



**Illinois
State Board of
Education**



**FREQUENTLY ASKED QUESTIONS
ON THE
MODEL PARTNERSHIP AGREEMENT
UNDER THE
DUAL CREDIT QUALITY ACT**

July 2019

Table of Contents

BACKGROUND AND KEY TERMS	1
1. What are the purposes of the Model Partnership Agreement (MPA)?.....	1
2. How was the MPA developed?	1
3. Do a District and College have to use the MPA?.....	1
4. Does the MPA have to be implemented as a whole, or can only portions be implemented?	1
5. Can the terms of the MPA be modified by local agreement?	2
6. How does the MPA differentiate among different dual credit course types?	2
7. Does the MPA address Career between and Technical Education courses?.....	2
8. What is the distinction between Priority and Non-Priority Course under the MPA?	2
9. What is the Illinois Articulation Initiative General Education Core Curriculum?.....	3
10. What is a Priority Career Pathway Course?	3
EXHIBIT B- COURSE AVAILABILITY; TEACHER AND COURSE APPROVAL	4
11. What is the approval process for dual credit courses under the MPA?	4
12. Can a College disapprove a high school teacher’s qualifications to teach a dual credit course?	4
13. What is the purpose of the Course Planning and Documentation process under the MPA?.....	4
14. How are dual credit courses evaluated under the MPA?.....	5
EXHIBIT C- COST AND FEE STRUCTURE	5
15. Under the MPA, does a District or the student/parent pay for dual credit courses?.....	5
16. How is the In-District Rate calculated, and what does it consist of?	5
17. What if less than 10 students enroll in a Type A or Type B course?.....	6
18. What fees and costs can a College charge the District for a Type A or Type B course?	6
19. Under the MPA, who pays for textbooks and materials?	6
20. Can a District charge students and families for amounts paid to a College under the MPA?.....	6
21. How are fee waivers and discounts determined for low-income families?.....	6
EXHIBIT D- STUDENT PROCEDURES, STUDENT SUPPORT, DATA, AND PARTNERSHIP REVIEW	7
22. What types of student supports and guidance must be provided under the MPA?.....	7
23. What data sharing is expected under the MPA?.....	7
24. What is the review process under the MPA for the partnership between the school district and the college?	7

Table of Contents- continued

GENERAL ISSUES	8
25. How are disputes resolved under the MPA?.....	8
26. