



NACEP ACCREDITATION N

Report on Why EWU should seek NACEP Accreditation

ABSTRACT

With increasing pressure from the Washington State Legislature, College in the High School has undergone some major funding and standards revisions. With the adoption of the College in the High School Rules this summer, obtaining NACEP accreditation is even more prudent than ever.

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EWU IN THE HIGH SCHOOL AND NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS(NACEP) ACCREDITATION

Washington State and College in the High School

In 2015 the Washington State Legislature radically changed the funding model for concurrent enrollment. What was previously called Running Start in the High School was dismantled and a funding mechanism was established to fund College in the High School. The Washington Student Achievement Council along with OSPI, Council of Presidents, the State Board for Community and Technical Colleges as well as other stakeholders were tasked with creating the rules governing College in the High School. The final rules WAC 392-725 (Appendix A), which took effect on July 28, 2016, will require College in the High School programs to either become NACEP accredited or apply for state authorization annually. The criteria for state authorization mirror the majority of the NACEP standards and requirements that are used for accreditation.

College in the High School Rules

WAC 392-725-120 outlines the demonstration and reporting requirements for College in the High School program. The rules clearly state that NACEP accreditation is recommended. As a condition of eligibility, institutions of higher education must provide an annual report consisting of evidence that the required NACEP (now state standards) are met using the same evidence as required by NACEP for accreditation. This annual report will be due no later than July 1st of each year. However, if an institution is NACEP accredited then they will be exempt from this annual report. The specific NACEP standards that the State will be monitoring through this annual report are: a) student standards, b) curriculum and assessment standards, c) faculty standards, and d) evaluation standards. These standards can be found in Appendix A for Washington State's version and Appendix B for the official NACEP standards and evidence.

What is NACEP?

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the national umbrella organization for concurrent enrollment programs. They are the accrediting body for concurrent enrollment programs and has been the national forum for concurrent enrollment for 20 years. There are currently 98 accredited programs in 48 states including 27 four-year public universities. In the State of Washington only two programs are currently accredited, University of Washington's UW in the High School (2007) and Everett Community College's College in the High School (2014). In Figure 1 states that have accredited programs are highlighted.

