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President, Illinois Alliance of Concurrent Enrollment Partnerships (ILACEP)  
Director, P-20 Educational Partnerships, College of Lake County
Agenda

- Context
- Illinois Dual Credit Data
- Illinois Dual Credit Landscape (Reports)
  - Unlocking Potential
  - Illinois Dual Credit Report
- Illinois Dual Credit Survey Question Review
- Acting On The Data
- Where Are We Now
- Tips
- Resources
- Reflection and Closing
Introductions

Who is in the room?

What do you hope to get out of this session?
Illinois Dual Credit Context

<table>
<thead>
<tr>
<th>Key Component</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Illinois Alliance of Concurrent Enrollment Partnerships (ILACEP) | Organizational collaboration for Illinois dual credit practitioners  
State chapter of NACEP |
| State Agencies | Illinois Board of Higher Education (IBHE)  
Illinois Community College Board (ICCB)  
Illinois State Board of Education (ISBE) |
| Postsecondary Accreditation | Higher Learning Commission |
| Key Legislation | Dual Credit Quality Act (Amended)  
Model Partnership Agreement |
| Data | Illinois Dual Credit Report  
Stand for Children Report  
ICCB Report  
ISBE Illinois Report Card |
# Illinois Dual Credit Data

## Most Common Courses
- Writing
- Mathematics
- Rhetoric and Composition
- Spanish
- American History
- Psychology
- Statistics
- Sports/Fitness
- Biology
- Medical Office Assistant

## Enrollment Data

<table>
<thead>
<tr>
<th>Year</th>
<th># of Students Enrolled in Dual Credit Courses</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>54,291</td>
<td>-</td>
</tr>
<tr>
<td>2017</td>
<td>54,160</td>
<td>-0.2%</td>
</tr>
<tr>
<td>2018</td>
<td>57,175</td>
<td>5.6%</td>
</tr>
<tr>
<td>2019</td>
<td>63,972</td>
<td>11.9%</td>
</tr>
<tr>
<td>2020</td>
<td>69,995</td>
<td>9.4%</td>
</tr>
<tr>
<td>2021</td>
<td>79,370</td>
<td>13.4%</td>
</tr>
</tbody>
</table>

## Dual Credit Course Location

- Main college campus: 70%
- HS campus: 10%
- Off campus college facility: 7%
- Online/distance: 5%
- Other: 8%
Illinois Dual Credit Data

Percentage of IL High School Students Enrolled in At Least One Dual Credit Course
Equity goals and public reporting
Program integrity and credit transfer
Finance
Course access and availability
Instructor capacity
Navigational supports
## Stakeholders

<table>
<thead>
<tr>
<th>Illinois Community College Board</th>
<th>Illinois Alliance of Concurrent Enrollment Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Board of Higher Education</td>
<td>Sarah E. Goode STEM Academy</td>
</tr>
<tr>
<td>Illinois State Board of Education</td>
<td>Center for P-20 Engagement, NIU</td>
</tr>
<tr>
<td>Midwestern Higher Education Compact</td>
<td>ConnectED: National Center for College and Career</td>
</tr>
<tr>
<td>Partnership for College Completion</td>
<td>Stand for Children Illinois</td>
</tr>
<tr>
<td>Education Systems Center, NIU</td>
<td>Eastern Illinois University</td>
</tr>
<tr>
<td>Warren Township High School</td>
<td></td>
</tr>
</tbody>
</table>
# The Illinois Dual Credit Report

Equity goals and public reporting ~ Program integrity and credit transfer ~ Finance ~ Course access and availability ~ Instructor capacity ~ Navigational supports

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Opportunities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure and Legislation</td>
<td>Strategic Offerings</td>
</tr>
<tr>
<td>Professional Development Plans</td>
<td>Awareness</td>
</tr>
<tr>
<td>Model Partnership Agreement</td>
<td>Funding</td>
</tr>
<tr>
<td></td>
<td>Diverse Instructor Pipeline</td>
</tr>
</tbody>
</table>
Expanding Equity in Dual Credit

Best Practices From Districts

1. Offer schoolwide placement testing
2. Embed dual credit opportunities in the curriculum
3. Articulate prerequisite courses taught by the high school
4. Establish regular communication channels with partners
5. Provide targeted supports
6. Embed dual credit into CTE pathways
7. Adopt multiple eligibility measures
8. Form an advisory council with other districts
9. Consider non-traditional partners and delivery models
10. Prepare teachers with professional development plans
Continuing a Partnership with Stakeholders
Compiling Themes and Considering Next Steps

