



Cooperative Innovative High Schools Update

Application Cycle 2016-17

July 1, 2016



CIHS OVERALL PURPOSE

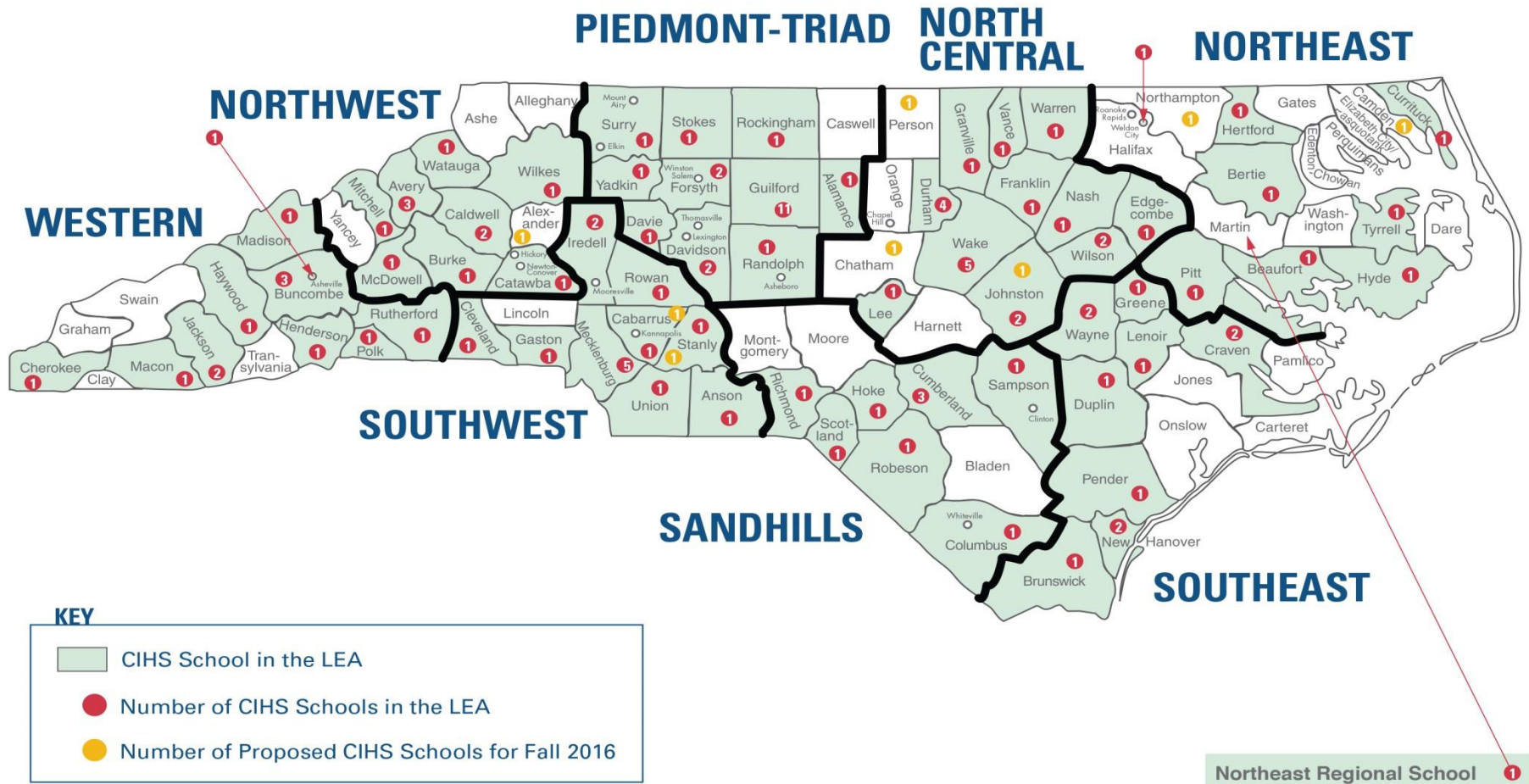


To provide cooperative innovative programs *jointly* in high schools and colleges or universities that will expand students' opportunities for education success through high quality instructional programming.

Career and College Ready

NC Cooperative Innovative High Schools

AS OF MARCH 2016



Key Aspects of MCEC



- 5-year programs which lead to
 - Associate in Engineering
 - Associate in Science
 - Associate in Arts
 - Associate in Applied Science for Industrial Maintenance

Key Aspects of MCEC



- Located on MCC's campus
- Students will be allowed to participate in athletics at home school
- Bottom line-
 - Improved Access, Rigor, Opportunity

Cooperative Innovative High Schools



- The Montgomery County Early College application is enclosed for your approval.
- Next Steps:
 - Approval from MCC Board of Trustees
 - Due to NCDPI on September 15, 2016
- Approval for additional funding from GA may not be until October of 2017



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction



COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION SIGNATURE PAGE

In accordance with N.C.G.S. 115C-238.50-.55 | APPLICATION CYCLE 2016-17

Proposed Cooperative Innovative High School (CIHS) Name: **Montgomery County Early College**

Planned Location and Physical Address: **1011 Page Street, Troy, NC 27371**

Local Education Agency (LEA) Name: **Montgomery**

LEA Number: **620**

Institution of Higher Education (IHE) Partner Name: **Montgomery Community College**

APPLICANT SIGNATURES:

REQUIRED PARTNER SIGNATURES

Chairperson, Local Board of Education

Date

Superintendent, Local Education Agency

Date

Chairperson, Board of Trustees of IHE Partner

Date

Please check one: ☒ Local Community College
☐ UNC Campus
☐ Independent College/University

OPTIONAL OTHER COLLABORATORS SIGNATURES

Business Partner or County Commissioners

Date

FOR INTERNAL USE ONLY

CIHS STATUS: ☐ Approved ☐ Not Approved

APPROVAL SIGNATURES:

Chairperson, State Board of Education

Date

Chairperson, Governing Board of Institution of Higher Education

Date

Please check one: ☐ State Board of Community Colleges
☐ UNC Board of Governors



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction



COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION

In accordance with N.C.G.S. 115C-238.50-.55 | APPLICATION CYCLE 2016-17

APPLICATION DUE SEPTEMBER 15, 2016
For opening in Fall 2017

Submitted to the Joint Advisory Committee, NC State Board of Education, NC State Board of Community Colleges and University of North Carolina Board of Governors and North Carolina Independent Colleges and Universities

PART A – INITIAL APPLICANT INFORMATION

Proposed Cooperative Innovative High School (CIHS) Name: **Montgomery County Early College**

Planned Location and Physical Address: 1011 Page Street, Troy, NC 27371

Local Education Agency (LEA) Name: Montgomery County Schools (MCS)

LEA Number: 620

Institution of Higher Education (IHE) Partner Name: Montgomery Community College (MCC)

Other Program Collaborators:

PREVIOUS STATUS: Is this school currently an approved CIHS? ☒ No ☐ Yes

FUNDING REQUEST: Are you requesting additional state funds? ☐ No ☒ Yes

PART B – BASIC OVERVIEW OF PROPOSED CIHS

PRIMARY CONTACT INFORMATION

LEA Contact Name: Dale Ellis	Role: Superintendent
Email: dale.ellis@montgomery.k12.nc.us	Phone: 919-576-6511
IHE Contact Name: Chad Bledsoe	Role: President
Email: bledsoec@montgomery.edu	Phone: 910-576-6222

SUMMARY DESCRIPTION OF CIHS (LESS THAN 150 WORDS)

MCS and the MCC STEAM Early College will open on land adjoining the campus of MCC in fall 2017 with a freshman and sophomore class of up to 100 students. All rising freshmen and sophomores within MCS are eligible for admission, with priority for first generation college students and those underrepresented in STEAM fields. Students will be immersed in a technology rich, project-based learning environment with a particular focus on the Grand Challenges of Engineering, industrial systems, and arts. The program will use a national best practice pedagogy based on Project Lead The Way. Graduates of the grade 9-13 school will earn a high school diploma and up to two years of transferable college credit in four areas; AE, AAS, AS, and AA. Blending the resources of MCS, MCC and Project Lead the Way will provide support for innovation and a regional learning lab for teachers in STEAM fields. AVID-advancement via individual determination, a proven national best practice system, will be used to support the success of all students in the program.

