



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

Report to the Joint Legislative Education Oversight Committee

High School Workforce Development
Program

*SL 2004-124, Sec. 7.22 (HB 1414, the
2004 Budget Bill)*

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Summary Status of Learn and Earn, Early College High School Initiative

In September 2004, Governor Easley launched his *Learn and Earn* early college high school initiative, which is designed to provide students with the option of a four or five-year high school program that enables them to earn a high school diploma and a community college associate degree or two years of university credit toward a four-year degree while gaining skills to pursue a career in the new economy. “*Learn and Earn* will change North Carolina high schools so that students receive the skills and training they need for high-skilled, better-paying jobs. If students know that they can graduate with practical job skills and an advanced degree, they will have an additional incentive to complete their degree before entering the workforce,” Governor Easley stated. The goals of the *Learn and Earn* early college initiative are to reform high schools, to better prepare students for the workforce and college, to create a seamless curricula between high school and college, and to provide work-based learning experiences to high school students.

Currently, the *Learn and Earn* early college initiative involves four school sites that admitted students for the 2004-05 school year, and nine school sites that have completed the planning phase and will open with students in the 2005-06 school year. Each of these schools is working in partnership with a community college or a university that is providing facilities for the school and college-level courses for the students. An additional twenty-two school districts have submitted proposals to create early college high schools. (See complete list of implementation and planning sites attachment #1.) Governor Easley’s *Learn and Earn* early college initiative is a partnership between the NC New Schools Project and the Department of Public Instruction and institutions of higher education. This effort was embedded in a larger initiative to build urgency for change for our state and develop a comprehensive plan for high school reform.

Governor Easley’s *Learn and Earn* early college high school initiative was one model created to help address this high school issue. The *Learn and Earn*, early college high school model was created on the guiding principles developed by the Middle College National Consortium. Using these principles, schools from across the state of North Carolina will develop partnerships with higher education institutions ensuring that students have accelerated learning opportunities and educating students at a higher level for college and work.

Early College High School Design Principles

Power of the Site

Locating schools on a college campus is integral to student motivation and success and to an enduring collaborative partnership. It is a visible symbol to the community of dual accountability for student outcomes and academic success. Students are treated as college students and see themselves as college completers.

Teaching and Learning:

Developing students' literacy skills is critical to academic success. Schools regularly engage students in rigorous, in-depth academic work, use active intellectual inquiry and sustained writing and revision in all classes. (High standards set for all students; learning is meaningful, engaging and celebrated; learning is real and connected to world experiences and students' lives; and school is organized to support in-depth learning with a diverse student community.)

Student Learning

Schools design a system of assessment that provides multiple opportunities for students to publicly exhibit what they know and can do. Assessments grow out of classroom work and provide on-going feedback to the school community, the teacher, the student and the parent on a student's progress toward achieving academic proficiency. (Assessment is interwoven with classroom activities; student outcomes are measured using multiple assessments; and assessment informs school-based decisions.)

Student Support:

'Smallness,' no more than 100 students per grade level, helps to create a learning community for students and teachers and provides opportunities for flexible and innovative structures to support students academically and emotionally. All students are known well not only because the school is small, but also because the school values and gives priority to small class size and extended time with a teacher both daily and over the course of the student's high school years. (Enabling students to attain high standards requires attention to be paid to students' academic, affective and family needs; school structure and schedule is organized to support extended relationships with students; every adult has the capacity and life experience to be an effective counselor.)

Democratic School Governance:

Purposefully designed structures provide for everyone's voice to be heard and respected in the decision-making process with regard to hiring personnel, managing budgets, determining curriculum and pedagogy, developing students' activities and any other policies that affect the daily life of students and faculty. (Shared decision-making supports the intellectual quality of instruction and strengthens the professional community of a school; issues of teaching and learning are the center of a dialogue among entire school community; and students and parents are empowered to participate in the life of the school and to have their voices heard in school-based and national forums.)

Professional Development:

Staff participates in on-going, embedded professional development that focuses on student success. Time during the school day is provided for staff development and the creation of learning communities. New teachers are mentored in order to help them to understand and to implement the goals of the community. (Schools are communities of reflective practice and continuous learning; professional development and growth is expected of all adults; regularly scheduled, sustained professional development enables adults to model learning communities for students; and feedback and refinement of practice is the responsibility of all members of the school community.)

Summary of Assistance and Support Activities

While support for Early College High School Teams is ongoing and both formal and informal, below are some professional opportunities: (See attachment #2)

Fall and Winter Institutes:

In February 2005, NSP, NCDPI, and its partners hosted a two-day winter institute to support teams from the ten Learn and Earn planning sites. Secondary and postsecondary partners worked with school change coaches to share their work and invite feedback and to reinforce the design principles using critical friends protocols. A representative from the Office of the Governor spoke to the teams about the importance of this work, the Governor's support for the initiative and the status of Learn and Earn funding.

Statewide Action Plan for High School Innovation and Support Seminars:

NSP partners released the first-ever statewide Action Plan for High School Innovation (workbook and companion DVD) at two one-day conferences in Raleigh and Charlotte. Ninety six of the 115 LEAs in the state attended. At the same time, the RFP for General Innovation was released on the New Schools Project website.

Model School Site Visits:

In January 2005, NSP and NCDPI coordinated a site visit to two early college high schools in Memphis, Tennessee. In collaboration with the Middle College National Consortium, NSP and NCDPI staff planned pre-visit readings, on-site seminars focused on the design principles of student support and power of the site, site visits to Hollis F. Price Early College High School at Lemoyne Owen College and to Middle College High School at Southwest Tennessee Community College, and group debriefings. Five teams of Learn and Earn sites, representatives from the Department of Public Instruction and a representative from the NC Community College System participated.

In February and March 2005, site visits to model schools in New York (Middle College High School @ LaGuardia Community College, International High School @ LaGuardia Community College and Humanities Prep) and Michigan (Mott Middle College High School). Site visits were framed by pre-visit readings, on-site seminars focused on design principles and group debriefings. Participants included representatives of thirteen LEAs, higher education partners,

the Department of Public Instruction, the NC Community College System, the Office of the Governor and the Office of the Lieutenant Governor.

Coach Training:

In March 2005, NSP hosted three days of training for coaches. New coaches benefited from hearing shared experiences and lessons learned from other coaches.

Principal Training

In the spring, the Principal's Executive Program, New Schools Project, and North Carolina Department of Public Instruction collaborated in the development of a network for early college high school principals. The principals in the early college high school will need support to develop these schools to their potential and to develop teachers in their building to be leaders. The role of the principal in these schools is very different than the role of a principal in a large comprehensive high school.

Teaching and Learning Conference:

In April 2005, a two-day conference focused on developing the capacity to change instruction. Thom Markham from the Buck Institute for Education spent one day working with coaches and principals from schools in Cohorts II and one day working with teachers. This was the first session of an ongoing professional development strand that continued in the Summer Institute.

Score Training

Learn and Earn early college high school proposals for planning and implementation were submitted in the Spring. A large group of partners were trained to score these proposals.

Summary of Policy Development Activities

The NSP, NCDPI and its Board of Advisors and partners have addressed a series of policy changes required to facilitate early college high schools. Below is a summary of those changes:

In cooperation with Learn and Earn sites, the Department of Public Instruction, the NC Community College System, and the UNC Office of General Administration, the New Schools Project staff identified policy barriers for the establishment of early college high schools.

