STATE BOARD OF COMMUNITY COLLEGES
Mr. Burr Sullivan, Chair
February 17, 2023

North Carolina Community College System
Dr. W. Dallas Herring State Board Room
Caswell Building, 200 West Jones Street
Raleigh, North Carolina 27603

Thursday, February 16, 2023

COMMITTEE MEETINGS

Strategic Planning Committee	9:00 a.m. – 9:40 a.m.	Dr. W. Dallas Herring State Board Room
Accountability and Audit Committee	9:45 a.m. – 10:25 a.m.	Dr. W. Dallas Herring State Board Room
Legislative Committee	10:30 a.m. – 10:55 a.m.	J. Gregory Poole Conference Room
Personnel Committee	11:00 a.m. – 11:55 a.m.	J. Gregory Poole Conference Room

ISSUES LUNCHEON 12:00 p.m. – 1:25 p.m. Dr. W. Dallas Herring State Board Room

Workforce Development and Green Technologies

Presenters: Dr. Levy Brown, Senior Vice President/Chief Academic Officer; Dr. Bruce Mack, Vice President of Economic Development; Dr. Lisa Mabe Eads, Associate Vice President of Academic Programs; and Dr. Bill Schneider, Associate Vice President of Research and Performance Management

COMMITTEE MEETINGS

Programs and Student Success Committee	1:30 p.m. – 2:25 p.m.	J. Gregory Poole Conference Room
State Board Policy and Governance Committee	2:30 p.m. – 3:05 a.m.	Dr. W. Dallas Herring State Board Room
Finance Committee	3:10 p.m. – 5:00 p.m.	Dr. W. Dallas Herring State Board Room

Friday, February 17, 2023

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

- Call to Order
- Pledge of Allegiance
- Moment of Reflection
- Roll Call
- Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- Approval of Minutes – January 20, 2023
- Approval of Agenda

- Approval of Consent Agenda *(Consent Agenda items are listed on the Consent Agenda and are designated by [CA] on the Full Agenda)*
- Introduction of Dr. Patrena B. Elliott, President Halifax Community College
- System Office Staff Recognitions

REPORTS

- NC Association of Community College Presidents, Dr. Jeff Cox, President and Dr. Jason Hurst, President of Cleveland Community College
- NC Association of Community College Trustees, Ms. Julie Woodson, President
- NC Comprehensive Community College Student Government Association (N4CSGA), Ms. LaTasha Bradford, President
- Workforce Development Council Formation

PRESIDENTIAL SEARCH COMMITTEE, Dr. Shirley Carraway and Mr. Hari Nath, Co-Chairs
For Information
Presidential Search Committee Update

STRATEGIC PLANNING COMMITTEE, Ms. Ann Whitford, Chair
For Action
Update to State Performance Measures (Attachment PLAN 01)

For Information
Strategic Plan Communications Plan (Attachment PLAN 02)

ACCOUNTABILITY AND AUDIT COMMITTEE, Mr. Mark Merritt, Chair
For Information
College Financial Audit Report (Attachment AUD 01)
Update on Internal Auditor Position (Discussion)

LEGISLATIVE COMMITTEE, Mr. Bill McBrayer, Chair
For Information
Legislative Update

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair
For Action
PER Annual Meeting Calendar (Attachment PER 01)

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair (continued)

For Information

System Office Vacancy Report – February 2023 (Attachment PER 02)
College Presidential Status Report – February 2023 (Attachment PER 03)

PROGRAMS AND STUDENT SUCCESS COMMITTEE, Mr. Bobby Irwin, Chair

For Action

Legislative Reports for Career and College Promise (CCP) and Cooperative Innovative High Schools (CIHS) (Attachment PROG 01)

For Consent Agenda

Curriculum Program Applications – Fast Track for Action (Attachment PROG 02) [CA}
Courses of Instruction to Captive/Co-Opted Groups (Attachment PROG 03) [CA]

For Information

Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) as Approved by the System President (Attachment PROG 04)
Elementary Education Residency Licensure Certificate (C55490) and Educator Preparation Program (EPP) Request as Approved by the System President (Attachment PROG 05)
Curriculum Program Applications as Approved by the System President (Attachment PROG 06)
Curriculum Standard Revision as Approved by the System President (Attachment PROG 07)
Curriculum Program Terminations as Approved by the System President (Attachment PROG 08)

STATE BOARD POLICY GOVERNANCE COMMITTEE, Mr. Jerry Vaughan, Chair

For Future Action

2023 State Board Policy and Governance Annual Meeting Calendar (Attachment SBPG 01)

For Action

Recommendation for Student Repayment (Attachment SBPG 02)

For Consent Approval

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 03) [CA]

For Information

Report from Governance Subcommittee on Board Engagement

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

For Action

Allocation for Truck Driver Shortage Program (Attachment FC 01)
State Board Reserve Funds FY 2022-23 (Attachment FC 02)
Amendment to Contract for College Information System Enhancement and Support Services Agreement (Attachment FC 03) *
Contract for Extendable Identity Management Security Platform (Attachment FC 04) *

Contract for Managed Services Support for Migration of System Office Applications (Attachment FC 05) *

FINANCE COMMITTEE, Ms. Lisa Estep, Chair (continued)

For Consent Approval

Allocation for NC Career Coach Program (Attachment FC 06) [CA]
Allocation for Summer Accelerator Grant Program (Attachment FC 07) [CA]
Allocation for Finish Line Grants Administration (Attachment FC 08) [CA]
Service Agreement for Quality Acceptance Inspector (Attachment FC 09) [CA]
Construction and Property – February 2023 (Attachment FC 10) [CA]

For Information

Analysis of Learning Management System Costs (Attachment FC 11)
State Board Reserve FY 2022-23 Mid-year Report (Attachment FC 12)
Annual Survey of Fees FY 2021-22 (Attachment FC 13)
System Office Contracts Report as of December 31, 2022 (Attachment FC 14)
System Office Grants Awarded Report as of December 31, 2022 (Attachment FC 15)
Delegated College Allocations Report as of December 31, 2022 (Attachment FC 16)
Estimated Receipts – January 2023 (Attachment FC 17)

NCCCS PRESIDENT'S REPORT

NEW BUSINESS

EXPIRING TERMS AND VACANCIES

There is currently no expiring terms and no vacancy for the membership of the State Board.

BOARD MEMBERS QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS

The next State Board meeting is scheduled for Thursday, March 16, 2023, and Friday, March 17, 2023, in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC. More information regarding these meeting will be communicated.

ADJOURNMENT

*** The State Board will be asked to vote to move into closed session during the State Board of Community College's February 17, 2023 meeting regarding this item.**

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

CONSENT AGENDA

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

Allocation for NC Career Coach Program (Attachment FC 06)
Allocation for Summer Accelerator Grant Program (Attachment FC 07)
Allocation for Finish Line Grants Administration (Attachment FC 08)
Service Agreement for Quality Acceptance Inspector (Attachment FC 09)
Construction and Property – February 2023 (Attachment FC 10)

STATE BOARD POLICY GOVERNANCE COMMITTEE, Mr. Jerry Vaughan, Chair

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 02)

PROGRAMS AND STUDENT SUCCESS COMMITTEE, Mr. Bobby Irwin, Chair

Curriculum Program Applications – Fast Track for Action (Attachment PROG 02)
Courses of Instruction to Captive/Co-Opted Groups (Attachment PROG 03)

State Board of Community Colleges

Caswell Building, 200 West Jones Street

Raleigh, North Carolina

January 20, 2022

9:00 a.m.

CALL TO ORDER

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

MOMENT OF REFLECTION AND PLEDGE OF ALLEGIANCE

Mr. Irwin led the Board in the pledge of allegiance. Chairman Sullivan shared a moment of reflection.

ADMINISTRATION OF THE OATH OF OFFICE

Chairman Sullivan recognized Justice Trey Allen, North Carolina Supreme Court. Justice Allen administered the Oath of Office to the Hon. Chaz Beasley.

Chairman Sullivan asked the Hon. Beasley to introduce himself to the Board. The Hon. Beasley briefly introduce himself and shared his background and interest in the System.

ROLL CALL

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

Ms. LaTasha Bradford
Dr. Grant Campbell
Dr. Shirley Carraway
Ms. Lisa Estep
Treasurer Dale Folwell
Mr. Jonathan Harris (Lt. Gov. designee)
Mr. Bobby Irwin
Mr. Tom Looney
Mr. Bill McBrayer
Mr. Mark Merritt
Mr. Hari Nath
Mr. Andy Penry*
The Hon. Ray Russell
Ms. Julie Ryan (Labor Comr. designee)*
The Hon. Sam Searcy
Mr. Burr Sullivan
Mr. Ray Trapp*
The Hon. Terry Van Duyn
Mr. Jerry Vaughan
Ms. Sarah West
Ms. Ann Whitford

* Attended via Zoom

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

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

Ms. Artis read and noted the following actual or potential conflicts of interest, identified by the State Ethics Commission, for the following member:

The Hon. Chaz Beasley

The State Ethics Commission did not find an actual conflict of interest for The Hon. Beasley but found the potential for a conflict of interest. The potential conflict identified does not prohibit service on this entity. The Hon. Beasley would fill the role of an at-large member on the Board. He is an attorney with the law firm of Katten Muchin Rosenman LLP. As such, he has the potential for a conflict of interest and should exercise appropriate caution in the performance of his public duties should the business of the law firm of Katten Muchin Rosenman LLP come before the Board for official action.

There were no additional conflicts noted.

APPROVAL OF THE MINUTES

Mr. Sullivan asked for a motion to approve the November 8, 2022 Closed Session, December 16, 2022, and December 16, 2022 Closed Session meeting minutes. Mr. Looney motioned to approve, Mr. McBrayer seconded the motion, and the motion was unanimously approved by voice vote.

APPROVAL OF THE AGENDA, AND CONSENT AGENDA

Chairman Sullivan asked for a motion to approve the January 20, 2023 agenda, Dr. Campbell made a motion to approve. Mr. Merritt seconded the motion, and the motion was unanimously approved by voice vote.

There were no changes to the Consent Agenda as presented. The following additional changes were requested to the agenda.

- PLAN – Ms. Whitford stated the committee has no changes.
- SBPG – Mr. Vaughan stated the committee has no changes.
- PER – Mr. McBrayer stated the committee has no changes.
- PROG – Mr. Irwin stated the committee has no changes.
- FC – Ms. Estep stated the committee has no changes.
- AUD – Mr. Merritt stated the committee has no changes.
- LEG – Mr. McBrayer stated the committee has no changes.

Chairman Sullivan asked for a motion to approve the January 20, 2023 Consent Agenda, Mr. Irwin made a motion to approve. Dr. Campbell seconded the motion, and the motion was unanimously approved by voice vote.

Items approved on the Consent Agenda were as follows:

FINANCE COMMITTEE, Ms. Estep, Chair
Construction and Property – January 2023 (Attachment FC 04) [CA]

PROGRAMS COMMITTEE, Mr. Bobby Irwin, Chair
Curriculum Program Applications – Fast Track for Action (Attachment PROG 02) [CA]
Combined Course Library – Workforce Education and College & Career Readiness (Attachment PROG 03) [CA]

INTRODUCTIONS:

Introduction of Mr. John 'J. B.' Buxton, President Durham Technical Community College (DTCC)
Dr. Tara Fikes, DTCC Board of Trustees Acting Chair, introduced President Buxton to the Board. She stated President Buxton is the fifth president of DTCC, stating he started in 2020. She shared his experience and professional history as it related to the System. She shared her appreciation for the leadership he provides.

President Buxton greeted the Board and introduced himself and shared his experience at the college and the achievements during his presidency.

Introduction of Dr. Mark Sorrells, President Fayetteville Technical Community College (FTCC)
President Sorrells introduced himself to the Board and stated he is the fifth president of FTCC. President Sorrells discussed the college's relations to military students and families. President Sorrells reviewed the work of the college and discussed his role as President of FTCC.

System Office Recognitions
Dr. Gold introduced Mr. Nathan Hardin as Executive Director of Communications. Mr. Hardin greeted the Board and introduced Ms. Marcy Gardner, Communications and Social Media Specialist.

Dr. Gold recognized Dr. Mack who introduced Ms. Amy David, ApprenticeshipNC Director of Communications.

Dr. Gold recognized Dr. Brown who introduced Ms. Barbara Boyce, Interim AVP of Workforce and Continuing Education

Dr. Gold introduce Mr. Fleming who introduced Tommy Ledford, Sr. Cloud Systems Engineer

DRAFT

REPORTS:

Dr. Jeff Cox, President of the North Carolina Association of Community College Presidents (NCACCP)

Dr. Cox greeted the Board. Dr. Cox presented the following:

- Dr. Cox recognized the presidents in attendance of the meeting and committee meetings.
- Dr. Cox acknowledged the work of the Board regarding the strategic plan. Dr. Cox discuss the goals that have been set and the collaboration needed with the colleges to achieve the goals set forth.
- Dr. Cox discussed the "paper ceiling" concept of businesses requiring applicants to have bachelor's degrees, he discussed the need to work with industry partners to review their HR policies that screen out talented applicants based on degree attainments. He stated in reference to workforce needs, the System will need to continue to advocate with business and industry partners about valuing the degrees and credentials of community colleges.
- Dr. Cox provided updates from the Presidents Association meeting; he discussed the ERP updates.
- Dr. Cox discussed the upcoming NCACCP Conference.
- Dr. Cox shared a student success story.

Ms. Julie Woodson, President of the North Carolina Association of Community College Trustees (NCACCT) Executive Board

Ms. Woodson greeted the Board.

- Ms. Woodson discussed the General Assembly coming back into session and the engagement from trustees with their legislators on the legislative agenda.
- Ms. Woodson stated registration for the Law-Legislative Seminar has launched. The seminar will be held March 29-31, 2023 in Raleigh.
- Ms. Woodson stated the 2023 Community College Day at the General Assembly is March 29, 2023. She outlined the planned activities for Community College Day.
- Ms. Woodson stated trustees are traveling to Washington, DC for the National Trustees Association meeting in February.

Ms. LaTasha Bradford, President of the North Carolina Comprehensive Community College Student Government Association (N4CSGA)

Ms. Bradford greeted President Carver and the Board and discussed the following:

- Ms. Bradford discussed the upcoming N4CSGA Divisional meetings on February 18th, she reviewed the locations for each meeting. The two main focus areas of the Divisional meetings will address the topics that have emerged from the student survey and the meetings and preparing students for legislative action day on March 29th.
- Ms. Bradford stated N4CSGA is focused on teaching students about legislative advocacy. N4CSGA has partnered with North Carolina General Assembly's Legislative Services Office Youth Legislative Assembly Coordinator and accepted an opportunity to participate in a mock General Assembly to learn the legislative process among other things.
- Ms. Bradford stated N4CSGA will invite representatives to attend the N4CSGA Division meetings and ask Board members to attend as well.

DRAFT

- Ms. Bradford stated the Spring N4CSGA conference will be held March 31, 2023 through April 2, 2023.

NC Community Colleges Faculty Association, Mr. John Etheridge, President

Mr. Etheridge greeted the Board and reviewed the following:

- Mr. Etheridge provided an overview of the NC Community College Faculty Association, as well as the mission and works of the Association.
- Mr. Etheridge discussed Faculty climate survey that gauges the professional health of the faulty within the System. He discussed the intent to use the survey to discuss with stakeholders.
- Mr. Etheridge discussed faulty retention and recruitment issues. and the concerns from the Association and the impacts of the recruitment and retention issues in the System. He thanked the Board and stakeholders for the strategic plan and stated the Association looks forward to working with them to address these issues.
- Mr. Etheridge shared concerns and experiences from faculty that have been shared with the Association.

Ms. Whitford stated she looks forward from getting input from the Association regarding the strategic plan.

Treasurer Folwell shared updates on retirement benefits the Treasurer's Office is working on for local employees.

COMMITTEE REPORTS

PRESIDENTIAL SEARCH COMMITTEE

For Action

Presidential Search Committee Update

Dr. Carraway stated the Committee met January 18th, she stated the committee discussed updates, next steps, and decisions for the planning of the presidential search with Buffkin-Baker. The presidential profile application was posted. Dr. Carraway reviewed the plan of marketing the presidential profile throughout the system to increase the potential of receiving qualified applicants. She stated the review can take several weeks and will follow with vetting candidates and interviewing. She stated the committee discussed the interview process and the responsibilities of the Presidential Search Committee and Board.

Dr. Carraway stated the Chairman asked her to move into closed session to discuss additional matters. Dr. Carraway motioned to move into closed session pursuant to North Carolina General Statute Section 143-318.11(a)(1) to prevent the disclosure of information that is confidential or privileged pursuant to North Carolina General Statute 143-318.11(a)(3) to consult with the General Counsel, in order to preserve the attorney-client privilege between the General Counsel and the public body. In addition, Dr. Carraway move to go into closed session pursuant to General Statute Section 143-318.11(a)(1) to prevent the disclosure of information that is confidential pursuant to North Carolina General Statute 143-318.11(a)(5) to consider the amount of compensation and other material terms of an employment

DRAFT

contract or proposed employment contract. Dr. Campbell seconded the motion; following a voice vote, the Board moved into closed session.

The Board returned from closed session.

JOINT STRATEGIC PLANNING COMMITTEE AND STATE BOARD POLICY GOVERNANCE COMMITTEE, Ms. Ann Whitford, Chair and Mr. Jerry Vaughan, Chair

For Information

The following For Information items were presented:

- Strategic Plan Implementation and Governance (Attachment PLAN 01)
- Report from Governance Subcommittee on Board Engagement

  Ms. Whitford gave a brief review of both information items from the committees' meeting; she stated the meeting's discussion addressed the next phase of the strategic plan. The committees discussed the governance and oversight of the strategic plan. She stated that Dr. Crane gave a presentation on Attachment PLAN 01 about the next step. The committee had brainstormed how to use the committee structure to oversee the implementation of the strategic plan, she discussed the Board's support for liaison staff in working with respective committee and the Board not crossing over the line of oversight into management. She stated the Board will work on sticking to the oversight through the committees. She discussed the use of KPIs and planning tools. She stated each committee chair was assigned with creating a reporting plan. She stated the goal is to create KPIs and timelines for each committee via the tactics and objectives.

Ms. Whitford thanked the Governance Subcommittee on Board Engagement for their work. Ms. West stated the session was a significant step forward to provide more oversight and governance in the work of the System.

For Action

Review of Comments for Proposed Amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule (Attachment SBPG 01)

Mr. Vaughan briefly reviewed the changes to the Attachment SBPG 01.

On behalf of the State Board Policy Governance Committee, Mr. Vaughan recommended and moved the approval of SBPG 01 approved via voice vote.

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

For Action

Reorganization of System Office Position (Attachment PER 01)

Mr. McBrayer reviewed the process of reclassifying a position for a Legislative Liaison as required by G.S. 115D-3(b), stating the position was a reclassification from an IT Division position. Mr. McBrayer reviewed Attachment PER 01 and stated the position will report to Mr. Fagg.

DRAFT

On behalf of the Personnel Committee, Mr. McBrayer recommended and moved the approval of PER 01, approved via voice vote.

Following the approval of the agenda item, Mr. McBrayer presented the following personnel item for approval:

New Hire – Rondra McMillan Title: Grant Director for the Build Back Better Grant
Mr. McBrayer reviewed the recommendations and the position.

On behalf of the Personnel Committee, Mr. McBrayer recommended and moved the approval of the above item, approved via voice vote.

Salary Adjustment- Mr. Alex Fagg, Title: Director of Government Relations
Mr. McBrayer reviewed the recommendation for a salary adjustment for Mr. Fagg. Mr. McBrayer reviewed his work history and prior salary adjustments and noted an increase of eight (8) percent. Treasurer Folwell asked what Mr. Fagg's current salary was. Mr. McBrayer responded his current salary is $115,000.

On behalf of the Personnel Committee, Mr. McBrayer recommended and moved the approval of the above item, approved via voice vote.

Mr. McBrayer followed up to Treasurer Folwell question and stated the decision to increase Mr. Fagg's salary was to place his salary in line with other legislative representatives within State Government. He stated he wants to make sure to retain Mr. Fagg and place his salary at the level of his colleagues across State Government.

Treasurer Folwell responded that his question is not regarding the person (individually), but about personnel and stated his remarks are mathematically about the unintended consequences of the personnel position and not about the feeling of a specific individual.

The following items were presented as for information:

- System Office Vacancy Report – January 2023 (Attachment PER 02)
- College Presidential Status Report – January 2023 (Attachment PER 03)
- Technology and Distance Learning Solutions Vacancies (Discussion Only)

PROGRAMS AND STUDENT SUCCESS COMMITTEE, Mr. Bobby Irwin, Chair

For Action

Specialized Course List for 15-Year-Old Firefighters Pursuant to G.S. 115D-20(4) (Attachment PROG 01)
Mr. Irwin review Attachment PROG 01, he stated the item is a reduction in age requirement from sixteen (16) to fifteen (15) years old. He stated this will help fill positions in the fire departments. Mr. Irwin noted the Fire Departments impact home insurance rates and having qualified Fire Departments assist in lowering the rates.

Treasurer Folwell discussed rates and the impacts of those who are of lower income and congratulated the approval of this item.

On behalf of the Programs Committee, Mr. Irwin recommended and moved the approval of PROG 01, approved via voice vote.

Proposed Amendment of 1D SBCCC 300.4 Program Management (Attachment PROG 02)
Dr. Brown reviewed the item and changes to the State Board Code.

On behalf of the Programs Committee, Mr. Irwin recommended and moved the approval of PROG 02, approved via voice vote.

Recommendations on Increasing Nursing Graduates: In Response to SL 2022-74 (HB 103), Section 8.3 (Attachment PROG 03)
Dr. Brown reviewed Attachment PROG 03 and the impacts of nursing graduates. He discussed enrollment and access .

Mr. Irwin addressed the shortage in the nursing industry and shared his support for approval of Attachment PROG 03.

Dr. Campbell stated the System should keep in mind the "paper ceiling" within the healthcare industry. He discussed the barriers within the workforce and the requirements of degrees that inhibit the advancement of nurses with associate degrees. He reviewed the barriers and impact on career advancements for nurses with associate degrees. Many times nurses have to leave their positions to take additional training and classes which means there is a decrease in the workforce. He supports advocating for nurses to not have to put on hold vocation and working in order to obtain a bachelor's degree. There is not a clear explanation of the need for further career advancement.

Ms. Bradford expressed the need for creating a pathway within the nursing program for students to test to become LPNs. She stated she has heard in the past students were able to test and continue working while pursuing an LPN.

On behalf of the Programs Committee, Mr. Irwin recommended and moved the approval of PROG 03, approved via voice vote.

For Consent Approval
Dr. Brown summarized each of the Consent Agenda items below.

- Curriculum Program Applications – Fast Track for Action (Attachment PROG 04) [CA]
- Combined Course Library – Workforce Education and College & Career Readiness (Attachment PROG 05) [CA]

For Information
Dr. Brown reviewed the following For Information item:

DRAFT

- Elementary Education Residency Licensure Certificate (C55490) and Educator Preparation Program (EPP) Residency Request as Approved by the System President (Attachment PROG 06)
- Curriculum Program Applications as Approved by the System President (Attachment PROG 07)
- Curriculum Standard Revision as Approved by the System President (Attachment PROG 08)
- Curriculum Program Terminations as Approved by the System President (Attachment PROG 09)

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

For Action

Allocation for High-Cost Workforce Start-Up Fund Program (Attachment FC 01)

Ms. Estep reviewed Attachment FC 01; she stated these program funds will increase the workforce by providing start up funding for high-demand program areas.

On behalf of the Finance Committee, Ms. Estep recommended and moved the approval of FC 01, approved via voice vote.

Allocation for Title II Professional Development Facilitator Network Project (Attachment FC 02)

Ms. Estep reviewed Attachment FC 02, she stated the focus will be on onboarding new instructors and development of reading content for English language learners. She stated Durham Technical Community College will serve as the lead.

On behalf of the Finance Committee, Ms. Estep recommended and moved the approval of FC 02, approved via voice vote.

Contract Amendment to Support Ellucian Technical Training Classes (Attachment FC 03)

Ms. Estep reviewed Attachment FC 03, she stated in the past training was offered for ERP and the training has not been provided recently. Ms. Estep discussed the ERP transition and stated training is needed on the current system to support the transition into the new system.

On behalf of the Finance Committee, Ms. Estep recommended and moved the approval of FC 03, approved via voice vote.

For Consent Approval

Ms. Estep summarized each of the Consent Agenda items below.

- Construction and Property – January 2023 (Attachment FC 04) [CA]

For Information

The following items were provided as for information:

- Tuition and Registration Fee Waiver Report (Attachment FC 05)
- Estimated Receipts – December 2022 (Attachment FC 06)

DRAFT

- Connect NC Bond Final Status Report (Attachment FC 07)

ACCOUNTABILITY AND AUDIT COMMITTEE, Mr. Mark Merritt, Chair

For Information

Mr. Merritt summarized each of the For Information items below:

- Cyber Security Update (Attachment AUD 01)
  Mr. Merritt stated Mr. Reeves provided a report during the committee meeting on Cyber Security and encourage the Board to review Attachment AUD 01.
- Compliance Services Report (Attachment AUD 02)
  Mr. Merritt reviewed a report from Ms. Tolar during the committee meeting on college compliances and stated the committee is anticipating additional compliance reports.
- Legal Risks Review
  Mr. Merritt reviewed the report from Ms. Artis during the committee meetings and noted there are four (4) areas Legal Affairs is focusing on to mitigate risk, including contract review, procurement review, policy review, and numbered memo review to ensure numbered memos are up to date.
- Risk Assessment from Jefferson Wells (Attachment AUD 03)
  Mr. Merritt stated Mr. Lite from Jefferson Wells provided a report during the committee to review the Audit Risk Assessment that was conducted last year to construct an audit plan. Mr. Merritt discussed the challenge of the internal auditor vacancy. Mr. Merritt discussed the use of external auditors to complete audits in the absence of an internal auditor.

LEGISLATIVE COMMITTEE, Mr. Bill McBrayer, Chair

For Information

Legislative Update

Mr. McBrayer discussed the status of the legislative process and encouraged the members to meet and build relationships with legislators. Mr. McBrayer asked the committee to review emails from Mr. Fagg regard legislative matters. Mr. McBrayer discuss recent appointments of legislators that he encourages the Board to get to know.

Treasurer Folwell discuss the ConnectNC Bonds and asked for time in the next meeting to discuss. Treasurer Folwell discussed the State Health Plan contract and shared his thoughts on the ongoing protest, stating the contact will go into effect in two years.

AWARDS COMMITTEE

For Action

BB&T (Truist) Staff of the Year Award Nomination – Mr. Bill McBrayer, Chair*
R.J. Reynolds Excellence in Teaching Award Nomination – Ms. Ann Whitford, Chair*
Wells Fargo President of the Year Award Nomination – Mr. Bobby Irwin, Chair*
Distinguished Partners in Excellence Award Nomination – Hon. Sam Searcy, Chair*
I.E. Ready Award Nomination – Hon. Sam Searcy, Chair*

DRAFT

Chairman Sullivan moved to go into closed session pursuant to North Carolina General Statute Section 143-318.11(a)(2) to prevent the premature disclosure of an honorary degree, scholarship, prize, or similar award. Treasurer Folwell seconded the motion. The Board moved into closed session.

The Board returned to open session.

BOARD DISCUSSION ON WORKFORCE TRAINING

Dr. Mack discussed NCEdge Customized Training's new branding and asked the Board to reference the branding material handouts. Dr. Mack discussed customized training, economic development, and workforce training, Dr. Mack stated the four (4) areas of focus are workforce, faulty and trainings, program capacity and funding. Dr. Mack discussed the need to find people to train and partner with workforce boards to enroll potential workforce candidates for the workforce. He discussed a pipeline to get trainees who are willing and ready to work. Dr. Mack discussed the need to find trainers and increase salary for skilled workforce regional directors, he stated the salaries are not competitive with the industry to retain talent. Dr. Mack discussed program capacity to access what programs the colleges are providing and the review of graduates and current enrollment. Dr. Mack discussed the review of programs to meet the workforce demands. Dr. Mack discussed the current funding and allocation, he stated as the workforce development and economic development needs increase, current funding allocations may become a limitation in the future.

NCCCS PRESIDENT'S REPORT

President Carver greeted the Board and discussed the following:

- President Carver thanked Dr. Mack for his review and work with customized training.
- President Carver discussed his visits with presidents.
- President Carver discussed the review of teer funding in healthcare to increase in order to take the burden from colleges with regard to funding. Dr. Carver discussed the need of nurses in the workforce.
- President Carver discussed meeting with Atrium Healthcare about how the System can assist with nurse aid training.

NEW BUSINESS

Chairman Sullivan asked if there was any new business.

Chairman Sullivan recognized the Hon. Searcy. Hon. Searcy stated his regret for ending the meeting on a "bad note" and stated he tried to handle the matter privately. Hon. Searcy discussed receiving calls from "irate" legislators regarding comments made by Chairman Sullivan during the December Presidential Search Committee meeting. Hon. Searcy discussed receiving comments from several staff members in the System Office about Chairman Sullivan who, he quoted, felt "threatened, distracted, demotivated, demanded, difficult to work with, and demeaning". Hon. Searcy discussed his hopes to rectify the matter.

DRAFT

Ms. Estep stated she has received similar feedback from legislators regarding inappropriate comments during the December Presidential Search Committee meeting. Ms. Estep stated the General Assembly, nor any partner, should be discussed in a negative characterization. She stated the Board should be building positive relationships. Ms. Estep discussed in terms of the System Office, a climate survey was conducted in the past year, and the need to continue reviewing the climate.

Mr. Vaughan stated the ecosystem of the Community College System is equal, but there is a first amount equals. He discussed the value of the General Assembly, as they are the funding source. Mr. Vaughan discussed positive characteristics and past accomplishments of Chairman Sullivan and stated he misses his wisdom and vision. Mr. Vaughan stated it is time for Chairman Sullivan to pull back on being heavily involved in the operations and allow the System President, staff, and committee chairs handle the operational details. He stated the Chairman's role is needed in leading the vision and ensure the System has the accurate resources to succeed.

Chairman Sullivan responded that he will not offer any rebuttal on anonymous comments. He stated he and Senator Berger agree to not address the comments. He stated he has not received calls and has not heard from anyone who shared negative comments with him. He stated he is open to hearing and discussing the comments, but he will not be making remarks on anonymous comments received. Chairman Sullivan stated he will take the comments from Hon. Searcy, Ms. Estep, and Mr. Vaughan under advisement. He stated he intends to finish out his term, and will not stepdown from his term or seat as Chairman.

The Hon. Searcy stated the anonymous comments received were from members of staff who work in the System Office and the comments were not falsified, but he will not reveal the names in order to protect the staff members.

Chairman Sullivan stated he will not respond to anonymous comments from any source and discussed the matter as inappropriate conversation for the setting and stated the topic was not on the agenda. He stated he will respond to anyone who would like to discuss the matters with him including staff members and/or legislators.

Chairman Sullivan adjourned the meeting.

EXPIRING TERMS AND VACANCIES

There is currently no term expiring and no vacancies for the membership of the State Board.

DATE OF NEXT MEETING

The next State Board meeting is scheduled for Thursday, February 16, 2023, and Friday, February 17, 2023, in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC. More information regarding these meeting will be communicated.

ADJOURNMENT

The Board adjourned at 1:14 p.m.

DRAFT

RESPECTFULLY SUBMITTED BY:
Secretary

APPROVED BY:

_____
Dr. Bill Carver, Interim System President

_____
Mr. Burr Sullivan, Chair

DRAFT

STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

PROGRAMS AND STUDENT SUCCESS COMMITTEE

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment to 1D SBCCC 300.4 – Program Management	Initiation of Rulemaking Process	November 18, 2022	**COMPLETED**
	Publication on NCCCS Website	November 22, 2022	**COMPLETED**
	Written Comment Period Ends	December 22, 2022	**COMPLETED**
	Review Comments with SBCC Committee	January 19, 2023	**COMPLETED**
	2nd Written Comment Period Ends (if substantive changes)	N/A	**N/A**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	January 20, 2023	**COMPLETED**
	Prospective Effective Date of Rule	February 1, 2023	**COMPLETED**

STATE BOARD POLICY AND GOVERNANCE

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment to 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule	Initiation of Rulemaking Process	November 18, 2022	**COMPLETED**
	Publication on NCCCS Website	November 22, 2022	**COMPLETED**
	Written Comment Period Ends	December 22, 2022	**COMPLETED**
	Review Comments with SBCC Committee	January 19, 2023	**COMPLETED**
	2nd Written Comment Period Ends (if substantive changes)	N/A	**N/A**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	January 20, 2023	**COMPLETED**
	Prospective Effective Date of Rule	February 1, 2023	**COMPLETED**

AGENDA
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, February 16, 2023, 9:00AM
Ms. Ann Whitford, Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 19, 2022

For Action

- Update to State Performance Measures (Attachment PLAN 01)

For Information

- Strategic Plan Communications Plan (Attachment PLAN 02)

New Business

Adjourn

MINUTES

State Board of Community Colleges

SBCC BOARD POLICY AND GOVERNANCE AND STRATEGIC PLANNING JOINT COMMITTEE MEETING

Thursday, January 19, 2023

SBCC BOARD POLICY AND GOVERNANCE COMMITTEE MEMBERS PRESENT

Mr. Jerry Vaughan, Chair	Dr. Greg McLeod, Edgecombe CC*	Ms. Julie Ryan*
Ms. Lisa Estep, Vice-Chair	Mr. Mark Merritt	Ms. Ann Whitford
Ms. LaTasha Bradford, N4CSGA	Mr. Hari Nath*	
Dr. Shirley Carraway	Hon. Ray Russell	

*Attended via Zoom

Absent Members: Ms. Lyn Austin, Johnston CC, Dr. Jason Hurst, Cleveland CC

SBCC STRATEGIC PLANNING COMMITTEE MEMBERS PRESENT

Ms. Ann Whitford, Chair	Dr. Shirley Carraway	Mr. Ray Trapp*
Mr. Bobby Irwin, Vice Chair	Mr. Jon Harris for Lt. Gov. Mark	Ms. Sara West
Ms. LaTasha Bradford, N4CSGA	Robinson	
Dr. Grant Campbell	Mr. Hari Nath*	

*Attended via Zoom

OTHER BOARD MEMBERS PRESENT

Hon. Chaz Beasley	Mr. Bill McBrayer	Hon. Terry Van Duyn
Mr. Tom Looney	Mr. Burr Sullivan	

*Attended via Zoom

OTHERS IN ATTENDANCE

Ms. Brandy Andrews	Dr. Patrick Crane	Ms. Tiffany Howell
Atty. Tawanda Artis	Mr. Patrick Fleming	Ms. Sondra Jarvis
Ms. Kelly Barretto	Dr. Kimberly Gold	Dr. Bruce Mack
Dr. Levy Brown	Mr. Grant Godwin*	Ms. Halima Sharif
Dr. Bill Carver, NCCCS*	Mr. Nathan Hardin	Mr. James Willamor
Mr. Jason Cobb	Dr. John Hauser, Gaston CC*	Dr. Bob Witchger
Dr. Jeff Cox, Wilkes CC	Dr. Monty Hickman	

*Attended via Zoom

CALL TO ORDER

Mr. Vaughan called the SBCC Policy and Governance and Strategic Planning joint committee meeting to order at 9:02 a.m.

MINUTES
State Board of Community Colleges
SBCC BOARD POLICY AND GOVERNANCE AND STRATEGIC PLANNING JOINT COMMITTEE MEETING
Thursday, January 19, 2023

ROLL CALL OF THE SBCC POLICY AND GOVERNANCE COMMITTEE MEMBERS
General Counsel Artis called the roll of the SBCC Policy and Governance Committee members.

ETHICS STATEMENT
Attorney Artis read the Ethics Awareness and Conflict of Interest Statement. No conflicts were noted.

APPROVAL OF THE SBCC POLICY AND GOVERNANCE AND STRATEGIC PLANNING JOINT COMMITTEE AGENDA
Mr. Vaughan requested a motion to approve the agenda. Mr. Merritt motioned to approve the agenda, seconded by Ms. Estep, and approved by a voice vote.

APPROVAL OF THE SBCC POLICY AND GOVERNANCE COMMITTEE MINUTES
Mr. Vaughan requested a motion to approve the minutes from November 17, 2022. Dr. Carraway motioned to approve, seconded by Mr. Merritt, and approved by a voice vote.

ROLL CALL OF THE STRATEGIC PLANNING COMMITTEE MEMBERS
Ms. Barretto called the roll of the Strategic Planning Committee members.

APPROVAL OF THE STRATEGIC PLANNING COMMITTEE MINUTES
Ms. Whitford requested a motion to approve the minutes from November 17, 2022. Mr. Irwin motioned to approve, seconded by Ms. West, and approved by a voice vote.

FOR ACTION
Review of Comments for Proposed Amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule (Attachment SBPG 01)
Mr. Vaughan stated Attachment SBPG 01 was being brought before the Committee to approve the increase in the fees for the proprietary schools. The initial licensure fee was being increased from $3,200.00 to $5,000.00 and the annual renewal fee was being increased from $1,700.00 to $2,500.00. There were no public comments received on this policy change. Dr. Carraway inquired about the rationale for the increase in fees. Attorney Artis advised the increase was being requested in order to support an additional employee to the proprietary schools' staff at the System Office.

Mr. Vaughan called for a motion to approve the amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule. Mr. Merritt motioned to approve, seconded by Dr. Carraway, and approved by a voice vote.

FOR INFORMATION
Strategic Plan Implementation Planning (Attachment PLAN 01)

With the Strategic Plan in place, Ms. Whitford stated the Board has to determine how to oversee and support the implementation of the plan. The purpose of the joint meeting was to assess and brainstorm how to best use the existing committee structure to oversee the implementation of the plan and how it impacts our governance structure. She added that the strategic plan could serve as a platform to build better processes as a Board to oversee the operations of the System Office while keeping up with the core duties of the committees.

Dr. Crane provided an overview of the four-year strategic plan. The plan was established under the concept of five (5) goals. The plan included annual implementation plans which can be updated to accommodate for changes during the year. The plan was developed with broad input and implemented with broad partnership. It supported oversight shared across the Board committees and implementation shared across the System Office in partnership with key stakeholders. The goals were separated into twelve (12) tactics which were distributed among six (6) different committees. The distribution of tactics was intended to strengthen collaboration between the System Office and Board committees. The plan established Goal 1 and Goal 5 to focus more on how we do business. The goals centered on faculty and staff recruitment and retention and system funding and effectiveness. Goal 2, Goal 3, and Goal 4 were more defined and aimed more towards how to help students, businesses, and residents of North Carolina. Mr. Vaughan inquired if Marketing and Communications were expected to take the lead in Goal 5. Dr. Crane confirmed that the Marketing and Communications Committee will lead Goal 5 beginning with meetings starting in April. Ms. Estep suggested that Goal 1 of faculty and staff recruitment and retention should be the responsibility of Dr. Gold as Chief of Staff and not Finance. She stated that the Chief of Staff should have the final say as to compensation of a position and who would be best fit to fill the position.

The concept behind system level tools and committee level planning was based on the thought that staff and committees use the same tools for developing plans, tracking progress, and reporting and the decision making should be at the committee level. With a common set of templates, it would ensure clarity for the staff and Board members. Dr. Crane stated the plan was more effective when templates, tools, governance roles, and expectations were set at the system level and development of timelines and reporting were set at the committee level. The tactic leads across the agency would use the same templates and the committee members and System Office staff would have a shared understanding of the State Board and staff roles in the Strategic Plan implementation. Each committee Chair and Vice Chair would work with the tactic leads to have a consensus on timelines and reporting plans.

The tools for planning SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) tactics have been previously approved. This format was used with a series of questions to help develop the specifics of each tactic and was used by Wilkes Community College with success. Staff leads completed work for the twelve (12) tactics. Now the timelines for the tactics and the timelines for the committees need

work. Dr. Crane mentioned setting the timelines would have to take into consideration the routine duties of each committee. Moreover, the discussion in committee was to set common templates and tools; however, the templates and tools were open for modification based on the needs of the Board. Mr. Vaughan suggested that the Board advise, coach, and oversee the committee without overwhelming the staff. Ms. Whitford stated the Strategic Plan would illustrate the resources available and if additional resources was needed, it would be able to accommodate the staff.

Dr. Crane indicated that outside experts could be utilized to develop the tools used to track progress in tactic reporting and data reporting. He encouraged comments as these processes are expected to be refined by March 1st. Mr. Vaughan recommended the use of surveys for the KPIs to have a more effective gauge on how we are doing. Mr. Looney suggested looking externally as well as, internally so that we may better serve our customers. Mr. Sullivan asked Dr. Crane if he anticipated a change in the way we track our progress with the new plan. Dr. Crane confirmed the tracking platform would be changed since it would no longer be supported. The type of information asked of the tactic leads would also be updated. Ms. Estep suggested that we utilize the Data Advisory Council to reach out to other organizations to access data that would improve how we help our customers. Mr. Vaughan inquired if future enrollment targets could be determined by looking at the 2 million by 2030 attainment goal and simply doing the math. Dr. Crane agreed it could be possible; however, there were some factors such as population trends to take into consideration. He agreed that setting completion goals was possible by doing the math and having conversations with each college.

Dr. Crane stressed that the System office staff will think about what resources were needed to get the tactics accomplished. The more we can articulate our resource needs the more clarity we would have on our starting point as we move forward in the strategic planning process.

Report from Governance Subcommittee on Board Engagement

Ms. Whitford encouraged being supportive of the staff and expressed concern of crossing oversight to management. Mr. Merritt stated the reason for the meeting today was to get clarity of the Board's role with respect to the Strategic Plan and the regular statutory duties. One of the goals of this meeting was to build consensus around the lines of oversight and management. Another goal was to make sure there was a good plan in place to oversee the Strategic Plan. Mr. Merritt emphasized the importance of collaboration of the committee Chairs and Vice Chairs, the staff liaisons, and committee members to make sure there is sound data and reporting in the exercise of the oversight duties. He added that board members should be sure to offer support to the staff in interactions around the implementation of the Strategic Plan. Mr. Merritt suggested that each committee Chair and Vice Chair who was assigned an oversight task meet with their staff liaison over the next few weeks to build an appropriate oversight plan based on the framework already established. Another task Mr. Merritt hoped each committee would complete was a calendar for the upcoming year. The calendar would ensure effective oversight

of the parts of the Strategic Plan that match to their committees. He also estimated the timeline for the calendars, the KPIs, and metrics to be around April.

Ms. West opened the discussion with the data gap that exists within the system. She stated the Board does not have the data capacity to fully understand the impact of the System in the community. The committee members agreed that involving external partners to access as much data as possible would be moving in the right direction of understanding the depth of the System impact with students, businesses, and the community. It was also noted that the data compiled could be overwhelming; however, the data could assist in determining how best to use it to meet the goals. The Strategic Plan will allow collaboration across divisions and committees to work on the assigned tactics. Ms. Whitford added that the structure of the Strategic Plan will breakdown the silos throughout the system. Mr. Vaughan recommended that the System Office President would be the best person to oversee the tactic process of the Strategic Plan. Dr. Carver added that the role of the president would also rely on the senior team to bring about the breakdown of the silos. Sen. Van Duyn included that the relationship between the System Office President and the community college presidents was critical in the success of the Strategic Plan. When it comes to setting the goals of the community colleges, Mr. Irwin suggested setting general guidelines for the colleges and allowing the individual colleges to set their goals. He added that establishing across the board goals for the 58 community colleges may put some at a disadvantage since each college have various challenges to overcome. Dr. Crane provided an overview of what he was expecting from the tactic leads. First, the tactic leads should review the tactics and make any updates by March 1. Second, each tactic lead should layout what their work for the next year would look like prior to the March Board meeting. Third, the senior team committee liaisons should look at the all the tactics coming to each committee and make a calendar tracking the work for each committee. Dr. Crane anticipated a meeting with committee Chairs and Vice Chairs prior to the State Board March meeting.

NEW BUSINESS
No new business.

ADJOURNMENT
Ms. Whitford declared the meeting adjourned at 10:54 a.m.

Respectfully submitted,
Halima Sharif
Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES
2023 State Performance Measure Modification

Request:

The State Board of Community Colleges is requested to approve the indexing of the Gateway English, Gateway Math, First-Year Progression, and Curriculum Completion state performance measures to four student groups: Non-Pell/Non-Minority, Non-Pell/Minority, Pell/ Non-Minority, and Pell/Minority. Indexing was previously based on Pell and Non-Pell only.

Strategic Plan Reference:

Strategy 3.1.3: Incentivize excellence by disaggregating student performance data and rewarding colleges that excel in supporting diverse students in achieving positive outcomes.

Background:

In November 2020, the Performance Measure Review Committee was established to facilitate the 2020-21 review and make recommendations for any updates to the performance measures. The committee proposed ten recommendations to be implemented across a three-year timeframe. These recommendations were endorsed by the North Carolina Association of Community College Presidents in May 2021 and approved by the State Board of Community Colleges in July 2021.

These recommendations represented the most significant performance measure changes since 2011. Probably the most impactful recommendations were "Indexing of Pell/Non-Pell" and "Strongly consider indexing of student characteristics beyond Pell, including race/ethnicity, sex, etc." The indexing of Pell/Non-Pell was the first time the performance measures took student characteristics into account when assessing college results.

Historically, the NCCCS performance measure model has informed and incented college efforts to increase levels of student success. However, the

Performance Measure Modification Implementation Timeframe

2021 Performance Measure Report

- ✓ Resetting baselines and excellence levels annually

2022 Performance Measure Report

- ✓ Indexing results on a 1.00 scale across all measures
- ✓ Decoupling Impact from Quality
- ✓ Indexing of Pell/Non-Pell

2023 Performance Measure Report

- ✓ Include workforce CE programs that have equivalent Curriculum programs to be included in the Impact component of the Completion measure
- ✓ Standardized grading schemes for CE programs, to facilitate inclusion in Performance Measures, ease of inter-college transferability and recognition and for CE to Curriculum articulated credit
- **Strongly consider indexing of student characteristics beyond Pell, including race/ethnicity, sex, etc.**

2024 Performance Measure Report

- Consider weighting of outputs across measures
- Address concerns raised around the Basic Skills performance measure
- Investigate feasibility of Licensure/ Certification passers not passing on first attempt be included in the impact component

impact student characteristics have on college success rates have not been considered when assessing and funding community college performance in North Carolina. This has unintentionally rewarded colleges with higher proportions of students with stronger academic preparation and certain socioeconomic backgrounds, while penalizing those serving more diverse student populations with lower success rates. Indexing of Pell/Non-Pell was the first step in accounting for disparate success rates across student populations. Starting with the 2022 Performance Measure Report, indexing of Pell/Non-Pell was applied to Gateway English, Gateway Math, First-Year Progression, and Curriculum Completion measures.

Rationale:

For the 2023 report, the committee encouraged the consideration of indexing student characteristics beyond Pell that is informed by research focused on student characteristics influencing success rates. This resulted in proposed indexing based on the combination of the two Pell categories with two race/ethnicity categories. Based on a review of the data and conversations with the NCACCP Programs Committee, one race/ethnicity category was designated for underserved minority students including American Indian, Black, Hawaiian/Pacific Islander, Hispanic, and Multiple Races. The non-minority category includes Asian, White, and Unknown. This expands the number of indexed groups for the Gateway English, Gateway Math, First-Year Progression, and Curriculum Completion measures from two to four: Non-Pell Non-Minority, Non-Pell Minority, Pell Non-Minority, and Pell Minority.

Comparisons of success rates associated with the historical models and proposed model are included on the next page.

The indexing of Pell/Non-Pell was a large step forward in addressing equity and accounting for disparate success rates across student populations and this proposal furthers our efforts to leverage student characteristics as a means of fairly assessing college success rates.

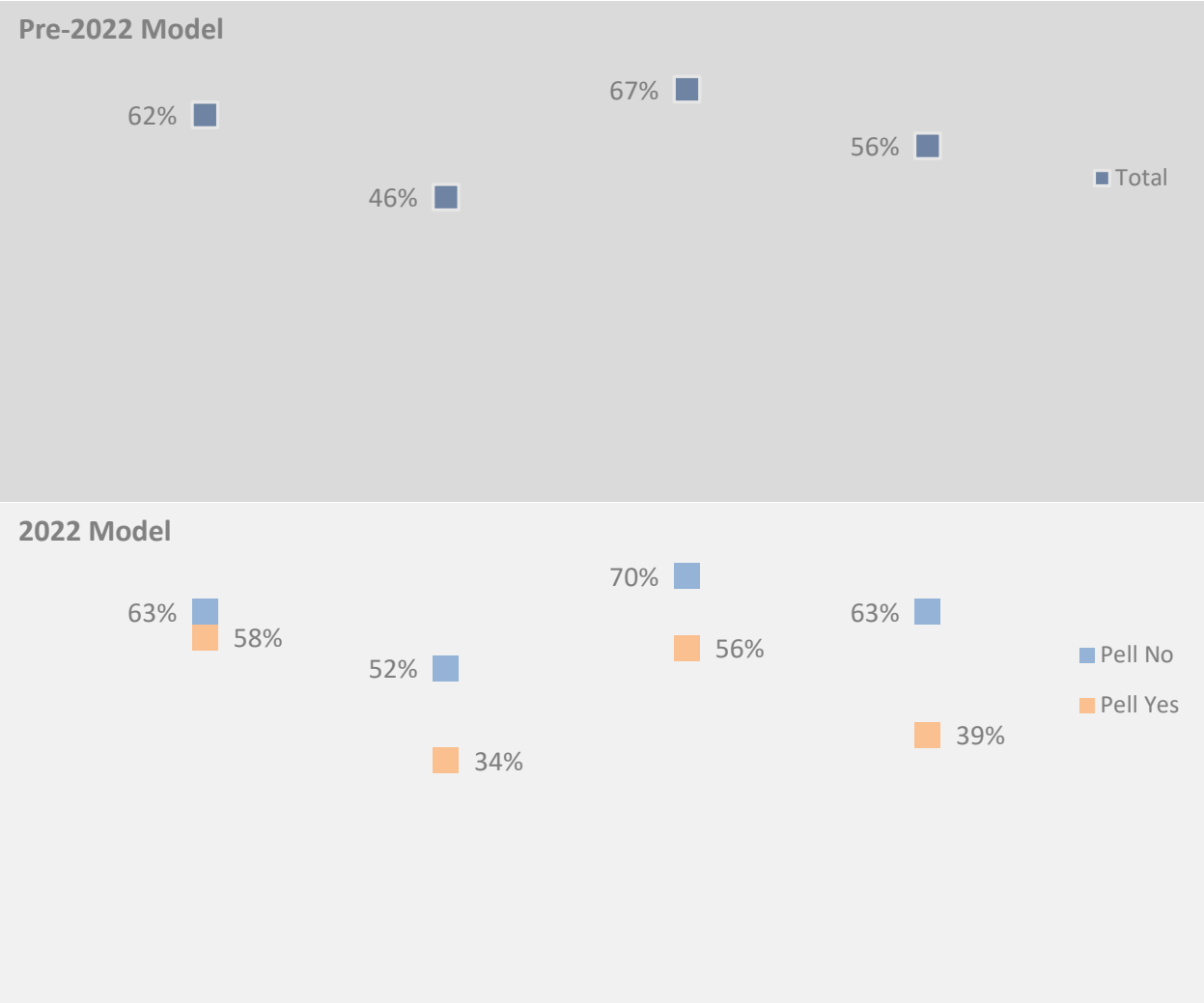
Previous and recommended next steps:

- ✓ Endorsement of the proposed model from the NCACCP Programs Committee in January 2023
- Approval of the proposed model from the State Board of Community Colleges in February 2023
- Implement changes as part of the 2023 Performance Measures for Student Success Report
- Consider indexing additional student characteristics when the next Performance Measure Review Committee is established later this year

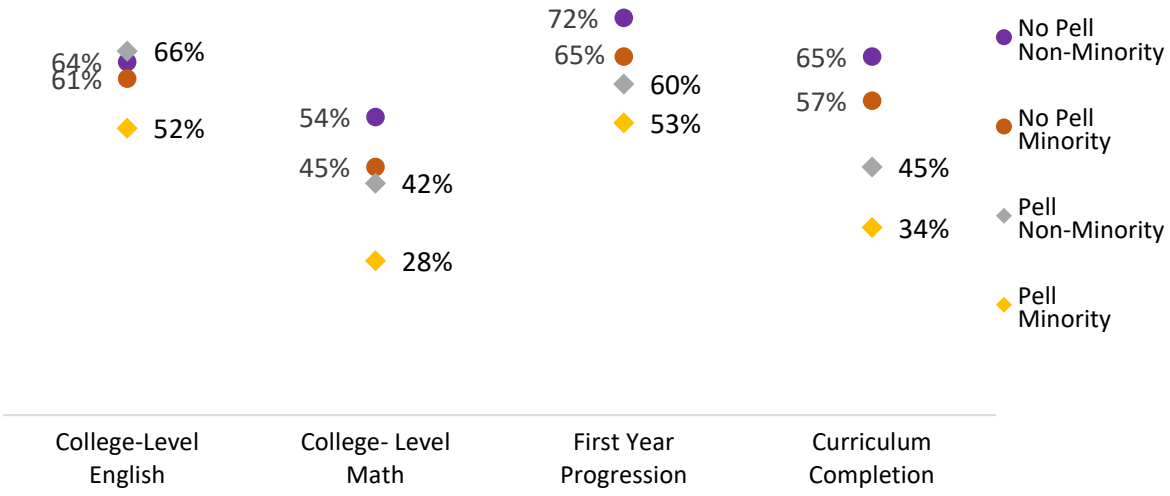
Contact:

Bill Schneider
Associate Vice President, Research and Performance Management

Success rates associated with historical models and proposed model - 2022 Report data



Proposed 2023 Model



SBCC
02/17/2023

NCCCS Strategic Plan Communications

Priority audiences

- **Media & Public Visibility;**
- **Engaging Stakeholders, especially partner organizations working on the same issues;**
- **System Office employees & 58 colleges for aligned strategies and resources.**

Strategies

- **Kick-Off Communications**
  - **In-Progress:** News Release – February 2023;
  - **In-Progress:** Kick-Off Lunch 'N' Learn with System Staff – February 2023;
  - **In-Progress:** Internal communications about Plan, next steps.
- **Digital & Print Collateral**
  - **Completed**: Strategic Plan: Print & Digital Copies;
  - **Completed**: Slide deck template;
  - **Completed**: One-pager (two-sided).
- **Ongoing communications**
  - **In-Progress:** Internal communications about 2023 Action Plan and Next Steps;
  - **In-Progress:** Alignment of internal communications with referrals to Strategic Plan themes
    - Templates (Meeting Minutes, Performance Evaluation, Planning, etc.);
  - **In-Progress:** Alignment of external communications, including:
    - Social media content strategy;
    - E-newsletter strategy;
    - Video development.
- **Media engagement**
  - **Planning**: Strategic Communications Calendar: Interview pitches and feature ideas aligned with Strategic Priorities;
  - **Planning:** Talking points for System Staff about key points of the Strategic Plan:
    - Economic workforce development;
    - Collaboration with System/College partners;
    - Faculty and Staff Retention via increased compensation.
- **Website Landing Page (Redesigned website)**
  - **Planning**: Enhanced landing page with infographics and explained Strategic Plan:
    - Video embedded;
    - Infographics and explainers.

