

STATE BOARD OF COMMUNITY COLLEGES

Mr. Scott Shook, Chair

January 18, 2019

Thursday, January 17, 2019

North Carolina Community College System

Caswell Building, 200 West Jones Street
Raleigh, NC 27603

Friday, January 18, 2019

North Carolina Department of Insurance

325 N. Salisbury St., Room 240
Raleigh, NC 27603

Wednesday, January 16, 2019

COMMITTEE MEETING

Personnel Committee 10:00 a.m. AW North Carolina Conference Room

Thursday, January 17, 2019

COMMITTEE MEETING

Awards Committee 11:00 a.m. AW North Carolina Conference Room

LUNCHEON

12:00 p.m. Innovation Station (Room B10)

State Board Governance Discussion

Presenter: Bob Stephens

COMMITTEE MEETINGS

Finance Committee 1:30 p.m. Conference Room 201A
Programs Committee 1:30 p.m. Innovation Station (Room B10)
Strategic Planning Committee 1:30 p.m. AW North Carolina Conference Room
Legislative Affairs Committee 3:00 p.m. Innovation Station (Room B10)
Chair's Agenda Review 4:00 p.m. Innovation Station (Room B10)

Friday, January 18, 2019

BOARD MEETING

10:00 a.m. NC Department of Insurance, Room 240

- ❖ Call to Order
- ❖ Roll Call
- ❖ Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- ❖ Approval of Minutes – November 16, 2018 and December 18, 2018
- ❖ Approval of Agenda
- ❖ Approval of Consent Agenda (*Consent Agenda items are listed on the Consent Agenda and are designated by [CA] on the Full Agenda*)

- ❖ Introduction of Dr. Amanda Lee, President at Bladen Community College
- ❖ Introduction of Dr. Gene Smith, President at Brunswick Community College
- ❖ Introduction of Dr. Jim Morton, President at Cape Fear Community College
- ❖ Introduction of Dr. Jason Hurst, President at Cleveland Community College
- ❖ Introduction of Dr. Gregory McLeod, President at Edgecombe Community College
- ❖ Introduction of Dr. Janet Spriggs, President at Forsyth Community College
- ❖ Introduction of Dr. Rachel Desmarais, President at Vance Granville Community College
- ❖ Special Award Recognition

Reports

- ❖ NC Association of Community College Presidents, Dr. David Shockley, President
- ❖ NC Association of Community College Trustees, Ms. Julie Woodson, President
- ❖ NC Comprehensive Community College Student Government Association (N4CSGA), Ms. Toni Formato, President

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

For Information

- System Office Vacancy Report – January 2019 (Attachment PER 01)
- College President Status Report – January 2019 (Attachment PER 02)

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

For Future Action

- Initiate Rulemaking to Adopt 1B SBCCC 200.3 – “Establishing Multi-Campus Centers” (Attachment FC 01)

For Action

- Additional Allocation for Title II Adult Education and Family Literacy Acts Providers (Attachment FC 02)
- State Board Reserve and Perkins Funding for Student Services Academies (Attachment FC 03)
- Tuition and Registration Fee Waiver Report (Attachment FC 04)
- Allocation for Finish First (Attachment FC 05)
- Allocation for Minority Male Success Initiative (Attachment FC 06)
- Title II Funding for Professional Development and Technical Assistance (Attachment FC 07) [CA]
- Allocation for Tobacco Trust Fund Commission Grant (Attachment FC 08) [CA]
- Regional Apprenticeship NC Coordinators (Attachment FC 09) [CA]
- Construction and Property (Attachment FC 10) [CA]

For Information

- Estimated Receipts – December 2018 (Attachment FC 11)
- SBCC Code Report (Attachment FC 12)
- Connect NC Bond Status Report (Attachment FC 13)

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

For Future Action

Progress on the Implementation of the Career and College Ready Graduates Program

(Attachment PROG 01)

Cooperative Innovative High School Applications (Attachment PROG 02)

For Action

Appeals for Award of the North Carolina Title II Adult Education and Family Literacy Act (AEFLA)

(Attachment PROG 03)

Additions to Special Curriculum Program Application List (Attachment PROG 04)

Curriculum Program Application (Attachment PROG 05) [CA]

Curriculum Program Application – Fast Track for Action (FTFA) (Attachment PROG 06) [CA]

Combined Course Library – Continuing Education (Attachment PROG 07) [CA]

Courses of Instruction – Captive/Co-opted Groups (Attachment PROG 08) [CA]

For Information

Three Year Accountability (Attachment PROG 09)

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

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

STRATEGIC PLANNING COMMITTEE, Mr. Jerry Vaughan, Chair

For Information

Quarterly Review of Progress - Strategic Plan Tactics (*Discussion*)

Key Performance Indicators for Economic and Workforce Impact (Attachment PLAN 01)

Workforce Development Updates (*Discussion*)

LEGISLATIVE AFFAIRS COMMITTEE, Dr. Breeden Blackwell, Chair

For Action

Requested Report Modifications (Attachment LEG 01)

Change Number of Mandatory Annual Meetings (Attachment LEG 02)

Joint UNC Board of Governors and SBCC Legislative Agenda (Attachment LEG 03)

For Information

Legislative Update (*Discussion*)

AWARDS COMMITTEE, Mr. Scott Shook, Chair

PRESIDENT'S REPORT

NEW BUSINESS

BOARD MEMBERS QUESTIONS/COMMENTS

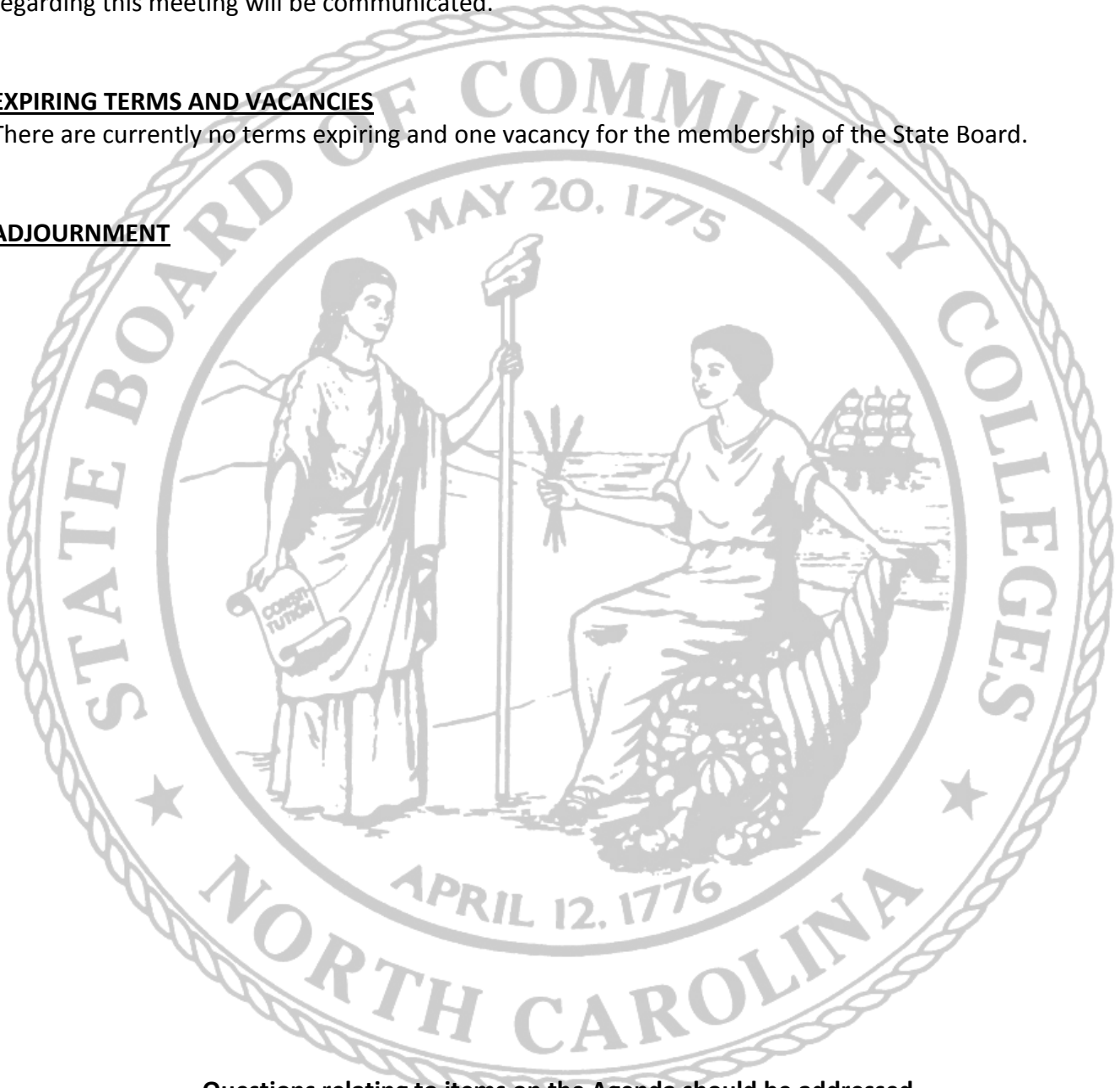
DATE OF FUTURE MEETINGS

The next State Board meeting is scheduled for Thursday, February 14, 2019 through Friday, February 15, 2019 conducted telephonically and initiated at the Caswell Building in Raleigh. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES

There are currently no terms expiring and one vacancy for the membership 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

CONSENT AGENDA

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Title II Funding for Professional Development and Technical Assistance (Attachment FC 07)
Allocation for Tobacco Trust Fund Commission Grant (Attachment FC 08)
Regional Apprenticeship NC Coordinators (Attachment FC 09)
Construction and Property (Attachment FC 10)

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Curriculum Program Application (Attachment PROG 05)
Curriculum Program Application – Fast Track for Action (FTFA) (Attachment PROG 06)
Combined Course Library – Continuing Education (Attachment PROG 07)
Courses of Instruction – Captive/Co-opted Groups (Attachment PROG 08)





State Board of Community Colleges
Office of the State Treasurer, 3200 Atlantic Avenue
Raleigh, North Carolina
November 16, 2018
9:00 a.m.

CALL TO ORDER

Following proper public notification, Chairman Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 9:01 a.m. in the Dogwood Room of Office of the State Treasurer.

ROLL CALL

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

Ms. Lisa Estep	Mr. Todd Johnson	Mr. Robert Stephens
Ms. Chris Farr (rep for Treasurer Dale Folwell)	Mr. Bill McBrayer	Mr. Burr Sullivan
Ms. Toni Formato	Mr. Ernie Pearson	Mr. Clark Twiddy
Mr. William Holder	Dr. Samuel Powell	Mr. Jerry Vaughan
Mr. Bobby Irwin	Mr. Lynn Raye	Mr. Hal Weatherman (rep for Lt. Governor Dan Forest) *
Mr. Frank Johnson	Mr. James Rose	Ms. Ann Whitford
	Mr. Scott Shook	

*Attended by telephone

Absent: Dr. Breeden Blackwell and Dr. Candler Willis

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

Mr. Raye 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 Shook asked the record to reflect no conflicts.

APPROVAL OF THE MINUTES

Mr. Raye made a motion to approve the October 19, 2018 minutes for the State Board of Community Colleges as presented. Mr. McBrayer seconded the motion and the minutes were unanimously approved.

CHANGES TO THE AGENDA

The Chair 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 the Personnel Committee has one item for closed session.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Mr. Raye stated Finance Committee has two changes:

- Table agenda item Initiation of Rulemaking Process to Adopt 1G SBCCC 200.3 – “Establishing Multi-Campus Centers” (Attachment FC 01) from the agenda
- Amend Community College Residency Determination Funding Formula Legislative Report (Attachment FC 04).

PROGRAM SERVICES COMMITTEE, Dr. Samuel Powell, Chair

Dr. Powell stated Programs Committee has no changes

STRATEGIC PLANNING COMMITTEE, Mr. Jerry Vaughan, Chair

Mr Vaughan stated Strategic Planning Committee has no changes.

POLICY COMMITTEE, Mr. Burr Sullivan

Mr. Stephens stated Policy Committee would like to move Recommendation for Initial Proprietary School Licensure (Attachment POL 01) from Future Action to Action.

LEGISLATIVE AFFAIRS, Mr. Rose for Dr. Breeden Blackwell, Chair

Mr. Rose stated Legislative Affairs Committee has no changes.

Chairman Shook stated the Legislative Affairs committee will be moved on the agenda to be discussed prior to Finance Committee.

APPROVAL OF THE AGENDA

Mr. F. Johnson made a motion to approve the agenda, Mr. Sullivan seconded the motion, and the motion was unanimously approved by voice vote.

APPROVAL OF THE CONSENT AGENDA

Mr. Raye made a motion to approve the consent agenda, Mr. Vaughan seconded the motion, and the motion was unanimously approved by voice vote.

Items approved on the Consent Agenda were as follows:

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Allocation for Integrated English Literacy and Civics Education Occupation READY Project (Attachment FC 07)

Allocation for NC Career Coach Program (Attachment FC 08)

Service Agreement for ISIR Verification Services FY 2019-20(Attachment FC 09)

Contract for Integrated Library System (Attachment FC 10)

Service Agreement for Virtual Computing Environment (Attachment FC 11)

Construction and Property (Attachment FC 12)

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

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

Curriculum Standard Hour Revisions (Attachment PROG 04)

Combined Course Library – Continuing Education (Attachment PROG 05)

REPORTS:

Dr. David Shockley, President of North Carolina Association of Community College Presidents

Dr. Shockley provided an update from NCACCP

- NCACCP met Wednesday, November 15th. Very happy with the legislative agenda and unanimously approved the priorities.
- Thanked all stakeholders who assisted with developing the legislative priorities. The process was more parallel and structured. The process enabled groups to develop a unified request.

Chairman Shook thanked Dr. Shockley for his leadership with NCACCP

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

Ms. Woodson provided an update from NCACCT:

- Continue to focus on three main areas:
 - Legislative Advocacy – Reaching out to board chairs and presidents to ask them to congratulate the legislators that won. Ms. Woodson congratulated Senator Elect Johnson on his win. Ms. Woodson met with Senator Elect Jim Burgin who is also a trustee at Central Carolina Community College. NCACCT Chairman John Watts expressed gratitude for including trustees as part of the System Advisory Council and using the System Advisory Council to assure stakeholders have a voice in the process.
 - Trustee Training – Working with System Office staff on training and onboarding in conjunction with the presidents and staff.

Ms. Woodson expressed holiday wishes on behalf of NCACCT.

Chairman Shook thanked Ms. Woodson for her work.

Ms. Toni Formato, President of NC Comprehensive Community College Student Government Association (N4CSGA)

Ms. Formato provided an update of N4CSGA activities:

- On October 19th – 21st, the N4CSGA hosted their Fall Conference
 - The following activities occurred during general business meetings:
 - Secured location and dates for the 2019 Fall Conference
 - N4CSGA Executive Board in collaboration with Durham Technical Community College and their volunteer services staff worked together to provide optional volunteer opportunities during Spring 2019 conference.
 - N4CSGA Executive Board endorse DACA students who meet NC residency requirements receive in-state tuition.
 - N4CSGA will create a special committee as needed which will address disaster relief.
 - Spring 2019 Conference will be held on March 29th -31st
 - Many students expressed gratitude for the State Board and opportunities provided for students.
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COMMITTEE REPORTS

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

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

The Board discussed the matters referenced above.

Mr. McBrayer made a motion to go into open session, seconded by Dr. Powell, approved via voice vote.

Mr. McBrayer recommended and moved the following item be approved by the board:

Dr. Gene Smith as President of Brunswick Community College

The motion was unanimously approved by voice vote.

LEGISLATIVE AFFAIRS COMMITTEE, Mr. Jim Rose

Non-Budget Legislative Agenda (Attachment LEG 01)

Mr. Rose thanked everyone for the spirited discussion about Residency Determination Status.

Mr. Rose presented the six proposed non-budget legislative priorities. Item one was amended by the committee. The updated item was provided to the members.

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

Non-Budget Legislative Agenda (Attachment LEG 01)

The above item was approved by voice vote.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Community College Study on Earning FTE for Instructional in Local Jails S.L. 2018-5 Section 9.10 (Attachment FC 02)

Ms. Grovenstein stated this report is due to the General Assembly on December 1, 2018 per Section 9.10 (b) of Session Law 2018-5. The study outlines the cost changes in activity within local jails and prisons as well as a request for legislation that was approved as part of the Legislative Affairs Committee Non-Budget Legislative Agenda.

Ms. Grovenstein reviewed the recommendations outlined in the report.

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

Community College Study on Earning FTE for Instructional in Local Jails S.L. 2018-5 Section 9.10
(Attachment FC 02)

The above item was approved by voice vote.

Guilford Technical Community College Multi-Campus Center Request (Attachment FC 03)

Ms. Grovenstein shared the information provided by the college for the preliminary approval for Guilford Technical Community College's Aviation Campus as a multi-campus. This approval will enable this request to be considered by General Assembly. The college satisfies all the requirements needed to be considered.

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

Guilford Technical Community College Multi-Campus Center Request (Attachment FC 03)

The above item was approved by voice vote.

Community College Residency Determination Funding Formula Legislative Report (Attachment FC 04)

Ms. Grovenstein provided background information about Residency Determination. The members were provided background information and an amended agenda item. The report presented based on directive by Section 9.7 of S.L. 2018-5 with a due date of December 1, 2018. There was an amendment made during committee. Mr. Rose stated the Legislative Affairs Committee would like to amend the last section of FC 04 with:

The State Board of Community Colleges fully supports the NCACCP proposal to repeal G.S. 116-143.1(e) which would remove the presumption that a student's domicile is with his or her parents. The proposed legislation is attached to this Report.

Mr. Rose made a motion to amend Community College Residency Determination Funding Formula Legislative Report, seconded by Mr. Sullivan, and approved by voice vote.

Mr. Raye recommended and moved the following amended item be approved by the board, seconded by Ms. Estep.

Community College Residency Determination Funding Formula Legislative Report
(Attachment FC 04)

The above amended item was approved by voice vote.

2019 Budget Priorities (Attachment FC 05)

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

2019 Budget Priorities (Attachment FC 05)

The above item was approved by voice vote.

Reorganization of NCCCS Budget (Attachment FC 06)

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

Reorganization of NCCCS Budget (Attachment FC 06)

The above item was approved by voice vote.

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Amend 1D SBCCC 400.8 – “Courses for Curriculum Programs” (Attachment PROG 02)

Dr. Powell said recommendation from staff – SBCC Code asking to combine the course prefix numbering system for developmental and supplemental courses.

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

Amend 1D SBCCC 400.8 – “Courses for Curriculum Programs” (Attachment PROG 02)

The above item was approved by voice vote.

POLICY COMMITTEE, Mr. Bob Stephens, Chair

Recommendation for Initial Proprietary School Licensure (Attachment POL 01)

Mr. Stephens stated there are six schools that are recommended for licensure by the State Board of Proprietary Schools.

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

Recommendation for Initial Proprietary School Licensure (Attachment POL 01)

The above item was approved by voice vote.

PRESIDENTS REPORT

Thanked President Shockley and Ms. Woodson for their leadership. The level of partnership and trust is strong. Thanks to senior staff for the focus of the legislative agenda. The hurricane will take $\frac{3}{4}$ of a billion off the table in the budget for non-recurring dollars. Looking forward to work on the behalf of the students.

Met with the Lt. Governor in Washington and lobbied the Secretary of the Department of Labor yesterday. The program will serve underserved populations and veterans. NC has the third largest military population. Second fastest growing IT industry. Looking to strengthen the services to businesses and veterans. Partnered with several stakeholders to develop a detailed proposal which could be scaled to a national model. Hope to have feedback from Secretary in February.

Ms. Estep expressed a desire for disabled population to be considered as part of the program. May need more scaffolding, but they show up and work.

Mr. Vaughan shared information from an NC Digest article stating that 40% of state workforce attended a NC Community College.

NEW BUSINESS

Mr. Raye expressed the need to get started speaking with legislators.

BOARD MEMBER QUESTIONS / COMMENTS

Chairman Shook congratulated Todd Johnson on his election to the NC Senate. Mr. T. Johnson stated he has had the privilege of serving on several boards over the years and this is the best board on which he has served. All the members serve with a purpose and love the Community College System. Will resign effective Dec 31, 2018. Looking forward to visiting with the Board in the future.

DATE OF NEXT MEETING

The next State Board meeting is scheduled for Thursday, January 17, 2019 through Friday, January 18, 2019 at the System Office in Raleigh, NC. More information regarding this meeting will be communicated. There will be a called telephonic meeting on December 18, 2018 to discuss presidential selections at various colleges.

EXPIRING TERMS AND VACANCIES

There are currently no terms expiring and no vacancies for the membership of the State Board.

ADJOURNMENT

Mr. F. Johnson motioned to adjourn, seconded by Mr. Pearson, unanimously approved by voice vote at 11:43 a.m.

RESPECTFULLY SUBMITTED BY:
Secretary

APPROVED BY:

Peter Hans, System President

Mr. Scott Shook, Chair



State Board of Community Colleges

Caswell Building, 200 West Jones Street

Raleigh, North Carolina

December 18, 2018

2:00 p.m.

CALL TO ORDER

Following proper public notification, Chairman Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order via telephone at 2:00 p.m. in the A. W. North Carolina Conference Room of the Caswell Building.

ROLL CALL

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

Dr. Breeden Blackwell	Dr. Samuel Powell	Mr. Burr Sullivan
Treasurer Dale Folwell	Mr. Lynn Raye	Mr. Clark Twiddy
Ms. Toni Formato	Mr. James Rose	Mr. Hal Weatherman
Mr. Bobby Irwin	Mr. Scott Shook	(rep for Lt. Governor
Mr. Bill McBrayer	Mr. Bob Stephens	Dan Forest)
Mr. Ernie Pearson		Ms. Ann Whitford

Absent: Ms. Lisa Estep, Mr. William Holder, Mr. Frank Johnson, Mr. Todd Johnson, Mr. Jerry Vaughan, and Dr. Candler Willis

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

Ms. Haygood 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 Shook asked the record to reflect no conflicts.

APPROVAL OF THE AGENDA

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

COMMITTEE REPORTS

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Allocation for Hurricane Florence Repair & Renovations (Attachment FC 01)

Ms. Grovenstein reviewed Session Law 2018-136, the 2018 Hurricane Florence Disaster Recovery Act approved by the General Assembly on October 15, 2018. The allocation includes funding for student

emergency grants as well as repair and renovation for damage to colleges from Hurricane Florence. Colleges had until the end of November to submit requests for repair and renovation projects. Thirteen of the twenty-colleges submitted requests for a total allocation of up to \$2,943,581 from the Hurricane Florence Disaster Recovery Fund appropriation and up to \$525,329 to be allocated to ten community colleges pending confirmation from the legislature that these are allowable. The legislation required that if colleges received insurance or federal aid the college would be required to reimburse the State funds.

Ms. Grovenstein reviewed some of the questions that needed additional clarity from the General Assembly in relation to projects totaling \$525,329 that have been completed or initiated using non-state funds and whether State funds can be used for these projects. The expectation is to receive answers after the holidays. Column in the item shows contingent allocations which are the ones that have work completed or initiated. Once we get confirmation from the legislature that these are allowable, the notification will be sent to the colleges.

Once FC 01 is approved, we will notify the colleges and they still need to submit each of these projects through the standard request process utilized for construction. If a bid comes in above the allocation amount, they can come back through the Finance Committee to adjust the amount since there is funding remaining.

Ms. Grovenstein shared that debris removal cannot be included in the funding. There were five colleges that requested for debris removal all under \$100,000. Bob Stephens said he doesn't understand why debris removal was not included. Mr. Stephens asked what happens to any money not used. Ms. Grovenstein stated it will revert to the Hurricane Florence Disaster Recovery Fund. Even if a college receives FEMA funds back in a year or more, the money will go back to the disaster fund. Mr. Pearson stated debris clearing may have been covered by FEMA.

Mr. Raye recommended and moved the following item be approved by the board. Mr. Stephens seconded the motion.

Allocation for Hurricane Florence Repair & Renovations (Attachment FC 01)

The above item was approved by voice vote.

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

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

The Board discussed the matters referenced above.

Mr. McBrayer made a motion to go into open session, seconded by Mr. Pearson, approved via voice vote.

Mr. McBrayer recommended and moved the following item be approved by the board, seconded by Mr. Raye:

Dr. Amanda Lee as President of Bladen Community College

The motion was approved by voice vote with a dissenting vote by Treasurer Dale Folwell.

Mr. McBrayer recommended and moved the following item be approved by the board, seconded by Mr. Stephens:

Dr. Rachel Desmarais as President of Vance Granville Community College

The motion was unanimously approved by voice vote.

Mr. McBrayer recommended and moved the following item be approved by the board, seconded by Dr. Powell:

Dr. Scott Ralls as President of Wake Technical Community College

The motion was approved by voice vote with a dissenting vote by Treasurer Dale Folwell.

President Hans shared staff is working hard and smart with optimism about the upcoming year. Extended holiday wishes to everyone.

Chairman Shook thanked the President and all the staff for their work this year.

BOARD MEMBER QUESTIONS / COMMENTS

Treasurer Folwell requested 10 minutes on the agenda in the future to discuss a personnel update. Chairman Shook shared he can also submit it as an agenda item if he would like.

DATE OF NEXT MEETING

The next State Board meeting is scheduled for Thursday, January 17, 2019 through Friday, January 18, 2019 at the System Office in Raleigh, NC. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES

There are currently no terms expiring and no vacancies for the membership of the State Board.

ADJOURNMENT

Mr. Raye motioned to adjourn, seconded by Mr. Sullivan, unanimously approved by voice vote at 2:32 p.m.

