

AGENDA ITEM

A-5. Charlotte Teacher Early College Carol Cutler White

Situation: UNC Charlotte College of Education is partnering with Charlotte Mecklenburg Schools to launch and operate a Cooperative and Innovative High School in accordance with N.C.G.S. 115C-238.50-.55.

Background: The College of Education at UNC Charlotte (UNC Charlotte) and Charlotte Mecklenburg Schools (CMS) intend to operate an Early College High School to be known as the Charlotte Teacher Early College (CTEC) on the campus of UNC Charlotte for the express purpose of targeting high school students interested in teacher education. CTEC is designed to provide a diverse beginning teacher applicant pool to address the region's teacher shortage. UNC Charlotte will redesign the pre-professional education program utilizing project-based instruction and intentional field-based learning activities. Upon graduation students will receive a high school diploma and a Certificate of Advanced Standing in Education, in addition to 60 plus credit hours of transferable credit.

Assessment: The Joint Advisory Committee recommended the UNC Charlotte Cooperative Innovative High School application to the North Carolina State Board of Education for approval to open with funding for 2017-18 school year. The State Board of Education voted in January 2017 to approve the application. Cooperative and Innovative High School funding for the Charlotte Teacher Early College is dependent on appropriation by the North Carolina General Assembly.

Action: This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

Executive Summary

Charlotte Teacher Early College (CTEC)

Overview

Charlotte Teacher Early College (CTEC) is a collaboration between UNC Charlotte and Charlotte-Mecklenburg Schools (CMS) for students seeking education careers. CTEC is a new school option within CMS admitting students who are first generation college applicants, at-risk of dropping out, or seeking accelerated studies. CTEC will emphasize secondary education and is designed to provide a diverse beginning teacher applicant pool, including men, and address the region's teacher shortage.

CTEC will redesign the pre-professional education program, utilizing project-based instruction and intentional field-based learning activities. Beginning in grade 10, students will enroll in college coursework intended to develop the skills and pedagogical knowledge required for success within today's diverse urban classrooms. Upon high school graduation, students will have

- Earned a high school diploma,
- Earned a Certificate of Advanced Standing in Education, and will have
- Earned 60 plus transferable college credits.

The Early College target student population

The CTEC program is focused on recruiting first generation college students and students who are seeking an accelerated high school academic experience. Additional recruitment efforts will seek students who have become discouraged with schooling and unable to envision their educational future, but still aspire to become teachers. Special recruiting efforts will be implemented to ensure all student groups are fully aware of the opportunity CTEC affords them for success in high school and beyond.

Projected enrollment and location

CTEC's students will attend classes on UNC Charlotte's main campus and enroll in university classes starting in their sophomore year. CTEC classes will be assigned meeting and classroom space in the College of Education building on the UNC Charlotte campus.

ENROLLMENT

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grade 9	55	100	100	100	100
Grade 10	55	55	100	100	100
Grade 11		55	55	100	100
Grade 12			55	55	100
Grade 13				55	55



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: **Charlotte Teacher Cadet Early College**
Planned Location and Physical Address: **UNC Charlotte, College of Education, 9201 University City Blvd.,**
Local Education Agency (LEA) Name: **Charlotte-Mecklenburg Schools**
LEA Number: **600**
Institution of Higher Education (IHE) Partner Name: **Charlotte-Mecklenburg Schools**

APPLICANT SIGNATURES:

REQUIRED PARTNER SIGNATURES

Mary J. McCray
Chairperson, Local Board of Education

9-8-16
Date

Ann Clark
Superintendent, Local Education Agency

9-8-16
Date

J. P. Nixon
Chairperson, Board of Trustees of IHE Partner

9-12-16
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: **Charlotte Teacher Early College**

Planned Location and Physical Address: **UNC Charlotte, College of Education, 9201 University City Blvd., Charlotte, NC 28223**

Local Education Agency (LEA) Name: **Charlotte-Mecklenburg Schools**

LEA Number: **600**

Institution of Higher Education (IHE) Partner Name: **UNC Charlotte, College of Education**

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: **Jimmy Chancey**

Role: **Director, Career and Technical Education**

Email: **j.chancey@cms.k12.nc.us**

Phone: **980-343-2736**

IHE Contact Name: **S. Michael Putman, Ph.D.**

Role: **Professor, Chairperson**

Email: **sputman@unc.edu**

Phone: **704-687-8019**

SUMMARY DESCRIPTION OF CIHS (LESS THAN 150 WORDS)

Charlotte Teacher Early College (CTEC) is a collaboration between UNC Charlotte and Charlotte-Mecklenburg Schools (CMS) for students seeking education careers. CTCC is a new school option within CMS admitting students who are first generation college applicants, at-risk of dropping out, or seeking accelerated studies. CTEC will emphasize secondary education and is designed to provide a diverse beginning teacher applicant pool, including men, and address the region's teacher shortage.

CTEC will redesign the pre-professional education program, utilizing project-based instruction and intentional field-based learning activities. Beginning in grade 10, students will enroll in college coursework intended to develop the skills and pedagogical knowledge required for success within today's diverse urban classrooms.

Upon high school graduation students will receive their diploma, a Certificate of Advanced Standing in Education, acquire an understanding of innovative and effective teaching practices, and earn 60 plus college credits transferable to a UNC System institution.

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 ☒ Grade10 ☒ Grade 11 ☒ Grade12 ☒ 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.

