



NACEP

NACEP AFFILIATED CHAPTER TOOLKIT

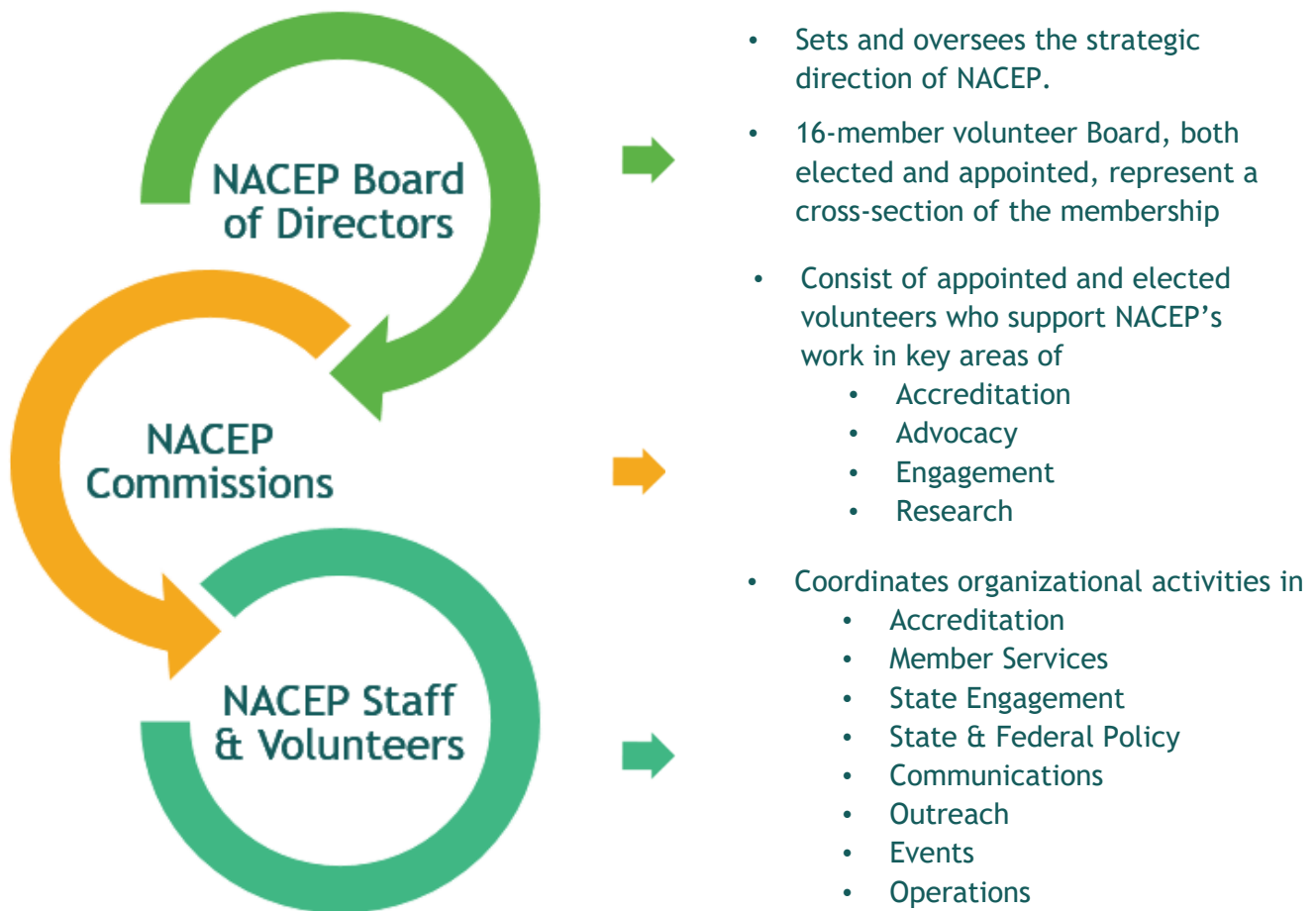
AFFILIATED CHAPTER TOOLKIT

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ABOUT NACEP

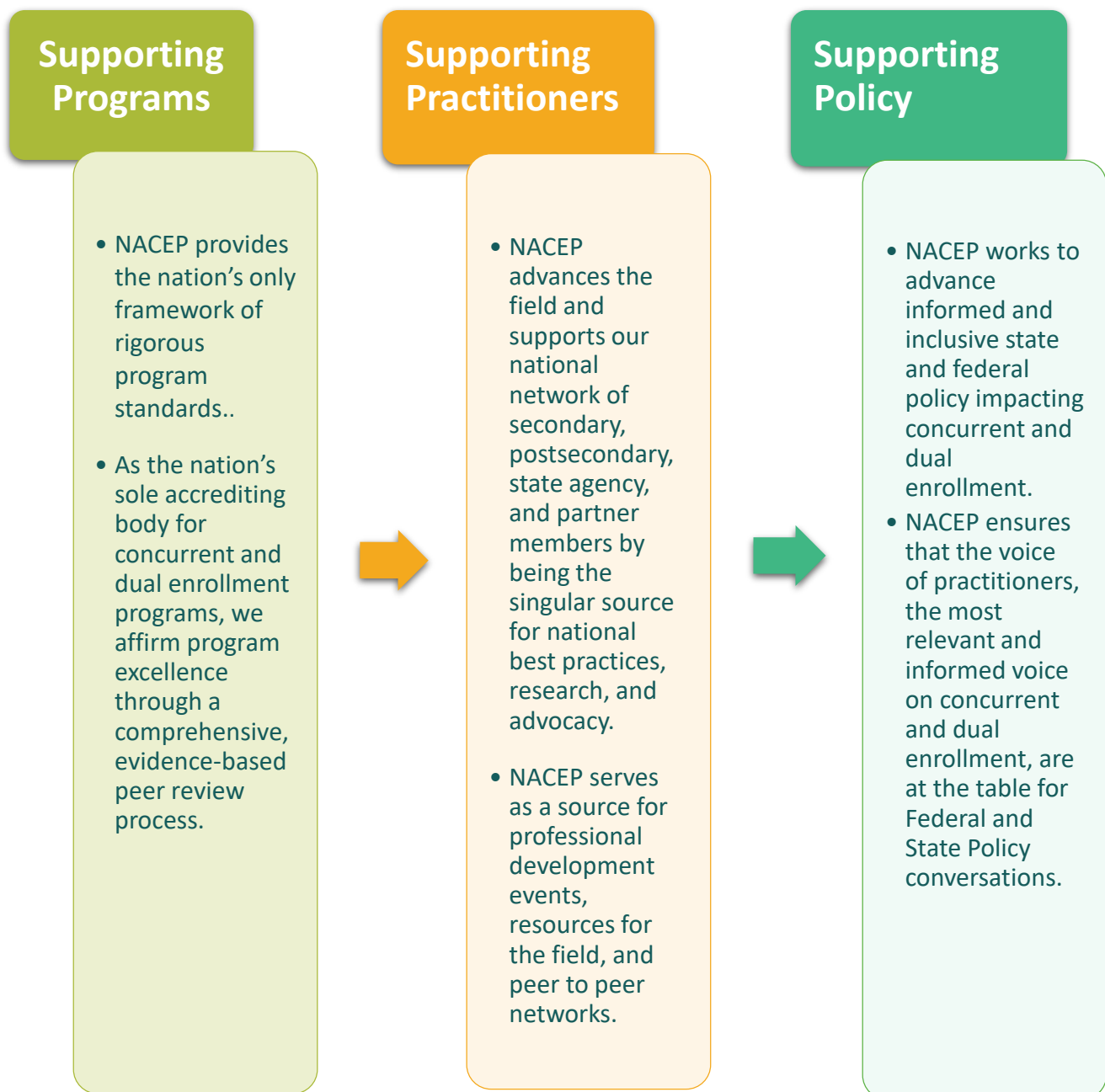
The National Alliance of Concurrent Enrollment Partnerships (NACEP) is a member-supported, member-serving organization. The NACEP Board of Directors, Commissions, staff, and volunteers work to advance quality college courses for high school students.