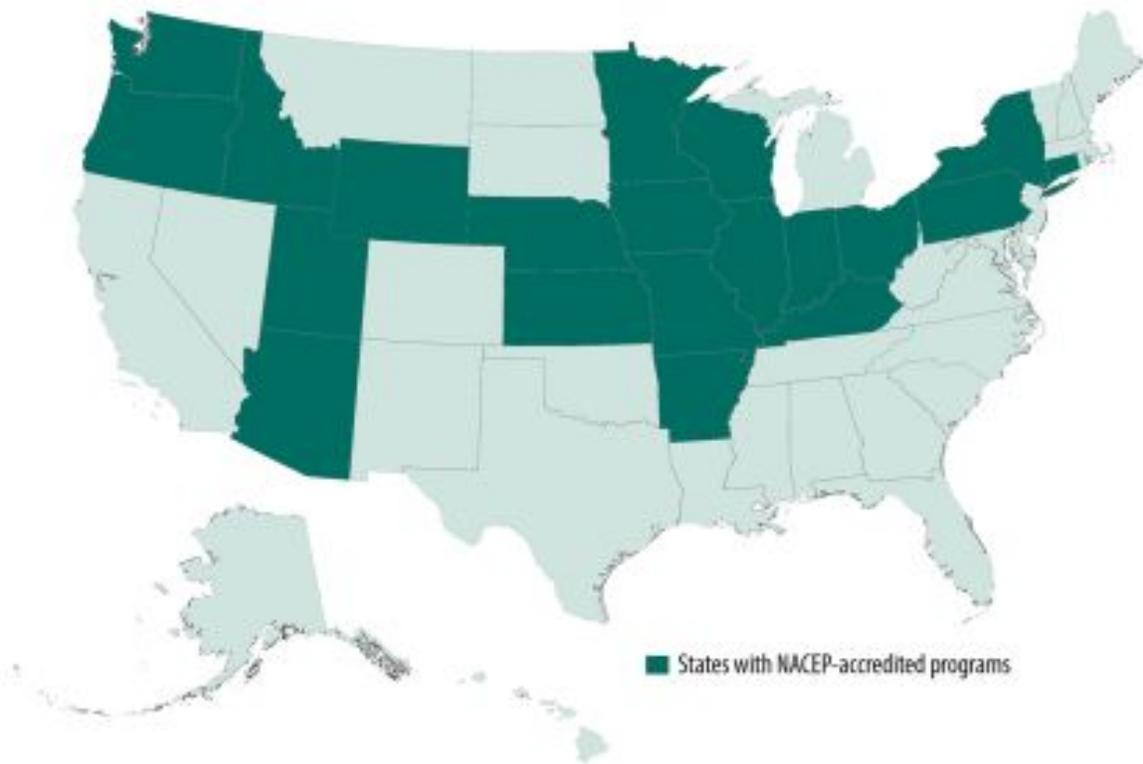


Figure 1. National Alliance of Concurrent Enrollment Partnerships. (2016). *Map of States with NACEP-Accredited Programs*. From National Alliance of Concurrent Enrollment Partnerships. Retrieved from http://www.nacep.org/release_2016_newly_accruedited_programs/.

NACEP is clear that they are clearly separate from other forms of dual credit such as Running Start or AP programs. They solely represent and set standards for concurrent enrollment courses taught on the high school campus by college-approved high school teachers. They are leaders in research and policy formation nationally and act as a lobbying group for national policy. They also provide research grants and have a clearinghouse of research for concurrent enrollment.

Why NACEP Accreditation is Important?

Since 2004, NACEP has served as a national accrediting body for concurrent enrollment partnership programs. Accreditation is only awarded after a comprehensive peer review by a team of experienced representatives of NACEP-accredited concurrent enrollment programs. Through NACEP-accreditation, concurrent enrollment programs demonstrate that they have met the 17 standards (Appendix B) of quality set by NACEP. NACEP accreditation serves as a guarantee that the accredited partnerships meet rigorous standards and distinguishes a concurrent enrollment program from other programs as an aid to students and families in choosing a concurrent enrollment program.

Deadlines, Eligibility, and Costs

Deadlines

The deadlines for the 2016-17 accreditation cycle have not yet been released, however, they will be similar to the past deadlines. In 2015-16 there were 2 deadlines. One was the Intent to Seek NACEP Accreditation. Institutions wanting to pursue accreditation must submit an electronic Intent by January 29, 2016. The second deadline is the date that all accreditation materials must be submitted for review. This past year that deadline was July 1, 2016.

Eligibility

NACEP has outlined 7 minimum criteria and suggests a minimum 1-year self-study review before applying.

- Is a Post-secondary Institutional Member of NACEP in good standing. CEP programs that are not currently members of NACEP must also complete a New Member Application.
- Is operated by an institution of higher education accredited by a U.S. Department of Education-recognized Regional Institutional Accrediting Agency.
- Is operated by an institution authorized or licensed by the state agency for higher education in any state or country where it offers concurrent enrollment.
- Has continuously offered NACEP-defined concurrent enrollment courses for at least five consecutive school years.
- Has implemented the policies and procedures described in all NACEP standards prior to applying.
- Can submit documentation that the practices described in the standards were in place during the preceding school year.
- Can submit completed program evaluation reports for each survey type identified in the Evaluation Standards of E2, E3, and E4.

EWU in the High School currently meets each of the 7 criteria listed; however, a 1-year self-study would be prudent in making sure that each standard has sufficient required evidence.

Costs

The 2016 explanation of fees for accreditation in Table 1 are the same as the past two years. The costs to become accredited are minimal (NACEP, 2016). EWU in the High School is a current member of NACEP. Once accredited, the concurrent enrollment program must remain a NACEP member in good standing.

Table 1

Accreditation Fees for 2016

	<u>Initial Accreditation</u>	<u>Reaccreditation</u>
Intent to Apply Fee	\$100	\$100
Application Processing Fee	\$400	\$300
Annual Fee for Accredited Members		\$200

NACEP may request a site visit during the accreditation process although they typically do not. If such a site visit is requested, the institution will be expected to pay for travel and lodging for members of the review team.

Steps to Become Accredited

Self-Study

There are 4 steps in becoming accredited by NACEP. The first step is to spend a year and complete a detailed self-study. During the self-study, programs should assemble a team of individuals involved in concurrent enrollment from a variety of perspectives (NACEP, 2016). This can include program staff, faculty, registrar's office, academic affairs, and institutional research, etc. The team completing the self-study should review the manner in which the program implements all of the standards, develop implementation plans for standards not yet in place, and identify the evidence and documentation necessary to complete the application.

File Intent Form and Undergo Candidacy Review

The second step in the accreditation process is to complete the Intent Form and pay the initial \$100.00. This form must be submitted in the same year as the accreditation package will be submitted. This submission triggers a Candidacy Review. The full list of questions as well as other considerations are found in the NACEP Accreditation Guide available on the NACEP website <http://www.nacep.org/accreditation/forms-resources/>.