- Lack of awareness
- Misinformation

Questions

- Data and reporting
- Intentional offerings
- Reduce costs
- Teacher credentialing
- **Remove barriers, provide support**
- Awareness and marketing
- Create tools

Report Recommendations: Themes

- More information needed

Survey
Illinois Dual Credit Survey Data Overview
# Illinois Dual Credit Survey: Questions

<table>
<thead>
<tr>
<th>Likert</th>
<th>Free Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who benefits from dual credit?</td>
<td>Advantages</td>
</tr>
<tr>
<td>• Students (all, underserved)</td>
<td>Challenges</td>
</tr>
<tr>
<td>• High schools</td>
<td>Alignment to organizations’ mission statements</td>
</tr>
<tr>
<td>• Colleges</td>
<td>Recommendations</td>
</tr>
<tr>
<td>Do dual credit programs practice equitable recruitment and enrollment?</td>
<td>Other</td>
</tr>
<tr>
<td>Dual credit courses are</td>
<td></td>
</tr>
<tr>
<td>• High quality and rigorous</td>
<td></td>
</tr>
<tr>
<td>• College courses</td>
<td></td>
</tr>
</tbody>
</table>
Illinois Dual Credit Survey

Thank you for participating in the Illinois Dual Credit survey, being conducted by the Illinois Alliance of Concurrent Enrollment Partnerships (ILACEP), Stand for Children Illinois, the Education Systems Center at Northern Illinois University, and the Partnership for College Completion.

Your responses will be invaluable in helping us understand the perspectives on dual credit in Illinois as we look to advance policy solutions to expand access and ensure high quality. Individual responses will remain anonymous.

Sign in to Google to save your progress. Learn more
# Reviewing Data

<table>
<thead>
<tr>
<th>Likert Questions</th>
<th>Free Response Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) segmented data by population</td>
<td>1) segmented data by question</td>
</tr>
<tr>
<td>1) segmented questions by population</td>
<td>1) established response categories</td>
</tr>
<tr>
<td>1) summarized data with tables and graphs to compare responses across questions and populations</td>
<td>1) coded responses as a group</td>
</tr>
<tr>
<td></td>
<td>1) reviewed coded responses as a group</td>
</tr>
</tbody>
</table>

### Table Example

<table>
<thead>
<tr>
<th>What is the biggest challenge facing dual credit? (For students? For high schools? For colleges?)</th>
<th>Quotable?</th>
<th>Teacher Qualifications</th>
<th>Equitable Access</th>
<th>Rigor</th>
<th>Transferability/Portability</th>
<th>Negative Perceptions/Lack of Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Credit in my area is 90% white despite minority enrolment in the district being 20+%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student and high school teacher qualifications.</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cost - how to fund robust dual credit programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are not enough dual credit courses offered in the high school buildings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Illinois Dual Credit Survey: Participants (1,004)

- Policymakers: 1%
- Students: 21%
- Secondary: 24%
- Parents: 24%
- Postsecondary: 29%
- Other/none: 1%
Quantitative Questions Review
Reflection: How would you answer the question? How do you think others in your state would answer?

Students generally benefit from participating in dual credit.

Strongly agree
Agree
Disagree
Strongly Disagree
Illinois Results: Students generally benefit from participating in dual credit.

- Strongly Agree (49%)
- Agree (44%)
- Disagree (5%)
- Strongly Disagree (2%)
Reflection: How would you answer the question? How do you think others in your state would answer?

Low income students and students of color . . . can benefit from participating in dual credit.

Strongly agree
Agree
Disagree
Strongly Disagree
Illinois Results: Low income students and students of color . . . can benefit from participating in dual credit.

- Strongly Agree (52%)
- Agree (41%)
- Disagree (4%)
- Strongly Disagree (3%)
Reflection: How would you answer the question?
How do you think others in your state would answer?

Dual credit programs seek out and enroll students from all socioeconomic and demographic groups.

Strongly agree
Agree
Disagree
Strongly Disagree
Illinois Results: Dual credit programs seek out and enroll students from all socioeconomic and demographic groups.

- Strongly Agree (23%)
- Agree (47%)
- Disagree (24%)
- Strongly Disagree (6%)
Reflection: How would you answer the question? How do you think others in your state would answer?

