Due to recent K-12 facility closures and higher education institutions moving to online formats, this memorandum serves as guidance for colleges who offer College in the High School programs during the COVID-19 public health emergency. Since College in the High School programs are locally managed partnerships between high schools and colleges, many decisions related to the COVID-19 virus will be dependent on our K-12 partnerships.

This recommended guidance has been reviewed by IC membership, WSSSC membership, college personnel who oversee concurrent enrollment, leadership from Office of the Superintendent of Public Instruction, Council of Presidents, and SBCTC Education Division leadership. We appreciate the collaborative nature in which this proposal was derived. This is in effect until further notice.

Please note that this memorandum also includes National Alliance of Concurrent Enrollment Partnerships (NACEP) guidance, where applicable. To access NACEP’s full COVID-19 guidance please go to [www.nacep.org/nacep-cornonavirus-guidance](http://www.nacep.org/nacep-cornonavirus-guidance)

1. Request that each school district and College in the High School (CHS) instructor, provide a status report of their CHS course(s) to determine if and how that course/those courses could be completed by the end of the school year, including how enrolled students will receive equitable access and support.This status report can also be used to identify additional resources that the college may be able to help provide to ensure the continuation of the course.
   1. *NACEP also expects that there will be Concurrent Enrollment Program (CEP) courses where the on-campus response (virtual learning, exam options, etc.) are NOT manageable in the CEP context and that programs must determine whether to cancel or pause courses, or make adjustments such that the courses learning objectives/outcomes are met through alternate strategies – it is important that programs document these activities through memos, policy updates, communications, etc*.
2. If high school partners lack the capacity for online, alternative, or remote instruction, it is recommended that the college work with the high school to share any online resources/platforms needed to ensure student success. For example, the college might set up a Canvas course section for the high school instructor or loan laptops to the students in the class, if needed.
3. If high school partners lack capacity for remote proctoring of tests, it is recommended that the college work with the high school to share any online resources needed to ensure the integrity of online testing.
4. Ensure that CHS students have access to all remote/online learning support as other students do, including online library services, online tutoring, and possible Wi-Fi/hot spot access if feasible.
5. Encourage and/or require CHS instructors to utilize A B or C letter grading system, instead of Pass/Fail or Satisfactory/Unsatisfactory grades to avoid future transferability implications.
6. Consider online classroom observations, if applicable, instead of in class observations.
   1. *NACEP expects that some site visits and professional development activities in spring 2020 may not be possible. A statement of how the CEP adapted practice (make up dates, electronic site visits…for spring 2020) should be included in the application/response packet. It is important for programs to document these activities through memos, policy updates, communications, etc.*
7. Consider reaching out to college partners already engaged in this work (i.e. Everett Community College, Edmonds Community College, and Bellevue College) for guidance and resources.
8. If CHS students are unable to continue with CHS courses, provide them alternative options that may be available to them to ensure that 2020 seniors are able to graduate, such as taking an online high school equivalent course through the Running Start Program.

\*\*CTE guidance TBD