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

NC Community COLLEGES
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UNIVERSITY OF
NORTH CAROLINA

Report to the North Carolina General Assembly

Career and College Promise and Cooperative Innovative High School Study

SL 2017-57 (SB 257, Budget Bill), sec. 7.22(b)

G.S. 115C-238.54 and G.S. 115D-5(b)(12)

Date Due: February 15, 2018

Submitted by the State Board of Education, in conjunction with the State Board of Community Colleges and the Board of Governors of the University of North Carolina

NC DEPARTMENT OF PUBLIC INSTRUCTION

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Report Requirements

This report responds to the requirements of the legislation enacted in Section 7.22(b) of S.L. 2017 which establishes the Career and College Promise study that "In accordance with the legislative finding set forth in subdivision (7) of subsection (a) of this section, by February 15, 2018, the State Board of Community Colleges, the Board of Governors of The University of North Carolina, and the State Board of Education shall study and report to the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Committee on Education, the Fiscal Research Division, and the Joint Legislative Education Oversight Committee on the costs associated with the Career and College Promise Program, including operation of cooperative innovative high schools and the cost of concurrent enrollment in the high school and the institution of higher education, student outcomes related to the Program, and any legislative recommendations on modifications to the administration and funding for the Program, including the use of State funds for the planning and establishment of new cooperative innovative high schools in economically distressed areas of the State. Legislative recommendations shall also specifically address the use of the funds for the cooperative innovative high school allotment, whether the allotment is necessary for the operation of the schools, and how modification or discontinuation of the allotment would impact the programs." This report's requirements are fulfilled by accompanying data from NCDPI, NCCCS, and UNCGA.

NOTE: Following in Appendix A is a one-page summary of results from a 12-year experimental study led by Dr. Julie Edmunds of SERVE and funded by the Institute of Education Sciences on *The Impacts, Costs and Benefits of Early Colleges*. The results of this study is an in-depth cost analysis and clearly show the return on investment to society of early college students in their study.

History of Dual Enrollment in North Carolina

North Carolina has a long history of support for dual enrollment programs. The statutes authorizing high school student enrollment in community college courses have evolved over a period of 30+ years. Previous statutes established concurrent enrollment, Huskins, Learn and Earn, Learn and Earn Online and Cooperative Innovative High Schools, all of which provided high school students the opportunity to earn college credit while still in high school.

In an effort to reduce cost and increase effectiveness, the General Assembly established Career and College Promise in 2011. All previous dual enrollment programs were consolidated and replaced by Career and College Promise (CCP). The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or State and industry recognized credentials as well as provide entry-level job skills.

The creation of CCP caused a drop in dual enrollment in the following year as colleges and Local Education Agencies (LEAs) adjusted to the new program requirements for student eligibility and structured pathways. Once the Career and College Promise (CCP) program had been implemented for a full academic year (2012-13), enrollment in joint high school programs rebounded and has been steadily climbing each academic year with the addition of new pathway options, increasing student interest, and the establishment of new Cooperative Innovative High Schools. **Last year, 60.7% of graduating high school students earned college credit prior to graduating from high school.**
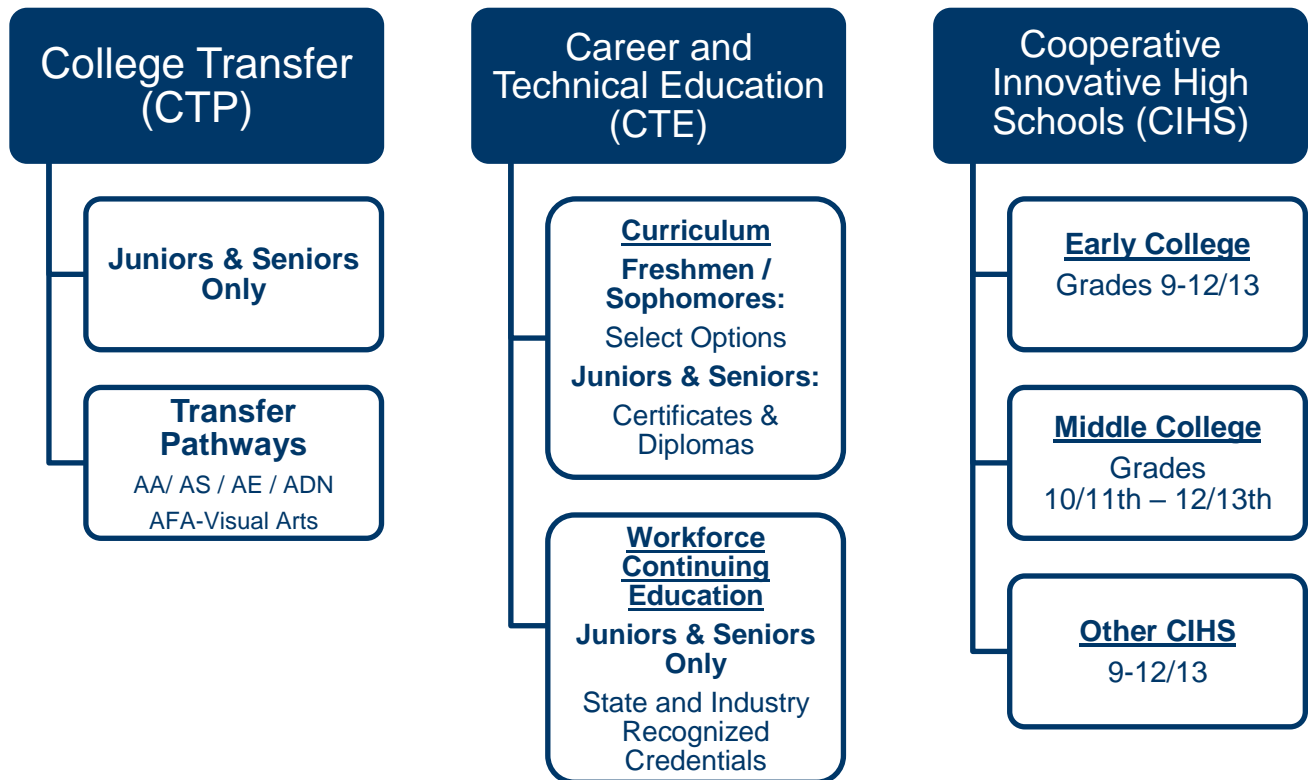
Overview of Program

CCP has three distinct pathway options which include:

1. **College Transfer Pathways (CTP)** requires the completion of at least 30 semester hours of transfer courses including English and mathematics.

2. **Career and Technical Education Pathways (CTE)**:
   a) a curriculum Career and Technical Education Pathway leading to a certificate or diploma aligned with a high school career cluster.
   b) a Workforce Continuing Education Pathway (WCEP) leading to a state or industry recognized credential aligned with a high school career cluster.

3. **Cooperative Innovative High School Programs (CIHS)** are jointly established with Local Education Agencies and Institutions of Higher Education, including Community Colleges, Universities or Colleges. They are located on college campuses (unless a waiver was provided) and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years while still enrolled in high school. There are many various models of CIHS in NC, including Early and Middle College High Schools as well as those focused on Career and Technical Education.

See Figure 1 for more information below.

The North Carolina Joint Advisory Committee (JAC), comprised of representatives of the North Carolina Department of Public Instruction (NCDPI), the NC Community Colleges System (NCCCS) and, when applicable, the University of North Carolina General Administration (UNCGA) and the North Carolina Independent Colleges and Universities (NCICU) collaboratively respond to Career and College Promise legislative requirements and provide leadership and implementation support to this state-wide support.

Figure 1. Career and College Promise (CCP) Program Structure

College Transfer (CTP)	Career and Technical Education (CTE)	Cooperative Innovative High Schools (CIHS)
Juniors & Seniors Only	**Curriculum** **Freshmen / Sophomores:** Select Options **Juniors & Seniors:** Certificates & Diplomas	**Early College** Grades 9-12/13
Transfer Pathways AA/ AS / AE / ADN AFA-Visual Arts	**Workforce Continuing Education** **Juniors & Seniors Only** State and Industry Recognized Credentials	**Middle College** Grades 10/11th – 12/13th
		Other CIHS 9-12/13

Overview of Student Enrollment for 2016-17

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

In 2016-17, 60.7% of graduating high school students earned college credit prior to graduating from high school by enrolling in a community college or other institution of higher education. This percentage is based on 63,248 graduates taking and passing college courses as high school students. **The total number of all high school students taking and passing dual enrollment courses was 216,396.** See Figures 2 and 3 below for a breakdown of this data by gender and race/ethnicity. Of that number, 24,050 high school students were enrolled in a CIHS based on Average Daily Membership. See Figure 4 for details regarding CIHS students and their IHE enrollment. Student enrollment numbers continue to increase for dual enrollment participation, as well as for other advanced college-level courses offered at the high school.

Figure 2. NC High School Students Passing College Courses by Gender 2016-17

NC High School CCP Students Passing
College Courses by Gender
2016-17

104,486
49%

107,411
51%

■ Male
■ Female
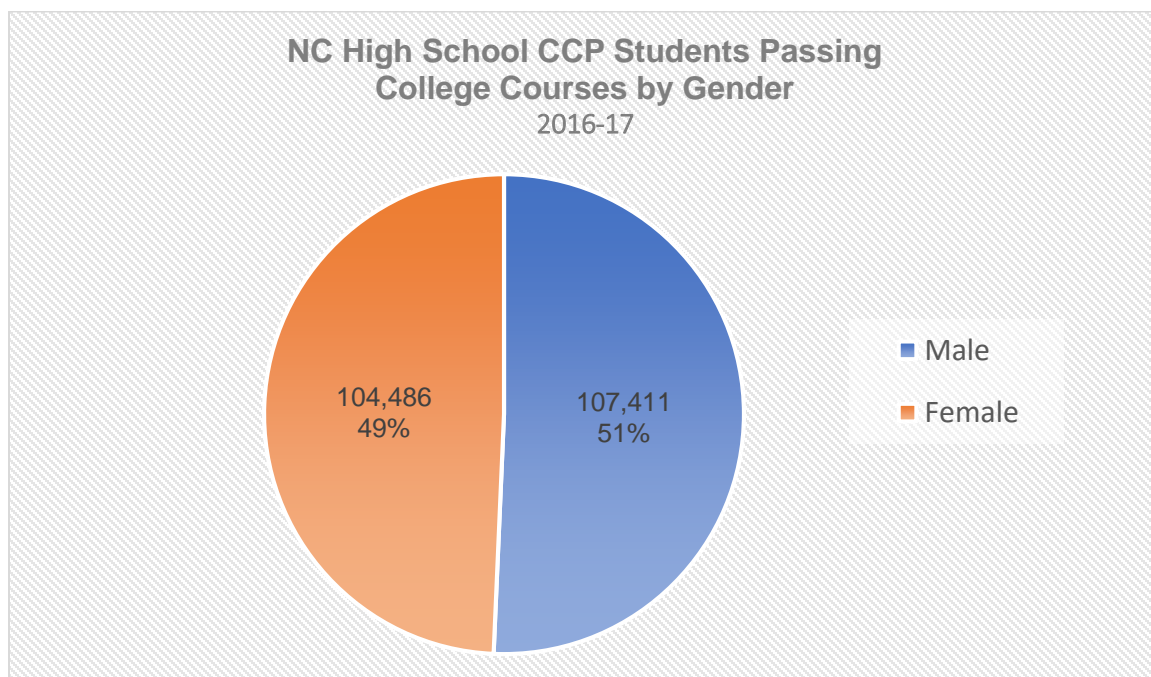
Figure 3. NC High School Students Passing College Courses by Race/Ethnicity

NC High School Students Passing College Courses by Race/Ethnicity

- White
- Hispanic
- Native Hawaiian/Other Pac Islander
- American Indian
- Black
- Asian
- Two or more

117,642
29446
250
3600
49290
4155
7726
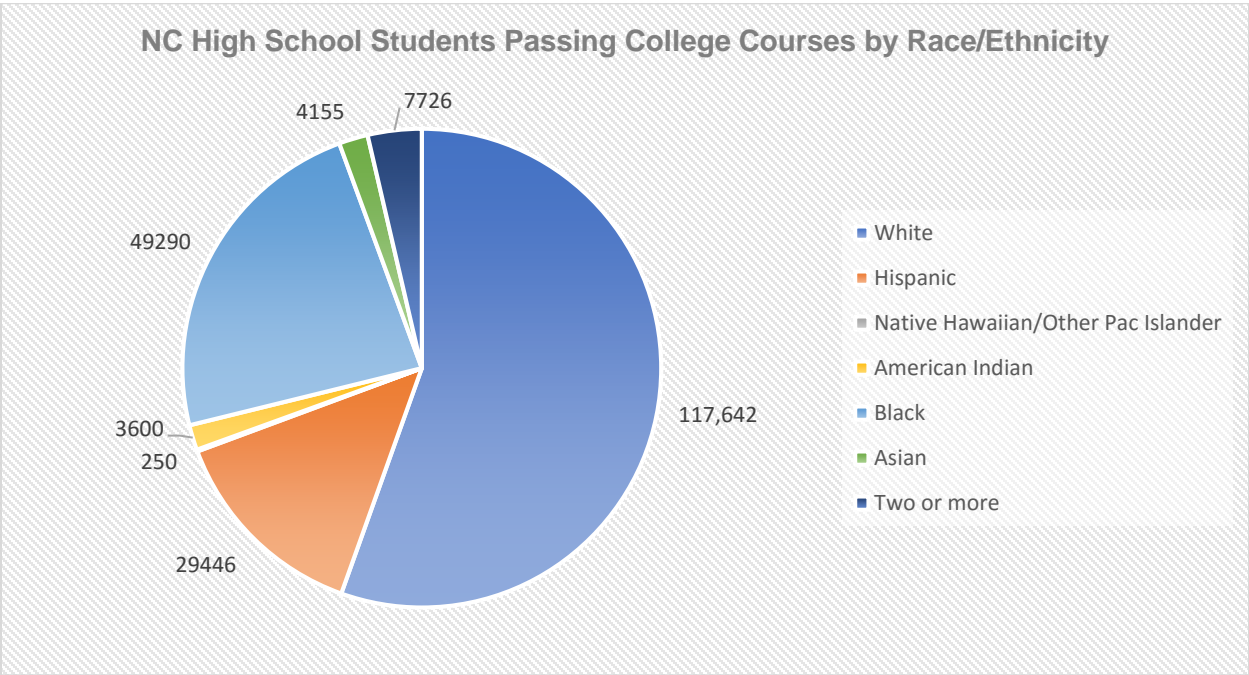
Figure 4. CIHS Student Enrollment with Institutions of Higher Education

CIHS Student Enrollment with Partner Institutions of Higher Education 2016-17

- Community College
- UNC
- ICU

4%
9%
87%
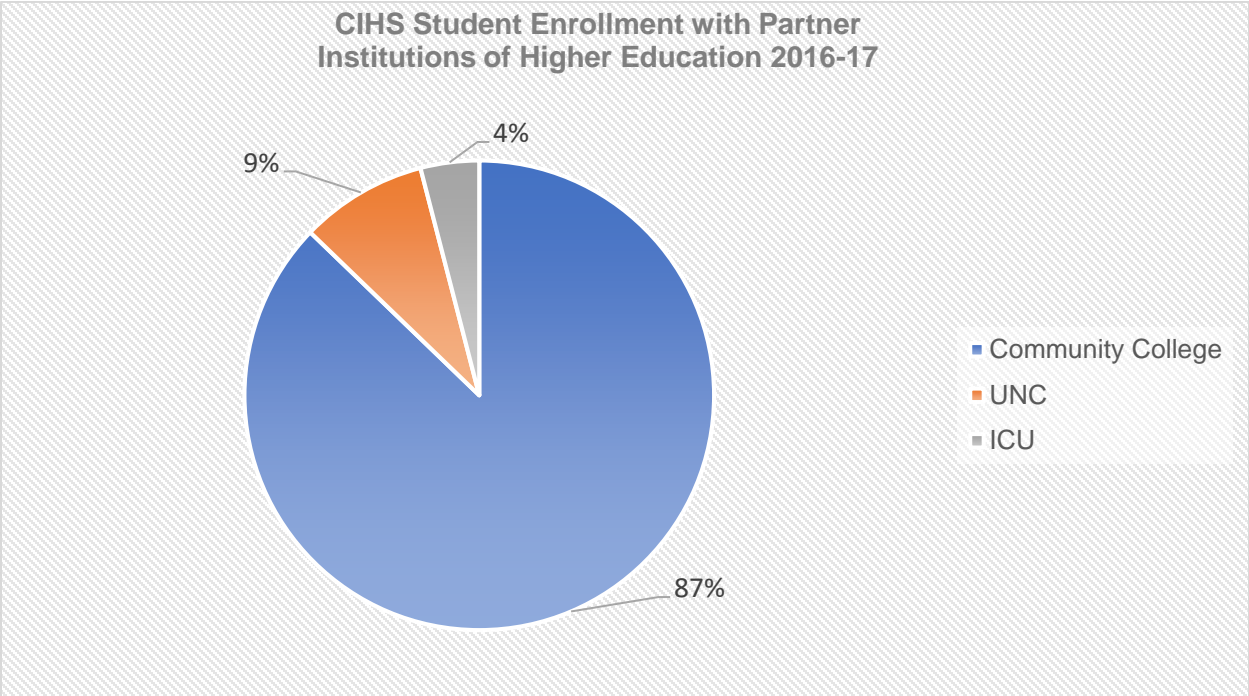
NC Community College System Program Demographics
Overview of Student Enrollment Fall 2016

In Fall semester of 2016, 37,714 high school students participated in Career and College Promise (CCP) through the NC Community College System. Of those, 15,930 (42%) participated in Cooperative Innovative High School programs (Early College, Middle College, or Other Innovative High School), while 21,784 (58%) participated in Pathway programs (Career and Technical Education or College Transfer). Participants in the program were primarily female (59%) and white (62%).

