

MAINTAINING DUAL CREDIT RIGOR & HIGH-QUALITY DELIVERY

The Illinois Dual Credit Survey asked educators and administrators representing secondary and postsecondary, policymakers, parents, and students for their perspectives on Dual Credit¹ in Illinois. In total 1,004 responses were collected throughout early 2021. Respondents were asked about access, rigor, and perceived benefits of Dual Credit courses. In a short answer section respondents were invited to provide deeper context on the challenges and advantages of Dual Credit programs.

97% of secondary respondents believe that high schools benefit from offering Dual Credit courses

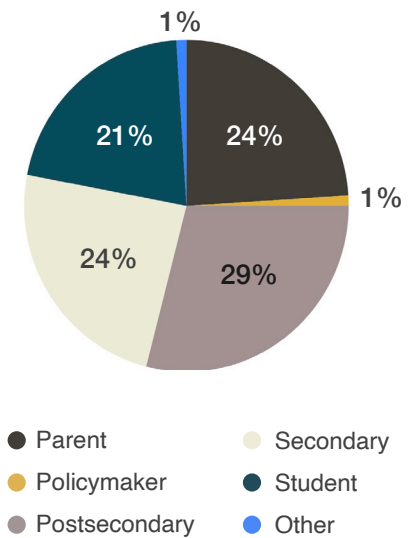
73% of postsecondary respondents believe that colleges benefit from offering Dual Credit courses

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

WHAT ROLE BEST DESCRIBES YOU



High-quality Dual Credit programs strive to balance rigorous coursework with broad access and logistical constraints like staffing challenges, program administration, delivery methods, and meaningful collaboration with partners. The vast majority of survey

respondents believe most programs achieve this balance between delivery and access and maintaining college rigor. Below are research studies and policy recommendations to aid districts as they develop, grow, and maintain their Dual Credit programming.

¹ The survey defined Dual Credit as a college course taken by a high school student that results in the student receiving credit at both the college and high school level. These courses may be taken at a high school, a college, or some other hybrid environment (inclusive of early college high schools and P-TECH). It does not include exam-based credit programs like Advanced Placement and International Baccalaureate.

RESEARCH & RESOURCES

- [Illinois Dual Credit Report: Current Landscape & Policy Recommendations](#)
- [Strengthening Supports for Dual Credit Instruction in Chicago: Takeaways and Promising Practices](#)
- [Unlocking Potential: A State Policy Roadmap for Equity & Quality in College in High School Programs](#)
- [Rethinking Dual Enrollment to Reach More Students](#)
- [Expanding Equity in Dual Credit Report](#)
- [NACEP's Fast Facts](#)
- [Model Partnership Agreement](#)

Survey respondents offered recommendations on teacher recruitment, partnership development, and course delivery to help districts better navigate these challenges and provide high-quality courses to students.

QUALIFIED TEACHERS ARE ESSENTIAL TO RIGOR AND SCALE OF DUAL CREDIT

- *“Making sure we have teachers qualified to teach these classes. There are only a couple teachers in each department with the credentials to teach the [Dual Credit]. Then, when they leave, we don’t have a quick, easy replacement. This is a real stress on the schools.”*
— Secondary Counselor
- *“Maybe an incentive for current teachers to attain a masters degree in a particular Dual Credit field would facilitate increasing Dual Credit opportunities. Currently, our teachers who are entering secondary education after years in industry are higher-qualified for the junior college minimum faculty qualifications than the teachers who have gone through university CTE teacher preparatory programs.”*
— Secondary Administrator

EFFECTIVE PARTNERSHIPS AND COLLABORATION DRIVE ALIGNMENT AND QUALITY

- *“Working relationships and communication channels are essential between every high school and their local community colleges to ensure that Dual Credit opportunities are consistently communicated, offered, and enhanced for our students.”*
— Secondary Administrator
- *“One of the ICCB goals is to support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable outcomes. For many high schools, the awarding of Dual Credit through community college partners is the end in itself and few resources are committed to supporting students who want to continue their studies at the college. For colleges, it is seen as both a service to the community and an investment in potential future students. A more equitable partnership focused on the needs of advancing students might serve both parties better and simultaneously address ongoing issues of student access and inclusion.”*
— Postsecondary Administrator

■ “Operational coordination [is a challenge], as **successful outcomes depend on the buy-in** and contribution of a variety of internal and external stakeholders across a multitude of school districts.”

—Postsecondary Administrator

■ “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.**”

—Postsecondary Administrator

CONSIDERED ADMINISTRATIVE LOGISTICS AND DELIVERY MAINTAINS QUALITY AND EXPANDS ACCESS

■ “It would be beneficial for more Dual Credit students to **interact with faculty and students on the college campus**, whether virtually or in-person. One of the drawbacks of Dual Credit in the high school is perpetuating the lack of diversity that is reflective of many communities. Students learn lessons about diverse opinions and people by interacting with them in the classroom. Dual Credit courses are college courses. Even though they are taught in the high school and sometimes by the high school instructor, they are courses that the college is responsible for. That distinction is important for curriculum, credentialing, and procedural issues like dropping or adding classes, but it is also important for the experience of being in a college classroom, different from the rest of the high school schedule.”

—Postsecondary Administrator

■ “**Expanding access (for my district) needs to be addressed in a couple of ways.** Increasing our communication to the community so that parents, stakeholders, community are all aware of the benefits of Dual Credit. Our local community college removed the required SSN field in registration. That did help increase access over the last two years. In some areas the teacher qualifications are not realistic [for] high school teachers to attain. We do have two professional development plans in place. Overcoming mindsets of students and families will expand equity. My current focus is to show the path to a career (certificate or short degree) and how to leverage Dual Credit courses.”

—Secondary Administrator



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