STATE BOARD OF COMMUNITY COLLEGES
Career and College Promise
Report on the Number and Cost of High School FTE Served

As directed by Section 7.1A of S.L. 2011-145, the State Board of Education and the State Board of Community Colleges established the Career and College Promise program. Through this program, qualified high school students can enroll in community college courses that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills. Academic credits earned through Career and College Promise enable students to complete a postsecondary credential in less time than would normally be required. There are three specific Career and College Promise Pathways:

1. A Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer credit.
2. A Career and Technical Education Pathway leading to a certificate, diploma, or degree aligned with one or more high school Tech Prep Career Clusters.
3. A Cooperative Innovative High School program approved under Part 9 of Article 16 of Chapter 115C of the General Statutes.

The Career and College Promise Operating Procedures found in Appendix A provide more detail about each pathway and the student eligibility criteria. Effective the Spring 2012 academic term, Cooperative Innovative High School programs were incorporated as one of the Career and College Promise pathways; the College Transfer and Career and Technical Education pathways replaced the other previously existing high school transition programs, including Huskins, Dual Enrollment, and Learn and Earn Online.

Section 7.1A of S.L. 2011-145 also required the Community Colleges System Office to report on the number and cost of high school FTE served through the Career and College Promise program by February 1, 2013. This report is submitted to fulfill this requirement and to describe the impacts of various legislative changes on high school transition program enrollment over the past four years.

Enrollment Trends

Community colleges have offered community college courses to high school students, in cooperation with Local Education Authorities (LEAs), for many years through Dual Enrollment and Huskins programs. High school student enrollment in community college courses grew in the early and mid-2000's with the 2003 enactment of the Innovative Education Initiatives Act and the formation of Cooperative Innovative High School programs. At the same time, technology improvements that have further developed distance learning led to the establishment of the Learn and Earn Online program, further increasing access to college credits. In 2008-09, enrollment in high school transition programs reached 10,808 full-time equivalent (FTE) students.

Faced with a significant budget shortfall, the General Assembly began to scrutinize enrollment of high school students in community college courses in 2009. The General Assembly enacted changes to high school transitional programs in 2009, 2010, and 2011. These changes caused a drop in enrollment in high school transition programs each subsequent academic year. In 2011-12, enrollment in these programs had dropped to 9,080 FTE students, a 16% decrease from 2008-09 enrollment levels (see Appendix B). However, to fully understand the impact of policy changes to high school transition programs, it is important to look at enrollment in Cooperative Innovative High Schools and enrollment in all other high school transition programs separately, as their respective trends are dramatically different.

- **Cooperative Innovative High Schools:** These high schools enable students to concurrently obtain a high school diploma and begin or complete an associate degree program, master a certificate or vocational program, or earn up to two years of college credit within five years. Early college high schools are a common example of a cooperative innovative high school program. While provisions of the Cooperative Innovative High School Programs statute have been modified in recent years, these changes have been minor relative to those made to other high school transitional programs, and funding for these high schools has been relatively stable. As a result, FTE enrollment in Cooperative Innovative High Schools have steadily increased over the past five academic years, as additional programs have been started and established programs have matured.

  Cooperative Innovative High Schools are one of the three Career and College Promise pathways. With the implementation of the Career and College Promise, changes to the definition of Cooperative Innovative High Schools and data collection procedures resulted in an enrollment decline during the Spring 2012 semester. Regardless of this drop, Cooperative Innovative High School FTE totaled 5,693 FTE during the 2011-12 academic year, a 104% increase since 2008-09 (see Appendix C).

- **Other High School Transitional Programs:** As noted previously, prior to the implementation of Career and College Promise, high school students could enroll in community college courses through a variety of other transitional programs, including Dual Enrollment, Huskins, and Learn and Earn Online. In contrast to Cooperative Innovative High Schools, high school students enrolling through these programs remain concurrently enrolled in their regular high schools. While Cooperative Innovative High School enrollment grew by 2,896 FTE between 2008-09 and 2011-12, enrollment in all other high school transitional programs dropped by 4,642 FTE, a 58% decline during that timeframe.

  In response to the State's budget shortfall, the General Assembly ceased funding for certain general education courses provided through the Dual Enrollment and Huskins programs effective the Fall 2009 academic term; career and technical education courses as well as general education courses in science, technology, engineering, and math provided through these programs continued to be funded. This change resulted in an enrollment decline in Dual Enrollment and Huskins programs. Since funding continued for all Learn and Earn Online courses, enrollment in this program increased during the 2009-10 academic year.

In 2010 the General Assembly extended these limitations on funding for certain general education courses to the Learn and Earn Online program. Consequently, enrollment in this program declined during the 2010-11 academic year. The continued uncertainty, confusion, and instability surrounding these high school transitional programs strained many local college-LEA relationships and frustrated families, further contributing to enrollment declines in Dual Enrollment and Huskins programs that year.

