollment spikes at community colleges that see large enrollment growth throughout the academic year.	$6M (NR)
PROPEL NC Excess Tuition Retention Revise GS 115D-31(e) to return total excess tuition receipts proportionally to all colleges based on actual receipts collected by colleges, if no budget call-backs are necessary.	Statutory Change

OPERATIONAL PRIORITIES

Enrollment Growth Funding - Community colleges are increasingly the FIRST CHOICE for post-secondary education across North Carolina. This has driven enrollment growth at historic level for transformative, innovative student and business engagement and sector partnerships.

Community College Multi-Campus Funding - Allocate funding for State Board-approved multi-campus centers at Alamance, Forsyth Tech, and Wake Tech Community Colleges.

Community College Employee Salary Increases - Provide salary increases for community college personnel in line with state employee rates to ensure the recruitment and retention of a high-quality workforce.

STRATEGIC FUNDING INITIATIVES

ApprenticeshipNC - Provides stable funding for a statewide ApprenticeshipNC framework, ensuring a strong foundation, with needed flexibility to make continuous improvements and provide a governance structure which provides system-level support for apprenticeships through the 58 colleges to expand opportunities for apprentices and employers statewide. A $3.1M(R) investment would increase the State's recurring investment in apprenticeships to $4.3M.

Capital Funding Consideration - Include community colleges in capital and equipment funding proposals, as a 2024 survey identified nearly $3 billion in needs across the 58 colleges. Increased enrollment continues to strain aging infrastructure.

STATE BOARD OF COMMUNITY COLLEGES
Construction and Property – February 2026

Request: The State Board of Community Colleges is requested to approve the new and amended projects, property acquisitions and disposals, and final project closeouts presented in the attached listing. NCCCS Capital staff has reviewed each item and finds all to be in order.

Background: North Carolina G.S. 115D-5 specifies the authority of the State Board of Community Colleges related to capital projects for individual institutions. State Board of Community Colleges Code details this authority in section 1H 400.4, which reads as follows:

1H SBCCC 400.4 Capital Project Approval and Obtaining Capital Funds

(a) Project Approval. The State Board shall approve all formal capital improvement projects, regardless of the source of funds, and all informal college capital improvement projects that are supported in part or in total with State funds. As part of the request submitted to the State Board, the college shall certify that its board of trustees has voted to approve the project. The State Board delegates to the President of the North Carolina Community College System the authority to approve, subject to State Board ratification, a capital improvement project if the college has an urgent need and provides evidence that the college will be negatively impacted if approval is delayed until the next regularly scheduled meeting of the State Board. The System President shall present the project to the State Board for ratification at its next regularly scheduled meeting.

(b) Amendments to approved projects. The State Board shall approve amendments to capital projects approved under subsection (a) of this rule, except the State Board delegates to the President of the North Carolina Community College System or the President's designee the authority to approve an amendment that meets one or more of the following conditions:

1) Decreases project funding,
2) Increases project funding solely with non-State funds, or
3) Transfers previously approved State funds (excluding bond funds) to another previously approved project.

February 2026 Update:
This month there are total projects: 6 new projects, 10 amended projects, and 3 acquisitions/disposals.

Contact:
Phillip D. Price, Ed.D., CPA
Vice President and CFO

A.	New Projects							
	Item	**College**	**Project Number**	**Description**	**Fund Source**	**Prior Budget**	**Board Action Funding Increase/ Decrease**	**Current Budget**
	1	Alamance	3008	**Campus Security Rekeying and Hardware Replacement Project (Main Campus)** Replacement of all door locksets and hardware.	Non-State	$0.00	$100,000.00	$100,000.00
					42120 - SCIF R&R	$0.00	$238,000.00	$238,000.00
					Total	**$0.00**	**$338,000.00**	**$338,000.00**
	2	Brunswick	3018	**Business Office Renovation (Main Campus)** Renovation to create two confidential spaces for students to explore financial options to continue their education.	42120 - SCIF R&R	$0.00	$115,000.00	$115,000.00
					Total	**$0.00**	**$115,000.00**	**$115,000.00**
	3	Fayetteville	3013	**General Classroom Building Generator Replacement (Main Campus)** Installation of a new expanded capacity generator.	Non-State	$0.00	$555,000.00	$555,000.00
					Total	**$0.00**	**$555,000.00**	**$555,000.00**
	4	Montgomery	3019	**Health Services Lab Renovations (Main Campus)** Renovation of approximately 1,575 sq. ft. to create a more functional and updated instructional and simulation environment for the nursing education program.	OSBM	$0.00	$180,000.00	$180,000.00
					42160 - SCIF R&R	$0.00	$50,036.73	$50,036.73
					42120 - SCIF R&R	$0.00	$63,963.27	$63,963.27
					Total	**$0.00**	**$294,000.00**	**$294,000.00**
	5	Randolph	3009	**AE Building Renovation (Main Campus)** Renovation of approximately 4,500 sq. ft. space for interior and graphic design programs.	42120 - SCIF R&R	$0.00	$427,500.00	$427,500.00
					Total	**$0.00**	**$427,500.00**	**$427,500.00**
	6	Randolph	3010	**Design Building Program Support Space Renovation (Main Campus)** Renovation of approximately 10,000 sq. ft. to add loading dock and support space for curriculum and con-ed programs.	42120 - SCIF R&R	$0.00	$850,000.00	$850,000.00
					Total	**$0.00**	**$850,000.00**	**$850,000.00**

B.	Amended Projects							
	Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
	1	Cleveland	2574	**Student Services Building (Main Campus)** Project is amended to meet designer cost estimation. **President Cox under the authority granted to him by the State Board, approved this amendment on January 20, 2026.**	OSBM	$21,100,000.00	$0.00	$21,100,000.00
					OSBM Interest	$877,797.00	$2,286,022.00	$3,163,819.00
					42120 - SCIF New	$1,522,203.00	$1,528,147.20	$3,050,350.20
					42160 - SCIF New	$0.00	$324,898.71	$324,898.71
					Total	**$23,500,000.00**	**$4,139,067.91**	**$27,639,067.91**
	2	Cleveland	2991	**HVAC Replacements - Paksoy & Multi-Purpose Building (Main Campus)** Project is being amended to increase budget due to bids coming in higher than anticipated. **President Cox under the authority granted to him by the State Board, approved this amendment on January 20, 2026.**	42120 - SCIF R&R	$136,500.00	$112,000.00	$248,500.00
					Total	**$136,500.00**	**$112,000.00**	**$248,500.00**
	3	Davidson-Davie	2612	**Regional Training and Distribution Center for Emergency Response and Public Health (Main Campus)** Project is amended to add project-specific interest and due to price escalation. **President Cox under the authority granted to him by the State Board, approved this amendment on January 20, 2026.**	Non-State	$0.00	$3,050,000.00	$3,050,000.00
					OSBM	$18,700,000.00	$0.00	$18,700,000.00
					OSBM Interest	$0.00	$2,000,000.00	$2,000,000.00
					Total	**$18,700,000.00**	**$5,050,000.00**	**$23,750,000.00**
	4	Edgecombe	2902	**Keihin Auditorium Renovation (Main Campus)** Project is amended due to price escalation. **President Cox under the authority granted to him by the State Board, approved this amendment on January 15, 2026.**	OSBM	$420,000.00	$0.00	$420,000.00
					OSBM Interest	$0.00	$40,000.00	$40,000.00
					Total	**$420,000.00**	**$40,000.00**	**$460,000.00**
	5	Guilford	2610	**Aviation Training Center at Cameron Campus (Northwestern Guilford County Campus)** Project is amended to add project- specific interest.	Non-State	$11,100,000.00	$0.00	$11,100,000.00
					OSBM	$15,000,000.00	$0.00	$15,000,000.00
					OSBM Interest	$1,368,052.24	$605,570.08	$1,973,622.32
					42120 - SCIF New	$8,500,000.00	$0.00	$8,500,000.00
					Total	**$35,968,052.24**	**$605,570.08**	**$36,573,622.32**
B.	**Amended Projects - Continued**							

					Federal	$1,741,378.00	$0.00	$1,741,378.00
				Truck Drive Track (Greensboro Campus) Project is amended to increase budget due to bids coming in higher than anticipated.	42120 - SCIF New	$3,258,622.00	$651,823.00	$3,910,445.00
	6	Guilford	2721		**Total**	**$5,000,000.00**	**$651,823.00**	**$5,651,823.00**
					OSBM Interest	$0.00	$280,550.73	$280,550.73
				Howell Woods Public Safety Annex (Rudolph Howell & Son Center) Project is amended to add project-specific interest for increased scope.	OSBM	$2,970,000.00	$0.00	$2,970,000.00
	7	Johnston	2759		**Total**	**$2,970,000.00**	**$280,550.73**	**$3,250,550.73**
					OSBM	$1,000,000.00	$0.00	$1,000,000.00
				Driver Training Pavilion (Main Campus) Project is amended due to bids coming in higher than anticipated. **President Cox under the authority granted to him by the State Board, approved this amendment on January 14, 2026.**	OSBM Interest	$0.00	$30,290.00	$30,290.00
	8	Nash	2928		**Total**	**$1,000,000.00**	**$30,290.00**	**$1,030,290.00**
					OSBM	$7,500,000.00	$7,500,000.00	$15,000,000.00
				Mitchell-Hall Allied Health Science Building (Main Campus) Project is amended to identify second year of OSBM funding.	Unidentified	$7,500,000.00	($7,500,000.00)	$0.00
	9	Roanoke -Chowan	2905		**Total**	**$15,000,000.00**	**$0.00**	**$15,000,000.00**
					Non-State	$2,500,000.00	$0.00	$2,500,000.00
				North Campus Automotive Building Construction (Main Campus) Project is amended due to scope changes and cost escalation.	Unidentified	$25,000,000.00	$7,500,000.00	$32,500,000.00
	10	Rowan-Cabarrus	2873		**Total**	**$27,500,000.00**	**$7,500,000.00**	**$35,000,000.00**

C.	Acquisition and Disposal of Real Property		
	Item	**College**	**Action Requested**
	1	Carteret	The Board of Trustees of Carteret Community College requests permission as per G.S. 115D-15 to dispose of by lease approximately 43 x 30 foot portion of 6.01 acres (Parcel number 730902757616000) at 241 Laurel Road, Beaufort, NC 28516 to Carteret County to support the NC Highway Patrol communications tower. The lease term is 30 years with automatic renewal at two consecutive 30 year intervals. The Board of Trustees has found the building unnecessary for college purposes.
	2	Central Piedmont	The Board of Trustees of Central Piedmont Community College requests permission as per G.S. 115D-15 to dispose of by demolition the Citizens Center Building, approximately 15,324 sq. ft. at 1221 Charlottetowne Ave., Charlotte, NC 28204 Mecklenburg County. The Board of Trustees has found the building undesirable for college purposes.
	3	Central Piedmont	The Board of Trustees of Central Piedmont Community College requests permission as per G.S. 115D-15 to dispose of by demolition three buildings: 1) Pitts Building approximately, 12,864 sq. ft. at 1308 E 4th street, Charlotte, NC, 28204, Mecklenburg County 2) Sommers Building approximately, 10,284 sq. ft. at 1322 E 4th Street, Charlotte, NC, 28204, Mecklenburg County 3) Norman Building approximately, 14,215 sq. ft. at 1330 E 4th Street, Charlotte, NC, 28204, Mecklenburg County The Board of Trustees has found the buildings undesirable for college purposes.

State Fund Legend

40720 - Special Projects/Equipment to Capital/Advanced Planning Funds S.L. 2006-66
41220 - Equipment to Capital S.L. 2011-145
41520 - Equipment to Capital S.L. 2015-241
41720 - Special Project S.L. 2017-57
41820 - Special Project S.L. 2018-5, Hurricane Relief funds S.L. 2018-136
41920 - Special Project S.L. 2019-235
42020 - Special Project S.L. 2019-235
42120 - SCIF ($400M) S.L. 2021-180
42160 - SCIF (Remaining Connect NC Bond Funds as of October 1, 2022 converted to SCIF)
Interest - OSBM - Interest earned on OSBM Administered Funds
OSBM - OSBM Grants S.L. 2021-180, 2022-74, 2022-6, 2023-134
State-Other - State Funds handled locally by college

STATE BOARD OF COMMUNITY COLLEGES
State Board Reserve FY 2025-26 Mid-Year Report
Information Only

Background: G.S. 115 D-5(j) provides that "[t]he State Board of Community Colleges shall use its Board Reserve Fund for feasibility studies, pilot projects, start-up of new programs, and innovative ideas." The State Board Reserve is a recurring funding source with $250,000 annually.

Mid-year Updates: The attached report shows the status of State Board Reserve funds that were approved for carryforward at fiscal year end June 30, 2025 and new projects approved since July 1, 2025.

Contact(s):

Phillip D. Price, Ed.D., CPA
Vice President and CFO

FISCAL YEAR 2025-26
As of December 31, 2025

VENDOR/GRANTEE	PROJECT TITLE	APPROVAL DATE	PROJECT PURPOSE	BUDGET	EXPENDED YTD	UNEXPENDED BALANCE
Various Colleges	Advance NC Consortium - Colleges	9/20/24 (FC05)	The Advance NC Consortium is a group of 11 community colleges that are 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. This match was raised.)	110,000	51,222.31	58,777.69
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	9,858.00	4,900.00
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
System Office and student leaders	Student Leadership Development Program	5/16/25 (FC01)	These funds will support a pilot of the Student Leadership Development Program in partnership with the LeaderShape Institute and Camp Caraway in Sophia, NC. This will be a new, high-impact leadership experience for students in the NC Community College System. It will be open to all students seeking leadership growth and will occur as a four-day immersive leadership experience. (These funds were approved for carry forward so that they might be used for spring 2026 activities.)	32,654	-	32,654.00
System Office and college employees	Facilitating Career Development Trainer Designation	5/16/25 (FC02)	These funds will support five individuals in obtaining the Global Career Development Facilitator Trainer designation. This initiative aims to build in-state capacity for training NC Career Coaches, and enhancing career advising skills and professional development. After attaining this credential, the recipients will provide at least two training sessions for NC Career Coaches.	7,645	4,705.00	2,940.00

Various Colleges and System Office	Ninth and Tenth Pilot Program	5/16/25 (FC03)	State Board Reserve funds of up to $25,000 will be used to support a pilot program expanding eligibility criteria for 9th and 10th grade students in Career and College Promise (CCP), Career and Technical Education (CTE) pathways, in accordance with those listed in G.S. 115D-20(4). Participating colleges will work with local school districts to evaluate the pilot outcomes, enrollment trends, and pathway completion. Allocated funds will be available for pilot colleges to cover costs such as transportation and textbooks, instructional materials and supplies for students; instructional fees; data collection and evaluation; and student support, onboarding, and internship opportunities.	25,000	6,246.55	18,753.45
Various Colleges and System Office	Ninth and Tenth Pilot Program Expansion	7/18/25 (FC01)	In July the State Board approved an additional 25,000 to support a pilot program expanding eligibility criteria for 9th and 10th grade students in Career and College Promise (CCP), Career and Technical Education (CTE) pathways, in accordance with those listed in G.S. 115D-20(4). The 24-25 allocation in May 2025 (FC03) resulted in overwhelming demand for participation. This allocation will allow for pilot colleges to cover costs such as transportation and textbooks, instructional materials and supplies for students; instructional fees; data collection and evaluation; and student support, onboarding, and internship opportunities.	25,000	-	25,000.00
System Office and college employees	Exploring AAS Degrees as Transfer Pathways	7/18/25 (FC02)	State Board Reserve funds of up to $25,000 will support an initiative to streamline the transfer process for students pursuing an Associate of Applied Science degree who may wish to transfer to a baccalaureate program. (Traditionally AAS degrees are designed as terminal degrees, but AAS recipients have increasingly sought to transfer.) These funds will allow System Office staff and college academic counselors to develop and execute a plan to assist students and modify curriculum to support transfer-ready AAS programs.	25,000	-	25,000.00
McDowell Tech and Small Business Center Network	Accelerate and Innovate McDowell	7/18/25 (FC03)	Accelerate and Innovate McDowell (AIM) is sponsored by McDowell Tech and McDowell County Chamber of Commerce to assist local entrepreneurs and small business owners as the county recovers from Hurricane Helene. Spearheaded by the Small Center Network, such efforts will include training, one-on-one consulting and mentoring activities. The allocation will be up to $21,200.	21,200	5,199.76	16,000.24
Rowan-Cabarrus, Western Piedmont and System Office	Support Inaugural First-Year Experience Conference	9/19/25 (FC03)	These funds support an inaugural statewide First Year Experience Conference co-hosted by Rowan-Cabarrus and Western Piedmont Community College. The Conference (held Oct 14-15 at Rowan-Cabarrus) shared research, institutional practices, and collaborative models that support first-year community college students. Attendees were those community college personnel critical to student development, engagement, and academic achievement during the first year of college.	9,000	8,960.66	39.34
Southeastern Community College	Pathway to Employment Course Development Project Support	9/19/25 (FC04)	Southeastern Community College will coordinate a statewide leadership initiative revising existing Pathway to Employment (PTE) courses and delivering professional development for new instructors. Southeastern will collaborate with System Office staff and subject matter experts (SMEs) from approximately 7-10 colleges.	40,000	-	40,000.00

Gaston College, Mayland Community College, System Office	Modernization of Degree Program Competencies	11/21/25 (FC05)	These funds will support a statewide initiative to review, revise, and update the competencies for degree programs and support implementation across the colleges. This initiative will be co-led by Gaston College and Mayland Community College, in conjunction with the System Office. The group will develop recommendations for both statewide revisions and institutional framework options to ensure consistency, relevance, and adaptability across the system.	40,000	-	40,000.00
Regional pilot colleges, with the System Office	Public Safety Instructor Training Pilot	11/21/25 (FC05)	These funds will design and launch a Public Safety Instructor Training Pilot and to deliver in-person train-the-trainer sessions in Spring 2026. Training will be delivered through hybrid methods and will include AL-supported teaching methods. This pilot will based on the model created by the NC Community College Master Instructor Program. The pilot will be launched at various colleges, strategically chosen by region, and will serve approximately 12 public safety program directors and leaders.	20,000	-	20,000.00
TOTALS				**$ 390,257**	**$ 86,192.28**	**$ 304,064.72**

Summary of State Board Reserve Availability

FY 2025-26 Certified Budget	**$ 250,000**
FY2024-25 OSBM Approved Carry Forward	**$ 210,057**
Allocated to Date	**$ (390,257)**
State Board Reserve Balance	**$ 69,800**

STATE BOARD OF COMMUNITY COLLEGES
Annual Survey of Fees FY 2024-25

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-seven colleges charged this fee to students (+1 from 2023-24).
      - Of the 57 colleges that charged a fee, 20 charged up to the $48 per academic term maximum permitted (+2 from 2023-24), and the remaining 36 (-2) charged less than the $48 maximum. Three of those 56 colleges waived the fee for the summer term (same as 2023-24). No college charged more than the $48 per academic term maximum.
      - For the fiscal year, colleges expended $9.5 million (-$6.3 million) and had on-hand a cash balance of $34.4 million (+$4.8 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 (same as 2023-24).
- Of the 38 that charged a fee, 33 charged the $5 per course maximum permitted, and five charged up to $3 (same as 2023-24). No college charged more than the $5 per course maximum.
- For the fiscal year, colleges expended $250,605 (-$41,497) and ended with a cash balance of $1.4 million (+$86,196).
- 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. Thirty-one colleges (+2) charged up to the $35 maximum permitted in fiscal year 2024-25. Sixteen 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 $11.7 million (-$1.2 million) and had on-hand a cash balance of $12.7 million (+$2.2).
- 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 2024-25, 23% were for student functions and events, 11% for the SGA, 28% for staff salaries, 29% for athletics, and 9% among other student purposes.

3. College Access, Parking and Security (CAPS) Fees
- Fifty-three (+2 from fiscal year 2023-24) colleges charged a parking fee. Of the 53 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 $15.5 million (-380,185) and had a fund balance of $27.5 million (+$1.8 million).

- Of the funds expended in fiscal year 2024-25, 7% were for paving/resurfacing, 66% for security, 5% for student transportation, and 22% 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 on the immediate classes or activities offered.

FY 2024-25 Curriculum Instructional Technology Fee Summary

$48 per academic term maximum

	Summer 2024		Fall 2024/Spring 2025			
	Rate	Basis	Rate	Basis	Expenditures	Fund Balance at June 30, 2025
Alamance CC	$1.50	cr hr	$1.50	cr	110,817.18	105,647.53
Asheville-Buncombe TCC	$48	sem	$48	sem	454,774.09	24,294.15
Beaufort County CC	NONE	NONE	$4	cr hr	45,419.03	159,202.53
Bladen CC	$25/$5	sem/course	$25	sem	94,491.04	20,320.39
Blue Ridge CC	$3/$48	cr hr/sem	$3/$48	cr hr/sem	172,406.20	109,126.98
Brunswick CC	$12/$24	sem/sem	$12/$24	sem/sem	19,083.00	350,009.11
Caldwell CC & TI	NONE	NONE	NONE	NONE	-	-
Cape Fear CC	$3	cr hr	$3	cr hr	206,216.62	3,661,343.55
Carteret CC	$20/$35	sem/sem	$20/$35	sem/sem	74,569.35	153,370.20
Catawba Valley CC	$48	sem	$48	sem	285,186.57	536,336.53
Central Carolina CC	$48	sem	$48	sem	48,215.69	365,926.71
Central Piedmont CC[1]	$48	sem	$48	sem	6,186.71	4,610,082.08
Cleveland CC	$48	sem	$48	sem	119,262.73	874,320.55
Coastal Carolina CC	NONE	NONE	$20	sem	105,985.15	46,229.85
College of The Albemarle[1]	$16	sem	$16.00	sem	25,123.97	177,504.53
Craven CC	$48	sem	$48	sem	401,178.37	469,158.95
Davidson-Davie CC	$7/$10/$16	cr hr/cr hr/cr hr	$7/$10/$16	cr hr/cr hr/cr hr	122,406.89	889,391.70
Durham TCC	$22/$20/$18	sem/sem/sem	$22/$20/$18	sem/sem/sem	27,405.25	289,749.89
Edgecombe CC	$2	cr hr	$2	cr hr	25,003.34	161,192.54
Fayetteville TCC	$48	sem	$48	sem	679,097.86	2,606,274.36
Forsyth TCC	$17.50	per student/semester	$35/$48	per student/semester	935,744.42	82,480.53
Gaston College[1]	$48	sem	$48	sem	467,487.37	2,237,757.86
Guilford TCC	$5/$11	sem/sem	$5/$11	sem/sem	634,802.14	3,459,615.02
Halifax CC	$$2 TO $32	cr hr	$$2 TO $32	cr hr	12,498.98	64,072.48
Haywood CC	$48	sem	$48	sem	85,006.36	356,717.97
Isothermal CC[1]	$48	sem	$48	sem	158,647.92	127,788.44
James Sprunt CC	$30	sem	$30	sem	22,731.80	280,961.58
Johnston CC	$48	sem	$48	sem	259,719.57	699,500.36

	Summer 2024		Fall 2024/Spring 2025			
	Rate	Basis	Rate	Basis	Expenditures	Fund Balance at June 30, 2025
Lenoir CC	$16	sem	$16	sem	-	499,037.09
Martin CC	$15.25	sem	$15.25	sem	53,511.57	10,440.66
Mayland CC	$16/$32	cr hr/cr hr	$16/$32	cr hr/cr hr	13,927.67	18,927.42
McDowell TCC	$25	sem	$25	sem	9,542.10	117,744.84
Mitchell CC	$3/$48	cr hr/sem	$3/$48	cr hr/sem	87,647.79	813,004.20
Montgomery CC	$16	sem	$16	sem	(2,852.69)	164,510.00
Nash CC	$6	cr hr	$6	cr hr	(2,652.23)	557,227.04
Pamlico CC	$10	sem	$10	sem	1,561.96	50,580.80
Piedmont CC	$8	sem	$16	sem	30,689.29	1,689.29
Pitt CC	$32	sem	$32	sem	478,157.18	682,185.61
Randolph CC	$2	cr hr	$2	cr hr	181,696.84	44,757.58
Richmond CC	$20	sem	$20	sem	-	940,075.00
Roanoke-Chowan CC	$1	per credit hour	$3	cr hr	-	188,338.48
Robeson CC	$32	sem	$32	sem	-	434,815.28
Rockingham CC	$15/$24	sem/sem	$20/$36	sem/sem	84,329.28	234,950.11
Rowan-Cabarrus CC	$24/$48	sem/sem	$24/$48	sem/sem	279,761.26	626,484.17
Sampson CC	$16	sem	$16	sem	349.54	805,090.80
Sandhills CC	$48	sem/sem	$48	sem/sem	524,685.86	199,810.45
South Piedmont CC	$48	sem	$48	sem	62,545.55	373,854.81
Southeastern CC	NONE	sem/sem	$32/$16	sem/sem	-	283,655.86
Southwestern CC	$4	cr hr	$4	cr hr	53,146.98	533,791.12
Stanly CC	$48	sem	$48	sem	183,189.13	344,269.10
Surry CC	$1	cr hr	$1	cr hr	7,212.60	453,683.90
Tri-County CC	$48	sem	$48	sem	-	264,207.66
Vance-Granville CC	$6/$12	sem/sem	$6/$12	sem/sem	175,431.10	414,227.73
Wake TCC	$3	cr hr	$3	cr hr	1,267,760.64	406,160.51
Wayne CC	$32	sem	$32	sem	234,682.70	310,213.66
Western Piedmont CC	$4	cr hr	$4	cr hr	3,754.22	1,118,816.59
Wilkes CC	$24/$48	sem/sem	$24/$48	sem/sem	111,388.70	105,992.58
Wilson CC	$20	sem	$20	sem	34,065.85	448,798.37
Totals					**9,473,000.49**	**34,365,717.08**

Number of colleges that do not charge a fee: 1

Number of colleges that charge the maximum: 20

[1]Expenditures and Fund Balance include continuing education

sem - Semester

cr hr - Credit Hour

Attachment FC 08A

2024-25 Continuing Education Instructional Technology Fee Summary

	Summer 2024		Fall 2024/Spring 2025			
	Rate	Basis	Rate	Basis	Expenditures	Fund Balance at June 30, 2025
Alamance CC	NONE	NONE	NONE	NONE	-	-
Asheville-Buncombe TCC	$5	course	$5	course	126.11	2,865.78
Beaufort County CC	$5	course	$5	course	5,615.83	68,049.45
Bladen CC	$5	course	$5	NONE	8,216.61	13,498.36
Blue Ridge CC	$5	course	$5	course	-	1,766.99
Brunswick CC	$5	course	$5	course	-	13,783.10
Caldwell CC & TI	NONE	NONE	NONE	NONE	-	-
Cape Fear CC	$5	course	$5	course	-	92,956.67
Carteret CC	$5	course	$5	course	-	-
Catawba Valley CC	$5	course	$5	course	-	23,993.34
Central Carolina CC	$3	course	$3	course	983.99	7,467.89
Central Piedmont CC[1]	$5	course	$5	course	-	-
Cleveland CC	NONE	NONE	NONE	NONE	-	-
Coastal Carolina CC	NONE	NONE	NONE	course	3,245.00	-
College of The Albemarle[1]	$5	course	$5	course	-	11,956.42
Craven CC	NONE	NONE	NONE	NONE	-	66,978.39
Davidson-Davie CC	$5	course	$5	course	9,213.42	3,783.97
Durham TCC	$5	course	$5	course	29,581.95	-
Edgecombe CC	NONE	NONE	NONE	NONE	-	-
Fayetteville TCC	NONE	NONE	NONE	NONE	-	179,434.69
Forsyth TCC	$5	per course	$5	course	100,178.32	-
Gaston College[1]	$5	course	$5	course	-	196,039.94
Guilford TCC	$3	course	$3	course	70,276.15	1,033.00
Halifax CC	$5	course	$5	course	-	27,719.68
Haywood CC	$5	course	$5	course	-	35,239.51
Isothermal CC[1]	$5	course	$5	course	1,060.00	849.01
James Sprunt CC	NONE	NONE	NONE	NONE	-	-
Johnston CC	$1/$2/$3	cr hr/cr hr/cr hr	$1/$2/$3	cr hr/cr hr/cr hr	-	27,360.04

	Summer 2024		Fall 2024/Spring 2025			
	Rate	Basis	Rate	Basis	Expenditures	Fund Balance at June 30, 2025
Lenoir CC	$5	sem	$5	sem	-	37,553.19
Martin CC	NONE	NONE	NONE	NONE	-	-
Mayland CC	NONE	NONE	NONE	NONE	-	-
McDowell TCC	NONE	NONE	NONE	NONE	-	-
Mitchell CC	NONE	NONE	NONE	NONE	-	2,007.66
Montgomery CC	$5	course	$5	course	-	-
Nash CC	NONE	NONE	NONE	NONE	-	782.50
Pamlico CC	NONE	NONE	NONE	NONE	-	-
Piedmont CC	NONE	NONE	NONE	NONE	-	-
Pitt CC	$5	course	$5	course	-	120,447.93
Randolph CC	NONE	NONE	NONE	NONE	-	-
Richmond CC	NONE	NONE	NONE	NONE	-	-
Roanoke-Chowan CC	$5	course	$5	course		20,566.01
Robeson CC	$5	sem	$5	sem	-	6,339.39
Rockingham CC	$5	course	$5	course	-	1,116.00
Rowan-Cabarrus CC	NONE	NONE	NONE	NONE	-	-
Sampson CC	$5	cr hr	$5	course	4.70	9,070.26
Sandhills CC	$5	course	$5	course	21,016.32	78,431.03
South Piedmont CC	$5	course	$5	course	-	-
Southeastern CC	NONE	NONE	NONE	NONE	-	6,383.57
Southwestern CC	$5	course	$5	course	-	123,657.58
Stanly CC	$5	course	$5	course	-	55,424.35
Surry CC	$1/$2/$3	course/course/course	$1/$2/$3	course/course/course	1,011.67	-
Tri-County CC	$5	course	$5	course	-	20,806.97
Vance-Granville CC	$3	course	$3	course	4.46	9,221.03
Wake TCC	$5	course	$5	course	-	66,020.40
Wayne CC	$5	course	$5	course	-	15,706.50
Western Piedmont CC	NONE	NONE	NONE	NONE	-	-
Wilkes CC	$5	course	$5	course	2.66	716.12
Wilson CC	$5	sem	$5	sem	67.57	37,468.91
Totals					**250,604.76**	**1,386,495.63**

Number of colleges that do not charge a fee: 20

Number of colleges that charge the maximum: 33

[1]Expenditures and Fund Balance included in curriculum

sem - Semester

cr hr - Credit Hour

2024-25 Student Activity Fee Summary

$35 per academic term maximum

	Summer 2024		Fall 2024/Spring 2025			
	Rate	Basis	Rate	Basis	Expenditures	Fund Balance at June 30, 2025
Alamance CC	$8/$16/$24/$3	sem/cr hr	$8/$16/$24/$3	sem/cr hr	74,723.00	120,944.08
Asheville-Buncombe TCC	NONE	NONE	$35	sem	88,487.70	425,088.46
Beaufort County CC	NONE	NONE	$1	cr hr	21,933.31	19,213.18
Bladen CC	$30	sem	$30	sem	45,495.00	59,329.11
Blue Ridge CC	NONE	NONE	$35	sem	92,778.36	233,136.88
Brunswick CC	NONE	NONE	$22.50/$35	sem	72,973.94	13,469.80
Caldwell CC & TI	$35	sem	$35	sem	306,203.79	-
Cape Fear CC	$35	sem	$35	sem	725,672.00	1,049,596.84
Carteret CC	$5/$5	sem/sem	$20/$35	sem/sem	64,412.16	90,307.76
Catawba Valley CC	NONE	NONE	$35/$50	sem/sem	367,517.57	-
Central Carolina CC	$5	sem	$35	sem	102,294.86	228,815.65
Central Piedmont CC	$26/$35	sem/sem	$26/$35	sem/sem	770,874.40	2,603,223.95
Cleveland CC	$35	sem	$35	sem	52,849.70	93,004.22
Coastal Carolina CC	$5/$8	sem/sem	$20	sem	128,584.55	94,643.03
College of The Albemarle	NONE	NONE	$32.50/$14	sem/sem	42,735.87	269,106.60
Craven CC	$17.50	sem	$35/$40	sem/sem	221,045.77	97,478.18
Davidson-Davie CC	$18/$28/$35	cr hr/cr hr/cr hr	$18/$28/$35	cr hr/cr hr/cr hr	177,829.84	66,612.07
Durham TCC	$18/$16/$14/$12	NONE	$29/$26/$23/$20	NONE	246,181.73	257,329.37
Edgecombe CC	$3/$35	NONE	$4/$50	NONE	87,718.15	246,844.44
Fayetteville TCC	$35	sem	$35	sem	718,988.79	921,393.03
Forsyth TCC	$17.50/$10	sem/sem	$35/$10	sem	618,844.25	9,310.60
Gaston College	$35	sem	$35	sem	367,063.18	42,706.00
Guilford TCC	$15/$26.25	sem/sem	$16.50/$29	sem/sem	817,794.14	63,465.20
Halifax CC	$35	cr hr	$35	cr hr	34,354.42	57,061.28
Haywood CC	NONE	NONE	$50	sem	65,386.39	279,636.57
Isothermal CC	NONE	NONE	$20/$25/$30	NONE	83,618.96	95,260.03
James Sprunt CC	NONE	NONE	$20/$30	sem/sem	34,145.45	36,274.52
Johnston CC	$40/$50	sem/sem	$40/$50	sem/sem	277,378.93	295,296.76
Lenoir CC	$35	sem	$35	sem	97,031.93	80,962.62
Martin CC	NONE	NONE	$30	sem	20,497.37	20,203.28

SBCC
02/20/2026

	Summer 2024		Fall 2024/Spring 2025			
	Rate	Basis	Rate	Basis	Expenditures	Fund Balance at June 30, 2025
Mayland CC	$22/$34	cr hr/cr hr	$22/$34	cr hr/cr hr	14,845.68	186,918.82
McDowell TCC	$25	sem	$25	sem	71,807.68	28,360.29
Mitchell CC	NONE	NONE	$2.50/$25	cr hr/sem	120,859.77	298,047.71
Montgomery CC	$5	sem	$30	sem	18,383.95	107,840.99
Nash CC	$5	cr hr	$5	cr hr	122,711.62	58,693.34
Pamlico CC	$3.75/$5.65/$7.50/$10	sem	$3.75/$5.65/$7.50/$10	sem	1,717.13	20,821.24
Piedmont CC	$10	sem	$20	sem	28,118.16	20,090.82
Pitt CC	$20	sem	$26	sem	372,828.00	430,614.00
Randolph CC	$2.75	cr hr	$2.75	cr hr	149,311.05	24.96
Richmond CC	NONE	NONE	$30/$23	sem/sem	82,083.00	162,210.00
Roanoke-Chowan CC	$35	per student/sem	$35	per student/sem	27,799.20	72,248.01
Robeson CC	NONE	NONE	$35/$21	sem/sem	36,004.57	169,371.60
Rockingham CC	$8/$16/$24/$32	sem	$10/$18/$27/$35	sem	47,440.68	27,382.57
Rowan-Cabarrus CC	$15	sem	$34/$50	sem/sem	240,030.69	438,586.36
Sampson CC	$20	sem	$20	sem	57,170.05	247,638.19
Sandhills CC	$35	sem	$35	sem	109,290.59	1,332.03
South Piedmont CC	$35	sem	$35	sem	151,242.70	232,877.26
Southeastern CC	NONE	NONE	$32/$16	sem/sem	46,854.74	17,142.63
Southwestern CC	NONE	NONE	$2	cr hr	64,798.91	175,208.78
Stanly CC	$17.50	sem	$35	sem	286,014.67	125,866.19
Surry CC	$7	cr hr	$7/$10	cr hr/cr hr	199,089.68	126,986.83
Tri-County CC	$35	sem	$35	sem	9,786.74	115,181.78
Vance-Granville CC	$15	sem	$30	sem	151,441.05	470,298.90
Wake TCC	$35	sem	$35/$50	sem/sem	2,045,401.00	519,285.24
Wayne CC	$35	sem	$35	sem	202,382.78	182,983.70
Western Piedmont CC	$3	cr hr	$3	cr hr	88,624.33	322,014.34
Wilkes CC	NONE	NONE	$26/$35	sem/sem	97,571.14	40,525.47
Wilson CC	$2.18	cr hr	$2.18	cr hr	59,338.80	182,789.88
Totals					**$ 11,728,363.87**	**$ 12,651,055.44**

Number of colleges that do not charge a fee: 0
Number of colleges that charge the maximum: 24

2024-25 Campus Access, Parking, and Security (CAPS) Fee Summary

No maximum

	Summer 2024		Fall 2024/Spring 2025			
	Rate	Basis	Rate	Basis	Expenditures	Fund Balance at June 30, 2025
Alamance CC	$6/$12/$18	CU sem/CU sem/CU sem	$6/$12/$18	CU sem/CU sem/CU sem	52,627.74	-
Asheville-Buncombe TCC	$20/$5	CU sem/CE course	$20/$5	CU sem/CE course	37,811.77	187,169.04
Beaufort County CC	$10	CU sem	$10	CU sem	826.28	27,634.74
Bladen CC	$25/$5	CU sem/CE sem	$25/$5	CU sem/CE sem	45,638.78	35,487.71
Blue Ridge CC	$15	CU sem	$25	CU sem	109,308.68	179,306.65
Brunswick CC	NONE	NONE	NONE	NONE	-	-
Caldwell CC & TI	$2	course	$2	course	18,604.31	287,462.01
Cape Fear CC	$40/$75/$5	CU sem/CU sem/CE course	$40/$75/$5	CU sem/CU sem/CE course	2,574,996.39	2,505,986.70
Carteret CC	$7	CU sem	$15	CU sem	35,855.47	165,925.68
Catawba Valley CC	$35	CU sem	$50	CU sem	163,141.37	243,158.53
Central Carolina CC	$50/$2	CU sem/CE course	$50/$2	CU sem/CE course	75,217.42	432,135.28
Central Piedmont CC	$73/$97/$12	CU sem/CU sem/CE course	$73/$97/$12	CU sem/CU sem/CE course	2,729,487.66	531,730.65
Cleveland CC	$50	sem	$50	sem	311,966.95	420,781.74
Coastal Carolina CC	NONE	NONE	NONE	NONE	-	-
College of The Albemarle	$5	CU sem	$15	CU sem	-	333,330.48
Craven CC	$15	sem	$15	sem	62,873.74	61,286.55
Davidson-Davie CC	$25	CU sem	$25	CU sem	9,731.45	1,228,500.67
Durham TCC	$24/$20/$16/$12/$5	CU sem/CU sem/CU sem/CU sem/CE course	$30/$26/$22/$18/$5	CU sem/CU sem/CU sem/CU sem/CE course	613,062.22	1,000,356.72
Edgecombe CC	$2/$5	CU cr hr/CE course	$3/$5	CU cr hr/CE course	62,120.00	86,137.58
Fayetteville TCC	$15	sem	$15	sem	391,069.72	978,254.14
Forsyth TCC	$25/$5	CU CE course	$25/$5	CU CE course	722,990.42	(169,476.10)
Gaston College	$100	sem	$100	sem	593,234.29	1,492,745.66
Guilford TCC	$25/$50/$5	CU sem/CU sem/CE course	$25/$50/$5	CU sem/CU sem/CE course	884,934.85	7,497,418.01
Halifax CC	$$11 to $21	CU sem	$$11 to $21	CU sem	10,222.81	83,140.49
Haywood CC	$5	CU sem	$5	CU sem	3,217.81	78,855.72
Isothermal CC	$25	CU sem	$25	CU sem	736.53	222,924.33
James Sprunt CC	$20	CU sem	$20	CU sem	16,175.00	197,502.95
Johnston CC	$4/$5	CU cr hr/CE course	$4/$5	CU cr hr/CE course	-	1,359,517.59
Lenoir CC	$20/$5	CU sem/CE sem	$20/$5	CU sem/CE sem	70,739.34	101,709.71
Martin CC	NONE	NONE	NONE	NONE	-	-
Mayland CC	$10	CU sem	$10	CU sem	-	60,115.49
McDowell TCC	$25	CU sem	$25	CU sem	17,772.92	89,635.89

	Summer 2024		Fall 2024/Spring 2025			
	Rate	Basis	Rate	Basis	Expenditures	Fund Balance at June 30, 2025
Mitchell CC	$25	CU sem	$25	CU sem	83,645.92	677,168.24
Montgomery CC	$5	sem	$5	sem	1,733.40	44,695.51
Nash CC	$14/$5	CU sem/CE course	$14/$5	CU sem/CE course	27,552.34	172,108.58
Pamlico CC	NONE	NONE	NONE	NONE	-	-
Piedmont CC	$10	sem	$20	sem	30,000.00	3,311.94
Pitt CC	$10	sem	$15	sem	184,438.88	929,693.01
Randolph CC	$5	CU sem	$5	CU sem	-	93,820.74
Richmond CC	$10	sem	$10	sem	-	229,998.00
Roanoke-Chowan CC	$20	per student/semester	$20	per student/semester	66,932.53	15,689.84
Robeson CC	$7.50/$2	CU sem/CE sem	$7.50/$2	CU sem/CE sem	6,667.00	181,293.69
Rockingham CC	$10/$3/$5	CU sem/CE course/CE course	$15/$3/$5	CU sem/CE course/CE course	45,133.68	17,175.87
Rowan-Cabarrus CC	$20	CU sem	$20	CU sem	190,222.21	1,040,838.93
Sampson CC	$10	sem	$10	sem	74,800.74	116,371.91
Sandhills CC	$25	sem	$25	sem	104,128.61	108,309.03
South Piedmont CC	$15	CU sem	$15	CU sem	60,100.64	(18,412.44)
Southeastern CC	$12/$5	CU sem/CU sem	$12/$5	CU sem/CU sem	25,760.27	236,417.68
Southwestern CC	$4	cr hr	$4	cr hr	41,111.56	430,802.64
Stanly CC	$10	sem	$30	sem	20,536.12	45,378.92
Surry CC	$5	CU sem	$5	CU sem	4,846.34	112,796.83
Tri-County CC	$25	sem	$25	sem	-	115,193.79
Vance-Granville CC	$1.50	cr hr	$1.50	cr hr	257,693.04	153,767.75
Wake TCC	$12	cr hr	$12	cr hr	4,499,697.77	2,738,331.18
Wayne CC	NONE	NONE	NONE	NONE	-	-
Western Piedmont CC	$25	CU sem	$25	CU sem	3,000.00	160,192.71
Wilkes CC	$20	CU sem	$20	CU sem	111,569.30	37,573.23
Wilson CC	$15	sem	$15	sem	43,851.65	63,145.15
TOTAL					**$ 15,497,785.92**	**$ 27,424,397.34**

Number of colleges that do not charge a fee: 5
Number of colleges that charge the maximum: N/A

STATE BOARD OF COMMUNITY COLLEGES
System Office Contracts Report July 1 – December 31, 2025
Information Only

Background: State Board of Community Colleges Code, 1A SBCCC 200.6 Delegation of Contractual Authority reads as follows:

> The State Board of Community Colleges hereby delegates to the System President the authority to execute any contract that meets the following criteria:
>
> 1) Contracts that expend less than $250,000 and whose terms do not exceed one year;
>
> 2) Contract amendments that cumulatively increase the value of a contract by less than 10%; and
>
> 3) Any other contract if the SBCC has approved the purpose and amount.
>
> 4) The System Office shall provide at least biannually a report to the State Board listing any contracts executed by the President pursuant to this delegated authority.

July 2025 Updates: As of this time, 38 contracts were approved by the System President in the amount of $592,277.67.

Contact(s):
Phillip D. Price, Ed.D., CPA
Vice President and CFO

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	Londa Pickett, Director College Transition Center, will serve as a SME for developmental education professional development statewide.	DOLS	6/30/2026	$ 15,000.00	Arbony Cooper	14001436
Executive	Student Success Center	Dana Newton	Leading and coordinating projects that support strategic goals, while also analyzing business processes and systems to identify opportunities for improvement. This role is key in bridging the gap between business objectives and technical implementation, ensuring that projects deliver real value to the organization. This agreement will be paid from Holistic Support Funds housed at the NCCCF.	DOLS	6/15/20226	$ 24,792.00	Gracie Davis	5001431-5000030-2000-50G0000502
Executive	Student Success Center	Nathan Stevens	Assist the NCSSC with elevating how colleges evaluate and disseminate new methods for AI integration in the classroom. The primary duties of this role are to highlight key research and success stories in NC that illustrate how community colleges design active, GenAI centered learning approaches.	DOLS	12/31/2025	$ 17,052.00	Gracie Davis	5001431-5000030-2000-50G0000502
Executive	Student Success Center	Rowan Cabarrus CC	Dr. Wendy Barnhardt, Dean of Health and Education, will conduct two Overnight convenings at Caraway with Planning Team; Review and finalize Health Science course shells, syllabi, and mapped learning outcomes, and to introduce stakeholders to the new models and gather feedback.	7/1/2025	7/30/2026	$ 64,750.00	Darice McDougald	5001431-5000030
Executive	Student Success Center	Carteret CC	Nicole Thompson, Dean, Applied Sciences, will conduct a comprehensive training program covering the key topic areas (classroom management, syllabus development, professionalism, instructional strategies, assessing learning, and curriculum development)	8/19/2025	6/30/2026	$ 24,400.00	Darice McDougald	5001431 5000030 2000 50G0000502
Executive	Student Success Center	SCR Consulting	This contract engages SCR Consulting to deliver an abbreviated, approximately 2-hour recorded version of their in-person training, introducing the Contextualized Construction Curriculum for EFLs 4–6.	7/30/2025	12/31/2025	$ 2,500.00	Ariel O'Quinn	14001422IDD/ 105340/ 5001422/ 5000IDD/ 1000
Business & Finance	State Aid	Jason Forlines	Jason Forlines will assist and train the Budget Analyst on the Budget process and assist with the improvement of the Budget package.	5/13/2025	9/30/2025	$ 10,000.00	Brian Bridgers	105330 5001320

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Executive	Student Success Center	Central Carolina CC	Lee Smelser, Executive Director , Workforce Strategic Initiatives, will conduct a BILT training session.	DOLS	6/30/2026	$ 68,800.00	Darice McDougald	5001431-5000030
Executive	Student Success Center	Pitt CC	Ashleigh Walker Program Director, Health Information Technology will recruit up to a total of seven HIT Faculty from PCC, CCCC, and ECC to attend training on Epic EHR system to prepare for curriculum integration.	DOLS	6/30/2026	$ 49,000.00	Darice McDougald	5001431 5000030 2000 50G0000502
Executive	Student Success Center	Dr. Trent Mohrbutter	Dr. Mohrbutter will be the AI Career and Technical Education (CTE) Developer and Training Support Specialist and will contribute to the design, development, and implementation of GenAI training modules for (CTE) faculty; ensuring the instructional quality, relevance, and scalability of the GenAI training modules across North Carolina's Community College System.	7/1/2025	12/15/2025	$ 24,000.00	Gracie Davis	5000/16800/105340/5001431/5000030/50G0000502 (CTE Leadership Project Funds)
Executive	Student Success Center	Dr. Amy Kay Hamlin	The purpose of this project is to research and identify credential opportunities and entry-level career opportunities to support the development of educational/employment trajectories for all students including students Intellectual and Developmental Disabilities.	8/5/2025	12/31/2025	$ 14,000.00	Ariel O'Quinn	14001422IDD/105340/5001422/5000IDD/1000/0000000000
Executive	Student Success Center	By Design Consulting, LLC	Ms. Keisha Jones will be responsible for coaching colleges who are also involved in the 2Gen continuation project and the Holistic Student Supports (HSS) Community of Practice to implement strategies that support the state strategy map as produced by the JFF 2Gen, Casey Foundation Project.	DOLS	6/30/2026	$ 12,400.00	Gracie Davis	JMBE Endowment Funds
Executive	Student Success Center	Dana Newton	Ms. Dana Newton will be responsible for leading and coordinating projects that support strategic goals. This role is key in bridging the gap between business objectives and technical implementation, ensuring that projects deliver real value to the organization.	DOLS	6/15/2026	$ 17,000.00	Gracie Davis	5000/16800/105340/5001431/5000030/50G0000502 (CTE Leadership Project Funds)
Executive	Student Success Center	Terry-Todd Consulting, LLC	Ann Todd will deliver Keynote Address (60-90 minutes) at Student Conduct/Title IX Symposium on November 19, 2025	11/19/2025	6/30/2025	$ 1,400.00	Darice McDougald	5001431 5000030

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Executive	Student Success Center	D. Stafford & Associates	Dolores A. Stafford will provide 90-minute virtual session where trainees will examine real-world scenarios and case studies, primarily based on the Office for Civil Rights (OCR) audit activity, to provide a deeper understanding of Title IX compliance and its practical applications in educational institutions and particularly in Career and Technical Education classes.	10/6/2025	6/30/2025	$ 975.00	Darice McDougald	5001431 5000030
Executive	Student Success Center	Forsyth Technical CC	Convene up to sixty (60) Community College faculty and staff from across North Carolina and designated NCCCS staff for a one-day professional development workshop during selected dates before May 29, 2026.	9/17/2025	6/30/2025	$ 45,000.00	Darice McDougald	5001431-5000030
Executive	Student Success Center	Southeastern CC	Serve as the project lead for the revision and delivery of 12 Pathway to Employment (PTE) courses.	10/6/2025	6/30/2026	$ 20,000.00	Darice McDougald	5001431 5000030
Executive	Student Success Center	Southwestern CC	Jennifer Burgess, Massage Education Coordinator will hold in-person convention at Caraway Conference Center on April 20-24,2026 to meet with all participating program directors for the Therapeutic Massage-Leadership Project 25-26.	DOLS	6/30/2026	$ 20,000.00	Darice McDougald	5001431 5000030
Executive	Student Success Center	Caraway Conference Center	The purpose of the project is to conduct mid year reviews for the 58 community colleges that receive Perkins V funding.	2/2/2026	2/4/2026	$ 21,750.00	Brian Merritt	5001431 5000030
Programs & Student Services	College and Career Readiness	Susan Huneycutt	The contractor will provide consultative and support services to operationalize four strategic initiatives within the College and Career Readiness (CCR) framework.	10/20/2025	6/30/2026	$ 25,000.00	Darice McDougald	5001436
Academic & Student Services	College and Career Readiness	Alamance CC	Gilbert Umberger will work directly with the State Director of Student Life to support the planning, coordination, and implementation of the North Carolina Community College System Student Leadership Development Program (SLDP).	10/13/2025	5/31/2027	$ 1,000.00	Tiffany Skouby	105340-5001422-5000001
Executive	Student Success Center	Randolph CC	Todd Roth State Director of Skilled Trades & Work-Based Learning, will conduct a curriculum alignment project in the following areas: motorcycle, light duty diesel, alternative transportation, and truck driver training for the Focused Transportation Leadership Project 25-26	5/27/2026	6/30/2026	$ 15,000.00	Darice McDougald	5001431 5000030

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Business & Finance	System Accounting	Stanly CC	The College Technical Resource section of NCCCS Finance Division has 2 vacant and hard-to-recruit SME positions. To fill this role and provide training when a SME is hired, NCCCS is contracting with Stanly CC to provide this expertise.	11/3/2025	6/30/2026	$ 16,250.00	Stephanie Fisher	105330-5001315
Economic Development	ApprenticeshipNC	Pitt CC	ApprenticeshipNC Information and Networking Convening Sponsorship	DOLS	4/30/2026	$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	Rockingham CC	ApprenticeshipNC Information and Networking Convening Sponsorship	DOLS	4/30/2026	$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	Alamance CC	ApprenticeshipNC Information and Networking Convening Sponsorship	DOLS	4/30/2026	$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	Wake Technical CC	Registered Apprenticeship Employer Information and Networking Convening	11/21/2025	4/30/2026	$ 1,500.00	Amy Davis-Moore	1500 1591 ABA
Executive	Student Success Center	Mayland CC	This Agreement establishes a collaborative agreement between Mayland CC and its partners to participate in the Future Work Ready AI: CTE Cluster Innovation Project. This pilot initiative aims to prepare Career and Technical Education (CTE) faculty to integrate generative artificial intelligence (GenAI) into instruction within high-demand Career Clusters, with a focus on nontraditional learner engagement and workforce alignment.	DOLS	6/15/2026	$ 12,300.00	Gracie Davis	5000/105310/5219900/500SHEEO/2000/50G0003102
Executive	Student Success Center	Davidson-Davie CC	This Agreement establishes a collaborative agreement between Davidson-Davie CC and its partners to participate in the Future Work Ready AI: CTE Cluster Innovation Project. This pilot initiative aims to prepare Career and Technical Education (CTE) faculty to integrate generative artificial intelligence (GenAI) into instruction within high-demand Career Clusters, with a focus on nontraditional learner engagement and workforce alignment.	DOLS	6/15/2026	$ 5,305.00	Gracie Davis	5000/105310/5219900/500SHEEO/2000/50G000310
Executive	Student Success Center	Mitchell CC	Dr. Randy Ledford, Vice President for Academic Affairs and Institutional Effectiveness will elevate Career and Technical Education (CTE) as a premier pathway to economic mobility, workforce readiness, and social equity in North Carolina.	12/1/2025	6/30/2026	$ 50,000.00	Darice McDougald	5001431-5000030 2000 50G0000502
Economic Development	ApprenticeshipNC	Carteret CC	ANC sponsorship of the Employer Information and Networking Event at Carteret CC	11/26/2025	4/30/2026	$ 1,000.00	Amy Davis-Moore	15001591 ABA

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM **Attachment FC 09A**

DELEGATED Contracts Report July - December 31, 2025

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Economic Development	ApprenticeshipNC	Robeson CC	Robeson CC Registered Apprenticeship Employer Information and Networking Convening	11/26/2025	4/30/2026	$ 1,000.00	Amy Davis-Moore	15001591 ABA
Economic Development	ApprenticeshipNC	McDowell Technical CC	McDowell Community College Registered Apprenticeship Employer Information and Networking Convening	12/1/2025	4/30/2026	$ 1,000.00	Amy Davis-Moore	15001591 ABA
Executive	Student Success Center	Sandhills CC	SCC will facilitate payments for NC SSC partners who will incur meeting expenses, Guided Pathways Administrative project, administrative management, and event expenses including food and beverage, and promotional material expenses	12/16/2025	12/31/2025	$ 3,103.67	Gracie Davis	50000SW
Economic Development	ApprenticeshipNC	Davidson-Davie CC	Davidson-Davie CC RA Employer Information & Networking Convening	12/10/2025	4/30/2026	$ 1,000.00	Amy Davis-Moore	15001591 ABA
Economic Development	ApprenticeshipNC	Forsyth Technical CC	Forsyth & Stokes Co (Forsyth Tech CC) RA Employer Information and Networking Convening	12/10/2025	4/30/2026	$ 1,000.00	Amy Davis-Moore	15001591 ABA
Economic Development	ApprenticeshipNC	Rowan Cabarrus CC	Rowan Cabarrus CC RA Employer Information & Networking Convening	12/10/2025	4/30/2026	$ 1,000.00	Amy Davis-Moore	15001591 ABA
Economic Development	ApprenticeshipNC	Stanly CC	Stanly Cabarrus CC RA Employer Information & Networking Convening	12/10/2025	4/30/2026	$ 1,000.00	Amy Davis-Moore	15001591 ABA
				Totals:		**$ 592,277.67**		

STATE BOARD OF COMMUNITY COLLEGES
Estimated Receipts
Through January 31, 2026
Information Only

Background: The System Office establishes an estimated receipts number for the system for each fiscal year. Each month, the Estimated Receipts report is presented to the State Board to provide information on the rate of actual receipt collections compared to that estimate. Details on enrollment numbers and trends can be found on the system office website at Data Dashboards - NCCCS.

Contact(s):
Phillip D. Price, ED.D., CPA
Vice President and CFO

STATE BOARD OF COMMUNITY COLLEGES
Estimated Receipts
Through January 31, 2026
Infromation Only

Attachment FC 10

	2023-24	2024-25	2025-26	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	$ 291,987,824	$ 304,711,266	$ 334,959,162	9.9%
ACTUAL NET RECEIPTS COLLECTED	186,445,608	197,097,810	211,581,656	7.3%
BUDGETED RECEIPTS UNCOLLECTED	$ 105,542,216	$ 107,613,456	$ 123,377,506	
PERCENT OF BUDGET COLLECTED	63.9%	64.7%	63.2%	

STATE BOARD OF COMMUNITY COLLEGES
Federal Budget Update

Not Available at Time of Printing

AGENDA
State Board of Community Colleges
PROGRAMS AND STUDENT SUCCESS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, February 19, 2026 – 2:20 p.m. – 3:10 p.m.
Ms. Sarah West, Chair
Mr. Bill McBrayer, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – Thursday, January 15, 2026

For Action
- Dual Enrollment Legislative Report (Attachment PROG 01)
- Legislative Report on Rowan-Cabarrus Community College Biotechnology Training Center (Attachment PROG 02)

For Consent Agenda
- Curriculum Program Applications – Fast Track for Action (Attachment PROG 03)
  - Beaufort County Community College
    - Biomedical Equipment Technology (A50100)
  - Stanly Community College
    - School-Age Expanded Learning and Enrichment (A55440)
- Combined Course Library – Continuing Education (Attachment PROG 04)
  - New Course Approvals, Modifications, and Tier Designations
    - New Course Approval – Catawba Valley Community College
      - 911 Communications and Operations I (EME – 2111)
      - 911 Communications and Operations II (EME – 2112)
      - Advanced 911 Communications and Operations (EME – 2211)
      - MRI Assistant (MRI – 3352)
- Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 05)
  - Randolph Community College – Randolph Correctional Center
    - Custodial/Environmental Svcs. (local title: Commercial Cleaning and Environmental Services) – (HOS – 3043)
  - Vance-Granville Community College – Franklin Correctional Center
    - Work Zone Flagger – (CST – 4000)
    - Food Service Sanitation/Safety (ServSafe) – (CUL – 3072)
    - Food Service Management – (CUL – 3075)
    - Heavy Equipment Safety Trng – (HEO – 3002)

For Information
- Approved Curriculum Program Applications (Attachment PROG 06)
  - Halifax Community College
    - Early Childhood Administration (Certificate) (C55850)
    - Early Childhood Preschool (Certificate) (C55860)
    - Infant/Toddler Care (Certificate) (C55290)

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

  - Rockingham Community College
    - Building Construction Technology (A35140)
  - Sampson Community College
    - Health Sciences (A45230)
  - South Piedmont Community College
    - Artificial Intelligence (A25710)
    - Early Childhood Administration (Certificate) (C55850)
    - Early Childhood Preschool (Certificate) (C55860)
    - Health Sciences (A45230)
  - Stanly Community College
    - School-Age Expanded Learning and Enrichment (Certificate) (C55450)
- Approved Curriculum Program Standard Revision (Attachment PROG 07)
  - Carteret Community College
    - Boat Manufacture and Service (Diploma) (A60330)
- Approved Curriculum Program Terminations (Attachment PROG 08)
  - Davidson-Davie Community College
    - Pharmacy Technology (A45580)
    - Supply Chain Management (A25620)
    - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
    - Health Science: Therapeutic & Diagnostic Services/Therapeutic Massage (D45960)
  - Gaston College
    - Architectural Technology (A40100)
    - Central Sterile Processing (Certificate) (C45180)
    - Emergency Management (A55460)
  - Mitchell Community College
    - Associate in Science in Teacher Preparation (A1040T)
    - Cosmetology Instructor (Certificate) (C55160)
    - Infant/Toddler Care (Certificate) (C55290)
    - Nurse Aide (Certificate) (C45840)
  - Rowan-Cabarrus Community College
    - Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)
    - Health Science: Therapeutic & Diagnostic Services/Therapeutic Massage (D45960)
    - School-Age Expanded Learning and Enrichment (A55440)
  - South Piedmont Community College
    - Culinary Arts (A55150)

New Business

Adjourn

MINUTES
State Board of Community Colleges
PROGRAMS & STUDENT SUCCESS COMMITTEE
Caswell Building – Dr. W Dallas Herring State Board Room
Thursday, January 15, 2026

MEMBERS PRESENT:
Sarah West, Chair
Bill McBrayer, Vice Chair
Stacy Griffin
Tom Looney
Hon. David Price
Terry Yeargan

NCACCP LIAISONS:
Amanda Lee, President, Bladen Community College

SYSTEM OFFICE STAFF AND OTHERS:

Brian S. Merritt	Hilmi Lahoud	Kassandra Monreal
Ashley Croom	Andrew Gardner	Jennifer Perkins*
Jeff Cox	Torry Reynolds	Cheryl Opel*
Kimberly Gold	Lisa Eads	
Amy Mast	Mary Olvera	David Heatherly
Jonnell Carpenter	Ariel O'Quinn	President Coastal Carolina CC
Todd Roth	Ashley Parrott	Mark Sorrells
Arbony Cooper	Leigh Davidson	President Fayetteville Tech CC
Jenifer Bean	Seth Kamen	Julie Woodson
Michelle Lair	Anne Bacon	President, NCACCT
Rob Van Dyke	Andrea Crowley	Lyn Austin, NCACCT
Jamal Njai	John Loyack	

*Attended via phone or Zoom technology.

WELCOME AND ETHICS STATEMENT: Chair West called the virtual meeting to order at 2:01 p.m. 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 15, 2026, agenda. Mr. Yeargan made the motion, seconded by Ms. Griffin. The agenda was approved via voice vote by the committee.

APPROVAL OF THE MINUTES: Chair West requested a motion to approve the November 20, 2025, minutes. Ms. Griffin made the motion, seconded by Mr. Yeargan. The minutes were approved via voice vote by the committee.

FOR ACTION:
NCCCS Special Program Application Update Request (Attachment PROG 01)
The committee received a two-page handout outlining two requests requiring State Board approval. The first request seeks to expand the special application program list by adding new program titles reviewed and recommended by System Office subject-matter experts and Chief Academic Officers. These proposed additions are highlighted in the board materials.

The second request is to update the special application document to reflect recommended changes in how colleges must submit program approvals. The handout was provided to support clearer, shared understanding of the proposed updates.

During the discussion, Chair West reviewed the three ways curriculum comes before the State Board. The first method is for programs that are new to the system. These include entirely new courses that have gone through extensive consultation and development by faculty and colleagues across the system. This process is used when a college seeks approval for a new degree or parent program. A recent example is Catawba Valley's application for the limited practice radiographer diploma submitted for consideration last September and October.

The second method is the Fast Track for Action agenda; a standing item used for standard course approvals. This process applies when a course or program title already exists and has been approved for inclusion in the combined course library. These requests are reviewed by the Programs and Student Success Committee, along with Chief Academic Officers and college Presidents. The review examines alignment with the college's mission, student interest, employer needs, regional job demand, and potential duplication within the system.

The third method is the special application process, which is the subject of today's item. This item appears on the "for information" docket because the State Board has delegated authority to the System President to make decisions on specific categories of courses when colleges request to offer, revise, or terminate them. The goal of the current request is to revise the policy and expand the list of courses eligible under this process.

Chair West concluded the discussion by asking whether the board had any questions.

