

# **EQUITY FIRST**

**Building Toward a  
Better Future and  
Revitalizing Learning**

## **Sustainability of Pathways: How to Create Buy-in for Dual Credit**

By Shavon Taylor- Booker and Bridget French

Date: March 1, 2022



# Session Description

Rockford Public Schools District 205 and City Colleges of Chicago will explore the successes and challenges they are experiencing as they navigate dual credit classes and pathways. They will discuss best practices, the importance of strong partnerships, barrier reduction strategies, and lessons learned. Participants will learn more about establishing high-quality pathways and selecting dual credit courses.



Bridget French  
Executive Director of College  
and Career Readiness  
Rockford Public Schools



Shavon Taylor-Booker  
District Director of Early College for  
City College of Chicago

# **EQUITY FIRST**

**Building Toward a  
Better Future and  
Revitalizing Learning**

## **Creating Buy-in for Dual Credit**

Shavon N Taylor-Booker, District Director  
Early College Programs  
City Colleges of Chicago



## DUAL ENROLLMENT

Dual Enrollment is when academically qualified high school students enroll in a college credit course at one of our seven City Colleges of Chicago.

## DUAL CREDIT

Dual Credit is when academically qualified high school students enroll in a college credit course offered in their high school, during their regular high school day.

### Challenges for sustaining Dual Credit

- Creating buy-in for Dual Credit from college faculty and High School district
- Rapid growth in enrollment and “not enough” quality measures
- Shifting course taking to strategic dual credit attainment
- How often and in what ways college faculty interact with high school instructors and how those interactions could be improved
- Team identified the need for communication (early and often)

	DA	HW	KK	MX	OH	TR	WR	TOTAL	Success Rates
FY19	285	402	220	228	304	202	364	2005	82%
FY20	427	480	258	225	196	246	501	2333	76%
FY21	331	579	194	474	123	191	422	2314	90%

**94 Chicago Public High Schools approx. 4,000 students**  
 Model A: Traditional model, CPS teacher in CPS class  
 Model B: CCC faculty in CPS class  
 Model C: CCC faculty teaching virtually, synchronously to CPS class  
 Model D: CCC faculty teaching online course (asynchronous)

# Sustaining Dual Credit: **KEY FOCUS AREAS** Shared Governance Leadership Structure And Dual Credit Model Pathways

In the Spring of 2021, CCC asked Education Systems to do a deep-dive analysis into our Dual Credit processes to help us identify ways to strengthen our program for both CPS and CCC.

- Conducted extensive desk research on national best practices, frameworks, and leading models
- Facilitated focus groups of high school teachers, counselors & administrators, and college faculty, deans and administrators
- Conducted interviews with early college staff, department chairs, CPS counselors and three selected partnerships from their national search.

**Focus groups included the following:**

- 5 members of the Faculty Council of the City Colleges of Chicago
- 6 CCC Early College Coordinators
- 12 CCC Faculty Coordinators
- 9 CPS Dual Credit Instructors
- 4 CPS Principals

**Interviews included the following:**

- 2 CPS Early College Administrators
- 2 CPS Central Office Administrators
- 1 CCC Faculty Coordinator

## TWO MAJOR AREAS OF FOCUS: SHARED GOVERNANCE and DUAL CREDIT MODEL PATHWAYS

*“They do a great job going over the logistics of the semester/school year and providing an overview of the deliverables. They are not as helpful as far as best teaching practices for the dual credit classroom.”*

*“CCC has a ton of resources and amazing people doing awesome things... but I felt completely disconnected from those at my campus. The textbooks were my only real guiding lights - that’s it.”*

### Leadership Structure

District-wide  
Dual Credit  
Course  
Implementation  
Committee

### Dual Credit Model Pathways

ACCESS TO  
HIGH QUALITY  
PROGRAMS

*Faculty Coordinators agree. As one said in response to a question regarding the main barriers high school instructors face in providing quality dual credit experiences for students, “familiarity/practice with college level assessments, lessons, pacing, and expectations.”*

