



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

April 1, 2005

TO: Dr. Donald Cameron Dr. Terry Grier
 Dr. John McKay Dr. George S. Truman
 Dr. Matt Garrett Dr. Larry Mabe
 Dr. Debbie Lamm Dr. Steve Stone
 Dr. Charles Chrestman Mr. Colin Armstrong
 Dr. Douglas Eason Dr. Terry K. Holliday
 Dr. Bruce W. Boyles
 Dr. Mary Rittling Dr. Fred L. Mock
 Dr. Rebecca Y. Bloxam
 Dr. William Aiken Dr. Leslie S. Hobbs, Jr.
 Dr. R. Gene Hales

FROM: H. Martin Lancaster, President

 Patricia N. Willoughby, Superintendent
 Public Schools of North Carolina

RE: Approval of Cooperative Innovative High School Programs and
 Exemptions

Congratulations! The State Board of Community Colleges and the State Board of Education have approved your applications to “jointly establish cooperative innovative programs in high schools and community colleges that will expand students’ opportunities for educational success through high quality instructional programming.” (G.S. 115C-238.50) Your applications addressed the economic development needs in the economic development regions in which you are located and will strengthen the educational programs offered to North Carolina public school students.

As required by G.S. 115C-238.53 (attachment 3), you are now required to complete a written agreement with signatures of the local board of trustees of the community college, the local board of education, the State Board of Education and the State Board of Community Colleges that incorporates information in the application as modified by the tables of approved exemptions (attachments 1 and 2).

April 1, 2005

To facilitate this requirement, **please complete attachment 4 and return it by April 15, 2005** to:

Elsie C. Leak, Ed. D.
Associate Superintendent
Curriculum and School Reform Services
MSC 6307
Raleigh, NC 27699-6307

Your agreement will operate for a term of no longer than five school years beginning July 1, 2005 and ending June 30, 2010. Your program may use State, federal and local funds allocated to the local administrative unit, to the State Board of Community Colleges, and to the community college for implementation.

We wish you much success in this collaborative endeavor and look forward to assisting you as needed. Should you have questions, please contact Dr. Elsie Leak at 919-807-3761 (public schools questions) or Ken Whitehurst at 919-807-7098 (community college questions).

Attachments:

1. NC Community Colleges Approved Exemptions
2. NC Public Schools Approved Exemptions
3. G. S. 115C-238.51
4. Agreement

HML/PNW/kw

c: Dr. Delores A. Parker, NCCCS
Dr. Janice O. Davis, NCDPI
Dr. Elsie C. Leak, NCDPI
Dr. Tony Habit, NSP
Mr. Ken Whitehurst, NCCCS
Ms. Glynda Lawrence, NCCCS
Mr. Mike Pittman, NCCCS
Ms. Kristine Leggett, NCGA

Email and Hard Copy
S05-009

STATE BOARD OF COMMUNITY COLLEGES

Cooperative Innovative High School Programs

Request:

The State Board of Community Colleges is requested to approve the eight (8) community college applications for designation as Cooperative Innovative High School Programs pursuant to G. S. 115C-238.51(d) and to grant exemptions pursuant to NCGS 115C-238.53(f) that will expand students' opportunities for educational success.

Innovative Education Initiatives Act Summary

Session Law 2003-277 (SB 656) authorizes boards of trustees of community colleges and local boards of education to jointly establish cooperative innovative programs in high schools and community colleges to serve high school students who are at risk of dropping out of school before attaining a high school diploma, or to serve high school students who would benefit from accelerated academic instruction. Students would be eligible to attend these programs as early as ninth grade. The programs may include the creation of a school within a school, a technical high school, or a high school or technical center located on a community college campus. A program would operate under the terms of a signed written agreement for a term of no more than five school years.

