



**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
*H. Martin Lancaster, President*

April 12, 2006

TO:

Mr. Kenneth Ray Bailey  
Dr. Kenneth A. Boham  
Dr. Cuyler Dunbar  
Dr. Phail Wynn, Jr.

Dr. Donald W. Cameron  
Dr. Donald Reichard  
Mr. William S. Carver, II  
Dr. Edward H. Wilson

FROM:

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

RE:

Approval of Cooperative Innovative High School Programs and  
Exemptions

Congratulations! The State Board of Community Colleges has 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).

Email and Hard Copy  
S06-015

To facilitate this requirement, **please complete attachment 4 and return it by May 15, 2006** 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, 2006 and ending June 30, 2011. 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. G. S. 115C-238.51
3. Agreement

KW/pck

c: Dr. Delores A. Parker, NCCCS  
Dr. Janice O. Davis, NCDPI  
Dr. Elsie C. Leak, NCDPI  
Dr. Tony Habit, NSP  
Ms. Carolyn White, NSP

Email and Hard Copy  
S06-015

## State Board of Community College Approved Exemptions

<b>1. Johnston Community College – Middle College High School</b>		
Exemption	Rationale	Recommendation*
A. to allow the Middle College High School (MCHS) students to enroll in community college courses regardless of age.	Age waiver	Recommend approval for MCHS students in grades 9 to 12 or 13 in curriculum courses numbered 100 or above.
B. to allow MCHS students to enroll in summer classes and college partners should receive FTE.	Summer waiver	Approve enrollment for summer curriculum courses; FTE funding shall be consistent with that for adult students in summer courses.
C. to allow MCHS students to enroll community college classes without regard to the displacement of traditional college students	Displacement waiver	Recommend approval
D. to allow full-time MCHS students who are enrolled in one high school course to enroll in more than one college course for which they are eligible	Percent enrolled waiver	Recommend approval
E. to allow enrollment of high school students in developmental courses based on assessment of individual needs by a high school and community college faculty/staff team	Developmental courses waiver	Recommend approval limited to not more than 10 percent of the prior year MCHS unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics.
F. to allow community college to develop a course needed by students in the MCHS program (and open to other, non-high school students), even though such a course was available from at least one high school in the district. This may be particularly appropriate in meeting college tech-prep pathway course requirements, upper-level mathematics requirements and foreign language requirements.	Course development waiver	Recommend approval limited to offering courses already in curriculum programs approved for the college without regard to other high school courses offered in the LEA.
G. to allow MCHS to receive exemptions to the enrollment policies that place adult enrollment as priority.	Priority enrollment waiver	No action; see C above
H. may use alternative assessments in lieu of admissions	Alternative assessment waiver	No action; recommend request be forwarded to

placement testing		Placement Testing Committee per # 2 of Placement Testing Guidelines approved by the SBCC on October 15, 1999.
I. to allow MCHS students to be exempt from tuition	Tuition waiver	No action; tuition waivers for all early college high school and middle college high school students were enacted by the NC General Assembly in Session Law 2005-193.
J. Community College partners should be exempted from policies preventing them from taking the needs of MCHS students in consideration when developing schedules, course offerings, and syllabi.	College partner waiver	Do not approve; exemption fails to list specific statutes, rules or policies.