Hon. Price asked about the volume of courses that come through the approval process each year and, specifically, how significant each of the three approval pathways is in terms of overall numbers.

Dr. Merritt responded that he did not have exact figures for each category but emphasized that the special application track is particularly valuable. He noted that many colleges prefer this track because it allows them to respond quickly to workforce needs without waiting for lengthy formal approvals. He explained that with fifty-eight colleges and local curriculum committees, the System Office receives dozens of applications every other month, resulting in at least hundreds of submissions annually. He added that "new to the system" applications are relatively rare, while the other two pathways are used more frequently.

Mr. Lang asked whether the programs under discussion represent complete degrees or individual courses. Dr. Merritt clarified that parent programs at the system level are generally degree programs, although some are diplomas or certificates depending on employer needs and program structure. He noted that program coherence and course sequence are always evaluated. While the majority of parent programs are degrees, a small number fall into diploma or certificate categories.

Mr. Lang asked whether hundreds of new degrees are added each year. Dr. Merritt explained that while new courses and programs are added, others are terminated. Colleges review their offerings annually to ensure alignment with employer needs, student interests, and available resources.

Dr. Lowry asked about the timeline for approval within the "new to the system" pathway. Dr. Merritt responded that the timeline varies widely depending on the degree type. He cited the associate in applied science in health sciences pathway, noting that it took several years of development and at least six months to move through the approval process. He recalled first discussing the program during his initial year at McDowell Technical Community College.

Dr. Lowry expressed concern that a multi-year timeline is problematic. Chair West clarified that there is a distinction between developing a program and moving it through the approval process. Dr. Merritt added that creating a new systemwide pathway involves deliberate collaboration with deans to determine appropriate course content and sequencing.

Dr. Lowry cautioned that perceived urgency can sometimes push decisions that are not truly urgent. He noted that developing healthcare workers requires at least two years, often longer, and that other solutions may exist for immediate staffing needs. He emphasized the importance of avoiding rushed decisions that could negatively affect the workforce.

President Cox observed that longer development timelines often reflect extensive engagement between faculty, deans, hospitals, and local workforce partners. This collaborative process is deliberate and necessary for complex programs.

Dr. Lowry provided an example from the Mayland system, describing a systemwide market pay increase implemented to address a critical workforce shortage in the Triangle. While this solved a problem in one part of the state, it imposed a significant financial burden on institutions in regions with no shortage, illustrating the risks of broad solutions to localized issues.

Dr. Merritt shared a local example from his time as a Chief Academic Officer, describing a structured internal process for proposing new programs. Faculty first collaborated to design the program, which then moved through the college's curriculum committee and the president's council to confirm resource availability, followed by review by the college board. Only after this deliberate local process was completed would the proposal be submitted to System Office staff to ensure compliance with State Board Code before advancing to the State Board of Community Colleges. Dr. Merritt noted that colleges often discuss new program proposals for six months to a year or more, and the last step before board submission is confirming that the institution has adequate resources to support the program.

Dr. Lowry clarified that he was not speaking against the process. He referenced the military concept of "commander's intent," which empowers decision-making at the ground level, and said he respected that approach while offering his cautionary perspective.

Chair West thanked Dr. Lowry for his comments and emphasized that this variety of viewpoints is why the three curriculum approval channels exist. She explained that the more deliberative process is essential for systemwide development, the fast-track pathway represents the standard approval process and considers clinical and workforce needs, and the special application process provides a well-documented framework under President Cox's authority to make decisions with full visibility into statewide needs.

Dr. Merritt reviewed the proposed additions to the special application list as part of broader efforts to ensure the system is Propel-ready. He reminded the board that last year, proposals from the Presidents' Association and Chief Academic Officers recommended revising approval and termination processes to reduce administrative burdens. PROG 01 reflects this effort by expanding the special application program list based on recommendations from Chief Academic Officers and faculty across the system. Dr. Merritt explained that the proposed additions align with workforce needs across North Carolina and would allow colleges to respond more quickly once their local processes are complete. He noted that the special application list, originally created under President Ralls in 2012, has not been significantly expanded.

In recent years, colleges have made numerous recommendations, and staff have taken a deliberate approach to evaluating workforce demand. Many proposed additions align with Propel NC's top workforce sectors. Dr.

Merritt explained that staff reviewed procedural requirements and removed unnecessary steps, and the new titles are now presented for board consideration.

Mr. McBrayer reflected that program approval is often a balancing act. He recalled that when the Furniture Academy launched, industry partners urgently needed trained workers and were eager for programs to begin quickly. From his perspective, urgency can be frustrating for end users, while from Dr. Lowry's perspective, a lack of careful preparation can also create problems. He noted that depending on where one sits, the process can feel either too slow or too rushed.

Chair West then invited Dr. Lee to share her perspective as a college president. Dr. Lee emphasized the need for colleges to respond quickly when new industries move into their communities. She expressed confidence that Propel NC will help provide necessary flexibility and said she was pleased to see processes being updated to support responsiveness. She agreed that thoughtful deliberation is important and appreciated that multiple approval pathways exist. She thanked the System Office for its efforts and expressed support for bringing these updates forward for discussion.

Legislative Report for Student Success Initiative (Attachment PROG 02)

Chair West invited Ms. Lair to present an update on the Student Success Initiative (SSI). She noted that a significant amount of time has been spent critically evaluating the program, and the report reflects both the work completed and the program's impact. Ms. Lair reminded the board that the initiative's purpose is to support students who have historically underachieved and to ensure that all students receive the support needed to succeed.

Ms. Lair shared highlights of progress and accomplishments. She first noted the expanded reach of the program; in 2024–25, more than 27,000 students received programming and interventions through a case-managed and whole-campus approach focused on students most at risk academically. Second, she reported that the amount of funding returned to the legislature decreased for the second consecutive year. Only 1.9% of allocated funds were returned, representing a 66% reduction from the previous reporting cycle, with most of the returned funds related to lapsed salary. Third, she described evaluation efforts conducted with the System Effectiveness team, including Bill Schneider and Emily Smail, using the "what, so what, now what" framework. Last year's analysis focused on "what," and this year's review focused on "so what." Data show that success rates in developmental, general education, and career and technical education courses have increased at SSI colleges and gaps between SSI and non-SSI colleges are narrowing. Finally, she noted that persistence and completion rates have continued to improve at SSI colleges over time.

Ms. Lair also outlined program challenges. The most significant is funding uncertainty; without a state budget or clarity regarding continued support, campuses face tough decisions about sustaining the work, despite strong results. A related challenge is the ability to reach and serve students in the absence of consistent funding. She shared a success story from Western Piedmont, which relies heavily on Watermark, its student success software. Ms. Lair described how the institution used technology and communication to support a student named Jorge, who was enrolled in Building Construction Technology and deployed with the National Guard during Hurricane Helene. Watermark alerts facilitated coordination between faculty and staff, enabling the college to develop a plan allowing Jorge to take incompletes during deployment and remain on track after returning. Another student, Johnny, experiencing financial difficulties in his Industrial Systems program, also benefited from Watermark-supported communication, which helped him graduate in May.

Ms. Lair emphasized the challenge of maintaining this momentum and noted that scalability and replication remain key goals. The intent is to identify effective practices and expand them systemwide to support more students who tend to struggle academically. Looking ahead, she stated that sustaining the program's success is the primary focus. The System Office will continue supporting colleges and will seek creative ways to leverage

internal data, collaborate with the System Effectiveness team, and maximize existing internal resources such as Boost and the Student Success Center. Ms. Lair emphasized that campuses themselves have driven much of the initiative's success. She noted that funding challenges persist, including the loss of a Department of Education grant. Finally, Ms. Lair discussed the importance of centering post-completion success, noting that transfer rates for SSI students are comparable to those of the broader student population.

Mr. Looney asked whether the shortfall related to the federal grant was reflected in the reported data. Ms. Lair responded that she believed it was included in the percentage of withdrawn funds. Mr. Looney also commended Chair West and Dr. Merritt, noting that despite not receiving Propel Ready funding, they have pursued changes within the system's control, a major area of focus over the past year. He also complimented Dr. Merritt's thoughtfulness and forward-thinking approach in a recent article he authored.

Mr. Lang asked for clarification about the roughly 27,000 students impacted and sought a better understanding of how program funds were used.

Ms. Lair explained that the twenty-one participating campuses were selected through an RFP process and used their funding to support interventions tailored to their local needs. Some smaller campuses used funds to offset the costs of student success software and assigned staff to conduct outreach. Other campuses used the funding to hire dedicated personnel who relied on the software to track and support student progress. She offered an example from Fayetteville Technical Community College, which used software to flag any student earning a C or below, triggering direct outreach. Funding also supported programming such as financial literacy speakers, campus tours for students considering transfer to four-year institutions, and job and career readiness programs.

Chair West noted that in the program's early years, colleges had broad discretion over how to use the funds. She commended Ms. Lair for shifting the program's structure by asking colleges to allocate funds to one or more of four defined categories, creating a unified framework that allows for meaningful measurement of return on investment. She invited Ms. Lair to speak to those categories.

Ms. Lair highlighted data from Table 12, which shows successful developmental, general education, and CTE course completion rates over one academic year at SSI and non-SSI colleges. SSI colleges tend to serve larger percentages of underprepared students or students whose GPA places them in developmental education. Despite this, the graph shows a steady upward trend at SSI colleges, and the gap between SSI and non-SSI performance is closing. She also summarized findings from Table 13, which reports credit-level English and math success rates. The dotted line, representing SSI colleges, shows consistent improvement—from 34% to 41% in English—with math demonstrating a similar uptrend.

Hon. Price asked for clarification regarding the categories referenced by Chair West. He noted that if the information is already included in the report, board members would be able to review it there. He emphasized that when presenting the program's outcomes to the legislature and making the case for renewed funding, it will be important not only to demonstrate that achievement gaps are closing, but also to clearly show which activities and interventions within the program were most effective. He asked whether Ms. Lair would be able to provide that information.

Ms. Lair confirmed that the report contains this information at a high level. She explained that each participating campus submits an end-of-year report detailing its activities, interventions, and outcomes, which allows her to review the specific approaches being employed. She noted that campuses use a variety of strategies; some rely on case management models, others employ a whole-campus approach, and many use a combination of the two.

Mr. Lang asked whether the data presented compared the same set of colleges over time, specifically whether SSI colleges were being compared only to each other or to all fifty-eight institutions. He also asked what the performance profile of the remaining thirty-seven non-SSI colleges would look like. Ms. Lair clarified that the data includes all fifty-eight colleges. The SSI colleges are compared to the remaining thirty-seven non-SSI colleges, making the analysis fully inclusive across the system.

Chair West requested a motion to approve PROG 01 and PROG 02 for the For Action agenda. On a motion made by Mr. Yeargan, seconded by Ms. Griffin PROG 01 and PROG 02 were approved for the For Action agenda.

FOR CONSENT AGENDA:

Curriculum Program Applications – Fast Track for Action (Attachment PROG 03)

- Cape Fear Community College
  - Aviation Management and Career Pilot Technology (A60180)
  - Biotechnology (A20100)
- Guilford Technical Community College
  - Digital Media Technology (A25210)
- North Carolina Community College System
  - Birth through Kindergarten Residency Licensure Certificate (C55491)
  - High School Math Residency Licensure Certificate (C55492)
  - High School Science Residency Licensure Certificate (C55493)
  - Middle School Math Residency Licensure Certificate (C55494)
  - Middle School Science Residency Licensure Certificate (C55495)
  - Special Education Residency Licensure Certificate (C55496)

Dr. Olvera provided a brief overview of the residency licensure program, explaining that it has replaced the former lateral entry pathway. She noted that the program has now completed two full academic years in elementary education, and interest in expanding it to additional licensure areas has grown. The request before the board seeks approval to add these additional areas. She also noted that the program's first graduating class completed last May. To offer insight into the program's impact, Dr. Olvera introduced Ms. Cheryl Opel, a former student and current kindergarten teacher.

Ms. Opel shared that she is now in her third-year teaching kindergarten in Kannapolis after graduating from Central Piedmont Community College. She described spending twenty years teaching in educational preschool before deciding to pursue a full teaching career. After contacting several colleges about their Birth through Kindergarten programs, she connected with Central Piedmont, where Ms. Perkins explained the new teacher preparation program that would allow her to earn a K–6 license. Ms. Opel highlighted the program's affordability, effectiveness, and strong support system. She emphasized that although the curriculum was rigorous, the assignments aligned well with state exam expectations. She also praised the educational coach who regularly visited her classroom and provided meaningful feedback. She noted that she has since been named a "culture champion" and selected to chair a committee at her school, crediting her preparation at the community college level for her success.

Mr. Looney asked how this program differs from another organization's request for funding to support teacher licensure. Dr. Merritt responded that he recently met with Best NC to discuss the teacher apprenticeship model, noting that one of the core components of an apprenticeship is the instructional program. The Educator Preparation Programs (EPPs) offered through the community college system serve as that instructional component. The system's goal is to expand teacher apprenticeships, and the elementary education model has already demonstrated strong success. Expanding available licensure areas will further accelerate progress.

Ms. Perkins added that there are currently 110 active students enrolled in the program. Dr. Merritt clarified that students enter the certificate-based licensure pathway with a bachelor's degree, although not necessarily in education. The pathway consists of six courses in each licensure area, preparing students to sit for certification exams and become licensed teachers. He noted that this work is conducted in collaboration with the community college system, the Department of Public Instruction, and other partners.

If the request is approved, Dr. Olvera explained that the twenty-seven colleges already designated as EPPs would need to submit updated attestation forms to DPI. Colleges not yet designated as EPPs would need to complete the full approval process through both the System Office and the State Board of Education.
Mr. Looney encouraged consideration of how the program might be elevated as a statewide solution to the teacher pipeline shortage. He suggested that external partners might be willing to champion or support it, given that it appears to offer a more effective and scalable approach than others being proposed across the state.

Chair West thanked Dr. Olvera for the presentation.

Chair West requested a motion to approve PROG 03 for the For Action agenda. On a motion made by Mr. Looney, seconded by Mr. McBrayer PROG 03 was approved for the For Action agenda.

Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 04)

- New Course Approvals, Modifications, and Tier Designations
  - New Course Approval – Surry Community College
    - Digital Navigator Essentials (CIS – 3005)
  - New Course Approval – Robeson Community College
    - Utility Technician Fundamentals (ELC – 3017)
  - New Course Approval – Stanly Community College
    - Autism Technical Concepts (EDU – 2149)
    - Intro to School-Age Care (EDU – 2120)
    - School-Age Admin. I (EDU – 2236)
    - School-Age Admin. II (EDU – 2237)
    - Creative Activities (EDU – 3151)
    - Social/Emotional Behav. Dev. (EDU – 3154)
    - Language and Literacy Experiences (EDU – 3280)

Chair West invited Ms. Bean to provide an update on the Digital Navigator Essentials course. Ms. Bean began with an overview of the role of a digital navigator, explaining that these individuals assist community members with a wide range of digital needs related to daily life, education, and work. Support may include helping someone identify affordable internet service, locating appropriate devices, or accessing opportunities to build the digital skills needed to function successfully in today's technology-driven environment.

Ms. Bean explained that the purpose of the Digital Navigator Essentials course is to equip and train individuals who wish to serve the constituents of their communities in these ways. The course was developed through a $1.3 million grant awarded by the Office of Digital Opportunity at the North Carolina Department of Information Technology. As part of the grant, twenty digital navigators were trained and deployed across the state. To date, more than 11,000 students in thirty-nine counties have been served through the support provided by those trained in the program.

Ms. Bean noted that discussions are underway about expanding access to the course beyond individuals employed within community colleges. Opportunities for broader use may include telehealth providers, public libraries, and community-based organizations serving diverse populations across North Carolina.

Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 05)

- Gaston College – Gaston Correctional Center
  - Auto Detailing – (AUT – 3110)

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

Chair West requested a motion to approve PROG 04 and PROG 05 for the For Consent agenda. On a motion made by Ms. Griffin, seconded by Mr. Yeargan PROG 04 and PROG 05 were approved for the For Consent agenda. Motion was approved via voice vote.

FOR INFORMATION:

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

- Cape Fear Community College
  - Health Sciences (A45230)
- Fayetteville Technical Community College
  - Health Sciences (A45230)
- Piedmont Community College
  - Health Sciences (A45230)

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

- Alamance Community College
  - Histotechnology (A45370)
  - Manicuring/Nail Technology (Certificate) (C55400)
- Asheville-Buncombe Technical Community College
  - Physical Therapist Assistant (2-year program) (A45620)
- Cape Fear Community College
  - Emergency Management (A55460)
  - Sustainability Technologies (A40370)
- Carteret Community College
  - Building Construction Technology (A35140)
- Central Carolina Community College
  - Computer-Aided Drafting Technology (A50150)
  - Nurse Aide (Certificate) (C45840)
- Central Piedmont Community College
  - Health Information Technology (A45360)
  - High School Adjunct Instructor (Certificate) (C55190)
  - Nurse Aide Certificate (Certificate) (C45840)
- Cleveland Community College
  - Cosmetology Instructor (Certificate) (C55160)
  - Esthetics Instructor (Certificate) (C55270)
  - Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)
  - Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)
  - Mechanical Drafting Technology (A50340)
- Craven Community College
  - Infant/Toddler Care (Certificate) (C55290)
- Davidson-Davie Community College

- Applied Engineering Technology (A40130)
- Associate in General Education (A10300)
- Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
- Health Science: Therapeutic & Diagnostic Services/Therapeutic Massage (D45960)

- Durham Technical Community College
  - Health Science: Therapeutic and Diagnostic Services/Pharmacy Technology (D45940)
- Guilford Technical Community College
  - Healthcare Management Technology (A25200)
  - Industrial Systems Technology (A50240)
  - Telecommunications and Network Engineering Technology (A40400)
- Halifax Community College
  - Foodservice Technology (Certificate) (C55250) (Captive – Roanoke River Correctional Institution #3305)
  - Masonry (Certificate) (C35280)(Captive – Roanoke River Correctional Institution # 3305)
  - Phlebotomy (Certificate) (C45600)
  - Plumbing (Certificate) (C35300) (Captive – Roanoke River Correctional Institution # 3305)
- Haywood Community College
  - Electronics Engineering Technology (A40200)
  - Practical Nursing (Diploma) (D45660)
- Martin Community College
  - Cosmetology Instructor (Certificate) (C55160)
  - Esthetics Technology (Certificate) (C55230)
  - Nurse Aid (Certificate) (C45840)
  - Public Safety Administration (A55480)
- Mayland Community College
  - Masonry (Diploma) (D35280)
- Nash Community College
  - Manufacturing Technology (A50320)
  - Phlebotomy (Certificate) (C45600)
- Pamlico Community College
  - Associate in Arts in Teacher Preparation (AATP) (A1010T)
  - Associate in Science in Teacher Preparation (ASTP) (A1040T)
  - Information Technology (A25590)
- Piedmont Community College
  - Carpentry (Diploma) (D35180) (Dan River Prison Work Farm # 3080)
  - Cosmetology Instructor (Certificate) (C55160)
- Pitt Community College
  - Associate in Fine Arts in Theater (A10800)
  - Cosmetology (A55140)
  - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
  - Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45950)
  - Mammography (Certificate) (C45830)
  - Nurse Aide (Certificate) (C45840)
  - Phlebotomy (Certificate) (C45600)
  - Positron Emission Tomography (Diploma) (D45820)
  - Recreational Therapy Assistant (A45150)
- Randolph Community College
  - Mechatronics Engineering Technology (A40350)
- Richmond Community College
  - Nurse Aide (Certificate) (C45840)

- Robeson Community College
  - General Occupational Technology (A55280)
  - Hospitality Management (A25110)
  - Simulation and Game Development (A25450)
  - Supply Chain Management (A25620)
- Southwestern Community College
  - Career and Technical Education Teacher Education Program (A55320)
  - Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)
  - Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)
  - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
  - Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45950)
  - Health Science: Therapeutic & Diagnostic Services/Therapeutic Massage (D45960)
  - School-Age Expanded Learning and Enrichment (A55440)
- Surry Community College
  - Collision Repair & Refinishing Technology (A60130)
  - Electronics Engineering Technology (A40200)
  - Graphic Design (A30100)
  - Industrial Systems Technology (A50240)
  - Mechanical Drafting Technology (A50340)
  - Medical Assisting (A45400)
  - Project Management Technology (A25390)
- Tri-County Community College
  - Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)
  - Hunting and Shooting Sports Management (A25600)
- Wake Technical Community College
  - Healthcare Simulation and Technology (A45980)
  - Phlebotomy (Certificate) (C45600)
  - Therapeutic Massage (A45750)

NEW BUSINESS

ADJOURN

On a motion made by Mr. Yeargan, seconded by Mr. Looney, the meeting was adjourned at 3:04 p.m.

Recording Secretary
Ashley Croom

STATE BOARD OF COMMUNITY COLLEGES
Dual Enrollment Legislative Report

The State Board of Community Colleges is asked to approve the dual enrollment legislative report for Career and College Promise College Transfer Pathways & Career Technical Education Pathways (CTP & CTE) and Cooperative Innovative High Schools (CIHS).

Legislative Report
Career and College Promise (CTP & CTE)
Cooperative Innovative High Schools (CIHS)

Contact(s):
Dr. Hilmi Lahoud
Senior State Director of Business and IT
and Academic Programs Operations

STATE BOARD OF COMMUNITY COLLEGES
Legislative Report 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 2024-2025 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 CCP and CIHS program 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).

Executive Summary:
The 2024-2025 CCP/CIHS report evaluates North Carolina's dual enrollment programs, highlighting evidence of continued growth and effectiveness. The report includes data on enrollment, retention, completion, credentials earned, and post-secondary success, noting that students in these programs often outperform their non-participating peers and earn meaningful credentials and college credits before graduation. The report also provides a detailed analyses of program outcomes and updates regarding joint initiatives to expand access and workforce programs, along with success measure and demographic information.

CCP enrollment continued to grow by 10% since last reporting year, with 38% of public high school graduates having enrolled in at least one CCP course. Overall students continue to perform well, with 86% percent of pathway students' and 89% of early college students completing all credit-level coursework with a "C" or better.

Contact(s):
Aaron Mabe
State Director of Dual Enrollment

Total CCP students served: 94,977 (10% increase since last reporting year) • 22,954 in Cooperative Innovative High Schools (1% increase since last reporting year) • 55,791 in College Transfer Pathways (12% increase since last reporting year) • **16,231 in Career and Technical Education Pathways (19% increase since last report year)**		
	Legislative Report Requirements	**Report Outcomes**
CTP/CTE	**G.S. 115D-5(x)** *as enacted by SL 2017-57, Sec. 7.22(g)* Evaluation of success of students participating in CCP, including College Transfer and Career and Technical Education. Success measured by: • HS retention rates • HS completion rates • HS dropout rates • Certification & Associate Degree completion • Admission to 4-yr. institutions • Post-graduation employment in career/study-related fields • Employer satisfaction • An analysis of the cost of students participating in Career and College Promise College Transfer and Career and Technical Education Pathways **Reporting Board(s) - SBCC,** in conjunction with, SBOE & UNC-BOG	In 2024-2025, 38% HS graduates enrolled in at least one dual enrollment course, during their high school years. This is an increase of 4, 617 students from the previous 2023-2024 graduating class. During the 2024-2025, students enrolled in 257,343 credit-level college courses – a 16% since last reporting year. In 2024-2025, 36% of all graduates earned high school credit through dual enrollment opportunities in their high school years. This represents 42,128 graduates. In 2024-25, 95% percent of graduates who enrolled in a dual enrollment college course earned credit towards high school graduation. In 2024-2025, there were 86,998* public (10% increase) and 7,979 private (11% increase) high school students enrolled in at least one CCP course.
CIHS	**G.S. 115C-238.55** *as amended by SL 2017-102, Sec. 48(c)* [date change] • Success of students in CIHS • HS retention rates • HS completion rates • HS dropout rates • Certification & associate degree completion • Admission to 4-yr. institutions • Post-graduation employment in career/study related fields • Employer satisfaction	Enrollment in CIHS in 2024-2025 was 27,599 students; this is an increase of 318 students from the previous school year. In total, 6,560 students graduated from Cooperative Innovative High Schools in 2024-2025, an increase of 286 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

	• An analysis of the cost of students participating in Career and College Promise Cooperative Innovative High Schools **Reporting Board(s) -** SBOE & governing boards	programs was below the state average. CIHS students at community colleges received better grades, on average, than the general population of students, with 89% averaging a passing grade of a C or better. This is 14% higher than the general population. 2,731 individual students earned 7,259 industry-recognized credentials through high school CTE courses. 3,907 CIHS students graduated with an associate degree. CIHS students also earned a total of 1460 diploma and certificate credentials. 13,715 applications from CIHS students were accepted by UNC System four-year institutions, based on UNC System data. This is an increase of 1,021 applications from the previous school year.

NORTH CAROLINA
State Board of Education
Department of Public Instruction

NC COMMUNITY COLLEGES
CREATING SUCCESS

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

NORTH CAROLINA INDEPENDENT COLLEGES & UNIVERSITIES

Report to the North Carolina General Assembly

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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, 2026
DPI Chronological Schedule, 2025-2026

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 and the North Carolina Superintendent of Public Instruction is to use their constitutional authority to guard and maintain the right to a public education for every student in North Carolina and to support public school units in providing every student an excellent education that prepares them for success in their next phase of life.

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Charlotte – At-Large

ALAN DUNCAN, Vice Chair
Greensboro – Piedmont-Triad Region

RACHEL HUNT, Lieutenant Governor
Charlotte – Ex Officio

BRAD BRINER, State Treasurer
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The above State Board of Education information is a record of the board members at the time of this document's approval for publication. For the current list of State Board Members, Vision and Mission Statements, go to www.dpi.nc.gov/about-dpi/state-board-education.

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

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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, 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 – 16
Data Highlights of CCP	NCDPI and NCCCS	Page 6
Findings from The Evaluation of Career and College Promise	SERVE Center at UNCG	Pages 16 – 18
Certification and Associate Degree Completion	NCCCS and NCDPI	Pages 23 - 24, 70 - 71
CCP CTE and College Transfer Pathways	NCCCS	Pages 19 – 25
Post-graduation employment	NCCCS	Pages 25, 71
Workforce Continuing Education Pathway	NCCCS	Pages 24 – 25
College and Career Ready Pathway	NCCCS	Pages 26 – 27
CCP Investment Cost Analysis	NCCCS	Pages 26 – 34
Admission to Four-Year Institutions	UNCS and NCICU	Pages 35, 73 – 74

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Overview of CIHS Programs	NCDPI	Pages 36 – 54
Data Highlights of CIHS	NCDPI and NCCCS	Page 36
Support for CIHS Programs	NCDPI and NCCCS	Pages 43 – 44
List of Current CIHS by Public School Unit (PSU)	NCDPI	Pages 45 – 53
CIHS High School Retention Rates*	NCDPI	Pages 55 – 63
CIHS High School Completion Rates*	NCDPI	Pages 55 – 63
CIHS High School Drop-out Rates*	NCDPI	Pages 55 – 63
CIHS Enrollment Data	NCDPI and NCCCS	Pages 64 – 70
CIHS and CCP Success Stories	NCDPI, NCCCS, CIHS Annual Reports	Pages 76 – 96
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

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programs has continued to increase, with the addition of new pathways, increasing student interest, and the establishment of new Cooperative Innovative High Schools.

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Currently, Career and College Promise (CCP) offers students the option to choose from four 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 industry recognized credential, certification, diploma, and associate degree 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.
- The College and Career Ready pathway is a new opportunity available to any rising junior or senior that allows students to engage work-based learning, career exploration, and college preparatory coursework to assist with the transition from secondary to postsecondary education.

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. 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

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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, Career and Technical Education Pathway, and/or through the new Career and College Ready pathway, which will begin full implementation in 2026-27. CCP is available to every public and private high school in the state, and the NCCCS sets the eligibility requirements.

Career and College Promise Data Highlights:

- In 2024-2025, **38%** of all graduates enrolled in at least one dual enrollment course, primarily through CCP, during their high school years. This represents 44,436 graduates. This is an increase of 4,617 students (2% increase) from the previous 2023-2024 graduating class.
- These graduates enrolled in a total of **279,808** college courses over the course of their high school years. Graduates enrolled in an average of four college courses in their high school years.
- In 2024-2025, **36%** of all graduates earned high school credit through dual enrollment opportunities in their high school years. This represents 42,128 graduates, and is the same percentage of graduates who earned credit during the previous 2023-2024 graduating class.
- In 2024-2025, **95%** percent of graduates who enrolled in a dual enrollment college course earned credit towards high school graduation, a 2% increase from the 2023-2024 graduating class.
- In 2024-2025, there were 86,998* public high school students enrolled in at least one CCP course. This was a **10% increase** from the 2023-2024 school year (an increase from 78,811 to 86,998 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 2024-2025 graduates disaggregated by race/ethnicity.

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Table 1: Number and percentage of 2024-2025 graduates who enrolled in at least one dual enrollment course while in high school by race/ethnicity

Race/Ethnicity	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school by Race/Ethnicity (change from last year)
American Indian or Alaska Native	388	1083	36% (1%)
Asian	2,498	4,594	54% (5%)
Black or African American	7,072	28,167	25% (1%)
Hispanic or Latino	7,598	24,526	31% (3%)
Native Hawaiian/Other Pacific Islander	44	151	29% (-5%)
Two or More	2,067	5,668	36% (4%)
White	24,769	51,914	48% (3%)
Total	**44,436**	**116,103**	**38%** (2%)

*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 institute of higher education (IHE) enrollments

For detailed enrollment information by district of 2024-2025 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.

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Table 2: Number and percent of 2024-2025 graduates who enrolled in at least one dual enrollment course while in high school by PSU.

PSU Code	PSU Name	Number of graduates who took at least one dual enrollment course in high school	Total Number of Graduates	Percent of graduates who took at least one dual enrollment course in high school
00A	North Carolina Cyber Academy	31	258	12%
00B	NC Virtual Academy	26	174	15%
010	Alamance-Burlington Schools	794	1687	47%
01B	River Mill Academy	28	43	65%
01C	Clover Garden	25	44	57%
01D	The Hawbridge School	15	56	27%
020	Alexander County Schools	184	359	51%
030	Alleghany County Schools	59	112	53%
040	Anson County Schools	76	207	37%
050	Ashe County Schools	124	230	54%
060	Avery County Schools	93	136	68%
06B	Marjorie Williams Academy	*	*	*
070	Beaufort County Schools	252	480	53%
07A	Washington Montessori	26	28	93%
080	Bertie County Schools	80	134	60%
090	Bladen County Schools	161	334	48%
09A	Paul R Brown Leadership Academy	*	58	*
100	Brunswick County Schools	443	1065	42%
110	Buncombe County Schools	1011	1797	56%
111	Asheville City Schools	219	360	61%
11C	Invest Collegiate - Imagine	29	54	54%
11D	The Franklin School of Innovation	23	66	35%
120	Burke County Schools	496	953	52%
130	Cabarrus County Schools	1208	2864	42%
132	Kannapolis City Schools	152	453	34%
13A	Carolina International School	32	59	54%
140	Caldwell County Schools	422	820	51%
150	Camden County Schools	66	147	45%
160	Carteret County Public Schools	325	618	53%
170	Caswell County Schools	69	158	44%
180	Catawba County Schools	625	1290	48%
181	Hickory City Schools	143	308	46%

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PSU Code	PSU Name	Number of graduates who took at least one dual enrollment course in high school	Total Number of Graduates	Percent of graduates who took at least one dual enrollment course in high school
182	Newton Conover City Schools	125	240	52%
190	Chatham County Schools	495	759	65%
19A	Chatham Charter	35	35	>95%
19B	Woods Charter School	*	46	*
200	Cherokee County Schools	149	239	62%
210	Edenton-Chowan Schools	55	150	37%
220	Clay County Schools	45	88	51%
230	Cleveland County Schools	534	1102	48%
23A	Pinnacle Classical Academy	38	40	95%
240	Columbus County Schools	277	407	68%
241	Whiteville City Schools	77	163	47%
24B	Thomas Academy	10	11	91%
250	Craven County Board of Education	439	965	45%
260	Cumberland County Schools	1244	3595	35%
26B	Alpha Academy	24	28	86%
26C	The Capitol Encore Academy	*	14	*
270	Currituck County Schools	135	333	41%
280	Dare County Schools	245	429	57%
290	Davidson County Schools	614	1434	43%
291	Lexington City Schools	48	207	23%
292	Thomasville City Schools	49	167	29%
300	Davie County Schools	167	477	35%
310	Duplin County Schools	373	723	52%
320	Durham Public Schools	571	2565	22%
32B	Durham Charter School	*	*	*
32L	Voyager Academy	35	98	36%
32N	Research Triangle High School	25	122	20%
32R	Excelsior Classical Academy	10	28	36%
32T	Discovery Charter School	*	*	*
330	Edgecombe County Public Schools	199	456	44%
PSU Code	PSU Name	Number of graduates who took at least one dual enrollment course in high school	Total Number of Graduates	Percent of graduates who took at least one dual enrollment course in high school
33A	North East Carolina Preparatory School	58	62	94%

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340	Winston Salem / Forsyth County Schools	769	4008	19%
34B	Quality Education Academy	*	30	*
34D	Carter G Woodson School	*	21	*
34H	NC Leadership Charter Academy	50	74	68%
350	Franklin County Schools	171	670	26%
35C	Wake Preparatory Academy	12	91	13%
360	Gaston County Schools	867	2308	38%
36B	Piedmont Community Charter	104	152	68%
36C	Mountain Island Charter	52	134	39%
370	Gates County Schools	45	109	41%
380	Graham County Schools	53	88	60%
390	Granville County Schools	121	397	30%
39A	Falls Lake Academy	36	80	45%
39B	Oxford Preparatory School	51	60	85%
400	Greene County Schools	113	267	42%
410	Guilford County Schools	1442	5420	27%
41D	Phoenix Academy Inc	*	30	*
41F	Triad Math and Science Academy	26	82	32%
41G	Cornerstone Charter Academy	70	94	74%
41H	The College Preparatory and Leadership A	16	33	48%
41K	Piedmont Classical High School	*	90	*
420	Halifax County Schools	74	166	45%
421	Roanoke Rapids City Schools	85	236	36%
422	Weldon City Schools	43	64	67%
42B	Hobgood Charter School	15	18	83%
430	Harnett County Schools	625	1612	39%
440	Haywood County Schools	258	505	51%
44A	Shining Rock Classical Academy	19	22	86%
450	Henderson County Schools	402	1012	40%
460	Hertford County Schools	90	179	50%
470	Hoke County Schools	179	314	57%

PSU Code	PSU Name	Number of graduates who took at least one dual enrollment course 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	34	40	85%
490	Iredell-Statesville Schools	705	1864	38%

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491	Mooresville Graded School District	240	527	46%
49E	Pine Lake Preparatory	106	162	65%
49F	Langtree Charter Academy	33	88	38%
500	Jackson County Public Schools	140	266	53%
50A	Summit Charter	*	15	*
510	Johnston County Public Schools	1015	3188	32%
51A	Neuse Charter School	31	49	63%
51C	American Leadership Academy - Johnston	*	43	*
520	Jones County Schools	38	72	53%
530	Lee County Schools	349	704	50%
53B	Ascend Leadership Academy: Lee County	30	67	45%
53D	Central Carolina Academy	*	26	>95%
540	Lenoir County Public Schools	331	630	53%
550	Lincoln County Schools	506	887	57%
55A	Lincoln Charter School	136	175	78%
560	Macon County Schools	206	372	55%
570	Madison County Schools	123	178	69%
580	Martin County Schools	66	176	38%
58B	Bear Grass Charter School	41	49	84%
590	McDowell County Schools	214	398	54%
600	Charlotte-Mecklenburg Schools	2948	10614	28%
60B	Sugar Creek Charter	24	81	30%
60D	Lake Norman Charter	166	197	84%
60G	Queen's Grant Community School	36	149	24%
60I	Community School of Davidson	76	138	55%
60J	Socrates Academy	12	18	67%
60K	Charlotte Secondary School	*	25	*
60M	Corvian Community School	16	111	14%
60S	Bradford Preparatory School	35	107	33%

PSU Code	PSU Name	Number of graduates who took at least one dual enrollment course in high school	Total Number of Graduates	Percent of graduates who took at least one dual enrollment course in high school
60U	Commonwealth High School	*	135	*
60Y	Pioneer Springs Community School	10	33	30%

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610	Mitchell County Schools	100	133	75%
61L	Stewart Creek High School	*	128	*
61M	Charlotte Lab School	13	37	35%
61N	The Math and Science Academy of Charlott	*	*	*
61X	Jackson Day School	21	36	58%
620	Montgomery County Schools	229	300	76%
62M	Bonnie Cone Leadership Academy	*	16	*
630	Moore County Schools	676	1122	60%
63B	Sandhills Theatre Arts Renaiss	*	*	*
640	Nash County Public Schools	445	1087	41%
64A	Rocky Mount Preparatory	30	48	63%
650	New Hanover County Schools	1128	2079	54%
65G	Girls Leadership Academy of Wilmington	13	25	52%
660	Northampton County Schools	83	127	65%
66A	KIPP Pride College Preparatory	15	91	16%
670	Onslow County Schools	546	2027	27%
680	Orange County Schools	210	597	35%
681	Chapel Hill-Carrboro City Schools	201	948	21%
68A	Eno River Academy	54	99	55%
690	Pamlico County Schools	50	108	46%
69A	Arapahoe Charter School	26	121	21%
700	Elizabeth City-Pasquotank Public Schools	123	373	33%
70A	Northeast Academy of Aerospace & AdvTech	67	79	85%
710	Pender County Schools	478	923	52%
720	Perquimans County Schools	65	169	38%
730	Person County Schools	190	332	57%
73B	Roxboro Community School	40	82	49%
740	Pitt County Schools	1044	1908	55%
PSU Code	**PSU Name**	**Number of graduates who took at least one dual enrollment course in high school**	**Total Number of Graduates**	**Percent of graduates who took at least one dual enrollment course in high school**
750	Polk County Schools	80	135	59%
760	Randolph County School System	528	1121	47%
761	Asheboro City Schools	130	349	37%

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76A	Uwharrie Charter Academy	83	194	43%
770	Richmond County Schools	337	548	61%
780	Public Schools of Robeson County	364	1430	25%
790	Rockingham County Schools	318	828	38%
79A	Bethany Community School	24	81	30%
800	Rowan-Salisbury Schools	411	1446	28%
810	Rutherford County Schools	278	609	46%
81A	Thomas Jefferson Classical Academy	22	69	32%
81B	Lake Lure Classical Academy	16	33	48%
820	Sampson County Schools	296	559	53%
821	Clinton City Schools	85	187	45%
830	Scotland County Schools	194	424	46%
840	Stanly County Schools	396	631	63%
84B	Gray Stone Day School	66	92	72%
850	Stokes County Schools	222	444	50%
860	Surry County Schools	388	612	63%
861	Elkin City Schools	86	111	77%
862	Mount Airy City Schools	97	166	58%
86T	Millennium Charter Academy	17	30	57%
870	Swain County Schools	112	142	79%
880	Transylvania County Schools	180	263	68%
890	Tyrrell County Schools	31	47	66%
900	Union County Public Schools	1298	3591	36%
90A	Union Academy Charter School	63	149	42%
910	Vance County Schools	83	377	22%
91A	Vance Charter School	48	81	59%
91B	Henderson Collegiate	*	81	*
920	Wake County Schools	3272	13229	25%
92F	Franklin Academy	55	115	48%

PSU Code	PSU Name	Number of graduates who took at least one dual enrollment course in high school	Total Number of Graduates	Percent of graduates who took at least one dual enrollment course in high school
92G	East Wake Academy	64	96	67%
92K	Raleigh Charter High School	*	125	*
92P	Southern Wake Academy	16	68	24%
92T	Triangle Math and Science Academy	45	92	49%

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92U	Longleaf School of the Arts	*	74	*
930	Warren County Schools	55	130	42%
93A	Haliwa-Saponi Tribal School	*	12	*
93L	Central Wake Charter High School	*	94	*
93N	Pine Springs Preparatory Academy	*	*	*
940	Washington County Schools	31	75	41%
94Z	NERSBA Early College	*	35	>95%
950	Watauga County Schools	243	361	67%
960	Wayne County Public Schools	427	1266	34%
96F	Wayne Preparatory	26	53	49%
970	Wilkes County Schools	455	693	66%
980	Wilson County Schools	380	782	49%
98A	Sallie B Howard School	33	57	58%
98B	Wilson Preparatory Academy	17	33	52%
990	Yadkin County Schools	181	399	45%
995	Yancey County Schools	126	159	79%

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 an asterisk. Any percentages over 95% will be shown as >95% and any percentages less than 10 will be shown as <10%.

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State Board of Education CCP Policy

State Board of Education (SBE) CCP policy CACP-000, CCP Partnership Agreement 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 help to ensure quality programming for high school students. The policy was amended in October 2025 to include the new CCP pathway, Career and College Ready Pathway. The Career and College Ready Pathway, which will begin full implementation in 2026-27, is described fully on pages 31-32 below.

NCDPI and our partners at NCCCS continue to facilitate face-to-face and virtual meetings with school district and college representatives and have developed a CCP Partnership Agreements Guide, which includes promising practices in CCP from across North Carolina. The resources are 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 through 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 will facilitate face-to-face meetings in spring of 2026 with school district personnel to expand college access, focused on both NC College Connect and CCP, with a focus on the NCDPI/SBE StrategicPlan.

Last year, the statewide four-year graduation cohort rate was 88%. For more information, find the NCDPI Four-Year Cohort Graduation Rate Report under the Accountability Data Sets and Reports section.

The dropout rate for 2024-2025 is not available at this time. It will be reported to the State Board of Education in March 2025. 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.

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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.

Over the past year, the research team has finalized analyses on the impact of CCP participation on employment and earnings. Using data from the NC Unemployment Insurance (UI) System, the study found the following key impacts on students seven years post-high school:

- College Transfer Pathway students were more likely to be employed. They also had 7% higher annual wages and 7% higher cumulative wages through seven years post-high school than comparison students.
- CTE Pathway students were more likely to be employed, and they had 10% higher annual and 14% higher cumulative wages than comparison students.
- CIHS students had higher cumulative earnings than comparison students, likely because they entered the workforce more quickly.

Workforce outcomes for College Transfer Pathway students: College Transfer Pathway students were 1.2 percentage points more likely to be employed in jobs that reported to the UI System seven years after high school than similar comparison students, a statistically significant difference. Seven years post-high school, College Transfer Pathway participants had annual wages in the UI System that were $1,889 higher and cumulative earnings that were $6,660 higher than comparison students. There were positive impacts for almost all subgroups of students.

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Workforce outcomes for CTE Pathway students: CTE Pathway students were 2.4 percentage points more likely to be employed in jobs that reported to the UI System seven years after high school than the comparison students, a statistically significant difference. Seven years post-high school, CTE Pathway participants had annual wages in the UI System that were $2,684 higher and cumulative earnings that were $14,848 higher than comparison students. There were positive impacts for all subgroups of students.

Workforce outcomes for CIHS students: There were not statistically significant differences in employment rates or annual wages between CIHS students overall and comparison students seven years after high school. However, there were statistically significant positive impacts on annual wages for economically disadvantaged students and for students who were members of racial and ethnic groups underrepresented in college. Additionally, there was a significant positive impact of $6,133 on cumulative wages.

Over the upcoming year, the project team is finalizing CCP cost analyses and conducting analyses around the role of course delivery mode and location on students' outcomes as well as the transferability of college-credit courses taken in high school. The project team has been using administrative data and original data collected from high schools and colleges to examine the costs of CCP and look at the return on investment for those costs. The research team is also conducting spinoff analyses that are examining the extent to which outcomes differ by whether a student took a dual enrollment course in person on the college campus, online, or elsewhere (usually the high school campus). The study team is also examining the extent to which college credits earned in high school (both dual enrollment and Advanced Placement) transfer to postsecondary education and count towards students' majors or other graduation requirements.

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's Institute of Education Sciences that started in July of 2019. This project—which is being led by the Early College Research Center at the University of North

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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—has the goal of conducting a formal and rigorous evaluation of the implementation, impact, and cost of the three different CCP pathways.

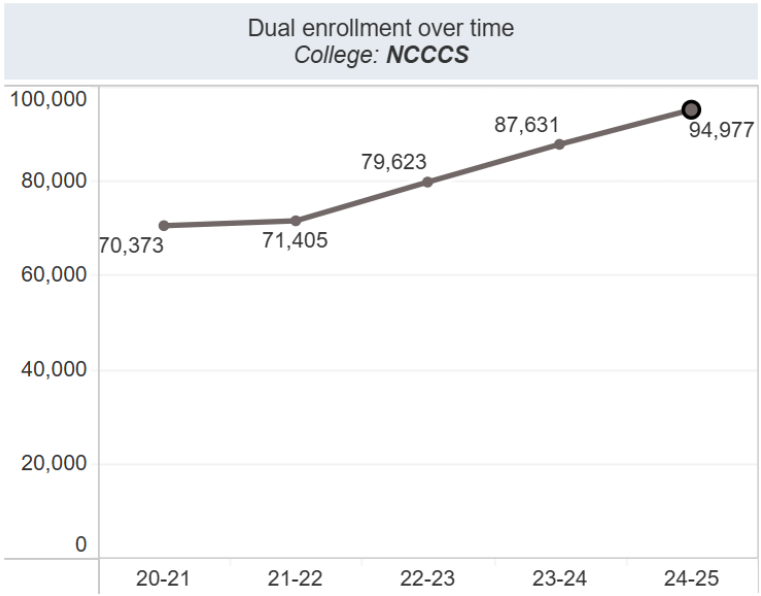
The study design: The impact study compared workforce outcomes for students who participated in one of the three CCP pathways to a weighted comparison group of statistically similar students. The analysis used a propensity score weighting approach that ensured the pathway participants and the comparison students were similar on many background characteristics, such as demographics, socioeconomics, achievement, and (as appropriate) advanced course taking. The comparison group was created separately for each CCP pathway to reflect differences in the average characteristics of students who pursue each of them. The samples for the College Transfer and CTE Pathway analyses included around 235,000 students who entered 11th grade from 2012-2013 through 2014-2015. Students participating in these two pathways were compared to students who did not participate in any CCP pathway. The sample for the CIHS analysis included approximately 270,000 students who entered 9th grade from 2010-11 through 2012-13. CIHS students were compared to students who were not enrolled in a CIHS but who could have taken CCP courses in the regular high school. The employment and earnings outcomes come from Unemployment Insurance data collected by the NC Department of Commerce and include data only for individuals who were employed in jobs that reported to the North Carolina UI System. There are important caveats associated with these data. The NC UI System does not include data for self-employed workers, those employed by the federal government, or out-of-state workers; as a result, the employment rates and wages reported above do not reflect all possible types of jobs and sources of income. However, we have also run analyses looking only at students who had wages in the UI system and come up with very similar estimates.

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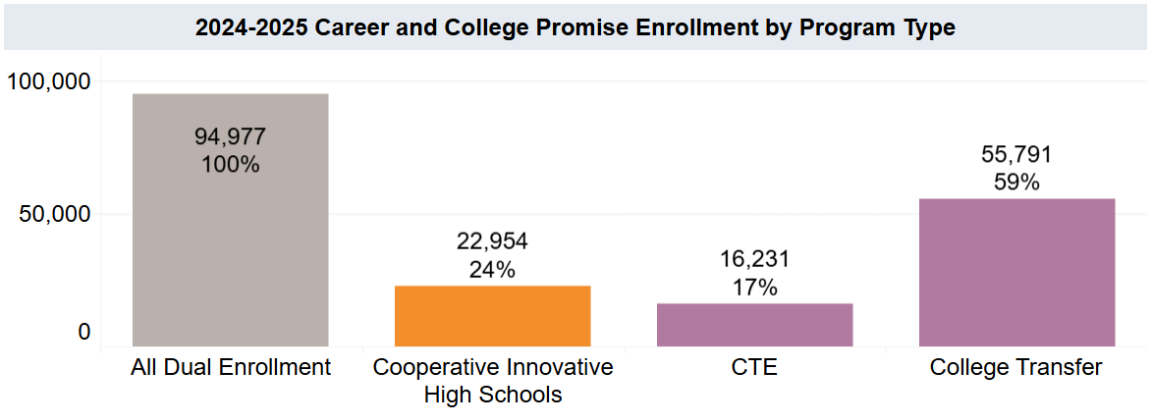
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (NCCCS)
Career and College Promise (CCP)

Enrollment Trends in Career and College Promise

During the 2024-2025 academic year, 94,977 high school students participated in Career and College Promise (CCP) through the NC Community College System. Participation has grown quickly over the past five academic years, with nearly 25,000 more students participating in the 2024-2025 academic year than in the 2020-2021 academic year.

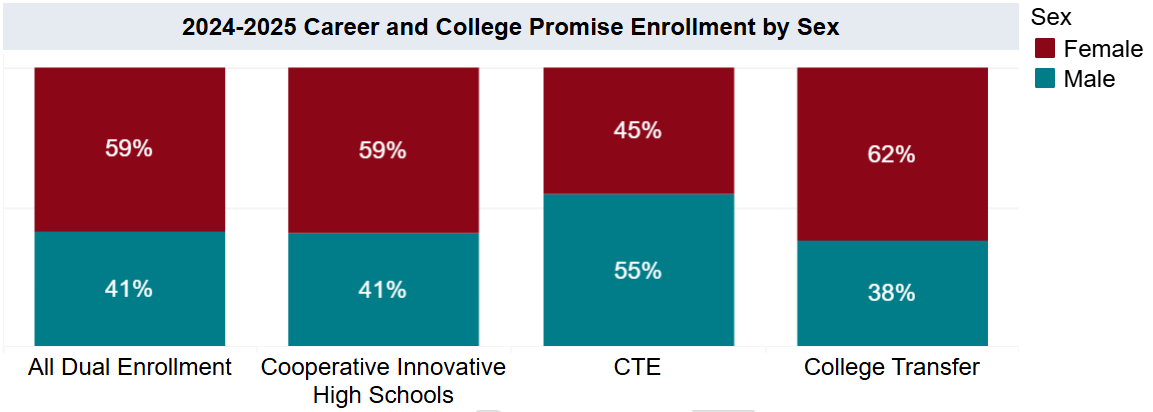


Of the high school students who participated in CCP, 22,954 (24%) participated in Cooperative Innovative High School Programs (Early College, Middle College, or Other Innovative High School), and 72,022 (76%) participated in Pathways programs (Career and Technical Education or College Transfer).

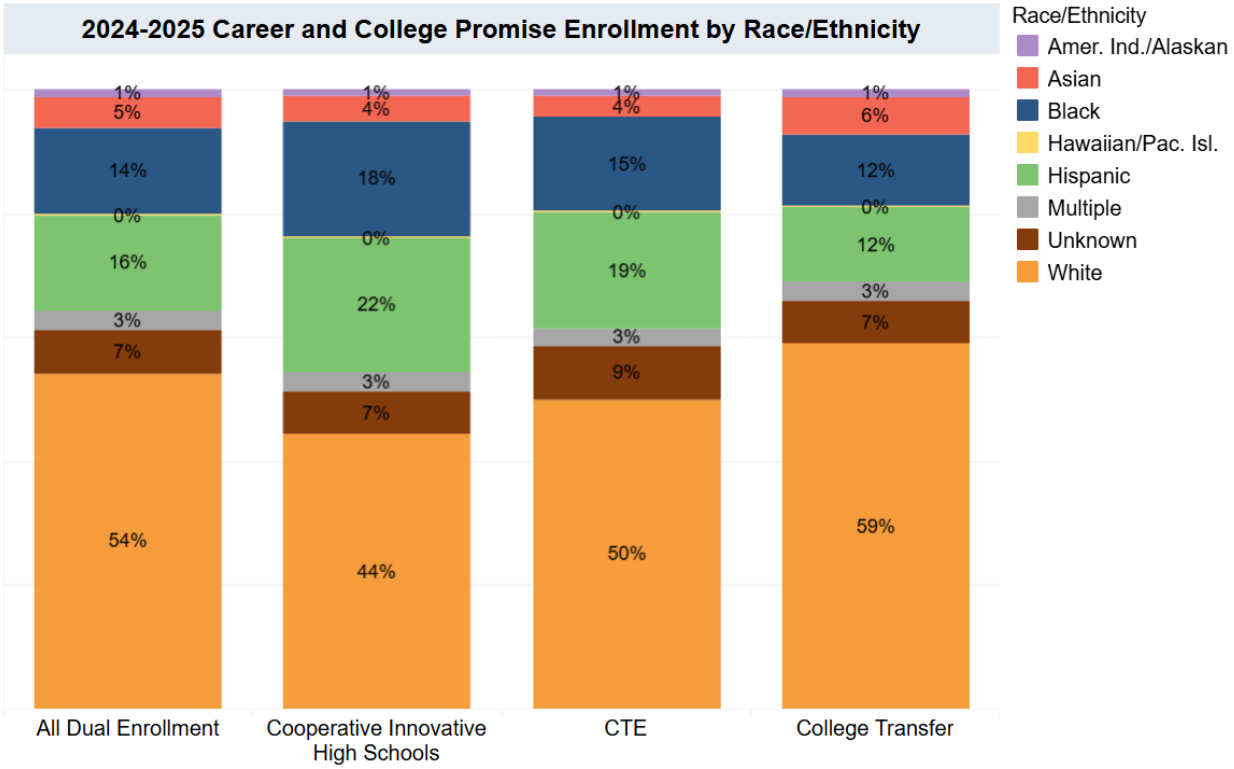


Career and College Promise Demographics

Participants were primarily female (59%) and white (54%). Career and Technical Education had the highest percentage of male students (55%), while College Transfer had the lowest (38%).

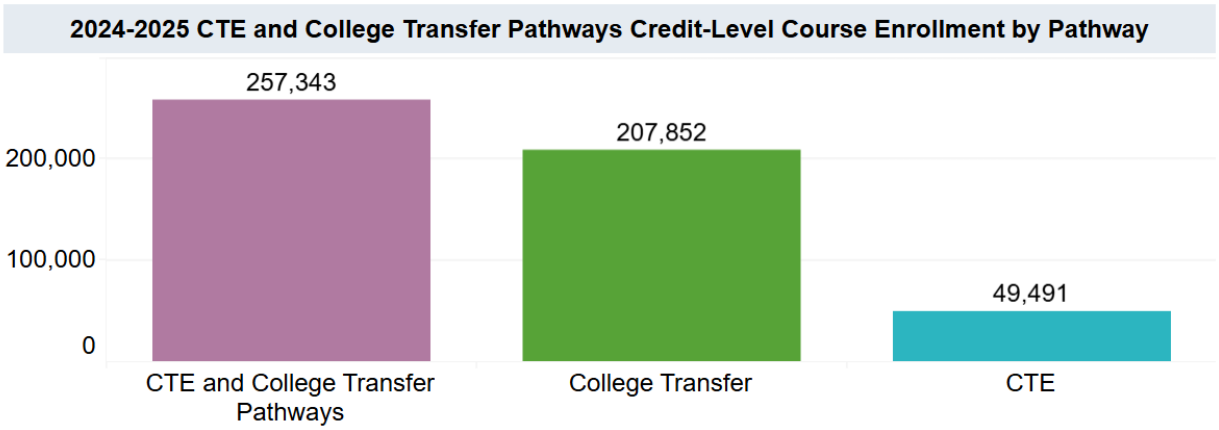


Enrollment by race/ethnicity varies heavily by pathway. Cooperative Innovative High Schools had the highest percentage of non-white students (56%).

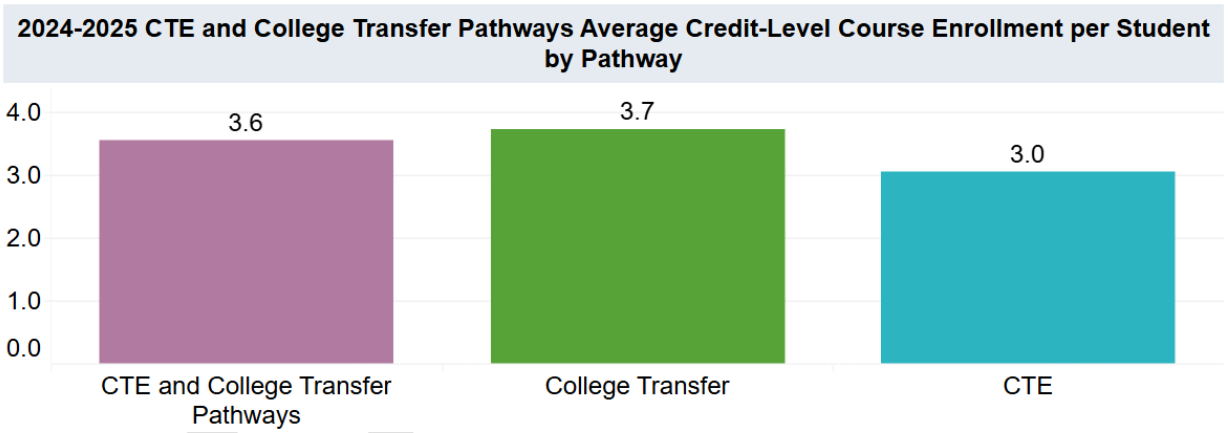


CTE and College Transfer Pathways Course Enrollment and Credential Completion

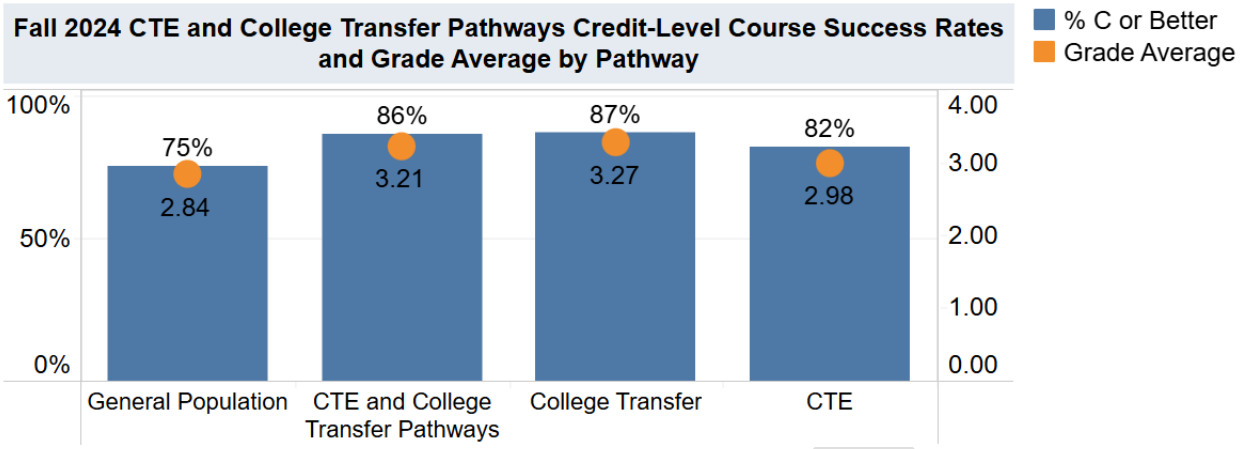
During the 2024-2025 academic year, CCP Pathways students enrolled in 257,343 credit-level college courses. Of those, 207,852 (81%) were taken by College Transfer students.



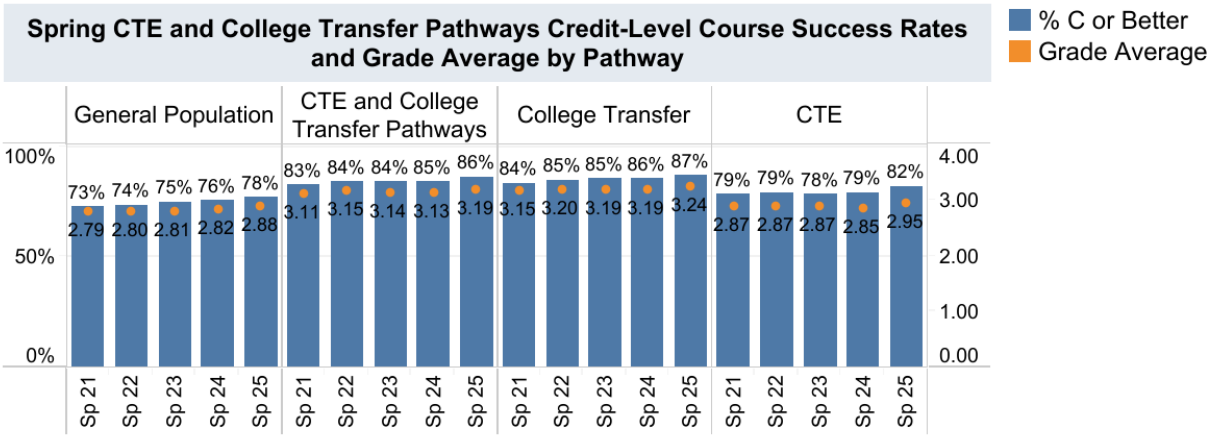
On average, College Transfer students took 3.7 credit-level courses and CTE students took 3.0 credit-level courses within the year.



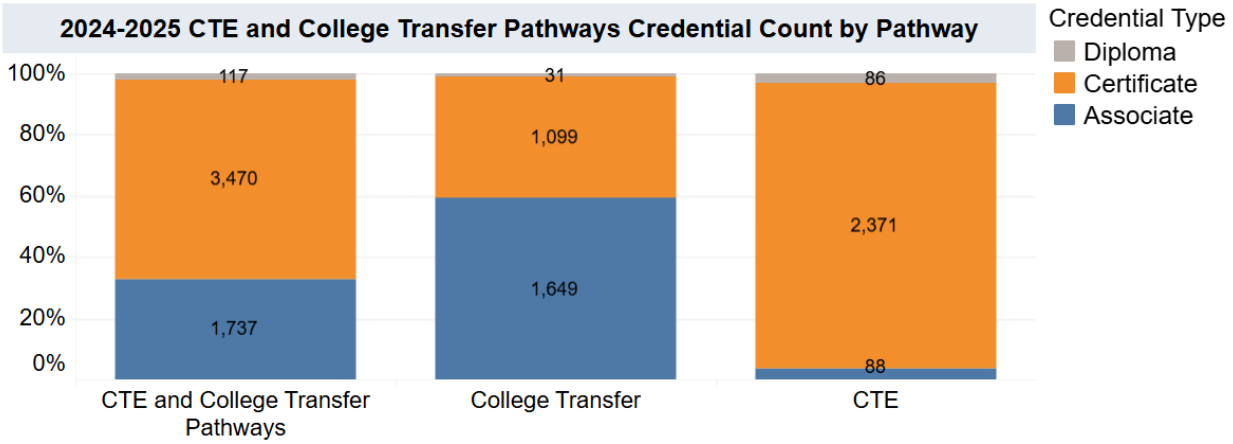
In Fall 2024, CCP Pathways students completed 86% of their credit-level courses with a C or better (average GPA of 3.21), compared to a 75% successful completion rate in the general student population (average GPA of 2.84).



To compare trends in success rates over time, course success rates are provided from Spring 2021 through Spring 2025. College Transfer students' course success rates have improved slightly over time, rising from 84% in Spring 2021 to 87% in Spring 2025. In comparison, CTE success rates remained stable at around 79% success until Spring 2025, when success rates jumped to 82%. Both College Transfer and CTE course success rates and average GPAs outpace the general population.



