

Dual Credit and the PWR Act: Best Practices for Increasing Dual Credit Offerings in Schools

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Introduction

Working through the complexities of dual credit partnerships can be challenging. The Illinois P-20 Network and the Illinois Alliance of Concurrent Enrollment Partnerships (ILACEP) are identifying solutions to the most complex issues affecting student access to dual credit courses.

Organizations 01

Legislation 02

Dual Credit Quality Act
Postsecondary and Workforce Readiness Act

Dual Credit Think Tank 03

01

Organizations

Key Component	Notes
Illinois Alliance of Concurrent Enrollment Partnerships (ILACEP)	Organizational collaboration for all Illinois dual credit stakeholders State chapter of NACEP
State Agencies	Illinois Board of Higher Education (IBHE) Illinois Community College Board (ICCB) Illinois State Board of Education (ISBE) Illinois Student Assistance Commission (ISAC)
Postsecondary Accreditation	Higher Learning Commission (HLC)
Other organizations committed to advancing dual credit	Illinois P-20 Network EdSystems Center at NIU Stand for Children - Illinois College in High School Alliance Partnerships for College Completion Midwestern Higher Education Compact
Key Legislation	Dual Credit Quality Act Postsecondary and Workforce Readiness Act

02

Legislation

Dual Credit Quality Act

Postsecondary and Workforce Readiness Act

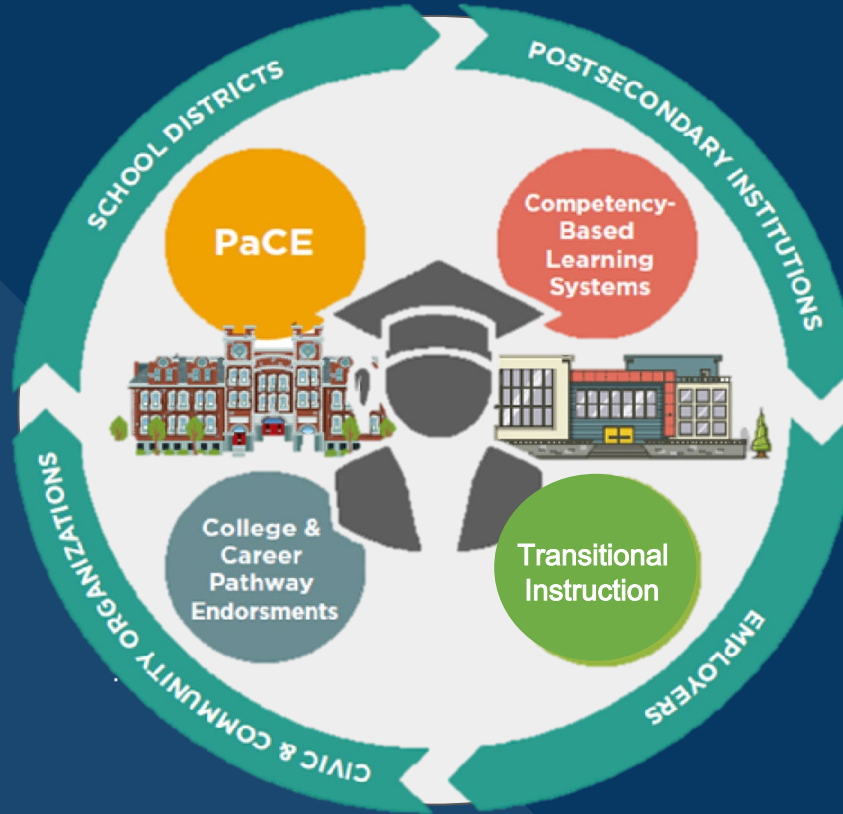
Dual Credit Quality Act (110 ILCS 27)

- To reduce college costs.
- To speed time to degree completion.
- To improve the curriculum for high school students and alignment of the curriculum with college and workplace expectations.
- To facilitate the transition between high school and college.
- To enhance communication between high schools and colleges.
- To offer opportunities for improving degree attainment for underserved student populations.

Other Legislation with reference to Dual Credit

- SB 2838 (Develop)/HB 1884 (Implement):
 - Partnership Agreements (MPA was created). 11 items listed in DCQA.
- HB 3950:
 - Special Education students can access their IEP/504 from the H.S. for dual credit courses.
 - Collaborative process and criteria for students with disabilities have access to dual credit courses.
- HB 5506:
 - Data collection guidelines.
 - Students can be enrolled in a dual credit course for H.S. credit only.
 - Updated guidance/policies for PDP.

Postsecondary and Workforce Readiness Act (PWR) Act



Postsecondary and Workforce Readiness Act (PWR) Act



HB3296

- Signed May 27, 2022
- 2027 - 1 Career Pathway Endorsement
- 2029 - 2 Career Pathway Endorsements
- 2031 - 3 Career Pathway Endorsements
- Opt-out provision
- Rulemaking progress

Postsecondary and Workforce Readiness Act (PWR) Act

Illinois PaCE: Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions on careers and post-secondary (PS) education or training, plan a course of study, and make financial aid assessments with family members.