NACEP supports our national network of secondary, postsecondary, state agencies, and partner members by being the singular source for national best practices, research, and advocacy. We share and advance knowledge through national, regional, and state-level convening, federal policy seminars, topical webinars, published resources, innovative research, and specialized technical assistance.

Our annual national and regional conferences are the premier destinations for college officials, high school leaders, policymakers, and researchers interested in creating an effective academic bridge between high school and college.

NACEP is the only national organization **supporting programs, practitioners, and policies** to advance concurrent and dual enrollment programs nationwide.





WHAT IS DUAL AND CONCURRENT ENROLLMENT?

Programs that allow high school students to take college courses in high school are known by various names such as **dual enrollment, concurrent enrollment, dual credit, and early college.**

Terminology can vary by state, institution, and school district. Regardless of the terms used, these programs allow high school students early access to college courses for transcribed college credit. They differ fundamentally and significantly from credit-by-exam products such as Advanced Placement (AP) because they are based on a formal, documented partnership between a college and a high school to allow students to take actual college courses.



NACEP defines **concurrent enrollment** as the subset of dual enrollment or dual credit courses. Concurrent enrollment differs from other models of dual enrollment in that qualified high school instructors teach college courses.

Concurrent enrollment is a no or low-cost to scalable model for bringing college courses to students in urban, suburban, and rural high schools and secondary career centers. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcribed college credit at the time they successfully pass the course.

Concurrent enrollment also facilitates close **collaboration between high school teachers and college faculty** that fosters alignment of secondary and postsecondary curricula.

Dual enrollment, concurrent enrollment, dual credit, college in high school, and early college programs all successfully transition students from high school to college.

VISION 2025



■ Vision

All secondary students will have equitable access to quality college courses which support their postsecondary goals.

■ Mission

Advancing a national community to foster equity in dual and concurrent enrollment through accreditation, advocacy, research, and professional development.

■ Values

Access - all students have the opportunity to participate in courses

Community - connecting professionals and partner organizations

Education - lives changed through learning opportunities

Equity - dedicated and inclusive opportunities for all students

Excellence - program quality central to our work and our community



Goal 1: Professional Development

NACEP will continue to be the national leader in providing meaningful, impactful professional development for those engaged in dual and concurrent enrollment.

NACEP will align, support, and engage the field through professional development by

- Aligning our event content with our mission and the needs of the field.
- Providing robust, regular, and timely digital content for our members and community
- Developing targeted technical assistance services for states and institutions.
- Elevating diverse national voices as leaders for the field through our Leadership Academy.

Goal 2: State and Federal Policy and Advocacy

NACEP will advance policies that support equitable advancement of dual and concurrent enrollment programs.

NACEP will align, support, and engage the field through state and federal policy by

- Continuing our advocacy for the policy needs of our community.
- Supporting the development and translation of research to advance equitable policies and practices in the field.
- Guiding the development of state-level blueprints to assist member's state policy advocacy efforts.
- Creating resources that illuminate the interplay and alignment between local, state, and federal policy in dual and concurrent enrollment.

Goal 3: Standards & Accreditation

NACEP will promote a standards-based approach to assure quality across dual and concurrent enrollment programs.

NACEP will align, support, and engage the field through our quality standards and accreditation by

- Facilitating innovative accreditation processes that are equitable, consistent, transparent, and valuable to programs pursuing accreditation.
- Conducting a comprehensive review of the NACEP quality standards.
- Continuing to evolve the training, supports, and development of resources for accreditation volunteers.
- Developing supports for programs to assist and advance continuous program improvement.

