

Dual Enrollment – Parents, Pitfalls, and Processes

Presenters:

Teresa Eastman, MBA

Meri Faulkner, M.A.

Michelle Mitchell, M.Ed, CRC

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Conference Civility Statement

We ask you to join us in creating a culture that reflects...

Access and Inclusion

and

Civility and Respect

...this week and in all aspects of our organization.

Disclaimer:

There have been many changes in recent months regarding governing entities and laws. Attendees should check to make sure that nothing has changed since the presentation was created.

Agenda

- Overview of Dual and Concurrent Enrollment
- Applicable Laws
- Agreements, Processes, Paperwork
- Funding and Oversight of Accommodations



Overview of Dual and Concurrent Enrollment

Defining Dual Enrollment Types

Concurrent Enrollment:

- High school students enrolling in college courses
- Classes may be held at a college campus, high school/community location, or online
- Homeschooled students are eligible for concurrent enrollment

Dual Enrollment:

- All dual credit students are concurrent, but not all concurrent students are dual credit
- Dual Credit: high school student enrolled in a college class that will count for credit at their high school
 - Credit at both institutions if they sign up at both the high school and college

Defining Dual Enrollment Types, Cont.

Early College Students:

- Students who will graduate with a high school diploma and Associate's degree
- Different formats:
 - **1/2 day college and 1/2 day high school**
 - **Early college programs on college campuses**
- Students can earn industry certificates and credentials depending on their program of study



Applicable Laws



Individuals with Disabilities Education Act (IDEA)

- Strictly for the K-12 environment
- Ensures access to a free appropriate public education (FAPE) in the least restrictive environment (LRE)
- Individualized Education Programs (IEPs)
 - Includes measurable educational goals, accommodations, and special education services
- Schools are responsible for providing success, not access

Section 504 of the Rehabilitation Act of 1973

- Requires schools who receive federal funding to not discriminate against individuals with disabilities
 - K-12 and post-secondary
 - Includes accommodations, not specialized programs

Americans with Disabilities Act (ADA) 1990

- Law that prohibits discrimination against individuals with disabilities in many settings
- Title II - Public Institutions
- Title III - Private Institutions
- Amended in 2008 to be inclusive of more disabilities
- Accessible facilities, auxiliary aids and services, accommodations, etc.

Modification vs. Accommodation

- Accommodations provide access to the established content and program requirements
 - Not a fundamental alteration
- Modifications change/lessen the requirements
 - Not appropriate at the college level



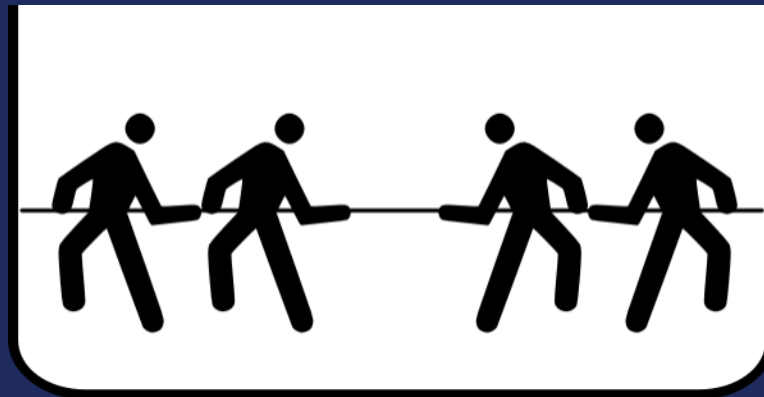
Agreements between High Schools and Colleges: Key Considerations and Guidelines

OCR Guidance on Dual Enrollment

- You must make sure all students can access
 - Underrepresented Groups
- Non Discriminatory Practices
 - Processes; Procedures; Marketing

OCR Guidance on Dual Enrollment Cont.

- Accessibility of Resources & Support Services
- High schools & Colleges/Universities must work together



Who Determines Access

- College Courses
 - Students must register with the Disability/Access Services
- Accommodations from the student's IEP/504 may not be appropriate
- Paying for Accommodations?
 - According to OCR, the institution is responsible for the costs of accommodations



We Have a Accreditation Body for That

- NACEP (National Alliance of Concurrent Enrollment Partnerships)
 - Ensures quality standards between high school and college partnerships
 - Consistency, Integrity, and Rigorous Standards
 - Credibility

Standards Considered

- Curriculum Alignment
- Instructor Qualifications
- Student Support
- Program Review & Assessment



Students with Disability Implications

- Same academic rigor with reasonable accommodation
- Trained Instructors in Accommodations & Inclusive Teaching
- Access to College Accommodations & Technology



Students with Disability Implications Cont.

- How Are We Doing with Meeting Student's Needs
- Equitable Recruitment & Support Structures
- Must Comply with Federal & State Laws



First!!