The Dual Enrollment, Huskins, and Learn and Earn Online programs were eliminated effective the Spring 2012 academic term and replaced with the Career and College Promise College Transfer and Career and Technical Education pathways. These pathways enabled certain students enrolled in their normal high school to concurrently enroll in community college courses that lead to a defined academic goal. Career and College Promise also established specific criteria that students must meet in order to be eligible to enroll in these pathways (see Appendix A). The impact of these criteria, the fact that the pathways prescribe a defined set of allowable courses, and the mid-year implementation contributed to a sharp decline in enrollment (see Appendix D). Enrollment in these two pathways during the Spring 2012 academic term was 1,350 FTE, which represents a 35% drop in enrollment as compared to enrollment during the prior two semesters in the high school transitional programs that these two CCP pathways replaced.

As high school students better understand the opportunities provided by Career and College Promise and local college-LEA relationships strengthen, we expect high school enrollment to rebound some. Once Fall 2012 data becomes available later in February, an amended report will be submitted.

Career and College Pathway Cost

Based on the enrollment data from Spring 2012, Career and College Promise cost approximately $20.2 million during the first academic term of implementation, serving 4,022 full-time equivalent students.

	Tier 1[1]		Tier 2[2]		Total	
	FTE	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**
College Transfer Pathway	105	$ 563,231	324	$ 1,585,696	429	$ 2,148,927
Career Technical Education Pathway	347	$1,864,144	574	$ 2,811,723	921	$ 4,675,867
Cooperative Innovative High Schools	649	$3,488,347	2,024	$ 9,907,311	2,672	$13,395,658
Total	**1,100**	**$5,915,722**	**2,922**	**$14,304,730**	**4,022**	**$20,220,452**

[1] Includes technical education, healthcare, lab-based science courses, and college-level math courses.
[2] Other academic disciplines.

For Spring 2012, approximately two-thirds of the cost is associated with students enrolled in Cooperative Innovative High Schools. Twenty-three percent (23%) of the cost is associated with the Career Technical Education Pathway, while the remaining 10% supports College Transfer Pathway FTE. Just under 30% of the cost is related to Tier 1 instruction and associated academic and institutional support costs. Approximately 70 % of the cost is related to instruction provided in Tier 2 and associated support. This cost equates to approximately two percent of the General Fund appropriation to the North Carolina Community College System.

APPENDIX A

Career and College Promise Operating Procedures

Session Law 2011-145, the Appropriations Act of 2011, authorizes the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012.

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

1. A Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer credit;
2. A Career and Technical Education Pathway leading to a certificate, diploma or degree;
3. A Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115C of the General Statutes.

Core 44 College Transfer Pathway

1. The Career and College Promise Core 44 College Transfer Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics.
2. To be eligible for enrollment, a high school student must meet the following criteria:
   a. Be a high school junior or senior;
   b. Have a weighted GPA of 3.0 on high school courses; and
   c. Demonstrate college readiness on an assessment or placement test (See Attachment 1). A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a Core 44 College Transfer Pathway.
3. A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria:
   a. Have a cumulative weighted GPA of 3.5;
   b. Have completed two years of high school English with a grade of 'C' or higher;
   c. Have completed high school Algebra II (or a higher level math class) with a grade of 'C' of higher;
   d. Obtain the written approval of the high school principal or his/her designee; and,
   e. Obtain the written approval of the community college president or his/her designee.

   A Provisional Status student may register only for college mathematics (MAT) and college English (ENG) courses within the chosen Pathway. To be eligible to register for other courses in the Pathway, the student must first successfully complete mathematics and English courses with a grade of 'C' or higher.
4. To maintain eligibility for continued enrollment, a student must
   a. Continue to make progress toward high school graduation, and
   b. Maintain a 2.0 GPA in college coursework after completing two courses.
5. A student must enroll in one Core 44 College Transfer Pathway program of study and may not substitute courses in one program for courses in another.
6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.

7. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student who completes a Core 44 College Transfer Pathway while still enrolled in high school may continue to earn college transfer credits leading to the completion of the 44-hour general education transfer core.
8. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a Core 44 College Transfer Pathway program of study and a Career Technical Education program of study.
9. Currently enrolled high school students (Fall Semester 2011) who have successfully completed a college transfer STEM course with a grade of "C" or better may be admitted into a Career and College Promise College Core 44 Transfer Pathway in Spring Semester 2012 without meeting the entry GPA or testing requirements (i.e. PLAN). Students will be required to meet course prerequisite requirements.

Career Technical Education Pathway

1. The Career and College Promise Career Technical Education Pathway leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
    a. Be a high school junior or senior;
    b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and
    c. Meet the prerequisites for the career pathway.
3. High school counselors should consider students' PLAN scores in making pathway recommendations.
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
    a. Continue to make progress toward high school graduation, and
    b. Maintain a 2.0 in college coursework after completing two courses.
6. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.
7. Currently enrolled high school students (Fall Semester 2011) who have successfully completed a community college technical education course with a grade of "C" or better may be admitted into a Career and College Promise Career Technical Education Certificate Pathway in Spring Semester 2012 without meeting the entry GPA or testing requirements (i.e. PLAN). Students will be required to meet course prerequisite requirements.

APPENDIX A

Cooperative Innovative High School Programs

1. Cooperative Innovative High School Programs are located on college campuses, enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years are defined as Cooperative Innovative High School Programs.
2. Eligibility requirements for Cooperative Innovative High School Programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.
3. The State Board of Education and the State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus.