<b>2. Guilford Technical Community College – The Middle College at GTCC</b>		
Exemption	Rationale	Recommendation*
A. to enable GTCC to earn summer FTE for those MC students enrolled in college courses during the summer semester	In order to provide the necessary summer school classes, GTCC must earn FTE for those students.	No action; FTE funding remains consistent with that of adult student enrollments for summer classes.
B. to allow MC students to enroll in the necessary college classes regardless of how many high school classes they are enrolled in as long as they are classified as MC students	During much of the junior and senior year, the MC students are required to take more college classes than high school classes. In some cases, students need only college classes in a particular semester.	Recommend approval with provision that student must meet the requirements necessary to remain classified as a public school student for ADM purposes.
C. to allow GTCC to develop courses open to all GTCC students that are necessary for the MC students even though that class may be available in at least one high school in the district.	With the size of Guilford County, the cost of transportation, the small size of the MC staff, and the need for tight scheduling, it may become necessary to have GTCC provide courses to the MC students so that they can complete their high school diploma and college work.	Recommend approval to offer courses that are included in approved programs for GTCC without regard to other high school courses offered in the LEA.
D. to allow GTCC students under 16 years to operate equipment considered hazardous under the supervision during instructional periods and internship/cooperative training.	GTCC, GTCC staff and local businesses who provide internship/coop sites must be protected from liability in order to give students the opportunity to complete programs in the appropriate time.	Not recommended for approval; recommended for additional review by NCCCS Legal Counsel and the State Attorney General.

E. to allow the MC students to count a college health class and college physical education class for the health physical education graduation requirement.	Staffing for the GTCC MC requires very special allotment of teachers. Given the size of the student body and the fact that there is only one physical education requirement, having to hire a physical education teacher creates a barrier for the school.	Recommend approval for GTCC to offer college health and physical education courses to MC students <u>provided</u> the State Board of Education approves use of the credit to meet high school graduation requirements.
F. to allow GTCC and GCBOE to develop curriculum that permits students to meet graduation requirements using college level courses taught by college faculty.	Creating a seamless curriculum between high school and college is paramount to the success of the MC. Policies that prevent postsecondary courses from meeting core high school requirements will significantly delay students progress toward degree completion.	Recommend approval for GTCC to offer courses to MC students to meet core graduation requirements provided the State Board of Education approves use of the credit to meet high school graduation requirements
G. to allow MC students to count a college class for core graduation requirements provided they pass the EOC for the course.	It would facilitate the graduation of students from high school to allow college courses that meet high school standard course of study and in which the students pass the EOC, to be credited for graduation requirements.	Recommend approval for GTCC to offer courses to MC students to meet core graduation requirements provided the State Board of Education approves use of the credit to meet high school graduation requirements

<b>3. Durham Technical Community College</b>		
<b>Exemption</b>	<b>Rationale</b>	<b>Recommendation*</b>
a. to allow MCHS at Durham Tech (DTCC) to enroll in summer Community College courses for which they are eligible even if they have not taken the equivalent of one-half of a full-time schedule of high school classes during the preceding year	At DTCC, some MCHS students will be finished with their required high school courses before they graduate from MCHS. They will be taking community college courses for which they are eligible during the school year as electives. They may also wish to work towards a community college degree by taking some community college courses during the summer.	Recommend approval with provision that student must meet the requirements necessary to remain classified as a public school student for ADM purposes.
B. To allow MCHS students to enroll in community college classes at DTCC without regard to displacement of traditional college students and, therefore, to receive exemptions to the enrollment policies that place adult enrollment as a priority.	For long-range planning purposes, MCHS students working closely with their counselor must plan which electives to take at the community college. Designing a high school plan of study which includes dual	Recommend approval

	enrollment college classes for each student requires some assurance that the MCHS students will be able to register for classes on their study plans.	
C. to allow full-time MCHS students who are enrolled in one high school course to enroll in more than one community college course for which they are eligible.	At DTCC, some MCHS students will finish with their required high school courses before they graduate from MCHS. They will be taking community college courses for which they are eligible during the school year as electives. This exemption will allow students to gain dual credit and move closer to attaining a community college diploma, certificate or degree.	Recommend approval.

