NORTH CAROLINA
State Board of Education
Department of Public Instruction

NC COMMUNITY COLLEGES
CREATING SUCCESS

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

Date Due: March 15, 2022
DPI Chronological Schedule, 2021-2022

Submitted by the 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 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.

Continued on next page

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 6 - 7
Data Highlights of CCP	NCDPI and NCCCS	Pages 8 - 25
Certification and Associate Degree Completion	NCCCS and NCDPI	Pages 23 - 24, 33
CCP CTE and College Transfer Pathways	NCCCS	Pages 21 - 23
Post-graduation employment	NCCCS	Pages 23 & 58
Admission to Four-Year Institutions	UNCS and NCICU	Pages 26, 59 - 61
Overview of CIHS Programs	NCDPI	Pages 29 - 32
Data Highlights of CIHS	NCDPI and NCCCS	Pages 32 - 34
List of Current CIHS by Public School Unit (PSU)	NCDPI	Pages 35 - 42
High School Retention Rates*	NCDPI	Pages 43 - 50
High School Completion Rates*	NCDPI	Pages 43 - 50
High School Drop-out Rates*	NCDPI	Pages 43 - 50
CIHS Enrollment Data	NCDPI and NCCCS	Pages 51 - 57
CIHS Success Stories and Special Recognitions	NCDPI, CIHS Annual Reports	Pages 62 - 94
Employer satisfaction of CIHS graduates	Data not available	N/A
Findings from The Evaluation of Career and College Promise	SERVE Center at UNCG	Pages 27 - 28, 95 - 99

*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.

The initial creation of CCP caused a drop in dual enrollment in the following year as colleges and Public School Units (PSUs) adjusted to the new program requirements for student eligibility and structured pathways. Upon implementation of the CCP program for a full academic year (2012-13), enrollment in joint high school programs rebounded and continues to increase, with the addition of new pathway options, increasing student interest, and the establishment of new Cooperative Innovative High Schools.

Currently Career and College Promise 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.
- 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.

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.

Recent student enrollment in CCP

While enrollment in CCP has continued to increase over time, enrollment data for the 2020-2021 school year show a decrease in overall high school enrollment from the 2019-2020 school year, likely attributable to the impact of COVID-19. Data from NCDPI show a 4% decrease from the 2019-2020 school year. Data from NCCCS show a 3.3% decrease in enrollment from the 2019-2020 school year. The differences in the enrollment decreases between the two agencies is likely due to the fact that NCDPI data includes public and charter school students who are dually enrolled in 2-year or 4-year colleges and universities, while data from NCCCS includes public, charter, private, and homeschool students who are dually enrolled.

For comparison, the decrease in enrollment of the adult student population for the 2020-2021 school year was 6% from NCCCS. This was 3% greater than the percent decrease for CCP students.

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 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 2020-2021, **32%** of all graduates enrolled in at least one dual enrollment course, primarily through CCP, during their high school years. This represents 34,254 students. This is an **increase** of 618 students (1% growth) from the previous 2019-2020 graduating class.
- These graduates enrolled in a total of **239,215** 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 2020-2021, **30%** of all graduates earned high school credit through dual enrollment opportunities in their high school years. This represents **32,255** students. Ninety-four percent of graduates who enrolled in a dual enrollment college course earned credit towards high school graduation.
- In 2020-2021, there were **58,727*** public high school students enrolled in college courses while in high school.

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

In the 2020-2021 school year there were 58,727 students enrolled in at least one CCP course. This was a 4% decrease from the 2019-2020 school year (a decrease from

61,036 to 58,727 students). Comparing enrollment data from the 2018-2019 school year (53,000 students) and 2020-2021 school year shows a 11% increase in CCP participation.* Other than the decrease in 2019-2020, likely due to challenges associated with the COVID pandemic, CCP enrollment continues to increase over time.

See Table 1 below for further data regarding dual enrollment for 2020-2021 graduates disaggregated by race/ethnicity.

Table 1: Number and percent of 2020-2021 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	367	1,140	32% ↑ (2%)
Asian	1,249	3,691	34% ↑ (3%)
Black or African American	5,315	25,215	21% ↑ (1%)
Hispanic or Latino	4,524	17,212	26% ↓ (-1%)
Native Hawaiian/Other Pacific Islander	36	118	31% ↑ (9%)
Two or More	1,289	4,511	29% ↑ (3%)
White	21,474	54,162	40% ↑ (2%)
Total	**34,254**	**106,049**	**32%** ↑ (1%)

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

Based on the enrollment data above, while there remains continued work, NCDPI is encouraged how PSUs are creating environments for access and opportunity among all

race/ethnicity groups for dual enrollment. For detailed enrollment information by district of 2020-20201 graduates who enrolled in at least one CCP while in high school refer to Table 2 below.

Last year, the statewide four-year graduation cohort rate was 87%. For more information, find the NCDPI Four-Year Cohort Graduation Rate Report under the Accountability Data Sets and Reports section. The dropout rate for 2020-2021 is not available at this time. It will be reported to the State Board of Education in March 2022.The high school dropout rate for the 2019-2020 academic year is 1.53 per 100 students.The rate decreased 24.1% from the 2018-2019 dropout rate of 2.01. 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.

For the 2020–2021 school year, the United States Department of Education and the North Carolina General Assembly granted North Carolina waivers from school accountability (School Performance Grades). The data reported for the 2020–2021 school year is presented for educators and parents to identify where additional support is needed as students begin the 2021–2022 school year. Comparing the 2020–2021 data with any previous year's data prior to COVID is cautioned.

Figure 1: 2020-2021 North Carolina School Report Card Data

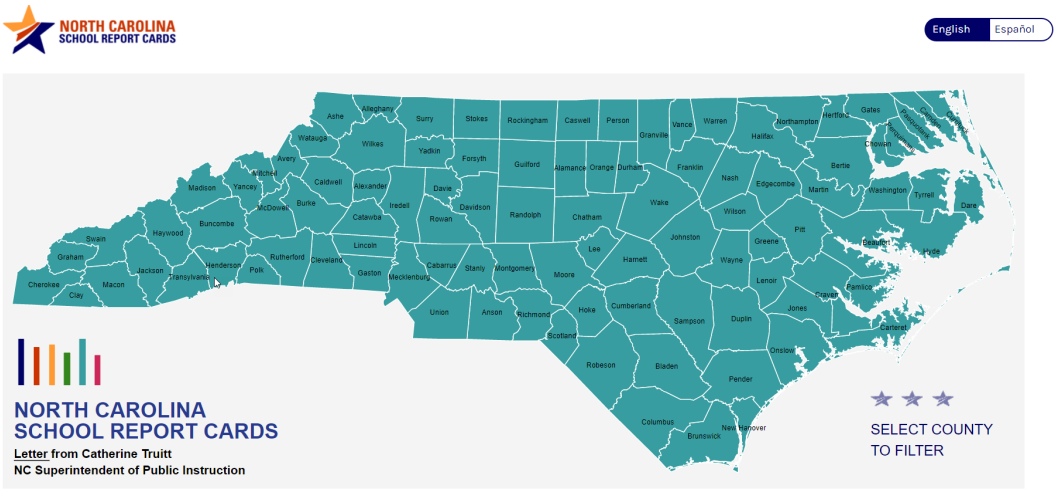


Table 2: Number and percent of 2020-2021 graduates who enrolled in at least one dual enrollment course while in high school by PSU.

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	618	1,627	38%
020	Alexander County Schools	147	324	45%
030	Alleghany County Schools	60	94	64%
040	Anson County Schools	123	246	50%
90F	Apprentice Academy High School	18	44	41%
69A	Arapahoe Charter School	15	32	47%
050	Ashe County Schools	109	209	52%
761	Asheboro City Schools	100	304	32%
111	Asheville City Schools	215	315	68%
060	Avery County Schools	85	140	59%
58B	Bear Grass Charter School	45	54	83%
070	Beaufort County Schools	184	438	42%
080	Bertie County Schools	90	135	63%
79A	Bethany Community School	36	67	54%
090	Bladen County Schools	174	319	54%
60S	Bradford Preparatory School	43	72	60%
100	Brunswick County Schools	291	917	31%
110	Buncombe County Schools	787	1,677	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
120	Burke County Schools	429	881	49%
13B	Cabarrus Charter Academy	17	26	65%
130	Cabarrus County Schools	1,005	2,496	40%
140	Caldwell County Schools	477	868	55%
150	Camden County Schools	69	130	53%
13A	Carolina International School	45	59	76%
34D	Carter G. Woodson School	<10	13	45%
160	Carteret County Public Schools	231	536	42%
170	Caswell County Schools	89	162	55%
180	Catawba County Schools	474	1,134	42%
93L	Central Wake High School	<10	34	28%
681	Chapel Hill-Carrboro City Schools	157	948	17%
60K	Charlotte Secondary	<10	33	27%
600	Charlotte-Mecklenburg Schools	1,626	9,689	17%
19A	Chatham Charter	44	44	100%
190	Chatham County Schools	396	633	62%
200	Cherokee County Schools	175	251	69%
220	Clay County Schools	48	84	57%
230	Cleveland County Schools	438	1,021	43%
821	Clinton City Schools	78	146	48%

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
01C	Clover Garden	21	40	55%
41H	College Prep and Leadership Academy	12	15	80%
240	Columbus County Schools	208	410	50%
60I	Community School of Davidson	26	123	21%
41G	Cornerstone Charter Academy-CFA	26	58	45%
250	Craven County Schools	426	927	45%
260	Cumberland County Schools	1,113	3,423	32%
270	Currituck County Schools	108	266	41%
280	Dare County Schools	202	428	47%
290	Davidson County Schools	407	1,319	30%
300	Davie County Schools	134	415	32%
310	Duplin County Schools	256	564	45%
320	Durham Public Schools	394	2,437	16%
92G	East Wake Academy	33	85	39%
210	Edenton-Chowan Schools	47	133	35%
330	Edgecombe County Public Schools	192	400	48%
700	Elizabeth City-Pasquotank Public Schools	100	328	30%
861	Elkin City Schools	73	96	76%

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
68A	Eno River Academy	36	77	47%
39A	Falls Lake Academy	18	59	31%
92F	Franklin Academy	23	117	20%
350	Franklin County Schools	107	560	19%
360	Gaston County Schools	618	2,151	29%
370	Gates County Schools	43	99	43%
380	Graham County Schools	53	86	62%
390	Granville County Schools	125	494	25%
84B	Gray Stone Day	<10	87	1%
400	Greene County Schools	99	209	47%
410	Guilford County Schools	1,235	5,452	23%
420	Halifax County Schools	18	130	14%
93A	Haliwa-Saponi Tribal School	<10	11	27%
430	Harnett County Schools	593	1,389	43%
440	Haywood County Schools	220	525	42%
91B	Henderson Collegiate	13	80	16%
450	Henderson County Schools	410	1,048	39%
460	Hertford County Schools	99	196	51%
181	Hickory City Schools	102	274	37%
470	Hoke County Schools	279	475	59%

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
480	Hyde County Schools	25	37	68%
11C	IC Imagine	<10	30	17%
490	Iredell-Statesville Schools	509	1,652	31%
500	Jackson County Public Schools	166	295	56%
61X	Jackson Day School	12	14	86%
510	Johnston County Public Schools	785	2,698	29%
520	Jones County Schools	31	67	46%
132	Kannapolis City Schools	72	366	20%
81B	Lake Lure Classical Academy	29	41	71%
60D	Lake Norman Charter	125	176	71%
49F	Langtree Charter Academy	21	73	29%
530	Lee County Schools	317	713	44%
540	Lenoir County Public Schools	253	594	43%
291	Lexington City Schools	33	204	16%
55A	Lincoln Charter School	113	149	76%
550	Lincoln County Schools	405	860	47%
560	Macon County Schools	213	305	70%
570	Madison County Schools	104	191	54%
06B	Marjorie Williams Academy	<10	3	33%
580	Martin County Schools	68	171	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
590	McDowell County Schools	212	366	58%
86T	Millennium Charter Academy	20	34	59%
610	Mitchell County Schools	107	126	85%
620	Montgomery County Schools	165	259	64%
630	Moore County Schools	606	986	61%
491	Mooresville Graded School District	164	490	33%
862	Mount Airy City Schools	77	129	60%
36C	Mountain Island Charter School	21	128	16%
640	Nash County Public Schools	421	1,014	42%
34H	NC Leadership Charter Academy	33	40	83%
00B	NC Virtual Academy	37	167	22%
51A	Neuse Charter School	20	50	40%
650	New Hanover County Schools	850	1,878	45%
182	Newton Conover City Schools	97	229	42%
00A	North Carolina Cyber Academy	28	259	11%
33A	North East Carolina Prep	24	47	51%
660	Northampton County Schools	37	82	45%
70A	Northeast Academy of Aerospace & AdvTech	31	47	66%
670	Onslow County Schools	372	1,721	22%

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
680	Orange County Schools	199	552	36%
39B	Oxford Preparatory	32	38	84%
690	Pamlico County Schools	51	97	53%
09A	Paul R. Brown Leadership Academy	,10	24	8%
710	Pender County Schools	370	803	46%
720	Perquimans County Schools	41	88	47%
730	Person County Schools	158	276	57%
41K	Piedmont Classical High School	<10	102	1%
36B	Piedmont Community Charter School	56	89	63%
49E	Pine Lake Preparatory	87	154	56%
23A	Pinnacle Classical Academy	26	30	87%
740	Pitt County Schools	689	1,545	45%
750	Polk County Schools	92	163	56%
780	Public Schools of Robeson County	372	1,425	26%
34B	Quality Education Academy	12	24	50%
60G	Queen's Grant Community School	25	113	22%
760	Randolph County School System	481	1,164	41%
32N	Research Triangle High School	<10	96	5%

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
770	Richmond County Schools	268	472	57%
01B	River Mill Academy	40	56	71%
421	Roanoke Rapids City Schools	79	220	36%
790	Rockingham County Schools	296	776	38%
64A	Rocky Mount Preparatory	18	61	30%
800	Rowan-Salisbury Schools	466	1,449	32%
73B	Roxboro Community School	51	82	62%
810	Rutherford County Schools	268	535	50%
820	Sampson County Schools	268	556	48%
830	Scotland County Schools	153	363	42%
92P	Southern Wake Academy	15	80	19%
840	Stanly County Schools	316	562	56%
63B	STARS Charter	<10	11	45%
61L	Stewart Creek High	<10	27	4%
850	Stokes County Schools	196	436	45%
60B	Sugar Creek Charter	14	65	22%
860	Surry County Schools	351	546	64%
870	Swain County Schools	72	111	65%
11D	The Franklin School of Innovation	22	79	28%
01D	The Hawbridge School	13	29	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
24B	Thomas Academy	<10	11	9%
81A	Thomas Jefferson Class Academy	41	78	53%
292	Thomasville City Schools	47	153	31%
880	Transylvania County Schools	126	251	50%
41F	Triad Math and Science Academy	26	69	38%
92T	Triangle Math and Science Academy	17	56	30%
890	Tyrrell County Schools	32	44	73%
90A	Union Academy	51	101	50%
900	Union County Public Schools	849	3,304	26%
76A	Uwharrie Charter Academy	78	158	49%
91A	Vance Charter School	35	79	44%
910	Vance County Schools	95	339	28%
32L	Voyager Academy	30	95	32%
920	Wake County Schools	1,564	11,958	13%
930	Warren County Schools	51	110	46%
940	Washington County Schools	37	84	44%
07A	Washington Montessori	<10	12	58%
950	Watauga County Schools	202	349	58%
960	Wayne County Public Schools	353	1,191	30%

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
422	Weldon City Schools	31	66	47%
241	Whiteville City Schools	68	144	47%
970	Wilkes County Schools	435	661	66%
980	Wilson County Schools	341	735	46%
98B	Wilson Preparatory Academy	<10	31	13%
340	Winston Salem / Forsyth County Schools	324	3,873	8%
990	Yadkin County Schools	198	357	55%
995	Yancey County Schools	94	137	69%

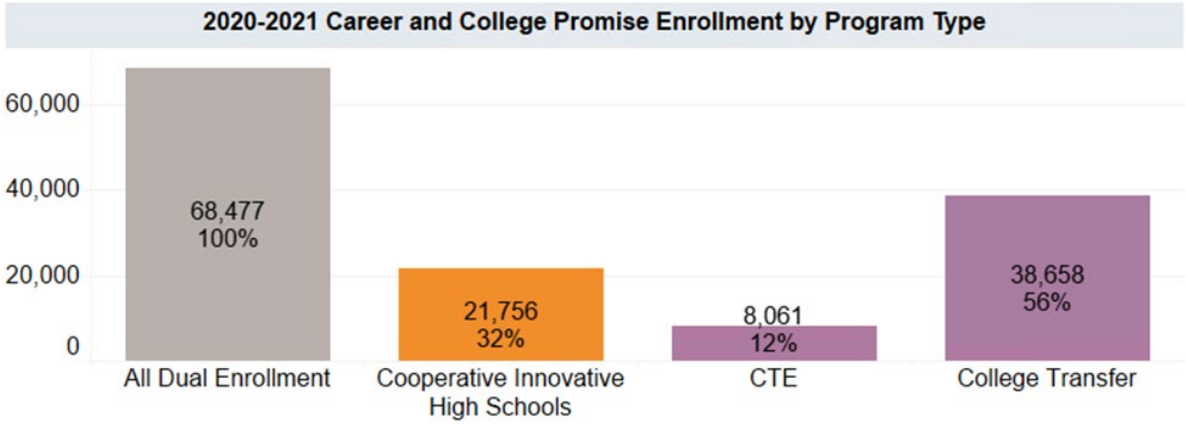
*In accordance with FERPA guidelines, individual student counts less than 10 are displayed as <10.