Student Application Procedures

1. The high school will document eligibility criteria (high school GPA and PLAN or other assessment scores) on the student's transcript. A Home school or non-public high school student must submit a transcript and official test scores from an approved assessment test.
2. Students must complete a college application to be admitted into a Career and College Promise pathway.

College Program of Study Approval Procedures

1. A college must submit a program of study for each Career and College Promise program it plans to offer, using templates and program codes provided by the North Carolina Community College System Office.
2. Programs of study may not include elective options for students.
3. Programs of study must be approved before students can be enrolled.
4. By submitting and requesting approval for a Career and College Promise program of study, a college is verifying its capacity to teach all courses in the program of study.

Program Accountability Plan

1. Colleges will assign student codes provided by the North Carolina Community College System Office.
2. The North Carolina Community College System Office and the Department of Public Instruction will report annually to the two governing boards on the following outcomes:
    a. The impact of dual enrollment on high school completion
    b. The academic achievement and performance of dually enrolled high school students.
    c. The number of students who successfully complete college pathways or certificates while dually enrolled.
    d. The persistence, completion rates, and academic achievement of students who continue into college programs after high school graduation.

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

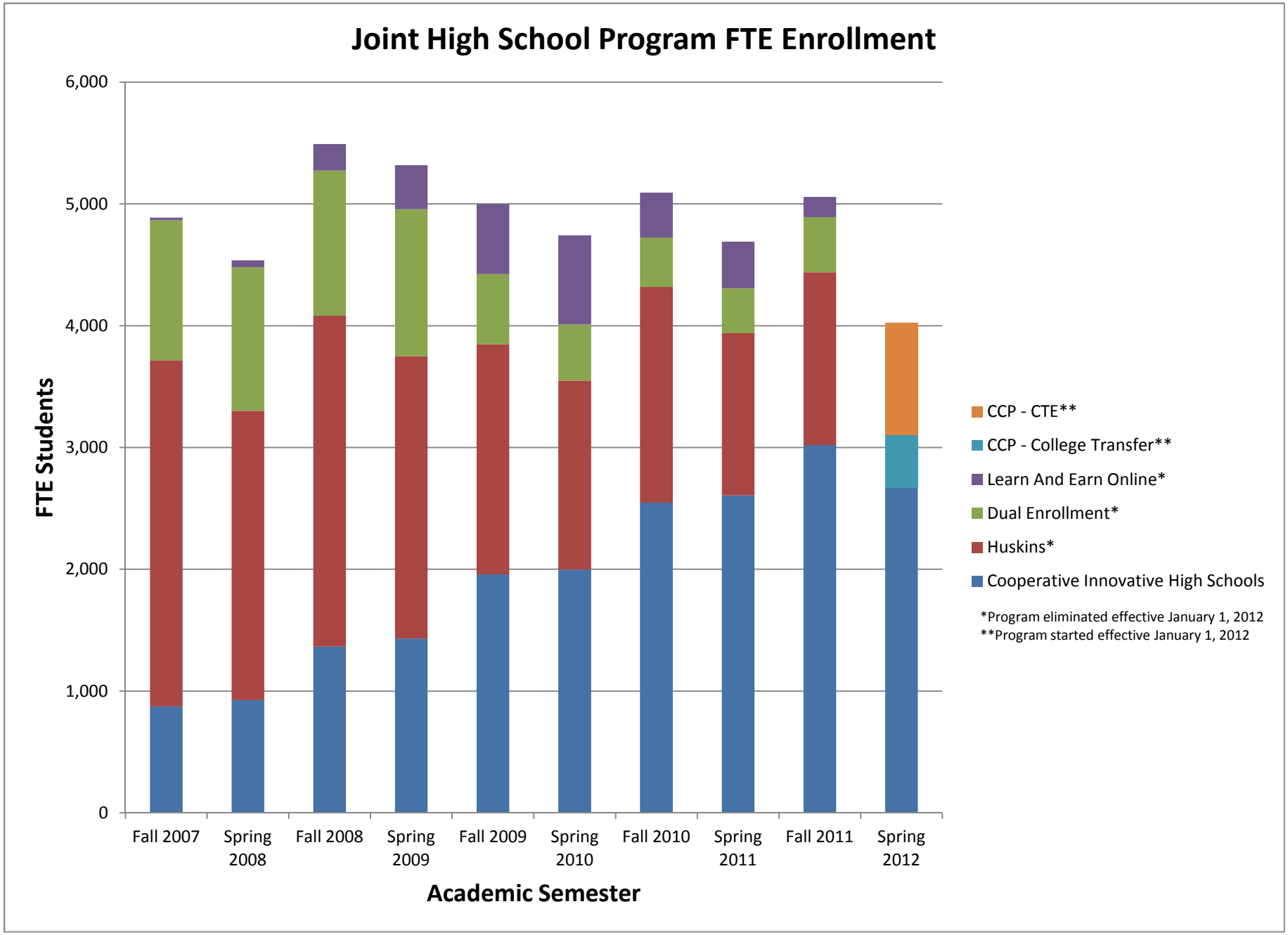
Test	PLAN**	PSAT**	Asset (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	Accuplacer (NCCCS Cut Score)
English	15	49	41 Writing	70 Writing	86 Sentence Skills
Reading	17	50	41 Reading	81 Reading	80 Reading
Mathematics	19	50	41 Numerical Skills and 41 Int. Algebra	47 Pre-Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algebra