Charlotte Teacher Early College (CTEC) is a new high school, grades 9-13, expanding the District's unique school options affording parents an opportunity to decide the best educational experience/placement for their child. Students within the CTEC program will experience significant differences between the CTEC program and their home school in school culture, course offerings and outcomes.

First and foremost, enrollment in the CTEC program is optional giving both parents and students a sense of ownership with the school attendance decision contributing to a higher feeling of school engagement. Because of the school's limited enrollment, both faculty and administrators are able to develop meaningful supportive relationships with each student and their parents. The family's sense of engagement and the supportive student-centered focus within a small school learning community, such as an early college option, provide a school culture/environment typically absent within larger high schools.

In traditional high schools the curricula offerings include a wide range of courses and cognitive levels from standard level to Advanced Placement, International Baccalaureate courses, and dual enrollment options provided for select students. CTEC's program of study will include only honors and college level courses for all students, erasing the stigma of certain courses reserved for some students. CTEC will create an environment of high expectations and academic rigor for all students by providing all students equal access to rigorous coursework.

Grade 13, unavailable at the non-Cooperative Innovative High Schools, will allow CTEC students to go beyond the Career and College Promise expectation of two years of college transfer credits. CTEC students will earn up to 60 plus hours of university credit upon graduation. In addition, upon high school graduation after Grade 13, CTEC students wishing to pursue a gap year prior to finishing their Bachelor's level education will have sufficient university credit hours (48 +) to be employed as a Teacher Assistant, thus contributing to the CTEC's program goal of providing a diverse and work ready talent pool to assist school districts in the education of its children.

The development of a Certificate of Advanced Standing in Education, similar to an Educational Specialist, identifying CTEC students as program completers with educational and clinical field experiences is proposed. Although the Certificate of Advanced Standing in Education is outside of the traditional Career Technical certificate realm, it emulates the intent of an industry standard certification demonstrating a level of proficiency within the Education Cluster. This will institutionalize the CTEC graduates as Career and College Ready individuals fully prepared to continue their career aspirations within the educational sector, whether they choose to enter the workforce directly or matriculate into a university teacher education program with a certification. This certification is not available in the Career and College Promise program.

STUDENT ENROLLMENT AND ADMISSION PROCESS

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

CTEC program is focused on recruiting first generation college students and students who are seeking an accelerated high school academic experience. Additional recruitment efforts will seek students who have become discouraged with schooling and unable to vision their educational future, but still aspire to become teachers. Special recruiting efforts will be implemented to ensure these student groups are fully aware of the opportunity CTEC affords them for success in high school and beyond.

CTEC's initial recruitment efforts will begin in November 2016 with a mailing targeting all rising 9th and 10th grade students within CMS announcing this new early college option. Prior to the first lottery opening in December 2016, a follow-up parental letter will be sent to Title I high school students' households reinforcing the CTEC program option/opportunity. In addition, the letter will include a step-by-step outline for the lottery process. If needed a continued recruitment effort between March and June 2017 within the second lottery window will complete CTEC's first student body cohort enrollment.

CTEC's general informational marketing campaign during November and December 2016 will proceed utilizing public communication avenues:

- Career Development Coordinators (CDC) will provide general information presentations for rising 9th graders within middle schools throughout the district;
- Special AVID and Communities in Schools (CIS) student/parent presentations to ensure CMS partner organizations working with potential first generation college students are fully informed of the CTEC program opening 2017;
- Community and faith-based partner presentations will provide multiple parental opportunities to investigate the CTEC program in advance of the CMS School Options Fair on Saturday, January 7, 2017;
- Between November 2016 and January 2017 several CTEC Open Houses will be held on the UNC Charlotte Main Campus; and,
- Social media, Peach Jar, Twitter, CMS and UNC Charlotte's Cable Channel announcements and videos, and local weekly news media will be utilized.

Annual student recruitment efforts will follow the general activities/timelines outlined above. However, future recruitment efforts will include CTEC student ambassadors providing student mentors/role models for UNC Charlotte's summer camps for elementary/middle grades students and the Charlotte Freedom Schools Partners programs. In addition, CTEC students participating in pre-professional clinical sites as Teacher Cadets within elementary and middle schools can inform, encourage and mentor students to consider the CTEC program as a viable high school option of achieving their dream of becoming a teacher within an urban city, such as Charlotte, NC.

PROJECTED STUDENT ENROLLMENT, INDICATE APPROPRIATE GRADE LEVELS

	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 9	55	100	100	100	100
Grade 10	55	55	100	100	100
Grade 11		55	55	100	100
Grade 12			55	55	100
Grade 13				55	55

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

CTEC's first year, 2017-2018, is designed to serve 55 students in each grade level 9 & 10 rather than 100 students per grade level as allowed by the CIHS legislation. This reduced class cohort size ensures adequate support systems are developed within the first year of operation serving 110 students overall within the student body. As depicted in the chart above, subsequent entering 9th grade cohorts in 2018-2019 and beyond will have 100 students each. CTEC expansion to capacity of 500 students, 100 students per grade levels 9-13, will occur in 2022-2023.

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?

§ 115C-238.50 (a): Program Purpose: Charlotte Teacher Early College (CTEC) is a new Charlotte-Mecklenburg Schools' (CMS) high school option for parents and students in partnership with UNC Charlotte's College of Education offering pre-professional studies in grades 9 through 13. It will serve students who are seeking an accelerated high school program, first generation college attendees, and students demonstrating an at-risk tendency of dropping out of school. Students will be admitted to the CTEC program through an open application, race-neutral lottery system.