Prepare and Submit a Completed Accreditation Application

The accreditation application usually takes 4-6 months to prepare. NACEP only accepts electronic application using the provided forms. Once NACEP receives the application, the program will be invoiced the \$400.00 application fee. A complete application consists of:

- A program description, including a description of the university or college context within which the program operates
- A complete NACEP cover sheet for each standard, explaining how the applicant fulfills the standard and describing the evidence submitted
- Evidence showing the program meets or exceeds each NACEP standard. The evidence includes comprehensive descriptions with contextual detail as well as sample documents illustrating that appropriate processes, policies and procedures are in place to ensure continued implementation.

Peer Review

Under the guidance of a member of the Accreditation Commission, applications are reviewed by three-person peer review teams who report their findings to the Accreditation Commission. The Commission votes on all decisions regarding granting or denying accreditation.

Each application is initially reviewed for completeness before being assigned to a Review Committee. If the application is complete and deemed ready for submission the Review Team will review the application. Based on their initial review of the application, the Peer Review Team will request clarification and additional documentation.

After the review of the application, the Peer Review Team will conduct an interview with the applicant. This interview can either be in person at the NACEP National Conference or via teleconferencing/videoconferencing.

Once the review is complete, the assigned Accreditation Commissioner presents the findings of the Peer Review Team and a recommendation to the NACEP Accreditation Commission for a vote at an April Commission meeting.

Next Steps

As an institution and program, EWU and EWU in the High School need to determine if NACEP Accreditation is a good choice. If the decision is to proceed then a self-study needs to be conducted. The first step would be identifying the self-study committee and begin the process. If the committee determines the EWU in the High School is ready to proceed then file the Intent in 2018, if not then the program will need to implement needed changes and file the Intent in 2019.

Recommendations

As program director, I feel that we should proceed with the accreditation process after a self-study. Since we have already implemented many of the pieces that were missing when I became director, I feel that the self-study should be pretty simple and will not take an entire year.

Additionally, I feel that to have the most complete and consistent application, we should have a person dedicated to compiling the materials needed for the application. This person would work directly with the program

director and other campus entities to complete each piece of evidence. This person could be someone already on staff such as Ashley Stettler who is already in charge of EWU's state authorization and SARA programs, or could be a GSA or intern from Public Policy, or a part-time hire.

Conclusion

NACEP accreditation is a needed step in ensuring we have a nationally recognized program and to ensure our students, families, and receiving institutions that the college courses being taught in our high schools do meet the rigorous standards of a traditional EWU course. Additionally, with the new state authorization process becoming a comprehensive annual report it seems only prudent to spend the time completing an accreditation package. With either the accreditation or the annual authorization, an additional staff member will need to help collect and assemble the required evidence. It only makes sense to spend the time in man-hours in doing what is best for the EWU in the High School program now and in the future.

References

National Alliance of Concurrent Enrollment Partnerships (NACEP). (2016). Retrieved from National Alliance of Concurrent Enrollment Partnerships.

National Alliance of Concurrent Enrollment Partnerships (NACEP). (2016). *Accreditation fees for 2016* [Table]. Retrieved from National Alliance of Concurrent Enrollment Partnerships.

**Chapter 392-725 WAC
COLLEGE IN THE HIGH SCHOOL RULES**

NEW SECTION

WAC 392-725-005 Authority. The authority for this chapter is RCW 28A.600.290, which authorizes the superintendent of public instruction to adopt rules governing RCW 28A.600.290, with the state board of community and technical colleges, the student achievement council, and the public baccalaureate institutions to jointly develop rules, and with the association of Washington school principals to be consulted. The rules set forth in this chapter have been jointly developed and agreed upon by the four organizations with the council of presidents representing the public baccalaureate institutions. The rules may be modified only by agreement of the superintendent of public instruction, state board of community and technical colleges, the student achievement council, and an organization representing the interest of the public baccalaureate institutions.

NEW SECTION

WAC 392-725-010 Purpose. The purpose of this chapter is to set forth rules governing the college in the high school program.

NEW SECTION

WAC 392-725-015 Definitions. The following definitions in this section apply throughout this chapter.

(1) "**College in the high school course**" means a dual credit course provided on a high school campus or in a high school environment in which an eligible student is given the opportunity to earn high school credit to be awarded by a district, charter school, or tribal compact school and college credit awarded by the participating institution of higher education by completing a college level course with a passing grade. College in the high school courses may be either academic or career and technical (vocational) education.

(2) "**Eligible student**" means any student who meets the following conditions:

(a) The student meets the definition of an enrolled student pursuant to WAC 392-121-106.