<b>4. Asheville Buncombe Technical Community College – Early College High School</b>		
Exemption	Rationale	Recommendation*
<p>A. A-B Tech seeks an exemption from NCAC 2C.0305(c)(3): “The student [must be taking] the equivalent of one-half of a full time schedule.”</p> <p>In addition, A-B Tech seeks an exemption from Operating Procedures Manual II.A.3: “In the case of courses offered in the summer, [the high school] must certify that the student took the equivalent of one-half of a full-time schedule during the preceding year and is making progress toward graduation.”</p>	<p>. <u>Concurrent Enrollment—High School Enrollment Requirement</u>. One of the design principles for the Learn and Earn Early College High School is an accelerated high school curriculum that enables students to meet both high school graduation and college degree requirements. The BCS/A-B Tech Early College High School is designed so that students will complete both high school graduation and college degree requirements in five years. The innovative curriculum includes a restructured high school curriculum, learning communities that link high school and college courses and competencies, and blended courses that combine both high school and college course competencies.</p> <p>This accelerated curriculum cannot be achieved under the existing concurrent</p>	<p>Recommend approval with provision that student must meet the requirements necessary to remain classified as a public school student for ADM purposes.</p>

	<p>enrollment policies that require high school students to be enrolled in the equivalent of one-half of a full time high school schedule. Early College High School students in their fourth and fifth years will be enrolled in less than one-half of a full time high school schedule. In addition, they may be required to concurrently enroll in summer classes to complete their degree requirements within the five-year timeframe.</p>	
<p>B. A-B Tech seeks an exemption from the Operating Procedures Manual, Section I.E.2: “All Huskins Cooperative Agreements between a community college and an LEA must certify that courses offered by the college do not duplicate or substitute for high school courses that are currently being offered by any high school in the LEA.”</p>	<p><u>Huskins—Duplication and Substitution.</u> The Early College High School accelerated curriculum will include Huskins courses that meet both high school graduation and college degree requirements. The Huskins courses that are included in the Early College curriculum will duplicate high school courses currently being offered in the Buncombe County Schools LEA, such as health and P.E. and foreign language. Currently, the Operating Procedures for Huskins classes specify that the college may not provide Huskins classes that duplicate or supplant courses that are currently offered in the LEA.</p>	<p>Recommend approval to offer courses that are included in approved programs for ABTCC without regard to other high school courses offered in the LEA.</p>
<p>C. A-B Tech requests that Early College High School Students between the ages of 14 and 16 who concurrently enroll in college courses be given tuition-exempt status.</p>	<p><u>Tuition Exemption for Students Younger Than 16.</u> Special language included in Session Law 2004-199 (Senate Bill 1225) enables the community college and the LEA “to agree upon the minimum age of the students who participate in the pilot [Early College] projects.” This special legislation does not, however, address</p>	<p>No action; tuition waivers for all early college high school and middle college high school students were enacted by the NC General Assembly in Session Law 2005-193.</p>

	<p>the tuition status of students under age 16 who concurrently enroll in community college courses.</p> <p>A-B Tech and Buncombe County Schools have signed an agreement that allows the Early College High School to enroll high school freshmen who are at least 14 years of age. To accomplish the Learn and Earn Early College High School accelerated curriculum design principles, 14 and 15 year old students will concurrently enroll in college courses.</p>	
<p>D. A-B Tech requests an exemption from Operating Procedures Manual II.A.5: “[High school] students may be admitted for any semester on a space available basis.”</p>	<p><u>Concurrent Enrollment—Enrollment on Space Available Basis.</u> An important design principle for Learn and Earn Early College High Schools is “Power of Site.” Locating the high school on the college campus encourages shared resources and coordinated calendars, fully integrates high school faculty and students into the college community, motivates students to succeed, and establishes ongoing collaboration between the college and the high school.</p> <p>A-B Tech has identified five existing classrooms and a suite of administrative offices that will be allocated to Early College when the college’s new hospitality education building is completed. These classrooms will be used primarily for high school freshmen and sophomores. Early College will continue to use available college classrooms in the afternoons.</p>	<p>Recommend approval</p>