NSP and NCDPI helped eight early college high schools apply for program recognition under Senate Bill 656, Section II. The State Board of Education granted requested waivers in the areas of transportation funding, state administrative support and school calendar laws in March 2005. The NC Community College System granted requested waivers in the areas of minimum age of students, enrollment in developmental courses and priority registration of high school students in March 2005.

The New Schools Project staff, in collaboration with the Office of the Governor, the Department of Public Instruction, the NC Community College System and the UNC Office of General Administration, have identified and proposed legislative changes that provide all schools a consistent process by which to address policy barriers.

NSP and NCDPI have coordinated a meetings with local district school finance officers, Associate Superintendent of Financial and Business Services to establish accounting systems for new schools to ensure appropriate levels of oversight. (See implementation agreement with school sites, attachment #3).

Memorandum of Understanding (MOU)

During a series of meetings with attorneys from University of North Carolina General Administration, North Carolina Community College System Administration, Independent and Private Universities and Colleges, North Carolina School Board Association, and staff from Department of Public Instruction and the New Schools Project the MOU for early college high school partnerships between public school systems and institutions of higher education was developed. A handbook will be created to support the MOU development between partners which came out of multiple conversations hosted by the governor's office. (A draft of the MOU is attached #4).

COMMUNICATION

During the summer, a communication and research consultant was hired to develop a series of newsletters for different groups. The Innovator is one example of those newsletters. (See attachment # 5.) The New Schools Project Website will also continue to host information about the many developments around early college high schools. The consultant in collaboration with New Schools Project, North Carolina Department of Public Instruction, SERVE and Jobs for the Future is developing a protocol for the purpose of evaluation for these early college high schools.

The development of these early college high schools is an evolving process. Providing on-going support for these sites is a critical component for the development and sustainability of these early college high schools. Partnerships are key in providing support and understanding and the State Board of Education's active partnership in the development of the early college high model is critical in the development and sustainability of these schools.



Learn and Earn Early College High Schools

Attachment # 1

What are Learn and Earn Early College High Schools?

Governor Mike Easley launched the Learn and Earn Early College High School Initiative in response to a dire workforce development need in North Carolina. The Initiative is designed to improve high schools, to better prepare students for college and career, to create a seamless curriculum between high school and college and to provide work-based experiences to students. Learn and Earn Early College High Schools will meet these goals by establishing autonomous high schools on the campuses of colleges or universities and providing students the opportunity to earn associate's degrees or two years of transferable college credit while still in high school. In an era of dramatic economic change, Learn and Earn provides a high school experience that prepares students to meet the needs of a new economic reality.

What are the essential design elements of Learn and Earn Early College High Schools?

Learn and Earn early college high schools benefit from support partnerships with the NC Department of Public Instruction, University of North Carolina System, NC Community College System, and the New Schools Project to develop new high schools with the following design characteristics:

1. Be an autonomous high school located on the campus of a college or university;
2. Provide students the opportunity to complete high school with a high school diploma and an associate's degree or two years of transferable credit at no cost to the student;
3. Serve students in grades 9-12 or 13;
4. Create clear ties to the workplace, including a graduated series of work-based learning experiences for students;
5. Serve a student body that reflects the diversity of the district in terms of ethnicity, socio-economic status, academic ability, achievement level, and motivation;
6. Design and implement affective and academic systems of support to help students attain the high expectations presented by the early college model;
7. Redesign the ninth and tenth grades to build high levels of academic readiness; and
8. Partner with middle schools to prepare rising high school freshmen for the early college experience.

2005-06 Implementation Sites

Anson County Early College High School

Partners: Anson County Schools and South Piedmont Community College

The school is expecting to enroll 35 ninth graders and 35 tenth graders for the 2005-06 school year, and will add 50 students a year until the 2009-10 school year. The total enrollment is expected to be 250 students when fully implemented. The school has developed a *21st Century Communication Skills* course that all students in the first and second years will complete. The course will focus on developing the student's communication skills while also engaging the students in discussions about major social issues.

Buncombe County Early / Middle College

Partners: Buncombe County Schools and Asheville-Buncombe Technical Community College

The school graduated 59 middle college students this year, with 25 of those students having completed a college-level course. A total of fifty-eight students completed 83 college-level courses this past school year. For the 2005-06 school year, the school is expecting to enroll 60 ninth graders for the early college program and 40 twelfth graders for the middle college program.

Catawba Valley CHALLENGER Early College High School

Partners: Catawba County Schools, Newton-Conover Schools, Hickory City Schools, Alexander County Schools, and Catawba Valley Community College

The school has accepted 100 ninth graders for the 2005-06 school year and is planning a total enrollment of 400 students when fully implemented. Students at CHALLENGER will be assigned a "Personal Adult Advocate" (PAA), a specific teacher advisor who will closely monitor the student's academic progress and advise the student over the course of their time at the school. The PAA will also serve as a first line of communication for parents about their student's progress.

Chatham Early / Middle College

Partners: Chatham County Schools and Central Carolina Community College

The school is expecting a total enrollment of 200 students when fully implemented. Students at the school will be assigned an advisor for their entire 5 years in the program and will become part of an advisement group of students, or "house," that will collectively work with each advisor. In addition, students will attend an AVID (Advancement via Individual Determination) course each day that will focus on goal-setting and strategies for success.

Josephine Dobbs Clement Early College High School

Partners: Durham Public Schools and North Carolina Central University

During the 2005-06 school year, the school is expecting to enroll approximately 170 ninth and tenth graders. In addition to offering all students a rigorous curriculum to help prepare them for college, Clement Early College High School also provides additional support and motivation to encourage women and minorities to pursue careers in science, math, technology, and engineering.

Collaborative College for Technology and Leadership

Partners: Iredell-Statesville Schools, Mooresville Graded School District, and Mitchell Community College

The school is expecting to enroll approximately 85 ninth graders for the 2005-06 school year. When fully implemented, the school will serve 340 students. In addition to their course requirements, students will be expected to complete in order to graduate a variety of projects, service learning and community service requirements, summer leadership modules, and technology-enriched professional portfolios.

Cross Creek Early College High School

Partners: Cumberland County Schools and Fayetteville State University

The school is expecting to enroll 75 ninth graders for the 2005-06 school, and will have a total enrollment of 300 students when fully implemented. The school will be housed in the Fayetteville State University (FSU) School of Education, and will serve as a teacher education partnership site providing internship and student teaching opportunities for FSU students. In addition, early college and university faculty will participate together in content-driven professional development over the course of the year.

Davidson Early College High School

Partners: Davidson County Schools, Lexington City Schools, Thomasville City Schools, and Davidson County Community College along with Davidson Vision and Davidson County Workforce Development

The Davidson Early College High School is expanding to serve 10th, 11th, and 12th grade students in the 2005-2006 school year and will serve grades 9 – 12/13 in the 2006-2007 school year. For 2005-2006, all students will take College courses along with school classes and the high school calendar will be aligned with the College. Students will also be enrolled in a daily Seminar program designed to provide both academic and personal life skills. Davidson Vision and Davidson County Workforce Development will play an increasingly important role in the partnership as students begin work on Senior Projects as well as internships and service opportunities.

The Early / Middle College at GTCC

Partners: Guilford County Schools and Guilford Technical Community College

The school graduated 58 middle college students this year, and 100% of the graduating students received college / university prep diplomas. Three more students will graduate this summer. Forty-nine of the school's 135 students last year attempted at least one college course. In January, the school enrolled 10 ninth graders into the early college program, and is expecting 32 new ninth graders as well as approximately 90 middle college students to enroll for the 2005-06 school year.