(b) The student under the grade placement policies of the district, charter school, or tribal compact school through which the high school credits will be awarded has been deemed to be a tenth, eleventh, or twelfth grade student.

(c) The student has met the student standards pursuant to WAC 392-725-130 and the general requirements and conditions pursuant to WAC 392-725-225(2).

(3) **"Participating institution of higher education"** means an institution of higher education that:

(a) A district, charter school, or tribal compact school has contracted with to provide the college in the high school courses;

(b) Meets the definition in RCW 28B.10.016, is authorized or exempt under the requirements of chapter 28B.85 RCW, or is a public tribal college located in Washington as noted in RCW 28A.600.290 (7)(a);

(c) Meets the college in the high school program standards outlined in WAC 392-725-130 through 392-725-150; and

(d) Is accredited by National Alliance of Concurrent Enrollment Partnerships or commits to the annual reporting of evidence requirement outlined in WAC 392-725-120.

(4) **"National Alliance of Concurrent Enrollment Partnerships"** is the professional organization that works to ensure that college in the high school courses are as rigorous as courses offered on the sponsoring college campuses. National Alliance of Concurrent Enrollment Partnerships has defined a set of quality standards that is the basis of their accreditation process.

(5) **"Council of presidents"** is defined throughout this chapter as the organization representing the interest of public baccalaureate institutions, specific to RCW 28A.600.290(6).

(6) **"Provisional status"** is the status that a college in the high school program may be assigned after the program's evidence of meeting the standards submitted in the annual report was found to be unsatisfactory by the review committee. A program is in provisional status up to six months after the review of the annual report.

(7) **"Fees."**

(a) **"College in the high school fees"** means the per credit fee charged by the participating institution of higher education for the registration for the college course.

(i) The maximum dual credit fee shall not exceed the college in the high school state-funded subsidies allocated in the current Omnibus Appropriations Act.

(ii) The dual credit fee may be less than the college in the high school state-funded subsidies allocation.

(b) **"Other associated college in the high school fees"** means additional fees required to fully participate in the college in the high school course charged by the participating institution of higher education such as registration fees and fees for consumables.

(8) **"College in the high school state-funded subsidies"** means the amount provided in the Omnibus Appropriations Act that pays the dual credit fee for specific eligible eleventh or twelfth grade students pursuant to RCW 28A.600.290 (1)(b)(i) only and for the limited amount provided in WAC 392-725-325(2).

NEW SECTION

WAC 392-725-050 Interlocal agreement requirement. Prior to the start of the college in the high school course(s), an interlocal agreement between the district, charter school, or tribal compact school and the participating institution of higher education must be developed and in place. The agreement shall be for no more than one school year, meet the district, charter school, or tribal compact

school's board policies and the policies of the institution of higher education regarding contracting agreements, and address the following requirements:

- (1) List of college in the high school courses.
- (2) College in the high school student standards pursuant to WAC 392-725-130 will be met.
- (3) College in the high school curriculum and assessment standards pursuant to WAC 392-725-140 will be met.
- (4) College in the high school faculty standards pursuant to WAC 392-725-150 will be met.
- (5) College in the high school evaluation standards pursuant to WAC 392-725-160 will be met.
- (6) Award of high school credits pursuant to WAC 392-725-200 will be met.
- (7) District, charter school, or tribal compact school's responsibilities for offering college in the high school course.
- (8) Institution of higher education's dual credit fee amount per college credit and a description and amount of other associated college in the high school fees.
- (9) Course materials including, but not limited to, textbooks for each college in the high school course and which party will be responsible to provide.
- (10) For any compensation paid to the instructor by the participating institution of higher education for work performed beyond the district, charter school, or tribal compact school contract, explanation of how the compensation will be calculated and provided and details of what duties the compensation represents.
- (11) Method and collection of dual credit fee and other associated college in the high school fees.
- (12) Districts, charter schools, tribal compact schools, and institutions of higher education shall as necessary assure compliance with their respective duties under federal and state law.

NEW SECTION

WAC 392-725-120 Demonstration and reporting of evidence of required college in the high school standards. (1) Participating institutions of higher education shall provide evidence that they meet the most recent National Alliance of Concurrent Enrollment Partnerships student standards, curriculum and assessment standards, faculty standards and evaluation standards unless recommended differently in WAC 392-725-130 through 392-725-160. National Alliance of Concurrent Enrollment Partnerships accreditation is recommended.

