



NORTH CAROLINA
State Board of Education
Department of Public Instruction



THE UNIVERSITY OF
NORTH CAROLINA SYSTEM

NORTH CAROLINA
INDEPENDENT
COLLEGES & UNIVERSITIES

Report to the North Carolina General Assembly

Career and College Promise

*SL 2017-57 (SB 257, Budget Bill), sec. 7.22 (f) GS
115D-5(x)*

Evaluation of Cooperative Innovative High School
Programs

*SL 2012-142 (HB 950, Budget Bill), sec. 7.11(g)
GS 115C-238.50-.55*

DRAFT

Date Due: March 15, 2023

Submitted by the State Board of Education/North Carolina Department of Public Instruction, in conjunction with the North Carolina Community College System, the University of North Carolina System, the North Carolina Independent Colleges and Universities.

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**Report to the North Carolina General Assembly:
§ NCGS 115D-5(x) ~ Career and College Promise (CCP)
§ NCGS 115C-238.55 ~ Cooperative Innovative High Schools (CIHS)**

This report responds to the requirements of the legislation enacted in G.S. §115C-238.55, which establishes that “the State Board of Education and the governing Boards shall evaluate the success of students in cooperative innovative high schools approved under this Part. 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 in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the schools.”

This report also responds to the requirements of the legislation enacted in G.S. § 115D-5 (x), which establishes that “In addition to the evaluation of cooperative innovative high schools by the State Board of Education pursuant to G.S. §115C-238.55, the State Board of Community Colleges, in conjunction with the State Board of Education and the Board of Governors of The University of North Carolina, shall evaluate the success of students participating in the Career and College Promise Program, including the College Transfer pathway and the Career and Technical Education pathway. 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 in career or study-related fields, and employer satisfaction of employees who participated in the programs. The Boards shall jointly report by March 15 of each year to the Joint Legislative Education Oversight Committee. The report shall be combined with the evaluation of cooperative innovative high schools required by G.S. §115C-238.55, and the Community Colleges System Office shall be responsible for submitting the combined report to the Committee.”

North Carolina’s Career and College Promise (CCP) Program has been recognized as a model dual enrollment program and as a model 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 (CIHS). 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 are what make NC’s Career and College Promise Program a model for other states.

The State Board of Education (SBE) and the North Carolina Department of Public Instruction (NCDPI) fulfill some report requirements, while others are fulfilled by accompanying data from the NC Community Colleges System (NCCCS), the University of North Carolina System (UNCS) and the North Carolina Independent Colleges and Universities (NCICU).

Complete data and additional information follow for CCP and CIHS, from all agencies involved, including data from the NCCCS, the current list of CIHS, and accountability data, as well as data from the UNCS, and NCICU, Success Stories from CIHS across North Carolina, and special recognitions for CIHS.

The following table reviews the report requirements and indicates which agency or source addresses the required information:

Report Requirement	Agency/Source	Page
Overview of Dual Enrollment and Career and College Promise (CCP)	NCDPI	Pages 5 - 7
Data Highlights of CCP	NCDPI and NCCCS	Pages 7 - 26
Certification and Associate Degree Completion	NCCCS and NCDPI	Pages 27 - 33, 71 - 72
CCP CTE and College Transfer Pathways	NCCCS	Pages 29 - 30
Post-graduation employment	NCCCS	Pages 31, 72
CCP Cost Analysis	NCCCS	Pages 33 - 41
Admission to Four-Year Institutions	UNCS and NCICU	Pages 42 - 43, 73 - 75
Overview of CIHS Programs	NCDPI	Pages 44 - 49
Data Highlights of CIHS	NCDPI and NCCCS	Pages 46 - 48
List of Current CIHS by Public School Unit (PSU)	NCDPI	Pages 49 - 56

High School Retention Rates*	NCDPI	Pages 56 - 64
High School Completion Rates*	NCDPI	Pages 56 - 64
High School Drop-out Rates*	NCDPI	Pages 56 - 64
CIHS Enrollment Data	NCDPI and NCCCS	Pages 64 - 70
CIHS Success Stories and Special Recognitions	NCDPI, CIHS Annual Reports	Pages 76 - 105
Employer satisfaction of CIHS graduates	Data not available	N/A
Findings from The Evaluation of Career and College Promise	SERVE Center at UNCG	Pages 39 - 42, 106 - 109

*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 in response to the legislative requirements.

Overview of Dual Enrollment and Career and College Promise (CCP)

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 more than 30 years. Previous statutes established concurrent enrollment, Huskins, Learn and Earn, Learn and Earn Online, and CIHS, all of which provided high school students the opportunity to earn college credit while still in high school.

In an effort to increase effectiveness for NC's dual enrollment program, the General Assembly established Career and College Promise in 2011. All previous dual enrollment programs were consolidated and replaced by CCP. The purpose of CCP 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.

In the years following full implementation in 2012-2013, enrollment in joint high school programs has continued to increase, with the addition of new pathways, increasing student interest, and the establishment of new Cooperative Innovative High Schools.

Currently, Career and College Promise (CCP) offers students the option to choose from three pathways:

- The College Transfer pathway is designed for students planning to continue their educational career beyond high school to eventually achieve an Associate's or Bachelor's degree at a community college or university.
- The Career and Technical Education pathway allows students to begin a certification or diploma program in a particular technical field or career area. The CTE pathway also includes Workforce Continuing Education opportunities for students.
- Cooperative Innovative High School programs allow students to work simultaneously toward completion of both the high school diploma and an associate's degree, transferable credit or certificate. These high schools go through a rigorous application process for approval.

In order to facilitate the effective implementation and to support growth and progress of CCP in the state of North Carolina, the NC Community College System and the NC Department of Public Instruction collaborate closely together - sometimes on a daily basis. Most communications, professional development, and technical assistance are facilitated jointly. The UNC System and the NC Independent Colleges and Universities also collaborate with these two lead agencies regarding the Cooperative Innovative High School pathway through the legislated Joint Advisory Committee (JAC).

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION (NCDPI) Career and College Promise (CCP)

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012. The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to enroll dually in community college courses that provide pathways that lead to a certificate, diploma, degree, or State or industry-recognized credential, as well as to provide entry-level jobs skills.

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 through the College

Transfer or Career and Technical Education Pathway. CCP is available to every public high school in the state and the NCCCS sets the eligibility requirements.

Career and College Promise Data Highlights:

- In 2021-2022, **32%** of all graduates enrolled in at least one dual enrollment course, primarily through CCP, during their high school years. This represents 32,269 students. This is a **decrease** of 1,985 students from the previous 2020-2021 graduating class.
- These graduates enrolled in a total of **229,353** college courses over the course of their high school years. Graduates enrolled in an average of seven college courses in their high school years.
- In 2021-2022, **30%** of all graduates earned high school credit through dual enrollment opportunities in their high school years. This represents **30,134** students.
- In 2021-22, **94%** percent of graduates who enrolled in a dual enrollment college course earned credit towards high school graduation.
- In 2021-2022, there were **59,456*** public high school students enrolled in at least one CCP course. This was a slight increase (<1%) from the 2020-2021 school year (an increase from 58,727 to 59,456 students).

*NCDPI data includes public and charter school students who are dually enrolled in 2-year or 4-year colleges and universities.

See Table 1 below for further data regarding dual enrollment for 2021-2022 graduates disaggregated by race/ethnicity.

Table 1: 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	34% (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%)

*NCDPI data includes public and charter school students who are dually enrolled in 2-year or 4-year colleges and universities.

For detailed enrollment information by district enrollment information by district of 2021-2022 graduates who enrolled in at least one CCP while in high school refer to Table 2 below.

Table 2: Number and percent of 2021-2022 graduates who enrolled in at least one dual enrollment course while in high school by PSU.

PSU #	PSU Name	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
010	Alamance-Burlington Schools	528	1516	35%
020	Alexander County Schools	107	282	38%
030	Alleghany County Schools	59	84	70%

PSU #	PSU Name	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
040	Anson County Schools	94	186	51%
90F	Apprentice Academy High School	17	39	44%
69A	Arapahoe Charter School	11	24	46%
050	Ashe County Schools	87	173	50%
761	Asheboro City Schools	50	259	19%
111	Asheville City Schools	188	330	57%
060	Avery County Schools	89	140	64%
58B	Bear Grass Charter School	35	54	65%
070	Beaufort County Schools	166	396	42%
080	Bertie County Schools	100	154	65%
79A	Bethany Community School	<10	40	18%
090	Bladen County Schools	173	317	55%
60S	Bradford Preparatory School	39	96	41%
100	Brunswick County Schools	312	893	35%
110	Buncombe County Schools	808	1,677	48%
120	Burke County Schools	388	783	50%
13B	Cabarrus Charter Academy	12	34	35%

PSU #	PSU Name	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
130	Cabarrus County Schools	898	2,399	37%
140	Caldwell County Schools	405	756	54%
150	Camden County Schools	78	149	52%
13A	Carolina International School	28	43	65%
160	Carteret County Public Schools	247	554	45%
170	Caswell County Schools	60	157	38%
180	Catawba County Schools	431	1,018	42%
93L	Central Wake High School	<10	35	20%
681	Chapel Hill-Carrboro City Schools	164	947	17%
60K	Charlotte Secondary	<10	34	3%
600	Charlotte-Mecklenburg Schools	1,642	9,361	18%
19A	Chatham Charter	45	45	100%
190	Chatham County Schools	380	615	62%
200	Cherokee County Schools	139	211	66%
220	Clay County Schools	47	75	63%
230	Cleveland County Schools	407	948	43%

PSU #	PSU Name	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
821	Clinton City Schools	88	184	48%
01C	Clover Garden	34	49	69%
41H	College Prep and Leadership Academy	<10	15	27%
240	Columbus County Schools	165	384	43%
60I	Community School of Davidson	32	129	25%
41G	Cornerstone Charter Academy-CFA	43	76	57%
60M	Corvian Community School	<10	81	6%
250	Craven County Schools	326	825	40%
260	Cumberland County Schools	865	3,173	27%
270	Currituck County Schools	109	285	38%
280	Dare County Schools	196	416	47%
290	Davidson County Schools	454	1,367	33%
300	Davie County Schools	158	442	36%
310	Duplin County Schools	239	584	41%
320	Durham Public Schools	372	2,293	16%
92G	East Wake Academy	39	87	45%

PSU #	PSU Name	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
210	Edenton-Chowan Schools	44	134	33%
330	Edgecombe County Public Schools	154	352	44%
700	Elizabeth City-Pasquotank Public Schools	89	293	30%
861	Elkin City Schools	52	68	76%
68A	Eno River Academy	23	88	26%
39A	Falls Lake Academy	36	82	44%
92F	Franklin Academy	23	116	20%
350	Franklin County Schools	132	593	22%
360	Gaston County Schools	636	2,029	31%
370	Gates County Schools	32	95	34%
380	Graham County Schools	57	88	65%
390	Granville County Schools	124	482	26%
84B	Gray Stone Day	48	89	54%
400	Greene County Schools	107	209	51%
410	Guilford County Schools	1,197	5,111	23%
420	Halifax County Schools	36	137	26%
93A	Haliwa-Saponi Tribal School	<10	13	46%
430	Harnett County Schools	435	1,327	33%

PSU #	PSU Name	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
440	Haywood County Schools	230	511	45%
91B	Henderson Collegiate	<10	83	1%
450	Henderson County Schools	323	938	34%
460	Hertford County Schools	95	184	52%
181	Hickory City Schools	78	248	31%
470	Hoke County Schools	280	502	56%
480	Hyde County Schools	19	22	86%
11C	IC Imagine	12	34	35%
490	Iredell-Statesville Schools	524	1,504	35%
500	Jackson County Public Schools	130	252	52%
61X	Jackson Day School	15	31	48%
510	Johnston County Public Schools	704	2,729	26%
520	Jones County Schools	19	59	32%
132	Kannapolis City Schools	60	348	17%
81B	Lake Lure Classical Academy	17	39	44%
60D	Lake Norman Charter	125	187	67%
49F	Langtree Charter Academy	41	90	46%

PSU #	PSU Name	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
530	Lee County Schools	247	644	38%
540	Lenoir County Public Schools	238	514	46%
291	Lexington City Schools	55	171	32%
55A	Lincoln Charter School	108	142	76%
550	Lincoln County Schools	378	817	46%
560	Macon County Schools	200	305	66%
570	Madison County Schools	124	192	65%
580	Martin County Schools	73	180	41%
590	McDowell County Schools	184	338	54%
86T	Millennium Charter Academy	<10	19	42%
610	Mitchell County Schools	100	136	74%
620	Montgomery County Schools	141	232	61%
630	Moore County Schools	613	990	62%
491	Mooresville Graded School District	150	475	32%
862	Mount Airy City Schools	75	134	56%
36C	Mountain Island Charter School	44	131	34%
640	Nash County Public Schools	401	1,008	40%

PSU #	PSU Name	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
34H	NC Leadership Charter Academy	36	55	65%
00B	NC Virtual Academy	45	152	30%
94Z	Northeast Regional School of Biotechnology and Agriscience	43	44	98%
51A	Neuse Charter School	22	60	37%
650	New Hanover County Schools	815	1,870	44%
182	Newton Conover City Schools	82	199	41%
00A	North Carolina Cyber Academy	21	253	8%
33A	Northeast Carolina Prep	49	65	75%
660	Northampton County Schools	65	110	59%
70A	Northeast Academy of Aerospace & AdvTech	37	45	82%
670	Onslow County Schools	421	1,630	26%
680	Orange County Schools	141	510	28%
39B	Oxford Preparatory	26	28	93%
690	Pamlico County Schools	58	118	49%
09A	Paul R. Brown Leadership Academy	<10	17	24%
710	Pender County Schools	271	680	40%

PSU #	PSU Name	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
720	Perquimans County Schools	49	120	41%
730	Person County Schools	144	326	44%
41K	Piedmont Classical High School	<10	72	6%
36B	Piedmont Community Charter School	64	119	54%
49E	Pine Lake Preparatory	105	161	65%
23A	Pinnacle Classical Academy	19	29	66%
740	Pitt County Schools	713	1,605	44%
750	Polk County Schools	98	152	64%
780	Public Schools of Robeson County	303	1,223	25%
34B	Quality Education Academy	<10	34	26%
60G	Queen's Grant Community School	20	103	19%
760	Randolph County School System	399	1,048	38%
32N	Research Triangle High School	<10	124	6%
770	Richmond County Schools	244	455	54%
01B	River Mill Academy	25	46	54%
421	Roanoke Rapids Graded School District	72	178	40%

PSU #	PSU Name	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
790	Rockingham County Schools	237	752	32%
64A	Rocky Mount Preparatory	28	55	51%
800	Rowan-Salisbury Schools	418	1,317	32%
73B	Roxboro Community School	45	78	58%
810	Rutherford County Schools	262	563	47%
820	Sampson County Schools	258	508	51%
830	Scotland County Schools	157	367	43%
92P	Southern Wake Academy	16	65	25%
840	Stanly County Schools	309	556	56%
63B	STARS Charter	<10	16	50%
61L	Stewart Creek High	<10	61	3%
850	Stokes County Schools	165	448	37%
60B	Sugar Creek Charter	17	60	28%
50A	Summit Charter	<10	15	33%
860	Surry County Schools	325	506	64%
870	Swain County Schools	76	125	61%

PSU #	PSU Name	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
11D	The Franklin School of Innovation	15	57	26%
01D	The Hawbridge School	14	36	39%
24B	Thomas Academy	<10	17	47%
81A	Thomas Jefferson Class Academy	24	80	30%
292	Thomasville City Schools	26	132	20%
880	Transylvania County Schools	133	268	50%
41F	Triad Math and Science Academy	34	67	51%
92T	Triangle Math and Science Academy	24	67	36%
890	Tyrrell County Schools	30	45	67%
90A	Union Academy	42	107	39%
900	Union County Public Schools	845	3,299	26%
76A	Uwharrie Charter Academy	55	137	40%
91A	Vance Charter School	35	80	44%
910	Vance County Schools	75	265	28%
32L	Voyager Academy	21	94	22%
920	Wake County Schools	1,623	11,686	14%
930	Warren County Schools	46	110	42%

PSU #	PSU Name	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
940	Washington County Schools	28	77	36%
07A	Washington Montessori	13	13	100%
950	Watauga County Schools	202	337	60%
960	Wayne County Public Schools	337	1,136	30%
422	Weldon City Schools	33	66	50%
241	Whiteville City Schools	71	169	42%
970	Wilkes County Schools	341	560	61%
980	Wilson County Schools	325	701	46%
98B	Wilson Preparatory Academy	21	52	40%
340	Winston Salem/ Forsyth County Schools	354	3,635	10%
990	Yadkin County Schools	194	355	55%
995	Yancey County Schools	111	159	70%

*In accordance with FERPA guidelines, individual student counts less than 10 are displayed as <10.

Based on the enrollment data above, while there remains continued work, NCDPI is encouraged with how PSUs are creating environments for access and opportunity among all race/ethnicity groups for dual enrollment. NCDPI and NCCCS continue to work closely together to support school districts and colleges to strengthen partnerships. The CCP Leadership team, with representatives from both agencies, meets regularly to collaborate and

coordinate ongoing support. Staff from each agency host regular webinars to share promising practices in CCP that promote expanded awareness, access, and student success.

Based on the CCP Leadership Team's focus to improve the CCP program for NC's students 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. The new SBE policy states:

SBE CACP-000: CCP Partnership Agreement

Career and College Promise (CCP), established by NC Session Law 2011-145, is North Carolina's dual enrollment program for high school students, allowing eligible students to enroll in college classes at North Carolina community colleges and universities through their high school.

Career and College Promise offers students the option to choose from these structured pathways: College Transfer, Career and Technical Education, including Workforce Continuing Education, and Cooperative Innovative High Schools. Strong, high-quality partnerships between secondary and postsecondary education institutions are critical to support mindsets, policies, and practices that expand access to career and post-secondary pathways and ensure student success.

In order to implement Career and College Promise, Local Education Agency (LEA) shall develop an agreement with their CCP college partner to support effective implementation by December, 2023. CCP Partnership Agreements shall be revised on an annual basis.

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.

NCDPI is working with our partners at NCCCS to facilitate face to face meetings with school district and college representatives in the spring of 2023, and to develop a CCP Partnership Agreements Guide, which will include promising practices from across North Carolina. This Guide is intended to support school districts and their college partners as they develop CCP Partnership Agreements.

Continuing work to increase awareness, access, and student success is also informed by the ongoing work of the CCP Institute of Education Sciences (IES) Grant Study and the General Assembly authorized [Dual Enrollment Opportunity Study](#). Descriptions of each are presented below, beginning on page 41, with a summary of current findings for the CCP IES Grant Study. Previously reported findings from the CCP IES Grant Study are presented below as Appendix A. Summary findings of the CCP IES Grant Study and the Dual Enrollment Opportunity Study are available on the NCDPI [CCP Data and Research](#) website.

CAREER AND COLLEGE PROMISE INSTITUTE OF EDUCATION SCIENCES (IES) GRANT STUDY Evaluation of Career and College Promise from 2019-2024

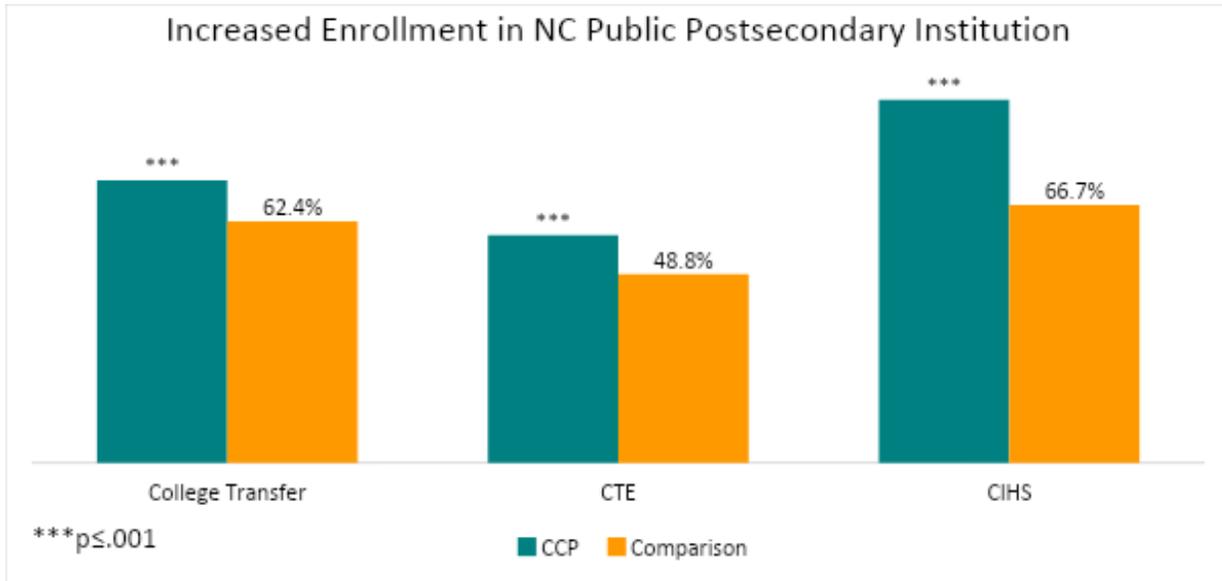
The partners. The North Carolina Department of Public Instruction and the North Carolina Community College System are partners in a five-year, \$5 million grant from the U.S. Department of Education that started in July of 2019. This project—which is being led by SERVE Center at the University of North Carolina at Greensboro and also involves the University of North Carolina System, the North Carolina Department of Commerce, the Government Data Analytics Center, and RAND Corporation—has the goal of conducting a formal and rigorous evaluation of the implementation, impact, and cost of the three different CCP pathways.

The study design. The impact study compares outcomes for students who participated in one of the three CCP pathways with students who did not participate in any of the pathways. The analysis used a propensity score weighting approach that ensured the pathway participants and the comparison students were similar on many background characteristics, such as demographics, socioeconomics, achievement, and (as appropriate) advanced course taking. The comparison group was created differently for each pathway. In 2022, the team updated the sample to add another cohort of students; the current sample for the College Transfer and CTE Pathway includes around 650,000 11th and 12th graders from 2012-13 through 2019-20. Students in the CTE pathway were compared to students who did not participate in any CCP pathway; the comparison group was weighted so it looked similar to CTE participants. Students in the College Transfer pathway were compared to students who did not participate in any CCP pathway; the comparison group was weighted so it looked similar to the College Transfer participants. The sample for CIHS students includes approximately 925,000 students and started with students who entered 9th grade in 2009-10, adding new cohorts through students who entered 9th grade in 2016-17. CIHS students were compared to students who were not enrolled in a CIHS; this could have included students who took CCP courses in the regular high school.