STUDENT TARGET POPULATION

Indicate the population(s) to be served:

- ☒ High school students at risk of dropping out before attaining a high school diploma.
- ☒ High school students with parents who did not continue education beyond high school, defined as "first generation college students" by the USED.

** US Department of Education (USED) defines a first generation college student as a student from a family in which neither parent (whether natural or adoptive) received a baccalaureate degree or a student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.*

- ☒ High school students who would benefit from accelerated academic instruction.

GRADE LEVELS OFFERED

Check all grades that apply: ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ Grade 13

PROGRAM FOCUS

Which program of study will be offered at the CIHS?

- ☐ Career and Technical Education Programs ☐ College Transfer Programs ☒ Both

How will the CIHS serve students beyond what is already available through the College Transfer pathway and/or Career Technical Education pathway of Career and College Promise? Clearly state how your proposed school is a different program.

Montgomery County's CIHS will provide the opportunity for students to complete one of four associate degrees which are currently unavailable for completion in the current CCP program. - The Associate in Engineering will be the flagship STEM program including rigorous courses in the engineering field. - The Associate in Science and Associate in Arts will serve as our standard college transfer pathways. - The Associate in Applied Science of Industrial Systems Technology targets the local labor force demands for highly skilled industrial maintenance staff.

STUDENT ENROLLMENT AND ADMISSION PROCESS

Describe the student enrollment and admissions process, include specific selection criteria and recruitment efforts.

STEAM MCEC (Montgomery County Early College) is classified as a MCS districtwide school option such that admission is open to any rising MCS 9th grade student, in addition, year one will be open for any rising sophomore. Students will apply to the school via the district's student assignment portal and lottery process. The annual school option application and lottery entry window is available from January through February for the coming school year. While past academic performance and preparedness for the rigor of an early college curriculum are important, they will not be the only or even the primary selection criteria. In addition to the lottery process, which takes into account academic performance, students will also be asked to complete a brief written application. The application will allow students the opportunity to submit a statement of interest and commitment, as well as include recommendations from past principals, teachers and/or counselors. Unique to the STEAM MCEC application will be a section requesting parental academic attainment in order to determine students who would be defined as "first-generation college students."

Each Freshman Class Cohort is limited to 50 students. Year 1 exception will include 50 sophomores. The limit of 50 per year is due to the small ADM the county has which typically averages approximately 4100 students with 1100 being high schoolers. If there are more than 65 students applying for the Freshman Cohort then a selection lottery will be performed by the MCS Student Placement and Planning Committee, taking into account the intent of the Cooperative Innovative High School Act to serve first generation college graduates and under-represented minorities. Non-selected students will be placed on a wait list in priority order of their selection number. Please see attached student application. (Exhibit- MCS CIHS Student Application.)

PROJECTED STUDENT ENROLLMENT, INDICATE APPROPRIATE GRADE LEVELS

	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 9	50	50	50	50	50
Grade 10	50	50	50	50	50
Grade 11		50	50	50	50
Grade 12			50	50	50
Grade 13				50	50

If serving less than 100 students per grade level, explain your reasons.

Due to the size of the 2 current feeder schools totaling about 1,100 students, MCS and MCC believe that serving 250 at the CIHS will strengthen our core programming while keeping the size of the feeder schools ideal.

PART C – PROGRAM INFORMATION

COMPREHENSIVE DESCRIPTION

Describe fully the CIHS, addressing all relevant purposes outlined in the N. C. G. S. 115C-238.50 (a,b). How will this proposed CIHS better prepare students to be college and career ready?

RESPONSE TO REGION'S ECONOMIC VISION

Explain how the CIHS relates to the Economic Vision Plan adopted for the economic development region where the school is located. Specifically address how the CIHS pathway will meet your local workforce needs and priorities.

According to a recently released study from Change the Equation, an organization that supports STEM education, there are 3.6 unemployed workers for every job in the United States. That compares with only one unemployed STEM worker for two unfilled STEM jobs throughout the country. Many jobs are going unfilled simply for lack of people with the right skill sets. Even with more than 13 million Americans unemployed, the manufacturing sector cannot find people with the skills to take nearly 600,000 unfilled jobs, according to a study last fall by the Manufacturing Institute and Deloitte.

Only 16 percent of American high school seniors are proficient in mathematics and interested in a STEM career. Even among those who do go on to pursue a college major in the STEM fields, only about half choose to work in a related career? The United States is falling behind internationally, ranking 25th in mathematics and 17th in science among industrialized nations. In our competitive global economy, this situation is unacceptable.

North Carolina has seen similar trends to that of the United States and the STEM field. North Carolina, as many other states, is undergoing a critical economic transformation, moving rapidly from a low skill, low-wage economy to that of a high skill knowledge-based one driven by technology and innovation. These changes demand and adaptable workforce. This workforce includes those with science, technology, engineering and mathematics embedded within the critical 21st-century skills required for successful citizenship in the state. While North Carolina can boast it has a high number of statewide and local stem education initiatives already underway but these within themselves are still too little to supply the ever demanding times of stem educated students in the workforce. North Carolina has developed in education strategic plan to help develop STEM with in the state. The priorities are 1) increasing student, educator and institutional stem achievement, 2) gaining and sustaining broader community understanding and support for innovations in support and, 3) connecting and leveraging stem resources across the public and private sectors.

In North Carolina it is the middle jobs, those that pay family sustaining wages and require minimal formal education or training that are disappearing, furthermore, impending baby boomer retirements will exacerbate the emerging gap between worker skills and job demands. This shift to a new economy must happen now.

North Carolina has approximately 400,000 STEM related jobs and more than 70,000 new jobs anticipated by 2020. This reflects the growth rate greater than all other jobs added together in the state. Chief Executive Magazine and Forbes consistently tout North Carolina as a leading state in which to do business. The state was second in the nation for job creation between September 2009 and September 2010, and fifth in the nation for personal income growth since 2009. In order to maintain the supremacy workers must have the skills leading companies demand in those skills are clearly stem focused.

According to Gov. Perdue's jobs-now initiative, North Carolina's educational system is a critical partner, as it represents probably the most important factor in assuring the state has the best available supply of workers. North Carolina has aligned the K-12 education system with a K-20 system and economic needs of the state through the introduction of career and college ready programs. These programs are designed to ensure the public education

system graduates high school students equipped to succeed in a career, a two year, or four year college, or technical training and be prepared to compete successfully in a global economy.

The state's initiative to improve the quality and quantity of workers prepared for 21st-century economy and workforce starts with priority one: improving stem achievement. The K-12 education system curriculum has been adapted to ensure that all students have the opportunity to gain the 21st-century skills necessary to fulfill this priority. Math and science along with literacy are the key areas in which the education system focuses to ensure students are prepared for the global economy. Priority two: bolstering community understanding and support. The state has launched numerous campaign initiatives to put stem at the forefront of funding both publicly and privately. Priority three: connect, leverage, and increase stem resources through partnering with industry local communities and developing partners through the North Carolina Board of science and technology to help solidify STEM within the state.

Status of Montgomery County

Heart of North Carolina Mega Park Feasibility Study for Montgomery County North Carolina was conducted in 2013. The study showed the following areas that economic growth would impact:

WOOD PRODUCTS & MANUFACTURING

Firms in this industry manufacture a variety of wood products used on residential, Construction and other industrial applications. Industry Sectors:

32121 Wood Paneling
32191 Millwork
32192 Wood Pallets
32192 Skids Production

REGIONAL DISTRIBUTION

Companies within this industry provide distribution services to regions in the U.S. Services include long distance freight trucking, freight forwarding brokers, freight packaging, logistics, and warehousing.

Industry Sectors:

48412 Long Distance Freight Trucking
48851 Freight Forwarding Brokerages & Agencies
48899 Freight Packing & Logistics Services
49311 Public Storage & Warehousing

METAL FABRICATION and MACHINERY MANUFACTURING

Firms in this industry: 1) develop fabricated metals products for use in downstream manufacturing and 2) manufacture various machinery.

33211 Metal Stamping & Forging
33232 Sheet Metal, Window & Door Manufacturing
33261 Wire & Spring Manufacturing
33281 Metal Plating & Treating
33311 Tractors & Agricultural Machinery Manufacturing
33312 Construction Machinery Manufacturing
33361 Engine, Turbine & Power Transmission Equipment Manufacturing
33392 Forklift & Conveyor Manufacturing

BIOMASS

Biomass is biological material derived from living, or recently living organisms. In the context of biomass for energy this is often used to mean plant based material, but biomass can equally apply to both animal and vegetable derived material.

221117 BIOMASS Electric Power Generation
32111 Sawmills and wood preservation
32519 Other basic organic chemicals
54162 Environmental consulting services
562213 Solid waste combustors and incinerators

AUTO PARTS

The U.S. auto parts manufacturing industry consists of about 4,500 companies and has annual revenue of about \$225 billion. Industry sales are concentrated among the largest suppliers, but 80 percent of firms employ fewer than 100. Demand for auto parts is driven by new car sales, which are strongly affected by interest rates, and by the replacements market. Company profitability industry depends partly on the difficulty of manufacturing products and partly on demand volume, since many costs are fixed.

FABRICATED METALS

Industries in the Fabricated Metal Product Manufacturing subsector transform metal into intermediate or end products. Important fabricated metal processes are forging, stamping, bending, forming, and machining, used to shape individual pieces of metal; and other processes, such as welding and assembling, used to join separate parts together. Establishments in this subsector may use one of these processes or a combination of these processes.

OUTDOOR RECREATION and SPORTING GOOD MANUFACTURING:

This industry group comprises a variety of operations engaged in outdoor, recreational, and sporting goods manufacturing such as camping gear, deer stands, craft brewery, nutrition, outdoor marketing, boats, apparel, rifles, and outdoor power equipment just to name a few.

336612 Boat Building
336991 Motorcycle, Bicycle, and Part Manufacturing
336214 Travel Trailer and Camper Manufacturing
314910 Textile Bag and Canvas Mills
332510 Hardware Manufacturing (gun trigger locks, metal)
332613 Spring Manufacturing (gunsprings, light gauge)
332994 Small Arms, Ordnance and Ordnance Accessories Manufacturing (barrels, gun)
333314 Optical Instrument and Lens Manufacturing (fun sighting and fire control equipment and instruments, optical)

DEFENSE INDUSTRY

This industry group comprises government and commercial operations involved in research, development, production, and service of military material, equipment and facilities.

332999 All Other Miscellaneous Fabricating Metal Product Manufacturing (military insignia, metal)
336992 Military Armored Vehicles, Tank and Tank Component Manufacturing
336999 All Other Transportation Equipment Manufacturing (off--highway tracked vehicles)

LIGHT INDUSTRIAL/ASSEMBLY

This category is comprised of smaller facilities that are doing primarily final assembly of goods. Some companies that do some light manufacturing and do not require much heat or pressure would also be included in this category.

The Sandhills Property Zone strategic plan identifies goals in workforce and education, entrepreneurship and innovation, infrastructure, business climate and quality of life. The STEAM MCEC relates specifically to the goals for **Workforce & Education**: Prepare the region's workforce and students with skills, competencies, and knowledge

that align with target industry needs. **Entrepreneurship & Innovation:** Enable a highly innovative entrepreneurial climate that drives the creation of high-growth firms. **Business Climate:** Create a globally competitive region around the target industries and strong business brand worldwide.

STEAM MCEC is uniquely focused on preparing students to enter the region's workforce, contributing to the Sandhill's region's ability to compete both nationally and internationally. In addition, the same skill sets students will acquire fit many of the North Carolina STEM or STEAM related positions, allowing our students not only to compete in local and regional job markets but have the skill set to work in the many STEAM related positions throughout the state.

CURRICULUM

Provide a description of the overall instructional program and how it will introduce innovation into the classroom. Address how the CIHS will ensure graduates are prepared for college and career.

As a STEAM-focused school, the five-year course sequence will provide students with a highly supportive and academically challenging program of study with a strong emphasis on future-ready skills. Students will be immersed in a project-based learning environment using an engineering design process. Through inquiry, students will be organized into problem-solving teams intended to develop 21st century and entrepreneurial skill sets - critical reasoning, communication, creativity, and collaboration. Job shadowing, internships, and work-based learning within energy-related businesses and industries will provide students with real-world experiences designed to provide relevance to academic studies.

The strategic plan further identifies six target industries – automotive, logistics, biomedical, financial, energy and aerospace – as well as three broad categories of target competencies – advanced manufacturing, engineering and information technology – as priorities.

Through its partnership with the Montgomery Community College, and its use of the Project Lead the Way Pathways to Engineering Curriculum, STEAM MCEC will focus on the energy industry and engineering competencies. A common instructional framework using research-based strategies will be consistent and pervasive throughout the school. All course projects will integrate energy generation and sustainability themes. Framed around the National Academy Foundation Model, a sequence of four to six honors-level Project Lead The Way (PLTW) courses as well as Montgomery Community College early engineering coursework will provide students with a foundation for college and career success in STEAM-related fields.

Finally, the plan identifies seven priorities for the region. The first two involve an overall improvement of the K-12 education system as well as better engagement by the colleges and universities in the region's economic development to respond to changes in industry needs and alignment of training and curriculum.

The STEAM MCEC will serve as a regional site for teacher professional development as a means to enhancing the overall quality and effectiveness of teachers in STEAM fields. It will be used as a learning laboratory to inform preparation for students in the Montgomery County and surrounding regions. The innovative curriculum developed in consultation with business and energy leaders will include project based learning techniques to foster a culture of collaborative inquiry among faculty and students.

Overall, STEAM MCEC will serve as a model of secondary, postsecondary and industry partnerships to inform high growth industry needs, as well as associated skill sets and curricula, and to provide a vehicle for both classroom and work-based learning.

Students will take the courses required for the NC Future Ready Core Course of Study for a high school diploma. These are the same basic requirements as at all NC public high schools. However, all courses will carry the theme of energy production and sustainability throughout the curriculum. Each student will have an individualized education plan based on their post high school graduation plans and career goals. Students will be assigned an academic counselor to provide support throughout the early college high school experience and to provide advisement on course selection. Key to the curriculum and structure of the school day will be opportunities for tutoring as well as participation in seminars that help students explore how to be successful in college studies.

A course of study guide aligned to potential degree options and career outcomes will be provided for all students to help them choose courses that are best aligned to their interests and aspirations. The course of study guide will identify courses for each semester per grade level to help students and their parents make decisions based on the student's goals. Courses required for the NC Future Ready Core Course of Study for a high school diploma will be offered as well as college level courses related to the program theme. Students will take mostly high school courses during the ninth grade year and increase the number of college courses as they progress in the program.

The early college high school movement encourages the creation of small schools to build highly personalized and supportive learning environments. The instructional framework will include small class sizes and a challenging learning environment that is the collaborative work of students, staff, and industry partners. Course content will be thematic in nature to allow students to explore areas of personal interest. Students will participate in projects that expand learning beyond the classroom. Problem based learning strategies will be utilized to bring real world relevance to learning. Finally, students will be encouraged to participate in academic contests and extra-curricular activities that further the school theme such as Envirothon, Quiz Bowl, Math Olympiad and Science Olympiad.

Pathways to Engineering & Work-Based Learning

A critical component of the curriculum will be the use of The Project Lead the Way (PLTW) Pathway To Engineering (PTE) program. PTE is a sequence of courses which follows a proven hands-on, real-world problem-solving approach to learning. Students will learn and apply the design process, while practicing and acquiring non-cognitive skills such as teamwork, presentation and communication skills, creative- and critical-thinking, and problem-solving. Students will have access to PTE Foundation Courses such as

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Introduction to Engineering Design and Principles of Engineering to prepare them for introductory college-level courses in engineering.

Job shadowing, internships, and work-based learning within energy-related business and industries will provide students with real-world experiences designed to provide relevance to academic studies. The value of work based learning cannot be understated. It is an opportunity for students to "try on" a career, to apply and strengthen what they have learned in the classroom, and to validate a chosen major or career path.

Classroom Environment and Technology

STEAM MCEC will use a variety of class configurations for its delivery of instruction including flipped classrooms, blended course models, co-teaching, and off-site experiential sessions that require flexible class scheduling in a technology-rich environment.

