

**NACEP**

LAUNCHING  
& MANAGING  
**CONCURRENT  
ENROLLMENT**

---

**A DISTRICT/HIGH SCHOOL GUIDE**

Published: Summer 2019  
**National Alliance of Concurrent  
Enrollment Partnerships**

**By: Lori A. Weir, M.Ed.**  
President, New England Alliance of  
Concurrent Enrollment Partnerships, 2015-2017



Table of Contents

About NACEP . . . . . 1

Introduction . . . . . 2

    Concurrent Enrollment - What is it and Why offer this model? . . . . . 2

Dual Enrollment, Concurrent Enrollment, and Early College High Schools . . . . . 2

    About this Guide . . . . . 2

    What to Expect . . . . . 2

Initiating the Partnership . . . . . 3

    Select a Post-Secondary Partner . . . . . 3

    Convene Stakeholders . . . . . 3

    Planning the Program . . . . . 4

    Craft a Memorandum of Understanding . . . . . 4

    Clarify Financial Terms . . . . . 5

    Determine the Tasks and Timeline . . . . . 6

    Ensure Program Quality . . . . . 6

Implementing the Program . . . . . 6

    Determine Course Offerings . . . . . 6

    Identify Qualified Teachers . . . . . 7

    Train Teachers . . . . . 8

Curriculum . . . . . 8

    Align Courses . . . . . 8

    High School Curriculum . . . . . 9

    Identify Curricular Resources and Supports . . . . . 9

    Arrange Campus Visits and Co-Curricular Activities. . . . . 9

Communication . . . . . 10

    Inform High School Staff. . . . . 10

    Communicate Program Information to Students and Parents/Guardians . . . . . 10

Students . . . . . 10

    Placement Testing . . . . . 10

    Provide Academic Advising . . . . . 11

    Register and Enroll Students. . . . . 11

    Arrange Accommodations for Students with Disabilities . . . . . 11

    Orient Students Enrolled in the Program . . . . . 11

Monitoring and End of Term Activities . . . . . 12

    Perform End of Term Activities . . . . . 12

Evaluating the Program. . . . . 12

    Define and Assess Program Outcomes . . . . . 12

    Build Institutional Capacity to Grow the Program . . . . . 13

CE in Context . . . . . 13

Acknowledgments . . . . . 14

For Additional Information . . . . . 14

NACEP Contact Information. . . . . 14

Appendices . . . . . 14

Sample Documents. . . . . 15



## ABOUT NACEP

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is a professional membership organization supporting programs that offer college courses to high school students. NACEP's national network of 479 colleges and universities, 79 high schools and school districts and 43 state agencies and system offices actively share the latest knowledge about best practices, research, and advocacy. As the sole national accrediting body for concurrent enrollment partnerships, NACEP helps programs adhere to the high standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. NACEP's standards of program quality cover six categories:

- Curriculum
- Faculty
- Students
- Assessment
- Program Evaluation
- Partnerships

For more information visit our website at **[www.nacep.org](http://www.nacep.org)**.



## INTRODUCTION

### Concurrent Enrollment - What is it and Why offer this model?

As defined by NACEP, concurrent enrollment provides high school students the opportunity to take college-credit bearing courses taught by college-approved high school teachers. It is a low-cost, scalable model for bringing accelerated courses to students in urban, suburban, and rural high schools. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcripted high school and college credit simultaneously. Research shows that students who engage in concurrent enrollment develop a deeper understanding of the college experience and begin to envision themselves as college students. As a result, they are significantly more likely than their peers to graduate high school, enroll in college, and earn a degree (see NACEP's website for links to research studies).

In addition to direct student benefits, a concurrent enrollment program presents the opportunity to strengthen relationships between high schools and colleges. The partnership brings together faculty and staff and fosters a deeper understanding of what students need to know and should be able to do at both secondary and post-secondary levels resulting in greater alignment of standards and curriculum.

### Dual Enrollment, Concurrent Enrollment, and Early College High Schools

Concurrent enrollment, dual enrollment, and early college are not mutually exclusive. Schools often invest in a variety of opportunities for students to earn college credit through multiple models of dual enrollment, which can include courses taught by college faculty or team taught and delivered through distance education, on the high school campus or on the college and university campuses. Students can also earn credit by exam through means of Advanced Placement or International Baccalaureate course work (see the Comparison of Dual and Concurrent Enrollment Course Models in the appendix). The most successful programs tailor programs to their students, communities, and local economies, integrating rigorous academics with demanding career and technical education, comprehensive student support services and relevant work-based learning opportunities. Sustainable dual and concurrent enrollment programs depend upon a solid framework for developing programs

and ensuring program quality as outlined in this guide.

### About this Guide

Establishing a high-quality dual and concurrent enrollment program involves a commitment of time and resources on the part of both secondary and post-secondary partners. How involved the planning stage becomes depends on a number of factors including whether or not the post-secondary institution has an established concurrent enrollment program or whether or not there is legislation governing how concurrent enrollment programs are managed in your state. For a comprehensive list of state policies, we suggest reviewing the Education Commission of the States (ECS)'s (see link to the ECS database in the Appendix).

This guide outlines the general process a district/high school partner can expect to undertake when establishing a concurrent/dual enrollment program aligned with NACEP standards. Sample agreements, forms, helpful links, and references are available at the end of the guide.

### What to Expect

A concurrent enrollment (CE) program essentially bridges the gaps between secondary and post-secondary education, connecting programs generally viewed separate in time and space. This requires planning and deliberation by secondary and post-secondary partners. Therefore, several decisions will be made and tasks will be completed prior to and as a part of launching a new program. You can expect to go through the following phases:

1. Initiating the partnership
2. Planning the program—creating an agreement and establishing an implementation timeline
3. Implementing the program—putting all the necessary components for faculty, curriculum, and students in place
4. Monitoring the program and
5. Evaluating the program for continuous improvement.



If your post-secondary partner doesn't have an established CE program, plan to work up to a full academic year to establish your new program.

