

# Accelerating Opportunity

Current Illinois Dual Credit Policy, Resources,  
and Guidance

# Session Overview

1. Welcome & Introductions
2. Dual Credit Overview & Policy Background
3. Dual Credit Quality Act – 2025 Amendment
4. Resources & Guidance
5. Q&A/Discussion

# Speakers



Dr. Adrienne Pickett  
Senior Director for  
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Director of Policy  
Education Systems  
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# Dual Credit Background



# Why Dual Credit?



## Student Benefits

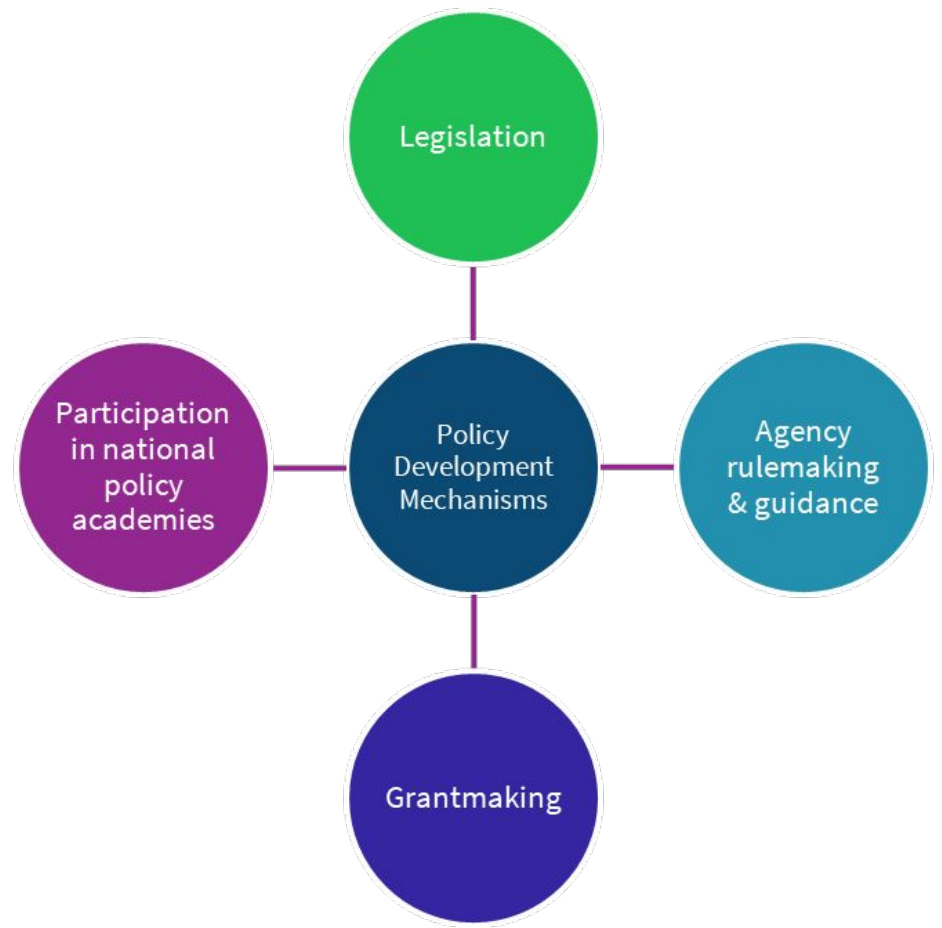
- Allows students to prove to others and themselves that they are college-ready.
- Meaningful educational opportunities that close opportunity gaps.
- Reduced college costs.
- Improved transition between high school and college.
- Speed time to degree completion.
- Substantially higher community college graduation and advancement rates.

## Postsecondary Institution Benefits

- Enhanced high school and college faculty dialogue that can help better align secondary and postsecondary education.
- Improved institutional outcomes in credential/degree attainment.
- An early pipeline strategy to recruit and engage future students.

*Citations: [ICCB Dual Credit Report, March 2025](#),  
[Dual Credit Quality Act \(Amended 2025\)](#)*

# How has Illinois' Dual Credit policy evolved over time?



# Dual Credit in State Policy



# Illinois' Dual Credit Quality Act (DCQA)



The DCQA codifies minimum requirements for dual credit partnerships and coursework:

- What secondary and postsecondary partners need to do to establish quality programs.
- Expectations around ensuring adequate access to different student groups (including students with disabilities).
- Communication of opportunities to stakeholders including students and educators.
- Created the [Model Partnership Agreement](#) to center students and guide local leaders in their partnership development.

