

JLEOC Report: Career and College Promise & Cooperative Innovative High Schools

*State Board of Education
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Advanced Learning and Gifted Education



Report Requirements:

§ GS 115D-5(x) Career and College Promise (CCP)

§ GS 115C-238.55 Cooperative Innovative High Schools (CIHS)

“Success shall be measured by:

- High school retention rates
- High school completion rates
- High school dropout rates
- Certification and associate degree completion
- Admission to four-year institutions
- Post-graduation employment”

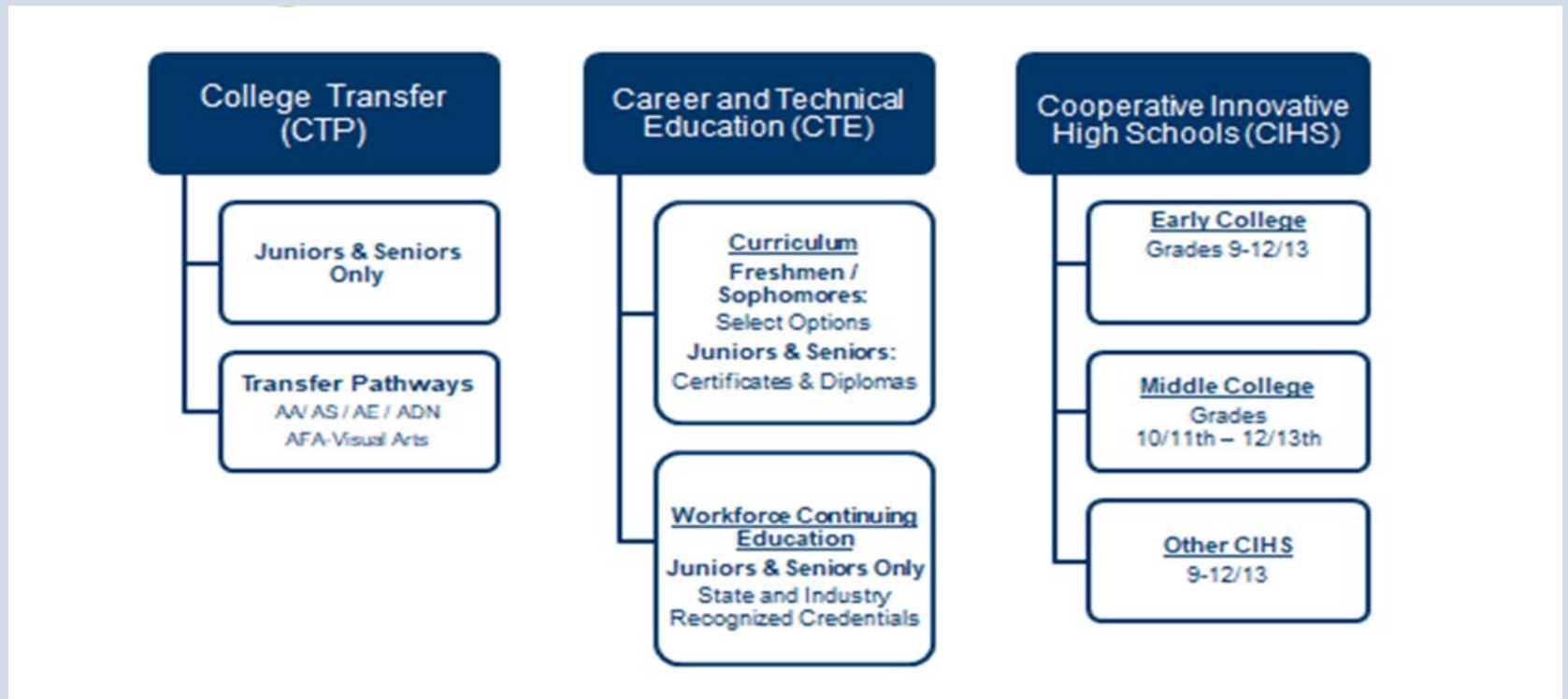


Career and College Promise: NC Session Law 2011-145

“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 consistent with subsection (b) of this section that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills.”

Career and College Promise: Structured Pathways

NC's program to provide high school students access to post-secondary education, without cost.