Edgecombe County Early College High School

Partners: Edgecombe County Public Schools and Edgecombe Community College

During the 2004-05 school year, the school was a middle college serving 50 students. For the 2005-06 school year, the school is planning to enroll 75 students. The school will serve a total enrollment of 125 students (25 at each grade level 9-13) when it is fully implemented. Students at Edgecombe Early College High School have participated and will continue to participate in community volunteering and outreach activities with local elementary schools, homeless shelters, and other community organizations. An additional staff position will also be created for the 2005-06 school year to coordinate job shadowing and internship opportunities for students through the Edgecombe Workforce Development and Training Program.

Nash-Rocky Mount Early / Middle College High School

Partners: Nash-Rocky Mount Schools and Nash Community College

The school graduated 50 middle college students this year. Seventeen current middle college students have enrolled in summer school college courses, demonstrating that they recognize the benefits of summer school and college coursework. The school has enrolled 36 ninth graders and 100 middle college students for the 2005-06 school year.

Robeson County Early College High School

Partners: Public Schools of Robeson County and Robeson Community College

For the 2005-06 school year, the school is planning to enroll 120 students in grades 9-11, and will add 40 ninth grade students a year until the total enrollment reaches 200 students in grades 9-13. Students at Robeson County Early College High School will participate several times a week in two unique courses, Power Up and Leadership. The Power Up course is a project-driven course that focuses on team building, leadership development, and the basics of project management. The Leadership course focuses on problem-solving using real problems within the school environment

Rutherford Early College High School (REaCH)

Partners: Rutherford County Schools and Isothermal Community College

Focusing on Rigor, Relevance, and Relationships, REaCH offers Rutherford County Public School Students an opportunity to obtain an Associate Degree from Isothermal Community College while simultaneously completing a High School Diploma. A strenuous curriculum, along with highly innovative teaching strategies, offers students a unique learning environment. Another unique feature is the small learning community with only 300 students when fully implemented; this allows for strong personal ties within the school.

Sampson County Early College High School

Partners: Sampson County Schools, Clinton City Schools, and Sampson Community College
SECHS enrolled 50 ninth graders for 2005. The school selected 8-12 students from each of five the high schools. The Consortium is working to reinvent the secondary high school setting by providing a meaningful experience on the Sampson Community College Campus. Student success is ensured through academic rigor bonded by adult-student relationships and enhanced through relevant internships in project-based learning experiences, utilizing innovative classroom teaching methods with an interactive environment among the students, faculty and staff.

2005-06 Planning Sites

Brunswick County Early College Demonstration High School

Partners: Brunswick County Schools and Brunswick Community College

A \$7 million facility is being built by the school system on property donated by the community college. The school is expecting to enroll 100 ninth graders for the 2006-07 school year, and will add 100 students a year until a maximum of 400 students are enrolled. Students in Grade 7 and 8 will participate in a preparatory-Early College Demonstration School prior to selection into the Brunswick County Early College Demonstration High School. The two year program will be designed to enhance research and study skills, technology utilization, foreign language skill development, understanding the requirement of Early College Demonstration School, and in general preparation for the new high school and college experience.

Caldwell ACCEL-Assuring Caldwell County Excel in Leadership

Partners: Caldwell County Schools, Caldwell Community College & Technical Institute, and Appalachian State University

Caldwell ACCEL-Assuring Caldwell County Excel in Leadership- will be a five-year, early college high school situated on the Caldwell Community College & Technical Institute campus, within the Appalachian State University Center, the first physical presence of a university on a community college campus in North Carolina. Caldwell ACCEL will begin with 60 ninth graders in 2006-2007. Each successive year 60 additional students will enroll with a maximum enrollment of 300 in the fifth year of operation (2010-2011).

Cherokee County Early College Center

Partners: Cherokee County Schools and Tri County Community College Community College

The school is expecting to enroll one hundred fifty students 10-15% of the LEA's total high school population of 1000+ students. In addition to their course requirements, students will be expected to complete an internship, job shadowing, or apprenticeship.

Early College High School of Columbus County

Partners: Columbus County Schools, Whiteville City Schools, and Southeastern Community College

The school is expecting a total enrollment of 300 students when fully implemented. The enrollment of the school will not exceed 75 students per grade level and will allow for real-world experiences integrated within the relevant curriculum. The partnership with Southeastern community College will play an increased role as students begin the work component of their coursework.

Craven Early College High School

Partners: Craven County Schools and Craven Community College

The school is expecting to enroll 9th through 11th grades initially. The 12th grade will be implemented in the second year. The total enrollment will be limited to 120 students. In addition, to the course work students will participate in summer study, apprenticeships, and internships or clinical assignments.

GCECHS-Greene County Early College High School

Partners: Greene County Schools, and Greene County Center of Lenoir Community College

During the first year GCECHS will enroll approximately 40 9th graders. A new grade will be added each year until the school grades include 9-12. Each student will have a personal Apple iBook laptop as part of Greene County's iTech (information-age Technology enhanced instruction for every child); a program that provides laptops for all students in grades 6-12. In addition, each freshman will participate in a freshman seminar class designed to support students as they make the transition to high school.

The Early College of Entertainment at GTCC

Partners: Guilford County Schools and Guilford Technical Community College

The school will enroll students in grades 8 – 12. The school is expecting a total enrollment of 225 students. During the 2006-07 school year the school will enroll approximately 110 students in grades 8-12.

The Advanced Learning Institute at Haywood Community College ("ALI")

Partners: Haywood County Schools and Haywood Community

The school anticipates full capacity at an enrollment of 400 students. The student-centered, thematically-focused (in high technology, communications, and the arts) high school provides an accelerated academic program for students. ALI will provide extensive student support services through daily academic advising, peer counseling, tutoring, and mentoring, and regular family involvement activities.

The Hertford County Early College High School

Partners: Hertford County Public Schools, and Roanoke-Chowan Community College

The school will provide a personalized learning environment with strong academic and individual support component. The curriculum design allows for the completion of the high school diploma and an associate degree for students enrolling in this 9-12th grade high school.

Hoke County Early College

Partners: Hoke County Schools and Sandhills Community College

During the 2006-07 school year, the school expects to enroll 40 tenth graders. By year three the school expects enrollment to grow to 120. Hoke County Early College will produce graduates with the academic and personal skills necessary to succeed in the 21st century. World Keys assessment package will be used to evaluate student progress in work-related skills.

Lee County Early College High School

Partners: Lee County Schools and Central Carolina Community College

The school expects to begin with approximately 100 students. The school will have an open enrollment policy that allows eighth grade and high school students to attend. In addition, students will have the opportunity to participate in complementary learning activities through internships, co-ops, mentorships, and job shadowing.

Franklin Public Service Early College High School

Partners: Macon County Schools and Southwestern Community College

The school expects a maximum of 25 students in each of the ninth and tenth grades, adding a new ninth grade class each year. Grades will include 9th grade through 12th or 13th grades and their maximum student population will be 100 students. In addition, students will participate in internships and apprenticeships.

McDowell Early College School

Partners: McDowell County Schools and McDowell Technical Community College

The school will serve a maximum of 100 students from the existing two junior high schools. The high school and community college faculty will use innovative teaching strategies that include experiential learning, and experimental and problem based learning.

New Hanover County University High School

Partners: New Hanover County Schools and the University of North Carolina Wilmington

The school will provide a five year program for 400 students. The program will build on successes with programs to promote early college awareness by creating a logical next option for a cross section of diverse and differently capable students.