A weekly schedule template with four segments will be developed, allowing for varied blocks of instructional time. The fourth segment of each day will be reserved for teachers to co-teach, blend classrooms/courses, and engage students in cross-curricular instruction and activities. One day per week, the fourth segment of the day will be reserved for experiential learning, individual and small group tutorials or acceleration, and whole school activities.

Classrooms will be equipped with a basic set of digital teaching and learning resources including a desktop computer, interactive whiteboard with speakers, and a set of student digital devices. Teachers and students will also have access to digital resources that align with and support digital age learning and work such as student responders, tablet technology, document cameras, digital textbooks, and data portals. These resources will be used to foster flexible differentiated instruction, student response and enhanced engagement.

Students will use digital media such as student email and online learning environments to communicate with instructors and collaborative learning groups about projects and class assignments. Students will create online portfolios to capture their learning progress, performance on projects encompassing real world tasks, and completion of online coursework.

Develop a proposed curriculum map for the CIHS. Include courses that will support completion of a high school diploma and the IHE program of study aligned to the CIHS program configuration. *Submit a completed CIHS Curriculum Map with this application.* Templates are available in a separate document.

Included in attachment.

STUDENT GOALS/EXPECTATIONS

Describe expected student academic and career/technical achievement goals and the measures used to demonstrate how students have attained the skills and knowledge specified for the goals.

GOAL	INDICATOR	TARGET
Students maintain consistent attendance	Attendance rate	≥95%
Students are “on track” at the end of each grade level as indicated by passing all core courses and obtaining the appropriate number of credits each year toward a high school diploma	% of each grade level on track	≥95%
Students earn 9 or more college credits prior to promotion to the 12th grade	Student transcript analysis	≥95%
Students are college-ready prior to their senior year of high school	ACT Composite ≥ 17	≥95%
Students graduate with 2 years of transferrable college credit.	% of students who earn 2 years of credit	≥95%
5-year cohort graduation rate	% of students who graduate within the 5-year period	≥95%
Students possess skills for at least 65% of jobs profiled by WorkKeys in: Applied Math, Locating Information, and Reading for Information	Percentage of students achieving a Silver or higher on WorkKeys	≥95%
Students have at least one successful work-based learning experience prior to graduating.	Percentage of students rated positively by their work-based learning supervisor	≥95%
AE and AAS students are Career-Ready upon graduation	Percentage of students achieving NC Career-Ready seal on their diploma	≥95%

PARENT/FAMILY INVOLVEMENT

Family involvement begins with the the application or interest process. Below is a sample calendar of event:

2017 Early College Application Timeline

Jan 12--Presentations to students at West Montgomery Middle School

Jan 13--Presentations to students at East Middle School

Jan 16 – Feb 24--Application available

Jan 23 @ 8:30 a.m.--Early College Community Open House

Feb 1--STEAM, MCEC Early College presentations to parents at WMS (6:30 pm)

Feb 2--STEAM, MCEC and Early College presentations to parents at EMS (6:30 pm)

Feb 16 @ 6:30 p.m.--Student Parent Information Night (SPIN)

Feb 22--Early College application is due (return to counselor)

Mar 16--First round of acceptance, denial & waitlist letters mailed to applicants

Mar 22 @ 6:30 p.m.--Group Activity Information Night (GAIN)

Apr 3--Final round of acceptance, denial & waitlist letters mailed to applicants

Apr 21--Students call the Early College to accept or decline their invitation

A synthesis of research on parent involvement over the last decade found that regardless of family income or background, students with involved parents are more likely:

To earn higher grades and test scores, and enroll in higher-level courses

To be promoted, pass their classes, and earn credits

To attend school regularly

To have better social skills, show improved behavior, and adapt well to school

To graduate and go on to postsecondary education (Southwest Educational Development Laboratory, 2002.)

Implementing a strong parental involvement program that informs, guides and supports parental understanding during their child's high school years from 8th grade transition through high school graduation and beyond is an essential strategy to increase overall student success at STEAM MCEC.

Initial parent involvement will be accomplished through the distribution of STEAM MCEC information to parents of targeted 7th and 8th grade students at various community meetings, and at the annual MCS/MCC Options Fair. Campus visits will be conducted for current 8th graders and their parents as they review career options for the upcoming year.

Once students have been selected for the STEAM MCEC based on a lottery, parents and students will attend a freshmen orientation meeting prior to the beginning of school. As partners in the school, parents will be involved, engaged, and informed throughout the school year and at every grade level. Grade level orientation meeting will include general policies and regulations, FERPA – regulations for sharing of student information between MCS and the STEAM MCEC personnel, and other information related to the college admission process.

The school counselor and administrator will support parent involvement through numerous activities and actions such as parent nights, open house and progress reports. Additional avenues of parental engagement will utilize a social media presence through Facebook, Twitter, Instagram and an online chat environment.

Each semester, student-led conferences will provide a meaningful way for the student, parent, and teacher to communicate and engage in dialogue concerning the progress, goals, and future plans of the student. Student-led conferences provide parents the opportunity to understand the curricular program, see the student's high school and college artifacts as presented through a portfolio of competencies, and to gage the student's progress at

regular intervals throughout the five-year program. Individual goals set by the student will be reviewed and evaluated with the parent once each semester

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Parental involvement will continue throughout the high school years with the use of a comprehensive online solution from Alert Solutions. Rising 9th grade students will develop a 5-year high school plan that includes STEAM MCEC coursework. Parents, counselors and students will be able to check academic progress and career planning toward the student's goal of high school graduation and earning up to two years of college credit.

STEAM MCEC parents also will begin to receive college messages, emails and newsletters as part of the Trailblazer family. This will assist in their understanding the college culture their child is experiencing while on the MCC campus.

MCEC will hold parent specific classes in their parent college arena. The Supporting Teachers with Active Relationships (S.T.A.R.) committee is responsible for planning and implementing a variety of fun and educational activities to increase parent involvement. The goal is to send a strong message that parents are welcome in our school and that their support and assistance are needed for the success of our students. Our workshop topics correlate with Standards of Learning and our School Improvement Plan. We will host literacy and math nights to help parents understand how math has changed and show them on-line resources the teacher has placed in our LMS and other sites like KHAN academy where students can get help, and messaging boards where teachers will take turns from 4-7 each night as the on-call expert, holiday family project- where families can interact with staff guidance in making an artifact that uses the student's skill set and families cultural knowledge to create a project, family fun and fitness night-will host an short recap of important information and then the fun begins with various activity challenges for families, cultivating in some fitness activities , cultural history night, young author's night, and beach night. These are just a few concepts that the program will incorporate. There will be a continual environmental scan used to collect data on what works and what is not. This will inform additional topics for family nights.

SCHOOL EFFECTIVENESS MEASURES

Describe how the CIHS, LEA and partner IHE will measure the school's effectiveness with respect to meeting the purposes specified in NCGS 115C-238.50.

In addition to the academic outcomes defined in the subsequent section titled "Student Goals/ Expectations," MCEC will:

- Enroll ALL MCEC students in concurrent high school diploma and associate degree programs where each can earn up to 2 years of college within five years.
- Cooperate with MCC on shared use of resources, personnel, and facilities.
- Engage parents as defined previously in this document.
- Provide structured counseling, advising, and career development coordination for all students and parents so that they can make responsible decisions regarding course pathways, academic progress, and success.
- Execute methods for early identification of potential participating students in the middle grades and through high school and provide outreach to those students to promote academic preparation and awareness of the CIHS programs. These are defined in the student enrollment, admissions, and application process in the aforementioned sections.

PART D – OPERATIONS

PROPOSED BUDGET

Describe the budget development process for the MCS.

MCS will follow its regular budgetary process in making its annual budget requests to the County Commissioners, NC Department of Public Instruction and the US Department of Education.