## INITIATING THE PARTNERSHIP

### Select a Post-Secondary Partner

Identifying a post-secondary partner is the first step to developing a concurrent enrollment program. Individual states may or may not have regulations governing the manner in which partnerships between higher education and secondary education are formed. Some states allow unlimited partnerships, while others apply geographic proximity or college service areas. Some states have statute or policy that impact how funding flows in a partnership which can either incentivize or deter participation. In the absence of state policy, it is up to the partners to determine the terms of the partnership and the funding model to support the new program.

An important item to consider when selecting a partner is the existence of applicable transfer and articulation policies. Transferable courses save money and time to degree completion. If possible, choose an accredited partner to ease student transitions between institutions and to recognize and honor credits earned. The University of Connecticut's Early College Experience program maintains a transfer database as a resource to identify poten-

#### Selecting a Post-Secondary Partner

- *Established or new program for the post-secondary institution?*
- *Two year or 4-year institution?*
- *Public or private institution?*
- *Funding/Cost share - % State, % District, % Families?*
- *Transfer and articulation policies?*
- *Be aware of your regional service areas and who your state allows you to work with.*

tial credit transfers between institutions of higher education (see Appendix for a link to UConn's Early College Experience Credit Transfer Database). While the transferability of courses is an important consideration, exposure to college-level work in and of itself enhances a student's college application and can make them a more competitive applicant.

Other considerations when selecting a partner pertain to the type of institution with which you engage: community college or four-year college, public or private institution. You will have to do some investigative work. Some states have poli-

cy or statute that stipulate the type of institution that can partner. Additionally, it is helpful if the partnering institution has an established concurrent or dual enrollment office; having a dedicated office with sufficient staff assists with standardizing procedures and opening communication channels. A list of NACEP accredited institutions is available on NACEP's website, and NACEP staff are available to assist in reaching out to possible partners.

### Convene Stakeholders

Once you have selected a partner, the next steps are to identify and convene the stakeholders and to establish a planning team. For the first meeting, include everyone with a vested interest in the partnership/program. An experienced partner college will be able to help guide the identification of the key stakeholders. It is important to include those who can commit resources and empower key project stakeholders, as well as anyone who will be involved in the planning and implementation (see Appendix for a sample stakeholder list). Bringing the right people together is an important part of launching the program. As you get into the details of planning, stakeholders can loop in and out as needed.

The goal of the initial meeting is to authorize the program, commit resources, and establish a high-level definition of the program that all parties understand and to which they agree. Create a project charter that includes the following information:

- Program purpose—a mutual understanding of the mission, goals, and general time commitment
- Program scope:
  - Deliverables—the courses you hope to offer and any needed ancillary services, such as information sessions and campus visits
  - Timeline—the anticipated launch dates of the program
  - Costs—a general commitment to devote resources and meet guidelines for costs;
  - Quality—a means for ensuring program quality and operating standards such as

#### Elements of a Project Charter

- *Program Purpose*
- *Program Scope (Deliverables, Timeline, Costs, Quality)*
- *Program Objectives*
- *Identified Risks*

those developed by NACEP

- Measurable objectives—the means and criteria for assessing the success of the program.

The planning team should also identify any known risks to a successful program launch, such as funding constraints or union issues and create a risk management plan—What is the probability of the risks impeding the program’s progress or development? How will you avoid or at least mitigate any risks identified? Identifying risks and authorizing the partnership with high-level stakeholders, those that can commit funds and resources, are important steps that cannot be overlooked.

Once the partnership has been authorized, and institutional and district-level support garnered, the team can start planning. Identify lead contact personnel at both the high school and the college to ensure that planning moves forward as needed and issues are addressed before problems develop. A coordinator at the high school could be responsible for:

- Attending or coordinating monthly meetings
- Taking notes and monitoring action items
- Communication to and between teachers, parents/guardians, and counselors
- Coordinating placement testing and registration;
- Coordinating campus visits
- Tracking student progress and making referrals for support
- Tracking materials used and collecting books.

## Planning the Program

During the planning phase, the team will come together to define the partnership and program in more detail by:

1. Crafting a memorandum of understanding and establishing common expectations
2. Clarifying financial terms and identifying funding sources and
3. Determining the implementation timeline and tasks to be completed.

The planning team should set regular meetings and outline clear lines of communication.

## Craft a Memorandum of Understanding

A Memorandum of Understanding (MOU) sets forth the rights and duties of the stakeholders and articulates what aspects of the arrangement each partnering institution is agreeing to provide. Clearly written MOUs solve problems before they happen and give each institution a starting point in determining how to achieve an optimal partnership. A well-crafted MOU includes the following elements:

- General provisions of the partnership to which all parties agree



### Planning Tip!

*Identify point-persons at both the secondary and post-secondary institution to facilitate communication and ensure that planning moves forward on schedule.*

### Planning Tip!

- *Set regular (bi-monthly) meetings*
- *Outline clear lines of communication*
- *Manage expectations – involve people!*

**Craft Memorandum of Understanding**

**Clarify Financial Terms**

**Determine Tasks and Timeline**

- Provisions for student participation
- Provisions specific to CE high school teachers
- Items/services/resources the college agrees to provide and the standards/conditions to which it will provide them
- Items/services/resources the high school agrees to provide and the standards/conditions to which it will provide them
- Applicable laws and non-disclosure clauses
- Financial terms and
- Appropriate signatures.

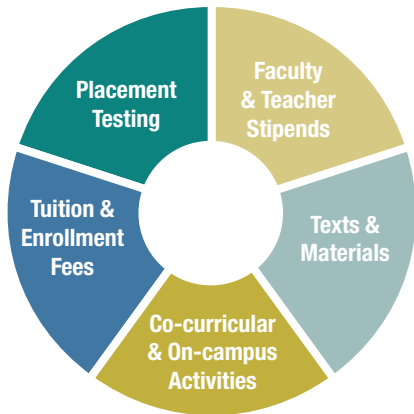
States or institutions with established CE programs may have a standard/template agreement thus reducing the time to negotiate and craft an agreement.