Figure 5. Fall 2016 Career and College Promise Enrollment by Program Type
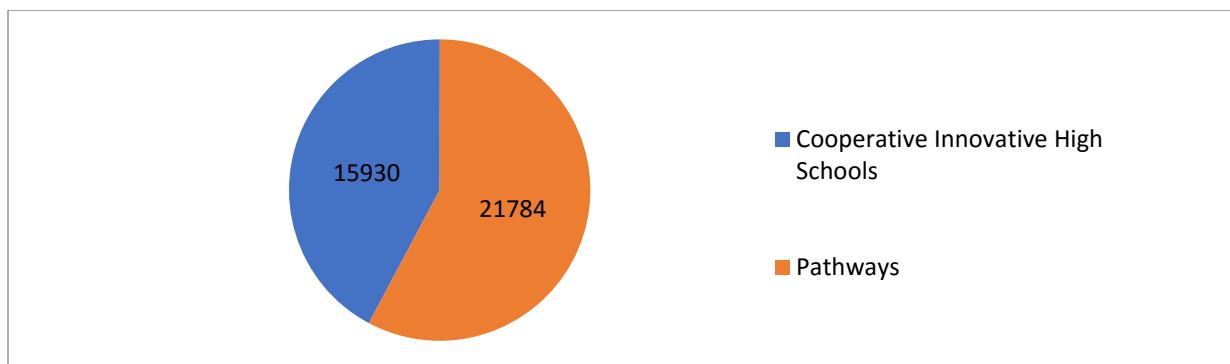

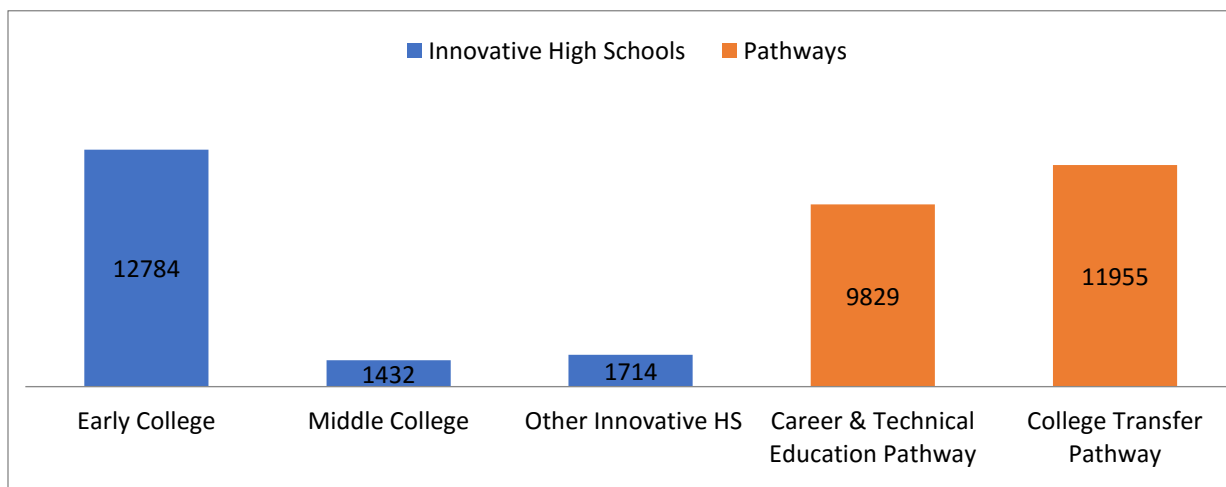**Figure 6. Fall 2016 Career and College Promise Enrollment by Program**

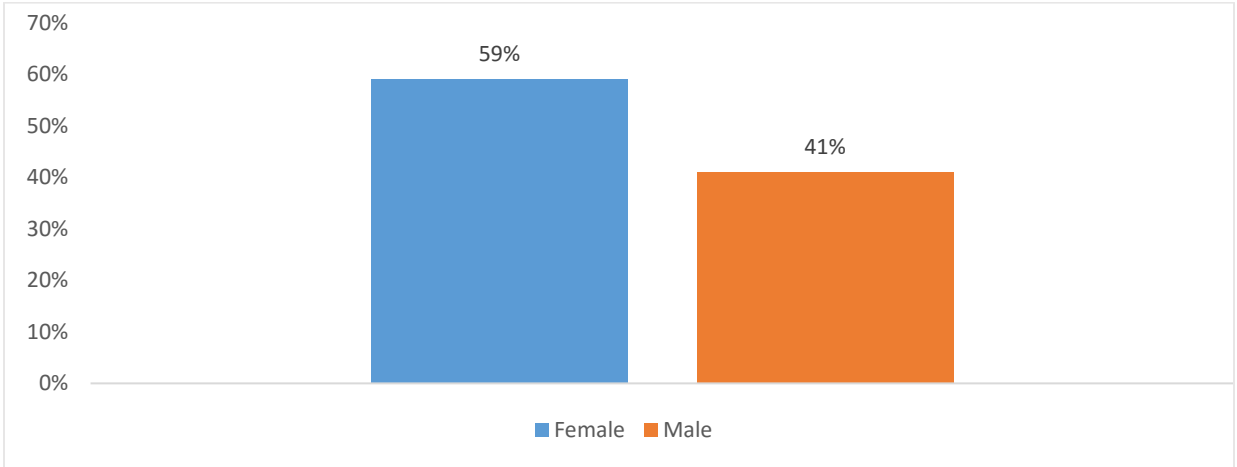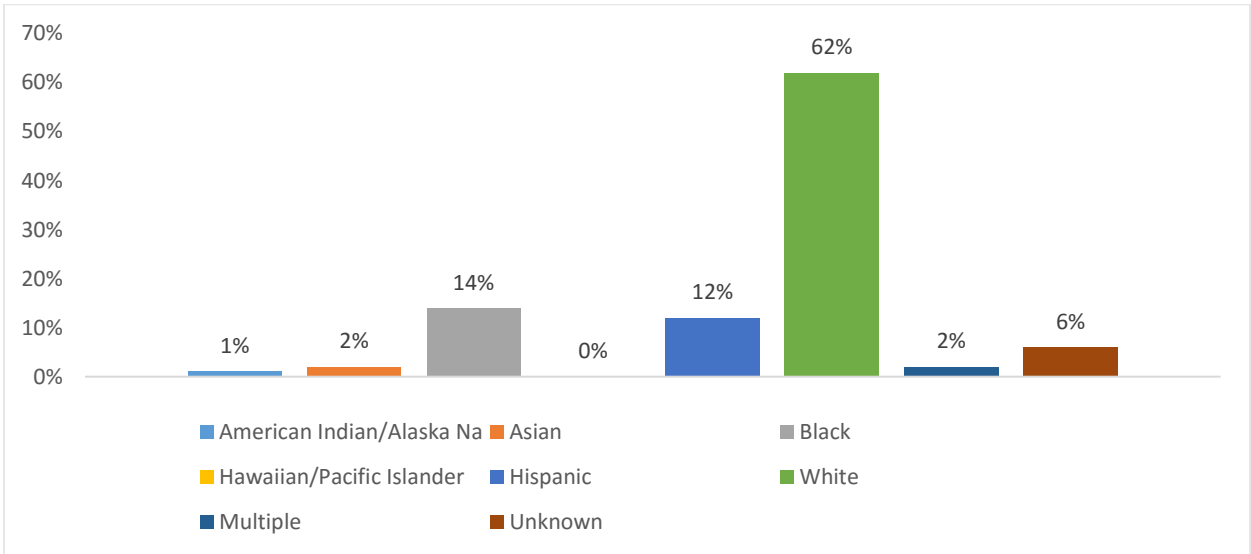**Figure 7. Fall 2016 Career and College Promise Enrollment by Gender**

Figure 8. Fall 2016 Career and College Promise Enrollment by Race/Ethnicity

AGENCY RESPONSES FOR ASSOCIATED COSTS for CCP/CIHS

NC Department of Public Instruction
Overview of Costs for 2016-17

For high school student enrollment, Career and College Promise (CCP) does not cost the State Public School Fund any additional costs because the majority of students participating in CCP are already full-time high school students and state public school funding is already provided. Furthermore, if the CCP students were not taking dual enrollment courses with local college and universities, they would be taking high school courses. Consequently, there are no additional student enrollment costs to the state for student enrollment for those students in the College Transfer or Career and Technical Education pathways from the State Public School Fund. There are other costs associated for transportation, textbooks and other support systems for CCP students in the College Transfer and Career Technical Education pathways. These costs are covered in a variety of ways by local school districts and charter schools. Regarding the funding for CCP students from the Community College System, refer to the next section in the report.

The State Public School Fund does provide additional supplemental funding, as legislated, for the CCP pathway authorizing Cooperative Innovative High Schools to support the operations of the high school.

Per legislation G.S. 115C-238.50, Cooperative Innovative High Schools (CIHS) are jointly established by local boards of education and institutions of higher education to "expand students' opportunities for educational success through high quality instructional programming." During the application process to become a CIHS, applicants choose to request additional funding or not. If approved by the State Board of Education and the IHE governing board and then the NC General Assembly as a CIHS, the district receives a twelve-month principal position, State Public School Funding for students, and full-time equivalent (FTE) community college student allocation or tuition reimbursement for those schools partnered with universities or colleges. Additional supplemental funding has also been available for the majority of CIHS to support the operations and program needs of the school dependent on legislated funding.

Historically, each brick and mortar CIHS, who had applied for additional funding, received an allotment of approximately $300,000 to supplement existing local, state or federal funding. This allotment had been consistently allocated for CIHS programs until the 2014-15 application cycle when certain new CIHS did not receive supplemental funding. Each year since, supplemental funding practices have differed. In 2015-16, CIHS received $25,017,213 in supplemental funding. In 2016-17, 83 CIHS received $26,015,034. In 2017-18, all CIHS who had applied for additional funding received supplemental funding based on their economic tier status. Some CIHS received more funding while others received less funding.

Virtual CIHS receive a different supplemental funding amount than other brick and mortar CIHS programs. The NERSBA regional school is a CIHS and receives a different allocation as well. There are also CIHS programs that are specialty high schools (e.g. schools within a school) that began under previous legislated programs that are not provided with supplemental funds but receive a modification in their regular allotments.

See Appendix B, C and D for detailed cost reports of how PRC055 funding was spent by CIHS from 2014-15, 2015-16 and 2016-17.

Figure 9. NCDPI CIHS Supplemental Funding Allotment
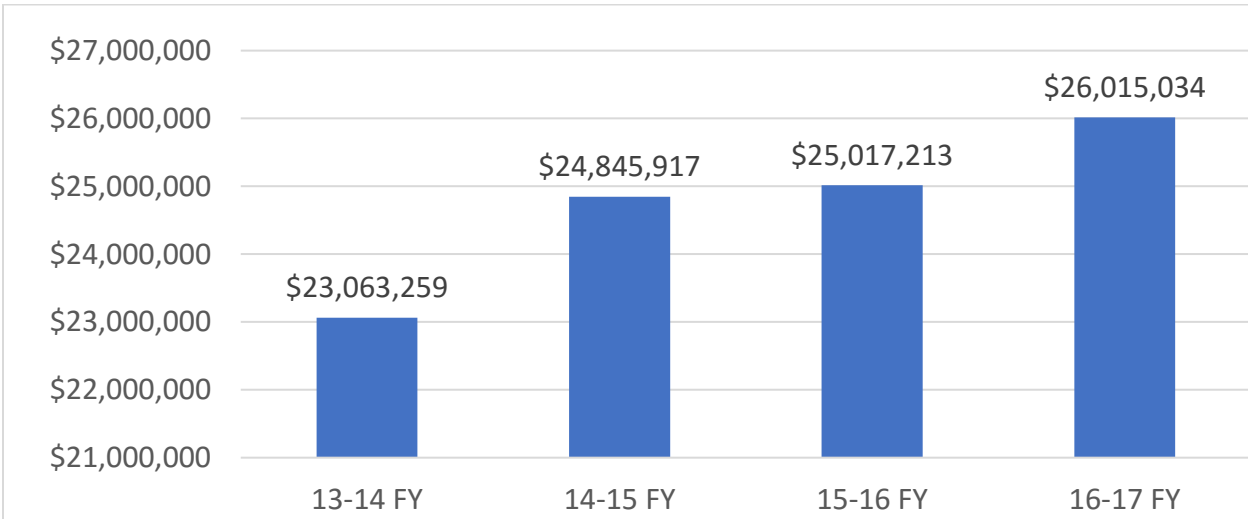
The supplemental funding is allocated to school districts through PRC 055*. The allowable uses for the funds in PRC 055 can be categorized into five sections: salary, employee

benefits, purchased services, supplies and materials, capital outlay and other. This allotment is often used to cover the cost of several items, including, but not limited to personnel (excluding teachers), textbooks and professional development. Refer to the addendum to see the PRC055 expenditures for the last three academic years. Consistently, CIHS spend their allocation on the following three areas the most: Salaries and benefits; Supplies and Materials; and Contracted Services.

Figure 10. CIHS PRC055 Expenditures 2016-17
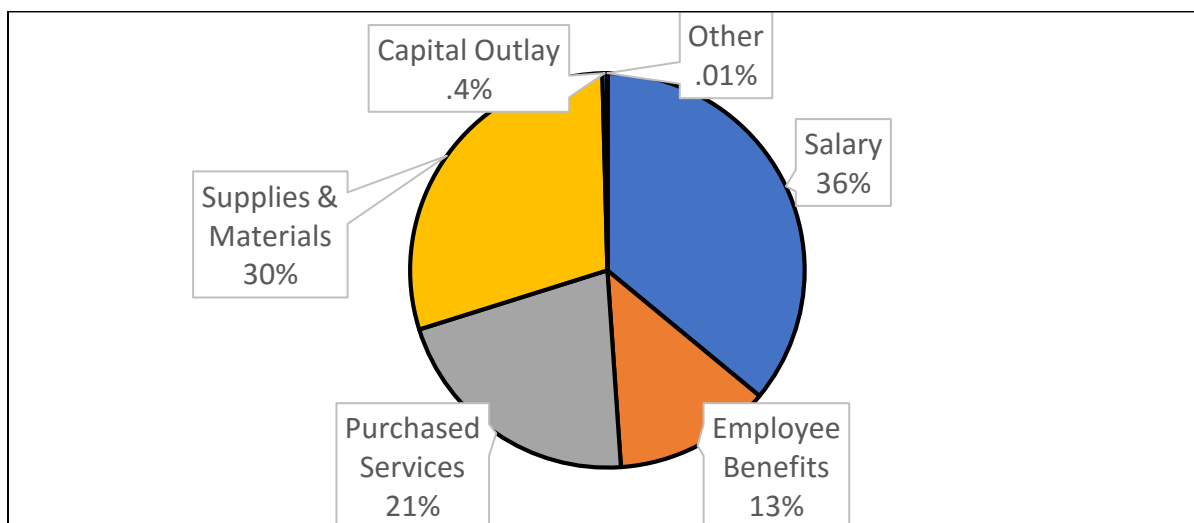
From 2015 to 2017, salary and employee benefits accounted for at least 40% of CIHS expenditures. This category includes costs for instructional support (defined as guidance services), instructional facilitators, and office support. Most schools reported the employment of a college liaison and/or counselor, which typically ranged from $50,000 to $70,000 plus, to support the needs of the students and the program. Employee benefits consist of social security, retirement and health insurance. Purchased services heavily reflect expenses for contracted services. A significant number of CIHS contract with vendors who provide leadership and instructional coaching as well as whole staff professional development to ensure effectiveness of programming. Textbooks fall under the category of Supplies and Materials. The cost of textbooks/access codes range from $30,000 to an excess of $110,000, which is contingent upon the size of the school. From 2014-15 to 2016-17, the cost of textbooks increased from $3,727,727 to $4,269,052, approximately $500,000 over a period of three years. See Figure 10 for more details of PRC055 Expenditures from 2015-17.

There are fifteen CIHS located on the campuses of four-year public and private institutions. Per legislation, the State Board of Education shall reimburse The University of North Carolina (UNC) and private North Carolina colleges tuition for courses taken by students at these respective CIHS. Tuition payments should not exceed the annual Board of Governors-approved undergraduate resident tuition rate calculated on a per credit hour basis. Private colleges are reimbursed no higher than the highest UNC university tuition rate. Fees shall not be included in this amount. During the 2016-17 school year, NCDPI reimbursed UNC and NCICU tuition of $2,964,168.

Sixty-nine school districts with CIHS received supplemental transportation funds upon request by the state. During the 2016-17 academic school year, the state dispersed $4,883,563 for supplemental transportation expenses above the regular transportation allotment.

Figure 11. NC CIHS PRC 055 Expenditures 2015-2017
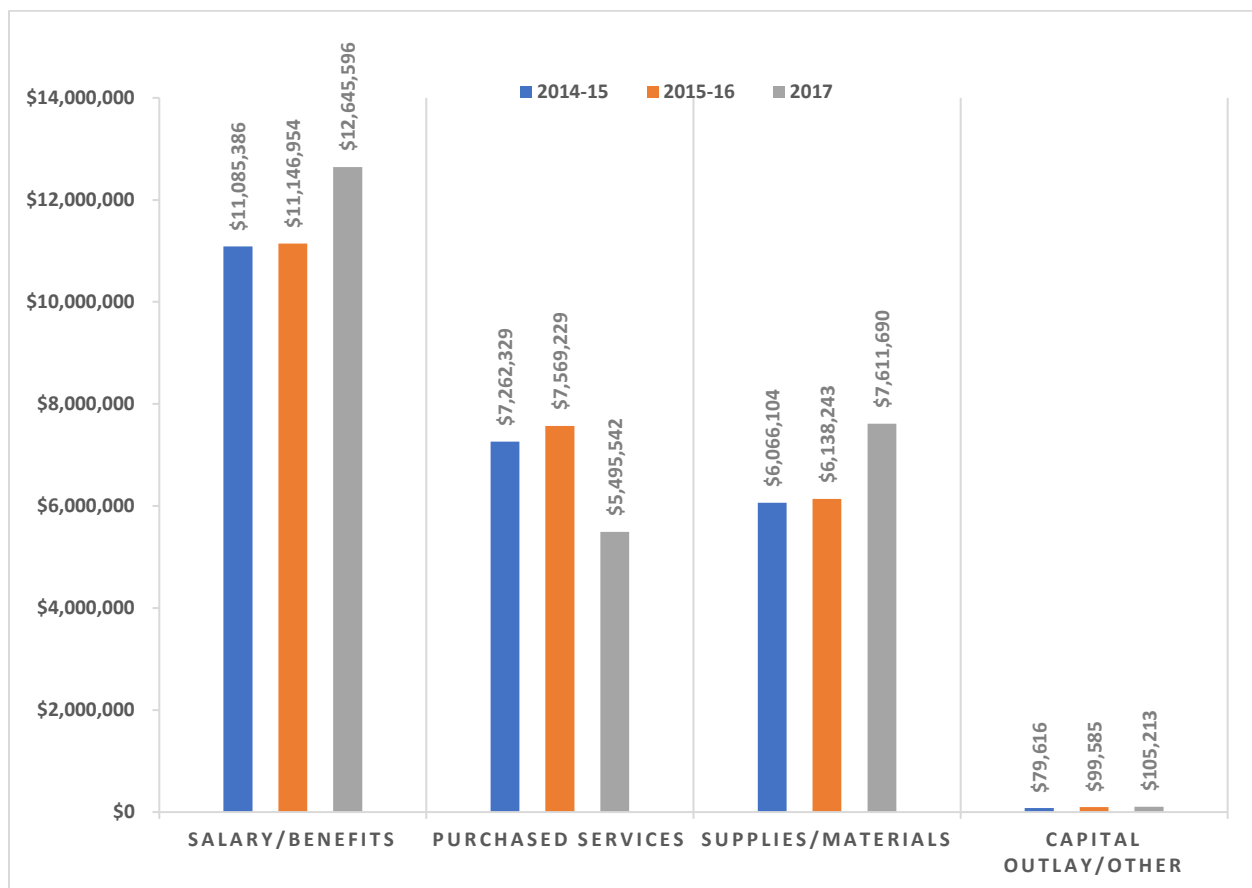
In June 2017, the budget bill changed the CIHS supplemental funding allotment for the 2017-2019 biennium. This new legislation based the supplemental allocation on Department of Commerce's economic tiers and also included funding for all CIHS that had been approved with additional funding by the State Board of Education pursuant to G.S. 115C-238.51A. Some CIHS received more supplemental funding than in years past, while most received less supplemental funding.

- CIHS in Tier I received $275,000 in recurring funds, except as follows:
  - Virtual CIHS received $200,000 in recurring funds.
  - The Northeast Regional School of Biotechnology and Agriscience received $310,000 in recurring funds.
- CIHS in Tier II received $200,000 in recurring funds, including a virtual CIHS.
- CIHS in Tier III received $180,000 in recurring funds and $20,000 in non-recurring funds for the 2017-18 fiscal year. CIHS in Tier III received $180,000 in recurring funds for the 2018-19 fiscal year.

In addition to state supplemental funding, school districts support CIHS with additional local and federal funds as well as in-kind services and facilities that may not be allocated for separately. Some school districts and CIHS also receive funding from various grants, both federal and local.

*Note: PRC 038 is funding provided to a Northeastern Regional School through special legislation.

North Carolina Community College System
Overview of FTE Costs

During the 2016-17 academic year, 21,300 FTE students enrolled in joint high school programs, a 97% increase from 2008-09 enrollment levels. However, to fully understand the impact of policy changes to dual enrollment programs, it is important to look at enrollment in Cooperative Innovative High Schools and enrollment in all other high school dual enrollment 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 steadily increased over the past five academic years, as additional programs have been started and established programs have matured. Enrollment leveled in 2013-14 with a second pattern of steady increase. **Cooperative Innovative High School FTE totaled 10,016 FTE during the 2016-17 academic year,** *a 258% increase since 2008-09.*

- Other High School Dual Enrollment 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 3,911 FTE **between 2008-09 and 2013-14, enrollment in all other high school transitional programs dropped by 3,329 FTE, a 42% decline during that timeframe.** ***Since 2013-14, enrollment in all other high school dual enrollment programs has increased by 6,602 FTE, a 141% increase.***

The Dual Enrollment, Huskins, and Learn and Earn Online programs were eliminated effective in 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 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. 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 during the 2012-13 academic year and has continued to increase in 2016-17. ***Between 2012-13 and 2016-17 College Transfer increased enrollment by 334% and Career and Technical Education by 123%.*** As high schools and their students better understood 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 Promise was expanded by the General Assembly in 2013-14 with the addition of two specific Career and Technical Education pathways (Industrial Technologies and Engineering Technologies) for freshmen and sophomores. In 2015-16, two additional Career and Technical Education pathways (Agriculture and Natural Resources and Transportation Technologies) were added to the legislation for freshman and sophomores. The most recent expansion in Career and College Promise opportunities occurred in the 2017 legislative session with the addition of State and industry recognized credential pathways in Career and Technical Education.

Based on the enrollment data for the 2016-17 academic year, Career and College Promise cost approximately $111 million for the NC Community College System, serving 21,300 full-time equivalent students. For the 2016-17 academic year, approximately ***47% of the cost is associated with students enrolled in Cooperative Innovative High Schools***. ***Twenty-six percent (26%) of the cost is associated with the Career Technical Education Pathway, while the remaining twenty-seven percent (27%) supports College Transfer Pathway***. Just under one-third of the cost is related to Tier 1A and 1B 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 ten percent (10%) of the General Fund appropriation to the North Carolina Community College System.

See Figure 12 below for more details.

Figure 12. Career and College Promise Pathway Cost

	Tier 1A[1]		Tier 1B[2]		Tier 2[3]		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
College Transfer Pathway	70	$417,586	1,974	$10,882,972	3,873	$19,441,538	5,917	$30,742,096
Career Technical Education Pathway	1,481	$8,896,175	755	$4,162,713	3,131	$15,720,825	5,367	$28,779,713
Cooperative Innovative High Schools	359	2,157,371	2,669	$14,713,695	6,988	$35,085,253	10,016	$51,956,319
Total	**1,910**	**$11,471,132**	**5,398**	**$29,759,380**	**13,992**	**$70,247,616**	**21,300**	**$111,478,128**

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[1] Includes technical education and health care courses that train for immediate employment.
[2] Includes other technical education, healthcare, lab-based science courses, and college-level math courses.
[3] Other academic disciplines.

