

**NC COMMUNITY
COLLEGES**

CREATING SUCCESS

**CAREER AND COLLEGE PROMISE:
REPORT ON THE NUMBER AND COST OF HIGH SCHOOL
FTE SERVED**

**REPORTED TO THE
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
HOUSE AND SENATE EDUCATION COMMITTEES**

FEBRUARY 1, 2014

As directed by Section 7.1A of S.L. 2011-145, the State Board of Education and the State Board of Community Colleges established the Career and College Promise program effective January 1, 2012. Through this program, qualified high school students can enroll in community college courses that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills. Academic credits earned through Career and College Promise enable students to complete a postsecondary credential in less time than would normally be required. There are three specific Career and College Promise Pathways:

1. Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer credit.
2. Career and Technical Education Pathway leading to a certificate, diploma, or degree aligned with one or more high school Tech Prep Career Clusters.
3. Cooperative Innovative High School program approved under Part 9 of Article 16 of Chapter 115C of the General Statutes.

The [Career and College Promise Operating Procedures](#) available through the System Office website provide more detail about each pathway and the student eligibility criteria¹. Effective the Spring 2012 academic term, Cooperative Innovative High School programs were incorporated as one of the Career and College Promise pathways; the College Transfer and Career and Technical Education pathways replaced the other previously existing high school transition programs, including Huskins, Dual Enrollment, and Learn and Earn Online.

Section 7.1A of S.L. 2011-145 also required the Community Colleges System Office to report on the number and cost of high school FTE served through the Career and College Promise program by February 1 each year through 2015. This report is submitted to fulfill this annual requirement and to describe the impacts of various legislative changes on high school transition program enrollment over the past five years.

Enrollment Trends

Community colleges have offered community college courses to high school students, in cooperation with Local Education Authorities (LEAs), for many years through Dual Enrollment and Huskins programs. High school student enrollment in community college courses grew in the early and mid-2000's with the 2003 enactment of the Innovative Education Initiatives Act and the formation of Cooperative Innovative High School programs. At the same time, technology improvements that have further developed distance learning led to the establishment of the Learn and Earn Online program, further increasing access to college credits. In 2008-09, enrollment in high school transition programs reached 10,808 full-time equivalent (FTE) students.

Faced with a significant budget shortfall, the General Assembly began to scrutinize enrollment of high school students in community college courses in 2009. The General Assembly enacted changes to high school transitional programs in 2009, 2010, and 2011. These changes caused a drop in enrollment in high school transition programs each subsequent academic year. Now that the Career and College Promise program has been in implementation for a full academic year (2012-13), enrollment in joint high school programs has rebounded. During the 2012-13

¹ http://www.nccommunitycolleges.edu/Programs/docs/CPRM/Section14_25Nov2013_CCP.pdf

academic year, 11,323 FTE students enrolled in joint high school programs, a 4.7% increase from 2008-09 enrollment levels (see Appendix A). However, to fully understand the impact of policy changes to high school transition programs, it is important to look at enrollment in Cooperative Innovative High Schools and enrollment in all other high school transition programs separately, as their respective trends are dramatically different.

- **Cooperative Innovative High Schools:** These high schools enable students to concurrently obtain a high school diploma and begin or complete an associate degree program, master a certificate or vocational program, or earn up to two years of college credit within five years. Early college high schools are a common example of a cooperative innovative high school program. While provisions of the Cooperative Innovative High School Programs statute have been modified in recent years, these changes have been minor relative to those made to other high school transitional programs, and funding for these high schools has been relatively stable. As a result, FTE enrollment in Cooperative Innovative High Schools has steadily increased over the past five academic years, as additional programs have been started and established programs have matured. Cooperative Innovative High School FTE totaled 7,100 FTE during the 2012-13 academic year, a 153% increase since 2008-09 (see Appendix B).
- **Other High School Transitional Programs:** As noted previously, prior to the implementation of Career and College Promise, high school students could enroll in community college courses through a variety of other transitional programs, including Dual Enrollment, Huskins, and Learn and Earn Online. In contrast to Cooperative Innovative High Schools, high school students enrolling through these programs remain concurrently enrolled in their regular high schools. While Cooperative Innovative High School enrollment grew by 4,303 FTE between 2008-09 and 2012-13, enrollment in all other high school transitional programs dropped by 3,788 FTE, a 47% decline during that timeframe.

