Updated 3.16.26

STATE BOARD OF COMMUNITY COLLEGES
Mr. Thomas Looney, Chair
Mr. John Kane, Vice Chair
Friday, March 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, March 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 – 1:00 pm	Dr. W. Dallas Herring State Board Room
Strategic Planning Committee	1:05 pm – 1:50 pm	Dr. W. Dallas Herring State Board Room
Finance Committee	1:55 pm – 2:55 pm	Dr. W. Dallas Herring State Board Room
Accountability and Audit Committee	3:00 pm – 3:30 pm	Dr. W. Dallas Herring State Board Room
Programs and Student Success Committee	3:35 pm – 4:35 pm	Dr. W. Dallas Herring State Board Room
Personnel Committee	4:40 pm – 5:10 pm	Dr. W. Dallas Herring State Board Room
State Board Policy and Governance Committee	5:15 pm – 5:45 pm	Dr. W. Dallas Herring State Board Room

Friday, March 20, 2026

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

- Call to Order
- Pledge of Allegiance
- Military Engagement Update – Dr. Lisa Chapman, Central Carolina Community College
- Special Announcement Presentation – Endowment for Student Experience and Innovation
- Roll Call
- Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- Approval of the Minutes – February 20, 2026
- Approval of the Agenda
- Approval of the Consent Agenda
- Introduction of College President – Introduction of Dr. Aron Gabriel, President, Mayland Community College, by Bryan Peterson, Chair, Mayland 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

TRANSFORMATION COMMITTEE, Mr. Scott Ottman, Chair

FOR INFORMATON

Enterprise Resource Planning Modernization Update (Attachment TC01)
Customer Relationship Management Update (Attachment TC02)

STRATEGIC PLANNING COMMITTEE, Dr. Dale McInnis, Chair

FOR INFORMATON

2022-26 System Strategic Plan Update (PLAN 01)

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

FOR ACTION

Service Agreement for Quality Acceptance Inspector (Attachment FC 01)
State Board Reserve Fund Request – Residency Licensure (Attachment FC 02)
State Board Reserve Fund Request - ACA 122 (Attachment FC 03)
Allocation for NC Career Coach Program (Attachment FC 04)
Contract for College Cybersecurity Awareness Training (Attachment FC 05)

FOR CONSENT APPROVAL

Targeted Assistance and Less Than Half-Time Grant Program (Attachment FC 06)
Construction and Property – April 2026 (Attachment FC 07)

FOR INFORMATON

Estimated Receipts – February 2026 (Attachment FC 08)

ACCOUNTABILITY AND AUDIT, Mr. Geoffrey Lang, Chair

FOR INFORMATION

Cyber Security Update (Attachment AUD 01)
College Compliance Reviews 4 Year Summary (Attachment AUD 02)
Internal 2025-2026 Audit Plan Update (Attachment AUD 03)

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

FOR FUTURE ACTION

Curriculum Program Application (Attachment PROG 01)

FOR ACTION
Legislative Report for Short Term Workforce Development Grant Program (Attachment PROG 02)
Legislative Report for Vocational Rehabilitation Counselor Pilot Program (Attachment PROG 03)
Cooperative Innovative High School Applications (Attachment PROG 04)
New Curriculum Prefix – Propel NC Workforce Sector Funding Model Recommendation (Attachment PROG 05)

FOR CONSENT APPROVAL
Curriculum Program Applications – Fast Track for Action (Attachment PROG 06)
Combined Course Library – Continuing Education (Attachment PROG 07)
Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 08)

FOR INFORMATON
Approved Curriculum Program Applications (Attachment PROG 09)
Approved Curriculum Program Terminations (Attachment PROG 10)

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

CLOSED SESSION

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

STATE BOARD POLICY AND GOVERNANCE, Mr. Chaz Beasley, Chair

FOR ACTION
2B SBCC 500.4 State Board of Proprietary Schools Recommendation to SBCC (Attachment SBPG 01)

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, May 14, 2026, and Friday, May 15, 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

Targeted Assistance and Less Than Half-Time Grant Program (Attachment FC 06)
Construction and Property – April 2026 (Attachment FC 07)

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

Curriculum Program Applications – Fast Track for Action (Attachment PROG 06)
Combined Course Library – Continuing Education (Attachment PROG 07)
Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 08)

State Board of Community Colleges
Dr. W. Dallas Herring State Board Room, Caswell Building
200 West Jones Street, Raleigh, North Carolina
Friday, February 20, 2026, 9:00 a.m.
Meeting Minutes

CALL TO ORDER

Following proper public notification, the Chair, Mr. Tom Looney, called the State Board of Community Colleges (SBCC) Meeting to order at 9:00 a.m. and welcomed members, staff, and guests. Chair Looney noted the strong participation and expressed enthusiasm for the meeting's agenda and welcomed viewers joining via YouTube.

The Board began with the monthly Military Engagement segment with

- Dr. Rachel Desmarais, President, Vance-Granville Community College
- Mr. John W. Turner, Executive Director, Veterans Life Center, Vance-Granville Community College
- Mr. Jacob LeGrand, student veteran at Vance-Granville Community College

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Mr. Jacob LeGrand

MILITARY ENGAGEMENT UPDATE:

Mr. Turner provided an overview of the partnership between the Veterans Life Center and Vance-Granville Community College. He described the organization's mission to support veterans who face challenges transitioning to civilian life by helping them rediscover purpose, identity, and career training opportunities. The partnership with Vance-Granville CC enables residents to pursue educational and workforce training opportunities through the community college system. Mr. Turner highlighted the program outcomes, noting that several Veterans Life Center residents are currently enrolled at Vance-Granville CC, with multiple students earning Dean's List recognition, National Honor Society membership, and one student receiving the Dallas Herring Achievement Award.

Chair Looney also invited Mr. Jacob LeGrand to briefly share his personal story. Mr. LeGrand discussed his service as a Navy corpsman, his challenges following military service, and his recovery journey

through the Veterans Life Center. He reported he is currently pursuing admission to the nursing program at Vance-Granville CC with a record of academic success. Board members expressed appreciation for the partnership and its positive impact on veteran students.

SPECIAL CONTRIBUTION PRESENTATION

Dr. Jeff Cox, President of the North Carolina Community College System, introduced Ms. Anita Bachmann, Chief Executive Officer of UnitedHealthcare Community Plan of North Carolina, who announced a $500,000 investment to launch the UnitedHealthcare Future Leaders in Health Scholarship Program. Ms. Bachmann stated that the program will support approximately 400 students over three years across 35 community colleges, focusing on regions with the greatest health care workforce shortages. The scholarships will assist students pursuing health care degrees or certifications by covering tuition, testing costs, and certain living expenses. She emphasized the importance of strengthening the rural health care workforce and highlighted UnitedHealthcare's commitment to improving health outcomes across North Carolina. Dr. Amanda Lee, President of Bladen Community College and Chair of the NC Association of Community College Presidents, expressed appreciation on behalf of participating colleges. She noted that the funding will help students overcome barriers that often interrupt progress in allied health programs. Chair Looney thanked UnitedHealthcare for the investment and noted the critical role community colleges play in developing North Carolina's health care workforce. A photo opportunity followed the announcement.

ROLL CALL

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

Mr. Tom Looney (Chair)	Lt. Gov. Rachel Hunt	Mr. Scott Ottman
Mr. John Kane (Vice Chair)	Mr. Geoffrey Lang*	The Hon. David Price
Ms. Paula Benson	Dr. David Lowry	Mr. Bannock Scott
State Treasurer Brad Briner	Mr. Chris Lumsden	The Hon. Sam Searcy*
Ms. Lisa Estep	Mr. Bill McBrayer	Ms. Sarah West
Labor Comm. Luke Farley	Dr. Dale McInnis	Mr. Terry Yeargan
Ms. Stacy Griffin	Mr. Robert Moore	

*Attended Via Zoom
Absent: Hon. Chaz Beasley and Mr. Ray Trapp
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 were noted.

APPROVAL OF THE MINUTES

Chair Looney asked for a motion to approve the minutes from January 16, 2026.
A motion to approve the minutes 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
- Strategic Planning Committee (Dr. Dale McInnis): No changes
- Finance Committee: (Ms. Lisa Estep): No changes
- Programs and Student Success Committee (Ms. Sarah West): No changes
- State Board Policy and Governance (Ms. Lisa Estep): No changes
- Personnel Committee (Mr. Bill McBrayer): Two items for closed session

A motion to approve the agenda was made by Mr. Robert Moore and seconded by Mr. Bill McBrayer. The agenda was approved unanimously.

APPROVAL OF THE CONSENT AGENDA

The consent agenda was presented with no questions or discussion. A motion to approve the consent agenda was made by Mr. Chris Lumsden and seconded by Dr. Dale McInnis. The consent agenda was approved unanimously.

Introduction of South Piedmont Community College President: Dr. Stacy Waters-Bailey.

Chair Looney recognized Ms. Pat Kahle, Chair of the South Piedmont Community College Board of Trustees. Ms. Kahle formally introduced Dr. Stacy Waters-Bailey as the fifth president of South Piedmont Community College, effective July 1, 2025. She highlighted Dr. Waters-Bailey's 15 years of leadership experience in academic affairs, student services, and workforce development, as well as her prior roles at Forsyth Technical Community College, Davidson-Davie Community College, Tidewater Community College, and the University of Alabama. Dr. Waters-Bailey addressed the Board and expressed appreciation for the opportunity to lead South Piedmont Community College. She discussed the growth and opportunities in Anson and Union counties and emphasized her commitment to preparing students for both current and future workforce needs. Chair Looney welcomed Dr. Waters-Bailey and commented on the college's work supporting student success.

REPORTS

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

Chair Looney welcomed Dr. Amanda Lee, President of the Presidents Association, recognizing her leadership at Bladen Community College and her deep understanding of the system. Dr. Lee reported strong summer and fall enrollment growth and highlighted the success of NC Reconnect, which has re-engaged over 3,000 adult learners, and SkillsUSA, where 88% of students placed in the top ten nationally. She outlined key priorities including Propel NC, Workforce Pell, and adapting to new policies, while emphasizing the need to address staff compensation. Dr. Lee introduced BOOST, a new support initiative launching at eight colleges, and celebrated the expansion of CCP dual enrollment. She reaffirmed the system's commitment to student success, aligning with Chair Looney's vision of being "locally unique and system strong."

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

Chair Looney introduced Mr. Gene Rees as the new President of the Trustees Association, representing 750 trustees across 58 colleges, and praised his leadership. Mr. Rees announced the upcoming Trustees Leadership Seminar on September 11–12 in Greensboro, featuring Governor Josh Stein and sessions on apprenticeship, federal policy, and trustee training. Mr. Rees thanked the legislature for approving $94 million in enrollment growth funding before fall classes began and stressed the need to decouple it from other system requests. He also offered heartfelt thanks to Dr. Jeff Cox for his decades of service and encouraged trustees to stay engaged in advocacy as Dr. Cox approaches retirement next summer.

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

Mr. Bannock Scott provided an update on behalf of the Student Government Association, announcing new executive appointments and upcoming events, including the Fall Division Meetings on September 20, a town hall at Bladen Community College on November 15, and the Community College Legislative Assembly on January 23–24. He shared that the SGA's strategic plan focuses on financial literacy, childcare assistance, and community outreach, with committees actively working on related initiatives. The Finance Committee is finalizing a financial literacy survey, which will inform future workshops and student resources. Mr. Scott also thanked legislators and Cape Fear Community College for their support during the June training and upcoming Fall Conference in October. Chair Looney emphasized the importance of active liaisons and ongoing collaboration to support student advocacy and engagement.

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

Mr. Johnson reported that the Foundation is exceeding expectations in its national fundraising campaign, citing recent contributions including a multimillion-dollar commitment from Siemens and the $500,000 UnitedHealthcare scholarship initiative. He also reported that the Foundation achieved its highest revenue year in its 40-year history, generating nearly $5 million in support for community colleges.

Mr. Johnson discussed several focus areas: Fundraising and sponsorships for the 2026 Awards Dinner, exploration of earned-income strategies, development of a strategic communications plan and a feasibility study exploring a statewide equipment donation program for colleges.

TRANSFORMATION COMMITTEE, Mr. Scott Ottman, Chair

FOR INFORMATION

Enterprise Resource Planning (ERP) Modernization Update (Attachment TC 01)

Mr. Ottman provided an update on the Enterprise Resource Planning (ERP) modernization initiative. He reported that the system has successfully reconciled all 58 community colleges within the Banner CBAS solution (College Budgeting and Accounting System). He recognized Dr. Philip Price, Dr. Stephanie Fisher, and their teams for their significant efforts in completing this milestone, noting that

the implementation required several years of coordinated work across the system.
Mr. Ottman emphasized that system transformation is a collaborative effort and commended the system office staff and college partners who contributed to the project. He also provided updates on remaining components of the modernization initiative, including Common Course Library (CCL) implementation, development of the data warehouse and completion of additional data pipelines moving into production. Mr. Ottman noted that nine pipelines are currently operational, with additional pipelines scheduled for completion following upcoming workshops with the vendor team. He expressed confidence that the remaining work will be completed in the coming months.

Customer Relationship Management (CRM) Initiative (Attachment TC 02)
Mr. Ottman introduced Dr. Brian Merritt, who provided an overview of the system's Customer Relationship Management (CRM) initiative. Dr. Merritt reported that a landscape analysis survey was conducted across the 58 colleges to assess CRM usage. The survey results indicated that approximately 85% of colleges currently use a CRM platform in some capacity, although implementation varies in scope and maturity.

Dr. Merritt explained that CRM systems support student recruitment and communications, engagement with prospective students and enrollment conversion and retention strategies.

Board members discussed the importance of a coordinated systemwide approach to CRM implementation, noting that students primarily expect digital engagement rather than traditional mail-based outreach. Mr. Ottman indicated that a more detailed CRM discussion and analysis will be presented at the Board's March meeting.

STRATEGIC PLANNING COMMITTEE, Dr. Dale McInnis, Chair

FOR ACTION
System Office Mission Statement (PLAN 01)
Dr. McInnis explained that the proposed System Office Mission Statement was developed through stakeholder input, including feedback from the NC Association of Community College Presidents, and to support the search process for the system's next president. The proposed mission statement reads: "The System Office leads statewide policy advocacy, modernization, and workforce alignment to strengthen community college capacity and ensure North Carolina is the global leader in talent and workforce readiness." Dr. McInnis noted that the word "global" was added following feedback from presidents and board members.

On behalf of the Strategic Committee, Dr. McInnis recommended and moved for approval of Plan 01 as presented. The motion passed unanimously.

2026-29 NCCC System Strategic Plan Strategic Goals (PLAN 02)
Dr. McInnis presented the proposed strategic goals for the 2026–2029 Strategic Plan, which have been under development since August. He reported that the proposed goals will reduce the total number of goals, strengthen the depth and focus of each goal and provide a framework for future metrics, key

performance indicators, and tactical plans. Dr. McInnis noted that the plan will guide system priorities and provide a foundation for additional strategic planning work once a new system president begins service later in the year.

On behalf of the Strategic Committee, Dr. McInnis recommended and moved for approval of Plan 02 as presented. The motion passed unanimously.

FOR INFORMATON

2022-26 System Strategic Plan Update (PLAN 03)

Dr. McInnis noted that the committee also received a detailed presentation on the work of the North Carolina Community Colleges Foundation, highlighting progress in fundraising and the distribution of funds to support system priorities.

He indicated that the committee will focus next on analyzing the current strategic plan and identifying lessons and insights that will inform future planning efforts.

The Finance Committee, Ms. Lisa Estep, Chair

FOR ACTION

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

Ms. Estep presented a request to allocate slightly more than $94,000 to support two new regional trainer positions for NC Edge Customized Training. She noted that six similar positions were previously approved in April of the prior year and that the funding for the initiative runs through June 30, 2026. Edgecombe Community College will serve as the host college for both positions.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC01 as presented. The motion passed unanimously.

Allocation of Enrollment Growth Reserve (Attachment 02)

Ms. Estep presented a request to allocate slightly more than $24.5 million from the Enrollment Growth Reserve to 47 colleges. She explained that colleges are eligible for this allocation if they achieve greater than five percent enrollment growth in any of the three academic areas: curriculum, continuing education, or basic skills. Eligibility is determined by comparing actual fall FTE for the current year to the previous fall's budgeted enrollment levels.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC02 as presented. The motion passed unanimously.

Amended Expenditure for Website Redesign (Attachment 03)

Ms. Estep presented a request to allocate $157,000 to amend the scope and timeline of the System Office website redesign contract. The amendment extends the contract by one year and adjusts the scope of work and deliverables associated with the website update. She noted that final approval from the state Department of Information Technology was still pending, but the committee recommended moving forward with the allocation in preparation for the amendment.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC03 as presented. The motion passed unanimously.

Community College CRM Pilot Reimbursement (Attachment 04)
Ms. Estep presented a request to allocate approximately $198,000 to reimburse the five colleges participating in Cohort One of the Community College Customer Relationship Management (CRM) pilot program. The allocation will cover second-year expenses associated with the pilot initiative.

She noted that the Board had recently received an overview of the CRM pilot and the broader CRM landscape across the community college system. A more detailed discussion of CRM implementation across the system is planned for the following month.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC04 as presented. The motion passed unanimously.

Legislative Agenda (Attachment 05)
Ms. Estep then presented the proposed legislative agenda. She noted that the agenda had been endorsed by the Presidents Association and invited staff to provide a brief overview of the updates.

Mr. Alex Fagg reported that the system's top legislative priority remains the Propel NC initiative, which focuses on proactive, labor-market-driven workforce training and innovation across the community college system. Staff indicated that workforce development remains a key priority for the North Carolina General Assembly as it prepares for the upcoming short session.

In addition to Propel NC, the updated legislative agenda includes several priorities:

- Funding for additional multi-campus centers previously approved by the State Board, including new sites associated with Wake Technical Community College and Alamance Community College. Final approval and funding authorization must come from the General Assembly.
- Support for employee and faculty salary increases at least in line with other state employees.
- Increased foundational funding for Apprenticeship NC to strengthen and expand apprenticeship programs across the system.

Mr. Fagg also provided updates on federal appropriations, noting that recent federal funding legislation restored several key education and workforce programs administered by the U.S. Departments of Labor and Education. These include programs such as TRIO Programs and GEAR UP, as well as apprenticeship and workforce development funding streams.

Additionally, Mr. Fagg shared highlights from recent federal meetings in Washington, D.C., with members of the North Carolina congressional delegation, including Senator Thom Tillis, Senator Ted Budd, Rep. Deborah Ross, Rep. Virginia Foxx, Rep. Richard Hudson, and Rep. Chuck Edwards. Discussions focused on workforce preparation, career and technical education, innovation, and opportunities for major federal workforce development grants.

Mr. Fagg also announced that Community College Day at the General Assembly is scheduled for May 6 and encouraged Board members, presidents, and trustees to attend and participate in showcasing innovative programs and workforce initiatives from across the system.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC05 as presented. The motion passed unanimously.

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

FOR ACTION

Dual Enrollment Legislative Report (Attachment PROG 01)

Ms. West presented the annual legislative report on the system's dual enrollment programs, which include:

- Career and College Promise
- Cooperative Innovative High Schools
- College Transfer Pathways
- Career and Technical Education Pathways
- Workforce Continuing Education Pathways

She noted that North Carolina's dual enrollment programs are widely recognized as national model programs, citing strong collaboration among:

- Community colleges
- The Department of Public Instruction (DPI)
- Local school districts
- Industry partners

Ms. West highlighted several key outcomes from the report:

- Dual enrollment participation increased by 10% in the past year.
- High school students represent approximately 24% of total community college enrollment.
- 95% of participating students earn credit toward high school graduation.
- Retention and completion rates exceed 95%, above the state average.

Ms. West also recognized Dr. Aaron Mabe, Director of Dual Enrollment, for his work compiling and presenting the report.

Board members reflected on the previous day's presentation from South Piedmont Community College, which highlighted the success of dual enrollment and apprenticeship pathways in partnership with Anson High School and Southern Fabricators, including a student success story demonstrating the pathway from high school coursework to apprenticeship and employment.

Ms. West also thanked the Board for supporting several recent program innovations, including:

- Expanded Career and Technical Education pathways for ninth and tenth grade students
- Course alignment projects supporting career development and pre-apprenticeships
- The CTE pathway, providing developmental and contextualized learning opportunities for students previously unable to access dual enrollment programs

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

Rowan-Cabarrus Community College Biotechnology Training Center Legislative Report (Attachment 02)

Ms. West presented the annual legislative report on the Rowan-Cabarrus Community College Biotechnology Training Center in Kannapolis. The facility, originally founded by the General Assembly in 2006, supports workforce training in biotechnology and related fields.

Funds are used annually to support:

- Equipment and laboratory resources
- Faculty and staff support
- Building operations and lease expenses

The center supports programs in:

- Biotechnology and biopharmaceutical workforce training
- Nursing and health sciences
- STEM outreach activities, including the college's annual STEM Open House

On behalf of the Programs and Student Success Committee, Ms. West recommended approval of Program 02 as presented. The request was passed unanimously.

Special Announcements and Updates

Credit for Prior Learning Policy Initiative

Ms. West shared that the North Carolina Community College System has been selected as one of three states—along with Colorado and Alabama—to participate in a competitive two-year national Credit for Prior Learning (CPL) policy initiative. The initiative is designed to strengthen and scale statewide efforts to award academic credit for verified workforce training, military service, and other experiential learning.

The project is being conducted in partnership with the Council for Adult and Experiential Learning and RAND Corporation. Through this initiative, North Carolina will receive technical assistance and strategic support to enhance policy alignment, data tracking, and implementation of CPL practices across the state's 58 community colleges.

Ms. West noted that the initiative aligns with the system's ongoing commitment to accelerating credential completion, reducing costs for students, supporting adult learners, and advancing workforce and educational attainment goals. Participation in the initiative further positions North Carolina as a national leader in credit for prior learning policy and practice.

Board members noted that the selection highlights the system's continued recognition in securing competitive national opportunities.

2026 North Carolina Community College System Conference
Ms. West provided an update regarding the upcoming 2026 North Carolina Community College System Conference, scheduled for October 14–16 at the Raleigh Convention Center.

The conference theme for 2026 is **"An Essential Investment: Centering Students in the Future of Work."** The biennial conference typically brings together more than 2,000 participants, including students, faculty, staff, administrators, partners, and stakeholders from across the community college system. Legislators and other state leaders are also frequently in attendance.

Ms. West explained that the conference will feature two keynote speakers, who will be announced at a future Board meeting, along with more than 100 breakout sessions focusing on best practices, innovation, student success, and workforce development across the system.

Program proposals are currently being solicited from system office staff, colleges, and external partners. Outreach efforts have included distribution of conference postcards to colleges, systemwide email announcements through college listservs, and direct outreach to approximately 75 external stakeholders and partner organizations to encourage participation and proposal submissions.
Ms. West noted that the conference has been held for decades and is widely anticipated across the system. Registration and program proposals have already begun to be submitted. The conference is traditionally held Sunday through Tuesday; however, the 2026 conference will take place Wednesday through Friday and will coincide with State Board meeting week. Staff will work with Board leadership to determine logistics should the Board wish to hold its meeting at the convention center during the conference.

Board members commented on the value of attending conference sessions and engaging with participants. They noted that the event provides an opportunity to learn about innovative programs and successful practices across the system.

Ms. West concluded by encouraging Board members to attend the conference if their schedules allow.

State Board Policy and Governance Committee, Ms. Lisa Estep, Vice Chair

FOR ACTION
Recommendation to Refuse Initial Proprietary Licensure (Attachment SBPG 01)
The committee reviewed an appeal from Medical Careers Readiness of North Carolina, whose application for initial proprietary school licensure had previously been denied by the Proprietary School Board.

Timeline of actions:

- November 2025: Proprietary School Board denied the initial application.
- The school requested a formal appeal.
- January 9, 2026: The Proprietary School Board held a hearing and unanimously voted to uphold the original denial, citing statutory grounds.

The matter was then forwarded to the State Board for final consideration.

On behalf of the State Board Policy and Governance Committee, Ms. Lisa Estep recommended approval of Program 02 as presented. The request was passed unanimously.

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

CLOSED SESSION

Mr. McBrayer made a motion to enter Closed Session pursuant to G.S. § 143-318.11(a)(1) and (a)(6). to prevent the disclosure of information that is confidential and privileged in accordance with the general statute 115D-27 and 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 and the Board went into closed session at 3:53 p.m.

OPEN SESSION

After returning to open session at 4:03 p.m., Mr. McBrayer reported on the two items reviewed during closed session and recommended the following:

- re-election of Dr. Gene Smith as President of Brunswick Community College
- re-election of Dr. David Heatherly as President of Coastal Carolina Community College

Chair Looney stated the Personnel Committee recommends approval of the two items discussed during closed session and made a motion to approve the two items. The motion passed unanimously.

FOR INFORMATION

System Office Vacancy Report (Attachment PER 01)

Mr. McBrayer reported that the system's vacancy rate is currently 8.5**%**.

College Presidential Status Report (Attachment PER 02)

Mr. McBrayer noted that no presidential vacancies currently exist across the system's 58 community colleges, which he described as a positive indicator of leadership stability.

PRESIDENT REPORT

President Cox thanked board members, college presidents, trustees, and stakeholders who attended the meeting both in person and online. President Cox highlighted a recent announcement from the Siemens Foundation awarding $9.25 million to support the Careers Electric initiative, a collaborative effort addressing the growing shortage of electricians. Approximately $2.5 million will directly support the expansion of the program to 10 additional community colleges. The state currently graduates about 1,280 electricians annually, while approximately 10,000 electricians retire each year. Increased demand from industries such as AI, data centers, and advanced manufacturing is intensifying workforce needs. Many electricians in the current workforce are 50 years or older, increasing urgency for workforce pipeline development.

President Cox thanked Wake Technical Community College leadership for helping initiate the partnership and stated that additional information about participating colleges will be forthcoming.

President Cox noted that additional philanthropic and grant announcements benefiting the community college system are expected in the coming months. He also announced that system leadership will attend the Achieving the Dream Conference in Portland, where they will host national funding partners to discuss workforce and student success initiatives in North Carolina.

Updates were provided regarding the system's Enterprise Resource Planning (ERP) modernization project, including successful demonstration of the Banner solution, significant progress with the CBAS college budget and accounting system, with all 58 colleges successfully reconciling budgets in the new system for the first time and continued monitoring of reconciliation results in upcoming cycles. President Cox thanked staff members leading the implementation effort.

Dr. Cox shared a student success story from Carteret Community College about Credence Creech, whose educational journey after incarceration led to:

- Enrollment in the Social and Human Services program
- Academic success and TRIO scholarship recognition
- Graduation while eight months pregnant
- Employment as a certified peer support specialist assisting others in recovery

President Cox highlighted this story as an example of the life-changing impact of North Carolina's community colleges.

PRESIDENTIAL SEARCH UPDATE

Chair Tom Looney provided an update on the ongoing search for the next president of the North Carolina Community College System. The search firm will conduct stakeholder listening sessions, develop the presidential profile, recruit and screen candidates, facilitate interviews, perform background checks and assist with final negotiations. Feedback will come from college presidents, trustees, faculty and staff, students, business and industry leaders, legislators, education partners, philanthropic organizations. A public website will also allow additional feedback.

A timeline was proposed to select the President:

Phase	Timeline
Listening Session	March
Final presidential profile	April
Candidate Recruitment	April
First Interviews	May
Final Interviews	Early June
Board Selection	Mid-June
Legislative Approval	Before July

The committee emphasized the importance of maintaining this timeline due to legislative session requirements.

NEW BUSINESS

None

BOARD MEMBER COMMENTS

Several board members shared their experiences visiting colleges.

Craven Community College

- Strong collaboration with Marine Corps Air Station Cherry Point
- Engineering courses connected with NC State University

Alamance Community College

- Advanced biotech facilities
- 100% job placement for some programs
- Welding classes offered overnight for working adults

Carteret Community College

- Aquaculture and boat manufacturing programs
- Leadership training for students

Durham Tech

- Major campus expansion
- Strong partnership with Duke University.

These visits demonstrated the impact and innovation happening across the system.

Several board members also emphasized the importance of:

- Partnerships with construction, manufacturing, and pharmaceutical companies
- Connecting industry needs directly with college programs
- Expanding workforce pipelines.

Many companies want stronger collaboration with community colleges.

DATE OF FUTURE MEETINGS

The next State Board Meeting will be held on Thursday, March 19, 2026, and Friday, March 20, 2026, in the State Board Room, Caswell Building, located in Raleigh, NC.

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

Chair Looney adjourned the meeting at 2:45 p.m.

RESPECTFULLY SUBMITTED BY:

Dr. Jeff Cox, System President

APPROVED BY:

Mr. Thomas Looney, Chair

AGENDA

State Board of Community Colleges
TRANSFORMATION COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, March 19, 2026 – 12:00 p.m. – 1:00 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 – February 2026

For Information

- Enterprise Resource Planning Modernization Update (Attachment TC01)
- Customer Relationship Management Update (Attachment TC02)

New Business

Adjourn

MINUTES

State Board of Community Colleges

TRANSFORMATION COMMITTEE

Thursday, February 19, 2025 – 12:00 p.m. – 12:30 p.m.

COMMITTEE MEMBERS PRESENT:

Mr. Scott Ottman, Chair
Mr. Robert Moore, Vice-Chair
Ms. Lisa Estep
Mr. Chris Bullard, designee for Labor Commissioner Labor Commissioner Luke Farley
Mr. Geoffrey Lang*
Mr. Tom Looney
Dr. Dale McInnis

Members Absent: State Treasurer Brad Briner; Lt. Governor Rachel Hunt; Mr. Bannock Scott; and Hon. Sam Searcy

OTHER STATE BOARD MEMBERS PRESENT:

Ms. Stacy Griffin
Mr. John Kane
Mr. Chris Lumsden
Dr. David Lowry
Mr. Bill McBrayer
Hon. David Price
Ms. Sarah West
Mr. Terry Yeargan

OTHERS IN ATTENDANCE:

Mr. Patrick Fleming
Mr. Deante Tyler
President Jeff Cox
Dr. Kimberly Gold
Dr. Zach Barricklow
Mr. Alex Fagg
Ms. Amy Mast
Dr. Brian Merritt
Dr. Philip Price
Dr. Bill Schneider
Ms. Hanna Ahmad
Ms. Katie Buchanan
Ms. Candid Carrington
Dr. Andrea Crowley
Ms. Delany Davis
Ms. Makel Drollinger
Ms. Stephanie Fisher
Ms. Deana Hatcher
Ms. Sondra Jarvis
Mr. Jamal Njai
Ms. Mary Rehbein
Ms. Katie Loovis, NCCC Foundation
President Amanda Lee, Bladen CC
President J.B. Buxton, Durham TCC
President Carol Spalding*
Mr. Zack Hubbard, Rowan-Cabarrus CC
Ms. Susan Wooten*, Caldwell CC & TI
Ms. Tenette Prevatte*, Fayetteville TCC

Attended virtually *

CALL TO ORDER

Chair Scott Ottman officially called the meeting to order at 12:01 p.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 January 15, 2026, meeting. Mr. Looney made the motion, Mr. Bullard seconded, and the minutes were approved via voice vote.

APPROVAL OF THE AGENDA

Chair Ottman requested a motion to approve the agenda for the February 19, 2026, meeting. Dr. McInnis made the motion, Ms. Estep seconded, and the agenda was approved via voice vote.

FOR INFORMATION

Enterprise Resource Planning Modernization (Attachment TC 01)

Recognition:

Chair Ottman recognized Stephanie Fisher for 25 years of service to the State and work done at the System Office on the College Budget & Accounting System. Ms. Fisher will retire at the end of the month. Chair Ottman also recognized Dr. Price and the CBAS team for their extensive support and effort.

CBAS Update:

All 58 colleges were successfully reconciled for January across the existing CBAS solution in Colleague, and the new Banner solution. This achievement marks a major milestone after more than two years of work. February reconciliation remains upcoming. Chair Ottman thanked the team for their intensive efforts and support during multiple working sessions.

Data Warehouse Update:

Led by Dr. Schneider and team, significant progress continues. Nine of 17 pipelines have passed UAT. An on-site working session with Ellucian is tentatively scheduled for the first week of March to resolve remaining issues and finalize the path to an operational, deployed data warehouse. Chair Ottman noted visible progress and expressed confidence in the trajectory.

Common Course Library (CCL):

CCL is essential for Banner deployment. Courses component is nearly complete; Programs remains a major open item. Ellucian has been informed of the July deadline to enable training and ensure colleges can build schedules for the next academic year. NCCCS is awaiting Ellucian's revised plan to meet the required timeline.