Pamlico County Early College High School

Partners: Pamlico County Schools and Pamlico Community College

The school expects to serve a maximum of 100 students out of the existing 620 high school students in Pamlico County. Students at the school will have the opportunity for real world situations through job shadowing, internships, apprenticeships, real-life and service learning projects. In addition students will participate in an AVID (Advancement via individual Determination) course that will focus on student success.

College Bound Central High School

Partners: Pender County Schools and Cape Fear Community College

College Bound Central High School will serve approximately 80 students in grades 9-12. Students will participate in work base learning experiences to enhance their coursework. In addition, high school and community college faculty will participate together in embedded professional development that focuses on student success.

Pitt County Early College High School for Leadership, Literacy, and Technology

Partners: Pitt County Schools, East Carolina University, and Pitt Community College

The school is expecting a total enrollment of 400 students when fully implemented. The initial enrollment of 50 will include both juniors and seniors. The high school faculty will integrate literacy in all content areas. In the fourth year students will participate in a capstone seminar, which will include an internship and culminate with a final presentation based on research and practical application of the internship and the final portfolio.

Randolph County Schools Early College

Partners: Randolph County Schools and Randolph Community College

The school is expecting a total enrollment of 400 students when fully implemented. During the 2006-07 school year, the school will enroll approximately 40-60 ninth graders. Randolph County has a well established Student Support Services (SSS) a program aimed at helping students be successful in secondary and post-secondary institutions. The SSS staff will serve as advisors to the Early College High School staff.

Stanly Early College High School

Partners: Stanly County Schools and Stanly Community College

The school is expecting a total enrollment of 150 students when fully implemented. Initial enrollment will consist of a small student body of approximately 75-100 students. Each ninth grader will have an individual curriculum which outlines their steps to completion of an Associate Degree or two years of transferable college credit. Students will participate in project-based learning assessments, work based learning, and community service experiences.

The Early College High School of Union County

Partners: Union County Public Schools and South Piedmont Community College

During the 2006-07 school year, the school will enroll both ninth and tenth grade students. The total enrollment level for each grade level will not exceed 100 students. Community partners will play an important role in students completing work-based learning in the form of job shadowing, internships, co-op work experiences, apprenticeships, and senior projects.

Wake Learn and Earn Early College

Partners: Wake County Public Schools, Wake Technical Community College, and WakeMed

The school is expecting a total enrollment of 100-200 students when fully implemented. In addition, each year students will be enrolled in an "ACA" course designed to support study skills development for the secondary and post-secondary environments. The instructional staff will employ research-based student centered strategies daily in their instructional along with active learning (case studies, problem-based).

Early College High School

Professional Development and School Support Schedule 2004-2005

Quarterly Institutes

Spring Teaching and Learning Conference	<ul style="list-style-type: none"> PBL Training 	April 21-22	Principals Teachers Coaches
Summer Institute	<ul style="list-style-type: none"> PBL Training Follow-up Site Based Professional Development Leadership for New Schools Literacy 	June 13-16	Principals Teachers LEA/IHE Administrators Coaches
Fall Institute	<ul style="list-style-type: none"> PBL Follow-up Site Based Professional Development Designing for Student Support Planning for Success Literacy 	October	Principals Teachers LEA/IHE Administrators HSIP Planning Teams Coaches
ECHS Conference	<ul style="list-style-type: none"> Learn and Earn Student Support 	October	Open Registration Cohort II

Leadership for New Schools

Leadership for New Schools Retreat	<ul style="list-style-type: none"> Vision for Learning Site Based Professional Development Student Assessment Strategic Planning Developing Leadership Democratic School Governance Partnership Building Leadership Skills 	Twice/year	Principals
Leadership for New Schools Network		6 times/year	Principals
Leadership for New Schools		Twice/year	Principals LEA/IHE Administrators
Teacher Leadership in New Schools		Twice/year	Teachers

Technical Assistance

Planning for Success	<ul style="list-style-type: none"> Design Principles for New Schools 	Summer	Cohort II Coaches
Winter Technical Assistance	<ul style="list-style-type: none"> Planning for Implementation 	January/ February	Cohort II Coaches
Model Schools Study Visits	<ul style="list-style-type: none"> Design Principles Policy Change to Support New Schools 	Winter	Cohort II State Policy Makers Coaches
Coaching for Success	<ul style="list-style-type: none"> Design Principles for New Schools Building Partnerships Leadership Skills 	Winter	Coaches

North Carolina New Schools Project
North Carolina Department of Public Instruction

Learn and Earn Early College High School

Terms and Conditions of Implementation Grant Awards

Name of New School:

LEA Partner(s):

IHE Partner:

Fiscal Agent:

Grant Purpose and Partnership Responsibilities

Grant Purpose

The early college high school developed on the campus of College represents a partnership between Schools and College as detailed in the proposal and subsequent correspondence submitted to the New Schools Project and North Carolina Department of Public Instruction and as articulated in the document "Design Principles for the Establishment of Early and Middle College High Schools." This redesigned high school blends the high school and college programs beginning in grade nine such that all students are provided the experiences, support, and opportunities to complete a North Carolina University Prep Diploma and an Associate's degree or two years of transferable college credit at no cost to the student, within five or fewer years of starting high school.

General Requirements

1. This grant may not be used for any other purpose or program of the Fiscal Agent or district/IHE Partners without the prior written approval of the New Schools Project (NSP) and North Carolina Department of Public Instruction (NCDPI).
2. The NSP and NCDPI, through the director of Learn and Earn, must be consulted in advance in the event that any aspect of the proposed program supported by Learn and Earn is changed or redesigned.
3. The budget categories for this grant include NSP and NCDPI supported coaches, professional development, travel, and expenses related to the establishment of the early college high school described in the proposal and subsequent budget proposals approved by the NSP and NCDPI through the Director of Learn and Earn.

District Responsibilities

Responsibilities for school districts which partner with the NSP and NCDPI for Learn and Earn early college high schools include the following:

1. Develop formal agreements with the partner institute of higher education that articulate the roles, responsibilities, governing structures, and agreements that reflect true partnership and ownership of the early college high school.
2. Authorize establishment of a new school through proper resolution of the Board of Education.
3. Ensure and support adherence to the non-negotiable requirements through all district decisions, actions, policies and practices.
4. Include the ongoing development of the autonomous, high achieving and equitable early college high schools in the district's Improvement Plan.
5. Support the small, autonomous, high achieving and equitable early college high schools by reviewing and revising policies and/or procedures that act as barriers to innovation.

6. Provide autonomy to the early college high school in the use of assigned space, staff assignments, schedules, budget, curriculum, and leadership and governance. The level of autonomy must be sufficient to allow the school community to fully implement the designed small school model.
7. Provide continuous leadership and support throughout the grant period.
8. Work to assure sustainability of the new school once the grant period has ended.
9. Rewrite the job description of high school building administrators to reflect attributes and responsibilities of small school leaders.
10. Assign a skilled and effective leader to the early college high school.
11. Designate a district liaison with NSP/NCDPI and the coach.
12. Realign and redefine district support staff (special education, ESL, etc.) roles and responsibilities to ensure delivery of services that effectively support academic rigor, relevant curriculum, and positive relationships for all students in the early college high school. Provide an environment of innovation for the schools to be creative problem solvers in the development of an early college high school.
13. Analyze district budgets to identify opportunities for support of the early college high school design and implementation; provide adequate and equitable district financial resources to effectively support the early college high school, including allocations for staff, instructional supplies, professional development, etc.