CCP Program: Key Report Highlights

- In 2021-2022, 32% of all graduates enrolled in at least one dual enrollment course during their high school years.
- This represents 32,269 students, a decrease of 1,985 students from the previous 2020-2021 graduating class.
- Graduates enrolled in an average of seven college courses over the course of their high school years, with a total of 229,353 college courses.

Note: This data does not include AP/IB/CIE credits.



Focus on Equity and Excellence

Number and percent of 2021-2022 graduates who enrolled in at least one dual enrollment course while in high school by race/ethnicity.

Race/Ethnicity	Number of graduates who enrolled in at least one dual enrollment course while in high school	Total Number of graduates	Percent of students enrolled in at least one dual enrollment course while in high school by Race/Ethnicity	
American Indian or Alaska Native	334	1,041	32%	(0%)
Asian	1,310	3,624	32%	(2%)
Black or African American	5,025	24,221	21%	(0%)
Hispanic or Latino	4,457	17,728	25%	(-1%)
Native Hawaiian/Other Pacific Islander	25	113	22%	(-9%)
Two or More	1,268	4,501	29%	(1%)
White	19,850	50,876	40%	(1%)
Total	32,269	102,104	32%	(0%)

CCP Program: Key Report Highlights

- In 2021-2022, there were 59,456 public high school students enrolled in college courses while in high school, a slight increase of <1% from the previous year.
- 30% of all graduates earned high school credit through dual enrollment opportunities in their high school years. This percentage is unchanged from the previous year. This represents 30,134 students.
- 94% of graduates who enrolled in a dual enrollment college course earned credit towards high school.
- On average, high school students perform better at community colleges than the typical student population.



New SBE Policy

CACP-000: CCP Partnership Agreement

- Based on the CCP Leadership Team's focus to improve the CCP program and informed by findings and recommendations from the IES Grant Study and the Dual Enrollment Opportunity Study, the State Board of Education (SBE) adopted a new policy for CCP in October 2022: [CACP-000, CCP Partnership Agreement](#).
- This policy requires each Local Education Agency (LEA) to develop a CCP Partnership Agreement with their CCP college partner by December 2023. The areas outlined in the policy are key topics that will help to ensure quality programming for high school students.



SBE CACP-000: CCP Partnership Agreement

The CCP Partnership Agreement will include a description of how the LEA will integrate CCP program offerings aligned to regional economic and community needs and address the following topics (at a minimum) in collaboration with their college partner:

- Establishment of partnership protocols, including regular communication;
- Integration of LEA and college program offerings;
- Plan of communication to students/families to broaden access;
- Student academic support systems, including advising and sharing student progress;
- Responsibilities of school/district and college personnel;
- Responsibilities for program expenses; and
- Responsibilities of site operations, including use of facilities and transportation.

CCP Evaluation Partnership USED Grant 5 year, \$5 million

- Partners include:
 - SERVE Center at UNCG
 - North Carolina Department of Public Instruction
 - North Carolina Community College System
 - RAND Corporation
- Year 4 of 5 of the partnership. During year three, the partnership continued an impact analysis comparing outcomes of students who participated in a CCP pathway to students who did not participate in any pathway. Key findings:
 - CCP participation has positive benefits for students.
 - Participation in CCP varies by pathway and by groups.
 - There are strategies that can be used to expand access to CCP.



Dual Enrollment Opportunity Study

- The North Carolina General Assembly authorized the Dual Enrollment Opportunity Study to examine factors impacting all students' ability to complete high school courses leading to college credit, an associate degree, or a career-ready credential, including an examination of opportunity, resources, fees, and personnel, and the alignment of dual enrollment courses used to satisfy high school graduation courses.
- NCDPI contracted with UNC Greensboro SERVE Center to do the study.
- The study was approved by the State Board of Education and submitted to the General Assembly in July 2022.



Dual Enrollment Opportunity Study

- Key Findings:
 - A strong, high-quality partnership between secondary and postsecondary education institutions is a necessity. Formal Memoranda of Understanding that cover specific aspects of the secondary-postsecondary partnership can help clarify responsibilities and possibly strengthen the relationship between institutions.
 - Overall, expectations are similar in English and there is strong alignment in the sciences.
 - Expectations are similar in American History, with high school standards taking a more thematic approach.
 - There are a total of 30 high school and college courses that students can take to meet their fourth math requirement; given that no specific content was required for the fourth math, the study team did not conduct any course-level alignment.