Customized Training System:
The customized training module has been deployed, with only minor open items remaining.

Pilot Colleges & User Group Work:
Appreciation was expressed to the five CIOs and presidents of pilot colleges for their contributions. They are helping define faculty and staff user groups and supporting ongoing transformation design decisions.

Recent Activities:
ERP demonstrations were presented to the State Board, and the Presidents' Winter Conference (positive feedback reported). Additional on-site working sessions were held with Dr. Price's team and Ellucian.

Discussion – Support Model After Go-Live:
Ms. Estep offered appreciation to all teams, particularly Finance. She raised questions regarding support once Ellucian personnel are no longer onsite.

Mr. Fleming explained the sequence:

- Continued UAT and validation through the end of the fiscal year.
- Full production is targeted for end of current or start of next fiscal year.
- Post-deployment **Hypercare** from Ellucian (duration to be negotiated).
- Transition to ongoing maintenance under the state's existing **ESSA** agreement.

Chair Ottman emphasized that Dr. Price, Dr. Schneider, and Dr. Merritt will define the long-term support model for their respective workstreams.

Financial Deep Dive:
Chair Looney asked about the financial analysis of project spending and remaining costs. Chair Ottman confirmed that the first review with staff has been completed and a detailed meeting with Chair Looney is scheduled for March 11. The meeting will include expenditures to date, accomplishments, and the remaining funding request needed to complete the ERP transformation.

Customer Relationship Management (Attachment TC 02)
Chair Ottman asked Dr. Brian Merritt to provide an update on recent landscape analysis on how we recruit and retain students.

Dr. Brian Merritt provided an update on the recent systemwide CRM landscape analysis. He emphasized that a strong, well-implemented CRM strategy is foundational to how colleges recruit, communicate with, support, and ultimately retain students. A survey-based analysis produced a comprehensive snapshot of CRM adoption and usage across the System, with 53 of 58 colleges responding, He

expressed appreciation for the colleges' strong participation and candid feedback. Overall CRM adoption is high (approximately 85%), though the depth and maturity of usage vary widely. Dr. Merritt noted a clear appetite for thoughtful System-level support and stated that the results will inform a coordinated System plan to strengthen CRM strategy in support of colleges and students. A more detailed presentation will be provided at the March meeting.
Chair Ottman added that it is important to keep enterprise systems in their appropriate "swim lanes." Specifically, CRM should manage relationships and interactions that drive engagement and behavior; the ERP (Banner) serves as the official system of record for transactions; and the data platform must be the single trusted source of truth for analytics and reporting. He cautioned that misalignment—such as using CRM or ERP for analytics—can be inefficient, brittle, and costly, and may create conflicting data sources.

Discussion:
During questions, Dr. McInnis requested an update on continuing education (ConEd) registration solutions within the ERP modernization. Chair Ottman explained that there is no long-term solution in place yet. A short-term "RFP-light" approach is being pursued, while the long-term goal remains a single Systemwide solution. He noted that Banner's date-versus-term limitation has a short-term workaround to address immediate needs, but broader ConEd functionality will still require a future unified solution. Dr. Merritt confirmed this explanation. A deeper dive on CRM is planned for the March session.

NEW BUSINESS
No new business

ADJOURN
Chair Ottman asked for a motion to adjourn. Mr. Looney made the motion, Ms. Estep seconded. The meeting adjourned at 12:19 p.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:

- March 2-5, 2026 – Working meetings for the Data Warehouse with Ellucian and the System Office – System Effectiveness division.
- March 10-11, 2026 – Working meetings for the College Budgeting and Accounting System (CBAS) with Ellucian and the System Office Finance and Operations division.

State Board of Community Colleges
System-Wide CRM Discussion
March 2026

Purpose:

This item provides an overview of customer relationship management (CRM) adoption, usage, and System-level support across North Carolina's 58 community colleges. A companion presentation will summarize findings from a February 2026 system-wide survey, outline current investments and support structures, highlight early results, and present options for the System's CRM strategy going forward.

Strategic Plan Reference:

This item supports the goals outlined in the North Carolina Community College System Strategic Plan, including:

- Goal 2: Enrollment
- Goal 3: Student Success
- Goal 4: Economic and Workforce Development

Background/Rationale:

Strategic Marketing & Communications Plan

In 2024, the System Office developed a Strategic Marketing & Communications Plan in collaboration with community college presidents, public information officers, State Board representatives, key partners, current students, and the System team. The plan established a five-year framework to increase enrollment and change perceptions of North Carolina's community colleges through targeted outreach, consistent messaging, and a step-by-step model guiding prospective students from interest to enrollment.

The plan established detailed student journey maps for each audience – traditional students, adult learners, parents and guardians, educators, and businesses – with CRM-driven automation, lead scoring, and outreach sequences at each stage. It recommended best practices for CRM implementation including objective-setting, data management and migration standards, training and support structures, The plan also introduced the Community Workforce Development Assessment (CWDA), a data tool designed to align marketing campaigns with regional workforce needs, ensuring that CRM-driven outreach is strategically targeted rather than generic.

Current CRM Landscape

In February 2026, a system-wide survey was conducted to assess CRM adoption, usage, challenges, and support needs across North Carolina's community colleges. Key findings include:

- Approximately 85% of colleges are using a CRM in some capacity; however, nearly 40% describe their implementation as partial or limited in scope
- Element451 is the most widely used CRM across the state, with colleges accessing it through direct contracts (45%), the System-wide convenience contract (31%), or a System-sponsored cohort (24%)
- CRM usage is strongest in recruitment, enrollment, and marketing communications. Many institutions reported improved student engagement, more efficient processes, and enrollment growth as measurable outcomes

- Advanced capabilities – such as predictive analytics, risk identification, and retention automation – are currently underutilized across the System

The most consistent challenges identified were capacity constraints, data integration complexity with student information systems, training gaps, significant cost variation and implementation challenges. The accompanying presentation will detail these findings, early results and potential next steps for discussion.

Contacts:
Nathan Hardin
Executive Director, Communications & Marketing
Dr. Brian Merritt
Senior Vice President and Chief Academic Officer

AGENDA

State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, March 19, 2025 – 1:05pm - 1:50pm
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 – February 19, 2026

For Information

- 2022-26 System Strategic Plan Update (PLAN 01)
  - System Enrollment: Multi-Year Trends & Alignment with Propel NC Funding Needs

New Business

Adjourn

MINUTES
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Thursday, February 19, 2026

COMMITTEE MEMBERS PRESENT:

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

Members Absent: Hon. Sam Searcy, Mr. Bannock Scott

OTHER STATE BOARD MEMBERS IN ATTENDANCE:

Mr. Chris Lumsden
Ms. Lisa Estep
Ms. Stacy Griffin
Mr. Chaz Beasley

OTHERS IN ATTENDANCE:

Dr. Zachary Barricklow
Ms. Alex Doles
Dr. Jeff Cox
Dr. Kimberly Gold
Ms. Amy Mast
Mr. Jamal Njai
Ms. Mary Rehbein
Dr. Bill Schneider
Gen. Counsel Jonell Carpenter
Mr. Deante Tyler
Dr. Phillip Price
Dr. Brian Merritt
Ms. Delaney Davis
Dr. Andrea Crowley
Mr. John Loyack
Mr. Alexander Fagg
Ms. Sondra Jarvis
President Amanda Lee (Chair – NCACCP, Pres. Bladen 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 12:35 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 February 19, 2026, meeting. Mr. Ottman made the motion, Mr. Yeargan seconded, and the agenda was approved.

APPROVAL OF THE MINUTES

Chair McInnis requested a motion to approve the minutes from the January 15, 2026, meeting. Mr. Yeargan made the motion, Chairman Looney seconded, and the minutes were approved.

FOR 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.

On a motion made by Mr. Ottman, seconded by Mr. Kane, PLAN 01 was approved for the For Action Agenda at their meeting on February 19, 2026. The motion was approved by voice vote.

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

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

The committee had no questions or concerns.

On a motion made by Dr. Lowry, seconded by Ms. West, PLAN 02 was approved for the For Action Agenda at their meeting on February 19, 2026. The motion was approved by voice vote.

FOR INFORMATION

2022-26 Strategic Plan Updates (PLAN 03)

Ms. Loovis provided updates on the NC Community Colleges Foundation national campaign, "*Soar: The Campaign for NC Community Colleges*".

Chair McInnis requested for more information on the guiding principles on disbursing donations and how donations and dispersed to the community colleges and within the System Office. Funds are dispersed in one of three ways: 1) formula distribution when a gift is large enough to support all eligible colleges, (2) competitive RFP process when funds are limited and colleges must apply, and (3) direct funding when a donor designates specific colleges. These methods allow both honoring donor intent and ensuring strategic alignment with system-wide priorities.

Congressman Price asked about the elevator speech for new funding possibilities and how much input donors have on specifying where their donations go. When meeting new funders, the system's transformation agenda and a focus on economic mobility through high-wage, high-demand workforce pathways are used to guide discussions. It is a collaborative process as the team researches donor priorities, aligns them with system priorities, drafts a concept paper, revises it based on donor feedback, and only proceeds when there is mutual fit.

Mr. Ottman asked where interested parties and State Board members could find information on the SOAR campaign. The campaign is still in the quiet phase, and therefore materials are not yet public.

Significant early momentum and donor enthusiasm have allowed the system to surpass expectations before launching publicly. The campaign will enter the public phase with a website and communication materials for all stakeholders.

Chairman Looney congratulated the NCCCS Foundation for the work done over the last few years to strengthen donor confidence in the community colleges.

NEW BUSINESS

ADJOURN

Chair McInnis made a motion to adjourn. Mr. Ottman made the motion, seconded by Mr. Kane. The meeting adjourned at 1:11 p.m.

Recording Secretary
Alex Doles

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

Background:

The following report provides updates on System Enrollment trends.

Plan 01: System Enrollment: Multi-Year Trends & Alignment with Propel NC Funding Needs
Goal 2 of the 2022-26 System Strategic Plan focuses on increasing access and enrollment at North Carolina community colleges to meet the state's educational attainment goal and expand postsecondary opportunities. The goal was developed amidst the COVID-19 pandemic, which caused a sharp decline of –17% in enrollment in late 2020 and early 2021. Since that time, North Carolina's community colleges have not only recovered from the pandemic but have surpassed pre-pandemic enrollment levels, growing by +23% in the last five years. Enrollment growth occurred across large and small, urban and rural colleges alike—demonstrating that the System's statewide geographic model is successfully reaching North Carolinians in every county. Today, more than one-third of students are enrolled in high-demand workforce sectors, reflecting the collective efforts of colleges to align education and training with employer needs. However, the data confirm that labor market demand outpaces current enrollment and completion levels for Propel NC workforce sectors. This validates the NCCCS legislative agenda focused on increasing enrollment capacity in high-demand workforce sectors to better serve the state's economy.

Contact(s):
Dr. Zach Barricklow
Interim Vice President, Strategic Initiatives
barricklowz@nccommunitycolleges.edu

System Enrollment

Multiyear Trends & Alignment with Propel NC Funding Needs

Report on Goal 2: Enrollment of 2022-26 System Strategic Plan

March 2026

NC COMMUNITY COLLEGES
CREATING SUCCESS

1



2



GOAL TWO
Enrollment

Increase access and enrollment at North Carolina community colleges to meet the state's educational attainment goal and expand postsecondary opportunities.

NC Community College System
Strategic Plan 2022-2026

3

Data Timeframe Rationale

Goal 2 of the 2022-26 System Strategic Plan was developed amid the COVID pandemic, so progress with the goal is measured pre- and post-pandemic.

Our pre-pandemic baseline measures are:

- 2018-19: The last full academic year not impacted by the COVID pandemic
- Fall 2019: Part of 2019-20 academic year; the last full academic semester not impacted by the COVID pandemic

4

Key Terminology

"FTE (Full-Time Equivalent)"

- Measure of the amount of instruction received by students
- 512 hours of all instruction received by a student equates to an FTE (16 Hours X 16 Weeks X 2 Semesters)
- Primary basis for which colleges are funded
- This includes Curriculum, Workforce Continuing Education, and Basic Skills

"Student Count"

- Unduplicated count of students receiving instruction during a specified timeframe regardless of hours

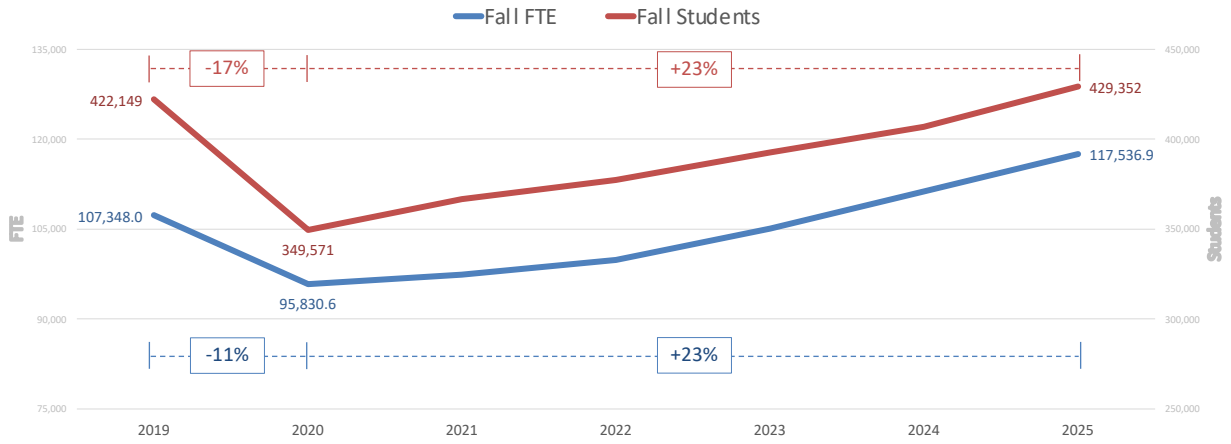
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What the data tell us:

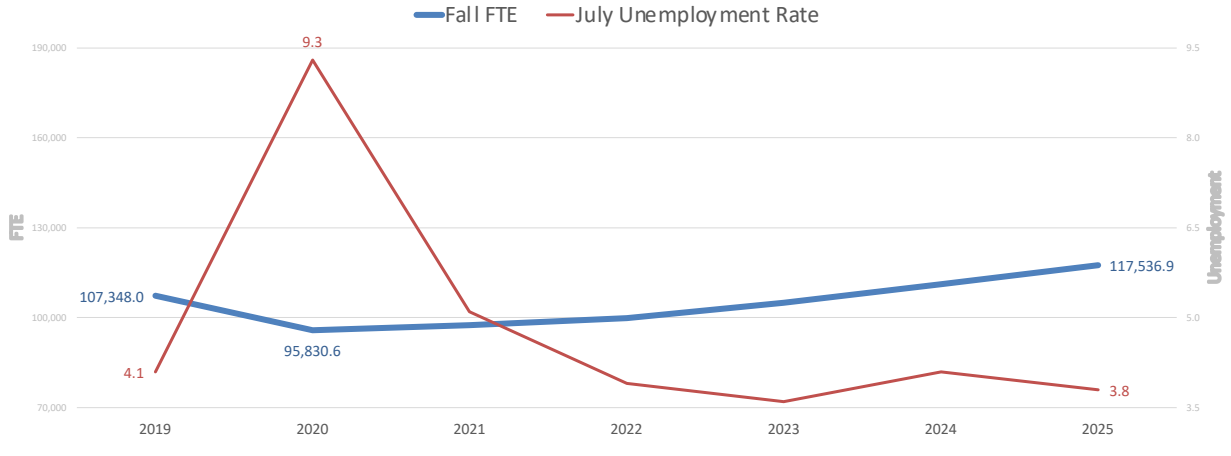
- The COVID-19 Pandemic caused a sharp decline of -17% in enrollment in 2020.
- Since then, both FTE and Student Count have seen a steady and sustained growth of +23%.
- ***Current enrollment surpasses where we were before the pandemic.***



7

What the data tell us:

- Historically, when unemployment increases, community college enrollment increases.
- Our current growth defies that trend: ***Community college enrollment continues to increase despite a decline in unemployment.***



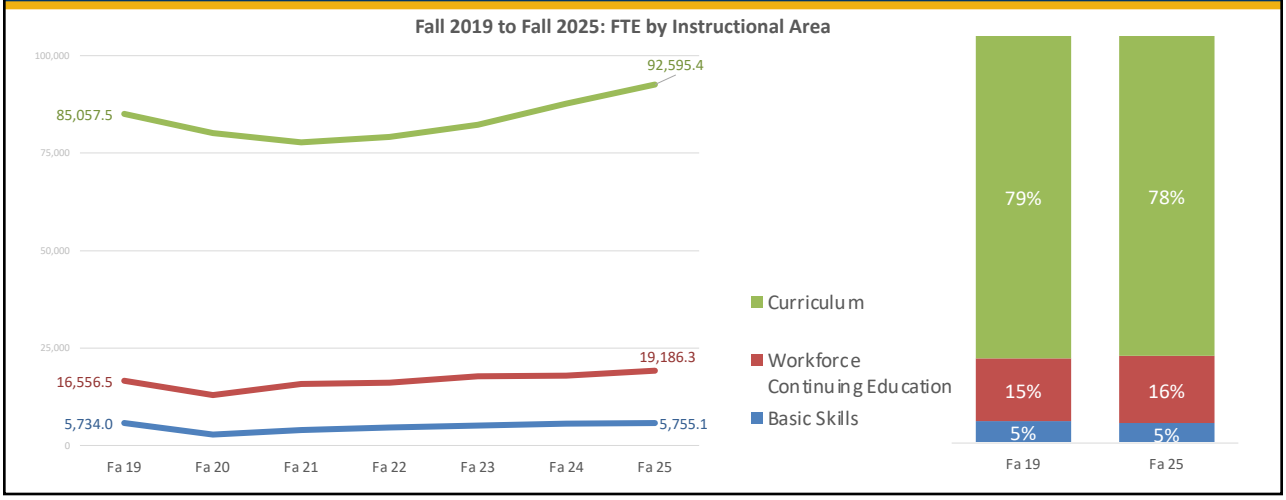
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What the data tell us:

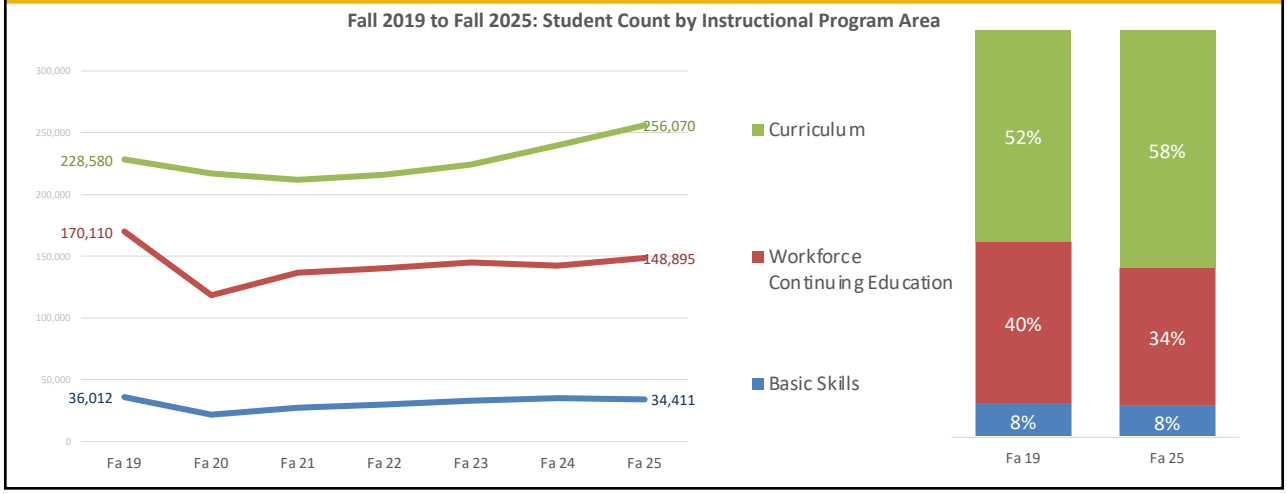
- ***FTE mix*** remains the same, with Curriculum representing the vast majority.



10

What the data tell us:

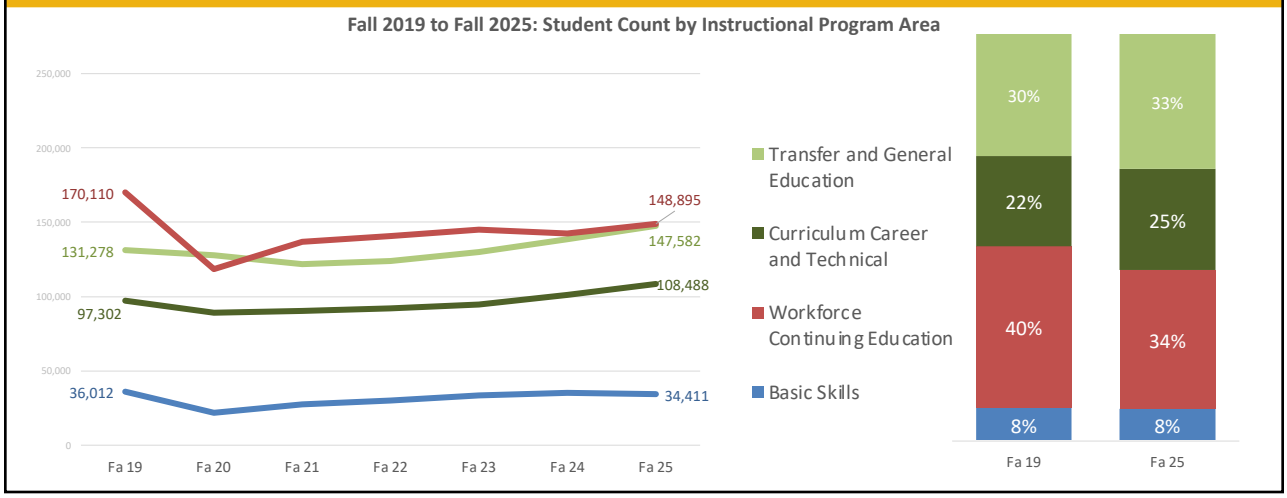
- Student Count mix remains the same, with Curriculum representing the majority.



11

What the data tell us:

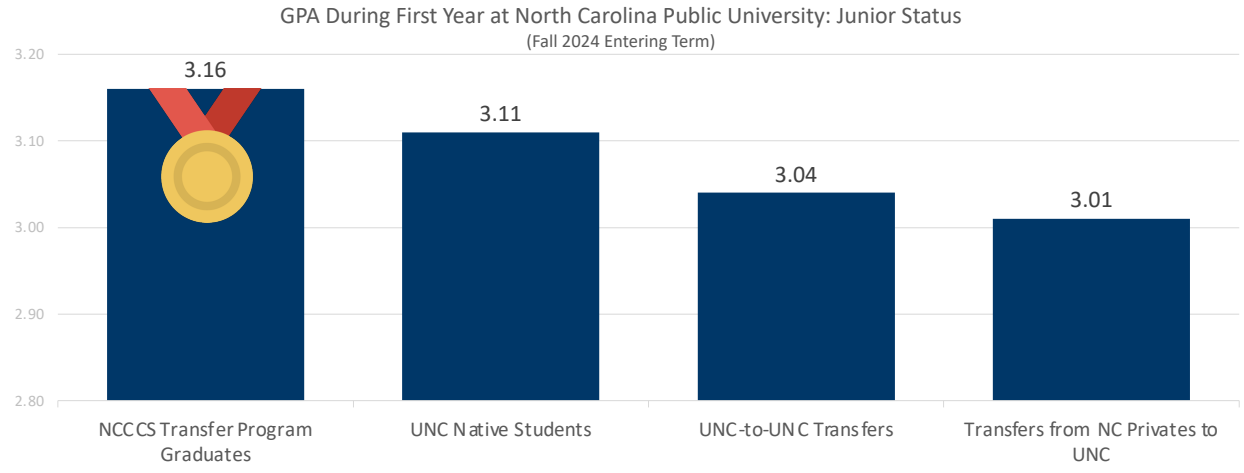
- Workforce Continuing Ed serves the largest number of students overall and was most sharply impacted by COVID.
- Transfer and Gen Ed continue to serve the largest number of students in Curriculum, reflecting strong demand for the community college as a gateway to the Bachelor degree.
- Career & Technical Education (CTE) enrollment has grown along with labor market demand for skilled workforce with an Associate degree.



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What the data tell us:

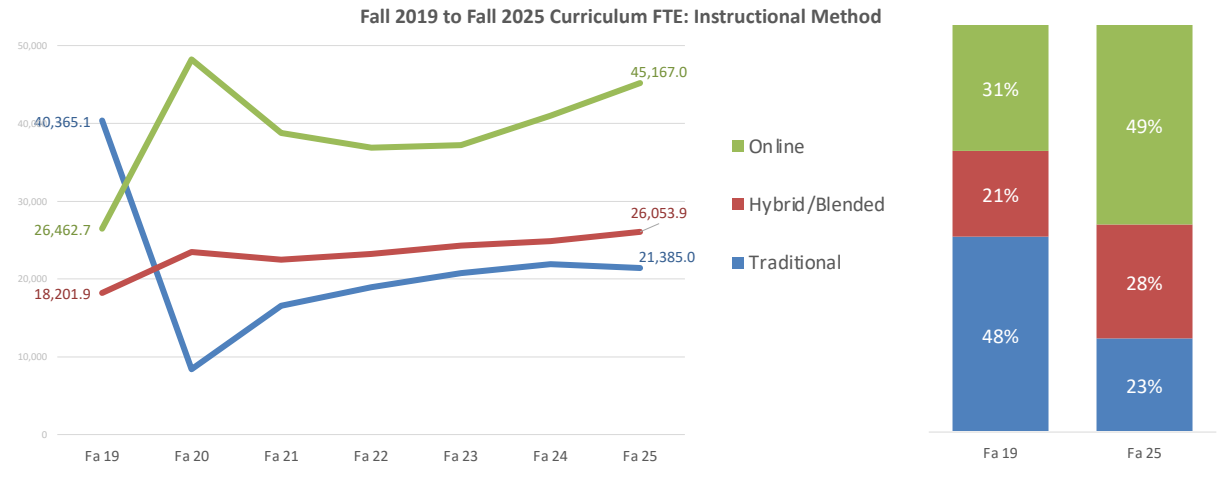
- Transfer degree enrollment remains a core part of the enrollment portfolio and indicator of quality.
- ***About 7 in 10 community college transfer graduates enroll at a 4-Year college or university within 1 year.***
- ***NCCCS transfer students outperform other North Carolina transfer and native students by GPA.***
- This reflects the strong academic preparation offered via community colleges.



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What the data tell us:

- ***COVID sparked a permanent shift to offering more online and hybrid classes.***
- Online and hybrid classes are consistently cited by students as important to overcome transportation barriers, work scheduling conflicts, and other logistical challenges of bringing instructors and students together.
- This trend is consistent across urban, suburban, and rural areas.

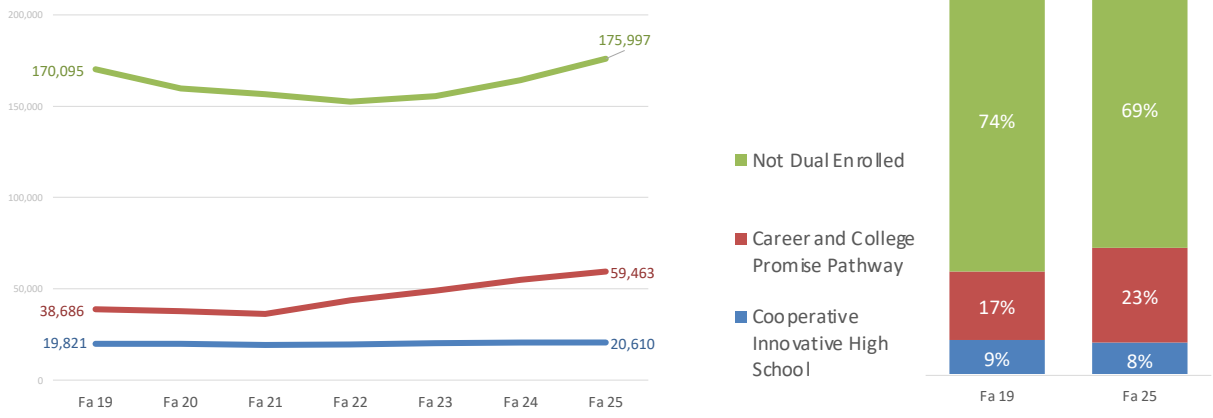


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What the data tell us:

- *Dual enrollment has served as both a source of stability and growth in enrollment.*
- *Since 2019, our total dual enrolled student population has grown by 37%.*
- *That is 5-6% average annual growth in dual enrollment.*
- *As a percentage of total enrollment dual enrollment's share grew by 5%.*

Fall 2019 to Fall 2025 Curriculum Student Count: Dual Enrollment



15

What the data tell us:

- *Where students come from varies across colleges, and influences how colleges adapt to serve them.*
- **Border colleges have a higher proportion of out-of-state students.**
- **Colleges adjacent to prisons have a higher proportion of prison-based students.**
- **Certain rural colleges have a higher proportion of high school students.**

Prison Instruction
Share of Total FTE (Fall 25)

College	% Share
Pamlico CC	36.5%
Southeastern CC	15.9%
Mayland CC	14.1%
Richmond CC	12.9%
South Piedmont CC	7.4%
System	**2.3%** 1,549 FTE

High School Students
Share of All Students (Fall 25)

College	% Share
Martin CC	34.9%
Mitchell CC	31.7%
South Piedmont CC	31.1%
College of The Albemarle	28.8%
Mayland CC	26.7%
Central Carolina CC	26.7%
System	**18.6%** 80,073 Students

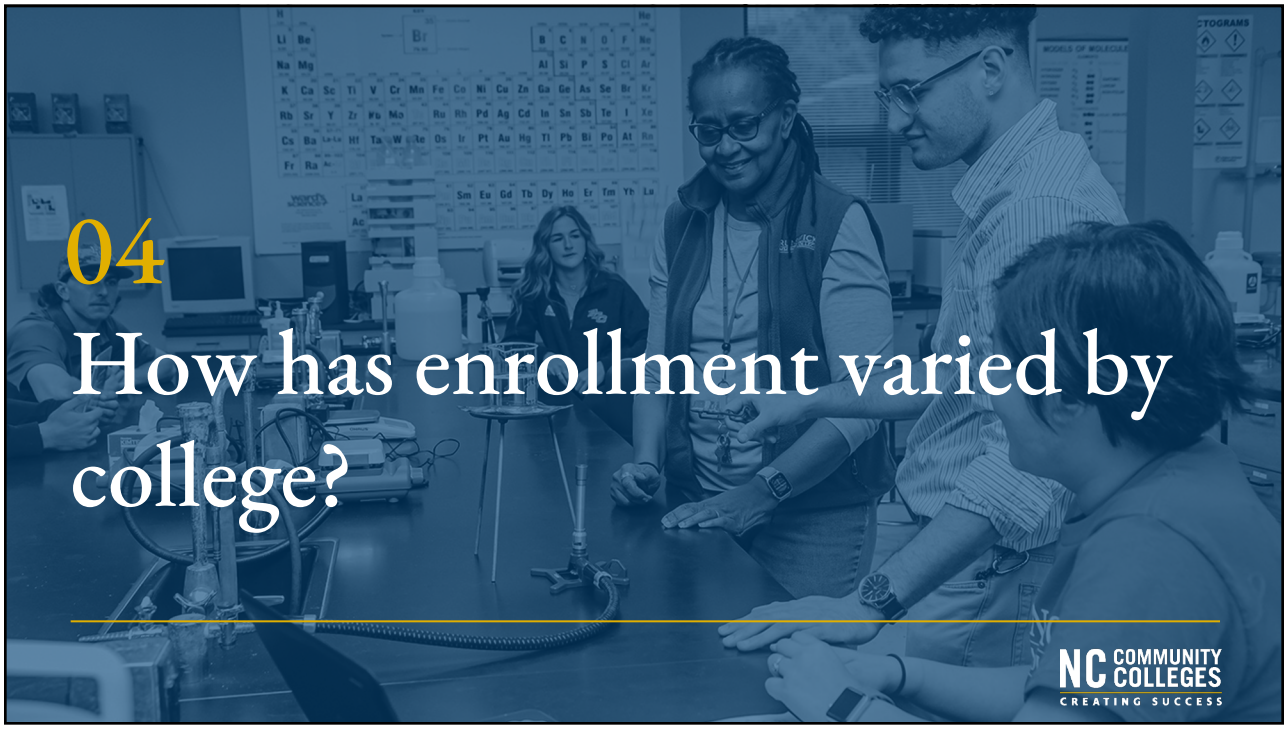
Age 18-24 Students
Share of All Students (Fall 25)