Goal 4: Connection

NACEP will serve as an organization that connects and supports its members.

NACEP will align, support, and engage the field through connection by

- Ensuring that connection and community development are central to all initiatives.
- Supporting opportunities for members to connect in smaller communities with others with shared identities and experiences.
- Increasing diversity of NACEP membership across all constituencies.
- Equipping our community to foster greater equity in dual and concurrent enrollment through communication, collaboration, and sharing.



NACEP'S NATIONAL QUALITY STANDARDS

The first national meeting of the concurrent enrollment professionals who ultimately founded NACEP was convened at the American Association for Higher Education conference at Syracuse University in March 1997. **Attendees share a common belief that institutions of higher education should follow certain best practices to ensure the quality** of college classes taught by high school teachers. At a subsequent meeting in 1999, the 20 founding institutions officially established the NACEP organization.

In 2002, NACEP adopted national standards that include measurable criteria in five categories that are markers of excellent concurrent enrollment programs: curriculum, faculty, students, assessment, and program evaluation. In 2004, the first four concurrent enrollment programs were accredited after a team of peers reviewed each college's documentation related to the NACEP's Standards.

The Standards were revised in December 2009 and in May 2017, newly revised standards were adopted. A new area of focus was added to the standards to include partnerships. **As of May 2021, our current standards include 16 elements in 6 categories** partnership, curriculum, faculty, students, assessment, and program evaluation. These standards are research-demonstrated best practices that help programs build formal structures for collaboration between secondary and postsecondary education, ensure quality and parity in course offerings, and improve student support, outcomes, and transfer rates for dual and concurrent enrollment programs.



As of Spring 2023, **133 programs in 26 states are accredited by NACEP.**



WHAT ARE AFFILIATED CHAPTERS?

NACEP invites you to bring the resources of NACEP's national organization to your state, community, or region by establishing a NACEP-affiliated chapter. First established in 2014, an affiliated chapter is a great way to ensure the advancement of dual and concurrent enrollment issues important in your communities.

NACEP Affiliated Chapters provide opportunities for

Leadership and professional development opportunities



Networking, research publications and shared resources



A united voice to advance equitable policy and legislation

Many chapters have successfully:

- Supported each other on program improvement and alignment with NACEP's national standards
- Pooled resources for local conferences, professional development, and research
- Launch statewide publicity campaigns on the benefits of dual and concurrent enrollment in your communities
- Influence state and local policy as a unified voice
- Provide networking and professional services for practitioners across your state



BENEFITS OF AN AFFILIATED CHAPTERS

NACEP is proud to provide support to NACEP Affiliated Chapters.

Technical Assistance

- NACEP staff support to formally organize, and provide feedback on bylaws and processes, etc.
- Direct Access to NACEP's Accreditation, Research, Advocacy, and Engagement Commissions.
- Repository of best practices, quality standards, and research
- NACEP Hosted Website, Listserv, and cloud file storage
- Events and membership registration systems
- Publicity and endorsement of chapter member-hosted conferences

Professional Development

- Conference and Webinar Series
- Member Networking Convening and Roundtable Discussions
- Exposing Members to Speaking Opportunities
- Access to NACEP leadership and content experts for events

Strategic Partners

- Consulting Liaison on policy development, best practices, etc.
- Getting advice from our network of dual and concurrent enrollment professionals via NACEP's database of contacts in your state and across the country
- Receive input on state policy issues and trends
- Discussion Forums on Accreditation Endorsements
- Showcase your state to our national network
- Unified voice for state, regional, and federal legislation



STATE AND REGIONAL CHAPTER GUIDELINES

Chapter Financial and Legal Relationship

- Each affiliated chapter must be operationally and financially independent of NACEP.
- To earn affiliation a chapter needs to establish bylaws and elect/appoint officers but has flexibility in how their organization is structured.
- Each affiliate must submit an annual report on activities and current officers. This report must be submitted by December reflecting the activities from the preceding calendar year.