RESPECTFULLY SUBMITTED BY:
Secretary

APPROVED BY:

Peter Hans, System President

Mr. Scott Shook, Chair

DRAFT

AGENDA
State Board of Community Colleges
PERSONNEL COMMITTEE
AW North Carolina Conference Room
Wednesday, January 16, 2019 – 10:00 a.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – December 5, 2018

For Action

For Information

- System Office Vacancy Report – January 2019 (Attachment PER 01)
- College President Status Report – January 2019 (Attachment PER 02)

New Business

Adjourn

**North Carolina Community Colleges System Office
Vacancies as of December 31, 2018**

Attachment PER 01

Position #	Division	Position Title	Date Vacated	Separation Reason	Status	Start Date
65018902	Executive	Applications Systems Analyst	4/17/2017	Internal Promotion	Position Under Review	
60095041	Executive	Assistant Agency Legal Counsel	5/13/2017	Redesigned position	Screening/Interviewing	
65012551	Programs	Dir Adult Ed Workforce Partners	1/2/2018	Separation - College	Offer Accepted	1/21/2019
60088039	Technology	Applications Systems Analyst	4/30/2018	Separation - Other	Position Under Review	
60088060	Technology	Applications Systems Analyst	5/21/2018	Separation - State	Pending Reclassification	
65009395	Programs	Public Safety Training Specialist	5/31/2018	Retirement	Offer Accepted	1/7/2019
60087998	Executive	Compliance Examiner	6/30/2018	Retirement	Offer Accepted	1/2/2019
60088145	Programs	Office Assistant	7/2/2018	Internal Promotion	Position Under Review	
60088094	Business and Finance	Director State Aid Funds	7/6/2018	Separation - Private	Filled	12/10/2018
60091153	Executive	National Reporting Coordinator	7/13/2018	Separation - Other	Position Under Review	
60088028	Technology	Network Analyst I	7/31/2018	Separation - College	Preparing to Advertise	
60088152	Programs	Office Assistant	7/31/2018	Retirement	Preparing to Advertise	
60088112	Business and Finance	Dir College Capital Finance	9/28/2018	Separation - Private	Accepting Applications	
60085042	Technology	Business Systems Analyst	9/7/2018	Separation - Private	Preparing to Advertise	
60088158	Programs	Social Research Specialist	9/12/2018	Internal Promotion	Preparing to Advertise	
60088032	Technology	Database Analyst II	10/12/2018	Separation - Private	Filled	12/10/2018
60088184	Programs	Dir Workforce Continuing Ed	11/12/2018	Separation - Other	Offer Accepted	2/1/2019
60088139	Programs	Director Academic Programs	11/30/2018	Retirement	Filled	12/20/2018
60088141	Programs	Assoc Dir Academic Programs	11/30/2018	Retirement	Offer Accepted	1/7/2019
60088101	Business and Finance	Assoc Dir, State Aid Funds	12/10/2018	Internal Promotion	Preparing to Advertise	
60088107	Business and Finance	State Aid Accountant	12/28/2018	Separation - State	Preparing to Advertise	
60088038	Technology	Information and Data Architect	12/10/2018	Internal Promotion	Preparing to Advertise	
60088143	Programs	Education Program Coordinator	12/20/2018	Internal Promotion	Preparing to Advertise	
65027672	Programs	Technical Assitant	12/1/2018	New Position	Screening/Interviewing	
65029237	Programs	Education Program Coordinator	12/1/2018	New Position	Preparing to Advertise	

Year-to-Date Statistics

of budgeted positions 210
 # positions vacant as of 6/30/2018 14
 # positions vacated after 6/30/2018 20
 Total # of vacancies 34
 # of vacancies filled 17

Retirements 5
 Separations - College 1
 Separations - Private 4
 Separations - Other 2
 Separations - State 1
 Internal Promotions 5
 New Positions 2
 Redesigned Positions 0
 20

Date: 12/31/2018

College	President	Appt. Date	Status
Alamance Community College	Dr. Algie C. Gatewood	10/1/2013	
Asheville Buncombe Technical Community College	Dr. Dennis F. King	8/1/2014	
Beaufort County Community College	Dr. David Loope	6/1/2017	2017 ORT
Bladen Community College	Dr. William Findt Dr. Amanda Lee (eff 2/1/2019)	8/1/2008	2019 NEW
Blue Ridge Community College	Dr. Laura Leatherwood	7/1/2017	2017 ORT
Brunswick Community College	Dr. Gene Smith	1/1/2019	2019 NEW
Caldwell Community College & Technical Institute	Dr. Mark Poarch	7/1/2016	2016 ORT
Cape Fear Community College	Mr. Jim Morton	4/20/2018	2018 NEW
Carteret Community College	Dr. John Hauser	7/1/2017	2017 ORT
Catawba Valley Community College	Dr. Garrett Hinshaw	8/1/2006	
Central Carolina Community College	Dr. T.E. Marchant	8/15/2008	SEARCHING
Central Piedmont Community College	Dr. Kandi Deitemeyer *	1/1/2017	2017 ORT
Cleveland Community College	Dr. Jason Hurst	4/1/2018	2018 NEW
Coastal Carolina Community College	Mr. David Heatherly	1/1/2017	2017 ORT
College of The Albemarle	Dr. Robert Wynegar	4/21/2017	2017 ORT
Craven Community College	Dr. Raymond Staats	7/20/2015	2015 ORT
Davidson County Community College	Dr. Darrin Hartness	1/1/2019	2019 NEW
Durham Technical Community College	Dr. William Ingram	1/1/2008	
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	
Guilford Technical Community College	Dr. Randy Parker *	9/1/2011	
Halifax Community College	Dr. Michael Elam	2/1/2017	2017 ORT
Haywood Community College	Dr. Barbara Parker	7/1/2013	
Isothermal Community College	Mr. Walter Dalton	5/1/2013	
James Sprunt Community College	Dr. Ken Boham (I)	7/23/2018	SEARCHING
Johnston Community College	Dr. David N. Johnson	7/1/2009	
Lenoir Community College	Dr. Russell Hunt	10/1/2016	2016 ORT
Martin Community College	Dr. Paul Hutchins	3/1/2018	2018 NEW
Mayland Community College	Dr. John C. Boyd	1/1/2011	
McDowell Technical Community College	Dr. John Gossett	8/1/2016	2016 ORT
Mitchell Community College	Dr. Tim Brewer	3/1/2012	
Montgomery Community College	Dr. Chad Bledsoe	4/6/2015	2015 ORT
Nash Community College	Dr. William S. Carver, II	8/1/2005	
Pamlico Community College	Dr. James Ross	7/25/2016	2016 ORT
Piedmont Community College	Dr. Pamela Senegal	7/1/2017	2017 ORT
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 McInnis	3/1/2010	
Roanoke-Chowan Community College	Dr. Stanley Elliott	10/2/2017	2017 ORT
Robeson Community College	Dr. Kimberly Gold	1/1/2017	2017 ORT
Rockingham Community College	Dr. Mark Kinlaw	1/20/2015	2015 ORT
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 ORT
Southeastern Community College	Dr. Anthony Clarke	11/3/2014	
Southwestern Community College	Dr. Don Tomas	7/1/2011	
Stanly Community College	Dr. John Enamait	8/15/2016	2016 ORT
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. Gordon Burns (I) Dr. Rachel Desmarais (eff 2/1/2019)	8/11/2018	2019 NEW
Wake Technical Community College	Dr. William Aiken (I) Dr. Scott Ralls (eff 5/1/2019)	8/1/2018	2019 NEW
Wayne Community College	Dr. Thomas Walker	9/1/2016	2016 ORT
Western Piedmont Community College	Dr. Michael S. Helmick *	8/1/2014	
Wilkes Community College	Dr. Jeffrey A. Cox	7/1/2014	
Wilson Community College	Dr. Tim Wright	8/1/2015	2015 ORT

*Previously served as president at another NCCCS college

Totals:			
New 2015	4	Retirement	29
New 2016	6	Moved	8
New 2017	11	Other	21
New 2018	6		<u>58</u>
New 2019	6		
Searching	2		
	<u>35</u>		

AGENDA
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, Conference Room 201A
Thursday, January 17, 2019 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – November 18, 2018

For Future Action

- Initiate Rulemaking to Adopt 1B SBCCC 200.3 – “Establishing Multi-Campus Centers” (Attachment FC 01) *

For Action

- Additional Allocation for Title II Adult Education and Family Literacy Acts Providers (Attachment FC 02)
- State Board Reserve and Perkins Funding for Student Services Academies (Attachment FC 03)
- Tuition and Registration Fee Waiver Report (Attachment FC 04)
- Allocation for Finish First (Attachment FC 05)
- Allocation for Minority Male Success Initiative (Attachment FC 06)
- Title II Funding for Professional Development and Technical Assistance (Attachment FC 07) [CA]
- Allocation for Tobacco Trust Fund Commission Grant (Attachment FC 08) [CA]
- Regional Apprenticeship NC Coordinators (Attachment FC 09) [CA]
- Construction and Property (Attachment FC 10) [CA]

For Information

- Estimated Receipts – December 2018 (Attachment FC 11)
- SBCC Code Report (Attachment FC 12)
- Connect NC Bond Status Report (Attachment FC 13)

New Business

Adjourn

***The Finance 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
FINANCE COMMITTEE
Thursday, November 15, 2018 - 1:30 p.m.

FINANCE COMMITTEE MEMBERS PRESENT:

Lynn Raye, Chair	Bill McBrayer
James Rose	Frank Johnson
Scott Shook	Lisa Estep

Members absent: Lt. Gov. Dan Forest, Treasurer, Dale Folwell

OTHERS IN ATTENDANCE:

Elizabeth Grovenstein	Alex Granados	Jim Parker
Sondra Jarvis	David Sockley	Maureen Little
Gilda Rubio-Festa	Shante' Martin	
Christian Rossettu	Linda Suggs	
JW Kelley	Mary Shuping	
Maureen Little	Bryan Jenkins	
Brian Long	Brian Long	

WELCOME

Chairman Raye called the meeting to order at 1:30 p.m.

ROLL CALL

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

ETHICS STATEMENT

Mr. Raye read the required ethics statement. There were no conflicts of interest.

APPROVAL OF THE AGENDA

Chairman Raye asked for a motion to approve the agenda of the meeting as presented. Ms. Estep motioned for approval. Mr. F. Johnson seconded the motion, and the Committee approved.

APPROVAL OF THE MINUTES

Chairman Raye asked for a motion to approve the minutes of the October 18, 2018 meeting. Ms. Estep motioned for approval. Mr. F. Johnson seconded the motion, and the Committee approved.

FOR ACTION

Initiation of Rulemaking Process to Adopt 1G SBCCC 200.3 – “Establishing Multi-Campus Centers” (Attachment FC 01)

Ms. Grovenstein stated we are asking to table FC 01 will review it in January.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, November 15, 2018 - 1:30 p.m.

Ms. Estep motioned to table FC 01, Mr. Rose seconded the motion. The Committee voted to table the Initiation of Rulemaking Process to Adopt 1G SBCCC 200.3 – “Establishing Multi-Campus Centers” (Attachment FC 01) until January 2019.

Community College Study on Earning FTE for Instructional in Local Jails S.L. 2018-5 Section 9.10 (Attachment FC 02)

Ms. Grovenstein stated the legislative report is required to be submitted by the State Board by December 1, 2018. Ms. Grovenstein reviewed the requirements for the report. Ms. Robertson completed the study about earning FTE for local jail courses. Colleges cannot earn FTE so the total cost has to be paid by local authorities if courses are offered.

Ms. Robertson worked with the NC Sheriffs Association to compile the information. The Sheriffs Association endorsed these proposed changes. Ms. Grovenstein reviewed the recommendation at the bottom of page four. Mr. Raye asked if this is also for the state operated jails, or just federal? Ms. Grovenstein said it is for local jails. The Department of Corrections has funding for courses in state prisons.

Mr. F. Johnson motioned for approval, Mr. McBrayer seconded the motion. The Committee approved the Community College Study on Earning FTE for Instructional in Local Jails S.L. 2018-5 Section 9.10 (Attachment FC 02) as presented.

Guilford Technical Community College Multi-Campus Request (Attachment FC 03)

Ms. Grovenstein stated the center has been established for many years. The center houses three buildings and is adjacent to the Piedmont Triad Internal Airport. This request is for preliminary approval as the General Assembly would have to fund it before final approval is granted. The programs offered are specific to aviation and the college has addressed all the criteria identified. Ms. Grovenstein reviewed the Aviation Campus offers both curriculum and continuing education programs as noted in the table. Mr. McBrayer asked if Wilkes Community College has a similar program. Ms. Little said that Wilkes had a temporary facility to provide classes.

Mr. F. Johnson asked who are the companies that benefit from these trained students? What companies are giving back to this program? Ms. Little said the companies that are benefiting from the students provide equipment, supplies, part-time instructors, and sometimes they pay for employees to continue their education pathway through GTCC.

Mr. Shook motioned for approval, Ms. Estep seconded the motion. The Committee approved the Guilford Technical Community College Multi-Campus Request (Attachment FC 03) contingent upon a copy of the SACSCOC approval being provided to the System Office.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, November 15, 2018 - 1:30 p.m.

Community College Residency Determination Funding Formula Legislative Report (Attachment FC 04)

Ms. Grovenstein provided a handout in reference to the item. Based on conversations the last few days, there have been questions about this report. She provided a document that clarifies the budget bill special provision. The language is in the law that directs the NCCCS to develop an RDS formula. The State Board has to submit the report by December 1, 2018. If the funding formula is included in future requests, it must be distinguished separately. Ms. Grovenstein has worked with Ms. Shuping and Ms. Haygood to communicate to the Legislature that there is no funding in the NCCCS budget to address this RDS cost. SEAA asked the General Assembly last year to cover this cost. Instead, the funding formula was requested. When the report was developed, Ms. Grovenstein and Ms. Shuping worked together to write report and added part two to share the concerns of the State Board.

Mr. Shook asked who is State Education State Assistance Authority? Ms. Grovenstein stated SEAA is under the organization in the UNC System Office. They are the organization in the state that administers all of the financial aid programs for the state. Mr. Rose asked is there a committee of representatives for RDS? Ms. Grovenstein responded yes and the committee guides RDS policy and processes. Dr. Kelley is the NCCCS representative. There have also been focus groups to get feedback from staff and students. All of the feedback has been acted on so far. SEAA is the legal authority who is responsible for RDS.

Mr. F. Johnson said there has been a lot of concern about voter fraud. He stated this is a very expensive process for RDS. Also, it is a lot of money; will it save the System any money? How many people have been getting a discounted education? He stated If there is an easier way to do it and to remove the barrier, why can't it be done? There have been lots of people who have been stopped part way through the process. The root cause is that people who want to get onto campuses are not being allowed on campuses. The legislation changes that are being discussed will be important, but from the financial point of view, what are we spending and what is it costing the system? The amount that is being spent can be recouped.

Mr. Rose stated one solution could be if a high school transcript could be proof, that would make it easier for the students. Mr. F. Johnson said the heart of the matter is we aren't serving the citizens of NC. Chairman Shook said it is all frustrating and the General Assembly doesn't know what it costs, so that is why they asked for a study / report to find out. In the report, SEAA Elizabeth McDuffie, Director of SEAA, provided cost data that is the total operating costs annually. The portion between the three sectors (NCCCS, UNC, and Private colleges) is based on three-year averages of enrollments per system. The Community College sector is 51% of the total. Ms. Grovenstein explained that RDS only needs to be done for a curriculum course, but is not required for continuing education.

MINUTES
State Board of Community Colleges
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Ms. Estep said nowhere in the report takes into consideration who is on our campus versus who is on a university campus. The Community Colleges are going to have 90% residents which is much higher than the universities. The process is that every student going through the system has to be appropriately identified in a uniform methodology which are residents, and which are non-residents.

Mr. Raye motioned to amend FC 04 by deleting part two and replacing with a handout presented by Ms. Shuping. Ms. Shuping said that in the report we have included the concerns that have been raised by the Board. The amendment is based on results of suggestions from the NCACCP. Ms. Shuping reviewed the information in the handout. President Shockley said that there were four presidents on the NCACCP committee. The committee's recommendation was to remove the barrier of the requirement for parents' of documentation. The Presidents felt that was the best solution.

Chairman Shook said that we need to assure that we are given the opportunity to speak to the Legislative committees to speak to this issue. Mr. Rose asked if President Hans or Chairman Shook would write a letter asking to address the information from the report. Chairman Shook said we need to provide real world situations to the General Assembly. What we are doing is untenable, so we need to address.

Motion to amend part two was seconded by Estep.

Mr. F. Johnson motioned for approval as amended, Mr. Rose seconded the motion. The Committee approved the Community College Residency Determination Funding Formula Legislative Report (Attachment FC 04) as amended.

2019 Budget Priorities (Attachment FC 05)

Ms. Grovenstein presented the 2019 Budget Priorities. The priorities have been discussed through NCACCP, the System Advisory Council, Trustees, and State Board Representation. This has received support from all of the entities.

Mr. Raye asked about the Hurricane Florence item that has no dollar amount. Ms. Grovenstein said colleges are still in the throes of the impact. Because the budget is based on prior year enrollments, this would impact next year's budget allocation. The goal is to not punitively impact the colleges due to the enrollment decrease caused by Hurricane Florence. The colleges are tracking data into the spring and will submit the data for staff to determine a cost. Mr. Rose asked about the faculty and staff compensation, wouldn't we want numbers to give a number to the legislators?

MINUTES
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Ms. Grovenstein stated in the past, we have asked for faculty and staff to be treated the same as the state employees. This time we are wanting to work in collaboration with the Legislature to determine a number that would be more than what state employees are receiving.

Ms. Estep motioned for approval, Mr. McBrayer seconded the motion. The Committee approved the 2019 Budget Priorities (Attachment FC05) as presented.

Reorganization of Budget (Attachment FC 06)

Ms. Grovenstein stated due to the Executive Budget Act, the President can't make changes across divisions and fund codes. Because of that restriction, there has been a precedent in the two-year budget to have authority to reorganize. The law requires that it has to be approved by the State Board and submitted to General Assembly by April 1, 2019. This requested budget change will streamline the budget and remove structural holes. There is no net change to the overall budget.

Ms. Estep motioned for approval, Mr. Rose seconded the motion. The Committee approved the Reorganization of Budget (Attachment FC 06) as presented.

Allocation for Integrated English Literacy and Civics Education Occupation (Attachment FC 07)
[CA]

Ms. Rubio Festa stated this is an allocation for the federal grant under section 243 for English literacy and civics. Ms. Grovenstein reviewed the history of the program. Ms. Grovenstein stated there are still funds remaining in the grant. The same ten providers who received funds in July will provide curriculum for in demand occupations.

Mr. McBrayer motioned for approval, Mr. F Johnson seconded the motion. The Committee approved the Allocation for Integrated English Literacy and Civics Education Occupation (Attachment FC 07) as presented.

Allocation for NC Career Coach Program (Attachment FC 08) [CA]

Ms. Grovenstein stated this item is for allocations in fiscal years 2019-20, 2020-21, and 2021-22. This recommends that the career coach allocation is for three years rather than the two years. The amounts could be adjusted based on General Assembly funding.

The \$2.1 million would cover the salary, benefits, and travel expenses of the coaches. By getting this approved ahead of time, the college will be able to get the coach in place starting in July.

Dr. Kelley said that the feedback is that the three years helps with retention. Dr. Shockley said you also need the continuity of three years.

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Ms. Estep asked how many colleges will now have coaches? Dr. Kelley said there will be 71 coaches at 34 colleges for next fiscal year.

Mr. Rose motioned for approval, Ms. Estep seconded the motion. The Committee approved the Allocation for NC Career Coach Program (Attachment FC 08) as presented.

Service Agreement for ISIR Verification Services FY 2019-20 (Attachment FC 09) [CA]

Ms. Grovenstein stated ISIR Verification is a federal financial aid requirement for students who submit a FAFSA. Rather than college staff doing the work, the colleges have the choice to use this SEAA service. The System Office is only charged for the colleges that use the service. College are invoiced for their costs. Mr. Raye asked why many colleges don't use the service. Dr. Kelley said that some colleges don't believe in outsourcing and some just prefer a more personalized approach.

Ms. Estep motioned for approval, Mr. Rose seconded the motion. The Committee approved the Service Agreement for ISIR Verification Services FY 2019-20 (Attachment FC 09) as presented.

Contract for Integrated Library System (Attachment FC 10) [CA]

Ms. Grovenstein stated that the ILS enables access to college library holdings. This contract will go through December 2019. There is an RFP out for a new contract. This will prevent a gap in ILS service for the colleges and System Office.

Mr. McBrayer motioned for approval, Mr. Rose seconded the motion. The Committee approved the Contract for Integrated Library System (Attachment FC 10) as presented.

Service Agreement for Virtual Computing Environment (Attachment FC 11) [CA]

Ms. Grovenstein stated the virtual computing environment has been provided to faculty, students, and staff for 10 years. This contract includes sixteen new colleges. Mr. Raye asked if there is a cost to the colleges? Ms. Grovenstein stated the colleges paid for their software licenses, but the colleges save on software and IT upgrade costs.

Mr. Shook motioned for approval, Mr. Rose seconded the motion. The Committee approved the Service Agreement for Virtual Computing Environment (Attachment FC 11) as presented.

Construction and Property (Attachment FC 12) [CA]

Ms. Grovenstein reviewed the projects listed.

Mr. F. Johnson motioned for approval, Ms. Estep seconded the motion. The Committee approved the Construction and Property (Attachment FC 12) as presented.

For Information

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, November 15, 2018 - 1:30 p.m.

Estimated Receipts – October 2018 (Attachment FC 13)

Ms. Grovenstein reviewed the estimated receipts. There was a larger receipts collection in October. There is still an anticipated receipt shortfall and the full impact from Hurricane Florence will be seen in the Spring.

NEW BUSINESS

ADJOURNMENT

Mr. Rose motioned, seconded by Ms. Estep and the meeting was adjourned at 2:58 p.m.

Respectfully Submitted,

Sondra Jarvis
and
Petrina Lyons
Recording Secretaries



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

3
4 **CHAPTER B. COLLEGE OPERATIONS**

5
6 **SUBCHAPTER 200. PROGRAM ACCOUNTABILITY**

7
8 **1B SBCCC 200.3 Establishing Multi-Campus Centers**

9 (a) Definition. A multi-campus center (“MCC”) is a convenience location in the community
10 college service area to provide appropriate population and geographic access for
11 community outreach, testing, faculty and staff offices, as well as literacy, continuing
12 education, and curriculum instruction. Students may complete certificates, diplomas,
13 and associate degrees at MCC locations. Comprehensive instructional support
14 functions including, but not limited to libraries and student development services, are
15 parts of the operation. An MCC must provide students the opportunity to complete at
16 least one associate degree at the MCC.

17 (b) Purpose. The purpose of the SBCC’s policy on MCCs is to help ensure that
18 appropriate geographic access to community college programs and services is
19 provided to students while minimizing the unnecessary duplication and proliferation
20 of facilities and while minimizing the negative impact on existing community college
21 campuses and centers.

22 (c) Establishment and Maintenance. To establish and maintain an MCC designation,
23 colleges must satisfy all of the following criteria:

- 24 (1) The MCC is established in a location that provides geographic access to
25 community college programs and services in a location within the college service
26 area that is at least ten (10) miles from the main campus or other MCC locations
27 or the college must provide evidence that the MCC is established in a location
28 where the main campus or other MCC locations cannot adequately provide
29 community college programs and services. This provision only applies to MCCs
30 established after the effective date of this rule.

- 1 (2) Colleges shall provide programs and services based on evidence of student
2 demand and needs.
- 3 (3) Colleges shall obtain prior approval and maintain approval of the MCC from the
4 Southern Association of Colleges and Schools Commission on Colleges
5 (SACSCOC). Programs and services provided through MCCs shall comply with
6 The Principles of Accreditation: Foundation for Quality Enhancement of
7 SACSCOC.
- 8 (4) County government provides support for maintenance and operation of the MCC
9 physical plant.
- 10 (5) The college has developed an instructional program and services plan including,
11 but not limited to a description of programs, staffing, and instructional support
12 functions.
- 13 (6) The SBCC determines that the MCC is unlikely to have a significant negative
14 impact on institutions contiguous to the MCC. The college shall consult with
15 community college institutions contiguous to the MCC, and the community
16 college institutions that are contiguous to the MCC may provide evidence that the
17 MCC has or is likely to have a significant negative impact on college or program
18 specific enrollment.
- 19 (7) Students enrolled at an MCC must be able to complete at least one associate
20 degree at the MCC.
- 21 (8) Evidence that the duplication of instructional support and other cost expenses
22 are justifiable from cost effectiveness and quality of support services
23 perspectives.
- 24 (9) The MCC must enroll a minimum of 300 (curriculum, occupational extension, or
25 basic skills) budget FTE via face-to-face or hybrid instruction originating from and
26 delivered at that MCC location. If an MCC drops below the minimum budget FTE
27 (Level 1 MCC minimum is 300 and Level 2 MCC minimum is 1,201), the System
28 Office will provide the college president with a written notification that this drop
29 occurred after that year's budget allocations are approved by the State Board. If
30 the MCC's budget FTE remains below the minimum in the subsequent fiscal
31 year, for a Level 1 MCC, the budget allocation for that MCC will be reduced by

1 fifty percent (50%), and for a Level 2 MCC, the budget allocation will be reduced
2 by 50% of the difference between Level 2 and Level 1 funding. If the MCC's
3 budget FTE continues to remain below the minimum in the third fiscal year, the
4 budget allocation for a Level 1 MCC will be eliminated, and it will no longer be
5 designated as a MCC, and for a Level 2 MCC, the MCC will be categorized as a
6 Level 1 MCC. A college must follow the MCC approval process to re-establish
7 an MCC in any future year.

8 (10) The physical facility or facilities for the MCC must either be owned or leased
9 on a long-term basis by the college.

10 (d) The College of the Albemarle Dare County Campus and Gaston College Kimbrell
11 Campus and Textile Technology Center MCCs established by the General Assembly
12 are exempted from 1B SBCCC 200.3(c)(9).

13 (e) Colleges shall comply with the following steps to obtain approval for MCC
14 designation.

15 (1) Step 1 – Initial State Board Review and Recommendation. Community colleges
16 seeking a MCC designation must submit their application to the State Board of
17 Community Colleges (“State Board”) for approval by September 15th of each
18 year. Community colleges’ applications shall include information responding to
19 the criteria specified in 1B SBCCC 200.3(c)(1) - (c)(10).

20 (A) If a community college meets all of the criteria specified in 1B SBCCC
21 200.3(c), then the State Board shall recommend approval of the MCC
22 designation.

23 (B) If a community college does not meet all of the criteria specified in 1B SBCCC
24 200.3(c)(1) – (c)(10), but provides evidence of being able to meet all of the
25 criteria by the enactment of the budget for that fiscal year, the State Board
26 shall recommend conditional approval. The State Board's recommendation
27 for conditional approval shall specify the criteria in 1B SBCCC 200.3(c)(1) –
28 (c)(10) the college must satisfy to receive final State Board approval that is
29 contingent upon the General Assembly appropriating funds.

30 (2) Step 2 - Appropriation of Funds by the General Assembly. If the State Board
31 recommends the MCC for approval or for conditional approval, the System Office

1 shall include the State Board’s recommendation in the budget request provided
2 to the Office of State Budget and Management and to the General Assembly. If
3 the General Assembly appropriates funds for the MCC, the State Board’s
4 recommendation moves to Step 3. If the General Assembly does not appropriate
5 funds, the college shall annually certify in writing to the System Office by
6 September 15th that there are no changes in the MCC application, and the
7 System Office shall resubmit the college’s MCC request as a part of the annual
8 budget process in subsequent years, unless the college withdraws its request.

9 (3) Step 3: State Board Approval. If the General Assembly appropriates recurring
10 funds to support the MCC consistent with the existing funding formula and if the
11 college satisfies any conditions specified by the State Board by the enactment of
12 the budget for that fiscal year, the State Board shall approve the MCC
13 designation. If the State Board approves the MCC designation, the State Board
14 shall allocate recurring funds to the college for the newly approved MCC.

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

17 Eff.

STATE BOARD OF COMMUNITY COLLEGES
Additional Allocation for Title II
Adult Education and Family Literacy Act Providers
FY 2018-19

Request: The State Board of Community Colleges is asked to approve \$1,500,000 of carryover funds from the Title II Adult Education and Family Literacy Act (AFLEA) to the 63 Title II funded designated providers for FY 2018-19.

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 3.2.5: Modify the instructional funding model to ensure colleges have necessary resources to offer workforce training needed by their communities.

Background: The purpose of the Title II Adult Education and Family Literacy Act (AEFLA) is to develop partnerships among Federal Government, States, and localities to provide adult education and literacy services in order to 1) assist adults to gain literacy, knowledge and skills necessary for employment and economic self-sufficiency; 2) to assist adults who are parents to obtain skills and education that is needed to be full partners in their children's educational development, 3) assist adults in attaining a secondary school diploma and in transition to postsecondary education and training, including through career pathways; and 4) assist immigrants and other individuals who are English language learners to improve reading, writing, speaking/listening, math and English language skills and civic knowledge. The College and Career Readiness unit seeks to enhance and innovate for the following Title II activities:

- Link Adult Education to postsecondary using transition courses
- Develop, improve, or expand the use of Integrated Education and Training (IET) model, including Basic Skills Plus, and Pre-Apprenticeships articulated to Certified Apprenticeships to accelerate obtainment of credentials needed for employment.
- Implement the Teacher Induction Pathway model to improve teacher effectiveness to offer high-quality instructional programs.
- Revise and or implement data management plans to track student learning and improve outcomes.
- Revise and or innovate to create intake or orientations that use guided pathways to ensure students have a clear route to completion with a career focus.

Rationale for Allocation: The purpose of this funding is to help Title II providers expand and/or implement research-based practices that support improving instruction or implementing models or providing services that improve students' transition to postsecondary and/or employment and improve meeting performance measures.

Method of Allocation:

Title II funds will be allocated to all Title II providers funded during FY 2018-19. The method of allocation is based on the program's pro-rata share of the number of total student successes as reported by the Measurable Skills Gains for 2017-18 to the National Reporting Service.

Title II Provider	# of Student Successes	Amount
Alamance Community College	578	\$38,607
Asheville-Buncombe Technical Community College	510	\$34,065
Beaufort County Community College	157	\$10,487
Bladen Community College	81	\$5,410
Blue Ridge Community College	266	\$17,767
Brunswick Community College	189	\$12,624
Burke County Literacy Council	39	\$2,605
Caldwell Community College and Technical Institute	240	\$16,031
Cape Fear Community College	608	\$40,611
Cape Fear Literacy Council	80	\$5,344
Carteret Community College	131	\$8,750
Catawba Valley Community College	424	\$28,321
Central Carolina Community College	723	\$48,292
Central Piedmont Community College	1802	\$120,363
Cleveland Community College	77	\$5,143
Coastal Carolina Community College	515	\$34,399
College of The Albemarle	154	\$10,286
Craven Community College	194	\$12,958
Craven Literacy Council	48	\$3,206
Davidson County Community College	766	\$51,164
Durham Technical Community College	711	\$47,491
Edgecombe Community College	207	\$13,826
Fayetteville Technical Community College	1357	\$90,640
Gaston College	418	\$27,920
Gaston Literacy Council	95	\$6,345
Halifax Community College	129	\$8,616
Haywood Community College	135	\$9,017
Isothermal Community College	123	\$8,216
James Sprunt Community College	85	\$5,678
Johnston Community College	415	\$27,720
Lenoir Community College	592	\$39,542
Literacy Council of Buncombe County	96	\$6,412
Literacy Volunteers of America – Pitt County	8	\$534
Mayland Community College	308	\$20,573
McDowell Technical Community College	163	\$10,887

**Attachment FC 02
(REVISED 01/15/2019)**

Mitchell Community College	255	\$17,033
Motheread, Inc.	109	\$7,281
Nash Community College	235	\$15,697
Orange County Literacy Council	87	\$5,811
Pamlico Community College	64	\$4,275
Piedmont Community College	193	\$12,891
Pitt Community College	401	\$26,785
Randolph Community College	351	\$23,445
Reading Connections, Inc.	190	\$12,691
Richmond Community College	337	\$22,510
Robeson Community College	379	\$25,315
Rockingham Community College	240	\$16,031
Rowan-Cabarrus Community College	642	\$42,882
Sampson Community College	448	\$29,924
Sandhills Community College	202	\$13,492
South Piedmont Community College	488	\$32,596
Southeastern Community College	363	\$24,246
Southwestern Community College	190	\$12,691
Stanly Community College	267	\$17,834
Surry Community College	250	\$16,699
Triangle Literacy Council	79	\$5,277
Tri-County Community College	84	\$5,611
Vance-Granville Community College	469	\$31,327
Wake Technical Community College	2270	\$151,623
Wayne Community College	764	\$51,031
Western Piedmont Community College	262	\$17,500
Wilkes Community College	338	\$22,576
YMCA Literacy Initiative	76	\$5,076
Total	22,457	\$1,500,000

Allocation Amount and Time Period: The \$1,500,000 allocation is for the period of January 1, 2019, through June 30, 2019.

Fund Source and Availability: Funding is available from Title II funds.

Contact Persons:

Dr. Lisa M. Chapman
Senior Vice President & Chief Academic Officer

Gilda Rubio-Festa
Associate Vice President, College and Career Readiness
NC State Director, Adult Education

STATE BOARD OF COMMUNITY COLLEGES
State Board Reserve and Perkins Funding for Student Services Academies
FY 2018-19

Request: The State Board of Community Colleges (SBCC) is asked to approve \$10,000 from State Board Reserve and \$ 9,800 of Perkins Career and Technical Education funds to develop two additional academies to The North Carolina Community College System (NCCCS) Student Services Leadership Academy for fiscal year 2018-19 – The Chief Student Development Administrators Leadership Academy and The Disability Services Leadership Academy. Because these professional development activities are consistent with the Carl D. Perkins Act of 2006 to provide staff and administrators with skills in serving community college students including special and underrepresented populations enrolled in career and technical education programs, Perkins funding will supplement the State Board Reserve Funds to meet the start-up costs. The request for funding will be used to cover the cost of hiring personnel to develop the course materials for this professional development activity.

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 4.3: Enhance and support workplace environments that value and engage employees and provide opportunities for growth and development.
 - Strategy 4.3.1: Assess and address the professional development needs across the System.