By the end of 8th grade	By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> complete a career cluster survey attend a career exploration day complete a unit on education planning Be exposed to a finance literacy unit in a course or workshop <p>A student should know:</p> <ul style="list-style-type: none"> the concept of career clusters for further exploration possible career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit career cluster survey and take a career interest survey complete an orientation to career clusters attend a PS options workshop meet with a counselor to discuss coursework and PS/career plans with the PSBE College and Career Readiness Framework begin determining eligibility for AP courses outline a plan for community service and extracurricular activities related to PS plans complete a financial aid assessment with a family member <p>A student should know:</p> <ul style="list-style-type: none"> the relationship between HS coursework, attendance, and grades to PS plans Importance of community service and extracurricular activities to PS and career plans general cost ranges of various PS options 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> visit at least one workplace aligned to career interests complete an orientation course to a particular career cluster or cluster grouping select a career pathway (CP) within a career cluster of interest begin determining eligibility for AP courses Identify 2-3 adults to support him/her through the PS and career selection process compare current cumulative GPA, academic, and career indicators to PSBE College and Career Readiness Framework (every year) attend a PS affordability workshop with an adult family member <p>A student should know:</p> <ul style="list-style-type: none"> educational requirements, cost, expected entry level, and midpoint salary for occupations in selected, different types of PS credentials and institutions general timing of PS entrance exams and apps benefit of early college credit opportunities to PS access and completion 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit the career survey participate in a mock job interview create a resume and personal statement Identify an internship opportunity related to CP determine readiness for college-level coursework in Math/ELA and enrolled in either "catch up" or "sped up" course complete or enroll in at least one early college credit opportunity attend a college fair visit at least 3 PS institutions take at least one college entrance exam <p>A student should know:</p> <ul style="list-style-type: none"> app deadlines, test timing, cost, and prep for industry-based certification for CP career attributes related to career interests entrance requirements, including app deadlines, for expected PS program of study 3-5 match schools, one safety, and one reach school for PS program of study negative impact of remediation on PS goals financial aid deadlines for chosen PS options 	<p>By 12/31 of 12th grade:</p> <p>A student should have:</p> <ul style="list-style-type: none"> completed 3 or more admission applications to PS institutions met with a school counselor to ensure all steps in the PS admission process are completed on time attended a FAISA completion workshop completed the FAISA <p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> address any remedial needs in Math/ELA obtain an internship opportunity relating to CP If applicable, receive industry-based certification(s) relating to CP complete one or more team-based challenges or projects relating to CP attend a financial aid award letter workshop <p>A student should know:</p> <ul style="list-style-type: none"> how CP courses and experiences articulate to degree programs at PS estimated cost of each PS option affordability of PS options in relation to expected entry-level career salary and anticipated debt terms and conditions of any scholarship or loan



Illinois PaCE Postsecondary and Career Expectations

At the middle school and early high school level, the Illinois Postsecondary and Career Expectations (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with the developmental stage of each student. This developmental work is intended to prepare students to more fully engage with the PaCE Framework throughout the high school years.



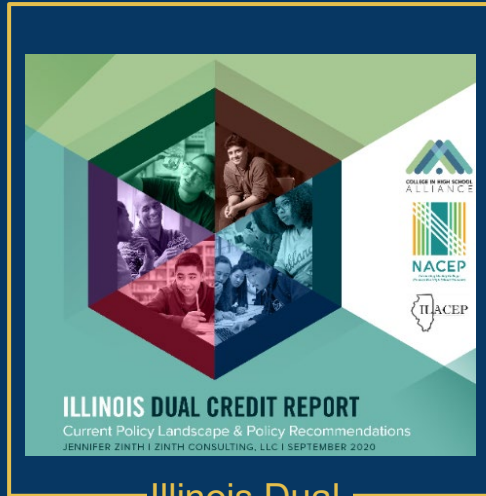
By the end of 6th grade	By the end of 7th grade	By the end of 8th grade	By the end of 8th grade
<p>A student should be exposed to:</p> <ul style="list-style-type: none"> Information about and examples of a wide range of careers Language that emphasizes individual skills, strengths, and assets Practices that develop a growth mindset <p>A student should be supported to:</p> <ul style="list-style-type: none"> Explore their interests Practice their strengths Develop their confidence 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> Explore their identity Articulate identity conflicts Envision a positive future <p>A student should be supported to:</p> <ul style="list-style-type: none"> Explore their habits Create or change a habit Record their progress Explore career interests Explore their strengths Effectively ask for help Understand a growth mind set 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> Explore identity conflicts Articulate personal strengths Identify sources of motivation Explore career interests Develop an educational plan for at least one career interest Compare possible financial futures Demonstrate a growth mind set Explore learning styles Map a support network 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> complete a career cluster survey attend a career exploration day complete a unit on education planning be exposed to a financial literacy unit in a course or workshop <p>A student should know:</p> <ul style="list-style-type: none"> the concept of career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals 