Dual Enrollment Opportunity Study

- Alignment of High School and College Courses
 - The study looked at state-level guidance for key high school courses required for graduation and the college courses that are intended to substitute for them.
 - At the high school level, NCDPI has developed detailed content standards that summarize learning expectations for students.
 - At the community college level, NCCCS has developed overarching course descriptions that provide an overview of the content, delegating the creation of detailed learning objectives and syllabi to individual campus-level departments and/or instructors.
 - This has resulted in substantial differences in the level of detail between the two sets of state-level guidelines. Because of the differing levels of detail in the two sets of documents, the current study focused on examining alignment between core content or concepts.



New Section: CCP Cost Study Analysis By NC Community College System Office

- This portion of the report responds to the requirements of the legislation enacted as rewritten in G.S. § 115D-5(x), which establishes:
- The evaluation shall also include an analysis of the cost of students participating in each of the programs within the Career and College Promise Program, including at least the following:
 - Total enrollment funding, the number of budgeted full-time equivalent students, number of students enrolled in courses through cooperative innovative high schools, the College Transfer pathway, and the Career and Technical Education pathway.
 - The cost and number of waivers of tuition and registration fees provided for students enrolled in courses through cooperative innovative high schools, the College Transfer pathway, and the Career and Technical Education pathway.
 - Any additional costs of a student attending courses on campus if a student is not attending public school in a local school administrative unit for the majority of the student's instructional



CCP Cost Study Analysis: Key Highlights Reported by NC Community College System Office

Total enrollment funding:

- A three-year analysis of costs of instructional full-time equivalent students (FTE) and waivers of tuition demonstrated that total enrollment funding for Career and College Promise programs has grown in proportion to the continued growth in enrollment in the programs.
- For 2021-2022, the total Estimated Curriculum FTE Cost reported for Career and College Promise is \$123,452,266.00.
- The cost associated with the Career and College Promise program saw an increase across all pathways as enrollment in the program has continued to increase.

CCP Cost Study Analysis: Key Highlights Reported by NC Community College System Office

The cost and number of waivers of college tuition:

ESTIMATED COST OF WAIVERS			
Course Waivers	19-20	20-21	21-22
Estimated Transfer Waivers	\$29,814,727	\$32,281,304	\$31,040,446
Estimated CTE Waivers	\$10,062,734	\$6,873,073	\$7,739,684
Estimated CTE - Workforce CE Waivers	\$44,845	\$65,230	\$181,221
Estimated CIHS Waivers	\$26,126,142	\$25,826,661	\$38,780,130
Estimated Total Waiver Cost	\$66,048,023	\$65,046,268	\$64,535,351

ESTIMATED NUMBER OF COURSE WAIVERS			
	19-20	20-21	21-22
Estimated College Transfer Waivers	133,734	144,102	140,112
Estimated CTE Waivers	45,137	30,681	34,936
Estimated CTE - Workforce CE Waivers	268	407	1,186
Estimated CIHS Waivers	117,191	115,289	115,437
Estimated Total Number of Waivers	296,330	290,479	291,671

CCP Cost Study Analysis: Key Highlights Reported by NC Community College System Office

