

MAKING THE CASE FOR BROAD ELIGIBILITY CRITERIA

Illinois Dual Credit Report

Illinois Association of Concurrent Enrollment Partners

Recommendations for Expanding Eligibility:

- Annually notify students and families of Dual Credit availability, starting in the middle grades.
- Provide parents guidance and administrators training to enhance understanding of Dual Credit/AP differences, and help administrators communicate these differences in curriculum maps, and school/district websites.
- Communicate multiple measures for program eligibility and course placement to students, parents and high school staff.
- Clearly designate Dual Credit courses as such in course catalogs/curriculum guides.
- Automatically enroll students in the next course in a CTE pathway or the next advanced course in an academic discipline.
- Consider online delivery for select courses.
- Leverage college and career pathways to communicate Dual Credit availability and eligibility to students and families.

Unlocking Potential: A State Policy Roadmap for Equity & Quality in College in High School Programs

College in High School Alliance & Level Up

Key Takeaways:

- Strong peer-reviewed research demonstrates that participation in college in high school programs improves college transitions and persistence
- College in high school programs are most effective in improving college access and success when they focus on students who are low-income, underrepresented in higher education, or at risk of not completing postsecondary education.

Recommendations for Expanding Eligibility:

- Eligibility criteria and course placement for high school students should not be higher than the requirements for college students matriculating into credit bearing courses or programs.
- Identify students on the cusp of college readiness early and provide those students with early interventions such as placement test preparation, transitional courses, developmental education, or co-requisite support to bring those students up to the state's college readiness requirements. [Read more](#) about this recommendation is being put into practice in Rockford School District 205.
- Consider whole-school models that work with traditionally underrepresented students in higher education to improve their college readiness and then take college classes, such as early college high schools.

[Read more](#) about Vienna's model that enrolls all students in either transitional courses or Dual Credit courses to ensure all students graduate college and career ready.

- Uses multiple measures for dual enrollment eligibility other than age, grade level, or a single standardized assessment, to potentially include projects, portfolios, and performance assessments.
- Notify students and families of college in high school opportunities in which they are eligible to participate, ideally beginning in middle school.

Promising Practices: Re-Thinking Dual Enrollment to Reach More Students

Education Commission of the States

Key Takeaways:

- All other factors being equal, students who dually enroll are more likely than their non-dually enrolling peers to finish high school, matriculate in a post-secondary institution and experience greater postsecondary success.
- Research indicates that middle-achieving high school students (whose grades or assessment scores fall just short of college readiness measures) not only can be successful in dual enrollment coursework, but also can reap substantial benefits from program participation.
- A widely-cited study of New York City and Florida students in academic and CTE dual enrollment programs found that for some measures, students "with lower high school grades ... benefited [from dual enrollment participation] to a greater extent than students with higher grade point averages."
- An experimental study of summer bridge programs found that participating students were more likely to pass college-level math and English courses and accumulate credits in their first year of college.

Alternate Eligibility Criteria That Might Predict Success in Dual Enrollment Courses:

- Grade level (incoming juniors).
- Regular high school attendance.
- Near proficient writing performance in a multi-trait essay assessment
- Sophomore ACT Plan score within two to three points of benchmarks.
- Recent assessment results that indicate the student is reading at (or within one) grade level.
- Course-taking patterns:
 - GPA (improvement over time versus a certain point on a four-point scale).
 - Eighth- and ninth-grade criterion-referenced test scores.
 - Teacher nomination
 - (For the rural school) Student self-recommendation/application to participate