

**STATE BOARD OF COMMUNITY COLLEGES**  
**Dr. Breeden Blackwell, Chair**  
**February 21, 2020**

**North Carolina Community College System**  
**Dr. W. Dallas Herring State Board Room**  
 Caswell Building, 200 West Jones Street  
 Raleigh, North Carolina 27601

**TELEPHONIC**

**Thursday, February 20, 2020**

**COMMITTEE MEETINGS**

Personnel Committee	11:00 a.m.	AW North Carolina Conference Room
Finance Committee	1:30 p.m.	Dr. W. Dallas Herring State Board Room
Programs Committee	1:30 p.m.	Innovation Station (Room B10)
Accountability and Audit Committee	3:00 p.m.	Dr. W. Dallas Herring State Board Room

**Friday, February 21, 2020**

**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 17, 2020
- 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*)

**PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair**

**For Information**

System Office Vacancy Report – February 2020 (Attachment PER 01)  
College President Status Report – February 2020 (Attachment PER 02)  
SBCC Code Report – February 2020 (Attachment SBCCC 01)

**FINANCE COMMITTEE, Mr. Jim Rose, Chair**

**For Action**

FY 2020-21 Budget Priorities (Attachment FC 01)  
State Board Reserve Allocation for Mental Health and Safety (Attachment FC 02)  
Service Agreement for Quality Acceptance Inspector (Attachment FC 03)  
Service Agreement for College and Career Readiness Online Training (Attachment FC 04)  
Allocation for NC Career Coach Program (Attachment FC 05) [CA]  
Budget Allocation for 2-1 Summary (Attachment FC 06) [CA]  
Construction and Property (Attachment FC 07) [CA]  
Contract for Information Security Program Colleague College Information System –  
Cloud Security Assessments (Attachment FC 08)  
Contract for ApprenticeshipNC Marketing Services (Attachment FC 09)

**For Information**

Estimated Receipts – January 2020 (Attachment FC 10)  
Mid-Year State Board Reserve Report (Attachment FC 11)  
SBCC Annual Survey of Fees FY 2018-19 (Attachment FC 12)  
System Office Grants Awarded Report as of December 31, 2019 (Attachment FC 13)  
Delegated College Allocations Report as of December 31, 2019 (Attachment FC 14)  
System Office Contracts Report as of December 31, 2019 (Attachment FC 15)

**PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair**

**For Future Action**

Amendment of 1D SBCCC 400.6 – Curriculum Program Approvals and Terminations (Attachment PROG 01)  
Amendment of 1G SBCCC 200.96 – Training for Public Safety Agencies (Attachment PROG 02)

**For Action**

Legislative Reports for Career and College Promise and Cooperative Innovative High Schools  
(Attachment PROG 03)  
Progress on the Implementation of the Career and College Ready Graduates Program  
(Attachment PROG 04)  
Curriculum Program Application – New to the System (Attachment PROG 05)  
Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 06) [CA]

**PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair (continued)**

**For Information**

Curriculum Program Application as Approved by the System President (Attachment PROG 07)  
Curriculum Program Standard Revision as Approved by the System President (Attachment PROG 08)  
Curriculum Program Termination as Approved by the System President (Attachment PROG 09)  
SBCC Code Report – February 2020 (Attachment SBCCC 01)

**ACCOUNTABILITY AND AUDIT COMMITTEE, Ms. Lisa Estep, Chair**

**For Action**

Accountability and Audit Charter (Attachment AUD 01) [CA]

**For Information**

College Financial Audit Findings 5 Year Summary (Attachment AUD 02)  
Compliance Services Report FY 2018-19 (Attachment AUD 03)  
James Sprunt Community College Investigative Audit (Attachment AUD 04)

**PRESIDENT'S REPORT**

**NEW BUSINESS**

**BOARD MEMBERS QUESTIONS/COMMENTS**

**DATE OF FUTURE MEETINGS**

The State Board will meet in conjunction with NCACCT in March at the Raleigh Marriott City Center. More information regarding this meeting will be communicated.

**EXPIRING TERMS AND VACANCIES**

There are currently no terms expiring and one (1) vacancy for the members of the State Board

**ADJOURNMENT**

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

**CONSENT AGENDA**

---

**FINANCE COMMITTEE, Mr. Jim Rose, Chair**

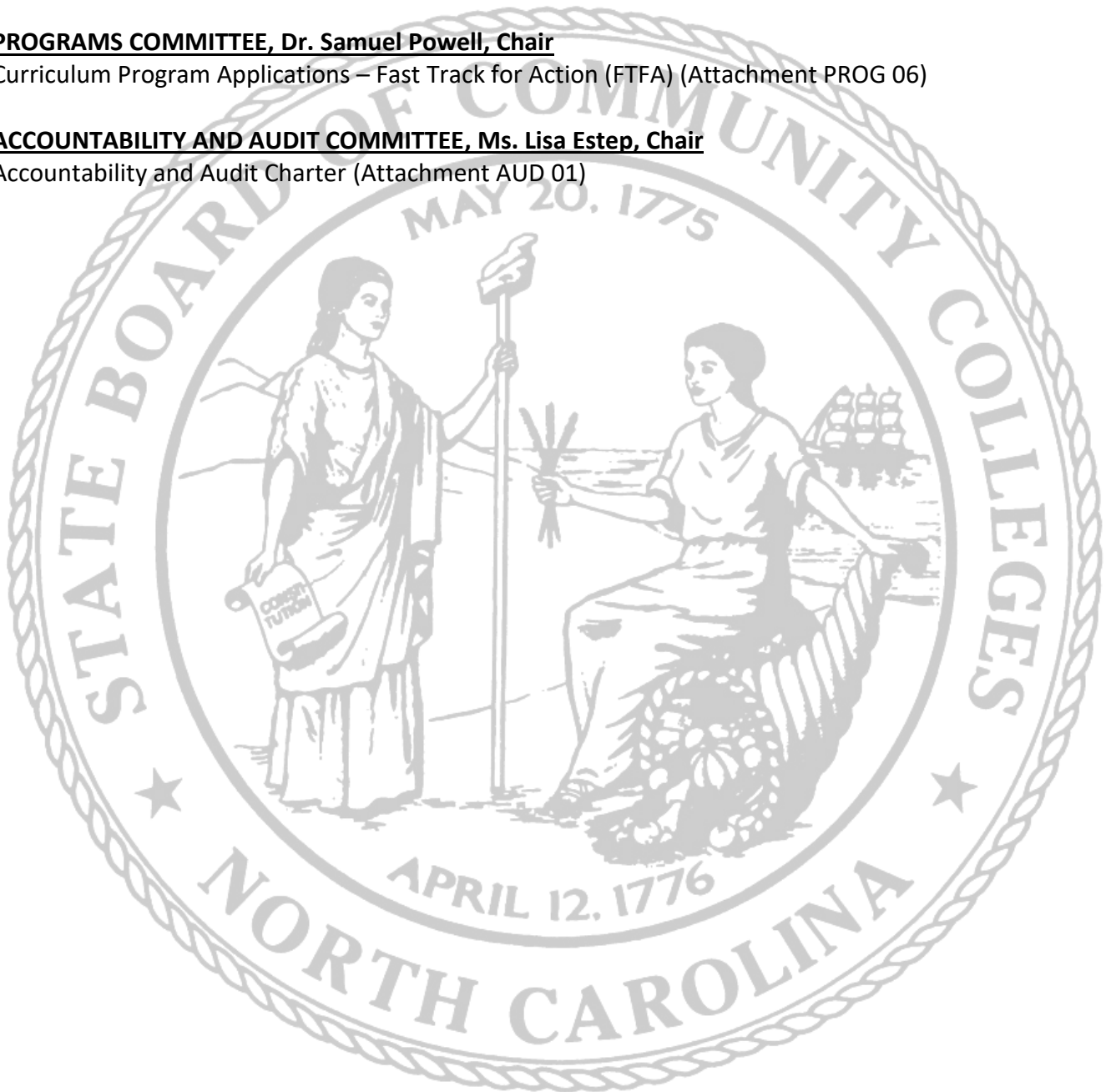
Allocation for NC Career Coach Program (Attachment FC 05)  
Budget Allocation for 2-1 Summary (Attachment FC 06)  
Construction and Property (Attachment FC 07)

**PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair**

Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 06)

**ACCOUNTABILITY AND AUDIT COMMITTEE, Ms. Lisa Estep, Chair**

Accountability and Audit Charter (Attachment AUD 01)





## State Board of Community Colleges

Caswell Building, 200 West Jones Street

Raleigh, North Carolina

January 17, 2020

9:00 a.m.

### **CALL TO ORDER**

Following proper public notification, Chairman Breeden Blackwell called the State Board of Community Colleges (SBCC) Meeting to order at 9:00 a.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building.

### **MOMENT OF REFLECTION AND PLEDGE OF ALLEGIANCE**

The Board recited the Pledge of Allegiance and recognized a moment of reflection.

### **ROLL CALL**

Mr. Bryan Jenkins called the roll and the following members were present:

Dr. Breeden Blackwell  
Dr. Catherine Edmonds  
Ms. Lisa Estep \*  
Treasurer Dale Folwell  
Mr. William Holder  
Mr. Bobby Irwin  
Mr. Frank Johnson

Mr. Bill McBrayer  
Mr. Hari Nath  
Dr. Samuel Powell  
Mr. James Rose  
Mr. Scott Shook  
Mr. Bob Stephens

Mr. Burr Sullivan  
Mr. Steven Walker \*  
(designee for Lt. Governor)  
Mr. Jesse Watts  
Mr. David Willis  
Ms. Ann Whitford

\* Attended by telephone

Absent: Ms. Mary Ann Rice, and Mr. Clark Twiddy

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

Dr. Edmonds reminded members of the Board of the ethics requirements and requested members identify any conflicts or potential conflicts of interest. Having so requested, the Chairman Blackwell asked the record to reflect no conflicts.

### **RECOGNITION OF GUESTS**

Chairman Blackwell introduced Senator Deanna Ballard. Senator Ballard shared her support of community colleges and her local presidents, Dr. Cox, Dr. Poarch, and Dr. Shockley. Working with

President Hans and Ms. Shuping is a pleasure. The work on MyFuture NC is wonderful. Senator Ballard thanked all State Board members for their service.

President Hans thanked Senator Ballard for her leadership. Mr. Irwin shared he has known Senator Ballard for several years and she has been a strong supporter of community colleges and Allegany County.

---

### **APPROVAL OF THE MINUTES**

Dr. Powell made a motion to approve the November 15 and December 11, 2019 minutes, Mr. Rose seconded the motion, and the motion was unanimously approved by voice vote.

---

### **CHANGES TO THE AGENDA**

Chairman Blackwell polled the committee chairs as to any changes to the agenda and the results were as follows:

#### **PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair**

Mr. McBrayer stated there are no changes for Personnel Committee

#### **STRATEGIC PLANNING COMMITTEE, Mr. Burr Sullivan**

Mr. Sullivan stated there are no changes for Strategic Planning Committee.

#### **FINANCE COMMITTEE, Mr. Jim Rose, Chair**

Mr. Rose stated the Finance Committee would like to make the following changes:

- Table NC Career Coach Program Funding Allocation Recommendations (Attachment FC 02)
- Introduce Update to Revised Allocation for NC Career Coach Program (Attachment FC 08)

#### **PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair**

Dr. Powell stated the Programs Committee would like to make the following changes to the agenda: Move the following from Future Action to Action:

- Recodify Instructional Cost Definition (Attachment PROG 01)
  - Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 100.1. – Definitions (Attachment PROG 01A)
  - Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 100.99. – Budget FTE Funding (Attachment PROG 01B)
- Changes to Reporting of Student Hours for Continuing Education (Attachment PROG 02)
  - Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 200.94. – Reporting of Student Hours in Membership for Continuing Education Classes (Attachment PROG 02A)
  - Initiation of the Rulemaking Process for the Amendment of 1E SBCCC 900.2. – Continuing Education Registration Fee Refunds (Attachment PROG 02B)
- Initiation of the Rulemaking Process for Amendment of 1D SBCCC 300.4 – Program Management (Attachment PROG 03)

- Adoption of a Temporary Amendment to 1G SBCCC 200.95 – Limitations in Reporting Student Membership Hours (Attachment PROG 04)

Move the following from Consent Agenda to For Action

- Curriculum Program Application – Fast Track for Action (FTFA) (Attachment PROG 08)

**ACCOUNTABILITY AND AUDIT COMMITTEE, Ms. Ann Whitford**

Ms. Whitford stated there are no changes for Accountability and Audit Committee.

**STATE BOARD POLICY AND GOVERNANCE, Mr. Bob Stephens, Chair**

Mr. Stevens stated there are no changes for State Board Policy and Governance Committee

**APPROVAL OF THE AGENDA**

Mr. McBrayer made a motion to approve the agenda, Mr. Stephens seconded the motion, and the motion was unanimously approved by voice vote.

**APPROVAL OF THE CONSENT AGENDA**

Chairman Blackwell asked for a motion to approve the Consent Agenda. Mr. Stephens made a motion to approve, Mr. Willis seconded the motion, and the motion was unanimously approved by voice vote.

---

**Items approved on the Consent Agenda were as follows:**

**FINANCE COMMITTEE, Mr. Jim Rose, Chair**

NC Career Coach Program Funding Allocation Recommendations (Attachment FC 02)  
Amendment to Contract for Integrated Library System (Attachment FC 03)  
Construction and Property (Attachment FC 04)  
Update to Revised Allocation for NC Career Coach Program (Attachment FC 08)

**PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair**

Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 09)  
Combined Course Library – Continuing Education (Attachment PROG 10)

---

**REPORTS:**

**The Honorable Walter Dalton, President of North Carolina Association of Community College Presidents**

President Dalton provided an update from NCACCP:

- President Dalton shared that NCACCP has been working on the priority budget and expect to be in alignment with the State Board and NCACCT.
- Planning a retreat on Closing the Skills Gap with public school superintendents in April. Will address some of the low hanging fruit and filling rolls.
- Mr. Shook asked about the funding allocated for continuing education. President Dalton stated he is looking forward to seeing how it impacts students.

**Ms. Julie Woodson, President of North Carolina Association of Community College Trustees**

Ms. Woodson provided an update from NCACCT:

- Getting ready to launch registration for Law Legislative Seminar in Raleigh. Reviewed sessions that are planned. Have meeting space set aside for the March State Board meeting.
- Continuing work with Belk Center to revamp the trustee manual. Looking to provide continuing trustee training that is in lock step with the goals of the System. Data literacy is one of the important things that is a focus.
- NCACCT Executive Board meeting will be next Friday.
- Mr. Irwin asked if the training will be both for experienced and new trustees. Is that mandatory? Ms. Woodson reviewed there is a mandate to participate in the training within 6 months of appointment.
- Mr. Irwin asked if there is a team that can help if a board is struggling. Ms. Woodson stated experienced trustees are contacted and offer help through peer-to-peer communication

---

**Mr. Jesse Watts, President of North Carolina Comprehensive Community College Student Government Association (N4CSGA)**

Mr. Watts provided an update from N4CSGA:

- The N4CSGA met in November to hold interviews to fill the vacant spots that were still available & to discuss our fall convention which was held at Forsyth Technical Community College in honor of our 50-year anniversary. The interviews went very well, resulting in us filling all the vacant positions except for one: Eastern Division Rep.
- N4CSGA has a meeting on 18 January to interview a potential candidate for the Eastern Division.
- Discussing, in more detail, the community project we voted on at the fall conference. We'll be collecting books for kids at our campuses & taking them to a local donation center in the Raleigh/Durham area during our spring conference, which will be held 3-5 April in Durham.
- The executive committee will also be discussing the upcoming elections as well as working on filling the agenda with speakers & workshops to better empower our students to grow & overcome life's challenges. One topic of concern, besides that of students having their basic needs met, was finances, more specifically dealing with investments, CDs, Roth IRAs, & other life skills they would like to be addressed.
- Invited members to Fayetteville Technical Community College for a Russian dance troupe on January 21, 2020 if they are in the area.

---

**COMMITTEE REPORTS**

**PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair**

**For Action**

**Adoption of Amendment of 1C SBCCC 300.1 – Presidential Selection Process (Attachment PER 01)**

Mr. McBrayer discussed the language in this item. This will prevent the colleges from publicly communicating the candidate information prior to approval.



It was out for public comment, and no comments were received.

Mr. Walker stated this is a great idea.

Mr. Johnson asked if this has been a problem before? Ms. Haygood said it is common practice for colleges to have finalists announced. The issue is with the final selection. As a member of the Board, they can tell members, but cannot announce publicly.

Ms. Whitford said it is her understanding it has been an informal communication to do this, so this will codify the practice. She is glad to see we are doing this.

Mr. Stephens said it is good advice anytime we are told about an applicant to not share that information.

On behalf of the Personnel Committee, Mr. McBryer recommended and moved the following item be approved by the board.

Adoption of Amendment of 1C SBCCC 300.1 – Presidential Selection Process  
(Attachment PER 01)

The motion was unanimously approved by voice vote.

---

Would like to point out that we have several presidents that are leaving soon. Would like to request the personnel committee meet before the February meeting. Mr. McBryer made a motion to allow Personnel to meet prior to the next meeting and it was unanimously approved.

---

**STRATEGIC PLANNING COMMITTEE, Mr. Burr Sullivan, Vice-Chair**

Chairman Blackwell shared Mr. Sullivan will be the new chair for Strategic Planning and Mr. Irwin will be the vice-chair upon Mr. Twiddy's resignation effective March 1, 2020.

Mr. Sullivan shared the Committee meeting included information about items that will be voted on in future months. Advised members to continue to review dashboards.

---

**FINANCE COMMITTEE, Mr. Jim Rose, Chair**

Allocation for Title II Professional Development Network Project (Attachment FC 01)

Ms. Grovenstein reviewed Title II and WIOA grant parameters. The 63 providers were eligible to apply for these funds for a professional development project

On behalf of the Finance Committee, Mr. Rose recommended and moved the following item be approved by the board.

Allocation for Title II Professional Development Network Project (Attachment FC 01)

The above item was approved by voice vote.

---

**FOR INFORMATION**

**Tuition and Registration Fee Waiver Report (Attachment FC 05)**

Mr. Rose shared that the tuition waiver analysis should make the Board proud. There were 244,762 students served for a total of \$122,394,826.

Treasurer Folwell brought up a concern about fraudulent use of Pell grants and other scholarships. President Hans said the System works with compliance areas to address. Ms. Haygood reviewed the requirement in Title IV of repayment if the student drops out of a course. The college must pay the grant back and recoup from the student. Treasure stated it puts a community college in a situation where they pay and then try to recoup, which can be inefficient. Mr. Shook asked if there are any teeth to collection efforts. Ms. Haygood shared there are collection programs such as tax garnishment.

---

**PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair**

Dr. Gold and Dr. Powell stated that items PROG 01 through PROG 04 would be voted on together.

**Recodify Instructional Cost Definition (Attachment PROG 01)**

- Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 100.1. – Definitions (Attachment PROG 01A)
- Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 100.99. – Budget FTE Funding (Attachment PROG 01B)

**Changes to Reporting of Student Hours for Continuing Education (Attachment PROG 02)**

- Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 200.94. – Reporting of Student Hours in Membership for Continuing Education Classes (Attachment PROG 02A)
- Initiation of the Rulemaking Process for the Amendment of 1E SBCCC 900.2. – Continuing Education Registration Fee Refunds (Attachment PROG 02B)

**Initiation of the Rulemaking Process for Amendment of 1D SBCCC 300.4 – Program Management (Attachment PROG 03)**

**Adoption of a Temporary Amendment to 1G SBCCC 200.95 – Limitations in Reporting Student Membership Hours (Attachment PROG 04)**

Dr. Gold reviewed the clarifying language in each of the items. There were no questions from members.

On behalf of the Programs Committee, Dr. Powell recommended and moved the following items be approved by the board.

**Recodify Instructional Cost Definition (Attachment PROG 01)**

- **Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 100.1. – Definitions (Attachment PROG 01A)**
- **Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 100.99. – Budget FTE Funding (Attachment PROG 01B)**

Changes to Reporting of Student Hours for Continuing Education (Attachment PROG 02)

- Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 200.94. – Reporting of Student Hours in Membership for Continuing Education Classes (Attachment PROG 02A)
- Initiation of the Rulemaking Process for the Amendment of 1E SBCCC 900.2. – Continuing Education Registration Fee Refunds (Attachment PROG 02B)

Initiation of the Rulemaking Process for Amendment of 1D SBCCC 300.4 – Program Management (Attachment PROG 03)

Adoption of a Temporary Amendment to 1G SBCCC 200.95 – Limitations in Reporting Student Membership Hours (Attachment PROG 04)

The above items were approved by voice vote.

---

Cooperative Innovative High School (CIHS) Application Approval (Attachment PROG 05)

Dr. Gold reviewed the item and there were no questions.

On behalf of the Programs Committee, Dr. Powell recommended and moved the following item be approved by the board.

Cooperative Innovative High School (CIHS) Application Approval (Attachment PROG 05)

The above item was approved by voice vote.

---

Small Business Center Network Guidelines (Attachment PROG 06)

Dr. Gold shared information from the report. Dr. Powell shared his excitement about the Small Business Network. These new guidelines were vetted through both the NCACCP and NCACCT.

On behalf of the Programs Committee, Dr. Powell recommended and moved the following item be approved by the board.

Small Business Center Network Guidelines (Attachment PROG 06)

The above item was approved by voice vote.

---

Review of Comments and Adoption of Amendment to 1D SBCCC 400.11 – Education Services through Career and College Promise (Curriculum) College Transfer Pathway Requirements for Freshmen & Sophomores (Attachment PROG 07)

Dr. Gold stated that two comments were received on this Code amendment and both were technical in nature and did not require the item to go back out for comment.

On behalf of the Programs Committee, Dr. Powell recommended and moved the following item be approved by the board.

Review of Comments and Adoption of Amendment to 1D SBCCC 400.11 – Education Services through Career and College Promise (Curriculum) College Transfer Pathway Requirements for Freshmen & Sophomores (Attachment PROG 07)

The above item was approved by voice vote.

---

Curriculum Program Application – Fast Track for Action (FTFA) (Attachment PROG 08)

Dr. Gold shared that Wake Technical Community College would like to offer Medical Sonography. Last year the State Board had addressed a request for this program from another college and it was not approved. The program involves a lot of onsite, one-on-one training, which was one of the concerns with the prior request. This item from Wake Technical Community College is presented with negotiations with surrounding colleges complete. Four (4) colleges initially stated they had issues, so Wake Technical Community College has met with them and developed a Memorandum of Agreement to outline how it will be offered without impacting the surrounding colleges. Dr. Gold shared staff placed it on Fast Track because all negative impact issues were resolved before presenting to the Board. Dr. Powell stated it is good to see cooperation.

On behalf of the Programs Committee, Dr. Powell recommended and moved the following item be approved by the board.

Curriculum Program Application – Fast Track for Action (FTFA) (Attachment PROG 08)

The above item was approved by voice vote.

---

**ACCOUNTABILITY AND AUDIT COMMITTEE, Ms. Ann Whitford, Vice-Chair**

Accreditation Actions taken by the SACSCOC Board of Trustees (Attachment AUD 01)

Ms. Whitford shared details of the information item about SACSCOC actions presented to the committee. Edgecombe Community College reaffirmed accreditation with continued monitoring due to a substantive change, their new off-site instructional campuses. Mr. Jenkins shared the goal, according to President McLeod, is to review outcomes of student success at the new locations.

Roanoke-Chowan Community College remains on probation; however, two (2) items have been removed. The remaining three (3) will be addressed in June by SACSCOC.

Mr. Sullivan appreciated what the committee is doing in reference to Roanoke-Chowan. Concerned about departure of Dr. Levy and what will occur after the decision by SACSCOC in June. Chairman Blackwell stated a more detailed conversation will occur in March.

Mr. Irwin concurred that more information is needed as June is when SACSCOC will meet again to discuss. Chairman Blackwell said that once the pieces are in place, the information will be shared. Hope is that in March, a more detailed report can be provided. Mr. Holder stated we help Roanoke-Chowan CC be successful and it will help build solutions for other small rural colleges.

Mr. Shook asked about the investigative report from the Office of State Auditor about James Sprunt CC. Mr. Jenkins shared that staff has not talked with the college president about the report. Ms. Whitford stated she is interested in reading the report. Mr. Jenkins stated he will share the report and that once he speaks with President Carraway, he will present to the Board.

Treasurer Folwell said that the Board should take the learn about the levels of audit as they are not equal. There are many different audits and staff could address how to determine the differences between audits. The knowledge of how to understand these audits will help the Board decide what things should have focus.

President Hans said that Mr. Jenkins will follow up.

---

**STATE BOARD POLICY AND GOVERNANCE COMMITTEE, Mr. Bob Stephens, Chair**

Mr. Stephens stated that the four (4) Code items have been heard by the Board when rule making was initiated. SBPG 01 are the comments received for the rules in SBPG 02-SBPG 04.

Review of Comments for 2B SBCCC 300, 2B SBCCC 400, 2B SBCCC 500 (Attachment SBPG 01)

The only comment received was to correct “State Board of Proprietary Schools” or “SBPS” to “Office of Proprietary Schools in the Code items.

On behalf of the State Board Policy and Governance Committee, Mr. Stephens recommended and moved the following item be approved by the board:

Approval of Comments for 2B SBCCC 300, 2B SBCCC 400, 2B SBCCC 500 (Attachment SBPG 01)

The motion was unanimously approved by voice vote.

---

Repealing and Replacing Subchapter 100 in the Due Process Chapter for the State Board of Proprietary Schools (Attachment SBPG 02)

Mr. Harris reviewed how this will change the hearing process for renewal or issuing licenses for Proprietary Schools. The final approval would still come to the State Board of Community Colleges for approval.

On behalf of the State Board Policy and Governance Committee, Mr. Stephens recommended and moved the following item be approved by the board:

Repealing and Replacing Subchapter 100 in the Due Process Chapter for the State Board of Proprietary Schools (Attachment SBPG 02)

The motion was approved by voice vote with dissenting votes from Ms. Whitford and Mr. Holder.

---

Repealing and Replacing Subchapter 200 in the Due Process Chapter for the State Board of Proprietary Schools (Attachment SBPG 03)

Mr. Harris reviewed this will be a similar process as the rule in SBPG 02 in relation to suspension or revocation of a license.

On behalf of the State Board Policy and Governance Committee, Mr. Stephens recommended and moved the following item be approved by the board:

Repealing and Replacing Subchapter 200 in the Due Process Chapter for the State Board of Proprietary Schools (Attachment SBPG 03)

The motion was approved by voice vote with dissenting votes from Ms. Whitford and Mr. Holder.

---

Adoption of 2B SBCCC 300. – Exemptions from Licensure (Attachment SBPG 04)

Mr. Harris presented the Code item. No questions.

On behalf of the State Board Policy and Governance Committee, Mr. Stephens recommended and moved the following item be approved by the board:

Adoption of 2B SBCCC 300. – Exemptions from Licensure (Attachment SBPG 04)

The motion was unanimously approved by voice vote.

---

Mr. Shook provided a brief Enrollment Task Force update. Next meeting is being scheduled for February.

---

**SBCC AWARDS, Dr. Breeden Blackwell, Chairman**

Chairman Blackwell presented the names of the 2020 SBCC Award winners. Chairman Blackwell thanked each of the members who participated in the process.

Staff of the Year Award – Sara Schumacher from Blue Ridge Community College.

Excellence in Teaching Award – Hardin Kennedy from Wilkes Community College.

President of the Year – Dr. Dennis King from Asheville-Buncombe Technical Community College

I.E. Ready – Ms. MC Belk Pilon

Distinguished Partners – Wilkes Community College and GE Aviation

Mr. McBrayer made a motion to approve the award winners, Dr. Powell seconded. The motion passed unanimously.

**PRESIDENTS REPORT:**

President Hans shared that the System Office Staff is off to a fast start in the new year. There is a lot of news that will be shared in the coming months about good work and progress being made. President Hans reminded the Board the priorities of MyFutureNC. The System Office has brought on Dr. Shun Robertson to help identify and implement goals to help achieve the attainment goals of MyFutureNC. Dr. Robertson is a Senior Vice President at UNC and will work with the System Office part-time as part of the Senior Team. President Hans reviewed background and qualifications of Dr. Robertson.

President Hans reviewed the activities of the Legislature Session and is pleased with the accomplishments even though more work remains. Reviewed the needs of the System. Currently conducting a compensation study through a neutral third party to support our request.

Treasurer Folwell asked to bring four items up to the Board:

- Pension plan has earnings of 15% and it is a conservative plan. The pension plan is 15% of payroll and it is worse than in the past.
- Health Plan saw 171k life changing events within the plan. Eliminated some co-pays for 2020 and froze premiums for 2020. In over 25k instances we are increasing reimbursement for primary care and mental health.
- State Debt is seeing low interest rates. The low interest rates are rough on the pension plans. World debt is being borrowed at negative interest rates.
- Focus on DOT to tackle the voter approved debt.

---

**BOARD MEMBER QUESTIONS / COMMENTS**

Chairman Blackwell recognized President Amanda Lee.

---

**DATE OF NEXT MEETING**

The next State Board meeting is scheduled for Thursday, January 16, 2020 and Friday, January 17, 2020 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC.

**EXPIRING TERMS AND VACANCIES**

There are currently no terms expiring and one (1) vacancy for the members of the State Board.

**ADJOURNMENT**

Chairman Blackwell motioned to adjourn, seconded and unanimously approved by voice vote at 10:53 a.m.

RESPECTFULLY SUBMITTED BY:  
*Secretary*

APPROVED BY:

---

Peter Hans, System President

---

Dr. Breeden Blackwell, Chair

**STATE BOARD OF COMMUNITY COLLEGES  
SBCC Code Report**

**PERSONNEL COMMITTEE**

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>AMENDMENT 1C SBCCC 300.1 – “Presidential Selection Process”</b>	Initiation of Rulemaking Process	November 15, 2019	<b>COMPLETED</b>
	Publication on NCCCS Website	November 19, 2019	<b>COMPLETED</b>
	Written Comment Period Ends	December 19, 2019	<b>COMPLETED</b>
	Review Comments with SBCC Committee	January 16, 2020	<b>N/A</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	<b>N/A</b>
	Hearing Date (if applicable)	N/A	<b>N/A</b>
	Presented to SBCC for Adoption	January 17, 2020	<b>COMPLETED</b>
	Prospective Effective Date of Rule	February 1, 2020	<b>COMPLETED</b>



**STATE BOARD OF COMMUNITY COLLEGES  
SBCC Code Report**

**POLICY COMMITTEE**

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>REPEAL 2B SBCCC 100. – “Process for Refusal to Issue or Renew License”</b>	Initiation of Rulemaking Process	November 15, 2019	<b>COMPLETED</b>
	Publication on NCCCS Website	November 19, 2019	<b>COMPLETED</b>
	Written Comment Period Ends	December 19, 2019	<b>COMPLETED</b>
	Review Comments with SBCC Committee	January 16, 2020	<b>N/A</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	<b>N/A</b>
	Hearing Date (if applicable)	N/A	<b>N/A</b>
	Presented to SBCC for Adoption	January 17, 2020	<b>COMPLETED</b>
	Prospective Effective Date of Rule	February 1, 2020	<b>COMPLETED</b>

<b>REPEAL 2B SBCCC 200. – “Suspension or Revocation of License”</b>	Initiation of Rulemaking Process	November 15, 2019	<b>COMPLETED</b>
	Publication on NCCCS Website	November 19, 2019	<b>COMPLETED</b>
	Written Comment Period Ends	December 19, 2019	<b>COMPLETED</b>
	Review Comments with SBCC Committee	January 16, 2020	<b>N/A</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	<b>N/A</b>
	Hearing Date (if applicable)	N/A	<b>N/A</b>
	Presented to SBCC for Adoption	January 17, 2020	<b>COMPLETED</b>
	Prospective Effective Date of Rule	February 1, 2020	<b>COMPLETED</b>

<b>ADOPTION 2B SBCCC 300. – “Exemptions from Licensure”</b>	Initiation of Rulemaking Process	November 15, 2019	<b>COMPLETED</b>
	Publication on NCCCS Website	November 19, 2019	<b>COMPLETED</b>
	Written Comment Period Ends	December 19, 2019	<b>COMPLETED</b>
	Review Comments with SBCC Committee	January 16, 2020	<b>COMPLETED</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	<b>N/A</b>
	Hearing Date (if applicable)	N/A	<b>N/A</b>
	Presented to SBCC for Adoption	January 17, 2020	<b>COMPLETED</b>
	Prospective Effective Date of Rule	February 1, 2020	<b>COMPLETED</b>

<b>ADOPTION 2B SBCCC 400. – “Refusal to Issue or Renew License”</b>	Initiation of Rulemaking Process	November 15, 2019	<b>COMPLETED</b>
	Publication on NCCCS Website	November 19, 2019	<b>COMPLETED</b>
	Written Comment Period Ends	December 19, 2019	<b>COMPLETED</b>
	Review Comments with SBCC Committee	January 16, 2020	<b>COMPLETED</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	<b>N/A</b>
	Hearing Date (if applicable)	N/A	<b>N/A</b>
	Presented to SBCC for Adoption	January 17, 2020	<b>COMPLETED</b>
	Prospective Effective Date of Rule	February 1, 2020	<b>COMPLETED</b>

<b>ADOPTION 2B SBCCC 500. – “Suspension or Revocation of License”</b>	Initiation of Rulemaking Process	November 15, 2019	<b>COMPLETED</b>
	Publication on NCCCS Website	November 19, 2019	<b>COMPLETED</b>
	Written Comment Period Ends	December 19, 2019	<b>COMPLETED</b>
	Review Comments with SBCC Committee	January 16, 2020	<b>COMPLETED</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	<b>N/A</b>
	Hearing Date (if applicable)	N/A	<b>N/A</b>
	Presented to SBCC for Adoption	January 17, 2020	<b>COMPLETED</b>
	Prospective Effective Date of Rule	February 1, 2020	<b>COMPLETED</b>

**STATE BOARD OF COMMUNITY COLLEGES**  
**SBCC Code Report**

**PROGRAMS COMMITTEE**

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>AMENDMENT 1D SBCCC 400.11 – “Education Services through Career and College Promise (Curriculum)” (College Transfer Pathway Requirements for Freshmen &amp; Sophmores</b>	Initiation of Rulemaking Process	October 18, 2019	<b>COMPLETED</b>
	Publication on NCCCS Website	October 22, 2019	<b>COMPLETED</b>
	Written Comment Period Ends	November 21, 2019	<b>COMPLETED</b>
	Review Comments with SBCC Committee	January 16, 2019	<b>COMPLETED</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	<b>N/A</b>
	Hearing Date (if applicable)	N/A	<b>N/A</b>
	Presented to SBCC for Adoption	January 17, 2019	<b>COMPLETED</b>
	Prospective Effective Date of Rule	February 1, 2020	<b>COMPLETED</b>
<b>TEMPORARY AMENDMENT 1G SBCCC 200.95. – “Limitations in Reporting Student Membership Hours”</b>	Initiation of Rulemaking Process	January 17, 2020	<b>COMPLETED</b>
	Presented to SBCC for Adoption	January 17, 2020	<b>COMPLETED</b>
	Publication on NCCCS Website	January 21, 2020	<b>COMPLETED</b>
	Prospective Effective Date of Rule	February 1, 2020	<b>COMPLETED</b>

<b>AMENDMENT 1E SBCCC 900.2. – “Continuing Education Registration Fee Refunds”</b>	Initiation of Rulemaking Process	January 17, 2020	<b>COMPLETED</b>
	Publication on NCCCS Website	January 21, 2020	<b>COMPLETED</b>
	Written Comment Period Ends	February 20, 2020	<b>COMPLETED</b>
	Review Comments with SBCC Committee	March 19, 2020	<b>PENDING</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	March 20, 2020	
	Prospective Effective Date of Rule	April 1, 2020	

<b>AMENDMENT 1G SBCCC 100.1. – “Definitions”</b>	Initiation of Rulemaking Process	January 17, 2020	<b>COMPLETED</b>
	Publication on NCCCS Website	January 21, 2020	<b>COMPLETED</b>
	Written Comment Period Ends	February 20, 2020	<b>COMPLETED</b>
	Review Comments with SBCC Committee	March 19, 2020	<b>PENDING</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	March 20, 2020	
	Prospective Effective Date of Rule	April 1, 2020	

<b>AMENDMENT 1G SBCCC 100.99. – “Budget FTE Funding”</b>	Initiation of Rulemaking Process	January 17, 2020	<b>COMPLETED</b>
	Publication on NCCCS Website	January 21, 2020	<b>COMPLETED</b>
	Written Comment Period Ends	February 20, 2020	<b>COMPLETED</b>
	Review Comments with SBCC Committee	March 19, 2020	<b>PENDING</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	March 20, 2020	
	Prospective Effective Date of Rule	April 1, 2020	

<b>AMENDMENT 1G SBCCC 200.94. – “Reporting of Student Hours in Membership for Continuing Education Classes”</b>	Initiation of Rulemaking Process	January 17, 2020	<b>COMPLETED</b>
	Publication on NCCCS Website	January 21, 2020	<b>COMPLETED</b>
	Written Comment Period Ends	February 20, 2020	<b>COMPLETED</b>
	Review Comments with SBCC Committee	March 19, 2020	<b>PENDING</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	March 20, 2020	
	Prospective Effective Date of Rule	April 1, 2020	

<b>AMENDMENT 1D SBCCC 300.4 – “Program Management”</b>	Initiation of Rulemaking Process	January 17, 2020	<b>COMPLETED</b>
	Publication on NCCCS Website	January 21, 2020	<b>COMPLETED</b>
	Written Comment Period Ends	February 20, 2020	<b>COMPLETED</b>
	Review Comments with SBCC Committee	March 19, 2020	<b>PENDING</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	March 20, 2020	
	Prospective Effective Date of Rule	April 1, 2020	

<b>AMENDMENT 1D SBCCC 400.6. – “Curriculum Program Approvals and Terminations”</b>	Initiation of Rulemaking Process	February 21, 2020	<b>PENDING</b>
	Publication on NCCCS Website	February 25, 2020	
	Written Comment Period Ends	March 26, 2020	
	Review Comments with SBCC Committee	April 16, 2020	
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	April 17, 2020	
	Prospective Effective Date of Rule	May 1, 2020	

<b>AMENDMENT 1G SBCCC 200.96. – “Training for Public Safety Agencies”</b>	Initiation of Rulemaking Process	February 21, 2020	<b>PENDING</b>
	Publication on NCCCS Website	February 25, 2020	
	Written Comment Period Ends	March 26, 2020	
	Review Comments with SBCC Committee	April 16, 2020	
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	April 17, 2020	
	Prospective Effective Date of Rule	May 1, 2020	

**AGENDA**  
**State Board of Community Colleges**  
**PERSONNEL COMMITTEE**  
**Caswell Building, AW North Carolina Conference Room**  
**Thursday, February 20, 2020 – 11:00 a.m.**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – February 06, 2020

**For Information**

- System Office Vacancy Report – February 2020 (Attachment PER 01)
- College President Status Report – February 2020 (Attachment PER 02)
- SBCC Code Report – February 2020 (Attachment SBCCC 01)

**New Business**

**Adjourn**

STATE BOARD OF COMMUNITY COLLEGES  
North Carolina Community Colleges System Office  
Vacancies as of January 31, 2020

Attachment PER 01

Position#	Division	Position Title	Date Vacated	Separation Reason	Status	Start Date
60088093	Business & Finance	Systems Accountant	5/16/2019	Internal Promotion	Position Under Review	
65018450	Business & Finance	Budget Analyst II	5/10/2019	Separation - Private	Preparing to Advertise	
60088102	Business and Finance	Accounting Tech III	1/24/2020	Separation - College	Position Under Review	
65030350	Economic Dev	Workforce Dev Trg. Spe. I (FT Fed)	10/1/2019	New Position	Offer Accepted	2/10/2020
60087988	Executive	Dir of Internal Eng and Foundation	1/31/2020	Separation - Other	Position Under Review	
60087978	Executive	AVP of Human Resources	8/1/2019	Redesigned position	Screening/Interviewing	
60087991	Executive	Dir. of Compliance Services	3/30/2019	Separation - College	Screening/Interviewing	
60087996	Executive	Education Compliance Examiner	9/17/2019	Separation - Other	Preparing to Advertise	
60088003	Executive	Applications Systems Analyst I	12/6/2019	Internal Promotion	Offer Accepted	2/24/2020
60088158	Programs	Social Research Specialist I (Fed)	9/12/2018	Internal Promotion	Position Under Review	
60088134	Programs	Social Research Specialist I	1/2/2020	Separation - College	Position Under Review	
60088161	Programs	Ed. Program Consultant II	1/1/2020	Retirement	Accepting Applications	
60088160	Programs	Ed. Program Admin. (Fed)	3/18/2019	Internal Promotion	Screening/Interviewing	
65029237	Programs	Ed. Program Admin. (Fed)	11/1/2018	New Position	Screening/Interviewing	
60091363	Programs	Social Research Specialist II (Fed)	2/6/2019	Separation - Other	Position Under Review	
65029237	Programs	Ed. Program Admin. (Fed)	11/1/2018	New Position	Accepting Applications	
60091363	Programs	Social Research Specialist II (Fed)	2/6/2019	Separation - Other	Position Under Review	
65009395	Programs	Workforce Dev Trg. Spe. I	1/3/2020	Separation - College	Position Under Review	
60088029	Programs	Applications Systems Manager I	3/1/2020	Retirement	Position Under Review	
60088075	Technology	Applications Systems Analyst II	6/10/2019	Internal Promotion	Screening/Interviewing	
60088018	Technology	Applications Systems Analyst II	8/1/2019	Separation - Other	Screening/Interviewing	
60095038	Technology	Business Systems Analyst I	9/7/2019	Separation - Private	Position Under Review	
60095042	Technology	User Support Tech	9/8/2018	Separation - Private	Position Under Review	
60088060	Technology	Bus. Intelligence Analyst	5/22/2018	Separation - State	Screening/Interviewing	
60088046	Technology	ERP Solutions Specialist I	12/17/2018	Separation - State	Position Under Review	
60089625	Technology	Learning Sol. Service Man.	3/1/2019	Separation - State	Screening/Interviewing	
60088040	Technology	Database Analyst I	7/1/2019	Separation - State	Position Under Review	

**Year-to-Date Statistics**

# of budgeted positions	218
# positions vacant as of 7/1/2019	24
# positions vacated after 7/1/2019	<u>19</u>
Total # of vacancies	43
Total # of vacancies filled	16

Retirements	3
Separations - College	5
Separations - Private	4
Separations - Other	6
Separations - State	6
Internal Promotions	10
New Positions	6
Redesigned Positions	<u>3</u>
	43

Date: 2/3/2020



**STATE BOARD OF COMMUNITY COLLEGES**  
**College President Status Report**

**Attachment PER 02**

College	President	Appt. Date	Status
Alamance Community College	Dr. Algje C. Gatewood	10/1/2013	
Asheville Buncombe Technical Community College	Dr. Joseph Barwick (I)	2/1/2020	SEARCHING
Beaufort County Community College	Dr. David Loope	6/1/2017	2017 NEW
Bladen Community College	Dr. Amanda Lee *	2/1/2019	2019 NEW
Blue Ridge Community College	Dr. Laura Leatherwood	7/1/2017	2017 NEW
Brunswick Community College	Dr. Gene Smith	1/1/2019	2019 NEW
Caldwell Community College & Technical Institute	Dr. Mark Poarch	7/1/2016	2016 NEW
Cape Fear Community College	Mr. Jim Morton	4/20/2018	2018 NEW
Carteret Community College	Dr. John Hauser	7/1/2017	2017 NEW
Catawba Valley Community College	Dr. Garrett Hinshaw	8/1/2006	
Central Carolina Community College	Dr. Lisa Chapman	4/1/2019	2019 NEW
Central Piedmont Community College	Dr. Kandi Deitemeyer *	1/1/2017	2017 NEW
Cleveland Community College	Dr. Jason Hurst	4/1/2018	2018 NEW
Coastal Carolina Community College	Mr. David Heatherly	1/1/2017	2017 NEW
College of The Albemarle	Dr. Jack Bagwell	12/2/2019	2019 NEW
Craven Community College	Dr. Raymond Staats	7/20/2015	2015 NEW
Davidson County Community College	Dr. Darrin Hartness	1/1/2019	2019 NEW
Durham Technical Community College	Dr. William Ingram	1/1/2008	SEARCHING
Edgecombe Community College	Dr. Gregory McLeod	8/15/2018	2018 NEW
Fayetteville Technical Community College	Dr. J. Larry Keen	8/1/2007	
Forsyth Technical Community College	Dr. Janet Spriggs	1/1/2019	2019 NEW
Gaston College	Dr. Patricia A. Skinner	7/1/1994	SEARCHING
Guilford Technical Community College	Dr. Anthony Clarke *	11/1/2019	2019 NEW
Halifax Community College	Dr. Michael Elam	2/1/2017	2017 NEW
Haywood Community College	Dr. Shelly White	1/1/2020	2020 NEW
Isothermal Community College	Mr. Walter Dalton	5/1/2013	
James Sprunt Community College	Dr. Jay Carraway	4/29/2019	2019 NEW
Johnston Community College	Dr. David N. Johnson	7/1/2009	
Lenoir Community College	Dr. Russell Hunt	10/1/2016	2016 NEW
Martin Community College	Dr. Kenneth Boham (I)	8/1/2019	SEARCHING
Mayland Community College	Dr. John C. Boyd	1/1/2011	
McDowell Technical Community College	Dr. John Gossett	8/1/2016	2016 NEW
Mitchell Community College	Dr. Tim Brewer	3/1/2012	
Montgomery Community College	Dr. Chad Bledsoe	4/6/2015	2015 NEW
Nash Community College	Dr. Lew Hunnicutt	11/1/2019	2019 NEW
Pamlico Community College	Dr. James Ross	7/25/2016	2016 NEW
Piedmont Community College	Dr. Pamela Senegal	7/1/2017	2017 NEW
Pitt Community College	Dr. Lawrence Rouse	8/1/2018	2018 NEW
Randolph Community College	Dr. Robert S. Shackelford, Jr.	1/1/2007	
Richmond Community College	Dr. W. Dale McClinnis	3/1/2010	
Roanoke-Chowan Community College	Dr. Audre Levy (I)	8/16/2019	SEARCHING
Robeson Community College	Ms. Melissa Singler	11/1/2019	2019 NEW
Rockingham Community College	Dr. Mark Kinlaw	1/20/2015	2015 NEW
Rowan-Cabarrus Community College	Dr. Carol S. Spalding	8/11/2008	
Sampson Community College	Dr. Bill Starling	3/1/2018	2018 NEW
Sandhills Community College	Dr. John R. Dempsey	1/1/1989	
South Piedmont Community College	Dr. Maria Pharr	1/1/2017	2017 NEW
Southeastern Community College	Dr. William Aiken (I)	10/21/2019	SEARCHING
Southwestern Community College	Dr. Don Tomas	7/1/2011	
Stanly Community College	Dr. John Enamait	8/15/2016	2016 NEW
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	2019 NEW
Wake Technical Community College	Dr. Scott Ralls *	2/1/2019	2019 NEW
Wayne Community College	Dr. Thomas Walker	9/1/2016	2016 NEW
Western Piedmont Community College	Dr. Michael S. Helmick *	8/1/2014	SEARCHING
Wilkes Community College	Dr. Jeffrey A. Cox	7/1/2014	
Wilson Community College	Dr. Tim Wright	8/1/2015	2015 NEW

\*Previously served as president at another NCCCS college

<b>Totals:</b>			
New 2015	4	Retirement	30
New 2016	6	Moved	8
New 2017	8	Other	5
New 2018	5		<hr/>
New 2019	12		43
New 2020	1		
Searching	7		
	<hr/>		
	43		

**AGENDA**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Caswell Building, Dr. W. Dallas Herring State Board Room**  
**Thursday, February 20, 2020 – 1:30 p.m.**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – January 16, 2020

**For Action**

- FY 2020-21 Budget Priorities (Attachment FC 01)
- State Board Reserve Allocation for Mental Health and Safety (Attachment FC 02)
- Service Agreement for Quality Acceptance Inspector (Attachment FC 03)
- Service Agreement for College and Career Readiness Online Training (Attachment FC 04)
- Allocation for NC Career Coach Program (Attachment FC 05) [CA]
- Budget Allocation for 2-1 Summary (Attachment FC 06) [CA]
- Construction and Property (Attachment FC 07) [CA]
- Contract for Information Security Program Colleague College Information System (CIS) Cloud Security Assessment (Attachment FC 08)
- Contract for ApprenticeshipNC Marketing Services (Attachment FC 09)

**For Information**

- Estimated Receipts – January 2020 (Attachment FC 10)
- Mid-Year State Board Reserve Report (Attachment FC 11)
- SBCC Annual Survey of Fees FY 2018-19 (Attachment FC 12)
- System Office Grants Awarded Report as of December 31, 2019 (Attachment FC 13)
- Delegated College Allocations Report as of December 31, 2019 (Attachment FC 14)
- System Office Contracts Report as of December 31, 2019 (Attachment FC 15)

**New Business**

**Adjourn**

**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, January 16, 2020 – 1:45 p.m.**

**FINANCE COMMITTEE MEMBERS PRESENT:**

Chairman Jim Rose	Frank Johnson	Steven Walker
Breeden Blackwell	Burr Sullivan	(designee for Lt. Governor)
Catherine Edmonds	Lisa Estep*	
Scott Shook		

Attended via phone\*

Members absent: Treasurer Dale Folwell, Clark Twiddy

**OTHERS IN ATTENDANCE:**

Elizabeth Grovenstein	Jennifer McLean	Alex Granados
Brandy Andrews	Rondra McMillan	(EdNC)
Jim Rains	Kathy Davis	Dr. McInnis*
Dorrine Fokes	Caroline Hipple	(Richmond CC)
Cheryl Kaminski	(NCACCT)	
Kathy Kikendall		

**CALL TO ORDER**

Chairman Rose called the meeting to order at 1:45 p.m.

**ROLL CALL**

Ms. Lyons took the roll of the Finance Committee members.

**ETHICS STATEMENT**

Chairman Rose read the required ethics statement. There were no conflicts of interest.

**APPROVAL OF THE AGENDA**

Chairman Rose asked for a motion to approve the agenda of the meeting as presented. Mr. Johnson moved, seconded by Mr. Shook, and the Committee approved.

**APPROVAL OF THE MINUTES**

Chairman Rose asked for a motion to approve the minutes of the November 14, 2019 Finance Committee meeting. Mr. Shook moved, Mr. Johnson seconded the motion, and the Committee approved.

---

**FOR ACTION**

**Allocation for Title II Professional Development Network Project (Attachment FC 01)**

Ms. Grovenstein explained this is a request to allocate up to \$570,000 that is currently available from our federal Title II grant under the section of 231 the Workforce Innovation and Opportunity Act (WIOA).

**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, January 16, 2020 – 1:45 p.m.**

Ms. Grovenstein explained last year was the first year of a three-year grant cycle in which sixty-three providers were approved and awarded Title II funds Section 231. Ms. Grovenstein explained only the sixty-three providers are eligible to receive these federal funds.

Ms. Grovenstein stated the staff provided an application for all the sixty-three providers who receive Title II Section 231 funds to participate in this professional development network project. Ms. Grovenstein explained the providers who completed the application process and adhere to the policies for participating will receive \$15,000 each. Ms. Grovenstein stated the providers will use these funds for salaries, travel to state and regional conferences, attending training, and/or reporting.

Ms. Grovenstein stated thirty-eight of the sixty-three submitted an application.

Ms. Grovenstein reviewed the table on page three of Attachment FC 01 with the Committee.

Ms. Grovenstein, Mr. Loges, and the Committee discussed the item. The Committee asked Mr. Loges to find out why the other eligible providers did not apply.

Mr. Walker motioned for approval, Mr. Johnson seconded the motion. The Committee approved Allocation for Title II Professional Development Network Project (Attachment FC 01) as presented.

---

**NC Career Coach Program Funding Allocation Recommendations (Attachment FC 02)**

Ms. Grovenstein stated staff is asking to table FC 02 until February.

Chairman Rose asked to table FC 02, Mr. Johnson motioned to table FC 02, Mr. Walker second the motion. The Committee voted to table the NC Career Coach Program Funding Allocation Recommendations (Attachment FC 02) until February.

---

**Amendment to Contract for Integrated Library System (Attachment FC 03)**

Ms. Grovenstein explained this item is coming back to the Board to ask for an amendment to a contract. Ms. Grovenstein stated the existing contract was approved back in October 2019. Ms. Grovenstein explained the contract is for our colleges' Integrated Library System. Ms. Grovenstein stated the contract period was for three years and the request is to add two additional years to the contract.

Ms. Grovenstein reviewed the table on page two of Attachment FC 03 with the Committee.

Mr. Sullivan motioned for approval; Mr. Johnson seconded the motion. The Committee approved Amendment to Contract for Integrated Library System (Attachment FC 03) as presented.

---

**Construction and Property (Attachment FC 04)**

Mr. Rains reviewed the requested construction and property items.

**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, January 16, 2020 – 1:45 p.m.**

Mr. Rains, Ms. Grovenstein, and the Committee discussed the item.

Mr. Johnson motioned for approval; Mr. Sullivan seconded the motion. The Committee approved Construction and Property (Attachment FC 04) as presented.

---

**For Information**

**Tuition and Registration Fee Waiver Report (Attachment FC 05)**

Ms. Grovenstein stated this report is providing to the General Assembly the number of waivers that are granted, and this is the third year that we sent this report to the General Assembly.

Ms. Grovenstein explained the report is the data for 2018-19 fiscal year.

Ms. Grovenstein reviewed the table on page two of Attachment FC 05 with the Committee.

Ms. Grovenstein, Dr. Kelley, and the Committee discussed the item.

---

**Estimated Receipts – December 2019 (Attachment FC 06)**

Ms. Grovenstein reviewed FC 06.

Ms. Grovenstein, Ms. Andrews, and the Committee discussed the item.

---

**Connect NC Bond Status Report (Attachment FC 07)**

Ms. Grovenstein stated the Connect NC Bond Status Report is the quarterly report that we send to the General Assembly.

Ms. Grovenstein explained the State Board has approved 92 percent of \$350 million dollars that was allocated to NCCCS for the Connect NC Bond Funds.

Ms. Grovenstein stated of the \$322,046,441 fund commitment to projects, 55% of the funds will be used for new construction, and 45% will be used for repair and renovation.

Ms. Grovenstein explained the State Board has also approved the use of \$217,894,011 of other funds for the total project budget of \$539,940.451.

Ms. Grovenstein reviewed page one showing the status of the approved 273 projects and Attachment A with the Committee.

Ms. Grovenstein and the Committee discussed the item.

---

**MINUTES**  
**State Board of Community Colleges**  
**FINANCE COMMITTEE**  
**Thursday, January 16, 2020 – 1:45 p.m.**

**NEW BUSINESS**

Update to Revised Allocation for NC Career Coach Program FY 2019-20, FY 2020-21, and FY 2021-22 (Attachment FC 08)

Chairman Rose asked for a motion to move FC 08 from New Business to Action Consent Item, Mr. Walker motioned, Mr. Johnson second the motion. The Committee approved the motion.

Ms. Grovenstein stated this is a late breaking item to be added to the agenda.

Ms. Grovenstein stated this item is a correction to the item approved on December 11, 2019. The allocation for Blue Ridge Community College needs to be corrected due to the LEA locations of their three career coaches.

Ms. Grovenstein explained to the Committee the General Assembly approved a change to the matching requirements in state law.

Ms. Grovenstein explained the change in the law for the NC Career Coach Program that went into effect on July 1, 2019.

Ms. Grovenstein reviewed the table on page two of Attachment FC 08 with the Committee.

Ms. Grovenstein, Dr. Kelley, and the Committee discussed the item

Mr. Walker motioned for approval; Mr. Johnson second the motion. The Committee approved the Update to Revised Allocation for NC Career Coach Program FY 2019-20, FY 2020-21, and FY 2021-22 (Attachment FC 08) as presented.

**ADJOURNMENT**

Mr. Walker motioned for the meeting to adjourn, seconded by Mr. Sullivan and the meeting was adjourned at 2:30 p.m.

Respectfully Submitted,

Petrina Lyons,  
Recording Secretary

**STATE BOARD OF COMMUNITY COLLEGES  
2020-21 Budget Priorities**

Budget Priority	2020-2021
<p><b>Employee Salaries</b> Attracting &amp; retaining faculty &amp; staff to prepare North Carolina's future workforce is challenging, especially in high-demand, high-skilled areas such as nursing and the trades. NC community college average faculty salary ranks 44<sup>th</sup> in the nation and lags the NC K-12 average teacher salary and UNC System faculty salary. Request a 5% increase for community college employees giving parity with State employees. <i>(State employees received 2.5% effective July 1, 2019 and will receive an additional 2.5% effective July 1, 2020.)</i></p>	<b>\$62,000,000 R*</b>
<p><b>Enrollment Growth</b> Request full funding for enrollment growth. Enrollment is currently estimated to increase by approximately 8,600 budget FTE, a 3.7% overall increase (3.3% increase for curriculum, 8.4% increase for short-term workforce continuing education, and -3.2% for basic skills).</p>	<b>\$40,200,000 R*</b>
<p><b>Modern and Secure College IT System</b> Upgrade IT system serving all 58 community colleges, including online registration for short-term workforce continuing education courses. \$4 million in recurring funds is needed to continue to develop and to operate and maintain IT projects funded in the 2019 session (online short-term workforce registration &amp; finance phase of IT modernization). Recurring funds are requested (\$1.2 million) for 8 System Office regionally-based IT security officers to work directly with colleges. Non-recurring funds for security assessments for colleges (\$2 million) &amp; online cybersecurity training for community college employees (\$250,000).</p>	<b>\$5,200,000 R \$2,250,000 NR</b>
<b>TOTAL</b>	<b>\$107,400,000 R \$2,250,000 NR</b>

\* Estimates will be revised using college Spring Census data in mid-March 2020.

**Capital & Equipment Funding.** Continue to advocate for inclusion of community colleges in pay-as-you-go funding or bonds as well as equipment needs.