Key learnings from 2022: In addition to updating the impact analyses, a primary focus of the research partnership last year was understanding what might cause different levels of participation in CCP and identifying strategies that might help expand access and success. Key takeaways from the past year indicate the following primary themes, which are explored in more depth below:

- 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.

CCP participation has positive benefits for students. Research presented in the 2022 report indicated that CCP students were more likely to graduate from high school; they earned many more college credits while they were in high school; and they were more likely to enroll in a North Carolina public postsecondary institution when compared to similar students not taking CCP. The figure below shows a continued positive impact when we added another cohort of students to the sample.



Findings also showed that economically disadvantaged students were one of the groups that benefited the most from CCP.

Participation in CCP varies by pathway and by groups. Although there are substantial benefits to CCP participation, the study’s research has also shown that certain populations of students are less likely to participate in CCP. The College Transfer pathway has the largest disparities, with male students much less likely to participate as well as Black, Hispanic and economically disadvantaged students less likely to participate. The CTE Pathway is much more equitable although Black students are still less likely to participate. The CIHS pathway has mostly equitable participation by race/ethnicity but male students are less likely to participate.

Students in urban/suburban areas are about half as likely to participate in CCP as students in rural areas or small towns. Additionally, the CCP participation rates decline as the percentage of minority students in a school increases.

There are strategies that can be used to expand access to and success in CCP.

Research done under this project and under the [Dual Enrollment Opportunity Study](#) explored strategies that can be used to expand access to CCP.

- The quality of the secondary-postsecondary partnership is critical to a strong dual enrollment program. The partnership should be supported through formal Memoranda of Understanding (MOU) that delineate responsibilities.

- Recruitment and outreach are necessary to ensure that students are aware of their opportunities. Intentional outreach focused on underrepresented groups can help expand access and make it more equitable.
- Policies should be in place to help address barriers to participation including calendar and schedule mismatches, transportation barriers, and the costs of textbooks and fees.
- Sufficient advising and counseling personnel need to be in place. Dual enrollment is not something that can just be added to counselors' already full plates.
- Students' success can be enhanced when secondary and postsecondary partners share data and provide support to students taking dual enrollment courses.

The team has disseminated infographics for each CCP Pathway that include key findings around participation and outcomes through the 2018-19 study cohort. These infographics are available on the NCDPI [CCP Data and Research](#) website.

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-G 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.

The Dual Enrollment Opportunity Study authorized a third-party examination of two issues:

1. "The 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."
2. Alignment of dual enrollment courses used to satisfy high school graduation courses. "The study shall identify if dual enrollment courses are or are not aligned with the Standard Course of Study and, if not aligned, what content or skills are not aligned."

Key findings:

1. Factors Associated with Access and Success in Dual Enrollment:

There are many factors that affect high school students' access to and successful completion of college-level courses, some of which are amenable to policy intervention. 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. District, school, and college staff throughout North Carolina identified specific resources and policies that would help expand access including:

- Ensuring that students and families receive information about CCP.
- Having a dedicated staff member with time to focus on college advising and registration, such as a college liaison.
- Funding textbooks and fees.
- Reducing transportation barriers along with addressing class schedule misalignment.
- Promoting alignment of college and high school calendars.

2. Alignment of High School and College Courses:

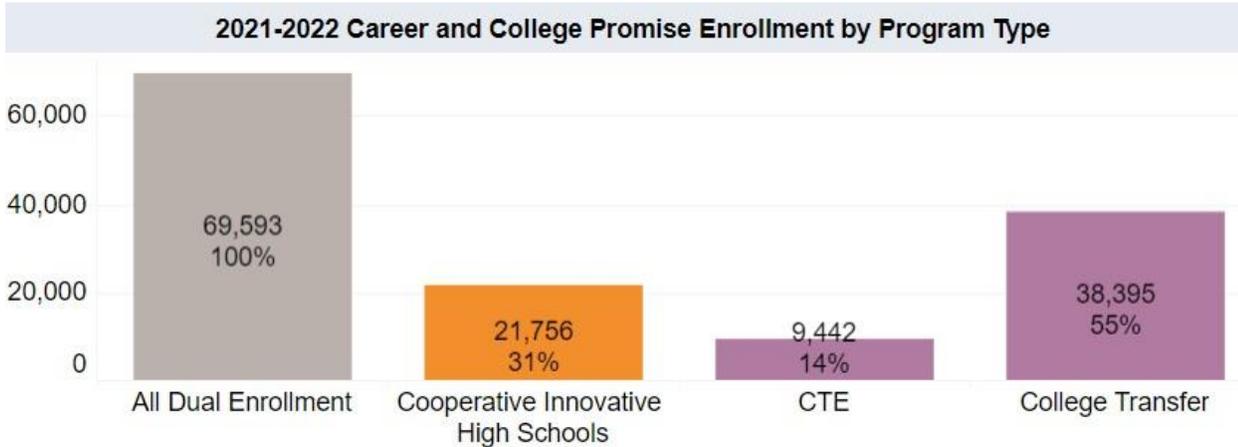
Overall, the expectations are similar in English regarding literary analysis, research, and writing; there are some areas— such as standards related to speaking and listening and vocabulary development —that are not mentioned in the college course descriptions. The sciences (Biology, Chemistry, and Physics) have overall strong alignment in the general concepts covered with additional content included in the college Chemistry and Physics courses. The two sets of standards in history (American History and World History) both expect students to engage in historical analyses but otherwise have different approaches with the high school standards taking a more thematic approach and the college standards primarily listing key historical events or civilizations from the relevant time periods. For math, 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.

Last year, the statewide four-year graduation cohort rate was 86%. For more information, find the NCDPI Four-Year Cohort Graduation Rate Report under the [Accountability Data Sets and Reports](#) section. The dropout rate for 2021-2022 is not available at this time. It will be reported to the State Board of Education in March 2023. The North Carolina high school dropout rate for the 2020-2021 academic year increased to 1.94 dropouts per every 100 students. The rate increased 27.1% from 2019-2020 high school dropout rate of 1.53. For more information regarding dropout rates see the [Discipline, ALP and Dropout Annual Reports](#) section. For detailed data regarding NC school districts and high schools, see the [North Carolina School Report Cards](#).

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (NCCCS) Career and College Promise (CCP)

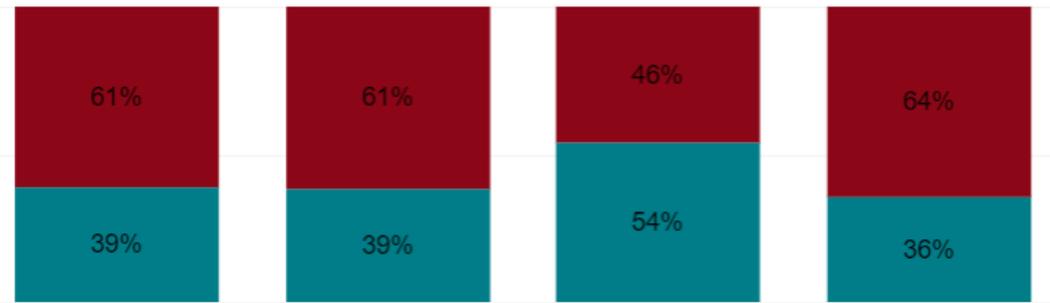
Career and College Promise Enrollment and Demographics

During the 2021-2022 academic year, 69,593 high school students participated in Career and College Promise (CCP) through the NC Community College System. Of those, 21,756 (31%) participated in Cooperative Innovative High School Programs (Early College, Middle College, or Other Innovative High School), and 47,837 (69%) participated in Pathways programs (Career and Technical Education or College Transfer). Participants were primarily female (61%) and white (59%). Career and Technical Education had the highest percentage of male students (54%), and Cooperative Innovative High Schools had the highest percentage of non-white students (52%). Of note for 2021-2022 is the 17% increase in Career and Technical Education pathway enrollment.



2021-2022 Career and College Promise Enrollment by Sex

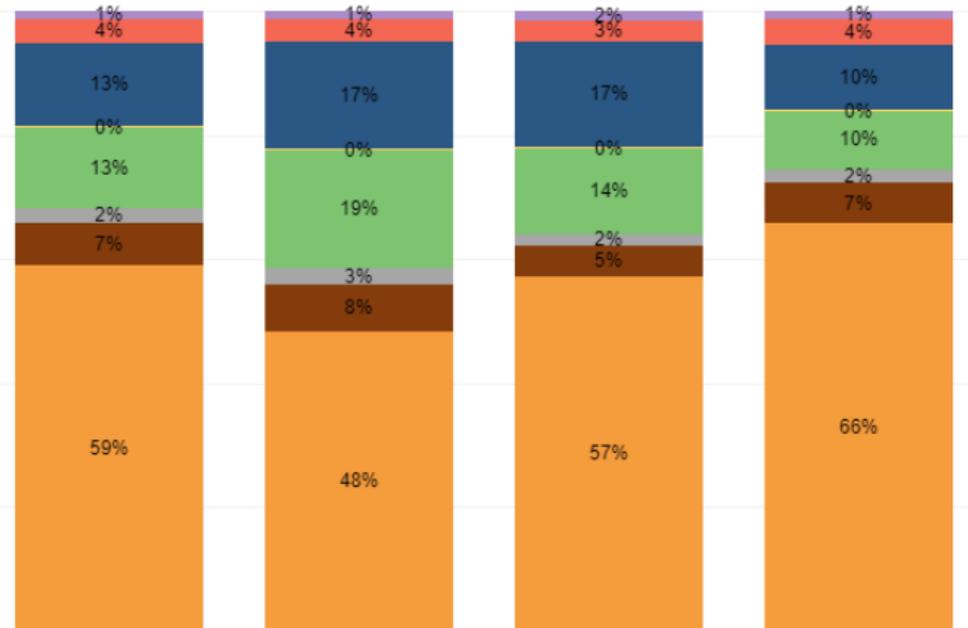
Sex
■ Female
■ Male



All Dual Enrollment Cooperative Innovative High Schools CTE College Transfer

2021-2022 Career and College Promise Enrollment by Race/Ethnicity

Race/Ethnicity
■ Amer. Indian/Alas.
■ Asian
■ Black
■ Hawaiian/Pac. Isl.
■ Hispanic
■ Multiple
■ Unknown
■ White



All Dual Enrollment Cooperative Innovative High Schools CTE College Transfer

CTE and College Transfer Pathways

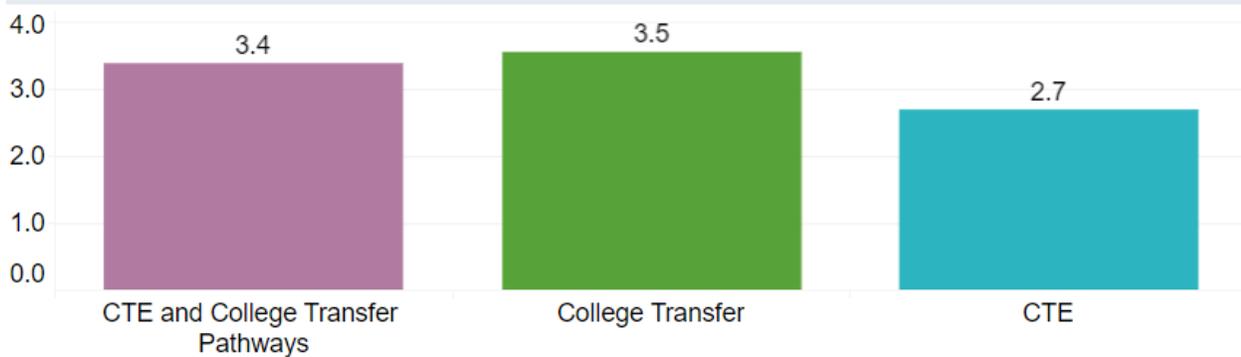
CTE and College Transfer Pathways Course Enrollment and Degree Completion

During the 2021-2022 academic year, CCP Pathways students enrolled in 161,299 credit-level college courses. Of those, 135,875 (84%) were taken by College Transfer students. On average, College Transfer students took 3.5 courses per term and CTE students took 2.7 courses per year.

2021-2022 CTE and College Transfer Pathways Credit-Level Course Enrollment by Pathway

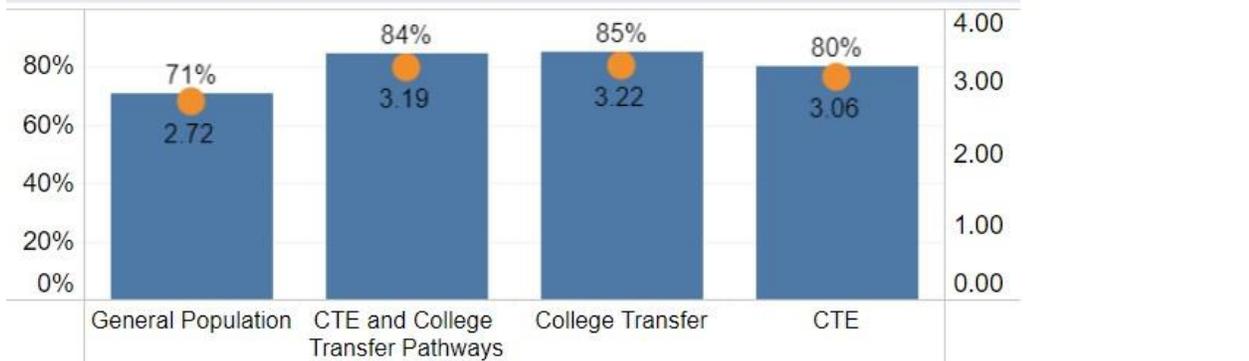


2021-2022 CTE and College Transfer Pathways Average Credit-Level Course Enrollment per Student by Pathway

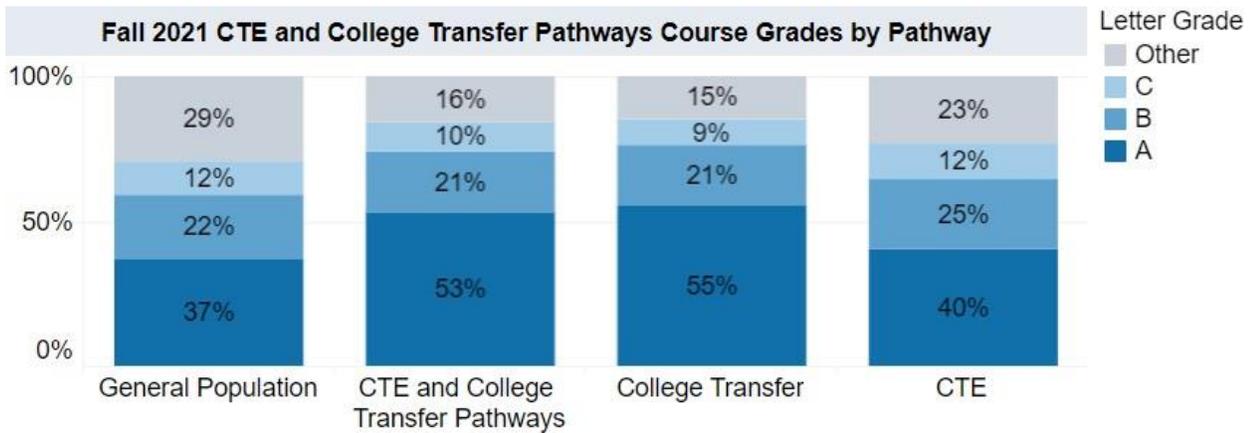


In Fall 2021, CCP Pathways students completed 84% of their credit-level courses with a C or better, compared to 71% of the general student population. The average Fall 2021 GPA for CCP Pathways students was 3.19.

Fall 2021 CTE and College Transfer Pathways Credit-Level Course Success Rates and Grade Average by Pathway

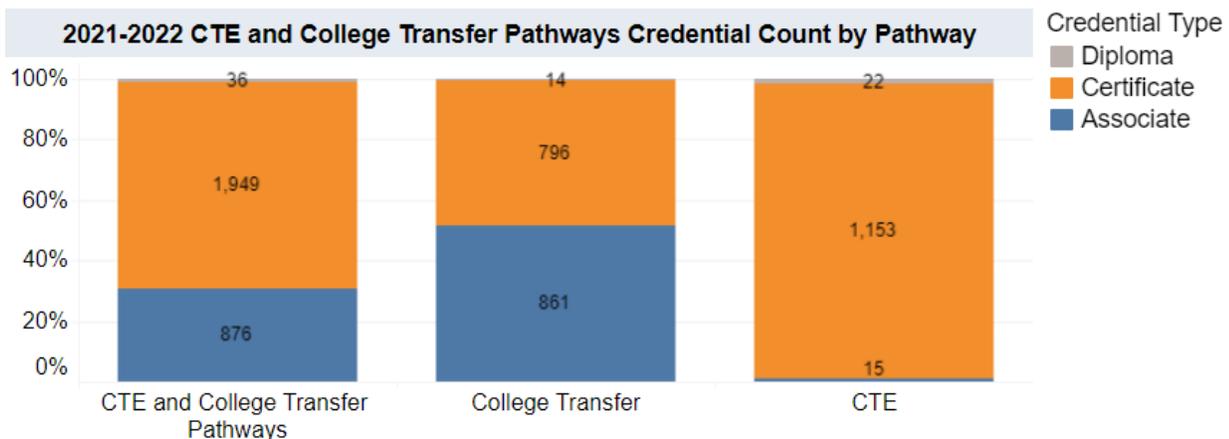


Fall 2021 CTE and College Transfer Pathways Course Grades by Pathway



During the 2021-2022 academic year, CCP Pathways students earned a total of 2,861 credentials.

2021-2022 CTE and College Transfer Pathways Credential Count by Pathway



Post-Graduation Employment

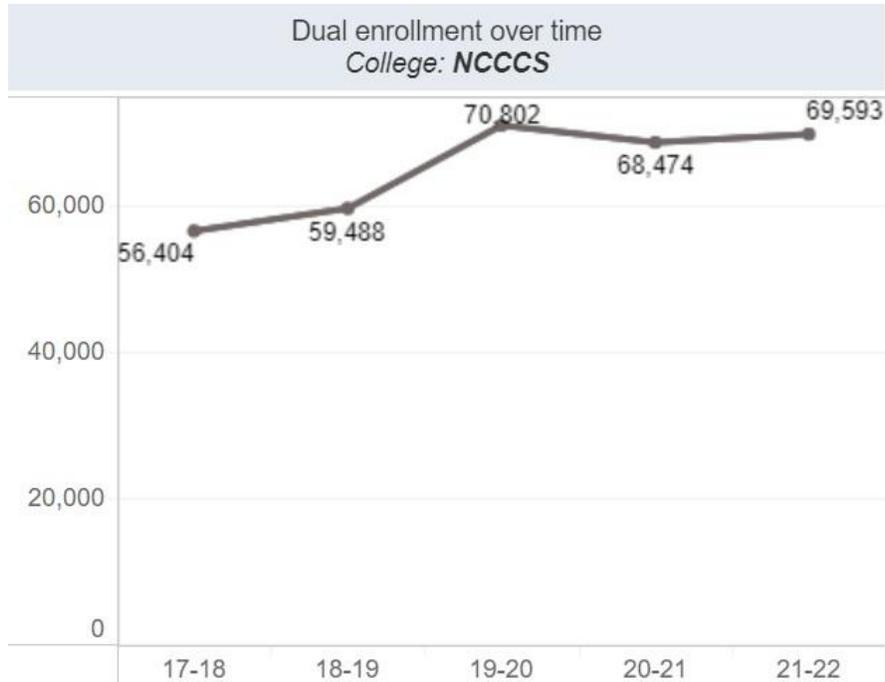
The North Carolina Community College System, with the Department of Commerce, reviewed employment status and wage outcomes of Career and College Promise students who graduated high school in 2019. These students were not enrolled in any postsecondary institution in 2020-2021 and had a full-time or part-time employment record in Quarter 1 of 2021. This sample is limited to those students whose social security numbers matched with Department of Commerce records. Students with missing social security numbers or whose employment is not tracked by the NC Department of Commerce (e.g., self-employed, federal employees, or those employed out of state) were not included. Wage records for 792 Transfer and 2,476 CTE pathway 2019 high school graduates were found for 1st quarter of 2021. The Quarter 1 median wage for transfer students was \$4,150 and the median wage for CTE students was \$4,555.

Workforce Continuing Education Pathway

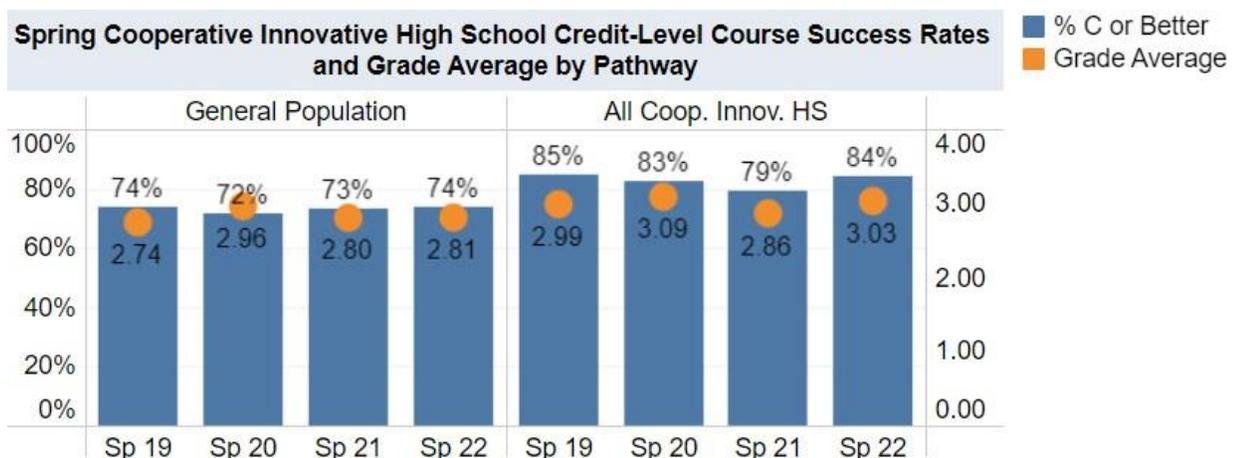
Legislative action in 2017 provided tuition waivers for high school students to participate in Workforce Continuing Education (CE) courses through the CCP CTE program. These courses allow students to pursue State and industry-recognized credentials for workforce entry. During the 2021-2022 academic year, 727 students were enrolled in the Workforce Continuing Education pathway, up from 386 in 2020-2021. In addition, the System Office approved applications from 26 colleges working in collaboration with 85 high schools across the state to offer 187 Workforce Continuing Education pathways to high school students. Currently, 46 of 58 community colleges (79%) have been approved to offer CE pathways.