College	% Share
Pitt CC	39.8%
Central Piedmont CC	39.7%
Johnston CC	39.4%
Cape Fear CC	39.4%
Wake TCC	39.1%
System	**32.7%** 140,362 Students

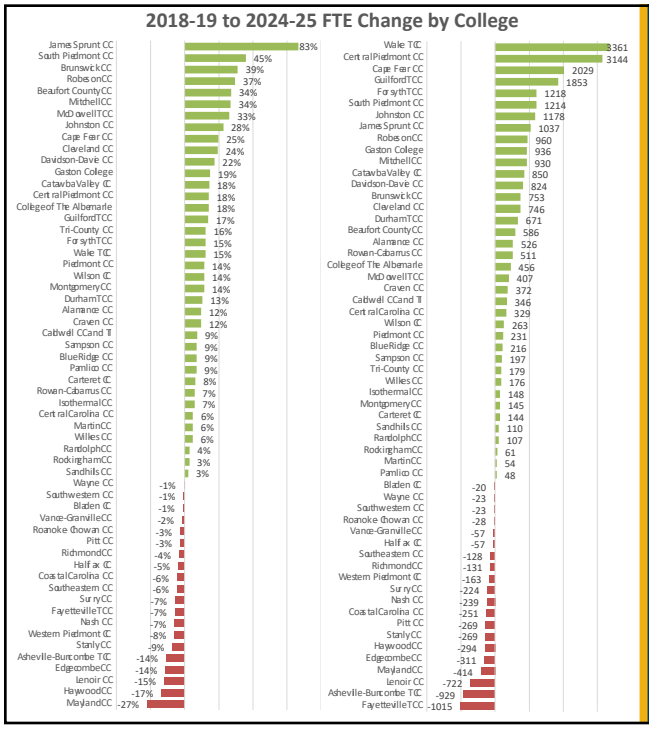
Out of State Students
Share of All Students (Fall 25)

College	% Share
Tri-County CC	10.0%
Stanly CC	8.0%
Piedmont CC	5.5%
Cleveland CC	4.7%
Wake TCC	4.4%
Mayland CC	4.4%
System	**2.2%** 9,460 Students

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17



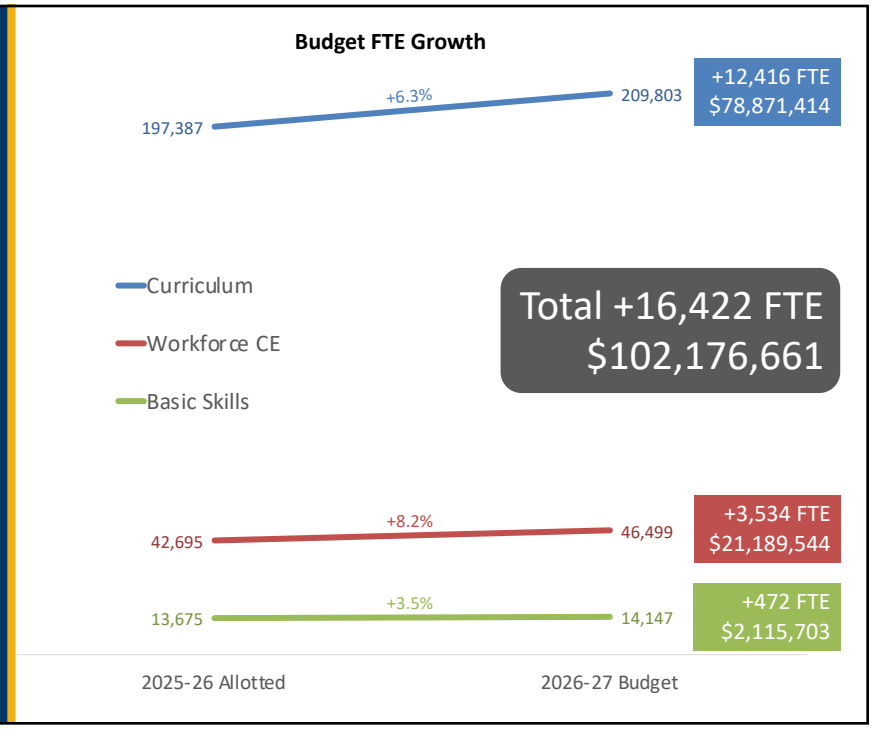
What the data tell us:

- ***Enrollment growth is not concentrated – it is distributed across the System.***
- Growth occurred across the spectrum of colleges – large to small, urban to rural.
- While large colleges added the most FTE in absolute terms, many of the highest percentage growth rates occurred among small and mid-sized rural colleges.
- This demonstrates:
  - Growth capacity is not size-dependent.
  - Smaller institutions are not structurally limited in their ability to rebound and expand.
  - The system's geographic model is functioning as intended.

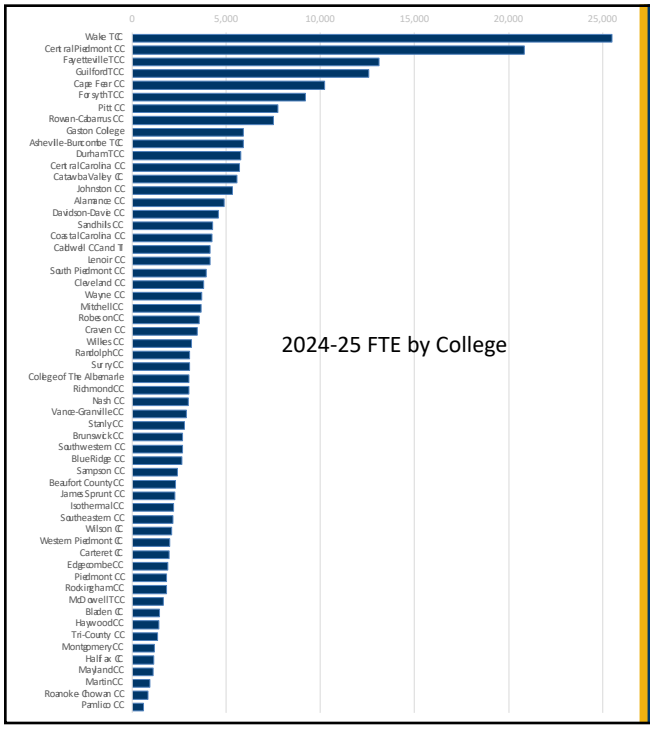
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What the data tell us:

- ***In the last year, enrollment grew by 16,422 FTE***
- ***That growth translated to $102,176,661 dollars.***
- ***This aligns with our enrollment growth funding request.***



19



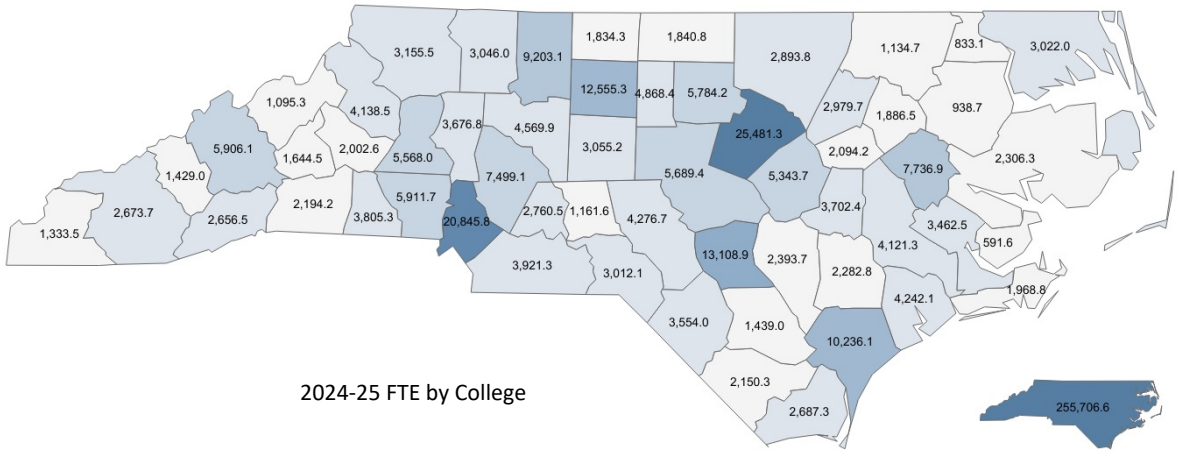
What the data tell us:

- ***Larger colleges drive volume.***
- Large urban colleges generate the largest raw enrollment totals.
- The top six colleges have enrollment equivalent to the smallest 38 colleges.

20

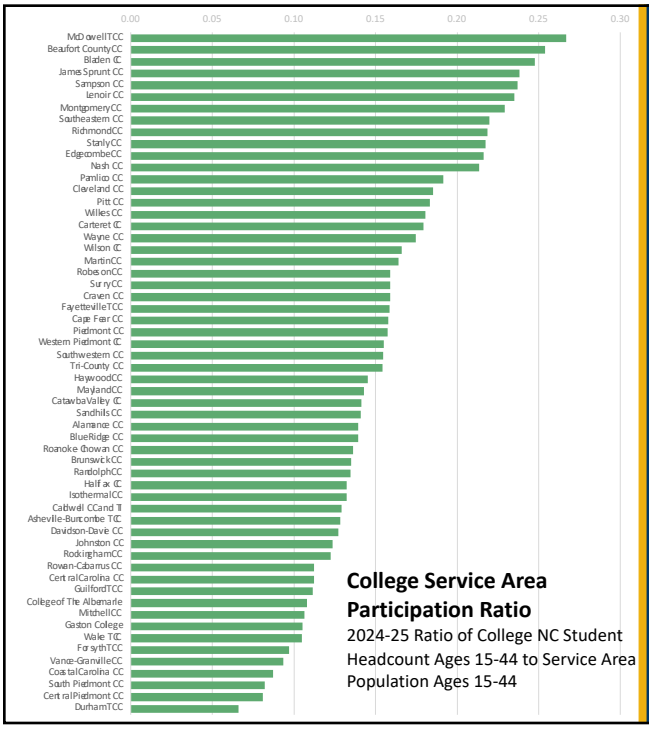
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2024-25 FTE by College

21



College Service Area Participation Ratio

2024-25 Ratio of College NC Student Headcount Ages 15-44 to Service Area Population Ages 15-44

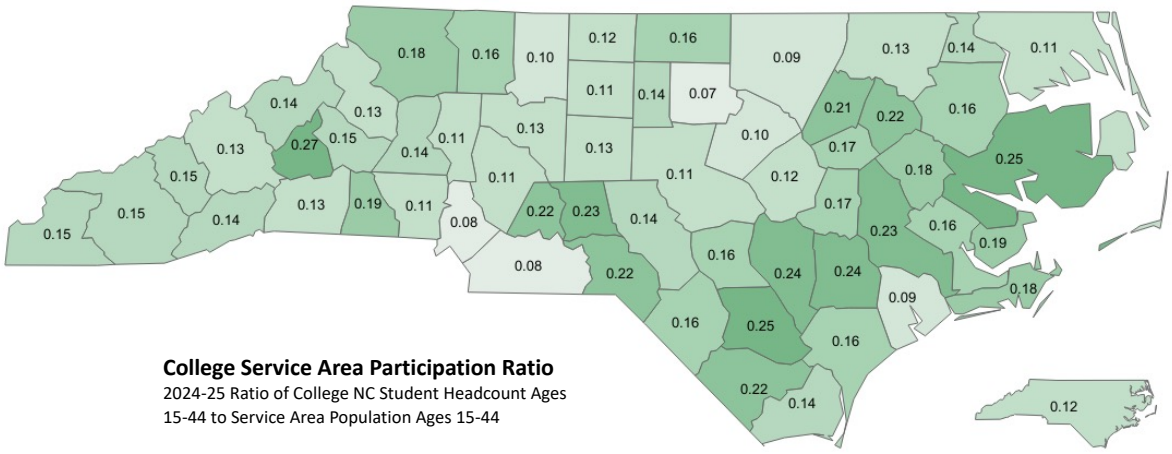
What the data tell us:

- ***Small colleges drive market penetration, as a ratio of students to local community.***
- Smaller, rural colleges reach the highest percentage of their local population.
- This demonstrates that the original vision of having a community college within 30 minutes of every North Carolinian translates into measurable geographic reach and local impact.

22

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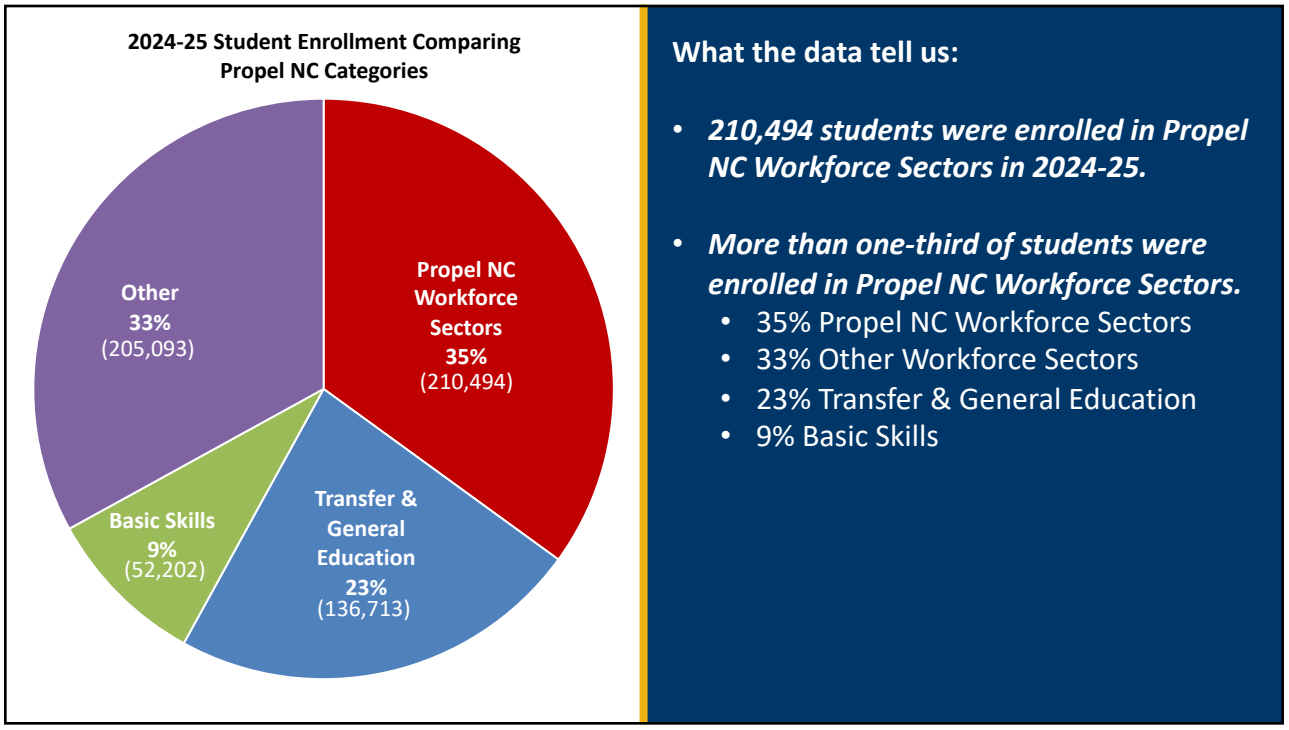


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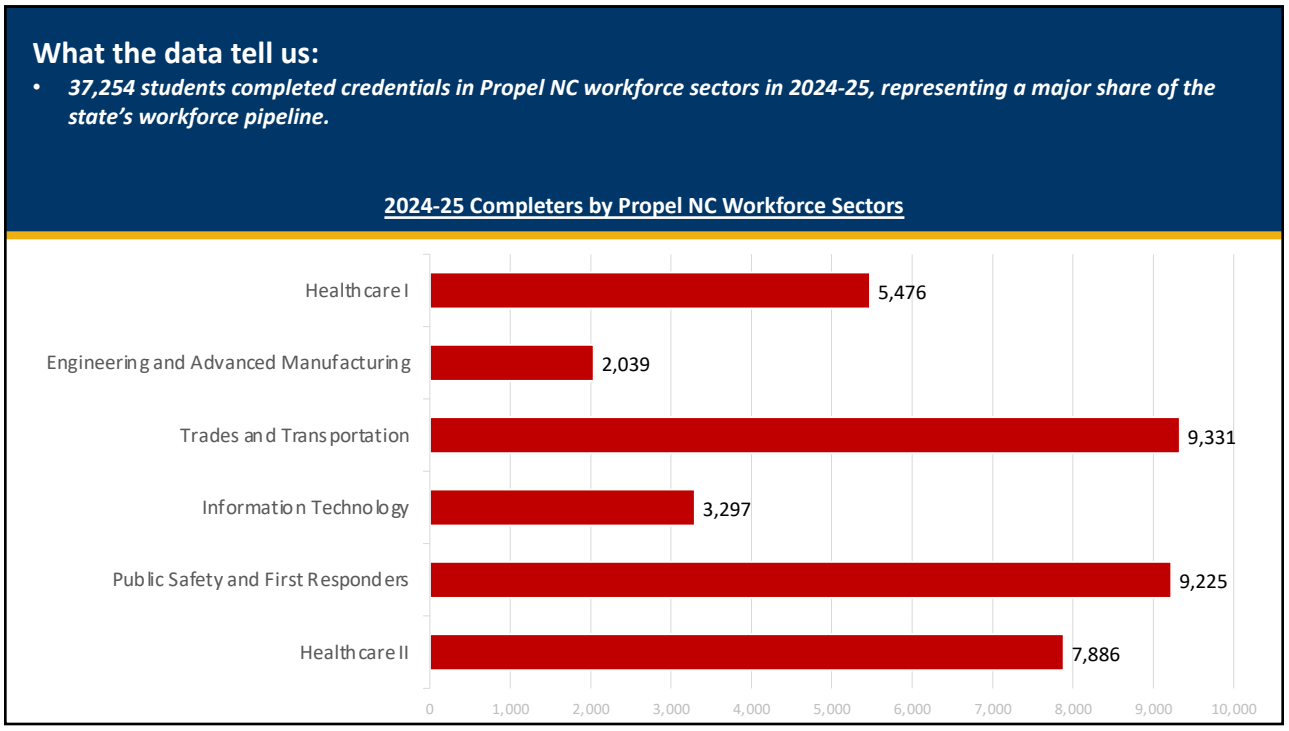
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24


2024-25 Student Enrollment Comparing Propel NC Categories
Propel NC Workforce Sectors 35% (210,494)
Transfer & General Education 23% (136,713)
Basic Skills 9% (52,202)
Other 33% (205,093)
What the data tell us:
• 210,494 students were enrolled in Propel NC Workforce Sectors in 2024-25.
• More than one-third of students were enrolled in Propel NC Workforce Sectors.
• 35% Propel NC Workforce Sectors
• 33% Other Workforce Sectors
• 23% Transfer & General Education
• 9% Basic Skills

25

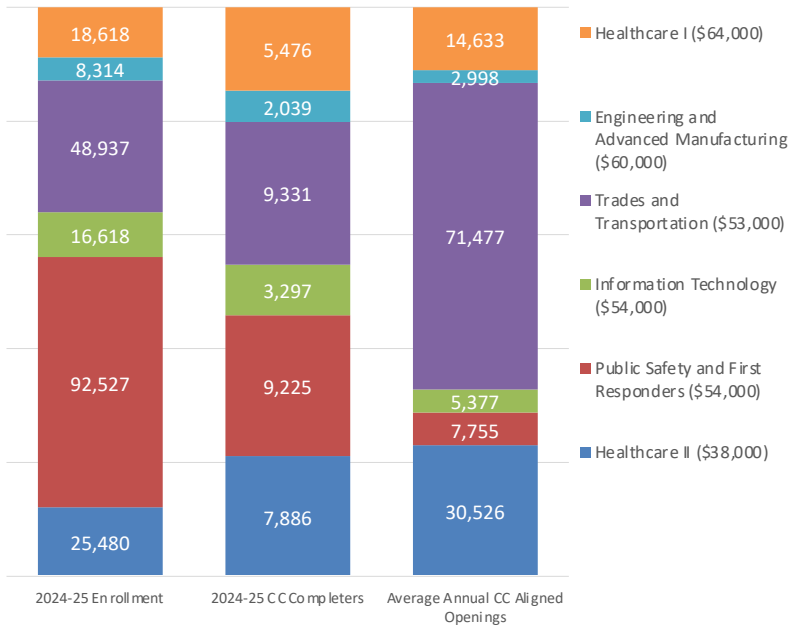

What the data tell us:
• 37,254 students completed credentials in Propel NC workforce sectors in 2024-25, representing a major share of the state's workforce pipeline.
2024-25 Completers by Propel NC Workforce Sectors
Healthcare I 5,476
Engineering and Advanced Manufacturing 2,039
Trades and Transportation 9,331
Information Technology 3,297
Public Safety and First Responders 9,225
Healthcare II 7,886
0 1,000 2,000 3,000 4,000 5,000 6,000 7,000 8,000 9,000 10,000

26

What the data tell us:

- ***Propel NC workforce sectors represent the core of North Carolina's high-demand, high-earning industries.***
- Median wages across these sectors ranges from $53,000-$64,000, representing middle-class career pathways.
- The majority of completers in these sectors come directly from community college programs, representing the most critical talent pipeline for employers in North Carolina.
- ***Demand significantly exceeds supply, which is why we need to increase capacity in these sectors.***

Connecting Enrollment to Workforce Demand and Wages

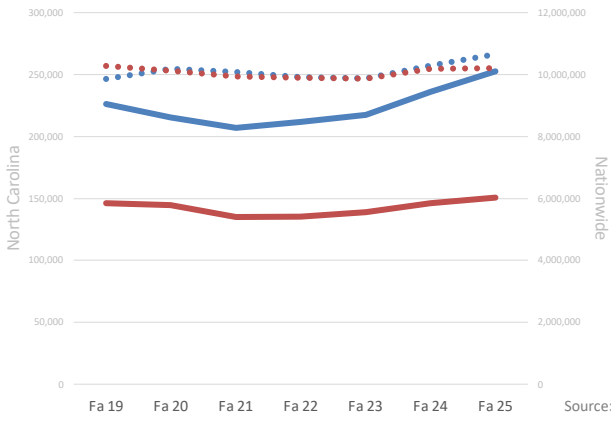


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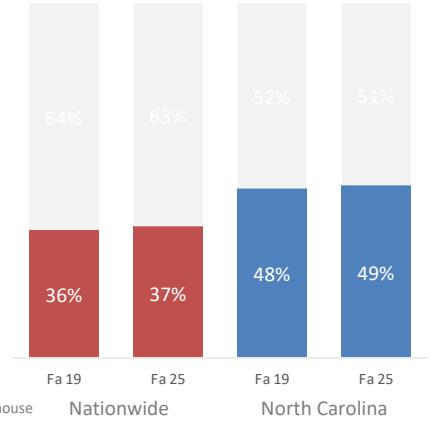
What the data tell us:

- According to the National Student Clearinghouse, community college curriculum undergraduate enrollment has increased 3% since 2019 nationally. During the same timeframe, North Carolina community college enrollment increased 12%.
- National four-year undergraduate enrollment has decreased 1% as North Carolina increased 8%.
- 49% of North Carolina curriculum undergraduates are enrolled at a community college compared to 37% nationally.

Fall 2019 to Fall 2025: Curriculum Undergraduate Student Count



Community College Share of Curriculum Undergraduates



Source: National Student Clearinghouse

28

Opportunities to better serve with expanded capacity:

- Over 220,000 individuals 25-44 without a High School Diploma or Equivalent we are not serving.
- Over 840,000 individuals 25-44 with a High School Diploma or Equivalent we are not serving.

	North Carolinians 25-44 Years of Age	
	Without a High School Diploma or Equivalent	With High School Diploma or Equivalent but no Postsecondary Credential
Statewide (2024)	241,383	970,551
Served by North Carolina community colleges (2024-25)	19,423	126,423
Potential Students	**221,960**	**844,128**

29

Closing: Why Does This Matter?

- Enrollment has fully rebounded and surpassed pre-pandemic levels.
- Growth is statewide – across large and small, urban and rural – suggesting the geographic model of NCCCS is functioning as intended to reach North Carolinians in every county.
- North Carolina is #1 in Workforce Development nationally and outpaces the nation in enrollment growth – the results of efforts being made across our colleges.
- More than one-third of students are enrolled in high-demand workforce sectors.
- Labor demand currently outpaces enrollment and completion for Propel NC sectors.
- Without funding for additional enrollment capacity, workforce shortages will persist.
- The NCCCS funding request aligns appropriations with demonstrated student demand and documented workforce need.

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AGENDA
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, March 19, 2026 – 1:55 pm – 2:55 pm
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 – February 19, 2026

For Action
- Service Agreement for Quality Acceptance Inspector (Attachment FC 01)
- State Board Reserve Fund Request – Residency Licensure (Attachment FC 02)
- State Board Reserve Fund Request - ACA 122 (Attachment FC 03)
- Allocation for NC Career Coach Program (Attachment FC 04)
- Contract for College Cybersecurity Awareness Training (Attachment FC 05)

For Consent Approval
- Targeted Assistance and Less Than Half-Time Grant Program (Attachment FC 06)
- Construction and Property – April 2026 (Attachment FC 07)

For Information
- Estimated Receipts – February 2026 (Attachment FC 08)

New Business

Adjourn

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, February 19, 2026 – 1:25 p.m. – 2:15 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

Finance Committee Members Present

Ms. Lisa Estep
Mr. Tom Looney
Mr. Robert Moore
Labor Commissioner Luke Farley
Mr. Scott Ottman

Attended via phone or Zoom technology*

Members absent: Ms. Paula Benson, Mr. Ray Trapp, and The Hon. Sam Searcy

Other SBCC Members:

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

OTHERS IN ATTENDANCE:

Dr. Jeff Cox (President)
Dr. Phillip Price
Dr. Kimberly Gold
Dr. Zach Barricklow
Dr. Chanell Butler
Dr. Brian Merritt
Dr. Torry Reynolds
Ms. Amy Mast
Ms. Mary Rehbein
Ms. Angela Dorman
Ms. Petrina Herring
Ms. Makel Drollinger
Mr. Grant Braley
Mr. Alex Fagg
Mr. Jamal Njai
Dr. Bill Schneider
Dr. Andrew Gardner
Mr. Andrew Smith
Mr. John Loyack
Ms. Julie Woodson (NCACCT)
Dr. Amanda Lee (Bladen CC)
Mr. J.B. Buxton (Durham Tech CC)

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference 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
Ms. Estep called the meeting to order at 1:25 p.m.

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

ETHICS STATEMENT
Ms. Estep 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. Ottman moved, Mr. Moore seconded and the motion was unanimously approved via voice vote.

THE MINUTES
Ms. Estep asked for a motion to approve the minutes of January 15, 2026, Finance Committee meeting. Mr. Moore moved, Mr. Ottman seconded the motion, and the motion was unanimously approved via voice vote.

For Action
Allocation for NC Edge Customized Training – New Regional Trainers (Attachment FC 01)
Ms. Estep stated in April of last year, this board approved approximately $865,000 for trainers and at that time two positions remained open.

Ms. Estep explained that this request represents the allocation for those two remaining trainer positions**.** The funding would cover the period from the remainder of February through the end of the fiscal year**.** As a reminder, eight percent of the Customized Training funds may be used to support regional trainers. These trainers are employees of the host colleges but operate under the jurisdiction of the System Office team**.**

The request before the board is for two positions, totaling a little over $94,000, to be allocated to Edgecombe Community College, which will serve as the host institution for these roles. An MOU is already in place with Edgecombe Community College.

Mr. Looney motioned for approval; Mr. Moore seconded the motion. The Committee approved the Allocation for NC Edge Customized Training - New Regional Trainers (Attachment FC 01) via voice vote.

Allocation of Enrollment Growth Reserve (Attachment FC 02)

Ms. Estep stated that this item pertains to an allocation for Enrollment Growth Reserve Funds. This allocation is based on a Fall 2025 FTE comparison to Fall 2024 FTE**,** using actual FTE data.

Ms. Estep explained that any college demonstrating greater than five percent growth in curriculum**,** continuing education (workforce/CE)**,** basic skills, is eligible for enrollment growth reserve funding.

Ms. Estep informed the committee that forty-seven colleges met the eligibility criteria, as outlined in the agenda materials.

Ms. Estep stated that the largest gains were in curriculum FTE**.**

Ms. Estep and the Committee discussed the item.

Mr. Moore motioned for approval; Mr. Looney seconded the motion. The Committee approved Allocation of Enrollment Growth Reserve (Attachment FC 02) via voice vote.

Amended Expenditure of Website Redesign Funds (Attachment FC 03)

Ms. Estep explained to the Committee that this item is an allocation request to approve $157,740 in additional funds for Honestly LLC, the vendor currently providing website redevelopment and related services under an existing contract.

Ms. Estep noted that this amendment expands the scope and extends the project timeline by one additional year, thereby increasing the overall work included in the contract.

Ms. Estep stated that with this amendment, the total contracted amount with Honestly LLC would be $753,000.

Ms. Estep then reviewed the associated table and deliverables included in FC 03.

Ms. Estep and the Committee discussed the item.

Mr. Moore motioned for approval; Mr. Looney seconded the motion. The Committee approved Amended Expenditure of Website Redesign Funds (Attachment FC 03) via voice vote.

Community College CRM Pilot Reimbursement (Attachment FC 04)
Ms. Estep stated that this is a request for a little over $198,000 allocation to the five pilot colleges who make up cohort one as part of the CRM pilot. This reimbursement will cover expenses for the second year of the pilot.

Mr. Hardin discussed the item with the Committee.

Mr. Moore motioned for approval; Mr. Ottman seconded the motion. The Committee approved Community College CRM Pilot Reimbursement (Attachment FC 04) via voice vote.

Legislative Agenda (Attachment FC 05)
Mr. Fagg reviewed the NC Propel NC Legislative Agenda.

Mr. Fagg stated that it is an innovative and forward-thinking agenda that opens many opportunities for community colleges, enhancing how they serve both the citizens and the businesses of the state.

Mr. Fagg noted that they continue to receive strong feedback and broad support for NC Propel.

Mr. Fagg discussed the item with the Committee.

Mr. Ottman motioned for approval; Mr. Moore seconded the motion. The Committee approved Legislative Agenda (Attachment FC 05) via voice vote.

For Consent Agenda
Construction and Property – February 2026 (Attachment FC 06)
Ms. Dorman reviewed the item.

Mr. Moore motioned for approval; Mr. Looney seconded the motion. The Committee approved Construction and Property – February 2026 (Attachment FC 06) via voice vote.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, February 19, 2026 – 1:25 p.m. – 2:15 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

For Information

State Board Reserve FY 2025-26 (Attachment FC 07)
Dr. Price reviewed the item.

Annual Survey of Fees FY 2024-25 (Attachment FC 08)
Dr. Price reviewed the item.

System Office Contracts Report July – December 31, 2025(Attachment FC 09)
Dr. Price reviewed the item.

Estimated Receipts – January 2026 (Attachment FC 10)
Dr. Price reviewed the item.

Federal Budget Update (Attachment FC 11)
Ms. Estep, Mr. Fagg, and Dr. Price reviewed the item.

New Business

Ms. Estep discussed the work of the Transformation Committee, noting that our division has been deeply involved in the ERP modernization effort and has worked diligently to move this initiative forward.

Ms. Estep then stated that she would like to recognize an individual who was highlighted during the transformation process. Ms. Stephanie Fisher, who is retiring, has been performing double duties for the past two years. Ms. Estep commended her for essentially carrying two positions during that time.

Ms. Estep explained to the Committee that managing the accounting for all fifty-eight colleges—essentially completing the work twice—requires an extraordinary amount of effort, especially while transitioning the processes into Banner. This past year presented many challenges, and Ms. Fisher handled them with grace and persistence in helping to bring everything together. She credited Ms. Fisher, Dr. Price, and the team for their dedication.