LEADING THROUGH CHANGE

2022-2026 GOALS

1. **Recruit and retain top talent as we prepare the State's workforce.**
2. **Increase access and enrollment at North Carolina community colleges.**
3. **Provide resources inside and outside the classroom.**
4. **Provide education, training, and credentials to develop the most competitive workforce in the nation.**
5. **Increase state funding, streamline the allocation formula, and implement practices to improve System effectiveness.**

NORTH CAROLINA COMMUNITY COLLEGES
TOTAL ANNUAL IMPACT

$19.3 billion
Added income

OR

319,763
Jobs supported

Learn more at www.bigroifornc.org

MEETING THE CHALLENGE

North Carolina community colleges have continuously demonstrated the ability to adapt to changes and to be on the forefront of developing innovative strategies to meet the needs of North Carolinians, business, entrepreneurs, and communities.

Leading Through Change: The 2022-26 North Carolina Community College System aligns a collective vision and identified goals with establishing an economic landscape known for "First in Talent." Leading Through Change also supports the state's educational attainment goal of two million working-age, career-ready individuals with a postsecondary degree or credential by 2030.

NC COMMUNITY COLLEGES
CREATING SUCCESS

PREPARING AN EDUCATED WORKFORCE

NC COMMUNITY COLLEGES
CREATING SUCCESS

Students

High school students, traditional-aged college students, and adult learners through:

- Instruction for academic credentials or transfer to a four-year college or university
- Short-term workforce training to prepare individuals for relevant occupations and careers
- Early & Middle College High Schools
- Seamless academic pathways in Career and Technical Education (CTE)
- Career and College Promise (CCP) courses for current high school students
- Adult literacy programs or English as a Second Language
- High School Equivalency
- Military & Veterans Services

Businesses and Entrepreneurs

- Entrepreneurship training and counseling through the Small Business Center Network
- NCEdge Customized Training to prepare or retrain workers for business expansions, relocations, and productivity enhancements
- BioNetwork training to support life sciences and biopharma companies
- Statewide Registered Apprenticeship Program, ApprenticeshipNC
- Collaboration with employers and stakeholder partners to establish industry-validated NC Workforce Credentials

Communities

- Community healthcare providers
- Trained Public Safety first-responders and 911 telecommunicators
- Talent pipelines for booming IT, Biotech, Automotive, Construction Trades, and Advanced Manufacturing sectors

Strategic Plan
2022-26
www.nccommunitycolleges.edu/strategic-plan

AGENDA

State Board of Community Colleges
ACCOUNTABILITY AND AUDIT COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, February 16, 2023 – 9:45 a.m. – 10:25 a.m.
Mr. Mark Merritt, Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 19, 2023

For Information

- College Financial Audits (Attachment AUD 01)
- Update on Internal Audit Office (Discussion Only)

New Business

Adjourn

MINUTES
State Board of Community Colleges
ACCOUNTABILITY AND AUDIT COMMITTEE
Thursday, January 19, 2023

ACCOUNTABILITY AND AUDIT COMMITTEE MEMBERS

Mr. Mark Merritt, Chair	Ms. Lisa Estep	Mr. Jerry Vaughan
Mr. Andy Penry, Vice Chair*	Hon. Terry Van Duyn	Ms. Ann Whitford

*Attended via Zoom

OTHER STATE BOARD MEMBERS

Hon. Chaz Beasley	Mr. Tom Looney	Mr. Burr Sullivan
Treasurer Dale Folwell	Hon. Ray Russell	

OTHERS

Ms. Tawanda Artis	Ms. Tiffany Howell	
Mr. Patrick Fleming	Ms. Sondra Jarvis	Mr. Tim Lietz (Jefferson Wells)
Dr. Kimberly Gold	Ms. Hannah McClellan, EdNC	

CALL TO ORDER

Mr. Merritt called the Accountability and Audit Committee meeting to order at 4:00 p.m.

ROLL CALL

Ms. Jarvis called the roll of the Accountability and Audit Committee members.

ETHICS STATEMENT

Mr. Merritt read the Ethics Awareness and Conflict of Interest Statement. No conflicts were noted.

APPROVAL OF AGENDA AND MINUTES

Mr. Merritt requested a motion to approve the agenda. Ms. Whitford motioned to approve, seconded by the Mr. Vaughan; the committee approved by voice vote. Mr. Merritt requested a motion to approve the minutes from the November 17, 2022, meeting. Mr. Vaughan motioned to approve, seconded by the Mr. Sullivan; the committee approved by voice vote.

FOR INFORMATION

Cyber Security Update (Attachment AUD 01)

Mr. Merritt recognized Mr. Stephen Reeves, Chief Security Officer, to review Attachment AUD 01. Mr. Reeves stated the System Office now has a fully staffed Information Security Office. He stated Senate Bill 105 provided funding to hire nine (9) Information Security Officer positions. Mr. Reeves stated the team is working to support the colleges and have begun scheduling quarterly meetings with the colleges to meet and assist with improving the local security infrastructure and any security needs the colleges have. Mr. Reeves discussed the adoption of

MINUTES
State Board of Community Colleges
ACCOUNTABILITY AND AUDIT COMMITTEE
Thursday, January 19, 2023

State Board Code 1B 700 Information Security Program, he stated the code will be used to improve security at the colleges. Mr. Reeves discussed several cyber security incidents that occurred and stated the team remediated over 40,000 compromised student email credentials. Mr. Reeves discussed the teams upcoming initiatives. Mr. Reeves stated the team is working on Rural College Broadband Access at the colleges which will include a security assessment conducted by a third party at the conclusion of the college's improvements. He stated the security assessment will be essential to establishing a new baseline. Mr. Reeves discussed an second initiative of conduction regional in-person table-top exercises (TTX) on Incident Response to cyber events. He stated the TTXs are a good way to expose technology and business staff to decision making processes and behavior response models.

Mr. Merritt asked what the response is and receptibility to the System Office assisting in remediating cyber security incidents at the colleges. Mr. Reeves responded the colleges are greatly appreciative and receptible to assistance from the System Office. Mr. Reeves discussed the System Office's process in responding to cyber security incidents at the colleges.

Ms. Whitford asked Mr. Reeves if he would classify the regional TTXs as professional development. Mr. Reeves responded in agreement that it could be viewed as such. Mr. Reeves stated for professional development the System Office provides the "Know Before Solution" enterprise systemwide, he stated the tool provides the colleges an opportunity to deliver cloud based KSA training and training on things that would be relevant to the cyber security locally. Mr. Reeves noted the team conducted listening session to understand the challenges at the local college level from technology personnel and identify ways to partner and improve. Mr. Reeves briefly discussed on challenges that were identified. Ms. Whitford thanked Mr. Reeves and stated professional development assist with retention.

Treasurer Folwell discussed an incident a Fayetteville Technical Community College in which a check between the college and an individual was deposited fraudulently and did not make it to the intended recipient. Treasurer Folwell stated as the transfer of funding in continuous throughout the colleges, all colleges should be on positive pay, which he explained requires a confirmation of identity verification for a check to be deposited.

Compliance Services Report (Attachment AUD 02)

Mr. Merritt recognized Ms. Tolar. Ms. Tolar stated the Compliance Office is full staff and the remaining vacancy has been filled. Ms. Tolar stated the office is moving forward reviews at the colleges. Ms. Tolar review the compliance review process; she stated the compliance examiners go to the college's campus for two (2) to three (3) weeks to review records and obtain responses. She stated a report is generated by the compliance examiner and then Ms. Tolar reviews before the report is sent to the college. She stated if the college has a preliminary finding the college has thirty (30) days to respond in writing the report was received and

provide additional information if needed. She stated the response is review at the System Office and then a final report is generated and sent to the college.

Mr. Merritt asked if Ms. Tolar would provide forecast of what reports will be coming to the Board for review. Ms. Tolar stated it is difficult to share what reports will be coming to the Board, she stated the colleges are given an opportunity to review and respond (which could impact any findings).

Legal Risks Review

Mr. Merritt recognized Ms. Artis. Ms. Artis stated she has grouped the legal risk into three (3) categories. She stated the first was litigation, which could come as complaints or reports received. Ms. Artis stated there have been several things that have come up from four (4) colleges over the past year, some being related to employment issues, program issues, and personnel issues of hiring and payroll. She stated the next risk is related to the colleges (legal matters), she stated each college retains their own legal counsel, but stated there is a shared governance with the System Office in which the colleges may reach out to the System Office for legal assistance. She stated the college Board and student grievance also come to the System Office. Ms. Artis reviewed some of the legal matters that the System Office sees. Ms. Artis stated the third risk is a "catch all" for legal risk such as contracts. She stated the System Office was not tracking contracts prior and she has worked with the IT team to create a database to track the contracts. Ms. Artis stated she intends to update the procurement manual. Ms. Artis discussed creating another system for contract management. Ms. Artis discussed an increase in public records request, she stated her team has completed twenty-four (24) records request in the last year. She discussed record number public records request at the colleges. Ms. Artis discussed a System Office policy review. She discussed a desire to update the System Office numbered memos, stating they have not been purged in a while and that the numbered memos may be redundant.

Treasurer Folwell stated a process and protocol is necessary is for public records request. He stated he receives a lot of public record request from at the Treasurer's Office. He discussed some request being vague and at times needing to discuss the request with the requestor to narrow down the request to identify what exactly the request is for to save time and effort.

Ms. Artis agreed and stated that she experiences that often with media request. She stated at times when a requestor has an attorney it is difficult to narrow the request.

Mr. Sullivan stated the embezzlement at Fayetteville Technical Community College of $1.4 million dollars was recovered through the efforts of Treasurer Folwell who discussed with the financial institution Morgan Stanley consuming the loss as opposed to the college having to take the burden of the financial loss. Mr. Sullivan stated the only thing that causes a loss such

as this is the lack of financial controls. He stated he has requested Ms. Andrews to gather detail in order to review and share with the business officers at other colleges to learn from the experience.

Risk Assessment from Jefferson Wells (Attachment AUD 03)

Mr. Merritt recognized Mr. Tim Lietz from Jefferson Wells. Mr. Merritt reviewed Jefferson Wells efforts over the past year to conduct a risk assessment. Mr. Leitz presented the following to the Committee:

- Mr. Leitz discussed his professional experience.
- Mr. Leitz discussed Jefferson Wells internal audit expertise and discussed the company's working experience with other State Agencies. He provided the overview of work the company covers.
- Mr. Leitz discussed the effective internal audits including discussion of infrastructure, operations, resources, and governance.
- Mr. Leitz discussed questions from the State Board:
    - Should the System Office supplement its internal audit resources with external resources? Mr. Leitz responded a strong consideration should be given to supplementing internal audit resources. He discussed the use of utilizing external resources would complete the work fast and provide opportunity to address the highest risk audits.
        - Mr. Vaughan asked how the highest audit risk are determined. Mr. Leitz stated the company assess highest risk by the likelihood of the risk happening and the impact of the risk if it did happen.
    - How often should the System Office conduct a risk assessment and what is the best practice? Mr. Leitz responded Jefferson Wells recommended performing a internal audit risk assessment annually. He discussed the areas of internal risk to consider assessing. He responded the best practice is to have risk assessments updated consistently throughout the year in "real-time".
    - Does Jefferson Wells have thoughts on how to mitigate risk and should the Audit Committee ask the System Office leadership to respond with risk mitigation plans?
        - Mr. Leitz stated if there are risk that cannot be audited to assign the risk to key leaders in the agency to report to the Audit Committee how they are managing the risk. Mr. Leitz responded risk management and compliance functions work collaboratively within an organization to mitigated identified and present risk. He stated senior leaders could develop risk mitigation plans over twelve (12) to eighteen (18) months for significant risk that fall within their area of responsibility.
    - What are the overall impressions Jefferson Wells would like to share with the

MINUTES
State Board of Community Colleges
ACCOUNTABILITY AND AUDIT COMMITTEE
Thursday, January 19, 2023

Audit Committee with respect to the work and findings?

- Mr. Leitz responded Jefferson Wells understands this is the first risk assessment completed for the System Office and realizes this was a learning experience for all involved. He stated Jefferson Wells understand the Internal Audit Office is in development and working to stabilize their work and one a new leader is identified they will continue to build on the internal auditing functions. He stated the staff has been very transparent and cooperative and hopefully that existing risk will be identified in order to be mitigated. He stated the process was very successful and Jefferson Wells did not experience any roadblocks with staff in their assessment.

o What advice does Jefferson Wells have for the Audit Committee to address the identified risk?

- Mr. Leitz responded to address the highest risk areas first, monitor emerging risk with high velocity, conduct risk management training for System Office leaders, consider IT risk assessments and fraud risk assessments, and to hold System Office leaders accountable for risk mitigation.

Mr. Vaughan asked how successful an audit department is in conducting IT risks assessments without IT expertise. Mr. Letiz responded it is challenging to conduct IT risk assessment without an IT background and stated the best solution is to hire someone with the expertise or outsource the risk assessments.

Ms. Whitford asked is there a recommendation for how many internal auditors should be hired. Mr. Leitz responded generally the recommendation is based on the amount of revenue for public companies, he stated for the System Office there is not a specific revenue to based the recommendation on and stated the number of internal auditors should be based on the audit plan and determined by the rate of internal audits being conducted annually. With one internal auditor one (1) to two (2) audits would be expected, and if more internal audits are desired annually, than additional internal auditors would be required.

Mr. Merritt discussed current concerns with not having an internal auditors employed and the possibility of needing to outsource the internal audits in order to meet the deadlines of certain internal audits. Mr. Vaughan asked if the required hours for each internal audits was covered within the scope of work of the previous internal auditor or if the hours were based on consideration of having additional internal auditors. Mr. Merritt responded the System Office is only budgeted for one (1) internal auditor position.

Mr. Sullivan stated auditors are difficult to find, he stated the System Office has seen two (2) turnovers recently in the internal auditing position, He stated the turnovers increase the risk. Mr. Sullivan stated a seven (7) year audit plan does not protect the System Office and he

recommend having external support to cover risk management. He stated he is not sure how to pay for the external support but recommends using external resources. Mr. Merritt stated he believes the Audit Committee agrees and stated the next step for the Committee is to have discussion with the System Office leadership of risk mitigation and how to bring in additional external resources to complete the risk assessments in less than the seven (7) years outline, in possibly a two (2) or three (3) year timeframe.

Mr. Merritt thanked Mr. Leitz and Jefferson Wells for the work complete and stated it provides the new Internal Auditor with a strong foundation. Mr. Leitz thanked Mr. Merritt.

NEW BUSINESS

ADJOURN

Mr. Merritt called the meeting adjourned at 5:05 p.m.

Respectfully submitted,
Tiffany Howell
Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES

Attachment AUD 01

College Financial Audit Findings 5 Year Summary

	Findings/Exceptions				
	June 30, 2018	**June 30, 2019**	**June 30, 2020**	**June 30, 2021**	**June 30, 2022**
Alamance Community College	None		None		
Asheville-Buncombe Technical Community College	None		None	None	
Beaufort County Community College	None		None		
Bladen Community College		None		None	
Blue Ridge Community College		None		None	
Brunswick Community College		None		None	
Caldwell Community College & Tech Institute		None		None	
Cape Fear Community College		None		None	
Carteret Community College	None		None		
Catawba Valley Community College		None		None	
Central Carolina Community College	None		None		
Central Piedmont Community College	None		X	None	
Cleveland Community College	None			None	
Coastal Carolina Community College	None		None		
College of The Albemarle	None	None	None		
Craven Community College		None		None	
Davidson-Davie Community College		None		None	
Durham Technical Community College		None		None	
Edgecombe Community College	None	None		None	
Fayetteville Technical Community College		None		None	
Forsyth Technical Community College		None		None	
Gaston College	None	None			
Guilford Technical Community College	None		None	None	
Halifax Community College	None	None		None	
Haywood Community College		None		None	
Isothermal Community College	None		None		
James Sprunt Community College		None		None	
Johnston Community College		None		None	
Lenoir Community College	None		None		None
Martin Community College		None		None	
Mayland Community College		None		None	
McDowell Technical Community College		None		None	
Mitchell Community College	None		None		
Montgomery Community College	None		None		None
Nash Community College		None		None	
Pamlico Community College		None		None	
Piedmont Community College		None		X	
Pitt Community College		None		None	
Randolph Community College	None		None		
Richmond Community College	None		None		
Roanoke-Chowan Community College	None		X	None	
Robeson Community College	None		None		
Rockingham Community College	None		None		None
Rowan-Cabarrus Community College	None		X		
Sampson Community College	None		None		None
Sandhills Community College	None		None		None
South Piedmont Community College		None		None	

SBCC
02/17/2023

STATE BOARD OF COMMUNITY COLLEGES

Attachment AUD 01

College Financial Audit Findings 5 Year Summary

	Findings/Exceptions				
	June 30, 2018	**June 30, 2019**	**June 30, 2020**	**June 30, 2021**	**June 30, 2022**
Southeastern Community College	None		None		
Southwestern Community College		None		None	
Stanly Community College	None	None		None	
Surry Community College	None		None		None
Tri-County Community College	None		None		
Vance-Granville Community College		None		None	
Wake Technical Community College		None		None	
Wayne Community College	None		None		
Western Piedmont Community College	None		None		None
Wilkes Community College	None		None		
Wilson Community College		None		None	
Total Audited	32	31	27	34	7
Total With Findings	0	0	3	1	0
Percent	0%	0%	11%	3%	0%
Notes: X = audit findings cited					
None					
Blank = no audit conducted					
** = audit conducted by CPA firm*					

SBCC
02/17/2023

AGENDA
State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, February 16, 2023, 10:30 a.m. – 10:55 a.m.
Mr. Bill McBrayer, Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 19, 2023

For Information

- Legislative Update

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

LEGISLATIVE AFFAIRS COMMITTEE

Thursday, January 19, 2023

LEGISLATIVE COMMITTEE MEMBERS

Mr. Bill McBrayer, Chair	Mr. Mark Merritt	Mr. Jerry Vaughan
Mr. Tom Looney	The Hon. Terry Van Duyn*	

*Attended via zoom

Absent: Ms. Julie Ryan, Vice-Chair, The Hon. Sam Searcy, and Mr. Ray Trapp

OTHER BOARD MEMBERS PRESENT

Ms. LaTasha Bradford	Treasurer Dale Folwell	Ms. Ann Whitford
Dr. Grant Campbell	The Hon. Ray Russell	Ms. Sarah West
Ms. Lisa Estep	Mr. Burr Sullivan	

*Attended via zoom

COMMITTEE LIAISONS

Pres. Jason Hurst, CCC*	Mr. Julian Philpott, Trustee JCC*	Mr. George Little , Trustee SCC*

*Attended via zoom

OTHERS

Ms. Tawanda Artis	Ms. Tiffany Howell	Ms. Hannah McClellan, EdNC
Dr. Kimberly Gold	Ms. Sondra Jarvis	

*Attended via zoom

CALL TO ORDER

Mr. McBrayer called the meeting to order at 5:09 p.m.

ROLL CALL

Ms. Jarvis took the roll of the Legislative Affairs Committee members.

ETHICS STATEMENT

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

MINUTES
State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Thursday, January 19, 2023

APPROVAL OF THE AGENDA AND MINUTES

Mr. McBrayer asked for a motion to approve the agenda for the meeting of January 19, 2023 Mr. Looney moved, seconded by Mr. Merritt, approved via voice vote. Mr. McBrayer asked for a motion to approve the October 20, 2022 meeting minutes. The Hon. Van Duyn moved, seconded by Mr. Merritt, approved via voice vote.

FOR INFORMATION

Legislative Update

Mr. McBrayer discussed activity of the General Assembly returning to session. Mr. McBrayer stated Mr. Fagg has sent a note about the legislative seat updates, he discussed additional information that will be sent.

Mr. McBrayer discussed the importance of relationship building, he discussed building relationships with both parties. He discussed his meetings and relations with legislators and encouraged other members to reach out to introduce themselves to legislators.

Mr. McBrayer discussed his engagements of introducing himself and meeting several new legislators and the relationships he built. He asked the members to also make relationships and get to know the legislators.

Mr. Looney discussed available funding in areas such as biotech, he stated he will meet with a political consultant in Washington, DC. He stated he is working with Dr. Carver and Mr. Fagg to meet with several groups on prioritized list and committees. He discussed the importance of having the legislators in Washington, DC aware and talking about the things going on in North Carolina. He stated it will provide an umbrella of support to the colleges.

Dr. Campbell discussed his upcoming meetings with several legislators.

Mr. McBrayer discussed having discussion with other UNC schools to build additional bridges of articulation agreements.

Mr. McBrayer stated Mr. Fagg will provide an advocacy document.

Mr. Philpott stated in regard to advocating for potential federal funding, the Trustees Association is discussing advocacy relating to the Federal Farm Bill for colleges with agriculture programs for best management practices and natural resource protection. He stated the Trustees are making contacts with legislators and stated there have been great responses from the contacts that have been made.

Mr. Vaughan asked Mr. Philpott if the colleges are looking at collaboration among other colleges to advocate for received funding from the Federal Farm Bill. Mr. Philpott responded

yes and discussed the strategic partnerships throughout the Trustees Association. Mr. Philpott discussed a grant cycle of funding already received for agricultural programs.

Mr. Sullivan thanked Dr. Hurst and stated Dr. Hurst will be joining other Presidents to discuss legislative advocacy. Mr. Sullivan stated Dr. Hurst will provide an update during the February Board meeting. Dr. Hurst stated he will be discussing the Legislative Agenda with the House Speaker in the coming week. Dr. Hurst discussed the three-year Legislative Plan, specially the student investment portion. Dr. Hurst discussed the needs of community colleges and how the additional funding would positively impact the colleges.

NEW BUSINESS

No new business was noted.

ADJOURN

Mr. McBrayer declared the meeting adjourned at 5:35 p.m.

Respectfully submitted,
Tiffany Howell

AGENDA
State Board of Community Colleges
PERSONNEL COMMITTEE
Caswell Building, Gregory Poole Conference Room
Thursday, February 16, 2023 – 11:00 a.m. – 11:55 a.m.
Mr. Bill McBrayer, Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 19, 2023

For Action

- PER Annual Meeting Calendar (Attachment PER 01)

For Information

- System Office Vacancy Report – February 2023 (Attachment PER 01)
- College Presidential Status Report – February 2023 (Attachment PER 02)

New Business

Adjourn

MINUTES
State Board of Community Colleges
PERSONNEL COMMITTEE
Thursday, January 19, 2023

PERSONNEL COMMITTEE MEMBERS

Mr. Bill McBrayer, Chair	Mr. Jonathan Harris	The Hon. Ray Russell
Mr. Mark Merritt, Vice-Chair	Mr. Bobby Irwin	The Hon. Sam Searcy
Ms. Lisa Estep	Mr. Tom Looney	Mr. Ray Trapp*

*Attended via Zoom

OTHER STATE BOARD MEMBERS PRESENT

The Hon. Chaz Beasley	Dr. Shirley Carraway	Ms. Sarah West
Dr. Grant Campbell	Mr. Burr Sullivan	Ms. Ann Whitford

OTHERS IN ATTENDANCE

Pres. Bill Carver, NCCCS	Ms. Sondra Jarvis	Pres. David Heatherly
Dr. Kimberly Gold	Ms. Dorothy Strickland	Ms. Julie Woodson, NCACCT
Ms. Tawanda Foster Artis	Mr. James Whitmore	
Mr. Patrick Fleming	Pres. Jeff Cox	

*Attended via Zoom

CALL TO ORDER

Mr. McBrayer called the meeting to order at 11:00 a.m. in the Gregory Poole Conference Room in the Caswell Building, Raleigh, NC.

ROLL CALL

Dr. Gold took the roll of the Personnel Committee members.

ETHICS STATEMENT

Mr. McBrayer read the Ethics Awareness and Conflict of Interest Statement. No conflicts noted.

APPROVAL OF THE AGENDA AND MINUTES

Mr. McBrayer requested an amendment to the agenda to add two (2) For Action items for closed session consideration. Mr. McBrayer asked for a motion to approve the January 19, 2023 meeting agenda with the amendments and a motion to approve the November 17, 2022 meeting minutes. Mr. Merritt made the motion, seconded by Mr. Searcy, and the Committee approved by voice vote.

FOR ACTION

Reorganization of System Office Position (Attachment PER 01)

Mr. McBrayer stated that this will move the position from Technology Solutions and Distance Learning Division to Executive Division. The new position will assist in the Legislative Affairs Office with Mr. Fagg. Dr. Gold shared that this change requires that this change needs to be approved by the State Board (per G.S. 115D-3(b)). Mr. Looney asked if it is a position had been vacant for a long time and whether there is a reason it will not be filled. Ms. Estep asked how this will impact the IT Department. Dr. Gold and Mr. Fleming shared that it is a position that has been open for some time, the duties of that position have been absorbed, and the position is better utilized in Legislative Affairs.

Mr. McBrayer asked for a motion to approve the four positions within the Economic Development Division.

Mr. Looney made a motion to approve PER 01 – Reorganization of System Office Position, seconded by Mr. Merritt.

Mr. McBrayer moved to enter closed session pursuant to North Carolina General Statute section 143-318.11(a)(1) to prevent the disclosure of information that is confidential or privileged pursuant to North Carolina General Statute sections 115D-27 and 126-22. Additionally, pursuant to North Carolina General Statute section 143-318.11(a)(6) to consider the qualifications, competence, performance, and fitness of individual prospective public employees and to consider the conditions of appointment for an individual public employee. Mr. Irwin seconded, and the Committee entered closed session via voice vote.

Following closed session, the Committee returned to open session.

For Information

The following items were available as for information items. Mr. McBrayer stated that there continues to be work done to update these items. The goal is to make sure that the materials provide the information needed by the Board to help make decisions:

- System Office Vacancy Report – January 2023 (Attachment PER 02)
- College Presidential Status Report – January 2023 (Attachment PER 03)

Technology and Distance Learning Solutions (Discussion Only)

Dr. Gold said that there have been challenges, but staff has worked hard to fill these vacancies. Mr. Fleming gave an overview of the positions filled over the past year. There have been twenty-seven new staff members hired within the last twelve months. Great steps have been taken to reduce the time in

getting positions filled. Of the twenty-seven staff, ten were from community colleges filling three types of positions. The other positions have come from a variety of backgrounds. Mr. McBrayer praised the team for filling those positions.

It is important to understand that the State has significant challenges across technology systems in relation to data management. There is no one solution to the issue. Everyone is working together to try to find solutions. Our cyber security teams is one of those solutions that can assist not only the System, but across the state. Mr. Fleming spoke about the challenges presented due to the current ERP system and the age of the system and inability to find potential staff with the experience for the applications needed. The speed of applications and data management modernization presents a challenge. The goal is to align the modernization so that the System can work together.

Chairman Sullivan asked if the strength in Cyber Security been thanks to the added staff or the knowledge. Mr. Fleming said it is a little bit of both. There have been some individual instances that were manageable currently. The cyber experts also understand how to protect against the threats. Additionally, North Carolina has a strong front against cyber-attacks. Chairman Sullivan shared information that he and Dr. Campbell learned about during a presentation at Fayetteville Tech CC.

New Business

Mr. Looney said that it seems like there has been dramatic progress, but the numbers on the System Vacancy report shows different. Dr. Gold said that some of the vacancies were due to promotions, so although we filled a position, we lost the person in their prior. Additionally, there have been seven retirements. Progress is being made, but there is more work to do. Mr. Looney asked if there is a specific area that has a loss. Dr. Gold said the largest turnover is in Finance and IT due to the size of the departments. Dr. Campbell asked if there is an area that is the hardest to fill. Mr. Fleming said the hardest areas to fill are the staff that support the Ellucian/Colleague ERP system.

Dr. Gold reminded the committee we compete for employees not only with other government agencies, but colleges, and private industry. Mr. McBrayer said that unfortunately the System doesn't have deep enough pockets to compete with private industry usually.

Mr. Russell said that one of the hidden costs of not upgrading systems is the loss of people to support the legacy system. That is one of the reasons it is important to stay modern.

ADJOURNMENT

The Committee adjourned at 11:50 a.m.
Recording Secretary,
Sondra C. Jarvis

STATE BOARD OF COMMUNITY COLLEGES
Personnel Annual Meeting Calendar – 2023 Calendar Year

The following proposal outlines topics for committee discussion for the 2023 calendar year. The proposed updates to the personnel committee focus on strategic plan topics and tactics related to employee recruitment and retention system wide as well as topics related to human resource management for the System Office.

Month	Topic	Staff Contact/ Presentation summary
January	Review Vacancy Report (Department, Classification or Turnover rate)	HR or Department Manager Discuss trends related to vacancies and turnover
February		
March	Review Onboarding process for new employees	HR Representative Review procedural and organizational onboarding process
April	Organizational Assessment Update	Chief of Staff Review actions taken based on toward recommendations from Campus Works Organizational Report
May	HR Dashboard	Research and Performance Management Present new HR dashboard
July	Organizational Chart	Chief of Staff or HR representative Updated organizational chart included in board materials for information. Review changes from prior year.
August	**Strategic Plan Metric** –Full time faculty and staff salaries	Legislative Liaison or President
September	**Strategic Plan Metric**—Build HR Capacity to Improve Recruitment and Retention	HR Representative
October	NCVIP (North Carolina Valuing Individual Performance) statistics. NCVIP is an integrated performance management system enables employees to develop and enhance individual performance while contributing to the achievement of organizational mission, goals, and business objectives	Director of HR Review percentage of benchmarks completed for agency employees.
November	**Strategic Plan Metric**—Full time faculty and staff retention and demographics	Research and Performance Management Review data and metrics

DRAFT

STATE BOARD OF COMMUNITY COLLEGES
North Carolina Community Colleges System Office
System Office Vacancy Metrics for February 2023

Attachment PER 02

Positions Vacant prior to 7/1/2022

Division	Position	Position Desc	Date Vacant	Vacant Reason	Status	Budget Amount
Executive	65018902	Dir Of Research Evaluation	3/12/2022	Seperation-State	Pending SB Approval	$ 110,000.00
Finance	60088110	**Business Officer II**	10/12/2021	Internal Promotion	on hold	$ 75,383.00
Technology	60088082	Legislative Liaison	7/1/2021	Reclass	Accepting application	$ 71,774.00
Technology	60088051	IT Planning Analyst	2/1/2022	Retirement	Screening/Interviewing	$ 64,004.00
Technology	60088021	**Applications Systems Analyst II**	2/5/2022	Seperation-State	on hold	$ 90,047.00

Positions on hold

Finance	60088110	**Business Officer II**	10/12/2021	Internal Promotion	On Hold	$ 75,383.00
Executive	65029781	**VP for Strategic Initiatives (Grant Funded)**	11/1/2022	Internal Transfer	Grant Funds end 2024	$ 166,557.00
Technology	60088021	**Applications Systems Analyst II**	2/5/2022	Seperation-State	On Hold	$ 90,047.00

Positions Vacant on or After 7/1/2022

Division	Position	Position Desc	Date Vacant	Vacant Reason	Status	Budget Amount
Executive	60087972	President	7/22/2022	Interim Hire - Dr. Carver	Screening/Interviewing	$ 291,741.00
Programs	60088140	Education Program Administrator	9/1/2022	Retirement	Screening/Interviewing	$ 89,676.00
Technology	60088032	Chief Data Officer	9/8/2022	Seperation-Other	Screening/Interviewing	$ 127,305.00
Economic	60013032	Program Coordinator	9/19/2022	Internal Promotion	Screening/Interviewing	$ 49,453.00
Executive	60088132	Ex Dir, NC Student Success Ctr	10/1/2022	Retirement	Screening/Interviewing	$ 104,767.00
Programs	60088048	Social Research Assistant I	10/2/2022	Seperation-Other	Position under review	$ 47,870.00
Finance	65018450	Accounting Tech III	10/3/2022	Seperation-College	Pending Offer	$ 48,645.00
Economic	60013035	Workforce Dev Trmg Spe I	10/5/2022	Internal Promotion	Screening/Interviewing	$ 67,214.00
Executive	60087981	Program Analyst I	11/1/2022	Internal Transfer	Accepting application	$ 72,000.00
Executive	65029781	**VP for Strategic Initiatives (Grant Funded)**	11/1/2022	Internal Transfer	Grant Funds end 2024	$ 166,557.00
Finance	60088108	Accountant I	11/1/2022	Internal Promotion	Pending Offer	$ 65,205.00
Programs	60088182	AVP, Continuing Education	11/4/2022	Seperation- Other	Accepting application	$ 119,317.00
Executive	60087975	Internal Auditor III	11/14/2022	Seperation- Other	Screening/Interviewing	$ 87,975.00
Technology	60088036	Business Systems Analyst II	1/4/2023	Seperation- Other	Position under review	$ 85,251.00
Finance	60088107	Accounting Specialist	1/9/2023	Internal Promotion	Accepting application	$ 60,030.00
Economic	65032454	Workforce Dev Trng Spec I (TL Grant Funded)	1/11/2023	Internal Transfer	Position under review	$ 58,348.00
Economic	65031927	Workforce Development Specialist I	2/1/2023	Seperation- Other	Accepting application	$ 58,348.00
Programs	60088184	Education Program Consultant III	2/1/2023	Retirement	Accepting application	$ 91,235.00
Technology	60088047	Applications Systems Analyst I	2/2/2023	Seperation-State	Accepting application	$ 84,021.00
Economic	60013024	Administrative Associate II*	2/10/2023	Seperation-State	Accepting application	$ 38,059.00

STATE BOARD OF COMMUNITY COLLEGES
North Carolina Community Colleges System Office
System Office Vacancy Metrics for February 2023

Attachment PER 02

Executive	60087977	SB Affairs Operations Coordiantor *	2/17/2023	Seperation- Other	Position under review	$ 57,000.00
Economic	60088173	Social Research Specialist II*	3/1/2023	Retirement	Anticipated Vacancy	$ 62,000.00
Economic	65035920	Grants Administrator I (Grant Funded)	New	New Position	Accepting application	$ 63,474.00
Economic	65035979	Dep Dir, Small Business Ctr (Grant Funded)	New	New Position	Filled 2/1/2023	$ 85,000.00
Economic	65035963	Grants Mgr & Sector Partnership Cord (BBB Grant)	New	New Position	Filled 2/1/2023	$ 82,000.00

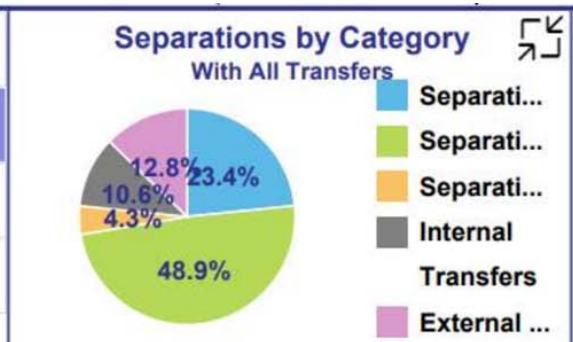
Year to Date

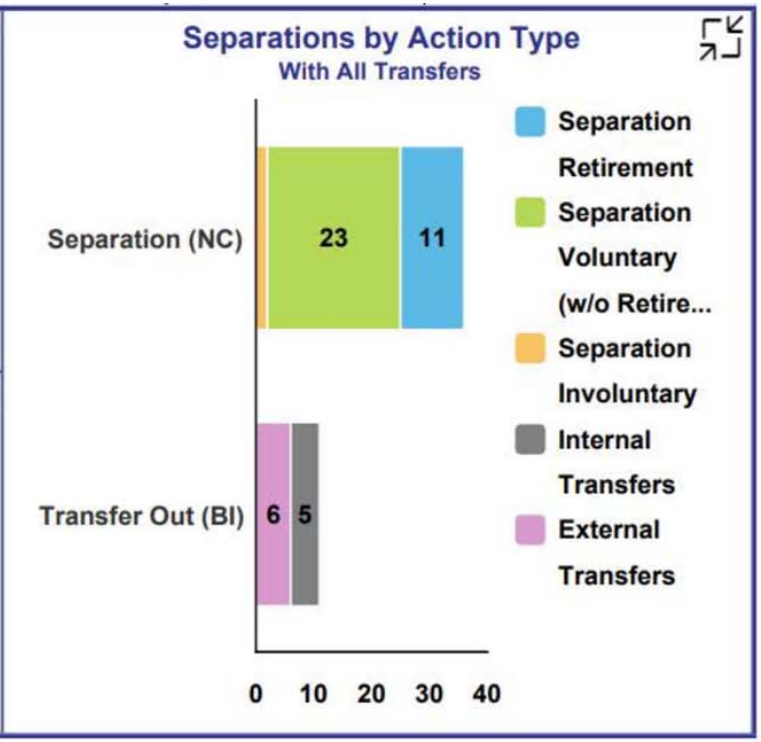
Vacancy count at the end of Fiscal Year 7/1/2021 -6/30/2022	30	
Number of positions vacated since the start of Fiscal Year 7/1/2022-6/30/2023	25	
Number of vacant postions as of 2/2/2023	24	
Number of budgeted positions	232	
Number of positions filled/Current employees as of 2/2/2023	208	
Percentage of positions vacant as of 2/2/2023 Vacant count/ total number of budgeted positions)x100	24/232x100	10.34%
Percentage of positions filled as of 2/2/2023 (positions filled/number of budgeted positions)x 100	208/232x100	89.66%
FY 2022-2023 turnover rate (Employees who separated /#current employees) x 100	25/208x100	12.01%
*Anticipated Vacancies	3	

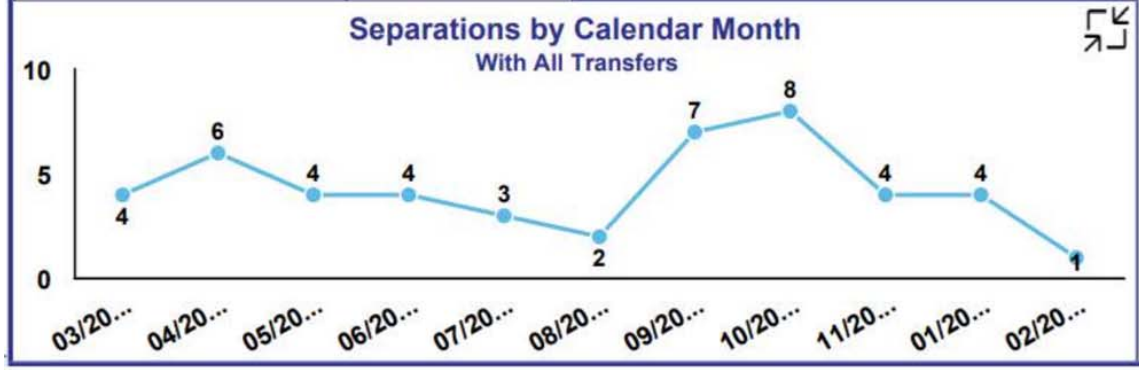
STATE BOARD OF COMMUNITY COLLEGES
North Carolina Community Colleges System Office
System Office Vacancy Metrics for February 2023 **Attachment PER 02**

	Total Separations	Turnover %
With All Transfers	47	22.71
With External Transfers	42	20.29
Without Transfers	36	17.39

Total Employees:207







STATE BOARD OF COMMUNITY COLLEGES **Attachment PER 03**

College President Status Report

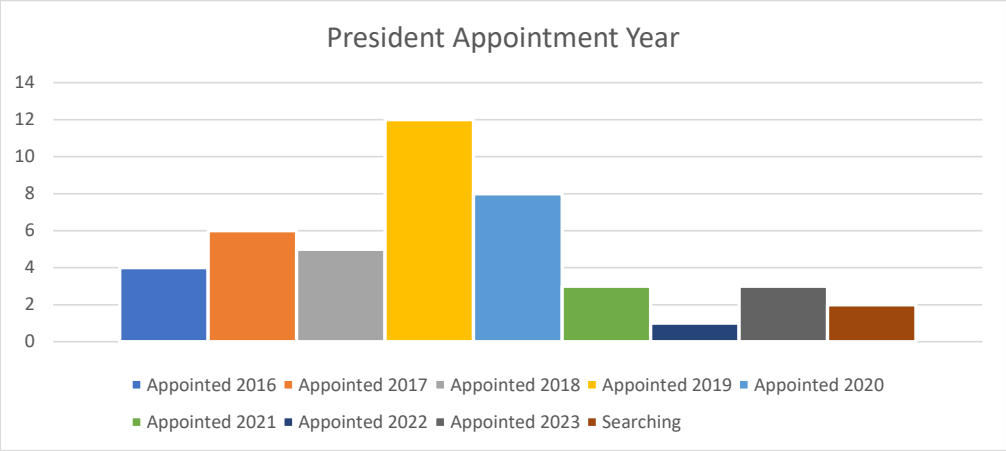
College	President	Appt. Date
Alamance Community College	Dr. Algie C. Gatewood	10/1/2013
Asheville Buncombe Technical Community College	Dr. John Gossett *	7/1/2020
Beaufort County Community College	Dr. David Loope	6/1/2017
Bladen Community College	Dr. Amanda Lee *	2/1/2019
Blue Ridge Community College	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	Dr. Darrin Hartness	1/1/2019
Durham Technical Community College	Mr. John Buxton	7/20/2020
Edgecombe Community College	Dr. Gregory McLeod	8/15/2018
Fayetteville Technical Community College	Dr. Mark Sorrells	1/1/2023
Forsyth Technical Community College	Dr. Janet Spriggs	1/1/2019
Gaston College	Dr. John Hauser *	6/1/2020
Guilford Technical Community College	Dr. Anthony Clarke *	11/1/2019
Halifax Community College	Dr. Patrena Elliott	1/1/2023
Haywood Community College	Dr. Shelley White	1/1/2020
Isothermal Community College	Dr. Margaret Annuziata	2/1/2021
James Sprunt Community College	Dr. Jay Carraway	4/29/2019
Johnston Community College	Dr. Vern Linquist	1/15/2023
Lenoir Community College	Dr. Russell Hunt	10/1/2016
Martin Community College	Mr. Wesley Beddard	7/1/2020
Mayland Community College	Dr. John C. Boyd	1/1/2011
McDowell Technical Community College	Dr. Brian S. Merritt	1/1/2021
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	Dr. James Ross	7/25/2016
Piedmont Community College	Dr. Pamela Senegal	7/1/2017
Pitt Community College	Dr. Lawrence Rouse *	8/1/2018
Randolph Community College	Dr. Elbert Lassiter (Interim)	7/25/2022
Richmond Community College	Dr. W. Dale McInnis	3/1/2010
Roanoke-Chowan Community College	Dr. Murray Jean Williams	5/1/2021
Robeson Community College	Ms. Melissa Singler	11/1/2019
Rockingham Community College	Dr. Mark Kinlaw	1/20/2015
Rowan-Cabarrus Community College	Dr. Carol S. Spalding	8/11/2008
Sampson Community College	Dr. Bill Starling	3/1/2018
Sandhills Community College	Ms. Brenda Jackson (Interim)	1/1/2023
South Piedmont Community College	Dr. Maria Pharr	1/1/2017
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. Jeffrey A. Cox	7/1/2014
Wilson Community College	Dr. Tim Wright	8/1/2015

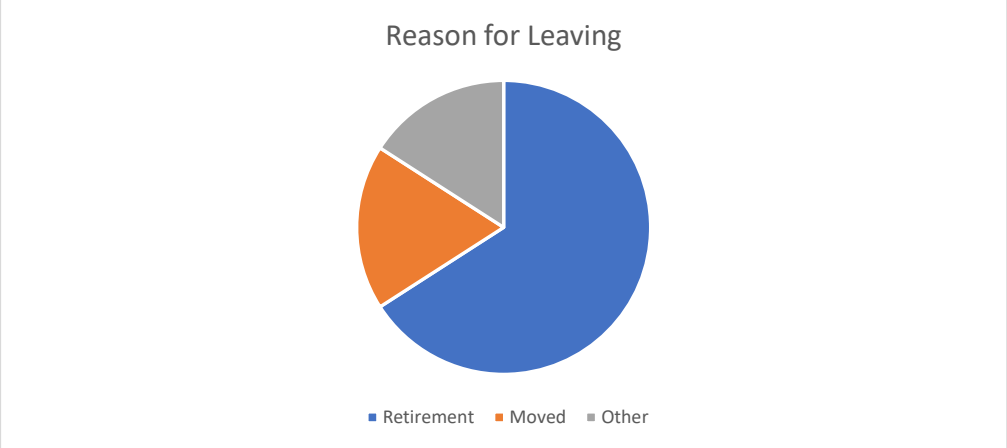
**Previously served as president at another NCCCS college*

STATE BOARD OF COMMUNITY COLLEGES **Attachment PER 03**
College President Status Report

Appointed 2016	**4**
Appointed 2017	**6**
Appointed 2018	**5**
Appointed 2019	**12**
Appointed 2020	**8**
Appointed 2021	**3**
Appointed 2022	**1**
Appointed 2023	**3**
Searching	**2**
Total:	**44**

Retirement	**29**
Moved	**8**
Other	**7**
Total:	**44**





AGENDA
State Board of Community Colleges
PROGRAMS AND STUDENT SUCCESS COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, February 16, 2023 – 1:30 p.m. – 2:25 p.m.
Mr. Bobby Irwin, Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 19, 2023

For Action

- Legislative Reports for Career and College Promise (CCP) and Cooperative Innovative High Schools (CIHS) (Attachment PROG 01)

For Consent Agenda

- Curriculum Program Applications – Fast Track for Action (Attachment PROG 02)
  - Alamance Community College
    - Practical Nursing (Diploma) (D45660)
  - Blue Ridge Community College
    - Civil Engineering Technology (A40140)
    - Environmental Engineering Technology (A40150)
  - Fayetteville Technical Community College
    - Baking and Pastry Arts (A55130)
- Courses of Instruction to Captive/Co-Opted Groups (Attachment PROG 03)
  - Central Carolina Community College – Harnett Correctional
    - Computer Basics (CIS-3100)
  - Montgomery Community College – Southern Correction
    - HVAC (Intro to Air Conditioning) (AHR-3131)
  - Richmond Community College – Richmond (Morrison) Correctional
    - Horticulture (Landscaping Careers) (HOR-3307)
  - Rowan-Cabarrus Community College – Cabarrus County Detention Center
    - Certified Logistics Technician (LOG-3400)
  - Sandhills Community College – Sandhills Adult and Teen Challenge in Moore County
    - Employability Skills (HRD-3001)
    - Employability Skills Lab (HRD-3002)
    - Career Planning and Assessment (HRD-3003)
    - Career Readiness/Pathways (HRD-3004)
    - Workplace Survival Skills (HRD-3006)

AGENDA
State Board of Community Colleges
PROGRAMS AND STUDENT SUCCESS COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, February 16, 2023 – 1:30 p.m. – 2:25 p.m.
Mr. Bobby Irwin, Chair

    - Financial Literacy (HRD-3008)
    - Working Smart (HRD-4100)
  - Western Piedmont Community College – Foothills Correctional
    - Veterinary Assistant (ANS-3011)
    - Commercial Driver License (TRA-3605)

For Information

- Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) as Approved by the System President (Attachment PROG 04)
  - Roanoke-Chowan Community College
- Elementary Education Residency Licensure Certificate (C55490) and Educator Preparation Program (EPP) Request as Approved by the System President (Attachment PROG 05)
  - Alamance Community College
  - Central Piedmont Community College
  - Fayetteville Technical Community College
  - McDowell Technical Community College
  - Western Piedmont Community College
- Curriculum Program Applications as Approved by the System President (Attachment PROG 06)
  - Blue Ridge Community College
    - Entrepreneurship (A25490)
    - Medical Office Administration (A25310)
  - James Sprunt Community College
    - Industrial Systems Technology (A50240)
- Curriculum Standard Revision as Approved by the System President (Attachment PROG 07)
  - Occupational Education Associate (A55320)
- Curriculum Program Terminations as Approved by the System President (Attachment PROG 08)
  - Edgecombe Community College
    - Ophthalmic Medical Personnel (D45210)

New Business

Adjourn

MINUTES
State Board of Community Colleges
PROGRAMS COMMITTEE
Tuesday, January 19, 2023

MEMBERS PRESENT:

Bobby Irwin, Chair	Hari Nath	Latasha Bradford
Sarah West	Ann Whitford	Jeff Cox
Grant Campbell	Burr Sullivan	Chaz Beasley
Shirley Carraway	Jonathan Harris	

*Attended via phone or Zoom technology

MEMBERS ABSENT:
Ray Trapp

NCACCP LIAISONS
Amanda Lee, President, Bladen Community College
Margaret Annunziata, Isothermal Community College

SYSTEM OFFICE STAFF AND OTHERS:

Levy Brown, Senior Vice President	Tracy McPherson	Michelle Lair
Kimberly Gold	Jason Cobb	Mary Olvera
Bill Carver	James Willamor	David Heatherly, President, Coastal Carolina CC
Sondra Jarvis	Lane Freeman	Hannah McClellan
Alex Doles	Bob Witchger	
Bruce Mack	Lori Byrd	
	Lisa Eads	

WELCOME AND ETHICS STATEMENT: Chairman Irwin called the meeting to order at 1:30p.m. in the J. Gregory Poole Conference Room, at the Caswell Building. Roll was taken and there was a quorum. Chairman Irwin read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

APPROVAL OF THE AGENDA: Chairman Irwin requested a motion to approve the January 19, 2023, agenda. Dr. Carraway made the motion, seconded by Ms. West. The agenda was approved via voice vote by the committee.

APPROVAL OF THE MINUTES: Chairman Irwin made a motion to approve the November 17, 2022, minutes. Dr. Campbell made the motion, seconded by Mr. Nath. It was approved via voice vote by the committee.

FOR ACTION:

Specialized Course List for 15-Year-Old Firefighters Pursuant to G.S. 115D-20(4) (Attachment PROG 01)
Chair Irwin and Dr. Brown reviewed the item. All documents are in order. The committee noted the importance of this update for the communities they serve and thanked System Office staff, Ms. Tracy McPherson and Mr. Kenny Weatherington, for their work on this item.

The committee had no questions or concerns.

On a motion made by Dr. Campbell, seconded by Ms. West, PROG 01 was approved for the For Action Agenda at their meeting on January 20, 2023. The motion was approved by voice vote.

Proposed Amendment of 1D SBCCC 300.4 Program Management (Attachment PROG 02)
Dr. Brown and Ms. McPherson reviewed the item.

The committee had no questions or concerns.

On a motion made by Dr. Campbell, seconded by Mr. Nath, PROG 02 was approved for the For Action Agenda at their meeting on January 20, 2023. The motion was approved by voice vote.

Recommendation on Increasing Nursing Graduates: In Response to SL 2022-74 (HB 103), Section 8.3 (Attachment PROG 03)
Dr. Brown and Dr. Byrd reviewed the item. All documents are in order.

Dr. Campbell asked about the program goals for the different degrees, particularly that a bachelor degree adds additional undefined "public health settings" that indicates a difference from those in an associate degree. He further clarified that these may be arbitrary requirements and training for a job that does not truly require a bachelor's degree, especially when facing a shortage. The higher degree does cover more topics in areas such as nursing and leadership, but the associates degree does have similar topics. Community college graduates are very well prepared for the settings they enter, and students are offered several pathways to complete their bachelor degree.

Ms. West applauded the work done in this report in identifying the issues with increasing nursing graduates but asked if there were recommendations for next steps. The report specifically asked the group for a study on the current state of this field and potential ways to increase the number of nursing graduates by fifty percent (50%). While the report did not include that information, this is expected to be the first step in addressing this and will be dependent on the Legislature's response to the report. The hope is that there will be support in faculty retention and pay and student attrition. Other members of the committee noted issues facing nursing faculty retention related to pay and the importance of their roles in the state.

Dr. Carraway asked if there were conversations regarding providing specialized support for those who are in the program that need to pass the NCLEX. There were discussions among the group performing this study concerning this issue and ideas were provided such as nursing-specific Career Coaches to assist clinical faculty and students as they prepare for the exam. Most colleges currently use vendors to

help students prepare for the NCLEX. There were also recommendations to allow for remedial courses for students that did not pass the NCLEX their first time to provide additional support.