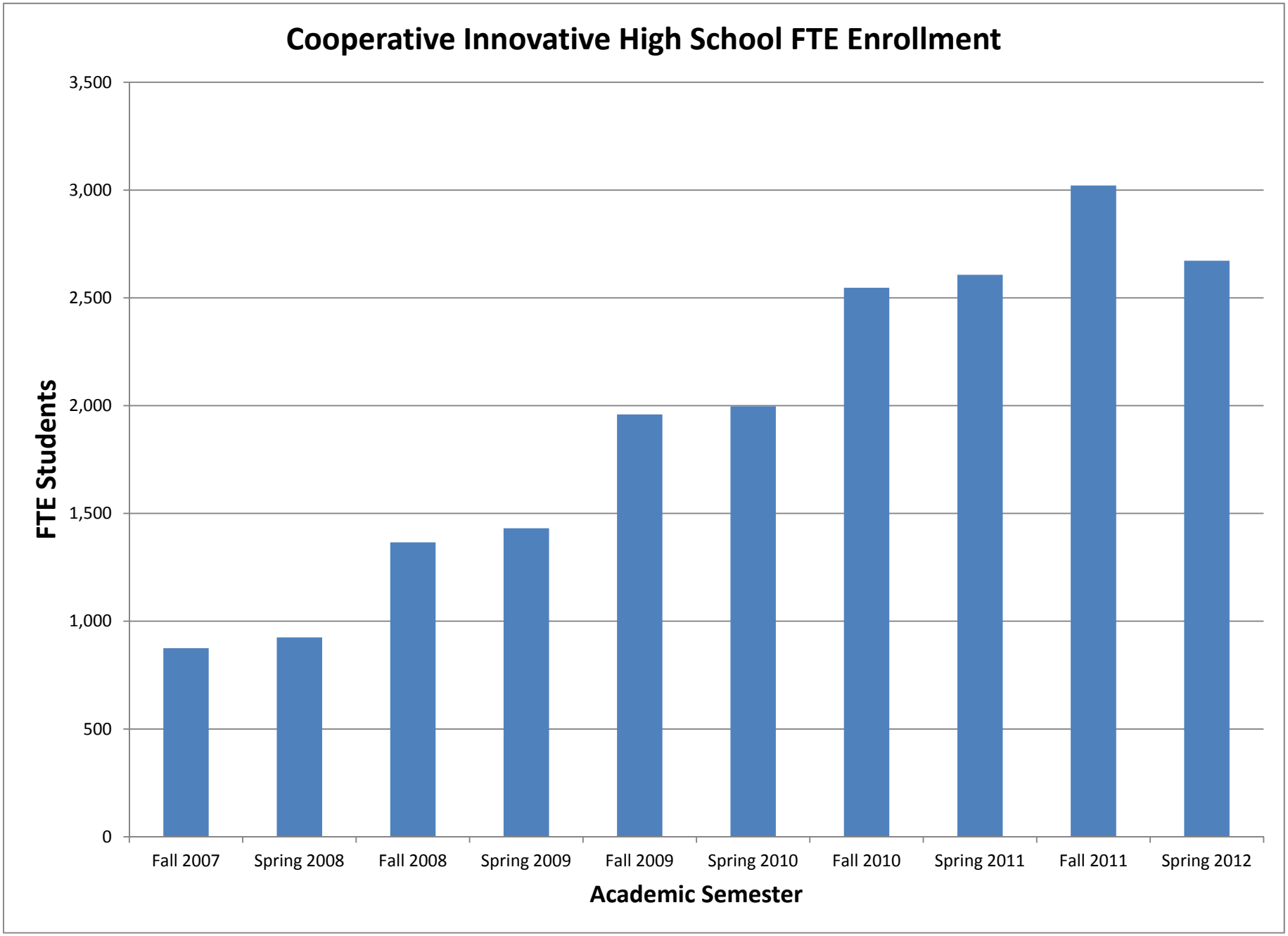
In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness:*