§ 115C-238.50 (b)(1)(1a): Preparation for Work and Career: The five-year program of study is designed to graduate students with a high school diploma, a Certificate of Advanced Standing in Education, and a minimum of 60 plus hours of transferable university coursework. The attainment of the Certificate of Advanced Standing and transferable university credit demonstrates a level of knowledge and skills associated with college readiness within the Education Sector. This demonstrates a level of college readiness beyond high school graduation. Furthermore, the Certificate of Advanced Standing in Education indicates employability as a teacher assistant within local school districts demonstrating career readiness beyond high school graduation. Both career and

college indicators demonstrate CTEC graduating students will be adequately prepared, competent, and well suited to pursue their future career aspirations in education.

§ 115C-238.50 (b)(4): Shared Resources: CTEC's students will attend classes on UNC Charlotte's main campus and enroll in university classes starting in their sophomore year, enabling them to earn college credit while in high school. CTEC classes during the freshman and sophomore years will be assigned meeting and classroom space in the College of Education building on the UNC Charlotte campus. The College of Education building is in close proximity to several CMS schools, including Newell Elementary, Grier Elementary, Morehead STEM Academy, and Vance High School. As a result, students will be able to complete the Teacher Cadet I and Teacher Cadet II experiences at these schools.

CTEC students will continue to participate in urban school clinical placements focused on developing relationships with students who represent future attendees of the CTCEC program. Each year students will have an opportunity to participate in service learning activities within UNC Charlotte's summer camp programs, especially the Charlotte Freedom School Partners program, which focuses on reading for English language learners.

Each grade will also participate in one significant, urban cultural event each academic year (must be art, music, theatre, or history) and workshops building personal, social, and professional responsibility. Junior and senior scholars will attend the national conference, Pursuing Extraordinary Outcomes in Public Education, sponsored and paid for by the Urban Education Collaborative. The conference meets annually in Charlotte, NC.

§ 115C-238.50 (b)(6): Parental Involvement: As partners in the Charlotte Teacher Early College, parents will be involved, engaged, and informed throughout the school year and at every grade level. Parent participation starts by attending Freshman Orientation prior to the beginning of school. As students progress within CTEC, each year will start with a parent/student orientation intended to inform parent of the year's objectives and activities within the coming year. These annual grade level parent/student orientations will include general policies and regulations, FERPA – regulations for sharing of student information between UNC Charlotte and the CTEC personnel, and other information related to the college admission process.

Parent involvement will continue throughout the year through numerous activities and actions such as parent nights, open house and quarterly student-led progress reports. Each semester, student-led conferences will provide a meaningful way for the students, parents, and CTEC teachers 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 gauge the student's progress at regular intervals throughout the five-year program. Individual goals set by the student will be reviewed and evaluated with parents once each semester.

Additional avenues of parental engagement will utilize a social media presence through Facebook, Twitter, Instagram and an on-line chat environment. Announcements will be posted in Peach Jar, notifying parents of upcoming events and activities within CTEC and UNC Charlotte's College of Education, such as guest speakers, seminars and student meetings inviting parents to attend and participate with their student scholar.

§ 115C-238.50 (b)(11): Early Identification: CTEC program is focused on recruiting first generation perspective college students, students who are seeking an accelerated high school academic experience, and students who display a disposition for dropping out of high school. Special recruiting efforts will be implemented to ensure these student groups are fully aware of the opportunity CTEC affords them for success in high school and beyond.

CTEC recruitment efforts will be a two pronged approach: A short term immediate program awareness campaign between October 2016 and the end of January 2017, and, a long term ongoing recruitment campaign to ensure targeted student groups continue to enter the CTEC program in the following years.

CTEC's ongoing recruitment strategy will focus on early identification of potential CTEC student through a variety of activities. Initially, middle school parent/student presentations will begin in grades 7 and 8. This will allow identified middle school students two years of contact prior to entering the lottery application process as rising 9th graders. Each year a special middle school open house will be held in order to familiarize potential CTEC students with the college environment. Annual parent letters will be sent to Title I middle school households with rising 9th graders reinforcing the CTEC program option/opportunity for targeted student populations and informing them of the CMS first lottery application process. Another annual strategy will be to conduct middle school AVID and Communities in Schools (CIS) student/parent presentations to ensure CMS partner organizations working with potential first generation college students are fully informed of the CTEC program and the lottery process.

The most effective early identification strategy will occur as CTEC students participate in early clinical field experiences as teacher cadets in elementary and middle schools. These students will act as CTEC ambassadors and role models for younger middle school students encouraging them to consider the CTEC program as their high school choice. CTEC Teacher Cadets will assist within the UNC Charlotte's extensive summer camps program for elementary and middle school students. This will provide an opportunity for CTEC student ambassadors to further interact with targeted middle school students.

In summation, as a result of the partnership and the shared resources associated with Charlotte-Mecklenburg Schools and UNC Charlotte, Charlotte Teacher Early College (CTEC) will create the conditions necessary to support student growth, both academically and personally. Exposing students to the high expectations of early college coursework while they concurrently pursue a high school diploma will enable students to demonstrate college and career readiness. Graduates of CTEC also will be prepared to directly impact future generations of youth and their families in the following ways: (1) by enabling pursuit of a college degree in a teacher education program in high needs fields such as mathematics, science, and foreign language and (2) by delivering successful role models for urban students, especially those from underrepresented groups and first generation college student, through the mentoring and field experiences built into the curriculum.

