

STATE BOARD OF COMMUNITY COLLEGES

Mr. Thomas Looney, Chair

Mr. John Kane, Vice Chair

Friday, July 17, 2026

North Carolina Community College System

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

200 West Jones Street, Raleigh, North Carolina 27603

Thursday, July 16, 2026

Executive Committee

10:00 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		
Finance Committee	12:00 pm – 1:00 pm	Dr. W. Dallas Herring State Board Room
State Board Policy and Governance Committee	1:05 pm – 1:45 pm	Dr. W. Dallas Herring State Board Room
Transformation Committee	1:50 pm – 2:15 pm	Dr. W. Dallas Herring State Board Room
Strategic Planning Committee	2:20 pm – 3:00 pm	Dr. W. Dallas Herring State Board Room
Programs and Student Success Committee	3:05 pm – 3:55 pm	Dr. W. Dallas Herring State Board Room
Personnel Committee	4:00 pm – 5:00 pm	Dr. W. Dallas Herring State Board Room

Friday, July 17, 2026

BOARD MEETING

9:00 am

Dr. W. Dallas Herring State Board Room

- Call to Order
- Administration of the Oath of Office
- Pledge of Allegiance – Mr. Alex Cooke, Isothermal Community College
- Military Engagement Update – Dr. Margaret Annunziata, President, Isothermal Community College
- Special Announcement Presentation – Order of the Long Leaf Pine Society, Scholarship Program
- Roll Call
- Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- Approval of the Minutes – May 15, 2026
- Approval of the Agenda
- Approval of the Consent Agenda

REPORTS

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

NC Association of Community College Trustees (NCACCT), Ms. Claudia Robinette, Richmond Community College and Chair, NCACCT

NC Comprehensive of Community College Student Government Association (N4CSGA), Stephanie Pano, President, N4CSGA

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

FOR ACTION

Regional Online Adult School Pilot Project (Attachment FC 01)

Ability to Benefit Implementation Project (Attachment FC 02)

BioNetwork Learning Solutions Center Transition (Attachment FC 03)

NC College Connect Direct Access Letter (Attachment FC 04)

Surveying Licensure Pipeline Enhancement Project (Attachment FC 05)

New Financial Aid Directors Training Program (Attachment FC 06)

Allocation for Child Care Grant (Attachment FC 07)

FOR CONSENT APPROVAL

Golden LEAF Community College Scholarship Program FY 2025-26 (Attachment FC 08)

Allocation of Title II, Adult Education and Family Literacy Act (AEFLA) Section 225, Corrections Education and Other Institutionalized Individuals (Attachment FC 09)

Allocation of Title II Adult Education and Family Literacy Act (AEFLA) Section 231 (Attachment FC 10)

Allocation of Title II, Adult Education and Family Literacy Act (AEFLA) Section 243, Integrated English Literacy and Civics Education (IELCE) (Attachment FC 11)

Allocation of Carl D. Perkins Career and Technical Education Act (Perkins V) (Attachment FC 12)

Construction and Property - July 2026 (Attachment FC 13)

FOR INFORMATION

Capital Project Threshold Changes (Session Law 2026-9) (Attachment FC 14)

System Office Contracts Report January - June 30, 2026 (Attachment FC 15)

Delegated College Allocations Report as of June 30, 2026 (Attachment FC 16)

Grants Update (Attachment FC 17)

System Office Budget Update (Attachment FC 18)

Legislative Update (Attachment FC 19)

Year End Estimated Receipts – June 2026 (Attachment FC 20)

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

FOR FUTURE ACTION

Proposed Waiver of 1G SBCCC 200.93(b)(1)(2) and (c)(1) - Reporting of Student Hours in Membership for Curriculum Classes (Attachment SBPG 01)*

Proposed Amendment of 1G SBCCC 200.93 – Reporting of Student Hours in Membership for Curriculum Classes (Attachment SBPG 02)*

Proposed Amendment of 1G SBCCC 200.94 – Reporting of Student Hours in Membership for Continuing Education

Course Sections (Attachment SBPG 03)*

Proposed Amendment of 1D SBCCC 400.5 – Curriculum Instructional Contract Provisions (Attachment SBPG 04)*

Proposed Amendment of 1D SBCCC 400.6 – Curriculum Program Approvals and Terminations (Attachment SBPG 05)*

Proposed Adoption of 1H SBCCC 500.3 – Strategic Procurement and Evaluation of Technology (Attachment SBPG 06)*

Proposed Adoption of 1B SBCCC 800.1 – Purpose (Attachment SBPG 07)*

Proposed Adoption of 1B SBCCC 800.2 – Definitions (Attachment SBPG 08)*

Proposed Adoption of 1B SBCCC 800.3 – Dignity and Nondiscrimination (Attachment SBPG 09)*

Proposed Adoption of 1B SBCCC 600.1 – Campus Free Speech (Attachment SBPG 10)*

FOR ACTION

Amendment of 1D SBCCC 400.1 – Curriculum Definitions (Attachment SBPG 11)

Amendment of 1D SBCCC 400.3 – Program Classification (Attachment SBPG 12)

Amendment of 1D SBCCC 400.4 – Faculty (Attachment SBPG 13)

Amendment of 1D SBCCC 400.7 – Instructional Service Agreements (Attachment SBPG 14)

Review of Public Comments for Proposed Amendment of 1D SBCCC 400.8 – Courses for Curriculum Programs (Attachment SBPG 15)

Transferring Community College Vehicle Title (Attachment SBPG 16)

TRANSFORMATION COMMITTEE, Mr. Scott Ottman, Chair

FOR INFORMATION

Enterprise Resource Planning Modernization Update (Attachment TC01)

STRATEGIC PLANNING COMMITTEE, Dr. Dale McInnis

FOR INFORMATION

2022-26 System Strategic Plan Update (PLAN 01)

2025 State Board Summit Takeaways & Action Items (PLAN 02)

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

FOR CONSENT AGENDA

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

Combined Course Library – Continuing Education (Attachment PROG 02)

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

FOR INFORMATION

BioNetwork Learning Solutions Center Realignment (Attachment PROG 04)

Regional Online Adult High School Pilot Project (Attachment PROG 05)

Competency Based Education (CBE) Pilot Program Waiver (Attachment PROG 06)

Approved Curriculum Program Applications (Attachment PROG 07)

Approved Educator Preparation Program (EPP) Residency Requests (Attachment PROG 08)

Approved Curriculum Program Terminations (Attachment PROG 09)

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

FOR ACTION

Bio Network Learning Solutions Center Transition (Attachment PER 01)

FOR INFORMATION

System Office Vacancy Report (Attachment PER 02)

College Presidential Status Report (Attachment PER 03)

Organizational Chart (Attachment PER 04)

System Office Employee Duty Stations (Attachment PER 05)

CLOSED SESSION

PRESIDENTIAL SEARCH UPDATE

NCCCS INTERIM PRESIDENT REPORT, Dr. Bill Carver

NEW BUSINESS

2026 SBCC Calendar Revisions

2027 SBCC Calendar

EXPIRING TERMS AND VACANCIES

Mr. Bannock Scott – June 30, 2026

Hon. Chaz Beasley – June 30, 2027 (resignation effective July 1, 2026)

STATE BOARD CHAIR REPORT, Mr. Tom Looney

BOARD MEMBER QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS

The next State Board Meeting is scheduled for Thursday, August 13, 2026, and Friday, August 14, 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.

ADJOURNMENT

CONSENT AGENDA

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

Golden LEAF Community College Scholarship Program FY 2025-26 (Attachment FC 08)

Allocation of Title II, Adult Education and Family Literacy Act (AEFLA) Section 225, Corrections Education and Other Institutionalized Individuals (Attachment FC 09)

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

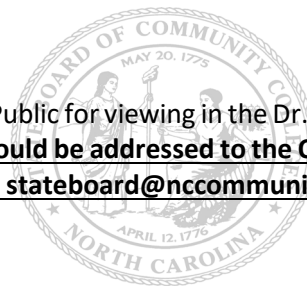
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Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 03)

*Meeting available to the Public for viewing in the Dr. W. Dallas Herring State Board Room.

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





NC COMMUNITY COLLEGES

CREATING SUCCESS

**State Board of Community Colleges
Dr. W. Dallas Herring State Board Room, Caswell Building
200 West Jones Street, Raleigh, North Carolina
Friday, May 15, 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 board members, guests, and members of the public viewing via YouTube.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Lieutenant Colonel (Ret.) Antonio W. Foster, Chair of the Board of Trustees, Piedmont Community College.

MILITARY ENGAGEMENT UPDATE:

Chair Looney introduced Dr. Kevin Lee, President of Piedmont Community College, and Lieutenant Colonel (Ret.) Antonio W. Foster, Chair of the Board of Trustees, Piedmont Community College Board of Trustees, to provide the Military Engagement Update.

Dr. Lee shared that Piedmont Community College serves Person and Caswell counties and supports a veteran population representing approximately seven percent of the region's residents. He noted that the college serves veteran students through VA educational benefits, North Carolina National Guard tuition assistance, and student veteran support services, including the Student Veterans of America chapter.

Dr. Lee reflected on how military service shaped his leadership philosophy and highlighted the importance of servant leadership, accountability, teamwork, resilience, and mission focus within the community college system. He emphasized that the lessons learned through military service directly influence how community colleges serve students, faculty, staff, and local communities.

Dr. Lee also recognized the contributions of military-affiliated leaders throughout the North Carolina Community College System and introduced Lieutenant Colonel (Ret.) Antonio W. Foster.

LTC (retired) Foster discussed his 28-year career in the United States Army, during which he served in leadership roles both domestically and internationally. He noted that his military experience strengthened his commitment to accountability, collaboration, strategic planning, and mission-focused leadership.

LTC (retired) Foster also highlighted his educational journey through the North Carolina Community College System, including his time at Rockingham Community College and subsequent degrees from North Carolina A&T State University. He spoke about the transformative power of education and the importance of community colleges in preparing students for workforce success and leadership opportunities.

Chair Looney thanked Dr. Lee and LTC (retired) Foster for their remarks and reaffirmed the system's commitment to supporting military service members, veterans, and military families. He also noted the system's ongoing partnerships with the North Carolina National Guard and the North Carolina Department of Military and Veterans Affairs to strengthen awareness and educational opportunities for military-affiliated students across the state.

SPECIAL CONTRIBUTION PRESENTATION

Dr. Jeff Cox addressed the Board regarding the continued expansion of the statewide student success initiative known as Boost. He explained that the initiative, originally supported through a \$35.6 million grant from Arnold Ventures, replicates the nationally recognized CUNY Accelerated Study in Associate Programs (ASAP) model to improve student retention and graduation outcomes.

President Cox announced two major philanthropic investments totaling \$6 million to expand and adapt the Boost model across the North Carolina Community College System.

William R. Kenan Jr. Charitable Trust Investment, Boost Expansion Program at Wake Tech

President Cox introduced Mr. Robbie Russell, Grant Officer for the William R. Kenan Jr. Charitable Trust, who announced a \$3 million investment to expand the Boost model at Wake Technical Community College.

Mr. Russell stated that the investment aligns with the Trust's mission to empower human potential through education and community health. He emphasized that the proven effectiveness of the Boost model and its demonstrated student success outcomes made the initiative a strong fit for the Trust's strategic priorities.

Dr. Scott Ralls, President at Wake Technical Community College, expressed appreciation for the investment and noted that the funding would support approximately 450 healthcare students pursuing high-demand workforce credentials. Dr. Ralls explained that Wake Tech has already experienced measurable success through participation in the original Boost initiative and that the expansion would further strengthen healthcare workforce development efforts in Wake County and across North Carolina.

Dr. Ralls also highlighted Wake Tech’s ongoing healthcare education expansion, including investments in simulation hospital facilities and new healthcare training programs.

AmeriHealth Caritas NC, Boost Adaption Program, called Bridge

President Cox then introduced Ms. Heidi Chan, Market President of AmeriHealth Caritas North Carolina, who announced a separate \$3 million investment to launch “Bridge,” a first-of-its-kind adaptation of the Boost model for students pursuing short-term healthcare credentials.

Ms. Chan stated that the investment would support up to 1,000 students at up to three North Carolina community colleges to be selected through a competitive future process. She explained that the Bridge initiative would focus on students pursuing short-term, high-demand healthcare credentials such as certified nursing assistant, EMT, and phlebotomy programs that may not qualify for traditional federal financial aid.

The program will provide flexible “last-dollar” assistance to help students overcome barriers such as childcare, transportation, and other life expenses that can impede program completion.

Ms. Tanisha Payne, Boost Director at Johnston Community College, shared student success stories demonstrating the impact of the Boost model. She described how financial assistance for childcare and instructional materials enabled students to continue their education and remain on track toward workforce careers. Ms. Payne emphasized that the Bridge initiative would extend similar support services to students enrolled in short-term credential programs.

Foundation and System Remarks

Mr. Randall Johnson, Chair of the Board of Directors, North Carolina Community Colleges Foundation, thanked the philanthropic partners for their investments and noted that the two gifts contribute toward the Foundation’s ongoing \$75 million campaign. He reported that the Foundation has already secured more than \$60 million in support of student success and system growth initiatives statewide.

President Cox provided additional implementation details regarding both initiatives. He noted that Wake Tech is already preparing to expand the Boost model to healthcare students beginning in the fall semester and that the Bridge initiative will involve a formal Request for Proposals (RFP) process to select participating colleges by the end of 2026.

President Cox also acknowledged the role of the Belk Center for Community College Leadership and Research at NC State University as the evaluation partner for both initiatives.

In closing remarks, President Cox stated that the announcement represented a meaningful milestone near the conclusion of his tenure as System President and reflected the strong confidence that philanthropic partners have in the North Carolina Community College System and the Boost model.

Chair Looney thanked the William R. Kenan Jr. Charitable Trust and AmeriHealth Caritas North Carolina for their transformative investments and stated that the funding would positively impact approximately 1,500 students statewide.

Lieutenant Governor Rachel Hunt commented that the investments address critical student barriers such as childcare and transportation and will help more students successfully complete their programs.

Chair Looney recognized President Cox, Randall Johnson, Katie Loovis, and Foundation leadership for their fundraising efforts, noting that philanthropic contributions to the system have approached \$100 million in recent years, including significant gifts made directly to individual colleges. He commended the leadership team for advancing the Foundation's fundraising goals and expanding opportunities for students across North Carolina.

ROLL CALL

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

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

*Attended Via Zoom

Absent: Hon. Chaz Beasley, Mr. Bannock Scott, Dr. Dale McInnis, Mr. Ray Trapp, and Mr. Terry Yeargan. 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 of April 17, 2026. A motion to approve the minutes was made by Mr. Bill McBrayer and seconded by Ms. Stacy Griffin. 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
- Accountability and Audit Committee (Mr. Geoffrey Lang): 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): moving five items from Future Action to For Action
- Personnel Committee (Mr. Bill McBrayer): six items for closed session and adding an additional two items

A motion to approve the agenda as amended was made by Mr. Chris Lumsden 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. John Kane and seconded by Ms. Stacy Griffin. The consent agenda was approved unanimously.

Introduction of Piedmont Community College President: Dr. Kevin Lee.

Lieutenant Colonel (Ret.) Antonio W. Foster, Chair of the Board of Trustees, Piedmont Community, introduced Dr. Kevin Lee as the sixth president of Piedmont Community College. LTC (retired) Foster noted that Dr. Lee began his tenure on August 4, 2025, and brings more than 26 years of experience within the North Carolina Community College System.

LTC (retired) Foster highlighted Dr. Lee's extensive background in higher education and workforce development, including 19 years at Guilford Technical Community College, where he served as a computer science instructor and later chaired the computer technology program. Dr. Lee also served at Brunswick Community College as Chair of STEM and Trades Programs and later as Vice President of Academic Affairs and Chief Academic Officer.

LTC (retired) Foster reported that during Dr. Lee's first nine months as president, Piedmont Community College secured more than \$2.5 million in new grant funding, with an additional \$8.7 million under consideration. He also noted that the college experienced a 9.5 percent enrollment increase during the current year.

LTC (retired) Foster highlighted Dr. Lee's commitment to innovation, student success, workforce development, and expanding educational opportunities across rural communities. LTC (retired) Foster also recognized Dr. Lee as a first-generation college graduate and product of the North Carolina Community College System.

Dr. Kevin Lee then addressed the Board and reflected on his own educational journey as a first-generation college student and veteran attending Coastal Carolina Community College. He shared how the support and encouragement of faculty members helped him overcome financial and personal barriers, ultimately shaping his career in higher education.

Dr. Lee emphasized the critical role community colleges play in changing lives, supporting workforce development, and strengthening local communities. He discussed Piedmont Community College's efforts to support regional economic growth and workforce preparation through partnerships with employers and industry leaders, including Microsoft, Duke Energy, and

other expanding businesses in the region.

Dr. Lee also reaffirmed the college's commitment to supporting first-generation and low-income students and ensuring access to educational opportunities that lead to meaningful careers and long-term economic mobility.

He concluded by thanking President Cox for his guidance and support during his first year as president and expressed appreciation to the Board for the opportunity to address the membership.

REPORTS

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

Dr. Amanda Lee presented the report of the North Carolina Association of Community College Presidents (NCACCP). She recognized members of the State Board, guests, and fellow community college leaders in attendance, including representatives from several colleges across the system. Dr. Lee also recognized Ms. Ashley Blizzard, Coordinator of Operations for the Trustees Association and Presidents Association, for her support and coordination efforts on behalf of the state's community college presidents.

Dr. Lee noted that the community college system is currently in commencement season, including graduation ceremonies, health sciences pinning ceremonies, and public safety program recognition events. She emphasized that these ceremonies serve as reminders of the mission and purpose of community colleges and highlighted the importance of celebrating student achievement across the state.

She reported that colleges throughout the system are experiencing record graduation numbers alongside continued enrollment growth, reflecting the success of student support efforts and institutional leadership statewide.

Dr. Lee congratulated several system leaders for being recognized among Business North Carolina's "Most Influential and Powerful Leaders of 2026," including Dr. Tony Clarke, Dr. Kandi Deitemeyer, Dr. Laura Leatherwood, Dr. Scott Ralls, Chair Tom Looney, and Vice Chair John Kane.

Dr. Lee also announced that Forsyth Tech and Stanley Community College had been nominated for the Aspen Prize, noting the significance of the recognition and expressing optimism for continued national recognition of North Carolina community colleges.

She commended the success of Community College Day and thanked board members and participants for their engagement and advocacy efforts. Dr. Lee encouraged continued storytelling and promotion of the impact community colleges have across the state, referencing several student and institutional success stories shared during committee meetings.

Dr. Lee concluded her report by thanking the Board for its leadership and commitment to the North

Carolina Community College System.

Following the report, Chair Looney recognized Dr. Amanda Lee and Mr. Gene Rees for their leadership and partnership with the State Board over the past year. He expressed appreciation for their collaborative work and presented each with a commemorative hand-blown glass art piece made in Western North Carolina in recognition of their service and contributions to the system.

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

Mr. Gene Rees presented the report of the North Carolina Association of Community College Trustees (NCACCT). He expressed appreciation for the opportunity to serve and commended Dr. Amanda Lee for her leadership and inspirational service to the community college system.

Mr. Rees reported that the NCACCT recently hosted its Law and Legislative Seminar in Cary, attended by approximately 250 trustees and presidents from across the state. He thanked Chair Looney for leading a session focused on State Board initiatives and the presidential search process, noting the positive feedback received regarding the clarity and vision presented for the future of the North Carolina Community College System.

Mr. Rees also recognized Dr. Dale McInnis for leading a session on new trustee training, which addressed trustee best practices, governance responsibilities, and effective working relationships between local colleges and the system office.

In addition, Mr. Rees acknowledged President Jeff Cox as he approaches retirement, thanking him for his leadership, service, and contributions to advancing the community college system.

Mr. Rees informed the Board that his term as Chair of the Trustees Association would conclude in June. He reflected on his service as rewarding and thanked Chair Looney and the State Board for including trustees in decision-making processes and for fostering collaboration across the system. He stated that the North Carolina Community College System is stronger than at any point during his 25 years as a community college trustee.

Mr. Rees announced that Vice Chair, Ms. Claudia Robinette of Richmond Community College, would succeed him as Chair of the Trustees Association and expressed confidence in her future leadership.

Chair Looney thanked Mr. Rees for his service and leadership.

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

Mr. Randall Johnson presented the quarterly report of the North Carolina Community Colleges Foundation. He reminded the Board that the Foundation serves as the official nonprofit support organization for the North Carolina Community College System and operates as a nonpartisan 501(c)(3) public charity.

Mr. Johnson reviewed the Foundation's leadership structure and recognized Chair Looney, President Jeff Cox, Board member Mr. Chris Lumsden, and representatives from the Presidents and Trustees Associations for their service and engagement with the Foundation.

Mr. Johnson reported that the Foundation, the State Board, and the System Office continue to jointly lead the "SOAR: The Campaign for North Carolina Community Colleges," the system's first national fundraising campaign. He stated that the campaign has now surpassed \$60 million raised toward its \$75 million goal, reaching approximately 80 percent of the goal within the first two years of the five-year campaign.

He noted that the next phase of the campaign includes solicitation efforts among Foundation and State Board members to achieve full participation and further strengthen support among national funders. Mr. Johnson also recognized Chair Looney and his family for their previously announced \$100,000 transformational gift to the campaign.

Mr. Johnson highlighted recent Foundation activities, including the NC Community Colleges Awards Event held at the Angus Barn. He reported that the Foundation secured its highest sponsorship total to date, generating nearly \$140,000 in cash sponsorships and additional ticket and trade sponsorship support. He stated that sponsorship revenue fully covered the cost of the event.

Mr. Johnson recognized Ms. Amy Mast, Executive Director of State Board Relations, for leading efforts among the Foundation, State Board, and System Office and for her leadership in an outstanding and successful Awards Event.

In discussing Foundation operations and financial performance, Mr. Johnson reported that the previous fiscal year represented the Foundation's strongest financial year to date, including record revenue, record funds distributed to colleges, and strong investment earnings. He further reported that the Foundation is on track to exceed last year's performance by the close of the current fiscal year. Mr. Johnson also announced that, for the first time, the Foundation has provided funding support to all 58 community colleges and their respective foundations during the current year.

Chair Looney commended the Foundation's success, emphasizing that the campaign's impact extends beyond fundraising and reflects the strong value proposition of the North Carolina Community College System. He recognized President Jeff Cox for his extensive contributions to fundraising and relationship-building efforts on behalf of the system.

Mr. Johnson concluded by emphasizing the importance of collaboration among the Foundation, State Board, System Office, and community partners in achieving the campaign's success.

EXECUTIVE COMMITTEE, Mr. Tom Looney, Chair

Chair Looney noted that the Executive Committee had no formal report for the meeting; however, he commented that the committee, comprised of all standing committee chairs, continues to meet monthly prior to board meetings to improve coordination, alignment, and overall board effectiveness. Mr. Looney expressed appreciation to the committee chairs for their participation and stated that the meetings had proven productive.

TRANSFORMATION COMMITTEE, Mr. Scott Ottman, Chair

FOR INFORMATION

Enterprise Resource Planning (ERP) Update (Attachment TC01)

Mr. Ottman provided an update on the Enterprise Resource Planning (ERP) initiative and expressed enthusiasm regarding the project's progress. He stated that the initiative is nearing a major implementation milestone and acknowledged the collaborative efforts of numerous system leaders and teams, including:

- Dr. Brian Merritt and staff
- Dr. Phillip Price and staff
- Dr. Bill Schneider and staff
- Mr. Patrick Fleming and the ERP project team
- Ms. Amy Mast on behalf of the State Board
- Chief Information Officers (CIOs) with the five Pilot colleges

Mr. Ottman highlighted the following ERP progress updates:

- The system team recently participated in the Ellucian Live conference in Denver, where project leaders presented the "art of the possible" related to the ERP initiative. He noted that attendees returned encouraged by the progress and future opportunities associated with the project.
- The data warehouse component of the project had successfully resolved all identified defects with Ellucian and was preparing to move into production.
- Significant progress has also been made regarding the Common Course Library (CCL). Following the transition of the project back from Course Dog to Ellucian, project leaders and college representatives expressed optimism regarding the proposed CCL solution.
- Dr. Price's team successfully reconciled 46 of the system's 58 colleges for a fourth consecutive month, which Mr. Ottman described as outstanding progress.

Mr. Ottman also announced that a two-day strategic planning session would be held involving:

- Pilot college CIOs
- Representatives from Central Piedmont Community College
- Representatives from Wake Technical Community College
- System Office leadership and ERP project staff

The session will focus on governance, data governance, and deployment strategies for implementation of the Banner ERP solution.

Canvas Security Incident

Mr. Ottman recognized system staff and participating colleges for their response to a recent security breach involving the Canvas learning management platform. He commended the communication efforts and coordination between the System Office and colleges, noting that the incident resulted in little to no exposure for the North Carolina Community College System.

Ellucian Student AI Initiative

Chair Ottman also addressed recent discussions regarding “Ellucian Student,” an artificial intelligence-based solution designed to integrate with Banner. He clarified that the initiative would not negatively impact the current ERP timeline or prior implementation work completed by colleges. Instead, he described the solution as a positive advancement that enhances the future capabilities of the system.

Customer Relationship Management (CRM) Update (Attachment TC02)

Dr. Merritt provided an update on the Customer Relationship Management (CRM) initiative. He explained that CRM implementation efforts are intended to improve student support throughout the student lifecycle, including:

- Initial inquiry and recruitment
- Enrollment and persistence
- Completion and workforce placement
- Alumni engagement and employer partnerships

He noted that while CRM tools are already widely adopted across the system, implementation depth and institutional capacity vary significantly among colleges.

Dr. Merritt reported that the System Office had recently issued a Request for Information (RFI) to better understand:

- Vendor capabilities
- Implementation models
- Long-term support considerations
- Opportunities to align CRM initiatives with the broader ERP transformation effort

The RFI process generated significant vendor engagement, including:

- Participation from 13 vendors
- Submission of 194 vendor questions

Over the coming weeks, the System Office plans continued engagement with:

- College presidents
- CIOs
- System stakeholders

Dr. Merritt indicated that staff may bring a recommendation to the Board in July regarding future CRM strategy and implementation direction.

Technology Vision and Strategic Roadmap

Chair Looney stated that Mr. Ottman had been asked to present a broader technology roadmap to the Board within the next several meetings. The roadmap is expected to demonstrate how ERP, CRM, learning management systems, and artificial intelligence initiatives will integrate to improve services for students and colleges.

Mr. Looney emphasized that the overall vision is to ensure that smaller colleges have access to the same technological tools and capabilities available to larger institutions. He noted that advances in artificial intelligence may reduce staffing limitations currently affecting smaller campuses by embedding support functions directly into CRM and related systems.

Mr. Looney further stated that recent strategic discussions with Ellucian had reinforced the transformative potential of these initiatives and expressed confidence that the North Carolina Community College System could become a statewide leader in technology adoption, data integration, and secure information sharing.

At the conclusion of the report, Chair Looney recognized Mr. John Denning for his early support of CRM implementation efforts, particularly in assisting colleges in western North Carolina through initial funding support. Appreciation was expressed for his continued advocacy and support for the initiative.

ACCOUNTABILITY AND AUDIT, Mr. Geoffrey Lang, Chair

FOR INFORMATION

College Financial Statement Audits (Attachment AUD 01)

Mr. Lang reviewed with the Board updates regarding the completion of college financial statement audits. Four audits were completed at the time of the report. Minor issues related to system controls were identified; however, none of the issues were considered significant. He stated management agreed to implement all recommendations provided by Internal Audit.

Three additional audits remained in progress and were expected to be completed by the end of June 2026, at which time further updates would be provided to the Board.

Internal 2025–2026 Audit Plan Update (Attachment AUD 02)

Mr. Lang reviewed with the Board an update regarding the Internal Audit Plan for fiscal year 2025–2026, including the status of ongoing audit engagements and timelines for completion.

Document Retention Compliance Audit Results (Attachment AUD 03)

Mr. Lang reviewed with the Board the results of the Document Retention Compliance Audit, which evaluated compliance with records retention requirements and procedures.

Policies and Procedures Review Engagement Results (Attachment AUD 04)

Mr. Lang reviewed with the Board the Policies and Procedures Review Engagement, which assessed the effectiveness of processes for maintaining current and effective policies and procedures across the System Office.

Travel Authorization and Reimbursement Compliance Audit Results (Attachment AUD 05)

Mr. Lang reviewed with the Board the Travel Authorization and Reimbursement Compliance Audit, which examined compliance with applicable state regulations and System Office requirements related to employee travel and reimbursements.

Motor Fleet Management Compliance Audit Results (Attachment AUD 06)

Mr. Lang reviewed with the Board the Motor Fleet Management Compliance Audit, which evaluated System Office compliance with state motor fleet management policies and procedures.

Natural Disaster Planning Resources

Mr. Lang provided the Board with an update regarding natural disaster planning and preparedness efforts undertaken during the past year. Mr. Lang noted that the initiative originated following Hurricane Helene and was developed at the request of the Accountability and Audit Committee to strengthen disaster preparedness resources for colleges across the state.

The Board was informed that natural disasters continue to impact communities throughout North Carolina and that preparedness and planning remain critical to successful response and recovery efforts. Mr. Lang emphasized that recovery from natural disasters can be a lengthy process and expressed continued support for colleges and communities in western North Carolina.

Mr. Lang recognized the contributions of college presidents and leadership teams who shared information, experiences, and recommendations based on their experiences responding to disasters. Mr. Lang also introduced Ms. Virginia Mowrey, founder of East Third Group. Ms. Mowrey was recognized for her leadership and expertise in K–12 education, college access, philanthropy, and system change, as well as for her assistance in compiling information and developing disaster preparedness resources for the System Office and colleges.

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

FOR ACTION

ApprenticeshipNC Council Appointments (Attachment PROG 01)

Ms. West presented the proposed appointments to the ApprenticeshipNC Council. She explained that the council is overseen by ApprenticeshipNC and that, pursuant to state statute, the State Board appoints council members representing:

- Employer organizations
- Employee organizations
- The public at large
- The North Carolina Department of Public Instruction
- The North Carolina Department of Commerce

The proposed chair for the council was identified as Mr. Roger Collins.

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.

Legislative Report for IDD Workforce Training Program (Attachment PROG 02)

Ms. West presented the Legislative Report for the Intellectual and Developmental Disabilities (IDD) Workforce Training Program, also known as the Access to Achievement initiative.

She explained that the program is designed to improve employment outcomes and credential attainment for individuals with intellectual and developmental disabilities through vocational training and student support services across 15 participating community colleges.

Ms. West recognized Ms. Lisa Estep, Ms. Nancy Gaj and Senator Michael Lee for receiving special recognition during the April awards event for their leadership in conceptualizing and sponsoring the initiative, which began as a two-college pilot program during the 2021–2022 academic year.

The committee also noted that Senate Bill 991, the Community College Workforce Readiness Act, includes a request for recurring funding to expand the program from 15 to 25 colleges.

The Board heard highlights from Ms. Nancy Gaj, State Director of the program, including the following outcomes for Fiscal Year 2026:

- 871 community college students participated in and received support through the Access to Achievement program
- Students completed 87 percent of attempted courses during the Fall 2025 semester
- 89 percent of completed courses were passed successfully

Ms. West noted that these outcomes represent exceptional student achievement and emphasized that students in the program are earning industry-recognized short-term credentials at particularly high rates.

Ms. West also recognized the important role played by program coordinators and highlighted remarks from Tammy Maddox, Access to Achievement Coordinator at Guilford Technical Community College, who previously shared examples of the individualized support provided to students and families participating in the program.

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

2026 Performance Measures for Student Success Report (Attachment PROG 03)

Ms. West presented the 2026 Performance Measures for Student Success Report, describing it as the System's primary accountability document and the basis for state performance funding allocations for fiscal year 2026–2027.

The report is based on prior-year data and is intended to inform colleges and the public regarding the performance of the state's 58 community colleges.

Ms. West thanked Dr. Bill Schneider, Vice President for System Effectiveness, for presenting a detailed overview of the report, including comparative data examining North Carolina's curriculum completion performance relative to other states.

The Board discussed the report's use of rotating six-year performance data, including analyses of curriculum completion rates over four, five, and six-year periods dating back to 2019, and heard

comments from Dr. Brian Merritt and Dr. Amanda Lee regarding the ways colleges are using the data to refine institutional strategies and address emerging concerns.

Ms. West thanked Mr. Chris Lumsden for raising thoughtful questions regarding how the Board can use performance data to:

- Refine strategic priorities
- Address emerging challenges
- Better understand institutional outcomes
- Evaluate future accountability measures

It was noted that, pursuant to a legislative mandate, the Board will have an opportunity in 2027 to revise and refine the performance measures framework.

On behalf of the Programs and Student Success Committee, Ms. West recommended and moved for approval of PROG 03 as presented. The motion passed unanimously.

CONSENT AGENDA

Ms. West reported that the following items were approved as part of the consent agenda:

- Curriculum Program Applications – Fast Track for Action (Attachment PROG 04)
- Combined Course Library – Continuing Education (Attachment PROG 05)
- Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 06)

INFORMATION ITEMS

The Board also received the following informational reports:

- Approved Curriculum Program Applications (Attachment PROG 07)
- Approved Educator Preparation Program (EPP) Residency Requests (Attachment PROG 08)
- Approved General Occupation Technology (A55280) Program (Attachment PROG 09)
- Approved Curriculum Program Terminations (Attachment PROG 10)

Combined Course Library and Workforce Pell Updates

Ms. West highlighted the establishment of a new suite of 9,000-level courses added to the Combined Course Library. These courses create micro-credentials and micro-pathways that can be adopted by colleges throughout the system.

Ms. West noted that the initiative is intended to:

- Accelerate workforce and continuing education pathways
- Support the system's readiness for Workforce Pell initiatives
- Expand workforce-aligned educational opportunities statewide

Ms. West further reported that the Governor's Council on Workforce and Apprenticeships and the NCWorks Commission recently approved Workforce Pell eligibility requirements and the associated application process, representing another milestone in aligning community college programs with Workforce Pell opportunities.

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

FOR ACTION

State Board Reserve Request – Innovators-in-Residence Network (Attachment FC 01)

Ms. Estep reviewed with the Board a request for State Board reserve funding to support the Innovators-in-Residence Network, an initiative focused on artificial intelligence integration strategies, innovation opportunities, and professional development. The total funding request was \$40,800.

The Board heard a presentation from Dr. Andrea Crowley regarding the proposed program, which was developed in alignment with recommendations from the Transformation Committee and the NC AI Leadership Council.

Chair Looney requested that Dr. Crowley's team also engage student leadership groups to gather student perspectives related to artificial intelligence implementation and innovation initiatives.

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

Information Technology Service Management Extension for the System Office and Colleges (Attachment FC 02)

Ms. Estep reviewed with the Board a one-year contract extension with ServiceNow for information technology service management support for the System Office and 13 participating colleges. The contract amount was not to exceed \$274,000.

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

Contract Extension for Entrinsik Informer Business Intelligence and Data Analytics Software (Attachment FC 03)

Ms. Estep reviewed with the Board a one-year contract extension with Entrinsik for the Informer data reporting and analytics platform in an amount not to exceed \$350,000.

The platform currently interfaces with the system's existing Colleague ERP solution. The Board discussed how the contract aligns with the broader ERP modernization effort and noted that many current software agreements are structured as one-year extensions while the System evaluates future integration opportunities under the new ERP environment.

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

Contract for Intelligent Learning Platform (Attachment FC 04)

Ms. Estep reviewed with the Board a one-year contract with Ellucian for an Intelligent Learning Platform in an amount not to exceed approximately \$1.1 million.

The platform supports the Canvas learning management environment and will replace manual processes with digital workflows that provide real-time data related to students, faculty, and courses. The contract also includes implementation of support services for participating colleges.

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

Contract for Learning Management System Online Helpdesk (Attachment FC 05)

Ms. Estep reviewed with the Board a one-year contract with Anthology, now operating as Enora, for learning management system help desk services.

The contract, totaling approximately \$813,000, provides 24-hour, seven-day-a-week support for students and faculty across all learning management system platforms. Ms. Estep noted that artificial intelligence support features had been added to the service during the prior year.

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

Contract for Blackboard Learning Management System (Attachment FC 06)

Ms. Estep reviewed with the Board a one-year contract with Blackboard for learning management system services supporting the System Office and 11 colleges. The contract amount was not to exceed approximately \$383,000.

Ms. Estep noted that the contract supports continuity of services during the transition to a unified learning management system, with the current transition period scheduled to conclude on December 31, 2027.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 06 as presented. The motion passed unanimously.

Contract for Moodle Hosting Services (Attachment FC 07)

Ms. Estep reviewed with the Board a one-year contract extension for Moodle hosting services with Open LMS in an amount not to exceed approximately \$1.7 million. The contract supports the System Office, 35 colleges, and the Virtual Learning Community (VLC).

Ms. Estep again noted that the agreement supports continuity of services during the transition to a unified learning management system environment.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 07 as presented. The motion passed unanimously.

Contract for Integrated Library System (Attachment FC 08)

The committee reviewed a one-year contract with SirsiDynix for integrated library system services in an amount not to exceed approximately \$191,000.

The contract represents the final agreement with SirsiDynix following the Board's approval of a new library services platform contract with Ex Libris in November 2025. The agreement will provide sufficient time for the transition of five colleges to the new library services system.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 08 as presented. The motion passed unanimously.

FOR CONSENT APPROVAL

Ms. Estep reported that the following items were approved as part of the consent agenda:

- Allocations for Virtual Learning Community Centers (Attachment FC 09)
- Allocation to Support Modernization for ERP Pilot Colleges (Attachment FC 10)
- Allocation for NC Edge Customized Training – Region Resources – (Attachment FC 11)
- Allocation for the Intellectual and Developmental Disabilities (IDD) Training Program (Attachment FC 12)
- Allocation for Finish Line Grants – (Attachment FC 13)
- Allocation for the NC Motorcycle Safety Education Program (Attachment FC 14)
- Allocation for High-Cost Workforce Start-up and Expansion Funds (Attachment FC 15)
- Allocation for Short-Term Workforce Development Grant Program (Attachment FC 16)
- Allocation for Bionetwork Host Colleges (Attachment FC 17)
- Construction and Property – May 2026 (Attachment FC 18)

INFORMATION ITEMS

The Board also received the following informational reports:

- Budget Allocation for 2-1 Summary (Attachment FC 19)
- Estimated Receipts – April 2026 (Attachment FC 20)
- System Office Budget Update (Attachment FC 21)
- Budget Tracking Sheet (Attachment FC 22)

Ms. Estep noted that the Governor's proposed budget had been released and encouraged Board members to review the Budget Tracking Sheet materials provided.

Legislative and Budget Update

Ms. Estep welcomed Mr. Alex Fagg to provide a legislative update regarding recent activity at the North Carolina General Assembly.

Mr. Fagg provided an overview of the state budget process, noting that:

- The Governor's recommended budget proposal included strong support for the North Carolina Community College System
- House and Senate leaders had reached agreement on several foundational budget issues
- Education appropriations meetings were underway
- Budget votes were anticipated during the week of June 15, 2026

Board members were advised that legislative developments were expected to move quickly and that regular updates would continue to be distributed.

Propel NC Materials and Workforce Capacity Planning

Mr. Fagg also discussed recently distributed Propel NC informational materials developed to support Board members' external engagement efforts with legislators, business leaders, and workforce partners.

The materials included:

- Workforce sector data
- Occupational demand projections
- Community college completion and workforce training capacity information
- Projected enrollment and training capacity increases associated with potential Propel NC funding

Mr. Fagg acknowledged the contributions of System Office staff for their work developing the materials and associated workforce projections.

Chair Looney commended the staff for including measurable outcomes and projected capacity increases within the Propel NC proposal materials, noting the importance of demonstrating accountability and return on investment when requesting state funding.

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

FOR ACTION

Proposed Amendment of 1D SBCCC 400.1 – Curriculum Definitions (Attachment SBPG 01)

Ms. Estep reported that the proposed amendment included substituting the term “obsolete course” in place of “archived course,” updating language related to work-based learning and clinical hours for contact hours, and requiring 60 minutes for each clinical hour.

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

Proposed Amendment of 1D SBCCC 400.3 – Program Classification (Attachment SBPG 02)

Ms. Estep stated that the proposed amendments revised terminology from “four-year college” to “baccalaureate granting college” and consolidated language to simplify degree program classifications into three categories: transfer, associate in applied science, and associate in general education.

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

Proposed Amendment of 1D SBCCC 400.4 – Faculty (Attachment SBPG 03)

Ms. Estep reported that the proposed amendments removed language requiring colleges to use SACSCOC in compliance with updated statutes.

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

Proposed Amendment of 1D SBCCC 400.7 – Instructional Service Agreements (Attachment SBPG 04)

Ms. Estep explained that the proposed amendments updated terminology from “instructional service agreements” to “cooperative curriculum agreements” and removed signature requirements, noting that the new ERP system requires approval only from the college president.

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

Proposed Amendment of 1D SBCCC 400.8 – Courses for Curriculum Programs (Attachment SBPG 05)

Ms. Estep stated that the proposed amendments removed supplemental courses since they are now categorized under developmental courses, extended the period before a course may be marked obsolete from three years to five years, and clarified standards regarding transfer designation eligibility for curriculum courses.

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

CONSENT AGENDA

Ms. Estep reported that the following items were approved as part of the consent agenda:

- Recommendation for Initial Proprietary School Licensure (Attachment SBPG 06)
- Recommendation for Renewal of Proprietary School (Attachment SBPG 07)

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

FOR INFORMATION

System Office Vacancy Report (Attachment PER 01)

Mr. McBrayer reviewed the System Office Vacancy Report and noted that the current vacancy rate had increased slightly to 8.47%. It was reported that many of the vacant positions are grant-funded positions, and there was no significant concern regarding the current rate at this time.

A discussion followed regarding vacancy rates at individual colleges and whether similar rates are typical across the system. It was noted that colleges report personnel activity to their local boards twice annually and that reporting methodologies may vary due to differences in funding structures and institutional practices.

College Presidential Status Report (Attachment PER 02)

Mr. McBrayer reviewed the College Presidential Status Report and was pleased to report that all colleges currently have presidents in place, with no presidential vacancies across the system.

CLOSED SESSION

Mr. McBrayer made a motion to enter closed session pursuant to North Carolina General Statute §143-318.11(a)(1) and (a)(6) to prevent the disclosure of confidential or privileged information in accordance with General Statute §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 and the Board went into closed session at 10:51 a.m.

OPEN SESSION

After returning to open session at 11:32 a.m., Mr. McBrayer reported on two items reviewed during closed session and recommended the following:

Presidential Reappointments

The Personnel Committee recommended the reelection of the following college presidents:

- Pitt Community College – Dr. Maria Pharr
- Forsyth Technical Community College – Dr. Janet Spriggs
- Southwestern Community College – Dr. Don Tomas
- Davidson-Davie Community College – Ms. Jenny Varner

On behalf of the Personnel Committee, Mr. McBrayer recommended and moved for approval to reelect the listed presidents. The motion passed unanimously.

Appointment of Interim President

Chair Looney announced that the Interim President selected is Dr. Bill Carver. He explained that Dr. Carver previously served as President of Nash Community College and has extensive experience serving in interim leadership roles, including twice in the System Office. He noted that Dr. Carver is highly respected across both the System Office and the colleges and stated he is confident that Dr. Carver is the right leader for the transition period.

On behalf of the Personnel Committee, Mr. McBrayer recommended and moved for approval to appoint Dr. Bill Carver as Interim President of the North Carolina Community College System, effective July 1, 2026. The motion passed unanimously.

Chair Looney stated that transition activities will begin prior to the effective date of July 1, 2026 and noted a staff transition meeting was scheduled for June 15, 2026 as part of the transition process.

PRESIDENT REPORT

Dr. Jeff Cox delivered his final President's Report to the Board prior to his retirement on June 30, 2026. Dr. Cox welcomed guests, college presidents, trustees, and stakeholders attending both in person and virtually. He expressed appreciation to his family, including his wife, Reba, and son, Evan, for attending the meeting and thanked the Board, college presidents, trustees, faculty, staff, and system partners for their support throughout his tenure.

Dr. Cox reflected on the accomplishments of the North Carolina Community College System during his presidency and emphasized the System's continued growth and statewide impact. He reported that system enrollment has increased by more than 12% since pre-pandemic levels, significantly outpacing national community college enrollment growth trends. He noted that the System experienced record enrollment growth over the past three consecutive years and highlighted the importance of continued legislative support to sustain that momentum.

Dr. Cox also highlighted North Carolina's recognition as the number one state for business and workforce development, crediting the state's 58 community colleges for playing a central role in workforce preparation and economic competitiveness. He emphasized the importance of student completion, economic mobility, and ensuring that graduates experience transformative career opportunities following enrollment.

The President provided an update on the North Carolina Community College Foundation, reporting that fundraising efforts had surpassed \$60 million toward a \$75 million campaign goal. He stated that this represented unprecedented philanthropic growth for the Foundation and thanked donors, partners, and stakeholders for their support.

Dr. Cox also reported progress on several major statewide initiatives, including:

- The ERP modernization project and Banner pilot implementation;
- The transition to the Canvas learning management system;
- Development of the statewide CRM initiative;
- Workforce Pell legislation implementation;
- Propel NC funding priorities and apprenticeship initiatives; and
- Continued collaboration with the University of North Carolina System regarding transfer pathways and academic alignment.

Additionally, Dr. Cox provided an update on the Good Jobs WNC initiative, which supports workforce recovery and economic development efforts in western North Carolina through partnerships among colleges, employers, and philanthropic organizations.

During his remarks, Dr. Cox expressed appreciation to System Office staff, college presidents, trustees, faculty, employees, philanthropic partners, business leaders, legislators, and the State Board for their collaboration and support over the last three years. He encouraged continued cooperation among all stakeholders to advance the mission of the North Carolina Community College System.

As part of his concluding remarks, Dr. Cox shared two personal student success stories illustrating the life-changing impact of community colleges. The first highlighted Monica Torres, a former student whose educational journey led to a successful nursing career serving her local community. Ms. Torres attended the meeting and offered remarks thanking Dr. Cox for his support and leadership throughout her educational and professional journey.

Dr. Cox also shared the educational and professional journey of his wife, Reba Cox, whose path through community college coursework ultimately led to a successful nursing career. He emphasized

the transformative role community colleges play in helping students build confidence and achieve long-term success.

Dr. Cox concluded his final President's Report by thanking the Board for the opportunity to serve as System President and expressing gratitude for the privilege of supporting the state's 58 colleges and more than 600,000 students.

Order of the Long Leaf Pine Award

Following the Presidents report, Board member Ms. Sarah West announced that Governor Josh Stein had awarded Dr. Cox the Order of the Long Leaf Pine, North Carolina's highest civilian honor, in recognition of his more than three decades of service and leadership in education across the state.

Ms. West highlighted Dr. Cox's career as a teacher, principal, superintendent, community college president, and System President, noting his significant contributions to educational opportunity, workforce development, student success, and statewide economic advancement. The official award proclamation was read, and Dr. Cox was formally presented with the medal and certificate recognizing his induction into the Order of the Long Leaf Pine.

Dr. Cox expressed appreciation for the recognition and again thanked the Board, System Office staff, colleges, and partners for their support throughout his career.

PRESIDENTIAL SEARCH UPDATE

Chair Looney provided a presidential search update, noting that the search website had launched successfully and that national outreach efforts were underway through the search firm and communications partners. Chair Looney reported strong interest in the position from candidates across the country and stated that interviews were expected to begin within the coming weeks. It was anticipated that the successful candidate would begin service in late August or early September.

The Chair also recognized several recent accomplishments across the System, including:

- The success of the NC Community Colleges Awards Event;
- Community College Day participation and legislative engagement;
- Progress of the presidential search process;
- Growth of Foundation fundraising efforts;
- Recognition of community college leaders statewide;
- Propel NC implementation planning;
- Partnerships developed through the State Board Summit; and
- Significant progress on the ERP modernization project.

Chair Looney thanked Dr. Jeff Cox, System Office staff, Board members, and college leaders for their continued leadership, engagement, and service to the North Carolina Community College System.

NEW BUSINESS

None

EXPIRING TERMS AND VACANCIES

None

BOARD MEMBER QUESTIONS/COMMENTS

None

DATE OF FUTURE MEETINGS

The next State Board Meeting will be held on Thursday, July 16, 2026, and Friday, July 17, 2026, in the State Board Room, Caswell Building, located in Raleigh, NC.

ADJOURNMENT

Chair Looney adjourned the meeting at 12:20 p.m.

RESPECTFULLY SUBMITTED BY:

Dr. Jeff Cox, System President

APPROVED BY:

Mr. Thomas Looney, Chair

STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report



STATE BOARD POLICY AND GOVERNANCE COMMITTEE

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 1G SBCCC 200.93 – Reporting of Student Hours in Membership for Curriculum Classes	Initiation of Rulemaking Process	July 17, 2026	PENDING
	Publication on NCCCS Website	July 21, 2026	
	Written Comment Period Ends	August 20, 2026	
	Review Comments with SBCC Committee	September 17, 2026	
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	September 18, 2026	
	Prospective Effective Date of Rule	October 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 1G SBCCC 200.94 – Reporting of Student Hours in Membership for Continuing Education Course Sections	Initiation of Rulemaking Process	July 17, 2026	PENDING
	Publication on NCCCS Website	July 21, 2026	
	Written Comment Period Ends	August 20, 2026	
	Review Comments with SBCC Committee	September 17, 2026	
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	September 18, 2026	
	Prospective Effective Date of Rule	October 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 1D SBCCC 400.5 – Curriculum Instructional Contract Provisions	Initiation of Rulemaking Process	July 17, 2026	PENDING
	Publication on NCCCS Website	July 21, 2026	
	Written Comment Period Ends	August 20, 2026	
	Review Comments with SBCC Committee	September 17, 2026	
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	September 18, 2026	
	Prospective Effective Date of Rule	October 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 1D SBCCC 400.6 – Curriculum Program Approvals and Terminations	Initiation of Rulemaking Process	July 17, 2026	PENDING
	Publication on NCCCS Website	July 21, 2026	
	Written Comment Period Ends	August 20, 2026	
	Review Comments with SBCC Committee	September 17, 2026	
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	September 18, 2026	
	Prospective Effective Date of Rule	October 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 1D SBCCC 400.11 – Education Services Through Career and College Promise (Curriculum)	Initiation of Rulemaking Process	July 17, 2026	PENDING
	Publication on NCCCS Website	July 21, 2026	
	Written Comment Period Ends	August 20, 2026	
	Review Comments with SBCC Committee	September 17, 2026	
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	September 18, 2026	
	Prospective Effective Date of Rule	October 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Adoption of 1H SBCCC 500.3 – Strategic Procurement and Evaluation of Technology	Initiation of Rulemaking Process	July 17, 2026	PENDING
	Publication on NCCCS Website	July 21, 2026	
	Written Comment Period Ends	August 20, 2026	
	Review Comments with SBCC Committee	September 17, 2026	
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	September 18, 2026	
	Prospective Effective Date of Rule	October 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 1D SBCCC 400.1 – Curriculum Definitions	Initiation of Rulemaking Process	May 15, 2026	COMPLETE
	Publication on NCCCS Website	May 19, 2026	COMPLETE
	Written Comment Period Ends	June 18, 2026	COMPLETE
	Review Comments with SBCC Committee	July 16, 2026	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	July 17, 2026	
	Prospective Effective Date of Rule	August 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 1D SBCCC 400.3 – Program Classification	Initiation of Rulemaking Process	May 15, 2026	COMPLETE
	Publication on NCCCS Website	May 19, 2026	COMPLETE
	Written Comment Period Ends	June 18, 2026	COMPLETE
	Review Comments with SBCC Committee	July 16, 2026	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	July 17, 2026	
	Prospective Effective Date of Rule	August 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 1D SBCCC 400.4 – Faculty	Initiation of Rulemaking Process	May 15, 2026	COMPLETE
	Publication on NCCCS Website	May 19, 2026	COMPLETE
	Written Comment Period Ends	June 18, 2026	COMPLETE
	Review Comments with SBCC Committee	July 16, 2026	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	July 17, 2026	
	Prospective Effective Date of Rule	August 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 1D SBCCC 400.7 – Instructional Service Agreements	Initiation of Rulemaking Process	May 15, 2026	COMPLETE
	Publication on NCCCS Website	May 19, 2026	COMPLETE
	Written Comment Period Ends	June 18, 2026	COMPLETE
	Review Comments with SBCC Committee	July 16, 2026	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	July 17, 2026	
	Prospective Effective Date of Rule	August 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 1D SBCCC 400.8 – Courses for Curriculum Programs	Initiation of Rulemaking Process	May 15, 2026	COMPLETE
	Publication on NCCCS Website	May 19, 2026	COMPLETE
	Written Comment Period Ends	June 18, 2026	COMPLETE
	Review Comments with SBCC Committee	July 16, 2026	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	July 17, 2026	
	Prospective Effective Date of Rule	August 1, 2026	

AGENDA
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, July 16, 2026 – 12:00 p.m. – 1:00 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – May 14, 2026

For Action

- Regional Online Adult School Pilot Project (Attachment FC 01)
- Ability to Benefit Implementation Project (Attachment FC 02)
- BioNetwork Learning Solutions Center Transition (Attachment FC 03)
- NC College Connect Direct Access Letter (Attachment FC 04)
- Surveying Licensure Pipeline Enhancement Project (Attachment FC 05)
- New Financial Aid Directors Training Program (Attachment FC 06)
- Allocation for Child Care Grant (Attachment FC 07)

For Consent Approval

- Golden LEAF Community College Scholarship Program FY 2025-26 (Attachment FC 08)
- Allocation of Title II, Adult Education and Family Literacy Act (AEFLA) Section 225, Corrections Education and Other Institutionalized Individuals (Attachment FC 09)
- Allocation of Title II Adult Education and Family Literacy Act (AEFLA) Section 231 (Attachment FC 10)
- Allocation of Title II, Adult Education and Family Literacy Act (AEFLA) Section 243, Integrated English Literacy and Civics Education (IELCE) (Attachment FC 11)
- Allocation of Carl D. Perkins Career and Technical Education Act (Perkins V) (Attachment FC 12)
- Construction and Property - July 2026 (Attachment FC 13)

For Information

- Capital Project Threshold Changes (Session Law 2026-9) (Attachment FC 14)
- System Office Contracts Report January - June 30, 2026 (Attachment FC 15)
- Delegated College Allocations Report as of June 30, 2026 (Attachment FC 16)
- Grants Update (Attachment FC 17)
- System Office Budget Update (Attachment FC 18)
- Legislative Update (Attachment FC 19)
- Year End Estimated Receipts – June 2026 (Attachment FC 20)

AGENDA
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, July 16, 2026 – 12:00 p.m. – 1:00 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

New Business

Adjourn

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, May 14, 2026 – 1:45 p.m. – 3:00 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

Finance Committee Members Present

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

Attended via phone or Zoom technology*

Members absent: Mr. Ray Trapp

Other SBCC Members:

Dr. Dale McInnis	The Hon. David Price
Mr. Chris Lumsden	Mr. Bill McBrayer
Ms. Sarah West	Dr. David Lowry
Mr. Geffory Lang	Mr. Terry Yeargun
Mr. Eric Nasbitt	

OTHERS IN ATTENDANCE:

Dr. Jeff Cox (President)	Ms. Delany Davis	Ms. Deanna Kubinak
Dr. Phillip Price	Ms. Jonnell Carpenter	Mr. Stephen Reeves
Dr. Kimberly Gold	Mr. Joshua Lagunas	Ms. Rachel Beaulieu
Dr. Brian Merritt	Ms. Kathy Davis	Ms. Anabela Ramalho
Dr. Andrea Crowley	Ms. Ariel Quinn	Dr. Laura Leatherwood (Blue Ridge CC)
Ms. Amy Mast	Ms. Nancye Gaj	Dr. Amanda Lee (Bladen CC)
Ms. Mary Rehbein	Ms. Anabela Ramela	
Ms. Angela Dorman	Mr. Alex Fagg	
Ms. Petrina Lyons	Mr. Tory Ruso	
	Mr. Jamal Njai	

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
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Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

CALL TO ORDER

Ms. Estep called the meeting to order at 2:02 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. Moore moved, Mr. Ottman seconded and the motion was unanimously approved via voice vote.

THE MINUTES

Ms. Estep asked for a motion to approve the minutes of the March 19, 2026, Finance Committee meeting. Mr. Moore moved, Mr. Ottman seconded the motion, and the motion was unanimously approved via voice vote.

For Action

State Board Reserve Request – Innovators-in-Residence Network (Attachment FC 01)

Ms. Estep stated FC 01 is a State Board Reserve request in the amount of \$40,800 to support the development of an Innovators-in-Residence Network. This initiative will establish a professional development program focused on AI integration strategies and opportunities, particularly for colleges. The program will align with the goals of the Transformation Committee and the North Carolina AI Leadership Council.

Dr. Crowley discussed the item with the Committee.

Mr. Looney motioned for approval; Ms. Benson seconded the motion. The Committee approved State Board Reserve Request – Innovators-in-Residence Network (Attachment FC 01) via voice vote.

Information Technology Service Management Extension for the System Office and Colleges (Attachment FC 02)

Ms. Estep stated that FC 02 represents a one-year extension with ServiceNow for service management.

Ms. Estep explained that this platform provides essential tools that support business services for the System Office and all 13 community colleges.

Ms. Estep noted that the contract reflects a 5% increase, primarily attributed to anticipated usage costs, not to exceed \$274,278.

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Ms. Paula Benson, Vice Chair

Ms. Benson motioned for approval; Mr. Ottman seconded the motion. The Committee approved Information Technology Service Management Extension for the System Office and Colleges (Attachment FC 02) via voice vote.

Contract Extension for Entrinsik Informer Business Intelligence and Data Analytics Software (Attachment FC 03)

Ms. Estep stated that FC 03 is a one-year contract extension with Entrinsik for its Informer data and reporting solution, with a total cost not to exceed \$350,000.

Ms. Estep explained that the Informer platform integrates with the Colleague system and supports data reporting and analytics functions. The previous agreement was a three-year contract at \$295,000 annually. Ms. Estep noted that the proposed extension does not represent a significant change for a one-year term.

Mr. Ottman discussed the item with the Committee.

Mr. Looney motioned for approval; Mr. Ottman seconded the motion. The Committee approved Contract Extension for Entrinsik Informer Business Intelligence and Data Analytics Software (Attachment FC 03) via voice vote.

Contract for Intelligent Learning Platform (Attachment FC 04)

Ms. Estep stated that FC 04 is a one-year contract with Ellucian, not to exceed \$1,174,801, and that this agreement will be part of the Canvas solution.

Ms. Estep explained that previously manual process will now become digital. Historically and currently, student, faculty, and course data have been entered manually. She noted that this process will transition to a digital, real-time system, which is expected to result in significant time savings for the colleges.

Ms. Estep further stated that the contract includes embedded support to assist with the deployment of this solution.

Mr. Moore motioned for approval; Mr. Looney seconded the motion. The Committee approved Contract for Intelligent Learning Platform (Attachment FC 04) via voice vote.

MINUTES
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Thursday, May 14, 2026 – 1:45 p.m. – 3:00 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

Contract for Blackboard Learning Management System Online Helpdesk (Attachment FC 05)

Ms. Estep stated that this is a longstanding item that the institutions have utilized for many years. Previously, the service was provided by Anthology; however, Encoura, LLC has since acquired or assumed operations from Anthology.

Ms. Estep explained this agreement to the Committee is a one-year contract with a total amount not to exceed \$813,461.71. There is no change in the contract price from the previous term. Under this agreement, Encoura will continue to provide 24/7 help desk support for both students and faculty across all Learning Management System (LMS) platforms.

Ms. Estep also highlighted that AI support services were added during the last fiscal year, further enhancing the scope of support provided.

Ms. Benson motioned for approval; Mr. Looney seconded the motion. The Committee approved Contract for Learning Management System Online Helpdesk (Attachment FC 05) via voice vote.

Contract for Blackboard Learning Management System (Attachment FC 06)

Ms. Estep stated that, under FC 06, the System is continuing its transition away from other Learning Management Systems (LMS); however, there is still a transition period ahead.

Ms. Estep explained that this is a one-year contract with Blackboard supporting the System Office and eleven colleges. Ms. Estep noted that the previous year included twelve colleges, and one institution has since completed its transition.

Mr. Ottman motioned for approval; Mr. Moore seconded the motion. The Committee approved Contract for Blackboard Learning Management System (Attachment FC 06) via voice vote.

Contract for Moodle Hosting Services (Attachment FC 07)

Ms. Estep stated that FC 07 is a one-year contract extension not to exceed a little over \$1,788,193.00 million for the Moodle LMS and open LMS for the System Office, 35 colleges, and the VLC.

