

NASSAU BOCES EARLY COLLEGE ACCESS PROGRAM OVERVIEW

Empowering students through early college
opportunities



SCHOOL COUNSELOR SUPPORT SERVICE



Elementary and Secondary School Counselor Circles

Supporting counselors through guidance and collaborative interactions

College Admissions Workshops

Support for counselors for college admissions landscape

Itinerant School Counselors (.6 NYS Aid)

Flexible counselor support funded through New York State aid

JUUL Grant Implementation: Year 1

Focused initiatives funded by JUUL grant to support student wellness and prevention.

College & Career Access

- **College Board** – SAT & PSAT Ordering
- **Naviance** – College & Career Readiness
- **SchooLinks** – College & Career Readiness
- **Parchment** – Transcript Services
- **GuidanceDirect** – Career Exploration Tools/Listserv

SEL Platforms

- **CharacterStrong** – SEL Curriculum
- **Pathful** – Career Readiness & SEL Integration
- **Panorama** – SEL Data & Insights
- **MooZoom** – Interactive SEL Lessons
- **PREPARE** – Crisis Response & SEL Planning
- **7 Mindsets** – SEL Framework for Student Empowerment

DUAL ENROLLMENT OVERVIEW

Dual enrollment programs provide high school students with the opportunity to take college courses, potentially saving them time and money in college. These programs can also positively impact student outcomes, such as: **HS Graduation, College Enrollment, College Success, and College Completion**

Growth and Scale

- Grown dramatically—from **300,000 students in the early 2000s to 2.5 million in 2022–23**.
- **93% of Higher Ed** offer DE and **98% accept credits in transfer**, reflecting widespread legitimacy.

Academic Outcomes

- Research shows High School Dual Enrollment participants are more likely to **attend college immediately after high school** and to **earn bachelor's degrees within four years**.

Columbia University study found that dual-enrollment students:

- Applied to more—and more selective—colleges.
- Students of Color were **15.6% more likely** to apply to a four-year college per dual-credit earned.
- Reported greater confidence, especially among underrepresented learners.

Financial Benefits and Access

- DE participants are 1.5x more likely to receive scholarships and 1.7x more likely to receive merit aid, averaging \$1,200 more in financial aid.
- Courses are also cheaper than traditional college classes and often subsidized for low-income learners. Still, 51% of institutions report fees remain barriers, despite tuition discounts offered by 88% of colleges.

Opportunities Ahead

- HSDE is firmly established as both a **learning pathway** and a **strategic enrollment tool**. To maximize its potential, institutions must balance **growth with equity, affordability, and learner support**.
- Current gaps remain: fewer than half of institutions analyze student demographics, and only one-third run targeted programs for underrepresented groups.
- **Expanding access and equity-focused supports will be critical as HSDE continues to scale.**

DUAL ENROLLMENT IN NEW YORK

New York's Dual Enrollment

- Historically a leader in early college/dual enrollment innovation (middle colleges in 1970s, Bard High School Early Colleges in 2000s, P-TECH in late 2000s, Smart Scholars, Smart Transfers). LESS THAN 2% Participate
- Despite this, New York is (WAS) one of only two states (with PA) lacking a statewide dual enrollment policy UNTIL..... September 9 Board of Regents meeting proposed an amendment to establish statewide dual enrollment policy
- Why: NYS 3rd Largest Number of DE students in USA, 33 Colleges have more than 30% of their student population in DE, 14% of undergrad students are in High School
 - Question: How many students pay for DE credits per course despite being in the course?
 - Do students have to pay to take the course?

NEW STATUE: STEP 1

The purpose of this Part is :

- Establish a statewide DE policy.
- Support P-12 and higher education partners as they collaborate on developing and sustaining high-quality DE programs.
- Provide students equitable access to rigorous and meaningful educational experiences and include the supports students need to succeed.

As part of the FY 2026 Enacted State Budget, a new statute (Education Law §319) directs the Commissioner to adopt a statewide dual enrollment policy that includes:

- Definition of dual enrollment programs
- Data reporting requirements: P-12 and higher education partners must annually submit data to the Department regarding participation in and outcomes of dual enrollment programs in a form and manner prescribed by the Commissioner.
- Data on the programs would include student, program, school, and institution of higher education data.
- NYSED must publish the data annually on its website.
- Partnership agreement requirements

If adopted at the January 2026 meeting, the
proposed amendment will become effective on
January 28, 2026

PARTNERSHIP AGREEMENTS

- All P-12 partners participating in a dual enrollment program must submit to the Department a partnership agreement with the institution(s) of higher education on a **form prescribed by the Commissioner**.
- The partnership agreements must establish the **scope and terms** of the dual enrollment program, including a description of the program, collaboration between the partners, and protocol for collecting, sharing, and reporting data.
- The partnership agreement must be **updated and resubmitted** at least every five years.