In response to the State's budget shortfall, the General Assembly ceased funding for certain general education courses provided through the Dual Enrollment and Huskins programs effective the Fall 2009 academic term; only career and technical education courses as well as general education courses in science, technology, engineering, and math provided through these programs continued to be funded. This change resulted in an enrollment decline in Dual Enrollment and Huskins programs. Since funding continued for all Learn and Earn Online courses, enrollment in this program increased during the 2009-10 academic year.

In 2010 the General Assembly extended these limitations on funding for certain general education courses to the Learn and Earn Online program. Consequently, enrollment in this program declined during the 2010-11 academic year. The continued uncertainty, confusion, and instability surrounding these high school transitional programs strained many local college-LEA relationships and frustrated families, further contributing to enrollment declines in Dual Enrollment and Huskins programs that year.

Enrollment in other high school transitional programs declined to its lowest level during the 2011-12 academic year. The Dual Enrollment, Huskins, and Learn and Earn Online

programs were eliminated effective the Spring 2012 academic term and replaced with the Career and College Promise College Transfer and Career and Technical Education pathways. These pathways enabled certain students enrolled in their normal high school to concurrently enroll in community college courses that lead to a defined academic goal. Career and College Promise also established specific criteria that students must meet in order to be eligible to enroll in these pathways. The impact of these criteria, the fact that the pathways prescribe a defined set of allowable courses, and the mid-year implementation contributed to a sharp decline in enrollment (see Appendix C). Enrollment in these two pathways during the Spring 2012 academic term was 1,350 FTE, which represents a 35% drop in enrollment as compared to enrollment during the prior two semesters in the high school transitional programs that these two CCP pathways replaced.

Enrollment in the Career and College Promise College Transfer and Career and Technical Education pathways rebounded some during the 2012-13 academic year. As high school students better understand the opportunities provided by Career and College Promise and local college-LEA relationships improved, additional students took advantage of the opportunity to get a jump start on a college degree.