# Dual Credit Course Implementation Committee

- **Leadership Structure**
- **Dual Credit Course Packets Modules**
- **Dual Credit Course Learning Modules**

- College faculty, administrators, high school instructors and staff met bi-weekly to chart a new path for dual credit oversight
- English 101, CIS 101 and 116, BIO 116 and 120, and Math 125 for academic course packets to support our high school partners
- Leveraged our Learning Management System (LMS) to house our academic course packets



# Sustaining Dual Credit: **KEY FOCUS AREAS**

## Shared Governance Leadership Structure And Dual Credit Model Pathways

Model Program guides are meant to:

- **Provide guidance** for community colleges and high school partnerships following Perkins V Plan
- **Establish a framework** for State agencies develop and implement program supports.
- **Identify priority coursework** that are foundational and scalable.
- **Define competencies** that should be taught throughout the program so students are prepared for the industry.
- **Identify entry points** for employer partnerships and potential experiences.

# Dual Credit Model Pathways

Dual Credit Model Pathways identify priority dual credit courses that are foundational to high growth industry areas and offer entry points for employers to support coursework and related experiences.

Pathway courses are selected to require minimal pre-requisites and are foundational for many career pathways

Schools do **not** need to be CTE schools in order to offer a model pathway(s).

Model Pathway students can take key career-focused dual credit courses and have the opportunity to earn 15 college credits and an industry recognized credential.

Information  
Technology



Construction



Advanced  
Manufacturing



Health Science



Seamless connection to  
postsecondary programs

Industry Recognized Credentials

High-Quality Work-Based  
Learning Experiences

Dual-Credit Courses

# Health Sciences Model Pathway

## ORIENTATION / INTRODUCTION Grade 9-10



CTE PROGRAMS:  
CAREER FOCUSED  
COURSES

Intro to Health Occupations  
& \_\_\_\_\_  
CCC BIO 120 Medical Terminology (2nd Semester)



NON-CTE PROGRAMS:  
CAREER FOCUSED  
COURSES

CCC HEAPRO 102 Health Career Studies

## SKILL DEVELOPMENT Grades 10-12

CTE Course With CCC BIO 116 (Anatomy / Physiology) Integrated

CCC BIO 120 Medical Terminology

CCC BIO 116 Anatomy/ Physiology

## CAPSTONE / ADVANCED Grade 12



Program/Sequence Leading to Industry Credential \_\_\_\_\_ or \_\_\_\_\_

CCC BNA Sequence

Youth Apprenticeship Placement

CTE Course 2 With CCC BIO 116 Integrated

CCC BNA Sequence\*

Youth Apprenticeship Placement\*

# Health Sciences Coursework Enrollment Outcomes

Term/Course	Students Enrolled	Pass Rate
<b>Fall 2021 Bio 120</b>	<b>67</b>	<b>83.5%</b>
Spring 2022 Bio 120	91	
Spring 2022 Bio 116	36*	

## **Next steps:**

- Deep dive into the fall 2021 pass rate
- Bi-weekly monthly steering committee meetings
- Early Alert student progress tracking and support

*\*Instituto HS offered Bio 120 in the fall but plans on offering 116 next school year.*



# **EQUITY FIRST**

**Building Toward a  
Better Future and  
Revitalizing Learning**

**Bridget French**  
Executive Director,  
College & Career Readiness  
Rockford Public Schools  
[Bridget.french@rps205.com](mailto:Bridget.french@rps205.com)

# Rockford Public Schools

- 28,000 students
- 4 comprehensive / 1 alternative learning high school
- Wall to wall Academies and Pathways

# College & Career Academies

Business	Health	Production	Service
Entrepreneurship	Bio-Med / Lab Sciences	Construction	Education
Graphic Design	Nursing / Pre-Med	Engineering	Hospitality
IT	Kinesiology	Industrial Technology	Public Safety
Media Production		Manufacturing	
Studio Art		Transportation	