The act further directs the "State Board of Education and the State Board of Community Colleges shall approve two cooperative innovative high school programs in each of the State's economic development regions." General Statute (G.S.) 115C-238.51(d) further directs that the "State Boards shall approve all applications by March 15 of each year." G.S. 115C-238.53(f) also provides that "[e]xcept as provided in this Part and pursuant to the terms of the agreement, a program is exempt from laws and rules applicable to a local board of education, a local school administrative unit, a community college, or a local board of trustees of a community college (2003-277, s. 2)." Nothing in the act is to be construed to obligate the General Assembly to make appropriations to implement the act. This act became effective June 27, 2003 and was subsequently codified as Part 9, G.S. 115C-238.50 – G.S. 115C-238.55.

Applying Schools

The following schools submitted applications under Section 2 of the Innovative Education Initiatives Act. All of the following schools are supported by the New Schools Project to create high quality early/middle college high schools, and are recommended by the joint committee to be recognized as Cooperative Innovative High School Programs. One school, the Middle College High School at Guilford Technical Community College, already has a state designation as a school unit. The other eight programs are seeking designation as school units through recognition as programs under the Cooperative Innovative High School Programs.

Approved
SBCC
02/17/2005

1. *The Entertainment and Technology Early/Middle College High School at GTCC*

Partners:

Guilford County Schools
Guilford Technical Community College

The Middle College at Guilford Technical Community College (GTCC) in Guilford County was the first Middle College High School in the state of North Carolina. GTCC Middle College will redesign its curriculum to ensure that students have the opportunity to earn their associate's degree by the end of their senior year of high school. GTCC already has a school code.

2. *Anson County Early College High School*

Partners:

Anson County Schools
South Piedmont Community College

Anson Early College High School (AECHS) will be a five-year, dual-degree granting, secondary school on the campus of South Piedmont Community College. AECHS will depart from traditional thinking and prove that highly at-risk students -- with the proper support, motivation, faculty investment, and school environment and design – can achieve at the “best and brightest” level.

3. *Chatham County Middle College High School*

Partners:

Chatham County Schools
Central Carolina Community College

Chatham County Schools and Central Carolina Community College (CCCC) plan to establish a Middle College High school jointly supported by CCCC and Chatham County Schools located at the CCCC Chatham campus in Pittsboro, NC.

4. *Collaborative College for Technology and Leadership*

Partners:

Iredell-Statesville Schools
Mooresville Graded School District
Mitchell Community College

Iredell-Statesville Schools and the Mooresville Graded School District, collaborating with Mitchell Community College, seek to place the CCTL on the historic Statesville Mitchell Community College campus to serve a highly diverse student body of 340 students with technology-enriched, engaging leadership focused, coursework that will satisfy requirements for high school and two years of college credit. Significant field-based learning, community involvement, and family partnerships, combined with mentoring, advising, and a highly personal learning environment, will enable greater motivation, success, and post-secondary pursuits among students who are not traditionally college-bound.

5. *Davidson Early College High School*

Partners:

Davidson County Schools
Lexington City Schools
Thomasville City Schools
Davidson County Community College

Davidson County, Lexington City, and Thomasville City Schools have joined with Davidson County Community College and two business organizations, Davidson Vision and Davidson County Workforce Development, to create a middle college to support a diversified group of students from Davidson County, a county that has lost 5,300 jobs in the past three years. The program has engaged in a year of planning to design a curriculum and student support structures that will allow it to establish a high quality early college high school that affords students the opportunity to earn a high school diploma and an associates degree in five years. Davidson Early College High School will rely on five pillars to support their work: relationships, rigor, relevance, responsibility, and respect

6. Edgecombe Early College High School

Partners:

Edgecombe County Public Schools
Edgecombe Community College

An economically disadvantaged rural community, Edgecombe County faces great challenges in providing a world-class education for its citizens. Yet Edgecombe is recognized as a state leader for strong secondary/postsecondary partnerships. Edgecombe County will redesign its innovative middle college program to an early college high school with the goals of providing a rigorous and relevant education for its students and developing a powerful model for reform for rural districts across the state.