### Clarify Financial Terms

Funding for CE programs/courses needs to be clearly outlined from the beginning of the partnership. The terms of the agreement should specify all financial arrangements associated with the program. Specify the amount of tuition and fees to be charged (if applicable) to whom, how, and when and if and how revenue will be allocated between the high school and the institution. Specify how the parties (district/students-families/college or university) will cover the direct costs, including texts and materials, placement testing, co-curricular and on-campus activities, and college faculty and teacher stipends.

**Tuition/Enrollment Fees** – The amount of tuition and fees to be charged depends greatly on the institutional resources, or state level supports. You may want or need students to bear some of the costs, however; it is important to ensure equitable access to courses for students who qualify for free or reduced lunch, as defined by the Department of Education in each state. High school students are generally not eligible for federal financial aid so, in the absence of local or state-supported tuition grants, look for opportunities to create scholarships if formal ones don't already exist.

**Texts and Course Materials** – Books and associated learning materials are typically dictated or at least need to be approved by the college. The district, depending on state laws and requirements, may be obligated to purchase books for students. High schools may opt to provide students the opportunity to “rent” textbooks at a reduced cost or offer an opportunity for students to sell used books to students enrolling in a subsequent section of the course. Some programs are starting to also consider using Open Educational Resources



as a means to decrease costs and increase access.

**Placement Testing** – Some courses require placement testing or pre-requisites. If this is the case, the financial terms of the agreement should stipulate which parties will cover the cost of placement testing (is it included in tuition or will there be an additional per-student cost?) and where the placement testing will take place (on the high school campus or at the college).

**Co-curricular Activities and Campus Visits** – If it is geographically feasible, the program should include one or more coordinated campus visits to acclimate students to on-campus resources. Specify in the agreement which parties will cover the costs associated with the campus visits, such as bus transportation and lunch for students and chaperones on the day(s) of the visit.

**Faculty and Teacher Stipends** – If the high school teacher is to receive a stipend for any added duties or curriculum development and/or if the college faculty receives a stipend for the role of faculty liaison, the agreement should specify how the party(ies) will bear the costs as well as the amount of the stipends. In the absence of established funding, the partners may need to determine how to cover ancillary costs such as staff time, annual professional development, and the costs associated with access to campus resources.

Once written, MOUs are typically signed by the superintendent or his/her designee at the K-12 school district and by the academic vice president

or the chief financial officer of the partnering college or university. The MOU may also need to be approved by the Board of Education for the school district.

### Determine the Tasks and Timeline

Establishment of tasks and timelines will keep the partners on track and the necessary action steps in play. The team will need to schedule the target dates for determining courses, training faculty, disseminating information, and placement testing. Systems, processes and existing institutional calendars will serve as drivers and dictate deadlines. For example, the date by which the high school course guide and schedule needs to be in place, the deadlines by which the Registrar's office needs to schedule and enroll students, and computer lab availability for placement testing will all drive implementation decisions and deadlines

### Ensure Program Quality

Once the plans are in place and resources are committed, the team will segue from the planning phase to the implementing phase, tending to the details of the program. As you build your program, we suggest you refer to and align with NACEP standards for curriculum, faculty, students, assessment, partnerships, and evaluation. NACEP Standards are measurable criteria which address quality in CE programs. The standards promote the implementation of policies and practices to ensure that:

- Concurrent enrollment courses offered on the high school campus(es) are the same as the courses offered on the sponsoring college or university campus(es)
- Students enrolled in CE courses are held to the same standards of achievement as students attending college-campus courses
- Instructors teaching college or university courses through the CE program meet the academic requirements for college faculty and instructors teaching in the sponsoring postsecondary institution.



## ALIGN TO NACEP STANDARDS



Additionally, the standards provide a framework for systematic program assessment, review, and improvement. NACEP standards encourage greater accountability for CE programs through required impact studies, student surveys, and course and program evaluations. More information about NACEP standards is available on NACEP's website (see NACEP's Accreditation).

As the only national set of quality standards applicable to CE, NACEP's standards serve as model standards that have been adapted or incorporated into 20 state policies. NACEP standards are the basis for accreditation, but all concurrent enrollment programs can benefit by using the standards as a framework for program development.

## IMPLEMENTING THE PROGRAM

### COURSES & FACULTY

#### Determine Course Offerings

Factors like college policies, course transferability, teacher credentialing, and anticipated student interest will influence which course(s) you can offer. Colleges may have a pre-determined list of which courses the academic divisions are prepared to offer as CE. Some states have an established CE "master list" which includes all classes which have undergone high school and college course content comparisons to ensure at least a 90% match. Start with one course and one teacher, two at the most, and get the program firmly established in the first year before expanding to more course offerings and including more staff.

#### Planning Tip!

*Start small then scale up - start with one, maybe two, courses/teachers in year one to ensure a smooth program launch and establish clear processes.*

## Identify Qualified Teachers

To be eligible to teach a college course, a high school teacher must fully understand the concept of a concurrent, college-level course, and be both interested and invested in the opportunity.

The high school liaison is encouraged to obtain a list of the names of teachers who hold master's degrees and in what area of content these degrees were awarded. Depending on the requirements of the coordinating college, high school teachers maybe, approved verses adjuncted without a Master's degree in the content area, but with a particular number of graduate credits in the area of expertise required to teach CE classes. High School staff who may be interested in teaching a CE course, but who currently do not have the credential, should be encouraged to discuss possible pathways to teach CE courses with their high school leadership. This communication can then be coordinated through correspondence and conversation with academic deans and department chairs at the coordinating college or university.

Programs with CTE classes for college credit typically have different standards for qualifying to teach courses at the college level. Again, coordination and communication between the department chair and the high school teacher/liaison are essential in building understandings of how to adjunct high school teachers and thereby increase opportunities for students to engage in college classes and earn college credit.