- The school district's fiscal period begins on July 1st and ends on June 30th of each year.
- The budget for 2016 – 2017 must be submitted to the Board of Education by May 1st.
- When the budget is submitted to the Board of Education for review, the superintendent must post, in his office, a copy of the proposed budget for public inspection. The date, place and time of the budget hearing must be posted so that the public may attend the hearing.
- Once approved by the Board of Education, the budget must then be submitted to the Board of County Commissioners by May 15th.
- The County Board of Commissioners is to complete their action on the school budget by July 1st.
- Once the County Board of Commissioners has appropriated funding for the school budget, then the Board of Education must adopt a budget resolution, making appropriation for the 2016-2017 school year.
- In addition to the local appropriation by the county, funding is also received from the State of NC and the Federal Government. Should the State or Federal appropriations not be completed by July 1st, which is usually the case, then the Board of Education adopts an Interim Budget Resolution so that salaries and other ordinary expenses can be paid until the Budget Resolution is adopted.
- Once the Budget Resolution is adopted, the budget can be amended with a Budget Adjustment, which occurs when new funding is received, or already appropriated funds are moved from one purpose code to another. This type of action requires approval by the Board of Education.
- In addition, already appropriated budget funds can be moved within the same purpose code by means of a Budget Transfer. This action does not require Board of Education approval.
- During the school fiscal year, the budget is monitored continuously by the Finance Officer, to make sure that revenues and expenditures are being accounted for in accordance with the adopted budget.

Complete the Proposed Budget Template for the next five years. Template is available in a separate document.

Submit a completed Proposed Budget with this application.

- Include funding sources in the budget.
- If the CIHS is not requesting additional funding, the CIHS proposed budget is still required. Complete applicable sections.
- If the CIHS is requesting additional funding, the CIHS proposed budget is required. This budget is a five-year proposed budget and includes, Average Daily Membership (ADM) and Full-Time Equivalents (FTE), as well as personnel and equipment needs.

Budget Narrative

The attached budget template includes, local appropriations-dollars committed to startup by the LEA local funding source. State and college funding based on ADM and FTE to fund positions and part of the district's i3 ACCESS grant dollars that provide 1:1 devices and professional development through 2017-2018 school year. In addition, Special Education dollars and CTE funding are allocated to support the diverse learners our plan covers. Salaries are broken out by position based on state, CTE, EC, and college funding. We have include several supports from counselor to college liaison, recognizing having a solid group to ensure all students have personal contact with a caring adult and these adults reach out

and engage parents in the process on a scheduled basis to ensure student success is key. While we pay a local supplement, the county commissioners and our education task force (in place for 3 years) understands the importance of attracting the best candidates and have committed to work to ensure competitive salaries are paid for the early college staff. The committee recognizes the staff resources must be the best possible. Staff screening will be a rigorous process, ensuring the right fit.

The resources committed are designed to support the PLTW and other rigorous courses in our plan. The facility will be new construction and appropriately equipped to meet the specifications of 21st century classroom.

If your IHE partner is a University partner, describe how the tuition charges will be determined.

N/A

PERSONNEL QUALIFICATIONS

Describe the specific positions and qualifications of employees in the program.

Position	Qualification	Desired Skills/Role/Major Function
Principal	Valid NC Principal's License	Experience leading a collaborative and inclusive school design process and have a track record of leveraging deep expertise in instruction and school leadership to develop an instructional staff is required. Further, the principal will have demonstrated success engaging a wide cross-section of stakeholders, both internal and external, as well as community and industry partners to support and sustain a high quality school focused on maximizing student outcomes
Counselor	Valid NC Counselor's License	School counselors are expected to apply their professional training in order to support student academic success. Through comprehensive school counseling programs of developmental, preventive, remedial, and responsive services, school counselors address academic development, career development, and personal/social development of students.
Shared Career Development Coordinator	Valid NC CDC License	The Career Development Coordinators (CDC) role is to support Career and Technical Education (CTE) and to coordinate career development services for students participating in CTE. The CDC works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services. CDCs facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment.
Registrar/ Finance	2yr degree in Office Systems Technology or related field	Establishes and maintains an accounting system to detail assets, liabilities, equities, obligations, expenditures, and current and projected revenues. Maintains and utilizes the Student Information System for electronic file storage, attendance, testing records, demographic data, scheduling, suspensions, enrollment, and any other duties as needed.
STEM Tech Ed. Teacher	Valid NC Tech Ed. License and PLTW trained	Requires strong STEM and pedagogy skills necessary for students to learn high level engineering. Develops lesson plans and supplementary materials compatible with the district's basic instructional expectations to adapt the curriculum to the needs of each student and subgroups of students. Plans a technology education program involving demonstrations, lectures, discussions, and student experiments; organizes activities for optimal learning.
English Teacher	Valid NC English License	Teachers create lesson plans and teach those plans to the entire class, individually to students or in small groups, track student progress and present the information to parents, create tests, create and reinforce classroom rules, work with school administration prepare students for standardized tests, and manage students outside the classroom, such as in school hallways, detention, etc.
Math Teacher	Valid NC Math License	
Science Teacher	Valid NC Science License	
Social Studies Teacher	Valid NC Social Studies License	

Community College Instructors	Valid qualifications as required by the CC System Office and relevant Industry Level Certifications	Community College instructors provide high quality instruction on the various courses required for the Associate Degree programs.
Community College/High School Liason		Foster communication between the high school and the community college for the purpose of maintaining consistent understanding of the needs of each institution. Work with students on all necessary paperwork and processes for successful completion of the Associate Degree programs.

CIHS LOCATION

CIHS Planned Location and Physical Address: **1011 Page Street, Troy, NC 27371**

Is the CIHS located on the campus of the IHE partner? ☒ No ☐ Yes

If no, explain why the CIHS is not on the campus of the IHE partner?

MCS plans to place the CIHS on land owned by the district which is located immediately adjacent to MCC. Students will be within short walking distance to the CC campus.

Check here if you would like to request an official location waiver for the on-site requirement. ☐ No ☒ Yes

Provide clear justification for this request. How will college courses be delivered to students?

MCS plans to place the CIHS on land owned by the district which is located immediately adjacent to Montgomery Community College. Students will be within short walking distance to the CC campus. College courses will be primarily delivered face-to-face. In some instances, courses may be delivered online or by means of streaming devices; however, this will not be the norm.

If this CIHS is already operational, describe facilities and indicate if there is an approved location waiver from the IHE Governing Boards.

N/A

STUDENT TRANSPORTATION

Describe how students are to be transported to the CIHS. Describe how the CIHS will ensure that no child is denied access due to transportation issues.

Transportation will be provided for students to and from the existing high schools. MCS is also working to provide for a single new consolidated high school next to the CC college. If approved and built, the new high school will sit next to the CIHS and adjacent to MCC. Transportation will not be required due to the relative proximity of the facilities.

OPERATING PROCEDURES

Explain the CIHS operating procedures, including calendar and hours of operation.

Calendar: STEAM MCEC will follow MCC's academic calendar (Appendix I) for start date, holidays and semester breaks. Classes will start on August 15, 2016., and ending on May and graduation on May 10. Operating Procedures: STEAM MCEC will operate under the policies and procedures set forth in the MCS CODE OF STUDENT CONDUCT - Student Rights, Responsibilities and Character Development Handbook and MCC's Code of Student Responsibility, and Code of Student Academic Integrity. Additional policies specific to the operation of the STEAM MCEC and student behaviors will be developed by the district and the college.

Hours of Operation: STEM ECHS will operate on a modified block schedule that allows for flexible class scheduling between the hours of 8:00 a.m. and 3:00 p.m., including a common lunch/study period. Each student will have a jointly developed pathway plan that guides their high school and college course work. Some students may elect to schedule additional university courses before or after the school's regular scheduled day by providing their own transportation. **Students must reside in Montgomery County to qualify for MCEC admission.**

Public Schools of North Carolina

North Carolina Community College System

SUBMISSION

- The application must be submitted jointly by a Local Board of Education and the Board of Trustees of the partner Institution of Higher Education.
- A complete application packet includes (1) CIHS Signature Page, (2) CIHS Application, (3) CIHS Curriculum Map, and (4) CIHS Proposed Budget.
- Submit all documents attached to one email.
- Only complete application packets will be reviewed and submitted to the State Board of Education and corresponding Board for action.
- An electronic version of the complete application packet, must be submitted to CIHSAE@dpi.nc.gov by September 15, 2016.