Background: In 2016 the NCCCS was asked by a representative from the North Carolina Association of Community College Presidents (NCACCP) to create a Financial Aid Task Force. The purpose of the Financial Aid Task Force was to develop a Financial Aid Succession Plan to address the issue of high turnover in Financial Aid Director positions within the NCCCS. The Financial Aid Task Force created Financial Aid Leadership Academy and the SBCC supported the academy by allocating start-up funding at the November 17, 2017 meeting (FC 11). The Financial Aid Leadership Academy inaugural class finished December 2018. Assessment results indicate that the program was successful, and another class is planned for 2019.

Anticipating the success of the Financial Aid Leadership Academy, System Office staff identified other critical student services functional areas needing leadership development for new or future leaders. These activities are consistent with professional development under Perkins V. Advisory committees were formed to govern development and implementation. The Chief Student Development Administrators Leadership Academy and the Disability Services Leadership Academy are positioned to begin the development of course materials. Both academies are planned to start Fall 2019.

Perkins V legislation, “Strengthening Career and Technical Education for the 21st century” emphasizes support services for special populations including chronically unemployed, underemployed, individuals with disabilities, individuals from economically disadvantaged families, out of work individuals, youth who are in or have aged out of foster care system, and homeless individuals. These professional

development academies will help provide knowledge, skills, and cohesive leadership in leveling the playing field for these special populations.

Rationale: Leadership development at our colleges is paramount to meeting the mission of NCCCS and each community college. The purpose of the Student Services Leadership Academies is to support colleges' succession plans and employee onboarding through professional development designed to meet the following objectives.

- Obtain entry- and advanced-level skills for functional area.
- Understand laws, policies, and regulations impacting functional area.
- Obtain resource management skills (e.g., fiscal, facilities, etc.).
- Obtain supervisory techniques and skills.
- Obtain project management techniques and skills.
- Obtain leadership techniques and styles.
- Provide professional-networking opportunities.
- Gain a working knowledge of federal programs such as Perkins V, its stakeholders, local flexibility and support services for individuals enrolled in CTE programs of study at community colleges.

Modeled after the Financial Aid Leadership Academy, these academies will utilize participant registration fees to maintain and sustain the academies.

Budget: Funding is needed to pay personnel to develop the course materials. The requested start-up funding for the Academies is \$19,800. State Board Reserve funds of \$10,000 and Perkins funds of \$9,800 are requested (See Table 1).

Table 1: Academies

Academy	Number of Modules	Cost per Module	Cost per Academy	Perkins	State Board Reserve
Chief Student Development Administrators	7	\$900	\$6,300	-	\$6,300
Disability Services	15	\$900	\$13,500	\$9,800	\$3,700
Totals			\$19,800	\$9,800	\$10,000

Fund Source and Availability: FY 2018-19 funding is available from the State Board Reserve Fund from February 1, 2019 through June 30, 2019. Perkins Career and Technical Education funds are available from February 1, 2019 through June 30, 2019.

Contact:

Dr. James "JW" Kelley
Associate Vice President for Student Services

Dr. Bob Witchger
Director, Career and Technical Education

STATE BOARD OF COMMUNITY COLLEGES
Tuition and Registration Fee Waiver Reporting for FY 2017-18

Background: Session Law 2017-57 enacted G.S. 115D-5(b2), which reads, “Beginning February 1, 2018, and annually thereafter, the State Board of Community Colleges shall report to the Joint Legislative Education Oversight Committee on the number and type of waivers granted pursuant to subsection (b) of this section.”

Current Procedures: In the summer of 2017, the North Carolina Community College System released a software patch that allows colleges to generate a report with this data from their financial system and transmit it to the System Office. The information contained in the attached report is compiled from the data obtained in this fashion.

Scope: The report contains information about tuition that is waived pursuant to G.S. 115D-5, with the exception that there is no data for the following two groups, as these groups do not have tuition or registration fees charged and therefore have nothing to waive:

- persons not enrolled in elementary or secondary schools who are taking courses leading to a high school diploma or equivalent certificate; and
- trainees enrolled in courses conducted under the Customized Training Program

Although the State Board of Community Colleges is not required to report on tuition waivers granted under the authority of G.S. 115B-2, they have been included in this report. These waivers include waivers for survivors of a law enforcement officers, firefighters, volunteer firefighters, or rescue squad workers killed as a direct result of a traumatic injury sustained in the line of duty; spouses and children of such workers who become disabled as a direct result of a traumatic injury sustained in the line of duty; and wards of the State.

Executive Summary:

Tuition and registration fee waivers increased 4.6% during FY2017-18 to \$103,558,242. The growth was driven by the popular Career and College Promise program, which allows North Carolina’s high school students to be dually enrolled in postsecondary courses while earning their high school diploma. This program represents nearly half (\$50.9 million or 49.1%) of all waivers during the fiscal year and increased by 14.3% from prior year, switching the majority of the waiver volume from continuing education to curriculum during the year. Training for emergency service workers, such as law enforcement, fire, EMS, rescue, emergency response, and lifesaving personnel remained steady at about \$40.4 million (39.0% of the total waivers). Human resource development waivers contracted again this year by 15.5% to \$8.8 million (8.5%), and the remaining \$3.5 million (3.4%) of waivers were for corrections inmates and employees, CPR courses for elementary and secondary education employees, the youth apprenticeship program, and the waivers granted under G.S. 115B-2, as described previously. The following table provides the amounts and student counts for each waiver type.



Finance and Operations Division 2017-18 Tuition Waiver Analysis

	\$ Waived	Waivers	Students
Fire department (volunteer)	\$ 11,154,321	147,755	56,711
Fire department (municipal, county, or state)	6,815,202	92,022	27,856
EMS or rescue and lifesaving departments (volunteer)	2,261,847	29,100	11,973
EMS or rescue and lifesaving departments (municipal, county, or state)	4,084,518	53,399	21,324
Law enforcement, fire, EMS & rescue/lifesaving entities as an eligible lake authority	-	-	-
Law enforcement agencies (municipal, county, or state)	15,849,059	172,015	75,075
Radio Emergency Associated Citizen Teams (REACT)	7,410	98	95
Division of Adult Correction (Department of Public Safety) employees	2,846,775	35,176	18,197
Division of Juvenile Justice (Department of Public Safety) employees	9,695	133	133
Eastern Band of Cherokee Indians law enforcement, fire, EMS rescue/lifesaving programs	6,340	78	41
Fire, EMS, or rescue and lifesaving personnel whose duty station is on a NC military installation	206,035	2,440	918
Elementary and secondary school employees in first aid/CPR courses	362,233	5,954	5,789
Human resources development program (eligible enrollees)	8,804,428	67,503	54,019
High school students (Career and College Promise)	50,873,127	228,841	102,337
Youth Apprenticeship	222,095	902	434
Eligible survivor ¹	5,548	29	6
Eligible spouse ¹	-	-	-
Eligible child ¹	4,964	14	5
Ward of the State ¹	3,838	16	5
Basic Skills Plus (only for approved colleges)	40,807	214	172
Grand totals	\$ 103,558,242	835,689	375,090

*New waiver for this fiscal year

¹ Authorized by NCGS §115B-2

Unless otherwise noted, all waivers are authorized by NCGS §115D-5

STATE BOARD OF COMMUNITY COLLEGES

Allocation for Finish First

FY 2018-19

Request: The State Board is asked to approve \$554,046 to be allocated to Wake Technical Community College (WTCC) for the Finish First tool.

Strategic Plan Reference:

Theme: Clear & 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 2.3: Increase completion of credentials for successful transition to careers and/or further education.
 - Strategy 2.3.3: Validate students' prior learning and experience to minimize student costs and the time it takes to complete their educational goals

Background: The North Carolina Community College System applied and received funding from the John M. Belk Endowment to fund the implantation of a technology tool developed by Wake Technical Community College (Wake Tech), called Finish First. The tool scans students' transcripts against every program offered at a specific college to identify credentials the students may be eligible to earn, or, are short by a few credits. The tool uses processing power to match hundreds of possible credentials against thousands of student transcripts in a matter of hours as compared the thousands of man hours the process would require completing. The tool has the potential to improve completion rates as students are matched to potential credentials which they may not have known they were close to completing or did not know they possessed enough credits to receive.

Rationale: WTCC has piloted Finish First at 11 colleges and has demonstrated its potential by identifying over 30,000 students who are eligible to receive or lack a few credits to receive a credential at WTCC, alone. Similar results have been demonstrated at Lenoir CC, Cape Fear CC, and other community colleges. Additionally, the system office partnered with the UNC System Office on a grant that was awarded jointly to the two systems from the Lumina Foundation. The grant will award an additional \$200,000 to WTCC to further develop the Finish First tool and to connect the students identified by the tool to Governor Cooper's Finish Line grants to help students finish and receive a credential.

Method of Allocation: The John M. Belk Endowment has identified the following distribution of funds schedule:

December 2018: \$48,129

December 2019: \$249,619

December 2020: \$256,298

Allocation Amount and Time Period: The allocation of funding is for the period of December 18, 2018, through June 15, 2021.

Fund Source and Availability: These funds are available through the grant from John M. Belk Endowment grant award.

Contact Person:

Matthew Meyer

Associate Vice President

Business Engagement, National and International Partnerships

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Minority Male Success Initiative
FY 2019-20, FY 2020-21, and FY 2021-22

Request: The State Board of Community Colleges is asked to allocate \$810,000 for each fiscal year 2019-20, 2020-21, and 2021-22 for the Minority Male Success Initiative Projects: Early Alert, Success Coach, and Programmatic. Recommendations are based on an established Selection Committee and Advisory Board.

Background: The purpose of the Minority Male Success Initiative is to address and increase the progression and completion rates of minority male students. The goals are to (1) Increase the progression and completion rate of minority males, and (2) Increase the utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.

During the past three-year grant cycle, our initiative focused on student success outcomes by establishing progress and persistence performance measures. To help achieve the stated outcomes, 47 institutions received subgrants to enhance the student success outcomes of minority male students through a wide variety of programmatic options such as: mentoring, professional development, proactive advising, and coaching. For the upcoming three-year grant cycle, the system office has narrowed the focus of our grant to focus on scalable interventions proven to have significant impact at-risk students.

Rationale: The General Assembly appropriated funds to the North Carolina Community College System for the implementation of the Minority Male Success Initiative. These funds will be used for three distinct interventions; Early Alert Project, Success Coach Project, and Programmatic Projects.

Early Alert Project:

The System Office will work with the 12 partnering colleges to develop and implement an early alert project geared towards helping at-risk students overcome academic and non- academic barriers using proactive advising supported through technology.

Success Coach Project:

The System Office will provide funding for 6 institutions to hire success coaches to assist at risk students persist, as well as provide proactive and intrusive advising.

Programmatic Project:

The System Office will provide funding for 4 institutions to continue programmatic efforts to improve retention and persistence of at risk students such as: professional development for faculty, staff, and students; self-efficacy seminars; and mentoring.

The section committee reviewed applications submitted by 45 institutions and recommends the following awards:

Table 1: Early Alert Project

	2019-20	2020-21	2021-22	TOTAL
Alamance Community College	\$45,130	\$42,903	\$42,903	\$130,936
Fayetteville Technical Community College	\$45,130	\$42,903	\$42,903	\$130,936
James Sprunt Community College	\$45,130	\$42,903	\$42,903	\$130,936
Lenoir Community College	\$45,130	\$42,903	\$42,903	\$130,936
Montgomery Community College	\$45,130	\$42,903	\$42,903	\$130,936
Nash Community College	\$45,130	\$42,903	\$42,903	\$130,936
Piedmont Community College	\$45,130	\$42,903	\$42,903	\$130,936
Robeson Community College	\$45,130	\$42,903	\$42,903	\$130,936
Sampson Community College	\$45,130	\$42,903	\$42,903	\$130,936
Western Piedmont Community College	\$45,130	\$42,903	\$42,903	\$130,936
PAYMENTS FOR 10 NEW SCHOOL CONSORTIUMS	\$451,300	\$429,030	\$429,030	\$1,309,360
Carteret Community College	\$37,565	\$35,338	\$35,338	\$108,241
Roanoke-Chowan Community College	n/a	\$41,200	\$41,199	\$82,399
PAYMENTS FOR 2 CONTINUING SCHOOL CONSORTIUMS	\$37,565	\$76,538	\$76,537	\$190,640
TOTAL PAYMENTS FOR ALL SCHOOL CONSORTIUM	\$488,865	\$505,568	\$505,567	\$1,500,000

Table 2: Success Coach Project

	2019-20	2020-21	2021-22	TOTAL
Central Carolina Community College	\$35,000	\$35,000	\$35,000	\$105,000
Caldwell Community College & Technical Institute	\$35,000	\$35,000	\$35,000	\$105,000
Gaston College	\$35,000	\$35,000	\$35,000	\$105,000
Wake Technical Community College	\$35,000	\$35,000	\$35,000	\$105,000
Wayne Community College	\$35,000	\$35,000	\$35,000	\$105,000
Wilson Community College	\$35,000	\$35,000	\$35,000	\$105,000
Total	\$210,000	\$210,000	\$210,000	\$630,000

Table 3: Programmatic Project

	2019-20	2020-21	2021-22	TOTAL
Central Piedmont Community College	\$27,783	\$23,608	\$23,608	\$74,999
Davidson County Community College	\$27,783	\$23,608	\$23,608	\$74,999
Forsyth Technical Community College	\$27,783	\$23,608	\$23,608	\$74,999
Halifax Community College	\$27,783	\$23,608	\$23,608	\$74,999
Total	\$111,135	\$94,432	\$94,433	\$299,996

Table 4: Overall Total

	2019-20	2020-21	2021-22	TOTAL
Overall Allocation	\$810,000	\$810,000	\$810,000	\$2,430,000

Fund Source and Availability: FY 2019-20, FY 2020-21, and FY 2021-22 allocations are contingent upon approval of State General Fund appropriation and adjusted by any legislative action.

Contact:

Dr. John J. Evans
Associate Director of Student Life

Dr. James Kelley
Associate Vice President of Student Services

STATE BOARD OF COMMUNITY COLLEGES
Title II Funding for Professional Development and
Technical Assistance
FY 2018-19

Request: The State Board of Community Colleges is asked to approve \$50,000 from Title II, Adult Education and Family Literacy (AEFLA), State Leadership funds to supplement funds from State Board Reserve Funds approved July 2018 to support Professional Development and Technical Assistance to occur between January 1, 2019 and June 30, 2019. Due to new performance outcome data and clarification from the Department of Education, Office of Career, Technical, and Adult Education (OCTAE) on the use of Title II funds to provide professional development to all providers, this project will only require \$25,000 of the original \$125,000 approved for this project from State Board Reserve Funds.

Strategic Plan Reference:

Theme: System Effectiveness

Goal 4: Advance organizational effectiveness, operations, and decision-making to support a cohesive system of nimble, empowered, and community-driven colleges.

- Objective 4.2. Improve decision-making through increased access to comprehensive, timely, and quality data.

Theme: Clear & Supported Pathways for Student Progress and Success

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

- Objective 2.2. Provide integrated, targeted support services that promote student success.

Theme: Economic and Workforce Impact

Goal 3: To 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 3.1: Collaborate with the stakeholders to promote a workforce system that fosters innovation and establishes seamless connections among community colleges, K-12 education, universities, workforce and economic development partners, and business and industry.

Background: In July 2018, the State Board approved \$125,000 from State Board Reserve Funds to support professional development and technical assistance to College and Career Readiness Adult Education community college programs that were not funded with Title II AEFLA grants. Per the AEFLA, federal adult education funds must supplement, and not supplant, other state or local public funds expended for adult education and literacy activities. (Section 241(a) of AEFLA). State Board Reserve Funds were approved to ensure all adult education providers not receiving Title II 231 funds could be fully supported. However, in October 2018, federal performance measures for program year 2017-2018 were released. Based on this new data, the College and Career Readiness (CCR) unit revised their professional development plan for performance improvement to use a mentor-based approach. In addition, the CCR unit received clarification from OCTAE on

allowable use of funds to eligible providers. With these new data points, the CCR unit can allocate federal funds to support both funded Title II and non-Title II funded providers.

Rationale:

NC Title II has not met federal performance outcomes in over 10 years; however, in Program Year 2017-2018, NC exceeded its federal performance outcomes. The CCR unit revised its timeline and approach for implementing the professional development and technical assistance project that focuses on improving performance to include all providers. The revised project will include establishing a Center of Excellence for Adult Education Performance with the overall focus on improving student success as defined by federal reporting. Title II, AEFLA will continue to fully fund this Center for program year 2018-2021. Funds will be used to implement a research-based professional development model that uses a mentoring approach. A Title II funded college, Central Carolina Community College (CCCC) will establish the Adult Education Performance Center of Excellence to provide training and mentoring on best practices for using data to monitor and track student progress. Central Carolina Community College (CCCC) is a provider that has consistently demonstrated effectiveness in improving adult education skills, serves multiple counties, and has established relationships with community college providers. In addition, CCCC has experience in facing the challenges in serving adult education students and thus can make mentoring activities relevant. Making performance improvement a focus, it organized staff to include a position that focuses on data to improve student learning. CCCC has demonstrated the ability to replicate their model as evident in the presentation at the NC conferences and participation in data initiatives.

Professional Development Project:

Establish the Adult Education Performance - Center of Excellence

January 2019 - June 2019

Amount Allocated: \$50,000

This amount is added to the \$25,000 already approved July 2018.

For FY 2018-19, Central Carolina Community College, a Title II community college provider will work with providers identified as needing technical assistance due to low performance. The following services will be delivered:

1. Provide ½ day training at NCCC System office on federal performance reporting. Training logistics organized by CCR staff.
2. Establish a data analysis protocol and develop program self-evaluation tool.
3. Analyze data using various metrics to include retention, completion, multiple skills gain.
4. Meet with providers to analyze data workflow.
5. Work with CCR team to conduct follow up meeting/calls with colleges to review new data management plan.
6. Work with CCR team to develop data training for the Performance Summit.

Funding Amount and Time Period: The \$50,000 request is for the period of January 1, 2019, through June 30, 2019.

Fund Source and Availability: Funding is available from the Title II Adult Education and Family Literary Act, State Leadership Funds.

Contact:

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

Dr. Lisa M Chapman
Senior Vice President & Chief Academic Officer

THE STATE BOARD OF COMMUNITY COLLEGES
Allocation for Tobacco Trust Fund Commission Grant
“Project Skill-UP”
January 18, 2019 – June 30, 2019

Request: The State Board is requested to approve \$45,000 in funding for 8 colleges. Funds will be utilized by colleges to provide scholarships for students in short-term workforce training programs and pathways leading to State or Industry recognized credentials.

Background: Project Skill-UP is a NCCCS initiative whose goal is to help individuals in North Carolina adversely impacted by changes in the tobacco-related sector of the economy. This support will provide scholarship assistance to individuals to “update” their current skills and provide them with additional marketable skills reflective of fast-growing occupations and/or new industries within their local communities.

Labor market statistics reveal an aging farming workforce, high rates of unemployment or underemployment, high rates of families living below the poverty levels, and a large number of economically distressed counties. With the decline in tobacco farming, related industries and shifts in the agriculture industry overall, access to education, occupational skills training, and targeted workshops/seminars are essential to economic stimulus and recovery in these counties.

The objectives of the project are to 1) provide short-term training programs supporting local workforce needs; 2) develop educational programs supporting diverse utilization of agriculture resources and enterprises; and 3) create education opportunities to assist small farmers in accessing new methods to support business sustainability.

Method of Allocation: A request for applications was sent to all twenty colleges with a current 2017 Tobacco Trust Fund allocation. Colleges were requested to submit applications on how funds would be used to support the objectives of the grant.

Funding is recommended for all colleges who submitted applications.

COLLEGE NAME	FUNDING AMOUNT
Durham Tech CC	\$ 3,000
Isothermal CC	\$ 6,500
James Sprunt CC	\$ 5,000
Randolph CC	\$ 10,000
Roanoke-Chowan CC	\$ 7,500
Sampson CC	\$ 5,000
Wilkes CC	\$ 5,000
Wilson CC	\$ 3,000
Total	\$ 45,000

Fund Source and Availability: The “Project Skill-UP” funds are the balance of funds available through the Tobacco Trust Fund Commission 2017 grant cycle.

Time Period: The allocation period is January 18, 2019, through June 30, 2019.

Contact(s):

Margaret Robertson
Associate Vice President
Workforce Continuing Education

STATE BOARD OF COMMUNITY COLLEGES
Regional ApprenticeshipNC Coordinators
January 1, 2019 – October 31, 2019

Request: The State Board of Community Colleges is asked to approve the allocation of \$10,000 (\$2,500 per college) to four community colleges. These community colleges will serve as hosts for four Community College ApprenticeshipNC Coordinators.

Background and Rationale: ApprenticeshipNC received a US Department of Labor (US DOL) grant with the focus on expanding apprenticeship registrations in the following eight sectors: Advanced Manufacturing, Construction, Energy, Healthcare, Hospitality, Information Technology, Logistics, and Public Safety. To increase these efforts in expanding apprenticeship, the grant provides an opportunity to hire Community College Regional ApprenticeshipNC Coordinators, for a 12-month period. These Regional Coordinators will be responsible for the promotion, development and registration of apprenticeship programs within specific Economic Development regions. The allocation to support the regional coordinator positions was approved FC 01 on October 19, 2018. The funds will be used to support laptop computers, phones and related service agreements for a 10-month period (January 1, 2019 through October 31, 2019).

Method of Allocation: A total of \$10,000 is allocated to four community colleges for Regional ApprenticeshipNC Coordinators. Colleges may not transfer or use funds provided through this allocation for any other purpose.

College	Economic Development Region	Allocation Amount
Asheville-Buncombe Technical CC	Western Region	\$2,500
Montgomery CC	Sandhills Region	\$2,500
Pitt CC	Northeast Region	\$2,500
Wayne CC	Southeast Region	\$2,500
Total		\$10,000

Funding Source and Allocation Period: These funds are available through the US DOL Expansion Grant, for the period November 1, 2018, through October 31, 2019.

Contact Person:

Maureen Little
Vice President, Economic Development

Kathryn Castelloes
Director, ApprenticeshipNC

State Board of Community College
Construction and Property
January 18, 2019
FY 2018-19

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
							Non-State	0	765,000	765,000
	1	Rockingham	Main Campus	2443	Parking Lot Improvements	Campus wide repairs and repaving of parking lots.	Total	0	765,000	765,000
							Non-State	0	20,000,000	20,000,000
	2	Sandhills	Main Campus	2435	Nursing Building -New Construction	Construction of a new Medical Education Building for the colleges expanding Nursing and Health Sciences programs, which will include classrooms, lab and simulation space.	Total	0	20,000,000	20,000,000

State Board of Community College
Construction and Property
January 18, 2019
FY 2018-19

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	College of The Albemarle	Main Campus	1864	Elizabeth City Campus Signage	Project is amended to add additional signage and funding.	Non-State	0	75,000	75,000	
						41120	45,220	0	45,220	
						Total	45,220	75,000	120,220	

State Board of Community College
Construction and Property
January 18, 2019
FY 2018-19

C. Project Approval - New (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	Nash	Main Campus	2442	Veterinary Medical Technology Addition - New Construction	Addition of approximately 4,100 SF that will be added onto Building D to be used for clinic facilities, exam areas and facility space to accommodate the Veterinary Medical Technology Program.	State (46620) New	0	470,000	470,000	
						Total	0	470,000	470,000	
2	Robeson	Main Campus	2426	Building 11- Classroom Addition and Renovation	Addition of approximately 3,173 SF classroom space to support the College's Law Enforcement Training Program. Renovation and conversion of an existing locker room and classroom area.	State (46620) New	0	1,289,532	1,289,532	
						State (46620) R&R	0	772,800	772,800	
						Total	0	2,062,332	2,062,332	
3	Rockingham	Main Campus	2429	Keys Gym Improvements	Roof replacement on the Keys Gym and renovation to locker rooms that support the following classes: Personal Health and Wellness, Circuit Training, Physical Fitness I, Walking for Fitness, Fit and Well for Life and Physical Weight Training.	State (46620) R&R	0	400,000	400,000	
						Total	0	400,000	400,000	
4	Rockingham	Main Campus	2430	Humanities Building Renovation - Second Floor	Repair and renovation of the Humanities Building second floor. Renovations include electrical/telecommunication re-wiring, ADA compliant restrooms, lighting replacement, painting and carpeting.	State (46620) R&R	0	475,000	475,000	
						Total	0	475,000	475,000	
5	Sampson	Main Campus	2436	Transportation Annex - New Construction	Development of approximately 2,500 SF training site for commercial truck driving that will include an approximate 600' X 600' asphalt driving pad with classroom and restroom facility.	Non-State	0	100,000	100,000	
						Other State	0	200,000	200,000	
						State (46620) New	0	2,675,327	2,675,327	
						Total	0	2,975,327	2,975,327	

State Board of Community College
Construction and Property
January 18, 2019
FY 2018-19

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	Central Piedmont	Merancas Campus	2013	Commercial Driver License Program Driving Course and Lab Building	Project is amended to increase funds for equipment purchase. Contingent on Board of Trustees approval, which is scheduled on January 9, 2019.	Non-State	1,332	800	2,132	
						State (46620) New	3,945,433	0	3,945,433	
						40720	1,945	0	1,945	
						Total	3,948,710	800	3,949,510	
2	Robeson	Main Campus	2136	Emergency Services Classroom Building (Formerly - Emergency Services Training Center Classroom Addition)	Project is being amended due to a change in location and project scope. Instead of a new addition the college will build a new facility on the Main Campus approximately 6,890 SF.	State (46620) New	2,193,430	304,677	2,498,107	
						Total	2,193,430	304,677	2,498,107	
						State (46620) R&R	400,000	42,500	442,500	
3	South Piedmont	Main Campus	2212	Garibaldi Air Handler	Project is being amended due to an increase in construction costs following receipt of bids.	Total	400,000	42,500	442,500	
						Non-State	14,398,697	(1,178,534)	13,220,163	
4	Southwestern	Main Campus	2205	Health Science Building	Project is amended to add EDA funding. Note: President Hans, under the authority granted to him by the State Board, approved this project on November 30, 2018.	Federal	0	2,015,395	2,015,395	
						State (46620) New	5,445,597	0	5,445,597	
						Total	19,844,294	836,861	20,681,155	
						Non-State	6,700,000	1,800,000	8,500,000	
5	Wilkes	Ashe Campus	2391	Ashe Campus Classroom/Lab Building	Project is amended due to an increase in construction costs following original cost estimate. Note: President Peter Hans, under the authority granted to him by the State Board, approved this project on December 6, 2018.	State (46620) New	3,000,000	0	3,000,000	
						Total	9,700,000	1,800,000	11,500,000	
						Non-State	6,700,000	1,800,000	8,500,000	

State Board of Community College
Construction and Property
January 18, 2019
FY 2018-19

E. Project Approval-Final-Closeout (Connect NC Bonds Funds)										
Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/Decrease	Current Budget	
1	Beaufort	Main Campus	2191	ADA Upgrades	Project is amended for a decrease in project cost for closeout.	Non-State	0	1,946	1,946	
						State (46620) R&R	749,474	(47,140)	702,334	
						Total	749,474	(45,194)	704,280	
2	Davidson	Main Campus	2192	Finch and Reich Cooling Tower Replacement	Project is amended for project closeout.	State (46620) R&R	183,813	0	183,813	
						Total	183,813	0	183,813	
3	Isothermal	Main Campus	2370	Applied Sciences Building - Roof Replacement	Project is amended for project closeout.	State (46620) R&R	204,135	0	204,135	
						Total	204,135	0	204,135	
4	Stanly	Main Campus	2273	Patterson Building Renovation	Project is amended for a decrease in project cost for closeout.	State (46620) R&R	250,000	(7,124)	242,876	
						Total	250,000	(7,124)	242,876	
5	Surry	Main Campus	2259	V Building 2nd Floor Renovation	Project is amended for a decrease in project cost for closeout.	State (46620) R&R	403,000	(43,493)	359,507	
						Total	403,000	(43,493)	359,507	
6	Tri-County	Main Campus	2335	Enloe HVAC Replacement	Project is amended for project closeout.	State (46620) R&R	440,000	0	440,000	
						Total	440,000	0	440,000	
7	Tri-County	Main Campus	2347	Maintenance to Classroom Renovation	Project is amended for a decrease in project cost for closeout.	State (46620) R&R	339,000	(34,160)	304,840	
						Total	339,000	(34,160)	304,840	

F. Acquisition and Disposal of Real Property						
Item	College	Campus or County	Project Number	Acquisition and/or Disposal	Action Requested	
1	Fayetteville	Main Campus	N/A	Acquisition of Real Property	The Board of Trustees of Fayetteville Community College requests permission as per G.S. 115D-20, to acquire, by donation approximately 14.87 acres known as Southlawn Property (County Ballpark). Property includes 8 buildings, 2 sheds and 1 Press box totaling approximately 10,996 SF located at 2823 Legion Road, Fayetteville North Carolina.	
2	Sampson	Main Campus	N/A	Acquisition of Real Property	The Board of Trustees of Sampson Community College requests permission as per G.S. 115D-20, to acquire, by donation approximately 12 acres of property located in Clinton Industrial Park that will be used for a truck driving facility. Contingent on Board of Trustees approval, which is scheduled on January 12, 2019.	