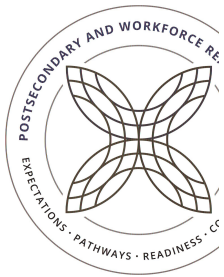
# Automatic Acceleration



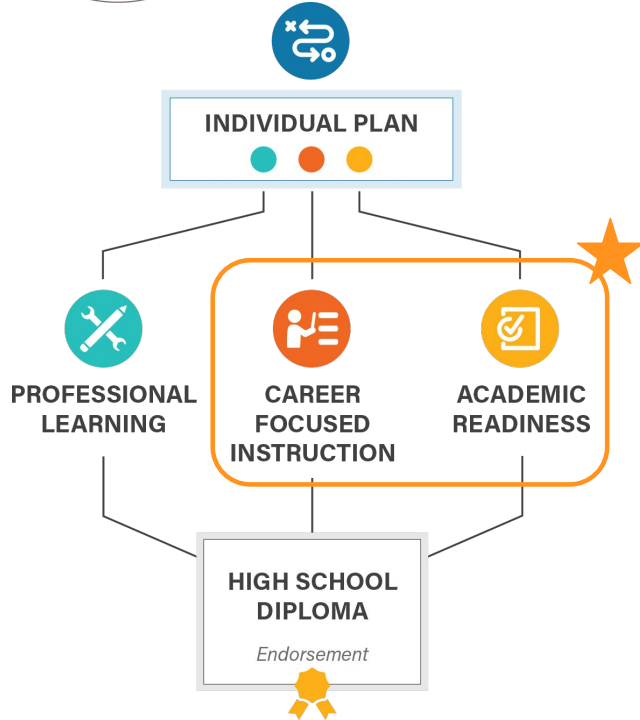
Article 65 of [Public Act 101-0654](#) (2021) requires high school districts to **ensure placement policies facilitate automatic student placement** into the next most rigorous course offered.

- Applies for English, Social Studies/Humanities, Math, and Science.
- Can include early college credit courses (dual credit, AP, IB, some CTE).

Automatic acceleration **can support equitable access to early college courses**, ensuring all students, regardless of background, have access to the best-fit and most rigorous course for their skill levels.



# College and Career Pathway Endorsement Framework



## INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

## PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

*Through these experiences, a student gains essential employability and technical competencies in their identified sector.*

## CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th	10th	11th	12th
Orientation / Introduction			
		Skill Development	
		Capstone / Advanced Courses	

## ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

# State of Illinois Perkins Model Programs of Study Guides

The primary purposes and goals for the guides are to:

- Provide guidance and exemplars for local programs to adopt or customize as they develop pathways.
- Identify priority dual credit and early college courses that are foundational to the pathway area and well-situated for statewide scaling and articulation.
- Define the competencies that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area.
- Identify entry points for work-based learning and related experiences.



## STATE OF ILLINOIS

### Model Programs of Study in Information Technology

#### Recommended Courses

	GRADES 9–10 Orientation	GRADES 10–12 Skill Development	GRADE 12 Capstone	1ST YEAR* Postsecondary
Computer Information Systems, Programming, & Web Development		Mobile applications or web development courses ☉ Choose 1: • Introduction to Computer Information Systems ☑ • Computer Science Principles ☑	Choose 1: • Computer Science I ☑ • Computer Science A ☑	Computer Science I ☑ Computer Science II ☑ Intro to Web Development
Networking	Computer Applications for Business ☑	Hardware or operating system courses ☉ Choose 1: • Introduction to Computer Information Systems ☑ • Computer Science Principles ☑	Intro to Networking ☑ ☉	Continue Course Sequence ☉
Work-Based Learning	Career Exploration (2) Team-Based Challenge (2) may be offered through Career and Technical Student Organizations	Choose 1: Career Development Experience or Youth Apprenticeship		
Math	Math sequence: highest-level course possible	Math sequence: highest-level course possible	Choose 1: • College Algebra ☑ • Pre-Calculus • Transitional Math: STEM • Calculus ☑ • Statistics ☑	Choose 1: • Calculus* ☑ • Statistics* ☑
English	English sequence	English sequence	Choose 1: • Transitional English • English Composition ☑	Choose 1: • English Composition* ☑ • Oral Communication ☑ • Business Communications
Science	Science sequence	Science sequence	Science sequence	Science sequence
Social Science	Social science sequence	Social science sequence	Social science sequence ☑	Social science sequence ☑