Institution of Higher Education Responsibilities

The Institution of Higher Education is a critical partner in the development of a high quality early college high school. As such, the post secondary partner must take an active role in the development, support, and ongoing improvement of the early college high school.

Responsibilities for postsecondary institutions include the following:

1. Develop formal agreements with the LEA partner that articulate the roles, responsibilities, governing structures, and agreements that reflect true partnership and ownership of the early college high school.
2. Identify a college liaison to serve as the chief advocate for and support to the early college high school on behalf of the early college high school.
3. Provide adequate classroom space to meet the instructional needs of the early college high school.
4. Provide adequate office space for early college administration and staff.
5. Include the early college high school within the governance structure of the college.
6. Include the goals of the early college high school in short and long term strategic planning for the college.
7. Ensure that courses are scheduled in such a way that ensures early college high school students have the opportunity to earn a high school diploma and an associate's degree or two years of transferable college credit within five years of entering the ninth grade.

School Responsibilities

Responsibilities for high schools which receive NSP/NCDPI/Learn and Earn grants to establish early college high schools include the following:

1. Create and implement an autonomous, high achieving and equitable early college high school as described in the approved Implementation Grant, subsequent correspondence, and the characteristics described in the Learn and Earn Early College High School Design Characteristics and the Design Principles for Early College High Schools.
2. Adhere to the Core Agreements under which the grant was made--
 - Develop autonomous small schools
 - Assure excellence and equity for all students
 - Keep students and their interests at the center of all redesign efforts
 - Ensure instructional excellence through rigor, relevance and relationships
 - Engage the community so that it truly owns the vision for the new school
 - Remain true to the research-based design principles which under gird the NSP/DPI
3. Designate a NSP/NCDPI School Change Coordinator to serve as the primary point of contact.
4. Work with the NSP/NCDPI coach assigned to facilitate an instructional approach that ensures all students are prepared for college, work, and citizenship.
5. Attend NSP/NCDPI professional development events, workshops, seminars, and other networking and training activities.
6. Use student profiles, community interests, and demonstrable economic trends to help shape school design, models, policies, and practices.
7. Assign both teaching and non-teaching personnel to new roles and responsibilities as necessary to effectively support academic rigor, relevant curriculum, and positive relationships that are essential to individual student achievement at the college-readiness level.
8. Cooperate with NSP/NCDPI and affiliated research/evaluation staff as requested. This may include interviews, focus groups, self-evaluation, surveys, and collecting and sharing student achievement data.

NSP and NCDPI Responsibilities

Responsibilities to schools and schools systems receiving grants from the NSP/NCDPI include the following:

1. Provide funding as approved under the grant agreement.
2. Provide technical assistance to facilitate the creation and implementation of new schools as approved under the grant agreement, including conferences, affinity groups, professional development, web-based resources, etc.
3. Provide a skilled and trained coach.
4. Identify and facilitate visits to appropriate model small schools across the nation.

5. Facilitate community forums, summits and similar sessions to assist with broadening understanding and helping communities “own” their new schools.
6. Advocate with state-level policy makers on behalf of grantee schools.
7. Provide such other assistance as possible to assure the successful development and implementation of small, autonomous, high achieving and equitable high schools within the scope of the approved grant.

Partnership Commitments

Commitment to Learn and Earn Early College High School Design Characteristics

The Learn and Earn Early College High School initiative was launched through the Governor's Education Cabinet in response to the dire workforce development need in North Carolina. The initiative is designed to improve high schools, to better prepare students for college and career, to create a seamless curriculum between high school and college and to provide work-based experiences to students. Learn and Earn Early College High Schools will meet these goals by establishing autonomous high schools on the campuses of colleges or universities and providing students the opportunity to earn associate's degrees or two years of transferable college credit while still in high school. In an era of dramatic economic change, Learn and Earn provides a high school experience that prepares students to meet the needs of a new economic reality.

Learn and Earn Early College High Schools benefit from the support of implementation grants and must meet the following criteria:

1. Be an autonomous high school located on the campus of a college or university;
2. Serve students in grades 9-12 or 9-13;
3. Create clear ties to the workplace, including a graduated series of work-based learning experiences for students;
4. Serve a student body that reflects the diversity of the district in terms of socio-economic status, academic ability, achievement level, and motivation;
5. Provide students the opportunity to complete high school with a university prep high school diploma and an associate's degree or two years of transferable credit at no cost to the student;
6. Design and implement affective and academic systems of support to help students attain the high expectations presented by the early college model;
7. Redesign the ninth and tenth grades to build high levels of academic readiness; and
8. Partner with middle schools to prepare rising high school freshmen for the early college experience.

Commitment to Learn and Earn Early College High School Non-negotiables

New high schools supported through this award are intended to provide maximum flexibility for local communities while also ensuring the presence of key components that are associated with successful high schools. Below are described the non-negotiable components of the proposed early college high school to be developed by the Grantee. **The presence of these characteristics is essential for any proposed new small school.**

Rigor

- a. Comprehensive description of how curriculum will be developed, structured and delivered, including innovative strategies and specific instructional techniques

- b. Clearly delineated benchmarks for improved student achievement
- c. Comprehensive professional development plan that includes changes in teaching practices that will result in improved student achievement
- d. Default University-Prep curriculum for all students, with the exception of the small percentage of students served in the occupational diploma pathway

Relevance

- e. Redesigned curriculum clearly aligned with federal guidelines and state adopted curriculum that meet individual student needs
- f. Student assessment processes that include project-based learning and/or performance-based assessment
- g. Work-based learning experiences (internships, job shadowing) for all students

Relationships

- h. Long-term teacher advisor to provide academic and affective support for each student
- i. Non-traditional scheduling that promotes meaningful student learning, as well as student-to-student, student-to-teacher, and student-to-community relationships
- j. Clear school structures for academic and affective student support
- k. High schools include grades nine through twelve or thirteen
- l. Maximum population of approximately 400 students or 100 per grade level

Equity

- m. Open access and choice for students
- n. Shared leadership among teachers and administrators
- o. Release time for principal and staff for planning
- p. School population reflects the student population within the district; special outreach, recruitment and preparation efforts should be made to populations that are historically underrepresented in college since they and their families are less apt to self-identify for these opportunities
- q. College courses, textbooks, and fees offered at no cost to students

Sustainability

- r. Clearly defined system of support for small school design and implementation from central office
- s. Autonomous governance, including budgets, structures, staffing, and flexible use of resources
- t. Community engagement defined to include a broad array of stakeholders that connect to and influence decision-making
- u. Detailed plan to ensure program sustainability after the end of grant funding

Commitment to Consistent Communications

Effective communications is an important part of our work. Learn and Earn early college high schools are members of a state-wide effort under the guidelines of the NC Department of Public Instruction and the New Schools Project. Grantees agree to develop key messages about the

design and goals of the Learn and Earn early college high school that are consistent with the Design Characteristics for Learn and Earn early college high schools and the New Schools Project Non-negotiable attributes of small schools.

Commitment to Evaluation Requirements

Reporting: When requested by the New Schools Project, through its authorized evaluation agencies, Grantees will collect student demographic and performance data, administer and complete surveys, and schedule and participate in interviews, observations, and other documentation pertinent to the early college high school. The purpose of this data collection and documentation is to provide formative feedback to guide the development of the program, to build a knowledge base and improve the early college high school. A major goal of the Early College High School Initiative (ECHSI) is to demonstrate that new school designs, organization and supports will significantly increase students' success in secondary and postsecondary education. The aforementioned parties agree to participate in state and national evaluation activities including through the provision of school- and student-level records, such as data about student characteristics and performance indicators, consistent with federal and local regulations on research.