Ms. Estep stated that this will provide continuity of service as colleges transition to the Canvas platform.

Ms. Davis and the Committee discussed the item.

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Ms. Paula Benson, Vice Chair

Ms. Benson motioned for approval; Mr. Ottman Looney seconded the motion. The Committee approved Contract for Moodle Hosting Services (Attachment FC 07) via voice vote.

Contract for Integrated Library System (Attachment FC 08)

Ms. Estep explained that FC 08 is a one-year contract, not to exceed \$191,598.03, with SirsiDynix to support the Integrated Library System (ILS) for five community colleges.

Ms. Estep reminded the Committee that a new ILS contract was awarded to Ex Libris in November 2025.

Ms. Estep noted that all five colleges are currently transitioning to the new system, and this contract will provide coverage during the transition period until implementation is complete.

Ms. Davis and the Committee discussed the item.

Mr. Ottman motioned for approval; Mr. Moore seconded the motion. The Committee approved Contract for Integrated Library System (Attachment FC 08) via voice vote.

For Consent Agenda

Allocations for Virtual Learning Community Centers (Attachment FC 09)

Ms. Estep stated that FC 09 is a \$650,000 allocation, and the amount has not changed.

Ms. Estep explained that the Virtual Learning Community (VLC) consists of three centers, which are outlined in the agenda item: Wake Technical Community College, which focuses on professional development; Surry Community College, which focuses on quality and assessment; and Fayetteville Technical Community College, which focuses on technology. However, all 58 community colleges are engaged in the VLC effort.

Ms. Estep encouraged members to refer to Dr. Merritt's report for additional details on these VLCs and their outcomes. She noted that the primary focus for the coming year at the Quality Assessment Center at Surry Community College will be centered on Canvas.

Allocation to Support Modernization for ERP Pilot Colleges (Attachment FC 10)

Ms. Estep noted that FC 10 has appeared on the agenda previously, and the Board had approved reimbursement of certain costs for pilot colleges participating in the ERP project. Due to time constraints, this support is being extended through December 31, 2026, with reimbursement not to exceed \$700,000.

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Ms. Paula Benson, Vice Chair

Ms. Estep explained that the reimbursable costs primarily relate to Microsoft licensing and other expenses directly associated with the ERP project. A detailed breakdown outlining the types of eligible costs is included.

Allocation for NC Edge Customized Training – Region Resources (Attachment FC 11)

Ms. Estep stated that FC 11 appears on the agenda annually and is sometimes divided depending on whether the trainers are fully staffed. She noted that, at this time, all trainer positions are fully staffed.

Ms. Estep further stated that FC 11 reflects a total amount of \$1,135,329, which supports five regional trainers and three regional directors for the NC Edge Customized Training Program.

Ms. Estep explained that six colleges will serve as host sites, with a detailed breakdown of participating colleges and staffing included within the item.

Ms. Estep noted that this request is consistent with the prior year.

Allocation for the Intellectual and Developmental Disabilities (IDD) Training Program (Attachment FC 12)

Ms. Estep stated that FC 12 represents an allocation of \$2.9 million to the System Office and 15 colleges participating in the Access to Achievement program.

She explained that these funds are recurring dollars appropriated by the General Assembly to support the program.

Ms. Estep and the Committee discussed the item.

Allocation for Finish Line Grants (Attachment FC 13)

Ms. Estep stated that FC 13 represents an allocation request of \$1.5 million dollars in General Fund appropriations to support emergency grant funds for students.

Ms. Estep explained that eligible students may receive up to \$1,000 per semester, or \$2,000 per year.

Ms. Estep noted that the primary changes this year are a slight adjustment to the base allocation provided to colleges. This adjustment is intended to prevent fund reversions, which

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have occurred in the past when some colleges did not fully utilize their allocations. In those instances, the System Office was required to recall and reallocate the unused funds. Under the revised approach, colleges will initially receive a slightly smaller allocation, with additional funds distributed as needed throughout the year.

Allocation for the NC Motorcycle Safety Education Program (Attachment FC 14)

Ms. Estep stated that FC 14 is \$909,467 request for approval to Lenoir CC for the motorcycle education program. They have been the host college since 1998. This program is self-funded through a four-dollar motorcycle tax.

Ms. Estep explained this year it did operate at a slight deficit, but there is fund balance to cover that deficit.

Ms. Estep and the Committee discussed the item.

Allocation for High-Cost Workforce Start-up and Expansion Funds (Attachment FC 15)

Ms. Estep explained that the fund code represents workforce startup and expansion funds. This request is for a six-month extension, through December 30, 2026, for funds previously awarded. It is not a request for additional funding, but solely for additional time to expend the existing funds.

Ms. Estep stated that several colleges have experienced delays affecting their ability to utilize the funds within the original timeline. As outlined in the agenda item rationale, common challenges have included vendor procurement delays and setbacks associated with facility upgrades. The proposed extension will provide institutions with adequate time to transition fully into the expenditure phase.

Ms. Estep stated that if the funds are not used by the end of the year and do not revert, consideration will be given to reallocating those funds to other colleges that are prepared to utilize them.

Allocation for Short-Term Workforce Development Grant Program (Attachment FC 16)

Ms. Estep stated that this program was first funded in 2021 and represents a \$1 million recurring investment to address noncredit shortfalls. The program provides up to \$750 per course for resident students who enroll in noncredit, short-term workforce training programs.

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Allocation for Bionetwork Host Colleges (Attachment FC 17)

Ms. Estep stated that FC 17 includes several updates from prior years. Pamlico Community College has assumed will serve as the STEM Engagement and Outreach Center, replacing Pitt Community College.

Ms. Estep noted that Gaston Community College has indicated its intent to transition away from serving as a BioNetwork Center. As a result, Gaston will receive a partial allocation, with the remaining funds being retained while a new host site is evaluated for alignment.

Construction and Property – May 2026 (Attachment FC 18)

Ms. Dorman reviewed the item.

Ms. Benson motioned for approval; Ms. Ottman seconded the motion. The Committee approved Allocations for Virtual Learning Community Centers (Attachment FC 09), Allocation to Support Modernization for ERP Pilot Colleges (Attachment FC 10), Allocation for NC Edge Customized Training – Region Resources (Attachment FC 11), Allocation for the Intellectual and Developmental Disabilities (IDD) Training Program (Attachment FC 12), Allocation for Finish Line Grants (Attachment FC 13), Allocation for the NC Motorcycle Safety Education Program (Attachment FC 14), Allocation for High-Cost Workforce Start-up and Expansion Funds (Attachment FC 15), Allocation for Short-Term Workforce Developmental Grant Program (Attachment FC 16), Allocation for Bionetwork Host Colleges (Attachment FC 17), Construction and Property – May 2026 (Attachment FC 18), via voice vote.

For Information

Budget Allocation for 2-1 Summary (Attachment FC 19)

Dr. Price reviewed the item.

Estimated Receipts – April 2026 (Attachment FC 20)

Dr. Price reviewed the item.

System Office Budget Update (Attachment FC 21)

Dr. Price reviewed the item.

Budget Tracking Sheet (Attachment FC 22)

Ms. Estep and Mr. Fagg reviewed the item.

Ms. Estep and the Committee discussed the item.

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Ms. Paula Benson, Vice Chair

New Business

Dr. Price introduced Mr. Joshua Lagunas to the Finance Committee, noting that he recently joined the organization as Associate Vice President for College Finance and Operations. This appointment was approved at the last Board meeting.

Dr. Price shared that Mr. Lagunas has several years of experience from multiple community colleges. He previously served at the System Office as Director of State Aid and most recently was employed at one of the system's universities.

Dr. Price stated that the organization is pleased to have Mr. Lagunas on board, adding that he has been with the team for a little over one month.

ADJOURNMENT

Mr. Ottman motioned for approval; Ms. Benson seconded the motion. The meeting was adjourned at 2:50 p.m. by Ms. Estep.

Respectfully Submitted,

Petrina Lyons,

Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES
Regional Online Adult High School Pilot Project
FY 2026-2027

Request: The State Board of Community Colleges (SBCC) is requested to approve an allocation of \$225,000 for Halifax Community College for the purpose of supporting a Regional Adult High School Diploma (AHS) pilot project. This initiative will be funded with Workforce Innovation & Opportunity Act (WIOA) Title II funds.

Strategic Plan Reference: Goal 2: Increase access and enrollment at North Carolina community colleges to meet the state’s educational attainment goal and expand postsecondary opportunities. Strategy 2.1.1

Background: The Adult High School program, a collaborative effort between local public-school systems and community colleges, began in the 1960s as part of broader adult education initiatives and was formally structured in the early 1990s to provide standardized educational opportunities for adults seeking to complete their high school education. Currently, 48 of the 58 community colleges partner with their local education agencies to offer Adult High School programs.

Rationale: Continue the pilot AHS Online program established in fall 2025. The fully online Adult High School diploma program in North Carolina’s Tier 1 rural counties represents a strategic investment in the state’s educational and economic future. This initiative addresses pressing educational disparities by expanding access for underserved populations, promoting credential attainment, and enhancing economic mobility. Additionally, it leverages the state’s investment in digital infrastructure to foster long-term economic resilience in some of North Carolina’s most economically distressed communities.

Continue implementing a scalable and cost-effective model allows community colleges to extend services across multiple counties without incurring the expenses associated with operating separate programs. This regional approach supports inter-institutional collaboration, maximizes resource efficiency, and enhances the long-term sustainability of the initiative.

Halifax Community College, Martin Community College, and Roanoke-Chowan Community College will form a three-college regional consortium to implement this Adult High School initiative. As of 2026, all counties served by these institutions are designated Tier 1—signifying the highest level of economic distress in the state.

Halifax Community College, which serves four Public School Units (PSUs), will act as the lead institution for this initiative. Each PSU has formally committed to supporting the project, reflecting strong local buy-in. Moreover, Halifax Community College’s leadership team has demonstrated a clear commitment to launching and sustaining a virtual Adult High School program that effectively supports students’ transition into the workforce or postsecondary education.

The pilot built a structure that includes the centralized program hub, managed by a dedicated full-time Adult High School Project Director. This role has guided the program from initial implementation through student enrollment, progression, and completion. Centralized oversight will reduce administrative burden across participating institutions while standardizing program processes. The initiative also benefits from close coordination with NCCCS Federal Programs staff, ensuring a cohesive and high-quality educational experience for all participants. Programs Committee item PROG 05 documents the first-year results from this pilot.

Deliverables:

Halifax Community College will:

- Manage and provide oversight of the Adult High School consortium.
- Organize and oversee the hiring, onboarding, training, and evaluations of program staff.
- Manage the marketing and implementation of the Online Adult High School Program.
- Capture and report information and data required by the pilot program.
- Participate in meetings with the NCCCS Federal Programs Team.
- Compile report(s) tracking number of people served, number of high school diplomas awarded.
- Serve on the Adult High School Advisory Board.
- Develop and complete an Instructional Service MOU with participating colleges.
- Submit a final report summarizing the outcomes of the Online Adult High School Diploma program.
- Serve as the liaison between the colleges and the Public School Units.

Allocation Amount and Time Period: The total allocation of \$225,000 is for the Period of July 1, 2026, through June 30, 2027.

Fund Source and Availability: WIOA Title II Leadership Funds

Contacts:

Dr. Robert Van Dyke
AVP for Federal Programs

Arbony Cooper
State Director for WIOA Title II

Dr. Dalanda Bond
Director of Instruction and Special Programs

STATE BOARD OF COMMUNITY COLLEGES
Ability to Benefit Implementation Initiative Phase One
FY 2026-27

Request: The State Board of Community Colleges (SBCC) is requested to approve the allocation of \$125,000 to five colleges for the Ability to Benefit phase one implementation for FY 2026-27. The initiative will support colleges in establishing Eligible Career Pathway Programs that expand access to federal financial aid for College and Career Readiness (CCR) students who do not yet have a high school diploma or equivalent, accelerating their transition into workforce training, credential attainment, and employment in high-demand occupations.

Background: Ability to Benefit (ATB) is a provision of the Higher Education Act (HEA) that permits eligible adult learners without a high school diploma to access federal student aid through enrollment in an eligible career pathway program. Eligible career pathway programs are aligned with local workforce demand, include career counseling, and require students' dual enrollment in adult education and literacy activities, workforce preparation, and workforce training. Ability to Benefit allows eligible students to access federal financial aid while simultaneously participating in CCR programming and workforce training through federally approved Eligible Career Pathway Programs.

Strategic Plan Reference:

Goal 2: Enrollment

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

Objectives:

- 2.3 Streamline and strengthen the pathways to community colleges and careers.
- 2.4 Increase the recruitment and retention of adult learners.

This initiative aligns with the NCCCS strategic goal to "deliver essential infrastructure, resources, and systems that enable North Carolina community colleges to increase the number of credential earners in high-demand workforce sectors in North Carolina." Additionally, this initiative aligns directly with the College and Career Readiness departmental goal of increasing student transition to postsecondary education and attainment of credentials of value.

Rationale: North Carolina community colleges are the primary entry point to higher education for adults without a secondary credential. During the 2024–2025 program year, CCR programs served approximately 63,000 students statewide in Adult Basic Education, Adult High School, High School Equivalency, and English Language Acquisition programs. While many of these students aspire to earn industry-recognized credentials and enter high-demand careers,

financial barriers often limit their ability to enroll in workforce training before completing a secondary credential.

Ability to Benefit creates a pathway for CCR students to begin workforce training and credential attainment sooner by providing access to federal financial aid while they continue working toward a high school diploma or equivalent. This approach supports student persistence, shortens the time required to earn a credential of value, and strengthens transitions from adult education into postsecondary education and employment.

The five participating colleges will serve as phase one implementation sites for Ability to Benefit, developing federally approved Eligible Career Pathway Programs and establishing processes to support student enrollment and success. Lessons learned through this initiative will inform statewide guidance and provide a framework for future phases of ATB opportunities across the North Carolina Community College System.

All five selected colleges participated in a series of 2025–26 ATB Handbook revision meetings, as well as individual discovery calls to assess readiness for developing, documenting, and submitting career pathway programs to the U.S. Department of Education. These colleges demonstrate a sustained commitment to cross-departmental collaboration and dual enrollment opportunities for adult students through Integrated Education and Training (IET) programs, along with a proven track record of effective initiative management and innovative service delivery for underserved populations.

Deliverables:

Initiative staff will:

- Confirm and submit the identified career pathway(s) to the US Department of Education in the E-app system by June 30, 2026.
- Collaborate with cohort members through monthly virtual meetings to support effective implementation of Ability to Benefit initiatives.
- Identify and assign a dedicated point of contact to oversee Ability to Benefit program implementation and student support services.
- Prepare for Ability to Benefit student enrollment beginning in the Summer I 2027 semester.
- Disseminate best practices and implementation guidance to support adoption of Ability to Benefit programs by additional community colleges statewide.

Provider	Allocation
Asheville-Buncombe Technical Community College	\$25,000
Blue Ridge Community College	\$25,000
Isothermal Community College	\$25,000
Western Piedmont Community College	\$25,000
Wilkes Community College	\$25,000
Total	\$125,000

Allowable Expenditures:

Funds shall be expended in accordance with applicable federal and state laws, regulations, grant requirements, and State Board policies. Allowable expenditures include personnel, fringe benefits, contractual services, travel, equipment, supplies, instructional materials, technology, student support services, professional development, and other costs necessary to implement approved program activities and achieve intended outcomes. All expenditures must be reasonable, necessary, allocable, and properly documented.

Funding Source and Availability: Funding is available from the United States Department of Education Workforce Innovation and Opportunity Act, Title II, Adult Education and Family Literacy Act (AEFLA).

Allocation Period: July 1, 2026-June 30, 2027

Contact(s):

Dr. Robert Van Dyke
AVP for Federal Programs

Arbony Cooper
State Director for WIOA Title II

Rebecca Loli
Associate State Director for WIOA Title II

STATE BOARD OF COMMUNITY COLLEGES
BioNetwork Learning Solutions Center Transition
FY 2026–27

Request: The State Board of Community Colleges is requested to approve the transition of BioNetwork Instructional Design and Development services from Gaston College to the NC Community College System Office and authorize the administration of up to \$432,405 in previously retained BioNetwork funds necessary to support ongoing program operations during FY 2026–27.

Strategic Plan Reference: Goal 4: Economic & Workforce Development

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

Strategies: 4.1.1 and 4.1.4

Background: In May 2026, the State Board of Community Colleges approved [FY 2026–27 BioNetwork host college allocations](#), including a partial allocation to Gaston College for the BioNetwork Learning Solutions Center services. At that time, the Board was informed that Gaston College had communicated its intent to discontinue serving as a BioNetwork host site and that a portion of the associated funding would be retained at the System Office while future program alignment and delivery options were evaluated.

Since that approval, NCCCS leadership has completed additional review of BioNetwork operations and service delivery. As part of that review, NCCCS consulted with the Office of State Budget and Management (OSBM) regarding the administration of BioNetwork funding and program operations. Following review of the original BioNetwork appropriation, historical State Board allocation actions, and supporting documentation, OSBM confirmed that BioNetwork functions may be administered by the System Office, subject to State Board approval.

Based on that review and Gaston College's decision to discontinue serving as a BioNetwork host site, NCCCS leadership recommends transitioning BioNetwork Instructional Design and Development services to the System Office to ensure continuity of statewide operations and alignment with Economic Development Division priorities. Personnel Committee item PER 01 requests approval to create the positions associated with this funding shift.

Rationale: The BioNetwork Learning Solutions Center services support all 58 community colleges through the development of instructional videos, virtual learning modules, interactive educational content, 3-D simulations, digital workforce training resources, web-based learning tools, and other technology-enabled resources utilized by colleges, educators, students, and industry partners throughout North Carolina.

These services support BioNetwork training, Customized Training, workforce development initiatives, and industry engagement activities across the state. As a statewide function serving all colleges and

multiple Economic Development Division programs, administration through the System Office will strengthen coordination, improve operational alignment, and ensure continuity of services following Gaston College's decision to discontinue serving as a BioNetwork host site.

Administration of these services through the System Office will provide greater alignment between BioNetwork operations, workforce development initiatives, instructional design resources, and statewide industry engagement efforts while maintaining support for all 58 community colleges.

Method of Allocation: As part of the FY 2026–27 BioNetwork Host College Allocation approved by the State Board in May 2026, \$432,405 was retained at the System Office to support future BioNetwork operational needs following Gaston College's decision to discontinue serving as a BioNetwork host site. This amount includes funding currently supporting an existing System Office position.

Upon approval by the State Board, these funds will continue to be administered by the System Office and utilized to support the BioNetwork Learning Solutions Center operations, including personnel, equipment, technology resources, software, digital learning platforms, and other operational expenses necessary to maintain statewide service delivery.

No additional state appropriations are requested. Funding will be administered within existing BioNetwork appropriations and utilized solely for purposes consistent with BioNetwork's mission and statewide workforce development objectives.

Fund Source and Allocation Period: Funding is available from FY 2026–27 General Fund appropriation for BioNetwork. The allocation period is July 1, 2026, through June 30, 2027.

Contact Person(s):

John Loyack

Vice President, Economic Development

**STATE BOARD OF COMMUNITY COLLEGES
NC College Connect Direct Access Letter
State Board Reserve Request
FY 2026-27**

Request: The State Board of Community Colleges (SBCC) is requested to approve \$70,000 in State Board Reserve funds to finance the printing and mailing of the NC College Connect Direct Access Letter. This letter, a new extension of the NC College Connect program, will be sent to every North Carolina public high school senior, inviting them to apply to their local community college.

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

Background: NC College Connect is a program that directly admits North Carolina public high school seniors to participating UNC System universities, North Carolina Independent Colleges and Universities, and their local North Carolina community college. Previously, program eligibility was limited to students who earned a weighted GPA of 2.8 or higher and completed a fourth-level math course. Beginning with the 2026–27 academic year and in future program iterations, all public high school students will be included in NC College Connect and will receive a letter providing direct admission to their local community college, consistent with the NCCCS open admissions policy.

Rationale: This is a proactive, statewide marketing outreach initiative that promotes community college enrollment. The proposed letter raises NCCCS visibility and affirms to all North Carolina public high school students and their families that they are college-eligible by extending a clear invitation to enroll at their local community college after high school graduation.

Method of Allocation: Funds will be used by the System Office to pay the letter printing vendor.

Funding Source and Availability: FY 2026-27 funding is available from the State Board Reserve from July 1, 2026, through June 30, 2027. 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 of \$250,000 annually. This request would allocate \$70,000.

Allocation Period: July 1, 2026-June 30, 2027

Contacts:

**SBCC
07/17/2026**

Dr. Monty Hickman
Executive Director, Strategic Enrollment Management

Dr. Torry Reynolds
AVP, Student Services

**State Board of Community Colleges
Surveying Licensure Pipeline Alignment Project
State Board Reserve Request
FY 2026-27**

Request:

The State Board of Community Colleges is requested to approve up to \$10,000 in State Board Reserve Funds to support the Surveying Licensure Pipeline Alignment 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:

This funding will support a statewide program alignment project for the Geospatial Technology (A40220), Geomatics Technology (A40420), and Civil Engineering Technology (A40140) programs. The project will include a comprehensive review of existing curriculum standards and courses to inform updates that align with current industry needs and associated professional credentials. The project will also support curriculum revisions and the evaluation of mathematics course options to increase the number of community college surveying graduates who successfully attain professional licensure in North Carolina

North Carolina faces a growing shortage of licensed land surveyors, a profession critical to infrastructure development, property transactions, construction, and economic growth across the state. With the average practicing surveyor now over 55 nationally and new entrants failing to keep pace with retirements, North Carolina's continued population and infrastructure growth puts additional pressure on an already strained profession. Community colleges are an optimal entry point into the surveying profession, yet data and field feedback indicate that community college surveying graduates pass the Fundamentals of Surveying (FS) licensure exam at lower rates than candidates who complete four-year surveying degrees. Advanced mathematics preparation has been identified as a significant barrier to exam success, and outcomes data consistently show that candidates with more extensive math coursework preparation and higher levels of educational attainment are more likely to pass the licensure exam.

The National Council of Examiners for Engineering and Surveying (NCEES) Surveying Education Standard, effective October 1, 2025, establishes updated expectations for mathematics, science, and surveying content that support readiness for professional licensure. A review of current community college surveying curricula against this standard suggests that targeted

enhancements in mathematics preparation, combined with closer alignment to current NCEES expectations, could meaningfully improve student readiness for licensure examinations.

The \$10,000 allocation from the State Board Reserve will support three primary activities:

- **Accelerated Mathematics Course Development:** Evaluating and identifying mathematics course options and instructional strategies that better prepare community college surveying students for the mathematics demands of the FS and Professional Surveyor (PS) licensure exams. Recommendations may include enhancements to existing coursework, supplemental resources, or accelerated pathways that provide an accessible bridge for students who otherwise may not pursue advanced mathematics preparation.
- **Program Alignment Review:** Conducting a statewide review of community college surveying program curricula against the NCEES Surveying Education Standard. This review will solicit input from industry employers, licensed practicing surveyors, current students, and surveying instructors to identify curriculum gaps, strengthen program rigor, and ensure alignment with current licensure requirements.
- **Baseline Data and Faculty Readiness:** Establishing a baseline of current FS and PS exam pass rates among community college surveying graduates, in coordination with the NC Board of Examiners for Engineers and Surveyors and NCEES, to measure progress against this project. This activity will also include a faculty review of current course content and identification of professional development needs to support future curriculum revision implementation efforts. Together, these activities are intended to increase both the volume and the licensure success rate of community college surveying graduates, strengthening the statewide pipeline of licensed surveyors at a time when the profession faces significant workforce shortages.

System Office staff will identify a coordinating community college surveying program to lead the alignment review and convene subject matter experts from across the state's surveying programs. This request is scoped as a Phase 1 effort, with project activities anticipated to be completed by June 30, 2027. Recommendations resulting from the alignment review and baseline data analysis will be presented to the State Board of Community Colleges in Fall 2027 and may inform a subsequent request to support broader implementation, including instructor professional development and a multi-college pilot.

Evaluation and Impact:

This project will result in revised and enhanced surveying curricula that are more closely aligned with the NCEES Surveying Education Standard and recommendations for strengthened mathematics preparation designed to improve student readiness for licensure examinations.

- Revised surveying program curricula aligned with the NCEES Surveying Education

Standard

- Recommendations for mathematics preparation that support licensure exam readiness
- A statewide curriculum gap analysis informed by industry, faculty, and student feedback
- An established baseline of FS and PS exam pass rates and a faculty readiness assessment to inform future program investment
- Increased FS and PS licensure exam pass rates among community college surveying graduates
- A strengthened statewide pipeline of licensed surveyors supporting infrastructure, construction, and economic development needs

Fund Source and Availability: FY 2026-27 funding is available from the State Board Reserve from July 1, 2026, through June 30, 2027. 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 \$10,000.

Contact

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

Dr. Lisa Eads
Associate VP of Academic Programs

Dr. Andrew Gardner
Associate VP, Workforce Strategies

**State Board Reserve Fund Request
New Financial Aid Directors Training Program
FY 2025-26**

Purpose of Request

The State Board of Community Colleges is requested to approve up to \$21,375 in State Board Reserve Funds to support the development and delivery of the inaugural New Financial Aid Directors Training Program. The training will provide foundational leadership, compliance, operational, and strategic enrollment management training for Financial Aid Directors who have served in their roles for two years or less across North Carolina's 58 community colleges. The training will be held during the fall semester of 2026 and will serve approximately 25–35 new financial aid leaders statewide.

Strategic Plan Reference

Goal 1: Recruit and retain top talent to enable the North Carolina Community College System to educate and prepare the state's workforce.

Strategy: 1.3.1

Goal 3: Provide resources inside and outside the classroom for all students to successfully enroll, persist, and complete education or training in a chosen career path.

Strategy: 3.1.2

Background/Rationale

Financial Aid Directors play a critical role in ensuring student access, affordability, persistence, and completion. While many directors possess extensive technical knowledge of financial aid regulations and processing, they often enter leadership positions with limited formal training in management, strategic planning, communication, compliance oversight, and institutional collaboration.

The North Carolina Community College System has experienced significant turnover in financial aid leadership in recent years. New directors are frequently responsible for overseeing federal and state aid programs, supervising staff, managing audits, implementing technology solutions, coordinating with multiple campus departments, and ensuring compliance with increasingly complex regulatory requirements.

The New Financial Aid Directors Training Program will provide a structured onboarding and professional development opportunity focused on:

- Leadership and supervision
- Federal and state financial aid compliance
- Financial aid office operations and workflow management
- Student-centered communication strategies
- Year-end closeout processes
- Strategic enrollment management and student success initiatives

This training aligns with ongoing statewide efforts to improve financial aid service delivery, strengthen institutional compliance, support early financial aid awarding initiatives, and enhance student access and success outcomes across the North Carolina Community College System.

Use of Funds

- Subject Matter Experts and Facilitators: \$3,500 (5 presenters at \$700/presenter)
- Meeting space, audiovisual support, printing, supplies, and participant resources: \$3,500
- Refreshments and working lunches for attendees: \$2,625 (35 participants at \$75/each)
- Lodging for one night: \$10,000 (35 participants and 5 presenters for one night each at \$250/night)
- Professional Development Training Materials: \$1,750 (35 participants at \$50/each)

Evaluation and Impact

Segments of the training program will be recorded and hosted on an accessible online platform. The training program will be evaluated through participant surveys, knowledge assessments, and post-training follow-up activities. Measures of success will include:

- Increased confidence in managing financial aid operations
- Improved understanding of federal and state compliance requirements
- Enhanced ability to lead and supervise financial aid staff
- Increased readiness for audits and program reviews

Long-term outcomes include strengthened administrative capability, improved compliance performance, enhanced student service delivery, and greater continuity in financial aid leadership across the North Carolina Community College System.

Fund Source and Availability: FY 2026-27 funding is available from the State Board Reserve. G.S. 115D-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 of \$250,000 annually.

Contacts:

Ms. Brenda Burgess
State Director, Student Aid Programs

Dr. Monty Hickman
Executive Director, Strategic Enrollment Management

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Child Care Grant
July 1, 2026 - June 30, 2027

Request: The State Board of Community Colleges (SBCC) is requested to approve the allocation of \$3,038,215 to support the Child Care Grant program.

Strategic Plan Reference: Goal 3: Student Success Objectives and Strategies
Promote a safe, healthy, and resilient learning environment.
Strategy: 3.3.2

Background: The North Carolina General Assembly appropriates funding for need-based aid for community college students through the North Carolina Community College Child Care Grant. These funds are added to the Community College budget for childcare services to help meet the needs of students enrolled at a community college.

Rationale: The North Carolina Community College System administers the NC Child Care Grant Program to assist student-parents with the financial responsibilities for childcare expenses so they may stay enrolled and accomplish their educational goals.

Each community college participating in the Child Care Grant program will receive an award based on its program expenditures from the previous year. Institutions that did not expend any Child Care Grant funds during the prior year will receive a base allocation of \$5,000. The System Office will retain a balance of \$447,703 to reallocate to colleges upon request once the college has expended its allocated funding. If a college does not participate in the program or projects unexpended funds, their available funds will be redistributed to participating colleges. The System President will have the authority to reallocate funds as needed during the program year to ensure full utilization of funds.

Recommended college allocations are included in Table 1.

Table 1: Recommended Child Care Grant College Allocations

College	Allocation	College	Allocation
Alamance CC	\$41,410	Martin CC	\$15,503
Asheville-Buncombe Tech CC	\$31,499	Mayland CC	\$12,823
Beaufort CC	\$31,401	McDowell Tech CC	\$24,576
Bladen CC	\$21,810	Mitchell CC	\$50,495
Blue Ridge CC	\$24,530	Montgomery CC	\$28,610
Brunswick CC	\$36,696	Nash CC	\$40,893
Caldwell CC & TI	\$51,068	Pamlico CC	\$9,800
Cape Fear CC	\$99,515	Piedmont CC	\$26,742
Carteret CC	\$19,652	Pitt CC	\$82,016
Catawba Valley CC	\$44,048	Randolph CC	\$45,926
Central Carolina CC	\$83,004	Richmond CC	\$36,738
Central Piedmont CC	\$211,526	Roanoke Chowan CC	\$9,667
Cleveland CC	\$13,132	Robeson CC	\$36,068
Coastal Carolina CC	\$40,196	Rockingham CC	\$26,200
College of the Albemarle	\$39,786	Rowan Cabarrus CC	\$65,269
Craven CC	\$51,119	Sampson CC	\$32,684
Davidson-Davie CC	\$62,490	Sandhills CC	\$49,320
Durham Tech CC	\$44,314	South Piedmont CC	\$43,638
Edgecombe CC	\$30,611	Southeastern CC	\$32,025
Fayetteville Tech CC	\$105,273	Southwestern CC	\$16,136
Forsyth Tech CC	\$78,924	Stanly CC	\$34,750
Gaston College	\$54,423	Surry CC	\$16,560
Guilford Tech CC	\$46,482	Tri-County CC	\$29,981
Halifax CC	\$28,438	Vance-Granville CC	\$42,323
Haywood CC	\$23,047	Wake Tech CC	\$164,001
Isothermal CC	\$22,109	Wayne CC	\$40,363
James Sprunt CC	\$29,745	Western Piedmont CC	\$41,816
Johnston CC	\$49,479	Wilkes CC	\$49,493
Lenoir CC	\$44,472	Wilson CC	\$25,898
Total Allocation to Colleges			\$2,590,512
Reserved for Future Allocation			\$447,703
Total Allocation			\$3,038,215

Fund Source and Availability: Funding is appropriated from the General Fund. The award period is July 1, 2026, through June 30, 2027.

Contact:

Brenda Burgess
State Director of Student Aid Programs

Monty Hickman
Executive Director for Strategic Enrollment Management

STATE BOARD OF COMMUNITY COLLEGES
The Golden LEAF Community College Scholarship Program
FY 2026-27

Request: The State Board of Community Colleges is requested to approve \$2,980,000 in allocations to colleges for the Golden LEAF Community College Scholarship Program.

Strategic Plan Reference(s): Enrollment

Goal 2: Increase access and enrollment at North Carolina community colleges to meet the state's educational attainment goal and expand postsecondary opportunities.

Objective:2.1: Increase marketing and outreach to prospective students and their influencers.

Strategy:2.1.2: Invest in each North Carolina community college to develop and actively use a Strategic Management Plan that addresses student recruitment, retention and completion.

Background: Since 2001, the NCCCS has received grants from the Golden LEAF Foundation to be used for student scholarships. Thousands of community college students have received scholarship funds from this program. At the request of the Golden LEAF Foundation, the program was redesigned in 2011 to better reflect their goal of assisting students and their families at community colleges. Eligible students must reside in a qualifying county as determined by the Golden LEAF Foundation. The scholarships assist with the costs including tuition and fees, books and supplies, credentialing tests, transportation, and childcare costs.

In FY 2023-24, the method of allocation was changed to a reimbursement basis through the NCCCS State Level accounting. The System office student services staff provides guidance to colleges on the processing method and allocation amounts.

Rationale: All 58 community colleges participate in the program annually. Of these, 32 colleges receive the base funding allocation while 26 colleges receive the base funding amount plus an additional 20% in priority funding. Priority funding is distributed to colleges with campuses that serve students residing in counties designated by the Golden LEAF Foundation as tobacco-dependent, economically distressed and rural. Program guidelines require colleges to allocate at least 25% of their total scholarship funding to continuing education students enrolled in workforce credential programs. The Golden LEAF Community College scholarship supports both curriculum and continuing education students who meet program eligibility requirements and reside in a qualifying county designated by the Golden LEAF Foundation.

Eligible students enrolled in curriculum programs may receive scholarship awards of up to \$2,250 annually while workforce continuing education students may receive scholarship awards of up to \$1,850 annually. Scholarship funds may be used to support a range of educational expenses including tuition and fees, books and supplies, credentialing tests, transportation and childcare costs.

**2026-2027 Golden LEAF Community College Scholarship Program
Available Award Budget**

College Names	Priority County	80% Base Funding	20% Priority Funding	Total per College		75% to Curriculum	25% minimum to WCE
Alamance CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Asheville-Buncombe CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Beaufort County CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Bladen CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Blue Ridge CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Brunswick CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Caldwell CC & TI	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Cape Fear CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Carteret CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Catawba Valley CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Central Carolina CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Central Piedmont CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Cleveland CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Coastal Carolina CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
College of The Albemarle	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Craven CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Davidson-Davie CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Durham Tech CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Edgecombe CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Fayetteville Tech. CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Forsyth Tech. CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Gaston CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Guilford Tech. CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Halifax CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Haywood CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Isothermal CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
James Sprunt CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Johnston CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Lenoir CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Martin CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Mayland CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
McDowell Tech. CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276

Attachment FC 08

Mitchell CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Montgomery CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Nash CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Pamlico CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Piedmont CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Pitt CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Randolph CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Richmond CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Roanoke-Chowan CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Robeson CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Rockingham CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Rowan-Cabarrus CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Sampson CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Sandhills CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
South Piedmont CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Southeastern CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Southwestern CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Stanly CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Surry CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Tri-County CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Vance-Granville CC	P	\$ 41,104	\$ 22,923	\$ 64,027		\$ 48,020	\$ 16,007
Wake Tech CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Wayne CC	P	\$ 41,104	\$ 22,924	\$ 64,028		\$ 48,021	\$ 16,007
Western Piedmont CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Wilkes CC		\$ 41,103		\$ 41,103		\$ 30,827	\$ 10,276
Wilson CC	P	\$ 41,104	\$ 22,924	\$ 64,028		\$ 48,021	\$ 16,007
58 participating colleges		\$ 2,384,000	\$ 596,000	\$ 2,980,000		\$2,234,986	\$745,014

Fund Source and Availability: Funding is contingent upon a contract award from the Golden LEAF Foundation. The contract cycle runs from July 1, 2026, through June 30, 2027.

Contacts:

Ms. Brenda Burgess, State Director of Student Aid

Dr. Monty Hickman, Executive Director of Strategic Enrollment Management

STATE BOARD OF COMMUNITY COLLEGES
Allocation of Title II, Adult Education and Family Literacy Act (AEFLA)
Section 225, Corrections Education and Other Institutionalized Individuals
FY 2026-2027

Request: The State Board of Community Colleges is requested to approve the federal Workforce and Innovation Opportunity Act (WIOA), Title II Corrections and Other Institutionalized Individuals (C&I) Section 225 funding allocation for 42 Corrections Education and Other Institutionalized Individuals programs in the amount of \$902,711.

Strategic Plan Reference: Goal 4: Economic and Workforce Development
Provide education, training, and credentials to develop the most competitive and agile workforce in the nation.
Strategy: 4.1

Background: C&I programs require that funds be used to carry out AEFLA activities for criminal offenders in a correctional facility with priority given to serving individuals who are likely to leave the institution within 5 years of participation in the program.

Method of Allocation: Title II WIOA Section 225 funds are distributed by the NC Community College System according to a formula adopted by the SBCC in July 2019. The formula has three components:

1. Base: 30% of available funding is allocated equally among providers.
2. Participation: 30% of available funding is allocated based on the provider's share of participants. That share is multiplied by a dedicated allotment to determine provider allocation. Participant is defined as an individual in a Title II program who has received at least 12 hours of service in a Period of Participation (POP). The participation component is available only to providers who have submitted 2024-2025 data.
3. Performance: 40% of available funding is allocated based on the provider's share of Measurable Skills Gains (MSGs). That share is multiplied by a dedicated allotment to determine provider allocation. The performance component is available only to providers who have submitted 2024-2025 data.

Funding for providers is as follows:

Title II, AEFLA, Section 225 Grant Award Period: July 1, 2026 – June 30, 2027		
Providers	2026-2027 Allocation	5% Administrative Cost
Alamance CC	\$10,823	\$541
Asheville-Buncombe TCC	\$33,626	\$1,681
Beaufort CC	\$24,288	\$1,214
Blue Ridge CC	\$11,629	\$581
Brunswick CC	\$12,598	\$630
Caldwell CC and TI	\$18,158	\$908
Cape Fear CC	\$22,998	\$1,150
Carteret CC	\$21,131	\$1,057
Catawba Valley CC	\$28,313	\$1,416
Central Carolina CC	\$29,014	\$1,451
Cleveland CC	\$6,840	\$342
College of The Albemarle	\$8,779	\$439
Davidson-Davie CC	\$33,058	\$1,653
Forsyth CC	\$6,634	\$332
Gaston College	\$28,694	\$1,435
Guilford TCC	\$11,988	\$599
Isothermal CC	\$8,109	\$405
Johnston CC	\$10,626	\$531
Lenoir CC	\$35,306	\$1,765
Martin CC	\$15,250	\$763
Mayland CC	\$30,860	\$1,543
McDowell TCC	\$11,141	\$557
Montgomery CC	\$22,968	\$1,148
Nash CC	\$20,151	\$1,008
Pamlico CC	\$20,946	\$1,047
Piedmont CC	\$22,740	\$1,137
Pitt CC	\$8,202	\$410
Randolph CC	\$15,321	\$766
Richmond CC	\$54,065	\$2,703
Robeson CC	\$32,584	\$1,629
Rowan-Cabarrus CC	\$11,194	\$560

Sandhills CC	\$11,638	\$582
South Piedmont CC	\$34,112	\$1,706
Southeastern CC	\$54,280	\$2,714
Southwestern CC	\$8,842	\$442
Stanly CC	\$29,559	\$1,478
Surry CC	\$12,897	\$645
Tri-County CC	\$7,025	\$351
Vance-Granville CC	\$21,295	\$1,065
Wake Tech CC	\$34,947	\$1,747
Western Piedmont CC	\$37,105	\$1,855
Wilkes CC	\$22,977	\$1,149
Total	\$902,711	\$45,135

Allocation Amount & Time Period: The total allocation for Section 225 is \$902,711 for the period of July 1, 2026, through June 30, 2027.

Fund Source and Availability: Funding is available from the United States Department of Education Workforce Innovation and Opportunity Act, Title II, Adult Education and Family Literacy Act, Section 225.

Contact(s)

Dr. Robert Van Dyke
AVP for Federal Programs

Arbony C. Cooper
State Director for WIOA Title II

Michael Tildsley
Director of Corrections Education

STATE BOARD OF COMMUNITY COLLEGES
Allocation of Title II Adult Education and
Family Literacy Act (AEFLA) Section 231
FY 2026-2027

Request: The State Board of Community Colleges (SBCC) is requested to approve \$14,145,482 in funding for 65 eligible providers for the purpose of adult education and literacy activities in accordance with the federal Workforce Innovation and Opportunity Act (WIOA), Title II Adult Education and Family Literacy Act (AEFLA), Section 231.

Strategic Plan Reference: Goal 4: Economic and Workforce Development Provide education, training, and credentials to develop the most competitive and agile workforce in the nation. Strategy: 4.1

Background: In January 2025, the North Carolina Office of Adult Education opened a grant competition to eligible providers as required by WIOA Title I, §463.20. An RFP was issued to receive applications for a four-year grant award cycle for the 2025-26 through 2028-29 fiscal years. Continuation grant applications for the second year of funding were submitted by March 16, 2026. Continuation grant applications were reviewed on several criteria required by federal law and all 65 applicants met the criteria. Section 231 funding is available for an eligible provider soliciting funding for Adult Education programs sponsored by the North Carolina Community Colleges System (NCCCS) to enable the provider to develop, implement and improve adult education and literacy activities within the State.

Method of Allocation: Title II WIOA funds for AEFLA are distributed by the NCCCS according to a formula adopted by the SBCC on February 16, 2018, and amended on June 8, 2018. These funds are intended to supplement an organization's adult education activities. The formula has 3 components:

1. **Base:** 15% of available funding is allocated equally across providers. The base component is available to all providers.

2. **Access:** 50% of available funding is allocated for access. Access is determined by contact hours of participants within 3 weighted tiers:

Tier A – Weight 5: Beginning Adult Basic Education Literacy, Beginning Adult Basic Education, Beginning English as a Second Language (ESL) Literacy, Beginning ESL

Tier B - Weight 4: Low Intermediate ESL, High Intermediate ESL, Low Advanced ESL, High Advanced ESL, Low Intermediate Adult Basic Education, High Intermediate Adult Basic Education

Tier C – Weight 3: Adult Secondary Education Low, Adult Secondary Education High

The access component is available only to providers who have submitted 2024-2025 data.

3. Performance: 35% of available funding is allocated for performance. Performance allocations are determined by the number and percentage of basic skills participant periods of participation with Measurable Skill Gains (MSGs). (Under federal regulations, a period of participation begins when a participant enters the program and does not end until a participant exits the program. If a student has 12 or more contact hours during this time, the student is classified as a participant within a period of participation. Measurable skills gains are required by WIOA and are used to demonstrate participants' progress toward achieving a credential or employment. The performance component is available only to providers who have submitted 2024-2025 data.

Title II, AEFLA, Section 231 Grant Award Period: July 1, 2026 – June 30, 2027			
Providers	2026-27 Allocation (Including Administrative)	5% Administrative	WIOA Infrastructure (1.5% of Admin)
Alamance CC	\$405,995	\$20,300	\$305
Asheville-Buncombe TCC	\$319,598	\$15,980	\$240
Beaufort County CC	\$127,813	\$6,391	\$96
Bladen CC	\$100,485	\$5,024	\$75
Blue Ridge CC	\$156,686	\$7,834	\$118
Brunswick CC	\$239,019	\$11,951	\$179
Burke County Literacy	\$37,408	\$1,870	\$28
Caldwell CC and TI	\$160,346	\$8,017	\$120
Cape Fear CC	\$302,350	\$15,118	\$227
Carteret CC	\$115,978	\$5,799	\$87
Catawba Valley CC	\$212,134	\$10,607	\$159
Central Carolina CC	\$364,863	\$18,243	\$274
Central Piedmont CC	\$1,244,033	\$62,202	\$933
Cleveland CC	\$81,577	\$4,079	\$61
Coastal Carolina CC	\$187,763	\$9,388	\$141
College of The Albemarle	\$105,865	\$5,293	\$79
Craven CC	\$180,691	\$9,035	\$136
Craven Literacy Council	\$36,510	\$1,826	\$27
Davidson-Davie CC	\$275,515	\$13,776	\$207
Durham Literacy Center	\$43,157	\$2,158	\$32
Durham TCC	\$272,542	\$13,627	\$204
Edgecombe CC	\$140,005	\$7,000	\$105
Fayetteville TCC	\$583,788	\$29,189	\$438
Forsyth TCC	\$342,095	\$17,105	\$257
Gaston College	\$276,264	\$13,813	\$207
Guilford TCC	\$715,411	\$35,771	\$537

Halifax CC	\$71,478	\$3,574	\$54
Haywood CC	\$43,454	\$2,173	\$33
Isothermal CC	\$68,764	\$3,438	\$52
James Sprunt CC	\$90,430	\$4,522	\$68
Johnston CC	\$160,946	\$8,047	\$121
Lenoir CC	\$193,100	\$9,655	\$145
Literacy Together	\$54,075	\$2,704	\$41
Martin CC	\$63,414	\$3,171	\$48
Mayland CC	\$106,462	\$5,323	\$80
McDowell TCC	\$141,807	\$7,090	\$106
Mitchell CC	\$183,014	\$9,151	\$137
Montgomery CC	\$66,340	\$3,317	\$50
Moore County Literacy	\$34,122	\$1,706	\$26
Nash CC	\$110,207	\$5,510	\$83
Pamlico CC	\$73,215	\$3,661	\$55
Piedmont CC	\$76,931	\$3,847	\$58
Pitt CC	\$287,350	\$14,368	\$216
Randolph CC	\$242,645	\$12,132	\$182
Reading Connections, Inc.	\$103,601	\$5,180	\$78
Richmond CC	\$220,446	\$11,022	\$165
Roanoke Chowan CC	\$131,068	\$6,553	\$98
Robeson CC	\$255,650	\$12,783	\$192
Rockingham CC	\$97,691	\$4,885	\$73
Rowan-Cabarrus CC	\$459,009	\$22,950	\$344
Sampson CC	\$270,412	\$13,521	\$203
Sandhills CC	\$184,681	\$9,234	\$139
South Piedmont CC	\$418,290	\$20,915	\$314
Southeastern CC	\$191,757	\$9,588	\$144
Southwestern CC	\$141,657	\$7,083	\$106
Stanly CC	\$159,415	\$7,971	\$120
Surry CC	\$138,756	\$6,938	\$104
Tri-County CC	\$93,276	\$4,664	\$70
Vance-Granville CC	\$122,189	\$6,109	\$92
Wake TCC	\$1,325,346	\$66,267	\$994
Wayne CC	\$293,163	\$14,658	\$220
Western Piedmont CC	\$139,272	\$6,964	\$104
Wilkes CC	\$149,973	\$7,499	\$112
Wilson CC	\$97,910	\$4,896	\$73
YMCA Literacy Initiative	\$56,275	\$2,814	\$42
Total	\$14,145,482	\$707,279	\$10,614

Allocation Amount & Time Period: The total allocation for Section 231 is \$14,145,482 for the period of July 1, 2026, through June 30, 2027.

Fund Source and Availability: Funding is available from the United States Department of Education Workforce Innovation and Opportunity Act, Title II, Adult Education and Family Literacy Act, Section 231.

Contacts:

Dr. Robert Van Dyke
AVP for Federal Programs

Arbony Cooper
State Director for WIOA Title II

STATE BOARD OF COMMUNITY COLLEGES
Allocation of Title II, Adult Education and Family Literacy Act (AEFLA)
Section 243, Integrated English Literacy and Civics Education (IELCE)
FY 2026-2027

Request: The State Board of Community Colleges is requested to approve the federal Workforce and Innovation Opportunity Act (WIOA), Title II Section 243 funding allocation for 29 Integrated English Literacy and Civics Education (IELCE) programs in the amount of \$1,458,000.

Strategic Plan Reference: Goal 4: Economic and Workforce Development
Provide education, training, and credentials to develop the most competitive and agile workforce in the nation.
Strategy: 4.1

Background: IELCE programs must be provided in combination with Integrated Education and Training (IET) activities and be designed to: (1) prepare adult English language learners for, and place in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

Method of Allocation: Title II WIOA Section 243 funds are distributed by the North Carolina Community College System according to a formula adopted by the SBCC in July 2019. The formula has three components:

1. **Base:** 70% of available funding is allocated equally among providers.
2. **Participation:** 10% of available funding is allocated based on the provider's share of participants. That share is multiplied by a dedicated allotment to determine provider allocation. Participant is defined as an individual in a Title II program who has received at least 12 hours of service in a Period of Participation (POP). The participation component is available only to providers who have submitted 2024-25 data.
3. **Performance:** 20% of available funding is allocated based on the provider's share of Measurable Skill Gains (MSGs). That share is multiplied by a dedicated allotment to determine provider allocation. The performance component is available only to providers who have submitted 2024-25 data.

Funding for providers is as follows:

Title II, AEFLA, Section 243 Grant Award Period: July 1, 2026–June 30, 2027		
Providers	2026-27 Allocation	5% Admin Cost
Alamance Community College	\$54,399	\$2,720
Asheville-Buncombe Technical Community College	\$59,839	\$2,992
Beaufort County Community College	\$36,090	\$1,805
Blue Ridge Community College	\$43,699	\$2,185
Caldwell Community College and Technical Institute	\$38,206	\$1,910
Catawba Valley Community College	\$43,075	\$2,154
Central Piedmont Community College	\$149,737	\$7,487
Davidson-Davie Community College	\$40,935	\$2,047
Fayetteville Technical Community College	\$47,555	\$2,378
Forsyth Technical Community College	\$57,664	\$2,883
Guilford Technical Community College	\$92,831	\$4,642
Isothermal Community College	\$37,048	\$1,852
McDowell Technical Community College	\$39,791	\$1,990
Montgomery Community College	\$36,049	\$1,802
Pamlico Community College	\$35,193	\$1,760
Pitt Community College	\$42,538	\$2,127
Randolph Community College	\$48,885	\$2,444
Reading Connections, Inc.	\$42,580	\$2,129
Richmond Community College	\$38,282	\$1,914
Robeson Community College	\$41,319	\$2,066
Rockingham Community College	\$36,237	\$1,812
Sandhills Community College	\$41,521	\$2,076
South Piedmont Community College	\$67,543	\$3,377
Southwestern Community College	\$36,301	\$1,815
Tri-County Community College	\$35,568	\$1,778
Vance-Granville Community College	\$37,687	\$1,884
Wake Technical Community College	\$100,701	\$5,035
Western Piedmont Community College	\$37,967	\$1,898
Wilkes Community College	\$38,760	\$1,938
Total	\$1,458,000	\$72,900

Allocation Amount & Time Period: The total allocation for Section 243 is \$1,458,000 for the period of July 1, 2026, through June 30, 2027.

Fund Source and Availability: Funding is available from the United States Department of Education Workforce Innovation and Opportunity Act, Title II, Adult Education and Family Literacy Act, Section 243.

Contact(s):

Dr. Robert Van Dyke
AVP for Federal Programs

Arbony Cooper
State Director for WIOA Title II

Matthew Brown
Director of Career Pathways and English Language Acquisition

STATE BOARD OF COMMUNITY COLLEGES
Allocation of Carl D. Perkins Career and Technical Education Act (Perkins V)
FY 2026-2027

Request: The State Board of Community Colleges is requested to approve the allocation of \$13,682,265 in the Strengthening Career and Technical Education for the 21st Century Act program year 2026-2027 funds to 57 community colleges to enhance their Career and Technical Education Programs. Colleges shall use these funds consistent with Perkins V required activities, with emphasis on professional development, building career pathways, integration of academics into technical programs of study, and serving special populations as informed by each local college's Comprehensive Local Needs Assessment.

Strategic Plan Reference: Goal 1: Faculty and Staff Recruitment and Retention: Recruit and retain top talent to enable the North Carolina Community College System to educate and prepare the state's workforce. Strategy: 1.3.1

Background: Career and Technical Education (CTE) curriculum Programs of Study are funded through the Strengthening Career and Technical Education for the 21st Century Act (known as Perkins V) with the purpose of making the United States more competitive in the world economy by developing more fully the academic knowledge and technical and employability skills of students who enroll in career and technical education programs. This act places emphasis on:

- Promoting programs of study that integrate rigorous and challenging academic and career and technical instruction, and that link secondary to postsecondary education for students who participate in career and technical education programs (Career Pathways).
- Providing professional development for faculty, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals.
- Creating greater accountability by requiring the measurement of student achievement against established core indicators of performance at both state and local levels.
- Increasing the employment opportunities for ten special populations, including students who are unemployed or underemployed, individuals with disabilities, individuals from economically disadvantaged families, who are in or who have aged out of the foster care system, are homeless individuals or are pursuing non-traditional fields of study.

Each college completed the Perkins Local Application for the 2024-27 program years summarizing their comprehensive local needs assessment (CLNA); providing information on CTE programs of study; indicating how career development activities and work with WIOA (Workforce Innovation and Opportunity Act) services will take place; summarizing improvements planned for academic and technical skills of CTE students; serving special populations, infusing work-based learning into CTE programs; partnering with high schools to provide CTE students with postsecondary credit in career pathways; supporting CTE faculty; and planning continuous program improvement.

Method of Allocation: Perkins V requires that at least 85% of available funding be allocated to local community colleges. A total of \$13,682,265 is being allotted through CTE curriculum program to colleges, with \$10,262 being used for WIOA infrastructure costs (see detail below). These funds are allocated based on each college's pro-rata share of Pell Grant and BIA concentrators (recipients who completed twelve credits of an approved CTE curriculum Program of Study) in relation to the total number of Pell Grant recipients electing to enroll in CTE curriculum Programs of Study from the previous program year.

- **Indirect Cost:** Colleges are authorized to earn indirect cost from CTE allotments. Per 34 CFR 76.564, NCCCS has applied a restricted indirect cost rate of 8%. However, Perkins V has a limitation of 5% administrative expenses. CTE budgets have included an additional budget line item to claim indirect costs. The total administrative budget (direct charges, indirect costs, and infrastructure costs) cannot exceed 5%.
- **WIOA Infrastructure Funding Agreements:** The Workforce Innovation and Opportunity Act (WIOA) sec. 121(h) requires all required partner programs of the one-stop delivery system to contribute to the infrastructure costs (non-personnel costs necessary for the general operation of the one-stop center, including: rental of facilities; utilities and maintenance; equipment; and technology to facilitate access) of the one-stop delivery system based on proportionate use and relative benefit received. WIOA sec. 121(b)(1)(B) identifies career and technical education programs at the postsecondary level, authorized under the Perkins V as one of the required partners. Infrastructure funding agreements (IFAs) must be in place each fiscal year. The State eligible entity, the North Carolina Community College System, serves as the one-stop partner and has initiated negotiations with representatives of the local Workforce Development Boards on behalf of the colleges. As a result of these negotiations, it has been determined that \$10,262 of the 5% allowable for local administration will be remitted to the Department of Commerce, Division of Workforce Solutions, to be allocated to each local Workforce Development Board to meet the required infrastructure contribution for each college. Therefore, these amounts have been removed from each college CTE allocation as the System Office will remit these funds on behalf of the colleges.

Fund Source and Availability: Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act of 2018 basic grant funds are available in the amount of \$13,682,265.

NCCCS receives 30% of the annual Perkins V allocation during the first quarter of the program year (July–September), with the remaining 70% distributed in October for use during the remainder of the year.

FY 2026-27 Perkins V Allotments

College	Pell & BIA Awards	Percent of Pell Grants	Perkins Allotment		IFA Costs [†]	Total Allotment 2026-27	Admin 5%	Admin Costs Available
			July, Aug, Sept 2026	Oct 2026-June 2027				
Alamance CC	691	2.13%	\$87,563	\$204,313	(\$219)	\$291,657	\$14,594	\$14,375
Asheville-Buncombe TCC	667	2.06%	84,522	197,217	(211)	281,527	14,087	13,876
Beaufort County CC	282	0.87%	35,735	83,381	(89)	119,026	5,956	5,866
Bladen CC	231	0.71%	29,272	68,302	(73)	97,500	4,879	4,805
Blue Ridge CC	347	1.07%	43,971	102,600	(110)	146,462	7,329	7,219
Brunswick CC	234	0.72%	29,652	69,189	(74)	98,767	4,942	4,868
Caldwell CC and TI	534	1.65%	67,668	157,892	(169)	225,391	11,278	11,109
Cape Fear CC	1,026	3.17%	130,014	303,365	(325)	433,054	21,669	21,344
Carteret CC	330	1.02%	41,817	97,574	(105)	139,286	6,970	6,865
Catawba Valley CC	558	1.72%	70,709	164,988	(177)	235,520	11,785	11,608
Central Carolina CC	756	2.33%	95,800	223,532	(239)	319,092	15,967	15,727
Central Piedmont CC	1639	5.06%	207,692	484,615	(519)	691,789	34,615	34,096
Cleveland CC	513	1.58%	65,007	151,683	(163)	216,527	10,834	10,672
Coastal Carolina CC	497	1.53%	62,979	146,952	(157)	209,774	10,497	10,339
College of The Albemarle	197	0.61%	24,964	58,248	(62)	83,150	4,161	4,098
Craven CC	437	1.35%	55,376	129,211	(138)	184,449	9,229	9,091
Davidson-Davie CC	821	2.53%	104,036	242,751	(260)	346,527	17,339	17,079
Durham TCC	522	1.61%	66,147	154,344	(165)	220,326	11,025	10,859
Edgecombe CC	404	1.25%	51,194	119,454	(128)	170,520	8,532	8,404
Fayetteville TCC	2,333	7.20%	295,635	689,816	(739)	984,712	49,273	48,533
Forsyth TCC	1,666	5.14%	211,114	492,599	(528)	703,185	35,186	34,658
Gaston College	647	2.00%	81,987	191,303	(205)	273,086	13,665	13,460
Guilford TCC	1,828	5.64%	231,642	540,498	(579)	771,562	38,607	38,028
Halifax CC	170	0.52%	21,542	50,265	(54)	71,754	3,590	3,537
Haywood CC	244	0.75%	30,919	72,145	(77)	102,987	5,153	5,076
Isothermal CC	510	1.57%	64,627	150,796	(162)	215,261	10,771	10,610
James Sprunt CC	231	0.71%	29,272	68,302	(73)	97,500	4,879	4,805
Johnston CC	506	1.56%	64,120	149,613	(160)	213,572	10,687	10,526
Lenoir CC	454	1.40%	57,530	134,238	(144)	191,624	9,588	9,445
Martin CC	123	0.38%	15,586	36,368	(39)	51,916	2,598	2,559
Mayland CC	127	0.39%	16,093	37,551	(40)	53,604	2,682	2,642
McDowell TCC	244	0.75%	30,919	72,145	(77)	102,987	5,153	5,076
Mitchell CC	297	0.92%	37,636	87,816	(94)	125,358	6,273	6,178
Montgomery CC	169	0.52%	21,415	49,969	(54)	71,331	3,569	3,516
Nash CC	374	1.15%	47,393	110,583	(118)	157,858	7,899	7,780
Pamlico CC*	0	0.00%	-	-	-	0	-	-
Piedmont CC	200	0.62%	25,344	59,135	(63)	84,416	4,224	4,161
Pitt CC	1,349	4.16%	170,944	398,869	(427)	569,385	28,491	28,063
Randolph CC	462	1.43%	58,544	136,603	(146)	195,001	9,757	9,611
Richmond CC	318	0.98%	40,297	94,025	(101)	134,221	6,716	6,615
Roanoke Chowan CC	130	0.40%	16,473	38,438	(41)	54,870	2,746	2,704
Robeson CC	482	1.49%	61,079	142,517	(153)	203,442	10,180	10,027
Rockingham CC	265	0.82%	33,581	78,355	(84)	111,851	5,597	5,513
Rowan-Cabarrus CC	825	2.55%	104,543	243,934	(261)	348,216	17,424	17,162
Sampson CC	391	1.21%	49,547	115,610	(124)	165,033	8,258	8,134
Sandhills CC	467	1.44%	59,178	138,081	(148)	197,111	9,863	9,715

College	Pell & BIA Awards	Percent of Pell Grants	Perkins Allotment		IFA Costs [†]	Total Allotment 2026-27	Admin 5%	Admin Costs Available
			July, Aug, Sept 2026	Oct 2026-June 2027				
South Piedmont CC	259	0.80%	32,820	76,580	(82)	109,319	5,470	5,388
Southeastern CC	282	0.87%	35,735	83,381	(89)	119,026	5,956	5,866
Southwestern CC	333	1.03%	42,197	98,461	(105)	140,553	7,033	6,927
Stanly CC	497	1.53%	62,979	146,952	(157)	209,774	10,497	10,339
Surry CC	444	1.37%	56,263	131,281	(141)	187,403	9,377	9,237
Tri-County CC	191	0.59%	24,203	56,474	(61)	80,617	4,034	3,973
Vance-Granville CC	457	1.41%	57,911	135,125	(145)	192,890	9,652	9,507
Wake TCC	2,634	8.13%	33,778	778,815	(834)	1,111,758	55,630	54,795
Wayne CC	653	2.02%	82,747	193,077	(207)	275,618	13,791	13,584
Western Piedmont CC	405	1.25%	51,321	119,749	(128)	170,942	8,554	8,425
Wilkes CC	469	1.45%	59,431	138,673	(149)	197,955	9,905	9,757
Wilson CC	270	0.83%	34,214	79,833	(86)	113,961	5,702	5,617
Totals	32,392	1.0000	4,104,680	9,577,586	10,626	13,672,003	684,113	673,852

† College's share of infrastructure costs of the One Stop Centers transferred to the Dept. of Commerce Div of Workforce Solutions under WIOA § 121(h).