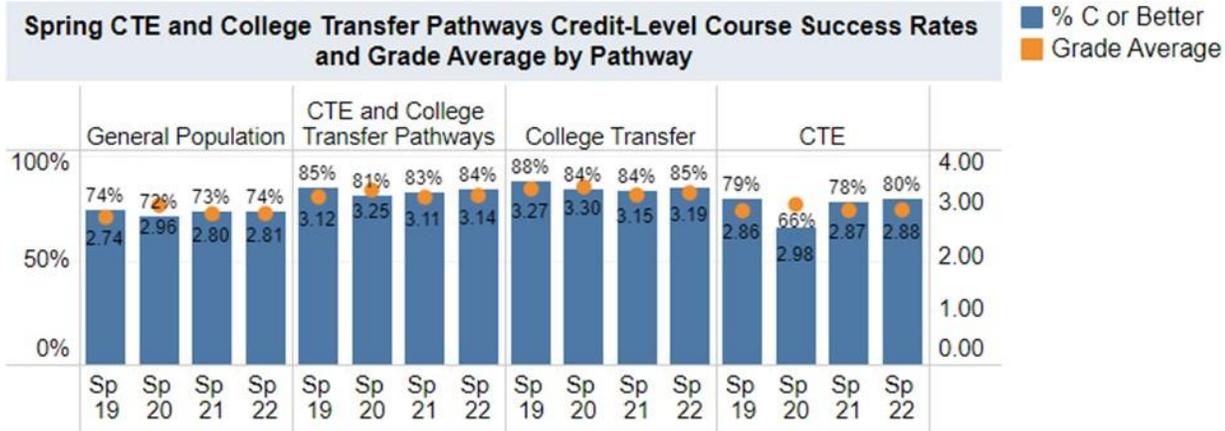
COVID-19 Impacts on Student Success

Enrollment in Career and College Promise has been steadily increasing over time. There was a slight decline in enrollment in 2020-2021, a possible effect of COVID-19, that has begun to rebound in 2021-2022. **The 1.6% enrollment increase in 2021-2022 has lifted enrollment to near pre-COVID-19 levels.**



To assess the impacts of COVID-19 on student success, a comparison of course success rates, GPAs, and course grades for Spring terms prior to and post the pandemic was conducted. Overall, course success rates and GPAs have continued to improve for Cooperative Innovative High School students, College Transfer students, and CTE students. Course success rates and GPAs have rebounded back to pre-COVID levels.





Career and College Promise Cost Analysis

This portion of the report responds to the requirements of the legislation enacted as rewritten in G.S. § 115D-5(x), which establishes that “In addition to the evaluation of cooperative innovative high schools by the State Board of Education pursuant to G.S. §115C-238.55, the State Board of Community Colleges, in conjunction with the State Board of Education and the Board of Governors of The University of North Carolina, shall evaluate the success of students participating in the Career and College Promise Program, including the College Transfer pathway and the Career and Technical Education pathway. 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 in career or study-related fields, and employer satisfaction of employees who participated in the programs. 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:

1. 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.
2. 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.

3. 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 time.

The Boards shall jointly report by March 15 of each year to the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Committee on Education, and the Fiscal Research Division of the General Assembly. The report shall be combined with the evaluation of cooperative innovative high schools required by G.S. §115C-238.55, and the Community Colleges System Office shall be responsible for submitting the combined report to the Committee.”

Career and College Promise Total Enrollment Funding

During the 2021-2022 academic year, 69,593 high school students participated in Career and College Promise (CCP) through the NC Community College System. 21,756 (31%) students participated in Cooperative Innovative High School (CIHS) Programs (Early College, Middle College, or Other Innovative High School), 9,442 students participated in Career and Technical Education pathways, and 38,395 students participated in College Transfer pathways as their primary pathway. 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.

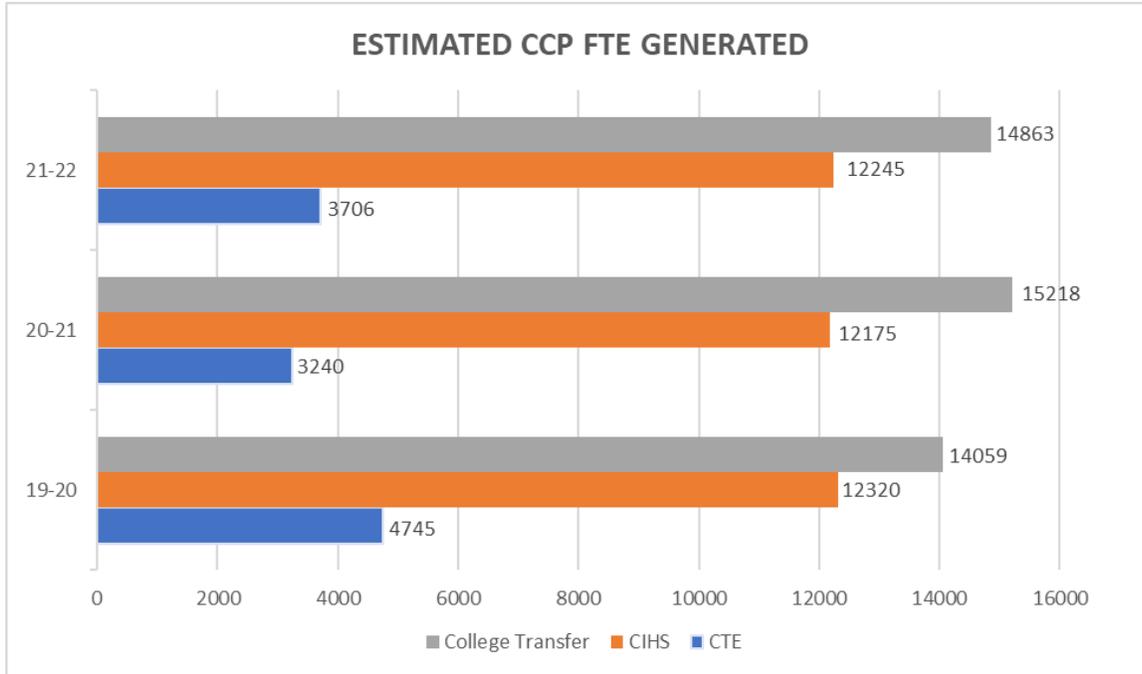
ESTIMATED FTE + WAIVER COST			
Estimated Overall Cost	19-20	20-21	21-22
Estimated College Transfer	\$80,209,122	\$89,197,040	\$89,659,735
Estimated CTE Waters	\$25,541,735	\$20,079,295	\$23,811,066
Estimated CTE - Workforce CE	\$122,034	\$181,708	\$528,862
Estimated Total Pathway Cost	\$108,872,891	\$109,458,043	\$113,999,663
Estimated Total CIHS CIHS	\$70,738,854	\$71,738,345	\$74,335,594

Estimated Curriculum Full-Time Equivalency (FTE)

State Board of Community Colleges Code (SBCCC) defines “Budget Full-Time Equivalent” (BFTE) as the number of full-time equivalent students for which colleges are funded through State funding formulas. SBCC further defines “FTE student” as an amount of instruction that equates to 512 student hours in membership. Students participating in Career and College Promise are included in curriculum FTE.

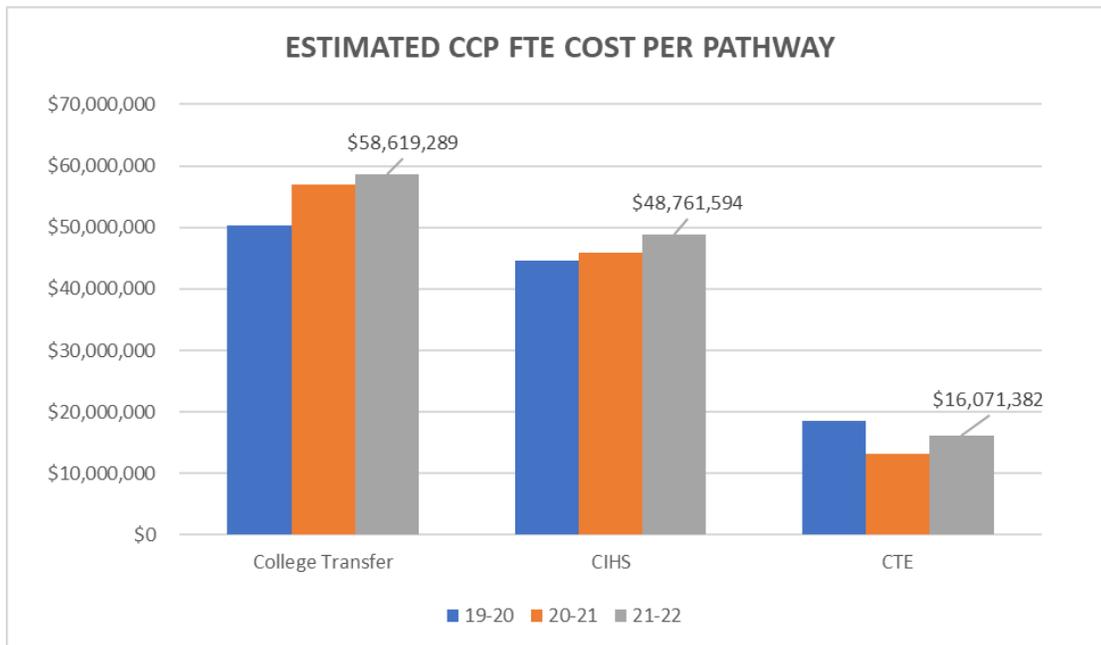
Over the past three years, FTE for all three Career and College Promise pathways has remained steady, with small variances in estimated curriculum FTE generated. For 2021-2022, the total estimated curriculum FTE for Career and College Promise was 30814.0. The Career and Technical Education (CTE) pathway showed a marked increase in estimated FTE growing from 3240.0 estimated curriculum FTE in 2020-2021 to 3705.9 estimated curriculum FTE in 2021-2022, a 14% increase.

ESTIMATED CURRICULUM FTE GENERATED				
		19-20	20-21	21-22
Total Estimated FTE		31124.1	30632.4	30814
		18804.2	18457.6	18568.7
Estimated College Transfer		14059.1	15217.6	14862.8
	<i>Tier 1A</i>	259.3	277.4	314.5
	<i>Tier 1B</i>	3907.1	4427.3	4193.9
	<i>Tier 2</i>	9892.7	10512.9	10354.3
Estimated CTE		4745.1	3240	3705.9
	<i>Tier 1A</i>	1847.6	1323.9	1654.8
	<i>Tier 1B</i>	660.7	449.2	470.2
	<i>Tier 2</i>	2236.9	1466.8	1580.9
Estimated CIHS		12319.9	12174.8	12245.3
	<i>Tier 1A</i>	615.8	538.6	637.7
	<i>Tier 1B</i>	3526.8	3612.6	3523
	<i>Tier 2</i>	8177.3	8023.6	8084.6



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.

ESTIMATED CURRICULUM FTE COST			
	19-20	20-21	21-22
Total	\$113,486,564	\$116,033,642	\$123,452,266
<i>Pathway</i>	<i>\$68,873,852</i>	<i>\$70,121,958</i>	<i>\$74,690,672</i>
Transfer	\$50,394,851	\$56,915,736	\$58,619,289
Tier 1A	\$1,153,941	\$1,285,356	\$1,538,058
Tier 1B	\$15,378,321	\$18,151,981	\$18,138,780
Tier 2	\$33,862,589	\$37,478,399	\$38,942,452
CTE	\$18,479,001	\$13,206,221	\$16,071,382
Tier 1A	\$8,221,792	\$6,135,126	\$8,092,033
Tier 1B	\$2,600,466	\$1,841,797	\$2,033,561
Tier 2	\$7,656,743	\$5,229,298	\$5,945,788
CIHS	\$44,612,712	\$45,911,684	\$48,761,594
Tier 1A	\$2,740,088	\$2,495,699	\$3,118,445
Tier 1B	\$13,881,657	\$14,811,763	\$15,237,110
Tier 2	\$27,990,967	\$28,604,223	\$30,406,040



Career and College Promise Number and Cost of Tuition Waivers

As members of an authorized group as defined in G.S. § 115D-20(4), eligible North Carolina high school students participating in Career and College Promise are granted access to course waivers that apply to tuition and registration fees as authorized by G.S. § 115D-5(b)(12). Colleges are authorized to provide courses in approved Career and College Promise Pathways. Additionally, colleges are responsible for ensuring that students are appropriately enrolled in Career and College Promise pathways consistent with the State Board of Community Colleges (SBCC) Career and College Promise Operating Procedures. A three-year analysis of the number and cost of waivers provided for Career and College Promise participants is provided.

Note: this is the total cost of tuition waivers.

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	\$25,573,999
Estimated Total Pathways Waiver Cost	\$66,048,023	\$65,046,268	\$64,535,350

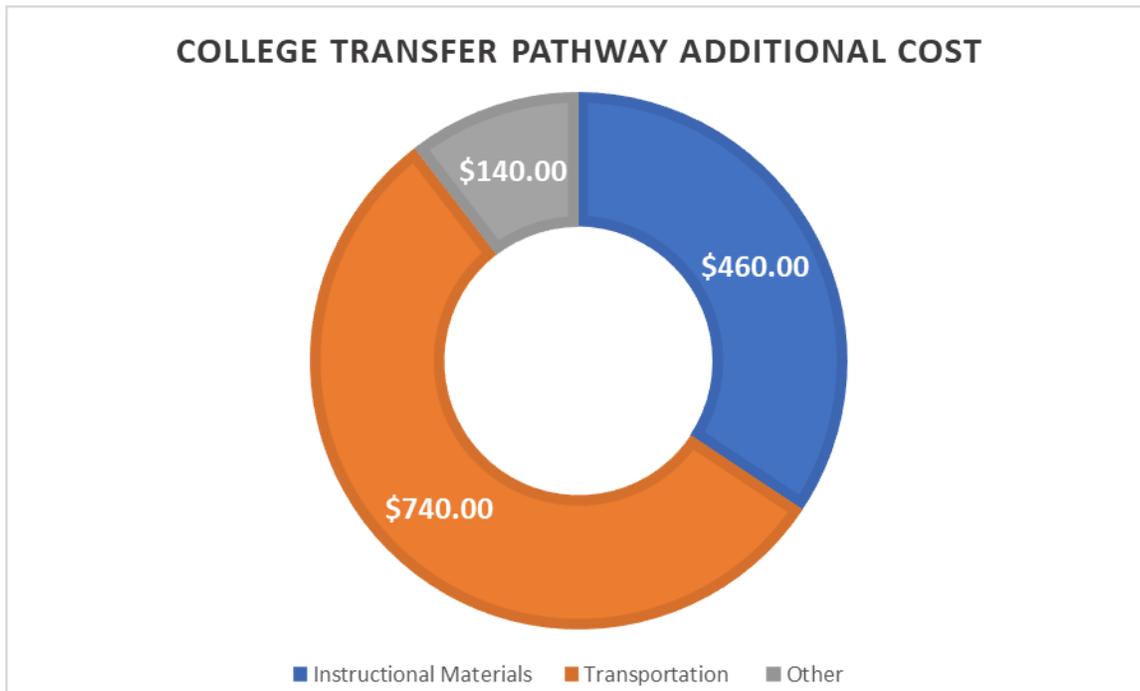
ESTIMATED NUMBER OF COURSE WAIVERS			
	19-20	20-21	21-22
Estimated College Transfer Waivers	133,734	144,102	140,112
Estimated CTE Waivers	45,137	30,681	34,936
Estimated CTE - Workforce CE Waivers	268	407	1,186
Estimated CIHS Waivers	117,191	115,289	115,437
Estimated Total Number of Waivers	296,330	290,479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

Additional Costs for Career and College Promise Participants*

College Transfer Pathways

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 estimated instructional supply cost for a student in a College Transfer Pathway is approximately \$460. These instructional supply costs may include, but are not limited to, textbooks, text access codes, writing utensils, notebooks, and equipment rental fees.

The average estimated transportation cost for a student in a College Transfer Pathway is approximately \$740. Transportation costs may include, but are not limited to, fuel, bus passes, parking passes, and parking fees. Other associated costs that students may have incurred during the academic year are additional course fees associated with enrollment, lab fees, or student activities fees not otherwise imposed.

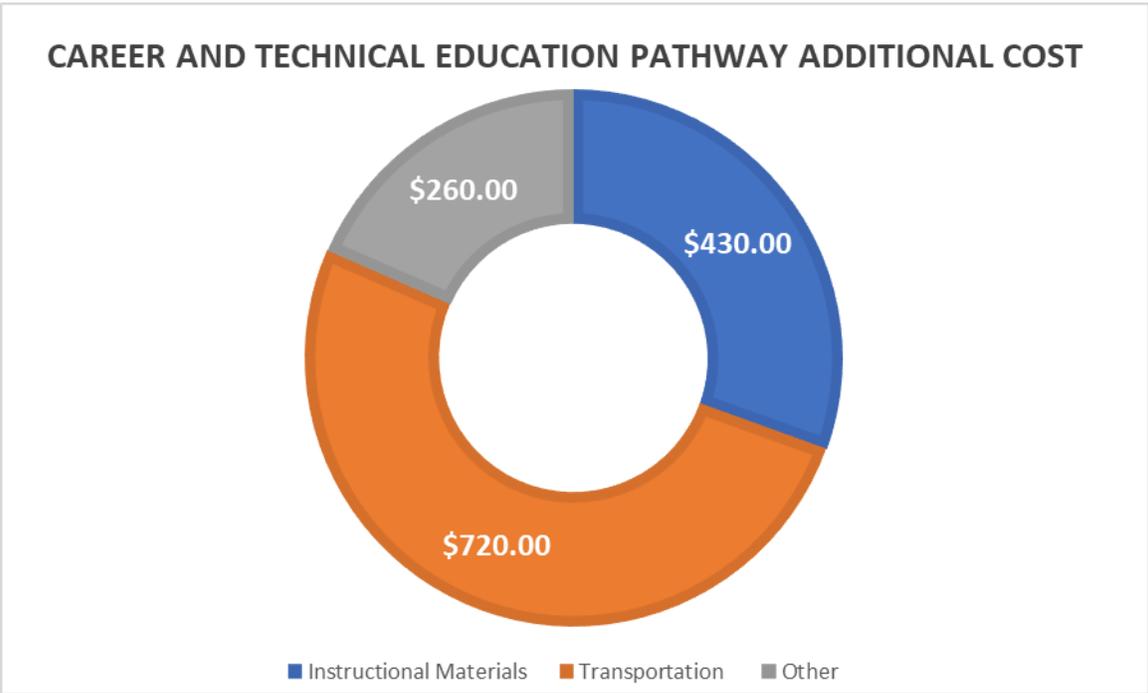


Career and Technical Education Pathways

The average student enrolled in a Career and Technical Education Pathway may have incurred an additional estimated cost of \$1,410.00 over the course of the academic year. The average

estimated instructional supply costs for a student in a Career and Technical Pathway is \$430.00. These instructional supply costs may have included, but are not limited to, textbooks, text access codes, tool kits, notebooks, background checks, equipment rental fees, and software.

The average estimated transportation cost for a student in a Career and Technical Pathway is \$720.00. Transportation costs may include, but are not limited to, fuel, bus passes, parking passes, and parking fees. Other associated costs that students may have incurred during the academic year are additional course fees associated with enrollment, lab fees, licensure exams, or student activities fees not otherwise imposed.



Cooperative Innovative High Schools

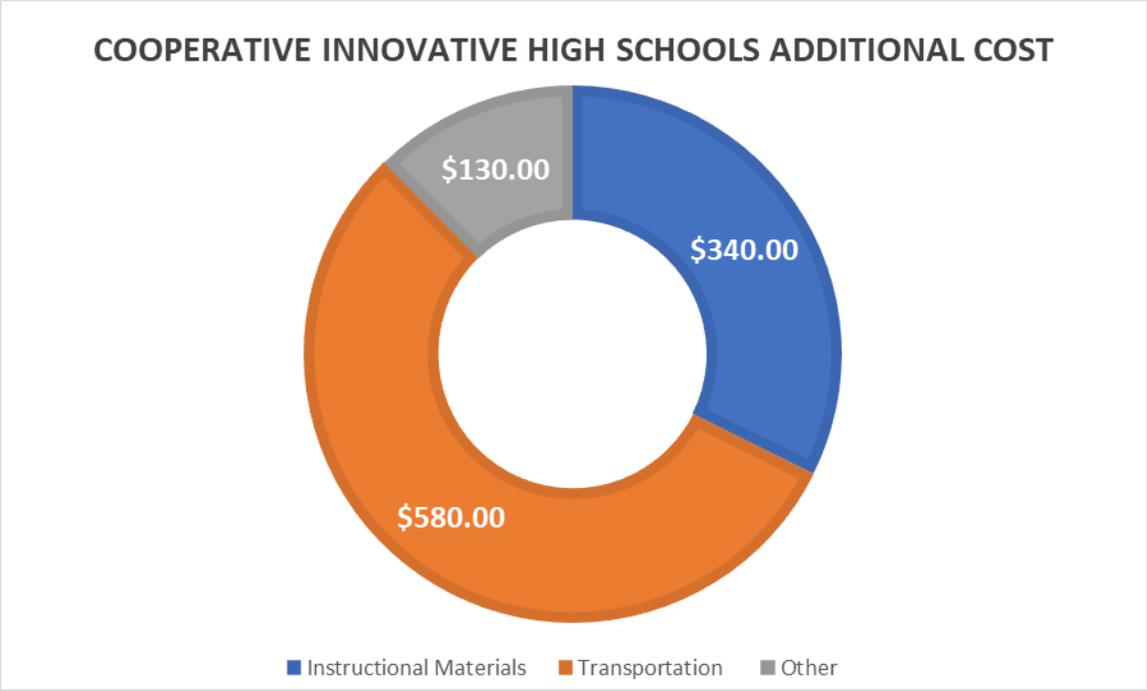
A small portion of students attending a Cooperative Innovative High School may have incurred an additional estimated cost of \$1050.00 over the course of the academic year. Most students enrolled in cooperative innovative high schools incur no additional associated costs.