7. Robeson County Early College High School (RCECHS)

Partners:

Robeson County Schools
Robeson Community College
University of North Carolina Pembroke

RCECHS proposes to reshape the concept of traditional high school by serving two college campus sites with 120 students per site in grades 9-12. The critical goal is to improve the quality of life of students by establishing campus environments, personalized learning styles, multiple intelligence, non-traditional teachers-coaches and administration integrated with innovative and alternative, accelerated education plans. These plans will include Distance Video Learning, Web Academy, electronic portfolios with mentoring, shadowing and internships and non-traditional assessment. The students will obtain a high school degree and associates degree upon graduation.

8. Sampson County Early College High School

Partners:

Sampson County Schools
Clinton City Schools
Sampson Community College

After one year of planning, Sampson Early College High School will identify 25 ninth grade students who have not been successful in the traditional classroom. The Consortium seeks to reinvent the secondary high school setting by providing a meaningful secondary/post-secondary experience on the Sampson Community College campus. The new school will provide an interactive environment among the new school's students, faculty, staff, and counselors. The new school will utilize innovative classroom teaching methods that will assure student success.

Addressing Policy Barriers Facing Learn and Earn Early College High Schools - SBCC

The table below lists exemptions [G.S. 115C-238.53(f)] requested by the Early College High Schools (ECHS) and **approved by the State Board of Community Colleges** that are required for their initial year of implementation.

Requested Exemption	Rationale
<p>To allow the Early College High School students to enroll in community college courses regardless of their age and to generate FTE reimbursement for the community college. (South Piedmont CC, Mitchell CC, Edgecombe CC, Davidson County CC, Central Carolina CC, Robeson CC, Sampson CC)*. 23 NCAC 2C.0305(b) & (c.)</p>	<p>Since Early College High School students may need to enroll in a college course as early as the freshman year of high school, they will be only 14 years of age at that time. To achieve the high school diploma and two-year degree in a five-year period, college coursework must begin prior to the typical junior year of high school.</p>
<p>To allow enrollment of high school students in developmental courses based on joint assessment of individual student need by a high school-community college faculty/staff team. (South Piedmont CC, Mitchell CC, Edgecombe CC, Davidson County CC, Guilford Technical CC, Central Carolina CC, Robeson CC, Sampson CC). 23 NCAC 2C.0305(c.); Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>Small numbers of the diverse student population for Early College High Schools need additional support to successfully complete these programs. Alternative measures of placement into college course work will facilitate retention to graduation. (Middle School students entering ninth grade at an Early College High School program will not have had the coursework that the current community college placement tests are designed to measure.)</p>
<p>To allow Early College High School students to enroll in summer classes. (South Piedmont CC, Catawba Valley CC, Mitchell CC, Edgecombe CC, Davidson County CC, Guilford Technical CC, Central Carolina CC, Robeson CC, Sampson CC). Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>ECHS students need the additional time to complete the associates degree within the four or five year timeframe. Also, allowing students to take some courses in the summer will assist in the transition from traditional school to ECHS.</p>
<p>To allow ECHS students to enroll in community college classes without regard to the displacement of traditional college students. (South Piedmont CC, Mitchell CC, Edgecombe CC, Davidson County CC, Guilford Technical CC, Central Carolina CC, Robeson CC, Sampson CC). Operating Procedures Manual, Enrollment of High School Students in Community Colleges Courses and Programs.</p>	<p>ECHS students will need to enroll in courses according to their degree plan in order to complete the associate degree within four or five years.</p>