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

Enrollment and Demographics

During the 2020-2021 academic year, **68,477* high school students participated in Career and College Promise (CCP) through the NC Community College System**. Of those, 21,756 (32%) participated in Cooperative Innovative High School Programs (Early College, Middle College, or Other Innovative High School), and 46,719 (68%) participated in Pathways programs (Career and Technical Education or College Transfer). Participants were primarily female (62%) and white (60%). Career and Technical Education pathway had the highest percentage of male students (54%), and Cooperative Innovative High Schools had the highest percentage of non-white students (50%).

Figure 2: 2020-2021 Career and College Promise enrollment by program type*



*NCCCS data includes public, charter, private, and homeschool students who are dually enrolled.

Figure 3: 2020-2021 Career and College Promise enrollment by sex

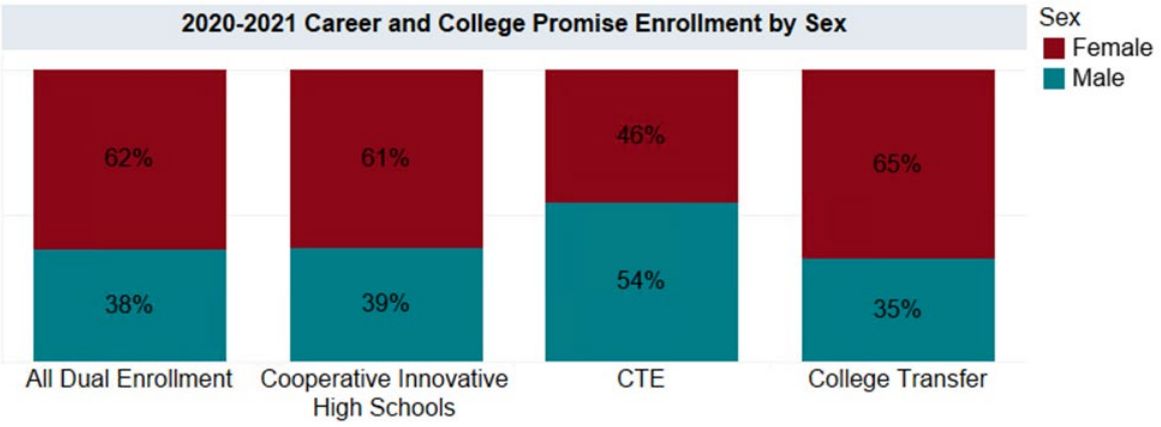
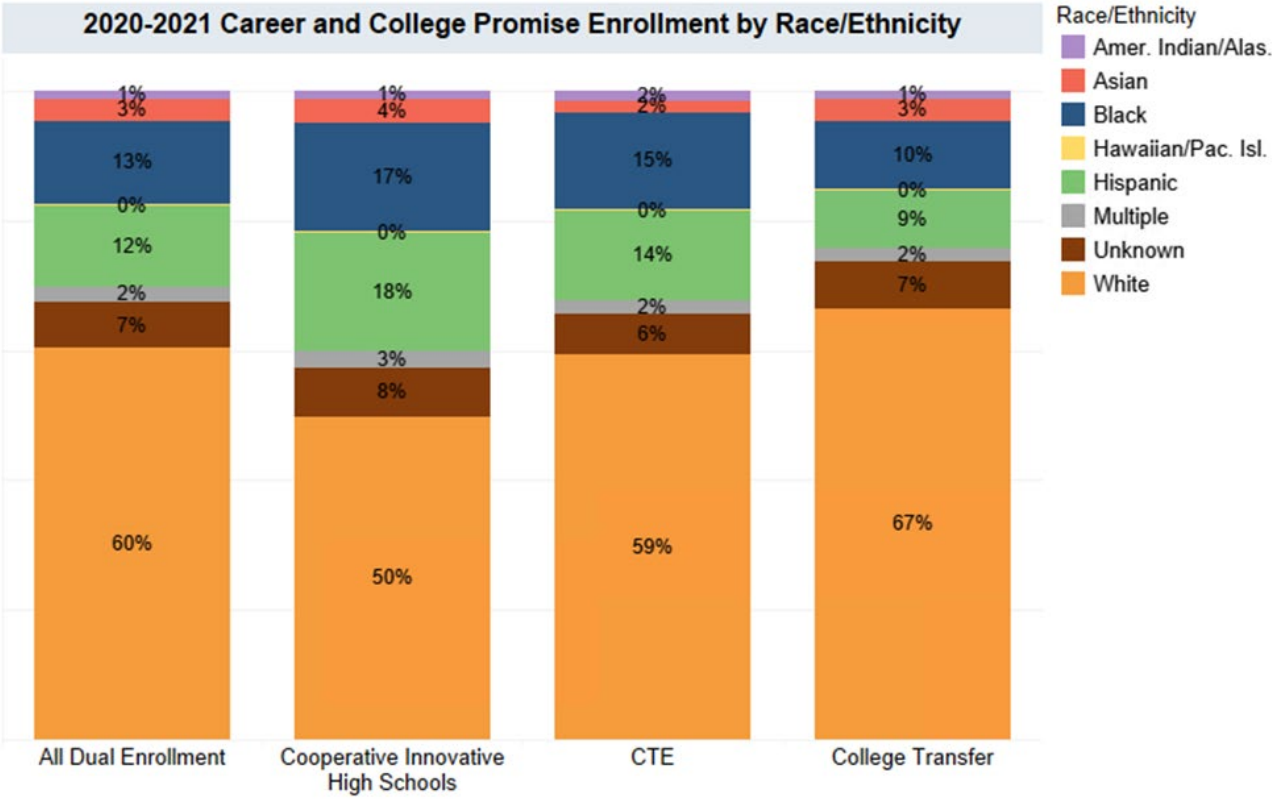


Figure 4: 2020-2021 Career and College Promise enrollment by race/ethnicity



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (NCCCS)
Career and Technical Education (CTE) and College Transfer Pathways

Course Enrollment and Degree Completion

During the 2020-2021 academic year, CCP Pathways students **enrolled in 161,367 credit-level college courses**. Of those, 138,743 (86%) were taken by College Transfer students. On average, College Transfer students took 3.6 courses per term and CTE students took 2.8 courses per term.

Figure 5: 2020-2021 CTE and college transfer pathways credit-level enrollment by pathway

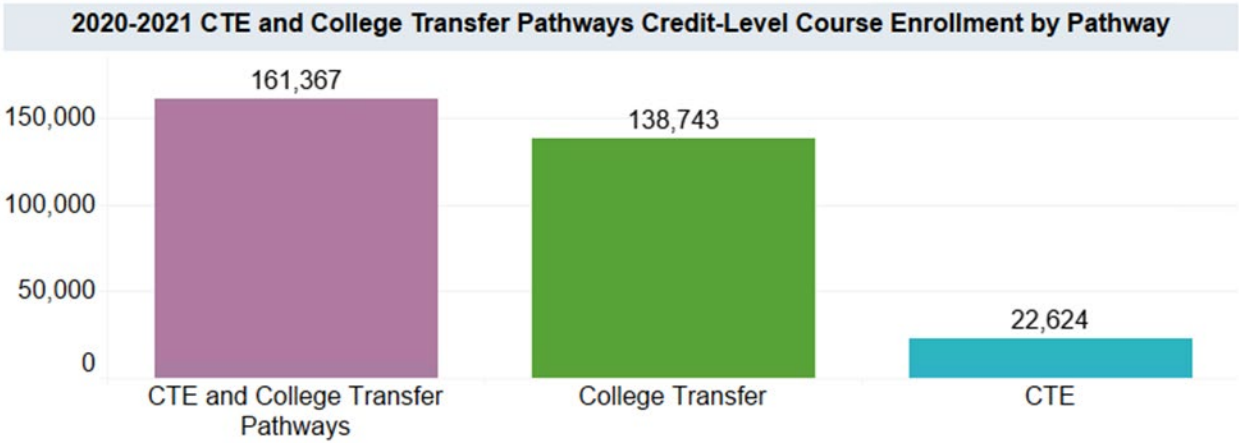
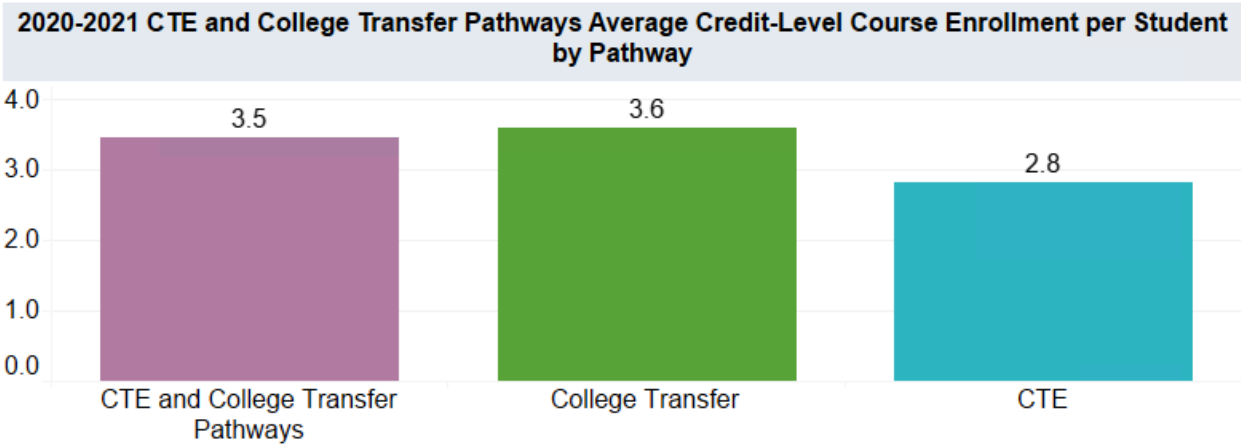


Figure 6: 2020-2021 CTE and college transfer pathways average credit-level course enrollment per student by pathway



In Fall 2020, **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 2020 GPA for CCP Pathways students was 3.14.**

Figure 7: Fall 2020 CTE and college transfer pathways credit-level course success rates and grade average by pathway

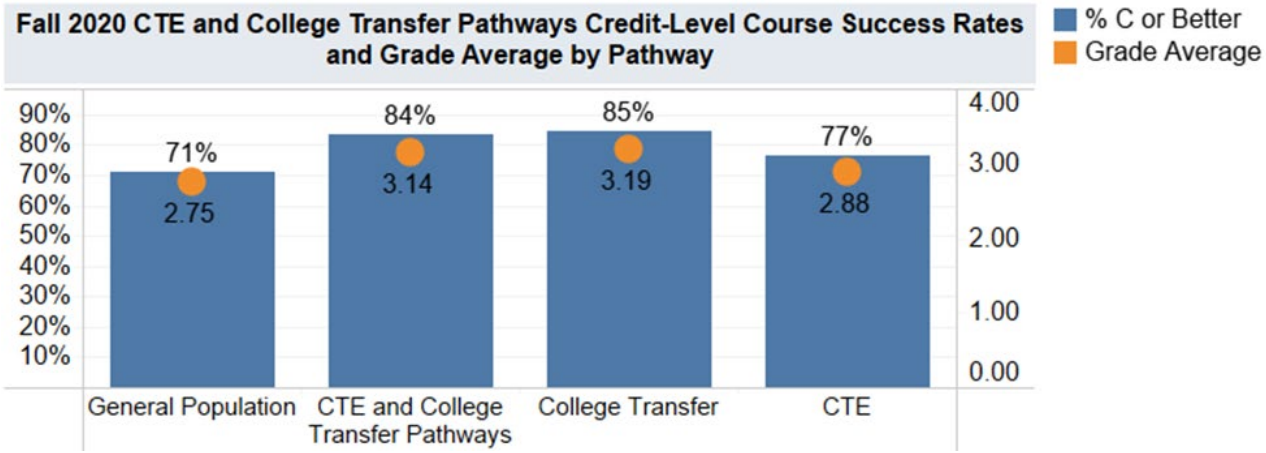
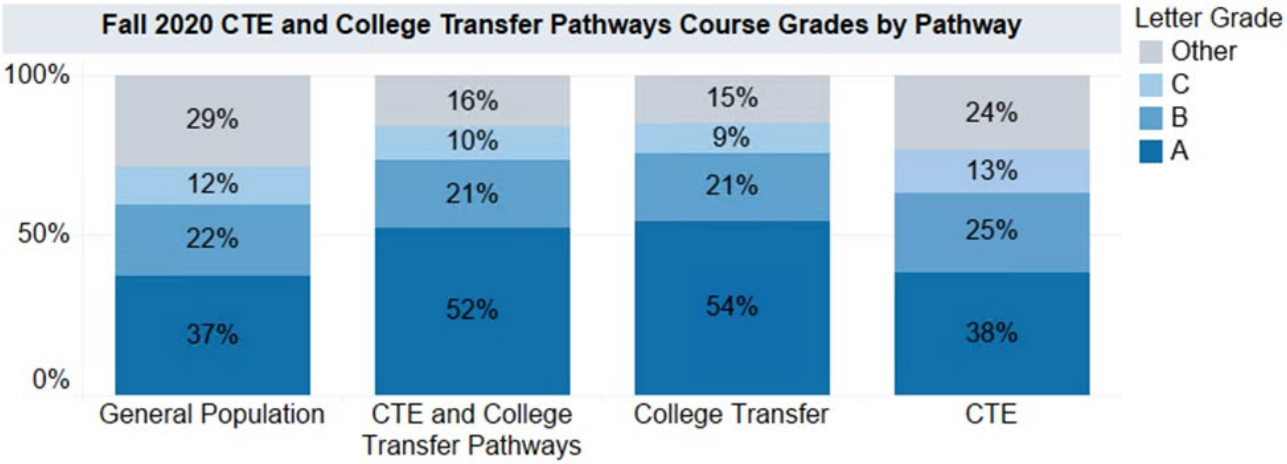
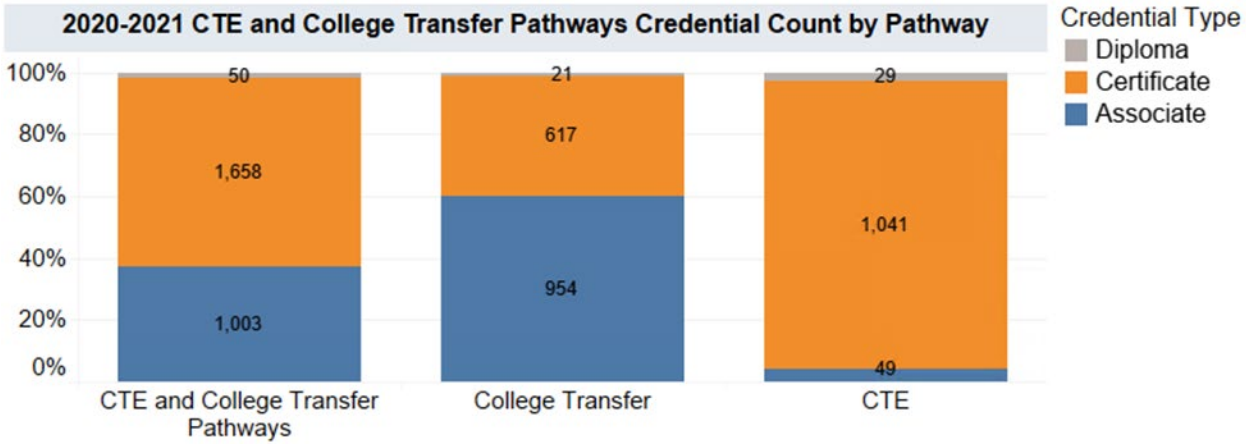


Figure 8: Fall 2019 CTE and college transfer pathways course grades by pathway



During the 2020-2021 academic year, CCP Pathways students earned a total of 2,711 credentials.