Affiliate Membership Requirements

- Local affiliates are permitted to establish their own membership policies and categories and can include both NACEP members and institutions that are not members of NACEP. At a minimum, membership must be open to any institution eligible for NACEP membership.

NACEP-Endorsed Member or Affiliate Conferences

- Member institutions are responsible for the conference planning, securing a venue, financial responsibility, and covering the costs of any NACEP speakers.
- NACEP will provide marketing support, NACEP speakers, connections to national speakers, and advice to the conference planning team.



Coordination and Accountability

- Affiliated chapters are encouraged, but not required, to adopt a name that includes the phrase Alliance of Concurrent Enrollment Partnerships.
- Affiliated chapters, though not the individual members, are entitled to display the NACEP logo in print and electronic marketing materials.
- The State and Regional Chapter Counsel, comprised of the President/Chair, Vice President/Chair-Elect, or a designee of each affiliate, provides technical assistance to newly forming and formalizing chapters; organizes leadership training; identifies individuals for NACEP Board and committee nominations; raise issues for NACEP Board discussion; and coordinate state-level governmental relations.
- Affiliated chapters are encouraged, but not required, to adopt a name that includes the phrase Alliance of Concurrent Enrollment Partnerships.

Note: NACEP Accreditation and membership are certainly encouraged but not required for institutional participation





Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code (Non-Profit Status)

Benefits of having this status:

- Ability to accept contributions (donations) and the donating party can receive the tax write-off.
- Ability to apply for grants
- Possible exemption or discounts on purchases
- Prestige—the work and time it takes to maintain the status is worth celebrating

Challenges to having this status:

- Someone will need to file the paperwork and take on the task of fully researching it and filing it properly, including:
 - Obtaining a tax ID number
 - Filing paperwork with the state
 - Filing paperwork with the Federal Gov't
- Must file tax returns every year

Organizations are not required to establish themselves as a non-profit entity. Should your chapter choose to do so, consider electronically filing a form to apply for recognition of exemption from federal income tax under section 501(c)(3). <https://www.irs.gov/forms-pubs/about-form-1023>.

Your chapter may be eligible to file Form 1023-EZ, a streamlined version of the application found at <https://www.irs.gov/forms-pubs/about-form-1023-ez>. To determine if your chapter is eligible for the EZ form, you must complete the Form 1023-EZ Eligibility Worksheet in the Instructions for Form 1023 EZ found at <https://www.irs.gov/instructions/i1023ez>. There is a free video on Filing an Error-Free Form 1023 EZ located at <https://www.irsvideos.gov/Business/Resources/FileError-FreeForm1023-EZWebinar>



STEPS TO LAUNCHING A CHAPTER

NACEP is here to help you as you embark on creating a state or regional chapter. You can count on us to help with the logistics, organizational incorporation, compliance services, and technical assistance in getting the chapter launched. We'll count on you to help identify leaders and build enthusiasm among programs in your state.

Build interest among programs - Organize an in-person or virtual meeting to discuss the concept of creating a chapter.

Recruit interim leadership - Find a core group willing to discuss membership, leadership structure, dues rates, and drafting bylaws.

Recruit members and institutions - You will need members in order to have a vote on the organization's bylaws. Membership should broadly be representative of programs in your state or region.

Formally adopt bylaws - NACEP can provide you with templates that include standard language and advise on areas that you will want to customize for your chapter's needs.

Have voting members elect officers - establish a formal Board of Directors or Leadership Committee.

Apply for official NACEP Chapter affiliation -
Successful recognition of your chapter!





USEFUL INFORMATION WHEN CRAFTING BYLAWS

Who are your members?

- Define your region (state, region)
- NACEP is a membership organization of institutions, not individuals. We expect affiliated state chapters to mirror this structure.
- To affiliate with NACEP, you will at a minimum need to allow memberships from all public and private postsecondary and secondary institutions in your state/region.
- Some chapters also allow for partner memberships (E.g. state agencies/ system offices) and/or individual memberships.