School Change Coordinator: Grantees will designate a staff member as the School Change Coordinator to perform data collection duties and to serve as a primary contact to coordinate the accurate and timely reporting of data and scheduling of interviews and observations. The Grantee will budget an annual stipend (not to exceed \$3,000), from the grant award, for the person serving as the School Change Coordinator. Within two weeks of the signing of this agreement, Grantees will forward to the Director of Learn and Earn the name and title of the Schools Change Coordinator and contact email address and/or telephone number. The responsibilities of the School Change Coordinator include, but are not limited to:

- Coordinating site visits with the NSP/NCDPI staff, partners and/or outside evaluators;
- Submitting regular reports and required data to outside evaluators;
- Submitting annual reports to NSP/NCDPI and partners; and
- Coordinating participation in NSP/NCDPI staff development and technical assistance meetings.

Commitment to Participation in Staff Development and Affinity Networks

The New Schools Project in cooperation with the NC Department of Public Instruction, The NC Principals' Executive Program and other partners provides a comprehensive program of professional development and peer learning through Affinity Networks designed to create the capacity required to meet the program goals for Learn and Earn early college high school. Grantees enter into this agreement with the NSP/NCDPI with the understanding that participation in regularly scheduled institutes, trainings, and conferences is required. Costs for participation in professional development and Affinity Network meetings are outlined above. The Grantee is responsible to budget for travel and expenses related to participation in Quarterly Institutes and Leadership for Small Schools programs.

Coaches

Role of the Coach

All Learn and Earn early college high schools are provided a coach to assist the efforts of the Grantee in bringing about change. "Coaches" are highly skilled educational leaders with a proven track record and trained to facilitate dynamic change in schools receiving support through the Learn and Earn initiative. All have served as high school principals, district superintendents, or district instructional staff at the highest levels. Before assuming a position with the NSP/NCDPI, each coach participates in extensive training focused on assisting schools and school systems develop and realize higher goals and aspirations for all students. All are employed exclusively to assist grantee schools in realizing their vision of creating a Learn and Earn early college high school. The participation of a coach in all redesigned projects is a non-negotiable.

Broadly, a coach is a facilitator of process; that is, an individual engaged to assist schools both with shaping and realizing their broad vision of new small schools while simultaneously providing technical assistance to assure a successful and sustainable project. As a direct NSP/NCDPI resource, the coach serves as liaison for both the school and school system. In this regard, he or she serves as the direct point of contact for all activities related to implementation of the Learn and Earn early college high school.

The coach is a resource broker who will facilitate meetings (at school, in the district, or in the community), will assist with networking with other schools across the state, will provide responses to important questions that arise throughout the courses of planning and implementation, and who serves as the school's "critical friend" during the grant period. The coach has no evaluative role in the project; to the contrary, he or she is an advocate for assisting the school with realizing its aspirations, consistent with the Design Principles for Early College High School.

Selection and Placement

Individuals who are selected and trained to serve as coaches are assigned to schools based upon several considerations. First, coaches are selected to serve schools in reasonably close proximity to their home communities to the degree possible. This facilitates easy access for meetings and community interaction (in general, NSP/NCDPI attempts to place coaches within ninety minutes driving time to the school). Note: coaches are not assigned to schools or districts where they have previously been employed, as experience has shown, this does not support dynamic change at the highest level. Second, coaches are assigned with the consent of the district superintendent. Coaches are not placed initially without the superintendent's agreement, and any coach who does

not meet the district's expectations after assignment may be replaced upon the superintendent's request. Third, coaches are assigned based upon particular skills they possess when appropriate. Finally, coaches who are assigned to schools are generally expected to remain connected to that school throughout the five-year grant cycle in order to ensure consistency and quality of service.

Time Utilization

Coaches are generally expected to remain with the grantee school for all five years of the project. They are contracted for a specific time period each year. Time is apportioned as follows:

- Years 1-3: 25 days total (5 days given to training/conference support and 20 days of on-site service); and
- Years 4 -5: 15 days total (3 days of training/conference support and 12 days of on-site service).

Note: "days" of on-site service may be divided to provide broader support service to the school, so that two visits for on-site service may constitute one "day."

Additional Requirements, Terms and Conditions

Summary of Grantee Requirements

Grantees will:

1. Secure and provide the New Schools Project and North Carolina Department of Public Instruction a signed Memoranda of Understanding from the host college and school district partner(s) ensuring that high school students will have the opportunity to complete the requirements for a high school diploma and an Associate's Degree or two years of transferable college credit at no cost to the student within five years of starting high school.
2. Ensure teacher, counselor, and principal participation in quarterly institutes.
3. Participation in the Leadership for Small Schools Network.
4. Sustain an on-going early college planning and collaboration committee of school community representatives including high school and college administration and faculty.
5. Submit an updated four or five year academic plan, two page executive summary, student profile, and any changes related to your plan using the Design Principles to the Director of Learn and Earn, no later than July 1 of each school year.

Conditions for Suspension or Termination of Learn and Earn Grant Awards

Grant payments may be suspended **IF**:

- Reports are not accurate and/or timely as established in the payment schedule;
- The early college high school partners fail to demonstrate satisfactory progress toward the project's purpose and goals;
- Funds fail to be spent in a timely or appropriate manner toward the project's purpose and goals;
- The early college high school partners fail to attend professional development, Affinity Network training and meetings; or
- Student enrollment figures or selection criteria do not match those indicated in the Design Characteristics for Learn and Earn Early College High Schools as described above.

Should any of the above mentioned events occur, the early college high school partners agree to give written notice to the New Schools Project/North Carolina Department of Public Instruction through the Director of Learn and Earn.

The Director for Learn and Earn may cancel all unpaid installments of the grant **IF**:

- There is a material change in the purpose, character or method of operation of the early college high school application;
- The grant application or any required report is found to be inaccurate in any material respect; or
- The early college high school partners fail to perform any of its duties required by the terms of this document.

Agreement Signature Page

We acknowledge that we have received and retained a copy of this agreement. We agree to all of the terms, requirements and conditions set forth and we will comply with them.

Signature, School Superintendent Date

Signature, Chair of the Board of Education Date

Signature, President/Chancellor Date

Attachments

New Schools Project/DPI Schedule of Support

Quarterly Institutes

Spring Teaching and Learning Conference	<ul style="list-style-type: none"> PBL Training 	April	Principals Teachers Coaches
Summer Institute	<ul style="list-style-type: none"> PBL Training Follow-up Site Based Professional Development Leadership for New Schools Literacy 	June	Principals Teachers LEA/IHE Administrators Coaches
Fall Institute	<ul style="list-style-type: none"> PBL Follow-up Site Based Professional Development Designing for Student Support Planning for Success Literacy 	October	Principals Teachers LEA/IHE Administrators HSIP Planning Teams Coaches
ECHS Conference	Learn and Earn Design Principles: <ul style="list-style-type: none"> Power of the Site Student Support Teaching and Learning Student Assessment Professional Development Democratic School Governance 	October	Open Registration

Leadership for New Schools

Leadership for New Schools Retreat	<ul style="list-style-type: none"> Vision for Learning Site Based Professional Development Student Assessment Strategic Planning Developing Leadership Democratic School Governance Partnership Building Leadership Skills 	Twice/year	Principals
Leadership for New Schools Network		6 times/year	Principals
Leadership for New Schools		Twice/year	Principals LEA/IHE Administrators
Teacher Leadership in New Schools		Twice/year	Teachers

Design Principles for Early College High Schools

EARLY COLLEGE HIGH SCHOOLS
MEMORANDUM OF AGREEMENT

This agreement sets the parameters for the creation of << EARLY COLLEGE HIGH SCHOOL NAME >>, a small public high school, situated on the campus of << HIGHER EDUCATION INSTITUTION NAME >>. The mission of this school is to provide a small, academically-energizing environment for selected students at both high school and college. The parties to this agreement are <<Name of School Board of Education>> and << INSERT NAME OF UNC INSTITUTION >>. The following provisions will guide the formation and programmatic plan of this new educational entity.