(2) As a condition of eligibility pursuant to WAC 392-725-015(3), after the college in the high school course concludes, institutions of higher education shall provide an annual report consisting of evidence that the required standards were met, consistent with the evidence National Alliance of Concurrent Enrollment Partnerships requires to meet standards. The annual report shall be submitted no later than July 1st for review by the college in the high school standards report review committee. Participating institutions of higher education that are accredited by the National Alliance of Concurrent Enrollment Partnerships for the current year of enrollment will be exempt from this requirement.

(3) The office of superintendent of public instruction shall convene a college in the high school standards report review committee. This review committee will consist of a representative of the state board of community and technical colleges, a representative of the council of presidents, a representative of the student achievement council, and a representative from the office of superintendent of public instruction. Additional members may be included at the discretion of college in the high school standards report review committee.

(4) The review committee will no later than August 15th advise the institution of higher education whether the required standards have been met.

(5) If the review committee finds that the institution of higher education's evidence of meeting the required standards is not satisfactory, the institution of higher education will have no more than six months to provide satisfactory evidence. During this period, the program will be under provisional status until evidence shows the program has met the standards.

(6) If after review of the additional evidence, the review committee deems that the standards are not being met, then the institution of higher education may not offer the college in the high school program for the following school year.

(7) The review committee will review the National Alliance of Concurrent Enrollment Partnerships standards every three years and update the college in the high school standards in WAC 392-725-130 through 392-725-160 as informed by the current National Alliance of Concurrent Enrollment Partnerships standards and feedback from participating school districts, charter schools, tribal compact schools, and institutions of higher education.

NEW SECTION

WAC 392-725-130 College in the high school student standards.

(1) Participating institutions of higher education shall:

(a) Ensure students meet the course prerequisites of the institution of higher education.

(b) Officially register or admit students as degree-seeking, non-degree-seeking, or nonmatriculated students of the institution of higher education and record courses administered through college in the high school program on official institution of higher education transcripts.

(c) Provide students and high schools with a comprehensive publication that outlines the rights and responsibilities of enrolled students.

(2) Participating institutions of higher education, not accredited by the National Alliance of Concurrent Enrollment Partnerships for the current year of enrollment, shall provide evidence of meeting the required student standards of this section.

NEW SECTION

WAC 392-725-140 College in the high school curriculum and assessment standards. (1) Participating institutions of higher education shall require that:

(a) College in the high school courses are catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits as sections offered on campus.

(b) College in the high school courses reflect the pedagogical, theoretical and philosophical orientation of the participating institution of higher education departments.

(c) Faculty site visits ensure that courses offered through the college in the high school program are the same as the courses offered on campus.

(d) Students are held to the same standards of achievement as those expected of students in on-campus sections.

(e) Students are held to the same grading standards as those expected of students in on-campus sections.

(2) Participating institutions of higher education are recommended to ensure students are assessed using the same methods (examples: Papers, portfolios, quizzes, labs, etc.) as students in on-campus sections. Participating institutions of higher education, not accredited by National Alliance of Concurrent Enrollment Partnerships for the current year of enrollment, shall provide evidence of meeting the required curriculum and assessment standards of this section.

NEW SECTION

WAC 392-725-150 College in the high school faculty standards.

(1) Participating institutions of higher education shall require that:

(a) Instructors providing the college in the high school instruction in the high school classroom must be approved by the participating institution of higher education's respective academic department and meet the same institution's requirements for teaching the college course at the institution of higher education campus.

(b) New instructors are provided with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the college in the high school course.

(c) Procedures address instructor noncompliance with the institution of higher education's expectations for courses offered through the institution.

(d) Noncompliance issues will be addressed in consultation with the district, charter school, or tribal compact school.

(2) Participating institutions of higher education are recommended to provide annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. Participating institutions of higher education, not accredited by National Alliance of Concurrent Enrollment Partnerships for the current year of enrollment, shall provide the evidence of meeting the required faculty standards of this section.

(3) Any compensation paid to the instructor by the institution of higher education must be for work performed beyond their contract with the district, charter school, or tribal compact school.

NEW SECTION

WAC 392-725-160 College in the high school evaluation standards.