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.

The Charlotte Regional Partnership encompasses 16 counties bordering North and South Carolina surrounding the City of Charlotte. While each of the surrounding counties have experienced continued growth, Mecklenburg County leads the region with a double digit 5-year growth rate of 12.44% (Charlotte Chamber). According to Forbes, Charlotte is one of the nation's fastest growing cities with an annual job growth rate of 3.48%.

The 2012 Prosperity for Greater Charlotte Project partnered the region's economic development entities to complete a strategic assessment of the greater Charlotte economy and to identify strategies to boost economic and educational success. The project culminated in three strategic plans, one of which is the December 2012 report Jobs, Workforce & Education Alignment Strategy for the Greater Charlotte Region.

The strategic plan identifies goals in workforce and education, entrepreneurship and innovation, infrastructure, business climate and quality of life. 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.

The region's economic development success continues to highlight the area's favorable academic attainment rate, as measured by high school graduation, technical certifications, and an associate and bachelor degreed workforce, as a key indicator of a globally competitive region with an innovative business climate. However, the resulting population increase continues to include a disproportionate number of young college graduates and professionals earning above the median salary while the Per Capital Income (PCI) is \$27,600 (Charlotte Regional Partnership).

This expanding wage gap in Charlotte has resulted in a changed life's trajectory for youth living in poverty. In a widely reported recent Harvard – Berkeley study, Charlotte ranked 50th out of the 50 largest US cities and 97th of the 100 largest US cities for economic mobility (Chetty, Hendren, Kline, & Saez, 2014). Specifically, Charlotte's poor are among the least likely in America's cities to ever escape the cycle of poverty. Mecklenburg County faces similar problems in terms of economic mobility, it ranks 194th of 200 urban centers in the United States (Chetty, Hendren, Kline, Saez, & Turner, 2014).

While these high growth areas have been the focus of regional economic development, they conversely have strained local governments and school districts' ability to keep up with the required public services and education programs to support the increasing population. This is particularly likely in hard-to-staff schools and subject areas. At the same time, those students who are at the greatest risk for school failure often attend urban schools that have severe staffing issues in comparison to more suburban schools, including:

- fewer teachers with advanced degrees;
- higher teacher vacancies and more long-term substitutes;
- more lateral entry (not yet licensed) teachers; and,
- disproportionately fewer years of teacher experience.

Area school districts, especially a large urban one like CMS, may address shortages by hiring teachers that have proven less effective in the classroom over time, including novice teachers, alternative entry teachers, and long-term substitutes (Henry et al., 2014). Given that research has shown teachers demonstrate the highest school-specific impact on achievement, this practice could prove detrimental to the region's PK-12 students. Charlotte-Mecklenburg Schools (CMS) currently has 350 (August 1, 2016) instructional vacancies and is experiencing recruitment difficulties within several hard-to-staff schools and subject areas.

The instability and disruption in a child's education or in a program's continuity also has clear financial repercussions. Teacher attrition costs North Carolinians upwards of \$63 million a year (Alliance for Excellent Education, 2014; Ronfeldt, Loeb, & Wyckoff, 2013). Moving forward, advancing the quality and retention of the teacher workforce in Charlotte and the surrounding counties is a critical priority. The current city-county Economic Opportunity Task Force (www.opportunitycharmeck.org), a group of local volunteers addressing the region's economic immobility of urban poor, has focused its attention on creating pathways for at-risk youth to move into professional careers that not only offer individual economic benefits, but map opportunity for peers and the larger community. Furthermore, high-quality teachers boost college-going rates, attendance at higher-ranked post-secondary institutions, job earnings, and residence in higher-income neighborhoods (Chetty, Friedman, & Rockoff, 2011; Hanushek, 2011). Retaining teachers in Charlotte and surrounding counties also matters greatly, as research has shown that almost 50% of new teachers abandon the profession within their first five years of teaching (Ingersoll & Smith, 2003; Smith & Ingersoll, 2004).

According to a 2015 report (Bastian, 2015), enrollments in undergraduate teacher education programs in North Carolina declined by roughly 30% between 2010 and 2014, and the Charlotte region's education sector is forecast to have a 5-year growth rate of 12.3% (Centrolina Economic development Commission, 2012). These factors are increasing the challenges associated with teacher recruitment, and in conjunction with the state's growing student population and recent high levels of teacher attrition, creates a scenario where the region and greater Charlotte area may soon face a shortage of teachers.

Given the above needs: To change the upward mobility trajectory of Charlotte-Mecklenburg's economically disadvantaged youth through education; to increase the academic attainment within the region; and, to develop a local educator diverse employment pipeline, Charlotte-Mecklenburg Schools, in partnership with the UNC Charlotte College of Education is proposing the opening of the Charlotte Teacher Early College.

Currently in the planning stages to open in fall 2017, with 110 students in grades 9 and 10, and expanding to its maximum capacity of 500 students in grades 9-13 in 2022-2023, the program is designed to recruit males and minority students into the teaching profession. The Charlotte Teacher Early College graduates will receive their high school diploma, a Certificate of Advanced Standing in Education with a concentration in Urban Education, and over 60 plus college credits allowing them to either enter the classroom as a teacher assistant or continue to pursue their Bachelors' Degree in Education.

Adopting a long-term perspective, CTEC provides many potential advantages to attending students and their families based on a wealth of research about higher education outcomes:

- College graduates make more money over their lifetimes;
- Reading and language development of children improve dramatically with well-educated parents;
- Higher educated parents are more likely to provide enrichment opportunities and experiences for their children;
- Children of college graduates are more likely to graduate high school; and,
- Children of college graduates are more likely to graduate college.