Ms. Bradford asked if there were any consideration about increasing Licensed Practice Nurse (LPN) to Registered Nurse (RN) programs or including a pipeline for those students to become RNs. Most programs do have LPN-RN tracks or bridge programs and there are multiple avenues for students to advance to RN and transfer to BSN programs. The challenge is that many LPNs work full-time and it can be a burden to return to school to complete the RN program. There is a task force that educates the colleges and universities on the progression of LPNs, who are listed as the largest industry deficits in the coming years. Increasing the number of LPNs will be dependent on those who desire to return to school as it can be a financial and academic burden.

On a motion made by Dr. Carraway, seconded by Mr. Nath, PROG 03 was approved for the For Action Agenda at their meeting on January 20, 2023. The motion was approved by voice vote.

FOR CONSENT AGENDA

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

- Asheville-Buncombe Technical Community College
  - Practical Nursing (Diploma) (D45660)
- Durham Technical Community College
  - Biotechnology (A20100)
- Gaston College
  - Surgical Technology (A45740)
- Johnston Community College
  - Culinary Arts (A55150)
- Mayland Community College
  - Culinary Arts (A55150)
- Southwestern Community College
  - Dental Assisting (Diploma) (D45240)

Dr. Brown reviewed the item. All documents are in order.

Mr. Nath asked what the average salary is for those entering the Culinary Arts program. System Office staff will follow-up with those reported salaries.

Dr. Carraway asked if the committee could be provided the impact statements and template to understand the types of questions and information colleges are asked when programs are started. System Office staff confirmed to provide that document following the Committee meeting.

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

- New Course Approvals, Modifications, and Tier Designations
  - New Course Approval – NC Community Colleges System Office
    - EMS Special Topics (EMS-3200)

Dr. Brown reviewed the item. All documents are in order.

The committee had no questions or concerns.

On a motion made by Mr. Nath, seconded by Ms. West, PROG 04 and PROG 05 was approved for the Consent Agenda at their meeting on January 20, 2023. The motion was approved by voice vote.

FOR INFORMATION

Elementary Education Residency Licensure Certificate (C55490) and Educator Preparation Program (EPP) Request as Approved by the System President (Attachment PROG 06)

- Blue Ridge Community College
- Wayne Community College

Dr. Brown reviewed the item. All documents are in order.

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

- Blue Ridge Community College
  - Building Construction Technology (A35140)
- Catawba Valley Community College
  - Sustainability Technologies (A40370)
- Fayetteville Technical Community College
  - Mechatronics Engineering Technology (A40350)
- Robeson Community College
  - Natural Hair Care (Certificate) (C55170)
  - Supply Chain Management (A25620)
- Wayne Community College
  - Early Childhood Workforce (Certificate) (C55820)

Dr. Brown reviewed the item. All documents are in order.

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

- Broadcasting and Production Technology (A30120)

Dr. Brown reviewed the item. All documents are in order.

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

- Davidson-Davie Community College
  - Cancer Information Management (A45130)
- Rowan-Cabarrus Community College
  - Industrial Engineering Technology (A40240)
- Wayne Community College
  - Associate in Engineering (A10500)
  - Public Safety Administration (A55480)
- Western Piedmont Community College
  - Associate in Fine Arts in Theatre (A10800)
  - Professional Arts & Crafts: Sculpture (A30290)

- Professional Crafts: Clay (A30300)
- Professional Crafts: Wood (A30360)

Dr. Brown reviewed the item. All documents are in order.

OTHER BUSINESS

ADJOURN

The meeting was adjourned at 2:27 p.m. by Chairman Irwin.

Recording Secretary
Alex Doles

STATE BOARD OF COMMUNITY COLLEGES
Legislative Reports for Career and College Promise (CCP) and Cooperative Innovative High Schools (CIHS)

Request: At the request of staff, the State Board of Community Colleges is asked to approve the Career and College Promise (CCP) Annual Report and the Cooperative Innovative High Schools (CIHS) Annual Report for the 2021-2022 academic year.

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

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

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

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

Contact(s):
Michelle Lair
Director of Academic Programs

CCP/CIHS REPORTING REQUIREMENTS

	Due March 15, 2023 (Annually)
CCP	**G.S. 115D-5(x)** *as enacted by SL 2017-57, Sec. 7.22(g)* Evaluation of success of students participating in **CCP**, including College Transfer and CTE. Success measured by: • HS retention rates • HS completion rates • HS dropout rates • Certification & Associate Degree completion • Admission to 4-yr. institutions • Post-graduation employment in career/study-related fields • Employer satisfaction • An analysis of the cost of students participating in Career and College Promise College Transfer and Career and Technical Education Pathways **Reporting Board(s) - SBCC,** in conjunction with, SBOE & UNC-BOG
CIHS	**G.S. 115C-238.55** *as amended by SL 2017-102, Sec. 48(c)* [date change] • Success of students in **CIHS** • HS retention rates • HS completion rates • HS dropout rates • Certification & Associate Degree completion • Admission to 4-yr. institutions • Post-graduation employment in career/study related fields • Employer satisfaction • An analysis of the cost of students participating in Career and College Promise Cooperative Innovative High Schools **Reporting Board(s) -** SBOE & governing boards
Receiving	Ed. Oversight

NORTH CAROLINA
State Board of Education
Department of Public Instruction

NC COMMUNITY COLLEGES
CREATING SUCCESS

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

NORTH CAROLINA INDEPENDENT COLLEGES & UNIVERSITIES

Report to the North Carolina General Assembly

Career and College Promise

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

Evaluation of Cooperative Innovative High School Programs

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

DRAFT

Date Due: March 15, 2023

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

STATE BOARD OF EDUCATION

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

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

ERIC DAVIS
Chair: Charlotte – At-Large

ALAN DUNCAN
Vice Chair: Greensboro – Piedmont-Triad Region

MARK ROBINSON
Lieutenant Governor: High Point – Ex Officio

DALE FOLWELL
State Treasurer: Raleigh – Ex Officio

CATHERINE TRUITT
Secretary to the Board: Cary

JILL CAMNITZ
Greenville – Northeast Region

REGINALD KENAN
Rose Hill – Southeast Region

AMY WHITE
Garner – North Central Region

OLIVIA OXENDINE
Lumberton – Sandhills Region

VACANT
Southwest Region

JOHN BLACKBURN
Linville – Northwest Region

DONNA TIPTON-ROGERS
Brasstown – Western Region

J. WENDELL HALL
Ahoskie – At-Large

JAMES FORD
At-Large

NC DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, State Superintendent :: 301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to:
Thomas Tomberlin, Director of Educator Recruitment and Support, NCDPI
6301 Mail Service Center, Raleigh, NC 27699-6301 / Phone: (984) 236-2114 / Fax: (984) 236-2099

Visit us on the Web: www.dpi.nc.gov

0422

Report to the North Carolina General Assembly:
§ *NCGS 115D-5(x)* ~ Career and College Promise (CCP)
§ *NCGS 115C-238.55* ~ Cooperative Innovative High Schools (CIHS)

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

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

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

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

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

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

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

Report Requirement	Agency/Source	Page
Overview of Dual Enrollment and Career and College Promise (CCP)	NCDPI	Pages 5 - 7
Data Highlights of CCP	NCDPI and NCCCS	Pages 7 - 26
Certification and Associate Degree Completion	NCCCS and NCDPI	Pages 27 - 33, 71 - 72
CCP CTE and College Transfer Pathways	NCCCS	Pages 29 - 30
Post-graduation employment	NCCCS	Pages 31, 72
CCP Cost Analysis	NCCCS	Pages 33 - 41
Admission to Four-Year Institutions	UNCS and NCICU	Pages 42 - 43, 73 - 75
Overview of CIHS Programs	NCDPI	Pages 44 - 49
Data Highlights of CIHS	NCDPI and NCCCS	Pages 46 - 48

List of Current CIHS by Public School Unit (PSU)	NCDPI	Pages 49 - 56
High School Retention Rates*	NCDPI	Pages 56 - 64
High School Completion Rates*	NCDPI	Pages 56 - 64
High School Drop-out Rates*	NCDPI	Pages 56 - 64
CIHS Enrollment Data	NCDPI and NCCCS	Pages 64 - 70
CIHS Success Stories and Special Recognitions	NCDPI, CIHS Annual Reports	Pages 76 - 105
Employer satisfaction of CIHS graduates	Data not available	N/A
Findings from The Evaluation of Career and College Promise	SERVE Center at UNCG	Pages 39 - 42, 106 - 109

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

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

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

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

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

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

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

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

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

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012. The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to enroll dually in community

college courses that provide pathways that lead to a certificate, diploma, degree, or State or industry-recognized credential, as well as to provide entry-level jobs skills.

Every eligible North Carolina high school student has the opportunity to take advantage of the Career and College Promise (CCP) program and enroll in dual enrollment through the College Transfer or Career and Technical Education Pathway. CCP is available to every public high school in the state and the NCCCS sets the eligibility requirements.

Career and College Promise Data Highlights:

- In 2021-2022, **32%** of all graduates enrolled in at least one dual enrollment course, primarily through CCP, during their high school years. This represents 32,269 students. students. This is a **decrease** of 1,985 students from the previous 2020-2021 graduating class.
- These graduates enrolled in a total of **229,353** college courses over the course of their high school years. Graduates enrolled in an average of seven college courses in their high school years.
- In 2021-2022, **30%** of all graduates earned high school credit through dual enrollment opportunities in their high school years. This represents **30,134** students.
- In 2021-22, **94%** percent of graduates who enrolled in a dual enrollment college course earned credit towards high school graduation.
- In 2021-2022, there were **59,456*** public high school students enrolled in at least one CCP course. This was a slight increase (<1%) from the 2020-2021 school year (an increase from 58,727 to 59,456 students).

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

See Table 1 below for further data regarding dual enrollment for 2021-2022 graduates disaggregated by race/ethnicity.

Table 1: Number and percent of 2021-2022 graduates who enrolled in at least one dual enrollment course while in high school by race/ethnicity

Race/Ethnicity	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school by Race/Ethnicity
American Indian or Alaska Native	334	1,041	32% (0%)
Asian	1,310	3,624	34% (2%)
Black or African American	5,025	24,221	21% (0%)
Hispanic or Latino	4,457	17,728	25% (-1%)
Native Hawaiian/Other Pacific Islander	25	113	22% (-9%)
Two or More	1,268	4,501	29% (1%)
White	19,850	50,876	40% (1%)
Total	**32,269**	**102,104**	**32%** (0%)

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

For detailed enrollment information by district enrollment information by district of 2021-2022 graduates who enrolled in at least one CCP while in high school refer to Table 2 below.

Table 2: Number and percent of 2021-2022 graduates who enrolled in at least one dual enrollment course while in high school by PSU.

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
010	Alamance-Burlington Schools	528	1516	35%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
020	Alexander County Schools	107	282	38%
030	Alleghany County Schools	59	84	70%
040	Anson County Schools	94	186	51%
90F	Apprentice Academy High School	17	39	44%
69A	Arapahoe Charter School	11	24	46%
050	Ashe County Schools	87	173	50%
761	Asheboro City Schools	50	259	19%
111	Asheville City Schools	188	330	57%
060	Avery County Schools	89	140	64%
58B	Bear Grass Charter School	35	54	65%
070	Beaufort County Schools	166	396	42%
080	Bertie County Schools	100	154	65%
79A	Bethany Community School	<10	40	18%
090	Bladen County Schools	173	317	55%
60S	Bradford Preparatory School	39	96	41%
100	Brunswick County Schools	312	893	35%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
110	Buncombe County Schools	808	1,677	48%
120	Burke County Schools	388	783	50%
13B	Cabarrus Charter Academy	12	34	35%
130	Cabarrus County Schools	898	2,399	37%
140	Caldwell County Schools	405	756	54%
150	Camden County Schools	78	149	52%
13A	Carolina International School	28	43	65%
160	Carteret County Public Schools	247	554	45%
170	Caswell County Schools	60	157	38%
180	Catawba County Schools	431	1,018	42%
93L	Central Wake High School	<10	35	20%
681	Chapel Hill-Carrboro City Schools	164	947	17%
60K	Charlotte Secondary	<10	34	3%
600	Charlotte-Mecklenburg Schools	1,642	9,361	18%
19A	Chatham Charter	45	45	100%
190	Chatham County Schools	380	615	62%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
200	Cherokee County Schools	139	211	66%
220	Clay County Schools	47	75	63%
230	Cleveland County Schools	407	948	43%
821	Clinton City Schools	88	184	48%
01C	Clover Garden	34	49	69%
41H	College Prep and Leadership Academy	<10	15	27%
240	Columbus County Schools	165	384	43%
60I	Community School of Davidson	32	129	25%
41G	Cornerstone Charter Academy-CFA	43	76	57%
60M	Corvian Community School	<10	81	6%
250	Craven County Schools	326	825	40%
260	Cumberland County Schools	865	3,173	27%
270	Currituck County Schools	109	285	38%
280	Dare County Schools	196	416	47%
290	Davidson County Schools	454	1,367	33%
300	Davie County Schools	158	442	36%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
310	Duplin County Schools	239	584	41%
320	Durham Public Schools	372	2,293	16%
92G	East Wake Academy	39	87	45%
210	Edenton-Chowan Schools	44	134	33%
330	Edgecombe County Public Schools	154	352	44%
700	Elizabeth City-Pasquotank Public Schools	89	293	30%
861	Elkin City Schools	52	68	76%
68A	Eno River Academy	23	88	26%
39A	Falls Lake Academy	36	82	44%
92F	Franklin Academy	23	116	20%
350	Franklin County Schools	132	593	22%
360	Gaston County Schools	636	2,029	31%
370	Gates County Schools	32	95	34%
380	Graham County Schools	57	88	65%
390	Granville County Schools	124	482	26%
84B	Gray Stone Day	48	89	54%
400	Greene County Schools	107	209	51%
410	Guilford County Schools	1,197	5,111	23%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
420	Halifax County Schools	36	137	26%
93A	Haliwa-Saponi Tribal School	<10	13	46%
430	Harnett County Schools	435	1,327	33%
440	Haywood County Schools	230	511	45%
91B	Henderson Collegiate	<10	83	1%
450	Henderson County Schools	323	938	34%
460	Hertford County Schools	95	184	52%
181	Hickory City Schools	78	248	31%
470	Hoke County Schools	280	502	56%
480	Hyde County Schools	19	22	86%
11C	IC Imagine	12	34	35%
490	Iredell-Statesville Schools	524	1,504	35%
500	Jackson County Public Schools	130	252	52%
61X	Jackson Day School	15	31	48%
510	Johnston County Public Schools	704	2,729	26%
520	Jones County Schools	19	59	32%
132	Kannapolis City Schools	60	348	17%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
81B	Lake Lure Classical Academy	17	39	44%
60D	Lake Norman Charter	125	187	67%
49F	Langtree Charter Academy	41	90	46%
530	Lee County Schools	247	644	38%
540	Lenoir County Public Schools	238	514	46%
291	Lexington City Schools	55	171	32%
55A	Lincoln Charter School	108	142	76%
550	Lincoln County Schools	378	817	46%
560	Macon County Schools	200	305	66%
570	Madison County Schools	124	192	65%
580	Martin County Schools	73	180	41%
590	McDowell County Schools	184	338	54%
86T	Millennium Charter Academy	<10	19	42%
610	Mitchell County Schools	100	136	74%
620	Montgomery County Schools	141	232	61%
630	Moore County Schools	613	990	62%
491	Mooresville Graded School District	150	475	32%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
862	Mount Airy City Schools	75	134	56%
36C	Mountain Island Charter School	44	131	34%
640	Nash County Public Schools	401	1,008	40%
34H	NC Leadership Charter Academy	36	55	65%
00B	NC Virtual Academy	45	152	30%
94Z	Northeast Regional School of Biotechnology and Agriscience	43	44	98%
51A	Neuse Charter School	22	60	37%
650	New Hanover County Schools	815	1,870	44%
182	Newton Conover City Schools	82	199	41%
00A	North Carolina Cyber Academy	21	253	8%
33A	Northeast Carolina Prep	49	65	75%
660	Northampton County Schools	65	110	59%
70A	Northeast Academy of Aerospace & AdvTech	37	45	82%
670	Onslow County Schools	421	1,630	26%
680	Orange County Schools	141	510	28%
39B	Oxford Preparatory	26	28	93%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
690	Pamlico County Schools	58	118	49%
09A	Paul R. Brown Leadership Academy	<10	17	24%
710	Pender County Schools	271	680	40%
720	Perquimans County Schools	49	120	41%
730	Person County Schools	144	326	44%
41K	Piedmont Classical High School	<10	72	6%
36B	Piedmont Community Charter School	64	119	54%
49E	Pine Lake Preparatory	105	161	65%
23A	Pinnacle Classical Academy	19	29	66%
740	Pitt County Schools	713	1,605	44%
750	Polk County Schools	98	152	64%
780	Public Schools of Robeson County	303	1,223	25%
34B	Quality Education Academy	<10	34	26%
60G	Queen's Grant Community School	20	103	19%
760	Randolph County School System	399	1,048	38%
32N	Research Triangle High School	<10	124	6%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
770	Richmond County Schools	244	455	54%
01B	River Mill Academy	25	46	54%
421	Roanoke Rapids Graded School District	72	178	40%
790	Rockingham County Schools	237	752	32%
64A	Rocky Mount Preparatory	28	55	51%
800	Rowan-Salisbury Schools	418	1,317	32%
73B	Roxboro Community School	45	78	58%
810	Rutherford County Schools	262	563	47%
820	Sampson County Schools	258	508	51%
830	Scotland County Schools	157	367	43%
92P	Southern Wake Academy	16	65	25%
840	Stanly County Schools	309	556	56%
63B	STARS Charter	<10	16	50%
61L	Stewart Creek High	<10	61	3%
850	Stokes County Schools	165	448	37%
60B	Sugar Creek Charter	17	60	28%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
50A	Summit Charter	<10	15	33%
860	Surry County Schools	325	506	64%
870	Swain County Schools	76	125	61%
11D	The Franklin School of Innovation	15	57	26%
01D	The Hawbridge School	14	36	39%
24B	Thomas Academy	<10	17	47%
81A	Thomas Jefferson Class Academy	24	80	30%
292	Thomasville City Schools	26	132	20%
880	Transylvania County Schools	133	268	50%
41F	Triad Math and Science Academy	34	67	51%
92T	Triangle Math and Science Academy	24	67	36%
890	Tyrrell County Schools	30	45	67%
90A	Union Academy	42	107	39%
900	Union County Public Schools	845	3,299	26%
76A	Uwharrie Charter Academy	55	137	40%
91A	Vance Charter School	35	80	44%
910	Vance County Schools	75	265	28%

PSU #	PSU Name	Number of graduates who enrolled in at least one dual enrollment course while in high school*	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school
32L	Voyager Academy	21	94	22%
920	Wake County Schools	1,623	11,686	14%
930	Warren County Schools	46	110	42%
940	Washington County Schools	28	77	36%
07A	Washington Montessori	13	13	100%
950	Watauga County Schools	202	337	60%
960	Wayne County Public Schools	337	1,136	30%
422	Weldon City Schools	33	66	50%
241	Whiteville City Schools	71	169	42%
970	Wilkes County Schools	341	560	61%
980	Wilson County Schools	325	701	46%
98B	Wilson Preparatory Academy	21	52	40%
340	Winston Salem / Forsyth County Schools	354	3,635	10%
990	Yadkin County Schools	194	355	55%
995	Yancey County Schools	111	159	70%

*In accordance with FERPA guidelines, individual student counts less than 10 are displayed as <10.

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

Based on the CCP Leadership Team's focus to improve the CCP program for NC's students and Informed by findings and recommendations from the IES Grant Study and the Dual Enrollment Opportunity Study, the State Board of Education (SBE) adopted a new policy for CCP in October 2022: CACP-000, CCP Partnership Agreement. This policy requires each Local Education Agency (LEA) to develop a CCP Partnership Agreement with their CCP college partner by December 2023. The areas outlined in the policy are key topics that will help to ensure quality programming for high school students. The new SBE policy states:

SBE CACP-000: CCP Partnership Agreement

Career and College Promise (CCP), established by NC Session Law 2011-145, is North Carolina's dual enrollment program for high school students, allowing eligible students to enroll in college classes at North Carolina community colleges and universities through their high school.

Career and College Promise offers students the option to choose from these structured pathways: College Transfer, Career and Technical Education, including Workforce Continuing Education, and Cooperative Innovative High Schools.Strong, high-quality partnerships between secondary and postsecondary education institutions are critical to support mindsets, policies, and practices that expand access to career and post-secondary pathways and ensure student success.

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

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

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

NCDPI is working with our partners at NCCCS to facilitate face to face meetings with school district and college representatives in the spring of 2023, and to develop a CCP Partnership Agreements Guide, which will include promising practices from across North Carolina. This Guide is intended to support school districts and their college partners as they develop CCP Partnership Agreements.

Continuing work to increase awareness, access, and student success is also informed by the ongoing work of the CCP Institute of Education Sciences (IES) Grant Study and the General Assembly authorized **Dual Enrollment Opportunity Study.** Descriptions of each are presented below, beginning on page 41, with a summary of current findings for the CCP IES Grant Study. Previously reported findings from the CCP IES Grant Study are presented below as Appendix A. Summary findings of the CCP IES Grant Study and the Dual Enrollment Opportunity Study are available on the NCDPI **CCP Data and Research** website.

CAREER AND COLLEGE PROMISE
INSTITUTE OF EDUCATION SCIENCES (IES) GRANT STUDY
Evaluation of Career and College Promise from 2019-2024

The partners. The North Carolina Department of Public Instruction and the North Carolina Community College System are partners in a five-year, $5 million grant from the U.S. Department of Education that started in July of 2019. This project—which is being led by SERVE Center at the University of North Carolina at Greensboro and also involves the

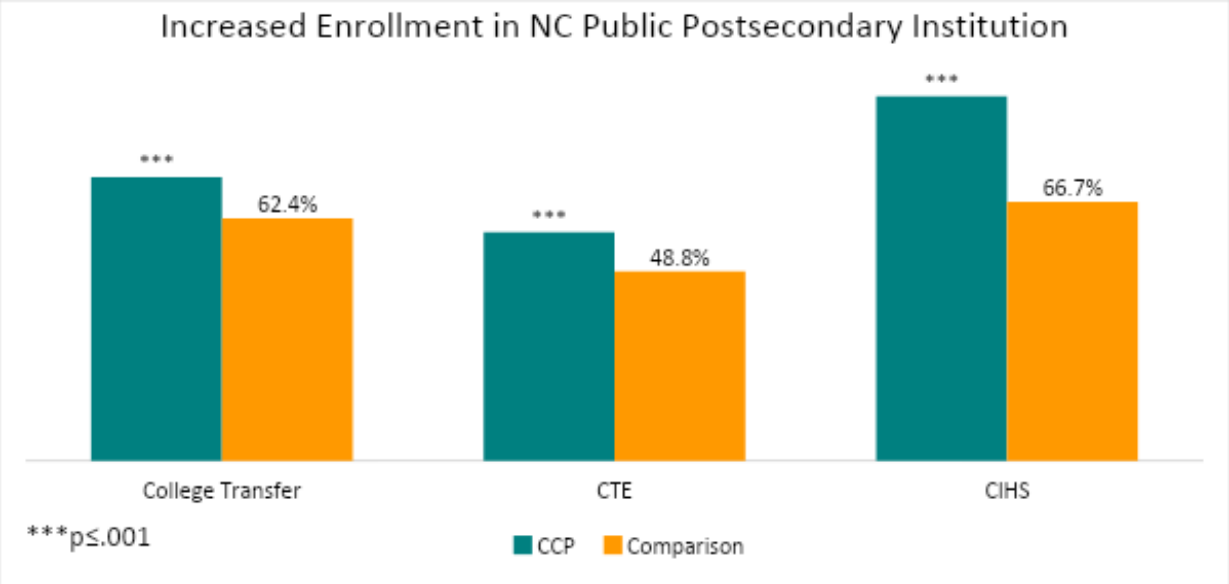
University of North Carolina System, the North Carolina Department of Commerce, the Government Data Analytics Center, and RAND Corporation—has the goal of conducting a formal and rigorous evaluation of the implementation, impact, and cost of the three different CCP pathways.

The study design. The impact study compares outcomes for students who participated in one of the three CCP pathways with students who did not participate in any of the pathways. The analysis used a propensity score weighting approach that ensured the pathway participants and the comparison students were similar on many background characteristics, such as demographics, socioeconomics, achievement, and (as appropriate) advanced course taking. The comparison group was created differently for each pathway. In 2022, the team updated the sample to add another cohort of students; the current sample for the College Transfer and CTE Pathway includes around 650,000 11th and 12th graders from 2012-13 through 2019-20. Students in the CTE pathway were compared to students who did not participate in any CCP pathway; the comparison group was weighted so it looked similar to CTE participants. Students in the College Transfer pathway were compared to students who did not participate in any CCP pathway; the comparison group was weighted so it looked similar to the College Transfer participants. The sample for CIHS students includes approximately 925,000 students and started with students who entered 9th grade in 2009-10, adding new cohorts through students who entered 9th grade in 2016-17. CIHS students were compared to students who were not enrolled in a CIHS; this could have included students who took CCP courses in the regular high school.

Key learnings from 2022: In addition to updating the impact analyses, a primary focus of the research partnership last year was understanding what might cause different levels of participation in CCP and identifying strategies that might help expand access and success. Key takeaways from the past year indicate the following primary themes, which are explored in more depth below:

- CCP participation has positive benefits for students.
- Participation in CCP varies by pathway and by groups.
- There are strategies that can be used to expand access to CCP.

CCP participation has positive benefits for students. Research presented in the 2022 report indicated that CCP students were more likely to graduate from high school; they earned many more college credits while they were in high school; and they were more likely to enroll in a North Carolina public postsecondary institution when compared to similar students not taking CCP. The figure below shows a continued positive impact when we added another cohort of students to the sample.



Findings also showed that economically disadvantaged students were one of the groups that benefited the most from CCP.

Participation in CCP varies by pathway and by groups. Although there are substantial benefits to CCP participation, the study's research has also shown that certain populations of students are less likely to participate in CCP. The College Transfer pathway has the largest disparities, with male students much less likely to participate as well as Black, Hispanic and economically disadvantaged students less likely to participate. The CTE Pathway is much more equitable although Black students are still less likely to participate. The CIHS pathway has mostly equitable participation by race/ethnicity but male students are less likely to participate.

Students in urban/suburban areas are about half as likely to participate in CCP as students in rural areas or small towns. Additionally, the CCP participation rates decline as the percentage of minority students in a school increases.

There are strategies that can be used to expand access to and success in CCP.

Research done under this project and under the Dual Enrollment Opportunity Study explored strategies that can be used to expand access to CCP.

- The quality of the secondary-postsecondary partnership is critical to a strong dual enrollment program. The partnership should be supported through formal Memoranda of Understanding (MOU) that delineate responsibilities.
- Recruitment and outreach are necessary to ensure that students are aware of their opportunities. Intentional outreach focused on underrepresented groups can help expand access and make it more equitable.
- Policies should be in place to help address barriers to participation including calendar and schedule mismatches, transportation barriers, and the costs of textbooks and fees.
- Sufficient advising and counseling personnel need to be in place. Dual enrollment is not something that can just be added to counselors' already full plates.
- Students' success can be enhanced when secondary and postsecondary partners share data and provide support to students taking dual enrollment courses.

The team has disseminated infographics for each CCP Pathway that include key findings around participation and outcomes through the 2018-19 study cohort. These infographics are available on the NCDPI CCP Data and Research website.

DUAL ENROLLMENT OPPORTUNITY STUDY

The North Carolina General Assembly authorized the Dual Enrollment Opportunity Study to examine factors impacting all students' ability to complete high school courses leading to college credit, an associate degree, or a career-ready credential, including an examination of opportunity, resources, fees, and personnel, and the alignment of dual enrollment courses used to satisfy high school graduation courses. NCDPI contracted with UNC-G SERVE Center to do the study. The study was approved by the State Board of Education and submitted to the General Assembly in July 2022.

The Dual Enrollment Opportunity Study authorized a third-party examination of two issues:

1. “The factors impacting all students' ability to complete high school courses leading to college credit, an associate degree, or a career-ready credential, including an examination of opportunity, resources, fees, and personnel.”

2. Alignment of dual enrollment courses used to satisfy high school graduation courses. “The study shall identify if dual enrollment courses are or are not aligned with the Standard Course of Study and, if not aligned, what content or skills are not aligned.”

Key findings:

1. Factors Associated with Access and Success in Dual Enrollment:
   There are many factors that affect high school students’ access to and successful completion of college-level courses, some of which are amenable to policy intervention. A strong, high-quality partnership between secondary and postsecondary education institutions is a necessity. Formal Memoranda of Understanding that cover specific aspects of the secondary-postsecondary partnership can help clarify responsibilities and possibly strengthen the relationship between institutions. District, school, and college staff throughout North Carolina identified specific resources and policies that would help expand access including:
   - Ensuring that students and families receive information about CCP.
   - Having a dedicated staff member with time to focus on college advising and registration, such as a college liaison.
   - Funding textbooks and fees.
   - Reducing transportation barriers along with addressing class schedule misalignment.
   - Promoting alignment of college and high school calendars.

2. Alignment of High School and College Courses:
   Overall, the expectations are similar in English regarding literary analysis, research, and writing; there are some areas— such as standards related to speaking and listening and vocabulary development —that are not mentioned in the college course descriptions. The sciences (Biology, Chemistry, and Physics) have overall strong alignment in the general concepts covered with additional content included in the college Chemistry and Physics courses. The two sets of standards in history (American History and World

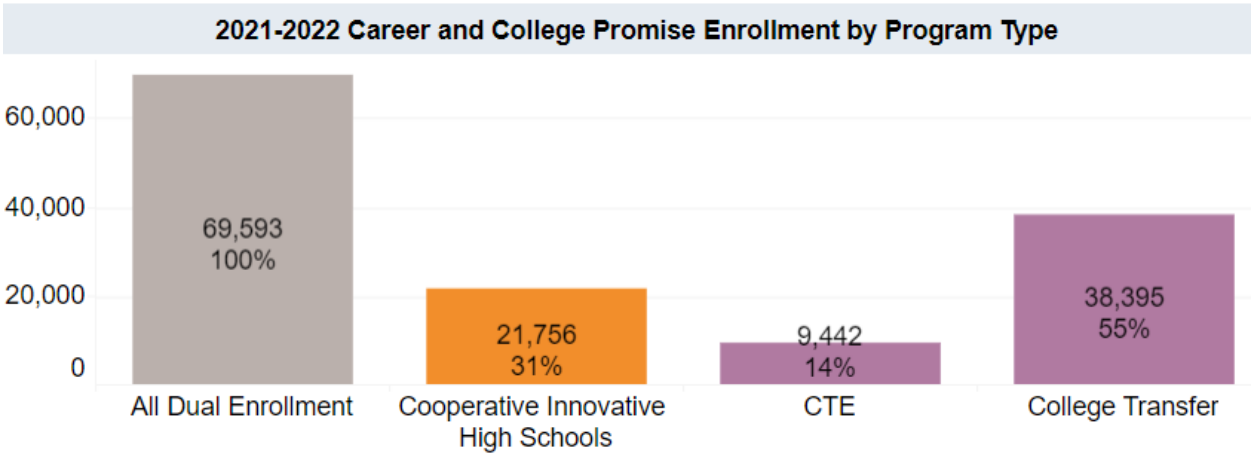
History) both expect students to engage in historical analyses but otherwise have different approaches with the high school standards taking a more thematic approach and the college standards primarily listing key historical events or civilizations from the relevant time periods. For math, there are a total of 30 high school and college courses that students can take to meet their fourth math requirement; given that no specific content was required for the fourth math, the study team did not conduct any course-level alignment.

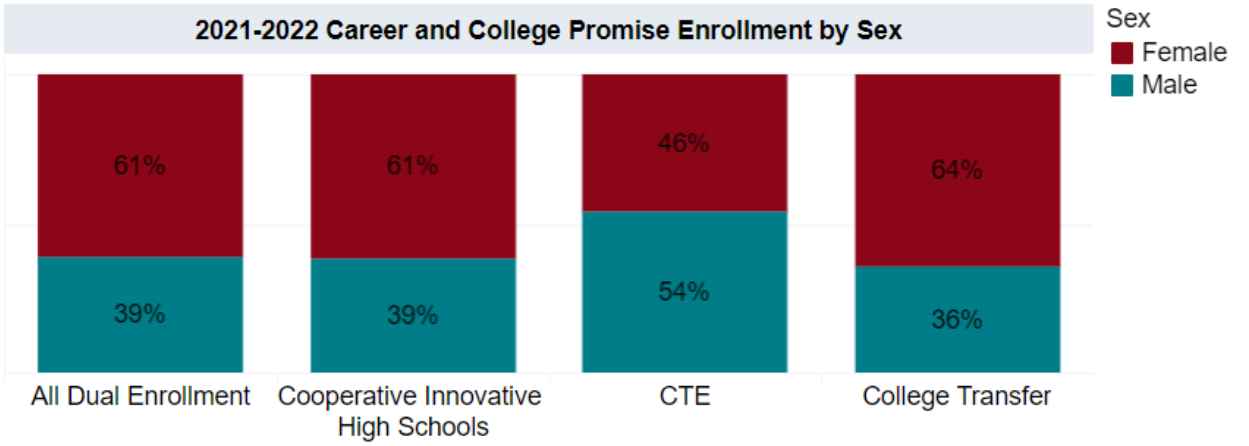
Last year, the statewide four-year graduation cohort rate was 86%. For more information, find the NCDPI Four-Year Cohort Graduation Rate Report under the Accountability Data Sets and Reports section. The dropout rate for 2021-2022 is not available at this time. It will be reported to the State Board of Education in March 2023. The North Carolina high school dropout rate for the 2020-2021 academic year increased to 1.94 dropouts per every 100 students. The rate increased 27.1% from 2019-2020 high school dropout rate of 1.53. For more information regarding dropout rates see the Discipline, ALP and Dropout Annual Reports section. For detailed data regarding NC school districts and high schools, see the North Carolina School Report Cards.

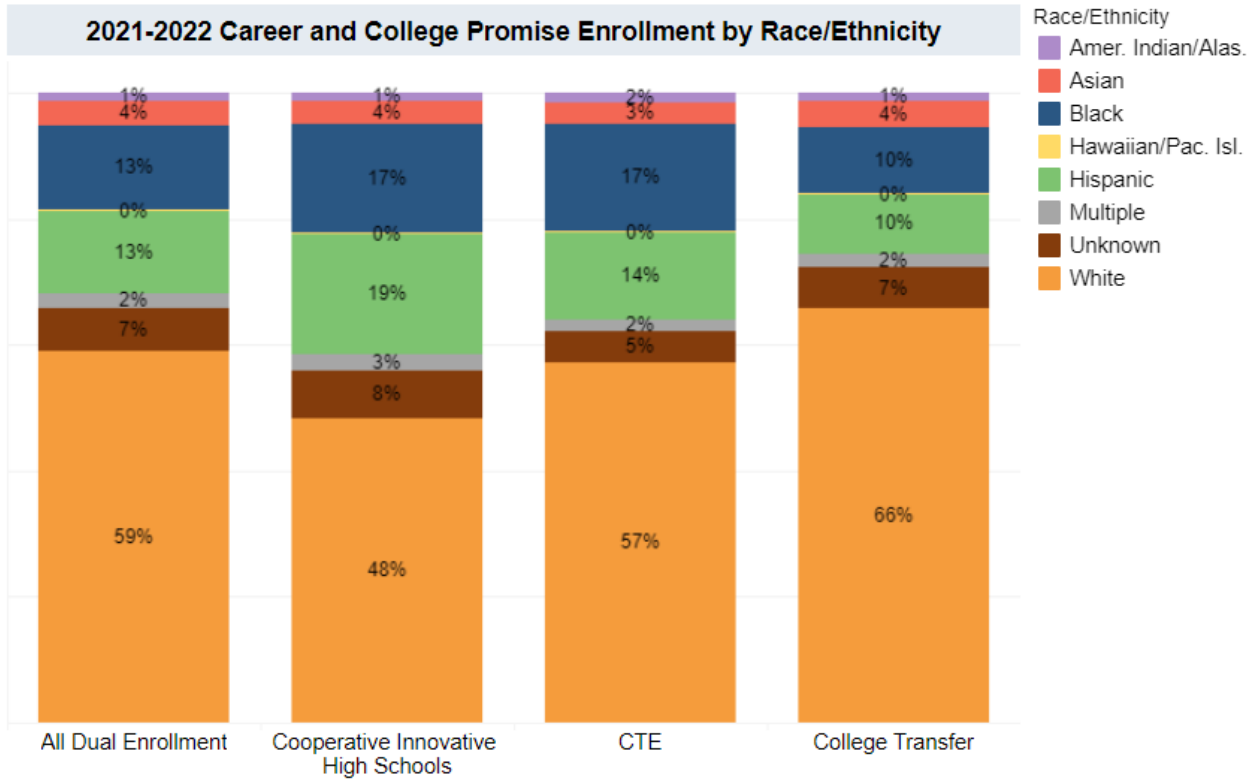
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (NCCCS)
Career and College Promise (CCP)

Career and College Promise Enrollment and Demographics

During the 2021-2022 academic year, 69,593 high school students participated in Career and College Promise (CCP) through the NC Community College System. Of those, 21,756 (31%) participated in Cooperative Innovative High School Programs (Early College, Middle College, or Other Innovative High School), and 47,837 (69%) participated in Pathways programs (Career and Technical Education or College Transfer). Participants were primarily female (61%) and white (59%). Career and Technical Education had the highest percentage of male students (54%), and Cooperative Innovative High Schools had the highest percentage of non-white students (52%). Of note for 2021-2022 is the 17% increase in Career and Technical Education pathway enrollment.



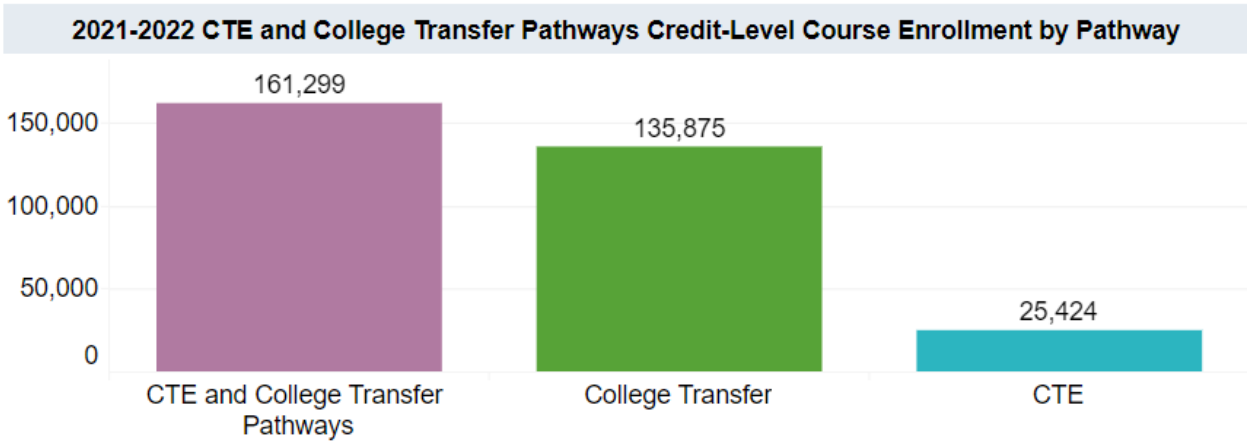

2021-2022 Career and College Promise Enrollment by Sex
Sex
Female
Male
61%
39%
61%
39%
46%
54%
64%
36%
All Dual Enrollment
Cooperative Innovative High Schools
CTE
College Transfer

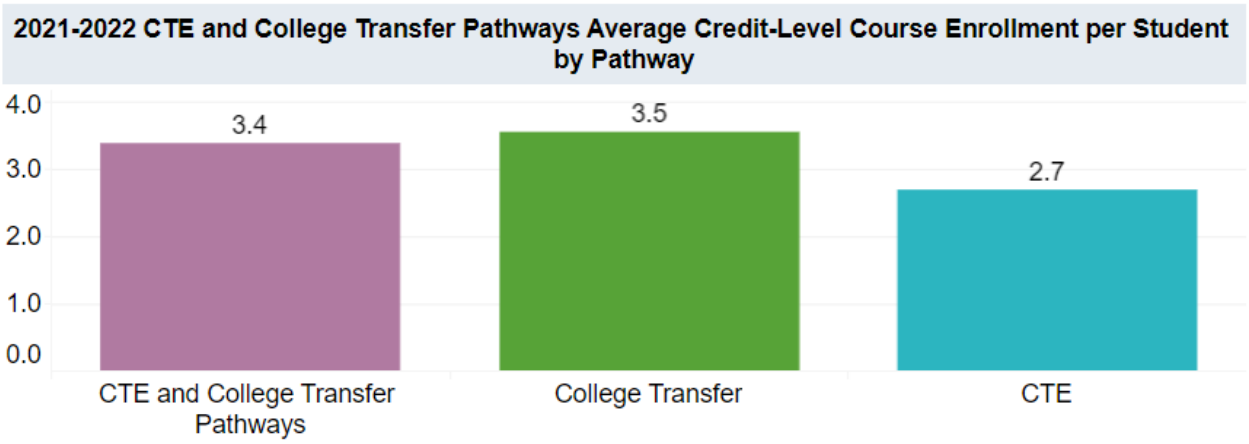

2021-2022 Career and College Promise Enrollment by Race/Ethnicity
Race/Ethnicity
Amer. Indian/Alas.
Asian
Black
Hawaiian/Pac. Isl.
Hispanic
Multiple
Unknown
White
1%
4%
13%
0%
13%
2%
7%
59%
1%
4%
17%
0%
19%
3%
8%
48%
2%
3%
17%
0%
14%
2%
5%
57%
1%
4%
10%
0%
10%
2%
7%
66%
All Dual Enrollment
Cooperative Innovative High Schools
CTE
College Transfer

CTE and College Transfer Pathways

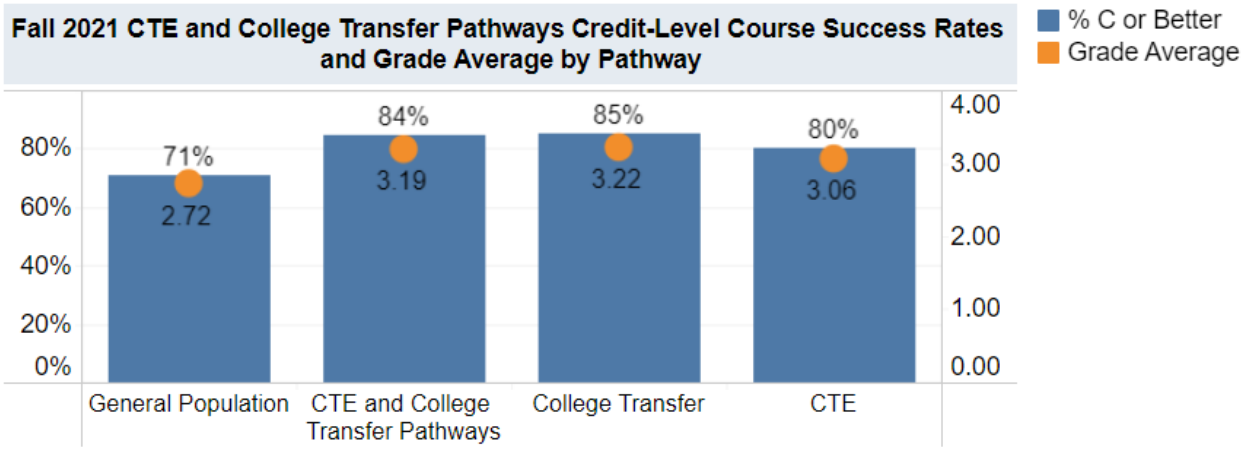
CTE and College Transfer Pathways Course Enrollment and Degree Completion

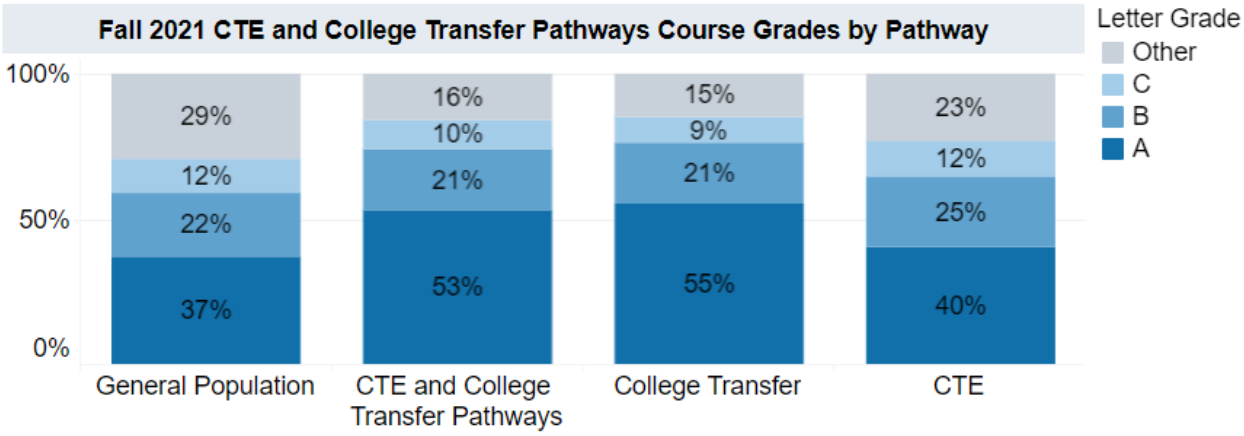
During the 2021-2022 academic year, CCP Pathways students enrolled in 161,299 credit-level college courses. Of those, 135,875 (84%) were taken by College Transfer students. On average, College Transfer students took 3.5 courses per term and CTE students took 2.7 courses per year.



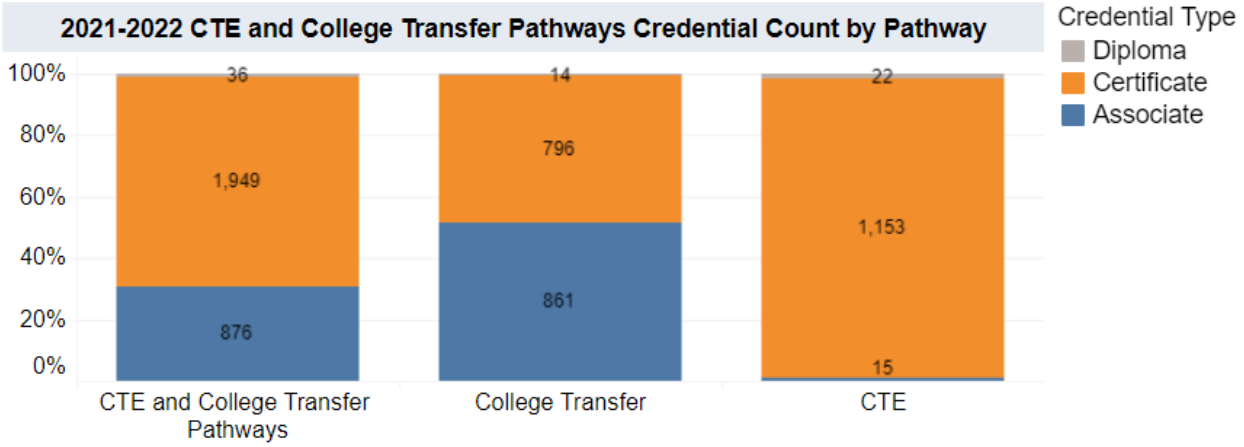


In Fall 2021, CCP Pathways students completed 84% of their credit-level courses with a C or better, compared to 71% of the general student population. The average Fall 2021 GPA for CCP Pathways students was 3.19.





During the 2021-2022 academic year, CCP Pathways students earned a total of 2,861 credentials.



Post-Graduation Employment

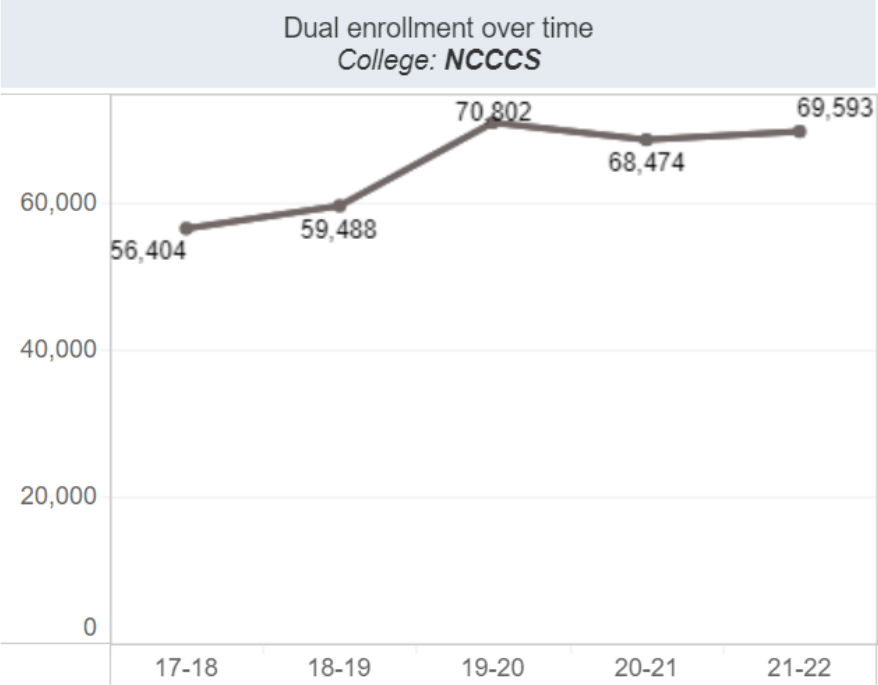
The North Carolina Community College System, with the Department of Commerce, reviewed employment status and wage outcomes of Career and College Promise students who graduated high school in 2019. These students were not enrolled in any postsecondary institution in 2020-2021 and had a full-time or part-time employment record in Quarter 1 of 2021. This sample is limited to those students whose social security numbers matched with Department of Commerce records. Students with missing social security numbers or whose employment is not tracked by the NC Department of Commerce (e.g., self-employed, federal employees, or those employed out of state) were not included. Wage records for 792 Transfer and 2,476 CTE pathway 2019 high school graduates were found for 1st quarter of 2021. The Quarter 1 median wage for transfer students was $4,150 and the median wage for CTE students was $4,555.

Workforce Continuing Education Pathway

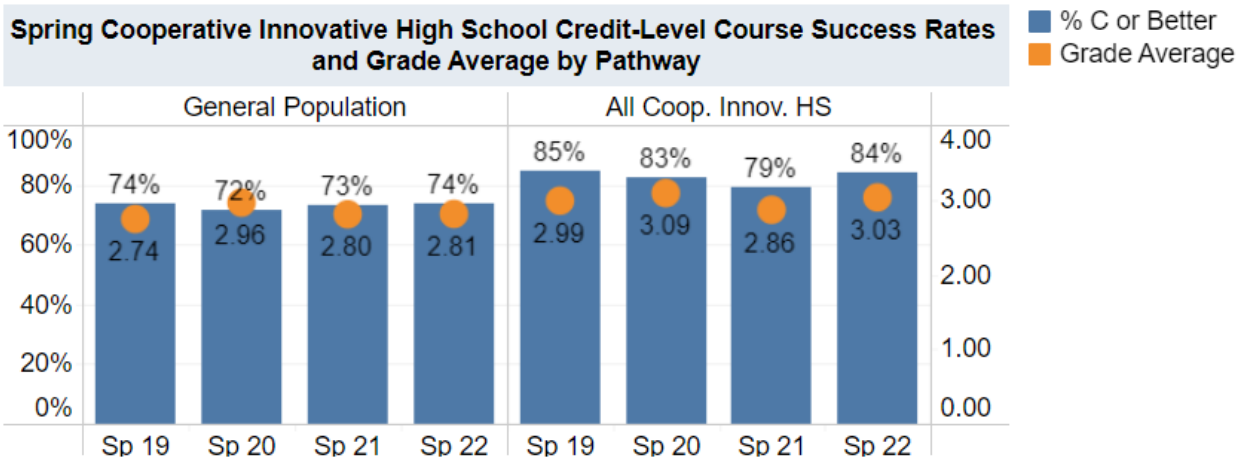
Legislative action in 2017 provided tuition waivers for high school students to participate in Workforce Continuing Education (CE) courses through the CCP CTE program. These courses allow students to pursue State and industry-recognized credentials for workforce entry. During the 2021-2022 academic year, 727 students were enrolled in the Workforce Continuing Education pathway, up from 386 in 2020-2021. In addition, the System Office approved applications from 26 colleges working in collaboration with 85 high schools across the state to offer 187 Workforce Continuing Education pathways to high school students. Currently, 46 of 58 community colleges (79%) have been approved to offer CE pathways.