Ms. Estep noted that all 58 colleges successfully transitioned into Banner CBAS with virtually no issues. Since accounting teams often prefer multiple rounds of validation, the smooth transition was both successful and gratifying

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ADJOURNMENT

Mr. Looney motioned for approval; Mr. Moore seconded the motion. The meeting was adjourned at 2:23 p.m. by Ms. Estep.

Respectfully Submitted,

Petrina L. Herring, Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES
Service Agreement for Quality Acceptance Inspector
June 1, 2026 – May 31, 2029

Request: The State Board of Community Colleges is requested to approve a three-year service agreement in the amount of $129,142 annually, not to exceed $387,426 for a three-year term with Wake Technical Community College (WTCC) for a Quality Acceptance Inspector to provide inspection services of assets as required pursuant to G.S. 66-25.

Background: Session Law 2017-211 rewrote G.S. 66-25(c) to add "The Department of Administration, Division of Purchase and Contract, shall not seek to enforce the provisions of subsection (a) of this section by any means, including requiring acceptance inspections or additional testing of electrical materials, devices, appliances, or equipment purchased by State departments, agencies, and institutions."

Per a memo from the State Purchasing Officer dated April 27, 2018, "Effective June 30, 2018, the Division of Purchase and Contract (P&C) will no longer provide inspection services. This responsibility is being returned to the Agency for your capable management and oversight."

Although the requirement for inspections by P&C Division staff was eliminated, the change did not eliminate the requirement for colleges and State agencies to perform a safety inspection. Many colleges do not feel they have the expertise to handle this Quality Acceptance Inspection that was performed by skilled, experienced personnel.

Rationale for Contract: To fulfill the State's requirement per G.S. 66-25 to provide quality acceptance inspections for the 58 community colleges, a Quality Acceptance Inspection (QAI) ensures purchased items delivered are not damaged, are operational, have no material defects, and meet the technical specifications requested. Additionally, the items shall be inspected to verify that the proper Safety Standards Label/Marking is affixed.

Method of Procurement: In accordance with the procurement practice of the State of North Carolina, there is no requirement for approval by outside purchasing authorities. This service agreement is between an institutional agency of the NC Community College System and the System Office.

Contract Amount and Time Period: The contract period will be from June 1, 2026 through May 31, 2029 for an amount not to exceed $387,426 ($129,142 for June 2026–May 2027; $129,142 for June 2027–May 2028; and $129,142 for June 2028–May 2029).

Fund Source: Funding will be held from the State allocations to the 58 colleges from State General Fund appropriation.

Contact:
Dr. Phillip Price
Vice President and Chief Financial Officer

State Board of Community Colleges
Residency Licensure Course Development Project
State Board Reserve Request
FY 2025-26

Request:
The State Board of Community Colleges is requested to approve up to $19,000 in State Board Reserve Funds to support the Residency Teacher Licensure Course Development Project.

Strategic Plan Reference:
This project supports the goals outlined in the North Carolina Community College System Strategic Plan, including:
Goal 3: Student Success- Objective 3.2.1
Goal 4: Economic and Workforce Development- Objectives 4.2.1, 4.2.2

Background/Rationale:
Wayne Community College, in collaboration with System Office staff, will serve as the coordinating institution for this statewide initiative. The $19,000 allocation from the State Board Reserve will provide the funds to Wayne CC to provide overall project coordination and oversight to support two primary activities:

Course Development: Developing eighteen (18) new EDU courses for the new Teacher Residency Licensure Programs. This development will ensure that colleges provide quality learning opportunities and consistent expectations for students that are pursuing a NC Teaching License. This opportunity will also ensure that colleges have the resources to implement programs that align with the framework that has been successful in the existing Residency Licensure Program. Potential for adoption by at least 6 colleges during to begin in Fall 2026 and others planning to begin at a later date. Approximately 8–12 colleges will provide subject matter experts (SMEs) to assist with course revisions and implementation planning.

Instructor Professional Development: Oversight of the project to plan professional development for EDU instructors to be delivered by September 2026, building instructional capacity across the state.

This project will help to expand access to high-quality pathways, strengthening workforce connections, and ensuring instructional excellence across community colleges that are approved Educator Preparation Programs (EPPs) offering Residency Licensure Programs. Wayne Community College will collaborate with System Office staff and subject matter experts (SMEs) from approximately 8–10 colleges across the state to create resources for statewide deployment. The project will consist of two (2) in-person working sessions for SMEs from 8-10 colleges. All EPP faculty will be invited to participate in a review/feedback session before final content is distributed for all Community College EPP Programs. A professional development event will be scheduled to present the final content.

New Residency Certificate Licensure Programs (approved January 2026)

Birth through Kindergarten (B-K) Residency Licensure Certificate (C55500)
High School Math Residency Licensure Certificate (C55510)
High School Science Residency Licensure Certificate (C55520)
Middle School Math Residency Licensure Certificate (C55530)
Middle School Science Residency Licensure Certificate (C55540)
Special Education Residency Licensure Certificate (C55550)

New EDU Courses

Course Prefix	**Course Number**	**Course Title**
EDU	224	Foundations, Policies, and Practices in Special Education
EDU	225	Instructional and Behavioral Strategies for Inclusive Classrooms
EDU	230	Development, Diversity, and Resilience in Youth and Secondary Students
EDU	231	Instructional Methods for Middle Grades Mathematics
EDU	232	Designing Responsive Mathematics Instruction for Middle Grades
EDU	238	Instructional Methods for Middle Grades Science
EDU	239	Applying Scientific Inquiry in Middle Grades
EDU	246	Early Development, Well-Being, and Resilient Classrooms
EDU	255	Curriculum Strategies and Learning Experiences Birth through Kindergarten
EDU	260	Birth Through Kindergarten: Assessment and Family Collaboration
EDU	264	Strategies for Adaptive Math Instruction
EDU	265	Strategies for Adaptive Literacy Instruction
EDU	266	Language and Literacy Development Birth Through Kindergarten
EDU	267	Mathematical Foundations: Birth Through Kindergarten
EDU	268	Instructional Methods for High School Mathematics
EDU	269	Designing Responsive Mathematics Instructions for High School
EDU	273	Instructional Methods for High School Science
EDU	274	Applying Scientific Inquiry in High School Science

Evaluation and Impact:

This project will result in the creation of statewide course content, key assessments, rubrics, and assignments for eighteen (18) new EDU courses that promote consistency and quality across the community college Residency Licensure Programs. The EDU courses in Residency Licensure Programs are essential in preparing students to be effective teachers in NC Public Schools as well as preparing them to successfully pass all NC required assessments to receive a teaching license. Faculty training and resources will be effectively delivered on new content and strategies for implementing effective learning opportunities.

Anticipated outcomes include:

- Key assessments, rubrics, and major assignments for new licensure areas to be included in the NCCCS Cultivating Carolina Classrooms framework
- Professional development and training sessions planned for instructors of Residency Licensure Programs
- An updated framework to include all new licensure areas
- Increased statewide instructional consistency and alignment with the Residency Program framework

Fund Source and Availability: FY 2025-26 funding is available from the State Board Reserve from July 1, 2025, through June 30, 2026. 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. This request would allocate $19,000.

Contact

Dr. Brian Merritt
Senior Vice President, Programs & Student Services

Dr. Lisa Eads
Associate VP of Programs

Dr. Mary Olvera
State Director, Teacher Education, Public Services, and Perkins Special Populations

Dr. Kristie Sauls
Vice President, Academic and Student Services, Wayne Community College

Laura Buddin
Dean, Arts & Sciences, Wayne Community College

State Board of Community Colleges
Statewide Course Resource Project - ACA 122
State Board Reserve Request
FY 2025-26

Request: The State Board of Community Colleges is requested to approve up to $10,000 in State Board Reserve Funds to Rowan-Cabarrus Community College to support the creation of statewide resources for the new ACA 122: Transfer & Career Success course.

Strategic Plan Alignment:
Goal 3: Provide resources inside and outside the classroom for all students to successfully enroll, persist, and complete a career program of study.
Strategy 3.2.3: Provide programming that offers all students the interventions, advising, and support needed to succeed academically.

Background: During the 2025 curriculum revision of ACA 122: Transfer & Career Success, Rowan-Cabarrus Community College established the ACA 122 Faculty Resource Team. This group consists of volunteers from across the 58 community colleges who are content experts in advising, transfer, and student success. Recommended for service by their CAOs, team members have been meeting for nearly a year to develop a shared library of resources that will support faculty as they transition to the new competencies associated with the revised ACA 122 course.

Rationale: All community colleges in the state have been invited to contribute materials, making the resource collection a true collaboration across the North Carolina Community College System. The project has been endorsed by both the College Transfer Program Association (CTPA) and the North Carolina Community College Advising Association (N3C2A). The resource library is now robust, and the team is ready to prepare the content for publication in OpenNCCC.

Once published, the library will reside in the OpenNCCC OER platform, making it easily accessible to faculty and staff across the state. The materials will be organized by topic so that users can select individual resources and components from a range of documents, rather than relying on a single course template within a learning management system. The library will also be available in time for the implementation of the revised ACA 122 course in Fall 2026.
In addition, several statewide partners—including the Transfer Advisory Committee (TAC), UNC System Undergraduate Admissions leaders (UAA), the North Carolina Independent Colleges and Universities (NCICU), the North Carolina Community College System (NCCC), and UNC System Offices—have been invited to contribute resources in areas aligned with their expertise. Their participation will help ensure that ACA 122 practitioners have access to the most relevant, accurate, and streamlined information to support students' transfer and career planning.

Budget:

$4,000 for project Editor (to be selected by the ACA 122 Faculty Resource Team Lead and Project Manger. Priority will be given to an individual who has experience working on similar NCCCS projects.
$500 per person x 5 people = $2,500 for Review Team Members (to be nominated by the larger ACA 122 Faculty Resource Team)
$3,500 for professional development and related activities supporting the launch of the repository and redesigned ACA course.

Editor and Review Team Tasks & Timeline:
In order to provide support to align with the Fall 2026 implementation of the revised course, there is urgency to complete and make available the document library. For the document library to be ready to publish, the Faculty Resource Team needs an Editor to complete the following tasks:

- Ensure all uploaded documents meet or exceed ADA requirements
- Establish a consistent naming convention for all documents and create template documents to be used for future library contributions.
- Create consistency in document layout, look, and design (font/size/etc.)
- Maintain a streamlined brand throughout the documents
- Organize documents by competency and topic to provide ease of use

After the above tasks are accomplished, a review team consisting of five people will conduct a final review of the document library prior to publication.

March 23 - April 6, 2026	Review Team will conduct thorough review of entire document library and provide feedback to Editor.
April 6-10, 2026	Final edits will be made by Editor.
April 13-17, 2026	Statewide ACA 122 Document Library will be published for all CCs to access
April-May, 2026	Members will be identified to serve on the ACA 122 Statewide Document Library Maintenance Team
Ongoing	ACA 122 Statewide Document Library Maintenance Team will meet, solicit updated content, use templates provided by Instructional Editor to ensure consistency and compliance
Spring 2027	ACA 122 Statewide Document Library Maintenance Team investigate interest in creation of an ACA 122 course in the VLC using the new LMS

Evaluation & Impact:
While use of the ACA 122 Statewide Document Library will remain optional for community colleges, the resource has been widely requested by institutions across the state as they prepare to implement the revised ACA 122: Transfer & Career Success course. Responses from a Fall 2025 survey indicate that at least 20 community colleges anticipate using materials from the statewide document library, with additional colleges expressing interest as the course implementation approaches.

The project is expected to produce several system-level benefits. First, it will support consistent implementation of the revised ACA 122 competencies by providing faculty and advisors with high-quality, curated instructional resources aligned to course outcomes. Second, the centralized resource library will reduce duplication of effort across the 58 colleges by allowing institutions to leverage shared materials rather than independently developing similar content. Third, by incorporating contributions from key statewide partners involved in transfer, advising, and career pathways, the library will help ensure that students receive current, accurate, and coordinated information about transfer opportunities, career planning, and program pathways.

Impact will also be measured through adoption and engagement with the resource library on the OpenNCCC platform, feedback from faculty and advising professionals, and continued updates by the ACA 122 Statewide Document Library Maintenance Team. Over time, the availability of these shared resources is expected to strengthen the delivery of ACA 122 statewide and better equip faculty and staff to support students in clarifying academic goals, navigating transfer pathways, and developing plans for career success.

Contact:
Dr. Brian S. Merritt
Senior VP & CAO, NCCCC
merrittb@nccommunitycolleges.edu

Dr. Michael Quillen
Vice President of Academic Programs, Rowan-Cabarrus Community College
michael.quillen@rccc.edu

STATE BOARD OF COMMUNITY COLLEGES
Allocation for NC Career Coach Program
FY 2025-26, 2026-27, 2027-28

Request: The State Board of Community Colleges is requested to approve allocations of $ 659,367 per year of state funds. These funds will be for a new concurrent cohort that will parallel the last three fiscal years of our current five-year grant cycle. The funds will be for salary, benefits, professional development, and advising support of Career Coaches recommended by the established NC Career Coach Advisory Committee.

Strategic Plan Reference:
Goal 2 Enrollment: Streamline and strengthen the pathways to community colleges and careers.
Strategy 2.3.2: Expand the use of Career Coaches to include the remaining North Carolina community colleges.

Background: The purpose of the NC Career Coach Program is to place community college career coaches in high schools to assist students with determining career goals and identifying community college programs that will enable students to achieve these goals.

The General Assembly appropriated funds to the NC Community College System for the implementation of the NC Career Coach program. The board of trustees of a community college and a local board of education of a local education agency (LEA) within the service area of the community college jointly apply for available funds for the NC Career Coach Program funding from the State Board of Community Colleges (See Table 1).

Effective July 1, 2019, Senate Bill 61 (Section 3.3) adjusted the matching formula (G.S. 115D- 21.5(c)(2)b) based on county tiers. Table 1 indicates the county tier ranking for each program based on the LEA county in which the coach will be serving.

Due to the success of the NC Career Coach program, some colleges have chosen to fund coaches through their local funds. These coaches are in addition to those represented through this funding allocation.

Rationale: G.S. 115D-21.5 requires an advisory committee, which shall include representatives from the NC Community College System, the Department of Public Instruction, the Department of Commerce, and at least three representatives of the business community, review applications and make recommendations for funding awards to the State Board of Community Colleges.

As the program staff assess the program to broaden the deployment of coaches across the state and maximize the use of funds, the following three improvements were

implemented.

- To adapt to local college hiring scales and professional development needs, colleges submitted a budget within set parameters instead of a standard allocation for each award.
- To increase the number of colleges with a grant-funded coach, the selection process was changed to (1) an allocated coach awarded to any college who chose to participate and (2) a competitively selected second coach for any college who wished to apply. (NOTE: Legislatively required matching was maintained: Tier 1 = 0%; Tier 2 = 50%; Tier 3 = 100%.)

System office staff reviewed the twelve colleges who requested an allocated coach to ensure application criteria were satisfactory. Technical consultations were provided to colleges who needed to improve their request to ensure quality programming.

The advisory committee reviewed and scored the competitive applications submitted by twelve college-LEA partnerships, ranked, and recommended the award of a new coach to four colleges and an additional coach to five colleges. There was insufficient funding to award the additional three colleges that applied for the program.

The following criteria were used for technical consultations and application reviews:

- Deployment plan for career coaches and strategy that supports effective outreach.
- Evaluation Plan focusing on the outcome of increased enrollment in, and completion of, career pathways leading to marketable job skills and/or further education.
- Economic Impact documented by local workforce needs, causes of unaddressed pipeline needs, and career coach model connection with potential pipeline with workforce needs.
- Professional Development plan including engagement between high schools, community colleges, and community workforce.
- Communication strategies, at a minimum, with high school students, high school and middle school faculty and staff, parents and guardians, and service area workforce partners.

Table 1: Recommended Allocations

Community College	Region	Tier Ranking & County	# Coaches	FY 2025-2026; FY 2026-2027; FY 2027-2028
Blue Ridge CC	Western	Tier 3 – Henderson	1	$ 66,330
Guilford Technical CC	Central	Tier 2 – Guilford	1	$ 54,079
Johnston CC	Central	Tier 3 – Johnston	1	$ 39,075
Nash CC	Eastern	Tier 1 - Nash	1	$ 78,758
Pitt CC	Eastern	Tier 2 - Pitt	1	$ 57,625
Roanoke-Chowan CC	Eastern	Tier 1 - Hertford	1	$ 78,500
Rockingham CC	Central	Tier 1 – Rockingham	1	$ 95,000
South Piedmont CC	Central	Tier 1 – Anson	1	$ 95,000
Wilkes CC	Western	Tier 1 - Wilkes	1	$ 95,000
9 Colleges				**$ 659,367**

Fund Source and Availability: March 1, 2026-June 30, 2026, FY 2026-27, and FY 2027-28 allocations are contingent upon the availability of State General Fund appropriation. Funding will be adjusted as appropriate to reflect legislative salary and benefit rate increases.

Contact:
Dr. Jennifer McLean
State Director of Advising and Coaching

STATE BOARD OF COMMUNITY COLLEGES
Contract for College Cybersecurity Awareness Training
June 2026 – June 2029

Request: The State Board of Community Colleges is asked to approve a three-year contract with KnowBe4 for a system-wide license to provide cybersecurity awareness training for all 58 community colleges, for an amount not to exceed $414,698.

Strategic Plan Reference: Goal 5: System Funding and Effectiveness
Increase state aid funding allocations, streamline the allocation formula, and implement practices to improve system effectiveness.
Strategies: 5.3.1, 5.4.1 and 5.4.3

Background: In May 2020, the State Board Finance Committee approved *FC10 Contract for College Cybersecurity Awareness Training* that established the first 3-year contract to provide KnowBe4 cybersecurity awareness training to the community college system. Then in May 2023, the State Board Finance Committee approved *FC01 Contract for College Cybersecurity Awareness Training* to renew the 3-year contract. This request is to continue the KnowBe4 service.

Rationale for Contract: The colleges have federal and state compliance requirements for faculty and staff to receive cybersecurity training and awareness to perform effectively in their assigned roles and responsibilities. Specific examples include job functions that require faculty and staff to handle student and employee Personally Identifiable Information (PII), Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Gramm-Leach-Bliley Act (GLBA), and Payment Card Industry Data Security Standard (PCI-DSS) compliance.

This renewal covers both general cybersecurity awareness training and training that addresses compliance needs that the colleges must meet.

Method of Procurement: In accordance with the procurement practices of the State of North Carolina, approval is being sought for procuring items and/or services provided through existing P&C/DIT/agency-specific Statewide Term Contracts. Approval of the contract by the State Board is not contingent upon approval by the State Department of Information Technology Contracts and Strategic Sourcing.

Contract Amount and Time Period: The contract period will be from June 14, 2026, through June 30, 2029, for an amount not to exceed $414,698.

Fund Source and Availability: Funding is available from State General Fund appropriation for FY2025-26, FY2026-27, FY2027-2028.

Contact(s):
Patrick Fleming
Senior Vice President & Chief Information Officer

Stephen Reeves
AVP, Chief Information Security Officer

STATE BOARD OF COMMUNITY COLLEGES
Targeted Assistance and Less Than Half-Time Grant Program
FY 2026-27

Request: The State Board of Community Colleges is requested to approve $550,000 in awards to the NC Community Colleges for the Targeted Assistance and Less Than Half-Time Grant Program.

Strategic Plan Reference(s): Goal 2 Enrollment
Invest in each North Carolina Community College to develop and actively use a Strategic Management Plan that addresses student recruitment, retention, and completion. Strategy 2.1.2

Background: According to G.S. 115D-40.1(b), the "… State Board may provide financial assistance to the following students:

(1) Students who enroll in low-enrollment programs that prepare students for high-demand occupations.
(2) Students with disabilities who have been referred by the Department of Health and Human Services, Division of Vocational Rehabilitation, and are enrolled in a community college.
(3) Students enrolled in fewer than six credit hours per semester who otherwise qualify for need-based financial aid programs."

In May 2002, the State Board of Community Colleges made available an annual allocation of $500,000 for the Targeted Assistance Program for students enrolled full-time in all 58 community colleges. In July 2003, the State Board increased the availability by an additional $262,806 and included a provision to award these funds to students enrolled in less than half-time. In July 2011, the State Board consolidated the two programs into one program and reduced the total funding to $550,000.

Rationale: The General Assembly appropriates an amount annually from the Escheat Fund to support financial assistance for community college students. Much of this appropriation supports the Next North Carolina (NC) Scholarship Program. Based on an analysis of funding availability and projected Next North Carolina Scholarship awards, $550,000 is available in FY 2026-27. According to the college priorities and community needs, this allocation can be used to offer financial assistance for students who (1) enroll in low-enrollment programs that prepare students for high-demand occupations; (2) have disabilities and have been referred by the Division of Vocational Rehabilitation; or (3) enroll on a less than half-time basis. Each college is allocated a base amount of $1000. The remaining funds are allocated on a pro-rata basis as determined by each college's percentage of total 2024-25 Pell Grant disbursements.

Fund Source and Availability: Funding is contingent on FY 2026-27 Escheat Fund appropriations from the General Assembly.

Contact(s):
Ms. Brenda Burgess, Associate Director, Student Aid
Dr. Monty Hickman, Executive Director, Strategic Enrollment Management

North Carolina Community College System
Targeted Assistance and Less Than Half-Time Grant Program
FY 2026-27

Community Colleges	Base Allotment	2024-2025 Federal Pell Grant Disbursements	Percent of Pell Grant	Awards Based on Percent of Total Disbursements	Total College Awards
Alamance CC	$1,000	$8,740,825	1.8%	$8,819	$9,819
Asheville-Buncombe TCC	1,000	9,278,193	1.9%	9,695	10,695
Beaufort County CC	1,000	3,694,292	0.8%	4,045	5,045
Bladen CC	1,000	3,822,383	0.8%	3,894	4,894
Blue Ridge CC	1,000	4,686,335	1.0%	5,011	6,011
Brunswick CC	1,000	3,841,250	0.8%	4,043	5,043
Caldwell CC and TI	1,000	7,235,887	1.5%	7,819	8,819
Cape Fear CC	1,000	16,905,000	3.5%	17,849	18,849
Carteret CC	1,000	3,943,594	0.8%	4,282	5,282
Catawba Valley CC	1,000	8,030,357	1.7%	8,014	9,014
Central Carolina CC	1,000	9,873,404	2.0%	10,220	11,220
Central Piedmont CC	1,000	39,843,630	8.2%	38,848	39,848
Cleveland CC	1,000	6,944,650	1.4%	7,533	8,533
Coastal Carolina CC	1,000	10,747,827	2.2%	9,059	10,059
College of The Albemarle	1,000	3,191,003	0.7%	3,267	4,267
Craven CC	1,000	6,130,350	1.3%	6,391	7,391
Davidson Davie CC	1,000	9,784,489	2.0%	9,416	10,416
Durham TCC	1,000	10,932,222	2.3%	10,669	11,669
Edgecombe CC	1,000	4,914,718	1.0%	5,380	6,380
Fayetteville TCC	1,000	35,116,074	7.2%	35,525	36,525
Forsyth TCC	1,000	24,925,542	5.1%	24,169	25,169
Gaston College	1,000	10,335,768	2.1%	10,700	11,700
Guilford TCC	1,000	33,003,827	6.8%	32,223	33,223
Halifax CC	1,000	2,064,019	0.4%	2,224	3,224
Haywood CC	1,000	2,658,195	0.5%	2,674	3,674
Isothermal CC	1,000	5,202,103	1.1%	5,427	6,427
James Sprunt CC	1,000	3,544,293	0.7%	4,079	5,079
Johnston CC	1,000	8,944,699	1.8%	7,786	8,786
Lenoir CC	1,000	5,581,430	1.1%	5,556	6,556
Martin CC	1,000	1,201,802	0.2%	1,414	2,414
Mayland CC	1,000	1,274,869	0.3%	1,543	2,543
McDowell TCC	1,000	2,436,030	0.5%	2,485	3,485
Mitchell CC	1,000	5,698,905	1.2%	5,246	6,246
Montgomery CC	1,000	1,704,845	0.4%	1,807	2,807
Nash CC	1,000	5,972,306	1.2%	5,692	6,692
Pamlico CC	1,000	501,867	0.1%	649	1,649

Piedmont CC	1,000	2,585,743	0.5%	2,640	3,640
Pitt CC	1,000	19,915,703	4.1%	21,714	22,714
Randolph CC	1,000	5,393,539	1.1%	6,182	7,182
Richmond CC	1,000	5,062,186	1.0%	5,378	6,378
Roanoke-Chowan CC	1,000	1,106,961	0.2%	1,771	2,771
Robeson CC	1,000	6,932,521	1.4%	7,167	8,167
Rockingham CC	1,000	2,953,313	0.6%	3,282	4,282
Rowan-Cabarrus CC	1,000	11,091,103	2.3%	11,942	12,942
Sampson CC	1,000	4,625,292	1.0%	5,216	6,216
Sandhills CC	1,000	8,080,260	1.7%	7,969	8,969
South Piedmont CC	1,000	4,469,476	0.9%	3,779	4,779
Southeastern CC	1,000	3,722,172	0.8%	4,232	5,232
Southwestern CC	1,000	3,999,104	0.8%	4,202	5,202
Stanly CC	1,000	4,942,588	1.0%	5,037	6,037
Surry CC	1,000	5,057,216	1.0%	5,287	6,287
Tri-County CC	1,000	2,291,620	0.5%	2,399	3,399
Vance-Granville CC	1,000	5,346,068	1.1%	5,541	6,541
Wake TCC	1,000	44,854,118	9.2%	43,380	44,380
Wayne CC	1,000	7,613,653	1.6%	7,581	8,581
Western Piedmont CC	1,000	4,088,619	0.8%	4,451	5,451
Wilkes CC	1,000	5,194,584	1.1%	5,570	6,570
Wilson CC	1,000	3,571,013	0.7%	3,827	4,827
TOTAL	**$58,000**	**$485,603,835**	**100.0%**	**$492,000**	**$550,000**

Note: Targeted Assistance and Less Than Half-Time Grant funding is calculated by dividing total Federal Pell Grant disbursements for all community colleges ($485,603,835) by the number of disbursements by each college. This percentage is used to distribute $492,000, and an additional $1000 base amount added to each college's distribution for student awards.

STATE BOARD OF COMMUNITY COLLEGES
Construction and Property – March 2026

Request: The State Board of Community Colleges is requested to approve the new and amended projects, property acquisitions and disposals, and delegated authority request 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.

March 2026 Update:
This month there are 13 total items: 5 new projects, 2 amended projects, 5 acquisitions/disposals, and 1 delegated authority request.

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	College of The Albemarle	3006	**Building A, AE, and D Chiller Replacement (Main Campus)** Demolish two existing chillers, replace and reconnect power.	Non-State	$0.00	$810,000.00	$810,000.00
					Total	**$0.00**	**$810,000.00**	**$810,000.00**
	2	Stanly	3014	**Whitley Technology Building Roof Replacement (Main Campus)** Replacement of existing roof of approximately 18,016 SF.	42160 - SCIF R&R	$0.00	$54,878.49	$54,878.49
					42120 - SCIF R&R	$0.00	$305,121.51	$305,121.51
					Total	**$0.00**	**$360,000.00**	**$360,000.00**
	3	Stanly	3015	**Patterson Building Roof Replacement (Main Campus)** Replacement of existing roof of approximately 22,940 SF.	42120 - SCIF R&R	$0.00	$445,000.00	$445,000.00
					Total	**$0.00**	**$445,000.00**	**$445,000.00**
	4	Stanly	3016	**Snyder Building Roof Replacement (Main Campus)** Replacement of existing roof of approximately 14,650 SF.	42120 - SCIF R&R	$0.00	$285,000.00	$285,000.00
					Total	**$0.00**	**$285,000.00**	**$285,000.00**
	5	Stanly	3017	**Crutchfield Education Center Roof Replacement (Main Campus)** Replacement of existing roof of approximately 18,790 SF.	42120 - SCIF R&R	$0.00	$495,000.00	$495,000.00
					Total	**$0.00**	**$495,000.00**	**$495,000.00**

B.	Amended Projects							
	Item	**College**	**Project Number**	**Description**	**Fund Source**	**Prior Budget**	**Board Action Funding Increase/ Decrease**	**Current Budget**
	1	Gaston	2973	**Reactor Room Connections at FIC (Kimbrell Campus)** Project is amended to increase budget due to bids coming in higher than anticipated.	42160 - SCIF R&R	$211,612.46	$109,000.00	$320,612.46
					42120 - SCIF R&R	$23,606.04	$4,671.50	$28,277.54
					Total	**$235,218.50**	**$113,671.50**	**$348,890.00**
	2	Martin	2761	**ADA Compliance & Restroom Renovation (Main Campus)** Project is amended to increase budget to add alternates from bid package and other upgrades as funds allow.	42160 - SCIF R&R	$749,454.67	$179,382.19	$928,836.86
					42120 - SCIF R&R	$1,679,464.33	$0.00	$1,679,464.33
					Total	**$2,428,919.00**	**$179,382.19**	**$2,608,301.19**

C.	Acquisition and Disposal of Real Property		
	Item	**College**	**Action Requested**
	1	Central Carolina	The Board of Trustees of Central Carolina Community College requests permission as per G.S. 115D-15 to dispose of by, sale, approximately 17.69 acres with 3 structures totaling approximately 19,770 SF (Parcel number 9645-76-8196-00) located at 5910 Clyde Rhyne Drive, Sanford, NC 27330, Lee County. The Board of Trustees has found the property unnecessary for college purposes.
	2	Central Carolina	The Board of Trustees of Central Carolina Community College requests permission as per G.S. 115D-20 to acquire, by purchase, approximately 7.45 acres of undeveloped land (Parcel Number 0660-15-7317.000) located at E. Cornelius Harnett Blvd., Lillington, NC 27546, Harnett County. This property is adjacent to the property owned by the college. Approval is contingent upon a Phase I Environmental Site Assessment with "no findings" that necessitate a Phase II Environmental Site Assessment and Council of State approval if there is known contamination.
	3	Central Carolina	The Board of Trustees of Central Carolina Community College requests permission as per G.S. 115D-15.1 to acquire, by transfer, approximately 3.30 acres of property with an approximately 20,024 SF building (Parcel Number 0660-15-7317.000) located at 1075 E. Cornelius Harnett Blvd., Lillington, NC, 27546, Harnett County. This property was originally transferred to the county for the purpose of obtaining financing.
	4	College of The Albemarle	The Board of Trustees of College of The Albemarle requests permission as per G.S. 115D-20 to acquire, by transfer, approximately 30,672 SF of property with an approximately 5,790 SF building (Parcel Number 0052938) located at 1144A North Road Street, Elizabeth City, NC 27909. The college had a Phase I Environmental Site Assessment performed, to which the executive summary states, "Based on the results, RECs were not identified for the subject property."
	5	Southwestern	The Board of Trustees of Southwestern Community College requests permission as per G.S. 115D-20 to acquire, by purchase, approximately 26.96 acres of property (Parcel Number 7640-46-1850) located at 0 McNair Lane, Webster, NC 28788, Jackson County. This property is adjacent to the property owned by the college. The college had a Phase I Environmental Site Assessment performed, to which the executive summary states, "RECs, Controlled REC (CREC), and/or SDGs were not identified in connection with the site."

D.	Delegated Authority for Certain Capital Projects - between $500,000 and less than $2,000,000	
	College	**Description**
1	Central Carolina	Per the approved SBCC Guidelines, this college submitted a NCCCS 3-8A form requesting delegated authority. The college meets the criteria consistent with G.S.143-341 and 115D-9.

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
Estimated Receipts
Through February 28, 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

Attachment FC 08

STATE BOARD OF COMMUNITY COLLEGES
Estimated Receipts
Through February 28, 2026
Information Only

	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	243,353,256	263,691,457	284,304,613	7.8%
BUDGETED RECEIPTS UNCOLLECTED	$ 48,634,568	$ 41,019,809	$ 50,654,549	
PERCENT OF BUDGET COLLECTED	83.3%	86.5%	84.9%	

AGENDA

State Board of Community Colleges
ACCOUNTABILITY AND AUDIT COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, March 19, 2026, 3:00-3:30 pm
Mr. Geoffrey Lang, 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 Information

- Cyber Security Update (Attachment AUD 01)
- College Compliance Reviews 4 Year Summary (Attachment AUD 02)
- Internal 2025-2026 Audit Plan Update (Attachment AUD 03)

New Business

Adjourn

MINUTES
State Board of Community Colleges
ACCOUNTABILITY AND AUDIT COMMITTEE
Thursday, January 15, 2026

ACCOUNTABILITY AND AUDIT COMMITTEE MEMBERS

Mr. Geoffrey Lang, Chair	Hon. David Price	Mr. Chris Lumsden
Ms. Paula Benson, Vice Chair	Mr. Raymond Trapp	Mr. Terry Yeargan
Mr. Tom Looney	Dr. David Lowry	Mr. Bill McBrayer

OTHER STATE BOARD MEMBERS

Ms. Sarah West	Dr. Dale McInnis
Ms. Lisa Estep	Mr. Scott Ottman
Ms. Stacy Griffin	

OTHERS IN ATTENDANCE

Dr. Jeff Cox	Mr. David Heatherly, Coastal CC	Dr. Brian Merritt
Dr. Kim Gold	Amanda Lee, Bladen CC	Jamal Njai
Patrick Fleming	Mr. JB Buxton, Durham Tech CC	Mary Rehbein
David King	Jonnell Carpenter	Makel Drollinger

CALL TO ORDER

Mr. Lang called the Accountability and Audit Committee meeting to order at 1:22p.m.