*Pamlico is below the required minimum and is not currently part of a consortium.

In accordance with Section 132(c)(1), no institution or consortium shall receive an allocation of federal vocational education funds in an amount that is less than 50,000.

Contacts:

Dr. Robert Van Dyke

Associate Vice President of Federal Programs

STATE BOARD OF COMMUNITY COLLEGES

Construction and Property – July 2026

Request: The State Board of Community Colleges is requested to approve the new and amended projects, final project closeout and property acquisitions, 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-6.1 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.

July 2026 Update:

This month there are 23 total actions: 15 new projects, 5 amended projects, 1 final closeout and 2 property acquisitions.

Contact:

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

State Board of Community Colleges
Construction and Property
JULY 17, 2026
FY 2026-2027

Attachment FC 13

A. New Projects								
	Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
	1	Central Piedmont	3030	Hall Building Renovation (Main Campus) Renovation of approximately 8,700 SF for offices and open workstations.	Non-State	\$0.00	\$1,911,962.00	\$1,911,962.00
					Total	\$0.00	\$1,911,962.00	\$1,911,962.00
	2	College of The Albemarle	3034	Building IT Renovation (Main Campus) Renovation of approximately 5,790 SF of recently acquired building for use by information technology as well as intermediate space during other campus renovations.	Non-State	\$0.00	\$400,000.00	\$400,000.00
					State Equipment	\$0.00	\$100,000.00	\$100,000.00
					42120 - SCIF R&R	\$0.00	\$148,563.00	\$148,563.00
					Total	\$0.00	\$648,563.00	\$648,563.00
	3	College of The Albemarle	3035	Building A Renovation (Main Campus) Renovation of approximately 26,977 SF to upgrade classrooms, restrooms, and office space to support instruction.	Non-State	\$0.00	\$700,000.00	\$700,000.00
					State Equipment	\$0.00	\$600,000.00	\$600,000.00
					42120 - SCIF R&R	\$0.00	\$2,399,578.00	\$2,399,578.00
					Total	\$0.00	\$3,699,578.00	\$3,699,578.00
	4	College of The Albemarle	3036	Owens Center Renovation (Main Campus) Renovation of approximately 2,740 SF to create a permanent space for the dental lab.	State Equipment	\$0.00	\$350,000.00	\$350,000.00
					42120 - SCIF New	\$0.00	\$650,061.00	\$650,061.00
					Total	\$0.00	\$1,000,061.00	\$1,000,061.00
	5	College of The Albemarle	3037	Building E Welding Lab Renovation (Chowan Center) Renovation of 950 SF to create a new welding lab with 8 welding booths.	Non-State	\$0.00	\$100,000.00	\$100,000.00
					State Equipment	\$0.00	\$590,000.00	\$590,000.00
					Total	\$0.00	\$690,000.00	\$690,000.00
	6	Guilford	3032	Quad Enhancement Project (Jamestown Campus) Site improvements to enhance functionality, accessibility, and the overall appearance of the outdoor area.	Non-State	\$0.00	\$83,384.11	\$83,384.11
					42120 - SCIF R&R	\$0.00	\$197,915.89	\$197,915.89
					Total	\$0.00	\$281,300.00	\$281,300.00

State Board of Community Colleges
Construction and Property
JULY 17, 2026
FY 2026-2027

Attachment FC 13

A. New Projects - Continued								
	Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
	7	Mitchell	3047	Bentley Building Renovation (Main Campus) Renovation of approximately 19,000 SF of second-floor space to provide classrooms and labs in support of health sciences curriculum programs.	Non-State	\$0.00	\$735,860.41	\$735,860.41
					42160 - SCIF R&R	\$0.00	\$19,196.80	\$19,196.80
					42120 - SCIF R&R	\$0.00	\$619,942.79	\$619,942.79
					Total	\$0.00	\$1,375,000.00	\$1,375,000.00
	8	Piedmont	3045	South Campus Driver Training Facility (CHATT Center) Construction of an approximately 300 x 300 feet truck driver training pad.	Golden Leaf	\$0.00	\$480,000.00	\$480,000.00
					Non-State	\$0.00	\$988,469.00	\$988,469.00
					Total	\$0.00	\$1,468,469.00	\$1,468,469.00
	9	Rowan-Cabarrus	3041	South Campus S201 and S203 Elevator Upgrades (Cabarrus Campus) Renovation of two campus elevators. President Cox under the authority granted to him by the State Board, approved this project on June 26, 2026.	Non-State	\$0.00	\$600,000.00	\$600,000.00
					Total	\$0.00	\$600,000.00	\$600,000.00
	10	Rowan-Cabarrus	3049	NCRC Property Purchase (Cabarrus County Campus) This purchase includes approximately 5.65 acres of land with a 275-space parking lot.	Non-State	\$0.00	\$1,600,000.00	\$1,600,000.00
					42120 - SCIF New	\$0.00	\$652,867.71	\$652,867.71
					Total	\$0.00	\$2,252,867.71	\$2,252,867.71
	12	Sandhills	3046	Bradshaw Performing Arts Center (BPAC) Chiller Replacement (Main Campus) Replacement of an existing chiller that is operating at reduced capacity and has exceeded its useful life. New chiller will be 140-ton unit with improved system reliability and energy efficiency.	42120 - SCIF R&R	\$0.00	\$250,000.00	\$250,000.00
					Total	\$0.00	\$250,000.00	\$250,000.00

State Board of Community Colleges
Construction and Property
JULY 17, 2026
FY 2026-2027

Attachment FC 13

A. New Projects - Continued								
	Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
	13	Wake	3050	RT1 and RT 2 Building Renovations (RTP Campus) Renovation of approximately 25,000 SF of labs and classrooms and 2 acres of associated parking to accommodate for future growth.	Non-State	\$0.00	\$10,000,000.00	\$10,000,000.00
					Total	\$0.00	\$10,000,000.00	\$10,000,000.00
	14	Wake	3051	Building L Renovations (Main Campus) Renovation of approximately 105,669 SF of a three-story building for student services and other renovations as funding allows.	Non-State	\$0.00	\$15,000,000.00	\$15,000,000.00
					Unidentified	\$0.00	\$35,000,000.00	\$35,000,000.00
					Total	\$0.00	\$50,000,000.00	\$50,000,000.00
	15	Wayne	3040	Spruce Building Renovation (Main Campus) Renovation of approximately 28,280 SF of a two-story building, including HVAC upgrades and reconfiguration of academic spaces.	OSBM	\$0.00	\$1,000,000.00	\$1,000,000.00
					Total	\$0.00	\$1,000,000.00	\$1,000,000.00

State Board of Community Colleges
Construction and Property
JULY 17, 2026
FY 2026-2027

Attachment FC 13

B. Amended Projects								
Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
1	Davidson-Davie	2380	Dr. Slate Davie Medical Training Center (Davie Campus) Project is amended to reduce budget due to value engineering by designer and to identify funds.	Non-State	\$3,825,000.00	\$5,980,341.66	\$9,805,341.66	
				42160 - SCIF New	\$695,000.00	\$450,971.77	\$1,145,971.77	
				42120 - SCIF New	\$4,782,837.00	\$1,379,790.57	\$6,162,627.57	
				Unidentified	\$11,640,199.00	(\$8,640,199.00)	\$3,000,000.00	
				Total	\$20,943,036.00	(\$829,095.00)	\$20,113,941.00	
2	Nash	2928	Driver Training Pavilion (Main Campus) Project is amended to extend paving from existing to new building.	OSBM	\$1,000,000.00	\$0.00	\$1,000,000.00	
				OSBM Interest	\$30,290.00	\$27,000.00	\$57,290.00	
				Total	\$30,290.00	\$27,000.00	\$1,057,290.00	
3	Richmond	2979	Main Campus Parking Lot Improvements (Main) Project is amended to increase budget due to bids coming in higher than anticipated. President Cox under the authority granted to him by the State Board, approved this amendment on June 2, 2026.	42120 - SCIF R&R	\$619,280.00	\$193,453.00	\$812,733.00	
				Total	\$619,280.00	\$193,453.00	\$812,733.00	
4	Rowan-Cabarrus	2852	Fire Training Center Infrastructure Services (Main Campus) Project is amended to increase budget due to bids coming in higher than anticipated.	42120 - SCIF New	\$1,500,000.00	\$250,000.00	\$1,750,000.00	
				Total	\$0.00	\$250,000.00	\$1,750,000.00	
5	Sampson	2841	Allied Health and Nursing Building (Main Campus) Project is amended to identify funds. President Cox under the authority granted to him by the State Board, approved this amendment on June 10, 2026.	Non-State	\$73,012.92	\$0.00	\$73,012.92	
				OSBM	\$7,500,000.00	\$7,500,000.00	\$15,000,000.00	
				State Equipment	\$500,000.00	\$0.00	\$500,000.00	
				42160 - SCIF New	\$90,147.08	\$0.00	\$90,147.08	
				42120 - SCIF New	\$2,794,352.00	\$0.00	\$2,794,352.00	
				Unidentified	\$7,500,000.00	(\$7,500,000.00)	\$0.00	
				Total	\$18,457,512.00	\$0.00	\$18,457,512.00	

State Board of Community Colleges
Construction and Property
JULY 17, 2026
FY 2026-2027

Attachment FC 13

C. Final Close-Out Projects								
	Item	College	Project Number	Description	Fund Source	Prior Budget	<u>Board Action</u> Funding Increase/ Decrease	Current Budget
				Aurora Industrial Training Center (Main Campus) Project is reduced for final closeout.	OSBM	\$2,371,630.00	\$0.00	\$2,371,630.00
					OSBM Interest	\$0.00	\$90,405.94	\$90,405.94
					42120 - SCIF New	\$659,766.00	(\$633,317.10)	\$26,448.90
					Total	\$3,031,396.00	(\$542,911.16)	\$2,488,484.84
	1	Beaufort	2791					

State Board of Community Colleges
Construction and Property
JULY 17, 2026
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Attachment FC 13

D. Acquisition and Disposal of Real Property			
	Item	College	Action Requested
	1	Coastal Carolina	The Board of Trustees of Coastal Carolina Community College requests permission as per G.S. 115D-20 to acquire, by purchase, approximately 1.94 acres of property (PIN 40982) located at 712 Bell Fork Road, Jacksonville. 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, "This assessment did not reveal evidence of recognized environmental conditions, controlled recognized environmental conditions, or significant data gaps in connection with the property." President Cox under the authority granted to him by the State Board, approved this property purchase on June 8, 2026.
	2	Rowan-Cabarrus	The Board of Trustees of Rowan-Cabarrus Community College requests permission as per G.S. 115D-20 to acquire, by purchase, approximately 5.65 acres of property (Parcel Number 04-019-0001.44) located at 681 N Loop Road, Kannapolis 28081. This college is acquiring the property for parking. 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.

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
Capital Project Threshold Changes (Session Law 2026-9)
For Information Only

Purpose:

Inform on recent statutory changes to capital project thresholds enacted through Session Law 2026-9 and the anticipated impact on community colleges, the System Office, and the State Board of Community Colleges (SBCC).

Key Change

- Capital improvement projects under the jurisdiction of the State Building Commission (SBC) with a total value of less than \$1.5 million (previously \$500,000) are exempt from procuring architectural, engineering, and surveying services by most qualified method as detailed in G.S. 143 Article 3D. However, the formal construction bidding process remains in place. This, in essence, creates a “hybrid” project model.
 - Currently, the SBCC approves new formal projects and informal projects only if they contain State funds per State Board Code 1H SBCCC 400.4.
 - To be determined: Do projects up to \$1.5 million require SBCC approval?

Additional Related Changes

- Definition of “capital improvement”: increased from \$100,000 to \$150,000
- Designer requirement thresholds: increased to \$150,000
- Retainage threshold increased from \$100,000 to \$150,000

Overall Effect

- Fewer projects considered capital improvement, more considered maintenance
- Fewer projects requiring designers
- Contractors paid more quickly on smaller projects

Impacts Across Colleges, System Office, and State Board of Community Colleges**Colleges**

- Expanded authority to manage construction projects up to \$1.5 million
- Reduced design qualification-based procurement on some projects
- Continued responsibility for:
 - Formal construction bidding on projects \$500,000 - \$1.5 million
 - Project management and compliance
 - Internal controls and documentation
 - Contract negotiations, dispute resolution, Interscope entries for colleges that do not currently hold increased delegated authority*
 - Closeout document compliance prior to retainage payout

System Office

- Responsibilities include:
 - Developing implementation guidance in response to threshold changes
 - Ensuring consistency across colleges
 - Coordinating with the State Construction Office under the SBC and the Office of State Budget and Management (OSBM)

- Providing increased support for colleges who do not hold \$2 million Delegated Authority*
- Identifying capital project classification standards
- Utilizing Interscope, North Carolina's statewide Capital Projects Management System, to track and manage capital improvement projects

State Board

- Fewer projects require SBCC approval and/or oversight due to reclassification.
- Continued responsibility for:
 - Policy oversight
 - System-wide capital planning and stewardship
- Increased importance of:
 - Overall monitoring of capital project activity
 - Ensuring college accountability of the new threshold as well as delegated authority

Summary

- The new law increases the exemption for qualifications-based bidding for design services from \$500,000 to \$1.5 million.
- This change may:
 - Reduce project timeline
 - Increase institutional flexibility
 - Shift responsibility of statute compliance to colleges and the System Office
- Continued coordination between colleges, the System Office, and the State Board will ensure consistent implementation and compliance

*Colleges WITHOUT Delegated Authority

ALAMANCE	PITT
BEAUFORT	RANDOLPH
BRUNSWICK	ROANOKE-CHOWAN
COASTAL CAROLINA	ROBESON
CRAVEN	ROCKINGHAM
DURHAM	SAMPSON
EDGECOMBE	SOUTHEASTERN
GASTON	SOUTHWESTERN
HALIFAX	STANLY
ISOTHERMAL	SURRY
JAMES SPRUNT	VANCE
MONTGOMERY	WILKES
PAMLICO	WILSON
PIEDMONT	

Contact:

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

STATE BOARD OF COMMUNITY COLLEGES
System Office Contracts Report as of June 30 2025
Information Only

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

The State Board of Community Colleges hereby delegates to the System President the authority to execute any contract that meets the following criteria:

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

July 2026 Updates: As of this time, 39 contracts were approved by the System President in the amount of \$722,434.

Contact(s):

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

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
DELEGATED Contracts Report January - June 30, 2026

Attachment FC 15

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Executive	Student Success Center	Wilkes CC	Development of three Health Sciences Moodle courses for statewide VLC distribution.	1/1/2026	6/30/2026	\$ 60,000.00	Darice McDougald	5001431-5000030
Executive	Student Success Center	Trent Mohrbutter Consulting, LLC	AI CTE Train the Trainer Developer/Facilitator will contribute to the design, development, and implementation of Train the Trainer materials and sessions for Career and Technical Education (CTE) faculty; ensuring the instructional quality, relevance, and scalability of the GenAI training modules across North Carolina's community college system.	1/15/2026	6/15/2026	\$ 12,000.00	Gracie Davis	5000/16800/105340/5001431/5000030/50G0000502 (CTE Leadership Project Funds)
Economic Development	ApprenticeshipNC	Sandhills CC	Sandhills CC Registered Apprenticeship Employer Information & Networking Convening	1/15/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	15001591 ABA
Economic Development	ApprenticeshipNC	Sandhills CC	Montgomery Community College Registered Apprenticeship Employer Information & Networking Convening	1/28/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	15001591 ABA
Executive	Student Success Center	CAST, Inc.	CAST, Inc. will provide the North Carolina Community College System with robust, customized training opportunities that will build capacity in the implementation and roll-out of Universal Design for Learning (UDL) as a systemic framework for educational decision-making.	1/12/2026	6/30/2026	\$ 40,750.00	Ariel O'Quinn	14001422IDD/ 105340/5001422/ 5000IDD/ 1000/0000000000
Economic Development	ApprenticeshipNC	Forsyth Technical CC	Amendment One Forsyth & Stokes Co (Forsyth Tech CC) RA Employer Information and Networking Convening 1/21/25. This amendment is requested to increase the original service agreement of \$1000 to \$2000.	1/20/2026	4/30/2026	\$ 2,000.00	Amy Davis-Moore	15001591 ABA
Executive	Student Success Center	Guilford Technical CC	The North Carolina Community College System will host a two-day conference focusing on: Practical, classroom-ready uses of generative AI in CTE programs Real use cases from NC CTE faculty on tools that support instruction and student success Strategies for helping students use AI to think, analyze, and create	3/16/2026	5/1/2026	\$ 19,648.00	Darice McDougald	5001431 5000030 2000 50G0000502 Perkins Leadership
Economic Development	ApprenticeshipNC	Southeastern CC	Southeastern Community College RA Employer Information & Networking Event	2/16/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	15001591 ABA
Economic Development	ApprenticeshipNC	Central Piedmont CC	Central Piedmont Community College Employer RA Information & Networking Event	2/16/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	15001591 ABA
Economic Development	ApprenticeshipNC	Durham Technical CC	Durham Technical Community College RA Employer Networking & Information Event	2/16/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	15001591 ABA
Economic Development	Small Business Center	Keeper's Cut Meadery	This contract covers the rental fee to the dinner venue on Thursday, March 12, 2026, for the SBCN Professional Development Conference.	3/12/2026	4/30/2026	\$ 850.00		105350-5001550-5000098

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
DELEGATED Contracts Report January - June 30, 2026

Attachment FC 15

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Economic Development	ApprenticeshipNC	Gaston College	Gaston College (Gaston & Lincoln Counties) RA Employer Information & Networking Event	2/24/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	Mitchell CC	Mitchell Community College RA Employer Information & Networking Convening	2/24/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	Randolph CC	Randolph Community College RA Employer Information & Networking Event	2/24/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	Central Carolina CC	Central Carolina Community College RA Employer Information & Networking Convening	2/24/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Executive	Human Resources	OSHR	Memorandum of Understanding between NCCCS and OSHR for Kimberly Whitaker (hereinafter "Reassigned Employee"), an employee of OSHR, will lead the NCCCS Human Resources Division with oversight of various HR functions and processes	2/28/2026	8/28/2026	\$ 226,331.00	Kimberly Gold	5001180
Economic Development	Small Business Center	Lindsay Coward	This service agreement covers the speaker fee for Lindsay Coward, who will be speaking at the SBCN 2026 Spring Professional Development Conference.	3/13/2026	3/13/2026	\$ 300.00	Anne Shaw	105350-5001550-5000098
Economic Development	ApprenticeshipNC	Fayetteville Technical CC	Fayetteville Technical Community College RA Employer Information & Networking Convening	3/10/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	Surry CC	Surry Community College RA Employer Information & Network Convening	3/10/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Executive	Student Success Center	Surry CC	To provide Learning Management System (LMS) implementation support professional services to assist with the statewide transition to the Canvas LMS	3/5/2026	6/30/2026	\$ 150,000.00	Darice McDougald	5001431/ 0000000/ 50G0000501 5001438/ 0000000/ 50G0000102
Economic Development	Small Business Center	Michael Barbera	This service agreement covers the speaker fee for Dr. Michael Barbera, who will be speaking at the SBCN 2026 Spring Professional Development Conference.	3/12/2026	3/12/2026	\$ 300.00	Anne Shaw	105350-5001550-5000098
Economic Development	ApprenticeshipNC	Isothermal CC	Isothermal Community College RA employer Information and Networking Convening	3/24/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	Cleveland CC	Cleveland Community College RA Employer Information & Networking Convening	3/24/2026	4/30/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Academic & Student Services	Board Reserve	Trent Mohrbutter Consulting, LLC	Dr. Mohrbutter will provide services that support: The development of instructional modules to align with best practices in teaching and learning theory and application, including adding AI components and facilitation of strategic planning sessions and technical support to NCCCS leadership and instructors engaged in the Public Safety Instructional Mentoring Program	4/1/2026	6/30/2026	\$ 8,500.00	Brian Merritt	5000-105340-52199000-5001410-500001-1000

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
DELEGATED Contracts Report January - June 30, 2026**

Attachment FC 15

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Executive	Student Success Center	AACRAO	FERPA-AACRAO Leadership Project 25-26, AACRAO Senior Consultant LeRoy Rooker will provide a one-day on-site FERPA training.	4/29/2026	6/30/2026	\$ 5,355.00	Darice McDougald	5001431 5000030 2000 50G0000502
Academic & Student Services	Financial Aid & Student Services	University of North Carolina at Greensboro	One-time research study of the NC Career Coach program by SERVE.	3/17/2026	9/30/2026	\$ 120,000.00	Jennifer McLean	16800-105340
Executive	Student Success Center	South Piedmont CC	Access to Achievement Spring Conference at the South Piedmont Community College Campus on April 15 & 16, 2026, focused on enhancing advising services and pathway options for Access to Achievement.	DOLS	6/30/2026	\$ 6,200.00	Ariel O'Quinn	5001431-5000030
Budget & Finance	State Aid Accounting	Jason Forlines	Continuing to assist and train the Budget Analyst on the Budget process. To assist with the improvement of the Budget package.	4/23/2026	12/31/2026	\$ 10,000.00	Brian Bridgers	105330 5001320 1000
Academic & Student Services	Financial Aid & Student Services	Catawba Valley CC	Catawba Valley Community College agrees to provide an all-inclusive sponsorship of the Access to Achievement Coordinators' Professional Development Retreat in Raleigh on June 11 and 12 at the StateView Hotel in Raleigh.	6/11/2026	6/30/2026	\$ 23,500.00	Ariel O'Quinn	BF 105340, AMU 5001422, Program 5000IDD
Economic Development	ApprenticeshipNC	Halifax CC	Halifax Community College RA Employer Information & Networking Convening	4/27/2026	6/3/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	Cape Fear CC	Cape Fear Community College RA Employer Information & Networking Event	4/27/2026	6/3/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	James Sprunt CC	James Sprunt Community College RA Employer Information & Networking Event	4/27/2026	6/3/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Academic & Student Services	Financial Aid & Student Services	Forsyth Technical CC	This MOU is to facilitate a professional development opportunity for the Underserved Student Outreach and Advising Grant using funds allocated to that grant project for administrative purposes. The project's professional development has been approved by OSBM as an allowable activity. Forsyth Tech is the host site for the professional development and will serve as the fiscal agent for the funds to administrate the financial needs for the professional development.	5/11/2026	12/1/2026	\$ 16,000.00	Michelle Lair	105340-5001422-500SFRF
Economic Development	ApprenticeshipNC	Roanoke Chowan CC	Roanoke Chowan Community College RA Employer Information and Networking Convening	5/27/2026	6/30/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	Beaufort CC	Beaufort CC RA Information and Networking Convening	5/27/2026	6/30/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	ApprenticeshipNC	Craven CC	Craven Community College Registered Apprenticeship Employer Information & Networking Convening	6/18/2026	6/30/2026	\$ 1,000.00	Amy Davis-Moore	1500 1591 ABA

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
DELEGATED Contracts Report January - June 30, 2026

Attachment FC 15

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Economic Development	AppreniceshipNC	Johnston CC	Johnston Community College Registered Apprenticeship Employer Information and Networking Convening	6/25/2026	6/30/2026	\$1,000.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	AppreniceshipNC	Surry CC	College will host a Registered Apprenticeship Awareness and Recognition event focused on creating awareness of Registered Apprenticeship and Youth Apprenticeship	6/17/2026	6/30/2026	\$350.00	Amy Davis-Moore	1500 1591 ABA
Economic Development	AppreniceshipNC	Mitchell CC	College will host a Registered Apprenticeship Awareness and Recognition event focused on creating awareness of Registered Apprenticeship and Youth Apprenticeship	6/17/2026	6/30/2026	\$350.00	Amy Davis-Moore	1500 1591 ABA
Totals:						\$ 722,434.00		

STATE BOARD OF COMMUNITY COLLEGES
Delegated College Allocations Report FY 2025-26

Request: The State Board of Community Colleges is requested to review the allocations approved by the North Carolina Community Colleges System (NCCCS) President presented in the attached listing. NCCCS College Funding staff have reviewed each item and find it to be in order.

See attachment for allocation detail.

Background: North Carolina G.S. 115D-5 specifies the authority of the State Board of Community Colleges related to fiscal management for community colleges. The State Board of Community Colleges Code details this authority in Section 1H 200.1, and further delegates authority to the NCCCS President to approve allocations to colleges in certain circumstances in subsection (b), which reads as follows:

1H SBCCC 200.1 Allocation of Funds

(b) Notwithstanding subsection (a) of this rule, the State Board delegates to the President of the North Carolina Community College System the authority to approve allocations made pursuant to any of the following:

- 1) 1H SBCCC 200.1(a)(2) if the total amount of funds allocated under the competitive process does not exceed \$250,000;
- 2) 1H SBCCC 200.1(a)(3)(A) and (B); or
- 3) 1H SBCCC 200.1(a)(3)(C) if the total amount of funds allocated to the college does not exceed \$250,000.

The System Office shall provide at least biannually a report to the State Board listing any allocations approved by the President pursuant to this delegated authority.

July update: A total of \$5,543 has been allocated pursuant to this authority for the period July 1, 2025 – June 30, 2026.

Contact:

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

Presidential Delegations July 1, 2025 - June 30, 2026

<u>NC Community College System President Approval</u>								
Month	Project Name	Recipient	Time Period	Allocation Total	# of Colleges	Description	Fund Source	Rule
Mar-26	NC Edge Customized Training Regional Trainers	Western Piedmont CC	7/1/2025 - 6/30/2026	\$ 5,543	1	Up to 8% of the annual Customized Training Program budget may be appropriated by the State Board of Community Colleges for the support of regional community college personnel to deliver Customized Training Program services to business and industry. The funds may be used for salary, fringes, travel, subsistence, supplies and materials, and training certifications. This allocation will cover increased travel for Western Piedmont Community College trainers.	Session Law 2025-89	1H SBCCC 200.1(b)(3)(c) gives the System President the ability to approve an allocation "if the total amount of funds allocated to the college does not exceed \$250,000."

STATE BOARD OF COMMUNITY COLLEGES
Grants Update

Background: This report provides an update on the status of current grants and identifies upcoming grant prospects and priorities for NCCCS. The grants listed here include only those for which the System Office is the fiscal agent, which excludes grants and funding being secured with System Office staff support for which the System Foundation or colleges are the fiscal agents. This document is for information and does not require any action from the Board.

Strategic Plan Reference: Goal 5: System Funding and Effectiveness

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

Board Snapshot: The first chart below shows all active grants for the System Office sorted by Grant Time Frame. The grants with the nearest end date are shown first. Below are a couple of grants to actively monitor.

- NC Department of Public Instruction/US Department of Education (Perkins Grant) - There continues to be uncertainty at the federal level related to these grants being funded at the same level as previous years.
- Adult Education and Family Literacy (AEFLA) – There continues to be uncertainty at the federal level related to these grants being funded at the same level as previous years.

The last chart shows information about potential grants in our grant pipeline.

Active Grants

Grant Funder/Grant Name	Source	Grant Award	Remaining Balance as of 06/30/21	% Spent	Award Dates	Owner/Finance	Criticality*	Renewal**	Risk***
SHEEO - SOVA	Private	20,000	-	100.00%	10/1/23-02/28/26	Andrea Crowley/Elizabeth Heath	1	1	1
Apprenticeship Building America (ABA)	Federal	4,000,000	1,130,799	71.73%	7/1/22-6/30/26	Chris Harrington/ Janice Goodman-Long	5	1	5
Gear Up Apprenticeship	Federal Pass thru UNC	220,000	52,187	76.28%	7/1/24-08/22/26	Chris Harrington/ Janice Goodman-Long	5	2	4
Gear Up Career Coach	Federal Pass thru UNC	327,740	60,261	81.61%	7/1/24-08/22/26	Chris Harrington/ Janice Goodman-Long	4	3	4
UNC-G - Evaluation of Career & College Promise	Federal Pass thru UNC-G	603,628	52,293	91.34%	7/1/19-6/30/26	Bill Schneider/Elizabeth Heath	4	1	3
Golden LEAF Scholarships	Private	3,000,000	462,087	84.60%	7/1/25-6/30/26	Brenda Burgess/ Elizabeth Heath	4	5	4
Partnership to Advance Youth (PAYA) New America-Year 4	Private	100,000	97,407	2.59%	3/31/25-9/30/26	Chris Harrington/ Janice Goodman-Long	2	3	1
NC Department of Public Instruction/US Dept of Education	Federal Pass thru DPI	16,244,107	4,119,087	74.64%	7/1/25-9/30/26	Robert Van Dyke/ Elizabeth Heath	5	5	5
DHHS More Than a Job (Formally SNAP E&T)	DHHS	3,654,724	1,837,956	49.71%	10/1/25-9/30/26	Michelle Johnson/ Janice Goodman-Long	4	5	4
US Dept of Commerce, EDA, Build Back Better Regional Challenge	Federal	16,422,220	7,524,508	54.18%	9/2/22-5/28/27	Rondra McMillan/ Elizabeth Heath	4	1	1
Adult Education and Family Literacy (AEFLA)	Federal	20,287,290	7,902,328	61.05%	7/1/25-9/30/27	Robert Van Dyke/ Janice Goodman-Long	5	4	4
NCCC Foundation MOU - JMBE - Long Term Support	Private	3,200,000	2,993,419	6.46%	12/1/24-12/31/27	Zach Barricklow/ Elizabeth Heath	4	5	4
US Department of Labor, State Apprenticeship Exampson Formula Grant (SAEF3)	Federal	1,158,891	548,850	52.64%	7/1/25-6/30/28	Chris Harrington/ Janice Goodman-Long	5	5	5
Golden LEAF Open Grants Program	Private	1,000,000	1,000,000	0.00%	8/7/25-8/6/28	Lisa Eads/ Elizabeth Heath	4	1	1
NCCC Foundation MOU - Kenan Charitable Trust	Private	180,000	180,000	0.00%	01/01/26-12/31/28	Nicole Ditillo/ Elizabeth Heath	4	1	1
NCCC Foundation MOU - Arnold Ventures Boost Award (System Office portion only)	Private	2,102,092	1,881,604	10.49%	1/1/25-7/31/31	Nicole Ditillo/ Elizabeth Heath	4	3	4
		\$ 72,520,692	\$ 29,842,786				4.00	2.88	3.19

***Criticality Framework:**

Score	Descriptor	Clear Criteria
5 – Mission-Critical	Core system function	Required for statutory compliance, statewide operations, or flagship strategy
4 – High	Strong strategic alignment	Directly advances Strategic Plan goals; difficult to replace funding
3 – Moderate	Valuable but substitutable	Enhances outcomes but could be absorbed, scaled down, or replaced
2 – Low	Peripheral	Discrete project or pilot with limited system-wide impact
1 – Minimal/Planned as Time-Limited	Time-limited Grant/Non-essential	Nice-to-have; limited consequences if sunset; or always a planned sunset

****Renewal Framework:**

Score	Descriptor	Meaning
5 – Highly Likely	Strong candidate	High performance + clear funder appetite
4 – Likely	Good odds	Renewal plausible with refinement
3 – Uncertain	50/50	Depends on strategy shifts or redesign
2 – Unlikely	Weak case	Low funder interest or internal ROI
1 – Not Pursuing	Intentional sunset	No strategic rationale to renew

*****Risk Framework:**

Score	Descriptor	Typical Indicators
5 – High Risk	Severe consequences	Major service disruption, layoffs, public scrutiny
4 – Elevated	Material impact	Program instability, strained partners
3 – Moderate	Manageable	Workarounds exist but with cost
2 – Low	Limited impact	Minor adjustments required
1 – Minimal	Negligible	Clean sunset, no downstream effects

Grants Pipeline — New Opportunities

The grants listed here include only those for which the System Office is either the fiscal agent, or actively a lead partner, which excludes grants and funding being secured with System Office staff support for which the System Foundation or colleges are the fiscal agents.

Opportunity	Funder	Est. \$	Stage	Due/ Decision Date	Project Lead
Pay-for-Performance (PfP) Incentive Payments Program	U.S. Department of Labor and Employment and Training Administration (ETA)	\$40 million	Applied	Applied April 2026	Elizabeth Orion John Loyak
SAEF 4 State Apprenticeship Expansion Formula, Round 4	U.S. Department of Labor and Employment and Training Administration (ETA)	\$2,223,654.50	Applied	Applied May 2026	Elizabeth Orion
Postsecondary Student Success Grants Program (PSSG) Boost NC: Enhancing an Evidence-Based Student Success	U.S. Department of Labor on behalf of the U.S. Department of Education	\$3,994,584.00	Applied	Applied June 2026	Dr. Brian Merritt Michelle Lair

Model Through AI-Enabled Advising and Work-Based Learning					
Improving Undergraduate STEM Education: Directorate for STEM Education (IUSE: EDU)	National Science Foundation (NSF)	\$111,000	Proposal Prepared (NCSU will serve as the fiscal agent.)	Will apply July 2026	Dr. Andrea Crowley
Partnerships for Academic-Career Training (PACT) Initiative	U.S. Department of Energy	TBD up to \$11 million	Proposal in Development in a CC consortium	Summer 2026	Andrew Gardner
Supporting the Implementation of Statewide Credit for Prior Learning through an Evidence-Based Community of Practice	The Council for Adult and Experiential Learning (CAEL), in partnership with RAND,	\$40,000	Awarded	Awarded Spring 2026	Seth Kamen, Chanell Butler
The Connecting Talent to Opportunity Challenge: Phase 1 Award	Sponsored by Department of Education	\$4,000,000	Opportunity Identified. Awaiting application to open.	Due: November 2026 Decision: January 2027	Chanell Butler, and TBD
The Connecting Talent to Opportunity Challenge:	Sponsored by Department of Education	\$10,000,000	Opportunity Identified.	Due: January 2027 Decision: March 2028	Chanell Butler, and TBD

Phase 2 Award			Awaiting application to open.		
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STATE BOARD OF COMMUNITY COLLEGES
System Office Budget Update

Background: The attached report contains budget information for the NC Community College System Office. Reserve and transfer accounts have been removed to show a more accurate representation of the actual budget. Below is information related to the captions used.

Salaries and Benefits – This line contains budget and expense information for salaries, FICA, Retirement, health insurance, unemployment, workers compensation and flexible spending accounts. It does not show temporary employees who are shown in purchased services. We have listed the number of Full-time Employees (FTE) for each division.

Purchased Services – This line contains budget and expense information for travel, postage, maintenance agreements, temporary employees, subscriptions, etc.

Supplies – This line contains budget and expense information for various supplies needed in operations.

Property, Plant and Equipment – This line contains budget and expense information for furniture, IT equipment, and other equipment items.

Other Expenses – This line contains budget and expense information for items not categorized above.

While submitting the System’s response to the DAVE Act, the following financial KPI was included and relates to the budget information presented in this item.

- Ensure optimal use of allocated operating funds to support strategic and operational goals. This KPI is measured by looking at the percentage of operating funds remaining unexpended at the end of the fiscal year.
 - The target is less than 5% of total allocated operating funds remaining.

Quarterly Update: Attached is a report showing results from fiscal year 2026. System Office staff members are working to finalize our carryforward request and anticipate requesting approximately \$1.3M for system office items.

Contact:

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

NC Community College System Office
Budget versus Actual Expense Report
Year Ended June 30, 2026

ATTACHMENT FC 18

	State Funds			%	Other			%	Federal			%	Total			%
	Budget	Actual			Budget	Actual			Budget	Actual			Budget	Actual		
Executive Management																
Salaries and Benefits (42 FTE)	\$ 5,800,519	\$ 5,432,874	94%		\$ 588,266	\$ 557,365	95%		\$ 80,454	\$ 80,474	100%		\$ 6,469,239	\$ 6,070,713	94%	
Purchased Services	562,607	582,002	103%		73,985	45,161	61%		-	-	0%		636,592	627,162	99%	
Supplies	23,232	44,138	190%		200	20	10%		-	-	0%		23,432	44,158	188%	
Property Plant and Equipment	6,822	6,821	100%		-	-	0%		-	-	0%		6,822	6,821	100%	
Other Expenses	17,561	35,618	203%		46,236	-	0%		-	-	0%		63,797	35,618	56%	
Total	\$ 6,410,741	\$ 6,101,453	95%		\$ 708,687	\$ 602,546	85%		\$ 80,454	\$ 80,474	100%		\$ 7,199,882	\$ 6,784,472	94%	
Technology Division																
Salaries and Benefits (58 FTE)	\$ 9,161,000	\$ 8,452,143	92%		\$ -	\$ -	0%		\$ -	\$ -	0%		\$ 9,161,000	\$ 8,452,143	92%	
Purchased Services	1,770,165	1,112,130	63%		-	-	0%		-	-	0%		1,770,165	1,112,130	63%	
Supplies	11,343	1,262	11%		-	-	0%		-	-	0%		11,343	1,262	11%	
Property Plant and Equipment	146,562	208,222	142%		-	-	0%		-	-	0%		146,562	208,222	142%	
Other Expenses	11,213	10,586	94%		-	-	0%		-	-	0%		11,213	10,586	94%	
Total	\$ 11,100,283	\$ 9,784,342	88%		\$ -	\$ -	0%		\$ -	\$ -	0%		\$ 11,100,283	\$ 9,784,342	88%	
Business and Finance																
Salaries and Benefits (31 FTE)	\$ 3,284,505	\$ 3,054,946	93%		\$ 411,559	\$ 304,153	74%		\$ -	\$ -	0%		\$ 3,696,064	\$ 3,359,100	91%	
Purchased Services	211,131	111,738	53%		13,345	13,342	100%		-	-	0%		224,476	125,080	56%	
Supplies	24,190	9,893	41%		-	-	0%		-	-	0%		24,190	9,893	41%	
Property Plant and Equipment	1,700	785	46%		-	-	0%		-	-	0%		1,700	785	46%	
Other Expenses	1,525	-	0%		-	-	0%		-	-	0%		1,525	-	0%	
Total	\$ 3,523,051	\$ 3,177,362	90%		\$ 424,904	\$ 317,495	75%		\$ -	\$ -	0%		\$ 3,947,955	\$ 3,494,857	89%	
Academic and Student Affairs																
Salaries and Benefits (60 FTE)	\$ 4,831,996	\$ 4,699,924	97%		\$ 1,747,756	\$ 1,657,336	95%		\$ 1,538,719	\$ 1,477,896	96%		\$ 8,118,471	\$ 7,835,156	97%	
Purchased Services	1,248,806	954,401	76%		1,317,042	951,254	72%		1,549,497	511,513	33%		4,115,345	2,417,168	59%	
Supplies	19,884	9,131	46%		8,601	2,447	28%		9,150	8,564	94%		37,635	20,142	54%	
Property Plant and Equipment	500	-	0%		7,286	-	0%		1,000	-	0%		8,786	-	0%	
Other Expenses	300	1,027	342%		316,748	2,817	1%		323,401	-	0%		640,449	3,844	1%	
Total	\$ 6,101,486	\$ 5,664,483	93%		\$ 3,397,433	\$ 2,613,854	77%		\$ 3,421,767	\$ 1,997,973	58%		\$ 12,920,686	\$ 10,276,310	80%	
Economic Development																
Salaries and Benefits (45 FTE)	\$ 3,039,204	\$ 2,890,925	95%		\$ 588,157	\$ 552,161	94%		\$ 1,630,915	\$ 1,233,296	76%		\$ 5,258,276	\$ 4,676,382	89%	
Purchased Services	148,153	196,722	133%		332,728	126,680	38%		793,032	587,318	74%		1,273,913	910,720	71%	
Supplies	17,436	23,133	133%		18,346	1,858	10%		13,571	11,875	88%		49,353	36,866	75%	
Property Plant and Equipment	75	-	0%		2,550	-	0%		-	-	0%		2,625	-	0%	
Other Expenses	1,325	5,823	439%		100,498	5,000	5%		302,157	-	0%		403,980	10,823	3%	
Total	\$ 3,206,193	\$ 3,116,603	97%		\$ 1,042,279	\$ 685,699	66%		\$ 2,739,675	\$ 1,832,490	67%		\$ 6,988,147	\$ 5,634,791	81%	
Total																
Salaries and Benefits	\$ 26,117,224	\$ 24,530,812	94%		\$ 3,335,738	\$ 3,071,015	92%		\$ 3,250,088	\$ 2,791,666	86%		\$ 32,703,050	\$ 30,393,493	93%	
Purchased Services	3,940,862	2,956,992	75%		1,737,100	1,136,438	65%		2,342,529	1,098,832	47%		8,020,491	5,192,261	65%	
Supplies	96,085	87,558	91%		27,147	4,325	16%		22,721	20,439	90%		145,953	112,321	77%	
Property Plant and Equipment	155,659	215,828	139%		9,836	-	0%		1,000	-	0%		166,495	215,828	130%	
Other Expenses	31,924	53,053	166%		463,482	7,817	2%		625,558	-	0%		1,120,964	60,870	5%	
Total	\$ 30,341,754	\$ 27,844,242	92%		\$ 5,573,303	\$ 4,219,594	76%		\$ 6,241,896	\$ 3,910,937	63%		\$ 42,156,953	\$ 35,974,773	85%	

STATE BOARD OF COMMUNITY COLLEGES
Legislative Update

Executive Summary: The General Assembly passed its compromised Recommended Conference State Budget for FY2026-27 Conference State Budget [bill](#) and [money report](#) ([Senate Bill 257](#)) on July 2, 2026. The conference budget was signed by the Governor on July 7, 2026.

The conference budget makes significant investments in our Community College System, including PropelNC and our System's approved 2026-27 Legislative Agenda. These investments show strong support for our System, and System-wide advocacy efforts over the recent years.

Below is a summary of the key investments made in our North Carolina Community College System.

<i>Item</i>	<i>Request</i>	<i>Funding Received</i>	
System Approved 2026-27 Legislative Agenda			
PropelNC			
Workforce Sector Funding Formula Modernization	\$68.5M (R)	\$57.5M (R)	√
Base Funding Modernization	\$24.4M (R)	-	
Enrollment Growth Increase Reserve	\$6M (NR)	\$6M (NR)	√
Enrollment Growth Increase	\$99M (R)	\$99M (R)	√
Community College Multi-Campus Funding	\$2M (R)	\$2M (R)	√
Salary Increases	Align with State Employees	3% (R) + Bonuses (NR)	√
ApprenticeshipNC	\$3.1M (R)	\$3.1M (R)	√
Other System Notable Investments			
IDD Workforce Training Expansion		\$3.85M (R)	
High-Cost Workforce Program Start-Up		\$6M (NR)	
ERP		\$25M (NR)	
Customer Relationship Management (CRM) System		\$10M (NR)	
Digital Credential Program		\$5M (NR)	
Community College Short-Term Workforce Program		\$1M (NR)	
Community College System President		\$250,000 (R)	

Budget Tracking Sheet: Attached is the budget tracking sheet documenting the original request from the NC Community College System and Conference Budget.

Contact:

Alex Fagg
Vice President of Government and External Relations

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
BUDGET TRACKING SHEET: FY 2026-27**

Attachment FC 19

1		Budget Priorities		Conference	
		2026-27		2026-27	
2	2026-27 Base Budget	1,670,600,008		1,670,600,008	
3	Enrollment Adjustment*	73,748,797	R	73,748,797	R
	Expansion				
4	Propel NC				
5	Workforce Sectors	68,583,610	R	57,500,000	R
6	Base Allotment Modernization	24,435,946	R		
7	Enrollment Increase Reserve	6,000,000	R	6,000,000	NR
8	Excess Tuition Receipts	No cost		No Cost	
9	Other Priorities				
10	Apprenticeship NC	3,174,516	R	3,174,516	R
12	IDD Workforce Training Expansion			3,850,000	R
13	Wilson Community College Biologics Center			12,000,000	NR
14	High-Cost Workforce Programs			6,000,000	NR
15	Center for Applied Textile Technology			5,000,000	R
16	Digital Credential Program			5,000,000	NR
17	Central Piedmont Community College Public Safety Equipment			4,000,000	NR
18	Seamless Skills Initiative- Fayetteville Tech & Wilkes CC			3,750,000	NR
19	Workforce Diploma Program			2,250,000	NR
20	Lighthouse Math Project-Wake Tech			1,000,000	NR
21	Multi-Campus Centers			2,061,129	R
22	Short-Term Workforce Credentials Financial Assistance			1,000,000	NR
23	CRM-Customer Relationship Management System			10,000,000	NR
24	Information Technology Rates			42,734	R
25	Enterprise Resource Planning (ERP)			25,000,000	NR
26	Expansion Subtotal	102,194,072	6.1%	122,628,379	7.3%
	Reductions				
27	Minority Male Success Initiative			(810,000)	R
28	Performance Based Funding			(18,000,000)	R
29	ERP-Enterprise Resource Planning			(3,500,000)	R
30	ERP-Enterprise Resource Planning **			(25,000,000)	NR
30	Wilson Community College Biologics Center Receipts**			(12,000,000)	NR
31	Stabilization and Inflation Reserve Transfer			(80,446,750)	NR
32	Reductions Subtotal	-	0.0%	(139,756,750)	-8.4%
33	Net Adjustments to Base Budget (without salary adj)	\$ 175,942,869	10.5%	\$ 56,620,426	3.4%
34	Recommended General Fund Approp. (without salary adj)	\$ 1,846,542,877	10.5%	\$ 1,727,220,434	3.4%
	Salaries & Benefits				
35	Compensation Increase - Community Colleges			48,210,210	R
36	Compensation Increase - System Office			724,976	R
37	Bonus - Community Colleges			32,212,069	NR
38	Bonus - System Office			213,321	NR
39	Compensation Adjustment - System Office President			250,000	R
40	State Retirement - Community Colleges			8,582,440	R
41	State Retirement - System Office			127,842	R
42	Retiree COLA - System Office			132,408	NR
43	Retiree COLA - Community Colleges			8,888,952	NR
44	State Health Plan - Community Colleges			7,984,390	R
45	State Health Plan - System Office			76,052	R
46	Recommended General Fund Appropriation	\$ 1,846,542,877	10.5%	\$ 1,834,623,094	9.8%
47	Salary Increase - for College Employees			3.00%	
48	Retention Bonus			\$1,750 Bonus, \$1,000 Bonus	
49	Retirement Rate (TSERS)			26.10%	
50	State Health Plan Rate			\$8,905	
51	2026-27 Base Budget - GF Appropriation	\$ 1,670,600,008		1,670,600,008	
52	Adjustments - Recurring	175,942,869	10.5%	\$ 189,023,086	11.3%
53	Adjustments - Non-Recurring	-	0.0%	\$ -	0.0%
54	Recommended General Fund Appropriation	\$ 1,846,542,877	10.5%	\$ 1,859,623,094	11.3%
	<i>* Estimated based upon most recent data ** Budgets receipts coming from Reserve Funds</i>				

**SBCC
07/17/2026**

			CONFERENCE							
	FY 2025-26	2025-27	FY 2025-26	FY 2025-26	FY 2026-27	FY 2026-27	% Change vs. 24-	% Change vs. 25-26	% Change vs. 26-27	
1	Certified Budget	Base Budget	Adjustments	Recommended	Adjustments	Recommended	25 Cert.	Base	Base	
2	NCCCS State Funding									
3	Requirement	2,080,492,603	2,070,492,603	170,569,249	2,241,061,852	306,895,222	2,377,387,825	7.7%	8.2%	14.8%
4	Receipts	399,892,595	399,892,595	22,857,947	422,750,542	117,872,136	517,764,731	5.7%	5.7%	29.5%
5	GF Appropriati	\$1,680,600,008	\$1,670,600,008	147,711,302	1,818,311,310	189,023,086	1,859,623,094	8.2%	8.8%	11.3%
6	NCCCS State Funding per FTE									
7	BFTE	254,027	254,027	-	254,027	-	269,807			
8	Requirement	\$8,190.05	\$8,150.68	\$671.46	\$8,822.14	\$660.76	\$8,811.44	7.7%	8.2%	8.1%
9	Receipts	\$1,574.21	\$1,574.21	\$89.98	\$1,664.20	\$344.81	\$1,919.02	5.7%	5.7%	21.9%
10	GF Appropriati	\$6,615.83	\$6,576.47	\$ 581.48	\$ 7,157.95	\$ 315.95	\$ 6,892.42	8.2%	8.8%	4.8%

11 *Requirements = Spending Authority

Other Key Items in the Conference Budget:

- 12 SECTION 41.25.(b) Effective July 1, 2026, the annual employer contributions for the 2026-2027 fiscal year, payable monthly, by the State to the North Carolina State Health Plan for Teachers and State Employees for each covered employee is a maximum of eight thousand nine hundred twenty-five dollars (\$8,925).
- 13 SECTION 41.2.(a) Effective July 1, 2026, for the 2026-2027 fiscal year, any State-funded employee (i) whose salary is set by Part VII-A of this act (except for Section 7A.1 2 or 7A.6), by this Part, pursuant to the North Carolina Human Resources Act, or as otherwise authorized in this act and (ii) who is employed on June 30, 2026, is awarded a compensation bonus, payable as close as is practicable to October 15, 2026, in the amount of either: (1) One thousand seven hundred fifty dollars (\$1,750) awarded to employees having annual salaries of sixty-five thousand dollars (\$65,000) or less on June 30, 2026; or (2) One thousand dollars (\$1,000) awarded to employees having annual salaries greater than sixty-five thousand dollars (\$65,000) on June 30, 2026.
- 14 Effective July 1, 2026, the State Board of Community Colleges shall provide community college faculty and non-faculty personnel with an across-the-board salary increase in the amount of three percent (3%). Employed as of June 30, 2026
- 15 Effective July 1, 2026, the annual employer Retirement rate contributions for the 2026-2027 fiscal year, 26.10%
- 16 Propel-Provides funds to reorganize course tiers by workforce sector as part of the Propel NC funding model. Of funds provided for this purpose, \$39.0 million shall be used to shift courses to higher value sectors, and \$18.5 million shall be used to create funding parity between Workforce Continuing Education and
- 17 Propel NC Enrollment Increase- Provides funds to establish an enrollment increase reserve for community colleges with eligible enrollment increases that exceed
- 18 ERP-Reduces funds provided for the operation and maintenance (O&M) of system-wide Enterprise Resource Planning (ERP) solutions. The State Board of Community Colleges may request additional O&M funds when the development of the new ERP system is complete. The revised net appropriation for this purpose is \$4.8 million in FY 2026-27.
- 19 CRM- Provides funds to implement a system-wide CRM system, which will support enhanced functionality for recruitment, enrollment, and student engagement.
- 20 IT Rates- Adjusts funds based on the Department of Information Technology rate changes effective July 1, 2026. This amount reflects the net change in
- 21 Apprenticeship NC- Provides funds to support consulting services, communications and marketing, Community Colleges System Office (System Office) administration, and grant administration positions at Apprenticeship NC, which were previously supported by federal receipts. Funds may also be used to support purchased services, supplies, equipment, and other expenses. The revised net appropriation for this purpose is \$4.4 million in FY 2026-27
- 22 IDD Workforce Training Expansion: Provides funds to expand training programs for students with intellectual and developmental disabilities (IDD) at up to 10 additional community colleges. Funding provided for this purpose shall be used for the college, regional, and State level infrastructures for the program, including 2 positions at the System Office to facilitate the creation of work-based learning opportunities. The revised net appropriation for this purpose is \$7.8 million in FY 2026-27.
- 23 Minority Male Success Initiative Budget Fund: Eliminates funds provided for a program to increase the progression and completion rates of minority male students. (\$810,000)
- 24 Wilson Community College Biologics Center-Budgets receipts transferred from the Economic Development Project Reserve to Wilson Community College to support the development of its biologics training center.
- 25 Fund for High-Cost Workforce Programs Provides funds to assist community colleges in starting programs in high-demand career fields that require significant start-up funds. Colleges pay a certain percentage of program costs based on the total enrollment of FTE students.
- 26 Center for Applied Textile Technology- Provides additional funds to Gaston College to support the operations of the Center for Applied Textile Technology. The revised net appropriation for this purpose is \$5.8 million in FY 2026-27.
- 27 Digital Credential Pilot Program Provides funds to the System Office to contract with a third party entity to implement digital wallet platforms across community colleges.
- 28 Central Piedmont Community College Public Safety Equipment Budget Fund: Provides funds to Central Piedmont Community College to purchase public safety equipment for use in public safety training programs.
- 29 Seamless Skills Initiative Provides funds to Fayetteville Technical Community College and Wilkes Community College to establish the Community College Seamless Skills Initiative to create a competency based educational model connecting high school and community college
- 30 Workforce Diploma Program Provides funds to the System Office to contract with third-party entities for a workforce diploma program that will assist adults aged 21 and older to obtain a high school diploma and develop employability and career skills.
- 31 Lighthouse Math Project: Provides funds to the System Office to establish time-limited positions at Wake Technical Community College (WTCC) to assist East Wake High School and Knightdale High School in the implementation of the Lighthouse Math Project. The purpose of the Lighthouse Math Project is to offer a gateway college mathematics course to high school students using the artificial intelligence student tutoring program Khanmigo.
- 32 Performance-Based Funding Allocations: Eliminates funds from the Institutional and Academic Support allotment that are currently allocated to community colleges based on accountability measures and performance standards.
- 33 Multi-Campus Centers Funding: Provides funds to support 3 multi-campus centers that were conditionally approved by the State Board of Community Colleges. Funds will support centers for WTCC, Forsyth Technical Community College, and Alamance Community College.
- 34 Short-Term Workforce Credentials Financial Assistance: Provides funds to NCCCS to provide financial assistance of up to \$750 per course for resident students who enroll in short term workforce training programs that lead to an industry credential in fields with employer demand and competitive wages. The revised net appropriation for this purpose is \$2.0 million in FY 2026-27.

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
BUDGET TRACKING SHEET
2026-27 Other Funding Related Items**

Attachment FC 19

Conference		
		2026-27
1	Accelerate Transfer Pathways	2,500,000 NR
2	Nursing Fellows Forgivable Education Loan Pilot Program- Wayne CC and Western Piedmont	4,300,000 NR
3	Child Care Workforce Pilot Program - Johnston CC and Wayne CC	1,500,000 NR
4	Rockingham Community College- capital and equipment at the Cooperative Innovative HighSchool	275,000 NR
5	GTCC Aviation Center-Provides a directed grant to Guilford Technical Community College for the GTCC Aviation Center.	9,623,000 NR
6	Mitchell Community College- development of a public safety center	500,000 NR
7	Rockingham Community College - capital costs relating to transformers	614,000 NR
8	Rowan-Cabarrus Community College -start-up funding for a dental hygiene program	350,000 NR
9	Sampson Community College Ag Rescue Training - capital improvements/equipment/program support for the agricultural rescue training program	1,620,000 NR
10	Southwestern Community College - capital improvements	50,000 NR
11	Town of Clayton - Water and Wastewater-Johnston Community College	1,000,000 NR
12	Tri-County Community College - capital improvements	50,000 NR
13	Wayne Community College	100,000 NR
14	Mental Health Grant Reallocation of Helene funds	(784,490) NR
15	Blue Ridge Community College	2,000,000 NR
16	Southwestern Community College - for roof repairs to the College's Swain Center.	1,000,000 NR
17	CAGC Grant Funding Community Colleges	1,000,000 NR
18	Total	25,697,510

- 19 Accelerate Transfer Pathways - Provides funds for the University of North Carolina (UNC)System Office, in collaboration with the Community Colleges System Office and the Department of Information Technology (DIT), to develop and expand programs that accelerate the transfer of course credits.
- 20 Nursing Fellows Forgivable Ed Loan - Provides funds to SEAA to administer a nursing fellows pilot program at Western Piedmont Community College, Wayne Community College, and WSSU. The program will provide forgivable education loans and support services to nursing students who go on to serve as a nurse or nurse instructor in the State.
- 21 Child Care Workforce Pilot Program- Provides funds for Smart Start partnerships to develop and operate child care workforce academies in Johnston and Wayne counties as well as 10 other local partnerships to be determined in collaboration with the North Carolina Community Colleges System Office.
- 22 Town of Clayton - Water and Wastewater- Provides a directed grant to the Town of Clayton for water and wastewater needs, including pump stations to support UNC Health Johnston and Johnston Community College.
- 23 Mental Health Grants Reallocation - Budgets the transfer of funds remaining at the North Carolina Community College System (NCCCS) provided for expanded mental health support for affected community college students from NCCCS (Budget Code 26800-211068) to the Helene Fund.
- 24 Blue Ridge CC - \$2m to be used for repairs and renovations at the College's campus in Brevard as well as for operating deficits due to enrollment loss at that campus.
- 25 CAGC Foundation- Supports construction workforce development through outreach, recruitment, career coaching, placement services, financial assistance, and employer grants for internships, apprenticeships, and other work-based learning opportunities for eligible participants. Also funds community college construction training programs with an emphasis on hands-on skills, safety, and workforce readiness.
- 26 Need-Based Scholarship Funding Shift - Transfers scholarship funding from the Escheat Fund and reduces Education Lottery Fund support by the same amount. Total program funding remains \$179.9 million in FY 2026-27, consisting of \$177.2 million from the Escheat Fund and \$2.7 million from the Education Lottery Fund.

**SBCC
07/17/2026**

STATE BOARD OF COMMUNITY COLLEGES

Estimated Receipts
Through June 30, 2026
Information Only

		2023-24	2024-25	2025-26	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	\$	291,987,824	\$ 304,711,266	\$ 324,647,930	6.5%
ACTUAL NET RECEIPTS COLLECTED		306,244,536	329,284,923	356,296,999	8.2%
BUDGETED RECEIPTS UNCOLLECTED	\$	(14,256,712)	\$ (24,573,657)	\$ (31,649,069)	
PERCENT OF BUDGET COLLECTED		104.9%	108.1%	109.7%	

AGENDA

**State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, July 16, 2026 – 1:05 p.m. – 1:45 p.m.
Ms. Lisa Estep, Vice Chair**

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – May 14, 2026

For Future Action

- Proposed Waiver of 1G SBCCC 200.93(b)(1)(2) and (c)(1) - Reporting of Student Hours in Membership for Curriculum Classes (Attachment SBPG 01)*
- Proposed Amendment of 1G SBCCC 200.93 – Reporting of Student Hours in Membership for Curriculum Classes (Attachment SBPG 02)*
- Proposed Amendment of 1G SBCCC 200.94 – Reporting of Student Hours in Membership for Continuing Education Course Sections (Attachment SBPG 03)*
- Proposed Amendment of 1D SBCCC 400.5 – Curriculum Instructional Contract Provisions (Attachment SBPG 04)*
- Proposed Amendment of 1D SBCCC 400.6 – Curriculum Program Approvals and Terminations (Attachment SBPG 05)*
- Proposed Adoption of 1H SBCCC 500.3 – Strategic Procurement and Evaluation of Technology (Attachment SBPG 06)*
- Proposed Adoption of 1B SBCCC 800.1 – Purpose (Attachment SBPG 07)*
- Proposed Adoption of 1B SBCCC 800.2 – Definitions (Attachment SBPG 08)*
- Proposed Adoption of 1B SBCCC 800.3 – Dignity and Nondiscrimination (Attachment SBPG 09)*
- Proposed Adoption of 1B SBCCC 600.1 – Campus Free Speech (Attachment SBPG 10)*

For Action

- Amendment of 1D SBCCC 400.1 – Curriculum Definitions (Attachment SBPG 11)
- Amendment of 1D SBCCC 400.3 – Program Classification (Attachment SBPG 12)
- Amendment of 1D SBCCC 400.4 – Faculty (Attachment SBPG 13)
- Amendment of 1D SBCCC 400.7 – Instructional Service Agreements (Attachment SBPG 14)
- Review of Public Comments for Proposed Amendment of 1D SBCCC 400.8 – Courses for Curriculum Programs (Attachment SBPG 15)
- Transferring Community College Vehicle Title (Attachment SBPG 16)

(REVISED 07/13/2026)

AGENDA

**State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, July 16, 2026 – 1:05 p.m. – 1:45 p.m.
Ms. Lisa Estep, Vice Chair**

New Business

Adjourn

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

MINUTES
State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING
Thursday, May 14, 2026 – 3:15 p.m. – 3:40 p.m.
Hon. Chaz Beasley, Chair
Ms. Lisa Estep, Vice Chair

State Board Policy Governance Committee Members Present

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

Absent: Hon. Chaz Beasley, Chair

Other State Board Members Present

Mr. Chris Bullard	Dr. David Lowry	Mr. Robert Moore, Jr.
Mr. John Kane	Mr. Bill McBrayer	Mr. Scott Ottman

Others In Attendance

Attorney Jonnell Carpenter	Dr. Lisa Eads	Dr. Brian Merritt
Mr. Scott Corl	Dr. Kimberly Gold	Mr. Jamal Njai
Dr. Jeff Cox	Dr. Laura Leatherwood, BRCC	Dr. Phillip Price
Dr. Andrea Crowley	Dr. Amanda Lee, Bladen CC	Ms. Mary Rehbein
Attorney Delany Davis	Ms. Amy Mast	Ms. Halima Sharif

Call To Order

Vice Chair Estep called the State Board Policy and Governance Committee meeting to order at 3:16 p.m.