State Fund Legend

- 41120 2011 Equipment to Capital
- 40720 2007 Equipment to Capital
- 46620 2016 Connect NC Bond Program

STATE BOARD OF COMMUNITY COLLEGES
ESTIMATED TUITION AND FEES COLLECTED THROUGH
December 31, 2018

	2016-17	2017-18	2018-19	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	\$ 341,978,024	\$ 340,722,245	\$ 328,098,488	-3.7%
ACTUAL NET RECEIPTS COLLECTED	182,813,018	176,923,338	170,510,567	-3.6%
BUDGETED RECEIPTS UNCOLLECTED	\$ 159,165,006	\$ 163,798,907	\$ 157,587,921	
PERCENT OF BUDGET COLLECTED	53.5%	51.9%	52.0%	

PERCENT OF BUDGET BENCHMARK (3 year average)	54.4%
COLLECTION BENCHMARK	\$ 178,567,075
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (3 year average)	\$ (8,056,508)
PERCENT OVER-REALIZED / (SHORTFALL)	-4.5%

PERCENT OF BUDGET BENCHMARK (last year)	54.5%
COLLECTION BENCHMARK	\$ 178,945,955
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (last year)	\$ (8,435,388)
PERCENT OVER-REALIZED / (SHORTFALL)	-4.7%

FY 2018-19 BUDGETED RECEIPTS REFLECTS THE FOLLOWING LEGISLATIVE ADJUSTMENT:

\$ (12,623,757) ENROLLMENT DECLINE ADJUSTMENT

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



FINANCE COMMITTEE

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
ADOPTION 1B SBCCC 200.3 – “Establishing Multi- Campus Centers”	Initiation of Rulemaking Process	February 15, 2019	PENDING
	Publication on NCCCS Website	February 19, 2019	
	Written Comment Period Ends	March 21, 2019	
	Review Comments with SBCC Committee	April 18, 2019	
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	April 19, 2019	
	Prospective Effective Date of Rule	May 1, 2019	

POLICY COMMITTEE

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
TEMPORARY AMENDMENT OF 1G SBCCC 200.1 – “General Provisions”	Presented to SBCC for Temporary Adoption	October 19, 2018	COMPLETED
	Prospective Effective Date of Rule	October 19, 2018	COMPLETED
	Publication on NCCCS Website	October 19, 2018	COMPLETED
	Expiration Date of Rule	April 17, 2019	PENDING



Connect NC Bond Status Report

December 31, 2018

Submitted by the North Carolina Community College System
Office to the:

Joint Legislative Oversight Committee on Capital Improvements,

House of Representatives Appropriations Committee,

And

Senate Committee on Appropriations/Base Budget

As Required by Section 2 of Session Law 2015-280

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CONNECT NC BOND REPORT
AS OF DECEMBER 31, 2018
FY 2018-19**

Executive Summary

Connect NC Bond Projects

The State Board has approved the commitment of **\$292,759,589** or **84%** of the \$350,000,000 Connect NC Bond Funds. Of the \$292,759,589 fund commitment to projects, **53%** of the funds will be used for **“New Construction,”** and **47%** will be used for **“Repair and Renovation.”** The State Board has also approved the use of **\$142,489,983** of other funds for the total project budget of **\$435,249,572**. The expenditures to date and project percent complete are provided in Attachment A.

Connect NC Bond Projects Status

The State Board has approved 243 projects. The following provides the status of these approved projects.

- Five (5) Property Purchases have **closed**.
- Three (3) Property Purchases are **State Board Approved but pending closing**.
- Forty-two (42) projects are **closed-out**.
- One Hundred Eight (108) projects are **under construction**.
- Sixty-one (61) projects are **under design**.
- One (1) projects is **under design – advance-planning** stage.
- Twenty-three (23) projects remain in the **State Board Approved** stage.

Connect NC Bond funds totaling \$57,240,411 remain undesignated and require State Board approval to be designated for college projects.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CONNECT NC BOND REPORT
FISCAL YEAR 2018-19
AS OF DECEMBER 31, 2018

Attachment A

College	Project No.	Project Name - (Project No. if assigned)	New Construction Funds Authorized	R & R Funds Authorized	Other Funds Authorized	Total Project Budget	Total Project Expended to Date	Percent Complete	New Construction Match Ratio	Match Requirement Per S.L. 2015-280	Overmatch (Used)/Generated per G.S. 115D-31*
Alamance	2400	A Building- Culinary Renovation	0	1,100,000	0	1,100,000	0	0.00%	NA		
Alamance	2395	Main Building, B-Building and Automotive Shop Building Renovations	0	4,650,339	350,000	5,000,339	0	0.00%	NA		
Alamance	2695	Generator Project - Multiple Buildings	0	350,000	261,640	611,640	0	0.00%	NA		
Asheville	2141	Ivy Building Renovation	0	1,515,000	435,000	1,950,000	326,776	16.76%	NA		
Asheville	2142	Advanced Manufacturing Center Renovation	0	1,300,000	0	1,300,000	70,863	5.45%	NA		
Asheville	2143	Poplar Building Repurposing	0	800,000	0	800,000	40,218	5.03%	NA		
Asheville	2144	Ramsey Building Gutters	0	115,000	0	115,000	91,358	79.44%	NA		
Asheville	2145	Sunnicrest Building Exterior Restoration	0	500,000	0	500,000	317,149	63.43%	NA		
Asheville	2146	Balsam Building Exerior Accessibility	0	50,000	0	50,000	37,151	74.30%	NA		
Asheville	2147	Chestnut Building Renovation	0	242,000	0	242,000	238,617	98.60%	NA		
Asheville	2148	Sycamore Building Greenhouse Wall Replacement	0	200,000	0	200,000	22,884	11.44%	NA		
Asheville	2175	Ramsey Building HVAC Replacement	0	450,000	0	450,000	328,588	73.02%	NA		
Asheville	2176	Ramsey Building Welding Shop Upgrades	0	50,000	0	50,000	0	0.00%	NA		
Beaufort	2079	Public Safety and Workforce Development Complex	3,494,750	0	105,000	3,599,750	11,025	0.31%	1:3	1,164,917	(1,164,917)
Beaufort	2191	ADA Upgrades	0	749,474	0	749,474	702,334	93.71%	NA		
Beaufort	2314	Emergency Services Training Center	1,983,683	0	0	1,983,683	96,420	4.86%	1:3	661,228	(661,228)
Bladen	1721	Continuing Education Building	6,394,000	0	115,000	6,509,000	1,231,759	18.92%	1:3	2,131,333	(2,131,333)
Bladen	2082	STEM Training Facility	139,125	0	1,860,000	1,999,125	99,200	4.96%	1:3	46,375	1,313,625
Blue Ridge	2106	Arts and Science Building (Science Lab) Renovation	0	300,000	0	300,000	161,397	53.80%	NA		
Blue Ridge	2107	Spearman Building (Customized Training) Addition	1,645,750	0	0	1,645,750	1,232,263	74.88%	1:1	1,645,750	(1,645,750)
Blue Ridge	2108	Sink Building (One Stop Center) Renovation Phase 1	0	494,599	0	494,599	490,455	99.16%	NA		
Blue Ridge	2117	Straus Building (Instructional Classrooms) Renovations	0	74,300	0	74,300	34,019	45.79%	NA		
Blue Ridge	2118	Straus Building Renovation/Addition	219,495	25,000	0	244,495	9,338	3.82%	1:1	219,495	(219,495)
Blue Ridge	2393	Sink Building - Major Renovation	0	206,933	593,067	800,000	43,400	5.43%	NA		
Brunswick	2126	Allied Health Building Renovation	0	2,857,328	3,193,150	6,050,478	244,483	4.04%	NA		
Caldwell	2236	Student Services Center - Watauga Campus	4,685,600	0	651,534	5,337,134	1,458,840	27.33%	1:2	2,342,800	(1,691,266)
Caldwell	2424	Electrical Lineman Facility	943,737	0	466,478	1,410,215	0	0.00%	1:2	471,869	(5,391)
Cape Fear	2197	Building K (Auto Body Technology Facility) Renovation	0	718,000	0	718,000	41,585	5.79%	NA		
Cape Fear	2198	Building F (Automotive Technology Facility)Renovation	0	200,000	5,543	205,543	200,000	97.30%	NA		
Cape Fear	2199	Building W (Marine Technology & Hospitality Renovation	0	1,050,000	1,100,000	2,150,000	113,595	5.28%	NA		
Cape Fear	2352	Galehouse, McLeod and Natural Sciences Complex Renovations	0	3,707,951	542,049	4,250,000	0	0.00%	NA		
Carteret	2104	Hospitality/Culinary Arts Building	2,674,685	0	5,318,897	7,993,582	1,499,167	18.75%	1:1	2,674,685	2,543,162
Catawba	2274	Public Safety Driving Range	3,900,000	0	0	3,900,000	813,903	20.87%	1:2	1,950,000	(1,950,000)
Catawba	2275	Tarlton Complex and Student Services Center Roof Replacement	0	800,000	0	800,000	650,528	81.32%	NA		
Catawba	2403	Mechanical Unit, Chiller and Cooling Tower Replacements	0	1,480,268	0	1,480,268	0	0.00%	NA		
Central Carolina	2098	Health Sciences Center- New Construction	2,100,000	0	11,268,607	13,368,607	0	0.00%	NA	1,050,000	10,218,607
Central Carolina	2229	Economic and Community Development	0	495,000	0	495,000	229,354	46.33%	NA		
Central Carolina	2230	West Harnett Center Renovation	0	1,000,000	0	1,000,000	905,762	90.58%	NA		
Central Carolina	2375	Miriello and Continuing Education Buildings- Mechanical Upgrades	0	250,000	0	250,000	0	0.00%	NA		
Central Carolina	2376	Science Building Roof Replacement	0	495,000	0	495,000	0	0.00%	NA		
Central Carolina	2378	Corridor Renovations and ADA upgrades	0	350,000	0	350,000	0	0.00%	NA		
Central Piedmont	2012	North Energy Plant	3,172,224	0	0	3,172,224	2,919,194	92.02%	1:1	3,172,224	(3,172,224)
Central Piedmont	2013	Commercial Driving License Program Driving Course & Lab Building	3,945,433	0	3,277	3,948,710	2,928,373	74.16%	1:1	3,945,433	(3,944,101)
Central Piedmont	2114	Property Acquisition - Demo of Building	1,190,225	0	0	1,190,225	1,190,225	100.00%	1:1	1,190,225	(1,190,225)
Central Piedmont	2281	Central High Building-Third Floor Office Upfits	0	1,133,320	0	1,133,320	812,425	71.69%	NA		
Cleveland	2153	Hunt Campus Ctr, Student Activities Ctr.& Paksoy Tech. Roof Rep.	0	609,776	466,224	1,076,000	631,526	58.69%	NA		
Cleveland	2211	Advanced Manufacturing Building (Instructional Classrooms)	4,857,581	0	0	4,857,581	20,000	0.41%	1:2	2,428,791	(2,428,791)
COA	1862	Library Renovation	0	1,912,610	987,000	2,899,610	1,388,323	47.88%	NA		
COA	2140	Performing Arts Center Renovation	0	605,039	146,653	751,692	605,039	80.49%	NA		
COA	2321	Vital Records & Operation Facility	1,400,000	0	0	1,400,000	0	0.00%	1:3	466,667	(466,667)
COA	2350	Currituck County Public Safety Facility - New Construction	1,000,000	0	0	1,000,000	0	0.00%	1:3	333,333	(333,333)
Coastal Carolina	2164	Classroom Building	6,973,103	0	0	6,973,103	0	0.00%	1:2	3,486,552	(3,486,552)
Craven	2093	STEM Building	4,441,215	0	1,221,743	5,662,958	308,183	5.44%	1:2	2,220,608	(1,498,865)
Craven	2184	Barker Hall First Stop Renovation (Student Services)	0	935,425	264,575	1,200,000	797,213	66.43%	NA		
Davidson	1699	Health Sciences Center	2,600,000	0	10,567,996	13,167,996	2,717,400	20.64%	1:2	1,300,000	9,150,596
Davidson	2192	Finch and Reich Building Cooling Tower Replacement	0	183,813	0	183,813	183,813	100.00%	NA		
Davidson	2193	Brinkley Building HVAC Renovation	0	550,000	0	550,000	0	0.00%	NA		
Davidson	2194	Davie Community Building Chiller Replacement	0	150,000	0	150,000	0	0.00%	NA		
Davidson	2195	Training Grounds Pavement Resurface (Training Fire/Truck Driver)	0	150,000	0	150,000	126,993	84.66%	NA		
Davidson	2380	Dr. Slate Medical Training Center- Major Renovation	0	695,000	1,000,000	1,695,000	0	0.00%	NA		

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CONNECT NC BOND REPORT
FISCAL YEAR 2018-19
AS OF DECEMBER 31, 2018

Attachment A

College	Project No.	Project Name - (Project No. if assigned)	New Construction Funds Authorized	R & R Funds Authorized	Other Funds Authorized	Total Project Budget	Total Project Expended to Date	Percent Complete	New Construction Match Ratio	Match Requirement Per S.L. 2015-280	Overmatch (Used)/Generated per G.S. 115D-31*
Durham	2245	Newton Building Addition & Renovation	3,362,997	0	22,723,084	26,086,081	0	0.00%	1:1	3,362,997	19,360,087
Edgecombe	2094	Center for Innovation	6,100,000	0	0	6,100,000	1,292,246	21.18%	1:3	2,033,333	(2,033,333)
Edgecombe	2260	McIntyre Building Renovation	0	200,000	0	200,000	0	0.00%	NA		
Edgecombe	2261	Barnes Building Renovation	0	200,000	0	200,000	0	0.00%	NA		
Edgecombe	2262	Norfleet House Renovation	0	50,000	0	50,000	0	0.00%	NA		
Fayetteville	2341	Health Technologies Center Roof Replacement	0	452,000	0	452,000	267,061	59.08%	NA		
Fayetteville*	2310	Acquisition of Property - Spring Lake 1.6 & 1.0 (Two separate purchase)	828,850	0	0	828,850	828,850	100.00%	1:2	414,425	(414,425)
Fayetteville	2427	Acquisition of Property - Five properties	2,510,000	0	500,000	3,010,000	0	0.00%	1:2	1,255,000	(755,000)
Forsyth	2127	Ardmore Hall, Forsyth Building & Main Campus Renovation	250,000	4,750,000	0	5,000,000	953,422	19.07%	1:1	250,000	(250,000)
Forsyth	2128	Trades Shop Building	809,410	0	1,500,000	2,309,410	215,338	9.32%	1:1	809,410	(809,410)
Gaston	2206	Veterinary Technology Facility	4,277,000	0	1,000,000	5,277,000	343,607	6.51%	1:2	2,138,500	(2,138,500)
Guilford	2132	Medlin Campus Center Renovations	0	9,519,543	69,500	9,589,043	1,030,787	10.75%	NA		
Halifax	2200	Student Access Door Retrofit (Instructional Classrooms)	0	200,000	0	200,000	0	0.00%	NA		
Halifax	2215	Buildings 300, 400, and 500 Roof Renovations	0	396,165	0	396,165	396,165	100.00%	NA		
Halifax	2216	Buildings 100, 300, 400, 500, & 600 HVAC Renovations	0	170,000	0	170,000	0	0.00%	NA		
Halifax	2217	Buildings 100, 300, 500, and 600 Boiler & Chiller Replacements	0	281,565	0	281,565	0	0.00%	NA		
Halifax	2218	Buildings 300, 500 and Library Building Restroom Renovations	0	250,000	0	250,000	0	0.00%	NA		
Halifax	2219	Buildings 100, and 500 Air Handler Repair and Replacement	0	250,000	0	250,000	0	0.00%	NA		
Halifax	2220	Buildings 100, 300, 400, 500, and 600 Flooring and Wall Renovations	0	600,000	0	600,000	0	0.00%	NA		
Halifax	2213	Replace Natural Gas Piping	0	34,000	0	34,000	0	0.00%	NA		
Halifax	2364	Advanced Manufacturing Center	3,742,915	0	2,000,000	5,742,915	0	0.00%	1:3	1,247,638	752,362
Haywood	2416	Health and Human Services Building - New Construction	2,831,380	0	0	2,831,380	0	0.00%	1:1	943,793	(943,793)
Isothermal	2088	Comprehensive Applied Sciences and Workforce Dev. Center	2,000,000	0	6,717,501	8,717,501	0	0.00%	1:3	666,667	6,050,834
Isothermal	2370	Roof Replacement-Applied Sciences Building	0	204,135	0	204,135	0	0.00%	NA		
Isothermal	2398	Agribusiness Barn Facility	216,000	0	305,000	521,000	0	0.00%	1:3	72,000	233,000
Isothermal	2420	Applied Sciences HVAC Replacement	0	400,000	0	400,000	0	0.00%	NA		
James Sprunt	2365	Hoffler Building Biology/Chemistry Lab Renovation	0	316,250	0	316,250	0	0.00%	NA		
James Sprunt	2366	Herring Building Welding Shop/Classroom Renovation	0	704,439	0	704,439	0	0.00%	NA		
James Sprunt	2367	Hall Building-Vocational Technology Building Infrastructure Renovation	0	848,700	0	848,700	0	0.00%	NA		
James Sprunt	2423	Hoffler Building Health Education Facility Addition/Renovation	0	2,449,065	2,050,935	4,500,000	0	0.00%	NA		
Johnston	2189	Tart & Wilson Building Renovations	0	3,701,470	5,377,573	9,079,043	1,791,412	19.73%	NA		
Lenoir	2139	Admin. Bus. Tech. & Learn. Resource Cntr. Elevator Upgrades	0	720,000	0	720,000	429,177	59.61%	NA		
Lenoir	2382	Bullock Building HVAC Replacement	0	121,424	0	121,424	0	0.00%	NA		
Lenoir	2383	Student Chiller Replacement and Health Science Building Heat Pump Replace	0	237,512	0	237,512	0	0.00%	NA		
Lenoir	2385	Learning Resource Center Chiller Replacement	0	150,755	0	150,755	0	0.00%	NA		
Lenoir	2386	Highway 91 Center HVAC Renovation	0	198,017	0	198,017	0	0.00%	NA		
Lenoir	2387	Bullock Building Roof Remediation Coating	0	353,443	0	353,443	0	0.00%	NA		
Lenoir	2388	Student Center Roof Replacement	0	689,237	0	689,237	0	0.00%	NA		
Lenoir	2389	Health Sciences Roof Replacement	0	96,218	0	96,218	0	0.00%	NA		
Lenoir	2390	Workforce Development Center Roof Replacement	0	231,038	0	231,038	0	0.00%	NA		
Lenoir	2405	Health Sciences Building - Major Renovation	0	5,158,718	0	5,158,718	0	0.00%	NA		
Martin	2252	Door Upgrade - Campus Security	0	470,000	0	470,000	431,476	91.80%	NA		
Martin	2322	Electronic Signs	0	457,537	29,158	486,695	287,967	59.17%	NA		
Martin	2324	Campus Security Upgrade	0	351,858	14,084	365,942	149,733	40.92%	NA		
Martin	2332	Equine Facility Repairs/Upgrade	0	450,000	0	450,000	246,377	54.75%	NA		
Martin	2333	Fire Training Facility	2,000,000	0	0	2,000,000	82,226	4.11%	1:3	666,667	(666,667)
Martin	2340	Building 1 Renovations	0	325,000	0	325,000	113,212	34.83%	NA		
Martin	2413	Library/Student Success Center Renovation	0	450,000	0	450,000	0	0.00%	NA		
Mayland	2103	Phillips Bldg. HVAC/Controls	0	302,700	0	302,700	302,700	100.00%	NA		
Mayland	2110	Gwaltney Hall Biology Lab Renovation	0	345,709	170,088	515,797	345,709	67.02%	NA		
Mayland	2111	Auto Body Repair Shop Renovation	0	500,857	30,000	530,857	500,857	94.35%	NA		
Mayland	2174	Pinebridge Coliseum (Instructional Classrooms) Renovations	0	2,330,375	1,034,625	3,365,000	95,357	2.83%	NA		
Mayland	2177	Avery Learning Center Roof Replacement	0	88,200	0	88,200	88,200	100.00%	NA		
Mayland	2221	Yancey Learning Center Roof Replacement	0	75,000	8,850	83,850	83,850	100.00%	NA		
Mayland	2308	Welding Building Renovation and Addition	146,125	147,125	394,500	687,750	23,868	3.47%	1:2	73,063	321,438
Mayland	2309	Vocational Building Renovation	0	234,262	12,500	246,762	234,262	94.93%	NA		
Mayland	2358	Phillips-Gwaltney Early College	0	61,194	406	61,600	61,194	99.34%	NA		
Mayland	2361	Vocational Building Second Floor	0	160,000	0	160,000	0	0.00%	NA		
Mayland	2363	Gwaltney Hall First Floor	0	210,000	0	210,000	36,709	17.48%	NA		
McDowell	2244	Bldg 14 Renovation (Health Sciences Lab)	0	385,272	0	385,272	385,272	100.00%	NA		
McDowell	2251	Cosmetology Center	4,078,421	0	0	4,078,421	125,071	3.07%	1:2	2,039,211	(2,039,211)

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
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Attachment A

College	Project No.	Project Name - (Project No. if assigned)	New Construction Funds Authorized	R & R Funds Authorized	Other Funds Authorized	Total Project Budget	Total Project Expended to Date	Percent Complete	New Construction Match Ratio	Match Requirement Per S.L. 2015-280	Overmatch (Used)/ Generated per G.S. 115D-31*
Mitchell	2154	Agri-Business New Classroom and Labs	908,800	0	0	908,800	664,968	73.17%	1:1	908,800	(908,800)
Mitchell	2155	Mooreville Façade and Classroom Renovation	0	1,491,932	7,964	1,499,896	121,827	8.12%	NA		
Mitchell	2254	Wallace House Renovation	0	473,750	21,250	495,000	32,535	6.57%	NA		
Montgomery	2232	Building 200 Roof Replacement	0	174,430	0	174,430	174,430	100.00%	NA		
Montgomery	2242	Building 200 HVAC Replacement	0	1,075,000	0	1,075,000	877,064	81.59%	NA		
Montgomery	2243	Center for Workplace Development Renovation	0	111,449	0	111,449	111,449	100.00%	NA		
Montgomery	2277	Building 200 Interior Renovations	0	124,565	0	124,565	124,565	100.00%	NA		
Montgomery	2278	Building 100 Interior Renovations, HVAC and Roof Replacement	0	3,245,000	400,000	3,645,000	179,367	4.92%	NA		
Montgomery	2412	Capel Hall Building 200- Minor Renovation	0	65,000	0	65,000	47,006	72.32%	NA		
Nash	2092	Engineering & Cosmetology Buildings	4,945,000	0	150,000	5,095,000	4,851,614	95.22%	1:3	1,648,333	(1,648,333)
Nash	2133	Building A and B Roof Replacements	0	258,135	0	258,135	258,135	100.00%	NA		
Nash	2134	Building B and D2 HVAC Replacements	0	155,800	0	155,800	155,800	100.00%	NA		
Nash	2137	Fire/EMS Program Vehicle Shelter	43,440	0	186	43,626	43,440	99.57%	1:3	14,480	(14,294)
Nash	2180	Buildings A and B Renovations	0	342,000	11,977	353,977	353,977	100.00%	NA		
Nash	2181	Building D1 HVAC Replacement	0	194,425	0	194,425	194,425	100.00%	NA		
Nash	2227	Bldgs. B & I Classroom Renovation	0	48,730	0	48,730	18,220	37.39%	NA		
Nash	2233	Continuing Education and Public Service ADA Compliance	0	62,175	0	62,175	55,807	89.76%	NA		
Nash	2344	HVAC (Roof Top Unit) Replacement- Building D2	0	120,340	0	120,340	120,340	100.00%	NA		
Nash	2379	Veterinary Medical Technology Renovation	0	450,000	0	450,000	59,564	13.24%	NA		
Nash	2401	Science & Technology and Business and Industry Buildings- Roof Replacement	0	215,422	0	215,422	74,192	34.44%	NA		
Nash	2404	Buildings A & B- HVAC Renovation	0	180,000	0	180,000	126,163	70.09%	NA		
Pamlico	2201	Johnson Building (Instructional Classrooms) Renovations	1,200,000	2,843,233	659,200	4,702,433	0	0.00%	1:2	600,000	(600,000)
Pamlico	2331	Johnson Building-Generator Replacement	0	148,898	0	148,898	148,898	100.00%	NA		
Piedmont	2122	Building E (Student Center) Renovations	0	711,395	0	711,395	118,865	16.71%	NA		
Piedmont	2123	Building D (Auditorium) Renovations	0	975,000	0	975,000	387,883	39.78%	NA		
Piedmont	2125	Mechanical Room Boiler Replacement	0	72,860	72,000	144,860	144,860	100.00%	NA		
Pitt	2081	Everette Building Renovations	0	2,000,000	2,249,195	4,249,195	822,142	19.35%	NA		
Pitt	2280	Student Advancement Center	6,376,397	0	0	6,376,397	54,720	0.86%	1:2	3,188,199	(3,188,199)
Randolph	2168	Allied Health Center	5,086,842	0	9,363,158	14,450,000	1,487,568	10.29%	1:2	2,543,421	6,819,737
Richmond	2120	Lindsey-Petris Building Expansion & Renovation	1,000,000	4,620,000	475,000	6,095,000	382,430	6.27%	1:3	333,333	141,667
Richmond	2399	Acquisition of Property - 517 Peden Street, Laurinburg, NC 28352	600,000	0	0	600,000	0	0.00%	1:3	200,000	(200,000)
Roanoke-Chowan	2265	Handicap Access Update	0	550,000	0	550,000	32,500	5.91%	NA		
Roanoke-Chowan	2266	Fine Arts Center	3,683,773	0	0	3,683,773	39,911	1.08%	1:3	1,227,924	(1,227,924)
Roanoke-Chowan	2267	Jerigan Auditorium Renovation	0	500,000	0	500,000	18,063	3.61%	NA		
Roanoke-Chowan	2268	Health Sciences Program/Lab Renovation	0	50,000	0	50,000	0	0.00%	NA		
Roanoke-Chowan	2269	Davis Center Renovation	0	300,000	0	300,000	3,825	1.28%	NA		
Roanoke-Chowan	2270	Mathematics Laboratory Renovation	0	52,517	0	52,517	319	0.61%	NA		
Roanoke-Chowan	2271	Industrial Skills Building Renovation	0	10,227	0	10,227	10,227	100.00%	NA		
Roanoke-Chowan	2272	Campuswide Classroom Renovation	0	1,090,000	0	1,090,000	49,546	4.55%	NA		
Roanoke-Chowan	2279	Greenhouse	90,000	0	0	90,000	574	0.64%	1:3	30,000	(30,000)
Robeson	2135	Emergency Services Training Center-Burn Building & Training Tower	2,188,400	0	0	2,188,400	71,485	3.27%	1:3	729,467	(729,467)
Robeson	2136	Emergency Services Training Center Classroom Addition	2,193,430	0	0	2,193,430	0	0.00%	1:3	731,143	(731,143)
Rockingham	2095	Whitcomb Student Center Renovation	0	650,000	750,000	1,400,000	632,190	45.16%	NA		
Rockingham	2152	Industrial Technology I and II Renovation	0	3,000,000	0	3,000,000	21,983	0.73%	NA		
Rockingham	2162	Advanced Technology Building Renovation	0	400,000	103,227	503,227	472,245	93.84%	NA		
Rockingham	2190	James Library Renovation	0	495,000	0	495,000	493,161	99.63%	NA		
Rockingham	2328	Emergency Services Training Center Improvements	0	100,000	0	100,000	38,569	38.57%	NA		
Rockingham	2377	Humanities Building Renovation	0	475,000	0	475,000	0	0.00%	NA		
Rowan-Cabarrus	2151	Fire and Emergency Services Training Facility Phase II	1,050,000	0	0	1,050,000	30,285	2.88%	1:02	525,000	(525,000)
Rowan-Cabarrus	2225	Motorsport Management Building Renovation	0	486,000	0	486,000	67,478	13.88%	NA		
Rowan-Cabarrus	2231	Acquisition of Real Property - Motorsport Management Purchase	1,053,196	0	0	1,053,196	1,053,196	100.00%	1:2	526,598	(526,598)
Rowan-Cabarrus	2234	Building 300 Exterior Renovations	0	480,000	0	480,000	268,566	55.95%	NA		
Rowan-Cabarrus	2406	Law Enforcement Tactical Training Facility- Building Renovation	0	100,000	0	100,000	0	0.00%	NA		
Rowan-Cabarrus	2407	Acquisition of Real Property - 1534 Trinity Road, Kannapolis, NC	733,000	0	250,000	983,000	733,000	74.57%	1:2	366,500	(116,500)
Sampson	2163	Welding and Activity Center Buildings	1,837,285	0	2,140,772	3,978,057	208,383	5.24%	1:2	918,643	822,130
Sandhills	2222	Owens Auditorium Renovation	0	3,816,267	600,000	4,416,267	321,950	7.29%	NA		
South Piedmont	2212	Garibaldi Building Air Handler Replacement	0	400,000	0	400,000	225,500	56.38%	NA		
South Piedmont	2213	Watson Building (Anson County Early College) HVAC Replacement	0	450,000	0	450,000	416,081	92.46%	NA		
South Piedmont	2214	Center for Technology & Health Education 2nd Floor Renovation	0	1,500,000	5,963,000	7,463,000	413,200	5.54%	NA		
Southeastern	2085	Addition to Business Industry Training Center, Renovations to B&M	2,614,787	3,619,802	90,000	6,324,589	651,709	10.30%	1:3	871,596	(871,596)
Southwestern	2205	Health Science Building	5,445,597	0	15,235,558	20,681,155	1,138,762	5.51%	1:3	1,815,199	13,420,359