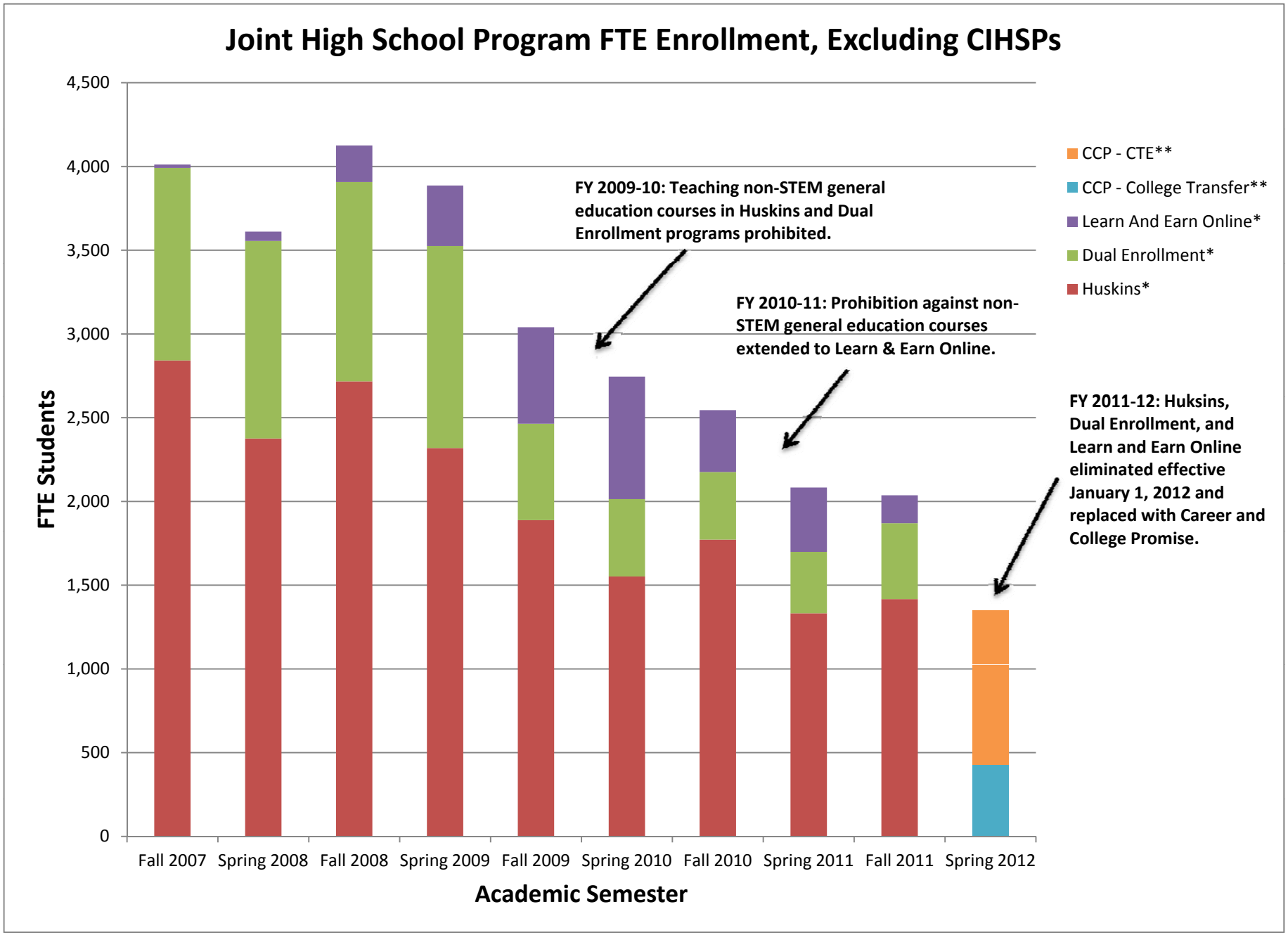
SAT			ACT	
English	500		English	18
Critical Reading	500		Reading	21
Mathematics	500		Mathematics	22

*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 19 on PLAN math with an 86 and an 80 on Accuplacer sentence skills and reading to demonstrate college readiness.

**PLAN and PSAT scores recommended by ACT and College Board as indicators of college readiness.


Joint High School Program FTE Enrollment
6,000
5,000
4,000
3,000
2,000
1,000
0
FTE Students
Fall 2007
Spring 2008
Fall 2008
Spring 2009
Fall 2009
Spring 2010
Fall 2010
Spring 2011
Fall 2011
Spring 2012
Academic Semester
CCP - CTE**
CCP - College Transfer**
Learn And Earn Online*
Dual Enrollment*
Huskins*
Cooperative Innovative High Schools
*Program eliminated effective January 1, 2012
**Program started effective January 1, 2012


Cooperative Innovative High School FTE Enrollment
FTE Students
3,500
3,000
2,500
2,000
1,500
1,000
500
0
Fall 2007
Spring 2008
Fall 2008
Spring 2009
Fall 2009
Spring 2010
Fall 2010
Spring 2011
Fall 2011
Spring 2012
Academic Semester


Joint High School Program FTE Enrollment, Excluding CIHSPs
FTE Students
4,500
4,000
3,500
3,000
2,500
2,000
1,500
1,000
500
0
Fall 2007
Spring 2008
Fall 2008
Spring 2009
Fall 2009
Spring 2010
Fall 2010
Spring 2011
Fall 2011
Spring 2012
Academic Semester
CCP - CTE**
CCP - College Transfer**
Learn And Earn Online*
Dual Enrollment*
Huskins*
FY 2009-10: Teaching non-STEM general education courses in Huskins and Dual Enrollment programs prohibited.
FY 2010-11: Prohibition against non-STEM general education courses extended to Learn & Earn Online.
FY 2011-12: Huksins, Dual Enrollment, and Learn and Earn Online eliminated effective January 1, 2012 and replaced with Career and College Promise.