Roll Call of State Board Policy and Governance Committee

Ms. Davis 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 noted.

Approval of the Agenda

Vice Chair Estep requested a motion to approve the May 14, 2026 agenda as presented. Mr. Lang moved for approval, seconded by Dr. McInnis, and approved by voice vote.

Approval of the Minutes

Vice Chair Estep called for a motion to approve the minutes of the March 19, 2026 meeting as presented. Mr. Lang made the motion, seconded by Mr. Lumsden, and approved by voice vote.

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State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING
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Hon. Chaz Beasley, Chair
Ms. Lisa Estep, Vice Chair

For Future Action

Vice Chair Estep informed the Committee that instead of taking a vote on each item individually, only one vote will be taken at the end of reviewing SBPG 05 to move SBPG 01-05 from for Future Action to For Action and then taking an additional vote to approve SBPG 01-05.

Before reviewing the items, Vice Chair Estep also gave an overview of the State Board Code rulemaking process, highlighting the different timelines for when comments must be submitted and reminding the Committee that members of the public also have the right to request a public hearing on any proposed amendments. Vice Chair Estep asked if there were any questions on the process, none were noted.

Proposed Amendment of 1D SBCC 400.1 – Curriculum Definitions (Attachment SBPG 01)

Vice Chair Estep reviewed Attachment SBPG 01 and explained that “archived course” was being replaced with “obsolete course” to align with the terminology used in the Common Course Library (CCL) and at the UNC System. Additionally, work-based learning and clinical hours would now count towards a student’s contact hours, and clinical hours would be required to consist of 60 minutes. Vice Chair recognized Dr. Lisa Eads to answer any questions, none were noted.

Proposed Amendment of 1D SBCC 400.3 – Program Classification (Attachment SBPG 02)

Vice Chair Estep reviewed Attachment SBPG 02, and explained that “baccalaureate granting colleges and universities” would replace “four year colleges and universities” to better align with the student experience, as not all students graduated within four (4) years. She further explained that language was being consolidated to simplify the degree programs into a single category with three (3) sections – transfer, Associate in Applied Science and Associate in General Education. Mr. Lang asked who was responsible for making the changes in this section of the code. Dr. Eads was recognized and explained that the System Office Programs team makes the changes based on feedback from the colleges while also engaging in a thorough vetting process with the System Office Chief Academic Officer. Dr. Eads also anticipated that there would be additional feedback once these amendments go out for public comments, pointing out that changes have not been made to this specific section of the code in 10 years.

Proposed Amendment of 1D SBCC 400.4 – Faculty (Attachment SBPG 03)

Vice Chair Estep reviewed Attachment SBPG 03 and explained that the proposed changes were intended to comply with new statutes that no longer identified the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as the required accreditor for the colleges. Because colleges now had the ability to choose their own institutional accreditor, the amendment required college faculty to meet the standards of the accreditor selected by the college. Vice Chair Estep asked whether there were any questions, none were noted.

Proposed Amendment of 1D SBCC 400.7 – Instructional Service Agreements (Attachment SBPG 04)

Vice Chair Estep reviewed Attachment SBPG 04 and explained that these changes are consistent with

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Thursday, May 14, 2026 – 3:15 p.m. – 3:40 p.m.
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Ms. Lisa Estep, Vice Chair

previous Board action in August 2025 when “Instructional Service Agreements (ISAs)” was changed to

“Cooperative Curriculum Agreements.” She further noted that all signature requirements had been removed since the new Enterprise Resource Planning (ERP) system only required approval from the president of each college. Dr. McInnis asked whether the System Office was collecting information on inter-college partnerships, full-time equivalency (FTE), and enrollment resulting from the ISAs to determine whether any progress was being made and when the Committee could expect to begin receiving updates on that progress.

Dr. Brian Merritt was recognized to respond, and he described the System Office’s business model for data collection. He explained that the data was currently being collected in several ways, but it was housed primarily in spreadsheets. He shared that his team was exploring ways that their data system to help colleges designate which courses were shared courses. He stated that ongoing conversations were taking place with college presidents and that he believed there might be a solution within Colleague and Banner that would allow colleges to identify a course as a shared course. He emphasized that the transition to the ERP system made this effort difficult, but his team believed that introducing and deploying a new data element as well as training the colleges on the process would be beneficial. He indicated that the target launch date of that process is likely summer 2027.

Mr. McInnis asked for a clearer deadline. He urged that a deadline should be shared at the next Board meeting in July. Dr. Merritt agreed but also pointed out that ISAs only represent 1.2% of all FTE across the system, recognizing that there was an opportunity for improvement.

Mr. Looney asked who was responsible for managing and analyzing the data. Dr. Merritt explained he worked collaboratively with Dr. Schneider’s team to determine how they could better log, interpret, and analyze the data to make informed decisions and share the information in a more digestible format.

Mr. Looney asked if Dr. Merritt could identify the core issue with the data. Dr. Merritt responded that there was no centralized way in the current data system where colleges could consistently log that they were sharing courses and programs. Dr. McInnis asked if this issue was on the front end to which Dr. Merritt affirmed that it was.

Mr. Ottman asked if the CCL solution had the option for the “course type” field to be mandatory. Dr. Eads explained that the CCL solution was still in the development phase and her team was still looking for ways to track data more effectively. She also shared that tracking can be difficult since various types of agreements exist, outside of ISAs.

Proposed Amendment of 1D SBCC 400.8 – Courses for Curriculum Programs (Attachment SBPG 05)

Vice Chair Estep reviewed Attachment SBPG 05 and explained that references to supplemental courses were removed since the courses were now categorized under developmental courses and the timeline

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for when a course could be marked obsolete was being increased from three (3) years to five (5) years. She also reviewed the criteria changes that were made regarding whether a curriculum course may receive a transfer designation. Vice Chair Estep asked if there were any questions on this item or any of the previous items, none were noted.

Vice Chair Estep requested a motion to move Attachment SBPG 01 – SBPG 05 from Future Action to For Action. Ms. West made the motion, seconded by Mr. Price, and approved by voice vote.

Vice Chair Estep then requested a motion to approve Attachment SBPG 01 – SBPG 05 as presented. Mr. Lang made the motion, seconded by Mr. Price, and approved by voice vote.

For Consent Approval

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 06)

Vice Chair Estep reviewed Attachment SBPG 06 and explained that the State Board of Proprietary Schools (SBPS) was proposing 10 schools for initial licensure with an expiration date of June 30, 2027. Mr. Lang asked for more information on what they were being asked to approve. Vice Chair Estep provided additional context on the SBPS process, explaining that schools were unlikely to be presented for approval if they had not met the requirements of the SBPS.

Mr. Lumsden asked who was responsible for initially vetting the schools being presented for approval. Vice Chair Estep replied that the SBPS approved the schools first then the schools are approved by the Board. Mr. Lumsden asked whether it was correct to assume that the SBPS leadership team had sufficiently vetted the schools before bringing them to the Board. Attorney Carpenter affirmed that he was correct and recognized that Dr. Scott Corl, Director of Proprietary Schools, worked diligently with the SBPS before presenting schools for approval.

Mr. Price asked whether Dr. Cox or the SBPS gave the final sign-off for approval. Attorney Carpenter clarified that the SBPS provided the final approval. Dr. Cox further explained that he signed an additional form denoting that the SBPS and the Board had collectively agreed to grant the schools initial licensures.

Mr. Price suggested that statistics on licensure approval rates should be shared with the Committee. Mr. Corl was recognized and directed the Committee to the list of schools being presented for approval, explaining that the SPBS vetted those schools by conducting site visits to verify student safety, ensuring each school had a bond in place to refund students in the event of closure, and confirming that adequate teaching materials were available. He further explained that a report was also presented to the SBPS, outlining 10-12 statutory requirements that the SBPS had to find before recommending a school for licensure.

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Ms. Lisa Estep, Vice Chair

Mr. Lumsden asked how often a school was denied licensure or licensure was revoked. Mr. Corl did not share specific statistics and Mr. Price urged that these statistics be compiled and shared for more awareness.

In an effort to simplify what the Committee was being asked to do, Mr. McBrayer compared the proprietary school licensing approval process to the community college president approval process. He noted that the

Board's approval of proprietary schools was not to be considered a rubber stamp, but it was an oversight function authorized by statute.

Recommendation for Renewal of Proprietary School (Attachment SBPG 07)

Vice Chair Estep reviewed Attachment SBPG 07 and explained that the licenses of 125 proprietary schools across the state were up for renewal, with an expiration date of June 30, 2027. She asked if there were any questions and none were noted.

Vice Chair Estep requested a motion to approve Attachment SBPG 06 and SPBG 07 as presented. Mr. Lumsden made the motion, seconded by Ms. West and approved by voice vote.

New Business

Vice Chair Estep called for new business and none was noted.

Adjourn

Vice Chair Estep requested a motion to adjourn. Mr. Naisbitt made the motion to adjourn, seconded by Mr. Looney, and approved by voice vote. The meeting was adjourned at 3:45 p.m.

Recording Secretary,
Delany Davis

STATE BOARD OF COMMUNITY COLLEGES
Proposed Waiver of 1G SBCCC 200.93(b)(1)(2) and (c) (1) - Reporting of Student Hours in
Membership for Curriculum Classes

Request: The State Board of Community Colleges (SBCC) is requested to approve a waiver of the rule 1G SBCCC 200.93(b)(1)(2) and (c)(1) Reporting of Student Hours in Membership for Curriculum Classes to allow implementation and evaluation of a pilot Competency-Based Education (CBE) program. The proposed waiver is intended solely to support the implementation and evaluation of the approved pilot program and does not constitute a permanent modification to State Board policy.

Authority: The State Board has the authority to waive any existing rule or portion of a rule in the SBCC Code to launch a pilot program. (1A SBCCC 200.3(a)(4)).

Duration of the Waiver: The waiver will remain in effect through August 15, 2027, for the selected pilot colleges.

Background: As learner expectations and workforce demands continue to evolve, this pilot provides an opportunity for the System Office to evaluate innovative approaches that support student success while informing future modernization of instructional, reporting, and support frameworks.

Competency-Based Education (CBE) is an instructional approach that measures student progress through demonstrated mastery of clearly defined competencies rather than elapsed instructional time. This approach has been adopted nationally to expand access for adult learners and other students who require flexible scheduling due to work, family, or other responsibilities. Consistent with NCCCS Strategic Plan (Strategy 4.2.3, Support colleges that pilot competency-based education pathways for students to accelerate their journey from education to a job using self-paced mastery models), and Belk Center research focused on adult learners, the proposed CBE model is informed by evidence emphasizing flexibility, clear expectations, timely feedback, and instructional designs that respond to the needs of working adults.

Content delivered using a competency-based format still has clearly defined learning outcomes that are fully equivalent in scope, rigor, and workforce relevance to the traditional certificate programs currently offered. Instruction will emphasize demonstrated mastery of competencies rather than fixed seat-time requirements, while maintaining appropriate faculty oversight, assessment integrity, and student support. CBE models allow flexibility in attendance without sacrificing compliance or accountability. Students will be permitted to engage with learning activities and assessments in a manner that accommodates work, family, and other responsibilities, while progress is evaluated through mastery of established competencies. Regular and substantive interaction (RSI) will be ensured through planned, faculty-initiated instructional activities, including proactive outreach, structured feedback, and ongoing academic support.

Wilkes Community College has been leading the System work in this area. They received State Board Reserve funds in January 2025 ([FC-03](#)) to explore and develop a CBE program. Since then, they have been working with national CBE experts through the Competency-Based Education Network (C-BEN) to design, evaluate, and prepare competency-based certificate programs and associated student support structures. They have also taken the time to plan the implementation of CBE within existing institutional systems and processes. This coordinated approach ensures that both academic and student support structures are aligned prior to implementation of the proposed CBE model.

Wilkes' work demonstrates the potential for expanding CBE opportunities across the System and identified a need for limited flexibility within existing State Board requirements. Because CBE delivery does not align with traditional seat-time calculations, participating colleges require a modified approach to reporting student hours during the pilot period. This temporary flexibility will allow the System to evaluate how competency-based instruction interacts with existing reporting and funding structures while maintaining instructional oversight, assessment integrity, student support, and fiscal accountability. Use of membership hours is necessary to accurately reflect the instructional, advising, and student support resources invested in this model while the pilot is evaluated.

Proposal Overview: The proposed waiver will provide limited flexibility from relevant seat-time and attendance requirements to allow approved pilot colleges to implement and evaluate CBE instruction.

To be considered for participation in the pilot, an institution shall submit an application to the System Office demonstrating its ability to successfully implement and evaluate the proposed competency-based education model. The application shall include:

- An implementation plan;
- A commitment to complete the pilot prior to the expiration of this waiver;
- Evidence of any required approvals, notifications, or acknowledgments from the institutional accrediting agency and any other applicable accrediting, regulatory, or governing entities;
- Agreement to participate in required data collection, reporting, and evaluation activities; and
- Identification of the institutional resources necessary to support implementation and ongoing operation of the pilot.

The scope of this pilot is intentionally limited to allow focused evaluation and continuous improvement. Participation will be limited to a small number of colleges to ensure appropriate oversight, evaluation, and support during implementation. Findings from the initial implementation will inform potential expansion and scaling of CBE offerings across the entire System. Should the model(s) demonstrate effectiveness, sustainability, and alignment with System goals, lessons learned may be used to inform modifications to State Board Code to better

position the System to competitively respond to the documented needs of adult learners in the future.

Potential Pilot Outcomes: The CBE pilot will allow partner colleges and the System to evaluate how a non-traditional instructional model can be implemented within existing curriculum, reporting, and funding frameworks while maintaining academic rigor and fiscal accountability. Outcomes and data generated during the pilot will inform decisions regarding future expansion and potential policy considerations related to competency-based instruction.

Potential outcomes of the pilot include:

- Evidence of expanded access and increased scheduling flexibility for adult learners and other students' balancing work, family, and educational commitments.
- Comparative data on student progression, completion patterns, and time-to-credential between competency-based and traditional instructional formats.
- Evaluation of how existing membership-hour reporting requirements align with a competency-based instructional model, including the relationship between student progression, institutional resource investment, and FTE generation.
- Assessment of instructional, advising, and success-coaching demands within a CBE framework compared to traditional course delivery.
- Evaluation of student satisfaction, persistence, and completion outcomes within a competency-based instructional model.
- Evaluation of the effectiveness of competency-based instruction in supporting workforce-aligned credential attainment.
- Identification of best practices, lessons learned, and policy considerations to support a potential multi-college pilot expansion of CBE offerings within the North Carolina Community College System in 2027–2028.

This pilot provides an opportunity to evaluate a nationally recognized instructional model within a controlled and accountable environment while maintaining academic quality, fiscal stewardship, and a focus on student success. The sections proposed to be waived are italicized below.

System Office Contact(s):

Dr. Brian Merritt
Senior Vice President, Chief Academic Officer

Dr. Lisa Eads
Associate Vice President, Programs

Dr. Seth Marc Kamen
State Director of Transfer, Learning Recognition and Credential Alignment

**State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES
CHAPTER G. FULL-TIME EQUIVALENT (FTE)**



SUBCHAPTER 200. FTE REPORTING CATEGORIES/CRITERIA

**1G SBCCC 200.93 Reporting of Student Hours in Membership for
Curriculum Classes**

- (a) Academic Term. College boards of trustees shall locally determine the beginning and end date for each academic term within the timeframes of the academic term reporting periods defined in 1G SBCCC 100.1, unless an exception is granted by the System President. The System President may grant an exception if it would not result in an overlap with another academic term, the 10% point of all course sections would fall within the corresponding academic term reporting period, and the exception would not negatively impact the college's ability to meet data reporting requirements. The academic semester for credit courses shall be designed so that classes may be scheduled to include the number of instructional hours shown in the college catalog and the approved curriculum program of study compliance document and reported for FTE purposes (see 1D SBCCC 400.95(a)). Instructional hours include scheduled class and laboratory sessions as well as examination sessions. Length of semesters or courses may vary as long as credit hours are assigned consistent with 1GSBCCC 100.1 and as long as membership hours are reported consistent with the other provisions of this Rule. If necessary to meet the needs of particular constituents (for example, courses provided at high schools, military bases, prisons, or at the specific request of business), without an exception by the System President, colleges may schedule curriculum course sections that fall outside the academic term beginning and end dates, as defined by the college's board of trustees. If such

course sections cross academic term reporting periods, FTE enrollment shall be reported consistent with the provisions of 1G SBCCC 200.1(a).

(b) Regularly Scheduled Classes.

1) A class is regularly scheduled if it meets all of the following criteria:

- a. Assigned definite beginning and ending time;*
- b. Specific days the class meets is predetermined;*
- c. Specific schedule is included on the Institution Master Schedule or other official college documents;*
- d. Class hours are assigned consistent with college catalog and curriculum standard requirements; and*
- e. Identified class time and dates are the same for all students registered for the class excluding clinical or cooperative work experience. This may include in-person or synchronously online, as long as the instructor and student are engaged in live interactions.*
 - i. Classes which have a regularly scheduled lecture section and a non regularly scheduled laboratory section or online asynchronous option shall satisfy this criteria. The census date (10% point) shall be determined from the regularly scheduled portion of the class. Verification of student participation in the laboratory section or online asynchronous option of the class shall be available for review.*
 - ii. A student shall be considered absent if that student did not attend during the specified times or days the class was scheduled to meet. Classes that have a regularly scheduled section which include in-person instruction or digitally delivered synchronous instruction and an option to attend asynchronously shall satisfy this criteria.*
 - iii. A student shall be considered absent if that student did not attend during the specified times or days the class was*

scheduled to meet whether the class met in-person, synchronously, or asynchronously. Verification of student attendance in the asynchronous portion of the course shall be documented by electronic submission of content-related material.

- 2) *A student shall be considered to be in class membership when the student meets all of the following criteria:*
 - a. *enrolled as evidenced by payment of the applicable tuition and fees, or obtained a waiver as defined in G.S. 115D-5(b);*
 - b. *attended one or more classes prior to or on the 10 percent point in the class;*
 - c. *has not withdrawn or dropped the class prior to or on the 10 percent point.*
- 3) Definition of a Student Membership Hour. A student membership hour is one hour of scheduled class or laboratory for which the student is enrolled. A college shall provide a minimum of 50 minutes of instruction for each scheduled class hour. A college shall provide sufficient time between classes to accommodate students changing classes. A college shall not report more hours per student than the number of class hours scheduled in the approved curriculum program of study compliance document.
- 4) Calculation of Student Membership Hours for Regularly Scheduled Classes. Student membership hours are obtained by multiplying the number of students in membership at the 10 percent point in the class by the total number of hours the class is scheduled to meet for the semester as stated in the college catalog and the approved curriculum program of study compliance document (see 1D SBCCC 400.97(4)).
- 5) Maintenance of Records of Student Membership Hours. Accurate attendance records shall be maintained for each class through the 10 percent point of the class. Attendance records shall be signed by the

instructor or lead instructor, verifying their accuracy, and shall be maintained by the college until released from all compliance reviews (see the Public Records Retention & Disposition Schedule for Institutions in the Community College System). Student membership hours shall be summarized in the Institution's Class Report and certified by the president or designee. For classes identified as non traditional delivery (see Subparagraph (e)(1) of this Rule), documentation of student contact prior to the 10 percent point shall be maintained in the same manner as the attendance records mentioned in this Rule.

(c) *Non Regularly Scheduled Classes.*

- 1) *A non regularly scheduled class may include any or all of the following:***
 - a. *a class where a definitive beginning and ending time is not determined;***
 - b. *a class offered in a learning laboratory type setting (see 1G SBCCC 200.94(b)(6) for definition of learning laboratory);***
 - c. *a class self paced in that the student progresses through the instructional materials at the student's own pace, and can complete the class as soon as the student has successfully met the educational objectives. Classes offered as independent study are generally offered in this manner;***
 - d. *a class in which a student may enroll during the initial college registration period or in which the student may be permitted to enroll at any time during the semester; or***
 - e. *any class not meeting all criteria for a regularly scheduled class, as shown in Subparagraph (b)(1) of this Rule, is considered to be a non regularly scheduled class for reporting purposes. Classes defined as non traditional (see Paragraph (e) of this Rule) or clinical practice (see Paragraph (g) of this Rule) which are identified as a***

separate student hour reporting category are not subject to the above provisions in Paragraph (c).

- 2) Definition of Student Membership. A student is considered to be in class membership when the student meets the following criteria:
 - a. enrolled as evidenced by payment of the applicable tuition and fees, or obtained a waiver consistent with 1E SBCCC Subchapter 800; and
 - b. attended one or more classes.
- 3) Definition of a Student Contact Hour. For non-regularly scheduled classes, student contact hour is defined as actual time of student attendance in a class or lab. 60 minutes shall constitute an hour. A college shall not report more hours per student than the number of class hours scheduled in the approved curriculum program of study compliance document.
- 4) Calculation of Student Contact Hours for Non Regularly Scheduled Classes. For these classes, actual time of class attendance for each student determined to be in membership shall be reported. Student contact hours for these classes are the sum of all the hours of actual student attendance in a class in a given semester, and shall not exceed the hours in the approved curriculum program of study compliance document. (see 1D SBCCC 400.97(4)).
- 5) Maintenance of Records of Student Contact Hours. Accurate attendance records shall be maintained for each class of the nature described in this Rule through the entire semester. Attendance records shall be signed by the instructor or lead instructor, verifying their accuracy, and shall be maintained by the college until released from all compliance reviews (see the Public Records Retention & Disposition Schedule for Institutions in the Community College System). Student contact hours shall be summarized in the Institution's Class Report and certified by the president or designee.

(d) Skills Laboratory or Computer Tutorial Laboratory. Individualized instructional laboratories are similar to learning laboratories (see 1G SBCCC 200.94(b)(6)) except the participants are curriculum students. Skills labs or computer tutorial labs are remedial or developmental in nature and intended for students who are experiencing academic difficulty in a particular curriculum course. A skills laboratory instructor shall be qualified in the single subject area of the skills laboratory. A computer tutorial laboratory coordinator need not be qualified in any of the subject area(s) provided in a computer tutorial laboratory. Student contact hours may be reported for budget/FTE when students are required by their instructor to attend either of the laboratories for remedial or developmental work and when the skills laboratory instructors or computer tutorial coordinators are paid with curriculum instructional funds.

- 1) Documentation of instructor referral shall be maintained for compliance review purposes. The College shall maintain documentation until released from all compliance reviews.
- 2) Homework assignments shall not be reported for budget/FTE. (See 1G SBCCC 200.95(a)).
- 3) Calculation of Student Contact Hours for Skills Laboratory or Computer Tutorial Laboratory. For these classes, actual time of class attendance shall be reported; 60 minutes shall constitute an hour. Student hours generated for these types of classes are the sum of all the hours of actual student attendance in a class in a given semester.

(e) Classes Identified as Curriculum Non Traditional Delivery.

- 1) Definition. Due to the methodology by which instruction is delivered, non traditional delivery classes are not consistent with the definitions of regularly scheduled or non regularly scheduled classes described in this Rule. Non traditional delivery classes are defined as those classes which are offered through media such as internet, telecourses, videocassette

and other electronic media excluding classes offered via the North Carolina Information Highway.

- 2) For those classes identified as non traditional delivery, student attendance in class or in an orientation session, submission of a written assignment or submission of an examination, is the basis for the determination of class membership at the 10 percent point of the class. Student membership hours earned in non traditional delivery classes shall be calculated by multiplying the number of students in membership, as defined in the prior sentence, times the number of hours assigned to the class in official college documents. For these classes, the number of hours assigned shall be consistent with the credit hours assigned according to 1G SBCCC 100.1, as well as the curriculum standard.
 - 3) Non-traditional instruction delivered is pre-structured into identifiable units. Non traditional delivery classes do not include classes identified as independent study which are not media based.
- (f) Curriculum Student Work Experience. The following criteria apply to the reporting guidelines for students enrolled in curriculum work experience, exclusive of work station based training. Examples of student work experience include cooperative education, practicums, and internships.
- 1) Student membership hours for student work experience shall not generate budget/FTE without prior approval by the System Office for such activities through the appropriate curriculum standard.
 - 2) Work Experience. Work experience for curriculum courses shall earn budget/FTE at the 100 percent rate of assigned work experience hours and shall not exceed a maximum of 320 membership hours per student per semester.
 - a. These classes shall be coordinated by college personnel paid with college instructional funds and may be located in one or more sites.

- b. These classes shall be specified in the approved curriculum of the college consistent with the applicable curriculum standard (see 1D SBCCC 400.97(3)(a)(ii)(D)).
 - c. The college shall maintain documentation of all student work experience hours.
- (g) Clinical Practice. Colleges shall report instructional hours of curriculum courses which include clinical practice, as defined in 1D SBCCC 400.1(c)(2), consistent with the rules for regularly scheduled classes in Paragraph (b) of this rule if the course meets the following criteria:
- 1) Assigned definite beginning and ending time;
 - 2) Specific days the class meets are predetermined, although class times, dates, and locations may vary for enrolled students;
 - 3) Clinical hours scheduled are included on the Institution Master Schedule or other official college documents;
 - 4) Class hours are assigned consistent with the college catalog and curriculum standards set forth in 1D SBCCC 400.8;
 - 5) Class hours shall be scheduled to provide a minimum of 50 minutes of instruction; and
 - 6) College instructors who are qualified to teach in the particular program supervise and are paid with college instructional funds for all scheduled class hours (classroom and clinical).

College personnel shall make documentation verifying student participation in clinical practice available for compliance purposes.

History Note: Authority G.S. 115D-6.1; S.L. 1995, c. 625;

Eff. September 30, 1977;

Amended Eff. July 24, 1978;

Emergency Amendment Eff. August 10, 1978 for a period of 120 days to expire on December 8, 1978;

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Amended Eff. September 1, 1993; September 1, 1988; September 1, 1985; November 1, 1983;

Temporary Amendment Eff. June 1, 1997;

Amended Eff. [May 1, 2022](#); [September 1, 2018](#); [May 1, 2017](#); December 1, 2012; August 1, 2004; August 1, 2000; July 1, 1998.



State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER G. FULL-TIME EQUIVALENT (FTE)

SUBCHAPTER 200. FTE REPORTING CATEGORIES/CRITERIA

**1G SBCCC 200.93 Reporting of Student Hours in Membership for Curriculum
Classes**

(a) Academic Term. College boards of trustees shall locally determine the beginning and end date for each academic term within the timeframes of the academic term reporting periods defined in 1G SBCCC 100.1, unless an exception is granted by the System President. The System President may grant an exception if it would not result in an overlap with another academic term, the 10% point of all course sections would fall within the corresponding academic term reporting period, and the exception would not negatively impact the college's ability to meet data reporting requirements. The academic semester for credit courses shall be designed so that classes may be scheduled to include the number of instructional hours shown in the college catalog and the approved curriculum program of study compliance document and reported for FTE purposes (see 1D SBCCC 400.95(a)). Instructional hours include scheduled class and laboratory sessions as well as examination sessions. Length of semesters or courses may vary as long as credit hours are assigned consistent with 1GSBCCC 100.1 and as long as membership hours are reported consistent with the other provisions of this Rule. If necessary to meet the needs of particular constituents (for example, courses provided at high schools, military bases, prisons, or at the specific request of business), without an exception by the System President, colleges may schedule curriculum course sections that fall outside the academic term beginning and end dates, as defined by the

college's board of trustees. If such course sections cross academic term reporting periods, FTE enrollment shall be reported consistent with the provisions of 1G SBCCC 200.1(a).

(b) Regularly Scheduled Classes.

1) A class is regularly scheduled if it meets all of the following criteria:

- a. Assigned definite beginning and ending time;
- b. Specific days the class meets is predetermined;
- c. Specific schedule is included on the Institution Master Schedule or other official college documents;
- d. Class hours are assigned consistent with college catalog and curriculum standard requirements; and
- e. Identified class time and dates are the same for all students registered for the class excluding clinical or cooperative work experience. This may include in-person or synchronously online, as long as the instructor and student are engaged in live interactions.
 - i. Classes which have a regularly scheduled lecture section and a non regularly scheduled laboratory section or online asynchronous option shall satisfy this criteria. The census date (10% point) shall be determined from the regularly scheduled portion of the class. Verification of student participation in the laboratory section or online asynchronous option of the class shall be available for review.
 - ii. A student shall be considered absent if that student did not attend during the specified times or days the class was scheduled to meet. Classes that have a regularly scheduled section which include in-person instruction or digitally delivered synchronous instruction and an option to attend asynchronously shall satisfy this criteria.
 - iii. A student shall be considered absent if that student did not attend during the specified times or days the class was

1 scheduled to meet whether the class met in-person,
2 synchronously, or asynchronously. Verification of student
3 attendance in the asynchronous portion of the course shall
4 be documented by electronic submission of content-related
5 material.

6 2) A student shall be considered to be in class membership when the student
7 meets all of the following criteria:

- 8 a. enrolled as evidenced by payment of the applicable tuition and fees,
9 or obtained a waiver as defined in G.S. 115D-5(b);
- 10 b. attended one or more classes prior to or on the 10 percent point in
11 the class;
- 12 c. has not withdrawn or dropped the class prior to or on the 10
13 percent point.

14 3) Definition of a Student Membership Hour. A student membership hour is
15 one hour of scheduled class or laboratory for which the student is enrolled.
16 A college shall provide a minimum of 50 minutes of instruction for each
17 scheduled class hour. A college shall provide sufficient time between
18 classes to accommodate students changing classes. A college shall not
19 report more hours per student than the number of class hours scheduled
20 in the approved curriculum program of study compliance document.

21 4) Calculation of Student Membership Hours for Regularly Scheduled
22 Classes. Student membership hours are obtained by multiplying the
23 number of students in membership at the 10 percent point in the class by
24 the total number of hours the class is scheduled to meet for the semester
25 as stated in the college catalog and the approved curriculum program of
26 study compliance document (see 1D SBCCC 400.97(4)).

27 5) Maintenance of Records of Student Membership Hours. Accurate
28 attendance records shall be maintained for each class through the 10
29 percent point of the class. Attendance records shall be signed by the
30 instructor or lead instructor, either physically or electronically, verifying

1 their accuracy, ~~and~~ The attendance records shall be maintained by the
2 college until released from all compliance reviews (see the Public Records
3 Retention & Disposition Schedule for Institutions in the Community College
4 System). Student membership hours shall be summarized in the
5 Institution's Class Report and certified by the president or designee. For
6 classes identified as non traditional delivery (see Subparagraph (e)(1) of
7 this Rule), documentation of student contact prior to the 10 percent point
8 shall be maintained in the same manner as the attendance records
9 mentioned in this Rule.

10 (c) Non Regularly Scheduled Classes.

11 1) A non regularly scheduled class may include any or all of the following:

- 12 a. a class where a definitive beginning and ending time is not
13 determined;
- 14 b. a class offered in a learning laboratory type setting (see 1G SBCCC
15 200.94(b)(6) for definition of learning laboratory);
- 16 c. a class self paced in that the student progresses through the
17 instructional materials at the student's own pace, and can complete
18 the class as soon as the student has successfully met the
19 educational objectives. Classes offered as independent study are
20 generally offered in this manner;
- 21 d. a class in which a student may enroll during the initial college
22 registration period or in which the student may be permitted to
23 enroll at any time during the semester; or
- 24 e. any class not meeting all criteria for a regularly scheduled class, as
25 shown in Subparagraph (b)(1) of this Rule, is considered to be a
26 non regularly scheduled class for reporting purposes. Classes
27 defined as non traditional (see Paragraph (e) of this Rule) or clinical
28 practice (see Paragraph (g) of this Rule) which are identified as a
29 separate student hour reporting category are not subject to the
30 above provisions in Paragraph (c).

- 1 2) Definition of Student Membership. A student is considered to be in class
2 membership when the student meets the following criteria:
 - 3 a. enrolled as evidenced by payment of the applicable tuition and fees,
4 or obtained a waiver consistent with 1E SBCCC Subchapter 800;
5 and
 - 6 b. attended one or more classes.
- 7 3) Definition of a Student Contact Hour. For non-regularly scheduled classes,
8 student contact hour is defined as actual time of student attendance in a
9 class or lab. 60 minutes shall constitute an hour. A college shall not report
10 more hours per student than the number of class hours scheduled in the
11 approved curriculum program of study compliance document.
- 12 4) Calculation of Student Contact Hours for Non Regularly Scheduled
13 Classes. For these classes, actual time of class attendance for each
14 student determined to be in membership shall be reported. Student
15 contact hours for these classes are the sum of all the hours of actual
16 student attendance in a class in a given semester, and shall not exceed
17 the hours in the approved curriculum program of study compliance
18 document. (see 1D SBCCC 400.97(4)).
- 19 5) Maintenance of Records of Student Contact Hours. Accurate attendance
20 records shall be maintained for each class of the nature described in this
21 Rule through the entire semester Attendance records shall be signed by
22 the instructor or lead instructor, either physically or electronically, verifying
23 their accuracy, ~~and~~ The attendance records shall be maintained by the
24 college until released from all compliance reviews (see the Public Records
25 Retention & Disposition Schedule for Institutions in the Community College
26 System). Student contact hours shall be summarized in the Institution's
27 Class Report and certified by the president or designee.
- 28 (d) Skills Laboratory or Computer Tutorial Laboratory. Individualized instructional
29 laboratories are similar to learning laboratories (see 1G SBCCC 200.94(b)(6))
30 except the participants are curriculum students. Skills labs or computer tutorial

1 labs are remedial or developmental in nature and intended for students who are
2 experiencing academic difficulty in a particular curriculum course. A skills
3 laboratory instructor shall be qualified in the single subject area of the skills
4 laboratory. A computer tutorial laboratory coordinator need not be qualified in any
5 of the subject area(s) provided in a computer tutorial laboratory. Student contact
6 hours may be reported for budget/FTE when students are required by their
7 instructor to attend either of the laboratories for remedial or developmental work
8 and when the skills laboratory instructors or computer tutorial coordinators are
9 paid with curriculum instructional funds.

10 1) Documentation of instructor referral shall be maintained for compliance
11 review purposes. The College shall maintain documentation until released
12 from all compliance reviews.

13 2) Homework assignments shall not be reported for budget/FTE. (See 1G
14 SBCCC 200.95(a)).

15 3) Calculation of Student Contact Hours for Skills Laboratory or Computer
16 Tutorial Laboratory. For these classes, actual time of class attendance
17 shall be reported; 60 minutes shall constitute an hour. Student hours
18 generated for these types of classes are the sum of all the hours of actual
19 student attendance in a class in a given semester.

20 (e) Classes Identified as Curriculum Non Traditional Delivery.

21 1) Definition. Due to the methodology by which instruction is delivered, non
22 traditional delivery classes are not consistent with the definitions of
23 regularly scheduled or non regularly scheduled classes described in this
24 Rule. Non traditional delivery classes are defined as those classes which
25 are offered through media such as internet, telecourses, videocassette
26 and other electronic media excluding classes offered via the North
27 Carolina Information Highway.

28 2) For those classes identified as non traditional delivery, student attendance
29 in class or in an orientation session, submission of a written assignment or
30 submission of an examination, is the basis for the determination of class

membership at the 10 percent point of the class. Student membership hours earned in non traditional delivery classes shall be calculated by multiplying the number of students in membership, as defined in the prior sentence, times the number of hours assigned to the class in official college documents. For these classes, the number of hours assigned shall be consistent with the credit hours assigned according to 1G SBCCC 100.1, as well as the curriculum standard.

- 3) Non-traditional instruction delivered is pre-structured into identifiable units. Non traditional delivery classes do not include classes identified as independent study which are not media based.

(f) Curriculum Student Work Experience. The following criteria apply to the reporting guidelines for students enrolled in curriculum work experience, exclusive of work station based training. Examples of student work experience include cooperative education, practicums, and internships.

- 1) Student membership hours for student work experience shall not generate budget/FTE without prior approval by the System Office for such activities through the appropriate curriculum standard.

- 2) Work Experience. Work experience for curriculum courses shall earn budget/FTE at the 100 percent rate of assigned work experience hours and shall not exceed a maximum of 320 membership hours per student per semester.

a. These classes shall be coordinated by college personnel paid with college instructional funds and may be located in one or more sites.

b. These classes shall be specified in the approved curriculum of the college consistent with the applicable curriculum standard (see 1D SBCCC 400.97(3)(a)(ii)(D)).

c. The college shall maintain documentation of all student work experience hours.

(g) Clinical Practice. Colleges shall report instructional hours of curriculum courses which include clinical practice, as defined in 1D SBCCC 400.1(c)(2),

consistent with the rules for regularly scheduled classes in Paragraph (b) of this rule if the course meets the following criteria:

- 1) Assigned definite beginning and ending time;
- 2) Specific days the class meets are predetermined, although class times, dates, and locations may vary for enrolled students;
- 3) Clinical hours scheduled are included on the Institution Master Schedule or other official college documents;
- 4) Class hours are assigned consistent with the college catalog and curriculum standards set forth in 1D SBCCC 400.8;
- 5) Class hours shall be scheduled to provide a minimum of 50 minutes of instruction; and
- 6) College instructors who are qualified to teach in the particular program supervise and are paid with college instructional funds for all scheduled class hours (classroom and clinical).

College personnel shall make documentation verifying student participation in clinical practice available for compliance purposes.

History Note: Authority G.S. 115D-6.1; S.L. 1995, c. 625;

Eff. September 30, 1977;

Amended Eff. July 24, 1978;

Emergency Amendment Eff. August 10, 1978 for a period of 120 days to expire on December 8, 1978;

Emergency Amendment Made Permanent With Change Eff. December 8, 1978;

Amended Eff. September 1, 1993; September 1, 1988; September 1, 1985; November 1, 1983;

Temporary Amendment Eff. June 1, 1997;

Amended Eff. _____; [May 1, 2022](#); [September 1, 2018](#); [May 1, 2017](#); December 1, 2012; August 1, 2004; August 1, 2000; July 1, 1998.

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TITLE 1. COMMUNITY COLLEGES



CHAPTER G. FULL-TIME EQUIVALENT (FTE)

SUBCHAPTER 200. FTE REPORTING CATEGORIES/CRITERIA

**1G SBCCC 200.94 Reporting of Student Hours in Membership for Continuing
Education Course Sections**

(a) Definitions.

- 1) Synchronous. Teaching method in which instructor(s) and students are engaging in learning at the same time.
- 2) Asynchronous. Teaching method that uses learning resources to facilitate information sharing outside the constraints of time.
- 3) Census Date. Date marking the end of the add/drop period for a course section.
- 4) Census Window. The census window begins on the start date of the course section and ends on the census date.

(b) Regularly Scheduled Course Sections.

- 1) Definition of Regularly Scheduled Course Section includes Traditional and HyFlex Delivery Methods (1B SBCCC 100.1 Definitions). A course section is considered to be regularly scheduled if it meets all of the following criteria:
 - a. Has an assigned definite beginning and ending time;
 - b. Has specific predetermined days and times the course section meets;
 - c. Students may enroll during the initial college registration period or at any time prior to the census date of the course section.
 - i. Census date shall be determined from the calculation of the total scheduled course section hours divided by 10

(ten) and applying the rounded whole number to the beginning hours of the course section;

- d. The course section is consistent with course standards as defined in 1D SBCCC 300.5(c); and
- e. Times and dates are the same for all students registered for the course section excluding clinical or work experience. This may include in-person or synchronously online, as long as the instructor and student are engaged in live interactions.
 - i. Course sections which have a regularly scheduled lecture section and a non-regularly scheduled laboratory or clinical section, or online asynchronous option will satisfy the criteria. The census date shall be determined from the regularly scheduled portion of the course section. Verification of student participation in the laboratory, clinical section, or online asynchronous option of the course section shall be available for review.
 - ii. A student is considered absent if that student did not attend during the specified times or days the course section was scheduled to meet. Classes that have a regularly scheduled section which included in-person instruction or digitally delivered synchronous instruction and an option to attend asynchronously shall satisfy this criteria.
 - iii. A student shall be considered absent if that student did not participate during census window, whether the class met in person, synchronously, or asynchronously. Verification of student attendance in the asynchronous portion of the course shall be documented by electronic submission of an activity.

- 2) Definition of Student Membership. A student is considered to be in course section membership when the student meets all of the following criteria:

- a. Enrolled as evidenced by payment of the applicable registration fees or obtained a waiver consistent with 1E SBCCC Subchapter 800.
 - b. Attended one or more scheduled dates within the course sections held prior to or on the census date of the course section as defined in 1G SBCCC 200.94(b)(1)(C)(i); and
 - c. Has not withdrawn or dropped the course section prior to or on the census Date of the course section.
- 3) Student Membership Hour. A student membership hour is one hour of scheduled course section or laboratory for which the student is enrolled. A college shall provide a minimum of 50 minutes of instruction for each scheduled course section hour. A college shall not report more hours per student than the number of course section hours scheduled in official college documents. Colleges shall not report more hours per student than the number of hours specified in the instructor's contract.
- 4) Calculation of Student Membership Hours for Regularly Scheduled Course Sections. Student membership hours are obtained by multiplying the number of students in membership at the census date of the course section by the total number of hours the course section is scheduled to meet as stated in official college documents.
- 5) Maintenance of Records of Student Membership Hours. Accurate attendance records shall be maintained for each course section. Attendance records shall be signed by the instructor or lead instructor, either physically or electronically, verifying their accuracy, and The attendance records shall be maintained by the college until released from all compliance reviews as provided in the Public Records Retention & Disposition Schedule for Institutions in the Community
- 6) College System. Student membership hours shall be summarized in the Institution's Class Report and certified by the president or designee.
- (c) Non-Regularly Scheduled Course Sections.

- 1) Definition of Non-Regularly Scheduled Course Section. A non-regularly scheduled course section shall be consistent with course standards as defined in 1D SBCCC 300.5(c). Any course section that does not meet the definition of regularly scheduled pursuant to 1G SBCCC 200.94(b)(1) or the definition of independently scheduled pursuant to 1G SBCCC 200.94(d)(1) is considered a non-regularly scheduled course section. A non-regularly scheduled course section may have any or all of the following features:
- a. A course section where a definitive beginning and ending time is not determined;
 - b. A course section offered in a learning laboratory setting (see Subparagraph (c)(6) of this Rule for definition of learning laboratory);
 - c. A self-paced learning where the student progresses through the instructional materials at the student's own pace and can complete the courses as soon as the student has successfully met the educational objectives. Course sections offered as independent study are generally offered in this manner;
 - d. Students may enroll during the initial college registration period or at any time during the semester; or
- 2) Definition of Student Membership. A student is considered to be in course section membership when the student meets the following criteria:
- a. Enrolled as evidenced by payment of the applicable registration fees, or obtained a waiver consistent with 1E SBCCC Subchapter 800; and
 - b. Attended one or more scheduled dates within a course section.
- 3) Definition of Student Contact Hour. A student contact hour is one hour of student attendance in a course section for which the student is in membership as defined in Subparagraph (c)(2) of this Rule. Sixty minutes shall constitute an hour.

- 1 4) Calculation of Student Contact Hours for Non-Regularly Scheduled Course
2 Sections. For these course sections, actual time of course section
3 attendance for each student determined to be in membership shall be
4 reported. Sixty minutes shall constitute an hour. Student contact hours for
5 these course sections are the sum of all the hours of actual student
6 attendance in a course section in a given semester.
- 7 5) Maintenance of Records of Student Contact Hours. Accurate attendance
8 records shall be maintained for each course section. Attendance records
9 shall be signed by the instructor or lead instructor, either physically or
10 electronically, verifying their accuracy, ~~and~~ The attendance records shall
11 be maintained by the college until released from all compliance reviews as
12 provided in the Public Records Retention and Disposition Schedule for
13 Institutions in the Community College System. Student membership hours
14 shall be summarized in the Institution Class Report and certified by the
15 president or designee.
- 16 6) Learning Laboratory. Learning laboratory programs consist of self-
17 instruction using programmed text, audio-visual equipment, and other self-
18 instructional materials. A learning laboratory coordinator has the function
19 of bringing the instructional media and the student together on the basis of
20 objective and subjective evaluation and of counseling, supervising, and
21 encouraging persons working in the laboratory. Contact hours shall be
22 calculated as noted in Subparagraph (c)(4) of this Rule.
- 23 (d) Course Section Identified as Independently Scheduled.
- 24 1) A course section is considered independently scheduled if it meets all
25 the following criteria:
- 26 a. A course section where definitive begin and end times are not
27 defined.
- 28 b. Instructional content is delivered asynchronously.
- 29 c. A course section in which a student may enroll during the initial
30 college registration period or in which a student may be

permitted to enroll at any time prior to the census date of the course section.

- i. The census date shall be determined from the calculation of the total scheduled course section hours divided by four (4) and applying the rounded whole number from the end date of the course section. If the calculated number equals one (1) or less than one (1) then the next to last date is the census date. No census date shall be applied on the end date of the course section.
- ii. Verification of student attendance in an Independently Scheduled course section shall be documented by electronic submission of an activity or assignment with a timestamp within the census window.

2) Definition of Student Membership: A student is considered to be in course section membership when the student meets the following criteria:

- a. Enrolled as evidenced by payment of the applicable registration fees or obtained a waiver consistent with 1E SBCCC Subchapter 800.
- b. Accessed instructional content prior to or on the census date of the course section as defined in 1G SBCCC 200.94(d)(1)(C)(i); and
- c. Has not withdrawn or dropped the course section prior to or on the census date of the course section.

3) Student Membership Hour. A student membership hour is one hour of scheduled instructional content. A college shall not report more hours per student than the number of course section hours scheduled in official college documents. Colleges shall not report more hours per student than the number of hours specified in the instructional contract.

4) Calculation of Student Membership Hours. Student membership hours are obtained by multiplying the number of students in membership at the

census date in the course section by the total number of instructional hours scheduled as stated in official college documents.

- 5) Maintenance of Records of Student Membership Hours. Accurate course content participation records shall be maintained for each course section. Records shall be signed by the instructor or lead instructor, either physically or electronically, verifying their accuracy, ~~and~~ The attendance records shall be maintained by the college until released from all compliance reviews as provided in the Public Records Retention and Disposition Schedule for Institutions in the Community College System. Student membership hours shall be summarized in the Institution Class Report and certified by the president or designee.

History Note: Authority G.S. 115D-6.1; S.L. 1995, c. 625;

Eff. September 1, 1988;

Amended Eff. September 1, 1993;

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Amended Eff. _____; [August 1, 2023](#); [April 1, 2020](#); [September 1, 2018](#); May 1, 2017; December 1, 2012; August 1, 2004; August 1, 2000; July 1, 1998.

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CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 400. CURRICULUM

1D SBCCC 400.5 Curriculum Instructional Contract Provisions

(a) Any curriculum contract entered into by the local board of trustees of a college for the purpose of providing a curriculum course or a curriculum program through other public or private organizations or institutions shall meet the following general criteria:

- 1) Colleges shall enter into a contract consistent with the requirements of the local board of trustees, the public or private organizations or institutions being contracted with and the State Board of Community Colleges' criteria.
- 2) The contract shall be limited to and not exceed the fiscal year in which the contract begins.
- 3) The provisions for payment under contract shall not exceed the usual and customary costs associated with the contracted instruction.
- 4) The contract shall provide that the college personnel shall have the right to supervise the educational program offered by the public or private organizations or institutions to the extent necessary to ensure the quality of the instructional program.
- 5) The contract shall provide that the college, the North Carolina Community College System Office, and the State Auditor shall have access to the records of the public or private organizations or institutions to the extent necessary to ascertain the accuracy of such records and shall authorize the North Carolina Community College System Office to obtain such fiscal accounting reports as are necessary in carrying out the terms of the contract.

6) A curriculum program or a curriculum course taught under contract shall be limited to programs or courses the college has been authorized to offer by the State Board of Community Colleges.

7) The contract shall stipulate that students taught under the terms of the contract shall pay the same fees charged other students in similar programs in the college, which fees shall be deposited in like manner as other fees.

8) No tuition or fee charges shall be collected by the public or private organizations or institutions from students taught under such contracts unless specified by the contract.

9) The chairman of the board of trustees, president of the college and the president or owner of the public or private organization or institution shall sign the contract physically or electronically, upon authority of the full board of trustees. ~~The contract shall contain original signatures.~~

(b) Approval Procedure. When approved by the local board of trustees and the public or private organizations or institutions, the contract document shall be submitted to the President of the North Carolina Community College System who is authorized to approve the college's budget for the contracted instructional services if the requirements in Paragraphs (a), (b), and (c) of this Rule have been met.

(c) The following provisions shall apply specifically to curriculum contracts with a proprietary or private non-profit institution:

1) The proprietary or private non-profit institution with which the contract is made shall be licensed as required by the General Statutes of North Carolina and shall provide proof that the institution has maintained the licensure for a minimum of two years to offer the instruction desired.

2) If federal funds are to be used to pay for instruction provided under the conditions of the contract, the proprietary or private non-profit institution shall meet the definition of the private vocational training institution pursuant to Title 34, Section 400.4(b) of the Code of Federal Regulations.

3) The chief executive officer of the proprietary or private non-profit institution, or designated agent, shall sign a certification statement, physically or electronically, that the program in question, facility, or contract for services to students will be open without regard to race, age, color, creed, gender, religion, national origin, political affiliation, or disability.

4) Public or private colleges or universities shall be licensed as required by the General Statutes of North Carolina to offer the instruction desired if entering into a contract to provide instructional services with the board of trustees of a college.

(d) Unless otherwise specified, colleges shall earn reimbursement on the regular formula budget for student membership hours generated by instruction under contract. Also, note 1G SBCCC 100.99 which addresses contracted instruction offered primarily in the non-credit, occupational extension area.

(e) The provisions of 1D SBCCC 400.5 do not apply to contracts between a college and its individual instructors.

History Note: Filed as a Temporary Amendment Eff. October 15, 1992 for a period of 180 days to expire on April 15, 1993; Authority G.S. 115D-1 through 115D-6.1; 115D-18; 115D-20(6); P.L. 88-352; P.L. 98-524; Eff. February 1, 1976; Amended Eff. September 30, 1977; Readopted Eff. January 5, 1978; Amended Eff. _____; [November 1, 2017](#); September 1, 1993; January 1, 1989; August 17, 1981; July 1, 1980.



State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 400. CURRICULUM

1D SBCCC 400.6 Curriculum Program Approvals and Terminations

(a) Curriculum Program Approvals. Community colleges shall issue degrees, diplomas, and certificates to individuals who satisfactorily complete course and program requirements.

(1) The approval of a college to award the associate degree, diploma, or certificate shall be by individual curriculum program title. The State Board shall grant a college the approval to award the associate in applied science degree, diploma, or certificate when the college has provided the following:

(A) Evidence that the program will provide graduates with opportunities for employment;

(B) Local board of trustees' signed certification of the following:

(i) The program will enhance the workforce of North Carolina;

(ii) The program will provide educational and training opportunities consistent with the mission of the college, and will not unnecessarily duplicate the opportunities currently offered;

(iii) The college has assessed the need for the program and the resources required to maintain a viable program;

(iv) The college can operate the program efficiently and effectively within the resources available to the college;

(v) Additional attestations may be required as part of individual program applications (e.g., Residency Licensure certificates)

(C) Program of study which is in compliance with the curriculum standard of the proposed program;

(D) Local Board of Trustee meeting minutes documenting discussion and approval of addition of the program;

~~(E) Notification to all colleges of intent to apply for the program;~~

~~(EF) Impact assessment of program addition;~~

~~(EG) Resolution of any negative impact assessments from colleges approved to offer the same or similar programs in a contiguous service area or any colleges with the same or similar programs which contain a clinical site;~~

~~(GH) The application signed approved by the college president and verifying the approval of the chairman of the college's board of trustees upon authority of the full board of trustees;-~~

~~(H) The President of the North Carolina Community College System shall recommend action on the college's curriculum program application to the State Board of Community Colleges.~~

~~(2) The State Board shall grant a college the approval to award the Associate in Engineering program when a college has provided the following:~~

~~(A) Local Board of Trustees' signed certification that:~~

~~(i) The program will enhance the workforce of North Carolina;~~

~~(ii) The program will provide educational and training opportunities consistent with the mission of the college;~~

~~(iii) The college has assessed the need for the program and the facilities and resources required to maintain a viable program and can operate the program efficiently and effectively within the resources available to the college;~~

~~(iv) The college has evidence of sufficient student demand to offer the program; and~~

~~(v) The college will provide master's credentialed faculty for each course provided under the Associate in Engineering degree.~~

~~(B) Program of study which is in compliance with the Associate in Engineering curriculum standard.~~

~~(C) Local Board of Trustee meeting minutes documenting discussion and approval of addition of the Associate in Engineering degree.~~

1 (2) Colleges shall obtain approval from the President of the North Carolina
2 Community College System to offer transfer programs, Associate in General
3 Education and Associate in General Education Nursing programs, Health
4 Science: therapeutic and diagnostic services program majors, and general
5 occupational technology curriculum programs upon submission of the
6 following:

7 (A) Approved certification from the local Board of Trustees affirming that:

8 (i) the program supports North Carolina workforce needs;

9 (ii) the program aligns with the mission of the college;

10 (iii) the college has assessed program need and has the facilities

11 and resources to operate the program effectively;

12 (iv) there is sufficient student demand; and

13 (v) appropriately credentialed faculty are available to support
14 program delivery.

15 (B) A program of study that complies with the applicable curriculum
16 standard.

17 (C) Local Board of Trustees meeting minutes documenting discussion and
18 approval of the program.

19 ~~(3) Colleges shall obtain approval from the President of the North Carolina~~
20 ~~Community College System to add an associate in arts, associate in science,~~
21 ~~and associate in fine arts degrees, associate in general education, associate~~
22 ~~in general education nursing, health science: therapeutic and diagnostic~~
23 ~~services program majors, and the general occupational technology curriculum~~
24 ~~programs.~~

25 (34) The State Board delegates to the President of the North Carolina
26 Community College System the authority to grant a college the approval to
27 award the associate degree, diploma, or certificate for program titles that
28 have been approved for this delegation by the State Board of Community
29 Colleges based upon a widespread immediate need for the job training and
30 minimal impact upon other colleges.

~~(5) 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.~~

(b) Curriculum Program Terminations. The college shall terminate a curriculum program when there has been no enrollment for two consecutive years. A college may request a one or more ~~one year~~ one year extension of a curriculum program upon justification of the potential for employment opportunities and student enrollment. Each college planning to terminate a curriculum program shall inform the President of the North Carolina Community College System by submitting a termination notice. The President of the North Carolina Community College System shall have the program removed from the college's program approval list. Program terminations shall be reported to the State Board of Community Colleges a minimum of twice a year. The North Carolina Community College System will provide enrollment data to each college for low enrollment and no enrollment curriculum programs on an annual basis. The Board of Trustees and the president at each college will determine whether to terminate a no or low enrollment program, and, if so, will notify the President of the North Carolina Community College System. In all cases of curriculum program termination, the State Board, the President of the North Carolina Community College System, and the college(s) terminating the program must adhere to the teach-out policy of the college's institutional accrediting body.

(c) Program Reactivations. A college may request to the System Office President or designee to reactivate a terminated program in alignment with the requirement of their institutional accrediting agency.

History Note: Authority G.S. 115D-6.1; 115D-20(6); S.L. 1995, c. 625;

Eff. February 1, 1976;

Readopted January 5, 1978;

*Amended Eff. September 1, 1993; January 1, 1988; August 17, 1981;
July 1, 1979;*

Temporary Amendment Eff. June 1, 1997;

1 Amended Eff. _____; [August 1, 2025](#); [November 1, 2017](#);
2 August 1, 2004; July 1, 1998.

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State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES



CHAPTER H. FISCAL MANAGEMENT

SUBCHAPTER 500. PROCUREMENT

1H SBCCC 500.3 Strategic Procurement and Evaluation of Technology

(a) All community colleges shall evaluate the following when acquiring technology, computer hardware, and software:

(1) The long-term cost of ownership, including costs of repairing the technology, computer hardware, or software;

(2) Any flexibility for innovation during the life of technology, computer hardware, or software; and

(3) Any anticipated resale or salvage value at the end of the target life cycle for the technology, computer hardware, or software based on the average resale or salvage value of similar technology, computer hardware, or software as a percentage of the initial cost of purchase.

(b) Each community college shall submit a report annually by August 1 to the System Office with the findings from Subsection (a) of this Section.

History Note: Authority G.S. 115D-6.1, 115D-9.40

Eff. _____



State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER B. COLLEGE OPERATIONS

SUBCHAPTER 800. DIVERSITY, EQUITY, AND INCLUSION

1B SBCCC 800.1 Purpose

Community college students, professors, administrators, and other employees shall respect the dignity of others, acknowledge the right of others to express differing opinions, and foster and defend intellectual honesty, freedom of inquiry and instruction, and freedom of speech and association. Colleges will employ teaching methods and procedures to further that intent.

History Note: Authority G.S. 115D-6.1

Eff. _____.



State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER B. COLLEGE OPERATIONS

SUBCHAPTER 800. DIVERSITY, EQUITY, AND INCLUSION

1B SBCCC 800.2 Definitions

The following terms shall have the following meanings throughout this Subchapter.

(a) Discriminatory practice – Any of the following based on an individual's protected classification under federal law:

(1) Treating an individual differently solely to advantage or disadvantage that individual as compared to other individuals or groups.

(2) Excluding an individual from employment, except as allowed under federal law.

(3) Excluding an individual from participation in an educational program or activity, except as allowed under federal law.

(b) Divisive concept – Any of the following concepts:

(1) One race or sex is inherently superior to another race or sex.

(2) An individual, solely by virtue of his or her race or sex, is inherently racist, sexist, or oppressive.

(3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex.

(4) An individual's moral character is necessarily determined by his or her race or sex.

(5) An individual, solely by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex.

(6) Any individual, solely by virtue of his or her race or sex, should feel discomfort, guilt, anguish, or any other form of psychological distress.

1 (7) A meritocracy is inherently racist or sexist.

2 (8) The United States was created by members of a particular race or sex for
3 the purpose of oppressing members of another race or sex.

4 (9) Particular character traits, values, moral or ethical codes, privileges, or
5 beliefs should be ascribed to a race or sex or to an individual because of
6 the individual's race or sex.

7 (10) The rule of law does not exist but instead is a series of power relationships
8 and struggles among racial or other groups.

9 (11) All Americans are not created equal and are not endowed with certain
10 unalienable rights, including life, liberty, and the pursuit of happiness.

11 (12) Governments should deny to any person within the government's
12 jurisdiction the equal protection of the law.

13 (c) Instruction – Includes content taught or presented to students by employees,
14 contractors, or individuals otherwise engaged by a College.

15
16
17 History Note: Authority G.S. 115D-6.1

18 Eff.



State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER B. COLLEGE OPERATIONS

SUBCHAPTER 800. DIVERSITY, EQUITY, AND INCLUSION

1B SBCCC 800.3 Dignity and Nondiscrimination

(a) Colleges shall not do any of the following:

- (1) Engage in or advocate for discriminatory practices.
- (2) Compel students, professors, administrators, or other employees to affirm or profess belief in divisive concepts.
- (3) Endorse divisive concepts.
- (4) Maintain an office, division, or other unit:
 - (A) promoting discriminatory practices or divisive concepts or
 - (B) referred to as or named diversity, equity, and inclusion.
- (5) Employ or assign an employee whose duties for a College include promoting discriminatory practices or divisive concepts.
- (6) Require completion of a course related to divisive concepts for purposes of awarding a degree or completion of a program, except as provided in subsection (b) of this section.

(b) This section shall not be construed to limit any of the following:

- (1) Speech protected by the First Amendment of the U.S. Constitution.
- (2) Materials accessed on an individual basis that advocate divisive concepts or discriminatory practices for the purpose of research or independent study.
- (3) Policies or procedures required by State or federal law.
- (4) Instruction or discussion on divisive concepts that makes it clear the College does not endorse divisive concepts.

(5) In the discretion of the College president, a course related to divisive concepts that is required for a specific degree program. The College president shall report to the System Office on any course that is required under this subchapter. Thereafter, the System Office will provide an annual report to the State Board.