**Financial Aid Scholarship for Workforce Training.** Need based financial aid for workforce training administered by colleges and funded by \$5,000,000 recurring from the NC Education Lottery or other non-General Fund sources.

**STATE BOARD OF COMMUNITY COLLEGES**  
**State Board Reserve Allocation for Mental Health and Safety**  
**FY 2019-20**

**Request:** The State Board of Community Colleges (SBCC) is asked to approve an allocation of up to \$75,000 to Surry Community College from State Board Reserve to fund campus mental health and safety activities as part of the work of the NC Association of Community College Presidents' Mental Health and Safety Committee. The activities will include:

- A study to identify potential opportunities and recommendations for a financial strategy for the system to help address behavioral issues faced by students and staff (up to \$25,000)
- Campus safety and threat assessment training opportunities for college police and other safety and security staff (up to \$50,000)

**Strategic Plan Reference:**

**Theme: Clear and Supported Pathways for Student Progress and Success**

Goal 2: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.4: Help college employees understand and employ effective teaching/coaching strategies for all students, including those who are dealing with the impacts of poverty, trauma, addiction, mental illness, disabilities, or other challenges.

**Background:** The NC Association of Community College Presidents formed a Mental Health and Safety Task Force in Fall 2019 and at its January 2020 meeting amended its bylaws to add the Mental Health and Safety Committee as a permanent, standing committee of the association. Two initial projects of the committee include the assessment of behavioral health services and increased training opportunities for campus safety officials. Surry Community College has agreed to serve as the fiscal agent to support the Mental Health and Safety Committee's activities.

**Budget:** The final cost of the study and training has not been determined, but the Board is asked to approve up to \$25,000 for the study and up to \$50,000 for the training.

**Fund Source and Availability:** FY 2019-20 funding is available from the State Board Reserve from July 1, 2019 through June 30, 2020.

**Contact:**

Andrea Poole  
Deputy Chief of Staff



**STATE BOARD OF COMMUNITY COLLEGES**  
**Service Agreement for Quality Acceptance Inspector**  
**FY 2019-20**

**Request:** The State Board of Community Colleges is requested to approve a three-year service agreement 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 the memo from Odessa McGlown, 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 that 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, 2020 through February 28, 2023 for an amount not to exceed \$390,861.36 (\$144,544.52 for March 2020–February 2021; \$120,936.56 for March 2021-February 2022; and \$125,380.28 for March 2022-February 2023). NOTE: First year includes cost for purchase of equipment and a vehicle.

**Fund Availability:** The funding will be held from the State allocations to the 58 colleges.

**Contact Person:**

Elizabeth Grovenstein,  
Vice President, Business & Finance

**STATE BOARD OF COMMUNITY COLLEGES**  
**Service Agreement for College and Career Readiness Online Training**  
**FY 2020-21**

**Request:** The State Board of Community Colleges is requested to approve a service agreement not to exceed \$46,000 to Surry Community College, Virtual Learning Community (VLC) Quality Assessment Center for services for online training for college faculty in the College and Career Readiness (CCR) program. The services will include enrollment management, facilitation of courses, distribution of CCR Adult Education Core Certificates of Completion, oversight of course content updates and reporting through the Blackboard Open LMS (Moodle) learning management system (LMS).

**Strategic Plan Reference:**

**Theme: Economic and Workforce Impact**

GOAL: 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 3.2: Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.
  - Strategy 3.2.1: Provide accessible, affordable, and high-quality professional development to faculty and staff to stay informed about labor market and student support trends.

**Background:** Under Title II of the Workforce Innovation and Opportunity Act (WIOA)., the North Carolina Community College System, CCR section must establish and operate a high-quality professional development program to improve the instruction in the delivery of adult education and literacy activities. To meet this requirement, CCR established the Core Credential System. This system provides instructors an opportunity to take a series of training modules designed to improve their instruction. In 2016, the CCR unit implemented a continuous improvement plan for the Core Credential System. As a result of assessing opportunities for improvement, the Core Credential System needed to address low retention and system efficiencies. To improve retention, the Core Credential courses were revised to be offered in an online format and hosted in an LMS. This change allowed for a schedule that better met the needs of instructors' schedules and provided better tracking of enrollment, attendance and completion. Currently, the CCR unit is assessing cost of hosting services. The NCCCS CCR section currently contracts with Appalachian State University (ASU) to provide the staff development training courses. The CCR unit is evaluating professional development needs and associated costs.

**Rationale for Contract:** In 2019, NCCCS, CCR migrated its core credential courses to the NCCCS's Open LMS to bring these resources in-house. This ensured that course content is secure and allows for more internal administrative control. This site is managed by the NCCCS, VLC Quality Assessment Center managed by Surry Community College. The NCCCS VLC can host and manage the CCR content and website and provide all services needed to administer the CCR Core Credential System which include marketing, registration, course delivery, analytics and most importantly, the ability to develop online instruction benchmarked to national standards for quality online design. This service agreement with the VLC will also result in considerable cost savings.

**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 is from February 21, 2020 – June 30, 2021, or until funds are depleted, for a total cost not to exceed \$46,000.

**Fund Source & Availability:** Funding is available from the Workforce Innovation and Opportunity Act (WIOA), Title II Adult Education and Family Literacy Act (AEFLA) grant, State Leadership activities.

**Contact:**

Gilda Rubio-Festa  
Associate Vice President,  
College and Career Readiness

Daniel Loges  
Director of Professional Development,  
College and Career Readiness

## Attachment A

### Schedule

1. ASE Language Arts Credential Course – April 20, 2020 – June 26, 2020
2. Core Credential Course – July 6, 2020 – Sept. 11, 2020
3. ASE Mathematics Credential Course – July 6, 2020 – Sept. 11, 2020
4. Core Credential Course – Sep. 21, 2020 – Nov. 27, 2020
5. ASE Language Arts Credential Course – Sep. 21, 2020 – Nov. 27, 2020
6. Core Credential Course – Jan. 4, 2021 – March 12, 2021
7. ASE Mathematics Credential Course – Jan. 4, 2021 – March 12, 2021
8. Core Credential Course – March 22, 2021 – May 28, 2021
9. ASE Language Arts Credential Course – March 22, 2021 – May 28, 2021

### Course Revision Schedule

Jan. 6, 2020 – through April 6, 2020 – revision and addition of ADA compliance requirements for ASE LA Course: due 4/6/2020

Jan. 6, 2020 – through June 15, 2020 – revision and addition of ADA compliance requirements for Core Credential Course: due 6/15/20

Jan. 6, 2020 – through June 15, 2020 – revision and addition of ADA compliance requirements for ASE MA Course: due 6/15/20

### Course Management Schedule

April 20, 2020 – June 26, 2020 – ASE LA course reports due 7/10/2020

July 6, 2020 – Sept. 11, 2020 – ASE Math course: reports due 9/25/2020

July 6, 2020 – Sept. 11, 2020 – Core Credential Course: reports due 9/25/2020

Sept. 21, 2020 – Nov. 27, 2020 – ASE LA Course reports due 12/11/2020

Sept. 21, 2020 – Nov. 27, 2020 – Core Credential Course: reports due 12/11/2020

Jan. 4, 2021 – March 12, 2021 – ASE Math course: reports due 3/26/21

Jan. 4, 2021 – March 12, 2021 – Core credential Course reports due 3/26/21

March 22, 2021 – May 28, 2021 – ASE LA Course reports due 6/11/21

March 22, 2021 – May 28, 2021 – Core Credential Course: reports due 6/11/21

Payment Schedule: Quarterly invoices shall be submitted to NCCCS no later than 30 days after services are provided. Services to include enrollment management of \$1,250 per quarter, facilitation of courses for \$3,000 per course, distribution of credentials for \$0.00, and technical support of course content updates in the Blackboard Open LMS to working educators at the North Carolina Community Colleges and Community-based organizations included in the enrollment management fee. Services to edit or develop courses may be added at the request of the CCR staff in a range from \$500-3,000 as determined by CCR and VLC staff. Invoices will be submitted to CCR professional development staff.

**STATE BOARD OF COMMUNITY COLLEGES**  
**Allocation NC Career Coach Program**  
**FY 2020-21, FY 2121-22, and FY 2022-23**

**Request:** The State Board is asked to approve allocations of \$1,438,146 for each fiscal year 2020-2021, 2021-2022, and 2022-2023 for salary, benefits, and travel expenses of General Fund-supported Career Coaches. Recommendations are based on an established NC Career Coach advisory committee. Funding will be adjusted as appropriate for legislative salary and benefits rate increases.

Additionally, the State Board is asked to approve allocations of \$237,492 for fiscal years 2020-21 through 2026-27 for salary, benefits, and travel expenses of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) supported Career Coaches.

**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 would enable students to achieve these goals.

The General Assembly appropriated funds to the North Carolina Community College System for the implementation of the NC Career Coach program. These funds shall only be used for salary, benefits, and travel expenses. The board of trustees of a community college and a local board of education of a local school administrative unit 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.

The NC Community College System has also partnered with the University of North Carolina System Office on a new seven-year Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant from the U.S. Department of Education. As part of this grant, NCCCS will receive funding for seven years for three career coaches. Funding will support the full cost of the career coach, must serve specific counties selected by the UNC System Office for the GEAR UP grant, and must fund new career coaches so as to not supplant state funds. Table 2 shows the proposed allocation of these funds.

**Rationale:** G.S. 115D-21.5, as enacted in Section 10.14 of S.L. 2015-241 (H97), 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.

The advisory committee reviewed applications submitted by 33 partnerships and recommend the awards based on the following criteria:

- 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: General Fund Awards**

College	Region	Tier Ranking	# NC Career Coaches	2020-21 Allocations	2021-22 Allocations	2022-23 Allocations
Asheville-Buncombe Tech	Western	Tier 2	1	52,776	52,776	52,776
Beaufort County – Hyde Co.	Eastern	Tier 1	1	79,164	79,164	79,164
Beaufort County – Tyrrell Co.	Eastern	Tier 1	1	79,164	79,164	79,164
Cape Fear	Eastern	Tier 3	1	39,582	39,582	39,582
Carteret	Eastern	Tier 2	2	105,552	105,552	105,552
Central Carolina	Central	Tier 2	1	52,776	52,776	52,776
Central Piedmont	Central	Tier 3	1	39,582	39,582	39,582
Davidson County – Davie Co.	Western	Tier 3	1	39,582	39,582	39,582
Davidson County – Davidson Co.	Western	Tier 2	1	52,776	52,776	52,776
James Sprunt	Eastern	Tier 1	1	79,164	79,164	79,164
Johnston	Central	Tier 3	2	79,164	79,164	79,164
Martin – Bertie Co.	Eastern	Tier 1	1	79,164	79,164	79,164
Martin – Martin Co.	Eastern	Tier 1	1	79,164	79,164	79,164
McDowell Tech	Western	Tier 2	1	52,776	52,776	52,776
Mitchell	Western	Tier 3	1	39,582	39,582	39,582
Rowan Cabarrus	Central	Tier 3	1	39,582	39,582	39,582
Sampson	Eastern	Tier 1	2	158,328	158,328	158,328
South Piedmont – Union Co.	Central	Tier 3	2	79,164	79,164	79,164
Wilkes	Western	Tier 2	4	211,104	211,104	211,104
<b>Total</b>			<b>26</b>	<b>\$1,438,146</b>	<b>\$1,438,146</b>	<b>\$1,438,146</b>

**Table 2: GEAR UP Awards**

<b>College</b>	<b>Region</b>	<b>Tier Ranking</b>	<b># NC Career Coaches</b>	<b>2020-27 Fiscal Year Allocation</b>
Beaufort County – Washington Co.	Eastern	Tier 1	1	79,164
South Piedmont – Anson Co.	Central	Tier 1	1	79,164
Southwestern	Western	Tier 1	1	79,164
<b>Total</b>			<b>3</b>	<b>\$ 237,492</b>

**Fund Source and Availability:**

General Fund: FY 2020-21, FY 2021-22, and FY 2022-2023 allocations are contingent upon approval of State General Fund appropriation and adjusted by any legislative action.

GEAR UP: Funds have been granted for seven years from the U.S. Department of Education through a partnership with the University of North Carolina System Office.

**Contact:**

Jennifer McLean  
Associate Director, Student Support Services

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

College Budget Summary

Fiscal Year 2019-20

College	CURRENT OPERATING									PLANT FUND		CURRENT & CAPITAL TOTAL
	1XX Institutional Support	2XX Curriculum Instruction	3XX Continuing Education	4XX Academic Support	5XX Student Support	6XX Plant Op & Maint.	7XX Proprietary/ Other	8XX Student Aid	Subtotal	9XX Capital (ex. CI)	CI Projects	
<b>Alamance Community College</b>												
State	4,585,000	12,700,000	3,432,572	2,686,626	1,947,589				25,351,787	352,000	-	25,703,787
County	582,500					2,881,812			3,464,312	-	-	3,464,312
Institutional	450,000	-	193,000	600	559,000		1,770,400	6,392,889	9,365,889			9,365,889
<b>Total</b>	<b>\$5,617,500</b>	<b>\$12,700,000</b>	<b>\$3,625,572</b>	<b>\$2,687,226</b>	<b>\$2,506,589</b>	<b>\$2,881,812</b>	<b>\$1,770,400</b>	<b>\$6,392,889</b>	<b>\$38,181,988</b>	<b>\$352,000</b>	<b>\$0</b>	<b>\$38,533,988</b>
<b>Asheville-Buncombe Technical Community College</b>												
State	8,223,534	18,422,227	4,259,551	4,098,850	3,514,063	-	-	-	38,518,225	1,713,760	2,853,965	43,085,950
County	902,508	-	-	-	-	6,380,108	-	-	7,282,616	-	-	7,282,616
Institutional	504,250	1,522,000	1,362,000	98,000	166,000	230,000	3,318,000	9,240,000	16,440,250	-	300,000	16,740,250
<b>Total</b>	<b>\$9,630,292</b>	<b>\$19,944,227</b>	<b>\$5,621,551</b>	<b>\$4,196,850</b>	<b>\$3,680,063</b>	<b>\$6,610,108</b>	<b>\$3,318,000</b>	<b>\$9,240,000</b>	<b>\$62,241,091</b>	<b>\$1,713,760</b>	<b>\$3,153,965</b>	<b>\$67,108,816</b>
<b>Beaufort County Community College</b>												
State	2,454,509	4,590,992	1,898,723	1,157,578	1,137,087	-	-	-	11,238,889	292,642	4,300,352	15,831,883
County	501,862	-	-	-	-	2,195,256	-	-	2,697,118	140,000	126,000	2,963,118
Institutional	95,230	76,200	78,300	650	136,188	-	1,278,532	2,822,058	4,487,158	-	-	4,487,158
<b>Total</b>	<b>\$3,051,601</b>	<b>\$4,667,192</b>	<b>\$1,977,023</b>	<b>\$1,158,228</b>	<b>\$1,273,275</b>	<b>\$2,195,256</b>	<b>\$1,278,532</b>	<b>\$2,822,058</b>	<b>\$18,423,165</b>	<b>\$432,642</b>	<b>\$4,426,352</b>	<b>\$23,282,159</b>
<b>Bladen Community College</b>												
State	2,829,368	4,916,671	994,801	532,636	762,466				10,035,942	412,018	-	10,447,960
County	204,837	-	-	-	-	864,714			1,069,551	135,610	135,610	1,340,771
Institutional	80,000	425,000	65,000	1,000	50,000	-	882,000	3,603,000	5,106,000			5,106,000
<b>Total</b>	<b>\$3,114,205</b>	<b>\$5,341,671</b>	<b>\$1,059,801</b>	<b>\$533,636</b>	<b>\$812,466</b>	<b>\$864,714</b>	<b>\$882,000</b>	<b>\$3,603,000</b>	<b>\$16,211,493</b>	<b>\$547,628</b>	<b>\$135,610</b>	<b>\$16,894,731</b>
<b>Blue Ridge Community College</b>												
State	3,922,120	7,181,390	2,169,437	1,071,737	1,076,708	-	-	-	15,421,392	194,685	564,288	16,180,365
County	859,126	325,706	34,214	51,598	611,073	2,966,743	-	-	4,848,460	-	199,000	5,047,460
Institutional	444,045	616,596	1,034,402	610	66,484	-	653,111	5,394,608	8,209,856	-		8,209,856
<b>Total</b>	<b>\$5,225,291</b>	<b>\$8,123,692</b>	<b>\$3,238,053</b>	<b>\$1,123,945</b>	<b>\$1,754,265</b>	<b>\$2,966,743</b>	<b>\$653,111</b>	<b>\$5,394,608</b>	<b>\$28,479,708</b>	<b>\$194,685</b>	<b>\$763,288</b>	<b>\$29,437,681</b>
<b>Brunswick Community College</b>												
State	2,947,811	5,188,498	2,101,214	1,088,330	808,822	-	-	-	12,134,675	466,245	-	12,600,920
County	667,846	-	140,000	-	173,338	2,892,242	-	-	3,873,426	323,000	-	4,196,426
Institutional	15,674	152,223	950,376	-	4,406	-	951,100	2,684,783	4,758,562	-	-	4,758,562
<b>Total</b>	<b>\$3,631,331</b>	<b>\$5,340,721</b>	<b>\$3,191,590</b>	<b>\$1,088,330</b>	<b>\$986,566</b>	<b>\$2,892,242</b>	<b>\$951,100</b>	<b>\$2,684,783</b>	<b>\$20,766,663</b>	<b>\$789,245</b>	<b>\$0</b>	<b>\$21,555,908</b>
<b>Caldwell Community College</b>												
State	4,908,529	10,901,439	3,185,475	2,172,821	2,096,745				23,265,009	985,478	-	24,250,487
County	693,886	-	-	27,300	103,085	3,375,922			4,200,193	318,705		4,518,898
Institutional	450,502	662,361	45,775	89,609	333,951	-	1,587,520	5,504,099	8,673,817			8,673,817
<b>Total</b>	<b>\$6,052,917</b>	<b>\$11,563,800</b>	<b>\$3,231,250</b>	<b>\$2,289,730</b>	<b>\$2,533,781</b>	<b>\$3,375,922</b>	<b>\$1,587,520</b>	<b>\$5,504,099</b>	<b>\$36,139,019</b>	<b>\$1,304,183</b>	<b>\$0</b>	<b>\$37,443,202</b>



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

College Budget Summary

Fiscal Year 2019-20

College	CURRENT OPERATING									PLANT FUND		CURRENT & CAPITAL TOTAL
	1XX Institutional Support	2XX Curriculum Instruction	3XX Continuing Education	4XX Academic Support	5XX Student Support	6XX Plant Op & Maint.	7XX Proprietary/ Other	8XX Student Aid	Subtotal	9XX Capital (ex. CI)	CI Projects	
<b>Cape Fear Community College</b>												
State	7,626,629	28,033,508	3,955,266	4,601,368	4,005,981	-	-	-	48,222,752	1,858,233	1,293,838	51,374,823
County	1,107,344	-	-	-	-	10,498,460	-	-	11,605,804	-	1,446,407	13,052,211
Institutional	241,000	1,691,000	10,000	-	40,000	-	12,605,000	14,025,000	28,612,000	-	-	28,612,000
<b>Total</b>	<b>\$8,974,973</b>	<b>\$29,724,508</b>	<b>\$3,965,266</b>	<b>\$4,601,368</b>	<b>\$4,045,981</b>	<b>\$10,498,460</b>	<b>\$12,605,000</b>	<b>\$14,025,000</b>	<b>\$88,440,556</b>	<b>\$1,858,233</b>	<b>\$2,740,245</b>	<b>\$93,039,034</b>
<b>Carteret Community College</b>												
State	3,395,093	5,638,541	1,235,242	917,960	789,673	-	-	-	11,976,509	527,602	2,587,278	15,091,389
County	311,228	-	-	-	-	2,303,772	-	-	2,615,000	-	2,751,905	5,366,905
Institutional	375,000	300,000	275,000	18,500	569,500	-	135,000	3,200,000	4,873,000	250,000	2,393,094	7,516,094
<b>Total</b>	<b>\$4,081,321</b>	<b>\$5,938,541</b>	<b>\$1,510,242</b>	<b>\$936,460</b>	<b>\$1,359,173</b>	<b>\$2,303,772</b>	<b>\$135,000</b>	<b>\$3,200,000</b>	<b>\$19,464,509</b>	<b>\$777,602</b>	<b>\$7,732,277</b>	<b>\$27,974,388</b>
<b>Catawba Valley Community College</b>												
State	5,312,187	14,744,704	2,153,932	3,980,059	1,931,936	-	-	-	28,122,818	998,451	3,272,022	32,393,291
County	688,751	67,043	27,161	16,560	12,800	3,869,685	-	-	4,682,000	-	5,572,709	10,254,709
Institutional	-	-	-	-	775,000	-	4,757,500	6,859,117	12,391,617	-	-	12,391,617
<b>Total</b>	<b>\$6,000,938</b>	<b>\$14,811,747</b>	<b>\$2,181,093</b>	<b>\$3,996,619</b>	<b>\$2,719,736</b>	<b>\$3,869,685</b>	<b>\$4,757,500</b>	<b>\$6,859,117</b>	<b>\$45,196,435</b>	<b>\$998,451</b>	<b>\$8,844,731</b>	<b>\$55,039,617</b>
<b>Central Carolina Community College</b>												
State	4,872,103	15,766,023	3,617,248	4,584,186	2,712,105	-	-	-	31,551,665	1,310,728	-	32,862,393
County	586,729	-	-	-	-	4,544,168	317,243	535,000	5,983,140	155,000	-	6,138,140
Institutional	110,313	3,127,338	160,000	2,574,000	1,894,944	-	748,221	7,702,749	16,317,565	-	-	16,317,565
<b>Total</b>	<b>\$5,569,145</b>	<b>\$18,893,361</b>	<b>\$3,777,248</b>	<b>\$7,158,186</b>	<b>\$4,607,049</b>	<b>\$4,544,168</b>	<b>\$1,065,464</b>	<b>\$8,237,749</b>	<b>\$53,852,370</b>	<b>\$1,465,728</b>	<b>\$0</b>	<b>\$55,318,098</b>
<b>Central Piedmont Community College</b>												
State	20,296,048	43,724,743	5,964,386	14,413,225	12,703,768	-	-	-	97,102,170	3,578,961	512,250	101,193,381
County	7,727,429	1,435,929	385,342	1,948,064	2,127,363	24,259,908	-	-	37,884,035	-	132,645,346	170,529,381
Institutional	169,093	1,499,151	4,752,277	38,929	1,482,370	-	16,787,440	31,472,719	56,201,979	-	3,809,593	60,011,572
<b>Total</b>	<b>\$28,192,570</b>	<b>\$46,659,823</b>	<b>\$11,102,005</b>	<b>\$16,400,218</b>	<b>\$16,313,501</b>	<b>\$24,259,908</b>	<b>\$16,787,440</b>	<b>\$31,472,719</b>	<b>\$191,188,184</b>	<b>\$3,578,961</b>	<b>\$136,967,189</b>	<b>\$331,734,334</b>
<b>Cleveland Community College</b>												
State	3,716,945	7,279,893	3,276,098	2,542,761	1,501,966	-	-	-	18,317,663	815,865	1,109,000	20,242,528
County	303,383	-	-	-	-	1,876,489	-	-	2,179,872	-	583,020	2,762,892
Institutional	85,000	159,578	195,000	1,200	631,655	-	200,575	4,522,479	5,795,487	-	1,750,000	7,545,487
<b>Total</b>	<b>\$4,105,328</b>	<b>\$7,439,471</b>	<b>\$3,471,098</b>	<b>\$2,543,961</b>	<b>\$2,133,621</b>	<b>\$1,876,489</b>	<b>\$200,575</b>	<b>\$4,522,479</b>	<b>\$26,293,022</b>	<b>\$815,865</b>	<b>\$3,442,020</b>	<b>\$30,550,907</b>
<b>College of the Albemarle</b>												
State	3,494,486	7,586,911	1,304,741	2,014,175	1,614,460	-	-	-	16,014,773	634,426	-	16,649,199
County	331,022	-	-	-	-	2,421,262	-	-	2,752,284	-	900,000	3,652,284
Institutional	350,000	245,000	30,000	57,000	300,000	-	-	2,693,887	3,675,887	76,500	-	3,752,387
<b>Total</b>	<b>\$4,175,508</b>	<b>\$7,831,911</b>	<b>\$1,334,741</b>	<b>\$2,071,175</b>	<b>\$1,914,460</b>	<b>\$2,421,262</b>	<b>\$0</b>	<b>\$2,693,887</b>	<b>\$22,442,944</b>	<b>\$710,926</b>	<b>\$900,000</b>	<b>\$24,053,870</b>

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

College Budget Summary

Fiscal Year 2019-20

College	CURRENT OPERATING									PLANT FUND		CURRENT & CAPITAL TOTAL
	1XX Institutional Support	2XX Curriculum Instruction	3XX Continuing Education	4XX Academic Support	5XX Student Support	6XX Plant Op & Maint.	7XX Proprietary/ Other	8XX Student Aid	Subtotal	9XX Capital (ex. CI)	CI Projects	
<b>Coastal Carolina Community College</b>												
State	3,514,886	16,258,749	2,876,536	3,347,141	2,671,259	-	-	-	28,668,571	953,807	-	29,622,378
County	552,857	-	-	-	-	4,141,402	-	-	4,694,259	297,491	6,991,642	11,983,392
Institutional	258,190	75,049	675,069	-	177,256	-	1,977,101	8,382,107	11,544,772	-	-	11,544,772
<b>Total</b>	<b>\$4,325,933</b>	<b>\$16,333,798</b>	<b>\$3,551,605</b>	<b>\$3,347,141</b>	<b>\$2,848,515</b>	<b>\$4,141,402</b>	<b>\$1,977,101</b>	<b>\$8,382,107</b>	<b>\$44,907,602</b>	<b>\$1,251,298</b>	<b>\$6,991,642</b>	<b>\$53,150,542</b>
<b>Craven Community College</b>												
State	4,960,747	7,644,108	2,469,888	2,600,401	2,152,709	-	-	-	19,827,853	767,262	2,940,365	23,535,480
County	663,249	-	-	-	-	3,131,296	-	-	3,794,545	-	500,000	4,294,545
Institutional	460,278	1,515,164	612,641	11,866	560,800	48,894	1,362,378	5,757,901	10,329,922	-	1,483,952	11,813,874
<b>Total</b>	<b>\$6,084,274</b>	<b>\$9,159,272</b>	<b>\$3,082,529</b>	<b>\$2,612,267</b>	<b>\$2,713,509</b>	<b>\$3,180,190</b>	<b>\$1,362,378</b>	<b>\$5,757,901</b>	<b>\$33,952,320</b>	<b>\$767,262</b>	<b>\$4,924,317</b>	<b>\$39,643,899</b>
<b>Davidson County Community College</b>												
State	4,773,852	10,010,299	2,418,649	2,010,386	3,300,059	-	-	-	22,513,245	1,000,148	574,265	24,087,658
County	521,980	-	-	-	-	3,509,881	-	-	4,031,861	-	636,000	4,667,861
Institutional	969,245	597,547	380,210	-	2,163,920	-	1,168,406	10,897,555	16,176,883	-	122,500	16,299,383
<b>Total</b>	<b>6,265,077</b>	<b>10,607,846</b>	<b>2,798,859</b>	<b>2,010,386</b>	<b>5,463,979</b>	<b>3,509,881</b>	<b>1,168,406</b>	<b>10,897,555</b>	<b>42,721,989</b>	<b>1,000,148</b>	<b>1,332,765</b>	<b>\$45,054,902</b>
<b>Durham Technical Community College</b>												
State	6,085,891	14,917,429	2,998,145	2,877,548	2,481,853	-	-	-	29,360,866	1,094,098	-	30,454,964
County	2,117,803	-	250,000	-	64,851	4,618,944	-	1,776,230	8,827,828	70,586	12,851,914	21,750,328
Institutional	13,000	393,443	350,010	-	-	-	921,209	12,041,374	13,719,036	-	-	13,719,036
<b>Total</b>	<b>\$8,216,694</b>	<b>\$15,310,872</b>	<b>\$3,598,155</b>	<b>\$2,877,548</b>	<b>\$2,546,704</b>	<b>\$4,618,944</b>	<b>\$921,209</b>	<b>\$13,817,604</b>	<b>\$51,907,730</b>	<b>\$1,164,684</b>	<b>\$12,851,914</b>	<b>\$65,924,328</b>
<b>Edgecombe Community College</b>												
State	3,324,398	6,554,887	1,405,427	1,966,965	1,296,086	-	-	-	14,547,763	525,070	1,049,083	16,121,916
County	177,551	-	-	-	-	1,662,527	-	-	1,840,078	31,226	428,781	2,300,085
Institutional	237,850	280,000	28,000	-	440,000	-	1,420,000	9,834,565	12,240,415	-	725,000	12,965,415
<b>Total</b>	<b>\$3,739,799</b>	<b>\$6,834,887</b>	<b>\$1,433,427</b>	<b>\$1,966,965</b>	<b>\$1,736,086</b>	<b>\$1,662,527</b>	<b>\$1,420,000</b>	<b>\$9,834,565</b>	<b>\$28,628,256</b>	<b>\$556,296</b>	<b>\$2,202,864</b>	<b>\$31,387,416</b>
<b>Fayetteville Technical Community College</b>												
State	13,960,217	36,577,231	13,540,483	6,725,088	7,296,859	-	-	-	78,099,878	3,248,947	3,198,305	84,547,130
County	1,901,921	274,037	-	356,606	2,000	11,042,498	-	-	13,577,062	64,368	467,491	14,108,921
Institutional	330,000	1,638,393	21,477	-	664	-	10,034,165	45,569,406	57,594,105	-	-	57,594,105
<b>Total</b>	<b>\$16,192,138</b>	<b>\$38,489,661</b>	<b>\$13,561,960</b>	<b>\$7,081,694</b>	<b>\$7,299,523</b>	<b>\$11,042,498</b>	<b>\$10,034,165</b>	<b>\$45,569,406</b>	<b>\$149,271,045</b>	<b>\$3,313,315</b>	<b>\$3,665,796</b>	<b>\$156,250,156</b>
<b>Forsyth Technical Community College</b>												
State	7,537,344	25,861,229	4,072,785	4,388,433	3,554,548	300,000	-	-	45,714,339	1,932,820	6,688,673	54,335,832
County	3,184,346	-	-	-	-	7,192,998	-	-	10,377,344	68,000	5,803,312	16,248,656
Institutional	-	3,279,521	691,190	-	-	-	2,526,537	23,292,965	29,790,213	150,000	-	29,940,213
<b>Total</b>	<b>\$10,721,690</b>	<b>\$29,140,750</b>	<b>\$4,763,975</b>	<b>\$4,388,433</b>	<b>\$3,554,548</b>	<b>\$7,492,998</b>	<b>\$2,526,537</b>	<b>\$23,292,965</b>	<b>\$85,881,896</b>	<b>\$2,150,820</b>	<b>\$12,491,985</b>	<b>\$100,524,701</b>

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

College Budget Summary

Fiscal Year 2019-20

College	CURRENT OPERATING									PLANT FUND		CURRENT & CAPITAL TOTAL
	1XX Institutional Support	2XX Curriculum Instruction	3XX Continuing Education	4XX Academic Support	5XX Student Support	6XX Plant Op & Maint.	7XX Proprietary/ Other	8XX Student Aid	Subtotal	9XX Capital (ex. CI)	CI Projects	
<b>Gaston College</b>												
State	5,407,263	14,659,859	1,867,074	4,789,793	3,228,875	-	-	-	29,952,864	1,861,373	4,023,458	35,837,695
County	543,784	-	-	-	-	5,268,313	-	-	5,812,097	697,219	229,000	6,738,316
Institutional	1,566,374	253,399	-	200,000	1,008,252	-	5,147,546	8,453,728	16,629,299	-	-	16,629,299
<b>Total</b>	<b>\$7,517,421</b>	<b>\$14,913,258</b>	<b>\$1,867,074</b>	<b>\$4,989,793</b>	<b>\$4,237,127</b>	<b>\$5,268,313</b>	<b>\$5,147,546</b>	<b>\$8,453,728</b>	<b>\$52,394,260</b>	<b>\$2,558,592</b>	<b>\$4,252,458</b>	<b>\$59,205,310</b>
<b>Guilford Technical Community College</b>												
State	11,491,795	30,040,890	6,067,026	7,734,562	4,836,666	-	-	-	60,170,939	2,159,025	7,069,071	69,399,035
County	1,836,073	574,161	-	-	-	14,121,766	-	-	16,532,000	118,000	5,434,043	22,084,043
Institutional	1,542,254	593,587	529,515	1,370,092	259,498	175,000	7,078,532	45,790,806	57,339,284	1,807,843	3,060,235	62,207,362
<b>Total</b>	<b>\$14,870,122</b>	<b>\$31,208,638</b>	<b>\$6,596,541</b>	<b>\$9,104,654</b>	<b>\$5,096,164</b>	<b>\$14,296,766</b>	<b>\$7,078,532</b>	<b>\$45,790,806</b>	<b>\$134,042,223</b>	<b>\$4,084,868</b>	<b>\$15,563,349</b>	<b>\$153,690,440</b>
<b>Halifax Community College</b>												
State	2,343,512	3,743,657	961,038	741,596	836,994	-	-	-	8,626,797	134,986	-	8,761,783
County	175,247	-	-	-	-	1,256,645	-	-	1,431,892	168,070	-	1,599,962
Institutional	37,892	-	-	194,000	1,989,075	-	317,017	2,596,266	5,134,250	1,693,251	-	6,827,501
<b>Total</b>	<b>\$2,556,651</b>	<b>\$3,743,657</b>	<b>\$961,038</b>	<b>\$935,596</b>	<b>\$2,826,069</b>	<b>\$1,256,645</b>	<b>\$317,017</b>	<b>\$2,596,266</b>	<b>\$15,192,939</b>	<b>\$1,996,307</b>	<b>\$0</b>	<b>\$17,189,246</b>
<b>Haywood Community College</b>												
State	2,826,519	5,682,114	1,240,703	671,987	906,355	-	-	-	11,327,678	473,250	-	11,800,928
County	796,501	-	-	-	-	2,132,339	-	-	2,928,840	417,000	-	3,345,840
Institutional	114,238	634,638	131,224	-	-	-	1,295,123	3,367,753	5,542,976	-	255,295	5,798,271
<b>Total</b>	<b>\$3,737,258</b>	<b>\$6,316,752</b>	<b>\$1,371,927</b>	<b>\$671,987</b>	<b>\$906,355</b>	<b>\$2,132,339</b>	<b>\$1,295,123</b>	<b>\$3,367,753</b>	<b>\$19,799,494</b>	<b>\$890,250</b>	<b>\$255,295</b>	<b>\$20,945,039</b>
<b>Isothermal Community College</b>												
State	2,728,057	5,940,429	1,081,451	2,016,129	1,083,559	-	-	-	12,849,625	643,902	963,027	14,456,554
County	298,544	-	-	50,190	-	2,335,344	-	-	2,684,078	114,000	401,000	3,199,078
Institutional	895,645	856,000	110,000	-	10,000	-	2,598,500	4,521,917	8,992,062	-	-	8,992,062
<b>Total</b>	<b>\$3,922,246</b>	<b>\$6,796,429</b>	<b>\$1,191,451</b>	<b>\$2,066,319</b>	<b>\$1,093,559</b>	<b>\$2,335,344</b>	<b>\$2,598,500</b>	<b>\$4,521,917</b>	<b>\$24,525,765</b>	<b>\$757,902</b>	<b>\$1,364,027</b>	<b>\$26,647,694</b>
<b>James Sprunt Community College</b>												
State	2,872,193	3,522,160	999,468	711,564	791,089	-	-	-	8,896,474	373,890	1,858,414	11,128,778
County	220,992	-	-	-	-	1,756,208	-	-	1,977,200	-	1,130,007	3,107,207
Institutional	54,033	2,624,422	-	-	-	-	830,200	2,636,000	6,144,655	-	711,600	6,856,255
<b>Total</b>	<b>\$3,147,218</b>	<b>\$6,146,582</b>	<b>\$999,468</b>	<b>\$711,564</b>	<b>\$791,089</b>	<b>\$1,756,208</b>	<b>\$830,200</b>	<b>\$2,636,000</b>	<b>\$17,018,329</b>	<b>\$373,890</b>	<b>\$3,700,021</b>	<b>\$21,092,240</b>
<b>Johnston Community College</b>												
State	6,154,200	11,804,508	2,823,920	2,174,913	2,648,202	-	-	-	25,605,743	172,150	-	25,777,893
County	1,114,505	-	-	-	-	3,614,426	-	-	4,728,931	23,000	677,000	5,428,931
Institutional	254,155	413,050	425,000	592,340	110,000	177,620	1,423,377	4,833,500	8,229,042	70,680	10,000	8,309,722
<b>Total</b>	<b>\$7,522,860</b>	<b>\$12,217,558</b>	<b>\$3,248,920</b>	<b>\$2,767,253</b>	<b>\$2,758,202</b>	<b>\$3,792,046</b>	<b>\$1,423,377</b>	<b>\$4,833,500</b>	<b>\$38,563,716</b>	<b>\$265,830</b>	<b>\$687,000</b>	<b>\$39,516,546</b>

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

College Budget Summary

Fiscal Year 2019-20

College	CURRENT OPERATING									PLANT FUND		CURRENT & CAPITAL TOTAL
	1XX Institutional Support	2XX Curriculum Instruction	3XX Continuing Education	4XX Academic Support	5XX Student Support	6XX Plant Op & Maint.	7XX Proprietary/ Other	8XX Student Aid	Subtotal	9XX Capital (ex. CI)	CI Projects	
<b>Lenoir Community College</b>												
State	5,886,506	9,053,355	8,636,946	2,458,624	1,615,114	-	-	-	27,650,545	1,175,020	1,000,000	29,825,565
County	270,722	-	-	-	-	2,658,211	-	-	2,928,933	53,165	514,128	3,496,226
Institutional	946,349	246,759	775,384	2,865	482,757	-	895,974	4,181,430	7,531,518	-	997,452	8,528,970
<b>Total</b>	<b>\$7,103,577</b>	<b>\$9,300,114</b>	<b>\$9,412,330</b>	<b>\$2,461,489</b>	<b>\$2,097,871</b>	<b>\$2,658,211</b>	<b>\$895,974</b>	<b>\$4,181,430</b>	<b>\$38,110,996</b>	<b>\$1,228,185</b>	<b>\$2,511,580</b>	<b>\$41,850,761</b>
<b>Martin Community College</b>												
State	1,769,916	2,561,570	975,938	834,289	517,000	-	-	-	6,658,713	289,109	3,465,199	10,413,021
County	203,001	-	-	-	-	916,828	-	-	1,119,829	60,000	-	1,179,829
Institutional	24,595	52,000	5,500	1,000	-	14,410	374,500	839,264	1,311,269	-	-	1,311,269
<b>Total</b>	<b>\$1,997,512</b>	<b>\$2,613,570</b>	<b>\$981,438</b>	<b>\$835,289</b>	<b>\$517,000</b>	<b>\$931,238</b>	<b>\$374,500</b>	<b>\$839,264</b>	<b>\$9,089,811</b>	<b>\$349,109</b>	<b>\$3,465,199</b>	<b>\$12,904,119</b>
<b>Mayland Community College</b>												
State	2,785,706	2,718,212	2,714,017	991,816	1,143,137	-	-	-	10,352,888	446,427	2,602,200	13,401,515
County	188,508	-	-	-	-	900,324	-	-	1,088,832	65,200	250,000	1,404,032
Institutional	-	-	-	-	-	-	-	-	-	-	1,697,724	1,697,724
<b>Total</b>	<b>\$2,974,214</b>	<b>\$2,718,212</b>	<b>\$2,714,017</b>	<b>\$991,816</b>	<b>\$1,143,137</b>	<b>\$900,324</b>	<b>\$0</b>	<b>\$0</b>	<b>\$11,441,720</b>	<b>\$511,627</b>	<b>\$4,549,924</b>	<b>\$16,503,271</b>
<b>McDowell Technical Community College</b>												
State	2,000,208	4,123,052	945,372	583,294	801,022	-	-	-	8,452,948	443,120	-	8,896,068
County	368,667	-	-	-	-	727,625	-	-	1,096,292	-	80,000	1,176,292
Institutional	22,000	5,000	-	-	-	-	325,000	1,520,000	1,872,000	-	-	1,872,000
<b>Total</b>	<b>\$2,390,875</b>	<b>\$4,128,052</b>	<b>\$945,372</b>	<b>\$583,294</b>	<b>\$801,022</b>	<b>\$727,625</b>	<b>\$325,000</b>	<b>\$1,520,000</b>	<b>\$11,421,240</b>	<b>\$443,120</b>	<b>\$80,000</b>	<b>\$11,944,360</b>
<b>Mitchell Community College</b>												
State	3,724,949	8,328,823	1,558,940	2,056,759	1,494,341	-	-	-	17,163,812	722,968	1,592,488	19,479,268
County	546,882	-	-	-	-	3,053,482	-	-	3,600,364	948,950	7,715,964	12,265,278
Institutional	596,750	352,600	330,400	7,500	96,000	500	1,550,000	4,755,000	7,688,750	-	-	7,688,750
<b>Total</b>	<b>\$4,868,581</b>	<b>\$8,681,423</b>	<b>\$1,889,340</b>	<b>\$2,064,259</b>	<b>\$1,590,341</b>	<b>\$3,053,982</b>	<b>\$1,550,000</b>	<b>\$4,755,000</b>	<b>\$28,452,926</b>	<b>\$1,671,918</b>	<b>\$9,308,452</b>	<b>\$39,433,296</b>
<b>Montgomery Community College</b>												
State	1,853,171	3,377,456	924,133	705,537	546,530	-	-	-	7,406,827	358,885	-	7,765,712
County	41,135	-	-	-	-	742,865	-	-	784,000	-	-	784,000
Institutional	30,201	38,540	44,200	-	169,973	-	70,686	1,321,057	1,674,657	-	-	1,674,657
<b>Total</b>	<b>\$1,924,507</b>	<b>\$3,415,996</b>	<b>\$968,333</b>	<b>\$705,537</b>	<b>\$716,503</b>	<b>\$742,865</b>	<b>\$70,686</b>	<b>\$1,321,057</b>	<b>\$9,865,484</b>	<b>\$358,885</b>	<b>\$0</b>	<b>\$10,224,369</b>
<b>Nash Community College</b>												
State	3,702,882	10,575,175	2,017,030	1,501,243	1,424,023	-	-	-	19,220,353	539,417	941,524	20,701,294
County	236,355	-	-	-	-	2,103,871	-	-	2,340,226	10,000	481,000	2,831,226
Institutional	154,345	668,031	874,622	25,347	21,420	-	3,609,000	7,928,499	13,281,264	-	97,513	13,378,777
<b>Total</b>	<b>\$4,093,582</b>	<b>\$11,243,206</b>	<b>\$2,891,652</b>	<b>\$1,526,590</b>	<b>\$1,445,443</b>	<b>\$2,103,871</b>	<b>\$3,609,000</b>	<b>\$7,928,499</b>	<b>\$34,841,843</b>	<b>\$549,417</b>	<b>\$1,520,037</b>	<b>\$36,911,297</b>

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

College Budget Summary

Fiscal Year 2019-20

College	CURRENT OPERATING									PLANT FUND		CURRENT & CAPITAL TOTAL
	1XX Institutional Support	2XX Curriculum Instruction	3XX Continuing Education	4XX Academic Support	5XX Student Support	6XX Plant Op & Maint.	7XX Proprietary/ Other	8XX Student Aid	Subtotal	9XX Capital (ex. CI)	CI Projects	
<b>Pamlico Community College</b>												
State	1,296,883	2,004,906	828,130	1,414,041	359,596	-	-	-	5,903,556	62,999	1,595,000	7,561,555
County	130,106	-	-	-	-	499,342	-	-	629,448	25,552	-	655,000
Institutional	382,753	375,455	-	-	-	-	646,818	846,556	2,251,582	-	131,000	2,382,582
<b>Total</b>	<b>\$1,809,742</b>	<b>\$2,380,361</b>	<b>\$828,130</b>	<b>\$1,414,041</b>	<b>\$359,596</b>	<b>\$499,342</b>	<b>\$646,818</b>	<b>\$846,556</b>	<b>\$8,784,586</b>	<b>\$88,551</b>	<b>\$1,726,000</b>	<b>\$10,599,137</b>
<b>Piedmont Community College</b>												
State	2,875,927	4,251,885	2,227,807	1,217,666	610,322	-	-	-	11,183,607	441,871	-	11,625,478
County	223,172	-	-	-	-	1,400,204	-	-	1,623,376	89,500	487,363	2,200,239
Institutional	181,117	2,022,180	395,859	1,474	-	-	484,781	1,733,258	4,818,669	-	-	4,818,669
<b>Total</b>	<b>\$3,280,216</b>	<b>\$6,274,065</b>	<b>\$2,623,666</b>	<b>\$1,219,140</b>	<b>\$610,322</b>	<b>\$1,400,204</b>	<b>\$484,781</b>	<b>\$1,733,258</b>	<b>\$17,625,652</b>	<b>\$531,371</b>	<b>\$487,363</b>	<b>\$18,644,386</b>
<b>Pitt Community College</b>												
State	6,537,340	24,768,314	3,223,724	6,081,126	4,090,716	-	-	-	44,701,220	1,939,728	1,749,856	48,390,804
County	339,916	-	-	-	-	5,654,822	-	-	5,994,738	100,000	1,854,168	7,948,906
Institutional	26,033	668,806	419,135	82,938	1,194,254	-	5,180,163	28,488,829	36,060,158	-	-	36,060,158
<b>Total</b>	<b>\$6,903,289</b>	<b>\$25,437,120</b>	<b>\$3,642,859</b>	<b>\$6,164,064</b>	<b>\$5,284,970</b>	<b>\$5,654,822</b>	<b>\$5,180,163</b>	<b>\$28,488,829</b>	<b>\$86,756,116</b>	<b>\$2,039,728</b>	<b>\$3,604,024</b>	<b>\$92,399,868</b>
<b>Randolph Community College</b>												
State	3,979,604	8,528,480	2,220,611	1,449,703	1,265,015	-	-	-	17,443,413	954,141	-	18,397,554
County	503,975	-	-	-	-	2,114,025	-	-	2,618,000	-	5,902,400	8,520,400
Institutional	200,000	400,000	90,000	-	-	-	1,309,000	5,250,000	7,249,000	-	-	7,249,000
<b>Total</b>	<b>\$4,683,579</b>	<b>\$8,928,480</b>	<b>\$2,310,611</b>	<b>\$1,449,703</b>	<b>\$1,265,015</b>	<b>\$2,114,025</b>	<b>\$1,309,000</b>	<b>\$5,250,000</b>	<b>\$27,310,413</b>	<b>\$954,141</b>	<b>\$5,902,400</b>	<b>\$34,166,954</b>
<b>Richmond Community College</b>												
State	3,484,527	9,987,531	2,775,244	1,784,659	1,548,819	-	-	-	19,580,780	712,015	3,971,408	24,264,203
County	166,280	-	-	-	-	2,317,306	-	-	2,483,586	-	200,459	2,684,045
Institutional	75,000	-	65,000	-	110,500	-	277,500	5,784,962	6,312,962	-	303,343	6,616,305
<b>Total</b>	<b>\$3,725,807</b>	<b>\$9,987,531</b>	<b>\$2,840,244</b>	<b>\$1,784,659</b>	<b>\$1,659,319</b>	<b>\$2,317,306</b>	<b>\$277,500</b>	<b>\$5,784,962</b>	<b>\$28,377,328</b>	<b>\$712,015</b>	<b>\$4,475,210</b>	<b>\$33,564,553</b>
<b>Roanoke-Chowan Community College</b>												
State	2,155,142	2,313,126	1,019,569	682,377	437,507	-	-	-	6,607,721	317,735	3,121,213	10,046,669
County	255,236	-	-	-	-	779,238	-	-	1,034,474	-	130,000	1,164,474
Institutional	96,309	61,600	112,300	2,300	80,667	-	107,100	1,973,066	2,433,342	-	-	2,433,342
<b>Total</b>	<b>\$2,506,687</b>	<b>\$2,374,726</b>	<b>\$1,131,869</b>	<b>\$684,677</b>	<b>\$518,174</b>	<b>\$779,238</b>	<b>\$107,100</b>	<b>\$1,973,066</b>	<b>\$10,075,537</b>	<b>\$317,735</b>	<b>\$3,251,213</b>	<b>\$13,644,485</b>
<b>Robeson Community College</b>												
State	3,307,058	6,669,320	3,084,529	1,360,235	1,682,891	-	-	-	16,104,033	622,378	3,500,000	20,226,411
County	447,907	-	-	2,600	-	2,402,272	-	-	2,852,779	200,000	-	3,052,779
Institutional	113,500	933,797	73,000	1,000	21,000	-	202,300	4,947,000	6,291,597	-	-	6,291,597
<b>Total</b>	<b>\$3,868,465</b>	<b>\$7,603,117</b>	<b>\$3,157,529</b>	<b>\$1,363,835</b>	<b>\$1,703,891</b>	<b>\$2,402,272</b>	<b>\$202,300</b>	<b>\$4,947,000</b>	<b>\$25,248,409</b>	<b>\$822,378</b>	<b>\$3,500,000</b>	<b>\$29,570,787</b>

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

College Budget Summary

Fiscal Year 2019-20

College	CURRENT OPERATING									PLANT FUND		CURRENT & CAPITAL TOTAL
	1XX Institutional Support	2XX Curriculum Instruction	3XX Continuing Education	4XX Academic Support	5XX Student Support	6XX Plant Op & Maint.	7XX Proprietary/ Other	8XX Student Aid	Subtotal	9XX Capital (ex. CI)	CI Projects	
<b>Rockingham Community College</b>												
State	2,859,325	5,373,976	1,463,019	1,086,173	895,259	-	-	-	11,677,752	453,169	278,150	12,409,071
County	516,921	-	-	-	67,422	1,769,056	-	-	2,353,399	-	2,349,377	4,702,776
Institutional	1,107,073	578,774	474,837	5,144	272,673	-	917,011	3,373,224	6,728,736	-	94,234	6,822,970
<b>Total</b>	<b>\$4,483,319</b>	<b>\$5,952,750</b>	<b>\$1,937,856</b>	<b>\$1,091,317</b>	<b>\$1,235,354</b>	<b>\$1,769,056</b>	<b>\$917,011</b>	<b>\$3,373,224</b>	<b>\$20,759,887</b>	<b>\$453,169</b>	<b>\$2,721,761</b>	<b>\$23,934,817</b>
<b>Rowan-Cabarrus Community College</b>												
State	6,628,163	17,715,933	8,732,682	5,477,599	4,744,613	-	-	-	43,298,990	1,561,896	-	44,860,886
County	858,723	-	-	-	-	5,385,990	-	-	6,244,713	400,000	2,450,000	9,094,713
Institutional	234,500	2,044,161	453,000	10,000	387,030	-	1,281,500	11,541,500	15,951,691	250,000	1,100,000	17,301,691
<b>Total</b>	<b>\$7,721,386</b>	<b>\$19,760,094</b>	<b>\$9,185,682</b>	<b>\$5,487,599</b>	<b>\$5,131,643</b>	<b>\$5,385,990</b>	<b>\$1,281,500</b>	<b>\$11,541,500</b>	<b>\$65,495,394</b>	<b>\$2,211,896</b>	<b>\$3,550,000</b>	<b>\$71,257,290</b>
<b>Sampson Community College</b>												
State	3,046,671	5,840,166	2,691,468	904,078	878,249	-	-	-	13,360,632	526,140	3,982,870	17,869,642
County	101,371	-	-	-	-	1,428,012	-	-	1,529,383	934,581	-	2,463,964
Institutional	69,350	56,295	33,925	-	1,000	-	725,168	2,958,500	3,844,238	27,000	2,040,772	5,912,010
<b>Total</b>	<b>\$3,217,392</b>	<b>\$5,896,461</b>	<b>\$2,725,393</b>	<b>\$904,078</b>	<b>\$879,249</b>	<b>\$1,428,012</b>	<b>\$725,168</b>	<b>\$2,958,500</b>	<b>\$18,734,253</b>	<b>\$1,487,721</b>	<b>\$6,023,642</b>	<b>\$26,245,616</b>
<b>Sandhills Community College</b>												
State	5,812,573	12,062,422	2,098,918	2,742,936	1,850,202	-	-	-	24,567,051	183,339	1,049,298	25,799,688
County	603,857	-	-	-	-	4,066,553	-	-	4,670,410	410,737	2,520,144	7,601,291
Institutional	250,000	150,000	100,000	50,000	175,000	-	-	6,500,000	7,225,000	-	378,125	7,603,125
<b>Total</b>	<b>\$6,666,430</b>	<b>\$12,212,422</b>	<b>\$2,198,918</b>	<b>\$2,792,936</b>	<b>\$2,025,202</b>	<b>\$4,066,553</b>	<b>\$0</b>	<b>\$6,500,000</b>	<b>\$36,462,461</b>	<b>\$594,076</b>	<b>\$3,947,567</b>	<b>\$41,004,104</b>
<b>South Piedmont Community College</b>												
State	4,329,478	6,647,943	2,962,235	1,973,082	1,224,585	-	-	-	17,137,323	628,078	-	17,765,401
County	1,282,800	-	-	-	-	2,316,788	-	-	3,599,588	-	608,250	4,207,838
Institutional	259,083	449,617	232,588	74,402	235,200	87,672	237,156	2,681,856	4,257,574	-	-	4,257,574
<b>Total</b>	<b>\$5,871,361</b>	<b>\$7,097,560</b>	<b>\$3,194,823</b>	<b>\$2,047,484</b>	<b>\$1,459,785</b>	<b>\$2,404,460</b>	<b>\$237,156</b>	<b>\$2,681,856</b>	<b>\$24,994,485</b>	<b>\$628,078</b>	<b>\$608,250</b>	<b>\$26,230,813</b>
<b>Southeastern Community College</b>												
State	2,585,722	5,375,525	2,810,353	1,990,126	1,195,200	-	-	-	13,956,926	392,524	-	14,349,450
County	222,892	-	-	-	-	1,203,967	-	-	1,426,859	353,920	-	1,780,779
Institutional	95,000	89,000	1,470,000	2,000	1,000,000	-	1,400,000	3,310,604	7,366,604	-	-	7,366,604
<b>Total</b>	<b>\$2,903,614</b>	<b>\$5,464,525</b>	<b>\$4,280,353</b>	<b>\$1,992,126</b>	<b>\$2,195,200</b>	<b>\$1,203,967</b>	<b>\$1,400,000</b>	<b>\$3,310,604</b>	<b>\$22,750,389</b>	<b>\$746,444</b>	<b>\$0</b>	<b>\$23,496,833</b>
<b>Southwestern Community College</b>												
State	3,555,388	7,247,594	2,209,054	2,602,153	1,441,047	-	-	-	17,055,236	694,240	3,761,955	21,511,431
County	113,850	-	-	-	-	2,360,070	-	-	2,473,920	57,999	432,320	2,964,239
Institutional	-	833,205	70,000	40,000	729,500	-	162,350	5,173,400	7,008,455	-	-	7,008,455
<b>Total</b>	<b>\$3,669,238</b>	<b>\$8,080,799</b>	<b>\$2,279,054</b>	<b>\$2,642,153</b>	<b>\$2,170,547</b>	<b>\$2,360,070</b>	<b>\$162,350</b>	<b>\$5,173,400</b>	<b>\$26,537,611</b>	<b>\$752,239</b>	<b>\$4,194,275</b>	<b>\$31,484,125</b>