Appendix I- Typical Montgomery Community College Calendar

Fall Semester 2016	
August 10	Late registration
August 15	Classes begin
August 24	Last day to drop for partial tuition refund
September 5	Labor Day holiday
October 10 - 11	Fall break
October 12	Mid-term
October 13	2nd 8-week session begins
October 24 - November 4	Advising for Spring Semester for current students
October 24	WebAdvisor opens for current students
November 1	Financial aid priority deadline for Spring Semester
November 7 - 18	Spring registration by appointment for new students
November 7	WebAdvisor opens for all students
November 9	Last day to drop a course with a "W"
November 22 - 27	Thanksgiving holiday break
December 13	Term Ends

Spring Semester 2017	
January 3	Late registration
January 6	Classes begin
January 16	Martin Luther King Jr. holiday
January 18	Last day to drop for partial tuition refund
February 27 - March 4	Spring break
March 10	Mid-term
March 13	2nd 8-week session begins
March 13 - 24	Advising for Summer Session (current students)
March 13	WebAdvisor opens for current students
April 1	Financial aid priority deadline for Summer Session
April 3 - 14	Summer registration by appointment (new students)
April 3	WebAdvisor opens for all students
April 7	Last day to drop a course with a "W"
April 15 - 17	Easter Holiday
May 8	Term ends
May 10	Graduation!

Cooperative Innovative High School Curriculum Template
Associate in Engineering

High School	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
<i>English: 4 credits</i> English I, II, III, IV		Honors English I	Honors English II		Honors English III ³		Honors English IV ³			
<i>Mathematics: 4 credits</i> Math I, II, III and 4th math	Foundation s of Math I	Math I	Honors Math II	Honors Math III	Math IV ³					
<i>Science: 3 credits</i> Earth/Env. Science, Biology, physical science	Honors Earth and Enviro.		Biology A ³	Biology B ³			Physics A ³	Physics B ³		
<i>Social Studies: 4 credits</i> Amer. Hist. I and II, World History, Found Prin/Civics/Econ.	Honors Civics and Econ	World History ³			American History I ³ , American History II ³					
<i>Health and Physical Education: 1 credit</i>	Health & PE									
<i>Electives: 6 credits*</i>		PLTW Intro to Engineering	CTE Elective	PLTW Principles of Engineering	ACT Prep	PLTW Civil Eng. & Arch.	World Language I	PLTW Computer Integrated Manufac., World Language II	Internship/WBL	PLTW Biotechnical Engineering, Internship/WBL
College	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
<i>English Composition (6 sh)</i>					ENG 111	ENG 112				
<i>Humanities/Fine Arts (6 sh from two different disciplines)</i>				ART 111, MUS 110, or COM 231			ENG 231			
<i>Social/Behavioral Sciences (6 sh from two different disciplines)</i>					HIS 111, (HIS 112 AS ⁴)- 8 wk	ECO 251				
<i>Mathematics (12sh)</i>					MAT 171	MAT 172		MAT 271	MAT 272	MAT 273
<i>Natural Sciences</i>							PHY 251	PHY 252	CHEM 151	

(12 sh)										
Academic Transition (1 shc)**									ACA 122	
Pre-major Elective (2 shc)***							EGR 150			
Other Required Hours (15 shc)****	CIS 110	HIS 131, HIS 132- 8 wk	BIO 111	(BIO 112- AS ⁴)						CHEM 152
Total High School: 22	HS- 4 CC- 3	HS- 4 CC- 6	HS- 4 CC- 4	HS- 3 CC- 3	HS- 4 CC- 10	HS- 2 CC- 10	HS- 3 CC-9	HS-3 CC-8	HS- 1 CC- 9	HS- 2 CC- 8
Total College: 60-61	Classes- 5	Classes- 5	Classes- 4	Classes- 4	Classes- 5	Classes- 4	Classes- 4	Classes-4	Classes- 4	Classes-4

HS- 31 CC- 70

High School Diploma Notes

1. Graduation requirements must align with NC State Board of Education policies. Refer to NCDPI's Dual Credit Chart to see opportunities for dual credit and align curriculum pathways to both high school and community college.
2. *Pay close attention to UNC Minimum Course Requirements to inform your planning for student completion.
3. Wherever possible, MCS will articulate high school credit for earned college credit according to the approved Dual Enrollment Memo from NCDPI.

Associate in Engineering Notes

1. **Academic Transition – Students must complete ACA 122 College Transfer Success (1 SHC) within the first 30 hours of enrollment.
2. *** Pre-major Elective (2 SHC) – EGR 150 Introduction to Engineering (2 SHC) must be included in the program of study.
3. **** Other General Education and Pre-major Elective Hours (15 SHC) - Select 15 SHC of courses from the following courses classified as pre-major, elective, or general education courses within the Comprehensive Articulation Agreement. (Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.) Students should choose courses appropriate to the specific university and engineering major requirements.
4. Students in this pathway will be dually enrolled in the Associate in Science program. These courses are not counted in the totals for the AE pathway.

BIO 111 General Biology I (4 SHC)

CHM 152 General Chemistry II (4 SHC)

COM 110 Introduction to Communication (3 SHC)

CSC 134 C++ Programming (3 SHC)

CSC 151 JAVA Programming (3 SHC)

DFT 170 Engineering Graphics (3 SHC)

ECO 252 Principles of Macroeconomics (3 SHC)

EGR 210 Intro to Electrical/Computer Engineering Lab (2 SHC)

EGR 212 Logic System Design I (3 SHC)

EGR 215 Network Theory I (3 SHC)

EGR 216 Logic and Network Lab (1 SHC)

EGR 220 Engineering Statics (3 SHC)

EGR 225 Engineering Dynamics (3 SHC)

EGR 228 Introduction to Solid Mechanics (3 SHC)

HUM 110 Technology and Society (3 SHC)

MAT 280 Linear Algebra (3 SHC)

MAT 285 Differential Equations (3 SHC)

PED 110 Fitness and Wellness for Life (2 SHC)

Community college curriculum programs must be compliant with Curriculum Standards approved by the North Carolina Community College State Board. For a complete listing of curriculum standards, go to:
<http://www.nccommunitycolleges.edu/academic-programs/curriculum-standards>

Cooperative Innovative High School Curriculum Template
Associate in Arts

High School	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
<i>English</i> (4 credits)		Honors English I	Honors English II		Honors English III ⁴		Honors English IV ⁴			
<i>Mathematics</i> (4 credits)	Elective Foundations of Math I	Math I	Honors Math II	Honors Math III	Math IV ⁴					
<i>Science</i> (3 credits)	Honors Earth & Environmental		Biology A ⁴	Biology B ⁴			Physics or Chem A ⁴	Physics or Chem B ⁴		
<i>Social Studies</i> (4 credits)	Honors Civics and Econ	World History ⁴			American History I ⁴	American History II ⁴				
<i>Health and Physical Education</i> (1 credit)	Health & PE									
<i>Other</i> (6 credits)			Elective	Elective	ACT Prep	Elective	World Language I, WorkKeys Prep	World Language II	Internship/WBL/Senior Seminar- 2 credit	Internship/WBL/Senior Seminar- 2 credit
College	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
<i>English Composition</i> (6 sh)				ENG 111 (3)	ENG112 (3)					
<i>Humanities/Fine Arts</i> (9 sh from two different disciplines)								ART 111, MUS 110, or COM 231 (3), & ENG 231 (3)	ENG 232 (3)	
<i>Social/Behavioral Sciences</i> (9)						SOC 210 or ECO 251 or ECO 252 or POL 120 (3)	SOC 210 or ECO 251 or ECO 252 or POL 120 (3)		PSY 150 (3)	
<i>Mathematics</i> (3-4sh)					MAT 171 (4)					
<i>Natural Sciences</i> (4 sh)			BIO 111 (4)							
<i>Additional General Education Hours</i> (13-14 shc)**		CIS 110 (3)				MAT 172 (4)	HIS 131 (3)	HIS 132 (3)		

<i>Other Required Hours (15 shc)***</i>				BIO 112 ³ (4)	CHEM 151 (4)	CHEM 152 (4)				ACA 122 (1), & College Elective (3)
Total High School:	HS- 4 CC- 0	HS -3 CC-3	HS- 4 CC- 4	HS- 3 CC- 7	HS- 4 CC- 11	HS- 2 CC- 11	HS-4 CC- 6	HS- 2 CC- 9	HS- 2 CC- 6	HS- 2 CC- 4
Total College: 60-61	Classes- 4	Classes- 4	Classes- 4	Classes- 4	Classes- 4	Classes- 4	Classes- 4	Classes-4	Classes- 4	Classes- 4

GRAND TOTAL: HS-30 CC- 61 shc

Associate in Arts Notes

1. ****Additional General Education Hours** - An additional 13-14 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement (CAA). Students should select these courses based on their intended major and transfer university and availability of courses in the AA at their local college.
2. *** The following course is required: ACA 122 College Transfer Success (1 SHC). An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement (CAA). Students should select these courses based on their intended major and transfer university. It is recommended that ACA 122 not be taken in the first two years of study. Students need time to explore their career path and select two or more possible universities they are interested in before taking ACA 122.
3. Students in this pathway will be cross enrolled in the AS in order to take advantage of dual credit options.
4. Wherever possible, MCS will articulate high school credit for earned college credit according to the approved Dual Enrollment Memo from NCDPI.