(c) Each College shall certify annually in writing by September 1 to the System Office as required in Subsection (d). The System Office shall summarize the certifications in a consolidated report by January 15 annually and submit to the Joint Legislative Commission on Governmental Operations and the Joint Legislative Education Oversight Committee.

(d) Certification

(1) The first annual required certification must include:

(A) An affirmation that the College complies with the requirements of this section.

(B) Actions taken to achieve compliance, if any.

(C) Information on initial implementation of this subchapter, including but not limited to:

(i) reductions in force and spending,

(ii) changes to job titles and position descriptions, and

(iii) how savings achieved from these actions have been directed.

(2) All subsequent annual certifications must include:

(A) An affirmation that the College continues to comply with the requirements of this section,

(B) Actions taken to achieve compliance, if any.

History Note: Authority G.S. 115D-6.1

Eff. _____.



State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER B. COLLEGE OPERATIONS

SUBCHAPTER 600. GENERAL COLLEGE OPERATIONS

1B SBCCC 600.1 Campus Free Speech

Colleges shall not establish, maintain, or otherwise implement a process for reporting or investigating offensive or unwanted speech that is protected by the First Amendment, including satire or speech labeled as microaggression.

History Note: Authority G.S. 115D-6.1

Eff. _____.

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



CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 400. CURRICULUM

1D SBCCC 400.1 Curriculum Definitions

The following terms shall have the following meanings throughout this Title.

- (a) ~~Archived~~ Obsolete Course: A curriculum course that is archived from the Combined Course Library will be given an end term date and permanently stored in the Combined Course Library database. The course may no longer be offered by a college or be included in a proposed program of study. The course prefix and number of an archived obsolete course remain intact and may not be used for any other course.
- (b) Contact Hour: The actual time of student attendance in a class or lab, Work-Based Learning or Clinical
- (c) Credit Hours:
- 1) Class: Credit of one semester hour is awarded for each 16 hours of lecture and other instruction provided in a class under the supervision of an instructor.
 - 2) Clinical Practice: Credit of one semester hour is awarded for each 48 hours of clinical practice. Each clinical hour shall consist of 60 minutes. Clinical practice provides an opportunity for health science students to apply knowledge and skills in their delivery of care in a health care setting. A qualified faculty member, clinical instructor, or preceptor, as defined by the program related approving or accrediting body, shall supervise clinical practice to provide the student with learning experiences related to the program and to monitor and assess the student's application of skills. Clinical practice may utilize experiences

that simulate realistic clinical experiences to meet the curriculum and course objectives. The percentage of simulation experiences substituting for traditional clinical practice and the qualifications of faculty providing the simulation experience must comply with the guidelines of the applicable health science accrediting and approving bodies.

- 3) Experiential Laboratory: Credit of one semester hour is awarded for each 32 hours of "experiential laboratory work." Experiential laboratory work means instruction given to a student by an instructor to increase the student's knowledge and skills without immediate student application.
- 4) Faculty Directed Laboratory: Credit of one semester hour is awarded for each 48 hours of "faculty directed laboratory." Faculty directed laboratory means instructional activities are demonstrated or conducted by an instructor with immediate student application.
- 5) Work-Based Learning: Credit of one semester hour is awarded for each 160 hours of work-based learning (WBL curriculum prefix courses). Work-based learning is the development of job skills by providing the student with employment that is directly related to the educational program, and program and coordinated by a college representative.

History Note: Authority G.S. 115D-6.1; 115D-54; S.L. 1995, c. 625;

Eff. [November 1, 2017](#).

Amended Eff. _____



State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 400. CURRICULUM

1D SBCCC 400.3 Program Classification

The following definitions are used for classifying the curriculum programs offered in the North Carolina Community College System.

(a) Curriculum Programs: A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. Curriculum programs are designed to provide education, training, or retraining for the workforce, transfer to ~~four-year~~ baccalaureate granting colleges and universities, or to confer general liberal arts degrees.

(1) Certificate programs lead to employment or provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under the college's associate degree or diploma curriculum program for a series of courses taken from the program of study.

(2) Diploma programs provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under the college's associate in applied science degree curriculum program for a series of courses taken from the program of study and structured so that a student may complete additional non-duplicative coursework to receive an associate in applied science degree.

~~(3) Associate degree programs are planned programs of study culminating in an associate in applied science, associate in arts, associate in science, associate in engineering, associate in fine arts in music,~~

1 ~~theatre, and visual arts, associate in general education or associate in~~
2 ~~general education nursing degree.~~

3 ~~a. The associate in applied science degree programs are designed~~
4 ~~to prepare individuals for employment. These programs involve~~
5 ~~the application of scientific principles in research, design,~~
6 ~~development, production, distribution, or service.~~

7 ~~b. The associate in arts and associate in science degrees are~~
8 ~~designed to prepare students for transfer at the junior level to~~
9 ~~four-year colleges and universities under the Comprehensive~~
10 ~~Articulation Agreement.~~

11 ~~c. The associate in engineering degree is designed to prepare~~
12 ~~students for transfer to meet the prerequisite requirements of~~
13 ~~the University of North Carolina engineering programs. The~~
14 ~~Associate in Engineering to Bachelor of Science in Engineering~~
15 ~~Uniform Articulation Agreement establishes the procedures~~
16 ~~governing the transfer of credits for students who graduate from~~
17 ~~North Carolina Community College associate in engineering~~
18 ~~programs and apply to bachelor of science engineering~~
19 ~~programs at constituent institutions of The University of North~~
20 ~~Carolina.~~

21 ~~d. The associate in fine arts in music and the associate in fine arts~~
22 ~~in theatre degree programs are designed to prepare students~~
23 ~~for fine arts careers or for transfer to a four-year institution~~
24 ~~under bilateral articulation agreements.~~

25 ~~e. The associate in fine arts in visual arts degree program is~~
26 ~~designed to prepare students for fine arts careers or for transfer~~
27 ~~to a four-year institution. The Uniform Articulation Agreement~~
28 ~~Between the University of North Carolina Baccalaureate of Fine~~
29 ~~Arts Programs and North Carolina Community College System~~
30 ~~Associate in Fine Arts in Visual Arts Programs establishes the~~

~~procedures governing the transfer of credits for students who graduate from North Carolina Community College associate in fine arts in visual arts programs and apply to bachelor of fine arts programs at constituent institutions of The University of North Carolina.~~

~~f. The associate in general education degree programs are designed for students who desire a general, liberal arts education that will prepare them for advancements within their field of interest.~~

~~g. The associate in general education nursing degree is designed to prepare students for transfer through the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs. This uniform articulation agreement establishes the procedures governing the transfer of credits for students who graduate from the North Carolina Community College associate in general education nursing degree and the associate in applied science in nursing degree and apply to bachelor of science in nursing programs at constituent institutions of The University of North Carolina.~~

(3) Degree programs are planned programs of study that prepare students for either employment or transfer to a baccalaureate granting college or university.

a. Transfer-focused associate degrees are designed to build a strong foundation in general education and pre-major coursework, allowing students to enter a university at the junior level. These programs align with statewide articulation agreements to ensure the seamless transfer of credits and support progression into bachelor's degree programs across a

1 range of academic and professional fields.

2 b. Associate in Applied Science programs focus on industry-
 3 specific career and technical education fields, preparing
 4 students with the practical skills and applied knowledge needed
 5 for direct entry into the workforce, while also supporting transfer
 6 opportunities where applicable.

7 c. The Associate in General Education Degree programs are
 8 designed for students who desire a general, liberal arts education
 9 that will prepare them for advancements within their field of
 10 interest.

11 (b) Developmental Education: Developmental Education consists of courses and
 12 support services that include diagnostic assessment and placement, tutoring,
 13 advising, math and writing assistance. These programs are designed to address
 14 academic preparedness, development of general learning strategies, and
 15 barriers to learning. Developmental courses do not earn credit toward a degree,
 16 diploma, or certificate.

17
 18 *History Note: Authority G.S. 115D-1; 115D-2; 115D-6.1; S.L. 1995, c. 625; S.L. 2001,*
 19 *c. 424, s. 30.3(b), (e);*
 20 *Eff. February 1, 1976;*
 21 *Readopted Eff. January 24, 1978;*
 22 *Amended Eff. September 1, 1993; September 1, 1982; August 17, 1981;*
 23 *Temporary Amendment Eff. June 1, 1997;*
 24 *Amended Eff. July 1, 1998;*
 25 *Temporary Amendment Eff. October 4, 2001;*
 26 *Amended Eff. _____; [November 1, 2017](#); June 1, 2009; April 1,*
 27 *2003.*



State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 400. CURRICULUM

1D SBCCC 400.4 Faculty

(a) Colleges shall employ faculty members that meet the ~~Southern Association of Colleges and Schools Commission on Colleges' the criteria of the college's~~ institutional accreditor.

(b) All faculty providing instruction in programs with external agency oversight must be qualified as established by the respective agency or certifying entity.

(c) Colleges shall determine appropriate teaching and non-teaching loads for faculty.

History Note: Authority G.S. 115D-6.1;

Eff. February 1, 1976;

Amended Eff. _____; [November 1, 2017](#); March 1, 2007; July 1, 1998; September 1, 1993; August 17, 1981; September 30, 1977.



State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 400. CURRICULUM

1D SBCCC 400.7 ~~Instructional Service~~ Cooperative Curriculum
Agreements

(a) Level One Cooperative Curriculum Agreement.

(1) A college may offer curriculum courses in an area assigned to another college by providing a written, level one cooperative curriculum agreement under the following conditions:

- (A) Resources are solely provided by the college requesting permission to enter into another college's service area; and
- (B) The requesting college does not share the FTE with the other college(s).

For the purposes of this rule, "an area assigned to another college" shall include an online class that is set up to specifically target students in another college's service area.

(2) The level one Cooperative Curriculum Agreement shall:

- (A) Be approved by each local board of trustees unless the board has delegated authority to the president to enter into level one cooperative curriculum agreements;
 - (B) Be approved ~~signed~~ by the presidents of each participating college;
 - (C) Specify the course(s) or program(s) to be delivered into the other college's service area;
 - (D) Specify the plan for delivery of the instruction;
 - (E) Specify the conditions and time frame for termination of the agreement;
- and

- 1 (F) Be maintained on file at all colleges involved for audit purposes.
- 2 (b) Level Two Cooperative Curriculum Agreements.
- 3 (1) Two or more colleges may jointly offer curriculum courses by providing a
- 4 written, level two Cooperative Curriculum Agreement under the following
- 5 conditions:
- 6 (A) Resources are shared between the participating colleges;
- 7 (B) Colleges contributing resources towards instruction may share FTE;
- 8 (C) One or more of the participating colleges is approved to offer the
- 9 curriculum course(s) in an approved program of study; and
- 10 (D) A curriculum certificate, diploma or degree is not awarded.
- 11 (2) The level two Cooperative Curriculum Agreement shall:
- 12 (A) Be approved by each local board of trustees unless the board has
- 13 delegated authority to the president to enter into level two Cooperative
- 14 Curriculum Agreements;
- 15 (B) Be approved ~~signed~~ by the president of each participating college;
- 16 (C) Specify the course(s) to be delivered to the other college's service
- 17 area;
- 18 (D) Specify the plan for delivery of the instruction;
- 19 (E) Specify the proration of resources and FTE allocated for each
- 20 college;
- 21 (F) Specify the conditions and time frame for termination of the
- 22 agreement;
- 23 (G) Be filed with the President of the North Carolina Community College
- 24 System or the System President's designee prior to implementation
- 25 of the course(s); and
- 26 (H) Be maintained on file at all colleges involved for audit purposes.
- 27 (c) Level Three Cooperative Curriculum Agreement.
- 28 (1) Two or more colleges may jointly offer a curriculum program by providing a
- 29 written, level three Cooperative Curriculum Agreement under the following
- 30 conditions:

- 1 (A) Resources are shared between the participating colleges;
- 2 (B) Colleges contributing resources towards instruction may share FTE;
- 3 (C) One or more of the colleges participating is approved by the State
- 4 Board of Community Colleges to offer the curriculum program; and
- 5 (D) A curriculum certificate, diploma or associate degree is awarded and;
- 6 (2) The level three Cooperative Curriculum Agreement shall:
 - 7 (A) Be approved by each participating board of trustees;
 - 8 (B) Be ~~signed~~ approved by the board of trustees' chair of each
 - 9 participating college;
 - 10 (C) Be ~~signed~~ approved by the president of each participating college;
 - 11 (D) Specify the program to be shared;
 - 12 (E) Specify the plan for delivery of the program;
 - 13 (F) Specify the proration of resources or FTE allocated for each college;
 - 14 (G) Specify the conditions and time frame for termination of the
 - 15 agreement;
 - 16 (H) Certify that appropriate and adequate resources are available
 - 17 between participating colleges. Where feasible, joint utilization of
 - 18 physical facilities, equipment, materials, and instructional faculty shall
 - 19 be considered;
 - 20 (I) Certify that the curriculum program meets the standards of the
 - 21 appropriate accrediting agency or licensing authority;
 - 22 (J) Specify which college will grant the award;
 - 23 (K) Specify that only the college providing the instruction will record the
 - 24 letter grade on the student transcript;
 - 25 (L) Specify that any participating college(s) that does not have approval
 - 26 of the State Board of Community Colleges for the program will not
 - 27 award a certificate, diploma or associate degree under the authority of
 - 28 the approved level three instructional service agreement.

(M) Be approved ~~signed~~ by the President of the North Carolina Community College System prior to implementation of the program; and

(N) Be maintained on file at each participating college for audit purposes.

(3) Notification of termination of a level three agreement shall be ~~signed~~ approved by the president of each participating college and shall be sent to the System Office President by the college that grants the award, prior to the effective termination date.

(d) The delivery of curriculum courses or programs delivered into another college's service area via non-traditional delivery as defined in 1G SBCCC 200.93(e)(1) does not require an instructional service agreement.

(e) A college may not delegate curriculum program approval to another college. The State Board of Community Colleges grants program approval using criteria set forth in 1D SBCCC 400.6.

History Note: Authority G.S. 115D-6.1; S.L. 1993, 2nd session, c. 769, p. 18, s. 18; S.L. 1995, c. 625; Temporary Adoption Eff. October 31, 1994, for a period of 180 days or until the permanent rule becomes effective, whichever is sooner; Eff. May 1, 1995; Temporary Amendment Eff. June 1, 1997; Amended Eff. _____; [August 1, 2025](#); [November 1, 2017](#); [November 1, 2014](#); August 1, 2004; July 1, 1998.

STATE BOARD OF COMMUNITY COLLEGES

Public Comments



Proposed Amendment 1D SBCCC 400.8 – Courses for Curriculum Programs Comment Period Ending June 18, 2026

	Respondent	Public Comment	System Office Response
1.	Jonathan White, Esq. General Counsel Central Carolina Community College	Central Carolina Community College respectfully makes the following suggestions regarding the proposed amendments to 1D SBCCC 400.8: 1) The proposed change to Subsection (h)(3) should retain the word “Archive”, as this is the operative verb in the sentence; it appears that “Archive” should also precede the addition of “Obsolete.” This change would ensure clarity in the revision. 2) Subsection (i)(1) equates General Education courses to Universal General Education Transfer Components (“UGETC”). These have traditionally been considered separate designations, with the former being a generalized designation for courses that are not guaranteed to transfer and the latter being a subset of General	Thank you for your comments. Please see the attached changes highlighted in response to your comments.

		Education courses that are guaranteed to transfer seamlessly for general education credit at any UNC System university. This subsection should be rewritten to maintain the General Education designation without confusing it with UGETC. 3) Subsection (i)(1)(B)'s language suggests that community college courses not designated as UGETC are not comparable in content or rigor in comparison to UNC System courses. The language should be rewritten in a way that does not call into question the content or rigor of community college courses in comparison to university courses when they are not designated as UGETC. We propose that learning outcomes instead be used as the basis for determining course equivalency without referencing content or rigor. 4) Subsection (i)(2)(C) suffers from a similar defect as Subsection (i)(1)(B) in that it references a course's rigor. We propose that rigor be removed from the language.	
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State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 400. CURRICULUM

1D SBCCC 400.8 Courses for Curriculum Programs

(a) The Combined Course Library shall contain the following elements for all curriculum program credit courses approved for the North Carolina Community College

System:

- (1) Course prefix;
- (2) Course number;
- (3) Course title;
- (4) Classroom hours and laboratory, clinical, and work-based learning hours contact—hours, if applicable;
- (5) Credit hours;
- (6) Prerequisites and corequisites, if applicable;
- (7) Course description consisting of three sentences; and
- (8) Tier Funding classification.

(b) The numbering system for curriculum courses within the Combined Course Library is as follows:

- (1) The numbers 001-099 shall be assigned to developmental courses or ~~supplemental courses. Supplemental courses provide supplemental skills to a specific co-requisite course or customized developmental course delivery.~~ Developmental courses are designed to address academic preparedness, workforce retraining, development of general and discipline-specific strategies, and barriers to learning. Developmental ~~and supplemental~~ courses do not earn credit toward a certificate, diploma or

degree and shall not be calculated in the student's curriculum grade point average (GPA).

(2) The numbers 100-109 and 200-209 shall be assigned to certificate and diploma level curriculum courses. These courses shall not be included in associate degree programs.

(3) The numbers 110-189 and 210-289 shall be assigned to associate degree level courses. These courses may also be included in certificate and diploma programs.

(4) The numbers 190-199 and 290-299 shall be assigned to seminar or selected topic courses that may be offered for a single term and which courses offer content not found in existing courses. To offer the course content after the initial term, the Curriculum Course Review Committee shall approve the course for inclusion in the Combined Course Library.

(c) A college shall use the course information (prefix; number; title; classroom, laboratory, clinical, and work-based learning ~~contact~~ hours; credit hours; prerequisites and corequisites; and course description) as listed in the Combined Course Library.

(d) A college may add a fourth sentence to the course description in their local college catalog to clarify instructional content or instructional methodology.

(e) A college is responsible for ensuring that students have satisfied requisite course requirements by documenting that they have either completed the appropriate courses or have demonstrated that they have the appropriate knowledge and skills required for admission to the courses as determined by the college.

(f) A college may establish a local policy for waiving requisite requirements for individual students.

(g) A college may divide courses into incremental units for greater flexibility in providing instruction to ~~part-time~~ students or to provide shorter units of study for abbreviated calendars. Each of the following criteria applies to courses divided into incremental units:

- (1) A course may be divided into two or three units that are designated with an additional suffix following the course prefix and number;
 - (2) The units shall equal the entire course of instruction, without omitting any competencies;
 - (3) The combined contact and credit hours for the units shall equal the contact and credit hours for the course;
 - (4) If the course is a prerequisite to another course, the student shall complete all component parts before enrolling in the next course; and
 - (5) If the course is a corequisite to another course, the student shall take the corequisite course before or in conjunction with the prospective course.
- (h) The North Carolina Community College System Office shall appoint a Curriculum Review Committee of representatives from Chief Academic Officers and community college presidents. The Curriculum Review Committee shall have the authority to:
- (1) Approve and maintain curriculum courses in the Combined Course Library;
 - (2) Determine whether a curriculum course may meet a general education designation for certificates, diplomas and associate in applied science programs using the current criteria guided by criteria from institutional accrediting agencies.
 - (3) Assign an obsolete status to Archive curriculum courses that have not been offered by any community college for ~~three~~ five consecutive years.
- (i) The North Carolina Community College System and The University of North Carolina shall appoint a Transfer Advisory Committee of representatives from North Carolina community colleges and The University of North Carolina. The Transfer Advisory Committee shall have the authority to do the following ~~in regards~~ in regard to curriculum courses:
- To determine whether a curriculum course may receive a transfer designation for Associate in Arts and Associate in Science degrees, the following standards shall apply:
- (1) General Education (Universal General Education Transfer Component)

1 A course shall be designated as general education when it:

2 (A) meets current criteria established by institutional accrediting

3 Agencies in the following disciplines: Communications, Humanities/Fine
4 Arts, Math, Social/Behavioral Science, or Natural Science

5 [(B) is comparable in content and rigor and accepted as equivalent for
6 transfer across the sixteen constituent institutions of The University of
7 North Carolina.]

8 (2) Universal General Education Transfer Component (UGETC):

9 A course shall be designated as UGETC when it:

10 (A) meets current criteria established by institutional accrediting agencies in
11 the following disciplines: Communications, Humanities/Fine Arts, Math,
12 Social/Behavioral Science, or Natural Science; and

13 (B) is comparable in content and outcomes and accepted as equivalent for
14 transfer across the sixteen constituent institutions of The University of
15 North Carolina.

16 (3) Pre-major/Elective (Transfer) Designation:

17 A course shall be designated as a transfer pre-major or elective when it:

18 (A) supports preparation for a specific academic discipline or field of study;

19 (B) aligns with the expected knowledge, skills, and competencies of the
20 intended major; and

21 (C) demonstrates sufficient similarity in outcomes and rigor to be
22 transferable between institutions.

23 ~~To determine whether a curriculum course may meet a general education~~
24 ~~designation for Associate in Arts and Associate in Science degrees guided by~~
25 ~~criteria from institutional accrediting agencies.~~

26 ~~(1) To determine whether a curriculum course may meet a universal general~~
27 ~~education transfer component designation using the following standards:~~

28 ~~(A) Then current criteria established by criteria established by institutional~~
29 ~~accrediting agencies; and~~

30 ~~(B) General education equivalency at all sixteen constituent institutions of~~

~~The University of North Carolina.~~

~~(2) To determine whether a curriculum course may meet a premajor/elective
— designation for Associate in Arts and Associate in Science degrees using the
— following standards:~~

~~(A) Focus on skills, techniques, and procedures specific to the student's
— occupation or profession;~~

~~(B) Similar in intended outcomes and competencies, and so, transferable
— between institutions.~~

(j) When a student receives credit for a Combined Course Library curriculum
course, this credit shall be transferable to any college in the North Carolina
Community College System.

History Note: Authority G.S. 115D-6.1; S.L. 1995, c. 625;

Temporary Adoption Eff. June 1, 1997;

Eff. July 1, 1998;

*Amended Eff. _____; [August 1, 2025](#); [December 1, 2018](#); [November 1, 2017](#); June 1, 2009; July 1, 2007; October 1, 2006;
December 1, 2004; August 15, 2004.*

STATE BOARD OF COMMUNITY COLLEGES
Transferring Community College Vehicle Title

Request: The State Board of Community Colleges (State Board) is requested to delegate signing authority to the System Office's Chief Financial Officer to sign power of attorney forms allowing local college presidents or their designee to transfer vehicle titles.

Background and Rationale: Community College vehicles are purchased by local or state funds. Vehicles bought with local funds should be titled to the local colleges. Vehicles bought with state funds should be titled to the State Board. However, the North Carolina Department of Motor Vehicle has mistakenly titled some vehicles purchased with local funds to the State Board and, conversely, titled some vehicles purchased with state funds to the local colleges.

In order to correct the title, the State Board must first sign a power of attorney form allowing the local college president or their designee to transfer the title. Delegating the signing authority to the Chief Financial Officer will ensure these issues can be corrected quickly. The power of attorney authority would be for the sole purpose of transferring vehicle(s) titles to the correct entity.

Contact(s): Mr. Grant Braley, Director of Procurement
Mr. Glen Bounds, Building Coordinator

AGENDA
State Board of Community Colleges
TRANSFORMATION COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, July 16, 2026 – 1:50 p.m. –2:15 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 – May 2026

For Information

- Enterprise Resource Planning Modernization Update (Attachment TC01)

New Business

Adjourn

MINUTES

State Board of Community Colleges

TRANSFORMATION COMMITTEE

Thursday, May 14, 2025 – 12:00 p.m. – 12:20 p.m.

COMMITTEE MEMBERS PRESENT:

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

Members Absent: Lt. Governor Rachel Hunt, Mr. Bannock Scott, and Hon. Sam Searcy

OTHER STATE BOARD MEMBERS PRESENT:

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

OTHERS IN ATTENDANCE:

Mr. Patrick Fleming	Mr. Deante Tyler	President Jeff Cox
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Attended virtually *

CALL TO ORDER

Chair Scott Ottman officially called the meeting to order at 12:00 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 March 19, 2026, meeting. Mr. Lang made the motion, Ms. Estep seconded, and the minutes were approved via voice vote.

APPROVAL OF THE AGENDA

Chair Ottman requested a motion to approve the agenda for the May 14, 2026, meeting. Mr. Lang made the motion, Mr. Naisbitt seconded, and the agenda was approved via voice vote.

FOR INFORMATION

Enterprise Resource Planning Modernization (Attachment TC 01)

Overall Status & Outlook

Chair Ottman expressed strong optimism about ERP modernization progress, noting the program is nearing completion. Acknowledged significant cross-functional effort from multiple teams, CIO organization, and pilot colleges.

CBAS / Banner Implementation

46 of 58 colleges have been successfully reconciled in the new Banner CBAS solution. The system has been in active use for four months. Confidence remains high for a July go-live.

Data Warehouse

User Acceptance Testing (UAT) is complete; final two defects were resolved. Teams are now transitioning data pipelines to production. Target July–August go-live, pending no major issues and completion of two approved change requests.

Common Course Library (CCL) Solution

Ongoing collaboration with Ellucian following shift from CourseDog. Teams report growing confidence as the solution matures and capabilities become clearer. Regular standups and strong engagement continue.

Program Momentum & Stakeholder Engagement

Positive feedback and momentum from Ellucian Live conference participation. Roadmap discussions with leadership introduced future “Ellucian Student” capabilities, which will augment and work with Banner.

Governance & Next Phase Planning

Upcoming two-day working session at Alamance Community College with pilot institution CIOs. The focus will be on shaping future governance model and deployment strategy, leveraging lessons learned.

Operational Highlight

Canvas LMS breach was effectively managed through coordinated system and college response. Leadership commended the rapid, collaborative handling across teams.

Customer Relationship Management (Attachment TC 02)

Purpose & Strategic Context

Dr. Brian Merritt shared where staff is with the CRM project. CRM is positioned as a systemwide solution to manage the full student lifecycle, from initial prospecting through enrollment, completion, and workforce engagement. Focus on strengthening student engagement, improving outcomes, and delivering a consistent experience across all 58 colleges.

Current State (from March Review)

Broad adoption of CRM tools across colleges, but at varying levels. Demonstrated value in recruitment, onboarding, and student engagement initiatives.

Key challenges are primarily organizational, not technical:

- Staffing capacity
- Training and change management
- System integration

Overall: strong progress but not yet operating at systemwide scale.

Progress Since March

Further analysis of survey data and direct engagement with colleges to identify gaps and support needs. Continued use of a peer/cohort-based learning model to share best practices and lessons learned.

RFI (Request for Information)

RFI issued to evaluate vendor landscape and scalable CRM solutions.

Strong engagement:

- 13 vendors submitted inquiries
- 194 questions addressed by the system office

Vendor responses are due May 20. Vendors are largely experienced in higher education and focused on improving the student journey and systemwide experience.

Next Steps & Timeline

Review RFI responses with Presidents, CIOs, and the Transformation Committee. Develop a systemwide CRM strategy and roadmap aligned with broader transformation efforts. Potential to bring recommendations back in July. A formal RFP may not be required, depending on RFI outcomes.

The goal is to transition from independent college implementations to a more coordinated, systemwide model. This will allow for standardized platforms and contracts, level pricing, terms, and functionality, and successful implementations across colleges. This will maintain progress at colleges already using CRM while enabling others to adopt more efficiently.

Integration with ERP & Transformation Roadmap

CRM will be aligned with ERP and other systems as part of a comprehensive transformation roadmap. RFI is intentionally designed to be forward-looking, incorporating emerging capabilities (e.g., AI, automation). Resource constraints remain a barrier, especially for smaller colleges. AI may improve workflow efficiency and staff productivity but does not eliminate implementation effort. Short-term registration capabilities exist within Banner; longer-term CRM role continues to be evaluated. Ensuring CRM supports workforce and short-term program processes remains a priority. A visual, integrated roadmap (CRM, ERP, etc.) is a recognized need but is not yet available.

Strong consensus on the value and importance of CRM. Focus on balancing speed, alignment, and sustainability while moving toward a unified systemwide approach. Dr. Merritt thanked the IT team, Dr. Torry Reynolds, and many of the CIOs who have provided information.

NEW BUSINESS

No new business

ADJOURN

Chair Ottman asked for a motion to adjourn. Dr. McInnis made the motion, Mr. Lang seconded. The meeting adjourned at 12:24 p.m.

Recording Secretary

Sondra Jarvis

STATE BOARD OF COMMUNITY COLLEGES
Enterprise Resource Planning Modernization

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) is a centralized, statewide portal that enables colleges to work with the System Office to create and revise courses, manage program standards, request program approvals, and complete other academic processes. CCL also includes a public, searchable catalog of courses offered across the 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.

Current Status:

- May 28, 2026 – System Office Technology Solutions leadership delivered updates on system initiatives to the Chief Information Officer Association meeting at Rowan-Cabarrus Community College to provide updates on system initiatives.
- June 10 & 12 – The System Office team members met with the Pilot CIOs and additional stakeholders at Alamance Community College review the landscape and governance needed for data and system governance.
- Customized Training, College Budget & Accounting System, and Data Warehouse are in Production.

AGENDA
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, July 16, 2026 – 2:20pm – 3:00 pm
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 – March 19, 2026

For Information

- 2022-26 System Strategic Plan Update (PLAN 01)
 - Report on Goal 1: Faculty and Staff Recruitment and Retention
- 2025 State Board Summit Takeaways & Action Items (PLAN 02)

New Business

Adjourn

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

COMMITTEE MEMBERS PRESENT:

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

Members Absent: 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. Mary Rehbein	Mr. Alexander Fagg
Ms. Alex Doles	Dr. Bill Schneider	President Amanda Lee (Chair
Dr. Jeff Cox	Gen. Counsel Jonell	– NCACCP, Pres. Bladen CC)
Dr. Kimberly Gold	Carpenter	
Ms. Amy Mast	Dr. Brian Merritt	
Mr. Jamal Njai	Ms. Delaney Davis	

CALL TO ORDER

Chair McInnis called the meeting to order at 1:05 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 March 19, 2026, meeting. Mr. Yeargan made the motion, Ms. West seconded, and the agenda was approved.

APPROVAL OF THE MINUTES

Chair McInnis requested a motion to approve the minutes from the February 19, 2026, meeting. Mr. Kane made the motion, Mr. Yeargan seconded, and the minutes were approved.

FOR INFORMATION

2022-26 Strategic Plan Updates (PLAN 01)

Chair McInnis provided updates on the 2022-2026 Strategic Plan Goal 2, “*System Enrollment: Multi-Year Trends & Alignment with Propel NC Funding Needs*”. The presentation highlighted the North Carolina Community College System’s strong post-pandemic enrollment recovery and growth, which exceeded national trends. It emphasized that growth was driven by local leadership, innovation, and adaptation to community needs, while underscoring a growing capacity ceiling—particularly in high-demand workforce programs—as the primary constraint to sustaining future growth.

Mr. Fagg shared a document on Propel NC as a draft advocacy and informational resource designed to complement the presentation by clearly quantifying workforce demand, current completions, and wage outcomes across priority sectors. It outlines how Propel NC funding could expand training capacity, reduce gaps between job openings and qualified workers, and generate significant economic impact, with updates to be made for future versions.

Congressman Price asked how Propel NC enrollment overlaps with curriculum versus workforce training categories and whether further analysis would help illustrate funding implications. More than one-third of students are already enrolled in Propel-aligned programs across both curriculum and workforce training, and while deeper analysis could be useful, the current data sufficiently demonstrates Propel NC’s relevance to strategic and funding discussions.

Mr. Lang asked whether the reported 49% online enrollment represented fully online students. The figure reflects total FTE generated through online instruction, meaning students may be counted even if they take only one online course.

Chairman Looney asked how the system can identify and reach the more than 241,000 North Carolinians without credentials and whether tools such as CRM systems or unemployment records could support targeted outreach. The information is pulled from census data without individual identifiers, but lessons from NC Reconnect and Boost NC could be scaled systemwide to better reach this population. Capacity and resources are also issues that need to be addressed.

Mr. Lumsden stated that 75% of employees at their rural hospital, including licensed professionals, were trained at community colleges, underscoring the system’s critical role in sustaining the healthcare workforce. Dr. Lowry reiterated that the reliance on community colleges for workforce preparation extends well beyond healthcare and is foundational to industries statewide.

President Lee stated that the presentation effectively tells the story community college leaders see daily, sharing that 70% of nurses at her local hospital were trained at Bladen Community College and reinforcing the idea that students trained locally are more likely to remain in their communities.

NEW BUSINESS

ADJOURN

Chair McInnis made a motion to adjourn. Ms. West made the motion, seconded by Mr. Yeargan. The meeting adjourned at 1:47 p.m.

Recording Secretary
Alex Doles

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

Background:**Plan 01: 2022-26 System Strategic Plan Update: Report on Goal 1: Faculty and Staff Recruitment and Retention**

Goal 1 of the 2022–26 System Strategic Plan focuses on recruiting and retaining top talent to enable the North Carolina Community College System to educate and prepare the State’s workforce. The goal was established in recognition that the System’s capacity to serve students and meet the State’s workforce development needs is fundamentally constrained by its ability to attract and retain qualified faculty and staff across all 58 colleges.

The data presented in this report document a compounding challenge. North Carolina's 2-year faculty salaries have ranked near the bottom nationally for five consecutive years, with faculty earning only 58 cents for every dollar earned at the State's own public 4-year institutions. Over the same period, enrollment has grown 10% while full-time faculty headcount has remained flat, staffing-to-student ratios have declined across every employee category, and inflation-adjusted instructional spending per student has fallen — together defining a capacity ceiling that threatens the System's ability to sustain growth.

Since the adoption of the 2022–26 Strategic Plan, the System has taken meaningful steps to address Goal 1, including:

- **Faculty and Staff Salary Increases.** Legislatively authorized increases of 2.5% (2021–22), 3% (2023–24), and 4% (2024–25).
- **Faculty Recruitment and Retention Fund.** \$8.6M non-recurring (2021–22), \$12M non-recurring (2022–23), and \$31M recurring (2023–24) to help colleges compete for skilled instructors.
- **Human Resources Association.** Established in 2024 to share recruitment and retention best practices across all 58 colleges.
- **Partnership and Rural College Strategies.** Cross-sector compensation partnerships catalogued and strategic planning support extended to rural colleges systemwide.

This report also provides an update on System Office staffing, which has remained stable and lean relative to comparable state agencies, while supporting all 58 colleges across all 100 counties.

Contact(s):

Dr. Kimberly Gold
Chief of Staff

Goldk@nccommunitycolleges.edu

2022-26

System Strategic Plan

Report on Goal 1: Faculty and Staff Recruitment and Retention

Multiyear Trends & Progress Update

July 2026

01 Context

A photograph of three men working on a car engine in a workshop. The man on the left is wearing a black cap and safety glasses. The man in the middle is wearing a green shirt and glasses. The man on the right is wearing a black cap and a beard. They are all focused on the engine. A red Snap-on toolbox is visible in the background. A blue diagonal banner is overlaid on the left side of the image.

GOAL ONE

Faculty and Staff Recruitment and Retention

Recruit and retain top talent to enable the North Carolina Community College System to educate and prepare the State's workforce.

Goal 1 Context

The 2022-2026 Strategic Plan was developed during the COVID Pandemic.

Goal 1 recognizes that continued turnover undermines college capacity to deliver a skilled workforce.

Concerns cited in 2022:

- Great Resignation
- Higher Turnover Rates and Low Labor Force Participation rates
- College Capacity Reduced: Training Programs and course sections postponed

Defining Terms

- **Faculty** are employees whose primary role is instruction and related academic responsibilities.
- **Staff** are employees who support the institutional mission through non-instructional roles.
- **A part-time employee** is someone who works less than the institution's defined full-time workload.
- **A full-time employee** works the standard workload defined by the institution and is typically eligible for full benefits.

GOAL ONE

Faculty and Staff Recruitment and Retention



Primary Measures:

- Full-Time Faculty and Staff Salaries
- Full-time Time Faculty and Staff Retention

Goal 1 Results

Despite Progress with Recruitment and Retainment: Capacity has not kept pace with student and community need.

- NC has seen a 17% increase in average salary: however we still fall below national and southern state averages.
- Salary comparisons across the 58 show many colleges fall below the NC average.
- Employee numbers have increased by only 2% despite an enrollment growth of 12%.
- The student to faculty ratio has increased, decreasing the time employees have to devote to individual students.
- Faculty and Staff retainment has remained steady over the past 4 years.

Goal 1:

State Financial Impacts



State Faculty and Staff Salary Increases:

2021-2022	2.5% Increase
2023-2024	3% Increase
2024-2025	4% Increase
2025-2026	No Increase

Target: 7% Salary Increase
Actual: 7% Salary Increase



Faculty Recruitment and Retention Fund:

2021-2022	\$8.6 million (recurring)
2022-2023	\$12 million (recurring)
2023-2024	\$31 million (recurring)



Nursing Faculty Targeted Salary Adjustments

2023-2024	\$7.1 million recurring (10% Increase)
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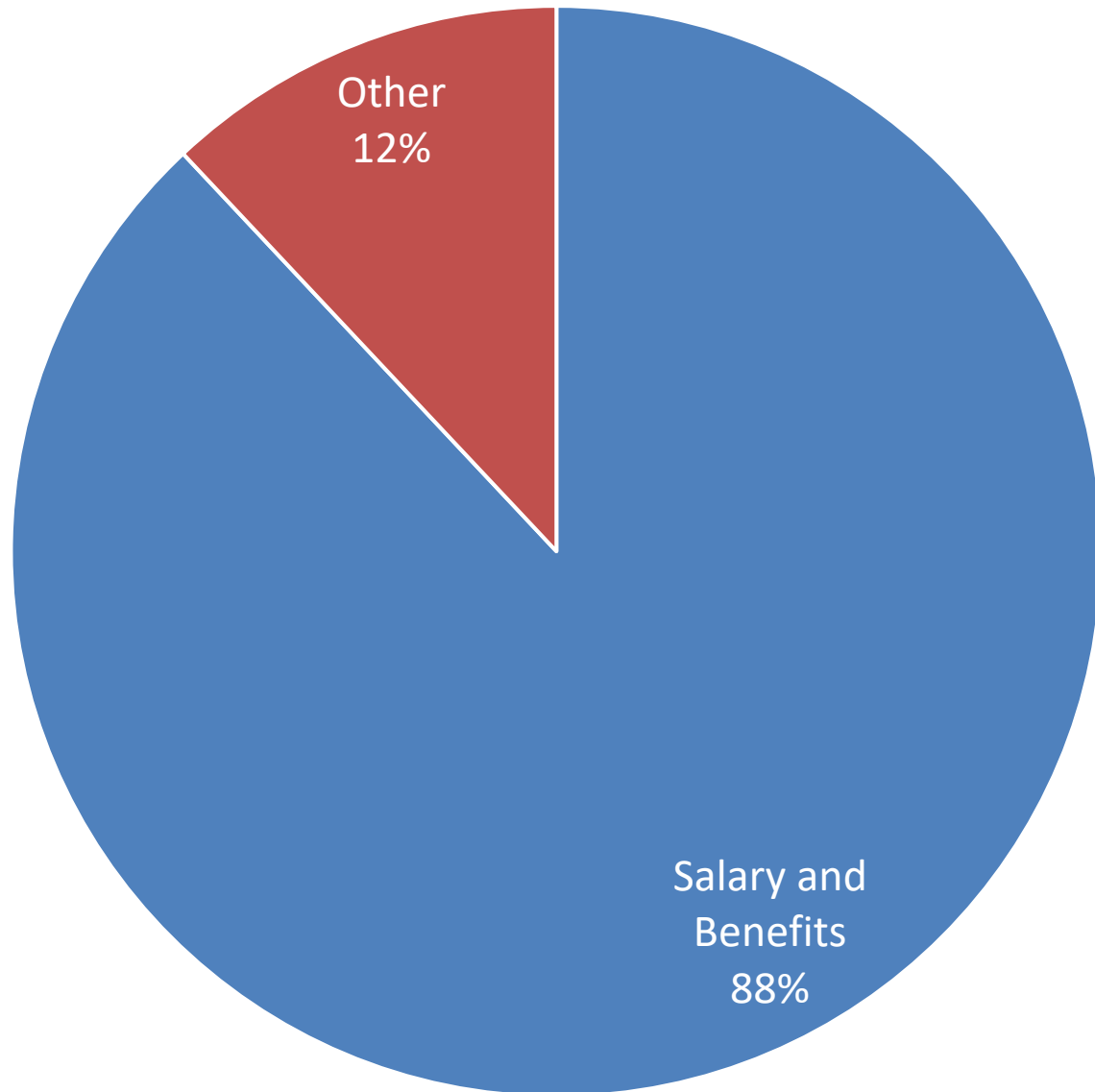


02

System Competitiveness

Faculty and Staff Funding and Salary Data

College Budget Expenditures, 2025



What the data tell us:

- Personnel are critical to college capacity representing the largest budget expenditure.
- On average 88% of college budgets are spent on personnel

What the data tell us:

- Compensation is considered the number 1 challenge to recruitment and retention.
- Although NC salaries have increased at a larger percentage than other states, the increase has not brought NC in line with National and Southern State Averages.

North Carolina vs. National and Southern States

Average Salary	NC	SREB	US
2022	\$50,252	\$53,980	\$67,585
2025 (Fall)	\$58,927	\$61,084	\$77,382
% Increase	17%	13%	14%

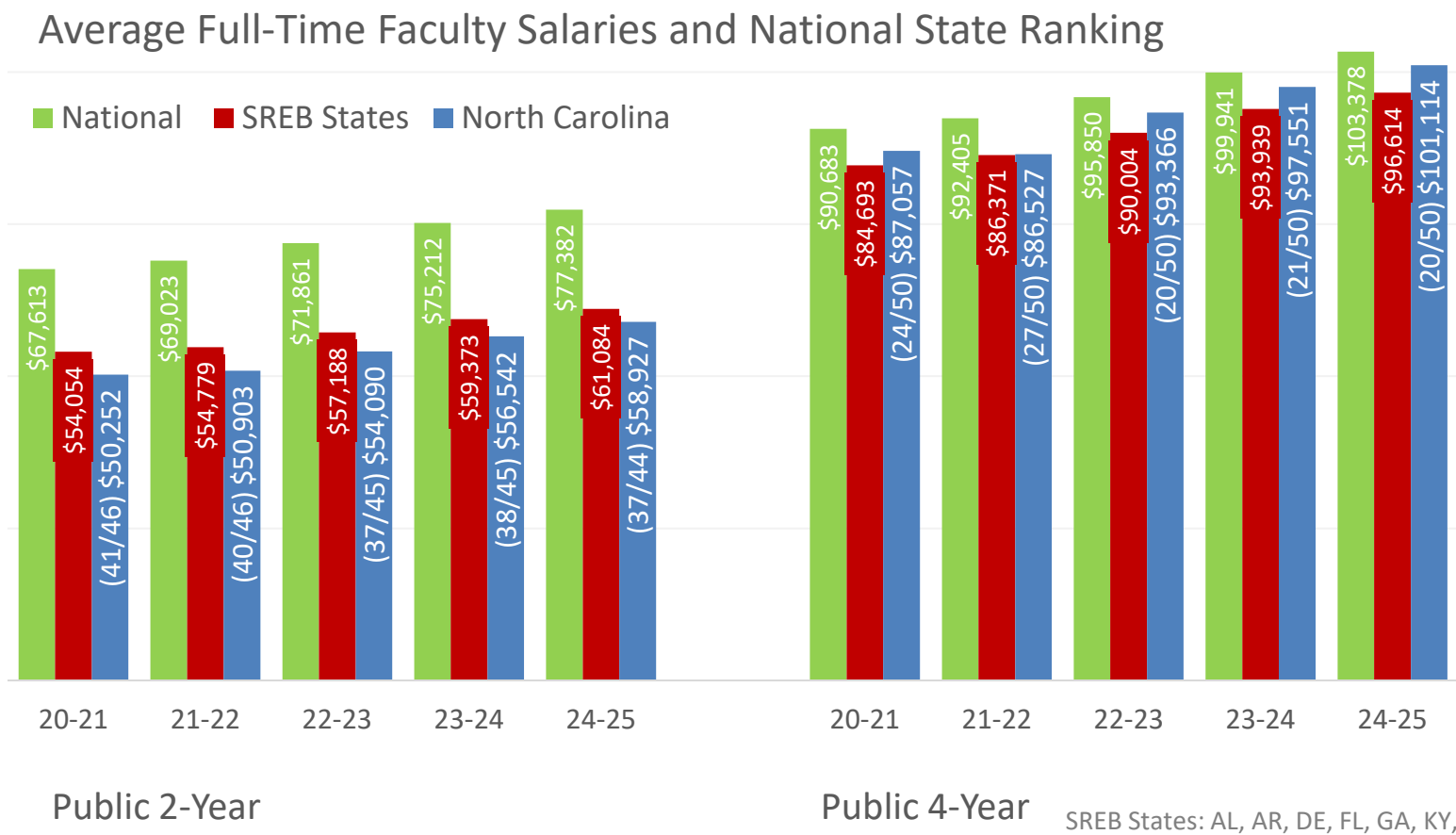
Faculty Salary Range by College

Average Salary	Tri County	NC	Fayetteville
2022	\$44,250	\$50,252	\$55,533
2025 (Fall)	\$50,339	\$58,927	\$67,705
% Increase	13%	17%	22%

Definition: (SREB): Southern Region Education Board—Mission to guide and support states as they advance all levels of education to improve the social and economic vitality of the SREB region. SREB States [Alabama](#), [Arkansas](#), [Delaware](#), [Florida](#), [Georgia](#), [Kentucky](#), [Louisiana](#), [Maryland](#), [Mississippi](#), [North Carolina](#), [Oklahoma](#), [South Carolina](#), [Tennessee](#), [Texas](#), [Virginia](#), [West Virginia](#)

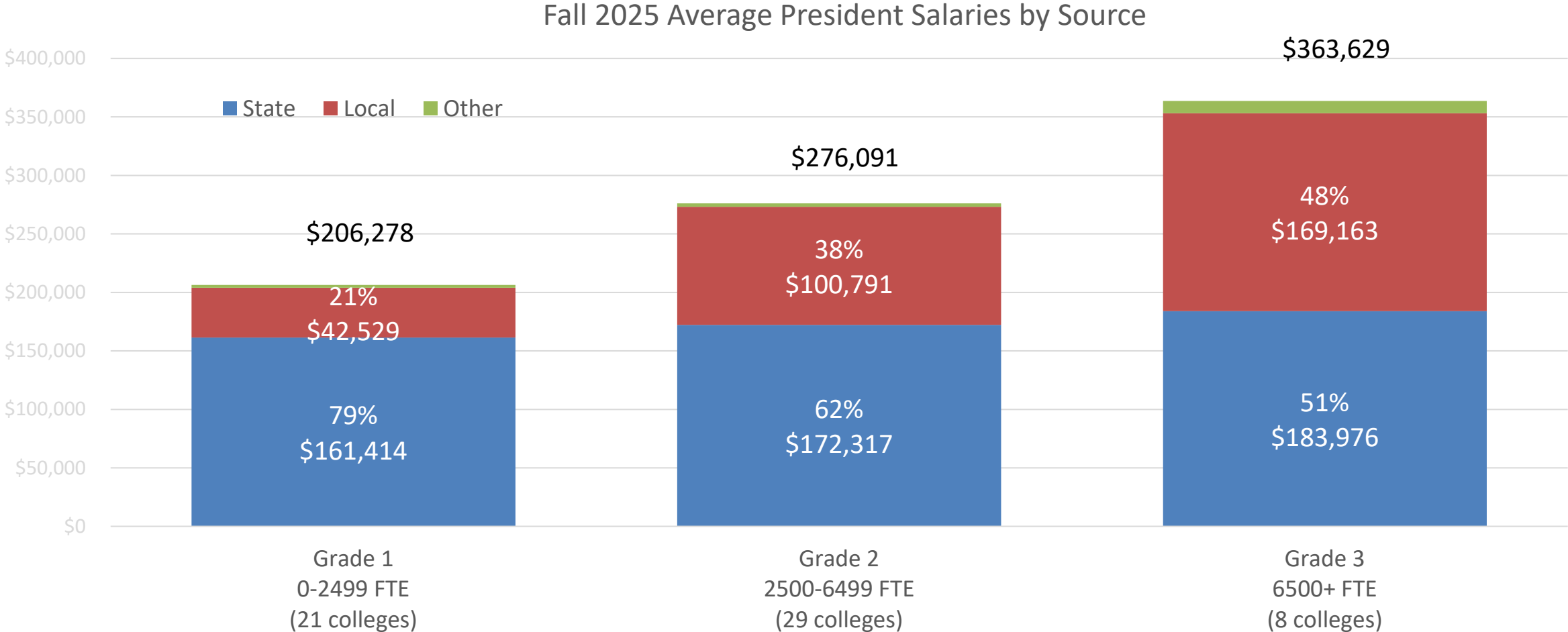
What the data tell us:

- NC community college salaries have ranked near the bottom nationally for five consecutive years (37 out of 44) — modest growth has not closed the gap
- NC 2-year faculty earn only 58 cents for every dollar earned at NC's own public 4-year institutions (2nd to last in the U.S.) – making community college recruitment difficult



What the data tell us:

- The role of college president is a critical role and is an example of the use of local funds to recruit and retain talent.
- Small colleges rely heavily on state appropriations while larger colleges leverage county (local) funds to provide a competitive salary.



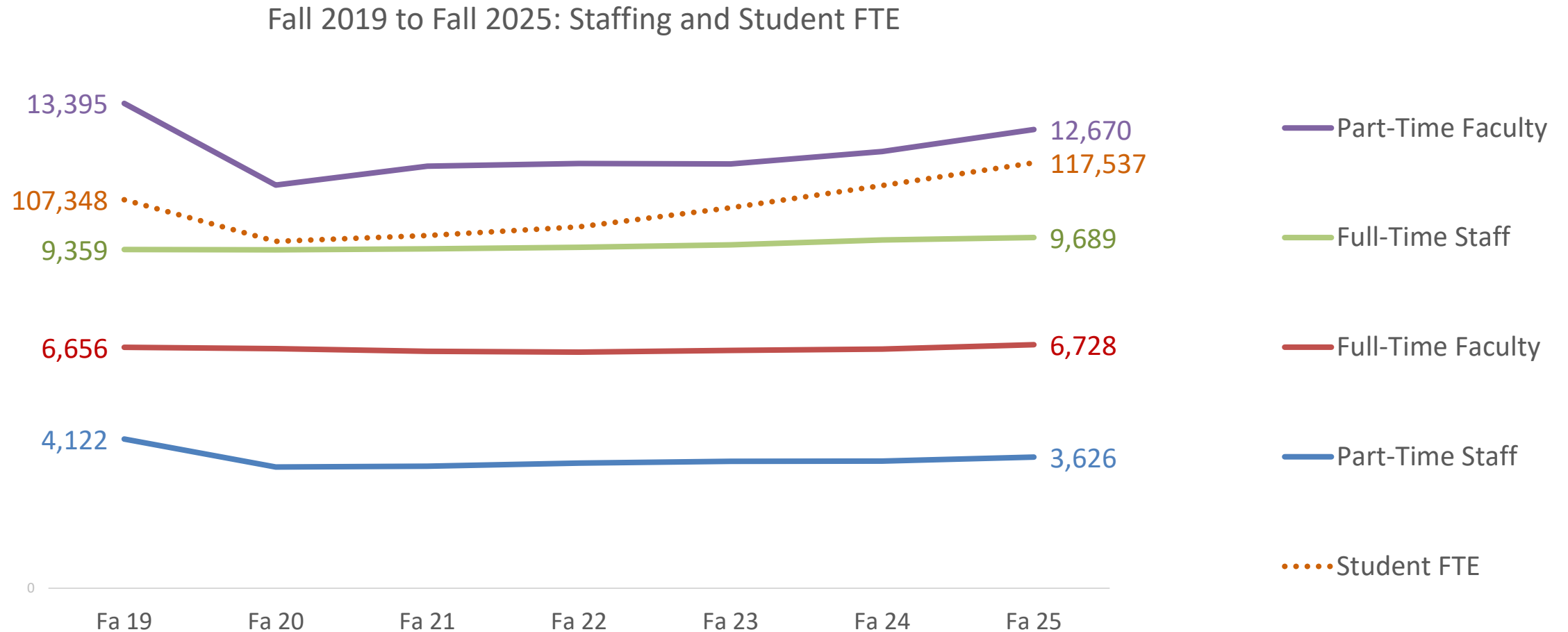


02

Enrollment Growth Capacity

What the data tell us:

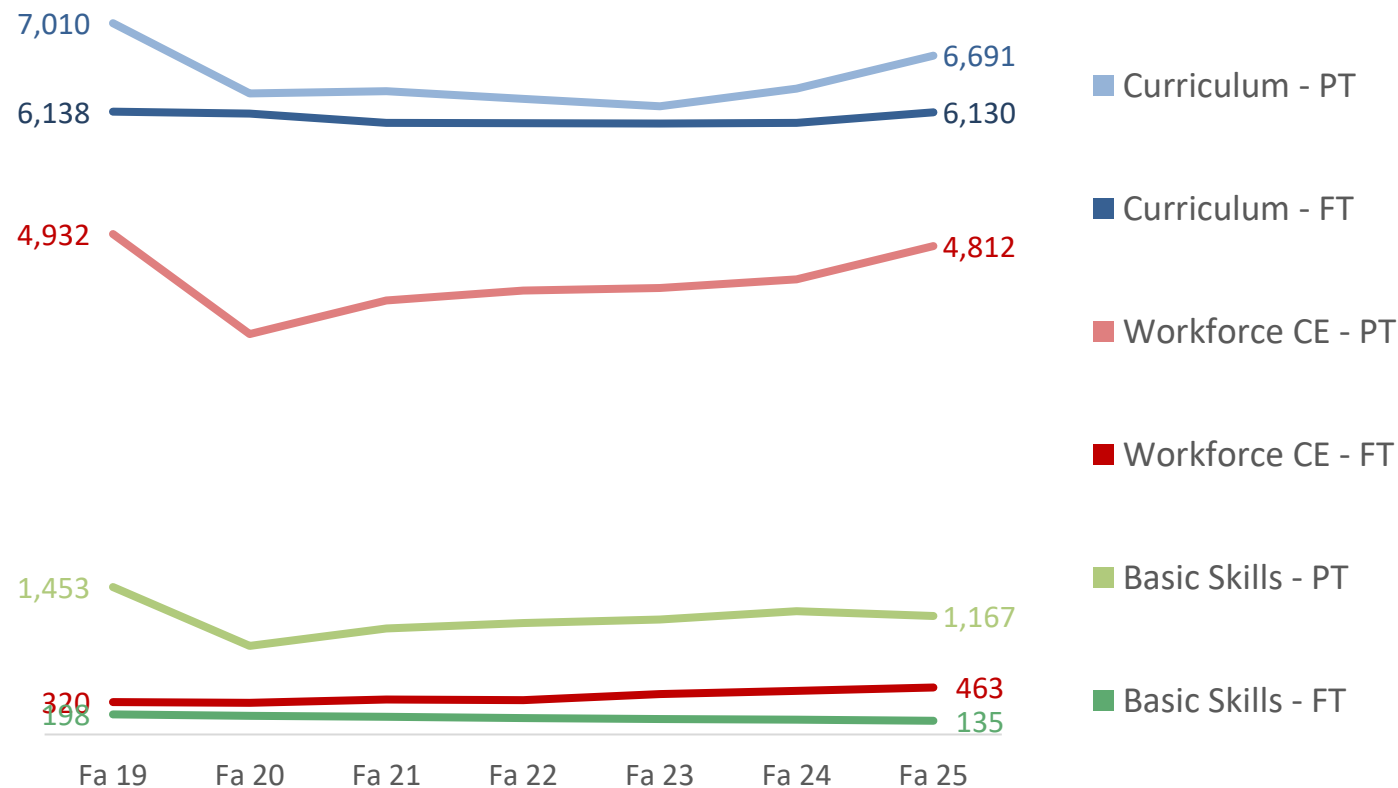
- Since 2019, Enrollment has grown 12% full-time faculty numbers have remained flat
- Enrollment Growth is being supported by increases in Part-Time Faculty



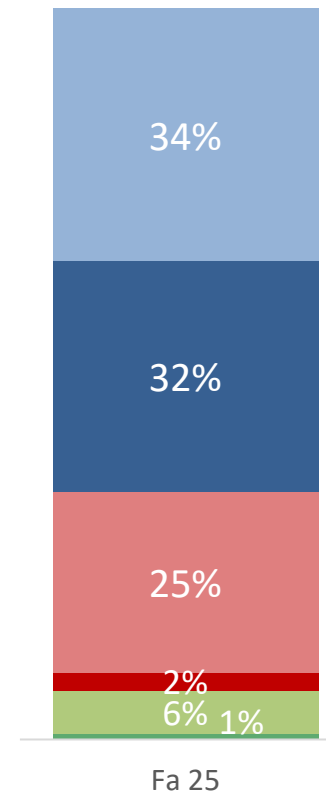
What the data tell us:

- Curriculum Faculty represent the greatest number of instructional staff.
- Nearly 6 in 10 curriculum faculty are part-time, and Workforce CE delivery is almost entirely contingent on part-time instructors.
- Part-time faculty connect students to current industry professionals and provides greater flexibility to meet instructional needs aligned with workforce demand.