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

College Budget Summary

Fiscal Year 2019-20

College	CURRENT OPERATING									PLANT FUND		CURRENT & CAPITAL TOTAL
	1XX Institutional Support	2XX Curriculum Instruction	3XX Continuing Education	4XX Academic Support	5XX Student Support	6XX Plant Op & Maint.	7XX Proprietary/ Other	8XX Student Aid	Subtotal	9XX Capital (ex. CI)	CI Projects	
<b>Stanly Community College</b>												
State	4,605,019	6,932,326	2,506,058	2,926,773	1,119,738	-	-	-	18,089,914	857,711	475,000	19,422,625
County	323,847	-	-	-	-	1,591,389	-	-	1,915,236	27,500	160,000	2,102,736
Institutional	-	440,000	-	-	-	-	250,387	4,494,491	5,184,878	-	-	5,184,878
<b>Total</b>	<b>\$4,928,866</b>	<b>\$7,372,326</b>	<b>\$2,506,058</b>	<b>\$2,926,773</b>	<b>\$1,119,738</b>	<b>\$1,591,389</b>	<b>\$250,387</b>	<b>\$4,494,491</b>	<b>\$25,190,028</b>	<b>\$885,211</b>	<b>\$635,000</b>	<b>\$26,710,239</b>
<b>Surry Community College</b>												
State	3,716,206	9,429,029	3,427,781	1,849,594	1,619,013	-	-	-	20,041,623	38,566	1,375,000	21,455,189
County	467,832	-	-	100,393	-	2,303,775	-	-	2,872,000	65,000	-	2,937,000
Institutional	-	560,000	-	-	120,000	-	684,000	3,930,000	5,294,000	-	-	5,294,000
<b>Total</b>	<b>\$4,184,038</b>	<b>\$9,989,029</b>	<b>\$3,427,781</b>	<b>\$1,949,987</b>	<b>\$1,739,013</b>	<b>\$2,303,775</b>	<b>\$684,000</b>	<b>\$3,930,000</b>	<b>\$28,207,623</b>	<b>\$103,566</b>	<b>\$1,375,000</b>	<b>\$29,686,189</b>
<b>Tri-County Community College</b>												
State	2,211,900	3,262,708	1,234,929	705,982	683,801	-	-	-	8,099,320	371,122	39,791	8,510,233
County	-	-	-	-	-	1,180,000	-	-	1,180,000	-	-	1,180,000
Institutional	188,125	232,347	81,365	3,820	-	-	70,870	2,691,601	3,268,128	-	-	3,268,128
<b>Total</b>	<b>\$2,400,025</b>	<b>\$3,495,055</b>	<b>\$1,316,294</b>	<b>\$709,802</b>	<b>\$683,801</b>	<b>\$1,180,000</b>	<b>\$70,870</b>	<b>\$2,691,601</b>	<b>\$12,547,448</b>	<b>\$371,122</b>	<b>\$39,791</b>	<b>\$12,958,361</b>
<b>Vance-Granville Community College</b>												
State	4,499,975	8,753,443	2,392,756	1,460,023	1,893,298	-	-	-	18,999,495	782,384	4,113,737	23,895,616
County	513,193	4,000	-	-	-	2,076,807	-	-	2,594,000	-	139,501	2,733,501
Institutional	261,258	1,342,906	241,756	375	83,302	-	2,001,276	4,738,373	8,669,246	-	-	8,669,246
<b>Total</b>	<b>\$5,274,426</b>	<b>\$10,100,349</b>	<b>\$2,634,512</b>	<b>\$1,460,398</b>	<b>\$1,976,600</b>	<b>\$2,076,807</b>	<b>\$2,001,276</b>	<b>\$4,738,373</b>	<b>\$30,262,741</b>	<b>\$782,384</b>	<b>\$4,253,238</b>	<b>\$35,298,363</b>
<b>Wake Technical Community College</b>												
State	16,365,043	55,809,781	10,030,199	26,407,479	13,199,407	-	-	-	121,811,909	2,609,130	-	124,421,039
County	6,180,003	-	-	2,487,683	-	15,912,750	-	-	24,580,436	-	52,304,600	76,885,036
Institutional	3,668,714	2,175,802	3,753,186	366,678	1,023,500	-	2,009,000	65,582,000	78,578,880	-	-	78,578,880
<b>Total</b>	<b>\$26,213,760</b>	<b>\$57,985,583</b>	<b>\$13,783,385</b>	<b>\$29,261,840</b>	<b>\$14,222,907</b>	<b>\$15,912,750</b>	<b>\$2,009,000</b>	<b>\$65,582,000</b>	<b>\$224,971,225</b>	<b>\$2,609,130</b>	<b>\$52,304,600</b>	<b>\$279,884,955</b>
<b>Wayne Community College</b>												
State	4,454,991	10,923,435	2,452,999	2,066,468	2,120,124	-	-	-	22,018,017	956,068	2,517,317	25,491,402
County	726,938	-	-	233,612	-	5,070,848	-	-	6,031,398	155,644	3,622,847	9,809,889
Institutional	227,345	2,098,153	766,379	238,166	37,808	350	715,045	5,710,735	9,793,981	-	-	9,793,981
<b>Total</b>	<b>\$5,409,274</b>	<b>\$13,021,588</b>	<b>\$3,219,378</b>	<b>\$2,538,246</b>	<b>\$2,157,932</b>	<b>\$5,071,198</b>	<b>\$715,045</b>	<b>\$5,710,735</b>	<b>\$37,843,396</b>	<b>\$1,111,712</b>	<b>\$6,140,164</b>	<b>\$45,095,272</b>
<b>Western Piedmont Community College</b>												
State	2,831,827	6,681,430	1,425,240	1,405,347	1,334,188	-	-	-	13,678,032	279,455	2,870,438	16,827,925
County	258,380	-	-	-	-	2,354,775	-	-	2,613,155	-	100,000	2,713,155
Institutional	114,659	270,666	147,380	1,137	370,000	-	988,202	3,524,453	5,416,497	-	-	5,416,497
<b>Total</b>	<b>\$3,204,866</b>	<b>\$6,952,096</b>	<b>\$1,572,620</b>	<b>\$1,406,484</b>	<b>\$1,704,188</b>	<b>\$2,354,775</b>	<b>\$988,202</b>	<b>\$3,524,453</b>	<b>\$21,707,684</b>	<b>\$279,455</b>	<b>\$2,970,438</b>	<b>\$24,957,577</b>

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

College Budget Summary

Fiscal Year 2019-20

College	CURRENT OPERATING									PLANT FUND		CURRENT & CAPITAL TOTAL
	1XX Institutional Support	2XX Curriculum Instruction	3XX Continuing Education	4XX Academic Support	5XX Student Support	6XX Plant Op & Maint.	7XX Proprietary/ Other	8XX Student Aid	Subtotal	9XX Capital (ex. CI)	CI Projects	
<b>Wilkes Community College</b>												
State	2,972,778	9,490,711	2,283,276	2,298,938	1,507,929	-	-	-	18,553,632	773,225	3,085,638	22,412,495
County	1,139,752	30,000	-	110,710	33,054	3,249,071	-	-	4,562,587	60,653	5,531,610	10,154,850
Institutional	195,000	165,000	85,900	447,752	650,000	-	2,573,100	5,145,587	9,262,339	-	500,000	9,762,339
<b>Total</b>	<b>\$4,307,530</b>	<b>\$9,685,711</b>	<b>\$2,369,176</b>	<b>\$2,857,400</b>	<b>\$2,190,983</b>	<b>\$3,249,071</b>	<b>\$2,573,100</b>	<b>\$5,145,587</b>	<b>\$32,378,558</b>	<b>\$833,878</b>	<b>\$9,117,248</b>	<b>\$42,329,684</b>
<b>Wilson Community College</b>												
State	2,767,422	5,362,450	1,474,296	1,025,148	748,344	-	-	-	11,377,660	570,844	457,602	12,406,106
County	673,892	-	-	-	-	2,051,443	-	-	2,725,335	-	821,204	3,546,539
Institutional	105,000	100,000	100,000	150,000	200,000	-	1,238,500	5,834,374	7,727,874	-	-	7,727,874
<b>Total</b>	<b>\$3,546,314</b>	<b>\$5,462,450</b>	<b>\$1,574,296</b>	<b>\$1,175,148</b>	<b>\$948,344</b>	<b>\$2,051,443</b>	<b>\$1,238,500</b>	<b>\$5,834,374</b>	<b>\$21,830,869</b>	<b>\$570,844</b>	<b>\$1,278,806</b>	<b>\$23,680,519</b>
<b>Systemwide Total for FY 2019-20</b>												
State	275,167,536	656,063,166	167,718,532	168,662,086	127,679,512	300,000	-	-	1,395,590,832	50,185,526	92,403,338	1,538,179,696
County	47,479,917	2,710,876	836,717	5,385,316	3,194,986	217,706,837	317,243	2,311,230	279,943,122	7,159,676	268,565,522	555,668,320
Institutional	19,727,320	41,041,354	24,301,182	6,762,294	21,190,547	734,446	114,060,877	500,852,850	728,670,870	4,325,274	21,961,432	754,957,576
<b>Total</b>	<b>\$342,374,773</b>	<b>\$699,815,396</b>	<b>\$192,856,431</b>	<b>\$180,809,696</b>	<b>\$152,065,045</b>	<b>\$218,741,283</b>	<b>\$114,378,120</b>	<b>\$503,164,080</b>	<b>\$2,404,204,824</b>	<b>\$61,670,476</b>	<b>\$382,930,292</b>	<b>\$2,848,805,592</b>

Systemwide	Current Operating			Capital Outlay (Ex. CI Projects)			CI Projects			TOTAL		
	FY 2018-19	FY 2019-20	% Inc./Dec.	FY 2018-19	FY 2019-20	% Inc./Dec.	FY 2018-19	FY 2019-20	% Inc./Dec.	FY 2018-19	FY 2019-20	% Inc./Dec.
State	1,385,633,493	1,395,590,832	0.72%	48,925,933	50,185,526	2.57%	138,303,831	92,403,338	-33.19%	1,572,863,257	1,538,179,696	-2.21%
County	267,281,400	279,943,122	4.74%	8,524,829	7,159,676	-16.01%	354,950,769	268,565,522	-24.34%	630,756,998	555,668,320	-11.90%
Institutional	763,374,814	728,670,870	-4.55%	2,359,092	4,325,274	83.34%	26,805,332	21,961,432	-18.07%	792,539,238	754,957,576	-4.74%
<b>TOTAL</b>	<b>2,416,289,707</b>	<b>2,404,204,824</b>	<b>-0.50%</b>	<b>59,809,854</b>	<b>61,670,476</b>	<b>3.11%</b>	<b>520,059,932</b>	<b>382,930,292</b>	<b>-26.37%</b>	<b>2,996,159,493</b>	<b>2,848,805,592</b>	<b>-4.92%</b>



State Board of Community Colleges  
Construction and Property  
February 21, 2020  
FY 2019-2020

A. Project Approval - New (Non-State and Other State Funds)										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
N/A							0		0	
						<b>Total</b>	<b>0</b>		<b>0</b>	
B. Project Approval - Amended (Non-State and Other State Funds)										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
1	Bladen	Main Campus	2182	Auditorium Roof Replacement	Project is amended to decrease cost for close out.	Non-State	340,500	(97,423)	243,077	
						<b>Total</b>	<b>340,500</b>	<b>(97,423)</b>	<b>243,077</b>	
						Non-State	44,963,676	18,465	44,982,141	
2	Cape Fear	Main Campus	1788	Humanities & Fine Arts Center	Project is amended to increase cost for close out.	State (41220)	1,500,000	0	1,500,000	
						<b>Total</b>	<b>46,463,676</b>	<b>18,465</b>	<b>46,482,141</b>	
						Non-State	1,212,800	43,633	1,256,433	
						State (41120)	1,604,325	0	1,604,325	
3	Cape Fear	Surf City Campus	1850	Building A & Parking	Project is amended to increase cost for close out.	State (41220)	132,501	0	132,501	
						<b>Total</b>	<b>2,949,626</b>	<b>43,633</b>	<b>2,993,259</b>	
						Non-State	2,013,962	870,950	2,884,912	
4	Coastal Carolina	Main Campus	2397	North Academic Drive Improvement Project	Project is amended to increase cost due to change in scope.	<b>Total</b>	<b>2,013,962</b>	<b>870,950</b>	<b>2,884,912</b>	
						Non-State	1,412,790	150,210	1,563,000	
5	Coastal Carolina	Main Campus	2437	Learning Resource Center 2nd Floor Renovation	Project is amended to increase cost following receipt of bids.	<b>Total</b>	<b>1,412,790</b>	<b>150,210</b>	<b>1,563,000</b>	
						Non-State	0	2,000,000	2,000,000	
						State (46620) New	0	1,193,873	1,193,873	
1	Western Piedmont	Main Campus	2516	Construction Trades Building - New	New facility approximately 30,000 SF to house electrical, HVAC, plumbing, masonry and general construction trades courses.	<b>Total</b>	<b>0</b>	<b>3,193,873</b>	<b>3,193,873</b>	

State Board of Community Colleges  
Construction and Property  
February 21, 2020  
FY 2019-2020

D. Project Approval - Amended (Connect NC Bond Funds)										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/Decrease	Current Budget	
*	1	Cape Fear	Main Campus	2352	A, S, N Building Complex Renovations	Project is amended to increase cost due to change in scope. <b>Contingent upon Bond Counsel approval once county signatures are received.</b>	Non-State	542,049	0	542,049
							State (46620) R & R	4,107,951	232,734	4,340,685
							<b>Total</b>	<b>4,650,000</b>	<b>232,734</b>	<b>4,882,734</b>
	2	Catawba Valley	Main Campus	2274	Public Safety Driving Range	Project is amended to decrease cost following receipt of bids. Transferred into project no. 2403.	State (46620) New	3,520,273	(250,000)	3,270,273
							<b>Total</b>	<b>3,520,273</b>	<b>(250,000)</b>	<b>3,270,273</b>
	3	Catawba Valley	Main & East Campus	2403	Mechanical Unit, Chiller & Cooling Tower Replacements	Project is amended to increase cost due to change in scope. Transferred from project no. 2274.	State (46620) R & R	1,480,268	250,000	1,730,268
							<b>Total</b>	<b>1,480,268</b>	<b>250,000</b>	<b>1,730,268</b>
	4	Robeson	Robeson	2135	ESTC - Burn Building & Fire Tower	Project is amended to increase cost due to change in scope.	Non-State	0	55,000	55,000
							State (46620) New	2,188,400	0	2,188,400
							<b>Total</b>	<b>2,188,400</b>	<b>55,000</b>	<b>2,243,400</b>
*	5	Wayne	Main Campus	2172	Greenhouse Additions & Renovations for Sustainable Agriculture	Project is amended to increase cost due to the cost of materials. <b>Contingent upon Bond Counsel approval.</b>	Non-State	0	10,000	10,000
							State (46620) New	315,734	0	315,734
							State (46620) R & R	42,068	21,183	63,251
	6	Western Piedmont	Main campus	2165	H Building Renovations	Project is amended for a decrease in cost. Transferred into project no. 2516.	State (46620) R & R	2,617,753	(72,578)	2,545,175
							<b>Total</b>	<b>2,617,753</b>	<b>(72,578)</b>	<b>2,545,175</b>
	7	Western Piedmont	Main Campus	2235	Student Access Door - Retrofit	Project is amended for a decrease in cost. Transferred into project no. 2516.	Non-State	125,000	8,611	133,611
							State Equipment Allocation	75,000	(5,000)	70,000
							State (46620) R & R	125,000	(69,141)	55,859
							<b>Total</b>	<b>325,000</b>	<b>(65,530)</b>	<b>259,470</b>
*	8	Western Piedmont	Main Campus	2414	Moore Hall Renovations - MH - 275	Project is amended to increase cost following receipt of bids. <b>Contingent upon Bond Counsel approval.</b>	State (46620) R & R	309,755	10,410	320,165
							<b>Total</b>	<b>309,755</b>	<b>10,410</b>	<b>320,165</b>

State Board of Community Colleges  
Construction and Property  
February 21, 2020  
FY 2019-2020

E. Project Approval -Final-Closeout (Connect NC Bond Funds)										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
1	Tri-County	Main Campus	2226	Driving Safety Pad	Project is amended for a decrease in cost for close out.	State (46620) New	465,223	(14,699)	450,524	
						<b>Total</b>	<b>465,223</b>	<b>(14,699)</b>	<b>450,524</b>	
2	Wayne	Main Campus	2171	Renovate Student Access Doors in Ten Buildings	Project is amended for a decrease in cost for close out.	Non-State	98,438	0	98,438	
						State (46620) R & R	60,000	(12,123)	47,877	
						<b>Total</b>	<b>158,438</b>	<b>(12,123)</b>	<b>146,315</b>	
3	Western Piedmont	Main Campus	2166	Patton & E Building - HVAC Repiars & Updates	Project is amended for a decrease in cost to abandon project. Transferred into project no. 2516.	State (46620) R & R	300,000	(300,000)	0	
						<b>Total</b>	<b>300,000</b>	<b>(300,000)</b>	<b>0</b>	
4	Western Piedmont	Main Campus & Richardson Complex	2316	Multiple Buildings - Concrete & Brick Repair	Project is amended for a decrease in cost to abandon project. Transferred into project no. 2516.	State (46620) R & R	325,000	(325,000)	0	
						<b>Total</b>	<b>325,000</b>	<b>(325,000)</b>	<b>0</b>	
5	Western Piedmont	Main Campus	2439	Moore Hall - BLET Renovations	Project is amended for a decrease in cost for close out. Transferred into project no. 2516.	State (46620) R & R	117,450	(7,872)	109,578	
						<b>Total</b>	<b>117,450</b>	<b>(7,872)</b>	<b>109,578</b>	
6	Wilson	Main Campus	2444	Building U & V Renovation	Project is amended for a decrease in cost to abandon project.	State (46620) R & R	1,847,009	(1,847,009)	0	
						<b>Total</b>	<b>1,847,009</b>	<b>(1,847,009)</b>	<b>0</b>	

State Board of Community Colleges  
Construction and Property  
February 21, 2020  
FY 2019-2020

F. Acquisition and Disposal of Real Property										
Item	College	Campus or County	Project Number	Acquisition and/or Disposal	Action Requested					
1	Blue Ridge	Henderson County	N/A	Acquisition	The Board of Trustees of Blue Ridge Community College requests permission as per G.S. 115D-20, to acquire by purchase two parcels of land adjoining the campus totaling approximately 17.91 acres located at (1) 9.24 acres at 23 Merry Oaks Lane, Flat Rock, NC 28731 with a building approximately 2031 SF (2) 8.67 acres at 87 and 92 Merry Oaks Lane, Flat Rock, NC 28731 with two buildings totaling approximately 4630 SF. <b>Approval is contingent upon a Phase I Environmental Site Assessment with "no findings" that necessitate a Phase II Environmental Site Assessment.</b>					
2	Mitchell	Iredell County	N/A	Acquisition	The Board of Trustees of Mitchell Community College requests permission as per G.S. 115D-20, to acquire by purchase four adjoining parcels of land approximately 2.96 acres located at (1) 2.11 acres at 266 N. Broad Street, Mooresville, NC 28115 with two buildings totaling approximately 16,974 SF (2) 0.54 acres at 224 Iredell Avenue, Mooresville, NC 28115 with an approximately 2,808 SF building (3) 0.11 acres at 240 W. Iredell, Mooresville, NC 28115 (4) 0.20 acres at 225 W. Mooresville, NC 28115. <b>Approval is contingent upon a Phase I Environmental Site Assessment with "no findings" that necessitate a Phase II Environmental Site Assessment.</b>					
G. Project Approval - Hurricane Florence Funds										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
1	Wayne	Main campus	2494	Multi-Building damage & mold remediation - Hurricane	Project is amended for a decrease in cost for close out.	State (41820)	16,900	(3,538)	13,362	
						<b>Total</b>	<b>16,900</b>	<b>(3,538)</b>	<b>13,362</b>	
<p><b>State Fund Legend</b></p> <p>41120 - Equipment to Capital 41220 - Equipment to Capital 46620 - 2016 Connect NC Bonds</p>										

**STATE BOARD OF COMMUNITY COLLEGES**  
**Contract for Information Security Program Colleague College Information System (CIS)**  
**- Cloud Security Assessment**  
**FY 2019-20**

**Request:** The State Board of Community Colleges is requested to approve up to \$450,000 for an Information Technology Security Assessment contract under the Department of Information Technology (DIT) State Term Contract 918A for the System Office. This request supports the validation and configuration of the cloud-based ERP solution and complies with the Department of Information Technology policy requiring State agencies to have a third-party independent assessment every three years.

**Strategic Plan Reference:**

Theme: System Effectiveness

Goal: Advance organizational effectiveness, operations, and decision making to support a cohesive system of nimble, empowered, and community driven colleges.

- Objective 4.1: Ensure colleges and the System have access to technology and related infrastructure to meet student and institutional needs.
  - Strategy 4.1.1. Implement a sustainable, system-wide enterprise resources planning (ERP) solution that enables more consistent and efficient operations.
  - Strategy 4.1.2. Sustain the current ERP infrastructure to prepare for transition to a modernized ERP.

**Background:** Presently the System Office has migrated two (2) colleges, Mayland CC and Richmond CC, to modern cloud-based ERP solutions. Current industry best practices following a major infrastructure change/migration is to perform a holistic IT security assessment of the modernized environment to validate security posture, compliance with identify federal, State and local policies and current industry best practices. In addition, DIT policy requires State agencies have a third-party independent assessment to assess the ability of each agency and each agency's contracted vendors to comply with the current enterprise-wide set of security standards

**Rationale for Contract:** The System Office, per DIT policy, will perform a NIST 800-53v3 compliant IT security assessment in accordance with the Statewide Information Security Manual, the State Continuous Monitoring and Improvement program and leveraging the State Term Contract 918A – Security Assessment Services. In addition, Mayland CC and Richmond CC are each separately receiving third party IT security assessments.

This security assessment will be utilized to measure the effectiveness of the current configuration and to identify required changes to harden and improves the CIS in the Cloud configuration model for the benefit of subsequently migrated colleges. This assessment will

also be used to develop a cost model to support the implementation of a Continuous Monitoring and Improvement program for the North Carolina Community College System.

**Method of Procurement:** Approval of the contract by the State Board of Community Colleges is contingent upon the final approval of the contract utilizing the Statewide Term Contract 918A – Security Assessment Services.

**Contract Amount and Time Period:** The proposed contract period is from date of award through June 30, 2020, for a total cost not to exceed \$450,000

**Fund Source & Availability:** Funding is available from FY 2019-20 State General Fund Appropriations through June 30, 2020.

**Contact Person(s):**

James Parker  
Senior Vice President and Chief Information Officer

Stephen Reeves  
AVP, Chief Information Security Officer

Samantha Csarnogusky  
Information Security Administrator

**STATE BOARD OF COMMUNITY COLLEGES**  
Contract for ApprenticeshipNC Marketing Services  
FY 2019-20

**Request:** The State Board of Community Colleges is requested to approve a contract not to exceed \$ [REDACTED] to [REDACTED] for the ApprenticeshipNC Marketing Services project.

**Strategic Plan Reference:**

Theme: Economic and Workforce Impact

Goal: 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 3.3: Increase student access to work experience.
  - 3.3.1: Leverage partnerships to connect students with expanded work-based learning opportunities.
  - 3.3.2: Modify policies and eliminate the barriers that impede access to apprenticeships and other work-based learning opportunities.

**Background:** The North Carolina Community College System sought proposals from qualified advertising agencies to develop and implement a campaign and related materials to expand awareness of registered apprenticeships in North Carolina and their benefits to employers and residents. The scope of services includes development of a strategic marketing plan; research and recommendations for placement of advertisements in media, and the distribution of such advertisements; creative design and production of materials to promote and inform about apprenticeship; creative concepting, production and execution of advertisements; and evaluation of content on the ApprenticeshipNC website. Funding for the project is through a grant from the U.S. Department of Labor.

**Rationale:** A Request for Proposals (RFP) was published in October 2019. Ten proposals were received, and [REDACTED] met all the requirements for review. The [REDACTED] proposals were reviewed by five members of the ApprenticeshipNC staff. As reflected in the RFP, proposals were evaluated on criteria outlined in the RFP. [REDACTED] met or exceeded expectations for all specifications as outlined in the RFP, and the bid amount was within budget, resulting in the Vendor's bid being most advantageous to the State.

**Method of Procurement:** In accordance with the procurement practice of the State of North Carolina, approval by outside purchasing authorities is required. State Board approval is contingent upon approval of the Department of Administration Division of Purchase and Contract.

**Contract Amount and Time Period:** The contract is for the period [REDACTED] 2020, through [REDACTED] 2020, and shall not exceed \$ [REDACTED].

**Fund Source and Availability:** These funds are available via a grant from the U.S Department of Labor.

**Contact Person:**

Maureen Little  
Vice President of Economic Development

Brian Long  
ApprenticeshipNC Communications Director



**STATE BOARD OF COMMUNITY COLLEGES**  
**ESTIMATED TUITION AND FEES COLLECTED THROUGH**  
**January 31, 2020**

	2017-18	2018-19	2019-20	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	\$ 340,722,245	\$ 328,098,488	\$ 315,214,272	-3.9%
ACTUAL NET RECEIPTS COLLECTED	<u>203,882,402</u>	<u>199,324,073</u>	<u>198,471,675</u>	-0.4%
BUDGETED RECEIPTS UNCOLLECTED	<u>\$ 136,839,843</u>	<u>\$ 128,774,415</u>	<u>\$ 116,742,597</u>	
PERCENT OF BUDGET COLLECTED	59.8%	60.8%	63.0%	

PERCENT OF BUDGET BENCHMARK (3 year average)	63.2%
COLLECTION BENCHMARK	\$ 199,254,131
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (3 year average)	\$ (782,456)
PERCENT OVER-REALIZED / (SHORTFALL)	-0.4%

PERCENT OF BUDGET BENCHMARK (last year)	63.3%
COLLECTION BENCHMARK	\$ 207,887,973
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (last year)	\$ (9,416,298)
PERCENT OVER-REALIZED / (SHORTFALL)	-4.5%

STATE BOARD OF COMMUNITY COLLEGES  
MID-YEAR STATE BOARD RESERVE REPORT  
FISCAL YEAR 2019-20  
As of December 31, 2019

ATTACHMENT FC 11

VENDOR/GRANTEE	PROJECT TITLE	APPROVAL DATE	PROJECT PURPOSE	BUDGET	As of 12/31/19	
					EXPENDED YTD	UNEXPENDED BALANCE
Various Contractors	Student Services Academies	1/18/2019	Approval was received from OSBM to carry forward from FY18-19 remaining funds for the NCCCS Student Services Leadership Academy for FY 2018-19.	\$ 10,000	\$ 4,350.00	\$ 5,650.00
Student Success Center	Guided Pathways	7/19/2019 (FC 04)	Cover costs of convening Student Success Center's second cohort (B) of Guided Pathways colleges. These include two-day institutes with college teams and day-long regionally aligned, target specific workshops	50,000	20,056.14	29,943.86
Various Contractors	Study of Programs for Students with Intellectual and Developmental Disabilities	7/19/19 (FC 05)	Funds a study of college programs for students with intellectual and developmental disabilities (IDD).	25,000	-	25,000.00
NCLIVE	Open Education North Carolina	10/17/2019 (FC 02)	OENC aims to reduce the cost of higher education for NC students by providing free, open textbooks for the most frequently taught courses. Led by NC LIVE, North Carolina's statewide library cooperative, it is a partnership involving NC Community Colleges, the UNC System, and NC Independent Colleges & Universities. OENC offers open education workshops across the state and provides adoption grants to faculty and instructors who choose to adopt an open textbook.	35,000	35,000.00	-
Lumina Foundation	NCICU Reverse Transfer Initiative	10/17/2019 (FC 02)	Initiative will allow credits earned at the 4-year private institutions to seamlessly transfer back to the community colleges and enable students to document they have completed the requirements to earn the associate degree. Provides a match to a Lumina Foundation grant.	5,000	5,000.00	-
<b>TOTALS</b>				<b>\$ 125,000</b>	<b>\$ 64,406.14</b>	<b>\$ 60,593.86</b>

**Summary of State Board Reserve Availability**

FY 2019-20 Certified Budget	\$ 250,000
FY 2018-19 OSBM Approved Carry Forward - Student Services Academies Allocated to Date	\$ 10,000
	<u>\$ (125,000)</u>
State Board Reserve Balance	<u>\$ 135,000</u>

**STATE BOARD OF COMMUNITY COLLEGES**  
**Annual Survey of Fees FY 2018-19**

**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 fiscal year 2017-18).
    - Of the 55 colleges that charged a fee, fourteen (+2) charged up to the \$48 per academic term maximum permitted, and the remaining 44 charged less than the \$48 maximum. Four 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 \$9.02 million (+\$901,106) and had on-hand a cash balance of \$30.91 million (+\$1.7 million).
    - The cash balance may be used for the procurement, maintenance, operating and repair of computers and other instructional technology (hardware and software), including supplies and materials for operations.
    - Colleges are authorized to use instructional technology fee receipts to hire support positions to operate, maintain, and repair this technology.
  - b. Continuing Education:
    - Thirty-six colleges charged a fee (same as fiscal year 2017-18).

- Of the 36 that charged a fee, 31 (-1) charged the \$5 per course maximum permitted, and four charged up to \$3. No college charged more than the \$5 per course maximum.
- For the fiscal year, colleges expended \$145,420 (+\$117,172) and had on-hand a cash balance of \$1.08 million (-\$22,622).
- The cash balance may be used for the same purposes noted for curriculum.

2. Student Activity Fees

- All 58 of the colleges charged a student activity fee during the fall and spring semesters (same as fiscal year 2017-18). Eighteen (+2) colleges charged up to the \$35 maximum permitted in fiscal year 2018-19. Twenty-one colleges waived the fee for the summer term. No college charged more than the \$35 per academic term maximum.
- For the fiscal year, colleges expended \$11.45 million (+\$503,113) and had on-hand a cash balance of \$7.95 million (-\$1.02 million).
- 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 2018-19, 28% were for student functions and events, 13% for the SGA, 26% for staff salaries, 27% for athletics, and 6% among other student purposes.

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

- Forty-four (same as fiscal year 2017-18) colleges charged a parking fee. Of the 44 colleges, two 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 \$1 to \$97 per semester. The most common charges were between \$5 and \$25 per semester.
- For the fiscal year, colleges expended \$9.98 million (-\$699,009) and had a fund balance of \$24.48 million (+\$2.83 million).
- Of the funds expended in fiscal year 2018-19, 5% were for paving/resurfacing, 76% for security, 10% for debt service, and 9% 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.



2018-19 Curriculum Instructional Technology Fee Summary  
 \$48 per academic term maximum

	Summer 2018		Fall 2018/Spring 2019		Expenditures for 2018-19	Fund Balance June 30, 2019
	Rate	Basis	Rate	Basis		
ALAMANCE COMMUNITY COLLEGE	None		None			
ASHEVILLE-BUNCOMBE TECH CC	\$48	Semester	\$48	Semester	793,930.44	364,272.67
BEAUFORT CO COMMUNITY COLLEGE	None		\$4 (\$27 max.)	Credit Hour	2,431.37	91,717.17
BLADEN COMMUNITY COLLEGE	\$12	Semester	\$12	Semester	45,621.83	5,469.90
BLUE RIDGE COMMUNITY COLLEGE	\$3 (\$48 max.)	Credit Hour	\$3 (\$48 max.)	Credit Hour	77,675.47	39,006.37
BRUNSWICK COMMUNITY COLLEGE	\$8/\$16	Semester	\$8/\$16	Semester	8,346.66	155,326.13
CALDWELL COMMUNITY COLLEGE	None		None			
CAPE FEAR COMMUNITY COLLEGE	\$3 (\$48 max.)	Credit Hour	\$3 (\$48 max.)	Credit Hour	386,150.92	1,363,577.89
CARTERET COMMUNITY COLLEGE	\$8/\$16	Semester	\$8/\$16	Semester		315,879.58
CATAWBA VALLEY COMMUNITY COLLEGE	\$25	Semester	\$48	Semester	361,703.04	181,970.19
CENTRAL CAROLINA COMMUNITY COLLEGE	\$8/\$16	Semester	\$8/\$16	Semester	95,833.12	5,242.49
CENTRAL PIEDMONT COMMUNITY COLLEGE <sup>1</sup>	\$48	Semester	\$48	Semester	2,450,389.38	1,997,477.68
CLEVELAND COMMUNITY COLLEGE	\$20	Semester	\$20	Semester	7,320.90	203,429.01
COASTAL CAROLINA COMMUNITY COLLEGE	None		None			
COLLEGE OF THE ALBEMARLE <sup>1</sup>	\$16	Semester	\$16	Semester	82,866.01	230,531.19
CRAVEN COMMUNITY COLLEGE	\$48	Semester	\$48	Semester	7,016.17	1,884,497.46
DAVIDSON CO COMMUNITY COLLEGE	\$7/\$10/\$16	Semester	\$7/\$10/\$16	Semester	2,952.00	685,142.45
DURHAM TECHNICAL COMM COLLEGE	\$16/\$18/\$20/\$22	Semester	\$16/\$18/\$20/\$22	Semester	197,228.20	248,345.27
EDGECOMBE COMMUNITY COLLEGE	\$1	Credit Hour	\$2	Credit Hour	55,316.68	278,896.66
FAYETTEVILLE TECH COMM COLLEGE	\$16	Semester	\$16	Semester	7,314.60	2,914,488.94
FORSYTH TECHNICAL COMM COLLEGE	\$30/\$48	Semester	\$30/\$48	Semester	778,320.96	2,403,518.99
GASTON COLLEGE <sup>1</sup>	\$16	Semester	\$16	Semester	43,452.69	890,256.18
GUILFORD TECH COMM COLLEGE	\$10/\$16	Semester	\$10/\$16	Semester	623,544.41	4,230,356.50
HALIFAX COMMUNITY COLLEGE	\$2	Credit Hour	\$2	Credit Hour		(30,303.55)
HAYWOOD COMMUNITY COLLEGE	\$32	Semester	\$32	Semester	89,938.26	195,282.95
ISOTHERMAL COMMUNITY COLLEGE <sup>2</sup>	None		\$35	Semester	41,194.31	50,567.56
JAMES SPRUNT COMMUNITY COLLEGE	\$8/\$12/\$16	Semester	\$30	Semester		66,145.29
JOHNSTON COMMUNITY COLLEGE	\$16	Semester	\$16	Semester	319,578.88	168,452.99
LENOIR COMMUNITY COLLEGE	None		\$16	Semester	396.03	257,297.38
MARTIN COMMUNITY COLLEGE	None		\$15.25	Semester	2,376.48	24,118.07
MAYLAND COMMUNITY COLLEGE	\$8/\$16	Semester	\$8/\$16	Semester	19,528.32	22,219.71
MCDOWELL TECHNICAL COMM COLLEGE	\$1.50 (\$24 max.)	Credit Hour	\$1.50 (\$24 max.)	Credit Hour	3,462.00	46,087.00

MITCHELL COMMUNITY COLLEGE	3 (\$48 max.)	Credit Hour	3 (\$48 max.)	Credit Hour	94,446.65	304,843.41
MONTGOMERY COMMUNITY COLLEGE	\$16	Semester	\$16	Semester	3,042.52	184,915.38
<u>NASH COMMUNITY COLLEGE</u>	<u>\$6 (\$24 max.)</u>	<u>Credit Hour</u>	<u>\$6 (\$48 max.)</u>	<u>Credit Hour</u>	<u>323,674.52</u>	<u>105,235.23</u>
PAMLICO COMMUNITY COLLEGE	\$10	Semester	\$10	Semester	7,290.24	12,221.85
PIEDMONT COMMUNITY COLLEGE	\$10	Semester	\$16	Semester	31,196.14	4,723.27
PITT COMMUNITY COLLEGE	\$16	Semester	\$16	Semester	149,408.71	353,321.66
RANDOLPH COMMUNITY COLLEGE	\$1	Credit Hour	\$1	Credit Hour	32,043.70	221,068.03
<u>RICHMOND COMMUNITY COLLEGE</u>	<u>\$15</u>	<u>Semester</u>	<u>\$15</u>	<u>Semester</u>	<u>6,790.60</u>	<u>630,964.09</u>
ROANOKE-CHOWAN COMMUNITY COLLEGE	\$1	Credit Hour	\$3 (\$48 max.)	Credit Hour		136,326.00
ROBESON COMMUNITY COLLEGE	\$32	Semester	\$32	Semester	49,856.45	45,205.66
ROCKINGHAM COMMUNITY COLLEGE	\$15/\$24	Semester	\$15/\$24	Semester	123,372.96	68,737.23
ROWAN-CABARRUS COMMUNITY COLLEGE	\$18/\$36	Semester	\$18/\$36	Semester		508,916.58
<u>SAMPSON COMMUNITY COLLEGE</u>	<u>\$16</u>	<u>Semester</u>	<u>\$16</u>	<u>Semester</u>	<u>431.80</u>	<u>396,751.88</u>
SANDHILLS COMMUNITY COLLEGE	\$48	Semester	\$48	Semester	340,268.00	392,959.76
SOUTH PIEDMONT COMMUNITY COLLEGE	\$2	Credit Hour	\$2	Credit Hour	10,363.27	107,343.99
SOUTHEASTERN COMMUNITY COLLEGE <sup>3</sup>	\$32	Semester	\$32	Semester	1,000.00	442,580.67
SOUTHWESTERN COMMUNITY COLLEGE	\$1	Credit Hour	\$1	Credit Hour		298,558.79
<u>STANLY COMMUNITY COLLEGE</u>	<u>\$48</u>	<u>Semester</u>	<u>\$48</u>	<u>Semester</u>	<u>174,564.50</u>	<u>257,060.56</u>
SURRY COMMUNITY COLLEGE	\$1	Credit Hour	\$1	Credit Hour		229,420.00
TRI-COUNTY COMMUNITY COLLEGE	\$16	Semester	\$16	Semester	6,000.57	132,823.32
VANCE GRANVILLE COMMUNITY COLLEGE	\$6/\$12	Semester	\$6/\$12	Semester	2,584.89	468,384.54
WAKE TECHNICAL COMMUNITY COLLEGE	\$3 (\$48 max.)	Credit Hour	\$3 (\$48 max.)	Credit Hour	1,069,678.18	5,208,063.25
<u>WAYNE COMMUNITY COLLEGE</u>	<u>\$8/\$16</u>	<u>Semester</u>	<u>\$8/\$16</u>	<u>Semester</u>	<u>5.00</u>	<u>367,336.48</u>
WESTERN PIEDMONT COMM COLLEGE	\$3 (\$48 max.)	Credit Hour	\$3 (\$48 max.)	Credit Hour	8,403.42	492,359.78
WILKES COMMUNITY COLLEGE	\$4 (\$16 max.)	Credit Hour	\$4 (\$16 max.)	Credit Hour	66,151.29	26,331.25
<u>WILSON COMMUNITY COLLEGE</u>	<u>\$20</u>	<u>Semester</u>	<u>\$20</u>	<u>Semester</u>	<u>23,977.07</u>	<u>229,808.68</u>
<b>TOTAL</b>					<b><u>9,028,439.61</u></b>	<b><u>30,915,531.46</u></b>

Number of colleges that do not charge a fee: 3

Number of colleges that charge the maximum: 14

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

<sup>2</sup>Fall 2018 rates were tiered by credit hours (\$8.50/\$12.50/\$16.50/\$25). Rate changed to \$35 per semester in Spring 2019.

<sup>3</sup>Rate is \$16 for CCCP students



2018-19 Continuing Education Instructional Technology Fee Summary  
 \$5 per course maximum

	Summer 2018		Fall 2018/Spring 2019		Expenditures for 2018-19	Fund Balance June 30, 2019
	Rate	Basis	Rate	Basis		
ALAMANCE COMMUNITY COLLEGE	None		None			
ASHEVILLE-BUNCOMBE TECH CC	\$5	Course	\$5	Course	19,127.32	135,344.23
BEAUFORT CO COMMUNITY COLLEGE	\$5	Course	\$5	Course	202.50	7,756.83
BLADEN COMMUNITY COLLEGE	\$5	Course	\$5	Course		150.00
BLUE RIDGE COMMUNITY COLLEGE	\$5	Course	\$5	Course		5,892.86
BRUNSWICK COMMUNITY COLLEGE	\$5	Course	\$5	Course		12,128.85
CALDWELL COMMUNITY COLLEGE	None		None			
CAPE FEAR COMMUNITY COLLEGE	\$5	Course	\$5	Course		24,838.59
CARTERET COMMUNITY COLLEGE	None		None			
CATAWBA VALLEY COMMUNITY COLLEGE	\$5	Course	\$5	Course		17,166.31
CENTRAL CAROLINA COMMUNITY COLLEGE	None		None			
CENTRAL PIEDMONT COMMUNITY COLLEGE <sup>1</sup>	\$5	Course	\$5	Course		
CLEVELAND COMMUNITY COLLEGE	None		None			
COASTAL CAROLINA COMMUNITY COLLEGE	None		None			
COLLEGE OF THE ALBEMARLE <sup>1</sup>	\$5	Course	\$5	Course		
CRAVEN COMMUNITY COLLEGE	\$5	Course	\$5	Course	12.55	9,038.52
DAVIDSON CO COMMUNITY COLLEGE	\$5	Course	\$5	Course		51,769.86
DURHAM TECHNICAL COMM COLLEGE	\$5	Course	\$5	Course		8,466.77
EDGEcombe COMMUNITY COLLEGE	None		None			
FAYETTEVILLE TECH COMM COLLEGE	None		None			
FORSYTH TECHNICAL COMM COLLEGE	\$5	Course	\$5	Course		225,079.00
GASTON COLLEGE <sup>1</sup>	\$5	Course	\$5	Course		
GUILFORD TECH COMM COLLEGE	\$3	Course	\$3	Course	73,894.03	166,645.30
HALIFAX COMMUNITY COLLEGE	\$5	Course	\$5	Course		3,960.00
HAYWOOD COMMUNITY COLLEGE	\$5	Course	\$5	Course		11,941.00
ISOTHERMAL COMMUNITY COLLEGE	None		None			
JAMES SPRUNT COMMUNITY COLLEGE	\$5	Course	\$10	Course		1,022.27
JOHNSTON COMMUNITY COLLEGE	\$1/\$2/\$3	Course	\$1/\$2/\$3	Course		18,523.45
LENOIR COMMUNITY COLLEGE	\$5	Course	\$5	Course	10.06	15,633.34
MARTIN COMMUNITY COLLEGE	None		None			
MAYLAND COMMUNITY COLLEGE	None		None			
MCDOWELL TECHNICAL COMM COLLEGE	None		None			

MITCHELL COMMUNITY COLLEGE	None		None			
MONTGOMERY COMMUNITY COLLEGE	\$5	Course	\$5	Course		2,007.66
NASH COMMUNITY COLLEGE	None		None			
PAMLICO COMMUNITY COLLEGE	None		None			
PIEDMONT COMMUNITY COLLEGE	None		None			
PITT COMMUNITY COLLEGE	\$5	Course	\$5	Course	32,080.08	76,655.81
RANDOLPH COMMUNITY COLLEGE	None		None			
RICHMOND COMMUNITY COLLEGE	None		None			
ROANOKE-CHOWAN COMMUNITY COLLEGE	\$5	Course	\$5	Course		12,503.00
ROBESON COMMUNITY COLLEGE	\$5	Course	\$5	Course		5,853.73
ROCKINGHAM COMMUNITY COLLEGE	None		None			
ROWAN-CABARRUS COMMUNITY COLLEGE	None		None			
SAMPSON COMMUNITY COLLEGE	\$5	Course	\$5	Course	0.24	1,139.76
SANDHILLS COMMUNITY COLLEGE	\$5	Course	\$5	Course	50.00	22,763.47
SOUTH PIEDMONT COMMUNITY COLLEGE	\$5	Course	\$5	Course		368.20
SOUTHEASTERN COMMUNITY COLLEGE	None		None			
SOUTHWESTERN COMMUNITY COLLEGE	\$5	Course	\$5	Course		5,123.57
STANLY COMMUNITY COLLEGE	\$5	Course	\$5	Course		39,573.61
SURRY COMMUNITY COLLEGE	\$1/\$2/\$3	Course	\$1/\$2/\$3	Course	1,156.00	44,756.00
TRI-COUNTY COMMUNITY COLLEGE	\$5	Course	\$5	Course	20.00	15,436.97
VANCE GRANVILLE COMMUNITY COLLEGE	\$3	Course	\$3	Course	2.54	5,862.15
WAKE TECHNICAL COMMUNITY COLLEGE	\$5	Course	\$5	Course		98,358.02
WAYNE COMMUNITY COLLEGE	\$5	Course	\$5	Course		15,188.50
WESTERN PIEDMONT COMM COLLEGE	None		None			
WILKES COMMUNITY COLLEGE	\$5	Course	\$5	Course	10,001.76	1,269.62
WILSON COMMUNITY COLLEGE	\$5	Course	\$5	Course	8,863.15	23,392.76
<b>TOTAL</b>					<b>145,420.23</b>	<b>1,085,610.01</b>

Number of colleges that do not charge a fee: 22  
Number of colleges that charge the maximum: 31

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





2018-19 Student Activity Fee Summary  
\$35 per academic term maximum

	Summer 2018		Fall 2018/Spring 2019		Expenditures for 2018-19	Fund Balance June 30, 2019
	Rate	Basis	Rate	Basis		
ALAMANCE COMMUNITY COLLEGE	\$5/\$10/\$15	Semester	\$5/\$10/\$15	Semester	39,508.85	56,919.82
ASHEVILLE-BUNCOMBE TECH CC	None		\$22/\$32	Semester	126,753.67	136,861.18
BEAUFORT CO COMMUNITY COLLEGE	None		\$1	Credit Hour	14,459.65	11,135.14
BLADEN COMMUNITY COLLEGE	\$25	Semester	\$25	Semester	31,811.51	18,301.06
BLUE RIDGE COMMUNITY COLLEGE	None		\$25/\$30/\$35	Semester	53,506.44	79,587.65
BRUNSWICK COMMUNITY COLLEGE	None		\$20/\$32.50	Semester	47,421.72	48,465.23
CALDWELL COMMUNITY COLLEGE	None		\$35	Semester	267,498.42	31,346.10
CAPE FEAR COMMUNITY COLLEGE	\$35.00	Semester	\$35	Semester	1,178,051.33	413,123.20
CARTERET COMMUNITY COLLEGE	\$4	Semester	\$15/\$28	Semester	94,303.86	62,451.70
CATAWBA VALLEY COMMUNITY COLLEGE <sup>1</sup>	None		\$35	Semester	320,997.66	
CENTRAL CAROLINA COMMUNITY COLLEGE	\$3.75	Semester	\$28.75	Semester	151,723.12	47,035.64
CENTRAL PIEDMONT COMMUNITY COLLEGE	\$26/\$35	Semester	\$26/\$35	Semester	1,392,035.36	145,579.73
CLEVELAND COMMUNITY COLLEGE	\$35	Semester	\$35	Semester	38,188.89	163,322.13
COASTAL CAROLINA COMMUNITY COLLEGE	\$5/\$8	Semester	\$5/\$15	Semester	155,968.84	126,931.34
COLLEGE OF THE ALBEMARLE	None		\$14/\$32.50	Semester	71,852.53	138,272.44
CRAVEN COMMUNITY COLLEGE	\$17.50	Semester	\$35	Semester	56,255.88	198,634.61
DAVIDSON CO COMMUNITY COLLEGE	\$18/\$28/\$35	Semester	\$18/\$28/\$35	Semester	169,336.75	3,414.79
DURHAM TECHNICAL COMM COLLEGE	\$12/\$14/\$16/\$18	Semester	\$20/\$23/\$26/\$29	Semester	286,786.20	114,676.09
EDGEcombe COMMUNITY COLLEGE	\$1	Credit Hour	\$3	Credit Hour	88,732.30	68,588.50
FAYETTEVILLE TECH COMM COLLEGE	\$25	Semester	\$25	Semester	585,838.50	545,124.69
FORSYTH TECHNICAL COMM COLLEGE	None		\$35	Semester	575,377.82	493,971.65
GASTON COLLEGE	None		\$15	Semester	154,530.20	161,119.12
GUILFORD TECH COMM COLLEGE	\$15/\$26.25	Semester	\$15/\$26.25	Semester	486,945.54	346,302.95
HALIFAX COMMUNITY COLLEGE	\$35	Semester	\$35	Semester	26,506.98	93,939.84
HAYWOOD COMMUNITY COLLEGE	\$16.50/\$24/\$32.50	Semester	\$16.50/\$24/\$32.50	Semester	104,460.53	188,147.10
ISOTHERMAL COMMUNITY COLLEGE	None		\$20/\$25/\$30	Semester	65,905.62	73,280.27
JAMES SPRUNT COMMUNITY COLLEGE	None		\$15/\$17/\$19	Semester	26,016.73	11,994.22
JOHNSTON COMMUNITY COLLEGE	\$25.50/\$32.50	Semester	\$25.50/\$32.50	Semester	198,978.96	30,090.88
LENOIR COMMUNITY COLLEGE	None		\$18/\$35	Semester	87,309.79	21,238.71
MARTIN COMMUNITY COLLEGE	None		\$30	Semester	12,772.75	5,823.52
MAYLAND COMMUNITY COLLEGE	None		\$18/\$32	Semester	15,818.17	114,740.22
MCDOWELL TECHNICAL COMM COLLEGE	\$20	Semester	\$20	Semester	19,452.00	25,675.00
MITCHELL COMMUNITY COLLEGE	None		\$2.50 Credit Hour/\$25 Semester	Credit Hour/Semester	87,170.71	79,037.53
MONTGOMERY COMMUNITY COLLEGE	\$5	Semester	\$30	Semester	29,259.39	49,907.05
NASH COMMUNITY COLLEGE	\$5 (\$35 max.)	Credit Hour	\$5 (\$35 max.)	Credit Hour	218,280.00	36,455.34
PAMLICO COMMUNITY COLLEGE	\$3.75/\$5.65/\$7.50/\$10	Semester	\$3.75/\$5.65/\$7.50/\$10	Semester	3,257.71	16,919.68
PIEDMONT COMMUNITY COLLEGE	\$10	Semester	\$20	Semester	56,481.23	22,723.09
PITT COMMUNITY COLLEGE	\$20	Semester	\$26	Semester	376,029.00	245,655.00
RANDOLPH COMMUNITY COLLEGE	\$1.75	Credit Hour	\$1.75	Credit Hour	88,133.39	91,803.18
RICHMOND COMMUNITY COLLEGE	None		\$18/\$25	Semester	64,037.12	156,073.69

ROANOKE-CHOWAN COMMUNITY COLLEGE	\$35	Semester	\$35	Semester	27,992.00	38,955.00
ROBESON COMMUNITY COLLEGE	\$16/\$26	Semester	\$16/\$26	Semester	42,376.39	32,505.04
ROCKINGHAM COMMUNITY COLLEGE	\$1	Semester	\$8/\$16/\$24/\$32	Semester	64,455.32	17,269.06
ROWAN-CABARRUS COMMUNITY COLLEGE	\$15	Semester	\$34	Semester	360,400.00	196,825.29
SAMPSON COMMUNITY COLLEGE	\$20	Semester	\$20	Semester	42,935.39	79,005.64
SANDHILLS COMMUNITY COLLEGE	\$35	Semester	\$35	Semester	145,521.65	215,255.15
SOUTH PIEDMONT COMMUNITY COLLEGE	\$17.50/\$35	Semester	\$17.50/\$35	Semester	119,086.89	114,688.80
SOUTHEASTERN COMMUNITY COLLEGE	None		\$16/\$32	Semester	67,031.96	8,807.80
SOUTHWESTERN COMMUNITY COLLEGE	None		\$2	Credit Hour	63,098.34	174,841.47
STANLY COMMUNITY COLLEGE	\$17.50	Semester	\$35	Semester	163,706.83	153,115.73
SURRY COMMUNITY COLLEGE	None		\$5 (\$35 max.)	Credit Hour	130,386.00	44,424.00
TRI-COUNTY COMMUNITY COLLEGE	\$8	Semester	\$8	Semester	6,317.45	70,676.24
VANCE GRANVILLE COMMUNITY COLLEGE	\$15	Semester	\$30	Semester	114,529.21	188,535.96
WAKE TECHNICAL COMMUNITY COLLEGE	\$35	Semester	\$35	Semester	1,764,164.97	1,484,523.41
WAYNE COMMUNITY COLLEGE	None		\$15/\$30	Semester	211,159.64	125,323.23
WESTERN PIEDMONT COMM COLLEGE	\$2 (\$18 max.)	Credit Hour	\$2 (\$18 max.)	Credit Hour	55,840.70	227,315.36
WILKES COMMUNITY COLLEGE	None		\$3.25 (\$32.50 max.)	Credit Hour	148,154.89	(842.89)
WILSON COMMUNITY COLLEGE	\$2.18	Credit Hour	\$2.18	Credit Hour	57,561.93	110,197.96
<b>TOTAL</b>					<b><u>11,452,474.68</u></b>	<b><u>7,956,091.33</u></b>

Number of colleges that do not charge a fee: 0  
Number of colleges that charge the maximum:18

<sup>1</sup>Fund balance is zero at year end



2018-19 Campus Access, Parking, and Security (CAPS) Fee Summary  
No maximum

	Summer 2018		Fall 2018/Spring 2019		Expenditures for 2018-19	Fund Balance June 30, 2019
	Rate	Basis	Rate	Basis		
ALAMANCE COMMUNITY COLLEGE	None		None			
ASHEVILLE-BUNCOMBE TECH CC <sup>1</sup>	\$10	Semester	\$10	Semester	175,598.97	41,784.48
BEAUFORT CO COMMUNITY COLLEGE	\$10	Semester	\$10	Semester	584.82	10,515.66
BLADEN COMMUNITY COLLEGE	\$12	Semester	\$12	Semester		17,801.13
BLUE RIDGE COMMUNITY COLLEGE	None		None			
BRUNSWICK COMMUNITY COLLEGE	None		None			
CALDWELL COMMUNITY COLLEGE	\$2 Course CU/\$1 Course CE (\$10 max.)	Course	\$2 Course CU/\$1 Course CE (\$10 max.)	Course		227,104.15
CAPE FEAR COMMUNITY COLLEGE	\$40/\$75	Semester	\$40/\$75	Semester	574,383.28	2,105,973.77
CARTERET COMMUNITY COLLEGE	None		None			
CATAWBA VALLEY COMMUNITY COLLEGE	\$15	Semester	\$25	Semester	135,475.90	284,898.13
CENTRAL CAROLINA COMMUNITY COLLEGE	\$10	Semester	\$10	Semester	60,504.81	255.59
CENTRAL PIEDMONT COMMUNITY COLLEGE	\$73/\$97	Semester	\$73/\$97	Semester	3,010,004.46	5,953,700.18
CLEVELAND COMMUNITY COLLEGE	None		None			
COASTAL CAROLINA COMMUNITY COLLEGE	None		None			
COLLEGE OF THE ALBEMARLE	\$5	Semester	\$15	Semester	65,185.59	165,640.02
CRAVEN COMMUNITY COLLEGE	\$15	Semester	\$15	Semester	310.64	33,212.03
DAVIDSON CO COMMUNITY COLLEGE	\$25	Semester	\$25	Semester	1,499.08	763,297.52
DURHAM TECHNICAL COMM COLLEGE	\$12.50/\$16/\$20/\$24 CU/\$5 Course CE	Semester/Course	\$18/\$22/\$26/\$30 CU/\$5 Course CE	Semester/Course	111,572.24	1,323,893.67
EDGEcombe COMMUNITY COLLEGE	\$2	Credit Hour	\$2	Credit Hour	48,528.71	76,538.45
FAYETTEVILLE TECH COMM COLLEGE	\$15	Semester	\$15	Semester	292,765.10	1,119,676.21
FORSYTH TECHNICAL COMM COLLEGE	\$35	Year	\$35	Year	447,612.90	91,967.17
GASTON COLLEGE	\$10	Semester	\$12	Semester	116,855.45	697,212.31
GUILFORD TECH COMM COLLEGE	\$25/\$50	Semester	\$25/\$50	Semester	706,385.86	4,886,221.14
HALIFAX COMMUNITY COLLEGE <sup>2</sup>	\$11 - \$21	Credit Hour	\$11 - \$21	Credit Hour		78,703.08
HAYWOOD COMMUNITY COLLEGE	\$5	Semester	\$5	Semester	360.50	17,867.82
ISOTHERMAL COMMUNITY COLLEGE	None		None			
JAMES SPRUNT COMMUNITY COLLEGE	\$10	Semester	\$10	Semester		36,589.01
JOHNSTON COMMUNITY COLLEGE	\$4	Credit Hour	\$4	Credit Hour	168,208.04	420,388.88
LENOIR COMMUNITY COLLEGE	None		\$10	Semester	1,868.28	270,244.44
MARTIN COMMUNITY COLLEGE	None		None			
MAYLAND COMMUNITY COLLEGE	\$5	Semester	\$5	Semester	725.58	27,526.56
MCDOWELL TECHNICAL COMM COLLEGE	\$5	Semester	\$5	Semester	3,020.00	42,989.00
MITCHELL COMMUNITY COLLEGE	\$25	Semester	\$25	Semester	8,139.69	378,406.91
MONTGOMERY COMMUNITY COLLEGE	\$5	Semester	\$5	Semester		44,534.88
NASH COMMUNITY COLLEGE	\$14 Semester CU/\$5 Course CE	Semester/Course	\$14 Semester CU/\$5 Course CE	Semester/Course	107,699.66	71,818.32
PAMLICO COMMUNITY COLLEGE	None		None			
PIEDMONT COMMUNITY COLLEGE	\$10	Semester	\$20	Semester	38,029.37	10,513.08
PITT COMMUNITY COLLEGE	\$10	Semester	\$15	Semester	308,048.34	768,219.57
RANDOLPH COMMUNITY COLLEGE	\$5	Semester	\$5	Semester	11,000.00	35,870.48
RICHMOND COMMUNITY COLLEGE	None		None			
ROANOKE-CHOWAN COMMUNITY COLLEGE	\$20	Semester	\$20	Semester		57,879.00
ROBESON COMMUNITY COLLEGE	\$7.50	Semester	\$7.50	Semester	89,165.22	72,658.60
ROCKINGHAM COMMUNITY COLLEGE	\$5	Semester	\$10	Semester	32,518.15	10,343.56
ROWAN-CABARRUS COMMUNITY COLLEGE	None		None			
SAMPSON COMMUNITY COLLEGE	\$10	Semester	\$10	Semester	25,152.21	94,410.12
SANDHILLS COMMUNITY COLLEGE	None		None			
SOUTH PIEDMONT COMMUNITY COLLEGE	\$15	Semester	\$15	Semester	26,704.45	65,412.29
SOUTHEASTERN COMMUNITY COLLEGE <sup>3</sup>	\$12	Semester	\$12	Semester	26,058.76	231,857.46
SOUTHWESTERN COMMUNITY COLLEGE	None		None			
STANLY COMMUNITY COLLEGE	\$10	Semester	\$30	Semester	2,041.25	51,203.58

SURRY COMMUNITY COLLEGE	None		\$5	Semester	3,566.00	42,523.00
TRI-COUNTY COMMUNITY COLLEGE	\$4	Semester	\$4	Semester	8.00	58,240.12
VANCE GRANVILLE COMMUNITY COLLEGE	\$1.50 Credit Hour CU/\$4 Course CE	Credit Hour/Course	\$1.50 Credit Hour CU/\$4 Course CE	Credit Hour/Course	74,136.91	263,934.81
WAKE TECHNICAL COMMUNITY COLLEGE	\$25	Semester	\$85	Semester	3,112,023.69	3,446,094.55
WAYNE COMMUNITY COLLEGE	None		None			
WESTERN PIEDMONT COMM COLLEGE	\$5	Semester	\$5	Semester	18,661.38	934.64
WILKES COMMUNITY COLLEGE	\$20	Semester	\$20	Semester	50,247.00	38,360.41
WILSON COMMUNITY COLLEGE	\$15	Semester	\$15	Semester	129,776.41	45,054.56
<b>TOTAL</b>					<b>9,984,426.70</b>	<b>24,482,270.34</b>

Number of colleges that do not charge a fee: 14

<sup>1</sup>\$10 charge for each additional automobile

<sup>2</sup>Starts at \$11 for one credit hour and increases \$1 per credit hour until \$21

<sup>3</sup>Rate is \$5 for CCCP students

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
**GRANT AWARDS July 1, 2019 - December 31, 2019**  
**MID-YEAR REPORT**

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
Adult Education and Family Literacy Act	US Dept. of Education, Adult Education State Grant Program, /PL 113-128 II Workforce Investment and Opportunity Act	\$ 19,039,993	7/1/2019 - 9/30/2020	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.	14.3%	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	\$ 14,230,672	7/1/2019 - 9/30/2020	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.	14.3%	Programs & Student Services/Bob Witchger
Apprenticeship - ASE Grant	Department of Labor	\$ 1,811,412.20	7/1/2019 - 6/30/2022	Apprenticeship Expansion Grant - to expand registered apprenticeships to the state. Funds will be used to support and encourage registered apprenticeship programs across industry sectors and into state workforce development, education, and economic development strategies.	14.3%	Economic Development/Kathryn Castelloes
Apprenticeship - WIOA/State	Department of Commerce	\$ 350,000	7/1/2019 - 6/30/2020	As 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.	14.3%	Economic Development/Kathryn Castelloes

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
NC Manufacturing Extension Partnership	NCSU/US Dept. of Commerce	\$ 275,000	7/1/2019 - 6/30/2020	As a partner in the NC Manufacturing Extension Partnership, the NC Community College System, through the Customized Training Program, will collaborate to promote manufacturing retention and growth throughout the State. Working with the 58 community colleges, the NCCS 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. This A1 grant is for a five-year period, with a \$250,000 annual allotment. Year 2019-20 an additional \$25,000 has been awarded. This is year five of the grant period.	14.3%	Economic Development/Maureen Little
NC Space Grant Funded Undergraduate Research Program	National Aeronautics & Space Administration (NASA)	\$ 40,000	7/1/2019 - 5/01/2020	Ten colleges participate by supporting students in undergraduate student research and will receive \$4,000 each. It is anticipated the that each college will include student travel (presentation/symposiums), local travel for research or data gathering, subscriptions to journals, and consumables if research is being conducted in a laboratory. At this time, it is difficult to specifically describe how the colleges will itemize the budget, but upon the final report (or after the ten colleges are selected) more specific line item budgets for each college can be provided.	0.0%	Economic Development/Matt Meyer

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
NC Space Grant Hight Altitude Balloon Payload Competition (Sub-Orbital)	National Aeronautics & Space Administration (NASA)	\$ 20,000	10/1/2019 - 5/31/2020	The NC Community College System Office, as an affiliate institution of the State's NC Space Grant, is supporting a high-altitude balloon payload student-design competition for the fifth year. Launch occurs in the end of March or early April at Catawba Valley Community College. The participating colleges typically recruit student teams of six to eight members, and require funding for small equipment (Go Pro cameras, GPS units) and consumables (Helium, spare balloons).	0.0%	Economic Development/Matt Meyer
Coaching Grant to NCCCS - HQHI Pathways Coaching (HQHI)	Jobs for the Future (Bill & Melinda Gates Foundation funds)	\$ 110,000	7/15/2019 - 10/31/2020	The High Quality High Impact (HQHI) Pathways Coaching Model is based on the national best practices of the Guided Pathways Collaborative Coaching model and is well aligned with the strategic goals of the Center, the NC Guided Pathways Initiative, and the strategic goals of the North Carolina Community College System Office (NCCCS). NCSSC will be enhanced through an evidence-based coaching initiative by developing regionally aligned NC talent and providing assistance and capacity for all 58 NC Community colleges to implement guided pathways essential practices, designed to propel the colleges toward a One-Door, One-College Model. The one-door-one college model acknowledges that students enter our institutions through multiple "doors". It aligns all learning at the college, Basic Skills, Continuing Education, and Curriculum and builds a seamless entry for students regardless of where they begin.	0.0%	Program & Student Services / Student Success Center / Susan Barbita

GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
NC Student Success Center Postsecondary Data Partnership (PDP)	Jobs for the Future (Bill & Melinda Gates Foundation funds)	\$ 25,000	7/15/2019 - 5/31/2020	The Postsecondary Data Partnership matches students to the National Student Clearinghouse's (NSC's) database of student enrollment and degree completion, allowing for more detailed data to understand the success of community college students. SSC participation will serve to build and model an infrastructure for infrastructure and interstate benchmarking and peer analysis.	0.0%	Program & Student Services / Student Success Center / Susan Barbita
NC Student Success Center Guided Pathways	Bill & Melinda Gates Foundation	\$ 1,195,634	7/18/2019 - 8/31/2022	The NC Student Success Center (SSC) helps to redesign policies, programs, and services to support student success. The SSC has cohorts of colleges that operate for a two-year period. This funding will permit the SSC to fully execute its mission while bringing aboard new cohorts of colleges. Funds disbursed over the course of the grant.	0.0%	Program & Student Services / Student Success Center / Susan Barbita
Golden Leaf Scholarships	Golden LEAF Foundation	\$ 775,000	7/1/2019 - 6/30/2020	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/Monty Hickman
DHHS - DSS Food & Nutrition Services: Education & Training	DHHS - DSS SNAP E & T (USDA funds)	\$ 5,033,599	10/1/2019 - 9/30/2022	As a partner in collaboration with the NC DSS county offices, NCCCS works with the identified community colleges to implement and support programs offering successful Employment and Training programs. These funds support the development, implementation and administration of FNS E&T programs.	14.3%	Programs & Student Services/Margaret Robertson & Teretha Bell



GRANT NAME	GRANTOR	AMOUNT	TIME PERIOD	DESCRIPTION	INDIRECT COST RATE	CONTACT PERSON DIVISION
Project Skill-Up	Tobacco Trust Fund Commission	\$ 200,000	11/01/2017 - 12/31/2021	Funds are available for the public purpose of alleviating or avoiding unemployment and quantifiable adverse fiscal impacts, stabilizing local tobacco-dependent communities and tax bases and to provide for the optimal use of natural resources. Therefore, this year the scholarships will be divided into two groups: \$150,000 to first generation farm impacted individuals for any credential program leading to employment and second, \$50,000 toward people in effected communities who may not be first generation but are looking to get training in agricultural studies.	0.0%	Programs & Student Services/Karen Tikkanen
PAYA	Partnership to Advance Youth Apprenticeship	\$ 150,000	8/1/2019-7/31/2020	ApprenticeshipNC will use the grant to increase the number and diversity of youth apprenticeships across the state. Many of the youth apprenticeships developed to date have focused on the advanced manufacturing sector. The grant will assist ApprenticeshipNC with expansion into other industries, such as financial services, agribusiness, and hospitality and tourism.	14.3%	Economic Development/Elizabeth Standafer
UNC-G	Bill & Melinda Gates Foundation	\$ 572,914	7/1/2019-6/30/2024	NCCCS will be receiving federal funds from DOE (through a subaward from UNC-G) to conduct an evaluation of the state's Career and College Promise. These funds will be received over a five-year period (from 2019-24).	14.3%	Research and Performance Management/Bill Schneider
Total of Grants Received:		<u>\$ 43,829,224</u>				

This is a compilation of grants received during July - December 2019.