ROLL CALL

Dr. Kimberly Gold called the roll for the Accountability and Audit Committee members and stated there was a quorum.

ETHICS STATEMENT

Dr. Gold read the Ethics Awareness and Conflict of Interest Statement. No conflicts were noted.

APPROVAL OF AGENDA

Mr. Lang requested a motion to approve the agenda. Mr. Yeargan motioned to approve, seconded by Mr. Ottman, and approved unanimously by voice vote.

APPROVAL OF MINUTES – October 16, 2025

Mr. Lang requested a motion to approve the minutes of the August 14, 2025, meeting. Ms. Benson motioned to approve, seconded by the Mr. Ottman, and approved unanimously by voice vote.

MINUTES

State Board of Community Colleges
ACCOUNTABILITY AND AUDIT COMMITTEE
Thursday, January 15, 2026

FOR INFORMATION

College Accreditation Status Report (Attachment AUD 01)
Dr. Brian Merritt presented the college accreditation status report in accordance with State Board Code, which requires all colleges to obtain and maintain accreditation with an appropriate institutional accreditor and requires the System Office to report any accreditor actions taken on North Carolina community colleges.

Dr. Merritt reported on actions taken by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) during its December 2025 Board of Trustees meeting held in Nashville, Tennessee.

The following accreditation actions were reported:

- Accreditation was continued for Robeson Community College and Surry Community College.
- Focused reviews with no additional reporting requirements were completed for Haywood Community College, Martin Community College, and Mitchell Community College. These reviews indicated that prior monitoring items had been satisfactorily addressed.
- Edgecombe Community College was placed on warning status for a six-month period due to findings of non-compliance related to specific standards.

Edgecombe Community College Accreditation Update
Chair Lang invited Dr. Greg McLeod, President of Edgecombe Community College, to provide additional context regarding the warning status.

Dr. McLeod reported that the warning primarily relates to Core Requirement 8.1 (Student Achievement). The College's student achievement data-including retention and completion metrics-remains strong. However, the institution used the IPEDS 150% completion rate metric in its Fifth-Year Interim Report rather than the National Student Clearinghouse metric specified in the SACSCOC portal.

Historically, the College successfully used IPEDS metrics during its 2019 reaffirmation. Following internal staffing transitions and retirements, the Fifth-Year Interim Report was prepared using the previously accepted IPEDS framework, without recognizing that SACSCOC had listed National Student Clearinghouse as the required metric in its database. Upon consultation with the assigned SACSCOC Vice President, the College was advised to formally request approval to revert to IPEDS and resubmit the report. Dr. McLeod indicated this issue is procedural in nature and is expected to be resolved through resubmission.

Additional standards cited included:

- **Standard 6.2.b and 6.2.c** – Faculty qualifications and oversight. The College provided data by broad program areas rather than by individual degree, diploma, and certificate programs. The College will revise reporting to align with the specific credential-level expectations.
- **Standard 8.2.a** – Assessment of student learning outcomes. The College submitted a sampling of program assessments; SACSCOC requested a broader representative sample across programs.

Dr. McLeod emphasized that no substantive deficiencies in student performance or program quality were identified. The College's data remains strong; improvements are needed in reporting specificity and documentation.

The Board inquired about:

- Peer communication among colleges regarding accreditation findings;
- Consequences of warning status;
- Institutional processes to prevent similar reporting issues in the future.

Dr. McLeod reported that warning status does not affect students or graduates, and the institution remains fully accredited. If deficiencies are resolved by the April 1 submission deadline, the warning is expected to be lifted. Failure to resolve findings could result in extended warning, probation, or further action; however, the College anticipates full resolution within the six-month period.

Dr. Merritt and Dr. Cox also noted that the System Office collects and shares accreditation information publicly and supports collaboration among institutional research and academic leaders across the 58 colleges.

Chair Lang thanked Dr. McLeod for his transparency and presentation.

College Compliance Reviews 4 Year Summary (Attachment AUD 02)

Ms. Amanda Tolar provided an update on Compliance Services and the College Compliance Review process.

Ms. Tolar reported that the Compliance Services team continues to conduct reviews as scheduled and remains on track to complete all institutional reviews by June 2026.

Key updates included:

- Continued implementation of post-review institutional training sessions following each compliance review.
- Regional training and participation in conferences and webinars.

- Increased collaboration with System Office staff, including Business Subject Matter Analysts, Career and College Readiness representatives, and Public Safety leadership.
- Ongoing efforts to improve communication and shared understanding of FTE documentation requirements.

Dr. Cox reiterated that compliance reviews verify the integrity and accuracy of reported Full-Time Equivalent (FTE) enrollment, which directly impacts state funding allocations. Given staff turnover at institutions, training remains a critical component of compliance oversight.

Ms. Tolar reported that the Compliance Services unit is fully staffed and operating on schedule. No concerns were expressed regarding completion of objectives, aside from potential weather-related scheduling adjustments.

The Committee expressed appreciation for the team's work and focus on training.

2025-2026 Risk Assessment and Internal Audit Plan (Attachment AUD 03)
Mr. David King presented an update on the annual internal audit plan and risk assessment.

Mr. King reported that:

- All planned audit engagements are progressing as scheduled.
- Two interns have been secured to assist with compliance-related audit work.
- Additional staffing support has improved the ability to complete scheduled compliance audits within the current fiscal year.
- Future efforts will explore establishing a dedicated internal audit internship pathway.

No concerns were raised regarding completion of the 2025 Internal Audit Plan.

NEW BUSINESS
No new business was presented before the committee.

ADJOURN
There being no further business, Chair Lang called for a motion to adjourn.
Mr. Yeargan made the motion to adjourned, and it was seconded by Mr. Ottman.

Chair Lang declared the meeting adjourned at 1:55 p.m.

Respectfully submitted,
Mary Rehbein
Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES
Cyber Security Update – March 2026

The quarterly Cyber Security report to the Audit and Compliance (AUD) Committee, unless noted, covers agency activities to date from the last October 2025 AUD report.

State and Local Cybersecurity Grant Program (SLCGP) – Information Only
The State and Local Cybersecurity Grant Program provides funding to eligible entities to address cybersecurity risks and threats to information systems owned or operated by, or on behalf of, state, local, or tribal governments. The NC SLCGP grant opportunity is now in the final year of a four-year process.

For Fiscal Year 2025 SLCGP, North Carolina was awarded approximately $2,150,994 in federal funds for local government & community college subrecipients. FO FY25 applications, there is a 40% required match/cost share for each subrecipient. The NC FY25 SLCGP application process completed on November 30, 2025, and there were a total of 37 local government and community college applications.

FY25 SLCGP Status:
As of Jan. 16th, recommendations for award have been routed to Emergency Management Executive Management for approval. Once approved, the final project worksheet will be sent to Federal Emergency Management Agency (FEMA) for final approval.

Community Colleges represented 8, or 44.4%, of the total 18 identified awardees. Final totals for awards and the specific colleges identified to receive awards are pending FEMA approval. Additional details can be found at https://www.ncdps.gov/SLCGP

Fraudulent Student Applications – Information Only
The information below is a continuation of reporting based on previously reported information regarding Fraudulent Student Applications activities.

One challenge of tracking potentially fraudulent applications was having a consistent methodology that each college can use that will flag accounts and provided reporting to the System Office Data Warehouse.

On Feb. 6, the System Office Programs and Student Services team provided information regarding a new process that provides a new system-wide workflow to assist colleges and the System Office staff in identifying potential bogus records locally and across our system.

The System Office Information Security Office continues to receive Incidents identifying suspicious/known fraudulent applications. The information provided is cross matched with other colleges with similar applications, which is then reported back out with a recommendation to re-verify those applications for enrollment.

The System Office team continues to collaborate with partners from College Foundation North Carolina, College Foundation Inc, UNC and colleges on strategies to address bogus applications at the Residency Determination Service touch point.

On March 3, partners with the College For North Carolina and College Foundation Inc., demonstrated programmatic processes that are currently in development to identify potentially fraudulent applications prior to being sent to colleges. This development is ongoing but represents an opportunity to screen applications early in the process and reduce redundancy of work currently being conducted at all colleges.

College Hosted Cybersecurity Training Opportunity with NC Dept. of Public Safety/Emergency Management and Texas A&M Engineering – Information Only

On Jan. 15, the ISO team shared with college IT Leadership and Security Liaisons an opportunity for colleges to host one or two days, in-person, instructor lead, cybersecurity training from Texas A&M Engineering (TEEX). These training opportunities are FEMA funded, offered at no cost and available to college faculty, staff, students and the general public. Offering these courses represents an excellent opportunity for colleges to support the maturing of their local community's cybersecurity posture.

Colleges electing to host one of these events are only asked to provide facilities for the training.

The sharing of this announcement with Academic leaders was encouraged for broad awareness.

The following courses are part of the offering:
AWR-136 – Developing Cybersecurity Resiliency for Everyone (8 hrs.)
AWR-376 – Understanding Targeted Cyber Attacks (8 hrs.)
MGT-384 – Preparing for Cyber Attacks & Incidents (16 hrs.)
MGT-452 – Physical and Cybersecurity for Critical Infrastructure (8 hrs.)

College scheduling is on-going, but as of March 5, hosting colleges currently include Bladen CC, Blue Ridge CC, Durham Technical College.

Additional information can be found at Cybersecurity | TEEX.ORG

Contact(s)
Stephen S. Reeves
AVP, Chief Information Security Officer

STATE BOARD OF COMMUNITY COLLEGES
College Compliance Reviews 4 Year Summary

Background: Consistent with State Board Code Subchapter 400 as described in 400.1 General Provisions, the State Board shall maintain an accountability function to ensure the credibility of the number of budget FTE (Full-time equivalent) students reported to the General Assembly for funding purposes and the equitable distribution of State and federal funds among the colleges. This function includes periodic reviews of college compliance with the provisions in Title 1, Chapter G and in Title 1, Chapter E of the State Board Code, and any rules referenced therein. This function also includes coaching from the System Office in areas of potential risk of non-compliance, sound documentation practices, and the use of mitigating controls.

Reviews of each college are conducted once every two fiscal years unless the college's prior year review had material findings. If a college has material findings, a compliance review is conducted during the subsequent fiscal year in the area of the material findings.

Definitions

No Findings: The number of incorrectly reported hours in the sample does not exceed 1%.
Coaching Letter: Communicates risks found during the review process.
Minimal Finding: The number of incorrectly reported hours in the sample exceeds 1% but does not exceed 5%.
Material Finding: The number of incorrectly reported hours in the sample exceeds 5%.

Training

Compliance Services offers training to all colleges through individual college training sessions, regional training sessions, conference sessions, and in conjunction with other System Office departments as requested.

Timeline

Compliance reviews are conducted by reviewing records from the previous fiscal year. The June 30, 2026, Findings and Exceptions are based on records from the fiscal year 2024-2025.

Update:

Compliance reviews completed in FY2025-26 – final report not completed

Carteret Community College
Gaston College
Sampson Community College

Reports completed since January 2026 Accountability and Audit Committee Meeting

Beaufort County Community College – final minimal and coaching letter
Brunswick Community College – final no finding
Cape Fear Community College – final no finding
Coastal Carolina Community College – final no finding and coaching letter
Craven Community College – final no finding
Fayetteville Technical Community College – final no finding and coaching letter
Forsyth Technical Community College – final minimal and coaching letter
Pamlico Community College – final minimal
Pitt Community College – final minimal and coaching letter
Sandhills Community College – final no finding

Training Completed since January 2026 Accountability and Audit Committee Meeting

- Wake Technical CC Registrars Group
- All colleges where a compliance review has been conducted in FY 2025-26 have participated in the individual college training after the completion of the review.

STATE BOARD OF COMMUNITY COLLEGES
College Compliance Reviews 4 Year Summary

Attachment AUD 02

College	Findings/Exceptions		Findings/Exceptions		Findings/Exceptions		Findings/Exceptions	
	June 30, 2023		June 30, 2024		June 30, 2025		June 30, 2026	
Alamance Community College	Final Minimal	X			Final No Finding w/ Coaching Letter			
Asheville-Buncombe Tech Community College	Final Minimal w/ Coaching Letter	X	Final Minimal w/ Coaching Letter	X				
Beaufort County Community College			Final No Finding w/ Coaching Letter				Final Minimal w/ Coaching Letter	x
Bladen Community College	Final No Finding				Final No Finding w/ Coaching Letter			
Blue Ridge Community College	Final Minimal w/ Coaching Letter	X			Final No Finding w/ Coaching Letter			
Brunswick Community College	Final Minimal w/ Coaching Letter	X			Final Material w/ Coaching Letter	X	Final No Finding	
Caldwell Community College & Tech Institute	Final No Finding w/ Coaching Letter				Final No Finding			
Cape Fear Community College	Final Material w/ Coaching Letter	X	Final No Finding				Final No Finding	
Carteret Community College			Final No Finding w/ Coaching Letter				Spring Semester 2026	
Catawba Valley Community College	Final Minimal w/ Coaching Letter	X			Final Minimal	X		
Central Carolina Community College			Final No Finding					
Central Piedmont Community College			Final No Finding					
Cleveland Community College			Final No Finding					
Coastal Carolina Community College			Final Minimal	X			Final No Finding w/ Coaching Letter	
College of The Albemarle	Final No Finding w/ Coaching Letter				Final No Finding			
Craven Community College			Final No Finding				Final No Finding	
Davidson-Davie Community College			Final No Finding w/ Coaching Letter				Final No Finding	
Durham Technical Community College	Final Minimal w/ Coaching Letter	X	Final Minimal	X			Final Minimal	x
Edgecombe Community College			Final Minimal w/ Coaching Letter	X				
Fayetteville Technical Community College	Final Material & Minimal w/Coaching Letter	X	Final Minimal w/ Coaching Letter	X			Final No Finding w/ Coaching Letter	
Forsyth Technical Community College			Final No Finding w/ Coaching Letter				Final Minimal w/ Coaching Letter	x
Gaston College	Moved to FY2023-24		Final No Finding w/ Coaching Letter				Spring Semester 2026	
Guilford Technical Community College	Final No Finding w/ Coaching Letter				Final No Finding			
Halifax Community College	Final No Finding				Final No Finding			
Haywood Community College			Final No Finding w/ Coaching Letter					
Isothermal Community College			Final No Finding w/ Coaching Letter					
James Sprunt Community College	Final Minimal w/ Coaching Letter	X			Final Minimal	X		
Johnston Community College	Final Minimal w/ Coaching Letter	X			Final No Finding			
Lenoir Community College	Final Minimal w/ Coaching Letter	X			Final Material	X		
Martin Community College	Final Minimal w/ Coaching Letter	X			Final Minimal w/ Coaching Letter	X		
Mayland Community College	Final No Finding				Final No Finding			
McDowell Technical Community College	Final Minimal w/ Coaching Letter	X			Final Minimal	X		
Mitchell Community College			Final Minimal	X				
Montgomery Community College			Final Minimal w/ Coaching Letter	X			Final Minimal Finding	x
Nash Community College	Final No Finding				Final No Finding			
Pamlico Community College	Final Minimal w/ Coaching Letter	X			Final Material/Minimal/Coaching Letter	X	Final Minimal	x
Piedmont Community College	Final Minimal	X			Final No Finding w/ Coaching Letter			
Pitt Community College			Final Minimal w/ Coaching Letter	X			Final Minimal w/ Coaching Letter	x
Randolph Community College			Final No Finding w/ Coaching Letter					
Richmond Community College	Final No Finding w/ Coaching Letter				Final Minimal w/ Coaching Letter	X		
Roanoke-Chowan Community College	Final Minimal w/ Coaching Letter	X			Final Material/Minimal/Coaching Letter	X	Final No Finding	
Robeson Community College	Final No Finding				Final No Finding			
Rockingham Community College			Final No Finding				Final No Finding	
Rowan-Cabarrus Community College	Final No Finding w/ Coaching Letter				Final Minimal	X		
Sampson Community College			Final No Finding				Spring Semester 2026	
Sandhills Community College			Final No Finding w/ Coaching Letter				Final No Finding	
South Piedmont Community College	Final No Finding w/Coaching Letter				Final No Finding w/ Coaching Letter			

SBCC
3/20/2026

STATE BOARD OF COMMUNITY COLLEGES
College Compliance Reviews 4 Year Summary

Attachment AUD 02

College	Findings/Exceptions		Findings/Exceptions		Findings/Exceptions		Findings/Exceptions	
Southeastern Community College	Final Finding w/Coaching Letter				Final No Finding			
Southwestern Community College			Final Minimal	X				
Stanly Community College			Final No Finding w/ Coaching Letter				Final Minimal	x
Surry Community College			Final No Finding					
Tri-County Community College	Final No Finding w/ Coaching Letter				Final Minimal	X		
Vance-Granville Community College	Final No Finding w/ Coaching Letter				Final Minimal w/ Coaching Letter	X		
Wake Technical Community College	Final No Finding w/ Coaching Letter				Final No Finding w/ Coaching Letter			
Wayne Community College	Final No Finding				Final Minimal	X		
Western Piedmont Community College			Final No Finding w/ Coaching Letter					
Wilkes Community College			Final No Finding					
Wilson Community College	Final No Finding w/Coaching Letter				Final Minimal	X		
Total Reviewed	34		29		29		19	
Total With Findings	16		9		14		7	
Percent	47%		31%		48%		37%	
Review Complete - Reports not finalized								

SBCC
3/20/2026

STATE BOARD OF COMMUNITY COLLEGES

Internal Auditor 2025-2026 Audit Plan Update to the Accountability and Audit Committee

Background: To comply with the Internal Audit Charter and Global Audit Standards, the Internal Audit Director provides the annual audit plan status and any changes to System Office management and the Audit Committee throughout the year.

Purpose: This document serves to present the status of the annual internal audit plan that was approved in the August 2025 Accountability and Audit Committee meeting. The status of the audit plan is shown below. Page two of this document shows the audit plan as it was approved in August.

July 2025- June 2026 Audit Plan Update as of March 026

Engagement	*Focus area / Preliminary Objective*	*Status*
Risk Based Engagements		
Risk Management	Document Risk Management processes and recommend improvements to organization risk management maturity.	In progress. Long term project. To be completed in June. Risk Register generated. Next steps are identifying Controls and Residual risk levels.
SOP Management	Audit of process to publish, review and update SOP's.	In Progress, expected completion in March.
Grant Management	Audit of process to track and manage grants focused on controls and compliance for specified grant.	Starts in March, expected completion in May.
Contract Management	Audit of controls used to manage and track contracts, mitigate contract related risks.	Starts in March, expected completion in May.
Travel Compliance	Travel compliance with state and agency rules and regulations.	In Progress.
Motor Fleet Management	State Owned vehicles managed in compliance with state and agency rules and regulations.	In Progress.
Recurring Items		
2027 Risk Assessment and Audit Plan	Conduct Risk Assessment, develop 2026-2027 Audit Plan.	Starts in April 2026, expected completion in June 2026.
2026 Follow Up	Tracking recommendation progress and action plans status.	Occurs in May 2026.
Other Council Projects	Various reporting and uploading requirements to meet Internal Audit Council Requirements.	Ongoing. 2025 year-end and early 2026 submissions submitted.
Quality Assurance and Process Improvement		
Quality Improvement	Review Internal Audit Processes and revise Internal Audit Manual, Audit Charter, and other documents to follow new Global Audit Standards.	2025 year-end reviews and changes complete.
2026 Self-Assessment Maturity Model	Determine compliance with new Global Internal Audit Standards as required by the audit standards.	Occurs in May 2026.
EAGLE Project		
2026 EAGLE project for the State Controller	Annual requirement set forth by the NC Office of the State Controller.	In Progress.

July 2025- June 2026 Audit Plan

Engagement	*Focus area / Preliminary Objective*	*Budgeted Hours*
Risk Based Engagements		
SOP Documentation and Review	Audit of process to publish, review and update SOP's	200
Grant Management	Audit of process to track and manage grants focused on controls and compliance for specified grant.	200
Risk Management Consulting Engagement	Document Risk Management processes and recommend improvements to organization risk management maturity.	160
Contract Management Audit	Audit of controls used to manage and track contracts, mitigate contract related risks.	160
Compliance Audits	Travel, P-Card, State-Owned Vehicles (intern support).	120
Recurring Items		
2027 Risk Assessment and Audit Plan	Conduct Risk Assessment, develop 2026-2027 Audit Plan	120
2026 Follow Up	Tracking recommendation progress and action plans status.	40
Quality Assurance and Process Improvement		
Quality Improvement	Review Internal Audit Processes and revise Internal Audit Manual, Audit Charter, and other documents to follow new Global Audit Standards.	128
2026 Self-Assessment Maturity Model (SAMM)	Determine compliance with new Global Internal Audit Standards. Self-assessment is required by the audit standards.	48
Other Council Projects	Various reporting and uploading requirements to meet Internal Audit Council Requirements	20
EAGLE Project		
2026 EAGLE project for the State Controller	Annual requirement set forth by the NC Office of the State Controller	220
Other Engagements		
Technical Assistance	Placeholder for unscheduled activities	40
Investigations	Placeholder for unscheduled activities	40
Consulting Engagement	Placeholder for unscheduled activities	40

AGENDA
State Board of Community Colleges
PROGRAMS AND STUDENT SUCCESS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, March 19, 2026 – 3:35 p.m. – 4:35 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, February 19, 2026

For Future Action

- Curriculum Program Application (Attachment PROG 01)*
  - Bladen Community College
    - Aviation Management and Career Pilot Technology (A60180)

For Action

- Legislative Report for Short Term Workforce Development Grant Program (Attachment PROG 02)
- Legislative Report for Vocational Rehabilitation Counselor Pilot Program (Attachment PROG 03)
- Cooperative Innovative High School Applications (Attachment PROG 04)
- New Curriculum Prefix – Propel NC Workforce Sector Funding Model Recommendation (Attachment PROG 05)

For Consent Agenda

- Curriculum Program Applications – Fast Track for Action (Attachment PROG 06)
  - Cleveland Community College
    - Medical Laboratory Technology (A45420)
  - Robeson Community College
    - Social and Human Services (A55380)
- Combined Course Library – Continuing Education (Attachment PROG 07)
  - New Course Approvals, Modifications, and Tier Designations
    - New Course Approval – NC Fire Rescue Commission/NC OSFM and NCCCS
      - Fire & Life Safety Educator I (FRC – 1800)
      - Fire & Life Safety Educator II (FRC – 1801)
      - Fire & Life Safety Educator III – Program Manager (FRC – 1802)
- Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 08)
  - Randolph Community College – Randolph Correctional Center
    - Horticulture (Foundation of Horticulture and Landscaping) – (HOR – 3307)

For Information

- Approved Curriculum Program Applications (Attachment PROG 09)
  - Alamance Community College
    - Supply Chain Management (A25620)
  - Bladen Community College

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

    - Health Sciences (A45320)
  - Gaston College
    - Elementary Education Residency Licensure Certificate (C55490)
  - Sampson Community College
    - Agriculture Education (A15330)
  - Wayne Community College
    - High School Math Residency Licensure Certificate (C55510)
    - High School Science Residency Licensure Certificate (C55520)
    - Middle School Math Residency Licensure Certificate (C55530)
    - Middle School Science Residency Licensure Certificate (C55550)
    - Special Education Residency Licensure Certificate (C55540)
- Approved Curriculum Program Terminations (Attachment PROG 10)
  - Johnston Community College
    - Cosmetology Instructor (Certificate) (C55160)
    - General Occupational Technology (A55280)
    - Graphic Design (A30100)
    - Gunsmithing (A30200)
    - Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)
    - Health Science: Therapeutic & Diagnostic Services/Pharmacy Technology (D45940)
    - Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45950)
    - Horticulture Technology (A15240)
    - Industrial Systems Technology (A50240)
    - Nuclear Medicine (A45460)
    - Office Management (A25370)
    - Pharmacy Technology (A45580)
    - Phlebotomy (Certificate) (C45600)
    - School-Age Expanded Learning and Enrichment (A55440)
    - School-Age Expanded Learning and Enrichment (Certificate) (C55450)
  - Lenoir Community College
    - Infant/Toddler Care (Certificate) (C55290)
  - Sampson Community College
    - Cosmetology Instructor (Certificate) (C55160)
    - Entrepreneurship (A25490)
    - Supply Chain Management (A25620)
  - Southeastern Community College
    - Basic Law Enforcement Training (Certificate) (C55120)
    - Criminal Justice Technology/Forensic Science (A5518C)
    - Office Management (A25370)

New Business

Adjourn

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

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

MINUTES
State Board of Community Colleges
PROGRAMS & STUDENT SUCCESS COMMITTEE
Caswell Building – Dr. W Dallas Herring State Board Room
Thursday, February 19, 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	Melissa Smith	Rocky Carpenter
Ashley Croom	Michelle Lair	Logun James
Jeff Cox	Jamal Njai	Gracie Stinson
Kimberly Gold	Hilmi Lahoud	Chris Stinson
Amy Mast	Andrew Gardner	Patricia Johnson
Jonnell Carpenter	Seth Kamen	Marsha Thomas
Aaron Mabe	Bill Schneider	
Delany Davis	Travis Teague	

*****Attended via phone or Zoom technology.

WELCOME AND ETHICS STATEMENT: Chair West called the virtual meeting to order at 2:29 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 February 19, 2026, agenda. Ms. Griffin made the motion, seconded by Vice Chair McBrayer. The agenda was approved via voice vote by the committee.

APPROVAL OF THE MINUTES: Chair West requested a motion to approve the January 15, 2026, minutes. Ms. Griffin made the motion, seconded by Vice Chair McBrayer. The minutes were approved via voice vote by the committee.

FOR ACTION:

Dual Enrollment Legislative Report (Attachment PROG 01)

Chair West opened the discussion with a review of the request to approve the annual report to the legislature on Career and College Promise (CCP) and Cooperative Innovative High Schools (CIHS) for the 2024–2025 academic year. He acknowledged special guests from South Piedmont Community College, who were later introduced by Mr. Aaron Mabe. Chair West noted that the report provides an evaluation of North Carolina's dual enrollment programs, highlighting continued growth and effectiveness. The report includes data on enrollment, retention, completion, credentials earned, and post-secondary success. Students participating in these programs consistently outperform their peers and often earn meaningful credentials and college credits prior to graduation.

Mr. Aaron Mabe provided an overview of the program, emphasizing the close partnership between the Community College System and the North Carolina Department of Public Instruction (NCDPI). He also noted collaboration with the UNC System and North Carolina's independent colleges and universities through the joint legislative advisory committee, all of whom co-authored the annual report.

Mr. Mabe directed attention to pages 77–96 of the report, which contain 20 pages of individual student success stories. He noted that colleges began serving students under CCP legislation in 2012 and have experienced consistent growth for more than a decade. During the 2024–2025 academic year, 58 colleges served approximately 95,000 high school students statewide, reflecting a 10% increase over the previous year. Over the past five years, CCP enrollment has increased by 38%. This trend aligns with national data from the Community College Research Center (CCRC), which reports that one in five community college students is also enrolled in high school.

Mr. Mabe described the three CCP pathway options. The first is the college transfer pathway, which allows students to take general education courses designed for transfer to a four-year institution and offers significant cost savings to families. The second is the Career and Technical Education pathway, which provides industry-based courses leading to an industry-recognized credential, certificate, diploma, or applied science degree. The third is the Cooperative Innovative High School pathway, commonly known as early colleges, which serve approximately 23,000 students and are capped at 100 students per grade level under state law.

In the 2024–2025 academic year, more than 55,000 students enrolled in the college transfer pathway, marking a 12% increase from the previous year. Over 16,000 students enrolled in Career and Technical Education pathways, a 19% increase. Approximately 23,000 students were enrolled in Cooperative Innovative High Schools. Across all pathways, 86% of students completed their credit-bearing courses with a grade of C or better, with the majority earning an A. Mr. Mabe noted that program access and student performance are closely monitored by the System Office and that strong local partnerships between colleges and school districts yield the highest success rates. This may contribute to CCP students accounting for 14% of total system enrollment.

Mr. Mabe then addressed Workforce Continuing Education pathways, which saw a 67% increase in enrollment. This growth reflects improved collaboration between districts and colleges in developing workforce pipelines. He expressed appreciation for DPI's support, especially in awarding high school graduation credits upon pathway completion. To support continued expansion of Workforce Continuing Education, efforts are underway to streamline the application process to align with curriculum approvals, reducing procedural barriers and improving local innovation.

Mr. Mabe also outlined several initiatives intended to support continued program growth. These include a pilot involving 21 colleges to expand eligibility criteria for CTE pathways, realignment of pathways to employment courses to offer stronger career development and pre-apprenticeship opportunities, and the launch of a new dual enrollment pathway offering developmental education and contextualized learning opportunities for students who previously lacked access to CCP.

Mr. Mabe then provided an overview of Cooperative Innovative High Schools, which are small public high schools serving grades 9–12 and typically located on college or university campuses. These schools target at-risk and first-generation students, as well as those who benefit from accelerated instruction. Of the 138 early colleges in the state, 121 partner with a community college. Last year, the Board approved two new early colleges: Moore County School Cooperative Innovative High School and Martin Innovation Early College High School. Two additional early college applications will be presented to the Board next month. During the 2024–2025 academic year, 89% of early college students passed their courses with a C or better, earning more than 7,000 industry-recognized credentials. A total of 3,900 early college students graduated, most of whom received acceptance offers from public and private institutions.

The presentation then transitioned to investment analysis. Increased enrollment has led to higher costs related to tuition and fee waivers. The State Board defines waivers as exemptions from curriculum tuition and continuing education registration fees. The report reflects a 19% increase in Career and Technical Education pathway waiver costs, along with overall increases across pathways. Students are also enrolling in more courses across all pathways. The Board defines budgeted full-time equivalent (FTE) as the number of FTE students funded through state formulas. Waivers apply to any course included in an approved dual enrollment pathway. The report shows a 20% increase in CTE pathway FTE and a 13% increase in estimated budget FTE for college transfer pathways. Based on college survey data, the average out-of-pocket cost for students remains approximately $1,500.

Mr. Mabe introduced several guests, including Logun James, a former CCP student from South Piedmont Community College; Dr. Travis Teague, Vice President of Academic Affairs; Principal Chris Stinson of Anson High School; Jody Davis, Career Development Coordinator; Patricia Johnson, Career Coach; Dr. Marsha Thomas, Director of Secondary Partnerships; and industry partners Rocky Carpenter and Gracie Stinson from Southern Fabricators, Inc.

Dr. Marsha Thomas provided an overview of Anson County, one of two counties served by South Piedmont Community College (SPCC). She explained that Anson County continues to face long-standing economic and educational challenges and is classified as a Tier-1 county by the North Carolina Department of Commerce. Educational attainment remains a barrier to economic mobility, with only 16% of adults holding an associate degree or higher—well below statewide goals outlined by MyFutureNC 2025. SPCC serves as a critical partner in workforce and educational development for Anson County and works closely with Anson County Schools to support students' transitions to college and careers.

Anson High School (AHS), the county's only traditional comprehensive high school, serves as the primary site for a full-time career coach. Historically, many AHS students graduated without earning college credit or developing a clear career plan. To address this, SPCC previously funded a Career Coach at AHS through a federally funded GEAR UP grant. Since the implementation of the Career Coach, student participation and outcomes have improved significantly. From Spring 2022 to Fall 2025, AHS students attempted 1,179 college courses, achieving an average retention rate of approximately 94% and an average success rate exceeding 93%. Dr. Thomas described the collaboration between AHS, SPCC, and Southern Fabricators as a model partnership and introduced Principal Chris Stinson of Alamance High School.

