



# Dual Credit Policy Recommendations & Developing Effective Dual Credit Partnerships

@IllinoisStand @myamigorigo  
#IL60by25



# 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***

## 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

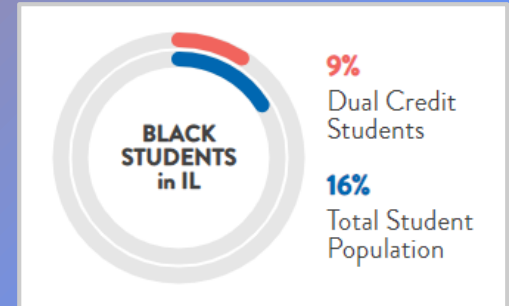
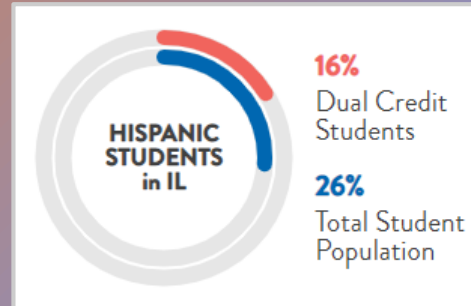
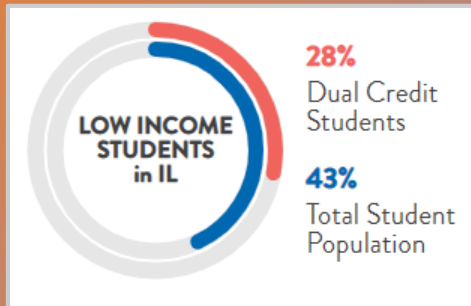
- Use the chat to provide any comments, questions or resources throughout

# DUAL CREDIT IN ILLINOIS

**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](#)

# ACCESS TO DUAL CREDIT IN ILLINOIS



Illinois Report Card, 2019

<https://www.illinoisreportcard.com>

# 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)*



# UNLOCKING POTENTIAL

A State Policy Roadmap for Equity & Quality in College in High School Programs



# ILLINOIS DUAL CREDIT REPORT

Current Policy Landscape & Policy Recommendations  
JENNIFER ZINTH | ZINTH CONSULTING, LLC | SEPTEMBER 2020



## EQUITY GOAL & PUBLIC REPORTING

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.



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**.





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.





## INSTRUCTOR CAPACITY

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.

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

## ↗ 102<sup>ND</sup> SESSION OF THE GENERAL ASSEMBLY

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



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# Expanding Equity in Dual Credit



[Dualcreditequity.org](http://Dualcreditequity.org)

## Stand Illinois Policy Fellows 2019-2020

Jazzy Davenport-Russ, Chicago

Shaylee Eaves, Vienna

Jesse Faber, Pontiac

Bridget French, Rockford

Karlie Glisson, Vienna

Tiffany Harston, Chicago

Darryl Hogue, Fulton

Reagan Lyn Johnson, Vienna

Shairee Lackey, Evanston

Dorian Minor, Chicago

Samantha Semrow, Chicago

Daiva Siliunas, Chicago

Joshua Stafford, Vienna

Erin Torrisi, Palatine

Emma Wells, Cypress

Lanessa Young, Chicago





# VIENNA HIGH SCHOOL DISTRICT #133



Offer schoolwide placement testing



Embed dual credit opportunities in the curriculum



# PONTIAC TOWNSHIP HIGH SCHOOL



Articulate prerequisite courses taught at the high school



Establish regular communication channels with partners



# ROCKFORD PUBLIC SCHOOL DISTRICT 205



Provide targeted supports



Embed dual credit into CTE pathways

# ELGIN COMMUNITY COLLEGE



**Adopt multiple eligibility measures**



**Form an advisory council with other districts**

# EASTERN ILLINOIS UNIVERSITY



**Consider non-traditional partners and delivery models**



**Prepare teachers with professional development plans**

## Expanding Equity in Dual Credit



### District Policy Recommendations



#### 1. Leverage the Model Partnership Agreement

Illinois has a newly created Model Partnership Agreement (MPA) that can help schools and community colleges as they hammer out their dual credit arrangements. Utilizing the MPA as the foundation for a dual credit partnership is an equitable strategy for increasing access through course cost caps and protections for students while maintaining course quality through rigorous standards.



