



# Dual credit programs in Illinois: At the crossroads of funding and access



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## OCCRL: About Us

- For over 25 years, the OCCRL has conducted research on programs, policies and practices that span P-20 education and seek to strengthen pathways to postsecondary education and careers.
- Three Core areas of R&D:
  - Pathways and Programs of Study
  - College and Career Readiness
  - Transfer and College Completion



HOW TO GET  
***Dual College Credit***  
WHILE IN  
***HIGH SCHOOL***

## ***Did you know?***

OUT OF 100 HIGH SCHOOL STUDENTS:



PLAN TO ATTEND COLLEGE



WILL ENROLL IN COLLEGE



HIGH SCHOOL GRADUATES  
EARNED CREDITS IN DUAL  
CREDIT, AP OR IB COURSES



STUDENTS WILL COMPLETE  
A FOUR-YEAR DEGREE

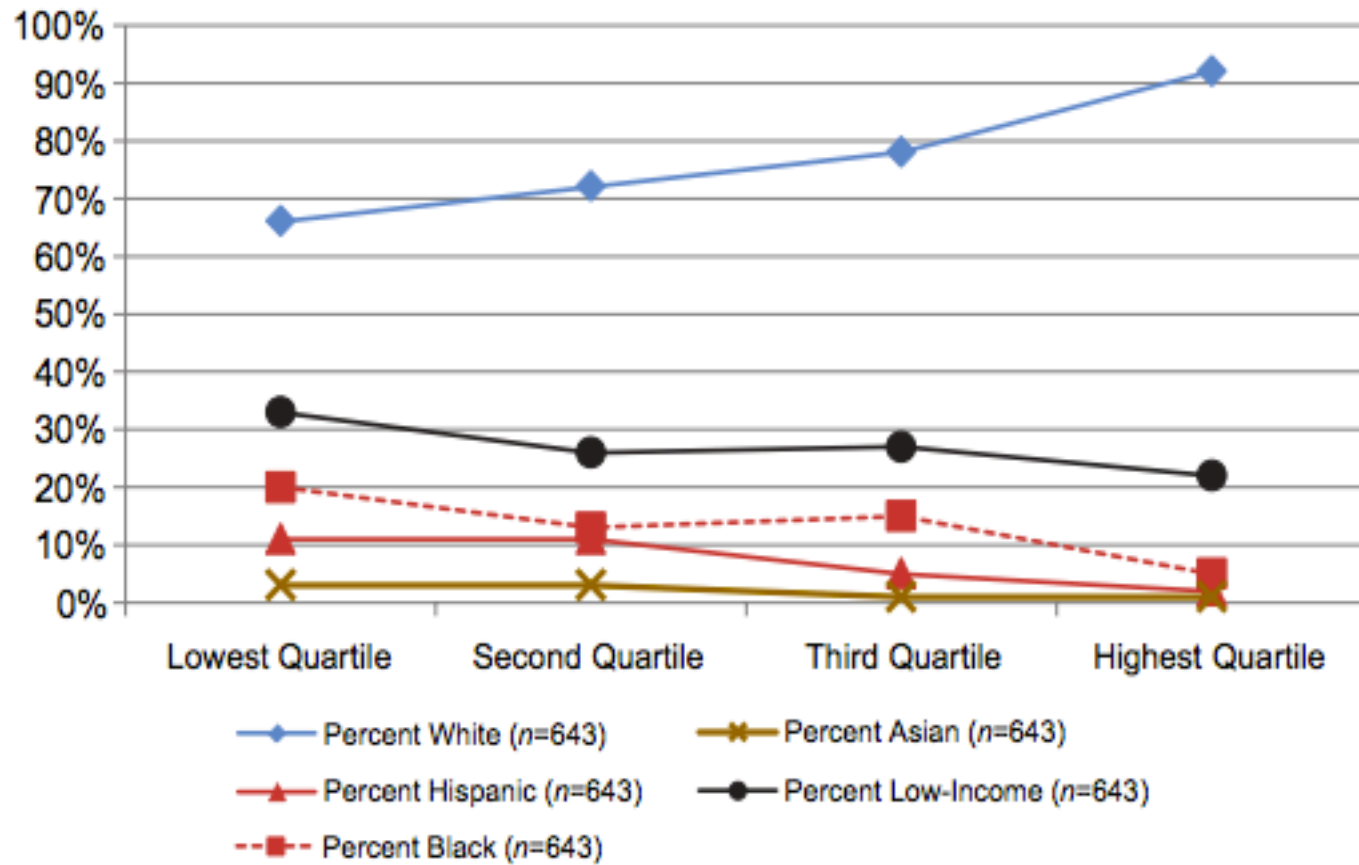
At **StraighterLine**, you can enroll in self-paced introductory college courses that you will have to take, no matter where you go to school. We offer courses in the following disciplines:



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**Figure 5**

*High School Dual Credit Participation Quartile by Race/Ethnicity Proportion, and Low-Income Proportion*



Taylor & Lichtenberger (2013)



## Background

- Growing societal diversity
- Call to revamp high school course offerings to align with a high skill, high demand workforce
- Diversify secondary curricula and foster high school/college relationships
- Increasing need to provide additional pathways to college, bolster access, shorten time to degree, and curb college costs

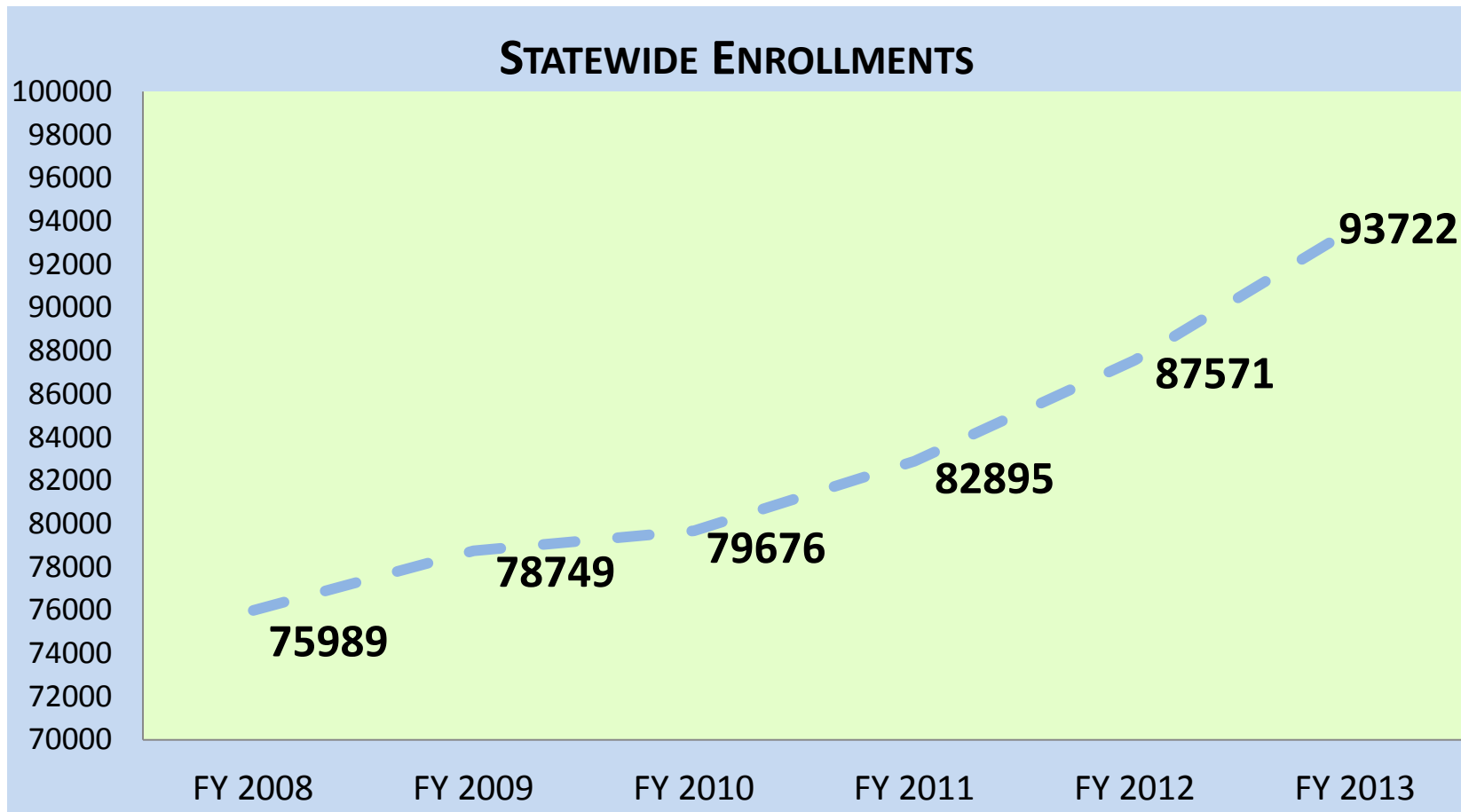


