Dual Credit with a Purpose in Illinois

College in High School Alliance State Dual Enrollment Academy 2023

Emily Rusca, Managing Director of Policy & Programs
The mission: no “random acts” of dual credit
What kinds of early college credit courses will help students “speed up” the most?

Core academic courses (especially Math/English)

*IL specific*: aligned with Illinois Articulation Initiative

Career-Focused Courses
(aligned to their interests and pathway)
So what does this look like?
College & Career Readiness Policy in Illinois

Illinois Career Pathways Dictionary
State Pathways Policy Framework: College, Career and Life Ready

**Foundational Skills for All Careers**
- General employability and entrepreneurial skills embedded in HS experience
- Student have a familiarity with work-based setting and robust experience in problem-based learning

**Accelerated Towards a Career Area**
- Can simultaneously access an entry-level job within the industry, AND enter a postsecondary major due to emphasis on early college coursework in “career-focused” subjects
- WBL experiences confirm or redirect commitment to the industry sector
- Courses go Beyond Traditional High School CTE and Industry Credentials

**Academically Ready for College**
- Required success in College-Level, career-focused coursework and electives
- Required college-level placement in Math and English (through collaboration with local Community College)
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

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<th>9th</th>
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<tr>
<td>At least 2 career exploration activities or 1 intensive experience</td>
<td>60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment</td>
<td>At least 2 team-based challenges with adult mentoring</td>
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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.

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<tbody>
<tr>
<td>Orientation / Introduction</td>
<td>Skill Development</td>
<td>Capstone / Advanced Courses</td>
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ACADEMIC READINESS
Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college.

HIGH SCHOOL DIPLOMA
Endorsement

INDIVIDUAL PLAN

PROFESSIONAL LEARNING

ACADEMIC READINESS

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE
Dual Credit in ESSA School Quality Framework

CCRI College Ready Components

• Dual Credit English (A, B, or C)
• Dual Credit Math (A, B, or C)

CCRI Career Ready Components

• Dual Credit Career Pathway Course (College Credit earned)
“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.).

DCQA and the 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 (MPA as default agreement)
Putting it together

Perkins Model Programs of Study Guides
Model Programs of Study Mapping Process

Identify high-priority occupations

Determine promising credentials & map stackable degrees/certificates

Identify strategic community college courses

Map secondary to postsecondary sequence

Define related technical competencies

edsystemsniu.org/guides
Model Programs of Study Mapping Process

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses
4. Map secondary to postsecondary sequence
5. Define related technical competencies
Strategic Community College Courses

- Analyze promising credential program requirements at various community colleges in Illinois

- **Tally and label** all of the career-focused & general education courses across programs to determine which of these courses:
  - Are *most common* across targeted programs
  - Are more likely *accessible* for dual credit
  - Have the potential for *transferability* and currency (via Illinois Articulation Initiative) or *industry credentials*
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<th>Course Title</th>
<th>Credits</th>
<th>Common Name</th>
<th>Prerequisites</th>
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Secondary-to-Postsecondary Course Sequence Mapping

- Recommend early college courses reasonably accessible to HS students, goal is to at least get 6+ career-focused credit hours by HS graduation
- Keep open possibility for unique opportunities, i.e. work-based learning or capstone course
- For early college courses: consider typical teacher and faculty credentials, as well as course delivery and approval processes
- Recommend sequence in general education subject areas, including early college and AP supplements
- Focus on College Readiness Placement for Math/English
Model Programs of Study Mapping Process

1. Identify high-priority occupations
2. Determine promising credentials and map stackable degrees/certificates
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Wrapping Up
Postsecondary and Workforce Readiness Act (and College & Career Pathway Endorsement Framework)

Dual Credit Quality Act Model Partnership Agreement (Associated Exhibits; FAQ)

ESSA College and Career Readiness Indicator Guidance

Perkins Model Programs of Study Guides
Thank you!