



PLANNING FOR A DISRUPTED SCHOOL YEAR

RECOMMENDATIONS FOR CONCURRENT ENROLLMENT PARTNERSHIPS

Concurrent Enrollment Partnerships (CEPs) face unprecedented disruption and much uncertainty in the months ahead. NACEP has compiled this guide for programs to consider as they plan and revise plans for the 2020-2021 school year. We have identified five general areas of focus:

- technology,
- communications,
- instruction,
- student supports
- relationship governance.

This resource highlights considerations and suggests best practices to assist programs in planning for a disrupted school year.

Many different terms are applied to programs that provide high school students early access to enroll in college courses (concurrent enrollment, dual enrollment, dual credit, early college, college in high school). Throughout this resource, we use the term Concurrent Enrollment Partnership (CEP) to describe the official partnership between an institution of higher education and a high school to create college-credit-bearing courses for high school students. The CEP has secondary and postsecondary members that include faculty, administrators, institutional leaders, counselors, advisors, and concurrent enrollment program staff from both the college and the high school. While this guidance specifically outlines approaches for CEPs, many of these recommendations translate to other program modalities.

PARTNERSHIP CONSIDERATIONS & BEST PRACTICES

TECHNOLOGY

The CEP has a plan in place to address technology needs that may arise for students and faculty as the result of a change in instructional approach during the semester, specifically moving from in-person instruction to another mode that utilizes online learning completely or in part.

- The CEP has identified, or implemented a way to assess student technology needs should online or hybrid instruction be needed for the semester (including hardware and high-speed internet access).
- The CEP has a plan for addressing gaps in student device and/or internet access to ensure equitable access to course content and student support resources.
- The CEP has established support for CEP faculty transitioning to online instruction (possibly including training, access to campus software/app, and/or the campus LMS).

COMMUNICATIONS

The CEP has established a system and a means for open, timely communications between all major constituents: CEP program staff, faculty, faculty liaisons, counselors, advisors, student support offices, high school administrators, college leadership, etc.

- The CEP has a plan for two-way communications on a regular and as-needed basis for college and high school partners.
- Members of the CEP have shared their current fall instruction plans, including any key thresholds that may automatically trigger a change in the instructional method.
- The CEP has established or is using an existing mechanism/platform/app/site to mutually inform members of the CEP of changes or pending changes.
- The CEP has identified a way to inform students/parents/guardians about program changes, updates, deadlines, etc. This plan includes who should initiate outreach and by what means (text, social media, website, shared calendar, school information systems, etc.).
- The CEP has worked to identify alternative means to reach students/parents/guardians for important program events such as Parent Information Nights, enrollment sessions, placement testing, etc.

INSTRUCTION

The CEP has had course-specific curriculum planning discussions in preparation for the potential change from in-person instruction.

- The CEP, and particularly CEP faculty and faculty liaisons, have had detailed conversations about changes in instruction mode and the potential impact on course content as a result, including contingency plans to adjust to online or hybrid instruction.
- CEP faculty and faculty liaisons in courses with a significant component of hands-on, lab, or employer-engaged learning have outlined preliminary plans to respond to disruption to in-person learning.
- CEP faculty have access to resources, training, and support to implement best practices in online coursework.
- The CEP has identified additional learning resources and/or opened access to additional resources to support transitions to non-in-person learning. This may include simulation software, education kits, or other resources.
- The CEP has discussed access textbooks and other course materials and has a plan to address this should instruction mode change.
- The CEP has provided training and resources for faculty to learn how to use online platforms, simulators, and apps.
- The CEP has determined a unified approach to resolve possible changes to grading, such as moving from standard to binary grades.

STUDENT SUPPORTS

The CEP has planned for continuing support through transitions from in-person instruction to another mode for all enrolled students.

- The CEP program staff have identified strategies for connecting students to learning, and student support services should program changes restrict access to standard resources.
- The CEP has discussed and planned for the support of students with specialized learning needs including the vision and hearing impaired, and those receiving accommodations and support for learning disabilities.
- The CEP has planned for the distribution of learning resources, including textbooks, technology, and other course materials.
- The CEP has resources in place and/or training for CEP faculty that provides guidance for supporting the social, emotional, and mental health of students.
- The CEP has identified an approach for outreach to students via multiple platforms to ensure they are aware of and utilizing resources, offers of assistance, and to generally check-in with students.

RELATIONSHIP GOVERNANCE

The CEP has reviewed and appropriately updated the program Memorandum of Understanding (MOU) to reflect the current conditions and planned responses to pandemic disruption.

- The CEP members have reviewed the current MOU governing the 2020-2021 academic year and updated, revised, or amended elements to reflect potential pandemic disruption and responses.
- The revised MOU outlines the changes to the roles, responsibilities, deadlines, guidance or other considerations resulting from pandemic disruption.
- The revised MOU's may include:
 - o Statement on shared digital resources, platforms, professional development;
 - o Changes to deadlines, financial arrangements, student eligibility adjustments, communication approach within the partnership and with students/parents/guardians;
 - o Changes in program management such as changes in procedures for enrollment, drop, or withdraw, changes to instructional materials (textbooks, course materials, etc.), and changes in timing and mode of classroom observations.



Advancing Quality College Courses for High School Students

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