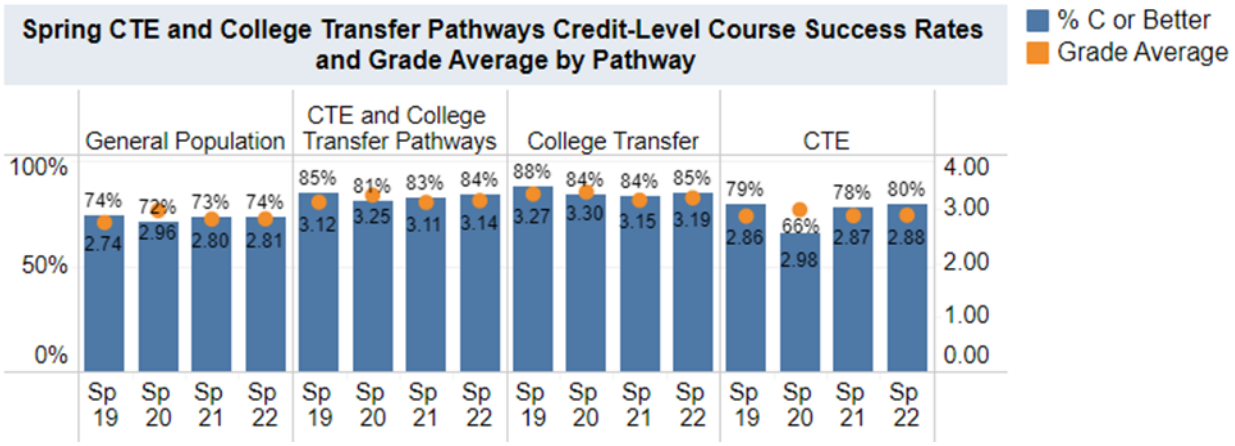
COVID-19 Impacts on Student Success

Enrollment in Career and College Promise has been steadily increasing over time. There was a slight decline in enrollment in 2020-2021, a possible effect of COVID-19, that has begun to rebound in 2021-2022. **The 1.6% enrollment increase in 2021-2022 has lifted enrollment to near pre-COVID-19 levels.**



To assess the impacts of COVID-19 on student success, a comparison of course success rates, GPAs, and course grades for Spring terms prior to and post the pandemic was conducted. Overall, course success rates and GPAs have continued to improve for Cooperative Innovative High School students, College Transfer students, and CTE students. Course success rates and GPAs have rebounded back to pre-COVID levels.





Career and College Promise Cost Analysis

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

1. Total enrollment funding, the number of budgeted full-time equivalent students, number of students enrolled in courses through cooperative innovative high schools, the College Transfer pathway, and the Career and Technical Education pathway.
2. The cost and number of waivers of tuition and registration fees provided for students enrolled in courses through cooperative innovative high schools, the College Transfer pathway, and the Career and Technical Education pathway.

3. Any additional costs of a student attending courses on campus if a student is not attending public school in a local school administrative unit for the majority of the student's instructional time.

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

Career and College Promise Total Enrollment Funding

During the 2021-2022 academic year, 69,593 high school students participated in Career and College Promise (CCP) through the NC Community College System. 21,756 (31%) students participated in Cooperative Innovative High School (CIHS) Programs (Early College, Middle College, or Other Innovative High School), 9,442 students participated in Career and Technical Education pathways, and 38,395 students participated in College Transfer pathways as their primary pathway. A three-year analysis of costs of instructional full-time equivalent students (FTE) and waivers of tuition demonstrated that total enrollment funding for Career and College Promise programs has grown in proportion to the continued growth in enrollment in the programs.

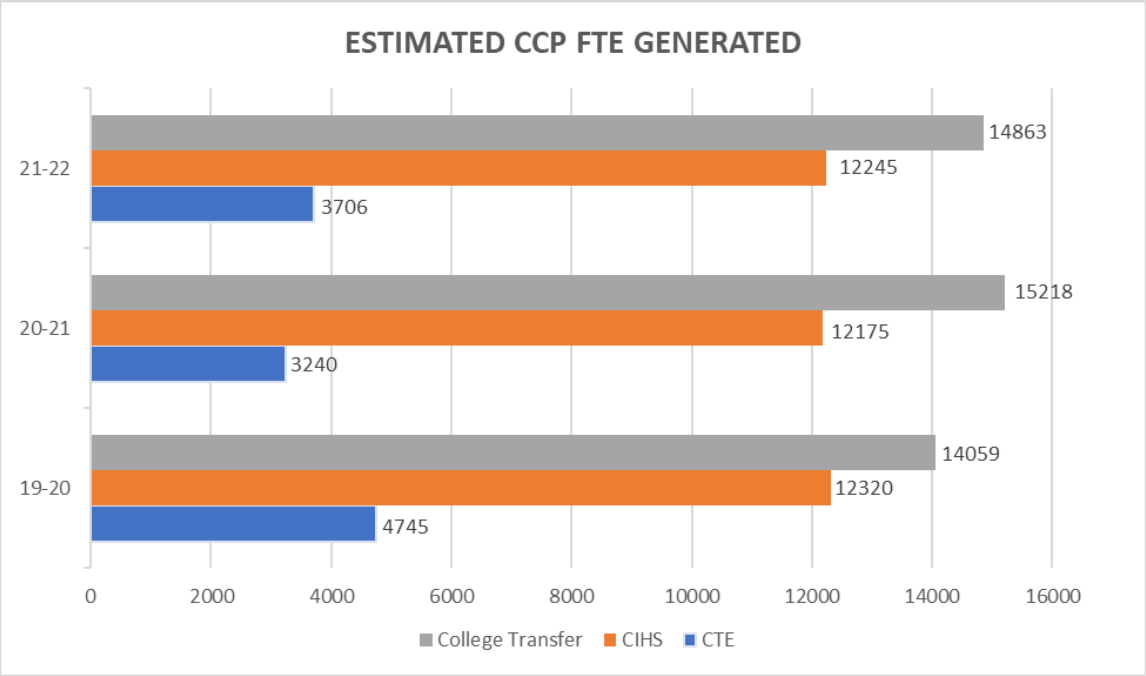
ESTIMATED FTE + WAIVER COST			
Estimated Overall Cost	**19-20**	**20-21**	**21-22**
Estimated College Transfer	$80,209,122	$89,197,040	$89,659,735
Estimated CTE Waters	$25,541,735	$20,079,295	$23,811,066
Estimated CTE - Workforce CE	$122,034	$181,708	$528,862
Estimated Total Pathway Cost	**$108,872,891**	**$109,458,043**	**$113,999,663**
Estimated Total CIHS CIHS	**$70,738,854**	**$71,738,345**	**$74,335,594**

Estimated Curriculum Full-Time Equivalency (FTE)

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

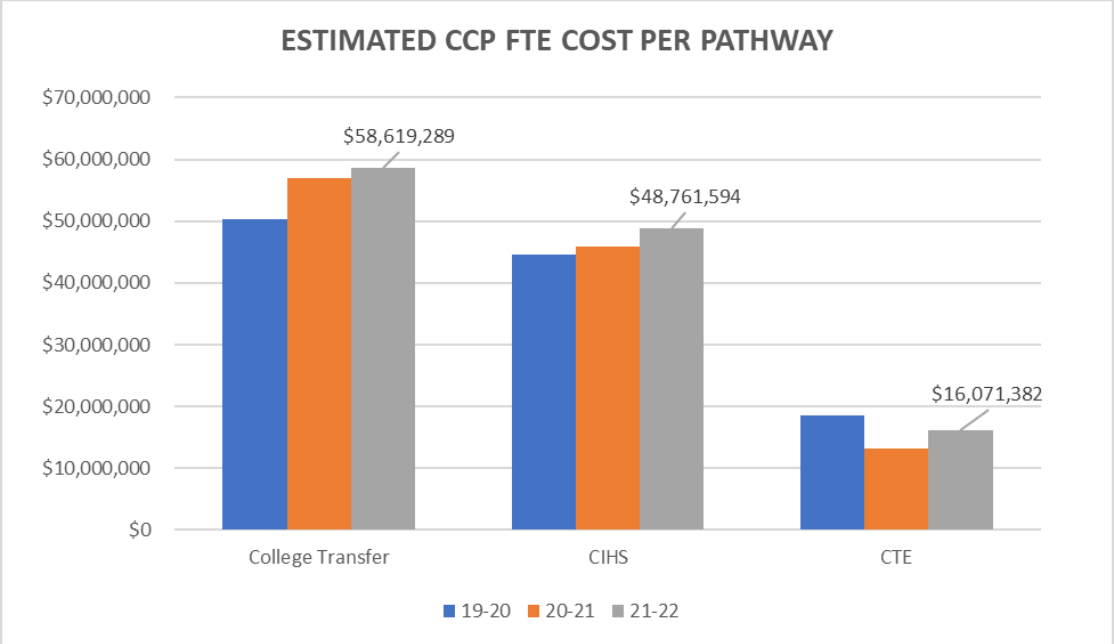
Over the past three years, FTE for all three Career and College Promise pathways has remained steady, with small variances in estimated curriculum FTE generated. For 2021-2022, the total estimated curriculum FTE for Career and College Promise was 30814.0. The Career and Technical Education (CTE) pathway showed a marked increase in estimated FTE growing from 3240.0 estimated curriculum FTE in 2020-2021 to 3705.9 estimated curriculum FTE in 2021-2022, a 14% increase.

ESTIMATED CURRICULUM FTE GENERATED				
		19-20	**20-21**	**21-22**
Total Estimated FTE		**31124.1**	**30632.4**	**30814**
		18804.2	18457.6	18568.7
Estimated College Transfer		*14059.1*	*15217.6*	*14862.8*
	Tier 1A	259.3	277.4	314.5
	Tier 1B	3907.1	4427.3	4193.9
	Tier 2	9892.7	10512.9	10354.3
Estimated CTE		*4745.1*	*3240*	*3705.9*
	Tier 1A	1847.6	1323.9	1654.8
	Tier 1B	660.7	449.2	470.2
	Tier 2	2236.9	1466.8	1580.9
Estimated CIHS		*12319.9*	*12174.8*	*12245.3*
	Tier 1A	615.8	538.6	637.7
	Tier 1B	3526.8	3612.6	3523
	Tier 2	8177.3	8023.6	8084.6



For 2021-2022, the total Estimated Curriculum FTE Cost reported for Career and College Promise is $123,452,266.00. The cost associated with the Career and College Promise program saw an increase across all pathways as enrollment in the program has continued to increase.

ESTIMATED CURRICULUM FTE COST			
	19-20	20-21	21-22
Total	**$113,486,564**	**$116,033,642**	**$123,452,266**
Pathway	*$68,873,852*	*$70,121,958*	*$74,690,672*
Transfer	*$50,394,851*	*$56,915,736*	*$58,619,289*
Tier 1A	$1,153,941	$1,285,356	$1,538,058
Tier 1B	$15,378,321	$18,151,981	$18,138,780
Tier 2	$33,862,589	$37,478,399	$38,942,452
CTE	*$18,479,001*	*$13,206,221*	*$16,071,382*
Tier 1A	$8,221,792	$6,135,126	$8,092,033
Tier 1B	$2,600,466	$1,841,797	$2,033,561
Tier 2	$7,656,743	$5,229,298	$5,945,788
CIHS	*$44,612,712*	*$45,911,684*	*$48,761,594*
Tier 1A	$2,740,088	$2,495,699	$3,118,445
Tier 1B	$13,881,657	$14,811,763	$15,237,110
Tier 2	$27,990,967	$28,604,223	$30,406,040



As members of an authorized group as defined in G.S. § 115D-20(4), eligible North Carolina high school students participating in Career and College Promise are granted access to course waivers that apply to tuition and registration fees as authorized by G.S. § 115D-5(b)(12). Colleges are authorized to provide courses in approved Career and College Promise Pathways. Additionally, colleges are responsible for ensuring that students are appropriately enrolled in Career and College Promise pathways consistent with the State Board of Community Colleges (SBCC) Career and College Promise Operating Procedures. A three-year analysis of the number and cost of waivers provided for Career and College Promise participants is provided.

Note: this is the total cost of tuition waivers.

ESTIMATED COST OF WAIVERS			
Course Waivers	**19-20**	**20-21**	**21-22**
Estimated Transfer Waivers	$29,814,727	$32,281,304	$31,040,446
Estimated CTE Waivers	$10,062,734	$6,873,073	$7,739,684
Estimated CTE - Workforce CE Waivers	$44,845	$65,230	$181,221
Estimated CIHS Waivers	$26,126,142	$25,826,661	$38,780,130
Estimated Total Waiver Cost	$66,048,023	$65,046,268	$64,535,351

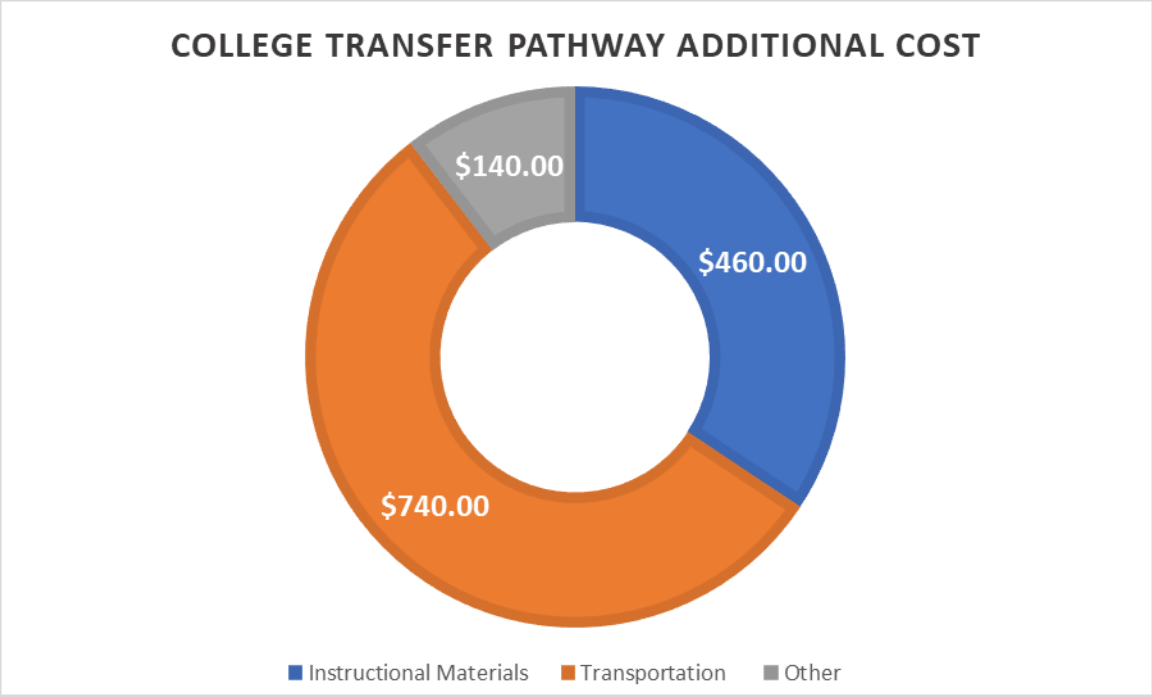
ESTIMATED NUMBER OF COURSE WAIVERS			
	19-20	**20-21**	**21-22**
Estimated College Transfer Waivers	133,734	144,102	140,112
Estimated CTE Waivers	45,137	30,681	34,936
Estimated CTE - Workforce CE Waivers	268	407	1,186
Estimated CIHS Waivers	117,191	115,289	115,437
Estimated Total Number of Waivers	**296,330**	**290,479**	**291,671**

Additional Costs for Career and College Promise Participants*

College Transfer Pathways

The average student enrolled in a College Transfer Pathway may have incurred an additional estimated cost of approximately $1,340 over the course of the academic year. The average estimated instructional supply cost for a student in a College Transfer Pathway is approximately $460. These instructional supply costs may include, but are not limited to, textbooks, text access codes, writing utensils, notebooks, and equipment rental fees.

The average estimated transportation cost for a student in a College Transfer Pathway is approximately $740. Transportation costs may include, but are not limited to, fuel, bus passes, parking passes, and parking fees. Other associated costs that students may have incurred during the academic year are additional course fees associated with enrollment, lab fees, or student activities fees not otherwise imposed.

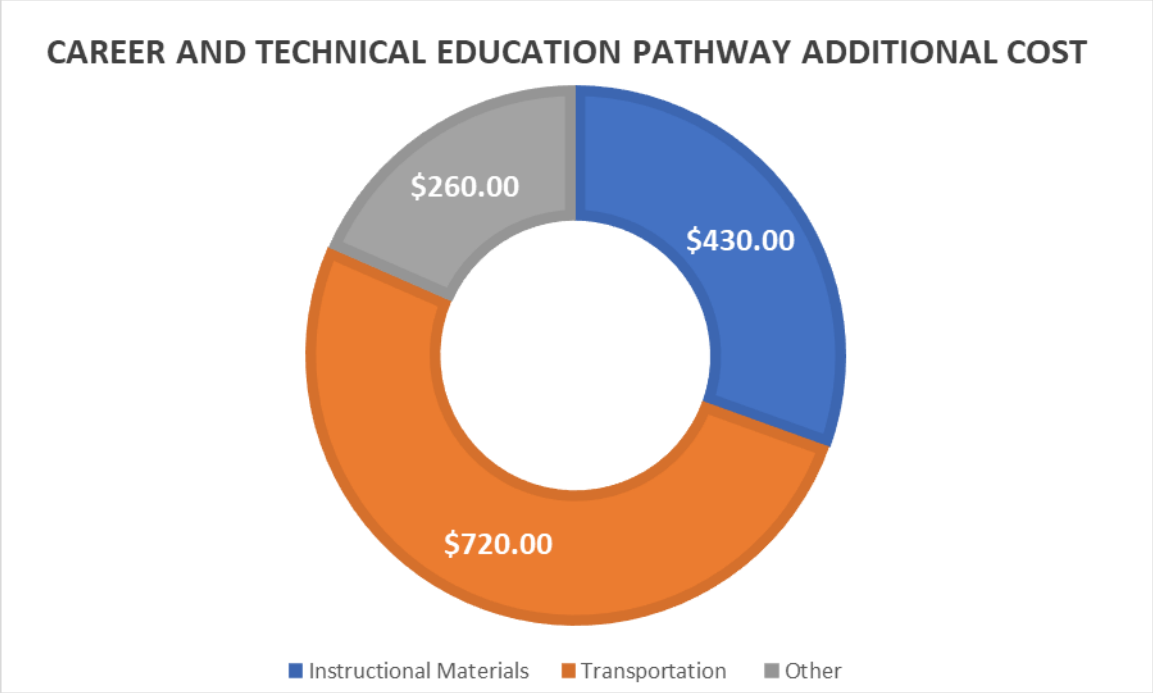


Career and Technical Education Pathways

The average student enrolled in a Career and Technical Education Pathway may have incurred an additional estimated cost of $1,410.00 over the course of the academic year. The

average estimated instructional supply costs for a student in a Career and Technical Pathway is $430.00 These instructional supply costs may have included, but are not limited to, textbooks, text access codes, tool kits, notebooks, background checks, equipment rental fees, and software.

The average estimated transportation cost for a student in a Career and Technical Pathway is $720.00. Transportation costs may include, but are not limited to, fuel, bus passes, parking passes, and parking fees. Other associated costs that students may have incurred during the academic year are additional course fees associated with enrollment, lab fees, licensure exams, or student activities fees not otherwise imposed.



Cooperative Innovative High Schools

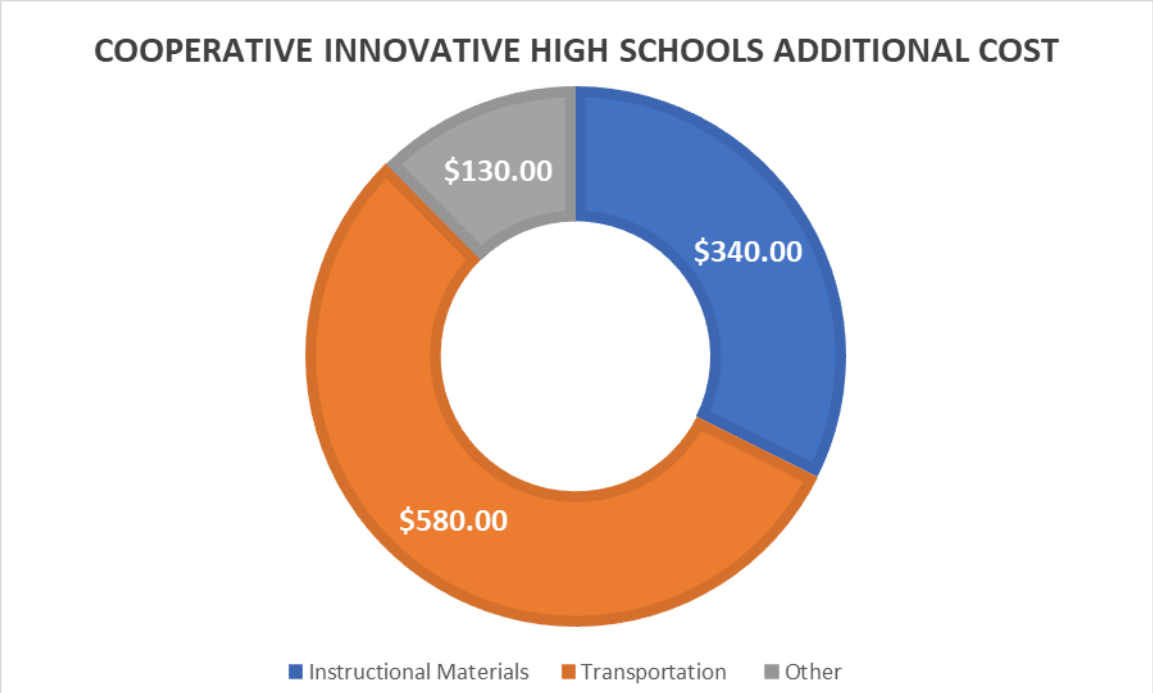
A small portion of students attending a Cooperative Innovative High School may have incurred an additional estimated cost of $1050.00 over the course of the academic year. Most students enrolled in cooperative innovative high schools incur no additional associated costs.

An overwhelming majority of Cooperative Innovative High Schools provide instructional supplies, drastically reducing the costs associated with enrollment. CIHS students may spend

an estimated $340 on instructional materials and supplies. Instructional supply costs may have included, but are not limited to, textbooks, text access codes, tool kits, writing utensils, notebooks, background checks, equipment rental fees, and software.

An overwhelming majority of Cooperative Innovative High Schools provide transportation for their students. Of those CIHS that do not provide transportation, an average transportation cost of $580.00 may be incurred by the student. Transportation costs include, but are not limited to, fuel, bus passes, parking passes, and parking fees. These transportation costs were most often incurred by students attending a CIHS that is not housed on a college campus.

Other costs for Cooperative Innovative High School students, estimated at $130.00, may be incurred during the academic year. Additional costs may have included course fees associated with enrollment, lab fees, licensure exams, or student activities fees not otherwise imposed.



*Note: These costs are those reported by the colleges and do not include additional costs through the K-12 partner.

UNC SYSTEM
NC Public High Schools

Institutions within the University of North Carolina (UNC) system admitted 86,542* students from NC Public High Schools, including Charters, for Fall 2022 based on preliminary results. **UNC system admissions of NC Public High School students decreased by 2,282 (2.6%) students admitted from Fall 2021.** Refer to Table 6 for admissions of Cooperative Innovative High School students.

Table 3: NC Public High School student admissions to UNC System schools, Fall 2022

UNC Institution	Number of NC public high school students admitted to UNC Institutions, Fall 2022** (As of 11/10/2022***)
Appalachian State University	10,759
East Carolina University	11,973
Elizabeth City State University	1,323
Fayetteville State University	2,397
North Carolina A&T State University	4,759
North Carolina Central University	3,105
North Carolina State University	7,830
University of North Carolina – Asheville	1,831
University of North Carolina – Chapel Hill	4,436
University of North Carolina – Charlotte	10,605
University of North Carolina – Greensboro	6,873
University of North Carolina – Pembroke	1,974
University of North Carolina – Wilmington	6,703
University of North Carolina – School of the Arts	53
Western Carolina University	9,144
Winston-Salem State University	2,777
UNC Total	**86,542**

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

**Cooperative Innovative High School students are excluded from this table.
***Neither IPEDS Admissions nor the Freshmen Admissions and Performance dashboard have yet been finalized for the current year, this data should be considered preliminary. Refer to the UNC System Stats, Data, & Reports page for official results.

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

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

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

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

North Carolina has made significant progress in opening and sustaining innovative secondary schools that share the critical goal of graduating every student for success in college, careers and life. **For 2021-2022, CIHS programs extended across 85 of the state’s 115 school districts, with 133 individual schools operating for the 2021-2022 school year.**

Currently in operation for the 2022-2023 school year, there are 134 CIHS programs in 85 of the state's 115 school districts. The Cabarrus Health Sciences Institute and the Wake Early College of Information and Biotechnologies opened in Fall 2022. The Early/Middle College at Bennett College graduated its final cohort of students and closed in May 2022.

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

As it does each year, NCDPI shared a memorandum in May, 2022 with all LEAs, inviting them to submit a letter of intent to apply to open a new CIHS, noting that applications for new CIHS were due to NCDPI by October 3, 2022. NCDPI did not receive any applications to open new CIHS in 2022. In November 2022, NCDPI contacted each LEA that does not have a CIHS to ensure they are aware of the opportunity and the process to apply.

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

Figure 1: NC Cooperative Innovative High Schools, September 2022

Partner agencies also lend specialized support for CIHS programs based on the needs of the schools. As the lead agency, NCDPI works closely with the CIHS to support implementation. NCDPI hosts regular webinars for principals, counselors and college liaisons, and site visits with technical assistance to each new CIHS. NCDPI and the JAC also develop various resources to support development and implementation of the CIHS, shared via the NCDPI CIHS website. NCDPI updated the CIHS Design and Implementation Guide in 2021 to include Promising Practices from CIHS across North Carolina.

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

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

Cooperative Innovative High Schools Data Highlights:

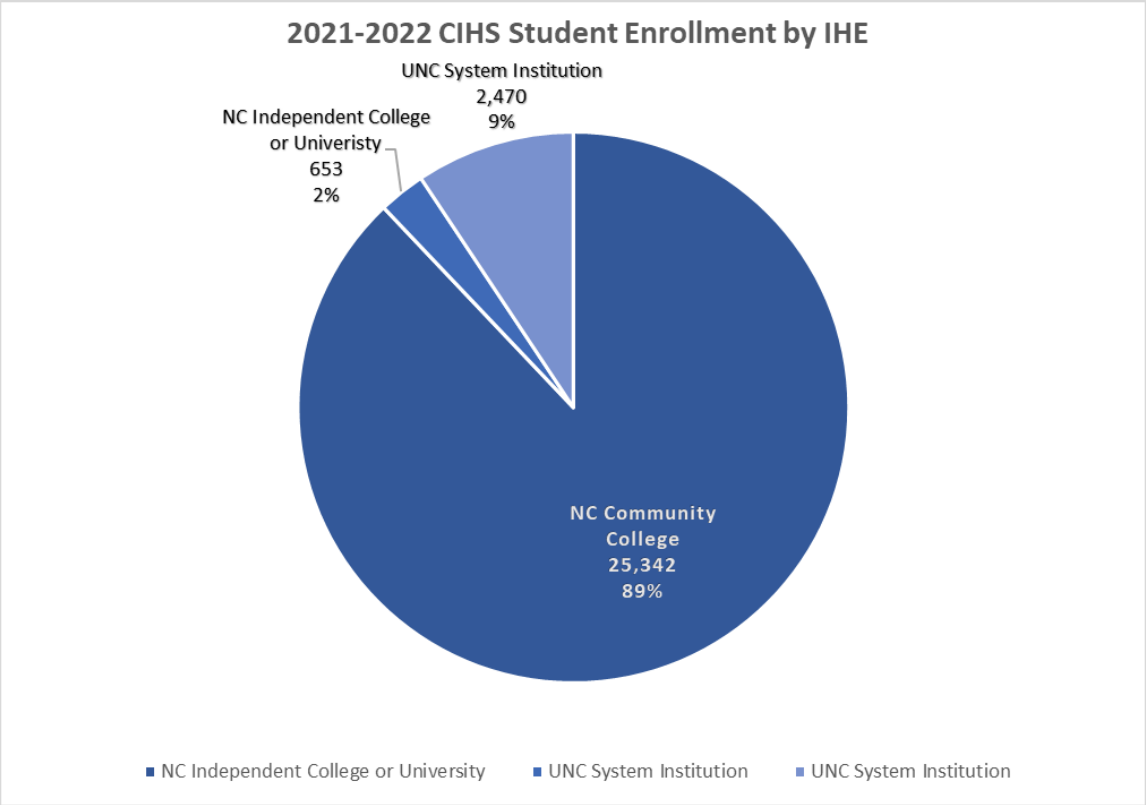
- Enrollment in CIHS in 2021-2022 was **28,465** students; this is a decrease of 428 students from the previous school year. In total, **6,243** students graduated from

Cooperative Innovative High Schools in 2020-2021, a decrease of 110 students from the previous year.

- High school retention and completion rates for CIHS were **above** the state averages, with the average CIHS rates above 95%.
- The average high school drop-out rate of CIHS programs was **below** the state average.
- CIHS students at community colleges received better grades, on average, than the general population of students, with **84%** averaging a passing grade of a C or better. This is 13% higher than the general population.
- **1,184** individual students at 35 CIHS (out of 133) earned **3,365** industry-recognized credentials through high school CTE courses, based on NCDPI data.
- CIHS students also earned a total of **1,047** diploma and certificate credentials, based on NCCCS data. This represents a total of **2,231** individual credentials earned from both agencies, an increase of 515 credentials from the previous school year.
- **3,199** CIHS students graduated with an associate degree. This is an increase of 282 students from the previous school year.

- **10,683** applications from CIHS students were accepted by UNC System four-year institutions, based on UNC System Data. This is an increase of 539 applications from the previous school year.
- **2,313** applications from CIHS students were accepted by North Carolina Independent Colleges and Universities, based on NCICU data. This is an increase of 53 applications from the previous school year.

Figure 2: 2021-2022 Cooperative Innovative High School student enrollment by Institution of Higher Education (IHE)



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

With investment of state funds, support from the local and state-level policy makers, sustained efforts of professional development and technical assistance from NCDPI, NCCCS, the UNC System, and NCICU, SBE/NCDPI expect continued progress to increase access and

successful participation in Cooperative Innovative High Schools across North Carolina to further meet the intent of the legislation.

Table 4: List of Approved Cooperative Innovative High Schools by School District and Institution of Higher Education (IHE) partner, Fall 2022

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

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

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

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

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

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

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

#	PSU Name	School Name	IHE Name
129	Wilkes County Schools	Wilkes Early College High School	Wilkes Community College
130	Wilson County Schools	Wilson Academy of Applied Technology	Wilson Community College
131	Wilson County Schools	Wilson Early College Academy	Wilson Community College
132	Winston Salem / Forsyth County Schools	Early College of Forsyth County	Forsyth Tech Community College
133	Winston Salem / Forsyth County Schools	Middle College of Forsyth County	Forsyth Tech Community College
134	Yadkin County Schools	Yadkin Early College High School	Surry Community College

Table 5: Retention rate and cohort graduation rate of Cooperative and Innovative High Schools for the 2021-2022 school year; number of dropouts from the 2020-2021 school year

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

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
8	Bladen County Schools	Bladen County Early College High School	>95%	*	*
9	Brunswick County Schools	Brunswick County Early College High School	>95%	*	>95%
10	Buncombe County Schools	Buncombe County Early College High School	>95%	*	94.3%
11	Buncombe County Schools	Buncombe County Middle College High School	>95%	*	>95%
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	>95%	*	>95%
13	Burke County Schools	Burke Middle College High School	>95%	*	>95%
14	Cabarrus County Schools	Cabarrus Early College of Technology	>95%	*	>95%
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	>95%	*	>95%
16	Caldwell County Schools	Caldwell Applied Sciences Academy	>95%	*	>95%
17	Caldwell County Schools	Caldwell Early College High School	>95%	*	>95%
18	Camden County Schools	Camden Early College High School	>95%	*	>95%
19	Carteret County Public Schools	Marine Science and Technology Early College High School	>95%	*	*
20	Catawba County Schools	Challenger Early College High School	>95%	*	>95%
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	92%	<10	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	>95%	<10	>95%
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	>95%	*	*
24	Charlotte-Mecklenburg Schools	Harper Middle College High School	>95%	<10	>95%
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	>95%	*	86.6%
26	Charlotte-Mecklenburg Schools	Levine Middle College High School	>95%	*	>95%
27	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	>95%	<10	>95%
28	Charlotte-Mecklenburg Schools	Performance Learning Center	>95%	<10	93.1%
29	Chatham County Schools	Chatham County School of Science and Engineering	>95%	*	>95%
30	Cherokee County Schools	Tri-County Early College High School	>95%	*	>95%
31	Cleveland County Schools	Cleveland Early College High School	>95%	*	>95%
32	Columbus County Schools	Columbus Career and College Academy	>95%	*	90.1%
33	Craven County Schools	Craven Early College High School	>95%	*	>95%
34	Craven County Schools	Early College EAST High School	>95%	*	>95%
35	Cumberland County Schools	Cross Creek Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
36	Cumberland County Schools	Cumberland International Early College High School	>95%	*	>95%
37	Cumberland County Schools	Cumberland Polytechnic High School	>95%	<10	>95%
38	Currituck County Schools	J.P. Knapp Early College High School	95%	*	>95%
39	Davidson County Schools	Davidson Early College High School	>95%	*	>95%
40	Davidson County Schools	Yadkin Valley Regional Career Academy	>95%	*	>95%
41	Davie County Schools	Davie County Early College High School	>95%	*	>95%
42	Duplin County Schools	Duplin Early College High School	95%	*	>95%
43	Durham Public Schools	City of Medicine Academy	>95%	*	>95%
44	Durham Public Schools	Durham School of Technology	>95%	*	>95%
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	>95%	*	>95%
46	Durham Public Schools	Middle College High School at DTCC	95%	<10	>95%
47	Edgecombe County Public Schools	Edgecombe Early College High School	>95%	*	>95%
48	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	>95%	*	>95%
49	Franklin County Schools	Franklin County Early College High School	95%	*	93.3%
50	Gaston County Schools	Gaston Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
51	Gaston County Schools	Gaston Early College of Medical Sciences	N/A	*	*
52	Granville County Schools	Granville Early College High School	95%	*	>95%
53	Greene County Schools	Greene Early College High School	>95%	*	>95%
54	Guilford County Schools	Early College at Guilford College	>95%	*	>95%
55	Guilford County Schools	Early/Middle College at Bennett	>95%	*	>95%
56	Guilford County Schools	Early/Middle College at GTCC - Greensboro	>95%	*	>95%
57	Guilford County Schools	Early/Middle College at GTCC - High Point	>95%	*	>95%
58	Guilford County Schools	Early/Middle College at GTCC - Jamestown	>95%	*	>95%
59	Guilford County Schools	Early/Middle College at NC A&T	>95%	*	>95%
60	Guilford County Schools	Greensboro College Middle College	94%	<10	>95%
61	Guilford County Schools	Middle College at UNCG	>95%	*	>95%
62	Guilford County Schools	STEM Early College at NC A&T	>95%	*	>95%
63	Guilford County Schools	The Academy at Ben L. Smith High School	>95%	*	>95%
64	Guilford County Schools	The Kearns Academy at Central	>95%	*	>95%
65	Halifax County Schools	Halifax County Early College High School	>95%	*	*

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
66	Harnett County Schools	Harnett County Early College High School	>95%	*	>95%
67	Haywood County Schools	Haywood Early College High School	>95%	*	94.9%
68	Henderson County Schools	Henderson County Early College High School	>95%	*	>95%
69	Hertford County Schools	Hertford County Early College High School	>95%	*	>95%
70	Hoke County Schools	SandHoke Early College High School	>95%	*	>95%
71	Hyde County Schools	Mattamuskeet Early College High School	>95%	*	>95%
72	Iredell-Statesville Schools	Agriculture and Science Early College High School	>95%	<10	>95%
73	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	>95%	*	>95%
74	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	>95%	*	>95%
75	Jackson County Public Schools	Blue Ridge Early College High School	>95%	*	93.1%
76	Jackson County Public Schools	Jackson County Early College High School	>95%	*	>95%
77	Johnston County Public Schools	Johnston County Early College Academy	>95%	*	>95%
78	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy	>95%	*	>95%
79	Lee County Schools	Lee County Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
80	Lenoir County Public Schools	Lenoir County Early College High School	>95%	*	>95%
81	Macon County Schools	Macon County Early College High School	>95%	*	>95%
82	Madison County Schools	Madison Early College High School	>95%	*	>95%
83	McDowell County Schools	McDowell Academy for Innovation	>95%	*	90.9%
84	McDowell County Schools	McDowell Early College High School	>95%	*	>95%
85	Mitchell County Schools	Mayland Early College High School	>95%	*	81.1%
86	Montgomery County Schools	Montgomery County Early College High School	>95%	*	>95%
87	Nash County Public Schools	Center for Industry, Technology and Innovation High School	>95%	*	*
88	Nash County Public Schools	Nash-Rocky Mount Early College High School	>95%	*	>95%
89	New Hanover County Schools	Isaac M. Bear Early College High School	>95%	*	>95%
90	New Hanover County Schools	Southeast Area Technical High School	>95%	*	*
91	New Hanover County Schools	Wilmington Early College High School	95%	*	>95%
92	Northampton County Schools	Northampton County Early College High School	>95%	*	>95%
93	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	>95%	*	94.2%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
94	Onslow County Schools	Onslow Early College High School	>95%	*	*
95	Pender County Schools	Pender Early College High School	>95%	*	>95%
96	Person County Schools	Person Early College for Innovation and Leadership	>95%	*	>95%
97	Pitt County Schools	Innovation Early College High School	>95%	*	*
98	Pitt County Schools	Pitt County Early College High School	>95%	*	>95%
99	Polk County Schools	Polk County Early College High School	>95%	*	>95%
100	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	>95%	*	94.1%
101	Randolph County School System	Randolph Early College High School	>95%	*	>95%
102	Richmond County Schools	Richmond County Early College High School	>95%	*	>95%
103	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	>95%	*	*
104	Rockingham County Schools	Rockingham County Early College High School	>95%	*	>95%
105	Rowan-Salisbury Schools	Rowan County Early College High School	>95%	*	>95%
106	Rutherford County Schools	Rutherford Early College High School	>95%	*	>95%
107	Sampson County Schools	Sampson Early College High School	>95%	*	>95%
108	Scotland County Schools	Scotland Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
109	Stanly County Schools	Stanly Early College High School	>95%	*	>95%
110	Stanly County Schools	Stanly STEM Early College High School	>95%	*	*
111	Stokes County Schools	Stokes County Early College High School	95%	*	>95%
112	Surry County Schools	Surry Early College High School of Design	>95%	*	>95%
113	Tyrrell County Schools	Columbia Early College High School	>95%	*	87.8%
114	Union County Public Schools	Union County Early College High School	>95%	*	>95%
115	Vance County Schools	Vance County Early College High School	>95%	*	>95%
116	Wake County Schools	North Wake College and Career Academy	>95%	*	>95%
117	Wake County Schools	Vernon Malone College and Career Academy	>95%	*	94.5%
118	Wake County Schools	Wake Early College of Health and Science	>95%	*	>95%
119	Wake County Schools	Wake STEM Early College High School	>95%	<10	>95%
120	Wake County Schools	Wake Young Men's Leadership Academy	>95%	*	>95%
121	Wake County Schools	Wake Young Women's Leadership Academy	>95%	*	>95%
122	Warren County Schools	Warren Early College High School	>95%	*	87.8%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
123	Washington County Schools	Washington County Early College High School	>95%	*	*
124	Watauga County Schools	Watauga Innovation Academy	>95%	*	88.9%
125	Wayne County Public Schools	Wayne Early/Middle College High School	>95%	*	>95%
126	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	>95%	*	>95%
127	Weldon City Schools	Roanoke Valley Early College High School	>95%	*	>95%
128	Wilkes County Schools	Wilkes Early College High School	>95%	*	>95%
129	Wilson County Schools	Wilson Academy of Applied Technology	>95%	*	93%
130	Wilson County Schools	Wilson Early College Academy	>95%	*	>95%
131	Winston Salem / Forsyth County Schools	Early College of Forsyth County	>95%	*	>95%
133	Winston Salem / Forsyth County Schools	Middle College of Forsyth County	>95%	*	>95%
133	Yadkin County Schools	Yadkin Early College High School	>95%	*	>95%

*One year lag data from the 2020-2021 school year. Individual student counts less than 10 are displayed as <10, individual counts of zero are denoted with an *.

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

Table 6: Enrollment in Cooperative Innovative High Schools (CIHS) for the 2021-2022 school year. Each CIHS is permitted by legislation to serve 100 students per grade level.

#	PSU Name	School Name	Total
1	Alamance-Burlington Schools	Alamance-Burlington Early College High School	218
2	Alexander County Schools	Alexander Early College High School	198
3	Anson County Schools	Anson County Early College High School	237
4	Ashe County Schools	Ashe County Early College High School	129
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	376
6	Beaufort County Schools	Beaufort County Early College High School	277
7	Bertie County Schools	Bertie County Early College High School	157
8	Bladen County Schools	Bladen County Early College High School	150
9	Brunswick County Schools	Brunswick County Early College High School	368
10	Buncombe County Schools	Buncombe County Early College High School	286
11	Buncombe County Schools	Buncombe County Middle College High School	48
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	386
13	Burke County Schools	Burke Middle College High School	127
14	Cabarrus County Schools	Cabarrus Early College of Technology	225
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	249
16	Caldwell County Schools	Caldwell Applied Sciences Academy	204
17	Caldwell County Schools	Caldwell Early College High School	413
18	Camden County Schools	Camden Early College High School	146
19	Carteret County Public Schools	Marine Science and Technology Early College High School	91
20	Catawba County Schools	Challenger Early College High School	355
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	161
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	294
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	208

#	PSU Name	School Name	Total
24	Charlotte-Mecklenburg Schools	Harper Middle College High School	170
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	330
26	Charlotte-Mecklenburg Schools	Levine Middle College High School	235
27	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	178
28	Charlotte-Mecklenburg Schools	Performance Learning Center	94
29	Chatham County Schools	Chatham County School of Science and Engineering	94
30	Cherokee County Schools	Tri-County Early College High School	147
31	Cleveland County Schools	Cleveland Early College High School	224
32	Columbus County Schools	Columbus Career and College Academy	252
33	Craven County Schools	Craven Early College High School	228
34	Craven County Schools	Early College EAST High School	208
35	Cumberland County Schools	Cross Creek Early College High School	251
36	Cumberland County Schools	Cumberland International Early College High School	285
37	Cumberland County Schools	Cumberland Polytechnic High School	282
38	Currituck County Schools	J.P. Knapp Early College High School	264
39	Davidson County Schools	Davidson Early College High School	153
40	Davidson County Schools	Yadkin Valley Regional Career Academy	174
41	Davie County Schools	Davie County Early College High School	151
42	Duplin County Schools	Duplin Early College High School	213
43	Durham Public Schools	City of Medicine Academy	353
44	Durham Public Schools	Hillside New Tech High School	304
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	401
46	Durham Public Schools	Middle College High School at DTCC	130

#	PSU Name	School Name	Total
47	Edgecombe County Public Schools	Edgecombe Early College High School	200
48	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	117
49	Franklin County Schools	Franklin County Early College High School	197
50	Gaston County Schools	Gaston Early College High School	236
51	Gaston County Schools	Gaston Early College of Medical Sciences	80
52	Granville County Schools	Granville Early College High School	236
53	Greene County Schools	Greene Early College High School	166
54	Guilford County Schools	Early College at Guilford College	203
55	Guilford County Schools	Early/Middle College at Bennett Note: This school closed in May 2022.	25
56	Guilford County Schools	Early/Middle College at GTCC - Greensboro	168
57	Guilford County Schools	Early/Middle College at GTCC - High Point	176
58	Guilford County Schools	Early/Middle College at GTCC - Jamestown	276
59	Guilford County Schools	Early/Middle College at NC A&T	150
60	Guilford County Schools	Greensboro College Middle College	94
61	Guilford County Schools	Middle College at UNCG	209
62	Guilford County Schools	STEM Early College at NC A&T	192
63	Guilford County Schools	The Academy at Ben L. Smith High School	200
64	Guilford County Schools	The Kearns Academy at Central	123
65	Halifax County Schools	Halifax County Early College High School	112
66	Harnett County Schools	Harnett County Early College High School	103
67	Haywood County Schools	Haywood Early College High School	187
68	Henderson County Schools	Henderson County Early College High School	207
69	Hertford County Schools	Hertford County Early College High School	207

#	PSU Name	School Name	Total
70	Hoke County Schools	SandHoke Early College High School	476
71	Hyde County Schools	Mattamuskeet Early College High School	103
72	Iredell-Statesville Schools	Agriculture and Science Early College High School	257
73	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	224
74	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	267
75	Jackson County Public Schools	Blue Ridge Early College High School	99
76	Jackson County Public Schools	Jackson County Early College High School	104
77	Johnston County Public Schools	Johnston County Early College Academy	278
78	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy	188
79	Lee County Schools	Lee County Early College High School	286
80	Lenoir County Public Schools	Lenoir County Early College High School	211
81	Macon County Schools	Macon County Early College High School	131
82	Madison County Schools	Madison Early College High School	278
83	McDowell County Schools	McDowell Academy for Innovation	111
84	McDowell County Schools	McDowell Early College High School	260
85	Mitchell County Schools	Mayland Early College High School	120
86	Montgomery County Schools	Montgomery County Early College High School	273
87	Nash County Public Schools	Center for Industry, Technology and Innovation High School	103
88	Nash County Public Schools	Nash-Rocky Mount Early College High School	395
89	New Hanover County Schools	Isaac M. Bear Early College High School	236
90	New Hanover County Schools	Southeast Area Technical High School	246
91	New Hanover County Schools	Wilmington Early College High School	256
92	Northampton County Schools	Northampton County Early College High School	173

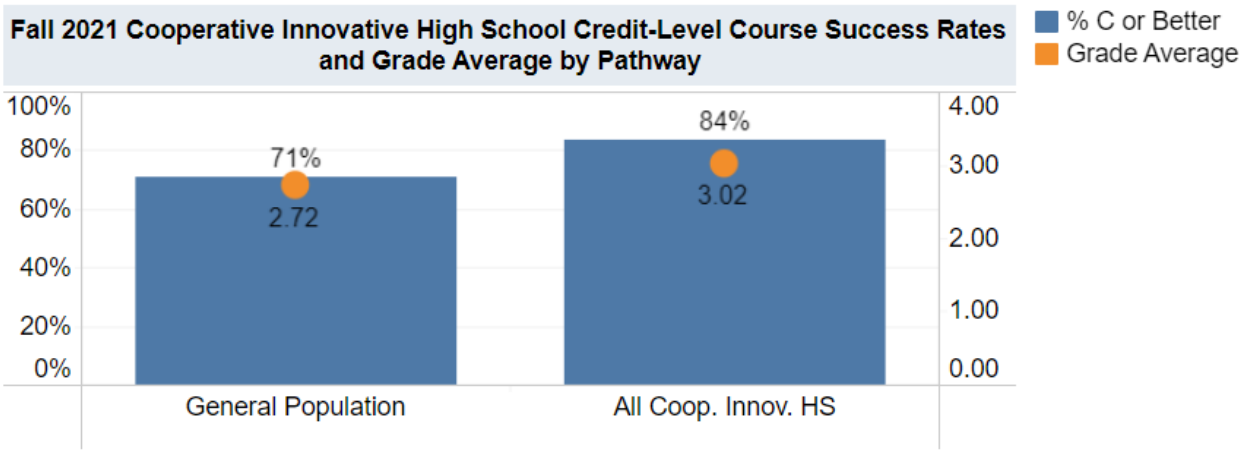
#	PSU Name	School Name	Total
93	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	176
94	Onslow County Schools	Onslow Early College High School	193
95	Pender County Schools	Pender Early College High School	222
96	Person County Schools	Person Early College for Innovation and Leadership	159
97	Pitt County Schools	Innovation Early College High School	197
98	Pitt County Schools	Pitt County Early College High School	318
99	Polk County Schools	Polk County Early College High School	63
100	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	217
101	Randolph County School System	Randolph Early College High School	360
102	Richmond County Schools	Richmond County Early College High School	295
103	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	141
104	Rockingham County Schools	Rockingham County Early College High School	300
105	Rowan-Salisbury Schools	Rowan County Early College High School	241
106	Rutherford County Schools	Rutherford Early College High School	189
107	Sampson County Schools	Sampson Early College High School	246
108	Scotland County Schools	Scotland Early College High School	232
109	Stanly County Schools	Stanly Early College High School	176
110	Stanly County Schools	Stanly STEM Early College High School	114
111	Stokes County Schools	Stokes County Early College High School	154
112	Surry County Schools	Surry Early College High School of Design	307
113	Tyrrell County Schools	Columbia Early College High School	213
114	Union County Public Schools	Union County Early College High School	350
115	Vance County Schools	Vance County Early College High School	216

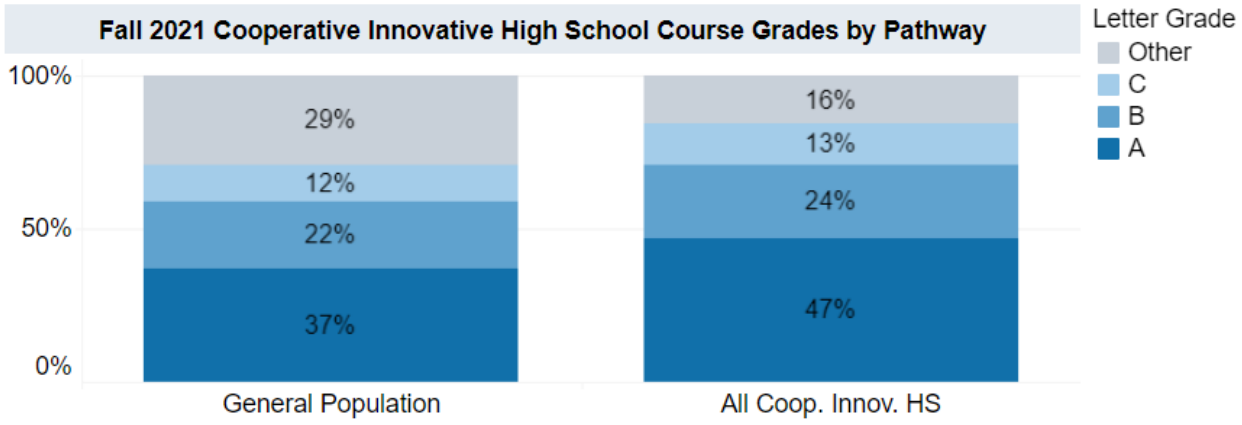
#	PSU Name	School Name	Total
116	Wake County Schools	North Wake College and Career Academy	392
117	Wake County Schools	Vernon Malone College and Career Academy	355
118	Wake County Schools	Wake Early College of Health and Science	341
119	Wake County Schools	Wake STEM Early College High School	256
120	Wake County Schools	Wake Young Men's Leadership Academy	139
121	Wake County Schools	Wake Young Women's Leadership Academy	192
122	Warren County Schools	Warren Early College High School	112
123	Washington County Schools	Washington County Early College High School	75
124	Watauga County Schools	Watauga Innovation Academy	287
125	Wayne County Public Schools	Wayne Early/Middle College High School	230
126	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	250
127	Weldon City Schools	Roanoke Valley Early College High School	133
128	Wilkes County Schools	Wilkes Early College High School	258
129	Wilson County Schools	Wilson Academy of Applied Technology	206
130	Wilson County Schools	Wilson Early College Academy	248
131	Winston Salem / Forsyth County Schools	Early College of Forsyth County	266
132	Winston Salem / Forsyth County Schools	Middle College of Forsyth County	93
133	Yadkin County Schools	Yadkin Early College High School	215
Total Enrolled			**28,465**
Average Size of a CIHS			**214**

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

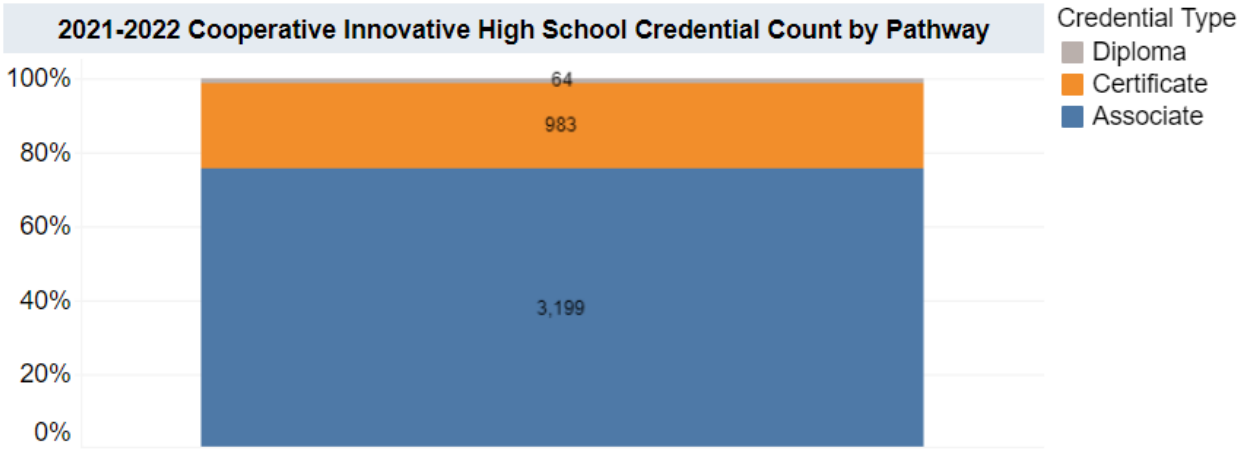
Cooperative Innovative High Schools Course Enrollment and Degree Completion

During the 2021-2022 academic year, Cooperative Innovative High School students enrolled in 110,193 credit-level college courses, an average of 5 per term. In Fall 2021, Cooperative Innovative High School students completed 84% of their credit-level courses with a C or better, compared to 71% of the general student population. The average Fall 2021 GPA for Cooperative Innovative High School students was 3.02.





During the 2021-2022 academic year, Cooperative Innovative High School students earned a total of 4,246 credentials.