#### 2. Offer schoolwide placement testing

If a placement test is required for students to enroll in dual credit, providing the test on-site in the high school is convenient and accessible for students and establishes a school culture that values dual credit. Vienna High School District 133 uses school wide Accuplacer testing to remove barriers to access such as scheduling, transportation, or even simply knowing that the test is required for dual credit courses.



#### 3. Embed dual credit opportunities in the curriculum

To receive a high school diploma in Illinois, students must meet certain graduation requirements, such as four years of English and three years of Math. Embedding dual credit into course sequence expands opportunities for every student. All roads lead to some college credit in Vienna High School District 133, which embeds dual credit or transitional courses into all course sequences, ensuring each and every student graduates college ready.



#### 4. Articulate prerequisite courses taught at the high school

If a dual credit course requires a prerequisite, communicating that to students early in their high school career as they map out their course schedules is important to increase access. Pontiac Township High School students can meet the prerequisites for high school and college courses by completing course work in the pathway or traveling to the community college to take a placement test.



Establish regular communication channels with partners. Consistent communication is the first step in a successful partnership built on a foundation of continuous improvement. Partnership High School and Heartland Community College use check-ins to conduct program reviews and discuss innovative ideas.



#### 6. Provide targeted supports

Research and practice tell us that students who may not meet certain proficiency benchmarks can still be successful in dual credit courses, so it is vital to meet students where they are in order to expand access to this important courses. More than requiring students meet a certain benchmark to be eligible for a dual credit course, Rockford Public School District 205 provides targeted supports to help students reach proficiency in key subject areas.



#### 7. Embed dual credit into CTE pathways

Dual credit courses are often only offered in traditional academic subjects like English or the sciences but offering dual credit CTE courses not only offers students a chance at college credit while in high school but helps solidify the link between academics and careers. Rockford Public School District 205 embeds dual credit courses into CTE and traditional academic pathways because it knows that most students will need some college to land a job after high school.



#### 8. Adopt multiple eligibility measures

Research tells us that most students can benefit from dual credit coursework, so districts should be casting a wide net to enroll as many students as possible in dual credit courses rather than weeding students out. Using program data and research-based best practices, Elgin Community College is adopting multiple eligibility measures to implement more inclusive eligibility practices.

### District Policy Recommendations Continued



9. Form an advisory council with other districts. While communication between partners is key for a successful dual credit program, consider collaborating with institutions and districts outside of your partnership to share best practices, discuss barriers, and pool resources. To support a model of continuous improvement, Elgin Community College created the Dual Credit Advisory Council, comprised of assistant principals and counselors from each partnering district. Rather than putting each partnership in a silo, Elgin continues to bring all of its partners together to solve problems and improve equity.



10. Consider non-traditional partners and delivery models. Community colleges are the primary partners for high schools seeking to offer dual credit, but four-year college and universities are also standing up to serve students. Eastern Illinois University offers two models of dual credit delivery, one online and one at the high school campus, to provide students with unique dual credit courses and a chance to see themselves as college students during their visit to the Eastern Illinois University campus.



#### 11. Prepare teachers with professional development plans

Teacher credentialing is a significant, and growing, obstacle to dual credit, but new provisions of the Dual Credit Quality Act allows high schools and higher education partners to provide four-year professional development plans to teachers who want to earn the graduate credits they need to be fully qualified. Eastern Illinois University knows that leveraging this opportunity can be a win-win for more dual credit options for students, high-quality professional development for teachers, and more graduate students enrolled in college.