Figure 9: 2020-2021 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 2018. These students were not enrolled in any postsecondary institution in 2019-2020 and had a full-time or part-time employment record in Quarter 1 of 2020. 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 674 Transfer and 2,303 CTE pathway 2018 high school graduates were found for the 1st quarter of 2020. **The Quarter 1 median wage for transfer students was $4,008 and the median wage for CTE students was $4,412.**

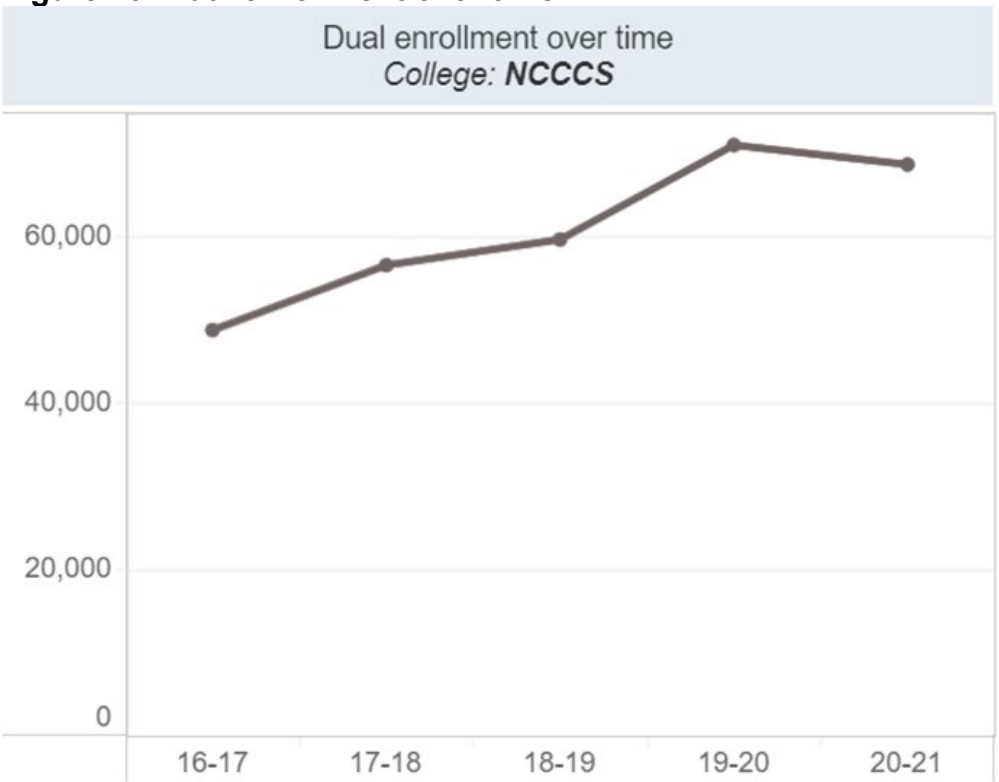
Workforce Continuing Education Pathway

Legislative action in 2017 provided tuition waivers for high school students to participate in Workforce Continuing Education (CE) courses through the CCP program. These courses allow students to pursue State and industry-recognized credentials for workforce entry. During the 2020-2021 academic year, **386 students were enrolled in the Workforce Continuing Education pathway, up from 218 in 2019-2020**. In addition, the NCCCS Office approved applications from 19 colleges working in collaboration with 90 high schools across the state to offer **200 Workforce Continuing Education pathways to high school students**.

COVID-19 Impacts on Student Success

Enrollment in Career and College Promise has been steadily increasing over time. Enrollment increased more rapidly during the 2019-2020 school year and then slightly declined during the 2020-2021 school year. This slight decline may represent a leveling off from the previous year's rapid increase in enrollment plus the effects of COVID-19 on college enrollment. The 3.3% enrollment decrease is smaller than the declines in enrollment seen in the broader community college student population. (As noted above, NCCCS data includes public, charter, private, and homeschool students who are dually enrolled.)

Figure 10: Dual enrollment over time.



To assess the impacts of COVID-19 on student success, we compared course success rates, GPAs, and course grades for Spring 2021 to previous Spring terms. Overall, course success rates and GPAs continued to decline for Cooperative Innovative High School students. However, College Transfer students' course success rates remained stable, with only a slight decline in GPA. In addition, CTE students' course success rates and GPAs rebounded back to pre-COVID levels.

Figure 11: Spring Cooperative Innovative High School credit-level course success rates and grade average by pathway.

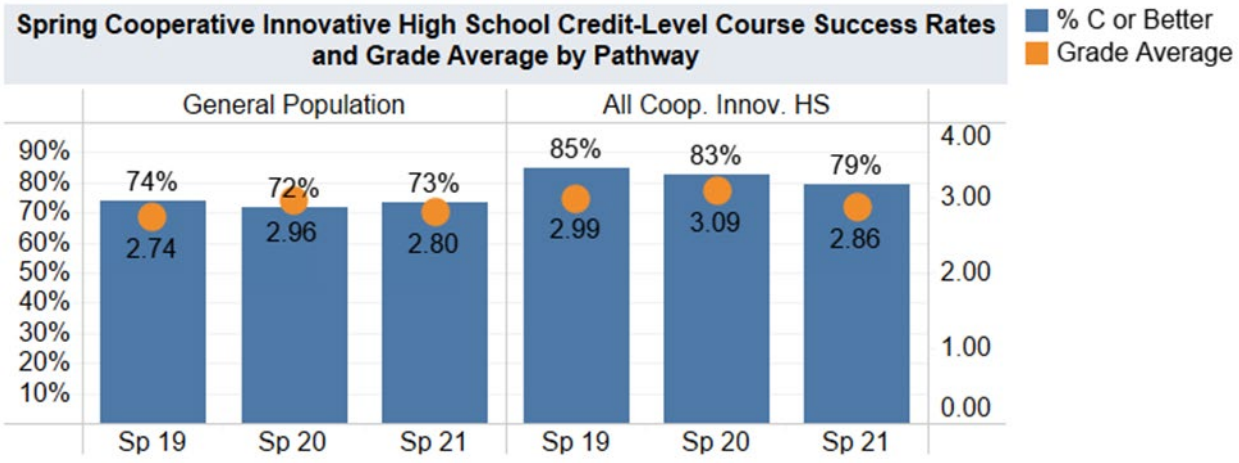
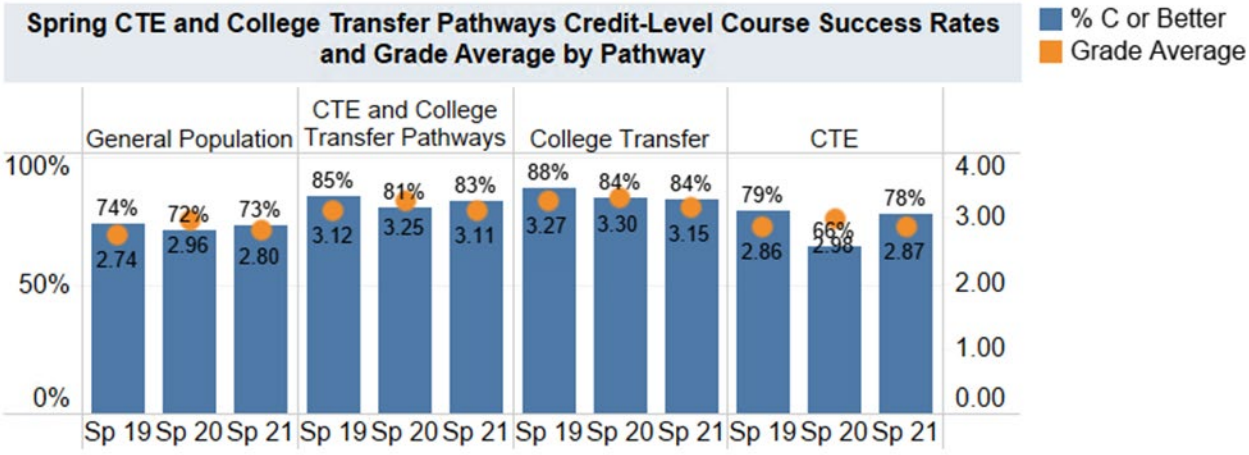


Figure 12: Spring CTE and College Transfer Pathways credit-level course success rates and grade average by pathway.



UNC SYSTEM
NC Public High Schools

Institutions within the University of North Carolina (UNC) system admitted 88,824* students from NC Public High Schools, including Charters, for Fall 2021 based on preliminary results. **UNC system admissions of NC Public High School students increased by 9,567 (11%) students admitted from Fall 2020.** Refer to table 6 for admissions of Cooperative Innovative High School students.

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

Table 3: NC Public High School student admissions to UNC System schools, Fall 2021

UNC Institution	Number of NC public high school students admitted to UNC Institutions, Fall 2021** (As of 11/22/2021***)
Appalachian State University	11,161
East Carolina University	13,337
Elizabeth City State University	1,349
Fayetteville State University	2,575
North Carolina A&T State University	5,305
North Carolina Central University	3,811
North Carolina State University	7,723
University of North Carolina – Asheville	2,193
University of North Carolina – Chapel Hill	4,559
University of North Carolina – Charlotte	10,469
University of North Carolina – Greensboro	6,541
University of North Carolina – Pembroke	3,635
University of North Carolina – Wilmington	6,363
University of North Carolina – School of the Arts	87
Western Carolina University	6,532
Winston-Salem State University	3,184
UNC Total	**88,824**

**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.

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 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. In addition to the research summarized above, in the past year the partnership hosted a two-day, national dual enrollment conference that brought together over 500 practitioners, policymakers, and researchers. Recordings of the sessions can be found on YouTube.

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. The sample for the College Transfer and CTE Pathway includes over 500,000 11th and 12th graders from 2012-13 through 2018-19. 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 800,000 students and started with students who entered 9th grade in 2009-10, adding new cohorts through students who entered 9th grade in 2015-16. 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.

Participation in 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. A summary of current findings to date is included in Appendix A.

Continued on next page

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 eighteen 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 2020-21, CIHS programs extend across 85

of the state's 115 school districts, with **132** individual schools operating for the 2020-2021 school year.

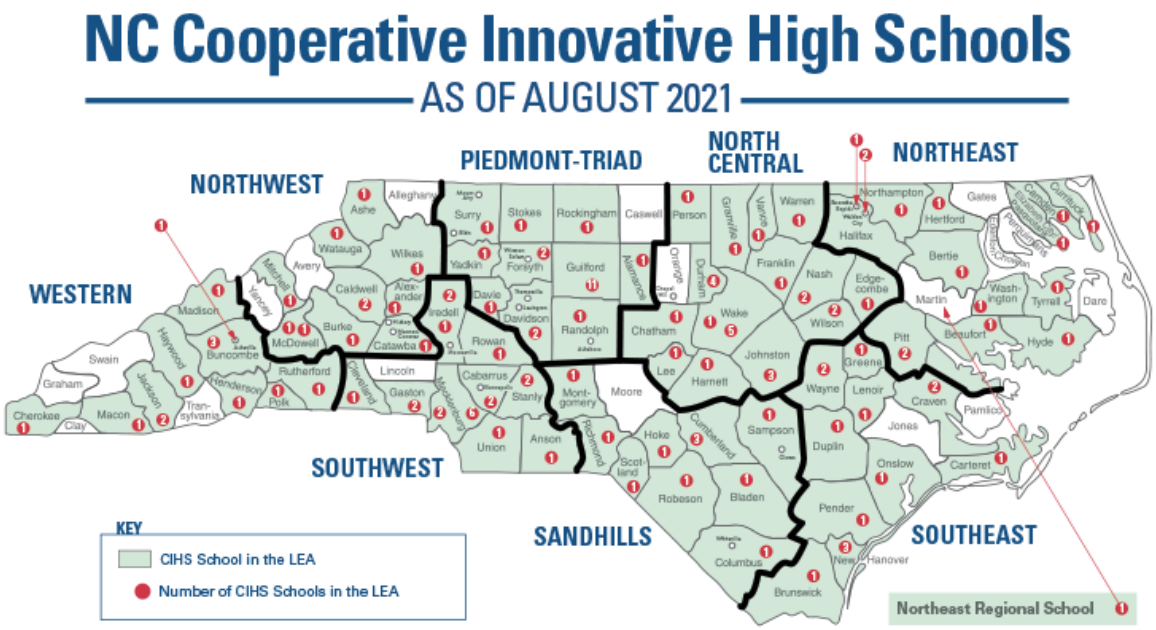
Currently in operation for the 2021-2022 school year, there are **133** CIHS programs in 85 of the state's 115 school districts. The Gaston Early College of Medical Sciences opened in Fall 2021. The current list of CIHS in North Carolina is shown in Table 4 below.

NC Session Law 2020-64 placed a moratorium on any new CIHS applications to be considered for the 2020-2021 school year and 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 more competitive to open a new CIHS, starting with this past year.

The Joint Advisory Committee recommends to the State Board of Education approval of three applications to open new CIHS programs in the Fall of 2022, submitted by three PSUs and their higher education partners:

- EDGE Academy of Health Sciences, Edgecombe County Schools and Edgecombe Community College,
- Cabarrus Early College of Health Sciences, Cabarrus County Schools and Cabarrus College of Health Sciences, and
- Wake Early College of Information and Biotechnologies, Wake County Public Schools and Wake Technical Community College.

Figure 13: NC Cooperative Innovative High Schools, August 2021



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.

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 regional meetings in each State Board of Education region with school leadership (these face-to-face regional meetings have shifted to virtual meetings during the COVID pandemic), networking webinars for principals, counselors and college liaisons, and site visits with technical assistance to each new CIHS (site visits have been suspended during the pandemic). NCDPI and the JAC also develop various resources to support development and implementation of the CIHS, shared via the NCDPI CIHS website.

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.

NCDPI updated the CIHS Design and Implementation Guide in 2021 to include Promising Practices from CIHS across North Carolina. These Promising Practices, which optimize successful outcomes for CIHS students, were shared with NCDPI by CIHS Leaders from each region of the state. The Guide also includes related research, providing further context for the Promising Practices. The CIHS Design Guide is available on the NCDPI CIHS Resources website.

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.

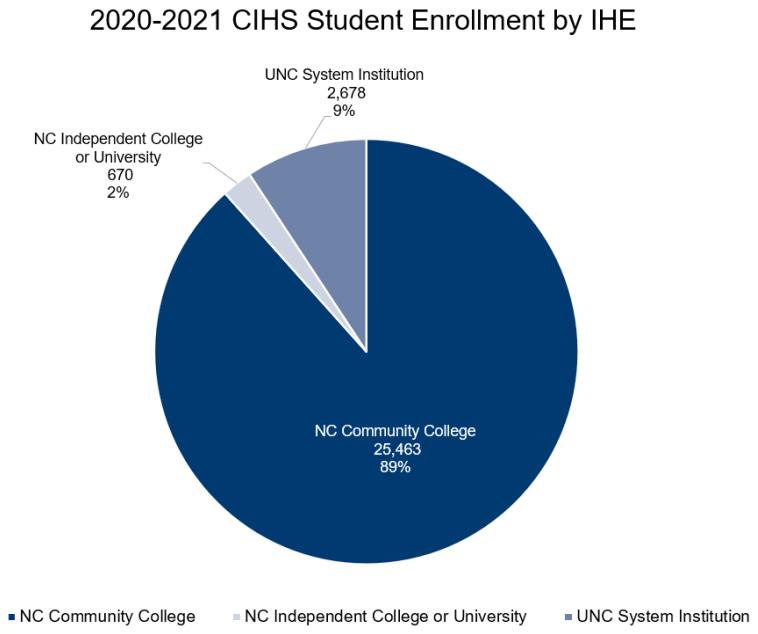
Cooperative Innovative High Schools Data Highlights:

- Enrollment in CIHS in 2020-2021 was **28,893** students; this is a decrease of 191 students from the previous school year. In total, **6,353** students graduated from Cooperative Innovative High Schools in 2020-2021, an increase in 337 students from the previous year.
- High school retention and completion rates for CIHS was **above** the state average, with the average CIHS rate 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 **79%** averaging a passing grade of a C or better. This is 8% higher than the general population.
- **882** CIHS students earned at least one CTE credential and 2,388 individual credentials in 2020-2021, based on NCDPI data. CIHS students also earned a total of **834** diploma and certificate credentials, based on NCCCS data. This

represents a total of **1,716** individual credentials earned from both agencies, a decrease of 306 credentials from the previous school year.

- **2,917** CIHS students graduated with an associate degree. This is an increase of 211 students from the previous school year.
- **10,144** applications from CIHS students were accepted by UNC System four-year institutions, based on UNC System Data. This is an increase of 946 applications from the previous school year. **2,260** applications from CIHS students were accepted by North Carolina Independent Colleges and Universities, based on NCICU data. This is a decrease of 528 applications from the previous school year.