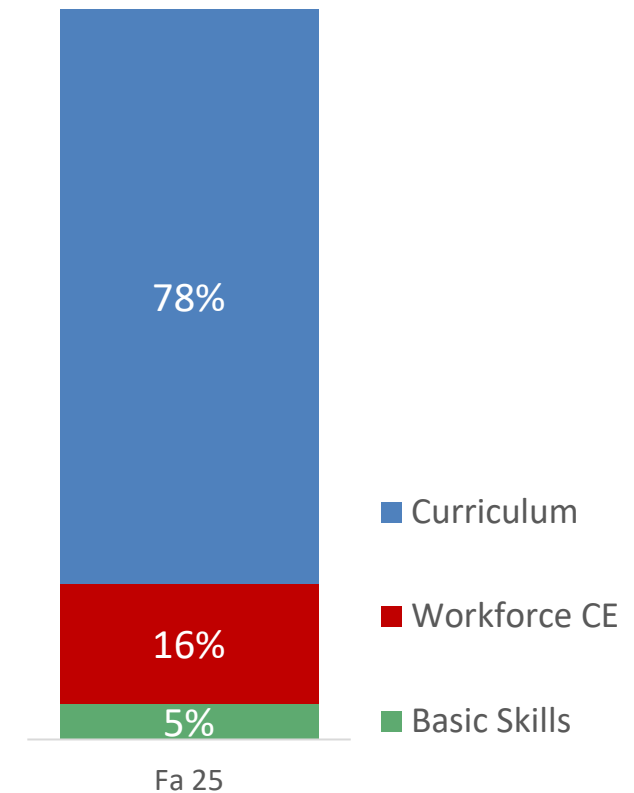
Fall 2019 to Fall 2025 Faculty by Instructional Area



Faculty Share



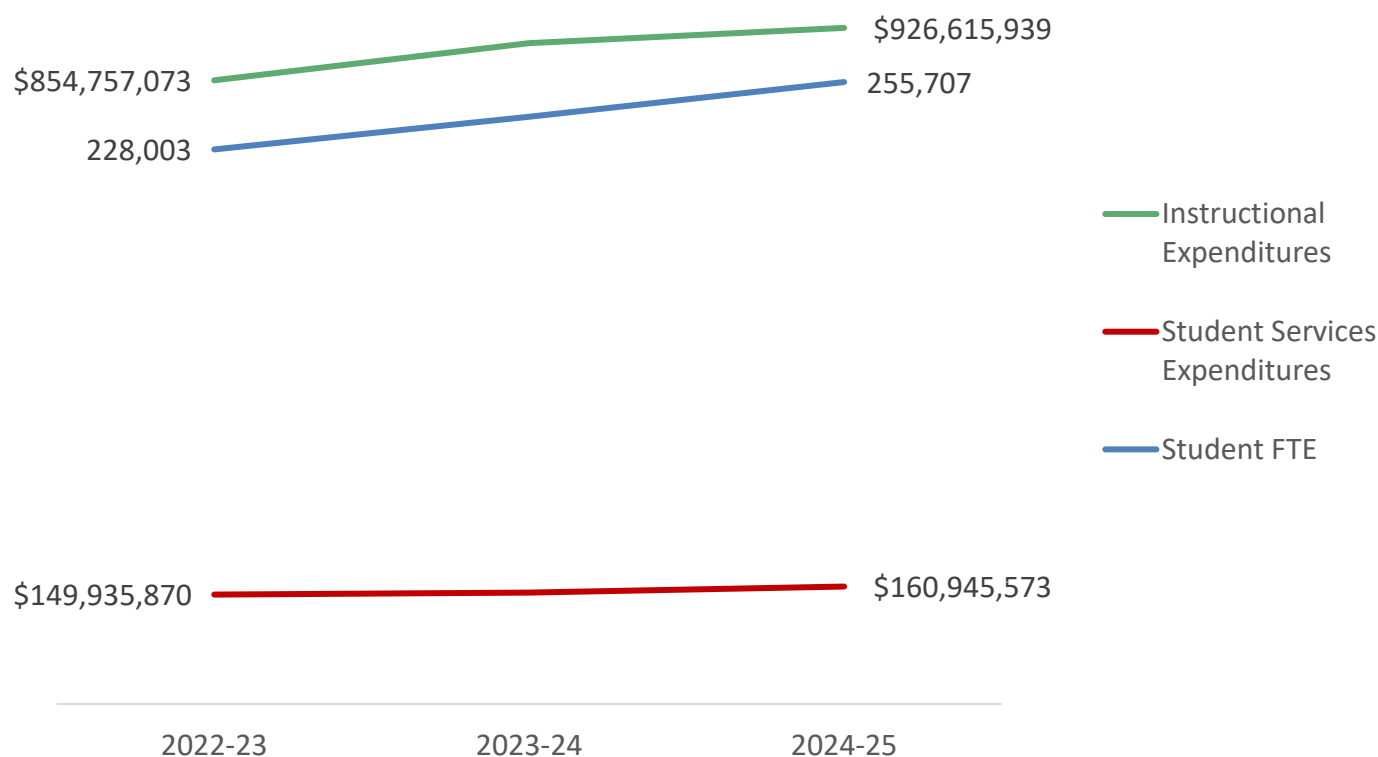
FTE Share



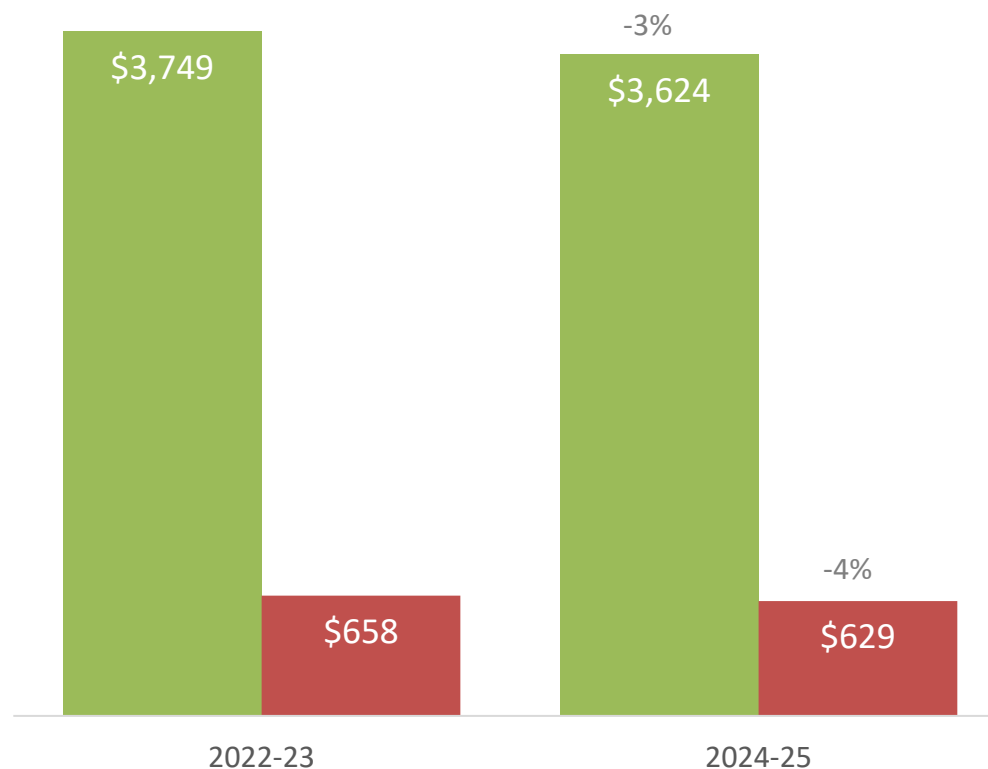
What the data tell us over the past 2 fiscal years:

- While Enrollment grew by 12%, Instructional spending grew by only 8%.
- Spending per student has declined 4% in the past two years.
- The System is serving more students with proportionately less resources.

2022-23 to 2024-25: Inflation Adjusted Expenditures and Student FTE

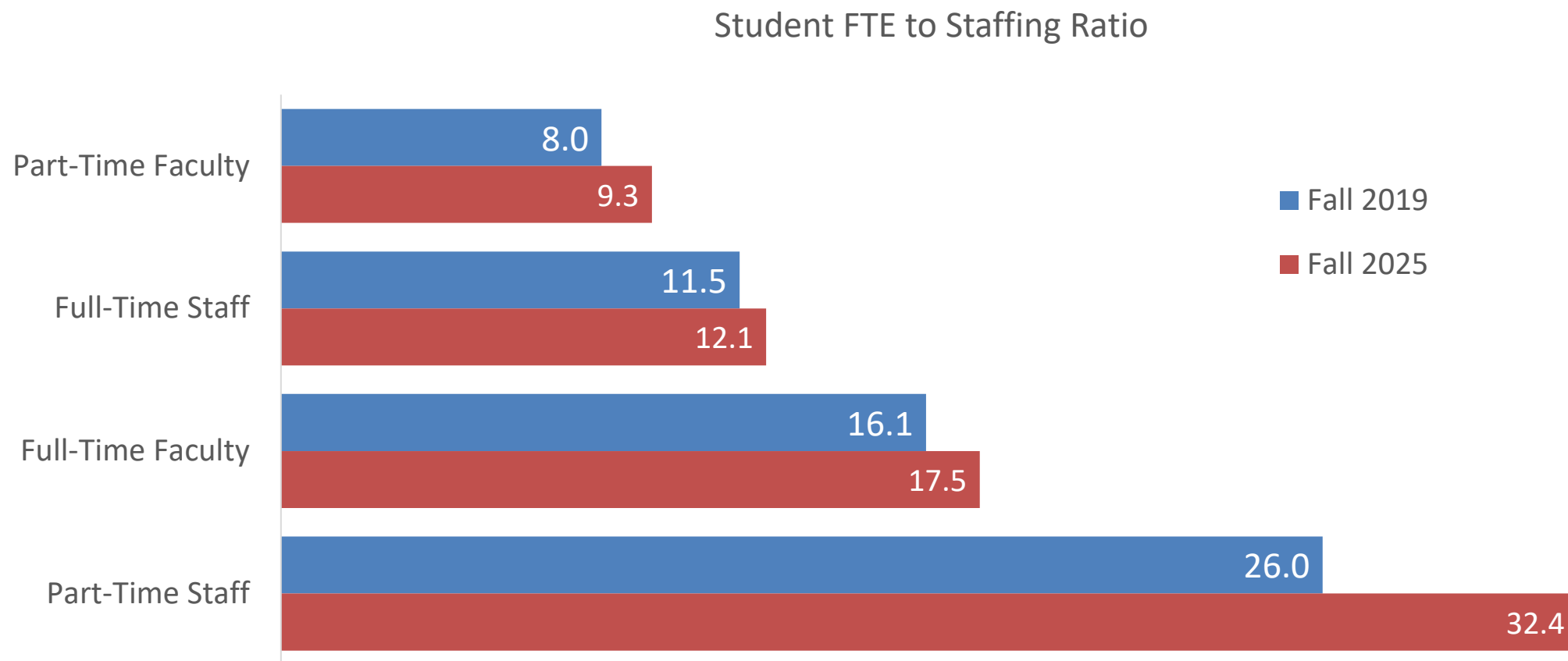


Inflation Adjusted Expenditures Per Student FTE



What the data tell us:

- Student FTE-to-Staffing ratios have increased across all employee categories since 2019, reflecting enrollment growth that has outpaced staffing investment.
- Part-time staff ratios have increased most sharply indicating greater reliance on part-time staff to support enrollment growth.





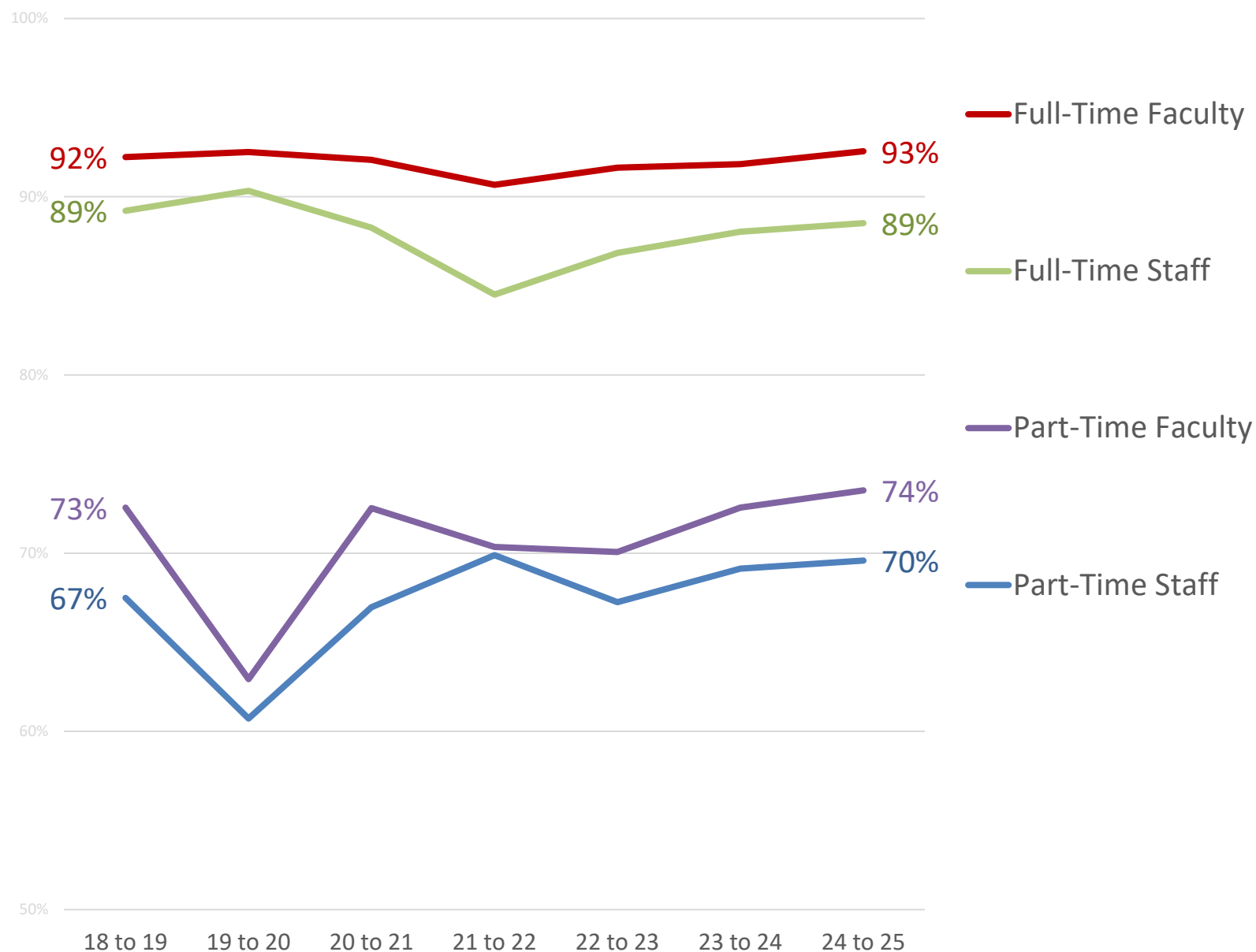
04

Faculty and Staff Retention

What the data tell us:

- Faculty and Staff Retention rates have returned to Pre-Pandemic Rates.
- Full-time faculty and staff are retained at consistently high rates — but they represent less than half of the instructional workforce.
- Part-time faculty have higher turnover rates, requiring sustained recruitment and onboarding effort.
- 2025 Study by CUPA-HR, showed full-time voluntary turnover in 2024 remained above pre-pandemic levels but declined from the 2022 peak and saw a further slight decrease from 2023.

Fall to Fall Faculty and Staff System Retention



System Actions: Non-Financial Initiatives



Human Resources Association Established

- Officers elected in February 2024
- \$10,000 allocated for start-up funds for 501(c)3 incorporation and website creation
- Provided 2,246 hours of training over 34 topics
- Host Monthly Chief HR Officer calls



Partnership Strategies Catalogued

- Developed and Shared Examples of Partnerships to support faculty and staff salaries.
- Partners included Business-Healthcare Nursing, Local Government, Public Entities (K-12), and Other Colleges



Rural College Strategic Planning

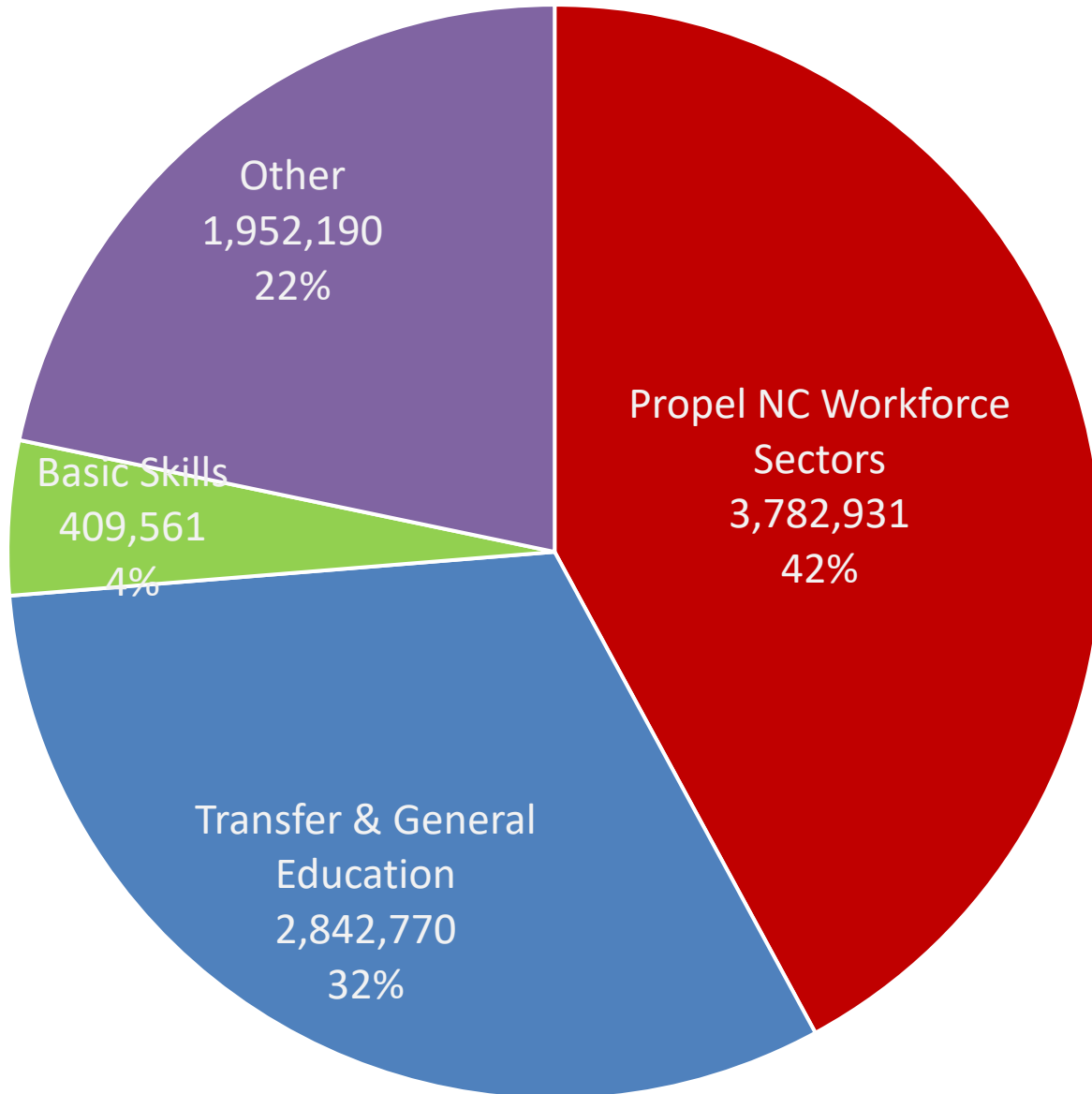
- Strategic planning services provided to rural colleges
- Faculty and staff recruitment and retention goals and strategies incorporated into all strategic plans

A construction worker wearing safety glasses and a jacket is using a circular saw to cut a piece of wood. The background shows the wooden framework of a building under construction.

04

How does staffing align with Propel NC workforce sectors?

2024-25 Instructional Hours Provided
Propel NC Categories

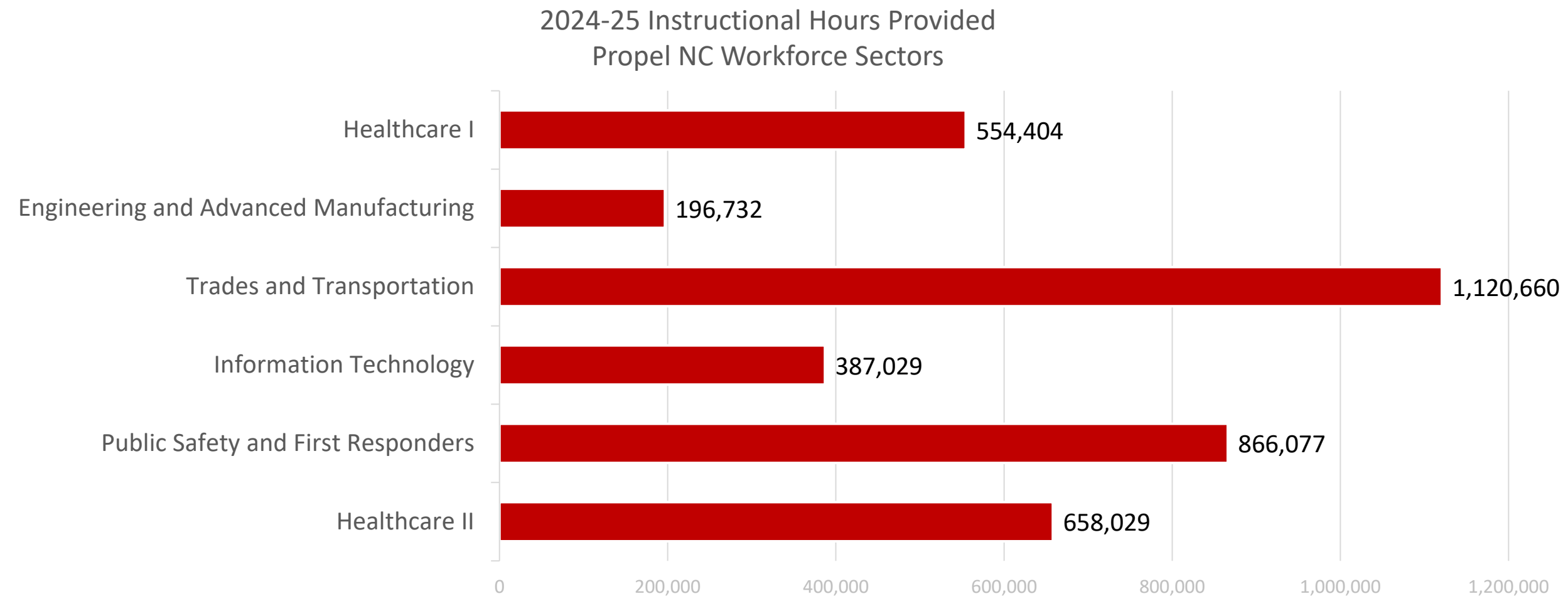


What the data tell us:

- ***42% of instructional hours provided were in Propel NC Workforce Sectors.***
 - 32% Transfer & General Education
 - 22% Other Workforce Sectors
 - 4% Basic Skills
- Staffing capacity in these high-demand areas directly determines the System's ability to meet statewide workforce priorities.

What the data tell us:

- Over 3.7 million hours of instruction were provided in Propel NC Workforce Sectors in 2024-25.
 - Trades and Transformation: 1,120,660 hours
 - Healthcare I: 554,404 hours
 - Public Safety and First Responders: 866,077 hours
 - Information Technology: 387,029 hours
 - Healthcare II: 658,029 hours
 - Engineering and Advanced Manufacturing: 196,732 hours



Closing: Why Does This Matter?

- **Meeting the State's workforce needs depends on attracting and retaining highly-qualified faculty and staff.**
- **Staffing levels are not keeping pace with enrollment**, despite the System's strategic focus on recruiting and retaining faculty and staff. **Data shows:**
 - Faculty salaries have ranked near the bottom nationally for the past 5 years despite salary increases.
 - Student enrollment has increased by 10% over the past 5 years, full-time faculty numbers have remained flat.
 - Growing student to faculty ratios require each faculty and staff member to support more students, limiting individual attention.
- The **Propel NC** funding model is critical because it targets investment for staffing capacity to sustain high-demand, high-wage programs.



06

System Office

Staffing Overview

Defining Terms

- **SHRA:** employees who are subject to the State Human Resources Act.
- **EHRA:** employees who are not subject to the State Human Resources Act. EHRA employees are primarily senior or executive staff.
- **Office of State Human Resources (OSHR) Oversight:** As a state agency the System Office operates under the guidance of OSHR and is part of the state Human Resource Information System. Colleges are not subject to OSHR guidelines and rules. SHRA employee classifications and compensation are approved by OSHR. EHRA employees and their compensation are approved by the State Board.
- The System Office currently has 58 EHRA employees and 158 SHRA employees.

Goal 1 Impact

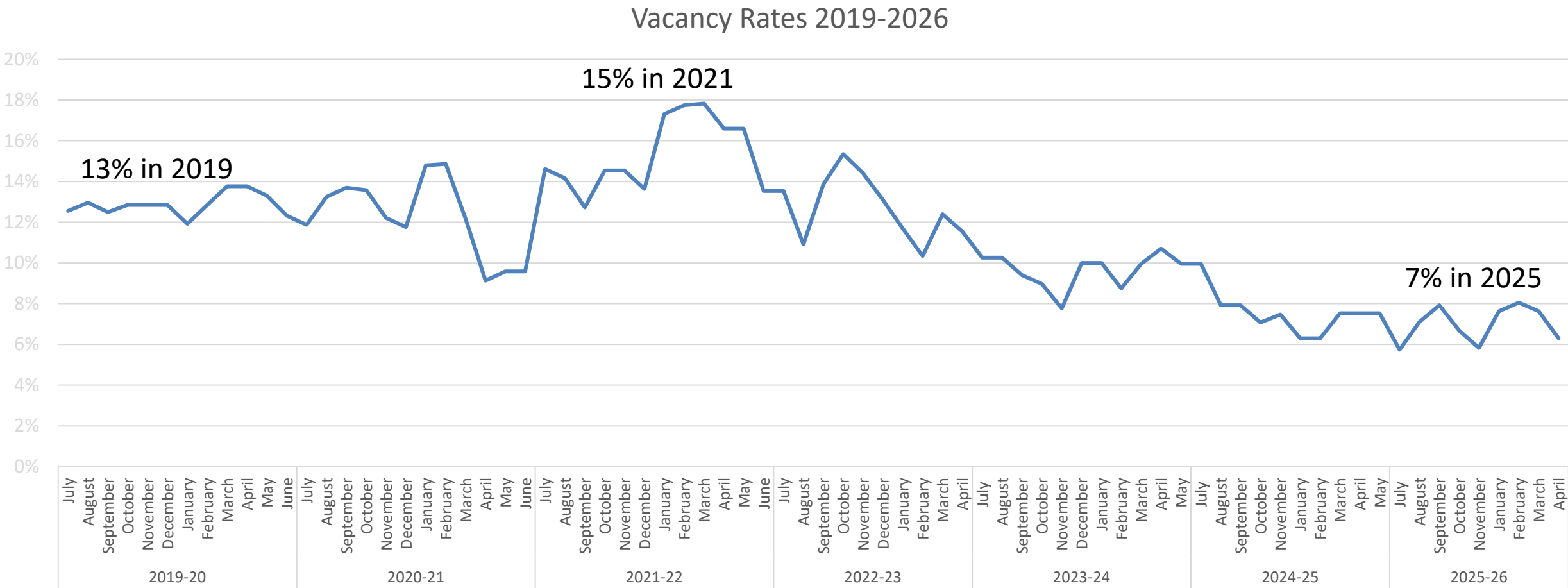
System Office staffing is critical to support College Capacity to serve communities and students.

- **Vacancy rates** have declined from 15% to an average of 7%
- Salaries have increased however **53% of SHRA employees and 36% of EHRA employees fall below the midpoint for their salary grade.**
- Staff dependent on **federal grant funding has increased by 4%.**
- **Programs and Economic Development** receive the largest share of Federal grant funding and are the most impacted by federal funding changes.

What the Data Tells Us:

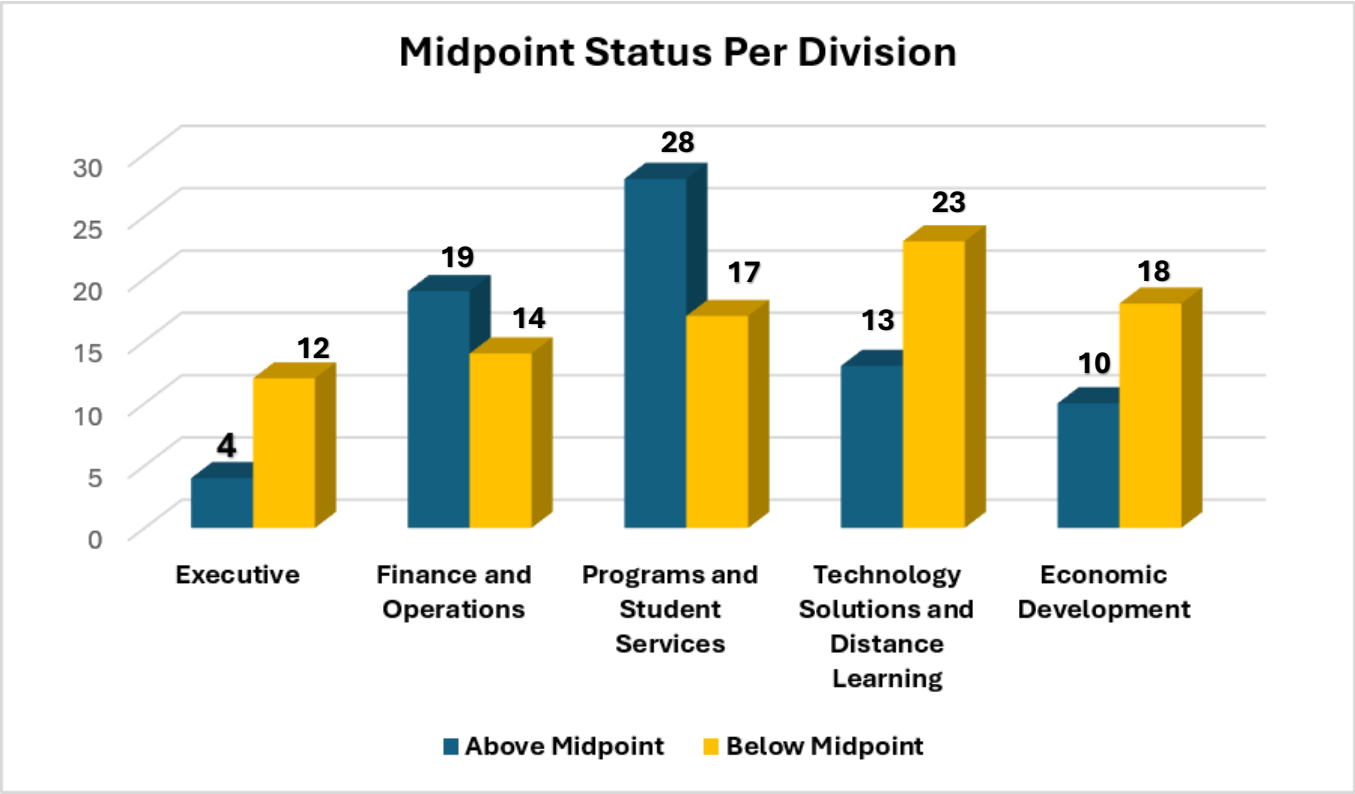
- System Office vacancy rates have declined steadily from a pandemic-era peak of 15% (2021) to 7% in 2025 — a consistent, year-over-year improvement.
- Other state agencies experienced vacancy rates rising to 17% in 2020 and 2021.

System Office Vacancy Rate Over Time

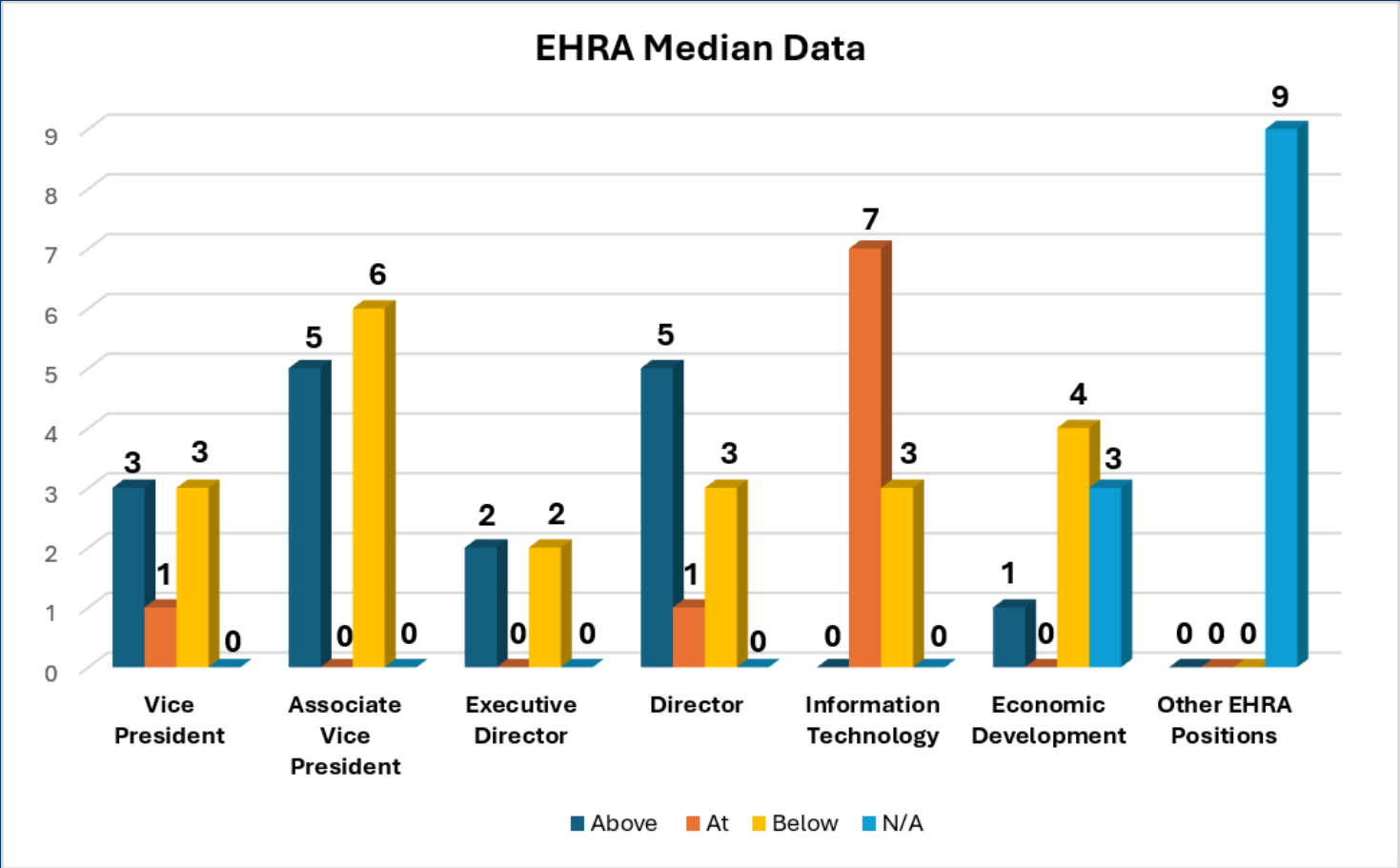


System Office Salary Analysis: What the Data Tells Us:
Despite salary increases over the past 4 years, 53% of SHRA employees still fall below the midpoint of the salary range. Of those below the midpoint, only 3% are more than 10% below.

System Office SHRA Personnel

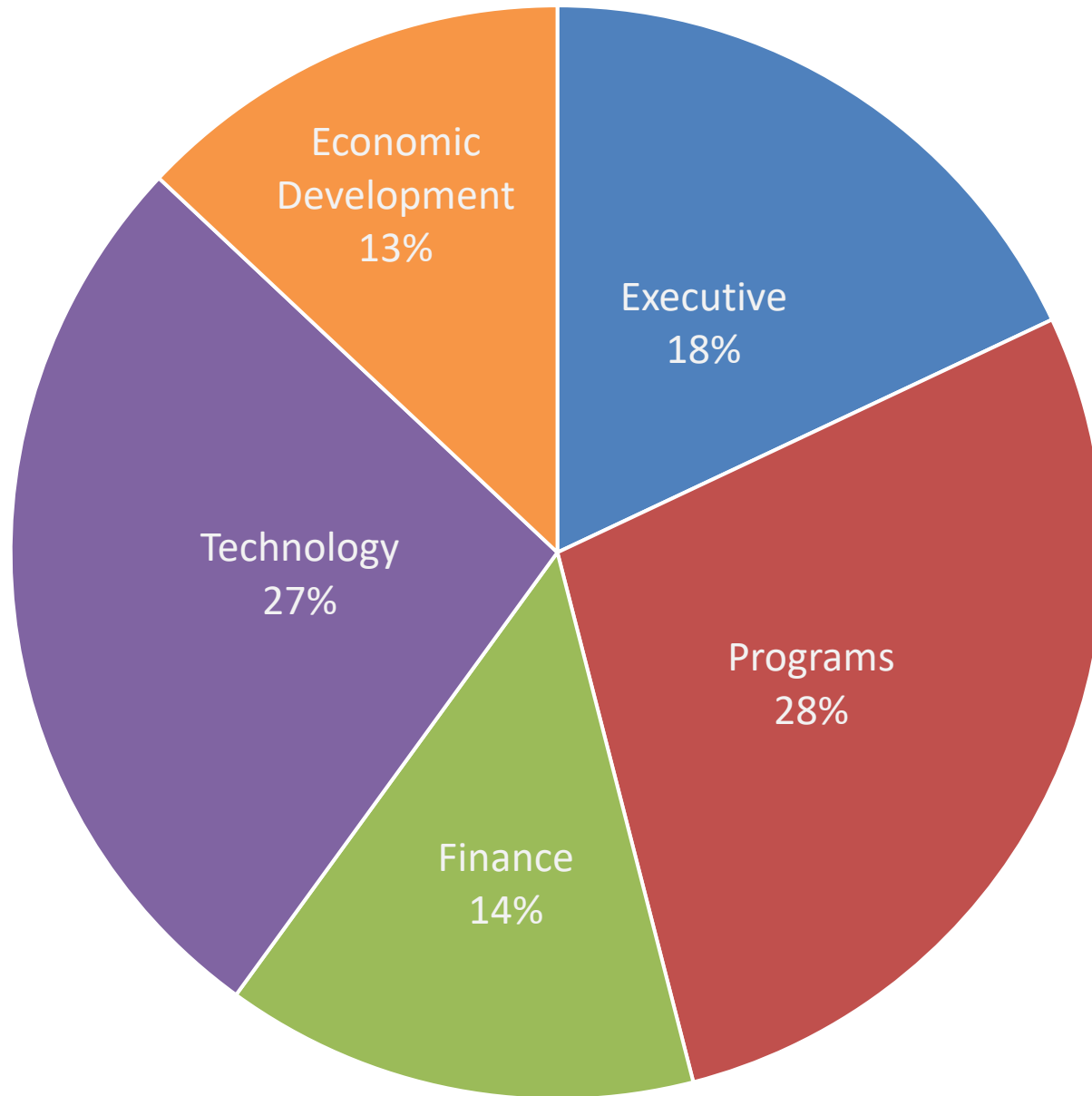


System Office Salary Analysis: What the Data Tells Us:
Despite salary increases over the past 4 years, 36% of EHRA employees still fall below the midpoint of the salary range. Of those below the midpoint, 9% are more than 10% below.



System Office Employees by Division

218 Total Employees



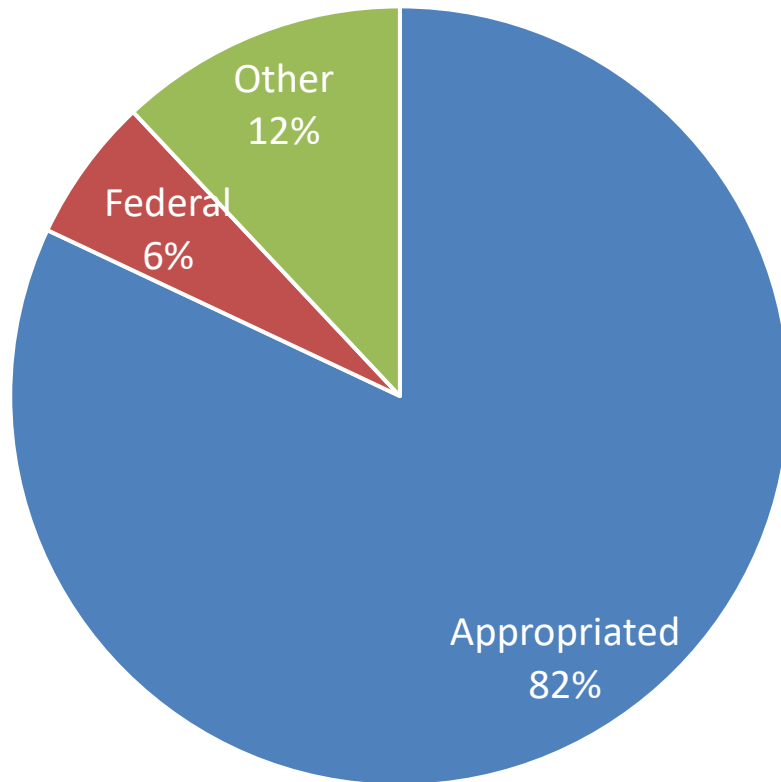
What the data tell us:

- Employee Count Comparison
 - 2019 (216)
 - 2026 (218)
- 41% Program and Economic Development
- 27% Technology
- 32% Support (Exec, Finance, Marketing, HR etc.)
- The System Office represents 1% of total System employees – a lean model to serve and support over 31,000 employees at 58 colleges serving over 600,000 students
- At 218 employees, the System Office is comparable in size to the 8th smallest college — yet its scope of responsibility spans the entire statewide system

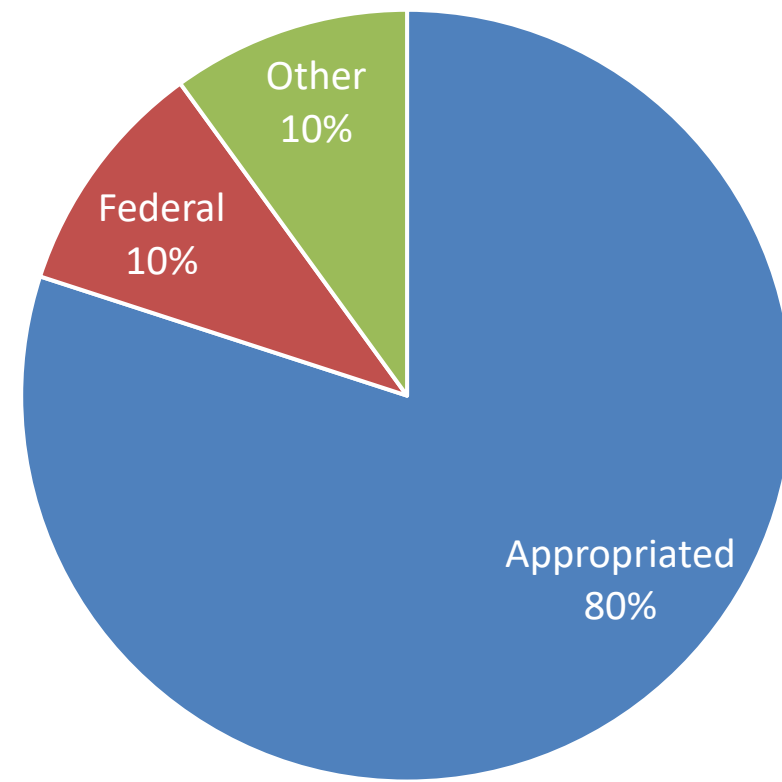
What the data tell us:

- The System Office has diversified its personnel funding over five years, with federal funds increasing 4% — reducing reliance on state appropriations for System Office operations

Funding Source 2022



Funding Source 2026



Grant Supported Staffing: What the Data Tells Us:
Federal Grants funds are primarily used to support staff in Economic Development and Programs.

Philanthropic funds are primarily used to support staff in Strategic Initiatives.

System Office Grant Funded Personnel

Department	Number of 100% Grant Funded Employees	Number of Partial Funded Employees	Total Percentage of Dept. Employees Grant Funded
Economic Development	11	6	36%
Finance	2	2	13%
Programs	17	9	43%
System Effectiveness	0	11	100%
Strategic Initiatives	1	3	100%
Total	31	31	28%

Grant Personnel Funding Types: Competitive vs. Non-Competitive Grants

Competitive Grants (Time Limited)

UNC Gear UP

Apprenticeship Building America (US DOL)

State Apprenticeship Expansion (US DOL)

Build Back Better (US Dept. of Commerce)

BOOST (Arnold Ventures)

CCP Evaluation Subaward (UNC Greensboro)

John M. Belk Endowment

Non-Competitive Grants (Allocated Annually)

Workforce Innovation and Opportunity Act (WIOA) (US DOL)

SCIF (State Construction and Infrastructure)

Grant Indirect Cost

Federal Adult Education and Family Literacy Act (AEFLA)

Federal CTE (Career Technical Education Funds) Carl D. Perkins Act

DHHS-SNAP Education and Training

Belk Center Partnership

Closing: Why Does This Matter?

- **Supporting Colleges and meeting the State's workforce needs depends on attracting and retaining highly-qualified System Office employees.**
- **Data shows:**
 - Employee salaries have increased but many continue to fall below the mid-point of their salary grade
 - Vacancy rates have improved after a record high during the pandemic.
 - An increased reliance on federal funding for system office employees increases the impact of shifting federal priorities.

STATE BOARD OF COMMUNITY COLLEGES
2025 State Board Summit Takeaways & Action Items
July 2026 Update

Background: The inaugural State Board of Community Colleges (SBCC) Summit was held September 17–18, 2025, in Raleigh. It focused on why transformation is essential for North Carolina’s community colleges and the bold goal of becoming the nation’s #1 workforce system. Sessions featured legislative champions, leading economic developers, the Superintendent of Public Instruction, and a nationally renowned labor economist who offered perspectives on policy, education, and labor market trends. Discussions also centered on executing the Propel NC funding model, modernizing data and systems, and setting clear milestones to strengthen student experiences and statewide competitiveness. Below is a summary of *high-priority action items* from the 2025 State Board Summit for implementation in 2025-26.

High-Priority Actions:

1. Execute System Office Applications: CCL
2. Execute System Office Applications: Data Warehouse
3. Execute System Office Applications: CBAS
4. LMS: Align LMS systems between K12 and NCCCS to streamline student learning experience.
5. Propel NC: Secure funding for Propel NC.
6. Propel NC: Move ahead with organizing programs by workforce sector as opposed to tiers and credit/non-credit.
7. Apprenticeship NC: Secure recurring funding for Apprenticeship NC operations.
8. Workforce Pell: Design and implement tracking and reporting for non-credit student data to support eligibility for Workforce Pell.
9. Workforce Pell: Analyze and implement potential streamlining of System Office approval processes for short-term workforce pathways to support Workforce Pell.
10. Longitudinal Data: Identify use cases of statewide longitudinal data system and data linkages and verify whether use cases are supported by the currently planned data system.
11. DPI: Simplify approval processes for short-term workforce pathways in public schools, leveraging the template already adopted by non-public schools.

Contact(s):

Dr. Kimberly Gold
Chief of Staff

Goldk@ncccommunitycolleges.edu

AGENDA
State Board of Community Colleges
PROGRAMS AND STUDENT SUCCESS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, July 16, 2026 – 3:05 p.m. – 3:55 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, May 14, 2026

For Consent Agenda

- Curriculum Program Applications – Fast Track for Action (Attachment PROG 01)
 - Lenoir Community College
 - Surgical First Assistant (Certificate) (C45870)
 - Pitt Community College
 - Surgical Technology (A45740)
 - Western Piedmont Community College
 - Heavy Equipment Operation, Management, and Service (A35340)
- Combined Course Library – Continuing Education (Attachment PROG 02)
 - New Course Approvals, Modifications, and Tier Designations
 - New Course Approval – Pamlico Community College
 - Management of Solid Waste – Core (ENV – 3101)
 - Management of Solid Waste – Intermediate Level with Practicum (ENV – 3201)
 - New Course Approval – Sandhills Community College
 - Architectural CAD (ARC – 2114)
 - Construction Management (CMT – 2210)
 - New Course Approval – North Carolina Driver and Traffic Safety Education Association (NCDTSEA) and Rowan-Cabarrus Community College
 - Driver's Education Instructor (EDU – 3201)
 - New Course Approval – Sampson Community College
 - Community School Coordinator (EDU – 3202)
 - New Course Approval – Sandhills Community College
 - Planning/Estimating I (CST – 2241)
 - Total Safety Performance (CMT – 2212)
 - New Course Approval – Rowan-Cabarrus Community College
 - Firefighter Safety & Wellness (FIP – 2162)
 - Fire and Social Behavior (FIP – 2277)
 - New Course Approval – Piedmont Community College
 - Ethics in Government (PAD – 2152)
- Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 03)
 - Southeastern Community College – Tabor Correctional Institute
 - Automotive Mechanics (Automotive Technician Basics) – (AUT – 3137)
 - Heavy Equipment Operations (Heavy Equipment Operator) – (HEO – 3100)
 - Work-Based Learning – (WBL – 3100)

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

AGENDA
State Board of Community Colleges
PROGRAMS AND STUDENT SUCCESS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, July 16, 2026 – 3:05 p.m. – 3:55 p.m.
Ms. Sarah West, Chair
Mr. Bill McBrayer, Vice Chair

For Information

- BioNetwork Learning Solutions Center Realignment (Attachment PROG 04)
- Regional Online Adult High School Pilot Project (Attachment PROG 05)
- Competency Based Education (CBE) Pilot Program Waiver (Attachment PROG 06)
- Approved Curriculum Program Applications (Attachment PROG 07)
 - Montgomery Community College
 - Automotive Systems Technology (A60160)
 - Randolph Community College
 - Public Safety Administration (A35190)
 - Western Piedmont Community College
 - Construction Management Technology (A35190)
- Approved Educator Preparation Program (EPP) Residency Requests (Attachment PROG 08)
 - Alamance Community College
 - Birth through Kindergarten 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)
- Approved Curriculum Program Terminations (Attachment PROG 09)
 - College of The Albemarle
 - Nurse Aide (Certificate) (C45840)
 - Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45840)
 - McDowell Technical Community College
 - Industrial Systems Technology (A50240)
 - Pitt Community College
 - Horticulture Technology (A15240)
 - Randolph Community College
 - Collision Repair and Refinishing Technology (D60130)
 - Vance-Granville Community College
 - Basic Law Enforcement Training (Certificate) (C55120)
 - Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)
 - Health Science: Therapeutic & Diagnostic Services/Pharmacy Technology (D45940)
 - Lateral Entry (Certificate) (C55430)

New Business

Adjourn

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

MINUTES
State Board of Community Colleges
PROGRAMS & STUDENT SUCCESS COMMITTEE
Caswell Building – Dr. W Dallas Herring State Board Room
Thursday, May 14, 2026

MEMBERS PRESENT:

Sarah West, Chair
Bill McBrayer, Vice Chair
Stacy Griffin*
Tom Looney
Hon. David Price

NCACCP LIAISONS:

Amanda Lee, President, Bladen Community College

SYSTEM OFFICE STAFF AND OTHERS:

Brian S. Merritt	Ashley Parrott	Bill Schneider
Ashley Croom	Lindsay Tipton	Andrew Gardner
Jeff Cox	Ariel O’Quinn	Anne Bacon
Kimberly Gold	Lisa Eads	Tammy Maddox
Amy Mast	Michelle Lair	John Denning
Jonnell Carpenter	Jamal Njai	Kindl Detar
Kathy Davis	Nancye Gaj	
Delany Davis	Aaron Mabe	President J.B. Buxton,
Andrea Crowley	Hilmi Lahoud	Durham Technical CC
Mary Olvera	Seth Kamen	

*Attended via phone or Zoom technology.

WELCOME AND ETHICS STATEMENT: Chair West called the virtual meeting to order at 12:50 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 May 14, 2026, agenda. Mr. Looney 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 March 19, 2026, minutes. Vice Chair McBrayer made the motion, seconded by Hon. Price. The minutes were approved via voice vote by the committee.

FOR ACTION:

ApprenticeshipNC Council Appointments (Attachment PROG 01)

Chair West reviewed the item and clarified that the ApprenticeshipNC Council should not be confused with the Governor’s Task Force on Workforce and Apprenticeships. She explained that the ApprenticeshipNC Council operates under ApprenticeshipNC within the North Carolina Community College System and that, pursuant to state statute, the State Board appoints the council’s members.

Chair West noted that the council is composed of four employer representatives, four representatives from employee organizations, three members representing the public at large, and two ex officio members, including one representative from the North Carolina Department of Public Instruction and one representative from the North Carolina Department of Commerce.

She further explained that council member terms have been realigned from three-year terms to two-year terms with staggered expiration dates to promote greater continuity and sustainability in the council's work. Chair West also noted that the council chair is appointed annually and that Mr. Roger Collins has been proposed to serve as chair.

The committee had no questions or concerns.

Legislative Report for IDD Workforce Training Program (Attachment PROG 02)

Chair West reviewed the item. Access to Achievement aims to improve employment outcomes and credential attainment among individuals with intellectual and developmental disabilities by offering innovative vocational training and extensive student support across fifteen colleges.

Chair West congratulated Lisa Estep, Nancye Gaj, and Senator Michael Lee on receiving a special award at the State Board Awards Ceremony held in April. She recognized their significant involvement in developing and championing the program, which began as a pilot at two colleges and has since expanded to fifteen colleges across the system.

Chair West further noted that Senate Bill 991, the Community College Workforce Readiness Act, includes a request for recurring funding to support the continued growth of the program. If funded, the proposal would expand participation from the current fifteen colleges to twenty-five colleges statewide.

Ms. Gaj provided an update on the development and implementation of the program, emphasizing the significant amount of work devoted to building the necessary infrastructure at the System Office level. She noted that successful implementation requires clear guidance, direction, planning documents, and templates. Staff have dedicated substantial effort over the past year developing these resources.

Ms. Gaj reported that an implementation guide was created to help colleges operationalize the six legislative requirements of the program. The guide breaks each element into practical steps for local implementation. To support participating institutions, staff conducted 136 technical assistance visits, both virtually and in person.

She also highlighted the work of Associate Director Lindsay Tipton, who collaborated with Information Technology staff to develop a ServiceNow reporting system. The new system enabled formal data reporting beginning in January 2025.

In an effort to extend the program's reach beyond the fifteen participating colleges, the System Office sponsored training on universal design for sixty faculty members, most of whom were not affiliated with the participating institutions. Participants are expected to complete their certification by the end of the month. In addition, online training modules were developed to help coordinators better understand their roles and responsibilities and provide flexible, on-demand professional development.

Ms. Gaj noted that considerable effort has also been dedicated to marketing and outreach, particularly to Career and College Promise (CCP) students and other younger audiences. Staff refined messaging to better connect with these student populations and launched a digital marketing campaign utilizing YouTube and other social media platforms. The campaign featured short videos highlighting opportunities for access and achievement through the program.

Within one month of launch, the videos generated approximately 600,000 views. More than 600 individuals clicked through to learn additional information about the program, and 63 percent of viewers watched the videos through completion, indicating strong engagement.

Finally, Ms. Gaj reported that an external evaluation is underway and is expected to be completed by the end of June. The evaluation, conducted by Higher Education Insight, includes extensive fieldwork and interviews with students, families, community college staff, and System Office personnel to assess the program's effectiveness and impact.

Ms. Gaj highlighted data presented on page eight of the report, which includes a series of charts demonstrating the program's outcomes. During the past year, the program served 871 students, the majority of whom were between the ages of 18 and 24. Among participating students, 87 percent of enrolled courses were completed, and 89 percent of those completed courses were passed successfully. Ms. Gaj described these results as exceptionally strong and credited the efforts of coordinators and staff, including Tammy Maddox, for helping students achieve these outcomes.

Ms. Gaj further reported that more than 300 participating students earned a credential. Most of those credentials were awarded in workforce development or workforce-related continuing education fields, reflecting the program's primary goal of preparing students for successful employment and career advancement.

Regarding outreach and recruitment efforts, Ms. Gaj noted that program staff met with more than 400 community partners, sponsored over 200 events, and conducted more than 100 visits to high schools. She emphasized that the work of the fifteen program coordinators has had a significant impact on expanding awareness and participation.

She also highlighted several resources included at the end of the report, including the Service Guide Manual developed by Lindsey Tipton and the Program Requirements Guide developed by Vickie Vinson. These resources provide colleges with structured guidance for implementation and service delivery.

Ms. Gaj concluded by discussing a major curriculum initiative currently underway in collaboration with subject matter experts and staff under the direction of Dr. Eads. The project focuses on developing entry-level pathway courses designed to provide a new group of students with opportunities to gain practical skills, earn industry-recognized credentials, and, if they choose, move directly into successful employment or continue their educational journey.

Ms. Gaj introduced Tammy Maddox, Access to Achievement Coordinator at Guilford Technical Community College (GTCC), noting that she has served nearly 200 students through the program. Ms. Maddox described a typical week in her role, explaining that each day begins with communication and relationship building with students and their families. Mornings are often filled with emails and phone calls from students seeking guidance on classes, academic pathways, or next steps in their educational journey. Parents also regularly reach out looking for information, support, and reassurance. She emphasized that these interactions highlight the fact that access begins long before a student enters a classroom.

Once coordinators arrive on campus, the pace of the work continues. Ms. Maddox spends considerable time responding to emails and collaborating with colleagues across campus to ensure she is meeting the goals of Access to Achievement. She noted that partnerships with faculty, advisors, and community organizations are essential because student success cannot be achieved in isolation.

A significant portion of her work involves ongoing relationships with students. These interactions focus on career exploration, study strategies, time management, course selection, self-advocacy, accommodation requests, and the development of workplace readiness skills. Ms. Maddox emphasized that success is often built gradually through trust, engagement, and increasing confidence.

She shared examples of student success, including working persistently to connect a student with tutoring services. Although the student initially resisted assistance, continued encouragement eventually resulted in the student seeking support independently. Ms. Maddox described this as a powerful moment because it demonstrated the student's willingness to trust others and accept help.

She also described another student who repeatedly declined invitations to student life activities. Despite the student's reluctance, invitations continued to be extended. Eventually, the student attended an event and later became actively engaged, regularly sharing updates about participation in additional activities. She noted that the student was graduating that day, representing a significant personal and academic achievement.

Ms. Maddox explained that students are also introduced to new career pathways through opportunities such as virtual reality training and micro credential programs. These experiences help students develop practical skills and often encourage them to consider careers they previously believed were unattainable.

She acknowledged that not every interaction centers on success. Some students experience academic setbacks, including failing courses. In those situations, she works closely with students to process disappointment, rebuild confidence, and create plans for moving forward. She also meets with parents who feel overwhelmed by educational decisions and help them understand available resources and support systems.

Ms. Maddox emphasized that the work extends beyond academics. Transportation frequently presents a significant barrier for students, and part of her role involves helping students identify ways to travel to campus, internships, and community opportunities. She noted that workforce experiences through internships are often transformative for students and can create opportunities that neither students nor their families previously envisioned.

In addition to direct student support, Ms. Maddox is responsible for meeting numerous program requirements and administrative responsibilities. Serving approximately 198 students annually at GTCC, she manages a significant caseload while ensuring compliance with all program expectations. These requirements include establishing employer partnerships, coordinating mentoring opportunities, providing support workshops twice each semester, ensuring tutoring access, and delivering comprehensive orientation programs.

She further explained that coordinators are responsible for reviewing pathway opportunities, developing new entry points for students, providing assistive technology assessments and training, and offering financial and benefits counseling at least twice annually. Coordinators are also expected to ensure that at least half of their student caseload participates in hands-on learning experiences and are strongly encouraged to create internship opportunities.

Ms. Maddox noted that fulfilling these responsibilities requires substantial planning, coordination, and follow-through while continuing to provide individualized support to students. Throughout the week, she travels between three and five campuses to meet students where they are, collaborates with community agencies, and proactively reaches out to students who may not respond to emails or text messages. She also documents all interactions and collaborates closely with high schools, charter schools, middle colleges, early colleges, and Career and College Promise programs to support seamless transitions from K–12 education into higher education.

Ms. Maddox concluded by stating that the central question guiding her work is always, “What do students need, and how can those needs be met in a meaningful, inclusive, and effective way?” She described Access to Achievement coordinators as persistent, creative, and deeply committed professionals who help students recognize their potential, celebrate achievements, build confidence, develop skills, and move toward greater

independence. She thanked the board for its continued commitment to expanding access and opportunities for students across North Carolina.

Lastly, a video of was shared that shows the perspective of a student from Alamance Community College.

Mr. Looney inquired about how success is rewarded.

Dr. Merritt noted that the Finance Committee will consider a related item. He explained that the proposal includes criteria tied to enrollment, program performance, and outcomes that will be used when determining allocations for the next fiscal year.

Dr. Merritt stated that the intent is for Ms. Gaj and her team to work with Ms. Estep to develop clear criteria for participating colleges, particularly regarding caseload management. Referring to Ms. Maddox's report of serving approximately 194 students, he emphasized the importance of ensuring that colleges have appropriate staffing levels and resources to support students effectively.

He noted that Ms. Gaj engaged colleges extensively to understand their needs and that numerous requests were received. The resulting criteria will be communicated to colleges in July. Merritt emphasized that the goal is to provide participating colleges with clear guidance in advance so they can meet established benchmarks and prepare for future funding allocations.

Mr. Looney asked how soon it will happen.

Dr. Merritt stated that they plan to communicate to the colleges prior to July 1 so that they know the expectations moving into the new fiscal year. The allocation memo in the finance committee included language that will allow them to do so.

Mr. Looney observed that the program appears to be in an acceleration phase and suggested that future investments should be directed toward colleges demonstrating the strongest results and return on investment.

Ms. Gaj responded that success is not limited to institutions of a particular size. She noted that several smaller colleges have achieved excellent results, while larger institutions have also excelled. She specifically cited Guilford Technical Community College, the program's largest college, and commended the work being done under Tammy Maddox's leadership.

Mr. Looney noted that Wake Technical Community College, Central Piedmont Community College, and Fayetteville Technical Community College were not among the participating institutions. He asked whether this was because those colleges already have other support programs and services available for students.

Ms. Gaj responded that the short answer is yes. She explained that, with one exception, those colleges did not apply for participation in the program. At the time, they may have been satisfied with existing student support efforts and chose not to pursue the Access to Achievement initiative. However, she noted that those institutions may now view the program differently given its demonstrated success.

Dr. Merritt added that state law initially limited the program to fifteen colleges, despite the fact that thirty-seven colleges submitted applications for participation. Chair West noted that Senate Bill 991 would potentially expand the program to twenty-five colleges, allowing additional institutions to participate.

Mr. Lang remarked that the program appears to help students become more self-reliant and asked whether any return-on-investment analysis had been conducted. He suggested that demonstrating the long-term benefits of

Access to Achievement—particularly in comparison to the potential cost of relying on other state assistance programs—could strengthen future requests for legislative support and funding.

Ms. Gaj agreed with Mr. Lang’s observation and stated that, because the program is only concluding its second year, a formal return-on-investment analysis has not yet been conducted. She noted, however, that evaluating ROI would be a valuable area of focus as the program continues to mature.

Hon. Price inquired about the strength of interest among colleges, noting that thirty-seven applications represented significant demand. He asked whether most of the submissions were serious and meritorious applications.