Requested Exemption	Rationale
<p>To allow ECHS students to enroll in community college courses using alternative assessments that indicate readiness in lieu of required admissions placement testing. (South Piedmont CC, Mitchell CC, Edgecombe CC, Davidson County CC, Guilford Technical CC, Central Carolina CC, Robeson CC, Sampson CC). SBCC Placement Testing Guidelines 10-15-99</p>	<p>Entering ECHS students have not enrolled in nor completed the high school courses that provide the basis for college placement testing.</p>
<p>To exempt Early College High School students from tuition while pursuing the community college associate degree.” (South Piedmont CC, Mitchell CC, Edgecombe CC, Davidson County CC, Guilford Technical CC, Central Carolina CC, Robeson CC, Sampson CC). NCGS 115D-5(a); 23 NCAC 2D.0201</p>	<p>Since Early College High School students may need to enroll in a college course as early as the freshman year of high school, they will be only 14 years of age at that time. To achieve the high school diploma and two-year degree in a five-year period, college coursework must begin prior to the typical junior year of high school.</p>

*Guilford Technical CC received this exemption in Session Law 204-199 (Senate Bill 1225).

Staff Recommendation

Staff of the NC Community College System and the NC Department of Public Instruction has reviewed the applications and recommend approval of the programs with the exemptions noted.

Contact:

Kenneth L. Whitehurst
Associate Vice President for Academic and Student Services

**Approved
SBCC
02/17/2005**

STATE BOARD OF EDUCATION

Cooperative Innovative High School Programs

Addressing Policy Barriers Facing Learn and Earn Early College High Schools

The table below lists supports requested by the New Schools Project supported Learn and Earn Early College High Schools and **approved by the State Board of Education** that are required for their initial year of implementation.

Requested Support/Waiver	<i>Rationale</i>	Recommendation
Hold Learn and Earn ECHS harmless from negative impact on current transportation efficiency formulas for providing transportation to students to the new early college high school	Current state funding formulas for LEA transportation services are determined by the efficiency of transportation services. Providing transportation to an early college high school located on the campus of a community college or university will negatively impact the efficiency rating of the LEA, thereby reducing the amount of state funding. This represents a significant disincentive for the establishment of an early college high school, especially in a rural district	<i>The State Board of Education directs the Department of Public Instruction to obtain extra funding from the General Assembly to establish a reserve fund to cover documented excess costs that LEAs incur because of the difference in calendars between LEAs and community colleges.</i>
Pending legislative appropriations, schools applying under this act should be exempt from the existing requirements of seven paid staff members and one hundred students to qualify for state support for a principal, paid at level three.	Because Learn and Earn Early College High Schools are schools of choice, districts cannot rely on student assignment processes to ensure the school opens with more than one hundred students. Furthermore, best practice in the development of these schools requires that schools grow toward full	<i>The State Board directs the Department of Public Instruction to request from the General Assembly the funds necessary to support principals at the approved sites paid at level three.</i>

	<p>implementation by adding Successive cohorts of students over time, meaning a school will not reach full implementation until it has been open for four or five years.</p> <p>Because Learn and Earn Early College High Schools are, by design, small, principals should be compensated at a level three regardless of the number of teachers employed at the school.</p> <p>Per teacher funding formulas for principal pay create a financial disincentive for a highly qualified principal at a large school from seeking the principalship of an early college high school.</p>	
<p>Schools accepted under this act should be automatically considered for and granted a waiver under the calendar bill regulating the opening and ending dates of the public school instructional calendar.</p>	<p>Because Learn and Earn Early College High Schools are located on the campus of the postsecondary partner, it is important that the school have the autonomy to develop a calendar that aligns with the partner IHE (notwithstanding the requirement of providing 180 days of instruction as mandated by public school law and the language within this act).</p>	<p><i>The Learn and Earn Early College High Schools can use the established waiver process to apply for calendar waivers.</i></p>

Additional Waiver Request:

Option One

Requested Support/Waiver	<i>Rationale</i>	Recommendation
A waiver is requested from requiring the principal of the school to hold a North Carolina principal's certificate.	The opportunity for these innovative schools to seek leadership beyond the traditional administrative certificate. A person who personifies principles of innovation, continuous improvement, collaboration, creativity, and someone with a documented ability to be productive and to have established a pattern of positive interaction with business, industry, and the professional world.	<i>That the waiver be granted to the Davidson Middle College High School Program.</i>

Part 9. Cooperative Innovative High School Programs

§ 115C-238.53. Program operation.