An overwhelming majority of Cooperative Innovative High Schools provide instructional supplies, drastically reducing the costs associated with enrollment. CIHS students may spend

an estimated \$340 on instructional materials and supplies. Instructional supply costs may have included, but are not limited to, textbooks, text access codes, tool kits, writing utensils, notebooks, background checks, equipment rental fees, and software.

An overwhelming majority of Cooperative Innovative High Schools provide transportation for their students. Of those CIHS that do not provide transportation, an average transportation cost of \$580.00 may be incurred by the student. Transportation costs include, but are not limited to, fuel, bus passes, parking passes, and parking fees. These transportation costs were most often incurred by students attending a CIHS that is not housed on a college campus.

Other costs for Cooperative Innovative High School students, estimated at \$130.00, may be incurred during the academic year. Additional costs may have included course fees associated with enrollment, lab fees, licensure exams, or student activities fees not otherwise imposed.



*Note: These costs are those reported by the colleges and do not include additional costs through the K-12 partner.

UNC SYSTEM NC Public High Schools

Institutions within the University of North Carolina (UNC) system admitted 86,542* students from NC Public High Schools, including Charters, for Fall 2022 based on preliminary results.

UNC system admissions of NC Public High School students decreased by 2,282 (2.6%) students admitted from Fall 2021. Refer to Table 6 for admissions of Cooperative Innovative High School students.

Table 3: NC Public High School student admissions to UNC System schools, Fall 2022

UNC Institution	Number of NC public high school students admitted to UNC Institutions, Fall 2022** (As of 11/10/2022***)
Appalachian State University	10,759
East Carolina University	11,973
Elizabeth City State University	1,323
Fayetteville State University	2,397
North Carolina A&T State University	4,759
North Carolina Central University	3,105
North Carolina State University	7,830
University of North Carolina – Asheville	1,831
University of North Carolina – Chapel Hill	4,436
University of North Carolina – Charlotte	10,605
University of North Carolina – Greensboro	6,873
University of North Carolina – Pembroke	1,974
University of North Carolina – Wilmington	6,703
University of North Carolina – School of the Arts	53
Western Carolina University	9,144
Winston-Salem State University	2,777
UNC Total	86,542

*Note: Students may apply and be admitted to multiple UNC Institutions.

**Cooperative Innovative High School students are excluded from this table.

***Neither IPEDS Admissions nor the Freshmen Admissions and Performance dashboard have yet been finalized for the current year, this data should be considered preliminary. Refer to the UNC System [Stats, Data, & Reports](#) page for official results.

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION (NCDPI) Cooperative Innovative High School (CIHS) Programs

In response to N.C.G.S. §115C-238.50, the North Carolina Department of Public Instruction (NCDPI) initially established Cooperative Innovative High Schools (CIHS) in 2004 with the NC Community Colleges System (NCCCS) and the University of North Carolina General Administration (UNCGA). G.S. §115C-238.50 authorizes “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. These cooperative innovative high school programs shall target any of the following groups: (1) High school students who are at risk of dropping out of school before attaining a high school diploma. (1a) High school students with parents who did not continue education beyond high school. (2) High school students who would benefit from accelerated academic instruction.”

In the nineteen 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, continue to see increased academic outcomes that surpass those of students across the state. CIHS programs continue to open in North Carolina school districts, though with fewer CIHS opening in North Carolina in recent years. As these CIHS programs grow and expand enrollment, an increasing number of students are benefitting from new opportunities, leading to stronger outcomes, with higher rates of academic achievement, graduation and postsecondary enrollment and completion.

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 other innovative CIHS models, including STEM schools and career academies.

North Carolina has made significant progress in opening and sustaining innovative secondary schools that share the critical goal of graduating every student for success in college, careers and life. **For 2021-2022, CIHS programs extended across 85 of the state's 115 school districts, with 133 individual schools operating for the 2021-2022 school year.**

Currently in operation for the 2022-2023 school year, there are 134 CIHS programs in 85 of the state's 115 school districts. The Cabarrus Health Sciences Institute and the Wake Early College of Information and Biotechnologies opened in Fall 2022. The Early/Middle College at Bennett College graduated its final cohort of students and closed in May 2022.

NC Session Law 2020-64 established that the State Board of Education may only conditionally approve up to three applications for CIHS that request additional funds to open in a school year. This is important to note because it made the process potentially more competitive to open a new CIHS.

As it does each year, 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.

CIHS programs are supported by a partnership between NCDPI, NCCCS, the UNCS, and the NCICU. The Joint Advisory Committee (JAC), per legislation, comprises staff from each agency, who meet regularly and collaborate to support CIHS throughout the year and to provide oversight and guidance to the program, including technical support, resource development, policy implementation and data collection and analysis. The JAC also provides application development support, leads the application review of new CIHS applicants, and provides recommendations to agency governing boards.

Figure 1: NC Cooperative Innovative High Schools, September 2022

NC Cooperative Innovative High Schools AS OF SEPTEMBER 2022



Partner agencies also lend specialized support for CIHS programs based on the needs of the schools. As the lead agency, NCDPI works closely with the CIHS to support implementation. NCDPI hosts regular webinars for principals, counselors and college liaisons, and site visits with technical assistance to each new CIHS. NCDPI and the JAC also develop various resources to support development and implementation of the CIHS, shared via the [NCDPI CIHS website](#). NCDPI updated the [CIHS Design and Implementation Guide](#) in 2021 to include Promising Practices from CIHS across North Carolina.

Together, these schools are transforming teaching and learning for their students, while also helping to prompt the growth of innovative practices in many other districts and schools. A growing number of districts are now embracing similar innovations for all their schools, as more CIHS demonstrate sustained success.

The state's most recent data from NCDPI, the NCCCS, UNCS, 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.

Cooperative Innovative High Schools Data Highlights:

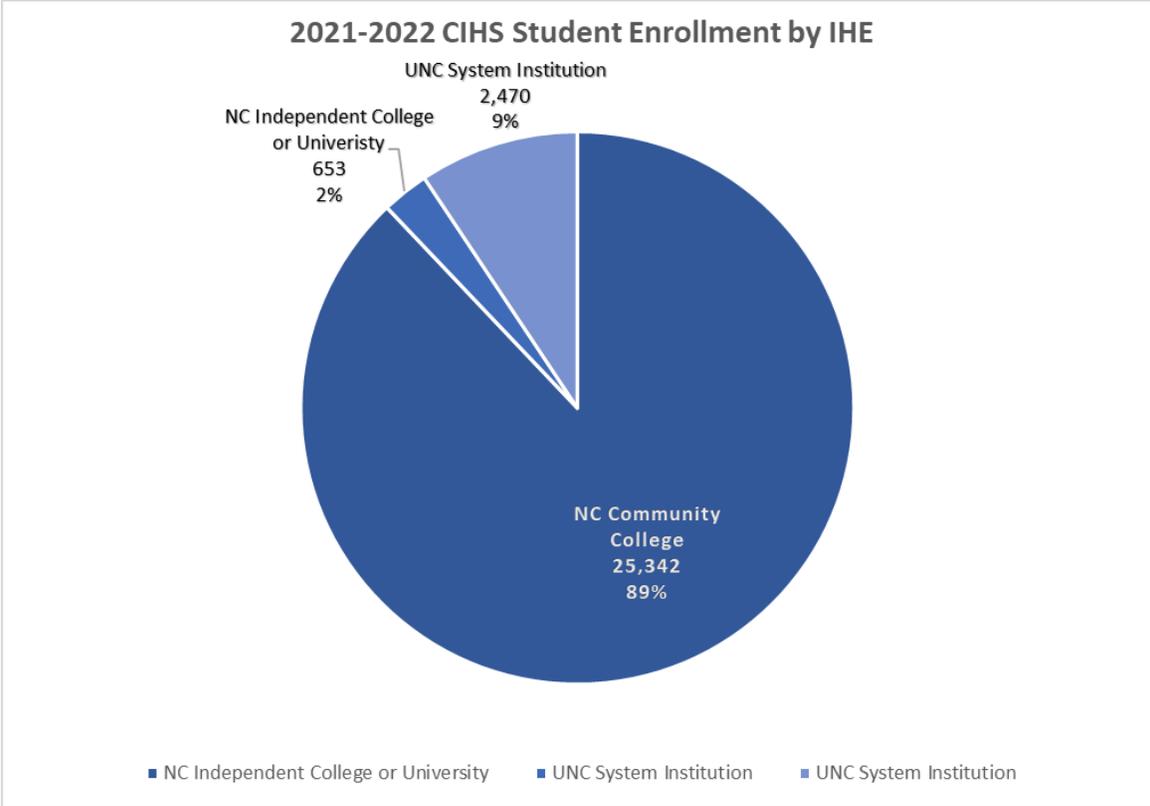
- Enrollment in CIHS in 2021-2022 was **28,465** students; this is a decrease of 428 students from the previous school year. In total, **6,243** students graduated from

Cooperative Innovative High Schools in 2020-2021, a decrease of 110 students from the previous year.

- High school retention and completion rates for CIHS were **above** the state averages, with the average CIHS rates above 95%.
- The average high school drop-out rate of CIHS programs was **below** the state average.
- CIHS students at community colleges received better grades, on average, than the general population of students, with **84%** averaging a passing grade of a C or better. This is 13% higher than the general population.
- **1,184** individual students at 35 CIHS (out of 133) 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.
- **3,199** CIHS students graduated with an associate degree. This is an increase of 282 students from the previous school year.

- **10,683** applications from CIHS students were accepted by UNC System four-year institutions, based on UNC System Data. This is an increase of 539 applications from the previous school year.
- **2,313** applications from CIHS students were accepted by North Carolina Independent Colleges and Universities, based on NCICU data. This is an increase of 53 applications from the previous school year.

Figure 2: 2021-2022 Cooperative Innovative High School student enrollment by Institution of Higher Education (IHE)



Following the complete data captured below in response to legislative requirements, this report includes success stories from across North Carolina’s network of CIHS. These stories of student and of school transformations richly illustrate the powerful impact CIHS programs are having in our communities. These stories also show abundantly how CIHS are improving outcomes of the CIHS target populations: first-generation college goers, students at risk of dropping out, and students who benefit from accelerated academic instruction. Several CIHS programs are expanding pathways for students to include more career-ready opportunities, often leading to good jobs in their 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 NCDPI, NCCCS, the UNC System, and NCICU, SBE/NCDPI expect continued progress to increase access and

successful participation in Cooperative Innovative High Schools across North Carolina to further meet the intent of the legislation.

Table 4: List of Approved Cooperative Innovative High Schools by School District and Institution of Higher Education (IHE) partner, Fall 2022

#	PSU Name	School Name	IHE Name
1	Alamance-Burlington Schools	Alamance-Burlington Early College High School	Alamance Community College
2	Alexander County Schools	Alexander Early College High School	Catawba Valley Community College
3	Anson County Schools	Anson County Early College High School	South Piedmont Community College
4	Ashe County Schools	Ashe County Early College High School	Wilkes Community College
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	A-B Technical Community College
6	Beaufort County Schools	Beaufort County Early College High School	Beaufort County Community College
7	Bertie County Schools	Bertie County Early College High School	Martin Community College
8	Bladen County Schools	Bladen County Early College High School	Bladen Community College
9	Brunswick County Schools	Brunswick County Early College High School	Brunswick Community College
10	Buncombe County Schools	Buncombe County Early College High School	A-B Tech Community College
11	Buncombe County Schools	Buncombe County Middle College High School	A-B Tech Community College
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	A-B Technical Community College
13	Burke County Schools	Burke Middle College High School	Western Piedmont Community College
14	Cabarrus County Schools	Cabarrus Early College of Technology	Rowan-Cabarrus Community College
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	Rowan-Cabarrus Community College

#	PSU Name	School Name	IHE Name
16	Cabarrus County Schools	Cabarrus Health Sciences Institute	Cabarrus College of Health Sciences
17	Caldwell County Schools	Caldwell Applied Sciences Academy	Caldwell Community College
18	Caldwell County Schools	Caldwell Early College High School	Caldwell Community College
19	Camden County Schools	Camden Early College High School	College of the Albemarle
20	Carteret County Public Schools	Marine Science and Technology Early College High School	Carteret Community College
21	Catawba County Schools	Challenger Early College High School	Catawba Valley Community College
22	Charlotte-Mecklenburg Schools	Cato Middle College High School	Central Piedmont Community College
23	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	UNC Charlotte
24	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	UNC Charlotte
25	Charlotte-Mecklenburg Schools	Harper Middle College High School	Central Piedmont Community College
26	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	Central Piedmont Community College
27	Charlotte-Mecklenburg Schools	Levine Middle College High School	Central Piedmont Community College
28	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	Central Piedmont Community College
29	Charlotte-Mecklenburg Schools	Performance Learning Center	Central Piedmont Community College
30	Chatham County Schools	Chatham County School of Science and Engineering	Central Carolina Community College
31	Cherokee County Schools	Tri-County Early College High School	Tri-County Community College
32	Cleveland County Schools	Cleveland Early College High School	Cleveland Community College
33	Columbus County Schools	Columbus Career and College Academy	Southeastern Community College
34	Craven County Schools	Craven Early College High School	Craven Community College

#	PSU Name	School Name	IHE Name
35	Craven County Schools	Early College EAST High School	Craven Community College
36	Cumberland County Schools	Cross Creek Early College High School	Fayetteville State University
37	Cumberland County Schools	Cumberland International Early College High School	Fayetteville State University
38	Cumberland County Schools	Cumberland Polytechnic High School	Fayetteville Tech Community College
39	Currituck County Schools	J.P. Knapp Early College High School	College of the Albemarle
40	Davidson County Schools	Davidson Early College High School	Davidson-Davie Community College
41	Davidson County Schools	Yadkin Valley Regional Career Academy	Davidson-Davie Community College
42	Davie County Schools	Davie County Early College High School	Davidson-Davie Community College
43	Duplin County Schools	Duplin Early College High School	James Sprunt Community College
44	Durham Public Schools	City of Medicine Academy	Durham Tech Community College
45	Durham Public Schools	Durham School of Technology (formerly Hillside New Tech High School)	Durham Tech Community College
46	Durham Public Schools	Josephine Dobbs Clement Early College High School	North Carolina Central University
47	Durham Public Schools	Middle College High School at DTCC	Durham Tech Community College
48	Edgecombe County Public Schools	Edgecombe Early College High School	Edgecombe Community College
49	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	College of the Albemarle
50	Franklin County Schools	Franklin County Early College High School	Vance-Granville Community College
51	Gaston County Schools	Gaston Early College High School	Gaston College
52	Gaston County Schools	Gaston Early College of Medical Sciences	Gaston College

#	PSU Name	School Name	IHE Name
53	Granville County Schools	Granville Early College High School	Vance-Granville Community College
54	Greene County Schools	Greene Early College High School	Lenoir Community College
55	Guilford County Schools	Early College at Guilford College	Guilford College
56	Guilford County Schools	Early/Middle College at GTCC - Greensboro	Guilford Tech Community College
57	Guilford County Schools	Early/Middle College at GTCC - High Point	Guilford Tech Community College
58	Guilford County Schools	Early/Middle College at GTCC - Jamestown	Guilford Tech Community College
59	Guilford County Schools	A&T Four Middle College (formerly Early/Middle College at NC A&T)	North Carolina A&T State University
60	Guilford County Schools	Greensboro College Middle College	Greensboro College
61	Guilford County Schools	Middle College at UNCG	UNC Greensboro
62	Guilford County Schools	STEM Early College at NC A&T	North Carolina A&T State University
63	Guilford County Schools	The Academy at Ben L. Smith High School	Guilford Tech Community College
64	Guilford County Schools	The Kearns Academy at Central	Guilford Tech Community College
65	Halifax County Schools	Halifax County Early College High School	Halifax Community College
66	Harnett County Schools	Harnett County Early College High School	Central Carolina Community College
67	Haywood County Schools	Haywood Early College High School	Haywood Community College
68	Henderson County Schools	Henderson County Early College High School	Blue Ridge Community College
69	Hertford County Schools	Hertford County Early College High School	Roanoke-Chowan Community College
70	Hoke County Schools	SandHoke Early College High School	Sandhills Community College
71	Hyde County Schools	Hyde Academy (formerly Mattamuskeet Early College High School)	Beaufort County Community College

#	PSU Name	School Name	IHE Name
72	Iredell-Statesville Schools	Agriculture and Science Early College High School	Mitchell Community College
73	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	Mitchell Community College
74	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	Mitchell Community College
75	Jackson County Public Schools	Blue Ridge Early College High School	Southwestern Community College
76	Jackson County Public Schools	Jackson County Early College High School	Southwestern Community College
77	Johnston County Public Schools	Johnston County Early College Academy	Johnston Community College
78	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy	Johnston Community College
79	Lee County Schools	Lee County Early College High School	Central Carolina Community College
80	Lenoir County Public Schools	Lenoir County Early College High School	Lenoir Community College
81	Macon County Schools	Macon County Early College High School	Southwestern Community College
82	Madison County Schools	Madison Early College High School	A-B Tech Community College
83	McDowell County Schools	McDowell Academy for Innovation	McDowell Community College
84	McDowell County Schools	McDowell Early College High School	McDowell Community College
85	Mitchell County Schools	Mayland Early College High School	Mayland Community College
86	Montgomery County Schools	Montgomery County Early College High School	Montgomery Community College
87	Nash County Public Schools	Center for Industry, Technology and Innovation High School	Nash Community College
88	Nash County Public Schools	Nash-Rocky Mount Early College High School	Nash Community College
89	New Hanover County Schools	Isaac M. Bear Early College High School	UNC Wilmington

#	PSU Name	School Name	IHE Name
90	New Hanover County Schools	Southeast Area Technical High School	Cape Fear Community College
91	New Hanover County Schools	Wilmington Early College High School	Cape Fear Community College
92	Northampton County Schools	Northampton County Early College High School	Halifax Community College
93	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	Martin Community College
94	Onslow County Schools	Onslow Early College High School	Coastal Carolina Community College
95	Pender County Schools	Pender Early College High School	Cape Fear Community College
96	Person County Schools	Person Early College for Innovation and Leadership	Piedmont Community College
97	Pitt County Schools	Innovation Early College High School	East Carolina University
98	Pitt County Schools	Pitt County Early College High School	Pitt Community College
99	Polk County Schools	Polk County Early College High School	Isothermal Community College
100	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	Robeson Community College
101	Randolph County School System	Randolph Early College High School	Randolph Community College
102	Richmond County Schools	Richmond County Early College High School	Richmond Community College
103	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	Halifax Community College
104	Rockingham County Schools	Rockingham County Early College High School	Rockingham Community College
105	Rowan-Salisbury Schools	Rowan County Early College High School	Rowan-Cabarrus Community College
106	Rutherford County Schools	Rutherford Early College High School	Isothermal Community College
107	Sampson County Schools	Sampson Early College High School	Sampson Community College

#	PSU Name	School Name	IHE Name
108	Scotland County Schools	Scotland Early College High School	Richmond Community College
109	Stanly County Schools	Stanly Early College High School	Stanly Community College
110	Stanly County Schools	Stanly STEM Early College High School	Stanly Community College
111	Stokes County Schools	Stokes County Early College High School	Forsyth Tech Community College
112	Surry County Schools	Surry Early College High School of Design	Surry Community College
113	Tyrrell County Schools	Columbia Early College High School	Beaufort County Community College
114	Union County Public Schools	Union County Early College High School	South Piedmont Community College
115	Vance County Schools	Vance County Early College High School	Vance-Granville Community College
116	Wake County Schools	North Wake College and Career Academy	Wake Tech Community College
117	Wake County Schools	Vernon Malone College and Career Academy	Wake Tech Community College
118	Wake County Schools	Wake Early College of Health and Science	Wake Tech Community College
119	Wake County Schools	Wake Early College of Information and Biotechnologies	Wake Tech Community College
120	Wake County Schools	Wake STEM Early College High School	North Carolina State University
121	Wake County Schools	Wake Young Men's Leadership Academy	St. Augustine University
122	Wake County Schools	Wake Young Women's Leadership Academy	St. Augustine University
123	Warren County Schools	Warren Early College High School	Vance-Granville Community College
124	Washington County Schools	Washington County Early College High School	Beaufort Community College
125	Watauga County Schools	Watauga Innovation Academy	Caldwell Community College and Tech Institute
126	Wayne County Public Schools	Wayne Early/Middle College High School	Wayne Community College

#	PSU Name	School Name	IHE Name
127	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	Wayne Community College
128	Weldon City Schools	Roanoke Valley Early College High School	Halifax Community College
129	Wilkes County Schools	Wilkes Early College High School	Wilkes Community College
130	Wilson County Schools	Wilson Academy of Applied Technology	Wilson Community College
131	Wilson County Schools	Wilson Early College Academy	Wilson Community College
132	Winston Salem/ Forsyth County Schools	Early College of Forsyth County	Forsyth Tech Community College
133	Winston Salem/ Forsyth County Schools	Middle College of Forsyth County	Forsyth Tech Community College
134	Yadkin County Schools	Yadkin Early College High School	Surry Community College

Table 5: Retention rate and cohort graduation rate of Cooperative and Innovative High Schools for the 2021-2022 school year; number of dropouts from the 2020-2021 school year