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Southwestern	2371	Public Safety Driving Range Repairs	0	60,000	0	60,000	0	0.00%	NA		
Southwestern	2402	Fire Rescue Training Center	1,400,000	0	1,312,605	2,712,605	0	0.00%	1:3	466,667	845,938
Stanly	2273	Patterson Building Renovation	0	250,000	0	250,000	242,876	97.15%	NA		
Stanly	2346	Phase I- Eddins & Webb Buildings	0	264,556	0	264,556	0	0.00%	NA		
Stanly	2356	Upgrades to the AMIT building	0	150,000	0	150,000	90,166	60.11%	NA		
Stanly	2357	Structural/Settlement to the Kelley & Patterson Buildings	0	330,000	0	330,000	161,798	49.03%	NA		
Stanly	2359	Whitley Technology Center Renovation	0	370,000	325,000	695,000	265,835	38.25%	NA		
Stanly	2360	Agribusiness Facilities	73,870	0	0	73,870	40,381	54.67%	1:2	36,935	(36,935)
Surry	2129	Yadkin Industrial Training Center & Truck Driving Track	3,593,500	0	200,000	3,793,500	3,028,196	79.83%	1:3	1,197,833	(1,197,833)
Surry	2207	Building C (Instructional Classrooms) Roof Replacement	0	214,145	0	214,145	214,145	100.00%	NA		
Surry	2208	Building I (Industrial Training Center) Addition	30,136	0	0	30,136	30,136	100.00%	1:3	10,045	(10,045)
Surry	2209	Building K (Engineering Technology) Electrical Upgrades	0	16,000	0	16,000	16,000	100.00%	NA		
Surry	2210	Building R (Instructional Classrooms) Roof Replacement	0	181,799	0	181,799	181,799	100.00%	NA		
Surry	2239	Building C Renovations	0	279,886	0	279,886	279,886	100.00%	NA		
Surry	2240	Building P Renovations	146,036	323,964	0	470,000	470,000	100.00%	1:3	48,679	(48,679)
Surry	2241	Building S Renovations	0	240,000	0	240,000	225,365	93.90%	NA		
Surry	2257	Emergency Services Training Center - Propane Disconnect Valve	0	16,450	0	16,450	16,450	100.00%	NA		
Surry	2258	S Building Materials Storage Building Addition	80,000	0	0	80,000	80,000	100.00%	1:3	26,667	(26,667)
Surry	2259	V Building - 2nd Floor Renovation	0	403,000	0	403,000	359,507	89.21%	NA		
Surry	2329	S Building Roof Replacement	0	160,000	0	160,000	160,000	100.00%	NA		
Surry	2330	V Building Roof Replacement	0	250,589	0	250,589	250,589	100.00%	NA		
Surry	2352	Center for Public Safety	0	1,000,000	0	1,000,000	0	0.00%	NA		
Tri-County	2224	McSwain Building HVAC Replacement	0	475,928	0	475,928	475,928	100.00%	NA		
Tri-County	2226	Driving Safety Pad	465,223	0	0	465,223	441,491	94.90%	1:2	232,612	(232,612)
Tri-County	2228	Property Acquisition	119,710	0	0	119,710	119,710	100.00%	1:2	59,855	(59,855)
Tri-County	2255	Student Services Reception Area	0	28,000	0	28,000	28,000	100.00%	NA		
Tri-County	2307	Campuswide Access Door Renovation	0	457,848	0	457,848	409,906	89.53%	NA		
Tri-County	2319	Human Resources Development Program Delivery- Harper Building	0	55,000	0	55,000	0	0.00%	NA		
Tri-County	2320	Crisp HVAC Replacement	0	265,000	0	265,000	265,000	100.00%	NA		
Tri-County	2327	West HVAC Replacement	0	301,000	0	301,000	301,000	100.00%	NA		
Tri-County	2335	Enloe HVAC Replacement	0	440,000	0	440,000	440,000	100.00%	NA		
Tri-County	2336	Harper HVAC Replacement	0	380,000	0	380,000	280,891	73.92%	NA		
Tri-County	2347	Maintenance to Classroom	0	339,000	0	339,000	304,840	89.92%	NA		
Tri-County	2409	McSwain Exterior Building Renovation	0	452,500	0	452,500	0	0.00%	NA		
Vance-Granville	2188	Buildings 1-6 & 9 HVAC Replacements & Fire Alarm System Install	0	4,174,500	0	4,174,500	142,523	3.41%	NA		
Vance-Granville	2248	Exterior Masonry Repairs and Restoration	0	1,000,000	43,100	1,043,100	6,002	0.58%	NA		
Vance-Granville	2249	Building 10 Phase II Renovation	0	273,725	150,000	423,725	0	0.00%	NA		
Vance-Granville	2250	Building 2 Welding Lab Renovation	0	223,717	0	223,717	223,623	99.96%	NA		
Wake	2178	Ready Hall Addition (Formerly Ready Hall Renovation)	9,723,927	0	2,806,900	12,530,827	53,624	0.43%	1:1	9,723,927	(6,917,027)
Wake	2179	Health Sciences Building Renovations	0	2,871,200	0	2,871,200	2,507,744	87.34%	NA		
Wayne	2169	Wayne Learning Center & Testing Center Renovations	0	245,912	0	245,912	245,912	100.00%	NA		
Wayne	2170	Magnolia Building Roof Replacement	0	400,000	0	400,000	287,710	71.93%	NA		
Wayne	2171	Azalea, Dogwood, Hocutt, Holly, Magnolia, Maple, Door Renovations	0	60,000	98,438	158,438	0	0.00%	NA		
Wayne	2172	Greenhouse Additions & Renovations	315,734	42,068	0	357,802	189,775	53.04%	1:2	157,867	(157,867)
Wayne	2173	Hocutt Building & HVAC Renovations	0	250,000	0	250,000	0	0.00%	NA		
Wayne	2185	Holly, Azalea, & Aviation Buildings Renovations	0	98,063	64,500	162,563	162,563	100.00%	NA		
Wayne	2186	Pine Building Renovations	0	192,639	248,000	440,639	177,985	40.39%	NA		
Wayne	2196	Boiler Replacement	0	100,576	192,000	292,576	292,576	100.00%	NA		
Wayne	2410	Automotive Collision Repair Building- New Construction	3,000,000	0	4,000,000	7,000,000	0	0.00%	1:2	1,500,000	2,500,000
Western Piedmont	2165	Building H Renovations	0	2,617,753	0	2,617,753	1,796,763	68.64%	NA		
Western Piedmont	2166	HVAC Repairs & Updates-Patton and E Buildings	0	300,000	0	300,000	0	0.00%	NA		
Western Piedmont	2235	Student Access Door Retrofit	0	125,000	200,000	325,000	0	0.00%	NA		
Western Piedmont	2315	Learning Resource Center Renovations	0	125,000	292,762	417,762	10,350	2.48%	NA		
Western Piedmont	2316	Concrete and Brick Repair	0	325,000	0	325,000	0	0.00%	NA		
Western Piedmont	2414	Moore Hall - Major Renovation	0	210,000	0	210,000	0	0.00%	NA		
Wilkes	2149	Walker Center Auditorium Roof Replacement	0	67,889	0	67,889	67,889	100.00%	NA		
Wilkes	2238	Culinary Lab Building	2,025,785	0	567,094	2,592,879	445,393	17.18%	1:2	1,012,893	(445,799)
Wilkes	2334	Alleghany Center Industrial Lab	150,000	0	75,000	225,000	0	0.00%	1:2	75,000	-
Wilkes	2391	Ashe Campus Classroom/Lab Building	3,000,000	0	8,500,000	11,500,000	0	0.00%	1:2	1,500,000	7,000,000
Wilson	2223	Wilson Buildings L-A and L-F Additional Classrooms, Offices and Sign	0	1,800,000	10,860	1,810,860	1,517,825	83.82%	NA		
Total			156,087,573	136,672,016	142,489,983	435,249,572	74,426,348	17.10%			

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
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*Per G.S. 115D-31, prior non-state expenditures used to access new construction Connect NC bond funds. Negative calculation reflects use of prior non-state expenditures as match. Positive calculation reflects excess non-state funds.
**Former Connect NC Bond Funded Projects: Bladen #2182, Lenior #2384, Martin #2323, Wayne #2100, Wayne #2318

NCCCS Bonds	350,000,000
Committed	292,759,589
% of Authorized Bonds Committed	84%
% New of Committed	53.32%
% R&R of Committed	46.68%
Total Project Costs	435,249,572
Undesignated	57,240,411

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Caswell Building, Innovation Station
Thursday, January 17, 2019 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – November 15, 2018

For Future Action

- Progress on the Implementation of the Career and College Ready Graduates Program (Attachment PROG 01)
- Cooperative Innovative High School Applications (Attachment PROG 02)

For Action

- Appeals for Award of the North Carolina Title II Adult Education and Family Literacy Act (AEFLA) (Attachment PROG 03)
- Additions to Special Curriculum Program Application List (Attachment PROG 04)*
 - South Piedmont Community College
 - Mechatronics Engineering Technology (A40350)
- Curriculum Program Application (Attachment PROG 05) [CA]
 - State Board of Community Colleges
 - Associate in Engineering (A10500)
- Curriculum Program Application – Fast Track for Action (FTFA) (Attachment PROG 06) [CA]
 - Isothermal Community College
 - Equine (A15270)
 - Randolph Community College
 - Agribusiness Technology (15100)
- Combined Course Library – Continuing Education (Attachment PROG 07) [CA]
 - New Course Approvals, Modifications, and Tier Designations
 - New Course Approval – NCCCS/NC Forest Service
 - Wildland Fire Suppression (WLF-2208)
 - Chainsaw Safety for Fire Depts (WLF-2305)
 - Wildland Red Card Trng Block (WLF-3000)
 - New Course Approval – NCCCS/IANC
 - Property and Casualty Insurance (INS-3129)
 - New Course Approval – NCCCS/Real Estate Commission
 - Post 303 – NC Law, Rules & Legal Concepts (RLS-3706)

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Caswell Building, Innovation Station
Thursday, January 17, 2019 – 1:30 p.m.

- Course Modification – NCCCS/NC Forest Service
 - Wildland Firefighter Type 1 (WLF-2202)
- Course Modification – NCCCS/Carolinas Energy Workforce Consortium
 - Electric Linework (ELS-3018)
- Courses of Instruction – Captive/Co-opted Groups (Attachment PROG 08) [CA]
 - South Piedmont Community College – Anson Correctional Institution (Previously Lanesboro)
 - HRD-4100 Working Smart
 - (Working Smart)
 - Wake Technical Community College – NC Correctional Institution for Women
 - HRD-3008 Financial Literacy
 - (Financial Literacy)
 - Wake Technical Community College – Wake Correctional Center
 - HRD-3008 Financial Literacy
 - (Financial Literacy)
 - TCT-3105 Broadband Communications
 - (Introduction to Networking Telecommunications)

For Information

Programs Committee

- Three-Year Accountability Reports (Attachment PROG 09)
- Curriculum Program Applications as Approved by the System President (Attachment PROG 10)
 - Isothermal Community College
 - Human Services Technology/Animal-Assisted Interactions (A4528F)
 - Martin Community College
 - Entrepreneurship (A25490)
 - Wake Technical Community College
 - Human Services Technology/Gerontology (A4538B)
- Curriculum Program Terminations as Approved by the System President (Attachment PROG 11)
 - Gaston College
 - Polysomnography (A45670)
 - Piedmont Community College
 - Healthcare Business Informatics
 - Health Care Technology (Certificate) (C45350)
 - Health Science: Therapeutic and Diagnostic Services
 - Medical Assisting (D45920)
 - Nurse Aid (D45970)
 - Phlebotomy (D45950)
 - Phlebotomy (Certificate) (C45600)

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Caswell Building, Innovation Station
Thursday, January 17, 2019 – 1:30 p.m.

- Tri-County Community College
 - Industrial Systems Technology (A50340)
 - Nurse Aide (Diploma) (D45970)
 - Nurse Aide (Certificate) (C45840)
 - School-Age Care (Certificate) (C55450)

Finance Committee

- Additional Allocation for Title II Adult Education and Family Literacy Act Providers (Attachment FC 02)
- State Board Reserve and Perkins Funding for Student Services Academies (Attachment FC 03)
- Allocation for Finish First (Attachment FC 05)
- Allocation for Minority Male Success Initiative (Attachment FC 06)
- Title II Funding for Professional Development and Technical Assistance (Attachment FC 07)
- Allocation for Tobacco Trust Fund Commission Grant (Attachment FC 08)

New Business

Adjourn

***Items received in previous month's Agenda Review**

MINUTES
State Board of Community Colleges
PROGRAMS COMMITTEE
Thursday, November 15, 2018

MEMBERS PRESENT:

Sam Powell, chair
Candler Willis, vice chair*

Toni Formato
William Holder

Bobby Irwin
Bob Stephens

ABSENT MEMBERS:

Ernest Pearson

*attended via phone

SYSTEM OFFICE STAFF AND OTHERS:

Lisa Chapman
Alexandra Doles

Morgan Johnson (Wilson CC)

WELCOME AND ETHICS STATEMENT: Dr. Powell called the meeting to order at 1:31 p.m. in the Wilson Community College, Frank L. Eagles Center, Room G-242. 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 November 15, 2018 agenda. Mr. Stephens made a motion to approve the agenda and Mr. Holder seconded the motion. The agenda was unanimously approved by the committee.

APPROVAL OF THE MINUTES: Dr. Powell requested a motion to approve the October 18, 2018 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:

Additions to the Special Curriculum Program Application List (Attachment PROG 01)

- North Carolina Community College System Office
 - Mechatronics Engineering Technology (A40350)

Dr. Chapman reviewed this item.

The committee had no questions or concerns.

FOR ACTION

Amend 1D SBCCC 400.8 – “Courses for Curriculum Programs” (Attachment PROG 02)

Dr. Chapman reviewed this item. This will be a numbering change to be supportive of the co-requisite model.

The committee had no questions or concerns.

On a motion made by Mr. Irwin, seconded by Mr. Holder, this item on the “For Action” agenda at their meeting on November 16, 2018.

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

- Isothermal Community College
 - Human Services Technology (A45320)
- Sampson Community College
 - Agribusiness Technology (A15100)
- Wake Technical Community College
 - Electroneurodiagnostic Technology (A45320)

Dr. Chapman reviewed this item.

The committee had no questions or concerns.

On a motion made by Mr. Holder, seconded by Mr. Stephens, PROG 03 was approved for the consent agenda and forwarded to the November 16, 2018 meeting.

Curriculum Standard Hour Revision (Attachment PROG 04) [CA]

- Catawba Valley Community College
 - Emergency Medical Science (A45340)
- Pitt Community College
 - Advanced Medical Coding (Certificate) (A45530)

Dr. Chapman reviewed this item.

The committee had no questions or concerns.

On a motion made by Mr. Holder, seconded by Mr. Irwin, PROG 04 was approved for the consent agenda and forwarded to the November 16, 2018 meeting.

Combined Course Library – Continuing Education (Attachment PROG 05) [CA]

- New Course Approvals, Modifications, and Tier Designations
 - New Course Approval – Davidson County Community College
 - Children and Adolescents In Crisis (HEA-3227)
 - New Course Approval – Johnston County Community College
 - Foundations of Sonography (SON-3000)
 - New Course Approval – Office of the Fire Marshal/NCCCS
 - Pump Operations Block (FIP-3636)
 - Aerial Operations Block (FIP-3643)

Dr. Chapman reviewed this item.

Mr. Holder asked if students must pay for the Foundations of Sonography course. Students do have to pay but they are not required to take this course. This opportunity is meant as an introductory course for students to be exposed to the field and make an informed decision on entering this profession. Students will also acquire clinical exposure in addition to classroom time.

Mr. Irwin asked if career firefighters as well as volunteer firefighters can enroll in the Pump Operations Block. This course is open to both and, for volunteer fire fighters, this alleviate them from doing additional training for this particular certification at their local fire departments.

On a motion made by Mr. Irwin, seconded by Mr. Stephens, PROG 05 was approved for the consent agenda and forwarded to the November 16, 2018 meeting.

Courses of Instruction - Captive/Co-opted Groups (Attachment PROG 06) [CA]

- Roanoke-Chowan CC – Odom Correctional Institution
 - HOS-3072 Food Service Management
 - (Food Service Management)
 - HOS-3075 Food Service Sanitation/Safety
 - (Food Service Sanitation/Safety)

Dr. Chapman reviewed this item.

The committee had no questions or concerns.

On a motion made by Mr. Holder, seconded by Mr. Irwin, PROG 06 was approved for the consent agenda and forwarded to the November 16, 2018 meeting.

FOR INFORMATION

Programs Committee Agenda Items

2018 Legislative End-of-Year Report – Annual Curriculum Approval/Termination Report to the General Assembly (Attachment PROG 07)

Dr. Chapman reviewed the item.

Mr. Holder asked why one college can be terminating a course while another college has too high of a demand to accept applicants. Course termination depends on the area, student clientele, and local industry. Local changes can impact student needs/desire and industry need for course offerings. Colleges can terminate degree programs to allow for continuing education programs, thus still providing the community the service.

Curriculum Program Termination as Approved by the System President (Attachment PROG 08)

- Sandhills Community College
 - Polysomnography (A45670)
- Stanly Community College
 - Manicuring/Nail Technology (Certificate) (C55400)

Dr. Chapman reviewed the item.

The committee had no questions or concerns.

SBCC Code Report – August 2018 (Attachment PROG 09)

Dr. Chapman reviewed the item.

The committee had no questions or concerns.

Finance Committee Information Items

“Community College Study on Earning FTE for Instruction in Local Jails” S.L. 2018-5 Section 9.10 (Attachment FC 02)

Dr. Chapman reviewed the item.

Mr. Holder asked about the recommendation at the end of the report. There is a request to amend the session law to strikethrough “local jails” so that the colleges may earn regular budget FTEs for what is taught there. These funds would allow colleges to continue the work being done in recidivism, which were previously funded prior to the economic recession. Dr. Powell asked that, if this was changed and began charging FTE, would the \$1.46 million be taken from other parts of the community colleges’ budget. The proposal is to simply request to count FTE and would create additional income.

Allocation for Integrated English Literacy and Civics Education Occupation READY Project (Attachment FC 07) [CA]

Dr. Chapman reviewed the item.

The committee had no question or concerns.

Allocation for NC Career Coach Program (Attachment FC 08) [CA]

Dr. Chapman reviewed the item.

The committee had no questions or concerns.

Service Agreement for ISIR Verification Services FY 2019-2020 (Attachment FC 09) [CA]

Dr. Chapman reviewed the item.

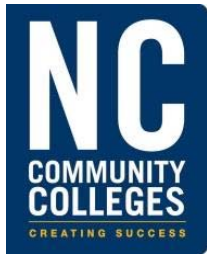
The committee had no question or concerns.

OTHER BUSINESS

ADJOURN

The meeting was adjourned at 2:45 pm on a motion by Mr. Holder, seconded by Dr. Willis, and approved via voice vote.

Recording Secretary
Alexandra Doles



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

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

Section 10.13 of S.L. 2015-241

March 15, 2019

BACKGROUND

Section 10.13 of S.L. 2015-241, 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 for implementation beginning in the 2016-17 school year that 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.¹

This program will be mandatory for high school students in their senior year who 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 will be 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.

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.

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.²

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.

Wake Technical Community College was designated as the Lead College, via a competitive RFP process,

¹ The NCCCS and the DPI have received an extension of Phase II to allow for fall statewide implementation in 2020/21, to fully align with proposed developmental education changes occurring at the NC community colleges and to have sufficient data from Phase I and Phase II to accurately inform decisions on eligibility criteria.

² 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

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	Remediation in English
Reading	22	Remediation in English
Mathematics	22	Remediation in math
Unweighted high school GPA	2.8+	Remediation in math and English
Unweighted high school GPA	Below 2.2	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.³

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.

³ 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.

- 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 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 NROCs 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 using 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"⁴ 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.

⁴ 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.

Phase I Models – At a Glance

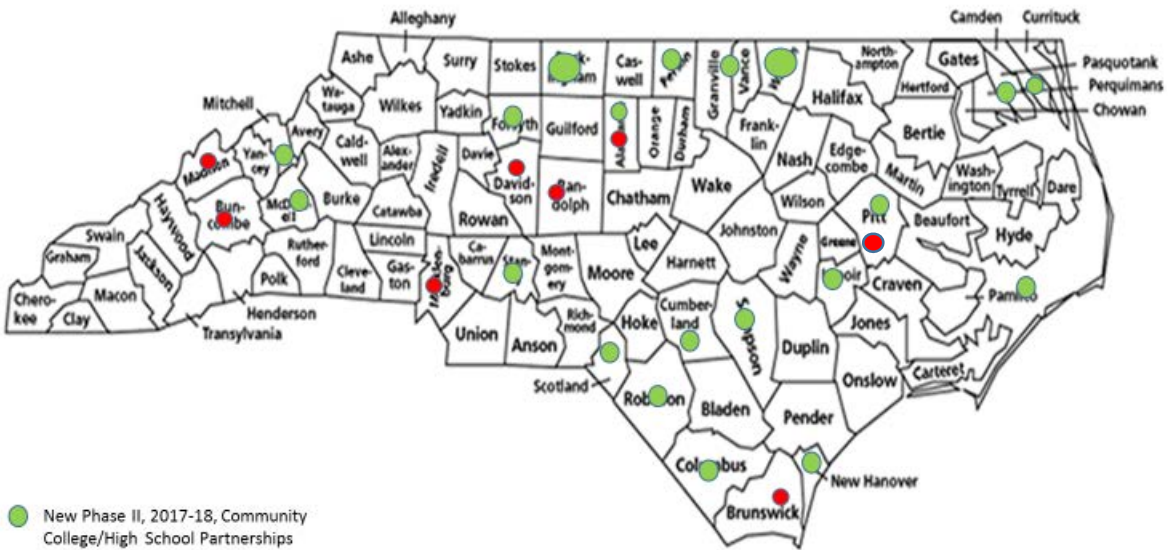
	AB-Tech	Alamance	Brunswick
Criteria for determining career and college ready	Unweighted HS GPA < 2.6 or ACT reading < 18 Math < 21	ACT reading < 18 Math < 22 or unweighted HS GPA < 2.6	ACT reading < 18 Math < 21 or unweighted HS GPA < 2.7
Number of partnering high schools	8	1	1
Remediation required of students not CCR?	Yes	No	Optional during year one.
Targeted subject	Math	Math and English	English
Length of course	Asheville City Schools and Buncombe County: 18-week semester Madison County: Offered during “Smart” lunch.	Semester	Semester
Embedding or Stand-alone?	Embedded within the SREB ECM course	Stand-alone course	Stand-alone “mandatory elective”
Using State-wide EdReady math course?	No, not yet.	No, not yet.	N/A
Using state-wide NROC English course?	N/A	Yes	Yes
Criteria for determining success	NC DAP	Math – Mastery of a paper/pencil test identical to one given to ACC students.	Class grade and/or NC DAP

	Central Piedmont	Davidson	Pitt	Randolph
Criteria for determining career and college ready	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
Number of partnering high schools	5	1	1	1
Remediation required of students not CCR?	Yes, any student registered for AFM will be required to participate in the remediation	Yes	No	Yes
Targeted subject	Math	Math and English	Math and English	Math
Length of course	Semester	9-weeks for math and 9-weeks for English	Year-long	Semester
Embedding or Stand-alone?	Embedded within Advanced Functions and Models	Stand-alone	Embedded within a CCP cluster	Embedded within the ECM course
Using State-wide EdReady math course?	No	Yes	Spring 2017 – No Fall 2017 - Yes	No – using paper/pencil approach
Using state-wide NROC English course?	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



Community College	High School(s)
AB-Tech	Asheville HS, A.C. Reynolds HS, Charles D. Owen HS, T.C. Roberson HS, Madison HS
Alamance CC	Graham High, Hugh M. Cummings, Walter M. Williams, Southern Alamance HS
Brunswick CC	Brunswick County HS
Cape Fear CC	Still under discussion
Central Piedmont CC	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
College of the Albemarle	John A. Holmes HS
Davidson County CC	Lexington City Schools
Fayetteville Technical CC	E.E. Smith HS
Forsyth Technical CC	North Stokes HS, West Stokes HS, South Stokes HS
Lenoir CC	Kinston High, North Lenoir HS, South Lenoir HS, Lenoir Early College
Mayland CC	Mountain Heritage HS
McDowell Technical CC	McDowell HS
Pamlico CC	Pamlico County HS
Piedmont CC	Person HS
Pitt CC	JH Rose HS, South Central HS

Randolph CC	Asheboro HS
Richmond CC	Scotland HS
Robeson CC	Purnell Swett HS, South Robeson HS
Rockingham CC	Morehead HS, Dalton L. McMichael HS
Sampson CC	Hobpton, Lakewood, Midway, Union, Sampson Early College
Southeastern CC	Whiteville HS, Columbus Career and College Academy (seated), Columbus Career and College Academy (online)
Stanly CC	North Stanly HS
Vance-Granville CC	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.

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 2.2-2.799, 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, as seen in table 1 below.
- 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.⁵

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.

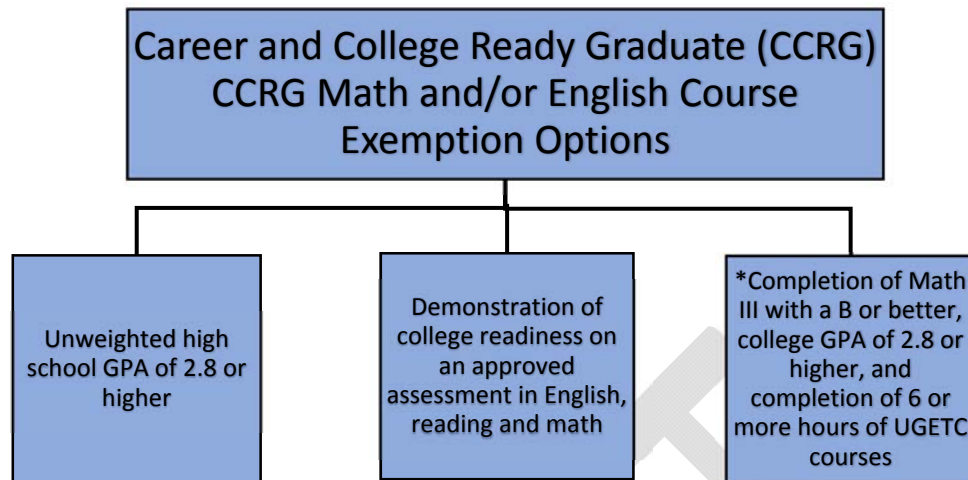
Phase III Modifications

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 530. Additional criteria may exempt a student from the CCRG course as indicated in Table 1.

⁵ NC is currently redesigning its Developmental Education. 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.

Table 1

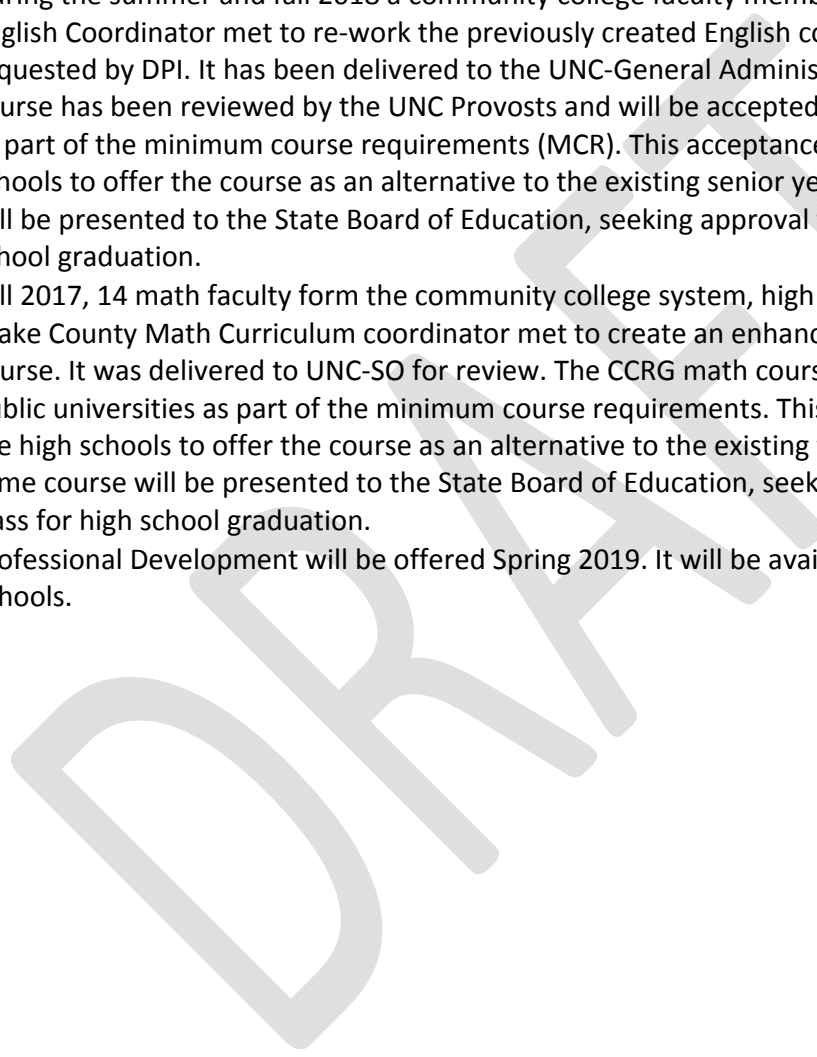


Test	PSAT 10 and PSAT/NMSQT (2015 and Future)	SAT (March 2016 and Future)	Pre-ACT and ACT	NC DAP (NCCCS Cut Score)	RISE Placement Test
English	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480 composite score for Evidenced-Based Reading and Writing	18	Composite score of 151 or higher	75 or higher on Tier 1 and Tier 2 <i>(See RISE placement Guide)</i>
Reading	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		
Mathematics	24.5 or 510	530	22	7 on each assessment for DMA 010 thru 060	75 or higher on Tier 1 and Tier 2 and Tier 3 <i>(See RISE placement Guide)</i>

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
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. <ul style="list-style-type: none"> • Option available only to Cooperative Innovative High School (CIHS) students • 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. 				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 will be offered Spring 2019. It will be available to all LEAs and High Schools.



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
Sampson CC	Discontinued
Southeastern CC	Discontinued
Stanly CC	Discontinued
Vance-Granville CC	Discontinued

DRAFT

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". The NCCS will be monitoring these students progress as they begin, and continue, their journey through ACC.

DRAFT

STATE BOARD OF COMMUNITY COLLEGES
Cooperative Innovative High School Applications

Request: At the request of staff, the State Board of Community Colleges is asked to approve the applications for new Cooperative Innovative High Schools (CIHS) for the 2018-2019 school year. The list of CIHS applications seeking approval are indicated in the chart on the next page.

Strategic Plan Reference(s):

Theme: Economic and Workforce Impact

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

- Objective 3.1. Collaborate with stakeholders to promote a workforce system that fosters innovation and establishes seamless connections among community colleges, K-12 education, universities, workforce and economic development partners, and business and industry.
 - Strategy 3.1.2. Partner with high schools, universities, and workforce development entities and engage with employers and industry associations at the regional/local levels to identify workforce needs and establish educational and training programs collaboratively and comprehensively.

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

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

Rationale: New cooperative innovative high school (CIHS) applications are submitted to the North Carolina Department of Public Instruction. CIHS Applications are reviewed by the Joint Advisory Committee (JAC), which includes members from the North Carolina Department of Public Instruction, the North Carolina Community College System, the University of North Carolina General Administration, and the North Carolina Independent Colleges and Universities.

