

COOPERATIVE INNOVATIVE HIGH SCHOOLS IMPROVE HIGH SCHOOL AND COLLEGE OUTCOMES

North Carolina's Career & College Promise Dual Enrollment Program

In North Carolina, eligible high school students can earn credentials and college credits tuition-free from North Carolina colleges and universities through **Career & College Promise**, a statewide dual enrollment program. Three pathways are available.



College Transfer pathway

Take dual enrollment classes that lead to an associate degree or to meet general education requirements at a 4-year college.

Cooperative Innovative High Schools pathway

Earn an associate degree or 2 years of college credit at an approved high school partnered with a college or university (e.g., an early college).

Career and Technical Education pathway

Take dual enrollment classes to earn college credits leading to technical credentials or workforce-based careers.

Enrollment in a Cooperative Innovative High School led to **positive outcomes** for students in the **transition from high school to college**.

The study looked at students who attended a CIHS over 10 years and found positive effects for CIHS students, on average, compared to similar students who did not attend a CIHS.¹

CIHS students **did better on key indicators of the transition from high school to college** than non-CIHS students.

	More COLLEGE CREDITS earned while in high school ²	6x more
	More likely to GRADUATE from high school ³	2+ percentage points higher
	More likely to ever ENROLL in college ⁴	27+ percentage points higher

The CCP Evaluation Partnership studied the Cooperative Innovative High Schools (CIHS) pathway in North Carolina's **Career & College Promise (CCP)** dual enrollment program. The study found **positive impacts** on students, particularly for groups historically underrepresented in postsecondary education.



HIGHER
high school
graduation rates



HIGHER
postsecondary
enrollment rates

About the Study



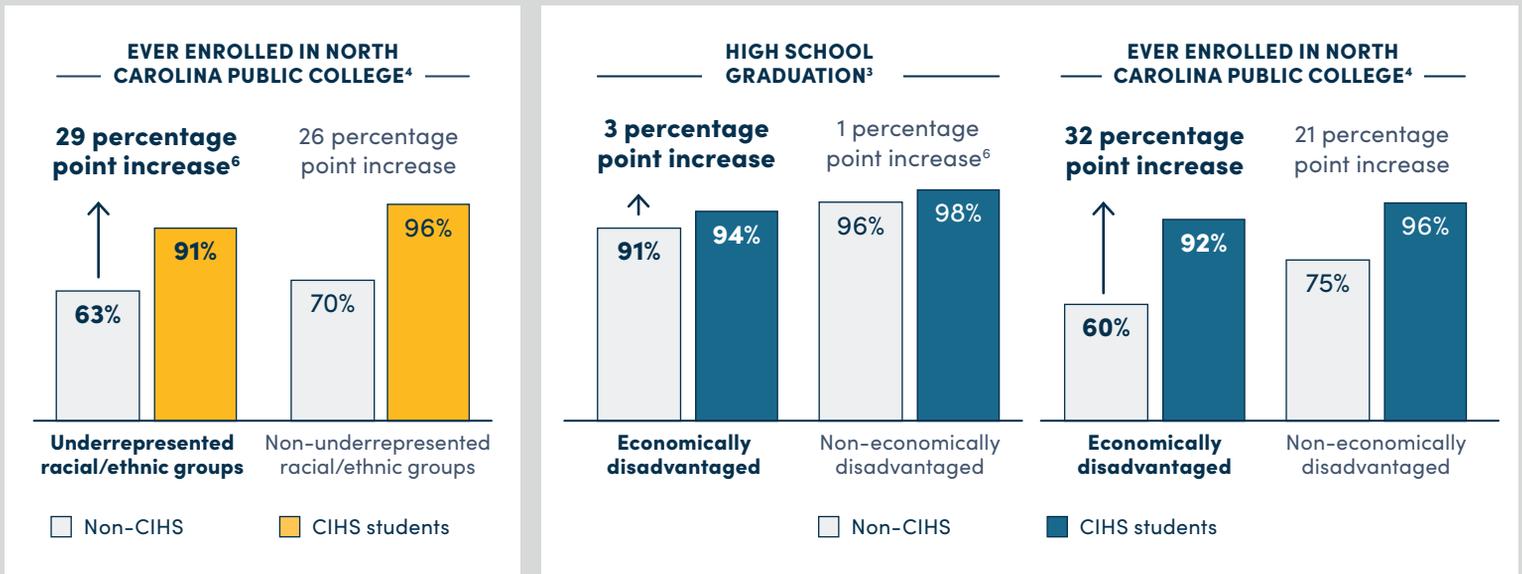
Compiled demographic and academic achievement data for over 800,000 high school students who participated in North Carolina's CIHS pathway from 2009–10 to 2018–19 and a comparison group of similar students who did not enroll in a CIHS.