Post-Graduation Employment

The North Carolina Community College System, with the Department of Commerce, reviewed employment status and wage outcomes of Career and College Promise students who graduated high school in 2019. These students were not enrolled in any postsecondary institution in 2020-2021 and had a full-time or part-time employment record in Quarter 1 of 2021. This sample is limited to those students whose social security numbers matched with Department of Commerce records. Students with missing social security numbers or whose employment is not tracked by the NC Department of Commerce (e.g., self-employed, federal employees, or those employed out of state) were not included. Wage records for 899 CIHS 2019 graduates were found for 1st quarter of 2021. The median Quarter 1 wage for this sample was $4,527.

UNC SYSTEM
Cooperative Innovative High School (CIHS) Programs

Institutions within the University of North Carolina (UNC) system admitted **10,144* Cooperative and Innovative High School students for Fall 2022 based on preliminary results**. **UNC system admissions of CIHS students increased by 539 (5%) of students admitted for Fall 2021.** Refer to table 6 for enrollment of Cooperative Innovative High School students. A breakdown by campus is indicated in the following table.

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

Table 7: CHIS student admissions to UNC system schools, Fall 2022

UNC Institution	Number of CIHS students admitted to UNC Institutions, Fall 2022 (As of 11/10/2022**)
Appalachian State University	997
East Carolina University	1,365
Elizabeth City State University	205
Fayetteville State University	398
North Carolina A&T State University	728
North Carolina Central University	435
North Carolina State University	845
University of North Carolina - Asheville	257
University of North Carolina – Chapel Hill	524
University of North Carolina – Charlotte	1,374
University of North Carolina – Greensboro	1,129
University of North Carolina – Pembroke	274
University of North Carolina – Wilmington	653
University of North Carolina – School of the Arts	<10
Western Carolina University	1,164
Winston-Salem State University	328
UNC Total	**10,683**

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

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

Institutions within the NC Independent Colleges and Universities system admitted **2,260* 2,313** Cooperative and Innovative High School students for Fall 2022. This was an increase of 53 (1%) students admitted from Fall 2021. A breakdown by campus is indicated in the following table. Campuses in bold house a CIHS program.

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

Table 8: CHIS student admissions to NCICU schools, Fall 2022

NCICU Institution	Number of CIHS students admitted to NCICU Institutions, Fall 2022**
Barton College	156
Belmont Abbey College	71
Bennett College	<10
Brevard College	<10
Cabarrus College of Health Sciences	11
Campbell University	253
Catawba College	144
Chowan University	<10
Davidson College	**
Duke University	19
Elon University	245
Gardner-Webb University	10
Greensboro College	**
Guilford College	23
High Point University	125
Johnson C. Smith University	**
Lees-McRae College	68
Lenoir-Rhyne University	**
Livingstone College	*
Louisburg College	<10
Mars Hill University	15
Meredith College	99
Methodist University	62

NCICU Institution	Number of CIHS students admitted to NCICU Institutions, Fall 2022**
Montreat College	**
N. C. Wesleyan College	<10
Pfeiffer University	37
Queens University of Charlotte	126
St. Andrews University	**
Saint Augustine's University	**
Salem College	10
Shaw University	54
University of Mount Olive	23
Wake Forest University	33
Warren Wilson College	**
William Peace University	42
Wingate University	666
NCICU Total	**2,313**

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

COOPERATIVE INNOVATIVE HIGH SCHOOL PROGRAMS
2022 CIHS Success Stories from across North Carolina
Based on CIHS 2021-2022 Annual Reports submitted by Schools

Agriculture and Science Early College High School, Iredell-Statesville Schools

A 2022 graduate of the Agriculture & Science Early College has decided to put his plans to complete his bachelor's degree on hold for just a little while - for good reason. During the Covid pandemic, he realized that he could take many of his college classes online and he chose to do that in order to have a more flexible schedule. That flexibility enabled him to also work more hours, and he found a job and company that he really liked. This student was able to successfully balance work and school, even though previously in his early college experience he had struggled with some of his classes. Along the way, he had matured and taken responsibility for his education and his personal success. The reason he decided to postpone continuing his education for a short while was because his employer had offered him a full-time management position making close to double the amount of a starting teacher's salary. Another benefit that he will be able to take advantage of is the employer's tuition reimbursement plan. The early college experience and the ability to earn an associate degree was perfect for this student and put him on a pathway for success. One more indication of the level of maturity this student reached during his early college education was his choice of graduation project. He studied the problem of homelessness in his community and decided to stop and talk with a homeless person he had been watching on his daily commute. He made a connection with the homeless person - a connection that will no doubt impact the future choices of this student.

Alexander Early College High School, Alexander County Schools

One of our students started having debilitating health issues early in the fall. By December, he was hospitalized and had to withdraw from several of his college classes. He was finally diagnosed with Multiple Sclerosis. After starting treatment, he was able to return to AEC in January. We met with the family and encouraged the student to focus on the high school diploma. He refused and stated he would get his Associate degree. He ended up taking 5 college classes and 1 high school class. At least 4 days a week he would come into the principal's office and study for an hour or two. With the support of the teachers, counselor, college instructors, college liaison and his family, this student was able to walk across the stage and receive both his high school diploma and his Associate of Arts degree.

We had another student who was ready to drop out at the end of the first semester, having failed English again. He ended up trying one more time with a virtual course. As he worked his way through the course, he realized he actually enjoyed reading, particularly Russian literature. His success in this course gave him the confidence to apply for college. He is now a freshman at Lenoir Rhyne.

Additionally, AEC now has a Parent Teacher Organization. This partnership has made a significant impact on the students and staff. We were able to have a Winter Carnival and a Prom in addition to myriad other activities. The PTO is a huge support for the school, also helping with marketing by word of mouth. We are fortunate to have such dedicated parents.

Anson Early College High School, Anson County Schools

This past year we had a student graduate from Anson County Early College and South Piedmont Community College in four years with her high school diploma and Associate in Arts Degree. This is not uncommon of many students that attend Early College Programs. However, this was a huge accomplishment from this young lady.

When she entered our school, she was full of curiosity and had a genuine love for learning despite her family environment. She was being raised by her grandparents. They were very loving and provided for her, however this student had many emotional struggles which came to the surface near the end of her sophomore year. She excelled in her 9th and 10th grade years at our school. She was outgoing and had a positive relationship with all her teachers. By the time her 11th grade year came, she was very withdrawn and began having an attendance problem. She also got a job at Wendy's and seemed to value her job more than her education.

For many months we struggled with getting her to school and contacted her grandmother many times for meetings, did home visits and tried our best to get her back on track. She somehow managed during all of this to still pass her high school and college classes her junior year. At the beginning of her senior year, she still had the same behavior and had also moved out of her grandparent's house. She refused to work with our counselor and did not want our help. She failed classes the first semester of her senior year and seriously thought about dropping out. We persisted. By March of her senior year, she came back to school regularly and explained to us that she truly appreciated us sticking by her side and trying to intervene. She finished out strong in her classes, with a full academic load, and we were all so proud to see her walk across the stage.

Our school considers this one of our many success stories because the teenagers we serve come from various backgrounds and encounter many difficult situations. Our school works very hard to build and sustain positive relationships with our students, which can make a difference just like it did in the life of this student.

Ashe Early College High School, Ashe County Schools

The Ashe Early College provides unique and engaging educational experiences for the students of Ashe County. Five weeks into the new school year, we asked members of the Freshman class to reflect on their experiences so far. Their responses speak for themselves:

“One thing I will always remember is Flex Fridays. In the first week of school, I didn’t really have friends and I assumed I would never find any. That is until the first flex Friday when I met so many new people. You become friends with everyone so fast. I now have a close group of 4 friends, and I see them being in my life forever. The Early College is like a family to me. You're not just a number, you’re a valued student bound to be successful no matter your social or financial stance.”

“Here at Ashe Early College, we get our classes completed with extra time. When it comes to college classes, having time to finish homework and get tutoring is helpful. High school and college classes can be very stressful, but we have many resources to help ease our minds and keep us up to date on work. The Early College offers Flex Fridays that give us time to get in community service hours while spending time with our friends. The college atmosphere is enjoyable and the size allows the school to feel familiar and comfortable.”

“The Early College is a great experience overall. All the staff are welcoming and kind. If you’re struggling, your teachers will help you with anything. I like the work here, even if it’s hard we have enough time and teachers who will help us to complete our work. I like our Flex Fridays where we help our community, even if it’s just cleaning up trash on the side of the road. With the free time we have it is enough that we can do our work and have a mini brain break.”

“I really like the clubs that are offered here. The club that I stay in the most is the music club. I have learned how to play guitar better because of Mr. Kunz and a couple of the students here that have helped me.”

“Personally, I like everything about the Early College and the staff. The teachers are very kind, and they give us freedom though they tell us to use it wisely. It’s very welcoming here and you don’t have to be the brightest student, you just need time management skills.”

“What I love about the Early College is the freedom. We get to go to different places on Flex Fridays and get community service hours. We also get to go to clubs. Another thing I like is the teachers. The teachers are very kind and caring. Everyone here makes the school very enjoyable.”

Blue Ridge Early College High School, Jackson County Schools

Blue Ridge Early College is located on the plateau in Cashiers, NC. Blue Ridge Early College provides an engaging, enlightening, and enriching academic setting for students in Grades 9-13. The opportunity for our students to access college courses within our school building is pivotal for our community's continued success as the nearest college or university is approximately 30 minutes away. Being geographically isolated impacts many aspects of our

student's daily lives, such as travel, internet coverage, cost of living, and the access to college resources.

Our Early College campus reduces barriers for our students and their families. Through the Early College Program our students are able to begin their college classes earlier than the traditional community college model; and they have the opportunity to earn an associate degree or complete most of the general education requirements of a four-year institution. These opportunities motivate students to remain in school. As a result, this past year, we had a graduation rate of 100%.

Brunswick Early College High School, Brunswick County Schools

One of our graduates from the class of 2022 currently attends Embry-Riddle University in Florida, pursuing his dream of becoming a commercial pilot. This was his top choice university and, from the beginning of his graduate year, he held fast to that goal. He applied for many scholarships, including the Coca-Cola Scholarship, in which he became a finalist (top 250 in the nation). Even as a first-generation college student from a minority background, until this student considered a private university, college might not have been accessible for him. He was very fortunate to receive a full-ride merit scholarship from Embry-Riddle based on his hard work at the Early College, as well as his family's need.

Buncombe Early College High School, Buncombe County Schools

We would like to celebrate three of our BCEC graduates, each of whom is a first-generation college graduate. These three young women excelled at our school and in the community. They demonstrated themselves to be leaders in the Latino community and demonstrated an unfailing commitment to academic success. They each earned prestigious full-ride scholarships to Elon University and UNC Chapel Hill. They represent our school motto – Changing Possibilities.

Buncombe Middle College High School, Buncombe County Schools

We are excited to be exploring a new approach for Buncombe County Middle College that will focus on connecting students with careers in our area. We also believe that this new approach will help us recruit and serve more students under the CIHS umbrella. We will also be able to fulfill the promise of innovation more robustly.

Burke Middle College High School, Burke County Schools

"One of my favorite aspects of being a BMC student is being enrolled in both high school and college classes. Being able to tell relatives that I will graduate with an associate degree by the time I graduate high school is very exciting to me, for I already feel like I have accomplished so much in one year of being a BMC student. In addition, I love having the ability to participate in many extracurriculars. Being enrolled in all of the classes, having the opportunity to join many clubs, and participating in sports and choir at my previous high school have kept me busy and productive this year, and I continue to challenge myself by taking part in as much as possible in my last year of high school."

Caldwell Applied Sciences Academy, Caldwell County Schools

We have a senior who immigrated to the United States from Honduras just six years ago. Though her English understanding was limited, she was highly motivated as she entered CASA. Her single mother works hard but struggles financially. Her goal was to attend a 4 year college at some point with a degree in a healthcare field. The teachers here at CASA along with ESL staff have worked closely with this student so that she may reach her goals. Despite many obstacles, this young lady will graduate from CASA at the top of her class this spring (2023), earning a high school diploma and an Associate of Science degree. She will transfer that degree to a North Carolina University in the Fall of 2023.

Caldwell Early College High School, Caldwell County Schools

One of the many success stories from the Class of 2022 at Caldwell Early College High School is a student who arrived at CECHS in August 2017 having been homeschooled by her grandmother. This student's determination to attend CECHS as a homeschool applicant was demonstrated by the fact that she was actually not offered admission her first attempt. She continued to homeschool and reapplied as a 9th grader the following year with the understanding that she would be completing 9th grade coursework at CECHS that she had already finished as a homeschool student.

Once she arrived at CECHS, she began to absorb all aspects of learning and took advantage of every opportunity she was offered both academically and via extracurricular activities. She was active in many clubs and became President of both the Art Club and the Interact Club. This student spearheaded many community service projects and was an active volunteer and tutor with Caldwell Community College and Technical Institute. She worked in the Academic Support Center, and by the time she graduated, she was named the sole recipient of CCC&TI's Academic Excellence Award. The Academic Excellence Award is presented by

each of NC's fifty-eight community colleges. She was chosen because of her academic record and her extra-curricular service.

During her final year at CECHS she worked tirelessly on scholarships to be able to further her education. She was rewarded for her tenacity by receiving the Jack Kent Cooke Scholarship (one of only 100 students in the US to receive this award). Valued at $55,000 per year over four years ($220,000), she would now be able to achieve her dream of attending a university. In addition to the Jack Kent Cooke Scholarship, this student was also the recipient of the Golden Leaf Scholarship ($14,000).

This student is a prime example of the importance of Cooperative Innovative High Schools, and the true impact and change-maker they become for students. The promise of a career and access to a college education for all students no matter their financial background and location in our state. This is the dream that brought this student to Caldwell Early College High School, and her dream now continues at Western Carolina University.

Collaborative College for Technology and Leadership, Iredell-Statesville Schools

One of our recent graduates, a first-generation college student from a single parent home, struggled during his freshman year, but he earned his college Digital Media Technology Essentials Certificate and he became interested in potential Digital Media careers. His grades improved after his study and academic skills improved; he primarily earned As and Bs after freshman year. His mom moved out of state for the student's 12th and 13th grades; but, the student remained here. This student had no car; relied on friends, Ubers, and staff for transportation to and from school. He earned his high school diploma and graduated cum laude.

He also earned his Associate of Arts degree. This young man was admitted to a private NC college and earned an esports scholarship of $10,000 (renewable annually). He is currently attending the private NC college and is playing on the esports team. He has a professional esports coach, and he is pursuing a degree in Business Administration.

Challenger Early College High School, Catawba County Schools

It has been a common practice at Challenger Early College to highlight the people whose hard work and heart work make Challenger a great place to both learn and work. This year, our staff has chosen to highlight a group of people and an observable pattern within our program.

After graduation, Firebirds, in general, embark on many ventures. Even when faced with obstacles, most continue the legacy of giving their best and seeking to make an impact - holding true to our core values of integrity, stewardship and citizenship. Over the years, some have chosen to make their impact through teaching and the field of education. It is an even greater delight when these Firebirds choose to return to the Nest and join in the mission of empowering a new generation of Firebirds to change the world. This summer, we welcomed a third Firebird graduate to our staff! Our mission has always been to hire exceptional and talented individuals, and we have been blessed that these three Firebirds meet those high expectations. Who better than a Challenger graduate would thoroughly understand the early college model and design principles? Under the tutelage of the Firebird staff and their own personal drive, these three Firebirds are the epitome of what Challenger stands for and we are so happy to have them back. This truly goes to show that when we say: “once a Firebird, always a Firebird!”, we genuinely mean it.

Charlotte Engineering Early College High School, Charlotte-Mecklenburg Schools

This is my letter of recommendation for one of the most exceptional students I have met in 19 years of education. He has been a success story from the very moment I met him.

First, I’ll start with the basics. This student is currently a senior at the Charlotte Engineering Early College. He is number four in his class and has a 4.6 GPA. His first two years at the early college were filled with all Honors and Project Lead the Way classes each and every semester. He has been taking UNC Charlotte college curriculum since August of 2020 at the beginning of his junior year. He has a UNC Charlotte GPA of 3.8. An item of note: this student's junior year and his first college experience was completely remote with the University and many of his classes were taught asynchronously. He is disappointed in his UNC Charlotte GPA. I consider it a fantastic showing of what it looks like to take Physics for Science and Engineering I asynchronously and earn a B during a pandemic.

Now for the student you can’t see on paper. I met this student in his 9th grade year, and he was and is one of the kindest humans I’ve ever met. I did hall duty every morning and this student would come and speak with me each morning with his cousin who was a junior. He would say hello and smile at me and then interact with his cousin and myself but in a kind of chunky and paused way of conversing. I mistook this for him being shy or reserved, but the reality is far more compelling. This student came to America in the 8th grade with very limited English proficiency, was enrolled in a language academy, and became a sponge for the content and the language. He didn’t reside in the United States until 2017. He lived in a neighborhood that his mother and grandmother deemed unsafe for him in Mexico. His aunt and uncle offered him residence in America with his three triplet cousins who were juniors at the Early College which cemented his seat as a 9th grade student.

So as I got to know this student, I was flabbergasted that his grades were exceptional and he was actually filtering academic information through the English he knows into the Spanish he learns best in and bringing the solutions back out in English for digestion by his classmates. He made sure he was a very independent youth in America so his aunt and uncle wouldn't be put out by the extra person. He understands the sacrifice that has allowed him to attend school in the United States and he is grateful every minute, every second. His single mother worked dawn to dusk and he was raised by a cousin in Mexico. This student remembers his time in Mexico fondly and is incredibly proud of his culture and his upbringing. He is a testament to truly understanding what a gift being in the Charlotte area, the early college, and living in America are when compared to where he came from.

This student is incredibly gracious, appreciative, and optimistic. So what else about this student? It's all the other stuff that he does: getting involved in community organizations, creating networking opportunities within the community and with peers from his school. He was a CEEC Ambassador and a CEEC Senior Council member, selected by staff for his valuable contributions, opinions and feedback. To further his research into his goals of Aerospace Engineering he is the president of the Aviations Post, spent the summer working with MIT LLRise attending lectures and participating in various activities, and NASA SEES where he was a mosquito mapper intern, mapping mosquito populations and habitats. He is a member of the Alizana Youth Coalition and FirstGenSupport, which aims to close the gap of educational disparity within the Latino community. And in the summer of 2020, this student worked with a company called Accenture to create a prototype of a mobile app that would serve as a virtual mall, connecting Charlotteans with local businesses impacted by Covid-19.
I'm a school counselor and meet young people from all walks of life. However, this student...He's the 'it' kid. He's the chance you want to take for your program or University. He's the 'Why' in what we're doing when we open doors for students to see how far they'll go. I have a thank you card on my bulletin board from this student that always reminds me of my "Why" on especially trying days.

This student was a Parks Scholar recipient at NC State. I had zero doubts that he would be their choice. However, on a random date in March, this student received a call from the school that I call "a unicorn". The Massachusetts Institute of Technology (MIT) called this student and offered to fly him to their prestigious doors, put him up in a hotel, and make sure he fully understood the opportunity they would like to give him. They offered him a full ride and made an offer that was truly too good to turn down for someone who is passionate about Aerospace Engineering to refuse. So that's where he is right now…MIT.

Chatham School of Science and Engineering, Chatham County Schools

The 2021-2022 school year was our third graduating class. Twenty-three of our 27 graduates walked across the stage with a high school diploma and an associate degree from Central Carolina Community College (CCCC). Four of our seniors returned in the 2022-2023 school year as super seniors. We continue to grow our program each year: the incoming cohort for the 22-23 school is 15% larger than the previous year. Our students continue to excel, bringing positive recognition to our program. One of our 2021 graduates was the recipient of the NCSU Park Scholarship, while our other graduates amassed over 2.5 million dollars in scholarships. Our partnership with CCCC has been outstanding. They are great to work with and have been very supportive in our efforts to grow our program. The fall-out of COVID-19 continued to bring challenges to the 2021-2022 school year, but our students persevered and came out on top.

By the conclusion of 10th grade, some of our students have earned up to 12 hours of transferable college credits, including two courses in Mathematics and ACA. Our students continue to excel at our district Science Fair, earning 1st, 2nd and 3rd place awards. We also placed first overall, winning the entire Chatham County Schools' district Science Fair. Our students compete in the Science Olympiad each year and we continue to have students advance to the state level. Our students excelled at the NC Beta Club convention, leading two of our students to qualify for the national conference.

Our successes in the five years of operation have elevated the interest in our program and the numbers of annual applications from students. We meet with parents to share experiences, challenges, and expectations for the coming year. Here is what some of our parents are saying about our program:

"Currently my second child is enrolled in the program. His older brother was part of the second cohort. I like the changes and direction the program is going. I see much more maturity in the CSSE students compared to other HS students.

"The program is hard but rewarding, but all the staff are extremely supportive in seeing the students succeed. They go above and beyond to help them."

Crossroads Arts & Science Early College High School, Iredell-Statesville Schools

At the annual summer Bridge Camp for incoming freshmen, he stood out as one of those students who marched to his own drumbeat. He was quick to push back on authority and questioned almost everything that was presented. Alas, we knew we would have our hands full the coming year with this student. He was obviously bright, but we were worried about his behaviors getting in the way of his success. During the next two years, he showed that if he

liked a subject or a teacher, he would be successful in that class and if he didn't like the class or didn't think it was important, he simply did not try. This was a constant challenge throughout his junior year as well.

At the end of his third year, juniors were taken to the Continuing Education Department at Mitchell Community College, where they were introduced to the many and varied degree and certificate programs offered. Students learned they had the option to complete Associate in Applied Science Degrees, or certificates or diplomas in the work focused programs, instead of a college transfer program. From that day forward, he was a different student. After the tour, he immediately contacted our college liaison and requested to work towards an Associate in Applied Science degree in Computer-Integrated Machining. He had found his passion and motivation for the next two years. His grades in his high school and college classes soared to the point of being on the Dean's List his last two semesters.

During his last year in the program, he had the opportunity to interview with several local companies and upon graduation he was offered several high paying positions in his field. He accepted one of these positions and is currently making more than he could have dreamed of, with opportunities for continued advancement.

His story is instructive to those of us who are invested in all our Early College students transferring to a four-year college or university. There is a great need for trained tradesmen and this student benefited greatly from exposure to the possibilities in various fields of work. We are now much more open to student options as a result of his experience.

Duplin Early College High School, Duplin County Schools

During the 2020-2021 school year a student was struggling and decided to move to another state, but at that time we were not aware of his location. Our school counselor, college liaison and I were having weekly meetings and would leave voice messages on his phone. In July of 2021, after a year of trying unsuccessfully to contact him, I decided to try one more time to reach him as we were getting ready to begin a new school year. Again, I had to leave a voice message. Shortly after, I received a voice message. It was the student! He said, Ms. Smith, I received every voice message, and I am ready to return to school. He moved back to North Carolina, passed all his classes and was able to graduate in May 2022! This taught us how important it is to never give up on students!

Early College East High School, Craven County Schools

This is from one of our super seniors:

“I wanted to take the quickest, and easiest path out of high school. I just wanted a high school diploma so I could get a job. Today, I am a super senior at Early College EAST High School (ECE). What a difficult decision but the best and most important decision of my life. When making this decision, I compared the advantages and disadvantages of the traditional high school and the early college high school. I knew I would not be able to participate in a school sponsored sport while attending the early college, but I was still able to participate in community league sports.

The advantage of completing high school with a two-year degree seemed like the best choice for me. ECE also offered other advantages that met my educational needs. Honors classes were the last academic level I needed or wanted to be placed in due to a learning disability and the academic struggle throughout elementary and middle school. But with smaller classes, individual support, and guidance provided by a very qualified staff, I was able to successfully complete the high school requirements. I am now enrolled in the Aviation Systems Technology program at Craven Community College. This program is a hands-on learning experience, making it easier for me to understand the curriculum and be successful academically. I have developed a relationship with the staff at ECE and I know they will be there with the guidance and support needed to finish this program and become a certified aviation mechanic.

At the end of this year, I will graduate from Early College EAST High School and Craven Community College. Due to time, motivation, and costs, I might not have pursued a two-year degree beyond high school on my own. ECE has offered me an opportunity of a lifetime and has changed my future. I will graduate with a skill set to enter the job market and have a career with a competitive salary. For this I will always be grateful for the opportunities provided to me while a student at ECE.”

Early/Middle College High School at GTCC Jamestown, Guilford County Schools

One of our students has one of the most interesting and varied backgrounds of any of our graduates. He has lived in a variety of homes with several relatives while he has been with us over the past five years. He has come through a great deal of adversity, and will be graduating with his high school diploma and several college credits along the way.

His mother passed away early in his high school career. His father was in Mexico and unable to help. He and several siblings moved in with an aunt for a period, though they had to move and live with another aunt in a relatively short period of time. This was extremely difficult for a young man to deal with, though he handled it with strength and determination. As the oldest

sibling, he felt responsible for his younger brothers and sisters. He took on far more responsibility than most teenagers have to handle. Throughout all of this, he continued his studies and was able to take both high school and some college classes.

He and two of his siblings eventually started living with the father of those two siblings. His own father was still in Mexico. He continued to persevere to complete his high school requirements, as well as continue to take some college classes. He needed guidance and assistance as he navigated the systems of education, getting a driver's license, registering to vote, actually voting, and eventually deciding to go into the military upon graduation. These things may seem somewhat simple for some students, but he had no one at home to guide him. He will be one of the first in his family to go to college, and he has already earned over 20 college credits while with us.

Edgecombe Early College High School, Edgecombe County Schools

As a Cooperative Innovative High School, Edgecombe Early College High School embraces the "Innovative" in our namesake. This past school year, we began our first robotics program and earned distinction in two competitions as the "Rookie Team Award" winners. Emboldened by our early success, our Edgecombe Early College robotics coach worked with district leaders here in Edgecombe to write a large grant to begin incubator robotics programs at four other schools in our district, two elementary and two middle. We share this story as an example of how Early Colleges can have a trickle down impact in a school system as well as setting kids up for bright futures once they graduate!

For the third year in a row, EECHS retained 100% of our staff, both licensed and classified. We call the adults in our school the "Dream Team" because they are the lifeblood of our school. Our site-based Teacher of the Year was also selected as our district's Teacher of the Year, and our school achieved the distinction of being in the Top 5% of schools statewide in terms of student growth. Total credit for these achievements goes to the teachers and staff in our building who give so much love to our scholars.

Gaston Early College High School, Gaston County Schools

The Class of 2022 broke the mold at GECHS. Not only did they all graduate with their high school diploma, 48 out of 51 graduated with their associate degree (a 94% graduation rate!). That is the highest associate degree completion percentage in GECHS history. One of the graduates was a QuestBridge scholarship finalist, and while he was not matched with a school, he was accepted and given a full-ride scholarship to attend the Massachusetts Institute of Technology (MIT). Another graduate was the recipient of the UNC Chapel Hill Covenant Scholarship, which will allow him to attend and graduate from UNC Chapel Hill debt-free.

Another graduate was accepted into Vanderbilt University and earned the Opportunity Vanderbilt University Scholarship (another debt-free scholarship program). Another graduate earned the Pack Promise Scholarship and is now attending NC State University. In total, the Class of 2022 earned over $2.5 million in scholarships and grants.

These same students and their fellow graduates completely took over the Gaston College Student Government Association (SGA) and held every leadership position within the organization for the 2021-22 school year. Two of these SGA members went on to take the top leadership roles within the state's SGA. Yes, that's right - Gaston Early College High School 13th year students were the president and vice president of the North Carolina Comprehensive Community College Student Government Association!

Greene Early College High School, Greene County Schools

Understanding the importance of social and emotional learning and the toll the pandemic has taken on our students, the school revamped its focus on supporting the whole child. A formal advisory system was reimagined, and Cougar Compass took shape. Cougar Compass took place during our students' smart lunch and was an effort led by our school counselor, college liaison, and the school's community liaison. Agendas were created to best meet the needs of each grade level. Topics ranged from social and emotional learning to academic success. In addition, we were instrumental in hiring a GEC graduate as the new college liaison. We believe having a GEC graduate in that position will further benefit our students as the liaison has first-hand experience of the benefits of the CIHS model and the opportunities afforded to our graduates who take full advantage of the program.

Hertford Early College High School, Hertford County Public Schools

Through Hertford County Early College High School and Roanoke Chowan Community College collaborative meetings, we have been able to revise our MOU to include General Education Nursing degree as a pathway for students. We are also looking at other pathways to include in our agreement. The collaborative meetings have led to great discussions between Public School and Community College staff that have allowed us to grow and expand our programs to provide students with access to a variety of pathways and options.

Innovation Early College High School, Pitt County Schools

One of our 13th year students described here experience here at Innovation Early College:

"My experience here has been great. I have learned not only the basics we need for college, but also life skills as they apply to the real world. I have learned about social and emotional health more here than I have during therapy sessions. The people at this school are the biggest group of helpful, non-judgemental people I have ever witnessed. It's relaxing here compared to how regular high school would be. When I used to get dropped off to J. H. Rose in the mornings before school, I would have so much anxiety there, but here it would fade away.

AVID has helped me with more than just organization. It has helped me get experience with jobs and job fairs, being more social, knowing how to fill out applications and how to present myself to jobs and schools, and it helped me figure out my career path.

The skills I have learned here go beyond the knowledge of math or reading. I have learned the best way to react to an event, being proactive instead of reactive, an understanding of emotional and social balance, a healthy mind, and a healthy life. This school has helped me break through barriers of getting out there in the world and being a person I never even knew I could be. I have learned to be able to disagree without arguing, that's a big one. And, I have learned that just because you view things differently than the next person doesn't mean you or them are wrong or that you shouldn't like each other. It just means we disagree and that's okay."

Jackson Early College, Jackson County Public Schools

At Jackson County Early College, we have taken our focus on our four guiding principles of Education, Leadership, Service, and Community to higher levels over the past year. We are focused on building a better sense of community and student leadership with the incorporation of Social Emotional Learning Strategies through our weekly community meetings with the entire student body (Neighborhood) and our individual advisory course (HOUSE). This has helped our students achieve their goals and prepare for next steps beyond JCEC. This sense of community support was crucial in helping our school achieve growth and maintain rigor during the pandemic. We were notified last month by Mebane Rash that, according to EdNC research, our school achieved the 7th highest gains in the state from 2018-2020 during the pandemic. Our intentional focus on helping every student succeed in the areas of Education, Leadership, Service, and Community, while holding high expectations, together with grace and support, is the key to this outcome for our community of learners.

Lenoir Early College High School, Lenoir County Public Schools

A 2022 graduate of Lenoir County Early College High School found out in his sophomore year that he would need surgery on both feet, with a long period of recovery for each surgery as well as use of a knee walker for two years. This could have been an obstruction to success as this student made his way around campus to different college classes had he let it. And while we are a small school, Lenoir Community College is a large campus for a student using a knee walker. Despite the complications he encountered, this student maintained above a 4.0 GPA, was active in school activities including the Science Olympiad, the Tech Team, and Phi Theta Kappa, the national community college honor society.

Upon graduation from Lenoir Early College High School and Lenoir Community College, he enrolled in UNC Charlotte's Belk College of Business and was selected as a member of the Business Honors Program. UNC Charlotte describes their business honor program as "a four-year academic and professional development program for academically ambitious students in the Belk College of Business who want to make the most out of their educational experience." Belk College of Business sees in this student what we have always seen – a student with a 'can do' attitude and approach to life.

Mayland Early College High School, Mitchell County Schools

One of the factors leading to our students' success is our peer tutoring program. Each student at MECHS has a scheduled study hall daily. The study hall teacher is also the Peer Tutoring Club and NHS sponsor. Tutors earn volunteer hours for the National Honor Society. The teacher pairs students needing support with appropriate student tutors. The tutors log the strategies used with the students so that the regular classroom teachers can see what has been attempted and what has proven to be successful.

McDowell Academy for Innovation, McDowell County Schools

This is a story about a current 12th Grader who will be returning for a 13th year. He was previously undecided whether he wanted to pursue an Associate in Engineering degree, an Applied Engineering degree, or an Associate in Science transfer degree.

The McDowell Academy for Innovation (MAI) gives students the opportunity to explore their interests through "Passion Projects," allowing them to select an area of interest and develop a year-long project centered around that theme. In the 10th grade, this student was recognized for his outstanding passion project and presentation, encompassing his selected theme of "Small Engine Repair".

During the 2019 - 2020 school year, he was a member of the MAI “Gravity Games” team and helped design, create, and race their “kit” car in the Gravity Games Competition that year.

At the onset of summer 2021, a local company (Dodge Industrial) had a great need for a summer workforce. Through the efforts of our Career Development Coordinator and the company’s willingness to hire someone not yet 18, this student was hired for summer employment. Once school started back, he kept his job and continued to work there part-time after school for the duration of the 2021-2022 school year. This student is still employed with Dodge Industrial and is thriving. His path is now clear and he plans to earn his Associate in Science transfer degree after graduation next year. Through his employment with Dodge Industrial, he has the opportunity to participate in their program that will pay for his Bachelor degree as he continues to work for the company part-time while continuing his education.

Montgomery Early College High School, Montgomery County Schools

A recent graduate excelled during her years at Montgomery County Early College. As a student, she was diligent in her studies, attentive in her classes, and respectful to her instructors. She served in student leadership positions, participated in service organizations, and performed in both marching band and concert band. As a result of her endeavors, she rightfully earned the respect of all. In fact, most would describe her as responsible, patient, tolerant, and compassionate. She is universally admired. On the other hand, few realize that she achieved despite great obstacles, or that her greatest trait is resilience. She is a first-generation college student whose parents entered the country as refugees. Originally from Laos, both her mother and her father spent several years in refugee camps in Thailand prior to beginning new lives in America. Once here, they continued to struggle as they faced new languages, new traditions, and labor-intensive jobs. Nonetheless, they persevered and became parents to six children.

As the oldest daughter in her family, she was charged with caring for her younger siblings. Her father is permanently disabled, and following her mother’s decision to leave the household, she and her younger sister became responsible for all of the household duties. Her younger siblings required the most from her. She tutored them. She cooked for them. She cleaned for them, and looked after their general welfare. Remarkably, she rarely shared the extent of her struggles with others. Instead, she relied on the support, encouragement and high expectations that she received on our campus. She used these as a scaffold as she reached forward - towards her greatest personal dreams. As a result, she was a 2022 Questbridge Finalist and our school’s first ever Jack Kent Cooke Scholarship recipient. She is a testament to our efforts to support our students holistically so that their life circumstances do not limit their achievements.

Nash-Rocky Mount Early College High School, Nash County Public Schools

One of our recent graduates came to the United States when he was a young boy, because his parents wanted a better life for him and his siblings. This young man grew up watching his parents work hard to provide what the family needed knowing that times would be tough for him.

This student was very hesitant to accept his place at the Nash-Rocky Mount ECHS. Attending the first day of our summer bridge program was not filled with excitement for this young scholar. He felt that leaving his friends and the opportunity to play at the traditional high school was not the right decision for him. Reservations and excuses filled his mind. In time, Roberto began to see the benefits of being a scholar at the early college. Unfortunately, feelings of uncertainty came back in his fifth year in the AVID IV class. This class supports scholars as they apply to college, financial aid, and scholarships. He came to see his AVID IV teacher one day to explain that he was unable to complete FAFSA. It was obvious that Roberto felt all his hard work was for nothing and that his dream of becoming an engineer had disappeared. With time and support, he found hope, especially when NC State visited the class and he learned about the Goodnight Scholarship. This young man applied and was chosen as a recipient of the Goodnight Scholarship. He fulfilled the mission of our early college, which allowed him to graduate with his high school diploma and associate degree from Nash Community College. Being a student at our ECHS opened doors for this young man that attending his traditional school would not have. Throughout his time at ECHS, he worked hard, became resilient, and never allowed his life circumstances to deter him. Through his hard work and dedication, he represents the essence of the possibilities that await our ECHS scholars. He serves as a true model for his siblings, friends, and all scholars who attend Cooperative Innovative High Schools.

North Wake Career and College Academy, Wake County Public School System

We had a student who struggled in school, who qualified as a first generation college student, and whose family spent some of their time homeless. She was in our culinary arts program and wanted to be a baker. In one year she has opened a bakery and is successful. We are excited for her!

Northampton Early College High School, Northampton County Schools

During the 2021-2022 school year, our students faced many challenges. We increased the number of students that received associate degrees and certifications. Out of our 40 seniors, 32 went to college, two went to the military, and the rest are currently working in the career trade based on the certification that they received. Our students did a great job with applying

for scholarships. We are very proud of their hard work. Our students have a lot of pressure with such unique schedules and limited training. Without time management skills, some of them struggled, but our counseling department supported them through the process. There are no words to express my gratitude to my students, staff, and parents. Our story is not a perfect one, but throughout it all, we faced challenges and came through on the other side. We continue to learn and grow.

Person Early College for Innovation and Leadership, Person County Schools

One of last year's graduates, a first generation student, graduated with honors, numerous scholarships and a plan to attend college in the fall. When she came to our school she was shy, exhibited low self-confidence, and was not certain of career and college plans. Over the past five years as a result of the positive, nurturing, and motivating school culture, this young lady became more confident as she learned to self-advocate, to become more involved in her school community as a Peer Tutor and member of both Student Council and National Honor Society, and to push herself to achieve her best. She even held a part time job while pursuing her goals. Each stepping stone positively impacted her self confidence, until she firmly determined she would apply for college admission and scholarships.

During the height of COVID she struggled to maintain her grades and to stay involved with her school community as she was mostly virtual. It reached a point where she became discouraged and disheartened by not seeing her friends or coming to school face-to-face. Because of the family feeling she had for the school, she felt confident in reaching out to school personnel for support. As a result she got back on track and persevered to her finish line. To see the look on her face and the tears in her eyes as her name was called to receive so many scholarships was priceless, and witnessing the pride and joy she demonstrated upon receiving the acceptance letter to the college of her choice was also heartwarming. She will be attending UNC Greensboro in the Spring as she had to delay her Fall plans due to recovery following a car accident, and she is still encouraged and determined to follow her dreams. We are grateful to have played a part in her achieving her and her family's dreams.

Pitt Early College High School, Pitt County Schools

In the Spring of 2017 we recruited a young Latino female student into our program. She was told by her middle school counselor she should not apply because she would never get accepted. She was adopted by her mother's brother and his wife when she was three months old. Neither of her adoptive parents finished high school. Her mother had mental health and substance abuse issues and she did not know her father. This young lady is one of the hardest working students we have ever had in our program. She volunteered over 200 hours, worked part-time all five years, and graduated Summa Cum Laude from our program, as well as from Pitt Community College. She was offered a full scholarship to UNC Chapel Hill as well as a full

scholarship to Emory University. She is currently attending Emory University and is involved in research as a Freshman. We are so proud of her and her accomplishments which would not have been possible without our program. We change lives every day.

Another success story is a young lady who entered our school as a freshman and as a mother to a newborn baby. She graduated this year with her associate degree and is currently employed as a teacher assistant at her Kindergartner son's school. She now has benefits and is able to provide for her son.

Roanoke Rapids Early College High School, Roanoke Rapids Graded School District

Roanoke Rapids Early College began in August 2018 with 35 ninth graders and 35 tenth-grade students. As of September 2022, Roanoke Rapids Early College has grown tremendously. Roanoke Rapids Early College now has a total enrollment of 124 scholars.

Roanoke Rapids Early College High School held its second graduation on May 20, 2022, to honor 22 scholars awarded $2,865,750 in scholarships. Along with scholarships, scholars earned the following degrees, certifications, and certificates:

Four scholars graduated with their high school diploma and Associate Degree in Science. Four scholars graduated with their high school diploma and industry certification, including Medical Office Administration-Medical Coding, Medical Office Finance Specialist, Industrial Systems Technology, and Office Administration. Eight scholars graduate with their high school diploma and Associate Degree in Arts. Six scholars graduated with their high school diploma and transferable credits. One scholar received the 2022 Halifax Community College Academic Excellence Representative Award (awarded to the student with the highest cumulative grade point average).

As you can see, the Class of 2022 excelled tremendously and set the standard for academic excellence. We look forward to continued success among our scholars, and we will celebrate the Class of 2023 (37 scholars) on May 19, 2023.

Roanoke Valley Early College HIgh School, Weldon City Schools

We had a senior who was really struggling in the college transfer success program. He was on the verge of being unable to continue here. We enrolled him in an advanced manufacturing program course based on electrical work and Programmable Logic Controllers. He got straight A's and graduated with a diploma, a degree, and a certification in that area.

Rockingham Early College High School, Rockingham County Schools

Rockingham Early College was excited to learn that our hard work and dedication showed success for the 2021-22 school year. We maintained our "A" status and exceeded growth. We were in the top 100 schools for the state of NC and for the second time named among the Top Ranked High Schools for US News and World Report for 2022. With 19 students this year in their Super Senior year, this is one of our largest 5th year classes in the past five years. We are excited to be working with these students to award them the degree or multiple certificates in CTE courses.

As a staff, we continue to focus on academics and social and emotional support for our students. Last year, the staff was committed to sending positive handwritten notes to at least three to five students each per semester. With over 164 students receiving these notes, we received positive feedback from students and parents. This small act of kindness, which we are continuing this year, is helping to re-establish relationships with our students after the pandemic. In addition, we have worked to increase our branding of our school and bring in additional community support. In the middle of the 2021-21 school year, I was approached by a group of parents that wanted to start a Parent Teacher Organization (PTO). After investigating and completing the required paperwork, a PTO board was established and off and running. We are so excited to have a committed and working PTO this year, with 25 to 30 active members that meet monthly to plan activities to support staff and students. This has been a wonderful morale booster for our entire school.

Rutherford Early College High School, Rutherford County Schools

A highlight of our educational programming at REaCH is our REaCH Omegabytes Robotics team, which was started in 2014. The program’s mission is multi-faceted. First, the program seeks to engage Rutherford County Schools (RCS) students in the world of engineering and technology in order to encourage both immediate learning and future interest in STEAM-related careers. The annual FIRST Robotics Competition (FRC) season is structured to mirror real-world design challenges, providing students with a unique opportunity for hands-on learning while partnering directly with local industry professionals. Second, the team’s outreach expands our mission to include STEAM awareness and education for younger students and the community, as well as business community connections that support local economic and job opportunities. This is a key element of our program: broadening the exposure of area children to a wider range of possibilities for life and career through community connections. Finally, the program presents students with a path for achieving their full potential by helping them to recognize that exciting career opportunities, including local ones, exist for them and that they can have an impact on the world around them regardless of their life circumstances. This is our ultimate mission: to transform our community by fostering a sense of hope for the futures of our children and families.

FRC teams design and build industrial-grade robots for large-scale field competition. With the support of 12+ professional mentors from the local business community and the collaborative efforts of the team's subgroups, from operations/communication to outreach to robot design and build, the team had an outstanding 2021/2022 year. STEAMrollin' is the outreach program through which the Omegabytes provide STEAM education and inspiration with mobile, hands-on activities and displays. STEAMrollin' activities take place throughout the year and especially gear up during the competition off-season. Among their numerous community outreach projects, the Omegabytes took STEAM to the streets with STEAMrollin' to the following events and locations.

- STEAM classroom lessons in various Rutherford County Schools elementary schools
- Grahamtown Community Center summer camp
- Grahamtown Community Juneteenth celebration
- Rutherford County schools annual community-wide Kinderpalooza kindergarten enrollment event

During the spring 2022 competition season, the Omegabytes put the youth of rural Rutherford County, North Carolina, on the world stage. Each spring, FRC teams advance through a series of regional levels to potentially reach the annual global-level competition. In spite of their rural roots and their home county's designation as one of the most economically distressed of North Carolina's 100 counties, the Omegabytes have built a robust program that is transforming their community and successfully competing against teams from large metropolitan areas. With their success at the April 10-11, 2022, FIRST North Carolina District State Championship, the team advanced to the FIRST Championship in Houston, Texas, held April 20-23, 2022. At this championship, which included over 450 teams from across the United States and around the world, the Omegabytes successfully advanced to the semifinals.

The team is thrilled with the 2021/2022 outcomes and is looking forward to continuing to develop both their competitive and community outreach programs.

Southeast Area Technical High School (SEA-Tech), New Hanover County Schools

One of our 2022 CFCC/SEA-Tech graduates received her Associate in Applied Science degree in Interior Design from CFCC, and she is putting her degree to good use as a designer and business owner.

Immediately following graduation, this student was hired by RMB Building and Design custom builders in Wilmington, NC. This position gives her the opportunity to use her design skills acquired at the college by assisting clients with selecting plumbing and light fixtures, tile and other flooring, countertops, and cabinetry. She also uses her training with Auto Cad and Chief Architect, software programs she became proficient with during her time in the Interior Design program at the college, to create new space concepts in renovation projects so customers can visualize their projects at completion.

In addition to her full-time position with RMB Building, which provides her with a strong hourly wage and full health and dental benefits, this student has also started her own design firm, Southern Skye Designs. One of her latest projects is a full renovation of a 1940's downtown Wilmington home that has involved a complete reconfiguring of the space with a new floor plan. We are proud of this recent graduate and know that this is just the beginning of her interior design career.

School of Inquiry and Life Sciences at Asheville (SILSA), Asheville City Schools

Our SILSA Vision team helped to implement quarterly celebration assemblies and annual trips to cities, within the region and beyond. In response to the pandemic's impact on educational enjoyment and fulfillment, the vision team layed out an annual plan of events and celebrations to re-engage students and bring more fun and celebrations into the school year. Each grade level will now have a trip to a different city each year. Sophomores will take a one day trip to Atlanta; juniors and seniors will travel to D.C. and New York on alternating years. Each trip has its own unique itinerary. The attractions and activities at each location are tied to learning objectives in the core content areas.

Stanly Early College, Stanly County Schools

We have four students, including two female students, who have completed the welding program at Stanly Community College. All four of our students were already working in welding when they completed their welding certifications. Our graduating class of 2022-2023 will have our largest number of graduates ever who will graduate with a degree or certification that is not a college transfer degree. Our students are getting career and college ready.

Stanly STEM Early College, Stanly County Schools

We are very proud that this past year Stanly STEM Early College earned the highest proficiency score in the county. This is especially exciting because since opening our school, we have not had a "normal" year yet and the students & staff were able to rise above the challenges and earn recognition as an A school while creating a culture of collaboration and excellence for Stanly STEM. We look forward to strengthening our focus on STEM in the classroom this year and continuing to create a dynamic educational experience for our students.

STEM Early College at NC A&T, Guilford County Schools

STEM Early College at NC A&T is a place where we develop the whole child. It serves as a place for students who just do not quite fit the mold of a typical teenager based on society

standards and expectations. Students who come here are intelligent, funny, and unique all in one. Many of our students need a smaller environment to not only learn, but be nurtured and supported. One student attending school here last year struggled with accepting their identity. The journey to identify with who they felt like was their true gender was difficult and challenging. They would soon learn that at STEM Early College at NC A&T you are loved for who you are by both our students and staff. During their tenth grade year, after forming close bonds and relationships with people they trusted, this student began to blossom. They were voted by their peers as the Senior Class President, and they also delivered the Charge to Students during the Senior Graduation Ceremony. They managed to complete high school, earn college credits, and be accepted into college, all while dealing with homelessness, social anxiety, and a gender identity transition. There is a quote from Maria Montessori, " To assist a child we must provide him with an environment which will enable him to develop freely". At STEM Early College at NC A&T, we aim to create just an environment where students grow and learn how to be independent, innovative and encouraged to explore their own lenses as they prepare for life after high school.

Stokes Early College High School, Stokes County Schools

One recent graduate completed their requirements for their high school diploma and Associate in Science Degree in three years. Two other students from the Class of 2022 earned a Certificate of Completion in Early Childhood Education. Another student from the Class of 2022 learned enough Korean on her own during the Covid "closures" to place into a higher level Korean course that she took through UNC Greensboro as a high school senior. She also was selected as a participant in the US Department of State's National Security Language Initiative for Youth (NSLI-Y), where she spent six to eight weeks during the summer of 2022, taking language classes at Hanyang University in Seoul, South Korea. As part of the group, she had the opportunity to explore Seoul and its many cultural sites as she further immersed herself in the Korean language and culture.

With the newly built Forsyth Technical Community College Trades Building on our campus, for the first time several of our students were able to take trades courses in welding and electrical trades on campus.

Surry Early College High School of Design, Surry County Schools

The core for success stories at SECHS is our staff. This staff has maintained the school's vision of providing students with more than an education from a book – an education built on experiences. This dedicated staff has not given up on this principle unique to Early College. Through the changing of the guard (new administrators coming and going) and a world-wide pandemic, this staff has stayed focused on providing a unique and rigorous education for all students.

Teachers have continued to collaborate and create cross-curricular lessons, making learning relevant for students. The staff support experiential learning through field trips, plays, debates, and involvement in many clubs and organizations. It is these opportunities that students will remember after graduation, not completing all of the even problems on page 92. The staff of SECHS provides an education that allows students to be creative, to think, and to collaborate. Kudos to the staff of SECHS! Without powerful teaching and learning taking place, SECHS would simply be a high school on a community college campus. SECHS is more than that because of the dedication of this determined and caring staff.

Tri-County Early College High School, Cherokee County Schools

Tri-County Early College students demonstrated a renewed focus and energy during the 2021-2022 school year. Returning to school with limited pandemic-related restrictions, students and teachers engaged in classroom-based PBL, hosting numerous exhibitions of their work throughout the year. Teachers eagerly began a journey by studying and applying high-yield instructional practices developed through collaborative work with our Learning Focused Coach. Thirty-five 12th graders earned an associate degree. During the course of the school year, two students earned their private pilot's licenses, a credit to the work of the aviation science teacher who encouraged these students to pursue their licenses. Because of the dedication of faculty and staff to meet the needs of students and involve them in meaningful, rigorous learning experiences, our students continued to succeed. The evidence of their success is best captured in their output: students accumulated over 2,000 hours of volunteer service to the community. 26% of our returning students began this school year with a weighted GPA of 3.0 or higher, and the graduating class of 2022 earned in excess of 2.4 million in scholarship offers.

Looking ahead to the remainder of this school year and the next one, Tri-County Early College will move into the brand new Cherokee County Schools of Innovation location adjacent to Tri-County Community College. The resources and opportunities that come with this state of the art facility will only enable our students to excel even more.

Vernon Malone College and Career Academy, Wake County Public School System

Students at Vernon Malone College and Career Academy complete studies in one of six career-focused programs, ranging from biopharmaceutical technology, to cosmetology, to welding.

One recent graduate knew she wanted to attend Vernon Malone to pursue this kind of hands-on, project-based learning, but she wasn't sure which option to choose. "As someone with no real knowledge, I thought that welding was a form of glass blowing or metal casting," she says.

“I always thought that seemed cool, and I wanted to learn how to do it as well. Well, I soon realized that welding was a lot different!”

Whatever her preconceptions were about welding, she soon came to love the craft - and excel in it.

After two years of instruction in welding at Vernon Malone and Wake Tech Community College, she competed last year in the SkillsUSA competition and finished in first place for both the region and for the entire state. She also spent last summer as an apprentice for Carolina Commercial Systems (CCS), working on a retrofit construction project at N.C. State’s Centennial Campus and a major addition at Redeemer Church in Raleigh.

Now that she has graduated from Vernon Malone, she is working full-time with CCS. “This student has the work ethic and attitude that it takes to thrive in any type of business or trade,” says Jason Evans of CCS. “We here at CCS are ecstatic that she has chosen to work with us, and we are even more ecstatic that she has chosen trade work. There are many paths that a person can take in life, and no matter what path this student chooses, she is going to excel. We are happy that her journey will start here at CCS.”

Her welding instructor recalls that this student was shy, quiet, and perhaps a bit overwhelmed with all that she needed to learn when she began welding instruction her junior year. But she rolled up her sleeves and soon proved she had a talent and a passion for this work. “This student is someone who believes in perfecting her welding skills and never gives up,” he says. “She is one of the first students to arrive, and one of the last ones to leave.”

This student says she was inspired by her teacher and came to love welding. “I like how it is primarily independent work that I can evaluate and build on,” she says. “I like how every weld is unique. My instructor, Mr.Wahrman, also plays a huge part in my interest. When I see him welding personal projects, I see all of the experience he has, and it makes me want to someday be as experienced in welding as him.”

Evans of CCS says this student is part of an emerging trend of women working industrial jobs. “Women in welding is not something my industry has seen a lot of historically," he says. “However, we are seeing women become active trade workers in our business and with our business partners at a very awesome rate.”

Wahrman says this student's work ethic and positive attitude will help her go far. “She is always smiling, always in a great mood, and easy to talk with. She’ll make a great welder, and I can see her in a leadership position in five years or so.”

Wake Early College of Health and Science, Wake County Public School System

One recent graduate earned the phlebotomy certification at Wake Tech in her 5th year in addition to earning her Associates Degree in Science, and she worked as a phlebotomist prior to entering NC A&T in the fall of 2022. This student demonstrated that she also is a leader and

innovator. She was very involved in the Teen Youth Advisory Council for the Poe Health Center. Also, she took on the role of Wake County's Summit Coordinator for the Wake County Food Security Summit of 2021. She became involved in community food strategies through her own interest in gardening and food production during the pandemic and was named NC's First Youth Food Council Catalyst. She led meetings of the NC food council youth network, created educational workshops and more. We are very proud of her!

Wake STEM Early College High School, Wake County Public School System

10th Grade One Health Project:

Tenth grade students designed and created a working wearable sensing device to help mitigate a global One Health issue during the spring semester of 2022. This cross-curricular Project Based Learning (PBL) focused on the Engineering Grand Challenge of Advancing Health Informatics. After the student groups collaborated on the grade level PBL Wearable Device Challenge, the top three Wake STEM teams competed at the NC State University Wearable Device Challenge. The competition is conducted on NC State's campus and Wake STEM students placed second in the high school division at the event.

