

Illinois P-20 Teacher and Leader Effectiveness Committee
Dual Credit Webinar
April 5th, 2016
Co-Chairs Audrey Soglin and Erika Hunt

In attendance: Erika Hunt (CESP), Pam Reilly (P-20 & Dist.128), Jodi Hunt (IBHE), Laura O'Donnell (Unit 5), Mary Rudzinski (Kishwaukee), Carol Brooks (Dist. 307), Cathy Mannen (IFT), Cythia Garcia (Dist. 214), Beth Seggebruch (ILGOV), Edith Njuguna (NIU), Eric Martin (HLC), Gretchen Lohman (IBHE), Jane Russell (IFT), Jodi Scott (ROE 33), Brad White (SIU), Julie Schaid (Elgin), Karen Sullivan (IPSD), Kent Scheffel (LC), John Furr (NIU), Jan Fitzsimmons (NCC), Glenn Wood (Dist. 202), Cindy Garcia (Dist. 214), Marilyn Bellert (NIU), Mitchell Braun (CPS), Niketa Brar (Advance), Paula McClalin (Duke), Rebecca Nelson (NorthPark), Renee Zdych (Governor's State), Ross Truemper (DuPage ROE), Scott Wernsman (JALC), Lisa Hood (CSEP), Sheree Speakman (CIE)

10:00-10:15

Erika Hunt welcomed everyone to the webinar. We went around the "virtual" room and introduced everyone.

10:00-10:25

Erika Hunt gave an overview of the work that has been done in P-20 TLE group in regards to Dual Credit. The P-20 TLE was given the task by the P-20 CCR Committee to help them take a deeper look into the topic of dual credit. We looked at the credentialing of teachers to teach dual credit, where dual credit is being offered, what courses are being offered and what the landscape of dual credit is out in the field.

Jon Furr shared the HB477 with our committee. IBHE, ICCB and the HLC provided our membership with an overview of dual credit on a webinar in December.

It was a collaborative effort of many organizations to both develop and distribute surveys for teachers, principals, superintendents and school board members on dual credit.



Erika Hunt introduced Glenn Wood our presenter for the webinar. Glenn Wood, a doctoral student at I.S.U. and the assistant superintendent of curriculum and instruction in Plainfield, helped to develop the survey and analyzed the results.

10:25-11:25-

Glenn thanked everyone for the opportunity to help develop and analyze this data.

In 2015-16, Teacher Leader Effectiveness Committee of P-20 Council is taking a deeper look into the topic of dual credit through:

- 1) Examining the current “state” of dual credit in Illinois schools by documenting what is occurring in this arena throughout schools and districts and to identify the needs of districts in the area of dual credit.
- 2) Studying the credentialing of high school teachers to teach dual credit courses in their respective schools.
- 3) Learning about and publicizing the dual credit programs at the district, school, higher education, and state levels.
- 4) Making recommendations about the best practices in dual credit at the district and university levels.

We distributed the surveys through the ISU Policy Center on Survey Monkey-

A cross-sectional survey of teachers, principals, superintendents, and school board members in Illinois conducted in February 26, 2016 through March 25, 2016.

Respondents:

Teachers- 1098

Principals- 85

Superintendents- 193

School Board Members- 281

Superintendents more aware about policy and recent developments
State standards require that a dual credit instructor hold a master's degree in the course area taught (History or English, for example) or a master's degree (of any type) and 18 credit hours in the course subject area.

It is a master's in the discipline or a master's (of any type) and 18 graduate hours in the subject area, which is consistent with the Higher Learning Commission (HLC) requirements. At present, the regulation of dual credit teacher credentials goes into effect September 1, 2017. For schools that fall short, each will have to submit plans of becoming compliant within two years.

The four most popular areas in which dual credit is offered are English, Social Science, Science and Mathematics.

The credentials of their staff determine most of the dual credit courses offered in a district.