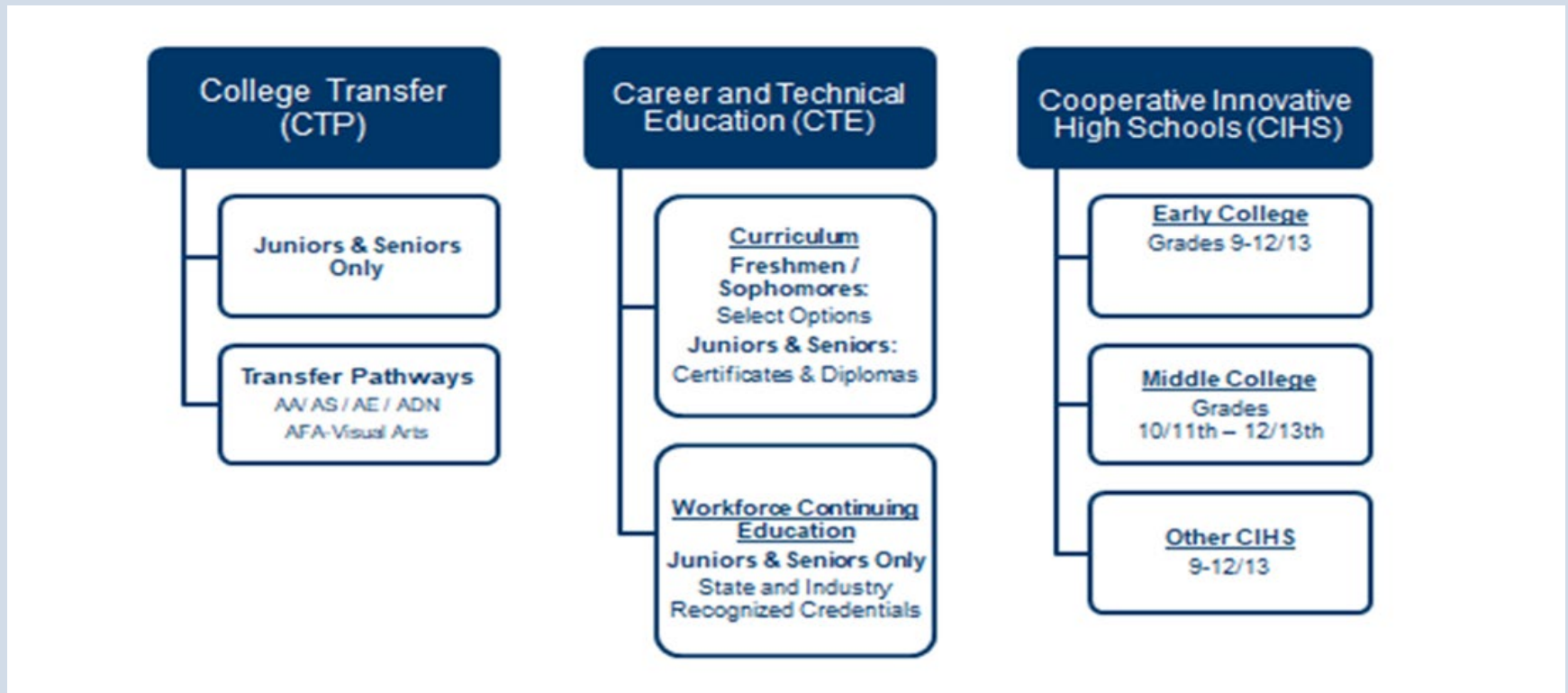
Any additional costs of a student attending courses on campus (instructional supply, transportation), based on college survey:

- The average student enrolled in a College Transfer Pathway may have incurred an additional estimated cost of approximately \$1,340 over the course of the academic year.
- The average student enrolled in a Career and Technical Education Pathway may have incurred an additional estimated cost of \$1,410 over the course of the academic year.
- A small portion of students attending a Cooperative Innovative High School may have incurred an additional estimated cost of \$1,050 over the course of the academic year. Most students enrolled in cooperative innovative high schools incur no additional associated costs.



Career and College Promise: Structured Pathways

NC's program to provide high school students access to post-secondary education, without cost.



Cooperative Innovative High School (CIHS) Programs: NC Session Law 2011-145

“The purpose of this Part is to authorize local boards of education to jointly establish with one or more boards of trustees cooperative innovative programs in high schools and colleges or universities that will expand students' opportunities for educational success through high quality instructional programming. ”