KEY: ☑ AP or dual credit course ☑ Dual credit course ☑ College & Career Pathway Endorsement  
 ☑ Dual credit course with IA ☑ Postsecondary course with IA ☑ Course prepares for industry credential  
 \* If credit was already earned through an early college course, take the next requirement in the sequence or, if none, additional AAS or major courses

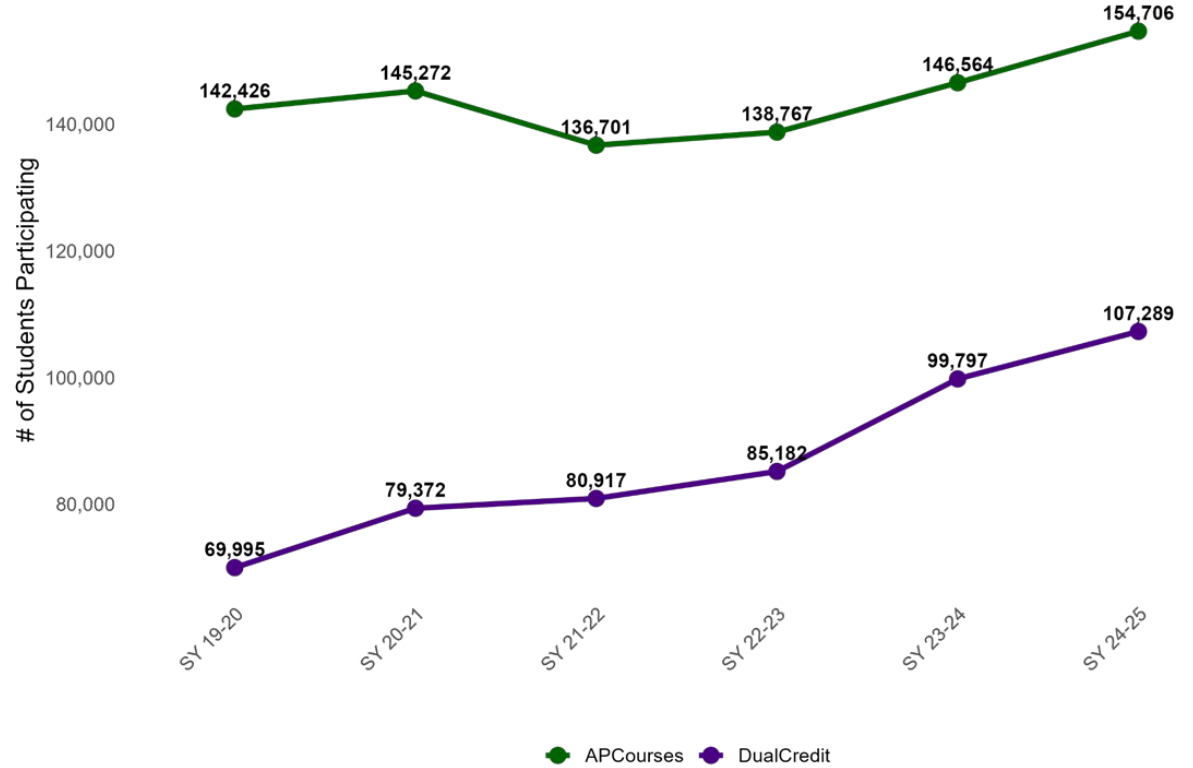
Revised September 2024



# Dual Credit Growth

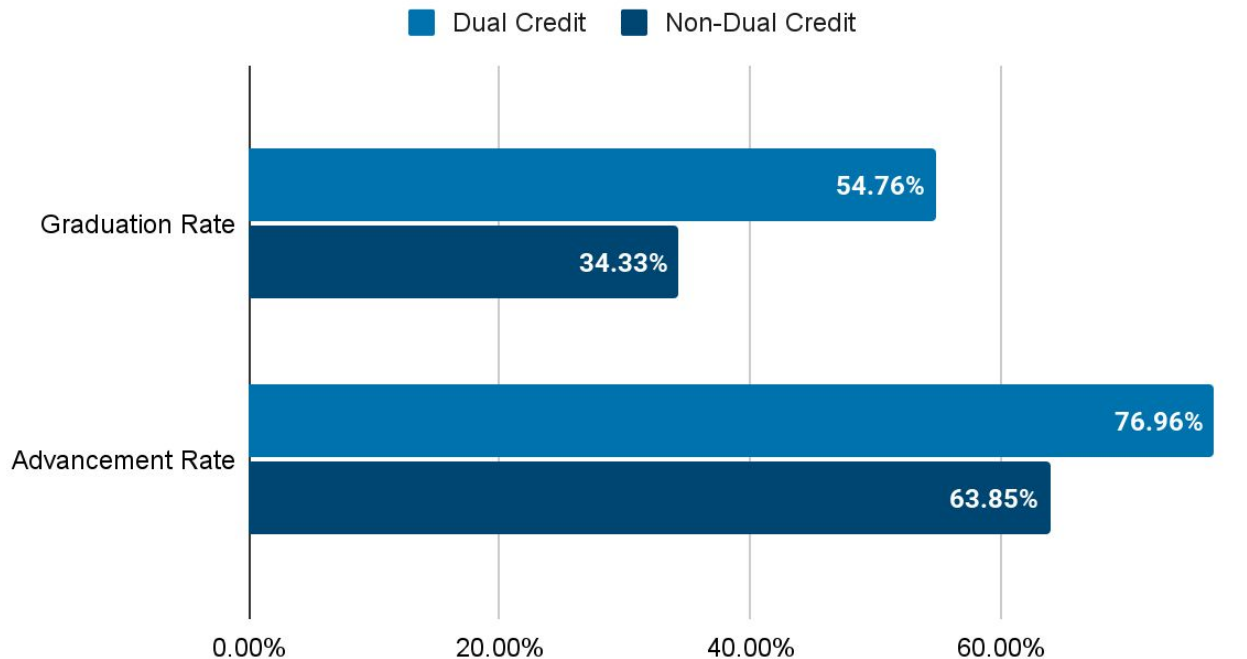
## Early College Coursework Participation Trends

Dual Credit and AP Course Participation (Statewide)



# Illinois Community College Outcomes for Dual Credit Students

Fall 2021 Cohort



# Dual Credit Quality Act – 2025 Amendment



# Public Act 104-0012 (June 2025) Key Highlights

- Emphasizes the importance of local partnerships as the first priority over non-local or out-of-state providers
- Sets a firm timeline and process for districts and community colleges to commence negotiations
- Creates a process for districts to appeal their partner college's decision to decline a course or instructor
- Standardizes teacher qualification expectations
- Extends Professional Development Plan eligibility beyond the three-year limit
- Calls for ICCB to report partnership agreements and Professional Development Plan progress statistics
- Shifts Model Partnership Agreement from default to an available resource
- Creates a Dual Credit Committee composed of secondary and postsecondary representatives that will meet at least annually to improve accessibility, quality, and alignment of dual credit programs to meet the needs of students