NC Department of Public Instruction
Cost Analysis and Review

During the summer and fall of 2017, NCDPI conducted a series of webinars with Cooperative Innovative High School (CIHS) principals to investigate CIHS funding and the most vital funding needs of CIHS to inform this legislative report. During the fall of 2017, NCDPI conducted a survey of all CIHS principals of CIHS funding, changes to the CIHS supplemental funding allotment, and the most critical needs of CIHS to continue their innovative designs, instructional programming, and their students' success. Dr. Julie Edmunds of SERVE Center, NC was a vital collaborative partner in the development and delivery of the survey. Ninety-four (94) of the 126 CIHS currently in operation responded to our CIHS Funding Changes survey. The survey focused on identifying the most critical needs of CIHS that are funding dependent. The CIHS Funding Changes survey asked questions directly focused on responding to this legislative report. See Appendix E for a list of survey questions.

NCDPI also held focus group discussions at four combined regional meetings during the fall of 2017 across North Carolina. The meetings combined adjacent State Board of Education regions based on economic tier designations. CIHS leaders, leaders from LEAs and additional CIHS staff were invited to attend. These combined regional meetings were well attended; most in attendance were CIHS principals. The focus group discussions at the four combined regional meetings allowed CIHS leaders and other staff members to delve into their survey responses and to reach consensus about the most critical needs of CIHS.

CIHS Funding Changes Survey Findings
Data highlights from CIHS Funding Changes Survey:
- 75 of 94 schools who participated in the survey experienced a decrease in supplemental funding in 2016-17. Most CIHS that received supplemental funding received approximately $300,000 per year in the past.
  - CIHS in Tier 1 school districts saw a reduction to $275,000 in supplemental funding.
  - CIHS in Tier 2 school districts saw a reduction to $200,000 in supplemental funding.
  - CIHS in Tier 3 school districts saw a reduction to $180,000 in recurring supplemental funding, while receiving a one-time allocation of an additional $20,000 for the 2017-2018 school year.
- 12% were able to cover most or all the reduction with funding from other sources.
- 35% were able to cover part of the reduction.

- 53% have not been able to find additional funding to cover the reductions.
- 30 CIHS reduced staffing as a result of the reductions.
- 65 CIHS reduced professional development as a result of the reductions.
- 33 CIHS reduced paying for textbooks as a result of the reductions.

From each of the cost study engagement activities, webinars, the survey, and focus groups during regional meetings, a broad consensus emerged from CIHS leaders and staff across the state that the CIHS supplemental allotment is necessary for the successful operation of the schools.

Many CIHS leaders shared comments like this statement from a CHIS principal:
> *"Please do not lower the allotments any more than they have already been cut. If that happens, my program will be dramatically changed and will no longer operate in a manner that will support the needs of my students. We will lose personnel, training for teachers, needed tools and materials including textbooks and technology, as well as college trips and experiential learning opportunities that students in our target population will never get to have otherwise."*

Another CIHS principal commented:
> *"We will continue to lose staffing positions and we currently only have 10 teachers. As a school designed to serve students from the low socio-economic demographic, if we are unable to continue to purchase textbooks and resources for our students, that will limit the courses and number of classes students are able to take. Our ability to offer virtual/online classes that we do not teach in house will be dramatically reduced."*

Throughout the various data collecting measures, CIHS leaders identified the critical elements of CIHS programming that are dependent on the supplemental funding allocation and most essential for their continued success. Those critical elements are:
- Funding to cover the increasing costs of college textbooks for CIHS students,
- Funding for vital staffing positions, especially the college liaison and the counselor,
- Funding to update school technology, and
- Funding for professional development to sustain innovative school designs and practices.

Costs for college textbooks have increased significantly in recent years. One reason for this is that most new college textbooks include additional digital access codes which increase the price-point. These new textbooks are not available without the additional digital access codes. Textbook costs for individual CIHS vary, from approximately $30,000 per year for new and smaller CIHS, to as much as $110,000 per year for larger CIHS who serve more students. Many CIHS leaders have advocated for their schools by working with their college partners to amend their Memos of Understanding (MOUs), such that college instructors will limit the introduction of new college textbooks to no more than once every three years. Several CIHS have been able to revise their MOUs accordingly, while others have not; however, this is a local decision and many college instructors believe they need to update their textbooks to keep up with advances in their fields of study. A CIHS principal noted:

> *"We had to pull money from other needed areas to pay for personnel. Most of our supplemental funding will be used for textbooks this year. Nothing else will be left after that is paid."*

CIHS serve target populations of students who are first-generation college goers, students at risk of dropping out, or students who would benefit from accelerated instruction. To serve these students well, CIHS provide extensive academic and affective supports, a key aspect of the CIHS design. CIHS leaders expressed broad consensus that the college liaison and the counselor positions are critical for the continued success of their students. The college liaison is responsible for scheduling CIHS students into college courses that they need to complete an associate's degree, two-years of transferable college credit, or career-ready certifications and credentials. The college liaison is also responsible for ongoing communications and collaboration between college instructors and CIHS staff, so that CIHS staff can intervene to support students who are absent from college courses or who are at risk of failing or withdrawing from a course. Along with innovative leadership, teaching, and counseling, this is the core work of blending secondary and post-secondary education through CIHS. A CIHS principal noted:

> *"We had to reduce college liaison funding by 50%. We are also limiting student choices for college courses based on textbooks currently on hand, which could impact college course success rate."* Another principal noted: *"I am concerned that we will go from a highly functioning technology school to not being able to afford technology at all. I am also concerned that we will be unable to offer college tours to our students whose parents can't afford these life-changing experiences otherwise."*

Given the CIHS target populations, counselors provide significant, ongoing affective support and guidance, to their students. Also, most CIHS do not have assistant principals or testing coordinators, so the counselor shares many of these responsibilities. Many CIHS leaders also spoke of other roles they consider vital to their students' success that they may lose, including career development coordinators, tutors, and other student support personnel. One principal stated:

> *"Our teaching staff had to pick up preps and case-load due to losing the workforce development coordinator (teacher position). That teacher worked with our juniors and seniors on college placement, job placement, internships, volunteerism, and soft-skill development."*

Several CIHS whose supplemental funding was reduced also reported anticipated reductions in technology and professional development. Many CIHS are one-to-one computer environments, with computers or other devices needing to be replaced or updated every three to five years. CIHS leaders also agree that professional development, both on-site through instructional coaching, and in collaboration with each other, across North Carolina's unique CIHS community, has been instrumental in developing the innovative school designs and classroom practices that they view as key to the success of CIHS students.

Several CIHS leaders also reported that transportation costs may be a challenge. Although most LEAs cover daily transportation of students to and from the CIHS and there is some funding available from NCDPI, several CIHS leaders identified as a challenge the costs of transportation of CIHS students to college visits, which has traditionally been a part of CIHS programming, as well as the cost of transportation for students taking college courses not available during the regular school day. One CIHS principal noted:

> *"Transportation to provide broader course enrollment time is necessary to support must-work students."*

CIHS leaders whose supplemental funding was increased welcomed the opportunity to increase staffing, technology, or professional development. One of these principals commented:

> *"This money has provided us the opportunity to provide thorough, in-depth training for our staff that supports our school vision. In particular, we are able to provide professional development for Project-Based Learning (PBL),*

SCRUM, and Critical Friends which are all integral to our school's mission, vision, and values."

Another CIHS principal whose supplemental funding was increased noted:

"STEM Early College greatly benefitted from the increase in funding because we were able to update our obsolete technology and get additional faculty to support instructional technology at a school focused in STEM education."

AGENCY RESPONSES FOR STUDENT OUTCOMES for CCP/CIHS

North Carolina Department of Public Instruction
CCP Student Outcomes

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

For 2016-17, 60.7% of graduating high school students earned college credit prior to graduating from high school. This percentage is based on 63,248 graduates taking and passing college courses. The total number of high school students taking and passing dual enrollment courses was 216,396. Note: This data does not include AP/IB/CIE credits.

Last year, the statewide four-year graduation cohort rate was 86.5%. For more information, find the legislative cohort graduation report at:
https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=115072&MID=3792

In 2015-16, the state dropout rate was 2.29%. For more information regarding dropout rates see the following link: http://www.ncpublicschools.org/newsroom/news/2016-17/20170125-03
The 2016-17 dropout rate was not available at the time of this report.

For detailed data regarding NC school districts and high schools, see the North Carolina School Report Cards at: https://ncreportcards.ondemand.sas.com/src/   This site is interactive and a screenshot is below.
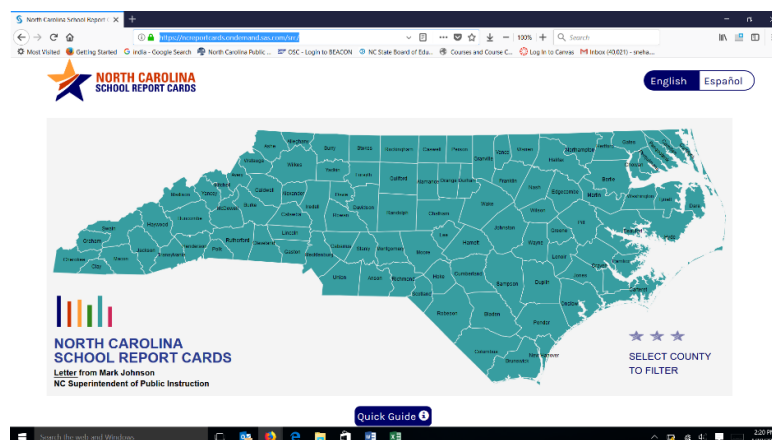
Because CCP students reside across the state and represent such a large portion of the student population and the causal relationship cannot be clearly determined, NCDPI has not extracted a specific subset of data but presents state-wide data to the legislative requirements. More details are available in the CCP Annual Report submitted to JLEOC.

North Carolina Department of Public Instruction
CIHS Student Outcomes
More details are available in the CCP Annual Report submitted to JLEOC.

In the fourteen years since the General Assembly authorized the establishment of Cooperative Innovative High School Programs, students, including many at-risk of dropping out and historically underserved, are seeing increased academic outcomes that surpass those of students across the state. As CIHS programs continue to open in more North Carolina school districts, a growing number of students are benefitting from new opportunities, leading to stronger outcomes with higher rates of academic achievement, graduation and postsecondary enrollment and completion.

North Carolina has made significant progress in opening and sustaining innovative secondary schools that share the critical goal of graduating every student well prepared for success in college, careers and life. For 2016-17, CIHS programs extend across 81 of the state's 115 school districts, with **116 individual schools operating for the 2016-17 school year**. There are 103 CIHS programs partner with NC community colleges, nine with the UNC. System institutions and five with independent colleges. CIHS programs include a variety of models focused on transfer degrees and/or career and technical education programs. Programs define themselves as early colleges, middle colleges, and there are other innovative CIHS models, including STEM schools and career academies. Nine new CIHS sites opened in the fall of 2017.

The state's most recent data from NCDPI, NCCCS, UNCGA, and NCICU continue to show gains in areas of high school retention rates, high school completion rates, certification and associate degree completion, admission to four-year institutions, and a reduction in drop-out rates. CIHS programs are transforming teaching and learning for their students, while also contributing to the growth of innovative practices across the state. As more CIHS programs demonstrate sustained success, a growing number of districts are now embracing similar innovations for all their schools.

Highlights of the Cooperative Innovative High Schools in 2016-17 include:

- Enrollment in Cooperative Innovative High Schools in 2016-2017 was **23,204** students.
- In total, **4,869** students graduated from Cooperative Innovative High Schools.
- CTE Credentials: **1165** CIHS students graduated with career credentials based on CIHS annual reports.
- Associate Degree Completion: **2,214** CIHS students graduated with an associate degree based on CIHS annual reports.
- Admission to Four-Year Institutions: **4,829** CIHS students were admitted to UNC System four-year institutions based on UNCGA data and **1,313** were admitted to North Carolina Independent Colleges and Universities based on NCICU data.
- High school retention rates above state averages.
- High school completion rates above state averages.
- High school drop-out rates below state averages.
- Academic outcomes above state averages. CIHS students outperformed statewide averages in each End-of-Course assessment, Math 1, Biology, and English II.
- CIHS students at community colleges received better grades, on average, than the general population of students, with **85 percent** averaging a passing grade of C or better.

Following are four tables sharing the current list of CIHS program across North Carolina as well as student enrollment, student and school performance data responding to the legislative requirements. Consistently, CIHS programs outpace traditional high schools on accountability measures.

The NCDPI performance data captured below show that:

- More that **95 percent** of CIHS students are promoted to the next grade level year after year.
- **72.5 percent** of Cooperative Innovative High Schools have a **0 percent** drop-out rate**.**
- **94 percent** of CIHS scored a B or above on their NC School Report Card.
- **107 out of 116** CIHS met or exceeded growth based on our state's accountability system.

FIGURE 13. COOPERATIVE INNOVATIVE HIGH SCHOOLS
Current List of Approved Schools Fall 2017
Source: North Carolina Department of Public Instruction

	District	School	IHE Name
1	Alamance-Burlington Schools	Alamance-Burlington Middle College High School	Alamance Community College
2	Alexander County Schools	Alexander Early College	Catawba Valley Community College
3	Anson County Schools	Anson Early College High School	South Piedmont Comm College
4	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	A-B Technical Community College
5	Avery County Schools	Avery County High School	Mayland Community College
6	Avery County Schools	Avery County High School STEM Academy	Mayland Community College
7	Avery County Schools	Avery County High School Viking Academy	Mayland Community College
8	Beaufort County Schools	Beaufort County Early College High School	Beaufort County Comm College
9	Bertie County Schools	Bertie County Early College High School	Martin Community College
10	Brunswick County Schools	Brunswick County Early College High School	Brunswick Community College
11	Buncombe County Schools	Buncombe County Early College High School	A-B Technical Community College
12	Buncombe County Schools	Buncombe County Middle College High School	A-B Technical Community College
13	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	A-B Technical Community College
14	Burke County Schools	Burke Middle College High School	Western Piedmont Comm College
15	Cabarrus Kannapolis Schools	Cabarrus Early College of Technology	Rowan -Cabarrus Comm College
16	Cabarrus Kannapolis Schools	Cabarrus-Kannapolis Early College High School	Rowan -Cabarrus Comm College
17	Caldwell County Schools	Caldwell Career Center Middle College	Caldwell Community College and Tech Institute
18	Caldwell County Schools	Caldwell Early College High School	Caldwell Community College and Tech Institute
19	Camden County Schools	Camden Early College	College of the Albemarle
20	Catawba County Schools	Challenger Early College High School	Catawba Valley Community College
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	Central Piedmont Comm College
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	UNC Charlotte
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College	UNC Charlotte
24	Charlotte-Mecklenburg Schools	Harper Middle College High	Central Piedmont Comm College
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	Central Piedmont Comm College
26	Charlotte-Mecklenburg Schools	Levine Middle College High	Central Piedmont Comm College
27	Charlotte-Mecklenburg Schools	Merancas Middle College High	Central Piedmont Comm College
28	Charlotte-Mecklenburg Schools	Performance Learning Center	Central Piedmont Comm College
29	Chatham County Schools	Chatham School of Science and Engineering	Central Carolina Comm College
30	Cherokee County Schools	Tri County Early College High School	Tri-County Community College
31	Cleveland County Schools	Cleveland Early College High School	Cleveland Community College
32	Columbus County Schools	Columbus Career and College Academy	Southeastern Community College
33	Craven County Schools	Craven Early College High School	Craven Community College
34	Craven County Schools	Early College EAST (Eastern Applied Sciences and Technology)	Craven Community College
35	Cumberland County Schools	Cross Creek Early College High School	Fayetteville State University

	District	School	IHE Name
36	Cumberland County Schools	Cumberland International Early College High School	Fayetteville State University
37	Cumberland County Schools	Howard Health & Life Sciences High School	Fayetteville Tech Comm College
38	Currituck County Schools	J.P. Knapp Early College High School	College of the Albemarle
39	Davidson County Schools	Davidson Early College High School	Davidson County Comm College
40	Davidson County Schools	Yadkin Valley Regional Career Academy	Davidson County Comm College
41	Davie County Schools	Davie County Early College High School	Davidson County Comm College
42	Duplin County Schools	Duplin Early College High School	James Sprunt Community College
43	Durham Public Schools	City of Medicine Academy	Durham Tech Community College
44	Durham Public Schools	Hillside New Tech High School	Durham Tech Community College
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	North Carolina Central University
46	Durham Public Schools	Middle College High School At DTCC	Durham Tech Community College
47	Edgecombe County Schools	Edgecombe Early College High School	Edgecombe Community College
48	Elizabeth City Pasquotank Schools	Elizabeth City Pasquotank Early College	College of Albemarle
49	Franklin County Schools	Franklin County Early College High School	Vance-Granville Community College
50	Gaston County Schools	Gaston Early College High School	Gaston College
51	Granville County Schools	Granville Early College High School	Vance-Granville Community College
52	Greene County Schools	Greene Early College High School	Lenoir Community College
53	Guilford County Schools	Greensboro College Middle College	Greensboro College
54	Guilford County Schools	Middle College at Bennett	Bennett College
55	Guilford County Schools	Middle College At GTCC - Greensboro	Guilford Tech Community College
56	Guilford County Schools	Middle College at GTCC - High Point	Guilford Tech Community College
57	Guilford County Schools	Middle College at N.C. A&T	North Carolina A&T State University
58	Guilford County Schools	Middle College at UNC Greensboro	UNC- Greensboro
59	Guilford County Schools	Middle College High School At GTCC - Jamestown	Guilford Tech Community College
60	Guilford County Schools	STEM Early College at North Carolina A&T State University	North Carolina A&T State University
61	Guilford County Schools	The Academy at Ben L Smith High School	Guilford Tech Community College
62	Guilford County Schools	The Academy at High Point Central	Guilford Tech Community College
63	Guilford County Schools	The Early College at Guilford College	Guilford College
64	Harnett County Schools	Harnett Early College High Schools	Central Carolina Comm College
65	Haywood County Schools	Haywood Early College High School	Haywood Community College
66	Henderson County Schools	Henderson Early College High School	Blue Ridge Community College
67	Hertford County Schools	Hertford County Early College High School	Roanoke-Chowan Comm College
68	Hoke County Schools	Sandhoke Early College High School	Sandhills Community College
69	Hyde County Schools	Mattamuskeet Early College High School	Beaufort County Comm College
70	Iredell-Statesville Schools	Agriculture and Science Early College	Mitchell Community College
71	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	Mitchell Community College
72	Iredell-Statesville Schools	Crossroads Art and Science Early College	Mitchell Community College
73	Jackson County Schools	Blue Ridge Early College High School	Southwestern Community College
74	Jackson County Schools	Jackson Early College High School	Southwestern Community College

	District	School	IHE Name
75	Johnston County Schools	Johnston County Career and Technical Leadership Academy	Johnston Community College
76	Johnston County Schools	Johnston County Early College Academy	Johnston Community College
77	Johnston County Schools	Johnston County Middle College	Johnston Community College
78	Lee County Schools	Lee County Early College High School	Central Carolina Comm College
79	Lenoir County Schools	Lenoir County Early College High School	Lenoir Community College
80	Macon County Schools	Macon County Early College High School	Southwestern Community College
81	Madison County Schools	Madison Early College High School	A-B Technical Community College
82	McDowell County Schools	McDowell Early College	McDowell Community College
83	Mitchell County Schools	Mayland Early College High School	Mayland Community College
84	Montgomery County Schools	Montgomery County Early College	Montgomery Community College
85	Nash Rocky Mount Schools	Nash-Rocky Mount Early College High School	Nash Community College
86	New Hanover County Schools	Isaac Bear Early College High School	UNC Wilmington
87	New Hanover County Schools	Wilmington Early College High School	Cape Fear Community College
88	Northampton County Schools	Northampton Early College	Halifax Community College
89	Northeast Regional School	Northeast Regional School of Biotechnology and Agriscience	Martin Community College
90	Onslow County Schools	Onslow Early College High School	Coastal Carolina Comm College
91	Pender County Schools	Pender Early College High School	Cape Fear Community College
92	Person County Schools	Person Early College of Innovation and Leadership	Piedmont Community College
93	Pitt County Schools Schools	Pitt County Schools Early College High School	Pitt Community College
94	Polk County Schools	Polk County Early College High School	Isothermal Community College
95	Public Schools of Robeson County	PSRC Early College at RCC	Robeson Community College
96	Randolph County Schools	Randolph Early College High School	Randolph Community College
97	Richmond County Schools	Richmond County Early College High School	Richmond Community College
98	Rockingham County Schools	Rockingham Early College High School	Rockingham Community College
99	Rowan County Schools	Rowan Early College High School	Rowan -Cabarrus Comm College
100	Rutherford County Schools	Rutherford Early College High School	Isothermal Community College
101	Sampson County Schools	Sampson Early College High School	Sampson Community College
102	Scotland County Schools	Scotland Early College High School	Richmond Community College
103	Stanly County Schools	Stanly Early College High School	Stanly Community College
104	Stokes County Schools	Stokes County Early College High School	Forsyth Tech Community College
105	Surry County Schools	Surry Early College High School of Design	Surry Community College
106	Tyrell County Schools	Columbia Early College High School	Beaufort County Comm College
107	Union County Schools	Union County Early College High School	South Piedmont Comm College
108	Vance County Schools	Vance County Early College High School	Vance-Granville Comm College
109	Wake County Public Schools	North Wake College and Career Academy	Wake Tech Community College
110	Wake County Public Schools	Vernon Malone College and Career Academy	Wake Tech Community College
111	Wake County Public Schools	Wake Early College of Health Sciences	Wake Tech Community College
112	Wake County Public Schools	Wake STEM Early College	North Carolina State University
113	Wake County Public Schools	Wake Young Men's Leadership Academy	Saint Augustine's University

