



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

Report to the Joint Legislative Education Oversight Committee

**Learn and Earn High Schools
SL 2005-276, Sec. 7.32**

(SB 622, the 2006 Budget Bill)

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Report #23

DPI Chronological Schedule, 2005-2006

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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 initiative, which is designed to provide students with the option of a five-year high school program that enables them to earn a high school diploma and a community college associate's 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, another nine school sites that admitted students in 2005-06 school year, and twenty-three sites currently in the planning phase. Each of these schools is working in partnership with a community college or a university in the UNC-system that is providing facilities for the school and college-level courses for the students. This represents partnerships with forty one school districts, thirty two community college sites and twenty nine campuses, six universities, and a number of business partners.(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.

The North Carolina snapshot of one hundred high school seniors presents a bleak picture of the status of high school students. Forty students do not graduate from high school. Sixty students graduate from high school but only forty of those students attend institutions of higher education. Of those forty students attending higher education, only nineteen will graduate from these institutions in six years.

This snapshot is complicated since these high schools were designed to prepare students for a manufacturing or farming economy which required little or no skill. The present picture of our economy demonstrates that most of those jobs have disappeared or gone overseas. North Carolina has lost over a quarter of its manufacturing jobs and this will continue to grow as we loose more textile, furniture, and tobacco jobs. Our high schools must develop different strategies and models to educate all students to be college ready.

Governor Easley's *Learn and Earn* 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. These schools using these principles 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.

The data points around high school graduation, drop outs, persistence in higher education, and the improvement of college going rates will not be available until students graduate from these schools in six years. At that time, the first cohort of students will have finished the Early College High School experience and there will be a snapshot of that first cohort of students. Other indicators will be followed while these students are in their Early College High School, such as there EOC scores and attendance rates. This data should be available next year.

Early college high school design principles include:

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. (Motivates students to higher achievement and models adult behavior for students).

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 Assessment

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 School Assistance and Support Activities

While support for Early College High School Teams is ongoing and both formal and informal, below are some notable developments since the last quarterly report:

Yearly Institutes: (Attachment #2)

In January 2004, NSP, NCDPI, and its partners hosted the first institute to support planning teams from the five Learn and Earn "acceleration site" partnerships. Each team came to Raleigh with representatives of the K-12 partner(s) and the higher education partner(s). The two-day support session was structured to reinforce the design principles of teaching and learning, power of the site and student support. Representatives of the Department of Public Instruction and the Office of the Governor participated and emphasized the importance of this work.

Winter Institute:

In February 2005, NSP 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.

Spring Institute:

Teaching and Learning Conference:

In April 2005, NSP hosted 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 I, II and III and one day working with teachers from those same sites. This was the first session of an ongoing professional development strand that will continue in the Summer Institute.

Summer Institute:

The schools who attended the Spring Teaching and Learning Institute came back to reflect and practice project based learning, professional development in a small high school and the governance structures, and a strand for the leaders in these redesigned schools provided in collaboration with the Principals Executive Program.

Support Seminars:

NSP offered two support seminars to assist LEAs with the development of proposals for planning grants in Cohort V.

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.

Study Visits:

In January 2005, NSP 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, two representatives from the Department of Public Instruction and one representative from the NC Community College System participated.

In February and March 2005, NSP coordinated three site visits to model schools in California (New Tech High in Napa and Sacramento), 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). In October and November 2005 there have been two study visits to Youngstown and Dayton Early College High Schools and another visit to Mott Middle College High School in Flint, Michigan. 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 Cohort I and II coaches. Coaches are also included in the study visits, providing an additional opportunity to see early college high schools first hand.

Early College High School Fall Conference

In September 2005, the next RFP for planning was released to encourage another group of partners to consider planning for an early college high school. The focus of the conference was around student support. One strand of the conference provided staff development for the principal and counselor of established schools over two days in collaboration with the Middle College National Consortium. This part of the strand was in collaboration with the Principals Executive Program. A second strand of the conference provided support for the schools that just received their planning grants. A third strand focused on support structures for early college high schools and this strand was open to the public..

Section V: Summary of Policy Development Activities

The NSP and its Board of Advisors and partners have addressed a series of policy changes required to facilitate early college high schools and the development of small, autonomous high schools. Below is a summary of activity since the last report:

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. These partners will continue to monitor policy barriers and work to collaboratively solve these issues.