Terms:

1. This Memorandum is effective until _____. During this time, this agreement may be amended or supplemented by mutual written consent of both the Board and the University. The Board and the University reserve the right to terminate this agreement upon service of written notice to the other party 90 days prior to the date of termination. In this event, the date of termination will be either 90 days from the notice date or the day after the end of the semester during which the 90 days expires, whichever is later. This agreement may be renewed at the end of the term noted above upon such terms as the parties agree.

Governance**Joint Responsibility**

2. The Board and the University or Community College are each responsible for the negligence or intentional harm caused by its employees; however nothing in this section shall be construed to waive any defense of sovereign immunity which might otherwise be available to the Board or the University or the Community College; provided further that nothing in this section shall be construed to limit the rights of the Attorney General of North Carolina to bring claims for or to defend claims against the university.

Higher Education Partner Responsibility

3. While in University or Community College facilities, on University or Community College property or in University or Community College classes, the students, faculty and staff of << EARLY COLLEGE HIGH SCHOOL NAME >> will comply with all state and local laws, applicable University or Community College regulations and applicable University or Community College policies. Failure to follow these proscriptions will subject the individual to the disciplinary procedures of the University and may result in dismissal from << EARLY COLLEGE HIGH SCHOOL NAME >>. The Board will adopt any rules

necessary to its governance of the school, provided that those rules will not be inconsistent to those in force at the University or Community College.

School Responsibility

4. All federal, state, local and Board requirements for public high schools will be followed and met by << EARLY COLLEGE HIGH SCHOOL NAME >> including but not limited to curriculum, instructional calendar, transportation, provision of textbooks and related materials, provision of physical education, provision of meals, provision of health services, including counseling, compliance with laws and regulations governing the education of students with disabilities, compliance with federal laws governing privacy of student records, and compliance with state laws governing the health and safety of minors and discipline.
5. << EARLY COLLEGE HIGH SCHOOL NAME >> will be a public high school under the authority of the <<Schools Board of Education>> (hereafter Board). All federal, state and local laws applicable to public high schools will be applicable to << EARLY COLLEGE HIGH SCHOOL NAME >>.
6. << EARLY COLLEGE HIGH SCHOOL NAME >> will enroll at least 100 students such that it is a recognized high school by the Department of Public Instruction; provided that the head count may be modified by the Department upon recommendation of the Board.
7. << EARLY COLLEGE HIGH SCHOOL NAME >> will have a principal appointed by the Board who will have executive authority over the high school programs and activities. This principal will select and supervise qualified and certified teachers to provide the courses for the high school programs. The Board will compensate the principal, teachers and high school staff of the College.

Facilities

8. << EARLY COLLEGE HIGH SCHOOL NAME >> will be located on the campus of << INSERT NAME OF HIGHER EDUCATION PARTNER >> (hereafter, University OR Community College) which will provide sufficient classroom and related space for the high school academic programs. Limited and controlled access to the University or Community College library will also be provided. There will be no access to residence halls, unmonitored internet access sites, any space where alcohol is available or any other space deemed by the University or Community College to be unsuitable for high school students or their programs. The University or Community College shall be responsible for utilities, and the maintenance thereof, and for necessary electronic access and connections, provided that any costs greater than usual and customary shall be responsibility of the Board.

9. All facilities will remain under the control of << HIGHER EDUCATION INSTITUTION NAME >>. All students, faculty and staff of <<EARLY COLLEGE HIGH SCHOOL NAME >> must abide by University or Community College policies and regulations concerning its facilities as well as any restrictions as contemplated by paragraph # .

Students

10. Students may be disciplined or dismissed by the University or Community College for violation of federal or state laws or University or Community College rules or policies. Neither the principal nor the Board may veto such disciplinary decisions but the University may seek their advice prior to making these decisions. Students may also be dismissed by the principal for violation of high school rules or regulations. The University or Community College may not veto these disciplinary decisions but the principal may seek advice from University officials prior to making these decisions.
11. Selection of students for enrollment at the school will be made by the principal after consultation with an advisory committee composed of three University or Community College representatives. Selection will be based on academic credentials, disciplinary records, potential for successful completion of high school requirements, potential for successful completion of University or Community College requirements and potential for contribution to the intellectual and social strength of the environment of the school.
12. The Board will ensure that all students enrolled in << EARLY COLLEGE HIGH SCHOOL NAME >> are provided with courses that meet the minimum admission requirements for the University of North Carolina, provided that upon recommendation of the Board, these requirements may be waived by the Board of Governors of the University of North Carolina.
13. << HIGHER EDUCATION INSTITUTION NAME >> will provide selected university-level courses for the students enrolled in << EARLY COLLEGE HIGH SCHOOL NAME >>. These courses will be taught by University faculty who will be compensated by the University. Successful completion of these courses will entitle the student to academic credit at the college-level at the University; however these students will not be enrolled as college students at the University and will not be matriculating in a degree program.
14. The Board will pay to the University the tuition and fees and book costs of these students enrolled in University courses; provided that the University may waive selected fees for good cause shown.

8/19/2005

DRAFT
Attachment #4

Affirmation of Support

We affirm that we have read and approved this Memorandum of Agreement to establish << EARLY COLLEGE HIGH SCHOOL NAME >> and we are prepared to support all assurances and program commitments made in this agreement.

<< INSERT NAME >>, Chair, Board of Education
<< INSERT NAME >> County Schools

Date

<< INSERT NAME >>, Superintendent
<< INSERT NAME >> County Schools

Date

<< INSERT NAME >>, Chair, Board of Trustees
<< HIGHER EDUCATION INSTITUTION NAME >>

Date

<< INSERT NAME >>, Chancellor
<< HIGHER EDUCATION INSTITUTION NAME >>

Date

INNOVATOR

Collaborators:

Office of the Governor

NC General Assembly

NC Education Cabinet

NC Community College System

NC State Board of Education

NC Department of Public Instruction

NC Independent Colleges and Universities

University of North Carolina System

Public School Forum of NC

SERVE

NC Science, Mathematics and Technology Education Center

Principals' Executive Program



A Report on NC 21st Century High Schools

July 8, 2005

Welcome to INNOVATOR, the bi-monthly report on 21st Century High Schools in NC. INNOVATOR is designed to regularly inform practitioners, policy makers, and friends of public education about high school redesign in NC as well as success stories from across the nation.

Edgecombe Student Graduates with Diploma and Associate Degree



In May, Liberty Brake graduated from Edgecombe Middle College High School with both her high school diploma and her Associate Degree. With a lot of hard work, Brake was able to complete both degrees in four years. Brake is the first of what will become many to complete both degrees from the Edgecombe Middle College High School. The school is converting this fall to the Edgecombe Early College High School under Governor Easley's Learn and Earn Early College High School initiative. The school is partnered with Edgecombe Community College and is located on the college's campus in Tarboro.