Principal Chris Stinson shared that he has served Anson County Schools for 26 years and began building CCP pathways for students in 2012. He expressed pride in celebrating the success of former student Logun James, noting that student achievement is often grounded in strong relationships. Principal Stinson knew Logun from a young age and recognized early on that he was a hands-on learner. He praised Anson High School's partnership with South Piedmont Community College (SPCC), describing the relationship as seamless. Whenever he identified a student need or pathway opportunity, he contacted SPCC and together they developed programs and removed barriers to participation.

Logun demonstrated strong interest in hands-on work, so Principal Stinson placed him within the Career and Technical Education (CTE) pathways. In ninth grade, Logun explored agriculture, automotive, and construction. By the start of his eleventh-grade year, Logun's GPA was below the required threshold, but Principal Stinson believed strongly in his potential. He signed a waiver and held a one-on-one coaching conversation with Logun, who embraced the opportunity and went on to enroll in the technical systems pathway and secure an apprenticeship with Southern Fabricators. Principal Stinson emphasized his admiration for SPCC's partnership with AHS and highlighted the vital role of the school's Career Coach. He noted that the school is currently on track for a 97% student success rate, attributing much of this achievement to the Career Coach's involvement.

Ms. Patricia Johnson, the Career Coach at Anson High School, provided additional details about how SPCC partners with the school to support students. She explained that the process typically begins with the high school's Career Development Coordinator, who engages students in discussions about their career interests. Once students articulate their goals, they are referred to the Career Coach, who assists them with completing the SPCC application. Ms. Johnson meets with students to explain the CCP program in depth and provide an overview of the college experience.

Following the initial meeting, Ms. Johnson schedules a second appointment to verify eligibility and begin academic planning. During this session, she reviews course selections, expectations, available support services, and the information students need to be successful. She emphasized the ongoing partnership between SPCC and the high school, noting that administration receives weekly progress reports. These reports are essential for monitoring student performance, identifying early warning signs, and intervening quickly. If a student begins to struggle, the school and SPCC collaborate to provide the resources necessary to help the student stay on track and earn their credential. Once a student completes their credential, they transition back to Ms. Jody Davis, the Career Development Coordinator at Anson High School. Ms. Davis works with local industry partners to place students in positions aligned with their chosen career field.

Mr. Rocky Carpenter, Plant Manager at Southern Fabricators, expressed his appreciation for the strong partnership between the company, SPCC, and Anson County Schools. He emphasized that this relationship is central to their employee recruitment strategy and ensures a strong talent pipeline, which helps keep Southern Fabricators competitive. Many competitors do not utilize similar partnerships, and Mr. Carpenter stressed that the collaboration they have established is critical to the success and sustainability of their industry.

The presentation then focused on the experience of student apprentice Logun James, whose dual enrollment journey began when he was uncertain about his career direction. Ms. Davis met with him and asked whether he would be interested in taking additional courses despite his low grades. She explained the hands-on opportunities available in machining and welding, which sparked his interest. Although concerned about his GPA, Logun approached Principal Stinson, who agreed to sign a waiver to allow him to pursue the pathway. Logun also credited his teacher, Mr. Spencer, for guiding him and introducing him to Southern Fabricators after inviting the company to speak to his class.

Logun discovered a passion for welding, particularly during weekly Thursday welding sessions, and went on to win two welding competitions, outperforming his entire class. Southern Fabricators offered him an apprenticeship, and although the school offered students the option to begin over the summer, Logun was the only one who worked full-time throughout the entire summer. When school resumed, he shifted to part-time employment while attending classes during the day. He described a demanding schedule—attending school until 2:00 p.m., working from 2:30 p.m. to 11:30 p.m., and returning to school the next morning—but credited this experience with shaping his work ethic. Logun thanked Ms. Davis, Ms. Johnson, and Principal Stinson for giving him an opportunity he might not have had. Although his grades had been low in earlier years, he reported earning perfect scores in his technical courses.

Board Member Yeargan noted that he had a similar experience 50 years ago and offered personal congratulations to Logun.

Mr. Looney then asked Ms. Johnson to elaborate on the distinction between the role of a guidance counselor and her work as a Career Coach.

Ms. Johnson explained that, while she is employed by the college, the partnership with the high school is collaborative and student-centered. Guidance counselors typically engage more deeply with parents, manage academic and behavioral concerns, and handle broader student issues. In contrast, the Career Coach works one-

on-one with students to guide their academic and career planning, helping them understand their goals, interests, and long-term aspirations. As a parent of a former CCP student herself, Ms. Johnson emphasized the importance of listening to students, helping them identify their passion, and ensuring they are pursuing something they will be excited about for the next 30 to 40 years. She praised the strong partnership among SPCC, Principal Stinson, his team, and Ms. Davis, noting that their ongoing communication focuses on how best to support student success.

Mr. Looney then asked Ms. Johnson to identify the most significant barrier she faces and what she would recommend to the State Board to enhance her ability to serve students effectively.

Ms. Johnson explained that the greatest challenge they face is the tremendous growth in student participation. As the only Career Coach at the high school, she is responsible for conducting meaningful one-on-one conversations with students while also completing the substantial amount of paperwork required to support them. She emphasized that these personalized meetings are essential to the success rates and retention outcomes highlighted earlier by Dr. Thomas. Group meetings are not sufficient, she noted, because students are more open and forthcoming when they meet individually with someone who is committed to listening, understanding their struggles, and helping them clarify their goals. Ms. Johnson stated that additional funding to hire more coaches would greatly enhance their ability to support students. With enrollment growth continuing—especially in Union County—having only one coach per high school limits capacity and risks diminishing the quality of support provided. She stressed that SPCC aims to maintain an optimal level of guidance even as demand increases.

Chair West thanked Mr. Carpenter and Southern Fabricators, emphasizing that workforce alignment is one of the system's central missions. He expressed appreciation for the company's role in supporting Logun's development and career trajectory. Chair West also highlighted that the three initiatives discussed—expanding eligibility for ninth and tenth graders, incentivizing career development, and supporting student success—were funded by the Board, which allocated reserve funds to make those efforts possible.

Dr. Merritt added that State Board Reserve projects are shaped by data and informed by the needs of colleges. He reiterated that as more opportunities and pathways are created for students like Logun, the System Office is exploring ways to engage students earlier, particularly in ninth and tenth grade. He referenced PTE courses—Pathways to Employment—which serve as pre-apprenticeship opportunities. These align closely with the work of ApprenticeshipNC consultants and business partnerships led by John Loyack. Dr. Merritt emphasized that real student stories, such as Logun's, help contextualize the meaning behind Board agenda items and demonstrate why continued program expansion is necessary. The growth trends presented earlier, he noted, indicate that demand will continue to rise.

Chair West invited Dr. Lee to speak, noting that she had been instrumental in efforts to expand eligibility for younger students and strengthen upstream support. Dr. Lee explained that one of the challenges is that Career Coach positions are grant-funded and time-limited. Although grants can often be renewed, the uncertainty places a burden on employees. She expressed appreciation for Dr. Merritt's willingness to think beyond GPA requirements in the eligibility pilot, as GPA is not always a reliable predictor of success at the community college level. She noted that many students thrive when given hands-on learning opportunities and restructuring the pathway in that way can change their academic trajectory. Dr. Lee expressed enthusiasm about the pilot and hinted that Dr. Merritt may be considering expanding it.

Mr. Looney asked what it would cost to make Career Coach positions permanently funded rather than grant-dependent.

Dr. Merritt clarified that the inquiry pertained to Career Coach funding and explained that statute requires an RFP process involving collaboration with business representatives when awarding grants. Grant cycles typically last four or five years, but changes to this structure could be explored with legislative staff, including Alex. Dr. Merritt added that required matching funds also create barriers, especially in lower-resourced areas. A college's tier status also influences its ability to fund one or more Career Coach positions. He noted that there are multiple opportunities to improve the Career Coach program.

Legislative Report on Rowan-Cabarrus Community College Biotechnology Training Center (Attachment PROG 02)
Chair West introduced the item and provided background information on the facility supporting the Biotechnology Center in Kannapolis. He explained that the building was funded through state budget allocations originating in 2006, and those funds continue to support the annual lease, equipment, faculty and staff positions, building operations, and lease-related expenses.

He highlighted several key elements of the report, beginning with the response to Eli Lilly's significant investment in 2022 to establish a manufacturing site in Concord. Rowan-Cabarrus Community College recognized an opportunity to leverage this major private investment to scale its instructional and training capacity in order to meet the increasing workforce demand in the biopharmaceutical sector.

The building hosts four nursing education programs and serves as the site of the college's STEM Open House. This event is held in partnership with the North Carolina Science Festival and provides engagement opportunities for middle and high school students and their families by showcasing STEM learning and career pathways. In addition, the facility houses the college's R3 Career Services program—Refocus, Retrain, and Re-Employ—which provides workforce development, career guidance, and re-employment support for community members.

The committee had no questions or concerns.

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 Hon. Price 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)

- Beaufort County Community College
  - Biomedical Equipment Technology (A50100)
- Stanly Community College
  - School-Age Expanded Learning and Enrichment (A55440)

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

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

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

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)

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

Chair West requested a motion to approve PROG 03, PROG 04, and PROG 05 for the For Consent agenda. On a motion made by Vice Chair McBrayer, seconded by Ms. Griffin PROG 03, PROG 04, and PROG 05 were approved for the For Consent agenda. Motion was approved via voice vote.

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)
- 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)

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

Approved Curriculum Program Standard Revision (Attachment PROG 07)

- Carteret Community College
  - Boat Manufacture and Service (Diploma) (A60330)

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

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

Dr. Merritt reported that Dr. Seth Kamen and several members of the System Office team have been refining the state's Credit for Prior Learning (CPL) framework, including the support structures and guidance colleges use to articulate continuing education credits into curriculum credit and to recognize prior learning for adult learners. He shared that, under Dr. Kamen's leadership, the North Carolina Community College System has been selected to participate in a national Credit for Prior Learning policy initiative. The System will work alongside the Colorado Community College System and the Alabama Community College System, with national partners including the Council for Adult and Experiential Learning (CAEL) and the RAND Corporation.

Dr. Merritt explained that although the State Board approved CPL years ago, significant refinement work has been underway to strengthen the policy and expand state-level articulated credits. Prior to recent staffing improvements, the System Office did not have sufficient capacity to support colleges in this area, despite CPL being one of the most frequent requests from Chief Academic Officers across the state. Participation in the national initiative includes a $40,000 grant and extensive technical assistance. A cross-sector team from community colleges, the UNC System, and other partners have been selected to represent North Carolina over the next two years.

Dr. Merritt then shared that postcards for the upcoming System Conference have been sent to colleges. Proposal submissions are now open, and registration has launched. The theme for this year's conference is *An Essential Investment: Centering Students in the Future of Work*. The System Office will be accepting presentation proposals through the end of March.

ADJOURN

On a motion made by Vice Chair McBrayer, seconded by Ms. Griffin, the meeting was adjourned at 3:13 p.m.

Recording Secretary
Ashley Croom

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Application
(Application for an Existing Program)

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.

Bladen Community College*
Aviation Management and Career Pilot Technology (A60180)
Effective Date: **Fall 2026**

**Request to suspend the rules to move to For Action.*

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

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Bladen Community College
Aviation Management and Career Pilot Technology (A60180)

Program Planning: Bladen Community College is seeking approval for the Aviation Management and Career Pilot Technology (A60180) program to begin Fall 2026. The planning area is defined as the college's service area of Bladen County as well as the service areas of Fayetteville Technical and Cape Fear Community Colleges. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Bladen Community College on January 27, 2026. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Bladen Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.

- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.

Program Rationale: Bladen Community College (BCC) indicates the following:

- According to the 2025 North Carolina: The State of Aviation report, the aviation industry in North Carolina includes 72 public airports and contributes approximately $88 billion to the state's economy while supporting more than 427,000 jobs.

- Labor market data from the North Carolina Department of Commerce indicates demand for occupations aligned with aviation management in Bladen County. The occupation Transportation, Storage, and Distribution Managers, which includes roles in aviation logistics and airport operations, has a median wage of approximately $100,490, with wages ranging from $61,140 to $179,170 and is classified by NC Commerce as a fast-growing occupation.

- In addition, the MyFutureNC Bladen County profile identifies transportation, distribution, and logistics as a top workforce misalignment, indicating that job openings exceed the number of credentials currently awarded in this field.

- Bladen Community College is strategically located between two commercial service airports, Fayetteville Regional Airport and Wilmington International Airport, both within 50 miles of the main campus. Additionally, the College's service area includes Curtis L. Brown Jr. Field, which supports approximately 11,000 flights annually. This geographic positioning creates a strong foundation for partnerships, internships, and employment opportunities for students enrolled in an aviation-related program.

- The Aviation Management degree is designed to provide students with the technical knowledge, leadership skills, and operational understanding required for careers in airport operations, aviation administration, logistics, and related fields. By offering this program, the College will help meet regional and statewide workforce demands while providing citizens with access to a high-wage, high-growth career pathway.

- The program also has the potential to support transitioning military service members from nearby Fort Bragg by preparing them for civilian careers within the aviation sector.

- One of Bladen County's focus areas in its 2022-2032 Strategic Plan is economic growth. The development of an Aviation Management degree directly supports the town's strategic priorities by strengthening the local business environment and building a highly skilled workforce.

- By supporting K–14 education and creating seamless pathways into aviation careers through Career and College Promise/Career and Technical Education (CCP/CTE) pathways, the program would help students develop business, management, and workforce skills aligned with regional industry needs.

- Samuel B. Croom, County Manager for Bladen County, provided a letter of support stating that as the aviation sector expands across airports, aviation services, logistics, aerospace manufacturing, and unmanned aircraft systems, the demand for professionals with management, regulatory, and operational expertise continues to grow, and the proposed program will help address this workforce need by preparing students for careers in airport operations, aviation administration, safety and compliance, logistics, and related fields.

- Rusty Worley, Town Planner for Elizabethtown, also provided a letter of support, noting that the town owns Curtis L. Brown Jr. Field, which supports approximately 11,000 civilian and military flight operations annually, and recently completed a 40,000-square-

foot aviation manufacturing facility, adding that the Town and Council fully support the College advancing the aerospace education program.

- Brian D. Campbell, President/CEO of Campbell Oil Company, shared in an additional letter of support that the program would benefit the community and encourage students to imagine new opportunities, inspiring them to pursue pathways in the aviation industry and follow examples such as Curt Brown, a Bladen County native and NASA astronaut.

- Once approved for this program, Bladen Community College plans to develop a new pathway under the program for Air Traffic Control. BCC shared it "will be the first in the state to provide this specific pathway." FAA certification is required for the Air Traffic Control pathway, and students completing the program could either enter FAA training in Oklahoma City or gain local experience at airports such as Fayetteville Airport, where contract positions start around $25 per hour.

- The Bureau of Labor Statistics Occupational Outlook Handbook reports about 24,100 air traffic controller jobs nationwide, with approximately 2,200 openings each year primarily due to retirements and workforce turnover. The median annual wage for air traffic controllers was $144,580 in 2024, making it one of the highest-paying transportation occupations.

- According to U.S. Bureau of Labor Statistics federal employment data, there were approximately 385 federal employees working in the air traffic control industry in North Carolina in 2024.

- BCC will hire a full-time faculty member and acquire an air traffic control simulator, with estimated costs of approximately $180,000. The college plans to secure grant funding to offset these expenses.

- The Aviation Management degree will be delivered by BCC through multiple instructional modalities, including fully seated, hybrid, blended, and online formats, to ensure accessibility for traditional students, working adults, and those with family or military obligations.

Impact of the Proposed Program on Other Programs: Six community colleges are currently approved to offer the Aviation Management and Career Pilot program. An impact assessment form was sent to the contiguous college that is approved to offer the program. ***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:
The Aviation Management and Career Pilot Technology curriculum prepares individuals for a variety of aviation and aviation-related careers including the commercial airlines, general aviation, the aerospace industry, the military, unmanned aircraft systems industries, and state and federal aviation organizations. Course work includes fundamentals of flight, aerodynamics, aircraft performance, meteorology, navigation, federal regulations, aviation management, unmanned aircraft systems, and instrument and commercial ground training, flight and simulator training, and entrepreneurship or business management training. Graduates may earn a commercial pilot certificate with an instrument rating, specialize in aviation management or in unmanned air systems, and may find employment as commercial, corporate, and military pilots, fixed base operators and airport managers, as pilots or technicians in the unmanned aircraft systems industry, or as flight instructors, and flight dispatchers.

Contact(s):
Todd M. Roth
State Director of Skilled Trades and Work Based Learning

STATE BOARD OF COMMUNITY COLLEGES
Legislative Report for Short Term Workforce Development Grant Program

Request: At the request of staff, the State Board of Community Colleges is asked to approve the Short-Term Workforce Development Grant Program Annual Report.

Background:
The General Assembly established evaluation criteria for the Short-Term Workforce Development Grant Program. The State Board is required to submit an annual report on the Program to the Joint Legislative Education Oversight Committee and the Fiscal Research Division by April 1, 2026. This report details the amount of grant funds disbursed and the number of eligible students supported, ensuring transparency and accountability in the program's implementation.

The State Board adopted rules for grant disbursement. Eligible programs were determined in collaboration with the Department of Commerce, aligning with high-demand occupations in the State. These programs include architecture, health sciences, information technology, electrical line worker training, and manufacturing, among others, addressing local workforce needs. Award amounts for the grants were set at up to seven hundred fifty dollars ($750.00) to support students pursuing short-term, noncredit State and industry workforce credentials. The State Board established eligibility criteria, including residency qualifications, as outlined in G.S. 116-143.1.

Rationale:
Reviewing and evaluating the Short-Term Workforce Development Grant Program ensures continued program effectiveness and responsible stewardship of State funds.
This year's report provides:

- The total amount of grant funds disbursed
- The number of eligible students served
- A breakdown of participation by workforce sector

The report demonstrates ongoing demand for short-term workforce training and the program's continued alignment with North Carolina's economic and workforce priorities.

Contact:
Dr. Andrew Gardner
AVP, Workforce Strategies

Attachment PROG 02

SHORT-TERM WORKFORCE DEVELOPMENT GRANT PROGRAM

FINAL REPORT
FISCAL YEAR 2025-26

Programs & Student Services Division
North Carolina Community Colleges System Office
5001 Mail Service Center
Raleigh, NC 27699-5001
NCCommunityColleges.edu

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Agency Contact

Dr. Andrew Gardner
AVP, Workforce Strategies
gardnera@nccommunitycolleges.edu
919-807-7159

Short-Term Workforce Development Grant Program

Background

Session Law 2021-180 Section 6.6.(a) established the Short-Term Workforce Development Grant Program and directed the State Board to collaborate with the Department of Commerce. The purpose was to determine the occupations in highest demand across the State and adopt rules for the disbursement of grants, linking the program to these occupations. Grants could be awarded for up to seven hundred fifty dollars ($750) per course to students pursuing short-term, noncredit State and industry-recognized workforce credentials. The legislation stipulated that eligible students had to qualify as residents for tuition purposes under the criteria outlined in G.S. 116-143.1 and follow the centralized residency determination process administered by the State Education Assistance Authority.

This program and approach built upon the work of the N.C. Workforce Credentials and the State Board's strategic plan objectives. Eligible programs include courses and pathways leading to family-sustaining and in-demand credentials identified on the N.C. Workforce Credentials list and aligned with the State's labor-market priorities. Consistent with the Propel NC workforce sector framework, these pathways span key sectors of the economy, including Healthcare, Engineering and Advanced Manufacturing, Trades and Transportation, Information Technology, Public Safety, Business and Management, and other high-demand occupational areas. This alignment ensures that State investments support programs directly connected to workforce demand, economic mobility, and regional industry needs. In 2023, the General Assembly allocated $1,000,000 to the North Carolina Community College System (NCCCS) for the Short-Term Workforce Development (STWD) Grant Program.

Administration:

Under this program, each college was eligible for an allocation determined by the college's Budget Full-Time Equivalency (BFTE) in Tiers 1A, 1B, and 2 (excluding Tier 3) as detailed in Appendix I. For program monitoring, funds were allocated and tracked through the college's monthly 112 financial reports using purpose code 554 and vocational code 80. Student awards were disbursed through the financial aid module of the colleges' student information system, Ellucian's Colleague, facilitating comprehensive data collection on awardees and program outcomes.

Reporting Plan:

The NCCCS was required to provide an annual report on the Short-Term Workforce Development Grant Program to the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Committee on Education, and the Fiscal Research Division on the administration of the STWD Grant Program for the prior academic year by April 1, 2026.

Data collected for this report each academic year was to include, at minimum, the amount of grant funds disbursed and the number of eligible students receiving funds by each program.

Outcomes:

Data collected for this report each academic year includes the amount of grant funds disbursed

and the number of eligible students receiving funds by each program.

FY 2024–25 Student Participation by Workforce Sector

- **Grant Funds Disbursed:** $917,121
- **Total Students Awarded:** 1,645

Table 1: Student Participation by Workforce Sector

Workforce Sector	Students Served
Healthcare	1,017
Trades & Transportation	247
Personal Services	208
Business & Management	115
Engineering & Advanced Manufacturing	75
Public Safety	53
Information Technology	48
Professional Development	73
Total Students Served	**1,645**

Current Fiscal Year Status (FY 2025–26)

As of January 31, 2026, program expenditures total $494,135.01, representing 49.41 percent of the $1,000,000 annual appropriation.

Current enrollment trends indicate continued demand across Healthcare, Trades and Transportation, and Public Safety sectors. Participation levels are consistent with prior fiscal years, and expenditures are progressing in alignment with historical award cycles. The System Office continues to evaluate program utilization in the context of forthcoming Workforce Pell implementation to ensure continued alignment and complementary support.

Program Evaluation:

During Fiscal Year 2024–25, the Short-Term Workforce Development Grant Program disbursed $917,121 and provided financial assistance to 1,645 students enrolled in short-term, noncredit workforce training programs across North Carolina's community colleges.

Workforce Sector and Healthcare Alignment

Healthcare-related programs represented the largest share of participation. This concentration reflects sustained statewide demand for entry-level clinical, allied health, and emergency services credentials. Programs such as Nursing Assistant, Phlebotomy, Emergency Medical Services, and Medical Assisting continue to serve as primary workforce entry points and remain among the most accessible on-ramps into the healthcare workforce.

This participation trend aligns with the State's recent investment in high-cost healthcare program start-up and expansion efforts. Through those investments, community colleges expanded instructional capacity, hired additional faculty, modernized simulation laboratories, purchased specialized clinical equipment, and launched or scaled programs in nursing, EMS, surgical technology, dental assisting, respiratory therapy, and related fields. These structural investments addressed longstanding barriers such as limited lab space, accreditation requirements, equipment costs, and clinical placement constraints.

As healthcare programs expanded capacity and increased available seats, the Short-Term Workforce Development Grant Program helped ensure that students could access those opportunities. While start-up and expansion funding strengthened institutional infrastructure, the STWD Grant Program reduced financial barriers for individual students. Together, these efforts created a coordinated strategy that both increased program availability and improved student affordability. This layered approach expanded immediate entry pathways through short-term credentials while also strengthening long-term healthcare workforce pipelines.

Workforce Pell Considerations

Although federal Workforce Pell is expected to expand financial aid eligibility for certain short-term programs, not all programs supported through the STWD Grant Program will qualify under federal criteria. Workforce Pell eligibility is subject to minimum instructional hour requirements, program duration thresholds, institutional participation standards, and student-level federal financial aid eligibility.

Several program types commonly supported through STWD may fall outside Workforce Pell parameters, including short-duration workforce courses below federal hour thresholds. In addition, some students may not meet federal financial aid eligibility criteria.

For these reasons, the STWD Grant Program continues to serve as an essential access mechanism. It preserves flexibility and ensures continued support for students pursuing workforce credentials that are aligned with employer demand but may not meet federal aid definitions.

Appendix I: State Board Action

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Short-Term Workforce Development Grant Program
July 1, 2024 – June 30, 2025

Request:
The State Board of Community Colleges is requested to approve the allocation of $1,000,000 in State funds to continue the Short-Term Workforce Development Grant Program. The program will provide financial assistance of up to $750 per course for resident students who enroll in noncredit, short-term workforce training programs that lead to an industry-recognized credential in fields with employer demand and competitive wages.

Strategic Plan References:
Goal 4: Economic and Workforce Development Provide education, training, and credentials to develop the most competitive workforce in the nation.
Strategy: 4.3.1

Background:
Session Law 2021-180 Section 6.6.(a) established the Short-Term Workforce Development Grant Program and directed the State Board to collaborate with the Department of Commerce to determine the occupations in highest demand across the State and adopt rules for the disbursement of grants linking the program to these occupations. Grants may be for up to seven hundred fifty dollars ($750) per course to students pursuing short-term, noncredit State and industry-recognized workforce credentials. At a minimum, the legislation requires eligible students to qualify as residents for tuition purposes under the criteria outlined in G.S. 116-143.1 and following the centralized residency determination process administered by the State Education Assistance Authority. This program and approach build on the work of the N.C. Workforce Credentials and the State Board's strategic plan objectives. Eligible programs will include courses and pathways leading to family-sustaining and in-demand credentials identified on the N.C. Workforce Credentials list. Identified pathways include credentials across all sectors in the State economy, including architecture and construction, health sciences, information technology, electrical line worker, manufacturing programs, and other programs that meet workforce needs.

Rationale:

North Carolina must have a well-trained workforce in critical high-demand fields to recover from the COVID-19 pandemic and continue to grow our economy. Additionally, data shows many North Carolinians are seeking more stable, better-paying careers, and recent polling data from the Strada Center for Consumer Insights noted that 59% of adults considering enrolling in an education or training program prefer non-degree programs. Community colleges are essential to North Carolina's continued economic recovery as we upskill, reskill, and graduate our workforce. However, unlike traditional academic programs of study, federal financial aid is unavailable for these programs. The Short-Term Workforce Development Grant Program addresses this unmet need for the NCCCS and the State of North Carolina.

For the 2021-23 biennium, the General Assembly allocated $3,000,000 ($1,000,000 recurring and $2,000,000 nonrecurring) each year to the NC Community College System (NCCCS) to establish the Short-Term Workforce Development (STWD) Grant Program. The program aimed to serve eligible community college students pursuing high-demand workforce training programs within workforce pathways identified in collaboration with the Department of Commerce, leading to a State or industry-recognized credential. These funds are intended to remove access barriers to high-quality, in-demand, sustaining wage careers for North Carolinians. Each college will determine grant award amounts based on student needs, local industry needs, number of eligible students, and cost of the course/pathway, up to a maximum award of $750 per course. The grants will help cover the cost of tuition, fees, books, supplies, credentialing tests, transportation, childcare, and any other components of the total cost of attendance. At a minimum, eligible students applying for this scholarship must:

1) Resident of North Carolina
   a) As required by Session Law 2021-180, eligible students must establish residency under the criteria outlined in G.S. 116-143.1 following the coordinated and centralized residency determination process administered by the State Education Assistance Authority.
2) Students enrolling in Workforce Continuing Education (WCE) pathways/courses leading to a N.C. Workforce Credential identified as either Essential or Career level. These pathways may consist of a single WCE course or a series of courses.

The System Office developed a funding process which requires colleges to submit a request for funding that acknowledges agreement to meet program rules, reporting requirements, and student coding requirements. Each college is eligible for an allocation determined by the college's Budget Full-Time Equivalency (BFTE) in Tiers 1A, 1B, and 2 (excluding Tier 3) as presented in Table 1. The System President will have the authority to reallocate funds as needed during the program year to ensure full utilization of funds through a process developed by the System Office.

Appendix I: Allocation Memo

L. SHORT-TERM WORKFORCE DEVELOPMENT

Purpose: The purpose of the funding is to provide financial assistance for resident students who enroll in noncredit, short-term workforce training programs that lead to an industry-recognized credential in fields with employer demand and competitive wages.

Please see the table on the following page for allocation detail by college.

Allocation Authority: Funding is available from the FY 2024-25 State General Fund appropriations as authorized by Session Law 2023-134, Section 6.5.

Allocation Period: July 1, 2024 – June 30, 2025

Required Budget Code(s): 1) Voc code: 80 2) Purpose code: 554

Budget Posting Instructions: Please post this allocation to your college's budget prior to transmitting the September 2024 electronic files.

Approval: Approved by the North Carolina State Board of Community Colleges (SBCC) on July 19, 2024 (FC 06). Please see the aforementioned attachment(s) for additional details regarding this allocation.

Other: Colleges will process funding through Financial Aid. After Financial Aid has awarded the student funding, they will notify the college Business Office, and the business office will cut a check from the state disbursing account using state purpose code 554 and vocational code 80 made payable to the college. The check should then be receipted into the colleges applicable institutional fund account to cover student awards. It is the responsibility of the college business office to make sure all expense reporting requirements are met.

Attachment PROG 02

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SHORT-TERM WORKFORCE DEVELOPMENT PROGRAM
FY 2024-25
PURPOSE CODE: 554
VOC CODE: 80

College	Continuing Education 2024-25 BFTE Tiers 1 and 2	Allocation Percentage	Allocation Amount
Alamance CC	398.1	1.54%	$15,450
Asheville-Buncombe TCC	363.3	1.41%	14,098
Beaufort County CC	401.7	1.56%	15,588
Bladen CC	138.0	0.54%	5,355
Blue Ridge CC	312.3	1.21%	12,119
Brunswick CC	311.3	1.21%	12,080
Caldwell CC and TI	662.1	2.57%	25,693
Cape Fear CC	961.5	3.73%	37,311
Carteret CC	238.4	0.93%	9,251
Catawba Valley CC	654.3	2.54%	25,390
Central Carolina CC	395.5	1.53%	15,348
Central Piedmont CC	479.0	1.86%	18,588
Cleveland CC	577.3	2.24%	22,402
Coastal Carolina CC	419.1	1.63%	16,263
College of The Albemarle	269.3	1.05%	10,450
Craven CC	490.5	1.90%	19,034
Davidson Davie CC	288.8	1.12%	11,207
Durham TCC	583.3	2.26%	22,635
Edgecombe CC	279.7	1.09%	10,854
Fayetteville TCC	2,538.5	9.85%	98,508
Forsyth TCC	497.1	1.93%	19,290
Gaston College	191.6	0.74%	7,435
Guilford TCC	876.8	3.40%	34,025
Halifax CC	61.6	0.24%	2,390
Haywood CC	188.4	0.73%	7,311
Isothermal CC	158.2	0.61%	6,139
James Sprunt CC	572.4	2.22%	22,212
Johnston CC	516.2	2.00%	20,031
Lenoir CC	1,156.5	4.49%	44,878
Martin CC	151.5	0.59%	5,879
Mayland CC	139.0	0.54%	5,417

McDowell TCC	207.8	0.81%	8,064
Mitchell CC	316.5	1.23%	12,282
Montgomery CC	76.5	0.30%	2,969
Nash CC	289.7	1.12%	11,242
Pamlico CC	38.0	0.15%	1,475
Piedmont CC	436.5	1.69%	16,939
Pitt CC	330.5	1.28%	12,825
Randolph CC	230.8	.90%	8,956
Richmond CC	611.4	2.37%	23,726
Roanoke Chowan CC	190.3	0.74%	7,385
Robeson CC	871.7	3.38%	33,827
Rockingham CC	186.5	0.72%	7,237
Rowan-Cabarrus CC	739.0	2.87%	28,677
Sampson CC	360.6	1.40%	13,993
Sandhills CC	442.3	1.72%	17,164
South Piedmont CC	456.8	1.77%	17,726
Southeastern CC	244.7	0.95%	9,496
Southwestern CC	348.5	1.35%	13,524
Stanly CC	435.3	1.69%	16,892
Surry CC	320.1	1.24%	12,422
Tri-County CC	135.2	0.52%	5,246
Vance-Granville CC	311.3	1.21%	12,080
Wake TCC	1,859.9	7.22%	72,174
Wayne CC	320.8	1.24%	12,449
Western Piedmont CC	122.1	0.47%	4,738
Wilkes CC	454.4	1.76%	17,633
Wilson CC	160.5	0.62%	6,228
Total FTE	**22,100.5**	**100%**	**$ 1,000,000**



Programs & Student Services Division
North Carolina Community Colleges System Office
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NCCommunityColleges.edu

STATE BOARD OF COMMUNITY COLLEGES
Legislative Report Vocational Rehabilitation Counselor Pilot Program Request
FY 2025-26

Request: For Action-The State Board of Community Colleges (SBCC) is requested to approve the Legislative Report for the Vocational Rehabilitation Pilot Program.