High schools benefit from offering dual credit to students.

Strongly agree
Agree
Disagree
Strongly Disagree
Illinois Results: High schools benefit from offering dual credit to students.

- Strongly Agree (47%)
- Agree (47%)
- Disagree (5%)
- Strongly Disagree (2%)
Reflection: How would you answer the question? How do you think others in your state would answer?

Colleges benefit from offering dual credit to students.

Strongly agree
Agree
Disagree
Strongly Disagree
Illinois Results: Colleges benefit from offering dual credit to students.

- Strongly Agree (38%)
- Agree (48%)
- Disagree (9%)
- Strongly Disagree (5%)
Reflection: How would you answer the question? How do you think others in your state would answer?

Dual Credit Courses are high quality and rigorous.

Strongly agree
Agree
Disagree
Strongly Disagree
Illinois Results: Dual Credit Courses are high quality and rigorous.

- Strongly Agree (26%)
- Agree (57%)
- Disagree (12%)
- Strongly Disagree (4%)
Reflection: How would you answer the question? Dual credit courses are college courses.

Dual credit courses are college courses.

Strongly agree
Agree
Disagree
Strongly Disagree
Results: Dual credit courses are college courses.

Postsecondary Faculty
- Strongly Agree: 8.16%
- Agree: 42.86%
- Disagree: 30.61%
- Strongly Disagree: 18.37%

All Participants
- Strongly Agree: 13.23%
- Agree: 50.81%
- Disagree: 2.93%
- Strongly Disagree: 33.03%

Students
- Strongly Agree: 7.28%
- Agree: 56.80%
- Disagree: 0.97%
- Strongly Disagree: 34.95%
Qualitative Questions Review
How to Expand Equitable Access

- Increase affordability
  - Limit costs to families
  - Provide detailed cost info
- Be strategic in offerings
  - Avoid random acts of dual credit offerings
- Inclusive marketing
  - Meet families where they are
  - Multiple touch-points

“Publicize more broadly, consistently, and generally as well as emphasizing to every touch point - teachers, counselors, coaches, club leaders, parent and guardian organizations, tutoring center, library, township etc. - to discuss with ALL students as a possibility/option and encouragement that they can do it”

“Designing clear pathways to degrees. Not just offering classes for the sole purpose of saying that you offer Dual Credit. The idea is to get students excited about a career and give them clear roads to reach those goals…Offering concise information which includes cost savings, etc.”
Advantages of Dual Credit Courses

- Overall cost savings on college
  - Decrease time to completion
- College Credit
  - Students have opportunity to earn transferable credit
- Early Exposure to College/Transition
  - Build academic confidence through exposure to academic rigor
  - Introduces students to college resources
  - Increase college matriculation

“As a parent, it gives a leg-up to college as well as a tuition savings, provided the course transfers or 'counts' at a student's postsecondary destination and their program. It helps students see ‘the point’ of studying varied subjects and earning good grades.”

“The biggest advantage is for students to graduate from high school with some college credit under their belts. It can give them the idea that education continues; it doesn't end at high school. It introduces them to their local community colleges and makes the transition more natural.”
Challenges of Dual Credit Courses

- **Academic Rigor**
  - Student understanding of course rigor
  - Ensuring high school teachers maintain course integrity

- **Administrative Logistics**
  - Support Capacity
  - Course scheduling
  - Recruitment
  - Overall logistical communication
    - cost, transitoration, admissions, placement testing, course/program qualifications

- **Teacher Qualifications**

- **Negative Perception/Lack of Awareness**

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“Given the breadth of the secondary education ISBE CTE teacher preparatory programs through the state universities, these seem to not align well with the minimum faculty qualifications for dual credit. Maybe an incentive for current teachers to attain a masters degree in a particular dual credit field would facilitate increasing dual credit opportunities.”

“The biggest challenge is the state has mandated it without adequate funding. Just like in business, if you don't fund a product. It fails. Colleges and high schools must have administrative support and finances to support the program. This program has loaded on the backs of people who already are exceeding work load capacity, and many people are at the breaking point.”
Alignment to Mission

- Most responses indicated strong alignment
- Many responses emphasized that dual credit provided the district opportunity to:
  - Provide early college exposure and readiness
  - Advance equity in access
  - Improve the lives of the community through education
  - Demonstrate academic rigor and educational excellence

“As a postsecondary provider, it is our mission to serve the community as a whole: families, business and industry, community organizations, etc. Providing dual credit opportunities to high school students supports all of these areas and strengthens the community and local region.”