For more information on the Associate in Arts Degree:

http://www.nccommunitycolleges.edu/sites/default/files/academic-programs/curriculum-standards/attachments/associate_in_arts_02_2014vs2.pdf

<http://www.montgomery.edu/courses106.html>

Cooperative Innovative High School Curriculum Template
Associate in Applied Science (AAS)- Industrial System Technology

High School	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
<i>English</i> (4 credits)		Honors English I		Honors English II		English III ⁵		English IV ⁵		
<i>Mathematics</i> (4 credits)	Foundations of Math I*	Math I	Honors Math II		Honors Math III		Math IV			
<i>Science</i> (3 credits)	Honors Earth & Environmental		Biology A or BIO 111	Biology B or BIO 112		Physical Science				
<i>Social Studies</i> (4 credits)	Honors Civics and Econ		World History		American I	American II				
<i>Health and Physical Education</i> (1)	Health & PE									
<i>Other</i> (6 credits)							World Language ⁴	World Language ⁴	Internship/WBL/Senior Seminar- 2 credits	Internship/WBL/Senior Seminar- 2 credits
College	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
<i>English Composition/Communications</i> (6 sh)							ENG 111 (3)		ENG 114 (3)	
<i>Humanities/Fine Arts</i> (3 sh)										HUM 110 or HUM 115 (3)
<i>Social/Behavioral Sciences</i> (3 sh)			PSY 150 or SOC 210 or ECO 251 (3)							
<i>Natural sciences/Mathematics</i> (3sh)				MAT 121 (3)						
<i>Minimum Major Hours</i> (49 shc)**		CIS 110 (3) ELC 126 (3)	ELC 112A (2)	ELC 112B (3)	ISC 110 (1) BPR 111 (2)	ELC 117 (4) MEC 111 (3)	MNT 110 (2) WLD 112 (2)	ELC 128 (3) MEC 130 (3)	ELC 115 (4) ELN 260 (4)	PCI 264 (4) ELN 229 (4)
<i>Other Required Hours</i> (0-7 shc)***								HYD 110 (3)	HYD 180 (3)	
Total High School: 28 Total College: 64-76	HS- 4 CC-0 Courses- 4	HS- 2 CC- 6 Courses- 4	HS- 3 CC- 5 Courses- 5	HS- 2 CC- 6 Courses- 4	HS- 2 CC- 3 Courses-4	HS- 3 CC- 7 Courses- 5	HS-2* CC- 7 Courses- 5	HS- 2* CC- 9 Courses- 5	HS- 2 CC-14 Courses-6	HS- 2 CC- 11 Courses- 5

GRAND TOTAL: HS- 24 CC- 68 shc

Associate in Applied Science Notes

1. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications.
2. ****Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.
3. *****Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours. Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.
4. Optional- May substitute another elective. Required for UNC system enrollment.
5. These courses can earn honors weight if articulated with CC.

For more information on the Associate in Applied Science Degree(s): <http://www.nccommunitycolleges.edu/academic-programs/curriculum-standards>

Cooperative Innovative High School Curriculum Template
Associate in Science

High School	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
<i>English</i> (4 credits)		Honors English I	Honors English II		Honors English III ³		Honors English IV ³			
<i>Mathematics</i> (4 credits)	Elective Foundations of Math I	Math I	Honors Math II	Honors Math III	Math IV ³					
<i>Science</i> (3 credits)	Honors Earth & Environmental		Biology A ³	Biology B ³			Physics or Chem A ³	Physics or Chem B ³		
<i>Social Studies</i> (4 credits)	Honors Civics and Econ	World History ³			American History I ³	American History II ³				
<i>Health and Physical Education</i> (1 credit)	Health & PE									
<i>Other</i> (6 credits)			CTE Elective	CTE Elective	ACT Prep	CTE Elective	World Language I WorkKeys Prep	World Language II	Internship/WBL/Senior Seminar-2 credit	Internship/WBL/Senior Seminar-2 credit
College	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
<i>English Composition</i> (6 sh)					ENG 111 (3)	ENG 112 (3)				
<i>Humanities/Fine Arts</i> (6 sh from two different disciplines)				ART 111, MUS 110, or COM 231 (3)				ENG 231 (3)		
<i>Social/Behavioral Sciences</i> (6 sh from two different disciplines)					HIS 111			PSY 150 (3)		
<i>Natural Sciences</i> (8 sh)			BIO 111 (4)	BIO 112 (4)						
<i>Mathematics</i> (8sh)					MAT 171 (4)	MAT 172 (4)				

<i>Additional General Education Hours (11 shc)**</i>		CIS 110 (3)				HIS 112 (3)	MAT 271 (3)		ENG 232 (3)	
<i>Other Required Hours (15 shc)***</i>							CHEM 151 (4)	CHEM 152 (4)	College Elective (3)	ACA 122 (1) College Elective (3)
Total High School: Total College: 60-61	HS- 4 CC-0 # of Courses- 4	HS- 3 CC- 3 # of Courses- 4	HS- 4 CC-4 # of Courses- 4	HS- 3 CC- 7 # of Courses- 4	HS- 4 CC- 10 # of Courses- 4	HS- 2 CC- 10 # of Courses- 4	HS- 4 CC- 7 # of Courses- 4	HS- 2 CC- 10 # of Courses-4	HS- 2 CC-6 # of Courses- 4	HS- 2 CC-4 # of Courses-4

GRAND TOTAL: HS- 30 CC- 61

High School Diploma Notes

1. Graduation requirements must align with NC State Board of Education policies. Refer to NCDPI's Dual Credit Chart to see opportunities for dual credit and align curriculum pathways to both high school and community college.
2. *Pay close attention to UNC Minimum Course Requirements to inform your planning for student completion.
3. Wherever possible, MCS will articulate high school credit for earned college credit according to the approved Dual Enrollment Memo from NCDPI.

Associate in Science Notes

1. **Additional General Education Hours - An additional 11 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement (CAA). Students should select these courses based on their intended major and transfer university and availability of courses in the AS at their local college.
2. *** The following course is required: ACA 122 College Transfer Success (1 SHC). An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. It is recommended that ACA 122 not be taken in the first two years of study. Students need time to explore their career path and select two or more possible universities they are interested in before taking ACA 122.

For more information on the Associate in Science Degree:

http://www.nccommunitycolleges.edu/sites/default/files/academic-programs/curriculum-standards/attachments/associate_in_science_02_2014.pdf



441 Page Street • P.O. Box 427
Troy, North Carolina 27371-0427
PHONE: (910) 576-6511 • FAX: (910) 576-2044

APPLICATION INSTRUCTIONS

for Montgomery County Early College (MCEC)

Students:

Step 1: Complete Parts A, B, D, and E with your parent or guardian.

Step 2: Give the two Teacher Recommendation form requests to two of your current math, language arts, science, or social studies teachers. Give the Personal/Community Recommendation and the Counselor Recommendation forms to your chosen people. These documents are in Part F.

Step 3: The completed application must be turned in to your counselor February 22, 2017. Incomplete applications will not be considered.

Parents and Guardians:

Step 1: Review the Student Agreement in part D with your student, and complete parts A and B with your student.

Step 2: Review the entire application packet with your child prior to its return to the middle school counselor on February 22, 2017.

Your counselor will submit all application materials to MCEC after February 22. Attendance records, grades, and test scores will be sent from the counselor to MCEC separately. Any required college placement tests for second-round applicants will be announced later.

MONTGOMERY COUNTY EARLY COLLEGE Application for Admission



Part A: To be completed by the student and parent or guardian.