Background: The General Assembly has established evaluation criteria for the Vocational Rehabilitation Pilot Program. Each year that funds are expended during the Program, the State Board of Community Colleges, in consultation with the Employment and Independence for People with Disabilities (formerly the Division of Vocational Rehabilitation), must report on the Program's impact on participants. This report must include information on the mental health and well-being of participants and their job placements.

Rationale: Reviewing and evaluating the Vocational Rehabilitation Counselor Pilot Program is essential for ensuring its continued success. This current report includes detailed information on the amount of grant funds disbursed and the number of eligible students who received funds, categorized by academic year and program of study.

Contact(s):
Dr. Torry Reynolds
Associate Vice President, Student Services

Report to the North Carolina General Assembly
Vocational Rehabilitation Pilot Program

Legislative Requirement
Session Law 2023-134, House Bill 259, Section 6.11

Due March 15, 2025
Submitted by the State Board of Community Colleges, in conjunction with the Employment and Independence for People with Disabilities Division of the Department of Health and Human Services.

North Carolina Community College System (NCCCS) & Division of Employment & Independence for People with Disabilities (EIPD)
***"Bridge to Success"* An NCGA Sponsored Pilot Program**
February 2026 Report

Foundation

In 2023, the NC General Assembly appropriated $750,000 in non-recurring funds for an NC Community Colleges & Vocational Rehabilitation Pilot Program to assist students with Intellectual and Developmental Disabilities (I/DD) in achieving their goals of competitive integrated employment and mental health and wellness.

Section 6.11(a) reads, "The purpose of the program is to provide services to community college students with intellectual and developmental disabilities to help students reach their goals for employment and independence without duplicating the existing vocational support network."

Section 6.11(b) reads, "Use of Funds; Selection. – Community colleges may apply to the State Board of Community Colleges to participate in the Program. The State Board, in consultation with the Division of Vocational Rehabilitation Services of the Department of Health and Human Services (DVR), shall select community colleges to participate in the Program. As part of the Program, the Community Colleges System Office shall contract with DVR to place student counselors at selected community colleges in the State."

In compliance with Section 6.11.(c):
"…the State Board of Community Colleges reports, in consultation with the Department of Vocational Rehabilitation, shall report on the impact of the Program on participants, including at least the following information:

1. **The mental health and well-being of participants.**
2. **Job placements of participants."**

Summary of Activities

From March 2024-June 2024, joint planning occurred between leadership staff at NC Community College System Office (NCCCSO) and NC Employment and Independence for People with Disabilities (EIPD), formerly Vocational Rehabilitation. A Memorandum of Understanding was developed and signed on 05/29/2024. This collaborative program was named **The Bridge to Success (B2S) Program** indicating the intention to offer a bridge of services from the student's post-secondary education and their employment goal.

Information pertaining to the B2S program can be found at https://www.ncdhhs.gov/divisions/employment-and-independence-people-disabilities/bridge-success, a website developed through this partnership to spread the

word of this new opportunity for community college students with I/DD for services and supports leading to employment.

The community colleges to participate in the project were selected according to need and budgetary constraints. The six community colleges chosen to participate in the ***Bridge To Success Program*** are:

Alamance Community College	South Piedmont Community College
College of the Albermarle	Asheville Buncombe Technical Community College
Brunswick Community College	Wilkes Community College

NC EIPD initially posted openings for B2S Case Managers to work on site at each college in early July 2024 through Temporary Solutions. Some locations required multiple postings to find viable candidates.

Once hired, there has been consistent staff supporting Alamance Community College, Wilkes Community College, and Asheville-Buncombe Technical Community College. Unfortunately, staff turnover and periods of significant vacancies existed at South Piedmont Community College, College of the Albemarle, and Brunswick Community College.

We currently have staff supporting 4 of the 6 colleges. A new case manager should begin at Brunswick Community College on March 2, 2026. EIPD has struggled to find staff for South Piedmont Community College. We are very excited to announce that someone will begin in that position on March 9, 2026.

Once hired, staff participate in intensive training to quickly onboard them. Training topics include I/DD and employment, VR services, and the parameters of the Bridge to Success Program. At this time, all hired B2S staff have completed the necessary training and are working onsite at the colleges and are actively serving students with I/DD. Monthly team meetings are held for case discussion and collaboration.

BRIDGE TO SUCCESS Participants as of 02/13/2026

	Current VR Applicants	**Eligible and/or Receiving VR Services**	**Receiving Services, # Of Job Placements**	**Successful Closure w/ 90 Days Employment**
Alamance CC	1	38	6	1
Asheville Buncombe Tech CC	1	27	3	0

Brunswick CC	0	5	2	0
College of the Albermarle	1	4	0	0
South Piedmont CC	0	0	0	0
Wilkes CC	2	13	0	0
TOTAL	**5**	**87**	**11**	**1**

Communication & Outreach:
The EIPD Bridge to Success case managers have offices at their respective community colleges and work very closely with the staff there. They have provided and continue to provide individual and/or group outreach activities to inform community college staff and students/prospective students and referral sources about:

- Mental health resources and supports available
- The B2S program and the connected services through EIPD
- Information and direct support in applying for VR services
- Assistance and support in developing an Individualized Plan for Employment for all eligible students with I/DD
- They also provide direct services and referrals to appropriate service providers and resource professionals when needed.

The B2S Case Managers also work closely with the Access to Achievement Coordinator at the respective colleges to ensure students have ready access to the services needed. Other outreach activities include New Student Orientations & Resource/Transition Fairs to increase program referrals.

Ages of those referred/served:

Age range/years	Number of referred/served*
18-20	41
21-25	28
26-30	10
31-35	4
36-40	5
41-45	3
46-50	-
51-55	1
56-60	1
61-65	-
66-70	-

**One of the above cases has closed.*

I/DD Disability Types Served

100% of B2S participants have a diagnosis falling within the definition used for Intellectual and Developmental Disability. The diagnosis may be a primary or secondary condition.

The table below reflects the primary disability of individuals currently in eligible/active status, and the case that was closed successfully in employment.

Primary Disability	Number of Individuals
Intellectual Disability	19
Borderline Intellectual Functioning	2
Autism Spectrum Disorder	30
Cerebral Palsy	3
Other Congenital/Physical Disability	3
Specific Learning Disability	7
ADHD	10
Mental Health	6
Traumatic Brain Injury	2
Prader Willi	1
Epilepsy	2
Deaf/Hard of Hearing	1
Vision Impairment	1

Eligible individuals served may have additional secondary diagnoses that also result in impediments to employment. One individual may have multiple secondary diagnoses. Of the 88 individuals served (87 current, 1 closed successfully), 33 individuals had at least one secondary disability.

Significance of Disability

When an individual is determined to be eligible for services, a determination of the significance of disability is also made based on the impediments to employment in the following functional capacity areas: Communication, Interpersonal Skills, Mobility, Self-Direction, Self-Care, Work Skills, and Work Tolerance. Additional factors in this determination include the length of time expected to complete their Rehabilitation Program and/or the permanent need for Rehabilitation Technology, Personal Assistance Services, or Extended Services (ongoing support for Supported Employment).

- 68% of those served in B2S fall in the “Most Significant Disability Category” reflecting serious limitations in three of more functional capacity areas.
- 29% of those served fall in the “Significant Disability Category” reflecting serious limitations in one or two functional capacity areas.
- 3% of those served fall in the “Non-Significant Disability Category” where the limitations result in impediments to employment but are non-seriously limiting.

Mental Health & Wellbeing:
100% of Bridge to Success participants have been provided with information regarding mental health resources, including those at the community college and in their local community. In addition to introducing the B2S students to their community college campus mental health resources, the B2S Case Managers have shared resources such as:

- 988 Suicide Crisis Line
- Statewide Peer Warmline
- Member Recipient and Behavioral Crisis Line for their respective Tailored Plan/Managed Care Organization/Local Management Entity under NC Division of MH/DD/SUS
- EIPD VR program sponsored mental health services

This information is provided at the earliest contact, referral or application. It is also reviewed again with the development of the Individualized Plan for Employment and at other times as needed within a guidance and counseling session.

Vocational Rehabilitation Services Provided to Present B2S Participants:
EIPD Vocational Rehabilitation (VR) Services planned to support Bridge to Success participants thus far have included:

- Mental Health resource sharing and treatment sponsorship where appropriate
- Assistance with the Application for VR Services
- Vocational Guidance & Counseling including development of an Individualized Plan for Employment (IPE)
- Internships
- Job Development/Placement Services
- Post Secondary Training/Community College training sponsorship
- Benefits Counseling in preparation for work
- Supported Employment/Project SEARCH
- Work Adjustment Services
- Related Transportation

Each Individualized Plan for Employment (IPE) developed for a B2S participant reflects the services necessary to reach that individual's employment goal.

Job Placements:
Over the course of the last year, 11 job placements have occurred. Of those, one has reached successful case closure indicating that individual completed the services on the Individualized Plan for Employment and maintained employment for a minimum of 90 days.

The number and variety of VR services required to reach an employment goal will vary for every individual. It is not uncommon that VR clients with the most significant disabilities might require 1-2 years of direct services and training to achieve their employment goal.

EIPD works with each person individually to provide services unique to them and their job goal.

Examples of Successful Case Collaborations through Bridge to Success:

Wilkes Community College

The Bridge to Success (B2S) case manager met a student in the Life and Work Skills Academy in January 2025. The student struggled in coursework in another field and expressed interest in childcare. The B2S case manager offered guidance and counseling to explore different training pathways to build on the skills learned through the Life and Work Skills Academy. The B2S case manager has found an apprenticeship program in partnership with the college that will enable the student to complete her childcare certificate with a paid internship opportunity to gain skills, preparing her to work in her career goal.

Alamance Community College

A student enrolled in adult education classes at ACC started with B2S in late 2024. He has continued to excel in his academic coursework but also expressed to the B2S case manager an interest in pursuing employment. The B2S counselor determined he would benefit from a job coach. Services were initiated to support him in the pursuit of employment while continuing classes at ACC. Through EIPD services, he obtained a part-time janitorial position that worked with his ACC schedule. He received initial job coaching support to learn and organize job tasks and to establish effective relationships with coworkers and supervisors. He has maintained his employment and is on track to reach a successful employment outcome with EIPD.

Asheville Buncombe Technical Community College

A student served through the Successful Occupational Achievement Readiness (SOAR) program was referred to B2S. He completed SOAR in August 2025. The B2S Case Manager referred him for Supported Employment services. In collaboration with EIPD, his supported employment provider helped him in securing a bussing position at a local restaurant. He began his employment in October 2025. The B2S case manager helped him connect with a tailored care manager to access other services he needs. This individual is also on track to reach a successful employment outcome with EIPD.

Summary

As we are near the end of the Memorandum of Agreement with NCCCS, it is evident that the partnership with the community colleges has had a positive impact. The Bridge to Success Case Managers all report strong relationships with their Access to Achievement counterparts and speak to the benefit of being on campus enabling students ease of access to their EIPD case managers for coordination of services and supports.

STATE BOARD OF COMMUNITY COLLEGES
Cooperative Innovative High School Applications

Request: The State Board of Community Colleges is asked to approve the applications for new Cooperative Innovative High Schools (CIHS) for the 2026-2027 school year. The list of CIHS applications seeking approval are indicated in the chart on the next page.

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

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

Rationale: Cooperative Innovative High School (CIHS) applications are submitted to the North Carolina Department of Public Instruction and the State Board of Community Colleges. CIHS Applications are reviewed by the Joint Advisory Committee (JAC), which includes members from the North Carolina Department of Public Instruction, the North Carolina Community College System, the University of North Carolina General Administration, and the North Carolina Independent Colleges and Universities.

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

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

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

NC COMMUNITY COLLEGES
CREATING SUCCESS

NORTH CAROLINA INDEPENDENT COLLEGES & UNIVERSITIES

JOINT ADVISORY COMMITTEE REVIEW SUMMARY 2025-2026
COOPERATIVE INNOVATIVE HIGH SCHOOL (CIHS) APPLICATIONS

Proposed Name of CIHS	LEA Partner	IHE Partner	Funding Request	Location Waiver Requested	JAC Recommendation
Durham Early College of Health Sciences (already open)	**Durham Public Schools**	**Durham Technical Community College**	**Yes**	**Yes**	**Approve to operate with funding**
The School of Inquiry and Life Sciences at Asheville (already open)	**Asheville City Schools**	**Asheville-Buncombe Technical Community College**	**Yes**	**Yes**	**Approve to operate with funding**

Approval process based on legislation: Section 2, Article 16 of Chapter 115C-238, Part 9

The Joint Advisory Committee recommends the two (2) Cooperative Innovative High School (CIHS) applications listed above to the State Board of Education and the State Board of Community Colleges for approval to open with funding for the 2026-2027 school year for Durham Early College of Health Sciences (DECHS) and The School of Inquiry and Life Science at Asheville (SILSA).

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

STATE BOARD OF COMMUNITY COLLEGES
New Curriculum Prefix- Propel NC Workforce Sector Funding Model Recommendation

The State Board of Community Colleges is asked to assign the following new curriculum prefix to the North Carolina Community College System Propel NC Workforce Sectors Funding Model:

Sector 1 Engineering/Adv Manufacturing (Tier 1a)

MEM – Microelectronics Manufacturing

Rationale: The new MEM curriculum prefix represents a specialized area within the field of Microelectronics Manufacturing, which would be recognized as Engineering/Adv Manufacturing Sector due to its direct alignment with industry workforce needs, high wage potential, and documented skills gaps. The MEM pathway collaborates with existing electrical, electromechanical, mechatronics, microelectronics, and electronics programs; however, it allows students to specialize specifically in microelectronics manufacturing, an area that has begun to have a profound impact on the industry in North Carolina.

Sector 1 (Tier 1a): Curriculum courses in health care and technical education aligned to priority occupations that have documented skills gaps and pay higher wages.

Background:

On October 20, 2023, the State Board of Community Colleges approved Propel NC, a modernized funding and accountability model that aligns community college investments with workforce demand, student success, and North Carolina's economic priorities.

Propel NC replaces the previous four-tiered funding framework with a sector-based model that organizes curriculum and workforce continuing education programs into priority workforce sectors. Funding is no longer driven solely by enrollment (FTE), but also reflects student progression, credential attainment, and alignment to high-demand, high-wage careers.

Programs are assigned to sectors based on their connection to priority industries, with funding weights designed to incentivize growth in critical workforce areas.
Priority sectors include:

- Healthcare I
- Healthcare II
- Engineering/Adv Manufacturing
- Information Technology
- Public Safety/First Responders
- Trades and Transportation
- Business and Management
- Agriculture Natural Resources I
- Agriculture Natural Resources II
- Personal Services I
- Personal Services II
- Digital and Visual Media I
- Digital and Visual Media II
- Professional Development I
- Professional Development II
- Math and Science I
- Math and Science II
- Developmental
- Customized Industrial Training
- Apprenticeship
- Arts, Humanities, and Languages
- Non-Budget FTE Training Programs
- Basic Skills

This sector-based approach strengthens alignment between education, workforce needs, and economic development across the state.

Contact(s):

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

Mr. Todd M. Roth
State Director of Skilled Trades and
Work-Based Learning

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.

Cleveland Community College
Medical Laboratory Technology (A45420)
Effective Date: **Fall 2026**

Robeson Community College
Social and Human Services (A55380)
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
Summary Evaluation Report
Cleveland Community College
Medical Laboratory Technology (A45420)

Program Planning: Cleveland Community College is seeking approval for the Medical Laboratory Technology Program (A45420) to begin Fall 2026. The planning area is defined as the college's service area of Cleveland County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Cleveland Community College on January 13, 2026. Approved minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Cleveland Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.

- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.

Program Rationale: Cleveland Community College (CCC) indicates the following:

- Employment for Medical Laboratory Technicians (MLTs) is projected to grow nationally by 5% from 2024 to 2034, which is faster than the average for all occupations with a projected 24,200 more job openings each year nationwide due to new job creation and the need to replace retiring workers or those who leave the field (Bureau of Labor Statistics, Occupational Outlook Handbook, February 2026).

- In North Carolina, the median annual salary for Medical Laboratory Technicians is approximately $54,180, compared to the average annual salary in the college service area of $51,381 (NC Dept of Commerce, 2026). As of February 2026, there were 18 job openings for MLTs in North Carolina (ZipRecruiter, 2026) and 3 in the college service area.

- The Medical Laboratory Technology Program will provide a pathway for graduates of the Phlebotomy workforce certificate program. The college is also exploring High School CCP pathways as well as 2+2 transfer options with four year universities.

- Cleveland Community College received $500,000 in high cost start up grant money to develop a Medical Laboratory Technology Program.

- Letters of support from Atrium Health Cleveland and the Cleveland County Chamber of Commerce were included in the program application.

Impact of the Proposed Program on Other Programs: Eighteen colleges are currently approved to offer Medical Laboratory Technology. Since the programs contain a clinical component, an impact assessment form was sent to colleges with the same or similar program. ***All eighteen colleges agreed with the impact assessment. No negative impact responses were received.***

Implementation of Collaborative Plan: Not Applicable.

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

Curriculum Description as Designated on Curriculum Standard:
The Medical Laboratory Technology curriculum prepares individuals to perform clinical laboratory procedures in chemistry, hematology, microbiology, and immunohematology that may be used in the maintenance of health and diagnosis/treatment of disease. Course work emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance and reporting/recording and interpreting findings involving tissues, blood, and body fluids. Graduates may be eligible to take the examination given by the Board of Certification of the American Society for Clinical Pathology. Employment opportunities include laboratories in hospitals, medical offices, industry, and research facilities.

Contact(s):
Melissa Smith
Senior State Director of Health Science Programs

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Robeson Community College
Social and Human Services Program (A45380)

Program Planning: Robeson Community College is seeking approval for the Social and Human Services Program (A45380) to begin Fall 2026. The planning area is defined as the college's service area of Robeson County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Robeson Community College on November 10, 2025. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Robeson Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.

- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.

Program Rationale: Robeson Community College (RCC) indicates the following:

- The job outlook in the US for persons working in the Social and Human Services fields of substance abuse, mental health, and intellectual/developmental disabilities (IDD) is expected to increase by 18% in the next 10 years. (US Bureau of Labor Statistics, February 2026)

- According to February 2026 survey of Indeed.com, there are twenty-six job openings in the college service area for persons working in the Social and Human Services fields of substance abuse, mental health, and IDD. These openings are in state and local government, social advocacy organizations, and residential IDD and substance abuse facilities and pay approximately $48,000 annually, compared to the NC Dept. of Commerce average private sector annual wage of $44,628.

- RCC plans to embed short-term training offerings into the curriculum, creating a career ladder with flexible entry and exit points. This approach allows students to progress at their own pace while earning an associate degree, with the option to transfer to a four-year university upon completion to continue their education.

- RCC maintains strong partnerships with community and human services organizations in the college service area to support health access, overdose prevention, and coordinated community response efforts. These relationships, supported by the College's Foundation, will be leveraged to provide industry-aligned training, internships, employment opportunities, and student scholarships.

- A letter of support from Community Organized Relief Effort (CORE) was included in the application.

Impact of the Proposed Program on Other Programs: Forty-one colleges are approved to offer the Social and Human Services program (A45380). Since the program does not contain a clinical component, an impact assessment form was sent to the contiguous colleges approved to offer the same or similar programs. **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:
The Social and Human Services curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and behavioral health services. Along with core courses, students take courses which prepare them for specialization in specific human service areas. Coursework includes the development of professional knowledge, skills, and values in human services. Opportunities for experiential learning allow students to apply knowledge and skills learned in the classroom. Graduates should qualify for positions in government, private, and nonprofit social and human services agencies. Graduates may choose to transfer and continue their education at a variety of colleges and universities.

Contact(s):
Melissa Smith
Senior State Director, Health Science Programs

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

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

Request for New Course 1 of 3
Requesting College or Agency: NC Fire Rescue Commission/NC OSFM and NCCCS

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
FRC-1800	Fire & Life Safety Educator I	36	R30-Fire & Rescue Services	Tier 3/ Public Safety and First Responders

Description:	This certification-related Fire and Life Safety Educator I (FLSE) course covers the basics of fire and life safety and is the first of three FLSE levels. Students will be introduced to injuries that occur in North Carolina and programs that are designed to prevent these injuries. Students will also discuss the mission of their organizations and the responsibility of prevention education, to include using correct/current fire & life safety educational messages and the role of the Fire & Life Safety Educator. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024 edition) Chapter 9. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.
Credential:	Fire & Life Safety Educator I
Credentialing Agency:	NC Fire Rescue Commission, Office of State Fire Marshal (OSFM)

Rationale: The NC Fire Rescue Commission regulates these courses and has updated the courses to align with the most current NFPA standards.

Additional Information:

- As requested, the System Office will put an end date on current NFPA 2015 Ed. Based course, as follows:
  - The following course has an end date of June 30, 2026.
  - In addition to the end dates, the course will be permanently archived in the CCL after final IRC data reports have been submitted.
  - No classes using these course numbers may be scheduled to begin or end after the established end date, as they will not be recognized for certification purposes by the NCFRC/OSFM.

Current Course ID	Current Course Title	END DATES	Note
FIP4630	FLSE Educator I	June 30, 2026	Do not use for any course scheduled on or after 7/1/2026

Request for New Course 2 of 3
Requesting College or Agency: NC Fire Rescue Commission/NC OSFM and NCCCS

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
FRC-1801	Fire & Life Safety Educator II	36	R30-Fire & Rescue Services	Tier 3/ Public Safety and First Responders

Description:	This certification-related Fire and Life Safety Education II (FLSE) course covers the basics of fire and life safety and is the second of three FLSE levels. Students will discuss the planning process, conducting a needs assessment, applied learning theory, statistical analysis methods, resource identification and acquisition and coalition building strategies. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024 edition) Chapter 10. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.
Credential:	Fire & Life Safety Educator II
Credentialing Agency:	NC Fire Rescue Commission, Office of State Fire Marshal (OSFM)

Rationale: The NC Fire Rescue Commission regulates these courses and has updated the courses to align with the most current NFPA standards.

Additional Information:

- As requested, the System Office will put an end date on current NFPA 2015 Ed. Based course, as follows:
  - The following course has an end date of June 30, 2026.
  - In addition to the end dates, the course will be permanently archived in the CCL after final IRC data reports have been submitted.
  - No classes using these course numbers may be scheduled to begin or end after the established end date, as they will not be recognized for certification purposes by the NCFRC/OSFM.

Current Course ID	Current Course Title	END DATES	Note
FIP4631	FLSE Educator II	June 30, 2026	Do not use for any course scheduled on or after 7/1/2026

Request for New Course 3 of 3
Requesting College or Agency: NC Fire Rescue Commission/NC OSFM and NCCCS

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
FRC-1802	Fire & Life Safety Educator III – Program Manager	36	R30-Fire & Rescue Services	Tier 3/ Public Safety and First Responders

Description:	This certification-related Fire and Life Safety Education III- Program Manager course covers the basics of fire and life safety and is the third of three FLSE levels; known as FLSE Program Manager. Students will discuss creating and leading a community risk reduction program, collaborating with external partners, developing short- and long-term plans, and writing grants and reports. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024 edition) Chapter 11. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact OSFM for details.
Credential:	Fire & Life Safety Educator III
Credentialing Agency:	NC Fire Rescue Commission, Office of State Fire Marshal (OSFM)

Rationale: The NC Fire Rescue Commission regulates these courses and has updated the courses to align with the most current NFPA standards.

Additional Information:

- As requested, the System Office will put an end date on current NFPA 2015 Ed. Based course, as follows:
  - The following course has an end date of June 30, 2026.
  - In addition to the end dates, the course will be permanently archived in the CCL after final IRC data reports have been submitted.
  - No classes using these course numbers may be scheduled to begin or end after the established end date, as they will not be recognized for certification purposes by the NCFRC/OSFM.

Current Course ID	Current Course Title	END DATES	Note
FIP4632	FLSE Educator III	June 30, 2026	Do not use for any course scheduled on or after 7/1/2026

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**
  - HOR-3307 – Horticulture (Foundation of Horticulture and Landscaping)

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	HOR-3307	Horticulture (Foundation of Horticulture and Landscaping)	200

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:

Alamance Community College
Supply Chain Management (A25620)
Effective Term: **Fall 2026**

Bladen Community College
Health Sciences (A45230)
Effective Term: **Fall 2026**

Gaston College
Elementary Education Residency Licensure Certificate (C55490)
Effective Term: **Fall 2026**

Sampson Community College
Agriculture Education (A15330)
Effective Term: **Fall 2026**

Wayne Community College
High School Math Residency Licensure Certificate (C55510)
Effective Term: **Fall 2026**

High School Science Residency Licensure Certificate (C55520)
Effective Term: **Fall 2026**

Middle School Math Residency Licensure Certificate (C55530)
Effective Term: **Fall 2026**

Middle School Science Residency Licensure Certificate (C55550)
Effective Term: **Fall 2026**

Special Education Residency Licensure Certificate (C55540)
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 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 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:

Johnston Community College

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: **Summer 2026**

General Occupational Technology (A55280)
Rationale: Due to the lack of enrollment in the program, the program is being terminated. The college will advise students interested in this program to consider other existing programs.
Effective Term: **Summer 2026**

Graphic Design (A30100)
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 may consider reapplying for the program in the future if demand arises.
Effective Term: **Spring 2026**

Gunsmithing (A30200)
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 may consider reapplying for the program in the future if demand arises.
Effective Term: **Spring 2026**

Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)
Rationale: Due to lack of enrollment in the program, the program is being terminated. The college will advise students interested in this program to consider Workforce Continuing Education credentialing courses or the Emergency Medical Science (A45430) degree pathway.
Effective Term: **Spring 2026**

Health Science: Therapeutic & Diagnostic Services/Pharmacy Technology (D45940)
Rationale: Due to the employment trends in the service area of the college, this program is being terminated. Students interested in Pharmacy Technology will

be advised to pursue the pathway in the college's Workforce Continuing Education division.
Effective Term: **Spring 2026**

Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45950)
Rationale: Due to the employment trends in the service area of the college, this program is being terminated. Students interested in Phlebotomy will be advised to pursue the pathway in the college's Workforce Continuing Education division.
Effective Term: **Spring 2026**

Horticulture Technology (A15240)
Rationale: Due to the lack of enrollment in the program and student interest, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.
Effective Term: **Spring 2026**

Industrial Systems Technology (A50240)
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 may consider reapplying for the program in the future if demand arises.
Effective Term: **Fall 2026**

Nuclear Medicine (A45460)
Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in this pathway will be advised to enroll in other imaging programs offered at the college.
Effective Term: **Spring 2026**

Office Management (A25370)
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 may consider reapplying for the program in the future if demand arises.
Effective Term: **Spring 2026**

Pharmacy Technology (A45580)
Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in Pharmacy Technology will be advised to pursue the pathway in the college's Workforce Continuing Education division.
Effective Term: **Spring 2026**

Phlebotomy (Certificate) (C45600)
Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in Phlebotomy will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Spring 2026**

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: **Spring 2026**

School-Age Expanded Learning and Enrichment (Certificate) (C55450)
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: **Spring 2026**

Lenoir Community College

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: **Summer 2026**

Sampson Community College

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: **Fall 2026**

Entrepreneurship (A25490)
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 entrepreneurship to enroll in the Business Administration (A25120) program.
Effective Term: **Fall 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 may consider reapplying for the program in the future if demand arises.
Effective Term: **Fall 2026**

Southeastern Community College

Basic Law Enforcement Training (Certificate) (C55120)
Rationale: Due to the new program requirements for the Basic Law Enforcement Training, the program is being terminated. The college will continue offering the program under Workforce Continuing Education.
Effective Term: **Spring 2026**

Criminal Justice Technology/Forensic Science (A5518C)
Rationale: Due to the lack of enrollment in the program and employment trends in the service area of the college, the program is being terminated. The college may consider reapplying for the program in the future if demand arises.
Effective Term: **Spring 2026**

Office Management (A25370)
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 related existing programs.
Effective Term: **Spring 2026**

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

AGENDA

State Board of Community Colleges

PERSONNEL COMMITTEE

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

Thursday, March 19, 2026, 4:40 – 5:10 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 – February 19, 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, February 19, 2026

Personnel Committee Members Present

Mr. Bill McBrayer, Chair	Mr. Tom Looney	Mr. Chris Bullard, DOL
Mr. Robbie Moore	Ms. Lisa Estep	Dr. David Lowry
Ms. Stacy Griffin		

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	Dr. Brian Merritt	Mr. J.B. Buxton, Durham CC
Ms. Jonnell Carpenter	Ms. Delaney Davis	

CALL TO ORDER
Chair McBrayer called the Personnel Committee meeting to order at 3:40 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 two items were added for closed session. Ms. Griffin made the motion, seconded by Mr. Bullard, and the motion was unanimously approved via voice vote.

APPROVAL OF PERSONNEL MINUTES – January 15, 2026
Chair McBrayer asked for any additions, deletions or corrections to the January 15, 2026, minutes as presented. There being none, Ms. Estep made a motion to approve the minutes, seconded by Ms. Griffin, and the motion was unanimously approved via voice vote.

MINUTES
State Board of Community Colleges
PERSONNEL COMMITTEE MEETING
Thursday, February 19, 2026

FOR INFORMATION

System Office Vacancy Report – January 2026 (Attachment PER 01)

The Committee reviewed the monthly Vacancy Report. Dr. Gold presented the report and noted that the System Office vacancy rate currently stands at **8.5%**.

Dr. Gold explained recent enhancements to the report, including the addition of new columns identifying:

- Funding source (state appropriations or receipts/grants)
- Type of grant funding (federal, private, or other)
- Grant funding expiration dates, where applicable

The report reflects:

- 19 vacant positions
    - 11 funded through state appropriations
    - 8 funded through receipts (non-appropriated funds)
- Of the 8 receipt-funded vacancies:
    - 4 positions have grant funding expiring in 2026 and are not expected to be filled due to funding expiration
    - 3 positions have grant funding expiring in 2027 and may be filled
    - 1 position has grant funding expiring in 2030

Dr. Gold further directed members to a summary box included in the report outlining total System Office positions funded from non-appropriated sources:

- Of 236 total positions, 73 are funded partially or fully through non-state appropriated sources
- 55 of those positions have more than 50% of salary funded from non-appropriated sources
- 25 of those 73 positions are supported by grant funds with defined expiration dates

Committee discussion focused on workforce stability and the implications of grant-funded positions, particularly when funding sunsets. Members discussed the potential challenges for recruitment and retention when positions are time limited.

It was noted that:

- Employees hired into grant-funded positions are informed of the funding structure and term at the time of hire.
- When funding expires, employees may apply for other available positions if they are qualified.
- Some vacancies occur when employees transition to more stable funding positions in anticipation of expiring grants.
- Certain federal grants are recurring and historically consistent; however, some competitive grants carry defined end dates.

- Educational agencies, including other state agencies such as the Department of Public Instruction and the University of North Carolina System, also utilize significant federal or grant funding streams.

Dr. Gold emphasized that grant funding at the System Office includes a mix of recurring federal allocations and competitive grants with expiration dates. Planning for grant sunsets is incorporated into workforce and budget discussions.

There were no additional questions regarding the Vacancy Report.

College Presidential Status Report – January 2026 (Attachment PER 02)
The Committee reviewed the College Presidential Status Report.

It was reported that, as of the date of the meeting, there are no presidential vacancies within the North Carolina Community College System, and no forthcoming vacancies have been announced.

There were no questions from Committee members regarding the report.

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 3:53pm.

OPEN SESSION
The committee returned to open session at 4:03pm.

NEW BUSINESS
There was no new business brought before the committee.

ADJOURNMENT
Chair McBrayer adjourned the meeting at 4:03pm.