STEM Work-based Learning in State Government:

As part of the Career and Technical Education Work Based Learning program at Wake STEM Early College High School, two students took part in the "Lady Cardinal Mentorship Program". The Lady Cardinal Mentorship Program is run by the North Carolina Department of Commerce and North Carolina Department of Administration and allows the students to learn more about Science, Technology, Engineering and Mathematics (STEM) based careers in state government agencies.

The students had the opportunity to meet with women leaders in these state agencies to learn how the departments work together to best serve our citizens. The students were provided the opportunity to conduct interviews to gain a better understanding of the leader's personal and program's mission. They also received exposure to the different state departments which allowed them to gain a better understanding of how important career and college readiness is to our state economy and the citizens in our workforce.

The students shared that they learned that networking plays a big part in a young professional's career path. They also shared that they created strong bonds with their supervisor who showed them immense support and patience throughout the program and with the other Lady Cardinal students from across the state with which they shared these experiences. This program allowed for our students to be exposed to the world of work in Science, Technology, Engineering and Mathematics (STEM) careers in North Carolina state government agencies.

First Generation College Student Recruitment:

Cathy Moore, Wake County Public School System's Superintendent, set a goal for early colleges to increase the percentage of students who are first generation college going from 50% to 70% of our student body population. To work towards this goal we at STEM recruited specific middle schools, we identified interested first generation families early on in the process, and we supported these families with their application, ensuring that it would not be a barrier. As a result of this work, 67% of our new students for this current year will be the first person in their family to attend college as compared to 41% of our returning students.

Wake Young Men's Leadership Academy, Wake County Public School System

One of our 2022 graduates of Wake Young Men's Leadership Academy came to us as a bright and motivated student who had the potential to be molded into a strong leader amongst his school community. His leadership skills were first noticed when he was selected as a Student Ambassador who assisted with school tours and speaking to future students and parents about the experiences of being a student at Wake Young Men's Leadership Academy. While on our main campus, he founded the Garden Club, served as Vice President of Student Government Association, and participated and won art competitions at both the school and district level. This student was also a student athlete, participating in wrestling at Broughton High School throughout his entire time in high school and served as captain. As a wrestler he earned the Allen Head coach's award his Junior year of school.

In the larger community, this student has written a published book to assist younger elementary school students, participated in community service projects, and maintained a part time job. He is a student athlete, a leader in his community, and an academic scholar, earning over 42 college credits and a GPA of 4.6 during his Junior and Senior year at Saint Augustine's University, our early college partner. He was selected as one of the finalists for the prestigious Park Scholarship at NC State. After narrowing down his post secondary plans this student earned the Cheatham-White Scholarship and received a full ride at North Carolina A&T University. While this student has left WYMLA and has started his college career, he has inspired others. We are so proud of this Phoenix rising to reach his full potential!

Wake Young Women's Leadership Academy, Wake County Public School System

One of our graduates was the first recipient of Saint Augustine's University Presidential Scholarship. This student is continuing her studies with our college partner on a full scholarship. She is the first in her family to attend college. This student served as an intern in the Saint Augustine's University business school and created and published their department newsletter on a quarterly basis. She plans to major in Business Management.

Wayne Early/Middle College High School, Wayne County Public Schools

One of our 2022 graduates was featured in the graduation issue of one of our local news outlets. This student began living with her grandmother in the third grade and found out she had a learning disability. When she was accepted into our school, she knew she would have to work very hard to stay on top of her work. This student was determined to succeed. Her grandmother supported her all the way, but she says her teachers went above and beyond to help her, especially during the pandemic. This young lady graduated in May from Wayne Community College with an Associate Degree in Science. At our high school graduation she volunteered to give student remarks. She told her classmates: "Your mind can be your greatest strength or your biggest enemy. If you choose to see the bad in situations then you will be lost in darkness. If you choose to look for the light in the situation you will be able to find a solution and grow as an individual." In August, she began college at NC State and plans to attend the College of Veterinary Medicine.

Wilmington Early College High School, New Hanover County Schools

This 2022 Wilmington Early College High School (WECHS) graduate decided to attend Wilmington Early College High School with a cohort of his eighth grade students. The transition from middle school to high school was seamless for this particular group of students. The teachers and staff supported these students by providing them with opportunities to serve, support for success, and opportunities for leadership.

While all of the students from this one middle school are extraordinary, this one stands out. He is currently a “Transformational Scholar” at North Carolina State University and is planning on becoming an educator. He gives credit to educators who have supported him within his community and his elementary, middle, and high schools. He truly is a believer in the idea that “it takes a village” and he gives accolades to his village. He has been an active member of his community since middle school and has developed a deeper understanding of the impact on his community, through service.

This student was a member of the Future Business Leaders of America, a WECHS Ambassador and he became very familiar with Cape Fear Community College’s classes and landscape, frequently giving tours to other WECHS students. He also provided assistance to them in their transition into WECHS’ rigorous early college environment. Beginning in his sophomore year, he volunteered to work with recruitment and always provided students with insight as to how WECHS differed from other schools and the benefits of attending WECHS.

He earned an Associate's in Arts from Cape Fear Community College and recognized that not only did he save money, he also acquired skills that many students do not acquire until they graduate from college. He learned time management because he worked, volunteered, and maintained a GPA above 3.5. To say that the faculty, staff, and community are proud of this student is indeed an understatement. He truly embodies the early college student and

continues to remind those who were fortunate enough to be a part of his success that he is a lifelong learner and will continue to serve his community and others along the way.

CIHS Special Recognitions

Elizabeth City Pasquotank Early College High School
Elizabeth City Pasquotank Public Schools
Principal Amy Fife is Elizabeth City Pasquotank County Schools Principal of the Year for 2021-2022.

Innovation Early College High School
Pitt County Schools
Advancement Via Individual Determination (AVID) School of Distinction for 2021-2022.

Person Early College for Innovation and Leadership
Person County Schools
North Carolina School of Character and National School of Character for 2021-2022.
Principal Shirlrona Johnson is Person County Schools Principal of the Year for 2021-2022.

Rockingham Early College High School, Rockingham County Schools
Principal Russell Vernon is the Rockingham County Schools Principal of the Year for 2021-2022.

Wake Early College of Information and Biotechnologies
Wake County Public School System
Principal Abby Stotsenburg is Wake County Public School System Magnet Principal of the Year and Principal of the Year for Region IV for Magnet Schools of America for 2021-2022.

APPENDIX A: CAREER AND COLLEGE PROMISE INSTITUTE OF EDUCATION SCIENCES (IES) GRANT STUDY INFOGRAPHICS

Findings from The Evaluation of Career and College Promise

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

Results from a rigorous study of the impact of the three CCP pathways showed that students in any of the three CCP pathways outperformed comparable students on high school outcomes and were more likely to enroll in postsecondary education. Participating students in each pathway were compared to non-participating students. The comparison group for each pathway was "weighted" separately so that they had similar background characteristics to the participating students within that pathway (see methods overview on page 7 of this report).

CCP participants were more likely to graduate from high school than non-participants. In the College Transfer pathway, CCP students had a graduation rate that was 1 percentage point higher than comparison students. For the CTE pathway, the graduation rate was 2.1 percentage points higher. CIHS participants had a graduation rate that was 2.1 percentage points higher than comparable non-participants.

CCP participants earned more college credits in high school than non-participants. CCP students across all pathways earned substantially more college credits while they were in high school than comparison students. This includes more credits transferable to a four-year institution and more college-level CTE credits. Note that comparison students could have earned credits through successful completion of Advanced Placement exams.

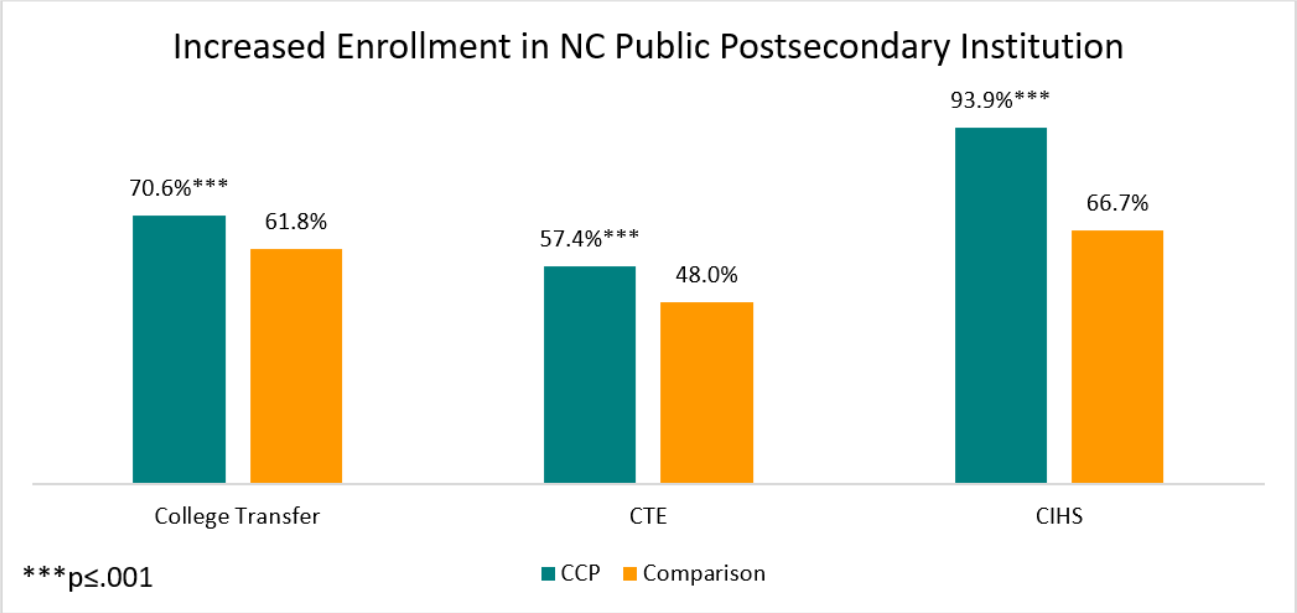
Table 9: Summary of Earned Credit Outcomes by CCP Pathway

Credits earned by end of 12th grade	College Transfer Pathway		CTE Dual Enrollment Pathway		CIHS Pathway	
	CCP Participants	Comparison	CCP Participants	Comparison	CCP Participants	Comparison
College credits—total	14.5***	5.5	8.3***	1.3	34.1***	5.5
Transferable credits	14.0***	5.5	3.4***	1.3	31.2***	4.8
CTE credits	0.7***	0	5.8***	0	3.3***	0.8

Note: Some courses on the CTE pathway are also transferable to a four-year institution. ***p≤.001

CCP participants were more likely to enroll in postsecondary education. For students in the College Transfer or CTE Dual Enrollment pathway and the comparison students, we looked at enrollment within one year after high school graduation. Because students in the CIHS pathway are enrolled in college and high school at the same time, we defined postsecondary enrollment differently; it is defined as enrollment at any time from the start of 9th grade through two years after 12th grade. As the figure shows, CCP students across all pathways were more likely to enroll in a NC public postsecondary institution than comparison students.

Figure 3: Enrollment in NC Public Postsecondary Institution by CCP Pathway

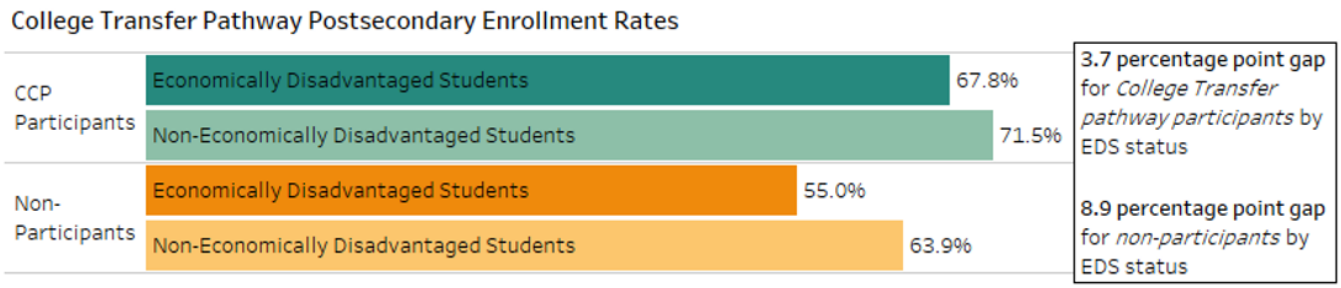


Why do the comparison students have different averages for each of the pathways? The research team makes the comparison students in each pathway look similar to the participating students in that pathway. For example, CTE pathway students have different characteristics than students in the CIHS pathway, which means that the comparison students will also have different characteristics.

CCP has narrowed the gap between economically disadvantaged and not economically disadvantaged students. Across all three pathways, the impact of CCP was greater for economically disadvantaged students than for non-economically disadvantaged students. This means that there were smaller gaps between economically disadvantaged CCP students and non-economically disadvantaged CCP students than there were between disadvantaged non-CCP students and non-disadvantaged non-CCP students.

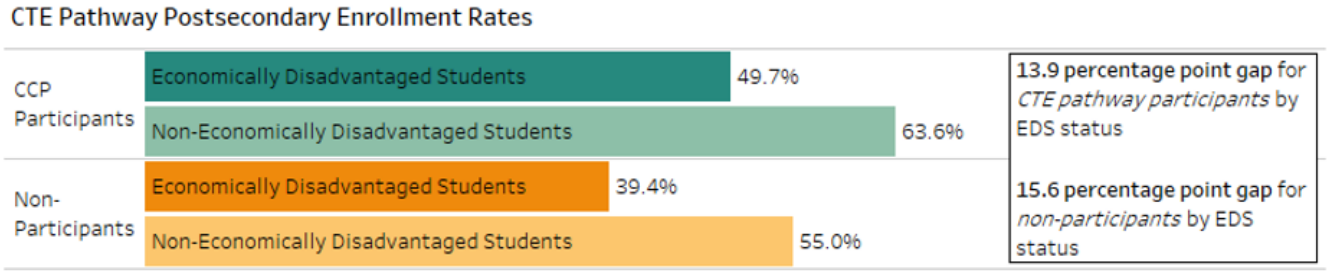
As shown in the figure below, there was a gap in postsecondary enrollment of only 3.7 percentage points between economically disadvantaged students and not-economically disadvantaged students in the College Transfer pathway as opposed to a 9.3 percentage point gap for similar students who did not participate in CCP.

Figure 4: College Transfer Pathway Postsecondary Enrollment Rates



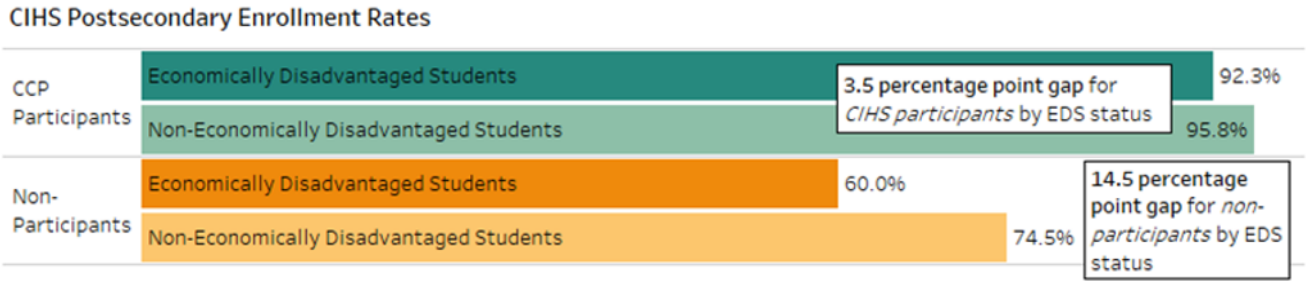
In the CTE pathway, the difference between the two gaps was not as large.

Figure 5: CTE Pathway Postsecondary Enrollment Rates



The CIHS pathway reduced the gap even further—it was only 3.5 percentage points for CIHS students compared to 14.5 percentage points for the comparison students.

Figure 6: CIHS Postsecondary Enrollment Rates



Certain district-level characteristics are associated with higher and lower levels of CCP participation.

- CCP participation was higher in schools in rural areas, smaller schools, and schools in more economically distressed counties.

- CCP participation was lower in urban areas and in schools with higher proportions of racial and ethnic groups that are underrepresented in the University of North Carolina system.

For questions, please contact CIHS@dpi.nc.gov or sneha.shahcoltrane@dpi.nc.gov.

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Applications - Fast Track for Action [FTFA*]

Request: The State Board of Community Colleges is asked to approve the curriculum program at the listed college on the condition that equipment funds are available to the college and operating funds generated by the budget formula will permit the offering of the program without any special allocation of funds.

Alamance Community College
Practical Nursing (Diploma) (D45660)

Blue Ridge Community College
Civil Engineering Technology (A40140)
Environmental Engineering Technology (A40150)

Fayetteville Technical Community College
Baking and Pastry Arts (A55130)

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):
Michelle Lair
Director of Academic Programs

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Alamance Community College
Practical Nursing (D45660)

Program Planning: Alamance Community College is seeking approval for the Practical Nursing Diploma (D45660) program to begin Spring, 2024. The planning area is defined as the college's service area of Alamance County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Alamance Community College on November 14, 2022. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Alamance Community College have certified the following:

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

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

- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

Program Rationale: Alamance Community College (ACC) indicates the following:

- The Cecil G. Sheps Center for Health Services Research (part of the University of North Carolina at Chapel Hill) projects an estimated statewide shortage of more than 5,000 LPNs by 2033. The Center concludes that an increased number of LPN graduates will be the primary means of addressing this shortage.

- For the period 2020- 2029, the North Carolina Office of State Budget and Management projects the population, including many retirees, to increase in Alamance County by 9.97%. Persons aged 65 years and over already constitute 17% of the North Carolina population as of 2021. This rapidly growing population presents a challenge to the medical community in the area.

- In 2021, LinkedIn listed nursing as the fifth-most in-demand job in the United States. In that same year, the North Carolina Department of Commerce, Labor & Economic

Analysis Department Star Jobs listed Licensed Practical Nurses among the Top 15 Star Jobs.

- In May 2022, NC Health News reported that North Carolina could be among the top five states for nursing shortages: "By 2033, the state could have a shortage of nearly 17,500 nurses, according to NC Nursecast data presented to the State Board of Community Colleges. That statistic reflects an estimated shortage of nearly 12,500 registered nurses (RNs) by 2033 and slightly more than 5,000 licensed practical nurses (LPNs)." These projections are based on 2018 data, and with the later disruptions from COVID, the situation is expected to worsen.

- One strategy for managing the current shortage of RNs is to fill this critical need with increased training and licensing of LPNs, who primarily support RNs and doctors by providing routine patient care in a clinical setting. Leveraging existing faculty to train more community college students has been suggested in order to reduce worker shortages.

- Reports have also pointed out that community colleges enroll more diverse student populations in practical nursing programs, thus leading to more workforce diversity of healthcare to include long term care facilities, home care and hospice and ambulatory care practices. Salary ranges average $23 -$30 per hour.

- In 2030, the projected supply of 24,400 Licensed Practical Nurses (LPN) for 35,100 positions is a shortfall of 30.5%.

- The US Bureau of Labor Statistics projects a 5% growth in LPN job opportunities in North Carolina, during the period 2018-2028, faster than the national average for all occupations. In January 2022, the Bureau revised that projection to 9%. Other projections suggest that nursing home, extended care, and assisted living facilities, which employ the greatest number of LPNs, face a nearly 50% forecasted shortage of LPNs by 2033.

- Hospitals also face a large percentage shortfall (3.7%) of LPNs by 2033. Both metro and non-metro areas face similar levels of LPN shortages.

- The average salary for LPNs in Alamance County in May 2020 was $47,080. According to the EMSI Burning Glass: Program Specific Economic Impact Studies (PSEIS) report, for every $1 invested in a program by students, they receive $4.20 back throughout their working lives, which becomes a POI of 8.4%.
- The program will complement the already established Associate Degree Nursing program. The practical nursing classes will be in the evenings to best utilize existing space and resources.

- Our current clinical partners for our established Associate Degree Nursing program already have a tremendous number of open LPN positions: Cone Health (51), UNC Health (77), and Duke University Medical Center (12). Indeed (2022) listed 857 jobs for LPNs in North Carolina with 562 in Alamance County. Glassdoor (2022) had 6,981 LPN jobs in North Carolina with 1,733 appropriate for newly licensed LPNs (no experience required).

- Letters of support were received from Cone Health, UNC Health, UNC Sheps Center, NC Correctional Institute for Women, and White Oak of Burlington.

Impact of the Proposed Program on Other Programs: Forty-one community colleges are approved to offer the Practical Nursing program. This program contains a clinical component; therefore, each college was provided with a program impact assessment from Alamance Community College. **Forty–one colleges approved to offer the program were in agreement with the impact assessment. 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 Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential. Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes safe, individualized nursing care and participation in the interdisciplinary team while employing evidence-based practice, quality improvement, and informatics. Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.*

Contact(s):
Dr. Lori H. Byrd
Associate Director

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Blue Ridge Community College
Civil Engineering Technology (A40140)

Program Planning: Blue Ridge Community College is seeking approval for the Civil Engineering Technology (A40140) program to begin Fall 2023. The planning area is defined as the college's service area of Henderson and Transylvania counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Blue Ridge Community College on November 14, 2022. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Blue Ridge Community College have certified the following:

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

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

- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

Program Rationale: Blue Ridge Community College (Blue Ridge CC) indicates the following:

- Graduates of the Civil Engineering Technology program will be qualified for technician-level jobs with both public and private engineering, construction, and surveying agencies. They will also be able to pursue entrepreneurial opportunities.

- According to Data USA, employment opportunities in Civil Engineering Technology for 2020 expected a 1.55% growth in the western region of North Carolina, including the service area of Blue Ridge CC.

- According to the NC Department of Commerce's 2020-2030 job outlook, the projected average annual openings for civil engineering technicians is 333 jobs statewide. According to the Bureau of Labor Statistics, the median yearly salary for Civil Engineering Technology related jobs is $55,280.

- In addition to employment opportunities related to civil engineering technology, the college indicates that the proposed program prepares students for jobs related to material engineering technology, and construction engineering technology.

- A keyword search using "Civil Engineering Technician" (20), "Materials Engineering Technician" (27), and "Construction Engineering Technician" (24) was conducted on January 6, 2023, using Indeed.com. The search yielded seventy-one (71) jobs within the western part of North Carolina, which includes the service area of Blue Ridge CC.

- Current qualified Blue Ridge CC engineering faculty are available to teach the courses required for the proposed degree. Classrooms, labs, and required technology are available to support the proposed program.

- Emails and letters of support for the proposed program were received from WGLA Engineering, Gentry Geotechnical Engineering, North Carolina Department of Agriculture, Metropolitan Sewerage District of Buncombe County (which also serves portions of Henderson County), S&ME Inc., City of Hendersonville Engineering Department, and SEPI Engineering. These companies and organizations offered support for the program and willingness to hire graduates from the proposed program.

- If approved for implementation, Blue Ridge CC will provide additional educational pathways for high school students to earn post-secondary Career and Technical Education (CTE) credentials with market value through Career and College Promise (CCP).

Impact of the Proposed Program on Other Programs: Eight community colleges are currently approved to offer the Civil Engineering Technology (A40140) program. An impact assessment was sent to two contiguous colleges that offer the same degree. **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 Civil Engineering Technology curriculum is designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes mathematics, natural sciences, engineering sciences and technology. Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, engineering technicians, construction technicians and managers, industrial and technology managers, or research technicians. This course of study prepares students to use basic engineering principles and technical skills to carry out planning, documenting and supervising tasks in sustainable land

development and public works and facilities projects. Includes instruction in the communication and computational skills required for materials testing, structural testing, field and laboratory testing, site analysis, estimating, project management, plan preparation, hydraulics, environmental technology, and surveying. Graduates should qualify for technician-level jobs with both public and private engineering, construction, and surveying agencies.

Contact(s):

Dr. Hilmi Lahoud
Senior Program Administrator

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Blue Ridge Community College
Environmental Engineering Technology (A40150)

Program Planning: Blue Ridge Community College is seeking approval for the Environmental Engineering Technology (A40150) program to begin Fall 2023. The planning area is defined as the college's service area of Henderson and Transylvania counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Blue Ridge Community College on November 14, 2022. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Blue Ridge Community College have certified the following:

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

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

- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

Program Rationale: Blue Ridge Community College (Blue Ridge CC) indicates the following:

- Graduates of the Environmental Engineering Technology program will be qualified to work in both public and private engineering, construction, and environmental testing agencies.

- According to the Bureau of Labor Statistics, employment of Environmental Engineering Technologists is projected to grow by 4% from 2021-31 nation-wide and 0.7% across North Carolina. The median yearly salary for Environmental Engineering Technology related jobs is $48,390.

- According to Data USA, employment opportunities related to environmental engineering technology in 2020 expected a 1.37% to 1.55% growth in the western region of North Carolina, which includes the service area of Blue Ridge CC.

- According to the O*NET online 2021-2031 Wages and Employment Trends, the projected job openings total is 1600 statewide, and the projected growth is averaged at 4% to 7%. In addition to employment opportunities related to environmental engineering technology, the college indicates that the proposed program prepares students for jobs related to storm water inspection, environmental design, environmental science entry level, environmental protection, and wastewater management.

- A keyword search using "Environmental Engineering" (15), "Storm Water Inspector" (4), "Environmental Design" (2), "Environmental Science Entry Level" (1), "Environmental Protection" (7), was conducted on January 9, 2023, using Indeed.com. The search yielded twenty-nine (29) jobs within the western part of the state, which includes the service area of Blue Ridge CC.

- Current qualified Blue Ridge CC engineering faculty are available to teach the courses required for the proposed degree. Classrooms, labs, and required technology are available to support the proposed program.

- Emails and letters of support for the proposed program were received from WGLA Engineering PLLC, Gentry Geotechnical Engineering, North Carolina Department of Agriculture, S&ME Inc., City of Hendersonville Engineering Department, and SEPI Engineering. These companies and organizations offered support for the program and willingness to hire Blue Ridge graduates.

- If approved for implementation, Blue Ridge CC will provide additional educational pathways for high school students to earn post-secondary Career and Technical Education (CTE) credentials with market value through Career and College Promise (CCP).

Impact of the Proposed Program on Other Programs: Two community colleges are currently approved to offer the Environmental Engineering Technology (A40150) program. An impact assessment was sent to one contiguous college that offers the same degree. **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 Environmental Engineering Technology curriculum is designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes mathematics, natural sciences, engineering sciences and technology. Graduates should qualify to obtain occupations such as

technical service providers, materials and technologies testing services, engineering technicians, construction technicians and managers, industrial and technology managers, or research technicians. This course of study prepares students to use mathematical and scientific principles to modify, test, and operate equipment and devices used in the prevention, control and remediation of environmental problems and development of environmental remediation devices. Includes instruction in environmental safety principles, environmental standards, testing and sampling procedures, laboratory techniques, instrumentation calibration, safety and protection procedures, equipment maintenance, and report preparation.

Contact(s):

Dr. Hilmi Lahoud
Senior Program Administrator

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Fayetteville Technical Community College
Baking and Pastry Arts (A55130)

Program Planning: Fayetteville Technical Community College is seeking approval for the Baking and Pastry Arts (A55130) program to begin Fall 2023. The planning area is defined as the college's service area of Cumberland County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Fayetteville Technical Community College on October 17, 2022. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Fayetteville Technical Community College have certified the following:

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

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

- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

Program Rationale: Fayetteville Technical Community College (FTCC) indicates the following:

- The Baking and Pastry Arts (BPA) program is designed to provide students with the skills and knowledge for employment in the baking/pastry industry. Jobs requiring this specialized skill set can include restaurants, hotels, independent bakeries and pastry shops, wholesale and retail markets, and high-volume bakeries. Graduates may choose to explore small business ownership and entrepreneurship in the baking and pastry field. The program would also support further academic studies through transfer opportunities with schools offering bachelor's degrees in baking and pastry arts.

- The Bureau of Labor Statistics has reported a 5% expected growth in the need for baker skills over the next ten years. The same report indicates a much higher projected rate of growth for people in the industry that have a degree. Specialized positions such as Head Bakers and Pastry Chefs show a projected growth rate of 13% and Restaurant Pastry Chefs show a growth rate of 22% over the next ten years.

- According to Payscale.com, the average national salary of jobs for Bakers can increase between 8-18% from entry-level to early/mid-career positions through experience and increased education.

- FTCC assessed student interest amongst current and past Culinary Arts students to specialize in this field. This is evident through the participation and retention in baking and pastry-related electives in the last two years of instruction. FTCC have offered one baking elective each semester with 100% retention in each course. FTCC surveyed current Culinary and Hospitality students to confirm student interest. Of the students who responded, 24.2% of students were considering a Baking and Pastry degree and another 51.5% intended to enroll in a Baking and Pastry program if offered.

- A letter of support was received from Sabrina Santucci, owner of Superior Bakery.

Impact of the Proposed Program on Other Programs: Nine colleges are approved to offer the Baking and Pastry Arts (A55130) program. Two impact assessments were sent to contiguous colleges offering the same degree, as a result; ***one college agreed with the impact assessment. The other college did not agree with the impact assessment but did support the college applying for the program.***

Implementation of Collaborative Plan: Not Applicable

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

Curriculum Description as Designated on Curriculum Standard:
This curriculum is designed to provide students with the skills and knowledge required for employment in the baking/pastry industry, including restaurants, hotels, independent bakeries/pastry shops, wholesale/retail markets, and high-volume bakeries, and/or further academic studies. Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies, and professionalism. Course work includes specialty/artisanal breads, desserts/pastries, decorative work, high-volume production, and food marketing. Graduates should qualify for entry-level positions, such as pastry/bakery assistant, area pastry chef and assistant pastry chef. American Culinary Federation certification may be available to graduates.

Contact(s):
Dr. Mary Olvera
Program Administrator

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 Impact
Goal 3: Ensure the educational pipeline prepares a workforce possessing the interest, knowledge, skills, and abilities to meet the needs of employers, now and into the future.

- Objective 2: Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.

Continuing Education: Courses of Instruction

- Central Carolina Community College - Harnett Correctional
  - CIS-3100 Computer Basics
- Montgomery Community College – Southern Correction
  - AHR-3131 HVAC (Intro to Air Conditioning)
- Richmond Community College - Richmond (Morrison) Correctional
  - HOR-3307 Horticulture (Landscaping Careers)
- Rowan-Cabarrus Community College - Cabarrus County Detention Center
  - LOG-3400 Certified Logistics Technician
- Sandhills Community College - Sandhills Adult and Teen Challenge in Moore County
  - HRD-3001 Employability Skills
  - HRD-3002 Employability Skills Lab
  - HRD-3003 Career Planning and Assessment
  - HRD-3004 Career Readiness/Pathways
  - HRD-3006 Workplace Survival Skills
  - HRD-3008 Financial Literacy
  - HRD-4100 Working Smart
- Western Piedmont Community College - Foothills Correctional
  - ANS-3011 Veterinary Assistant
  - TRA-3605 Commercial Driver License

Contact(s):
Barbara Boyce
Associate Vice-President of Workforce Continuing Education (Interim)

Continuing Education and Basic Skills

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

CODES FOR GROUPS TO BE SERVED

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

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

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

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

MATRIX CATEGORIES* For NC Department of Public Safety (DPS) 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. (Minimum 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 Division of Adult Correction and Juvenile Justice (DACJJ) prisons 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
Central Carolina CC	Harnett Correctional	3805	4B	CIS-3100	Computer Basics	72
Montgomery CC	Southern Correction	4860	3	AHR-3131	HVAC (Intro to Air Conditioning)	255
Richmond CC	Richmond (Morrisson) Correctional	3930	3	HOR-3307	Horticulture (Landscaping Careers)	210
Rowan-Cabarrus CC	Cabarrus County Detention Center	4510	3	LOG-3400	Distribution & Logistic Management (Certified Logistics Technician)	144
Sandhills CC	Sandhills Adult and Teen Challenge in Moore County	----	---	HRD-3001	Employability Skills	115
Sandhills CC	Sandhills Adult and Teen Challenge in Moore County	----	---	HRD-3002	Employability Skills Lab	115
Sandhills CC	Sandhills Adult and Teen Challenge in Moore County	----	---	HRD-3003	Career Planning and Assessment	16
Sandhills CC	Sandhills Adult and Teen Challenge in Moore County	----	---	HRD-3004	Career Readiness/Pathways	72
Sandhills CC	Sandhills Adult and Teen Challenge in Moore County	----	---	HRD-3006	Employability Motivation & Retention (Workplace Survival Skills)	30
Sandhills CC	Sandhills Adult and Teen Challenge in Moore County	----	---	HRD-3008	Financial Literacy	30
Sandhills CC	Sandhills Adult and Teen Challenge in Moore County	----	---	HRD-4100	Working Smart	30
Western Piedmont CC	Foothills Correctional	3720	4B	ANS-3011	Veterinary Assistant	144
Western Piedmont CC	Foothills Correctional	3720	4B	TRA-3605	Commercial Driver License	55

STATE BOARD OF COMMUNITY COLLEGES
Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) as Approved by the System President

Information: The State Board of the North Carolina Community College System, through delegated authority to the System President, approved the following colleges to offer the Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) with an effective term of Fall 2023:

Roanoke-Chowan Community College

Background: The Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) program applications must include the following items in order to be approved by the System President:

1. Letter of request from the President of the College indicating the proposed effective term.
2. Copy of the proposed program of study which is compliance with the AATP and ASTP curriculum standard.
3. Copy of the minutes from the Board of Trustees meeting(s) where the proposed program was discussed and approved.
4. Certification of the following which is signed by the college President and Board of Trustees chair:

    a. *The program will enhance the workforce of North Carolina and will provide educational and training opportunities consistent with the mission of the college.*

    b. *The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.*

    c. *The college has evidence of sufficient student demand to offer the program and will provide master's credentialed faculty for each course provided under the Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) degrees.*

Contact(s):
Michelle Lair
Director of Academic Programs

STATE BOARD OF COMMUNITY COLLEGES
Elementary Education Residency Licensure Certificate (C55490) and Educator Preparation Program (EPP) Request as Approved by the System President

Information: The System President has approved the following colleges to offer the Elementary Education Residency Licensure Certificate Program (C55490) with an effective term of Fall 2023:

Alamance Community College
Central Piedmont Community College
Fayetteville Technical Community College
McDowell Technical Community College
Western Piedmont Community College

Background: Elementary Education Residency Licensure Certificate (C55490) and Educator Preparation Program (EPP) 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. Mary Olvera
Program Administrator

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

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

Blue Ridge Community College

Entrepreneurship (A25490)
Effective: Fall 2023

Medical Office Administration (A25310)
Effective: Fall 2023

James Sprunt Community College

Industrial Systems Technology (A50240)
Effective: Fall 2023

Contact(s):
Michelle Lair
Director of Academic Programs

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

Information: The System President, through delegated authority to the System President, has approved the following curriculum standard revisions:

Occupational Education Associate (A55320)

Background: 1D SBCCC 400.9 (b) states:

A revision of an existing curriculum standard shall:

(1) Have written concurrence by two-thirds of colleges approved to offer the curriculum program; and

(2) Be in alignment with criteria outlined in 1D SBCCC 400.10(e).

(3) The President of the North Carolina Community College System shall have the authority to approve or deny the revision of an existing curriculum standard. If only two colleges are approved to offer the curriculum, and written concurrence is not obtained from both colleges, the State Board of Community Colleges shall have the authority to approve or deny the revision to the existing curriculum standard.

Contact(s):
Dr. Mary Olvera
Program Administrator

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

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

Curriculum Program: Occupational Education Associate (A55320)

Proposed Revisions: The submitting college requests the following revisions:

- Remove "EDU 175 Intro to Trade and Industrial Education" from the core course requirement.
- Remove "Required Subject Area" containing the two courses, "EDU 179 Vocational Student Organizations" and "EDU 240 Work-Based Learning Practices & Techniques" from the core course requirement.

Rationale of Requesting College: The Occupational Education Associate (A55320) curriculum is designed for individuals who have skills and experience in a trade or technical specialty that would like to pursue a career in teaching in their field. The NC Department of Instruction (NC DPI) determines which courses they will accept to satisfy competencies required for an individual to qualify for a CTE licensure pathway. NC DPI has changed the required coursework to be accepted for this track of licensure. As a result of this change, EDU 175 Intro to Trade and Industrial Education is no longer an acceptable course. In addition, EDU 179 Vocational Student Organizations has been removed as a required course but remains an allowable course under specific CTE licensure areas. The college is requesting to change the core courses in the curriculum standard to align with NC DPI's new requirements for CTE teaching licensure.

Background: 1D SBCCC 400.9 (b) states:

A revision of an existing curriculum standard shall:

(1) Have written concurrence by two-thirds of colleges approved to offer the curriculum program; and

(2) Be in alignment with criteria outlined in 1D SBCCC 400.10(e).

(3) The President of the North Carolina Community College System shall have the authority to approve or deny the revision of an existing curriculum standard. If only two colleges are approved to offer the curriculum, and written concurrence is not obtained from both colleges, the State Board of Community Colleges shall have the authority to approve or deny the revision to the existing curriculum standard.

Contact(s):
Dr. Mary Olvera
Program Administrator

Attachment PROG 07A

CURRICULUM STANDARD

Effective Term
Fall ~~2009~~
*[~~2009~~ 2023*03]*

Curriculum Program Title	**Occupational Education Associate**	Program Code	**A55320**
Concentration	**(not applicable)**	CIP Code	***13.1320***

Curriculum Description

The Occupational Education Associate curriculum is designed for individuals skilled and experienced in a trade or technical specialty who would like to receive an associate degree in preparation for teaching or other purposes.

Course work is designed to supplement previous education, training, and/or experience the individual has already attained.

Graduates of the program may find employment as instructors in the field of occupational education.

*Curriculum Requirements**

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. **Major Hours**. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*

III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit (SHC)	**64-76**	**36-48**	**12-18**

SBCC
02/17/2023

Major Hours

A. Core. The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. Concentration *(if applicable).* A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. Other Major Hours. Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Occupational Education Associate A55320

	AAS	Diploma	Certificate
Minimum Major Hours Required	**49 SHC**	**30 SHC**	**12 SHC**
A. CORE *Courses required for the diploma and certificate are designated with an ** **Required Courses:** ~~* EDU 175 Intro to Trade and Industrial Education 3 SHC~~ * EDU 176 Occupational Analysis & Course Development 3 SHC * EDU 177 Instructional Methods 3 SHC * EDU 271 Educational Technology 3 SHC * ISC 121 Environmental Health and Safety 3 SHC * EDU 281 Instructional Strategies in Reading and Writing 3 SHC ~~**Required Subject Areas:**~~ ~~***Education. Select one of the following:**~~ ~~EDU 179 Vocational Student Organizations 3 SHC~~ ~~EDU 240 Work-Based Learning Practices & Techniques 3 SHC~~	~~**21**~~ **15 SHC**	~~**18**~~ **15 SHC**	~~**18**~~ **15 SHC**
B. CONCENTRATION *(Not applicable)*			
C. OTHER MAJOR HOURS *To be selected from the following prefixes:* Prefixes for major courses for curriculums approved to be offered by the college.			

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

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

Background: 1D SBCCC 400.6 (b) states the following: The college shall terminate a curriculum program when there has been no enrollment for two consecutive years or if the college has not offered the program or has not had enrollment in the program within two years of the date the program was approved by the State Board of Community Colleges. A college may request a one-year extension of a curriculum program upon justification of the potential for employment opportunities and student enrollment.

Edgecombe Community College
Ophthalmic Medical Personnel (A45210)
Rationale: Low enrollment. The college has struggled with low enrollment in this program for the last 3 years. Over the last three years, enrollment has averaged zero to three students. Current industry standards for this occupation can be met through on the job training. Many interested students do not have a need for a degree and instead seek certification in continuing education courses. The college acknowledges that interested students can seek education on this topic in continuing education.
Termination Semester: **Summer 2023**

Contact(s):
Michelle Lair
Director of Academic Programs

AGENDA
State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, February 16, 2023 – 2:30 p.m. – 3:05 p.m.
Mr. Jerry Vaughan, Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 19, 2023

For Future Action

- 2023 State Board Policy & Governance Committee Annual Meeting Calendar (Attachment SBPG 01)

For Action

- Recommendation for Student Repayment (Attachment SBPG 02)

For Consent Approval

- Recommendation for Initial Proprietary School Licensure (Attachment SBPG 03) [CA]

For Information

- Report from Governance Subcommittee on Board Engagement

New Business

Adjourn

MINUTES

State Board of Community Colleges

SBCC BOARD POLICY AND GOVERNANCE AND STRATEGIC PLANNING JOINT COMMITTEE MEETING

Thursday, January 19, 2023

SBCC BOARD POLICY AND GOVERNANCE COMMITTEE MEMBERS PRESENT

Mr. Jerry Vaughan, Chair	Dr. Greg McLeod, Edgecombe CC*	Ms. Julie Ryan*
Ms. Lisa Estep, Vice-Chair	Mr. Mark Merritt	Ms. Ann Whitford
Ms. LaTasha Bradford, N4CSGA	Mr. Hari Nath*	
Dr. Shirley Carraway	Hon. Ray Russell	

*Attended via Zoom

Absent Members: Ms. Lyn Austin, Johnston CC, Dr. Jason Hurst, Cleveland CC

SBCC STRATEGIC PLANNING COMMITTEE MEMBERS PRESENT

Ms. Ann Whitford, Chair	Dr. Shirley Carraway	Mr. Ray Trapp*
Mr. Bobby Irwin, Vice Chair	Mr. Jon Harris for Lt. Gov. Mark	Ms. Sara West
Ms. LaTasha Bradford, N4CSGA	Robinson	
Dr. Grant Campbell	Mr. Hari Nath*	

*Attended via Zoom

OTHER BOARD MEMBERS PRESENT

Hon. Chaz Beasley	Mr. Bill McBrayer	Hon. Terry Van Duyn
Mr. Tom Looney	Mr. Burr Sullivan	

*Attended via Zoom

OTHERS IN ATTENDANCE

Ms. Brandy Andrews	Dr. Patrick Crane	Ms. Tiffany Howell
Atty. Tawanda Artis	Mr. Patrick Fleming	Ms. Sondra Jarvis
Ms. Kelly Barretto	Dr. Kimberly Gold	Dr. Bruce Mack
Dr. Levy Brown	Mr. Grant Godwin*	Ms. Halima Sharif
Dr. Bill Carver, NCCCS*	Mr. Nathan Hardin	Mr. James Willamor
Mr. Jason Cobb	Dr. John Hauser, Gaston CC*	Dr. Bob Witchger
Dr. Jeff Cox, Wilkes CC	Dr. Monty Hickman	

*Attended via Zoom

CALL TO ORDER

Mr. Vaughan called the SBCC Policy and Governance and Strategic Planning joint committee meeting to order at 9:02 a.m.

MINUTES
State Board of Community Colleges
SBCC BOARD POLICY AND GOVERNANCE AND STRATEGIC PLANNING JOINT COMMITTEE MEETING
Thursday, January 19, 2023

ROLL CALL OF THE SBCC POLICY AND GOVERNANCE COMMITTEE MEMBERS
General Counsel Artis called the roll of the SBCC Policy and Governance Committee members.

ETHICS STATEMENT
Attorney Artis read the Ethics Awareness and Conflict of Interest Statement. No conflicts were noted.

APPROVAL OF THE SBCC POLICY AND GOVERNANCE AND STRATEGIC PLANNING JOINT COMMITTEE AGENDA
Mr. Vaughan requested a motion to approve the agenda. Mr. Merritt motioned to approve the agenda, seconded by Ms. Estep, and approved by a voice vote.

APPROVAL OF THE SBCC POLICY AND GOVERNANCE COMMITTEE MINUTES
Mr. Vaughan requested a motion to approve the minutes from November 17, 2022. Dr. Carraway motioned to approve, seconded by Mr. Merritt, and approved by a voice vote.

ROLL CALL OF THE STRATEGIC PLANNING COMMITTEE MEMBERS
Ms. Barretto called the roll of the Strategic Planning Committee members.

APPROVAL OF THE STRATEGIC PLANNING COMMITTEE MINUTES
Ms. Whitford requested a motion to approve the minutes from November 17, 2022. Mr. Irwin motioned to approve, seconded by Ms. West, and approved by a voice vote.

FOR ACTION
Review of Comments for Proposed Amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule (Attachment SBPG 01)
Mr. Vaughan stated Attachment SBPG 01 was being brought before the Committee to approve the increase in the fees for the proprietary schools. The initial licensure fee was being increased from $3,200.00 to $5,000.00 and the annual renewal fee was being increased from $1,700.00 to $2,500.00. There were no public comments received on this policy change. Dr. Carraway inquired about the rationale for the increase in fees. Attorney Artis advised the increase was being requested in order to support an additional employee to the proprietary schools' staff at the System Office.

Mr. Vaughan called for a motion to approve the amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule. Mr. Merritt motioned to approve, seconded by Dr. Carraway, and approved by a voice vote.

FOR INFORMATION
Strategic Plan Implementation Planning (Attachment PLAN 01)

With the Strategic Plan in place, Ms. Whitford stated the Board has to determine how to oversee and support the implementation of the plan. The purpose of the joint meeting was to assess and brainstorm how to best use the existing committee structure to oversee the implementation of the plan and how it impacts our governance structure. She added that the strategic plan could serve as a platform to build better processes as a Board to oversee the operations of the System Office while keeping up with the core duties of the committees.

Dr. Crane provided an overview of the four-year strategic plan. The plan was established under the concept of five (5) goals. The plan included annual implementation plans which can be updated to accommodate for changes during the year. The plan was developed with broad input and implemented with broad partnership. It supported oversight shared across the Board committees and implementation shared across the System Office in partnership with key stakeholders. The goals were separated into twelve (12) tactics which were distributed among six (6) different committees. The distribution of tactics was intended to strengthen collaboration between the System Office and Board committees. The plan established Goal 1 and Goal 5 to focus more on how we do business. The goals centered on faculty and staff recruitment and retention and system funding and effectiveness. Goal 2, Goal 3, and Goal 4 were more defined and aimed more towards how to help students, businesses, and residents of North Carolina. Mr. Vaughan inquired if Marketing and Communications were expected to take the lead in Goal 5. Dr. Crane confirmed that the Marketing and Communications Committee will lead Goal 5 beginning with meetings starting in April. Ms. Estep suggested that Goal 1 of faculty and staff recruitment and retention should be the responsibility of Dr. Gold as Chief of Staff and not Finance. She stated that the Chief of Staff should have the final say as to compensation of a position and who would be best fit to fill the position.

The concept behind system level tools and committee level planning was based on the thought that staff and committees use the same tools for developing plans, tracking progress, and reporting and the decision making should be at the committee level. With a common set of templates, it would ensure clarity for the staff and Board members. Dr. Crane stated the plan was more effective when templates, tools, governance roles, and expectations were set at the system level and development of timelines and reporting were set at the committee level. The tactic leads across the agency would use the same templates and the committee members and System Office staff would have a shared understanding of the State Board and staff roles in the Strategic Plan implementation. Each committee Chair and Vice Chair would work with the tactic leads to have a consensus on timelines and reporting plans.

The tools for planning SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) tactics have been previously approved. This format was used with a series of questions to help develop the specifics of each tactic and was used by Wilkes Community College with success. Staff leads completed work for the twelve (12) tactics. Now the timelines for the tactics and the timelines for the committees need

work. Dr. Crane mentioned setting the timelines would have to take into consideration the routine duties of each committee. Moreover, the discussion in committee was to set common templates and tools; however, the templates and tools were open for modification based on the needs of the Board. Mr. Vaughan suggested that the Board advise, coach, and oversee the committee without overwhelming the staff. Ms. Whitford stated the Strategic Plan would illustrate the resources available and if additional resources was needed, it would be able to accommodate the staff.

Dr. Crane indicated that outside experts could be utilized to develop the tools used to track progress in tactic reporting and data reporting. He encouraged comments as these processes are expected to be refined by March 1st. Mr. Vaughan recommended the use of surveys for the KPIs to have a more effective gauge on how we are doing. Mr. Looney suggested looking externally as well as, internally so that we may better serve our customers. Mr. Sullivan asked Dr. Crane if he anticipated a change in the way we track our progress with the new plan. Dr. Crane confirmed the tracking platform would be changed since it would no longer be supported. The type of information asked of the tactic leads would also be updated. Ms. Estep suggested that we utilize the Data Advisory Council to reach out to other organizations to access data that would improve how we help our customers. Mr. Vaughan inquired if future enrollment targets could be determined by looking at the 2 million by 2030 attainment goal and simply doing the math. Dr. Crane agreed it could be possible; however, there were some factors such as population trends to take into consideration. He agreed that setting completion goals was possible by doing the math and having conversations with each college.

Dr. Crane stressed that the System office staff will think about what resources were needed to get the tactics accomplished. The more we can articulate our resource needs the more clarity we would have on our starting point as we move forward in the strategic planning process.

Report from Governance Subcommittee on Board Engagement

Ms. Whitford encouraged being supportive of the staff and expressed concern of crossing oversight to management. Mr. Merritt stated the reason for the meeting today was to get clarity of the Board's role with respect to the Strategic Plan and the regular statutory duties. One of the goals of this meeting was to build consensus around the lines of oversight and management. Another goal was to make sure there was a good plan in place to oversee the Strategic Plan. Mr. Merritt emphasized the importance of collaboration of the committee Chairs and Vice Chairs, the staff liaisons, and committee members to make sure there is sound data and reporting in the exercise of the oversight duties. He added that board members should be sure to offer support to the staff in interactions around the implementation of the Strategic Plan. Mr. Merritt suggested that each committee Chair and Vice Chair who was assigned an oversight task meet with their staff liaison over the next few weeks to build an appropriate oversight plan based on the framework already established. Another task Mr. Merritt hoped each committee would complete was a calendar for the upcoming year. The calendar would ensure effective oversight

of the parts of the Strategic Plan that match to their committees. He also estimated the timeline for the calendars, the KPIs, and metrics to be around April.

Ms. West opened the discussion with the data gap that exists within the system. She stated the Board does not have the data capacity to fully understand the impact of the System in the community. The committee members agreed that involving external partners to access as much data as possible would be moving in the right direction of understanding the depth of the System impact with students, businesses, and the community. It was also noted that the data compiled could be overwhelming; however, the data could assist in determining how best to use it to meet the goals. The Strategic Plan will allow collaboration across divisions and committees to work on the assigned tactics. Ms. Whitford added that the structure of the Strategic Plan will breakdown the silos throughout the system. Mr. Vaughan recommended that the System Office President would be the best person to oversee the tactic process of the Strategic Plan. Dr. Carver added that the role of the president would also rely on the senior team to bring about the breakdown of the silos. Sen. Van Duyn included that the relationship between the System Office President and the community college presidents was critical in the success of the Strategic Plan. When it comes to setting the goals of the community colleges, Mr. Irwin suggested setting general guidelines for the colleges and allowing the individual colleges to set their goals. He added that establishing across the board goals for the 58 community colleges may put some at a disadvantage since each college have various challenges to overcome. Dr. Crane provided an overview of what he was expecting from the tactic leads. First, the tactic leads should review the tactics and make any updates by March 1. Second, each tactic lead should layout what their work for the next year would look like prior to the March Board meeting. Third, the senior team committee liaisons should look at the all the tactics coming to each committee and make a calendar tracking the work for each committee. Dr. Crane anticipated a meeting with committee Chairs and Vice Chairs prior to the State Board March meeting.

NEW BUSINESS
No new business.

ADJOURNMENT
Ms. Whitford declared the meeting adjourned at 10:54 a.m.

Respectfully submitted,
Halima Sharif
Recording Secretary

2023 State Board Policy & Governance Committee Annual Meeting Calendar

Month	SB Code Revisions	Proprietary Schools Board	Board Governance
January	Code Revision Approval		Strategic Planning & Policy and Governance Joint Meeting for Strategic Plan Implementation
February		Recommendations for New PS Program Licensures	
March			Start of Board Self-Evaluation Survey Process
April			Effective Board Governance Presentation & Speaker Start of President's Performance Review Process
May		Recommendations for New PS Program Licensures Recommendations for PS Program Renewals	Board Self-Evaluation Survey Results & Report
June		NO SBCC MEETING**	
July			SB Chair Election (odd-numbered years) President's Final Performance Review Report
August		Recommendations for New PS Program Licensures	
September (SB Planning Meeting)			Effective Board Governance Presentation & Speaker By-laws & Sub-committee Charter Discussions
October			By-laws & Sub-committee Charter Review (For Future Action)
November		Recommendations for New PS Program Licensures	By-laws & Sub-committee Charters (For Action)
December		NO SBCC MEETING**	
	*Code revisions will be added as requested and necessary.	*Proprietary Schools Board items (complaints, investigations, student protection issues, etc.) will be added as needed.	*Other governance, policy, and legal issues will be added as necessary.

The State Board of Community Colleges does not usually meet in June or December each year.

DRAFT

STATE BOARD OF COMMUNITY COLLEGES

Recommendation for Student Repayment

Pursuant to North Carolina General Statute § 115D-95.1, the State Board of Proprietary Schools recommends the State Board of Community Colleges issue repayment to former students of Living Arts College as provided herein.

Living Arts College
Living Arts College was initially licensed as a proprietary school by the State Board of Community Colleges in or about 1992. It was licensed to offer degree programs by the UNC System Office. The school was accredited by the Accrediting Council for Independent Colleges & Schools (ACICS) and approved to participate in Title IV funding by the U.S. Department of Education (Department).

In June 2022, the Department formally terminated recognition of ACICS. It subsequently placed the school on Heightened Cash Monitoring Level 2 (HCM2) for Title IV participation. At the end of 2022, Living Arts College formally announced it was unable to continue instruction. All enrollment ceased and academic records were transferred to the NC Archives. Twelve (12) known students in non-degree programs licensed by and through the State Board of Community Colleges were unable to complete their programs of study. Most of these students were funded exclusively by Title IV funding and should therefore qualify for Closed School Discharge through the Department. But at least two students made out-of-pocket payments that must be reimbursed. Because the school was not statutorily required to have a bond for license year July 1, 2022 – June 30, 2023, the Student Protection Fund should be used to reimburse them.