	District	School	IHE Name
114	Wake County Public Schools	Wake Young Women's Leadership Academy	Saint Augustine's University
115	Warren County Schools	Warren Early College High School	Vance-Granville Comm College
116	Washington County Schools	Washington Early College High School	Beaufort County Comm College
117	Watauga Public Schools	Watauga Innovation Academy	Caldwell Community College and Tech Institute
118	Wayne County Schools	Wayne Early Middle College High School	Wayne Community College
119	Wayne County Schools	Wayne School of Engineering at Goldsboro High School	Wayne Community College
120	Weldon City Schools	Roanoke Valley Early College	Halifax Community College
121	Wilkes County Schools	Wilkes Early College High School	Wilkes Community College
122	Wilson County Schools	Wilson Academy of Applied Technology	Wilson Community College
123	Wilson County Schools	Wilson Early College Academy	Wilson Community College
124	Winston-Salem/Forsyth County Schools	Early College of Forsyth County	Forsyth Tech Community College
125	Winston-Salem/Forsyth County Schools	Middle College of Forsyth County	Forsyth Tech Community College
126	Yadkin County Schools	Yadkin Early College High School	Surry Community College

FIGURE 14. COOPERATIVE INNOVATIVE HIGH SCHOOLS
Average Daily Membership (ADM) 2016-17
Source: North Carolina Department of Public Instruction

	District	School Name	ADM
1	Alamance Burlington Schools	Alamance-Burlington Middle College High School	152
2	Alexander County Schools	Alexander Early College	56
3	Anson County Schools	Anson County Early College High School	209
4	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	347
5	Avery County Schools	Avery County High School	370
6	Avery County Schools	Avery County High School STEM Academy	152
7	Avery County Schools	Avery County High School Viking Academy	64
8	Beaufort County Schools	Beaufort County Early College High School	232
9	Bertie County Schools	Bertie Early College High	179
10	Brunswick County Schools	Brunswick County Early College High School	343
11	Buncombe County Schools	Buncombe County Early College High School	273
12	Buncombe County Schools	Buncombe County Middle College High School	57
13	Buncombe County Schools	Martin L Nesbitt Jr. Discovery Academy	294
14	Burke County Schools	Burke Middle College High School	125
15	Cabarrus County Schools	Cabarrus Early College of Technology	236
16	Cabarrus County Schools	Cabarrus-Kannapolis Early College	62
17	Caldwell County Schools	Caldwell Career Center Middle College	239
18	Caldwell County Schools	Caldwell Early College High School	391
19	Camden County Schools	Camden Early College High School	157
20	Catawba County Schools	Challenger (Catawba) Early College High School	394
21	Charlotte-Mecklenburg Schools	Cato Middle College High	239
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	270
23	Charlotte-Mecklenburg Schools	Harper Middle College High	107
24	Charlotte-Mecklenburg Schools	Levine Middle College High	240
25	Charlotte-Mecklenburg Schools	Performance Learning Center	214
26	Chatham County Schools	Chatham School of Science and Engineering	8
27	Cherokee County Schools	Tri-County Early College High	148
28	Cleveland County Schools	Cleveland Early College High School	207
29	Columbus County Schools	Columbus Career and College Academy SE Campus	312
30	Craven County Schools	Craven Early College High	207
31	Craven County Schools	Early College EAST High School	198
32	Cumberland County Schools	Cross Creek Early College	259

	District	School Name	ADM
33	Cumberland County Schools	Cumberland International Early College High School	252
34	Cumberland County Schools	Cumberland Polytechnic High School	165
35	Currituck County Schools	JP Knapp Early College High School	290
36	Davidson County Schools	Davidson Early College	105
37	Davidson County Schools	Yadkin Valley Regional Career Academy	172
38	Davie County Schools	Davie County Early College High	164
39	Duplin County Schools	Duplin Early College High School	182
40	Durham Public Schools	City of Medicine Academy	318
41	Durham Public Schools	Hillside New Tech High School	207
42	Durham Public Schools	Josephine Dobbs (JD) Clement Early College High School	349
43	Durham Public Schools	Middle College High School at DTCC	153
44	Edgecombe County Schools	Edgecombe Early College High	158
45	Franklin County Schools	Franklin County Early College	184
46	Gaston County Schools	Gaston Early College High School	223
47	Granville County Schools	Granville Early College High	209
48	Greene County Schools	Greene Early College High School	164
49	Guilford County Schools	Academy at Smith	204
50	Guilford County Schools	Bennett Early/Middle College	99
51	Guilford County Schools	Kearns Academy	130
52	Guilford County Schools	The Early College at Guilford College	198
53	Guilford County Schools	Greensboro College Middle College	117
54	Guilford County Schools	Middle College at GTCC- Greensboro	122
55	Guilford County Schools	Middle College at GTCC- Jamestown	198
56	Guilford County Schools	Middle College at GTCC- High Point	128
57	Guilford County Schools	Middle College at NC A&T State University	122
58	Guilford County Schools	Middle College at UNCG	197
59	Guilford County Schools	STEM Early College at NC A&T State University	179
60	Haywood County Schools	Haywood Early College	176
61	Henderson County Schools	Henderson Early College	195
62	Hertford County Schools	Hertford County Early College High School	140
63	Hoke County Schools	SandHoke Early College High School	365
64	Hyde County Schools	Mattamuskett Early College High School	191
65	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	219
66	Iredell-Statesville Schools	Crossroads Art and Science Early College	265

	District	School Name	ADM
67	Jackson County Schools	Blue Ridge Early College	180
68	Jackson County Schools	Jackson County Early College	128
69	Johnston County Schools	Johnston Career and Technical Leadership Academy	58
70	Johnston County Schools	Johnston County Early College Academy	231
71	Johnston County Schools	Johnston County Middle College High	124
72	Lee County Schools	Lee Early College	266
73	Lenoir County Schools	Lenoir County Early College High	204
74	Macon County Schools	Macon Early College High School	163
75	Madison County Schools	Madison Early College High School	214
76	McDowell County Schools	McDowell Early College	248
77	Mitchell County Schools	Mayland Early College	113
78	Nash-Rocky Mount Schools	Nash Rocky Mount Early College High School	271
79	New Hanover County Schools	Isaac M Bear Early College	226
80	New Hanover County Schools	Wilmington Early College High School	228
81	Northampton County Schools	Northampton Early College High School	68
82	Northeast Regional School	Northeast Regional School of Biotechnology and Agriscience	230
83	Pender County Schools	Pender Early College High School	207
84	Person County Schools	Person Early College of Innovation and Leadership	46
85	Pitt County Schools	Pitt Early College	149
86	Polk County Schools	Polk County Early College	67
87	Public Schools of Robeson County	PSRC Early College at RCC	206
88	Randolph County Schools	Randolph Early College High School	362
89	Richmond County Schools	Richmond Early College High School	264
90	Rockingham County Schools	Rockingham County Early College High	333
91	Rowan-Salisbury Schools	Rowan County Early College	233
92	Rutherford County Schools	Rutherford Early College High School	170
93	Sampson County Schools	Sampson Early College High	266
94	Scotland County Schools	Scotland Early College High	193
95	Stanly County Schools	Stanly Early College High School	207
96	Stokes County Schools	Stokes Early College High School	172
97	Surry County Schools	Surry Early College High School	353
98	Tyrell County Schools	Columbia Early College High School	171
99	Union County Schools	Union County Early College	360
100	Vance County Schools	Vance County Early College High School	224

	District	School Name	ADM
101	Wake County Public Schools	Vernon Malone College and Career Academy	347
102	Wake County Public Schools	Wake Early College of Health and Science	334
103	Wake County Public Schools	Wake STEM Early College High School	253
104	Wake County Public Schools	Wake Young Men's Leadership Academy	247
105	Wake County Public Schools	Wake Young Women's Leadership Academy	308
106	Warren County Schools	Warren Early College High	104
107	Watauga County Schools	Watauga Innovation Academy	249
108	Wayne County Schools	Wayne Early/Middle College High School	250
109	Wayne County Schools	Wayne School of Engineering	437
110	Weldon City Schools	Roanoke Valley Early College High School	154
111	Wilkes County Schools	Wilkes Early College High School	232
112	Wilson County Schools	Wilson Academy of Applied Technology	59
113	Wilson County Schools	Wilson Early College Academy	290
114	Winston Salem/Forsyth County Schools	Early College of Forsyth County	245
115	Winston Salem/Forsyth County Schools	Middle College of Forsyth County	104
116	Yadkin County Schools	Yadkin Early College	221
		Total	**24,050**

FIGURE 15. COOPERATIVE INNOVATIVE HIGH SCHOOLS
Accountability Data 2016-2017
Source: North Carolina Department of Public Instruction

	District Name	School Name	Retention Rate*	Number of Dropouts	Graduation Rate
1	Alamance Burlington Schools	Alamance-Burlington Middle College High School	>95	0	>95
2	Alexander County Schools	Alexander Early College High School	>95	0	n/a
3	Anson County Schools	Anson County Early College High School	>95	<10	92.3
4	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	>95	<10	>95
5	Avery County Schools	Avery County High School	94.5	<10	>95
6	Avery County Schools	Avery County High School STEM Academy	>95	0	>95
7	Avery County Schools	Avery County High School Viking Academy	>95	0	>95
8	Beaufort County Schools	Beaufort County Early College High School	>95	0	>95
9	Bertie County Schools	Bertie Early College High	>95	0	>95
10	Brunswick County Schools	Brunswick County Early College High School	>95	0	>95
11	Buncombe County Schools	Buncombe County Early College High School	>95	<10	>95
12	Buncombe County Schools	Buncombe County Middle College High School	91.3	<10	94.2
13	Buncombe County Schools	Martin L Nesbitt Jr. Discovery Academy	>95	0	n/a
14	Burke County Schools	Burke Middle College High School	>95	0	>95
15	Cabarrus County Schools	Cabarrus Early College of Technology	>95	0	n/a
16	Cabarrus County Schools	Cabarrus-Kannapolis Early College	92.9	0	>95
17	Caldwell County Schools	Caldwell Career Center Middle College	>95	0	>95
18	Caldwell County Schools	Caldwell Early College High School	>95	0	>95
19	Camden County Schools	Camden Early College High School	89.9	<10	84
20	Catawba County Schools	Challenger (Catawba) Early College High School	>95	0	>95
21	Charlotte-Mecklenburg Schools	Cato Middle College High	>95	0	>95
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	85.6	0	n/a
23	Charlotte-Mecklenburg Schools	Harper Middle College High	>95	<10	n/a
24	Charlotte-Mecklenburg Schools	Levine Middle College High	>95	0	>95
25	Charlotte-Mecklenburg Schools	Performance Learning Center	>95	<10	93
26	Chatham County Schools	Chatham School of Science and Engineering	>95	0	n/a
27	Cherokee County Schools	Tri-County Early College High	91.9	<10	93.1
28	Cleveland County Schools	Cleveland Early College High School	>95	<10	>95

	District Name	School Name	Retention Rate*	Number of Dropouts	Graduation Rate
29	Columbus County Schools	Columbus Career and College Academy SE Campus	>95	<10	81.6
30	Craven County Schools	Craven Early College High	93.5	0	>95
31	Craven County Schools	Early College EAST High School	88.6	<10	>95
32	Cumberland County Schools	Cross Creek Early College	>95	0	>95
33	Cumberland County Schools	Cumberland International Early College High School	>95	0	>95
34	Cumberland County Schools	Cumberland Polytechnic High School	>95	0	>95
35	Currituck County Schools	JP Knapp Early College High School	>95	0	>95
36	Davidson County Schools	Davidson Early College	>95	0	>95
37	Davidson County Schools	Yadkin Valley Regional Career Academy	>95	<10	88.5
38	Davie County Schools	Davie County Early College High	>95	<10	>95
39	Duplin County Schools	Duplin Early College High School	>95	0	>95
40	Durham Public Schools	City of Medicine Academy	>95	0	>95
41	Durham Public Schools	Hillside New Tech High School	>95	0	>95
42	Durham Public Schools	Josephine Dobbs (JD) Clement Early College High School	>95	0	>95
43	Durham Public Schools	Middle College High School at DTCC	>95	<10	>95
44	Edgecombe County Schools	Edgecombe Early College High	>95	0	>95
45	Franklin County Schools	Franklin County Early College	91.3	0	>95
46	Gaston County Schools	Gaston Early College High School	>95	0	91.7
47	Granville County Schools	Granville Early College High	90.2	0	>95
48	Greene County Schools	Greene Early College High School	>95	0	>95
49	Guilford County Schools	Academy at Smith	>95	0	>95
50	Guilford County Schools	Bennett Early/Middle College	>95	0	>95
51	Guilford County Schools	Kearns Academy	>95	0	>95
52	Guilford County Schools	The Early College at Guilford College	>95	0	>95
53	Guilford County Schools	Greensboro College Middle College	>95	0	>95
54	Guilford County Schools	Middle College at GTCC- Greensboro	94.4	0	>95
55	Guilford County Schools	Middle College at GTCC- Jamestown	>95	0	>95
56	Guilford County Schools	Middle College at GTCC- High Point	>95	0	>95
57	Guilford County Schools	Middle College at NC A&T State University	>95	0	>95
58	Guilford County Schools	Middle College at UNCG	>95	0	>95
59	Guilford County Schools	STEM Early College at NC A&T State University	>95	0	>95
60	Haywood County Schools	Haywood Early College	>95	<10	>95
61	Henderson County Schools	Henderson Early College	>95	<10	>95

	District Name	School Name	Retention Rate*	Number of Dropouts	Graduation Rate
62	Hertford County Schools	Hertford County Early College High School	>95	0	>95
63	Hoke County Schools	SandHoke Early College High School	>95	<10	94.6
64	Hyde County Schools	Mattamuskett Early College High School	>95	<10	94.9
65	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	93.0	0	>95
66	Iredell-Statesville Schools	Crossroads Art and Science Early College	93.8	0	>95
67	Jackson County Schools	Blue Ridge Early College	>95	<10	90.3
68	Jackson County Schools	Jackson County Early College	>95	0	>95
69	Johnston County Schools	Johnston Career and Technical Leadership Academy	87.9	0	n/a
70	Johnston County Schools	Johnston County Early College Academy	>95	0	>95
71	Johnston County Schools	Johnston County Middle College High	>95	0	>95
72	Lee County Schools	Lee Early College	>95	<10	>95
73	Lenoir County Schools	Lenoir County Early College High	>95	0	>95
74	Macon County Schools	Macon Early College High School	>95	0	>95
75	Madison County Schools	Madison Early College High School	>95	0	90.2
76	McDowell County Schools	McDowell Early College	>95	<10	>95
77	Mitchell County Schools	Mayland Early College	93.4	<10	76.2
78	Nash-Rocky Mount Schools	Nash Rocky Mount Early College High School	>95	<10	>95
79	New Hanover County Schools	Isaac M Bear Early College	>95	0	>95
80	New Hanover County Schools	Wilmington Early College High School	>95	0	>95
81	Northampton County Schools	Northampton Early College High School	>95	0	n/a
82	Northeast Regional School	Northeast Regional School of Biotechnology and Agriscience	90.5	<10	76.5
83	Pender County Schools	Pender Early College High School	>95	0	>95
84	Person County Schools	Person Early College of Innovation and Leadership	>95	0	n/a
85	Pitt County Schools	Pitt Early College	89.4	0	n/a
86	Polk County Schools	Polk County Early College	>95	0	94.7
87	Public Schools of Robeson County	PSRC Early College at RCC	>95	0	>95
88	Randolph County Schools	Randolph Early College High School	>95	<10	>95
89	Richmond County Schools	Richmond Early College High School	>95	0	>95
90	Rockingham County Schools	Rockingham County Early College High	>95	0	>95
91	Rowan-Salisbury Schools	Rowan County Early College	>95	0	>95
92	Rutherford County Schools	Rutherford Early College High School	>95	0	>95
93	Sampson County Schools	Sampson Early College High	94.9	0	>95

	District Name	School Name	Retention Rate*	Number of Dropouts	Graduation Rate
94	Scotland County Schools	Scotland Early College High	>95	0	>95
95	Stanly County Schools	Stanly Early College High School	>95	<10	94.9
96	Stokes County Schools	Stokes Early College High School	92.1	0	>95
97	Surry County Schools	Surry Early College High School	>95	<10	>95
98	Tyrell County Schools	Columbia Early College High School	92.5	<10	92.3
99	Union County Schools	Union County Early College	>95	0	>95
100	Vance County Schools	Vance County Early College High School	93.0	0	>95
101	Wake County Public Schools	Vernon Malone College and Career Academy	92.7	0	>95
102	Wake County Public Schools	Wake Early College of Health and Science	>95	0	>95
103	Wake County Public Schools	Wake STEM Early College High School	>95	0	>95
104	Wake County Public Schools	Wake Young Men's Leadership Academy at St. Augustine's University	90.1	0	>95
105	Wake County Public Schools	Wake Young Women's Leadership Academy at St. Augustine's University	>95	0	>95
106	Warren County Schools	Warren Early College High	82.7	<10	80
107	Watauga County Schools	Watauga Innovation Academy	>95	<10	>95
108	Wayne County Schools	Wayne Early/Middle College High School	>95	<10	91.9
109	Wayne County Schools	Wayne School of Engineering	>95	0	>95
110	Weldon City Schools	Roanoke Valley Early College High School	>95	0	>95
111	Wilkes County Schools	Wilkes Early College High School	>95	0	94
112	Wilson County Schools	Wilson Academy of Applied Technology	82.8	0	n/a
113	Wilson County Schools	Wilson Early College Academy	>95	0	>95
114	Winston Salem/Forsyth County Schools	Early College of Forsyth County	>95	0	>95
115	Winston Salem/Forsyth County Schools	Middle College of Forsyth County	>95	0	>95
116	Yadkin County Schools	Yadkin Early College	>95	0	>95

*Self-reported data collected from 2017 CIHS Annual Reports.
**Cohort size too small to calculate data through system.