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
1	Alamance-Burlington Schools	Alamance-Burlington Early College High School	>95%	*	>95%
2	Alexander County Schools	Alexander Early College High School	>95%	*	>95%
3	Anson County Schools	Anson County Early College High School	>95%	*	>95%
4	Ashe County Schools	Ashe County Early College High School	>95%	*	*
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	>95%	*	>95%
6	Beaufort County Schools	Beaufort County Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
7	Bertie County Schools	Bertie County Early College High School	>95%	*	>95%
8	Bladen County Schools	Bladen County Early College High School	>95%	*	*
9	Brunswick County Schools	Brunswick County Early College High School	>95%	*	>95%
10	Buncombe County Schools	Buncombe County Early College High School	>95%	*	94.3%
11	Buncombe County Schools	Buncombe County Middle College High School	>95%	*	>95%
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	>95%	*	>95%
13	Burke County Schools	Burke Middle College High School	>95%	*	>95%
14	Cabarrus County Schools	Cabarrus Early College of Technology	>95%	*	>95%
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	>95%	*	>95%
16	Caldwell County Schools	Caldwell Applied Sciences Academy	>95%	*	>95%
17	Caldwell County Schools	Caldwell Early College High School	>95%	*	>95%
18	Camden County Schools	Camden Early College High School	>95%	*	>95%
19	Carteret County Public Schools	Marine Science and Technology Early College High School	>95%	*	*
20	Catawba County Schools	Challenger Early College High School	>95%	*	>95%
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	92%	<10	>95%
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	>95%	<10	>95%
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	>95%	*	*

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
24	Charlotte-Mecklenburg Schools	Harper Middle College High School	>95%	<10	>95%
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	>95%	*	86.6%
26	Charlotte-Mecklenburg Schools	Levine Middle College High School	>95%	*	>95%
27	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	>95%	<10	>95%
28	Charlotte-Mecklenburg Schools	Performance Learning Center	>95%	<10	93.1%
29	Chatham County Schools	Chatham County School of Science and Engineering	>95%	*	>95%
30	Cherokee County Schools	Tri-County Early College High School	>95%	*	>95%
31	Cleveland County Schools	Cleveland Early College High School	>95%	*	>95%
32	Columbus County Schools	Columbus Career and College Academy	>95%	*	90.1%
33	Craven County Schools	Craven Early College High School	>95%	*	>95%
34	Craven County Schools	Early College EAST High School	>95%	*	>95%
35	Cumberland County Schools	Cross Creek Early College High School	>95%	*	>95%
36	Cumberland County Schools	Cumberland International Early College High School	>95%	*	>95%
37	Cumberland County Schools	Cumberland Polytechnic High School	>95%	<10	>95%
38	Currituck County Schools	J.P. Knapp Early College High School	95%	*	>95%
39	Davidson County Schools	Davidson Early College High School	>95%	*	>95%
40	Davidson County Schools	Yadkin Valley Regional Career Academy	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
41	Davie County Schools	Davie County Early College High School	>95%	*	>95%
42	Duplin County Schools	Duplin Early College High School	95%	*	>95%
43	Durham Public Schools	City of Medicine Academy	>95%	*	>95%
44	Durham Public Schools	Durham School of Technology	>95%	*	>95%
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	>95%	*	>95%
46	Durham Public Schools	Middle College High School at DTCC	95%	<10	>95%
47	Edgecombe County Public Schools	Edgecombe Early College High School	>95%	*	>95%
48	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	>95%	*	>95%
49	Franklin County Schools	Franklin County Early College High School	95%	*	93.3%
50	Gaston County Schools	Gaston Early College High School	>95%	*	>95%
51	Gaston County Schools	Gaston Early College of Medical Sciences	N/A	*	*
52	Granville County Schools	Granville Early College High School	95%	*	>95%
53	Greene County Schools	Greene Early College High School	>95%	*	>95%
54	Guilford County Schools	Early College at Guilford College	>95%	*	>95%
55	Guilford County Schools	Early/Middle College at Bennett	>95%	*	>95%
56	Guilford County Schools	Early/Middle College at GTCC - Greensboro	>95%	*	>95%
57	Guilford County Schools	Early/Middle College at GTCC - High Point	>95%	*	>95%
58	Guilford County Schools	Early/Middle College at GTCC - Jamestown	>95%	*	>95%
59	Guilford County Schools	Early/Middle College at NC A&T	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
60	Guilford County Schools	Greensboro College Middle College	94%	<10	>95%
61	Guilford County Schools	Middle College at UNCG	>95%	*	>95%
62	Guilford County Schools	STEM Early College at NC A&T	>95%	*	>95%
63	Guilford County Schools	The Academy at Ben L. Smith High School	>95%	*	>95%
64	Guilford County Schools	The Kearns Academy at Central	>95%	*	>95%
65	Halifax County Schools	Halifax County Early College High School	>95%	*	*
66	Harnett County Schools	Harnett County Early College High School	>95%	*	>95%
67	Haywood County Schools	Haywood Early College High School	>95%	*	94.9%
68	Henderson County Schools	Henderson County Early College High School	>95%	*	>95%
69	Hertford County Schools	Hertford County Early College High School	>95%	*	>95%
70	Hoke County Schools	SandHoke Early College High School	>95%	*	>95%
71	Hyde County Schools	Mattamuskeet Early College High School	>95%	*	>95%
72	Iredell-Statesville Schools	Agriculture and Science Early College High School	>95%	<10	>95%
73	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	>95%	*	>95%
74	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	>95%	*	>95%
75	Jackson County Public Schools	Blue Ridge Early College High School	>95%	*	93.1%
76	Jackson County Public Schools	Jackson County Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
77	Johnston County Public Schools	Johnston County Early College Academy	>95%	*	>95%
78	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy	>95%	*	>95%
79	Lee County Schools	Lee County Early College High School	>95%	*	>95%
80	Lenoir County Public Schools	Lenoir County Early College High School	>95%	*	>95%
81	Macon County Schools	Macon County Early College High School	>95%	*	>95%
82	Madison County Schools	Madison Early College High School	>95%	*	>95%
83	McDowell County Schools	McDowell Academy for Innovation	>95%	*	90.9%
84	McDowell County Schools	McDowell Early College High School	>95%	*	>95%
85	Mitchell County Schools	Mayland Early College High School	>95%	*	81.1%
86	Montgomery County Schools	Montgomery County Early College High School	>95%	*	>95%
87	Nash County Public Schools	Center for Industry, Technology and Innovation High School	>95%	*	*
88	Nash County Public Schools	Nash-Rocky Mount Early College High School	>95%	*	>95%
89	New Hanover County Schools	Isaac M. Bear Early College High School	>95%	*	>95%
90	New Hanover County Schools	Southeast Area Technical High School	>95%	*	*
91	New Hanover County Schools	Wilmington Early College High School	95%	*	>95%
92	Northampton County Schools	Northampton County Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
93	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	>95%	*	94.2%
94	Onslow County Schools	Onslow Early College High School	>95%	*	*
95	Pender County Schools	Pender Early College High School	>95%	*	>95%
96	Person County Schools	Person Early College for Innovation and Leadership	>95%	*	>95%
97	Pitt County Schools	Innovation Early College High School	>95%	*	*
98	Pitt County Schools	Pitt County Early College High School	>95%	*	>95%
99	Polk County Schools	Polk County Early College High School	>95%	*	>95%
100	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	>95%	*	94.1%
101	Randolph County School System	Randolph Early College High School	>95%	*	>95%
102	Richmond County Schools	Richmond County Early College High School	>95%	*	>95%
103	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	>95%	*	*
104	Rockingham County Schools	Rockingham County Early College High School	>95%	*	>95%
105	Rowan-Salisbury Schools	Rowan County Early College High School	>95%	*	>95%
106	Rutherford County Schools	Rutherford Early College High School	>95%	*	>95%
107	Sampson County Schools	Sampson Early College High School	>95%	*	>95%
108	Scotland County Schools	Scotland Early College High School	>95%	*	>95%
109	Stanly County Schools	Stanly Early College High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
110	Stanly County Schools	Stanly STEM Early College High School	>95%	*	*
111	Stokes County Schools	Stokes County Early College High School	95%	*	>95%
112	Surry County Schools	Surry Early College High School of Design	>95%	*	>95%
113	Tyrrell County Schools	Columbia Early College High School	>95%	*	87.8%
114	Union County Public Schools	Union County Early College High School	>95%	*	>95%
115	Vance County Schools	Vance County Early College High School	>95%	*	>95%
116	Wake County Schools	North Wake College and Career Academy	>95%	*	>95%
117	Wake County Schools	Vernon Malone College and Career Academy	>95%	*	94.5%
118	Wake County Schools	Wake Early College of Health and Science	>95%	*	>95%
119	Wake County Schools	Wake STEM Early College High School	>95%	<10	>95%
120	Wake County Schools	Wake Young Men's Leadership Academy	>95%	*	>95%
121	Wake County Schools	Wake Young Women's Leadership Academy	>95%	*	>95%
122	Warren County Schools	Warren Early College High School	>95%	*	87.8%
123	Washington County Schools	Washington County Early College High School	>95%	*	*
124	Watauga County Schools	Watauga Innovation Academy	>95%	*	88.9%
125	Wayne County Public Schools	Wayne Early/Middle College High School	>95%	*	>95%
126	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
127	Weldon City Schools	Roanoke Valley Early College High School	>95%	*	>95%
128	Wilkes County Schools	Wilkes Early College High School	>95%	*	>95%
129	Wilson County Schools	Wilson Academy of Applied Technology	>95%	*	93%
130	Wilson County Schools	Wilson Early College Academy	>95%	*	>95%
131	Winston Salem/ Forsyth County Schools	Early College of Forsyth County	>95%	*	>95%
133	Winston Salem/ Forsyth County Schools	Middle College of Forsyth County	>95%	*	>95%
133	Yadkin County Schools	Yadkin Early College High School	>95%	*	>95%

*One year lag data from the 2020-2021 school year. Individual student counts less than 10 are displayed as <10, individual counts of zero are denoted with an *.

**Schools with N/A are new CIHS and data is not yet available for this measure or the Cohort size is too small to calculate data through the system.

Table 6: Enrollment in Cooperative Innovative High Schools (CIHS) for the 2021-2022 school year. Each CIHS is permitted by legislation to serve 100 students per grade level.

#	PSU Name	School Name	Total
1	Alamance-Burlington Schools	Alamance-Burlington Early College High School	218
2	Alexander County Schools	Alexander Early College High School	198
3	Anson County Schools	Anson County Early College High School	237
4	Ashe County Schools	Ashe County Early College High School	129
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	376
6	Beaufort County Schools	Beaufort County Early College High School	277
7	Bertie County Schools	Bertie County Early College High School	157

#	PSU Name	School Name	Total
8	Bladen County Schools	Bladen County Early College High School	150
9	Brunswick County Schools	Brunswick County Early College High School	368
10	Buncombe County Schools	Buncombe County Early College High School	286
11	Buncombe County Schools	Buncombe County Middle College High School	48
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	386
13	Burke County Schools	Burke Middle College High School	127
14	Cabarrus County Schools	Cabarrus Early College of Technology	225
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	249
16	Caldwell County Schools	Caldwell Applied Sciences Academy	204
17	Caldwell County Schools	Caldwell Early College High School	413
18	Camden County Schools	Camden Early College High School	146
19	Carteret County Public Schools	Marine Science and Technology Early College High School	91
20	Catawba County Schools	Challenger Early College High School	355
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	161
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	294
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	208
24	Charlotte-Mecklenburg Schools	Harper Middle College High School	170
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	330
26	Charlotte-Mecklenburg Schools	Levine Middle College High School	235
27	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	178
28	Charlotte-Mecklenburg Schools	Performance Learning Center	94
29	Chatham County Schools	Chatham County School of Science and Engineering	94
30	Cherokee County Schools	Tri-County Early College High School	147
31	Cleveland County Schools	Cleveland Early College High School	224

#	PSU Name	School Name	Total
32	Columbus County Schools	Columbus Career and College Academy	252
33	Craven County Schools	Craven Early College High School	228
34	Craven County Schools	Early College EAST High School	208
35	Cumberland County Schools	Cross Creek Early College High School	251
36	Cumberland County Schools	Cumberland International Early College High School	285
37	Cumberland County Schools	Cumberland Polytechnic High School	282
38	Currituck County Schools	J.P. Knapp Early College High School	264
39	Davidson County Schools	Davidson Early College High School	153
40	Davidson County Schools	Yadkin Valley Regional Career Academy	174
41	Davie County Schools	Davie County Early College High School	151
42	Duplin County Schools	Duplin Early College High School	213
43	Durham Public Schools	City of Medicine Academy	353
44	Durham Public Schools	Hillside New Tech High School	304
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	401
46	Durham Public Schools	Middle College High School at DTCC	130
47	Edgecombe County Public Schools	Edgecombe Early College High School	200
48	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	117
49	Franklin County Schools	Franklin County Early College High School	197
50	Gaston County Schools	Gaston Early College High School	236
51	Gaston County Schools	Gaston Early College of Medical Sciences	80
52	Granville County Schools	Granville Early College High School	236
53	Greene County Schools	Greene Early College High School	166
54	Guilford County Schools	Early College at Guilford College	203

#	PSU Name	School Name	Total
55	Guilford County Schools	Early/Middle College at Bennett Note: This school closed in May 2022.	25
56	Guilford County Schools	Early/Middle College at GTCC - Greensboro	168
57	Guilford County Schools	Early/Middle College at GTCC - High Point	176
58	Guilford County Schools	Early/Middle College at GTCC - Jamestown	276
59	Guilford County Schools	Early/Middle College at NC A&T	150
60	Guilford County Schools	Greensboro College Middle College	94
61	Guilford County Schools	Middle College at UNCG	209
62	Guilford County Schools	STEM Early College at NC A&T	192
63	Guilford County Schools	The Academy at Ben L. Smith High School	200
64	Guilford County Schools	The Kearns Academy at Central	123
65	Halifax County Schools	Halifax County Early College High School	112
66	Harnett County Schools	Harnett County Early College High School	103
67	Haywood County Schools	Haywood Early College High School	187
68	Henderson County Schools	Henderson County Early College High School	207
69	Hertford County Schools	Hertford County Early College High School	207
70	Hoke County Schools	SandHoke Early College High School	476
71	Hyde County Schools	Mattamuskeet Early College High School	103
72	Iredell-Statesville Schools	Agriculture and Science Early College High School	257
73	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	224
74	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	267
75	Jackson County Public Schools	Blue Ridge Early College High School	99
76	Jackson County Public Schools	Jackson County Early College High School	104
77	Johnston County Public Schools	Johnston County Early College Academy	278

#	PSU Name	School Name	Total
78	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy	188
79	Lee County Schools	Lee County Early College High School	286
80	Lenoir County Public Schools	Lenoir County Early College High School	211
81	Macon County Schools	Macon County Early College High School	131
82	Madison County Schools	Madison Early College High School	278
83	McDowell County Schools	McDowell Academy for Innovation	111
84	McDowell County Schools	McDowell Early College High School	260
85	Mitchell County Schools	Mayland Early College High School	120
86	Montgomery County Schools	Montgomery County Early College High School	273
87	Nash County Public Schools	Center for Industry, Technology and Innovation High School	103
88	Nash County Public Schools	Nash-Rocky Mount Early College High School	395
89	New Hanover County Schools	Isaac M. Bear Early College High School	236
90	New Hanover County Schools	Southeast Area Technical High School	246
91	New Hanover County Schools	Wilmington Early College High School	256
92	Northampton County Schools	Northampton County Early College High School	173
93	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	176
94	Onslow County Schools	Onslow Early College High School	193
95	Pender County Schools	Pender Early College High School	222
96	Person County Schools	Person Early College for Innovation and Leadership	159
97	Pitt County Schools	Innovation Early College High School	197
98	Pitt County Schools	Pitt County Early College High School	318
99	Polk County Schools	Polk County Early College High School	63
100	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	217

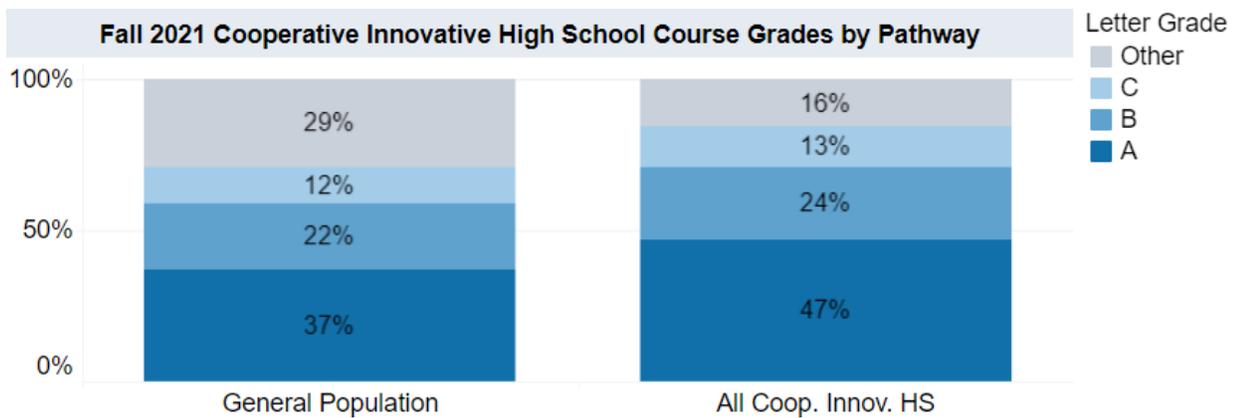
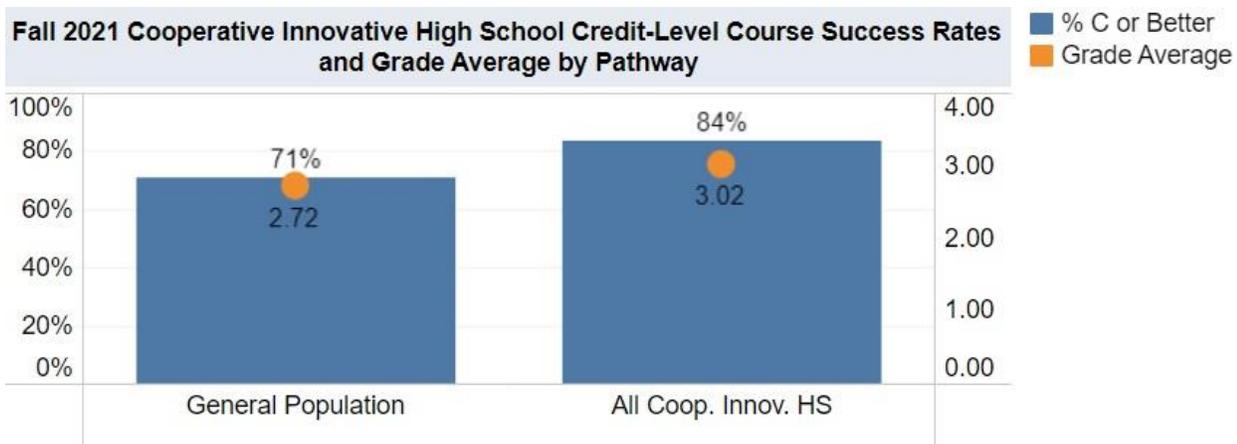
#	PSU Name	School Name	Total
101	Randolph County School System	Randolph Early College High School	360
102	Richmond County Schools	Richmond County Early College High School	295
103	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	141
104	Rockingham County Schools	Rockingham County Early College High School	300
105	Rowan-Salisbury Schools	Rowan County Early College High School	241
106	Rutherford County Schools	Rutherford Early College High School	189
107	Sampson County Schools	Sampson Early College High School	246
108	Scotland County Schools	Scotland Early College High School	232
109	Stanly County Schools	Stanly Early College High School	176
110	Stanly County Schools	Stanly STEM Early College High School	114
111	Stokes County Schools	Stokes County Early College High School	154
112	Surry County Schools	Surry Early College High School of Design	307
113	Tyrrell County Schools	Columbia Early College High School	213
114	Union County Public Schools	Union County Early College High School	350
115	Vance County Schools	Vance County Early College High School	216
116	Wake County Schools	North Wake College and Career Academy	392
117	Wake County Schools	Vernon Malone College and Career Academy	355
118	Wake County Schools	Wake Early College of Health and Science	341
119	Wake County Schools	Wake STEM Early College High School	256
120	Wake County Schools	Wake Young Men's Leadership Academy	139
121	Wake County Schools	Wake Young Women's Leadership Academy	192
122	Warren County Schools	Warren Early College High School	112
123	Washington County Schools	Washington County Early College High School	75
124	Watauga County Schools	Watauga Innovation Academy	287

#	PSU Name	School Name	Total
125	Wayne County Public Schools	Wayne Early/Middle College High School	230
126	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	250
127	Weldon City Schools	Roanoke Valley Early College High School	133
128	Wilkes County Schools	Wilkes Early College High School	258
129	Wilson County Schools	Wilson Academy of Applied Technology	206
130	Wilson County Schools	Wilson Early College Academy	248
131	Winston Salem/ Forsyth County Schools	Early College of Forsyth County	266
132	Winston Salem/ Forsyth County Schools	Middle College of Forsyth County	93
133	Yadkin County Schools	Yadkin Early College High School	215
Total Enrolled			28,465
Average Size of a CIHS			214

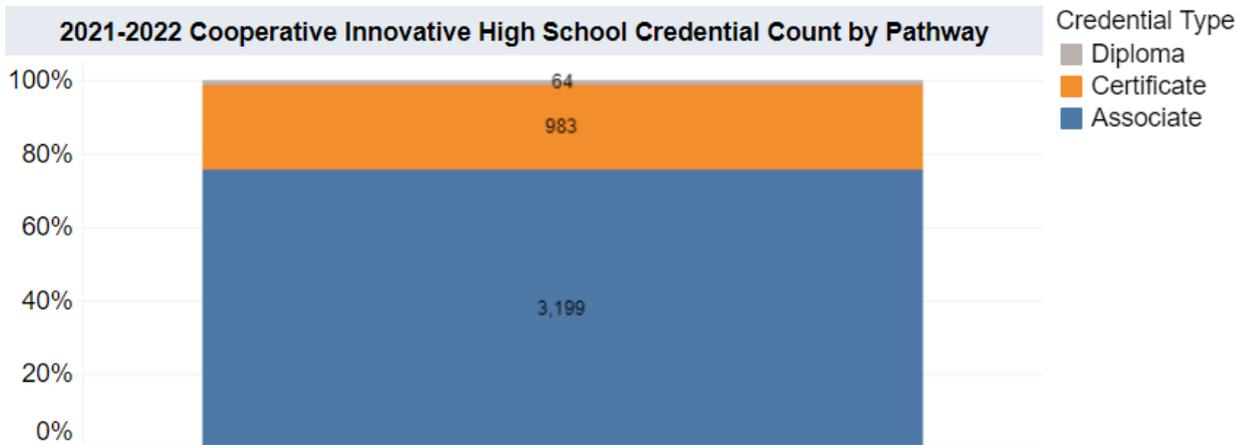
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (NCCCS) Cooperative Innovative High School (CIHS) Programs

Cooperative Innovative High Schools Course Enrollment and Degree Completion

During the 2021-2022 academic year, Cooperative Innovative High School students enrolled in 110,193 credit-level college courses, an average of 5 per term. In Fall 2021, Cooperative Innovative High School students completed 84% of their credit-level courses with a C or better, compared to 71% of the general student population. The average Fall 2021 GPA for Cooperative Innovative High School students was 3.02.