# Dual Credit Quality Act: Compared

**Old:** Model Partnership Agreement as default agreement after 180 days



**New:** MPA serves as a resource for partnership development

**Old:** Irregular partnership development timelines



**New:** Clear guidelines for community college response and high school appeals processes

**Old:** Agreements not publicly reported



**New:** ICCB collects and reports, including information about out-of-state agreements

**Old:** Professional Development Plans “sunset”



**New:** PDPs always available to new instructors pursuing the appropriate credentials

**Old:** Professional Development Plans limited in visibility



**New:** ICCB collects and reports annually

# Dual Credit Committee

The Dual Credit Quality Act (DCQA) committee will... *meet at least annually to focus on improving accessibility, quality, and alignment of dual credit programs to meet the needs of students. The Committee may consider and develop updates to the Model Partnership Agreement and associated exhibits.*

- Co-convened by ICCB and ISBE representatives
- **Membership:** The Dual Credit Committee's membership includes representatives from the Illinois Community College Board, Illinois State Board of Education, the Illinois Board of Higher Education, and appointed secondary and postsecondary representatives from across the state
- **Focus:** Accessibility, quality, alignment of dual credit programs
- **Meetings:**
  - **Previous:** Aug 28, 2025; Oct 17, 2025; Jan 9, 2026
  - **Upcoming:** Sub-committees Mar 5–6, 2026; Full committee Apr 16, 2026

# What comes next?

## Law

A general framework or authority for regulating or prescribing a course of conduct.

## Administrative Rules

- Interpret the law to guide the activity of those affected and the actions of agency employees to ensure the uniform application of the law.
- Promulgated by State Agencies through a process called Rulemaking.