During the 2024-2025 academic year, CCP Pathways students earned a total of 5,324 credentials. Over 3,400 (65%) were Certificates, the majority of which were earned by CTE students.



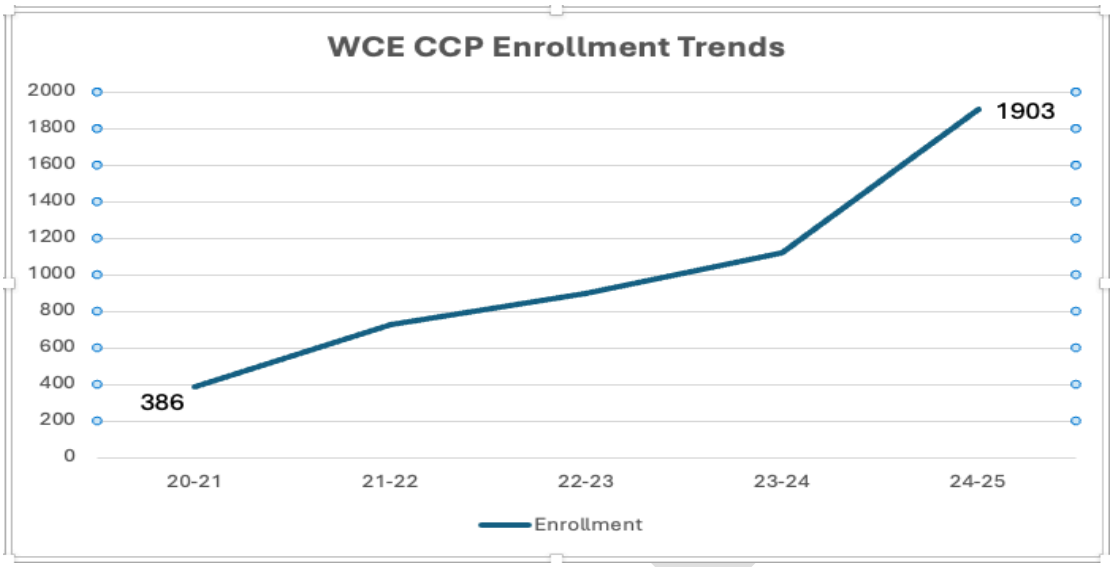
Post-Graduation Employment

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 2022. These students were not enrolled in any postsecondary institution in 2023-2024 and had a full-time or part-time employment record in Quarter 1 of 2024. 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 1,687 Transfer and 1,385 CTE pathway 2022 high school graduates were found for the 1st quarter of 2024. The Quarter 1 median wage for transfer students was $5,987 and the median wage for CTE students was $7,145.

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 2024-2025 academic year, 1,903 students were enrolled in the Workforce Continuing Education pathway, up from 1,136 in 2023-2024. In addition, this past year, the System Office approved 314 new applications for 47 colleges working in collaboration with

44 public school districts across the state. The top three WCE CCP pathways utilized across the state include Nurse Aide, Firefighter, and Emergency Medical Technician.



This chart details the enrollment growth of Workforce-CE Pathways over the past four years. Participation continues to grow quickly as over 4,652 students have enrolled in a WCE CCP Pathway since 2020-2021. To support this expansion, the System Office will be streamlining its current processes to align with our curriculum programs. With the support of the Department of Public Instruction, beginning in the Fall 2026, colleges will not be required to submit applications, per pathway, but rather have approval to operate all WCE courses and programs that lead to a state or industry-recognized credential(s). Any coursework or credentials requiring approvals from state licensing entities or industry associations must be planned in partnership with the high school administrator. Colleges will continue to encourage the maximum opportunities for credit mobility, ensuring both high school credit and curriculum credit.

Career and College Ready Pathway

In July 2025, Gov. Stein signed into law S.L. 2025-56, which repealed the original Career and College Ready (CCRG) legislation for school districts and restructured the CCRG program to operate within the new Career and College Ready (CRP) dual enrollment pathway. The CCRG program was a state initiative overseen as a partnership between the Department of Public Instruction and the North Carolina Community College System to

ensure high school students are prepared for college-level math and English, removing the need for remediation at the community college level. SL 2025-56 also provides new language regarding the previous CCRG program by expanding opportunities through this new pathway. This new opportunity is available to any rising junior or senior, regardless of their high school grade point average or assessment scores. This transition reflects a positive and strategic integration of the previous 'CCRG' program into the broader CCP framework, emphasizing earlier intervention, strong K–12 and community college partnerships, and a more streamlined pathway to postsecondary success.

In addition to granting broad access for students, the new pathway includes work-based learning, career exploration, and college preparatory coursework to assist with the transition from secondary to postsecondary education. The CRP pathway offers an unprecedented opportunity to reach students who traditionally have not had access to CCP in the past, by:

- Supporting and inspiring access to a career and/or college path that might not otherwise have been accessible.
- Supporting the work and potential expansion of the Access to Achievement program by providing students with intellectual disabilities with the transitional support services and learning opportunities from secondary to postsecondary education.
- Supporting the work of PropelNC and Governor Stein's Executive Order to strengthen workforce and apprenticeship opportunities by aligning pathways with work-based learning and pre-apprenticeship programs.

In collaboration with our Department of Public Instruction partners, pathway implementation guidance was developed and shared with school districts and colleges throughout the academic year. Several webinars and in-person sessions were also held to support the transition of instruction from the district to the community college. Community college instructors will teach all courses in the new pathway, and instructional resources will be available to all enrolled students. Colleges may collaborate with their LEAs to provide necessary instruction as agreed upon in their local partnership agreement per the

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State Board of Education policy CACP-000 Career and College Promise Partnership Agreement. Evaluation and performance data on this new opportunity will begin upon full implementation, starting in 2026-2027.

Career and College Promise Investment 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

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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 2024-2025 academic year, 94,977 high school students participated in Career and College Promise (CCP) through the NC Community College System. 22,954 students (24%) participated in Cooperative Innovative High School (CIHS) Programs (Early College, Middle College, or Other Innovative High School), 16,231 students (17%) participated in Career and Technical Education pathways, and 55,791 students (59%) 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.

Estimated FTE + Waivers	22-23	23-24	24-25
Total	**$219,664,119**	**$246,982,796**	**$272,417,557**
Curriculum	$219,027,184	$246,171,361	$271,077,203
Pathway Estimated	$139,668,466	$161,714,253	$184,878,384
Transfer	$109,675,222	$124,829,946	$140,712,573
CTE	$29,993,244	$36,884,307	$44,165,811
CIHS Estimated	$79,358,718	$84,457,109	$86,198,818
Workforce CE Estimated	$636,934	$811,435	$1,340,354

Estimated Curriculum Full-Time Equivalency (FTE)

The 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.

For 2024-2025, the total estimated curriculum for FTE for Career and College Promise was 42,826. In this academic year, FTE for all three Career and College Promise pathways increased. The largest jump was an increase of 2,485 estimated FTE in the College Transfer Pathway. In addition, the Career and Technical Education (CTE) pathway showed a marked increase, growing from 5,558 estimated curriculum FTE in 2023-2024 to 6,647 estimated curriculum FTE in 2024-2025, a 19% increase.

Estimated Curriculum FTE Generated		**22-23**	**23-24**	**24-25**
Total		**35,109**	**39,053**	**42,826**
Pathway		22,333	25,604	29,178
Transfer		*17,777*	*20,046*	*22,531*
	Sector 1 (prev. Tier 1A)	398	444	450
	Sector 2 (prev. Tier 1B)	4,859	5,428	5,920
	Sector 3 (prev. Tier 2)	12,520	14,174	16,162
CTE		*4,555*	*5,558*	*6,647*
	Sector 1 (prev. Tier 1A)	2,045	2,438	2,757
	Sector 2 (prev. Tier 1B)	577	653	871
	Sector 3 (prev. Tier 2)	1,933	2,467	3,018
CIHS		12,776	13,449	13,648
	Sector 1 (prev. Tier 1A)	687	745	825
	Sector 2 (prev. Tier 1B)	3,606	3,920	4,067
	Sector 3 (prev. Tier 2)	8,484	8,784	8,756

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For the 2024-2025 academic year, the total Estimated Curriculum FTE investment for the Career and College Promise was approximately $185 million ($184,757,498). The cost of the program was around $17.7 million higher than the previous academic year, driven by increases in CCP enrollment.

Estimated Curriculum FTE Investment	**22-23**	**23-24**	**24-25**
Total	**$146,322,968**	**$167,052,234**	**$184,757,498**
Pathway	$93,421,484	$109,842,422	$126,067,647
Transfer	*$72,861,837*	*$84,218,258*	*$95,299,117*
Sector 1 (prev. Tier 1A)	$2,025,793	$2,316,835	$2,365,609
Sector 2 (prev. Tier 1B)	$21,858,675	$25,041,157	$27,543,251
Sector 3 (prev. Tier 2)	$48,977,370	$56,860,266	$65,390,258
CTE	*$20,559,647*	*$25,624,164*	*$30,768,530*
Sector 1 (prev. Tier 1A)	$10,401,677	$12,715,864	$14,502,338
Sector 2 (prev. Tier 1B)	$2,595,070	$3,012,413	$4,054,293
Sector 3 (prev. Tier 2)	$7,562,900	$9,895,888	$12,211,900
CIHS	$52,901,484	$57,209,812	$58,689,850
Sector 1 (prev. Tier 1A)	$3,493,130	$3,887,413	$4,340,346
Sector 2 (prev. Tier 1B)	$16,220,348	$18,084,856	$18,922,553
Sector 3 (prev. Tier 2)	$33,188,006	$35,237,544	$35,426,951

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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 below.

In the 2024-2025 academic year, the estimated cost of waivers across programs was approximately $86.7 million, and the estimated number of course waivers was 386,144.

Estimated Cost of Waivers	22-23	23-24	24-25
Total	**$72,915,641**	**$79,379,921**	**$86,746,517**
Curriculum	$72,704,216	$79,119,127	$86,319,705
Pathway Estimated	$46,246,982	$51,871,831	$58,810,737
Transfer	*$36,813,385*	*$40,611,688*	*$45,413,456*
CTE	*$9,433,597*	*$11,260,143*	*$13,397,281*
CIHS Estimated	$26,457,234	$27,247,296	$27,508,968
Workforce CE	$211,425	$260,794	$426,812

Note: this is the total cost of tuition waivers.

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Estimated Number of Course Waivers	22-23	23-24	24-25
Total	**328,775**	**357,627**	**386,144**
Curriculum	327,486	356,030	383,618
Pathway Estimated	208,313	233,419	261,364
Transfer	*165,821*	*182,749*	*201,824*
CTE	*42,492*	*50,670*	*59,540*
CIHS Estimated	119,173	122,611	122,254
Workforce CE	1,289	1,597	2,526

2024-2025 Costs for Career and College Promise Participants

Methods

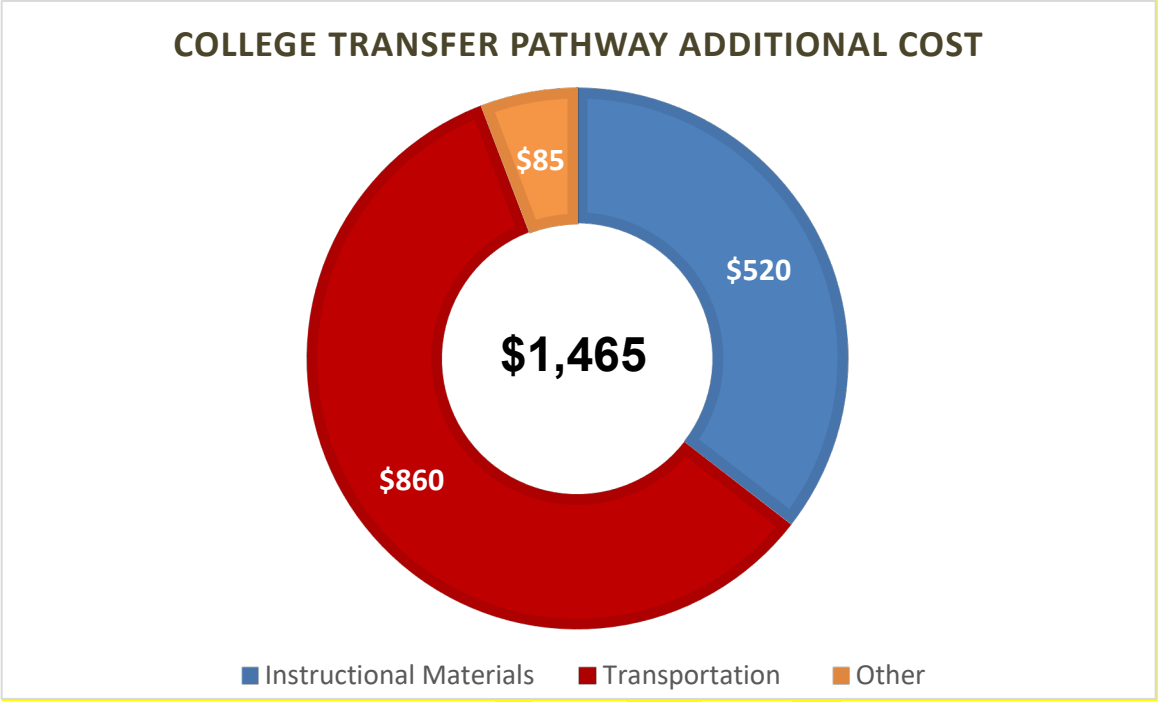
The purpose of this report is to provide an estimate of out-of-pocket expenses that students incur when they attend CCP courses. To estimate these costs, a survey was developed and sent to representatives at all community colleges in Fall 2022, asking them to estimate costs of transportation, instructional supplies, and other costs such as fees to students for the previous academic year. The same survey has been administered in each subsequent Fall semester. Respondents are typically college administrators who work closely with CCP students. For the 2024-2025 academic year, respondents from fifty-eight colleges contributed data. The responses were 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 CTP and CIHS pathways. As with the previous survey, and by a small margin, it was estimated that the CIHS 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 $1,465; a 7% increase over AY 2023-2024. The estimated instructional supply cost, including items such as textbooks, text access codes, writing utensils, notebooks, and equipment rental fees, was $520. The average annual transportation cost, including fuel, bus passes, parking

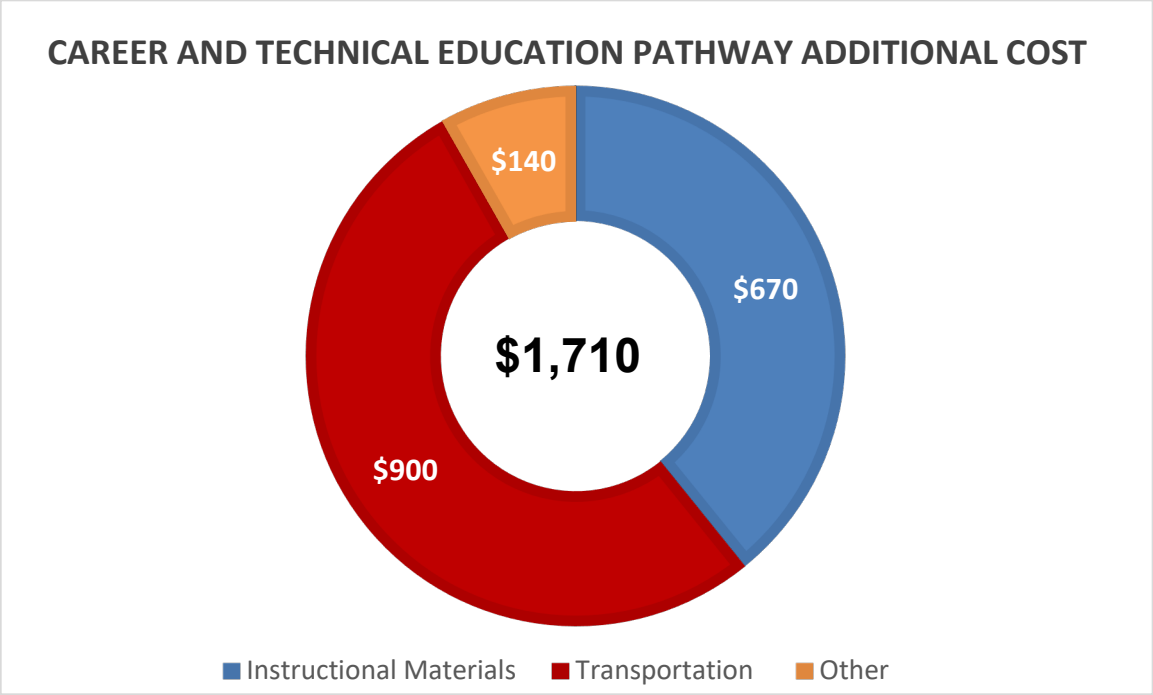
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passes, and fees, was estimated at $860. Other associated costs, which could include fees for courses or labs charged separate from tuition, were estimated at $85.



Career and Technical Education Pathway (CTE)

On average, respondents estimated that additional annual costs per CTE student were $1,710, a 4% increase since AY 2023-2024. This includes an estimated $670 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).

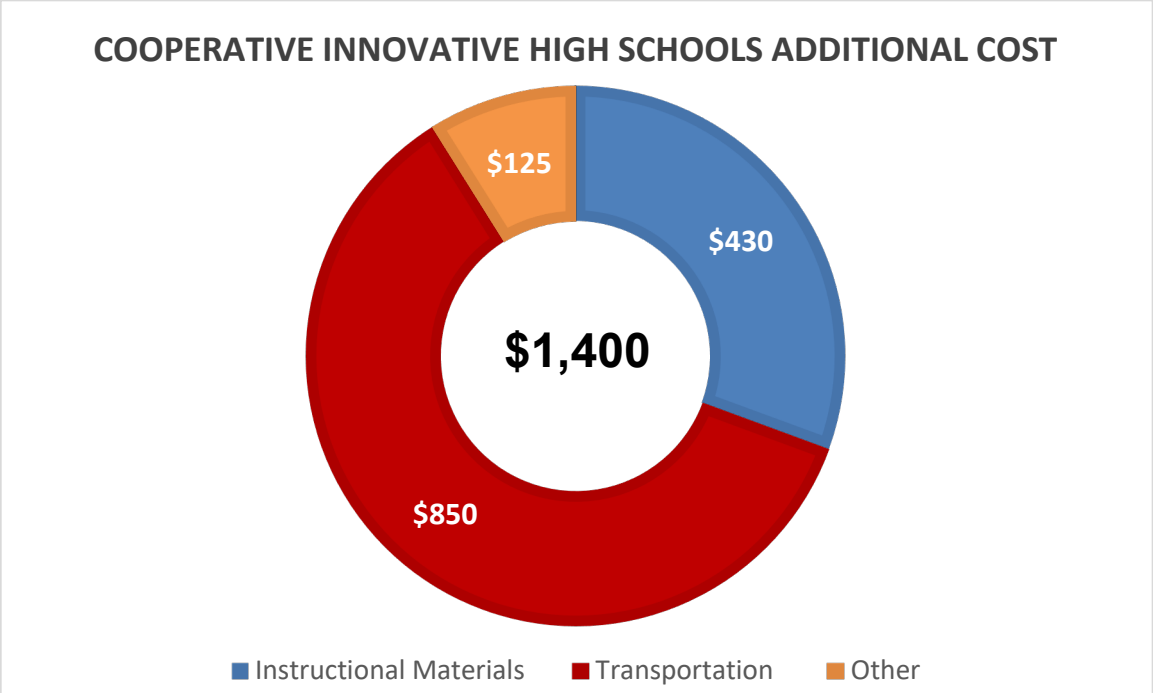


Cooperative Innovative High School (CIHS)

A small portion of students attending a CIHS may have incurred additional costs. Specifically, 5 of the 138 schools reported limited transportation options, 9 reported some instructional supply costs to students, and several 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 $430 on instructional materials and supplies, $850 in transportation costs, and $125 in other costs (e.g., fees). Students who incurred costs in all three categories were estimated to spend an average of $1400 per academic year, a 39% increase since last reported in AY 2023-2024.

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COOPERATIVE INNOVATIVE HIGH SCHOOLS ADDITIONAL COST
$125
$430
$1,400
$850
Instructional Materials
Transportation
Other

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UNC SYSTEM
NC Public High Schools

Institutions within the University of North Carolina (UNC) system preliminarily admitted **112,883*** students from NC Public High Schools, including Charters, for Fall 2025 based on preliminary results. **UNC system admissions of NC Public High School students increased by 10,564 (10%) students admitted from Fall 2024.** 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 2025

UNC Institution	Number of NC public high school students admitted to UNC Institutions, Fall 2025** (As of 10/28/2025***)
Appalachian State University	12,272
East Carolina University	16,147
Elizabeth City State University	2,825
Fayetteville State University	2,140
North Carolina A&T State University	6,662
North Carolina Central University	5,304
North Carolina State University	8,668
University of North Carolina – Asheville	5,483
University of North Carolina – Chapel Hill	4,846
University of North Carolina – Charlotte	12,933
University of North Carolina – Greensboro	9,425
University of North Carolina – Pembroke	4,919
University of North Carolina – Wilmington	8,385
University of North Carolina – School of the Arts	90
Western Carolina University	8,367
Winston-Salem State University	4,417
UNC Total	**112,883**

*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.

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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-three 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 2024-2025, CIHS programs extended across 87 of the state’s 115 school districts, with 138 individual schools operating for the 2024-2025 school year.** CIHS program partner with various NC colleges and universities: 121 with

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NC community colleges; 11 with UNC System colleges/universities; and 6 partner with independent colleges or universities.

Cooperative Innovative High Schools Data Highlights:

- Enrollment in CIHS in 2024-2025 was 27,599 students; this is a **decrease** of 1,343 students from the previous school year. In total, 6,560 students graduated from Cooperative Innovative High Schools in 2024-2025, an **increase** of 286 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 **89%** averaging a passing grade of a C or better. This is 14% higher than the general population. (NCCCS)
- **2,731** individual students earned **7,259** industry-recognized credentials through high school CTE courses, based on NCDPI data.
- CIHS students also earned a total of 1,460 diploma and certificate credentials, based on NCCCS data. This represents a total of **4,191** individual credentials earned from both agencies, an increase of 1,002 credentials from the previous school year.
- **3,907** CIHS students graduated with an associate degree. This is an increase of 409 students from the previous school year. (NCCCS)
- **13,715** applications from CIHS students were accepted by UNC System four-year institutions, based on UNC System data. This is an increase of 1,021 applications from the previous school year.
- **3,932** applications from CIHS students were accepted by North Carolina Independent Colleges and Universities, based on available NCICU data. This is an increase of 839 applications from the previous school year.

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State Board of Education CIHS Policy

Based on the Office of Advanced Learning and Gifted Education's focus on continuous improvement of CIHS programs and with input from the Joint Advisory Committee, the State Board of Education (SBE) adopted a new policy for CIHS in October 2025: CACP-001: Cooperative Innovative High Schools. This policy documents long-standing best practices for CIHS and addresses the interest of State Board members in ensuring that our CIHS continue to serve the CIHS target populations established by CIHS legislation.

The new CIHS policy outlines CIHS program objectives, outlines the application process for new CIHS or for CIHS supplemental funding, and establishes that CIHS annual reports and CIHS renewals will include information about target populations. The new policy also establishes that requests by existing CIHS to change their IHE partner may be approved by the State Board of Education.

SBE CACP-001: Cooperative Innovative High Schools

Cooperative Innovative High Schools (CIHS) are one of the Career and College Promise structured pathways available to local school administrative units (LSAU) and accredited partnering Institutions of Higher Education (IHE). CIHS programs prepare students for future learning in the workforce or in an IHE. Career and College Promise (CCP) is North Carolina's dual enrollment program. CIHS are also known as early colleges across the state.

CIHS programs enable students to concurrently obtain a high school diploma and begin or complete an associate degree program, certificate/license, or earn up to two years of college credit within five years.

CIHS programs focus on the following target student populations:

- High school students who are at risk of dropping out of school before attaining a high school diploma.
- High school students with parents who did not continue education beyond high school.
- High school students who would benefit from accelerated academic instruction.

A CIHS program shall:

- establish and maintain a college-going culture, including a blended approach to high school and college coursework;
- be located on the campus of the partnering IHE. If the CIHS is not located on the campus of the IHE, the IHE will maintain a regular presence on the CIHS campus;
- recruit, enroll, support, and graduate the CIHS target populations;
- offer opportunities for students that are not available through other CCP pathways;
- provide in person-instruction for at least 50% of college courses in which high school students are enrolled, unless there is an exemption from NCDPI;
- offer Grades 9-12 or 9-13, unless approved before January 1, 2025;
- maintain no more than 100 students per grade, enrolling at least 80 and no more than 500 students total in Grades 9-13;
- provide students with college support services for college success;
- create an effective high school and college partnership where the staff meet regularly and collaborate to support CIHS student success;
- encourage the cooperative or shared use of resources, personnel, and facilities between LSAU and IHE partner;
- emphasize parental/guardian involvement and provide consistent counseling, advising, and parent conferencing so that parents and students can make responsible decisions regarding course taking and can track the students' academic progress and success; and
- develop methods for early identification of potential participating students in the middle grades and through high school and provide outreach to those students to promote academic preparation and awareness of the cooperative innovative high school programs.

CIHS Application Process

Local school administrative units and their college partners may apply jointly to open a new Cooperative Innovative High School or request allocation of CIHS supplemental funding for an existing CIHS by following the CIHS application process and timeline established by the Joint Advisory Committee (JAC). The Joint Advisory Committee is comprised of representatives of the North Carolina Department of Public Instruction (NCDPI), the North Carolina Community Colleges System, the UNC System, and the North Carolina Independent Colleges and Universities. A CIHS program is a choice option for students.

In accordance with G.S. 115C-238.51A(a1), the State Board of Education (SBE) may approve up to three CIHS applications to open in a school year, and that the SBE shall give priority consideration to CIHS applications from LSAUs that do not already operate a CIHS.

To apply for a CIHS, the LSAU and IHE partner(s) shall:

- Submit a Letter of Intent by June 15 of the academic year prior to the desired opening school year indicating an intent by the LSAU and IHE partner(s) to apply to open a new CIHS. An LSAU may have two academic years to open a CIHS program once it is approved by the NC General Assembly.
- Submit a complete CIHS application (provided by DPI) that includes the information required by G.S. 115C-238.51(b) by October 15.
    - The CIHS application will identify the CIHS target student populations that the CIHS will serve and will indicate the intention to serve at least two of the target student populations. Priority consideration for approval will be given to proposed CIHS that will serve all three CIHS target populations.
    - CIHS application will include a request for a location waiver if the planned CIHS will not be on the campus of the IHE partner.
- CIHS applications require signatures from the applicable Local Board of Education and IHE partner governing board.
- The JAC will review each application and issue a recommendation to the SBE and applicable IHE governing board.
- The SBE and applicable IHE system governing board may give conditional approval up to three applications for a single school year for CIHS programs that request additional funds. Final approval is contingent upon approval of opening and/or appropriation of funds by the General Assembly in accordance with G.S. 115C-238.51A(c).
- CIHS programs receive funding for a principal position after the first year that the CIHS program has a total enrollment of at least 100 students.

CIHS Annual Reports:

All CIHS programs shall submit an annual CIHS report to NCDPI, using the CIHS Annual Report template, indicating:

- target populations served (if the annual report indicates that the CIHS is not serving all three CIHS target populations, the report must include an explanation of the reasons the CIHS is not doing so);
- grade levels offered;
- programs of service offered (College Transfer pathway, CTE pathway, or both);
- total enrollment for each grade level; and
- school effectiveness measures.

CIHS annual reports inform the data included in the CCP/CIHS report to the General Assembly.

Existing CIHS Program Updates:

The LSAU and IHE partner of an existing CIHS will submit to NCDPI a CIHS Program Update if there are:

- changes to the name of the CIHS,
- changes to the location of the CIHS, or
- programmatic changes of curricular pathway options.

If a CIHS relocates to a location other than the original IHE partner, a location waiver must be requested by the LSAU and IHE partner. Location waivers are approved by the governing board of the IHE partner.

Requests to Change the IHE Partner:

An LSAU operating an existing CIHS program may apply to the SBE to change the CIHS IHE partner, if there is an issue with accreditation or stability with the IHE partner. Requests to change the IHE partner of an existing CIHS may be approved by the SBE and the appropriate IHE governing boards. Requests to change the IHE partner must include revisions of critical components of the original CIHS application to ensure the intent of the CIHS program and all appropriate documentation is in place. Requests shall be submitted to DPI by December 15 of the academic year prior to the academic year in which the change will go into effect.

CIHS Renewal Agreements:

Each CIHS program shall operate under the original CIHS application approved by the SBE and applicable IHE governing board. Each CIHS program must be renewed every five years. The

LSAU and applicable IHE governing board shall submit a renewal form to DPI that includes updated program information as needed. Once submitted, CIHS renewals are signed by the SBE chairperson and the chairperson of the corresponding IHE partner state-level board.

Each CIHS renewal agreement shall include:

- an attestation from the LSAU and IHE partner that the CIHS in its current programming sustains the innovations and programming established by the original CIHS application;
- current CCP pathways available to students;
- the target populations the CIHS intends to serve for the following five years, provided that the CIHS shall serve at least two of the target populations;
- a description of efforts taken to recruit and serve the CIHS target populations; and
- any updates to the original program application.

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Support for CIHS Programs

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

As the lead agency, NCDPI works closely with the CIHS to support implementation. NCDPI hosts regular webinars for principals, and site visits with technical assistance to each new CIHS. NCDPI and the JAC also develop various resources to support development and implementation of the CIHS, shared via the NCDPI CIHS website. The CIHS Design and Implementation Guide includes CIHS Promising Practices from CIHS across North Carolina.

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

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

Following the complete data captured below in response to legislative requirements, this report includes success stories from across North Carolina's network of CIHS, as well as success stories about CCP students from NC's community colleges. 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

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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.

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Table 4: List of Approved and Operating Cooperative Innovative High Schools by School District and Institution of Higher Education (IHE) partner, 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 Center for Career Innovation	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
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	Carolinas College of Health Sciences
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	Cross Creek Early College High	Fayetteville State University

	Schools	School	
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	Dare County Schools	Dare Early College High School	College of the Albemarle
40	Davidson County Schools	Davidson Early College High School	Davidson-Davie Community College
41	Davidson County Schools	Yadkin Valley Regional Career Academy	Davidson-Davie Community College
42	Davie County Schools	Davie County Early College High School	Davidson-Davie Community College
43	Duplin County Schools	Duplin Early College High School	James Sprunt Community College
44	Durham Public Schools	City of Medicine Academy	Durham Tech Community College
45	Durham Public Schools	Durham School of Technology	Durham Tech Community College
46	Durham Public Schools	Josephine Dobbs Clement Early College High School	North Carolina Central University
47	Durham Public Schools	Durham Early College of Health Sciences	Durham Tech Community College
48	Edgecombe County Public Schools	Edgecombe Early College High School	Edgecombe Community College
49	Edgecombe County Public Schools	EDGE Academy of Health Sciences	Edgecombe Community College
50	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	College of The Albemarle
51	Franklin County Schools	Franklin County Early College High School	Vance-Granville Community College
52	Gaston County Schools	Gaston Early College High School	Gaston College

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

#	PSU Name	School Name	IHE Name
72	Hyde County Schools	Hyde Academy	Beaufort County Community College
73	Iredell-Statesville Schools	Agriculture and Science Early College High School	Mitchell Community College
74	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	Mitchell Community College
75	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	Mitchell Community College
76	Jackson County Public Schools	Blue Ridge Early College High School	Southwestern Community College
77	Jackson County Public Schools	Jackson County Early College High School	Southwestern Community College
78	Johnston County Public Schools	Johnston County Early College Academy	Johnston Community College
79	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy	Johnston Community College
80	Lee County Schools	Lee County Early College High School	Central Carolina Community College
81	Lenoir County Public Schools	Lenoir County Early College High School	Lenoir Community College
82	Macon County Schools	Macon County Early College High School	Southwestern Community College
83	Madison County Schools	Madison Early College High School	A-B Tech Community College
84	Martin County Schools	Martin Innovative Early College High School	Martin Community College
85	McDowell County Schools	McDowell Academy for Innovation	McDowell Tech Community College
86	McDowell County Schools	McDowell Early College High School	McDowell Tech Community College
87	Mitchell County Schools	Mayland Early College High School	Mayland Community College
88	Montgomery County Schools	Montgomery County Early College High School	Montgomery Community College
89	Moore County Schools	Moore Innovative High School	Sandhills Community College

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

#	PSU Name	School Name	IHE Name
108	Rockingham County Schools	Rockingham CTE Innovative High School	Rockingham Community College
109	Rowan-Salisbury Schools	Rowan County Early College High School	Rowan-Cabarrus Community College
110	Rutherford County Schools	Rutherford Early College High School	Isothermal Community College
111	Sampson County Schools	Sampson Early College High School	Sampson Community College
112	Scotland County Schools	Scotland Early College High School	Richmond Community College
113	Stanly County Schools	Stanly Early College High School	Stanly Community College
114	Stanly County Schools	Stanly STEM Early College High School	Stanly Community College
115	Stokes County Schools	Stokes County Early College High School	Forsyth Tech Community College
116	Surry County Schools	Surry Early College High School of Design	Surry Community College
117	Tyrrell County Schools	Columbia Early College High School	Beaufort County Community College
118	Union County Public Schools	Union County Early College High School	South Piedmont Community College
119	Vance County Schools	Vance County Early College High School	Vance-Granville Community College
120	Wake County Schools	North Wake College and Career Academy	Wake Tech Community College
121	Wake County Schools	Vernon Malone College and Career Academy	Wake Tech Community College
122	Wake County Schools	Wake Early College of Health and Science	Wake Tech Community College
123	Wake County Schools	Wake Early College of Information and Biotechnologies	Wake Tech Community College
124	Wake County Schools	Wake STEM Early College High School	North Carolina State University
125	Wake County Schools	Wake Young Men's Leadership Academy	Shaw University
126	Wake County Schools	Wake Young Women's Leadership Academy	Shaw University

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#	PSU Name	School Name	IHE Name
127	Warren County Schools	Warren Early College High School	Vance-Granville Community College
128	Washington County Schools	Washington County Early College High School	Beaufort County Community College
129	Watauga County Schools	Watauga Innovation Academy	Caldwell Community College and Technical Institute
130	Wayne County Public Schools	Wayne Early/Middle College High School	Wayne Community College
131	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	Wayne Community College
132	Weldon City Schools	Roanoke Valley Early College of Health Sciences, Business and Civic Leadership	Halifax Community College
133	Wilkes County Schools	Wilkes Early College High School	Wilkes Community College
134	Wilson County Schools	Wilson Academy of Applied Technology	Wilson Community College
135	Wilson County Schools	Wilson Early College Academy	Wilson Community College
136	Winston Salem / Forsyth County Schools	Early College of Forsyth County	Forsyth Tech Community College
137	Winston Salem / Forsyth County Schools	Middle College of Forsyth County	Forsyth Tech Community College
138	Yadkin County Schools	Yadkin Early College High School	Surry Community College

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Figure 1: NC Cooperative Innovative High Schools, September 2025

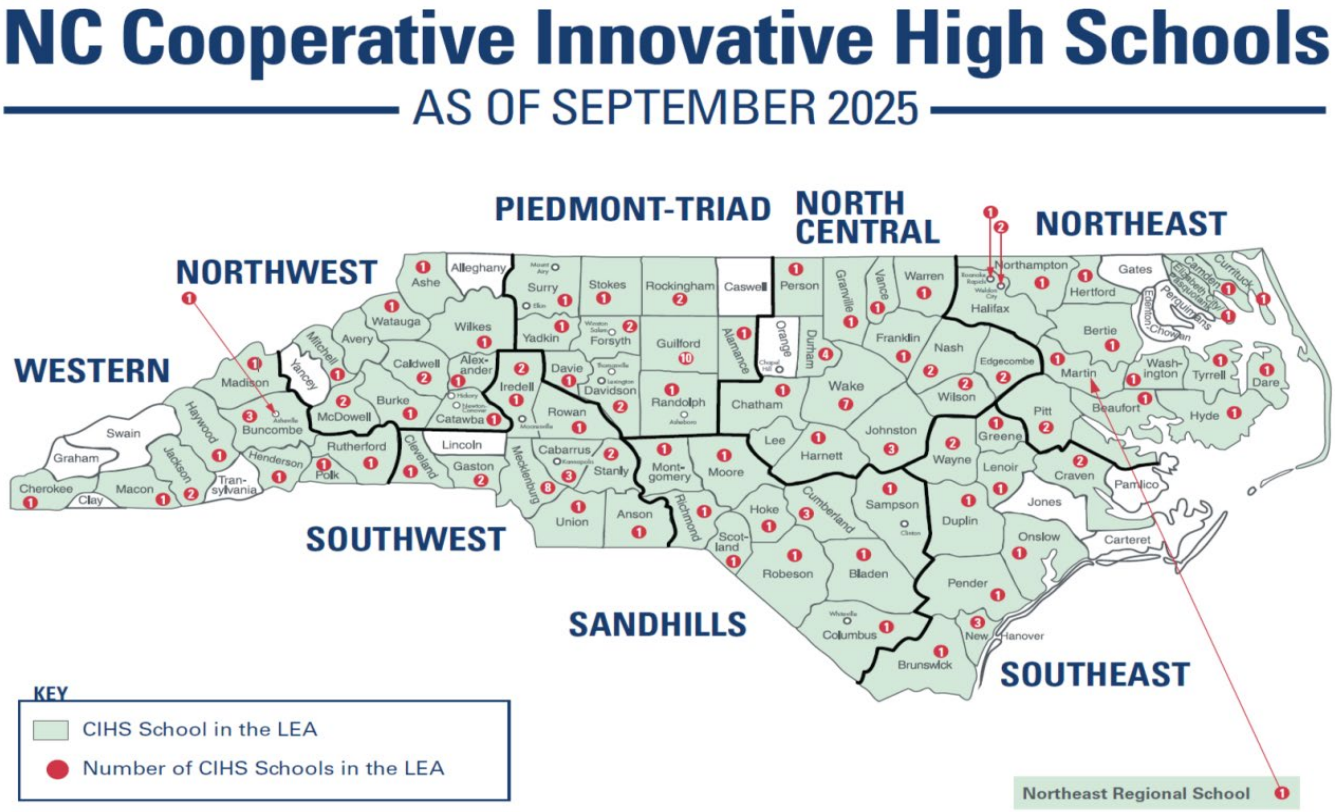
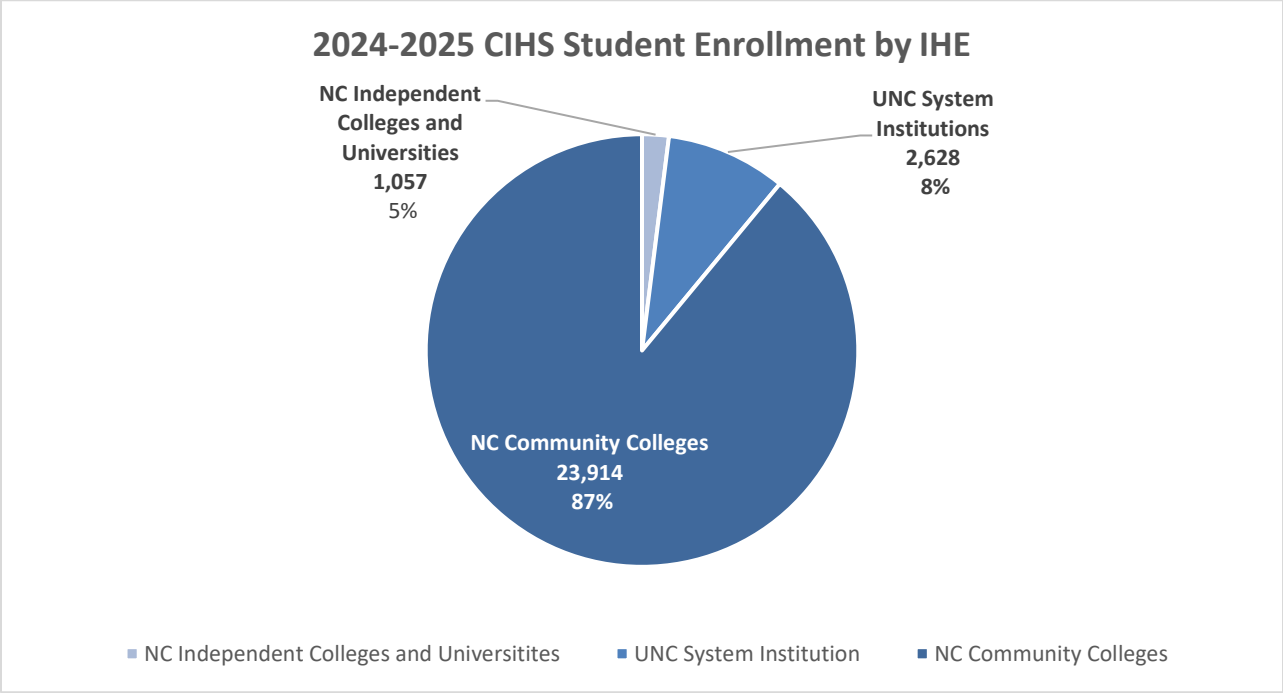


Figure 2: 2024-2025 Cooperative Innovative High School student enrollment by Institution of Higher Education (IHE)



Cooperative Innovative High School Applications

NC Session Law 2025-92 authorized any CIHS originally approved as a virtual CIHS to continue to receive funding pursuant to Section 7.22(c)(1) of S.L. 2017-57. NC Session Law 2025-92 also approved the 2024 CIHS applications to open and to receive additional funding. These CIHS are currently in operation:

- Hawthorne Academy of Health Sciences (Charlotte-Mecklenburg Schools)
- Martin Innovative Early College
- Moore Innovative High Schools

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Table 5: Retention rate and cohort graduation rate of Cooperative and Innovative High Schools for the 2024-2025 school year; number of dropouts from the 2023-2024 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%	*	>95%
4	Ashe County Schools	Ashe County Early College High School	>95%	*	>95%
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	91%	*	95%
6	Beaufort County Schools	Beaufort County Early College High School	94%	*	>95%
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	94%	*	>95%
10	Buncombe County Schools	Buncombe County Early College High School	92%	*	>95%
11	Buncombe County Schools	Center for Career Innovation	88%	*	>95%
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	94%	*	>95%
13	Burke County Schools	Burke Middle College High School	>95%	*	>95%
14	Cabarrus County Schools	Cabarrus Early College of Technology	93%	*	>95%

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#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	>95%	*	>95%
16	Cabarrus County Schools	Cabarrus Health Sciences Institute	91%	*	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%	*	93%
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	94%	*	>95%
24	Charlotte-Mecklenburg Schools	Harper Middle College High School	>95%	*	>95%
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	>95%	*	82%
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	91%	*	>95%
29	Chatham County Schools	Chatham County School of Science and Engineering	93%	*	>95%
30	Cherokee County Schools	Tri-County Early College High School	88%	*	>95%

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31	Cleveland County Schools	Cleveland Early College High School	95%	*	>95%
32	Columbus County Schools	Columbus Career and College Academy	>95%	*	93%
33	Craven County Schools	Craven Early College High School	>95%	*	>95%
34	Craven County Schools	Early College EAST High School	90%	*	>95%
35	Cumberland County Schools	Cross Creek Early College High School	93%	*	>95%
36	Cumberland County Schools	Cumberland International Early College High School	95%	*	>95%
37	Cumberland County Schools	Cumberland Polytechnic High School	93%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
38	Currituck County Schools	J.P. Knapp Early College High School	95%	*	>95%
39	Davidson County Schools	Davidson Early College High School	>95%	*	>95%
40	Davidson County Schools	Yadkin Valley Regional Career Academy	94%	*	>95%
41	Davie County Schools	Davie County Early College High School	>95%	*	94%
42	Duplin County Schools	Duplin Early College High School	>95%	*	>95%
43	Durham Public Schools	City of Medicine Academy	92%	*	>95%
44	Durham Public Schools	Durham School of Technology	88%	*	93%
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	94%	*	>95%
46	Durham Public Schools	Durham Early College of Health Sciences	>95%	*	>95%
47	Edgecombe County Public Schools	Edgecombe Early College High School	>95%	*	>95%
48	Edgecombe County Public Schools	Edge Academy of Health Sciences	83%	*	N/A

49	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	95%	*	>95%
50	Franklin County Schools	Franklin County Early College High School	94%	*	>95%
51	Gaston County Schools	Gaston Early College High School	>95%	*	>95%
52	Gaston County Schools	Gaston Early College of Medical Sciences	93%	*	>95%
53	Granville County Schools	Granville Early College High School	>95%	*	>95%
54	Greene County Schools	Greene Early College High School	95%	*	>95%
55	Guilford County Schools	Early College at Guilford College	>95%	*	>95%
56	Guilford County Schools	Early/Middle College at GTCC – Greensboro	93%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
57	Guilford County Schools	Early/Middle College at GTCC High Point	85%	*	>95%
58	Guilford County Schools	Early/Middle College at GTCC Jamestown	>95%	*	>95%
59	Guilford County Schools	A&T Four Middle College	86%	*	>95%
60	Guilford County Schools	Greensboro College Middle College	>95%	*	>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	92%	*	>95%
64	Guilford County Schools	The Kearns Academy at Central	91%	*	>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	94%	*	>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	48%	*	N/A
72	Iredell-Statesville Schools	Agriculture and Science Early College High School	93%	*	>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%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
75	Jackson County Public Schools	Blue Ridge Early College High School	91%	*	86%
76	Jackson County Public Schools	Jackson County Early College High School	94%	*	>95%
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	94%	*	>95%
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%	*	92%
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%	*	93%
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	94%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
91	New Hanover County Schools	Wilmington Early College High School	92%	*	>95%
92	Northampton County Schools	Northampton County Early College High School	>95%	*	>95%
93	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	>95%	*	70%
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	90%	*	>95%
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	90%	*	95%
100	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	94%	*	>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	93%	*	>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%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
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%
110	Stanly County Schools	Stanly STEM Early College High School	94%	*	>95%
111	Stokes County Schools	Stokes County Early College High School	>95%	*	>95%
112	Surry County Schools	Surry Early College High School of Design	93%	*	>95%
113	Tyrrell County Schools	Columbia Early College High School	92%	*	90%
114	Union County Public Schools	Union County Early College High School	93%	*	>95%

115	Vance County Schools	Vance County Early College High School	89%	*	>95%
116	Wake County Schools	North Wake College and Career Academy	94%	*	>95%
117	Wake County Schools	Vernon Malone College and Career Academy	93%	*	>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%	*	>95%
120	Wake County Schools	Wake STEM Early College High School	>95%	*	>95%
121	Wake County Schools	Wake Young Men's Leadership Academy	89%	*	>95%
122	Wake County Schools	Wake Young Women's Leadership Academy	86%	*	>95%
123	Warren County Schools	Warren Early College High School	>95%	*	90%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
124	Washington County Schools	Washington County Early College High School	93%	*	91%
125	Watauga County Schools	Watauga Innovation Academy	>95%	*	>95%
126	Wayne County Public Schools	Wayne Early/Middle College High School	91%	*	>95%
127	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	93%	*	>95%
128	Weldon City Schools	Roanoke Valley Early College of Health Sciences, Business and Civic Leadership	89%	*	>95%
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%

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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 2023-2024 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.

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Table 6: Enrollment in Cooperative Innovative High Schools (CIHS) for the 2024-2025 school year. Each CIHS is permitted by legislation to serve 100 students per grade level (total 500 in grades 9-13). (+) and (-) represent enrollment change from previous academic year.

Note: Based on the most recent SBE policy, NCDPI will be working with districts who have schools less than 100 students and developing a plan for recruitment.

#	PSU Name	School Name	Total
1	Alamance-Burlington Schools	Alamance-Burlington Early College High School*	245 (+)
2	Alexander County Schools	Alexander Early College High School*	169 (+)
3	Anson County Schools	Anson County Early College High School*	203 (-)
4	Ashe County Schools	Ashe County Early College High School*	141 (+)
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	324 (-)
6	Beaufort County Schools	Beaufort County Early College High School*	255 (-)
7	Bertie County Schools	Bertie County Early College High School*	100 (-)
8	Bladen County Schools	Bladen County Early College High School*	121 (-)
9	Brunswick County Schools	Brunswick County Early College High School*	318 (-)
10	Buncombe County Schools	Buncombe County Early College High School*	246 (-)
11	Buncombe County Schools	Buncombe County Center for Career Innovation	36 (-)
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy*	363 (-)
13	Burke County Schools	Burke Middle College High School	130 (+)
14	Cabarrus County Schools	Cabarrus Early College of Technology*	231 (+)
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School*	234 (-)
16	Cabarrus County Schools	Cabarrus Health Sciences Institute*	155 (+)
17	Caldwell County Schools	Caldwell Applied Sciences Academy	202 (-)
18	Caldwell County Schools	Caldwell Early College High School*	310 (-)
19	Camden County Schools	Camden Early College High School*	120 (-)

20	Catawba County Schools	Challenger Early College High School*	368 (+)
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	167 (-)
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School*	308 (+)
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School*	177 (-)
24	Charlotte-Mecklenburg Schools	Harper Middle College High School*	106 (-)
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	223 (-)
26	Charlotte-Mecklenburg Schools	Levine Middle College High School*	209 (-)
27	Charlotte-Mecklenburg Schools	Merancas Middle College High School*	167 (-)
28	Charlotte-Mecklenburg Schools	Central Piedmont Early College	271 (+)
29	Chatham County Schools	Chatham County School of Science and Engineering*	104 (+)
30	Cherokee County Schools	Tri-County Early College High School*	141 (+)
31	Cleveland County Schools	Cleveland Early College High School*	212 (-)

#	PSU Name	School Name	Total
32	Columbus County Schools	Columbus Career and College Academy*	218 (-)
33	Craven County Schools	Craven Early College High School*	219 (-)
34	Craven County Schools	Early College EAST High School*	192 (-)
35	Cumberland County Schools	Cross Creek Early College High School*	249 (-)
36	Cumberland County Schools	Cumberland International Early College High School*	237 (-)
37	Cumberland County Schools	Cumberland Polytechnic High School*	312 (+)
38	Currituck County Schools	J.P. Knapp Early College High School*	241 (-)
39	Davidson County Schools	Davidson Early College High School*	137 (-)
40	Davidson County Schools	Yadkin Valley Regional Career Academy*	159 (-)
41	Davie County Schools	Davie County Early College High School*	127 (-)
42	Duplin County Schools	Duplin Early College High School*	189 (-)
43	Durham Public Schools	City of Medicine Academy*	290 (-)

44	Durham Public Schools	Durham School of Technology*	208 (-)
45	Durham Public Schools	Josephine Dobbs Clement Early College High School*	357 (-)
46	Durham Public Schools	Durham Early College of Health Sciences	157 (+)
47	Edgecombe County Public Schools	Edgecombe Early College High School*	161 (-)
48	Edgecombe County Public Schools	EDGE Early College of Health Sciences	71 (+)
49	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School*	103 (-)
50	Franklin County Schools	Franklin County Early College High School*	167 (-)
51	Gaston County Schools	Gaston Early College High School*	225 (-)
52	Gaston County Schools	Gaston Early College of Medical Sciences*	166 (+)
53	Granville County Schools	Granville Early College High School*	205 (-)
54	Greene County Schools	Greene Early College High School*	159 (+)

#	PSU Name	School Name	Total
55	Guilford County Schools	Early College at Guilford College	192 (-)
56	Guilford County Schools	Early/Middle College at GTCC – Greensboro*	152 (-)
57	Guilford County Schools	Early/Middle College at GTCC - High Point*	174 (-)
58	Guilford County Schools	Early/Middle College at GTCC – Jamestown*	236 (-)
59	Guilford County Schools	The A&T Four Middle College at NC A&T*	154 (+)
60	Guilford County Schools	Greensboro College Middle College	103 (+)
61	Guilford County Schools	Middle College at UNCG*	191 (-)
62	Guilford County Schools	STEM Early College at NC A&T*	191 (0)
63	Guilford County Schools	The Academy at Ben L. Smith High School*	245 (+)
64	Guilford County Schools	The Kearns Academy at Central*	104 (-)
65	Halifax County Schools	Halifax County Early College High School*	123 (-)

66	Harnett County Schools	Harnett County Early College High School*	173 (+)
67	Haywood County Schools	Haywood Early College High School*	167 (-)
68	Henderson County Schools	Henderson County Early College High School*	188 (-)
69	Hertford County Schools	Hertford County Early College High School*	197 (+)
70	Hoke County Schools	SandHoke Early College High School*	413 (-)
71	Hyde County Schools	Hyde Academy	36 (+)
72	Iredell-Statesville Schools	Agriculture and Science Early College High School*	222 (-)
73	Iredell-Statesville Schools	Collaborative College for Technology and Leadership*	223 (-)
74	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School*	212 (-)
75	Jackson County Public Schools	Blue Ridge Early College High School*	122 (+)
76	Jackson County Public Schools	Jackson County Early College High School*	96 (-)
77	Johnston County Public Schools	Johnston County Early College Academy*	172 (-)

#	PSU Name	School Name	Total
78	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy*	184 (-)
79	Lee County Schools	Lee County Early College High School*	256 (-)
80	Lenoir County Public Schools	Lenoir County Early College High School*	237 (+)
81	Macon County Schools	Macon County Early College High School*	152 (+)
82	Madison County Schools	Madison Early College High School*	246 (-)
83	McDowell County Schools	McDowell Academy for Innovation*	151 (+)
84	McDowell County Schools	McDowell Early College High School*	236 (+)
85	Mitchell County Schools	Mayland Early College High School*	113 (-)
86	Montgomery County Schools	Montgomery County Early College High School*	276 (+)
87	Nash County Public Schools	Center for Industry, Technology and Innovation High School*	87 (-)

88	Nash County Public Schools	Nash-Rocky Mount Early College High School*	324 (-)
89	New Hanover County Schools	Isaac M. Bear Early College High School*	258 (+)
90	New Hanover County Schools	Southeast Area Technical High School*	195 (-)
91	New Hanover County Schools	Wilmington Early College High School*	264 (+)
92	Northampton County Schools	Northampton County Early College High School*	143 (+)
93	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)*	139 (+)
94	Onslow County Schools	Onslow Early College High School*	186 (-)
95	Pender County Schools	Pender Early College High School*	174 (-)
96	Person County Schools	Person Early College for Innovation and Leadership*	129 (-)
97	Pitt County Schools	Innovation Early College High School*	225 (+)
98	Pitt County Schools	Pitt County Early College High School*	320 (-)
99	Polk County Schools	Polk County Early College High School*	46 (-)
100	Public Schools of Robeson County	Public Schools of Robeson County Early College High School*	265 (+)

#	PSU Name	School Name	Total
101	Randolph County School System	Randolph Early College High School*	348 (-)
102	Richmond County Schools	Richmond County Early College High School*	185 (-)
103	Roanoke Rapids City Schools	Roanoke Rapids Early College High School*	117 (-)
104	Rockingham County Schools	Rockingham County Early College High School*	338 (+)
105	Rowan-Salisbury Schools	Rowan County Early College High School*	226 (-)
106	Rutherford County Schools	Rutherford Early College High School*	207 (+)
107	Sampson County Schools	Sampson Early College High School*	211 (-)
108	Scotland County Schools	Scotland Early College High School*	235 (+)
109	Stanly County Schools	Stanly Early College High School*	180 (-)
110	Stanly County Schools	Stanly STEM Early College High School*	177 (+)
111	Stokes County Schools	Stokes County Early College High School*	156 (+)

112	Surry County Schools	Surry Early College High School of Design*	285 (-)
113	Tyrrell County Schools	Columbia Early College High School*	167 (-)
114	Union County Public Schools	Union County Early College High School*	303 (-)
115	Vance County Schools	Vance County Early College High School*	221 (-)
116	Wake County Schools	North Wake College and Career Academy*	334 (-)
117	Wake County Schools	Vernon Malone College and Career Academy*	335 (-)
118	Wake County Schools	Wake Early College of Health and Science*	317 (-)
119	Wake County Schools	Wake STEM Early College High School*	281 (+)
120	Wake County Schools	Wake Young Men's Leadership Academy*	255 (+)
121	Wake County Schools	Wake Young Women's Leadership Academy*	321 (+)
122	Wake County Schools	Wake Early College of Information and Biotechnologies*	258 (+)
123	Warren County Schools	Warren Early College High School*	119 (-)
124	Washington County Schools	Washington County Early College High School*	68 (-)

#	PSU Name	School Name	Total
125	Watauga County Schools	Watauga Innovation Academy*	271 (-)
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*	387 (+)
128	Weldon City Schools	Roanoke Valley Early College of Health Sciences, Business and Civic Leadership*	113 (-)
129	Wilkes County Schools	Wilkes Early College High School*	264 (+)
130	Wilson County Schools	Wilson Academy of Applied Technology*	275 (+)
131	Wilson County Schools	Wilson Early College Academy*	254 (+)
132	Winston Salem / Forsyth County Schools	Early College of Forsyth County*	305 (+)
133	Winston Salem / Forsyth County Schools	Middle College of Forsyth County	118 (+)

134	Yadkin County Schools	Yadkin Early College High School*	181 (-)
Total Enrolled			**27,599**
Average Size of a CIHS			**206**

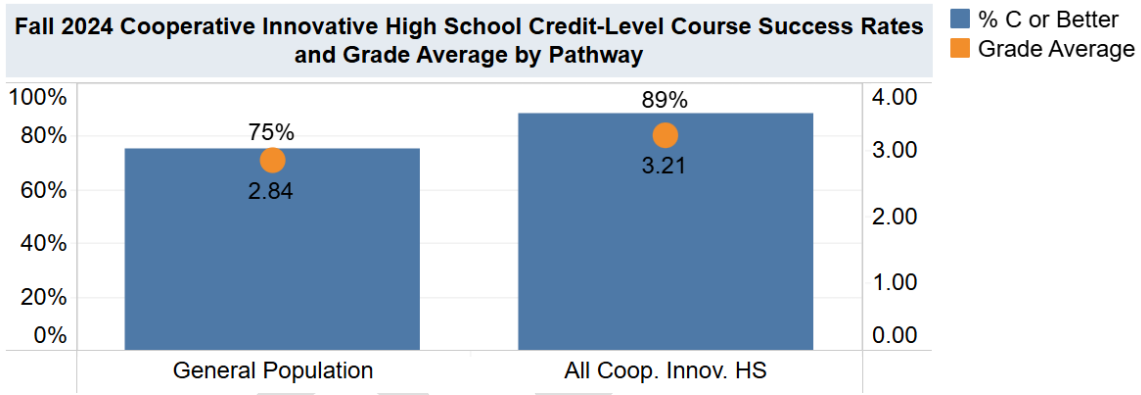
*Indicates CIHS that receive CIHS supplemental funding.

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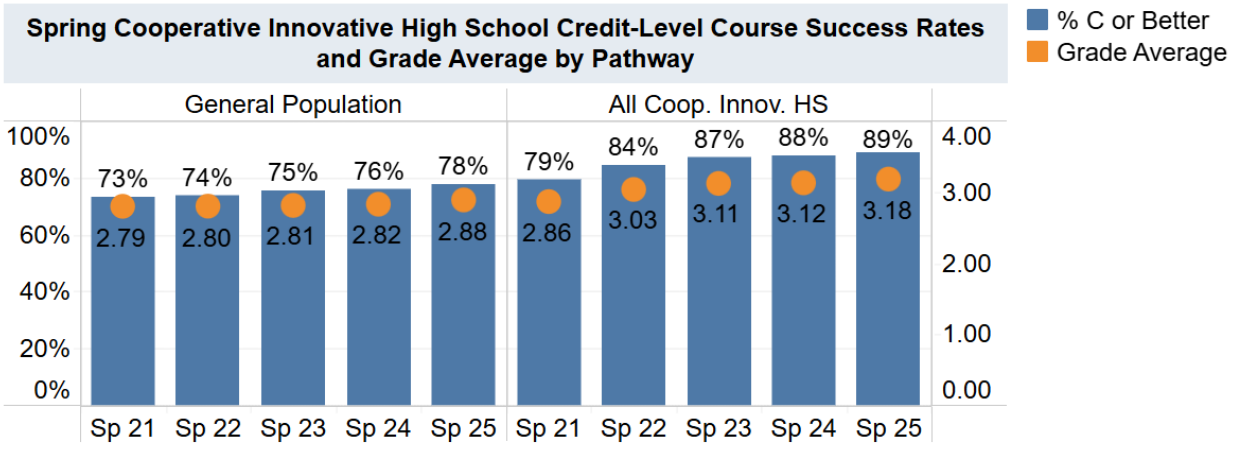
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (NCCCS)
Cooperative Innovative High School (CIHS) Programs

Cooperative Innovative High Schools Course Enrollment and Degree Completion

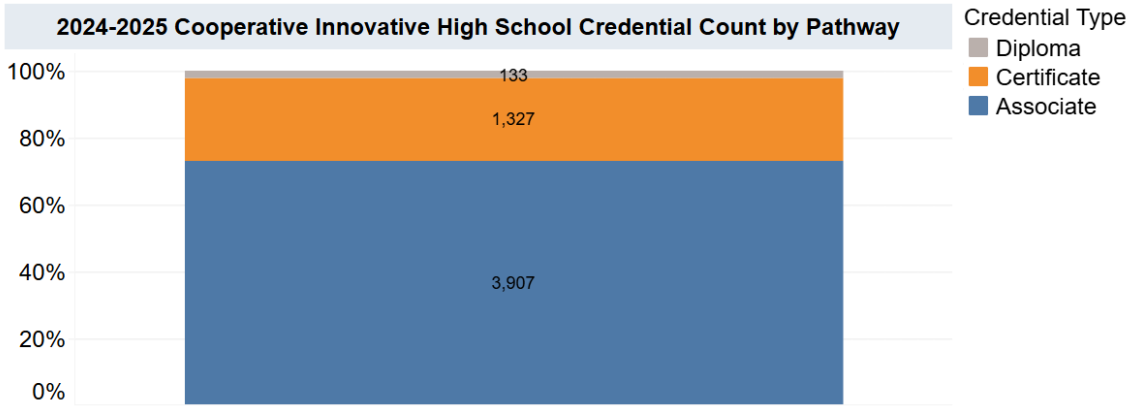
During the 2024-2025 academic year, Cooperative Innovative High School Students enrolled in 121,902 credit-level college courses, an average of 5.3 per term. In Fall 2024, Cooperative Innovative High School students completed 89% of their credit-level courses with a C or better (average GPA of 3.21), whereas the general student population completed 75% of their credit-level courses with a C or better (average GPA of 2.84).



To compare trends in success rates over time, course success rates are provided from Spring 2021 through Spring 2025. The average course success rate saw a steep increase (5%) between Spring 2021 and Spring 2022, and another jump between Spring 2022 and Spring 2023 (3%). Since then, the average success rate and GPA have seen small but steady improvements year-over-year.



During the 2024-2025 academic year, Cooperative Innovative High School students earned a total of 5,367 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 2022. These students were not enrolled in any postsecondary institution in 2023-2024 and had a full-time or part-time employment record in Quarter 1 of 2024. 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 1,029 CIHS 2022 graduates were found for the 1st quarter of 2024. The median Quarter 1 wage for this sample was $6,643.