North Carolina Community College System  
Delegated College Allocations Report as of December 31, 2019  
Mid-Year Report

<b><u>NC Community College System President Approval</u></b>							
Month	Project Name	Time Period	Allocation Total	# of Colleges	Description	Fund Source	Rule
Sep-19	High Altitude Balloon Payload Design	9/30/2019 - 5/30/2020	\$ 15,000.00	8	Colleges will participate in the April 2020 launch at the Gravity Games. Funding is used to support student and staff travel, payload and small equipment.	NC Space Grant/NC State	(3) 1H SBCCC 200.1(a)(3)( c) if the total amount of funds allocated to the college does not exceed \$250,000.
Sep-19	State Leadership - Central Carolina CC	10/1/2019 - 6/30/2020	\$ 130,000.00	1	Funds will support the Center of Excellence for Adult Education Performance (CEAEP). The goal for CEAEP is to serve as the vehicle to provide professional development and technical assistance to Title II providers on improving performance.	AEFLA/Federal	(3) 1H SBCCC 200.1(a)(3)( c) if the total amount of funds allocated to the college does not exceed \$250,000.
Sep-19	Customized Training - Wake Tech. CC	10/1/2019 - 6/30/2020	\$ 113,334.00	1	College will use funds to support a Regional Food and Beverage Trainer position.	State	(3) 1H SBCCC 200.1(a)(3)( c) if the total amount of funds allocated to the college does not exceed \$250,000.
Dec-19	Tobacco Trust Funds	1/17/2020 -12/31/2021	\$ 200,000.00	21	The Tobacco Trust Fund will allocate funds to colleges for individuals and communities impacted by the economical decline in the tobacco industry across the state. Funds will be divided into two groups: \$150,000 to first generation farm impacted individuals and \$50,000 toward people in affected communities who may not be first generation but are looking to get training in agricultural studies.	NC Tobacco Trust Fund Commission	(3) 1H SBCCC 200.1(a)(3)( c) if the total amount of funds allocated to the college does not exceed \$250,000.
Dec-19	Virtual Learning Community Research Project	1/1/2020 - 12/31/2020	\$ 112,000.00	1	These funds will be used to continue with Phase III of the machine learning technology research project by the Virtual Learning Community Quality and Assessment Center at Surry Community College. The college will work toward online course redesign, editing or content development, research, best practices or standard development, and needs assessment and research projects.	State	(3) 1H SBCCC 200.1(a)(3)( c) if the total amount of funds allocated to the college does not exceed \$250,000.

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
**DELEGATED CONTRACTS July 1, 2019 - December 31, 2019**  
**MID-YEAR REPORT**

<b>NCCCS Division</b>	<b>Source of Funds</b>	<b>Vendor/Contractor Name</b>	<b>Description</b>	<b>Start Date</b>	<b>End Date</b>	<b>Contract Amount</b>	<b>Division Contact</b>
Programs and Student Services	Student Success Center	Alamance Community College	Provide administrative services for up to ten (10) college Cohort B Team Members.	11/5/2019	04/28/2020	\$ 6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Angela Davis	Will facilitate two (2) half (1/2) day Courageous Conversation Workshops to NC Community College colleagues across the state.	10/3/2019	11/12/2019	2,000	Susan Barbitta
Programs and Student Services	Adult Educ & Family Lit	Appalachian State University	Provide staff development training for North Carolina Adult Educators working at NC Community Colleges and Community-based organizations.	07/01/2019	06/15/2020	99,980	Trudie Hughes
Programs and Student Services	Student Success Center	Asheville-Buncombe Technical Community College	Dr. Steven Heulett, Transfer Advising Center Coordinator, will serve as a Guided Pathways (GP) Coach for two NC Community Colleges.	09/01/2019	05/29/2020	4,100	Susan Barbitta
Programs and Student Services	Student Success Center	Bladen Community College	Provide administrative services for the Cohort B team members to attend the NC GPS Institutes.	11/05/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Blue Ridge Community College	Provide administrative services for the Cohort B team members to attend the NC GPS Institutes.	11/05/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Blue Ridge Community College	Will manage all of the logistics for the Deficit Minded to Equity Minded Workshop.	11/08/2019	11/08/2019	700	Susan Barbitta
Programs and Student Services	Adult Educ & Family Lit	Cape Fear Community College	Dani Mallory, Coordinator, will collaborate with Cape Fear Community College representatives to implement the Teacher Induction Program.	09/20/2019	06/30/2020	15,000	Trudie Hughes
Programs and Student Services	Adult Educ & Family Lit	Carteret Community College	Diane Matlock, Director, Basic Skills, will collaborate with Carteret Community College representatives to implement the Teach Induction program.	09/18/2019	06/30/2020	15,000	Trudie Hughes
Programs and Student Services	Student Success Center	Catawba Valley Community College	Provide administrative services for the Cohort B team members to attend the NC GPS Institutes.	11/05/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Central Carolina Community College	Will manage all of the logistics for the Deficit Minded to Equity Minded Workshop on September 25, 2019.	09/25/2019	09/25/2019	700	Susan Barbitta
Programs and Student Services	Student Success Center	Central Carolina Community College	Scott Byington, Dean of Arts, Science and Advising, will serve as a Guided Pathways (GP) Coach for two NC Community Colleges.	09/01/2019	05/29/2020	4,100	Susan Barbitta
Programs and Student Services	Student Success Center	Central Piedmont Community College	Provide administrative services for the Cohort B team members to attend the NC GPS Institutes.	11/05/2019	04/28/2020	6,500	Susan Barbitta

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact
Programs and Student Services	Student Success Center	Christopher Ryan Knight	Mr. Knight will serve as a general grant writer for the NC Student Success Center.	08/23/2019	05/29/2020	5,000	Susan Barbitta
Economic Development	Economic Development	Coastal Carolina Community College	To allow its State SBCN Director to serve in the role of the CCCC Small Business Center (SBC) Director for approximately 25% of the SBCN Director's working time.	07/01/2019	06/30/2020	37,261	Maureen Little
Programs and Student Services	Student Success Center	Coastal Carolina Community College	Provide administrative services for up to ten (10) college Cohort B Team Members.	11/05/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Workforce Development and Continuing Education	Coppedge Creative Group	Provide professional services for the Food and Nutrition Services Employment and Training (FNS E&T) program.	04/23/2019	09/30/2019	10,000	Teretha Bell
Programs and Student Services	Student Success Center	Davidson County Community College	John Hardee, Mathematics Faculty, will serve as a Guided Pathways (GP) Coach for two NC Community Colleges.	09/01/2019	05/29/2020	4,100	Susan Barbitta
Programs and Student Services	Student Success Center	Dr. Lauren Pellegrino	Dr. Pellegrino will present and facilitate breakout groups at the NC GPS Institute and assist NC Community Colleges in completing the Scale of Adoption Assessment.	11/05/2019	11/07/2019	3,500	Susan Barbitta
Programs and Student Services	Student Success Center	Dr. Michael A. Baston	Dr. Baston will provide professional services to colleges participating in the 2019 – 2020 Cohort B of the NC Guided Pathways to Success (NC GPS) Network.	11/05/2019	11/06/2019	5,000	Susan Barbitta
Programs and Student Services	Student Success Center	Dr. Susan Burlison	Dr. Burlison will prepare and deliver a presentation about Guided Pathways, Loss/Momentum points, national and state initiatives that increase completion rates for students on November 5, 2019 at the NC GPS Cohort B Institute I at Davidson County Community College.	11/05/2019	11/05/2019	1,000	Susan Barbitta
Programs and Student Services	Student Success Center	Durham Technical Community College	Angela Davis, Special Assistant for Equity and Inclusion, will prepare and deliver five (5) Cost of Poverty Experience (COPE) Workshops regionally across the state.	10/01/2019	05/01/2020	3,000	Susan Barbitta
Programs and Student Services	Student Success Center	Durham Technical Community College	Angela Davis, Special Assistant for Equity and Inclusion, will serve as a Guided Pathways (GP) Coach for two NC Community Colleges.	10/01/2019	05/01/2020	4,100	Susan Barbitta
Programs and Student Services	Student Success Center	Durham Technical Community College	Abraham Doles, Assistant Dean, Registrar, will service as a Guided Pathways (GP) Coach for two NC Community Colleges.	10/01/2019	05/01/2020	4,100	Susan Barbitta
Programs and Student Services	Student Success Center	DVP-PRAXIS LTD.	Sarah Deal, Lead Service Provider for DVP- Praxis LTD., will provide professional services for Student Excellence (RISE) evaluations, quantitative and qualitative.	07/01/2019	07/31/2019	6,000	Susan Barbitta

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact
Programs and Student Services	Student Success Center	DVP-PRAXIS LTD.	Sarah Deal, Lead Service Provider for DVP- Praxis LTD., will conduct Scale of Adoption and Assessment (SOAA) and report writing with Guided Pathways colleges during Fall 2019 and Spring 2020.	09/01/2019	06/30/2020	30,000	Susan Barbitta
Programs and Student Services	Student Success Center	Emily F Holliday	Will provide professional services for the RISE 101 course.	10/07/2019	10/15/2019	500	Susan Barbitta
Programs and Student Services	Student Success Center	Fayetteville Technical Community College	Provide administrative services for the Cohort B team members to attend the NC GPS Institutes.	11/05/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Forsyth Technical Community College	Provide administrative services for the Cohort B team members to attend the NC GPS Institutes.	11/05/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Gaston College	Sherry Sharpe, Instructor-Academic Studies/Retention Coordinator, will serve as a liaison between Aunt Bertha (AB) and the 16 colleges in Cohort B and Trellis Student Survey of Financial Stability.	11/04/2019	05/20/2020	4,000	Susan Barbitta
Programs and Student Services	Student Success Center	Gaston College	Dr. Heather Woodson, Associate VP of Academic Affairs & Dean of the Kimbrell Campus, will serve as a Guided Pathways (GP) Coach for two NC Community Colleges.	09/01/2019	05/29/2020	4,100	Susan Barbitta
Programs and Student Services	Student Success Center	Johnston Community College	Provide administrative services for the Cohort B team members to attend the NC GPS Institutes.	11/05/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Lenoir Community College	Dr. John Paul Black, Dean of Student Services/Title IX Coordinator, will serve as a Guided Pathways (GP) Coach for two NC Community Colleges.	09/01/2019	05/29/2020	4,100	Susan Barbitta
Programs and Student Services	Student Success Center	Lenoir Community College	Dr. Maggie Brown, Dean of Industrial Technologies, will serve as a Guided Pathways (GP) Coach for two NC Community Colleges.	09/01/2019	05/29/2020	4,100	Susan Barbitta
Programs and Student Services	Career and Technical Education	Nash Community College	Provide a Coordinator to assist the implementation of the Soft Skills curriculum as developed through the ESAP. The Coordinator will be located at Nash Community College with reporting responsibilities to the Senior Program Administrator Business and Information Technologies at the NCCCS System Office.	Date of last signature	9/30/2019	25,000	Anthony Reggi

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact
Programs and Student Services	Student Success Center	North Carolina State University	NC State University for the National Initiative for Leadership and Institutional Effectiveness (NILIE) will present Regional Reinforced Instruction for Student Excellence (RISE) qualitative research practices and early results at the 2019 Association for the Study of Higher Education (ASHE) Conference.	11/19/2019	11/21/2019	800	Susan Barbitta
Programs and Student Services	Student Success Center	North Carolina State University	NILIE will conduct RISE site visits at eleven NC Community Colleges.	10/15/2019	11/30/2019	1,800	Susan Barbitta
Programs and Student Services	Student Success Center	North Carolina State University	Andrea DeSantis, will serve as a general grant writer for the North Carolina Student Success Center.	08/28/2019	05/29/2020	5,000	Susan Barbitta
Technology Solutions and Distance Learning	Technology Solutions and Distance Learning	North Carolina State University	Will provide Mendix, a low code, no code" platform. Software Development and Deployment Product Training to at least five (5) NCCCS staff.	10/25/2019	10/31/2019	10,000	Heather McMorran
Programs and Student Services	Student Success Center	Pitt Community College	Glynis Mullins, Developmental Math Coordinator, Developmental Education & Academic Support Department, will provide professional services for Reinforced Instruction for Student Excellence (RISE).	09/01/2019	06/30/2020	5,000	Susan Barbitta
Programs and Student Services	Student Success Center	Pitt Community College	Happy Gingras, Director of Teaching & Learning and Perkins Grant Coordinator, will serve as a Guided Pathways (GP) Coach for two NC Community Colleges.	09/01/2019	05/29/2020	4,100	Susan Barbitta
Programs and Student Services	Student Success Center	Richmond Community College	Provide administrative services for up to ten (10) college Cohort B Team Members.	11/5/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Rockingham Community College	Provide administrative services for up to ten (10) college Cohort B Team Members.	11/5/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Rowan-Cabarrus Community College	Melissa Reid, Mathematics Department Chair at Rowan-Cabarrus CC will serve as the National Repository of Online courses (NROC) EdReady Math Specialist.	07/29/2019	06/30/2020	4,000	Susan Barbitta
Programs and Student Services	Student Success Center	Rowan-Cabarrus Community College	Dr. Jenny Billings, English Department Chair at Rowan-Cabarrus CC will serve as the National Repository of Online Courses (NROC) EdReady English Specialist.	07/29/2019	06/30/2020	4,000	Susan Barbitta
Programs and Student Services	Student Success Center	Sandhills Community College	Sandhills Community College will plan, coordinate, and schedule a maximum of twenty-two (22) day-long professional development workshops regionally across the state.	11/01/2019	02/28/2020	45,000	Susan Barbitta

NCCCS Division	Source of Funds	Vendor/Contractor Name	Description	Start Date	End Date	Contract Amount	Division Contact
Programs and Student Services	Student Success Center	Sandhills Community College	Mary Brideschge will serve as the RISE Professional Development Coordinator/Developer for the NC Student Success Center. Elizabeth Thomas will serve as fiscal agent and collect the necessary documentation to pay invoices for expenses associated with this agreement.	09/01/2019	09/30/2020	30,000	Susan Barbitta
Executive Division	Executive Division	Shante Martin	Collaborate with NC State University instructional designers to develop a series of short, web-based videos. The videos will serve as on-demand on-boarding material primarily for new trustees and new presidents.	07/01/2019	12/31/2019	7,500	Jennifer Haygood
Programs and Student Services	Student Success Center	South Piedmont Community College	Provide administrative services for up to ten (10) college Cohort B Team Members.	11/05/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Adult Educ & Family Lit	South Piedmont Community College	Kelly Stegall, Dean of College and Career Readiness, will collaborate with South Piedmont Community College representatives to implement the Teacher Induction program.	09/26/2019	06/30/2020	15,000	Trudie Hughes
Programs and Student Services	Student Success Center	Southeastern Community College	Provide administrative services for up to ten (10) college Cohort B Team Members.	11/05/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Southeastern Community College	Will manage all of the logistics for the Deficit Minded to Equity Minded Workshop on October 24, 2019.	10/24/2019	10/24/2019	700	Susan Barbitta
Programs and Student Services	Student Success Center	Southwestern Community College	Provide administrative services for up to ten (10) college Cohort B Team Members.	11/05/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Vance-Granville Community College	Provide administrative services for up to ten (10) college Cohort B Team Members.	11/05/2019	04/28/2020	6,500	Susan Barbitta
Programs and Student Services	Student Success Center	Wake Technical Community College	Ellen Mathis, Coordinator for Student Communications, will provide professional services for Reinforced Instruction for Student Excellence (RISE).	11/01/2019	02/01/2020	3,500	Susan Barbitta
Programs and Student Services	Student Success Center	Wake Technical Community College	Laura Kalbaugh, Dean, Academic Success and Transition Resources, to serve as Interim Director for the NC Student Success Center (NC SSC).	09/19/2019	09/18/2020	108,540	Susan Barbitta
Programs and Student Services	Student Success Center	Western Piedmont Community College	Ann Marie McNeely, Dean of Arts and Sciences, will serve as the Subject Matter Expert (SME) to assist the Regional Reinforced Instruction for Student Excellence (RISE) Coordinators.	06/12/2019	05/31/2020	1,000	Susan Barbitta
Programs and Student Services	Student Success Center	Wilson Community College	Provide administrative services for the Cohort B team members to attend the NC GPS Institutes.	11/05/2019	04/28/2020	6,500	Susan Barbitta

**TOTAL:** \$ 646,381

**AGENDA**  
**State Board of Community Colleges**  
**PROGRAMS COMMITTEE**  
**Caswell Building, Innovation Station**  
**Thursday, February 20, 2020 – 1:30 p.m.**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – January 16, 2020

**For Future Action**

- Amendment of 1D SBCCC 400.6 - Curriculum Program Approvals and Terminations (Attachment PROG 01) \*
- Amendment of 1G SBCCC 200.96 - Training for Public Safety Agencies (Attachment PROG 02) \*

**For Action**

- Legislative Reports for Career and College Promise and Cooperative Innovative High Schools (Attachment PROG 03)
- Progress on the Implementation of the Career and College Ready Graduates Program (Attachment PROG 04)
- Curriculum Program Application – New to the System (Attachment PROG 05)
  - Durham Technical Community College
    - Orthopaedic Technology (A45xxx)
- Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 06) [CA]
  - Beaufort County Community College
    - Emergency Medical Science (A45340)
  - Caldwell Community College and Technical Institute
    - Biopharmaceutical Technology (A20180)

**For Information**

***Programs Committee***

- Curriculum Program Application as Approved by the System President (Attachment PROG 07)
  - Wayne Community College
    - Public Safety Administration (A55480)
- Curriculum Program Standard Revision as Approved by the System President (Attachment PROG 08)
  - Wayne Community College
    - Accounting and Finance (A25800)
- Curriculum Program Termination as Approved by the System President (Attachment PROG 09)



## **AGENDA**

**State Board of Community Colleges**

**PROGRAMS COMMITTEE**

**Caswell Building, Innovation Station**

**Thursday, February 20, 2020 – 1:30 p.m.**

- Wake Technical Community College
  - Mission Critical Operations (A40430)
- SBCC Code Report – February 2020 (Attachment SBCCC 01)

### ***Finance Committee***

- Service Agreement for College and Career Readiness Online Training (Attachment FC 04)
- Allocation for NC Career Coach Program (Attachment FC 05)

### **New Business**

### **Adjourn**

**\*The Programs Committee will be asked to suspend the rules and move this item to the FOR ACTION agenda. The Full Board will then be asked to suspend the rules and place this item on the ACTION agenda.**

**MINUTES**  
**State Board of Community Colleges**  
**PROGRAMS COMMITTEE**  
**Thursday, January 16, 2020**

**MEMBERS PRESENT:**

Sam Powell, Chair  
Bobby Irwin, Vice Chair  
William Holder

David Willis  
Hari Nath  
Bob Stephens

Jesse Watts  
Ann Whitford

**MEMBERS ABSENT:**

Mary Ann Rice

**SYSTEM OFFICE STAFF AND OTHERS:**

Kimberly Gold  
Alex Doles  
Wesley Beddard  
James "JW" Kelley  
Margaret Robertson  
Lisa Eads  
Lori Byrd

Frank Sculetta  
Dorothy Strickland  
Jonathan Harris  
Mary Olvera  
Michelle Lair  
Jennifer Haygood  
Maureen Little

Patti Coultas  
Tracy McPherson  
David Heatherly (NCACCP)  
Amanda Lee (NCACCP)  
Lyn Austin (NCACCT)

**WELCOME AND ETHICS STATEMENT:** Dr. Powell called the meeting to order at 1:46pm in Innovation Station (B10) at the Caswell Building. Roll was taken and there was a quorum. Dr. Powell read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

**APPROVAL OF THE AGENDA:** Dr. Powell requested a motion to approve the January 16, 2020 agenda. Mr. Holder made a motion to approve the agenda and Mr. Stephens seconded the motion. The agenda was unanimously approved by the committee.

**APPROVAL OF THE MINUTES:** Dr. Powell requested a motion to approve the November 14, 2019 minutes. Mr. Stephens made a motion to approve the minutes and Mr. Holder seconded the motion. It was unanimously approved by the committee.

**FOR FUTURE ACTION:**

**Recodify Instructional Cost Definition (Attachment PROG 01) \***

- Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 100.1. – Definitions (Attachment PROG 01A)
- Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 100.99. – Budget FTE Funding (Attachment PROG 01B)

Dr. Gold reviewed this item. These items are part of the process to streamline and clarify language in the State Board of Community College Code.

Mr. Nath asked for clarification on why labor costs are included but facility costs are not. Budget FTE counts focus on paying direct costs for operating instruction. Facility costs are not included as courses could be provided at other locations such as community centers rather than the community college.

**MINUTES**  
**State Board of Community Colleges**  
**PROGRAMS COMMITTEE**  
**Thursday, January 16, 2020**

The county normally pays for facility costs with some exceptions where the state would cover those costs.

On a motion made by Mr. Holder, seconded by Mr. Stephens, the full Board will be asked to suspend the rules and place this item on the “Action” agenda with a recommendation for approval at their meeting on January 17, 2020.

---

**Changes to Reporting of Student Hours for Continuing Education (Attachment PROG 02) \***

- Initiation of the Rulemaking Process for the Amendment of 1G SBCCC 200.94. – Reporting of Student Hours in Membership for Continuing Education Classes (Attachment PROG 02A)
- Initiation of the Rulemaking Process for the Amendment of 1E SBCCC 900.2. – Continuing Education Registration Fee Refunds (Attachment PROG 02B)

Dr. Gold reviewed this item. These items are part of the process to streamline and clarify language in the State Board of Community College Code.

On a motion made by Mr. Irwin, seconded by Mr. Holder, the full Board will be asked to suspend the rules and place this item on the “Action” agenda with a recommendation for approval at their meeting on January 17, 2020.

---

**Initiation of the Rulemaking Process for Amendment of 1D SBCCC 300.4 – Program Management (Attachment PROG 03) \***

Dr. Gold reviewed this item. This item aligns GPA requirements in the Continuing Education pathways with the Curriculum pathways.

On a motion made by Mr. Holder, seconded by Mr. Irwin, the full Board will be asked to suspend the rules and place this item on the “Action” agenda with a recommendation for approval at their meeting on January 17, 2020.

---

**Adoption of a Temporary Amendment to 1G SBCCC 200.95 – Limitations in Reporting Student Membership Hours (Attachment PROG 04) \***

Dr. Gold reviewed this item. This item is part of the process to clarify language in the State Board of Community College Code.

Mr. Willis asked for an explanation on the difference between “contact hours” and “membership hours”. Contact hours count the number of minutes students attend a class. This item will allow for colleges to count student enrollment for instruction, whether in a correctional setting or not, to be consistent with any other course. This rule will remain in the code as a temporary rule and will return before the committee.

General Counsel Harris outlined the process and timeline for changes to the SBCC Code on request by the committee.

**MINUTES**  
**State Board of Community Colleges**  
**PROGRAMS COMMITTEE**  
**Thursday, January 16, 2020**

On a motion made by Mr. Holder, seconded by Mr. Willis, the full Board will be asked to suspend the rules and place this item on the "Action" agenda with a recommendation for approval at their meeting on January 17, 2020.

---

**FOR ACTION:**

**Cooperative Innovative High School (CIHS) Application Approval (Attachment PROG 05)**

Dr. Gold reviewed this item.

The committee had presented a scenario where the State Board of Community Colleges gave approval for a Cooperative Innovative High School application yet the school not receiving funding from the General Assembly. The schools are given approval to receive FTE for instruction hours and administrative hours. The approved funding from the General Assembly is supplemental funding that can be utilized for expenses such as textbooks, transportation, and college liaisons. As such, a Cooperative Innovative High School could open without this supplemental funding.

On a motion made by Mr. Irwin, seconded by Mr. Willis, the above item was approved for action and forwarded to the January 17, 2020 meeting.

---

**Small Business Center Network Guidelines (Attachment PROG 06)**

Ms. Little reviewed this item. Ms. Little reviewed the changes to the Small Business Center Network Guidelines that were discussed in the previous committee meeting on November 14, 2019. All documents were in order.

Mr. Willis asked if there is a cost to small businesses for these services. These costs include services such as counseling and training through a \$6.2 million budget supplied by the state.

On a motion made by Ms. Whitford, seconded by Mr. Willis, the above item was approved for action and forwarded to the January 17, 2020 meeting.

---

**Review of Comments and Adoption of Amendment to 1D SBCCC 400.11 – Education Services through Career and College Promise (Curriculum) College Transfer Pathway Requirements for Freshmen & Sophomores (Attached Comments) (Attachment PROG 07)**

General Counsel Harris and Dr. Eads reviewed this item. All documents were in order.

The committee had no questions or concerns.

On a motion made by Mr. Stephens, seconded by Mr. Holder, the above item was approved for action and forwarded to the January 17, 2020 meeting.

---

**Curriculum Program Application – Fast Track for Action (FTFA) (Attachment PROG 08) [CA]**

- Alamance Community College
  - Mechanical Engineering Technology (A40320)
- Catawba Valley Community College

**MINUTES**  
**State Board of Community Colleges**  
**PROGRAMS COMMITTEE**  
**Thursday, January 16, 2020**

- Human Services Technology (A45380)
- Davidson County Community College
  - Sustainable Agriculture (A15410)
- Mayland Community College
  - Emergency Medical Science (A45340)
- McDowell Technical Community College
  - Healthcare Management Technology (A25200)
- Sandhills Community College
  - Environmental Engineering Technology (A40150)
- Wake Technical Community College
  - Medical Sonography (A45440)

Dr. Gold reviewed this item. Dr. Powell recommended that this item be removed from the Consent Agenda in order to allow for further discussion in the full meeting on Friday, January 17, 2020. All documents were in order.

The committee questioned Wake Technical Community College's Medical Sonography application compared to an application from Central Piedmont Community College for the same program in Spring 2019. Wake Technical Community College (WTCC) was able to resolve all negative impact assessments prior to their application coming before the committee while Central Piedmont Community College (CPCC) had not. CPCC has been in contact with the NCCC System Office regarding the rejection of their application, stating that their application was denied based on claims of market oversaturation. By approving WTCC's application, CPCC states that this argument would be negated and would like to have CPCC's application revisited.

Mr. Holder asked about the reasoning behind the State Board rejecting CPCC's application and that the application was rejected based on market oversaturation when the committee understood that the clinical sites were a larger issue. While the clinical sites were a major point of contention for the negative impact assessment, Dr. Gold clarified that the application was rejected based on the fact that CPCC was not able to resolve the negative impact assessment itself, not on the reasonings behind the negative impact assessment.

Ms. Whitford asked for more details on how WTCC was able to resolve their negative impact assessment from four community colleges. WTCC stated that they would not displace students of other colleges in those clinical spaces and arranged for a Memorandum of Understanding (MOU) with the four colleges that submitted a negative impact assessment. This has resolved the negative impact assessments.

Ms. Austin explained how Johnston Community College (JCC) views this situation and confirmed that there is a strong concern over clinical sites but WTCC was able to smooth over those concerns with their agreement. Mr. Beddard confirmed that JCC does have clinical sites in Wake County but WTCC has an agreement to not take the clinical slots from JCC students. Mr. Beddard provided an example to the committee where, if Wake Med has three clinical spots that are currently occupied by JCC students, WTCC

**MINUTES**  
**State Board of Community Colleges**  
**PROGRAMS COMMITTEE**  
**Thursday, January 16, 2020**

cannot intrude on those spots based on their MOU. However, if Wake Med opened seven more clinical spots, then WTCC students could fill those extra slots and thus not hurt JCC's clinical spots. This scenario could apply to any number of hospitals located in Wake County.

Ms. Haygood offered a comparison of CPCC's proposed MOU where the college offered to avoid taking clinical spots from the other colleges for five years yet there was and still is concern of CPCC's program impact on their neighboring colleges after those five years were finished.

Mr. Watts asked what challenges colleges would face in creating more clinical sites. For Medical Sonography, there is a requirement for a 1-on-1 clinical placement and these clinical slots are done in-person. There are also variations in sites on what types or ages of patients are treated which can add further strain on arranging clinicals if the site does not offer a full spectrum of treatment across all ages.

The Programs Committee stated that the process WTCC has followed is a model for other colleges who may face negative impact assessments and that colleges should not encroach on each other's programs.

Mr. Beddard reiterated that the difference between this application and CPCC's application is that WTCC resolved all negative impact assessments prior to submitting their application while CPCC continued to move forward with their application without resolving those negative impact assessments, even with assistance from NCCC System Office Staff.

Ms. Whitford asked if colleges need to have secured their clinical sites prior to submitting their applications. Colleges are not required to have those sites established prior to submitting their application for approval.

The Programs Committee stressed again that colleges need to find creative ways to resolve their negative impact assessments before submitting their program applications to the State Board for approval.

On a motion made by Mr. Nath, seconded by Ms. Whitford, the above item was removed from the Consent Agenda, approved for action, and placed on the full board "For Action" agenda at their January 17, 2020, meeting.

---

**Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 09) [CA]**

- Johnston Community College – Johnston Correctional Institution
  - NCDOT Highway Construction Trades Academy (HEO-3150)
    - (NCDOT Highway Construction Trades Academy (HCTA))
  - Career Exploration: Highway Construction (HRD-3150)
    - (Career Exploration: Highway Construction Trades)
- Stanly Community College – Albemarle Correctional Institution
  - Working Smart (HRD-4100)
    - (Working Smart)

**MINUTES**  
**State Board of Community Colleges**  
**PROGRAMS COMMITTEE**  
**Thursday, January 16, 2020**

Dr. Gold reviewed this item. All documents were in order.

The committee had no questions or concerns.

On a motion made by Mr. Holder, seconded by Mr. Nath, the above item was approved for action and placed on the full board "Consent Agenda" for action at their January 17, 2020, meeting.

---

**Combined Course Library – Continuing Education (Attachment PROG 10) [CA]**

- New Course Approvals, Modifications, and Tier Designations
  - New Course Approval – Randolph Community College
    - Licensed Massage Therapist - CE (HEA-3022)
    - MBLExPrep (HEA-3023)
  - New Course Approval – Durham Technical Community College
    - Environmental Services Management (HOS-3042)
  - New Course Approval – NC Fire and Rescue Commission/Certification Board and NC Office of State Fire Marshal (OSFM)
    - Firefighter Certification Program
      - FF 2019 – Firefighter Series (FIP-3030)
      - FF General and Comm (FF 2019) (FIP-3040)
      - FF Fireground Ops 1 (FF 2019) (FIP-3041)
      - FF Fireground Ops 2 (FF 2019) (FIP-3042)
      - FF Fireground Ops 3 (FF 2019) (FIP-3043)
      - FF Fireground Ops 4 (FF 2019) (FIP-3044)
      - FF Fireground Ops 5 (FF 2019) (FIP-3045)
      - FF Fireground Ops 6 (FF 2019) (FIP-3046)
      - FF Fireground Ops 7 (FF 2019) (FIP-3047)
      - FF Fireground Ops 8 (FF 2019) (FIP-3048)
      - FF Fireground Ops 9 (FF 2019) (FIP-3049)
      - FF Rescue Ops 1 (FF 2019) (FIP-3050)
      - FF FLSE Initiatives (FF 2019) (FIP-3051)
      - FF Mayday/Safety & Survival (FIP-3052)
    - Airport and Marine Firefighter Certification Programs
      - Airport Fire Fighter (FIP-4731)
      - Marine FF Land-Based (FIP-5586)
    - Driver Operator Certification Program
      - Emergency Vehicle Driver (FIP-3600)
      - D/O Pumps Apparatus Series (FIP-3622)
      - D/O Pumps Intro/Basic Ops (FIP-3623)
      - D/O Pumps Hydr/Water Supply (FIP-3624)
      - D/O Pumps Spr&Sps/Maint&Test (FIP-3625)
      - D/O Aerial Apparatus Series (FIP-3626)
      - D/O Mobile Water Supply App. (FIP-3627)

**MINUTES**  
**State Board of Community Colleges**  
**PROGRAMS COMMITTEE**  
**Thursday, January 16, 2020**

- Hazardous Materials Certification Program
  - HM Awareness (Chapter 4) (FIP-3555)
  - HM Ops (Chapters 4/5/6.2/6.6) (FIP-3556)
  - HM Ops MSC (Chapter 6.2) (FIP-3557)
  - HM Ops MSC (Chapters 6.3/6.4) (FIP-3558)
  - HM Ops MSC (Chapter 6.7) (FIP-3559)
  - HM Ops MSC (Chapter 6.8) (FIP-3560)
  - HM Ops MSC (Chapters 6.5/6.9) (FIP-3561)
  - HM Ops MSC (Chapter 6.6) (FIP-3562)
  - HM Technician (Chapter 7) (FIP-3563)
- Rapid Intervention Certification Program
  - Rapid Intervention Series (FIP-6411)
  - Rapid Intervention Crew (FIP-6412)
- Fire Instructor Certification Program
  - Fire Instructor I (FIP-3811)
  - Fire Instructor II (FIP-3812)
  - Fire Instructor III (FIP-3813)

Dr. Gold reviewed this item. All documents were in order.

The committee had no questions or concerns.

On a motion made by Mr. Irwin, seconded by Mr. Stephens, the above item was approved for action and placed on the full board "Consent Agenda" for action at their January 17, 2020, meeting.

---

**FOR INFORMATION**

**Curriculum Program Application as Approved by the System President (Attachment PROG 11)**

- Bladen Community College
  - Air Conditioning, Heating and Refrigerator Technology (A35100)
- Brunswick Community College
  - Public Safety Administration (A55480)

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

The committee had no questions or concerns.

---

**Curriculum Program Standard Revisions as Approved by the System President (Attachment PROG 12)**

- Wilkes Community College
  - Applied Engineering Technology (A40130)

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



**MINUTES**  
**State Board of Community Colleges**  
**PROGRAMS COMMITTEE**  
**Thursday, January 16, 2020**

The committee had no questions or concerns.

---

**Curriculum Program Termination as Approved by the System President (Attachment PROG 13)**

- Edgemonte Community College
  - Lateral Entry (Certificate) (C55430)
- South Piedmont Community College
  - School-Age Education (A55440)

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

The committee had no questions or concerns.

---

**SBCC Code Report – January 2020 (Attachment SBCCC 01)**

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

The committee had no questions or concerns.

---

**Finance Committee Information Items**

**Allocation for Title II Professional Development Network Project (Attachment FC 01)**

Dr. Gold reviewed the item.

The committee had no questions or concerns.

---

**NC Career Coach Program Funding Allocation Recommendations (Attachment FC 02)**

Dr. Gold reviewed the item.

The committee had no questions or concerns.

---

**OTHER BUSINESS**

The committee was introduced to two new Academic & Student Services staff members: Dr. Mary Olvera, the Career and Technical Education Coordinator for Public Services Technologies, and Ms. Michelle Lair, the Career and College Promise Career and Technical Education Coordinator.

**ADJOURN**

The meeting was adjourned at 2:53pm on a motion by Mr. Holder, seconded by Mr. Nath, and approved via voice vote.

Recording Secretary  
Alexandra Doles



1                                   **State Board of Community Colleges Code**  
2                                   **TITLE 1.       COMMUNITY COLLEGES**

3  
4                                   **CHAPTER D.       EDUCATION PROGRAMS**

5  
6                                   **SUBCHAPTER 400.       CURRICULUM**

7  
8   **1D SBCCC 400.6   Curriculum Program Approvals and Terminations**

9   (a) Curriculum Program Approvals. ~~Community colleges shall issue degrees, diplomas,~~  
10   ~~and certificates to individuals who satisfactorily complete course and program~~  
11   ~~requirements. The approval of a college to award degrees, diplomas, or certificates~~  
12   ~~shall be by individual curriculum program title.~~

13   (1) ~~The approval of a college to award the associate degree, diploma, or certificate~~  
14   ~~shall be by individual curriculum program title. The State Board may, in its~~  
15   ~~discretion, shall grant a college the approval or conditional approval to award the~~  
16   ~~associate in applied science degree, diploma, or certificate. A program application~~  
17   ~~from a when the college has must providedprovide the following:~~

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

19   ~~(A) (B) Evidence that the program will provide graduates with opportunities for~~  
20   ~~employment;~~

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

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

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

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

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

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

- 1 (iv) The college can operate the program efficiently and effectively within the  
2 resources available to the college; and
- 3 (v) The college ~~shall~~ will provide an Accountability Report ~~consistent with 1D~~  
4 SBCCC 400.6(a)(1)(J) to the State Board documenting student enrollment,  
5 completion rates, employment, program outlook, and address any  
6 conditions imposed by the State Board as part of the program approval ~~to~~  
7 ~~the State Board of Community Colleges~~ three years after implementation of  
8 the program;
- 9 ~~(C) Program of study which is in compliance with the curriculum standard of the~~  
10 ~~proposed program;~~
- 11 ~~(D) Local Board of Trustee meeting minutes documenting discussion and approval~~  
12 ~~of addition of the program;~~
- 13 ~~(E) Notification to all colleges of intent to apply for the program;~~
- 14 (F) Impact assessment of the program addition and documentation of any objections  
15 from other colleges approved to offer the same or similar programs in a  
16 contiguous service area or any colleges with the same or similar programs which  
17 contain a clinical site;
- 18 (G) Documentation of Resolution resolution or attempted resolution of any negative  
19 impact assessments objections from the colleges described in (F). ~~approved to~~  
20 ~~offer the same or similar programs in a contiguous service area or any colleges~~  
21 ~~with the same or similar programs which contain a clinical site~~
- 22 (i) An applying college must proceed through the following steps in order to  
23 properly document its attempts to resolve objections:
- 24 (I) The applying college shall work in good faith with objecting colleges to  
25 resolve objections. If all objections are resolved, the applying college shall  
26 document the resolution in the program application and the application will  
27 be moved forward for State Board consideration.
- 28 (II) If objections remain unresolved after working in good faith and the applying  
29 college still wants to move its program application forward, the applying  
30 college must request a mediation with the objecting colleges. The request  
31 for mediation shall be sent to all objecting colleges and the President of the

- 1           North Carolina Community College System, who will serve as the mediator.  
2           The request shall document the efforts made to resolve outstanding  
3           objections. The mediator shall schedule the mediation no later than 90  
4           calendar days after receiving the request.
- 5           (III) If the parties to the mediation reach a resolution at the mediation, the  
6           objections shall be considered resolved. The mediator shall document the  
7           resolution in the program application and the application shall be moved  
8           forward for consideration by the State Board.
- 9           (IV) If the parties to the mediation do not reach a resolution at the mediation,  
10           the mediator shall document the impasse in the program application. The  
11           applying college shall notify the mediator in writing within ten business days  
12           as to whether it wants to move its program application forward for  
13           consideration by the State Board. If no notification is received or is received  
14           after the ten-day period, the application will be considered withdrawn.
- 15           (V) If the applying college decides to move its application forward after a  
16           mediation impasse, the State Board, in its discretion, may allow the applying  
17           college and objecting colleges to appear before it to explain their respective  
18           positions. The State Board may decide to approve the application, approve  
19           the application with conditions, deny the application, or table the application.
- 20           (H) The application signed by the college president and the chairman of the college's  
21           board of trustees upon authority of the full board of trustees.
- 22           ~~(I) The President of the North Carolina Community College System shall~~  
23           ~~recommend action on the college's curriculum program application to the State~~  
24           ~~Board of Community Colleges.~~
- 25           ~~(J) An Accountability Report documenting student enrollment, completion rates,~~  
26           ~~employment and program outlook shall be provided to the State Board of~~  
27           ~~Community Colleges three years after implementation of the program.~~
- 28           (2) The State Board ~~shall~~ may, in its discretion, grant a college the approval or  
29           conditional approval to award the Associate in Engineering program degree. A  
30           program application from ~~when~~ a college has ~~must provided~~ provide the following:

- 1            (A) Program of study which is in compliance with the Associate in Engineering  
2            curriculum standard.
- 3            (B) Local Board of Trustee meeting minutes documenting discussion and approval  
4            of addition of the Associate in Engineering degree.
- 5            ~~(A)~~(C) Local Board of Trustees' signed certification that:
- 6            (i) The program will enhance the workforce of North Carolina;
- 7            (ii) The program will provide educational and training opportunities consistent  
8            with the mission of the college;
- 9            (iii) The college has assessed the need for the program and the facilities and  
10           resources required to maintain a viable program and can operate the  
11           program efficiently and effectively within the resources available to the  
12           college;
- 13           (iv) The college has evidence of sufficient student demand to offer the program;  
14           and
- 15           (v) The college will provide master's credentialed faculty for each course  
16           provided under the Associate in Engineering degree.
- 17           ~~(B) Program of study which is in compliance with the Associate in Engineering~~  
18           ~~curriculum standard.~~
- 19           ~~(C) Local Board of Trustee meeting minutes documenting discussion and approval~~  
20           ~~of addition of the Associate in Engineering degree.~~
- 21           (3) ~~Colleges shall obtain approval from~~ The State Board delegates to the President of  
22           the North Carolina Community College System the authority to add grant a college  
23           approval to award an associate in arts, associate in science, and associate in fine  
24           arts degrees, associate in general education, associate in general education  
25           nursing, health science: therapeutic and diagnostic services program majors, and  
26           the general occupational technology curriculum programs.
- 27           (4) The State Board delegates to the President of the North Carolina Community  
28           College System the authority to grant a college the approval to award the  
29           associate degree, diploma, or certificate for program titles that have been  
30           approved for this delegation by the State Board of Community Colleges based  
31           upon a widespread immediate need for the job training and minimal impact upon

1 other colleges.

2 (5) The State Board delegates to the President of the North Carolina Community  
3 College System the authority to grant a college the approval to award a curriculum  
4 program which is classified as a concentration if the applying college already has  
5 approval to offer the parent program.

6 (b) Curriculum Program Terminations. The college shall terminate a curriculum program  
7 when there has been no enrollment for two consecutive years or if the college has not  
8 offered the program or has not had enrollment in the program within two years of the  
9 date the program was approved by the State Board of Community Colleges. A college  
10 may request a one-year extension of a curriculum program upon justification of the  
11 potential for employment opportunities and student enrollment. Each college planning  
12 to terminate a curriculum program shall inform the President of the North Carolina  
13 Community College System by submitting a termination notice. The President of the  
14 North Carolina Community College System shall have the program removed from the  
15 college's program approval list. Program terminations shall be reported to the State  
16 Board of Community Colleges a minimum of twice a year.

17

18 *History Note: Authority G.S. 115D-5; 115D-20(6); S.L. 1995, c. 625;*

19 *Eff. February 1, 1976;*

20 *Readopted January 5, 1978;*

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

23 *Temporary Amendment Eff. June 1, 1997;*

24 *Amended Eff. \_\_\_\_\_; [November 1, 2017](#); August 1, 2004; July*  
25 *1, 1998.*



1                   **State Board of Community Colleges Code**  
2                   **TITLE 1.     COMMUNITY COLLEGES**

3  
4                   **CHAPTER G. FULL-TIME EQUIVALENT (FTE)**

5  
6                   **SUBCHAPTER 200.     FTE REPORTING CATEGORIES/CRITERIA**

7  
8                   **1G SBCCC 200.96 Training for Public Safety Agencies**

9                   (a) Training for Public Law Enforcement Safety Agencies. Notwithstanding 1G SBCCC  
10                   100.99, the following Budget FTE funding rules apply to courses provided by a  
11                   community college that support the training needs of the public safety agencies listed  
12                   under G.S. 115D-5(b)(2):

13                   (1) Instructional costs may include the direct costs of delivering course content. The  
14                   salary of the instructor(s), fringe benefits, supplies, materials, travel paid from  
15                   college funds, and equipment and facilities specific to public safety training  
16                   programs qualify as direct costs.

17                   (2) If all instructional costs, as defined in (a)(1), are provided at no cost or paid totally  
18                   and directly by an external agency, the course section is considered "gratis" and  
19                   shall be reported as self-supporting. The course section shall not generate Budget  
20                   FTE.

21                   (3) If some, but not all instructional costs, as defined in (a)(1), are provided by the  
22                   college, the college may only report 50% of the student membership hours for  
23                   Budget FTE.

24                   (4) For all other course sections, the college shall report all student membership hours  
25                   for Budget FTE.

26                   ~~(1) When a college is an accredited and designated direct delivery agency for initial~~  
27                   ~~certification training for public law enforcement agencies and funds 50% or greater~~  
28                   ~~of the instructional cost and the school director's salary, the college shall report the~~  
29                   ~~hours generated from the instruction for full budget FTE when the training is~~  
30                   ~~delivered in accordance with all other budget FTE and program requirements. For~~  
31                   ~~the purposes of this Subparagraph, the college shall supervise the school director~~

1 and instructors. The college must also maintain full authority and control over the  
2 curriculum. Enrollment for any training course shall be open to all students who  
3 satisfy any course prerequisites, and who meet the requirements for admission of  
4 trainees imposed by the NC Criminal Justice Education and Training Standards  
5 Commission in 12 NCAC 09B .0203. Enrollment shall not be limited or restricted  
6 to the members, employees, associates, or trainees of any direct delivery agent or  
7 agents unless required by the NC Criminal Justice Education and Training  
8 Standards Commission.

9 (2) When a public law enforcement agency external to a college is the accredited and  
10 designated direct delivery agency for initial certification training, the college may  
11 deliver a maximum of 25% of the total program hours and shall receive full budget  
12 FTE for the hours generated. A college shall not receive any state funds for hours  
13 generated above 25% of the total program hours.

14 (A) A college shall provide initial certification law enforcement training for an  
15 accredited and designated direct delivery public law enforcement agency under  
16 a written agreement. The agreement shall:

- 17 (i) confirm that the public law enforcement agency does not have the funds to  
18 provide the training;
- 19 (ii) designate the source of funds for the training;
- 20 (iii) list the courses to be taught;
- 21 (iv) provide the total hours of instruction to be delivered; and
- 22 (v) be signed by the president or the president's designee, and the senior  
23 official of the public law enforcement agency.

24 (B) The college shall receive full budget FTE for hours generated when the training  
25 is delivered in accordance with this agreement and all other budget FTE and  
26 program requirements. The college shall maintain a copy of the agreement on  
27 file until released from all compliance reviews.

28 (3) A college may deliver in-service training for designated direct delivery public law  
29 enforcement agencies beyond the initial certification training and receive full  
30 budget FTE for hours generated when the training is delivered in accordance with  
31 all other budget FTE and program requirements. A college providing in-service



1 ~~training for public law enforcement agencies is not subject to subparagraph (a)(1)~~  
2 ~~or (a)(2) of this Rule.~~

3 ~~(b) Training for Public Fire and Rescue Agencies.~~

4 ~~(1) When a college is a designated direct delivery agency for initial certification training~~  
5 ~~for public fire and rescue services agencies and funds 50% or greater of the~~  
6 ~~instructional cost, the college shall report hours generated from instruction for full~~  
7 ~~budget FTE when the training is offered in accordance with all other budget FTE~~  
8 ~~and program requirements. For the purposes of this Subparagraph, the college~~  
9 ~~shall supervise the school director and instructors. The college must also maintain~~  
10 ~~full authority and control over the curriculum. Enrollment for any training course~~  
11 ~~shall be open to all students who satisfy any course prerequisites. Enrollment shall~~  
12 ~~not be limited or restricted to the members, employees, associates, or trainees of~~  
13 ~~any direct delivery agent or agents.~~

14 ~~(2) When a public fire and rescue agency external to a college is the designated direct~~  
15 ~~delivery agency for initial certification training, the college may deliver a maximum~~  
16 ~~of 25% of the total program hours and shall receive full budget FTE for the hours~~  
17 ~~generated. A college shall not receive any state funds for hours generated above~~  
18 ~~25% of the total program hours.~~

19 ~~(A) A college shall provide initial fire and rescue training for a designated direct~~  
20 ~~delivery public fire and rescue agency under a written agreement. The~~  
21 ~~agreement shall:~~

22 ~~(i) confirm that the public fire and rescue agency does not have the funds to~~  
23 ~~provide the training;~~

24 ~~(ii) designate the source of funds for the training;~~

25 ~~(iii) list the courses to be taught;~~

26 ~~(iv) provide the total hours of instruction to be delivered; and~~

27 ~~(v) be signed by the president or the president's designee, and the senior~~  
28 ~~official of the public fire and rescue agency.~~

29 ~~(B) The college shall receive full budget FTE for hours generated when the training~~  
30 ~~is delivered in accordance with this agreement and all other budget FTE and~~

1           ~~program requirements. The college shall maintain a copy of the agreement on~~  
2           ~~file until released from all compliance reviews.~~

3           ~~(3) A college may deliver in-service training for public designated direct delivery fire~~  
4           ~~and rescue agencies beyond the initial certification training and receive full budget~~  
5           ~~FTE for hours generated when the training is delivered in accordance with all other~~  
6           ~~budgetary FTE and program requirements. A college providing in-service training~~  
7           ~~for public fire and rescue agencies is not subject to subparagraph (b)(1) or (b)(2)~~  
8           ~~of this Rule.~~

9           ~~(c) — Training for Emergency Medical Services Agencies.~~

10           ~~(1) When a college is a designated direct delivery agency for initial certification training~~  
11           ~~for public emergency medical services training and funds 50% or greater of the~~  
12           ~~instructional costs, the college shall report hours generated from instruction for full~~  
13           ~~budget FTE when the training is offered in accordance with all other budget FTE~~  
14           ~~and program requirements. For the purposes of this Subparagraph, the college~~  
15           ~~shall supervise the school director and instructors. The college must also maintain~~  
16           ~~full authority and control over the curriculum. Enrollment for any training course~~  
17           ~~shall be open to all students who satisfy any course prerequisites. Enrollment shall~~  
18           ~~not be limited or restricted to the members, employees, associates, or trainees of~~  
19           ~~any direct delivery agent or agents.~~

20           ~~(2) When a public emergency medical services agency external to a college is the~~  
21           ~~designated direct delivery agency for initial certification training, the college may~~  
22           ~~deliver a maximum of 25% of the total program hours and shall receive full budget~~  
23           ~~FTE for the hours generated. A college shall not receive any state funds for hours~~  
24           ~~generated above 25% of the total program hours.~~

25           ~~(A) A college shall provide initial emergency medical services training for a direct~~  
26           ~~delivery public emergency medical services agency under a written agreement.~~

27           ~~The agreement shall:~~

- 28           ~~(i) confirm that the public emergency medical services agency does not have~~  
29           ~~the funds to provide the training;~~  
30           ~~(ii) designate the source of funds for the training;~~  
31           ~~(iii) list the courses to be taught;~~

- 1           ~~(iv) provide the total hours of instruction to be delivered; and~~  
2           ~~(v) be signed by the president or the president's designee, and the senior~~  
3           ~~official of the emergency medical services agencies.~~  
4           ~~(B) The college shall receive full budget FTE for hours generated when the training~~  
5           ~~is delivered in accordance with this agreement and all other budget FTE and~~  
6           ~~program requirements. The college shall maintain a copy of the agreement on~~  
7           ~~file until released from all compliance reviews.~~  
8           ~~(3) A college may deliver in-service training for designated direct delivery public~~  
9           ~~emergency medical services agencies beyond the initial certification training and~~  
10          ~~receive full budget FTE for hours generated when the training is delivered in~~  
11          ~~accordance with all other budgetary FTE and program requirements. A college~~  
12          ~~providing in-service training for public emergency medical services agencies is not~~  
13          ~~subject to subparagraphs (c)(1) or (c)(2) of this Rule.~~

14  
15          *History Note: Authority G.S. 115D-5;*

16                   *Eff. August 1, 2004;*

17                   *Amended Eff. \_\_\_\_\_; [May 1, 2017](#); June 1, 2008.*

**STATE BOARD OF COMMUNITY COLLEGES**

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

**Request:** At the request of staff, the State Board of Community Colleges is asked to approve the Cooperative Innovative High Schools (CIHS) Annual Report and Career and College Promise (CCP) Annual Report for the 2018-2019 school year.