	Cooperative Innovative High School FTE			All Other High School Transition Program FTE			Total High School Transition Program FTE		
College	2008-09	2011-12	Change	2008-09	2011-12	Change	2008-09	2011-12	Change
Alamance CC	0.0	18.0	18.0	267.2	187.3	(79.8)	267.2	205.4	(61.8)
Asheville-Buncombe TCC	126.5	175.0	48.5	483.7	269.6	(214.1)	610.2	444.6	(165.6)
Beaufort County CC	3.0	90.7	87.7	92.4	12.9	(79.5)	95.4	103.6	8.2
Bladen CC	0.0	0.0	-	70.5	19.1	(51.4)	70.5	19.1	(51.4)
Blue Ridge CC	0.0	76.1	76.1	144.7	86.7	(58.0)	144.7	162.8	18.1
Brunswick CC	82.0	127.0	45.0	36.3	15.8	(20.5)	118.3	142.8	24.5
Caldwell CC and TI	107.3	206.0	98.7	190.0	38.8	(151.2)	297.3	244.8	(52.5)
Cape Fear CC	52.9	169.9	117.0	184.5	58.8	(125.6)	237.3	228.7	(8.6)
Carteret CC	0.0	0.0	-	41.0	15.1	(26.0)	41.0	15.1	(26.0)
Catawba Valley CC	218.1	111.9	(106.2)	76.7	73.7	(3.0)	294.8	185.7	(109.2)
Central Carolina CC	44.0	152.7	108.6	241.5	178.7	(62.8)	285.5	331.4	45.9
Central Piedmont CC	51.5	108.7	57.2	312.2	59.5	(252.7)	363.7	168.2	(195.5)
Cleveland CC	32.1	126.4	94.3	431.5	169.5	(262.0)	463.6	295.9	(167.7)
Coastal Carolina CC	0.0	0.0	-	56.0	25.4	(30.6)	56.0	25.4	(30.6)
College of the Albemarle	55.7	80.2	24.5	107.1	52.8	(54.4)	162.8	133.0	(29.9)
Craven CC	42.5	134.2	91.7	66.1	12.4	(53.7)	108.6	146.6	37.9
Davidson County CC	118.0	171.1	53.1	136.3	27.4	(108.8)	254.3	198.6	(55.8)
Durham TCC	57.4	64.5	7.1	70.4	13.8	(56.6)	127.8	78.3	(49.5)
Edgecombe CC	43.3	52.3	9.0	107.6	29.7	(77.9)	150.9	82.0	(68.9)
Fayetteville TCC	41.0	39.7	(1.3)	248.1	174.7	(73.4)	289.1	214.4	(74.7)
Forsyth TCC	47.0	229.7	182.7	106.2	22.7	(83.4)	153.2	252.5	99.3
Gaston College	0.0	24.9	24.9	334.9	97.6	(237.3)	334.9	122.6	(212.4)
Guilford TCC	93.8	114.6	20.8	34.5	13.0	(21.4)	128.3	127.7	(0.6)
Halifax CC	0.0	25.8	25.8	32.5	6.3	(26.2)	32.5	32.1	(0.4)
Haywood CC	71.6	72.7	1.1	207.6	111.9	(95.7)	279.2	184.5	(94.6)
Isothermal CC	57.6	106.4	48.8	208.6	132.4	(76.2)	266.2	238.8	(27.4)
James Sprunt CC	0.0	61.2	61.2	75.3	29.7	(45.6)	75.3	90.9	15.6
Johnston CC	74.7	174.2	99.5	414.2	40.2	(374.0)	488.9	214.4	(274.5)
Lenoir CC	73.1	178.9	105.8	155.6	141.5	(14.1)	228.7	320.4	91.7
Martin CC	0.0	25.4	25.4	41.4	17.2	(24.2)	41.4	42.6	1.2
Mayland CC	0.0	70.6	70.6	279.7	40.2	(239.5)	279.7	110.8	(168.9)