Learn how the complete Expanding Equity in Dual Credit report, visit [dualcreditequity.org](http://dualcreditequity.org)

# Exploring the Model Partnership Agreement (MPA)

**Rodrigo Lopez**

*Assistant Dean of College  
in High School Programs  
Elgin Community College*



# MPA AS A MODEL OF RECOMMENDED PRACTICE

**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



**What does the MPA  
look like in practice?**

# ELGIN COMMUNITY COLLEGE

- 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*

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# 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*

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Regional College-Career Pathway:

# Business & Financial Services

## ORIENTATION / INTRODUCTION Grades 9-10



Introduction to Business or BUS 100  
Introduction to Business &/or  
Computer Applications or CIS 110  
Introduction to Computers

## SKILL DEVELOPMENT Grades 10-12

Introduction to Accounting or ACC 100  
Introductory Accounting or  
Entrepreneurship Courses/  
Electives

## CAPSTONE / ADVANCED Grades 12

MKT 103 Marketing, MKT 105  
Sales, MMT 101 Principles of  
Management, BUS 112 Legal  
Environment of Business, or  
BUS 113 Business Law or  
ACC 200 Financial Accounting

Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies



Career Exploration (2)  
Team-Based Challenge

Team-Based Challenge  
Career Development Experience  
Youth Apprenticeship



Science Sequence

Science Sequence

BIO 108 Biology for Contemporary  
Society



Social Science  
Sequence

Social Science Sequence

AP Microeconomics or  
ECN 201 Principles of  
Microeconomics



Algebra  
Geometry

Geometry  
Algebra 2  
Pre-Calculus

Pre-Calculus/Transition to  
College Algebra  
MTH 112 College Algebra



English Sequence

English Sequence

AP Language & Composition or  
ENG 101 English Composition I &  
ENG 102 English Composition II



## POSTSECONDARY OPTIONS

### 1 ACCOUNTING

Accounting AAS  
• ACC 240 Managerial Accounting  
• ECN 202 Principles of Macroeconomics  
• MTH 126 Business Calculus

Bachelor of Arts/  
Science, Accounting

### 2 BUSINESS

Business AAS  
• BUS 145 E-Commerce  
• BUS 200 Global Business  
• MTH 126 Business Calculus

### 3 SUPPLY CHAIN MANAGEMENT

Supply Chain Management AAS  
• SCM 101 Supply Chain Operations Management  
• SCM 105 Transportation and Logistics  
• BUS 131 Customer Service Solutions

Bachelor of Arts/  
Science, Business

### 4 GUIDED TRANSFER

Business AA/AS  
• MTH 126 Business Calculus  
• ECN 202 Principles of Macroeconomics  
• ACC 240 Managerial Accounting

## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

Program	Typical Job	Near or Above Living Wage Threshold for 1 Adult + 1 Child <sup>1</sup>	Median Hourly Wage <sup>2</sup>	Growth in IL: Annual Job Openings <sup>2</sup>	Growth in IL: % Change Over 10 years <sup>2</sup>	Stackable?
1 Accounting AAS	Bookkeeping, Accounting, and Auditing Clerks	N	\$21.11	6,170	-3%	Certain Courses Typically Stack to Bachelor's Degree Program in Business
2 Business AAS	First Line Supervisors of Office and Administrative Support Workers	Y	\$28.99	4,450	0%	Certain Courses Typically Stack to Bachelor's Degree Program in Business
	First Line Supervisor of Non-Retail Sales Workers	Y	\$34.71	1,070	3%	
3 Supply Chain Management AAS	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	Y	\$27.20	650	7%	
4 Business AA/AS	Management Analysts	Y	\$43.19	4,170	15%	Typically Stacks to Bachelor's Degree Program in Business
	Market Research Analysts and Marketing Specialists	Y	\$29.63	2,960	22%	
	Personal Financial Advisors	Y	\$55.03	1,260	9%	

1. Living wage calculations are based on MIT's Living Calculator (<https://livingwage.mit.edu/>), where the "Living Wage" for 1 Adult + 1 Child is \$26.27/hour for the state of Illinois. "Near" defined as 85% of the statewide living wage, which is \$22.33/hour  
2. U.S. Department of Labor, CareerOneStop: <https://www.careeronestop.org/ExploreCareers/explore-careers.aspx>

