

Dual Enrollment Worksheet/Checklist

Collect Student Data:

- _____ High School Graduation Rate
- _____ First Generation Students as a percentage of population
- _____ Students Indication of Post-Secondary Activities at HS Graduation
 - Work
 - Military
 - Apprenticeship Program
 - 2 year institution or Trade/Technical School
 - 4 year institution

- _____ Student follow up information-
 - _____ Fall after graduation to determine how many in post-secondary, how many in other (work, military, apprenticeships)
 - _____ Two years after graduation - how many are persisting in post-secondary, how many still in gainful employment, military or apprenticeships
 - _____ Five years after graduation - how many have graduated from post-secondary, how many gainfully employed or in the military

District Staff Qualifications:

- _____ Inventory which staff members have a MA/MS in the Content Areas (Secondary Certification)
- _____ Determine which staff members have documented Vocational Experience

High School Course Guide Evaluation:

- _____ Determine areas in the course guide where there are course needs but no available staff
- _____ Survey Student Interest in possible new courses
- _____ Determine the placement of Dual Enrollment or Advanced Placement classes within the current course offerings.
- _____ Consider including pre-100 level courses as part of the HS curriculum and in preparation for DE/CEP classes

High School Department Chairs and Counseling Staff:

- _____ Educate students and staff as to the benefits and differences of AP/DE classes
- _____ Educate parents and community regarding benefits and differences of AP/DE classes
- _____ Arrange for staff members to meet with coordinating Community College Department Chairs to discuss course content and expectations, inservice and grading procedures.
- _____ Arrange for training for HS teachers with Community College instructors
- _____ Arrange for textbooks from Community College bookstore to be purchased by HS students at the HS campus.
- _____ Educate HS teachers on the professional benefits of participation as a teacher for CEP, and benefits to students of program participation

Community College Partnerships:

Work with Community College and District Administrators:

- _____ Develop legal agreements and any modifications to district/board of education policies and regulations that could be affected by Dual Enrollment or Concurrent Enrollment classes
- _____ Develop agreements on costs of tuition for DE and CEP classes
- _____ Organize transfer of transcripts to Community College Department Chairs for evaluation and certification for teaching CEP classes
- _____ Appoint Liaisons, for the community college and the school district, to facilitate communication between the two entities
- _____ Determine a slate of DE/CEP classes to offer during the first year of collaboration and a schedule for classes within the high school. Arrange for rooms, equipment, curriculum and textbooks.
- _____ Develop a slate of DE/CEP classes to offer over a five-year period.
- _____ Coordinate schedules between high school and college; especially for class periods, grades, and enrollment purposes.
- _____ Determine costs for the class – fees, books, mileage, tuition (or not).
- _____ Relay attendance expectations for high school students to counselors and administration

District Board of Education and Administration:

- _____ Change/Modify School Board Policies to allow DE/CE courses
- _____ Develop a Curriculum/Policy Committee of the Board of Education to work with school administrators and department chairs as a conduit for curricular change
- _____ Communicate with the Board of Education and the Community through presentations at Board Meetings and Public Forums
- _____ Develop means to align DE/CEP courses with HS curriculum (common core standards)
- _____ Communicate with the public, building administrators and staff a clear message of support for the initiative
- _____ Create agreement to give the COMPASS test at the high school campus for students who are interested in participating in DE or CEP classes. Agree on level of readiness required from COMPASS or ACT test results for student admission to courses offered.

Developed by Joni Swanson, Assistant Supt. Geneseo CUSD #228, Geneseo, IL

309-945-0450

jswanson@dist228.org

<http://www.gcsdblogs.org/Swanson/>