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UNC SYSTEM
Cooperative Innovative High School (CIHS) Programs

Institutions within the University of North Carolina (UNC) system preliminarily admitted **13,715* Cooperative and Innovative High School students for Fall 2025 based on preliminary results**. **UNC system admissions of CIHS students increased by 1,021 (8%) of students admitted for Fall 2024.** 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 2025

UNC Institution	Number of CIHS students admitted to UNC Institutions, Fall 2025 (As of 10/28/2025**)
Appalachian State University	1,204
East Carolina University	1,771
Elizabeth City State University	364
Fayetteville State University	276
North Carolina A&T State University	1,033
North Carolina Central University	705
North Carolina State University	1,000
University of North Carolina - Asheville	746
University of North Carolina – Chapel Hill	613
University of North Carolina – Charlotte	1,730
University of North Carolina – Greensboro	1,367
University of North Carolina – Pembroke	645
University of North Carolina – Wilmington	763
University of North Carolina – School of the Arts	<10
Western Carolina University	946
Winston-Salem State University	549
UNC Total	**13,715**

**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.

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

Institutions within the NC Independent Colleges and Universities system admitted **3,932 Cooperative and Innovative High School students for Fall 2025. This was an increase of 839 (27%) students admitted from Fall 2024.** 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 2025

NCICU Institution	Number of CIHS students admitted to NCICU Institutions, Fall 2025**
Barton College	42
Belmont Abbey College	<10
Bennett College	<10
Brevard College	31
Cabarrus College of Health Sciences	146
Campbell University	603
Catawba College	211
Chowan University	101
Davidson College	<10
Duke University	18
Elon University	251
Gardner-Webb University	10
Greensboro College	199
Guilford College	125
High Point University	27
Johnson C. Smith University	18
Lees-McRae College	129
Lenoir-Rhyne University	287
Livingstone College	*
Louisburg College	29

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NCICU Institution	Number of CIHS students admitted to NCICU Institutions, Fall 2025**
Mars Hill University	<10
Meredith College	141
Methodist University	201
Mid-Atlantic Christian University	<10
Montreat College	<10
N. C. Wesleyan College	14
Pfeiffer University	136
Queens University of Charlotte	214
St. Andrews University	*
Saint Augustine's University	*
Salem College	*
Shaw University	85
University of Mount Olive	82
Wake Forest University	58
Warren Wilson College	21
William Peace University	66
Wingate University	658
NCICU Total	**3,932**

**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 **.

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COOPERATIVE INNOVATIVE HIGH SCHOOL AND CAREER AND COLLEGE PROMISE PROGRAMS

CIHS Special Recognitions

- 2025 Inaugural Blue Ribbon School: Henderson Early College
- 2025 Craven County Schools Principal of the Year: Dr. Marlow Artis, Craven Early College
- 2025 Yadkin County Schools Principal of the Year: Chris Lyon, Yadkin Early College
- 2025 National History Teacher of the Year: Valencia Abbot, Rockingham Early College

2025 CIHS and CCP Pathways Success Stories from across North Carolina

Based on CIHS 2024-2025 Annual Reports submitted by schools and CCP Pathways stories shared with the NC Community College System.

CIHS Success Stories

Agriculture and Science Early College. Iredell-Statesville Schools

The Agriculture and Science Early College had the largest graduating class for the 2024-2025 school year! Our school has worked hard from advisors to teachers to the college to help our students develop their career goals and paths to go into the workforce or to college. We had 31 students out of a class of 54 who graduated in four years with a total of 62 graduates including 4th and 5th year students.

We are proud that 45 students selected college, and among the 45 students, we had just over $3,000,000 in scholarships offered. This is a huge accomplishment for our students, and we are extremely proud of our school community!

Anson Early College, Anson County Schools

We have several students at Anson County Early College that come from difficult backgrounds and face many hardships. Often times our school is their safe place. One particular student worked very hard, stayed her Super Senior year and completed her high school diploma and associate degree. She is currently at UNC-Charlotte completing her four-year degree in accounting. The road to getting here was not easy for this student.

For at least a year this student and her mother lived out of the mother's car. Even during this time, the student still came to school consistently and excelled in her college classes and high school classes. She was also heavily involved in our band program. She attended all school events and functions and never once complained. Thankfully, she formed a lasting relationship with our school counselor, and she assisted this student with college applications, scholarships, financial aid, and other resources. Many of her teachers did not know the student was

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homeless. The student preferred privacy and did not want anyone to feel sorry for her. Working with the school counselor, this student was able to go to college and currently lives on campus. Our school counselor still checks on her regularly. We are proud that this student is thriving at UNC-Charlotte and is using this opportunity to create a brighter future for herself.

Ashe Early College, Ashe County Schools

During the 2024–2025 school year, Ashe Early College experienced 47 days without in-person instruction: 31 full days of no school, 16 remote learning days, and an additional 11 two-hour delays, 5 one-hour delays, and 1 three-hour delay. Despite these disruptions, our school remained dedicated to student well-being, connection, and living out core values.

One example of this commitment was the Birthday Express initiative, created during the Hurricane Helene closure. Recognizing the impact of prolonged school interruptions on Ashe County's youngest learners, the Ashe Early College team organized and delivered Birthday Bags to each of the 61 PreK–3rd grade students who celebrated birthdays during the closure.

Each bag included thoughtful and comforting items—a stuffed animal, blanket, coloring book, crayons, a game, playdough, and candy—designed to bring joy and a sense of normalcy during uncertain times.

Blue Ridge Early College, Jackson County Schools

At Blue Ridge Early College, we are proud to celebrate students who embody what is possible when determination meets opportunity. This student dedicated hundreds of hours to volunteering at area churches, interpreting for families in need, and providing tutoring support to non-English-speaking classmates.

They stepped up during Hurricane Helene relief efforts, packaging and delivering food and supplies to impacted families. Their bilingual skills, combined with genuine care for others, have made them a trusted leader and advocate both in the school and wider community.

As a first-generation college student, this young leader will continue their journey at a Division I university in North Carolina. Their achievement is not only the result of their own drive and resilience but also a reflection of the collective effort of our faculty and staff.

Brunswick Early College, Brunswick County Schools

At Brunswick County Early College, we see how the CIHS model transforms lives. One of our students, a first-generation college learner who once described himself as "average," learned through hard work and perseverance to envision a different future. With a dream of entering the medical field, he embraced the challenge of rigorous coursework and the support of our CIHS community.

His leadership grew alongside his academics. As President of the Beta Club, he promised to be "the best Beta President we've ever had"— and fulfilled that vision. He ensured important

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traditions like Senior Sunrise and Senior Sunset continued, and he led the most successful fundraiser in our school's history by organizing and hosting a school-wide bingo night. With a microphone in hand, he kept the event fun, well-paced, and engaging for all.

His growth, resilience, and service culminated in a tremendous honor: becoming one of our first students to receive the prestigious Goodnight Fellows Scholarship from NC State University. His journey from "average" to accomplished leader reflects the heart of CIHS—opening doors, shaping futures, and proving that success is possible when purpose meets opportunity.

Burke Middle College, Burke County Schools

When this student first came to Burke Middle College, she was shy, somewhat self-conscious, and hesitant to talk in class. As the year progressed, her teachers saw what a creative and enthusiastic student she was and encouraged her to get involved in clubs and class discussions. She slowly began to gain confidence and began to occasionally contribute to small group discussions. When she found her classmates validated her contributions and insights, she began to add to whole group discussions.

The small class size, close relationships with her teachers, and the warmth and acceptance of her peer group allowed this student to blossom. By senior year, she was setting an example for new students as the yearbook editor. Her encouragement, enthusiasm, and friendly leadership style made the yearbook team a huge success, and her contributions in the classroom were also valued. By creating a safe space for all students to feel comfortable and valued, BMC allowed her to recognize and capitalize on her potential and become a strong leader. She's now putting those skills to use in the university setting and helping others recognize their potential as she continues to grow.

Caldwell Applied Sciences Academy, Caldwell County Schools

In 2024, Caldwell Applied Sciences Academy SkillsUSA chapter proudly took 17 students to the state competition, where they competed in both leadership and career-specific clusters. Throughout the year, our students dedicated themselves to strengthening our chapter, and their hard work paid off – we achieved Chapter of Excellence Silver Level in our very first attempt!

At the state level, five of our competitors earned first place finishes, advancing to the National Leadership and Skills Conference in Atlanta, with impressive results:

- 5th in the Nation, Web Design
- 8th in the Nation, Health Portfolio
- 18th in the Nation, Electronic Technology

In addition, one student proudly earned a Customer Service Certification, further highlighting the career-readiness focus of SkillsUSA.

CATO Middle College, Charlotte-Mecklenburg Schools

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One of our recent graduates is a student at Dartmouth University. His journey is a powerful example of what our school model can achieve. He arrived at Cato Middle College High School with a dream of attending a top university and through our collective effort, especially his, we bridged the gap between high school and college, allowing him to successfully practice being a university student in a supportive honors level environment.

Through our school's small group and individual tutoring as well as smaller class sizes, this student learned to "uncover solutions" rather than just "cover material," a key skill for 21st-century learning. He also took a nearly full college course load most semesters while still in high school, which helped him manage the pace and workload of a university. Our college transition programs like ACT prep, financial aid programming and college visits, including one with a representative from Dartmouth University, also helped him see himself succeeding in that environment.

His success is a source of pride for our entire school. He is a testament to our core belief that every student is uniquely capable and deserves an engaging and challenging educational experience. His story reinforces our mission to cultivate excellence and prepare all our students for endless possibilities.

Central Piedmont Early College, Charlotte-Mecklenburg Schools

In just two short years, Central Piedmont Early College (CPEC) has established itself as a model of academic excellence and innovation within Charlotte-Mecklenburg Schools. From its inception, CPEC has pursued a bold mission: to provide students with access to rigorous high school and college-level coursework while fostering leadership, resilience, and equity. That vision has quickly become a reality. In its first two years, CPEC earned an “A” School Performance Grade and exceeded growth expectations with an overall growth index of 4.31, placing it among the top-performing schools in the state.

Beyond test scores, CPEC has built a thriving culture of opportunity and community. Through partnerships with Opportunity College and Wells Fargo, juniors and seniors are now engaged in paid internships that connect classroom learning with career pathways. The school has launched new traditions—such as Leadership Academies, Student Government elections, and the creation of a diverse set of student clubs—that have given every student a voice and a place to belong. These accomplishments in just two years demonstrate CPEC’s unwavering commitment to student success and its growing impact as a leader in early college education.

Collaborative College for Technology and Leadership, Iredell Statesville Schools

This year we are highlighting a student who joined CCTL as a freshman and graduated with his high school diploma and associate degree. He was a first-generation college student that began his early college journey facing significant emotional challenges. Navigating struggles with emotional dysregulation was by far the most challenging hurdle for this student. He had limited parental support and lived with his grandmother on and off.

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Early in his high school tenure, he had difficulty connecting with peers. Through the support of school personnel and mentorship from key teachers, along with campus involvement, he transformed these obstacles into opportunities, eventually emerging as a respected student leader. He repaired his peer relationships and sharpened his leadership skills; he participated in several school clubs and ultimately held leadership positions in two academic clubs.

Our student's Portrait of a Graduate project began as community service to a local community member who was working toward preserving and publicly displaying local history. This blossomed into a partnership with the local historian as our student took the lead on a large-scale marketing and social media management initiative. This connection to history and his love of history further inspired him to publish as a freelance historical writer for a local newspaper.

Our student's former low-level part-time employment transitioned to include social media and marketing management, plus data-driven assistant management responsibilities in a local small family-owned restaurant. In his final year of high school, he applied for full-time employment in a large-scale franchised restaurant. He was quickly noticed by management for his leadership abilities and his continuous improvement influence after analyzing operational data and demonstrating how they could improve by focusing on one element at a time. His impact resulted in him becoming a trainer locally, and then regionally in a new, full time position.

Today, this student is known not only for his academic achievements but also for his leadership, entrepreneurial drive, and ability to uplift others facing similar barriers. Ultimately, his CCTL career has led him to pursue business management at his university to further hone his business acumen.

EDGE Academy of Health Sciences, Edgecombe County Public Schools

This year, our staff came together in a way that really made a difference. By staying focused on our shared goals, we were able to raise our school performance grade from a D to a B and exceed growth for the second year in a row. Even better, every content area showed real gains in proficiency. These results aren't just numbers—they're a reflection of the dedication and hard work of our teachers and students. Together, we're proving what's possible when a school community works together as one.

Edgecombe Early College, Edgecombe County Schools

Matt Bristow-Smith, Principal of Edgecombe Early College, recently shared a story with us in person that we are pleased to include here. Many years ago, as a young English teacher with Edgecombe County Schools, he taught a student who gave birth to her first child while in high school. Mr. Bristow-Smith has continued to keep up with this former student through the years.

About ten years ago, this first child attended Edgecombe Early College and went on to graduate with a full scholarship to East Carolina University. This spring, his younger brother will graduate from Edgecombe Early College as a recipient of a Quest Bridge full scholarship to attend Stanford University. This young man will be the first student in the history of Edgecombe

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County to be accepted to Stanford University. He will be the second graduate of Edgecombe Early College to attend an Ivy League university. This remarkable achievement is the culmination of a thirty-year legacy of hard work, dedication and success for this family and for Edgecombe Early College.

Gaston Early College of Medical Sciences, Gaston County Schools

Gaston Early College of Medical Sciences is proud to highlight a graduate from the class of 2025 who took advantage of all opportunities available to her through our school and partnership with Gaston College.

This student graduated from the Associate of General Education Nursing pathway with the associate in general education and her high school diploma. She completed Certified Nurse Aide I through Gaston College the summer after 11th grade and was immediately hired after her name was added to the North Carolina CNA registry. Through her senior year, she worked as an emergency room CNA at CaroMont Regional Medical Center- Mount Holly. Providing direct patient care solidified this student's desire to continue on the nursing pathway by applying to Gaston College's Registered Nursing associate program. The student was offered direct admission as a result of exceeding all admission requirements, completing the Associate of General Education Nursing, and being a graduate of Gaston Early College of Medical Sciences.

The student is currently enrolled in the Registered Nursing program and continuing to work as a CNA. She shared that Gaston Early College and Gaston College prepared her for nursing school through rigorous coursework and a supportive environment while in high school. She is excited to continue her nursing education and is an example of how CIHS are preparing students for their future careers.

Henderson Early College, Henderson County Public Schools

This is a bittersweet success story, but it demonstrates the maturity, resilience and kindness of the students who attend Henderson County Early College. Last spring, one of our students passed away unexpectedly, at the age of 17. She was a senior, a bright young lady and a wonderful human being. We announced her passing to the student body, and our students rightfully took the news very hard. The next few weeks were difficult, with many students choosing to seek the services of the extra counseling staff our district provided for us.

It is difficult to find a silver lining when someone so young and full of promise passes away, but our HCEC students channeled their grief in a number of beautiful ways. They created memorials around the school, wrote songs about the friend they lost, led prayer circles, planned a memorial garden, and pulled together as a school family to support one another. When the student's family hosted her memorial service several weeks after her passing, many of our students and staff attended. The family encouraged our students to stand at the front of the outdoor chapel and share stories and reflections about their friend. In listening to our students speak through their grief, I was in awe of their composure, their compassion and their wonderful insights. The

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family was extremely appreciative, and our staff couldn't have been more proud.

Lee Early College, Lee County Schools

The class of 2025 earned more than 6 million dollars in scholarships! This included one student who received a full ride academic scholarship to Columbia University. We have seen an increase in the past three years of students attending universities out of state. This means that our students are quite literally going farther than they've ever gone before! The class of 2025 also included our first student to be accepted to Howard University, the #1 HBCU in the country!

Madison Early College, Madison County Schools

One of our students is a prime example of how Cooperative Innovative High Schools can help students reach for their dreams in spite of any barriers they may encounter. Both of his parents worked at Hot Springs Spa & Resort when Hurricane Helene devastated our area. While many of our students were affected, this student's life was changed in the extreme. Both parents and the student in question lost their jobs in the aftermath until the spa and surrounding businesses reopened months later. In spite of that, he continued to attend school and volunteer at a high capacity through it all. He earned his high school diploma with high honors as well as his associate in arts degree and was a member of the National Honor Society. This student is now enrolled and thriving at UNC Charlotte.

Middle College at GTCC High Point

One of our students spends a lot of time on the family's desktop playing Earth Bound, or Sonic the Hedgehog, or watching one of his favorite shows on YouTube. Ever curious about technology, he'd ask everyone in his house how the desktop worked. They didn't know. They simply knew the desktop worked. That's it.

"Why am I using something I don't understand?" he'd often ask himself.

Only when he started his freshman year at Middle College at GTCC-High Point did he start to understand. As he sat in "Freshman Focus," a required class his first semester, his teacher had everyone watch a video about a student who loved to create computer apps. Sitting in the back of class, he tuned in right away. After class, he walked into the hallway and saw courses he could take, courses like computer programming and computer fundamentals.

He knew then that an answer he longed to discover was within reach. He later found out how his family's desktop worked because of what he learned in and around what he and other students call H5, a classroom building on the GTCC campus in High Point. His curiosity will now lead to a career.

Montgomery Early College, Montgomery County Schools

When one of our students arrived at our early college program, he was content to remain in the background. He showed little desire to extend himself beyond what was required. His focus was

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solely on meeting expectations and maintaining satisfactory progress. Because we sometimes see students who lack motivation, Montgomery County Early College offers a variety of symposium sessions on a range of topics. We hope that we can support the development of critical thinking skills and provide information on enrichment activities.

This student attended a symposium session on pre-college programs and opportunities. The presentation was led by two of his classroom teachers. Following the session, he had a wealth of questions. For several days following the symposium, he asked for details and clarification. His entire outlook was changed. His curiosity was piqued, and he became intentional in his preparations for college. He took initiative and sought opportunity after opportunity, broadening his educational horizons and exploring ideas with zeal. He applied himself to his studies, earning the best grades possible. The contrast between his early attitude and his later drive was impressive. His willingness to challenge himself led to his admission to Wake Forest University, where he now studies on a full scholarship. His phoenix-like trajectory is one of our greatest successes.

Rockingham Early College, Rockingham County Schools

Innovative teaching and learning is about finding fresh and effective ways to engage students, enhance their understanding, and prepare them for the challenges of the 21st century. English teachers at Rockingham Early College have implemented a pointless grading system where the focus is shifted from a grade to student-initiated learning, ownership, and self-advocacy.

Authentic learning experiences are also exemplified in the history department. For over a decade, Mrs. Valencia Abbott has provided students with opportunities to conduct real world research and study. Her students' accomplishments include making it to the second round for scholarships from Leadership Enterprise for a Diverse America (LEDA), which empowers young leaders from under-resourced backgrounds to create a more inclusive and equitable country, and the JFK Profile in Courage Essay Contest. Students have also received Lincoln Forum Student Scholarships, a program which recognizes high school students who have demonstrated academic and extracurricular excellence.

Most recently, one current student was awarded the Gilder Lehrman-National History Academy Scholarship. In cooperation with the Library of Congress, our students have conducted oral histories that will be part of the archives located at the Museum and Artifacts of Rockingham County, with the potential to be included in the NC State Archives. Students this school year are researching the lives of WWII veterans, which has led to an invitation to be a part of the exhibit for the Library of Congress. The students' time and talent have been instrumental in getting our local history honored with two historical markers and also being the subject of a Discovery Education video titled, The Voices of the Civil Rights Movement: In the Classroom, Expert Class.

Mrs. Valencia Abbot has been honored with the recognized as the 2025 National History Teacher of the year by the Gilder Institute of American History.

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STEM at A&T Early College, Guilford County Schools

There is a quote by Martin Luther King Jr. that states “Injustice anywhere is a threat to justice everywhere.” This quote is why I chose to write about one of our seniors at the STEM Early College at NC A&T. This student has found inspiration in this quote, not only for his extracurricular activities, but his career aspirations as well.

This student has served on both the Superintendent Advisory Council and the Principal’s Advisory Council. As a member, shares his perspective and insight on school policies, programs, and initiatives. He works hard to advocate for students’ resources and programs that will support student success and well-being. He also serves as the Vice President of the NC Child Youth Advocacy Council, where he supports legislative initiatives regarding North Carolina high school students’ mental health.

To prepare for his future career, this young man actively participates in STEM’s Mock Trial team. He competes as one of the team’s defense attorneys, and he won the award for Best Attorney in the North Carolina Mock Trial Program Regional Final Round. In the future, he plans to major in criminal justice and become a criminal defense attorney. His career goal is to advocate for underrepresented groups and be a role model in a field that has a low percentage of minority lawyers. We are profoundly proud of all his accomplishments and eagerly anticipate the remarkable achievements he will undoubtedly attain in the future.

Vernon Malone College and Career Academy, Wake County Public Schools

One of our recent graduates is a remarkable individual whose resilience, determination, and academic achievements have set her apart as a truly inspiring student. Despite facing significant personal challenges, including illness and family responsibilities, she has excelled academically, earning a 4.17 GPA and an impressive ACT score of 34. Her leadership shines through as president of the Race Car Club’s marketing department, a SkillsUSA award-winner, and volleyball team captain. This fall, she will attend Smith College in Northampton, MA, as a recipient of the Quest Bridge Match Scholarship, covering full tuition for four years, to pursue her dreams of a career in electrical engineering.

Wilmington Early College, New Hanover County Schools

This is one of many inspiring success stories at Wilmington Early College High School that highlights how personalized student support helps shape Future Ready Graduates.

Four years ago, a young man stepped off the bus as an incoming freshman at WECHS. Quiet and shy, he looked much younger than his age. Yet from the very beginning, it was clear he was respectful, kind, and carried a big heart.

He arrived with doubts about whether he could succeed at WECHS. From the start, he faced numerous challenges: making new friends, adapting to a rigorous academic workload, and learning to advocate for himself. At home, he endured profound hardships, the loss of a beloved grandparent who had been his biggest cheerleader and the heavy responsibility of making adult

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decisions without fully relying on his parents. Many times, he considered leaving, convinced the work was too difficult and beyond his reach.

But through personalized student support tailored to his needs—academic mentoring, counseling, a caring school environment, and the strong community formed through the WECHS and CFCC (CIHS) partnership--he found the guidance and encouragement necessary to persevere. At WECHS, he truly found a village: a network of teachers, counselors, and peers dedicated to helping him succeed.

With each passing year, we witnessed his remarkable growth. His confidence blossomed as he navigated academic challenges and developed essential skills that prepared him not only to graduate but to thrive in life beyond high school. His journey at WECHS shaped him into a future-ready graduate—equipped with resilience, self-advocacy, and the determination to achieve his goals.

Today, he moves forward with maturity, strength, and pride, having achieved one of his most important goals: graduating from high school. He is a proud member of the Wilmington Early College High School Class of May 2025 and is now gainfully employed, ready to take on the next chapter of his life with the skills and confidence WECHS helped him build.

Yadkin Valley Regional Career Academy

This is an excerpted letter of recommendation our counselor wrote for a student.

I met this student in the fall of 2020 when schools were still trying to navigate the murky and unsettled pandemic waters. At Yadkin Valley Regional Career Academy, a cooperative and innovative high school, we learn through Project-Based/Inquiry-Based Learning. Our students collaborate and work in groups. They know how to give and receive constructive criticism that is kind, helpful, and specific. This proved to be challenging with days in and out of school, social distancing, and students being home and quarantined. This student already had a tumultuous middle school experience when her world was rocked by the separation and divorce of her guardians and her grandparents. They had obtained custody in 2006 and she had always referred to them as "mom" and "dad."

During 2020, she would come to school when she had to, but was quiet and wanted to hide within the shadows. She was hesitant to trust. What I quickly deduced through observation was that she was innately curious and wanted to learn as much as she possibly could. Her desire for knowledge was insatiable. Once she had gained confidence in herself, she started sharing, and her trust in her educational environment grew exponentially. She started excelling. Now her peers clamor to be with her in a group because they know she can assess a situation and devise a course of action. She is astute and motivated to get the task at hand accomplished. She is not one to shirk responsibilities and can be counted on to jump to the aid of others.

During her sophomore year, this student applied for and earned a leadership role in the Yadkin Valley Student Ambassadors. She has been an integral part of the program ever since. As an ambassador, she is responsible for various tasks, including assisting teachers during our

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exhibition nights, leading student panels, and giving tours. Her dedication to these responsibilities is unwavering.

Because of the size of our Cooperative and Innovative High School, it is not uncommon for me to see students in the halls, their classrooms, or in my office daily. This student has always been one to pop in to run an idea by me, tell me something she has recently learned, or just check in. She and I would meet daily. My own mother had been diagnosed with cancer and was receiving treatments. She and I talked a lot about letting go of things we had absolutely no control over. We talked often about what it means to allow those you love to die with dignity. We spoke about honoring those we love with our actions.

This student's "mom" (her non-biological grandmother and only legal guardian) was diagnosed with cancer in August 2022. "Mom" went to Pennsylvania to reside and receive medical treatment. With no other legal guardian available, this student stayed with Mom's oldest daughter to remain in school and complete her high school requirements and her "Super Senior"/5th year. She graduated with several certificates and a diploma in Criminal Justice in May 2025. She is now working on finishing her Associate of Arts. Her "Mom" passed away in May 2023. This young lady could have chosen to be bitter; however, she has shown remarkable resilience, remaining steadfast and focused on her goals. Her trustworthiness is unquestionable, and her character is one of integrity. She has maintained steady part-time employment and was ranked 1st in her graduating class, a testament to her academic success.

I unequivocally believe that she will do great things with her life. Her resilience, academic success, and unwavering integrity indicate her potential. I am confident that her future is bright, and I look forward to seeing what she will achieve.

CCP Pathways Success Stories

Alamance Community College: Career and Technical Education Pathway (Welding)

During his senior year of high school, this student attended Eastern Alamance High School and graduated in June 2025. He took the college's welding courses at a neighboring high school in both the fall and spring semesters, completing four of the five courses in the welding pathway. With support from his instructor, he finished the final pathway course during the summer after his senior year. According to his counselor, this young man comes from a low-income household, and his mother has been a strong advocate for his education. He is now enrolled in the welding associate in applied science degree program this fall and is already registered for spring classes. He currently has a 4.0 GPA and has completed 21 credits.

The welding program offered at Graham High School is a special cohort developed in partnership with Alamance-Burlington Public Schools (ABSS). It is open to students from all ABSS high schools, with transportation provided for those who need it. Beginning in the 2025–26 school year, the course offerings were adjusted so that all five welding pathway courses are

taught. The pathway now aligns directly with a certificate, allowing some students who enroll in both semesters to complete the certificate in just one year.

Alamance Community College: Career and Technical Education Pathway (Emergency Medical Services)

A Southern Alamance High student who graduated in June 2025 participated in public safety classes at the high school level and then started the CCP program in his junior year in the Fire Protection pathway. His counselor stated that he struggled in school, and they worked to find ways to keep him engaged because they were concerned he would not make it through. During the spring of his senior year, he enrolled in EMS-110 within the Emergency Medical Science pathway, where he earned his EMT licensure. He graduated in June and was just hired as a full-time employee with the Elon Fire Department. He is currently at the Fire Academy. A dedicated section of EMS-110 was created for CCP students only, with priority registration going to students in Alamance-Burlington Public Schools (ABSS). It is taught on the Alamance Community College campus but follows ABSS's calendar.

Brunswick Community College: Career and Technical Education Pathway (HVAC)

This school year, an 11th-grade student met with our NC Career Coach to explore possible career paths. Expressing interest in HVAC programs, the student worried that his 2.3 GPA might hold him back. Thankfully, that wasn't the case! CCP permits students to enroll in Career and Technical Education pathways with a recommendation letter, despite not having satisfactory test scores or a satisfactory high school grade point average. This unique enrollment option supports several students, and with encouragement and support, he was recommended for and enrolled in our daytime HVAC I course in Fall 2024 as a 12th grader.

Though he faced challenges along the way, he never gave up. With help from his instructor, classmates, and online resources, he grew more confident and discovered a true passion for the field. Motivated by his success, he continued into HVAC II during the spring semester of his senior year.

By the time he graduated, he had not only completed the course but also accepted a position with a respected local HVAC company in Brunswick County. This student's hard work and perseverance earned him the Career and College Promise CWE Student Success Award for 2025. Surrounded by his proud family at the award ceremony, their smiles and hugs said it all. His mother later shared that the HVAC program "truly changed his life." This story reflects the spirit of Brunswick Community College's CCP program of helping students turn potential into purpose and dreams into real-world success.

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Cape Fear Community College: Career and Technical Education (Health Sciences)

One recent graduate started at Cape Fear Community College as a dually enrolled high school student through the CCP program. After graduating high school, she discovered the Medical Assisting program at CFCC and realized it was the perfect fit for her future. “I started as a CCP student, but after hearing about the Medical Assisting program, I knew that this could either be a full-time career or a great foundation if I wanted to go further.” With a projected 15% job growth from 2023 to 2033, medical assistants fill critical roles in physicians’ offices, hospitals, outpatient clinics, and other healthcare facilities.

She was especially interested in the hands-on experience and the wide range of skills the program teaches. “I loved that I could accomplish so many different tasks while being in one program. We cover such a wide variety of topics and skills. From lab tests and phlebotomy to being interactive with the patient and taking vital signs.”

She is grateful for the incredible support system within the program. “**I absolutely love my instructors and the hands-on practice I get in the lab. They bring out the best in me. They make up real life scenarios that can happen which help us put our skills and minds to work. Preparing for the ‘what-ifs’ is essential in the real world, and practice is key.”** “The instructors ensure we know what we’re doing before we even consider picking up an instrument. They know if we are ready before we do!”

This young lady credits instructors for leaving a lasting impact on her education. “They encourage us to look at different perspectives and help us understand the real-life impact of doing our jobs right. The participation from every classmate and the experiences we get in the lab are more than preparing us for the next lesson; it is preparing us for our real-world jobs!”

After getting her diploma in medical assisting, she plans to continue her education and earn an associate degree in the field to keep her options open for further growth in the healthcare field. “I may continue my education, but even if I choose to stay with my associate degree, I will have a pretty cool job.”

She also emphasized the importance of using the resources available to CFCC students. “Use your resources! I cannot stress this enough! If you are struggling or even think you could use more explanation on something, tell your professor, or go to the learning lab. Use the resources that are given to you!”

Cape Fear Community College: College Transfer Pathways (Business)

A CCP student at Cape Fear Community College has turned his passion for surfing into an international success story. Growing up immersed in his father’s Indo Jax® Surf School, known

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worldwide for its outreach to children with special needs and at-risk youth, this student developed both a love for the ocean and a strong sense of purpose. He has been able to balance his academic goals with his professional surfing career. The flexibility of Cape Fear's program has allowed him to earn college credit while training and competing at the highest levels of the sport. Now competing in the World Surf League, this young man continues to exemplify the best of what North Carolina students can achieve when opportunity meets determination. Originally enrolled in a New Hanover County public high school before transitioning to homeschool, he found the CCP program offered the perfect balance of academic rigor and flexibility. The ability to take college courses allowed him to experience the challenges of higher education while maintaining a schedule that supported his training and travel for surfing competitions.

This student graduates this year and plans to enroll at either UNC Chapel Hill or NC State University. In addition to his success in surfing, he has developed a strong interest in finance and investments. He intends to major in finance and pursue a career in financial advising and wealth management, while continuing to compete internationally. This student's story illustrates how the CCP program empowers students to follow their passions while building a solid educational and professional foundation for the future.

Craven Community College: College Transfer Pathways (Human Services)

A student from New Bern Christian Academy set her sights on a future career as an Occupational Therapist and has taken impressive steps toward achieving that goal. Throughout high school, she challenged herself with a rigorous dual enrollment schedule, demonstrating both academic drive and determination. As a result of her hard work, this student will finish the associate in science pathway and graduate with two associate degrees, having focused primarily on completing the associate in science. After graduation, she plans to attend UNC-Chapel Hill, where she will major in Human Development and Family Sciences. She credits her success and confidence in taking this next step to the strong foundation and preparation she gained with the help of the CCP program.

Davidson-Davie Community College: Career and Technical Education Pathway (Health Sciences)

A North Davidson High School graduate began taking CCP courses through Davidson-Davie Community College during her junior year. By the fall of her senior year, she enrolled in the nurse aide course and successfully earned her nurse aide certification while still in high school.

This student's dedication and hard work allowed her to graduate with both her high school diploma and an associate in arts degree. Her CCP experience played a significant role in

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helping her earn a full-tuition scholarship to Campbell University, where she is currently attending. Because all her college credits transferred, she is on track to complete her Bachelor of Science in Nursing in just three years. She plans to apply to Campbell's Nursing program this spring and begin the program in the fall.

After earning her nurse aide certification, this student gained valuable hands-on experience by working with families who needed in-home care for elderly relatives. Soon after, she was offered a position at Get Up and Glo Medspa in Thomasville. This opportunity has allowed her to observe a wide range of medical aesthetic procedures while developing strong customer service, organizational, and clinical support skills.

Through this experience, she discovered a passion for medical aesthetics and now hopes to become a nurse practitioner so she can perform similar procedures in the future. She continues to work at the Medspa during weekends and college breaks and is grateful for the foundation the CCP program provided. She recently shared that she is "so glad to have taken advantage of these opportunities through Davidson-Davie Community College" and credits the CCP program for helping her clarify her career goals and build the confidence to pursue them.

James Sprunt Community College: College Transfer Pathways (Health Sciences)

Our college's star CCP student is a senior at East Duplin High School, and an outstanding example of perseverance and purpose. She is enrolled in the College Transfer Pathway with a focus on the associate degree in nursing. Although she does not plan to become a nurse, she is taking full advantage of the opportunity to complete several prerequisite courses that will increase her chances of being accepted into a Dental Hygiene program.

This student's academic achievements are even more inspiring when you learn about her personal journey. She has faced tremendous loss, having lost both of her parents within just four years. Despite these hardships, this student continues to excel academically and personally, maintaining a positive attitude and a clear vision for her future. Through all of this, she has maintained a 4.0 college and high school GPA. Her resilience, determination, and drive to build a better life for herself truly embody the spirit of the Career and College Promise program.

A former student enrolled in welding classes at Mitchell High School in 2021. He graduated from Mitchell High School in 2022 and received a welding diploma while in high school. He then went on to graduate from Mayland Community College in 2024 with an Associate of Applied Science in General Occupational Technology, welding degree. Shortly after graduating, a local business, McGee Brothers Machining & Welding Co., contacted Mayland Community College's Welding department for a recommendation, and this young man was recommended for the position.

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He was working at one of the local fast-food restaurants when he was approached by McGee Brothers Machining & Welding Co. about a job opening. Shortly after, he took a full-time position in their welding shop, where he is still employed today. Reflecting on his journey, he shares, "Mayland prepared me for the job I have now at McGee Brothers. I continue to learn how to weld and fabricate from them." His story is a testament to the power of early career preparation, supportive educators, and the strong partnerships Mayland Community College fosters with Mitchell High School and local employers.

Mitchell Community College: Career and Technical Education Pathway (Criminal Justice)

At Langtree Charter High School, one of our current high-school seniors is demonstrating what it means to take full advantage of the CCP program at Mitchell Community College. This student is on track not only to complete a Career & Technical Education (CTE) pathway in criminal justice, but also to graduate with an Associate in Science degree, while maintaining a 4.0 Grade Point Average.

On top of this, the student has taken another step forward by participating in Mitchell's continuing education fire program at night, showing that they're not just planning a career; they're preparing for it. Volunteering hours are already being logged, building their experience and readiness for "adulting" and for a career in service. As a result of their proactive approach, they plan to complete their training at Mitchell in the fall and move into the next chapter of their professional journey with confidence.

This student's story is a powerful example of what happens when ambition meets opportunity and of how high school students can leverage dual-enrollment and college partnerships to accelerate their success, reduce costs, and jump-start their future.

Nash Community College: College Transfer Pathway (Engineering)

A recent graduate of East Wake Academy was already a driven student prior to enrolling at Nash Community College. He was diagnosed with cancer at a very young age but showed resilience in his battle throughout his treatments, all while serving his community. He completed 31 credit hours of college coursework, in addition to serving on the Teen Advisory Council at UNC Children's Hospital, where he helped create an outdoor play space for pediatric patients. This young man is a 2025 recipient of the Morehead-Cain Scholarship at UNC-Chapel Hill with plans to study biomedical engineering.

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Randolph Community College: Career and Technical Education Pathway and Apprenticeship Program (Computer Integrated Machining)

A 2025 high school graduate from Eastern Randolph High School completed a computer integrated machining (CIM) certificate at Randolph Community College. Randolph's CIM program is a manufacturing process that uses computers and machines to direct precise movements develop and cut parts. This summer, this graduate completed an apprenticeship program with a local industry partner, United Brass Works, from Randleman, NC. This industry partner reported that this young man is a hard worker and continues to do great work by applying the skills and knowledge learned through CCP. This fall, he will continue his education by enrolling at Randolph Community College, while also working full-time with United Brass Works, Inc.

South Piedmont Community College: Career and Technical Education and Pre-Apprenticeship Program (Welding)

In 2024, after completing their junior year of high school, both two classmates earned a certificate in industrial systems through South Piedmont Community College's dual enrollment program. The certificate includes courses on basic welding, machining, and hydraulic systems. Both students also participated in the Anson High School Pre-Apprenticeship program, which provided them with the opportunity to gain relatable experiences that aligned with college courses.

Thanks to a local industry partner in Anson County, Southern Fabricators, Inc., took these students in and gave them the opportunity to discover a passion for welding. Their site supervisor recognized growth in these two, noting their willingness "to listen, think critically, and problem solve". After these students graduated from Anson High School in May of 2025, both students were offered and accepted full-time employment with Southern Fabricators, Inc.

This is a perfect example of how powerful the partnerships between our high schools, Community Colleges, and local industries are being made across the state.

Surry Community College: Pre-Apprenticeship Program (Computer Science)

We love seeing our students grow and succeed long after their time in Surry Community College. Through the Surry-Yakin Works program, a multifaceted work-based learning program that includes pre-apprenticeship opportunities, one student completed an internship at South Data and Workforce Unlimited in 2018 and credits the program with providing a "significant jump start" to his career. Mentored at Workforce Unlimited, this student gained both real-world technical skills and invaluable personal skills like confidence, communication, and professional growth that have served him well. After continuing as an intern, he joined Workforce Unlimited

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full-time while earning a bachelor's in computer science from UNC Charlotte.

Today, this young man works as a Network Engineer at Leonard Truck Outfitters, managing support and infrastructure. Reflecting on his experience, he emphasizes the importance of programs like Surry-Yadin Works for high school students, noting how early exposure to career paths helps students grow both technically and personally. He has also returned as a mentor himself, guiding new pre-apprentices and witnessing firsthand the transformative impact of hands-on experience.

Wake Technical Community College: College Transfer Pathway (Physical Therapy)

This eighteen-year-old is already a Wake Tech graduate. Thanks to the CCP program, this South Garner High School senior has earned an Associate in Arts degree and is already two years into her bachelor degree.

This spring, she is one of twelve students who accomplished the major milestone of completing an associate degree – tuition-free – at Wake Tech while still in high school. "CCP has been such a rewarding opportunity, and I'm so thankful for the instructors and staff at my high school and Wake Tech for their support and guidance," she said. "It's incredible that I'm going to receive my college degree a month before I graduate from high school." This student first learned about CCP as a freshman from her Career Development Coordinator at South Garner High School. He explained that she could earn college credits and possibly even an associate degree, if she was willing to put in the work. "I thought to myself, that's impossible and unattainable," she said. "Little did I know I would be here four years later."

Through CCP, high school students can explore more than 40 academic programs. Courses are tuition-free, helping students and families save on college costs while also reducing their future course load. Some CCP pathways also provide a head start on a career, offering job training, skills, and industry-recognized credentials. Ever since eighth grade, this student has dreamed of attending the University of North Carolina at Chapel Hill, and this fall, that dream becomes a reality. She believes the rigor of completing an associate degree in high school helped her college application stand out. "It was difficult, but very rewarding," she said. "I could have been doing other things with my time, but nothing else was as valuable to me as this."

She has said that CCP strengthened her time management and study skills and that those habits will help her "hit the ground running" at UNC. She is still deciding on a major but is considering a career in healthcare, possibly as a nurse, physician assistant, or physical therapist. "CCP really gets you acclimated to what college is like, and I believe I now have a good understanding of how college works, and I'm thankful for that," she said. "I also enjoyed being in classes with people of all ages and backgrounds, and it really opened my mind to how broad education is."

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Because CCP courses are tuition-free, she estimates she has saved nearly $10,000 in college tuition. She hopes other high school students will recognize the value of the program and enroll. “College is very expensive, and because I’ve completed two years of college, I’m looking at half the time to complete my bachelor’s degree and the opportunity to perhaps double major for the cost of one,” she said. “**CCP really is one of the best opportunities to take advantage of in high school. I’m so thankful I did**.”

Wilkes Community College: College Transfer Pathway (Speech Pathology)

A first-generation college student from East Wilkes High School in Ronda, NC, demonstrates the life-changing impact of the CCP program and strong career coaching support. Hardworking and focused, she completed the Transfer Pathway toward the Associate in Arts, earning 48 college credit hours before graduating high school in May of 2025.

This student envisioned a future as a teacher. However, through many one-on-one conversations, career exploration activities, and presentations arranged by her Career Coach, she discovered her true passion for Speech-Language Pathology (SPL). She connected with both a private SLP and a hospital-based SLP for job shadowing and internship experiences, giving her a real-world look at the profession. These opportunities not only expanded her career knowledge but also helped her develop confidence in her path forward.

Her hard work and commitment to her future opened the door to UNC-Chapel Hill, where she was accepted and awarded the prestigious Carolina Covenant Scholarship, which will cover all her undergraduate financial needs. She is majoring in Communications and plans to attend graduate school to become a speech-language pathologist, a career projected to grow by 15% in the next decade, with a current median salary of over $95,000 per year. This students’ story highlights how dual enrollment courses and career coaching together can help students save time, reduce costs, and discover their passion, while launching students into a future filled with opportunity and success.

Wilkes Community College: Career and Technical Education Pathway (Graphic Design)

This student graduated from Wilkes Central High School in 2025. When the student’s assigned Career Coach first began working with the student, the plan was for her to attend Wilkes Community College and then transfer to a university to major in graphic design or another art-related program. As she moved through her senior year, her plans shifted. She decided to remain at Wilkes Community College to complete her degree in graphic design and then enter the workforce directly. With two siblings already pursuing higher education, it seemed that adjusting her own path, perhaps making a personal sacrifice in light of the financial strain on her family, was the right choice.

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The student's career coach states, "We're impressed with her talent, her dedication, and her quiet determination. In high school, she not only completed CCP courses but also took Adobe classes, earning articulated credit at Wilkes Community College for her work. What has always stood out to me most about this student, though, is who she is as a person. She is shy and soft-spoken, yet consistently kind and thoughtful, while caring for herself with a quiet grace that reflects the best of both her family and her own character."

Wilson Community College: Workforce-Continuing Education Pathway and College Transfer Pathway (Biomedical)

This recent graduate began taking CCP classes while she was attending Sallie B. Howard School of Arts and Sciences, a Charter School in Wilson, NC. She started with both a College Transfer Pathway and a Workforce Continuing Education course in her senior year as a BioWork Process Technician and earned a certificate, completing that pathway.

Following high school graduation in May of 2025, she enrolled at Wilson Community College in the Associate in Applied Science Biotechnology program, where she is currently taking courses, and her career outlook is bright. Wilson County's need for manufacturing and biotech-related careers is increasing and presently outpacing the North Carolina average for biopharma jobs. Wilson County is a stronghold for pharmaceutical-related companies, including Merck, Purdue, Neopac, Reckitt Health, Fresenius Kabi, SCHOTT pharma, and Johnson and Johnson.

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For questions, please contact Lisa Eads, Ph.D. at eadsl@nccommunitycolleges.edu or Sneha Coltrane at Sneha.shahcoltrane@dpi.nc.gov.

STATE BOARD OF COMMUNITY COLLEGES
Legislative Report on Rowan-Cabarrus Community College Biotechnology Training Center

Request:
For Action

Submitted by:
Rowan-Cabarrus Community College

Submitted to:
North Carolina General Assembly
Joint Legislative Education Oversight Committee

Statutory Purpose:
This report is submitted pursuant to N.C. Gen. Stat. § 115D-58.17, which requires the State Board of Community Colleges to report on certain recurring programs. This report provides an update on program activities, objectives, accomplishments, itemized expenditures and fund sources, and the impact of the program on its intended purpose. (2023-134, s. 6.3.)

Contact(s):
Dr. Carol S. Spalding
President
Rowan-Cabarrus Community College

STATE BOARD OF COMMUNITY COLLEGES

To: North Carolina General Assembly Fiscal Research Division Team

From: Dr. Carol S. Spalding, President, Rowan-Cabarrus Community College

Date: February 3, 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 16 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 2024-2025 academic year, the Biotechnology building served 703 individual students, comprising 448 curriculum students and 297 continuing education students. The College also served over 300 adult students through the R3 center, providing career services such as resume and job application assistance.

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 serves "priority occupations that have documented skills gaps and pay higher wages."

In January 2022, biopharmaceutical company Eli Lilly announced an investment of more than $1 billion to establish a new manufacturing site in Concord, North Carolina, bringing nearly 600 jobs to the region. This marked the first major biopharmaceutical company to locate in the area and is expected to catalyze additional growth across the biopharmaceutical sector in Cabarrus County and the surrounding region.

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In response to the increasing demand for a highly skilled biopharmaceutical workforce, Rowan-Cabarrus leveraged private investment to renovate space within the Biotechnology building and develop a new aseptic laboratory. This specialized training environment expands the College's capacity to prepare students for cleanroom and sterile manufacturing processes essential to biopharmaceutical production. This new program serves as a critical resource for training future process technicians. These biopharmaceutical training opportunities strengthen the region's workforce pipeline that supports emerging and existing biopharmaceutical employers.

Rowan-Cabarrus Nursing Programs

The Biotechnology building offers four nursing education programs, demonstrating the College's strong commitment to ensuring our region is prepared with the healthcare workforce it needs. These programs include the Practical Nursing (PN) program, the Associate Degree Nursing (ADN) program, the Licensed Practical Nursing to Associate Degree Nursing Bridge program, and a Nurse Aide licensure program.

In addition, the College renovated space within the Biotechnology building to relocate a portion of the Nurse Aide program. This enhancement strengthens coordination across nursing pathways and creates a more integrated healthcare training environment at Rowan-Cabarrus. Also, to meet industry demand and address student waitlists, the College added an evening option which began in Spring 2024.

During the 2024-2025 academic year, the nursing programs celebrated the completion of the following students:

- Associate Degree Nursing: 70
- Associate Degree Nursing LPN to ADN: 47
- Practical Nursing: 20

Every student who graduated from the College's nursing program 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 provide a strong foundation in essential knowledge and skills and ensure a seamless transition between institutions.

National Science Foundation & National Institutes of Health Grants: Over the past five years, in partnership with UNC-C, the College has been part of a National Science Foundation Scholarships in STEM (S-STEM) grant and a National Institutes of Health

Bridges to Baccalaureate (B2B) grant housed in this building. Both grants leverage the building's unique position 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 13 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, and local workforce development agencies. 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 abruptly closing nearly 20 years ago. The program is a well-known resource in the community for adults seeking a career change and looking to upskill their talents to support 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 the 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, including equipment, faculty and staff, budget operations, and lease expenses. The chart below details those expenses for the 2025 fiscal year. As noted below, 82% of the budget is spent on the building itself, including the building lease, insurance, taxes, repairs and maintenance, and utilities. Approximately 18% of the budget supports College personnel located at this facility and the ongoing resources required to sustain building

operations and programming, including salaries and benefits, supplies and materials, and travel and transportation.

Budget Description	**Budget Amount**
Building Lease, insurance, tax	$2,503,285.00
Communication and Utilities	$197,678.00
Contractual Services	$98,143.00
Salaries and Benefits	$603,547.00
Supplies and Materials	$19,863.00
Travel and Transportation	$7,320.00
Equipment, Repairs and Maintenance	$93,828.00
Grand Total	**$3,523,664.00**

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: New Aseptic Lab and Training Room



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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
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.

Beaufort County Community College
Biomedical Equipment Technology (A50100)
Effective Date: **Fall 2026**

Stanly Community College
School-Age Expanded Learning and Enrichment (A55440)
Effective Date: **Fall 2026**

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
Beaufort County Community College
Biomedical Equipment Technology (A50100)

Program Planning: Beaufort County Community College is seeking approval for the Biomedical Equipment Technology (A50100) program to begin Fall 2026. The planning area is defined as the college's service area of Beaufort, Hyde, Tyrell, and Washington counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Beaufort County Community College on December 2, 2025. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Beaufort County Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, provide educational and training opportunities consistent with the mission of the college, and 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.

Program Rationale: Beaufort County Community College (BCCC) indicates the following:

- The healthcare sector is rapidly evolving, with an increasing reliance on sophisticated biomedical equipment and technology. There is a growing demand for skilled biomedical equipment technicians who can ensure the proper functioning and maintenance of these devices.

- The employment outlook for jobs related to graduates from Biomedical Equipment Technology (A50100) is very good in the current market. According to the U.S. Bureau of Labor Statistics, as of 2022 there were approximately 66,400 jobs nationally in this area and that number is projected to see an increase of 13 percent from 2022-2032.

- The U.S. Bureau of Labor Statistics is reporting as of September 11, 2024, that the annual mean wage for individuals practicing in this field within North Carolina is $31.59 per hour or $65,710 annually. Regional wages for technicians employed in this field range from $44,500 to $87,800.

- This projected growth is driven by advancements in medical technology, an aging population, and the need for more healthcare services in the area. Local employers, including hospitals, clinics, and medical equipment manufacturers, have expressed a need for qualified technicians with the knowledge students obtain upon graduation from a program such as Biomedical Equipment Technology (A50100).

- The proposed program builds upon strong existing offerings at BCCC in Electrical Engineering Technology (A40180), and Information Technology (A25590). Much of the Biomedical Equipment Technology (A50100) curriculum aligns with coursework already delivered on campus, minimizing startup costs and ensuring efficient use of institutional resources. The alignment of resources reinforces BCCC's mission to offer relevant, sustainable programs that meet workforce needs while maintaining fiscal stewardship.

- The Biomedical Equipment Technology (A50100) program will integrate applied labs, and employer collaboration, helping students transition directly into the workforce. This strengthens BCCC's role as a community partner and a provider of job-ready graduates, which is central to their mission of educating and empowering individuals for lifelong learning and meaningful employment.

- The Biomedical Equipment Technology (A50100) degree, diploma, and certificate options create flexible entry and exit points for traditional students, adult learners, and incumbent workers, which reflects BCCC's mission to provide accessible, student-centered programming that adapts to diverse learner needs.

- The proposed program would position BCCC to meet a critical workforce need, strengthen regional healthcare systems, expand high-wage career opportunities for local residents, and honor the colleges mission of student success, community engagement, and economic development.

Impact of the Proposed Program on Other Programs Five community colleges are currently approved to offer Biomedical Equipment Technology (A50100). An impact assessment was not sent because there are no contiguous colleges that offer the same or similar degrees. ***No negative impact assessments were received.***
Implementation of Collaborative Plan: Not Applicable

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

Curriculum Description as Designated on Curriculum Standard:
This curriculum is designed to prepare students through the study and application of principles from mathematics, natural sciences, technology, and applied processes based on these subjects. Course work includes mathematics, natural sciences, engineering sciences, and technology. Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, process improvement technicians, construction technicians and managers, industrial and technology managers, and research technicians.

Contact(s):
Mr. Todd M. Roth
State Director of Skilled Trades and Work-Based Learning

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Stanly Community College
School-Age Expanded Learning and Enrichment (A55440)

Program Planning: Stanly Community College is seeking approval for the School-Age Expanded Learning and Enrichment (A55440) program to begin Fall 2026. The planning area is defined as the college's service area of Stanly County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Stanly Community College on December 11, 2025. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Stanly Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, provide educational and training opportunities consistent with the mission of the college, and 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.

Program Rationale: Stanly Community College (SCC) indicates the following:

- The proposed School-Age Expanded Learning and Enrichment (A55440) program responds to growing demand for qualified professionals in after-school, out-of-school, and community youth programs.

- Graduates of the program will be prepared to support the healthy development, learning, and well-being of children ages 5-12 through coursework that integrates child and youth development, program planning, health and safety, family engagement, and positive guidance strategies.

- On April 10, 2024, the NC Alliance of YMCAs, the NC Center for Afterschool Programs (NC CAP), and the NC Recreation and Parks Association convened a School-Age Childcare Summit including 23 childcare providers, government agency staff, and advocates, to identify strategies and create an action-plan to strengthen the quality and workforce capacity for school-age programs across North Carolina.

- In May 2024, faculty leaders from the NC Community College Faculty Association in Early Childhood and Education, including representatives from SCC, collaborated with NC CAP and

NC Resources and Referral School-Age Initiative to revise the School-Age Education (A55440) program of study to more adequately address the pre-service qualification needs for school-age professionals.

- On July 1, 2025, NC House Bill 412 became active. The bill details revisions to childcare rules and licensing requirements for school-age programs. Additionally, it mandated the creation of a new School-Age Credential and School-Age Administration Credential that align with new courses offered at NC Community Colleges. These courses were created and included in the new revised program of study.

- According to Indeed and ZipRecruiter (2025), there were sixty-eight (68) open after-school positions in Stanly County and reported higher numbers in surrounding counties which currently do not offer a dedicated school-age program.

- The proposed program will be delivered through a blend of in-person and virtual, learner-centered environments, ensuring access for students. Stanly Community College is uniquely positioned to meet this demand by providing programs fully online to help support the needs of NC.

- According to the NC Child Care Resource and Referral School-Age Initiative (2025), there are twenty (20) licensed school-age providers in Stanly County that serve approximately 230 children. This number does not include children that are enrolled in school-based or YMCA programs. Expanding access to school-age certification programs will help strengthen the workforce pipeline and support providers in meeting state educational requirements for licensure, while also benefiting families through expanded access to Child Care Subsidy-supported programs.

- According to Elizabeth Anderson, Director of the NC Center for Afterschool Programs, more than 1,000 professionals are currently employed in 21st Century Community Learning Centers statewide, serving just a fraction of the 200,000+ students enrolled in afterschool programs. Additionally, Boys and Girls Clubs employ over 2,100 adult staff, and YMCAs employ approximately 450 full-time and more than 3,000 part-time staff, many of whom support afterschool and summer programs. These professionals, along with thousands of others in school-age care settings, would benefit from credentialing opportunities that strengthen their skills, enhance program quality, and create pathways to further education and careers in education and human services.

- The proposed program directly addresses the school-age workforce shortage by providing specialized preparation in child and youth development, program planning, family engagement, health and safety, and culturally responsive practices for ages 5- 12. This credential not only improves the quality of care and learning experiences for school-age children but also supports workforce stability and advancement for individuals currently employed in these critical programs.

- SCC currently has sufficient faculty and resources to support the proposed degree program. Additional adjunct faculty may be hired to teach specialized School-Age Administration courses.

- Upon approval of the program, SCC will collaborate with local high schools to explore the possibility of offering Career and College Promise/Career Technical Education (CCP/CTE) pathways.

- Stanly Community College has received emails and letters of support from the NC Center for Afterschool Programs (NCCAP) and the Southwestern Child Development Commission.

Impact of the Proposed Program on Other Programs: Eight colleges are currently approved to offer the School-Age Expanded Learning and Enrichment (A55440) program. None of those colleges are in contiguous service areas. An impact assessment was not required. ***No negative impact assessments were received.***

Implementation of Collaborative Plan: Not Applicable.

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

Curriculum Description as Designated on Curriculum Standard:
This curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice in actual settings with school-age children under the supervision of professionals. Course work includes child growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations. Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in childcare programs, before/afterschool programs, paraprofessional positions in public/private schools, recreational centers, and other programs that work with school-age populations.

Contact(s):
Dr. Mary Olvera
State Director of Teacher Education, Public Services, and Perkins Special Populations

STATE BOARD OF COMMUNITY COLLEGES
Combined Course Library – Continuing Education
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 4
Requesting College or Agency: Catawba Valley Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
EME-2111	911 Communications and Operations I	64	R42 – Multiple Agency Response	Tier 3/ Public Safety and First Responders

Description:	This course is designed to introduce the student to the role of a telecommunicator and the duties and responsibilities performed by the first responder in the public safety system. Topics include an introduction to the telecommunicator profession, technology in an emergency communications center, ethics and values, basics of call taking, documenting, and dispatching in a Public Safety Answering Point (PSAP), effective communications, cultural awareness, critical thinking, and problem solving. Upon completion, students should be able to demonstrate an understanding of the role and function of telecommunicators within the 911 system; call processes and radio procedures for law enforcement, fire, and medical dispatch; and the role of telecommunicators within emergency management, incident command, and the Telecommunicator Emergency Response Taskforce (TERT).

Rationale: This new course request aligns with the curriculum course EME-111, 911 Communications & Operations I. The course will support public safety agencies in attracting and recruiting students to the profession while providing expanded educational opportunities to support economic mobility for students under the Propel NC model.

Request for New Course 2 of 4
Requesting College or Agency: Catawba Valley Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
EME-2112	911 Communications and Operations II	64	R42 – Multiple Agency Response	Tier 3/ Public Safety and First Responders

Description:	This course is designed to introduce the student to the various roles, functions, and governance models that impact a Public Safety Answering Point (PSAP). Topics include an introduction to human resources, employee relations, local government finance, federal and local legislation, and oversight of a PSAP, cybersecurity policies and procedures, Next Generation technology and applications, policy and procedure writing, and grant writing. Upon completion, students should be able to demonstrate an understanding of human resources processes as a telecommunicator, basic budgeting and finance, general knowledge of cybersecurity practices, Next Generation technology and applications in the PSAP, and an introduction to federal and state legislation relating to 911 and grant writing.

Rationale: This new course request aligns with the curriculum course EME-112, 911 Communications & Operations II. The course will support public safety agencies in attracting and recruiting students to the profession while providing expanded educational opportunities to support economic mobility for students under the Propel NC model.

Request for New Course 3 of 4
Requesting College or Agency: Catawba Valley Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
EME-2211	Advanced 911 Communications and Operations	64	R42 – Multiple Agency Response	Tier 3/ Public Safety and First Responders

Description:	This course is designed to provide advanced studies in 911 Communication and Operations for a 911 Telecommunicator. Topics include appropriate telecommunicator response to situations such as terrorism, active shooters/active assailants, missing or exploited persons, human trafficking, suicidal callers, domestic violence, and high-priority/low-frequency emergency events, and identification of strategies that support telecommunicator mental and physical well-being. Upon completion, students should be able to define and describe terrorism, active shooter, missing and exploited children and persons, human trafficking, suicide intervention involving callers, domestic violence, and critical incidents, and the telecommunicator's roles when these incidents are presented in the Public Safety Answering Point (PSAP).

Rationale: This new course request aligns with the curriculum course EME-211, Advanced 911 Communications & Operations. The course will support public safety agencies in attracting and recruiting students to the profession while providing expanded educational opportunities to support economic mobility for students under the Propel NC model.

Request for New Course 4 of 4
Requesting College or Agency: Forsyth Technical Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
MRI-3352	MRI Assistant	150	L30 – Health Occupations	Tier 3/ Healthcare II

Description:	This course is designed to prepare individuals for entry-level employment as MRI Imaging Assistants. Course content includes MRI safety principles, patient screening protocols, equipment zone management, and emergency response procedures within the MRI environment. Individuals entering this course should have a background in healthcare, allied health, or a related support role. Upon completion, students will be equipped to assist with safety monitoring and non-clinical tasks in MRI suites, supporting certified technologists, and ensuring compliance with MRI safety standards. The course instructor must meet ARRT standards.
Future Credential:	ARRT announced in 2025 the development of an Imaging Assistant credential, Imaging Assistant, Magnetic Resonance, I.A.(MR)(ARRT): https://www.arrt.org/pages/arrt-announces-ia-credential Credentialing of students is estimated to be available in fall 2026.

Rationale: The American Registry of Radiologic Technologists (ARRT) has developed a credential to support a growing new role in healthcare, Imaging Assistant, a.k.a. MRI (Magnetic Resonance Imaging) Assistant. This course was developed based on the competencies covered in the credential. Testing for the credential is expected to be available from ARRT in fall 2026. The course is proposed now at the Tier 3 level (prior to credential availability). Once the credential is available, Forsyth Technical Community College plans to seek a modification that reflects the finalized credential and a change in tier status to reflect the course being mapped to that credential.

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

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

Strategic Plan Reference:
Theme: Economic and Workforce Development
Goal 4: Provide education, training, and credentials to develop the most competitive and agile workforce in the nation.

- Objective 4.2: Respond to employment preparation opportunities with instruction focused on relevant skills, credential attainment, and competency development.
- Objective 4.3: Increase access to the training, education, and wrap-around services needed by students to achieve their career goals and economic mobility.

Continuing Education: Courses of Instruction

- **Randolph Community College – Randolph Correctional Center**
  - HOS-3043 - Custodial/Environmental Svcs. (local title: Commercial Cleaning and Environmental Services)
- **Vance-Granville Community College – Franklin Correctional Center**
  - CST-4000 – Work Zone Flagger
  - CUL-3072 - Food Service Sanitation/Safety (ServSafe)
  - CUL-3075 – Food Service Management
  - HEO-3002 - Heavy Equipment Safety Trng

Contact(s):
Dr. Andrew Gardner
Associate Vice President, Workforce Strategies

Anne Bacon
Workforce Continuing Education State Director
Prison Education Liaison

Continuing Education in Captive Environments

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

CODES FOR GROUPS TO BE SERVED

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

EXAMPLES: **WLD 3106 P** indicates the continuing education course offered in a Prison setting.
BSP 2000 S indicates the basic skills course offered in a Sheltered Workshop setting.

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

MATRIX CATEGORIES* For NC DPS/DAC Prison Facilities

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

Continuing Education Courses
Captive & Co-opted

Community College	Facility	Facility Code	Matrix Class.	Course Number	Master Course List Title (Local Title)	Contact Hours
Randolph Community College	Randolph Correctional Center	4445	2	HOS-3043	Custodial/Environmental Svcs. (Commercial Cleaning and Environmental Services)	200
Vance-Granville Community College	Franklin Correctional Center	4215	3	CST-4000	Work Zone Flagger	12
Vance-Granville Community College	Franklin Correctional Center	4215	3	CUL-3072	Food Service Sanitation/Safety (ServSafe)	40
Vance-Granville Community College	Franklin Correctional Center	4215	3	CUL-3075	Food Service Management	180
Vance-Granville Community College	Franklin Correctional Center	4215	3	HEO-3002	Heavy Equipment Safety Trng	26

STATE BOARD OF COMMUNITY COLLEGES
Approved Curriculum Program Applications

Special curriculum applications approved by the System President are presented for State the State Board of Community Colleges is authorized to approve curriculum programs *(1D SBCCC 400.6(a)(1)).*

- The State Board delegates to the President of the North Carolina Community College System the authority to grant a college the approval to award the associate degree, diploma, or certificate for program titles that have been approved for this delegation by the State Board of Community Colleges based upon a widespread immediate need for the job training and minimal impact upon other colleges. *(1D SBCCC 400.6 (4))*

- The State Board delegates to the President of the North Carolina Community College System the authority to grant a college the approval to award a curriculum program which is classified as a concentration if the applying college already has approval to offer the parent program. *(1D SBCCC 400.6 (5))*

- Each application has been reviewed in accordance with *1D SBCCC 400.6* and System Office procedures to ensure alignment with statewide academic and workforce priorities.

- A comprehensive list of special curriculum program titles that have been approved for delegated authority approval can be found at:
  Special Titles - Section 03A of the Curriculum Procedures Reference Manual

Contact(s):
Dr. Hilmi Lahoud
Senior State Director of Business and IT
and Academic Programs Operations

STATE BOARD OF COMMUNITY COLLEGES
Approved Curriculum Program Applications

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

Halifax Community College
Early Childhood Administration (Certificate) (C55850)
Effective Term: **Fall 2026**

Early Childhood Preschool (Certificate) (C55860)
Effective Term: **Fall 2026**

Infant/Toddler Care (Certificate) (C55290)
Effective Term: **Fall 2026**

Rockingham Community College
Building Construction Technology **(A35140)**
Effective Term: **Fall 2026**

Sampson Community College
Health Sciences (A45230)
Effective Term: **Fall 2026**

South Piedmont Community College
Artificial Intelligence (A25710)
Effective Date: **Fall 2026**

Early Childhood Administration (Certificate) (C55850)
Effective Term: **Fall 2026**

Early Childhood Preschool (Certificate) (C55860)
Effective Term: **Fall 2026**

Health Sciences (A45230)
Effective Term: **Fall 2026**

Stanly Community College
School-Age Expanded Learning and Enrichment (Certificate) (C55450)
Effective Term: **Fall 2026**

Contact (s):
Dr. Hilmi Lahoud
Senior State Director of Business and IT
and Academic Programs Operations

STATE BOARD OF COMMUNITY COLLEGES
Approved Curriculum Standard Revision

Information: The System President, through delegated authority to the System President, has approved the following curriculum standard revision(s):

Carteret Community College
Boat Manufacture and Service (Diploma) (D60330)
Effective Term: **Spring 2027**

Contact(s):
Dr. Hilmi Lahoud
Senior State Director of Business and
IT and Academic Programs Operations

STATE BOARD OF COMMUNITY COLLEGES
Approved Curriculum Standard Revision

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

Curriculum Program: Boat Manufacture and Services (Diploma) (D60330)
Effective Term: **Spring 2027**

Proposed Revisions: The North Carolina Community College System received the following revision to the Boat Manufacture and Services (Diploma) (D60330) Curriculum Standard:

- Add MPS-101 Introduction to Outboards to Required Subject Area: Marine Services pick list
- Add MPS-110 Outboard Serv & Main to Required Subject Area: Marine Services pick list

Rationale of the Requesting College: Current industry trends and technological advancements have resulted in outboard engines becoming more powerful, generating more demand for qualified technicians. By adding these courses to the pick list, colleges will have more flexibility in offering courses relevant to their Local industry needs.

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):
Mr. Todd Roth
State Director of Skilled Trades and Work-Based Learning

Effective Term
~~*Fall 2023*~~ *Spring 2027*
*[~~2023*03~~ 2027*01]*

CURRICULUM STANDARD

Curriculum Program Title	**Boat Manufacture and Service (Diploma)**	Program Code	**D60330**
Concentration	**(not applicable)**	CIP Code	**47.0616**

Curriculum Description

The Boat Manufacture and Service Technology program prepares students for employment in the manufacture and service of boats. Students learn the basics of boat design and the implementation of those designs in various components and/or complete boats or yachts.

Course work includes reading and interpreting marine blueprints, manuals, and other documents common to the industry; lofting; constructing forms and mold-making; application of concepts and techniques in composite, and fiberglass; marine woodworking; interior finishing; and marine mechanical, electrical, and plumbing systems.

Graduates may find employment with boat/yacht manufacturers, service yards, dealerships doing commissioning work, and companies doing custom boat building.

*Curriculum Requirements**

[for associate degree, diploma, and certificate programs in accordance with 1 D SBCCC 400.10]

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. **Major Hours**. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*

III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit (SHC)	**64-76**	**36-48**	**12-18**

Major Hours

A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration** *(if applicable)*. A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Boat Manufacture and Service (Diploma) D60330

				AAS	Diploma	Certificate
Minimum Major Hours Required				**49 SHC**	**30 SHC**	**12 SHC**
A. CORE				**N/A**	**25-26 SHC**	
Required Courses. Select a minimum of 12 hours:						
BMS	110	Intro to Marine Woodwork	3 SHC			
BMS	111	Marine Joinery	3 SHC			
BMS	112	Marine Blueprints/Lofting	4 SHC			
BMS	113	Hull & Deck Construction	5 SHC			
BMS	119	Modern Boat Construction	5 SHC			
BTB	110	Fiberglass Boat Bldg I	5 SHC			
BTB	111	Fiberglass Boat Bldg II	5 SHC			
BTB	112	Fiberglass Boat Repairs	3 SHC			
DFT	111	Technical Drafting I	2 SHC			
Required Subject Area. Select a minimum of one subject area:						
Composite Boat Manufacturing. Select a minimum of 13 SHC						
BMS	114	Intro to Composites	3 SHC			
BMS	115	Tooling/Mold Construction	5 SHC			
BMS	116	Composite Production	5 SHC			
BMS	117	Marine Spray Finishing	2 SHC			
Marine Services. Select a minimum of 12 SHC						
BTB	106	Engine Install/Systems	5 SHC			
BTB	107	Boat Electrical Systems	5 SHC			
BTB	108	Boat Plumbing Systems	4 SHC			
BTB	113	Rigging Powerboats	4 SHC			
MPS	101	Introduction to Outboards	5 SHC			
MPS	110	Outboard Serv & Main	5 SHC			
MRN	121	Marine Engines	4 SHC			
MRN	147	Marine Power Trains	4 SHC			
TRN	120	Basic Transp Electrical Sys	5 SHC			

B.	**CONCENTRATION** *(Not applicable)*			
C.	**OTHER MAJOR HOURS** *To be selected from the following prefixes* ATR, BMS, BTB, BUS, CIS, DDF, DFT, ELN, FBG, HET, ISC, MPS, MRN, TRN, and WBL *Up to two semester hour credits may be selected from ACA.* *Three semester hour credits may be selected from PTE.* *Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, IRI, ITA, JPN, LAT, POR, RUS, and SPA.*			

STATE BOARD OF COMMUNITY COLLEGES
Approved Curriculum Program Terminations

Information: The State Board of the North Carolina Community College System, through delegated authority to the System President, to approve curriculum program terminations.

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.

Contact(s):

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

STATE BOARD OF COMMUNITY COLLEGES
Approved Curriculum Program Terminations

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

Davidson-Davie Community College

Pharmacy Technology (A45580)
Rationale: Due to the availability of an alternate pathway, the curriculum program is being terminated. Students interested in Pharmacy Technology will be advised to enroll in the Workforce Continuing Education pathway.
Effective Term: **Spring 2026**

Supply Chain Management (A25620)
Rationale: Due to the lack of enrollment in the program and the employment trends in the service area of the college, the program is being terminated. The college will advise students interested in this program to consider other existing programs.
Effective Term: **Spring 2027**

Gaston College

Architectural Technology (A40100)
Rationale: Due to the lack of enrollment in the program, employment trends in the service area of the college, and the loss of a faculty member, the program is being terminated. The college will advise students interested in this program to consider other existing programs.
Effective Term: **Spring 2026**

Central Sterile Processing (Certificate) (C45180)
Rationale: Due to the availability of an alternate pathway, the curriculum program is being terminated. Students interested in Central Sterile Processing will be advised to enroll in the Workforce Continuing Education pathway.
Effective Term: **Spring 2026**

Emergency Management (A55460)
Rationale: Due to the availability of an alternate pathway, the Emergency Management curriculum program is being terminated. Students interested in Emergency Management will be advised to enroll in the Public Safety Administration (A55580) program.
Effective Term: **Spring 2026**

Mitchell Community College

Associate in Science in Teacher Preparation (A1040T)
Rationale: Due to the lack of enrollment in the program and student interest, the ASTP program is being terminated. Current students will be offered a teach out plan. The college will advise students to enroll in the AA/AS/AATP degree depending on their area of interest.
Effective Term: **Spring 2026**

Cosmetology Instructor (Certificate) (C55160)
Rationale: Due to the lack of enrollment in the program, the program is being terminated. The NC Cosmetology Board recently lowered the amount of experience needed to sit for the Instructors Exam. The college will continue offering courses and credentials under the Cosmetology (A55140) program.
Effective Term: **Spring 2026**

Infant/Toddler Care (Certificate) (C55290)
Rationale: Due to the lack of enrollment in the program and student interest, the program is being terminated. The college will advise students to enroll in other Early Childhood Education-related programs.
Effective Term: **Spring 2026**

Nurse Aide (Certificate) (C45840)
Rationale: Due to the availability of an alternate pathway, the curriculum program is being terminated. Students interested in Nurse Aide will be advised to enroll in the Workforce Continuing Education pathway.
Effective Term: **Spring 2026**

Rowan-Cabarrus Community College

Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)
Rationale: Due to the lack of enrollment in the program and student interest, the program is being terminated. The college will advise students to enroll in the AAS in the Emergency Medical Science (A45340) program.
Effective Term: **Fall 2025**

Health Science: Therapeutic & Diagnostic Services/Therapeutic Massage (D45960)
Rationale: Due to the employment trends in the college service area, the program is being terminated. Students interested in the Therapeutic Massage program will be advised to enroll in the AAS in the Therapeutic Massage (A45750) program.
Effective Term: **Fall 2025**

School-Age Expanded Learning and Enrichment (A55440)
Rationale: Due to the lack of enrollment and local employment trends, the curriculum program is being terminated. Students interested in School-Age Education will be advised to enroll in other Education-related pathways offered at the college.
Effective Term: **Fall 2025**

South Piedmont Community College

Culinary Arts (A55150)
Rationale: Due to the lack of enrollment and local employment trends, the curriculum program is being terminated. Students interested in Culinary Arts will be advised to enroll in the Workforce Continuing Education pathway.
Effective Term: **Fall 2025**

Contact(s):
Dr. Hilmi Lahoud
Senior State Director of Business and
IT and Academic Programs Operations

AGENDA

State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, February 19, 2026 – 3:15 p.m. – 3:45 p.m.
Hon. Chaz Beasley, Chair
Ms. Lisa Estep, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 15, 2026

For Action

- Recommendation to Refuse Initial Proprietary Licensure (Attachment SBPG 01)

For Consent Approval

- Recommendation for Initial Proprietary School Licensure (Attachment SBPG 02)

New Business

Adjourn

MINUTES

State Board of Community Colleges

STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING

Thursday, January 15, 2026 – 3:00 p.m. – 3:30 p.m.

Hon. Chaz Beasley, Chair

Ms. Lisa Estep, Vice Chair

State Board Policy Governance Committee Members Present

Ms. Lisa Estep, Vice Chair	Mr. Geoffrey Lang	Dr. Dale McInnis
Mr. Eric Naisbitt, NCTreasurer	Mr. Tom Looney	Hon. David Price
Ms. Stacy Griffin	Mr. Chris Lumsden	Ms. Sarah West

*Attended via Zoom
Absent Members: Hon. Chaz Beasley, Chair

Other State Board Members Present

Mr. John Kane	Mr. Bill McBrayer	Mr. Terry Yeargan
Dr. David Lowry		

*Attended Via Zoom

Others in Attendance

Ms. Analisa Archer, EdNC	Dr. Kimberly Gold	Mr. Jamal Njai
Attorney Jonnell Carpenter	Dr. David Heatherly, CCCC	Dr. Phillip Price
Mr. Scott Corl	Dr. Amanda Lee, NCACCP	Ms. Mary Rehbein
Dr. Jeff Cox	Ms. Amy Mast	Ms. Halima Sharif
Ms. Makel Drollinger	Dr. Brian Merritt	Dr. Mark Sorrells, FTCC

*Attended Via Zoom

Call to Order

Vice Chair Estep called the State Board Policy and Governance Committee meeting to order at 3:07 p.m.

Roll Call of 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 the Committee of the ethics requirements and asked members to disclose any conflicts or potential conflicts of interest. No conflicts were reported.

Approval of the Agenda

Vice Chair Estep called for a motion to approve the January 15, 2026 agenda as presented. Mr. Lang made the motion, seconded by Ms. Griffin, and the motion carried by voice vote.

MINUTES

State Board of Community Colleges

STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING

Thursday, January 15, 2026 – 3:00 p.m. – 3:30 p.m.

Hon. Chaz Beasley, Chair

Ms. Lisa Estep, Vice Chair

Approval of Minutes – November 20, 2025

Vice Chair Estep called for a motion to approve the minutes of the November 20, 2025 meeting as presented. Mr. Lang made the motion, seconded by Ms. Griffin, and the motion carried by voice vote.

For Action

Vice Chair Estep explained that the items previously listed as *For Future Action* in November had moved to *For Action*, which initiated the required public comment periods. She reminded members that any amendment, repeal, or adoption of a State Board code required a 30-day public comment period, during which the System Office staff reviewed feedback and determined whether further changes, minor or substantive, were needed. If substantive changes occurred, the item had to undergo an additional 5-day public comment period before final Board approval. If the item was approved, the rule would take effect on the first day of the following month. She clarified that a substantive change was one that unexpectedly affected stakeholders, introduced new subject matters, or produced unanticipated effects.

Vice Chair Estep noted that the five (5) *For Action* items were posted for the required 30-day public comment period. One (1) public comment was received, and that feedback would be discussed in SBPG 02.

Amendment of 4A SBCCC 100.3 – Definitions (Attachment SBPG 01)

Vice Chair Estep stated that the Committee reviewed the proposed amendment to 4A SBCCC 100.3, which introduced a formal definition of "pre-apprenticeship program" to promote clarity and ensure consistency with state and federal workforce development and apprenticeship standards. The amendment was posted for public comments, and no comments were received. If approved by the Board, it would become effective February 1, 2026.

With no questions from members, a motion to approve SBPG 01 was made by Mr. Lumsden and seconded by Ms. West. The motion passed unanimously.

Review of Public Comments for Proposed Adoption of 4A SBCCC 100.13 – Pre-Apprenticeship Program Standards (Attachment SBPG 02)

Vice Chair Estep mentioned that the Committee reviewed SBPG 02, which codified the pre-apprenticeship policy requiring programs to support entry into registered apprenticeships, be linked to a registered program, and include both on-the-job learning and related classroom instruction. The proposed code was posted for public comment and received one (1) public comment. In response, a non-substantive edit was made to add "as applicable" to page 1, line 14 of the code. Because the change was non-substantive, reposting it for another public comment period was not required. Pending Committee and full Board approval, the code would become effective February 1, 2026. With no

questions from the members, a motion to approve SBPG 02 was made by Ms. Griffin, seconded by Ms. West, and passed by voice vote.

Amendment of 2A SBCCC 300.2 – Application for License Renewal (Attachment SBPG 03)

Vice Chair Estep introduced SBPG 03 which established a firm deadline for proprietary school license renewal applications, with any applications submitted after the deadline subject to automatic rejection. The amendment also outlined closeout procedures requiring schools to provide written confirmation within 45 days of a license lapse. This proposal was posted for the public comment period and received no feedback. It then came before the Committee and the full Board for approval, becoming effective February 1, 2026, if approved. Vice Chair Estep called for a motion to approve SBPG 03. Mr. Lang made the motion, which was seconded by Ms. Griffin, and the motion passed by voice vote.

Amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule (Attachment SBPG 04)

Vice Chair Estep stated that SBPG 04 proposed an amendment to the North Carolina Proprietary School fee schedule by increasing the late renewal fee from $500 to $1,000 to discourage delayed submissions. The amendment was posted for public comments and received no feedback. It then came before the Committee and full Board for final approval. If adopted, the amendment would become effective February 1, 2026. Mr. Lumsden made the motion to approve SBPG 04, which was seconded by Mr. Lang, and the motion was approved by voice vote.

Amendment of 2A SBCCC 400.11 – Student Records (Attachment SBPG 05)

Vice Chair Estep stated that SBPG 05 added a new section to 2A SBCCC 400.11 requiring proprietary schools that closed or failed to renew their licenses to transfer all student records to the North Carolina State Archives and provide written confirmation to the Office of Proprietary Schools within 45 days. The proposed amendment had been posted for public comment and received no feedback, and if approved, would become effective February 1, 2026. The Committee noted concerns about the lack of enforcement when schools failed to submit required records. While recourse had initially been considered, stronger enforcement options would have required statutory authority. For now, the only available recourse was to treat the failure to submit records as a violation if the school later sought reapplication.

A question was raised about whether records were transferred to the State Archives electronically. Mr. Corl clarified that schools register with the Archives when they were first licensed, and that all records, whether originally paper or digital, were stored electronically for future access.

Vice Chair Estep called for a motion to approve SBPG 05. Dr. McInnis made the motion, seconded by Ms. West, and approved by voice vote.

MINUTES

State Board of Community Colleges

STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING

Thursday, January 15, 2026 – 3:00 p.m. – 3:30 p.m.

Hon. Chaz Beasley, Chair

Ms. Lisa Estep, Vice Chair

New Business

No new business was noted.

Adjourn

Vice Chair Estep requested a motion to adjourn. Mr. Lang made the motion, seconded by Mr. Looney, and passed by voice vote. The meeting adjourned at 3:20 p.m.

Recording Secretary,
Halima Sharif

STATE BOARD OF COMMUNITY COLLEGES

Recommendation to Refuse Initial Proprietary Licensure

The State Board of Proprietary Schools submits this Recommendation to Refuse Initial Proprietary Licensure to the State Board of Community Colleges, pursuant to Chapter 150B of the North Carolina General Statutes, and 2B SBCCC Subchapter 400.

Proprietary School: Medical Career Readiness of North Carolina
232 Suite B, Dabney Drive
Henderson, NC 27536

Medical Career's proprietary license expired by statue on June 30, 2025. The school subsequently reapplied for initial licensure. On November 7, 2025, the State Board of Proprietary Schools unanimously voted to refuse to recommend Medical Careers Readiness of North Carolina for initial licensing pursuant to North Carolina General Statute §115D-93(c) finding the school:

1. Violated the proprietary statute by operating after June 30, 2025, without a valid license.
2. Failed or refused to make available academic and student records as requested by the Office of Proprietary Schools.
3. Failed to provide and maintain adequate standards of instruction or an adequate and qualified administrative, supervisory or teaching staff regarding its Nurse Aide I program while it held a valid license.

On January 9, 2026, the school owner was granted a due process hearing before the Proprietary Board to challenge its refusal. A court reporter transcribed the hearing. At the conclusion of the hearing, the Proprietary Board unanimously voted to uphold its original recommendation to refuse initial icensure.

Pursuant to 2B SBCCC 400.4 SBCC, the SBCC shall consider the recommendation at its next regularly scheduled meeting and vote to grant or deny licensure. The SBCC action to grant or deny licensure shall become the SBCC's final agency decision on the proprietary school's application.

Attachments:

1. Rationale for the Proprietary Board's refusal to recommend initial licensure of Medical Careers Readiness of North Carolina.
2. Transcript of January 9, 2026 due process hearing.

RECOMMENDATION TO REFUSE INITIAL PROPRIETARY LICENSURE

The State Board of Proprietary Schools submits this Recommendation to Refuse Initial Proprietary Licensure to the State Board of Community Colleges, pursuant to Chapter 150B of the North Carolina General Statutes, and 2B SBCCC Subchapter 400.

Proprietary School: Medical Careers Readiness of North Carolina
232 Suite B Dabney Drive
Henderson, NC 27536

School Administrator: NaOnnie Lee

A copy of this document as compiled has been presented to the following:

1. Chair of the State Board of Proprietary Schools
2. NCCCS General Counsel
3. Sr. VP, Chief Academic Officer
4. NCCCS Director of Communications

A copy of this document as compiled has been presented to the Chief Administrator of Medical Careers Readiness of North Carolina within five business days of the license recommendation of the State Board of Proprietary Schools via email and U.S. Mail.

Submitted this 17 day of November, 2025



_____
Scott Corl, Executive Director
Office of Proprietary Schools

RECOMMENDATION TO REFUSE INITIAL PROPRIETARY LICENSURE

The State Board of Proprietary Schools submits this Recommendation to Refuse Initial Proprietary Licensure to the State Board of Community Colleges pursuant to Chapter 150B of the North Carolina General Statutes and 2B SBCCC Subchapter 400.

I. Statutory Authority

Pursuant to Article 8, Chapter 115D of the North Carolina General Statutes, the State Board of Community Colleges ("SBCC") licenses proprietary schools upon the recommendation of the State Board of Proprietary Schools ("SBPS").

The State Board, acting by and through the SBPS, is empowered to refuse to issue or renew proprietary school licenses in accordance with N.C.G.S. § 115D-93(c). Refusal to issue or renew a proprietary license shall be made in accordance with Chapter 150B of the General Statutes. The State Board of Community Colleges Code provides due process through 2B SBCCC Subchapter 400.

II. License Renewal Process, License Lapse, New Initial License Application, DHHS Nurse Aide I Reapproval Denial

The Henderson campus of Medical Careers Readiness of North Carolina ("Medical Careers") was approved for initial proprietary school licensure in November 2023. Its license was renewed through the July 1, 2024 – June 30, 2025 license year. The school was approved to offer four training programs: Nurse Aide I (125 hours); Medical Assistant (300 hours); Pharmacy Technician (210 hours); and Phlebotomy (88 hours). Licensing of the Nurse Aide I program was contingent upon DHHS approval.

In accordance with N.C.G.S. §115-91, Medical Careers was required to file a renewal application to be considered for proprietary licensing effective July 1, 2025 – June 30, 2026. The State Board of Community Colleges Code requires schools to submit renewal applications annually, on or before March 1. A $500 late fee applies to submissions received thereafter.

Medical Careers missed the renewal deadline and took no steps to renew its license. The school's proprietary license expired by statute on June 30, 2025. It was not authorized to conduct instruction to the public beyond that date.

Also on June 30, the school submitted a new application for proprietary licensing, including a request to offer Nurse Aide I. On October 27, DHHS formally denied the school's Nurse Aide I reapproval request based on multiple noncompliance issues involving cohorts conducted between February and July 2025—cohorts that began while Medical Careers held a valid proprietary license.

III. Rationale for SBPS' Refusal to Recommend Proprietary School Licensure of Medical Careers Readiness of North Carolina

N.C.G.S. §115D-93(c) empowers the State Board of Community Colleges, acting by and through the State Board of Proprietary Schools, to refuse to issue or renew a proprietary license if it finds one or more of 11 enumerated violations, including:

- That the applicant for or holder of such a license has violated any of the provisions of this Article or any of the rules promulgated thereunder (§115D-93(c)(1)).
- That the applicant for or holder of such a license has failed or refused to permit authorized representatives of the State Board of Community Colleges to inspect the school, or has refused to make available to them at any time upon request full information pertaining to matters within the purview of the State Board of Community Colleges under the provisions of this Article (§115D-93(c)(3)).
- That the licensee has failed to provide and maintain adequate standards of instruction or an adequate and qualified administrative, supervisory or teaching staff (§115D-93(c)(9)).

On November 7, 2025, following lengthy discussion and debate, the SBPS unanimously refused to recommend new initial licensing of Medical Careers Readiness of North Carolina, finding:

1. The applicant and former licensee violated Article 8, Chapter 115D by conducting proprietary instruction without a valid license.

   North Carolina General Statute § 115D-90 mandates, "No person shall operate, conduct or maintain or offer to operate in this State a proprietary school unless a

license is first secured from the State Board of Community Colleges granted in accordance with the provisions of this Article and the rules adopted by the Board under the authority of G.S. 115D-89." Pursuant to § 115D-91(a), "All licenses issued shall expire on June 30." Medical Careers' proprietary license terminated by statute on June 30, 2025. It continued to provide instruction beyond that date without a valid license. This finding is supported by the following facts:

a. Medical Careers was initially licensed in November 2023.
b. In March 2024, it submitted a renewal application for the 2024-2025 license year and was therefore familiar with the renewal timeline and process.
c. Medical Careers held a valid proprietary license effective July 1, 2024 – June 30, 2025.
d. OPS advised Medical Careers (and all licensed schools) of the March 1 license renewal deadline on January 23, February 7, and February 26, 2025.
e. On March 10, OPS advised Medical Careers it missed the March 1 deadline.
f. Despite acknowledging the school missed the deadline and would file a late submission, Medical Careers' owner took no steps to renew the license.
g. Medical Careers' owner was repeatedly advised the school's license would statutorily expire on June 30, 2025, if the license was not renewed, and all instruction authorized by the State Board of Community Colleges would need to cease on or before that date.
h. On May 2, the Proprietary Board made licensing recommendations on the renewal applications OPS received.
i. On May 16, the State Board of Community Colleges took final actions on the license recommendations.
j. On May 16, OPS advised Medical Careers' owner in writing the school's license would expire on June 30, 2025. The owner responded, ***"We aren't closing. However, we have to submit a new initial license for August because we missed the deadlines. Unless your office will allow us a chance to renew before then."***
k. On May 19, OPS advised Medical Careers' owner the school could not be licensed before August. OPS reiterated all instruction authorized by the Community College Board was required to cease on June 30, specifically advising: ***"Please do not enroll students if they cannot complete by that date. Students that have not begun instruction and/or cannot complete instruction for whatever reason by June 30, 2025 should be refunded. There is no authorization to continue enrollment and instruction in programs licensed by the Community College Board after June 30th."***
l. Medical Careers' owner subsequently advised OPS the school had ongoing cohorts in Phlebotomy and Nurse Aide I—orientation for the Nurse Aide I program started May 20 and the projected end date was July 21.
m. The school's owner advised OPS the Nurse Aide I program could only be completed by June 30 if classes were scheduled daily (including weekends) but provided no documentation DHHS approved such a change (OPS

subsequently confirmed DHHS did not approve this change). In the alternative, the school owner proposed stopping the Nurse Aide I program on June 30 and restarting instruction in August, assuming the school would be relicensed at that time. OPS advised Medical Careers it had no authorization to pause instruction for two months (or more) on the assumption of relicensing. There was also no documentation from DHHS approving this proposed action.

n. OPS continued to advise the school's owner the Nurse Aide I cohort should not have started knowing instruction would not be completed by June 30 and that all enrolled students should be refunded.
o. On June 5 DHHS advised Medical Careers its Nurse Aide I approval would be withdrawn effective June 30, but federal law required it to allow any ongoing classes to finish instruction.
p. On June 19, after consultation with NC Community College System General Counsel, OPS advised Medical Careers' owner its ongoing Nurse Aide I cohort should not have started knowing it would not complete instruction by June 30, that students should have been refunded in accordance with state law, and that conducting instruction beyond June 30 was not authorized by the State Board of Community Colleges.
q. On June 30, Medical Careers' proprietary school license lapsed by statute. The owner submitted a new initial license application on the same date.
r. On July 9, Medical Careers' owner copied OPS on an email to DHHS stating: ***"We currently have a class in session, which will be completed as promised on July 17."***
s. Due to the foregoing facts, and in support of its new application for licensing, OPS requested that Medical Careers' owner provide a written explanation to the Proprietary Board explaining why the school continued instruction beyond June 30, 2025. The school's owner submitted this to OPS on September 16, and the Board considered the owner's statement when it met on November 7.

The following documents provided in Attachment A support this finding:

1) July 1, 2024 license renewal approval letter issued to Medical Careers Readiness of North Carolina identifying the school's approved programs (with contact hour measurements) and authorized period of operation from July 1, 2024 – June 30, 2025.
2) Medical Careers Readiness of North Carolina's proprietary license authorizing operation from July 1, 2024 to June 30, 2025.
3) OPS emails sent to all proprietary schools (including Medical Careers) on January 23, February 7, and February 26, 2025.
4) March 10 email from OPS to school owner.
5) March 10 response from school owner.
6) May 16 email and letter from OPS to school owner.
7) May 16 response from school owner.
8) May 19 emails from OPS to school owner.
9) May 30 response from school owner.
10) June 5 email and letter from DHHS to school owner.

11) June 19 email and letter from OPS to school owner.
12) July 9 email from school owner to DHHS, copied to OPS.
13) July 10 printouts from school website.
14) September 16 written responses received from school owner.

2. The applicant and former licensee refused to make available to authorized representatives of the State Board of Community Colleges upon request, full information pertaining to matters within the purview of the State Board of Community Colleges.

   North Carolina General Statute § 115D-93 requires proprietary schools to provide "full information pertaining to matters within the purview of the State Board of Community Colleges." In addition, 2A SBCCC 400.11 provides that school records "shall be open for inspection by properly authorized officials of the State Board of Community Colleges." Medical Careers Readiness of North Carolina failed to provide full information as requested concerning its Phlebotomy and Nurse Aide I cohorts. This finding is supported by the following facts:

   a. On May 30 OPS formally requested a class roster and contact information (email and phone) for students enrolled in the school's ongoing Nurse Aide I cohort.
   b. The school owner denied this request, stating she would rather provide the information to DHHS directly.
   c. OPS responded, stating the rule in 2A SBCCC 400.11 and advised the owner to provide the information to DHHS if she refused to provide it to OPS as requested.
   d. To the knowledge and understanding of OPS, Medical Careers' owner provided a roster (a list of names only) of the Nurse Aide I cohort to DHHS. DHHS confirmed receipt of the roster on June 5.
   e. OPS renewed its request for documentation in its June 19 letter to the school owner: ***"I am requesting copies of enrollment agreements and class rosters (complete with contact information) for all students in the ongoing Nurse Aide I and Phlebotomy cohorts. Please provide this information to our office by the close of business on Tuesday, June 24, 2025."***
   f. The school owner responded: ***"At this time both the Nurse Aide and Phlebotomy programs are nearing completion. We are fully prepared to provide any contact information, documentation, or communication records you may need in support of your review."***

g. On June 30, the school owner provided a link to an Excel spreadsheet for the Phlebotomy cohort that ended June 27. The spreadsheet had 4 separate pages: 1) a list of student names with email and phone numbers; 2) a course grading scale; 3) gradebook showing student grades on all assignments; and 4) class attendance sheet. Enrollment agreements were not provided as requested.
h. On August 6, OPS issued an initial application review letter to Medical Careers and reiterated its documentation request: ***"Our June 19 email requested copies of enrollment agreements and class rosters (complete with contact information) for the ongoing Phlebotomy and Nurse Aide I cohorts. The letter requested submission of the documents by close of business on June 24. You submitted information for the Phlebotomy class on June 30. We have not received the requested information for the Nurse Aide I program as of the date of this letter."***
i. Due to the foregoing facts, and in support of its new application for licensing, OPS requested that Medical Careers' owner provide a written explanation to the Proprietary Board explaining why it failed to provide the requested documentation to OPS by the close of business on June 24.
j. On September 16, the school's owner sent an email to OPS containing four attachments: 1) a written explanation of why the requested documentation was not provided to OPS by June 24; 2) a copy of an email the school sent to DHHS that included the roster (list of 12 students with no other information) of the Nurse Aide I cohort; 3) documentation of a deposit refund of $99 for one student; and 4) documentation of a refund of $492.80 to one Phlebotomy student. The email also contained an Excel spreadsheet labeled "*Nurse Aide Roster Link*" with four sheets: 1) a list of student names with no contact information; 2) grading scale for the class; 3) gradebook showing student grades throughout the class; and 4) class attendance sheet. Enrollment agreements and contact information for the Nurse Aide I cohort were not provided. The owner's written explanation stated: "***DHHS conducted a site visit in August 2025 to review all student enrollment records. Our reporting links remain active, and we are able and willing to provide this information to the North Carolina Community College System if required. For student privacy and to protect third-party business-to-business referrals, we can temporarily hide sensitive rows when granting access."***

The following documents provided in Attachment B support this finding:

1) May 30 OPS email to school owner.
2) Response email from school owner.
3) OPS reply to school owner.
4) June 5 email from DHHS to school owner.
5) June 19 OPS letter to school owner.
6) Email response from school owner.
7) June 30 email from school owner with link for Phlebotomy cohort.
8) August 6 OPS letter to school owner.
9) September 16 email from school owner with link for Nurse Aide I cohort and additional documents.
10) School owner's written explanation dated September 16, 2025.

3. Based on the findings of DHHS, an independent State agency, the applicant and former licensee failed to provide and maintain adequate standards of instruction or an adequate and qualified administrative, supervisory or teaching staff.

   North Carolina General Statute § 115D-93 requires licensees to "maintain adequate standards of instruction or an adequate and qualified administrative, supervisory or teaching staff." Evidence provided by DHHS supports a finding Medical Careers Readiness of North Carolina failed to uphold this statutory requirement with regard to its Nurse Aide I program while it held a valid proprietary license during the July 1, 2024 – June 30, 2025 license year. This finding is supported by the following facts:

   a. Medical Careers held a valid proprietary school license from July 1, 2024 to June 30, 2025. During that time, it was authorized to conduct a 125-hour Nurse Aide I program, contingent on program approval from DHHS.
   b. On June 5 DHHS noticed the school's owner its Nurse Aide I approval would be withdrawn effective June 30 and the school would need to apply for reapproval to reinstate the program.
   c. On June 30, Medical Careers submitted a new initial license application to OPS. The application did not include a request to reauthorize the Nurse Aide I program, but the school amended its application after applying for reapproval of the program with DHHS.
   d. As part of the reapproval process for the Nurse Aide I program, DHHS conducted a site visit to Medical Careers and requested documentation from recent cohorts.
   e. On October 27 DHHS issued a denial letter to Medical Careers. Denial was based on review of documentation from three Nurse Aide I cohorts conducted between February 25, 2025 and July 22, 2025 (Medical Careers held a valid license February 25 to June 30, and to the knowledge and understanding of OPS students were enrolled into the cohorts pursuant to that license). DHHS found the program in violation of various federal and state regulations, identifying 10 specific instances of noncompliance including that the documentation provided, "did not indicate that students completed all of the required skills per the State-approved curriculum" or "that each student was supervised by a State-approved registered nurse during classroom, laboratory, and clinical instruction." The denial letter also stated the program was approved to be offered at 125 hours of instruction (as licensed by the Community College Board), but the course syllabus indicated the program was offered at 120 hours. The class roster requested by OPS (but provided to DHHS instead) also did not match the final roster.

   The following documents provided in Attachment C support this finding:

1) July 1, 2024 license renewal approval letter issued to Medical Careers Readiness of North Carolina identifying the school's approved programs (with contact hour measurements) and authorized period of operation: July 1, 2024 – June 30, 2025.
2) Medical Careers Readiness of North Carolina's proprietary license authorizing operation from July 1, 2024 to June 30, 2025.
3) October 27, 2025 DHHS letter issued to the school owner (copied to OPS) denying Nurse Aide I reapproval.

Based on the above rationale, the State Board of Proprietary Schools unanimously voted to deny and refuse to recommend proprietary school licensure of Medical Careers Readiness of North Carolina pursuant to N.C.G.S. § 115D-93(c).

IV. Notice of Right to Provide Written Response and Request an Informal Hearing:

You (or another authorized agent of the school) have the right to provide a written response and request an informal hearing with the State Board of Proprietary Schools prior to the State Board of Community College's final agency decision to grant or deny licensure. The response and request for hearing must be in writing and signed by the chief administrator or other authorized agent of the school and it must be issued to the Executive Director of Proprietary Schools on behalf of the State Board of Proprietary Schools within 10 business days of receiving this Notice:

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

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

(a) A refusal to issue, refusal to renew, suspension of, or revocation of a license under this section shall be made in accordance with Chapter 150B of the General Statutes.

(b) A decision under this section to refuse to grant, refuse to renew, suspend, or revoke a license is subject to judicial review in accordance with Article 4 of Chapter 150B of the General Statutes.

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

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

(2) That the applicant for or holder of such a license has knowingly presented to the State Board of Community Colleges false or misleading information relating to approval or license.

(3) That the applicant for or holder of such a license has failed or refused to permit authorized representatives of the State Board of Community Colleges to inspect the school, or has refused to make available to them at any time upon request full information pertaining to matters within the purview of the State Board of Community Colleges under the provisions of this Article.

(4) That the applicant for or holder of such a license has perpetrated or committed fraud or deceit in advertising the school or in presenting to the prospective students written or oral information relating to the school, to employment opportunities, or to opportunities for enrollment in other institutions upon completion of the instruction offered in the school.

(5) That the applicant or licensee has pleaded guilty, entered a plea of nolo contendere or has been found guilty of a crime involving moral turpitude by a judge or jury in any state or federal court.

(6) That the applicant or licensee has failed to provide or maintain premises, equipment or conditions which are adequate, safe and sanitary, in accordance with such standards of the State of North Carolina or any of its political subdivisions, as are applicable to such premises and equipment.

(7) That the licensee is employing teachers, supervisors or administrators who have not been approved by the State Board, acting by and through the State Board of Proprietary Schools.

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

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

(10) That the applicant for or a holder of a license has failed to provide a required bond or bond alternative.

(11) That the applicant for or holder of a license has failed to pay assessments into the Student Protection Fund.

ATTACHMENT A:

1) July 1, 2024 license renewal approval letter issued to Medical Careers Readiness of North Carolina identifying the school's approved programs (with contact hour measurements) and authorized period of operation: July 1, 2024 – June 30, 2025.
2) Medical Careers Readiness of North Carolina's proprietary license authorizing operation from July 1, 2024 to June 30, 2025.
3) OPS emails sent to all proprietary schools (including Medical Careers) on January 23, February 7, and February 26, 2025.
4) March 10 email from OPS to school owner.
5) March 10 response from school owner.
6) May 16 email and letter from OPS to school owner.
7) May 16 response from school owner.
8) May 19 emails from OPS to school owner.
9) May 30 response from school owner.
10) June 5 email and letter from DHHS to school owner.
11) June 19 email and letter from OPS to school owner.
12) July 9 email from school owner to DHHS, copied to OPS.
13) July 10 printouts from school website.
14) September 16 written responses received from school owner.

NC COMMUNITY COLLEGES
CREATING SUCCESS

North Carolina Community College System
Dr. Jeff A. Cox
President
200 W. Jones St., Raleigh NC 27603

July 1, 2024

NaOnnie Lee, Director
Medical Careers Readiness of North Carolina
232B Dabney Drive
Henderson, NC 27536

Dear NaOnnie:

Enclosed please find the Proprietary School License for the fiscal year beginning July 1, 2024 and ending June 30, 2025. This license, approved by the State Board of Community Colleges on May 17, 2024, authorizes the Henderson campus of Medical Careers Readiness of North Carolina to operate as a postsecondary institution in North Carolina and offer the following vocational programs:

Program	Clock Hours
Medical Assistant	300
Nurse Aide I	125
Pharmacy Technician	210
Phlebotomy	88

Approval to offer the programs contained in your renewal application is granted under authority vested in the North Carolina State Board of Community Colleges by Article 8, Chapter 115D, North Carolina General Statutes. This statute requires immediate notification to the State Board of Community Colleges of any change of ownership, administration, location, faculty, instructional program, or other changes that may significantly affect the courses of instruction offered. New programs must be approved before advertisement or student enrollment.

We extend our best wishes for a successful school year.

Sincerely,

[redacted]

Dr. Jeff A. Cox

Mailing Address: Office of Proprietary Schools | 5001 Mail Service Center | Raleigh, NC | 27699-5001
Street Address: 200 West Jones | Raleigh, NC 27603 | Phone: 919-807-7061 | Fax: 919-807-7169
www.nccommunitycolleges.edu
AN EQUAL OPPORTUNITY EMPLOYER

Attachment SBPG 01

SBCC
02/20/2026

NC COMMUNITY COLLEGES
CREATING SUCCESS

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

THIS CERTIFIES

Medical Careers Readiness of North Carolina

Having met the requirements of Article 8, Chapter 115D of the North Carolina General Statutes governing the licensing of Proprietary Schools operating in North Carolina, is hereby granted this

PROPRIETARY SCHOOL LICENSE

To operate during the period of
July 1, 2024 through June 30, 2025

THE GREAT SEAL OF THE STATE OF NORTH CAROLINA
MAY 20. 1775
APRIL 12. 1776
ESSE QUAM VIDERI

Given in accordance with the law authorizing the North Carolina Board of Community Colleges to license Proprietary Schools upon the recommendation of the State Board of Proprietary Schools, this the 17th day of May, two thousand and twenty-four.

[redacted]

President, North Carolina Community College System

Wednesday, June 18, 2025 at 9:30:30 AM Eastern Daylight Time

Subject: July 1, 2025- June 30, 2026 License Renewal Application Now Available - March 1st Deadline!
Date: Thursday, January 23, 2025 at 3:23:42 PM Eastern Standard Time
From: Scott Corl
To: Scott Corl
BCC: Scott Corl, Rasheeda McCormick, Candice Null, [redacted]

[redacted]

Medical Careers Readiness of NC,

[redacted]

Priority: High
Attachments: image001.png, Portal Instructions - License Renewal Application - 2025 - 2026.pdf, CHECKLIST FOR LICENSE RENEWAL - 2025 - 2026.pdf, ProprietarySchoolsGuaranteeBond-1.pdf

Good afternoon,

The July 1, 2025 – June 30, 2026 License Renewal Application and Annual Report

should now be available to complete in the licensing portal.

Please read the information below carefully! - The passage of Senate Bill 382 at the end of 2024 requires updates to the portal that have not been completed. Please follow the instructions below for the 2025 - 2026 license renewal.

License Portal: Two (2) sections of the renewal application are impacted by the new law. Please follow the specific instructions below for those sections.

1. Bond
    a. The question "Does the school have an active bond?" is no longer applicable. The new law requires all schools to have an active bond. For the purposes of this renewal, the answer should be "Yes".
    b. Copy of 8-page school bond – A copy of the school's recorded bond should be uploaded to this area. If your school was previously allowed to cancel its bond, it MUST obtain and maintain a new bond. You must use the attached bond form, and an original copy of the bond must be recorded in the county in which the school operates. Retain a copy of the recorded bond and upload it to this area in the portal, then send the original copy of the recorded bond to our office. **[The quarterly reporting requirement has not changed. Schools licensed less than five continuous years are required to submit quarterly reports to our office. If your school was previously able to cancel its bond, it must obtain a new bond, but it will NOT submit quarterly reports to our office.]**
    c. Annual Bond Calculation – All schools must complete the Annual Bond Calculation. If your school needs to obtain a bond, you will set the bond coverage amount at the Annual Bond Calculation figure. Please confirm the correct amount with our office BEFORE obtaining a new bond.
    d. The question "Has the school been licensed greater than 5 years?" is no longer applicable. If the answer is "Yes", disregard the remaining questions that follow.
2. Renewal Checklist
    a. Student Protection Fund – For the purposes of this renewal, provide your gross tuition receipts figure, but respond zero ("0") for the amount owed. In accordance with the new law, licensed schools are relieved of paying into the Protection Fund unless the balance falls below the Catastrophic Amount identified in the statute.
    b. Renewal Checklist – Licensed schools will pay the license fee only ($2,500) unless they wish to renew a remote site. DO NOT send a check for a Student Protection Fund Assessment.

License Renewal Checklist - Attached to this email and downloadable in the portal. Complete and submit the checklist to our office along with the required fees and

financial documents. Unless you are renewing a remote site, you will send one check (certified bank check or money orders only) in the amount of $2,500 for the license fee.

License Renewal Application and Annual Report – Use the attached instructions to help you complete and submit these in the portal. A video walkthrough is also available here: **https://youtu.be/TTde3WtCztM**. PLEASE REVIEW THESE BEFORE STARTING YOUR APPLICATION!!!!

MARCH 1st DEADLINE!!! – **The License Renewal Checklist with all applicable fees and financial documents must be postmarked on or before March 1, 2025. The License Renewal Application and Annual Report must be submitted in the portal on or before March 1, 2025**.

- **Missing the March 1st deadline = $500 late fee!**

Before submitting your application:

- Submit ONLY certified bank checks or money orders payable to the NC State Treasurer.
- Upload ONLY fully executed contracts and agreements.
- Check all uploads to make sure they are complete, and right-side-up.
- PROOFREAD your school catalog for grammatical errors and to verify the accuracy of program names, descriptions, and measurements.
- Mark all proprietary, trade secret or nonpublic information "CONFIDENTIAL".
- Contact our office if you have specific questions or you do not understand how to complete any portion of the application.

Contact our office if you encounter issues submitting your application.

School Closings: Please notify our office immediately if you will not be renewing your license. Current licenses expire by statute on June 30, 2025. All instructional activity approved and licensed by the State Board of Community Colleges is required to cease on that date. **Please ensure that all students will be taught-out or refunded accordingly, make arrangements to transfer all academic records to the State Archives (https://archives.ncdcr.gov/), and file a School Closure Notice (on our website) with our office**.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061

corls@nccommunitycolleges.edu

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

Wednesday, June 18, 2025 at 9:32:08 AM Eastern Daylight Time

Subject: July 1, 2025 - June 30, 2026 License Renewal Application Reminder - March 1st Deadline
Date: Friday, February 7, 2025 at 9:00:20 AM Eastern Standard Time
From: Scott Corl
To: Scott Corl
BCC: Scott Corl, Rasheeda McCormick, Candice Null, a[redacted]
[redacted]
[redacted] Medical Careers Readiness of NC,
[redacted]
Priority: High
Attachments: image001.png, Portal Instructions - License Renewal Application - 2025 - 2026.pdf, CHECKLIST FOR LICENSE RENEWAL - 2025 - 2026.pdf, ProprietarySchoolsGuaranteeBond-1.pdf

Good morning,

The following email is being sent to all licensed proprietary schools.

The July 1, 2025 – June 30, 2026 license renewal application is available in the portal. As a reminder, the renewal application and annual report must be submitted in the portal on or before Saturday, March 1, 2025. The Checklist for License Renewal must also be postmarked on or before March 1st. Please don't miss the deadline! Our office has no authority to waive the mandatory $500 late fee.

Important:

- **Do not send a check for a Student Protection Fund Assessment.**
- **All schools are now required to have a bond. If you were previously able to cancel your school's bond, you must obtain a new one. You must use the attached bond form. The bond must be recorded in the county where the school operates. Upload a copy of the recorded bond to the portal and send the original to our office. If your school needs to obtain a new bond, please verify the proper coverage with our office before obtaining the bond.**
- **Do not submit incomplete applications with missing financial documents! If you are unable to provide requested documentation for reasons outside of your control (Example: The school bond is scheduled to renew June 1st, but your bond company will not process the renewal until after the March 1st deadline.) then upload a statement on school letterhead with supporting documentation explaining the reason for the delay and the anticipated date you should receive the requested documentation. You will be asked to supplement the documentation upon receipt to complete the application.**

For additional information, please carefully review our January 23rd email below:

Good afternoon,

The July 1, 2025 – June 30, 2026 License Renewal Application and Annual Report should now be available to complete in the licensing portal.

Please read the information below carefully! *- The passage of Senate Bill 382 at the end of 2024 requires updates to the portal that have not been completed. Please follow the instructions below for the 2025 - 2026 license renewal.*

License Portal*: Two (2) sections of the renewal application are impacted by the new law. Please follow the specific instructions below for those sections.*

1. *Bond*
    a. *The question "Does the school have an active bond?" is no longer applicable. The new law requires all schools to have an active bond. For the*

purposes of this renewal, the answer should be "Yes".

b. *Copy of 8-page school bond – A copy of the school's recorded bond should be uploaded to this area. If your school was previously allowed to cancel its bond, it MUST obtain and maintain a new bond. You must use the attached bond form, and an original copy of the bond must be recorded in the county in which the school operates. Retain a copy of the recorded bond and upload it to this area in the portal, then send the original copy of the recorded bond to our office.* ***[The quarterly reporting requirement has not changed. Schools licensed less than five continuous years are required to submit quarterly reports to our office. If your school was previously able to cancel its bond, it must obtain a new bond, but it will NOT submit quarterly reports to our office.]***

c. *Annual Bond Calculation – All schools must complete the Annual Bond Calculation. If your school needs to obtain a bond, you will set the bond coverage amount at the Annual Bond Calculation figure. Please confirm the correct amount with our office BEFORE obtaining a new bond.*

d. *The question "Has the school been licensed greater than 5 years?" is no longer applicable. If the answer is "Yes", disregard the remaining questions that follow.*

2. *Renewal Checklist*

a. *Student Protection Fund – For the purposes of this renewal, provide your gross tuition receipts figure, but respond zero ("0") for the amount owed. In accordance with the new law, licensed schools are relieved of paying into the Protection Fund unless the balance falls below the Catastrophic Amount identified in the statute.*

b. *Renewal Checklist – Licensed schools will pay the license fee only ($2,500) unless they wish to renew a remote site. DO NOT send a check for a Student Protection Fund Assessment.*

License Renewal Checklist *- Attached to this email and downloadable in the portal. Complete and submit the checklist to our office along with the required fees and financial documents. Unless you are renewing a remote site, you will send one check (certified bank check or money orders only) in the amount of $2,500 for the license fee.*

License Renewal Application and Annual Report *– Use the attached instructions to help you complete and submit these in the portal. A video walkthrough is also available here:* ***https://youtu.be/TTde3WtCztM****. PLEASE REVIEW THESE BEFORE STARTING YOUR APPLICATION!!!!*

MARCH 1st DEADLINE!!! *–* ***The License Renewal Checklist with all applicable fees and financial documents must be postmarked on or before March 1,***

2025. The License Renewal Application and Annual Report must be submitted in the portal on or before March 1, 2025.

- ***Missing the March 1st deadline = $500 late fee!***

Before submitting your application:

- *Submit ONLY certified bank checks or money orders payable to the NC State Treasurer.*
- *Upload ONLY fully executed contracts and agreements.*
- *Check all uploads to make sure they are complete, and right-side-up.*
- *PROOFREAD your school catalog for grammatical errors and to verify the accuracy of program names, descriptions, and measurements.*
- *Mark all proprietary, trade secret or nonpublic information "CONFIDENTIAL".*
- *Contact our office if you have specific questions or you do not understand how to complete any portion of the application.*

Contact our office if you encounter issues submitting your application.

School Closings: Please notify our office immediately if you will not be renewing your license. *Current licenses expire by statute on June 30, 2025. All instructional activity approved and licensed by the State Board of Community Colleges is required to cease on that date.* ***Please ensure that all students will be taught-out or refunded accordingly, make arrangements to transfer all academic records to the State Archives (https://archives.ncdcr.gov/), and file a School Closure Notice (on our website) with our office.***

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

NC COMMUNITY COLLEGES
CREATING SUCCESS

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

Wednesday, June 18, 2025 at 9:31:25 AM Eastern Daylight Time

Subject: July 1, 2025 - June 30, 2026 License Renewal Application --FINAL Reminder - March 1st Deadline!
Date: Wednesday, February 26, 2025 at 9:00:09 AM Eastern Standard Time
From: Scott Corl
To: Scott Corl
BCC: Scott Corl, Rasheeda McCormick, Candice Null, [redacted]
[redacted]
[redacted] Medical Careers Readiness of NC,
[redacted]
Attachments: image001.png, Portal Instructions - License Renewal Application - 2025 - 2026.pdf, CHECKLIST FOR LICENSE RENEWAL - 2025 - 2026.pdf, ProprietarySchoolsGuaranteeBond-1.pdf

Good morning,

The following email is being sent to all licensed proprietary schools. Time is quickly running out. The March 1st deadline is just a few days away...

The July 1, 2025 – June 30, 2026 license renewal application is available in the portal. As a reminder, the renewal application AND annual report must be submitted in the portal on or before Saturday, March 1, 2025. The Checklist for License Renewal must also be postmarked on or before March 1st. Please don't miss the deadline! Our office has no authority to waive the mandatory $500 late fee.

Important:

- **Do not send a check for a Student Protection Fund Assessment.**
- **All schools are now required to have a bond. If you were previously able to cancel your school's bond, you must obtain a new one. You must use the attached bond form. The bond must be recorded in the county where the school operates. Upload a copy of the recorded bond to the portal and send the original to our office. If your school needs to obtain a new bond, please verify the proper coverage with our office before obtaining the bond.**
- **Do not submit incomplete applications with missing financial documents! If you are unable to provide requested documentation for reasons outside of your control (Example: The school bond is scheduled to renew June 1st, but your bond company will not process the renewal until after the March 1st deadline.) then upload a statement on school letterhead with supporting documentation explaining the reason for the delay and the anticipated date you should receive the requested documentation. You will be asked to supplement the documentation upon receipt to complete the application.**
- **Please review your current instructors listed in the portal. We are seeing some that have all documentation grouped together in one single PDF document. The original version of the portal only allowed a single upload. The portal now offers three uploads for instructors: Resume, Professional Licenses and Certifications, and the OPS approval letter. Using Nurse Aide I as an example, the instructor's resume should be uploaded in the Resume area. A copy of the instructor's RN license, a copy of the instructor's nursing degree, and a copy of the DHHS approval letter for the instructor should be combined into one PDF and uploaded under the Professional Licenses and Certifications section. The approval letter the Office of Proprietary Schools issued to you for the instructor should be uploaded in the OPS approval letter section. (When you are adding a new instructor to the portal, you will upload the Resume and Professional License and Certification documents, and our office will upload the approval letter).**

For additional information about the renewal application, please carefully review our January 23rd email below:

Good afternoon,

The July 1, 2025 – June 30, 2026 License Renewal Application and Annual Report should now be available to complete in the licensing portal.

Please read the information below carefully! *- The passage of Senate Bill 382 at the end of 2024 requires updates to the portal that have not been completed. Please follow the instructions below for the 2025 - 2026 license renewal.*

License Portal*: Two (2) sections of the renewal application are impacted by the new law. Please follow the specific instructions below for those sections.*

1. *Bond*
    a. *The question "Does the school have an active bond?" is no longer applicable. The new law requires all schools to have an active bond. For the purposes of this renewal, the answer should be "Yes".*
    b. *Copy of 8-page school bond – A copy of the school's recorded bond should be uploaded to this area. If your school was previously allowed to cancel its bond, it MUST obtain and maintain a new bond. You must use the attached bond form, and an original copy of the bond must be recorded in the county in which the school operates. Retain a copy of the recorded bond and upload it to this area in the portal, then send the original copy of the recorded bond to our office.* ***[The quarterly reporting requirement has not changed. Schools licensed less than five continuous years are required to submit quarterly reports to our office. If your school was previously able to cancel its bond, it must obtain a new bond, but it will NOT submit quarterly reports to our office.]***
    c. *Annual Bond Calculation – All schools must complete the Annual Bond Calculation. If your school needs to obtain a bond, you will set the bond coverage amount at the Annual Bond Calculation figure. Please confirm the correct amount with our office BEFORE obtaining a new bond.*
    d. *The question "Has the school been licensed greater than 5 years?" is no longer applicable. If the answer is "Yes", disregard the remaining questions that follow.*
2. *Renewal Checklist*

    a. *Student Protection Fund – For the purposes of this renewal, provide your gross tuition receipts figure, but respond zero ("0") for the amount owed. In accordance with the new law, licensed schools are relieved of paying into*

the Protection Fund unless the balance falls below the Catastrophic Amount identified in the statute.

b. *Renewal Checklist – Licensed schools will pay the license fee only ($2,500) unless they wish to renew a remote site. DO NOT send a check for a Student Protection Fund Assessment.*

License Renewal Checklist *- Attached to this email and downloadable in the portal. Complete and submit the checklist to our office along with the required fees and financial documents. Unless you are renewing a remote site, you will send one check (certified bank check or money orders only) in the amount of $2,500 for the license fee.*

License Renewal Application and Annual Report *– Use the attached instructions to help you complete and submit these in the portal. A video walkthrough is also available here: https://youtu.be/TTde3WtCztM. PLEASE REVIEW THESE BEFORE STARTING YOUR APPLICATION!!!!*

MARCH 1st DEADLINE!!! – The License Renewal Checklist with all applicable fees and financial documents must be postmarked on or before March 1, 2025. The License Renewal Application and Annual Report must be submitted in the portal on or before March 1, 2025.

- ***Missing the March 1st deadline = $500 late fee!***

Before submitting your application*:*

- *Submit ONLY certified bank checks or money orders payable to the NC State Treasurer.*
- *Upload ONLY fully executed contracts and agreements.*
- *Check all uploads to make sure they are complete, and right-side-up.*
- *PROOFREAD your school catalog for grammatical errors and to verify the accuracy of program names, descriptions, and measurements.*
- *Mark all proprietary, trade secret or nonpublic information "CONFIDENTIAL".*
- *Contact our office if you have specific questions or you do not understand how to complete any portion of the application.*

Contact our office if you encounter issues submitting your application.

School Closings: Please notify our office immediately if you will not be renewing your license. *Current licenses expire by statute on June 30, 2025. All instructional activity approved and licensed by the State Board of Community Colleges is required to cease on that date.* ***Please ensure that all students will be taught-out or refunded accordingly, make arrangements to transfer all academic records to the State Archives (https://archives.ncdcr.gov/), and file a School Closure Notice (on our website) with our office.***

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

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E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

Wednesday, June 18, 2025 at 9:12:13 AM Eastern Daylight Time

Subject: Failure to Submit License Renewal Application; Response Required
Date: Monday, March 10, 2025 at 9:34:14 AM Eastern Daylight Time
From: Scott Corl
To: medical@careersreadiness.com
Priority: High
Attachments: image001.png

Good morning,

Our office is contacting you because a renewal application for the July 1, 2025 – June 30, 2026 license year was not submitted for Medical Careers Readiness of NC.

In accordance with the State Board of Community Colleges Code: Schools desiring the renewal of their license *shall submit an application on or before March 1 of each year*, and any license renewal application submitted after March 1st, *shall be assessed a $500 late fee*.

Please be advised that our office will **NOT** accept late applications postmarked/submitted after Friday, March 28, 2025. Late applications will **NOT** be reviewed or processed if the $500 late fee is not included with your submission.

Respond to this email to confirm if you intend to submit a late application. If you fail to submit a renewal application the current proprietary license will expire by statute on June 30, 2025, and all instruction licensed by the State Board of Community Colleges must cease on that date. If you will not renew your license, please advise our office accordingly and transfer all student records to the North Carolina Archives upon the school closure.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu



E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

Wednesday, June 18, 2025 at 9:12:37 AM Eastern Daylight Time

Subject: Re: Failure to Submit License Renewal Application; Response Required
Date: Monday, March 10, 2025 at 9:36:35 AM Eastern Daylight Time
From: Medical Careers
To: Scott Corl
Attachments: image001.png, Outlook-ehw4oqbl.jpg

Hi Scott,

Our office will be late submitting the renewal application. Please note we have felt a huge impact to our business funding due to the executive order that went into effect January 2025. However, we do plan to renew and are aware of the fees.

Thank you,

NaOnnie Lee, CEO/Executive Director

Medical Careers Readiness of NC
232 B Dabney Drive, 27536
P: 252.598.2020
M: 757.739.7414
careersreadiness.com



Let's Chat

CONFIDENTIALITY NOTICE: This email, including attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use or disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender immediately and destroy all copies of the original message.

From: Scott Corl <corls@nccommunitycolleges.edu>
Sent: Monday, March 10, 2025 9:34 AM
To: Medical Careers <medical@careersreadiness.com>
Subject: Failure to Submit License Renewal Application; Response Required

Good morning,

Our office is contacting you because a renewal application for the July 1, 2025 – June 30, 2026 license year was not submitted for Medical Careers Readiness of NC.

In accordance with the State Board of Community Colleges Code: Schools desiring the

renewal of their license *shall submit an application on or before March 1 of each year,* and any license renewal application submitted after March 1st, *shall be assessed a $500 late fee*.

Please be advised that our office will **NOT** accept late applications postmarked/submitted after Friday, March 28, 2025. Late applications will **NOT** be reviewed or processed if the $500 late fee is not included with your submission.

Respond to this email to confirm if you intend to submit a late application. If you fail to submit a renewal application the current proprietary license will expire by statute on June 30, 2025, and all instruction licensed by the State Board of Community Colleges must cease on that date. If you will not renew your license, please advise our office accordingly and transfer all student records to the North Carolina Archives upon the school closure.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

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E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

Wednesday, June 18, 2025 at 9:14:31 AM Eastern Daylight Time

Subject: Proprietary School License Expiration: June 30, 2025
Date: Friday, May 16, 2025 at 4:30:05 PM Eastern Daylight Time
From: Scott Corl
To: Medical Careers Readiness of NC
BCC: Scott Corl
Priority: High
Attachments: image001.png, Closure Letter - Medical Careers Readiness of NC - 5-16-25.pdf

Please see the attached letter regarding the upcoming expiration of the current proprietary school license for Medical Careers Readiness of North Carolina. A copy of the same has been issued via US Mail to the mailing address provided in our portal. The current license will expire by statute on June 30, 2025.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

NC COMMUNITY COLLEGES
CREATING SUCCESS

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NC COMMUNITY COLLEGES
CREATING SUCCESS

North Carolina Community College System
Dr. Jeff A. Cox
President
200 W. Jones St., Raleigh NC 27603

May 16, 2025

VIA EMAIL and US MAIL
NaOnnie Lee, Director
Medical Careers Readiness of NC
232B Dabney Drive
Henderson NC 27536

Re: Proprietary School License Expires June 30, 2025

Dear NaOnnie:

Our records indicate a license renewal application for the Henderson campus of Medical Cereers Readiness of North Carolina was not filed. The proprietary school license will therefore expire by statute on June 30, 2025. It is our understanding that you are not admitting any new students, that all students have been taught out at this location, and that no students are owed any type of refund. Please ensure that all student records are transferred to the State Archives upon final closure.

We wish you the best in all your future endeavors.

Regards,

[redacted]

Scott Corl
Executive Director
Office of Proprietary Schools
919-807-7061
corls@nccommunitycolleges.edu

Thursday, October 16, 2025 at 10:27:08 AM Eastern Daylight Time

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Subject: Re: Proprietary School License Expiration: June 30, 2025
Date: Friday, May 16, 2025 at 4:50:17 PM Eastern Daylight Time
From: Medical Careers
To: Scott Corl
Attachments: image001.png

Scott,

We aren't closing. However ,we have to submit a new initial license for August because we missed the deadlines. Unless you office will allow us a chance to renew before then.

NaOnnie Lee, CEO/Executive Director
Medical Careers Readiness of NC
232 B Dabney Drive, 27536
P: 252.598.2020
M: 757.739.7414
careersreadiness.com



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From: Scott Corl <corls@nccommunitycolleges.edu>
Sent: Friday, May 16, 2025 4:30:00 PM
To: Medical Careers <medical@careersreadiness.com>
Subject: Proprietary School License Expiration: June 30, 2025

Please see the attached letter regarding the upcoming expiration of the current proprietary school license for Medical Careers Readiness of North Carolina. A copy of the same has been issued via US Mail to the mailing address provided in our portal. The current license will expire by statute on June 30, 2025.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

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Wednesday, June 18, 2025 at 9:15:20 AM Eastern Daylight Time

Subject: Re: Proprietary School License Expiration: June 30, 2025
Date: Monday, May 19, 2025 at 8:39:25 AM Eastern Daylight Time
From: Scott Corl
To: Medical Careers
CC: Rasheeda McCormick
BCC: Scott Corl
Attachments: image001.png, image002.png

There is no mechanism to do a license renewal at this point. The Proprietary Board made recommendations on license renewals on May 2nd. The Community College Board took final actions on the recommendations May 16th. Neither Board meets in June. The Proprietary Board does not meet again until August.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu



E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

From: Medical Careers <medical@careersreadiness.com>
Date: Friday, May 16, 2025 at 4:50 PM
To: Scott Corl <corls@nccommunitycolleges.edu>
Subject: Re: Proprietary School License Expiration: June 30, 2025

Scott,

We aren't closing. However ,we have to submit a new initial license for August because we missed the deadlines. Unless you office will allow us a chance to renew before then.