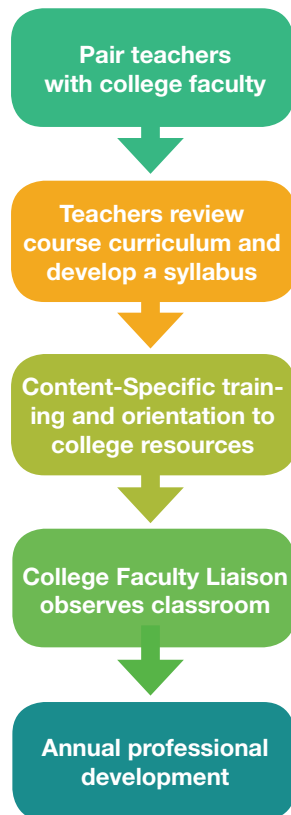
When discussing possible courses for CE programs, a careful analysis of qualified teachers and their possible content areas of expertise, will help the program developers determine which courses might be best to begin a CE relationship. Generally, programs start with courses with high transferability - such as College Composition or other similar general education credits. Blending current Advanced Placement courses with college credit classes may be a way that school districts and colleges begin to develop CE programs. Students have the opportunity to gain a college transcript with transferrable credit through the CE program, as well as having the option to take the AP examination and have both courses of record on the transcript (one from the college and the other from the high school as AP classes are high school scripted courses).

As part of the initial conversations to develop a CE course, the team should thoroughly inform a prospective CE teacher of the opportunity and responsibilities of delivering the course for college credit

including the initial training, developing or adopting a college approved syllabi, submitting grades, and the requisite annual professional development. It must be understood that a CE course IS a college course, not a high school course taught for college credit.

NACEP Accreditation and regional accrediting bodies, such as the Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the New England Association of Schools and Colleges (NEASC), stipulate that the high school teacher instructing the CE course must meet the same hiring qualifications as an instructor at the college or university. To meet college credentialing standards, the post-secondary partner will determine the process for instructor approval and appointment. The process typically includes an application and/or an initial screen by the relevant department, requiring the teacher to submit the following:

- Resume
- Graduate and undergraduate transcripts
- Proof of teaching experience



After the initial screen, an interview with the college's CE staff, chairpersons, and/or deans may be required. Teachers should be prepared to answer a commonly asked interview question: How will you differentiate your CE course from that of a typical high school course? Their response should demonstrate an understanding of the differences between a high school class and a college course and including points about pacing and depth of knowledge, independent work and student self-advocacy, scheduling, and classroom culture.

Identifying teachers who qualify for CE instructor status is essential in building instructional capacity. If no secondary staff member has qualifications, the planning team should outline possible steps to earn qualification for an aspiring CE instructor.

## Train Teachers

Once approved by the college or university, the CE instructor is paired with a faculty member from the post-secondary partner institution. The faculty partner, liaison, or mentor will serve as the teacher's primary point of contact, and will provide a sample syllabus, guidance in developing the course and curriculum, and necessary training and professional development.

**Curriculum Development** – As part of the on-boarding and curriculum development, the faculty liaison will review course content, curriculum materials, and assessment protocols with the new CE instructor. The CE instructor is required to prepare a syllabus for the course. Some colleges may also require the new CE instructor to observe a college course on the college campus to get a sense of the culture and expectations for a college course.

**Training** – New CE instructors can expect to participate in course-specific training covering course philosophy, pedagogy, and grading standards. Training may also include instructions for using the college or university's resources such as the Learning Management System (CANVAS, BANNER, Blackboard, etc.), library databases and resources, and email. Ideally, the training would include a campus visit so the CE instructor can acclimate to the college's academic resources available to CE students. The college should provide CE instructors with a schedule outlining important dates and deadlines for registration, non-participation, drops and withdrawals, and grade submissions. The college should also provide CE instructors with college protocols regarding accommodative services and FERPA (Family Educational Rights and Privacy Act).

**CE Instructor Observation/Evaluation** – As part of the training, CE instructor can expect the faculty liaison to observe and evaluate the CE course at some point during the semester. Observations by the post-secondary partner ensure the curriculum and the pedagogy meet MOU agreement and accreditation standards. Note that the term "evaluating" should be used carefully, especially in states with teacher and faculty unions; the college's evaluation should not be included in the teacher's high school personnel file.

**Annual Professional Development** – To align with NACEP standards, CE instructors are expected to attend annual discipline-specific professional development to stay informed of college expectations as they relate to course content and rigor, assessment criteria, and program policies. Colleges/universities preparing for NACEP accreditation are required to maintain documentation of annual professional development participation for all CE instructors and have procedures in place for addressing instructor non-compliance.

## CURRICULUM

### Align Courses

Aligning the curriculum, resources, and outcomes of the high school course with the college course is the foundation of course development. A course offered in a CE program is a college course and as such must adhere to the course prerequisites, con-

### Components of a College Syllabus:

- *Course title/number*
- *Course description (per College catalog)*
- *Instructor's name and contact information*
- *Required texts (including, ISBN, publisher, and edition), materials, and Internet access to course grading and assignments*
- *Instructional objectives and student learning outcomes*
- *Teaching methods*
- *Procedure and criteria for evaluating student performance; grading practices*
- *Course topics*
- *Required and/or supplemental reading*
- *Tentative assignment and exam schedule*
- *Attendance policy*

tent, breadth, and rigor. Expectations for student learning, assessment components, and access to learning resources must be consistent with the corresponding course offered on the college campus.

The designated CE instructor will work with a faculty liaison to develop the CE course in accordance with post-secondary standards. The syllabus will serve to communicate the instructor's course design and how students achieve course, institutional, and program learning outcomes.

Courses requiring access to specific resources (e.g., laboratories or machinery shops) may necessitate a review and approval of the facility. The high school may be required to upgrade equipment or software to offer the course, therefore; review of facilities should happen as early as possible in the process.

