Dual Credit Policy Recommendations & Developing Effective Dual Credit Partnerships
TODAY’S DUAL CREDIT DISCUSSION

• Current Policy Landscape and Recommendations
• Legislative Updates & Community Implementation
• Exploring the Model Partnership Agreement

Ultimately, this is a shared learning experience - please use the chat heavily to share your insights, resources and questions

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Who’s here today?

Please provide the following in the chat:

• Name
• Title
• Organization
• Your involvement with dual credit

• Please mute computers and/or phones during the presentations

• There will be time for Q&A after each presentation

• Use the chat to provide any comments, questions or resources throughout
Dual Credit Quality Act (DCQA): purposes include expanding dual credit in order to reduce college costs, speed time to completion, facilitate the transition between high school and college, and offer opportunities for improving degree attainment for underserved populations.

Stand for Children’s [Dual Credit Quality Act Summary](https://standforchildren.org/dual-credit-quality-act-summary)
ACCESS TO DUAL CREDIT IN ILLINOIS

Illinois Report Card, 2019
https://www.illinoisreportcard.com

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Current Policy Landscape and Recommendations

Sarah Stashkiw
Manager, College Readiness and Dual Credit
College of Lake County

President-Elect
Illinois Alliance of Concurrent Enrollment Partnerships (ILACEP)
States set an **equitable, statewide public goal** for increasing the participation and success of traditionally underserved student groups in college in high school programs, with **clear, disaggregated public reporting and accountability** for progress toward the goal.

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States support and promote high-quality college in high school programs through effective oversight and cross-sector collaboration between the K-12 and postsecondary sectors, as well as ensuring credit articulation.

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States design funding mechanisms that remove financial barriers for low-income and moderate-income students to participate and excel in college-level work in high school.
States ensure that students are able to access college in high school courses, regardless of geography, with pathways that maximize opportunities for students to earn multiple credits, and facilitate students exploring academic and career areas of interest while ensuring that those courses count toward high school graduation requirements.
States develop strategies to **recruit, support and diversify** the pool of instructors with the qualifications to teach college in high school while **encouraging collaboration** between K-12 and postsecondary partners as college in high school programs are scaled.

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States prioritize the **student navigational supports and advising** needed to **ensure student success** in college in high school courses, particularly for those student historically underserved by these programs.
Legislative Updates & Community Implementation

Aimee Galvin
Policy & Government Affairs Manager
Stand for Children
LEGISLATIVE UPDATE

↗ LAME DUCK

- Black Caucus Education Bill (HB2170)
  - Academic acceleration
  - Course equity

↗ 102ND SESSION OF THE GENERAL ASSEMBLY

- HB 1884 (Elik)
- HB 2827 (Caulkins)
- HB 3644 (Bourne)

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### Stand Illinois Policy Fellows 2019-2020

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Offer schoolwide placement testing

Embed dual credit opportunities in the curriculum
PONTIAC TOWNSHIP HIGH SCHOOL

1. Articulate prerequisite courses taught at the high school

2. Establish regular communication channels with partners
Provide targeted supports

Embed dual credit into CTE pathways
Adopt multiple eligibility measures

Form an advisory council with other districts
Consider non-traditional partners and delivery models

Prepare teachers with professional development plans
Exploring the Model Partnership Agreement (MPA)

Rodrigo Lopez
Assistant Dean of College in High School Programs
Elgin Community College
All 48 community colleges offer dual credit but type and quantity varies

Lack of consistency in how colleges and districts partner

- A key provision in the DCQA requires a community college district, upon the request of a school district within its jurisdiction, to enter into a partnership agreement with the district to offer dual credit coursework

- The MPA must be implemented to address areas of disagreement if the school district and community college cannot agree on the terms of the partnership agreement

- The MPA is intended to serve the important role of structuring the parameters of local collaboration between school districts and community colleges to deliver dual credit for communities to scale and ensure access to quality dual credit courses

Link to Model Partnership Agreement
Key Themes of the MPA

Engaging leadership and establishing clear roles

- Establishing Liaisons
- Annual review processes

Creating a collaborative process for thorny issues

- Instructor approval
- Course documentation prior to start of delivery

Placing students at the center

- Expanding access and supports
- Evidence-based and multiple measures placement requirements

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What does the MPA look like in practice?
Increasing access and equity is a top institutional priority.

Tracked the progression of the MPA - Planned for it to be the catalyst for future improvements.

Worked with school partners to identify priorities and adopted an addendum to MOU.

60X25 Session Materials

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EXHIBIT B – COURSE AVAILABILITY; TEACHER AND COURSE APPROVAL

- Course Request Process (New and Renewals)
- District Course Offerings - Priority and Non-Priority
- HS Instructor Review Process

- **Dual Credit In-HS Checklist 2022-23**
- **ECC Courses - Priority and Non-Priority with IAI Codes**
- **Dual Credit Instructor Eligibility Requirements 2022-23**
EXHIBIT B – COURSE AVAILABILITY; TEACHER AND COURSE APPROVAL

• DC Faculty Liaisons
• Training/ & Professional Development
• Observation and Review of Course Delivery (i.e. Site Visit)

• Dual Credit Faculty Liaison; Position Description
• Dual Credit Site Visit Procedure
• DC High School Instructor - Tracker
College and Career Pathway Endorsement Framework

INDIVIDUAL PLAN

CAREER FOCUSED INSTRUCTION

PROFESSIONAL LEARNING

ACADEMIC READINESS

HIGH SCHOOL DIPLOMA

Endorsement
EXHIBIT C – COST AND FEE STRUCTURE

- Program Cost Analysis
- MPA Cost Structure
- Billing and Discounts
- Tuition waivers

- *Dual Credit Cost Analysis - Template*
EXHIBIT D – STUDENT PROCEDURES; STUDENT SUPPORTS, DATA, AND PARTNERSHIP REVIEW

- DC Academic Advisor
- Online Web-Management System
- Dual Credit Advisory Council

- Dual Credit Academic Advisor - Position Description
- Program Guide and Application Guide
- DC Student Handbook
- Elgin Community College’s Dual Credit Advisory Council (p.8)
Reflections & Takeaways

What questions/thoughts did today’s discussion bring up for you?

What are 2-3 immediate action steps you would like to take as a result of this conversation?

Are there resources or connection points that we can provide to support you in your action steps?
HELP US LEARN MORE ABOUT ILLINOIS DUAL CREDIT

In partnership with several other education groups, our organizations are launching an Illinois Dual Credit Survey to understand what Illinois educators, administrators, counselors, policymakers, parents, and students think about dual credit, its opportunities, and its challenges.

We want to hear from you, as our organizations collectively look to advance policy solutions to expand access, ensure high quality, and promote college and career success for Illinois students.

The survey is open until Friday, March 12, and we are interested in hearing from as many potential stakeholders as possible, so please feel free to share it with your own networks.

Link here: Illinois Dual Credit Survey

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ADDITIONAL RESOURCES

● ICCB Dual Credit Reports & Tables:  
  https://www.iccb.org/data/studies-reports/student-reports/

● Prioritizing Equity in Dual Enrollment, ECS, A. Williams and A. Perry  

● Community College Research Center - The Dual Enrollment Playbook:  

● Ben Struhl and Joel Vargas, "Taking College Courses in High School: A Strategy for College Readiness" (Boston: Jobs for the Future, October 2012),  

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THANK YOU

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