FIGURE 16. COOPERATIVE INNOVATIVE HIGH SCHOOLS
Performance Data 2016-2017
Source: North Carolina Department of Public Instruction

	District	School Name	Grade	Score	Growth
1	Alamance Burlington Schools	Alamance-Burlington Middle College High School	A	93	Met
2	Alexander County Schools	Alexander Early College	B	80	Met
3	Anson County Schools	Anson County Early College High School	B	77	Met
4	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	B	84	Met
5	Avery County Schools	Avery County High School	B	70	Met
6	Avery County Schools	Avery County High School STEM Academy	A	92	Met
7	Avery County Schools	Avery County High School Viking Academy	B	74	Met
8	Beaufort County Schools	Beaufort County Early College High School	A	95	Exceeded
9	Bertie County Schools	Bertie Early College High	B	88	Met
10	Brunswick County Schools	Brunswick County Early College High School	A	96	Exceeded
11	Buncombe County Schools	Buncombe County Early College High School	A+NG	91	Met
12	Buncombe County Schools	Buncombe County Middle College High School	B	83	N/A
13	Buncombe County Schools	Martin L Nesbitt Jr. Discovery Academy	A+NG	90	Not Met
14	Burke County Schools	Burke Middle College High School	A	99	N/A
15	Cabarrus County Schools	Cabarrus Early College of Technology	B	79	Met
16	Cabarrus County Schools	Cabarrus-Kannapolis Early College	A	90	Met
17	Caldwell County Schools	Caldwell Career Center Middle College	A	91	Met
18	Caldwell County Schools	Caldwell Early College High School	A+NG	91	Met
19	Camden County Schools	Camden Early College High School	B	81	Met
20	Catawba County Schools	Challenger (Catawba) Early College High School	A+NG	96	Exceeded
21	Charlotte-Mecklenburg Schools	Cato Middle College High	A	98	N/A
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	B	77	Met
23	Charlotte-Mecklenburg Schools	Harper Middle College High	A	98	N/A
24	Charlotte-Mecklenburg Schools	Levine Middle College High	A	98	N/A
25	Charlotte-Mecklenburg Schools	Performance Learning Center	D	48	Not met
26	Chatham County Schools	Chatham School of Science and Engineering	A	100	N/A
27	Cherokee County Schools	Tri-County Early College High	B	82	Not met
28	Cleveland County Schools	Cleveland Early College High School	A	91	Met
29	Columbus County Schools	Columbus Career and College Academy SE Campus	C	64	Not met
30	Craven County Schools	Craven Early College High	A	85	Met

31	Craven County Schools	Early College EAST High School	B	83	Not met
32	Cumberland County Schools	Cross Creek Early College	A+NG	96	Exceeded
33	Cumberland County Schools	Cumberland International Early College High School	A+NG	89	Met
34	Cumberland County Schools	Cumberland Polytechnic High School	A	91	Exceeded
35	Currituck County Schools	JP Knapp Early College High School	A	92	Exceeded
36	Davidson County Schools	Davidson Early College	A	90	Met
37	Davidson County Schools	Yadkin Valley Regional Career Academy	A	85	Met
38	Davie County Schools	Davie County Early College High	A	94	Exceeded
39	Duplin County Schools	Duplin Early College High School	A	88	Exceeded
40	Durham Public Schools	City of Medicine Academy	A+NG	90	Exceeded
41	Durham Public Schools	Hillside New Tech High School	B	71	Exceeded
42	Durham Public Schools	Josephine Dobbs (JD) Clement Early College High School	A+NG	96	Exceeded
43	Durham Public Schools	Middle College High School at DTCC	A+NG	96	Exceeded
44	Edgecombe County Schools	Edgecombe Early College High	A	91	Exceeded
45	Franklin County Schools	Franklin County Early College	A	89	Exceeded
46	Gaston County Schools	Gaston Early College High School	A	95	Exceeded
47	Granville County Schools	Granville Early College High	A	95	Exceeded
48	Greene County Schools	Greene Early College High School	A	89	Exceeded
49	Guilford County Schools	Academy at Smith	A	87	Exceeded
50	Guilford County Schools	Bennett Early/Middle College	A	90	Exceeded
51	Guilford County Schools	Kearns Academy	B	80	Exceeded
52	Guilford County Schools	The Early College at Guilford College	A	93	Not met
53	Guilford County Schools	Greensboro College Middle College	A	93	N/A
54	Guilford County Schools	Middle College at GTCC- Greensboro	A	96	Exceeded
55	Guilford County Schools	Middle College at GTCC- Jamestown	A	85	Met
56	Guilford County Schools	Middle College at GTCC- High Point	B	84	Exceeded
57	Guilford County Schools	Middle College at NC A&T State University	B	78	Exceeded
58	Guilford County Schools	Middle College at UNCG	A	85	Met
59	Guilford County Schools	STEM Early College at NC A&T State University	A	97	Met
60	Haywood County Schools	Haywood Early College	A	94	Exceeded
61	Henderson County Schools	Henderson Early College	A	99	Exceeded
62	Hertford County Schools	Hertford County Early College High School	B	82	Exceeded
63	Hoke County Schools	SandHoke Early College High School	A	90	Exceeded
64	Hyde County Schools	Mattamuskett Early College High School	C	58	Met
65	Iredell-Statesville Schools	Collaborative College for Technology and	A	97	Exceeded

		Leadership			
66	Iredell-Statesville Schools	Crossroads Art and Science Early College	A	88	Exceeded
67	Jackson County Schools	Blue Ridge Early College	C	61	Met
68	Jackson County Schools	Jackson County Early College	A	90	Met
69	Johnston County Schools	Johnston Career and Technical Leadership Academy	B	72	Met
70	Johnston County Schools	Johnston County Early College Academy	A	90	Met
71	Johnston County Schools	Johnston County Middle College High	A	98	N/A
72	Lee County Schools	Lee Early College	A	95	Exceeded
73	Lenoir County Schools	Lenoir County Early College High	B	76	Not met
74	Macon County Schools	Macon Early College High School	B	78	Met
75	Madison County Schools	Madison Early College High School	A	88	Exceeded
76	McDowell County Schools	McDowell Early College	B	83	Not met
77	Mitchell County Schools	Mayland Early College	B	82	Met
78	Nash-Rocky Mount Schools	Nash Rocky Mount Early College High School	B	82	Met
79	New Hanover County Schools	Isaac M Bear Early College	A	97	Exceeded
80	New Hanover County Schools	Wilmington Early College High School	B	79	Not met
81	Northampton County Schools	Northampton Early College High School	B	76	Exceeded
82	Northeast Regional School	Northeast Regional School of Biotechnology and Agriscience	B	76	Not met
83	Pender County Schools	Pender Early College High School	A	96	Exceeded
84	Person County Schools	Person Early College of Innovation and Leadership	C	67	Met
85	Pitt County Schools	Pitt Early College	A	87	Exceeded
86	Polk County Schools	Polk County Early College	A	87	Met
87	Public Schools of Robeson County	PSRC Early College at RCC	A	93	Met
88	Randolph County Schools	Randolph Early College High School	A+NG	96	Exceeded
89	Richmond County Schools	Richmond Early College High School	A+NG	89	Met
90	Rockingham County Schools	Rockingham County Early College High	A	94	Exceeded
91	Rowan-Salisbury Schools	Rowan County Early College	A+NG	85	Met
92	Rutherford County Schools	Rutherford Early College High School	A	90	Met
93	Sampson County Schools	Sampson Early College High	A	92	Exceeded
94	Scotland County Schools	Scotland Early College High	A	90	Met
95	Stanly County Schools	Stanly Early College High School	A	86	Met
96	Stokes County Schools	Stokes Early College High School	A	86	Met
97	Surry County Schools	Surry Early College High School	A+NG	94	Exceeded
98	Tyrell County Schools	Columbia Early College High School	C	63	Met

99	Union County Schools	Union County Early College	A+NG	94	Exceeded
100	Vance County Schools	Vance County Early College High School	A	86	Exceeded
101	Wake County Public Schools	Vernon Malone College and Career Academy	B	78	Met
102	Wake County Public Schools	Wake Early College of Health and Science	A	96	Exceeded
103	Wake County Public Schools	Wake STEM Early College High School	A	96	Exceeded
104	Wake County Public Schools	Wake Young Men's Leadership Academy at St. Augustine's University	B	78	Met
105	Wake County Public Schools	Wake Young Women's Leadership Academy at St. Augustine's University	A+NG	87	Met
106	Warren County Schools	Warren Early College High	B	84	Exceeded
107	Watauga County Schools	Watauga Innovation Academy	B	76	Met
108	Wayne County Schools	Wayne Early/Middle College High School	A	92	Exceeded
109	Wayne County Schools	Wayne School of Engineering	A+NG	85	Met
110	Weldon City Schools	Roanoke Valley Early College High School	B	79	Met
111	Wilkes County Schools	Wilkes Early College High School	A	88	Met
112	Wilson County Schools	Wilson Academy of Applied Technology	C	66	Met
113	Wilson County Schools	Wilson Early College Academy	A	93	Exceeded
114	Winston Salem/Forsyth County Schools	Early College of Forsyth County	A	93	Met
115	Winston Salem/Forsyth County Schools	Middle College of Forsyth County	A	95	N/A
116	Yadkin County Schools	Yadkin Early College	A	92	Exceeded

North Carolina Department of Public Instruction
CIHS Success Stories

Following are success stories from across North Carolina's growing network of CIHS submitted with the CIHS Annual Reports. These stories of student and of school transformations illustrate the powerful impact many CIHS are having in NC's communities. Several of these stories describe how CIHS are expanding pathways for students to include more career-ready opportunities, often leading to jobs in local communities upon graduation. This continued success is a result of hard work by NC's teachers, principals, counselors, college liaisons, and districts. With investment of state funds, support from the local and state-level policy makers, sustained efforts of professional development and technical assistance from the Joint Advisory Committee, NCDPI with leadership from Superintendent Mark Johnson and the State Board of Education expect continued progress to increase access and successful participation in Cooperative Innovative High Schools across NC to further meet the intent of the legislation.

Buncombe Early College High Schools, Buncombe County Schools

In the 2016-17 school year, we celebrated both the highest number of high school graduates as well as the highest number of students earning associate degrees in the school's history. The percentage of students earning associate degrees increased from 63% to 80%. This year also marked the highest percentage of our students meeting the college readiness benchmarks in all four subjects on the ACT.

This year, we have revisited our student selection process to ensure we are serving our target population. In our newest incoming class of 60 students, 53 (or 88%) meet at least one of our target criteria to serve students who are underrepresented in the college-going population.

For the 2016-17 school year, BCEC earned an "A" on the NC school accountability measures and met growth in all tested areas – the only school in our district to do both.

Buncombe Middle College High School

The following is an excerpt from a letter written by a Buncombe Middle College student to the superintendent of Buncombe County Schools.

"Coming to Middle College made a huge difference in my life and where I was headed. Middle College allowed me to feel like my work was recognized along with my success, and the small class sizes as well as caring teachers allowed me to succeed in my high school career. When I graduate I will hold twenty credit hours towards my associate degree. I am so thankful for my

time here. I will continue at AB Tech to complete my associate degree before transferring to another college, and hopefully go into the medical field.

Middle College is a program that should stay for all those students who feel like they aren't able to succeed or feel as if they have no other option. Middle College is that second chance that can change a student's life by allowing them to graduate in a place where they can really learn and grow."

Davidson Early College High School, Davidson County Schools

We have reached our highest student population this school year, which is very exciting. Our retention rate has also been excellent. We are in the process of modifying our program so that students are able to take advantage of not only the AA or AS path but also the AAS and certificate pathways. Furthermore, we are offering juniors and seniors the opportunity to take classes in addition to the AA or AS that focuses on their intended major in college. This affords them the opportunity to get into their program of study sooner upon entering the 4-year university. We also have several students who became CNAs and EMTs over the summer. It has been exciting to watch our program grow and change to meet the needs of each individual student who walks through our doors.

Edgecombe Early College High School, Edgecombe County Schools

Our CIHS has begun a cohort of scholars who have committed to becoming educators. We have developed a course of study that includes Teacher Cadet I and II courses, weekly internships in local elementary and middle schools, and college courses directly transferrable to the College of Education at East Carolina University. We are also developing a scholarship loan to pay offset college costs for these students to be repaid through service as first year teachers back in our district upon graduation from a four-year institution.

Gaston Early College High School, Gaston County Schools

Our 12th grade job shadowing program has allowed students to explore future career paths and opportunities. They have forged relationships with business partners and community leaders. These experiences have led to paid internships for our students. An individual success story is one of our students became very depressed during his 9th grade year. With the staff's continued support and guidance, he was able to overcome his depression. He graduated from

GECHS in 2017 with an Associate in Arts Degree and enrolled in Appalachian State University. Our teachers and counselor are continuing to provide support to assist him with the transition.

Greene Early College High School, Greene County Schools

2016-17 was an amazing year, even by Greene Early College standards. To begin with, we had all our staff return for the 2017-18 school year. We consider ourselves an extended family and the fact that everyone chose to return for this year is evidence of that. Anyone on this staff could have chosen to move to another school and everyone returned. We also had tremendous success as a school on ACT with over 80% of students scoring above college ready. In both English II and biology our students were over 90% proficient on their EOC exams and I fully expect that we will achieve a "high growth" designation and an "A" school report card grade when this data is certified by the state next month. We had a 100% graduation rate for the fifth consecutive year and our graduates totaled more than $1.7 million in scholarship money and received 4 full scholarships. The 2017 graduating class also earned 22 associates degrees and 8 certifications. Greene Early College is also home to our county's teacher of the year.

Greensboro College Middle College

One of our students was a student struggling to make it in a large comprehensive high school. He had many obstacles working against his success in school; he was diagnosed with ADD, Learning Disabilities, and obesity. He would often miss school due to his health issues as well as his overall lack of motivation. But as a junior at our school, this student found the care and concern he needed from his classroom teachers, administrators and new friends. During his junior year, his family suffered even more with financial setbacks and he became homeless for a while. But with the support of a small Middle College program like GCMC, this student persevered through the hardships and obstacles to graduate high school. He not only finished, but he was also named the Most Improved Student of the Year.

Henderson County Early College, Henderson County Schools

The following was written by a Henderson County Early College Graduate: "When I entered my first year at the early college I knew that this was the only shot I had at going to college. I was to be a first-generation college student, but nobody in my family had any clue as to how I was

going to be able to afford college without being sentenced to debt for the rest of my life. I was an aspiring student and I worked on computers every day throughout my Early College career to save up some money to go to college and to buy my lunches at school. I worked long nights and would not go to bed until two or three in the morning, just to wake up at six to catch the bus and go back to school. It was no easy task. But still, the amazing teachers & staff at the Early College recognized my potential and helped me every step of the way to ensure I would not fall behind. Since graduating in May 2015, I have pursued an undergraduate Degree at Appalachian State University. I have just recently returned from a Study Abroad program in Madrid Spain. This is by far the greatest experience I have had in my life so far. I am set to graduate in May 2018 with my BSBA in International business and a minor in Spanish, and I plan on returning to Spain for my master's soon after. I have also recently finished an interview process for Bank of America where I plan to climb the ladder of relationship banking and management. For all of this, I have thanks to give to the Henderson County Early College. The wonderful team there helped encourage me to aim high in life and never stop until I reach my goals. Without the Early College 'fam' I would not be as successful as I am today."

Johnston Early College High School, Johnston County Schools

Last year one of our graduating Seniors received the Golden Door Scholarship. This is a scholarship for under-represented students. This student came to us in the freshman year with several concerns, home setting and academics. Over the course of five years this student transformed himself. Study habits grew stronger, community and school involvement became a point of focus, and socially the student blossomed. In the 5th year, this student was voted Student Body President. He represented our school in meetings on the college level, with our Superintendent and School Board, and in several community gatherings. This student was accepted to a multitude of colleges in state and out of state. Through the Golden Door Scholarship, an amount of $250,000, the student is enrolled in Lehigh University. This opportunity would have never been available to him without the Innovative High School experience. He was not able to be just another student. He was not able to sit back and coast through school. He was challenged to come out of his comfort zone, to take courses he never imagined, to be a leader. The staff helped along the way in helping this student become extraordinary. So, the success story is not just the student. The success story is the environment, the staff, the community partnerships that make this available to so many students in our District and around the State.

Mayland Early College High School, Madison, Avery, Yancey County Schools

One of our student success stories is a current senior. During her freshman year she had family issues and her mother sent her to live with an aunt and uncle. She and the aunt had multiple disagreements. During the fall of her junior year she came to school one morning with black eyes and swollen nose where her aunt had gotten angry the night before and physically assaulted her. This student was able to crawl into the bathroom and lock the door and stayed there overnight. She ran out the next morning and caught the bus to school. She was removed from her home and placed at Crossnore Academy where she resides. Because she loves our school so much, we worked out transportation issues so that she could continue to be a part of Mayland Early College. She has continued to grow and mature. She is so proud of herself because at this time she is making above 80 in all classes which has not ever been the case before. She is starting classes in the medical field. Without the support of MECHS she would have never made it.

Nash-Rocky Mount Early College, Nash-Rocky Mount Public Schools

At the end of the 2016-17 school year a Super Senior (13th grader) came to me and asked if he could speak at a faculty meeting because he wanted to thank his teachers. I thought this was a wonderful idea. He had created a video in which he spoke about his experiences at NRM-ECHS and thanked each teacher by name with specifics of how that teacher had impacted his life. During his speech at the faculty meeting, the most poignant moment was when he spoke about a teacher who he had a conflict with when he was in 9th and 10th grade. The way he tells it, he had a bad attitude in those first couple of years at the Early College and he would get mad and walk out of class and sometimes be disrespectful and belligerent. Then he spoke about how this teacher had never given up on him, even though he had acted out. I can tell you, we were all in tears at this point, but especially the teacher he spoke about. Her pride in his success beamed through the little tears on her face. He continued and told us that he was sure he would have been another "black, male statistic" had it not been for the experience of being at the Early College and the caring teaching staff who held him accountable, and to high standards, but who also always believed in him and encouraged him. This young man also shared with us that he plans to become a School Counselor, and it was the opportunity at Early College in his 12th and 13th grade years to do independent research and an internship at a local middle school that helped him find his passion for a career. During his internship he began a mentoring group for middle school boys who he said were a lot like him at that age…disinterested, disrespectful, and disruptive in school. He helped monitor

during lunches and transition times and worked closely with administration to learn what it was like to be a School Principal…which is his ultimate career goal after serving as a School Counselor for a few years. This young man received his high school diploma, but he did not earn his Associate's degree. He was just a few classes short and also needed to improve his GPA in order to transfer to a local university to complete his Bachelors degree. He has returned to the community college this semester to do just that. He visits us when he is on campus for classes and keeps us updated on his progress towards his goals. He is considering transferring to East Carolina University or Barton College to complete his undergraduate degree. He knows his Early College Family is supporting him all the way. Early College changed his life for the better, and in turn he will now go and change lives for the better.

Robeson County Early College High School, Public Schools of Robeson County

Both of these students received the "Beating the Odds Awards" for the Class of 2017.

This student started taking colleges in the Associate of Science Degree Program, but found it wasn't the right degree when taking Math 171 - Precalculus Algebra. It wasn't until a switch to Associate of Applied Science (AAS) that he discovered it was a "good fit" but required ten additional credit hours. This young man, jumped in and found his true passion with a major in Industrial Systems Technology. During his Advanced Senior Year, we discovered that he was living alone during the week. His family needed work and moved to South Carolina. He didn't want to leave Robeson Early College High School. Friends made calls to wake him and support him. Extra support systems were put in place such as additional encouragement, communicating with him more and making sure he could get extra food. Through his hard work and the support of others, this student completed his Associate of Applied Science Degree in Industrial Systems Technology. His future plan is to seek employment.

Another student came to Early College and needed extra assistance to make it through her high and college classes. She studied hard and passed the college placement test. Friends took classes with her to support and help. Extra tutoring was needed several times after school. There were a few stumbles along the way, but she did not give up or quit. Her mother was a strong advocate and the staff assisted in various ways. This student received her Associate of Arts Degree and plans to transfer and major in nursing. As a school counselor with twelve years of experience, I have seen very few with the determination to do well and not give up. This student bloomed at Robeson Early College.

Rutherford Early College High School, Rutherford County Schools

One characteristic we strive to build and maintain at REaCH is a close-knit culture in which each student is known and served as an individual. This begins from the time we visit the home and family of each incoming freshman and continues throughout their three years with the same advising period teacher then senior year of advising period with the school counselor for future readiness activities, among other supports. Toward this end of individualized/ personalized learning, this year we have increased our focus on intentional program of study choices for students who might benefit from program options other than an associate degree track. Examples include a student who is interested in electronics and engineering but for whom four-year professional engineering school is not the best fit, so is taking offerings from our partner IHE's electronics program, and a young man who has high interest and creativity in video production and is finding success in courses in the IHE's broadcasting program. We believe that each of our students has a place in the world and, with our individualized attention and knowledge of each one, can find the place where they realize their best self and find their personal version of future success.

Stokes Early College High School, Stokes County Schools

One of our 2017 graduates received a full academic scholarship to UNC-Chapel Hill. He graduated high school at 17 after a childhood riddled with health complications due to juvenile diabetes. He hopes to pursue a pharmacy degree.

Another 2017 graduate is currently a student at UNC-Asheville. He graduated with an AS after losing his father in a tragic work accident when he was in 10th grade. This student finished our program in strong academic standing and earned a large scholarship to UNC-Asheville, which greatly helps his mother, a single parent. He is the first person in his family to attend college.

Another 2017 graduate completed our program with a high school diploma and certification in Collision and Repair. This student had been on a path to dropping out of school since he struggled with reading. However, he earned a high school diploma, completed this auto body repair certification program, and had secured a job in our community before he graduated in May.

Another 2017 graduate completed our program with an AA. She also earned WISEE certification, allowing her to secure a job at an early childhood facility in our community. The AA, coupled with the WISEE certification, allowed this student to begin the career of her choice.

Our Class of 2017 earned $3.7 million in scholarship awards to four-year universities and colleges. Many of these students earned enough scholarship awards to pay for a bachelor's degree and a master's degree. These award packages would likely not have been possible without the early college program.