NaOnnie Lee, CEO/Executive Director
Medical Careers Readiness of NC
232 B Dabney Drive, 27536
P: 252.598.2020
M: 757.739.7414
careersreadiness.com

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From: Scott Corl <corls@nccommunitycolleges.edu>
Sent: Friday, May 16, 2025 4:30:00 PM
To: Medical Careers <medical@careersreadiness.com>
Subject: Proprietary School License Expiration: June 30, 2025

Please see the attached letter regarding the upcoming expiration of the current proprietary school license for Medical Careers Readiness of North Carolina. A copy of the same has been issued via US Mail to the mailing address provided in our portal. The current license will expire by statute on June 30, 2025.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

NC COMMUNITY COLLEGES
CREATING SUCCESS

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Wednesday, June 18, 2025 at 9:16:00 AM Eastern Daylight Time

Subject: Re: Proprietary School License Expiration: June 30, 2025
Date: Monday, May 19, 2025 at 8:50:05 AM Eastern Daylight Time
From: Scott Corl
To: Medical Careers
CC: Rasheeda McCormick
BCC: Scott Corl
Attachments: image001.png, image002.png

I also need to be clear that all instruction authorized by the State Board of Community Colleges must cease as of June 30th. Please do not enroll students if they cannot complete by that date. Students that have not begun instruction and/or cannot complete instruction for whatever reason by June 30, 2025 should be refunded. There is no authorization to continue enrollment and instruction in programs licensed by the Community College Board after June 30th. If you decide to reapply for initial licensing in August, the earlies the school could be licensed is August 15th. You cannot enroll and/or conduct instruction to the public between June 30th and the time you regain the license.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

From: Scott Corl <corls@nccommunitycolleges.edu>
Date: Monday, May 19, 2025 at 8:39 AM

To: Medical Careers <medical@careersreadiness.com>
Cc: Rasheeda McCormick <mcallisterr@nccommunitycolleges.edu>
Subject: Re: Proprietary School License Expiration: June 30, 2025

There is no mechanism to do a license renewal at this point. The Proprietary Board made recommendations on license renewals on May 2nd. The Community College Board took final actions on the recommendations May 16th. Neither Board meets in June. The Proprietary Board does not meet again until August.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

From: Medical Careers <medical@careersreadiness.com>
Date: Friday, May 16, 2025 at 4:50 PM
To: Scott Corl <corls@nccommunitycolleges.edu>
Subject: Re: Proprietary School License Expiration: June 30, 2025

Scott,

We aren't closing. However ,we have to submit a new initial license for August because we missed the deadlines. Unless you office will allow us a chance to renew before then.

NaOnnie Lee, CEO/Executive Director
Medical Careers Readiness of NC
232 B Dabney Drive, 27536

Thursday, October 16, 2025 at 10:41:51 AM Eastern Daylight Time

---

Subject: Re: Proprietary School License Expiration: June 30, 2025
Date: Friday, May 30, 2025 at 12:29:34 PM Eastern Daylight Time
From: Medical Careers
To: Scott Corl
CC: Rasheeda McCormick
Attachments: image001.png, Image.jpeg, image002.png, Outlook-4maghkbf.png

Scott, I want to clearly outline how our programs are facilitated in accordance with our refund policy:

- The first two weeks of enrollment are dedicated to orientation and course introduction.
- After this initial period, formal lectures begin.
- For the current course, orientation began on **May 20** and concluded on **May 29**.
- Lectures are scheduled to begin on **June 2**.
- The projected end date July 21st

At this point, the class is already in session. Students have received their books, the instructor has been compensated, and uniforms have been distributed.

We understand the requirement to conclude the program by **June 30**. To meet this deadline, the only viable option would be to hold class sessions **daily, including weekends**, to ensure all instructional hours are met by the end date. However, students will still need to complete their written and skills examinations after the course concludes.

My intention is to find a resolution that accommodates the current situation while remaining fully compliant with NCCC deadline. Any rosters information needed will be provided to DHHS if/ when requested.

Thank you for your assistance and help aiding us with a smooth transition to temporary closure.

NaOnnie Lee, CEO|Executive Director

Medical Careers Readiness of NC
232 B Dabney Drive, 27536
P: 252.598.2020
M: 757.739.7414
careersreadiness.com

MEDICAL CAREERS READINESS OF NORTH CAROLINA

Let's Chat

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From: Scott Corl <corls@nccommunitycolleges.edu>
Sent: Friday, May 30, 2025 12:06 PM
To: Medical Careers <medical@careersreadiness.com>
Cc: Rasheeda McCormick <mcallisterr@nccommunitycolleges.edu>
Subject: Re: Proprietary School License Expiration: June 30, 2025

Regarding the Nurse Aide I program, provide the start date and end date.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

NC COMMUNITY COLLEGES
CREATING SUCCESS

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From: Scott Corl <corls@nccommunitycolleges.edu>
Date: Friday, May 30, 2025 at 12:05 PM
To: Medical Careers <medical@careersreadiness.com>
Cc: Rasheeda McCormick <mcallisterr@nccommunitycolleges.edu>

Subject: Re: Proprietary School License Expiration: June 30, 2025

I am requesting confirmation about all programs. Confirm if any other programs have ongoing classes. Regarding the Nurse Aide I program, provide a roster with contact information (email and phone number) of all students.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu



E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

From: Medical Careers <medical@careersreadiness.com>
Date: Friday, May 30, 2025 at 10:28 AM
To: Scott Corl <corls@nccommunitycolleges.edu>
Cc: Rasheeda McCormick <mcallisterr@nccommunitycolleges.edu>
Subject: Re: Proprietary School License Expiration: June 30, 2025

Scott the NA class has already started the First 2 weeks of class is introduction and orientation. They will begin lecture on June 2. Meaning they have gained access to the system collected uniforms and books. They would have began lecture this week but was delayed due to the holiday. The class is already in session.

NaOnnie Lee, CEO|Executive Director

Medical Careers Readiness of NC
232 B Dabney Drive, 27536
P: 252.598.2020
M: 757.739.7414

careersreadiness.com

MEDICAL CAREERS READINESS OF NORTH CAROLINA

Let's Chat

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From: Scott Corl <corls@nccommunitycolleges.edu>
Sent: Friday, May 30, 2025 10:20:36 AM
To: Medical Careers <medical@careersreadiness.com>
Cc: Rasheeda McCormick <mcallisterr@nccommunitycolleges.edu>
Subject: Re: Proprietary School License Expiration: June 30, 2025

I am requesting a response regarding my last email. Please confirm whether the school has any ongoing cohorts in any programs licensed by the State Board of Community Colleges and whether they will be completed by June 30th. If you have a Nurse Aide I program scheduled to begin the first week of June, that program should not be started knowing the license will lapse before the program finishes, and any enrolled students should be fully refunded.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

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From: Scott Corl <corls@nccommunitycolleges.edu>
Date: Monday, May 19, 2025 at 8:50 AM
To: Medical Careers <medical@careersreadiness.com>
Cc: Rasheeda McCormick <mcallisterr@nccommunitycolleges.edu>
Subject: Re: Proprietary School License Expiration: June 30, 2025

I also need to be clear that all instruction authorized by the State Board of Community Colleges must cease as of June 30th. Please do not enroll students if they cannot complete by that date. Students that have not begun instruction and/or cannot complete instruction for whatever reason by June 30, 2025 should be refunded. There is no authorization to continue enrollment and instruction in programs licensed by the Community College Board after June 30th. If you decide to reapply for initial licensing in August, the earlies the school could be licensed is August 15th. You cannot enroll and/or conduct instruction to the public between June 30th and the time you regain the license.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

From: Scott Corl <corls@nccommunitycolleges.edu>
Date: Monday, May 19, 2025 at 8:39 AM
To: Medical Careers <medical@careersreadiness.com>
Cc: Rasheeda McCormick <mcallisterr@nccommunitycolleges.edu>
Subject: Re: Proprietary School License Expiration: June 30, 2025

There is no mechanism to do a license renewal at this point. The Proprietary Board made recommendations on license renewals on May 2nd. The Community College Board took final actions on the recommendations May 16th. Neither Board meets in June. The Proprietary Board does not meet again until August.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

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From: Medical Careers <medical@careersreadiness.com>
Date: Friday, May 16, 2025 at 4:50 PM
To: Scott Corl <corls@nccommunitycolleges.edu>
Subject: Re: Proprietary School License Expiration: June 30, 2025

Scott,

We aren't closing. However ,we have to submit a new initial license for August because we missed the deadlines. Unless you office will allow us a chance to renew before then.

NaOnnie Lee, CEO/Executive Director
Medical Careers Readiness of NC
232 B Dabney Drive, 27536
P: 252.598.2020
M: 757.739.7414
careersreadiness.com

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From: Scott Corl <corls@nccommunitycolleges.edu>
Sent: Friday, May 16, 2025 4:30:00 PM
To: Medical Careers <medical@careersreadiness.com>
Subject: Proprietary School License Expiration: June 30, 2025

Please see the attached letter regarding the upcoming expiration of the current proprietary school license for Medical Careers Readiness of North Carolina. A copy of the same has been issued via US Mail to the mailing address provided in our portal. The current license will expire by statute on June 30, 2025.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

Thursday, October 16, 2025 at 10:57:00 AM Eastern Daylight Time

---

Subject: [External]Medical Careers Readiness of NC
Date: Thursday, June 5, 2025 at 12:23:59 PM Eastern Daylight Time
From: Millner, Lisa D
To: 'Medical Careers'
CC: Busick, Jana, Scott Corl, Johnson, Jammie S, Hale, Jeannie C
Attachments: Medical Careers Readiness_June 5 2025.pdf

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you verify that the attachment and content are safe.

Ms. Lee

Thank you for providing the roster of students for the current cohort.

Attached is a letter from our office in response to the recent inquiries concerning the status of the Nurse Aide I training program (#[redacted]) at Medical Careers Readiness of NC . We hope you find the information helpful.

Scott Corl is copied on the message since the program's business license to operate a proprietary school expires on June 30, 2025. Should you have questions regarding the school's business license, please contact the North Carolina Community College System, Office of Proprietary Schools.

Respectfully,

Lisa D. Millner RN
Piedmont Region Education Consultant
Health Care Personnel Education and Credentialing Section
Division Health Service Regulation
NC Department of Health and Human Services

Office: 704-774-0118
Fax: 919-733-9764
Lisa.millner@dhhs.nc.gov

815 Palmer Drive, Dobbin Building
2709 Mail Service Center
Raleigh, NC 27699-2709

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NC DEPARTMENT OF
HEALTH AND HUMAN SERVICES

JOSH STEIN • Governor
DEVDUTTA SANGVAI • Secretary
MARK PAYNE • Director, Division of Health Service Regulation

June 5, 2025

NaOnnie Lee, CEO/Executive Director
Medical Careers Readiness of North Carolina
232 Dabney Drive, Suite B
Henderson, NC 27536

Dear NaOnnie Lee:

The North Carolina Community College System, Office of Proprietary Schools recently notified our office that your business license will expire on June 30, 2025. On this date, the Department of Health and Human Services, Division of Health Service Regulation will withdraw your approval to operate a North Carolina state-approved Nurse Aide I training program.

Per federal law 42 CFR 483.151, students who have started a Nurse Aide I training and competency evaluation program from which approval has been withdrawn must be allowed to complete the course. You recently communicated to our office that the current cohort of students should complete the Nurse Aide I training course on or before July 17, 2025. It is the expectation that your Nurse Aide I training program(s) will cease operations at that time.

Please be advised if you receive a business license issued by the North Carolina Community College System, Office of Proprietary Schools after June 30, 2025, this does not automatically reinstate your ability to operate a state-approved Nurse Aide I training and competency evaluation program. You will need to apply for reapproval with the Department of Health and Human Services, Division of Health Service Regulation. At any time, you may complete the following documentation and submit to our office for review. However, any approval issued by our office will not occur until you have a valid business license issued by the North Carolina Community College System, Office of Proprietary Schools to operate after June 30, 2025.

The following documents can be found on our website at https://ncnar.ncdhhs.gov/saappforms.html. Please be advised in addition to completing the documents below, the Department of Health and Human Services, Division of Health Service Regulation will need to complete a site visit of your Nurse Aide I training program prior to issuing approval for you to operate a North Carolina state-approved Nurse Aide I training and competency evaluation program.

- Reapproval Application
- Clinical Site Approval Form
- Course Schedule and Supplemental Teaching Methodology Form
- Faculty Approval Request Form
- Basic Equipment and Supply List

Should you have any questions about this letter, please contact the Education Consultant for your region.

Sincerely,

Jana Busick
Section Chief

Thursday, October 16, 2025 at 11:13:58 AM Eastern Daylight Time

---

Subject:	Proprietary School License Expiration June 30, 2025; Ongoing Cohorts
Date:	Thursday, June 19, 2025 at 4:45:07 PM Eastern Daylight Time
From:	Scott Corl
To:	Medical Careers Readiness of NC
CC:	Rasheeda McCormick, Candice Null
BCC:	Scott Corl, Jonnell Carpenter, Halima Sharif
Attachments:	image001.png, Letter of Concern- Medical Careers Readiness of NC - 6-19-25.pdf

Ms. Lee,

Please see the attached letter regarding the June 30, 2025, statutory expiration of the proprietary school license of Medical Career Readiness.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

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NC COMMUNITY COLLEGES
CREATING SUCCESS

North Carolina Community College System
Dr. Jeff A. Cox
President
200 W. Jones St., Raleigh NC 27603

June 19, 2025

VIA EMAIL
NaOnnie Lee, Director
Medical Careers Readiness of North Carolina
232B Dabney Drive,
Henderson NC 27536

Re: Proprietary School License Expiration June 30, 2025; Ongoing Cohorts

Dear NaOnnie:

According to your email dated May 30, 2025, Medical Careers Readiness has ongoing instruction in two programs licensed by the State Board of Community Colleges: Nurse Aide I and Phlebotomy. This letter addresses each program in accordance with the upcoming statutory termination of the school's proprietary license on June 30, 2025.

Our office noticed school owners throughout the license renewal cycle (beginning January 23rd) that all instruction authorized by the State Board of Community Colleges must cease as of June 30, 2025, if the school's license was not renewed. We further advised against starting instruction that could not be completed by that date, and to refund students accordingly. Despite these directives (one was issued on May 19th), the ongoing Nurse Aide I cohort began orientation May 20th and is not scheduled to complete until July 21st. You subsequently advised the Phlebotomy program is scheduled to complete June 25th.

Ongoing Nurse Aide I Cohort – In your May 30th correspondence you stated the only viable option to complete the program by June 30th, was to modify the class schedule to daily classes, including weekends. Students did not agree to a month-long, daily schedule when they enrolled into the program, and you did not provide any documentation that DHHS approved such a drastic modification.

Our office was copied on DHHS' notice (dated June 5, 2025) stating that federal law required that entity to allow the ongoing Nurse Aide I class to complete. DHHS' notice does not change our standard or expectation that schools adhere to North Carolina's proprietary school statute. You should not have started the current Nurse Aide I cohort

Mailing Address: 5001 Mail Service Center | Raleigh, NC 27699-5001
Street Address: 200 W. Jones St. | Raleigh, NC 27603
nccommunitycolleges.edu | Phone: 919-807-7100 | Fax: 919-807-7173

NC COMMUNITY COLLEGES
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North Carolina Community College System
Dr. Jeff A. Cox
President
200 W. Jones St., Raleigh NC 27603

and put students in this position knowing instruction would not be completed before your current license expires by statute on June 30th. Students should have been refunded in-full. Unfortunately, that is what should still happen because the proprietary statute does not authorize any type of instruction after June 30th without a valid license. We recognize DHHS is allowing you to complete the ongoing Nurse Aide I cohort scheduled to complete instruction on or about July 21st, but doing so will be without the approval or authorization of the State Board of Community Colleges, and it will be taken into consideration if you reapply for licensing.

Ongoing Phlebotomy Cohort - In your May 30th correspondence you stated there is an ongoing Phlebotomy cohort that is "nearing completion". You subsequently advised the cohort was scheduled to complete June 25th. If instruction cannot be completed by June 30th for any reason, students should be fully refunded.

Requested Confirmation and Documentation – It is my understanding from our email communications that you have refunded all students (in-full) in programs previously scheduled to start in July – please confirm that as accurate. I am requesting copies of enrollment agreements and class rosters (complete with contact information) for all students in the ongoing Nurse Aide I and Phlebotomy cohorts. Please provide this information to our office by the close of business on Tuesday, June 24, 2025.

Regards,

[redacted]

Scott Corl
Executive Director
Office of Proprietary Schools
919-807-7061
corls@nccommunitycolleges.edu

cc: Jonnell Carpenter, General Counsel
NC Community College System

Thursday, October 16, 2025 at 11:33:57 AM Eastern Daylight Time

---

Subject: Re: [External] Re: Medical Careers Readiness of NC
Date: Wednesday, July 9, 2025 at 7:48:15 PM Eastern Daylight Time
From: Medical Careers
To: Hale, Jeannie C
CC: Johnson, Jammie S, Busick, Jana, Scott Corl
Attachments: image001.jpg, image002.png, Outlook-mkt1ozrf.png

Ms. Hale,

Thank you for your response and for acknowledging our previous email.

Although the Clinical and Faculty information was included in the Existing Program Application, we will complete and submit these forms separately for your review no later than Friday.

We currently have a class in session, which will be completed as promised on July 17th. Students are scheduled to take their written exams during the week of July 25th, and we will proceed with skills testing on the next available dates.

Thank you,

NaOnnie Lee, CEO|Executive Director

Medical Careers Readiness of NC
232 B Dabney Drive, 27536
P: 252.598.2020
M: 757.739.7414
careersreadiness.com



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From: Hale, Jeannie C <jeannie.hale@dhhs.nc.gov>
Sent: Tuesday, July 8, 2025 4:30 PM
To: Medical Careers <medical@careersreadiness.com>
Cc: Johnson, Jammie S <jammie.johnson@dhhs.nc.gov>; Busick, Jana <Jana.Busick@dhhs.nc.gov>; Corl,

Attachment SBPG 01

MEDICAL READINESS
(https://careersreadiness.com)

Student Login (https://medicalcareers.moodlecloud.com/login/index.php)

Our Programs



Clinical Medical Assistant Certificate Program

The Clinical Medical Assistant Certificate Program is designed to equip students with the essential skills and knowledge needed to excel in the healthcare field as medical assistants. This comprehensive program covers a wide range of topics, including medical terminology, anatomy and physiology, clinical procedures, patient care, and administrative tasks.

Students will gain hands-on experience through practical training in areas such as taking vital signs, assisting with examinations, administering injections, and managing medical records. The curriculum also emphasizes the importance of effective communication, professionalism, and ethical practices in a clinical setting.

SBCC 02/20/2026

Attachment SBPG 01

(HTTPS://CAREERSREADINESS.COM/CAREER-READINESS-TRAINING/)

MEDICAL READINESS OF NORTH CAROLINA

(https://careersreadiness.com)

Student Login (https://medicalcareers.moodlecloud.com/login/index.php)



Pharmacy Technician Certificate Program

Pharmacy technicians measure, mix, count, label, and record medications by prescription orders and under the direction of the pharmacist. They are also responsible for recording inventory data, pre-packing bulk medicines, and typing and affixing labels. Students will experience hands-on learning in a simulated pharmacy tech lab and receive the opportunity to work in local hospitals and retail pharmacies. Externships will vary on pharmacy availability.

READ MORE

APPLY NOW!
(HTTPS://CAREERSREADINESS.COM/CAREER-READINESS-TRAINING/)

SBCC
02/20/2026

Attachment SBPG 01

MEDICAL CAREERS READINESS (https://careersreadiness.com)

Student Login (https://medicalcareers.moodlecloud.com/login/index.php)

Phlebotomy Technician Certificate Program

Phlebotomy is the process of making a puncture in a vein usually in the arm, with a cannula, to draw blood. The procedure itself is known as venipuncture. Students will learn how to draw blood, explain procedures, perform basic point-of-care testing, and maintain medical equipment. Many Phlebotomy employers require professional certification. Successful completion, students are eligible to sit for the certification exam through the National Phlebotomy Exam to gain CPT credentials. The graduate should be able to acquire an entry-level position as a Phlebotomy Technician or career advancement to their current skill.

READ MORE

APPLY NOW!
(HTTPS://CAREERSREADINESS.COM/CAREER-READINESS-TRAINING/)



Nurse Aide Training Program

The Nurse Aide 1 Program provides students with the knowledge and skill training necessary to complete the requirements for a certification as a Certified Nurse Aide. Our program will prepare you for a career as a nursing assistant in which you will encounter a variety of structured settings that will require medical knowledge and interpersonal skills which are focused on developing critical thinking as well as giving you the medical knowledge you need to be successful. Our program is designed as an entry-level nursing program with the option to continue studies in nursing.

SBCC 02/20/2026

Attachment SBPG 01

CPR/Basic Life Support "BLS" Certificate Training

The training course is designed to ensure that the latest 2024 standards are met. All training is current, evidence-based, peer-reviewed, and developed off of the latest AHA guidelines. Once the course is completed, it will take approximately 24 to 48 hours for the certificate to upload to each participant's email. Participants will have access to print the credentials from any device. Each student will be able to do one or more of the following.

READ MORE

APPLY NOW!
(HTTPS://CAREERSREADINESS.COM/CAREER-READINESS-TRAINING/)

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02/20/2026

Attachment SBPG 01

MEDICAL READINESS

» 252.5[illegible]8.2020(tel:2525082020)
» 232 Dabney Drive Suite B Henderson NC, 27536
» Medical@CareersReadiness.com(mailto:Medical@CareersReadiness.com)

Student Login (https://medicalcareers.moodlecloud.com/login/index.php)

(https://careersreadiness.com)

- Student Handbook(https://careersreadiness.com/student-handbook/)
- Withdrawal Form(https://careersreadiness.com/student-withdrawal-form/)
- Non Discrimination Policy(https://careersreadiness.com/non-discrimination-policy/)
- Privacy & Disclaimers(https://careersreadiness.com/privacy-and-disclaimer/)

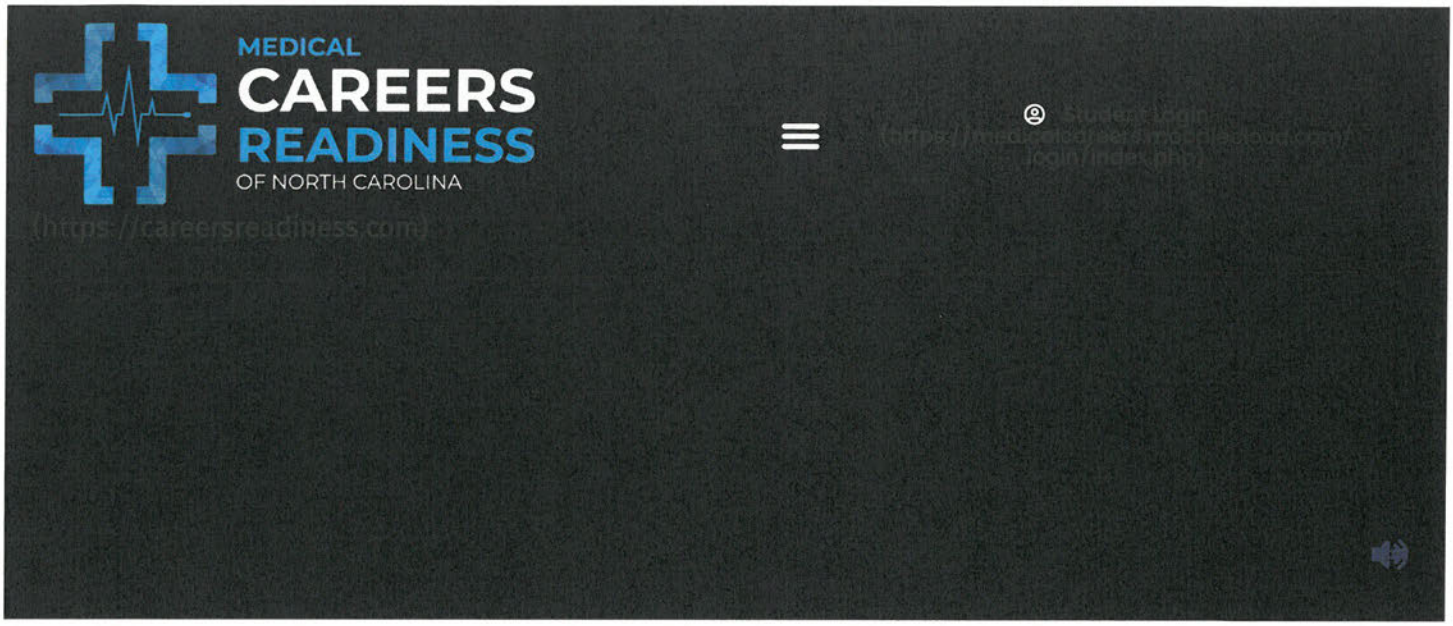
BBB ACCREDITED BUSINESS Rating: A

Since Nov 2020 As of Mar 15, 2021 Click For Profile Rating: A

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Our Services

Explore Our Range of Services

See All Services

Clinical Medical Assistant

Begin your healthcare career as a Clinical Medical Assistant! This course covers essential skills for patient care, including vital signs, EKGs, and more. Prepare for versatile roles in clinical and outpatient settings.

Apply Now
(https://careersreadiness.com/programs/)

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MEDICAL READINESS

(https://careersreadiness.com)

Student Login (https://medicalcareers.moodlecloud.com/login/index.php)

Pharmacy Technician

This program is to prepare current and aspiring pharmacy technicians with standardized training to succeed in the fast-paced pharmacy practice setting. Pharmacy technicians measure, mix, count, label, and record medications by prescription orders and under the direction of the pharmacist. Students will experience hands-on learning in a simulated pharmacy tech lab and receive the opportunity to work in local hospitals and retail pharmacies.

Apply Now (https://careersreadiness.com/programs/)

Phlebotomy Technician

Earn up to $28/hr as a Phlebotomy Technician! Learn the essentials of venipuncture—the process of drawing blood using a vein puncture—in just 8 weeks with our comprehensive training course.

Apply Now (https://careersreadiness.com/programs/)

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MEDICAL READINESS
(https://careersreadiness.com)

Student Login
(https://medicalcareers.moodlecloud.com/login/index.php)

Nurse Aide Training Program

Our program will help prepare you for a career as a nursing assistant in which you will encounter a variety of structured settings that will require medical knowledge and interpersonal skills that are focused on developing critical thinking as well as giving you the medical the knowledge you need to be successful. Our program is designed as an entry-level nursing program with the option to continue studies in nursing.

Apply Now
(https://careersreadiness.com/programs/)

CPR/Basic Life Support "BLS" Certificate Training

The training course is designed to ensure that the latest 2024 standards are met. All training is current, evidence-based, peer-reviewed, and developed off of the latest AHA guidelines. Once the course is completed, it will take approximately 24 to 48 hours for the certificate to upload to each participant's email. Participants will have access to print the credentials from any device. Each student will be able to do one or more of the following.

Apply Now
(https://careersreadiness.com/programs/)

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MEDICAL READINESS

(https://careersreadiness.com)

Student Login
(https://medicalcareers.moodlecloud.com/login/index.php)

About Us

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MEDICAL READINESS

(https://careersreadiness.com)

Student Login
(https://medicalcareers.moodlecloud.com/login/index.php)

Our programs are short-term and fast-paced. You don't have to commit to a 2–4-year college to find a good job, get a promotion, or earn more money. MCR's flexible, career-focused, short-term programs are designed to land you a good job with better-paying wages.

We are mission-driven our only focus is to see our students thrive and become employable at the completion of the program. We provide all reasonable resources to ensure this happens.

Our Portfolio

All The Great Work That We Offer

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MEDICAL READINESS

(https://careersreadiness.com)

Student Login
(https://medicalcareers.moodlecloud.com/login/index.php)

Testimonials

What Our Client Says



Available 24/7

252 598 2020

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MEDICAL READINESS
(https://careersreadiness.com)

Student Login
(https://medicalcareers.moodlecloud.com/login/index.php)

- 252.598.2020(tel:2525982020)
- 232 Dabney Drive, Suite B. Henderson NC, 27536
- Medical@CareersReadiness.com(mailto:Medical@CareersReadiness.com)

- Student Handbook(https://careersreadiness.com/student-handbook/)
- Withdrawal Form(https://careersreadiness.com/student-withdrawal-form/)
- Non Discrimination Policy(https://careersreadiness.com/non-discrimination-policy/)
- Privacy & Disclaimers(https://careersreadiness.com/privacy-and-disclaimer/)

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(https://careersreadiness.com)

Student Login
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MEDICAL READINESS
(https://careersreadiness.com)

Student Login (https://medicalcareers.moodlecloud.com/login/index.php)

MEDICAL CAREERS READINESS OF NORTH CAROLINA

Join Our Medical Career Readiness Training Program.

Career Readiness is pleased to announce a new training facility in Henderson, North Carolina! This program is offered to educate, train, and prepare participants to enter the Medical industry-ready and capable. In order to participate in the Medical Career Readiness Training Program, potential students must first complete a Student Application. For applicants who do not have access to the online version of our application, a paper application may be requested from the admissions office. After the application is received, applicants will be contacted within 2 business days to schedule a telephone interview. All

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prospective students will be required to complete a telephone interview with an Admission Representative

MEDICAL READINESS (https://careersreadiness.com)

Student Login (https://medicalcareersreadiness.com/login/index.php)

The purpose of the interview is to ensure applicants meet eligibility requirements, provide detailed information about the Medical Careers programs, and answer applicant questions. After the interview, the Admission Representative will determine if the applicant will be accepted as a student. Applicants are accepted if they will benefit from completing the program and meet all program entry requirements. Placement of students into MCR programs is at the discretion of MCR Staff. MCR reserves the right to deny the entrance of any student based on their interview, application, or interactions with staff. Once accepted into the program, applicants will be offered a registration appointment by the Admission Representative. Most classes require that non-refundable registration, book & material, and criminal history search fees are paid during registration. Notification of acceptance will be made by phone or email. Students may register up to six months prior to the class start date and must be registered prior to the class start date. All classes have a limited number of seats and registration is contingent upon seat availability. All applications must be received before the registration period ends.

Registration Application

ELIGIBILITY

To be eligible to apply during this pilot round, the following minimum requirements must be met:

- Must reside and be a US Citizen
- Must be at least 16 years of age and or Graduating from an accredited High School or Equivalent program within 1 year after course completion
- Clear Criminal Background

REVIEW PROCESS

The students will be selected based on the strength with which they demonstrate the following:

- Quality, diversity, and commitment to participation
- A strong concentration in the healthcare industry.
- Clarity and thoroughness of vision, goals, and objectives

New Student Registration Form

1 2

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Registration Form

Emergency Contact

MEDICAL READINESS

Student Login (https://medicalcareers.moodlecloud.com/login/index.php)

(https://careersreadiness.com)

Program of Interest*

- [ ] Phlebotomy
- [ ] Pharmacy Tech
- [ ] Medical Assistant
- [ ] Nurse Aide
- [ ] Basic Life Support CPR

Name *

First Name

Last Name *

Last Name

Address *

Address Line 1

Address Line 2

City *

City

State *

Alabama

Zip Cod *

Zip Code

Date of Birth *

MMMM DD, YYYY

Email *

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Email

MEDICAL READINESS

Student Login (https://medicalcareers.moodlecloud.com/login/index.php)

(https://careersreadiness.com)

Cell Phone

Cell Phone *

Home Phone *

Home Phone

Preferred Method of Contact* *

Mail

Driver's License *

Social Security Number *

Marital Status

Single Married Divorced Widowed

Employment

Employed Unemployed Disabled Retired Student

How did you hear about this opportunity *

Social Media/ Radio

Next

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(https://careersreadiness.com)

Student Login (https://medicalcareers.moodlecloud.com/login/index.php)

- 252.598.2020(tel:2525982020)
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- Student Handbook(https://careersreadiness.com/student-handbook/)
- Withdrawal Form(https://careersreadiness.com/student-withdrawal-form/)
- Non Discrimination Policy(https://careersreadiness.com/non-discrimination-policy/)
- Privacy & Disclaimers(https://careersreadiness.com/privacy-and-disclaimer/)

BBB ACCREDITED BUSINESS Rating: A

Since Nov 2020 As of Mar 15, 2021 Click For Profile Rating: A

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facebook

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Medical Careers Readiness of North Carolina

462 likes · 547 followers

Posts About Reels Photos Videos ...

Intro

Welcome to MCRNC. We are proud to be part of the North Carolina Community College Proprietary School System. We provide education and resources to all 50 states.

Page · School

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facebook

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Online classes · In-person classes

Not yet rated (0 Reviews)

Photos

See all photos



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Medical Careers Readiness of North Carolina updated their profile picture.

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Medical Careers Readiness of North Carolina
March 21 ·

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+32

Roy Brown Jr. is with **Medical Careers Readiness of North Carolina** and **2 others** at **Southern Charm Event...**
March 21 · Henderson ·

Congratulations to the graduates of Medical Careers Readiness of North Carolina!

This past Tuesday, these students crossed the stage and stepped into their futu... **See more**

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facebook

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Tracey Dixon
I'm so proud of Medical Careers Readiness of North Carolina. Congratulations to those all that graduated 💕🙏

15w

Medical Careers Readiness of North Carolina
December 7, 2024 ·

The Holiday's are here
And class is still in session!!! 🎅🎄☃️

Open Enrollment is happening now.
📲 252.598.2020 for deets.
🌐 w... **See more**



7

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#Educate #Inspire #Succeed
We are Vance County!



+6

The Daily Dispatch
September 24, 2024 ·

A graduation ceremony for the 60-plus students in NaOnnie Lee's Medical Careers Readiness of NC program is going on now at Southern Charm. Congratulations!

4

Like Comment

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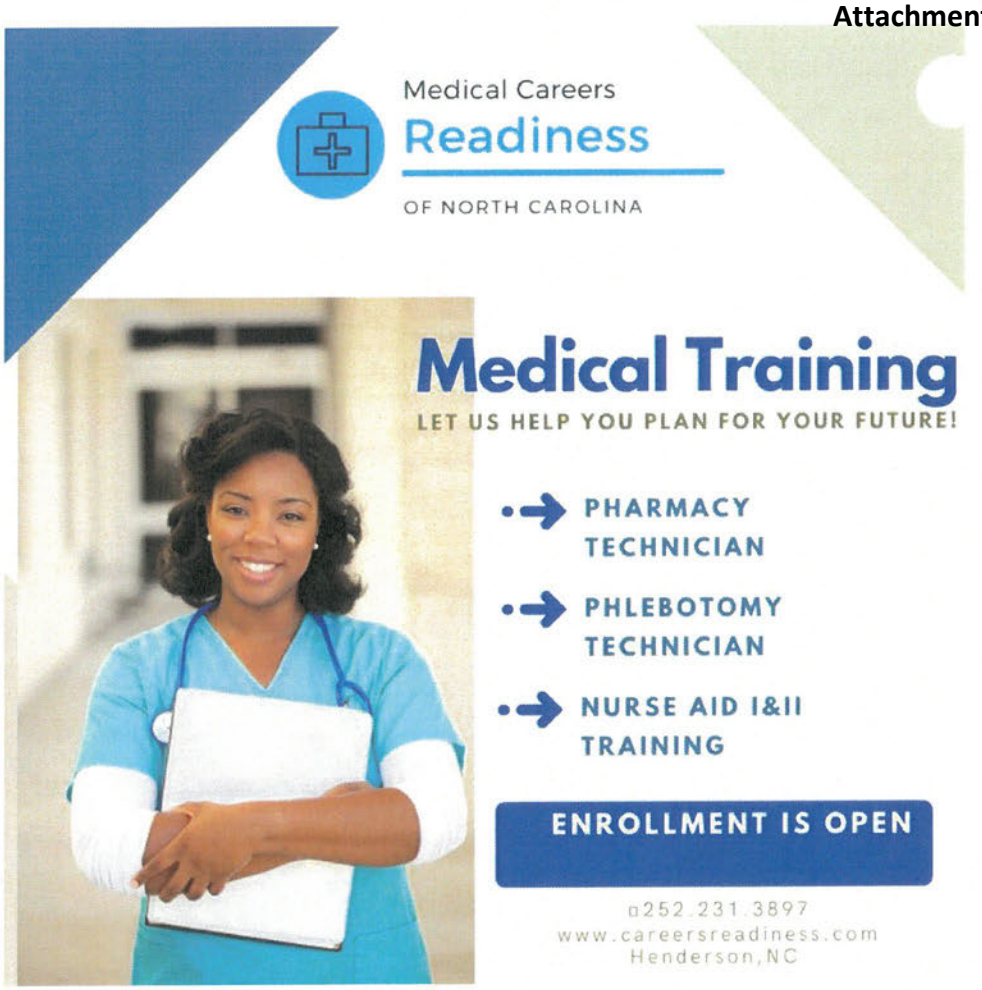
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Medical Careers Readiness of North Carolina
April 7, 2022 ·

Like Comment

No comments yet
Be the first to comment.

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SBCC
02/20/2026

MEDICAL CAREERS READINESS OF NORTH CAROLINA

Medical Careers Readiness of North Carolina
232B Dabney Drive | Henderson NC 27536
252.598.2020

September 16, 2025,
North Carolina Community College System
200 W. Jones St., Raleigh NC 27603

This response letter is submitted for the attention of the appropriate parties providing oversight to the North Carolina Proprietary School System.

Bold- Scott Corl
Italic- NaOnnie Lee

1). Unauthorized instruction after June 30, 2025 – During the most recent renewal cycle, schools were advised multiple times (January 23, February 7, February 26) that all existing licenses expired June 30, 2025, and that all advertisement and instruction was required to cease as of that date if the license was not renewed. This was reiterated to you directly on March 10 and again after the Community College Board completed the renewal cycle through its action on May 16. On May 19, we specifically advised you not to start any program that could not complete by June 30 and to refund all students accordingly. Despite this, you confirmed starting a Nurse Aide I cohort the next day (May 20) knowing it would not be completed by June 30. Finally, on June 19, we advised that the Community College Board did not authorize any instruction beyond June 30, because doing so would violate state law, and that impacted students should be refunded. You instead confirmed continued instruction of the Nurse Aide I program through approximately July 17. Please explain in detail why you continued instruction in the Nurse Aide I program beyond June 30, 2025.

- *On March 10, 2025, I responded to your renewal request and fees, confirming that we did intend to renew. However, as we made you aware, rural North Carolina was directly impacted by the Executive Orders that were in effect, and during this time (December 2024 through May 2026), we had not received state or federal funds. Based on the information available, we were under the impression that paying the*

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late fee would suffice and provide us with time to submit the renewal payment to your office.

- *Not only was I led to believe that paying the late fee would be sufficient to maintain our intent to renew prior to the license expiring, but a DHHS representative also understood this to be the case and communicated our intentions to your office accordingly.*
- *Instead, on May 16, we received a School Closure Form by email. At no time was closure discussed with us, nor did we provide any indication that we wished to discontinue business operations. In fact, a class had already started on May 20, a seven-week cohort. While we were prepared to continue operating, we attempted in good faith to comply with your request to cease classes effective June 30.*
- *At that time, you informed us that our students had not registered for that outcome and that DHHS had not approved the discontinuation. We sought a resolution that would satisfy your office while also protecting our students' education. DHHS recognized the need to manage the situation amicably and without undue disruption to student success, allowing the cohort to conclude as scheduled. This resolution was satisfactory for DHHS, our students, and our staff. Unfortunately, Scott did not agree with this outcome.*

2. Unauthorized advertisement after June 30, 2025 – As detailed above, our office provided clear guidance that advertisement of programs licensed by the Community College Board beyond June 30, 2025, was not authorized without a valid license. The school's license lapsed on June 30, 2025, but as of the date of this letter, its website https://careersreadiness.com/ advertises programs previously licensed by the Board (Medical Assistant, Phlebotomy, Pharmacy Technician and even Nurse Aide I, which DHHS withdrew) with a blue button reading "Apply Now!". Selecting the "Apply Now" button takes visitors to the school's application for enrollment. Under the FAQ page, the website still advises prospective students "Medical Careers Readiness is licensed and Approved by the North Carolina Community College Board." The school also appears to be actively advertising previously approved programs on social media as of the date of this letter—its Facebook page https://www.facebook.com/MedicalCareersReadiness/ states: "LET US HELP YOU PLAN FOR YOUR FUTURE!" with arrows directing prospective students to the Pharmacy Technician and Phlebotomy Technician programs. There is a blue button

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252.598.2020

stating: "ENROLLMENT IS OPEN". We note also the Facebook page advertises Nurse Aide I and II—it is our understanding DHHS withdrew approval of the Nurse Aide I program effective June 30 and moreover, your school was never authorized by the Board to offer Nurse Aide II training, and we have no knowledge the North Carolina Board of Nursing ever approved you to advertise or offer a Nurse Aide II training program. Proprietary schools are prohibited from advertising or offering unapproved training programs falling under the proprietary school statute. o We respectfully request that you immediately cease all advertisement of programs previously licensed by the State Board of Community Colleges. o Please explain in detail why you continued advertisement of the programs previously licensed by the State Board of Community Colleges beyond June 30, 2025. o Please explain in detail why the school's Facebook page advertises students can enroll in Nurse Aide II.

- ***Website & Domain***
  Medical Careers maintains a fully operational website under our owned domain. The site was originally set up by professional web developers who managed both the domain registration and website design. As our team does not have in-house digital expertise, we have relied on developers to make updates through ticket requests, or we seek out new developers as needed. By the time this letter reaches the Board, several updates will have been made, including the removal of any references to the North Carolina Community College System. Our website will remain active and visible to the public, as we are not closing and will continue providing continuing education courses, BLS certification, and healthcare-related laboratory services.
- ***Social Media Platforms***
  Various social media pages connected to Medical Careers were created by former employees over the years. However, Medical Careers Readiness has not had access to, nor posted on, these platforms for over a year. We do not rely on social media marketing to promote our programs. Instead, our model is based on community engagement and word-of-mouth referrals, which has proven highly effective in the rural regions we serve. Any mentions of "enrollment is open" are outdated typically more than two years old and not reflective of current operations. Regarding Nurse Aide II, there was only one post over two years ago during the approval process with the Board of Nursing. After review, I made the executive decision not to offer the

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Medical Careers Readiness of North Carolina
232B Dabney Drive | Henderson NC 27536
252.598.2020

program, as local workforce demand and healthcare employers in our area did not identify it as a necessary certification. We never received applications for Nurse Aide II, only general inquiries.

- ***Program Accreditation***
  All of our programs remain accredited and approved by national certifiers recognized by the Joint Commission. To maintain accuracy and compliance, we will remove any remaining references to the North Carolina Community College System from all materials associated with Medical Careers and MCRNC students.

3). **Failure to submit requested documentation – Our June 19 email requested copies of enrollment agreements and class rosters (complete with contact information) for the ongoing Phlebotomy and Nurse Aide I cohorts. The letter requested submission of the documents by close of business on June 24. You submitted information for the Phlebotomy class on June 30. We have not received the requested information for the Nurse Aide I program as of the date of this letter. o Please explain in detail why you failed to provide the requested information to the Office of Proprietary Schools by the close of business on June 24, 2025. o We renew our request for this documentation and ask that it be submitted with your response.**

- On June 27, 2025, we shared a live link to the Phlebotomy cohort student information and, as advised on June 4, we also provided DHHS with the Nurse Aide student information. For the Board's reference, I will attach the related email correspondence to this letter.

In addition, DHHS conducted a site visit in August 2025 to review all student enrollment records. Our reporting links remain active, and we are able and willing to provide this information to the North Carolina Community College System if required. For student privacy and to protect third-party business-to-business referrals, we can temporarily hide sensitive rows when granting access.

4). Refund information and documentation – When you delivered the checklist and fees to our office on July 25, you stated you were still processing refunds for students. Our office was aware of a Phlebotomy cohort that finished on or about June 27 and a Nurse Aide I cohort that completed on or about July 17. o Please explain in detail how many students were (or will be) refunded, the programs they were enrolled into, and

MEDICAL CAREERS READINESS OF NORTH CAROLINA

Medical Careers Readiness of North Carolina
232B Dabney Drive | Henderson NC 27536
252.598.2020

the date each student was enrolled. o Provide copies of the enrollment agreement for each student who was (or will be) refunded and corresponding documentation of the refund each student was (or will be) issued.

- There were no refunds to process for the Phlebotomy cohort, as that program was completed in full, and no refunds were issued for the Nurse Aide program, which was also completed. While we occasionally receive refund requests typically when a student withdraws or has previously withdrawn from an earlier enrollment prior to June 30 refunds are not a frequent occurrence. When we do get these sorts of request they do raise "RED FLAGS" usually spam.

In fact, we have only had one refund during this period (May- June), from a student who had paid only the initial deposit but had not yet signed an enrollment agreement. As outlined in our policies, deposits serve solely to reserve a student's seat in training until the enrollment agreement is finalized. This student was refunded please see refund receipt attached.

5.) As licensed from November 2023 through June 30, 2025, the school was required to provide students with the following training: • Medical Assisting – 300 total hours of instruction. • Nurse Aide I – 125 total hours of instruction. • Pharmacy Technician – 210 total hours of instruction. • Phlebotomy – 88 total hours of instruction. o Please confirm that all programs were taught as approved and that students in all programs licensed by the Community College Board received all instructional training as presented above.

- All programs were conducted and completed in accordance with the approved instructional hours. For the Board's awareness, once an application is submitted through the system, it cannot be corrected or amended without first withdrawing the application entirely. Because of this limitation and in reliance on the commitment made on July 25, 2025 by Scott that our application would be reviewed we patiently awaited your office's review so that any necessary changes could be addressed as part of that process, as we have successfully done in the past. In the past if there are minor changes such as this turn around time is relatively quick 24-72 hours never have, we experienced a week or two turn around since certifying with NCPS.

In conclusion, proprietary schools remain among the least supported institutions, yet they are some of the most effective in preparing the workforce. To ensure continued success,

MEDICAL CAREERS READINESS OF NORTH CAROLINA

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252.598.2020

additional resources such as training, marketing support, and professional development opportunities (including conferences) are essential for sustaining the community-based work we provide. Currently, these supports are not in place, and without clear handbooks or guidance documents, compliance becomes difficult to navigate. Too often, the only time schools are informed of noncompliance is after a violation has already occurred.

We respectfully request stronger support and engagement from NCPS and NCCC staff to help proprietary schools remain both effective and compliant. As an administrator, I am not a legal expert, and statutory codes are only referenced when they are cited in occasional email correspondence (received perhaps four to six times a year). In those moments, I am left to interpret the codes on my own. This highlights the urgent need for structured guidance and proactive advocacy for proprietary schools.

We ask that the Board recognize the vital role proprietary schools play in North Carolina's workforce pipeline and extend the same level of representation and support provided to community colleges.

Outlook

Re: Class Roster

From Medical Careers <medical@careersreadiness.com>
Date Wed 6/4/2025 5:04 PM
To Millner, Lisa D <lisa.millner@dhhs.nc.gov>
Cc Busick, Jana <Jana.Busick@dhhs.nc.gov>

Hi Lisa,

Bear with me for a moment—there are quite a few moving pieces and accommodations happening on our end. Please note that the student enrollment numbers may decrease due to factors such as attendance and failure to pay tuition.

If you have any additional questions or need further information, please don't hesitate to reach out.

Also, since we are proceeding with a "*New Initial License*", are there any changes required for the course schedule, or should we submit all documentation as new?

Amanda [redacted]
Anaiya [redacted]
Ayanna [redacted]
Kaija [redacted]
Keandrea [redacted]
Keymauri [redacted]
Makaisha [redacted]
Niacadiedra [redacted]
Priscilla [redacted]
Quydashie [redacted]
Tatyana [redacted]
ZyKirha [redacted]

NaOnnie Lee, CEO|Executive Director

Medical Careers Readiness of NC
232 B Dabney Drive, 27536
P: 252.598.2020
M: 757.739.7414
careersreadiness.com

Outlook

Your invoice was refunded (#000597-R-0001)

From Medical Careers Readiness of North Carolina <invoicing@messaging.squareup.com>
Date Tue 9/16/2025 7:28 PM
To Medical Careers <medical@careersreadiness.com>

MEDICAL CAREERS READINESS OF NORTH CAROLINA

Medical Careers Readiness of North Carolina

Refunded Invoice

$99.00

Paid with [redacted] on May 9, 2025 at 10:30 AM

Phlebotomy Tuition Plan
Invoice #[redacted]
June 26, 2025
Repeats every 2 weeks on Friday
Ended after 6 times

Customer

[redacted]

Download Invoice PDF

Invoice summary

Phlebotomy Training Program	**$99.00**
Subtotal	$99.00
Total Due	**$99.00**

Attachments

Enrollment Letter (1).pdf

View Attachments

[redacted]

05/09/25,
10:30 AM

Refunds	-$99.00
Canceled Order	-$99.00

Square
1955 Broadway, Suite 600
Oakland, CA 94612

Square Privacy Policy

Outlook

Your invoice was refunded (#[redacted]

From Medical Careers Readiness of North Carolina <invoicing@messaging.squareup.com>
Date Tue 9/16/2025 7:28 PM
To Medical Careers <medical@careersreadiness.com>

MEDICAL CAREERS READINESS OF NORTH CAROLINA

Medical Careers Readiness of North Carolina

Refunded Invoice

$492.80

Paid with [redacted] on May 10, 2025 at 7:01 PM

Tuition in full- Phlebotomy
Invoice #[redacted]
June 27, 2025

Customer
[redacted]

Download Invoice PDF

Invoice summary

Phlebotomy Tuition	**$492.80**
Subtotal	$492.80
Total Due	**$492.80**

[redacted]

05/10/25,
7:01 PM

Refunds	-$492.80
Canceled Order	-$492.80

Square
1955 Broadway, Suite 600
Oakland, CA 94612

Square Privacy Policy

[redacted]

ATTACHMENT B:

1) May 30 OPS email to school owner.
2) Response email from school owner.
3) OPS reply to school owner.
4) June 5 email from DHHS to school owner.
5) June 19 OPS letter to school owner.
6) Email response from school owner.
7) June 30 email from school owner with link for Phlebotomy cohort.
8) August 6 OPS letter to school owner.
9) September 16 email from school owner with link for Nurse Aide I cohort and additional documents.
10) School owner's written explanation dated September 16, 2025.

Monday, November 3, 2025 at 2:56:30 PM Eastern Standard Time

Subject: Re: Proprietary School License Expiration: June 30, 2025
Date: Friday, May 30, 2025 at 12:05:01 PM Eastern Daylight Time
From: Scott Corl
To: Medical Careers
CC: Rasheeda McCormick
Attachments: image001.png, Image.jpeg, image002.png

I am requesting confirmation about all programs. Confirm if any other programs have ongoing classes. Regarding the Nurse Aide I program, provide a roster with contact information (email and phone number) of all students.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

NC COMMUNITY COLLEGES
CREATING SUCCESS

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

From: Medical Careers <medical@careersreadiness.com>
Date: Friday, May 30, 2025 at 10:28 AM
To: Scott Corl <corls@nccommunitycolleges.edu>
Cc: Rasheeda McCormick <mcallisterr@nccommunitycolleges.edu>
Subject: Re: Proprietary School License Expiration: June 30, 2025

Scott the NA class has already started the First 2 weeks of class is introduction and orientation. They will begin lecture on June 2. Meaning they have gained access to the system collected uniforms and books. They would have began lecture this week but was

Monday, November 3, 2025 at 2:57:12 PM Eastern Standard Time

Subject: Re: Proprietary School License Expiration: June 30, 2025
Date: Friday, May 30, 2025 at 12:14:12 PM Eastern Daylight Time
From: Medical Careers
To: Scott Corl
CC: Rasheeda McCormick
Attachments: image001.png, Image.jpeg, image002.png, Outlook-yi3ibf5h.png

What do you need student person information for? I would rather provide that information to DHHS directly and you can deal directly with me regarding the current enrolled class that is coming to an end. We have a phlebotomy class that was due to start in July we will push the class date back until after the initial licensing phase is completed.

NaOnnie Lee, CEO|Executive Director

Medical Careers Readiness of NC
232 B Dabney Drive, 27536
P: 252.598.2020
M: 757.739.7414
careersreadiness.com



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From: Scott Corl <corls@nccommunitycolleges.edu>
Sent: Friday, May 30, 2025 12:04 PM
To: Medical Careers <medical@careersreadiness.com>
Cc: Rasheeda McCormick <mcallisterr@nccommunitycolleges.edu>
Subject: Re: Proprietary School License Expiration: June 30, 2025

I am requesting confirmation about all programs. Confirm if any other programs have ongoing classes. Regarding the Nurse Aide I program, provide a roster with contact information (email and phone number) of all students.

Best Regards,

Monday, November 3, 2025 at 2:57:43 PM Eastern Standard Time

Subject: Re: Proprietary School License Expiration: June 30, 2025
Date: Friday, May 30, 2025 at 12:36:30 PM Eastern Daylight Time
From: Scott Corl
To: Medical Careers
CC: Rasheeda McCormick
Attachments: image001.png, Image.jpeg, Outlook-yi3ibf5h.png, image002.png

State Board of Community Colleges Code: "Records of students shall be open for inspection by properly authorized officials of the State Board of Community Colleges."

Provide to DHHS if you refuse to provide it to our office as requested.

Regarding the July Phlebotomy program and any similar start date for any other program licensed by the Community College Board, you need to refund any students who have paid and enrolled into programs starting after June 30th. The license expires by statute on that date. You need to refund students accordingly. There is no authorization to hold money until an August start date.

You have stated that you have a Nurse Aide I program that started two weeks ago (Mid-May). Please clearly confirm if there any other ongoing programs licensed by the Community College Board.

Best Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
corls@nccommunitycolleges.edu

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E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina General Statutes.

Monday, November 3, 2025 at 3:22:05 PM Eastern Standard Time

Subject: [External]Medical Careers Readiness of NC
Date: Thursday, June 5, 2025 at 12:23:59 PM Eastern Daylight Time
From: Millner, Lisa D
To: 'Medical Careers'
CC: Busick, Jana, Scott Corl, Johnson, Jammie S, Hale, Jeannie C
Attachments: Medical Careers Readiness_June 5 2025.pdf

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Ms. Lee

Thank you for providing the roster of students for the current cohort.

Attached is a letter from our office in response to the recent inquiries concerning the status of the Nurse Aide I training program (#[redacted]) at Medical Careers Readiness of NC . We hope you find the information helpful.

Scott Corl is copied on the message since the program's business license to operate a proprietary school expires on June 30, 2025. Should you have questions regarding the school's business license, please contact the North Carolina Community College System, Office of Proprietary Schools.

Respectfully,

Lisa D. Millner RN
Piedmont Region Education Consultant
Health Care Personnel Education and Credentialing Section
Division Health Service Regulation
NC Department of Health and Human Services

Office: 704-774-0118
Fax: 919-733-9764
Lisa.millner@dhhs.nc.gov

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June 19, 2025

VIA EMAIL
NaOnnie Lee, Director
Medical Careers Readiness of North Carolina
232B Dabney Drive,
Henderson NC 27536

Re: Proprietary School License Expiration June 30, 2025; Ongoing Cohorts

Dear NaOnnie:

According to your email dated May 30, 2025, Medical Careers Readiness has ongoing instruction in two programs licensed by the State Board of Community Colleges: Nurse Aide I and Phlebotomy. This letter addresses each program in accordance with the upcoming statutory termination of the school's proprietary license on June 30, 2025.

Our office noticed school owners throughout the license renewal cycle (beginning January 23rd) that all instruction authorized by the State Board of Community Colleges must cease as of June 30, 2025, if the school's license was not renewed. We further advised against starting instruction that could not be completed by that date, and to refund students accordingly. Despite these directives (one was issued on May 19th), the ongoing Nurse Aide I cohort began orientation May 20th and is not scheduled to complete until July 21st. You subsequently advised the Phlebotomy program is scheduled to complete June 25th.

Ongoing Nurse Aide I Cohort – In your May 30th correspondence you stated the only viable option to complete the program by June 30th, was to modify the class schedule to daily classes, including weekends. Students did not agree to a month-long, daily schedule when they enrolled into the program, and you did not provide any documentation that DHHS approved such a drastic modification.

Our office was copied on DHHS' notice (dated June 5, 2025) stating that federal law required that entity to allow the ongoing Nurse Aide I class to complete. DHHS' notice does not change our standard or expectation that schools adhere to North Carolina's proprietary school statute. You should not have started the current Nurse Aide I cohort

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and put students in this position knowing instruction would not be completed before your current license expires by statute on June 30th. Students should have been refunded in-full. Unfortunately, that is what should still happen because the proprietary statute does not authorize any type of instruction after June 30th without a valid license. We recognize DHHS is allowing you to complete the ongoing Nurse Aide I cohort scheduled to complete instruction on or about July 21st, but doing so will be without the approval or authorization of the State Board of Community Colleges, and it will be taken into consideration if you reapply for licensing.

Ongoing Phlebotomy Cohort - In your May 30th correspondence you stated there is an ongoing Phlebotomy cohort that is "nearing completion". You subsequently advised the cohort was scheduled to complete June 25th. If instruction cannot be completed by June 30th for any reason, students should be fully refunded.

Requested Confirmation and Documentation – It is my understanding from our email communications that you have refunded all students (in-full) in programs previously scheduled to start in July – please confirm that as accurate. I am requesting copies of enrollment agreements and class rosters (complete with contact information) for all students in the ongoing Nurse Aide I and Phlebotomy cohorts. Please provide this information to our office by the close of business on Tuesday, June 24, 2025.

Regards,

[redacted]

Scott Corl
Executive Director
Office of Proprietary Schools
919-807-7061
corls@nccommunitycolleges.edu

cc: Jonnell Carpenter, General Counsel
NC Community College System

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Monday, November 3, 2025 at 2:59:42 PM Eastern Standard Time

Subject: Re: Proprietary School License Expiration June 30, 2025; Ongoing Cohorts
Date: Thursday, June 19, 2025 at 6:32:04 PM Eastern Daylight Time
From: Medical Careers
To: Scott Corl
CC: Rasheeda McCormick, Candice Null
Attachments: image001.png, Image.jpeg

Hello Scott,

Happy Juneteenth to you and your team.

In response to your recent letter, I'd like to better understand the specific concern being raised. Is your concern centered around DHHS allowing the class to conclude, or is it related to the refunds we are in the process of issuing— which, as communicated, may take up to 30 days and are scheduled to be processed in the order received, no later than June 30th?

At this time, both the Nurse Aide and Phlebotomy programs are nearing completion. We are fully prepared to provide any contact information, documentation, or communication records you may need in support of your review.

However, your letter reads more like the initiation of an investigation. If that is, in fact, the intent, I respectfully ask for clarification before we proceed with the submission of any non-refundable payments to your office, particularly as we are working toward renewal by August.

I look forward to your response and appreciate your clarification.

Best regards,

NaOnnie Lee, CEO | Executive Director

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careersreadiness.com

Monday, November 3, 2025 at 3:05:39 PM Eastern Standard Time

Subject: [External] Phlebotomy Class Student Information – Class Ended 6/27
Date: Monday, June 30, 2025 at 1:19:37 PM Eastern Daylight Time
From: Medical Careers
To: Scott Corl
CC: Rasheeda McCormick
Attachments: Outlook-t4kvj00s.png

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Hi Scott,

Please utilize the link below to view all student information for the Phlebotomy class that ended on June 27th. Students will take their National Exam at home on 7/12.

Gradebook 4.28.25.xlsx

NaOnnie Lee, CEO|Executive Director

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August 6, 2025

VIA Email
NaOnnie Lee
Medical Careers Readiness of North Carolina
232 Dabney Drive, Suite B
Henderson, NC 27536

Re: Initial Application Review (2025-2026 Licensing Year)

Dear NaOnnie:

The Office of Proprietary Schools has completed its review of your initial application. Please read the information below carefully and contact our office with any questions.

INSTITUTIONAL PROFILE:

1) Campus Information – Main campus address information is incomplete. Correct.
2) Campus Property:
   a) Floor Plan – This was not provided in the application. Supplement a floor plan using the directions provided in the portal.
   b) Safety Inspection – This was not provided in the application. Supplement the most recent safety inspection report showing no outstanding safety concerns. You should be able to obtain a copy from your landlord or from the local fire department (it usually conducts the inspection). If, for any reason, your local municipality does not require a safety inspection please provide a signed statement on letterhead documenting it.

PROGRAM INFORMATION:

Program Measurement Issues - The initial application contains three of the four previously approved programs: Medical Assistant, Pharmacy Technician, and Phlebotomy. However, there are significant differences between the hour measurements of the previously approved programs and those presented in the current

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application. We believe the changes will potentially impact approval of the programs as outlined below:

Medical Assistant – This program was originally approved at 300 total contact hours (220 lecture, 0 lab, 80 externship), but the new application identifies the program at 188 total contact hours (88 lecture, 20 lab, 80 externship). The original program was approved for hybrid delivery, but the program delivery was changed to traditional. The tuition price of $1,300 did not change. The Board will be comparing the original approval with the new application in the portal and will want to understand:

- Why did the program measurements change so dramatically?
- Confirm the instructional delivery of the program will be traditional and not hybrid.
- The proposed program appears to offer roughly 40% less instruction, but tuition costs will remain unchanged. Can you please explain why.
- Potential Licensing Issue: We need to alert you to a potential issue regarding approval of this program as it is presented in the application. For approval, the proprietary statue requires the Board to find "The courses, curriculum and instruction are consistent in quality, content and length with similar courses in public schools and other private schools in the State". The current range of approved proprietary Medical Assistant programs is up to 72 credit hours for CAAHEP approved programs, and between 300 – 920 clock hours for non-CAAHEP programs. Your prior program was at the bottom of the approved range, and the new application identifies the program at just 188 hours (roughly 40% less instruction). We question whether the Board will find it consistent with other licensed programs. We will present the program to the Board at 188 hours if you request, but we want to make you aware of this issue and recommend revising the program curriculum accordingly. Please advise regarding your intent.

*Please see our review letter (issued October 4, 2023) for your original application. Your original application identified the Medical Assistant program at 200 total contact hours. Our office provided the same guidance regarding the licensed hour ranges for Medical Assistant programs, and you ultimately increased the hours to 300, which was approved by the Board. The current portal application is requesting approval for even less hours—188—than your original submission.