Which members have the right to vote?

- Voting rights need to be identified for each class of member. Some chapters that allow for a partner and individual membership classes do not allow these classes to vote.
- Typically, although not always, the right to vote is also associated with the right to serve in leadership positions on the governing body.



Dues or Membership Fees

- You will need to decide whether to charge annual membership dues or not and what amount to charge. Some chapters have opted for free membership, though still charge for professional development events.
- While free membership may enable you to grow your membership faster, it may be more difficult to start charging dues for a free service at a later date. On the other hand, it gives you time to demonstrate the chapter's value to potential members.

- Some chapters prescribe the dues rates in the bylaws, though this is not required. Many chapters authorize the governing board to set the rate for annual dues.

Size of Governing Board

- How large of a governing board do you want? What is the minimum required under your state's nonprofit rules?
- Small boards are more effective for decision-making, but larger boards tend to be more broadly representative and provide leadership opportunities for more individuals.
- If there's a desire to keep the governing board small, consider a smaller executive committee for management decisions and a larger board that includes committee chairs (e.g. conference planning, governmental relations, etc.) and/or having additional committee chair and/or other leadership positions that do not serve on the board.

Roles on the Governing Board



- **Chair/President** -volunteer-driven organization, having a key leader (or perhaps two in a co-chair model) is critical. Like Secretary/Treasurer, this could be a directly elected or appointed position, or selected from among the Board members.
- **Vice President vs. President-elect** - a President-elect automatically becomes President on a set schedule which helps with continuity; Vice President fills in if the President is unavailable, but does not automatically succeed the President. Having some flexibility allows an effective President to continue in that role for an additional term if desired.
- **Secretary & Treasurer** - these roles are important. If you do not include these positions, their responsibilities need to be included within other positions. These could be elected or appointed

positions, or instead, the Board itself could designate a Board member to fulfill this responsibility.

- **Institutional/Regional Representatives** - these common positions (e.g. Secondary, 2 Year College, 4-Year Public University, Private College, etc.) are common, ensuring the diversity of institutions is represented.
- **Committee Chairs** - for some chapters these are Board positions, others not. Common chairs include Governmental Relations, Professional Development/Conference, Communications, Research, and Membership.

Governing Board Terms and Means of Elections/Appointments



- The term of each position, and whether it is appointed or elected, should be clearly described. Typically, directors' terms are staggered to ensure continuity.
- Having a combination of elected and appointed positions enables a balance of:
 - membership control over the board through elections
 - recruiting individuals with specific skills or bringing diverse viewpoints through appointments

Bylaws are intended to provide the basic rights of membership, establish governance structures, and describe the purpose of the organization. They need to be flexible enough to provide the leadership with the ability to adapt as the organization grows.



OTHER KEY ELEMENTS TO CONSIDER

- What are the mission, vision, values, and or goals of your chapter?
- Should your chapter establish a strategic plan and action items?
- Will your chapter host events, webinars, and local and/or state conferences?
- How will you promote your organization to enhance and increase membership and advance chapter goals?
- How will your chapter promote relationships with other organizations within your state and communities?
- Will the chapter look to NACEP to host the chapter's webpage? Listserv? Etc.
- NACEP requires national membership from the chapter's Board, Leadership Committee, or a percentage of active chapter members. How will the chapter address this requirement?

TIPS FOR A SUCCESSFUL CHAPTER

- Recognize the value of the diversity of each chapter member.
- Establish a system most beneficial to members and your state or region.
- Foster leadership development to encourage growth.
- Advocate for issues that individual institutions cannot address individually.
- Maintain ongoing communications with members.
- Invite key officials to speak at chapter meetings.
- Encourage networking events between members and with other stakeholder agencies.