## High School Curriculum

When selecting courses for CE programs, high school counselors and liaisons should consider the impact of including a CE course into the high school master schedule, as well as how the course(s) will impact students' pathways to graduation. Courses should be oriented so that they will count towards High School graduation credits as well as generating college level credits. To this end, the course guide or program of studies should indicate the high school graduation requirement that the CE course will fulfill upon successful completion. Pre-requisites, if appropriate, should be clearly indicated, if appropriate, so students and their families can have informed discussions with counselors about the merits of enrollment in a CE class. The high school course guide should clearly indicate that the course is being offered for both high school and college credit, and include: the name of the institution of higher education, number of college credits earned for successful course completion, and the number and name of the course as found in the college catalog. Costs for the course, for students qualifying for free/reduced lunch or other categories of tuition, should be included in the description of the class or in a section of the high school course guide specifically describing concurrent enrollment courses and opportunities for students. High schools should consider schedule (attendance) conflicts for students involved in high school athletics and other extra-curricular activities and commitments. The course advising process should include a discussion about attendance expectations for college courses.

## Identify Curricular Resources and Support

Accrediting agencies stipulate that the course offered at the high school should in every way be the same as the course on the college campus. Students enrolled in, and faculty teaching dual and CE courses, must have the same level of access to learning resources and support services as the students and faculty in the same post-secondary courses or programs on the college campus or online. The planning team needs to determine how the institution(s) will ensure that students enrolled in CE courses will gain access to collegiate-level resources and how they will receive appropriate training and support in the use of those resources. Examples of such resources and services include the:

- Learning Management System
- Library Resources and Databases
- Email Access
- Academic Support and Tutoring
- Learning and Testing Accommodations
- Academic Advising
- Academic Counseling
- Transition to college information (Admissions applications, transcripts, FERPA, scholarships)

The team will want to determine how the partners will bring the services to the students or the students to the services, and how the post-secondary partner can create a presence at the high school.

### ***Ensure equitable access to college resources:***

*How will you bring the services to the students and the students to the services?*

## Arrange Campus Visits and Co-Curricular Activities

Students in CE programs are college students and, if geography allows, they should be encouraged to use appropriate resources on the college campus. Plan to include at least one coordinated campus visit for students. Campus visits create a real sense of college enrollment for students. A visit could include such activities as a campus tour, students getting IDs, an orientation to library or writing resources, a conversation with an admissions officer, conversations with matriculated students, an opportunity to view the identical class on campus, and/or opportunities to learn about campus amenities. These visits help build a sense of community and are especially helpful

to students in under-represented groups to envision themselves attending that institution. The designated CE coordinator for the high school, in consultation with college staff supervising CE programs, is typically responsible for arranging trips to the post-secondary partner campus.

## COMMUNICATION

### Inform High School Staff

Building an understanding of the program within and among the high school community is essential to the dual or concurrent enrollment program's success. Provide your staff with an overview of the program's purpose, goals, and intended audience so they understand what CE courses could offer for students. Provide individuals responsible for scheduling students with an overview of college policies, follow up resources, and a campus point of contact for questions. Additionally, staff should be provided course-specific information, such as placement testing, pre-requisites, and key deadlines to aid in scheduling students into appropriate courses.

Careful attention needs to be paid to informing high school counselors about the CE program and equipping them to guide student course selection. It is helpful to connect high school counselors with college academic advisors. These connections help high school counselors develop a more holistic view of the transfer and advising process and better support students' transitions to post-secondary education. Often a partner college is willing to provide staff to assist with advising.

### Communicate Program Information to Students and Parents/Guardians

Communication with families and students is essential to the success and impact of the program. Communication needs to be multifaceted, regular, purposeful, and structured meaningfully into the school year. Students and their parents/guardians need to be informed about the opportunity, responsibilities, and benefits of enrolling in a CE course. Pertinent information to convey includes:

- The benefits of participating in CE
- Responsibilities inherent to enrolling in a CE course
- Criteria and process for enrolling and course prerequisites

- Cost of tuition (or tuition savings), associated fees and materials costs, and payment timelines and policies
- Information about state and local grants, tuition waivers, or scholarships for qualifying students
- How to access the college's learning accommodations

### *Communication is Key!*

Program information and enculturation is key to promoting equitable access.

*Be sure to:*

- *Inform and enlist staff*
- *Inform and train counselors*
- *Inform and educate students*
- *Inform and engage parents/guardians*

Advertise CE courses in the same manner as high school courses. Include this information in any forum that you discuss course options with students, such as scheduling assemblies, course information sessions, automated calls, or course request meetings with students/guardians. Include information for students, families, and the public on your district and school websites.

## STUDENTS

### Placement testing

High School students enrolled in CE courses are required to meet the same eligibility and pre-requisite requirements as any standard college student taking the course on the college campus. The post-secondary institution must defend its processes for assessing students' readiness for college coursework to accrediting agencies, therefore, how prerequisites are met is up to the college. They may require placement testing such as ACT or SAT scores. Requirements for qualifying students could differ by course or department. Testing is conducted prior to students enrolling in college courses.

Placement testing provides the college with a general understanding of student readiness for the scholarly work of college courses. When used in combination with other assessment tools, standardized testing results can help decision makers place students in the correct courses. Other readiness indicators might include:

- Standardized testing scores required by the student's state of residence



- Earned High School credits to be on track to graduation
- Previous record of good attendance and student conduct
- School Counselor and teacher observations and recommendations

The size of the program, the number of students, your geographic location, and college policies will dictate whether placement testing occurs on the college campus or at the high school. The high school program coordinator can be responsible for coordinating with post-secondary partner staff to ensure testing is conducted for all potential registrants.

## Provide Academic Advising

Academic advisement must be a priority. High school counselors guide students through academic policies and procedures, and they counsel and support students. Proper advising helps students prepare for the responsibilities of a college course and helps them select courses that align to their plan of study. Advising can help students avoid registering for courses that are duplicative (e.g. an AP and CE course that fulfill the same college requirement). Colleges are often eager to partner on proper advising and may provide staff or materials to assist. If your school has multiple programs/pathways (e.g. CTE degrees and industry certifications, general education courses), rely on your college partner to provide information on academic programs and course selection.

## Register and Enroll Students

Registration for the CE course is typically conducted before the start of the course, and retroactive registration is not permitted. The planning team will need to determine the process for registering students (at the high school, on the college campus, or online) and the timeline for registration. The college will likely require an application,

course registration form, parent permission form, acknowledgment of the student and parent's review of college policies, and a federal Family Educational Rights and Privacy Act (FERPA) form.