	<p>In order to support the “Power of the Site” design principle, A-B Tech must have the ability to allocate space for the Early College High School.</p>	
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<p>E. A-B Tech requests an exemption from Operating Procedures Manual II.A.4: “Enrollment of high school students cannot displace adult college students.”</p>	<p><u>Concurrent Enrollment—Displacing Adult Students.</u> The Early College High School accelerated curriculum must be designed so that students will meet both high school graduation and college degree requirements within four or five years. The faculty team that is designing the curriculum for the BCS/A-B Tech Early College has developed a program that includes 64 hours of college-credit courses. The students must be able to concurrently enroll in college classes in order to meet the degree requirements.</p>	<p>Recommend approval</p>
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<p>F. A-B Tech requests approval to “blend” high school and community college courses for the Early College.</p>	<p><u>Approval for Blended Courses.</u> Another important design principle for Learn and Earn Early College High Schools is “Teaching and Learning.” A core concept associated with this principle is curriculum alignment for a seamless transition in the 9-14 experience. The faculty team that is developing the curriculum has designed “blended courses,” which combine high school standard course of study competencies and college course competencies into an integrated learning experience. For example, 10<sup>th</sup> grade students will take a U.S. History course which will be team-taught by a high school instructor and a</p>	<p>Not recommended for approval; recommend further study by the Program Services staff of the System Office, the Curriculum Division of the NC Dept. of Public Instruction, the staff of the New Schools Project, and representatives of the community colleges chief academic officers. Results of the study may be submitted to the State Board by May 2006.</p>
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	<p>community college instructor. Students will receive both high school and college credit at the end of the semester. A-B Tech will document that the course meets the contact hour and learning outcomes requirements for HIS 131, but the course syllabus will not “match” the syllabi for regular sections of the same course.</p> <p>In order to support the Teaching and Learning design principle, A-B Tech needs flexibility in restructuring the delivery of courses while maintaining contact hour and college-level learning outcomes requirements.</p>	
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<b>5. Caldwell Community College (CCTI) – Early College High School</b>		
Exemption	Rationale	Recommendation*
A. Caldwell CC seeks an exemption to allow high school students to be enrolled in a college course regardless of age.	For students to achieve the two degrees in the five-year period, they need to begin taking college courses as soon as possible.	Recommend approval for ECHS students in grades 9 to 12 or 13 to enroll in curriculum courses numbered 100 or above.
B. To allow the Community college to receive FTE reimbursements for students, regardless of their age.	For Caldwell Community College to be fiscally responsible while they offer CECHS freshmen and sophomores college credit, we need this exemption so that they can earn FTE credit, even for 14 and 15-year-olds.	Recommend no action; approval in request 5. A allows inclusion in FTE funding calculation.
C. To allow CECHS students to enroll in CCTI developmental courses if their placement scores indicate and a joint faculty committee agrees upon the need.	Caldwell CC is not advocating a developmental course for <u>all</u> students. However, some students who come to CECHS will need additional support and should not be altogether excluded from developmental courses on the basis of guidelines established to prevent public schools and community colleges from offering the same	Recommend approval limited to not more than 10 percent of the prior year ECHS unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics

	<p>courses. Based on Accuplacer assessment diagnosis, students who fall short of cutoff score proficiency should be able to enroll in CCCTI developmental courses, allowing them to strengthen their skills and accelerate their ability to enroll in CC courses. This request speaks to EQUITY for students often denied it.</p>	
<p>D. We request an exemption to develop in conjunction with our higher ed partner, alternative measures of readiness and entrance into college coursework in place of usual course access requirements.</p>	<p>Although CCCTI will use the College Board's Accuplacer test to assess CECHS student readiness for postsecondary rigor, we believe alternative measures such as interviews, student portfolios, and teacher recommendations should be considered for those students who score close to cutoff levels for course access.</p>	<p>Not recommended for approval; CECHS may utilize exemption 5.C to assist these students.</p>
<p>E. To allow the higher education partner to be exempt from policies preventing them from providing priority enrollment to small groups of high school students in college courses.</p>	<p>For the CECHS setting to be successful, it is important that students be able to get the courses required for their Associate's Degree. This exemption will ensure that the students graduate in the five-year period with two degrees, as promised.</p>	<p>Recommend approval</p>
<p>F. To allow CCCTI to receive FTE and Huskins reimbursements for high school students dually enrolled in summer courses.</p>	<p>This exemption will allow CCCTI to provide courses for early college students during the summer without sacrificing fiscal integrity, accelerating CECHS student progress through the rigorous dual coursework.</p>	<p>Approve enrollment for summer curriculum courses numbered 100 or above; FTE funding shall be consistent with that for adult students in summer courses.</p>
<p>G. To exempt early college students from tuition while pursuing the community college associate degree.</p>	<p>Since ECHS students will enroll in college coursework as early as the freshman year, their age will not qualify them for usual Huskins reimbursement. To achieve both credentials in a five-year period, students must enroll in coursework prior to their usual junior year of high</p>	<p>No action; tuition waivers for all early college high school and middle college high school students were enacted by the NC General Assembly in Session Law 2005-193.</p>