Cooperative Innovative High Schools (CIHS): 2023

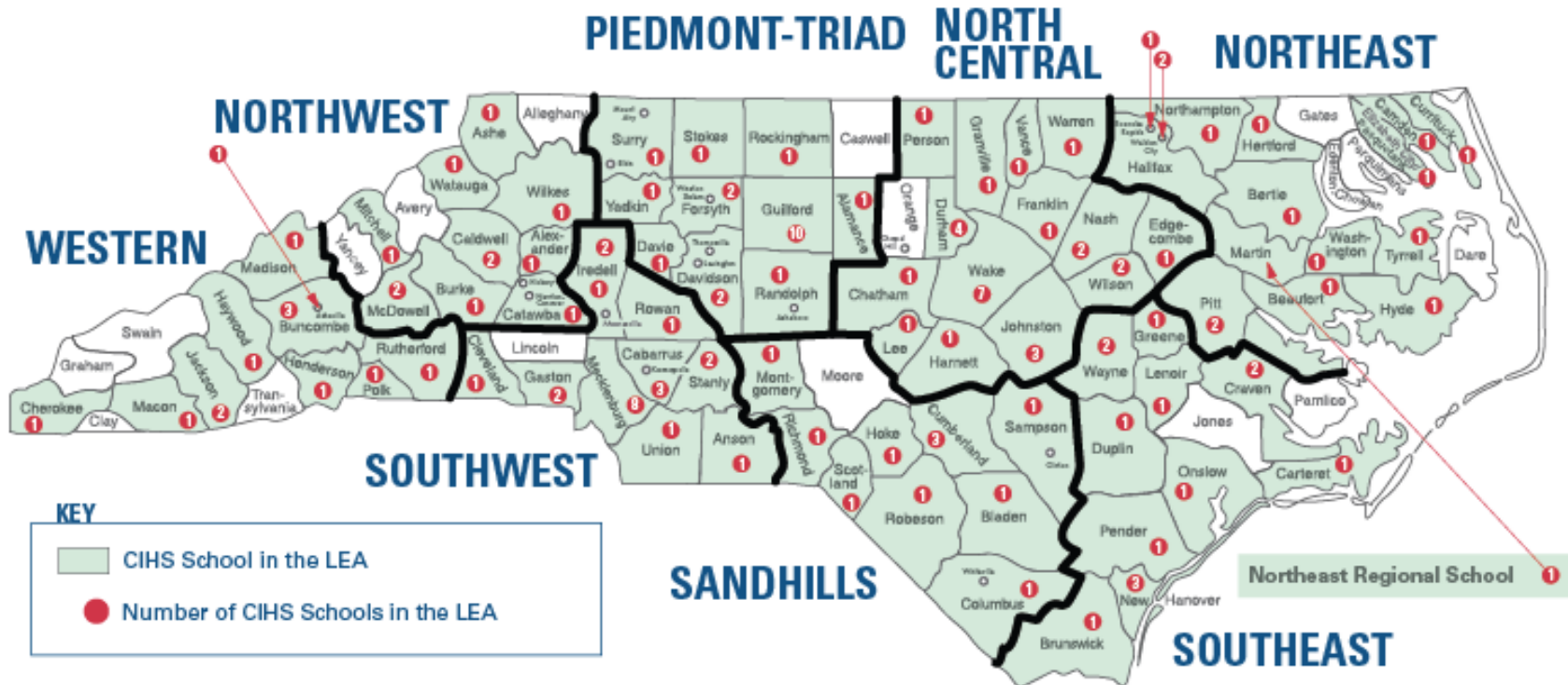
Currently, there are 134 CIHS

- 119 CIHS partner with community colleges
- 11 CIHS partner with UNC institutions
- 5 CIHS partner with independent colleges



NC Cooperative Innovative High Schools

AS OF SEPTEMBER 2022



133 CIHS in 2021-2022
 134 CIHS in 2022-2023

CIHS Programs: Key Report Findings

- In 2021-2022, enrollment in Cooperative Innovative High Schools was 28,465 students, a decrease of 428 from the previous year.
- 6,243 students graduated from Cooperative Innovative High Schools, a decrease of 110 from the previous year.
- 1,184 individual students earned 3,365 industry-recognized credentials through high school CTE courses, based on NCDPI data.
- CIHS students also earned a total of 1,047 diploma and certificate credentials, based on NCCCS data. This represents a total of 2,231 individual credentials earned from both agencies, an increase of 515 credentials from the previous school year.
- On average, high school students perform better at community colleges than the typical student population.