The high school program coordinator is typically responsible for ensuring all registrations are completed and submitted before the registration deadline. Comparing official rosters will aid in enrolling students at the post-secondary institution. In instances where the course content is adult in nature or sexually explicit (for example, Figure Drawing), students and parents should be informed and asked to sign a disclosure statement indicating that they have been notified of course content.

## Arrange Accommodations for Students with Disabilities

The laws affecting students with disabilities and the process of obtaining accommodations are different from the secondary to the post-secondary level. In college, students with disabilities are expected to meet the same standards for achievement as students without disabilities and instructors are not required to modify or alter the course requirements. A CE course is a college course, therefore; the college or university determines disability accommodations as required at the post-secondary educational level. Students, parents, counselors, and staff must understand that college accommodations usually differ considerably from high school modifications, and students need to know the process for determining eligibility.

## Orient Students Enrolled in the Program

The last step in getting the program underway is orienting the students. Orientation activities for registered students serve to reiterate and expand upon the policies previously outlined. Holding an orientation prior to or on the first day of classes helps to ensure that students are fully aware of the

responsibilities of enrolling in a CE course. Some relevant topics to cover:

- The significance of a syllabus and the importance of retaining a copy for credit transfer purposes
- Available academic resources and supports;
- The importance of engaging fully in the course and completing all relevant assignments, projects, tests, etc.
- Code of conduct and plagiarism policies;
- Academic/financial aid policies and the consequences of probation
- Any differences between the post-secondary partner's grading timeline and policies and those of the high school.

The college may provide students with a Student Handbook and a copy of the Academic Calendar.

### **Information is Key**

Clarity of information during college orientation for students and parents will ensure a strong start to students' post-secondary record.

## **MONITORING AND END OF TERM ACTIVITIES**

The CE faculty are trained, the community informed, the students enrolled and the courses are underway, but it doesn't stop there. Post-secondary and secondary partners will continue to meet regularly to track and support students and modify and manage the program. Continually assessing each component of the program and maintaining an open dialogue will ensure potential areas of concern are addressed proactively.

**Track Student Progress** – Monitoring student performance and proactively addressing concerns related to student attendance, achievement, and behavior will help ensure students' success.

**Support Faculty Development** – It is helpful to remind CE teachers about calendar deadlines for such dates for final exams and grade submission. If at any point the faculty liaison has concerns regarding a CE instructor's adherence to the course content, academic rigor, and/or assessment components, he/she will address the instructional issues on a case-by-case basis, with the goal of assisting the CE instructor in correcting the concerns.

## **Perform End of Term Activities**

**Transcript Grades** – The high school coordina-

tor can serve as the liaison to the post-secondary partner staff member regarding grading to maintain data security and compliance with FERPA. At the completion of the courses, the high school coordinator will oversee the awarding of grades and ensure all credits awarded are appropriately marked on the students' high school transcripts.

**Transition Students** – High School students and their parents will need information from the post-secondary partner to understand how to order copies of transcripts for use in applying to colleges after high school graduation. Provide seniors in the program the appropriate advising, at the high school or at the college, as they transition to postsecondary education. Remind students to save their copy of the course syllabus as a receiving institution may request a copy for review of transfer credit.

**Conduct a Post-Mortem** – An end of the year or term recap meeting offers an opportunity for the partners to celebrate and document what went well and what you may need to modify and plan for next year.

## **EVALUATING THE PROGRAM**

### **Define and Assess Program Outcomes**

To inform program improvement, NACEP accreditation requires the college to conduct end-of-term student course evaluations for each concurrent enrollment course. As a measure of ensuring the overarching program goals are met, the team will need to determine metrics, establish measurable program goals, and create an evaluation plan. Some metrics to include:

- Participation rates of students by sub-group to assess equity of student engagement
- Course completion rate
- Grade point average.

As the program evolves, you could also track and examine:

- Number of CE courses taken by students
- Information regarding students' application and acceptance/matriculation into post-secondary education
- Data regarding the number and percent of students who place into college-level vs. developmental coursework
- Number of students who persisted from year one to year two of college.

The analysis of these data will inform program improvement and ensure the effectiveness of the program. The data could be made available to the

public through reports and presentations at meetings/symposia.

## Build Institutional Capacity to Grow the Program

Assuming a successful first year and a mutual interest in continuing the program, it's time to look ahead to maintaining and even growing the program. Following are some suggestions for building capacity:

**Build interest amongst teaching staff** – Raising awareness and promoting the perks of teaching CE courses can build interest amongst teachers. Participation provides opportunities for collegial conversations, discipline-specific professional development, and post-secondary teaching and collaboration opportunities. In some cases, CE instructors may earn stipends.

**Build capacity amongst teaching staff** – Matching instructor qualification with partner college expectations can increase the number of course offerings and advanced credit opportunities. Secondary schools may want to consider the college's hiring requirements when interviewing prospective teachers. If teachers are wishing to participate in CE and are considering earning a master's degree, they should be aware of CE credentialing requirement which often favor a content specific master's over a degree which is pedagogy or methodology focused.

**Offer courses linked to a course of study or certificate program** – Creating a menu of courses that are linked to Career and Technical Education certificate programs, to transfer degrees, or to Associates or Bachelor's degree programs are strong selling points for concurrent or dual enrollment courses. You might have multiple programs/approaches for different student populations (e.g. Health or IT focused pathways; general education courses for transfer students; higher-level courses to help challenge advanced students, etc.).

**Map to Career Pathways** – Work with business and industry partners to identify pathways and provide students with the opportunity to earn college credits, in addition to obtaining the skills needed for jobs in regional areas of demand for skilled workers.

**Back-build curriculum** – “Back-building” or “pipeline-building” curriculum and pedagogy into prerequisite courses improves both the prerequisite course and the success of students in subsequent CE courses. This is a great opportunity for departmental collaborations to discuss program/

course successes and opportunities for improvement. Discussions about CE opportunities should begin in junior high/middle school, so students and parents are fully aware of the value of concurrent enrollment and the pre-requisite qualifications students need to complete to qualify to enroll in concurrent courses. It's too late if students are informed about a required GPA or ACT/SAT score the semester before registering for a CE course.