	school.	
H. To allow the partnership to develop curriculum that permits students to meet graduation requirements by supplanting courses.	Our partnership is developing a curriculum through careful alignment and objectives matching that will assure both HS and CC course requirements and expectations are being met. To reduce unnecessary duplication, this process will allow us to insert, substitute, and merge CC coursework with HS curriculum. This exemption, then will allow us to design a unique curriculum that preserves the integrity of each institution's curriculum while, at the same time, accelerating units of credit for students that meet credentialing requirements at both levels.	Not recommended for approval; recommend further study by the Program Services staff of the System Office, the Curriculum Division of the NC Dept. of Public Instruction, the staff of the New Schools Project, and representatives of the community colleges chief academic officers. Results of the study may be submitted to the State Board by May 2006.
I. To allow full-time ECHS students who are enrolled in one high school course to enroll in more than one college course for which they are eligible.	As ECHS students reach their fifth year, they will be enrolled in almost entirely college-level coursework.	Recommend approval.
J. To allow Community Colleges to <b>develop a course</b> needed by students in the Early College program (and open to other, non-high school students), even though such a course was available from at least one high school in the district.	The small size of the student body, the complexity of the high school curriculum, and the competency of college faculty lead to this request.	Recommend approval to offer courses that are included in approved programs for Caldwell CC without regard to other high school courses offered in the LEA.

<b>6. Catawba Valley Community College (CVCC) – Early College High School</b>		
Exemption	Rationale	Recommendation*
A. Catawba Valley requests an exemption to allow ECHS students to take any college courses in their program of study regardless of their age, provided that they are academically prepared; and to generate FTE reimbursement to CVCC for all students so enrolled.	Fulfills intent of Learn and Earn Early College High School project mission and objectives to create a “seamless, integrated” high school – college learning experience starting with students’ entry into the 9 <sup>th</sup> grade (typically at age 14); Fulfills site-based intent of SB 1225, 2004 Technical Corrections Act, Section 53 – Amends HB 1414 to allow local school administrative units and colleges to agree upon the	Recommend approval for ECHS students in grades 9 to 12 or 13 to enroll in curriculum courses numbered 100 or above; FTE shall be the same as for adult students.

	<p>minimum age of students participating in pilot Learn and Earn projects;  Further eliminates barriers between high schools and colleges;  Removes obstacles to flexibility and innovation; Assists program efforts to ensure 100% graduation with both high school diploma and college associate's degree or two years' transfer credit;  Allows ECHS to serve all students grades 9-12 or 9-13 in the same location on the IHE campus throughout their entire high school career;  Minimizes number of distracting student transitions;  Allows time to develop true lasting relationships with adults and peers over course of four- or five-year participation;  Allows time for any intensive academic preparation, remediation, and/or additional support as needed by individual students in his/her own familiar academic surroundings and atmosphere;  Provides for a "seamless, integrated" program of study;  Provides opportunities to personalize each student's work on both sides of the total program;  Removes artificial barriers to college courses unrelated to student academic preparation;  Removes inherent competition between colleges/high schools for student enrollment numbers</p>	
<p><b>B. To allow enrollment and grant FTE reimbursements to</b></p>	<p>Allows for summer orientation</p>	<p>Recommend approval of enrollment for summer</p>