Once JAC members review each of the cooperative innovative high school applications, recommendations for application approvals are sent from the JAC to the State Board of Education. New cooperative innovative high schools (CIHS) must be approved by the State Board of Education and then are sent to the State Board of Community Colleges for approval. New CIHS applications were presented to the State Board of Education for information at their December meeting and were approved. Cooperative innovative high school applications also now include location waivers if the school is not located on a community college campus.

Contact Person:

Dr. Lisa Eads
 Director



**JOINT ADVISORY COMMITTEE REVIEW SUMMARY 2018-19
 COOPERATIVE INNOVATIVE HIGH SCHOOL (CIHS) APPLICATIONS**

Applications for New CIHS (2)

Proposed Name of CIHS	LEA Partner	IHE Partner	Funding Request	Location Waiver Requested	JAC Recommendation
HALIFAX EARLY COLLEGE HIGH SCHOOL	Halifax County Public Schools	Halifax Community College	Yes	No - Located on the college campus	Approve to open with funding
STANLY STEM EARLY COLLEGE HIGH SCHOOL	Stanly Public Schools	Stanly Community College	Yes	Yes - 311 Park Ridge Road, Albemarle, NC 28001 CIHS location will be a separate school on campus of Albemarle High School; The existing CIHS on community college campus is at capacity and has a yearly waiting list.	Approve to open with funding

The Joint Advisory Committee recommends the two (2) Cooperative Innovative High School (CIHS) applications listed above to the State Board of Education and the State Board of Community Colleges for approval to open with funding for 2019-20 school year. Note: All funding requests go to the General Assembly for allocation and final approval.

STATE BOARD OF COMMUNITY COLLEGES
Appeals for Award of the North Carolina Title II Adult Education and Family Literacy Act
(AEFLA) FY 2018-21 Competitive Grants

Request: The State Board is requested to approve the recommendations of the Appeal Review Panel for appeals from providers who were not awarded Title II competitive grant funds for fiscal years 2018-2021. The recommendations of the Appeal Review Panel respond to hearing requests from the following seven providers:

- Asheville-Buncombe Technical Community College Appeal for **243 Funding**
- Cape Fear Community College Appeal for **243 Funding**
- Forsyth Technical Community College Appeal for **231 Funding**
- Montgomery Community College Appeal for **231 Funding**
- Moore County Literacy Council Appeal for **231 Funding**
- Triangle Literacy Council Appeal for **243 Funding**
- Wilson Community College Appeal for **231 Funding**

The Review Panel members were as follows:

- Ms. Sandy Crist, State Director for Adult Education & High School Equivalency, Mississippi Community College Board (Review Panel Chair)
- Mr. Phillip Less, State Director for College and Career Readiness, Rhode Island
- Ms. Shannon Baker, Education Consultant, Special Populations, Civil Rights, and Equity, North Carolina Department of Public Instruction

The Appeal Hearings were held on December 4, 2018 and December 5, 2018 at the North Carolina Community College System Office in accordance with the Appeal Process as approved by the State Board.

Background: In July 2018, The State Board approved \$11,342,935 in funding for 63 eligible providers to provide adult education and literacy activities in accordance with the federal Workforce and Opportunity Act, Title II Adult Education and Family Literacy Act, Section 231 (231 Funding). In addition, the State Board approved funding for ten Integrated English Literacy and Civics Education (243 Funding) Programs in the amount of \$488,760.

The State Board also approved a temporary rule in July 2018 that allowed for an “Appeal Process for Award of the North Carolina Title II Adult Education and Family Literacy Act Fiscal Years 2018-2021 Competitive Grants.”

Time Period: Providers submitted appeals according to 1A SBCCC 400.3. Hearings for 231 funding, initially scheduled in August, were rescheduled due to an unavoidable withdrawal of one of the review panel members, with resulting limited time to find a suitable replacement. Hurricane Florence impacts

and additional challenges in securing qualified panel members extended the rescheduled Hearings for 231 funding to be combined with Hearings for 243 funding appeals to early December.

Contact:

Q. Shanté Martin, General Counsel

Dr. Lisa Chapman, Sr Vice President/Chief Academic Officer

**Review Panel
Recommendation for
Asheville-Buncombe
Tech CC**

STATE OF NORTH CAROLINA

WAKE COUNTY

IN A MATTER BEFORE
THE NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

IN RE:) **REVIEW PANEL’S RECOMMENDATION**
)
Asheville Buncombe Tech)
Community College)
2018-2019 Adult Education and Family Act)
Grant 231)

December 5, 2018

Review Panel

- Sandy Crist, (Review Panel Chair) State Director for Adult Education and High School Equivalency, State of Mississippi,
- Dr. Philip Less, State Director Basic Adult Education and GED Programs, State of Rhode Island
- Shannon Baker, Education Consultant (Special Populations, Civil Rights, Equity), North Carolina Department of Public Instruction

Subchapter 400: Appeal Process for Award of the North Carolina Title II Adult Education and Family Literacy Act, Fiscal Years 2018-2021 Competitive Grants

1A SBCCC 400.2 Standards for Appeal

The sole grounds for appeal shall be:

- 1) Failure to follow the evaluation or award process;
- 2) Unlawful discrimination; or
- 3) Alleged bias.

The appealing party must expressly identify one of the grounds for appeal and provide a written explanation or other documentation to support the basis of appeal identified.

Asheville-Buncombe Technical Community College (A-B Tech) appealed the decision by the North Carolina Community College System, College and Career Readiness Section (NCCCS) and pursuant to 1A SBCCC 400.5, an informal hearing was held on December 5, 2018. The hearing provided an opportunity for A-B Tech and representatives from the NCCCS to present evidence to support or refute the grounds for the appeal. A-B Tech submitted an appeal based on the following grounds:

1. Failure to follow the evaluation or award process
2. Alleged bias in the decision

A-B Tech provided feedback of the application criteria and added additional information to support the application responses; however, additional information is not allowable based on the standards for appeal. A-B Tech alleged that inaccurate MSG and Post-Test rate information was provided to the reviewer which could have created bias against the application.

In response to the allegations presented by A-B Tech, NCCCS provided the following information:

1. In an effort to prevent bias during the review process, the following steps were implemented.
 - a. Application responses were divided into groups by topic (capacity and commitment, instructional practices, and service integration).
 - b. A group of three readers were assigned to each of these topics. Readers were selected because of their subject matter expertise in the particular area assigned. These readers independently reviewed and scored each response and then met as a group to arrive at consensus.
2. A consensus score was assigned and one set of comments were produced and agreed on by the group. The consensus score from each reader review team was added together to arrive at the final score.
3. NCCCS outlined the application process which all applicants were required to follow in order to be considered.
4. The word count limit was applicable to all grant applications, therefore the application for A-B Tech was not treated differently from other applicants.
5. MSG and Post-Test rate information was not provided to the reviewers by NCCCS and this information was not used in determining any points for A-B Tech.

In accordance with 1A SBCCC 400.5(f)(8), the review panel only considered the following factors for the basis of its recommendation:

- Request for Proposal (RFP),
- Appealing party's response to the RFP,
- Award decision,
- Appealing party's written appeal,
- College and Career Services Section's response to the written appeal, and
- Evidence provided at the informal hearing.

Based on the factors listed above, it is the recommendation of the panel that A-B Technical Community College has not provided sufficient evidence that NCCCS failed to follow the evaluation process. In addition, we received no evidence to establish NCCCS was biased against the appealing party in the award decision. Also noted, additional responses to specific questions in the grant application were not allowable based on the appeal process outlined in Subchapter 400.

Review Panel Recommendation for Cape Fear CC

STATE OF NORTH CAROLINA

WAKE COUNTY

IN A MATTER BEFORE
THE NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

IN RE:) **REVIEW PANEL’S RECOMMENDATION**
)
Cape Fear Community College)
2018-2019 Adult Education and Family Act)
Grant 231)

December 5, 2018

Review Panel

- Sandy Crist, (Review Panel Chair) State Director for Adult Education and High School Equivalency, State of Mississippi,
- Dr. Philip Less, State Director Basic Adult Education and GED Programs, State of Rhode Island
- Shannon Baker, Education Consultant (Special Populations, Civil Rights, Equity), North Carolina Department of Public Instruction

Subchapter 400: Appeal Process for Award of the North Carolina Title II Adult Education and Family Literacy Act, Fiscal Years 2018-2021 Competitive Grants

1A SBCCC 400.2 Standards for Appeal

The sole grounds for appeal shall be:

- 1) Failure to follow the evaluation or award process;
- 2) Unlawful discrimination; or
- 3) Alleged bias.

The appealing party must expressly identify one of the grounds for appeal and provide a written explanation or other documentation to support the basis of appeal identified.

Cape Fear appealed the decision by the North Carolina Community College System, College and Career Readiness Section (NCCCS) and pursuant to 1A SBCCC 400.5, an informal hearing was held on December 5, 2018. The hearing provided an opportunity for Cape Fear and representatives from NCCCS to present evidence to support or refute the grounds for the appeal. Cape Fear submitted an appeal based on the following grounds:

1. Failure to follow the evaluation or award process.
2. Potential bias.

Cape Fear alleged the reviewer comments used in evaluating the 243 grant application did not align with the information provided in the grant application responses. Cape Fear stated the comments indicated “negligent evaluation.” Cape Fear inferred inaccurate MSG and Post-Test rate information used by the reviewers could have created bias against the application.

In response to the allegations presented by Cape Fear, NCCCS provided the following information from page 29 on the RFP:

1. In an effort to prevent bias during the review process, the following steps were implemented.
 - a. Application responses were divided into groups by topic (capacity and commitment, instructional practices, and service integration).
 - b. A group of three readers were assigned to each of these topics. Readers were selected because of their subject matter expertise in the particular area assigned. These readers independently reviewed and scored each response and then met as a group to arrive at consensus.
2. A consensus score was assigned and one set of comments were produced and agreed on by the group. The consensus score from each reader review team was added together to arrive at the final score.
3. The College and Career Services Section outlined the application process which all applicants were required to follow in order to be considered.
4. MSG and Post-Test rate information was not provided to the reviewers by the College and Career Services Section and this information was not used in determining any points for Cape Fear.

In accordance with 1A SBCCC 400.5(f)(8), the review panel only considered the following factors for the basis of its recommendation:

- Request for Proposal (RFP),
- Appealing party’s response to the RFP,
- Award decision,
- Appealing party’s written appeal,
- College and Career Services Section’s response to the written appeal, and
- Evidence provided at the informal hearing.

Based on the factors listed above, it is the recommendation of the panel that Cape Fear Community College has not provided sufficient evidence that NCCCS failed to follow the evaluation process. In addition, we received no evidence to establish NCCCS was biased against the appealing party in the award decision.

Review Panel Recommendation for Forsyth Tech CC

STATE OF NORTH CAROLINA

WAKE COUNTY

IN A MATTER BEFORE
THE NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

IN RE:) **REVIEW PANEL’S RECOMMENDATION**
)
Forsyth Community College)
2018-2019 Adult Education and Family Act)
Grant 231)

December 5, 2018

Review Panel

- Sandy Crist, (Review Panel Chair) State Director for Adult Education and High School Equivalency, State of Mississippi
- Dr. Philip Less, State Director Basic Adult Education and GED Programs, State of Rhode Island
- Shannon Baker, Education Consultant (Special Populations, Civil Rights, Equity), North Carolina Department of Public Instruction

Subchapter 400: Appeal Process for Award of the North Carolina Title II Adult Education and Family Literacy Act, Fiscal Years 2018-2021 Competitive Grants

1A SBCCC 400.2 Standards for Appeal

The sole grounds for appeal shall be:

- 1) Failure to follow the evaluation or award process;
- 2) Unlawful discrimination; or
- 3) Alleged bias.

The appealing party must expressly identify one of the grounds for appeal and provide a written explanation or other documentation to support the basis of appeal identified.

Forsyth Technical Community College (FT) appealed the decision by the North Carolina Community College System, College and Career Readiness Section (NCCCS) and pursuant to 1A SBCCC 400.5, an informal hearing was held on December 4, 2018. The hearing provided an opportunity for FT and representatives from NCCCS to present evidence to support or refute the grounds for the appeal. FT submitted an appeal based on the following grounds:

1. Alleged bias: FT alleged bias for Consideration 13 based on comments from the reviewer.

2. Failure to follow the evaluation process: FT stated that the Table 4, Measurable Skills Gain found in the link to the 2017 MSG Report in the grant application was incorrect. FT performed an internal review of all data and found discrepancies to support inaccurate data. FT argued that the use of inaccurate data resulted in their application for funding being denied because they could have earned the points needed to be eligible for funding.

In response to the allegations presented by FT, the NCCCS provided the following information:

1. In an effort to prevent bias during the review process, the following steps were implemented.
 - a. Application responses were divided into groups by topic (capacity and commitment, instructional practices, and service integration).
 - b. A group of three readers were assigned to each of these topics. Readers were selected because of their subject matter expertise in the particular area assigned. These readers independently reviewed and scored each response and then met as a group to arrive at consensus.
 - c. A consensus score was assigned and one set of comments were produced and agreed on by the group. The consensus score from each reader review team was added together to arrive at the final score.
2. The data used in the RFP evaluation process was submitted to the state office by FT on a quarterly basis for the 2016-2017 program year.
 - a. All programs are directed to review data files for errors and ensure accuracy of data as an ongoing process throughout the year.
3. Program Year 2016-2017 data was finalized on October 1st and submitted to the U.S. Department of Education (USDOE) and the 2017 Measurable Skills Gain (MSG) Report was published in November 2017 on the systems website.
 - a. The 2017 MSG Report is the official document of record and all RFP applicants were provided a direct link in the grant application.
 - b. This report was used to evaluate all applicants as it is the official record on file with the state office and the USDOE.

In accordance with 1A SBCCC 400.5 (8), the review panel only considered the following factors for the basis of its recommendation:

- Request for Proposal (RFP),
- Appealing party's response to the RFP,
- Award decision,
- Appealing party's written appeal,
- College and Career Services Section's response to the written appeal, and
- Evidence provided at the informal hearing.

Based on the factors listed above, it is the recommendation of the panel that FT Community College has not provided sufficient evidence that NCCCS section failed to follow the evaluation

process. In addition, we received no evidence to establish that NCCCS was biased against the appealing party in the award decision.

Review Panel Recommendation for Montgomery CC

STATE OF NORTH CAROLINA

WAKE COUNTY

IN A MATTER BEFORE
THE NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

IN RE:) **REVIEW PANEL’S RECOMMENDATION**
)
Montgomery Community College)
2018-2019 Adult Education and Family Act)
Grant 231)

December 5, 2018

Review Panel

- Sandy Crist, (Review Panel Chair) State Director for Adult Education and High School Equivalency, State of Mississippi,
- Dr. Philip Less, State Director Basic Adult Education and GED Programs, State of Rhode Island
- Shannon Baker, Education Consultant (Special Populations, Civil Rights, Equity), North Carolina Department of Public Instruction

Subchapter 400: Appeal Process for Award of the North Carolina Title II Adult Education and Family Literacy Act, Fiscal Years 2018-2021 Competitive Grants

1A SBCCC 400.2 Standards for Appeal

The sole grounds for appeal shall be:

- 1) Failure to follow the evaluation or award process;
- 2) Unlawful discrimination; or
- 3) Alleged bias.

The appealing party must expressly identify one of the grounds for appeal and provide a written explanation or other documentation to support the basis of appeal identified.

Montgomery Community College appealed the decision by the North Carolina Community College System, College and Career Readiness Section (NCCCS) and pursuant to 1A SBCCC 400.5, an informal hearing was held on December 4, 2018. The hearing provided an opportunity for Montgomery Community College and representatives from NCCCS to present evidence to support or refute the grounds for the appeal. Montgomery Community College submitted an appeal based on the following grounds:

1. Failure to follow the evaluation process.

2. Potential bias/discrepancies with their score.

Montgomery Community College indicated that scores for Considerations 5 – 13 should have been deemed “Adequate,” not “Needs Improvement.” This assertion was based on comments in the review consensus form.

In response to the allegations presented by Montgomery Community College, NCCCS provided the following information:

1. Disagreements with scores and comments does not constitute a basis for appeal.

NCCCS provided the following information from page 29 on the RFP:

1. In an effort to prevent bias during the review process, the following steps were implemented.
 - a. Application responses were divided into groups by topic (capacity and commitment, instructional practices, and service integration).
 - b. A group of three readers were assigned to each of these topics. Readers were selected because of their subject matter expertise in the particular area assigned. These readers independently reviewed and scored each response and then met as a group to arrive at consensus.
2. A consensus score was assigned and one set of comments were produced and agreed on by the group. The consensus score from each reader review team was added together to arrive at the final score.
3. NCCCS outlined the application process which all applicants were required to follow in order to be considered.

In accordance with 1A SBCCC 400.5 (8), the review panel only considered the following factors for the basis of its recommendation:

- Request for Proposal (RFP),
- Appealing party’s response to the RFP,
- Award decision,
- Appealing party’s written appeal,
- College and Career Services Section’s response to the written appeal, and
- Evidence provided at the informal hearing.

Based on the factors listed above, it is the recommendation of the panel that Montgomery Community College has not provided sufficient evidence that NCCCS failed to follow the application and evaluation process. In addition, we received no evidence to establish that NCCCS was biased against the appealing party in the award decision.

**Review Panel
Recommendation for
Moore County Literacy
Council**

STATE OF NORTH CAROLINA

WAKE COUNTY

IN A MATTER BEFORE
THE NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

IN RE:) **REVIEW PANEL’S RECOMMENDATION**
)
Moore County Literacy Center)
2018-2019 Adult Education and Family Act)
Grant 231)

December 5, 2018

Review Panel

- Sandy Crist, (Review Panel Chair) State Director for Adult Education and High School Equivalency, State of Mississippi,
- Dr. Philip Less, State Director Basic Adult Education and GED Programs, State of Rhode Island
- Shannon Baker, Education Consultant (Special Populations, Civil Rights, Equity), North Carolina Department of Public Instruction

Subchapter 400: Appeal Process for Award of the North Carolina Title II Adult Education and Family Literacy Act, Fiscal Years 2018-2021 Competitive Grants

1A SBCCC 400.2 Standards for Appeal

The sole grounds for appeal shall be:

- 1) Failure to follow the evaluation or award process;
- 2) Unlawful discrimination; or
- 3) Alleged bias.

The appealing party must expressly identify one of the grounds for appeal and provide a written explanation or other documentation to support the basis of appeal identified.

Moore County Literacy Council (MCLC) appealed the decision by the North Carolina Community College System, College and Career Services Section (NCCCS) and pursuant to 1A SBCCC 400.5, an informal hearing was held on December 4, 2018. The hearing provided an opportunity for MCLC and representatives from the NCCCS to present evidence to support or refute the grounds for the appeal. MCLC submitted an appeal based on the following grounds:

1. Bias in the Award Decision
 - a. Bias against the MCLC itself

- i. In the appeal MCLC stated, “there was bias against MCLC itself, based on the decision in 2016 to withdraw the program after serious deliberations by our staff and Board of Directors.”
 - ii. MCLC claims they were not alerted/informed of the RFP release and therefore, missed the bidder’s meeting and had a shorter time to prepare their submission.
 - b. Bias against tutoring organizations and against the neediest cases
 - c. Bias against smaller organizations, particularly those which are not colleges
- 2. Failure to follow the evaluation or award process
 - a. Failure to correctly apply the rubrics
 - b. Selective sharing of information

In response to the allegations presented by MCLC, the NCCCS provided the following information:

1. Bias in the Award Decision

- a. Bias against MCLC Itself:
 - i. Reviewers of the application were not aware that MCLC had withdrawn from the program in 2016; therefore, there was no bias against the council for withdrawing.
 - ii. The NCCCS provided evidence of a Grant Evaluation and Award Timeline. This timeline indicates that the information about grant availability and Bidder’s Conference was posted on NCCCS website, social media and NC Grants website. On January 12, 2018, the Title II RFP was released for the general public. Incumbent providers were not individually contacted or informed about the RFP release.
- b. The NCCCS stated sixty-three (63) organizations were funded under Section 231. Ten (10) of those funded were tutoring organizations which serve all levels of literacy students including those considered “neediest” students.
- c. Seven (7) of those funded organizations serve fewer than 200 students.

Therefore, the NCCCS proved no bias towards tutoring organizations or small organizations during the grant process.

2. Failure to follow the evaluation or award process

- a. In response to failure to apply the rubric, the NCCCS provided the following information from page 29 on the RFP:
 - i. Application responses were divided into groups by topic (capacity and commitment, instructional practices, and service integration).
 - ii. A group of three readers were assigned to each of these topics. Readers were selected because of their subject matter expertise in the particular area assigned. These readers independently reviewed and scored each response and then met as a group to arrive at consensus.

- iii. A consensus score was assigned and one set of comments were produced and agreed on by the group. The consensus score from each reader review team was added together to arrive at the final score.
- iv. The NCCCS outlined the application process which all applicants were required to follow in order to be considered.

In response to NCCCS's failure to submit the MCLC applications to the Local Workforce Development Board, NCCCS states that the LWDB did not submit the name of Moore County to them and this was corrected and the LWDB did have an opportunity to review MCLC's application.

b. Selective Sharing of Information:

The NCCCS provided evidence of a Grant Evaluation and Award Timeline. This timeline indicates that the information about grant availability and Bidder's Conference posted on NCCCS website, social media and NC Grants website. On January 12, 2018, the Title II RFP was released for the general public. Incumbent providers were not individually contacted or informed about the RFP release. NCCCS responded to the allegation of violation of the Q&A procedures.

General question and answers were accepted for the period of January 22 – February 2 and all general grant questions received were posted on the NCCCS website. MCLC asked program specific questions therefore, it was not appropriate to post as general grant questions.

In accordance with 1A SBCCC 400.5(f)(8), the review panel only considered the following factors for the basis of its recommendation:

- Request for Proposal (RFP),
- Appealing party's response to the RFP,
- Award decision,
- Appealing party's written appeal,
- College and Career Services Section's response to the written appeal, and
- Evidence provided at the informal hearing.

Based on the factors listed above, it is the recommendation of the panel that MCLC has not provided sufficient evidence that NCCCS failed to follow the evaluation process. In addition, we received no evidence to establish that NCCCS was biased against the appealing party in the award decision.

**Review Panel
Recommendation for
Triangle Literacy
Council**

STATE OF NORTH CAROLINA

WAKE COUNTY

IN A MATTER BEFORE
THE NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

IN RE:) **REVIEW PANEL’S RECOMMENDATION**
)
Triangle Literacy Council)
2018-2019 Adult Education and Family Act)
Grant 231)

December 5, 2018

Review Panel

- Sandy Crist, (Review Panel Chair) State Director for Adult Education and High School Equivalency, State of Mississippi,
- Dr. Philip Less, State Director Basic Adult Education and GED Programs, State of Rhode Island
- Shannon Baker, Education Consultant (Special Populations, Civil Rights, Equity), North Carolina Department of Public Instruction

Subchapter 400: Appeal Process for Award of the North Carolina Title II Adult Education and Family Literacy Act, Fiscal Years 2018-2021 Competitive Grants

1A SBCCC 400.2 Standards for Appeal

The sole grounds for appeal shall be:

- 1) Failure to follow the evaluation or award process;
- 2) Unlawful discrimination; or
- 3) Alleged bias.

The appealing party must expressly identify one of the grounds for appeal and provide a written explanation or other documentation to support the basis of appeal identified.

Triangle Literacy Council (TLC) appealed the decision by the North Carolina Community College System, College and Career Services Section (NCCCS) and pursuant to 1A SBCCC 400.5, an informal hearing was held on December 4, 2018. The hearing provided an opportunity for TLC and representatives from the NCCCS to present evidence to support or refute the grounds for the appeal. TLC submitted an appeal based on the following grounds:

1. Failure to follow the evaluation or award process.
2. Bias in the award decision.

TLC alleged NCCCS did not maintain individual scores and comments. TLC alleged selected reviewers were connected with funded programs in the past and were potentially biased in the review of applications. TLC alleged the reviewer comments used in evaluating the 243 grant application did not align with the information provided in the grant application responses.

In response to the allegations presented by Triangle Literacy Council, the NCCCS provided the following information from page 29 on the RFP:

1. In an effort to prevent bias during the review process, the following steps were implemented.
 - a. Application responses were divided into groups by topic (capacity and commitment, instructional practices, and service integration).
 - b. A group of three readers were assigned to each of these topics. Readers were selected because of their subject matter expertise in the particular area assigned and signed a confidentiality agreement. These readers independently reviewed and scored each response and then met as a group to arrive at consensus.

A consensus score was assigned and one set of comments were produced and agreed on by the group. The consensus score from each reader review team was added together to arrive at the final score therefore, Individual scores and comments were not part of the review process.

The College and Career Services Section outlined the application process which all applicants were required to follow in order to be considered.

In accordance with 1A SBCCC 400.5(f)(8), the review panel only considered the following factors for the basis of its recommendation:

- Request for Proposal (RFP),
- Appealing party's response to the RFP,
- Award decision,
- Appealing party's written appeal,
- College and Career Services Section's response to the written appeal, and
- Evidence provided at the informal hearing.

Based on the factors listed above, it is the recommendation of the panel that Triangle Literacy Council has not provided sufficient evidence that NCCCS failed to follow the evaluation process. In addition, we received no evidence to establish that NCCCS was biased against the appealing party in the award decision.

Review Panel Recommendation for Wilson CC

STATE OF NORTH CAROLINA

WAKE COUNTY

IN A MATTER BEFORE
THE NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

IN RE:)	REVIEW PANEL’S RECOMMENDATION
)	
Wilson Community College)	
2018-2019 Adult Education and Family Act)	
Grant 231)	

December 5, 2018

Review Panel

- Sandy Crist, *Review Panel Chair*, State Director for Adult Education and High School Equivalency, State of Mississippi
- Dr. Philip Less, State Director Basic Adult Education and GED Programs, State of Rhode Island
- Shannon Baker, Education Consultant (Special Populations, Civil Rights, Equity), North Carolina Department of Public Instruction

Wilson Community College appealed the Title II, section 231 grant decision by the North Carolina Community College System, College and Career Readiness Section and pursuant to 1A SBCCC 400.5, an informal hearing was held on December 4, 2018. The hearing provided an opportunity for Wilson Community College and representatives from the College and Career Services Section to present evidence to support or refute the grounds for the appeal. Pursuant to 1A SBCCC 400.5(f)(1), the review panel adhered to the following standard of review: (A) Whether the appealing party has provided sufficient evidence to establish that the College and Career Services Section failed to follow the evaluation or award process; (B) Whether the appealing party has provided sufficient evidence to establish that the College and Career Services Section’s decision was based on unlawful discrimination; or (C) Whether the appealing party has provided sufficient evidence to establish that the College and Career Services Section was biased against the appealing party in the award decision.

Wilson Community College submitted an appeal based on the following grounds:

1. Failure to follow the evaluation process/Disagreement with score and comments and objection to the word count limit.
2. During the presentation, Wilson Community College stated the word count limit in the grant application prevented them from providing sufficient answers in response to the 13 Considerations. In the presentation, Wilson provided additional response to the application’s 13 Considerations.

In response to the allegations presented by Wilson Community College, the College and Career Services Section provided the following information:

1. The College and Career Services Section outlined the application process which all applicants were required to follow in order to be considered.
2. All narrative responses were reviewed based on the 13 Considerations as specified by the Workforce Innovation and Opportunity Act, Section 231. Each answer was limited to 3,500 character maximum – approximately 500 word limit per question consideration.
3. The word count limit was applicable to all grant applications, therefore the application for Wilson Community College was not treated differently from other applicants.

In accordance with 1A SBCCC 400.5(f)(8), the review panel only considered the following factors for the basis of its recommendation:

- Request for Proposal (RFP),
- Appealing party's response to the RFP,
- Award decision,
- Appealing party's written appeal,
- College and Career Services Section's response to the written appeal, and
- Evidence provided at the informal hearing.

Based on the factors listed above, it is the recommendation of the panel that Wilson Community College has not provided sufficient evidence that the College and Career Services section failed to follow the application and evaluation process. In addition, additional responses to specific questions in the grant application were not allowable based on the appeal process outlined in 1A SBCCC 400.5(f)(4).

STATE BOARD OF COMMUNITY COLLEGES
Additions To Special Curriculum Program Application List
Mechatronics Engineering Technology (A40350)
North Carolina Community College System Office

Request:

The State Board of Community Colleges is asked to approve a request from North Carolina Community College System Office to add the following curriculum program title to the Special Application (abbreviated program application) process provided that the college has approval for the Industrial Systems Technology (A50240) program or the Automation Engineering Technology (A40120) program:

- Mechatronics Engineering Technology (A40350)

Strategic Plan Reference(s):

Theme: Economic and Workforce Impact

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

- Objective 3.1.1. Identify and engage employers and relevant sources of data to determine high-demand occupations, program demand within the current labor market, and expected occupational earnings.
- Objective 3.2.2. Articulate pathways for educational and professional growth within key industries through employer engagement.

Background:

The State Board delegates to the President of the North Carolina Community College System the authority to grant a college the approval to award the associate degree, diploma, or certificate for program titles that have been approved for this delegation by the State Board of Community Colleges based upon a widespread immediate need for the job training and minimal impact upon other colleges. (1D SBCCC 400.6 (a)(4))

The Special Application process is an abbreviated program application process which requires that the college submit the following items for staff's review and endorsement prior to the President's approval of the application:

- 1) Local Certification (accompanied by a copy of the minutes from the Board of Trustees meeting(s) where the proposed program was discussed and approved)
- 2) Proposed Program of Study
- 3) Impact Assessment Form(s) from colleges approved to offer the same or similar health science program which has a clinical component *and*
- 4) Three Year Accountability Report (must be submitted three years after program implementation)

Rationale:

Mechatronics has rapidly found acceptance in industry and education for accurately depicting the types of processes and technologies that are associated with modern manufacturing and related industries. College staff have conveyed that mechatronics, although very similar to industrial systems and automation regarding program competencies, is often considered a more appealing title for attracting students into the industry and consider the transition to mechatronics not much more than a program title change. Because of program similarities, the addition of the Mechatronics Engineering Technology program to the list of titles available for the Special Application process will not adversely impact other colleges.