Figure 14: 2020-2021 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 2021

#	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 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
16	Caldwell County Schools	Caldwell Applied Sciences Academy	Caldwell Community College
17	Caldwell County Schools	Caldwell Early College High School	Caldwell Community College
18	Camden County Schools	Camden Early College High School	College of the Albemarle

#	PSU Name	School Name	IHE Name
19	Carteret County Public Schools	Marine Science and Technology Early College High School	Carteret Community College
20	Catawba County Schools	Challenger Early College High School	Catawba Valley Community College
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	Central Piedmont Community College
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	UNC Charlotte
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	UNC Charlotte
24	Charlotte-Mecklenburg Schools	Harper Middle College High School	Central Piedmont Community College
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	Central Piedmont Community College
26	Charlotte-Mecklenburg Schools	Levine Middle College High School	Central Piedmont Community College
27	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	Central Piedmont Community College
28	Charlotte-Mecklenburg Schools	Performance Learning Center	Central Piedmont Community College
29	Chatham County Schools	Chatham County School of Science and Engineering	Central Carolina Community College
30	Cherokee County Schools	Tri-County Early College High School	Tri-County Community College
31	Cleveland County Schools	Cleveland Early College High School	Cleveland Community College
32	Columbus County Schools	Columbus Career and College Academy	Southeastern Community College
33	Craven County Schools	Craven Early College High School	Craven Community College
34	Craven County Schools	Early College EAST High School	Craven Community College
35	Cumberland County Schools	Cross Creek Early College High School	Fayetteville State University
36	Cumberland County Schools	Cumberland International Early College High School	Fayetteville State University
37	Cumberland County Schools	Cumberland Polytechnic High School	Fayetteville Tech Community College

#	PSU Name	School Name	IHE Name
38	Currituck County Schools	J.P. Knapp Early College High School	College of the Albemarle
39	Davidson County Schools	Davidson Early College High School	Davidson Community College
40	Davidson County Schools	Yadkin Valley Regional Career Academy	Davidson Community College
41	Davie County Schools	Davie County Early College High School	Davidson Community College
42	Duplin County Schools	Duplin Early College High School	James Sprunt Community College
43	Durham Public Schools	City of Medicine Academy	Durham Tech Community College
44	Durham Public Schools	Hillside New Tech High School	Durham Tech Community College
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	North Carolina Central University
46	Durham Public Schools	Middle College High School at DTCC	Durham Tech Community College
47	Edgecombe County Public Schools	Edgecombe Early College High School	Edgecombe Community College
48	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	College of the Albemarle
49	Franklin County Schools	Franklin County Early College High School	Vance-Granville Community College
50	Gaston County Schools	Gaston Early College High School	Gaston College
51	Gaston County Schools	Gaston Early College of Medical Sciences	Gaston College
52	Granville County Schools	Granville Early College High School	Vance-Granville Community College
53	Greene County Schools	Greene Early College High School	Lenoir Community College
54	Guilford County Schools	Early College at Guilford College	Guilford College
55	Guilford County Schools	Early/Middle College at Bennett	Bennett College
56	Guilford County Schools	Early/Middle College at GTCC - Greensboro	Guilford Tech Community College

#	PSU Name	School Name	IHE Name
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	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	Mattamuskeet Early College High School	Beaufort Community College
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

#	PSU Name	School Name	IHE Name
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
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

#	PSU Name	School Name	IHE Name
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
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

#	PSU Name	School Name	IHE Name
113	Tyrrell County Schools	Columbia Early College High School	Beaufort 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 STEM Early College High School	North Carolina State University
120	Wake County Schools	Wake Young Men's Leadership Academy	St. Augustine University
121	Wake County Schools	Wake Young Women's Leadership Academy	St. Augustine University
122	Warren County Schools	Warren Early College High School	Vance-Granville Community College
123	Washington County Schools	Washington County Early College High School	Beaufort Community College
124	Watauga County Schools	Watauga Innovation Academy	Caldwell Community College and Tech Institute
125	Wayne County Public Schools	Wayne Early/Middle College High School	Wayne Community College
126	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	Wayne Community College
127	Weldon City Schools	Roanoke Valley Early College High School	Halifax Community College
128	Wilkes County Schools	Wilkes Early College High School	Wilkes Community College
129	Wilson County Schools	Wilson Academy of Applied Technology	Wilson Community College
130	Wilson County Schools	Wilson Early College Academy	Wilson Community college
131	Winston Salem / Forsyth County Schools	Early College of Forsyth County	Forsyth Tech Community College

#	PSU Name	School Name	IHE Name
132	Winston Salem / Forsyth County Schools	Middle College of Forsyth County	Forsyth Tech Community College
133	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 2020-2021 school year; number of dropouts from the 2019-2020 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	89%	<10	>95%
3	Anson County Schools	Anson County Early College High School	95%	*	>95%
4	Ashe County Schools	Ashe County Early College High School	92%	*	N/A
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	93%	<10	>95%
6	Beaufort County Schools	Beaufort County Early College High School	91%	*	>95%
7	Bertie County Schools	Bertie County Early College High School	91%	*	>95%
8	Bladen County Schools	Bladen County Early College High School	87%	*	N/A
9	Brunswick County Schools	Brunswick County Early College High School	>95%	<10	>95%
10	Buncombe County Schools	Buncombe County Early College High School	>95%	<10	94%
11	Buncombe County Schools	Buncombe County Middle College High School	82%	<10	89%
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	>95%	*	>95%
13	Burke County Schools	Burke Middle College High School	93%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
14	Cabarrus County Schools	Cabarrus Early College of Technology	92%	*	>95%
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	93%	*	>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	89%	*	>95%
19	Carteret County Public Schools	Marine Science and Technology Early College High School	84%	*	N/A
20	Catawba County Schools	Challenger Early College High School	92%	*	>95%
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	>95%	*	>95%
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	89%	*	>95%
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	83%	*	N/A
24	Charlotte-Mecklenburg Schools	Harper Middle College High School	>95%	<10	>95%
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	90%	*	>95%
26	Charlotte-Mecklenburg Schools	Levine Middle College High School	>95%	<10	>95%
27	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	91%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
28	Charlotte-Mecklenburg Schools	Performance Learning Center	87%	<10	81%
29	Chatham County Schools	Chatham County School of Science and Engineering	87%	*	>95%
30	Cherokee County Schools	Tri-County Early College High School	94%	*	>95%
31	Cleveland County Schools	Cleveland Early College High School	>95%	*	>95%
32	Columbus County Schools	Columbus Career and College Academy	91%	<10	90%
33	Craven County Schools	Craven Early College High School	>95%	*	>95%
34	Craven County Schools	Early College EAST High School	89%	*	>95%
35	Cumberland County Schools	Cross Creek Early College High School	94%	*	>95%
36	Cumberland County Schools	Cumberland International Early College High School	>95%	*	>95%
37	Cumberland County Schools	Cumberland Polytechnic High School	89%	*	>95%
38	Currituck County Schools	J.P. Knapp Early College High School	95%	*	>95%
39	Davidson County Schools	Davidson Early College High School	87%	*	>95%
40	Davidson County Schools	Yadkin Valley Regional Career Academy	85%	*	>95%
41	Davie County Schools	Davie County Early College High School	>95%	*	>95%
42	Duplin County Schools	Duplin Early College High School	95%	<10	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
43	Durham Public Schools	City of Medicine Academy	93%	*	>95%
44	Durham Public Schools	Hillside New Tech High School	85%	*	>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%	*	>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	87%	*	N/A
49	Franklin County Schools	Franklin County Early College High School	95%	*	93%
50	Gaston County Schools	Gaston Early College High School	90%	*	>95%
51	Granville County Schools	Granville Early College High School	95%	*	>95%
52	Greene County Schools	Greene Early College High School	>95%	*	>95%
53	Guilford County Schools	Early College at Guilford College	94%	*	>95%
54	Guilford County Schools	Early/Middle College at Bennett	48%	*	>95%
55	Guilford County Schools	Early/Middle College at GTCC - Greensboro	94%	*	>95%
56	Guilford County Schools	Early/Middle College at GTCC - High Point	93%	*	>95%
57	Guilford County Schools	Early/Middle College at GTCC - Jamestown	>95%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
58	Guilford County Schools	Early/Middle College at NC A&T	90%	*	>95%
59	Guilford County Schools	Greensboro College Middle College	91%	*	>95%
60	Guilford County Schools	Middle College at UNCG	>95%	*	>95%
61	Guilford County Schools	STEM Early College at NC A&T	>95%	*	>95%
62	Guilford County Schools	The Academy at Ben L. Smith High School	>95%	*	>95%
63	Guilford County Schools	The Kearns Academy at Central	95%	*	>95%
64	Halifax County Schools	Halifax County Early College High School	85%	*	N/A
65	Harnett County Schools	Harnett County Early College High School	79%	*	>95%
66	Haywood County Schools	Haywood Early College High School	91%	*	95%
67	Henderson County Schools	Henderson County Early College High School	>95%	*	>95%
68	Hertford County Schools	Hertford County Early College High School	94%	*	>95%
69	Hoke County Schools	SandHoke Early College High School	>95%	*	>95%
70	Hyde County Schools	Mattamuskeet Early College High School	91%	<10	>95%
71	Iredell-Statesville Schools	Agriculture and Science Early College High School	91%	<10	>95%
72	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	92%	<10	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
73	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	93%	*	>95%
74	Jackson County Public Schools	Blue Ridge Early College High School	86%	*	93%
75	Jackson County Public Schools	Jackson County Early College High School	89%	*	>95%
76	Johnston County Public Schools	Johnston County Early College Academy	93%	<10	>95%
77	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy	80%	*	>95%
78	Lee County Schools	Lee County Early College High School	>95%	*	>95%
79	Lenoir County Public Schools	Lenoir County Early College High School	>95%	*	>95%
80	Macon County Schools	Macon County Early College High School	92%	*	>95%
81	Madison County Schools	Madison Early College High School	94%	*	>95%
82	McDowell County Schools	McDowell Academy for Innovation	83%	*	91%
83	McDowell County Schools	McDowell Early College High School	94%	*	>95%
84	Mitchell County Schools	Mayland Early College High School	94%	*	81%
85	Montgomery County Schools	Montgomery County Early College High School	>95%	*	>95%
86	Nash County Public Schools	Center for Industry, Technology and Innovation High School	86%	*	N/A

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
87	Nash County Public Schools	Nash-Rocky Mount Early College High School	91%	*	>95%
88	New Hanover County Schools	Isaac M. Bear Early College High School	>95%	*	>95%
89	New Hanover County Schools	Southeast Area Technical High School	91%	*	N/A
90	New Hanover County Schools	Wilmington Early College High School	95%	*	>95%
91	Northampton County Schools	Northampton County Early College High School	94%	*	>95%
92	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	92%	*	94%
93	Onslow County Schools	Onslow Early College High School	94%	*	N/A
94	Pender County Schools	Pender Early College High School	>95%	*	>95%
95	Person County Schools	Person Early College for Innovation and Leadership	91%	*	>95%
96	Pitt County Schools	Innovation Early College High School	93%	*	N/A
97	Pitt County Schools	Pitt County Early College High School	>95%	*	>95%
98	Polk County Schools	Polk County Early College High School	71%	*	93%
99	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	92%	*	94%
100	Randolph County School System	Randolph Early College High School	>95%	<10	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
101	Richmond County Schools	Richmond County Early College High School	>95%	*	>95%
102	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	94%	*	N/A
103	Rockingham County Schools	Rockingham County Early College High School	95%	<10	>95%
104	Rowan-Salisbury Schools	Rowan County Early College High School	>95%	*	>95%
105	Rutherford County Schools	Rutherford Early College High School	93%	*	>95%
106	Sampson County Schools	Sampson Early College High School	>95%	*	>95%
107	Scotland County Schools	Scotland Early College High School	92%	*	>95%
108	Stanly County Schools	Stanly Early College High School	90%	*	>95%
109	Stanly County Schools	Stanly STEM Early College High School	76%	*	N/A
110	Stokes County Schools	Stokes County Early College High School	95%	<10	>95%
111	Surry County Schools	Surry Early College High School of Design	93%	*	>95%
112	Tyrrell County Schools	Columbia Early College High School	91%	<10	88%
113	Union County Public Schools	Union County Early College High School	91%	*	>95%
114	Vance County Schools	Vance County Early College High School	89%	*	>95%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
115	Wake County Schools	North Wake College and Career Academy	91%	*	>95%
116	Wake County Schools	Vernon Malone College and Career Academy	91%	*	95%
117	Wake County Schools	Wake Early College of Health and Science	>95%	*	>95%
118	Wake County Schools	Wake STEM Early College High School	94%	*	>95%
119	Wake County Schools	Wake Young Men's Leadership Academy	94%	*	>95%
120	Wake County Schools	Wake Young Women's Leadership Academy	91%	*	>95%
121	Warren County Schools	Warren Early College High School	93%	*	88%
122	Washington County Schools	Washington County Early College High School	80%	*	N/A
123	Watauga County Schools	Watauga Innovation Academy	>95%	<10	>95%
124	Wayne County Public Schools	Wayne Early/Middle College High School	94%	<10	>95%
125	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	94%	<10	>95%
126	Weldon City Schools	Roanoke Valley Early College High School	93%	*	>95%
127	Wilkes County Schools	Wilkes Early College High School	>95%	*	>95%
128	Wilson County Schools	Wilson Academy of Applied Technology	>95%	*	93%

#	PSU Name	School Name	Retention Rate	Number of Dropouts*	Cohort Graduation Rate**
129	Wilson County Schools	Wilson Early College Academy	>95%	<10	>95%
130	Winston Salem / Forsyth County Schools	Early College of Forsyth County	>95%	*	>95%
131	Winston Salem / Forsyth County Schools	Middle College of Forsyth County	>95%	*	>95%
132	Yadkin County Schools	Yadkin Early College High School	>95%	*	>95%

*One year lag data from the 2019-2020 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 2020-2021 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	223
2	Alexander County Schools	Alexander Early College High School	225
3	Anson County Schools	Anson County Early College High School	256
4	Ashe County Schools	Ashe County Early College High School	120
5	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	372
6	Beaufort County Schools	Beaufort County Early College High School	261
7	Bertie County Schools	Bertie County Early College High School	178
8	Bladen County Schools	Bladen County Early College High School	134
9	Brunswick County Schools	Brunswick County Early College High School	389
10	Buncombe County Schools	Buncombe County Early College High School	289
11	Buncombe County Schools	Buncombe County Middle College High School	61

#	PSU Name	School Name	Total
12	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	385
13	Burke County Schools	Burke Middle College High School	143
14	Cabarrus County Schools	Cabarrus Early College of Technology	226
15	Cabarrus County Schools	Cabarrus-Kannapolis Early College High School	241
16	Caldwell County Schools	Caldwell Applied Sciences Academy	222
17	Caldwell County Schools	Caldwell Early College High School	410
18	Camden County Schools	Camden Early College High School	175
19	Carteret County Public Schools	Marine Science and Technology Early College High School	102
20	Catawba County Schools	Challenger Early College High School	375
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	166
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College High School	313
23	Charlotte-Mecklenburg Schools	Charlotte Teacher Early College High School	184
24	Charlotte-Mecklenburg Schools	Harper Middle College High School	179
25	Charlotte-Mecklenburg Schools	Hawthorne Academy of Health Sciences	326
26	Charlotte-Mecklenburg Schools	Levine Middle College High School	246
27	Charlotte-Mecklenburg Schools	Merancas Middle College High School at CPCC	158
28	Charlotte-Mecklenburg Schools	Performance Learning Center	98
29	Chatham County Schools	Chatham County School of Science and Engineering	103
30	Cherokee County Schools	Tri-County Early College High School	157
31	Cleveland County Schools	Cleveland Early College High School	228
32	Columbus County Schools	Columbus Career and College Academy	274
33	Craven County Schools	Craven Early College High School	223
34	Craven County Schools	Early College EAST High School	206

#	PSU Name	School Name	Total
35	Cumberland County Schools	Cross Creek Early College High School	275
36	Cumberland County Schools	Cumberland International Early College High School	299
37	Cumberland County Schools	Cumberland Polytechnic High School	290
38	Currituck County Schools	J.P. Knapp Early College High School	284
39	Davidson County Schools	Davidson Early College High School	153
40	Davidson County Schools	Yadkin Valley Regional Career Academy	188
41	Davie County Schools	Davie County Early College High School	166
42	Duplin County Schools	Duplin Early College High School	198
43	Durham Public Schools	City of Medicine Academy	338
44	Durham Public Schools	Hillside New Tech High School	346
45	Durham Public Schools	Josephine Dobbs Clement Early College High School	395
46	Durham Public Schools	Middle College High School at DTCC	178
47	Edgecombe County Public Schools	Edgecombe Early College High School	200
48	Elizabeth City-Pasquotank Public Schools	Elizabeth City Pasquotank Early College High School	140
49	Franklin County Schools	Franklin County Early College High School	206
50	Gaston County Schools	Gaston Early College High School	236
51	Granville County Schools	Granville Early College High School	241
52	Greene County Schools	Greene Early College High School	155
53	Guilford County Schools	Early College at Guilford College	202
54	Guilford County Schools	Early/Middle College at Bennett	59
55	Guilford County Schools	Early/Middle College at GTCC - Greensboro	158
56	Guilford County Schools	Early/Middle College at GTCC - High Point	177
57	Guilford County Schools	Early/Middle College at GTCC - Jamestown	275

#	PSU Name	School Name	Total
58	Guilford County Schools	Early/Middle College at NC A&T	150
59	Guilford County Schools	Greensboro College Middle College	119
60	Guilford County Schools	Middle College at UNCG	217
61	Guilford County Schools	STEM Early College at NC A&T	190
62	Guilford County Schools	The Academy at Ben L. Smith High School	229
63	Guilford County Schools	The Kearns Academy at Central	129
64	Halifax County Schools	Halifax County Early College High School	90
65	Harnett County Schools	Harnett County Early College High School	116
66	Haywood County Schools	Haywood Early College High School	189
67	Henderson County Schools	Henderson County Early College High School	209
68	Hertford County Schools	Hertford County Early College High School	190
69	Hoke County Schools	SandHoke Early College High School	459
70	Hyde County Schools	Mattamuskeet Early College High School	104
71	Iredell-Statesville Schools	Agriculture and Science Early College High School	236
72	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	232
73	Iredell-Statesville Schools	Crossroads Arts and Sciences Early College High School	269
74	Jackson County Public Schools	Blue Ridge Early College High School	98
75	Jackson County Public Schools	Jackson County Early College High School	114
76	Johnston County Public Schools	Johnston County Early College Academy	267
77	Johnston County Public Schools	Johnston County Schools Career Technical Leadership Academy	185
78	Lee County Schools	Lee County Early College High School	308
79	Lenoir County Public Schools	Lenoir County Early College High School	201
80	Macon County Schools	Macon County Early College High School	134

