NACEP

STATE AND REGIONAL 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.

- Sets and oversees the strategic direction of NACEP.
- 16-member volunteer Board, both elected and appointed, represent a cross-section of the membership
- Consist of appointed and elected volunteers who support NACEP's work in key areas of
  - Accreditation
  - Advocacy
  - Engagement
  - Research
- Coordinates organizational activities in
  - Accreditation
  - Member Services
  - State Engagement
  - State & Federal Policy
  - Communications
  - Outreach
  - Events
  - Operations

NACEP supports our national network of secondary, postsecondary, state agency, 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 **policy** to advance concurrent and dual enrollment programs nation-wide.

Supporting Programs

- NACEP provides the nation's only framework of rigorous program standards..
- As the nation's sole accrediting body for concurrent and dual enrollment programs, we affirm program excellence through a comprehensive, evidence-based peer review process.

Supporting Practitioners

- NACEP advances the field and supports our national network of secondary, postsecondary, state agency, and partner members by being the singular source for national best practices, research, and advocacy.
- NACEP serves as a source for professional development events, resources for the field, and peer to peer networks.

Supporting Policy

- NACEP works to advance informed and inclusive state and federal policy impacting concurrent and dual enrollment.
- NACEP ensures that the voice of practitioners, the most relevant and informed voice on concurrent and dual enrollment, are at the table for Federal and State Policy conversations.

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 transcripted 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 the 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 transcripted 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 curriculum.

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

National Alliance of Concurrent Enrollment Partnerships

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 though 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 though 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 colleges documentation related to the NACEP's Standards.

The Standards were revised in December 2009 and in May of 2017, newly revised standards were adopted. A new area of focus was added 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 supports, outcomes and transfer rates for dual and concurrent enrollment programs.

As of August 2021, **119 programs in 24 states are accredited by NACEP. Twenty states require, incentivize, or encourage NACEP accreditation**.

WHAT ARE STATE OR REGIONAL CHAPTERS?

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

State and regional chapters provide opportunities for

Many state and regional partnerships 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 STATE AND REGIONAL CHAPTERS

NACEP is proud to provide support to State and Regional Chapters.

Technical Assistance

- NACEP staff support to formally organize, provide feedback on bylaws and processes, etc.
- Direct Access to NACEP Commissions: Accreditation, Research, Advocacy and Engagement
- Repository of Best Practices, exemplars and research
- NACEP Hosted Website and Listserv
- Events and membership registration systems
- Publicity and endorsement of a 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
- 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

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 Presidents/Chair, President/Chair Elect, or a designee of each affiliate, provide technical assistance to newly forming and formalizing chapters; organize leadership training; identify individuals for NACEP Board and committee nominations, awards and conference presentations; raise issues for NACEP Board discussion; and coordinate state-level governmental relations.

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.
- A majority of the leadership of affiliated chapters must come from NACEP postsecondary members, partner members, or secondary schools affiliated with a postsecondary member.

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.

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

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. You must complete the Form 1023-EZ Eligibility Worksheet in the Instructions for Form 1023-EZ to determine if you are eligible to file this form. If you are not eligible to file Form 1023-EZ, you can still file Form 1023.

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 the 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 - establich 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 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

- 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 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

- **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 fulfil this responsibility.
- **Chair/President** – in a 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 membership.
- **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.

- **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 are represented.
- **Committee Chairs -** for some chapters these are Board positions, others not. Common chairs include Governmental Relations, Professional Development/Conference, Communications, Research, 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 to bring 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 is 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, 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 relationship with other organizations with in 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 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 location or web-call
- ☐ Apply to NACEP Board of Directors for official NACEP Chapter recognition

CURRENT NACEP STATE AND REGIONAL CHAPTERS

Arkansas Alliance of Concurrent Enrollment Partnerships (AACEP)
https://www.nacep.org/membership-directory/arkansas/

Florida Alliance of Dual Enrollment Partnerships (FADEP)
https://www.fadep.net/

Illinois Alliance of Concurrent Enrollment Partnerships (ILACEP)
https://www.ilacep.com/

Minnesota Concurrent Enrollment Partnerships (MnCEP)
https://www.nacep.org/minnesota-concurrent-enrollment-partnerships-mncep/

Michigan Concurrent Enrollment Partnerships (MiCEP)
https://www.nacep.org/micep/

New England Alliance of Concurrent Enrollment Partnerships (NEACEP)
https://www.nacep.org/neacep/

Ohio Alliance of Dual Enrollment Partnerships (OADEP)
https://www.nacep.org/oadep/

Utah Alliance of Concurrent Enrollment Partnership (UACEP)
http://www.utah.nacep.org/

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CONTACT INFORMATION

PO Box 578
Chapel Hill, NC 27514
919.593.5205 phone
877.572.8693 fax

Website: nacep.org

Follow us: @NACEPtweets

State and Regional Chapter inquires:

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

STATE AND REGIONAL CHAPTER APPLICATION

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

Chapter Name: _____

Chapter Website:

_____

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

☐ List of chapter members

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

THANK YOU!