Principals responded to the greatest need for staff members to become credentialed in are:

Science-	85.71%
Math-	73.33%
Social Science-	70.21%
English-	65.91%
Foreign Lang.	56.87%
Fine Arts-	46.93%

The three top reasons that cause teacher barriers to meeting the qualifications to teach General Education and Dual Credit Courses:

Financial cost of obtaining credentials	82.40%
No financial incentive	73.04%
Increased work load	70.28%

Policy recommendations for teacher credentialing:

Recommendation: Provide incentives for high school teachers wishing to teach in dual enrollment programs to obtain the academic degrees needed to teach at the college level.

- Develop alternative approaches to meet qualifications.
- Illinois and districts use federal funds available in Title I, Title II, Title III, Title IV of ESSA to support high school teachers in obtaining the necessary certification for dual enrollment programs.

Policy recommendations for communication:

Recommendation: Report participation and success AP, DC, IB on school report cards

- School report cards for public reporting purposes must include curriculum information, including dual enrollment courses.
 - Separate AP, DC, IB
 - Graduating cohort of all students
 - Report #s and %
 - Subgroups
 - Horizontal and vertical comparisons
 - Trend overtime
 - Include in accountability system

Next Steps:

- Use focus groups of stakeholders to establish credentialing options.
- AP/IB/DC.
- Address increased teacher workload demands and time during the day.

Glenn Wood was invited by IBHE and attended the

NACEP 2016 Washington DC Policy Seminar

Implications of the Every Student Succeeds Act (ESSA) on Dual and Concurrent Enrollment Programs

March 30-31, 2016

Illinois Delegation - Kent Scheffel – Lewis & Clark Community College, Dan Cullen, Eric Lichtenberger, Amanda Winters, Gretchen Lohman - IBHE

There were presentations from non-profits, staff from political offices, learned about best practices from practitioners across the nation.

There were about 50 attendees from 15 States, Higher Education Staff members and non-profits

ACT

Advance CTE

Association for Career and Technical Education

National Association of Secondary School Principals

Office of Senator Gary Peters at United States Senate (D-MI)

Capital building

Congressional Briefing: Showcase of Dual and Concurrent Enrollment Programs and Policies: Innovative Approaches to College Access and Affordability

ESSA signed by Obama in December 10, 2015 encourages greater utilization of dual and concurrent enrollment and prepare students for college.

ESSA teacher credentialing state function

ESSA **2016**-2017 transition, 2017-2018 Full implementation

Title 1 – Low income

Title 2 – Funds FD, Principals Leaders

Title 3- Greater accountability in broad categories

Title 4 – 21st century schools, Block Grants, Charters, consolidated, support, enrichment lot of flexibility

Title 8 – Federal definitions of dual and concurrent enrolment
Higher Education Act - Reauthorization

The below recommendations were made at the policy seminar.

Policy recommendation for accreditation:

Recommendation: Courses have the same content and rigor regardless of where and to whom they are taught.

- Some states are ensuring course rigor by integrating the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards into state policy. These standards address curriculum and student assessment, as well as faculty, student selection and rights, and program evaluation.

Policy recommendation for access:

Recommendation: State policy that is clear that districts must offer at least one dual enrollment program.

Recommendation: Create an early college or dual enrollment advisory board.

- Tasked with making recommendations to the general assembly, the state board and the commission concerning the improvement or updating of state policies relating to dual enrollment programs, including policy recommendations that would allow every local education provider in the state to have adequate resources to enter into at least one cooperative agreement.

11:25-11:40

Erika Hunt wrapped up the meeting. She reminded everyone that there would be a face-to-face meeting in Blooming at DeGarmo Hall on April 26th from 10-3. We will cover recommendations for both Dual Credit and Teacher Leadership.

If you are not a member and you would like to be on our listserv please notify Pam Reilly at reillypc@comcast.net. Also, any questions about this webinar you may also get in touch with Pam Reilly.

Erika ended by thanking everyone for attending and Glenn for providing us with all of the information to better inform our decisions for recommendations moving forward.