Potential Plan: Agreements would shift between the District to University to Nassau BOCES to University

COLLEGE COURSEWORK

Each dual enrollment college course must:

- be offered for credit by a partner institution of higher education;
- be listed in the institution's course catalog; and
- have the same or comparable learning outcomes, content, objectives, instructional materials, methods of assessment, and level of rigor as other sections of the same college course regardless of location or mode of delivery.

Universal course catalog will DE offerings, districts could choose/continue with current of new DE programs. ALL would have to align to accreditation, teacher training, and other requirements

CHALLENGES

Credit Transfer Barriers

While acceptance of dual enrollment (DE) credits has grown, especially in public colleges, transfer remains inconsistent, particularly at private institutions.

Common reasons for lost or limited credit include:

- Courses taught by high school teachers or at high school locations.
- Misalignment with major or degree requirements.
- Credit already counted toward high school graduation.
- Low grades (below 2.0).
- Partial or elective-only credit.
- Failure to complete transfer processes.

Persistent Issues

- Inconsistent Policies: Even within the same state or accreditor, transfer practices vary widely.
- Perceptions of Rigor: Courses taught in high schools may be viewed as less rigorous.
- Administrative Hurdles: Course equivalency reviews, unclear rules, and paperwork delays cause credit loss.
- Faculty Standards: Accrediting agencies require graduate-level credentials, but many high school teachers don't meet these standards. Recent revisions expand qualifications but raise concerns about rigor.

Utilize data collected by DE programs along with accreditation to ensure transfer success along with transfer coordinator serve as advocate; develop process of seamless registration, follow through and communication.

NACEP: ADVANCING QUALITY DUAL ENROLLMENT

Founded: National meeting in 1997 → official establishment in 1999 → quality standards in 2002 → first accreditation in 2004.

Vision

- Equitable access to high-quality college courses for all secondary students.

Core Work

- Accreditation: NACEP is the only national accreditor for dual/concurrent enrollment.
- Standards: Framework across six areas – Partnership, Faculty, Assessment, Curriculum, Student, Evaluation.
- Support: Disseminates best practices, research, resources, webinars, and leadership development.
- Policy: Ensures practitioner voice in federal and state policy conversations.
- **NACEP-accredited program**, widely recognized as the **gold standard for program quality**.

INSIGHT: Dual enrollment is **no longer a niche initiative**. Through accreditation, standards, and advocacy, NACEP plays a pivotal role in ensuring that these programs expand with both **equity and quality** at the forefront.

WHY COLLEGES ACCEPT THE CREDIT?

Admissions Pipeline: Dual enrollment serves as a **recruitment tool**, letting colleges identify and nurture students who have already demonstrated success in college-level work. **SUPA: 20K**

Increased Enrollment & Completion” Students who participate are **more likely to enroll in and graduate from college**, boosting student outcomes and institutional success (including funding tied to those outcomes).

Better-Prepared Students: Dual enrollment provides **valuable college-level experience**, making the transition smoother and improving first-year success rates.

Alignment with Secondary Systems: It effectively **bridges secondary and postsecondary systems**, ensuring smoother educational transitions.

Broad Appeal: Dual enrollment is **widely supported** by students, parents, educators, and policymakers, making it a valued part of the education landscape. **If you want to be in the game, you have to play the game**

Cost Factor: For **public institutions**, there is no major impact on lost revenue. The impact for **private schools** is less certain.

Timeline for a college education is changing..4 year is reducing

PROGRAM OVERVIEW



- ✓ Districts pay for student participation through BOCES
- ✓ Qualifies for State Aid return when purchased through BOCES
- ✓ Fully transferrable college credits aligned with NYS graduation requirements
- ✓ Access to college campus resources: libraries, computer labs, and databases
- ✓ College Counselor support for academic, career, and social-emotional planning
- ✓ Equitable access for all students, including underserved populations

DUAL ENROLLMENT OPTIONS USED BY HIGH SCHOOLS



- Adelphi University — College Credit Advantage Program (CCAP) **\$390/Course**
- St. John's University — College Advantage Program **\$325/Course**
- LIU Post — High School Scholars Program **\$290/Course**
- Molloy University — High School Scholars Program **\$300/Course**
- Stony Brook University — ACE Program **\$300/Course**
- NYIT Advance **\$315/Course**
- Syracuse University — Project Advance (SUPA) **\$115/Credit**
- SUNY Suffolk — Beacon Program **\$65/Credit**
- Farmingdale State College — University in the High School (UHS) **\$70/Credit**

DE Programs will begin to reevaluate price points..more consumers, consistency and long-term potential.