During the 2021-2022 academic year, Cooperative Innovative High School students earned a total of 4,246 credentials.



Post-Graduation Employment

The North Carolina Community College System, with the Department of Commerce, reviewed employment status and wage outcomes of Career and College Promise students who graduated high school in 2019. These students were not enrolled in any postsecondary institution in 2020-2021 and had a full-time or part-time employment record in Quarter 1 of 2021. This sample is limited to those students whose social security numbers matched with Department of Commerce records. Students with missing social security numbers or whose employment is not tracked by the NC Department of Commerce (e.g., self-employed, federal employees, or those employed out of state) were not included. Wage records for 899 CIHS 2019 graduates were found for 1st quarter of 2021. The median Quarter 1 wage for this sample was \$4,527.

UNC SYSTEM Cooperative Innovative High School (CIHS) Programs

Institutions within the University of North Carolina (UNC) system admitted **10,144*** Cooperative and Innovative High School students for Fall 2022 based on preliminary results. UNC system admissions of CIHS students increased by 539 (5%) of students admitted for Fall 2021. Refer to table 6 for enrollment of Cooperative Innovative High School students. A breakdown by campus is indicated in the following table.

*Note: Students may apply and be admitted to multiple UNC Institutions.

Table 7: CHIS student admissions to UNC system schools, Fall 2022

UNC Institution	Number of CIHS students admitted to UNC Institutions, Fall 2022 (As of 11/10/2022**)
Appalachian State University	997
East Carolina University	1,365
Elizabeth City State University	205
Fayetteville State University	398
North Carolina A&T State University	728
North Carolina Central University	435
North Carolina State University	845
University of North Carolina - Asheville	257
University of North Carolina – Chapel Hill	524
University of North Carolina – Charlotte	1,374
University of North Carolina – Greensboro	1,129
University of North Carolina – Pembroke	274
University of North Carolina – Wilmington	653
University of North Carolina – School of the Arts	<10
Western Carolina University	1,164
Winston-Salem State University	328
UNC Total	10,683

**Neither IPEDS Admissions nor the Freshmen Admissions and Performance dashboard have yet been finalized for the current year, this data should be considered preliminary. Refer to the UNC System [Stats, Data, & Reports](#) page for official results.

NC INDEPENDENT COLLEGES AND UNIVERSITIES Cooperative Innovative High School (CIHS) Programs

Institutions within the NC Independent Colleges and Universities system admitted **2,260* 2,313** Cooperative and Innovative High School students for Fall 2022. This was an increase of 53 (1%) students admitted from Fall 2021. A breakdown by campus is indicated in the following table. Campuses in bold house a CIHS program.

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

Table 8: CHIS student admissions to NCICU schools, Fall 2022

NCICU Institution	Number of CIHS students admitted to NCICU Institutions, Fall 2022**
Barton College	156
Belmont Abbey College	71
Bennett College	<10
Brevard College	<10
Cabarrus College of Health Sciences	11
Campbell University	253
Catawba College	144
Chowan University	<10
Davidson College	**
Duke University	19
Elon University	245
Gardner-Webb University	10
Greensboro College	**
Guilford College	23
High Point University	125
Johnson C. Smith University	**
Lees-McRae College	68
Lenoir-Rhyne University	**
Livingstone College	*
Louisburg College	<10
Mars Hill University	15
Meredith College	99
Methodist University	62

NCICU Institution	Number of CIHS students admitted to NCICU Institutions, Fall 2022**
Montreat College	**
N. C. Wesleyan College	<10
Pfeiffer University	37
Queens University of Charlotte	126
St. Andrews University	**
Saint Augustine's University	**
Salem College	10
Shaw University	54
University of Mount Olive	23
Wake Forest University	33
Warren Wilson College	**
William Peace University	42
Wingate University	666
NCICU Total	2,313

**In accordance with FERPA guidelines, individual student counts less than 10 are displayed as <10, individual counts of zero are denoted with an *. Data not available are denoted with an **.

COOPERATIVE INNOVATIVE HIGH SCHOOL PROGRAMS 2022 CIHS Success Stories from across North Carolina

Based on CIHS 2021-2022 Annual Reports submitted by Schools

Agriculture and Science Early College High School, Iredell-Statesville Schools

A 2022 graduate of the Agriculture & Science Early College has decided to put his plans to complete his bachelor's degree on hold for just a little while - for good reason. During the Covid pandemic, he realized that he could take many of his college classes online and he chose to do that in order to have a more flexible schedule. That flexibility enabled him to also work more hours, and he found a job and company that he really liked. This student was able to successfully balance work and school, even though previously in his early college experience he had struggled with some of his classes. Along the way, he had matured and taken responsibility for his education and his personal success. The reason he decided to postpone continuing his education for a short while was because his employer had offered him a full-time management position making close to double the amount of a starting teacher's salary. Another benefit that he will be able to take advantage of is the employer's tuition reimbursement plan. The early college experience and the ability to earn an associate degree was perfect for this student and put him on a pathway for success. One more indication of the level of maturity this student reached during his early college education was his choice of graduation project. He studied the problem of homelessness in his community and decided to stop and talk with a homeless person he had been watching on his daily commute. He made a connection with the homeless person - a connection that will no doubt impact the future choices of this student.

Alexander Early College High School, Alexander County Schools

One of our students started having debilitating health issues early in the fall. By December, he was hospitalized and had to withdraw from several of his college classes. He was finally diagnosed with Multiple Sclerosis. After starting treatment, he was able to return to AEC in January. We met with the family and encouraged the student to focus on the high school diploma. He refused and stated he would get his Associate degree. He ended up taking 5 college classes and 1 high school class. At least 4 days a week he would come into the principal's office and study for an hour or two. With the support of the teachers, counselor, college instructors, college liaison and his family, this student was able to walk across the stage and receive both his high school diploma and his Associate of Arts degree.

We had another student who was ready to drop out at the end of the first semester, having failed English again. He ended up trying one more time with a virtual course. As he worked his way through the course, he realized he actually enjoyed reading, particularly Russian literature. His success in this course gave him the confidence to apply for college. He is now a freshman at Lenoir Rhyne.

Additionally, AEC now has a Parent Teacher Organization. This partnership has made a significant impact on the students and staff. We were able to have a Winter Carnival and a Prom in addition to myriad other activities. The PTO is a huge support for the school, also helping with marketing by word of mouth. We are fortunate to have such dedicated parents.

Anson Early College High School, Anson County Schools

This past year we had a student graduate from Anson County Early College and South Piedmont Community College in four years with her high school diploma and Associate in Arts Degree. This is not uncommon of many students that attend Early College Programs. However, this was a huge accomplishment from this young lady.

When she entered our school, she was full of curiosity and had a genuine love for learning despite her family environment. She was being raised by her grandparents. They were very loving and provided for her, however this student had many emotional struggles which came to the surface near the end of her sophomore year. She excelled in her 9th and 10th grade years at our school. She was outgoing and had a positive relationship with all her teachers. By the time her 11th grade year came, she was very withdrawn and began having an attendance problem. She also got a job at Wendy's and seemed to value her job more than her education.

For many months we struggled with getting her to school and contacted her grandmother many times for meetings, did home visits and tried our best to get her back on track. She somehow managed during all of this to still pass her high school and college classes her junior year. At the beginning of her senior year, she still had the same behavior and had also moved out of her grandparent's house. She refused to work with our counselor and did not want our help. She failed classes the first semester of her senior year and seriously thought about dropping out. We persisted. By March of her senior year, she came back to school regularly and explained to us that she truly appreciated us sticking by her side and trying to intervene. She finished out strong in her classes, with a full academic load, and we were all so proud to see her walk across the stage.

Our school considers this one of our many success stories because the teenagers we serve come from various backgrounds and encounter many difficult situations. Our school works very hard to build and sustain positive relationships with our students, which can make a difference just like it did in the life of this student.

Ashe Early College High School, Ashe County Schools

The Ashe Early College provides unique and engaging educational experiences for the students of Ashe County. Five weeks into the new school year, we asked members of the Freshman class to reflect on their experiences so far. Their responses speak for themselves:

“One thing I will always remember is Flex Fridays. In the first week of school, I didn’t really have friends and I assumed I would never find any. That is until the first flex Friday when I met so many new people. You become friends with everyone so fast. I now have a close group of 4 friends, and I see them being in my life forever. The Early College is like a family to me. You're not just a number, you're a valued student bound to be successful no matter your social or financial stance.”

“Here at Ashe Early College, we get our classes completed with extra time. When it comes to college classes, having time to finish homework and get tutoring is helpful. High school and college classes can be very stressful, but we have many resources to help ease our minds and keep us up to date on work. The Early College offers Flex Fridays that give us time to get in community service hours while spending time with our friends. The college atmosphere is enjoyable and the size allows the school to feel familiar and comfortable.”

“The Early College is a great experience overall. All the staff are welcoming and kind. If you’re struggling, your teachers will help you with anything. I like the work here, even if it’s hard we have enough time and teachers who will help us to complete our work. I like our Flex Fridays where we help our community, even if it’s just cleaning up trash on the side of the road. With the free time we have it is enough that we can do our work and have a mini brain break.”

“I really like the clubs that are offered here. The club that I stay in the most is the music club. I have learned how to play guitar better because of Mr. Kunz and a couple of the students here that have helped me.”

“Personally, I like everything about the Early College and the staff. The teachers are very kind, and they give us freedom though they tell us to use it wisely. It’s very welcoming here and you don’t have to be the brightest student, you just need time management skills.”

“What I love about the Early College is the freedom. We get to go to different places on Flex Fridays and get community service hours. We also get to go to clubs. Another thing I like is the teachers. The teachers are very kind and caring. Everyone here makes the school very enjoyable.”

Blue Ridge Early College High School, Jackson County Schools

Blue Ridge Early College is located on the plateau in Cashiers, NC. Blue Ridge Early College provides an engaging, enlightening, and enriching academic setting for students in Grades 9-13. The opportunity for our students to access college courses within our school building is pivotal for our community's continued success as the nearest college or university is approximately 30 minutes away. Being geographically isolated impacts many aspects of our

student's daily lives, such as travel, internet coverage, cost of living, and the access to college resources.

Our Early College campus reduces barriers for our students and their families. Through the Early College Program our students are able to begin their college classes earlier than the traditional community college model; and they have the opportunity to earn an associate degree or complete most of the general education requirements of a four-year institution. These opportunities motivate students to remain in school. As a result, this past year, we had a graduation rate of 100%.

Brunswick Early College High School, Brunswick County Schools

One of our graduates from the class of 2022 currently attends Embry-Riddle University in Florida, pursuing his dream of becoming a commercial pilot. This was his top choice university and, from the beginning of his graduate year, he held fast to that goal. He applied for many scholarships, including the Coca-Cola Scholarship, in which he became a finalist (top 250 in the nation). Even as a first-generation college student from a minority background, until this student considered a private university, college might not have been accessible for him. He was very fortunate to receive a full-ride merit scholarship from Embry-Riddle based on his hard work at the Early College, as well as his family's need.

Buncombe Early College High School, Buncombe County Schools

We would like to celebrate three of our BCEC graduates, each of whom is a first-generation college graduate. These three young women excelled at our school and in the community. They demonstrated themselves to be leaders in the Latino community and demonstrated an unfailing commitment to academic success. They each earned prestigious full-ride scholarships to Elon University and UNC Chapel Hill. They represent our school motto – Changing Possibilities.

Buncombe Middle College High School, Buncombe County Schools

We are excited to be exploring a new approach for Buncombe County Middle College that will focus on connecting students with careers in our area. We also believe that this new approach will help us recruit and serve more students under the CIHS umbrella. We will also be able to fulfill the promise of innovation more robustly.

Burke Middle College High School, Burke County Schools

"One of my favorite aspects of being a BMC student is being enrolled in both high school and college classes. Being able to tell relatives that I will graduate with an associate degree by the time I graduate high school is very exciting to me, for I already feel like I have accomplished so much in one year of being a BMC student. In addition, I love having the ability to participate in many extracurriculars. Being enrolled in all of the classes, having the opportunity to join many clubs, and participating in sports and choir at my previous high school have kept me busy and productive this year, and I continue to challenge myself by taking part in as much as possible in my last year of high school."

Caldwell Applied Sciences Academy, Caldwell County Schools

We have a senior who immigrated to the United States from Honduras just six years ago. Though her English understanding was limited, she was highly motivated as she entered CASA. Her single mother works hard but struggles financially. Her goal was to attend a 4 year college at some point with a degree in a healthcare field. The teachers here at CASA along with ESL staff have worked closely with this student so that she may reach her goals. Despite many obstacles, this young lady will graduate from CASA at the top of her class this spring (2023), earning a high school diploma and an Associate of Science degree. She will transfer that degree to a North Carolina University in the Fall of 2023.

Caldwell Early College High School, Caldwell County Schools

One of the many success stories from the Class of 2022 at Caldwell Early College High School is a student who arrived at CECHS in August 2017 having been homeschooled by her grandmother. This student's determination to attend CECHS as a homeschool applicant was demonstrated by the fact that she was actually not offered admission her first attempt. She continued to homeschool and reapplied as a 9th grader the following year with the understanding that she would be completing 9th grade coursework at CECHS that she had already finished as a homeschool student.

Once she arrived at CECHS, she began to absorb all aspects of learning and took advantage of every opportunity she was offered both academically and via extracurricular activities. She was active in many clubs and became President of both the Art Club and the Interact Club. This student spearheaded many community service projects and was an active volunteer and tutor with Caldwell Community College and Technical Institute. She worked in the Academic Support Center, and by the time she graduated, she was named the sole recipient of CCC&TI's Academic Excellence Award. The Academic Excellence Award is presented by each

of NC's fifty-eight community colleges. She was chosen because of her academic record and her extra-curricular service.

During her final year at CECHS she worked tirelessly on scholarships to be able to further her education. She was rewarded for her tenacity by receiving the Jack Kent Cooke Scholarship (one of only 100 students in the US to receive this award). Valued at \$55,000 per year over four years (\$220,000), she would now be able to achieve her dream of attending a university. In addition to the Jack Kent Cooke Scholarship, this student was also the recipient of the Golden Leaf Scholarship (\$14,000).

This student is a prime example of the importance of Cooperative Innovative High Schools, and the true impact and change-maker they become for students. The promise of a career and access to a college education for all students no matter their financial background and location in our state. This is the dream that brought this student to Caldwell Early College High School, and her dream now continues at Western Carolina University.

Collaborative College for Technology and Leadership, Iredell-Statesville Schools

One of our recent graduates, a first-generation college student from a single parent home, struggled during his freshman year, but he earned his college Digital Media Technology Essentials Certificate and he became interested in potential Digital Media careers. His grades improved after his study and academic skills improved; he primarily earned As and Bs after freshman year. His mom moved out of state for the student's 12th and 13th grades; but, the student remained here. This student had no car; relied on friends, Ubers, and staff for transportation to and from school. He earned his high school diploma and graduated cum laude.

He also earned his Associate of Arts degree. This young man was admitted to a private NC college and earned an esports scholarship of \$10,000 (renewable annually). He is currently attending the private NC college and is playing on the esports team. He has a professional esports coach, and he is pursuing a degree in Business Administration.

Challenger Early College High School, Catawba County Schools

It has been a common practice at Challenger Early College to highlight the people whose hard work and heart work make Challenger a great place to both learn and work. This year, our staff has chosen to highlight a group of people and an observable pattern within our program.

After graduation, Firebirds, in general, embark on many ventures. Even when faced with obstacles, most continue the legacy of giving their best and seeking to make an impact - holding true to our core values of integrity, stewardship and citizenship. Over the years, some have chosen to make their impact through teaching and the field of education. It is an even greater delight when these Firebirds choose to return to the Nest and join in the mission of empowering a new generation of Firebirds to change the world. This summer, we welcomed a third Firebird graduate to our staff! Our mission has always been to hire exceptional and talented individuals, and we have been blessed that these three Firebirds meet those high expectations. Who better than a Challenger graduate would thoroughly understand the early college model and design principles? Under the tutelage of the Firebird staff and their own personal drive, these three Firebirds are the epitome of what Challenger stands for and we are so happy to have them back. This truly goes to show that when we say: "once a Firebird, always a Firebird!", we genuinely mean it.

Charlotte Engineering Early College High School, Charlotte-Mecklenburg Schools

This is my letter of recommendation for one of the most exceptional students I have met in 19 years of education. He has been a success story from the very moment I met him.

First, I'll start with the basics. This student is currently a senior at the Charlotte Engineering Early College. He is number four in his class and has a 4.6 GPA. His first two years at the early college were filled with all Honors and Project Lead the Way classes each and every semester. He has been taking UNC Charlotte college curriculum since August of 2020 at the beginning of his junior year. He has a UNC Charlotte GPA of 3.8. An item of note: this student's junior year and his first college experience was completely remote with the University and many of his classes were taught asynchronously. He is disappointed in his UNC Charlotte GPA. I consider it a fantastic showing of what it looks like to take Physics for Science and Engineering I asynchronously and earn a B during a pandemic.

Now for the student you can't see on paper. I met this student in his 9th grade year, and he was and is one of the kindest humans I've ever met. I did hall duty every morning and this student would come and speak with me each morning with his cousin who was a junior. He would say hello and smile at me and then interact with his cousin and myself but in a kind of chunky and paused way of conversing. I mistook this for him being shy or reserved, but the reality is far more compelling. This student came to America in the 8th grade with very limited English proficiency, was enrolled in a language academy, and became a sponge for the content and the language. He didn't reside in the United States until 2017. He lived in a neighborhood that his mother and grandmother deemed unsafe for him in Mexico. His aunt and uncle offered him residence in America with his three triplet cousins who were juniors at the Early College which cemented his seat as a 9th grade student.

So as I got to know this student, I was flabbergasted that his grades were exceptional and he was actually filtering academic information through the English he knows into the Spanish he learns best in and bringing the solutions back out in English for digestion by his classmates. He made sure he was a very independent youth in America so his aunt and uncle wouldn't be put out by the extra person. He understands the sacrifice that has allowed him to attend school in the United States and he is grateful every minute, every second. His single mother worked dawn to dusk and he was raised by a cousin in Mexico. This student remembers his time in Mexico fondly and is incredibly proud of his culture and his upbringing. He is a testament to truly understanding what a gift being in the Charlotte area, the early college, and living in America are when compared to where he came from.

This student is incredibly gracious, appreciative, and optimistic. So what else about this student? It's all the other stuff that he does: getting involved in community organizations, creating networking opportunities within the community and with peers from his school. He was a CEEC Ambassador and a CEEC Senior Council member, selected by staff for his valuable contributions, opinions and feedback. To further his research into his goals of Aerospace Engineering he is the president of the Aviations Post, spent the summer working with MIT LLRI attending lectures and participating in various activities, and NASA SEES where he was a mosquito mapper intern, mapping mosquito populations and habitats. He is a member of the Alizana Youth Coalition and FirstGenSupport, which aims to close the gap of educational disparity within the Latino community. And in the summer of 2020, this student worked with a company called Accenture to create a prototype of a mobile app that would serve as a virtual mall, connecting Charlotteans with local businesses impacted by Covid-19.

I'm a school counselor and meet young people from all walks of life. However, this student...He's the 'it' kid. He's the chance you want to take for your program or University. He's the 'Why' in what we're doing when we open doors for students to see how far they'll go. I have a thank you card on my bulletin board from this student that always reminds me of my "Why" on especially trying days.

This student was a Parks Scholar recipient at NC State. I had zero doubts that he would be their choice. However, on a random date in March, this student received a call from the school that I call "a unicorn". The Massachusetts Institute of Technology (MIT) called this student and offered to fly him to their prestigious doors, put him up in a hotel, and make sure he fully understood the opportunity they would like to give him. They offered him a full ride and made an offer that was truly too good to turn down for someone who is passionate about Aerospace Engineering to refuse. So that's where he is right now...MIT.

Chatham School of Science and Engineering, Chatham County Schools

The 2021-2022 school year was our third graduating class. Twenty-three of our 27 graduates walked across the stage with a high school diploma and an associate degree from Central Carolina Community College (CCCC). Four of our seniors returned in the 2022-2023 school year as super seniors. We continue to grow our program each year: the incoming cohort for the 22-23 school is 15% larger than the previous year. Our students continue to excel, bringing positive recognition to our program. One of our 2021 graduates was the recipient of the NCSU Park Scholarship, while our other graduates amassed over 2.5 million dollars in scholarships. Our partnership with CCCC has been outstanding. They are great to work with and have been very supportive in our efforts to grow our program. The fall-out of COVID-19 continued to bring challenges to the 2021-2022 school year, but our students persevered and came out on top.

By the conclusion of 10th grade, some of our students have earned up to 12 hours of transferable college credits, including two courses in Mathematics and ACA. Our students continue to excel at our district Science Fair, earning 1st, 2nd and 3rd place awards. We also placed first overall, winning the entire Chatham County Schools' district Science Fair. Our students compete in the Science Olympiad each year and we continue to have students advance to the state level. Our students excelled at the NC Beta Club convention, leading two of our students to qualify for the national conference.

Our successes in the five years of operation have elevated the interest in our program and the numbers of annual applications from students. We meet with parents to share experiences, challenges, and expectations for the coming year. Here is what some of our parents are saying about our program:

“Currently my second child is enrolled in the program. His older brother was part of the second cohort. I like the changes and direction the program is going. I see much more maturity in the CSSE students compared to other HS students.