Given the opportunity these students may have upon their graduation to obtain employment within CMS, they will achieve significant upward economic mobility. Thus, the benefits of the Charlotte Teacher Early College will impact the region's economic viability through multiple generations.

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.

The mission of the professional education programs at the University of North Carolina at Charlotte is to prepare highly effective graduates who have positive impact on children, youth, families, communities, and schools and who are successful in urban and other diverse settings. To achieve these outcomes, UNC Charlotte professional education programs are designed to prepare candidates who are capable of transforming the lives of all learners. UNC Charlotte teacher education candidates develop the knowledge necessary to provide effective instruction and other educational services, to respond to diverse individual needs, to lead and collaborate with others, and to engage in continuous professional growth. They acquire a broad knowledge base as well as more specialized content and pedagogical knowledge in their chosen area. The candidates come to know and understand learners and their contexts, as well as the policies, laws, standards, and issues that affect children, families, schools, and community. In addition, they demonstrate the level of self-awareness necessary to support the effectiveness and commitment required of professional educators who seek to transform lives.

The Charlotte Teacher Early College instructional program is designed to prepare students for immediate admission to a teacher education program at UNC Charlotte. Upon completion of the full five-year curriculum, students will complete NC high school graduation requirements and be eligible for an NC Academic Scholars designation. Students will also satisfy general education (34 credit hours) and teacher education admission requirements (3-7 credit hours) at UNC Charlotte and complete a personalized 18 credit-hour concentration that is tailored to the area of teacher licensure they wish to pursue. Concentrations will be comprised of coursework towards an academic minor or content area.

Students will begin with only high school courses in 9th grade and enroll in college courses in increasing numbers in grades 10th (two UNC Charlotte Courses), 11th (four UNC Charlotte Courses), 12th (seven UNC Charlotte Courses) and 13th (eight UNC Charlotte Courses). The first college course taken in the fall semester of 10th grade will be a seminar designed to prepare students to be successful in collegiate coursework. Students will work with their assigned counselor in the early college each year to plan their schedule. Prior to the 13th grade, students will work with academic advisors in UNC Charlotte's Office of Teacher Education Advising and Licensure (TEAL) to select and plan their concentrations. TEAL advisors will be available to early college students in all grades to provide guidance on admission to and selection of teacher education programs.

The themes of education and community service will shape instruction throughout the curriculum. Site-based, experiential learning will be a critical component in at least five courses (Teacher Cadet I and II, EDUC 1100, SPED 2100, and LBST 2215) depending on the student's concentration. Students will explore teaching at pre-kindergarten, elementary, middle, and secondary levels through clinical assignments with the intention of developing a broad perspective of P-12 education. The Office of Field Experiences at UNC Charlotte will assist in arranging clinical placements. Students will also be encouraged to participate in teaching-themed extracurricular activities such as the jointly delivered College of Education/YMCA Summer Reading Camp, Freedom Schools, and UNC Charlotte's Camps on Campus.

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.

See attached document.

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 attaining the appropriate number of credits each year toward a high school diploma and two years transferable college credit.	% of 9th graders on track; % of 10 graders on track; % of 11th graders on track; % of 12 graders on track	≥ 95%; ≥ 95%; ≥ 95%; 100
Students are college-ready prior to the senior year of high school	ACT Composite ≥ 17	≥ 95%
Students will graduate with 60+ credit hours.	Transcript Analysis	≥ 95%
Students will matriculate into and complete an educator preparation program.	Enrollment and program completion data	≥ 75%
Students population will be composed of groups under-represented minority candidate and men within the field of education.	Demographic Information	≥ 30% students from groups traditionally under-represented
Students will participate in a mentorship program.	Participation rates	≥ 95%
Students will participate in service learning/community engagement projects.	Syllabus review; attendance data	≥ 75%
Students will attain certification in high needs areas (e.g., math, science, special education).	Transcript Analysis	≥ 25%
Students who complete the program and attain an initial license will remain in the profession at least four years.	Graduate Survey	≥ 50%

PARENT/FAMILY INVOLVEMENT

Describe how the CIHS, including administrators and teachers, will partner with parents/families to support student success. Include how the CIHS will measure parent/family involvement.

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 Charlotte Teacher Early College (CTEC).

Once students have been selected for CTEC based on a lottery, parents and students will attend a freshmen orientation meeting prior to the beginning of school. These meeting provide the opportunity for establishment of the school's Parent, Teacher, Student Organization (PTSO).

As partners in the school, parents will be involved, engaged, and informed throughout the school year and at every grade level. Grade level orientation meetings will include general policies and regulations, FERPA – regulations for sharing of student information between UNC Charlotte and the CTEC 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 on-line chat environment. Announcements will be posted in Peach Jar, notifying parents of upcoming events and activities within CTEC and UNC Charlotte's College of Education, such as, guest speakers, seminars and student meetings inviting parents to attend and participate with their student scholar.

Starfish is an academic early alert and advising connect software system which allows instructors to send systematic notifications to students regarding their academic progress in their courses. Academic advisors are able to access this information to better connect with students, and use the system for maintaining advising notes. Students use the online system to conveniently make appointments with their academic advisor, instructor, and student support services such as tutoring and career advising. It provides features for instructors in providing earlier feedback on student performance in their courses and for advisors to have access to view these alerts for intervention strategies

In addition to the semester student-led conference, the Starfish messages will provide opportunities for additional conferences as well as a meaningful way for the students, parents, and CTEC teachers 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 gauge the student's progress at regular intervals throughout the five-year program. Individual goals set by the student will be reviewed and evaluated with parents once each semester.