NSP and NCDPI helped eight early college high schools apply for program recognition under Senate Bill 656, Section II. The State Board of Education has granted requested waivers in the areas of transportation funding, state administrative support and school calendar laws in March 2005. The NC Community College System has 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, will identify and propose legislative changes that will provide all NSP partner schools a consistent process by which to address policy barriers.

NSP has coordinated a meeting between local district school finance officers and the DPI Associate Superintendent of Financial and Business Services to establish accounting systems for new schools to ensure appropriate levels of oversight.

The Department of Public Instruction is working to provide adequate levels of funding for administrative and support positions for NSP supported schools.

Finalizing a 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.

**North Carolina New Schools Project
North Carolina Department of Public Instruction**

Summary of Cohort II

**Learn and Earn Early College High Schools
Awarded Implementation Grants**

**(The implementation grants are state-funded and are not funded by the Gates Foundation.
The initiative is under the New Schools Project umbrella and is affiliated with the Early
College High School Initiative)**

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.

Anson County Early College High School

Partners: Anson County Schools and South Piedmont Community College

Start Date: August 25

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(704) 694-4417

Deborah Davis
Principal
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Beginning with 70 ninth and tenth grade students for the 2005-06 school year, Anson County Early College High School will serve up to 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

Start Date: August 18

<http://www.bcec.buncombe.k12.nc.us/>

Contacts: Clifton Dodson
Superintendent
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(828) 255-5921

Meg Turner
Principal
margaret.turner@bcsemail.org
(828) 232-4123

The school is converting from a middle college into an early college high school for the 2005-06 school. For the 2005-06 school year, the school is expecting to enroll 60 ninth graders and 40 twelfth graders. The school graduated 59 middle college students this past school year, with 25 of those students having completed a college-level course.

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

Start Date: August 8

Contacts: Tim Markley
Superintendent
tmarkley@catawba.k12.nc.us
(828) 464-8333

Eddy Daniel
Principal
Eddy_Daniel@catawba.k12.nc.us
(828) 327-7000

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.

Collaborative College for Technology and Leadership

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

Start Date: August 25

<http://www.iss.k12.nc.us/schools/EarlyCollege/index.htm>

Contacts: Terry Holliday
Superintendent
tholliday@iss.k12.nc.us
(704) 872-8931

Penny Hedrick
Principal
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(704) 878-3200

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.

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

Start Date: August 25

Contacts: Fred Mock
Superintendent
FMock@davidson.k12.nc.us
(336) 242-5501

Larry Allred
Principal
lallred@davidson.k12.nc.us
(336) 242-5557

The school is converting from a middle college into an early college high school for the 2005-06 school year. 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

Start Date: August 16

Contacts: Terry Grier
Superintendent
griert@gtcc.edu
(336) 370-8100

Tony Watlington
Principal
watlint@guilford.k12.nc.us
(336) 819-2957

The school is converting from a middle college into an early college high school for the 2005-06 school year. Last year, the school graduated 58 middle college students. All of the graduating students received a college / university prep diploma. Forty-nine of the school's 135 students last year attempted at least one college course. The school is expecting a total enrollment of approximately 130 students for the 2005-06 school year.

Edgecombe County Early College High School

Partners: Edgecombe County Public Schools and Edgecombe Community College

Start Date: August 11

Contacts: Steve Stone
Superintendent
ssone@ecps.us
(252) 641-2656

Marcia Edge
Principal
edgem@edgecombe.edu
(252) 823-5166 x297

The school is converting from a middle college into an early college high school for the 2005-06 school year. The school is expecting an enrollment of 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

Start Date: August 9

Contacts: George Norris
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(252) 459-5220

Fay Agar
Principal
fgagar@nrms.k12.nc.us
(252) 451-2890

The school is converting from a middle college into an early college high school for the 2005-06 school year. Last year, the school graduated 50 middle college students. Seventeen current middle college students enrolled in summer school college courses. The school has enrolled 136 ninth through twelfth graders for the 2005-06 school year.

Robeson County Early College High School

Partners: Public Schools of Robeson County and Robeson Community College

Start Date: August 25

Contacts: Colin Armstrong
Superintendent
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(910) 670-6000

Wesley Revels
Principal
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(910) 521-3253

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

Start Date: August 16

Contacts: Donna Peters
Superintendent
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(828) 245-0252

Renn Dominguez
Principal
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(828) 286-3636 x290

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

Start Date: August 8

<http://earlycollege.sampsoncc.edu/>

Contacts: Steve Hobbs
Superintendent
shobbs@sampson.k12.nc.us
(910) 592-1405

Linda Jewel Carr
Principal
ljewell-carr@sampsoncc.edu
(910) 592-8084 x2030

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 Learn and Earn Early College High School Planning Sites

Brunswick County Early College Demonstration High School

Partners: Brunswick County Schools and Brunswick 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 requirements of Early College Demonstration School, and in general preparation for the new high school and college experience.