# Dual Credit Funding Landscape

- State direct funding
- State regulated tuition and fees
- State textbook provisions
- Who picks up the tab for dual credit?
  - Postsecondary institutions (77%); Parents and students (66%); High school and public school districts (44%); The State (38%); Other sources (10%) (Thomas, Marken, Gray & Lewis, 2013)



## Duplicated Enrollment in Dual Credit Courses in IL



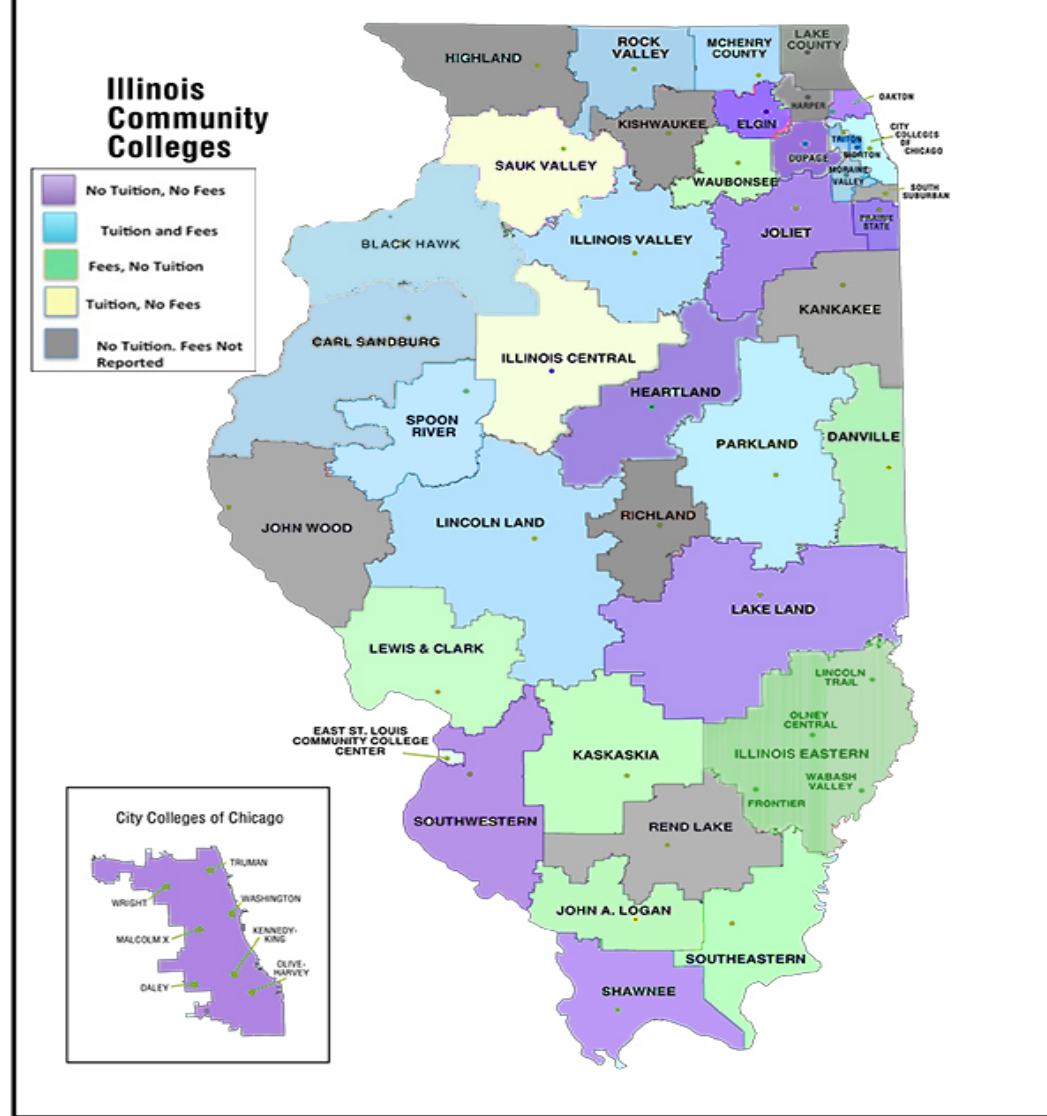
Corso, A. (2014). [http://www.iccb.org/pdf/reports/FY13\\_Dual\\_Credit\\_Data\\_Tables.pdf](http://www.iccb.org/pdf/reports/FY13_Dual_Credit_Data_Tables.pdf)