Student Protection Fund - North Carolina General Statute § 115D-95.1
The Student Protection Fund is established in the Department of State Treasurer. The purpose of the Fund is to compensate students who have suffered a loss of tuition, fees, or any other instructional-related expenses paid to a proprietary school by reason of the failure of the school to offer or complete student instruction, academic services, or other goods and services related to course enrollment if the school ceases to operate for any reason, including the suspension, revocation, or nonrenewal of a school's license, bankruptcy, or foreclosure. The State Board of Proprietary Schools serves as the Student Protection Advisory Committee. The Committee advises the State Board of Community Colleges on matters related to the Fund.

Student Repayment. - A student, or the student's parent or guardian, who suffered a loss of tuition, fees, or any other instructional-related expenses may qualify for repayments under the Student Protection Fund. The State Board of Community Colleges first must issue repayment from the bonds issued under G.S. 115D-95. If the Student Protection Fund is insufficient to cover the qualified claims, the State Board must develop a method of allocating funds among claims.

Recommendation for Student Repayment

On February 3, 2023, the Proprietary Board recommended the State Board of Community Colleges reimburse former Living Arts College students as follows:

- The sum of ten thousand dollars ($10,000) should be transferred from the Student Protection Fund to the Community College System Office and held in escrow pending a final distribution to students.
- All remaining monies should be held in escrow by the Community College System Office pending additional claims. After a final accounting, any remaining funds should be transferred back to the Student Protection Fund held in the Department of State Treasurer.

STATE BOARD OF COMMUNITY COLLEGES

Recommendation for Initial Proprietary School Licensure

The State Board of Proprietary Schools recommends approval to license the following Proprietary School, as required under Article 8, Chapter 115D, North Carolina General Statutes, starting upon approval by the State Board of Community Colleges and ending June 30, 2023 to offer the programs listed.

***CERTQUIK**
249-F 3rd Street
Ayden, NC 28513

Program	Clock Hours
Nurse Aide I	120

***CLASSIC TRAINING ACADEMY**
8362 Six Forks Road, Suite 203
Raleigh, NC 27615

Program	Clock Hours
Nurse Aide I	136
Medication Aide	24
Phlebotomy Tech	104
Pharmacy Tech	160

ELITE HEALTHCARE TRAINING CENTER
148 C North Greene Street
Wadesboro, NC 28170

Program	Clock Hours
Nurse Aide I	140

MERCY TRAINING INSTITUTE
200 F Pomona Street
Greensboro, NC 27407

Program	Clock Hours
Nurse Aide I	130

NURSING CAREERS INSTITUTE
621-F Stallings Road
Matthews, NC 28104

Program	Clock Hours
Nurse Aide I	136.25
Medication Aide	24

PIEDMONT HEALTHCARE INSTITUTE
502 W. King Street
Kings Mountain, NC 28086

Program	Clock Hours
Nurse Aide I	126

*Recommendation is contingent upon DHHS approval.

AGENDA
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, February 16, 2023 – 3:10 p.m.- 5:00 p.m.
Ms. Lisa Estep, Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 19, 2023

For Action
- Allocation for Truck Driver Shortage Program (Attachment FC 01)
- State Board Reserve Funds FY 2022-23 (Attachment FC 02)
- Amendment to Contract for College Information System Enhancement and Support Services Agreement (Attachment FC 03) *****
- Contract for Extendable Identity Management Security Platform (Attachment FC 04) *****
- Contract for Managed Services Support for Migration of System Office Applications (Attachment FC 05) *****

For Consent Approval
- Allocation for NC Career Coach Program (Attachment FC 06) [CA]
- Allocation for Summer Accelerator Grant Program (Attachment FC 07) [CA]
- Allocation for Finish Line Grants Administration (Attachment FC 08) [CA]
- Service Agreement for Quality Acceptance Inspector (Attachment FC 09) [CA]
- Construction and Property – February 2023 (Attachment FC 10) [CA]

For Information
- Analysis of Learning Management System Costs (Attachment FC 11) *****
- State Board Reserve FY 2022-23 Mid-year Report (Attachment FC 12)
- Annual Survey of Fees FY 2021-22 (Attachment FC 13)
- System Office Contracts Report as of December 31, 2022 (Attachment FC 14)
- System Office Grants Awarded Report as of December 31, 2022 (Attachment FC 15)
- Delegated College Allocations Report as of December 31, 2022 (Attachment FC 16)
- Estimated Receipts – January 2023 (Attachment FC 17)

New Business

Adjourn

***The Finance Committee may vote to move into closed session during the Finance Committee meeting on February 16, 2023 regarding this item.**

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, January 19, 2023 – 2:30 p.m. – 3:55 p.m.
Ms. Lisa Estep, Chair

Finance Committee Members Present

Ms. Lisa Estep, Chair	Ms. Sarah West	The Honorable Sam Searcy
Dr. Shirley Carraway	Mr. Andy Penry*	

Attended via phone or Zoom technology*

Members absent: Treasurer Dale Folwell

Other SBCC Members:
Chair Burr Sullivan
The Honorable Ray Russell
The Honorable Terry Van Duyn
The Honorable Chad Beasley
Dr. Grant Campbell
Mr. Tom Looney
Mr. Mark Merritt

OTHERS IN ATTENDANCE:

Interim Pres. Bill Carver	Ms. Sondra Jarvis	Ms. Hannah McClellan
Ms. Brandy Andrews	Ms. Tiffany Howell	(EdNC)
Dr. Kimberly Gold	Ms. Petrina Herring	Mr. David Heatherly
Ms. Lisa Eads*	Ms. Gilda Rubio Festa	(Coastal Carolina CC)
Mr. Patrick Fleming	Mr. David Werner	Dr. Rusty Hunt
Mr. Alex Fagg	Ms. Dorine Fokes	(Lenior CC)
Dr. Levy Brown	Mr. Jason Cobb	Dr. Jeffrey Cox
Dr. Bruce Mack		(Wilkes CC)

CALL TO ORDER
Ms. Estep called the meeting to order at 2:35 p.m.

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

ETHICS STATEMENT
Ms. Estep read the required ethics statement. There were no conflicts of interest.

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

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, January 19, 2023 – 2:30 p.m. – 3:55 p.m.
Ms. Lisa Estep, Chair

APPROVAL OF THE MINUTES

Ms. Estep asked for a motion to approve the minutes of the November 17, 2022, Finance Committee meeting. Dr. Carraway moved, Mr. Searcy seconded the motion, and the motion was unanimously approved via voice vote.

For Action

Allocation for High-Cost Workforce Start-Up Fund Program (Attachment FC 01)

Ms. Estep stated these funds are part of the 2020-21 Session Law. Ms. Estep explained this allocation is for $5.2 million, and it was established to assist colleges with starting up new high-cost programs in high-demand career field areas.

Ms. Estep stated only Tier 1A and Tier 1B programs were eligible for these funds and programs can be offered in short-term workforce development/workforce continuing education and curriculum.

Ms. Estep explained forty-three applications totaling over $20 million dollars in funding request were received.

Ms. Estep reviewed Table 1 in FC 01.

Ms. Estep, Dr. Carver, and the Committee discussed the item.

Dr. Carraway motioned for approval; Chair Sullivan seconded the motion. The Committee approved the Allocation for High -Cost Workforce Program Start-Up Fund Program (Attachment FC 01) via voice vote.

Allocation for Title II Professional Development Facilitator Network Project (Attachment FC 02)

Ms. Estep explained this is a $1.2 million dollar allocation from the basic skills Title II funding budget and it is coming from the State Leadership funds which is specifically for professional development.

Ms. Estep stated the school that will serve as a lead for this project is Durham Tech CC.

Ms. Estep reviewed the Title II Providers Table in FC 02.

Ms. Estep and the Committee discussed the item.

Mr. Searcy motioned for approval; Ms. West seconded the motion. The Committee approved the Allocation for Title II Professional Development Facilitator Network Project (Attachment FC 02) via voice vote.

Contract Amendment to Support Ellucian Technical Training Classes (Attachment FC 03)

Ms. Estep stated this item is a contract amendment for $245,000 with Ellucian Inc. Ms. Estep stated we felt it was important for the Finance Committee to discuss the ERP Modernization, why are we training under our current legacy system, and why is it important.

Ms. Estep stated it is important to provide training on the current system for our current personnel to sustain competency and assist with the planning of the modernization to come.

Ms. Estep, Ms. Andrews, Mr. Fleming, and the Committee discussed the item.

Dr. Carraway motioned for approval; Mr. Searcy second the motion. The Committee approved Contract Amendment to Support Ellucian Technical Training Classes (Attachment FC 03) via voice vote.

For Consent Approval

Construction and Property – January 2023 (Attachment FC 04)

Ms. Andrews reviewed the construction and property items.

Ms. Estep asked for approval of FC 04 with the deletion of project number 2731. Ms. West motioned for approval; Dr. Carraway second the motion. The Committee approved Construction and Property – January 2023 (Attachment FC 04) via voice vote.

For Information

Tuition and Registration Fee Waiver Report (Attachment FC 05)

Ms. Andrews and Ms. Estep reviewed FC 05.

For Information

Estimated Receipts – December 2022 (Attachment FC 06)

Ms. Estep and Ms. Andrews reviewed FC 06.

Connect NC Bond Status Report (Attachment FC 07)

Ms. Andrews reviewed FC 07.

New Business

ADJOURNMENT

Ms. Estep adjourned the meeting at 3:03 p.m.

Respectfully Submitted,

Petrina L. Herring,
Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Truck Driver Shortage Program
February 17, 2023 – December 31, 2024

Request: The State Board of Community Colleges is requested to approve the allocation of $2,000,000 to select community colleges to address the truck driver shortage in North Carolina.

Strategic Plan Reference:
Goal 4: Provide education, training, and credentials to develop the most competitive workforce in the nation. Community colleges must provide solutions to the talent needs caused by recent economic development success, ensure the economy includes all North Carolinians in its prosperity, and brace against future market disruptions.

Background: Session Law 2021-180, Section 24.1B.(a) appropriated from the State Fiscal Recovery Fund to the Office of State Budget and Management, the sum of five million dollars ($5,000,000) in nonrecurring funds to the North Carolina Trucking Association Foundation (NCTAF), a nonprofit foundation, to address the truck driver shortage. Through a subaward agreement, NCTAF will allocate $2,000,000 to the North Carolina Community College System (NCCCS).

Rationale: The North Carolina Community College System (NCCCS) is committed to ensuring the workforce needs of the trucking industry are being met. Under the Truck Driver Shortage Program, eligible colleges will receive funding to support the following:

1) Instructor pay and equipment related to truck driver training programs, particularly in rural and depressed areas.
2) Tuition scholarships for individuals that are unable to afford tuition for coursework related to truck driver training programs and to obtain commercial driver licensure.
3) Hiring bonuses to retired truck drivers recruited as instructors to expand community college training programs.

Method of Allocation: A Request for Proposal (RFP) was posted on the NCCCS website on February 2, 2023. Applications were due to System Office program staff on February 9, 2023. Twenty-four applications totaling $7,984,681 in funding requests were received, reviewed, and evaluated. The recommendation in Table 1 below reflects funding for 9 applications. Three applications represent college collaborations.

Table 1: Recommended Allocation to Colleges

College	Amount Requested	Allocation
Beaufort County CC	$250,000	$154,500
Caldwell CC TI & Southeastern CC	$400,000	$247,200
Central Carolina CC, Randolph CC, & Sandhills CC	$400,000	$247,200
Central Piedmont CC	$400,000	$247,200
Guilford TCC	$400,000	$247,200
Fayetteville TCC & Bladen CC	$400,000	$247,200
Johnston CC	$387,181	$212,300
Richmond CC & Montgomery CC	$400,000	$247,200
Sampson CC	$200,000	$150,000
Total		**$2,000,000**

Fund Source and Availability: Funding is available from State Fiscal Recovery Funds, as authorized by Session Law 2021-180, Section 24.1B(a) and contingent upon receiving approved agreement from NCTAF.

Allocation Period: February 17, 2023 – December 31, 2024.

Contact:
Barbara Boyce
AVP of Workforce Continuing Education (Interim)

Dr. Lisa Eads
AVP of Programs

STATE BOARD OF COMMUNITY COLLEGES
State Board Reserve Funds
FY 2022-23

Request: The State Board of Community Colleges is requested to approve up to $160,000 in State Board Reserve Funds to support three projects: Master Teacher System Certification ($25,000), Workforce Development Professional Development for System leaders ($5,000), and a Strategy Consultant and Development of a Statewide Marketing and Communications Plan ($130,000).

Strategic Plan References:

Goal 1: Recruit and retain top talent to enable the North Carolina Community College System to educate and prepare the State's workforce. Faculty and staff provide the education and direct services that students and communities need. Recruiting and retaining top talent require investment, partnership, and workplace innovation.

- Objective 1.3: Establish North Carolina community colleges and the System Office as desirable employment destinations.
  - Strategy 1.3.1: Support annual professional development plans that enhance employee skill growth, career development and recognition.

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.
  - Strategy 4.2.1: Cultivate existing talent, develop new partnerships with industry associations, and align education and training to the skills required by employers.
  - Strategy 4.2.2: Emphasize education and training that promotes industry-recognized competencies that helps achieve the goal of two million North Carolinians with a postsecondary credential of value by 2030.

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 2.1.1: Develop and utilize marketing strategies to increase enrollment. Increase emphasis on the enrollment of underrepresented and non-traditional students.

Background/Rationale:

Project 1: Master Teacher Certification ($25,000): Community colleges across the state and employers across economic sectors are feeling the effects of the Great Resignation. This has resulted in higher-than-usual job turnover and lower labor force participation. The education sector is not immune to workforce volatility. While community colleges are working with employers to respond to industry's workforce shortages, continued turnover at the colleges directly undermines their response capacity.

Although salary and wages are a key factor in recruitment and retention of faculty and staff, to attract and retain faculty, faculty talent and excellence must be promoted and recognized. High quality teaching and learning facilitation directly impacts student retention and success. The Master Teacher certification will provide training to faculty of all disciplines and will provide targeted professional development to technical faculty to ensure that all instructors have the training and support to effectively manage student learning and success. The Master Teacher certification will also provide an opportunity to recognize high quality teaching and instruction. Faculty will receive a certification issued from the System Office to acknowledge and celebrate the professionalism and talent of the systems outstanding faculty members.

State Board Reserve funds will be used to contract support for the development of a series of courses with content and digital support tools to be delivered through both asynchronous and synchronous instruction. Once the course series has been developed and piloted, the system office will maintain the courses through the VLC and provide for the delivery of the courses on an annual basis. $25,000 is requested to cover the cost of development and piloting the Master Teacher course series.

Project 2: Workforce Development Professional Development for System Leaders ($5,000).
This professional development opportunity will be delivered to System Presidents and key senior staff leaders in the 58 colleges to support the ongoing needs of regional workforce development. Funding will be used for speaker fees, travel costs and printing costs for professional development materials. This opportunity will be provided regionally to focus on regional workforce development projects and efforts. Teams will be provided a guidebook to workforce development, expert speakers, and potential site visits to ensure that system leaders understand the recruitment, support and training needs to attract and retain a strong economic development environment in the state.

Project 3: Strategy Consultant and Development of a Statewide Marketing and Communications Plan ($130,000).
The North Carolina Community College System (NCCCS) plans to partner with an experienced strategic consultant to co-lead the development of a five-year marketing and communications plan in alignment with the System's new Strategic Plan. The plan will provide a framework and guidelines for raising the profile and visibility of the System locally, regionally, and nationally, and will inform strategy discussions for the Board's new marketing and communications committee. The plan will include advertising and sponsorship strategies; strategic partnerships – including opportunities for data and resource sharing; brand identity and positioning; market and industry priorities; social media, traditional media, and content marketing; and identify five-year goals and year-by-year success metrics. In addition to the System Strategic Plan, the statewide marketing and communications plan will speak to the System's approach to support enrollment growth at the 58 community colleges and to the State's commitment to preparing two million North Carolinians with high-quality credentials by 2030.

Fund Source and Availability: FY 2022-23 funding is available from the State Board Reserve from July 1, 2022 through June 30, 2023. The State Board Reserve is a recurring funding source with $250,000 annually. 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."

FC 02 at the September 16, 2022 State Board of Community College meeting approved up to $75,000. Of the remaining $175,000 available balance, this request will allocate $160,000.

Contact:
Kimberly Gold
Chief of Staff

Attachment FC 03

STATE BOARD OF COMMUNITY COLLEGES
Amendment to Contract for College Information System Enhancement and Support Services Agreement

CONFIDENTIAL

Attachment FC 04

STATE BOARD OF COMMUNITY COLLEGES
Contract for Extendable Identity Management Security Platform

CONFIDENTIAL

SBCC
02/17/2023

Attachment FC 05

STATE BOARD OF COMMUNITY COLLEGES
Contract for Managed Services Support for Migration of System Office Applications

CONFIDENTIAL

SBCC
02/17/2023

STATE BOARD OF COMMUNITY COLLEGES
Allocation for NC Career Coach Program
FY 2023-24, 2024-25, 2025-26, 2026-27, 2027-28

Request: The State Board of Community Colleges is requested to approve allocations of $5,570,805 per year for five fiscal years for salary, benefits, professional development, and advising support of Career Coaches recommended by the established NC Career Coach Advisory Committee.

Strategic Plan Reference:
Goal 2: Increase access and enrollment at North Carolina community colleges to meet the state's educational attainment goal and expand postsecondary opportunities. For North Carolina to meet its educational and economic goals, two million North Carolinians will need education and training beyond high school by 2030.

- Objective 2.3: Streamline and strengthen the pathways to community colleges and careers.
    - Strategy 2.3.2: Expand the use of Career Coaches to include the remaining North Carolina community colleges.

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

The General Assembly appropriated funds to the NC Community College System for the implementation of the NC Career Coach program. These funds shall only be used for salary, benefits, professional development and advising support. The board of trustees of a community college and a local board of education of a local education agency (LEA) within the service area of the community college jointly apply for available funds for the NC Career Coach Program funding from the State Board of Community Colleges (See Table 1).

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

In 2020, through a partnership with the University of North Carolina System Office and the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant, NCCCS received funding for seven years for three career coaches. These coaches were placed at Beaufort County Community College, South Piedmont Community College, and Southwestern Community College. In 2022, this partnership expanded to an additional coach at College of the Albemarle for a total of four NC Career Coaches funded through GEAR UP.

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

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

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

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

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

The advisory committee reviewed and scored the competitive applications submitted by thirty-four college-LEA partnerships, ranked, and recommended the award of a second coach to thirty-three colleges. There was insufficient funding to award the lowest ranked college.

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

- Deployment plan for career coaches and strategy that supports effective outreach.
- Evaluation Plan focusing on the outcome of increased enrollment in, and completion of, career pathways leading to marketable job skills and/or further education.
- Economic Impact documented by local workforce needs, causes of unaddressed pipeline needs, and career coach model connection with potential pipeline with workforce needs.
- Professional Development plan including engagement between high schools, community colleges, and community workforce.

- Communication strategies, at a minimum, with high school students, high school and middle school faculty and staff, parents and guardians, and service area workforce partners.

Table 1: Recommended 5-year Allocations - FY 2023-24, 2024-25, 2025-26, 2026-27, 2027-28

Community College	Region	Tier Ranking & County	# Coaches	5-Year Annual Allocation
Asheville-Buncombe TCC	Western	Tier 2 – Madison	1	$90,000
Beaufort County CC	Eastern	Tier 1 – Tyrrell	1	$95,000
		Tier 1 – Hyde	1	$95,000
Bladen CC	Eastern	Tier 1 – Bladen	1	$80,865
		Tier 1 - Bladen	1	$80,865
Blue Ridge CC	Western	Tier 3 – Henderson	1	$65,457
		Tier 3 - Transylvania	1	$65,457
Brunswick CC	Eastern	Tier 3 – Brunswick	1	$39,172
		Tier 3 - Brunswick	1	$38,088
Caldwell CC&TI	Western	Tier 1 – Caldwell	1	$82,076
		Tier 1 - Caldwell	1	$82,076
Cape Fear CC	Eastern	Tier 3 – New Hanover	1	$42,466
Carteret CC	Eastern	Tier 3 – Carteret	1	$43,968
		Tier 3 - Carteret	1	$43,968
Central Carolina CC	Central	Tier 2 – Harnett	1	$44,000
		Tier 2 - Lee	1	$44,625
Central Piedmont CC	Western	Tier 3 – Mecklenburg	1	$39,582
Cleveland CC	Western	Tier 1 – Cleveland	1	$75,186
		Tier 1 – Cleveland	1	$75,186
College of The Albemarle	Eastern	Tier 1 – Chowan	1	$84,472
Craven CC	Eastern	Tier 2 – Craven	1	$46,580
Davidson-Davie CC	Central	Tier 2 – Davie	1	$63,000
		Tier 2 – Davidson	1	$63,000
Durham TCC	Central	Tier 3 – Orange	1	$45,545
Edgecombe CC	Eastern	Tier 1 – Edgecombe	1	$90,080
		Tier 1 - Edgecombe	1	$90,080
Fayetteville TCC	Central	Tier 1 – Cumberland	1	$69,906
		Tier 1 - Cumberland	1	$69,906
Forsyth TCC	Central	Tier 2 – Forsyth	1	$55,957
		Tier 2 – Forsyth	1	$55,957
Gaston College	Western	Tier 2 – Gaston	1	$79,428
		Tier 3 – Lincoln	1	$68,735
Halifax CC	Eastern	Tier 1 – Halifax	1	$92,596
Haywood CC	Western	Tier 2 – Haywood	1	$58,667

		Tier 2 – Haywood	1	$55,334
Isothermal CC	Western	Tier 1 – Rutherford	1	$83,800
		Tier 2 – Polk	1	$55,870
James Sprunt CC	Eastern	Tier 1 – Duplin	1	$80,226
		Tier 1 – Duplin	1	$80,226
Lenoir CC	Eastern	Tier 1 – Lenoir	1	$86,205
		Tier 1 – Greene	1	$82,104
Martin CC	Eastern	Tier 1 – Martin	1	$81,773
		Tier 1 – Bertie	1	$81,773
McDowell TCC	Western	Tier 2 – McDowell	1	$57,500
		Tier 2 – McDowell	1	$57,500
Mitchell CC	Western	Tier 3 – Iredell	1	$39,765
Piedmont CC	Central	Tier 1 – Caswell	1	$81,000
		Tier 2 – Person	1	$81,000
Pitt CC	Eastern	Tier 2 – Pitt	1	$50,276
		Tier 2 – Pitt	1	$47,634
Randolph CC	Central	Tier 2 – Randolph	1	$88,000
		Tier 2 – Randolph	1	$88,000
Richmond CC	Central	Tier 1 – Scotland	1	$78,792
		Tier 1 – Richmond	1	$78,792
Robeson CC	Central	Tier 1 – Robeson	1	$94,427
		Tier 1 – Robeson	1	$94,427
Rockingham CC	Central	Tier 1 – Rockingham	1	$85,000
		Tier 1 - Rockingham	1	$85,000
Rowan-Cabarrus CC	Western	Tier 3 – Cabarrus	1	$91,189
		Tier 2 – Rowan	1	$91,269
Sampson CC	Eastern	Tier 1 – Sampson	1	$86,115
		Tier 1 – Sampson	1	$86,115
Sandhills CC	Central	Tier 1 – Hoke	1	$80,920
South Piedmont CC	Central	Tier 3 – Union	1	$46,194
		Tier 3 – Union	1	$46,194
Southeastern CC	Eastern	Tier 1 – Columbus	1	$95,000
		Tier 1 – Columbus	1	$95,000
Southwestern CC	Western	Tier 1 – Swain	1	$71,057
Tri-County CC	Western	Tier 1 – Cherokee	1	$61,027
		Tier 1 – Graham	1	$62,527
Wake TCC	Central	Tier 3 – Wake	1	$43,149
		Tier 3 – Wake	1	$43,149
Wayne CC	Eastern	Tier 1 – Wayne	1	$93,000
Western Piedmont CC	Western	Tier 1 – Burke	1	$74,529
		Tier 1 – Burke	1	$74,529
Wilkes CC	Western	Tier 1 – Wilkes	1	$95,000

		Tier 1 – Wilkes	1	$95,000
Wilson	Eastern	Tier 1 – Wilson	1	$88,472
Total			**78**	**$5,570,805**

Fund Source and Availability: FY 2023-24, FY 2024-25, FY 2025-26, FY 2026-27, and FY 2027-28 allocations are contingent upon availability of State General Fund appropriation. Funding will be adjusted as appropriate for legislative salary and benefits rate increases.

Contact:
Jennifer McLean
Associate Director, Student Support Services

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Summer Accelerator Grant Program
April 1, 2022 - September 30, 2023

Request: The State Board of Community Colleges is requested to approve the allocation of $2,456,331 for the North Carolina Community College Summer Accelerator Grant Program.

Strategic Plan Reference:
Goal 2: Increase access and enrollment at NC community colleges to meet the state's educational attainment goal and expand postsecondary opportunities.

Background: North Carolina received $84.8 million in Emergency Assistance to Non-Public Schools (EANS) funding under the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), 2021, Pub. L. No. 116-260 (EANS I) and another $82.9 million under the American Rescue Plan Act (ARPA) of 2021, Pub. L. No. 117-2 (EANS II). Both EANS I and EANS II are administered at the federal level by the U.S. Department of Education and were designed to provide services or assistance to eligible non-public schools. ARPA required any unobligated funds remaining six months after receipt to be returned to the Governor for authorized uses under the Governor's Emergency Education Relief (GEER) II Fund through the full period of availability. The Governor is directing EANS I funds to the North Carolina Community College System Office (NCCCS).

Rationale: With a focus on educational attainment, these funds would provide awards to students enrolling in summer courses to achieve an accelerated degree or credential, and/or students in need of developmental (remedial) courses or other summer supports to get and stay on track in their programs to graduate on time.

Eligible students for the Summer Accelerator student aid grant are as follows:

- NC resident for tuition purposes as determined by the Residency Determination Service;
- Enrolled in a curriculum program of study;
- Has not completed a postsecondary degree unless the student previously earned a certificate or diploma and is now pursuing an associates degree;
- The maximum grant award amount should be no more than the cost of attendance for the number of courses taken and up to $5,000;
- Grants may be used to cover up to the cost of attendance including books, supplies, transportation, childcare, etc.
- Institutions may choose to provide support to a student taking a course outside of their home institution (for instance, an NC State University student taking a summer course at Wake Technical Community College).

While not required, whenever possible, colleges will prioritize the Summer Accelerator student aid grant to students who qualify for federal and/or state need-based aid.

Method of Allocation: The allocation table below was calculated based on the criteria outlined in the Award Funding Notice.

- 10.0% divided evenly among all eligible postsecondary institutions.
- 2.5% divided evenly among all eligible institutions that are minority-serving institutions*.
- 87.5% allotted based on 2019-20 share of Pell Grant recipients.

Funds cannot be used to supplant existing funds. Colleges will adhere to coding, workflow, and local tracking guidance to meet reporting requirements as directed by the North Carolina Pandemic Recovery Office (NCPRO).

Colleges will have 60 days to claim or otherwise accept the allocations in the table below. Allocations that are declined may be further distributed among other colleges in an equitable fashion; in consultation with NCPRO.

COLLEGE	ALLOCATION
Alamance CC	$ 42,487
Asheville-Buncombe TCC	$ 55,214
Beaufort County CC	$ 18,798
Bladen CC*	$ 29,862
Blue Ridge CC	$ 21,984
Brunswick CC	$ 18,269
Caldwell CC & TI	$ 36,615
Cape Fear CC	$ 80,714
Carteret CC	$ 20,631
Catawba Valley CC	$ 46,866
Central Carolina CC	$ 48,517
Central Piedmont CC	$ 185,949
Cleveland CC	$ 30,194
Coastal Carolina CC	$ 46,315
College of The Albemarle	$ 20,471
Craven CC	$ 35,904
Davidson-Davie CC	$ 44,802
Durham TCC	$ 57,116
Edgecombe CC*	$ 43,897
Fayetteville TCC	$ 154,303
Forsyth TCC	$ 82,181
Gaston College	$ 56,039
Guilford TCC	$ 144,694
Halifax CC*	$ 23,579

Haywood CC	$ 19,577
Isothermal CC	$ 23,177
James Sprunt CC*	$ 26,630
Johnston CC	$ 36,822
Lenoir CC	$ 28,979
Martin CC	$ 9,624
Mayland CC	$ 12,009
McDowell TCC	$ 13,339
Mitchell CC	$ 26,754
Montgomery CC	$ 11,413
Nash CC	$ 32,740
Pamlico CC	$ 8,477
Piedmont CC	$ 16,297
Pitt CC	$ 95,367
Randolph CC	$ 29,300
Richmond CC*	$ 41,673
Roanoke-Chowan CC	$ 10,495
Robeson CC*	$ 40,939
Rockingham CC	$ 21,572
Rowan-Cabarrus CC	$ 65,303
Sampson CC*	$ 28,350
Sandhills CC	$ 37,257
South Piedmont CC	$ 22,260
Southeastern CC	$ 21,595
Southwestern CC	$ 25,012
Stanly CC	$ 32,442
Surry CC	$ 30,102
Tri-County CC	$ 14,096
Vance-Granville CC	$ 31,983
Wake TCC	$ 190,329
Wayne CC	$ 35,010
Western Piedmont CC	$ 23,360
Wilkes CC	$ 28,016
Wilson CC	$ 20,631
TOTAL	**$ 2,456,331**

Allocation Period: April 1, 2022, through September 30, 2023.

Funding Source and Availability: Funding is available from Emergency Assistance to Non-Public Schools (EANS) funding under the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), 2021, Pub. L. No. 116-260 (EANS I) and the American Rescue Plan Act (ARPA) of 2021, Pub. L. No. 117-2 (EANS II). This EANS award has been added to the award approved on August 19, 2022, FC 02 for a total of $5,345,983. Funding is contingent upon receiving a signed NCPRO agreement.

Contact(s):

Ms. Brenda Burgess
Associate Director of Student Aid

Dr. James "JW" Kelley
AVP – Student Services

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Finish Line Grants Administration
July 1, 2022 - September 30, 2023

Request: The State Board of Community Colleges is requested to approve the allocation of $524,000 to support the Finish Line Grants program administration at colleges.

Strategic Plan Reference:
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.

Background: The Finish Line Grant program provides community college students that are 50% of the way to completing a credential with emergency aid up to $1,000 per semester for an unanticipated financial hardship. FC 02 at the August 19, 2022 State Board meeting, the Board approved the transition of this program from the Department of Commerce to the Community College System and college allocations.

Rationale: As referenced in the August 2022 FC 02 approval, $524,000 may be used by NCCCS and/or colleges for student outreach, marketing, program implementation and grant administration. To provide colleges with administrative resources aligned with their level of need, colleges were requested to complete a survey to identify their Finish Line Grant administration needs. Colleges were asked to either opt-in or opt-out of an initial allocation of $8,000, which may be used for student outreach and marketing, program implementation, and/or grant administration. Forty-one colleges opted-in to the funds totaling $328,000.

Colleges were also given the option to request additional funding, up to $20,000, if they had additional administrative needs. After the initial allocation of $328,000, the balance of $196,000 was made available for colleges to apply. Twenty-six colleges applied for additional funding totaling $709,000. Because the request was greater than available funds, allocations were evenly distributed among those colleges. Recommended allocations are in Table 1.

Table 1: Recommended Finish Line Grants Administration College Allocations

College	Initial Allocation	Additional Allocation	Total Allocation
Alamance CC	$8,000	$0	$8,000
Asheville-Buncombe TCC	$8,000	$0	$8,000
Beaufort County CC	$8,000	$7,538	$15,538
Bladen CC	$8,000	$7,538	$15,538
Blue Ridge CC	$8,000	$0	$8,000
Caldwell CC & TI	$8,000	$7,538	$15,538
Carteret CC	$8,000	$7,542	$15,542
Catawba Valley CC	$8,000	$7,538	$15,538
Central Carolina CC	$8,000	$0	$8,000

Central Piedmont CC	$8,000	$0	$8,000
Cleveland CC	$8,000	$0	$8,000
College of The Albemarle	$8,000	$0	$8,000
Craven CC	$8,000	$7,538	$15,538
Davidson-Davie CC	$8,000	$0	$8,000
Edgecombe CC	$8,000	$0	$8,000
Fayetteville TCC	$8,000	$7,538	$15,538
Gaston C	$8,000	$0	$8,000
Guilford TCC	$8,000	$7,538	$15,538
Halifax CC	$8,000	$7,538	$15,538
Haywood CC	$8,000	$7,538	$15,538
Isothermal CC	$8,000	$0	$8,000
James Sprunt CC	$8,000	$7,538	$15,538
Lenoir CC	$8,000	$7,538	$15,538
Martin CC	$8,000	$0	$8,000
McDowell TCC	$8,000	$7,542	$15,542
Mitchell CC	$8,000	$7,538	$15,538
Nash CC	$8,000	$7,538	$15,538
Piedmont CC	$8,000	$7,538	$15,538
Richmond CC	$8,000	$0	$8,000
Roanoke-Chowan CC	$8,000	$7,538	$15,538
Robeson CC	$8,000	$7,538	$15,538
Rockingham CC	$8,000	$0	$8,000
Rowan Cabarrus CC	$8,000	$7,538	$15,538
Sandhills CC	$8,000	$7,542	$15,542
South Piedmont CC	$8,000	$7,538	$15,538
Stanly CC	$8,000	$0	$8,000
Surry CC	$8,000	$7,538	$15,538
Tri-County CC	$8,000	$7,538	$15,538
Wayne CC	$8,000	$7,538	$15,538
Western Piedmont CC	$8,000	$7,538	$15,538
Wilkes CC	$8,000	$7,538	$15,538
	$328,000	**$196,000**	**$524,000**

Fund Source and Availability: Funding source is the Emergency Assistance to Non-Public Schools (EANS) funds of $524,000. The award period is July 1, 2022, through September 30, 2023.

Contact(s):

Patrick Crane
Vice President of Strategic Initiatives

J.W. Kelley
Associate Vice President – Student Services

STATE BOARD OF COMMUNITY COLLEGES
Service Agreement for Quality Acceptance Inspector
March 1, 2023 – February 28, 2026

Request: The State Board of Community Colleges is requested to approve a three-year service agreement in the amount of $125,381 annually, not to exceed $376,143 for a three-year term with Wake Technical Community College (WTCC) for a Quality Acceptance Inspector to provide inspection services of assets as required pursuant to G.S. 66-25.

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

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

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

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

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

Contract Amount and Time Period: The contract period will be from March 1, 2023 through February 28, 2026 for an amount not to exceed $376,143 ($125,381 for March 2023–February 2024; $125,381 for March 2024-February 2025; and $125,381 for March 2025-February 2026).

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

Contact:
Brandy Andrews
Vice President and Chief Financial Officer

A.	New Projects							
	Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
	1	Beaufort	2742	**Cosmetology Building Translucent Panel System Replacement (Main Campus)** Replacement of existing translucent panel system due to moisture intrusion on exterior walls.	42120 - SCIF R&R	$0.00	$172,501.00	$172,501.00
					42160 - SCIF R&R	$0.00	$27,499.09	$27,499.09
					Total	**$0.00**	**$200,000.09**	**$200,000.09**
	2	Blue Ridge	2737	**Greenhouse Lab and Restroom (Main Campus)** Construction of a climate controlled greenhouse approximately 3,500 - 4,500 sq. ft. with attached restrooms and satellite teaching facilities.	Non-State	$0.00	$250,000.00	$250,000.00
					Golden Leaf	$0.00	$1,000,000.00	$1,000,000.00
					Total	**$0.00**	**$1,250,000.00**	**$1,250,000.00**
	3	Central Carolina	2682	**Moore Center Renovation (Main Campus**) Renovation of approximately 25,000 sq. ft. of an existing 180,000 sq. ft. building to be used for continuing education and curriculum education training programs. The college has a 40 -year lease with Lee County.	Non-State	$0.00	$1,900,000.00	$1,900,000.00
					SCIF - OSBM	$0.00	$500,000.00	$500,000.00
					42120 - SCIF R&R	$0.00	$5,015,617.00	$5,015,617.00
					Total	**$0.00**	**$7,415,617.00**	**$7,415,617.00**
	4	Cleveland	2743	**Student Activity Center Renovation (Main Campus)** Renovation of approximately 37,688 sq. ft. consisting of classrooms, restrooms, locker rooms, and running track to support BLET, Fire Training and the Early High School College program areas to meet ADA standards as well as energy efficient upgrades.	42120 - SCIF R&R	$0.00	$500,000.00	$500,000.00
					Total	**$0.00**	**$500,000.00**	**$500,000.00**

A.	New Projects - Continued							
	Item	**College**	**Project Number**	**Description**	**Fund Source**	**Prior Budget**	**Board Action Funding Increase/ Decrease**	**Current Budget**
	5	Durham	2731	**Life Science Building (Main Campus)** Construction of a one-story facility approximately 35,200 sq. ft. to house lab and classroom space for the Bio Work Programs, and to be used by companies involved with the Bio Tech field in college's service area for training of their current employees.	Non-State	$0.00	$38,200,000.00	$38,200,000.00
					Total	**$0.00**	**$38,200,000.00**	**$38,200,000.00**
	6	Tri-County	2736	**Center for Cultural and Historical Engagement/Workforce Solutions (Main Campus)** Construction of a new facility approximately 68,000 sq. ft. consisting of an auditorium, classroom space and an assembly hall available for community use and public events.	SCIF - OSBM	$0.00	$18,450,000.00	$18,450,000.00
					Total	**$0.00**	**$18,450,000.00**	**$18,450,000.00**
	7	Vance-Granville	2745	**Exterior Building Wall Restorations (Granville County Campus)** Restoration of the stucco walls and related wall components to the buildings on the South Campus to prevent water intrusion on the exterior walls and prevent any further damage.	42120 - SCIF R&R	$0.00	$197,203.11	$197,203.11
					42160 - SCIF R&R	$0.00	$71,076.89	$71,076.89
					Total	**$0.00**	**$268,280.00**	**$268,280.00**

B.	Amended Projects							
	Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
	1	Cleveland	2621	**Campus Signage (Main Campus)** Project is being amended to increase project cost due to changes in project scope. The college acquired property from DOT which needed directional signage for the students.	42120 - SCIF R&R	$0.00	$674,996.00	$674,996.00
					42160 - SCIF R&R	$694,554.00	$0.00	$694,554.00
					Total	**$694,554.00**	**$674,996.00**	**$1,369,550.00**
	2	Cleveland	2650	**Wright and B Building Renovation (Main Campus)** Project is being amended due to a change in scope and bids coming in higher than anticipated. The college has changed some of the original planned renovation areas and is including a space for the Broadcast program currently located in the Bailey Allied Health Center.	42120 - SCIF R&R	$250,000.00	$1,721,388.00	$1,971,388.00
					Total	**$250,000.00**	$1,721,388.00	**$1,971,388.00**
	3	Cleveland	2654	**Jack Hunt Student Affairs Office Renovation for Academic Affairs and Business Office (Main Campus)** Project is being amended to increase project cost as a result of expanding the scope of work for electrical and HVAC reconfigurations. Renovations of approximately 3,800 sq. ft. The renovation will remove existing walls and create a new Student Center that will provide students with a one-stop shop for enrollment, retention, and completion support.	42120 - SCIF R&R	$200,000.00	$100,000.00	$300,000.00
					Total	**$200,000.00**	**$100,000.00**	**$300,000.00**
	4	Cleveland	2691	**North Training Site Renovation (Main Campus)** Project is being amended to increase project cost to expand the scope of the project. Originally renovating 2,200 sq. ft. barn and instead they are constructing a new metal building approximately 6,000 sq. ft. that will store heavy equipment to support the Heavy Equipment Operator program and will protect the students from the elements.	42120 - SCIF New	$0.00	$438,936.00	$438,936.00
					42160 - SCIF New	$468,000.00	$115,078.00	$583,078.00
					Total	**$468,000.00**	**$554,014.00**	**$1,022,014.00**

B.	Amended Projects - Continued							
	Item	**College**	**Project Number**	**Description**	**Fund Source**	**Prior Budget**	**Board Action Funding Increase/ Decrease**	**Current Budget**
	5	Fayetteville	2636	**Neill Currie HVAC Renovation (Main Campus)** Replacement of two HVAC systems. College was originally scheduled to fund this project with HEERF funds and due to supply chain disruptions, the college will not be able to receive the new units before the HEERF funds expire on June 30, 2023.	Federal	$2,500,000.00	($2,280,000.00)	$220,000.00
					42120 - SCIF R&R	$0.00	$1,530,000.00	$1,530,000.00
					Total	**$2,500,000.00**	($750,000.00)	**$1,750,000.00**
	6	James Sprunt	2628	**Workforce Development Center (Main Campus)** Project is being amended to increase project cost due to bids coming in higher than anticipated.	SCIF - OSBM	$9,000,000.00	$0.00	$9,000,000.00
					42120 - SCIF New	$1,572,009.00	$864,719.98	$2,436,728.98
					42160 - SCIF New	$417,841.01	$145,430.01	$563,271.02
					Total	**$10,989,850.01**	**$1,010,149.99**	**$12,000,000.00**
	7	Lenoir	2641	**Aviation Center for Excellence Building - New Hangar (Aviation Center)** Project is being amended to decrease scope of work due to escalation in pricing. Upon receiving advanced planning documents, the original estimated size of project was unattainable and additional funds are needed to complete the project.	SCIF - OSBM	$25,000,000.00	$0.00	$25,000,000.00
					42120 - SCIF New	$0.00	$5,000,000.00	$5,000,000.00
					Total	**$25,000,000.00**	**$5,000,000.00**	**$30,000,000.00**
	8	Mayland	2174	**Pinebridge Coliseum Renovation (Main Campus)** Project is being amended to increase project cost due to bids coming in higher than anticipated.	Non-State	$377,151.00	$0.00	$377,151.00
					46620 - R&R	$2,972,244.56	$0.00	$2,972,244.56
					40720	$24.77	$0.00	$24.77
					41120	$1,214.43	$0.00	$1,214.43
					41220	$1,171.25	$0.00	$1,171.25
					42120 - SCIF R&R	$0.00	$179,143.80	$179,143.80
					Total	**$3,351,806.01**	$179,143.80	**$3,530,949.81**

B.	Amended Projects - Continued							
	Item	**College**	**Project Number**	**Description**	**Fund Source**	**Prior Budget**	**Board Action Funding Increase/ Decrease**	**Current Budget**
	9	Mayland	2717	**Blue Ridge Boutique Hotel Kitchen Dining Renovation (Main Campus)** Project is being amended to increase project cost due to bids coming in higher than anticipated.	42120 - SCIF R&R	$664,200.00	$435,800.00	$1,100,000.00
					Total	**$664,200.00**	**$435,800.00**	**$1,100,000.00**
	10	McDowell	2696	**Cedar Building Student Center-One Stop Renovation (Main Campus)** Project is being amended to increase project cost due to bids coming in higher than anticipated.	Federal	$399,000.00	$0.00	$399,000.00
					42120 - SCIF R&R	$237,000.00	$1,048,719.00	$1,285,719.00
					42160 - SCIF R&R	$270,259.48	$0.00	$270,259.48
					Total	**$906,259.48**	**$1,048,719.00**	**$1,954,978.48**
	11	Rockingham	2152	**Industrial Technologies I and II Renovation (Main Campus)** Project is being amended to add SCIF funds to project to allow use of local funds for purchase of equipment (electric welders and welding trainers).	Non-State	$1,140,000.00	$0.00	$1,140,000.00
					42120 - SCIF R&R	$0.00	$808,000.00	$808,000.00
					42160 - SCIF R&R	$3,361,115.80	$0.00	$3,361,115.80
					46620 - R&R	$280,596.20	$0.00	$280,596.20
					Total	**$4,781,712.00**	**$808,000.00**	**$5,589,712.00**

C.	Final Close-Out Projects							
	Item	**College**	**Project Number**	**Description**	**Fund Source**	**Prior Budget**	**Board Action Funding Increase/ Decrease**	**Current Budget**
	1	Durham	2569	**Orange County Campus Classroom/Labs Building** Project is not moving forward and is a final project close out.	Non-State	$26,000,000.00	($26,000,000.00)	$0.00
					42160 - SCIF New	$1,000,000.00	($1,000,000.00)	$0.00
					Total	**$27,000,000.00**	($27,000,000.00)	**$0.00**
	2	James Sprunt	2423	**Hoffler Building Health Education Facility Addition/Renovation (Main Campus)** Project is submitted for a decrease in cost for final project close out.	Federal	$2,031,480.00	$0.00	$2,031,480.00
					46620 - R&R	$2,261,905.12	$0.00	$2,261,905.12
					42160 - SCIF R&R	$187,159.88	($145,430.01)	$41,729.87
					40720	$19,455.00	$0.00	$19,455.00
					Total	**$4,500,000.00**	($145,430.01)	**$4,354,569.99**
	3	Robeson	2136	**Emergency Services Classroom Building (Main Campus)** Project is submitted for a decrease in cost for final project close out.	46620 - New	$2,759,248.01	$0.00	$2,759,248.01
					42160 - SCIF New	$286,587.99	($286,587.99)	$0.00
					Total	**$3,045,836.00**	($286,587.99)	**$2,759,248.01**
	4	Surry	2604	**Building A Roof Replacement (Main Campus)** Project is submitted for final project close out.	Non-State	$53,038.98	($22,685.00)	$30,353.98
					46620 - R&R	$450,245.02	$0.00	$450,245.02
					Total	**$503,284.00**	($22,685.00)	**$480,599.00**

D.	Acquisition and Disposal of Real Property		
	Item	**College**	**Action Requested**
*	1	Central Piedmont	The Board of Trustees of Central Piedmont Community College requests permission as per G.S. 115D-20 to acquire, by purchase, approximately 4.78 acres of property (Parcel Number 203-289-05) located at 9200 Nations Ford Road, Charlotte, NC. This property is adjacent to the property owned by the college and will provide land for the Harper Campus expansion. **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.**
	2	Guilford	The Board of Trustees of Guilford Technical Community College requests permission as per G.S. 115D-20 to acquire, by purchase, approximately .33 acres of property with a building approximately 1,157 sq. ft. located at 4438 Anderson Street, Greensboro, NC. This property is adjacent to property owned by the college located at the Greensboro Campus. Additionally, the Board of Trustees are requesting per G.S. 115D-15 to demolish the building upon acquisition, and the Board of Trustees has found the building is unnecessary for college purposes. **The college had a Phase I Environmental Site Assessment performed, to which the executive summary states "This assessment has revealed no evidence of recognized environmental conditions, controlled recognized environmental conditions, or significant data gaps in connection with the property."**
	3	Mitchell	The Board of Trustees of Mitchell Community College requests permission as per G.S. 115D-15 to dispose of by demolition, a building approximately 3,650 sq. ft. located at 240 West Iredell Avenue, Mooresville, NC. The Board of Trustees has found the building is unnecessary for college purposes.
	4	Southwestern	The Board of Trustees of Southwestern Community College requests permission as per G.S. 115D-15 to dispose of by demolition, donation or sale a modular unit approximately 800 sq. ft. that was damaged in a fire beyond repair located at 225 Industrial Park Loop, Franklin, NC. The College finds the building unnecessary for college purposes.

D.	Acquisition and Disposal of Real Property - Continued		
	Item	**College**	**Action Requested**
	5	Western Piedmont	The Board of Trustees of Western Piedmont Community College requests permission as per G.S. 115D-20 to acquire, by purchase, approximately 14.4 acres (Parcel PIN - 2704875691) of property located at 500 Birchwood Drive, Morganton, NC. **The college had a Phase I Environmental Site Assessment performed, to which the executive summary states "Controlled recognized environmental conditions, no on-site or off-site issues or conditions were identified during the site reconnaissance."**
*	6	Western Piedmont	The Board of Trustees of Western Piedmont Community College requests permission as per G.S. 115D-20 to acquire, by transfer, approximately 18 acres (Parcel PIN - 2714065927) of property located at 1000 Vine Arden Road, Morganton, NC from the City of Morganton. **Property had Phase I and Phase II Site Assessment findings; therefore, SBCC approval is contingent upon the required Council of State approval as per G.S. 133-40.**
*	7	Western Piedmont	The Board of Trustees of Western Piedmont Community College requests permission as per G.S. 115D-20 to acquire, by transfer, approximately 8.61 acres (Parcel PIN - 2704886012) of property located at 0 Vine Arden Road, Morganton, NC from the City of Morganton. **Property had Phase I and Phase II Site Assessment findings; therefore, SBCC approval is contingent upon the required Council of State approval as per G.S. 133-40.**
	8	Western Piedmont	The Board of Trustees of Western Piedmont Community College requests permission as per G.S. 115D-15 to dispose of, by exchange, approximately 2 acres of property located at the Jim Richardson Complex to the City of Morganton to build a new Fire Department whereas the location is critical to their ISO (fire) rating, in exchange for approximately 26.61 acres.

E.	Delegated Authority for Certain Capital Projects - between $500,000 and less than $2,000,000	
	Colleges	**Description**
1	Haywood	Description Per the approved SBCC Guidelines, the following colleges have submitted a NCCCS 3-8A form requesting delegated authority. The colleges listed meet the criteria consistent with G.S.143-341 and 115D-9.
2	South Piedmont	

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)
46620 - 2016 Connect NC Bonds S.L. 2015-280
SCIF - OSBM Administered S.L. 2021-180
SCIF - OSBM Administered S.L. 2022-174
State-Other - State Funds handled locally by college

STATE BOARD OF COMMUNITY COLLEGES
Analysis of Learning Management System Costs
FY 2022-23

Background: During the May 2022 State Board of Community Colleges meeting, the NC Community College System (NCCCS) staff were instructed to provide a cost analysis regarding system support for a single learning management system (LMS). During the July 2022 State Board of Community Colleges meeting, the *Analysis of Learning Management Costs* report (FC 07) was presented. The report included NCCCS expenditures for the two (2) system funded LMS contracts (Anthology/Blackboard Learn and Learning Technologies Group/Open LMS) including estimated costs to migrate colleges from the Blackboard Learn contract to the Open LMS contract. The Finance Committee requested additional information regarding systemwide LMS total cost of ownership.

Analysis of Learning Management System Cost: A comprehensive survey was distributed to Presidents, Chief Information Officers, and Distance Learning Administrators at all 58 community colleges on August 10, 2022. The survey requested local community college information for 2022-23 LMS direct and indirect costs, benefits, digital and personnel resources, college process and procedures, LMS preference, and willingness to migrate to a different LMS. Responses to the survey were due on August 31, 2022. All 58 community colleges responded to the survey. The outcome of the survey will be provided to the State Board of Community Colleges.

Contact(s):

Patrick Fleming
Senior Vice President and Chief Information Officer
Technology Solutions and Distance Learning

Katherine Davis
Associate Vice President, Distance Learning Technologies
Technology Solutions and Distance Learning

STATE BOARD OF COMMUNITY COLLEGES
STATE BOARD RESERVE MID-YEAR REPORT
FISCAL YEAR 2022-23
As of December 31, 2022

VENDOR/GRANTEE	PROJECT TITLE	APPROVAL DATE	PROJECT PURPOSE	BUDGET	EXPENDED YTD	UNEXPENDED BALANCE
System Office	Diversity, Equity, and Inclusion	1/21/2022 (FC05)	Provides training for System Office staff and Board Members; and developing a System Office Action plan around equity issues within the organization and to improve System Office ability to support colleges.	62,960	-	62,960.00
Central Carolina and TBD	Curriculum Alignment in Critical Industries	1/21/2022 (FC05)	Enables colleges to use a Sector Strategies model for gathering industry input and aligning curriculum to meet their workforce demand. Primary focus is biotechnology, and future efforts in information technology and cybersecurity.	92,634	2,136.04	90,497.96
System Office	SNAP Employment and Training Expansion	1/21/2022 (FC05)	Expands existing SNAP Employment and Training programs by developing a guidebook and training program for colleges expanding their program and developing an easy-to-use time and effort tracking system for staff time that is eligible for matching federal funds from the SNAP E&T program.	49,987	19,746.48	30,240.52
Various Contractors	Strategic Enrollment Planning Training	9/16/22 (FC02)	Supports contracted services for expertise to assist colleges with planning and developing enrollment plans and to provide state-wide enrollment planning training.	75,000.00		75,000.00
TOTALS				**$ 280,581**	**$ 21,882.52**	**$ 258,698.48**

Summary of State Board Reserve Availability	
FY 2022-23 Certified Budget	**$ 250,000**
FY 2021-22 OSBM Approved Carry Forward - Diversity Equity Inclusion, Curriculum Improvement, and SNAP Employment Expansion	**$ 205,581**
Allocated to Date	**$ (280,581)**
State Board Reserve Balance	**$ 175,000**

STATE BOARD OF COMMUNITY COLLEGES
Annual Survey of Fees FY 2021-22

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

Survey Results:

Fee Types

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

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

Executive Summary

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

1. Instructional Technology Fee
   a. Curriculum:
      - Fifty-five colleges charged this fee to students (same as 2020-21).
      - Of the 55 colleges that charged a fee, 13 (+1) charged up to the $48 per academic term maximum permitted, and the remaining 42 (-1) charged less than the $48 maximum. Three of those 55 colleges waived the fee for the summer term. No college charged more than the $48 per academic term maximum.
      - For the fiscal year, colleges expended $11.17 million (+$4.68 million) and had on-hand a cash balance of $35.9 million (+$511,000).

