

**STATE BOARD OF COMMUNITY COLLEGES  
Career & College Promise (CCP) Operating Procedures Revisions**

At the request of staff, the State Board of Community Colleges is asked to:

- 1. Approve additional CCP Operating Procedures related to the inclusion of academic transition pathways for qualified freshmen and sophomore high school students that lead to a career technical education certificate or diploma in industrial and engineering technologies. (Page 3 of Procedures)**

Rationale: The Appropriations Act of 2013, S.B. 402, amended NC General Statutes 115D-20(4) a.2 to allow “academic transition pathways for qualified freshmen and sophomore high school students that lead to a career technical education certificate or diploma in industrial and engineering technologies.”

The Career Technical Education (CTE) Pathway addition provides an opportunity for exceptional freshman and sophomore students to enroll in CTE Industrial and/or Engineering Pathway programs. This will provide freshmen and sophomore greater exposure to CTE programming and allow students the opportunity to complete credentials in additional career technical education disciplines.

- 2. Approve the following ACT Benchmark revision. (Page 6 of Procedures)**

Reading - reflect increase from 21 to 22

Rationale: The College Readiness Benchmarks on Approved Diagnostic Assessments Tests were revised per College Board. This revision to ACT College Readiness Benchmarks provides a better prediction of students’ likelihood of succeeding in the first year of college. The new ACT benchmarks are a more direct measure of whether or not students are on track to college readiness

- 3. Approve the following clarification for “College Program of Study Approval Procedures” (Page 5 of Procedures)**

*Career and Technical Education programs of study must be in compliance with the State Board approved curriculum standard and must include a minimum of twelve (12) semester hours of credit from core courses. General education courses for career and technical education programs of study must be directly related to student success in the selected major.*

Rationale: This provides a structure for a POS to be exclusively designed with a career technical education focus for the specified major.

**4. Approve the following revision under Cooperative Innovative High School Programs.** *(Page 4 of Procedures)*

*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.*

Rationale: The current legislation gives exclusive authority to the governing Board to provide a location waiver for the Cooperative Innovative High School.

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

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.

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## PROPOSED

### **Career and College Promise Operating Procedures**

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

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 115D 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 A).  
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' or 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.

## PROPOSED

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.

### **Career Technical Education Pathway (Juniors and Seniors)**

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors 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. A student may concurrently enroll in two CTE programs of study provided the exception has been approved by the college's Chief Academic Officer or his/her designee.

## PROPOSED

### **Career Technical Education Pathway (Freshmen and Sophomores)**

The Appropriations Act of 2013, S.B. 402, amended NC General Statutes 115D-20(4)a.2 to allow “academic transition pathways for qualified freshmen and sophomore high school students that lead to a career technical education certificate or diploma in industrial and engineering technologies.”

1. The Career and College Promise Career Technical Education Pathway for freshmen and sophomores leads to an industrial or engineering certificate or diploma aligned with a high school Career Cluster.
2. The college may enroll high school freshmen and sophomores only in Industrial Technologies (Program Code 50xxx) and Engineering Technologies (Program Code 40xxx) certificate and diploma programs.
3. To be eligible for enrollment, a high school student must meet the following criteria:
  - a. Be a high school freshman or sophomore;
  - b. A qualified freshman must:
    - i. have passed Algebra I with a grade of “C” or better;
    - ii. scored a 3 or 4 on the EOC for Math I;
    - iii. meet the college ready reading score of 16 on the 8<sup>th</sup> grade Explore test;
    - iv. meet prerequisites for the career pathway; and
    - v. have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).
  - c. A qualified sophomore must:
    - i. have passed Algebra I with a grade of “C” or better;
    - ii. scored a 3 or 4 on the EOC for Math I;
    - iii. meet the college ready reading score of 16 on the 8<sup>th</sup> grade Explore test;
    - iv. have a weighted GPA of 3.0 on high school courses;
    - v. meet prerequisites for the career pathway; and
    - vi. have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).
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 to another industrial or engineering program of study with approval of the high school principal or his/her designee and the college’s chief student development administrator. A student may concurrently enroll in two engineering or industrial CTE programs of study provided the exception has been approved by the college’s Chief Academic Officer or his/her designee.

## PROPOSED

### **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.

### **Gateway to College Pilot at Durham Technical Community College**

Session Law 2012-142, the Appropriations Act of 2012, requires the State Board of Community Colleges and the State Board of Education to approve the Gateway to College program at Durham Technical Community College as a Career and college pathway pilot program. This program shall concurrently provide high school and college education to high school students who have previously dropped out.

Further, Section 8.7(b) requires the State board of Community Colleges to include developmental education and curriculum course work associated with this program when computing budget FTE for Durham Technical Community College in the 2012-2013 fiscal year.

1. The Gateway to College Pathway Pilot is a dropout recovery program which allows students to complete an Adult High School diploma while concurrently earning college credits.
2. Eligibility is limited to students who have dropped out of Durham Public Schools, who are between the ages of 16 and 21, who test at the 9<sup>th</sup> grade level in Reading, and who demonstrate a commitment to the program through a structured intake process.
3. Students must be able to complete the Adult High School program by age 21, through a combination of high school credits already earned, Adult High School courses, and dual credit developmental education and college-level courses.
4. All developmental education and college-level courses must be mapped to dual credit for high school courses. Adult High School students may not enroll in college courses that are not mapped to award dual credit toward completion of the Adult High School diploma.
5. Students must demonstrate college readiness on an assessment or placement test to enroll in college-level English and math courses or other courses with developmental course prerequisites.

Durham Technical Community College shall report to the House and Senate Education Appropriation Subcommittees by March 1, 2013, on student outcomes and program costs, including administrative expenses incurred by Durham Public Schools and Durham Technical Community College.

## PROPOSED

### **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. Programs of study may not include elective options for students.
2. Career and Technical Education programs of study must be in compliance with the State Board approved curriculum standard and must include a minimum of twelve (12) semester hours of credit from core courses. General education courses for career and technical education programs of study must be directly related to student success in the selected major.
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)
<b>English</b>	15	45	41 Writing	70 Writing	86 Sentence Skills
<b>Reading</b>	17	47	41 Reading	81 Reading	80 Reading
<b>Mathematics</b>	19	47	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	<del>21</del> <u>22</u>
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.