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Pharmacy Technician – This program was originally approved at 210 total contact hours (90 lecture, 0 lab, 120 externship), but the new application identifies the program at 156 total contact hours (total hours are listed at 36 in the application, but it appears to total 156—correct this in the portal) (36 lecture, 20 lab, 100 externship). The instruction had a traditional delivery method originally, but the delivery method was changed to "online". The Board will be comparing the original approval with the new application in the portal and will want to understand:

- Why did the program measurement change?
- Confirm if delivery for this program will be traditional or online. If the program will be delivered online, we need to understand how all of it will be delivered—the application appears to show 36 hours delivered Asynchronously—what about the remaining hours? The 36-hour measurement appears to match the lecture hours in the application for this program—will just the lecture portion of the curriculum be delivered online while the remainder is delivered in a traditional format? If so, then you should identify the program delivery as "hybrid" and explain what hours will be online and what hours will be traditional.
- The proposed program appears to offer roughly 25% less instruction, but tuition costs will remain unchanged. Can you please explain why.

Phlebotomy - This program was originally approved at 88 total contact hours (44 lecture, 44 lab, 0 externship), but the new application identifies the program at 48 total contact hours (24 lecture, 12 lab, 12 externship). The tuition cost of the program appears to be the same--$1,100. As presented, the program now includes a 12-hour externship, but you responded "no" to whether the program has an off-site externship. Please explain or correct by supplementing third-party externship agreements. The Board will be comparing the original approval with the new application in the portal and will want to understand:

- Why did the program measurement change so dramatically?
- The proposed program appears to offer roughly 45% less instruction, but tuition costs will remain unchanged. Can you please explain why.
- The certification for this program appears to have changed. The originally approved program offered certification through the National Performance Specialists or through the National Healthcareer Association. The certification is now listed as the National Phlebotomy Solutions (NPS) or National Center for Competency Testing. Did the certification change for this program, and if so, why?

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- Potential Licensing Issue: We need to alert you to a potential issue regarding approval of this program as it is presented in the application. For approval, the proprietary statue requires the Board to find "The courses, curriculum and instruction are consistent in quality, content and length with similar courses in public schools and other private schools in the State". The current range of approved proprietary Phlebotomy programs runs from 88-240 clock hours. Your prior program was at the bottom of the approved range, and the new application identifies the program at just 48 hours (roughly 45% less instruction). We question whether the Board will find it consistent with other licensed programs. We will present the program to the Board at 48 hours if you request, but we want to make you aware of this issue and recommend revising the program curriculum accordingly. Please advise regarding your intent.

*Please see our review letter (issued October 4, 2023) for your original application. Your original application identified the Phlebotomy program at 48 total contact hours. Our office provided the same guidance regarding the licensed hour ranges for Phlebotomy programs, and you ultimately increased the hours to 88, which was approved by the Board. The current portal application is requesting approval for the same hours—48—as your original submission.

Nurse Aide I – This program was not included in the application. It is our understanding you are working with DHHS to reinstate approval of this program. The Board will not approve the Nurse Aide I program until it is reinstated, but we suggest including it in your application for licensure if you intend to offer the program during the initial year of licensing. You do not have to do so, but if you do not include the program in the application and add it afterward, a $200 program addition fee will apply.

DOCUMENTS:

1) School Catalog – Please correct the following items in the school catalog:

- The uploaded catalog does not appear to include all the pages--it starts on page 3?
- Nurse Aide I is listed on page 3 and identifies Lisa Dove as the instructor. Neither the program nor instructor are listed in the license portal and DHHS removed

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approval to offer the program. It must be removed from the catalog until it is properly licensed.

- Admission Requirements- Pg 3. The admissions requirements must comply with the rule below. Specifically, the school must collect copies of transcripts and if accepting students without a high school, GED or college transcript, then the school must use one of the approved Ability to Benefit Tests listed on our website. The admission requirements are provided below for reference:
  - 2A SBCCC 400.2 Admission Requirements
    - a) The admission requirements for schools licensed under Article 8 of Chapter 115D of the General Statutes of North Carolina shall be made available to the public and administered as written.
    - (b) As a prerequisite to enrolling in a certificate or diploma course, the school shall require one of the following:

      (1) Graduation from a public, private, or home high school that operates in compliance with state or local law;

      (2) A certificate of high school equivalency;

      (3) Graduation from a community college or university that operates in compliance with state or local law; (4) Completion of secondary education that is equivalent to high school education in the United States;

      (5) The student's signed, notarized attestation of graduation from a public, private, or home high school that operates in compliance with state or local law, receipt of a certificate of high school equivalency, graduation from a community college or university that operates in compliance with state or local law, or completion of secondary education equivalent to high school education in the United States;

      (6) For individuals beyond the age of compulsory secondary school attendance who did not graduate from a public, private, or state home high school, obtain a certificate of high school equivalency,

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graduate from a community college or university that all operate in compliance with state or local law, or complete secondary education equivalent to high school education in the United States; demonstration of an ability to benefit as determined by any test instrument approved by the Department of Education; or

(7) The school shall only admit a student pursuant to Subsection (b)(5) if the student provides the school with written evidence of the student's inability to obtain a copy of the student's high school transcript, certificate of high school equivalency, community college or university transcript, or completion of secondary education equivalent to high school education in the United States. The school shall not permit high school students to attend the school during the time that high schools are in regular session, except in individual cases approved by the student's high school principal in writing. The proprietary school shall include a copy of the approved form in the student's record.

- (c) Schools shall maintain a copy of the high school transcript in the student's record for students admitted pursuant to Subsection (b)(1) of this Section.
- (d) Schools shall maintain a copy of the certificate of high school equivalency in the student's record for students admitted pursuant to Subsection (b)(2).
- (e) Schools shall maintain a copy of the community college or university transcript in the student's record for students admitted pursuant to Subsection (b)(3).
- (f) Schools shall maintain a copy of the educational diploma or transcript, translated in English, for students admitted pursuant to Subsection (b)(4).
- (g) Schools shall maintain a copy of the student's signed, notarized attestation for students admitted pursuant to Subsection (b)(5).
- (h) Schools shall maintain the results of the ability to benefit test in the student's record for students admitted pursuant to Subsection (b)(6).

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- Refund Policy-Pg 4. The refund policy must comply with the following rule:
  - **G.S. 115D-90(b)(7)i -** For institutions receiving federal funds, the policy and regulations shall require the institution to comply with federal law requirements for refunds. For all other institutions, the policy and regulations shall provide for, at a minimum, the following provisions:
    1. If any of the following occur prior to the first day of class, a student shall receive a one hundred percent (100%) refund, including non-refundable fees already paid:
       I. The student withdraws.
       II. The student is caused to withdraw by the school.
       III. The school cancels the class.
    2. If the student withdraws or is caused to withdraw by the school on or before completing twenty-five percent (25%) of the period of enrollment for which the student was charged, the student shall receive a refund of seventy-five percent (75%), excluding any disclosed nonrefundable fees.

- Program/Curriculum Hours- Pg.7. The program hours do not match the hours listed in the license portal. For example, the catalog has Pharmacy Tech- 120 hours and Medical Assistant - 310 hours. In the license portal you have listed Pharmacy Tech at 36 total hours and Medical Assistant at 188 hours. Lastly, Nurse Aide I is listed in the catalog, but the program is not included in the portal application. See also our comments about programs above. Revise as necessary.
- The catalog is missing the following elements:
  - Volume number, and/or date of publication.
  - Calendar showing legal holidays, beginning and ending dates of each quarter, term or semester, and other important dates.
  - Process and cost of requesting academic records (transcripts) kept by the institution and furnished to the student.
  - Calendar showing legal holidays, beginning and ending dates of each quarter, term or semester, and other important dates (the included schedule only shows holidays, no start and end dates.)

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2) Student Application – The uploaded document discusses an application students must complete, but I did not see the actual application. Upload a sample copy of the application students complete.
3) Student Enrollment Agreement – The proprietary school statute was revised at the end of 2024, including the required refund owed to students (this information was provided to all schools via email). Revise the refund policy on the uploaded Enrollment Agreement in accordance with the new statutory language below:
For institutions receiving federal funds, the policy and regulations shall require the institution to comply with federal law requirements for refunds. For all other institutions, the policy and regulations shall provide for, at a minimum, the following provisions:
1. If any of the following occur prior to the first day of class, a student shall receive a one hundred percent (100%) refund, including nonrefundable fees already paid:
I. The student withdraws.
II. The student is caused to withdraw by the school.
III. The school cancels the class.
2. If the student withdraws or is caused to withdraw by the school on or before completing twenty-five percent (25%) of the period of enrollment for which the student was charged, the student shall receive a refund of seventy-five percent (75%), excluding any disclosed nonrefundable fees.
4) Tuition and Fee Payments Form - The uploaded document is acceptable, but please upload either a "sample student" copy (preferred) or redact the personal identifiable information on the uploaded document.
5) Withdrawal Form – For auditing purposes, the withdraw form should identify the student's last date of attendance, the percentage of the program the student completed as of the date of withdrawal, identification of the refund amount owed to the student (if applicable) and if a refund was issued, confirmation of the refund issued to the student (you should attach a copy of the check used to refund the student to the withdraw form so it can be verified during the audit).
6) Student Transcript – The uploaded document is acceptable, but please upload either a "sample student" copy (preferred) or redact the personal identifiable information on the uploaded document.

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BOND:

1) Bond Information – The bond renewal date is identified at "1/09/2028" but the uploaded Continuation Certificate appears to show the next bond renewal is due 10/2/2025. Correct the bond renewal date or supplement an updated Continuation Certificate if you have paid to extend the bond through 2028. A current and active bond is a requirement of licensing. Assuming the bond is due for renewal on October 2, we advise you to contact your bond company to process the renewal.

In addition to the corrections above, the Proprietary Board will have specific questions concerning the items below. Please provide a detailed explanation on a separate sheet(s) of paper regarding each item. Include the question with your response. Your explanations will be provided to them for their review of your application.

1) Unauthorized instruction after June 30, 2025 – During the most recent renewal cycle, schools were advised multiple times (January 23, February 7, February 26) that all existing licenses expired June 30, 2025, and that all advertisement and instruction was required to cease as of that date if the license was not renewed. This was reiterated to you directly on March 10 and again after the Community College Board completed the renewal cycle through its action on May 16. On May 19, we specifically advised you not to start any program that could not complete by June 30 and to refund all students accordingly. Despite this, you confirmed starting a Nurse Aide I cohort the next day (May 20) knowing it would not complete by June 30. Finally, on June 19, we advised that the Community College Board did not authorize any instruction beyond June 30, because doing so would violate state law, and that impacted students should be refunded. You instead confirmed continued instruction of the Nurse Aide I program through approximately July 17.
   - Please explain in detail why you continued instruction in the Nurse Aide I program beyond June 30, 2025.

2) Unauthorized advertisement after June 30, 2025 – As detailed above, our office provided clear guidance that advertisement of programs licensed by the Community College Board beyond June 30, 2025, was not authorized without a valid license. The school's license lapsed on June 30, 2025, but as of the date of this letter, its website https://careersreadiness.com/ advertises programs previously licensed by

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President
200 W. Jones St., Raleigh NC 27603

the Board (Medical Assistant, Phlebotomy, Pharmacy Technician and even Nurse Aide I, which DHHS withdrew) with a blue button reading "Apply Now!". Selecting the "Apply Now" button takes visitors to the school's application for enrollment. Under the *FAQ* page, the website still advises prospective students "Medical Careers Readiness is licensed and Approved by the North Carolina Community College Board." The school also appears to be actively advertising previously approved programs on social media as of the date of this letter—its Facebook page https://www.facebook.com/MedicalCareersReadiness/ states: "LET US HELP YOU PLAN FOR YOUR FUTURE!" with arrows directing prospective students to the Pharmacy Technician and Phlebotomy Technician programs. There is a blue button stating: "ENROLLMENT IS OPEN". We note also the Facebook page advertises Nurse Aide I and II—it is our understanding DHHS withdrew approval of the Nurse Aide I program effective June 30 and moreover, your school was never authorized by the Board to offer Nurse Aide II training, and we have no knowledge the North Carolina Board of Nursing ever approved you to advertise or offer a Nurse Aide II training program. Proprietary schools are prohibited from advertising or offering unapproved training programs falling under the proprietary school statute.

- We respectfully request that you immediately cease all advertisement of programs previously licensed by the State Board of Community Colleges.
- Please explain in detail why you continued advertisement of the programs previously licensed by the State Board of Community Colleges beyond June 30, 2025.
- Please explain in detail why the school's Facebook page advertises students can enroll in Nurse Aide II.

3) Failure to submit requested documentation – Our June 19 email requested copies of enrollment agreements and class rosters (complete with contact information) for the ongoing Phlebotomy and Nurse Aide I cohorts. The letter requested submission of the documents by close of business on June 24. You submitted information for the Phlebotomy class on June 30. We have not received the requested information for the Nurse Aide I program as of the date of this letter.
   - Please explain in detail why you failed to provide the requested information to the Office of Proprietary Schools by the close of business on June 24, 2025.
   - We renew our request for this documentation and ask that it be submitted with your response.

Mailing Address: 5001 Mail Service Center | Raleigh, NC 27699-5001
Street Address: 200 W. Jones St. | Raleigh, NC 27603
nccommunitycolleges.edu | Phone: 919-807-7100 | Fax: 919-807-7173

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Dr. Jeff A. Cox
President
200 W. Jones St., Raleigh NC 27603

4) Refund information and documentation – When you delivered the checklist and fees to our office on July 25, you stated you were still processing refunds for students. Our office was aware of a Phlebotomy cohort that finished on or about June 27 and a Nurse Aide I cohort that completed on or about July 17.
   - Please explain in detail how many students were (or will be) refunded, the programs they were enrolled into, and the date each student was enrolled.
   - Provide copies of the enrollment agreement for each student who was (or will be) refunded and corresponding documentation of the refund each student was (or will be) issued.

5) As licensed from November 2023 through June 30, 2025, the school was required to provide students with the following training:
   - Medical Assisting – 300 total hours of instruction.
   - Nurse Aide I – 125 total hours of instruction.
   - Pharmacy Technician – 210 total hours of instruction.
   - Phlebotomy – 88 total hours of instruction.
   - Please confirm that all programs were taught as approved and that students in all programs licensed by the Community College Board received all instructional training as presented above.

Please make all requested changes in the licensing portal. Submit responses to the questions presented under **"PROGRAM INFORMATION"** and the five (5) questions above via email. Contact our office if you have questions.

Regards,

[redacted]

Scott Corl
Office of Proprietary Schools
NC Community College System
919-807-7061

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North Carolina Community College System
Dr. Jeff A. Cox
President
200 W. Jones St., Raleigh NC 27603

corls@nccommunitycolleges.edu

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Street Address: 200 W. Jones St. | Raleigh, NC 27603
nccommunitycolleges.edu | Phone: 919-807-7100 | Fax: 919-807-7173

Monday, November 3, 2025 at 3:08:12 PM Eastern Standard Time

Subject: Re: Outstanding Corrections; Missed Deadline
Date: Tuesday, September 16, 2025 at 7:40:24 PM Eastern Daylight Time
From: Medical Careers
To: Rasheeda McCormick, Candice Null, Scott Corl
Attachments: image001.png, Outlook-fcpytjo3.png, image002.png, Image.jpeg, Outlook-NCCCS, One.png, Outlook-vi3dcj2e.png, Outlook-i1p4g3rg.png, Initial Application Review Response Letter 9.16.25.pdf, Nurse Aide Roster.pdf, Deposit Refund.pdf, Refund 1- No Agreement.pdf

See attached.

Nurse Aide Roster Link:
Gradebook 6.10.2025.xlsx

NaOnnie Lee, CEO|Executive Director

Medical Careers Readiness of NC
232 B Dabney Drive, 27536
P: 252.598.2020
M: 757.739.7414
careersreadiness.com

MEDICAL CAREERS READINESS OF NORTH CAROLINA

Let's Chat

CONFIDENTIALITY NOTICE: This email, including attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use or disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender immediately and destroy all copies of the original message.

From: Medical Careers <medical@careersreadiness.com>
Sent: Tuesday, September 16, 2025 7:19 PM
To: Rasheeda McCormick <mcallisterr@nccommunitycolleges.edu>; Candice Null <fallerc@nccommunitycolleges.edu>; Scott Corl <corls@nccommunitycolleges.edu>
Subject: Re: Outstanding Corrections; Missed Deadline

Rasheeda and Candice,

Thank you for taking my call in Scott's absence. I am attaching my response to the questions on pages 9–12 for your office review.

I would also like to attend the November 6th meeting to better understand how the meetings are facilitated and what representation NCPS has on the Board. Regarding our

Outlook

Re: Class Roster

From Medical Careers <medical@careersreadiness.com>
Date Wed 6/4/2025 5:04 PM
To Millner, Lisa D <lisa.millner@dhhs.nc.gov>
Cc Busick, Jana <Jana.Busick@dhhs.nc.gov>

Hi Lisa,

Bear with me for a moment—there are quite a few moving pieces and accommodations happening on our end. Please note that the student enrollment numbers may decrease due to factors such as attendance and failure to pay tuition.

If you have any additional questions or need further information, please don't hesitate to reach out.

Also, since we are proceeding with a "*New Initial License*", are there any changes required for the course schedule, or should we submit all documentation as new?

Amanda [redacted]
Anaiya [redacted]
Ayanna [redacted]
Kaija [redacted]
Keandrea [redacted]
Keymauri [redacted]
Makaisha [redacted]
Niacadiedra [redacted]
Priscilla [redacted]
Quydashie [redacted]
Tatyana [redacted]
ZyKirha [redacted]

NaOnnie Lee, CEO|Executive Director

Medical Careers Readiness of NC
232 B Dabney Drive, 27536
P: 252.598.2020
M: 757.739.7414
careersreadiness.com

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232B Dabney Drive | Henderson NC 27536
252.598.2020

September 16, 2025,
North Carolina Community College System
200 W. Jones St., Raleigh NC 27603

This response letter is submitted for the attention of the appropriate parties providing oversight to the North Carolina Proprietary School System.

Bold- Scott Corl
Italic- NaOnnie Lee

1). Unauthorized instruction after June 30, 2025 – During the most recent renewal cycle, schools were advised multiple times (January 23, February 7, February 26) that all existing licenses expired June 30, 2025, and that all advertisement and instruction was required to cease as of that date if the license was not renewed. This was reiterated to you directly on March 10 and again after the Community College Board completed the renewal cycle through its action on May 16. On May 19, we specifically advised you not to start any program that could not complete by June 30 and to refund all students accordingly. Despite this, you confirmed starting a Nurse Aide I cohort the next day (May 20) knowing it would not be completed by June 30. Finally, on June 19, we advised that the Community College Board did not authorize any instruction beyond June 30, because doing so would violate state law, and that impacted students should be refunded. You instead confirmed continued instruction of the Nurse Aide I program through approximately July 17. Please explain in detail why you continued instruction in the Nurse Aide I program beyond June 30, 2025.

- *On March 10, 2025, I responded to your renewal request and fees, confirming that we did intend to renew. However, as we made you aware, rural North Carolina was directly impacted by the Executive Orders that were in effect, and during this time (December 2024 through May 2026), we had not received state or federal funds. Based on the information available, we were under the impression that paying the*

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late fee would suffice and provide us with time to submit the renewal payment to your office.

- *Not only was I led to believe that paying the late fee would be sufficient to maintain our intent to renew prior to the license expiring, but a DHHS representative also understood this to be the case and communicated our intentions to your office accordingly.*
- *Instead, on May 16, we received a School Closure Form by email. At no time was closure discussed with us, nor did we provide any indication that we wished to discontinue business operations. In fact, a class had already started on May 20, a seven-week cohort. While we were prepared to continue operating, we attempted in good faith to comply with your request to cease classes effective June 30.*
- *At that time, you informed us that our students had not registered for that outcome and that DHHS had not approved the discontinuation. We sought a resolution that would satisfy your office while also protecting our students' education. DHHS recognized the need to manage the situation amicably and without undue disruption to student success, allowing the cohort to conclude as scheduled. This resolution was satisfactory for DHHS, our students, and our staff. Unfortunately, Scott did not agree with this outcome.*

2. Unauthorized advertisement after June 30, 2025 – As detailed above, our office provided clear guidance that advertisement of programs licensed by the Community College Board beyond June 30, 2025, was not authorized without a valid license. The school's license lapsed on June 30, 2025, but as of the date of this letter, its website https://careersreadiness.com/ advertises programs previously licensed by the Board (Medical Assistant, Phlebotomy, Pharmacy Technician and even Nurse Aide I, which DHHS withdrew) with a blue button reading "Apply Now!". Selecting the "Apply Now" button takes visitors to the school's application for enrollment. Under the FAQ page, the website still advises prospective students "Medical Careers Readiness is licensed and Approved by the North Carolina Community College Board." The school also appears to be actively advertising previously approved programs on social media as of the date of this letter—its Facebook page https://www.facebook.com/MedicalCareersReadiness/ states: "LET US HELP YOU PLAN FOR YOUR FUTURE!" with arrows directing prospective students to the Pharmacy Technician and Phlebotomy Technician programs. There is a blue button

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stating: "ENROLLMENT IS OPEN". We note also the Facebook page advertises Nurse Aide I and II—it is our understanding DHHS withdrew approval of the Nurse Aide I program effective June 30 and moreover, your school was never authorized by the Board to offer Nurse Aide II training, and we have no knowledge the North Carolina Board of Nursing ever approved you to advertise or offer a Nurse Aide II training program. Proprietary schools are prohibited from advertising or offering unapproved training programs falling under the proprietary school statute. o We respectfully request that you immediately cease all advertisement of programs previously licensed by the State Board of Community Colleges. o Please explain in detail why you continued advertisement of the programs previously licensed by the State Board of Community Colleges beyond June 30, 2025. o Please explain in detail why the school's Facebook page advertises students can enroll in Nurse Aide II.

- ***Website & Domain***
  Medical Careers maintains a fully operational website under our owned domain. The site was originally set up by professional web developers who managed both the domain registration and website design. As our team does not have in-house digital expertise, we have relied on developers to make updates through ticket requests, or we seek out new developers as needed. By the time this letter reaches the Board, several updates will have been made, including the removal of any references to the North Carolina Community College System. Our website will remain active and visible to the public, as we are not closing and will continue providing continuing education courses, BLS certification, and healthcare-related laboratory services.
- ***Social Media Platforms***
  Various social media pages connected to Medical Careers were created by former employees over the years. However, Medical Careers Readiness has not had access to, nor posted on, these platforms for over a year. We do not rely on social media marketing to promote our programs. Instead, our model is based on community engagement and word-of-mouth referrals, which has proven highly effective in the rural regions we serve. Any mentions of "enrollment is open" are outdated typically more than two years old and not reflective of current operations. Regarding Nurse Aide II, there was only one post over two years ago during the approval process with the Board of Nursing. After review, I made the executive decision not to offer the

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program, as local workforce demand and healthcare employers in our area did not identify it as a necessary certification. We never received applications for Nurse Aide II, only general inquiries.

- ***Program Accreditation***
  All of our programs remain accredited and approved by national certifiers recognized by the Joint Commission. To maintain accuracy and compliance, we will remove any remaining references to the North Carolina Community College System from all materials associated with Medical Careers and MCRNC students.

3). **Failure to submit requested documentation – Our June 19 email requested copies of enrollment agreements and class rosters (complete with contact information) for the ongoing Phlebotomy and Nurse Aide I cohorts. The letter requested submission of the documents by close of business on June 24. You submitted information for the Phlebotomy class on June 30. We have not received the requested information for the Nurse Aide I program as of the date of this letter. o Please explain in detail why you failed to provide the requested information to the Office of Proprietary Schools by the close of business on June 24, 2025. o We renew our request for this documentation and ask that it be submitted with your response.**

- On June 27, 2025, we shared a live link to the Phlebotomy cohort student information and, as advised on June 4, we also provided DHHS with the Nurse Aide student information. For the Board's reference, I will attach the related email correspondence to this letter.

In addition, DHHS conducted a site visit in August 2025 to review all student enrollment records. Our reporting links remain active, and we are able and willing to provide this information to the North Carolina Community College System if required. For student privacy and to protect third-party business-to-business referrals, we can temporarily hide sensitive rows when granting access.

4). Refund information and documentation – When you delivered the checklist and fees to our office on July 25, you stated you were still processing refunds for students. Our office was aware of a Phlebotomy cohort that finished on or about June 27 and a Nurse Aide I cohort that completed on or about July 17. o Please explain in detail how many students were (or will be) refunded, the programs they were enrolled into, and

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the date each student was enrolled. o Provide copies of the enrollment agreement for each student who was (or will be) refunded and corresponding documentation of the refund each student was (or will be) issued.

- There were no refunds to process for the Phlebotomy cohort, as that program was completed in full, and no refunds were issued for the Nurse Aide program, which was also completed. While we occasionally receive refund requests typically when a student withdraws or has previously withdrawn from an earlier enrollment prior to June 30 refunds are not a frequent occurrence. When we do get these sorts of request they do raise "RED FLAGS" usually spam.

In fact, we have only had one refund during this period (May- June), from a student who had paid only the initial deposit but had not yet signed an enrollment agreement. As outlined in our policies, deposits serve solely to reserve a student's seat in training until the enrollment agreement is finalized. This student was refunded please see refund receipt attached.

5.) As licensed from November 2023 through June 30, 2025, the school was required to provide students with the following training: • Medical Assisting – 300 total hours of instruction. • Nurse Aide I – 125 total hours of instruction. • Pharmacy Technician – 210 total hours of instruction. • Phlebotomy – 88 total hours of instruction. o Please confirm that all programs were taught as approved and that students in all programs licensed by the Community College Board received all instructional training as presented above.

- All programs were conducted and completed in accordance with the approved instructional hours. For the Board's awareness, once an application is submitted through the system, it cannot be corrected or amended without first withdrawing the application entirely. Because of this limitation and in reliance on the commitment made on July 25, 2025 by Scott that our application would be reviewed we patiently awaited your office's review so that any necessary changes could be addressed as part of that process, as we have successfully done in the past. In the past if there are minor changes such as this turn around time is relatively quick 24-72 hours never have, we experienced a week or two turn around since certifying with NCPS.

In conclusion, proprietary schools remain among the least supported institutions, yet they are some of the most effective in preparing the workforce. To ensure continued success,

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252.598.2020

additional resources such as training, marketing support, and professional development opportunities (including conferences) are essential for sustaining the community-based work we provide. Currently, these supports are not in place, and without clear handbooks or guidance documents, compliance becomes difficult to navigate. Too often, the only time schools are informed of noncompliance is after a violation has already occurred.

We respectfully request stronger support and engagement from NCPS and NCCC staff to help proprietary schools remain both effective and compliant. As an administrator, I am not a legal expert, and statutory codes are only referenced when they are cited in occasional email correspondence (received perhaps four to six times a year). In those moments, I am left to interpret the codes on my own. This highlights the urgent need for structured guidance and proactive advocacy for proprietary schools.

We ask that the Board recognize the vital role proprietary schools play in North Carolina's workforce pipeline and extend the same level of representation and support provided to community colleges.

ATTACHMENT C:

1) July 1, 2024 license renewal approval letter issued to Medical Careers Readiness of North Carolina identifying the school's approved programs (with contact hour measurements) and authorized period of operation: July 1, 2024 – June 30, 2025.
2) Medical Careers Readiness of North Carolina's proprietary license authorizing operation from July 1, 2024 to June 30, 2025.
3) October 27, 2025 DHHS letter issued to the school owner (copied to OPS) denying Nurse Aide I reapproval.

NC COMMUNITY COLLEGES
CREATING SUCCESS

North Carolina Community College System
Dr. Jeff A. Cox
President
200 W. Jones St., Raleigh NC 27603

July 1, 2024

NaOnnie Lee, Director
Medical Careers Readiness of North Carolina
232B Dabney Drive
Henderson, NC 27536

Dear NaOnnie:

Enclosed please find the Proprietary School License for the fiscal year beginning July 1, 2024 and ending June 30, 2025. This license, approved by the State Board of Community Colleges on May 17, 2024, authorizes the Henderson campus of Medical Careers Readiness of North Carolina to operate as a postsecondary institution in North Carolina and offer the following vocational programs:

Program	Clock Hours
Medical Assistant	300
Nurse Aide I	125
Pharmacy Technician	210
Phlebotomy	88

Approval to offer the programs contained in your renewal application is granted under authority vested in the North Carolina State Board of Community Colleges by Article 8, Chapter 115D, North Carolina General Statutes. This statute requires immediate notification to the State Board of Community Colleges of any change of ownership, administration, location, faculty, instructional program, or other changes that may significantly affect the courses of instruction offered. New programs must be approved before advertisement or student enrollment.

We extend our best wishes for a successful school year.

Sincerely,

[redacted]

Dr. Jeff A. Cox

Mailing Address: Office of Proprietary Schools | 5001 Mail Service Center | Raleigh, NC | 27699-5001
Street Address: 200 West Jones | Raleigh, NC 27603 | Phone: 919-807-7061 | Fax: 919-807-7169
www.nccommunitycolleges.edu
AN EQUAL OPPORTUNITY EMPLOYER

Attachment SBPG 01

SBCC
02/20/2026

NC COMMUNITY COLLEGES
CREATING SUCCESS

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

THIS CERTIFIES

Medical Careers Readiness of North Carolina

Having met the requirements of Article 8, Chapter 115D of the North Carolina General Statutes governing the licensing of Proprietary Schools operating in North Carolina, is hereby granted this

PROPRIETARY SCHOOL LICENSE

To operate during the period of
July 1, 2024 through June 30, 2025

THE GREAT SEAL OF THE STATE OF NORTH CAROLINA
MAY 20. 1775
APRIL 12. 1776
ESSE QUAM VIDERI

Given in accordance with the law authorizing the North Carolina Board of Community Colleges to license Proprietary Schools upon the recommendation of the State Board of Proprietary Schools, this the 17th day of May, two thousand and twenty-four.

[redacted]

President, North Carolina Community College System

NC DEPARTMENT OF
HEALTH AND HUMAN SERVICES

JOSH STEIN • Governor
DEVDUTTA SANGVAI • Secretary
MARK PAYNE • Director, Division of Health Service Regulation

October 27, 2025

Medical Careers Readiness of North Carolina
NaOnnie Lee, Program Administrator
Adrian Russell, Program Coordinator
232 B Dabney Drive
Henderson, NC 27536

Dear NaOnnie Lee and Adrian Russell:

This letter is to notify you that your request for reapproval of Nurse Aide I Training Program #[redacted] has been denied. During our review of your training program on October 14, 2025, including student record reviews for three cohorts from February 25, 2025, through July 22, 2025, it was determined that you are not meeting federal regulations or the requirements of the Division of Health Service Regulation (DHSR) included in your training program approved application dated July 27, 2023.

The following federal and state regulations were not in compliance between February 25, 2025, through July 22, 2025.

Federal Regulation 42 CFR 483.151
A program must notify the State and the State must review that program when there are substantive changes made to that program within the 2-year period.

Federal Regulation 42 CFR 483.152
(a) For a nurse aide training and competency evaluation program to be approved by the State, it must, at a minimum—
- (1) Consist of no less than 75 clock hours of training;
- (2) Include at least the subjects specified in paragraph (b) of this section;
- (3) Include at least 16 hours of supervised practical training. *Supervised practical training* means training in a laboratory or other setting in which the trainee demonstrates knowledge while performing tasks on an individual under the direct supervision of a registered nurse or a licensed practical nurse;
- (4) Ensure that—
  - (i) Students do not perform any services for which they have not trained and been found proficient by the instructor; and
  - (ii) Students who are providing services to residents are under the general supervision of a licensed nurse or a registered nurse;
- (5) Meet the following requirements for instructors who train nurse aides
  - (i) The training of nurse aides must be performed by or under the general supervision of a registered nurse who possesses a minimum of 2 years of nursing experience, at least 1 year of which must be in the provision of long term care facility services;
  - (ii) Instructors must have completed a course in teaching adults or have experience in teaching adults or supervising nurse aides;

(b) The curriculum of the nurse aide training program must include—

(1) At least a total of 16 hours of training in the following areas prior to any direct contact with a resident:
- (i) Communication and interpersonal skills;
- (ii) Infection control;
- (iii) Safety/emergency procedures, including the Heimlich maneuver;
- (iv) Promoting residents' independence; and
- (v) Respecting residents' rights.

Federal Regulation 42 CFR 483.156
The registry must contain at least the following information on each individual who has successfully completed a nurse aide training and competency evaluation program which meets the requirements of § 483.152 or a competency evaluation which meets the requirements of § 483.154 and has been found by the State to be competent to function as a nurse aide or who may function as a nurse aide because of meeting criteria in § 483.150.

State Regulation 21 NCAC 36 .0318
(g) The faculty-student ratio for faculty-directed preceptor clinical experiences shall be no greater than 1:15. The faculty-student ratio for all other clinical experiences shall be no greater than 1:10.

DHSR determined noncompliance based on the following reasons.

1. The documentation provided did not indicate that students completed all of the required skills per the State-approved curriculum.

2. The documentation provided did not indicate that each student was supervised by a State-approved registered nurse during classroom, laboratory, and clinical instruction.

3. The documentation provided did not indicate when the registered nurse demonstrated each required skill in the laboratory setting.

4. The documentation provided did not indicate when each student performed the required skills and was deemed proficient by the registered nurse. Therefore, DHSR was unable to determine if students were deemed proficient prior to performing the skills in a healthcare facility and prior to taking the state-approved competency evaluation. In addition, some student records indicated they were deemed proficient in the skills after the course ended.

5. Attendance records indicating the dates and times of each class session were not provided. Therefore, DHSR was unable to determine if the students completed the required 16 hours of practical training in a laboratory setting or completed at least a total of 16 hours of training in the areas listed in federal regulation 42 CFR 483.152(b)(1) prior to any direct contact with a patient or resident.

6. The master attendance records indicated that four students had course absences. The documents provided did not include these four student records as requested by DHSR. Therefore, the program did not provide documentation to reflect that students made up the missed coursework/content and thus met the requirement of the approved clock hours for the training program.

7. DHSR approved the training program to offer 125 clock hours. According to the course syllabus, the training program is offering 120 clock hours.

8. DHSR determined there were items listed in the Basic Equipment and Supply List that were not present in the laboratory. The items listed in the Basic Equipment and Supply List support the state-approved curriculum. Example of missing items include:
    - Male anatomy
    - 2 blankets
    - Turn sheets (Training Program reports they use the "Hoyer sling" for turn sheet)
    - At least 2 varieties of food
    - Various assistive devices (handled cup was the only device in laboratory)
    - Restraints - various types
    - Large blood pressure cuffs
    - 2 thermometers (Training Program showed 2 thermometers that were in sealed packages and could not read identification or see a color to indicate oral/rectal)
    - Water temperature is not within the range of the state approved curriculum.
        a. Sink #1 was located in the laboratory (Training Program reported temperature of 80 degrees).
        b. Sink #2 was located in bathroom (Training Program reported temperature of 116 degrees). Training Program reported this is the sink used for skills practice.

9. The documentation provided indicated that students were not meeting the minimum passing grade for the theory component of the course. DHSR does not approve training programs to have a minimum pass grade in the theory component of the course to be less than 75%.

    Medical Careers Readiness was approved by DHSR to have a minimum passing grade in the theory component of the course at 80%. The course syllabus provided conflicting information to the student. The course syllabus stated, "students must earn an average passing score of 80% on exams, failure to achieve a 70% average score on exams may result in failure of the course." The gradebook provided by the training program reflected one student with an average score of 75.6% and the class roster for this student indicated he passed the course.

10. The class roster for cohort 6/2/2025-7/22/2025 emailed on 6/4/2025 from the Training Program to DHSR per Scott Corl's request with the North Carolina Community College System, Office of Proprietary Schools, did not align with the class roster/gradebook provided for the reapproval.
    - 9 student names did match
    - 2 student names on the class roster were not included in the documentation provided on 6/4/2025
    - 3 student names were not included in the final roster.

Should you have questions pertaining to this letter, please contact me at jeannie.hale@dhhs.nc.gov or [redacted].

Respectfully,

[redacted]

Jeannie Hale, RN
Central Region
Health Care Personnel Education and Credentialing Section (HCPEC)
Division of Health Service Regulation (DHSR)
NC Department of Health and Human Services (NCDHHS)

In the Matter Of:

State Board of Proprietary Schools Hearing

STATE BOARD OF PROPRIETARY SCHOOLS HEARING

January 09, 2026

INFO@NCDEPO.COM 1-919-557-4640

DEPOSITIONS, INC.

WWW.NCDEPO.COM

1000 N. MAIN ST., SUITE 215, FUQUAY VARINA, NC 27526

NORTH CAROLINA STATE BOARD OF PROPRIETARY SCHOOLS

RE: MS. NaOnnie Lee

TRANSCRIPT OF

THE HEARING HELD

FRIDAY, JANUARY 9, 2026

VIA ZOOM TELECONFERENCING

REPORTED BY:
GLENDA L. BIGGERSTAFF
NOTARY PUBLIC

APPEARANCES

Board Members Present:
John Dodson, Chairman
Kristopher Loretz
Antwine Jackson
James Galati
Robyn Klose

Hearing request by:
NaOnnie Lee

Also Present:
Scott Corl
Caddice Null
Monell Carpenter, Esquire
Rasheda McCormick
Delany Davis, Esquire

(Proceedings commenced at 10:03 a.m.)

MR. DODSON: I am John Dodson. I am chairman of the Propriety School Board. At this time, I'll ask Mr. Corl to do a roll call for us, please.

MR. CORL: Thank you, Mr. Chair. Mr. Dodson?

MR. DODSON: Here.

MR. CORL: Mr. Galati?

MR. GALATI: Here.

MR. CORL: Mr. Jackson?

MR. JACKSON: Here.

MR. CORL: Mrs. Klose?

MS. KLOSE: Here.

MR. CORL: Mr. Loretz?

MR. LORETZ: Here.

MR. CORL: All members are present, and there is a quorum.

MR. DODSON: Okay. Thank you, sir. So, as we just heard, other members of the Proprietary School Board are Mr. Galati, Mr. Jackson, Mrs. Klose, and Mr. Loretz. We do have the quorum. .

Okay. Nice to meet you, Mrs. Lee. I'll sort of read through what we're gonna be doing today. We're here today upon a request for a hearing for Ms. NaOnnie Lee who's the owner of Medical Careers Readiness of North Carolina. Medical Careers was a licensed

proprietary school. After the school failed to submit a renewal application, its license expired on June 30th of 2025. Medical Careers subsequently reapplied for licensing. On November 7th, 2025, the Board voted to refuse to recommend the school for initial licensing pursuant to North Carolina General Statute 115D-93(c), finding that Medical Careers, number one, violated the proprietary statute by operating after June 30th, 2025, without a valid license; number two, failed or refused to make available academic and student records as requested by the Office of the Proprietary Schools; and, number three, failed to provide and maintain adequate standards of instruction or an adequate and qualified administrative, supervisory, or teaching staff regarding its Nurse Aide I program while it held a valid license. These are the three topics we'll be discussing today.

The rationale for the Board's refusal was issued to the school via email and certified mail on November 17th, 2025. Ms. Lee requested this informal hearing on December 1st. So, at this time, Ms. Lee, I will turn that over to you, and you have one hour. It's 10:06 right now. We'll say 10:07. You have one hour to present your case, and I ask you to please stay within the topic of the three subjects that I -- I just noted. Thank you, and nice to meet you.

MR. LORETZ: Mr. Dodson, before we continue, do we -- do we have to do the proof of notice meeting, waiver of notice as well as ethics, awareness, and conflict of interest, I believe?

MR. DODSON: Yes, we do. I apologize. Can -- can someone read the --

MR. CORL: Mr. Chair, I can go ahead and do that.

MR. DODSON: Okay.

MR. CORL: We -- I can tell you, the proof of notice, it was published on the Community College's website and also our website on Monday, the 5th. As far as the ethics, awareness, and conflicts of interest, there were no recorded conflicts at that time.

I will, for the record, read this. "In accordance with state government Ethics Act, it is the duty of every member of this board to avoid both conflicts of interest and appearance of conflicts of interest. Does any member of the Board have any known conflict of interest or appearance of conflict with respect to any matters coming before us today? If so, please identify the conflict or appearance of conflict or refrain from any undue participation in that?"

MR. DODSON: Hearing none, I guess we could proceed with the with -- with Ms. -- Ms. Lee's

testimony.

MS. LEE: Okay. Well, good morning everyone. As said by Mr. Dodson, I am NaOnnie Lee, and I did request this meeting for today, this hearing, just to present our side. I will say I received notice of the hearing last of -- last week of December, our offices were closed, and I was traveling outside of the country, and we're just getting back on business just now. We're opening on January 5th. So I didn't have the time that I would like to have to prepare and present. And since my background is not in -- in law, by far, so I'm just going to do my best and present to you what I have on paper but still try to remain within those three topics.

I sit here before you today not in opposition of regulation but in support of fair, transparent, and consistent regulatory processes that protect students while allow -- allowing community-based workforce training and organizations to operate with possibly -- specifically enroll in underserved regions of North Carolina. My purpose today is to explain the origin and the mission of Medical Careers Readiness, how regulatory interpretation and procedure shifts disrupt a fully compliant program. Our fellow funding changes in 2025, compounded these challenges and why legislative clarity and oversight are -- are urgently needed for a small

workforce training provider.

Bear with me one moment.

MR. LORETZ: While we're waiting for Ms. Lee, give her that time that she needs, Ms. Davis, are we able to interject and ask questions during her presentation or do we wait until afterwards?

MR. DODSON: You can.

MR. LORETZ: Okay.

MS. DAVIS: Yes.

MR. DODSON: The board can ask questions at any time.

MR. LORETZ: Can we also ask questions of, say, Ms. -- of Mr. Corl or -- or anyone on the --

MR. DODSON: I think we can, or maybe legal -- we will -- we will refer to legal counsel more.

MS. CARPENTER: This is Ms. Lee's time, so if you can limit the questions for Mr. Corl or anyone at the Proprietary School's office just to be courteous of her time, but you're more than welcome to ask questions. There can be a question and answer.

MR. LORETZ: Noted. Thank you.

MS. LEE: Well, thank you for that. So my papers are just -- it didn't print out properly, so I'm just gonna refer to my mobile device.

Okay. So -- again, so my purpose today is to

explain the origin and the mission of Medical Careers Readiness of North Carolina, how regulatory interpretation and procedural shift disrupted a fully compliant program, how federal funding changes in 2025 counted these challenges, and [audio distortion] straighter, clarity, and oversight are urgently needed for a small workforce training provider.

And just a little history about us, Medical Careers Readiness of North Carolina did not begin as a traditional proprietary school. The organization originated as a contract-based healthcare workforce training operation serving major hospital systems across North Carolina with a particular focus on rural and medically underserved communities. My role consisted of developing an accelerated training module, upscaling current healthcare employees, preparing staff to obtain new clinical competencies efficiently and safely.

From 2019 to 2022 roughly, the demand for these services increased substantially due to the COVID 19 pandemic. This required extensive travel across North Carolina and Virginia servicing outpatient clinics and hospital facilities. And over time, the value during that time had intensely increased. The travel led to significant professional work burnout. And to stabilize the operations, I secured a brick and mortar

training location in Henderson, North Carolina, strategically located 20 minutes from the Virginia state line.

At that time, training occurred strictly by contract and referral only. There was no public advertisement. Even signage on the building -- it was just a building with chairs at that time. Enrollment fluctuated based on the employer needs, and not public recruitment.

Our expansion into the community workforce training was requested by our local development officials. They became aware of the training and approached me with a request that I provide the same accelerated occupational training program to their workforce clients in Vance and the surrounding counties. So surrounding counties are considered Vance, Franklin, Person, Warrenton, probably -- and Granville. In recognizing the urgent need for accessible healthcare career pathways, I agreed. This marked a transition from strategic business-to-business training into the community workforce development while maintaining the same instruction, standards, and outcomes.

Our entry into the proprietary school system roughly between 2000 and -- I can't -- I'm not for sure of the date, but I have a range between 2001 to 2022,

'23. I was contacted by the Office of Proprietary School and informed that my operation required licensing as a proprietary school. Upon reviewing the North Carolina proprietary school material and learning of its affiliation with the North Carolina Community College System, I initially believed that the requirements were not -- applied to me because these were short-term referral-based training, lower -- lower level occupational training programs, enrollment driven by workforce demands rather than public recruitment.

However, after further conversation with Mr. Scott Corl and their -- and -- and leadership, I agreed, despite my own personal reservations, to pursue a full license. From 2023 to 2000 -- excuse me, 2025, Medical Careers Readiness of North Carolina maintained continuous license, operated within compliance of the North Carolina statue. We have certified hundreds of students at state and national levels, achieved a 94 student success rate, received nominations from local officials for leadership recognition, was honored as a 40 -- under 40 leadership award, was presented with the double minority. We were -- we were the first double minority proprietary school in Vance and the surrounding counties.

I am deeply knowledged in healthcare training,

clinical education, and workforce development. I am not an expert in statutory interpretation or administrative code. I relied heavily and in good faith with the North Carolina Community College System, Propriety system staff for -- for guidance and navigation through an 800-page-plus regulatory framework without a centralized operational manual.

I'm just going to skip past a few things that's listed here. The federal funding shift for 2005, the executive actions signed by our president, Donald Trump, resulted -- resulted in a significant shift in federal funding priorities. These changes tightened eligibility standards, reduced allocation for workforce and small business programs, increased compliance and reporting burden. For organizations like Medical Careers Readiness, servicing economically distressed and rural communities, the effects were immediately measurable, delayed reduced funding streams, included financial strains, fewer public resources available to students seeking credentials. And despite that, okay, Medical Careers operated entirely from financial reserves from -- in 2025. We paid out of pocket to support students that lacked transportation and other resources. We laid off no staff. We -- we -- we have retained the same core team employees with us since

2020. I put emphasis on that. It's the same team, no different instructor.

Licensing renewal communication and procedure breakdown on January 23rd, this speaks directly to the three topics. On January 23rd, 2025, the North Carolina Propriety School issued a renewal notice stating a March 1st deadline and a $500 late fee for submission after that date. Subsequent emails on February the 7th and February 26th reiterated this information, emphasizing missing the March 1st deadline would incur a late fee, not a licensing denial.

On March 10th, 2025, for the first time, the North Carolina Proprietary School stated -- on March 10th, 2025, for the first time, the North Carolina Proprietary School stated that no late applications will be accepted after March 28th, a condition not previously communicated. I immediately responded in writing stating our intent to renew, awareness of the late fees, and financial hardship caused by federal policy changes. No response was received.

Operating in good faith and relying on our written guidance, we continued to serve students while attempting to stabilize finances. From January to March, I was led to believe that I -- I felt led to believe I could submit the application after to -- March

1st, but incurred the late fee. I was not in any position to submit payment to his office 20 days later in the requested amount of $2,500 plus the $500 late fee, which was totaling in the amount of $3,000. The email reads, "Hi, Scott, our office will be late in submitting the renewal application. Please note that we have felt significant impact on our business budget due to the executive order that will intersect in January. However, we do plan to renew, and we are aware of the associated fee." Scott did not respond to this email. As a result, I was led to believe that he understood our intention as they had been clearly communicated.

Barely making -- barely making it financially, we continued to operate in good faith, believing that our situation would eventually improve if we remain patient. It is important to know that we still have not received any funds from our business-to-business partnerships since January despite their clients being actively enrolled into our program.

On May 12th, Scott contacted the Department of Human and Health Services, DHHS, with the following message, "Good morning. Our license renewal cycle for the upcoming year, July 1, 2025 -- June -- July 30th of 2025 is near completion. Recommendations for the schools that are renewing their license will be cared

for to the State Board of Community Colleges when it meets on or about May 16th. I wanted to make you aware that the following schools did not renew their license. They have a Nursing 1 program approved with our office." I won't mention the first school. We were mentioned as the second school, and I won't mention the third school. "The current -- the current propriety license for the institution will expire statute on June 30th, 2025. Please let me know if you have any questions."

Our representative, which was Lisa Milner, who's no longer assigned to us, is our DHHS education consultant responded to Scott saying, "Ms. Lee per our conversation, you are planning to renew prior to June 30 -- June 30th, 2025. You have spoken to Mr. Scott Corl and will settle all requirements to complete the program and renew the license." This was a true, accurate statement based on the last email I sent to Scott, which I had received no response.

On May 16th, Scott sent an email attaching the full closure letter. I responded clarifying that we are not closing. However, I explained that we would submit a new license application for the August due -- due to the missed deadline, unless his office will allow us an opportunity to renew before that time. I continued to advocate for our intention, again as a good faith

effort.

On May 19th, Scott responded that there was no mechanism to complete a license renewal at that point. He followed up with another email. I also need to be clear that all instruction authorized by the State Board Community College must be on June 30th. Please do not enroll students if they cannot complete instruction by that date. Students who have begun instruction or cannot complete by June 30th should be refunded. If you decide to reapply for initial licensing in August, the earliest the school could be licensed is August the 15th. You may not enroll students or conduct instruction to the public between June 30th and the date you regain licensing.

At the same time, I was in communication with both DHHS and the North Carolina Propriety School. On May 21st, DHHS requested the following information, "Ms. Lee, please provide the following information for your nursing training program, total hours, approximate numbers of the weeks based on the afore schedule, the start and end date for the classes in progress as well as start and end date for the next class. Please also submit the approval letter sent by Ms. Nikki Fore [phonetic]. Thank you."

I promptly responded to the request.

Documentation included the following details, the college class; total program hours, 125; approximate duration, seven and a half weeks. The status was ended, and written exam was scheduled on June 3rd. The next class start date was June 2nd with an end date of July 21st. Orientation and class introduction began on May 20th. Please refer to the email that was sent to you-all in the package, I believe. I don't see it [audio distortion; unintelligible] May 30th.

Scott expressed concerns regarding the nurse aid program end date. To be clear, if the schedule would have caused us to both be -- to be out of compliance, I will share those same concerns as well. After multiple email exchanges with Scott, which are not included in the correspondence we received, I made extensive efforts to reach a reasonable resolution that will avoid chaos or total disruption for the students and the staff. I proposed adjusting the schedule to hold classes Monday through -- through Friday in order to reach a program end date of June 30th. Scott responded that students had not agreed to a month-long daily schedule at enrollment and that no documentation had been provided showing that DHS -- DHHS approved such a modification. However, DHHS approval was not required for this change, as our approved scheduled specifies a

total of 21-instructional days at the approved program hours. It does not mandate whether classes are taught daily, weekly, or biweekly.

All continued communication between myself and Scott and DHHS, who were all copied on the emails, DHHS was -- responded on June 5th and thanked me for providing them with the student roster for the current school board and their attached their determination on how to proceed in accordance with the federal law 42 -- hold on. I'm sorry -- how to proceed in accordance with the federal law 42 CFR 483.151, stating that students who have already started a Nurse Aide I training program, a competency evaluation program from which approval had been withdrawn must be allowed to complete the course.

After DHS -- DHHS issued this guidance, my communication with Scott deteriorated significantly. He followed up with an authoritative email -- I'm sorry, an authoritative letter on official letter head stating that DHHS notice did not change the North Carolina Proprietary standard or its expectation that the school adheres to the North Carolina Community -- the North Carolina Proprietary School statue. He stated that the North -- the current Nurse Aide 1 course should not have started, that the students should not -- should have

been refunded in full, and proceeding otherwise would be without approval or authorization from the State Board of Community College -- Colleges. He further noted that this will be taken into consideration when we would reapply for licensing, and it was certainly taken into consideration when we reapplied for licensing.

I was left deep -- deeply confused, as my only intention was to ensure that the students were -- either completed the program by the deadline or at the course completion and we were able to certify appropriately. That was my only goal there.

At that point, I chose not to engage in further conversation with Scott regarding the Nurse Aide 1 program. I was instructed to communicate instead with my education consultant whom I provided the student roster, contact information, grades, and attendance on independent records. On June 30th, I also provided Scott with the phlebotomy program roster link containing the required student information.

I subsequently proceeded with submitting a new initial licensing application. The cost had increased from 3,000 to over 5,000, well outside of our budget at this time. With no income coming in and despite the hardship, we still moved forward in good faith. Historically, was permitted an initial license

application. Any errors were addressed collaboratively between myself, Scott, and Rasheeda. For example, on September the 19th, 2023, I submitted an application, and I received feedback from Rasheeda the very next day outlining the necessary corrections. That same level of communication had occurred each year up until this year.

When submitting the most recent application, I knew there were minimal changes, as we still had the same instructor. We're at the same location. We have the same website and no operational changes. However, I mistakenly entered the program hour incorrectly, despite the correct hours being publicly listed on our website. Once the application is submitted into the portal, no changes can be made unless the North Carolina Proprietary School representative returns the application for correction. I never anticipated that it will take over a week for the application to be reviewed, something that had never happened previously, and as a result, the application did not reach the Board in time.

At that point, the -- the process begins to feel less -- like, less regulatory support and more like an exercise of power and control. I requested the opportunity to file a grievance or receive internal assistance as it appeared that the resolution through

channels were no longer possible. Our only goal throughout this process was to remain compliant and provide the Office of Proprietary School with the necessary documentation. With that, so anybody have any questions for me before I proceed? It is 10:29.

MR. LORETZ: I do have -- I do have you have some questions.

MR. LEE: Okay.

MR. LORETZ: I'm getting pretty bad feedback. I don't know if everybody can hear me, or not. So my question to you is -- it's just a kind of point fact question, so it's -- it's kind of yes or no. But you -- you acknowledge that you did miss the deadline for renewal?

MS. LEE: Yes.

MR. LORETZ: On June 5th, what did the Department of Health Services notify you of? What -- what -- I guess I'll simplify it. Was your Nursing I program approved, or were you advised that you would need to apply for re-approval?

MS. LEE: We were in our approval status. I don't think that took place on June -- June 5th. It could. I don't have the dates directly in front of me. We were already approved, but because we were going through a new approval with the North Carolina

Proprietary School, we were instructed that we will have to resubmit. Once we're approved by the Proprietary School, we will have to resubmit a new application.

MR. LORETZ: And you were licensed for a 125-hour program of instruction by both DHHS and the North Carolina Office of Proprietary Schools, correct?

MS. LEE: That is correct.

MR. LORETZ: But your course syllabus indicated the program was offered at 120 hours. Is that correct?

MS. LEE: No.

MR. LORETZ: That's not correct, your syllabus did not state that it was offered at 120 hours?

MS. LEE: No. I believe that what was submitted through the portal for the program hours, not in the handbook, not in the syllabus, it was a manual entry into the portal that the program hours might've been 125.

MR. LORETZ: On October 27th, DHHS issued you a denial letter for your program, for your Nurse Aide I program. Is that correct?

MS. LEE: I believe that date is correct. Yes.

MR. LORETZ: Why did they deny your program approval? Well, I'll -- I'll make it easier. From what DHHS shared with us, they found that your program is in

violation of various federal and state regulations, including ten specific instances of noncompliance, including the lack of proper documentation, and that -- that did not indicate that students completed all the required skills for the state approved curriculum, or that each student was supervised by a state approved registered nurse during classroom, laboratory, and clinical instruction. Does that sound familiar?

MS. LEE: That's incorrect, because I think you're combining two things. Because when I submitted the application to the North Carolina Community College Board, because I could not list the nurse aid program, I think I had to list the nurse aid program after the approval. The only thing that was listed in the application was the propriety training program, the medical assistant program, and the pharmacy tech program. The nurse aid was not listed.

MR. LORETZ: I'm not referring to the -- the -- those three programs or your office of proprietary application. I'm asking about the DHHS issued the denial letter, and the reasons why they issued the denial letter is your Nurse Aide I program.

MS. LEE: Mr. Loretz, you didn't allow me to finish. I was gonna get to that DHHS. That was a second -- because that during the application process

when they came to the school board audit, there were several things in the audit that they stated -- I wish I had the paper in front of me. There were some things -- some things in the audit. Some was basic supplies that were missing that I just could not find at that particular moment, such as a stethoscope. That put us out of compliance.

We started off -- initially, DHS give us a long basic supply list with over 150 materials that we're supposed to have on site. I think I was missing about five stethoscopes and then two blood pressure cuffs, which we later found, and we provided documentation of that.

There was another finding of they couldn't verify who the instructors were. I don't know who could ever else teach the class other than the instructors who were approved to teach the class. To this -- to this day, because I have to deal with that separately once we get past this, and if I do decide to revisit that, we have -- we have the same instructor, the same teacher has been teaching. If it was Adrian Russell, it was Ms. Lisa Dove, and they were both approved instructors. They are the only people who signed off on -- on student documentation.

So there were -- there were some discrepancies

there, but I do believe that those discrepancies were able to be worked through as Ms. Jeannie Hill reached out to me and asked if I wanted to resubmit the application and go through the process again, but I declined at that time. I hope that answers the question.

MR. LORETZ: It does. Why did you decline to go forward with the process at that time?

MS. LEE: Honestly, I was gonna decline to come here today. This has been very stressful. It's with a heavy heart to be here, to be absolutely honest. Had I known that a missed deadline would have snowballed into this, I probably would have moved a mountain to make sure that we could get the money there on time and remain in compliance because I cannot understand how we were in compliance in March and that we are not in compliance today. I -- I -- I just couldn't wrap my mind around that. So it just became a snowball effect. But it was too heavy to deal with at that time. I was dealing with the Community College Board. Then I started dealing with students and then refunds. It was -- it was -- it was a lot for 2025, and mentally, I couldn't take it.

MR. LORETZ: I understand.

MS. LEE: [crosstalk; audio distortion;

unintelligible]

MR. LORETZ: Most -- most -- I -- I understand completely. Most of us on this board have at one time or another, or still do, manage and run schools, in some cases, very much larger than -- than the one you run. So we do understand the challenges that come along with it.

So I -- I wanted to iterate that to you, because the Board does not make decisions like this lightly. You know, we don't sit here and -- and target schools. Our goal is to support schools, especially proprietary schools, and our goal is to support the students.

So -- and I worked with Mr. Corl both on this Board and as a -- a -- a campus president for almost 15 years, and I've never found him to do anything that isn't in the best interest of the students first and -- and the schools and the -- the proprietary schools the second.

So I'm challenged by the -- the information that you share with us, because it doesn't align with, A, what I know and, B, what we've seen in black and white. And so I -- I -- you know, I wanted to ask those questions, because to me, our partnership with the DHHS is -- is equally as important as it is our partnership

with you. And so your programs do have to be licensed by them and by us, you know, and we look at that as part of that -- that licensing process.

You know, I -- I think you have the potential maybe to be a very strong school. But I think in this last year, it appears to me that there have been some missteps. There may not be enough management at the school level to support the needs of what you have to get accomplished within certain time limits. I think you have a lot to look at that could make your program stronger in the future.

Mr. Corl, I do have a question. I don't want to take too much time up with this, and maybe you don't have the numbers in front of you. But how many schools do we have licensed by the North Carolina Proprietary School Board?

MR. CORL: I believe right now, it's 130.

MR. LORETZ: I'm sorry? How many?

MR. CORL: I believe it's 130 right now.

MR. LORETZ: And how many schools missed the licensing renewal deadline? Do you know off the top of your head?

MR. CORL: I want to say roughly 10 to 12.

MR. LORETZ: Okay. Of those 10 to 12, how many wound up renewing and paying the late fee and --

and hitting the renewal -- the late deadline?

MR. CORL: The majority of those. The other ones that didn't decided they did not want to renew.

MR. LORETZ: Okay.

MR. CORL: But all of them received the same communications.

MR. LORETZ: I -- I -- I know that because we're copied on those communications that you send out. So thank you. I just wanted to kind of put that information out there as well. I'm -- I'm good. I don't have any additional questions.

MS. LEE: And I appreciate your feedback, Mr. Loretz. Again, my reason is for you to have -- I understand that you have a personal relationship, and you've worked with Mr. Corl throughout the years. And we're very new to each other. However, I'm sure you are having a hard time just as well I had a hard time really understanding, but it is still black and white -- [dog begins barks] black and white. These are written email correspondence that are documented. The -- the communication was extremely clear with my intentions on going forward. So, I mean -- but I will -- I'm sorry. Bear with me a moment.

MR. LORETZ: I think she's waiting for her dog. Yeah. I -- I have the same problem when the FedEx

guy comes, so I get it.

MS. LEE: She's not gonna stop. Where did I leave off? So, as far as you saying "managing my priorities," I am fully engulfed with the Virginia office, the Georgia office, and the North Carolina office. So, if -- as we wear many hats on top of being a mom to a 15 -- [dog begins barking] 15-year-old. So my request for the [unintelligible]. Rather than -- I think your --

COURT REPORTER: Excuse me. I'm unable to hear Ms. Lee because of the dog.

MR. DODSON: Yeah. She's on mute right now. She's trying to get the dog to quit barking.

COURT REPORTER: Thank you.

MS. LEE: Sorry. I'm back. In about 30, it'll -- it'll be worse. But I think where some of the support with my -- [audio distortion; unintelligible] either with a smaller [audio distortion unintelligible] to be vastly knowledgeable in some of the statute code. I believe that some -- some of my interpretation of it was incorrect. I did have to go back to [audio distortion; dog barking; unintelligible] there was not --

MR. DODSON: I just will comment that -- Mr. Loretz, I think your comments were -- were spot on, very

well put. And I'll ask for more questions or any other questions once -- there she is.

MS. LEE: Okay. Yeah, I think a little bit more additional support would've just come from a little more training and communication from the Proprietary School to ensure that we are in compliance. I don't want to be notified only when I'm in violation and told it was a statute code of what I should be doing, but I think just some ongoing training, meetings, lunch, whatever it takes, like we do with DHHS, would've been helpful to eliminate some misstep.

MR. LORETZ: Do you have a dean of academics or director of education?

MS. LEE: No. We're solely workforce. So we work with clinicians in the hospitals, the CEOs of the hospitals such as Duke Maria Parham, Medical -- Granville Medical Center. So we work mostly with clinicians and doctors.

MR. LORETZ: So -- yeah. So that was my question too. So you don't have a dean of academics or director of education that oversees your faculty and students and provides student support on an educational basis?

MS. LEE: No, we don't.

MR. LORETZ: Okay. Again, I'll throw it out

there that -- that might be one of the things you need to consider if you're continuing to run your programs and you want to maintain the school as it is or grow the school, because a -- a dean of academics or director of education is typically the person who would be more familiar and -- and -- and need to as part of their job description be on top of state regulatory, federal codes.

MS. LEE: I agree. I agree. That's why I thought when initially, when I was approached in 2021, '22, when I heard the North Carolina Community College System, it was well beyond what I thought we were doing as it related to workforce training and trying to provide skills training according to the Joint Commission to take on these roles in the hospital and the clinics that were experiencing shortages.

So, when I learned that we needed to go this route, I was really taken a back, because I felt like this was outside of my realm. But we're talking about a smaller proprietary school with a smaller budget in a rural community with about 40,000 population. So, maybe a larger scale, maybe at some point, maybe if we were to generate more income, that would certainly be the goal to expand and get more qualified staff with [audio distortion].

MR. DODSON: Yes. Well, that's one thing that the Propriety School Board does -- is -- the office is, you know, it's -- it's not unusual to find small schools operating that need to be licensed. It happens all the time, and they're much smaller -- some of them smaller than what you have, but it is requirements and statutes that we have to meet. Any other questions for Ms. Lee or any comments?