	Cooperative Innovative High School FTE			All Other High School Transition Program FTE			Total High School Transition Program FTE		
College	**2008-09**	**2011-12**	**Change**	**2008-09**	**2011-12**	**Change**	**2008-09**	**2011-12**	**Change**
McDowell TCC	41.4	65.6	24.2	49.2	27.4	(21.8)	90.6	93.0	2.4
Mitchell CC	65.0	191.9	127.0	75.2	32.0	(43.2)	140.2	224.0	83.8
Montgomery CC	0.0	0.0	-	44.0	16.7	(27.4)	44.0	16.7	(27.4)
Nash CC	82.2	70.6	(11.6)	136.8	132.2	(4.7)	219.0	202.7	(16.2)
Pamlico CC	0.0	0.0	-	50.1	66.7	16.7	50.1	66.7	16.7
Piedmont CC	0.0	0.0	-	468.4	192.6	(275.8)	468.4	192.6	(275.8)
Pitt CC	0.0	0.0	-	183.7	102.8	(80.9)	183.7	102.8	(80.9)
Randolph CC	127.2	147.0	19.8	66.3	20.8	(45.5)	193.5	167.8	(25.7)
Richmond CC	27.0	174.3	147.4	35.0	23.3	(11.7)	62.0	197.7	135.7
Roanoke Chowan CC	16.9	64.1	47.2	52.6	7.5	(45.2)	69.5	71.5	2.0
Robeson CC	65.0	74.2	9.2	20.7	1.8	(18.9)	85.7	76.0	(9.7)
Rockingham CC	22.6	39.4	16.9	29.3	8.9	(20.4)	51.8	48.3	(3.5)
Rowan-Cabarrus CC	15.9	199.4	183.5	166.8	46.4	(120.4)	182.7	245.8	63.0
Sampson CC	99.2	52.1	(47.1)	37.5	12.1	(25.4)	136.7	64.3	(72.4)
Sandhills CC	36.2	108.8	72.6	150.9	48.8	(102.1)	187.1	157.6	(29.5)
South Piedmont CC	70.5	206.2	135.7	34.5	31.2	(3.3)	105.1	237.5	132.4
Southeastern CC	97.3	94.0	(3.3)	43.3	10.6	(32.7)	140.6	104.7	(35.9)
Southwestern CC	68.5	86.6	18.0	148.8	58.3	(90.5)	217.3	144.8	(72.5)
Stanly CC	53.6	86.7	33.1	48.3	11.8	(36.5)	101.9	98.5	(3.3)
Surry CC	112.3	258.7	146.4	103.4	46.7	(56.7)	215.7	305.4	89.6
Tri-County CC	49.3	73.6	24.3	136.3	74.7	(61.6)	185.6	148.3	(37.3)
Vance-Granville CC	24.4	226.1	201.7	238.1	60.3	(177.8)	262.6	286.4	23.8
Wake TCC	71.8	102.1	30.3	135.3	93.9	(41.4)	207.2	196.0	(11.2)
Wayne CC	60.2	180.7	120.4	98.2	18.1	(80.1)	158.5	198.8	40.3
Western Piedmont CC	97.1	117.2	20.0	33.9	13.8	(20.1)	131.1	131.0	(0.1)
Wilkes CC	0.0	18.0	18.0	125.6	43.7	(81.9)	125.6	61.7	(63.9)
Wilson CC	0.0	58.0	58.0	43.3	8.6	(34.7)	43.3	66.6	23.3
Total	**2,796.8**	**5,684.1**	**2,887.3**	**8,010.1**	**3,386.5**	**(4,623.5)**	**10,806.8**	**9,070.6**	**(1,736.2)**
	Percentage Change		**103.2%**			**-57.7%**			**-16.1%**

	Cooperative Innovative High School FTE			All Other High School Transition Program FTE			Total High School Transition Program FTE		
College	Fall 2011	Spring 2012	Change	Fall 2011	Spring 2012	Change	Fall 2011	Spring 2012	Change
Alamance CC	6.7	11.4	4.7	113.8	73.6	(40.2)	120.4	84.9	(35.5)
Asheville-Buncombe TCC	74.8	100.2	25.4	179.8	89.8	(90.1)	254.6	190.0	(64.6)
Beaufort County CC	45.8	44.9	(0.8)	6.4	6.5	0.1	52.2	51.5	(0.7)
Bladen CC	0.0	0.0	-	10.1	9.0	(1.1)	10.1	9.0	(1.1)
Blue Ridge CC	36.9	39.1	2.2	50.8	35.9	(14.9)	87.7	75.0	(12.7)
Brunswick CC	57.5	69.4	11.9	9.7	6.2	(3.5)	67.2	75.6	8.4
Caldwell CC and TI	103.7	102.3	(1.4)	22.0	16.8	(5.2)	125.7	119.1	(6.6)
Cape Fear CC	86.2	83.7	(2.4)	38.5	20.3	(18.2)	124.7	104.1	(20.6)
Carteret CC	0.0	0.0	-	6.9	8.1	1.2	6.9	8.1	1.2
Catawba Valley CC	111.9	0.0	(111.9)	41.3	32.4	(8.9)	153.3	32.4	(120.9)
Central Carolina CC	82.9	69.8	(13.1)	95.4	83.3	(12.0)	178.2	153.1	(25.1)
Central Piedmont CC	54.1	54.6	0.5	33.6	25.9	(7.7)	87.7	80.5	(7.3)
Cleveland CC	61.8	64.6	2.8	98.6	70.8	(27.8)	160.4	135.5	(25.0)
Coastal Carolina CC	0.0	0.0	-	17.1	8.3	(8.8)	17.1	8.3	(8.8)
College of the Albemarle	37.3	42.9	5.5	21.6	31.2	9.6	58.9	74.0	15.1
Craven CC	62.0	72.2	10.2	5.1	7.3	2.2	67.1	79.5	12.3
Davidson County CC	90.3	80.8	(9.5)	14.3	13.1	(1.2)	104.6	93.9	(10.7)
Durham TCC	30.7	33.8	3.2	10.2	3.5	(6.7)	40.9	37.4	(3.6)
Edgecombe CC	25.9	26.3	0.4	20.6	9.1	(11.5)	46.6	35.4	(11.1)
Fayetteville TCC	16.3	23.4	7.1	98.7	76.0	(22.7)	115.0	99.4	(15.7)
Forsyth TCC	115.2	114.6	(0.6)	9.8	12.9	3.1	125.0	127.5	2.6
Gaston College	24.9	0.0	(24.9)	84.1	13.6	(70.5)	109.0	13.6	(95.4)
Guilford TCC	45.3	69.3	24.0	5.5	7.5	2.0	50.8	76.8	26.0
Halifax CC	8.0	17.8	9.9	2.9	3.4	0.6	10.8	21.3	10.4
Haywood CC	50.5	22.1	(28.4)	64.6	47.3	(17.2)	115.1	69.4	(45.7)
Isothermal CC	49.9	56.5	6.6	70.7	61.7	(9.1)	120.6	118.2	(2.5)
James Sprunt CC	31.1	30.1	(1.0)	13.3	16.3	3.0	44.4	46.5	2.0
Johnston CC	83.3	90.9	7.6	20.2	20.0	(0.2)	103.5	110.9	7.3
Lenoir CC	90.4	88.5	(1.9)	91.4	50.1	(41.3)	181.8	138.6	(43.2)
Martin CC	10.9	14.5	3.6	9.1	8.1	(0.9)	20.0	22.6	2.7
Mayland CC	68.0	2.5	(65.5)	23.4	16.8	(6.6)	91.4	19.3	(72.1)