“The program is hard but rewarding, but all the staff are extremely supportive in seeing the students succeed. They go above and beyond to help them.”

Crossroads Arts & Science Early College High School, Iredell-Statesville Schools

At the annual summer Bridge Camp for incoming freshmen, he stood out as one of those students who marched to his own drumbeat. He was quick to push back on authority and questioned almost everything that was presented. Alas, we knew we would have our hands full the coming year with this student. He was obviously bright, but we were worried about his behaviors getting in the way of his success. During the next two years, he showed that if he

liked a subject or a teacher, he would be successful in that class and if he didn't like the class or didn't think it was important, he simply did not try. This was a constant challenge throughout his junior year as well.

At the end of his third year, juniors were taken to the Continuing Education Department at Mitchell Community College, where they were introduced to the many and varied degree and certificate programs offered. Students learned they had the option to complete Associate in Applied Science Degrees, or certificates or diplomas in the work focused programs, instead of a college transfer program. From that day forward, he was a different student. After the tour, he immediately contacted our college liaison and requested to work towards an Associate in Applied Science degree in Computer-Integrated Machining. He had found his passion and motivation for the next two years. His grades in his high school and college classes soared to the point of being on the Dean's List his last two semesters.

During his last year in the program, he had the opportunity to interview with several local companies and upon graduation he was offered several high paying positions in his field. He accepted one of these positions and is currently making more than he could have dreamed of, with opportunities for continued advancement.

His story is instructive to those of us who are invested in all our Early College students transferring to a four-year college or university. There is a great need for trained tradesmen and this student benefited greatly from exposure to the possibilities in various fields of work. We are now much more open to student options as a result of his experience.

Duplin Early College High School, Duplin County Schools

During the 2020-2021 school year a student was struggling and decided to move to another state, but at that time we were not aware of his location. Our school counselor, college liaison and I were having weekly meetings and would leave voice messages on his phone. In July of 2021, after a year of trying unsuccessfully to contact him, I decided to try one more time to reach him as we were getting ready to begin a new school year. Again, I had to leave a voice message. Shortly after, I received a voice message. It was the student! He said, Ms. Smith, I received every voice message, and I am ready to return to school. He moved back to North Carolina, passed all his classes and was able to graduate in May 2022! This taught us how important it is to never give up on students!

Early College East High School, Craven County Schools

This is from one of our super seniors:

“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 Early College EAST High School (ECE). What a difficult decision but the best and most important decision of my life. When making this decision, I compared the advantages and disadvantages of the traditional high school and the early college high school. I knew I would not be able to participate in a school sponsored sport while attending the early college, but I was still able to participate in community league sports.

The advantage of completing high school with a two-year degree seemed like the best choice for me. ECE also offered other advantages that met my educational needs. Honors classes were the last academic level I needed or wanted to be placed in due to a learning disability and the academic struggle throughout elementary and middle school. But with smaller classes, individual support, and guidance provided by a very qualified staff, I was able to successfully complete the high school requirements. I am now enrolled in the Aviation Systems Technology program at Craven Community College. This program is a hands-on learning experience, making it easier for me to understand the curriculum and be successful academically. I have developed a relationship with the staff at ECE and I know they will be there with the guidance and support needed to finish this program and become a certified aviation mechanic.

At the end of this year, I will graduate from Early College EAST High School 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. ECE 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 ECE.”

Early/Middle College High School at GTCC Jamestown, Guilford County Schools

One of our students has one of the most interesting and varied backgrounds of any of our graduates. He has lived in a variety of homes with several relatives while he has been with us over the past five years. He has come through a great deal of adversity, and will be graduating with his high school diploma and several college credits along the way.

His mother passed away early in his high school career. His father was in Mexico and unable to help. He and several siblings moved in with an aunt for a period, though they had to move and live with another aunt in a relatively short period of time. This was extremely difficult for a young man to deal with, though he handled it with strength and determination. As the oldest

sibling, he felt responsible for his younger brothers and sisters. He took on far more responsibility than most teenagers have to handle. Throughout all of this, he continued his studies and was able to take both high school and some college classes.

He and two of his siblings eventually started living with the father of those two siblings. His own father was still in Mexico. He continued to persevere to complete his high school requirements, as well as continue to take some college classes. He needed guidance and assistance as he navigated the systems of education, getting a driver's license, registering to vote, actually voting, and eventually deciding to go into the military upon graduation. These things may seem somewhat simple for some students, but he had no one at home to guide him. He will be one of the first in his family to go to college, and he has already earned over 20 college credits while with us.

Edgecombe Early College High School, Edgecombe County Schools

As a Cooperative Innovative High School, Edgecombe Early College High School embraces the "Innovative" in our namesake. This past school year, we began our first robotics program and earned distinction in two competitions as the "Rookie Team Award" winners. Emboldened by our early success, our Edgecombe Early College robotics coach worked with district leaders here in Edgecombe to write a large grant to begin incubator robotics programs at four other schools in our district, two elementary and two middle. We share this story as an example of how Early Colleges can have a trickle down impact in a school system as well as setting kids up for bright futures once they graduate!

For the third year in a row, EECHS retained 100% of our staff, both licensed and classified. We call the adults in our school the "Dream Team" because they are the lifeblood of our school. Our site-based Teacher of the Year was also selected as our district's Teacher of the Year, and our school achieved the distinction of being in the Top 5% of schools statewide in terms of student growth. Total credit for these achievements goes to the teachers and staff in our building who give so much love to our scholars.

Gaston Early College High School, Gaston County Schools

The Class of 2022 broke the mold at GECHS. Not only did they all graduate with their high school diploma, 48 out of 51 graduated with their associate degree (a 94% graduation rate!). That is the highest associate degree completion percentage in GECHS 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.

These same students and their fellow graduates completely took over the Gaston College Student Government Association (SGA) and held every leadership position within the organization for the 2021-22 school year. Two of these SGA members went on to take the top leadership roles within the state's SGA. Yes, that's right - Gaston Early College High School 13th year students were the president and vice president of the North Carolina Comprehensive Community College Student Government Association!

Greene Early College High School, Greene County Schools

Understanding the importance of social and emotional learning and the toll the pandemic has taken on our students, the school revamped its focus on supporting the whole child. A formal advisory system was reimagined, and Cougar Compass took shape. Cougar Compass took place during our students' smart lunch and was an effort led by our school counselor, college liaison, and the school's community liaison. Agendas were created to best meet the needs of each grade level. Topics ranged from social and emotional learning to academic success. In addition, we were instrumental in hiring a GEC graduate as the new college liaison. We believe having a GEC graduate in that position will further benefit our students as the liaison has first-hand experience of the benefits of the CIHS model and the opportunities afforded to our graduates who take full advantage of the program.

Hertford Early College High School, Hertford County Public Schools

Through Hertford County Early College High School and Roanoke Chowan Community College collaborative meetings, we have been able to revise our MOU to include General Education Nursing degree as a pathway for students. We are also looking at other pathways to include in our agreement. The collaborative meetings have led to great discussions between Public School and Community College staff that have allowed us to grow and expand our programs to provide students with access to a variety of pathways and options.

Innovation Early College High School, Pitt County Schools

One of our 13th year students described here experience here at Innovation Early College:

"My experience here has been great. I have learned not only the basics we need for college, but also life skills as they apply to the real world. I have learned about social and emotional health more here than I have during therapy sessions. The people at this school are the biggest group of helpful, non-judgemental people I have ever witnessed. It's relaxing here compared to how regular high school would be. When I used to get dropped off to J. H. Rose in the mornings before school, I would have so much anxiety there, but here it would fade away."

AVID has helped me with more than just organization. It has helped me get experience with jobs and job fairs, being more social, knowing how to fill out applications and how to present myself to jobs and schools, and it helped me figure out my career path.

The skills I have learned here go beyond the knowledge of math or reading. I have learned the best way to react to an event, being proactive instead of reactive, an understanding of emotional and social balance, a healthy mind, and a healthy life. This school has helped me break through barriers of getting out there in the world and being a person I never even knew I could be. I have learned to be able to disagree without arguing, that's a big one. And, I have learned that just because you view things differently than the next person doesn't mean you or them are wrong or that you shouldn't like each other. It just means we disagree and that's okay."

Jackson Early College, Jackson County Public Schools

At Jackson County Early College, we have taken our focus on our four guiding principles of Education, Leadership, Service, and Community to higher levels over the past year. We are focused on building a better sense of community and student leadership with the incorporation of Social Emotional Learning Strategies through our weekly community meetings with the entire student body (Neighborhood) and our individual advisory course (HOUSE). This has helped our students achieve their goals and prepare for next steps beyond JCEC. This sense of community support was crucial in helping our school achieve growth and maintain rigor during the pandemic. We were notified last month by Mebane Rash that, according to EdNC research, our school achieved the 7th highest gains in the state from 2018-2020 during the pandemic. Our intentional focus on helping every student succeed in the areas of Education, Leadership, Service, and Community, while holding high expectations, together with grace and support, is the key to this outcome for our community of learners.

Lenoir Early College High School, Lenoir County Public Schools

A 2022 graduate of Lenoir County Early College High School found out in his sophomore year that he would need surgery on both feet, with a long period of recovery for each surgery as well as use of a knee walker for two years. This could have been an obstruction to success as this student made his way around campus to different college classes had he let it. And while we are a small school, Lenoir Community College is a large campus for a student using a knee walker. Despite the complications he encountered, this student maintained above a 4.0 GPA, was active in school activities including the Science Olympiad, the Tech Team, and Phi Theta Kappa, the national community college honor society.

Upon graduation from Lenoir Early College High School and Lenoir Community College, he enrolled in UNC Charlotte's Belk College of Business and was selected as a member of the Business Honors Program. UNC Charlotte describes their business honor program as "a four-year academic and professional development program for academically ambitious students in the Belk College of Business who want to make the most out of their educational experience." Belk College of Business sees in this student what we have always seen – a student with a 'can do' attitude and approach to life.

Mayland Early College High School, Mitchell County Schools

One of the factors leading to our students' success is our peer tutoring program. Each student at MECHS has a scheduled study hall daily. The study hall teacher is also the Peer Tutoring Club and NHS sponsor. Tutors earn volunteer hours for the National Honor Society. The teacher pairs students needing support with appropriate student tutors. The tutors log the strategies used with the students so that the regular classroom teachers can see what has been attempted and what has proven to be successful.

McDowell Academy for Innovation, McDowell County Schools

This is a story about a current 12th Grader who will be returning for a 13th year. He was previously undecided whether he wanted to pursue an Associate in Engineering degree, an Applied Engineering degree, or an Associate in Science transfer degree.

The McDowell Academy for Innovation (MAI) gives students the opportunity to explore their interests through "Passion Projects," allowing them to select an area of interest and develop a year-long project centered around that theme. In the 10th grade, this student was recognized for his outstanding passion project and presentation, encompassing his selected theme of "Small Engine Repair".

During the 2019 - 2020 school year, he was a member of the MAI "Gravity Games" team and helped design, create, and race their "kit" car in the Gravity Games Competition that year.

At the onset of summer 2021, a local company (Dodge Industrial) had a great need for a summer workforce. Through the efforts of our Career Development Coordinator and the company's willingness to hire someone not yet 18, this student was hired for summer employment. Once school started back, he kept his job and continued to work there part-time after school for the duration of the 2021-2022 school year. This student is still employed with Dodge Industrial and is thriving. His path is now clear and he plans to earn his Associate in Science transfer degree after graduation next year. Through his employment with Dodge Industrial, he has the opportunity to participate in their program that will pay for his Bachelor degree as he continues to work for the company part-time while continuing his education.

Montgomery Early College High School, Montgomery County Schools

A recent graduate excelled during her years at Montgomery County Early College. As a student, she was diligent in her studies, attentive in her classes, and respectful to her instructors. She served in student leadership positions, participated in service organizations, and performed in both marching band and concert band. As a result of her endeavors, she rightfully earned the respect of all. In fact, most would describe her as responsible, patient, tolerant, and compassionate. She is universally admired. On the other hand, few realize that she achieved despite great obstacles, or that her greatest trait is resilience. She is a first-generation college student whose parents entered the country as refugees. Originally from Laos, both her mother and her father spent several years in refugee camps in Thailand prior to beginning new lives in America. Once here, they continued to struggle as they faced new languages, new traditions, and labor-intensive jobs. Nonetheless, they persevered and became parents to six children.

As the oldest daughter in her family, she was charged with caring for her younger siblings. Her father is permanently disabled, and following her mother's decision to leave the household, she and her younger sister became responsible for all of the household duties. Her younger siblings required the most from her. She tutored them. She cooked for them. She cleaned for them, and looked after their general welfare. Remarkably, she rarely shared the extent of her struggles with others. Instead, she relied on the support, encouragement and high expectations that she received on our campus. She used these as a scaffold as she reached forward - towards her greatest personal dreams. As a result, she was a 2022 Questbridge Finalist and our school's first ever Jack Kent Cooke Scholarship recipient. She is a testament to our efforts to support our students holistically so that their life circumstances do not limit their achievements.

Nash-Rocky Mount Early College High School, Nash County Public Schools

One of our recent graduates came to the United States when he was a young boy, because his parents wanted a better life for him and his siblings. This young man grew up watching his parents work hard to provide what the family needed knowing that times would be tough for him.

This student was very hesitant to accept his place at the Nash-Rocky Mount ECHS. Attending the first day of our summer bridge program was not filled with excitement for this young scholar. He felt that leaving his friends and the opportunity to play at the traditional high school was not the right decision for him. Reservations and excuses filled his mind. In time, Roberto began to see the benefits of being a scholar at the early college. Unfortunately, feelings of uncertainty came back in his fifth year in the AVID IV class. This class supports scholars as they apply to college, financial aid, and scholarships. He came to see his AVID IV teacher one day to explain that he was unable to complete FAFSA. It was obvious that Roberto felt all his hard work was for nothing and that his dream of becoming an engineer had disappeared. With time and support, he found hope, especially when NC State visited the class and he learned about the Goodnight Scholarship. This young man applied and was chosen as a recipient of the Goodnight Scholarship. He fulfilled the mission of our early college, which allowed him to graduate with his high school diploma and associate degree from Nash Community College. Being a student at our ECHS opened doors for this young man that attending his traditional school would not have. Throughout his time at ECHS, he worked hard, became resilient, and never allowed his life circumstances to deter him. Through his hard work and dedication, he represents the essence of the possibilities that await our ECHS scholars. He serves as a true model for his siblings, friends, and all scholars who attend Cooperative Innovative High Schools.

North Wake Career and College Academy, Wake County Public School System

We had a student who struggled in school, who qualified as a first generation college student, and whose family spent some of their time homeless. She was in our culinary arts program and wanted to be a baker. In one year she has opened a bakery and is successful. We are excited for her!

Northampton Early College High School, Northampton County Schools

During the 2021-2022 school year, our students faced many challenges. We increased the number of students that received associate degrees and certifications. Out of our 40 seniors, 32 went to college, two went to the military, and the rest are currently working in the career trade based on the certification that they received. Our students did a great job with applying

for scholarships. We are very proud of their hard work. Our students have a lot of pressure with such unique schedules and limited training. Without time management skills, some of them struggled, but our counseling department supported them through the process. There are no words to express my gratitude to my students, staff, and parents. Our story is not a perfect one, but throughout it all, we faced challenges and came through on the other side. We continue to learn and grow.

Person Early College for Innovation and Leadership, Person County Schools

One of last year's graduates, a first generation student, graduated with honors, numerous scholarships and a plan to attend college in the fall. When she came to our school she was shy, exhibited low self-confidence, and was not certain of career and college plans. Over the past five years as a result of the positive, nurturing, and motivating school culture, this young lady became more confident as she learned to self-advocate, to become more involved in her school community as a Peer Tutor and member of both Student Council and National Honor Society, and to push herself to achieve her best. She even held a part time job while pursuing her goals. Each stepping stone positively impacted her self confidence, until she firmly determined she would apply for college admission and scholarships.

During the height of COVID she struggled to maintain her grades and to stay involved with her school community as she was mostly virtual. It reached a point where she became discouraged and disheartened by not seeing her friends or coming to school face-to-face. Because of the family feeling she had for the school, she felt confident in reaching out to school personnel for support. As a result she got back on track and persevered to her finish line. To see the look on her face and the tears in her eyes as her name was called to receive so many scholarships was priceless, and witnessing the pride and joy she demonstrated upon receiving the acceptance letter to the college of her choice was also heartwarming. She will be attending UNC Greensboro in the Spring as she had to delay her Fall plans due to recovery following a car accident, and she is still encouraged and determined to follow her dreams. We are grateful to have played a part in her achieving her and her family's dreams.

Pitt Early College High School, Pitt County Schools

In the Spring of 2017 we recruited a young Latino female student into our program. She was told by her middle school counselor she should not apply because she would never get accepted. She was adopted by her mother's brother and his wife when she was three months old. Neither of her adoptive parents finished high school. Her mother had mental health and substance abuse issues and she did not know her father. This young lady is one of the hardest working students we have ever had in our program. She volunteered over 200 hours, worked part-time all five years, and graduated Summa Cum Laude from our program, as well as from Pitt Community College. She was offered a full scholarship to UNC Chapel Hill as well as a full

scholarship to Emory University. She is currently attending Emory University and is involved in research as a Freshman. We are so proud of her and her accomplishments which would not have been possible without our program. We change lives every day.

Another success story is a young lady who entered our school as a freshman and as a mother to a newborn baby. She graduated this year with her associate degree and is currently employed as a teacher assistant at her Kindergartner son's school. She now has benefits and is able to provide for her son.

Roanoke Rapids Early College High School, Roanoke Rapids Graded School District

Roanoke Rapids Early College began in August 2018 with 35 ninth graders and 35 tenth-grade students. As of September 2022, Roanoke Rapids Early College has grown tremendously. Roanoke Rapids Early College now has a total enrollment of 124 scholars.

Roanoke Rapids Early College High School held its second graduation on May 20, 2022, to honor 22 scholars awarded \$2,865,750 in scholarships. Along with scholarships, scholars earned the following degrees, certifications, and certificates:

Four scholars graduated with their high school diploma and Associate Degree in Science. Four scholars graduated with their high school diploma and industry certification, including Medical Office Administration-Medical Coding, Medical Office Finance Specialist, Industrial Systems Technology, and Office Administration. Eight scholars graduate with their high school diploma and Associate Degree in Arts. Six scholars graduated with their high school diploma and transferable credits. One scholar received the 2022 Halifax Community College Academic Excellence Representative Award (awarded to the student with the highest cumulative grade point average).

As you can see, the Class of 2022 excelled tremendously and set the standard for academic excellence. We look forward to continued success among our scholars, and we will celebrate the Class of 2023 (37 scholars) on May 19, 2023.

Roanoke Valley Early College High School, Weldon City Schools

We had a senior who was really struggling in the college transfer success program. He was on the verge of being unable to continue here. We enrolled him in an advanced manufacturing program course based on electrical work and Programmable Logic Controllers. He got straight A's and graduated with a diploma, a degree, and a certification in that area.

Rockingham Early College High School, 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. We were in the top 100 schools for the state of NC and for the second time named among the Top Ranked High Schools for US News and World Report for 2022. 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. In the middle of the 2021-21 school year, I was approached by a group of parents that wanted to start a Parent Teacher Organization (PTO). After investigating and completing the required paperwork, a PTO board was established and off and running. We are so excited to have a committed and working PTO this year, with 25 to 30 active members that meet monthly to plan activities to support staff and students. This has been a wonderful morale booster for our entire school.

Rutherford Early College High School, Rutherford County Schools

A highlight of our educational programming at REaCH is our REaCH Omegabytes Robotics team, which was started in 2014. The program's mission is multi-faceted. First, the program seeks to engage Rutherford County Schools (RCS) students in the world of engineering and technology in order to encourage both immediate learning and future interest in STEAM-related careers. The annual FIRST Robotics Competition (FRC) season is structured to mirror real-world design challenges, providing students with a unique opportunity for hands-on learning while partnering directly with local industry professionals. Second, the team's outreach expands our mission to include STEAM awareness and education for younger students and the community, as well as business community connections that support local economic and job opportunities. This is a key element of our program: broadening the exposure of area children to a wider range of possibilities for life and career through community connections. Finally, the program presents students with a path for achieving their full potential by helping them to recognize that exciting career opportunities, including local ones, exist for them and that they can have an impact on the world around them regardless of their life circumstances. This is our ultimate mission: to transform our community by fostering a sense of hope for the futures of our children and families.

FRC teams design and build industrial-grade robots for large-scale field competition. With the support of 12+ professional mentors from the local business community and the collaborative efforts of the team's subgroups, from operations/communication to outreach to robot design and build, the team had an outstanding 2021/2022 year. STEAMrollin' is the outreach program through which the Omegabytes provide STEAM education and inspiration with mobile, hands-on activities and displays. STEAMrollin' activities take place throughout the year and especially gear up during the competition off-season. Among their numerous community outreach projects, the Omegabytes took STEAM to the streets with STEAMrollin' to the following events and locations.

- STEAM classroom lessons in various Rutherford County Schools elementary schools
- Grahamtown Community Center summer camp
- Grahamtown Community Juneteenth celebration
- Rutherford County schools annual community-wide Kinderpalooza kindergarten enrollment event

During the spring 2022 competition season, the Omegabytes put the youth of rural Rutherford County, North Carolina, on the world stage. Each spring, FRC teams advance through a series of regional levels to potentially reach the annual global-level competition. In spite of their rural roots and their home county's designation as one of the most economically distressed of North Carolina's 100 counties, the Omegabytes have built a robust program that is transforming their community and successfully competing against teams from large metropolitan areas. With their success at the April 10-11, 2022, FIRST North Carolina District State Championship, the team advanced to the FIRST Championship in Houston, Texas, held April 20-23, 2022. At this championship, which included over 450 teams from across the United States and around the world, the Omegabytes successfully advanced to the semifinals.

The team is thrilled with the 2021/2022 outcomes and is looking forward to continuing to develop both their competitive and community outreach programs.

Southeast Area Technical High School (SEA-Tech), New Hanover County Schools

One of our 2022 CFCC/SEA-Tech graduates received her Associate in Applied Science degree in Interior Design from CFCC, and she is putting her degree to good use as a designer and business owner.