<p>CVCC for ECHS students taking coursework in the <b>summer sessions</b>.</p>	<p>sessions and academic remediation coursework as part of ECHS program of study;          Allows for development of flexible transition programs between traditional high schools and ECHS;          Encourages highly-motivated students to continue with programs of study and/or pursuit of personal academic interests, thereby increasing level of personal and academic maturity and responsibility, making total program experience more successful;          Allows opportunities and incentives for students who fall behind in program of study requirements to catch up;          Provides opportunities for remediation and academic coaching in an educational environment unencumbered by regular-year time and/or space constraints.</p>	<p>curriculum courses numbered 100 or above; FTE funding shall be consistent with that for adult students in summer courses.</p>
<p>C. To allow <b>ECHS student enrollment (with FTE reimbursement) in developmental courses</b> where necessary to establish prerequisite skill levels for required coursework.</p>	<p>Provides additional measures of support for those elements of the diverse ECHS student population who may need them;          Better facilitates service to student populations more accurately reflective of participating LEA student populations;          Recognizes need for all students to be prepared for postsecondary education; eliminates barriers to access;          Eliminates traditional patterns of sorting and selecting;          Eliminates tendency to group or label students in ways that might have potential to limit expectations for accomplishment;          Discourages uninformed premise that</p>	<p>Recommend approval limited to not more than 10 percent of the prior year ECHS unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer test scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics</p>

	<p>participating students must either enter pre-equipped for college-level work or that they must qualify as at-risk, having “fallen through the cracks” prior to acceptance;</p> <p>Facilitates opportunities to design flexible program(s) to meet the needs of a diverse student body.</p>	
<p>D. To allow ECHS students to enroll <b>without regard to displacement of traditional college students</b> CVCC is requesting an <b>exemption</b> to enrollment policies that place <b>adult enrollment as priority</b>.</p>	<p>Recognizes and acknowledges fundamental premise behind Learn and Earn Early College High School project: all students have need and deserve to pursue both high school diploma and postsecondary education;</p> <p>Removes barriers to ECHS students access to all needed courses;</p> <p>Provides local college flexibility in creation of schedules that accommodate needs of both adult learners and ECHS students;</p> <p>Raises level of academic rigor for ECHS students;</p> <p>Fulfills Learn and Earn Early College High School project objectives: allows students to receive high school diploma and college credit at no cost to student, allows students to enter workforce as highly-skilled workers, provides two years’ college transfer credit to high school students at no cost and makes a bachelor’s degree a realistic and attainable goal;</p> <p>Eliminates barriers which might prevent ECHS students access to upper level courses when sections are limited.</p>	<p>Recommend approval</p>
<p>E. To allow full-time ECHS students who are enrolled in one high school course to enroll in <b>more than one college course</b> for which they are eligible.</p>	<p>Facilitates dually-based ECHS program design by allowing students to pursue high school and community college diplomas simultaneously over</p>	<p>Recommend approval</p>

	<p>the course of their 4-5 year program;          Allows ECHS students to spread their community college coursework out over the full 4-5 year timeframe, seeking and receiving assistance and support from the ECHS student services support structure where necessary to prevent premature withdrawal from the program due to failure and/or lack of assistance;          Gives ECHS administration and student services personnel the flexibility needed to design and implement personalized schedules which maximize the potential for success by combining simultaneous academic load and expectations in ways which favor each student's strengths;          Keeps ECHS students enrolled on a full-time basis throughout their period of program participation.</p>	
<p>F. To allow ECHS students to enroll in Catawba Valley Community College courses using <b>alternative assessments</b> that indicate readiness <b>in lieu of required admissions placement testing</b>.</p>	<p>Allows ECHS administration and student services to determine the best, most effective methods of remediating all students according to their individual learning styles and personalize each student's remediation program to best take advantage of same in bringing those students up to optimum competency and prerequisite skill levels for required coursework;          Relieves CVCC of the financial and technical burdens of multiple placement testing for students who could otherwise be assessed and remediated through alternative means;          Relieves ECHS students with serious academic and/or social deficiencies (particularly those from low SES,</p>	<p>No action; recommend request be forwarded to Placement Testing Committee per # 2 of Placement Testing Guidelines approved by the SBCC on October 15, 1999.</p>