GETTING STARTED - A NACEP CHAPTER CHECKLIST

- ☐ Organize an in-person or virtual meeting to discuss the concept of creating a chapter.
- ☐ Recruit founding members/institutions
 - Name the organization (NACEP encourages organizations to adopt a name that includes the phrase ____ Alliance of Concurrent - or Dual Enrollment Partnerships)
 - Membership
 - Institutional membership
 - Individual membership
 - Both
 - Dues (yes or no), if yes,
 - How much to collect
 - How often to collect
 - Board or Leadership Committee structure and positions
 - Draft bylaws
- ☐ Formally adopt bylaws
- ☐ Members formally elect officers: Board of Directors or Leadership Committee.
- ☐ Establish fiscal and financial structure
- ☐ Establish regular meeting times and locations or web-call
- ☐ Apply to the NACEP Board of Directors for official NACEP Chapter recognition



AFFILIATED CHAPTER LEADERSHIP COUNCIL

The Council includes one representative from each of the NACEP-affiliated state and regional chapters.

The Council will meet quarterly and at the National Conference.

Items for discussion will include items such as what NACEP can do to help the state associations to be advocates at their state levels. We also discussed how possible future regional leadership could have similar state issues that can be leveraged to help come up with solutions for their states. Although each state is unique, often, the concurrent and dual enrollment issues across state lines could be the same, and instituting NACEP standards across those lines is the same. Legislators are more prone to listen to someone from their neighboring state than from someone further away.

CURRENT NACEP STATE AND REGIONAL CHAPTERS

Arkansas Alliance of Concurrent Enrollment Partnerships (AACEP)

www.nacep.org/membership-directory/arkansas/

Florida Alliance of Dual Enrollment Partnerships (FADEP)

www.fadep.net/

Illinois Alliance of Concurrent Enrollment Partnerships (ILACEP)

www.ilacep.com/

Indiana Alliance of Concurrent Enrollment Partnerships (INCEP)

Iowa Alliance of Concurrent Enrollment Partnerships (IACEP)

Michigan Concurrent Enrollment Partnerships (MiCEP)

www.nacep.org/micep/

Minnesota Concurrent Enrollment Partnerships (MnCEP)

www.nacep.org/minnesota-concurrent-enrollment-partnerships-mncep/

New England Alliance of Concurrent Enrollment Partnerships (NEACEP)

www.nacep.org/neacep/

Ohio Alliance of Dual Enrollment Partnerships (OADEP)

www.nacep.org/oadepp/

Oklahoma Alliance of Concurrent Partnerships (OADCP)

South Carolina Alliance of Dual Enrollment Partnerships (SCADEP)

www.nacep.org/scadep/

Texas Dual Credit Alliance (TDAC)

www.nacep.org/state-and-regional-chapters/

Utah Alliance of Concurrent Enrollment Partnership (UACEP)

www.utah.nacep.org/



CONTACT INFORMATION

PO Box 578
Chapel Hill, NC 27514
919.593.5205

Website: www.nacep.org

State and Regional Chapter inquiries:

Dianne Lassai Barker
Director of State Engagement
dbarker@nacep.org



AFFILIATED CHAPTER APPLICATION

Please send the completed application and other requested documents as email attachments to Dianne Lassai Barker at dbarker@nacep.org.

Chapter Name: _____

Date: _____

Primary

Contact: _____ Title: _____

E-Mail: _____ Phone: _____

1. Briefly describe the mission, primary activities, and history of your organization

2. Is your chapter incorporated?

Yes ☐

No ☐

If yes, please provide documentation.

3. Describe the organization's structure and leadership positions. Explain the process by which you elect or appoint officers. If this is explained within your bylaws, you may note so as your answer.

4. Do you have or anticipate income from member fees or event registration fees?

Yes ☐

No ☐

If yes, please describe financial management arrangements.



5. Please explain how often your organization meets and list the last 3 events held by your organization.

6. Please list any future events and activities that you have planned:

Please also submit copies of (or list below):

☐ Chapter bylaws

☐ List of elected/appointed officers

Please list or attach any additional background information that will help us to evaluate your application:

THANK YOU!