Tri-County Early College High School, Cherokee County Schools

As always, TCEC's graduating seniors have definitely faced some challenges. One student's mother left her when she was a baby and she was being raised by a drug-addicted father. During her senior year, this student's sister had both of her children removed by DSS and this student was devastated to learn that her sister was now addicted to drugs as well. Although her attendance and overall performance suffered because of the challenges in her home, she was able to graduate and go away to college because of the help and support of the faculty and staff at TCEC. Another student was being raised by her grandmother because her mother was in and out of prison and she never knew who her father was. Each time her mother was released from being incarcerated, this student would regress due to the abuse and stress caused by her mother's reappearance in her life. During her sophomore year, this student attempted suicide. She survived that attempt and the next, but each time her mother made contact with her, she would sink into a deep depression. She was repeatedly hospitalized and eventually learned how to cope with the negativity and stress in her life. She credited the love and care of her TCEC teachers with her survival. She stated that because they were flexible and worked with her instead of punishing her for being absent, she found comfort and stability at school. They believed in her and because of that, she found hope for a future. Both of these students finished high school with an Associate's Degree in College Transfer and both are now working toward Bachelor's degrees. Without the small setting of the Early College and the ability to respond individually to each student's needs, I am convinced that both of these girls would likely have dropped out of school and never believed in themselves enough to continue their education.

Another student suffered from some medical issues and struggled just to remember to do homework. He was adopted as a baby after DSS removed him and all his three older siblings from his mother. This student was addicted to drugs when he was born and suffered irreversible damage to his brain. His adoptive mother is convinced without the individualization and the attention given to her child at TCEC, he would have been a dropout. Although he did not continue his education after graduating, he obtained some training in welding and is now working part-time in that field. His mother is encouraging him to return to TCCC to finish his

welding certification. Finally, another student graduated from TCEC in five years with her Associate's Degree. This student left home to live with her boyfriend's family halfway through her senior year and remained there throughout her Super Senior year. This student's mother was diagnosed with a mental illness which caused her to be abusive and lose her job. Her father lost his job and was having a very difficult time providing for this student and her two sisters. They lost their home and became homeless for a while. Both her twin sister and her older sister wound up dropping out of high school, but because this student understood the importance of a good education, she found a way to finish her Associate's Degree and is now working on her education degree. She wants to be a teacher! This student will be the first person in her family to even graduate from high school.

Union County Early College, Union County Schools

We have implemented a strong career planning and management program in our school setting which allows students to understand the connections between the academic program of study that the Early College and Community College offer within the College and the world of business and industry. Our students have the opportunity to plan for work opportunities while they are in high school. In addition, we have a Career Planning and Management Advisory Board which is directed by our Career Management Teacher and this Advisory Board includes business and industry professionals serving the needs of students within Union County Early College's population as they plan and prepare for continued study and work in their chosen career areas. Each year we host a Networking Luncheon where each student is paired with a business/industry professional to begin networking in professional circles, often leading to internships and employment in our community. This is reported as one of the highlights of the year for Juniors as they are able to put into practice many of the career skills learned throughout the program.

Vernon Malone College and Career Academy, Wake County Public Schools

Picture a student who sought out a school to attend because of its awesome programs that allows students to earn college credit, develop a skill and become college and career ready. Now, also picture that same student who knows how to use a degree of savvy in advocating for herself and developing rapport with staff persons who can support her in achieving her goals. Such a student entered the doors of Vernon Malone College and Career Academy, in the fall of 2015 as a high school junior. She had strong enthusiasm for learning and a goal to become

academically competitive for a four-year college. She quickly learned the concept of project-based learning (a key characteristic of our school's academic foundation) and maintained a strong work ethic to ensure that her grades were high in our honors-level curriculum. She is the first of her family to enter a four-year college/university. While attending our school, she took nursing assistant courses and earned her CNA I and CNA II. Additionally, she took college courses offered on our campus outside of the school day as well as during the summer. This student immersed herself in our school through extra-curricular involvement, including when she led community-reaching projects with the Students Against Violence Everywhere (SAVE) Club and leading student-centered events, such as a senior class field day as an officer on the Student Council. She amassed a number of college credits and learning experiences through her attendance at our school. This student was in our recent graduating class of 2017. Currently, she attends the University of North Carolina at Wilmington, where she is studying to prepare for a career in the medical field. This student's attitude, from the first day of junior year through graduation, remained positive and goal-oriented. We are very proud of her accomplishments as a Vernon Malone Silver Hawk and look forward to hearing about her successes as a scholar and future medical professional.

Wake STEM Early College High School, Wake County Public Schools

Several of our students are true success stories. One student is the daughter of two non-college attending parents and she has struggled her entire school career with interpersonal skills and self-esteem issues resulting in poor school performance. Having been her elementary school principal, I know the struggles she faced at an early age, and was thankful when I was able to reconnect with her at the Early College High School. Though she faced many of the same issues she struggled with as a youngster, this student was able to use the small setting and the career readiness activities (job shadowing, authentic audience participation) to determine what her goals would be. Though she continued to struggle with occasional poor decisions, she overcame her struggles and is now a successful college freshman in Virginia. This student's struggles were dealt with in a small environment that focused her on the possibilities of a future and not holding her back due to her mistakes or struggles. Just this week her mother wrote to us thanking us, describing her daughter as "truly a success story!" Her gratitude was overwhelming.

Another student graduated after his 5th year with us has been working since the summer at a law firm specializing in immigration law (relevant and needed in our society today). This entire experience began as we require our 5th year students to have an internship in an area they

may wish to study. Though a lawyer may not appear to be a STEM career, the ability to think like an engineer to solve problems facing society is what we try to instill in our students. This student began his internship at the firm pushing papers and interacting with clients. Within two weeks of his internship he has become a vital part of the law firm, was offered a full-time position and continues there when he can around his college time at Campbell University.

Yadkin Early College High School, Yadkin County Schools

Yadkin Early College Wins First-Ever Early College Cup

The early colleges of Stokes, Surry, Wilkes, and Yadkin met on three occasions during the 2016-2017 school year to compete in academic and athletic events, resulting in an overall win by Yadkin Early College. October 15 was the first day of the interscholastic competition that included quiz bowl, as well as men's and women's indoor soccer. On January 28, the schools competed in men's and women's basketball and Math Counts, and the last round of events was held April 1, with the schools competing in co-ed volleyball, ultimate Frisbee and chess.

Fall events favored Yadkin Early College. The quiz bowl team took first place. Our team members won each round in a double elimination tournament. In a heated contest between the men's indoor soccer finalists, Yadkin Early College against Surry Early College, it was the Yadkin Early College Wolves who emerged victorious by a score of 1-0. Our team members swept their opponents to earn the overall championship. Also, the Yadkin Early College women's team placed third. All fall events were held at Surry Community College.

During the winter events, the Yadkin Early College Math Counts team took first place at Wilkes Community College. Two of our students earned the highest overall scores, respectively. Yadkin Early College men's and women's basketball teams both earned second place in a double elimination tournament. Going into the spring events at Wilkes Community College, the Yadkin Early College had a lead that was solidified with a first-place finish in co-ed volleyball and ultimate Frisbee. A last second catch by one of our students sealed the ultimate Frisbee championship game win. Three other of our students also competed in chess. One finished in second place.

The overall victory gave Yadkin Early College the chance to showcase and hold the trophy for the 2017-18 school year. With 31 total points, bragging rights are included. Students, teachers, and administrators from all four schools look forward to continuing and competing in this annual event.

North Carolina Community College System
Cooperative Innovative High School Credit-Level College Course Enrollment and Performance

During the 2016-2017 academic year, Cooperative Innovative High School students enrolled in 90,939 credit-level college courses. Of those, 71,978 (79%) were taken by Early College students. On average, Early College students took 5.1 courses per term, Middle College students took 6.8 courses per term, and Other Innovative High School students took 3.6 courses per term.

Figure 17. Cooperative Innovative High School Credit-Level Course Enrollment by Program
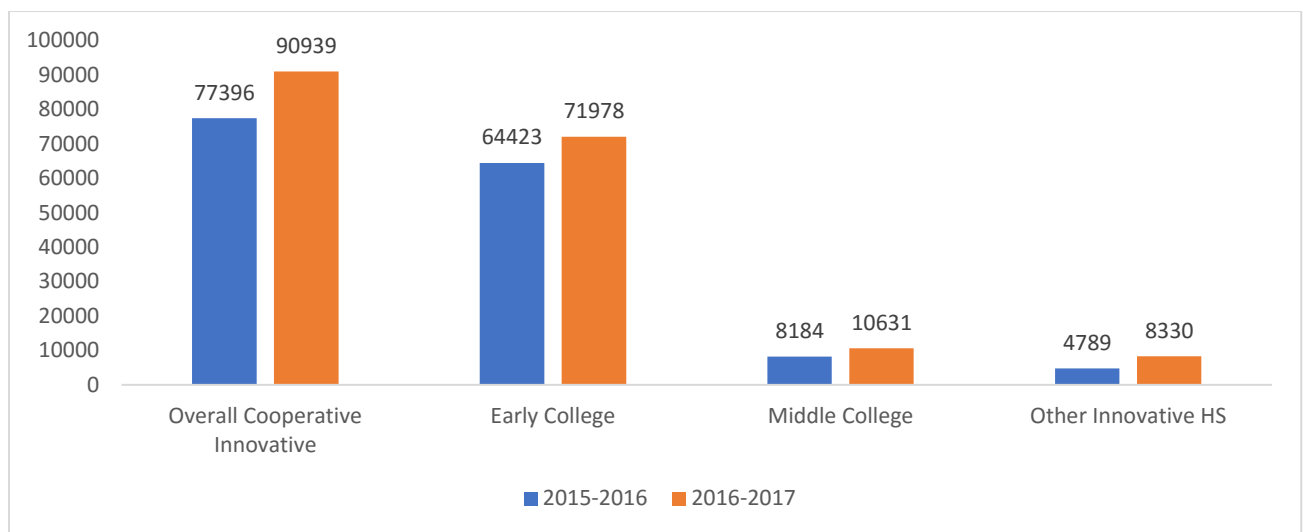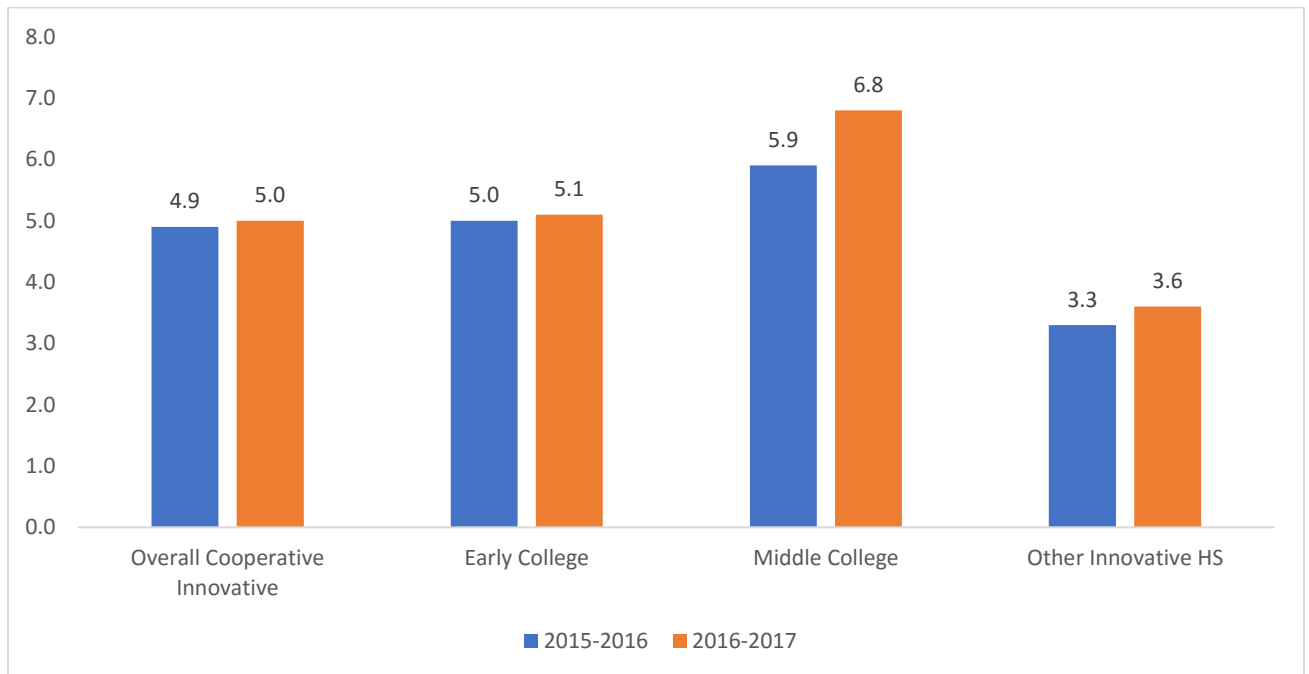
Figure 18. Cooperative Innovative High School Average Credit-Level Course Enrollment per Student by Program

In Fall 2016, Cooperative Innovative High School students completed 85% of their credit-level courses with a C or better. This is compared to 73% course success in the general population. The fall term grade average for Cooperative Innovative High School students was 2.98.

Figure 19. Fall 2016 Cooperative Innovative High School Credit-Level Course Success Rates and Grade Average by Program
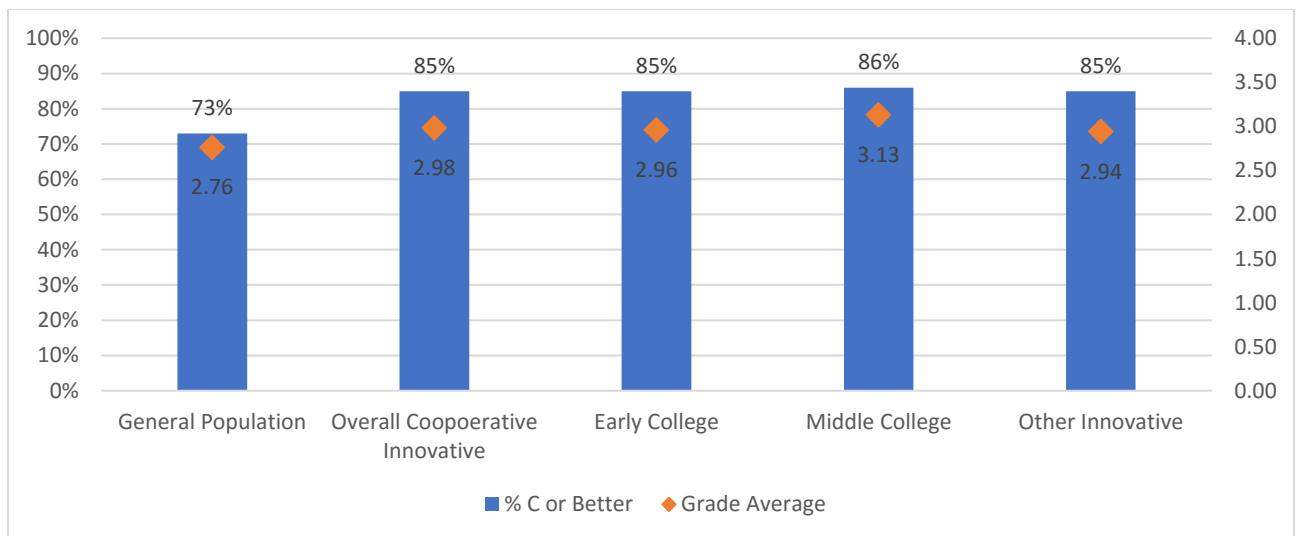
Figure 20. Fall 2016 Cooperative Innovative High School Course Grades by Program
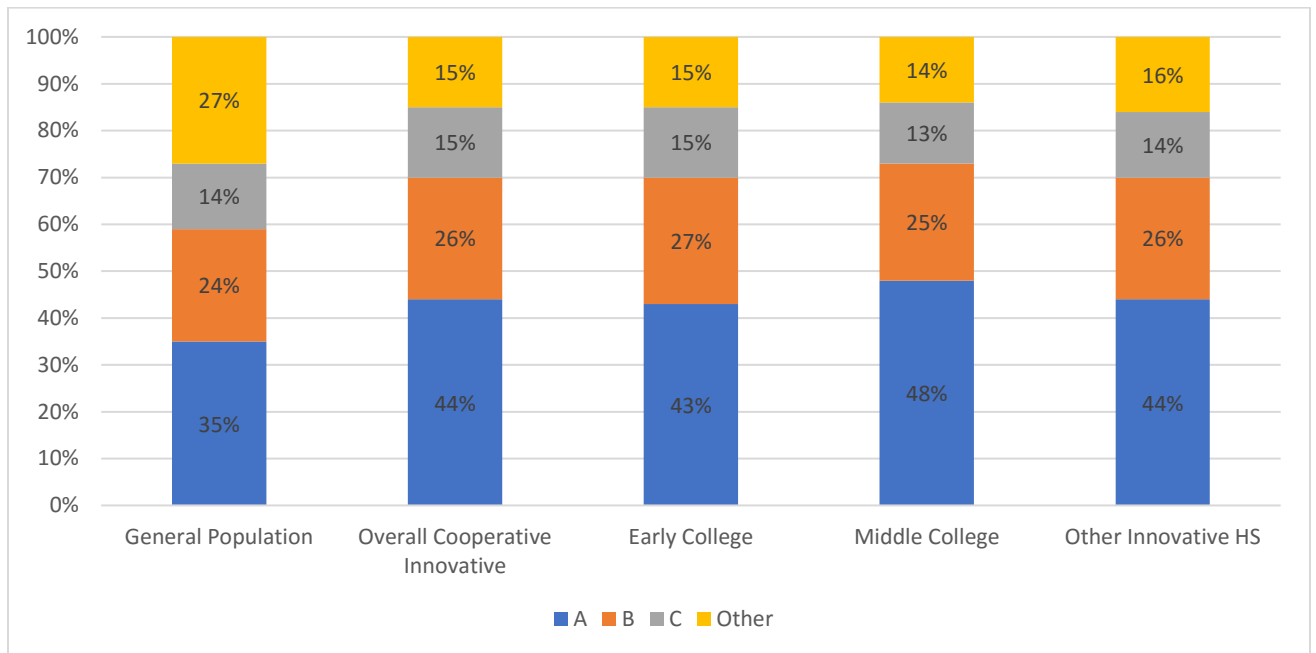
Cooperative Innovative High School Degree Completion

Among the 15,930 Cooperative Innovative High School students enrolled in Fall of 2016 in CIHS that partner with NC Community Colleges, 948 had graduated by the summer of 2017 with at least one degree (certificate, associate, or diploma). Overall, 1,150 degrees were earned with most of those (81%) earned by Early College students.