	<p>disadvantaged, and/or minority backgrounds) from the embarrassment and discouragement of multiple rejection inherent in the standards imposed by a single inflexible placement standard.</p>	
<p>G. To exempt ECHS students from tuition requirements while pursuing the community college associate's degree.</p>	<p>Facilitates Learn and Earn ECHS program objectives by encouraging and enabling students from minority, low SES, and other disadvantaged backgrounds to participate;  Removes economic barriers to participation from students whose families have been had hit by regional economic downturns, including unemployment;  Makes the program continuously attractive to students who show progress and steady achievement, helping to prevent voluntary withdrawal for other reasons;  Serves as a major incentive to parents to pursue and eventually support their children in application, enrollment, and the meeting of increasingly high academic and social standards for continued enrollment.</p>	<p>No action; tuition waivers for all early college high school and middle college high school students were enacted by the NC General Assembly in Session Law 2005-193.</p>

<b>7. Nash Community College – Early College High School</b>		
<b>Exemption</b>	<b>Rationale</b>	<b>Recommendation*</b>
A. Nash Community College requests an exemption to allow students of Nash-Rocky Mount (NRM) Early College High School to enroll in courses regardless of their age and to generate FTE reimbursements for the college.	<p>To fulfill its mission, Nash-Rocky Mount ECHS must enroll students beginning in the 9th grade when students are usually no more than fifteen years old. Although these students will primarily be taught by high school teachers for their first two years in the early college, it is possible, even likely, that individual students may have the knowledge and skills to excel in college classes before they reach the age of sixteen. To forbid them from accelerating their education would be squarely at odds with the principles of the early college high school experience.</p> <p>Traditional policies limit students from taking college courses on a community college campus until they are sixteen. SB1225, 2004 Technical Corrections Act Section 53 – Amends HB 1414 (the 2004 budget bill) directs the local school administrative unit and the two and four-year colleges to agree upon the minimum age of students participating in the pilot projects for the High School Workforce Development Program (Learn and Earn). Furthermore, past exemptions did not allow colleges to receive FTE reimbursements for high school students under sixteen. Disallowing such reimbursements creates artificial barriers to college courses unrelated to academic preparedness.</p>	Recommend approval for NRM-ECHS students in grades 9 to 12 or 13 to enroll in curriculum courses numbered 100 or above; FTE reimbursements shall be the same as for adult students.
B. To allow Nash CC to receive FTE reimbursements for NRM ECHS students enrolled in summer courses.	Convincing students to embrace the intellectual challenge of rigorous study	Recommend approval of enrollment for summer curriculum courses numbered 100 or above; FTE

	<p>is an unstated goal of all early college high schools. A similar hope is that students will welcome the chance to accelerate their studies so that they may engage college coursework as soon as they are able. Whereas traditional high school students generally think of summer school as a punishment, many early college students see summer school at Nash CC as a terrific opportunity to move forward with their goal of attaining an Associate of Arts degree.</p> <p>North Carolina prevents community colleges from receiving FTE funding for high school students enrolling in summer courses. Many NRM ECHS students will need to take courses during summer semesters to complete their degree within the 4-5 year timeframe. Policies that block funding streams to support Nash CC offering courses to NRM ECHS students present a needless barrier.</p>	<p>funding shall be consistent with that for adult students in summer courses.</p>
<p>C. To allow full-time students of NRM ECHS to enroll in more than two college courses for which they are eligible at Nash Community College.</p>	<p>Since the structure of early college high school strives for a seamless curricular experience for students between high school and college, a policy provision that limits the number of college classes a student can take is counterproductive, at best. As Nash-Rocky Mount ECHS students begin to complete most of their high school requirements, they will necessarily begin to take more and more classes at Nash CC as they move toward their goal of earning an associate's degree. This is the opportunity they are given when they enroll in the 9<sup>th</sup> grade, and it should not be compromised.</p>	<p>Recommend approval with provision that student must meet the requirements necessary to remain classified as a public school student for ADM purposes.</p>