MR. GALATI: I just wanted to clarify something. You read to us the [dog begins barking] portions of that letter from June 19th. From -- from the beginning, from January up through June 19th, there were consistent communications indicating that if you did not renew that you could not teach past June 30th, that everything had to end by June 30th. And then, it looks like you just decided you're gonna start classes anyway despite the fact that those end dates were gonna be past June 30th. And in that June 19th letter, as you read, it was addressed in there -- the DHS -- DHHS letter that you received that that didn't change the viewpoint of the Proprietary School Board, and that the students would still have to be refunded if their end date would be after June 30th, and that -- that would still be the case, and if you continued to -- to teach past June 30th and those refunds were not done, that

that would be taken into consideration when you reapplied for a license.

You made the choice to continue to teach anyway. Can you just clarify for me why you made that choice, knowing that that would have an impact on your application?

MS. LEE: Thank you for asking that, Tony. That was not my intention; okay. Even when Scott sent that notice and he put emphasis on the June 30th deadline, I went through every amicable resource, every thought process to accommodate his request and the students. And I asked Scott -- I said, "Well, Scott, would it be reasonable if we taught the class Monday through Friday, meeting the 21-class days and the class hours that were recommended by DHHS, 125, to meet your deadline of June 30th. Could we do that?"

And Scott's response to me was, "No. They couldn't sign up -- they didn't sign up for that. "

I said, "Well, Scott, this is an internal communication that we can have with our city and staff. If they agree to that, that will be fine, but we still can meet your June 30th deadline, and we're still operating within compliance of DHHS as long as we're meeting that 125-hour -- hour mark. It doesn't tell us or mandate how we need to teach the class, whether it's

daily or biweekly or bi-monthly, as long as we meet those requirements of 125 hours." And I asked him if that would be appropriate, and he said, "No."

Later on, we received a response from DHHS saying that we could teach these students out according to their -- federal law. So --

MR. GALATI: All right. And --

MS. LEE: -- how --

MR. GALATI: -- then --

MS. LEE: Why --

MR. GALATI: And then on -- on June 19th, Scott -- or the -- the letter that you received indicated -- that we also received that DHHS notice -- but that did not allow you to continue according to the State Board, but you chose to continue anyway?

MS. LEE: It wasn't a choice. I think it was -- it was beyond me at that point. The only interest that I had in mind was the students' best interest who were already currently in the program. Class had already started June 19th. The class that started May 20th. Me and Scott started having this communication May 15th. So they were in full swing of uniforms, textbooks. Instructors were compensated. They were ready to learn. So the only thing that I wanted to do to ensure that they would, you know, complete and get

what they came to get.

I asked Scott, if -- you know, to -- to accommodate the North Carolina Community College Board and to accommodate students, let's teach a class every day Monday through Thursday -- Monday through -- Monday through Friday through Friday so we can meet your June -- June 30th deadline, but that was just not an option with Scott.

MR. LORETZ: And I want --

MS. LEE: And I [crosstalk; audio distortion; unintelligible] --

MR. LORETZ: I want to clarify, Ms. Lee --

MS. LEE: -- all -- all options.

MR. LORETZ: I want to clarify, Ms. Lee, you keep saying it wasn't an option for -- for Mr. Corl, and I understand the perspective there. But it's not a matter of what Mr. Corl was or was or not okay with. Mr. Corl reports to us as the Office of Proprietary School Board, and we as the board have to stick to the statute that's in black and white.

And so, when he referenced the enrollment agreements -- you know, it's the same thing with proprietary schools. To -- to give you a perfect example, in the traditional college, you go to college every year for four years. They can raise the tuition

every year, right. You don't sign necessarily an enrollment agreement. You apply to the school.

In the proprietary school world, you sign an enrollment agreement. On that enrollment agreement is your tuition. So, even if you cross over two years in your educational process, the college, even if they raise their tuition for the following year, you don't pay that tuition increase, because that's on the enrollment agreement you signed. Originally in black and white is your tuition agreement -- is the tuition you agreed to. Same as it is with the schedule of classes. That's why the schedule of classes needs to be on the enrollment agreement.

So, you know, I understand the perspective you have, but at the end of the day, the Board is the one upholding what your -- your -- your enrollment agreements say. And he can't -- unless you do an addendum, have them changed, you know, if the students agree to a specific date --

MS. LEE: I agree.

MR. LORETZ: -- then that's the date you have to adhere to for your class scheduling. When it overlaps with the June 30th deadline, that's outside of Mr. Corl's hands, that's outside of the board's hands. That has to do with statute. And unfortunately for you,

in this case, that's what we're here to determine. Was the statute upheld or not?

MS. LEE: Yeah. So -- and I get that. And in a truthful answer, if we're looking at it through those lenses, it wasn't. If we're looking at it through the lenses of DHHS, it was.

So -- and to speak to the commitment of signing the enrollment agreement, we do specify and students do sign and agree doing a training, are they able to commit Monday through Friday and possible clinical workshop hours on weekends. So students are aware that even though your class days may fall on Mondays, Wednesdays, and Thursdays, there's a possibility with communication that you may have to have additional classes held on a Friday or maybe even do a Saturday workshop, if or as needed.

MR. GALATI: And was -- is weekends included on your enrollment agreement?

MS. LEE: It says Monday through Friday and possible Saturday workshop clinical hours during the enrollment screening process.

MR. GALATI: Workshop clinical hours.

MS. LEE: Yeah. Yeah. And that is always and solely determined on just who needs additional time. Who needs additional clinical training. And if we're

not able to accommodate them, they'll work there Monday through Friday sometimes. At times, we'll have a clinical workshop session on a Saturday.

MR. LORETZ: I have just one more quick question. It's just an easy answer. I just want to make clear, because it wasn't real clear to me in the written documentation. No refunds were issued to any of those students, correct, that were taught after June 30th?

MS. LEE: I provided -- in the package, there were two refunds issued. There was a refund issued in the amount of four ninety-two fifty, and there was also a deposit returned back to a -- a student in the amount of $99, and I provided Scott with a copy of those.

MR. LORETZ: And why were those two refunds made, but no additional refunds made?

MS. LEE: The addition -- the other -- most of the students who were in the program, these were business-to-business relationships. They came to us from Maria Parham, or they came to us from Granville Medical. So these were current employees in the hospital system that needed to either be recertified or to gain their credential.

MR. DODSON: But they weren't refunded the money, and you continued to teach them?

MS. LEE: Yes. There was no refund to issue with the contract agreement that we have with the hospital system for those participants.

MR. DODSON: Any other questions for Ms. Lee? Any comments? Anything else, Ms. Lee, before we call for a vote?

MS. LEE: Yeah. It was, but I got lost somewhere in it, Mr. Dodson. I had my thing lined of how I wanted to present, but I will just do a closing statement. And I -- I have all those additional documents. I'll read my closing, if that's okay.

MR. DODSON: Yes, ma'am.

MS. LEE: Okay. So I want to be clear, at no point, did I disregard, in my opinion, or dismiss Scott -- Mr. Scott Corl's request regarding license renewal. Our sincere and consistent intention was to remain fully compliant without exception or discrepancies. Compliance has always been our standard, and not an afterthought.

There is more to this story than the timeline and procedure. The work the Medical Careers Readiness have accomplished within our community is both measurable and meaningful. We have directly addressed skill gaps, unemployment challenges in rural North Carolina by preparing individuals to enter the work care

-- the workforce with the competency, confidence -- competence -- excuse me, confidence, and professionalism. Hospitals, clinics, laboratories, long-term care facilities throughout the region have benefitted from our students who have entered their workplace in those same navy blue scrubs and solid black shoes, prepared, credentialed, and trained to meet the high standard of excellence we enforce.

The reality of rural education and workforce development often overlooked, the barriers facing these communities are deep, long standing, and meaningful change requires sustained effort, trust, and investment. Medical Careers Readiness has never been a solo effort or an individual pursuit. It has always been a collective mission, one, root in the service, equity, and long-term sustainability. We have poured ourselves tirelessly, tirelessly into bridging gaps and removing barriers so that individuals can experience lifelong economic sustainability and purpose.

I stand proud to all of you guys of what we have accomplished, especially knowing that the work was done without grant funding, Pell Grant, ongoing external financial support. We built and sustained this organization through commitment, accountability, and unwavering belief in our community. That pride is

shared each year with our county managers, our city managers, our mayor. Our community leaders gather at our graduation to celebrate our students and acknowledge their achievement at high levels. That collective pride affirms that this work was not in vain.

Mr. Scott Corl, I can't see you up here. I know you're here, but I can't see on that screen, you are aware of the impact that medical careers have had in Henderson and the surrounding region. The record reflects that insight clearly. And despite everything, I still chose forgiveness, even in the midst of this, intentionally and sincerely, and I stand by this -- that decision and with forgiveness brings closure and peace for whatever decision that you all make today. I am just proud to say that I supported this community and we have changed lives, and for that and God, I think the work that we did was good, so I'm okay.

MR. DODSON: I will say as a board member that -- you know, I've been on the board many years. This is the second round of serving for me for the Board, and, you know, I can count on two hands this has happened with schools across the system, and we take it very seriously. We do everything we can to make sure schools can operate and stay open -- I'll -- I'm speaking for the Board, and -- and I'll allow any of them to speak --

that, you know, we want schools to be open. We want students to succeed, but we have to go by the rules that are out there and -- and -- and the statutes. And this is not taken lightly, you know, our decision that we made to -- for the licensing.

So, at this time, I'll ask for any other comments from the Board, or does anyone have a -- would like to provide a motion to either recommend the license -- recommend licensing for the school or in regards to our original decision of recommending licensing?

MR. LORETZ: I just have one more statement I'd like to share before we as a board vote. Ms. Lee, I see -- I hear the sincerity in your closing statement. Okay. So, regardless of how this vote goes here in a moment, what I'd like to encourage you to do is continue to work towards the mission you just shared with us in a compliant, student-focused fashion.

Should the vote not go in your favor, I would encourage you to take this time over the next several months to regroup, get everything in place the way it needs to be, and reapply for licensing if -- if -- if it doesn't go in your favor in the future. Because if you're denied licensing, that does not mean you cannot reapply; okay. It's not a -- it's not a lifelong sentence of sorts; okay. So I would encourage you to do

that, working with both Scott's office and the DHHS; okay.

That being said, I make a motion that we uphold our original decision to deny licensing to Medical Careers Readiness.

MR. GALATI: I second that motion.

MR. DODSON: Okay. We have a -- a motion from Mr. Loretz and a second from Mr. Galati. Any other discussion on the motion? I will say that what we recommend today, if it upholds, then it goes to the Community College Board for final action. So do we have a vote on the matter? So we have a motion and a second. I agree with the motion, so I vote yes that we uphold the -- the -- the statute. Ms. Klose?

MS. KLOSE: Yes, I agree.

MR. DODSON: Okay. Okay. So that -- the Board will uphold the decision of the Proprietary School Board, and then the Community College Board will have the final decision.

MR. LORETZ: Sorry. Mr. Dodson, we also have to hear from Mr. Jackson.

MR. JACKSON: Yeah. I also vote yes.

MR. DODSON: I'm sorry. Thank you, Mr. Jackson. Okay. So that a -- that's a unanimous vote. Thank you, Ms. Lee, for your time today, and I -- I -- I

too encourage you, that this is not a -- the end and -- and we want to see your school succeed, and we appreciate all the lives you've touched and the hard -- hard work you've put into this, and we look to see you back. We -- we really do and encourage that. Thank you very much.

MS. LEE: Yeah. Take care. Thanks so much for your time.

MR. DODSON: All right. Thank you. Okay. That -- that will be the end, Mr. Corl. Anything else?

MR. CORL: That is it, Mr. Chair. I will record the vote as a unanimous vote and exactly what you indicated. The next time the Community College Board policy committee is meeting, which I think is going to be -- I want to say March, they will take that final recommendation up, and then they will take an action on it, and that will be the agency's final decision about licensing for the school.

MR. DODSON: Okay.

MS. CARPENTER: That is correct. If I could just thank Ms. -- Ms. Glenda for being the court reporter, and I was gonna let you know, Chair Dobson, that we will have the minutes for -- for -- for the State Board to consider so they will have a transcript.

MR. DODSON: Okay.

MR. GALATI: I just want to throw in, I really appreciate Mr. Dodson and Mr. Loretz and your contributions in this. They were very good and enlightening, I felt.

MR. DODSON: Yes. I think Mr. Loretz really -- really summed a lot of it up, and I want to thank him for that.

MS. KLOSE: Agreed.

MR. JACKSON: Very well done, very well said. And this is tough. I hate to see things like this happen. And hopefully, she -- she'd be encouraged by it and -- and go through proper procedures and --

MR. LORETZ: Yeah. I mean, I think, you know, I think she's just -- she -- she missed some things. And, you know, I -- it is what it is. I mean, unfortunately, we have -- we can't set a precedent. You know, regardless of what we -- you know, she can pull our heartstrings all she wants. Unfortunately, we just can't set a precedent. We have to go by the statute. And, you know, I've learned over the years, sometimes, it is just black and white.

MR. DODSON: Yeah.

MR. JACKSON: I mean, I think, you know, the biggest fear that I kind of had even going into this is the moment you start that slippery slope of exceptions,

then that's when you can create things like, you know, discriminatory practices, because you made an exception for one, and not the other. And, you know, you have to be consistent, even though -- you know, as much as -- you know, I think she's -- I think what she's doing is great. You know, the moment you start to go down that slippery slope, you find yourself -- you know, you find kind of the mission of the Board and the whole purpose of the statute starts to work great. So --

MR. LORETZ: Well, and that's why I asked Scott to share those statistics with us, for two reasons, one, to show that there weren't that many schools that -- that missed the deadline and they still followed the process, and that they didn't renew.

MR. DODSON: Yes.

MR. LORETZ: Because they missed it, they didn't renew. But, two, that's -- you know, if there were ten schools that missed the deadline and we make an exception for her, now, we've got nine other schools that we have to go back and say, Well, you know, do we need to make an exception for them? And we can't -- we can't be setting that precedent. So --

MS. KLOSE: All right. And it's not easy to manage working with two different regulatory agencies, right? So, you know, there's several schools that have

to do it, and you have to balance both. So I don't think one supersedes the other.

MR. GALATI: Hopefully, she'll hire some additional help --

MR. DODSON: She'll need to.

MR. GALATI: -- as she was given and -- and so that we can be more secure in a positive decision later.

MS. KLOSE: Right.

MR. DODSON: She needs -- she needs help and a reboot, and, you know, maybe start smaller and -- and really -- really, it got out of control, it looks like, a little bit.

MR. LORETZ: Yeah. It sounds like she just lost control of it.

MR. DODSON: Yeah.

MR. CORL: All right. Everyone, enjoy your weekend.

(Proceedings concluded at 11:08 a.m.)

CERTIFICATE

State of North Carolina

County of Scotland

I, Glenda Biggerstaff, do hereby certify that the foregoing 46 pages constitute a true and correct transcript, to the best of my ability, of the hearing of the North Carolina State Board of Proprietary Schools held via Zoom teleconferencing on Friday, January 26, 2026.



GLENDA L. BIGGERSTAFF

NOTARY COMMISSION # 20002760244

$

$2,500 13:3
$3,000 13:4
$500 12:7 13:3
$99 37:14

1

1 13:23 14:4 17:24 18:14
10 26:23,24
10:03 3:1
10:06 4:22
10:07 4:22
10:29 20:5
10th 12:12,14
115d-93(c) 4:6
11:08 46:18
12 26:23,24
120 21:9,13
125 16:2 21:18 32:15 33:2
125-hour 21:5 32:24
12th 13:20
130 26:17,19
15 25:15 28:7
15-year-old 28:7
150 23:9
15th 15:12 33:22
16th 14:2,19
17th 4:19
19 8:20
19th 15:2 19:3 31:11,12,18 33:11, 20
1st 4:20 12:7,10 13:1

2

20 9:2 13:2
2000 9:24 10:14
2001 9:25
2005 11:9
2019 8:18
2020 12:1
2021 30:10
2022 8:18 9:25
2023 10:14 19:3
2025 4:3,4,8,19 6:23 8:4 10:14 11:22 12:5,12,14 13:23,24 14:8, 14 24:22
20th 16:7 33:21
21-class 32:14
21-instructional 17:1
21st 15:17 16:6
22 30:11
23 10:1
23rd 12:4,5
26th 12:9
27th 21:19
28th 12:16
2nd 16:5

3

3,000 18:22
30 14:13 28:15
30th 4:2,8 13:23 14:8,14 15:6,9, 13 16:9,20 18:17 31:14,15,18,23, 25 32:9,16,22 34:7 35:23 37:9
3rd 16:4

4

40 10:21
40,000 30:21
42 17:9,11
483.151 17:11

5

5,000 18:22
5th 5:12 6:9 17:6 20:16,22

7

7th 4:4 12:8

8

800-page-plus 11:6

9

94 10:18

A

a.m. 3:1 46:18
absolutely 24:11
academic 4:10
academics 29:12,20 30:4
accelerated 8:15 9:14
accepted 12:16
accessible 9:18
accommodate 32:11 34:3,4 37:1
accomplished 26:9 38:22 39:21
accordance 5:16 17:9,10
accountability 39:24
accurate 14:16
achieved 10:18
achievement 40:4
acknowledge 20:13 40:3
Act 5:16
action 42:11 43:16
actions 11:10
actively 13:19
addendum 35:18
addition 37:17
additional 27:11 29:4 36:15,24, 25 37:16 38:10 46:4
addressed 19:1 31:19 38:23

adequate 4:12,13
adhere 35:22
adheres 17:22
adjusting 16:18
administrative 4:14 11:2
Adrian 23:21
advertisement 9:6
advised 20:19
advocate 14:25
affiliation 10:5
affirms 40:5
afore 15:20
afterthought 38:19
agencies 45:24
agency's 43:17
agree 30:9 32:21 35:19,20 36:9 42:13,15
agreed 9:19 10:13 16:21 35:11 44:8
agreement 35:2,4,9,10,13 36:8, 18 38:2
agreements 34:22 35:17
ahead 5:7
aid 16:11 22:12,13,17
Aide 4:15 17:12,24 18:13 21:20 22:22
align 25:21
allocation 11:13
allowed 17:14
allowing 6:17
amicable 32:10
amount 13:3,4 37:12,13
answers 24:5
anticipated 19:16
apologize 5:5
appearance 5:18,20,22
appeared 19:25
appears 26:6
application 4:2 12:25 13:6 14:22 18:21 19:1,3,7,13,16,17,19 21:3 22:11,15,20,25 24:4 32:6
applications 12:15
applied 10:7
apply 20:20 35:2
approached 9:13 30:10
appropriately 18:10
approval 15:23 16:24 17:14 18:2 20:21,25 21:24 22:14
approved 14:4 16:23,25 17:1 20:19,24 21:2 22:5,6 23:17,22
approximate 15:19 16:2
assigned 14:11
assistance 19:25
assistant 22:16
attached 17:8
attaching 14:19
attempting 12:23
attendance 18:16
audio 8:5 16:8 24:25 28:17,18,21 30:24 34:10
audit 23:1,2,4
August 14:22 15:10,11
authoritative 17:18,19
authorization 18:2
authorized 15:5
avoid 5:17 16:17
award 10:21
aware 9:12 13:9 14:2 36:12 40:8
awareness 5:3,13 12:18

B

back 6:8 28:15,21 30:18 37:13 43:5 45:20
background 6:11
bad 20:9
balance 46:1
barely 13:13
barking 28:7,13,22 31:10
barks 27:19
barriers 39:10,18
based 9:8 14:17 15:20
basic 23:4,9
basis 29:23
Bear 7:2 27:23
began 16:6
begin 8:9
beginning 31:12
begins 19:21 27:19 28:7 31:10
begun 15:8
belief 39:25
believed 10:6
believing 13:14
benefitted 39:5
bi-monthly 33:1
biggest 44:24
bit 29:3 46:12
biweekly 17:3 33:1
black 25:22 27:18,19 34:20 35:9 39:6 44:21
blood 23:11
blue 39:6
board 3:3,19 4:4 5:17,19 7:10 14:1 15:5 17:8 18:2 19:19 22:12 23:1 24:20 25:3,9,15 26:16 31:2, 21 33:15 34:3,19 35:15 40:18,19, 20,25 41:7,12 42:11,17,18 43:13, 24 45:8
board's 4:17 35:24
breakdown 12:4
brick 8:25
bridging 39:17
brings 40:13
budget 13:7 18:22 30:20
building 9:6,7
built 39:23
burden 11:15

burnout 8:24

business 6:8 11:14 13:7

business-to-business 9:20 13:17 37:19

C

call 3:4 38:5

campus 25:15

care 38:25 39:4 43:7

cared 13:25

career 9:19

careers 3:24,25 4:3,7 6:21 8:1,9 10:15 11:16,21 38:21 39:13 40:8 42:5

Carolina 3:25 4:6 6:20 8:2,9,13, 21 9:1 10:4,5,15,17 11:4 12:5,13, 14 15:16 17:20,22,23 19:14 20:25 21:6 22:11 26:15 28:5 30:11 34:3 38:25

CARPENTER 7:16 43:20

case 4:23 31:24 36:1

cases 25:5

caused 12:19 16:12

celebrate 40:3

Center 29:17

centralized 11:6

CEOS 29:15

certified 4:18 10:17

certify 18:10

CFR 17:11

Chair 3:5 5:7 43:11,22

chairman 3:2

chairs 9:7

challenged 25:20

challenges 6:24 8:5 25:6 38:24

change 16:25 17:20 31:20 39:12

changed 35:18 40:16

channels 20:1

chaos 16:17

choice 32:3,5 33:16

chose 18:12 33:15 40:11

city 32:20 40:1

clarify 31:9 32:4 34:12,14

clarifying 14:20

clarity 6:24 8:6

class 15:22 16:2,5,6 23:16,17 32:13,14,25 33:19,20 34:4 35:22 36:12

classes 15:21 16:19 17:2 31:16 35:12 36:15

classroom 22:7

clear 15:5 16:11 27:21 37:6 38:13

clients 9:15 13:18

clinical 8:17 11:1 22:8 36:11,20, 22,25 37:3

clinicians 29:15,18

clinics 8:21 30:16 39:3

closed 6:7

closing 14:21 38:9,11 41:13

closure 14:20 40:13

code 11:3 28:19 29:8

codes 30:8

collaboratively 19:1

collective 39:15 40:4

college 10:5 11:4 15:6 16:2 18:3 22:11 24:20 30:11 34:3,24 35:6 42:11,18 43:13

College's 5:11

Colleges 14:1 18:3

combining 22:10

commenced 3:1

comment 28:24

comments 28:25 31:8 38:5 41:7

Commission 30:15

commit 36:10

commitment 36:7 39:24

committee 43:14

communicate 18:14

communicated 12:17 13:12

communication 12:3 15:15 17:4,17 19:6 27:21 29:5 32:20 33:21 36:14

communications 27:6,8 31:13

communities 8:14 11:17 39:11

community 5:11 9:10,21 10:5 11:4 14:1 15:6 17:22 18:3 22:11 24:20 30:11,21 34:3 38:22 39:25 40:2,15 42:11,18 43:13

community-based 6:17

compensated 33:23

competence 39:2

competencies 8:17

competency 17:13 39:1

complete 14:15 15:3,7,9 17:14 33:25

completed 18:9 22:4

completely 25:3

completion 13:24 18:10

compliance 10:16 11:14 16:13 23:7 24:15,16,17 29:6 32:23 38:18

compliant 6:23 8:4 20:2 38:17 41:17

compounded 6:24

concerns 16:10,13

concluded 46:18

condition 12:16

conduct 15:12

confidence 39:1,2

conflict 5:4,20,22

conflicts 5:13,14,18

confused 18:7

consideration 18:4,6 32:1

considered 9:16

consisted 8:14

consistent 6:16 31:13 38:16 45:4

consultant 14:12 18:15

contact 18:16
contacted 10:1 13:20
continue 5:1 32:3 33:14,15 41:15
continued 12:22 13:14 14:24 17:4 31:24 37:25
continuing 30:2
continuous 10:16
contract 9:5 38:2
contract-based 8:11
contributions 44:3
control 19:23 46:11,14
conversation 10:11 14:13 18:13
copied 17:5 27:8
copy 37:14
core 11:25
Corl 3:4,5,7,9,11,13,15 5:7,10 7:13,17 10:12 14:14 25:14 26:12, 17,19,23 27:2,5,15 34:15,17,18 40:6 43:10,11 46:16
Corl's 35:24 38:15
correct 19:12 21:6,7,10,12,21,22 37:8 43:20
correction 19:16
corrections 19:5
correspondence 16:15 27:20
cost 18:21
counsel 7:15
count 40:21
counted 8:5
counties 9:15,16 10:24
country 6:7
county 40:1
court 28:10,14 43:21
courteous 7:18
COVID 8:19
create 45:1
credential 37:23
credentialed 39:7
credentials 11:20
cross 35:5
crosstalk 24:25 34:10
cuffs 23:12
current 8:16 14:7 17:7,24 37:21
curriculum 22:5
cycle 13:22

D

daily 16:22 17:3 33:1
date 9:25 12:8 15:8,13,21,22 16:5,11,20 21:22 31:23 35:19,21
dates 20:23 31:17
Davis 7:4,9
day 19:4 23:18 34:5 35:15
days 13:2 17:1 32:14 36:12
deadline 12:7,10 14:23 18:9 20:13 24:12 26:21 27:1 32:10,16, 22 34:7 35:23 45:13,18
deal 23:18 24:19
dealing 24:20,21
dean 29:12,20 30:4
December 4:20 6:6
decide 15:10 23:19
decided 27:3 31:16
decision 40:13,14 41:4,10 42:4, 17,19 43:17 46:7
decisions 25:9
decline 24:7,9
declined 24:5
deep 18:7 39:11
deeply 10:25 18:7
delayed 11:18
demand 8:18
demands 10:10
denial 12:11 21:20 22:21,22
denied 41:23
deny 21:23 42:4
Department 13:20 20:17
deposit 37:13
description 30:7
details 16:1
deteriorated 17:17
determination 17:8
determine 36:1
determined 36:24
developing 8:15
development 9:11,21 11:1 39:10
device 7:24
DHHS 13:21 14:11 15:16,17 16:23,24 17:5,16,20 21:5,19,25 22:20,24 25:24 29:10 31:19 32:15,23 33:4,13 36:6 42:1
DHS 16:23 17:16 23:8 31:19
directly 12:4 20:23 38:23
director 29:13,21 30:4
discrepancies 23:25 24:1 38:17
discriminatory 45:2
discussing 4:16
discussion 42:9
dismiss 38:14
disregard 38:14
disrupt 6:22
disrupted 8:3
disruption 16:17
distortion 8:5 16:9 24:25 28:17, 18,22 30:25 34:10
distressed 11:16
Dobson 43:22
doctors 29:18
documentation 16:1,22 20:4 22:3 23:13,24 37:7
documented 27:20
documents 38:11
Dodson 3:2,5,6,17 5:1,5,9,24 6:3 7:7,10,14 28:12,24 31:1 37:24 38:4,8,12 40:18 42:7,16,20,23

43:9,19,25 44:2,5,22 45:15 46:5, 9,15

dog 27:18,25 28:7,11,13,22 31:10

Donald 11:10

double 10:22

Dove 23:22

driven 10:9

due 8:19 13:7 14:22

Duke 29:16

duration 16:3

duty 5:17

E

earliest 15:11

easier 21:24

easy 37:5 45:23

economic 39:19

economically 11:16

education 11:1 14:11 18:15 29:13,21 30:5 39:9

educational 29:22 35:6

effect 24:18

effects 11:17

efficiently 8:17

effort 15:1 39:12,13

efforts 16:16

eligibility 11:13

eliminate 29:11

email 4:18 13:5,10 14:17,19 15:4 16:7,14 17:18 27:19

emails 12:8 17:5

emphasis 12:1 32:9

emphasizing 12:9

employees 8:16 11:25 37:21

employer 9:8

encourage 41:15,19,25 43:1,5

encouraged 44:11

end 15:21,22 16:5,11,20 31:15, 17,22 35:15 43:1,10

ended 16:3

enforce 39:8

engage 18:12

engulfed 28:4

enjoy 46:16

enlightening 44:4

enroll 6:19 15:7,12

enrolled 13:19

enrollment 9:7 10:9 16:22 34:21 35:2,4,9,13,16 36:8,18,21

ensure 18:8 29:6 33:25

enter 38:25

entered 19:11 39:5

entry 9:23 21:17

equally 25:25

equity 39:15

errors 19:1

ethics 5:3,13,16

evaluation 17:13

eventually 13:15

exam 16:4

excellence 39:8

exception 38:17 45:2,19,21

exceptions 44:25

exchanges 16:14

excuse 10:14 28:10 39:2

executive 11:10 13:8

exercise 19:23

expand 30:24

expansion 9:10

expectation 17:21

experience 39:18

experiencing 30:16

expert 11:2

expire 14:8

expired 4:2

explain 6:20 8:1

explained 14:21

expressed 16:10

extensive 8:20 16:16

external 39:22

extremely 27:21

F

facilities 8:22 39:4

facing 39:10

fact 20:11 31:17

faculty 29:21

failed 4:1,9,12

fair 6:15

faith 11:3 12:21 13:14 14:25 18:24

fall 36:12

familiar 22:8 30:6

fashion 41:17

favor 41:18,22

fear 44:24

February 12:8,9

federal 8:4 11:9,12 12:19 17:9,11 22:1 30:7 33:6

Fedex 27:25

fee 12:7,10 13:1,4,10 26:25

feedback 19:4 20:9 27:12

feel 19:22

fees 12:18

fellow 6:23

felt 12:24 13:7 30:18 44:4

fewer 11:19

fifty 37:12

file 19:24

final 42:11,19 43:15,17

finances 12:23

financial 11:19,21 12:19 39:23

financially 13:13
find 23:5 31:3 45:7
finding 4:7 23:14
fine 32:21
finish 22:24
fluctuated 9:8
focus 8:13
Fore 15:23
forgiveness 40:11,13
forward 18:24 24:8 27:22
found 21:25 23:12 25:16
framework 11:6
Franklin 9:16
Friday 16:19 32:14 34:6 36:10, 15,19 37:2
front 20:23 23:3 26:14
full 10:14 14:20 18:1 33:22
fully 6:22 8:3 28:4 38:16
funding 6:23 8:4 11:9,12,18 39:22
funds 13:17
future 26:11 41:22

G

gain 37:23
Galati 3:7,8,19 31:9 33:7,9,11 36:17,22 42:6,8 44:1 46:3,6
gaps 38:24 39:17
gather 40:2
General 4:6
generate 30:23
Georgia 28:5
give 7:4 23:8 34:23
Glenda 43:21
goal 18:11 20:1 25:11,12 30:23
God 40:16
good 6:2 11:3 12:21 13:14,22 14:25 18:24 27:10 40:17 44:3
government 5:16
grades 18:16
graduation 40:3
grant 39:22
Granville 9:17 29:17 37:20
great 45:6,9
grievance 19:24
grow 30:3
guess 5:24 20:18
guidance 11:5 12:22 17:16
guy 28:1
guys 39:20

H

half 16:3
handbook 21:16
hands 35:24 40:21
happen 44:11
happened 19:18 40:21
hard 27:17 43:3,4
hardship 12:19 18:24
hate 44:10
hats 28:6
head 17:19 26:22
Health 13:21 20:17
healthcare 8:11,16 9:18 10:25
hear 20:10 28:11 41:13 42:21
heard 3:18 30:11
hearing 3:23 4:20 5:24 6:4,6
heart 24:11
heartstrings 44:18
heavily 11:3
heavy 24:11,19
held 4:15 36:15
helpful 29:11
Henderson 9:1 40:9
high 39:8 40:4
Hill 24:2
hire 46:3
Historically 18:25
history 8:8
hitting 27:1
hold 16:19 17:10
honest 24:11
Honestly 24:9
honored 10:20
hope 24:5
hospital 8:12,22 30:15 37:22 38:3
hospitals 29:15,16 39:3
hour 4:21,22 19:11 32:24
hours 15:19 16:2 17:2 19:12 21:9,13,15,17 32:15 33:2 36:11, 20,22
Human 13:21
hundreds 10:17

I

identify 5:22
immediately 11:17 12:17
impact 13:7 32:5 40:8
important 13:16 25:25
improve 13:15
included 11:18 16:1,15 36:17
including 22:2,3
income 18:23 30:23
incorrect 22:9 28:21
incorrectly 19:11
increase 35:8
increased 8:19,23 11:14 18:21
incur 12:10
incurred 13:1
independent 18:17
indicating 31:13

individual 39:14
individuals 38:25 39:18
informal 4:19
information 12:9 15:17,18 18:16,19 25:20 27:10
informed 10:2
initial 4:5 15:10 18:21,25
initially 10:6 23:8 30:10
insight 40:10
instances 22:2
institution 14:8
instructed 18:14 21:1
instruction 4:13 9:22 15:5,7,8, 13 21:5 22:8
instructor 12:2 19:9 23:20
instructors 23:15,16,22 33:23
intensely 8:23
intent 12:18
intention 13:12 14:25 18:8 32:8 38:16
intentionally 40:12
intentions 27:21
interest 5:4,13,18,19,20 25:17 33:17,18
interject 7:5
internal 19:24 32:19
interpretation 6:22 8:3 11:2 28:20
intersect 13:8
introduction 16:6
investment 39:12
issue 38:1
issued 4:18 12:6 17:16 21:19 22:20,21 37:7,11
iterate 25:8

J

Jackson 3:9,10,19 42:21,22,24 44:9,23
January 6:9 12:4,5,23 13:8,18 31:12
Jeannie 24:2
job 30:6
John 3:2
Joint 30:14
July 13:23 16:5
June 4:2,8 13:23 14:8,13,14 15:6, 9,13 16:4,5,20 17:6 18:17 20:16, 22 31:11,12,14,15,18,23,25 32:9, 16,22 33:11,20 34:6,7 35:23 37:8

K

kind 20:11,12 27:9 44:24 45:8
Klose 3:11,12,19 42:14,15 44:8 45:23 46:8
knew 19:8
knowing 32:5 39:21
knowledgeable 28:19
knowledged 10:25

L

laboratories 39:3
laboratory 22:7
lack 22:3
lacked 11:23
laid 11:24
larger 25:5 30:22
late 12:7,10,15,18 13:1,3,5 26:25 27:1
law 6:11 17:9,11 33:6
leaders 40:2
leadership 10:12,20,21
learn 33:24
learned 30:17 44:20
learning 10:4
leave 28:3
led 8:24 12:24 13:11
Lee 3:21,24 4:19,20 6:2,3 7:3,22 14:12 15:18 20:8,15,21 21:7,11, 14,22 22:9,23 24:9,25 27:12 28:2, 11,15 29:3,14,24 30:9 31:7 32:7 33:8,10,16 34:10,12,13,14 35:20 36:3,19,23 37:10,17 38:1,4,5,7,13 41:12 42:25 43:7
Lee's 5:25 7:16
left 18:7
legal 7:14,15
legislative 6:24
lenses 36:5,6
letter 14:20 15:23 17:19 21:20 22:21,22 31:11,18,20 33:12
level 10:8 19:5 26:8
levels 10:18 40:4
license 4:2,9,15 10:14,16 13:22, 25 14:3,7,16,22 15:3 18:25 32:2 38:15 41:8
licensed 3:25 15:11 21:4 26:1,15 31:4
licensing 4:4,5 10:2 12:3,11 15:10,14 18:5,6,21 26:3,21 41:5, 9,10,21,23 42:4 43:18
lifelong 39:18 41:24
lightly 25:10 41:4
limit 7:17
limits 26:9
lined 38:8
link 18:18
Lisa 14:10 23:22
list 22:12,13 23:9
listed 11:9 19:12 22:14,17
lives 40:16 43:3
local 9:11 10:19
located 9:2
location 9:1 19:9
long 23:9 32:23 33:1 39:11
long-term 39:4,16
longer 14:11 20:1
Loretz 3:13,14,20 5:1 7:3,8,12,21

20:6,9,16 21:4,8,12,19,23 22:18, 23 24:7,24 25:2 26:18,20,24 27:4, 7,13,24 28:25 29:12,19,25 34:9, 12,14 35:21 37:4,15 41:11 42:8, 20 44:2,5,13 45:10,16 46:13

lost 38:7 46:14

lot 24:22 26:10 44:6

lower 10:8

lunch 29:9

M

made 16:15 19:14 32:3,4 37:16 41:5 45:2

mail 4:18

maintain 4:12 30:3

maintained 10:15

maintaining 9:21

major 8:12

majority 27:2

make 4:10 14:2 21:24 24:14 25:9 26:10 37:6 40:14,23 42:3 45:18, 21

making 13:13

manage 25:4 45:24

management 26:7

managers 40:1,2

managing 28:3

mandate 17:2 32:25

manual 11:7 21:16

March 12:6,10,12,13,16,24,25 24:16 43:15

Maria 29:16 37:20

mark 32:24

marked 9:19

material 10:4

materials 23:9

matter 34:17 42:12

matters 5:21

mayor 40:2

meaningful 38:23 39:11

measurable 11:18 38:23

mechanism 15:3

medical 3:24,25 4:3,7 6:21 8:1,8 10:15 11:15,21 22:16 29:16,17 37:21 38:21 39:13 40:8 42:5

medically 8:14

meet 3:21 4:25 31:7 32:15,22 33:1 34:6 39:7

meeting 5:2 6:4 32:14,24 43:14

meetings 29:9

meets 14:2

member 5:17,19 40:18

members 3:15,18

mentally 24:22

mention 14:5,6

mentioned 14:5

message 13:22

midst 40:11

might've 21:17

Milner 14:10

mind 24:18 33:18

minimal 19:8

minority 10:22,23

minutes 9:2 43:23

missed 14:23 24:12 26:20 44:14 45:13,16,18

missing 12:10 23:5,10

mission 6:21 8:1 39:15 41:16 45:8

misstep 29:11

missteps 26:7

mistakenly 19:11

mobile 7:24

modification 16:24

module 8:15

mom 28:7

moment 7:2 23:6 27:23 41:15 44:25 45:6

Monday 5:12 16:19 32:13 34:5 36:10,19 37:1

Mondays 36:13

money 24:14 37:25

month-long 16:21

months 41:20

morning 6:2 13:22

mortar 8:25

motion 41:8 42:3,6,7,9,12,13

mountain 24:13

moved 18:24 24:13

multiple 16:14

mute 28:12

N

Naonnie 3:23 6:3

national 10:18

navigation 11:5

navy 39:6

necessarily 35:1

needed 6:25 8:6 30:17 36:16 37:22

nice 3:21 4:25

Nikki 15:23

ninety-two 37:12

nominations 10:19

noncompliance 22:2

North 3:25 4:6 6:19 8:2,9,13,21 9:1 10:3,5,15,17 11:3 12:5,13,14 15:16 17:20,22,24 19:14 20:25 21:6 22:11 26:15 28:5 30:11 34:3 38:24

note 13:6

noted 4:24 7:21 18:3

notice 5:2,3,11 6:5 12:6 17:20 32:9 33:13

notified 29:7

notify 20:17

November 4:4,19

number 4:7,9,12
numbers 15:20 26:14
nurse 4:15 16:10 17:12,24 18:13 21:20 22:7,12,13,17,22
nursing 14:4 15:19 20:18

O

obtain 8:16
occupational 9:14 10:9
occurred 9:4 19:6
October 21:19
offered 21:9,13
office 4:11 7:18 10:1 13:2,5 14:4, 23 20:3 21:6 22:19 28:5,6 31:2 34:18 42:1
offices 6:6
official 17:19
officials 9:12 10:20
ongoing 29:9 39:22
open 40:24 41:1
opening 6:9
operate 6:18 13:14 40:24
operated 10:16 11:21
operating 4:8 12:21 31:4 32:23
operation 8:12 10:2
operational 11:7 19:10
operations 8:25
opinion 38:14
opportunity 14:24 19:24
opposition 6:14
option 34:7,15
options 34:13
order 13:8 16:19
organization 8:10 39:24
organizations 6:18 11:15
Orientation 16:6
origin 6:20 8:1
original 41:10 42:4
Originally 35:9
originated 8:11
outcomes 9:22
outlining 19:5
outpatient 8:21
overlaps 35:23
overlooked 39:10
oversees 29:21
oversight 6:25 8:6
owner 3:24

P

package 16:8 37:10
paid 11:22
pandemic 8:20
paper 6:13 23:3
papers 7:23
Parham 29:16 37:20
part 26:2 30:6
participants 38:3
participation 5:23
partnership 25:24,25
partnerships 13:18
past 11:8 23:19 31:14,18,25
pathways 9:19
patient 13:16
pay 35:8
paying 26:25
payment 13:2
peace 40:13
Pell 39:22
people 23:23
perfect 34:23
permitted 18:25
person 9:17 30:5
personal 10:13 27:14
perspective 34:16 35:14
pharmacy 22:16
phlebotomy 18:18
phonetic 15:24
place 20:22 41:20
plan 13:9
planning 14:13
pocket 11:22
point 15:3 18:12 19:21 20:11 30:22 33:17 38:14
policy 12:19 43:14
population 30:21
portal 19:13 21:15,17
portions 31:11
position 13:2
positive 46:7
possibility 36:14
possibly 6:18
potential 26:4
poured 39:16
power 19:23
practices 45:2
precedent 44:16,19 45:22
prepare 6:10
prepared 39:7
preparing 8:16 38:25
present 3:15 4:23 6:5,10,12 38:9
presentation 7:6
presented 10:21
president 11:10 25:15
pressure 23:11
pretty 20:9
previously 12:16 19:18
pride 39:25 40:4
print 7:23
prior 14:13
priorities 11:12 28:4

problem 27:25
procedural 8:3
procedure 6:22 12:3 38:21
procedures 44:12
proceed 5:25 17:9,10 20:5
proceeded 18:20
proceeding 18:1
proceedings 3:1 46:18
process 19:21 20:2 22:25 24:4,8 26:3 32:11 35:6 36:21 45:14
processes 6:16
professional 8:24
professionalism 39:3
program 4:15 6:23 8:4 9:14 13:19 14:4,15 15:19 16:2,11,20 17:1,13 18:9,14,18 19:11 20:19 21:5,9,15,17,20,21,23,25 22:12, 13,15,16,17,22 26:10 33:19 37:18
programs 10:9 11:14 22:19 26:1 30:2
progress 15:21
promptly 15:25
proof 5:2,10
proper 22:3 44:12
properly 7:23
proposed 16:18
proprietary 3:18 4:1,8,11 7:18 8:10 9:23 10:1,3,4,23 12:13,15 17:21,23 19:15 20:3 21:1,2,6 22:19 25:12,18 26:15 29:5 30:20 31:21 34:18,23 35:3 42:17
propriety 3:3 11:4 12:6 14:7 15:16 22:15 31:2
protect 6:16
proud 39:20 40:15
provide 4:12 9:13 15:18 20:3 30:14 41:8
provided 16:23 18:15,17 23:12 37:10,14
provider 7:1 8:7
providing 17:7
public 9:5,8 10:10 11:19 15:13
publicly 19:12
published 5:11
pull 44:17
purpose 6:20 7:25 39:19 45:8
pursuant 4:6
pursue 10:13
pursuit 39:14
put 12:1 23:6 27:9 29:1 32:9 43:4

Q

qualified 4:13 30:24
question 7:20 20:11,12 24:6 26:12 29:20 37:5
questions 7:5,10,12,17,19 14:9 20:5,7 25:24 27:11 29:1,2 31:7 38:4
quick 37:4
quit 28:13
quorum 3:16,20

R

raise 34:25 35:7
range 9:25
Rasheeda 19:2,4
rate 10:19
rationale 4:17
re-approval 20:20
reach 16:16,20 19:19
reached 24:2
read 3:22 5:6,15 31:10,19 38:11
Readiness 3:24 6:21 8:2,9 10:15 11:16 38:21 39:13 42:5
reads 13:5
ready 33:24
real 37:6
reality 39:9
realm 30:19
reapplied 4:3 18:6 32:2
reapply 15:10 18:5 41:21,24
reason 27:13
reasonable 16:16 32:13
reasons 22:21 45:12
reboot 46:10
receive 19:24
received 6:5 10:19 12:20 13:17 14:18 16:15 19:4 27:5 31:20 33:4, 12,13
recent 19:7
recertified 37:22
recognition 10:20
recognizing 9:18
recommend 4:5 41:8,9 42:10
recommendation 43:16
Recommendations 13:24
recommended 32:15
recommending 41:10
record 5:15 40:9 43:12
recorded 5:14
records 4:10 18:17
recruitment 9:9 10:10
reduced 11:13,18
refer 7:15,24 16:7
referenced 34:21
referral 9:5
referral-based 10:8
referring 22:18
reflects 40:10
refrain 5:23
refund 37:11 38:1
refunded 15:9 18:1 31:22 37:24
refunds 24:21 31:25 37:7,11,15, 16
refusal 4:17
refuse 4:5
refused 4:9

regain 15:14
region 39:4 40:9
regions 6:19
registered 22:7
regroup 41:20
regulation 6:15
regulations 22:1
regulatory 6:16,21 8:2 11:6 19:22 30:7 45:24
reiterated 12:9
related 30:13
relationship 27:14
relationships 37:19
relied 11:3
relying 12:21
remain 6:13 13:15 20:2 24:15 38:16
removing 39:17
renew 12:18 13:9 14:3,13,16,24 27:3 31:14 45:14,17
renewal 4:2 12:3,6 13:6,22 15:3 20:14 26:21 27:1 38:15
renewing 13:25 26:25
reporter 28:10,14 43:22
reporting 11:15
reports 34:18
representative 14:10 19:15
request 3:23 6:4 9:13 15:25 28:8 32:11 38:15
requested 4:11,19 9:11 13:3 15:17 19:23
required 8:20 10:2 16:24 18:19 22:5
requirements 10:6 14:15 31:6 33:2
requires 39:12
reservations 10:13
reserves 11:22
resolution 16:16 19:25
resource 32:10
resources 11:19,24
respect 5:21
respond 13:10
responded 12:17 14:12,20 15:2, 25 16:21 17:6
response 12:20 14:18 32:17 33:4
resubmit 21:2,3 24:3
result 13:11 19:19
resulted 11:11
retained 11:25
returned 37:13
returns 19:15
reviewed 19:18
reviewing 10:3
revisit 23:19
role 8:14
roles 30:15
roll 3:4
root 39:15
roster 17:7 18:16,18
roughly 8:18 9:24 26:23
round 40:20
route 30:18
rules 41:2
run 25:4,5 30:2
rural 8:13 11:17 30:21 38:24 39:9
Russell 23:21

S

safely 8:17
Saturday 36:16,20 37:3
scale 30:22
schedule 15:20 16:11,18,22 35:11,12
scheduled 16:4,25
scheduling 35:22
school 3:3,18 4:1,5,18 8:10 9:23 10:2,3,4,23 12:6,13,15 14:5,6 15:11,16 17:8,21,23 19:15 20:3 21:1,3 23:1 26:5,8,16 29:6 30:3,4, 20 31:2,21 34:19 35:2,3 41:9 42:17 43:2,18
School's 7:18
schools 4:11 13:25 14:3 21:6 25:4,11,12,18 26:14,20 31:3 34:23 40:22,23 41:1 45:13,18,19, 25
Scott 10:12 13:5,10,20 14:12,14, 17,19 15:2 16:10,14,20 17:5,17 18:13,18 19:2 32:8,12,19 33:12, 21 34:2,8 37:14 38:14,15 40:6 45:11
Scott's 32:17 42:1
screen 40:7
screening 36:21
scrubs 39:6
secure 46:7
secured 8:25
seeking 11:20
send 27:8
sentence 41:25
separately 23:18
September 19:3
serve 12:22
service 39:15
services 8:19 13:21 20:17
servicing 8:21 11:16
serving 8:12 40:20
session 37:3
set 44:16,19
setting 45:22
settle 14:15
share 16:13 25:21 41:12 45:11
shared 21:25 40:1 41:16
she'd 44:11
she'll 46:3,5
shift 8:3 11:9,11

shifts 6:22
shoes 39:7
short-term 10:7
shortages 30:16
show 45:12
showing 16:23
side 6:5
sign 32:18 35:1,3 36:9
signage 9:6
signed 11:10 23:23 35:9
significant 8:24 11:11 13:7
significantly 17:17
signing 36:8
simplify 20:18
sincere 38:16
sincerely 40:12
sincerity 41:13
sir 3:17
sit 6:14 25:10
site 23:10
situation 13:15
skill 38:24
skills 22:5 30:14
skip 11:8
slippery 44:25 45:7
slope 44:25 45:7
small 6:25 8:7 11:14 31:3
smaller 28:18 30:20 31:5 46:10
snowball 24:18
snowballed 24:12
solely 29:14 36:24
solid 39:6
solo 39:13
sort 3:21
sorts 41:25
sound 22:8
sounds 46:13
speak 36:7 40:25
speaking 40:24
speaks 12:4
specific 22:2 35:19
specifically 6:19
specifies 16:25
spoken 14:14
spot 28:25
stabilize 8:25 12:23
staff 4:14 8:16 11:5,24 16:18 30:24 32:20
stand 39:20 40:12
standard 17:21 38:18 39:8
standards 4:13 9:22 11:13
standing 39:11
start 15:21,22 16:5 31:16 44:25 45:6 46:10
started 17:12,25 23:8 24:21 33:20,21
starts 45:9
state 5:16 9:2 10:18 14:1 15:5 18:2 21:13 22:1,5,6 30:7 33:15 43:24
stated 12:13,15 17:23 23:2
statement 14:17 38:10 41:11,13
stating 12:6,18 17:11,19
statistics 45:11
statue 10:17 17:23
status 16:3 20:21
statute 4:6,8 14:8 28:19 29:8 34:20 35:25 36:2 42:14 44:19 45:9
statutes 31:6 41:3
statutory 11:2
stay 4:23 40:24
stethoscope 23:6
stethoscopes 23:11
stick 34:19
stop 28:2
story 38:20
straighter 8:6
strains 11:19
strategic 9:20
strategically 9:2
streams 11:18
stressful 24:10
strictly 9:4
strong 26:5
stronger 26:11
student 4:10 10:19 17:7 18:15,19 22:6 23:23 29:22 37:13
student-focused 41:17
students 6:16 10:18 11:20,23 12:22 15:7,8,12 16:17,21 17:11, 25 18:8 22:4 24:21 25:13,17 29:22 31:22 32:12 33:5 34:4 35:18 36:9,11 37:8,18 39:5 40:3 41:2
students' 33:18
subjects 4:24
submission 12:7
submit 4:1 12:25 13:2 14:21 15:23
submitted 19:3,13 21:15 22:10
submitting 13:6 18:20 19:7
Subsequent 12:8
subsequently 4:3 18:20
substantially 8:19
succeed 41:2 43:2
success 10:19
summed 44:6
supersedes 46:2
supervised 22:6
supervisory 4:14
supplies 23:4
supply 23:9
support 6:15 11:23 19:22 25:11, 12 26:8 28:17 29:4,22 39:23

supported 40:15
supposed 23:10
surrounding 9:15,16 10:23 40:9
sustainability 39:16,19
sustained 39:12,23
swing 33:22
syllabus 21:8,12,16
system 9:23 10:6 11:4 30:12 37:22 38:3 40:22
systems 8:12

T

takes 29:10
talking 30:19
target 25:10
taught 17:2 32:13 37:8
teach 23:16,17 31:14,24 32:3,25 33:5 34:4 37:25
teacher 23:20
teaching 4:14 23:21
team 11:25 12:1
tech 22:16
ten 22:2 45:18
testimony 6:1
textbooks 33:23
thanked 17:6
thing 22:14 31:1 33:24 34:22 38:8
things 11:8 22:10 23:2,3,4 30:1 44:10,14 45:1
thought 30:10,12 32:11
throw 29:25 44:1
Thursday 34:5
Thursdays 36:13
tightened 11:12
time 3:3 4:20 5:14 6:9 7:4,11,16, 19 8:22,23 9:4,7 12:12,14 14:24 15:15 18:23 19:20 24:5,8,14,19 25:3 26:9,13 27:17 31:5 36:24 41:6,19 42:25 43:8,13
timeline 38:20
times 37:2
tirelessly 39:17
today 3:22,23 4:16 5:21 6:4,14, 20 7:25 24:10,17 40:14 42:10,25
told 29:7
Tony 32:7
top 26:21 28:6 30:7
topic 4:24
topics 4:16 6:13 12:5
total 15:19 16:2,17 17:1
totaling 13:4
touched 43:3
tough 44:10
traditional 8:10 34:24
trained 39:7
training 6:18 7:1 8:7,12,15 9:1,4, 11,12,14,20 10:8,9,25 15:19 17:12 22:15 29:5,9 30:13,14 36:9, 25
transcript 43:24
transition 9:19
transparent 6:15
transportation 11:23
travel 8:20,23
traveling 6:7
true 14:16
Trump 11:11
trust 39:12
truthful 36:4
tuition 34:25 35:5,7,8,10
turn 4:21
typically 30:5

U

unable 28:10
unanimous 42:24 43:12
underserved 6:19 8:14
understand 24:15,24 25:2,6 27:14 34:16 35:14
understanding 27:18
understood 13:11
undue 5:23
unemployment 38:24
uniforms 33:22
unintelligible 16:9 25:1 28:8,17, 18,22 34:11
unusual 31:3
unwavering 39:25
upcoming 13:23
upheld 36:2
uphold 42:4,13,17
upholding 35:16
upholds 42:10
upscaling 8:15
urgent 9:18
urgently 6:25 8:6

V

vain 40:5
valid 4:9,15
Vance 9:15,16 10:23
vastly 28:19
verify 23:15
viewpoint 31:21
violated 4:7
violation 22:1 29:7
Virginia 8:21 9:2 28:4
vote 38:6 41:12,14,18 42:12,13, 22,24 43:12
voted 4:4

W

wait 7:6
waiting 7:3 27:24

waiver 5:3

wanted 14:2 24:3 25:8,23 27:9 31:9 33:24 38:9

Warrenton 9:17

wear 28:6

website 5:12 19:10,12

Wednesdays 36:13

week 6:6 19:17

weekend 46:17

weekends 36:11,17

weekly 17:3

weeks 15:20 16:3

white 25:23 27:18,19 34:20 35:10 44:21

withdrawn 17:14

work 8:24 29:15,17 37:1 38:21,25 39:21 40:5,17 41:16 43:4 45:9

worked 24:2 25:14 27:15

workforce 6:17 7:1 8:7,11 9:10, 15,21 10:10 11:1,13 29:14 30:13 39:1,9

working 42:1 45:24

workplace 39:6

workshop 36:11,16,20,22 37:3

world 35:3

worse 28:16

would've 29:4,10

wound 26:25

wrap 24:17

writing 12:17

written 12:22 16:4 27:19 37:7

Y

year 13:23 19:6 26:6 34:25 35:1,7 40:1

years 25:16 27:15 34:25 35:5 40:19 44:20

you-all 16:8

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, 2026 to offer the programs listed.

ACCELERATED ACADEMY - FAYETTEVILLE
265 Westlake Road, #101
Fayetteville, NC 28314

Program	Clock Hours
Dental Assisting I - Hybrid	80

COASTAL DENTAL ASSISTING ACADEMY
110 Village Road
Leland, NC 28451

Program	Clock Hours
Dental Assisting I - Hybrid	80

MOON RIVER NURSING CAREERS
100 Europa Drive, Suite 161
Chapel Hill, NC 27517

Program	Clock Hours
Medication Aide	24
Nurse Aide I	124

NC DENTAL U - MOORESVILLE
484 River Hwy., Ste. E
Mooresville NC 28117

Program	Clock Hours
Dental Assisting I - Hybrid	96
Dental Assisting I – Hybrid (Asynchronous)	96
Dental Assisting I – Hybrid (Synchronous)	96

AGENDA

State Board of Community Colleges

PERSONNEL COMMITTEE

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

Thursday, February 19, 2026, 3:50 p.m. - 4:20 p.m.

Mr. Bill McBrayer, Chair

Mr. John Kane, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 15, 2026

For Information

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

Closed Session

New Business

Adjourn

MINUTES
State Board of Community Colleges
PERSONNEL COMMITTEE MEETING
Thursday, January 15, 2026

Personnel Committee Members Present

Mr. Bill McBrayer, Chair	Mr. Tom Looney	Chris Bullard, DOL
Mr. John Kane, Vice Chair	Mr. Robbie Moore	Mr. Brad Briner, State Treasurer
Ms. Lisa Estep	Ms. Stacy Griffin	
Mr. Ray Trapp	Dr. David Lowry	

Other SBCC Members

Dr. Dale McInnis	Ms. Sarah West	Mr. Scott Ottman
Mr. Terry Yeargan	Mr. Geoffrey Lang	

OTHERS IN ATTENDANCE:

Dr. Jeff Cox, President	Mr. Jamal Njia	Ms. Mary Rehbein
Dr. Kimberly Gold	Ms. Amy Mast	Ms. Makel Drollinger
Dr. Amanda Lee, Bladen CC (NCACCP)		

CALL TO ORDER
Chair McBrayer called the Personnel Committee meeting to order at 4:30 p.m.

ROLL CALL of Finance Committee
Dr. Gold took the roll for the Personnel Committee and stated a quorum was met.

ETHICS STATEMENT
Chair McBrayer read the required ethics statement. No conflicts were noted.

APPROVAL OF AMENDED AGENDA
Chair McBrayer requested a motion to approve the agenda, noting three items were added for closed session. Dr. Lowry made the motion, seconded by Mr. Kane, and the motion was unanimously approved via voice vote.

CLOSED SESSION
Chair McBrayer made a motion to go into closed session pursuant to North Carolina General Statutes 143-318.11(a)(1) and (a)(6) to prevent the disclosure of confidential or privileged information in accordance with N.C.G.S. 115D-27, and to consider the qualifications, competence, performance, character, and fitness of individual public employees and prospective public employees.

The motion to go into closed session was seconded by Mr. Looney and the committee went into closed session at 4:33 pm.

MINUTES
State Board of Community Colleges
PERSONNEL COMMITTEE MEETING
Thursday, January 15, 2026

OPEN SESSION
The committee returned to open session at 4:55 pm.
Due to time constraints, Chair McBrayer stated we would not go over the two For Information items.

APPROVAL OF PERSONNEL MINUTES – November 20, 2025
Chair McBrayer asked for any additions, deletions or corrections to the November 20, 2025, minutes as presented. There being none, Ms. Estep made a motion to approve the minutes, seconded by Mr. Looney and the motion was unanimously approved via voice vote.

FOR INFORMATION
System Office Vacancy Report – October 2025 (Attachment PER 01)
The vacancy report was provided for informational purposes, and it was noted that additional discussion on this item would be deferred to a subsequent meeting.

College Presidential Status Report – October 2025 (Attachment PER 02)
For informational purposes.

NEW BUSINESS
There was no new business brought before the committee.

ADJOURNMENT
Chair McBrayer adjourned the meeting at 4:57pm.

Respectfully Submitted,
Mary Rehbein
Recording Secretary

Vacancy Position Report February 2026

Executed 02/03/2026

Division	Position	Position Desc	Date Vacant	Vacancy Reason	Status	Budget Amount	Number of Days Vacant	FT FTE Positions	Funding Source	Funding Expiration Date
Executive	60095041	VP of Human Resources	11/22/2025	Separation	Vacant	180,000.00	73	1.000	State Appropriations	NA
Executive	60087973	VP of Strategic Initiatives	4/22/2025	Agency Transfer	Vacant	178,416.00	287	1.000	State Appropriations	NA
Executive	60087977	Executive Assistant II	8/14/2025	Separation	Candidate Interviews	64,000.00	173	1.000	State Appropriations	NA
Technology Solutions	65034091	IT Security and Compliance Manager II	8/9/2025	Separation	Candidate Interviews	121,956.00	178	1.000	State Appropriations	NA
Technology Solutions	60088034	Business Systems Analyst Manager	2/1/2025	Separation	Candidate Selection	102,866.00	367	1.000	State Appropriations	NA
Technology Solutions	60088020	Applications Systems Analyst I	9/26/2025	Separation	Candidate Selection	84,027.00	130	1.000	State Appropriations	NA
Technology Solutions	60088080	Service Desk Analyst	1/1/2026	Retirement	Posting Position	83,621.00	33	1.000	State Appropriations	NA
Technology Solutions	60088028	Network Engineer	1/21/2026	Separation	Posting Position	77,126.00	13	1.000	State Appropriations	NA
Finance	60088084	Business Systems Analyst I	9/1/2025	Retirement	Candidate Selection	91,052.00	155	1.000	State Appropriations	NA
Finance	60088093	Business Systems Analyst I	6/24/2025	Separation	Candidate Selection	77,000.00	224	1.000	State Appropriations	NA
Econ Development	60013030	ApprenticeshipNC Consultant	11/1/2025	Separation	Vacant	66,982.00	94	1.000	State Appropriations	NA
Econ Development	65035920	ABA Grant Administrator	12/1/2025	Separation	Reclass Position	67,993.00	64	1.000	Federal Grant-Apprenticeship Building America/ DOL	6/30/2026
Econ Development	65038302	Workforce Development Spec/ANC	9/6/2025	Separation	Vacant	62,400.00	150	1.000	Federal Grant-State Apprenticeship Expansion Formula/ DOL	6/30/2026
Econ Development	60013034	ApprenticeshipNC Consultant	4/5/2025	Separation	Vacant	72,100.00	304	1.000	Federal Grant-State Apprenticeship Expansion Formula/ DOL	6/30/2026
Programs	65024104	Grants Administrator I	8/2/2025	Separation	Reclass Position	57,000.00	185	1.000	State Grant-SNAP/ NC DHHS	9/30/2026
Econ Development	65036387	BioBetter Curriculum Developer	8/1/2025	Separation	Vacant	85,696.00	186	1.000	Federal Grant-BBBRC/ Dept of Commerce EDA	5/28/2027
Finance	65034348	Senior Accountant Specialist	2/1/2025	Separation	Vacant	52,067.00	367	1.000	Special State Appropriations-SCIF/NC OSBM	Guaranteed through FY 2026-2027
Finance	65034347	Assc Dir of Capital Finance & Planning	1/5/2026	Internal Promotion	Vacant	79,788.00	29	1.000	Special State Appropriations-SCIF/NC OSBM	Guaranteed through FY 2026-2027
Executive	60088138	Application Systems Analyst I	8/16/2025	Separation	Candidate Selection	84,000.00	171	1.000	Private Grant-Arnold Ventures/Foundation	10/01/2031
						1,688,090.00		**19.000**		

FEBRUARY METRICS		VACANCY FUNDING	
BUDGETED POSITIONS	236	**Vacant Positions**	**19**
HEADCOUNT	217	**Appropriated**	**11**
VACANCIES	19	**Receipts**	**8**
VACANCY RATE %	8.05	**Grant funds Expire 2026**	**4**
		Grant funds Expire 2027	**3**
		Grant funds Expire 2031	**1**

Summary of Grant Receipt Positions

The System Office currently has 236 employee positions.

* 73 are funded either partially or 100% from a source other than state appropriated funds.
* 55 have more than 50% of their salary funded through a source other than state appropriated funds.
* 25 of the 73 are funded by grant funds that have an expiration.

STATE BOARD OF COMMUNITY COLLEGES

College President Status Report

February 2025

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. Shannon Hair	2/01/2026
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. Aron Gabriel	1/9/2026
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. Kevin Lee	8/04/2025
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. Sylvia Cox	5/1/2025
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	Dr. Stacy Waters-Bailey	7/132025
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*