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

**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.

**Contact(s):**

Dr. Lisa Eads  
Director

CCP/CIHS REPORTING REQUIREMENTS

	<b>Due March 15, 2019 (Annually)</b>
<b>CCP</b>	<p><b>G.S. 115D-5(x)</b> as enacted by SL 2017-57, Sec. 7.22(g) Evaluation of success of students participating in <b>CCP</b>, including College Transfer and CTE. Success measured by:</p> <ul style="list-style-type: none"> <li>• HS retention rates</li> <li>• HS completion rates</li> <li>• HS dropout rates</li> <li>• Certification &amp; Associate Degree completion</li> <li>• Admission to 4-yr. institutions</li> <li>• Post-graduation employment in career/study-related fields</li> <li>• Employer satisfaction</li> </ul> <p><b>Reporting Board(s)</b> - <b>SBCC</b>, in conjunction with, SBOE &amp; UNC-BOG</p>
<b>CIHS</b>	<p><b>G.S. 115C-238.55</b> as amended by SL 2017-102, Sec. 48(c) [date change]</p> <ul style="list-style-type: none"> <li>• Success of students in <b>CIHS</b></li> <li>• HS retention rates</li> <li>• HS completion rates</li> <li>• HS dropout rates</li> <li>• Certification &amp; Associate Degree completion</li> <li>• Admission to 4-yr. institutions</li> <li>• Post-graduation employment in career/study related fields</li> <li>• Employer satisfaction</li> </ul> <p><b>Reporting Board(s)</b> - SBOE &amp; governing boards</p>
<b>Receiving</b>	Ed. Oversight



**Public Schools of North Carolina**  
State Board of Education  
Department of Public Instruction



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*

*GS 115D-5(x) rewritten to combine*

---

**Date Due: March 15, 2020**

## 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

### JILL CAMNITZ

Greenville – Northeast Region

### TODD CHASTEEN

Blowing Rock – Northwest Region

### ALAN DUNCAN

Vice Chair: Greensboro – Piedmont-Triad Region

### REGINALD KENAN

Rose Hill – Southeast Region

### VACANT

Western Region

### DAN FOREST

Lieutenant Governor: Raleigh – Ex Officio

### AMY WHITE

Garner – North Central Region

### VACANT

At-Large

### DALE FOLWELL

State Treasurer: Raleigh – Ex Officio

### OLIVIA OXENDINE

Lumberton – Sandhills Region

### J.B. BUXTON

Raleigh – At-Large

### MARK JOHNSON

Secretary to the Board: Raleigh

### JAMES FORD

Charlotte – Southwest Region

## NC DEPARTMENT OF PUBLIC INSTRUCTION

Mark Johnson, 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:

Joe Maimone, Chief of Staff

6307 Mail Service Center, Raleigh, NC 27699-6307 / Phone: (919) 807-3431 / Fax: (919) 807-3445

Visit us on the Web: [www.ncpublicschools.org](http://www.ncpublicschools.org)

M1018

**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 N.C.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 N.C.G.S. § GS 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.”

These reports were combined because Cooperative Innovative High School (CIHS) programs are consolidated under the Career and College Promise (CCP) Program. In this combined report, a history of dual enrollment in NC is found on pages 5-6 with some initial



data. An overview and data highlights of CCP highlights are found on pages 7-9. An overview and data highlights of CIHS are found on pages 10-14. Complete data and additional information follow for CCP and CIHS from all agencies involved, including the NCCCS data, current list of CIHS, accountability and performance data, as well as data from UNCS, and NCICU, Success Stories from CIHS across North Carolina, and special recognitions for CIHS.

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

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

High School Retention Rates	CIHS Annual Reports
High School Completion Rates	NCDPI and CIHS Annual Reports
High School Drop-out Rates	NCDPI
Certification and Associate Degree Completion	NCCCS and CIHS Annual Reports
Admission to Four Year Institutions For CIHS graduates	UNC System and NCICU
Post-graduation employment	NCCCS
Employer satisfaction of CIHS graduates	Data not available
CIHS Success Stories	CIHS Annual Reports
List of Current CIHS by LEA	NCDPI

## **History of Dual Enrollment and of 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 Cooperative Innovative High Schools (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, the General Assembly established Career and College Promise in 2011. All previous dual enrollment programs were consolidated and replaced by Career and College Promise. The purpose of Career and College Promise 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.

The creation of CCP caused a drop in dual enrollment in the following year as colleges and Local Education Agencies (LEAs) adjusted to the new program requirements for student eligibility and structured pathways. Once the Career and College Promise program had been in implementation for a full academic year (2012-13), enrollment in joint high school programs rebounded and has been steadily climbing each academic year with the addition of new pathway options, increasing student enrollment and interest, and the establishment of new Cooperative Innovative High Schools. CCP participation and enrollment continues to increase each year. **In 2018-19, 27.1% of all graduates enrolled in at least one dual enrollment course, primarily through CCP, during their high school years.**

In order to facilitate the effective implementation and to support the 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.

**New to the work:** The North Carolina Department of Public Instruction and the North Carolina Community College System are partners in a newly funded five-year, \$5 million grant from the U.S. Department of Education. 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 and the North Carolina Department of Commerce, will conduct a formal and rigorous evaluation of the implementation, impact, and cost of Career and College Promise. The project will use various sources of data to examine school and college implementation of the three different CCP pathways. It will use a quasi-experimental design to determine the impact of CCP participation on students' outcomes in high school, postsecondary education, and in the workforce. It will also conduct a detailed cost and cost-effectiveness study of each of the three pathways. Results will be shared with the NC General Assembly as they become available; we expect early findings on implementation and high school outcomes to be included in the 2021 report to the General Assembly.

North Carolina's Career and College Promise program has been recognized as a model dual enrollment program and as a model state 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. 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 is what makes NC's Career and College Promise Program a model for other states.

## **North Carolina Department of Public Instruction (NCDPI) Career and College Promise**

**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 provide entry-level jobs skills.

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

- **In 2018-19, 27.12% of all graduates enrolled in at least one dual enrollment course, primarily through CCP, during their high school years. This represents 29,606 students. This is an increase of 1,390 students (1.4% growth) from the previous 2017-18 graduating class.**
- **These graduates enrolled in a total of 196,271 college courses over the course of their high school years. Graduates enrolled an average of six courses in their high school years.**
- **In 2018-19, 25.85% of all graduates earned high school credit through dual enrollment opportunities in their high school years. This represents 28,216 students. Ninety-five percent of graduates who enrolled in a dual enrollment college course earned credit towards high school graduation.**

- In 2018-19, there were 56,274 high school students enrolled in college courses in high school.
- See Table 1 below for further data regarding dual enrollment for the graduates in 2018-19 disaggregated by race/ethnicity. Based on the enrollment data below, while there remains continued work, NCDPI is encouraged how LEAs and Charters are creating environments for access and opportunity among all race/ethnicity groups for dual enrollment.

Table 1:

Total/ Race/Ethnicity Group	2018-19 Unduplicated count of graduates enrolled in at least one dual enrollment course in high school: total and disaggregated by race/ethnicity	2018-19 Total number of graduates	2018-19 % of group enrolled in at least one dual enrollment course in high school
<b>Total</b>	<b>29,606</b>	<b>109,168</b>	<b>27.12%</b>
American Indian	301	1,263	23.83%
Asian	857	3,399	25.21%
Black	5,026	27,679	18.16%
Hispanic	3,763	16,267	23.13%
Multi	960	4,173	23.01%
Pacific Islander	28	115	24.35%
White	18,671	56,273	33.18%

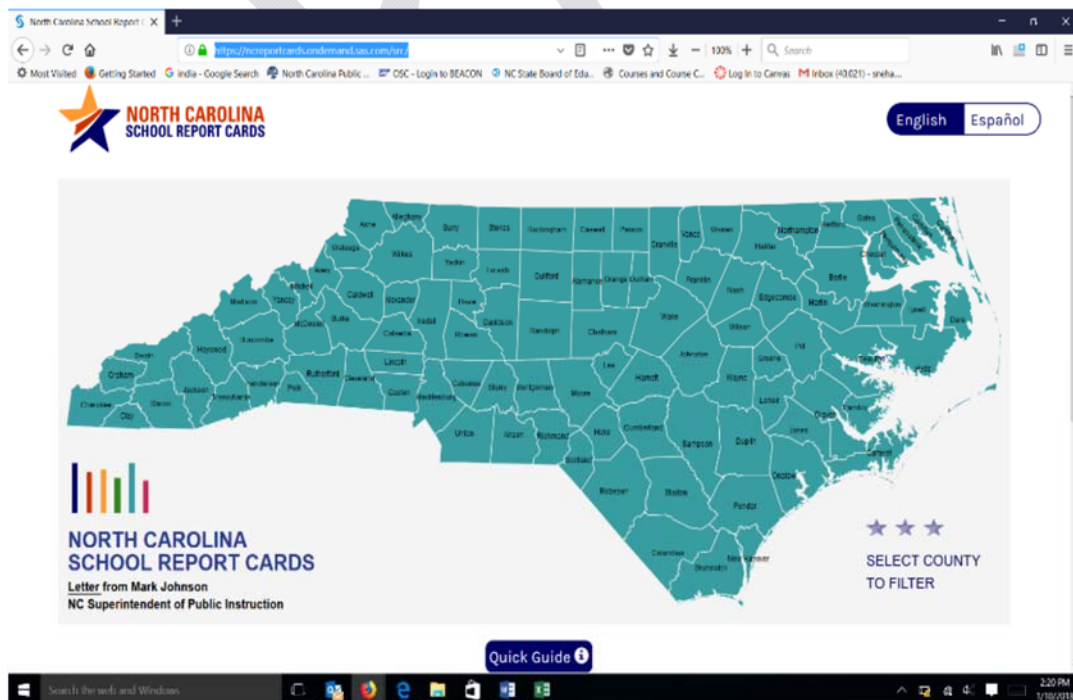
Because CCP students reside across the state and represent such a large portion of the student population and the causal relationship cannot be clearly determined, NCDPI has not extracted a specific subset of data but presents state-wide data in response to some of legislative requirements.

Last year, the statewide four-year graduation cohort rate was 86.5%. For more information, find the NCDPI Four-Year Cohort Graduation Rate Report at:

<http://accrpt.ncpublicschools.org/app/2019/cgr/>.

In 2017-18, the state dropout rate was 2.18%. For more information regarding dropout rates see the following link: <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>. The dropout rate for 2018-19 is not available at this time. It will be reported to the NC State Board of Education in March 2020.

For detailed data regarding NC school districts and high schools, see the North Carolina School Report Cards at: <https://ncreportcards.ondemand.sas.com/src>. This site is interactive and a screenshot is below.



## **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 sixteen 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. As CIHS programs continue to open, a growing number of students are benefitting from new opportunities, leading to stronger outcomes, with higher rates of academic achievement, graduation and postsecondary enrollment and completion.

North Carolina has made significant progress in opening and sustaining innovative secondary schools that share the critical goal of graduating every student well prepared for success in college, careers and life. **For 2018-19, CIHS programs extended across 85 of the state's 116 school districts plus NERSBA, with 134 individual schools operating for the 2018-19 school year.** Four of these schools are no longer operating as CIHS programs: Avery High School, Avery STEM Academy, and Avery Viking Academy have consolidated back into one comprehensive Avery High School. Also, Johnston Middle College closed, with

upperclassmen absorbed into Johnston County's two remaining CIHS. **Currently in operation for the 2019-20 school year, there are 130 CIHS programs in 84 of the state's 116 school districts plus NERSBA.**

**Note: Three additional CIHS applications have been approved by the State Board of Education and the NC Community Colleges Board but have not yet been approved to operate with or without funding by the General Assembly:**

- Halifax Early College High School and Stanly STEM Early College High School were approved by the State Board of Education in December 2018 and by the State Board of Community Colleges in January 2019. Approval to open and operate as a CIHS was considered by the NC General Assembly in 2019 but final approval has not been passed in legislation.
- Gaston Early College of Medical Sciences High School was approved by the State Board of Education in December 2019 and by the State Board of Community Colleges in January 2020. Final approval to open and operate as a CIHS and allocation of CIHS supplemental funding will be decided by the NC General Assembly in the upcoming months.

**Note: Five CIHS programs that were approved to open and operate as CIHS in 2018 by the appropriate Boards and the NC General Assembly were also considered by the NC General Assembly in 2019 for allocation of CIHS supplemental funding.** Because the state budget did not pass, these new CIHS have not been approved to receive CIHS supplemental funding: The Center for Industry, Technology, and Innovation (CITI) High School (Nash-Rocky Mounty Schools), Innovation Early College High School (Pitt County Schools), Marine Science and Technology (MaST) Early College High School (Carteret County Schools), Roanoke Rapids Early College High School (Roanoke Rapids Graded School District), Southeast Area Technical (SEA-Tech) High School (New Hanover Schools).

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. Seven new CIHS sites opened in the fall of 2018. Five are listed above. In addition to these, Ashe Early College High School and Bladen Early College High School were approved to open and operate as CIHS with supplemental funding in 2017, but delayed opening until 2018.

CIHS programs are supported by a partnership between NCDPI, NCCCS, the UNCS, and the NCICU. The Joint Advisory Committee (JAC), per legislation, is comprised of staff from each agency, who meet regularly and collaborate to support CIHS throughout the year 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.

Partner agencies also lend specialized support for CIHS programs based on needs of the schools. As the lead agency, NCDPI works closely with the CIHS to support implementation. NCDPI hosts regular regional meetings in each State Board of Education region with school leadership, networking 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:

<https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/cooperative-innovative-high-schools>.

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.

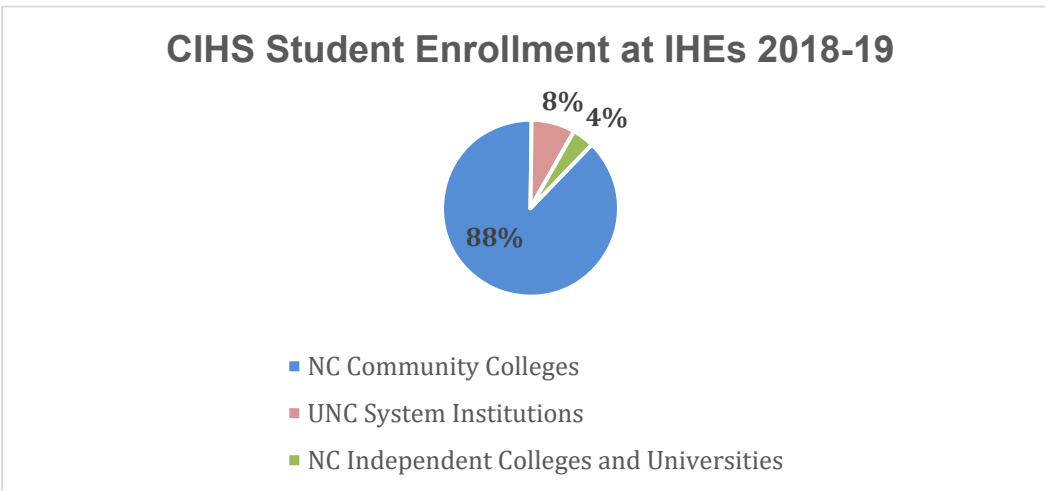
The state's most recent data from NCDPI, the NCCCS, UNCS, and NCICU continue to show gains in areas of high school retention rates, high school completion rates,

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

**Highlights of the Cooperative Innovative High Schools in 2018-19 include:**

- Enrollment in Cooperative Innovative High Schools in 2018-2019 was **27,905** students.
- In total, **5,549** students graduated from Cooperative Innovative High Schools.
- Associate Degree Completion: **2,750** CIHS students graduated with an associate degree.
- CTE Credentials: **3,504** CIHS students earned high school CTE credentials, based on NCDPI data reporting.
- CTE Credentials: **654** CIHS students graduated with Community College CTE credentials, based on NCCCS data reporting.
- Admission to Four-Year Institutions: **6,181** applications from CIHS students were accepted by UNC System four-year institutions, based on UNC System data.
- Admissions to Four-Year Institutions: **1,672** applications from CIHS students were accepted by North Carolina Independent Colleges and Universities, based on NCICU data.
- High school retention rates **above** state averages; the average high school retention rate for CIHS was above 95%.
- High school completion rates **above** state averages.
- High school drop-out rates **below** state averages.
- Academic outcomes **above** state averages. CIHS students outperformed statewide averages in each End-of-Course assessment, NC Math I/III, Biology, and English II.
- CIHS students at community colleges received better grades, on average, than the general population of students with 85 percent averaging a passing grade of C or better.

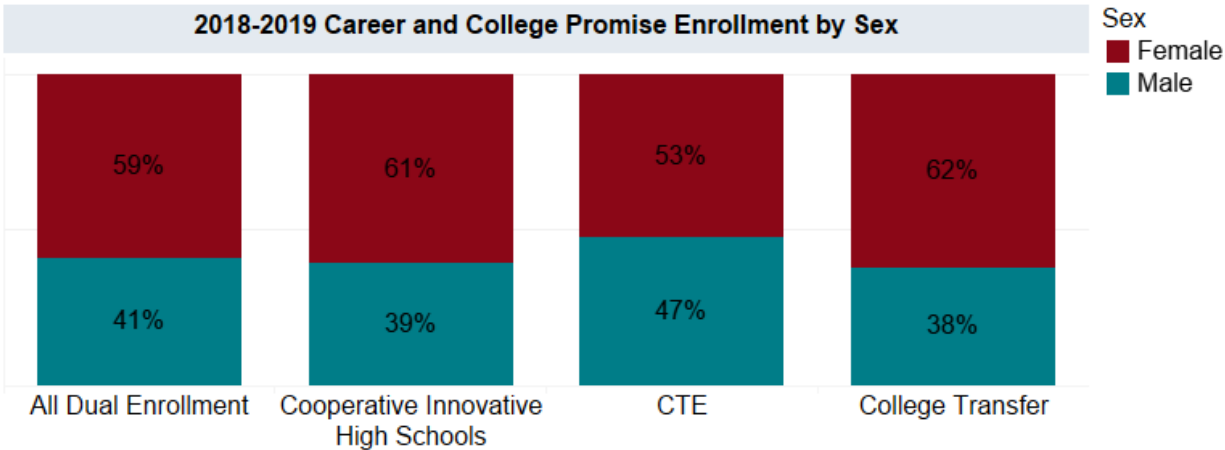
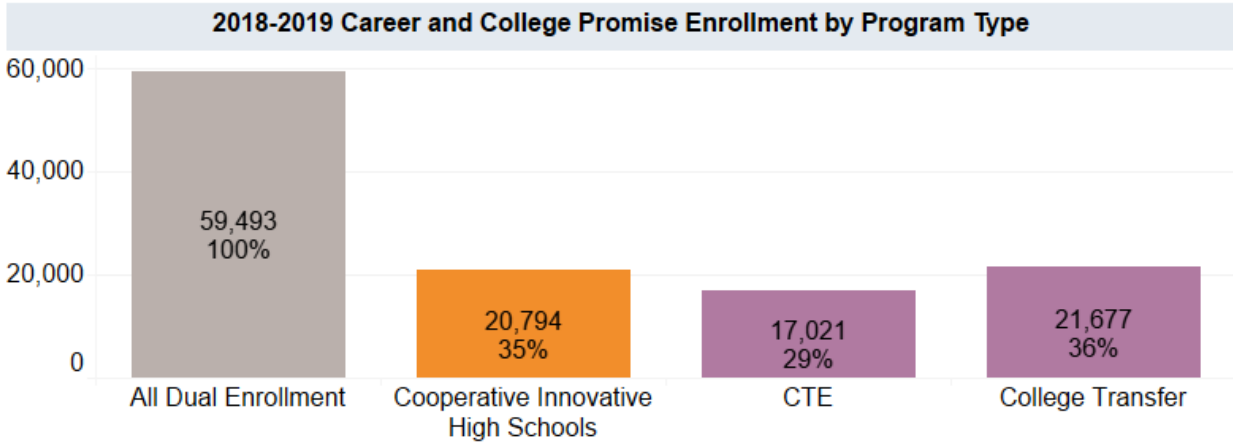
Figure 1. CIHS Student Enrollment with Partnering IHEs



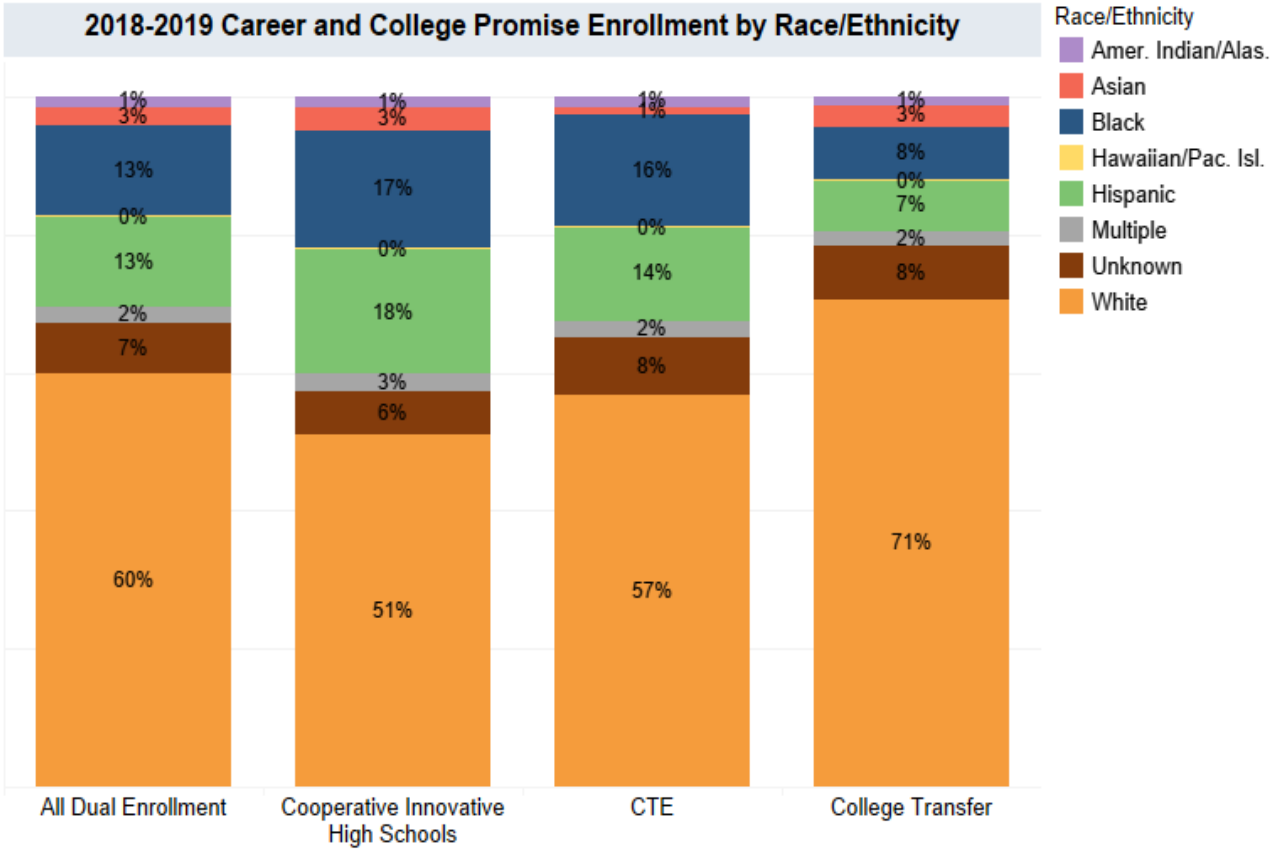
Following the complete data captured below in response to legislative requirements, this report includes success stories from across North Carolina’s growing network of CIHS. These stories of student and of school transformations richly illustrate the powerful impact CIHS are having in our communities. These stories also show abundantly how CIHS are improving outcomes for the CIHS target populations: first-generation college goers, students at risk of dropping out, and students who benefit from accelerated academic instruction. Several CIHS 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, the State Board of Education and NCDPI expect continued progress to increase access and successful participation in Cooperative Innovative High Schools across NC to further meet the intent of the legislation.

**North Carolina Community College System (NCCCS)  
Career and College Promise Enrollment and Demographics**

During the 2018-2019 academic year, **59,493 high school students participated in Career and College Promise (CCP) through the NC Community College System<sup>1</sup>**. Of those, 20,794 (35%) participated in Cooperative Innovative High School Programs (Early College, Middle College, or Other Innovative High School), and 38,698 (65%) participated in Pathways programs (Career and Technical Education or College Transfer). Participants were primarily female (59%) and white (60%). Career and Technical Education had the highest percentage of male students (47%), and Early Colleges had the highest percentage of non-white students (50%).



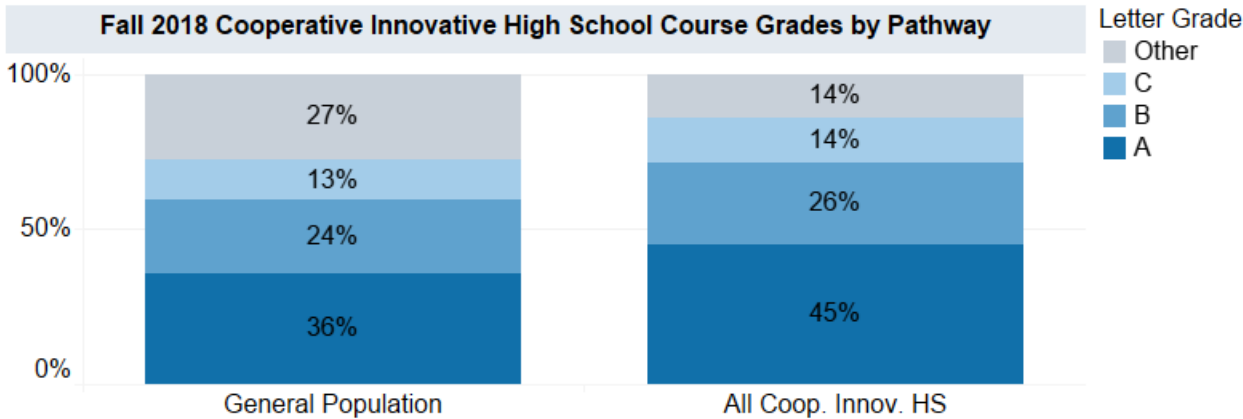
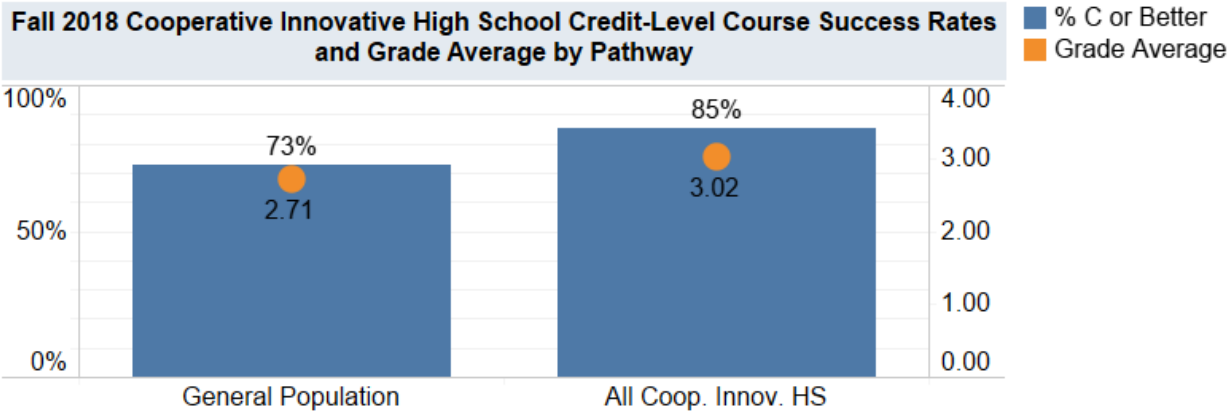
<sup>1</sup> Enrollment numbers only include colleges that followed the Career and College Promise student coding protocol.



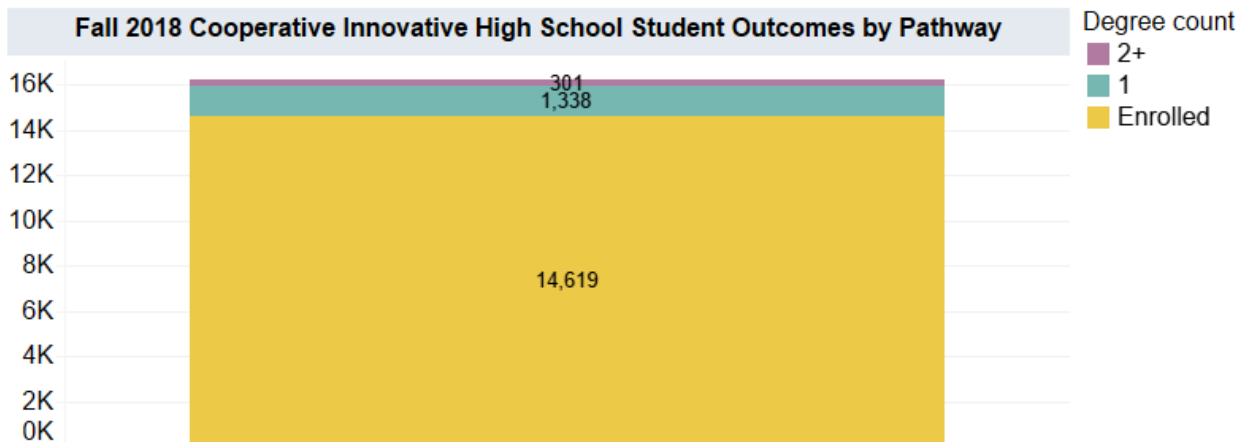
### Cooperative and Innovative High Schools Course Enrollment and Degree Completion

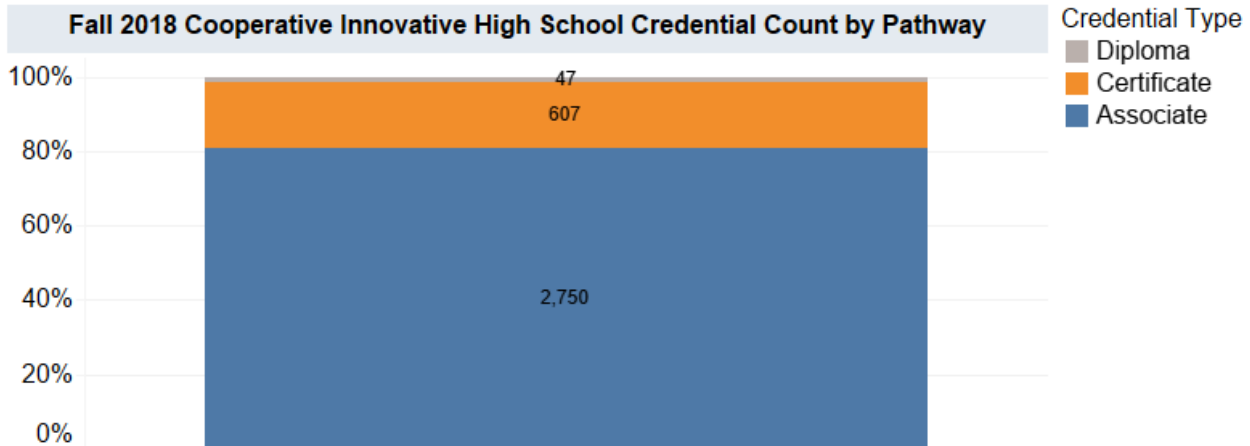
During the 2018-2019 academic year, Cooperative Innovative High School Students enrolled in **103,704 credit-level college courses, an average of 5 per term**. Of those, 84,316 (81%) were taken by Early College students. On average, Early College and Middle College students took 5.1 courses per term, and Other Innovative High School students took 4.1 courses per term.

In Fall 2018, Cooperative Innovative High School students completed **85% of their credit-level courses with a C or better**, compared to 73% of the general student population. **The average Fall 2018 GPA for Cooperative Innovative High School students was 3.02.**



Among the 17,551 Cooperative Innovative High School (CIHS) students enrolled in NCCCS in Fall 2018, **1,639 had graduated by the summer of 2019 with at least one credential (certificate, diploma, or associate degree)**. Overall, **3,404 credentials were earned by CIHS students**, with most of those (85%) earned by Early College students.





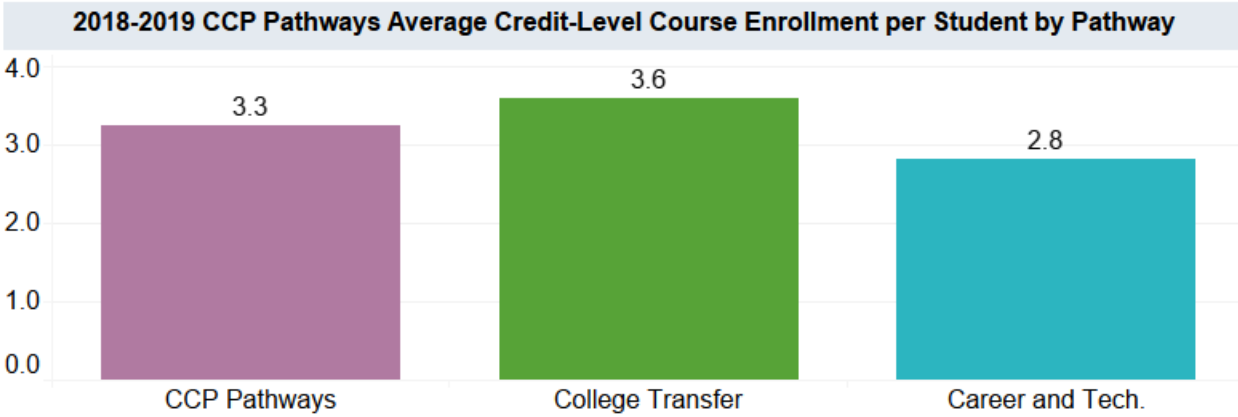
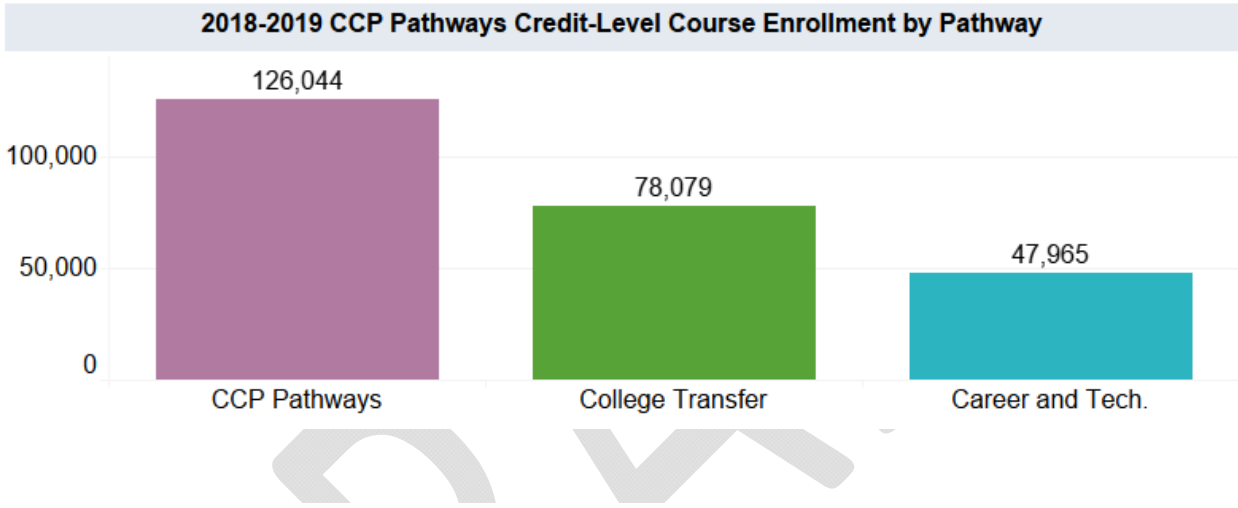
### Post-Graduation Employment

The North Carolina Community College System, with the Department of Commerce, reviewed **employment status and wage outcomes of Cooperative Innovative High School (CIHS) students who participated in fall 2015 and exited by fall 2017**. These students did not enroll in any postsecondary institution in fall 2017 and had a full-time or part-time employment record in fall 2017. 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 948 CIHS students were found for the fall 2017 semester (4<sup>th</sup> quarter of 2017). **The median wage for this sample was \$3,428.50.**

# Career and College Promise (CCP) Career and Technical Education (CTE) and College Transfer Pathways

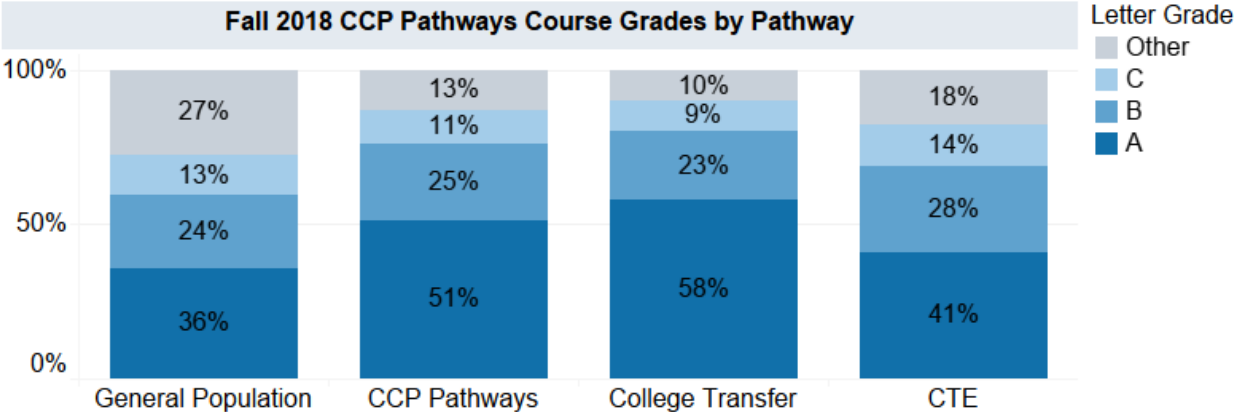
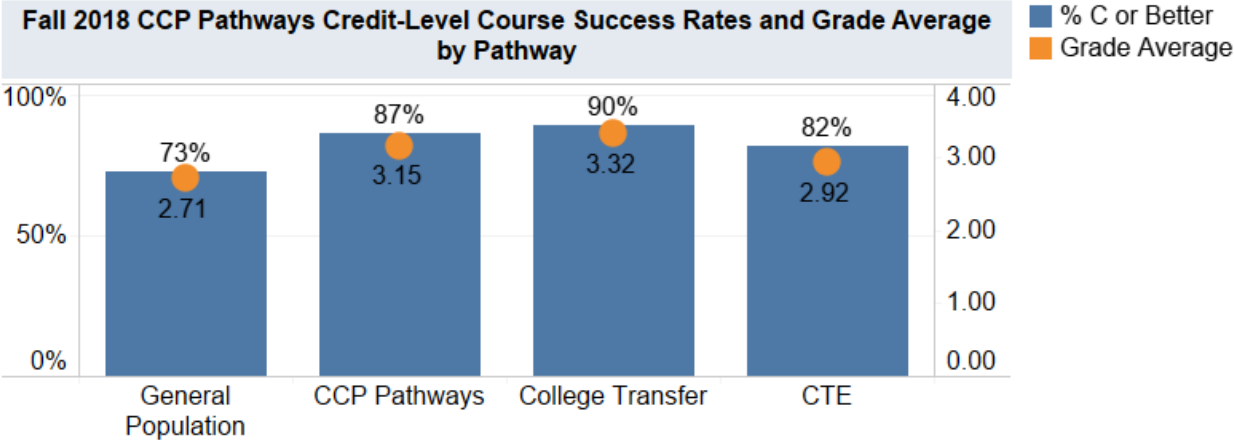
## Course Enrollment and Degree Completion

During the 2018-2019 academic year, CCP CTE and College Transfer Pathways students (not including CIHS students) **enrolled in 126,044 credit-level college courses**. Of those, 78,079 (62%) were taken by College Transfer students. On average, College Transfer students took 3.6 courses per term and CTE students took 2.8 courses per term.

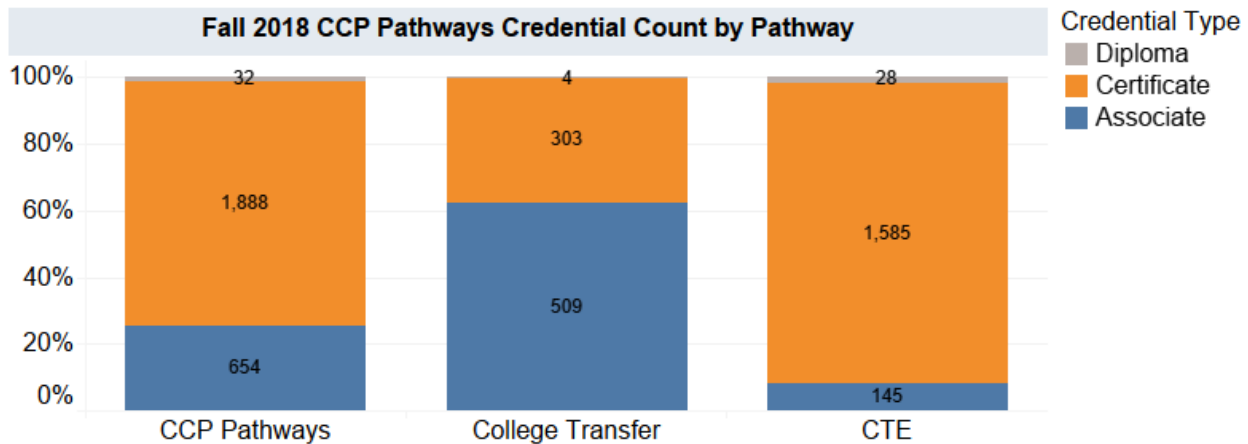
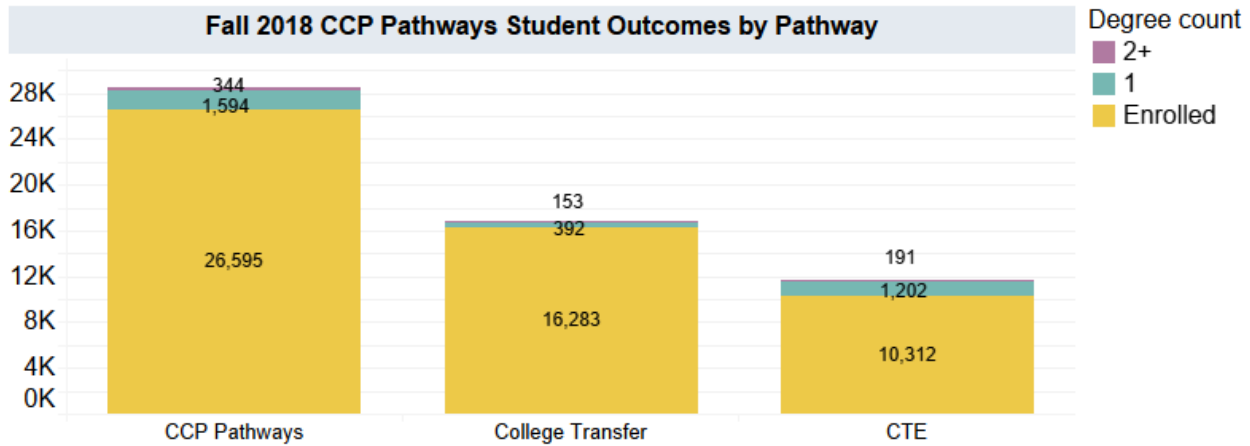


In Fall 2018, **CCP CTE and College Transfer Pathways students completed 87% of their credit-level courses with a C or better**, compared to 73% of the general student population. **The average Fall 2018 GPA for CCP Pathway Students was 3.15.**





Among the 28,533 CCP CTE and College Transfer Pathway students enrolled in NCCCS in Fall 2018, **1,938 had graduated by the summer of 2019 with at least one credential (certificate, diploma, or associate degree)**. Overall, 2,574 credentials were earned by CCP CTE and College Transfer Pathways students, with most of those (68%) earned by CTE students.



## Post-Graduation Employment

The North Carolina Community College System, with the Department of Commerce, reviewed employment status and wage outcomes of Career and College Promise students who participated in fall 2015 and exited by fall 2017. These students did not enroll in any postsecondary institution in fall 2017 and had a full-time or part-time employment record in fall 2017. 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 329 Transfer pathway students and 1,236 CTE students who went directly into the workforce were found for the fall 2017 semester (4<sup>th</sup> quarter of 2017). **The**

median wage for Transfer students was \$3,199.00 and the median wage for CTE students was \$4,077.50.

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

Recent legislative action provided tuition waivers for high school students taking workforce CE courses through the CCP program. During the 2018-2019 school year, **98 students were enrolled in the workforce CE pathway, up from 10 in 2017-2018**. As colleges complete the CE pathway approval process and as high schools being to expand this option, participation is expected to increase.

DRAFT

**UNC General Administration**  
**Enrollment Data NC Public High School Students**

Institutions within the University of North Carolina (UNC) system admitted **68,513 students from NC Public High Schools, including Charters for Fall 2018**. Cooperative and Innovative High School students are not included in this table.

<b>UNC Institution</b>	<b><i>Number of NC public high school students admitted to UNC institutions Fall 2018</i></b>
Appalachian State University	7,711
East Carolina University	9,322
Elizabeth City State University	1,006
Fayetteville State University	2,084
North Carolina A&T State University	3,697
North Carolina Central University	3,586
North Carolina State University	6,868
University of North Carolina - Asheville	1,752
University of North Carolina – Chapel Hill	4,267
University of North Carolina – Charlotte	8,099
University of North Carolina – Greensboro	5,150
University of North Carolina – Pembroke	2,811
University of North Carolina – Wilmington	4,716
University of North Carolina – School of the Arts	88
Western Carolina University	5,409
Winston-Salem State University	1,947
<b>UNC Total</b>	<b>68,513</b>

## NC Cooperative Innovative High Schools and School Districts

### Current List of Schools Fall 2019

Source: North Carolina Department of Public Instruction

	District	School	IHE Name
1	Alamance-Burlington Schools	Alamance-Burlington Middle College High School	Alamance Community College
2	Alexander County Schools	Alexander Early College High School	Catawba Valley Community College
3	Anson County Schools	Anson Early College High School	South Piedmont Comm College
4	Ashe Early College High School	Ashe County Schools	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 Comm College
7	Bertie County Schools	Bertie County Early College High School	Martin Community College
8	Bladen Early College High School	Bladen County Schools	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 Technical Community College
11	Buncombe County Schools	Buncombe County Middle College High School	A-B Technical 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 Comm College
14	Cabarrus Kannapolis Schools	Cabarrus Early College of Technology	Rowan -Cabarrus Comm College
15	Cabarrus Kannapolis Schools	Cabarrus-Kannapolis Early College High School	Rowan -Cabarrus Comm College
16	Caldwell County Schools	Caldwell Applied Sciences Academy	Caldwell Community College and Tech Institute
17	Caldwell County Schools	Caldwell Early College High School	Caldwell Community College and Tech Institute
18	Camden County Schools	Camden Early College	College of the Albemarle
19	Carteret County Schools	Marine Science and Technology Early College High School	Carteret Community College
20	Catawba County Schools	Challenger Early College High School	Catawba Valley Community College
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	Central Piedmont Comm College
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	UNC Charlotte
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College	UNC Charlotte
24	Charlotte-Mecklenburg Schools	Harper Middle College High	Central Piedmont Comm College
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	Central Piedmont Comm College

**Attachment PROG 03A  
(REVISED 02/17/2020)**

26	Charlotte-Mecklenburg Schools	Levine Middle College High	Central Piedmont Comm College
27	Charlotte-Mecklenburg Schools	Merancas Middle College High	Central Piedmont Comm College
28	Charlotte-Mecklenburg Schools	Performance Learning Center	Central Piedmont Comm College
29	Chatham County Schools	Chatham School of Science and Engineering	Central Carolina Comm College
30	Cherokee County Schools	Tri County Early College High School	Tri-County Community College
31	Cleveland County Schools	Cleveland Early College High School	Cleveland Community College
32	Columbus County Schools	Columbus Career and College Academy	Southeastern Community College
33	Craven County Schools	Craven Early College High School	Craven Community College
34	Craven County Schools	Early College EAST (Eastern Applied Sciences and Technology)	Craven Community College
35	Cumberland County Schools	Cross Creek Early College High School	Fayetteville State University
36	Cumberland County Schools	Cumberland International Early College High School	Fayetteville State University
37	Cumberland County Schools	Howard Health & Life Sciences High School	Fayetteville Tech Comm College
38	Currituck County Schools	J.P. Knapp Early College High School	College of the Albemarle
39	Davidson County Schools	Davidson Early College High School	Davidson County Comm College
40	Davidson County Schools	Yadkin Valley Regional Career Academy	Davidson County Comm College
41	Davie County Schools	Davie County Early College High School	Davidson County Comm College
42	Duplin County Schools	Duplin Early College High School	James Sprunt Community College
43	Durham Public Schools	City of Medicine Academy	Durham Tech Community College
44	Durham Public Schools	Hillside New Tech High School	Durham Tech Community College
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	North Carolina Central University
46	Durham Public Schools	Middle College High School At DTCC	Durham Tech Community College
47	Edgecombe County Schools	Edgecombe Early College High School	Edgecombe Community College
48	Elizabeth City Pasquotank Schools	Elizabeth City Pasquotank Early College	College of Albemarle
49	Franklin County Schools	Franklin County Early College High School	Vance-Granville Community College
50	Gaston County Schools	Gaston Early College High School	Gaston College
51	Granville County Schools	Granville Early College High School	Vance-Granville Community College
52	Greene County Schools	Greene Early College High School	Lenoir Community College
53	Guilford County Schools	Greensboro College Middle College	Greensboro College

**Attachment PROG 03A  
(REVISED 02/17/2020)**

54	Guilford County Schools	Middle College at Bennett	Bennett College
55	Guilford County Schools	Middle College at GTCC - Greensboro	Guilford Tech Community College
56	Guilford County Schools	Middle College at GTCC - High Point	Guilford Tech Community College
57	Guilford County Schools	Middle College at N.C. A&T	North Carolina A&T State University
58	Guilford County Schools	Middle College at UNC Greensboro	UNC- Greensboro
59	Guilford County Schools	Middle College High School At GTCC - Jamestown	Guilford Tech Community College
60	Guilford County Schools	STEM Early College at North Carolina A&T State University	North Carolina A&T State University
61	Guilford County Schools	The Academy at Ben L Smith High School	Guilford Tech Community College
62	Guilford County Schools	The Academy at High Point Central	Guilford Tech Community College
63	Guilford County Schools	The Early College at Guilford College	Guilford College
64	Harnett County Schools	Harnett Early College High Schools	Central Carolina Comm College
65	Haywood County Schools	Haywood Early College High School	Haywood Community College
66	Henderson County Schools	Henderson Early College High School	Blue Ridge Community College
67	Hertford County Schools	Hertford County Early College High School	Roanoke-Chowan Comm College
68	Hoke County Schools	Sandhoke Early College High School	Sandhills Community College
69	Hyde County Schools	Mattamuskeet Early College High School	Beaufort County Comm College
70	Iredell-Statesville Schools	Agriculture and Science Early College	Mitchell Community College
71	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	Mitchell Community College
72	Iredell-Statesville Schools	Crossroads Art and Science Early College	Mitchell Community College
73	Jackson County Schools	Blue Ridge Early College High School	Southwestern Community College
74	Jackson County Schools	Jackson Early College High School	Southwestern Community College
75	Johnston County Schools	Johnston County Career and Technical Leadership Academy	Johnston Community College
76	Johnston County Schools	Johnston County Early College Academy	Johnston Community College
77	Lee County Schools	Lee County Early College High School	Central Carolina Comm College
78	Lenoir County Schools	Lenoir County Early College High School	Lenoir Community College
79	Macon County Schools	Macon County Early College High School	Southwestern Community College
80	Madison County Schools	Madison Early College High School	A-B Technical Community College
81	McDowell County Schools	McDowell Academy of Innovation	McDowell Community College

**Attachment PROG 03A  
(REVISED 02/17/2020)**

82	McDowell County Schools	McDowell Early College High School	McDowell Community College
83	Mitchell County Schools	Mayland Early College High School	Mayland Community College
84	Montgomery County Schools	Montgomery County Early College	Montgomery Community College
85	Nash-Rocky Mount Schools	Center for Industry, Technology, and Innovation	Nash Community College
86	Nash Rocky Mount Schools	Nash-Rocky Mount Early College High School	Nash Community College
87	New Hanover County Schools	Isaac Bear Early College High School	UNC Wilmington
88	New Hanover County Schools	Southeast Area Technical High School	Cape Fear Community College
89	New Hanover County Schools	Wilmington Early College High School	Cape Fear Community College
90	Northampton County Schools	Northampton Early College	Halifax Community College
91	Northeast Regional School	Northeast Regional School of Biotechnology and Agriscience	Martin Community College
92	Onslow County Schools	Onslow Early College High School	Coastal Carolina Comm College
93	Pender County Schools	Pender Early College High School	Cape Fear Community College
94	Person County Schools	Person Early College of Innovation and Leadership	Piedmont Community College
95	Pitt County Schools	Innovation Early College High School	East Carolina University
96	Pitt County Schools	Pitt County Schools Early College High School	Pitt Community College
97	Polk County Schools	Polk County Early College High School	Isothermal Community College
98	Public Schools of Robeson County	PSRC Early College at RCC	Robeson Community College
99	Randolph County Schools	Randolph Early College High School	Randolph Community College
100	Richmond County Schools	Richmond County Early College High School	Richmond Community College
101	Roanoke Rapids Graded School System	Roanoke Rapids Early College High School	Halifax Community College
102	Rockingham County Schools	Rockingham Early College High School	Rockingham Community College
103	Rowan County Schools	Rowan Early College High School	Rowan -Cabarrus Comm College
104	Rutherford County Schools	Rutherford Early College High School	Isothermal Community College
105	Sampson County Schools	Sampson Early College High School	Sampson Community College
106	Scotland County Schools	Scotland Early College High School	Richmond Community College
107	Stanly County Schools	Stanly Early College High School	Stanly Community College
108	Stokes County Schools	Stokes County Early College High School	Forsyth Tech Community College
109	Surry County Schools	Surry Early College High School of Design	Surry Community College

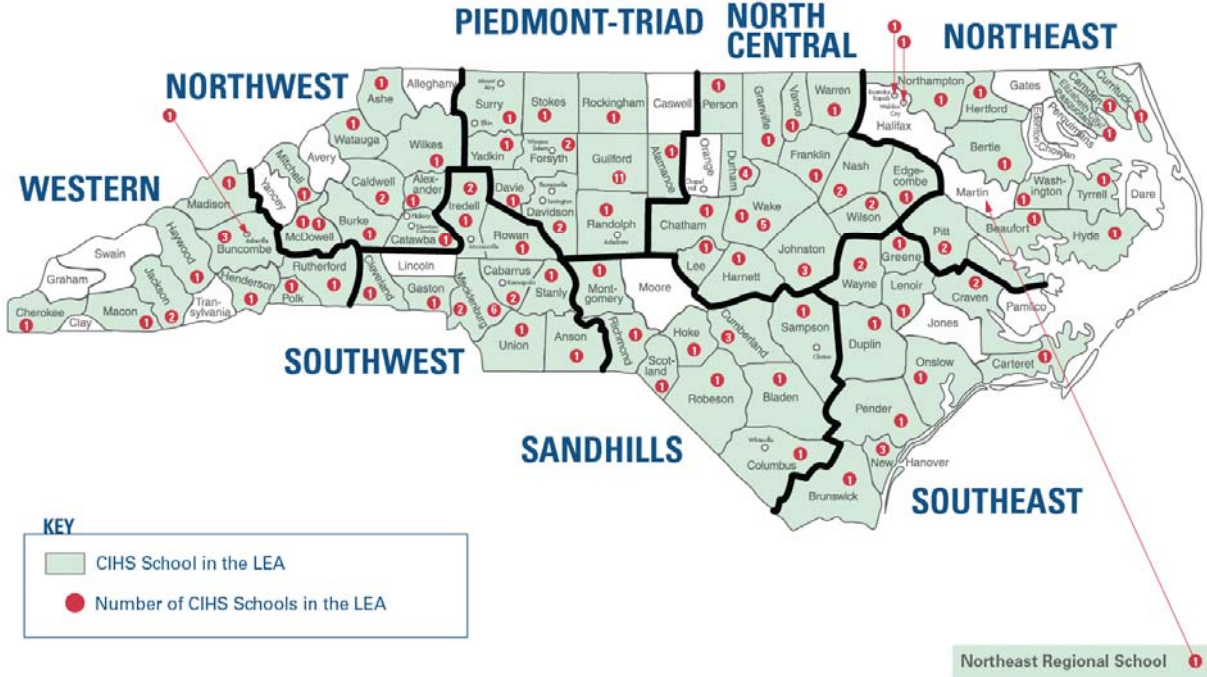


**Attachment PROG 03A  
(REVISED 02/17/2020)**

110	Tyrell County Schools	Columbia Early College High School	Beaufort County Comm College
111	Union County Schools	Union County Early College High School	South Piedmont Comm College
112	Vance County Schools	Vance County Early College High School	Vance-Granville Comm College
113	Wake County Public Schools	North Wake College and Career Academy	Wake Tech Community College
114	Wake County Public Schools	Vernon Malone College and Career Academy	Wake Tech Community College
115	Wake County Public Schools	Wake Early College of Health Sciences	Wake Tech Community College
116	Wake County Public Schools	Wake STEM Early College	North Carolina State University
117	Wake County Public Schools	Wake Young Men's Leadership Academy	St. Augustine's University
118	Wake County Public Schools	Wake Young Women's Leadership Academy	St. Augustine's University
119	Warren County Schools	Warren Early College High School	Vance-Granville Comm College
120	Washington County Schools	Washington Early College High School	Beaufort County Comm College
121	Watauga Public Schools	Watauga Innovation Academy	Caldwell Community College and Tech Institute
122	Wayne County Schools	Wayne Early Middle College High School	Wayne Community College
123	Wayne County Schools	Wayne School of Engineering at Goldsboro High School	Wayne Community College
124	Weldon City Schools	Roanoke Valley Early College	Halifax Community College
125	Wilkes County Schools	Wilkes Early College High School	Wilkes Community College
126	Wilson County Schools	Wilson Academy of Applied Technology	Wilson Community College
127	Wilson County Schools	Wilson Early College Academy	Wilson Community College
128	Winston-Salem/Forsyth County Schools	Early College of Forsyth County	Forsyth Tech Community College
129	Winston-Salem/Forsyth County Schools	Middle College of Forsyth County	Forsyth Tech Community College
130	Yadkin County Schools	Yadkin Early College High School	Surry Community College