CIHS Programs: Key Report Findings

- 10,683* applications from CIHS students were accepted by the UNC System four-year institutions for Fall 2022, and increase of 539 applications from the previous year.
- 2,313** applications from CIHS students were admitted to North Carolina Independent Colleges and Universities for Fall 2022, an increase of 53 applications from the previous year.
- Academic outcomes above state averages:
 - High school retention and completion rates
 - High school dropout rates
 - Performance in Community College courses

*Students may apply and be admitted to multiple UNC Institutions. These data are preliminary, refer to the UNC System [Stats, Data, & Reports](#) page for official results.

**Students may apply and be admitted to multiple NCICU Institutions.

CIHS Applications Status

- NCDPI shared a memorandum in May, 2022 with all LEAs, inviting them to submit a letter of intent to apply to open a new CIHS, noting that applications for new CIHS were due to NCDPI by October 3, 2022.
- NCDPI did not receive any applications to open new CIHS in 2022.
- In November 2022, NCDPI contacted each LEA that does not have a CIHS to ensure they are aware of the opportunity and the process to apply.



Continue to Build on Success

- **Communication and collaboration:**
 - Expand access and ensure student success
- **Connection to postsecondary plans:**
 - In all pathways
 - Not just a single course
- **CCP/CIHS SBE Policy Development:**
 - Support LEAs and IHE partners to develop CCP Partnership Agreements by December 2023
 - Develop CCP Partnership Agreement Guide, with Promising Practices
- **CCP/CIHS Practices:**
 - Advising documents (in English and Spanish)
 - Integration of equity and excellence
 - Addressing staff needs

Student Voices

Gaston Early College

Allen Chen, Recent Graduate

Joshua Allen, Principal



Student Voices

Early College EAST (Craven County Schools)

Josh Hardison, Super Senior

Crystal Sanders, School Counselor



CIHS Success Stories

- This year's report includes 52 CIHS Success Stories, shared by CIHS principals.
- These stories continue to show transformational outcomes for CIHS students across North Carolina.
- Examples follow from:
 - Early College EAST
 - Gaston Early College
 - Rockingham Early College



Early College East, Craven County Schools

“I wanted to take the quickest, and easiest path out of high school. I just wanted a high school diploma so I could get a job. Today, I am a super senior...

At the end of this year, I will graduate from Early College EAST and Craven Community College. Due to time, motivation, and costs, I might not have pursued a two-year degree beyond high school on my own. Early College East has offered me an opportunity of a lifetime and has changed my future. I will graduate with a skill set to enter the job market and have a career with a competitive salary. For this I will always be grateful for the opportunities provided to me while a student at Early College East .”



Gaston Early College, Gaston County Schools

The Class of 2022 broke the mold at Gaston Early College. Not only did they all graduate, 48 out of 51 graduated with their associate degree. That is the highest associate degree completion percentage in our school's history. One of the graduates was a QuestBridge scholarship finalist, and while he was not matched with a school, he was accepted and given a full-ride scholarship to attend the Massachusetts Institute of Technology (MIT).

Another graduate was the recipient of the UNC Chapel Hill Covenant Scholarship, which will allow him to attend and graduate from UNC Chapel Hill debt-free. Another graduate was accepted into Vanderbilt University and earned the Opportunity Vanderbilt University Scholarship (another debt-free scholarship program).

Another graduate earned the Pack Promise Scholarship and is now attending NC State University. In total, the Class of 2022 earned over \$2.5 million in scholarships and grants.



Rockingham Early College, Rockingham County Schools

Rockingham Early College was excited to learn that our hard work and dedication showed success for the 2021-22 school year. We maintained our "A" status and exceeded growth. With 19 students this year in their Super Senior year, this is one of our largest 5th year classes in the past five years. We are excited to be working with these students to award them the degree or multiple certificates in CTE courses.

As a staff, we continue to focus on academics and social and emotional support for our students. Last year, the staff was committed to sending positive handwritten notes to at least three to five students each per semester. With over 164 students receiving these notes, we received positive feedback from students and parents. This small act of kindness, which we are continuing this year, is helping to re-establish relationships with our students after the pandemic. In addition, we have worked to increase our branding of our school and bring in additional community support.



**Career and College Promise
continues to be a pillar of
excellence in North Carolina.**