Career and College Pathway Cost

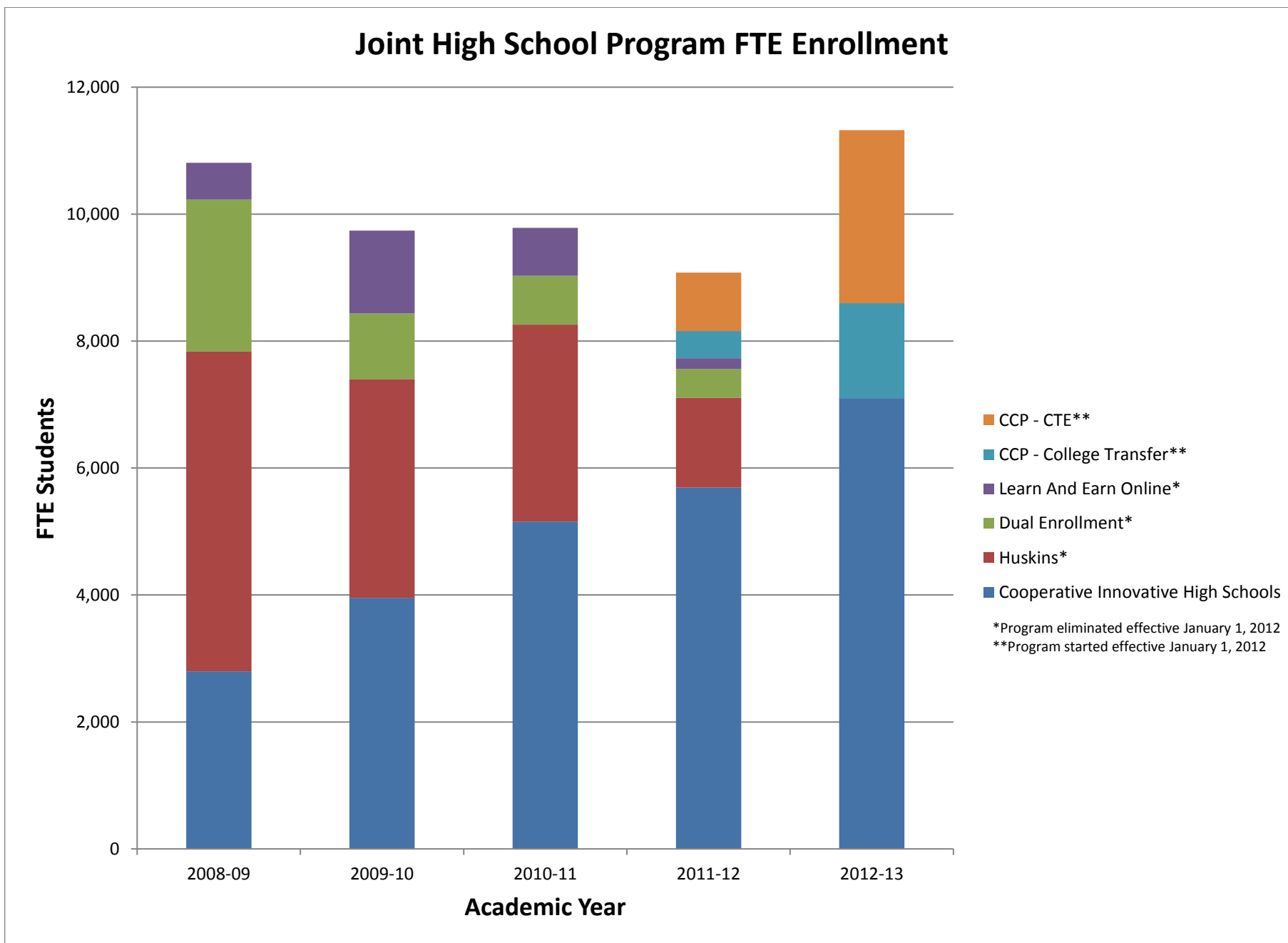
Based on the enrollment data for 2012-13 academic year, Career and College Promise cost approximately \$57 million during the first full academic year of implementation, serving 11,323 full-time equivalent students.