	Cooperative Innovative High School FTE			All Other High School Transition Program FTE			Total High School Transition Program FTE		
College	**Fall 2011**	**Spring 2012**	**Change**	**Fall 2011**	**Spring 2012**	**Change**	**Fall 2011**	**Spring 2012**	**Change**
McDowell TCC	23.6	42.0	18.4	13.0	14.4	1.4	36.6	56.4	19.8
Mitchell CC	92.6	99.4	6.8	20.7	11.3	(9.4)	113.3	110.7	(2.6)
Montgomery CC	0.0	0.0	-	5.9	10.8	4.8	5.9	10.8	4.8
Nash CC	43.3	27.3	(16.0)	85.1	47.1	(38.0)	128.4	74.4	(54.0)
Pamlico CC	0.0	0.0	-	34.6	32.2	(2.4)	34.6	32.2	(2.4)
Piedmont CC	0.0	0.0	-	130.1	62.5	(67.6)	130.1	62.5	(67.6)
Pitt CC	0.0	0.0	-	53.1	49.8	(3.3)	53.1	49.8	(3.3)
Randolph CC	77.0	70.0	(7.0)	15.4	5.4	(9.9)	92.4	75.4	(17.0)
Richmond CC	83.4	91.0	7.6	12.1	11.3	(0.8)	95.5	102.2	6.8
Roanoke Chowan CC	31.4	32.6	1.2	3.4	4.1	0.7	34.8	36.7	1.9
Robeson CC	41.8	32.3	(9.5)	1.7	0.1	(1.6)	43.5	32.4	(11.1)
Rockingham CC	39.4	0.0	(39.4)	7.6	1.3	(6.4)	47.1	1.3	(45.8)
Rowan-Cabarrus CC	101.5	97.9	(3.5)	43.5	2.8	(40.7)	145.0	100.8	(44.2)
Sampson CC	52.1	0.0	(52.1)	8.9	3.2	(5.8)	61.1	3.2	(57.9)
Sandhills CC	53.1	55.7	2.6	21.9	26.9	4.9	75.0	82.6	7.5
South Piedmont CC	100.2	106.0	5.8	14.8	16.5	1.7	115.0	122.5	7.5
Southeastern CC	45.5	48.6	3.1	8.3	2.3	(5.9)	53.8	50.9	(2.9)
Southwestern CC	86.6	0.0	(86.6)	49.6	8.7	(41.0)	136.2	8.7	(127.5)
Stanly CC	39.4	47.3	7.8	5.1	6.7	1.6	44.6	54.0	9.4
Surry CC	133.8	124.9	(8.8)	26.8	19.9	(7.0)	160.6	144.8	(15.8)
Tri-County CC	38.8	34.8	(4.1)	41.0	33.7	(7.2)	79.8	68.5	(11.3)
Vance-Granville CC	119.0	107.1	(12.0)	36.3	24.0	(12.2)	155.3	131.1	(24.2)
Wake TCC	56.1	46.0	(10.1)	52.3	41.6	(10.7)	108.4	87.6	(20.8)
Wayne CC	85.4	95.2	9.8	10.0	8.2	(1.8)	95.4	103.4	8.0
Western Piedmont CC	60.1	57.0	(3.1)	6.9	6.9	0.1	67.0	64.0	(3.0)
Wilkes CC	18.0	0.0	(18.0)	32.8	10.9	(21.8)	50.8	10.9	(39.8)
Wilson CC	27.1	30.9	3.9	6.4	2.2	(4.3)	33.5	33.1	(0.4)
Total	**3,011.7**	**2,672.5**	**(339.2)**	**2,036.9**	**1,349.6**	**(687.3)**	**5,048.6**	**4,022.1**	**(1,026.5)**
		Percentage Change	**-11.3%**			**-33.7%**			**-20.3%**