Name of student _____

Gender _____ Age _____ Date of Birth _____

Name(s) of Parent/Legal Guardian _____

Home address _____

(Street)

(City)

(State)

(Zip)

Parent(s) e-mail address _____

Home phone _____ Work phone _____

Cell phone (mother) _____ (father) _____

School presently attending _____ Grade _____

Do you currently have another student enrolled in the Early College? _____

If so, MCEC student name _____ MCEC student's current grade _____

Please list the number of children 18 or under living in the home _____

Please check off (X) the highest educational level **completed** by the following family members:

	Elementary School	Middle School	High School	Associate Degree	Bachelor's Degree or Higher
Mother					
Father					
Grandparents					

Household Income: _____ Less than \$10,000 _____ \$10,000-\$19,999 _____ \$20,000-\$29,999

_____ \$30,000-\$39,999 _____ \$40,000-\$50,000 _____ More than \$50,000

Student's Ethnicity/Race: _____ Caucasian _____ Native American _____ Asian/Pacific Island
 _____ African American _____ Hispanic _____ Multi-racial

Montgomery County Early College

APPLICATION FOR ADMISSION STUDENT CHECKLIST

Part B: To be completed by the student or parent. Please check all items that are completed and included in the application package. **Do not submit application package to your counselor until all items are checked.**

_____ Letter of recommendation from two 8th grade core academic teachers

_____ Required documents requested from your school counselor

_____ Letter of recommendation from an individual of your choice (i.e. youth leader, pastor, or mentor – someone who knows you beyond the classroom.

_____ Writing Sample

APPLICATION FOR ADMISSION COUNSELOR CHECKLIST

Part C: To be completed by the counselor- Academic Records

_____ Report cards from 7th and 8th grade

_____ EOG test results (all 7th and completed 8th)

_____ Attendance profile (all 7th and 8th)

_____ Power School discipline records (7th and 8th grades)

_____ IEP, ESL, or 504 plan, if applicable

(Please identify case manager(s) for all ESL and EC students)

If you have questions, please contact your counselor.

STUDENTS: APPLICATIONS ARE DUE TO YOUR COUNSELOR ON February 22, 2017.

COUNSELORS: APPLICATIONS ARE DUE TO THE MCEC OFFICE BY February 28, 2017

(Counselor: Please make a copy of this document for your records.)



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Part D: GENERAL EXPECTATIONS FOR HONORS COURSES

MCEC offers an accelerated curriculum and requires extensive commitment. Following is a contract stating each student's responsibilities for acceptance to MCEC. Student and Parent signatures indicate agreement and support of all conditions.

MCEC CONTRACT

The student agrees to:

1. Spend the necessary amount of time, in class and outside of class, required for each class assignment, including reading, homework, reports, exam review, and group study time.
2. Attend any extended or mandatory review sessions/activities held by the teachers.
3. Attend class regularly and participate in all learning experiences, including field trips, speakers, and special projects, if applicable.
4. Meet the additional and specific course expectations developed by MCEC in the appropriate academic departments.
5. Pass all classes and score proficient on all required exams.
6. Be removed from MCEC and be placed into a regular education program, if any part of this contract is broken. This provision includes the student showing inadequate progress toward proficiency in the subject matter. Adequate progress means earning actual passing grades.

I affirm that I agree to the statements above.

Student Name (please print)

Student Signature

Parent Signature

Date

Part E:

Writing Sample:

In a well-written essay, tell us why we should consider you as a future Montgomery County Early College student. You may use additional paper as needed.

Student's Name	Last	First	Middle
Student's Address	Street	City	Zip Code

What do you see as an opportunity for improvement with this student? _____

Please Check as Applicable	Exemplary	Accomplished	Acceptable	Needs Improvement (please explain below)
Oral and Written Communication				
Ability to work as a team member				
Creativity				
Leadership Skills				
Overall Quality of Academic Work				
Computer Knowledge/Skills				
Dependability/Reliability				
Classroom Behavior				
Organization				
Time Management				
Independent Learner				
Social Maturity				
Social Interaction (when unsupervised)				
Integrity (doing what is right when no one is watching)				

Date _____

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Student's Name	Last	First	Middle
Student's Address	Street	City	Zip Code

What do you see as an opportunity for improvement with this student? _____

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Part F:



Personal / Community Recommendation

To the Student: Please complete information in the box and give this form to an individual of your choice (i.e. youth leader, pastor, mentor- anyone who knows you beyond the classroom).

Student's Name	_____	_____	_____
	Last	First	Middle
Student's Address	_____	_____	_____
	Street	City	Zip Code

To the Completer of this Recommendation: The student named above is applying for admission to Montgomery County Early College. The early college high school is located on the campus of Montgomery Community College. Please use this form to share with us your perceptions of how this student will meet the academic and social expectations of the school. Thank you for your assistance.

How long have you known the applicant? _____

In what capacity? _____

What would you say is this student's greatest strength? _____

Please Check as Applicable	Exemplary	Accomplished	Acceptable	Needs Improvement (please explain below)
Oral and Written Communication				
Ability to work as a team member				
Creativity				
Leadership Skills				
Character				
Dependability/Reliability				
Behavior				
Organization				

Please use this space to elaborate on any characteristics noted above or any additional information you can provide.

Reference Name (Please Print)

Title

Reference Signature

Date

PLEASE RETURN THIS FORM TO THE STUDENT IN A SEALED ENVELOPE.



Counselor Recommendation

To the Student: Please complete information in the box and give this form to your school counselor.

Student's Name	Last	First		Middle
Student's Address	Street	City		Zip Code

To the Counselor: The student named above is applying for admission to the MCEC located on the campus of Montgomery Community College. Your frank opinions are very valuable to us as we plan for student success. Thank you for your assistance!

How long have you known the applicant? _____

Is this student served in **EC** or **ESL programs** ? If so, which? _____

If yes, please provide the case manager's name: _____

Does this student currently have a **504 plan**? _____

Have you attached Discipline Records for 7th and 8th grade? _____

Have you attached Report Cards for 7th and 8th grade? _____

Have you attached any other Academic Records for 7th and 8th grade? _____

Please use this space to elaborate on any characteristics noted above or any additional information you can provide.

Counselor Name (Please Print)

School

Counselor Signature

Date

PLEASE RETURN THIS FORM WITH THE APPLICATION IN A SEALED ENVELOPE.

Partnering IHE	Montgomery Community College
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****Please change, delete from, or add to the itemized list under each category as appropriate****

Revenue		Total		Total		Total		Total		Total
Local appropriations		\$200,000		\$60,000		\$60,000		\$60,000		\$60,000
State-CIHS supplemental funds		\$320,000		\$320,000		\$320,000		\$320,000		\$320,000
State- General funding		\$606,000		\$909,000		\$1,212,000		\$1,515,000		\$1,515,000
Community College		\$80,000		\$80,000		\$60,000		\$60,000		\$60,000
Federal-List Grants										
Investing in Innovation- ACCESS i3		\$60,000								
Transportation		\$20,000		\$20,000						
EC		\$35,000		\$35,000		\$70,000		\$70,000		\$70,000
CTE		\$100,000		\$100,000		\$130,000		\$130,000		\$160,000
Total revenue		\$1,421,000		\$1,524,000		\$1,852,000		\$2,155,000		\$2,185,000

[illegible]

[illegible]

Total Other		\$221,000		\$131,000		\$111,000		\$111,000		\$141,000
Total Expenditures		\$1,420,478		\$1,520,198		\$1,851,723		\$2,153,018		\$2,183,018
Total Revenue over Expenditure		\$523		\$3,803		\$278		\$1,983		\$1,983
Tuition Costs. Complete for the appropriate IHE partner										
Community College Cost										
# of students		100		150		200		250		250
Courses per student		6		10		18		24		24
est. rate per course		\$228 [1]		\$228		\$228		\$228		\$228
NCCCS total		\$136,800		\$342,000		\$820,800		\$1,368,000		\$1,368,000
University Tuition										
# of students										
Units (hours or courses) per student										
Rate (per unit or course)										
Univeristy Total		\$0		\$0		\$0		\$0		\$0
Total Tuition Cost		\$136,800		\$342,000		\$820,800		\$1,368,000		\$1,368,000
Annual Total Cost		\$1,557,278		\$1,862,198		\$2,672,523		\$3,521,018		\$3,551,018