Parent engagement will be measured through the annual CMS Parent Questionnaire seeking parent support for, satisfaction with and engagement in their child's school.

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.

CTEC effectiveness will be measured by both traditional and non-traditional measures. Where possible benchmark goals will be established aligned with previously published NC Early College High School reported data points.

Traditional data points will include the following: Academic Post assessments including ACT, SAT, Cohort Graduation Rate, Workkeys, Certifications received, Diploma Endorsements, college credits earned, Average GPAs for high school and college coursework, and post-secondary college-going rates.

Non-Traditional data points will include the following: cohort retention, employer surveys, the Gallop Poll Semi-Annual Student Dropout Perception Survey, and the Parent Faculty Survey. UNC Charlotte will analyze CTEC student outcomes as compared to other student cohorts at the university. Outcomes to be measured include the rate of passing grades by course, the achievement of identified learning outcomes tied to specific courses (as appropriate), and the performance of participating students versus other students. employer feedback also will be sought and analyzed in order to inform the work-based learning activities of student effectiveness in meeting employer expectations.

In addition, the North Carolina General Curriculum test, now required for teacher candidates in elementary and special education to qualify for a North Carolina teaching license, will be a focus within the preparation of CTEC students. The test includes two subtests, in mathematics and multi-subject (science, social studies, and language arts). In completing these tests prior to matriculation into a teacher education program, CTEC students will demonstrate the content knowledge deemed necessary by the state to teach the relevant subject areas and complete their first step toward NC Teacher licensure.

PART D – OPERATIONS

PROPOSED BUDGET

Describe the budget development process for the CIHS.

The Charlotte Teacher Early College option will be included in a School Board presentation in November 2016. Upon approval, the new magnet and school options for 2017-2018 will be included within CMS' 2017-2018 Budget request submitted to the Mecklenburg County Commissioners. At the same time, CMS will develop its proposed 2017-2018 budget based on anticipated state and federal allotments. Within the three funding sources, federal, state and local dollars will be earmarked for the new magnet and school options, including CTEC, opening in 2017-2018. CMS will follow its regular budgetary approval calendar in making its annual budget request of the Charlotte Mecklenburg County Commissioners.

- | | |
|--------------------|--|
| • November - March | Internal budget development aligned to district priorities |
| • April | CMS School Board approves annual budget request |
| • May 1 | District annual budget request submitted to County Commissioners |
| • June | County budget approved by County Commissioners |
| • July 1 | New fiscal year allotments authorized: Federal, State, Local |
| • August | Revised budget is prepared for approval by CMS School Board |
| • September | Revised Annual Budget is approved by CMS School Board |

See Attached 5-year budget proposal

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.

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

The existing Memorandum of Understanding (MOU) between Charlotte-Mecklenburg Schools and UNC Charlotte states, "CMS, through funding from the Department of Public Instruction, must pay to the University the tuition for ECHS [Early College High School] students. ..." The University will submit the tuition reimbursement from the Department of Public Instruction providing specific enrollment information to ensure compliance with financial accounting and audit requirements.

PERSONNEL QUALIFICATIONS

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

Charlotte Teacher Early College (CTEC) personnel will include a principal, guidance counselor, registrar/financial secretary, a Career Development Coordinator, and instructional staff, including classroom teachers. All CMS professional personnel will hold the appropriate NC Educator License as required by CMS Human Resources Policies and Regulations. The job posting for CTEC teachers will reference the National Board of Professional Teaching Standards certification.

The principal will have experience leading a collaborative and inclusive school design process, with a track record of leveraging deep expertise in instruction and school leadership to develop an instructional staff. Further, the principal will have demonstrated success engaging a wide cross-section of stakeholders, both internal and external, as well as community partners to support and sustain a high quality school focused on maximizing student outcomes.

All school personnel will demonstrate the attributes CMS and UNC Charlotte have identified as essential for the innovative and 21st century-focused school design that forms the foundation of CTEC. As such, all school personnel must demonstrate and/or be committed to:

- Ensuring all students enrolled in the school achieve academic success and develop 21st century competencies for college and career.
- Ensuring that students' diverse assets and needs are recognized and accommodated.
- Experience in innovative and/or alternative educational environments, especially those that operate personalized and blended learning; competency-based progression; multiple pathways; proficiency-based assessment and grading; and/or differentiated, team-based teaching models.
- Skills and mindsets for innovation and entrepreneurship: risk-taking; creative confidence; challenging the status quo; and growth mindset.
- Operating a competency-based model that enables all students to master rigorous and relevant competencies. Personalizes learning to students' strengths and goals. Uses multiple modalities, real-time feedback, performance-based assessments, and technology-empowered learning. Allows multiple opportunities to master standards through performance-based assessments, and allows self-paced progression based on demonstrations of competency.
- Using positive youth development supports to foster caring relationships, set clear standards for performance, elevate student voice, and integrate community assets and culture.

UNC Charlotte personnel will include a College Liaison supporting CTEC and the Charlotte Engineering Early College sites. In addition, CTEC students will have access to TEAL advisors (described above) during their enrollment in pre-professional education courses.