## CE IN CONTEXT

As postsecondary education becomes increasingly necessary to participate in a 21st Century economy, concurrent and dual enrollment programs have the potential to close the educational attainment gap between economically advantaged and disadvantaged students. Participation can increase all students' ability to engage in a viable educational and career pathway. The goals of these programs are tied to college success principles as follows:

1. Increase the number of students who attend college after high school graduation.
2. Increase student success and timely degree/credential completion in college.
3. Decrease the number of students who require remediation in reading, writing, and/or math after high school graduation and prior to college-level course work.
3. Increase the number of high school graduates who go on to complete at least two years of college immediately following graduation from high school.

Other drivers, such as the recently reauthorized Federal Elementary and Secondary Education legislation, the Every Student Succeeds Act (ESSA), and the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), encourage states and local education agencies to consider dual and concurrent enrollment a key strategy for successfully preparing students for college and enables them to utilize federal funds to support college coursework. This, Federal level of involvement in turn, encourages greater accountability and increasing data transparency. ESSA provides the first federal definitions for “Dual or Concurrent Enrollment” and “Early College High School.” (see NACEP's website for a list of Provisions Concerning Dual and Concurrent Enrollment in ESSA). The Federal endorsement and of support of dual and concurrent enrollment programs has created an unprecedented opportunity for schools and colleges to partner to advance students through CE. Strong partnership is the key to building student-focused programs that last.

Utilize this resource to guide your conversations and activities to launch and maintain concurrent enrollment programs that work for your students, your district, and your community.

## ACKNOWLEDGMENTS

The author wishes to acknowledge Dr. Joni L. Swanson, Executive Director for Teaching and Learning, Mount Vernon School District, Mount Vernon Washington; Mary Perez, Director of Concurrent Enrollment, District 49, Colorado Springs, Colorado, and Jennie Patteson, Director of Accreditation and Member Services for NACEP for their contributions and edits.

## FOR ADDITIONAL INFORMATION

This guide was intended to provide a helpful framework for advancing key institutional and state-level goals around dual and concurrent enrollment and early college high school initiatives. NACEP affiliate chapters have formed in some states and can be an excellent resource for additional support including:

- Arkansas Alliance of Concurrent Enrollment Partnerships
- Illinois Alliance of Concurrent Enrollment Partnerships
- Indiana Concurrent Enrollment Partnerships
- Kansas Alliance of Concurrent Enrollment Partnerships
- Minnesota Concurrent Enrollment Partnerships
- Michigan Concurrent Enrollment Partnerships
- Missouri Alliance of Concurrent Enrollment Partnerships
- New England Alliance of Concurrent Enrollment Partnerships
- Ohio Alliance of Dual Enrollment Partnerships
- Utah Alliance of Concurrent Enrollment Partnership

Contact information for NACEP affiliate chapters' can be found on NACEP's website. For additional information, the following NACEP Resources are also available:

- **Promoting Quality:** State Strategies for Overseeing Dual Enrollment Programs. October 2010. Lowe, Adam I., National Alliance for Concurrent Enrollment Partnerships.
- **Survey Guide:** Resources for Conducting Concurrent Enrollment Evaluation Surveys. 2014. National Alliance for Concurrent Enrollment Partnerships.
- **Accreditation Guide:** For Peer Reviewers and Applications, Version 5.5 2018. National Alliance for Concurrent Enrollment Partnerships.

For a resource outlining how states and districts can leverage the Every Student Succeeds Act (ESSA) to support programs, refer to a publication by the College in High School Alliance entitled: *How to Scale College in the High School: A State Policy Guide for Implementing Dual Enrollment and Early College Designs Under the Every Student Succeeds Act*

## NACEP CONTACT INFORMATION:

### US Postal Mail:

PO Box 578  
Chapel Hill, NC 27514

**Phone:** (919) 593-5205

**Fax:** (877) 572-8693

## APPENDICES

### Links Accessible in the Electronic Version of the Document

- NACEP's Website: [www.NACEP.org](http://www.NACEP.org)
- The Education Commission of the States' "Dual/ Concurrent Enrollment Policies: State Profiles" <http://ecs.force.com/mbdata/MBquest3RTA?Rep=TR1601>
- UConn's Early College Experience Credit Transfer Database: [http://web2.uconn.edu/ece/credit\\_transfer\\_database/index.php](http://web2.uconn.edu/ece/credit_transfer_database/index.php)
- The College in High School Alliance (CHSA) "How to Scale College in High School: A State Policy Guide for Implementing Dual Enrollment and Early College Designs Under the Every Student Succeeds Act": <http://collegeinhighschool.org/>
- The Higher Learning Commission's Guidelines for Determining and Qualified Faculty (at institutions accredited by HLC): [http://download.hlcommission.org/FacultyGuidelines\\_2016\\_OPB.pdf](http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf)



## ENDNOTES

National Alliance of Concurrent Enrollment Partnerships. (n.d.). What is Concurrent Enrollment? Retrieved from [http:// www.nacep.org/about-nacep/what-is-concurrentenrollment/](http://www.nacep.org/about-nacep/what-is-concurrentenrollment/).  
Massachusetts Department of Elementary and Secondary Education. (2015, December). The Massachusetts Landscape of Early College. 3.

Community College Research Center (2012, February). What We Know About Dual Enrollment.

Dounay-Zinth, J. (2017, May). Dual Enrollment: How State Funds Participating High Schools . Retrieved from Education Commission of the States: 50-State Comparison: Dual / Concurrent Enrollment Policies: <http://ecs.force.com/mbdata/>

NACEP Accreditation Standards. (2017, May). Retrieved from National Alliance of Concurrent Enrollment Partnerships: <http://www.nacep.org/accreditation/standards/>

NEASC's Policy on Dual Enrollment (PDF). (n.d.). Retrieved from NEASC: [https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp128\\_Polic](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp128_Polic)

NEASC's Policy on Dual Enrollment (PDF). (n.d.). Retrieved from NEASC: [https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp128\\_Polic](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp128_Polic)

Massachusetts Department of Elementary and Secondary Education. (2015, December). The Massachusetts Landscape of Early College.