<p>D. To allow enrollment of a small number per semester of Nash-Rocky Mount Early College High School students in developmental courses offered by Nash CC, based on joint assessment of individual student needs by a school and community college faculty/staff team.</p>	<p>As with other community colleges, Nash CC administers placement tests to determine readiness for college-level work. Current policies prevent NRM ECHS students from taking any developmental courses. While the high school does not intend to rely on Nash CC to remediate its students, and accepts full responsibility for ensuring that students are fully prepared for college study enrolling in courses, denying a needy student the resource of a college developmental course is needlessly punitive.</p>	<p>Recommend approval limited to not more than 10 percent of the prior year ECHS unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics</p>
<p>E. To allow NRM ECHS to receive exemptions to the enrollment priorities that place adult enrollment as a priority.</p>	<p>Current policy prevents high school students from displacing adult students in college classes. In the case of Nash CC and Nash-Rocky Mount ECHS, fairness dictates that high school students be given equitable status with all other enrollees because (1) the early college high school is, in fact, sanctioned by the college, and (2) the policy may hinder high school students from completing the associate's degree program, particularly in upper level courses where sections are limited.</p>	<p>Recommend approval</p>

<p><b>8. Wayne Community College – Early College High School</b></p>		
<p>Exemption</p>	<p>Rationale</p>	<p>Recommendation*</p>
<p>A. Wayne Community College requests exemption to allow ECHS students to take any college course regardless of their age, provided they are academically prepared.</p>	<p>Disallowing FTE reimbursements for Wayne Early/Middle College High students based on age creates artificial barriers to college courses unrelated to academic preparedness.</p>	<p>Recommend approval for Wayne-E/MCHS students in grades 9 to 12 or 13 to enroll in curriculum courses numbered 100 or above; FTE reimbursements shall be the same as for adult students.</p>
<p>B. To allow Wayne CC to receive FTE reimbursements for all middle college high school students regardless of their age.</p>	<p>Reimbursement of FTE for middle college high school students shall be counted in the same manner as dual enrolled students.</p>	<p>Recommend approval for Wayne-E/MCHS students in grades 9 to 12 or 13 to enroll in curriculum courses numbered 100 or above; FTE reimbursements shall be the same as for adult</p>

		students.
C. To allow middle college high school students to enroll in developmental courses.	Enrolling a small number of early middle college high school students in developmental courses may provide them with needed support.	Recommend approval limited to not more than 10 percent of the prior year ECHS unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics
D. To exempt Wayne CC from policies preventing the college from providing priority enrollment to small groups of middle college high school students in college courses.	The policy prevents the enrollment of high school students in college classes until adult enrollment has been completed. This may prevent middle college high school students from completing their degrees and/or transfer work on time.	Recommend approval
E. Wayne CC should be exempt from policies preventing the college from taking the needs of the middle college high school students into consideration when developing schedules and course offerings.	The North Carolina Community College System policy that courses are to be scheduled for the primary purpose of enrolling college students may also create a barrier to the completion goals of middle college high school students.	Recommend approval

\*The State Board of Community Colleges may modify or rescind any exemptions prior to the expiration of the five-year approval period.

## Part 9. Cooperative Innovative High School Programs

### 115C-238.53. Program operation.

(a) A program approved by the State is 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, State Board of Education, and applicable governing Board. 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 applicable governing Board. 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, 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 applicable governing Board, and to the college or university 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 under the terms of the agreement, a program may be exempted by the applicable governing Board from laws and rules applicable to a local board of education, a local school administrative unit, a community college, a constituent institution, or a local board of trustees. (2003-277, s. 2; 2005-276, s. 7.33(a).)

**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.