POTENTIAL CHALLENGES FOR SCHOOL DISTRICTS

1. Budget & Funding Realities

- **State Aid Return:** Districts rely on state aid reimbursement to offset costs.
- **Selective Credit Coverage:** Some districts may only cover credits or payments for specific courses, provided access remains equitable for all students.
- **Tuition Agreements:** Programs often require a negotiated, set tuition cost (per student, per course, or through a membership-style agreement).

2. Academic & Strategic Alignment

- **Student Readiness:** Students must be academically and personally prepared to handle the demands of college-level work.
- **Rigor & Standards:** Clear expectations around rigor, course outlines, and instructional quality are needed to ensure DE is equivalent to true college-level work.
- **Success Measures:** Strategic alignment helps increase the likelihood of student success in DE coursework.
- **Course Availability:** College course offerings and scheduling vary, which can affect access and program scalability.

3. Operational & Logistical Hurdles

- **Teacher & Program Accreditation:** Instructors and programs must meet college and accreditation standards.
- **Scalability Issues:** Number of sections and student enrollment must be manageable.
- **Labor Relations:** Programs must avoid conflicts with collective bargaining agreements.

4. Risk, Compliance, and Optics

- **Compliance Maintenance:** Ongoing adherence to accreditation and program requirements.
- **Data Tracking:** Building tools to track student access, outcomes, and program effectiveness.
- **Positive Outcomes:** Promoting success stories and positive optics to ensure continued buy-in.

What is the financial shift between “zero” cost to pay for all?

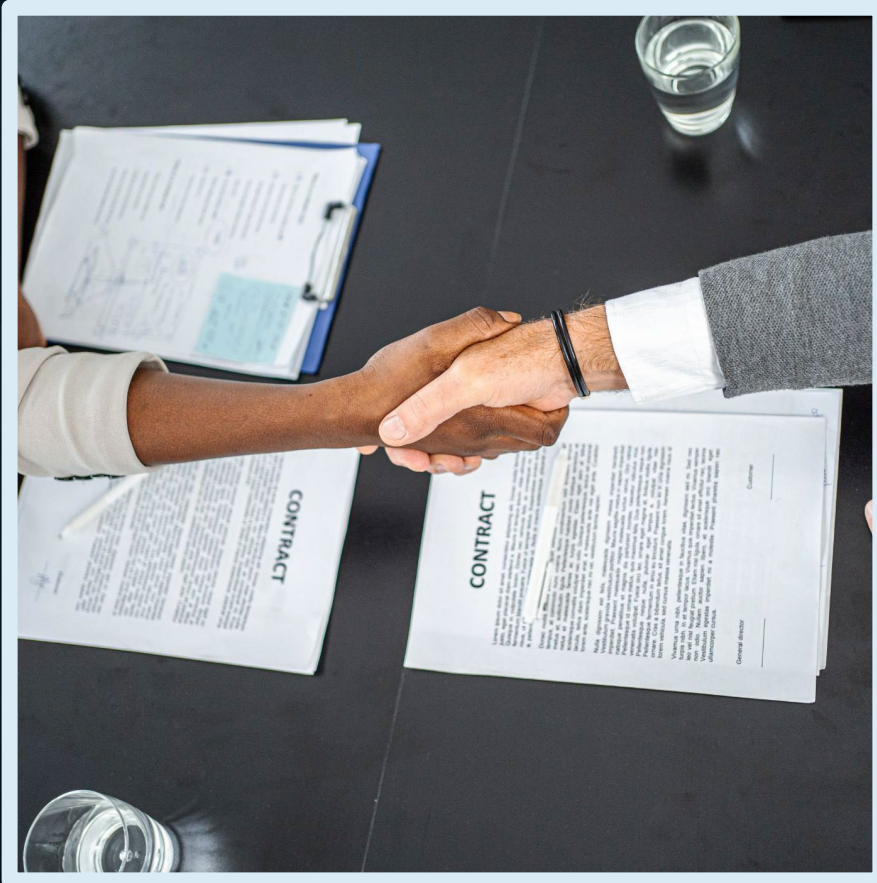
What counts as “aidable”? Staffing?

Can programs be shared? Online?

Evaluate current course time in comparison to needed time: Forensics/English

Review of other services: PSAT & Test Prep Cost

GETTING STARTED



Contact for Enrollment

Interested school districts should contact the Mike Tweed to start the enrollment process and collaborate effectively.

mtweed@nasboces.org or by phone at 516-832-2818

CONSIDERATIONS AND QUESTIONS



I refuse to answer that question on the grounds that I don't know the answer-
Douglas Adams