- (1) Participating institutions of higher education shall:
- (a) Conduct an end-of-term student course evaluation for each college in the high school course section offered through the institution of higher education.
 - (b) Conduct surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Surveys shall include the following as outlined in the most current National Alliance of Concurrent Enrollment Partnerships survey guide:
 - (i) National Alliance of Concurrent Enrollment Partnerships essential questions (additional questions may be used);
 - (ii) One follow-up contact with nonrespondents within the methodology; and
 - (iii) Collaboration of a qualified institutional evaluator or researcher in the development of the survey and data analysis.
- (2) Participating institutions of higher education are recommended to conduct an annual survey of alumni who are one year out of high school and who are four years out of high school, at least once every three years. Surveys shall include the following as outlined in the most current National Alliance of Concurrent Enrollment Partnerships survey guide:
- (a) National Alliance of Concurrent Enrollment Partnerships essential questions (additional questions may be used);
 - (b) One follow-up contact with nonrespondents within the methodology; and
 - (c) Collaboration of a qualified institutional evaluator or researcher in the development of the survey and data analysis.
- (3) Participating institutions of higher education, not accredited by National Alliance of Concurrent Enrollment Partnerships for the current year of enrollment, shall provide the evidence of meeting the evaluation required standards of this section.

NEW SECTION

WAC 392-725-200 Prior confirmation of high school credit.

As a condition to an eligible student's enrollment in college courses, the eligibility of the college in the high school courses which the student intends to take for the award of high school credit and the amount of such credit shall first be established, as follows:

(1) The district, charter school, or tribal compact school shall establish on a course by course basis the amount of high school required or elective credit, or combination thereof, that shall be awarded for each college in the high school course successfully completed by the student based upon the conversion rate set forth in WAC 180-51-050.

(2) If a college in the high school course is not comparable to a district, charter school, or tribal compact school course required for high school graduation, the district, charter school, or tribal compact school superintendent shall determine the amount of required high school credit which shall be awarded following consultation with a representative of the institution of higher education designated for that purpose. The difference between the amount of required credit and the amount of credit earned at the conversion rate set forth in WAC 180-51-050 shall be awarded as elective credit.

(3) Within five school days of a student's request for confirmation of credit, the district, charter school, or tribal compact school superintendent or other designated representative shall confirm in writing the amount of high school required or elective credit, or combination thereof, which shall be awarded upon successful completion of the courses.

(4) Upon confirmation by the college in the high school instructor of a student's successful completion of a college in the high school course under this chapter, the district, charter school, or tribal compact school shall record on the student's secondary school records and transcript the high school credit previously confirmed under the section with a notation that the courses were taken at an institution of higher education pursuant to WAC 392-415-070.

(5) Each district, charter school, or tribal compact school and institution of higher education shall independently have and exercise exclusive jurisdiction over academic and discipline matters involving a student's enrollment and participation in courses of, and the receipt of services and benefits from the district, charter school, tribal compact school or the institution of higher education.

NEW SECTION

WAC 392-725-225 College in the high school general requirements.

(1) Participating districts, charter schools, or tribal compact schools must provide general information about the college in the high school program to all students in grades nine through twelve and to the parents and guardians of those students.

(2) The enrollment of a student who meets the definition of WAC 392-725-015(2) in the college in the high school program shall be governed as follows:

(a) An eligible student is responsible for enrolling into an institution of higher education on or before the deadline established by the institution of higher education.

(b) An eligible student is entitled to enroll in an institution of higher education for college in the high school program purposes subject to each of the following conditions and limitations:

(i) Enrollment is limited to college level courses.

(ii) Prior confirmation pursuant to WAC 392-725-200 by the district, charter school, or tribal compact school of the amount of high school credit to be awarded for a college in the high school course on or before the deadline for enrollment established by the institution of higher education.

(iii) Acceptance of the student by the institution of higher education subject to enrollment requirements and limitations established by the institution, including a determination that the student is com-

petent to profit from the college level course(s) in which the student seeks to enroll.

NEW SECTION

WAC 392-725-250 Transferability of college credit. (1) College in the high school programs may include both academic and career and technical education. The college credit shall be applied at institutions of higher education toward:

- (a) General education requirements; or
- (b) Degree requirements.

(2) A college in the high school course has the same transferability as its equivalent course on the college campus. Some courses including career and technical education courses may not meet specific general education and/or degree requirements.

NEW SECTION

WAC 392-725-300 Finance. (1) Districts, charter schools, and tribal compact schools claim the college in the high school courses for basic education funding based on the course's average enrolled weekly minutes pursuant to WAC 392-121-122. Courses that qualify for vocational enhanced funding can be claimed pursuant to WAC 392-121-138.

(2) The participating institution of higher education receives college in the high school fees as defined in WAC 392-725-015 (7)(a) and other associated college in the high school fees for eligible students as defined in WAC 392-725-015 (7)(b). The amount and method of collection of these fees shall be outlined in interlocal agreement.

(3) For college in the high school courses that qualify for state funded subsidies as defined in WAC 392-725-015(8) and based on the per student limitations provided in WAC 392-725-325(2), these subsidies are provided in lieu of college in the high school fees as defined in WAC 392-725-015 (7)(a).