Vote Results:

Colleges approved to offer the Industrial Systems Technology (A50240), Automation Engineering Technology (A40120) program or Mechatronics Engineering Technology (A40350): 40

Colleges in favor of recommendations:	34
Colleges opposed to recommendations:	1
Colleges not responding:	5

Contact(s):

Dr. Frank Scuiletti
Senior Program Administrator

STATE BOARD OF COMMUNITY COLLEGES
Associate in Engineering (A10500) Program Application

Request: The State Board of Community Colleges is asked to approve the curriculum program at the listed college, which has met the criteria below:

South Piedmont Community College (effective term Fall 2019)

Associate in Engineering (A10500)

Background: Associate in Engineering program applications must include the following items in order to be placed on the Associate in Engineering program approval request presented to the State Board of Community Colleges as part of the consent agenda:

1. Letter of request from the President of the College indicating the proposed effective term.
2. Copy of the proposed program of study which is compliance with the AE curriculum standard.
3. Copy of the minutes from the Board of Trustees meeting(s) where the proposed program was discussed and approved.
4. Certification of the following which is signed by the college President and Board of Trustees chair:
 - a. *The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.*
 - b. *The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.*
 - c. *The college has evidence of sufficient student demand to offer the program and will provide master's credentialed faculty for each course provided under the Associate in Engineering degree.*

Contact(s):
Dr. 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.

Isothermal Community College
Equine (A15270)

Randolph Community College
Agribusiness Technology (A15100)

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

STATE BOARD OF COMMUNITY COLLEGES

Program Application

Summary Evaluation Report

Isothermal Community College

Equine Business (A15270)

Program Planning: Isothermal Community College is seeking approval for the Equine Business (A15270) program to begin Fall, 2019. The planning area is defined as the college's service area of Polk and Rutherford counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Isothermal Community College on September 12, 2018. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Isothermal 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: Isothermal Community College (SCC) indicates the following:

- Isothermal's service area has a variety of equine sporting venues. Rutherford and Polk counties are home to over 10,200 horses, a surgical equine hospital, three equestrian centers (one of these is recognized as an international equestrian center), and 22 equestrian organizations.
- There are approximately 140 equine business and equine related businesses within the colleges service area. Opportunities for graduates will include horse extension specialist, barn managers, equine appraiser, feed and equipment suppliers, equine training, therapeutic horsemanship professionals etc.
- There are over 877 certified facilities in Equine Assisted Activities and Therapy (EAAT) that involve over 5,000 instructors nation-wide. In the U.S. these EAAT operations generate \$575 million in revenues to the economy with an additional workforce of 9, 556 jobs. In the state of North Carolina, there are 64 certified facilities generating \$18.5 million in revenue.
- The horse industry's economic contribution to the U.S. economy is \$122 billion, with a total employment impact of 1.7 million jobs. (American Horse Council).
- The horse industry shows a direct contribution of two billion to the state of North Carolina, along with 36,180 jobs. (American Horse Council Foundation, Economic Impact on the US Horse Industry).
- Isothermal's service area is noted as being the 3rd best place to live in the U.S. for equestrian interests. (National Equine Magazine).

- The Tryon International Equestrian Center facility includes tack rooms, 12 riding arenas, a 6,000-seat stadium, 1,300 horse stalls and a regulation polo field. The center also includes 9 restaurants and multiple gift shops. Plans are underway for continued growth by adding a luxury hotel with a sports complex. In 2018, this facility hosted the World Equestrian Games (WEG) which is one of the largest global sporting events to be held in the middle of an Olympic cycle with over 70 countries represented with an economic impact of approximately \$400 million.
- Many graduates of the program will be able to pursue entrepreneurial opportunities. The college will provide assistance to entrepreneurs through their Small Business Center and content designed specifically for the entrepreneur within the program.
- Isothermal Community College has worked closely with community partners to prepare to offer the proposed program. Marydell Farms will assist in providing experiential learning through a variety of topics such as raising foals and handling various ages and genders of horses, proper grooming techniques, stable management equine behavior and interpersonal skills and teamwork. Therapeutic Riding of Tryon will align with ICC to help with the delivery of therapeutic horsemanship skills. An engaged advisory committee comprised of area equine business representatives, entrepreneurs, breeders and educators have assisted in putting together the proposed program.
- Isothermal will be able to provide facilities and equipment to successfully offer the program. Through grants provided by the Golden Leaf Foundation, Appalachian Regional Commission, Carolina Farm Credit, Cannon Foundation and the Center for Occupational Research and Development, ICC has been able to begin construction of a 3,500 square foot barn with stalls, a covered arena, and the necessary fencing for the structure.
- The college currently offers a curriculum track in Equine Business through its Agribusiness Technology program. Student enrollment continues to increase in the courses primarily devoted to an Introduction to the Equine Industry and Equine Production.
- Over the past four years Isothermal CC has trained over 289 students in continuing education courses covering content such as grooming, horsemanship, equine health, and careers in the equine industry.
- If approved for the program, ICC plans to provide a Career and College Promise pathway for high school students.
- FENCE (Foothills Equestrian Nature Center) provided a letter of support for the proposed program and stated: *We are proud of the promising future of our region and recognize that the equine and human health, equestrian sport, animal science and agribusiness industries are emerging as driving forces in our economic development. It is important to find ways to leverage this development so that all segments of our community benefit from the job opportunities created in these industries.*
- Marydell Farm provided a letter of support and indicated: *There is a significant need in developing our agriculture region in animal and equine science, specifically as it addresses the skills and knowledge needed in genetics, disease, farm management, business and marketing, and therapeutic animal assistance. We believe our community will strengthen as a result.*

Impact of the Proposed Program on Other Programs: One community college is currently approved to offer the Equine Business program. This college is not contiguously located to Isothermal Community College, **therefore an impact assessment was not 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:

This curriculum is designed to prepare students for positions within the horse industry. The curriculum is management oriented, preparing graduates for the widest range of available equine jobs; areas of specialization may be pursued during the internship. Course work includes farm management, breeding, nutrition, selection/judging, and health. Training, teaching, and riding are also included. Students are assigned a horse and practice day-to-day management at an equine facility. Graduates should qualify for jobs with many different types of equine operations: grooms to assistant managers; private to recreational and racing barns; breed to discipline-oriented farms. Equine Business: A program that prepares individuals to manage the selection, breeding, care, and maintenance of work, athletic, show and/or therapeutic horses; and to manage horse farms, stables, tracks, or equine assisted-activity therapeutic centers, and related equipment and operations. Potential course work includes instruction in applicable principles of animal science, care, and health; stable and track management; design and operation of facilities and equipment; and related issues such as regulations, business management; and logistics.

Contact(s):

Dr. Lisa Eads
Director

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Randolph Community College
Agribusiness Technology (A15100)**

Program Planning: Randolph Community College is seeking approval for the Agribusiness Technology (A15100) program to begin Fall, 2019. The planning area is defined as the college's service area of Randolph County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Randolph Community College on November 15, 2018. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Randolph 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: Randolph Community College (RCC) indicates the following:

- Community stakeholders have identified agriculture as a gap in their current workforce related to knowledge and available educational opportunities that would support agriculture in Randolph County. It was identified that farmers know how to farm but don't always know how to run a business.
- Within the state of North Carolina, Randolph County is rated #1 in beef and goat production, #2 in dairy cattle production and #6 in hay production. (NC Cooperative Extension Office).
- Over 150,000 acres of land are dedicated to farming in Randolph County, across almost 1,500 farms, which accounts for over 30% of the land in the county. (USDA National Agriculture Statistics Service)
- There is an aging of the farmers in Randolph county with the average age of 58 years. It is therefore important for the county's economic stability to support the next generation of farmers and agricultural industry workers.
- There will be entrepreneurial opportunities for graduates. Randolph CC supports entrepreneurs through their Small Business Center.

- If approved for the program, RCC plans to pursue bilateral agreement with NC State University and University of Mount Olive.
- The high schools within the college's service area have active Future Farmers of America clubs.
- Randolph CC plans to develop a Career and College Promise high school pathway if approved for the program.
- The Associate Dean and Director of the College of Agriculture and Life Sciences at North Carolina State University provided a letter of support and indicated that *Agriculture is a significant driver of the economy in Randolph County, and this program will allow a new generation of farmers to enter the agriculture industry. There are 600-700 students currently participating in Randolph County school agricultural education programs. There are 19 Future Farmers of America teachers and advisors in Randolph County at the high school and middle school levels. This figure puts Randolph third in the state behind only Johnston and Wake County.*
- The Interim County Extension Director from the NC Cooperative Extension office provided a letter of support and stated *More and more high school students, especially our more traditional agriculture students are turning to the community colleges to help them meet their educational goals.*
- The President of the Asheboro/Randolph Chamber of Commerce provided a letter of support and indicated: *Those of us that actively monitor the health and well-being of local industries are keenly aware of the vital role agriculture plays in Randolph County's overall economy. It stands as our most significant industry and ranks 10th in North Carolina in the combined production of eight essential agricultural categories. The younger general in Randolph County sees a very optimistic future in agriculture. During the 2017-2018 school year, a combined total of 6,025 students from Asheboro City Schools and the Randolph county School System participated in agricultural-related classes and programs and 9,910 students participated in 4-H programs.*
- The President of the Randolph Farm Bureau submitted a letter of support and stated: *Randolph County Farm Bureau Federation supports agriculture education programs in the county through funding FFA Chapters at the high school and middle school level, 4-H programs, and agriculture-related programs and farm field trips at the elementary school level. The agribusiness technology program would be a valued addition to other courses provided at Randolph community College.*
- The President of the Randolph County NC Economic Development Corporation provided a letter of support and indicated that they are *fully supportive of the success of this initiative and they look forward to serving as a partner with Randolph community College with this program if approved.*

Impact of the Proposed Program on Other Programs: There are thirteen colleges currently approved to offer the program. These colleges are not contiguously located to Randolph Community College; **therefore an impact assessment was not 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:

These curriculum are designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workforce knowledgeable in sustainable agriculture practices. Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture. Graduates should qualify for a variety of jobs in agricultural businesses such as equipment, feed, and agricultural supply sales; store management; farm operations; wholesale and retail produce management; nursery operations; and environmental and agricultural education. Agribusiness Technology: A program that prepares individuals to manage agricultural businesses and agriculturally related operations within diversified corporations. Potential course work includes instruction in agriculture, agricultural specialization, business management, accounting, finance, marketing, planning, human resources management, and other managerial responsibilities.

Contact(s):

Dr. Lisa Eads
Director

**STATE BOARD OF COMMUNITY COLLEGES
Combined Course Library - Continuing Education**

New Course Approvals, Modifications, and Tier Designations

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

Request for New Course 1 of 5

Requesting College or Agency: NCCCS / NC Forest Service

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
WLF 2208	Wildland Fire Suppression	16	R40 – Government Regulation	3

Description: This course was developed by the N.C. Forest Service to teach fire personnel the basic knowledge needed to safely suppress wildland fires. The course covers Organization, Fire Behavior, Locating the fire, Fire size-up, and Tactics for hand crews, engines, and tractor-plow units. Mop-up, Fire Prevention, and Firefighter Safety are also covered, as well as the different terrain and fire environments forces may encounter in NC. This course should be offered consistent with the most current guidelines from the NC Forest Service, NC Department of Agriculture and Consumer Services.

Request for New Course 2 of 5

Requesting College or Agency: NCCCS / NC Forest Service

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
WLF 2305	Chainsaw Safety for Fire Depts	6	R40 – Government Regulation	3

Description: This course was developed by the NC Forest Service to teach fire personnel the basic safety knowledge needed for chainsaw operations involving wildfire and storm debris removal. This course does not replace S-212, Chainsaw Use and Safety, that is recognized by the National Wildfire Coordinating Group for national chainsaw certification. This basic chainsaw safety for fire departments course covers maintenance, felling methods, and tree defect "watch out" situations and should be offered consistent with the most current guidelines from the NC Forest Service, NC Department of Agriculture and Consumer Services.

Request for New Course 3 of 5

Requesting College or Agency: NCCCS / NC Forest Service

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
WLF 3000	Wildland Red Card Trng Block	48	R40 – Government Regulation	3

Description: This block course combines content for the three courses needed to complete Wildland Red Card Certification training: Wildland Fire Human Factors, Wildland Firefighter Training, and Wildland Fire Behavior. To become Red Card certified, students must also complete NIMS 100 and NIMS 700, and complete a Work Capacity Test administered by the NC Forest Service. This course must be taught to National Wildfire Coordinating Group (NWCG) standards, to include course management, course content, prerequisites, and instructor qualifications (NWCG References: L-180, S-130, and S-190). Contact the NC Forest Service for details.

Rationale:

These WLF courses have been requested by our partners at the NC Forest Service. Wildland Fire Suppression (WLF 2208) and Chainsaw Safety for Fire Departments (WLF 2305) are new topics to teach fire personnel basic knowledge. The Wildland Red Card Trng Block (WLF 3000) course combines three current courses (Wildland Fire Human Factors, Wildland Firefighter Training, and Wildland Fire Behavior) into a new “block” course. This will allow colleges the option of offering all three topics as one course, rather than three separate courses.

Additional Information:

Red Card training and the Red Card system are part of the National Incident Command System for wildfire response. This system outlines the minimum requirements for training, experience, physical fitness level, and currency standards for wildland fire personnel involved in events requiring national mobilization, and it is the system that tracks responder qualifications for partners working with the National Wildfire Coordinating Group (NWCG).

Request for New Course 4 of 5

Requesting College or Agency: NCCCS / IIANC

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
INS 3129	Property and Casualty Insurance	48	F25 - Business	3

Description: This course is designed for instructional areas related to property and casualty insurance topics to meet the pre-licensing education requirements for insurance agents as prescribed by the North Carolina Department of Insurance - Agent Services Division. Course topics include terms & concepts, North Carolina Insurance Law, and multiple areas within P&C. The course intent is to prepare students to take and pass the NC Department of Insurance – Property and Casualty Insurance license exams.

Programs must be approved by the NC DOI and provide information on qualified instructors.

Rationale:

Alignment of pre-licensing courses with the NC Department of Insurance license exams.

Request for New Course 5 of 5

Requesting College or Agency: NCCCS / Real Estate Commission

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
RLS 3706	Post 303 – NC Law, Rules & Legal Concepts	30	F25 - Business	3

Description: The Post 303 - NC Law, Rules, and Legal Concepts course is one of the three 30-instructional hour courses in the North Carolina mandatory Post-licensing education program. At least one course must be completed annually by North Carolina provisional brokers within three (3) years after initial licensure to remain eligible for active license status.

The primary objective of the course is to provide instruction at a level beyond that provided in Pre-licensing courses on topics deemed to be of special importance. Topics addressed in this course include general North Carolina licensing requirements, brokerage compensation issues, the disciplinary process, specialized types of real estate, property management in NC, and miscellaneous NC laws and legal concepts.

Rationale:

Program changes within the North Carolina Real Estate Commission structure for post-licensing education.

Request for Course Modification 1 of 2

Requesting College or Agency: NCCCS / NC Forest Service

Course ID	Course Title	Current Hours	Requested Hours	Tier Designation
WLF 2202	Wildland Firefighter Type 1	8	12	3

Rationale:

- Request to increase the recommended hours from 8 to 12.
- The increase in hours will allow for additional course content to align with current industry standards.

Credentialing Agency Information:

NC Forest Service

https://www.ncforestservice.gov/fire_control/fc_fdtraining.htm

Request for Course Modification 2 of 2

Requesting College or Agency: NCCCS / Carolinas Energy Workforce Consortium

Course ID	Course Title	Current Hours	Requested Hours	Tier Designation
ELS 3018	Electric Lineworker	317	350	1A

Rationale:

- Request to increase the recommended hours from 317 to 350.
- Carolinas Energy Workforce Consortium consisting of Duke Energy, ElectriCities of North Carolina, Electric Cooperatives of SC, NC Electric Cooperatives, Sumter Utilities, Pike Electric, Gregory Electric, MasTec and ULCS, has developed a core Electric Lineworker curriculum to support consistent training standards and strengthen opportunities for students through pre-apprenticeship and apprenticeship programs. This increase in hours will allow for additional course content to align with current industry standards.

Contact(s):

Margaret Robertson

Associate Vice President, Workforce Continuing Education

STATE BOARD OF COMMUNITY COLLEGES
Courses of Instruction to Captive/Co-Opted Groups

Request: The State Board is asked to approve the following to be offered to Captive/Co-opted groups as listed, to be offered to Captive/Co-opted Groups under current operating procedures, contingent upon availability of funds.

Strategic Plan Reference:

Theme: Economic and Workforce Impact

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

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

Continuing Education: Courses of Instruction

- South Piedmont CC – Anson Correctional Institution (Previously Lanesboro)
 - HRD-4100 Working Smart
 - (Working Smart)
- Wake Technical CC – NC Correctional Institution for Women
 - HRD-3008 Financial Literacy
 - (Financial Literacy)
- Wake Technical CC – Wake Correctional Center
 - HRD-3008 Financial Literacy
 - (Financial Literacy)
- Wake Technical CC – Wake Correctional Center
 - TCT-3105 Broadband Communications
 - (Introduction to Networking Telecommunication)

Contact(s):

Margaret Robertson

Associate Vice-President, Workforce Continuing Education

Continuing Education and Basic Skills

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

CODES FOR GROUPS TO BE SERVED

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

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

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

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

MATRIX CATEGORIES* For NC Department of Public Safety (DPS) Prison Facilities

Matrix Category	North Carolina Community College System Programming Options
1	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); and/or Drug and Alcohol courses. (Minimum length of stay: 2 months)
2	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; and/or Curriculum Certificate Programs. (Minimum length of stay: 4 months)
3	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; and/or Curriculum Diploma Programs. (Minimum length of stay: 12 months)
4	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; Curriculum Diploma Programs; and/or Curriculum Associate in Applied Science Degree Programs. (Minimum length of stay: 24 months)
*	Only Division of Adult Correction and Juvenile Justice (DACJJ) prisons are assigned matrix categories

**Continuing Education Courses
Captive & Co-opted**

Community College	Facility	Matrix Class.	Course Number	Facility Code	Master Course List Title (Local Title)	Contact Hours
South Piedmont CC	Anson Correctional Institution <i>(Previously Lanesboro CI)</i>	4b	HRD-4100	4865	Working Smart (Working Smart)	30
Wake Technical CC	NC Correctional Institution for Women	4b	HRD-3008	3010	HRD Financial Literacy (HRD Financial Literacy)	30
Wake Technical CC	Wake Correctional Center	4b	HRD-3008	4265	HRD Financial Literacy (HRD Financial Literacy)	30
Wake Technical CC	Wake Correctional Center	4b	TCT-3105	4265	Broadband Communications (Introduction to Networking Telecommunication)	134

STATE BOARD OF COMMUNITY COLLEGES
Three Year Accountability Reports - Programs Implemented During Fall 2015

Information: The programs listed below were implemented in Fall 2015. We have received a Three-Year Accountability Report for each program:

Asheville-Buncombe TCC	A60180	Aviation Management and Career Pilot Technology
Asheville-Buncombe TCC	A40150	Environmental Engineering Technology
Asheville-Buncombe TCC	A45630	Health and Fitness Science
Bladen CC	A45340	Emergency Medical Science
Bladen CC	A25310	Medical Office Administration
Brunswick CC	A45400	Medical Assisting
Cape Fear CC	A55130	Baking and Pastry Arts
Cape Fear CC	A45340	Emergency Medical Science
Cape Fear CC	A55300	Interpreter Education
Carteret CC	A45380	Human Services Technology
Central Piedmont CC	A50100	Biomedical Equipment Technology
Central Piedmont CC	A30120	Broadcasting & Production Technology
Central Piedmont CC	C55160	Cosmetology Instructor (Certificate)
Central Piedmont CC	A25620+	Global Logistics & Distribution Management
Cleveland CC	D45200	Computed Tomography & Magnetic Resonance Imaging Tech (Diploma)
Cleveland CC	A40430	Mission Critical Operations
Coastal Carolina CC	A25110	Hospitality Management
College of The Albemarle	A50150	Computer-Aided Drafting Technology
Davidson County CC	A40130	Applied Engineering Technology
Durham TCC	A45340	Emergency Medical Science
Fayetteville TCC	A30200	Gunsmithing
Fayetteville TCC	A25620	Supply Chain Management
Forsyth TCC	A60260	Motorcycle Mechanics
Gaston College	A50320	Manufacturing Technology
Isothermal CC	A25100	Accounting
Isothermal CC	A15100	Agribusiness Technology
Johnston CC	A30200	Gunsmithing
Mitchell CC	A25200	Healthcare Management Technology
Mitchell CC	A40350	Mechatronics Engineering Technology
Mitchell CC	A50420	Welding Technology
Montgomery CC	C45840*	Nurse Aide (Certificate)
Pamlico CC	A4538E	Human Services Technology/Substance Abuse
Piedmont CC	A4538B	Human Service Technology/Gerontology
Pitt CC	A45340	Emergency Medical Science
Randolph CC	A45380	Human Services Technology
Robeson CC	A25100	Accounting
Robeson CC	A55130	Baking and Pastry Arts
Sampson CC	A45380	Human Services Technology
South Piedmont CC	A15100	Agribusiness Technology
South Piedmont CC	A60160	Automotive Systems Technology
South Piedmont CC	A45160	Cardiovascular Sonography
Southeastern CC	C55160	Cosmetology Instructor (Certificate)
Stanly CC	D35100	Air Conditioning, Heating and Refrigeration
Stanly CC	A55150	Culinary Arts

Stanly CC	D50420	Welding Technology
Wake TCC	A4538C	Human Services Technology/Mental Health
Wayne CC	A40350	Mechatronics Engineering
Wilkes CC	A55140	Cosmetology
Wilkes CC	C55400	Manicuring/Nail Technology
Wilkes CC	C45840*	Nurse Aide (Certificate)
Wilson CC	A40130	Applied Engineering Technology

+The title of *Global Logistics and Distribution Management* was converted to *Supply Chain Management (A25620)*

*The title of *Nursing Assistant (C45480)* was converted to *Nurse Aide (C45840)*

The following programs were scheduled for Fall 2015 implementation. They have been terminated by the college, therefore a report was not required:

Asheville-Buncombe	A45160	Cardiovascular Sonography
Central Piedmont	C60300	Truck Driver Training (Certificate)
Rowan-Cabarrus	A45630	Health and Fitness Science
Rowan-Cabarrus	A45750	Therapeutic Massage
Western Piedmont	C45480*	Nursing Assistant (Certificate)
Tri-County	A50240	Industrial Systems Technology
Western Piedmont	C45600	Phlebotomy (Certificate)

Background: The curriculum program application process requires the submission of a *Three Year Accountability Report* (i.e. three years after program implementation) which must include information on enrollment, completers, employment, licensure/accreditation, and program outlook.

This requirement was approved by the State Board of Community Colleges on August 16, 2012 with an implementation date of October 1, 2012. Therefore, any non-transfer curriculum program application (special, fast track for action [FTFA] or new-to-the-system) approved by the State Board of Community Colleges or the System Office President after October 1, 2012 requires the submission of the accountability report three years after *implementation*.

Contact(s):

Dr. Lisa Eads
Director

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Applications
As Approved by the System President

The System President approved the curriculum program applications listed below:

Isothermal Community College

Human Services Technology/Animal -Assisted Interactions (A4538F)

Martin Community College

Entrepreneurship (A25490)

Wake Technical Community College

Human Services Technology/Gerontology (A4538B)

Contact(s):

Dr. Lisa Eads

Director

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.*

Gaston College

Healthcare Business Informatics (A25510)

Rationale: The content of the program is offered under the college's Information Technology curriculum program.

Termination Semester: **Spring 2019**

Piedmont Community College

Health Care Technology (Certificate) (C45350)

Rationale: No Enrollment for Over Two Years: Duke Hospital requested that the college keep the program for cross training purposes. Duke Hospital was unable to secure the budget to pay their employees to receive the training.

Termination Semester: **Fall 2019**

Health Science: Therapeutic and Diagnostic Services: Medical Assisting (D45920)

Rationale: Low Enrollment: Medical Assisting students can be placed directly into the Medical Assisting program upon admission.

Termination Semester: **Fall 2019**

Health Science: Therapeutic and Diagnostic Services: Nurse Aide (D45970)

Rationale: The Associate in General Education Nursing program meets the needs of students waiting for admission into the nursing program.

Termination Semester: **Fall 2019**

Health Science: Therapeutic and Diagnostic Services: Phlebotomy (D45950)

Rationale: Low Enrollment: The parent program (Phlebotomy (C45600) has been terminated and moved to continuing education. Colleges are unable to maintain approval for this program without the parent program.

Termination Semester: **Fall 2019**

Piedmont Community College (continued)

Phlebotomy (Certificate)(C45600)

Rationale: Low Enrollment: The content has been moved to continuing education.

Termination Semester: **Fall 2019**

Tri-County Community College

Industrial Systems Technology (A50240)

Rationale: Low enrollment. The program was difficult to market to local manufacturers, given conflicting demands regarding what the program should include that were specific to the unique needs of each industry. The college will meet those needs through its Workforce Continuing Education department.

Termination Semester: **Spring 2019**

Vance Granville Community College

Health Science: Therapeutic and Diagnostic Services

Nurse Aide (Diploma)(D45970)

Rationale: No Enrollment for Over Two Years: Students are receiving content through continuing education.

Termination Semester: **Fall 2018**

Nurse Aide (Certificate) (C45840)

Rationale: No Enrollment for Over Two Years: Students are receiving content through continuing education.

Termination Semester: **Fall 2018**

School-Age Care (Certificate) (C55450)

Rationale: No Enrollment for Over Two Years: Students are choosing to enroll in the Early Childhood program to receive content.

Termination Semester: **Fall 2018**

Contact(s):

Dr. Lisa Eads

Director

AGENDA
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
AW North Carolina, Caswell Building
January 17, 2019 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – November 15, 2018

For Information

- Quarterly Review of Progress - Strategic Plan Tactics
- Key Performance Indicators for Economic and Workforce Impact (Attachment PLAN 01):
 - Business Partnerships
 - Work-based Training Opportunities
 - Enrollment to Unemployment Ratio
- Workforce Development Updates (*Discussion only*)

New Business

Adjourn

MINUTES
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Thursday, November 15, 2018 – 1:30 p.m.

COMMITTEE MEMBERS PRESENT:

Jerry Vaughan, Chair	Burr Sullivan
Clark Twiddy, Vice Chair	Ann Whitford

Members Absent: Breeden Blackwell, Todd Johnson

OTHERS IN ATTENDANCE:

Jennifer Haygood	Bill Schneider	Lyn Austin, JCC Trustee
Anne Bacon	Ashley Sieman	
Katie Bao	Julie Woodson, NCACCT	

CALL TO ORDER

Chairman Vaughan called the meeting to order at 1:35 p.m. at Wilson Community College, in Frank L. Eagles Center, Room G-240.

ROLL CALL

Ms. Bacon took the roll of the Strategic Planning Committee members. With four Committee members in attendance, a quorum is present.

ETHICS STATEMENT

Chairman Vaughan read the Ethics Awareness and Conflict of Interest Statement, and when asked if there were any known conflicts none were noted.

APPROVAL OF MINUTES

Chairman Vaughan asked for a motion to approve the minutes of the October 18 meeting with a clerical correction to dates that were inadvertently transposed, and which should have read: "Mr. Vaughan asked for a motion to approve the minutes from the *September 20* meeting..." and an additional correction that should have read: "Mr. Vaughan asked for a motion to approve the agenda for the *October 18* meeting...". Mr. Sullivan made the motion to approve, Mr. Twiddy seconded the motion, and the Committee approved the minutes as amended.

APPROVAL OF AGENDA

Chairman Vaughan asked for a motion to approve the agenda for the November 15, 2018 meeting. Ms. Whitford made the motion to approve, Mr. Twiddy seconded the motion, and the Committee approved the agenda unanimously without change.

MINUTES
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Thursday, November 15, 2018 – 1:30 p.m.

FOR INFORMATION

New Approach to College President Onboarding (Attachment PLAN 01)

Ms. Haygood presented on the importance of professional development that can better support community college presidents as visionary leaders.

- Historically, the System Office has provided orientations for new presidents.
- Belk Center for Community College Leadership and Research surveyed presidents about the information they need to be effective as presidents.
- Proposes changing from a one-time-a-year orientation to an onboarding approach using short, on-demand online modules that can offer a foundation of knowledge coupled with face-to-face meetings that go beyond providing information to higher-value discussions around more strategic topics.
- Professional development for new presidents would be part of a broader Presidents' Academy supported by the Belk Center, which is also focusing on a complementary Trustees' Institute.
- The System's top need of the Belk Center is for instructional design expertise, and potentially a strong point person to ensure that any new professional development meets the needs of presidents and other stakeholders. There was also a suggestion to offer technical assistance to new presidents, as in small business development with SCORE (Senior Corps of Retired Executives).

Indicators of Clear and Supported Pathways for Student Progress and Success (Attachment PLAN 02)

Dr. Bao presented three performance measures that measure progress toward the Clear and Supported Pathways goal and addressed how our Key Performance Indicators speak to questions raised during Dr. Templin's presentation at a previous meeting. The following measures are State Performance Measures that influence performance funding:

- Basic Skills Student Progress – Percentage of Basic Skills participant periods of participation with a measurable skill gain.
 - This measure was recently changed to conform with a federal Adult Education performance measure.
 - The trend overall in NC is positive (the rate is increasing), but our statistic lags the national statistic.
- Student Success Rate in College-Level English Courses – Percentage of first-time Fall associate degree-seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within three years of their first term of enrollment.
- Student Success Rate in College-Level Math Courses – Percentage of first-time Fall associate degree-seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first term of enrollment.

MINUTES
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Thursday, November 15, 2018 – 1:30 p.m.

The data, disaggregated by race/ethnicity and by gender, were reviewed noting where achievement gaps were evident. Committee members asked questions to better understand the implications of the data.

Other Updates

- On November 1 the NC Community College System submitted its two-year strategic plan to the Office of State Budget and Management (OSBM) in their format, which is required of every state agency. OSBM requires that agency budget requests reflect priorities in the agency's strategic plan to be considered for funding.)
- Mr. Schneider and Dr. Bao recently updated the KPI Advisory Committee on progress in operationalizing Key Performance Indicators and sharing baseline data.