## Recent DC Work by OCCRL

- Initial Dual Credit Funding Study
  - Spring 2014 survey of 36 out of 48 IL community colleges CAOs (or designee) (Taylor, Fisher, & Bragg, 2014)
  - General Results for 36 Programs
    - 64% do not charge tuition
    - 50% do not charge fees
    - Program costs ranging from \$0 to \$256,000
    - 58% agree their college offers sufficient financial resources to low income DC students





This illustration reflects survey findings from Taylor, Fisher, & Bragg (2014, p. 4) based on the Illinois Community College Board definition of dual credit as, "An instructional arrangement where an academically qualified student currently enrolled in high school enrolls in a college level course and, upon successful course completion, concurrently earns both college credit and high school credit."

[http://occr.illinois.edu/files/Projects/dual\\_credit/dual\\_credit.pdf](http://occr.illinois.edu/files/Projects/dual_credit/dual_credit.pdf) )





# Dual Credit Funding Follow-up Study

**Q:** How does funding of dual credit programming in IL inform access, equity and broaden participation for URMs and low income students?

- Statement of the problem
- Central aims
- Methods
  - Survey follow up with 12 of the 48 colleges from the 2014 study
  - Qualitative follow up: Interviews with 22 of 25 of the community colleges that agreed to participate
  - Participants included CAOs and Dual Credit administrators (e.g., coordinators, directors, etc.)
  - Transcription, coding and triangulation of data



# Emergent Themes

- Depth of dual credit course taking
- Homogenous student participation
- Border higher schools have a more options
- Inconsistent tracking of student participants by background characteristics and matriculation to the colleges
- Course delivery differences
  - CTE
    - Expensive
    - Unsustainable
    - Perceived as undervalued
  - Transfer
    - Lacking credentialed teachers
    - Fewer offerings in small rural and urban schools and resource-strapped schools



# Emergent Themes

- Institutional resource dependencies at HS and community college level
- Differentiated access based on location and costs
- Lack of uniformity of cost structure, financial supports in addition to course rollout
- Need for comprehensive student support services
  - Issues of readiness limit participation

“If we help them overcome that hurdle when they were high school juniors, they would certainly be able to take dual credit in senior year without having to do developmental work here on campus. Being in developmental course as college freshman impeded their process.”
  - 1. Transportation
  - 2. Advising
  - 3. Child care



# Dual Credit Insights from follow-up study

- Improvement of college student readiness
- Provide transportation and financial support for campus based dual credit classes
- Additional support for teacher credentialing and professional development
- Offer teachers stipend for teaching dual credit
- Collaborate with corporate sponsors
- Consider GPA in addition to placement scores
- Access and affordability go hand in hand
- Financial aid eligibility for dual credit students
- Quality and quantity are inextricably linked to dual credit offerings by site
- Inequitable dual credit participation rates by race/ethnicity and income
- Standardization of funding models not desirable



## Select References

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