Current 2019-20  
North Carolina Cooperative Innovative High Schools

**NC Cooperative Innovative High Schools**  
AS OF OCTOBER 2019



**COOPERATIVE INNOVATIVE HIGH SCHOOLS**  
Average Daily Membership (ADM) 2018-19  
Source: North Carolina Department of Public Instruction

	District	School Name	ADM
1	Alamance Burlington Schools	Alamance-Burlington Middle College High School	230
2	Alexander County Schools	Alexander Early College	197
3	Anson County Schools	Anson County Early College High School	235
4	Ashe County Schools	Ashe Early College High School	60
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	366
6	Avery County Schools	Avery County High School	463
7	Avery County Schools	Avery County High School STEM Academy	85
8	Avery County Schools	Avery County High School Viking Academy	50

**Attachment PROG 03A  
(REVISED 02/17/2020)**

9	Beaufort County Schools	Beaufort County Early College High School	279
10	Bertie County Schools	Bertie Early College High	178
11	Bladen County Schools	Bladen Early College	53
12	Brunswick County Schools	Brunswick County Early College High School	381
13	Buncombe County Schools	Buncombe County Early College High School	278
14	Buncombe County Schools	Buncombe County Middle College High School	85
15	Buncombe County Schools	Martin L Nesbitt Jr. Discovery Academy	389
16	Burke County Schools	Burke Middle College High School	139
17	Cabarrus County Schools	Cabarrus Early College of Technology	180
18	Cabarrus County Schools	Cabarrus-Kannapolis Early College	243
19	Caldwell County Schools	Caldwell Applied Sciences Academy	232
20	Caldwell County Schools	Caldwell Early College High School	400
21	Camden County Schools	Camden Early College High School	185
22	Carteret County Schools	Marine Science and Technology High School	55
23	Catawba County Schools	Challenger (Catawba) Early College High School	415
24	Charlotte-Mecklenburg Schools	Cato Middle College High	238
25	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	327
26	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College	102
27	Charlotte-Mecklenburg Schools	Harper Middle College High	188
28	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	263
29	Charlotte-Mecklenburg Schools	Levine Middle College High	239
30	Charlotte-Mecklenburg Schools	Mercanas Middle College	175
31	Charlotte-Mecklenburg Schools	Performance Learning Center	181
32	Chatham County Schools	Chatham School of Science and Engineering	62
33	Cherokee County Schools	Tri-County Early College High	146
34	Cleveland County Schools	Cleveland Early College High School	218
35	Columbus County Schools	Columbus Career and College Academy SE Campus	338
36	Craven County Schools	Craven Early College High	219
37	Craven County Schools	Early College EAST High School	189
38	Cumberland County Schools	Cross Creek Early College	285
39	Cumberland County Schools	Cumberland International Early College High School	247
40	Cumberland County Schools	Cumberland Polytechnic High School	250
41	Currituck County Schools	JP Knapp Early College High School	285
42	Davidson County Schools	Davidson Early College	123
43	Davidson County Schools	Yadkin Valley Regional Career Academy	180
44	Davie County Schools	Davie County Early College High	175
45	Duplin County Schools	Duplin Early College High School	211
46	Durham Public Schools	City of Medicine Academy	347
47	Durham Public Schools	Hillside New Tech High School	347
48	Durham Public Schools	Josephine Dobbs (JD) Clement Early College High School	392
49	Durham Public Schools	Middle College High School at DTCC	192

**Attachment PROG 03A  
(REVISED 02/17/2020)**

50	Edgecombe County Schools	Edgecombe Early College High	182
51	Elizabeth City Pasquotank Schools	Elizabeth City Pasquotank Early College	107
52	Franklin County Schools	Franklin County Early College	190
53	Gaston County Schools	Gaston Early College High School	237
54	Granville County Schools	Granville Early College High	235
55	Greene County Schools	Greene Early College High School	152
56	Guilford County Schools	Academy at Smith	190
57	Guilford County Schools	Bennett Early/Middle College	116
58	Guilford County Schools	Kearns Academy	128
59	Guilford County Schools	The Early College at Guilford College	199
60	Guilford County Schools	Greensboro College Middle College	131
61	Guilford County Schools	Middle College at GTCC- Greensboro	146
62	Guilford County Schools	Middle College at GTCC- Jamestown	242
63	Guilford County Schools	Middle College at GTCC- High Point	146
64	Guilford County Schools	Middle College at NC A&T State University	129
65	Guilford County Schools	Middle College at UNCG	205
66	Guilford County Schools	STEM Early College at NC A&T State University	182
67	Harnett County Schools	Harnett Early College	88
68	Haywood County Schools	Haywood Early College	184
69	Henderson County Schools	Henderson Early College	203
70	Hertford County Schools	Hertford County Early College High School	182
71	Hoke County Schools	SandHoke Early College High School	420
72	Hyde County Schools	Mattamussett Early College High School	114
73	Iredell-Statesville Schools	Agriculture and Science Early College	157
74	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	233
75	Iredell-Statesville Schools	Crossroads Art and Science Early College	267
76	Jackson County Schools	Blue Ridge Early College	121
77	Jackson County Schools	Jackson County Early College	134
78	Johnston County Schools	Johnston Career and Technical Leadership Academy	198
79	Johnston County Schools	Johnston County Early College Academy	239
80	Johnston County Schools	Johnston Middle College High School	n/a
81	Lee County Schools	Lee Early College High School	286
82	Lenoir County Schools	Lenoir County Early College High	187
83	Macon County Schools	Macon Early College High School	156
84	Madison County Schools	Madison Early College High School	238
85	McDowell County Schools	McDowell Academy for Innovation	75
86	McDowell County Schools	McDowell Early College	275
87	Mitchell County Schools	Mayland Early College	133
88	Montgomery County Schools	Montgomery County Early College	183
89	Nash-Rocky Mount Schools	Center for Industry, Technology, and Innovation	52
90	Nash-Rocky Mount Schools	Nash Rocky Mount Early College High School	311

**Attachment PROG 03A  
(REVISED 02/17/2020)**

91	New Hanover County Schools	Isaac M Bear Early College	234
92	New Hanover County Schools	Southeast Area High School	82
93	New Hanover County Schools	Wilmington Early College High School	253
94	Northampton County Schools	Northampton Early College High School	145
95	Northeast Regional School	Northeast Regional School of Biotechnology and Agriscience	225
96	Onslow County Schools	Onslow Early College	110
97	Pender County Schools	Pender Early College High School	231
98	Person County Schools	Person Early College of Innovation and Leadership	152
99	Pitt County Schools	Innovation Early College	55
100	Pitt County Schools	Pitt Early College	268
101	Polk County Schools	Polk County Early College	69
102	Public Schools of Robeson County	PSRC Early College at RCC	241
103	Randolph County Schools	Randolph Early College High School	357
104	Richmond County Schools	Richmond Early College High School	285
105	Roanoke Rapids Graded School District	Roanoke Rapids Early College High School	70
106	Rockingham County Schools	Rockingham County Early College High School	338
107	Rowan-Salisbury Schools	Rowan County Early College	249
108	Rutherford County Schools	Rutherford Early College High School	199
109	Sampson County Schools	Sampson Early College High	263
110	Scotland County Schools	Scotland Early College High	211
111	Stanly County Schools	Stanly Early College High School	206
112	Stokes County Schools	Stokes Early College High School	187
113	Surry County Schools	Surry Early College High School	321
114	Tyrell County Schools	Columbia Early College High School	202
115	Union County Schools	Union County Early College	372
116	Vance County Schools	Vance County Early College High School	209
117	Wake County Public Schools	North Wake College and Career Academy	123
118	Wake County Public Schools	Vernon Malone College and Career Academy	351
119	Wake County Public Schools	Wake Early College of Health and Science	322
120	Wake County Public Schools	Wake STEM Early College High School	245
121	Wake County Public Schools	Wake Young Men's Leadership Academy	249
122	Wake County Public Schools	Wake Young Women's Leadership Academy	299
123	Warren County Schools	Warren Early College High School	104
124	Washington County Schools	Washington Early College High School	30
125	Watauga County Schools	Watauga Innovation Academy	292
126	Wayne County Schools	Wayne Early/Middle College High School	245
127	Wayne County Schools	Wayne School of Engineering	456
128	Weldon City Schools	Roanoke Valley Early College High School	159
129	Wilkes County Schools	Wilkes Early College High School	231
130	Wilson County Schools	Wilson Academy of Applied Technology	91
131	Wilson County Schools	Wilson Early College Academy	304
132	Winston Salem/Forsyth County Schools	Early College of Forsyth County	256

133	Winston Salem/Forsyth County Schools	Middle College of Forsyth County	99
134	Yadkin County Schools	Yadkin Early College	212
		<b>Total</b>	<b>27,950</b>

## NC COOPERATIVE INNOVATIVE HIGH SCHOOLS

### Accountability Data 2018-2019

*Source: North Carolina Department of Public Instruction*

	District Name	School Name	Retention Rate*	Number of Dropouts**	Graduation Rate
1	Alamance Burlington Schools	Alamance-Burlington Middle College High School	>95	0	>95
2	Alexander County Schools	Alexander Early College High School	89.4	0	N/A
3	Anson County Schools	Anson County Early College High School	>95	0	>95
4	Ashe County Schools	Ashe Early College High School	92	0	N/A
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	>95	<10	>95
6	Avery County Schools	Avery County High School	>95	<10	94.7
7	Avery County Schools	Avery County High School STEM Academy	>95	<10	>95
8	Avery County Schools	Avery County High School Viking Academy	>95	0	N/A
9	Beaufort County Schools	Beaufort County Early College High School	>95	<10	>95
10	Bertie County Schools	Bertie Early College High	>95	<10	>95
11	Bladen County Schools	Bladen Early College High School	94	0	N/A
12	Brunswick County Schools	Brunswick County Early College High School	>95	0	>95
13	Buncombe County Schools	Buncombe County Early College High School	94	<10	90.6
14	Buncombe County Schools	Buncombe County Middle College High School	>95	<10	89.2
15	Buncombe County Schools	Martin L Nesbitt Jr. Discovery Academy	>95	0	>95
16	Burke County Schools	Burke Middle College High School	>95	0	>95
17	Cabarrus County Schools	Cabarrus Early College of Technology	>95	0	N/A
18	Cabarrus County Schools	Cabarrus-Kannapolis Early College	>95	<10	94.1
19	Caldwell County Schools	Caldwell Career Center Middle College	>95	0	>95
20	Caldwell County Schools	Caldwell Early College High School	95	0	>95
21	Camden County Schools	Camden Early College High School	>95	<10	92.3
22	Carteret County Schools	Marine Science & Technology Early College	>95	0	N/A
23	Catawba County Schools	Challenger (Catawba) Early College High School	>95	0	>95
24	Charlotte-Mecklenburg Schools	Cato Middle College High	>95	0	>95
25	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	91.8	0	>95
26	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College	>95	0	N/A
27	Charlotte-Mecklenburg Schools	Harper Middle College High	>95	0	>95

**Attachment PROG 03A  
(REVISED 02/17/2020)**

28	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	92.1	0	>95
29	Charlotte-Mecklenburg Schools	Levine Middle College High	>95	<10	>95
30	Charlotte-Mecklenburg Schools	Mercanas Middle College	>95	0	>95
31	Charlotte-Mecklenburg Schools	Performance Learning Center	88.4	<10	89.7
32	Chatham County Schools	Chatham School of Science and Engineering	91.4	0	N/A
33	Cherokee County Schools	Tri-County Early College High	>95	0	>95
34	Cleveland County Schools	Cleveland Early College High School	>95	0	>95
35	Columbus County Schools	Columbus Career and College Academy SE Campus	94.4	<10	82.1
36	Craven County Schools	Craven Early College High	>95	<10	>95
37	Craven County Schools	Early College EAST High School	>95	<10	>95
38	Cumberland County Schools	Cross Creek Early College	>95	0	>95
39	Cumberland County Schools	Cumberland International Early College High School	93.5	0	>95
40	Cumberland County Schools	Cumberland Polytechnic High School	>95	0	>95
41	Currituck County Schools	JP Knapp Early College High School	91.6	0	>95
42	Davidson County Schools	Davidson Early College	>95	<10	>95
43	Davidson County Schools	Yadkin Valley Regional Career Academy	>95	0	>95
44	Davie County Schools	Davie County Early College High	>95	0	>95
45	Duplin County Schools	Duplin Early College High School	>95	0	>95
46	Durham Public Schools	City of Medicine Academy	>95	0	>95
47	Durham Public Schools	Hillside New Tech High School	84.8	<10	>95
48	Durham Public Schools	Josephine Dobbs (JD) Clement Early College High School	>95	0	>95
49	Durham Public Schools	Middle College High School at DTCC	94.3	<10	>95
50	Edgecombe County Schools	Edgecombe Early College High	>95	0	>95
51	Elizabeth City Pasquotank Schools	Elizabeth City Pasquotank Early College	88	0	N/A
52	Franklin County Schools	Franklin County Early College	>95	<10	92.3
53	Gaston County Schools	Gaston Early College High School	>95	<10	>95
54	Granville County Schools	Granville Early College High	>95	0	>95
55	Greene County Schools	Greene Early College High School	>95	0	>95
56	Guilford County Schools	Academy at Smith	>95	0	>95
57	Guilford County Schools	Bennett Early/Middle College	>95	0	>95
58	Guilford County Schools	Kearns Academy	>95	<10	>95
59	Guilford County Schools	The Early College at Guilford College	>95	0	>95
60	Guilford County Schools	Greensboro College Middle College	>95	0	>95
61	Guilford County Schools	Middle College at GTCC- Greensboro	>95	0	>95
62	Guilford County Schools	Middle College at GTCC- Jamestown	>95	0	>95
63	Guilford County Schools	Middle College at GTCC- High Point	>95	<10	>95

**Attachment PROG 03A  
(REVISED 02/17/2020)**

64	Guilford County Schools	Middle College at NC A&T State University	>95	0	>95
65	Guilford County Schools	Middle College at UNCG	>95	0	>95
66	Guilford County Schools	STEM Early College at NC A&T State University	>95	0	>95
67	Harnett County Schools	Harnett Early College	88.9	0	>95
68	Haywood County Schools	Haywood Early College	>95	<10	91.9
69	Henderson County Schools	Henderson Early College	>95	0	>95
70	Hertford County Schools	Hertford County Early College High School	>95	0	>95
71	Hoke County Schools	SandHoke Early College High School	>95	<10	>95
72	Hyde County Schools	Mattamussett Early College High School	95	<10	65.2
73	Iredell-Statesville Schools	Agriculture and Science Early College	>95	0	N/A
74	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	93.2	0	>95
75	Iredell-Statesville Schools	Crossroads Art and Science Early College	>95	0	>95
76	Jackson County Schools	Blue Ridge Early College	88	0	>95
77	Jackson County Schools	Jackson County Early College	95	0	>95
78	Johnston County Schools	Johnston Career and Technical Leadership Academy	>95	0	>95
79	Johnston County Schools	Johnston County Early College Academy	>95	0	>95
80	Johnston County Schools	Johnston County Middle College High	N/A	N/A	N/A
81	Lee County Schools	Lee Early College	>95	<10	>95
82	Lenoir County Schools	Lenoir County Early College High	>95	0	>95
83	Macon County Schools	Macon Early College High School	>95	0	>95
84	Madison County Schools	Madison Early College High School	>95	0	>95
85	McDowell County Schools	McDowell Early College	>95	0	>95
86	McDowell County Schools	McDowell Academy for Innovation	>95	0	N/A
87	Mitchell County Schools	Mayland Early College	>95	<10	90.3
88	Montgomery County Schools	Montgomery County Early College	>95	0	N/A
89	Nash-Rocky Mount Schools	Nash Rocky Mount Early College High School	>95	<10	>95
90	Nash-Rocky Mount Schools	Center for Industry, Technology, and Innovation (CITI) High School	>95	0	N/A
91	New Hanover County Schools	Isaac M Bear Early College	>95	0	>95
92	New Hanover County Schools	Southeast Area (SEA-Tech) High School	>95	0	N/A
93	New Hanover County Schools	Wilmington Early College High School	>95	<10	>95
94	Northampton County Schools	Northampton Early College High School	>95	0	83.3
95	Northeast Regional School	Northeast Regional School of Biotechnology and Agriscience	94.7	<10	91.1
96	Onslow County Schools	Onslow Early College	>95	0	N/A
97	Pender County Schools	Pender Early College High School	>95	0	>95
98	Person County Schools	Person Early College of Innovation and Leadership	89.5	0	N/A



**Attachment PROG 03A  
(REVISED 02/17/2020)**

99	Pitt County Schools	Pitt Early College High School	>95	0	N/A
100	Pitt County Schools	Innovation Early College High School	94.6	0	N/A
101	Polk County Schools	Polk County Early College	>95	<10	>95
102	Public Schools of Robeson County	PSRC Early College at RCC	>95	0	>95
103	Randolph County Schools	Randolph Early College High School	>95	<10	>95
104	Richmond County Schools	Richmond Early College High School	>95	0	>95
105	Roanoke Rapids Graded School System	Roanoke Rapids Early College High School		0	N/A
106	Rockingham County Schools	Rockingham County Early College High	>95	0	>95
107	Rowan-Salisbury Schools	Rowan County Early College	>95	0	>95
108	Rutherford County Schools	Rutherford Early College High School	>95	0	>95
109	Sampson County Schools	Sampson Early College High	>95	0	>95
110	Scotland County Schools	Scotland Early College High	>95	0	>95
111	Stanly County Schools	Stanly Early College High School	>95	<10	>95
112	Stokes County Schools	Stokes Early College High School	94.2	0	>95
113	Surry County Schools	Surry Early College High School	>95	<10	>95
114	Tyrell County Schools	Columbia Early College High School	>95	<10	>95
115	Union County Schools	Union County Early College	>95	0	>95
116	Vance County Schools	Vance County Early College High School	>95	0	>95
117	Wake County Public Schools	North Wake College and Career Academy	93.6	0	N/A
118	Wake County Public Schools	Vernon Malone College and Career Academy	>95	<10	>95
119	Wake County Public Schools	Wake Early College of Health and Science	>95	0	>95
120	Wake County Public Schools	Wake STEM Early College High School	>95	0	>95
121	Wake County Public Schools	Wake Young Men's Leadership Academy	92.6	0	>95
122	Wake County Public Schools	Wake Young Women's Leadership Academy	>95	<10	>95
123	Warren County Schools	Warren Early College High	91.6	<10	87.5
124	Washington County Schools	Washington Early College	92.2	0	N/A
125	Watauga County Schools	Watauga Innovation Academy	>95	0	>95
126	Wayne County Schools	Wayne Early/Middle College High School	94.3	0	>95
127	Wayne County Schools	Wayne School of Engineering	>95	0	>95
128	Weldon City Schools	Roanoke Valley Early College High School	>95	0	>95
129	Wilkes County Schools	Wilkes Early College High School	>95	0	89.4
130	Wilson County Schools	Wilson Academy of Applied Technology	>95	0	N/A
131	Wilson County Schools	Wilson Early College Academy	>95	0	>95
132	Winston Salem/Forsyth County Schools	Early College of Forsyth County	>95	0	>95
133	Winston Salem/Forsyth County Schools	Middle College of Forsyth County	94.6	0	>95

134	Yadkin County Schools	Yadkin Early College	>95	0	>95
-----	-----------------------	----------------------	-----	---	-----

\*Self-reported data collected from 2018 CIHS Annual Reports. Retention rate indicates number of students who remained in the program.

\*\*Cohort size too small to calculate data through system.

DRAFT

## COOPERATIVE INNOVATIVE HIGH SCHOOLS

Performance Data 2018-2019

Source: North Carolina Department of Public Instruction

	District	School Name	Grade	Score	Growth*
1	Alamance Burlington Schools	Alamance-Burlington Middle College High School	A	88	Met
2	Alexander County Schools	Alexander Early College	A	87	Met
3	Anson County Schools	Anson County Early College High School	B	73	Met
4	Ashe County Schools	Ashe Early College High School	A	88	Not Met
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	A	85	Met
6	Avery County Schools	Avery County High School	B	70	Not Met
7	Avery County Schools	Avery County High School STEM Academy	A	97	N/A
8	Avery County Schools	Avery County High School Viking Academy	A	97	N/A
9	Beaufort County Schools	Beaufort County Early College High School	A	96	Exceeded
10	Bertie County Schools	Bertie Early College High	A	88	Exceeded
11	Bladen County Schools	Bladen Early College	C	58	Met
12	Brunswick County Schools	Brunswick County Early College High School	A	98	Exceeded
13	Buncombe County Schools	Buncombe County Early College High School	B	83	Met
14	Buncombe County Schools	Buncombe County Middle College High School	A	87	N/A
15	Buncombe County Schools	Martin L Nesbitt Jr. Discovery Academy	A	99	Exceeded
16	Burke County Schools	Burke Middle College High School	A	99	N/A
17	Cabarrus County Schools	Cabarrus Early College of Technology	B	80	Met
18	Cabarrus County Schools	Cabarrus-Kannapolis Early College	A	91	Met
19	Caldwell County Schools	Caldwell Career Center Middle College	A	85	Met
20	Caldwell County Schools	Caldwell Early College High School	A	93	Exceeded
21	Camden County Schools	Camden Early College High School	B	79	Met
22	Carteret County Schools	Marine Science & Technology Early College	A	87	Met
23	Catawba County Schools	Challenger (Catawba) Early College High School	A	94	Met
24	Charlotte-Mecklenburg Schools	Cato Middle College High	A	97	N/A
25	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	A	90	Exceeded
26	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College	B	84	Exceeded
27	Charlotte-Mecklenburg Schools	Harper Middle College High	A	96	N/A
28	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	B	75	Met
29	Charlotte-Mecklenburg Schools	Levine Middle College High	A	98	N/A
30	Charlotte-Mecklenburg Schools	Mercanas Middle College High	I	N/A	N/A
31	Charlotte-Mecklenburg Schools	Performance Learning Center	D	52	Not met
32	Chatham County Schools	Chatham School of Science and Engineering	A	87	Met

**Attachment PROG 03A  
(REVISED 02/17/2020)**

33	Cherokee County Schools	Tri-County Early College High	B	84	Met
34	Cleveland County Schools	Cleveland Early College High School	A	90	Met
35	Columbus County Schools	Columbus Career and College Academy SE Campus	B	73	Met
36	Craven County Schools	Craven Early College High	A	89	Met
37	Craven County Schools	Early College EAST High School	A	87	Met
38	Cumberland County Schools	Cross Creek Early College	A	97	Exceeded
39	Cumberland County Schools	Cumberland International Early College High School	A	89	Met
40	Cumberland County Schools	Cumberland Polytechnic High School	A	96	Exceeded
41	Currituck County Schools	JP Knapp Early College High School	A	95	Exceeded
42	Davidson County Schools	Davidson Early College	A	92	Exceeded
43	Davidson County Schools	Yadkin Valley Regional Career Academy	B	83	Met
44	Davie County Schools	Davie County Early College High	A	86	Not Met
45	Duplin County Schools	Duplin Early College High School	B	84	Exceeded
46	Durham Public Schools	City of Medicine Academy	A	95	Exceeded
47	Durham Public Schools	Hillside New Tech High School	C	61	Met
48	Durham Public Schools	Josephine Dobbs (JD) Clement Early College High School	A	98	Exceeded
49	Durham Public Schools	Middle College High School at DTCC	A	95	N/A
50	Edgecombe County Schools	Edgecombe Early College High	A	92	Exceeded
51	Elizabeth City Pasquotank Schools	Elizabeth City Pasquotank Early College	B	76	Met
52	Franklin County Schools	Franklin County Early College	A	88	Met
53	Gaston County Schools	Gaston Early College High School	A	97	Exceeded
54	Granville County Schools	Granville Early College High	A	95	Exceeded
55	Greene County Schools	Greene Early College High School	A	90	Exceeded
56	Guilford County Schools	Academy at Smith	B	75	Met
57	Guilford County Schools	Bennett Early/Middle College	A	88	Exceeded
58	Guilford County Schools	Kearns Academy	B	70	Exceeded
59	Guilford County Schools	The Early College at Guilford College	A	94	Met
60	Guilford County Schools	Greensboro College Middle College	A	89	N/A
61	Guilford County Schools	Middle College at GTCC- Greensboro	A	91	Exceeded
62	Guilford County Schools	Middle College at GTCC- Jamestown	A	87	Exceeded
63	Guilford County Schools	Middle College at GTCC- High Point	B	79	Met
64	Guilford County Schools	Middle College at NC A&T State University	C	68	Met
65	Guilford County Schools	Middle College at UNCG	A	86	Met
66	Guilford County Schools	STEM Early College at NC A&T State University	A	92	Not Met
67	Haywood County Schools	Haywood Early College	A	95	Exceeded
68	Harnett County Schools	Harnett Early College	B	83	Exceeded
69	Henderson County Schools	Henderson Early College	A	97	Exceeded
70	Hertford County Schools	Hertford County Early College High School	B	84	Exceeded

**Attachment PROG 03A  
(REVISED 02/17/2020)**

71	Hoke County Schools	SandHoke Early College High School	A	90	Exceeded
72	Hyde County Schools	Mattamussett Early College High School	C	61	Exceeded
73	Iredell-Statesville Schools	Agriculture and Science Early College	A	88	Exceeded
74	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	A	96	Exceeded
75	Iredell-Statesville Schools	Crossroads Art and Science Early College	A	91	Met
76	Jackson County Schools	Blue Ridge Early College	D	53	Not Met
77	Jackson County Schools	Jackson County Early College	A	91	Met
78	Johnston County Schools	Johnston Career and Technical Leadership Academy	A	86	Exceeded
79	Johnston County Schools	Johnston County Early College Academy	A	93	Met
80	Johnston County Schools	Johnston County Middle College High	N/A	N/A	N/A
81	Lee County Schools	Lee Early College	A	91	Exceeded
82	Lenoir County Schools	Lenoir County Early College High	A	88	Met
83	Macon County Schools	Macon Early College High School	A	95	Met
84	Madison County Schools	Madison Early College High School	A	86	Met
85	McDowell County Schools	McDowell Academy for Innovation	C	57	Met
86	McDowell County Schools	McDowell Early College High School	A	90	Exceeded
87	Mitchell County Schools	Mayland Early College	A	89	Met
88	Montgomery County Schools	Montgomery Early College	A	94	Exceeded
89	Nash-Rocky Mount Schools	Center for Industry, technology & Innovation	F	15	Not Met
90	Nash-Rocky Mount Schools	Nash Rocky Mount Early College High School	A	88	Exceeded
91	New Hanover County Schools	Isaac M Bear Early College	A	94	Met
92	New Hanover County Schools	Wilmington Early College High School	A	89	Met
93	New Hanover County Schools	Southeast Area Technical High School	B	84	Exceeded
94	Northampton County Schools	Northampton Early College High School	B	72	Met
95	Northeast Regional School	Northeast Regional School of Biotechnology and Agriscience	B	83	Met
96	Onslow County Schools	Onslow Early College	A	98	Exceeded
97	Pender County Schools	Pender Early College High School	A	97	Exceeded
98	Person County Schools	Person Early College of Innovation and Leadership	C	57	Met
99	Pitt County Schools	Innovation Early College High School	A	88	Met
100	Pitt County Schools	Pitt Early College	A	90	Exceeded
101	Polk County Schools	Polk County Early College	A	89	N/A
102	Public Schools of Robeson County	PSRC Early College at RCC	A	96	Exceeded
103	Randolph County Schools	Randolph Early College High School	A	97	Exceeded
104	Richmond County Schools	Richmond Early College High School	A	94	Met
105	Roanoke Rapids Grades School District	Roanoke Rapids Early College High School	C	61	Met
106	Rockingham County Schools	Rockingham County Early College High	A	91	Met
107	Rowan-Salisbury Schools	Rowan County Early College	B	84	Met
108	Rutherford County Schools	Rutherford Early College High School	A	93	Met

**Attachment PROG 03A  
(REVISED 02/17/2020)**

109	Sampson County Schools	Sampson Early College High	A	92	Exceeded
110	Scotland County Schools	Scotland Early College High	A	91	Met
111	Stanly County Schools	Stanly Early College High School	A	89	Met
112	Stokes County Schools	Stokes Early College High School	A	87	Exceeded
113	Surry County Schools	Surry Early College High School	A	91	Met
114	Tyrell County Schools	Columbia Early College High School	C	61	Met
115	Union County Schools	Union County Early College	A	95	Exceeded
116	Vance County Schools	Vance County Early College High School	A	91	Exceeded
117	Wake County Public Schools	North Wake College and Career Academy	B	77	Exceeded
118	Wake County Public Schools	Vernon Malone College and Career Academy	B	82	Exceeded
119	Wake County Public Schools	Wake Early College of Health and Science	A	96	Exceeded
120	Wake County Public Schools	Wake STEM Early College High School	A	96	Exceeded
121	Wake County Public Schools	Wake Young Men's Leadership Academy at St. Augustine's University	B	81	Met
122	Wake County Public Schools	Wake Young Women's Leadership Academy at St. Augustine's University	A	92	Exceeded
123	Warren County Schools	Warren Early College High	B	75	Exceeded
124	Washington County Schools	Washington Early College	B	80	Exceeded
125	Watauga County Schools	Watauga Innovation Academy	B	82	Met
126	Wayne County Schools	Wayne Early/Middle College High School	A	91	Exceeded
127	Wayne County Schools	Wayne School of Engineering	A	88	Exceeded
128	Weldon City Schools	Roanoke Valley Early College High School	B	84	Met
129	Wilkes County Schools	Wilkes Early College High School	A	93	Exceeded
130	Wilson County Schools	Wilson Academy of Applied Technology	B	77	Met
131	Wilson County Schools	Wilson Early College Academy	A	94	Exceeded
132	Winston Salem/Forsyth County Schools	Early College of Forsyth County	A	90	Met
133	Winston Salem/Forsyth County Schools	Middle College of Forsyth County	A	97	N/A
134	Yadkin County Schools	Yadkin Early College	A	88	Met

\* "I" indicates fewer than 30 qualifying scores needed to receive an accountability growth index.

**UNC System, CIHS Enrollment Data**  
**UNC System Data 2018**

Institutions within the University of North Carolina (UNC) system admitted **6,181** Cooperative and Innovative High School students for Fall 2018. A breakdown by campus is indicated in the following table.

***Number of Cooperative Innovative High School students admitted to UNC institutions Fall 2018***

UNC Institution	Number of Admitted Students Fall 2018
Appalachian State University	602
Elizabeth City State University	109
East Carolina University	740
Fayetteville State University	316
North Carolina A&T	338
North Carolina Central University	332
North Carolina State University	405
University of North Carolina - Chapel Hill	420
University of North Carolina – Asheville	217
University of North Carolina – Charlotte	791
University of North Carolina - Greensboro	617
University of North Carolina - Pembroke	260
University of North Carolina - School of the Arts	<10
University of North Carolina - Wilmington	362
Western Carolina University	512
Winston-Salem State University	152
	<b>6,181</b>

## NC Independent Colleges and Universities CIHS Enrollment Data

Institutions within the NC Independent Colleges and Universities system admitted **1,672** Cooperative and Innovative High School students for Fall 2018. A breakdown by campus is indicated in the following table.

*Number of Cooperative Innovative High School students admitted to independent institutions Fall 2018*

<b>Institution</b>	<b># of students admitted</b>
Barton College	108
Belmont Abbey College	43
Bennett College	0
Brevard College	0
Cabarrus College of Health Sciences	<10
Campbell University	295
Catawba College	98
Chowan University	55
Davidson College	0
Duke University	73
Elon University	41
Gardner-Webb University	16
Greensboro College	32
Guilford College	133
High Point University	48
Johnson C. Smith University	<10
Lees-McRae College	36
Lenoir-Rhyne University	149
Livingstone College	0
Louisburg College	0
Mars Hill University	11
Meredith College	27
Methodist University	71
Montreat College	0
N. C. Wesleyan College	<10
Pfeiffer University	16
Queens University of Charlotte	135
St. Andrews University	0
Saint Augustine's University	0
Salem College	26
Shaw University	46
University of Mount Olive	85
Wake Forest University	12
Warren Wilson College	0
William Peace University	55



Wingate University	46
<b>Total</b>	<b>1,672</b>

## Appendix A

### Cooperative Innovative High School Programs: *Success Stories from across North Carolina*

Based on CIHS Annual Reports submitted by Schools

Again this year, NCDPI asked all CIHS in North Carolina to share success stories as part of the CIHS Annual Report. The JAC was thrilled with the response!

Here are stories from across the state of students transforming their lives, often overcoming great hardships, with the support of a family of caring educators in an innovative school. Here also are stories of school transformation, as CIHS staff continue to examine and redesign their programs to meet the needs of their students. These stories make clear the manifold benefits of the CIHS program to the students, families, and communities of North Carolina.

These stories were submitted by CIHS principals. Student names have been removed to protect their privacy.

#### **Agriculture and Science Early College, Iredell County**

Individual progress monitoring and holding students accountable for their work has made a tremendous difference in many of our students' lives and in their academic performance. One student in particular entered the Agriculture & Science Early College as a freshman in the first year of operation. He was receiving EC services at that time, but his family decided to terminate EC services - an exit meeting was conducted early in the school year. He was also on the autism spectrum and socially withdrawn – certainly at-risk in a traditional high school. He was not successful in all classes and failed Math 2 Honors with a 47 and a 65 on the exam.

This student was identified as needing one-on-one coaching and progress monitoring. Teachers provided personalized guidance in seminar time, and during his sophomore year he retook Math 2 Honors passing with an 84 and a 91 on the exam. He is currently in

Math 3 Honors and is making a high C in that course and at least a B in all other courses. He has made tremendous strides socially and has a positive attitude.

Many of our at-risk students have demonstrated similar turnarounds and have realized the success associated with individualized attention to specific deficiencies and needs.

### **Alexander Early College, Alexander County**

“If all these people believe in me, then I believe in myself.” This is what one Alexander Early College senior said about her NC Governor’s School experience. This student questioned her ability to make it in and to be a part of those few hundred applicants who would ultimately attend. And yet, Superintendent Dr. Hefner personally chose this student to leave small-town Taylorsville for the prestigious summer program. She attended Governor’s School West at High Point University. When she found out she got in, she couldn’t believe it. “It felt like I was floating,” she said. She immersed herself in her chosen discipline: English, because she’s always been passionate about reading and writing, and she loves the rigor of the subject. “Governor’s School is a place where instructors reintroduce what you love about learning.” This was a unique experience apart from public school: “There were no grades, so when you did the work, you were really doing it for you. You realize that if you weren’t really passionate about it, you wouldn’t be doing it otherwise. Public school focuses so much on performance, rather than the feeling you get from a class. And this was all about the feeling you got from the class.”

The experience was amplified for this student because she was the only student there from Alexander County. She remembers thinking to herself, “Yeah, it’s going to be overwhelming at first, but this is going to be like nothing I’ve ever done before.” Leaving her hometown to experience new thoughts and meet new people was, of course, daunting at first. When asked what it was like to leave rural Taylorsville and expose herself to a broader part of the world, she says she fell in love with the experience. “In Taylorsville, it’s very easy to feel like you’re alone or you’re the only person who thinks these things even though maybe you’re not because there’s such a stigma around saying ideas that go against the norm here. But there, it was encouraged. Whenever I first got there, I was like,

I'm going to have to filter what I think and what I say, but once I got there, everyone was like, 'No, say more, say what you have to say,' and it was just a really engaging experience." She made sure to tell me it was a little overwhelming at times, especially when it came to crosswalks. "Every time I saw one, I was like, we only have one of these at my school!"

The connections made at Governor's School stick with this student to this day. Individuals who live counties away from here still stay in touch with her, and these genuine connections continue to guide her: "You're going to meet people who think a lot differently than you but who are just as valid and their thought processes are just as valid. You're going to be so grateful that you were able to see inside their head a little bit, because being inside someone else's head is one of the most rewarding experiences. To see how we can all think so differently and still find common ground is something we all should do."

### **Ashe Early College, Ashe County**

We accepted a sophomore who was unmotivated and had attendance issues at the traditional high school. This student only missed 3 days all year and didn't make any grade below a "C". At the end of the year, he said he was hesitant to come because of all honor level classes and the work that would be required. He excelled and was also a member of student council who helped plan various activities. His father and grandparents are so proud of him and truly supportive of our program. All of us at AEC are equally proud of this young man as he is a great person to spread the word about our awesome school.

### **Blue Ridge Early College, Jackson County**

Blue Ridge Early College provides an engaging academic setting for students in Grade 7-13. Our rural location is located on the plateau in Cashiers, NC. The opportunity for our students to access college courses within our school building is pivotal for our community's continued success. Being geographically isolated impacts many aspects of our student's daily lives, such as travel, internet coverage, cost of living, food insufficiencies, and the access to college resources. Our Early College campus reduces those barriers for our

students and their families. One of our graduates completed her coursework in four years. She was able to enroll at Warren Wilson College to complete her four year degree in Anthropology. She shared her testimony with our Blue Ridge School Education Foundation at the annual Songwriters Fundraiser. Because of this program, her dream to attend college became a reality. BREC provided an opportunity should would not have had. Through the Early College Program our students are able to begin their college classes earlier than the traditional community college model; this provides high motivation for students to remain in school. As a result, this past year, we had an increased graduation rate above 95%.

### **Brunswick Early College, Brunswick County**

Our school lost 21 days of instruction due to Hurricane Florence. We made up 6 days; however, not all of those were first semester. Even with that very distressing interruption to our students' learning, and in many cases, their home lives, our first semester of less than 70 days ended very successfully. We continued that pattern second semester with an end result of our school being in the top 6% in growth, exceeding growth by 5.32! We celebrated 100% graduation rate, and achieved a School Performance Score of 98, placing us in the top four schools in the state in that category. Our teachers and students made this happen by investing themselves completely in recouping those lost days. Everyone went the extra mile to ensure our students' return to school was a return to an environment of caring adults that personalized instruction, thought outside the box to help them succeed and often-times leant a shoulder or an ear for those who suffered personal loss as a result of the storm. Our success in 2018-19 is to us the greatest success we've ever enjoyed because we know how hard everyone worked to make it happen. Our teachers, students, and all other adults in their lives were determined that this disruption could not and would not steal our ambition or define the outcome of our year. I am extremely proud to be a Firebird. We truly rose from the ashes and flew again.

### **Burke Middle College, Burke County**

We asked students to share aspects of BMC that have helped them achieve success.

Below are a few of their responses:

“A way that BMC has helped me to achieve personal success is how small and close knit that everyone at BMC really is. All of the teachers and faculty at BMC are very kind and helpful, always willing to help their students. Since BMC is so small, it helps all the students to be much more connected than at the regular high school. BMC also has activity days that are great for everyone to come together and to make new friends. BMC has helped me to become a more outgoing person and make friends more easily.”

“At BMC your close relationship with the teachers helps them understand you and your problems better. BMC is the perfect place to grow academically and personally. Being apart of the BMC family has helped me create more friendships and relationships than I ever expected to have in school. I also have grown as a student and have become better with time management. BMC has helped me become a more well-rounded student and I am glad I took the chance to apply.”

“My success in BMC comes from the very helpful teachers and staff who are always willing to find ways for you to be successful in whatever you're trying to achieve. BMC is a gateway to new opportunities with so many options to choose from and so many new things to learn. It has been one of my favorite schools I have ever enrolled in, and it may always be.”

“An aspect of BMC that has helped me achieve success is being able to make my own decisions and having more freedom. By making my own decisions I am able to grow more as a person and learn from mistakes that I make. BMC not only helps students to get two years of college done, BMC also helps students grow and leads students in the right direction.”

“An aspect of BMC that has helped me to achieve success was learning to work harder on my class assignments. It has taught me that to achieve what I want, I have to work hard. BMC is not just about passing grades, it's also about being a part of somewhere, which I

did not belong in my traditional high school. BMC is family and it is a great start toward success.”

“When I came to BMC, the school environment changed immensely to more personal and family-like. I was also able to become even more focused on my classes with a flexible schedule so that I could make time to study what I needed to during the day. BMC is a huge step and head start towards success.”

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

From an Interview with the Caldwell County McKinney Vento Student Scholarship Winner:

“In the fall, I plan to continue working part-time in the pharmacy but also working on completing a BS in Biology at Lenoir-Rhyne University. During this time, I would also like to complete the pharmacy technician program at Catawba Valley Community College, in order to better prepare myself for pharmacy school.

Homelessness has definitely affected my life, academics, and desire to attend college, but I do not regret being homeless. While experiencing homelessness has pushed me to my breaking point and beyond, it has made me a better person. I had to tackle more responsibilities than most at a young age, but now I am able to do so with no problem.”

### **Camden Early College, Camden County**

Our success story is our entire graduating class - Camden Early College opened in August 2016 under unique circumstances as we transitioned an existing small high school (CamTech High) to an early college high school. We already had a student body of approximately 140 students in grades 9-12 when we transitioned and we gave all of our students the opportunity to stay at the early college or to transfer to the traditional high school. We only had no students from the 2019 graduating class choose to transfer. Out of the thirty-three students we graduated, we had 18 graduate with an associate's degree and/or credential - these students did not have the benefits of a CIHS for the first three years of their high school career but they took advantage of every opportunity they had once we transitioned and our staff worked extremely hard to make sure they were able to

have the support, resources and schedules to make it happen. We also had eight students choose out of the 12th grade class choose to stay for their fifth year and take advantage of another year since they were not able to begin taking college courses until their junior year. Our students also participate in our district's high school athletic program, our district high school band program and our district's United State Coast Guard ROTC program. I am beyond proud of my students and my staff for these accomplishments!

### **Marine Science and Technology Early College, Carteret County**

Our success story is that we reopened for the 2019-2020 school year. Our parents and community rallied together along with our CCPS leadership to continue this opportunity for the students of Carteret County. It was a stressful, yet humbling experience. We are proud to be back and proud to be a Beacon! This model works!

### **Challenger Early College, Catawba County**

Every high school has a story of how they made a difference for one student or another; Few, however, can say that they used a major disciplinary infraction and turned it into a pivotal moment where a student's life was changed forever. This is that story. A young student from a broken home, he made typical immature mistakes and was often a Student of Concern. During his junior year, he and his father often clashed, until finally his dad decided he "didn't have time for him" anymore. At the same time, classes were getting harder, this student was betrayed by some close friends over girls, his anxiety grew over his home problems and he spiraled downward academically and emotionally. He turned friends at a local traditional high school who were deep in alcohol and gang activities. Particularly low one day, this student's behavior led to disciplinary action. His mother decided to transfer him back to his home high school. He was shaken to his core, screaming "Please don't kick me out. I can't go anywhere else, I won't make it!" Concern for the student's future led to requiring him to complete a supportive program, mandatory enrollment in the district counseling initiative, along with a behavioral contract covering his free time on campus. The high school staff and Administration took a personal interest in making sure this student finished strong. Because of the strong adult relationships and our programming structure, he remained at Challenger, and shared his story with other

students and parents. He truly felt this program saved his life and after graduation, he decided to serve his country by enlisting in the Army.

### **Charlotte Engineering Early College, Mecklenburg County**

The Duke Energy Foundation awarded UNC Charlotte \$900,000 in 2016 for scholarships for Charlotte Engineering Early College students to continue their education at UNC Charlotte. The first 8 students received their \$7500.00 award in May of 2019. The 8 students have enrolled at UNC Charlotte in a STEM field and the scholarship funds was a great incentive for them to finish their undergraduate degrees at UNC Charlotte.

### **Hawthorne Academy, Mecklenburg County**

Hawthorne Academy has a Nursing Fundamentals Program with a Certified Nursing Assistants licensure component. We have had a 100% pass rate for all Health Sciences' Scholars who have participated in this program for the last two school years, providing almost 20 students with a licensure as CNA's.

### **Chatham School of Science and Engineering, Chatham County**

We continue to increase our enrollment each year. Our partnership with CCCC has been outstanding. They have been very supportive in our efforts to grow our program. In 2018-2019 we met growth and earned an A Grade.

#### **Academic Accomplishments:**

By the conclusion of 10th grade, our students have earned an average of 18 hours of transferable college credit, including two courses in Mathematics. Our students continue to excel at our district science fair, taking 1st place last year in two categories. Our students compete in Science Olympiad each year and two were awarded 8th place in the state. One of our students received the Ben Carson Scholarship last year. Another was selected to attend Governor's School East for Social Sciences. Our principal, Bobby Dixon was selected as the 2019 Principal of the Year by the North Carolina Association for Scholastic Activities.



Innovation:

In May we hosted our annual Exhibition Night to showcase innovative projects that our students completed. Through curricular integration, our students collaborated to create and develop interactive products using digital tools. These products were a result of the Project-Based Learning focus we have in our instructional program. We had a packed house with parents, students and community members interacting with ipads, cameras and VR Headsets to experience the final products created by the students. Our successes in the three years of operation have elevated the interest and numbers of applications from students.

Student and Parent Feedback:

On August 15, 2019 an orientation night, a majority of the parents were in attendance and very complimentary of the school and it's programs. "I am very pleased with and excited that my son has had this opportunity, he just loves it here!" said one. "I am have been very impressed with the time my daughter has been in the program. I'm very proud of her and all she has accomplished. The program has been a great asset to her academic career." Said another. One freshman, stated "I love the small class environment and the projects we do are a lot of fun. The projects really help with learning the material and it sticks with you." Another said "I love being with students who actually care about their education and I am appreciative of the experience to complete high level college work." We are excited about the continued growth and future successes of our CIHS. We feel very fortunate to be able to offer this opportunity to Chatham County students and are expecting our first graduation class in 2020.

**Cleveland Early College, Cleveland County**

Our 9<sup>th</sup> grade cohort recently completed an intensive focusing on the history of the city of Shelby. They toured Don Gibson Theatre, the Early Scruggs Center, Shelby City Park where there is a carousel and train, and historical homes. One student thought she would not be able to go because she had a procedure done for her ingrown toenail the day before, and they would be doing a great deal of walking. By the time the students started loading buses, this student was at school and ready to go. She did not want to disappoint her group members or her teachers, so she asked her father to take her to Walmart to buy

some open-toed shoes because she couldn't wear any that she had due to the bandage. This young lady is very reserved, but in the 2 months that she has been here, she has truly opened up. At first, she would just keep her head down, and she rarely smiled. She is now more involved in class and is interacting more with her classmates. She shared with one of her teachers that she has lost 10 pounds since starting here, and that she and her dad are going to continue their weightloss journey and get healthy. This is one of our most recent success stories. We are extremely proud of this young freshman and how she pushed through the pain so that she could attend her intensive, and we are proud of her work ethic and self-motivation.

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

Thanks to our partnership with BCCC, Columbia Early College High School (CECHS), has the capability to offer free college courses for the students. Tyrrell County is a rural area where just 8% of the population has a 4-year degree or higher. Many residents are employed in agriculture or commercial fishing industry or travel one hour to work in the travel and tourism industry of the Outer Banks. The majority of CECHS students are first generation college students. It is this partnership with BCCC that is offering CECHS students hope and opportunity for the future. Some students are not sure about their plans, while some are nervous about moving away to larger populated campuses, some know and others are curious, and some will choose to take over the family business; but in each of these situations, the education and experiences CECHS provides helps our students succeed. If not for this partnership and the CIHS program these opportunities would not be substantially reduced. Students of today are tomorrows' future; the entire CECHS is a success story.

### **Columbus Career and College Academy, Columbus County**

Soon one of our students, at just 21-years-old, will carry the title of beginning project manager for the Brodie Construction Company. She will celebrate a pay raise and promotion in her first year of employment with the firm and enjoy wages well above that of typical high school graduates. This student is one of a small percentage of accomplished female brick masons in a male-dominated field. She brings with her skills and confidence she began building as the first female student to sign up for the masonry program at Columbus Career and College Academy (CCCA) in Fair Bluff in 2013. Previously, the CCCA masonry program attracted only male students. In a matter of just a few days in the masonry classroom, she was proving that she had what it took to excel. "I'd tell her once or twice how to do something and she did it very well," said Masonry Instructor Fred Mason. Her skills quickly improved. This student has vivid memories of working in tobacco fields with her father. That work ethic carried over into all aspects of her life. She maintained a high grade point average in all classes and performed community service projects as a member of the National Honor Society and SkillsUSA. She says her humble upbringing and the support she found at CCCA fueled her ambition to become the first to graduate from high school in her family.

"Mr. Mason never stopped believing in me and was always there to encourage me if I was uncertain about myself and my abilities," Razo said. "He saw something in me that I didn't see in myself. He helped me grow not only as a competitor but as an individual."

Mason encouraged this student to cultivate her talents and pushed her to join SkillsUSA and compete in local, regional, and state competitions. She was the first female to win overall at the 2014 H. A. Butch Hardy Annual Masonry Contest as a freshman. She loved the rush of competing and over her high school career won 11 different competitions and earned more than \$4,500 in cash and prizes.

This student became a sort-of-superstar in the masonry competition world. She was featured in magazines and newspapers. Through these competitions, she caught the eye of industry contractors eager to hire high-performing and talented masons. The General Manager of Brodie Contractors was one of them.

One of her most significant accomplishments is finishing in the top 10 at the SkillsUSA State Masonry Competition. She was one of 60-70 of the best masonry students from around the state competing and one of only a few females.

### **Craven Early College, Craven County**

Craven Early College staff, students and community would like to say thank you for your unwavering support during and after Hurricane Florence. We initiated an outreach, after the storm, to our Early Colleges, and we had tremendous response. Our needs were met through a variety of ways: thoughtful notes, donations from 30 Early Colleges, Eastern Alamance High School, NC Wesleyan and even a visit from Beaufort and JP Knapp Early College. Students and staff came from Beaufort and JP Knapp to have fellowship and bring items that helped our community feel the love and support from across our amazing state. We are truly blessed to have such a strong network. We appreciate all that you do at your schools, each and every day, and thank you again for supporting Craven Early College and Craven County in 2018. #CravenStrong #EarlyCollegeStrong #ThePowerofTheNetwork.

### **Hillside New Tech High School, Durham Public Schools**

We are so excited because we had our first graduates this year from Durham Tech! One of our students graduated with honors - summa cum laude. All three young men graduated with a certificate in Information Technology Foundations. This certificate provided them with the basic skills needed to gain employment in entry level IT careers. Two of the young men enrolled in Durham Tech to complete their Associate Degree; one in Information Technology with plans to transfer to NC State and major in Computer Science. The other one is majoring in Accounting/Finance. The third young man is attending North Carolina A&T State University majoring in business education and working part time with a local IT company.

### **Edgecombe Early College, Edgecombe County**

Edgecombe Early College High School students participating on Edgecombe Community College's SkillsUSA Team brought home gold medals for the fourth year in a row from the National Leadership and Skills Conference in Louisville, KY, in Spring 2019. The conference is the world's largest showcase of skilled trades. One super senior was a national champion in the Principles of Engineering and Technology division. Two juniors took first place in the nation in the Career Pathways Showcase – Industrial and Engineering Technology. This marks the fourth consecutive national championship for ECC's Career Pathways Showcase – Industrial and Engineering Technology team, which has been anchored by students from Edgecombe Early College High School. In order to compete at nationals, our EECHS/ECC team qualified by scoring first place at the SkillsUSA North Carolina State Leadership and Skills Conference. "What a tremendous partnership this team represents with Early College students learning alongside college instructors and competing at such a high level," said principal Matt Bristow-Smith, who is also the 2019 Wells Fargo NC Principal of the Year.

### **Gaston Early College, Gaston County**

Craven Early College High School was one of many schools severely affected by Hurricane Florence. Our school learned of their needs through social media and CIHS emails that were shared. Knowing that another early college was in need galvanized our students and staff to respond. We began a "Penny-war Challenge" to see which grade-level could raise the most money. In a penny-war, pennies are the only currency that counts as positive points. All other coins, dollars, gift cards count as negative points. The more positive points your grade-level has, the better. Each grade-level was encouraged to bring in as many pennies as they could for their own grade-level and to deposit as much of the other forms of currency for the other grade-levels. We publicized this heavily to our students, staff, parents, and even to our college partner - Gaston College. Our students eagerly brought in all manner of coins, dollar bills, checks, and gift cards. Several staff members from Gaston College also chipped in. One student's mother worked in banking, and she was able to help us secure penny-bricks from her bank to help add to her son's grade-level and the overall effort. The bank, in recognition of this worthy cause, matched

the donation given by this mother. All total, we were able to donate over \$1,300.00 to help our our fellow early college students and staff.

### **Middle College at GTCC Greensboro, Guilford County**

We have so many reasons to be proud of our Class of 2019! 100% of our graduates earned transferable college credit with an average number of credits earned of 54 credits. 79% of our graduates earned 44 or more transferable college credits. 55% of the graduates are 1st generation college (neither parent completed college) and 7% are 1st generation high school (neither parent completed high school). 100% of our 1st generation high school and 1st generation college students earned at least 26 college credits with an average number earned of 56 college credits. We proudly had our largest number of college degree completers with 19 students earning an Associate degree (66% of the graduating class). 53% of our degree completers are 1st generation college students and 5% are 1st generation high school students.

Additionally, last year we mentioned in our report a student who did not graduate on track with his 5-year cohort. He came to us at the start of the 2016-17 school year after having been dropped out of high school for much of the 2015-16 school year. As a result, 2016-17 was his 11th grade year instead of his 12th grade year, 2017-18 his 12th grade year, and 2018-19 his 13th grade year. He is a 1st generation college student who worked well over 20 hours per week while maintaining his academic success. We are very pleased to report he graduated high school with honors and a college degree!

### **Middle College at GTCC Jamestown**

One student's family fled violence in Palestine and moved to Kuwait and then United States. His parents' stories of their lives living as refugees inspired him to volunteer with the Islamic Center of the Triad (ICT). He has worked with the ICT in several capacities, including helping refugees from Syria. "I felt a responsibility to help people through this process," he said. In addition to his volunteer work, he has worked at Chick-fil-a for two years. He will graduate in May with a high school diploma and an Associate of Science Degree from GTCC. He earned both credentials in four years, maintaining a 4.31 weighted GPA and a 3.71 unweighted GPA. "[He] is a curious learner who embraces all

cultures,” said Douglas Greene, one of this student’s English teachers. “He is so accepting and positive that he makes everyone around him feel good.”

On the surface, another student is like many other hard working students at our school. She will complete her high school diploma and her Associate of Science Degree in May with a 3.5 unweighted GPA and 4.2 weighted GPA. She plans to study Actuary Science at Temple University in the Fall. But what many people do not know about her is that she has handled sadness and loss with incredible resilience. Early in her high school career, she lost her sister in a car accident. A few years later she lost her mother as well. After the family suffered these heart-breaking situations, they moved out of state. She wanted to finish high school here, so she moved in with a friend, and together they each worked 25 hours or more per week while attending high school/college full time, supporting themselves. This student never complained or made excuses. “She is humble and insightful about the lessons she has learned from these life experience,” said Loretta Rowland-Kitley, principal at the Early Middle College @ GTCC Jamestown.

When another student arrived in the US in December of 2008 from a refugee camp in Africa, she didn’t know what to expect. She didn’t speak any English at all and she was overwhelmed. “I read and reread different books, of all kinds. Every time I came across words I did not know, I looked it up. My reading skills and vocabulary skills became much better,” she said. Her hard work paid off. In May she will graduate with her high school diploma with a 4.1 weighted GPA and 3.6 unweighted GPA. She will return to GTCC in the fall to complete her Associate of Science degree in December and then transfer to a 4-year college or university. She currently has a 4.0 in her college classes. “She is amazing,” said Sarah Jones, a teacher at the EMC @ GTCC Jamestown. “She is one of the hardest working students I have ever encountered.”

### **Jackson Early College, Jackson County**

The four guiding principles of Jackson County Early College are Education, Leadership, Service, and Community. During the 2018-2019 academic year, students went above and beyond with providing service to our local community. On multiple Fridays throughout the year, then entire school went out into the local community to serve in various ways:

cleaning up the stretch of highway adopted by the Early College, organizing a local charitable clothes closet, working to create a better community walking trail, singing, making works of art and visiting with the elderly in local nursing homes, helping to pack food boxes at local food banks, and volunteer work at local preschools in the community. Students collectively provided over 2000 hours of community service during the 2018-2019 academic year and we are very proud of their willingness and desire to give back to the community.

### **Lenoir Early College, Lenoir County**

Our school is very proud of the accomplishments of all our students, but one of our 2019 graduates stands out above all. This student had many home life obstacles and challenges, but she was determined to make receiving her high school diploma and associate degree a reality. She was an introverted student who surrounded herself with just a couple of friends and our staff members who proved very valuable to her. She was a very conscientious student and always strived to do her best. She was faithful in getting her assignments turned in on time and attended tutoring sessions as needed which proved most beneficial as noted in her grades and GPA. This student's church family played an important role in supporting her in accomplishing her goals. Our graduating students are required to create a personal video about their early college experience, and her testament was very moving and heart touching. All of our students' videos are shown during our college signing day event. In her video she stated that she would more than likely not have graduated from high school had she attended the traditional high school, much less receive an associate degree without the support of the staff and students at our school. She also acknowledged how important her church family had been through these years. The student who was once so shy, timid, and introverted became a very successful student and person who learned to advocate for herself academically, socially, and emotionally. This student is currently enrolled in the radiography program at Lenoir Community College. Her early college experience truly made a difference in her life, and we are so very proud of her.