CIHS LOCATION

CIHS Planned Location and Physical Address: **UNC Charlotte, College of Education, 9201 University City Blvd., Charlotte, NC 28223**

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? **N/A**

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?

N/A

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.

The CTEC will be a school option open to students districtwide. The CMS transportation department will provide each student school bus transportation to and from the CTEC site via shuttle stops or neighborhood stops depending upon parent decisions. CTEC of students in grades 11-13 will have the option to ride the CATS' LYNX Blue Line light rail between uptown Charlotte to the UNC Charlotte Campus. This will allow for maximum scheduling options for upper level students taking UNC Charlotte courses. Students choosing this transportation option will be provided CATS/LYNX monthly transportation passes.

On UNC Charlotte campus CTEC students will have access to the campus shuttle throughout the main campus of UNC Charlotte. Hours of operation for the campus shuttle are Monday – Thursday, 7:00 a.m. – 10:00 p.m.; and Friday, 7:00 a.m. – 6:00 p.m.

OPERATING PROCEDURES

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

Calendar: CTEC will follow the same calendar as the Charlotte Engineering Early College (CEEC) calendar, a modified UNC Charlotte's academic year calendar (see attached) for start date, holidays and semester breaks. CTEC Classes will start on August 7, 2017, with UNC Charlotte classes beginning on August 21, 2017, and the CTEC academic year will be extended beyond UNC Charlotte's graduation date until June 1, 2018.

Operating Procedures: CTEC will operate under the policies and procedures set forth in the CMS CODE OF STUDENT CONDUCT - Student Rights, Responsibilities and Character Development Handbook and UNC Charlotte's Code of Student Responsibility, and Code of Student Academic Integrity. Additional policies specific to the operation of the CTEC and student behaviors will follow the CMS UNC Charlotte's MOU.

Hours of Operation: CTEC will operate on a modified block schedule that allows for flexible class scheduling between the hours of 9:15 a.m. and 4:15 p.m., including a common lunch/study period. Eligible students may schedule university courses during the school day their schedule permits. Some students may elect to schedule additional university courses before or after the school's regular scheduled day by providing their own transportation. Note, student parking permit will be the responsibility of the student.

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 CIHS@dpi.nc.gov by September 15, 2016.

Cooperative Innovative High School Curriculum Template
Charlotte Teacher Early College^{1,3}

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			AP English - Composition				College Substitution English IV	
<i>Mathematics</i> (4 credits)	Honors NC Mathematics I	Honors NC Mathematics II	Honors Chemistry	Honors NC Mathematics III		College Substitution 4 th Math	College Substitution 4 th Science			
<i>Science</i> (3 credits)	Honors Earth/Environmental	Honors Biology	Honors Chemistry				College Substitution 4 th Social Studies			
<i>Social Studies</i> (4 credits)	Honors World History		Honors Founding Principles, Civics, Economics		AP American History					
<i>Health and Physical Education</i> (1 credit)		College Substitution Grade 12								
<i>Other</i> (6 credits)	Microsoft Academy	Teacher Cadet I	Foreign Language I	Teacher Cadet II	Foreign Language II	Teacher Cadet III	Foreign Language III	Teacher Cadet IV	College Substitution Art Credit	Teacher Cadet V
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>								UWRT 1101 (3 hrs.)	UERT 1102 (3 hrs.)	
<i>Humanities/Fine Arts</i>									ART CREDIT ² 3 hrs.	
<i>Social/Behavioral Sciences</i>						BIOL 1110/L (4 hrs.)	Social Science (3 hrs.)			
<i>Mathematics</i>					MATH 1100 (3 hrs.)		STAT 1220 (3 hrs.)			

Cooperative Innovative High School Proposed Budget Application Cycle 2016-17

LEA #:

600

LEA Name:

Charlotte-Mecklenburg Schools

School Name:

Charlotte Teacher Early College

Partnering IHE

UNC Charlotte, College of Education

****Please change, delete from, or add to the itemized list under each category as appropriate****

Category/Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served (e.g. 9, 10)	9, 10	9, 10, 11	9, 10, 11, 12	9, 10, 11, 12, 13	9, 10, 11, 12, 13
Total Average Daily Membership	110	210	310	410	455

Revenue	Total	Total	Total	Total	Total
Local appropriations	\$1,176,020	\$1,194,184	\$1,430,963	\$1,642,928	\$1,816,161
State-CIHS supplemental funds	\$310,000	\$310,000	\$310,000	\$310,000	\$310,000
State- General funding	\$548,500	\$604,800	\$721,000	\$809,000	\$872,000
Federal-List Grants					
Other					
Total revenue	\$2,034,520	\$2,108,984	\$2,461,963	\$2,761,928	\$2,998,161

Salaries	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	Sources of funds
Principal: 12 months	1	\$87,000	1	\$87,000	1	\$90,000	1	\$90,000	NC - GF
Core Teachers: 10 months	4	\$224,800	5	\$281,000	6	\$348,000	7	\$406,000	NC - GF
Counselor: 10 months	1	\$58,600	1	\$58,600	1	\$62,000	1	\$62,000	NC - GF
College Liaison: UNC Charlotte	0.5		0.5		0.5		0.5		UNC-C
Exceptional Children Teacher: 10 m	0.5	\$23,000	0.5	\$23,000	0.5	\$26,000	1	\$56,000	NC - GF
Clerical: 12 month	1	\$61,200	1	\$61,200	1	\$63,000	1	\$63,000	NC - GF
Transportation Staff: N/A	0	\$0	0	\$0	0	\$0	0	\$0	
Other: Testing Coordinator: 10 m	0.5	\$23,000	0.5	\$23,000	1	\$56,000	1	\$56,000	NC - GF
Career Develop Coord.: 10 Months	1	\$56,000	1	\$56,000	1	\$56,000	1	\$56,000	NC - GF