Ms. Gaj explained that the selection process included performance metrics, review teams, written evaluations, and interviews. As a result, the scoring differences among applicants were relatively small. She noted that many of the applications were highly competitive, but funding limitations prevented additional colleges from being selected.

Hon. Price commented that considerable effort should be devoted to publicizing the program’s results, sharing success stories, and encouraging additional colleges to explore participation opportunities.

Ms. Gaj agreed and noted that her team has already met with the System Office communications staff to develop a feature highlighting the program following the board meeting. She stated that the goal is to maintain momentum, increase awareness of the program’s impact, and generate continued interest among colleges and stakeholders.

Ms. Estep stated that she hoped the board recognized how deliberate both the System Office team and participating colleges have been in adhering to the program’s goals. She emphasized that from the outset there was a strong commitment to producing measurable data to demonstrate the program’s effectiveness, and colleges have remained focused on the six foundational principles established for the initiative. Beyond changing student outcomes, Ms. Estep noted that the program is also changing campus culture and how institutions think about serving students, which was an intentional objective from the beginning.

Ms. Estep acknowledged that the program represents a significant undertaking and explained that leaders were purposeful in starting at a manageable scale and expanding thoughtfully. The goal has been to create a solid foundation and demonstrate a distinct model that other colleges can observe and replicate. She noted that few, if any, other states are operating a similarly centralized support structure for colleges, and she believes that centralized approach is a key factor in the program’s success. She added that participating colleges are already sharing lessons learned with institutions that have not yet joined the program.

Looking ahead, Ms. Estep stated that there is interest in expanding the program’s connections to Apprenticeship and Career and College Promise (CCP) initiatives. While there are ambitious plans for growth, she stressed the importance of maintaining a deliberate and measured approach. Should additional funding become available, expansion to ten more colleges would be welcomed, but growth should occur in a way that preserves quality and effectiveness.

Mr. Looney commented that North Carolina should position itself as a national leader in this work and do more to publicize the program’s success. He suggested that the system has been overly modest in telling its story and noted that efforts are underway to strengthen marketing and communications capabilities. He expressed support for bringing in additional expertise to help promote North Carolina’s accomplishments at both the state and national levels, noting that greater visibility can attract philanthropic support and external investment. Mr.

Looney further cited the leadership of Dr. Cox and the work of the Foundation and Boost initiatives as examples of how increased awareness can generate significant support for community college programs.

Chair West concluded the discussion by emphasizing that the program's distinguishing feature is its deep commitment to building a sustainable infrastructure. She noted that many programs succeed or fail based on their ability to create a lasting and scalable model and that sustainability has been a deliberate focus from the beginning. Chair West stated that the program is about more than helping students earn certificates or degrees; it is about creating pathways to independent, meaningful, and productive lives. She added that the impact extends beyond students to their families, particularly parents who gain confidence knowing their children have opportunities to contribute to society and achieve long-term success.

2026 Performance Measures for Student Success Report (Attachment PROG 03)

Chair West reviewed the annual State Performance Measures Report, noting that it serves as the North Carolina Community College System's primary accountability document and forms the basis for the 2026–27 state performance funding model. The report is based on data collected during the previous year and is intended to inform colleges, policymakers, and the public about the performance of the state's 58 community colleges. Chair West noted that the State Board first began monitoring institutional performance measures in 1993 and, since 2010, has reviewed those measures every three years to ensure they remain relevant and focused on improving student success. She added that the current report is based on measures approved by the Board in 2024.

Dr. Schneider explained that the next three-year review cycle will begin later this year, with recommended changes expected to come before the Board in June or July of the following year. He provided an overview of the seven performance measures used to assess colleges. These include the progress of basic skills students, completion of college-level English and mathematics courses within three years, first-year progression and persistence, licensure and certification pass rates, and transfer performance. He noted that transfer performance measures the percentage of students who complete a specified threshold of articulated credits or an associate in arts degree and subsequently enroll at a university within two years.

Dr. Schneider reviewed the report's performance-rating framework, explaining that institutional results are calculated using standard deviations from statewide averages. The report uses a color-coded scale ranging from baseline performance, which is two standard deviations below the statewide average, to platinum-level performance, representing institutions performing at least one standard deviation above the average. He shared data showing colleges that met or exceeded excellence levels across multiple measures and highlighted that five colleges achieved green or platinum ratings on at least five of the seven measures.

Dr. Schneider also discussed statewide completion trends, noting that overall student success rates continue to improve. He attributed much of the recent growth to increasing participation in dual enrollment programs. More than half of students included in the first-time student cohort are now dual-enrolled students, whose success rates have consistently exceeded those of not dual-enrolled students. He added that both dual-enrolled and not dual enrolled student groups have shown improvement since the Fall 2019 cohort.

Reviewing longer-term outcomes for not dual-enrolled students, Dr. Schneider reported that two-year success rates continue to rise steadily. He also shared six-year completion data, which measures the percentage of students earning a postsecondary credential, including certificates, diplomas, associate degrees, or bachelor's degrees. Completion rates for the past three cohorts have remained around 45 percent, reflecting a slight decline associated with the COVID-19 period. While North Carolina currently exceeds the national average by approximately five percentage points, Dr. Schneider noted that Georgia, Kentucky, and Virginia continue to post higher completion rates.

Dr. Schneider encouraged board members to utilize the public data dashboard available on the North Carolina Community College System website, which allows users to review performance data by demographic group, student characteristics, and historical trends.

Hon. Price questioned whether the transfer-performance measure was sufficiently refined and asked whether the performance of transfer students is compared to that of students who begin at four-year institutions.

Dr. Schneider explained that the transfer measure has evolved over time and now focuses primarily on persistence, examining whether community college transfer students remain enrolled at a university one year after transferring. He noted that the measure is designed to determine whether students who are expected to transfer successfully transition and persist at receiving institutions.

Hon. Price expressed interest in measuring not only persistence but also the quality of student preparation and academic performance after transfer. Dr. Schneider agreed that such measures would be valuable but noted that the current performance framework is constrained by statute. Any modifications to the performance measures require legislative action. He suggested that greater flexibility in statute could allow the system to expand beyond the current seven metrics and potentially include separate measures for successful transfer and post-transfer academic performance.

When Hon. Price asked what would create that opportunity, Dr. Schneider responded that increased statutory flexibility would permit the Board to consider a broader range of measures during future review cycles. Such flexibility could allow for a more expansive and adaptable performance framework that better reflects the evolving goals of the system.

Chair West asked whether the Transfer Advisory Committee also reviews transfer performance. Dr. Schneider confirmed that the committee reviews comparative data involving community college transfer students, university-native students, and students transferring from other institutions.

Dr. Merritt added that the Transfer Advisory Committee (TAC) annually reviews transfer success data involving the North Carolina Community College System (NCCCS), the UNC System, and independent colleges and universities. He noted that this work forms part of an annual legislative report and includes review of outcomes for Cooperative Innovative High Schools, Career and College Promise students, and transfer students. Dr. Merritt also highlighted ongoing collaboration with the UNC System to improve transfer pathways. He referenced recent Belk Center research and a Board-approved initiative focused on Associate in Applied Science (AAS) degrees to reduce credit loss during transfer and improve credit mobility for students.

Dr. Schneider further noted that data previously presented by Dr. McInnis demonstrated that community college transfer students outperform not only native university students but also university-to-university and independent-college transfer students during their first year after transfer.

Hon. Price remarked that this success story has existed for many years and should be communicated more broadly. He also observed that North Carolina's relative standing compared to other states appears to have plateaued and suggested that clearer goals and benchmarks may be needed as part of future strategic planning efforts. He encouraged translating performance data into specific improvement targets and actionable strategies.

Dr. Schneider agreed and noted that one challenge with many current measures is the lengthy time horizon required to assess results. Because some measures rely on four-year or six-year outcomes, they often reflect conditions that existed before current initiatives were implemented. He suggested that future discussions

should consider more timely indicators that can better measure the effectiveness of current strategies and interventions.

Mr. Lumsden stated that he found the report particularly interesting and compared it to performance measurement systems commonly used in healthcare. He observed that hospitals and physicians are often evaluated using a smaller set of clearly defined measures and color-coded rankings. While reviewing the report, he questioned whether all fifty-eight colleges view the current measures as meaningful and whether external environmental factors may influence performance results. He suggested that institutional context should be considered when evaluating outcomes.

Dr. Schneider responded that although it is impossible to control for every external factor, the review process has evolved to account for varying student demographics and institutional characteristics. He explained that colleges are analyzed across several student populations, including dual-enrolled and not dual-enrolled students as well as Pell Grant recipients and non-Pell recipients. This approach allows institutions to compare their performance within specific student groups against statewide averages and identify areas for improvement.

When Mr. Lumsden asked whether performance varies significantly by institutional characteristics, Dr. Schneider noted that high-performing colleges include a mix of large and small institutions, as well as both rural and urban colleges. He indicated that the licensure measure tends to favor larger colleges because they often have a more competitive admissions process. Outside of that measure, however, strong performance is distributed broadly across institutions of varying sizes and geographic locations.

Mr. Lumsden asked how the Board, System Office, and colleges should use the information contained in the report to improve performance over the next one to three years.

Chair West responded that colleges use the data in several ways, including benchmarking against peer institutions and identifying promising practices. She noted that colleges frequently engage in discussions about successful strategies and should seek to learn from institutions demonstrating strong outcomes in specific areas. She also highlighted the role of System Office staff, including Dr. Andrea Crowley, in helping colleges interpret and apply the data.

Dr. Merritt shared that, throughout his experience at the college level, performance measures served as a foundation for strategic planning. He explained that many colleges incorporate these measures directly into their institutional strategic plans. While acknowledging that some data are historical, he emphasized that the report provides a useful starting point for deeper institutional analysis. Dr. Merritt shared examples from Chief Academic Officers who have used the data to drive improvements, including revising nurse aide competency assessments in response to licensure pass rates and strengthening targeted tutoring supports aligned with certification requirements. He noted that colleges often use the report to identify areas for further investigation and then supplement it with more current local data to guide decision-making and program improvements.

Dr. Schneider concluded by noting that Dr. Cox has directed staff to focus additional attention on supporting lower-performing institutions. Beginning in the fall, his team plans to work more closely with colleges to analyze performance data, identify areas of concern, and help institutions better understand their results. He explained that while his team can provide data analysis and insights, Dr. Merritt's team can then assist colleges in developing and implementing strategies designed to improve student outcomes and overall performance.

President Lee noted that the community college presidents regularly share performance measure data with their local boards of trustees and incorporate the results into their strategic planning processes. She expressed enthusiasm about the upcoming review cycle for performance measures, noting that colleges have identified areas where improvements could be made and are eager to contribute their ideas and perspectives.

President Lee stated that the current measures have provided a valuable starting point, but she believes the system now has an opportunity to develop a clearer and more assertive view of institutional performance. Reflecting on her early work with Dr. McInnis, she recalled that access to data was once limited, making it difficult for colleges and the system to effectively monitor progress and achieve shared goals. President noted that the increased availability and accessibility of data have significantly changed how colleges make decisions. With more comprehensive information readily available, institutions are now better equipped to analyze their performance, identify trends, and make informed decisions. President Lee suggested that colleges likely use the data in diverse ways depending on their local context and priorities but emphasized that the improved access to information has strengthened their ability to engage in meaningful planning and continuous improvement efforts.

Chair West requested a motion to approve PROG 01, PROG 02, and PROG 03 for the For Action agenda. On a motion made by Vice Chair McBrayer, seconded by Hon. Price PROG 01, PROG 02, and PROG 03 were approved for the For Action agenda.

FOR CONSENT AGENDA:

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

- Carteret Community College
 - Practical Nursing (Diploma) (D45660)
- Robeson Community College
 - Dental Hygiene (A45260)

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

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

- New Course Approvals, Modifications, and Tier Designations
 - New Course Approval – Cape Fear Community College
 - Train the Trainer: Radiography for Dental Educators (DEN – 3019)
 - Academic and Clinical Readiness for LPN to ADN Transition (NUR – 3014)
 - New Course Approval – VFIS of North Carolina/NCCCS
 - VFIS: Utility Vehicle Operations (FIP – 3654)
 - VFIS: Emergency Vehicle Driver Trailer Operations (FIP – 3655)
 - VFIS: Risk Accountability (FIP – 3656)
 - VFIS: Crew Resource Management (FIP – 3657)
 - New Course Approval – AdvanceNC
 - Foundations of Electrical Systems (ELC – 9000)
 - Foundations of Mechanical Systems (MEC – 9000)
 - Foundations of Industrial Maintenance Systems (MEC – 9110)
 - Foundations of Combo Welding (WLD – 9300)
 - Foundations of MIG Welding (WLD – 9000)
 - Foundations of TIG Welding (WLD – 9001)
 - Foundations of Stick Welding (WLD – 9002)
 - HVAC Maintenance Fundamentals I (AHR – 9100)
 - HVAC Maintenance Fundamentals II (AHR – 9200)
 - HVAC Maintenance Fundamentals Combo (AHR – 9300)

Chair West shared an update that the Governor's Council on Workforce and Apprenticeships and the NCWorks Commission met. A key outcome was the NCWorks Commission's approval of Workforce Pell eligibility requirements and application process. In March, Dr. Andrea DeSantis the Assistant Secretary for Workforce Solutions with NC Commerce, provided a detailed update on Workforce Pell and an overview of the proposed rules which as of the previous day were approved. Based on the policy, courses beginning with 9000 are well positioned for Workforce Pell. Dr. Gardner has shared that those courses will need to be in operation for at least one year in order to be eligible for Workforce Pell funding. Currently awaiting the release of the final federal rules that will validate state policies and processes. Chair West noted that it's a huge step forward.

The committee had no questions or concerns.

Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 06)

- Asheville-Buncombe Technical Community College – Western Correctional Center for Women
 - Truck Driver Training (Truck Driving Training) – (TRP – 3607)
- Forsyth Technical Community College – Forsyth Correctional Institution
 - Building Construction Trades/Carpentry Basic (Basic Construction Carpentry) – (CAR – 3112)
 - Welding (Industrial Welding) – (WLD – 3106)
 - Construction Core Skills (NCCER Construction Core Skills) – (CST – 3110)
 - HVAC heating, Air Condition (HVAC Service Technician I and 2) – (AHR – 3131)
 - Work Zone Flagger (Work Zone Flagger Training) – (CST – 4000)
 - Distribution and Logistic Mgmt (Logistics and Distribution) – (LOG – 3400)
 - Forklift Operator (Forklift/OSHA 10) – (OSH – 3012)
 - Small Business Management (Entrepreneurship/Small Business) – (MLS – 3230)
 - Office Software Applications (MS Office – Excel) – (OST – 3100)
 - Office Software Applications (MS Office – PowerPoint) – (OST – 3100)
 - Office Software Applications (MS Office – Word) – (OST – 3100)
 - Veterinary Assistant (Vet Assistant) – (VET – 3110)
 - Quantity Food Service (Hospitality Part 1 (with ServSafe)) – (CUL – 3041)
 - Quantity Food Service (Hospitality Part 2) – (CUL – 3041)

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

Chair West requested a motion to approve PROG 04, PROG 05, and PROG 06 for the For Consent agenda. On a motion made by Vice Chair McBrayer, seconded by Hon. Price PROG 04, PROG 05, and PROG 06 were approved for the For Consent agenda. Motion was approved via voice vote.

FOR INFORMATION:

Approved Curriculum Program Applications (Attachment PROG 07)

- Caldwell Community College
 - Artificial Intelligence (A25710)
 - Health Sciences (A45230)
- College of The Albemarle
 - Health Sciences (A45230)
- Mayland Community College
 - Health Sciences (A45230)
- Randolph Community College
 - Health Sciences (A45230)
- Southeastern Community College
 - Health Sciences (A45230)

- Surry Community College
 - Health Sciences (A45230)
- Wake Technical Community College
 - Early Childhood Administration (Certificate) (C55850)

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

Approved Educator Preparation Program (EPP) Residency Requests (Attachment PROG 08)

- Central Piedmont 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 (C55540)
 - Special Education Residency Licensure Certificate (C55550)
- Johnston Community College
 - Birth through Kindergarten Residency Licensure Certificate (C55500)
 - Special Education Residency Licensure Certificate (C55550)
- McDowell Technical Community College
 - Birth through Kindergarten 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)
- Pitt Community College
 - Birth through Kindergarten 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)
- Richmond Community College
 - Birth through Kindergarten 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)
- Sandhills Community College
 - Birth through Kindergarten 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)
- Stanly Community College
 - Birth through Kindergarten 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)

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

Approved General Occupation Technology (A55280) Program (Attachment PROG 09)

- Brunswick Community College

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

Approved Curriculum Program Terminations (Attachment PROG 10)

- Cape Fear Community College
 - ASL-English Interpreter Preparation Program (A55300)
 - Community Spanish Interpreter (A55370)
 - Cosmetology Instructor (Certificate) (C55160)
 - Landscape Gardening (A15260)
- Catawba Valley Community College
 - Basic Law Enforcement Training (Certificate) (C55120)
- Central Piedmont Community College
 - Associate in General Education – Nursing (A1030N)
 - Geomatics Technology (A40420)
 - Graphics Arts and Imaging Technology (A30180)
 - Graphics Arts and Imaging Technology/Flexography (A3018A)
 - Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)
 - Office Management (A25370)
 - Polysomnography (A45670)
 - School-Age Expanded Learning and Enrichment (Certificate) (C55450)
 - Turfgrass Management Technology (A1540)
- Edgecombe Community College
 - Facility Maintenance Worker (Diploma) (D50170)
- Fayetteville Technical Community College
 - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
- Isothermal Community College
 - Cosmetology Instructor (Certificate) (C55160)
 - Early Childhood Preschool (Certificate) (C55960)
 - Esthetics Instructor (Certificate) (C55270)
 - Manicuring Instructor (Certificate) (C55380)
- James Sprunt Community College
 - General Occupational Technology (A55280)
- Montgomery Community College
 - Phlebotomy (Certificate) (C45600)
 - Nurse Aide (Certificate) (C45840)
- Roanoke-Chowan Community College
 - Associate in Fine Arts in Visual Arts (A10600)
 - Associate in General Education (A10300)
 - Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)
 - Nurse Aide (Certificate) (C45840)
 - Office Management (A25370)
- Wake Technical Community College

- Esthetics Technology (Certificate) (C55230)

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

NEW BUSINESS

ADJOURN

On a motion made by Vice Chair McBrayer, seconded by Hon. Price, the meeting was adjourned at 1:58 p.m.

Recording Secretary
Ashley Croom

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Applications
Fast Track for Action [FTFA*]

Request: The North Carolina State Board of Community Colleges is asked to approve the curriculum programs at the listed colleges, provided that equipment funds are available and that operating funds generated by the budget formula are sufficient to support the programs without additional allocations.

Lenoir Community College
Surgical First Assistant (Certificate) (C45870)
Effective Term: **Fall 2026**

Pitt Community College
Surgical Technology (A45740)
Effective Term: **Fall 2026**

Western Piedmont Community College
Heavy Equipment Operation, Management, and Service (A35340)
Effective Term: **Fall 2026**

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

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

Contact(s):

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

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Lenoir Community College
Surgical First Assistant (Certificate) (C45870)

Program Planning

Lenoir Community College is seeking approval for the Surgical First Assistant (Certificate) (C45870) program to begin Fall 2026. The planning area is defined as the college's service area of Lenoir, Jones, and Greene counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Lenoir Community College on May 18, 2026. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Lenoir 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

Lenoir Community College (LCC) indicates the following:

- According to the Bureau of Labor Statistics, surgical technology employment is projected to increase by 5 percent from 2024 to 2034, secondary to surgical intervention increases with the advancement in technology and the increase in the aging population.
- While Surgical Technologists primarily prepare and maintain the sterile field, Surgical First Assistants provide direct intraoperative assistance to surgeons during surgical procedures. The proposed program strengthens the healthcare workforce pipeline by creating a clear advanced career pathway for Certified Surgical Technologists seeking expanded clinical roles, upward economic mobility, and increased earning potential.
- A survey of employers demonstrated strong demand for Surgical First Assistants, with 100% of responding employers indicating they would hire graduates from the proposed program. Five healthcare institutions reported immediate hiring needs for approximately 1–3 positions and projected a need for an additional 4–5 Surgical First Assistants over the next five years, reinforcing the need for an accessible local workforce pipeline.
- A survey of students currently enrolled in the Surgical Technology program demonstrated strong interest in the proposed Surgical First Assistant pathway, with

88.89% of respondents indicating they would enroll in the program, potentially as early as Summer 2027.

- Letters of support from UNC Health-Lenoir, ECU Health-Duplin, and Kinston Head and Neck Physicians & Surgeons were included in the application packet.

Impact of the Proposed Program on Other Programs

One community college is approved to offer the Surgical First Assistant (Certificate) program. This program does contain a clinical component; therefore, the college was provided with a program impact assessment from Lenoir Community College. **No negative impact assessments were received.**

Curriculum Design

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

Curriculum Description as Designated on Curriculum Standard

The Surgical First Assistant curriculum is designed to prepare qualified Surgical Technologists and other surgical professionals with the educational preparation necessary to assume the role of the Surgical First Assistant during operative and other invasive procedures. Students will learn to apply didactic knowledge to the care of the surgical patient and provide assistance in exposure, hemostasis, and other technical functions that will assist the surgeon in performing a safe operation with optimal results for the patient. Graduates of an accredited Commission on Accreditation of Allied Health Education Program (CAAHEP) program may be eligible to test with one of the following organizations: National Board of Surgical Technology and Surgical Assisting (NBSTSA), National Surgical Assistant Association (NSAA) and the American Board of Surgical Assisting (ABSA). Employment opportunities include hospitals, clinics, educational institutions, and self-employment.

Contact(s):

Ms. Melissa Smith
Senior State Director of Health Science Programs

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Pitt Community College
Surgical Technology (A45740)

Program Planning

Pitt Community College is seeking approval for the Surgical Technology (A45740) program to begin Fall 2026. The planning area is defined as the college's service area of Pitt County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Pitt Community College on April 14, 2026. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Pitt 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

Pitt Community College (PCC) indicates the following:

- According to the Bureau of Labor Statistics, surgical technology employment is projected to increase by 5 percent from 2024 to 2034, secondary to surgical intervention increases with the advancement in technology and the increase in the aging population.
- According to a May 2026 survey of NCCareers.org, there are six job openings the college service area for surgical technologists with 283 job openings statewide. These openings pay approximately \$52,000 annually.
- The Surgical Technology program will align with the PCC Health Sciences Scholars Program, which is designed for prospective CCP students who are interested in health sciences and preparing for a health-related career at the college.
- A letter of support for the program from ECU Health was included in the application packet.

Impact of the Proposed Program on Other Programs

Twenty-one (21) community colleges are approved to offer the Surgical Technology (A45740) program. This program does contain a clinical component; therefore, all colleges were provided with a program impact assessment from Pitt Community College. Twenty-one (21) colleges responded with positive impact assessments in agreement and support of the program. **No negative impact assessments were received.**

Curriculum Design

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

Curriculum Description as Designated on Curriculum Standard

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

Contact(s):

Ms. Melissa Smith
Senior State Director of Health Science Programs

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Western Piedmont Community College
Heavy Equipment Operation, Management, and Service (A35340)

Program Planning

Western Piedmont Community College is seeking approval for the Heavy Equipment Operation, Management, and Service (A35340) program to begin Fall 2026. The planning area is defined as the college's service area of Burke County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Western Piedmont Community College on February 17, 2026. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Western Piedmont Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.

Program Rationale

Western Piedmont Community College (WPCC) indicates the following:

- In response to the workforce demands within the construction, excavation, and extraction sectors, WPCC is seeking approval for the Heavy Equipment Operation, Management, and Service (A35340) program. This initiative is grounded in an analysis of employment opportunities, collaboration with key stakeholders, and alignment with regional economic development strategies.
- The significance of the Heavy Equipment Operation, Management, and Service (A35340) program is underscored by the North Carolina Department of Commerce's projection of a 9.8% increase in employment requiring some college or associate degree between 2021- 2032.

- Recognizing the importance of alignment and collaboration between industry and education, WPCC aims to contribute to this growth by educating graduates proficient in the safe and effective use of heavy equipment. The program's relevance is particularly evident in its potential to meet the workforce needs of construction-based companies in the college's service area.
- Data provided by the US Bureau of Labor Statistics (2022) lists the following quick facts for an Equipment Operator: a median pay of \$51,050 annually or \$24.54 per hour, current number of jobs 483,300 (nationally), and the future outlook indicates an anticipated 3% increase. Supervisory and managerial roles in this area can range from \$80,000 to \$150,000 annually.
- NCCareers.org shows a job growth of 1.1% with over 1855 opportunities statewide. According to data from the N.C. Department of Commerce: Labor & Economic Analysis, the outlook for Heavy Equipment Operations, Management, and Service-related jobs indicates a projected growth trend extending until 2030.
- In WPCC's 2030 strategic plan, "The focus area includes the what of instruction, such as program mix, work-based learning (in all its forms); targeted skill development, short-term and degree pathways, as well as the how of instruction, such as high-impact teaching methods, improving online teaching and learning, etc."
- The college plans to offer the Associate of Applied Science (AAS) degree as well as the Diploma and Certificate to allow students the opportunity for stackable credentials. The work-based learning (WBL) will be integrated into the program along with apprenticeship opportunities.
- WPCC will implement the Heavy Equipment Operator, Management, and Service (A35340) program into the existing Heavy Equipment Operator classes currently offered through Continuing Education. The Continuing Education Heavy Equipment Operator offerings utilize classroom instruction that includes construction safety, trenching, excavation, OSHA 10/30, CPR/First Aid, and CAT simulators. The simulator component has the capability to emulate a medium excavator, dozer, small wheel loader, and skid steer. By merging these classes into one entity, students will gain more experience with real-life construction site scenarios.
- WPCC is fully committed to making the courses provided by the program available as an AAS degree, diploma, or Heavy Equipment Operator certification through the National

Center for Construction Education and Research (NCCER). The NCCER certificate programs are designed to place students at a Level 1, Level 2, or Level 3 operator classification. This pathway provides students with options for the career path they choose to follow.

- At the present time, WPCC's current Heavy Equipment Operator offerings do not provide the skill set needed for the construction industry in the service area. The current program is limited to the use of simulators to provide students with experience. However, to gain full proficiency, students need hands-on experience operating heavy equipment (seat time). Students must have the opportunity to operate real heavy equipment.
- The proposed AAS in Heavy Equipment Operation, Management, and Service (A35340) program will allow the college to expand through Heavy Equipment Operator grants from the Appalachian Regional Commission (ARC) and Golden LEAF Foundation. This combination of grants will enable the program to provide more realistic, hands-on training experiences, and highly skilled instructors. These experiences will be enhanced through the use of excavators, dozers, skid steers, dump trucks, and CAT simulator components/software. Students will use curriculum certified by the National Center for Construction Education and Research (NCCER).
- WPCC has received letters of support from Wilkie General Contractors, Neill Grading & Construction, Burke County Public Schools, and the City of Morganton.
- In Western NC, a significant amount of cleanup remains due to Hurricane Helene. Many construction companies are searching for skilled Heavy Equipment Operators to help remove debris and repair infrastructure. The proposed AAS in Heavy Equipment Operation, Management, and Service (A35340) program can help address the shortage of operators in Western NC. By partnering with stakeholders, the college can help meet the critical supply-and-demand needs during this time.

Impact of the Proposed Program on Other Programs: Currently, there are two community colleges in the state that are approved to offer the Heavy Equipment Operation, Management, and Service (A35340) program, and neither of them is in a contiguous service area to WPCC. Two contiguous colleges were asked to complete an impact assessment because they offer programs that are considered similar to the proposed 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 Heavy Equipment Operation, Management, and Service curriculum prepares students to efficiently operate heavy equipment such as dozers, loaders, scrapers, and graders, to perform maintenance on various types of heavy equipment, and to manage equipment systems. Course work includes construction safety, proper equipment operation, grades, drawings, environmental concerns, heavy equipment design characteristics and features, equipment maintenance and service, and common equipment systems. Graduates of this program may find employment with state and local government agencies and private contractors engaged in highway or other construction activities.

Contact(s):

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

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 11

Requesting College or Agency: Pamlico Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
ENV-3101	Management of Solid Waste – Core	40	C30 – Agriculture/Natural Resources	3/ Agriculture Natural Resources I
Description:	This course examines contemporary environmental issues concerning the disposal of waste. Topics include problems associated with the disposal of municipal solid waste, low-level radioactive waste, high-level radioactive waste, hazardous waste, and toxic materials. Upon completion, students should be able to demonstrate an understanding of the methodologies and technologies involved in the proper handling and disposal of wastes.			
Credential:	None			
Credential Agency:	N/A			

Rationale: Consultations with the NCDEQ Division of Waste Management and the Coastal Environmental Partnership identified a critical, ongoing need for accessible recertification training for waste management professionals. This industry-specific training is not currently offered within the NC Community College System. A partnership with NCCCS would allow NCDEQ to provide standardized, high-quality training at a more competitive cost than private alternatives. This course serves as a catalyst for a long-term partnership, creating a sustainable new revenue stream for NCCCS in an underserved market. The course provides CEUs applicable toward the following credentials: Managing Integrated Solid Waste Management Systems (MISWMS), Sustainable Materials Management (Recycling and Special Waste), Landfill and Landfill Gas Management, and Manager of Landfill Operations (MOLO).

Short Title: Mgmt of Solid Waste – Core

Request for New Course 2 of 11

Requesting College or Agency: Pamlico Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
ENV-3201	Management of Solid Waste – Intermediate Level with Practicum	72	C30 – Agriculture/Natural Resources	3/ Agriculture Natural Resources I
Description:	This intermediate course builds on foundational waste management concepts by emphasizing applied practice of contemporary treatment and remediation technologies. Students engage with real or simulated field scenarios involving municipal solid waste, hazardous waste, radioactive materials, and industrial byproducts. Topics include operational assessment of treatment systems, microbial process performance, bioremediation strategy design, and the environmental impacts of industrial waste streams. Upon completion, students should be able to apply treatment technologies in field or pilot-scale contexts, analyze operational data, design appropriate bioremediation approaches, and conduct environmental impact evaluations.			
Credential:	None			
Cred. Agency:	N/A			

Rationale: This intermediate course with practicum builds directly on ENV-3101 Management of Solid Waste – Core. The practicum component ensures learners gain hands-on, applied experience with real-world waste management systems, strengthening the workforce pipeline for solid waste operations statewide. Labor market data indicates approximately 1,010 annual job openings for solid waste operators in NC, with a growth rate of +1.5% (Source: NC Commerce Analytics). NCDEQ Division of Waste Management and the Coastal Environmental Partnership requested training support and participated in developing this course with Pamlico Community College.

Short Title: Mgmt of Solid Waste-Interm

Request for New Course 3 of 11**Requesting College or Agency: Sandhills Community College**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
ARC-2114	Architectural CAD	64	H30 – Construction and Skill Trades	3/ Trades and Transportation
Description:	This course introduces basic architectural CAD techniques. Topics include basic commands and system hardware, and software. Upon completion, students should be able to prepare and plot architectural drawings to scale within accepted architectural standards, including two-dimensional and three-dimensional entities, text, dimensions, and annotations. This Workforce Continuing Education (WCE) course aligns with the ARC-114 curriculum. Accordingly, it should be utilized as approved by the State Board of Community Colleges, as listed in the Combined Course Library (CCL), and at the approved recommended hours.			
Credential:	None			
Cred. Agency:	N/A			

Rationale: This Workforce Continuing Education (WCE) course aligns with the existing ARC-114 curriculum (CU) course. The Combined Course Library (CCL) does not currently include a WCE course with the ARC prefix. Expanding access through WCE aligns with NCCCS goals to increase workforce training opportunities in construction and skilled trades. Drafters account for approximately 16,200 annual job openings nationally, driven primarily by workforce replacement (Bureau of Labor Statistics, 2024–2034 outlook).

Short Title: Architectural CAD

Request for New Course 4 of 11

Requesting College or Agency: Sandhills Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
CMT-2210	Construction Management	48	H30 – Construction and Skill Trades	3/ Trades and Transportation
Description:	This course introduces students to the fundamentals of effective supervision, emphasizing professionalism through knowledge and applied skills. Topics include safety, planning and scheduling, contracts, problem-solving, communications, conflict resolution, recruitment, employment laws and regulations, leadership, motivation, teamwork, discipline, setting objectives, and training. Upon completion, students should be able to demonstrate the basic skills necessary to succeed as supervisors in the construction industry. This Workforce Continuing Education (WCE) course aligns with the CMT-210 curriculum. Accordingly, it should be utilized as approved by the State Board of Community Colleges, as listed in the Combined Course Library (CCL), and at the approved recommended hours.			
Credential	None			
Cred. Agency:	N/A			

Rationale: This Workforce Continuing Education (WCE) course aligns with the existing CMT-210 curriculum (CU) course. The CCL does not currently include a WCE course with the CMT prefix in this content area. Expanding access through WCE aligns with NCCCS goals to increase workforce training opportunities in construction and skilled trades. Employment of construction managers is projected to grow 9% from 2024 to 2034, much faster than average for all occupations, with approximately 46,800 annual openings nationally (Bureau of Labor Statistics).

Short Title: Construction Management Fund

Request for New Course 5 of 11

Requesting College or Agency: North Carolina Driver and Traffic Safety Education Association (NCDTSEA) and Rowan-Cabarrus Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
EDU-3201	Driver's Education Instructor	80	J30 – Teacher Professional Dev.	3/ Personal Services II
Description:	This course prepares individuals to become certified Driver Education instructors in North Carolina. Topics include North Carolina traffic laws, Graduated Driver Licensing (GDL) requirements, vehicle operation, hazard recognition, defensive driving strategies, impaired and distracted driving prevention, emergency procedures, and instructional methods for classroom and behind-the-wheel driver education. Emphasis is placed on safe driving practices, risk reduction, effective teaching strategies, student assessment, course scheduling, and preparation for permit and licensing requirements. Upon completion, students will be able to demonstrate knowledge of driver education content and instructional practices necessary to effectively teach, assess, and support novice drivers in accordance with North Carolina Driver Education standards.			
Credential:	None			
Cred. Agency:	N/A			

Rationale: Currently, the opportunity for public school personnel to obtain training to become a Driver's Education Instructor is limited. Due to limited funding, the Department of Public Instruction does not have the capacity to train instructors as it once did, reducing the talent pool and exacerbating a backlog for driver's education that worsened during the pandemic. The Division of Motor Vehicles also has limited resources and has indicated an interest in community colleges offering Driver Instructor training as in the past.

Short Title: Driver's Ed Instructor

Request for New Course 6 of 11

Requesting College or Agency: Sampson Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
EDU-3202	Community School Coordinator	105	J30 – Teacher Professional Dev.	2/ Personal Services II
Description:	The purpose of this course is to equip existing community school practitioners, especially but not limited to Community School Coordinators, with the tools needed to enhance and support their schools, students, families, and wider communities. The first course in this two-course sequence focuses on developing coordinators' knowledge of the systems, structures, and processes of community schools, and intentionally trains coordinators to build relationships and structures that support their whole school community using the Community School Implementation Framework for North Carolina. This course requires coordinators to complete modules that represent micro-credentials. These micro-credentials will: • Embed in the daily work as a coordinator • Honor students as an expert with deep knowledge of their community • Are grounded in the local landscape while connecting coordinators to statewide learning • Create lasting relationships, tools, and capabilities • Follow systems convening principles that recognize change happens through relationships, identity work, and social learning Micro-credentials are awarded based on demonstrated competency, not seat time or test scores. Each micro-credential will be awarded based on satisfactory completion and revision of required artifacts.			
Credential:	The following micro-credentials will be awarded: 1- Understand the Community 2- Understand the Model 3- Build Partnerships 4- Lead in the School Community 5- Share and Communicate Successes and Challenges 6- Analyze Data and Set Goals 7- Act and Reflect			
Cred. Agency:	Southeast Regional Coalition for University-Assisted Community Schools			

Rationale: The North Carolina Community Schools Initiative is an evidence-based school improvement strategy that positions schools as community hubs by integrating education, health, family, and social supports to improve outcomes for students and families. The initiative

has grown rapidly, expanding from 11 community schools in 2023 to an estimated 50 full-service community schools by the end of 2026, with plans to scale to 100 schools across 50 districts and, ultimately, to implement the Community Schools framework more broadly in rural and Title I schools throughout the state. As this expansion continues, there is an increasing need for a consistent statewide approach to developing and supporting Community School Coordinators (CSCs), whose roles currently vary significantly across districts, creating challenges related to role clarity, professional development, career advancement, and compensation. This Workforce Continuing Education course addresses that need by establishing a professional standard for the CSC role through transferable skills training, competency-based badges, and a portfolio of evidence demonstrating impact on students, families, schools, and communities. In addition to supporting ongoing professional growth beyond onboarding, the course creates a statewide framework for coordinator preparation that promotes a shared understanding of the CSC role and lays the foundation for greater consistency in job expectations, professional recognition, and compensation across North Carolina.

Short Title: Comm School Coordinator

Request for New Course 7 of 11

Requesting College or Agency: Sandhills Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
CST-2241	Planning/ Estimating I	64	H30 – Construction/ Skill Trades	3/ Trades and Transportation
Description:	This course covers the procedures involved in planning and estimating a construction/building project. Topics include performing quantity take-offs of materials necessary for a building project. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs involved in a construction project. This Workforce Continuing Education (WCE) course aligns with the CST-241 curriculum. Accordingly, it should be utilized as approved by the State Board of Community Colleges, as listed in the Combined Course Library (CCL), and at the approved recommended hours.			
Credential	None			
Cred. Agency	N/A			

Rationale: This Workforce Continuing Education (WCE) course aligns with the existing CST-241 curriculum (CU) course. Expanding access through WCE aligns with NCCCS goals to increase workforce training opportunities in construction and skilled trades.

Short Title: Planning/Estimating I

Request for New Course 8 of 11

Requesting College or Agency: Sandhills Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
CMT-2212	Total Safety Performance	48	H30 - Construction and Skill Trades	3/Trades and Transportation
Description:	This course covers the importance of managing safety and productivity equally by encouraging people to take individual responsibility for safety and health in the workplace. Topics include safety management, controlling construction hazards, communicating and enforcing policies, OSHA compliance, personal responsibility and accountability, safety planning, training, and personal protective equipment. Upon completion, the student should be able to properly supervise safety at a construction jobsite and qualify for OSHA Training Certification. This Workforce Continuing Education (WCE) course aligns with the CMT-212 curriculum. Accordingly, it should be utilized as approved by the State Board of Community Colleges, as listed in the Combined Course Library (CCL), and at the approved recommended hours.			
Credentials:	OSHA 30 (CPR and First Aid)			
Credentialing Agency:	OSHA Education Center www.oshaeducationcenter.com			

Rationale: This Workforce Continuing Education (WCE) course aligns with the existing CMT-212 curriculum (CU) course. The Combined Course Library (CCL) does not currently include a WCE course with the CMT prefix. Expanding access through WCE aligns with NCCCS goals to increase workforce training opportunities in construction and skilled trades

Short Title: Total Safety Performance

Request for New Course 9 of 11

Requesting College or Agency: Rowan-Cabarrus Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
FIP-2162	Firefighter Safety & Wellness	48	R30 - Fire & Rescue Services	3/Public Safety and First Responders
Description:	The purpose of this course is to reduce firefighter injuries and fatalities by discussing topics that impact firefighter safety. Emphasis is placed on national standards, the 16 Life Safety Initiatives, and current events to identify changes needed to create a culture of safety. Upon completion, students should be able to define and describe the need for cultural and behavioral changes within the emergency services. This Workforce Continuing Education (WCE) course aligns with the FIP-162 curriculum. Accordingly, it should be utilized as approved by the State Board of Community Colleges, as listed in the Combined Course Library (CCL), and at the approved recommended hours.			
Credential:	None			
Cred. Agency:	N/A			

Rationale: This Workforce Continuing Education (WCE) course aligns with the existing FIP-162 curriculum (CU) course. The course will support fire and rescue agencies in attracting and recruiting students to the profession while providing expanded educational opportunities to support economic mobility for students under the Propel NC model.

Short Title: Firefighter Safety & Wellness

Request for New Course 10 of 11**Requesting College or Agency: Rowan-Cabarrus Community College**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
FIP-2277	Fire and Social Behavior	48	R30 - Fire & Rescue Services	3/Public Safety and First Responders
Description:	This course covers fire-related aspects of human behavior, with an emphasis on research and a systems approach to human-behavior analysis. Topics include identification of populations and structures at high risk, evaluation of systems models, and use of computer models to predict human behavior during fires. Upon completion, students should be able to identify and anticipate human behavior in response to various residential, commercial, board-and-care facility, and wildland/rural fire events. This Workforce Continuing Education (WCE) course aligns with the FIP-162 curriculum. Accordingly, it should be utilized as approved by the State Board of Community Colleges, as listed in the Combined Course Library (CCL), and at the approved recommended hours.			
Credential:	None			
Cred. Agency:	N/A			

Rationale: This Workforce Continuing Education (WCE) course aligns with the existing FIP-277 curriculum (CU) course, Fire and Social Behavior. The course will support fire and rescue agencies in attracting and recruiting students to the profession while providing expanded educational opportunities to support economic mobility for students under the Propel NC model.

Short Title: Fire and Social Behavior

Request for New Course 11 of 11**Requesting College or Agency: Piedmont Community College**

Course ID	Course Title	Recommended Hours	Program Area	Tier/ Workforce Sector
PAD-2152	Ethics in Government	48	R30 - Fire & Rescue Services	3/Public Safety and First Responders
Description:	This course introduces the ethical issues and problems within the public administration field. Emphasis is placed on building analytical skills, stimulating moral imagination, and recognizing the discretionary power of the administrator's role. Upon completion, students should be able to understand the moral dimensions of public administrative decision making. This Workforce Continuing Education (WCE) course aligns with the PAD-152 curriculum. Accordingly, it should be utilized as approved by the State Board of Community Colleges, as listed in the Combined Course Library (CCL), and at the approved recommended hours.			
Credential:	None			
Credentialing Agency:	N/A			

Rationale: This Workforce Continuing Education (WCE) course aligns with the existing PAD-152 curriculum (CU) course, Ethics in Government. The course will support fire and rescue agencies in attracting and recruiting students to the profession while providing expanded educational opportunities to support economic mobility for students under the Propel NC model.

Short Title: Ethics in Government

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 (with local course titles)

- **Southeastern Community College – Tabor Correctional Institution**
 - AUT-3137 – Automotive Mechanics (Automotive Technician Basics)
 - HEO-3100 – Heavy Equipment Operations (Heavy Equipment Operator)
 - WBL-3100 – Work-Based Learning

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
Southeastern Community College	Tabor Correctional Institution	4885	3	AUT-3137	Automotive Mechanics (Automotive Technician Basics)	270
Southeastern Community College	Tabor Correctional Institution	4885	3	HEO-3100	Heavy Equipment Operations (Heavy Equipment Operator)	270
Southeastern Community College	Tabor Correctional Institution	4885	3	WBL-3100	Work-Based Learning (Work-Based Learning Experience I)	160

STATE BOARD OF COMMUNITY COLLEGES
BioNetwork Learning Solutions Center Transition
FY 2026–27

Request/Purpose: Provide the Programs Committee with an overview of the proposed transition of the BioNetwork Learning Solutions Center from Gaston College to the NC Community College System Office. Related actions are being presented separately to the Finance and Personnel Committees. (Reference item FC 03)

Strategic Plan Reference: **Goal 4:** Economic & Workforce Development

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

Strategies: 4.1.1 and 4.1.4

Background: As part of the [FY 2026–27 BioNetwork Host College Allocation](#) approved in May 2026, the State Board was informed that Gaston College intended to discontinue serving as the BioNetwork host site for Learning Solutions Center services. Funding associated with these services was retained at the System Office while long-term program alignment and delivery options were evaluated.

Following additional review, NCCCS leadership determined that transitioning the Learning Solutions Center to the System Office provides the strongest long-term model for supporting statewide instructional design and digital learning services. Consultation with the Office of State Budget and Management confirmed these functions may be administered by the System Office, subject to State Board approval.

Programmatic Impact: The Learning Solutions Center develops and maintains statewide instructional resources that support all 58 community colleges, including:

- Instructional videos and virtual learning modules
- Interactive educational content and 3-D simulations
- Digital workforce training resources
- Web-based instructional tools
- Technology-enabled learning resources for faculty, students, and industry

These resources support BioNetwork programming while also advancing workforce development initiatives across the Economic Development Division, including Customized Training and other statewide employer engagement efforts.

Benefits of the Transition: Transitioning these services to the System Office will:

- Maintain continuity of statewide Learning Solutions Center services.
- Better align instructional design resources with Economic Development Division priorities.

- Strengthen collaboration across BioNetwork and other statewide workforce initiatives.
- Create a permanent System Office-led statewide resource serving all 58 community colleges.

Transition Timeline:

- **July 2026**
 - State Board consideration of the proposed transition.
 - Related funding action presented to the Finance Committee.
- **July – December 2026**
 - Transition planning and implementation, including recruitment, knowledge transfer, technology migration, and operational integration.
- **By December 31, 2026**
 - Transition activities expected to be complete.
- **Beginning January 2027**
 - The Learning Solutions Center will operate as a permanent System Office-led statewide function within the Economic Development Division.

Position Details:

- BioNetwork Program Coordinator (Administrative Specialist I)
- Career Development Coordinator (Staff Development Specialist I)
- Sr. Director of BioNetwork Learning Solutions (Program Director I)
- Web Developer. BioNetwork Learning Solutions (Web Designer/Developer)

Action Requested: None. This item is provided for information and to accompany the related Finance Committee action.

Contact(s):

John Loyack
Vice President, Economic Development

STATE BOARD OF COMMUNITY COLLEGES
Regional Online Adult High School Pilot Project
FY 2026-2027

Request: The State Board of Community Colleges (SBCC) is requested to continue the Regional Adult High School Diploma (AHS) pilot project. This item is for informational purposes only, please reference the Finance Committee Item **FC 01 - Regional Adult High School Pilot Project** for additional allocation information.

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

Program Overview: Prior to 2025 in northeastern North Carolina, three community colleges, Halifax, Martin, and Roanoke-Chowan, did not offer the Adult High School (AHS) program. To address this gap, NCCCS established the Regional AHS pilot project in fall 2025, with an official launch in January 2026. The establishment of Regional AHS pilot project brought the total number of North Carolina Adult High School diploma programs to 50. The Regional AHS pilot project leverages the state's investment in digital infrastructure to foster long-term economic resilience in some of North Carolina's most economically distressed communities.

The Regional AHS pilot project consists of Halifax Community College, Martin Community College, and Roanoke-Chowan Community College in a three-college regional consortium to implement the program. The Regional AHS pilot project is a fully online Adult High School diploma program in North Carolina's Tier 1 rural counties represents a strategic investment in the state's educational and economic future. This program addresses pressing educational disparities by expanding access for underserved populations, promoting credential attainment, and enhancing economic mobility.

Halifax Community College, which serves four Public School Units (PSUs), will act as the lead institution for this initiative. Each PSU has formally committed to supporting the project, reflecting strong local buy-in.

Students take elective courses that align with Halifax Community College's short-term training offerings. This approach enables students to begin workforce preparation while completing their Adult High School (AHS) diploma. To support this process, a structured workflow is initiated at enrollment and guides students through the completion of courses aligned with short-term training credentials.

The pilot built a structure that includes the centralized program hub, managed by a dedicated full-time Adult High School Project Director. This role has guided the program from initial implementation through student enrollment, progression, and completion. Centralized oversight reduces administrative burden across participating institutions while standardizing program processes.

2025-2026 Program Data:

Since beginning in January 2026, the program has achieved the following enrollment and completion figures.

Current Enrollment	AHS Diplomas Earned
21	3

Graduate Profiles:**Nigel Marks Jr.**

Nigel Marks Jr.'s journey is a powerful example of resilience, determination, and the transformative impact of education. After stepping away from high school in 2022, he made the courageous decision to return and pursue his diploma, balancing work responsibilities while remaining committed to his future. Even after a serious automobile accident left him temporarily unable to fully use his hands, Nigel refused to give up, continuing his coursework with remarkable perseverance and grit.

Jacari Marks

Jacari Marks exemplifies the power of ambition, perseverance, and believing in the possibilities that come from education. With a clear vision of building a successful future, he committed himself to completing the Adult High School Program and worked diligently to achieve his goal. Alongside his brother Nigel, Jacari became one of Roanoke-Chowan Community College's first Adult High School Consortium graduates, helping to establish a historic legacy for the institution.

Landon Moss

Landon Moss's story is one of courage, service, and an unwavering dedication to building a meaningful future. After leaving high school, he made the brave decision to return to complete his education, demonstrating remarkable persistence and discipline throughout his Adult High School journey. Beyond his academic accomplishments, Landon has distinguished himself through his commitment to serving others, volunteering with multiple fire departments across Halifax County and supporting his community with compassion and selflessness. His plans to enlist in the military reflect a continued desire to serve and make a positive difference in the lives of others.

Contacts:

Dr. Robert Van Dyke
AVP for Federal Programs

Arbony Cooper
State Director WIOA Title II

Dr. Dalanda Bond
Director of Instruction

STATE BOARD OF COMMUNITY COLLEGES
Competency Based Education (CBE) Pilot Program Waiver

Request: This item is for information only to the Programs & Student Success Committee. It is being presented (see SBPG 05) for action to the Policy & Governance Committee. The State Board of Community Colleges (SBCC) is requested to approve a waiver of the rule 1G SBCCC 200.93(b)(1), (b)(2), and (c)(1) Reporting of Student Hours in Membership for Curriculum Classes to allow implementation and evaluation of a pilot Competency-Based Education (CBE) program. The proposed waiver is intended solely to support the implementation and evaluation of the colleges in the approved pilot program and does not constitute a permanent modification to State Board policy.

Authority: The State Board has the authority to waive any existing rule or portion of a rule in the SBCC Code to launch a pilot program. (1A SBCCC 200.3(a)(4)).

Duration of the Waiver: The waiver will remain in effect through August 15, 2027, for the selected pilot colleges.

Background: As learner expectations and workforce demands continue to evolve, this pilot provides an opportunity for the System Office to evaluate innovative approaches that support student success while informing future modernization of instructional, reporting, and support frameworks.

Competency-Based Education (CBE) is an instructional approach that measures student progress through demonstrated mastery of clearly defined competencies rather than elapsed instructional time. This approach has been adopted nationally to expand access for adult learners who require flexible scheduling due to work, family, or other responsibilities. Consistent with NCCCS Strategic Plan Strategy 4.2.3 and Belk Center research focused on adult learners, the proposed CBE model emphasizes flexibility, clear expectations, timely feedback, and instructional designs that respond to the needs of working adults. Content delivered in a CBE format maintains learning outcomes fully equivalent in scope, rigor, and workforce relevance to traditional certificate programs, while ensuring regular and substantive interaction through faculty-initiated activities, structured feedback, and ongoing academic support.

Wilkes Community College has been leading this work across the System, receiving State Board Reserve funds in January 2025 to explore and develop a CBE program. Since then, Wilkes has partnered with national experts through the Competency-Based Education Network (C-BEN) to design competency-based certificate programs and aligned student support structures, ensuring academic and operational systems are ready prior to implementation. Wilkes' work has also identified a need for limited flexibility within existing State Board requirements, as CBE delivery does not align with traditional seat-time calculations. A modified approach to reporting student hours during the pilot period will allow the System to evaluate how competency-based instruction interacts with existing reporting and funding structures while maintaining instructional oversight, assessment integrity, and fiscal accountability.

Proposal Overview: The proposed waiver provides limited flexibility from seat-time and attendance requirements to allow approved pilot colleges to implement and evaluate CBE instruction. Participation will be limited to a small number of colleges to ensure appropriate oversight and support, with institutions required to apply to the System Office demonstrating readiness to implement and evaluate the model. Findings from the pilot will inform potential System-wide expansion and, should the model

demonstrate effectiveness and sustainability, may be used to inform modifications to State Board Code to better position the System to meet the documented needs of adult learners.

Potential Pilot Outcomes: The CBE pilot will allow partner colleges and the System to evaluate how a non-traditional instructional model can be implemented within existing curriculum, reporting, and funding frameworks while maintaining academic rigor and fiscal accountability. Outcomes and data generated during the pilot will inform decisions regarding future expansion and potential policy considerations related to competency-based instruction. Potential outcomes of the pilot include:

- Evidence of expanded access, scheduling flexibility, student satisfaction, persistence, and completion outcomes for adult learners balancing work, family, and educational commitments, including comparative data on progression, completion patterns, and time-to-credential between competency-based and traditional instructional formats.
- Evaluation of how existing membership-hour reporting requirements align with a competency-based instructional model, including the relationship between student progression, institutional resource investment, and FTE generation, as well as assessment of instructional, advising, and success-coaching demands compared to traditional course delivery.
- Evaluation of the effectiveness of competency-based instruction in supporting workforce-aligned credential attainment, and identification of best practices, lessons learned, and policy considerations to inform a potential multi-college pilot expansion of CBE offerings within the North Carolina Community College System in 2027–2028.

This pilot provides an opportunity to evaluate a nationally recognized instructional model within a controlled and accountable environment while maintaining academic quality, fiscal stewardship, and a focus on student success.

Contact(s):

Dr. Brian S. Merritt
Senior Vice President, Chief Academic Officer

Dr. Lisa Eads
Associate Vice President, Programs

Dr. Seth Marc Kamen
State Director of Transfer, Learning Recognition and Credential Alignment

1G SBCCC 200.93 Reporting of Student Hours in Membership for Curriculum Classes

(a) Academic Term. College boards of trustees shall locally determine the beginning and end date for each academic term within the timeframes of the academic term reporting periods defined in 1G SBCCC 100.1, unless an exception is granted by the System President. The System President may grant an exception if it would not result in an overlap with another academic term, the 10% point of all course sections would fall within the corresponding academic term reporting period, and the exception would not negatively impact the college's ability to meet data reporting requirements. The academic semester for credit courses shall be designed so that classes may be scheduled to include the number of instructional hours shown in the college catalog and the approved curriculum program of study compliance document and reported for FTE purposes (see 1D SBCCC 400.95(a)). Instructional hours include scheduled class and laboratory sessions as well as examination sessions. Length of semesters or courses may vary as long as credit hours are assigned consistent with 1GSBCCC 100.1 and as long as membership hours are reported consistent with the other provisions of this Rule. If necessary to meet the needs of particular constituents (for example, courses provided at high schools, military bases, prisons, or at the specific request of business), without an exception by the System President, colleges may schedule curriculum course sections that fall outside the academic term beginning and end dates, as defined by the college's board of trustees. If such course sections cross academic term reporting periods, FTE enrollment shall be reported consistent with the provisions of 1G SBCCC 200.1(a).

(b) **Regularly Scheduled Classes.**

1) **A class is regularly scheduled if it meets all of the following criteria:**

- a. Assigned definite beginning and ending time;**
- b. Specific days the class meets is predetermined;**

- c. Specific schedule is included on the Institution Master Schedule or other official college documents;
- d. Class hours are assigned consistent with college catalog and curriculum standard requirements; and
- e. Identified class time and dates are the same for all students registered for the class excluding clinical or cooperative work experience. This may include in-person or synchronously online, as long as the instructor and student are engaged in live interactions.
 - i. Classes which have a regularly scheduled lecture section and a non regularly scheduled laboratory section or online asynchronous option shall satisfy this criteria. The census date (10% point) shall be determined from the regularly scheduled portion of the class. Verification of student participation in the laboratory section or online asynchronous option of the class shall be available for review.
 - ii. A student shall be considered absent if that student did not attend during the specified times or days the class was scheduled to meet. Classes that have a regularly scheduled section which include in-person instruction or digitally delivered synchronous instruction and an option to attend asynchronously shall satisfy this criteria.
 - iii. A student shall be considered absent if that student did not attend during the specified times or days the class was scheduled to meet whether the class met in-person, synchronously, or asynchronously. Verification of student attendance in the asynchronous portion of the course shall be documented by electronic submission of content-related material.

- 2) A student shall be considered to be in class membership when the student meets all of the following criteria: enrolled as evidenced by payment of the

applicable tuition and fees,

or obtained a waiver as defined in G.S. 115D-5(b);

a. attended one or more classes prior to or on the 10 percent point in the class;

b. has not withdrawn or dropped the class prior to or on the 10 percent point.

- 3) Definition of a Student Membership Hour. A student membership hour is one hour of scheduled class or laboratory for which the student is enrolled. A college shall provide a minimum of 50 minutes of instruction for each scheduled class hour. A college shall provide sufficient time between classes to accommodate students changing classes. A college shall not report more hours per student than the number of class hours scheduled in the approved curriculum program of study compliance document.
- 4) Calculation of Student Membership Hours for Regularly Scheduled Classes. Student membership hours are obtained by multiplying the number of students in membership at the 10 percent point in the class by the total number of hours the class is scheduled to meet for the semester as stated in the college catalog and the approved curriculum program of study compliance document (see 1D SBCCC 400.97(4)).
- 5) Maintenance of Records of Student Membership Hours. Accurate attendance records shall be maintained for each class through the 10 percent point of the class. Attendance records shall be signed by the instructor or lead instructor, verifying their accuracy, and shall be maintained by the college until released from all compliance reviews (see the Public Records Retention & Disposition Schedule for Institutions in the Community College System). Student membership hours shall be summarized in the Institution's Class Report and certified by the president or designee. For classes identified as non traditional delivery (see Subparagraph (e)(1) of this Rule), documentation of student contact prior to the 10 percent point shall be maintained in the same manner as the attendance records mentioned in this Rule.

(c) **Non Regularly Scheduled Classes.**

1) **A non regularly scheduled class may include any or all of the following:**

- a. a class where a definitive beginning and ending time is not determined;
- b. a class offered in a learning laboratory type setting (see 1G SBCCC 200.94(b)(6) for definition of learning laboratory);
- c. a class self paced in that the student progresses through the instructional materials at the student's own pace, and can complete the class as soon as the student has successfully met the educational objectives. Classes offered as independent study are generally offered in this manner;
- d. a class in which a student may enroll during the initial college registration period or in which the student may be permitted to enroll at any time during the semester; or
- e. any class not meeting all criteria for a regularly scheduled class, as shown in Subparagraph (b)(1) of this Rule, is considered to be a non regularly scheduled class for reporting purposes. Classes defined as non traditional (see Paragraph (e) of this Rule) or clinical practice (see Paragraph (g) of this Rule) which are identified as a separate student hour reporting category are not subject to the above provisions in Paragraph (c).

2) **Definition of Student Membership.** A student is considered to be in class membership when the student meets the following criteria:

- a. enrolled as evidenced by payment of the applicable tuition and fees, or obtained a waiver consistent with 1E SBCCC Subchapter 800; and
- b. attended one or more classes.

3) **Definition of a Student Contact Hour.** For non-regularly scheduled classes, student contact hour is defined as actual time of student attendance in a class or lab. 60 minutes shall constitute an hour. A college shall not report

more hours per student than the number of class hours scheduled in the approved curriculum program of study compliance document.

4) Calculation of Student Contact Hours for Non Regularly Scheduled Classes.

For these classes, actual time of class attendance for each student determined to be in membership shall be reported. Student contact hours for these classes are the sum of all the hours of actual student attendance in a class in a given semester, and shall not exceed the hours in the approved curriculum program of study compliance document. (see 1D SBCCC 400.97(4)).

5) Maintenance of Records of Student Contact Hours. Accurate attendance records shall be maintained for each class of the nature described in this Rule through the entire semester. Attendance records shall be signed by the instructor or lead instructor, verifying their accuracy, and shall be maintained by the college until released from all compliance reviews (see the Public Records Retention & Disposition Schedule for Institutions in the Community College System). Student contact hours shall be summarized in the Institution's Class Report and certified by the president or designee.

(d) Skills Laboratory or Computer Tutorial Laboratory. Individualized instructional laboratories are similar to learning laboratories (see 1G SBCCC 200.94(b)(6)) except the participants are curriculum students. Skills labs or computer tutorial labs are remedial or developmental in nature and intended for students who are experiencing academic difficulty in a particular curriculum course. A skills laboratory instructor shall be qualified in the single subject area of the skills laboratory. A computer tutorial laboratory coordinator need not be qualified in any of the subject area(s) provided in a computer tutorial laboratory. Student contact hours may be reported for budget/FTE when students are required by their instructor to attend either of the laboratories for remedial or developmental work and when the skills laboratory instructors or computer tutorial coordinators are paid with curriculum instructional funds.

- 1) Documentation of instructor referral shall be maintained for compliance review purposes. The College shall maintain documentation until released from all compliance reviews.
- 2) Homework assignments shall not be reported for budget/FTE. (See 1G SBCCC 200.95(a)).
- 3) Calculation of Student Contact Hours for Skills Laboratory or Computer Tutorial Laboratory. For these classes, actual time of class attendance shall be reported; 60 minutes shall constitute an hour. Student hours generated for these types of classes are the sum of all the hours of actual student attendance in a class in a given semester.