#	PSU Name	School Name	Total
81	Madison County Schools	Madison Early College High School	279
82	McDowell County Schools	McDowell Academy for Innovation	126
83	McDowell County Schools	McDowell Early College High School	285
84	Mitchell County Schools	Mayland Early College High School	151
85	Montgomery County Schools	Montgomery County Early College High School	265
86	Nash County Public Schools	Center for Industry, Technology and Innovation High School	94
87	Nash County Public Schools	Nash-Rocky Mount Early College High School	380
88	New Hanover County Schools	Isaac M. Bear Early College High School	238
89	New Hanover County Schools	Southeast Area Technical High School	193
90	New Hanover County Schools	Wilmington Early College High School	253
91	Northampton County Schools	Northampton County Early College High School	154
92	Northeast Regional School - Biotech/Agri	Northeast Regional School of Biotechnology and Agriscience (NERSBA)	183
93	Onslow County Schools	Onslow Early College High School	202
94	Pender County Schools	Pender Early College High School	236
95	Person County Schools	Person Early College for Innovation and Leadership	188
96	Pitt County Schools	Innovation Early College High School	158
97	Pitt County Schools	Pitt County Early College High School	312
98	Polk County Schools	Polk County Early College High School	56
99	Public Schools of Robeson County	Public Schools of Robeson County Early College High School	245
100	Randolph County School System	Randolph Early College High School	370
101	Richmond County Schools	Richmond County Early College High School	288
102	Roanoke Rapids City Schools	Roanoke Rapids Early College High School	143
103	Rockingham County Schools	Rockingham County Early College High School	318

#	PSU Name	School Name	Total
104	Rowan-Salisbury Schools	Rowan County Early College High School	241
105	Rutherford County Schools	Rutherford Early College High School	203
106	Sampson County Schools	Sampson Early College High School	256
107	Scotland County Schools	Scotland Early College High School	213
108	Stanly County Schools	Stanly Early College High School	186
109	Stanly County Schools	Stanly STEM Early College High School	83
110	Stokes County Schools	Stokes County Early College High School	166
111	Surry County Schools	Surry Early College High School of Design	321
112	Tyrrell County Schools	Columbia Early College High School	208
113	Union County Public Schools	Union County Early College High School	356
114	Vance County Schools	Vance County Early College High School	225
115	Wake County Schools	North Wake College and Career Academy	358
116	Wake County Schools	Vernon Malone College and Career Academy	381
117	Wake County Schools	Wake Early College of Health and Science	338
118	Wake County Schools	Wake STEM Early College High School	257
119	Wake County Schools	Wake Young Men's Leadership Academy	137
120	Wake County Schools	Wake Young Women's Leadership Academy	195
121	Warren County Schools	Warren Early College High School	126
122	Washington County Schools	Washington County Early College High School	74
123	Watauga County Schools	Watauga Innovation Academy	281
124	Wayne County Public Schools	Wayne Early/Middle College High School	239
125	Wayne County Public Schools	Wayne School of Engineering at Goldsboro High School	256
126	Weldon City Schools	Roanoke Valley Early College High School	128

#	PSU Name	School Name	Total
127	Wilkes County Schools	Wilkes Early College High School	258
128	Wilson County Schools	Wilson Academy of Applied Technology	205
129	Wilson County Schools	Wilson Early College Academy	249
130	Winston Salem / Forsyth County Schools	Early College of Forsyth County	257
131	Winston Salem / Forsyth County Schools	Middle College of Forsyth County	112
132	Yadkin County Schools	Yadkin Early College High School	225
Total Enrolled			**28,893**
Average Size of a CIHS			**214**

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

Course Enrollment and Degree Completion

During the 2020-2021 academic year, Cooperative Innovative High School Students enrolled in **109,523 credit-level college courses, an average of 5 per term**. In Fall 2020, Cooperative Innovative High School students completed **79% of their credit-level courses with a C or better**, compared to 71% of the general student population. **The average Fall 2020 GPA for Cooperative Innovative High School students was 2.85.**

Figure 15: Fall 2020 Cooperative Innovative High School credit-level course success rates and grade average by pathway

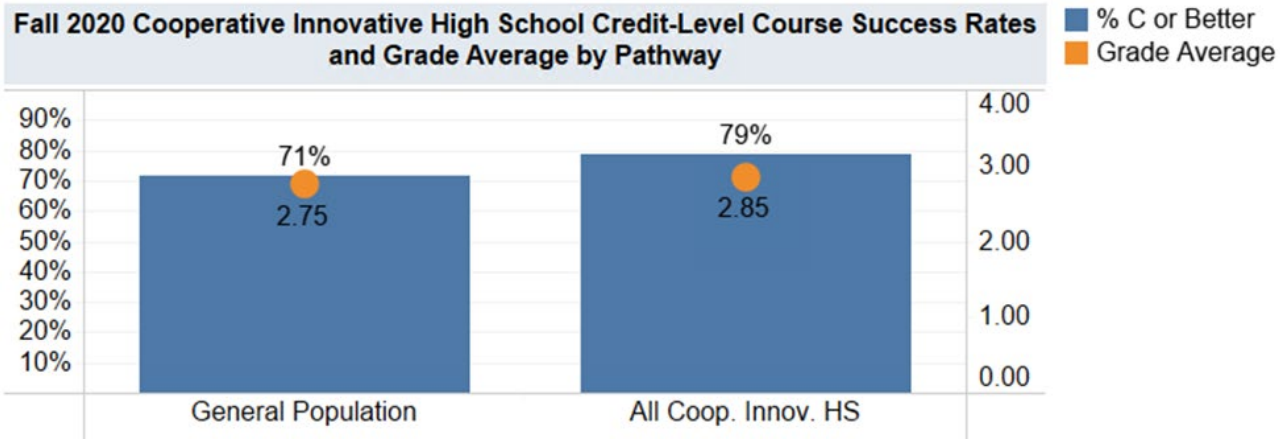
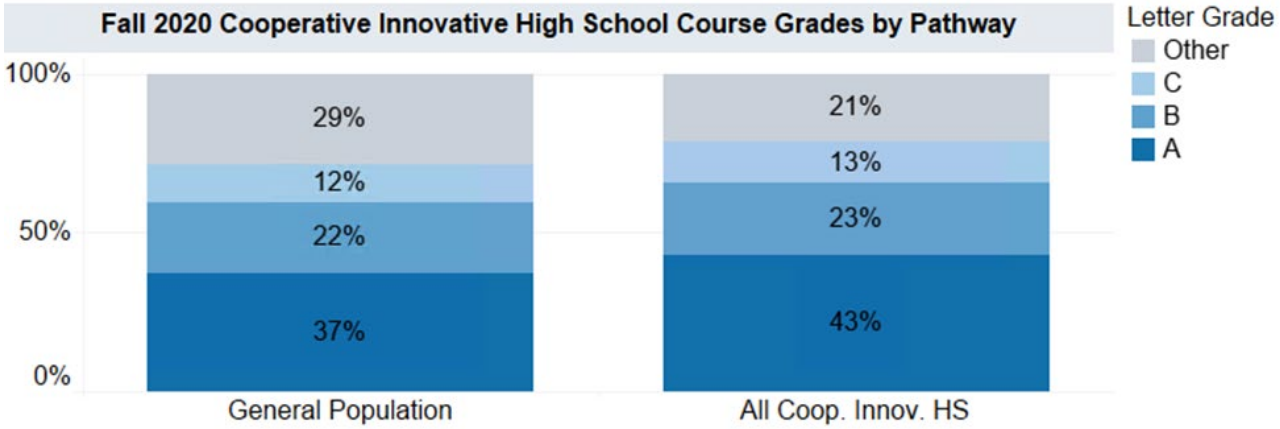
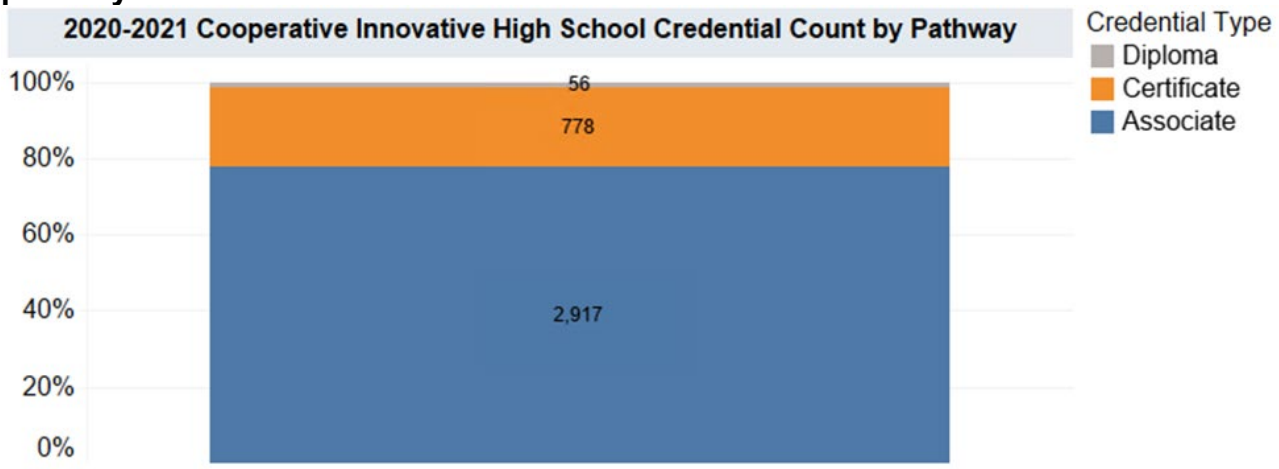


Figure 16: Fall 2020 Cooperative Innovative High School course grades by pathway



During the 2020-2021 academic year, Cooperative Innovative High School students earned a total of 3,751 credentials.

Figure 17: 2020-2021 Cooperative Innovative High School 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 2018. These students were not enrolled in any postsecondary institution in 2019-2020 and had a full-time or part-time employment record in Quarter 1 of 2020. 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 928 CIHS 2018 graduates were found for the 1st quarter of 2020. The median Quarter 1 wage for this sample was $4,381.**

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 2021 based on preliminary results**. **UNC system admissions of CIHS students increased by 946 (9%) students admitted for Fall 2021.** Refer to table 6 for admissions 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 2021

UNC Institution	Number of CIHS students admitted to UNC Institutions, Fall 2021 (As of 11/22/2021**)
Appalachian State University	987
East Carolina University	1,349
Elizabeth City State University	183
Fayetteville State University	409
North Carolina A&T State University	710
North Carolina Central University	479
North Carolina State University	712
University of North Carolina - Asheville	298
University of North Carolina – Chapel Hill	573
University of North Carolina – Charlotte	1,306
University of North Carolina – Greensboro	948
University of North Carolina – Pembroke	446
University of North Carolina – Wilmington	598
University of North Carolina – School of the Arts	<10
Western Carolina University	768
Winston-Salem State University	374
UNC Total	**10,144**

**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*** Cooperative and Innovative High School students for Fall 2021. This was a decrease of 528 (19%) students admitted from Fall 2020. A breakdown by campus is indicated in the following table. Campuses in bold house a CIHS Early or Middle College program.

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

Table 8: CHIS student admissions to NCICU schools, Fall 2021

NCICU Institution	Number of CIHS students admitted to NCICU Institutions, Fall 2021**
Barton College	100
Belmont Abbey College	42
Bennett College	**<10**
Brevard College	13
Cabarrus College of Health Sciences	<10
Campbell University	262
Catawba College	66
Chowan University	<10
Davidson College	*
Duke University	18
Elon University	231
Gardner-Webb University	10
Greensboro College	**<10**
Guilford College	**171**
High Point University	133
Johnson C. Smith University	*
Lees-McRae College	106
Lenoir-Rhyne University	*
Livingstone College	<10
Louisburg College	<10
Mars Hill University	11
Meredith College	68

NCICU Institution	Number of CIHS students admitted to NCICU Institutions, Fall 2021**
Methodist University	118
Montreat College	*
N. C. Wesleyan College	*
Pfeiffer University	76
Queens University of Charlotte	143
St. Andrews University	*
Saint Augustine's University	*
Salem College	12
Shaw University	58
University of Mount Olive	14
Wake Forest University	24
Warren Wilson College	41
William Peace University	15
Wingate University	506
NCICU Total	**2,260**

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

Success Stories from across North Carolina

Based on CIHS 2020-2021 Annual Reports submitted by Schools

2021 CIHS Success Stories

The Academy at Smith, Guilford County Schools

Challenges are what make life interesting. Overcoming them is what makes them meaningful. -Kim Latigay

One of our recent graduates is the youngest of three boys born to Vietnamese immigrants who spoke very little English. Wanting to follow in the footsteps of his older brothers, this student chose to enroll as a student at The Academy at Smith. During his tenure at The Academy, he persevered and overcame numerous hardships. His story is one of triumph over adversity.

As a student in the special needs program, he struggled with both reading comprehension and written communication. Neither of his parents spoke English very well, and his oldest brother was a student in the special needs program. Although he often struggled with concepts that may come easily to others and the amount of support at home had its limitations, he never allowed his learning differences to slow him down. Instead, he sought the help of teachers and friends to help him reach the goals that he set for himself.

During the fall of his senior year, his father lost his battle with cancer. It was during his father's illness and subsequent death that this student realized that he wanted to succeed not only for himself but also for his father. Someone once said, "Your hardest time often leads to the greatest moments of life." This became a mantra; he continued his membership in clubs such as Anime and Chess and began to take on leadership roles. He began to volunteer to read aloud and to be the first to give speeches in class. What was once a daunting task became something he would look forward to that afforded him the opportunity to exhibit a skill in which he excelled.

This student embodies the words of Kathryn Connor, who once said, "Resilience embodies the personal qualities that enable one to thrive in the face of adversity." The once reticent son of Vietnamese immigrants who was in the special needs program while in school is now enrolled as a freshman at the University of North Carolina at

Greensboro, where he is majoring in graphic art. In short, this student has overcome his challenges and has truly become a young man who would make any father proud.

Agriculture and Science Early College, Iredell-Statesville Schools

One of our students started her 9th grade in our first year of operation. She struggled with a lack of family support and stable housing, so her attendance was sporadic. She was very smart and capable, but she would have extended periods where motivation lagged, and she would not be successful in her classes.

Eventually she stopped coming during her senior year. There were promises of transferring to a traditional high school or completing a diploma through an online homeschool program. Neither of these happened and she stopped communicating with anyone from school.

Our counselor found her working a local retail job and had a heart-to-heart talk with her. She truly wanted to finish high school and earn a diploma. Our counselor and staff worked with her and arranged a plan where she could complete her class requirements online and through credit recovery. She was determined and she kept the focus to finish all high school requirements.

She was not interested in attending our formal graduation ceremony, and there probably would not have been any family there to celebrate with her. However, ASEC staff arranged with her employer to give her a ten minute break from work and hold a surprise personal graduation ceremony in the parking lot. There was a tremendous sense of pride, in the student, the staff who had supported her, and from her work peers, who truly admired and respected her.

Two other students who were members of the ASEC opening year freshman class both represented our target populations and were interested in animal science. One of them knew that she wanted to go to NC State and become a veterinarian. The other knew she was interested in animal science. Both took animal science classes through our partnership with North Iredell High School, a traditional high school, and both excelled.

ASEC is a five-year school, but these two students completed their high school diploma and their associate degree in four years. Both students had decided they wanted to be veterinarians. These two members of our opening year ninth-grade class are now at NC State as animal science majors, well on their way to the next step in their goals.

Alamance-Burlington Early College, Alamance-Burlington School System

Our success story is one of perseverance. We began the year fully remote and learned to navigate that as a school community. In March, students were given the option of returning to school every other day or staying at home, while the community college continued to stay fully remote. Students had to learn how to balance both. Teachers had to figure out how to adapt to teach students at home at the same time they were teaching students in person. We are happy to report that all our seniors graduated and 66% of them earned an associate degree.

Anson Early College, Anson County Schools

At Anson Early College we serve students from various backgrounds. This past year one of our graduating students was from Venezuela and moved to the United States at the beginning of her sophomore year of high school. I remember meeting this student for the first time as she was enrolling at Anson Early College. She did speak English, but it was limited. She was very polite, and so excited about her educational journey. I knew from the first day I met her she would be successful at Anson Early College because she had the desire and will to succeed. I knew she would face barriers, but I also knew our school community could help her through. She enrolled in a full high school course load her first semester and started taking college classes during the second semester of her sophomore year. We wanted to get her adjusted to our environment before enrolling her in college classes.

The student took advantage of every opportunity offered to her. She got involved in South Piedmont Community College's Student Government Association and several other clubs with the college. She enrolled herself in tutoring sessions when needed and was accepted into the National Honor Society. She participated in community service

events and made friends. People were drawn to her and loved her eagerness to learn and succeed. This first generation college student graduated with her Associate in Arts degree and received a full ride to a four year university. I believe our smaller environment coupled with the support systems we have in place at Anson Early College helped this student overcome her barriers and excel in high school and her college classes.

Ashe Early College, Ashe County Schools

Ashe Early College, nestled at the base of North Carolina's Mount Jefferson, provides an exceptional opportunity for the students of Ashe County. How do we know? We asked them. Our 9th graders wrote these words:

"The moment I walked in the doors five weeks ago, I fell in love. We have so much freedom, it seems unreal. Our lunch is an hour and a half. We spend that time catching up on work, getting homework done early, or attending clubs."
"Imagine waking up and being excited for school? Not many think this, however what if there was a school like that? Ashe Early College is that school, a phenomenal place that cares about students."
"Ashe Early College is my place to be free, make decisions, have opinions, and express them freely. I feel respected. Everybody treats me like an adult. They give me an immense amount of freedom, but with freedom comes responsibility--to keep my grades up, to ask for help, to turn my work in on time, and communicate with teachers when the inevitable happens."