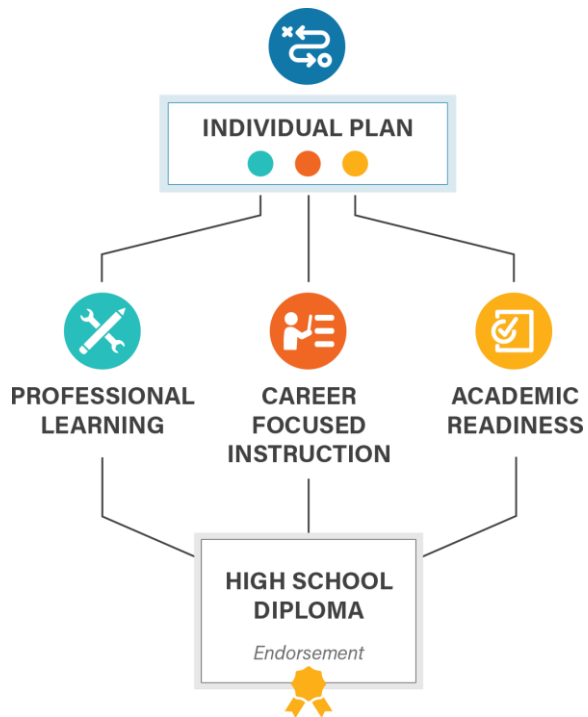


— In Collaboration With —





# College and Career Pathway Endorsement Framework



	ORIENTATION / INTRODUCTION Grades 9-10	SKILL DEVELOPMENT Grades 10-12	CAPSTONE / ADVANCED Grades 12
<b>CAREER FOCUSED COURSES</b>	Introduction to Business or BUS 100 Introduction to Business &/or Computer Applications or CIS 110 Introduction to Computers	Introduction to Accounting or ACC 100 Introductory Accounting or Entrepreneurship Courses/ Electives	MKT 103 Marketing, MKT 105 Sales, MMT 101 Principles of Management, BUS 112 Legal Environment of Business, or BUS 113 Business Law or ACC 200 Financial Accounting
<i>Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies</i>			

	WORK-BASED LEARNING	SCIENCE	SOCIAL SCIENCE	MATH	ENGLISH
	Career Exploration (2) Team-Based Challenge	Science Sequence	Social Science Sequence	Algebra Geometry	English Sequence
	Team-Based Challenge Career Development Experience Youth Apprenticeship	Science Sequence	Social Science Sequence	Geometry Algebra 2 Pre-Calculus	English Sequence
		BIO 108 Biology for Contemporary Society	AP Microeconomics >> or ECN 201 Principles of Microeconomics	Pre-Calculus/Transition to College Algebra or MTH 112 College Algebra	AP Language & Composition >> or ENG 101 English Composition I & ENG 102 English Composition II

AP or Dual Credit  
 Dual Credit Course  
 College and Career Pathway Endorsement Earned



# EXHIBIT C – COST AND FEE STRUCTURE

- Program Cost Analysis
- MPA Cost Structure
- Billing and Discounts
- Tuition waivers
  
- *Dual Credit Cost Analysis - Template*

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# 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)*

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## 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](#)



# 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  
- [https://www.ecs.org/wp-content/uploads/Prioritizing\\_Equity\\_in\\_Dual\\_Enrollment.pdf](https://www.ecs.org/wp-content/uploads/Prioritizing_Equity_in_Dual_Enrollment.pdf)
- Community College Research Center - The Dual Enrollment Playbook: <https://ccrc.tc.columbia.edu/publications/dual-enrollment-playbook-equitable-acceleration.html>
- Ben Struhl and Joel Vargas, "Taking College Courses in High School: A Strategy for College Readiness" (Boston: Jobs for the Future, October 2012), [https://jfforg-prod-prime.s3.amazonaws.com/media/documents/TakingCollegeCourses\\_ExSumm\\_120312.pdf](https://jfforg-prod-prime.s3.amazonaws.com/media/documents/TakingCollegeCourses_ExSumm_120312.pdf).

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**THANK YOU**

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