NEW BUSINESS

None noted.

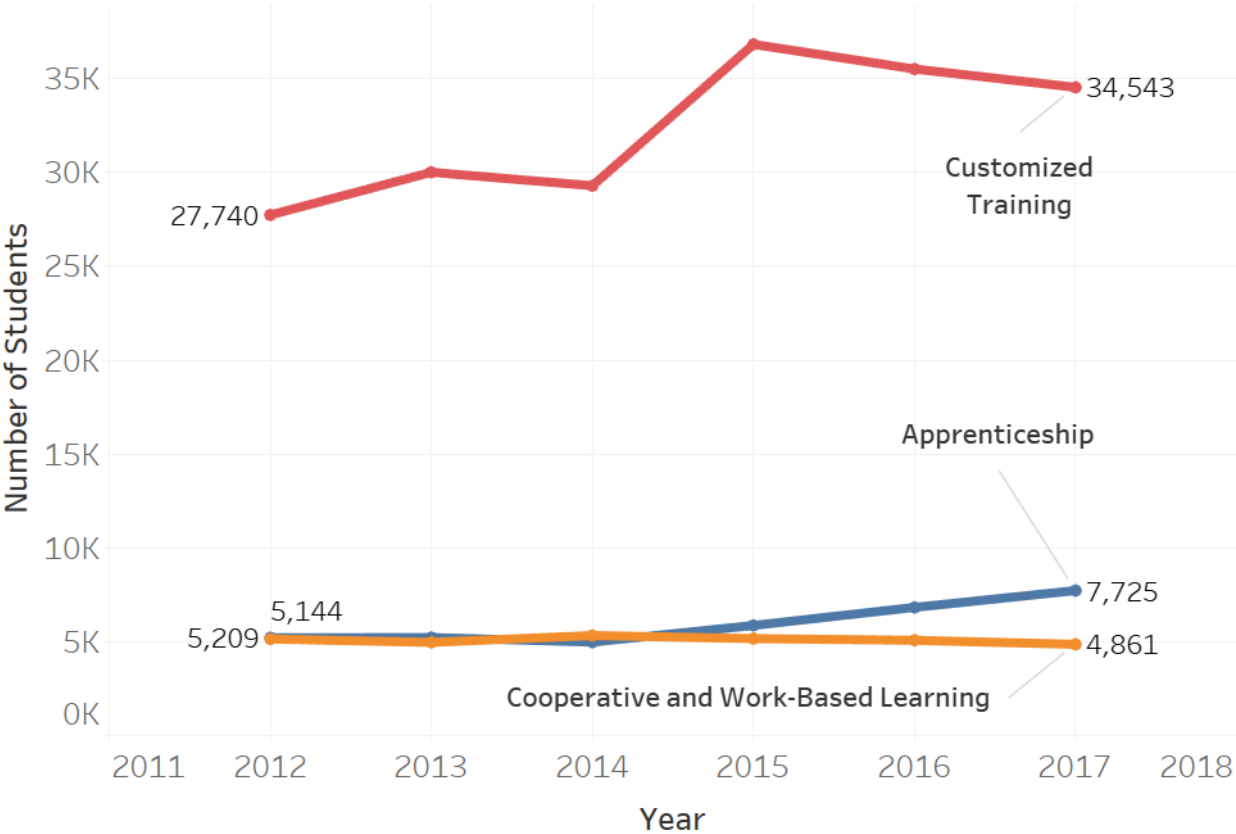
ADJOURN

There being no other business, Chairman Vaughan asked for a motion to adjourn. Mr. Twiddy made the motion, which was seconded by Mr. Sullivan, and which passed unanimously without discussion and the Committee adjourned at 3:02 p.m.

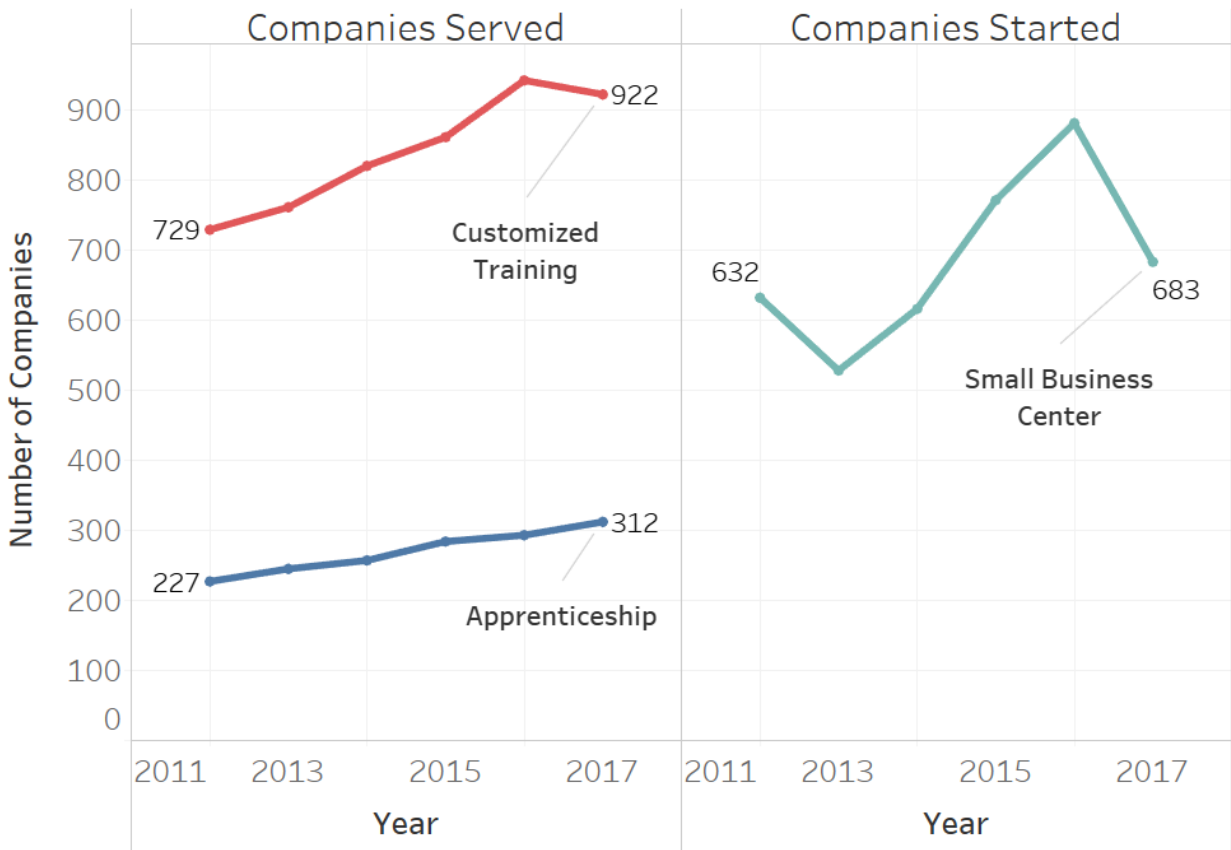
Respectfully submitted,
Kelly Barretto
Recording Secretary

Key Performance Indicators for Economic and Workforce Impact

Work-Based Training Opportunities: Number of Individuals Served by Work-Based Training Programs

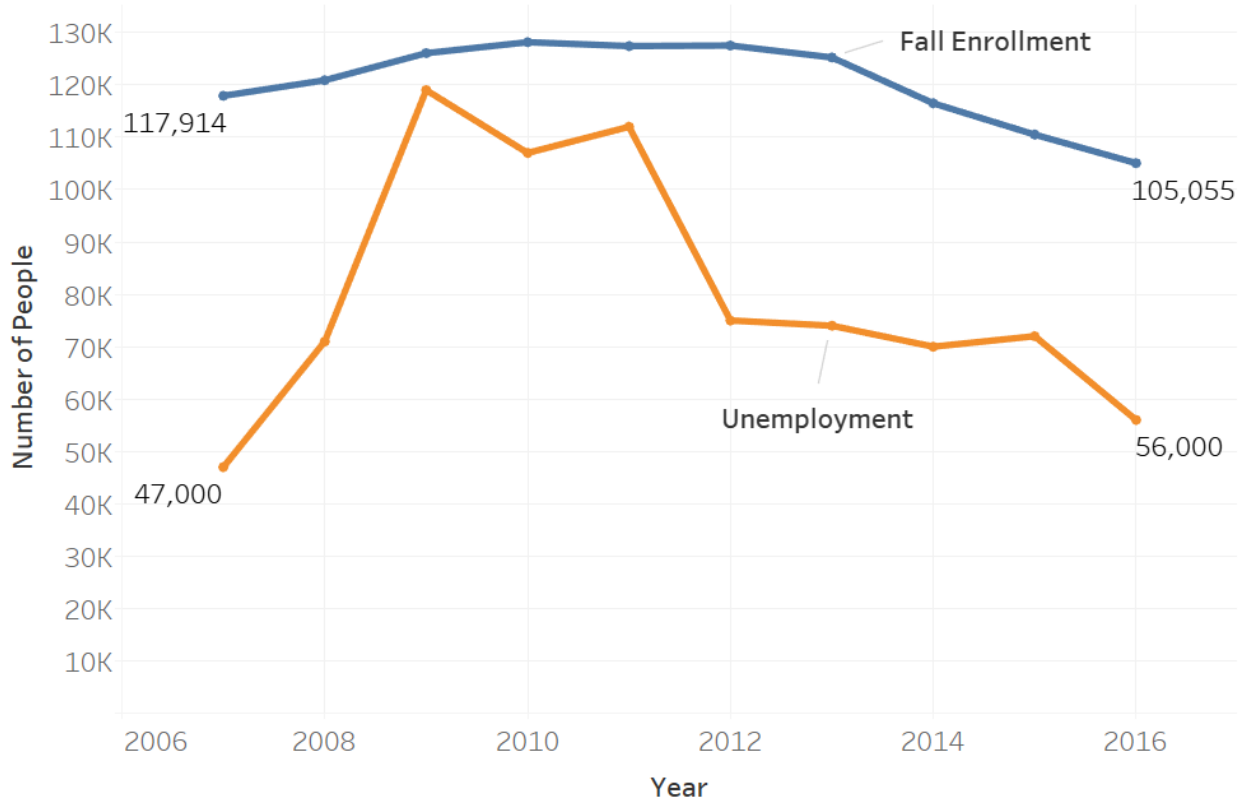


Business Partnerships: Number of Businesses Served or Started by Work-Based Training Programs

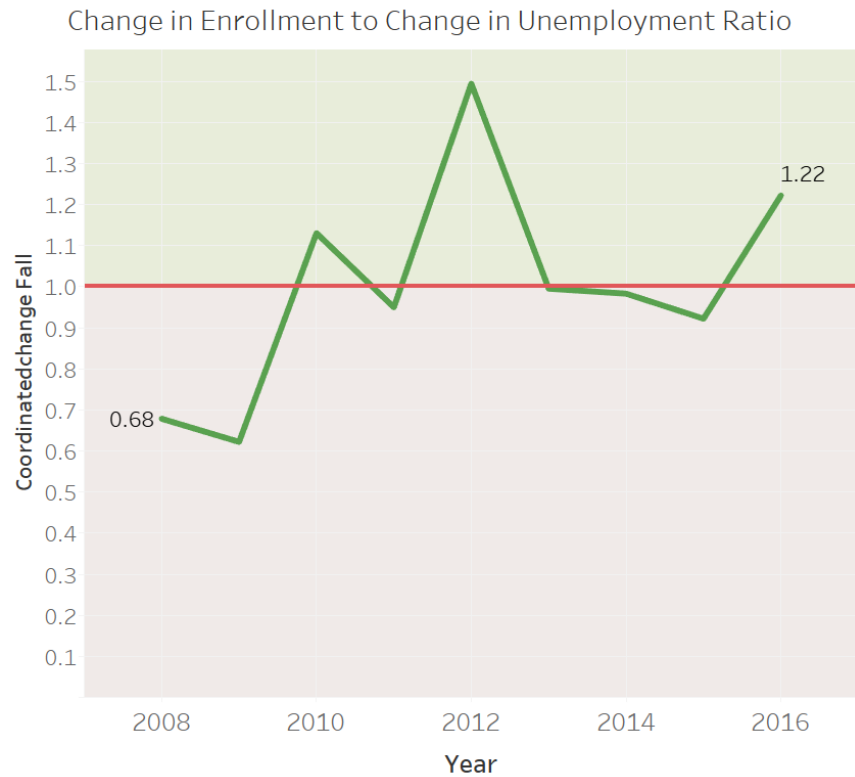
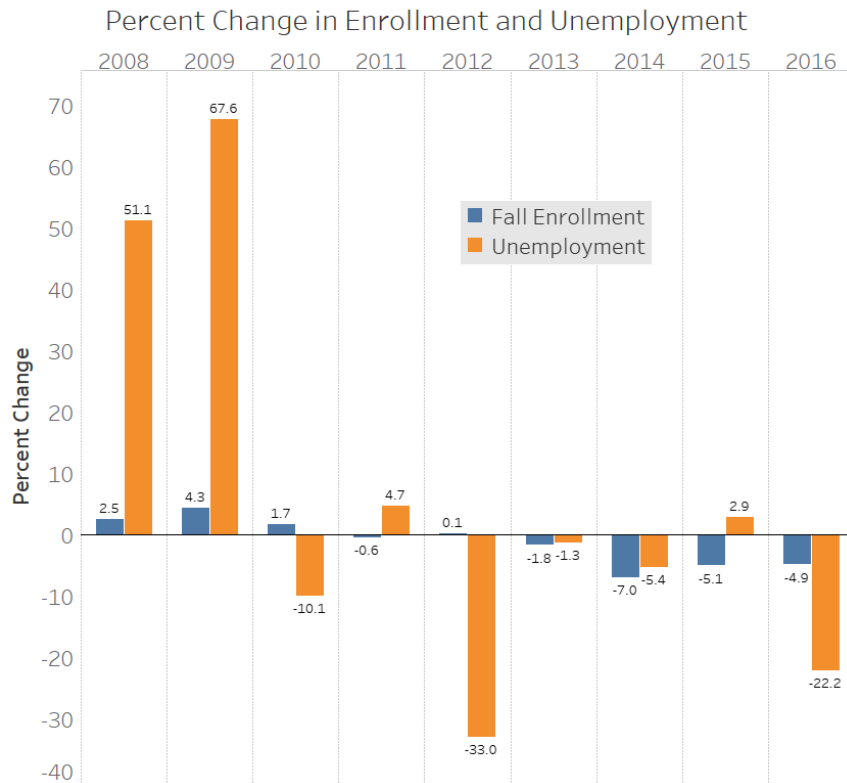


Enrollment to Unemployment Ratio: The annual change in enrollment over the annual change in unemployment for 25-34 year olds

Enrollment and Unemployment of 25-34 year-olds over Time



Enrollment to Unemployment Ratio: The annual change in enrollment over the annual change in unemployment for 25-34 year olds



AGENDA
State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Caswell Building, Innovation Station
Thursday, January 17, 2019 – 3:00 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – November 15, 2018

For Action

- Requested Report Modifications (Attachment LEG 01)
- Change Number of Mandatory Annual Meetings (Attachment LEG 02)
- Joint UNC Board of Governors and SBCC Legislative Agenda (Attachment LEG 03)

For Information

- Legislative Update (No handout)

New Business

Adjourn

MINUTES
State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Thursday, November 15, 2018 – 3:00 p.m.

LEGISLATIVE COMMITTEE MEMBERS PRESENT:

Lisa Estep	Bill McBrayer	Burr Sullivan
Toni Formato	Lynn Raye	Jerry Vaughan *
William Holder	Jim Rose	Ann Whitford
Bobby Irwin	Scott Shook	
Frank Johnson	Bob Stephens	

* Attended via phone

Members Absent: Breeden Blackwell, Todd Johnson and Clark Twiddy,

OTHERS IN ATTENDANCE:

Jennifer Haygood	Jim Parker	Lyn Austin (NCACCT)
Lisa Chapman	Mary Shuping	Alex Granados (EdNC)
Elizabeth Grovenstein	Anne Bacon	David Shockley (NCACCP)
Bryan Jenkins	Katherine Bao	Linda Suggs (Gates Fnd)
Maureen Little	Sondra Jarvis	Julie Woodson (NCACCT)
Brian Long	J.W. Kelley	
Shanté Martin	Bill Schneider	

CALL TO ORDER

Mr. Rose called the meeting to order at 3:33 p.m. at Wilson Community College, Frank L. Eagles Center, Room G-237, in Lexington, NC.

ROLL CALL

Mr. Jenkins took the roll of the Legislative Affairs Committee members.

ETHICS STATEMENT

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

APPROVAL OF THE AGENDA

Mr. Rose asked for a motion to approve the agenda for the meeting on November 15, 2018. Mr. McBrayer moved, seconded by Chairman Shook, and the Committee approved.

APPROVAL OF THE MINUTES

Dr. Blackwell asked for a motion to approve the minutes for the meeting on October 18, 2018. Mr. McBrayer moved, seconded by Chairman Shook, and the Committee approved.

MINUTES
State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Thursday, November 15, 2018 – 3:00 p.m.

FOR INFORMATION

Residency 101

Ms. Shuping and Ms. Martin discussed the history of residency determination law in North Carolina that led to the current Residency Determination Service (RDS) System.

The conversation lead into the Non-Budget Legislative Agenda action item.

FOR ACTION

Non-Budget Legislative Agenda (Attachment LEG 01)

Ms. Shuping reviewed the Proposed Non-Budget 2019 Legislative Priorities. The proposal has been shared with the Presidents' Association and unanimously approved.

RDS Simplification: Repeal the part of the statute that presumes a student has the same domicile as the student's parents but allows the student to rebut that presumption. By repealing this part of the statute, the student's domicile will be the basis of residency determination for tuition purposes and not the domicile of the parents.

Prior to this recommendation the State Education Assistance Authority (SEAA) and Higher Education Collaborative Advisory Committee (HECAC) have worked to simplify the RDS System since it was implemented. Dr. Kelley shared changes that have been made to the process within the current law. A full exemption for the community colleges is not likely, but the Presidents' Association feels that the proposed change will make the process easier. President Shockley stated that if the community colleges were exempt from RDS, there would still need to be a process to verify a student's residency for tuition purposes. Mr. Sullivan commended the staff and presidents on the incremental approach to fixing the issue.

Mr. Raye made a motion to approve RDS Simplification legislative proposal, seconded by Mr. F. Johnson, and unanimously approved by the committee.

Based on the approval of RDS Simplification legislative proposal, an amendment to the Community College Residency Determination Funding Formula Legislative Report (Attachment FC 04) was recommended to support the request. Mr. McBrayer motioned to approve with a second by Mr. Sullivan, and the amendment was unanimously approved by the committee. The amendment stated:

The State Board of Community Colleges fully supports the NCACCP proposal to repeal G.S. 116-143.1(e) which would remove the presumption that a student's domicile is with his or her parents.

MINUTES
State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Thursday, November 15, 2018 – 3:00 p.m.

Ms. Shuping reviewed the other legislative proposals:

- Exempt System Office IT Staff from Transfer to DIT.
- Allow Insurance in Lieu of Bond. The current law requires college employees who are authorized to draw or approve checks or other funds or authorized to handle property to be bonded. The proposed legislation would allow colleges to use either bonds or insurance for this purpose.
- Earning FTE in Jails & Changing Contact Hours to Membership Hours in Prisons. This proposal would allow colleges to earn budget FTE for instruction in local jails and would allow colleges to report FTE student hours in correctional institutions on the basis of membership hours rather than contact hours. When this was proposed last year, the General Assembly asked the State Board of Community Colleges to report on the projected costs of these changes. The report was considered by Finance Committee today for approval. The Legislative Affairs Committee was asked to approve the statutory changes as part of their legislative agenda.
- Reorganization of the Community College System Office. Each biennium, the State Board must request authority for the President to reorganize the System Office. This proposal recommends that the President's reorganization authority be put in the General Statutes. College Information System (CIS) Carryforward Authorization. This legislative proposal would give the Community College System the authority to carryforward up to \$1,250,000 in College Information System (CIS) funds to purchase periodic IT upgrades.

Pending items include the whether the Proprietary Schools Board will want to again seek legislation to become independent as well as Apprenticeship Council amendments.

Mr. F. Johnson made a motion to approve the Proposed Non-Budget 2019 Legislative Priorities, seconded by Mr. McBrayer and unanimously approved by the committee.

ADJOURN

There being no other business, Mr. Rose asked for a motion to adjourn, Mr. Raye made the motion, seconded by Mr. McBrayer, and the committee adjourned at 4:25 p.m. following a voice vote.

Respectfully submitted,
Sondra Jarvis

REQUESTED REPORT MODIFICATIONS

TITLE OF REPORT	CURRENT REPORTING REQUIREMENT	RECOMMENDED CHANGE
STATE BOARD GOVERNANCE COMMITTEE RECOMMENDATIONS		
Customized Training	<p>§ 115D-5.1. Workforce Development Programs.</p> <p>(f) The <i>State Board</i> shall report on an <i>annual</i> basis to the Joint Legislative Education Oversight Committee on:</p> <p>(1) The total amount of funds received by a company under the Customized Training Program;</p> <p>(1a) The types of services sought by the company, whether for new, expanding, or existing industry.</p> <p>(2) The amount of funds per trainee received by that company;</p> <p>(3) The amount of funds received per trainee by the community college delivering the training;</p> <p>(4) The number of trainees trained by the company and community college; and</p> <p>(5) The number of years that company has been funded.</p>	<p>Change to <i>System Office</i> since report is information only.</p> <p>Change report date to <i>September 1st*</i>.</p>
Tuition Waivers	<p>§ 115D-5(b2) Beginning February 1, 2018, and annually thereafter, <i>the State Board of Community Colleges</i> shall report to the Joint Legislative Education Oversight Committee on the number and type of waivers granted pursuant to subsection (b) of this section.</p>	<p>Change to <i>System Office</i> since report is information only.</p>
Report on Capital Projects Utilizing Delegated Construction Authority	<p>§ 115D-9. Powers of State Board regarding certain fee negotiations, contracts, and capital improvements.</p> <p>(g) The <i>State Board</i> shall annually report to the State Building Commission the following:</p> <p>(1) A list of projects governed by this section.</p> <p>(2) The estimated cost of each project along with the actual cost.</p>	<p>Change to <i>System Office</i> since report is information only.</p>

* Requested by Maureen Little, VP of Economic Development.

TITLE OF REPORT	CURRENT REPORTING REQUIREMENT	RECOMMENDED CHANGE
	<p>(3) The name of each person awarded a contract under this section.</p> <p>(4) Whether the person or business awarded a contract under this section meets the definition of "minority business" or "minority person" as defined in G.S. 143-128.2(g).</p>	
Voluntary Shared Leave	<p>§ 126-8.3. Voluntary shared leave.</p> <p>(c) The State Human Resources Commission, the State Board of Education, and the State Board of Community Colleges and all State agencies, departments, and [institutions] shall annually report to the Office of State Human Resources on the voluntary shared leave program. For the prior fiscal year, the report shall include the total number of days or hours of vacation leave and sick leave donated and used by voluntary shared leave recipients and the total cost of the vacation leave and sick leave donated and used.</p>	Change to System Office since report is information only.
OTHER RECOMMENDATIONS		
Evaluation of Cooperative Innovative High Schools (CIHS)	<p>§ 115C-238.55. Evaluation of cooperative innovative high schools.</p> <p>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, postgraduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the schools. The Boards shall jointly report by March 15 of each year to the Joint Legislative Education Oversight Committee on the evaluation of these schools.</p>	Allow reports to be combined into a single report.
Success of Students in Career &	§ 115D-5 (x) 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	

TITLE OF REPORT	CURRENT REPORTING REQUIREMENT	RECOMMENDED CHANGE
<p>College Promise (CCP)</p>	<p>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, postgraduation 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.</p>	
<p>Apprenticeship Council Reporting</p>	<p>G.S. 115D-11.6.</p> <p>...</p> <p>Not less than once a year the Apprenticeship Council shall make a report through the Community Colleges System Office of its activities and findings to the public and to the Joint Legislative Oversight Committee on Agriculture and Natural and Economic Resources; the chairs of the Senate Appropriations Committee on Agriculture, Natural, and Economic Resources; and the chairs of the House of Representatives Appropriations Committee on Agriculture and Natural and Economic Resources.</p>	<p>Change:</p> <ul style="list-style-type: none"> • Report date to September 1st • Report submission to Education Oversight and House & Senate Education Appropriations Committees.

STATE BOARD OF COMMUNITY COLLEGES

Amendment to Mandatory Number of Meetings Per Year

Request: The State Board of Community Colleges is asked to request that the General Assembly permit the SBCC to meet no less than six (6) times per year.

Background: Current G.S. 115D-2.1(g) requires that the SBCC meet at least 10 times per year. The Board may meet more than 10 times in a calendar year but not less.

Rationale: Provide the State Board greater flexibility to determine its meeting schedule.

- **Recommended Change to G.S. 115D-2.1(g):** The State Board of Community Colleges shall meet at stated times established by the State Board, but not less frequently than **six** ~~10~~ times a year. The State Board of Community Colleges shall also meet with the State Board of Education and the Board of Governors of The University of North Carolina at least once a year to discuss educational matters of mutual interest and to recommend to the General Assembly such policies as are appropriate to encourage the improvement of public education at every level in this State; these joint meetings shall be hosted by the three Boards according to the schedule set out in G.S. 115C-11(b1). Special meetings of the State Board may be set at any regular meeting or may be called by the chairman. A majority of the qualified members of the State Board shall constitute a quorum for the transaction of business.

**University of North Carolina System and the North Carolina Community College System:
Joint Legislative Priorities for 2019-21**

Closer collaboration between the UNC System and North Carolina Community College System is expanding educational opportunity and increasing the return on taxpayer investments in our state. The number of transfer students from community colleges to UNC institutions has reached an all-time high, as have transfer student graduation rates, thanks in large part to the Comprehensive Articulation Agreement (CAA). New co-admission agreements between NCCCS institutions and local universities will help more students earn a high-quality associate degree that sets them up for success as they pursue a four-year degree.

Current efforts have laid the groundwork for further progress. The North Carolina Student Aid Study Group, co-chaired by Presidents Spellings and Hans, convened a group of leaders from across the two systems to identify opportunities to simplify state grant programs and align them with student success goals. Through the myFutureNC commission, representatives from the University and Community College systems have worked with leaders from the business, education and philanthropic community to set a college attainment goal for 2030.

As a result of this close collaboration, NCCCS and UNC have identified four joint legislative priorities.

1. Summer Scholarships for UNC and NCCCS Students

Request for 2019-20: \$10 million (R) (UNC: \$7m/NCCCS: \$3m)

Request for 2020-21: \$12 million (R) (UNC: \$8m/NCCCS: \$4m)

The North Carolina Student Aid Study Group identified summer scholarships as a key tool to increase student success and reduce time to degree in both the UNC and community college systems. Traditionally, state financial aid programs have not been available in the summer, limiting students' ability to afford summer courses. In summer 2018, the State Education Assistance Authority (NCSEAA) made \$2.8 million in UNC Need-Based Grant funding available which helped nearly 4,000 UNC students pay for summer school. Financial aid officers targeted funds to students who were within a course or two of earning the 30 credits necessary to stay on track to graduate in four years. The results were promising: by the end of the summer, more than 77% of grantees had met or exceeded the 30-credit benchmark.

The UNC and NC Community College System request dedicated funding for summer scholarships to help more students complete a degree in a timely fashion. Funds will be targeted to students who can use summer courses to stay on track or accelerate their path to timely completion. NCSEAA will disburse the summer scholarships to UNC and NCCCS institutions based upon guidance from the governing boards and Presidents of each system.

2. Transfer Student Scholarships

Request: \$4 million (R)

The North Carolina Student Aid Study Group also recommended reforms to increase transfer student success. Research indicates that students who complete their college transfer associate degree before transferring to a four-year university are significantly more likely to complete a bachelor's degree. In

North Carolina, completion of certain associate degrees activates the terms of the Comprehensive Articulation Agreement (CAA), which assures admission to a UNC institution and enables transfer students to enter with junior standing. However, less than one-third of NCCCS transfers arrived at UNC having completed an AA or AS degree.

In order to encourage students to complete an associate degree before transferring, the UNC and North Carolina Community College Systems request funding to provide students with a one-time scholarship upon transfer to a UNC institution after earning an eligible associate degree covered by the CAA.

3. Improve Credit Transfer for Community College and Military-affiliated Students

Request: \$150,000 (R), \$200,000 (NR)

Together, the UNC and North Carolina Community College systems have worked to streamline credit transfer across institutions and to grant veterans credit for their military experience. A comprehensive statewide agreement for alignment and articulation of general education courses, as well as a governing body— Transfer Advisory Committee (TAC)—was created to oversee transfer practices across all 4-year UNC institutions. In addition, in response to a 2014 law (S.L. 2014-67), the systems created a Military Credit Advisory Council (MCAC) and convened panels of faculty experts to develop shared standards for the uniform granting and transferring of course credits for military training and occupational experience to veteran students enrolled in North Carolina universities and community colleges.

These two committees require funding to maximize reach, expand scope, and tackle other issues that may prevent seamless pathways for students. TAC has identified the need for site reviews, convening of key NCCCS and UNC faculty and staff around new initiatives, and support for the creation of several new pathways programs. In 2019-20, MCAC's goals are to complete the initial phase of military credit evaluation and create a searchable database of military credit equivalencies.

4. Expand the Availability of Open Educational Resources (OER)

Request: \$300,000 (R)

According to national data, the price of college textbooks has significantly outstripped the rate of inflation, and college students now spend an average of \$500 to \$600 per year on books.

In response, a national movement has emerged to create Open Educational Resources (OER)—digital textbooks and other course materials that are available to all at little or no cost. Groups of expert faculty identify materials that align with commonly taught courses, curate those books and articles, and make them available to other faculty that teach the same course. Assigning OER textbooks across a number of introductory courses can save students millions of dollars in textbook costs.

The requested funding would help curate and catalyze adoption of high-quality OER materials for the most commonly taught courses across the UNC and community college systems, with priority given to those courses that universally transfer under the Comprehensive Articulation Agreement.