### **Macon Early College, Macon County**



2018-2019 completed my 3<sup>rd</sup> year as an Early College Administrator. I continue to be in awe at the level of respect that my students show each other and the safe atmosphere that embraces our campus. I truly believe that many students want to attend our school because it is socially safe. This safe environment is created due to the low numbers and the focus on learning. Each year our school attracts students from the community that have never attended public schools. I believe the main reason for this is our reputation for caring people and focus on academics.

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

Our Salutorian graduated from Madison Early College High School at the end of her 11<sup>th</sup> grade year. She completed the Associate of Science Degree and is currently attending UNC-Chapel Hill at 17 years old. She sought and received and was selected for numerous scholarships while coming from a single parent household with three siblings. Additionally she held down multiple jobs to help support her family, and volunteered to mentor and tutor students within our school. She is a true example of an accelerated success story provided by Cooperative Innovative High Schools.

### **McDowell Ealy College, McDowell County**

One of our students graduated as an 11<sup>th</sup> grader having completed both high and an associate degree in 2019. This student cared for herself and 2 little sisters while living alone last year due to dad's arrest and six-month jail sentence. She worked a full-time job and attended school. This student was accepted at Appalachian State University.

### **McDowell Academy for Innovation, McDowell County**

At McDowell Academy for Innovation, we are proud to report year #1 was amazing. There were many positive experiences for our students and families. Our Vision Statement and Mission Statement helped guide us. Here's a few examples of authentic and connected experiences our students had:

1. Starting in 9<sup>th</sup> grade, our students had the option of taking classes through our pilot partnership with North Carolina School of Science and Math. Last year, 22% of our students participated in this partnership and took classes like Honors

Computational Thinking with Math Applications, Honors Intro to Computer Science with Computational Thinking, and Honors Public Health Topics.

2. All Math 1 students participated in a PBL with a local industry, ABB. The focus of the PBL was solving a problem with real world relevance (determining the rate of scrap produced at ABB's workstations and brainstorming a solution to reduce scrap rate). After the students solved the problem (which included over 150,000 lines of data), they created a presentation of their findings, and eventually presented their findings to ABB's Quality Assurance Manager, Plant Manager, and Community Networking Manager. The project was engaging, relevant, and allowed students to understand the power of partnerships.
3. All students that were interested in a career in the healthcare field had an opportunity to spend time in a SIM lab and deliver SIM babies, tour Mission Hospital McDowell and McDowell Family Medicine, job shadow at Mission Hospital McDowell, participate in "Stop-the-Bleed", attend a variety of healthcare conferences, and organize a Red Cross Blood Drive.
4. At least once a week our students participated in Genius Hour where they focused on their passions. Throughout Genius Hour students created a "Passion Project". The project could be creative in nature, service oriented, or purely learning based. All students went through the following process to create a "Passion Project":
  - a. Passion- find your passion
  - b. Plan- determine what you want to accomplish, who your audience will be, how you will work towards your goal
  - c. Pitch- share your project, goals, and plan with your classmates for feedback, support and collaboration
  - d. Project & Product- create your passion with a digital product that tells the story of what you learned, what you did.
  - e. Present- share your findings with the world.

Passion projects were creative and amazing. Our students created: music, art, food, dances, roller coasters, YouTube channels, skin scrubs, bird houses, and books.

5. All of our students had an opportunity to tour local industry, tours were aligned to students' specific career goals.
6. All students participated in an Expo hosted by McDowell Technical Community College. The Expo was a hands-on exploration of student's specific career interests. Students were able to choose two pathways at MTCC and spent a school day completing a hand-on exploration of those pathways.

### **Nash Early College, Nash County**

In the 2018-19 school year we had more students than ever graduate with an Associates Degree and some that also added an industry certification. Our students graduated college and career ready, with 94% accepted to a four-year college or university. These are great successes, but there is one story that is the true embodiment of the mission of early colleges to reach the students who are at risk of dropping out before graduation. One of our students struggled to engage academically. As he progressed through the years, it became evident that his end goal was not university, and that he was more successful with hands-on learning where he could see a direct connection to a good paying job after graduation. He tried out a couple of different certificate courses and finally found his passion in welding. He graduated with a certificate in welding and immediately found employment with one of the largest companies in the area. The early college experience allowed this student the opportunity to explore different areas and find a career pathway that he was truly invested in. He is a success story because it was the caring, family culture of the early college that supported him when he went through a very rough patch his senior and super senior year. The early college kept him engaged with learning so that he was career ready when he graduated.

### **Pender Early College, Pender County**

Last year, after Hurricane Florence our student body wanted to give back to the community in a unique way. Instead collecting items common to recovery efforts, our students decided to collect Halloween costumes for students in Pender County affected by the storm. The mission to collect a few costumes grew into a national event with costumes being shipped to us from as far away as the midwestern United States. We ended up

receiving several hundred costumes. So, the PECHS PTA and PECHS SGA then decided to create a Trail of Treats at the local park to hand out costumes and candy for every student in Pender County.

### **Person Early College, Person County**

We have some success stories. We had two students that were on IEPs when they came into our program. Now both have been exited from the need of an IEP and are performing well in their classes and providing assistance to other students. Both students and their families are very proud of their growth and accomplishment in this school. The faculty and staff of the early college are also proud.

We also now have our own space on the campus thanks to the county! A new building that is spacious and students are proud to call their own! We had our Ribbon Cutting ceremony on September 19th! Faculty and staff of the Community College complement our students on their manners, behavior and diligence in college classes. Our school pushes character and leadership, so to hear this news is really positive when initially some of the Community College instructors were concerned about student behavior and ability to do college level work.

Last year our school partnered with Wake STEM Early College and NCSU PBI Global Team to do a grade level global service-learning project. Students tackled the challenge of Clean and Sanitary Water, one of the United Nations' Global Goals and read the book Long Walk to Water for engagement. They presented their findings in teams as simulated Ted Talks to their parents, peers and other people in the community. After the presentation, the students did their pledge walk, simulating the walk for water by the book's main character, for which they raised \$1000 to donate to the Water for South Sudan organization. They also took the 90 gallons of water they used to walk with and donated them locally to our community's Christian Help Center organization.

### **Pitt Early College, Pitt County**

One of our recent graduates is a true success story. She grew up with relatives, raised by her aunt, and moved around quite a bit. She overcame adverse childhood experiences

and by definition was a true at-risk student. This student faced many of the struggles that youth face, such as depression, self-harm, and health issues caused by the adverse childhood experiences. This student was a perfectionist and took full advantage of all aspects of our program. The early college model allowed her to change her life forever. In our school we change lives every day by providing a family culture where we focus first on meeting the social, emotional, and physical needs of students. When we meet these needs, students can focus on taking full advantage of the exceptional instruction provided by the most caring, nurturing and phenomenal educators ever assembled. This student was accepted and is attending the most prestigious school in the UNC system on a scholarship. She will no doubt far exceed any expectations that her professors have for her. She is amazing and a true success story. She recently shared this quote: "I met with my professor today and she told me I'm doing everything necessary. She didn't even think I was first year! She even said she has to remind herself not to use my assignments as examples because she does so and wants to do so often."

### **Roanoke Rapids Early College, Halifax County**

Our success stories come from our students. We have many students who are working on their Associates Degrees in Science and are on their way to becoming doctors and surgeons. They are telling us that they have never been challenged like this before. We also have many students who are earning Workforce Certifications and who have become leaders in our school. They are telling us that they have never been a leader in their other schools and that Roanoke Rapids Early College has helped them learn to speak before a crowd and given them confidence in being a leader. These students are standing out, gaining confidence, and on their way to being leaders of our community. They have spoken to prospective new Scholars and their families and encouraged them to become a part of the Roanoke Rapids Early College learning environment. We are very proud of our Scholars who are becoming our motto: "Be the change you wish to see in the world."

### **Rowan Early College, Rowan County**

One student, now an adult, to Rowan County Early College as a shy, timid freshman. He did not know any students at this new high school and sat by himself trying not to be

noticed. At this school, it is hard not to be noticed. Encouraging him to sit with others finally got him introduced to several students. His freshman year was difficult, learning to study and to become a college student at the same time. He started reaching out asking for help and became an advocate for himself and others in his grade. I can still remember his family coming to parent night meetings and being so proud that he would be the first to graduate from college in his family.

This young man chose East Carolina University to transfer from RCEC. Throughout his years at ECU he kept in touch, letting me know how he was progressing. Recently on his visit he shared that he had indeed graduated with his Master of Science degree in Biology and is in the process of applying to medical school. What impresses me the most is his work ethic and persistence. You never know what influence the school staff or program has on our students. Now to think that shy timid young man will be applying to Medical school this fall is amazing! I have all the confidence in him!

### **Rutherford Early College, Rutherford County**

Our school is in the midst of advising for the upcoming spring semester. As we conduct intentional advising appointments with each student, we are reminded of the many ways they are being prepared for promising futures and to fill our state's talent pipeline. Collaboratively with each student, we build an individualized dual-credit program of study tailored to their college and career plans. We discuss their career interests and post-secondary intentions. We review the baccalaureate plans of study from their selected four-year institutions so we can choose courses specified by those plans of study. If they are going directly into a career or into the U. S. military following graduation, we make sure their course selections will best equip them with the necessary leadership, technical, and critical thinking skills and an applicable community college credential. Long before and after these advising sessions, our school's Freshman Academy, weekly grade-level "House" advising periods, and day-to-day classroom experiences offer our students practical exposure to communication, goal setting, teamwork, and other soft skills that are necessary in the workplace. The CIHS setting on a college campus requires that our students develop self-management skills and behave professionally and responsibly, even

as teenagers, making them even more viable candidates for the workplace whether they enter the job market upon their early college high school graduation or after additional post-secondary study. The CIHS experience prepares our students in a holistic way to be future ready and job ready; we see the impact of this daily in our community as our students and graduates fill area jobs and contribute to their families and the community in very real ways. This year we had our first participant in a technical apprenticeship/internship program with a local industry and have additional students in queue to follow suit. Our graduates are at work in our local school and healthcare systems. Our students and graduates put roofs on the homes of economically-disadvantaged families, clean and landscape the grounds of a local children's camp and Hospice center, and collect food for the campus food pantry. Every day our students and graduates make our county, and North Carolina, better.

#### **Stanly Early College, Stanly County**

Stanly Early College continues to be the top performing charter or public school in Stanly County. We were the o earned an A on the NC state report card three years in a row. Our school met growth in the tested areas for our state report card, but as a school we exceeded growth in all tested areas EOC and NCFE's. 80% of our students are first generation college students, and 43% of our students are classified as economically disadvantaged. 40 out of 47 of our graduates last year graduated with their high school diploma and associate degree. All our graduates graduated with transferrable college credit. The tremendous interest in the Early College Program allowed Stanly County Schools to add Stanly STEM Early College, a new Cooperative Innovative High School focused on students earning degrees and certifications from Stanly Community College in the medical and technology fields.

#### **Tri-County Early College, Cherokee County**

TCEC had five 5th-year students in 2018-19. Two of those students quit coming to school regularly at the end of their senior year and had planned not to return to finish high school. Because we were able to be flexible in their scheduling, we were able to get them to return to high school and finish their diplomas. One has now enlisted in the Marines and the

other has returned to TCCC to finish his AS degree with the goal of transferring to a four-year university to major in engineering. Both of these students got off track but are very capable of succeeding and becoming strong contributors to society instead of living their lives as high school dropouts. TCEC was able to help these students without being punished through our graduation rate for having fifth year students who still needed core graduation requirements.

### **Wake Early College of Health and Sciences, Wake County**

One of our success stories is a student who excelled both academically and personally during his time at Wake Early College of Health and Sciences. As a first-generation college student, he graduated in 2019 with both his high school diploma and his Associate of Science degree, all while being an active member of several organizations at school and in the community. He volunteered to tutor underclassman in math, participated on a focus group that was designing a playground at a local non-profit health education center that would benefit thousands of children annually, and competed in various competitions related to health and science.

During the 2018-2019 school year, this student competed in Medical Innovation at the NC HOSA State Leadership Conference. He and his teammates created a wound care solution that utilized information learned in their college chemistry class to provide an effective method to alert clinicians to the potential risk of infection. The team took first place at state and competed at the International HOSA Leadership Conference.

He has accomplished this while also helping care for his younger siblings while his parents worked. In addition to personally balancing work and academics, this student always maintained positive and outgoing demeanor at school. He was awarded a Golden Door Scholarship and is a NC State Goodnight Scholar. He is attending North Carolina State University, majoring in engineering.

### **Vernon Malone College and Career Academy, Wake County**

One of our recent graduates is particularly excited about the next steps on his journey. He received his high school diploma this spring and is signed up at Wake Tech in the Fall,



where he has already earned 29 credit hours. On top of it all, his internship with Piedmont Service Group, a leading commercial HVAC company based in Raleigh, has turned into a full-time job.

It's been quite a turnaround for this student, who admits the road to get to this point had some bumps along the way. "I just couldn't sit still," he said. His middle school counselor suggested Vernon Malone, a Wake County Cooperative Innovative High School, might be a good fit for him. Vernon Malone offers technical training and opportunities to earn college credit in several Wake Tech programs including biotechnology, cosmetology, and simulation and game development.

He chose to focus on HVAC, which gave him a rigorous school schedule that began with two early morning Wake Tech classes each day. "It's a program where you can learn the basics and develop technical skills," he said. "The first two years were tough, but then everything clicked." It all clicked so well that he landed an internship with Piedmont Service Group. He says Piedmont is committed to making sure that its HVAC interns are job-ready when they graduate. He credits his manager for taking a personal interest in his success. "He's there to support us. He helps by giving us a push when needed."

The training he received at Piedmont and at Vernon Malone gave him poise and more self-confidence. That confidence led to his participation in statewide competitions through Skills USA, an organization for career and technical students and instructors across the country. This spring he competed at the Skills USA Regionals in Fayetteville and took home a first place award! "I never thought I'd be able to do something like this!" he says. Where does he see himself in five years? "Working my way up the ladder with HVAC at Piedmont. and more training at Wake Tech so it will give me a chance to continue to complete my degree, to become a manager, and possibly--a senior manager some day."

## Special Recognition for Cooperative Innovative High Schools 2018-190

Principal Matt Smith, Edgecombe Early College: 2020 Wells Fargo NC Principal of the Year

Lori Fox, Haywood Early College: 2020 Wells Fargo NC Western Region Principal of the Year

Pitt Early College High School: National Distinguished ESEA School for High Performance

Wake STEM Early College High School: National Magnet School of Excellence Award from  
National Magnet Schools of America

City of Medicine Academy: Magnet School of Distinction from Magnet Schools of America;  
NCASCD Lighthouse School Award

Vernon Malone College and Career Academy: Magnet School of Distinction from Magnet Schools  
of America

Cabarrus Early College of Technology: ASCA Model Program from American School Counselors  
Association

Cross Creek Early College High School: Blue Ribbon School nominee

Early College at Guilford College: #1 High School in NC by US News and World Report

J.D. Clement Early College High School: National Blue Ribbon School

Robeson Early College High School: Blue Ribbon School nominee; NC ESSA Distinguished  
School nominee

School of Inquiry and Life Sciences in Asheville: Certificate of Achievement, Outstanding  
Graduation Rate; Academic Growth Award for Achieving Expected Academic Progress

Duplin Early College High School: National Blue Ribbon School nominee

Greene Early College High School: National Beta School of Merit

STEM Early College at NC A&T: STEM Certification from AdvancEd

Yadkin Valley Regional Career Academy: Green Ribbon School for MTSS

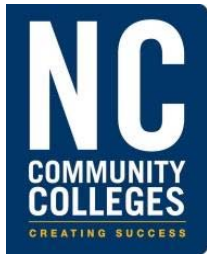
**For additional questions regarding this report, please contact:**

Ms. Sneha Shah Coltrane, NCDPI, Director, Advanced Learning and Gifted Education

[Sneha.shahcoltrane@dpi.nc.gov](mailto:Sneha.shahcoltrane@dpi.nc.gov)

Dr. Lisa Eads, NCCCS, Director, Academic Programs

[eadsl@ncccommunitycolleges.edu](mailto:eadsl@ncccommunitycolleges.edu)



# **PROGRESS ON THE IMPLEMENTATION OF THE CAREER AND COLLEGE READY GRADUATES PROGRAM**

A Report to the:  
Joint Legislative Education Oversight Committee

Submitted by The State Board of Community Colleges  
and the State Board of Education

S.L. 2015-241, Section 10.13, as amended by S.L. 2016-94 and S.L. 2018-5

March 15, 2020

## BACKGROUND

S.L. 2015-241, Section 10.13 amended by S.L. 2016-94 and S.L. 2018-5, Career and College Ready Graduates, requires the State Board of Community Colleges (SBCC), in consultation with the State Board of Education (SBE), to develop a program introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation through cooperation with community college partners. Implementation of select model partnerships began in the 2016/17 academic year with a scaled implementation planned for subsequent years and statewide implementation planned for 2020/21.

State law requires that high school students enroll in their program if they have not met benchmarks established by the SBCC in their junior year. High schools are required to use the curriculum approved by the SBCC, in consultation with the SBE. The SBCC is also required to determine the appropriate measure of successful completion to ensure students are prepared for coursework at a North Carolina community college. The training is being prepared and delivered by the professional development sub-committee of the Career and College Ready Graduate Alignment Partnership (CCRGAP) committee. The courses will be delivered by high school faculty after completing training requirements. The NC Community College System (NCCCS) will provide oversight for the program.

Aligned with the NCCCS RISE remediation program, the NCCCS has selected the NROC platform to deliver the CCRG curriculum. NCDPI is in the process of procuring the NROC tool for high schools, and will be requesting an expansion budget item of \$450,000 for statewide implementation of the tool for the 2020-21 school year.

In working to design the program, the NCCCS and the Department of Public Instruction (DPI) are partnering to support the goal of students successfully graduating from public high schools who are career and college ready. In doing so, both the NCCCS and DPI are engaged in developing the best additional strategies to target specific academic deficiencies.

## CURRENT STATUS

### *CCRG Student Eligibility and Exemptions*

- For high school seniors, see the NC Community College System Office (NCCCS) website for eligibility and exemption criteria posted at <https://www.nccommunitycolleges.edu/academic-programs/career-and-college-ready-graduate-alignment-partnership-ccrgap>
- Based on initial eligibility data by NC Department of Public Instruction (NCDPI), there may be approx. 18,000 high school seniors who qualify for this program in 2020/21 based on the NCCCS criteria. This number does not take into account exemptions which will need to be determined locally.
- Enlisted military students are not exempt, based on the current eligibility requirements set by the NCCCS. Questions regarding the impact of the Military Interstate Compact exist and are being referred to the NCCCS to respond.

## ***Professional Development***

### **Fall 2019 Professional Development Opportunities**

In compliance with CCRG legislation that will take effect beginning with the 2020-21 academic year, each LEA coordinated a team of up to six people including, but not limited to, CAOs, advising lead, high school principal or assistant principal, math lead or teacher, English lead or teacher to serve as CCRG leaders in their respective areas of expertise. The law states that the NCCCS creates the training, determines parameters for identifying students, and ensures implementation at high schools.

- Regional trainings were coordinated by the NC Community College System (NCCCS) and held across the state as follows:
  - October 28 District 5—Piedmont-Triad Winston-Salem
  - October 29 District 4—Sandhills Cumberland County
  - October 31 District 3—North Central Raleigh
  - November 5 District 1—Northeast Washington
  - November 6 District 2—Southeast Wilmington
  - November 12 District 6—Southwest Charlotte
  - November 13 District 7—Northwest Wilkesboro
  - November 14 District 8—Western Asheville
- NCCCS led the professional development regional trainings.
- NCDPI partnered with the NCCCS to help with the trainings and support of LEAs.

### **Spring 2020 and Future Training**

The NCCCS surveyed teams who attended the Fall training face to face and via a follow-up survey regarding training needs and the best times to offer these trainings. The NCCCS will communicate to NCDPI future trainings for educators to successfully navigate the content within the NROC platform.

### ***CCRG Implementation in High Schools***

The CCRG content will be taught in high schools statewide in 2020-21, focusing on seniors. This is dependent on the platform procurement.

- Once CCRG has been launched, all high school students, prior to the senior year, will be able access the mathematics CCRG content modules through NROC/EdREADY at any time to master the modules.
- Eligible students will access the CCRG modules for English when they enroll in English IV. The goal is for eligible students to demonstrate mastery of the content prior to high school graduation and entering NC community colleges.
- Guidance for coding of students participating in CCRG in PowerSchool has been shared and will begin with the 2020-21 school year.

### ***CCRG Content***

#### **English Language Arts**

The CCRG English content has been developed to align with the ELA Standard Course of Study as well as NCCCS student outcomes.

- The CCRG content for English Language Arts will be integrated into English IV with specific coding guidance to indicate students who are receiving this content.
- For CCRG content guidance, refer to the NCCCS.
- For implementation CCRG guidance, refer to the NCDPI.

## Mathematics

The CCRG content for mathematics involves mastery-based modules through the chosen NROC/EdREADY platform.

- Prior to a student's senior year, the CCRG mathematics units may be integrated into another existing mathematics course or offered during an intervention time frame to increase the likelihood that students have met the CCRG exemption criteria and will not have to take the stand-alone course during their senior year.
- The CCRG mathematics content does not satisfy a fourth-level mathematics course and does not meet UNC System Minimum Course Requirements for admission because it does not build on Math 3 but is remedial content.
- The standalone CCRG Math course will earn a fourth mathematics credit towards graduation requirements.
- For CCRG content guidance, refer to the NCCCS.
- For implementation CCRG guidance, refer to the NCDPI.

## Communication to Stakeholders

NCDPI and the NCCCS have provided regular updates to the field through a variety of means, including:

- Regular CCRG Updates to Superintendents and in the NCDPI C and I Leaders bi-monthly listserv, as well as other NCDPI-hosted listserv messages
- CCRG Updates with the NCDPI Academic Leaders Advisory Council (August 2019 - present). This committee is comprised of Chief Academic Officers for school system and charter leaders representing all eight SBE districts.
- CCRG Updates via the NCDPI C and I Leaders Quarterly Webinar Series, which provides information to curriculum leaders and other interested stakeholders across North Carolina.
- An Updates Document (Released 1.17.2020), which includes resources for teachers such as access to training demo sites for CCRG/NROC content, as well as links to the content sessions for English and Mathematics that were shared by the NCCCS at the Fall 2019 training sessions.
- An FAQ (Created November 2019 and Revised 1.7.2020) has been shared via multiple listserves and posted online at <https://drive.google.com/file/d/1WSceBcXewbdZnRHwU1dotRz2BEk0JVRE/view>
  - Individual responses - For those who submitted individual questions in the google form at the regional trainings, most questions are responded to in the FAQ but some are individual responses.
- An NCDPI Academic Policy Webinar for just under 2000 stakeholders, which included course coding guidance for CCRG, and is which is recorded and archived (1.24.2020)
- Posting of materials on the NCDPI C and I Leaders and NCCCS Websites (ongoing)
  - NCDPI FAQ (updated 1.7.2020)
  - Coding and scheduling guidance has been shared through multiple listserves and posted.

## Procurement, Security, and Data Sharing

### Procurement

NCDPI is in the process of procurement for the NROC/EdREADY platform. The NCCCS has chosen the NROC/EdREADY platform to deliver the content.

- This platform will be available for all public high schools. It will not be available for middle schools.
- There has been no funding by the General Assembly; funding has been requested the last two years by the State Board of Education/NCDPI. SBE/NCDPI will be requesting funding in the upcoming budget again.
- LEAs will not be responsible to pay for the platform.
- Required e-procurement documentation has been submitted.
- Required NCDPI personnel have approved the e-procurement process.
- Pending approval into workflow.

### **Data Sharing**

NCDPI is working to ensure the appropriate data sharing agreements are in place between the vendor and all parties.

- Requests for CCRG-related EdREADY score data will be initiated by the student and family while the student is still enrolled in high school. As high school students, parents must request the score data be sent to the community college for enrollment and placement purposes.
- Once the student has graduated, data sharing is the responsibility of the college, vendor and student/family. NCDPI will not manage that process.
- Data will flow directly from platform to NCCCS and not through NCDPI or stored at LEA level.
- Must be in adherence to all state IT and federal guidance/requirements (PII)

### **Security Items Pending, based on State IT requirements**

- VRAR
- Internal Credentialed Scan of the Application(s) Hosting the Data.
- Recent External Penetration Testing.
- Provide a letter of intent to complete soc 2 type 2 report along with timelines
- Provide a T ASD

### **INITIAL DEVELOPMENT**

As a first step, the NCCCS convened a community college stakeholder team to lead the development of strategies to design and implement the career and college ready graduate program. The team is composed of mathematics faculty; English/reading faculty; and, statewide association representatives.<sup>1</sup>

The team investigated programs in North Carolina as well as other states and identified four tenets essential to support a successful program:

1. Program development must be data-informed.
2. One strategy may not sufficiently address the state-wide need.
3. The program should build on policies already in place as well as possible partnerships with work already occurring within the State.
4. Students who successfully complete the program should be career and college ready, including all public higher education in North Carolina.

---

<sup>1</sup> NC Association of Community College Presidents; NC Student Development Administrators; NC College English Instructors; NC Community College Association of Distance Learners; NC Association of Community College Instructional Administrators; NC Association of Development Educators; and, NC Mathematics Association of Two-Year Colleges

Wake Technical Community College was designated as the Lead College, via a competitive RFP process, to assist with coordination of community college/high school partnerships and organizing regional professional development.

### 2016-17 Phase I Models

Measures for Determining Student Participation in Remedial Coursework. The ACT benchmark in math and English, with slight variance in conjunction with high school GPA, was the initial factor in determining whether a student is required to enroll in remedial coursework during the senior year, for all but one of the Phase I models. Students who meet these standards are exempt from the career and college ready graduate coursework.

ACT Subject-Area Test	ACT Benchmark	Exempts a student from:
English	18 or higher	Remediation in English
Reading	22 or higher	Remediation in English
Mathematics	22 or higher	Remediation in math
Unweighted high school GPA 2.7+		Remediation in math and English

Students who did not meet the above benchmarks were required to enroll in remedial coursework in their senior year, in addition to their other courses.<sup>2</sup>

The seven college/high school partnership models for the 2016-17 academic year all volunteered. The community college and respective high school(s) have worked diligently to create the best program possible for their students. Many of the Phase I models utilized the Southern Regional Education Board (SREB) Essential of College Mathematics (ECM) course. The SREB Math Ready is a course taught by several secondary schools and approved for minimum course requirements by the UNC system as well as a fourth math for NC Community Colleges Multiple Measures for Placement. The course is designed to support learning of math concepts to enable students to be prepared for college coursework.

#### 1. Asheville-Buncombe Community College partnered with:

- Asheville City Schools: Targeted math. Embedded National Repository of Online Courses (NROC) EdReady within Essentials of College Math. The class contained both Career and College Ready Graduate students and those who were not; everyone completed the remediation work and it counted towards the grade in the ECM class. The criteria for remediation were students that had an unweighted high school GPA below 2.7. Post remediation, the NC Diagnostic and Placement test (NC DAP) was used to determine success or failure. The course was the traditional 18-week semester long course.
- Buncombe County: Targeted math. Embedded the National Repository of Online Courses (NROC)'s EdReady within Essentials of College Math (ECM). The class contained students who are

<sup>2</sup> During the 2016/17 AY CCRG was not mandatory, therefore not all students falling below the eligibility criteria were required to enroll in remediation during their senior year.



both Career and College Ready and those who were not; everyone completed the remediation work and it counted towards the grade in the ECM class. The criteria for remediation were students that had an unweighted high school GPA below 2.7. Post remediation, the NC DAP was used to determine success or failure. The course was the traditional 18-week semester long course.

- Madison County: Targeted math. They incorporated the remediation as part of their smart lunch and only students that needed remediation were targeted.

## 2. Alamance Community College partnered with:

- Southern Alamance High School: Targeted math and English. The remediation was a semester-long course. Southern Alamance High School provided students with a first block and third block where students could complete their math and/or English remediation.

**Math.** Used the NROC EdReady as a stand-alone course. The criteria for remediation were ACT scores: reading below 18, math below 22, or an unweighted high school GPA below 2.6. Students took an in-class diagnostic test in EdReady, that aligns with the NC DAP Developmental Math Modules (DMA). The results of the diagnostic test created personalized assignments for each student. For students to be determined as mastering the content, they needed to master one of the paper tests that are administered to Alamance Community College developmental students. Students needed to complete them in order, as students in college complete them. The stand-alone class was pass/fail. The student was required to complete all the coursework that was not mastered during the assessment. Students were assessed (proctored) on each individual DMA needed. Students who did not complete all their modules at the end of the semester were able to retake the placement test. This allowed them to test out of any modules they currently had not completed during their senior year.

**English:** Used NROC's Developmental English course that had been imported into a Moodle Learning Management System (LMS) course. The student was required to complete all the coursework that was not mastered during the assessment. Students were assessed (proctored) on each individual (Developmental Reading and English) DRE needed.

## 3. Brunswick Community College partnered with:

- Brunswick County Schools: Targeted reading and English. Spring 2017 Brunswick used a new elective course. It was a Moodle Learning Management System course built from NROC's Developmental English course. The first semester of a students' senior year the English IV course was taken and the second semester was the remediation course. The criteria for needing remediation was an ACT score less than 18 English, less than 22 on reading, or an unweighted high school GPA of less than 2.7. Proficiency was determined by a specific grade during year one of implementation and/or the results of the NC DAP. A student took the NC DAP at the beginning and end of the remediation course for data collection purposes. If a student demonstrated mastery on the NC DAP this was considered valid at Brunswick CC (and at any of the 58 community colleges). The first year of the model involved one classroom in one high school. Participation was optional for year one. The counselors presented the remediation class as part

of the student's course plan for the spring to increase the likelihood that the student would take the course. The actual grade for the class was pass/fail. Brunswick CC faculty met with the course instructor and the school's English-Language Arts coach to create their in-depth plan for pacing, scheduling of class sessions, criteria for assessment, etc. A major challenge was locating computers/Chromebooks for the classroom.

#### 4. Central Piedmont Community College partnered with:

- Charlotte Mecklenburg Schools – Harding HS, Myers Park HS, Olympic (TEAM) HS, Vance HS, and West Charlotte HS. Targeted math. CPCC embedded EdReady into Advanced Models and Functions (AFM). All students in the AFM class were required to participate in the remediation. The CMS high schools have varying needs therefore additional math courses were being considered. The model design is aimed at embedding remediation into existing courses to minimize disruptions to the learning environment. The EdReady content is aligned as a support mechanism for the most essential prerequisite topics of each course. The EdReady content is not explicitly aligned to the Developmental Mathematics modules (DMAs) however there is a strong correlation between the EdReady content and the DMA learning objectives. The model does not currently include a crosswalk to the DMAs. The criteria for determining students that were not Career and College Ready were those students that scored less than 18 on the ACT math.

Students were given an initial diagnostic assessment followed by a personalized study plan that is aligned with the high school curriculum. The students were required to illustrate mastery of the prerequisite/developmental topics in EdReady and earn a C or higher in the AFM class.

#### 5. Davidson County Community College partnered with:

- Lexington City Schools: targeted math and reading/English. Lexington City Schools offered two stand-alone, 9-week math program and 9-week reading program. The 9-week remediation courses were offered the first semester of a student's senior year and the second semester contained the fourth math course and/or English course. The criteria for remediation was an ACT score below 18 on the English and a score below 21 on the math, or an unweighted high school GPA of less than 2.7.

**Math:** The remediation course utilized NROC's EdReady that has been aligned with the Developmental Math Modules. There were mastery assignments throughout the course and not a high stakes assessment at the end of the course. A crosswalk was developed between the NROC EdReady course and the Developmental Math modules (DMA)s. The class was pass/fail and students received a pass based on effort, success, and successful completion of an appropriate number of modules. To further explain this process, students come to this math course with varied abilities and backgrounds. If students work, make progress, and complete the number of modules they were able to complete in the time allowed, then they receive a P, as well as non-course credit (at the community college) for the modules they mastered. We must remember that many of these students are seeking a technical certificate, diploma or Associate's degree. Some of these programs may not require all the DMA modules. Successful completion of any modules will decrease the time necessary at Davidson County CC to complete a program and decrease the classroom time necessary to earn a family sustaining wage. When a student enrolls

at Davidson County CC individual DMA credit is awarded for modules in which the student has demonstrated mastery.

**English:** In English/Reading, students worked through the NROC English materials to improve their reading, comprehension, and writing skills. If they mastered the skills for DRE096, DRE097, and/or DRE098, students received a P and were awarded non-course credit for the remedial college courses based on their own individual skill attainment. During the first model year, DCCC deemed success as the completion of as many modules as possible to ensure each student's understanding and mastery of the skills in each module.

#### **6. Pitt Community College partnered with:**

- JH Rose High School & South Central High School: Pitt CC offered a "bundle" of courses to students that were not career and college ready, as deemed by their high school teachers and the NC DAP. The bundle included a professional development course, a research course, a college study skills course and developmental math and developmental English course. The bundle was taught each semester, Monday through Friday for a 90-minute block. Upon completion students retook the NC DAP. The results from the NC DAP were used for placement at Pitt CC. Pitt CC is not currently used the state-wide English or math course but began using these courses in spring 2018.

#### **7. Randolph Community College partnered with:**

- Asheboro High School: targeted math. Randolph CC and Asheboro High School embedded Developmental Math Modules (DMA) material within two SREB courses. They did not use a technology based intervention. Students took the NC DAP and this was used as a pre-and-post assessment. There was one grade for the SREB course that was inclusive of the remediation work. The criteria for determining career and college ready were all students that made a C or D in Math 3 (or were on the path to do so when registration took place). Those students were placed in Essentials for College Mathematics

### **State-wide courses**

The math sub-committee of the CCRGAP task force has created a NROC EdReady math course. The math sub-committee incorporated input from community college faculty, high school teachers, and LEAs wherever possible. This course was sent to all members of the CCRGAP taskforce (over 90) for review. The course has been closely aligned with the Developmental Math Modules offered at the 58 community colleges, is mastery based, and allows a student to earn "credit"<sup>3</sup> for these modules at the community college. Although successful completion of the entire course is the goal we realize that might not be obtainable for all students. This newly created course allows for a reduced developmental education footprint, if not completely mastered. The EdReady math course resides in the cloud. Students were given a URL that has been customized for their participating college.

---

<sup>3</sup> Credit earned for developmental education courses does not count toward graduation.

The English sub-committee of the CCRGAP task force has created an English/reading course. The English sub-committee incorporated input from community college faculty, high school teachers, the DPI, and LEAs wherever possible. This course was sent to all members of the CCRGAP taskforce (over 90) for review. The course has been closely aligned with the Developmental English courses offered at the 58 community colleges and allows a student to earn “credit” for these courses at the community college. Although successful completion of the entire course is the goal we realize that might not be obtainable for all students. This newly created course will allow for a reduced developmental education footprint, if not completely mastered. The English course resides in the Virtual Learning Community (VLC). Every participating high school senior was assigned a community college email address to access the course.

It is important to note that both the state-wide math and English course rely heavily upon technology. Although a paper/pencil option was made available, the courses were not created with that approach at the forefront. Internet, bandwidth, and accessibility to computers within the high schools is of utmost concern.

The above-referenced curriculum discussion will allow community college/high school partnerships to utilize one of the existing courses, or to establish frameworks for new courses, that will align with NCDPI graduation standards as well as satisfy college-level course prerequisite requirements.

### **Assessment to Determine Successful Completion**

After completing remedial coursework, students were assessed to determine career and college readiness. In some of the models this assessment occurred at the end of the remedial intervention in the student’s senior year. Some math models utilized a mastery-based approach whereby students were assessed at multiple points during the course. To progress, mastery was required on preceding modules. Students could receive “credit” for individual developmental math modules at their respective community college.

Grading of the final English assessment utilized a rubric. The score on the final assessment determined whether a student successfully completed all the English remediation or only received credit for one or two of the developmental English courses. Students could receive “credit” for individual developmental English courses at their respective community college.

## 2016-17 Phase I Models – At a Glance

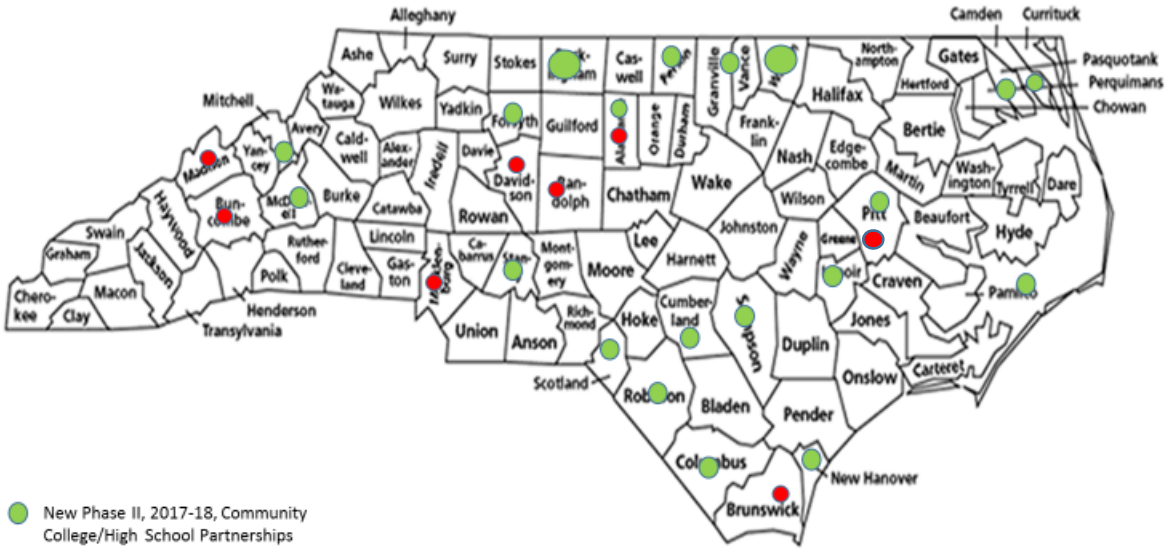
	<b>AB-Tech</b>	<b>Alamance</b>	<b>Brunswick</b>
<b>Criteria for determining career and college ready</b>	Unweighted HS GPA < 2.6 or ACT reading < 18 Math < 21	ACT reading < 18 Math < 22 or unweighted HS GPA < 2.6	ACT reading < 18 Math < 21 or unweighted HS GPA < 2.7
<b>Number of partnering high schools</b>	8	1	1
<b>Remediation required of students not CCR?</b>	Yes	No	Optional during year one.
<b>Targeted subject</b>	Math	Math and English	English
<b>Length of course</b>	Asheville City Schools and Buncombe County: 18-week semester Madison County: Offered during “Smart” lunch.	Semester	Semester
<b>Embedding or Stand-alone?</b>	Embedded within the SREB ECM course	Stand-alone course	Stand-alone “mandatory elective”
<b>Using State-wide EdReady math course?</b>	No, not yet.	No, not yet.	N/A
<b>Using state-wide NROC English course?</b>	N/A	Yes	Yes
<b>Criteria for determining success</b>	NC DAP	Math – Mastery of a paper/pencil test identical to one given to ACC students.	Class grade and/or NC DAP

	<b>Central Piedmont</b>	<b>Davidson</b>	<b>Pitt</b>	<b>Randolph</b>
<b>Criteria for determining career and college ready</b>	ACT math < 18 and registered for the AFM class	ACT reading < 18 Math < 21 or unweighted HS GPA < 2.7	Students that identify as planning on attending Pitt CC and identified by faculty as not career and college ready	A student that receives a grade below a B in Math III
<b>Number of partnering high schools</b>	5	1	1	1
<b>Remediation required of students not CCR?</b>	Yes, any student registered for AFM will be required to participate in the remediation	Yes	No	Yes
<b>Targeted subject</b>	Math	Math and English	Math and English	Math
<b>Length of course</b>	Semester	9-weeks for math and 9-weeks for English	Year-long	Semester
<b>Embedding or Stand-alone?</b>	Embedded within Advanced Functions and Models	Stand-alone	Embedded within a CCP cluster	Embedded within the ECM course
<b>Using State-wide EdReady math course?</b>	No	Yes	Spring 2017 – No Fall 2017 - Yes	No – using paper/pencil approach
<b>Using state-wide NROC English course?</b>	N/A	Yes	Spring 2017 – No Fall 2017 - Yes	N/A

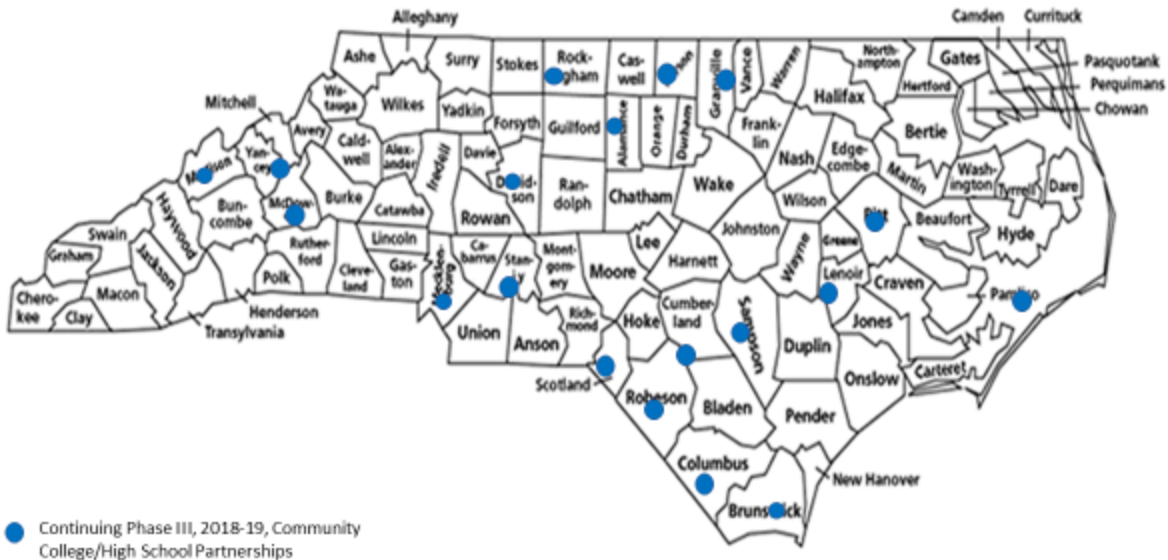
# Phase I Partnerships 2016-17 AY



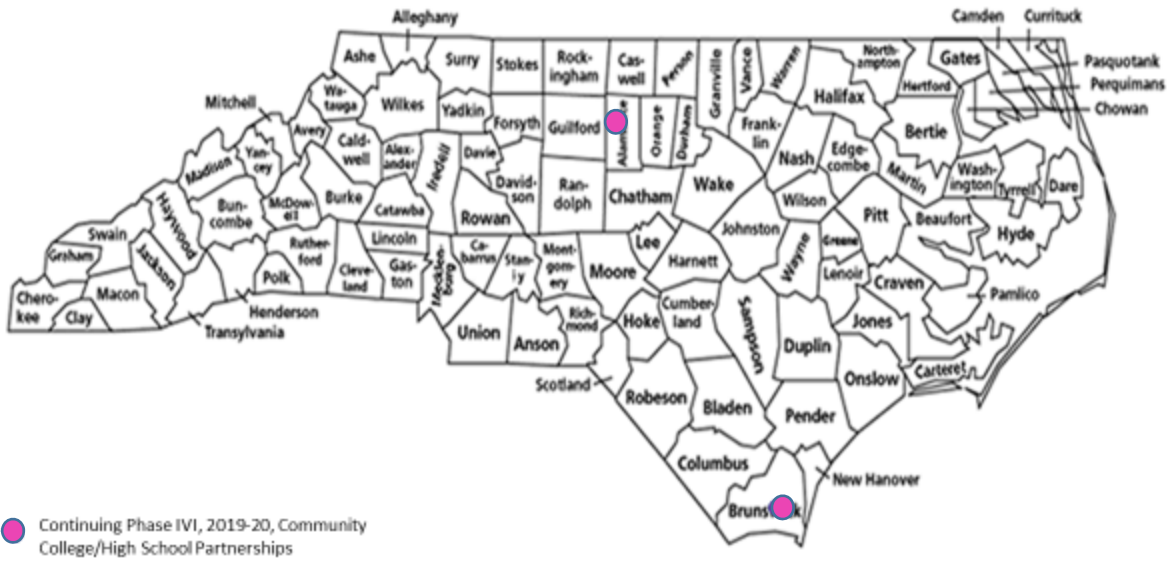
# Phase I & Phase II Partnerships 2017-18 AY



# Phase III Partnerships 2018-19 AY



# Phase IV Partnerships 2019-20 AY





<b>Community College</b>	<b>High School(s)</b>
<b>AB-Tech</b>	Asheville HS, A.C. Reynolds HS, Charles D. Owen HS, T.C. Roberson HS, Madison HS
<b>Alamance CC</b>	Graham High, Hugh M. Cummings, Walter M. Williams, Southern Alamance HS
<b>Brunswick CC</b>	Brunswick County HS
<b>Cape Fear CC</b>	Still under discussion
<b>Central Piedmont CC</b>	Harding HS, Myers Park HS, Andrews Kell HS, Butler HS, Independence HS, Mallard Creek HS, North Mecklenberg HS, Northwest School of the Arts, Charlotte Engineering Early College @UNCC, Olympic Renaissance, Vance HS, West Charlotte HS, Hopewell HS
<b>College of the Albemarle</b>	John A. Holmes HS
<b>Davidson County CC</b>	Lexington City Schools
<b>Fayetteville Technical CC</b>	E.E. Smith HS
<b>Forsyth Technical CC</b>	North Stokes HS, West Stokes HS, South Stokes HS
<b>Lenoir CC</b>	Kinston High, North Lenoir HS, South Lenoir HS, Lenoir Early College
<b>Mayland CC</b>	Mountain Heritage HS
<b>McDowell Technical CC</b>	McDowell HS
<b>Pamlico CC</b>	Pamlico County HS
<b>Piedmont CC</b>	Person HS
<b>Pitt CC</b>	JH Rose HS, South Central HS

<b>Randolph CC</b>	Asheboro HS
<b>Richmond CC</b>	Scotland HS
<b>Robeson CC</b>	Purnell Swett HS, South Robeson HS
<b>Rockingham CC</b>	Morehead HS, Dalton L. McMichael HS
<b>Sampson CC</b>	Hobpton, Lakewood, Midway, Union, Sampson Early College
<b>Southeastern CC</b>	Whiteville HS, Columbus Career and College Academy (seated), Columbus Career and College Academy (online)
<b>Stanly CC</b>	North Stanly HS
<b>Vance-Granville CC</b>	Warren County HS

### Evaluation of Models & Narrowing Eligibility Criteria

Phase I, “n” size of 588, produced the following results:

- The stand-alone, elective math and English classes had the highest success rates. One high school CCRG math class had 87% of the students complete five developmental math modules. (Most programs at the community college do not require beyond the fifth module, STEM being the exception). 95% of students in the CCRG English class completed the entire CCRG course and will be ready for ENG-111 (Writing and Inquiry).
- Students with unweighted high school GPAs below 2.2 were not as successful as students with GPAs above 2.2.

### 2017-18 Phase II modifications

Phase II consists of 23 college/high school partnerships. We have sought external funding and as a result ten of the NC community colleges will receive a small amount of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) funds.

- Phase II - Students with an unweighted high school GPA 2.7+, an ACT math score less than 22, an ACT English score less than 18, or an ACT reading score less than 22 shall participate in a CCRG course during their senior year. Additional exemption criteria exist, similar to items listed in table 1 below (which has been updated to Phase III criteria).
- During the summer 2017, twelve faculty met for 2 ½ days to create an enhanced version of the statewide English course. It was delivered to the UNC-General Administration (UNC-GA) for review. This new course will be accepted at NC’s 16 public universities as part of the minimum course requirements (MCR). This acceptance will hopefully allow the high schools to offer the course as an alternative to the existing senior year English class. This same course will be presented to the State

Board of Education, seeking approval for a fourth English class for high school graduation.

- Fall 2017, 14 math faculty met to develop an enhanced version of the statewide math course. It was delivered to UNC-GA for review. This new course will be accepted at NC's 16 public universities as part of the minimum course requirements. This acceptance will hopefully allow the high schools to offer the course as an alternative to the existing fourth year math classes.

### **Communication/Professional Development/Data Analysis**

During the fall 2017, the NCCCS held four one-day summits aligned with the DPI Service areas. This allowed Local Education Agencies, high schools, teachers, counselors, and community colleges to learn detailed information about the CCRG initiative and hear firsthand from Phase I partnerships. More than 700 faculty and staff attended.

One result of these summits was that additional college/high school partnerships now have the knowledge needed to begin their planning for future implementation.

On-going professional development is planned for the next three years. The PD committee will also establish an evaluation plan that will position colleges and school districts to review the success levels of student completers of the adopted courses.

The NCCCS in collaboration with the DPI is establishing methods for determining the efficacy of the Career and College Ready Graduates initiative.

Faculty, student services, PD, and research teams continued to meet in 2018 to finalize all the details, policies, and procedures associated with the CCRGAP full implementation and its connection to the new developmental model for the NC community colleges.<sup>4</sup>

### **Evaluation of Models & Adjusting Eligibility Criteria**

Phase II, "n" size of 1,775, produced the following results:

- The stand-alone, elective math programs had the highest success with approximately 64% of the students completing all the math modules.
- The embedded math course (embedded within Essentials of College Math) had a success rate of approximately 14%. It was below 14% when embedded within Advanced Functions and Models.

### **2018-19 Phase III Modifications**

Phase III consists of 13 college/high school partnerships. We have sought external funding and as a result ten of the NC community colleges will receive a small amount of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) funds.

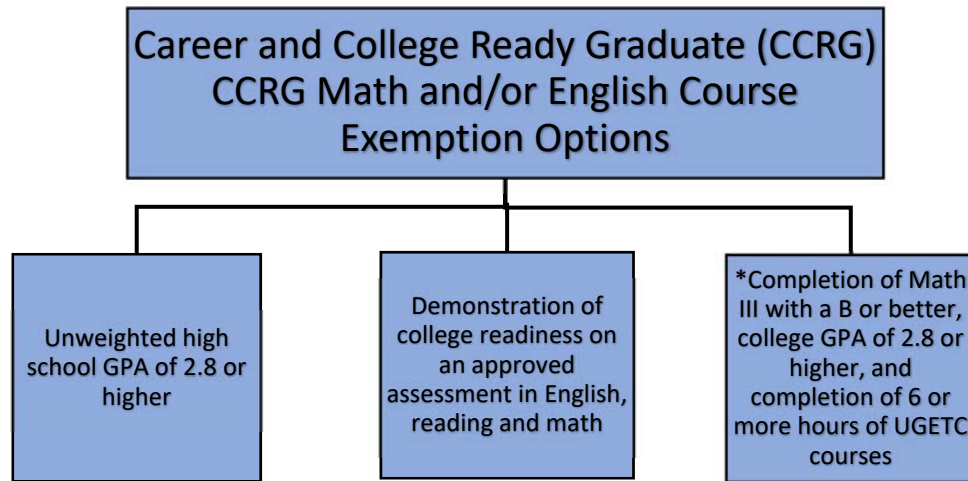
- Phase III - The criteria for determining career and college ready for English is an unweighted HS GPA 2.2-2.799 or ACT English 18+ or ACT Reading 22+ or SAT Evidence Based Reading 480. The criteria for determining career and college ready for math is unweighted HS GPA 2.2-2.799 or ACT 22+ or SAT

---

<sup>4</sup> NC is began redesigning its Developmental Education in 2017-18. It is moving toward a corequisite model of remediation and pending final approval from our presidents, no longer requiring a one-time high stakes placement test. Full statewide implementation will be Fall 2020.

530. Additional criteria may exempt a student from the CCRG course as indicated in Table 1.

Table 1



Test	SAT (March 2016 and Future)	ACT	NC DAP (NCCCS Cut Score)	RISE Placement Test
English	480 composite score for Evidenced- Based Reading and Writing	18	Composite score of 151 or higher	75 or higher on Tier 1 <b>and</b> Tier 2 (See RISE placement Guide)
Reading		22		
Mathematics	530	22	7 on each assessment for DMA 010 thru 060	75 or higher on Tier 1 <b>and</b> Tier 2 <b>and</b> Tier 3 (See RISE placement Guide)

Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International Examinations	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature, and Composition	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher

<p>College Readiness may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.</p> <ul style="list-style-type: none"> <li>• Option available only to Cooperative Innovative High School (CIHS) students</li> <li>• Cooperative Innovative High School (CIHS) students who successfully complete their gateway English and math courses with a C or better prior to their senior year will be exempt from CCRG.</li> </ul>	A Level Math	C or higher
	A Level Mathematics - Further	C or higher

- During the summer and fall 2018 a community college faculty member and the Brunswick County English Coordinator met to re-work the previously created English course to provide less structure, as requested by DPI. It has been delivered to the UNC-General Administration (UNC-GA) for review. The course has been reviewed by the UNC Provosts and will be accepted at the NC’s 16 public universities as part of the minimum course requirements (MCR). This acceptance will hopefully allow the high schools to offer the course as an alternative to the existing senior year English class. This same course will be presented to the State Board of Education, seeking approval for a fourth English class for high school graduation.
- Fall 2017, 14 math faculty from the community college system, high school math teachers, and the Wake County Math Curriculum coordinator met to create an enhanced version of the statewide math course. It was delivered to UNC-SO for review. The CCRG math course will be accepted at NC’s 16 public universities as part of the minimum course requirements. This acceptance will hopefully allow the high schools to offer the course as an alternative to the existing fourth year math classes. This same course will be presented to the State Board of Education, seeking approval for a fourth math class for high school graduation.
- Professional Development was planned to be offered Spring 2019 but was postponed to the Fall 2019 semester at the request of NC DPI.

## Phase III Partnerships Spring 2019

College	High School
AB-Tech	Discontinued
Alamance CC	Graham High, Hugh M. Cummings, Walter M. Williams, Southern Alamance HS
Brunswick CC	North Brunswick HS, South Brunswick HS, West Brunswick County HS
Cape Fear CC	Discontinued
Central Piedmont CC	Butler HS, Northwest School of the Arts, Olympic HS, Vance HS and West Charlotte HS
College of the Albemarle	Discontinued
Davidson County CC	Davie High School
Fayetteville Technical CC	E.E. Smith HS
Forsyth Technical CC	Discontinued
Lenoir CC	Kinston High, North Lenoir HS, South Lenoir HS
Mayland CC	Mountain Heritage HS
McDowell Technical CC	McDowell HS
Pamlico CC	Pamlico County HS
Piedmont CC	Discontinued
Pitt CC	Ayden Grifton HS, D.H. Conley HS, Farmville Central HS, J.H. Rose HS, North Pitt HS, and South Central HS
Randolph CC	Discontinued

Richmond CC	Scotland HS, Shaw Academy
Robeson CC	Fairmont HS, St. Paul's HS
Rockingham CC	McMicheal, Reidsville and Morehead

### 2019-20 Phase IV Modifications

Phase IV is the 2019-2020 academic year. This phase includes the final planning for full implementation in all high schools across the state in Fall 2020. GEAR UP funding is no longer available.

There are two models running in 2019-2020:

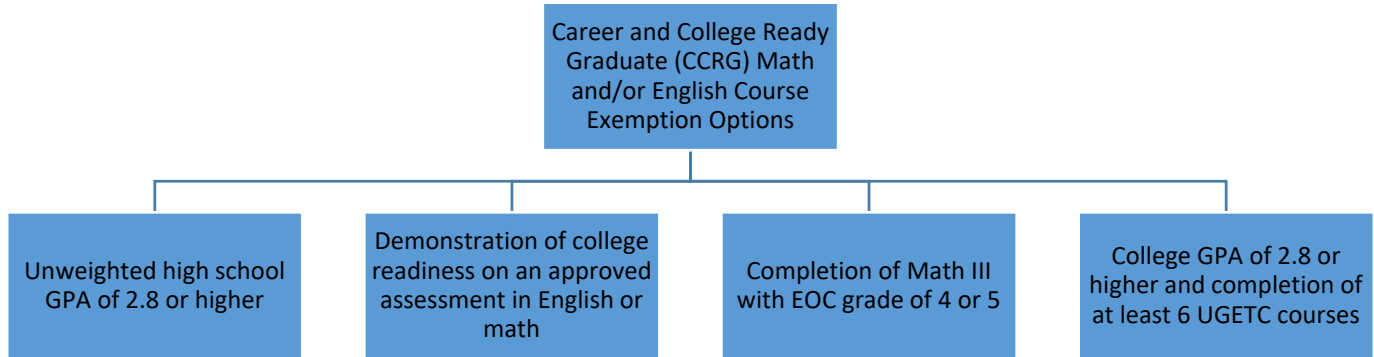
#### 2019-20 Phase IV Partnerships

College	High School
Alamance CC	Graham High – 2019FA and 2020SP – Math only Hugh M. Cummings – 2019FA and 2020SP – Math only Walter M. Williams – 2019FA and 2020SP – Math and English Southern Alamance HS – 2020SP – English only Western Alamance HS – 2019FA and 2020SP – Math and English Eastern Alamance HS – 2019FA and 2020SP – Math only
Brunswick CC	North Brunswick HS – 2020SP – English only

In Phase IV the criteria for determining career and college ready has been set for consistency across this program (CCRG), regular community college placement upon admission, and Career and College Promise (CCP) for current high school students.

- High school seniors will be eligible for CCRG English placement with an unweighted HS GPA 2.2-2.799. These students may be exempted with ACT English 18+ or ACT Reading 22+ or SAT Evidence Based Reading 480+.
- High school seniors will be eligible for CCRG Math placement with an unweighted HS GPA 2.2-2.799. These students may be exempted with ACT Math 22+ or SAT Math 530+.
- Additional criteria may exempt a student from the CCRG courses as indicated in Table 2.
  - In this phase, the Math III EOC score was included as an exemption at the request of NC DPI.