- (a) A program approved by the State shall be accountable to the local board of education.
- (b) A program approved under this Part shall operate under the terms of a written agreement signed by the local board of education, local board of trustees of the community college, State Board of Education, and State Board of Community Colleges. The agreement shall incorporate the information provided in the application, as modified during the approval process, and any terms and conditions imposed on the program by the State Board of Education and the State Board of Community Colleges. The agreement may be for a term of no longer than five school years.
- (c) A program may be operated in a facility owned or leased by the local board of education, the local board of trustees of the community college, or the education partner, if any.
- (d) A program approved under this Part shall provide instruction each school year for at least 180 days during nine calendar months, shall comply with laws and policies relating to the education of students with disabilities, and shall comply with Article 27 of this Chapter.
- (e) A program approved under this Part may use State, federal, and local funds allocated to the local school administrative unit, to the State Board of Community Colleges, and to the community college to implement the program. If there is an education partner and if it is a public body, the program may use State, federal, and local funds allocated to that body.
- (f) Except as provided in this Part and pursuant to the terms of the agreement, a program is exempt from laws and rules applicable to a local board of education, a local school administrative unit, a community college, or a local board of trustees of a community college. (2003-277, s. 2.)

Cooperative Innovative High School Program Agreement

Directions for Completion:

- A. The agreement is to be completed jointly by the local board(s) of education and the local board of trustees of the community college.
- B. The agreement must be returned to:

Elsie C. Leak, Ed. D.
 Associate Superintendent
 Curriculum and School Reform Services
 MSC 6307
 Raleigh, NC 27699-6307

- C. Send 3 copies with original signatures (1 copy will be returned to the partnership with State Boards signatures).

Program operation agreement:

This agreement among the Board of Trustees of :

(1) _____ and
 (Name of Community College)

the Board of Education of:

(2) _____ and
 (Name of Public School System)

(3) _____ and
 (Name of Public School System)

the State Board of Community Colleges and the State Board of Education is to establish a cooperative innovative high school program pursuant to G. S. 115C-238.51 through G. S. 115C-238.55. The community college and the local education agencies agree that the application submitted for the November 2004 Request For Proposal with approved amendments are incorporated in this agreement with only the approved exemptions contained in attachments 1 and 2 of this document.

The parties to this agreement further stipulate that:

- 1. this agreement shall commence on July 1, 2005 and shall expire on June 30, 2010,
- 2. a program may be operated in a facility owned or leased by the local board of trustees of the community college,

3. a program approved under this agreement shall provide instruction each school year for at least 180 days during nine calendar months, shall comply with laws and policies relating to the education of students with disabilities, and shall comply with Article 27 of Chapter 115C of the North Carolina General Statutes,
4. a program approved under this agreement may use State, federal and local funds allocated to the local school administrative unit, to the State Board of Community Colleges, and to the community college to implement the program (and if there is an education partner and if it is a public body, the program may use State, federal, and local funds allocated to that body).
5. a program approved under this agreement may be terminated by the community college or the local education agency (agencies) upon written notification to the State Board of Community College and the State Board of Education or may be terminated by the State Boards upon written notification to the community college and the local education agency (agencies).

This agreement is entered into by:

- | | | |
|----|-----------------------------------------------------------|------|
| 1. | Signature – Community College Board Chairperson | Date |
| 2. | Signature – Local Board of Education Chairperson | Date |
| 3. | Signature – Local Board of Education Chairperson | Date |
| 4. | Signature – State Board of Community Colleges Chairperson | Date |
| 5. | Signature – State Board of Education Chairperson | Date |