Used a quasi-experimental design to analyze short-term and long-term outcomes of CIHS enrollment, including high school absences, high school GPA, college credits earned in high school, graduation from high school, and enrollment in a North Carolina public postsecondary institution.

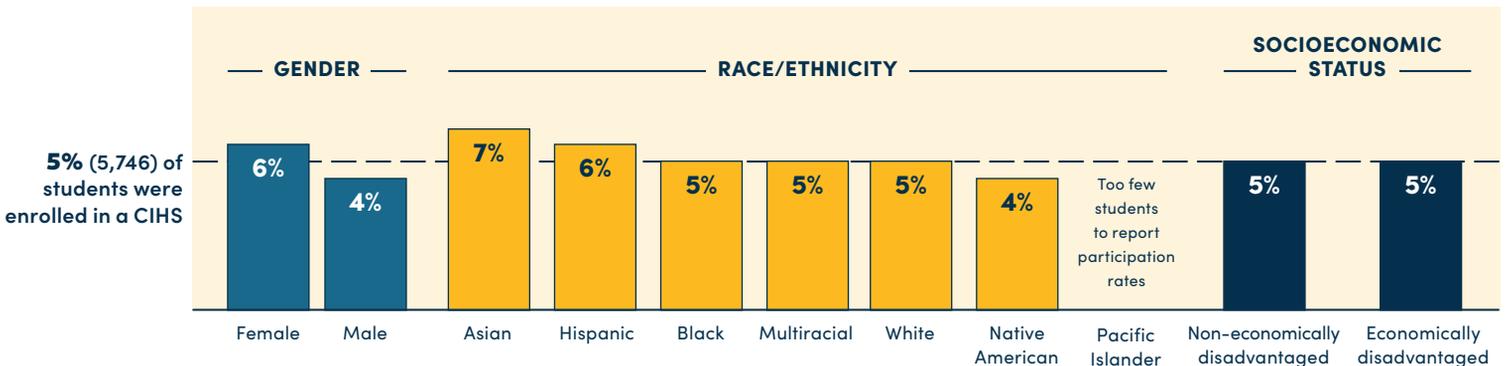
The impacts of attending a CIHS were particularly strong for groups historically underrepresented in higher education.⁵

CIHS students from underrepresented racial/ethnic groups⁵ or economically disadvantaged households **benefited more from program participation** than did non-underrepresented or non-disadvantaged students.¹



Who enrolls in Cooperative Innovative High Schools?

How to read this graph: Five percent of all Grade 12 students in North Carolina were enrolled in a CIHS in 2018–19. Enrollment rates for specific student groups varied (for example, 6% of all female students and 4% of all male students participated).



CCP Evaluation Partnership



For more information on the Career & College Promise CIHS pathway, see this website (<https://bit.ly/3dm2i9T>) from the North Carolina Department of Public Instruction. To enroll, speak with your high school guidance counselor or your local CIHS. To learn more about the study's findings about the other CCP pathways, see the other infographics in this series.

¹ Based on a comparison of students who enrolled in a CIHS in Grade 9 from 2009–10 to 2015–16 to students who did not attend a CIHS. Comparison students may have taken CTE or College Transfer dual enrollment courses.

² College credits earned through Grade 12. (Some CIHS go to Grade 13.)

³ Five-year high school graduation rate.

⁴ Enrollment in a college course at a North Carolina community college or University of North Carolina school at any point from Grade 9 through 2 years after Grade 12.

⁵ Racial/ethnic groups that are historically underrepresented in postsecondary education include Black, Hispanic, Native American, and multiracial students.

⁶ The reported difference does not align to the reported rates due to rounding.