**Read Your
Institution's
Memorandum of
Agreement (MOA)**



MOAs & MOUs

- Memorandums of Agreement & Memorandums of Understanding
 - Legal Documents Outlining Terms, Expectations, Roles, Responsibilities
 - Academic Policies
 - Financial Terms
 - Compliance with Laws & Regulations



Example of MOA

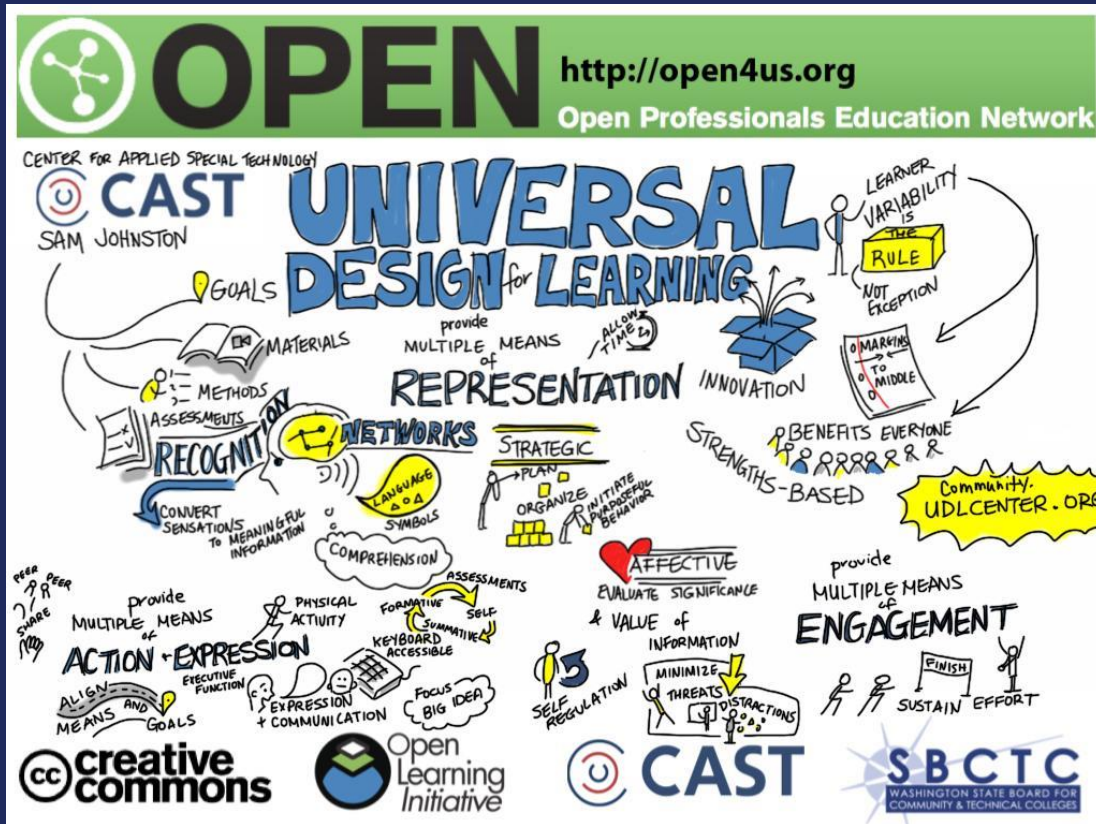
“Participants in the Dual Enrollment program will be recognized as SCC students and therefore **must contact the College’s Office of Student Disability Services to self-identify and request access** to necessary and reasonable program and service accommodations. Spartanburg Community College is governed by and operates in accordance with section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008 requirements when providing services to students.”

-Spartanburg Community College

Best Practice



Best Practice Cont.



Identification

Processes and Paperwork



Identifying Students Needing Services

- Forms used during the dual enrollment registration process
- What is shared with their application
- Impact for online courses

Sample Text:

Student: I understand that if I need accommodations for disability, I am required to contact the office of Student Disability Services ([Website Link](#) or 864-592-4818) and go through the intake and registration process before any accommodations can be granted. Students' 504 or IEP accommodations are not shared with transcripts or other academic records and can only be shared by the student who must lead the interactive registration process.

Sample Text Cont.

Parental Permission: I understand that if my student needs accommodations for disability, the student is required to contact the office of Student Disability Services ([Website Link](#) or 864-592-4818) and go through the intake and registration process before any accommodations can be granted. Students' 504 or IEP accommodations are not shared with transcripts or other academic records and can only be shared by the student who must lead the interactive registration process.

FERPA

- FERPA (Family Educational Rights and Privacy Act, sometimes called the Buckley Amendment), passed by Congress in 1974, grants four specific rights to the adult student.

FERPA STUDENT RIGHTS

- The right to see the information that the institution is keeping on the student.
- The right to seek amendment to those records and in certain cases append a statement to record.
- The right to consent to disclosure of his/her records.
- The right to file a complaint with the FERPA Office in Washington.

FERPA EXCEPTIONS

- Sole possession records
- Records created and maintained by a law enforcement unit for a law enforcement purpose
- Employment records (unless contingent on attendance)
- Medical records made and maintained in the course of treatment and disclosed only to those individuals providing treatment

Parents!

FERPA gives parents access at the high school level and takes it away at the college level.



Parents, Continued

- Students must be involved in the interactive process, regardless of FERPA releases
- **One option:** FERPA release allowing the parent to do some communication
- **Another option:** Student and parents can do this process together which will help students build self-advocacy skills
- How can we support students and parents through this transition?

Changing Roles



Funding and Oversight of Accommodations

Who pays for the accommodations?

- Who pays the instructors?
- Colleges should prepare to cover these costs as the students are earning college credit
- Colleges may need to partner with the high school when providing the accommodations (example: extended testing time at the high school)

Deaf Students who are Dual-Enrolled



- Qualifications: EIPA vs. NIC
 - EIPA - Educational Interpreter Performance Assessment (k-12)
 - Uses a scale up to 5.0
 - Each state will decide the minimum score (ex. 3.5, 4.0)
 - NIC - National Interpreter Certification
 - Community interpreting (includes postsecondary)
- *Just because an interpreter is qualified to interpret in a k-12 setting does not mean that they have the necessary credentials for college interpreting*

Questions?

Session Evaluation



tinyurl.com/AHEADFeedback

Your feedback helps shape future programming.

Thank you for attending!