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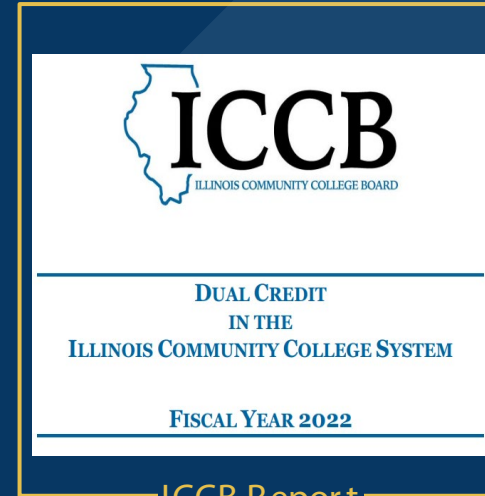
Data and Tracking



Illinois Dual
Credit Report

The Illinois Dual Credit Report was built in collaboration with the College in High School Alliance, NACEP, and ILACEP. The report, released in 2020, identifies strengths and opportunities for growth throughout Illinois with a focus on:

- Equity and Public Reporting
- Program Integrity and Credit Transfer
- Finances
- Course Access and Availability
- Instructor Capacity
- Navigational Supports



ICCB Report

The ICCB Dual Credit Report, Dual Credit in the Illinois Community College System, released annually, details dual credit enrollment figures for community colleges around the state of Illinois. Data collected within this report includes:

- Headcount (Duplicated/Unduplicated)
- Gender, Race, and Ethnicity Characteristics
- Credit Hours
- Geographic Region Details
- Transfer Versus Career and Technical Ed.
- Graduation and Advancement Rate

03

Dual Credit Think Tank

The Dual Credit Think Tank was established in response to practitioners' (secondary and postsecondary) need for a space/setting to have collaborative discussions on timely and upcoming challenges/opportunities related to the implementation and management of dual credit programs.

Dual Credit Think Tank Workgroups

Teacher Credentialing

Development/Management of Professional Development Plans (PDP) for DC Instructors this workgroup is collecting PDPs to develop a set of recommendations along with resources for dual credit partnerships to use in their implementation.

Approving of DC Instructors using Tested Experience— this workgroup is identifying dual credit partnerships from across the State of Illinois that have used tested experience to approve dual credit high school teachers to develop a set of best practices and resources for dual credit partnerships to reference.

Dual Credit Think Tank Workgroups

- Each workgroup includes 10-12 practitioners from both secondary and postsecondary
- Illinois P-20 Network: Dual Credit Contact Directory
- Community College districts
- PDP/Tested Experience Summaries
- Samples/Resources/Materials.

Dual Credit Think Tank Workgroups

Initial Findings - Professional Development Plans

- Community Colleges are concerned about this misalignment with HLC's current Assumed Practices
- PDPs that have been approved/implemented have been in core academic areas (i.e., English, Math)
- School districts/teachers lack the necessary resources to complete required graduate coursework
- Inconsistencies around **which** courses count towards the 18 graduate credit hour requirement

Dual Credit Think Tank Workgroups

Background/Context - Tested Experience

The System Rules Manual of the Illinois Community College Board states the following in regards to how institutions may approve faculty based on tested experience (i.e., equivalent experience):

- *Section 1050.30(3)(C) Exceptions may be made by the Board for professional experience, equivalent training and other qualifications; however, except in extraordinary circumstances, these should prove the exception and not the rule in meeting faculty qualification requirements.*

Further, it states that the academic preparation and experience of faculty and staff shall be consistent with Section 1501.303(f):

Section 1501.303(f) Preparation of Professional Staff. Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. This preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in those areas in which the work experience and related training is the

Dual Credit Think Tank Workgroups

Immediate Challenges - Tested Experience

The Illinois Community College Board does not provide additional guidance beyond Section 1050.30(3)(C) for determining qualified faculty based on tested experience (i.e., equivalent experience). Therefore, dual credit programs are limited in terms of how to evaluate the professional experiences of high school instructors that do not:

1. (General Education Coursework) Possess, at a minimum, a master's degree with 18 graduate hours appropriate to the academic field or discipline in which they are teaching.
2. (Career and Technical Coursework) Possess, at a minimum, at least 2,000 hours of work experience and the appropriate recognized credential depending on the specific field.

Higher Learning Commission

Assumed Practices – CRRT.B.10.020

- A. Integrity: Ethical and Responsible Conduct
- B. Teaching and Learning: Quality, Resources, and Support**
- C. Teaching and Learning: Evaluation and Improvement
- D. Resources, Planning, and Institutional Effectiveness

Last Revised: February 2022

Higher Learning Commission

Assumed Practices – CRRT.B.10.020

Webinar Recap – HLC Proposed Policy Changes

The Illinois P20 Network and Stand for Children Illinois hosted an informational webinar for educators across Illinois on behalf of the Illinois P20 Network's Dual Credit Think Tank to review the proposed policy changes recently communicated by the Higher Learning Commission (HLC).

1. “equivalent experience” as an alternative for, or supplement to, academic credentials;
2. “significant progress towards degree” for faculty pursuing required academic credentials; and
3. “periodic evaluation of faculty” by an institution to ensure they are appropriately qualified.

Questions

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