Contacts:

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Les Tubb, Director
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Caldwell ACCEL-Assuring Caldwell County Excellence in Leadership

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

Caldwell ACCEL-Assuring Caldwell County Excellence 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. 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).

Contacts:

Tom McNeel, Superintendent, Caldwell County Schools
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Kenneth A. Boham, President, Caldwell Community College and Technical Institute
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Carteret Early College High School

Partners: Carteret County Schools and Carteret Community College

The Carteret Early College High School will be a maritime-themed early college high school in order to better serve the economic needs of Carteret County, in which one-quarter of the county's largest employers are maritime-related businesses. Students will be involved in maritime-related internships and job shadowing experiences throughout their early college careers.

Contacts:

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Cherokee County Early College Center

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

The school is expecting to enroll 150 students or 10-15% of the LEA's total high school population. In addition to their course requirements, students will be expected to complete an internship, a job shadowing experience, or an apprenticeship.

Contacts:

Jeanette Hedrick, Superintendent, Cherokee County Schools
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Norman Oglesby, President, Tri-County Community College
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Ronald Ledford, Grant Administrator
(828) 837-2722
Ronald.ledford@cherokee.k12.nc.us

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.

Contacts:

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Danny McPherson, Superintendent, Whiteville City Schools
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Kathy Matlock, President, Southeastern Community College
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Keith Jefferys
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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 also participate in summer study, apprenticeships, and internships or clinical assignments.

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colvind@cravenc.edu

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 during implementation. 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.

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Pat MacNeill, Director of Instruction, Greene County Schools
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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.

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Donald Cameron, President, Guilford Technical Community College
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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, mentoring, and regular family involvement activities.

Contacts:

Anne Garrett, Superintendent, Haywood County Schools
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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.

Contacts:

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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.

Contacts:

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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, mentoring activities, and job shadowing experiences.

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Franklin Public Service Early College High School

Partners: Macon County Schools and Southwestern Community College

The school will open with a maximum of 50 ninth and tenth grade students, 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.

Contacts:

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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.

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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 experiences, internships, apprenticeships, and service learning projects. In addition students will participate in an AVID (Advancement via individual Determination) course that will focus on student success.

Contacts:

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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 based 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.

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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) 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.

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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.

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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.

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Wake Learn and Earn Early College High School

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).

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2005

SESSION LAW 2005-276
SENATE BILL 622

AN ACT TO MAKE BASE BUDGET APPROPRIATIONS FOR CURRENT
OPERATIONS OF STATE DEPARTMENTS, INSTITUTIONS, AND AGENCIES,
AND FOR OTHER PURPOSES.

The General Assembly of North Carolina enacts:.....

LEARN AND EARN HIGH SCHOOLS

SECTION 7.32.(a) Funds are appropriated in this act for the Learn and Earn high school workforce development program. The purpose of the program is to create rigorous and relevant high school options that provide students with the opportunity and assistance to earn an associate degree or two years of college credit by the conclusion of the year after their senior year in high school. The State Board of Education shall work closely with the Education Cabinet and the New Schools Project in administering the program.

SECTION 7.32.(b) These funds shall be used to establish new high schools 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 postsecondary college curricula operate seamlessly and meet the needs of participating employers.

Funds shall not be allotted until Learn and Earn high schools are certified as operational.

SECTION 7.32.(c) During the first year of its operation, a high school established under G.S. 115C-238.50 shall be allotted a principal regardless of the number of State-paid teachers assigned to the school or the number of students enrolled in the school. The budget flexibility authorized by G.S. 115C-105.25 does not apply to these positions.

SECTION 7.32.(d) The State Board of Education, in consultation with the State Board of Community Colleges and The University of North Carolina Board of Governors, shall conduct an annual evaluation of this program. The evaluation shall include measures as identified in G.S. 115C-238.55. It shall also include: (i) an accounting of how funds and personnel resources were utilized and their impact on student achievement, retention, and employability; (ii) recommended statutory and policy changes; and (iii) recommendations for 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 January 15 of each fiscal year.