Figure 21. Fall 2016 Cooperative Innovative High School Degree Count by Program
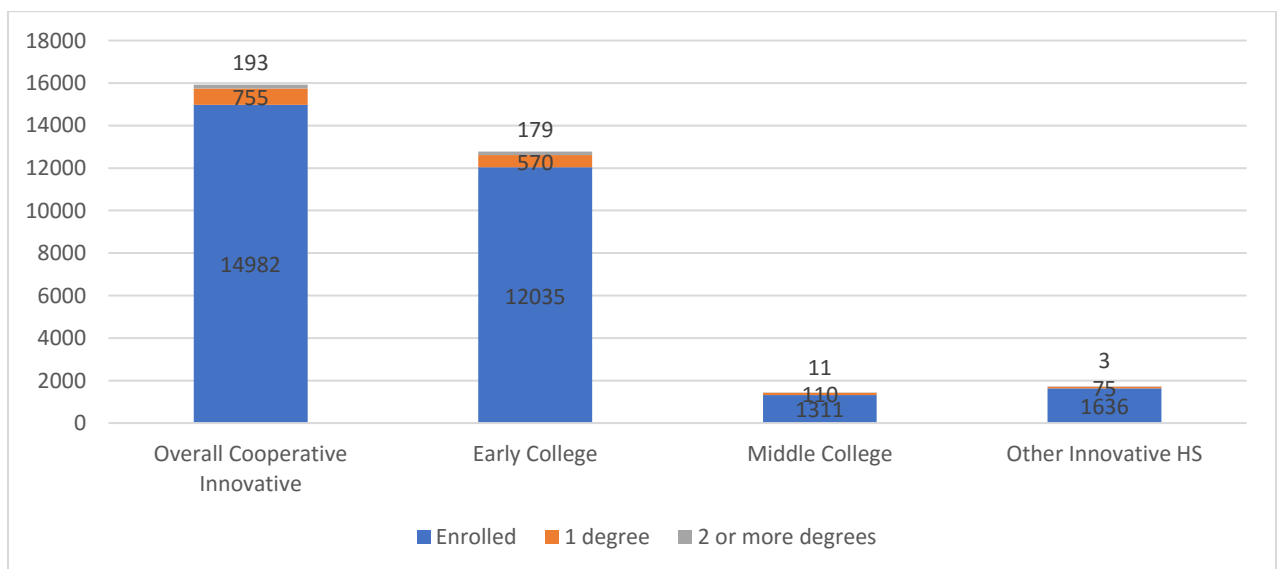
Figure 22. Fall 2016 Cooperative Innovative High School Degree Count by Degree Type and Program
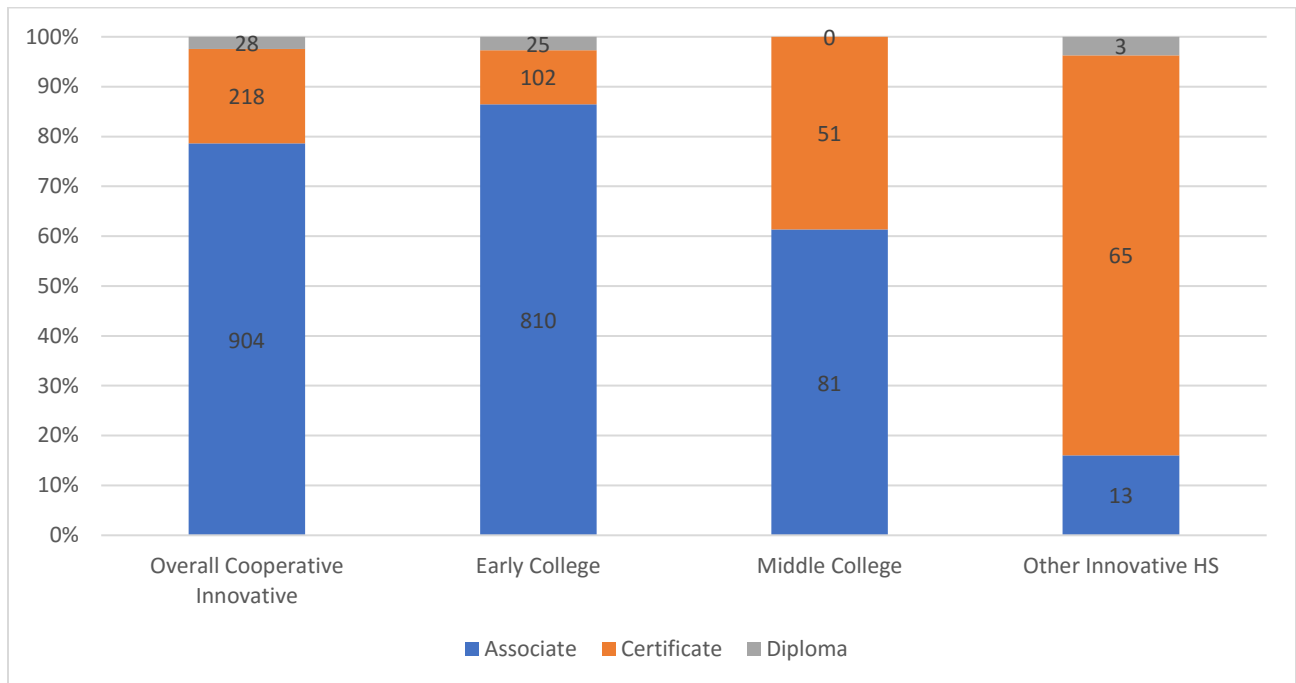
NCCCS Pathways Credit-Level College Course Enrollment and Performance

During the 2016-2017 academic year, Pathways students enrolled in 89,653 credit-level college courses. CTE students enrolled in 35,988 courses and CTP students enrolled in 53,665 courses. On average, CTE students took 2.4 courses per term and CTP students took 3.2 courses per term.

Figure 23. Pathways Credit-Level Course Enrollment by Program
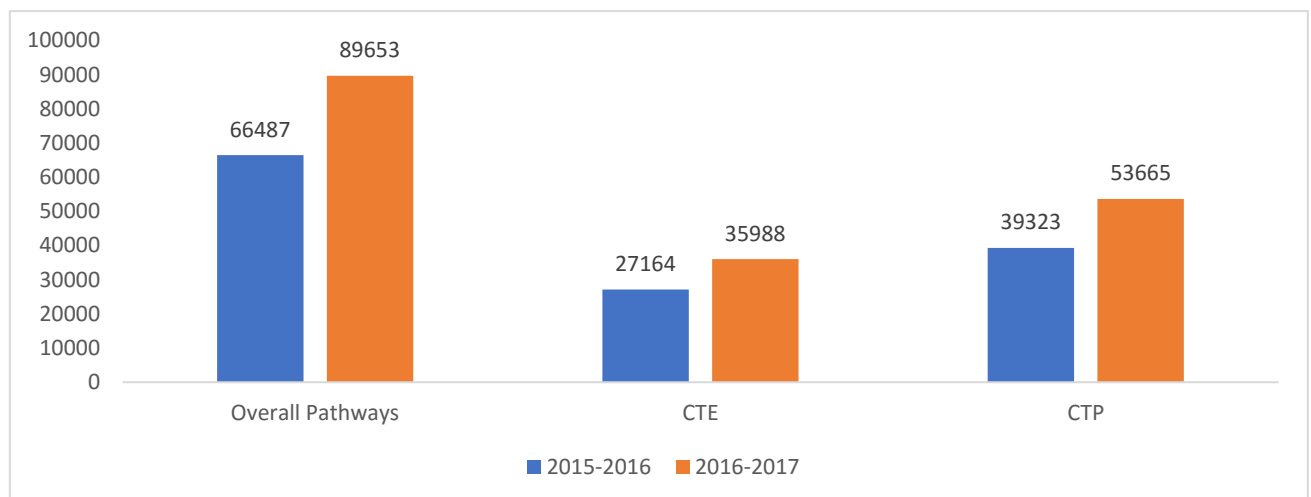
Figure 24. Pathways Average Course Enrollment per Student by Program
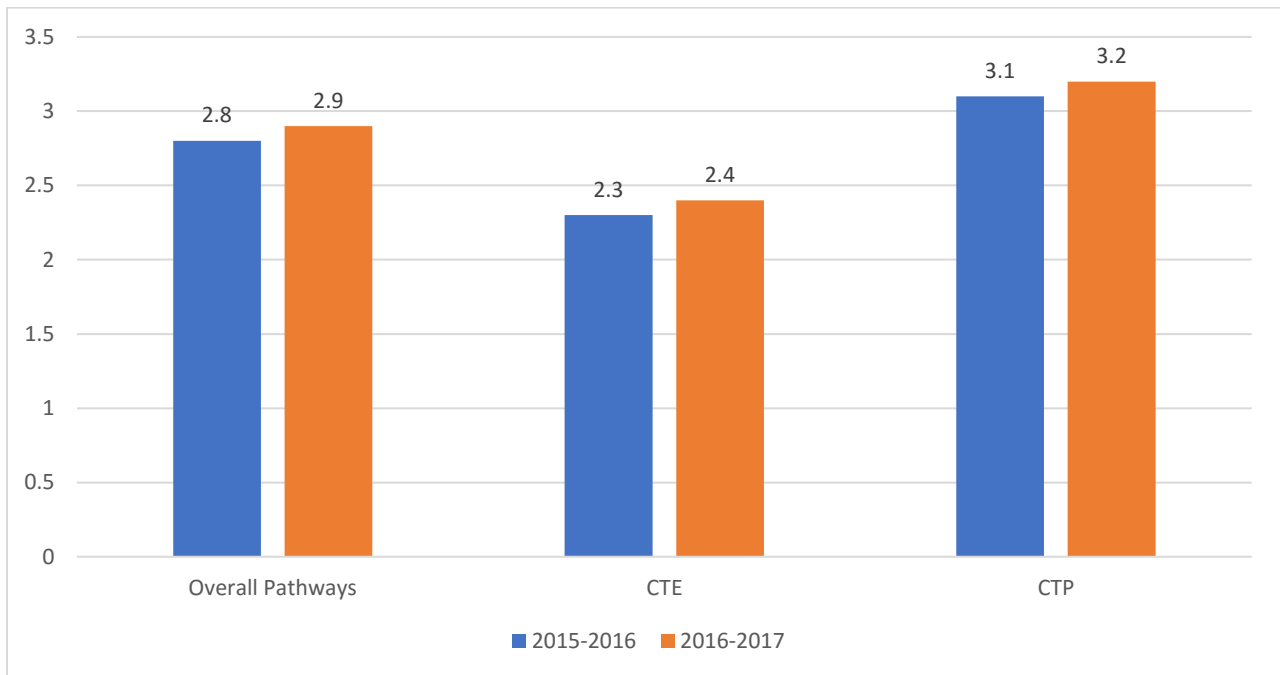
In Fall 2016, Pathways students completed 86% of their credit-level courses with a C or better. This is compared to 73% course success in the general population. The fall term grade average for Pathways students was 3.19.

Figure 25. Fall 2016 Pathways Course Success Rates and Grade Average by Program
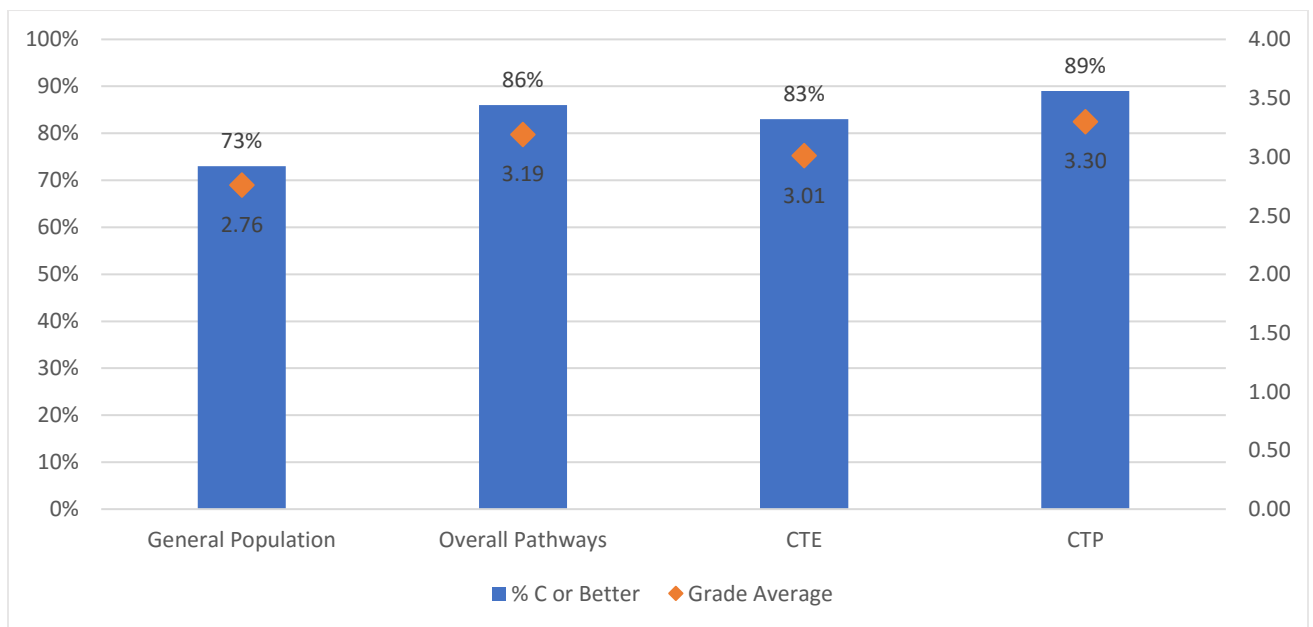
Figure 26. Fall 2016 Pathways Course Grades by Program
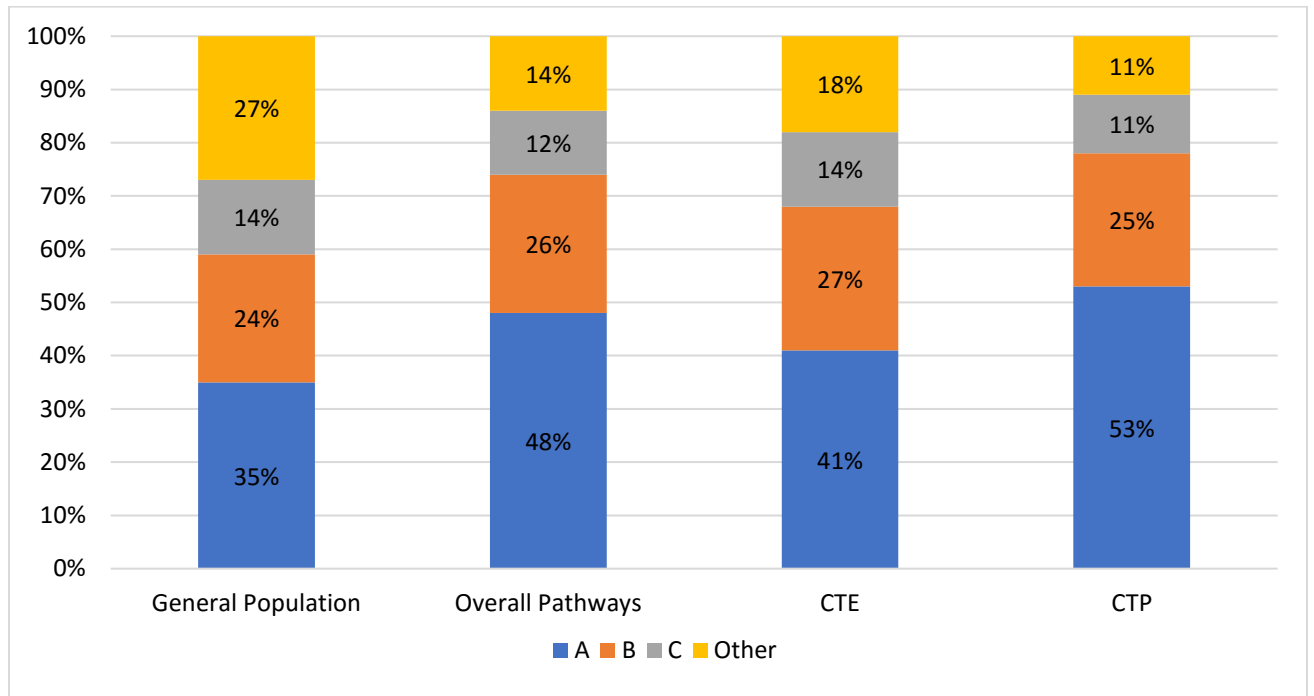
Pathways Degree Completion

Of the 21,784 Pathways students enrolled in the Fall of 2016, 755 had graduated by the summer of 2017 with at least one degree (certificate, associate, or diploma). Overall, 775 degrees were earned and most of those degrees (85%) were earned by Career and Technical Education Pathway students.

Figure 27. Fall 2016 Pathways Students Degree Count by Program

Stacked bar chart with values:
- Overall Pathways: Enrolled 21029, 1 degree 737, 2 or more degrees 18
- CTE: Enrolled 9196, 1 degree 625, 2 or more degrees 8
- CTP: Enrolled 11833, 1 degree 112, 2 or more degrees 10

Legend: ■ Enrolled ■ 1 degree ■ 2 or more degrees
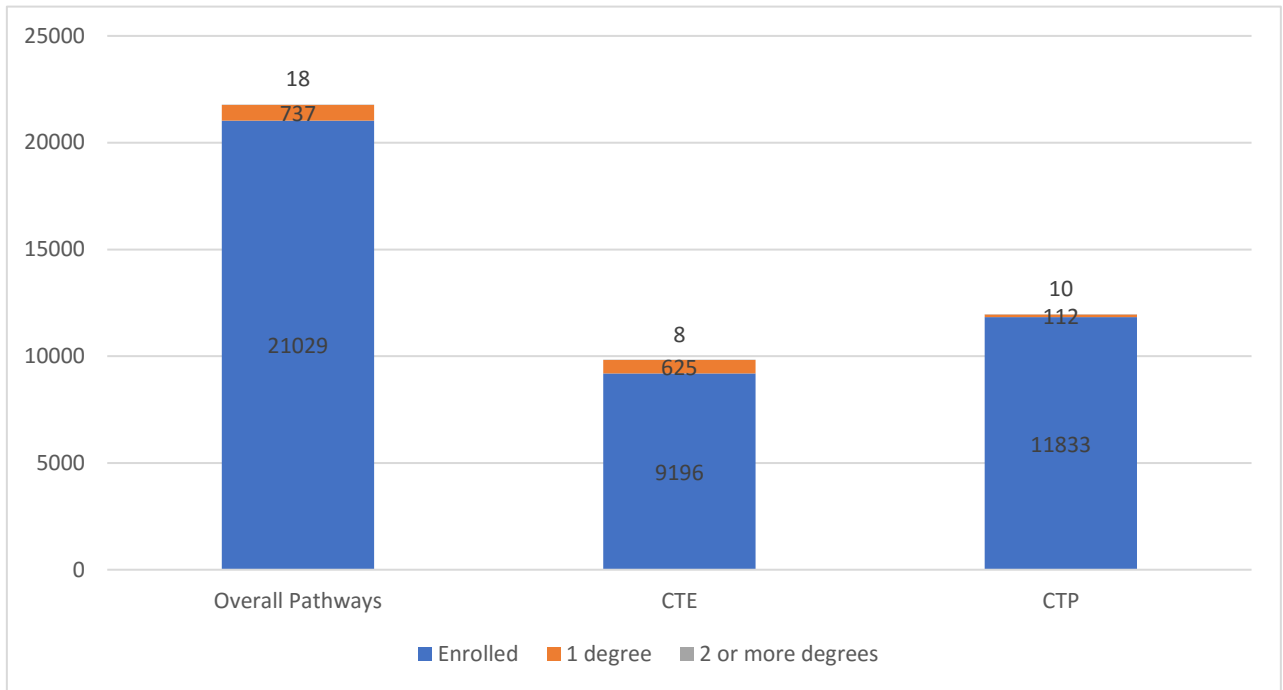
Figure 28. Fall 2016 Pathways Student Degree Count by Degree Type and Program

Stacked bar chart with values:
- Overall Pathways: Associate 78, Certificate 692, Diploma 5
- CTE: Associate 8, Certificate 629, Diploma 4
- CTP: Associate 70, Certificate 63, Diploma 1

Legend: ■ Associate ■ Certificate ■ Diploma
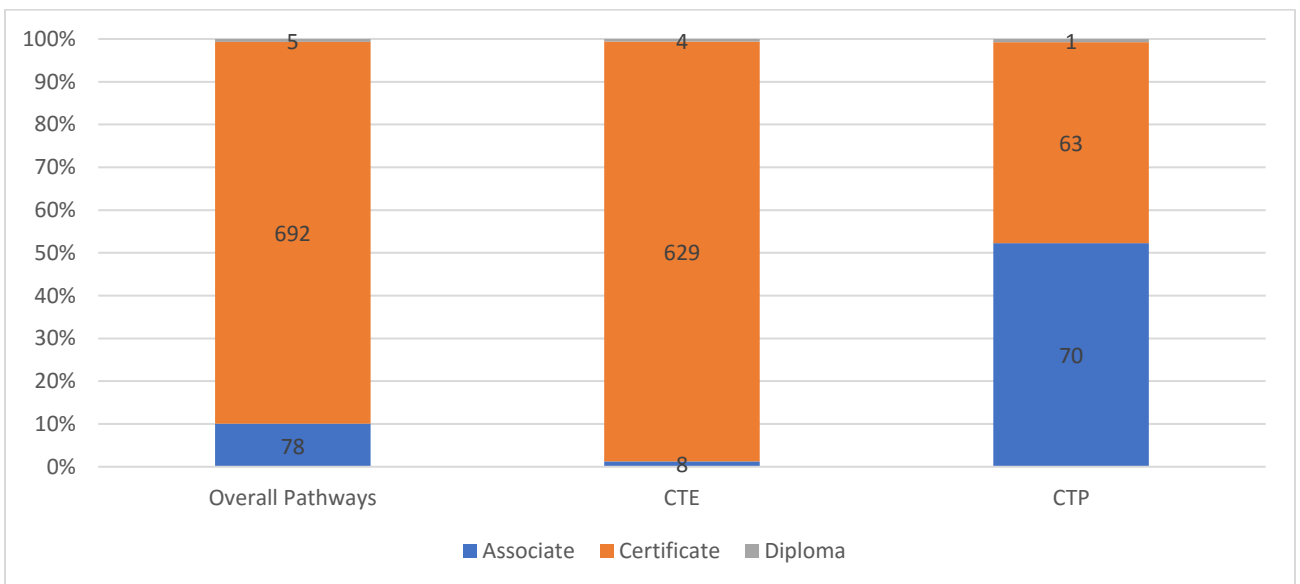
UNC General Administration
<u>**Enrollment Data NC Public High School Students**</u>

Institutions within the University of North Carolina (UNC) system admitted **63,301 students from NC Public High Schools, including Charters for Fall 2016.** Cooperative Innovative High School students are not included in this table.

Number of NC public high school students admitted to UNC institutions Fall 2016

UNC Institution	Number of Admitted Students
Appalachian State University	6,318
East Carolina University	7,788
Elizabeth City State University	656
Fayetteville State University	1,829
North Carolina A&T State University	3,153
North Carolina Central University	3,402
North Carolina State University	6,350
University of North Carolina - Asheville	1,533
University of North Carolina – Chapel Hill	4,395
University of North Carolina – Charlotte	7,829
University of North Carolina – Greensboro	4,851
University of North Carolina – Pembroke	2,706
University of North Carolina – Wilmington	4,288
University of North Carolina – School of the Arts	128
Western Carolina University	5,533
Winston-Salem State University	2,542
UNC Total	**63,301**

Note: This is a duplicated count since students may be admitted to more than one University.