Bertie Early College, Bertie County Schools

The 2020-2021 school posed several challenges related to the COVID pandemic that created obstacles for students, staff, and families of Bertie Early College. Our staff went above and beyond to ensure that students were on track with all classes. Our teachers worked diligently to communicate with families and made sure resources were available. They especially made sure our Seniors had a memorable senior year by reaching out to our community businesses and churches to get donations to create grad baskets for each senior. Grad baskets included items needed for college such as towels, detergent, soap, sheets, hangers and more. They also hosted a Senior banquet

to bring the seniors together to present them with their baskets and serve their “last meal” as BECHS students. BECHS staff keeps their students at the center of all that they do, and they did not let the pandemic keep our Seniors from shining!

Blue Ridge Early College, Jackson County Public Schools

Blue Ridge Early College provides an engaging academic setting for students in grades 9-13. Our rural location on the plateau in Cashiers, NC. The opportunity for our students to access college courses within our school building is pivotal for our community's continued success. Being geographically isolated impacts many aspects of our students' daily lives, including travel, internet connectivity, high cost of living, food insufficiencies, and the access to college resources. Our Early College campus reduces those barriers for our students and their families. One of our recent graduates came to us as an English Language Learner. As a freshman, she struggled academically. Yet, through hard work, determination, and support, she successfully completed her Associate of Arts degree in College Transfer and she was accepted and is attending the University of North Carolina at Chapel Hill.

Brunswick Early College, Brunswick County Schools

I want to share a student address from last year’s Graduation Ceremony. This student delivered her speech with confidence and grace. Our Superintendent whispered to me, “Wow, I want a copy of that speech, I will be using her words again and giving her all the credit.”

Allow me to share a little about this student before I share her speech. She came to Early College shy and very quiet. She became very engaged in her learning and loved going to school where classes were interactive. She appreciated the opportunity for all voices to be heard in the learning environment. She went from a shy, quiet young lady to a driven and compassionate leader during her time at Early College. She developed many friendships with a diverse group of students. She excelled in academics, found her voice, and now aspires to be a cardiologist. Please enjoy the words she shared on her Graduation Day last Spring.

“Thank you to every student, family member, and friend who is attending our ceremony today. It is my honor to deliver our student address in front of such an accomplished group. Today marks the completion of an era we have shared together at Brunswick Early College, and I would like to offer you some words of encouragement to continue to push forward in your future.

To begin, I want to ask you what our school’s slogan means to you: “Success is our tradition.” Not every student body can win their school Blue Ribbon status, capable of passing our classes after a severe hurricane wreaks havoc, or capable of maintaining resilience and determination after being thrown out of school for over a year due to a global pandemic. There is no denying that our school has upheld their vision for us students to graduate college, career, and life ready. However, there are still times when all of us feel like failures. Imagine that you’ve studied for hours for a test. If you don’t receive the grade you hoped for, you begin to feel defeated. You’ve convinced yourself that there’s no hope in trying, and you have succumbed to fear to the point you think you’ll fail the class. This may sound like an over exaggeration, but I know it’s a feeling many of us have experienced. We risk disappointing our family. If we fail, we don’t go to a good college and we’ll never get good jobs. We begin to develop traits like perfectionism that drain us more than they benefit us.

I am here today to tell each of you that regardless of the failures you’ve had in high school, you still made it to the finish line. You have succeeded in this chapter of your life because you held on until the end; this is the true pathway to success. Failures are just steps along our journey to success, because life was always meant to be a process, not a competition. How does a person work their way up to running a marathon? They track their progress by beating their own personal bests, not by comparing themselves to other runners.

Practice self-love every day and prioritize the nurturing relationships that you’ve built over the years. Learning how to appreciate these blessings in life will lead you on a healthy pathway to your own success and give you the power to inspire others to do the same. Always remember the progress you’ve made, and never let failure stop you from pursuing your goals. Make success into your own tradition.”

Buncombe Early College, Buncombe County Schools

Last year, much of our focus was on just supporting students to navigate the unique challenges of the pandemic. Our teachers and support staff were relentless in their communication with students and families in order to maintain a connection with them during online or hybrid learning. Not surprisingly, students found it very difficult to thrive under these circumstances.

In spite of these challenges, we are proud to note that we had the highest percentage of students graduating with associate degrees since our school was established --- 82%. Our school community identified new ways to communicate with students and to offer support in creative and continuous ways.

Buncombe Middle College, Buncombe County Schools

BCMC made an intentional shift in our design to serve students in Grade 13 and to support students to identify certification and credential opportunities beyond their high school diploma. Historically, BCMC focused only on high school diploma completion for at-risk students. This past year, six students successfully completed a certification or credential with A-B Tech that aligns with their career goal. These certifications or credentials included Welding Technology, Sustainability Technologies, and Certified Nursing Assistant. Additionally, we are seeing more students choose an associate degree path at BCMC, which is supported by the addition of a 13th grade.

Collaborative College for Technology and Leadership, Iredell-Statesville Schools

This graduating class of 2021 has multiple success stories to share! One of our graduates will be the first college graduate in his family. After much encouragement from our staff to apply to universities and complete the FAFSA, this student was accepted to continue his college education this fall at Western Carolina University.

Another of our graduates was awarded the SECU scholarship, which provides $15,000 yearly for 4 years. He was also a finalist for the NC State Parks Scholarship Program. He graduated with a UNC endorsement and a college GPA greater than 4.5.

Another student graduated with her high school diploma and associate degree from CCTL in 3.5 years. Additionally, she chose to take and pay for a few extra college classes to improve her chances of entrance and success into a Pre-Med program. She

took Medical Terminology 1 & 2 as extra college classes. She is continuing her education at UNC Chapel Hill.

Another student graduated with his high school diploma and associate degree from CCTL in 5 years. He came to CCTL with anger issues, immaturity, and a need for attention (even negative attention). This student faltered on occasion, but with support from his teachers, instructors, and advisors, ultimately persevered through the finish line. He is now working at AutoZone, putting his love and knowledge of vehicles to work.

Chatham Early College, Chatham County Schools

The 2020-2021 school year was our second graduating class and a year to remember. 14 of our 16 students walked across the stage with a high school diploma and an associate degree from Central Carolina Community College (CCCC). Five of our seniors returned in the 2021-2022 school year as super seniors. We continue to grow our program each year. Our students continue to excel, bringing positive recognition to our program. 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. COVID-19 continued to bring challenges to this 2020-2021 school year, but our students persevered through remote learning and being homebound.

Our students continue to excel at our district Science Fair by earning 1st, 2nd and 3rd place awards. We also placed 1st 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 2 of our students to qualify for the national conference, where one student placed 4th in the science in the nation. Our successes in the five years of operation have elevated the interest in our program and the numbers of annual applications from students.

Here is what some of our parents and students are saying about our program:

"C.S.S.E. is an amazing school, with a staff that seems to care about the well-being of the students above anything else. Whenever I have questions about classes or really anything, they quickly respond to me and never leave me standing alone. I have never heard of or seen a school that cares about every single one of its students on such a

personal level, and for that reason I always speak highly of C.S.S.E when given the opportunity."

"When my oldest came home from middle school 3 years ago and told me that she wanted to go to CSSE, I was worried that she would miss out on all of the regular high school experiences. After experiencing the family atmosphere, the small class size, the creative approach to learning, the modified schedule, and the excellent faculty and staff, I truly believe that both my children are having a better high school experience at CSSE than they would have had at a traditional high school. They are also gaining a gentler launch into their college life while still being supported by the whole CSSE family."

"I cannot express my gratitude for the option of this school for my son. CSSE is so perfectly suited to a teenager like my son. CSSE is an excellent example of what can be created by those who see a need and fill it — and create something exceptional. I have a younger son with an engineering and scientific mind and he will most definitely be attending CSSE in a few years — and he is already looking forward to it based on our eldest son's experience. Thank you again and again for providing such an exceptional school for our young science and engineering minds to flourish!!"

We are excited about the continued growth and future successes of our CIHS. Our social media presence now includes a Twitter account @CCINOV8 with 198 'followers', a Facebook account with 185 followers and an Instagram account with 97 followers. We feel very fortunate to be able to offer this opportunity to Chatham County students and are excited to experience the growth and opportunities afforded to future students.

Cleveland Early College, Cleveland County Schools

As we all know, the 2020-2021 school year presented numerous challenges and unusual circumstances, but in true Viking fashion, our staff and students met each one head-on. We all saw a dip, big or small, in our scores across the board. I was so incredibly proud, however, of the majority of our students who continued to show up (in person or virtually), work hard, and stay the course. Our senior cohort was 90.2% proficient on the ACT, and the average composite score was a 21. We also saw a greater need for connection and social-emotional learning. To meet this need, our school counselor created Wellness Wednesdays to focus on different pillars of overall wellness: physical, nutritional, emotional, social, etc. We were able to offer academic

catch up, pickleball clinics, yoga, counseling workshops, and art classes. We also included staff Wellness Wednesdays. Last year was challenging, but whether we were together or apart, one thing will always be certain… WE ARE CREW!

Craven Early College, Craven County Schools

I wanted to share the story of one of our graduates of the Class of 2021. This student was born in a refugee camp in Thailand. She immigrated to America when she was six years old. Currently, she is in the Regionally Increasing Baccalaureate Nurses (aRIBN) program. The aRIBN program is a partnership between East Carolina University and community colleges which allows nursing students to complete their associate degree in nursing and bachelor's degree in nursing.

She expressed that her goal is to serve internationally, specifically in developing countries, as a nurse. She wants to join the Peace Corps one day and find ways to increase healthcare access, establish better sanitation systems, provide educational opportunities, and help build other community infrastructures in areas of need.

Her motto is "No act of kindness, no matter how small, is ever wasted." She holds this motto in her heart and tries to live by it every day.

She communicated that she is grateful to Craven Community College for providing enriching opportunities to students of all ages and backgrounds: “Through my participation at Craven Early College High School, I was able to earn my associate degree and prepare for nursing school in a positive, fulfilling, way. I know that Craven will help guide me to my goals and I am so excited to be a part of such a wonderful community.”

Crossroads Arts and Science Early College, Iredell-Statesville Schools

This student joined us at Crossroads Arts and Science Early College his sophomore year after a year at a local high school. He is Hispanic and his family, who speaks mostly Spanish, owns a local restaurant where he worked many hours each week. He focused on excelling academically from day one and was exceptional at Math. He continued to excel when he began taking classes at Mitchell Community College and

began chipping away at an Associate in Science degree. His GPA continued to rise as he took more college classes and made A's consistently throughout. His greatest surprise, however, was when he was told that with a GPA of 4.661 he was at the top of his class at the end of his senior year.

His Super-senior year he began navigating the required Residency Determination Service and FAFSA, with support of our district translator. His family attended our FAFSA support night at the college and with the help of our college financial aid officer, were successful in completing the FAFSA. Every step he took was complicated by the language barrier, but he and his family reached out for the support we had in place, especially our district translator, and were able to navigate each hurdle successfully. He was a frequent visitor to the counselor's office as well, who printed needed documents for him and assisted in filling out applications.

He was accepted to every University to which he applied, including NC State and UNC Chapel Hill. The date drew near when he had to make a commitment and he had still not heard back from UNC as to his financial awards. He and the counselor talked at length and he realized that he would have to take a leap of faith in selecting the school he really wanted to attend, which was UNC. He took that leap on May 1st and the next day was notified that he had been selected to receive the Carolina Covenant Scholarship, which offers a debt-free path to graduation through a combination of grants, scholarships and a work-study job. Covenant Scholars also have access to mentoring, academic and personal support services. It included a laptop, and other supports which he needed to be successful, as well.

He is currently at Chapel Hill and already has a position tutoring students in math. His plan is to major in Math and continue in pursuit of a master's degree. In his speech at graduation he quoted Albert Einstein: "Try not to become a man of success, but a man of value". This young man is truly a man of value. We are so proud to be his alma mater.

Cumberland International Early College, Cumberland County Schools

We had a student who was having difficulty maintaining his grades. His parents were immigrants who spoke minimal English. Being home during remote learning was difficult

for him. He needed the immediate feedback and assistance he could receive when he was in the college classes. Additionally, he had difficulty with the technology and all the online resources. A discussion was had concerning what may be in his best interest and returning to his home school was considered. He had failed courses needed for graduation. After a meeting with a support team, a plan was put in place to help him get on track. He would not graduate with the number of college courses his peers would have, but he would have the support of the school. The ESL coordinator assisted school personnel as they communicated with parents to ensure everyone was working together and aware of what was needed. This student encountered several roadblocks, both financial and personal. The small environment and a team of people committed to helping him find success made all the difference. He graduated high school, has entered college, and hopes to major in medicine.

Duplin Early College, Duplin County Schools

During the 2020-2021 school year, the schools reopened under Plan B due to the COVID-19 Pandemic. Students had the option to return to in-person learning or remain remote. The teachers work diligently to provide robust remote learning instruction while teaching students in person. All our students and staff were resilient! To balance the emotional toll of our new school structure, we were able to begin student-led clubs. I was amazed by the quality of activities and level of focus the students demonstrated to make Club Day successful! It was more than I could have imagined! The students found ways to collaborate, with the inclusion of remote students, to produce meaningful projects and activities. It was at that moment I realized that until we are faced with adversities, we truly don’t know how effective the application of our instructional practices, the verbiage in our mission and vision statements, and culture of collaboration really are. The pandemic, in essence, proves that what we are doing works!

Early College at Guilford, Guilford County Schools

“Freshman year, you have to join a competition club and a service club,” said a graduating senior at the Early College at Guilford (ECG). “ECG made me think about

my community early on, to be civically minded and to find a way to fix those problems." That is exactly what he plans to do, especially now that he received the Emerging Leaders Scholarship to attend Purdue University's engineering program in the fall.

"Purdue engineering courses incorporate service projects with industry partners into coursework to encourage students to benefit the community," he explained. "That really struck me, because I want to use engineering to impact my community."

He lived in Ghana for 7 years before moving to the U.S., and he still visits family there regularly. He says those experiences inspired him to pursue engineering to help be part of the solution to problems he sees there.

"Engineering is all about solving problems. I have so many interests right now. There are water and transportation infrastructure as well as environmental problems, and I'm interested in civil engineering to look into them. I am also interested in exploring fields like Biomedical Engineering as well."

Still, he isn't waiting to graduate college to make a difference. In addition to taking on the rigorous academics at the Early College at Guilford and serving as president of the National History Day competitive team (winning first place at regionals in the website category in 2021), he regularly makes time to volunteer in this community, including feeding the homeless twice a week through Hot Dish and Hope.

"I started going with a friend my freshman year. I was nervous at first, but it was actually fun. Over the years I've gotten to know some of the guests and have learned so much about the stereotypes facing the poor through interactions with them as individuals."

His counselor points to an essay he wrote that emphasizes the importance of service in his life: "My endless pursuit is to improve the lives of those in my community." After reading, she adds, "He's one of those kids that you are definitely going to miss when they leave."

He encourages anyone considering attending the Early College at Guilford to go for it, admitting the academic rigor made him nervous to attend at first.

“Of course it is challenging, but there are so many opportunities and teachers to help you succeed. The early college is really individualized to help you be the best you. If there is anything you want to do, you can do it because there is so much support.”

Early/Middle College at Guilford Technical Community College High Point, Guilford County Schools

One of our recent graduates is not only a first generation college student; she is a first generation American as well. She took full advantage of all the Early Middle College at GTCC has to offer. In three years, she completed not only all her high school graduation requirements, but she also completed her associate degree from Guilford Technical Community College. Essentially, she completed six years of education in three years, while graduating with full honors!

In addition to her incredible academic success, she was extremely active in our school community. She earned Guilford County Schools Service-Learning Diploma. This meant she documented over 200 hours of service-learning in our community. Many of these hours were completed at our school where she served as a Service-Learning Ambassador, a Lion Leader, a teacher's assistant and assisted with many multi-cultural events across our campus. She is continuing her education at the University of North Carolina at Chapel Hill, where she will pursue a degree in medicine**.**

Early Middle College at Guilford Technical Community College Jamestown, Guilford County Schools

As the middle daughter of three girls, this student is good at negotiating and being a peacemaker. Growing up with a military father, the girls learned about working hard and having self-discipline. This student excels in both academics and sports. She started playing basketball in third grade. Her hard work is paying off. In May, she will graduate from high school at the EMC @ GTCC Jamestown with an Associate’s in Arts in four years. In the fall, she will attend Appalachian State to play basketball and study business management. “My teachers at the middle college have been more like second

moms to me," said the student. "I feel a real connection with them. They helped me decide where to apply to college and how to manage my work and personal life."

When another student entered the ninth grade at the EMC @ GTCC Jamestown, she had only been in the continental US for one year. Transitioning to classes taught in English was difficult, especially because she had a diagnosed learning disability in reading. These challenges did not stop this student. In May, she will earn her high school diploma and an Associates in Arts. "She is the hardest working student I have ever worked with," said Sarah Jones, her EC Case Manager. "She seeks out help and then actually takes the advice her teachers give her." She plans to attend UNCG in the fall to study graphic design. "No matter the situation, never give up," said this student. "Another door is always opening."