(e) Classes Identified as Curriculum Non Traditional Delivery.

- 1) Definition. Due to the methodology by which instruction is delivered, non traditional delivery classes are not consistent with the definitions of regularly scheduled or non regularly scheduled classes described in this Rule. Non traditional delivery classes are defined as those classes which are offered through media such as internet, telecourses, videocassette and other electronic media excluding classes offered via the North Carolina Information Highway.
- 2) For those classes identified as non traditional delivery, student attendance in class or in an orientation session, submission of a written assignment or submission of an examination, is the basis for the determination of class membership at the 10 percent point of the class. Student membership hours earned in non traditional delivery classes shall be calculated by multiplying the number of students in membership, as defined in the prior sentence, times the number of hours assigned to the class in official college documents. For these classes, the number of hours assigned shall be consistent with the credit hours assigned according to 1G SBCCC 100.1, as well as the curriculum standard.
- 3) Non-traditional instruction delivered is pre-structured into identifiable units. Non traditional delivery classes do not include classes identified as independent study which are not media based.

- (f) Curriculum Student Work Experience. The following criteria apply to the reporting guidelines for students enrolled in curriculum work experience, exclusive of work station based training. Examples of student work experience include cooperative education, practicums, and internships.
- 1) Student membership hours for student work experience shall not generate budget/FTE without prior approval by the System Office for such activities through the appropriate curriculum standard.
 - 2) Work Experience. Work experience for curriculum courses shall earn budget/FTE at the 100 percent rate of assigned work experience hours and shall not exceed a maximum of 320 membership hours per student per semester.
 - a. These classes shall be coordinated by college personnel paid with college instructional funds and may be located in one or more sites.
 - b. These classes shall be specified in the approved curriculum of the college consistent with the applicable curriculum standard (see 1D SBCCC 400.97(3)(a)(ii)(D)).
 - c. The college shall maintain documentation of all student work experience hours.
- (g) Clinical Practice. Colleges shall report instructional hours of curriculum courses which include clinical practice, as defined in 1D SBCCC 400.1(c)(2), consistent with the rules for regularly scheduled classes in Paragraph (b) of this rule if the course meets the following criteria:
- 1) Assigned definite beginning and ending time;
 - 2) Specific days the class meets are predetermined, although class times, dates, and locations may vary for enrolled students;
 - 3) Clinical hours scheduled are included on the Institution Master Schedule or other official college documents;
 - 4) Class hours are assigned consistent with the college catalog and curriculum standards set forth in 1D SBCCC 400.8;

- 5) Class hours shall be scheduled to provide a minimum of 50 minutes of instruction; and
- 6) College instructors who are qualified to teach in the particular program supervise and are paid with college instructional funds for all scheduled class hours (classroom and clinical).

College personnel shall make documentation verifying student participation in clinical practice available for compliance purposes.

History Note: Authority G.S. 115D-5; S.L. 1995, c. 625; Eff.

September 30, 1977;

Amended Eff. July 24, 1978;

Emergency Amendment Eff. August 10, 1978 for a period of 120 days to expire on December 8, 1978;

Emergency Amendment Made Permanent With Change Eff. December 8, 1978;

Amended Eff. September 1, 1993; September 1, 1988; September 1, 1985; November 1, 1983;

Temporary Amendment Eff. June 1, 1997;

Amended Eff. [May 1, 2022](#); [September 1, 2018](#); [May 1, 2017](#); December 1, 2012; August 1, 2004; August 1, 2000; July 1, 1998.

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, has approved the curriculum program application(s) listed below (*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 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:

Montgomery Community College
Automotive Systems Technology (A60160)
Effective Term: **Fall 2026**

Randolph Community College
Public Safety Administration (A55480)
Effective Term: **Fall 2026**

Western Piedmont Community College
Construction Management Technology (A35190)
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

The following Educator Preparation Program (EPP) Residency Requests were Approved by the North Carolina Community College System President

Information: The System President has approved the following colleges to offer the Elementary Education Residency Licensure Certificate Programs:

Alamance Community College
Birth through Kindergarten Residency Licensure Certificate (C55500)
Effective Term: **Fall 2027**

High School Math Residency Licensure Certificate (C55510)
Effective Term: **Fall 2027**

High School Science Residency Licensure Certificate (C55520)
Effective Term: **Fall 2027**

Middle School Math Residency Licensure Certificate (C55530)
Effective Term: **Fall 2027**

Middle School Science Residency Licensure Certificate (C55540)
Effective Term: **Fall 2027**

Special Education Residency Licensure Certificate (C55550)
Effective Term: **Fall 2027**

Background: Educator Preparation Program (EPP) Residency Request program applications must include the following items in order to be approved by the System President:

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

5. Certification that the college has to the ability to:
 - a. *Implement the Residency Licensure Certificate Program in compliance with the approved NCCCS Cultivating Carolina Classrooms framework.*
 - b. *Implement standardized student learning outcomes and key assessments.*
 - c. *Submit annual program reporting data.*
 - d. *Submit required program student documentation and assessment.*
 - e. *Provide coaching support throughout program duration.*
 - f. *Supervise field experience.*

Contact(s):

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

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

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:

College of The Albemarle

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

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in Medical Assisting will be advised to pursue the pathway in the college's Medical Assisting (A45400) program.

Effective Term: **Spring 2026**

Nurse Aide (Certificate) (C45840)

Rationale: Due to employment trends in the service area of the college, the program is being terminated. Students interested in Nurse Aide will be advised to pursue the pathway in the college's Workforce Development and Career Readiness department.

Effective Term: **Spring 2026**

McDowell Technical Community College

Industrial Systems Technology (A50240)

Rationale: Due to the lack of enrollment, the program is being terminated. Students interested in this program will be advised to enroll in the Mechatronics Engineering Technology (A40320) program.

Effective Term: **Fall 2026**

Pitt Community College

Horticulture Technology (A15240)

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 programs offered at the college.

Effective Term: **Spring 2026**

Randolph Community College

Collision Repair and Refinishing Technology (A60130)

Rationale: Due to the lack of enrollment, the program is being terminated. Students interested in Collision Repair and Refinishing Technology will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2027**

Vance Granville 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 division.

Effective Term: **Spring 2026**

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

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in Medical Assisting will be advised to pursue the pathway in the college's Medical Assisting (A45400) program.

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, the program is being terminated. Students interested in Pharmacy Technology will be advised to pursue the pathway in the college's Pharmacy Technology (A45580) program.

Effective Term: **Spring 2026**

Lateral Entry (Certificate) (C55430)

Rationale: Due to the lack of enrollment and the elimination of the NC Department of Public Instruction (NC DPI) Lateral Entry certificate, the program is being terminated. Students interested in the certificate are advised to enroll in one of the newly developed Residency Licensure 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, July 16, 2026, 4:00 p.m. - 5:00 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 – May 14, 2026

For Action

- Bio Network Learning Solutions Center Transition (Attachment PER 01)

For Information

- System Office Vacancy Report (Attachment PER 02)
- College Presidential Status Report (Attachment PER 03)
- Organizational Chart (Attachment PER 04)
- System Office Employee Duty Stations (Attachment PER 05)

For Discussion

- Salary Adjustment Procedure

Closed Session

New Business

Adjourn

MINUTES
State Board of Community Colleges
PERSONNEL COMMITTEE MEETING
Thursday, May 14, 2026

Personnel Committee Members Present

Mr. Bill McBrayer, Chair	Mr. Tom Looney	Chris Bullard, DOL Designee
Mr. John Kane, Vice Chair	Mr. Robbie Moore	Ms. Lisa Estep
Dr. David Lowry	Ms. Stacy Griffin	Mr. Eric Naisbitt, Treasurer Designee

Other SBCC Members

Mr. Scott Ottman	Hon. David Price	Mr. Geoffrey Lang
Mr. Chris Lumsden		

OTHERS IN ATTENDANCE:

Dr. Jeff Cox, President	Mr. Jamal Njia	Ms. Mary Rehbein
Dr. Kimberly Gold	Ms. Amy Mast	Jonnell Carpenter
Dr. Amanda Lee, Bladen CC	Dr. Brian Merritt	J.B. Buxton, Durham CC

CALL TO ORDER

Chair McBrayer called the Personnel Committee meeting to order at 3:47 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 seven 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 – March 19, 2026

Chair McBrayer asked for any additions, deletions or corrections to the March 19, 2026, minutes as presented. There being none, Mr. Moore 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, May 14, 2026

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 3:51 p.m.

OPEN SESSION

The committee returned to open session at 4:59 pm.

FOR INFORMATION

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

The committee reviewed the vacancy report, which reflected a vacancy rate of 8.47 percent. It was noted that 20 vacant positions were currently identified, including 10 grant-funded positions. Of those grant-funded positions, funding for six is scheduled to expire in June 2026.

College Presidential Status Report – May 2026 (Attachment PER 02)

The committee received an update regarding college presidents and was informed that all colleges currently have presidents in place. It was also noted that there were no pending presidential retirements at this time.

No questions were raised regarding the report.

NEW BUSINESS

No new business.

ADJOURNMENT

There being no further questions or comments, Chair McBrayer adjourned the meeting at 5:00 p.m.

Respectfully Submitted,
Mary Rehbein
Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES
BioNetwork Learning Solutions Center Transition
FY 2026–27

PERSONNEL UPDATE

Request: The State Board of Community Colleges is requested to approve the establishment of four SHRA positions within the NC Community College System Office to support the transition of the BioNetwork Learning Solutions Center from Gaston College to the System Office. This item also provides an overview of the associated organizational and staffing changes. A related funding action is being presented separately to the Finance Committee. (Reference Item FC 09.)

Strategic Plan Reference: Goal 4: Economic & Workforce Development

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

Strategies: 4.1.1 and 4.1.4

Background: As part of the [FY 2026–27 BioNetwork Host College Allocation](#) approved in May 2026, the State Board was informed that Gaston College intended to discontinue serving as the BioNetwork host site for Learning Solutions Center services. Funding associated with these services was retained at the System Office while long-term program alignment and delivery options were evaluated.

Following additional review, NCCCS leadership determined that transitioning the Learning Solutions Center to the System Office provides the strongest long-term model for supporting statewide instructional design and digital learning services. Consultation with the Office of State Budget and Management confirmed these functions may be administered by the System Office, subject to State Board approval.

Organizational Impact: Transitioning the Learning Solutions Center to the System Office will establish a dedicated statewide team within the Economic Development Division responsible for supporting BioNetwork's instructional design and digital learning functions.

- Establishment of System Office positions to support statewide Learning Solutions Center operations.
- Recruitment through the State's competitive hiring process.
- Opportunities for qualified current employees to apply for System Office positions.
- A coordinated transition designed to preserve institutional knowledge and maintain uninterrupted statewide service delivery.

This transition represents an organizational realignment intended to strengthen statewide program delivery while creating a sustainable operational model for the future.

Transition Timeline:

- **July 2026**
 - State Board consideration of the proposed transition.
 - Related funding action presented to the Finance Committee.
- **July–December 2026**
 - Transition planning and implementation, including recruitment, knowledge transfer, technology migration, and operational integration.
- **By December 31, 2026**
 - Transition activities expected to be complete.
- **Beginning January 2027**
 - The Learning Solutions Center will operate as a permanent System Office-led statewide function within the Economic Development Division.

Position Details:

- BioNetwork Program Coordinator (Administrative Specialist I)
- Career Development Coordinator (Staff Development Specialist I)
- Sr. Director of BioNetwork Learning Solutions (Program Director I)
- Web Developer. BioNetwork Learning Solutions (Web Designer/Developer)

Action Requested: To create 4 SHRA positions using funds allocated by the finance committee.

Contact(s):

John Loyack
Vice President, Economic Development

Dr. Erica Monique Vilsaint
Executive Director, BioNetwork and Life Sciences

Vacancy Position Report July 2026

Attachment PER 02

	Org Unit Desc	Position	Position Desc	Date Vacant	Vacancy Reason	Status	Budget Amount	Number of Days Vacant	FT FTE Positions
1	Executive	60087972	NCCCS President	7/1/2026	Retirement	Search Committee	360,500.00	9.00	1.000
2	Executive	60087973	VP of Strategic Initiatives	4/22/2025	Agency Transfer	Vacant	178,416.00	444.00	1.000
3	Executive	60087977	Executive Assistant II	3/21/2026	Separation	Vacant	64,000.00	111.00	1.000
4	Executive	60095041	VP of Human Resources	11/22/2025	Separation	Vacant	180,000.00	230.00	1.000
5	Executive	65029781	AVP for Strategy & Rural Innovation	7/1/2026	Separation	Vacant	178,000.00	9.00	1.000
6	Executive	65035920	Information & Comm Spec II	12/1/2025	Separation	Selection Process	80,000.00	221.00	1.000
7	Finance	65034347	Assc Dir of Capital Finance & Planning	1/5/2026	Internal Promotion	Vacant	79,788.00	186.00	1.000
8	Technology Solutions	60088028	Network Engineer	1/21/2026	Separation	Interview Process	77,126.00	170.00	1.000
9	Technology Solutions	60088038	Cloud Systems Engineer	4/28/2026	Separation	Interview Process	113,087.00	73.00	1.000
10	Technology Solutions	60088044	User Support Analyst	6/1/2026	Retirement	Vacant	79,801.00	39.00	1.000
11	Technology Solutions	60088077	Director, IT Operations	4/25/2026	Separation	Interview Process	120,557.00	76.00	1.000
12	Technology Solutions	65034091	IT Security and Compliance Manager II	8/9/2025	Separation	Screening Process	121,956.00	335.00	1.000
13	Programs	65009393	Fire/Rescue & Emergency Mng Tra Spe	4/1/2026	Separation	Candidate Selected	74,135.00	100.00	1.000
14	Programs	65043327	Administrative Specialist I	4/10/2026	NEW	Screening Process	51,000.00	91.00	1.000
15	Econ Development	60013019	Workforce Development Training Spc I	4/13/2026	Internal Transfer	Vacant	70,000.00	88.00	1.000
16	Econ Development	60013034	ApprenticeshipNC Consultant	4/5/2025	Separation	Vacant	72,100.00	461.00	1.000
17	Econ Development	60088176	AVP NCEdge Customized Training	6/1/2026	Retirement	Screening Process	117,832.00	39.00	1.000
18	Econ Development	65031927	Workforce Development Trn	3/30/2026	Separation	Vacant	65,000.00	102.00	1.000
19	Econ Development	65036387	BioBetter Curriculum Developer	8/1/2025	Separation	Vacant	85,696.00	343.00	1.000
##	Econ Development	65038302	Workforce Development Spec/ANC	9/6/2025	Separation	Vacant	62,400.00	307.00	1.000
##	Econ Development	65038303	ANC East Region Admin Support Specialist	6/10/2026	Internal Promotion	Vacant	62,830.00	30.00	1.000
##	Econ Development	65038305	ApprenticeshipNC CC Wrkfr Board Liaison	4/1/2026	Separation	Vacant	72,100.00	100.00	1.000
							2,516,292.00		24.000

JULY METRICS	
BUDGETED POSITIONS	235
HEADCOUNT	213
VACANCIES	22
VACANCY RATE %	9.36

STATE BOARD OF COMMUNITY COLLEGES

College President Status Report

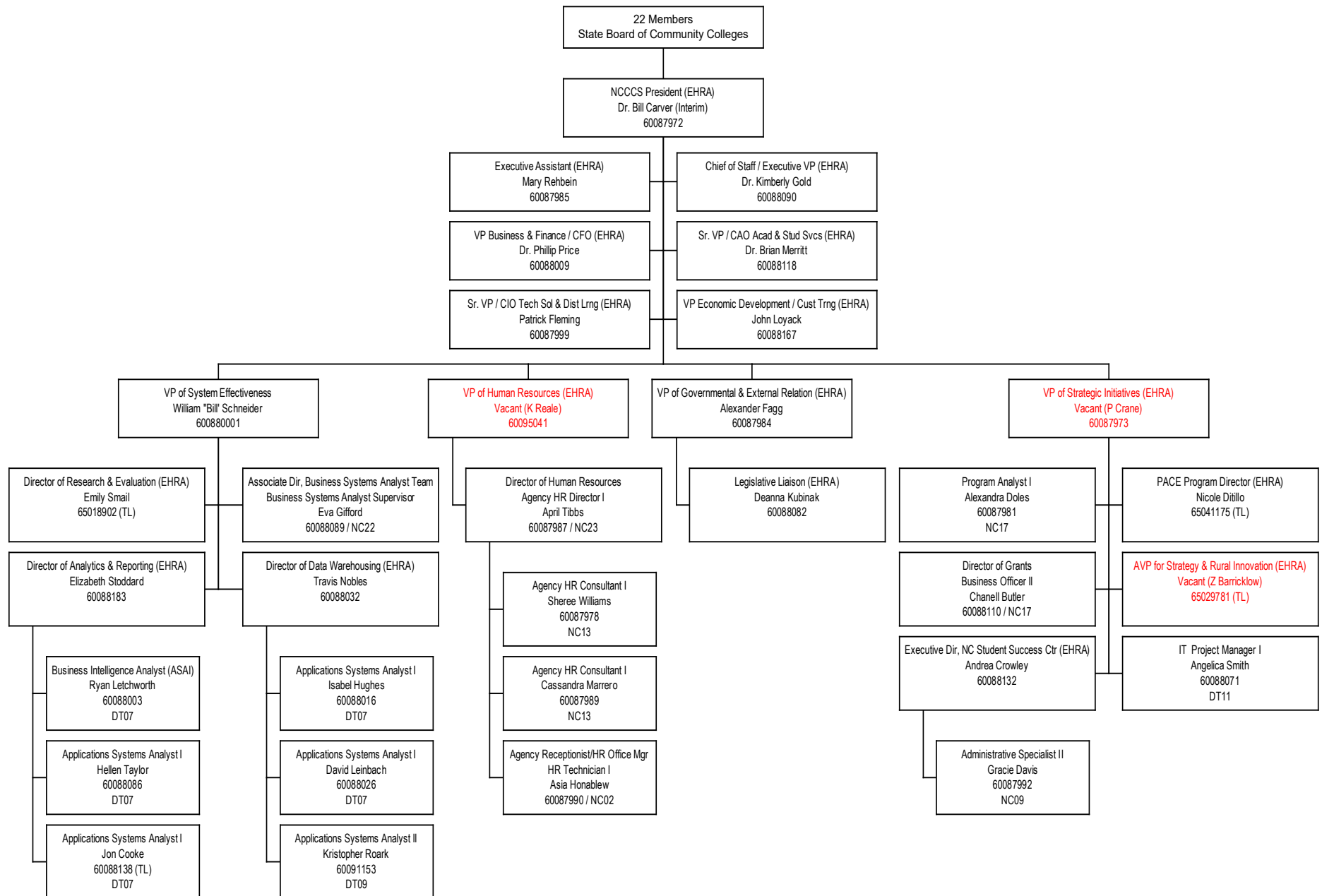
July 2026

Attachment PER 03

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	7/13/2025
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

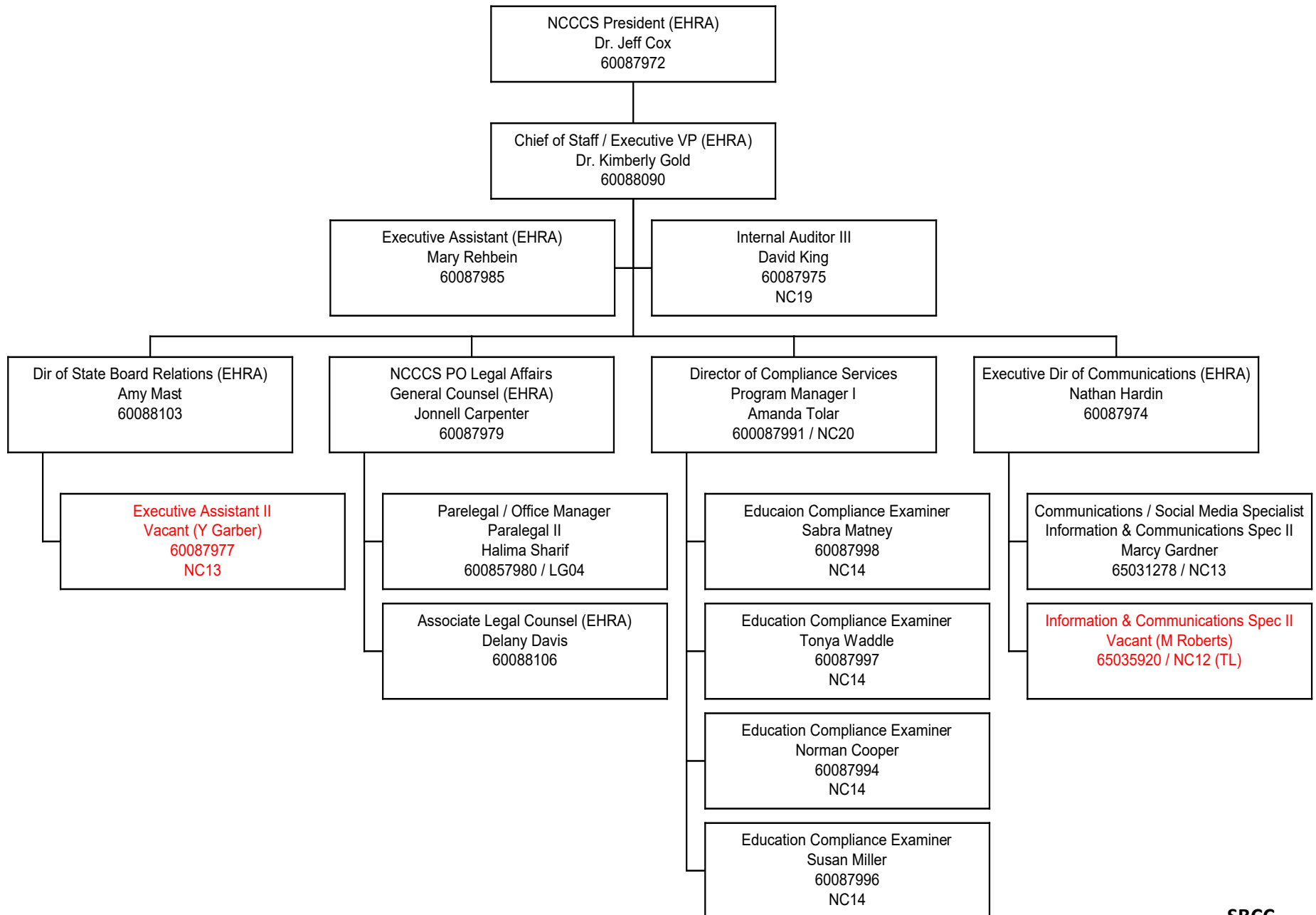
**Previously served as president at another NCCCS college*

EXECUTIVE DIVISION A



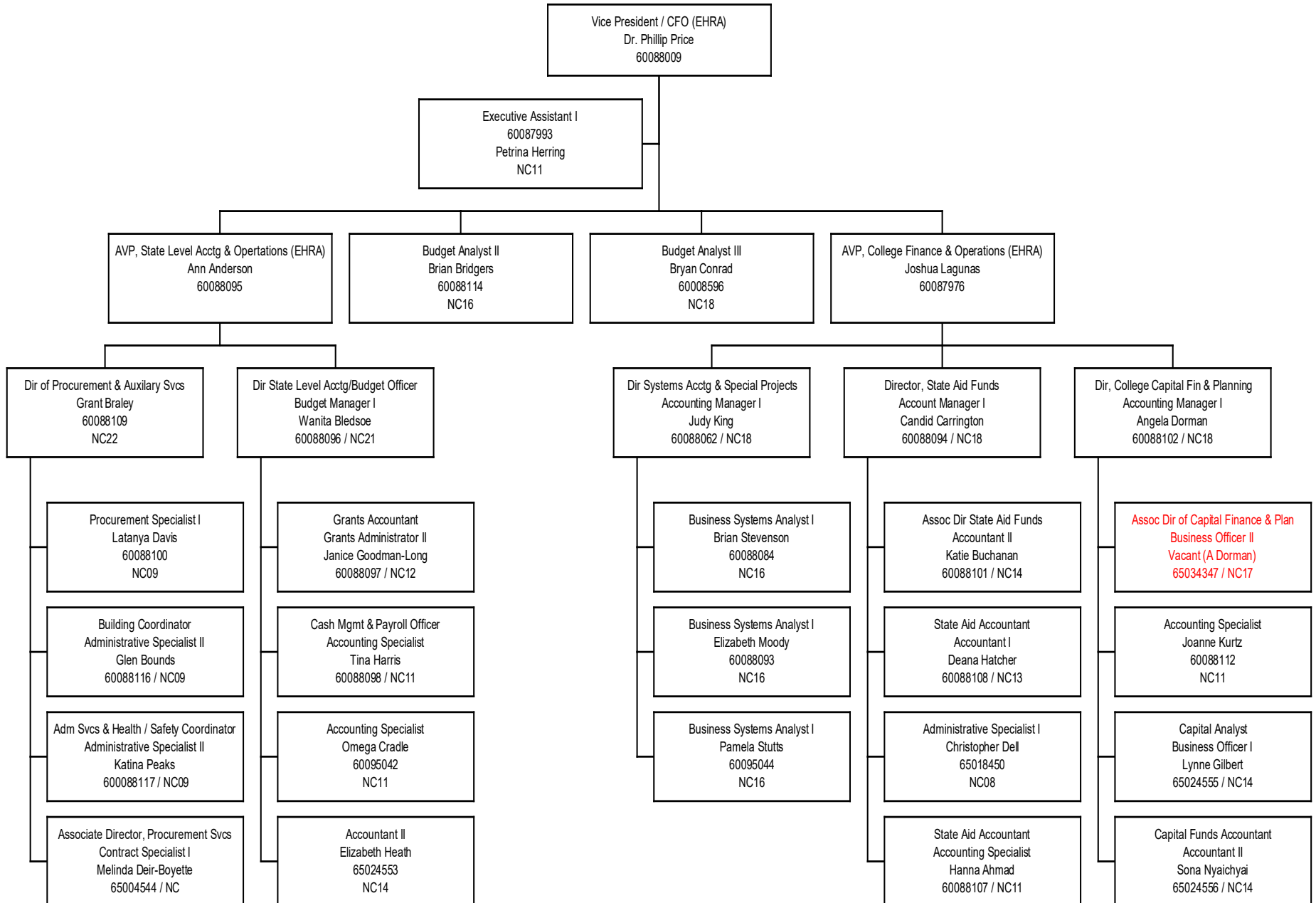
EXECUTIVE DIVISION B

Attachment PER 04



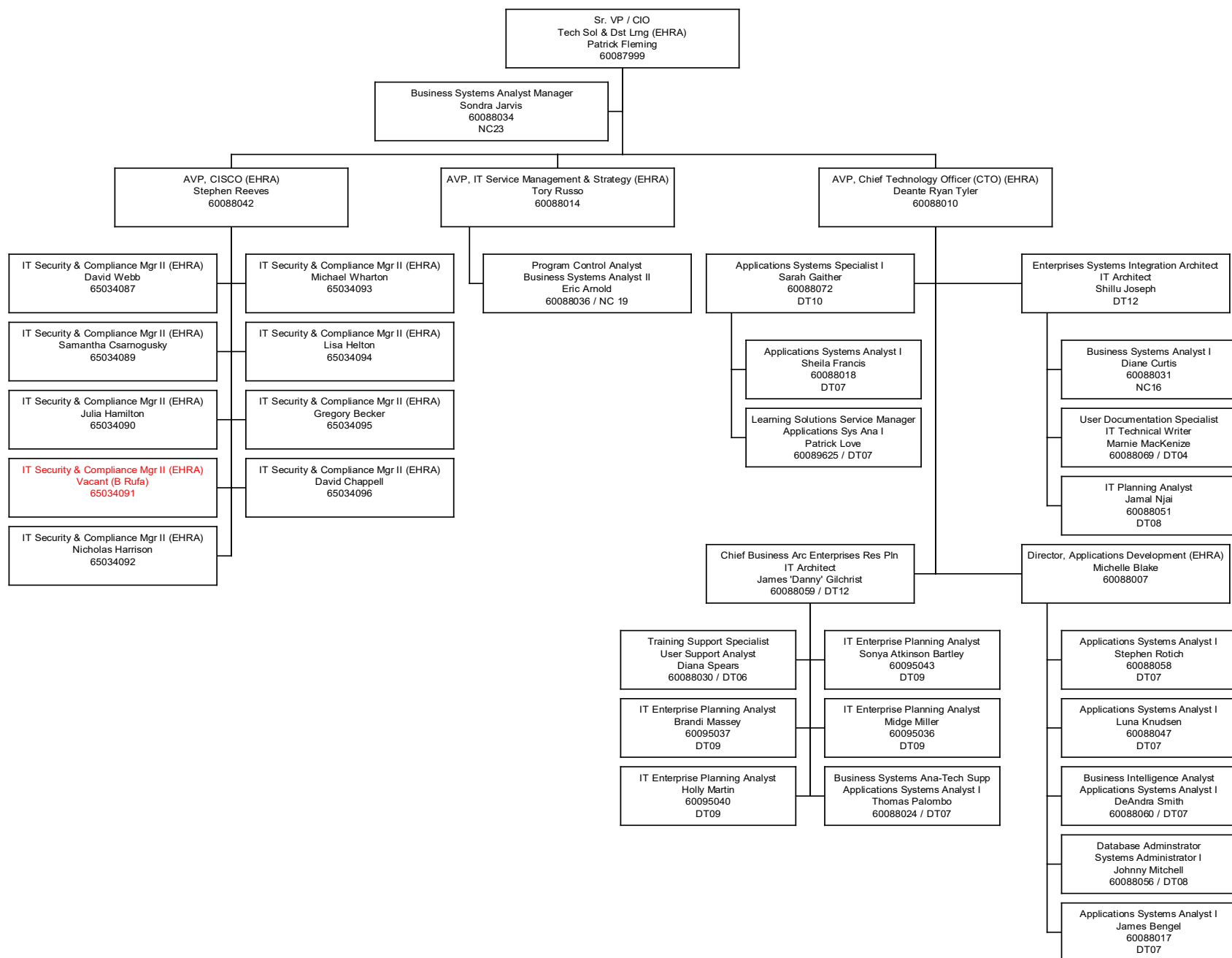
FINANCE & OPERATIONS DIVISION

Attachment PER 04



07/17/2026

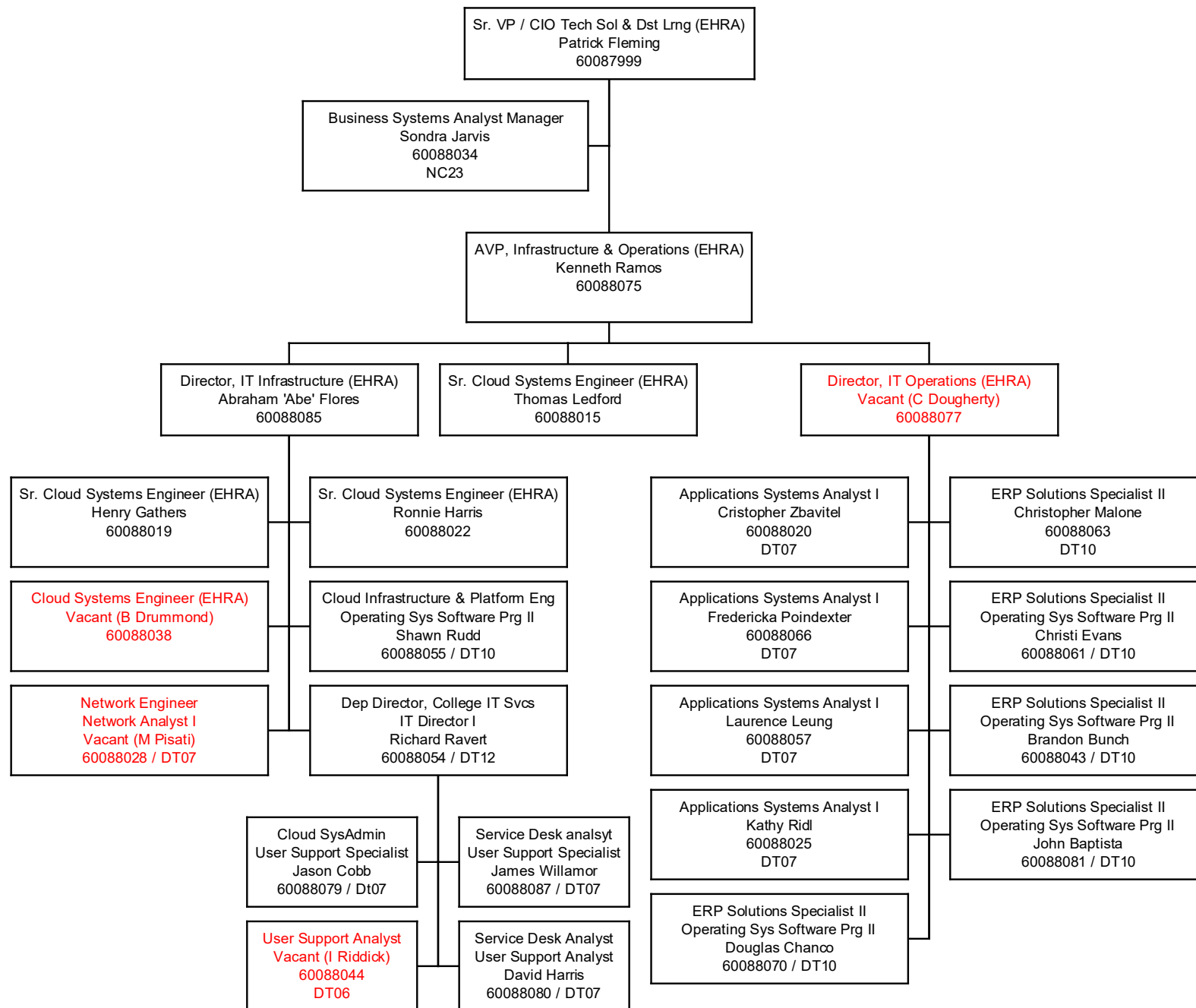
TECHNOLOGY SOLUTIONS & DISTANCE LEARNING DIVISION A



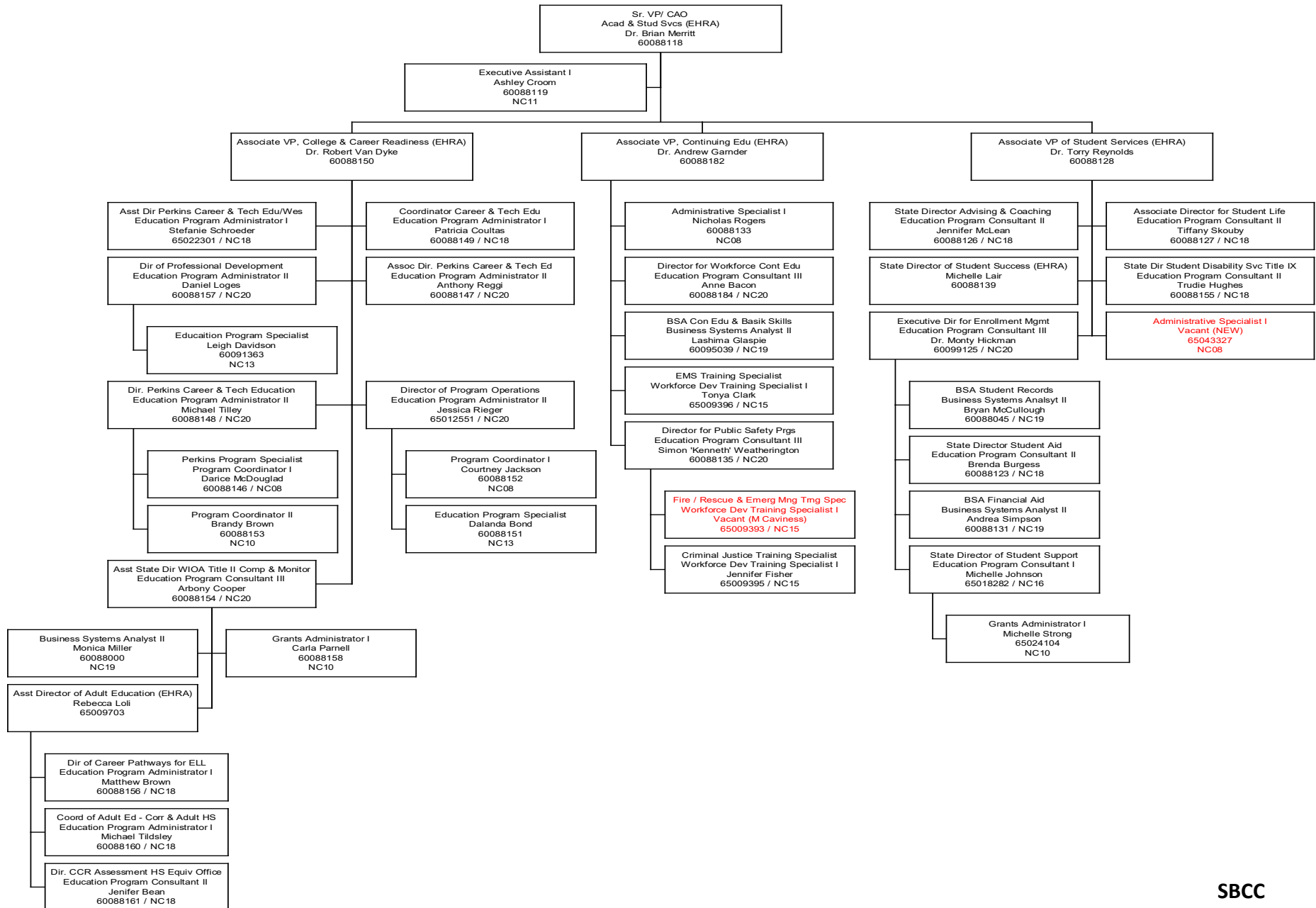
SBCC

07/17/2026

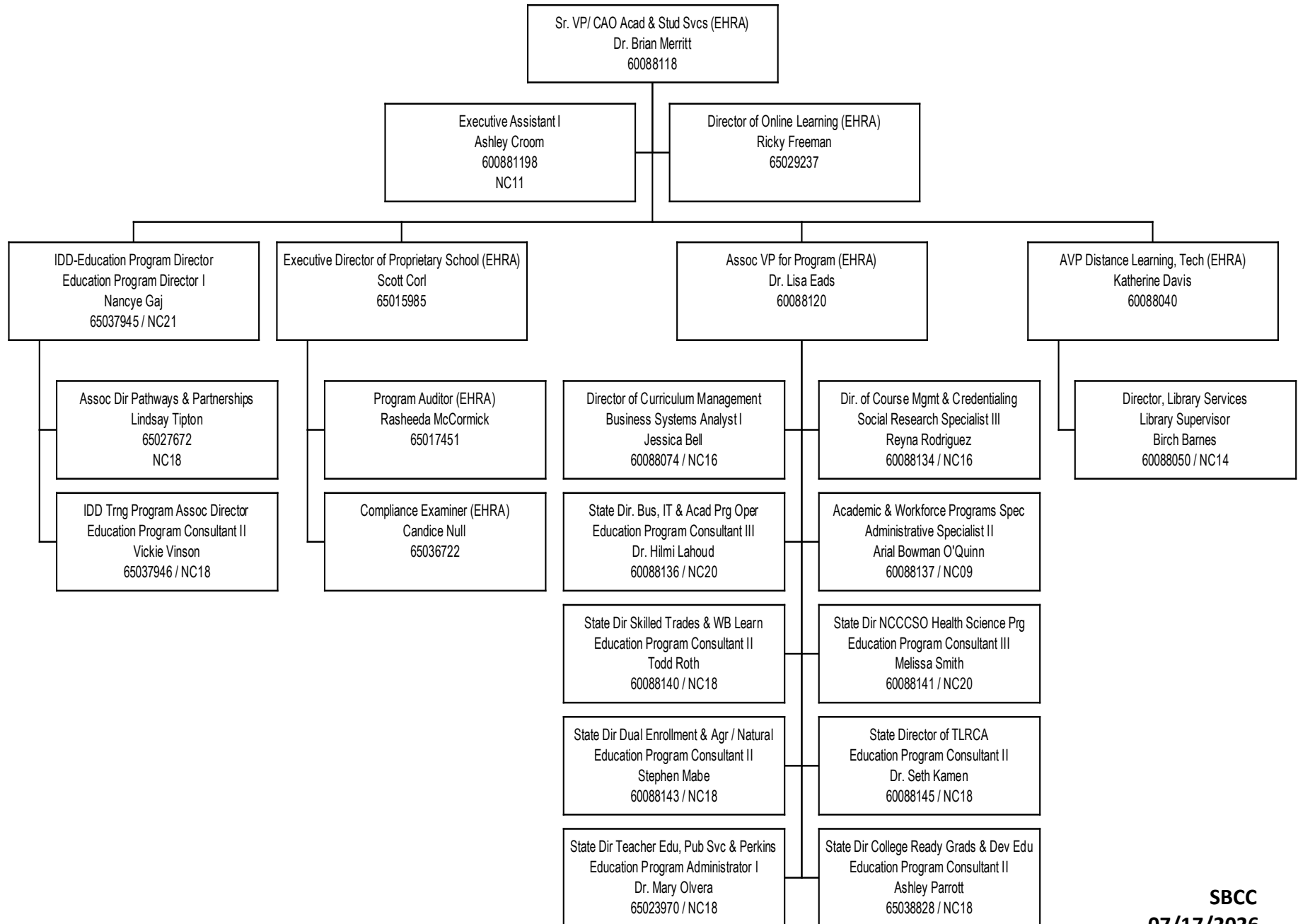
TECHNOLOGY SOLUTIONS & DISTANCE LEARNING DIVISION B



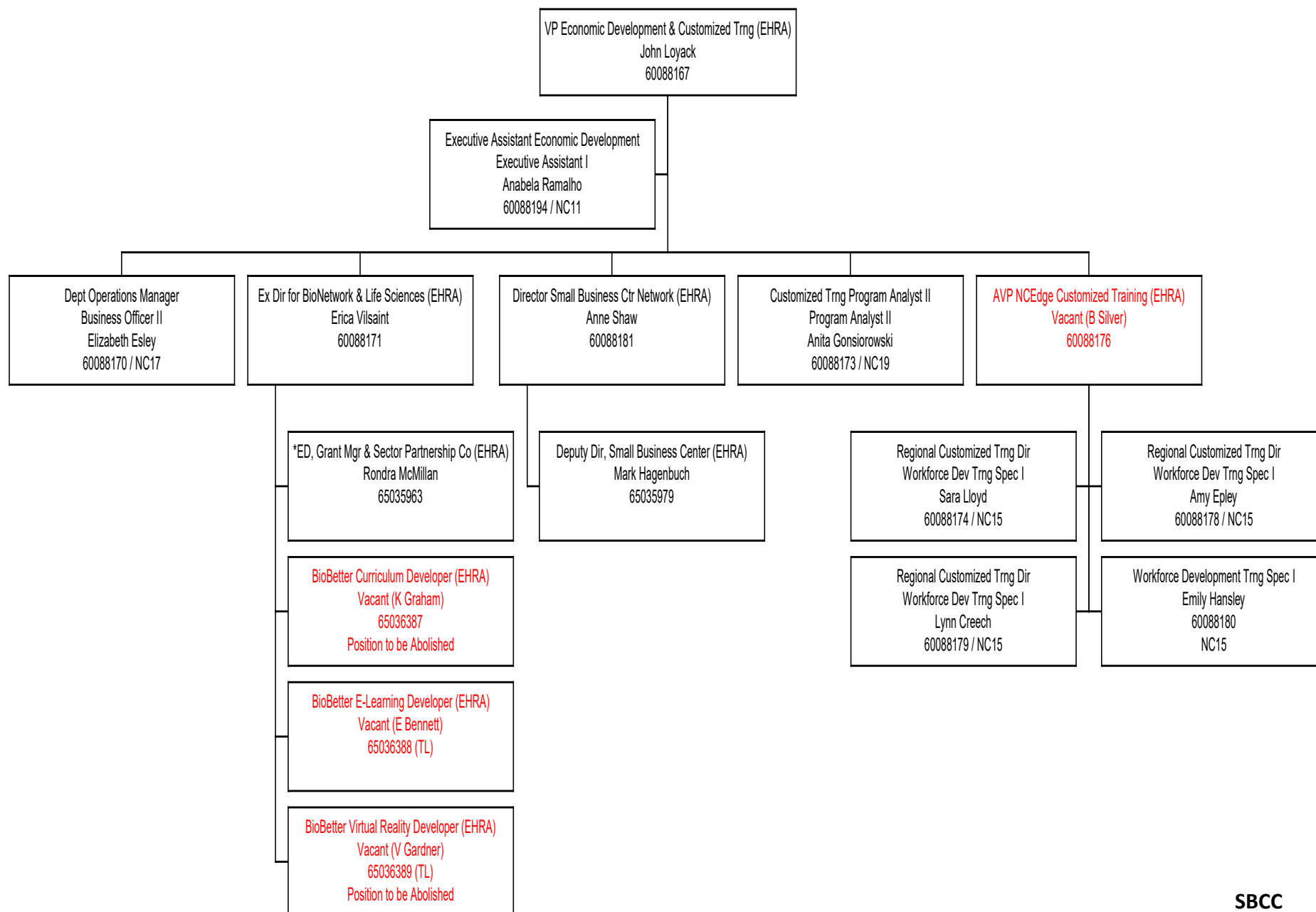
PROGRAMS & STUDENT SERVICES DIVISION A



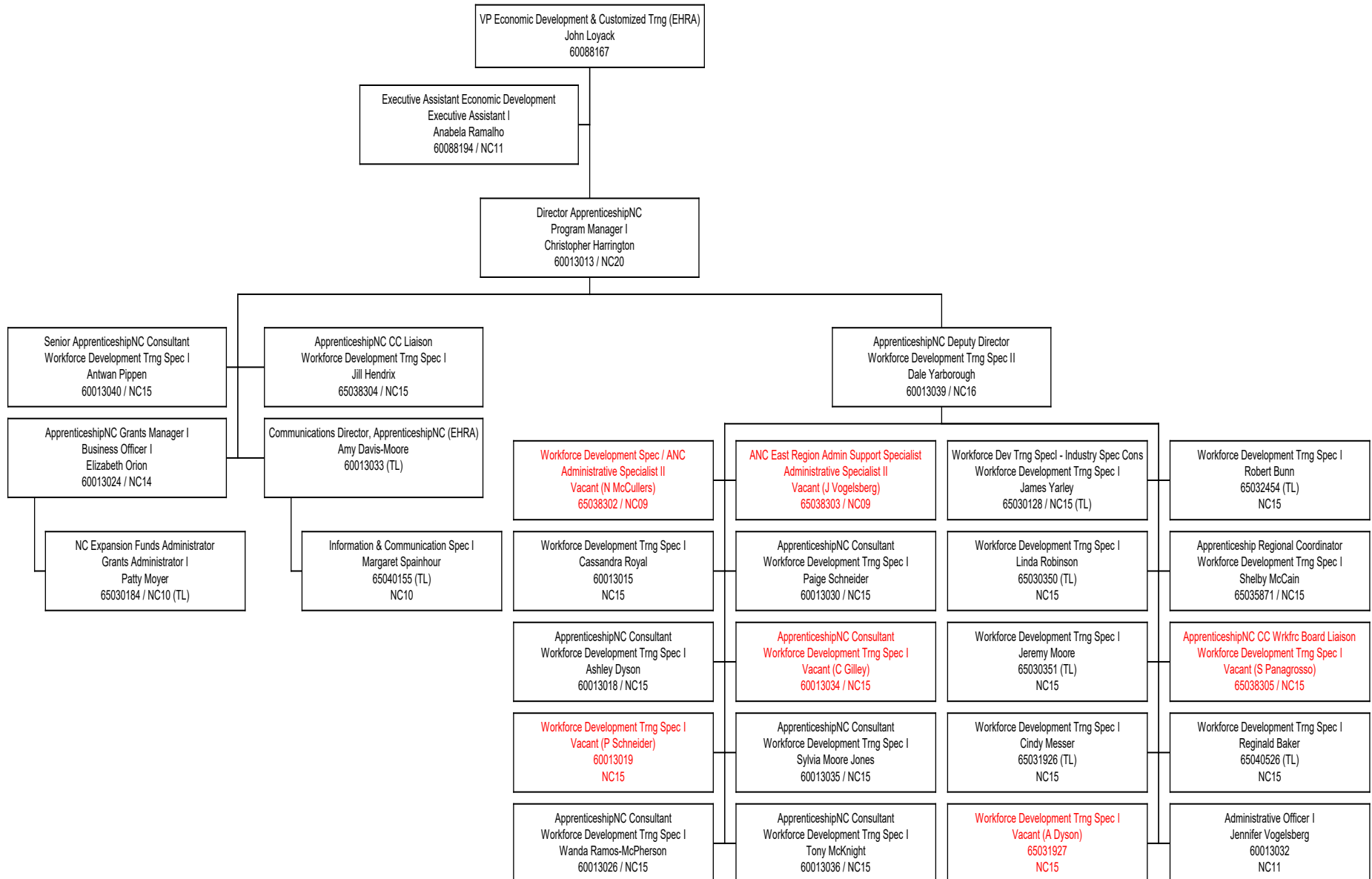
PROGRAMS & STUDENT SERVICES DIVISION B



ECONOMIC DEVELOPMENT DIVISION A



ECONOMIC DEVELOPMENT DIVISION B



System Office Employee Duty Station

NAME	PHONE	RM	NAME	PHONE	RM	NAME	PHONE	RM	NAME	SITE	PHONE
Ahmad, Hanna	807 7079	234E	Lagunas, Joshua	807 7156	201K	CONFERENCE RMS		RM	FIELD EMPLOYEES		
Anderson, Ann	807 7071	201E	Lahoud, Hilmi	807 7116	434G	President's AW Conf. Rm.	807 6958	101-D	Atkinson Bartley, Sonva	Pitt CC	984 275 2442
Arnold, Eric	984 275 2441	301H	Lair, Michelle	807 7227	401F	State Board Lounge		182	Clark, Tonya	Haywood CC	828 545 5061
Bacon, Anne	807 7158	501D	Leinbach, Tim	807 7112	392-WS4	State Board Room		179	Cooper, Norman	Nash CC	252 451 8289
Barnes, Birch	807 7028	496	Letchworth, Ryan	807 7180	392WS-7				Creech, Lynn	Lenior CC	252 527 6223
Bean, Jenifer	807 7214	563E	Loges, Daniel	807 7140	460A	HR Fax	807 7222	172	Davis-Moore, Amy	Surry CC	919 807 6988
Bledsoe, Wanita	807 7078	201D	Loyack, John	807 7150	501C	Dudlev, Lauren			Dudlev, Lauren	Beaufort CC	252 940 6296
Bond, Dalanda	807 7185	489	Lyons, Petrina	807 7146	201C	FAX (1st Floor)	807 7165	144WS1	Francis, Sheila	Isothermal CC	828 395 4373
Bounds, Glen	807 7095	B39E	Mabe, Aaron	807 7098	434E	Conference Room	807 7072	201A	Freeman, Lane	Edgecombe CC	870-7107
Bowman O'Quinn, Ariel	807-7216	434C	Marrero, Cassandra	807 7228	172WS-1	Training Center #2		281	Gonsiorowski, Anita	Mitchell CC	919-807-6980
Braley, Grant	807 7199	B39B	Mast, Amy	807 7147	184A				Hagenbuch, Mark	Nussbaum Center	984 249 1409
Bridgers, Brian	807 7084	269	McCormick, Rasheeda	807 7149	536D	Conference Room	807 6978	301B	Jackson, Courtney	Forsyth Tech	807 6952
Brown, Brandv	807 7038	536G	McDougald, Darice	807-7219	483	Help Desk	807 7048		Jones, Sylvia	CPCC	980 293 2196
Brown, Matthew	807-7135		McLean, Jennifer	807 7106	401H	FAX (3rd Floor)	807 7168		King, Judy	Wayne CC	807 7075
Buchanan, Katie	807 7082	201J	McMillan, Rondra	807 7093	201H				Loh, Rebecca	A-B Tech CC	807 6981
Burgess, Brenda	807 7104	401C	Merritt, Brian	807 6982	401B-2				Martin, Holly	Montg CC	984 275 2437
			Mover, Pattv	807 7119	536B	Conference Room	807 7103	401A	Massev, Brandi	Wayne CC	919 739 6910
Carpenter, Jonnell	807 7221	171				Conference Room	807 7124	467	Matnev, Sabra	Mitchell CC	704 878 3230
Carrington, Candid	807 7081	234B	Njai, Jamal	807 7128	334D	Information Highway	807 7145		McCullough, Bryan	Forsyth Tech	919 807 6959
Carver, William "Bill"	8076963		Nobles, Travis	807 7118	392C	FAX (4th Floor)			Miller, Midge	DDCC	984 275 2439
Chappell, David	984 275 2435	301E	Nvaichvai, Sonu	807 7220	258E				Miller, Monica	Lenior CC	919 807 6966
Cobb, Jason	807 7065	301K				Conference Room	807 7162	501A	Miller, Susan	VGCC	252 738 3528
Conrad, Bryan	807 7218	273	Olvera, Marv	807 7120	401K	Lounge	807 7161	536M-P	Moody, Elizabeth	Wilson CC	807 7044
Cooke, Jonathan	807 7027	392WS-12	Orion, Elizabeth	807 7157	501G	FAX (5th Floor)	807 7169		Moore, Jeremy	Gaston College	984 389 0217
Cooper, Arbonv	807-7134	485							Roth, Todd	Forsyth Tech	336 757 3734
Corl, Scott	807 7061	536C	Palombo, Thomas	807 7209	334 WS1	Training Center #3	807 6999	B58	Shaw, Anne	Coast Carol CC	910 938 6319
Coults, Patti	807 7130	434L	Parnell, Carla	807 7141	493	Conference Room	807 7213	B47C	Simpson, Andrea	Forsyth Tech	807 6967
Cradle, Omega	807 7083	201I	Parrott, Ashlev	807 7212	434H	CIS Help Desk	807 7048		Spainhour, Margaret	Surry CC	984 393 8908
Croom, Ashlev	807 7097	401B	Peaks, Katina	807 7094	B39F	Switchboard	807 7100	Lobby	Stevenson, Brian	Forsyth Tech	807 7063
Crowley, Andrea	807 6983	130E	Price, Phillips	807 7070	201B	Innovation Station Conf. Rm		B10	Stutts, Pamela	Randolph CC	336 633 0312
									Tolar, Amanda	WTCC	919 866 6147
Davidson, Leigh	807 7127	460	Ramallo, Anabela	807 7183	501C				Vinson, Vickie	CVCC	828 352 2030
Davis, Delany	807 7091	171A	Ramos, Ken	807-7189	301C				Waddle, Tonya	VGCC	252 738 3487
Davis, Gracie	807 7226	130D	Reeves, Stephen	984 275 2430	301D						
Davis, Katherine	807-7109	498	Reggi, Anthony	807 7131	434K				REMOTE EMPLOYEES	DIVISION	PHONE
Davis, Latanya	807 7089	B39C	Rehbein, Mary	807 7069	101D				Butler, Chanell	Executive	807 6986
Deir-Bovette, Melinda	807 7087	B39A	Reynolds, Torrv	807 7108	401D				Smith, Angelica	Executive	807 7027
Dell, Christopher	807 6987	234C	Ridle, Kathy	984-212-8295	392E				Becker, Greg	Technology	984 884 1053
Ditillo, Nicole	807 6957	401G	Rieger, Jessica	807 6953	473A				Baptista, John	Technology	984 212 7980
Doles, Alex	807 7097	144D	Roark, Kristopher	807 7136	392-WS10				Bengel, James	Technology	807 7028
Dorman, Angela	807 7113	258B	Rodriguez, Reyna	807 7198	401J				Blake, Michelle	Technology	807 7197
Eads, Lisa	807 7133	434D	Rogers, Nicholas	807 7160	501J-2				Bunch, Brandon	Technology	984 212 8080
			Rotich, Stephen	984 459 2864	348WS-2				Chanco, Douglas	Technology	984 212 5783
			Russo, Torv	984 275 2426	334C				Carnogusky, Samantha	Technology	984 275 2431
Egg, Alex	807 6957	144A							Curtis, Diana	Technology	807 6987
Fleming, Patrick	807 7049	301	Schneider, Bill	807 6979	392B				Evans, Christi	Technology	807 7121
Flores, Abraham (Abe)	807 7057	301G	Schroeder, Stefanie	807 7232	434J				Gaither, Sarah	Technology	984 275 2364
			Sharif, Halima	807 7234	171				Gathers, Henry	Technology	984 884 3374
			Skoubv, Tiffany	807 7050	401L				Hamilton, Julia	Technology	984 275 2436
Gai, Nancye	807 7132	536-C-13	Smith, DeAndrea	807 7074	348 WS 3				Harris, Ronnie	Technology	807 7191
Gardner, Andrew	807 7159	501E	Smith, Melissa	807 7152	434I				Harrison, Nicholas	Technology	984 480 7339
Gardner, Marcy	807 7229	144E	Spears, Diana	807 7231	334E				Helton, Lisa	Technology	984 884 5335
Gifford, Eva	807 7101	392-WS2	Stoddard, Elizabeth	807 7223	392D				Joseph, Shillu	Technology	807 7092
Gilbert, Lynne	807 6960	258C	Smail, Emily	807-7024	392A				Ledford, Tommy	Technology	984 884 5228
									Leung, Laurence	Technology	984 459 2438
Gilchrist, Danny	807 7032	334F	Taylor, Hellen	807 7052	392WS6				Love, Patrick	Technology	984 884 5228
Gold, Kimberly	807 7096	101	Tibbs, April	807 6974	172B				Mackenzie, Marnie	Technology	984 301 1054
Goodman-Long, Janice	807 7076	201F	Tildsley, Michael	807 7039	486				Malone, Christopher	Technology	984 275 2367
			Tilley, Michael	807 7067	519				Mitchell, Johnny	Technology	807 6995
Hardin, Nathan	807 6994	144B	Tinton, Lindsav	807 7035	536-WS10				Poindexter, Fredericka	Technology	984 212 8298
Harrington, Chris	807 6991	536L	Tyler, Deante	807 7021	334B				Ravert, Richard	Technology	984 275 2365
Harris, David	984 301 1052	301WS-1							Rudd, Shawn	Technology	984 275 2434
Harris, Tina	807-7155	201H	Van Dyke, Robert	807 7126	499				Wharton, Michael	Technology	984 884 5343
			Vilsaint, Erica	919 501 5492	536A				Bell, Peyton	Programs	807 7114
Hatcher, Deana	807 7230	234F	Vogelsburg, Jen	807 7064	546-C-7				Fisher, Jennifer	Programs	919 291 2756
Heath, Elizabeth	807 7073	201G							Glaspie, Lashima	Programs	807 6964
Hickman, Monty	807 7195	401E	Webb, David	984 884 3388	301F				Hughes, Trudie	Programs	807-7208
Honablew, Asia	807 6973	172	Whitaker, Kimberly	807 7177	172D				Null, Candice	Programs	807 7175
Hughes, Isabel	807 7037	392 WS-5	William, James	807 7123	301J				Strong, Michelle	Programs	807-7217
			Williams, Sheree	807 7225	172A				Weatherington, Simon	Programs	919-291-6341
Islev, Elizabeth	919 538 2633	536L							Baker, Reggie	Economic	919 505 4482
Jarvis, Sondra	984 275 2361	301	Zbavitel, Cristopher	984 212 8099	301 WS 2				Bunn, Robert	Economic	984 393 0129
Johnson, Michelle	807 7215	501G							Dyson, Ashlev	Economic	984 303 1734
									Epley, Amy	Economic	919 815 8641
Kamen, Seth	807 7115	434F							Hansley, Emily	Economic	704 648 8945
King, David	807 7041	144H							Hendrix, Jill	Economic	985 800 4441
Knudsen, Luna	807 7192	348 WS 1							Lloyd, Sara	Economic	252-738-3452
Kubinak, Deanna	807 7085	144C							McClain, Shelby	Economic	984 303 9115
Kurtz, Joanne	807 7174	258D							McKnight, Tony	Economic	336 312 2282
									Messer, Cindy	Economic	828 470 8262
									Pippen, Antwan	Economic	919 538 2185
									Ramos-McPherson, Wanda	Economic	984 365 3331
									Robinson, Linda	Economic	984-480-7057
									Royal, Cassandra	Economic	919 622 5554
									Schneider, Paige	Economic	919 665 1749
									Yarborough, Dale	Economic	919 606 2569
									Yarlev, James	Economic	807 6990