Table 2



Students who have an **unweighted** GPA between 2.2 and 2.799 as a high school junior are required to take CCRG math and English courses in their senior year. An unweighted GPA 2.8 or above signifies career and college ready. Students with an unweighted GPA below 2.2 may opt into the CCRG courses. If the student meets any of the following criteria in either math or English he will be exempt from the CCRG course for which the criteria is met.

Test	SAT (March 2016 and Future)	ACT	Math 3 EOC
English	480 composite score for Evidenced- Based Reading and Writing	18	
Reading		22	
Mathematics	530	22	4 or 5

The following test scores provide English or math credit at the college and so will also exempt students from CCRG course:

Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International Examinations	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature, and Composition	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher



Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
				A Level Math	C or higher
				A Level Mathematics - Further	C or higher

Students who are eligible for a CCP College Transfer Pathway are exempt from CCRG courses.

In addition to clarity on the above placement criteria, the following items were considered:

- Community college faculty, high school English teachers, and NC DPI curriculum specialists reviewed the CCRG Enhanced English IV course. There is agreement that this course can satisfy the English IV high school graduation requirement. The course will be listed as English IV on the transcript and will satisfy the UNC minimum admissions requirement.
- Community college faculty, high school math teachers, and NC DPI curriculum specialists reviewed the CCRG Math course. This course can count as a fourth math for high school graduation but not as a fourth level math. Since this is not a fourth level math, it will not satisfy UNC minimum admissions requirements.
- As these courses will count as English and math courses for graduation, NCCCS strongly suggests that certified English and math teachers should teach them.
- Each course will include assessments that align to placement benchmarks at the community college. Scores on these assessments will determine placement at the community college upon completion of the CCRG English and math courses. The grades for the CCRG courses will be separate from this placement and determine credit for high school graduation.
- Per the legislation, NCCCS is required to provide professional development to high school teachers who will teach the CCRG courses. NCCCS hopes to hold very specific teacher training in the online curriculum product in Spring 2020 but has postponed planning at the request of NC DPI as they work on purchasing the NROC membership.

During Fall 2019, the NCCCS held eight one-day CCRG Information Meetings aligned with DPI service regions. Approximately 700 high school administrators, counselors, and teachers attended the eight meetings. The meeting consisted of a morning overview of the legislation and proposed CCRG courses with a FAQ presentation by NC DPI. The afternoon session, led by community college faculty and high school teachers, provided an opportunity to see the proposed courses and gave access to the demo versions of the online curriculums. Additional time was provided for questions and discussion for administrators with NCCCS representatives.

## Summary of Exemption Changes

This table summarizes the changes in exemption criteria for how high school juniors are determined to be career and college ready. The criteria determines exemption from the CCRG courses as a senior. The goal of the community college system is to have as much consistency as possible between CCRG, CCP, and college placement as possible.

Unweighted GPA	Math	English	Other	Reason
<b>2016-2017 Phase I</b>				
2.7+	ACT Math 22+	ACT English 18+ OR ACT Reading 22+	GPA used varied slightly by model	Aligned with CC multiple measures policy with room for GPA to decline in senior year.
<b>2017-2018 Phase II</b>				
2.7+	ACT Math 22+ OR SAT 530+	ACT English 18+ OR ACT Reading 22+ OR SAT 480+	AP or IB or Cambridge test scores	Includes more exemptions based on current CC multiple measures policy.
<b>2018-2019 Phase III</b>				
2.8+*	ACT Math 22+ OR SAT 530+	ACT English 18+ OR ACT Reading 22+ OR SAT 480+	AP or IB or Cambridge test scores OR Completion of Math III with an A or B, college GPA of 2.8 or higher, and completion of 6 or more hours of UGETC courses	GPA change based on new CC gateway course placement policy. Additional exemptions added to be consistent with CCP policy.
<b>2019-2020 Phase IV</b>				
2.8+*	ACT Math 22+ OR SAT 530+	ACT English 18+ OR ACT Reading 22+ OR SAT 480+	AP or IB or Cambridge test scores OR Completion of Math III with EOC grade of 4+ OR College GPA of 2.8 or higher, and completion of 6 or more hours of UGETC courses	Refinement to ensure that a student who is eligible for a CCP college transfer pathway is exempt from CCRG courses.

\*GPA for Phases III and IV indicate that 2.8 unweighted GPA indicates college readiness per CC gateway course placement policy. Only students with GPA of 2.2-2.799 will be required to take CCRG courses as a senior, if they meet no other exemption criteria. Students with a GPA below 2.2 may opt into the CCRG courses and NCCCS encourages this practice. The floor of 2.2 has been instituted for two reasons. 1) CCRG data shows these students did not progress well through the material in the high school models and may be better served with other courses in their senior year and 2) it corresponds to a placement cutoff at the colleges.

## Conclusion

The NCCCS Career and College Ready Graduate Alignment Partnership team believes the current plan has strong potential for success as it is designed to ensure that:

1. Input and participation from the community colleges, DPI, LEA's and high school teachers has been incorporated at every phase.
2. The possible need for multiple strategies to sufficiently address the State-wide need is identified and supported.
3. The program is built on policies already in place as well as partnerships with work already occurring within the State.
4. Students who successfully complete the program should be career and college ready, including all public higher education in North Carolina.
5. Students that were not able to complete the entire program will still be able to reduce their developmental education footprint when enrolling at their community college.
6. The NCCCS has begun a developmental education redesign. Statewide rollout is currently planned for fall 2020, perfectly aligning with the CCRG.
7. Alamance Community College, among others, has directed many high school students to college following high school graduation. At the beginning of the CCRG course these students indicated no plans to attend college. They expressed beliefs that they were not "college material". NCCCS will be monitoring these students progress as they begin, and continue, their journey through ACC.

**STATE BOARD OF COMMUNITY COLLEGES**  
**Curriculum Program Application**  
**(New to the System)**

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.

Durham Technical Community College  
Orthopaedic Technology (A45xxx)

**Contact(s):**

Dr. Lisa Eads  
Director

**PROGRAM APPLICATION  
SUMMARY EVALUATION REPORT  
Durham Technical Community College  
Orthopaedic Technology (A45xxx)**

**Program Planning:** Durham Technical Community College is seeking approval for a new program, Orthopaedic Technology, to begin Fall 2020. The planning area is defined as the college's service area of Durham and Orange Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Durham Technical Community College on October 8, 2019. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Durham 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:** Durham Technical Community College (DTCC) indicates the following:

- Durham Technical Community College, in collaboration with the University of North Carolina Health Care Department of Orthopaedics, has developed a new Orthopaedic Technology program to meet the growing need for this vital member of the orthopaedic care team. The team consists of orthopaedic surgeon, nurses, administrative staff and orthopaedic technologists. An Orthopaedic Technologist is a specialized allied health professional who assists the surgeons in the care of patients.
- The Orthopaedic Technologist is an expert in plaster and synthetic casting techniques and application. Orthopaedic Technologists are skilled at removing casts and properly applying traction detecting deficiencies in procedures and supplies as well as making indicated adjustments in casts. Orthopaedic Technologists also assist the surgeon in the operating room.
- Orthopaedic Technologists adjust canes, crutches and walkers as well as provide educational instruction on the use of assistive orthopaedic devices.
- Durham Technical Community College was approached by UNC Department of Orthopaedics representatives to develop a program to meet the projected need for trained and certified Orthopaedic technologists. A needs assessment was conducted with local hospitals including Duke, UNC and Wake Med that showed a need for at least 10 orthopaedic technologists per

year to meet the need of clinic and surgical centers. This will be the first program of its kind in North Carolina and surrounding states.

- UNC specifically stressed the importance of trained and certified staff to increase the value of care. Currently, UNC is in need of 20 orthopaedic technologists and wished to prepare current ortho techs for certification.
- The Bureau of Labor Statistics recognizes this as an emerging field and predicts a 11-20% growth in job opportunities by 2026. The mean national salary is \$36,690 to \$42,000 per year, with UNC Hospitals reporting salaries of \$32,000 to \$48,000 per year.

**Impact of the Proposed Program on Other Programs:** No community colleges are approved to offer the Orthopaedic Technology program. Being a new program, **no impact assessments were required.**

**Implementation of Collaborative Plan:** Not Applicable

**Curriculum Design:** The proposed program of study is presented to the State Board for approval. The curriculum standard and courses will be presented for information at the CCRC per protocol.

**Curriculum Description as Designated on Curriculum Standard**

*The Orthopaedic Technology program prepares individuals for employment in clinical and surgical settings assisting the orthopaedic team. Students completing the curriculum will be eligible to sit for the Orthopedic Technology certification examination. This program also provides necessary background for the supplemental certification.*

*Students will become proficient in plaster and synthetic casting techniques and applications, removing casts properly applying traction, detect deficiencies in the procedure and supplies, make indicated adjustments for casts, and assist the orthopaedic surgeon in the OR.*

*Employment opportunities are available in a variety of clinical settings including orthopaedic clinics, hospitals, independent surgical centers, and ambulatory care settings.*

**Contact(s):**

Dr. Lori Byrd  
Associate Director

## Proposed Curriculum Standard

Program Title: Orthopaedic Technology Program Code: A45XXX

Concentration Title (if applicable): \_\_\_\_\_

Effective Term: X Fall,     Summer or     Spring of 2020. (Year)

**Curriculum Description** Complete this section using three paragraphs which define intent, content and graduate qualifications. Paragraphs are limited to three sentences with a maximum of 40 words for the paragraph

The Orthopaedic Technology program prepares individuals for employment in clinical and surgical settings assisting the orthopaedic team. Students completing the curriculum will be eligible to sit for the Orthopedic Technology certification examination. This program also provides necessary background for the supplemental certification.

Students will become proficient in plaster and synthetic casting techniques and applications, removing casts properly applying traction, detect deficiencies in the procedure and supplies, make indicated adjustments for casts, and assist the orthopaedic surgeon in the OR.

Employment opportunities are available in a variety of clinical settings including orthopaedic clinics, hospitals, independent surgical centers, and ambulatory care settings.

### 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
<b>Total Semester Hours Credit in Program</b>	<b>64-76</b>	<b>36-48</b>	<b>12-18</b>

*\*Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.*

## 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 of 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.

### Curriculum Title/Curriculum Code

	AAS	Diploma	Certificate
<b>Minimum Major Hours Required</b>	<b>49 SHC</b>	<b>30 SHC</b>	<b>12 SHC</b>
<b>A. CORE</b>			
<b>Required Courses:</b> <i>(List required course titles/hours. Use an * to identify courses that are required for a diploma if applicable.)</i>	<b>48 SHC</b>	<b>30</b>	<b>12</b>
OTC 110 Intro to Orthopaedic Technology 3 SHC			
OTC 112 General Patient Care 3 SHC			
OTC 115 Ortho Anatomy and Physiology 3 SHC			
OTC 120 Basic Radiologic Concepts 3 SHC			
OTC 210 Ortho Equipment 3 SHC			
OTC 215 Casting and Splinting I 3 SHC			
OTC 212 Physical Assessment 3 SHC			
OTC 220 Custom Bracing 3 SHC			
OTC 225 Casting and Splinting II 3 SHC			
OTC 280 Professional Practice 3 SHC			
<b>Clinical Education</b>			
OTC 150 Clinical Practice I 5 SHC			
OTC 250 Clinical Practice II 5 SHC			
OTC 260 Clinical Practice III 8 SHC			
<b>Required Subject Areas:</b> <i>(List subject areas if applicable.)</i>			



<p><b>B. CONCENTRATION</b> <i>(list concentration courses if applicable)</i></p>			
<p><b>C. OTHER MAJOR HOURS</b>  <i>To be selected from the following prefixes: (List appropriate course prefixes. Core prefixes should be included.)</i></p> <p>BIO, BUS, CHM, HIT, HSC, MED, OST, PHM, PSY, and WBL</p> <p><i>Up to two semester hour credits may be selected from ACA.</i></p> <p><i>Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.</i></p>			

**Proposed Orthopaedic Technology (OTC) Courses*****Effective Term – Fall 2020 [2020\*03]*****Core Courses****OTC 110 Intro to Orthopaedic Technology**

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course introduces the different roles in the Orthopaedic Care Team, specifically the scope of practice and specific duties of the Orthopaedic Technologist. Topics include role of the Orthopaedic Technologist, scope of practice, standards of patient care, introduction to basic equipment and monitors, and types of splinting and casting. Upon completion, the student should be able to describe the roles and functions of the members of the orthopaedic care team, and have a basic knowledge of orthopaedics and its associated equipment.

**OTC 112 General Patient Care**

Class 2 Lab 2 Clinical 0 Work 0 Credit 3

This course introduces patient care in an orthopaedic environment. Topics include communication skills, orthopaedic terminology and abbreviations, medication fundamentals critical to orthopaedics, OSHA standards, patient safety, patient transfers, and patient education. Upon completion, students should be able to describe the fundamentals of orthopedic patient care, as well as perform basic procedures such as obtaining vital signs and wound care.

**OTC 115 Ortho Anatomy and Physiology**

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course introduces the anatomy and physiology of the musculoskeletal system and related structures. Topics include structural make-up, group composition, relationships, and location of each bone. Upon completion, students should be able to describe musculoskeletal anatomy and the basic physiology and pathology of injury and disease.

**OTC 120 Basic Radiologic Concepts**

Class 2 Lab 2 Clinical 0 Work 0 Credit 3

This course introduces viewing and interpreting radiographic images, including viewing images,

terminology, and discussing fractures with colleagues. Topics include viewing and interpretation of plain orthopaedic radiographs, MRI's, and other types of permanent imaging relating to orthopaedics, terminology relating directly to the skeletal system and fracture healing, and describing a fracture as it relates to the radiographic image. Upon completion, students should be able to interpret orthopaedic radiographic images.

**OTC 210 Ortho Equipment**

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

This course provides the basic principles of orthopedic equipment, including complications and contraindications. Topics include halo for skull fixation, external fixator devices, specialty surgical implants, different types of traction, traction set-up and application, operating room equipment, wound VAC devices, bone stimulators, fluoroscopy machines, and ultrasound imaging. Upon completion, students should be able to recognize and demonstrate basic principles of use for orthopedic equipment.

**OTC 212 Physical Assessment**

Class 2 Lab 2 Clinical 0 Work 0 Credit 3

This course introduces a comprehensive overview of knowledge, terminology, and application used for orthopaedic patient physical assessment. Topics include life span differences, assessment of acute and chronic patient orthopaedic problems, the application and use of various orthopaedic devices, and how to do custom measurements. Upon completion, students should be able to assess a patient's orthopaedic condition and identify the best orthopaedic device, considering the potential complications and contraindications.

**OTC 215 Casting and Splinting I**

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

This course is designed to introduce the basics of cast material selection, casting techniques, cast removal, and properly fitting patients for external aid devices. Emphasis is placed on anatomy specific to orthopaedic issues, types and functions of different types of casts, proper material selection, basic casting application skills, safe cast removal, use of external aide devices, and providing patient instructions for at-home care. Upon completion, students should be able to identify the best type of cast for different orthopedic issues, describe the anatomy specifically related to casting and splinting, apply a basic cast, provide patients with proper at-home care instructions, and be able to safely remove a cast.

**OTC 220 Custom Bracing**

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

This course is designed to prepare individuals to properly apply a customized brace to a patient based on a specific medical diagnosis. Emphasis is placed on custom brace fitting techniques and measurements, matching the correct brace to the medical diagnosis, how to avoid brace complications, identification of contraindications, and medical coding and reimbursement related to bracing. Upon completion, students should be able to apply a customized brace to a patient based on the medical diagnosis, and instruct patient on at-home brace care.

**OTC 225 Casting and Splinting II**

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

This course is designed to build upon basic casting techniques and knowledge. Topics include advanced casting techniques such as windowing of a cast, protecting pins and external hardware, pin care, and wound care. Upon completion, students should be able to independently window a cast, apply a cast while protecting pins and external hardware, instruct patient on proper pin care, and provide wound care to a casted area.

**OTC 280 Professional Practice**

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course covers practical considerations of entering the workforce as an orthopedic technologist, including job search skills, and review and preparation to sit for the national licensure exam in orthopaedic technology. Emphasis should be placed on resume building, interview skills, as well as locating suitable practice locations for a student's interests and career. Upon completion, students are eligible to apply for the licensure exam and obtain employment as an orthopaedic technologist.

**Core Clinical Education**

**OTC 150 Clinical Practice I**

Class 0 Lab 0 Clinical 15 Work 0 Credit 5

This course provides a concentrated clinical experience in an orthopaedic office or hospital setting. Emphasis is placed on the graduated responsibility of the trainee, with progression towards independent performance of tasks. Upon completion, students should be able to

incorporate their new orthopaedic technologist skills into a clinical practice scenario.

**OTC 250 Clinical Practice II**

Class 0 Lab 0 Clinical 15 Work 0 Credit 5

This course is designed to provide a concentrated clinical experience in an orthopaedic healthcare setting. Students will apply advanced orthopaedic technology knowledge and skills on real-world patients. Emphasis is placed on transferring the skills from the classroom and laboratory settings and applying them to real orthopaedic patients while gaining autonomy in knowledge and skills and under the direct supervision of an orthopaedic clinical supervisors and orthopaedic provider. Upon completion, students should be able to perform intermediate level orthopaedic technologist duties while under the supervision on the orthopaedic clinical supervisor.

**OTC 260 Clinical Practice III**

Class 0 Lab 0 Clinical 24 Work 0 Credit 8

This course is designed to facilitate application of advanced course concepts and skills in an orthopaedic healthcare setting. Emphasis is placed on transferring the skills from the classroom and laboratory settings and applying them to real orthopaedic patients while gaining autonomy in their skills and under the direct supervision of an orthopaedic clinical supervisors and orthopaedic provider. Upon completion, students should be able to perform professional level orthopaedic technologist duties while under the supervision on the orthopaedic clinical supervisor.

**STATE BOARD OF COMMUNITY COLLEGES**  
**New Curriculum Prefix -**  
**Tiered Funding Formula Recommendations**

The State Board of Community Colleges is asked to assign the following new curriculum prefix to the North Carolina Community College System Tiered Funding Formula:

**Tier 1A**

OTC – Orthopaedic Technology

Rationale: The OTC curriculum prefix is in the area of health care. Individuals enrolled in OTC courses will be able to seek employment in clinical and surgical settings assisting the orthopaedic team. Students completing the curriculum will also be eligible to sit for the Orthopedic Technology certification examination.

**Background:**

On August 15, 2014, the State Board of Community Colleges adopted the 2014-2015 State Aid Allocations and Budget Policies, which included the implementation of a four-tiered funding model. To implement the Tiered Funding Forming Model, all existing curriculum and continuing education course prefixes were assigned to one of four funding levels as defined below:

**Tier 1A:** Includes curriculum budget FTE in health care and technical education courses that train North Carolinians for immediate employment in priority occupations that have documented skills gaps and pay higher wages. This tier also includes FTE in a limited number of continuing education courses that train students for the exact same third-party certification as curriculum courses in Tier 1A.

**Tier 1B:** Includes curriculum budget FTE in other high cost areas of health care, technical education, lab-based science, and college-level math courses. With the implementation of Closing the Skills Gap, Tier 1B also includes FTE in short-term, workforce continuing education courses that help prepare students for jobs in priority occupations and lead to competency-based industry credentials.

**Tier 2:** Includes

- a) all other curriculum budget FTE,
- b) all Basic Skills budget FTE, and
- c) budget FTE associated with other continuing education courses that are scheduled for 96 hours or more and are mapped to a third-party credential, certification, or industry-designed curriculum.

**Tier 3:** Includes all other continuing education budget FTE. This weighted allocation model is designed to provide a funding differential between each tier. Tier 1A is funded at a level equal to 30% higher than Tier 2, while Tier 1B is funded at a level that is 15% higher than Tier 2. Tier 3 is funded at a rate that is 15% less than Tier 2.

**Contact(s):**

Lisa Eads  
Director

**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 programs at the listed colleges on the condition that equipment funds are available to the colleges and operating funds generated by the budget formula will permit the offering of these programs without any special allocation of funds.

Beaufort County Community College  
Emergency Medical Science (A45340)

Caldwell Community College & Technical Institute  
Biopharmaceutical Technology (A20180)

**Background:** Program applications must meet the following criteria in order to be placed on the Fast Track For Action (FTFA) program approval request presented to the State Board of Community Colleges as part of the consent agenda:

- The curriculum program title currently exists within the System and does not require the creation of a new program title and new curriculum standard;
- The application is complete, requires no further analysis or documentation, and has the endorsement of Academic Programs;
- There are no negative impact assessments from other colleges; and
- The college does not go outside of its service area for planning purposes.

**Contact(s):**  
Dr. Lisa Eads  
Director

**PROGRAM APPLICATION  
SUMMARY EVALUATION REPORT  
Beaufort County Community College  
Emergency Medical Science (A45340)**

**Program Planning**

Beaufort County Community College is seeking approval for the Emergency Medical Science (A45340) program to begin Fall, 2020. The planning area is defined as the college's service area of Beaufort, Hyde, Tyrell and Washington Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Beaufort County Community College on October 1, 2019. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Beaufort County Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, 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**

Beaufort County Community College (BCCC) indicates the following:

- Beaufort County Community College currently offers coursework in emergency medical services through continuing education. The purpose of the AAS Emergency Medical Science program is to provide a bridge program for Certified Paramedics to achieve the Associate Degree suggested by the Office of Emergency Medical Services. In addition, to meet needs of the community for future paramedics and instructors in the service area. The Associate Degree is needed to meet the proposed rule change that would require all new level 1 EMS Instructors to possess a minimum of an Associate Degree to teach any EMS program. The Basic EMS programs will continue to be taught in continuing education. Credit for Prior Learning will be granted for Certified Paramedics.
- According to Economic Modeling Specialists (EMSI), there are currently 130 related jobs in the BCCC service area. With the large number of existing jobs, turnover and retirements will continue to generate demand for a highly trained work force of paramedics in each county. The proposed program will ensure a pipeline of appropriately trained and credentialed paramedics for the service area.



- Growth across the state in this area is expected to be 6.8% by 2028 bringing a projected 762 new jobs to the state. The media pay rate in the BCCC service area is 16.95 per hour, which is above the median rate across the nation (\$16.50/hr.).
- There are approximately 6 open positions currently in the service area for Paramedics and Advanced EMTs.

### **Impact of the Proposed Program on Other Programs**

Thirty-Eight community colleges are approved to offer the Emergency Medical Science program. This program contains a clinical component; therefore, each college was provided with a program impact assessment from Beaufort County Community College. **All colleges approved to offer the program are in agreement with the impact assessment.**

### **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 Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce. Students will gain complex knowledge, competency, and experience while employing evidence-based practice under medical oversight and serve as a link from the scene into the healthcare system. Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.*

### **Contact(s):**

Dr. Lori Byrd  
Associate Director

**PROGRAM APPLICATION  
SUMMARY EVALUATION REPORT  
Caldwell Community College & Technical Institute  
Biopharmaceutical Technology (A20180)**

**Program Planning:** Caldwell Community College & Technical Institute is seeking approval for the Biopharmaceutical Technology (A20180) program to begin Fall 2020. The planning area is defined as the college's service area of Caldwell and Watauga counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Caldwell Community College & Technical Institute on October 16, 2019. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Caldwell Community College & Technical Institute 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:** Caldwell Community College & Technical Institute (CCC&TI) indicates the following:

- Pharmaceutical manufacturing is Caldwell County's fastest growing industrial sector. Biosciences industries are locating in and expanding in the CCC&TI service area. Biotechnical jobs growth has increased by 25% in the western part of the state in the last 5 years creating a demand for the highly skilled entry and middle level employees in the service area.
- Currently two pharmaceutical companies are among Caldwell's top ten private employers. These two companies have plans to grow aggressively. A new international pharmaceutical company is expanding to Caldwell County. This company plans to create over 200 new jobs in the county over the next six years.
- Pharmaceutical jobs have the highest average wages and likelihood for advancement of any industry in Caldwell County. Expected average salary is \$44,331 as compared with the current average manufacturing wage of \$ 38,957.

- Total existing Biopharmaceutical jobs in Caldwell County top 745 with 365 new jobs projected in the next 2-6 years.

**Impact of the Proposed Program on Other Programs:** One community college is approved to offer the Biopharmaceutical Technology program. No programs offering the same or similar programs are located in a contiguous service area. This program does not contain a clinical component; **therefore, no program impact assessment was required.**

**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 Biopharmaceutical Technology curriculum is designed to prepare individuals for employment in pharmaceutical manufacturing and related industries. Major emphasis is placed on manufacturing processes and quality assurance procedures. Course work includes general education, computer applications, biology, chemistry, industrial safety, and an extensive array of very detailed pharmaceutically specific classes. Graduates should qualify for numerous positions within the industry. Employment opportunities include, but are not limited to, the following: Chemical Quality Assurance, Microbiological Quality Assurance, Product Inspection, Documentation Review, Manufacturing, and Product/Process Validation.*

**Contact(s):**

Dr. Lori Byrd  
Associate Director

**STATE BOARD OF COMMUNITY COLLEGES  
Curriculum Program Application  
As Approved by the System President**

The System President approved the curriculum program application listed below:

Wayne Community College  
Public Safety Administration (A55480)

**Contact(s):**

Dr. Lisa Eads  
Director

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

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

Curriculum Program: Accounting and Finance (A25800)

**Revision:** Add INS-129, Property & Casualty Insurance, to the existing picklist under the Risk Management & Insurance Subject Area of the Accounting and Finance Curriculum Standard (A25800).

*This revision is based on the recommendation of the insurance industry to emphasize the importance of property and casualty insurance in North Carolina. The propose revision will allow colleges the flexibility to offer courses based on their local needs. Colleges wanting to retain their current program of study may continue to do so without change.*

*Conditions for approval have been met as stated in 1D SBCCC 400.9 (b).*

**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. Hilmi Lahoud  
Senior Program Administrator

STATE BOARD OF COMMUNITY COLLEGES

Curriculum Program Termination Approved by the System President

**Information:** The System President has approved the program termination 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.*

**Wake Technical Community College**

Mission Critical Operations (A40430)

**Rationale:** Low Enrollment. There is a lack of student interest and employment opportunities for graduates. There is a lack of related industry in the college's service area to support the program. Some of the coursework will be assimilated into other program areas.

Termination Semester: **Spring 2020**

**Contact(s):**

Dr. Lisa Eads  
Director

**AGENDA**  
**State Board of Community Colleges**  
**ACCOUNTABILITY AND AUDIT COMMITTEE**  
**Caswell Building, Dr. W. Dallas Herring State Board Room**  
**Thursday, February 20, 2020 – 3:00 p.m.**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – January 16, 2020

**For Action**

- Accountability and Audit Charter (Attachment AUD 01) [CA]

**For Information**

- College Financial Audit Findings 5 Year Summary (Attachment AUD 02)
- Compliance Services Report FY 2018-19 (Attachment AUD 03)
- James Sprunt Community College Investigative Audit (Attachment AUD 04)

**New Business**

**Adjourn**

**MINUTES**  
**State Board of Community Colleges**  
**ACCOUNTABILITY AND AUDIT COMMITTEE**  
**Thursday, January 16, 2020**

**ACCOUNTABILITY AND AUDIT COMMITTEE MEMBERS PRESENT**

William Holder	Samuel Powell	Burr Sullivan
Frank Johnson	Jim Rose	Ann Whitford

\* Attended via phone

Absent: Lisa Estep and Clark Twiddy

**OTHER BOARD MEMBERS PRESENT:**

Breeden Blackwell	Hari Nath	Bob Stephens
Bill McBrayer	Scott Shook	Jesse Watts

**OTHERS IN ATTENDANCE**

Jennifer Haygood	Jane Stancill	Caroline Hipple (NCACCT)
Kimberly Gold	Sondra Jarvis	Julie Woodson (NCACCT)
Elizabeth Grovenstein	J.W. Kelly	Sam Dickens (Nash CC) *
Bryan Jenkins	Dorothy Strickland	Alex Granados (Ed NC)
Maureen Little	Walter Dalton (NCACCP)	
Andrea Poole	Bill Ingram (Durham TCC)	

**CALL TO ORDER**

Ms. Whitford called the Accountability and Audit Committee meeting to order at 3:07 p.m. in the Dr. W. Dallas Herring State Board Room in the Caswell Building in Raleigh.

**ROLL CALL**

Mr. Jenkins took the roll of the Accountability and Audit Committee members.

**ETHICS STATEMENT**

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

**APPROVAL OF THE AGENDA**

Ms. Whitford requested a motion to approve the January 16, 2020 meeting agenda. Mr. Rose moved, seconded by Dr. Powell, and the agenda was approved by the Committee via voice vote.

**APPROVAL OF THE MINUTES**

Ms. Whitford requested a motion to approve the November 14, 2019 meeting minutes. Mr. Johnson moved, seconded by Mr. Rose, and the minutes were approved by the Committee via voice vote.



**MINUTES**  
**State Board of Community Colleges**  
**ACCOUNTABILITY AND AUDIT COMMITTEE**  
**Thursday, January 16, 2020**

---

**FOR INFORMATION**

**Accreditation Actions taken by the SACSCOC Board of Trustees (Attachment AUD 01)**

Mr. Jenkins shared the summary of actions that SACSCOC took at the December meeting in relation to North Carolina community colleges. Edgecombe Community College off-campus instructional site was approved with continued monitoring. Mr. Jenkins stated President McLeod shared there will be a monitoring report focused on procedures and processes measuring effectiveness and outcomes in general education.

Roanoke-Chowan Community College was continued on probation, but two (2) of the five (5) findings were removed. Going into the next period, the institution should focus on the remaining three (3). Dr. Gold has spoken to the SACSCOC vice president, Dr. Kirschmann who has been assigned to work with Roanoke-Chowan Community College. Dr. Gold reviewed the process an institution must go through when on probation and the context of how it relates to Roanoke-Chowan Community College. The college should receive a letter from SACS outlining what they expect the institution to accomplish before the next review. There is a lot of work to do between now and June 2020. Any time there is a SACS committee visiting the campus, the committee is there to address the standards in question, but other items may come to the committee's attention. There is currently an overlap of monitoring and probation. The college will prepare a report and SACS committee will review and ask any questions. The review is a work in progress, so SACS will not comment.

The Committee discussed the idea that once the review is complete, it may be challenging to find a new president based on some of the parameters that the Board of Trustees would like to set. At this time, Mr. Charles Frances is still secured as the institution's lawyer and attends every Board meeting. Mr. Dickens stated that the Board needs to allow the search firm to conduct the search and not be as territorial.

Mr. Holder stated he and other Advisory Committee members are open to questions and comments from any/all SBCC members. Chairman Blackwell commended Mr. Holder on his work and dedication in helping Roanoke-Chowan Community College.

---

**ADJOURNMENT**

Mr. Johnson motioned to adjourn, seconded by Dr. Powell. The meeting was adjourned at 3:35 p.m. via voice vote.

Respectfully submitted,  
Bryan Jenkins

**STATE BOARD OF COMMUNITY COLLEGES**  
**Accountability and Audit Committee Charter**

**I. Background**

The State Board of Community Colleges derives its authority from the State Board Code. The Accountability and Audit Committee was established on March 16, 2007 in response to recommendations for improving the operations of the Community College System outlined in a State Auditor's letter of December 29, 2005 to President Martin Lancaster and the statewide Performance Audit entitled "Internal Auditing in North Carolina Agencies and Institutions" dated September 2006.

**II. Purpose**

The purpose of the Accountability and Audit Committee is to ensure strong and effective systems of internal controls within the North Carolina Community College System and to clearly indicate responsibilities related to that system of internal controls, and to strengthen internal audit activities within the North Carolina Community College System.

**III. Organization**

The Accountability and Audit Committee shall be a standing committee of the State Board of Community Colleges. The Chair of the State Board of Community Colleges shall appoint the membership, designate the chair and vice-chair, prescribe the duties, and determine the size of the committee. The membership of the committee may be rotated at the discretion of the Chair of the State Board of Community Colleges.

**IV. Meetings**

Regular meetings of the State Board shall be held at least ten times a year on dates determined by the State Board of Community Colleges. The Accountability and Audit Committee shall meet on the same schedule as the other standing committees, as determined by the State Board of Community Colleges.

**V. Responsibilities**

The responsibilities of the Accountability and Audit Committee shall be:

1. To ensure that each division of the System Office and community colleges have in place processes and procedures that assess the following areas:
  - a. Effectiveness and efficiency of operations
  - b. Reliability and integrity of financial and operational information
  - c. Safeguarding of assets, and
  - d. Compliance with laws, regulations, and contracts;
2. To determine if appropriate controls are in place to mitigate risk, and to develop details on how identified areas of risk will be minimized;
3. To ensure that appropriate information to make well-informed decisions is received; and
4. To report to the full Board on an on-going basis.

## VI. Duties

The specific duties of the Accountability and Audit Committee shall include:

1. Review the work performed at the System Office and community colleges by the Office of the State Auditor, CPA firms, and other advisors and report to the State Board of Community Colleges on these activities. The report to the State Board of Community Colleges should include, but not be limited to, audit reports, reviews, investigations, special assignments, findings, responses and resolutions;
2. Participate, when necessary, in training sessions related to system-wide internal controls and internal/external audit issues;
3. Study, review, and report on regulatory changes by government agencies, regulatory authorities, and accreditation bodies that impact the System Office and college procedures and make recommendations to the Board on actions to be taken;
4. Review findings of annual compliance reviews, conducted by the System Office Compliance Services unit, of each college; and
5. Review and resolve any inconsistencies found with internal control procedures and conflicts of interest situations.

The Committee may modify or supplement these duties and responsibilities as needed.

The Committee should periodically review and assess the adequacy of the Accountability and Audit Committee Charter.

### **Contact(s)**

Bryan Jenkins  
Executive Director of Accountability and State Board Affairs

**STATE BOARD OF COMMUNITY COLLEGES**  
**College Financial Audit Findings 5 Year Summary**

Attachment AUD 02

	Findings/Exceptions June 30, 2015	Findings/Exceptions June 30, 2016	Findings/Exceptions June 30, 2017	Findings/Exceptions June 30, 2018	Findings/Exceptions June 30, 2019
Alamance Community College		None		None	
Asheville-Buncombe Technical Community College	X	X	None	None	
Beaufort County Community College	None		X		
Bladen Community College	None		None		
Blue Ridge Community College	None	None	X		None
Brunswick Community College	X		X		
Caldwell Community College & Tech Institute	None		None		
Cape Fear Community College	None		None		None
Carteret Community College		None		None	
Catawba Valley Community College	None		None		None
Central Carolina Community College		None		None	
Central Piedmont Community College	None	None	None	None	
Cleveland Community College	X		None	None	
Coastal Carolina Community College		None		None	
College of The Albemarle	None	None	None	None	
Craven Community College	None		None		
Davidson County Community College	None		None		
Durham Technical Community College	None		None		None
Edgecombe Community College		None	None	None	None
Fayetteville Technical Community College	None		None		None
Forsyth Technical Community College	None		None		
Gaston College	None	None	None	None	None
Guilford Technical Community College	None	None	None	None	
Halifax Community College	None	X	None	None	None
Haywood Community College		None	X		None
Isothermal Community College		None		None	
James Sprunt Community College	X		None		
Johnston Community College	None		None		None
Lenoir Community College		None		None	
Martin Community College	X		None		
Mayland Community College	None		None		
Mcdowell Technical Community College	None		None		
Mitchell Community College	X	None		None	
Montgomery Community College		None		None	
Nash Community College	None		None		None
Pamlico Community College	None		None		
Piedmont Community College	X	X	None		
Pitt Community College	None		None		None
Randolph Community College		None		None	
Richmond Community College		None		None	
Roanoke-Chowan Community College		None		None	
Robeson Community College		None		None	
Rockingham Community College		None		None	
Rowan-Cabarrus Community College		None		None	
Sampson Community College		None		None	
Sandhills Community College		None		None	
South Piedmont Community College	X		X		
Southeastern Community College		None		None	
Southwestern Community College	None		None		
Stanly Community College		None		None	
Surry Community College		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	
Wilkes Community College		X		None	
Wilson Community College	None		None		
Total Audited	34	33	35	31	12
Total With Findings	8	4	5	0	0
Percent	24%	12%	14%	0%	0%
Notes: X = audit findings cited					
None = No audit findings cited					
Blank = no audit conducted					
* = audit conducted by CPA firm					



**COMPLIANCE REVIEW SERVICES**

**SUMMARY REPORT**

**FISCAL YEAR 2018-2019**

**North Carolina Community College System  
State Board and Internal Auditing  
Compliance Review Services  
200 West Jones Street  
Raleigh, North Carolina 27603**

**North Carolina Community College System Compliance Review Services  
Summary of Compliance Reviews Conducted Fiscal Year 2018-2019**

<b><u>Clean Report with no Coaching Letter</u></b>		<b><u>9</u></b>
Alamance Community College	Richmond Community College	
Asheville-Buncombe Technical Community College	Tri-County Community College	
Bladen Community College	Vance-Granville Community College	
Blue Ridge Community College	Wayne Community College	
James Sprunt Community College		
 		<b><u>15</u></b>
<b><u>Clean Report with Coaching Letter</u></b>		
Cape Fear Community College	Mayland Community College	
Catawba Valley Community College	McDowell Technical Community College	
College of The Albemarle	Pamlico Community College	
Durham Technical Community College	Piedmont Community College	
Gaston College	Robeson Community College	
Guilford Technical Community College	Southeastern Community College	
Halifax Community College	Wilson Community College	
Johnston Community College		
 		<b><u>5</u></b>
<b><u>Final Report with Minimum Material Finding and Coaching Letter</u></b>		
Brunswick Community College	Rowan-Cabarrus Community College	
Fayetteville Technical Community College	Wake Technical Community College	
Roanoke-Chowan Community College		
 		<b><u>2</u></b>
<b><u>Final Report with Minimum Material Finding</u></b>		
Caldwell Community College & Technical Institute		
South Piedmont Community College		
 		<b><u>0</u></b>
<b><u>Final Report with Material Finding and Coaching Letter</u></b>		
 		<b><u>31</u></b>

Final reports for all colleges are available on the North Carolina Community College web site at:

<http://www.nccommunitycolleges.edu/compliance-review-services/reports>

## 3-Year Summary

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Clean Report with no Coaching Letter	6	4	9
Clean Report with Coaching Letter	23	18	15
Final Report with Minimum Material Finding with Coaching Letter	5	6	5
Final Report with Minimum Material Finding	0	1	2
Final Report with Material Finding and Coaching Letter	0	1	0
<b>Total Reviews For Year</b>	<u>34</u>	<u>30</u>	<u>31</u>

**Contact:**

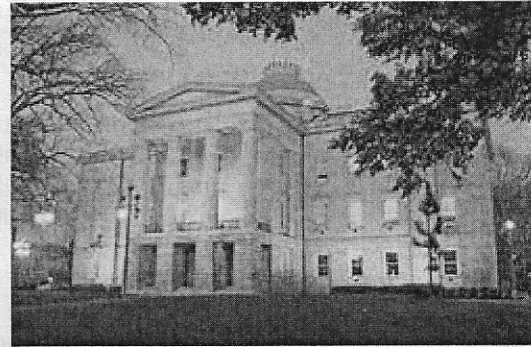
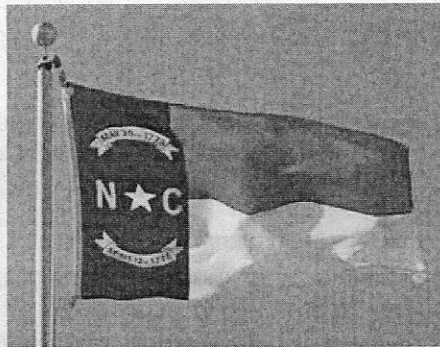
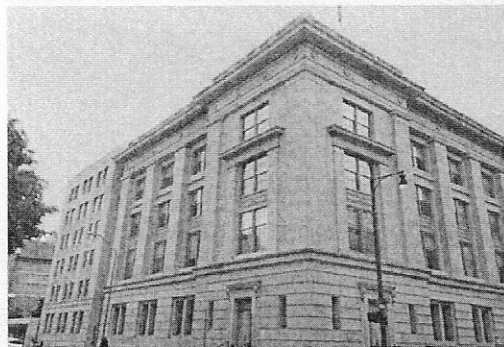
Bryan Jenkins

Executive Director of Accountability and State Board Affairs

# STATE OF NORTH CAROLINA

OFFICE OF THE STATE AUDITOR

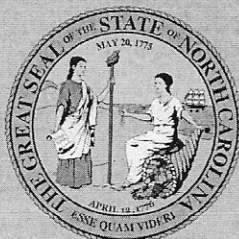
BETH A. WOOD, CPA



## JAMES SPRUNT COMMUNITY COLLEGE

KENANSVILLE, NORTH CAROLINA

INVESTIGATIVE REPORT  
JANUARY 2020



**NCOSA**  
The Taxpayers' Watchdog



# EXECUTIVE SUMMARY

---

## PURPOSE

The Office of the State Auditor received an allegation through its Hotline concerning potential misuse of James Sprunt Community College's (College) incubator kitchen.

## BACKGROUND

The College's main campus is located in Duplin County. It serves more than 5,000 students annually from the Kenansville and WestPark campuses. The College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates.<sup>1</sup>

The Eastern Carolina Food Ventures is a collaborative effort of the College, Duplin County, and Pender County, which began operations in July 2010. It is a regional, shared-use commercial incubator kitchen designed to help develop food entrepreneurs, create new food businesses, grow existing food businesses, and provide workforce development resulting in new jobs and new economic development in eastern North Carolina. The kitchen is located in the WestPark Business Technology Center in Warsaw, North Carolina.<sup>2</sup> The College's Continuing Education Department manages the implementation and operation of the kitchen and the Small Business Center Director (Director) is responsible for oversight of the kitchen operations.

## KEY FINDING

The Director failed to comply with policy and enforce the services contracts resulting in a loss of at least \$97,230.

## KEY RECOMMENDATIONS

The Director should provide adequate oversight of the kitchen operations by ensuring the completion of production sheets by clients, preparing accurate monthly invoices, and submitting the invoices timely.

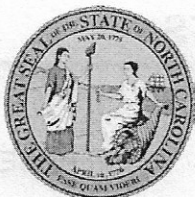
The Business Office should track collection of payments from clients to ensure amounts billed to clients are collected.

---

<sup>1</sup> [www.jamessprunt.edu](http://www.jamessprunt.edu)

<sup>2</sup> <https://jamessprunt.edu/eastern-carolina-food-ventures-incubator-kitchen/>

STATE OF NORTH CAROLINA  
**Office of the State Auditor**



Beth A. Wood, CPA  
State Auditor

2 S. Salisbury Street  
20601 Mail Service Center  
Raleigh, NC 27699-0600  
Telephone: (919) 807-7500  
Fax: (919) 807-7647  
<https://www.auditor.nc.gov>

## AUDITOR'S TRANSMITTAL

---

The Honorable Roy Cooper, Governor  
Members of the North Carolina General Assembly  
Anita Powers, Chairperson, James Sprunt Community College Board of Trustees  
Dr. Jay Carraway, President, James Sprunt Community College

Ladies and Gentlemen:

Pursuant to *North Carolina General Statutes §§ 147-64.6(c)(16) and 147-64.6B*, we have completed an investigation of allegations concerning James Sprunt Community College. The results of our investigation, along with recommendations for corrective action, are contained in this report.

Copies of this report have been provided to the Governor, the Attorney General, and other appropriate officials in accordance with *G.S. §147-64.6(c)(12)*. We appreciate the cooperation received from the management and employees of the James Sprunt Community College during our investigation.

Respectfully submitted,

A handwritten signature in cursive script that reads "Beth A. Wood".

Beth A. Wood, CPA  
State Auditor



**Beth A. Wood, CPA  
State Auditor**

## **TABLE OF CONTENTS**

---

	<b>PAGE</b>
BACKGROUND .....	1
<b>FINDING AND RECOMMENDATIONS</b>	
DIRECTOR FAILED TO COMPLY WITH POLICY AND ENFORCE THE SERVICES CONTRACTS RESULTING IN A LOSS OF AT LEAST \$97,230 ..	2
RESPONSE FROM JAMES SPRUNT COMMUNITY COLLEGE.....	5
ORDERING INFORMATION .....	6

Article 5A, Chapter 147 of the North Carolina General Statutes, gives the Auditor broad powers to examine all books, records, files, papers, documents, and financial affairs of every state agency and any organization that receives public funding. The Auditor also has the power to summon people to produce records and to answer questions under oath.



# BACKGROUND

The Office of the State Auditor initiated an investigation in response to a Hotline allegation regarding potential misuse of James Sprunt Community College's (College) incubator kitchen.

Our investigation of this allegation included the following procedures:

- Review of the kitchen's standard operating procedures, rental and use policies, fee schedule, and services contracts.
- Examination and analysis of available documentation related to the kitchen's scheduling calendar, production sheets, client billings, and collection of client payments.
- Interviews with College personnel.

This report presents the results of the investigation. The investigation was conducted pursuant to *North Carolina General Statutes §§ 147-64.6 (c) (16) and 147-64.6B.*

The College's main campus is located in Duplin County. It serves more than 5,000 students annually from the Kenansville and WestPark campuses. The College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates.<sup>3</sup>

The Eastern Carolina Food Ventures is a collaborative effort of the College, Duplin County, and Pender County, which began operations in July 2010. It is a regional, shared-use commercial incubator kitchen designed to help develop food entrepreneurs, create new food businesses, grow existing food businesses, and provide workforce development resulting in new jobs and new economic development in eastern North Carolina. The kitchen is located in the WestPark Business Technology Center in Warsaw, North Carolina.<sup>4</sup> The College's Continuing Education Department manages the implementation and operation of the kitchen and the Small Business Center Director (Director) is responsible for oversight of the kitchen operations.

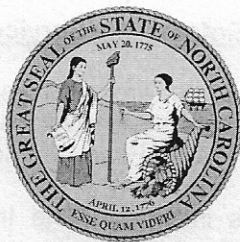
---

<sup>3</sup> [www.jamessprunt.edu](http://www.jamessprunt.edu)

<sup>4</sup> <https://jamessprunt.edu/eastern-carolina-food-ventures-incubator-kitchen/>

DIRECTOR FAILS TO COMPLY WITH POLICY AND ENFORCE THE SERVICES CONTRACTS RESULTING IN LOSS OF AT LEAST \$1.5M

The Small Business Center Director (Director) at James Sprunt Community College (College) failed to provide proper oversight of the kitchen. The Director did not comply with the kitchen rental policy nor enforce the services contracts. As a result, the College lost at least \$1.5M in revenues.



From January 2017 to December 2018, the Director failed to enforce the kitchen rental policy and failed to enforce existing contracts. As part of its additional business, commercial kitchen spaces to create the College's Commercial Kitchen fees. However, a review of the College's billing records for the kitchen revealed that clients do not consider the kitchen rental fee as one of the charges on their bill. In addition, the Director failed to enforce the kitchen rental policy and failed to enforce existing contracts. For example, from April 2018 through December 2018, the College billed all clients for kitchen use at a rate of \$13 per hour. However, according to the College's Commercial Kitchen fee schedule, the correct kitchen use rate was \$20 per hour.

# FINDING AND RECOMMENDATIONS

From January 2017 through August 2017, the College billed a client \$13 per hour for the food truck fee. However, according to the fee schedule, the correct food truck fee was \$20 per hour. For the year 2017, the College billed a client for 14 hours for its kitchen use. However, investigators calculated the client used the kitchen for 252 hours.

- From April 2018 through December 2018, the College billed all clients for kitchen use at a rate of \$13 per hour. However, according to the College's Commercial Kitchen fee schedule, the correct kitchen use rate was \$20 per hour.
- From January 2017 through August 2017, the College billed a client \$13 per hour for the food truck fee. However, according to the fee schedule, the correct food truck fee was \$20 per hour.
- For the year 2017, the College billed a client for 14 hours for its kitchen use. However, investigators calculated the client used the kitchen for 252 hours.

The Small Business Center Director (Director) at James Sprunt Community College (College) failed to provide proper oversight of the kitchen. The Director did not comply with the kitchen rental policy nor enforce the services contracts. As a result, the College lost at least \$1.5M in revenues.

---

**DIRECTOR FAILED TO COMPLY WITH POLICY AND ENFORCE THE SERVICES CONTRACTS RESULTING IN A LOSS OF AT LEAST \$97,230**

---

The Small Business Center Director (Director) at James Sprunt Community College (College) failed to provide proper oversight of the kitchen. The Director did not comply with the kitchen rental policy nor enforce the services contracts. As a result, the College lost at least \$97,230 in revenue.

**Failure to Comply with Policy and Enforce the Services Contracts**

From January 2016 to December 2018, the Director did not require kitchen clients to complete required production sheets, prepared inaccurate invoices, and failed to ensure monthly billing for the kitchen rental at the Eastern Carolina Food Ventures.<sup>5</sup>

As part of its educational, business incubator, and training activities, the College rents commercial kitchen space to clients (food truck owners, caterers, etc.). To ensure accurate invoice billing, the College requires clients to complete "production sheets" that document the client's use of the kitchen facilities including the date, in/out time, areas used, and items produced.

However, a review of the College's billing process for the rental of the kitchen revealed that clients did not consistently submit completed production sheets at the end of their use of the kitchen. Only one of the 20 clients completed all required production sheets from January 2016 to December 2018.

In addition, the Director prepared inaccurate kitchen rental invoices because he used the incorrect kitchen-use hours and rates. The Director said he used the online scheduling calendars<sup>6</sup> to prepare the invoices because he did not require clients to complete production sheets. However, the hours on the scheduling calendars often differed from the hours indicated on the invoices. Also, the Director failed to use the established fee schedule to bill some clients.

For example:

- From April 2016 through December 2016, the College billed all clients for kitchen use at a rate of \$18 per hour. However, according to the College's Commercial Kitchen Fee Schedule, the correct kitchen use rate was \$20 per hour.
- From January 2017 through August 2017, the College billed a client \$25 per hour for the food truck fee. However, according to the fee schedule, the correct food truck fee was \$50 per hour.
- For the year 2017, the College billed a client for 74.5 hours for its kitchen use. However, investigators calculated the client used the kitchen for 252 hours.

<sup>5</sup> The Eastern Carolina Food Ventures is a collaborative effort of the College, Duplin County, and Pender County to help develop food entrepreneurs, create new food businesses, grow existing food businesses, and provide workforce development resulting in new jobs and economic development in eastern North Carolina through the operation of an incubator kitchen.

<sup>6</sup> The online kitchen calendar is the tool used by kitchen clients to reserve days, times, and specific areas in the kitchen for rental use.

## FINDING AND RECOMMENDATION

- In October 2018, the College billed a client for 28 hours for its kitchen use. However, this client used the kitchen for 90 hours.

Further, a review of College invoices mailed from January 2016 through December 2018 revealed that invoices were not mailed monthly as required. Specifically, the review showed that:

- For invoices dated January through February 2016, the invoices were mailed on March 16, 2016.
- For invoices dated March through September 2016, the invoices were mailed on January 5, 2017.
- For invoices dated October through December 2016, the mailed date was not documented.
- For invoices dated January through May 2017, the invoices were mailed on June 7, 2017.
- For invoices dated June through December 2017, the mailed date was not documented.
- For invoices dated January through December 2018, the invoices were mailed on April 9, 2019.

In March 2019, the Director initially told investigators that he billed clients quarterly for kitchen rental based on his calculations of the clients' kitchen use hours. Later, the Director said he was unsure if the kitchen technician mailed invoices for 2016 and 2017. The Director also said he did not prepare the 2018 invoices until April 2019, after our investigation began.

In addition, the Business Office simply mailed the invoices and deposited payments received. The Business Office did not verify amounts received matched amounts billed.

### **Resulted in \$97,230 Loss**

As a result of the Director not complying with the kitchen rental policy and enforcing the services contracts, the College lost at least \$97,230 in revenue from 2016 to 2018. The Director did not bill clients at least \$34,193 as a result of clients not completing the production sheets and the Director preparing inaccurate invoices. In addition, the College did not collect at least \$63,037 in revenue as a result of the Director's failure to bill clients monthly.

Year	Amount Invoiced	Payments Received	Payments Outstanding	Amounts Not Billed	Lost Revenue <sup>7</sup>
2016	\$13,028	\$5,989	\$7,039	\$16,025	\$23,064
2017	25,033	1,195	23,838	11,970	35,808
2018	33,275	1,115	32,160	6,198	38,358
<b>Total</b>	<b>\$71,336</b>	<b>\$8,299</b>	<b>\$63,037</b>	<b>\$34,193</b>	<b>\$97,230</b>

<sup>7</sup> Lost revenue equals the payments outstanding and the amounts not billed.



**Caused by Lack of Oversight**

The Director failed to provide oversight of the kitchen. Specifically, the Director did not ensure clients complete production sheets, did not calculate invoices correctly, and did not invoice kitchen clients monthly. The Director told investigators he had too many duties to provide proper oversight. He said that kitchen oversight was added to his existing responsibilities in 2017. Further, he cited the lack of an onsite kitchen technician as a contributing factor. The kitchen technician position has been vacant since October 2017.

In addition, there was a lack of financial accountability. According to the Vice President of Fiscal and Administrative Services, the Business Office did not track the collection of payments because the kitchen revenue was "not material enough."

**Kitchen Policy and Services Contracts Required Compliance**

The College's kitchen rental policy and services contracts required the completion of production sheets, use of the fee schedule, and monthly billing.

The College's *Kitchen Rental and Use Policies* states:

- All clients are required to sign-in on a Sign-In Production Sheet when they arrive at the facility and begin to assemble their products.
- All clients must sign-out when they are finished cleaning the facility.
- Failure to accurately sign in and out of the kitchen may result in the termination of kitchen privileges.

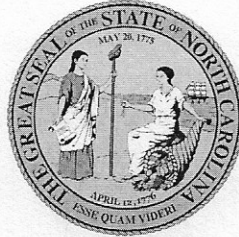
Furthermore, the *Eastern Carolina Food Ventures User Services Contract* states:

- The fees for various uses of the kitchen and/or equipment are set out in the Fee Schedule.
- The College will bill users for facility and storage use at the end of each calendar month. Payment is due within 15 days.

**RECOMMENDATIONS**

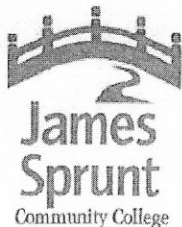
The Director should provide adequate oversight of the kitchen operations by ensuring the completion of production sheets by clients, preparing accurate monthly invoices, and submitting the invoices timely.

The Business Office should track collection of payments from clients to ensure amounts billed to clients are collected.



# **RESPONSE FROM JAMES SPRUNT COMMUNITY COLLEGE**

## RESPONSE FROM JAMES SPRUNT COMMUNITY COLLEGE



Post Office Box 398  
Kenansville, NC 28349

910 • 296 • 2400  
www.jamessprunt.edu

January 8, 2020

The Honorable Both A. Wood, State Auditor  
Office of the State Auditor  
2 South Salisbury Street  
20601 Mall Service Center  
Raleigh, North Carolina 27699 0600

Dear Auditor Wood:

In response to the investigative report by The North Carolina Office of the State Auditor, regarding the Kitchen Incubator, we offer the following:

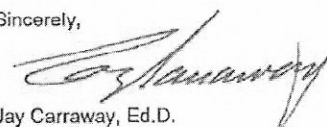
We acknowledge and accept the findings of the report and agree that the lack of governance and oversight on behalf of the college by the college administration was grossly inadequate. The College's organizational structure provides for multiple levels of supervision and oversight of all programs. These checks and balances are standard operational procedures for the institution. In the case of the Kitchen Incubator, multiple layers within the organization failed to provide the proper oversight. The program was allowed to operate "in a vacuum"; this provided the opportunity for mismanagement.

As a result of the findings of the audit report the college has implemented the following procedures to assure the Kitchen Incubator is properly managed moving forward:

- All clients utilizing the facility have been required to sign new contracts outlining new operational procedures to be implemented and utilized moving forward. Additionally, each client, with a balance owed are required to start remitting payments on their balance so their account will be paid in full and reconciled within the next twelve months.
- The newly hired Small Business Center Director will provide programmatic oversight and leadership for the Kitchen Incubator Program.
- The business office, under the direction and supervision of the Vice President of Fiscal and Administrative Services, will assure that funds related to this program are managed within normal acceptable accounting practices. Invoices and receipts from transactions will be reconciled at the close of each month.
- A financial report of all transactions regarding the Kitchen Incubator will be presented to the President of James Sprunt Community College at the end of each month.

The administration of James Sprunt Community College thanks the staff of the Office of the State Auditor for the professional manner in which the investigation was managed. The institution has learned from this experience and will endeavor to ensure past mistakes are not repeated.

Sincerely,



Jay Carraway, Ed.D.  
President

James Sprunt Community College is an equal opportunity educational institution and employer.

# ORDERING INFORMATION

---

COPIES OF THIS REPORT MAY BE OBTAINED BY CONTACTING:

Office of the State Auditor  
State of North Carolina  
2 South Salisbury Street  
20601 Mail Service Center  
Raleigh, North Carolina 27699-0600

Telephone: 919-807-7500  
Facsimile: 919-807-7647  
Internet: <https://www.auditor.nc.gov>

To report alleged incidents of fraud, waste or abuse in state government contact the  
Office of the State Auditor Fraud Hotline: **1-800-730-8477**  
or download our free app.

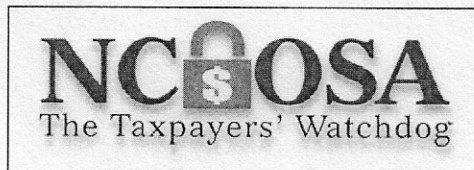


[https://play.google.com/store/apps/details?id=net.ncstateauditor.ncauditor&hl=en\\_US](https://play.google.com/store/apps/details?id=net.ncstateauditor.ncauditor&hl=en_US)



<https://itunes.apple.com/us/app/nc-state-auditor-hotline/id567315745>

For additional information the  
North Carolina Office of the State Auditor at 919-807-7666



---

This investigation required 457.5 hours at an approximate cost of \$47,122.