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

b. Continuing Education:
- Thirty-six colleges charged a fee (same as 2020-21).
- Of the 36 that charged a fee, 32 charged the $5 per course maximum permitted (same as 2020-21), and four charged up to $3 (same as 2020-21). No college charged more than the $5 per course maximum.
- For the fiscal year, colleges expended $24,176 (-$18,588) and ended with a cash balance of $1.29 million (+$107,235).
- The cash balance may be used for the same purposes noted for curriculum.

2. Student Activity Fees
- Fifty-seven of the colleges charged a student activity fee during the fall and spring semesters (same as 2020-21). Twenty-three colleges (+1) charged up to the $35 maximum permitted in fiscal year 2021-22. Twenty-one colleges (+1) waived the fee for the summer term. No college charged more than the $35 per academic term maximum.
- For the fiscal year, colleges expended $11.21 million (+$2.8 million) and had on-hand a cash balance of $10.89 million (+$710,000).
- The receipts that are collected from the fee may be used to support student activities.
- Student activities include the Student Government Association (SGA), scholarships, student functions and events, athletics, clubs, graduation expenses, IDs, and student publications.
- Of the funds expended in fiscal year 2021-22, 25% were for student functions and events, 14% for the SGA, 26% for staff salaries, 28% for athletics, and 7% among other student purposes.

3. College Access, Parking and Security (CAPS) Fees
- Forty-nine (-2 from fiscal year 2020-21) colleges charged a parking fee. Of the 49 colleges, one waived this fee during the summer term.
- While there is no maximum that can be charged, as State Board policy leaves this up to the local Board of Trustees, the range charged was from $2 to $75 per semester. The most common charges were between $5 and $25 per semester.
- For the fiscal year, colleges expended $10.50 million (+$1.2 million) and had a fund balance of $28.31 million (+$3.3 million).

- Of the funds expended in fiscal year 2021-22, 4% were for paving/resurfacing, 70% for security, 8% for student transportation, and 18% for parking enforcement.

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

2021-22 Curriculum Instructional Technology Fee Summary

$48 per academic term maximum

	Summer 2021		Fall 2021/Spring 2022			
	Rate	Basis	Rate	Basis	Expenditures for 2021-22	Fund Balance June 30, 2022
ALAMANCE COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
ASHEVILLE-BUNCOMBE TECH CC	$48.00	Semester	$48.00	Semester	$646,196.71	$258,432.94
BEAUFORT CO COMMUNITY COLLEGE	NONE		$4.00 ($36 max)	Credit Hour	$14,747.16	$105,284.84
BLADEN COMMUNITY COLLEGE	$15.00	Semester	$15.00	Semester	$22,740.14	$22,777.55
BLUE RIDGE COMMUNITY COLLEGE	$3.00/$48.00 (max)	Credit Hour	$3.00/$48.00 (max)	Credit Hour	$142,615.13	$161,413.25
BRUNSWICK COMMUNITY COLLEGE	$8.00/$16.00	Semester	$8.00/$16.00	Semester	$90,452.30	$193,608.26
CALDWELL COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
CAPE FEAR COMMUNITY COLLEGE	$3.00 ($48 max)	Credit Hour	$3.00 ($48 max)	Credit Hour	$48,572.38	$2,781,040.98
CARTERET COMMUNITY COLLEGE	$20.00/$35.00	Semester	$20.00/$35.00		$50,756.44	$126,356.63
CATAWBA VALLEY COMMUNITY COLLEGE	$48.00	Semester	$48.00	Semester	$604,731.14	$21,391.56
CENTRAL CAROLINA COMMUNITY COLLEGE	$8.00/$16.00	Semester	$8.00/$16.00	Semester	$81,454.66	$0.00
CENTRAL PIEDMONT COMMUNITY COLLEGE[1]	$48.00	Semester	$48.00	Semester	$1,948,831.04	$2,157,529.24
CLEVELAND COMMUNITY COLLEGE	$35.00	Semester	$35.00	Semester	$0.00	$445,177.49
COASTAL CAROLINA COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
COLLEGE OF THE ALBEMARLE[1]	$16.00	Semester	$16.00	Semester	$57,573.11	$153,561.54
CRAVEN COMMUNITY COLLEGE	$48.00	Semester	$48.00	Semester	$235,294.27	$1,725,736.56
DAVIDSON-DAVIE COMMUNITY COLLEGE	$7.00/$10.00/$16.00	Credit Hour	NONE		$1,108.86	$783,064.72
DURHAM TECHNICAL COMM COLLEGE	$16.00/$18.00/$20.00/$22.00	Semester	$16.00/$18.00/$20.00/$22.00	Semester	$27,621.62	$517,837.02
EDGECOMBE COMMUNITY COLLEGE	$2.00	Credit Hour	$2.00	Credit Hour	$30,592.79	$109,888.73
FAYETTEVILLE TECH COMM COLLEGE	$16.00	Semester	$16.00	Semester	$557,223.69	$3,596,538.08
FORSYTH TECHNICAL COMM COLLEGE	$30.00/$48.00	Semester	$30.00/$48.00	Semester	$600,775.53	$1,782,062.34
GASTON COLLEGE[1]	$16.00/$18.00/$20.00/$	Semester	$48.00	Semester	$140,939.76	$1,608,324.06
GUILFORD TECH COMM COLLEGE	$5.00/$11.00	Semester	$5.00/$11.00	Semester	$0.00	$4,275,877.98
HALIFAX COMMUNITY COLLEGE	$2.00 ($32 max)	Credit Hour	$2.00 ($32 max)	Credit Hour	$31,606.50	$21,699.67
HAYWOOD COMMUNITY COLLEGE	$32.00	Semester	$32.00	Semester	$14,730.62	$370,062.67
ISOTHERMAL COMMUNITY COLLEGE[1]	NONE		$35.00	Semester	$101,870.01	$79,679.38
JAMES SPRUNT COMMUNITY COLLEGE	$30.00	Semester	$30.00	Semester	$0.00	$162,967.62
JOHNSTON COMMUNITY COLLEGE	$16.00	Semester	$16.00	Semester	$164,013.08	$474,029.83
LENOIR COMMUNITY COLLEGE	NONE		$16.00	Semester	$25,000.00	$399,708.81
MARTIN COMMUNITY COLLEGE	$15.25	Semester	$15.25	Semester	$1,996.67	$50,749.57
MAYLAND COMMUNITY COLLEGE	$8.00/$16.00	Credit Hour	$8.00/$16.00	Credit Hour	$14,583.28	$10,316.11
MCDOWELL TECHNICAL COMM COLLEGE	$1.50 ($24 max)	Credit Hour	$1.50 ($24 max)	Credit Hour	$11,410.00	$73,354.00
MITCHELL COMMUNITY COLLEGE	$3.00/$48.00	Credit Hour	$3.00/$48.00	Credit Hour	$126,450.30	$490,135.85
MONTGOMERY COMMUNITY COLLEGE	$16.00	Semester	$16.00	Semester	$1,336.90	$169,523.94
NASH COMMUNITY COLLEGE	$6.00 ($24 max)	Credit Hour	$6.00 ($48 max)	Credit Hour	$110,149.80	$50,055.74
PAMLICO COMMUNITY COLLEGE	$10.00	Semester	$10.00	Semester	$1,276.91	$31,773.38
PIEDMONT COMMUNITY COLLEGE	$8.00	Semester	$16.00	Semester	$15,000.00	$1,938.17
PITT COMMUNITY COLLEGE	$32.00	Semester	$32.00	Semester	$431,902.03	$1,106,880.28
RANDOLPH COMMUNITY COLLEGE	$2.00	Credit Hour	$2.00	Credit Hour	$60,144.73	$267,818.02
RICHMOND COMMUNITY COLLEGE	$15.00	Semester	$15.00	Semester	$0.00	$701,686.00
ROANOKE-CHOWAN COMMUNITY COLLEGE	$1.00	Credit Hour	$3.00	Credit Hour	$0.00	$151,039.37
ROBESON COMMUNITY COLLEGE	$32.00	Semester	$32.00	Semester	$2,771.30	$159,730.03
ROCKINGHAM COMMUNITY COLLEGE	$15.00/$24.00	Semester	$15.00/$24.00	Semester	$40,656.76	$293,385.01

Compiled by: NCCCS Finance Operations
Source: Annual fee surveys

	Summer 2021		Fall 2021/Spring 2022			
	Rate	Basis	Rate	Basis	Expenditures for 2021-22	Fund Balance June 30, 2022
ROWAN-CABARRUS COMMUNITY COLLEGE	$18.00/$36.00	Semester	$18.00/$36.00	Semester	$5,254.56	$1,317,591.55
SAMPSON COMMUNITY COLLEGE	$16.00	Semester	$16.00	Semester	$1,541.22	$596,946.92
SANDHILLS COMMUNITY COLLEGE	$48.00	Semester	$48.00	Semester	$390,009.73	$400,000.00
SOUTH PIEDMONT COMMUNITY COLLEGE	$2.00	Credit Hour	$2.00	Credit Hour	$224,133.73	$123,929.40
SOUTHEASTERN COMMUNITY COLLEGE[2]	$16.00/$32.00	Semester	$16.00/$32.00	Semester	$1,000.00	$621,345.88
SOUTHWESTERN COMMUNITY COLLEGE	$4.00	Credit Hour	$4.00	Credit Hour	$79,916.89	$502,324.77
STANLY COMMUNITY COLLEGE	$48.00	Semester	$48.00	Semester	$89,818.83	$556,128.44
SURRY COMMUNITY COLLEGE	$1.00	Credit Hour	$1.00	Credit Hour	$0.00	$357,322.66
TRI-COUNTY COMMUNITY COLLEGE	$16.00	Semester	$16.00	Semester	$122,600.14	$95,346.38
VANCE GRANVILLE COMMUNITY COLLEGE	$6.00/$12.00	Semester	$6.00/$12.00	Semester	$6,466.29	$606,782.33
WAKE TECHNICAL COMMUNITY COLLEGE	$3.00	Credit Hour	$3.00	Credit Hour	$3,696,134.44	$3,266,034.35
WAYNE COMMUNITY COLLEGE	$8.00/$16.00	Semester	$8.00/$16.00	Semester	$53,035.91	$301,032.88
WESTERN PIEDMONT COMM COLLEGE	$3.00 ($48 max)	Credit Hour	$3.00 ($48 max)	Credit Hour	$0.00	$825,139.21
WILKES COMMUNITY COLLEGE	$4.00 ($16 max)	Credit Hour	$4.00 ($16 max)	Credit Hour	$37,938.28	$62,763.21
WILSON COMMUNITY COLLEGE	$20.00	Semester	$20.00	Semester	$362.21	$379,071.10
TOTAL					**$ 11,165,337.85**	**$ 35,904,196.30**

Number of colleges that do not charge a fee: 3
Number of colleges that charge the maximum: 13

[1]Expenditures and Fund Balance include continuing education
[2]Rate is $16 for CCCP students

Compiled by: NCCCS Finance Operations
Source: Annual fee surveys

2021-22 Continuing Education Instructional Technology Fee Summary

$5 per course maximum

	Summer 2021		Fall 2021/Spring 2022			
	Rate	Basis	Rate	Basis	Expenditures for 2021-22	Fund Balance June 30, 2022
ALAMANCE COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
ASHEVILLE-BUNCOMBE TECH CC	$5.00	Course	$5.00	Course	$159.12	$145,854.61
BEAUFORT CO COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$3,313.69	$16,568.44
BLADEN COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$0.00
BLUE RIDGE COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$19,584.51
BRUNSWICK COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$13,366.71
CALDWELL COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
CAPE FEAR COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$49,508.94
CARTERET COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$455.00
CATAWBA VALLEY COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$11,873.78	$12,313.78
CENTRAL CAROLINA COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
CENTRAL PIEDMONT COMMUNITY COLLEGE[1]	$5.00	Course	$5.00	Course	$0.00	$0.00
CLEVELAND COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
COASTAL CAROLINA COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
COLLEGE OF THE ALBEMARLE[1]	$5.00	Course	$5.00	Course	$0.00	$0.00
CRAVEN COMMUNITY COLLEGE	NONE		NONE		$0.00	$9,766.79
DAVIDSON-DAVIE COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$83.46	$58,940.35
DURHAM TECHNICAL COMM COLLEGE	$5.00	Course	$5.00	Course	$0.00	$8,045.00
EDGECOMBE COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
FAYETTEVILLE TECH COMM COLLEGE	NONE		NONE		$0.00	$0.00
FORSYTH TECHNICAL COMM COLLEGE	$5.00	Course	$5.00	Course	$0.00	$256,388.25
GASTON COLLEGE[1]	$5.00	Semester	$5.00	Semester	$0.00	$0.00
GUILFORD TECH COMM COLLEGE	$3.00	Course	$3.00	Course	$0.00	$205,450.16
HALIFAX COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$535.00
HAYWOOD COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$6,248.59	$15,612.41
ISOTHERMAL COMMUNITY COLLEGE[1]	$5.00	Course	$5.00	Course	$753.75	$0.00
JAMES SPRUNT COMMUNITY COLLEGE	NONE		NONE		$0.00	$1,022.27
JOHNSTON COMMUNITY COLLEGE	$1.00/$2.00/$3.00	Credit Hour	$1.00/$2.00/$3.00	Credit Hour	$0.00	$19,925.75
LENOIR COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$27,143.44
MARTIN COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
MAYLAND COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
MCDOWELL TECHNICAL COMM COLLEGE	NONE		NONE		$0.00	$0.00
MITCHELL COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
MONTGOMERY COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$2,007.66
NASH COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00

Compiled by: NCCCS Finance Operations
Source: Annual fee surveys

	Summer 2021		Fall 2021/Spring 2022			
	Rate	Basis	Rate	Basis	Expenditures for 2021-22	Fund Balance June 30, 2022
PAMLICO COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
PIEDMONT COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
PITT COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$68,354.76
RANDOLPH COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
RICHMOND COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
ROANOKE-CHOWAN COMMUNITY COLLEGE	$5.00	Credit Hour	$5.00	Credit Hour	$0.00	$15,703.03
ROBESON COMMUNITY COLLEGE	$5.00	Semester	$5.00	Semester	$0.00	$6,241.10
ROCKINGHAM COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
ROWAN-CABARRUS COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
SAMPSON COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$3.76	$4,282.73
SANDHILLS COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$314.74	$10,000.00
SOUTH PIEDMONT COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$1,828.70
SOUTHEASTERN COMMUNITY COLLEGE	NONE		NONE		$0.00	$0.00
SOUTHWESTERN COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$6,068.57
STANLY COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$65,371.86
SURRY COMMUNITY COLLEGE	$1.00/$2.00/$3.00	Course	$1.00/$2.00/$3.00	Course	$1,372.84	$47,592.89
TRI-COUNTY COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$17,071.97
VANCE GRANVILLE COMMUNITY COLLEGE	$3.00	Course	$3.00	Course	$5.54	$7,075.22
WAKE TECHNICAL COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$0.00	$132,952.47
WAYNE COMMUNITY COLLEGE	$5.00	Semester	$5.00	Semester	$0.00	$15,556.50
WESTERN PIEDMONT COMM COLLEGE	NONE		NONE		$0.00	$0.00
WILKES COMMUNITY COLLEGE	$5.00	Course	$5.00	Course	$10.65	$2,805.69
WILSON COMMUNITY COLLEGE	$5.00	Semester	$5.00	Semester	$35.60	$28,395.90
TOTAL					**$24,175.52**	**$1,291,790.46**

Number of colleges that do not charge a fee: 22
Number of colleges that charge the maximum: 32

[1]Expenditures and Fund Balance included in curriculum

Compiled by: NCCCS Finance Operations
Source: Annual fee surveys

NC COMMUNITY COLLEGES
CREATING SUCCESS

2021-22 Student Activity Fee Summary

$35 per academic term maximum

	Summer 2021		Fall 2021/Spring 2022			
	Rate	Basis	Rate	Basis	Expenditures for 2021-22	Fund Balance June 30, 2022
ALAMANCE COMMUNITY COLLEGE	$5.00/$10.00/$15.00	Semester	$5.00/$10.00/$15.00	Semester	$86,145.79	$61,387.34
ASHEVILLE-BUNCOMBE TECH CC	None		$35.00	Semester	$162,935.17	$167,532.32
BEAUFORT CO COMMUNITY COLLEGE	None		$1.00 ($16 max)	Credit Hour	$16,519.23	$772.37
BLADEN COMMUNITY COLLEGE	$30.00	Semester	$30.00	Semester	$32,735.74	$106,228.45
BLUE RIDGE COMMUNITY COLLEGE	None		$35.00	Semester	$189,659.23	$161,470.30
BRUNSWICK COMMUNITY COLLEGE	None		$20.00/$32.50	Semester	$95,561.45	$56,404.05
CALDWELL COMMUNITY COLLEGE[1]	None		$35.00	Semester	$214,922.15	$35.00
CAPE FEAR COMMUNITY COLLEGE	$35.00	Semester	$35.00	Semester	$741,873.18	$920,443.48
CARTERET COMMUNITY COLLEGE	$5.00/$5.00	Semester	$20.00/$35.00	Semester	$65,687.99	$80,465.82
CATAWBA VALLEY COMMUNITY COLLEGE[1]	None		$35.00	Semester	$200,531.66	$0.00
CENTRAL CAROLINA COMMUNITY COLLEGE	$5.00	Semester	$1.25/$35.00	Semester	$226,446.97	$135,144.27
CENTRAL PIEDMONT COMMUNITY COLLEGE	$26.00/$35.00	Credit Hour	$26.00/$35.00	Credit Hour	$690,536.29	$863,094.26
CLEVELAND COMMUNITY COLLEGE	$35.00	Semester	$35.00	Semester	$152,345.36	$170,538.79
COASTAL CAROLINA COMMUNITY COLLEGE	$5.00/$8.00	Semester	$5.00/$15.00	Semester	$105,519.84	$76,547.65
COLLEGE OF THE ALBEMARLE	None		$16.00/$32.50	Semester	$30,523.03	$121,208.49
CRAVEN COMMUNITY COLLEGE	$17.50	Semester	$35.00	Semester	$117,941.90	$254,884.96
DAVIDSON-DAVIE COMMUNITY COLLEGE[1]	$18.00/$28.00/$35.00	Credit Hour	NONE		$180,675.68	$0.00
DURHAM TECHNICAL COMM COLLEGE	$12.00/$14.00/$16.00/$18.00	Semester	$20.00/$23.00/$26.00/$29.00	Semester	$130,256.86	$358,261.22
EDGECOMBE COMMUNITY COLLEGE	$3.00/$35.00	Credit Hour	$3.00/$35.00	Credit Hour	$13,960.98	$127,292.83
FAYETTEVILLE TECH COMM COLLEGE	$25.00	Semester	$25.00	Semester	$973,922.44	$110,638.72
FORSYTH TECHNICAL COMM COLLEGE	None		$35.00	Semester	$914,583.76	$154,384.49
GASTON COLLEGE	$35.00	Semester	$35.00	Semester	$354,208.90	$205,432.84
GUILFORD TECH COMM COLLEGE	$15.00/$26.25	Semester	$15.00/$26.25	Semester	$683,865.76	$506,272.05
HALIFAX COMMUNITY COLLEGE	$35.00	Semester	$35.00	Semester	$44,983.96	$9,456.66
HAYWOOD COMMUNITY COLLEGE	None		$32.50	Semester	$67,849.56	$276,029.56
ISOTHERMAL COMMUNITY COLLEGE	None		$20.00/$25.00/$30.00	Semester	$76,465.11	$94,250.03
JAMES SPRUNT COMMUNITY COLLEGE	None		$15.00/$17.00/$19.00	Semester	$61,667.06	$2,053.06
JOHNSTON COMMUNITY COLLEGE	$25.50/$32.50	Semester	$25.50/$32.50	Semester	$225,139.89	$231,167.63
LENOIR COMMUNITY COLLEGE	None		$18.00/$35.00	Semester	$80,677.26	$99,949.54
MARTIN COMMUNITY COLLEGE	None		$30.00	Semester	$18,154.50	$20,728.05
MAYLAND COMMUNITY COLLEGE	None		$18.00/$32.00	Credit Hour	$5,234.51	$162,333.46
MCDOWELL TECHNICAL COMM COLLEGE	$20.00	Semester	$20.00	Semester	$72,158.00	$22,141.00
MITCHELL COMMUNITY COLLEGE	None		$2.50/$25.00	Credit Hour/Semester	$51,098.19	$239,038.53
MONTGOMERY COMMUNITY COLLEGE	$5.00	Semester	$30.00	Semester	$10,515.74	$81,109.57
NASH COMMUNITY COLLEGE	$5.00 ($35 max)/	Credit Hour	$5.00 ($35 max)	Credit Hour	$188,232.91	$30,817.51
PAMLICO COMMUNITY COLLEGE	$3.75/$5.65/$7.50/$10.00	Semester	$3.75/$5.65/$7.50/$10.00	Semester	$3,435.29	$19,896.60
PIEDMONT COMMUNITY COLLEGE	$10.00	Semester	$20.00	Semester	$21,274.10	$18,176.80
PITT COMMUNITY COLLEGE	$20.00	Semester	$26.00	Semester	$318,138.00	$416,722.00
RANDOLPH COMMUNITY COLLEGE	$2.75	Credit Hour	$2.75	Credit Hour	$66,241.39	$82,725.10
RICHMOND COMMUNITY COLLEGE	None		$18.00/$25.00	Semester	$291,288.00	$94,408.00
ROANOKE-CHOWAN COMMUNITY COLLEGE	$35.00	Semester	$35.00	Semester	$28,291.99	$63,421.69
ROBESON COMMUNITY COLLEGE	$16.00/$26.00	Semester	$16.00/$26.00	Semester	$30,058.36	$66,135.95
ROCKINGHAM COMMUNITY COLLEGE	$1.00	Semester	$8.00/$16.00/$24.00/$32.00	Semester	$64,382.37	$24,364.87
ROWAN-CABARRUS COMMUNITY COLLEGE	$15.00	Semester	$34.00	Semester	$0.00	$649,609.51
SAMPSON COMMUNITY COLLEGE	$20.00	Semester	$20.00	Semester	$73,407.98	$163,831.26
SANDHILLS COMMUNITY COLLEGE	$35.00	Semester	$35.00	Semester	$244,956.48	$250,000.00
SOUTH PIEDMONT COMMUNITY COLLEGE	$17.50/$35.00	Semester	$17.50/$35.00	Semester	$85,276.51	$104,864.66

Compiled by: NCCCS Finance Operations
Source: Annual fee surveys

	Summer 2021		Fall 2021/Spring 2022			
	Rate	Basis	Rate	Basis	Expenditures for 2021-22	Fund Balance June 30, 2022
SOUTHEASTERN COMMUNITY COLLEGE	None		$16.00/$32.00	Semester	$59,116.79	$21,028.07
SOUTHWESTERN COMMUNITY COLLEGE	None		$2.00	Credit Hour	$70,665.87	$201,226.02
STANLY COMMUNITY COLLEGE	$17.50	Semester	$35.00	Semester	$157,735.31	$245,819.74
SURRY COMMUNITY COLLEGE	$7.00 ($35 max)	Credit Hour	$7.00 ($35 max)	Credit Hour	$180,798.30	($31,099.22)
TRI-COUNTY COMMUNITY COLLEGE	$8.00	Semester	$8.00	Semester	$3,157.60	$89,830.80
VANCE GRANVILLE COMMUNITY COLLEGE	$15.00	Semester	$30.00	Semester	$38,716.98	$522,769.61
WAKE TECHNICAL COMMUNITY COLLEGE	$35.00	Semester	$35.00	Semester	$1,736,713.59	$1,501,552.48
WAYNE COMMUNITY COLLEGE	None		$15.00/$30.00	Semester	$238,919.29	$15,312.32
WESTERN PIEDMONT COMM COLLEGE	$2.00 ($18 max)	Credit Hour	3.00 ($35 max)	Credit Hour	$61,270.90	$287,406.18
WILKES COMMUNITY COLLEGE	None		$3.25 ($32.50 max)	Credit Hour	$105,043.72	$23,572.77
WILSON COMMUNITY COLLEGE	None	Credit Hour	$2.18	Credit Hour	$44,584.58	$154,130.34
TOTAL					**$11,207,009.45**	**$10,893,219.85**

Number of colleges that do not charge a fee: 0
Number of colleges that charge the maximum:22

[1]Fund balance is zero at year end

NC COMMUNITY COLLEGES
CREATING SUCCESS

2021-22 Campus Access, Parking, and Security (CAPS) Fee Summary

No maximum

	Summer 2021		Fall 2021/Spring 2022			
	Rate	Basis	Rate	Basis	Expenditures for 2021-22	Fund Balance June 30, 2022
ALAMANCE COMMUNITY COLLEGE	NONE	Semester/Course	NONE	None	$0.00	$0.00
ASHEVILLE-BUNCOMBE TECH CC	$5.00Course CE/$20.00CU	Semester/Course	$5.00Course CE/$20.00CU	Semester/Course	$68,512.77	$94,736.74
BEAUFORT CO COMMUNITY COLLEGE	$10.00CU	Semester	$10.00CU	Semester	$5,058.61	$18,421.67
BLADEN COMMUNITY COLLEGE	$15.00	Semester	$15.00	Semester	$11,000.00	$64,723.30
BLUE RIDGE COMMUNITY COLLEGE	$15.00	Semester	$25.00	Semester	$239,731.14	$85,868.90
BRUNSWICK COMMUNITY COLLEGE	NONE	None	NONE	None	$0.00	$0.00
CALDWELL COMMUNITY COLLEGE	$1.00Course CE/$2.00CU	Course/Course	$1.00Course CE/$2.00CU	Course/Course	$105,062.68	$258,103.44
CAPE FEAR COMMUNITY COLLEGE	$40.00CU/$75.00CU	Semester/Semester	$40.00CU/$75.00CU	Semester/Semester	$601,063.15	$2,932,405.47
CARTERET COMMUNITY COLLEGE	$7.00CU	Semester	$15.00CU	Semester	$937.29	$120,825.73
CATAWBA VALLEY COMMUNITY COLLEGE	$35.00	Semester	$35.00	Semester	$833,130.59	$0.00
CENTRAL CAROLINA COMMUNITY COLLEGE	$1.00Course CE/$10.00CU	Semester/Course	$1.00Course CE/$10.00CU	Semester/Course	$63,164.21	$6,535.97
CENTRAL PIEDMONT COMMUNITY COLLEGE[1]	$12.00Course	Course/Credit Hour/Credit	$12.00Course	Course/Credit Hour/Credit	$3,149,995.13	$3,460,740.95
CLEVELAND COMMUNITY COLLEGE	$25.00	Semester	$25.00	Semester	$10.00	$194,075.72
COASTAL CAROLINA COMMUNITY COLLEGE	NONE	None	NONE	None	$0.00	$0.00
COLLEGE OF THE ALBEMARLE[1]	$5.00CU	Semester	$15.00CU	Semester	$50,182.11	$212,866.54
CRAVEN COMMUNITY COLLEGE	$15.00CU	Semester	$15.00CU	Semester	$2,161.25	$77,461.96
DAVIDSON-DAVIE COMMUNITY COLLEGE	NONE	None	NONE	None	$1,427.92	$875,471.25
DURHAM TECHNICAL COMM COLLEGE	$5.00/$12.50/$16.00/$20.00/$24.00	Course/Semester/Semester/ Semester/Semester	$5.00/$18.00/$22.00/$26.00/$30.00	Course/Semester/Semester/ Semester/Semester	$491,561.56	$1,561,110.12
EDGECOMBE COMMUNITY COLLEGE	$2.00CU/$5.00Course CE	Credit Hour/Course	$2.00CU/$5.00Course CE	Credit Hour/Course	$83,684.82	$155,429.33
FAYETTEVILLE TECH COMM COLLEGE	$15.00	Semester	$15.00CU	Semester	$307,772.82	$1,256,741.99
FORSYTH TECHNICAL COMM COLLEGE	$25.00CU	Semester	$25.00CU	Semester	$147,751.78	$839,317.48
GASTON COLLEGE[1]	$10.00	Semester	$12.00	Semester	$269,514.49	$510,543.07
GUILFORD TECH COMM COLLEGE	$5.00Course	Semester/Course/Semeste	$5.00Course	Semester/Course/Semeste	$81,672.01	$7,016,232.08
HALIFAX COMMUNITY COLLEGE	$11 to $21CU	Credit Hour	$11 to $21CU	Credit Hour	$49,148.91	$73,199.53
HAYWOOD COMMUNITY COLLEGE	$5.00CU	Semester	$5.00CU	Semester	$1,814.66	$48,394.07
ISOTHERMAL COMMUNITY COLLEGE[2]	NONE	None	NONE	None	$0.00	$0.00
JAMES SPRUNT COMMUNITY COLLEGE	$20.00	Semester	$20.00	Semester	$8,555.00	$135,311.89
JOHNSTON COMMUNITY COLLEGE	$4.00Course CE/$5.00CU	Course/Credit Hour	$4.00Course CE/$5.00CU	Course/Credit Hour	$0.00	$768,584.12
LENOIR COMMUNITY COLLEGE	NONE	None	$15.00CU	Semester	$510.00	$333,204.40
MARTIN COMMUNITY COLLEGE	NONE	None	NONE	None	$0.00	$0.00
MAYLAND COMMUNITY COLLEGE	$5.00CU	Semester	$5.00CU	Semester	$455.84	$42,254.50
MCDOWELL TECHNICAL COMM COLLEGE	$20.00	Semester	$20.00	Semester	$2,998.00	$85,351.00
MITCHELL COMMUNITY COLLEGE	$25.00CU	Semester	$25.00CU	Semester	$60,779.99	$587,051.15
MONTGOMERY COMMUNITY COLLEGE	$5.00CU	Semester	$5.00CU	Semester	$0.00	$31,760.65
NASH COMMUNITY COLLEGE	$5.00Course CE/$14.00CU	Semester/Course	$5.00Course CE/$14.00CU	Semester/Course	$50,201.72	$15,581.24
PAMLICO COMMUNITY COLLEGE	NONE	None	NONE	None	$0.00	$0.00
PIEDMONT COMMUNITY COLLEGE	$10.00	Semester	$20.00CU	Semester	$31,000.00	$1,384.46
PITT COMMUNITY COLLEGE	$10.00	Semester	$15.00	Semester	$50,855.74	$1,147,269.38
RANDOLPH COMMUNITY COLLEGE	$5.00	Semester	$5.00	Semester	$0.00	$66,105.44
RICHMOND COMMUNITY COLLEGE	$10.00CU	Semester	$10.00CU	Semester	$0.00	$91,228.00
ROANOKE-CHOWAN COMMUNITY COLLEGE	$20.00	Semester	$20.00CU	Semester	$11,876.39	$106,761.93
ROBESON COMMUNITY COLLEGE	$2.00Course CE/$7.50CU	Semester/Semester	$2.00Course CE/$7.50CU	Semester/Semester	$6,170.00	$124,489.39
ROCKINGHAM COMMUNITY COLLEGE	$5.00CU	Semester	$10.00CU	Semester	$34,602.98	$16,681.99
ROWAN-CABARRUS COMMUNITY COLLEGE	$20.00CU	Semester	$20.00CU	Semester	$0.00	$1,447,719.74
SAMPSON COMMUNITY COLLEGE	$10.00	Semester	$10.00CU	Semester	$1,753.51	$130,331.48
SANDHILLS COMMUNITY COLLEGE	NONE	None	NONE	None	$0.00	$0.00
SOUTH PIEDMONT COMMUNITY COLLEGE	$15.00CU	Semester	$15.00CU	Semester	$16,784.27	$55,773.76
SOUTHEASTERN COMMUNITY COLLEGE[3]	$5.00/$12.00CU	Semester/Semester	$5.00/$12.00CU	Semester/Semester	$15,141.79	$253,893.07

Compiled by: NCCCS Finance Operations
Source: Annual fee surveys

	Summer 2021		Fall 2021/Spring 2022			
	Rate	Basis	Rate	Basis	Expenditures for 2021-22	Fund Balance June 30, 2022
SOUTHWESTERN COMMUNITY COLLEGE	$4.00	Credit Hour	$4.00	Credit Hour	$0.00	S
STANLY COMMUNITY COLLEGE	$10.00CU	Semester	$30.00CU	Semester	$755.55	$117,853.89
SURRY COMMUNITY COLLEGE	$5.00CU	Semester	$5.00CU	Semester	$5,577.47	$87,104.66
TRI-COUNTY COMMUNITY COLLEGE	$25.00	Semester	$25.00	Semester	$0.00	$102,219.98
VANCE GRANVILLE COMMUNITY COLLEGE	$1.50 Course CE/$4.00 CU	Course/Crediit Hour	$1.50 Course CE/$4.00 CU	Course/Crediit Hour	$50,591.92	$325,266.43
WAKE TECHNICAL COMMUNITY COLLEGE	$25.00	Semester	$85.00	Semester	$3,413,798.10	$2,253,586.01
WAYNE COMMUNITY COLLEGE	NONE	None	NONE	None	$0.00	$0.00
WESTERN PIEDMONT COMM COLLEGE	$5.00	Semester	$20.00	Semester	$66,981.93	$806.19
WILKES COMMUNITY COLLEGE	$20.00CU	Semester	$20.00CU	Semester	$71,012.55	$52,336.78
WILSON COMMUNITY COLLEGE	$15.00Course CE/$15.00CU	Semester/Semester	$15.00Course CE/$15.00CU	Semester/Semester	$31,230.92	$69,450.68
TOTAL					**$10,495,991.57**	**$28,312,567.52**

Number of colleges that do not charge a fee: 7

[1]$10 charge for each additional automobile
[2]Starts at $11 for one credit hour and increases $1 per credit hour until $21
[3]Rate is $5 for CCCP students

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Programs & Student Services	Student Success Center	Davidson-Davie CC	Keisha Jones will dedicate 25% of her time to the System Office and 75% to the College. For her time dedicated to the System Office, she will be assigned to the NC Student Success Center as the Director of Equity for the Equity Coach Academy. Ms. Jones will coordinate with the NC SSC Executive Director (ED) to provide Diversity, Equity, and Inclusion (DEI) programming to colleges.	7/1/2022	6/30/2023	$ 34,809.25	Patrick Crane	14001415SW
Programs & Student Services	Career and Technical Education	Forsyth Technical CC	Dr. Torry L. Reynolds, Dean of Arts and Sciences Division on an 25%-75% basis. Torry L. Reynolds, Dean of Arts and Sciences Division, will dedicate 25% of her time to the System Office and 75% to the College. For her time dedicated to the System Office, she will be assigned to the NC Student Success Center as the Director of Equity for the Equity Coach Academy. Dr. Reynolds will coordinate with the NC SSC Executive Director (ED) to provide Diversity, Equity, and Inclusion (DEI) programming to colleges.	7/1/2022	6/30/2023	$ 34,809.25	Patrick Crane	14001415SW
Programs & Student Services	Career and Technical Education	Karen McPherson	Karen McPherson will provide professional services to manage the NC Student Success Center (NC SSC) online Moodle site and Step Ahead courses and perform other relevant tasks assigned by the NC SSC Executive Director.	7/1/2022	6/30/2023	$ 14,400.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Dr. Alexander S. Kappus	Dr. Alexander S. Kappus will facilitate one (1) workshop entitled “Positionality and Pathways: Encouraging Reflective Practice” and two (2) workshops entitled “A Workforce Development Imperative: Preparing Socially-Responsibly Community College Graduates”.	10/5/2022	12/1/2022	$ 1,500.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Vance-Granville CC	Dr. Antonio Jordan, Dean of Students, Equity, Retention & Success, will work with the NC Student Success Center (NC SSC) Guided Pathways and serve as Guided Pathways (GP) Coach to assigned GP colleges.	8/1/2022	6/30/2023	$ 5,500.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Gaston CC	Ms. Tonia Broome, Dean, Arts & Sciences, will work with the NC Student Success Center (NC SSC) Guided Pathways and serve as Guided Pathways (GP) Coach to assigned GP colleges.	8/1/2022	6/30/2023	$ 5,500.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	James Sprunt CC	Dr. Shakeena White, White, Associate VP of Student Services, will work with the NC Student Success Center (NC SSC) Guided Pathways and serve as Guided Pathways (GP) Coach to assigned GP colleges.	8/1/2022	6/30/2023	$ 5,500.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Gaston CC	Dr. Jennifer Nichols, VP of Educational Partnerships, will work with the NC Student Success Center (NC SSC) Guided Pathways and serve as Guided Pathways (GP) Coach to assigned GP colleges.	8/1/2022	6/30/2023	$ 5,500.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Robeson CC	Ms. Vonda Graham, Director of Academic Success, will work with the NC Student Success Center (NC SSC) Guided Pathways and serve as Guided Pathways (GP) Coach to assigned GP colleges.	8/1/2022	6/30/2023	$ 5,500.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Lenoir CC	Dr. John Paul Black, Vice President of Instruction, will work with the NC Student Success Center (NC SSC) Guided Pathways and serve as Guided Pathways (GP) Coach to assigned GP colleges.	8/1/2022	6/30/2023	$ 7,700.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Gaston CC	Dr. Heather Woodson, Vice President for Academic Affairs, will work with the NC Student Success Center (NC SSC) Guided Pathways and serve as Guided Pathways (GP) Coach to assigned GP colleges. Amendment 1: Update to scope of work and rate of pay.	8/1/2022	6/30/2023	$ 5,500.00	Patrick Crane	14001415SW (Gates)

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Programs & Student Services	Student Success Center	Wake Tech CC	Dr. Katie Bruce, Instructor, Pre-Curriculum Mathematics, will work with the NC Student Success Center (NC SSC) Guided Pathways and serve as Guided Pathways (GP) Coach to assigned GP colleges.	8/11/2022	6/30/2023	$ 5,500.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Southeastern CC	Dr. Natalie Hinson, Dean of Institutional Effectiveness & Advancement, will work with the NC Student Success Center (NC SSC) Guided Pathways and serve as Guided Pathways (GP) Coach to assigned GP colleges.	8/1/2022	6/30/2023	$ 5,500.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Ascend Counseling, PLLC	Ms. Alicia Freeman will facilitate a two-part session on Understanding and Supporting the Mental Health Impacts Experienced by Students of Color.	10/27/2022	11/9/2022	$ 540.00	Patrick Crane	14001415SW (Gates)
Executive Division	Compliance Services	Tammie Hill	Tammie Hill will train the Director of Compliance Services on CaseWare IDEA software to generate statistically valid class samples for curriculum, continuing education, and college and career readiness for compliance reviews.	7/15/2022	8/15/2022	$ 2,000.00	Amanda Tolar	1100-1185
Programs & Student Services	Student Success Center	Lenoir CC	Dr. Timothy Maddox-Fisher, Associate VP of Instruction, will work with the NC Student Success Center (NC SSC) Guided Pathways and serve as Guided Pathways (GP) Coach to assigned GP colleges. Amendment 1: Update to scope of work and rate of pay.	8/1/2022	6/30/2023	$ 7,700.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Davidson-Davie CC	Mr. John Hardee, Mathematics Faculty, will work with the NC Student Success Center (NC SSC) Guided Pathways and serve as Guided Pathways (GP) Coach to assigned GP colleges.	8/1/2022	6/30/2023	$ 5,500.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Rowan-Cabarrus CC	Mr. Zackary Hubbard, Dean of Technical Programs, will analyze workshops and provide reports for the NC Student Success Center.	9/1/2022	6/30/2023	$ 8,000.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Career and Technical Education	Danny Thomas Jaynes	Mr. Danny Thomas Jaynes will facilitate a presentation covering “What We’re Learning about Guided Pathways”.	9/16/2022	9/16/2022	$ 1,000.00	Patrick Crane	14001415SW (Gates)
Programs & Student Services	Student Success Center	Carteret CC	Rebecca Lanier, Medical/Office & Computer Lead Instructor, will assist and maintain guidelines, policies, and procedures that is offered by the North Carolina Student Success Center (NC SSC) and the Belk Center to fit the needs of the Teaching & Learning (T&L) Hub that supports excellence in teaching and faculty and staff educator development.	8/1/2022	7/31/2023	$ 27,392.54	Patrick Crane G. Davis	14001415VC (T & L)
Programs & Student Services	Student Success Center	Catawba Valley CC	Elizabeth Braun, Associate Professor of English, will assist and maintain guidelines, policies, and procedures that is offered by the North Carolina Student Success Center (NC SSC) and the Belk Center to fit the needs of the Teaching & Learning (T&L) Hub that supports excellence in teaching and faculty and staff educator development.	8/1/2022	7/31/2023	$ 32,392.54	Patrick Crane G. Davis	14001415VC (T & L)
Programs & Student Services	Student Success Center	Lenoir CC	Kelly Sorensen will assist and maintain guidelines, policies, and procedures that is offered by the North Carolina Student Success Center (NC SSC) and the Belk Center to fit the needs of the Teaching & Learning (T&L) Hub that supports excellence in teaching and faculty and staff educator development.	8/1/2022	7/31/2023	$ 32,392.54	Patrick Crane G. Davis	14001415VC (T & L)
Programs & Student Services	Student Success Center	Catawba Valley CC	Krysten Buchanan, Department Head, Academic Success, will co-lead and provide guidance to the Co-requisite Developmental Education Advisory Council.	9/1/2022	8/31/2023	$ 33,826.60	Patrick Crane G. Davis	14001415SW
Programs & Student Services	Student Success Center	Pitt CC	Dr. Katrina Arnold, Sr. Director, Developmental Education and Academic Support will co-lead and provide guidance to the Co-requisite Developmental Education Advisory Council.	9/1/2022	8/31/2023	$ 28,221.46	Patrick Crane G. Davis	14001415SW

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
DELEGATED Contracts Report July - December 31, 2022

Attachment FC 14

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact	Account
Programs & Student Services	College and Career Readiness	McDowell CC	MPHSE Contract to provide services to support the High School Equivalency (HSE) Office to accelerate students' credential attainment by assisting in collecting, disseminating, and reporting on NC approved HSE exams including facilitating the transition of NC Multiple Pathways to High School Equivalency (MPHSE) management to the HSE Office.	7/6/2022	6/15/2023	$25,000.00	Sandra Thompson	14001450
Program & Student Services	Student Success Center	Lenoir CC	Ms. Athena Wilson, Director of Student Success and Equity, will serve as an equity coach for the REACH project by developing pathways disaggregated by race, ethnicity, and age.	8/9/2022	3/31/2023	$2,000.00	Patrick Crane Ivana Hanson	11001120CA
Programs & Student Services	Student Success Center	Wake Tech CC	Dr. Carenado Davis, Dean of Library Services, will serve as an equity coach for the REACH project by developing pathways disaggregated by race, ethnicity, and age.	8/11/2022	3/31/2023	$2,000.00	Patrick Crane Ivana Hanson	11001120CA
President's Office	Student Success Center	Aunt Bertha	This subscription will provide a basic platform for NCCCS, which will include security and hosting, ease of use, programs and program search, advanced search configurations, navigation management, team and sharing features, reportings and insights, and customer support.	12/15/2022	12/14/2023	$5,400.00	Patrick Crane G. Davis	14001415SX
Programs & Student Services	Career and Technical Education	Caraway Conference Center	Host the NC Community College Leadership Program: Sept 2022.	9/13/2022	9/16/2022	$11,095.00	Darice McDougald	14001431-30
Programs & Student Services	College and Career Readiness	Surry CC and VLC Quality Assesment Center	Candace Holder, Vice President of Workforce, Technologies & Community Education provide a College and Career Readiness (CCR) Open LMS Moodle® Portal website and login page dedicated solely to the NCCCS College & Career Readiness Section. Will provide enrollment, completion, and requested reports to CCR Director of Professional Development for traditional online courses and perform all administration functions.	7/25/2022	12/31/2022	$8,000.00	Daniel Loges	14001438
Programs & Student Services	Student Success Center	Wilkes CC	Dr. Natasha Harris will perform the duties of the Co-Director of Teaching & Learning Hub will assist and maintain guidelines, policies, and procedures that is offered by the North Carolina Student Success Center (NC SSC) and the Belk Center to fit the needs of the Teaching & Learning (T&L) Hub that supports excellence in teaching and faculty and staff educator development.	8/1/2022	7/31/2023	$ 27,392.54	Patrick Crane G. Davis	14001415VC (T & L)
				Totals:		**$ 397,071.72**		

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
GRANT AWARDS July 1, 2022 - December 31, 2022
MID-YEAR REPORT

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
EDA's Build Back Better Regional Challenge	Department of Commerce's Economic Development Administration (EDA)	$ 20,505,530	9/2/2022 - 9/1/2025	Expand biotechnology training and certification through 10 community colleges by acquiring new equipment, supplies, and staffing to meet the need of the State's growing biotechnology cluster workforce. Participation in and cooperation with the BBBRC Coalition.	13.6%	Economic Development/Dr. Matthew Meyer
Adult Education and Family Literacy Act	US Dept. of Education, Adult Education State Grant Program/PL 113-128 II Workforce Investment and Opportunity Act	$ 20,425,970	7/1/2022 - 9/30/2024	Support programs that provide and improve the literacy skills of adults and families, including projects that provide and increase access to English literacy programs in which civics education takes place.	13.6%	Programs & Student Services/Gilda Rubio-Festa
Career and Technical Education - Basic Grants to States	NC Dept. of Public Instruction -US Dept. of Education/Carl D. Perkins Career & Technical Education Act of 2006	$ 15,639,918	7/1/2022 - 9/30/2024	Promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and post-secondary education for participating CTE students.	13.6%	Programs & Student Services/Dr. Bob Witchger

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
Apprenticeship Building America (ABA) Grant Program	US Department of Labor Employment and Training Administration (DOL/ETA)	$ 4,000,000	7/1/2022 - 6/30/2026	Strengthen, modernize, expand, and diversify the NC Registered Apprenticeship Program (RAP). Improve completion rates for underrepresented populations, underserved, and rural communities by expanding the number of programs and apprentices in priority industry sectors and diversify the industries that utilize RAPs.	13.6%	Economic Development/Kathryn Castelloes

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
Golden Leaf Scholarships	Golden LEAF Foundation	$ 1,750,000	7/1/2022 - 6/30/2023	Provide funding to continue the Golden LEAF Scholars Program to participating NC community colleges. The program provides need-based scholarship assistance to students from rural, economically distressed areas of NC who are attending public two-year colleges in curriculum or occupational continuing education programs.	0.0%	Programs & Student Services/Brenda Burgess
Building Capacity of Regional/Virtual Centers	NC State University	$ 464,549	10/1/2020 - 8/1/2023	The Belk Center and the NC Student Success Center (SSC) collaborate on the creation of six regional/virtual Centers for Teaching and Learning, to be strategically situated at high opportunity locations around the state of North Carolina. The SSC will support the development of the centers through project management, convenings and subgrants to individual centers.	8.0%	Strategic Initiatives/Dr. Patrick Crane
Apprenticeship - WIOA/State	Department of Commerce	$ 350,000	7/1/2022 - 6/30/2023	Consistent with the transfer of funds from the North Carolina Department of Commerce to the Community Colleges System Office for the 2018-2019 fiscal 5 year authorized by S.L. 2017-57, of the Workforce and Innovation and Opportunity Act federal funds awarded to the Department in a fiscal year, the sum of three hundred fifty thousand dollars ($350,000) shall continue to be transferred to the System Office for the administration of the Apprenticeship NC program in each fiscal year.	13.6%	Economic Development/Kathryn Castelloes

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
Gear Up NCCCS Career Coach Expansion Project	University of North Carolina System Office/US Dept of Education	$ 327,740	7/1/2022 - 6/30/2023	Partnership between GEAR UP NC and NCCCS to expand career coaching access for students in GEAR UP schools and schools across the state during the 2019-2026 GEAR UP grant. This grant will provide for three Career Coaches placed at Beaufort Community College, South Piedmont Community College, Southwestern Community College.	0.0%	Program & Student Services/Jennifer McLean
NC Manufacturing Extension Partnership	NCSU/US Dept. of Commerce	$ 275,000	7/1/2022 - 6/30/2023	Collaborate to promote manufacturing retention and growth throughout the State. Working with the 58 community colleges, the Regional Directors will engage with the representatives from the Industrial Extension Services Division of NCSU to strategically engage with manufacturers, assess current business conditions, develop and design a comprehensive solution and provide greater opportunities for global competitiveness to these companies.	13.6%	Economic Development/Dr. Bruce Mack
Gear Up NCCCS Apprenticeship Program	University of North Carolina System Office/US Dept of Education	$ 220,000	7/1/2022 - 6/30/2023	Provide for two Youth Apprenticeship Coordinators in the Western half and in the Eastern half of the state. The coordinators will promote youth apprenticeship as a post-secondary opportunity with students, parents, potential sponsors, community organizations and influencers.	8.0%	Economic Development/Kathryn Castelloes

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
NC Space Grant/NC Community College Research Pathways Program	NC State University/National Aeronautics & Space Administration (NASA)	$ 55,000	9/1/2021 - 5/31/2024	The goal is to expand NC Space Grant's engagement with the NCCCS to enhance research capabilities at community colleges across the state to provide opportunities for students to engage in hands-on STEM research projects. Each academic year, the NCCCS will recruit approximately 10 community colleges to participate in the program.	13.6%	Economic Development/Dr. Matthew Meyer
Advancing ATB for Equitable Access to Opportunity Project	World Education, Inc.	$ 30,000	7/18/2022 - 5/31/2023	Increase the number of adult Black/African American, Hispanic/Latinx, and Native American North Carolinians completing in-demand credentials that can provide them with family-sustaining wage jobs in their communities.	13.6%	Strategic Initiatives/Dr. Patrick Crane

Total of Grants Received: $ 64,043,707

This is a compilation of grants received during July 2022 - December 2022.

NC Community College System President Approval

Month	Project Name	Time Period	Allocation Total	# of Colleges	Description	Fund Source	Rule
Aug-22	Career-and-College-Ready Graduates Fund - Stanly Community College	7/1/2022 - 6/30/2023	$ 135,000.00	1	Stanly Community College will use funding to increase the number of graduating high school students that are Career-and-College -Ready. As lead college, Stanly will manage and coordinate the remediation efforts between Department of Public Instruction and the NC Community College System Office Student Success Center.	FY 2022-23 State General Fund	(3)1H SBCCC 200.1(a)(A) The General Assembly directs that funds shall be allocated to a specific college.
Sep-22	Phase II IELCE Career Pathways Implementation and Dissemination	10/1/2022 - 6/30/2023	$ 150,000.00	1	McDowell Technical Community College will use this funding to develop and implement a comprehensive plan to offer workforce development opportunities to economically disadvantaged individuals. These workforce development training opportunities are consistent with requirements and goals of an IELCE program - supporting career pathway implementation to accelerate credential attainment in underserved communities	Title II Adult Education and Family Literacy Act (AEFLA), Section 243, Integrated English Literacy and Civics Education (IELCE)	(3)1H SBCCC 200.1(a)(A) The General Assembly directs that funds shall be allocated to a specific college.
Oct-22	Intellectual and Developmental Disabilities (IDD) Students Two-Year Pilot Programs	7/1/2022 - 6/30/2023	$ 210,000.00	2	The purpose of the allocation is to continue the work of the two partnering colleges to research best practices and to identify effective programming, wraparound services, outreach and marketing, assisted technology, benefits counseling and to identify community, state, and federal funding resources to facilitate credential attainment, increased employment opportunities, and improve overall engagement in college.	General Fund appropriation in the 2021 appropriations Act (Session Law 2021-180)	(3)1H SBCCC 200.1(a)(A) The General Assembly directs that funds shall be allocated to a specific college.
Oct-22	NC Career Coach Program GEAR UP	7/1/2022 - 6/30/2023	$ 81,935.00	1	The purpose of the NC Career Coach Program is to place community college career coaches in high schools to assist students with determining career goals and identifying community college programs that would enable students to achieve these goals. This delegation is for College of the Albemarle	US Department of Education GEAR UP	(3)1H SBCCC 200.1(a)(A) The General Assembly directs that funds shall be allocated to a specific college.
Oct-22	Undergraduate Student Research Project (NC Space Grant)	10/1/22 - 5/31/23	$ 74,047.00	16	Funding will be used to support students conducting undergraduate research. Funding may be used for tuition, equipment, materials, journals, and travel.	NC Space Grant through NC State University	(3)1H SBCCC 200.1(a)(A) The General Assembly directs that funds shall be allocated to a specific college.

North Carolina Community College System
Delegated College Allocations Report as of December 31, 2022

NC Community College System President Approval

Month	Project Name	Time Period	Allocation Total	# of Colleges	Description	Fund Source	Rule
Nov-22	DPS Small College Prison	10/1/2022 - 06/30/2024	$ 50,000.00	5	The primary purpose of these funds is to cover first-year instructor costs for one or more course (s). The funds must be expended for a mutually agreed upon course(s) unless conditions change at a prison and DACJJ provides the college with authorization in writing to apply funds to the start-up of other priority course(s). Use of these funds to cover typical start-up costs other than instructor salary (namely, instructional supplies and/or related instructional equipment) is not strictly prohibited; however, the college must receive explicit approval from DACJJ to do so.	State General Fund as appropriated to the Division of Adult Correction and Juvenile Justice and subsequently transferred to the System Office.	(3)1H SBCCC 200.1(a)(A) The General Assembly directs that funds shall be allocated to a specific college.

STATE BOARD OF COMMUNITY COLLEGES
ESTIMATED TUITION AND FEES COLLECTED THROUGH
January 31, 2023

	2020-21	2021-22	2022-23	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	$ 315,104,272	$ 287,721,290	$ 286,451,539	-0.4%
ACTUAL NET RECEIPTS COLLECTED	184,401,058	178,583,208	178,972,616	0.2%
BUDGETED RECEIPTS UNCOLLECTED	$ 130,703,214	$ 109,138,082	$ 107,478,923	
PERCENT OF BUDGET COLLECTED	58.52%	62.07%	62.48%	