NEW SECTION

WAC 392-725-325 College in the high school state funded subsidies. Pursuant to RCW 28A.600.290 and subject to the amount provided in the Omnibus Appropriations Act, state funded subsidies may be available to pay the cost of college in the high school fees for specific eligible eleventh or twelfth grade students only enrolled in college in the high school courses provided by institutions of higher education that meet the definition in RCW 28B.10.016, or a public tribal college located in Washington as noted in RCW 28A.600.290 (7)(a), and for the limited amount provided in subsection (2) of this section. Public institutions of higher education that are outside of

the state of Washington or private institutions of higher education do not qualify for the state funded subsidies.

(1) Prioritization of the available college in the high school state-funded subsidies will be allocated in the following method:

(a) High schools that are and students that reside twenty driving miles or more as measured by the most direct route from the nearest institution of higher education offering running start.

(b) High schools who receive small high school funding enhancement as provided in the Omnibus Appropriations Act.

(c) For the remaining high schools, eligible students who qualify for the new school year for free and reduced price lunch.

(2) Limitation of college in the high school state-funded subsidies are as follows:

(a) For each eligible eleventh and twelfth grade student, the annual credit amounts for subsection (1)(a) through (b) of this section are limited to the annual credit amounts provided in the Omnibus Appropriations Act but may not exceed ten credits for any school year.

(b) The annual credit amounts for subsection (1)(c) of this section are limited to the annual credit amounts provided in the Omnibus Appropriations Act but may not exceed five credits for any school year.

(3) The office of superintendent of public instruction will provide an application process that districts, charter schools, and tribal compact schools will use to apply annually for the college in the high school state-funded subsidies.

(a) Districts, charter schools, and tribal compact schools will apply by July 1st for the new school year's subsidies.

(b) The office of superintendent of public instruction will notify districts, charter schools, and tribal compact schools by September 1st the amount of subsidies awarded for the new school year.

(c) Through the application process, districts, charter schools, and tribal compact schools will provide a list of college in the high school courses per high school for the new school year. The award of subsidies will be limited to the courses provided in the application process.

(d) The list of college in the high school courses will contain the amount of college quarter credits awarded for each course. For this section only, college semester credits will be converted into quarter credits by multiplying the semester credits by 1.5 and rounding up to the nearest whole credit.

(e) Districts, charter schools, and tribal compact schools will provide an estimate of eligible students expected to receive the subsidies within the per student credit limitation provided in the Omnibus Appropriations Act.

(i) For high schools that qualify for the priorities according to subsection (1)(a) and (b) of this section, applicant will provide an estimate of eligible eleventh and twelfth grade students.

(ii) For high schools that qualify for the priorities according to subsection (1)(b) and (c) of this section, applicant will provide an estimate of eligible eleventh and twelfth grade students that live more than twenty miles from a college offering running start.

(iii) For high schools that qualify for subsection (1)(c) of this section, applicant will provide an estimate of eligible eleventh and twelfth grade students that are expected to qualify for free and reduced price lunch.

(4) Reimbursement of the college in the high school state-funded subsidies will occur as follows:

(a) Beginning with the 2015-16 school year, the college in the high school state-funded subsidies for college in the high school will be allocated at minimum sixty-five dollars per quarter credits.

(b) Starting with the 2017 calendar year, and for every four years after, the funding level for the college in the high school state-funded subsidies will be reviewed by the office of superintendent of public instruction, the student achievement council, the state board for community and technical colleges, and the council of presidents representing the public baccalaureate institutions and make recommendation to the legislature for an increase to the funding level of the college in the high school state funded subsidies.

(c) The college in the high school state-funded subsidies will be paid after the completion of the course.

(d) Districts, charter schools, and tribal compact schools with high schools eligible for the college in the high school state-funded subsidies will submit a request for payment of subsidies form to the office of the superintendent of public instruction. The request for payment will include the actual number of completed credits for eligible eleventh and twelfth grade students who have not exceeded the credit limitation pursuant to subsection (2) of this section.

(e) The office of the superintendent of public instruction will review the request for payment of subsidies form and fund the reporting district, charter school, and tribal compact school one hundred percent of the approved college in the high school subsidies on the following monthly apportionment payment.

(f) One hundred percent of the subsidies generated will be forwarded to the participating institution of higher education that provided the college in the high school program.