Total Salary		9.5	\$533,600	10	\$589,800	11.5	\$701,000	13	\$789,000	14	\$847,000	
Benefits Total for Personnel		FTE	Total Benefits		Total Benefits		Total Benefits		Total Benefits		Sources of funds	
Health		9.5	\$52,868	10	\$55,650	11.5	\$63,998	13	\$72,345	14	\$77,910	LOCAL
Retirement		9.5	\$87,137	10	\$98,314	11.5	\$114,473	13	\$128,844	14	\$138,315	LOCAL
Social Security		9.5	\$40,820	10	\$45,120	11.5	\$53,627	13	\$60,359	14	\$64,796	LOCAL
Other: Life Insurance		9.5	\$95	10	\$100	11.5	\$115	13	\$130	14	\$140	LOCAL
Total Benefits		9.5	\$180,920	10	\$199,184	11.5	\$232,213	13	\$261,678	14	\$281,161	LOCAL
Total Salary and Benefits		9.5	\$714,520	10	\$788,984	11.5	\$933,213	13	\$1,050,678	14	\$1,128,161	

Charlotte Engineering Early College 2017-2018 Calendar

July 2017							August 2017							September 2017							October 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1																					
2	3	4	5	6	7	8	6	7	1	2	3	4	5	3	4	5	6	7	8	9	1	2	3	4	5	6	7
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
30	31																										

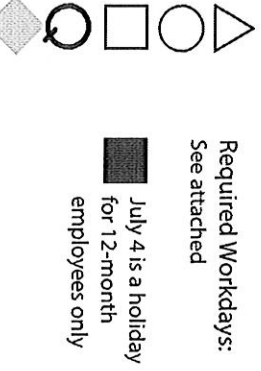
November 2017							December 2017							January 2018							February 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	2													
5	6	7	8	9	10	11	3	4	5	6	7	8	9														
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				25	26	27	28			

March 2018							April 2018							May 2018							June 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
11	12	13	14	15	16	17	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
18	19	20	21	22	23	24	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
25	26	27	28	29	30	31	22	23	24	25	26	27	28	20	21	22	23	24	25	26	24	25	26	27	28	29	30

School Days	First Day of School	Aug. 7	Workdays	12
1st Quarter 44	Last Day of School	May 18	Annual Leave Days	10
2nd Quarter 45			Holidays	11
3rd Quarter 45	UNCC Fall Exams	Dec. 8-15		
4th Quarter 46	UNCC Spring Exams	May 3-10	Last day of Quarter	
TOTAL			UNC-Charlotte (See Back)	

Required Workdays: See attached

Makeup Days: To Be Determined



Charlotte-Mecklenburg Schools – UNC Charlotte
2016-2017 Cooperative Innovative High Schools Application
Charlotte Teacher Early College

Executive Summary

I. Location: **UNC Charlotte, College of Education, 9201 University City Blvd., Charlotte, NC 28223**

II. Opening: 2017 – 2018

III. Grade/Student Enrollment: Grades 9 – 13

- First Student Cohort: Grade 9 - 55 Students
Grade 10 - Students
- Total 2017 – 2018 Enrollment: 110 Students
- Enrollment Process: School Options Lottery Process

Note:

1. Cooperative Innovative High School Regulations limit each grade level to a maximum enrollment of 100 students.
2. Each subsequent entering 9th grade class 2018-2019 and beyond will be 100 students.

IV. Curriculum:

- a. High School Diploma Completion
- b. UNC Charlotte College of Education – Main Campus Options
 - i. Certification of Advanced Standing in Education
 - ii. 18 college semester hours in content concentration
 - iii. 60 plus college semester hours – transferable to UNC System College of Education

V. Tuition and Books & Fees:

- a. Tuition: College tuition reimbursed to University through DPI
- b. College Books and Fees:
 - i. College Books and Fees: CMS Responsibility

VI. Administration/Facilities

- a. Hours: 9:15 a.m. – 4:15 p.m. – Comparable to other CMS Early College
- b. Calendar: Follow UNC Charlotte academic calendar – Similar to other CMS Middle Colleges
- c. Transportation: CMS Transportation
 - i. CMS Shuttle or Neighborhood stops
 - ii. CMS provided CATS/LYNX pass option
 - iii. Parking Fee: Student Responsibility but CMS provided CATS/LYNX pass option available
- d. Lunch: CMS Child Nutrition Service
- e. Administrative/Classrooms: Dedicated Early College Administrative Suite and Classrooms within UNC Charlotte College of Education building

VII. Budget: Federal, State and Local Funding – See Attached Proposed Budget Template

Notes:

1. Federal Appropriations: Categorical Federal appropriations support similar school personnel and programs expenses provide for any CMS school.
2. Cooperative Innovative High School (CIHS) Appropriations: Upon General Assembly approval, new approved Cooperative Innovative High Schools (Charlotte Teacher Early College) may receive special funding to assist with start-up expenses. Annual on-going CIHS appropriation depends upon annual General Assembly approval.
3. NC General Appropriations: NC General Appropriations support similar school personnel, supplies and expenses provided for any CMS school.
4. Local Appropriation: CMS local appropriations support middle college students' textbooks and community college fees.