UNC General Administration
CIHS Enrollment Data

Institutions within the University of North Carolina (UNC) system admitted **4,829** Cooperative and Innovative High School students for Fall 2016. A breakdown by campus is indicated in the following table.

Number of Cooperative Innovative High School students admitted to UNC institutions Fall 2016

UNC Institution	Number of Admitted Students
Appalachian State University	349
East Carolina University	535
Elizabeth City State University	87
Fayetteville State University	355
North Carolina A&T State University	361
North Carolina Central University	382
North Carolina State University	318
University of North Carolina - Asheville	114
University of North Carolina – Chapel Hill	305
University of North Carolina – Charlotte	497
University of North Carolina – Greensboro	509
University of North Carolina – Pembroke	190
University of North Carolina – School of the Arts	<10
University of North Carolina – Wilmington	279
Western Carolina University	405
Winston-Salem State University	138
UNC Total	**4,829**

Note: This is a duplicated count since students may be admitted to more than one University. This also only includes only CIHS with College Board codes. There are 5 CIHS that are not included in this data set.

NC Independent Colleges and Universities
CIHS Enrollment Data

Institutions within the NC Independent Colleges and Universities system admitted **1,313** Cooperative and Innovative High School students for Fall 2017. A breakdown by campus is indicated in the following table.

Number of Cooperative Innovative High School students admitted to UNC institutions Fall 2017

NCICU Institution	# of students admitted
Barton College	81
Belmont Abbey College	26
Bennett College**	n/a
Brevard College	24
Campbell University	233
Catawba College	11
Chowan University	25
Davidson College	0
Duke University	87
Elon University	34
Gardner-Webb University	12
Greensboro College**	n/a
Guilford College**	73
High Point University	63
Lees-McRae College	64
Lenoir-Rhyne University	215
Livingstone College	0
Meredith College	68
Methodist University	85
N. C. Wesleyan College	19*
Pfeiffer University	10
Queens University of Charlotte	78
St. Andrews University	5
Saint Augustine's University**	3
Shaw University	8
William Peace University	56
Wingate University	33
Total	**1313**

*Students enrolled   **Campus partnered with a CIHS
Note: Some Non-CIHS, NCICU Campuses are not reported.

LEGISLATIVE RECOMMENDATIONS AND CONSIDERATIONS

North Carolina's Career and College Promise program has been recognized as a model dual enrollment program and as a model state for dual enrollment policy by the Education Commission of the States. Additionally, NC is a leader in the nation in the number of established Cooperative Innovative High Schools. The strength of collaborative partnerships between high schools and colleges, statewide articulation agreements, the requirement for structured pathways, student eligibility criteria, state-level agency collaboration and state-wide policy and funding is what makes NC's Career and College Promise Program a model for other states.

Career and College Promise Legislation

The Joint Advisory Committee (JAC) recommends no legislative changes to the Career and College Promise legislation due to the student success in all three program pathways as well as the clear cost-savings to students and their families. Leadership from all related agencies continue to work together to improve implementation and communication for CCP.

Cooperative Innovative High School Supplemental Funding

From each of the cost study engagement activities, webinars, the survey, and focus groups during regional meetings, a broad consensus emerged from CIHS leaders and staff across the state that **the CIHS supplemental allotment is necessary for the successful operation of the schools.**

The JAC recommends the following areas be considered when determining supplemental funding allocations for CIHS programs. These three critical elements were deemed most essential for continued success by CIHS leaders:

- **Funding to cover the increasing costs of college textbooks for CIHS students,**
- **Funding for essential staffing, including the College Liaison and Counselor, and**
- **Funding for professional development to sustain innovative school designs and practices.**

The JAC recommends that the following factors be considered when determining future CIHS supplemental funding and implementation practices:

- **Economic Tier Designation of the region where each CIHS is located, and**
- **Total Student Enrollment of each CIHS.**

NOTE: Following in Appendix A is a summary of results from an IES study *The Impacts, Costs and Benefits of Early Colleges*. The results of this study show clearly the return on investment to society of early college students as well as an in-depth cost-study analysis.

APPENDIX

Following in Appendix A is a summary of results from a 12-year experimental study led by Dr. Julie Edmunds of SERVE and funded by the Institute of Education Sciences on *The Impacts, Costs and Benefits of Early Colleges*. The results of this study show clearly the return on investment to society of early college students as well as an in-depth cost-study analysis.

The Impacts, Costs and Benefits of Early Colleges:
Results from an experimental study
SERVE Center at UNCG, RAND Corporation, RTI International

Core conclusions from our research

- More early college students are getting a postsecondary degree.

- Preliminary estimates show the average cost of a 4-year degree earned through the UNC system (including both high school and college expenditures) is an estimated $30,000 less under the early college route than under the traditional route.

- Each early college student has an estimated average lifetime benefit to society of $23,000 more than the estimated average benefit to society from each student in the control group. Estimated benefits include increased tax payments, reduced participation in public assistance support programs, and reduced incarceration costs.

What are early colleges?

Early colleges are small schools, mostly located on college campuses, that merge the high school and college experiences. They are targeted at students who might otherwise struggle to go to college—particularly students who are the first in their family to go to college and low-income students. The schools serve students starting in grade 9 and go through grades 12 or 13. Students start taking college courses in as early as grade 9, working toward the goal of graduating from high school with an associate degree or two years of college credit.

What are the impacts on educational attainment?

- Early college students are more **likely to graduate from high school and enroll in postsecondary education.**
- Early college students are **more likely to earn a postsecondary credential.**

Percentage of 9th graders attaining a degree within 8 years

	Early College	Control
Any degree	37.0%	22.2%
Bachelor's degree	18.1%	12.8%
Associate degree	28.4%	8.8%
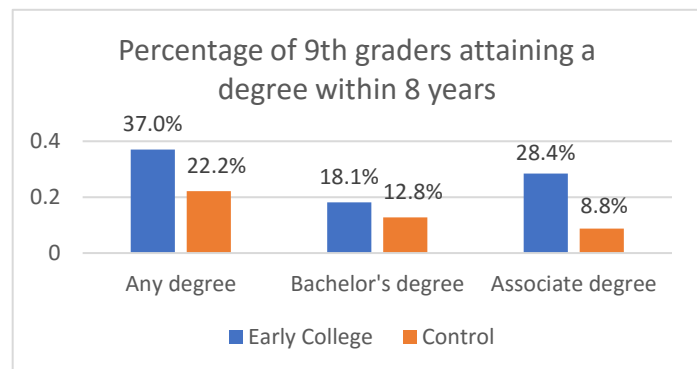
What are the costs of the early college?

Because early colleges include both high school and college enrollment, costs for both components needed to be considered together.

- Early colleges have **lower levels of district expenditures** than traditional high schools. On average, districts in our study spent an estimated $5,391 annually per student in an early college compared to an estimated $5,957 on a student in a traditional high school. (Note that special education costs, capital outlay, and district-wide costs, such as transportation, were not included in the cost calculations for either group.)
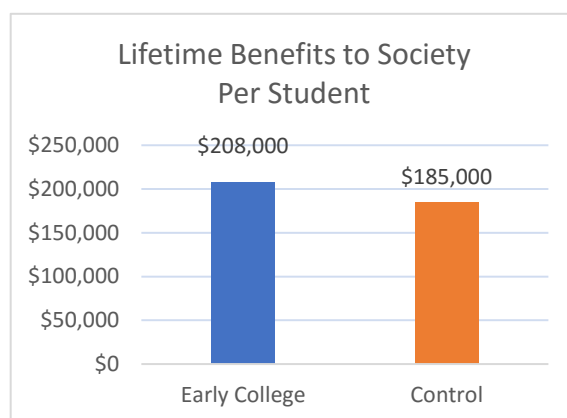
- Postsecondary costs are driven primarily by the number of college courses students take and where they take those courses. Preliminary analyses of students who earned 4-year degrees in the UNC system show that, under the early college route (including both high school and college expenditures), it cost an estimated **$90,296** for a high school diploma and 4-year degree compared to **$121,907** under the traditional route.

What are the societal benefits of the early college program?

- Each early college student has an estimated average lifetime benefit to society of $208,000, **$23,000 more** than the estimated benefit to society of $185,000 for students in the control group. Each year, an estimated 4,000 NC early college students graduate annually; therefore, each graduating class of early college students could result in an increased **lifetime benefit to society of $92 million**.

Lifetime Benefits to Society Per Student

	Early College	Control
	$208,000	$185,000

(y-axis: $0, $50,000, $100,000, $150,000, $200,000, $250,000)

How did we do this study?

This 12-year study was funded by the U.S. Department of Education's Institute of Education Sciences and took advantage of the fact that students applied to attend an early college. Schools that participated in this study used a lottery to select their students. Our study compares results for students who applied to the school, went through the lottery and were accepted to the early college (our treatment group) with the results for students who applied to the school, went through the lottery, were not accepted and went to a different school (our control group). This means that students in the two groups were similarly motivated and had similar background characteristics—we are comparing apples to apples.

The total sample for the study is approximately 4,000 students in 19 schools who entered 9th grade starting in 2005-2006 through 2010-2011. Data sources include: the North Carolina Department of Public Instruction, the North Carolina Community College System, the

University of North Carolina General Administration, the National Student Clearinghouse, and the Integrated Postsecondary Education Data System.

Each student was assigned a cost that represented per-pupil expenditures at the high school they attended (excluding special education costs, capital outlays, and district-level costs) and the costs of the college courses they took at the community college and/or the university system as calculated from the expenditures of the institution(s) they attended. Costs were considered as the total cost to society and were not broken out by taxpayer vs. individual students.

Each student was assigned a benefit to society based on their educational attainment, their race/ethnicity, and their gender. Estimates of societal benefits came from a study conducted by Carroll and Erkut (2009) and included benefits accrued to society from increased tax payments, reduced participation in social support programs, and reduced incarceration costs. These benefit estimates differed based on race/ethnicity and gender.

For more information, please contact the project's Principal Investigator, Julie Edmunds, at jedmunds@serve.org or at 1-336-315-7415.

APPENDIX B:

PRC 055 - Learn and Earn (ECHS) Fiscal Year 2014-2015

Fiscal Year 2014-2015 District Expenditures by LEA and Object Code as of 6/30/2015

Object Category/Object Code Description		Annual Expenditures	%
Salary			
113	Director and/or Supervisor	612,296	2.50%
114	Classified Principal/Headmaster	229,466	0.94%
121	Teacher	110,798	0.45%
126	Extended Contracts	38,227	0.16%
129	Above the Scale Salary	25,831	0.11%
131	Instructional Support I - Regular Scale	3,168,577	12.94%
135	Instructional Facilitators	1,391,654	5.68%
141	Teacher Assistant - Other	144,016	0.59%
142	Teacher Assistant - NCLB	168,768	0.69%
143	Tutor	207,944	0.85%
146	Specialist (School-Based)	482,971	1.97%
151	Office Support	1,425,122	5.82%
163	Substitute Pay - Staff Development	95,925	0.39%
171	Driver	34,305	0.14%
191	Curriculum Development Pay	13,169	0.05%
196	Staff Development Participant Pay	74,035	0.30%
198	Tutorial Pay	89,327	0.36%
199	Overtime Pay	7,492	0.03%
	Subtotal:	**$ 8,319,923**	**33.97%**
Employee Benefits			
211	Employer's Social Security - Regular	$ 603,313	2.46%
221	Employer's Retirement - Regular	1,205,295	4.92%
231	Employer's Hospitalization Insurance	956,854	3.91%
	Subtotal:	**$ 2,765,463**	**11.29%**
Purchased Services			
311	Contracted Services	$ 5,980,718	24.42%
312	Workshop Expenses/Allowable Travel	811,406	3.31%
313	Advertising Cost	16,756	0.07%
314	Printing and Binding Fees	19,815	0.08%
315	Reproduction Costs	16,950	0.07%
327	Rentals/Leases	56,065	0.23%
331	Pupil Transportation - Contracted	29,092	0.12%
332	Travel Reimbursement	10,432	0.04%
333	Field Trips	291,627	1.19%
341	Telephone	14,354	0.06%
342	Postage	15,112	0.06%
	Subtotal:	**$ 7,262,329**	**29.65%**

Supplies & Materials			
411	Supplies and Materials	$ 1,338,873	5.47%
413	Other Textbooks	3,727,727	15.22%
414	Library Books	139,742	0.57%
418	Computer Software and Supplies	77,149	0.31%
461	Furniture and Equipment	173,520	0.71%
462	Computer Equipment	609,093	2.49%
	Subtotal:	**$ 6,066,104**	**24.77%**
Capital Outlay			
541	Purchase of Equipment	39,429	0.16%
542	Purchase of Computer Hardware	37,967	0.16%
	Subtotal:	**$ 77,396**	**0.32%**
Other			
373	Property Insurance	2,220	0.01%
	Subtotal:	**$ 2,220**	**0.01%**
	Grand Total:	**$ 24,493,434**	**100.00%**

APPENDIX C:

	LEA ALL - Sum of all LEA Expenditures		
	PRC 055 - Learn and Earn (ECHS) Fiscal Year 2015-2016		
	Fiscal Year 2015-2016 District Expenditures by LEA and Object Code as of 6/30/2016		
	Object Category/Object Code Description	**Annual Expenditures**	**%**
Salary			
113	Director and/or Supervisor	687,852	2.76%
114	Classified Principal/Headmaster	123,408	0.49%
121	Teacher	132,730	0.53%
126	Extended Contracts	41,798	0.17%
129	Above the Scale Salary	14,744	0.06%
131	Instructional Support I - Regular Scale	3,110,664	12.47%
135	Instructional Facilitators	1,401,627	5.62%
141	Teacher Assistant - Other	137,470	0.55%
142	Teacher Assistant - NCLB	151,578	0.61%
143	Tutor	193,715	0.78%
146	Specialist (School-Based)	530,276	2.13%
151	Office Support	1,479,024	5.93%
163	Substitute Pay - Staff Development	111,457	0.45%
171	Driver	49,130	0.20%
191	Curriculum Development Pay	24,959	0.10%
196	Staff Development Participant Pay	53,873	0.22%
198	Tutorial Pay	97,365	0.39%
199	Overtime Pay	7,616	0.03%
	Subtotal:	**$ 8,349,287**	**33.46%**
Employee Benefits			
211	Employer's Social Security - Regular	$ 606,964	2.43%
221	Employer's Retirement - Regular	1,216,901	4.88%
231	Employer's Hospitalization Insurance	973,802	3.90%
	Subtotal:	**$ 2,797,667**	**11.21%**
Purchased Services			
311	Contracted Services	$ 6,218,306	24.92%
312	Workshop Expenses/Allowable Travel	866,072	3.47%
313	Advertising Cost	11,544	0.05%
314	Printing and Binding Fees	15,219	0.06%
315	Reproduction Costs	22,997	0.09%
327	Rentals/Leases	34,064	0.14%
331	Pupil Transportation - Contracted	42,984	0.17%
332	Travel Reimbursement	9,042	0.04%
333	Field Trips	326,750	1.31%
341	Telephone	10,229	0.04%
342	Postage	12,021	0.05%
	Subtotal:	**$ 7,569,229**	**30.33%**

Supplies & Materials				
411	Supplies and Materials		$ 1,548,265	6.20%
413	Other Textbooks		3,597,814	14.42%
414	Library Books		58,326	0.23%
418	Computer Software and Supplies		102,612	0.41%
461	Furniture and Equipment		191,544	0.77%
462	Computer Equipment		639,682	2.56%
		Subtotal:	**$ 6,138,243**	**24.60%**
Capital Outlay				
541	Purchase of Equipment		52,696	0.21%
542	Purchase of Computer Hardware		43,007	0.17%
		Subtotal:	**$ 95,703**	**0.38%**
Other				
373	Property Insurance		3,882	0.02%
		Subtotal:	**$ 3,882**	**0.02%**
		Grand Total:	**$ 24,954,011**	**100.00%**

APPENDIX D:

PRC 055 - Cooperative Innovative High Schools (CIHS) Fiscal Year 2016-2017		
Fiscal Year 2016-2017 District Expenditures by LEA and Object Code as of 6/30/2017		

Object Category/Object Code Description		Annual Expenditures	%
Salary			
113	Director and/or Supervisor	724,727	2.80%
114	Classified Principal/Headmaster	272,157	1.05%
121	Teacher	156,075	0.60%
126	Extended Contracts	67,492	0.26%
129_1	Above the Scale Salary (SBA)	308	0.00%
129_2	Above the Scale Salary (Other than SBA)	21,002	0.08%
131	Instructional Support I - Regular Scale	3,180,473	12.30%
135	Instructional Facilitators	1,580,063	6.11%
141	Teacher Assistant – Other	174,966	0.68%
142	Teacher Assistant – NCLB	70,693	0.66%
143	Tutor	91,483	1.13%
146	Specialist (School-Based)	651,287	2.52%
151	Office Support	1,655,715	6.40%
163	Substitute Pay - Staff Development	78,395	0.30%
171	Driver	45,674	0.18%
172	Driver Overtime	134	0.00%
191	Curriculum Development Pay	25,708	0.10%
192	Additional Responsibility Stipend	5,414	0.02%
196	Staff Development Participant Pay	70,073	0.27%
198	Tutorial Pay	119,334	0.46%
199	Overtime Pay	13,177	0.05%
	Subtotal:	**$ 9,304,350**	**35.98%**
Employee Benefits			
211	Employer's Social Security – Regular	$ 696,271	2.69%
221	Employer's Retirement – Regular	1,499,941	5.80%
231	Employer's Hospitalization Insurance	1,145,034	4.43%
	Subtotal:	**$ 3,341,246**	**12.92%**
Purchased Services			
311	Contracted Services	$ 4,195,179	16.22%
312	Workshop Expenses/Allowable Travel	627,729	2.43%
313	Advertising Cost	16,649	0.06%
314	Printing and Binding Fees	15,336	0.06%
315	Reproduction Costs	15,392	0.06%
327	Rentals/Leases	76,524	0.30%
331	Pupil Transportation – Contracted	93,138	0.36%
332	Travel Reimbursement	7,025	0.03%
333	Field Trips	424,083	1.64%

341	Telephone	10,356	0.04%
342	Postage	14,132	0.05%
	Subtotal:	**$ 5,495,542**	**21.25%**
Supplies & Materials			
411	Supplies and Materials	$ 2,068,062	8.00%
413	Other Textbooks	4,269,052	16.51%
414	Library Books	59,044	0.23%
418	Computer Software and Supplies	89,265	0.35%
459	Other Food Purchases	437	0.00%
461	Furniture and Equipment	376,644	1.46%
462	Computer Equipment	749,186	2.90%
	Subtotal:	**$ 7,611,690**	**29.44%**
Capital Outlay			
541	Purchase of Equipment	64,749	0.25%
542	Purchase of Computer Hardware	38,243	0.15%
	Subtotal:	**$ 102,993**	**0.40%**
Other			
373	Property Insurance	2,220	0.01%
	Subtotal:	**$ 2,220**	**0.01%**
	Grand Total:	**$ 25,858,040**	**100.00%**

APPENDIX E:

CIHS Funding Survey Sent to CIHS Leaders

The following questions were asked about the impact of funding changes:

- How many years has your school been in existence?
- How many students are enrolled in your school?
- Was your supplemental funding reduced or increased for the 2017-2018 school year?

For schools whose supplemental funding was reduced, the survey asked the following questions:

- How much has your supplemental funding been reduced for the 2017-2018 school year?
- Below are some possible impacts that could occur as a result of reduction in funding. Please indicate which ones apply to your school (check as many as apply):
    - We had to reduce the number of students we accepted.
    - We had to increase the number of students we accepted.
    - We had to reduce the number of textbooks we purchased.
    - We had to reduce the number of college courses offered to students
    - We had to reduce the amount of professional development offered to our staff.
    - We had to let some staff go. Type of staff: (Responses were open text.)
    - There were no impacts: (Responses were open text.)
    - Other: Please specify.
    - To what extent have you been able to offset the reductions in supplemental funding with funding from other sources (district, grants, etc.) Please chose one:
        - We have been able to cover most or all or the reduction with funding from other sources.
        - We have been able to cover part of the reductions with funding from other sources
        - We have not been able to find additional funding to offset the loss of supplemental funding from the state.
    - If you have been able to cover the loss of funding from other sources, please describe how you did that below: (Responses were open text.)

For schools whose supplemental funding was increased, the survey asked the following questions:

- By how much has your supplemental funding been increased for the 2017-2018 school year?

- Below are some possible impacts that could occur as a result of an increase in funding. Please indicate which ones apply to your school (check as many as apply):
  - We were able to support a College Liaison for the first time.
  - We were able to reduce the number of students we accepted.
  - We were able to increase the number of students we accepted.
  - We were able to increase the number of textbooks we purchased.
  - We were able to increase the number of college courses offered to students.
  - We were able to increase the amount of professional development offered our staff.
  - We were able to hire additional staff. Type of staff: (Responses were open text.)
- There were no impacts.
- Other (Responses were open text.)