Immediately following graduation, this student was hired by RMB Building and Design custom builders in Wilmington, NC. This position gives her the opportunity to use her design skills acquired at the college by assisting clients with selecting plumbing and light fixtures, tile and other flooring, countertops, and cabinetry. She also uses her training with Auto Cad and Chief Architect, software programs she became proficient with during her time in the Interior Design program at the college, to create new space concepts in renovation projects so customers can visualize their projects at completion.

In addition to her full-time position with RMB Building, which provides her with a strong hourly wage and full health and dental benefits, this student has also started her own design firm, Southern Skye Designs. One of her latest projects is a full renovation of a 1940's downtown Wilmington home that has involved a complete reconfiguring of the space with a new floor plan. We are proud of this recent graduate and know that this is just the beginning of her interior design career.

School of Inquiry and Life Sciences at Asheville (SILSA), Asheville City Schools

Our SILSA Vision team helped to implement quarterly celebration assemblies and annual trips to cities, within the region and beyond. In response to the pandemic's impact on educational enjoyment and fulfillment, the vision team laid out an annual plan of events and celebrations to re-engage students and bring more fun and celebrations into the school year. Each grade level will now have a trip to a different city each year. Sophomores will take a one day trip to Atlanta; juniors and seniors will travel to D.C. and New York on alternating years. Each trip has its own unique itinerary. The attractions and activities at each location are tied to learning objectives in the core content areas.

Stanly Early College, Stanly County Schools

We have four students, including two female students, who have completed the welding program at Stanly Community College. All four of our students were already working in welding when they completed their welding certifications. Our graduating class of 2022-2023 will have our largest number of graduates ever who will graduate with a degree or certification that is not a college transfer degree. Our students are getting career and college ready.

Stanly STEM Early College, Stanly County Schools

We are very proud that this past year Stanly STEM Early College earned the highest proficiency score in the county. This is especially exciting because since opening our school, we have not had a "normal" year yet and the students & staff were able to rise above the challenges and earn recognition as an A school while creating a culture of collaboration and excellence for Stanly STEM. We look forward to strengthening our focus on STEM in the classroom this year and continuing to create a dynamic educational experience for our students.

STEM Early College at NC A&T, Guilford County Schools

STEM Early College at NC A&T is a place where we develop the whole child. It serves as a place for students who just do not quite fit the mold of a typical teenager based on society

standards and expectations. Students who come here are intelligent, funny, and unique all in one. Many of our students need a smaller environment to not only learn, but be nurtured and supported. One student attending school here last year struggled with accepting their identity. The journey to identify with who they felt like was their true gender was difficult and challenging. They would soon learn that at STEM Early College at NC A&T you are loved for who you are by both our students and staff. During their tenth grade year, after forming close bonds and relationships with people they trusted, this student began to blossom. They were voted by their peers as the Senior Class President, and they also delivered the Charge to Students during the Senior Graduation Ceremony. They managed to complete high school, earn college credits, and be accepted into college, all while dealing with homelessness, social anxiety, and a gender identity transition. There is a quote from Maria Montessori, " To assist a child we must provide him with an environment which will enable him to develop freely". At STEM Early College at NC A&T, we aim to create just an environment where students grow and learn how to be independent, innovative and encouraged to explore their own lenses as they prepare for life after high school.

Stokes Early College High School, Stokes County Schools

One recent graduate completed their requirements for their high school diploma and Associate in Science Degree in three years. Two other students from the Class of 2022 earned a Certificate of Completion in Early Childhood Education. Another student from the Class of 2022 learned enough Korean on her own during the Covid "closures" to place into a higher level Korean course that she took through UNC Greensboro as a high school senior. She also was selected as a participant in the US Department of State's National Security Language Initiative for Youth (NSLI-Y), where she spent six to eight weeks during the summer of 2022, taking language classes at Hanyang University in Seoul, South Korea. As part of the group, she had the opportunity to explore Seoul and its many cultural sites as she further immersed herself in the Korean language and culture.

With the newly built Forsyth Technical Community College Trades Building on our campus, for the first time several of our students were able to take trades courses in welding and electrical trades on campus.

Surry Early College High School of Design, Surry County Schools

The core for success stories at SECHS is our staff. This staff has maintained the school's vision of providing students with more than an education from a book – an education built on experiences. This dedicated staff has not given up on this principle unique to Early College. Through the changing of the guard (new administrators coming and going) and a world-wide pandemic, this staff has stayed focused on providing a unique and rigorous education for all students.

Teachers have continued to collaborate and create cross-curricular lessons, making learning relevant for students. The staff support experiential learning through field trips, plays, debates, and involvement in many clubs and organizations. It is these opportunities that students will remember after graduation, not completing all of the even problems on page 92. The staff of SECHS provides an education that allows students to be creative, to think, and to collaborate. Kudos to the staff of SECHS! Without powerful teaching and learning taking place, SECHS would simply be a high school on a community college campus. SECHS is more than that because of the dedication of this determined and caring staff.

Tri-County Early College High School, Cherokee County Schools

Tri-County Early College students demonstrated a renewed focus and energy during the 2021-2022 school year. Returning to school with limited pandemic-related restrictions, students and teachers engaged in classroom-based PBL, hosting numerous exhibitions of their work throughout the year. Teachers eagerly began a journey by studying and applying high-yield instructional practices developed through collaborative work with our Learning Focused Coach. Thirty-five 12th graders earned an associate degree. During the course of the school year, two students earned their private pilot's licenses, a credit to the work of the aviation science teacher who encouraged these students to pursue their licenses. Because of the dedication of faculty and staff to meet the needs of students and involve them in meaningful, rigorous learning experiences, our students continued to succeed. The evidence of their success is best captured in their output: students accumulated over 2,000 hours of volunteer service to the community. 26% of our returning students began this school year with a weighted GPA of 3.0 or higher, and the graduating class of 2022 earned in excess of 2.4 million in scholarship offers.

Looking ahead to the remainder of this school year and the next one, Tri-County Early College will move into the brand new Cherokee County Schools of Innovation location adjacent to Tri-County Community College. The resources and opportunities that come with this state of the art facility will only enable our students to excel even more.

Vernon Malone College and Career Academy, Wake County Public School System

Students at Vernon Malone College and Career Academy complete studies in one of six career-focused programs, ranging from biopharmaceutical technology, to cosmetology, to welding.

One recent graduate knew she wanted to attend Vernon Malone to pursue this kind of hands-on, project-based learning, but she wasn't sure which option to choose. "As someone with no real knowledge, I thought that welding was a form of glass blowing or metal casting,"

she says. "I always thought that seemed cool, and I wanted to learn how to do it as well. Well, I soon realized that welding was a lot different!"

Whatever her preconceptions were about welding, she soon came to love the craft - and excel in it.

After two years of instruction in welding at Vernon Malone and Wake Tech Community College, she competed last year in the SkillsUSA competition and finished in first place for both the region and for the entire state. She also spent last summer as an apprentice for Carolina Commercial Systems (CCS), working on a retrofit construction project at N.C. State's Centennial Campus and a major addition at Redeemer Church in Raleigh.

Now that she has graduated from Vernon Malone, she is working full-time with CCS. "This student has the work ethic and attitude that it takes to thrive in any type of business or trade," says Jason Evans of CCS. "We here at CCS are ecstatic that she has chosen to work with us, and we are even more ecstatic that she has chosen trade work. There are many paths that a person can take in life, and no matter what path this student chooses, she is going to excel. We are happy that her journey will start here at CCS."

Her welding instructor recalls that this student was shy, quiet, and perhaps a bit overwhelmed with all that she needed to learn when she began welding instruction her junior year. But she rolled up her sleeves and soon proved she had a talent and a passion for this work. "This student is someone who believes in perfecting her welding skills and never gives up," he says. "She is one of the first students to arrive, and one of the last ones to leave."

This student says she was inspired by her teacher and came to love welding. "I like how it is primarily independent work that I can evaluate and build on," she says. "I like how every weld is unique. My instructor, Mr. Wahrman, also plays a huge part in my interest. When I see him welding personal projects, I see all of the experience he has, and it makes me want to someday be as experienced in welding as him."

Evans of CCS says this student is part of an emerging trend of women working industrial jobs. "Women in welding is not something my industry has seen a lot of historically," he says. "However, we are seeing women become active trade workers in our business and with our business partners at a very awesome rate."

Wahrman says this student's work ethic and positive attitude will help her go far. "She is always smiling, always in a great mood, and easy to talk with. She'll make a great welder, and I can see her in a leadership position in five years or so."

Wake Early College of Health and Science, Wake County Public School System

One recent graduate earned the phlebotomy certification at Wake Tech in her 5th year in addition to earning her Associates Degree in Science, and she worked as a phlebotomist prior to entering NC A&T in the fall of 2022. This student demonstrated that she also is a leader and

innovator. She was very involved in the Teen Youth Advisory Council for the Poe Health Center. Also, she took on the role of Wake County's Summit Coordinator for the Wake County Food Security Summit of 2021. She became involved in community food strategies through her own interest in gardening and food production during the pandemic and was named NC's First Youth Food Council Catalyst. She led meetings of the NC food council youth network, created educational workshops and more. We are very proud of her!

Wake STEM Early College High School, Wake County Public School System

10th Grade One Health Project:

Tenth grade students designed and created a working wearable sensing device to help mitigate a global One Health issue during the spring semester of 2022. This cross-curricular Project Based Learning (PBL) focused on the Engineering Grand Challenge of Advancing Health Informatics. After the student groups collaborated on the grade level PBL Wearable Device Challenge, the top three Wake STEM teams competed at the NC State University Wearable Device Challenge. The competition is conducted on NC State's campus and Wake STEM students placed second in the high school division at the event.

STEM Work-based Learning in State Government:

As part of the Career and Technical Education Work Based Learning program at Wake STEM Early College High School, two students took part in the "Lady Cardinal Mentorship Program". The Lady Cardinal Mentorship Program is run by the North Carolina Department of Commerce and North Carolina Department of Administration and allows the students to learn more about Science, Technology, Engineering and Mathematics (STEM) based careers in state government agencies.

The students had the opportunity to meet with women leaders in these state agencies to learn how the departments work together to best serve our citizens. The students were provided the opportunity to conduct interviews to gain a better understanding of the leader's personal and program's mission. They also received exposure to the different state departments which allowed them to gain a better understanding of how important career and college readiness is to our state economy and the citizens in our workforce.

The students shared that they learned that networking plays a big part in a young professional's career path. They also shared that they created strong bonds with their supervisor who showed them immense support and patience throughout the program and with the other Lady Cardinal students from across the state with which they shared these experiences. This program allowed for our students to be exposed to the world of work in Science, Technology, Engineering and Mathematics (STEM) careers in North Carolina state government agencies.

First Generation College Student Recruitment:

Cathy Moore, Wake County Public School System's Superintendent, set a goal for early colleges to increase the percentage of students who are first generation college going from 50% to 70% of our student body population. To work towards this goal we at STEM recruited specific middle schools, we identified interested first generation families early on in the process, and we supported these families with their application, ensuring that it would not be a barrier. As a result of this work, 67% of our new students for this current year will be the first person in their family to attend college as compared to 41% of our returning students.

Wake Young Men's Leadership Academy, Wake County Public School System

One of our 2022 graduates of Wake Young Men's Leadership Academy came to us as a bright and motivated student who had the potential to be molded into a strong leader amongst his school community. His leadership skills were first noticed when he was selected as a Student Ambassador who assisted with school tours and speaking to future students and parents about the experiences of being a student at Wake Young Men's Leadership Academy. While on our main campus, he founded the Garden Club, served as Vice President of Student Government Association, and participated and won art competitions at both the school and district level. This student was also a student athlete, participating in wrestling at Broughton High School throughout his entire time in high school and served as captain. As a wrestler he earned the Allen Head coach's award his Junior year of school.

In the larger community, this student has written a published book to assist younger elementary school students, participated in community service projects, and maintained a part time job. He is a student athlete, a leader in his community, and an academic scholar, earning over 42 college credits and a GPA of 4.6 during his Junior and Senior year at Saint Augustine's University, our early college partner. He was selected as one of the finalists for the prestigious Park Scholarship at NC State. After narrowing down his post secondary plans this student earned the Cheatham-White Scholarship and received a full ride at North Carolina A&T University. While this student has left WYMLA and has started his college career, he has inspired others. We are so proud of this Phoenix rising to reach his full potential!

Wake Young Women's Leadership Academy, Wake County Public School System

One of our graduates was the first recipient of Saint Augustine's University Presidential Scholarship. This student is continuing her studies with our college partner on a full scholarship. She is the first in her family to attend college. This student served as an intern in the Saint Augustine's University business school and created and published their department newsletter on a quarterly basis. She plans to major in Business Management.

Wayne Early/Middle College High School, Wayne County Public Schools

One of our 2022 graduates was featured in the graduation issue of one of our local news outlets. This student began living with her grandmother in the third grade and found out she had a learning disability. When she was accepted into our school, she knew she would have to work very hard to stay on top of her work. This student was determined to succeed. Her grandmother supported her all the way, but she says her teachers went above and beyond to help her, especially during the pandemic. This young lady graduated in May from Wayne Community College with an Associate Degree in Science. At our high school graduation she volunteered to give student remarks. She told her classmates: "Your mind can be your greatest strength or your biggest enemy. If you choose to see the bad in situations then you will be lost in darkness. If you choose to look for the light in the situation you will be able to find a solution and grow as an individual." In August, she began college at NC State and plans to attend the College of Veterinary Medicine.

Wilmington Early College High School, New Hanover County Schools

This 2022 Wilmington Early College High School (WECHS) graduate decided to attend Wilmington Early College High School with a cohort of his eighth grade students. The transition from middle school to high school was seamless for this particular group of students. The teachers and staff supported these students by providing them with opportunities to serve, support for success, and opportunities for leadership.

While all of the students from this one middle school are extraordinary, this one stands out. He is currently a "Transformational Scholar" at North Carolina State University and is planning on becoming an educator. He gives credit to educators who have supported him within his community and his elementary, middle, and high schools. He truly is a believer in the idea that "it takes a village" and he gives accolades to his village. He has been an active member of his community since middle school and has developed a deeper understanding of the impact on his community, through service.

This student was a member of the Future Business Leaders of America, a WECHS Ambassador and he became very familiar with Cape Fear Community College's classes and landscape, frequently giving tours to other WECHS students. He also provided assistance to them in their transition into WECHS' rigorous early college environment. Beginning in his sophomore year, he volunteered to work with recruitment and always provided students with insight as to how WECHS differed from other schools and the benefits of attending WECHS.

He earned an Associate's in Arts from Cape Fear Community College and recognized that not only did he save money, he also acquired skills that many students do not acquire until they graduate from college. He learned time management because he worked, volunteered, and maintained a GPA above 3.5. To say that the faculty, staff, and community are proud of this student is indeed an understatement. He truly embodies the early college student and

continues to remind those who were fortunate enough to be a part of his success that he is a lifelong learner and will continue to serve his community and others along the way.

CIHS Special Recognitions

Elizabeth City Pasquotank Early College High School Elizabeth City Pasquotank Public Schools

Principal Amy Fife is Elizabeth City Pasquotank County Schools Principal of the Year for 2021-2022.

Innovation Early College High School Pitt County Schools

Advancement Via Individual Determination (AVID) School of Distinction for 2021-2022.

Person Early College for Innovation and Leadership Person County Schools

North Carolina School of Character and National School of Character for 2021-2022.

Principal Shirirona Johnson is Person County Schools Principal of the Year for 2021-2022.

Rockingham Early College High School, Rockingham County Schools

Principal Russell Vernon is the Rockingham County Schools Principal of the Year for 2021-2022.

Wake Early College of Information and Biotechnologies Wake County Public School System

Principal Abby Stotsenburg is Wake County Public School System Magnet Principal of the Year and Principal of the Year for Region IV for Magnet Schools of America for 2021-2022.

APPENDIX A: CAREER AND COLLEGE PROMISE INSTITUTE OF EDUCATION SCIENCES (IES) GRANT STUDY INFOGRAPHICS

Findings from The Evaluation of Career and College Promise

A research partnership funded by the Institute of Education Sciences and includes NCDPI, NCCCS, UNCG and RAND Corporation

Results from a rigorous study of the impact of the three CCP pathways showed that students in any of the three CCP pathways outperformed comparable students on high school outcomes and were more likely to enroll in postsecondary education. Participating students in each pathway were compared to non-participating students. The comparison group for each pathway was “weighted” separately so that they had similar background characteristics to the participating students within that pathway (see methods overview on page 7 of this report).

CCP participants were more likely to graduate from high school than non-participants.

In the College Transfer pathway, CCP students had a graduation rate that was 1 percentage point higher than comparison students. For the CTE pathway, the graduation rate was 2.1 percentage points higher. CIHS participants had a graduation rate that was 2.1 percentage points higher than comparable non-participants.

CCP participants earned more college credits in high school than non-participants.

CCP students across all pathways earned substantially more college credits while they were in high school than comparison students. This includes more credits transferable to a four-year institution and more college-level CTE credits. Note that comparison students could have earned credits through successful completion of Advanced Placement exams.

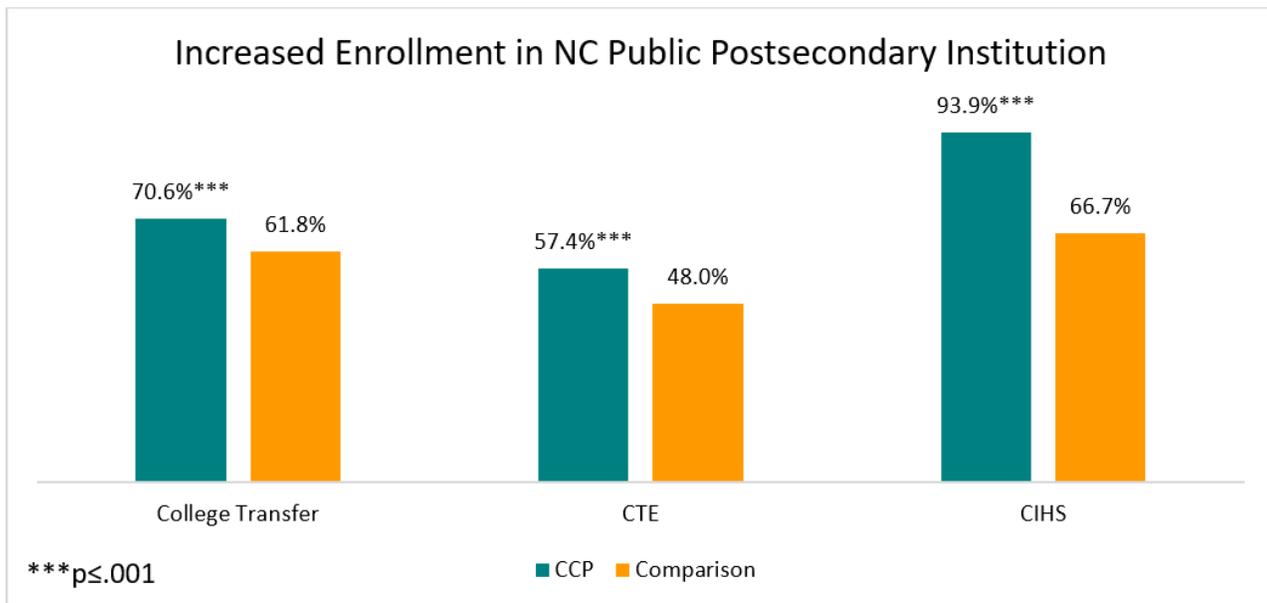
Table 9: Summary of Earned Credit Outcomes by CCP Pathway

Credits earned by end of 12th grade	College Transfer Pathway		CTE Dual Enrollment Pathway		CIHS Pathway	
	CCP Participants	Comparison	CCP Participants	Comparison	CCP Participants	Comparison
College credits—total	14.5***	5.5	8.3***	1.3	34.1***	5.5
Transferable credits	14.0***	5.5	3.4***	1.3	31.2***	4.8
CTE credits	0.7***	0	5.8***	0	3.3***	0.8

Note: Some courses on the CTE pathway are also transferable to a four-year institution. ***p≤.001

CCP participants were more likely to enroll in postsecondary education. For students in the College Transfer or CTE Dual Enrollment pathway and the comparison students, we looked at enrollment within one year after high school graduation. Because students in the CIHS pathway are enrolled in college and high school at the same time, we defined postsecondary enrollment differently; it is defined as enrollment at any time from the start of 9th grade through two years after 12th grade. As the figure shows, CCP students across all pathways were more likely to enroll in a NC public postsecondary institution than comparison students.

Figure 3: Enrollment in NC Public Postsecondary Institution by CCP Pathway



Why do the comparison students have different averages for each of the pathways?

The research team makes the comparison students in each pathway look similar to the participating students in that pathway. For example, CTE pathway students have different characteristics than students in the CIHS pathway, which means that the comparison students will also have different characteristics.

CCP has narrowed the gap between economically disadvantaged and not economically disadvantaged students. Across all three pathways, the impact of CCP was greater for economically disadvantaged students than for non-economically disadvantaged students. This means that there were smaller gaps between economically disadvantaged CCP students and non-economically disadvantaged CCP students than there were between disadvantaged non-CCP students and non-disadvantaged non-CCP students.

As shown in the figure below, there was a gap in postsecondary enrollment of only 3.7 percentage points between economically disadvantaged students and not-economically disadvantaged students in the College Transfer pathway as opposed to a 9.3 percentage point gap for similar students who did not participate in CCP.

Figure 4: College Transfer Pathway Postsecondary Enrollment Rates



In the CTE pathway, the difference between the two gaps was not as large.

Figure 5: CTE Pathway Postsecondary Enrollment Rates

CTE Pathway Postsecondary Enrollment Rates



The CIHS pathway reduced the gap even further—it was only 3.5 percentage points for CIHS students compared to 14.5 percentage points for the comparison students.

Figure 6: CIHS Postsecondary Enrollment Rates

CIHS Postsecondary Enrollment Rates



Certain district-level characteristics are associated with higher and lower levels of CCP participation.

- CCP participation was higher in schools in rural areas, smaller schools, and schools in more economically distressed counties.
- CCP participation was lower in urban areas and in schools with higher proportions of racial and ethnic groups that are underrepresented in the University of North Carolina system.

For questions, please contact CIHS@dpi.nc.gov or sneha.shahcoltrane@dpi.nc.gov.