Edgecombe Early College, Edgecombe County Schools

An Edgecombe Early College High School graduating super senior spoke to the North Carolina State Board of Education in May 2021 on the topic of opportunity, access, and equity. He shared how the Early College environment and whole-child supports literally changed his life trajectory after escaping domestic abuse, living in transient housing, and navigating poverty. This scholar graduated from Edgecombe Early College and was accepted straight into NC A&T's College of Engineering with a full Corning scholarship and $58,000 of other scholarships, thus setting him on a path to be the first in his family to graduate from college and to be debt free when starting his career.

Elizabeth City Pasquotank Early College, Elizabeth City Pasquotank Public Schools

Graduating this first ECPEC class was an exceptional experience. We knew from the beginning that like a first born child, they were our "experimental" students, but we had no idea how much perseverance they would have to demonstrate beginning in their junior year with the onset of the pandemic and online education at both the high school and college levels. In reviewing the students who graduated, I realized that almost a third of them were working full-time jobs while going to school online. Most were supplementing their families' incomes with their jobs. Many experienced personal loss in

the last year and a half and great triumphs. I stand amazed at their determination to complete what we all started four years ago. It is important to recognize the work these students did to help create the school we have today. I will be forever grateful to the class of 2021.

Gaston Early College, Gaston County Schools

We encourage our students to get involved in the community college we partner with, Gaston College. Over the past several years our students began expanding their leadership skills within the Gaston College Student Government Association (SGA). In the 2020-21 school year, every single leadership position within the college's SGA club was filled by a Gaston Early College High School (GECHS) student. Despite the many challenges that the COVID-19 pandemic created with in-person events within the SGA, these student leaders regularly met to plan events and sharpen their leadership skills. One event, in particular, stands out. These SGA students organized a canned food drive that combined the community college's students in both Gaston and Lincoln counties and their fellow GECHS students. The canned goods that were collected were then split between a local food pantry in Gaston County and Gaston College's internal food pantry called TRiO's Student Support Services. Student leadership, put to work in Gaston College's SGA extra curricular program, helped support students and families with food insecurities in two North Carolina counties!

Greene Early College, Greene County Schools

After one of the most challenging years of my career, every staff member chose to come back to do this work again this year, except for one teacher who accepted an assistant principal position in another county. We posted a 100% graduation rate last school year, and of our 19 graduates, our students earned 15 associate degrees and five certifications. We are extremely proud of this. In addition to that, our principal earned his doctoral degree, and we had a teacher receive his master's degree. We also had one teacher earn her National Board Certification last school year. As a result, we now have five or our eight teachers with National Board Certification. Lastly, we had the opportunity to hire one of our graduates to come back and teach with us. Our biology teacher graduated from Greene Early College in 2017. She received an early college

scholarship to Fayetteville State University, where she majored in biology. She is now enrolled in graduate school at Fayetteville State University, working towards her teacher certification.

Greensboro College Middle College, Guilford County Schools

It is a fact that educators, and students have faced some very trying times over the past two years due to the impacts of the global pandemic. However, GCMC has also had the honor of working with some of the most resilient hardworking students we've ever had before. Some of our Senior students returned to face-to-face learning midway through the 2020-2021 school year never having stepped foot on their school campus before. Their whole junior year was spent as a remote student. However, students persevered, and we graduated 100% of the students in Class of 21. With one student receiving a full four year academic scholarship to North Carolina Central University.

Henderson Early College, Henderson County Schools

One of our recent graduates is a very strong student and with her commitment and work ethic, she sets an example for other students. She is a leader among her peers and continues to stand out by showing others that no matter how much you have on your plate and no matter what you are going through, anything is possible. This student has many family responsibilities with a toddler at home and schoolwork and she continues to carry on with a positive and gracious attitude.

She became pregnant in ninth grade and had her baby during the second semester in ninth grade. She was homebound for a short time yet completed all her work successfully and came to school to take her final exams. After the baby was born, family issues escalated, and she moved in with her boyfriend‘s family. She is still living with them, taking care of a 2 1/2-year-old child and excelling in school. This student graduated a year early from Henderson County Early College with an associate degree and a CTE completer.

Hertford Early College, Hertford County Public Schools

During the Summer of 2021, ECHS had a month long summer leadership institute. Twenty-seven of our incoming freshmen attended. During the summer, students participated in digital storytelling, looking at different leadership skills, and were able to get a jump start on their college classes. Students successfully took and passed HEA 110 and PED 110. Having this month-long summer leadership institute really prepared our incoming students for what ECHS is all about as well as getting the students acclimated to the school environment again after being out and/or virtual for so long.

Jackson Early College, Jackson County Public Schools

At the beginning of the 20-21 school year, our team made a commitment to continue to provide quality instruction and maintain academic rigor, while increasing student support and family involvement to help our students continue in their preparations for their future academic success in spite of the pandemic. Our Student Success Team met weekly and we significantly increased the number of student referrals for outside community support and really pulled parents in as part of the team to help support their child's success. Having a smaller school and a community atmosphere afforded us the opportunity to really focus on each student as an individual and really tailor their support. As a result, our junior class obtained an overall composite score of 24.5 on the ACT. Of our graduating senior class, multiple students received full ride scholarships to competitive universities, and two of our DACA students received full ride DREAM scholarships to Delaware State University. Our overall school performance grade was above 90%, which would keep Jackson County Early College as an A school if performance scores were being reported. We continued to maintain a 100% graduation rate for the 20-21 school year as well.

Lenoir Early College, Lenoir County Public Schools

Our school has many success stories. However, Lenoir Early College has one student in particular that has overcome family tragedies and setbacks to become the #1 student in his graduating class. During the time this student has been a member of our school family, he has dealt with the tragic loss of both his mother and father. Through these tragic family events, he still found the strength in himself to make straight A’s in school all 4 years in a very demanding academic environment. He will graduate at the top of

his class this year with an associate degree along with his high school diploma. I am very proud of all of our graduates. However, this student will always hold a special place in the hearts and minds of our staff due to all he has gone through personally. He plans to enroll either at UNC-CH in the fall of 2021 or ECU Honors College and to study medicine.

Madison Early College, Madison County Schools

In this year's graduating class, we had a student who was severely burned as a toddler in a horrific home accident. This student lost both feet, part of legs, some fingers, and suffered from severe burns on over 80% of her body. She has struggled with hearing loss, accessibility due to mobility issues, and continual medical issues related to burn treatments. She also struggled during her time in elementary and middle school with fitting in socially, emotionally, and academically, even though being served in the Exceptional Children's Program and with having a one-on-one support person. After enrolling at our school in grade nine, the small school setting and atmosphere of acceptance, helped this student to find her place and develop a friend group. Our student was able to grow emotionally, socially, and academically. By the time of her graduation, she had earned over 50 credit hours of transferable college credits and had made the decision to enroll at a local university where she will major in History and wants to eventually work as a Museum Curator.

McDowell Academy for Innovation, McDowell County Schools

Last year was such a strange year! High school classes within McDowell County Schools were only offered on a minimester schedule, college classes were only offered on a traditional semester schedule, masking guidelines were in place, COVID guidelines were ever changing, and contact tracing was the new norm. Despite strange and uncomfortable times, students demonstrated resilience!

ALL MAI students are the success story of the 20-21 school year. They were patient and accommodating as the teachers learned how to educate during a pandemic, how to master a new LMS, how to balance standards during a minimester, how to deliver instruction to all students anywhere, and everywhere. At MAI we did not let COVID

define our 2020-2021 school experience. As a matter of fact, when analyzing test scores, McDowell Academy for Innovation made a 12.2% gain (data from 2018-2019 compared to data from 2020-2021). That is a remarkable accomplishment considering the circumstances.

Not only did McDowell Academy for Innovation make amazing academic gains, but we also did not let COVID distract from our mission and vision. We still made sure our students had authentic and connected high school and college learning opportunities that extended beyond the traditional high school campus. Our students participated in virtual job shadows, virtual company tours, virtual college tours, and virtual workshops. Students attended virtual pig dissections, virtual blood typing workshops, virtual health career explorer workshops, virtual simulation tours, and virtual COVID 19 workshops. Our students also had an opportunity to participate in face-to-face experiences like McDowell County Teen Court and McDowell County Tobacco Council. Our students helped organize and host a blood drive and participated in industry chats during Manufacturing Week with industries like Baxter, ABB, and Facebook. Our students had opportunities to engage in paid work during the summer, aligned to their career interests.

I want to end by highlighting the story of a student who will be a future lawyer. This student started with us the 2020-2021 school year as a freshman and described his first semester as "demoralizing and disheartening". School was a source of anxiety. At the end of the second minimester, his GPA was 0.25. He had given up on himself, but we were not giving up on him. We connected this student with McDowell County Teen Court, where he quickly found his calling. He was able to serve as a jury member, an attorney, and a bailiff. He also began participating in McDowell County's Tobacco Council, hearing middle and high school tobacco cases. These personalized experiences, aligned towards his career goals, gave this student a purpose and helped him feel worthwhile. He is now earning A's in his high school and college classes. He is thankful for the "safety net" that caught him: his mom, his teachers, and his principal. He says, "My teachers provided me with enrichment opportunities after school, built relationships with me, supported me, and didn't give up on me. I have not had a staff member at MAI that didn't believe in me. I don't think I could get this type of personalized education at another school." This student continues to be a very active

participant in McDowell County Teen Court and McDowell County Tobacco Council. He is part of the Model UN club and a member of our Student Council. He is committed to helping others, a true success story!

McDowell Early College, McDowell County Schools

One of our students graduated in 2021 as an 11th grader with her high school diploma and her associate degree. This student's struggles started when she was born to drug addicts. Both parents have been in and out of jail and last year her father died. She worked diligently to complete her high school and associate degree in three years at McDowell Early College. She is currently attending the University of North Carolina at Chapel Hill with a Carolina Covenant Scholarship.

Middle College at Bennett, Guilford County Schools

"You never know how strong you are until being strong is your only choice."
--Bob Marley

No other quote could be more definitive than this one for one Senior at Middle College at Bennett. During the course of her senior year, her mother was placed into Hospice Care, where she transitioned peacefully. While dealing with this major life altering event, this student continued to persevere and show resilience. She continued to work hard and kept a clear line of vision. She was determined that she was going to college and as close to debt free as possible. Throughout her high school career, she has been engaged in community service by volunteering at Hospice and Palliative Care, held offices in our school's Student Government, and has been a model student.

Although pushing forward became burdensome and challenging, she didn't allow her challenges to defeat her. She relied heavily on her family and her Middle College at Bennett staff for the support she needed to cope. Her goal has always been to not be a burden to her family but to attend college. She desires to ensure that her father would not be overextended and had the means to care for her younger siblings. She spent countless hours working on essays the summer prior to and during her senior year and

searching and applying for as many scholarships as she could. Her hard work and diligence paid off!

She was accepted into 17 colleges and received over $500,000 in scholarship offers. She has a high school GPA of 4.50, in the process of completing her fifth college class this year, works part-time and continues to excel in the midst of her recent hardship. She has shown that she is resilient in spite of her circumstances. In the fall, she plans to attend Fayetteville State University to major in Criminal Justice.

Nash-Rocky Mount Early College, Nash County Public Schools

A member of the Class of 2021 was a great example of the fulfillment of our school's vision: inspiring commitment to personal excellence and embracing challenges as opportunities for growth. When he entered early college, he was extremely shy and struggled with advocating for himself. Due to health concerns, he often struggled to find where he fit in with his peers. Through his years here and his experiences in his AVID classes, he developed his voice for self-advocacy and began to share his story with his peers and others to build relationships. Through the relationships he built, and the strategies he learned in AVID, he was able to overcome academic challenges he faced. In his Super Senior year, he applied to several colleges and universities and was accepted to all of them. He chose to continue his education at NC Wesleyan College and is currently majoring in computer science. No challenge he faced was too much, not even the last year and a half being abruptly changed to all remote learning. With the support of his family, and his Eagle Family, he soared. He is an early college success story.

Our school implemented remote learning for almost the entire 2020-21 school year. As a team, we decided to come together virtually and build our plans based on the guidance that had been issued from the state. While our local board was still deliberating which plan would be best for our district, our Eagle Team got to work creating a draft operational plan for whichever one was adopted. Our district decided to open in Plan C - remote learning. The plan our team developed allowed us to have a structure and continuity of learning and a seamless transition. When our district decided to return to a hybrid model, our whole school community was prepared. Our teachers made it so that learning expectations, class times, learning management platform...all of

that remained consistent throughout the year. Our school's academic performance did not experience the severe dip that other schools did, and I believe it was because of the collaboration of our teachers, and always keeping student success as our driving motivation. Our students' academic performance on the Biology End-Of-Course Exam was the highest it had ever been. We are so fortunate that the smaller learning environment of the early college model allowed us the nimbleness as educators to quickly pivot during a global health crisis to help our students remain on track to achieve their academic dreams. We embodied our school vision: Eagles are committed to growth, connected to community, and cultivated to leadership - even when faced with unprecedented challenges of educating during a global pandemic.

Onslow Early College, Onslow County Schools

Even through a pandemic, our first graduating class at Onslow Early College High School set a high bar for excellence. Out of the 53 graduates, 43 students went directly to a college or university and two enlisted in the military. Our Class of 2021 included a Park Scholar and Goodnight Scholar. Additionally, the students were offered over $4,000,000 in institutional and private scholarships, as well as over $6,000,000 in micro scholarships through Raise Me. Onslow Early College High School is among the top three schools for all state-tested exams (Biology, NC Math 2, and English II). OECHS also ranked 3rd for "sum of all benchmarks met" for the ACT.

Onslow County businesses also sponsor SAT Inc. (Scholarship for Academic Talent) scholarships. Our tiny high school accounted for half of all SAT Inc. scholarships awarded last year. We are proud of the accomplishments of our students. On behalf of our faculty, parents, students, and community, we thank NCDPI and the North Carolina General Assembly for continuing to make this success possible through Cooperative Innovative High Schools.

Person Early College, Person County Schools

This is the link to an article that shares our school's success in completing a Global Service Learning project while our students were virtual, hybrid and face to face. Our teachers and students still completed this authentic learning activity even though they

were in a challenging learning environment. The article tells the story for us and another early college, however our teachers had the additional challenge of building a school community between students that were on three different instructional plans in order to still make this a valuable learning experience for all.

Last year's graduating class was our first, and it will be one we will always remember, because they had to graduate amidst COVID related restrictions. COVID really impacted the motivation of our Super Seniors to make it to the finish line. The college liaison and the principal ventured out to make home visits with the hopes of getting our students back on track and motivated to complete. The principal also made visits to their places of employment as well. We did whatever we could to support our students academically and over the social and emotional hurdles of COVID. One of the students who was struggling with the impact of COVID had decided to drop out, but our teachers, liaison, counselor, principal, and classmates all reached out to provide motivation and encouragement. This was the support she needed, and she decided to return to school and finish strong. She made it and her mother came to me with tears in her eyes and thanked us for not giving up on her daughter. Many other parents thanked for not giving up and pushing their children to the finish line, but that mother's tears say it all. The persistence of our staff and students led to all but one student achieving the milestone of graduation on May 22, 2021, the year of COVID learning. At Person Early College for Innovation and Leadership, we care about our students. We are a school community, and we help each other get to the finish line. That is a success for our school.

Roanoke Rapids Early College, Roanoke Rapids Graded School District

Roanoke Rapids Early College began in August of School Year 2018-2019. The school started with 35 ninth graders and 35 tenth-grade students. As of September 27, 2021, Roanoke Rapids Early College High School has grown tremendously and has a total student population of 138 students in grades 9-13 studying to receive an associate degree or career ready certification.

Roanoke Rapids Early College held its first graduation on May 21, 2021 to honor 22 scholars that stayed the course, earned over $710,659 in scholarships, and made history as the first graduating class from Roanoke Rapids Early College High School. Along with scholarships, scholars earned 14 Associate in Arts Degrees, three Associate

in Science Degrees, four College Welding Certifications, one Industrial System Technology Maintenance Certificate, one College Nursing Certification, and one Criminal Justice Certificate. As you can see, the Class of 2021 excelled tremendously and set the standard for excellence, hard work, and achievement. We are looking forward to continued success among our scholars, and we will celebrate the Class of 2022 on May 25, 2022.

Roanoke Valley Early College, Weldon City Schools

We had a super senior graduate with her associate's degree last year and we want to spotlight her. Back as a 10th grader, she became highly distracted at school. Although she was a very gifted and capable child, she was on academic warning in the fall and probation in the spring. She asked us about transferring out to a traditional high school. In that meeting, her mother cried about how she was disappointed that it had come to this. The student asked if there was a way- we explained that there was an option to stay a 5th year and get that degree. She agreed and sat out the next semester per our college's policy. She then dug in deep, got A's and B's in all her college courses, and graduated with her associate degree. It took an extra year, but she made the most of that second chance.

PSRC Early College, Public Schools of Robeson County

One of our recent graduates, born with spina bifida, is not just a success story, but without any shadow of doubt an extraordinary testimony of determination and optimism. His success story is an inspiration to everyone. It teaches us to appreciate the small things in life that we sometimes take for granted. He has not allowed his disability to quench his drive for success and independence. He decided to apply to PSRC Early College at RCC despite his father's hesitancy. He is a highly motivated and conscientious student, having made only one C throughout his high school career. He graduated with a weighted GPA of 3.69, receiving both his high school diploma and an associate of arts degree from Robeson Community College.