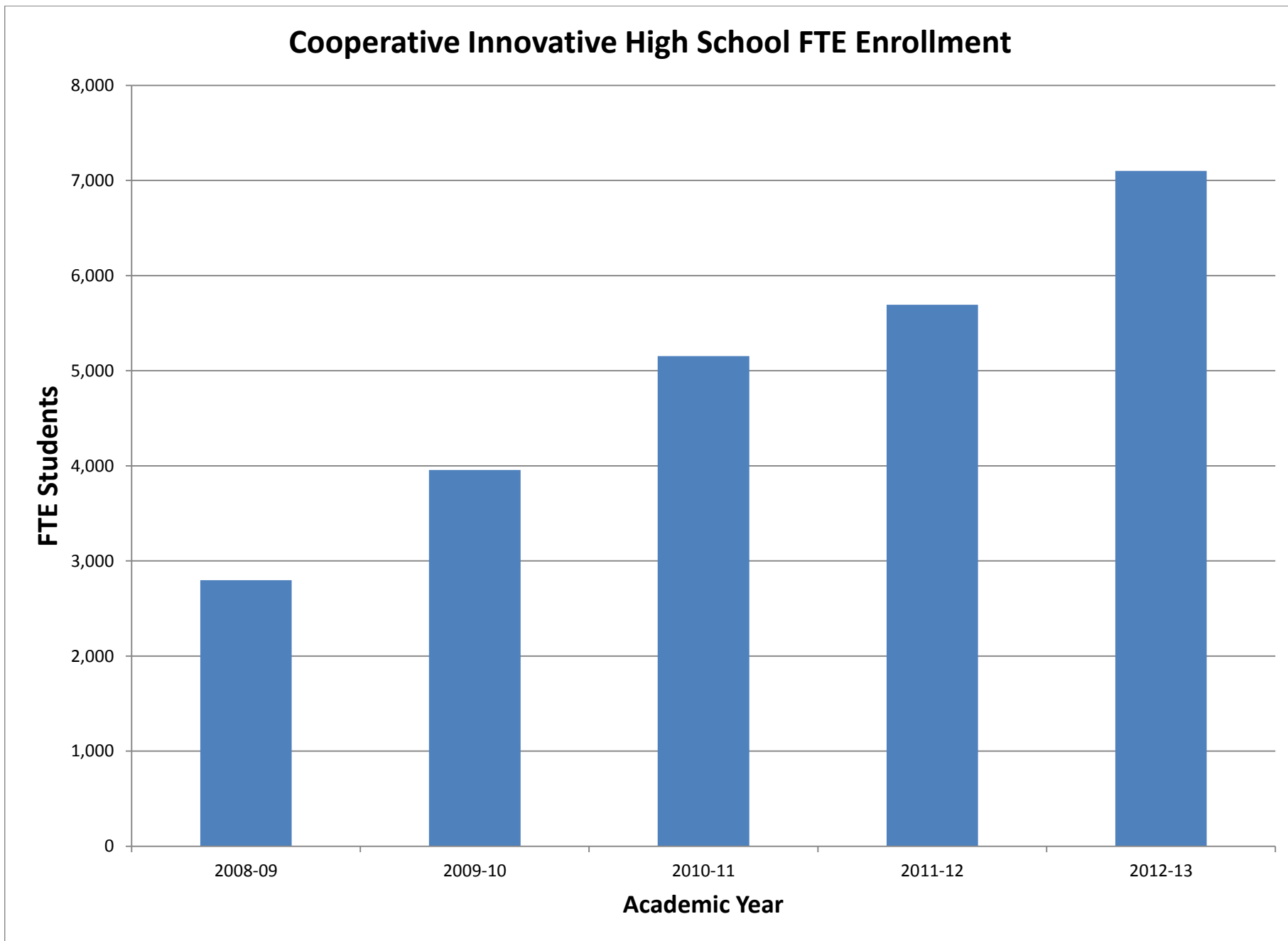
	Tier 1 ²		Tier 2 ³		Total	
	FTE	Cost	FTE	Cost	FTE	Cost
College Transfer Pathway	438	\$2,353,676	1,059	\$5,186,336	1,497	\$7,540,012
Career Technical Education Pathway	1195	\$6,425,211	1,531	\$7,495,209	2,726	\$13,920,420
Cooperative Innovative High Schools	1821	\$9,793,342	5,279	\$25,841,166	7,100	\$35,634,509
Total	3,453	\$18,572,229	7,869	\$38,522,711	11,323	\$57,094,941

For the 2012-13 academic year, approximately 63% of the cost is associated with students enrolled in Cooperative Innovative High Schools. Twenty-four percent (24%) of the cost is associated with the Career Technical Education Pathway, while the remaining 13% supports College Transfer Pathway FTE. Just under one-thirds of the cost is related to Tier 1 instruction and associated academic and institutional support costs. Approximately two-thirds of the cost is related to instruction provided in Tier 2 and associated support. This cost equates to approximately five percent of the General Fund appropriation to the North Carolina Community College System.

² Includes technical education, healthcare, lab-based science courses, and college-level math courses.

³ Other academic disciplines.





Joint High School Program FTE Enrollment, Excluding CIHSPs