“Our mission is to provide quality, affordable education, which is exactly what the dual credit program provides students. Increasing college readiness is a hot topic right now, and dual credit programs (both the classes and the overall experience of participating in the program) helps achieve that goal.”
Would you recommend dual credit?

- Yes, to save money (n=223)
- Yes, to earn college credit (n=151)
- Yes, to get early exposure to college (n=134)
- No: students aren't ready, rigor, transferability (n=61)

“Yes, absolutely Dual Credit is an amazing opportunity for students and families. Dual Credit can help to reduce the cost of a college education and better prepare students to transition to college. We have seen instances where dual credit students had a positive impact on families and influenced other family members to start, complete or reengage in college.”

100%. It can be a game changer. It's all about increasing opportunities for our students!
Acting on Data

**Review**
- Disaggregate Likert responses
- Condense free responses

**Share**
- Create materials
- Raise awareness

**Act**
- Gain buy-in
- Close opportunity gaps
Where are we now/next steps

97% of student respondents said they benefited from participating in dual credit.

“[Dual Credit is] a great way for students to start college early, plant that educational seed, and make it easy for them to be able to take more college classes.”

—Postsecondary Faculty

73% of postsecondary respondents said that colleges benefit from offering dual credit.

“My son has the opportunity to dive into Engineering before he gets into college. This is invaluable!”

—Parent

Expanding equitable access to dual credit

Maintaining dual credit rigor & high-quality delivery

Advantages of dual credit

- 97% of student respondents believe high school benefits from offering dual credit courses.
- 73% of postsecondary respondents believe that colleges benefit from offering dual credit courses.
- 97% of student respondents believe that they benefited from participating in dual credit.
- 83% of all respondents say dual credit courses are high quality and rigorous.
- 83% of all respondents agree that dual credit courses are college courses.

Percentage of high school students enrolled in dual credit by race

Marketing, awareness, and recruitment strategies should cast a wide net

Families save money and students get a jump on college

Students gain early exposure to college rigor

Survey respondents had current or community college courses for college, high schools, students, and parents.

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Survey respondents had current or community college courses for college, high schools, students, and parents.
Tips

Purpose
- What questions do you want answered?
- Align your questions to your purpose
- Place equity at the center of your work

Partnership
- Leverage the work and connections of state and local dual credit leaders
- Capitalize on shared resources

Planning
- How will you collect and analyze data and share and take action on the results?
- Know the best time to administer the survey
- Know your key stakeholders and how to reach them
Reflection

Something still circling in my mind is...

Something that squares with my thinking is...

1 to 3 Takeaways I have are...
Resources

- Model Partnership Agreement
- Dual Credit Quality Act Summary
- Illinois Dual Credit Report
- Expanding Equity in Dual Credit
- Illinois Dual Credit Survey Results
- Dual Credit Advocacy Toolkit
- Interim-Qualified Instructor Guidance
Thank You!

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Director, P-20 Educational Partnerships, College of Lake County  
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847.543.2414
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.
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.
## Free Response Themes

<table>
<thead>
<tr>
<th>Question</th>
<th>Key Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to expand equitable access</td>
<td>Marketing, awareness, and recruitment</td>
</tr>
<tr>
<td>Advantages of dual credit</td>
<td>Transfer to college with credit</td>
</tr>
<tr>
<td></td>
<td>Cost savings</td>
</tr>
<tr>
<td></td>
<td>Early exposure to college/transition</td>
</tr>
<tr>
<td>Challenges for dual credit</td>
<td>Rigor (too much/too little)</td>
</tr>
<tr>
<td></td>
<td>Administrative logistics</td>
</tr>
<tr>
<td></td>
<td>Teacher qualifications</td>
</tr>
<tr>
<td></td>
<td>Negative perceptions/lack of awareness</td>
</tr>
<tr>
<td>Alignment to organizations’ mission statements</td>
<td>Good alignment</td>
</tr>
<tr>
<td></td>
<td>Early exposure and readiness</td>
</tr>
<tr>
<td></td>
<td>Equity in access and education</td>
</tr>
<tr>
<td>Would you recommend dual credit?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Yes: to save money, earn college credit, and get early exposure to college</td>
</tr>
</tbody>
</table>
Introductions

Each Individual: Type Name, Organization Title and then answer the question below:

What do you value most about dual credit?