## Rulemaking Process & Expected Timeline

- First Notice: *Imminent*
  - Publication in Illinois Register
  - 45-day public comment
  - Board vote
- Second Notice: JCAR review within 45 days
- Adoption:
  - Certificate of No Objection or resolution within 90 days
  - ICCB Rules Manual updated

## ICCB Dual Credit Contact Info

**Email:** [iccb.dualcredit@illinois.gov](mailto:iccb.dualcredit@illinois.gov)



<https://www.iccb.org/divisions/academic-affairs/dual-credit/>

# Resources & Guidance



# DCQA: Model Partnership Agreement



## Purpose

The DCQA and MPA work to address the realities that:

- All 48 community college districts offer dual credit, but type and quantity varies.
- Lack of consistency in how colleges and districts partner.

[>> Download the MPA form, exhibits, & FAQ](#)

**Note:** The MPA will be updated soon through the Dual Credit Committee to reflect the updated DCQA.

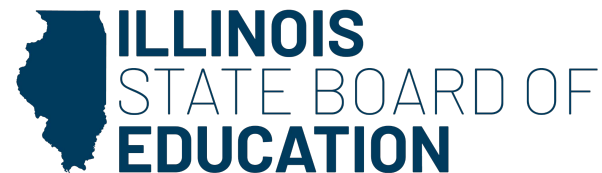
## Emphasizing Strategic Dual Credit

**“Priority Course”** means any course within the Illinois Articulation Initiative General Education Core Curriculum, or any Priority Career Pathway Course.

**“Priority Career Pathway Course”** means a career-focused course that has been identified by the District, after consultation with the College, in its submission to ISBE as an early college credit course within a career-focused instructional sequence as part of a College and Career Pathway Endorsement system under the Postsecondary and Workforce Readiness Act (110 ILCS 148/1 et seq.).

# Dual Credit Endorsement

- A credential added to an Illinois Professional Educator License (PEL) for grades 11–12, showing an educator is qualified to teach dual credit courses.
- Supports consistent quality and teacher portability across Illinois by standardizing dual credit teaching expectations.
- Not required to teach dual credit, but formalizes and recognizes educator qualifications.



## Process

- Hold a master's in the subject or 18 graduate credit hours in the area
- Submit application + \$50 fee through ISBE ELIS
- College and ROE verify credentials
- Endorsement issued in ELIS

## THE NINE DUAL CREDIT AREAS INCLUDE:



# State of Illinois Perkins Model Programs of Study Guides ([Link](#))



Key dual credit components::

- Provide guidance and exemplars for local programs to adopt or customize as they develop pathways.
- **Identify priority dual credit and early college courses that are foundational to the pathway area and well-situated for statewide scaling and articulation.**
- Define the competencies that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area.

**Note:** Work is underway to ensure these guides align ISBE and ICCB guidance for secondary-postsecondary alignment.



# Illinois Alliance for Concurrent Enrollment Partnerships (ILACEP)

ILACEP is a collaborative designed to support all dual credit stakeholders within the state of Illinois. We have board members from K-12 and community college spaces. We hold monthly webinars, have an active listserv, and host an annual Summit.

<https://www.ilacep.com/>



# Research & Reports

## Illinois-Focused Reports

- [Illinois Community College Board \(ICCB\) Dual Credit Report](#) (2025)
- [Dual Credit In Illinois: Mapping Increased Participation And Persistent Participation Gaps](#) (Illinois Workforce & Education Research Collaborative – IWERC; 2023)
- [Expanding Equity in Dual Credit](#) (Stand for Children Illinois; 2020)
- [Illinois Dual Credit Report](#) (ILACEP, CHSA, & NACEP; 2020)
- Forthcoming: cost study from IWERC

## Select National Reports

*College in High School Alliance (CHSA)*

- [From Fragmented to Focused: Intentional Dual Enrollment and the Federal Role in Maximizing Student Experiences](#) (2024)
- [Analyzing State Accountability Systems for Dual Enrollment](#) (2025)
- [The Next Phase of Dual Enrollment Policy](#) (2025)

*Community College Research Center (CCRC)*

- [Promising Combinations of Dual Enrollment, AP/IB, and CTE: The College and Earnings Trajectories of Texas High School Students Who Take Accelerated Coursework](#) (2025)
- [The Postsecondary Outcomes of High School Dual Enrollment Students: A National and State-by-State Analysis](#) (2024)