Respectfully Submitted,
Mary Rehbein
Recording Secretary

Vacancy Position Report March 2026

Executed 03/04/2026

Division	Position	Position Desc	Date Vacant	Vacancy Reason	Status	Budget Amount	Number of Days Vacant	FT FTE Positions	Funding Source	Funding Expiration Date
Executtive	60087973	VP of Strategic Initiatives	4/22/2025	Agency Transfer	Vacant	178,416.00	316.00	1.00	State Appropriations	NA
Executtive	60095041	VP of Human Resources	11/22/2025	Separation	Vacant	180,000.00	102.00	1.00	State Appropriations	NA
Technology Solutions	65034091	IT Security and Compliance Manager II	8/9/2025	Separation	Candidate Inteviews	121,956.00	207.00	1.00	State Appropriations	NA
Technology Solutions	60088036	Program Control Analyst	2/2/2026	Separation	Vacant	87,809.00	30.00	1.00	State Appropriations	NA
Technology Solutions	60088028	Network Engineer	1/21/2026	Separation	Recruitment Process	77,126.00	42.00	1.00	State Appropriations	NA
Technology Solutions	60088080	Service Desk Analyst	1/1/2026	Retirement	Recruitment Process	83,621.00	62.00	1.00	State Appropriations	NA
Technology Solutions	60088020	Applications Systems Analyst I	9/26/2025	Separation	Candidate Selection	84,027.00	159.00	1.00	State Appropriations	NA
Finance	60087976	Associate VP, College Finance & Operation	3/1/2026	Retirement	Candidate Inteviews	130,985.00	3.00	1.00	State Appropriations	NA
Finance	60088084	Business Systems Analyst I	9/1/2025	Retirement	Candidate Selection	86,052.00	184.00	1.00	State Appropriations	NA
Econ Development	60013018	ApprenticeshipNC Consultant	2/1/2026	Separation	Vacant	72,370.00	31.00	1.00	State Appropriations	NA
Econ Development	60013030	ApprenticeshipNC Consultant	11/1/2025	Retirement	Vacant	66,982.00	123.00	1.00	State Appropriations	NA
Econ Development	65038302	Workforce Development Spec/ANC	9/6/0225	Separation	Vacant	62,400.00	179.00	1.00	Federal Grant-State Apprenticeship Expansion Formula/ DOL	6/30/2026
Econ Development	60013034	ApprenticeshipNC Consultant	4/5/2025	Separation	Vacant	72,100.00	333.00	1.00	Federal Grant-State Apprenticeship Expansion Formula/ DOL	6/30/2026
Programs	65024104	Grants Administrator II	8/2/2025	Separation	Recruitment Process	67,000.00	214.00	1.00	State Grant-SNAP/ NC DHHS	9/30/2026
Finance	65034347	Assc Dir of Capital Finance & Planning	8/1/2025	Internal Promotion	Vacant	79,788.00	58.00	1.00	Special State Appropriations-SCIF/NC OSBM	Guaranteed through FY 2026-2027
Econ Development	65036387	BioBetter Curriculum Developer	8/1/2025	Separation	Vacant	85,696.00	215.00	1.00	Federal Grant-BBBRC/ Dept of Commerce EDA	5/28/2027
Econ Development	65035920	ABA Grant Administrator	12/1/2025	Separation	Vacant/Reclass	67,993.00	93.00	1.00	Reclass to Foundation/Belk Grant	1/31/2028 (22 months)
						1,604,321.00		**18.000**		

MARCH METRICS	
BUDGETED POSITIONS	236
HEADCOUNT	218
VACANCIES	18
VACANCY RATE %	7.63

STATE BOARD OF COMMUNITY COLLEGES

College President Status Report

March 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*

AGENDA

State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, March 19, 2026 – 5:15 p.m. – 5:45 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 – February 19, 2026

For Action

- 2B SBCC 500.4 State Board of Proprietary Schools Recommendation to SBCC (Attachment SBPG 01)

New Business

Adjourn

MINUTES

State Board of Community Colleges

STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING

Thursday, February 19, 2026 – 3:15 p.m. – 3:35 p.m.

Hon. Chaz Beasley, Chair

Ms. Lisa Estep, Vice Chair

State Board Policy Governance Committee Members Present

Ms. Lisa Estep, Vice Chair	Mr. Chris Lumsden	Ms. Sarah West
Ms. Stacy Griffin	Dr. Dale McInnis	
Mr. Tom Looney	Hon. David Price	

*Attended via Zoom

Absent Members: Hon. Chaz Beasley, Chair, State Treasurer Brad Briner/Mr. Eric Naisbitt, Mr. Geoffrey Lang

Other State Board Members Present

Mr. Chris Bullard, DOL	Mr. Bill McBrayer	Mr. Scott Ottman
Dr. David Lowry	Mr. Robert Moore	

*Attended Via Zoom

Others in Attendance

Attorney Jonnell Carpenter	Dr. Kimberly Gold	Dr. Phillip Price
Mr. Scott Corl	Dr. Amanda Lee, NCACCP	Ms. Mary Rehbein
Dr. Jeff Cox	Ms. Amy Mast	Ms. Halima Sharif
Attorney Delany Davis	Dr. Brian Merritt	Mr. JB Buxton, DTC
Ms. Makel Drollinger	Mr. Jamal Njai	

*Attended Via Zoom

Call to Order

Vice Chair Estep called the State Board Policy and Governance Committee meeting to order at 3:18 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 February 19, 2026 agenda as presented. Mr. Lumsden made the motion, seconded by Mr. Looney, and the motion carried by voice vote.

MINUTES

State Board of Community Colleges

STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING

Thursday, February 19, 2026 – 3:15 p.m. – 3:35 p.m.

Hon. Chaz Beasley, Chair

Ms. Lisa Estep, Vice Chair

Approval of Minutes – January 15, 2026

Vice Chair Estep called for a motion to approve the minutes of the January 15, 2026 meeting as presented. Ms. Griffin made the motion, seconded by Mr. Lumsden, and the motion carried by voice vote.

For Action

Recommendation to Refuse Initial Proprietary Licensure (Attachment SBPG 01)

Vice Chair Estep reviewed Attachment SBPG 01 regarding the Proprietary School Board's recommendation to deny initial licensure for Medical Career Readiness of North Carolina. The Proprietary School Board denied the application during their November 2025 meeting and unanimously upheld that decision after the school's January 9, 2026 appeals hearing.

Vice Chair Estep stated that Attachment SBPG 01 included the supporting evidence reviewed during the November 2025 meeting as well as the transcript of the January 9th hearing. Ms. Carpenter outlined the statutory grounds cited under G.S. 115D-93 in which the denial was based, and they included violations of the Proprietary School Article or State Board rules, refusal to permit authorized representatives to inspect the school or provide required information, and failure to provide adequate instructional standards or qualified administrative and supervisory staff. Committee members were invited to ask questions to be addressed by Dr. Corl, however, there were no questions or discussions.

Vice Chair Estep requested a motion to approve Attachment SBPG 01 as presented. Mr. Looney made the motion, seconded by Ms. West, and approved by voice vote.

For Consent Approval

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 02)

Vice Chair Estep informed the Committee that Attachment SBPG 02 was the Proprietary School Board's recommendation to approve initial licensure for four (4) proprietary schools which were Accelerated Academy – Fayetteville, Coastal Dental Assisting Academy, Moon River Nursing Careers, and NC Dental U – Morrisville. Since there were no questions or discussions, Vice Chair Estep entertained a motion to approved Attachment SBPG 02 as presented. Ms. West made the motion, seconded by Ms. Griffin, and approved by voice vote.

New Business

No new business was noted.

MINUTES

State Board of Community Colleges

STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING

Thursday, February 19, 2026 – 3:15 p.m. – 3:35 p.m.

Hon. Chaz Beasley, Chair

Ms. Lisa Estep, Vice Chair

Adjourn

Vice Chair Estep requested a motion to adjourn. Dr. McInnis made the motion, seconded by Mr. Looney, and passed by voice vote. The meeting adjourned at 3:27 p.m.

Recording Secretary,
Halima Sharif

STATE BOARD OF COMMUNITY COLLEGES

2B SBCCC 500.4 STATE BOARD OF PROPRIETARY SCHOOLS RECOMMENDATION TO SBCC TO SUSPEND HANDS ON DENTAL ASSISTANT TRAINING'S PROPRIETARY SCHOOL LICENSE TO OPERATE A DENTAL ASSISTANT PROGRAM FOR 30 DAYS, WITH A CORRECTIVE ACTION PLAN FOR REINSTATEMENT.

On February 6, 2026, the State Board of Proprietary Schools unanimously recommended the State Board of Community Colleges suspend Hands On Dental Assistant Training's proprietary license to operate a Dental Assistant program for 30 days, with a corrective action plan for reinstatement, pursuant to Article III, Chapter 150B of the North Carolina General Statutes, and 2B SBCCC 500.1 of the State Board of Community Colleges Code.

The Executive Director of the Office of Proprietary Schools noticed the school's administrator and owner of the Proprietary Board's recommendation on February 9, with a copy of the attached investigation report. The Executive Director did not receive a request for an informal hearing within 10 business days from the date the school received the investigation report and recommendation. Pursuant to the State Board of Community Colleges Code:

> *If the Executive Director does not receive the proprietary school's written request for an informal hearing within 10 business days from the date the school received the investigation report and SBPS' recommendation, the Executive Director shall submit the investigation report and SBPS recommendation to the SBCC. The SBCC shall consider the investigation report and recommendation at its next regularly scheduled meeting and vote to: (1) Suspend the proprietary school's license to operate one or more programs; or (2) Revoke the proprietary school's license to operate one or more programs; or (3) Take no further action.*

The SBCC action shall become the SBCC's final agency action.

RECOMMENDATION OF THE STATE BOARD OF PROPRIETARY SCHOOLS

On February 6, 2026, the State Board of Proprietary Schools unanimously recommended the State Board of Community Colleges suspend Hands On Dental Assistant Training's license to operate all training programs approved by and through the State Board of Community Colleges for a period of 30 days, pursuant to Article III, Chapter 150B of the North Carolina General Statutes, and 2B SBCCC 500.1 of the State Board of Community Colleges Code.

During the 30-day suspension, Hands On Dental Assistant Training shall not market, enroll, or conduct instruction in any approved training programs. The school shall submit a detailed plan of correction to the Office of Proprietary Schools prior to the end of the suspension. Once classes resume, the Office of Proprietary Schools shall conduct a special audit of the school to verify compliance and report its findings to the Proprietary Board. Hands on Dental Assistant Training is also put on notice that additional findings of noncompliance could lead to revocation of the school's license to operate one or more programs.

Pursuant to the State Board of Community Colleges Code (2B SBCCC 500.4; https://www.nccommunitycolleges.edu/sbcccode), you have a right to request an informal hearing with the Proprietary Board prior to the State Board of Community Colleges' final agency decision to suspend the school's license to operate its programs. The request for an informal hearing must be in writing and signed by the chief administrator or other authorized agent of the proprietary school, and it must be received by the Executive Director of Proprietary Schools on behalf of the State Board of Proprietary Schools within 10 business days of receiving the attached investigation report and recommendation to:

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

A copy of this Notice and the Office of Proprietary School's investigation report has been presented to the following:

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

A copy of this Notice as compiled has been presented to the Chief Administrator of Hands On Dental Assistant Training withing five (5) business days of the recommendation of the State Board of Proprietary Schools via email and U.S. Mail.

This the 9th day of February 2026



Scott Corl, Executive Director
Office of Proprietary Schools
North Carolina Community College System Office

OFFICE OF PROPRIETARY SCHOOLS
INVESTIGATIVE REPORT:

HANDS ON DENTAL ASSISTANT TRAINING

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

SUMMARY

1. Copy of Notice of Allegations ……..……..……. Page 3

2. The laws or rules Hands On Dental Assistant Training allegedly violated and a detailed description of how it allegedly violated each of the specified laws…...… Page 9

3. Description of investigative process ……... Page 13

4. Recommendation to suspend Hands On Dental Assistant Training's programs ……..…….. Page 13

5. Attachments …… Page 15

Investigation Overview:

1. Investigation: September 2, 2025 – October 30, 2025.

2. Two announced school visits; student records of multiple Dental Assisting cohorts reviewed.

3. Telephonic interviews with four former students.

4. Two lengthy in-person interviews with school Director; one virtual interview with the school Owner and the Administrative Assistant who submitted the school's annual reports.

Recommendation Overview:

1. Alleged violations in Notice of Allegations - 3

2. Unsubstantiated violations - 1

3. Substantiated violations that do not rise to level of suspension or revocation - 0

4. Substantiated violations that rise to the level of suspension or revocation - 2

5. Recommendation to State Board of Proprietary Schools - Suspension of licensed programs for a minimum of 45 days with follow up audit.

PART 1: COPY OF NOTICE OF ALLEGATIONS

NOTICE OF ALLEGATIONS: HANDS ON DENTAL ASSISTANT TRAINING

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

Proprietary School: Hands On Dental Assistant Training
3306 N. Elm St.
Greensboro NC 27405

Administrator/Director: Tonya Davis

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

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

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

Submitted this 2nd day of September 2025.



_____
Scott Corl, Executive Director
Office of Proprietary Schools

2B SBCCC 500.2 Notice of Alleged Noncompliance

(a) The SBPS Executive Director may investigate a proprietary school subject to Article 8 of Chapter 115D of the North Carolina General Statutes, upon receipt of a signed written complaint or other compelling evidence alleging the school failed to comply with the requirements of law or the rules adopted by the SBCC.

(b) The Executive Director shall document all evidence of alleged noncompliance in a document to be titled, "Notice of Allegations".

(c) The Executive Director shall send the "Notice of Allegations" to the chief administrator of the proprietary school at issue within five (5) business days of documenting the alleged noncompliance with a copy to the following: 1) the Chair of the SBPS; 2) the NCCCS General Counsel; and 3) the NCCCS Director of Communications. The Notice shall request the chief administrator or other agent of the proprietary school to submit a written response to the alleged noncompliance within ten (10) business days from the proprietary school's receipt of the "Notice of Allegations."

EVIDENCE OF ALLEGED NONCOMPLIANCE

1. **Hands On Dental Assistant Training may be in violation of North Carolina General Statute §115D-90(b)(7)i and 2A SBCCC 400.12 by failing to provide the student refund required by North Carolina law.**

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

(b) Application for a license shall be filed in the manner and upon the forms prescribed and furnished by the State Board of Proprietary Schools for that purpose. Such application shall be signed by the applicant and properly verified and shall contain such of the following information as may apply to the particular school for which a license is sought:

(7) Such additional information as the State Board, acting by and through the State Board of Proprietary Schools, may deem necessary to enable it to determine the adequacy of the program of instruction and matters pertaining thereto. Each application shall be accompanied by a copy of the current bulletin or catalog of the school which shall be in published form and certified by an authorized official of the school as being current, true, and correct in content and policy. The school bulletin shall contain the following information:

i. (Effective until July 1, 2025) Policy and regulations of the institution relative to the refund of the unused portion of tuition, fees and other charges in the event the student does not enter the course or withdraws or is discontinued therefrom. The policy and regulations shall provide for, at a minimum, a full refund if a student withdraws before the first day of class or the school cancels the class and a seventy-five percent (75%) refund if the student withdraws within the first twenty-five percent (25%) of the period of

enrollment for which the student was charged.
i. (Effective July 1, 2025) Policy and regulations of the institution relative to the refund of the unused portion of tuition, fees and other charges in the event the student does not enter the course or withdraws or is discontinued therefrom. 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.

2A SBCCC 400.12 Student Refunds

(a) Any proprietary school that is licensed by the State Board of Community Colleges shall maintain and publish a policy relative to the refund of the unused portion of tuition, fees, and other charges in the event the student does not enter a course or withdraws or is discontinued therefrom.

Documentation of possible violation:

Hands On Dental Assistant Training was previously cited for compliance issues with its refund policy. A 2023 audit found there were no refund calculations for withdrawn students, preventing OPS from verifying they received the required statutory refund. A 2024 audit cited the refund policy as out of compliance because it provided: 1) the school could retain all nonrefundable fees if students withdrew prior to the start of instruction, and 2) students completing between 20% - 30% of instruction at the time of withdrawal would receive a 60% refund.

In December 2024, OPS advised all proprietary schools of a change to the statutory refund policy to become effective July 1, 2025. This change was reiterated to schools on July 1, and they were directed to update their enrollment agreements and catalogs accordingly.

On July 31, 2025, OPS conducted an onsite audit. The school's catalog, available for download from its website, presented the following refund policy for the North Carolina campus:

If the student chooses not to enroll after the 7-day cancellation period but before the first day of instruction, the school may retain the application fee or registration fee, or both.
If, after the 7-day cancellation period expires, a student withdraws after instruction shall include all fees, except the application, registration or enrollment fee and any charges for materials, supplies, or books which have been purchased by, and are the property of, the student. The minimum refund that the school shall pay a student who withdraws or is terminated after the 7-day cancellation period has expired and after instruction has begun, is as follows:

Proportion of Total Course or Program Taught Tuition Refund by Date of Withdrawal

- *Less than 10% 90% refund*
- *10% up to but not including 20% 80% refund*
- *20% up to but not including 30% 60% refund*

2. Hands On Dental Assistant Training may be in violation of North Carolina General Statute §115D-90(b) and §115D-93(c)(2) by knowingly presenting false or misleading information relating to approval or license.

§ 115D-90. License required; application for license; school bulletins; requirements for issuance of license; license restricted to courses indicated; supplementary applications.
(b) Application for a license shall be filed in the manner and upon the forms prescribed and furnished by the State Board of Proprietary Schools for that purpose. Such application shall be signed by the applicant and properly verified and shall contain such of the following information as may apply to the particular school for which a license is sought:
§ 115D-93. Suspension, revocation or refusal of license; notice and hearing; judicial review; grounds.
c) The State Board, acting by and through the State Board of Proprietary Schools, shall have the power to refuse to issue or renew any such license and to suspend or revoke any such license theretofore issued in case it finds one or more of the following:
(1) That the applicant for or holder of such a license has violated any of the provisions of this Article or any of the rules promulgated thereunder.
(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.

Documentation of possible violation:

North Carolina General Statute § 115D-90(b) requires applicants to sign and verify information provided in an application for licensure. Applicants must provide information requested in the application as well as, “Such additional information as the State Board, acting by and through the State Board of Proprietary Schools, may deem necessary to

enable it to determine the adequacy of the program." Schools applying for license renewal are required to submit an annual report documenting the number of students enrolled, withdrawn, graduated, and placed during the previous license year. Regarding placement, schools are specifically advised to only provide information they can verify through documentation.

Hands On Dental Assistant Training was previously cited for the placement issue. A 2023 audit found the school did not have documentation to verify the placement information presented in its 2022-2023 annual report. A 2024 audit determined this deficiency was not corrected.

On July 31, 2025, OPS conducted an onsite audit. Once again, the school did not have documentation to verify placement information presented in its 2024-2025 annual report.

3. **Hands On Dental Assistant Training may be in violation of 2A SBCCC 400.3(b) and 2A SBCCC 400.11 by failing to provide accurate and required information in its catalog and enrollment agreement.**

2A SBCCC 400.3 Advertising

(b) Printed catalogs, bulletins, or prospectus information shall be specific with respect to prerequisite training required for admission to the school courses, the curricula, the contents of courses, graduation requirements, tuition and other fees, refunds and allowances for withdrawals and unavoidable or extended absences.

2A SBCCC 400.11 Student Records

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

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

Documentation of possible violation:

Hands On Dental Assistant Training was previously put on notice about these issues. A 2023 audit cited the school catalog for missing items such as tuition and fee costs and an academic calendar. A 2024 audit found the catalog failed to include the Dental Assistant II disclaimer required by OPS.

On July 31, 2025, OPS conducted an onsite audit. The school's enrollment agreement stated a professional certificate was required for employment as a Dental Assistant in North Carolina. That is not accurate. North Carolina does not certify Dental Assistants. Classification is based on experience and/or professional training. Employers verify a

Dental Assistant's qualifications and determine if he/she is a DAI or DAII (https://ncdentalboard.org/dental_assisting.htm). As documented herein, the school's refund policy appears out of compliance with North Carolina's statutory refund policy. In addition, the school catalog and enrollment agreement lacked the Dental Assistant II disclaimer required by the OPS.

Request to Provide Written Response:

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

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

PART 2: THE LAWS OR RULES HANDS ON DENTAL ASSISTANT TRAINING ALLEGEDLY VIOLATED AND A DETAILED DESCRIPTION OF HOW IT ALLEGEDLY VIOLATED EACH OF THE SPECIFIED LAWS

I. UNSUBSTANTIATED VIOLATIONS:

Allegation #2: Hands On Dental Assistant Training may be in violation of North Carolina General Statute §115D-90(b) and §115D-93(c)(2) by knowingly presenting false or misleading information relating to approval or license.

Background and Investigation

North Carolina proprietary schools applying for license renewal are required to submit an annual report documenting the number of students enrolled, withdrawn, graduated, and placed during the previous year. Schools are advised to only provide information they can verify through documentation. Hands On Dental was cited for not having supporting documentation for placement information provided on its annual reports in 2023 and 2024. A July 2025 compliance audit found the school remained out of compliance.

On September 2, OPS presented Hands On Dental with the foregoing Notice of Allegations. When presented with placement information on the school's 2023-2024 annual report (16 graduates; 16 graduates employed) and 2024-2025 annual report (26 graduates; 26 graduates employed) the school's Director responded, "No. That's not accurate." The Director advised the school's corporate office submitted the annual reports but reiterated, "It isn't true that everyone got jobs."

The school submitted a written response on September 11. The response failed to address this allegation.

On September 12, a lengthy interview was conducted with the school's Director, Owner, and the corporate Administrative Assistant responsible for submitting the annual reports. The Director and Owner acknowledged the school was cited in 2023 and 2024 audits for failing to provide documentation to support placement figures presented on the school's annual reports. The Administrative Assistant advised the placement figures for the 2023-2024 and 2024-2025 annual reports were incorrect and took responsibility for misreporting them. According to the Administrative Assistant, the school had documentation supporting placement of 10 out of 16 graduates in the 2023-2024 license year and 19 out of 26 graduates in the 2024-2025 license year. OPS requested

submission of supporting documentation to correct the annual reports for those licensing years. The Administrative Assistant provided OPS with documentation on the same date and advised she was no longer employed by the school.

Finding

Evidence collected during the investigation does not support a finding that Hands On Dental Assistant Training violated North Carolina General Statute §115D-90(b) and §115D-93(c)(2) by knowingly presenting false or misleading information relating to approval or license. The school submitted incorrect placement figures on its recent annual reports, but this appears to have been due to clerical error and the school retained documentation to correct the figures.

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

None.

III. SUBSTANTIATED VIOLATIONS THAT RISE TO THE LEVEL OF RECOMMENDING PROPRIETARY LICENSE SUSPENSION OR REVOCATION:

Allegation #1: Hands On Dental Assistant Training may be in violation of North Carolina General Statute §115D-90(b)(7)i and 2A SBCCC 400.12 by failing to provide the student refund required by North Carolina law.

Background and Investigation

North Carolina proprietary schools must comply with the minimum refund policy in North Carolina General Statute §115D-90(b)(7)i. Hands On Dental's 2023 compliance audit found there were no refund calculations for withdrawn students, preventing OPS from verifying they received the required statutory refund. A 2024 audit determined the refund policy was out of compliance.

In December 2024, OPS advised all proprietary schools of a change to the statutory refund policy to become effective July 1, 2025. This change was reiterated to schools on July 1, and they were directed to update their enrollment agreements and catalogs accordingly. On July 31, 2025, OPS conducted another compliance audit. Hands On Dental's catalog, downloaded from its website that same date, remained out of compliance—incorrectly stating the school could retain nonrefundable fees prior to the

start of instruction and identifying an incorrect refund percentage (60% rather than 75%) for students withdrawing within the first 25% of the program.

On September 2, OPS presented Hands On Dental with the foregoing Notice of Allegations. During a lengthy interview, the school's Director advised the Owner (located in Virginia) was responsible for updating the webpage and catalog. When asked, the Director did not appear to have a firm understanding of North Carolina's refund requirement. OPS provided the Director with the updated statute that went into effect July 1, 2025.

Hands On Dental submitted a written response on September 11, confirming it revised the student refund policies in its catalog and enrollment agreement to comply with North Carolina law.

On September 12, a lengthy interview was conducted with the school Director and its Owner. Each acknowledged the school was cited in 2023 and 2024 compliance audits for this same issue. OPS provided both school representatives with the updated refund statute that went into effect July 1, 2025.

Finding

Evidence collected during the investigation supports a finding that Hands On Dental Assistant Training violated North Carolina General Statute §115D-90(b)(7)i and 2A SBCCC 400.12 by failing to provide the student refund required by North Carolina law. Moreover, the school was cited for these same issues in audits conducted in 2023 and 2024. It is inexcusable it took a formal investigation for the school to become compliant.

Allegation #3: Hands On Dental Assistant Training may be in violation of 2A SBCCC 400.3(b) and 2A SBCCC 400.11 by failing to provide accurate and required information in its catalog and enrollment agreement.

Background and Investigation

In compliance audits conducted in 2023 and again in 2024, Hands On Dental was cited for missing items in its school catalog and enrollment agreement, including accurate tuition and fee costs, an academic calendar for the license year, and a Dental Assistant II disclaimer required by OPS.

On July 31, 2025, OPS conducted another audit and found the school's enrollment agreement incorrectly advised prospective students a professional certificate was

required for employment as a Dental Assistant in North Carolina—North Carolina does not certify Dental Assistants. The school catalog and enrollment agreement also lacked the Dental Assistant II disclaimer, and the stated refund policy (see Allegation #1) was out of compliance with North Carolina law.

On September 2, OPS presented Hands On Dental with the foregoing Notice of Allegations. During a lengthy interview, the school's Director stated the Owner (located in Virginia) was responsible for updating the catalog and website, and advised a corrected catalog was uploaded to its website. A review of the website on that date showed two catalogs—a corrected version on the website's landing page, but an uncorrected version under a payment plan heading. The school website also contained the statement, "Most of our students are hired at the office where they do their externship." The Director was unable to provide documentation supporting the statement, saying: "That sounds like we are guaranteeing employment." OPS advised the Director to immediately remove the unsupported statement from the website.

The school submitted a written response on September 11, confirming it revised the admissions and student refund policies in its catalog and enrollment agreement to comply with North Carolina law. The required Dental Assistant II disclaimer was also added.

On September 12, a lengthy interview was conducted with the school's Director and its Owner. Each acknowledged the school was cited in 2023 and 2024 audits for these same issues. The Owner further advised Maryland requires Dental Assistants to be certified, so she assumed North Carolina had the same requirement. OPS provided the school representatives with links to the North Carolina Board of Dental Examiners' webpage showing the requirements to be classified as a Dental Assistant in NC.

Finding

Evidence collected during the investigation supports a finding that Hands On Dental Assistant Training violated 2A SBCCC 400.3(b) and 2A SBCCC 400.11 by failing to provide accurate and required information in its catalog and enrollment agreement. Moreover, the school was cited for these same issues in audits conducted in 2023 and 2024. These were readily correctible issues, and it is inexcusable it took a formal investigation for the school to become compliant.

PART 3: DESCRIPTION OF INVESTIGATIVE PROCESS

I. INITIATION OF INVESTIGATION: In July 2025, the Office of Proprietary Schools conducted an in-person compliance audit at Hands On Dental Assistant Training. Based on repeated violations from prior audits, OPS' auditor presented her findings to the Executive Director.

II. INVESTIGATION: OPS presented Hands On Dental Assistant Training with the foregoing Notice of Allegations on September 2, 2025. The school provided a timely written response via email on September 11. A total of 7 individuals were interviewed: 1) two lengthy interviews with Hands On Dental's Director; 2) a lengthy interview with the school Owner and an Administrative Assistant; and 3) four former Hands On Dental students. OPS also reviewed student records from multiple Dental Assisting cohorts.

PART 4: RECOMMENDATION TO SUSPEND RATHER THAN REVOKE HANDS ON DENTAL ASSISTANT TRAINING'S PROGRAMS.

The Greensboro campus of Hands On Dental Assistant Training was initially licensed in 2019. The school was approved to offer a 119-hour Dental Assisting program and 94-hour Front Office Administration program at the time of this investigation. In making our findings and recommendation, we draw attention to the following:

Repeated Compliance Findings: Hands on Dental Assistant Training was cited for these same violations in 2023 and 2024 compliance audits. While school administration pledged to become compliant with North Carolina proprietary school regulations, it failed to do so after multiple opportunities.

Cooperation and Corrective Actions Taken: Hands On Dental Assistant Training's acting Director and Owner were cooperative throughout OPS' investigation. They were available for interview and provided all requested documentation. They acknowledged the deficiencies presented herein and appear to have finally come into compliance.

Student Feedback: Our office interviewed multiple students prior to this investigation and interviewed four students during this investigation. Prior students expressed positive comments about the instructor and school.

CONCLUSION AND RECOMMENDATION

This investigation was initiated because Hands On Dental Assistant Training failed to come into compliance after multiple audits. Continuing to make the same findings is a waste of time and resources. The school finally appears to have come into compliance, but it is inexcusable it took a formal investigation to do so. While a lengthy suspension is not warranted, taking no action fails to address the expectation of maintaining compliance. Therefore, we recommend:

1) Once any ongoing cohorts are completed, Hands On Dental Assistant Training's license to operate its programs be suspended for a minimum of 45 days.

2) Before the suspension concludes, the school should submit a detailed plan of correction to OPS identifying each issue presented herein and how it will maintain compliance going forward.

3) A special audit be conducted of the first cohort to complete following the suspension. A $500 fee will be due at the time of the audit pursuant to the Proprietary School Fee Schedule. If the audit produces additional findings of noncompliance, this matter shall be resubmitted to the State Board of Proprietary Schools for additional action.

4) Any other requirements the Board recommends.

Respectfully submitted this 6 day of February 2026.



Scott Corl, Executive Director
Office of Proprietary School

ATTACHMENTS:

1. Written response from Hands On Dental Assistant Training to the Notice of Allegations, received via email September 11, 2025 (Redacted).

Thursday, September 11, 2025 at 3:20:58 PM Eastern Daylight Time

Subject: Fwd: NC
Date: Thursday, September 11, 2025 at 1:16:00 PM Eastern Daylight Time
From: HandsOnDAT NC
To: Scott Corl, Candice Null, Rasheeda McCormick, Tonya Davis
Attachments: Enrollment Form NC 2025-2026 (1).pdf, NC Catalog 2025-2026 .pdf

Hello Scott,
Please see the attachment of the corrected Hands-On Dental Assistant Training deficiencies in the catalog and enrollment agreement. We are
looking foward to meeting with you and your team tomorrow.

1. The student refund requirement by North Carolina has been corrected on the enrollment agreement and the catalog.

A full refund will be issued to students who withdraw before the first day of class, or if the school cancels the course for whatever reason. Students who begin instruction but withdraw prior to the twenty-five percent (25%) mark of the program will receive a seventy-five percent (75%) refund.

2. The Dental Assistant II disclaimer required by the OPS has been added to the school catalog and enrollment agreement.

Disclaimer:

1. This program is a DA 1 certificate. This program is licensed by the NC State Board of Community Colleges. The State Board of Community Colleges is not an accrediting agency.
2. In North Carolina, there are two classifications for Dental Assistants (DA I and DA II). North Carolina does NOT certify assistants. Classification is based on experience and/or training as listed below. It is up to the employer to verify an assistant's qualifications and determine whether he/she is a DAI or DAII.

Disclosure Statement:

A student completing all requirements of this program will be classified as a Level I Dental Assistant in North Carolina. To be classified as a Dental Assistant Level II, an assistant shall meet one of the following criteria:

Completion of:

1. An ADA-accredited dental assisting program and current certification in CPR; or one academic year or longer in an ADA-accredited dental hygiene program and current certification in CPR; or
2. Completion of the Dental Assistant certification examination(s) administered by the Dental Assisting National Board and current certification in CPR; or
3. Completion of:
    a. 3-hour course in sterilization and infection control.
    b. 3-hour course in dental office emergencies; and
    c. Current certification in CPR.
4. After completing Sub-items (3)(b), ©, and (d) of this Rule, dental assistants may be trained in any dental delivery setting and allowed to perform the functions of a Dental Assistant II under the direct control and supervision of a licensed dentist, except as listed in Sub-item 3(e) of this Rule. 5. Dental Assistants may take radiographs after completing radiology training consistent with G.S. 90–29(c)(12). 6. Full-time employment and experience as a chairside assistant for two years (3,000 hours) of the preceding five, during which period the assistant may be trained in any dental delivery setting and allowed to perform the functions of Dental Assistant Level II under the direct control and supervision of a licensed dentist.

3. Admission Requirements have been corrected.

Admission Requirements:

(a) Tuition $3572, not including uniform.

Applicants must:

- Be 18 years of age or older
- Have a high school diploma (or GED)
- A U.S. citizen or possessing a work Visa that allows the student to reside and work in the United States • Must present a high school transcript or a college transcript

(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 persons at least 18 years old who did not graduate from a public, private, or state home high school, obtain a certificate of high school equivalency, and 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).

(i) The school may admit students to special courses or subjects which are part of the approved curriculum offered by the school when the school deems the student can benefit from the

instruction offered.

4. Due to COVID, classes are online ...this statement has been removed from the catalog

Fatima Oglesby Morris, DA, RDH

Owner/Founder

Hands-On Dental Assistant Training

Tonya Davis DA, BS

School Director