# Dual Credit?

- Running Start: 40 students per year dual enrolled on community college campus
  - Tuition paid by central office / CCR budget
- 2017 : 12 students earned dual credit on a high school campus
  - One school offering one section of dual credit Gov't



# Challenges

Began with Pathways

Predates local implementation of PWR Act

Predates Model Partnership Agreement

# Challenges

- Postsecondary partners
  - Unwillingness to share curriculum
  - Request to pull students out of class
  - Lack of willingness to look at multiple measures

# Current State

## Senior Semester (Engineering)

- Second semester of senior year
- 15 credits on campus at community college (RVC)
- RVC → NIU Engineering program

# Current State

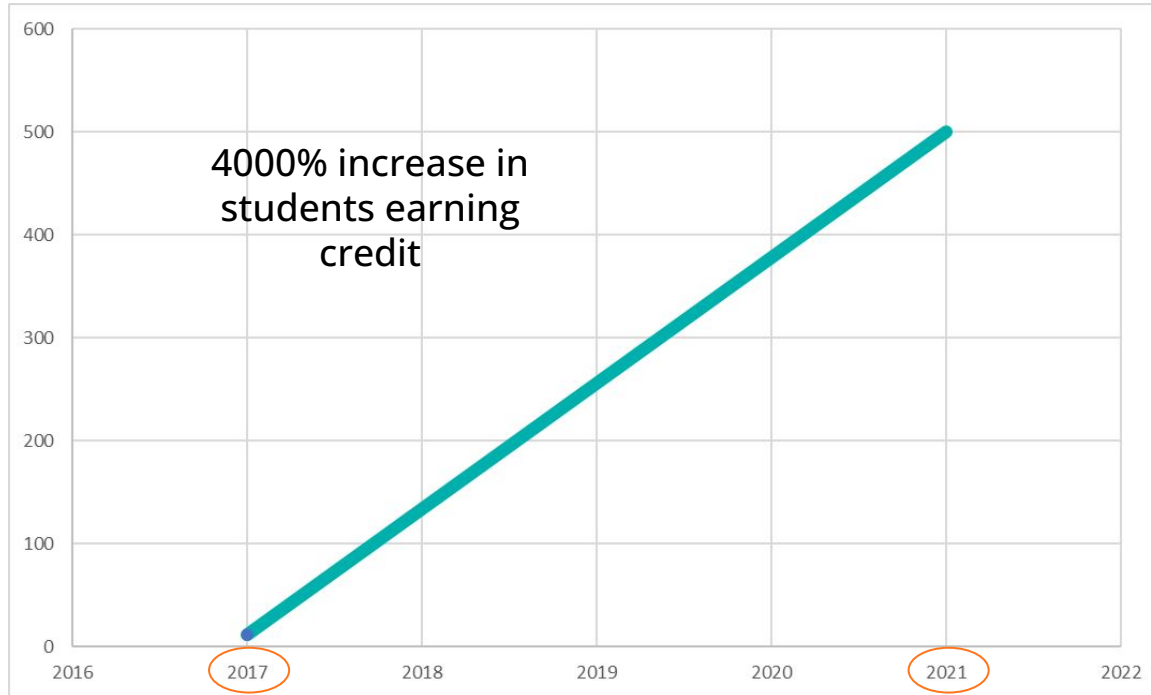
- Dual credit in pathway courses
- Partner with community to find teachers
  - Public Safety
  - Engineering
  - Business Entrepreneurship
  - Medical Science

# Current State

## Challenges:

- Community partners aren't teachers (at first!)
- Not all students are in a pathway class that ends in dual credit (equity)

# Current State



# Next Steps

## Masters Cohorts

- English Comp, Math, History, Biology, English Lit

## Communication

- Internal and external

# Future State

2023 - 2024 school year

- Seniors have full schedule of dual credit courses

2024 - 2025 school year

- Juniors and seniors have full schedule of dual credit courses