Socially, he has adapted well and leads a happy and "normal" life. He drives himself around wherever he needs to go. He is fortunate to have his own customized truck. He

has a warm and friendly personality, always wears a smile, and is very upbeat. He is the kind of person people gravitate to and enjoy being around. He is well liked by his peers and teachers.

In the Fall of 2021 this young man entered UNC Pembroke as a junior. His plans are to double major in History and American Indian Studies. Ultimately, he aspires to earn his PhD and work in a museum.

Rockingham Early College, Rockingham County Schools

Even through virtual trials of 2020-21, Rockingham Early College still had some growth in our academics. We were in the top 100 schools for the state of NC. Staff and students worked hard to stay connected through zoom, virtual parent conferences, and lots of emails. Every Wednesday we met virtually, in Collaboration Around Student Achievement (CASA). We conferenced with all students and maintain a document that shows the growth or decline of academic success. During CASA, staff pulled up and discussed the students in red and yellow. Plans were created for some, some moved to Tier 2, and a few students ended up in Tier 3. Last year, I was committed to staying connected to students. Each time teachers emailed students, I followed up and connected with them. I documented 1996 email contacts with at-risk students throughout the year. I say all of this as a success story because, with all that was going on in the world with the pandemic, the entire staff and student body remained committed to success, and it paid off. Through all of this, we maintained a positive and professional working relationship with our college partner and completed renovations on one of our buildings. We are excited to be moving in October, right after Fall Break!

Rutherford Early College, Rutherford County Schools

It is often during the darkest times that our light shines brightest. This has certainly been the case during these past two school years as professional educators and public school staff have demonstrated new levels of perseverance, flexibility, and creativity to support students who have struggled mightily with being displaced from classrooms and distanced from teachers. In our Cooperative Innovative High School, one of our greatest successes during the 2020/2021 school year was the evolution of an academic support

program that was instrumental in maintaining student engagement during this challenging academic year. What began as a pre-pandemic, one-to-one educator/student academic mentoring program, developed to support at-risk students, became one of our strongholds during the 2020-2021 school year. Because the target population was our high-risk students, we began referring to them as our “intensive care” students (think “ICU”); this morphed into the fitting program name “I see U,” indicating that, regardless of how dire the situation might seem, we see the need and are willing to be present with the student where they are and do all we can to help. Over the course of the following semester, then the following school year, what began as an at-risk intervention became a lifeline for our students. Faculty members had hybrid learners from their mentee lists in their classrooms during the vague remains of their planning periods and after school. Scores of phone calls and video calls were made at all hours of the day to work with remote learners. Given the extreme, and often sad, situation, sometimes it felt as much like “ICU” as “I see U.” The impact of this program was just one of many pieces of evidence that made one thing crystal clear: Students’ academic and social-emotional wellbeing is simply not possible without the presence of a professional educator.

As we move forward with positive intent, we are excited about the evolution of our I see U program. We have thankfully returned to in-person learning and see our students thriving. I see U has become the next generation of our weekly, Friday afternoon academic support period. We are grateful that what we learned and put into place during the fall of 2019 helped to sustain us and our students during the spring of 2020 and the 2020/2021 school year, and that what we learned during that year and a half now encourages us forward into a new approach to an existing routine. The light that shone brightly in the dark moments of 2020/2021 now lights the way to a better 2021/2022 and beyond.

Stanly Early College, Stanly County Schools

Last year 2020-2021 Stanly Early College graduated 91% of our graduating class of seniors and super seniors having completed both their associates degree and high school diploma. This is despite our college classes being 100% online throughout the duration of the school year. The college and career readiness skills that our staff taught

our students paid off. We had 32 out of 40 of our seniors finish their associate degree and high school diploma in 4 years. Despite the hybrid and online school year, Stanly Early College students were proficient on 79% of their high school End of Course Tests. SEC was the highest performing charter or public school in Stanly County.

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

The Class of 2021 earned over 2,100 college credit hours, 19 service learning diplomas and 20 service learning awards, earned over $5.2 million dollars in scholarships to date, and completed over 18, 602 hours of service-learning. There are four National Merit Scholarship Finalists and one student was awarded the National Merit Scholarship. 33 members of this class are graduating as Career and Technical Education completers in areas of STEM or science, technology, engineering and math, engineering, computer science principles, and computer engineering, and this class will represent Guilford County Schools and STEM Early College at 7 North Carolina colleges and universities and 11 out of state colleges and universities located in Massachusetts, Georgia, Pennsylvania, Florida, South Carolina, Maryland, Texas, Mississippi, and Ohio. And 100% of our graduates survived the COVID-19 pandemic.

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

During her Freshman year, she embraced the health and sciences theme at Wake Early College of Health and Science (WECHS). She became involved in many clubs with service-oriented goals. Her participation varied within each club, from elected officer to active member. Each of these experiences would continue to put her on a trajectory for a career in health care. As a first-generation college student, she recognized the importance of being an active member within her school and community and how these opportunities would further enrich her personal and professional development. One summer, she volunteered at a local hospital working on the cancer unit. She has also served as a Canteen volunteer with the American Red Cross. She joined the Wake County EMS Club to learn skills to serve her community better. The following summer, she participated in an EMS summer camp that opened her eyes to emergency medicine and first responders' role within their communities. These programs were a catalyst for enrolling in the Wake County Emergency Medical Technician course and completing the

course while taking a full load of college classes. She epitomizes the potential Wake Early College experience. Her goal is to apply to a college/university where she will pursue a degree in nursing. She has indicated on numerous occasions that she is looking forward to working with people in need and providing care and compassion. We are honored that she applied to Wake Early College of Health and Science and has positively represented our school within the community. We anticipate she will continue to do great things, and we look forward to bringing her back as a guest speaker to share her experiences with future WECHS students and serve as a role model.

Wake STEM Early College, Wake County Public School System

Last school year we set a goal to increase equitable access for all students as evidenced by increasing the percent of 1st generation college students registered to attend Wake STEM ECHS from 22% for the current 9th grade class to 35% for the upcoming 9th grade class. We reached that goal and surpassed it by increasing our 2020-2021 9th Grade cohort to 70% first generation.

How did we accomplish this? Our Magnet Recruitment Team identified middle schools with higher rates of 1st generation college students to target and recruit. After targeting middle schools, students received mailed postcards to their homes inviting them to apply to Wake STEM and Me sessions. STEM and Me sessions at targeted middle school PTSA meetings and Open houses. Student and Parent Ambassadors participated and shared at STEM and Me Sessions. The Principal sent Thank You emails to families from targeted middle schools who attend Wake STEM and Me Sessions. After each Target Student starts the application, they receive a personal liaison to encourage and support families through the application process.

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

One of our 2021 graduates of Wake Young Men's Academy Leadership came to us questioning the importance of academics. Initially this student lacked motivation and was resistant to participating in activities beyond the normal school day. Not long after enrolling at WYMLA did this student's academic potential and leadership shine through. As a 10th grader he served as President of our Student Government Association. He

played football at Broughton high school for three of the four years he was enrolled in high school. He was a recipient of the Caps' Coaches Award in 2018 and voted All-Conference in 2019. Not only did the student excel socially and athletically, he also had a passion for service. He served on several mission trips through his church and worked part-time at a local pediatric doctor's office. Academically, this student soared, earning over 50 college credits during his Junior and Senior year at Saint Augustine's University, our college partner. Even in the midst of the pandemic he maintained academic excellence, achieving recognition on the A/B Honor Roll during his Junior and Senior year. This student is currently enrolled at UNC-Chapel Hill where he is working towards a degree in Exercise Science. His mother has always been his number one supporter and he is determined to make her proud. While this student has left WYMLA and has started his college career, he has inspired others, including his cousin who he encouraged to attend WYMLA because of the impact he says it made for him. We are so proud of this Phoenix "rising" to reach his full potential!

Wilkes Early College High School, Wilkes County Schools

Principal narrative: This morning at 2:00am I was awakened by my phone, a name I immediately recognized. This young man came to us five years ago with mixed support from his middle school and family. He struggles with academics but is highly motivated, and he misses school often to support his family. He has worked the past three years in the fast-food industry for over 50 hours a week. He is the main supporter of his seven household family; he recently became the father of a beautiful baby girl while attending our CJC program.

Two years ago, we started the work-based internship program here at WECHS to help students work in the field of their passion. This student has longed since his freshman year to become a Police officer. I immediately thought of our Campus Police and the wonderful group of men in the department as the perfect fit to mentor this young man. This was the first time in this young man's life he had strong, supportive men to mentor his future. They talked with him not only about the job but other lifelong lessons. Like all of us, he quickly gained lots of respect and admiration for every man in the department. He worked by their side and never missed a beat. Then COVID hit!

I really worried in his graduating year he would be one to drop by the wayside. He got

behind and had 4 classes in the fall and 5 classes in the spring to finish the degree while still maintaining all his other obligations. Unfortunately, he came up short in one of the spring classes due to missing too many days of class and was dropped. He was still determined to gain his degree and begged for one more shot. Quickly, our college liaison found the one class he needed on the campus of Pitt Community College for the summer.

This morning at 2:00 am he proudly messaged that he finished the course with 89.74! He has proudly finished his degree! I share this to say...."we are all in this together" making a difference one student at a time! Without the partnership of a great community college, supportive staff stories like this would not happen. Students like this young man need us in their corner when they feel like they have no one else! Thank you all from the bottom of my heart on behalf of this student for your continued support!

Wilmington Early College, New Hanover County Public Schools

With the addition of the Associate's in Engineering, WECHS had six students to graduate with an Associate's in Engineering. All of the students who graduated were accepted into engineering programs at the following four year institutions: North Carolina State University, UNC Charlotte, and Campbell University. Students also competed in the Nick Cannon Foundation Competition and received exposure and support for STEM exploration. Additionally, several students completed certifications and/or associate degrees and went directly into the workforce.

CIHS Special Recognitions

Pender Early College, Pender County Schools: 2021 National Blue Ribbon School

Sampson Early College, Sampson County Schools: 2021 National Blue Ribbon School

APPENDIX A: CAREER AND COLLEGE PROMISE

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

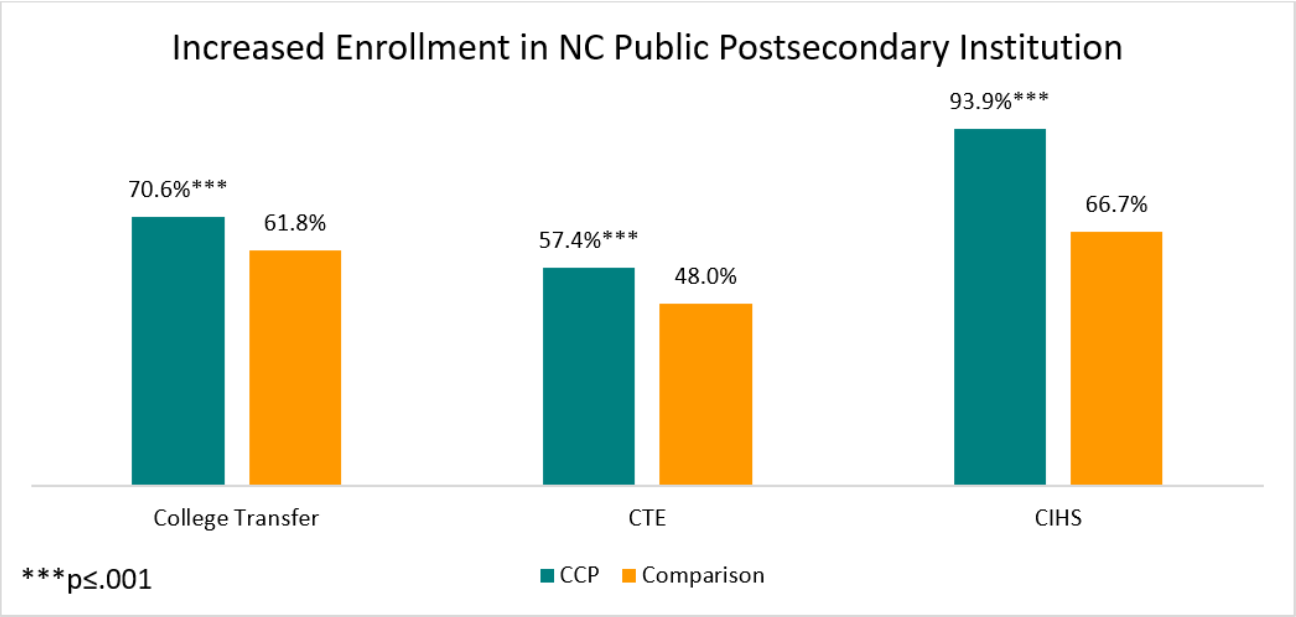
Credits earned by end of 12th grade	College Transfer Pathway		CTE Dual Enrollment Pathway		CIHS Pathway	
	CCP Participants	Comparison	CCP Participants	Comparison	CCP Participants	Comparison
College credits—total	14.5***	5.5	8.3***	1.3	34.1***	5.5
Transferable credits	14.0***	5.5	3.4***	1.3	31.2***	4.8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

Continued on next page

Figure 18: Enrollment in NC Public Postsecondary Institution by CCP Pathway



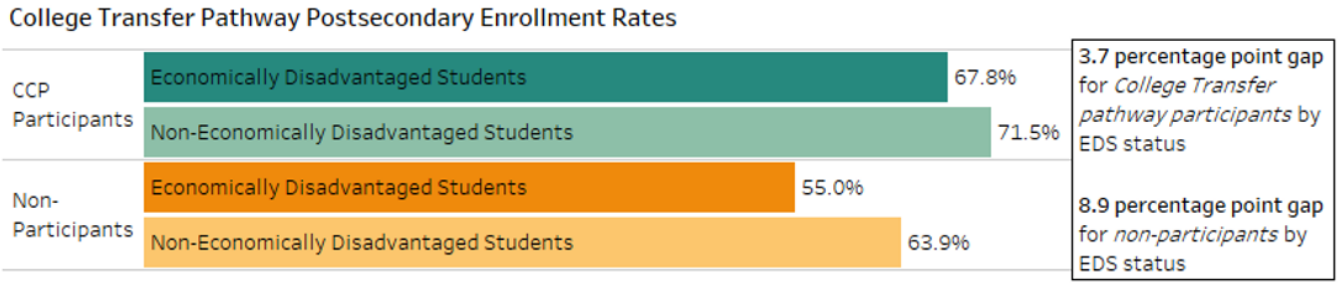
Why do the comparison students have different averages for each of the pathways?

We make 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.

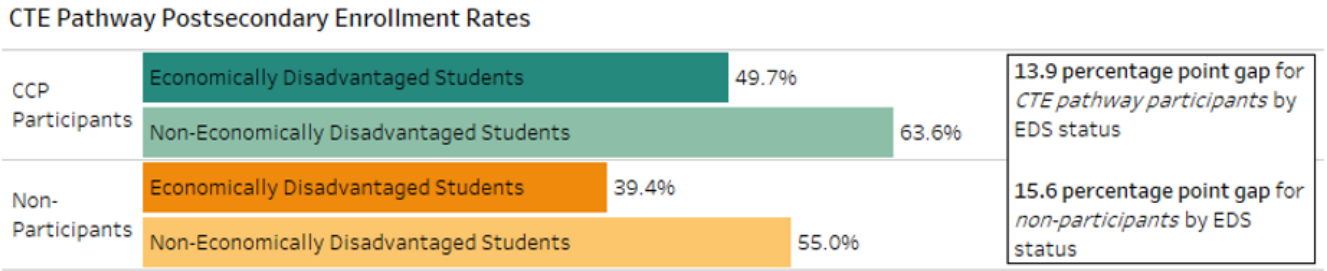
As shown in the figure below, there was a gap in postsecondary enrollment of only 3.7 percentage points between economically disadvantaged students and not-economically disadvantaged students in the College Transfer pathway as opposed to a 9.3 percentage point gap for similar students who did not participate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

Figure 19: College Transfer Pathway Postsecondary Enrollment Rates



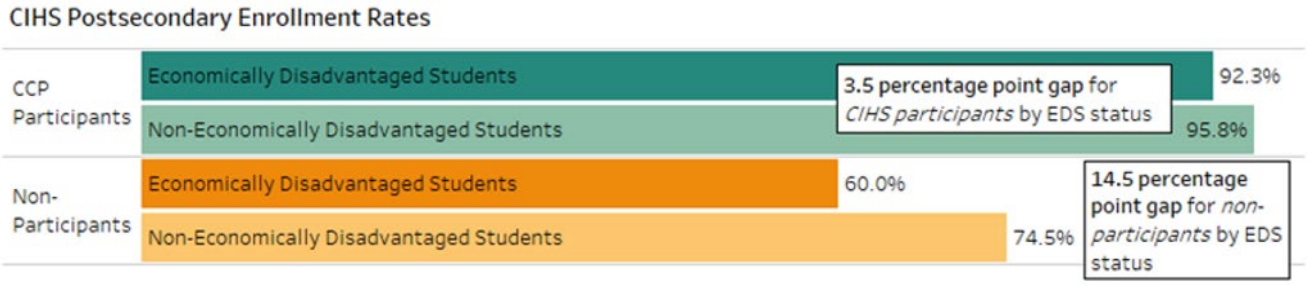
In the CTE pathway, the difference between the two gaps was not as large.

Figure 20: 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 21: 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.