## SAMPLE DOCUMENTS

### LIST OF STAKEHOLDERS

Stakeholder	Stakeholders Role and/or interest in the project
Superintendent	Commits district resources, reports to School Committee
District Administrator for Partnerships	Provides oversight and direction for the district's strategic partnerships; may serve as project lead
High School Principal	Commit to project, commit building and recruits teachers
Guidance Director/District Liaison	Commits to informing the school community, especially the counselors; Often the high school's project lead in the absence of a district-level person in this role
Guidance Counselor(s)	Representation from key stakeholder group charged with advising students and parents
High School Department Chair Person(s)	Brings information about courses and qualifications to the department to recruit teachers
High School Teacher(s)	Subject matter and instructional pedagogy experts, student mentors
Academic Vice President	Commits college or university's resources
Director/Dean of Partnerships	Authorized by the AVP to organize and commit college resources
Academic Dean(s)	Representation from key stakeholder group charged with instructor approval and oversight of course quality
Academic Department Chair(s)	Representation from key stakeholder group charged with instructor approval and oversight of course quality
College Faculty Liaisons	Liaison(s) to the high school teacher
Industry partners	Local businesses or industry partners may be interested in sharing costs, or supplying books or access codes through scholarships and/ or providing career awareness or internship opportunities.

## COMPARISON OF DUAL AND CONCURRENT

Model	Description	Benefits
<b>Standard Concurrent Model: College-Credit Bearing</b>	Courses are taught at the high school by high school teachers that meet the college faculty credentialing standards.	<ul style="list-style-type: none"> <li>• Less disruptive to students; easier to weave into student's high school schedule</li> <li>• Courses can serve as a "gentle" transition into college coursework</li> <li>• Courses can serve as a recruitment tool for the college and its programs</li> </ul>
<b>College Provided Faculty to High School</b>	Courses are taught at the high school by college faculty members.	<ul style="list-style-type: none"> <li>• Preserves benefits of standard concurrent enrollment model</li> <li>• High school can offer dual credit courses in areas where it has no qualified instructor</li> <li>• College has greater control and ability to ensure quality standards and alignment</li> </ul>
<b>Instructor of Record Model</b>	Courses are taught at the high school; high school instructor is supervised by a college faculty member; college faculty member participates in instruction.	<ul style="list-style-type: none"> <li>• Preserves benefits of standard concurrent enrollment model</li> <li>• High school can offer dual credit courses in areas where it has an instructor falls short of normal college faculty credentialing requirements</li> <li>• College has greater control and ability to ensure quality standards and alignment</li> </ul>
<b>On-College-Campus Model</b>	Courses are taught at the college by a college faculty member.	<ul style="list-style-type: none"> <li>• College has control over course offerings</li> <li>• College has control over curriculum, pace, quality, and rigor</li> <li>• True college experience for students</li> <li>• Helps supplement offerings available at high school</li> <li>• College may count FTE</li> <li>• May be funded at a higher rate</li> </ul>
<b>Synchronous Distance Model</b>	Courses are taught via distance education through video feed; students and instructors are participating at the same time but not at the same location. Courses may be taught by either qualified high school instructors or college faculty.	<ul style="list-style-type: none"> <li>• Course availability</li> <li>• Course may run with fewer students</li> <li>• Allow greater access to a wide range of students</li> <li>• College faculty delivers the curriculum</li> <li>• Greater control over course content, curriculum, pace, rigor, quality- not sure about this since it can be done via high school instructor and that was a concern from above</li> </ul>
<b>Asynchronous Distance Model</b>	Courses are taught via distance education technologies; instructors and students are not participating at the same time or same location.	<ul style="list-style-type: none"> <li>• (Same benefits as Synchronous Distance Concurrent Model above)</li> <li>• Eliminates need for qualified high school instructors</li> <li>• Scheduling issues resolved because students complete on own time</li> <li>• Greater range of courses offerings</li> </ul>

## ENROLLMENT COURSE MODELS

### Drawbacks

- Can be difficult to ensure quality and rigor; need carefully designed quality assurance mechanisms
- Disruptions to class – assemblies, announcements, state testing, ACT/SAT testing, etc.
- High school student information systems may not integrate well with college systems such as Canvas and Blackboard
- Some content/materials may be inappropriate for high school students
- Total instructional time/schedule may not align with college standards

- Shares many of the drawbacks of the standard concurrent enrollment model
- Legal and liability issues with having a college faculty member on a high school campus
- Finding college faculty may be difficult; college faculty may prefer to teach adult learners combined with high school students
- Challenges with college faculty passing grades to high school
- College faculty may not want to interact with high school parents
- Scheduling conflicts may arise

- Shares many of the drawbacks of the standard concurrent enrollment model.
- High school instructor may be resistant to oversight by a college faculty member
- May not be allowable under some regional accreditation policies and standards
- Could increase the expense for both the college and the high school, since two faculty are involved

- College scheduling
- Travel time and/or transportation for students
- May not follow high school calendar or bell schedule
- High schools have less control
- Grade transmittal may be difficult for high school
- Concerns with student's maturity, age, interactions with traditional college students
- Ensuring students with disabilities receive needed/appropriate accommodations
- Potential cost to students doing this model

- Course scheduling – high school or college schedule
- Academic calendar typically follows the college calendar
- Interaction between the student and instructor
- Quality of the facilitator at the high school
- Technical stability is required
- Student may feel disconnected from college and may not self-advocate in time to salvage the course or grade
- Quality assurance – Difficult to determine the quality of experience at each site

- Technical difficulties arise
- Willingness of college faculty
- Students lack of experience with online courses
- Difficult for high school to monitor student's progress
- Procrastination, lack of self-management, poor organization from students



**NACEP**

**[nacep.org](http://nacep.org) | NACEPtweets**

---