In addition to the support and encouragement of her guidance counselor, Sylvia Moore, and her principal, Marcia Edge, Brake stated that the different approach to teaching that the school offered helped her succeed in obtaining both degrees. Instead of the "book, worksheet, test" approach, the teachers at the middle college used more project-based, experiential teaching methods that focused on each student's strengths and talents. For example, her world history teacher for the course final exam asked the students to complete a project of their choosing that demonstrated what they had learned throughout the course. "Except for one general science final exam, I don't think I took any multiple choice tests while I was at the middle college," Brake explained.

In the fall Brake will be attending UNC-Greensboro, where she will enroll as a junior. She plans to major in psychology, with the goal of eventually getting her masters degree in clinical psychology. She wants to become a guidance counselor at an early / middle college so that she can "complete the cycle and give back to them what they gave to me."

Glaxo Executive Highlights High School Innovation before House Subcommittee

Bill Shore, Director of US Community Partnerships for GlaxoSmithKline, appeared last week before the US House Subcommittee on Education Reform to testify on how the private sector is helping states and communities improve high school education. In his testimony, Shore discussed the need for high school reform: "As we all know, the primary focus of the past 20 years has been on grades K-8, and rightfully so. If students cannot read, write, and do math at the 8th grade level when they leave middle school, their chances of succeeding in high school are greatly diminished. Now, it is the time for us to focus on the high school experience. We need to ensure that a high school diploma is more than a certificate of attendance. . . . Currently, companies, community colleges, and universities on a national level have to provide remedial training for many high school graduates who are not adequately prepared to be successful in the next step of their education or in their jobs."



Shore also highlighted the work of various groups in NC to encourage high school innovation and reform and shared how GlaxoSmithKline is partnering with each group to help them accomplish their goals. He pointed to the work of the New Schools Project "to reform high schools and better prepare students for the workforce and college," to the work of the NC Business Committee for Education in the establishment of Governor Easley's Center for 21st Century Skills, to the work of the Public School Forum in setting the framework for the NC ABC plan and the supplemental funding for low-wealth and small schools, and to the work of the Durham Public Schools' High School Reform Committee.

To read Shore's testimony or to see the testimony of other individuals, please visit <http://edworkforce.house.gov/hearings/109th/edr/highschool1062805/wl1062805.htm>

People in the News

The following individuals involved with NC High School Innovation Projects were featured recently in newspaper articles from around the state.

Dan Piggott, Executive Principal at Atkins Academic and Technology High School in Winston-Salem

The article in the Winston-Salem Journal discusses Piggott's role as executive principal at Atkins High School and the unique design of the three autonomous schools that will be located on the Atkins campus. Piggott will be responsible for overseeing the three small school principals and managing the day-to-day operations of the school building. To read the article please visit http://www.journalnow.com/servlet/Satellite?pagename=WSJ%2FMGArticle%2FWSJ_BasicArticle&c=MGArticle&cid=1031783516663&path=!loca!news!education&s=1037645509111.

Tom Williams, Superintendent, Granville County Schools
Julie Finch, Principal, JF Webb School of Health and Life Sciences
Catherine Brooks, Principal, South Granville School of Health and Life Sciences

The article in the Henderson Dispatch discusses the challenges that Williams and Granville County Schools are facing in converting the district's two large high schools into several smaller ones. The article also announces that Julie Finch will be principal of the new JF Webb School of Health and Life Sciences, and that Catherine Brooks will be principal of the new South Granville School of Health and Life Sciences. Both new schools will open in the fall. To read the article, please visit

<http://www.hendersondispatch.com/articles/2005/06/29/news/news02.txt>.

Marcia Edge, Principal, Edgecombe Early College High School

The article in the Rocky Mount Telegram announces that Edge was recently named the principal of the new Edgecombe Early College High School. She has been administrator of the Edgecombe Middle College High School, which is converting this fall into the Edgecombe Early College High School with support from Governor Easley's Learn and Earn Early College High School initiative. To read the article, please visit

http://www.rockymounttelegram.com/news/content/news/stories/2005/07/04/070505rmtedg_e_principals.html.

Recent Survey Finds Strong Public Support for Need for High School Reform

A recent national survey by the Educational Testing Service of 2,850 adults, including high school parents, students, teachers, and administrators found that there is strong support among the public for the need for reforming our nation's high schools. The results showed that:

- 51% of the adults surveyed stated that "major changes" or a "complete overhaul" were needed to improve our nation's high schools. High school educators and administrators do not feel as strongly as the public in the need for high school reform, with only 31% and 20% respectively stating that our nation's high schools need major changes or a complete overhaul.
- More than half of the adults surveyed stated that high schools are not adequately preparing students for college or for the workforce (51% and 63% respectively).
- 87% of adults surveyed believed that high school students face moderate or low expectations, and only 9% believed that students face high expectations.

•Overwhelming majorities of the adults surveyed stated that all high school students should take one year of computer science (95%), four years of English/writing (85%), three years of history/civics (81%), four years of math (73%), three years of science (69%), and two years of foreign language (63%).

•76% of the adults surveyed believed that “America’s ability to compete in the world would be weakened if 25 years from now high schools have not changed and still are operating the same as they do now.”

For more information on the survey and its results, visit
<http://www.ets.org/aboutets/americaspeaks/survey2005.html>.

For a recent Education Week article on the survey results, please visit
<http://www.edweek.org/ew/articles/2005/06/22/41ets.h24.html?querystring=high%20school%20reform>.

Backtalk!

Tell INNOVATOR what you think. Comments and recommendations should be sent to the address below.

INNOVATOR is produced by the NC 21st Century High School Initiative and the NC New Schools Project, an initiative of the NC Education Cabinet and the Public School Forum of NC with the support of the Bill & Melinda Gates Foundation.

To opt out from receiving this electronic report, please send an email to innovator@newschoolsproject.org or call (919) 781-6833 ext. 129.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2003

SESSION LAW 2004-124

HOUSE BILL 1414

AN ACT TO MODIFY THE CURRENT OPERATIONS AND CAPITAL APPROPRIATIONS ACT OF 2003 AND TO MAKE OTHER CHANGES IN THE BUDGET OPERATIONS OF THE STATE.

The General Assembly of North Carolina enacts:

HIGH SCHOOL WORKFORCE DEVELOPMENT PROGRAM

SECTION 7.22.(a) Funds are appropriated in this act for a high school workforce development program. The purpose of the program shall be to identify students who may not plan to attend or be adequately prepared to attend a two- or four-year degree program and to provide the assistance those students need to earn an Associate Degree the year after their senior year in high school. The Department of Public Instruction shall work closely with the Education Cabinet and the New Schools Project in administering the program.

These funds shall be used to establish five pilot projects in which a local school administrative unit, two- and four-year colleges and universities, and local employers work together to ensure that high school and community college curricula operate seamlessly and meet the needs of participating employers.

SECTION 7.22.(b) The State Board of Education shall conduct an annual evaluation of this program. The evaluation shall include (i) an assessment of the overall impact of this program on student achievement, retention, and employability, (ii) an accounting of how funds and personnel resources were utilized and their impact on student achievement, retention, and employability, and (iii) recommendations for continuance and improvement of the program. The State Board of Education shall report the results of this evaluation to the Office of State Budget and Management, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division, by September 15 of each year.