Appendix B

 <p style="text-align: center;">National Alliance of Concurrent Enrollment Partnerships Program Standards and Required Evidence for Accreditation Revised December 15, 2009 Effective January 1, 2011</p>	
Curriculum Standards and Required Evidence	
Standard	Required Evidence
C1 Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.	<ol style="list-style-type: none"> 1) A college/university catalog or a link to an on-line college/university catalog. 2) A comprehensive list of all courses offered through the CEP with descriptions that are publicly available from the college/university.
C2 College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.	<ol style="list-style-type: none"> 1) Official letter from the college/university's departmental chairperson, coordinator, or liaison, representing each discipline, describing and verifying compliance with the standard. 2) Additional evidence may be submitted.
C3 Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.	<ol style="list-style-type: none"> 1) A description of site visits, including what would happen during a typical site visit, frequency requirements, how site visits are tracked by the CEP, and how site visits are used to provide feedback from college/university faculty to CEP instructors. 2) One example of a completed and signed faculty site visit report representing each discipline. 3) Additional evidence may be submitted.

Faculty Standards and Required Evidence	
Standard	Required Evidence
F1 CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.	<ol style="list-style-type: none"> 1) Published documents from the CEP describing departmental criteria and processes for appointing, approving or denying CEP instructors. 2) Three completed samples of CEP instructor applications, representing varied departments, that include documents required by the CEP (with secure information removed) and corresponding approval/appointment letters. 3) One completed sample of a CEP letter/form of CEP instructor denial of appointment (with secure information removed). 4) Additional evidence may be submitted.
F2 The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.	<ol style="list-style-type: none"> 1) Two samples of discipline-specific training and orientation materials for new CEP instructors representing different disciplines. 2) Attendance reports, agendas, and participant evaluations documenting CEP practice and implementation of new CEP instructor training and orientations. 3) A comprehensive CEP administrative policy and practice guide. 4) Additional evidence may be submitted.
F3 The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.	<ol style="list-style-type: none"> 1) A description of the CEP's annual professional development; include the format, delivery methods and frequency. 2) An example from the professional development activities of each discipline (such as a seminar agenda, event minutes, conference report, site visit report, etc.). 3) Procedures and/or policy describing how the CEP ensures and tracks professional development participation. 4) Additional evidence may be submitted.
F4 CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).	<ol style="list-style-type: none"> 1) Published procedures and/or policies from the CEP addressing non-compliance.

Student Standards and Required Evidence

Required Evidence	
Standard	
S1	<p>The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.</p> <p>1) Official letter from the college/university registrar verifying compliance with the standard.</p>
S2	<p>The CEP ensures its students meet the course prerequisites of the college/university.</p> <p>1) Published outline of registration process provided to students and schools including any prerequisites for each college/university course administered through the CEP. 2) Description of process used to implement any prerequisite requirements. 3) Additional evidence may be submitted.</p>
S3	<p>The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.</p> <p>1) CEP publication addressing topics including, but not limited to, college/university student conduct policies such as academic integrity, consequences of plagiarism and academic dishonesty; advising issues such as prerequisites, pre-testing, course load and grading standards; and processes such as course cancellation, registration and credit transfer. 2) Additional evidence may be submitted.</p>

Assessment Standards and Required Evidence

	Standard	Required Evidence
A1	CEP students are held to the same standards of achievement as those expected of students in on campus sections.	<ol style="list-style-type: none"> 1) Paired syllabi from on campus and CEP sections—one paired example from one course per discipline, with standards of achievement highlighted. 2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 3) A detailed description of processes and implementation used to assure standards of achievement are the same in CEP and on campus sections of corresponding courses. Include a description of how syllabi are reviewed, changed and approved. 4) Additional evidence may be submitted.
A2	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.	<ol style="list-style-type: none"> 1) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 2) A detailed description of processes and implementation used to assure grading standards are the same in CEP and on campus sections of corresponding courses. 3) Additional evidence may be submitted.
A3	CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.	<ol style="list-style-type: none"> 1) Paired student assessments or syllabi from on campus and CEP sections—one paired example from each discipline for side-by-side comparison. 2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 3) A detailed description of the processes and implementation used to assure assessment methods are the same in CEP and on campus sections of corresponding courses. 4) Additional evidence may be submitted.

Evaluation Standards and Required Evidence	
Standard	Required Evidence
E1 The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.	<ol style="list-style-type: none"> 1) Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used. 2) Sample of an evaluation report instructors receive regarding the college/university course. If there is variation between departments, submit one sample of each type of evaluation report used. 3) Description of methodology and process used to report back to CEP instructors.
E2 The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.	<ol style="list-style-type: none"> 1) Survey instrument. 2) Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.
E3 The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.	<ol style="list-style-type: none"> 1) Survey instrument. 2) Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.
E4 The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.	<ol style="list-style-type: none"> 1) Survey instrument. 2) Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.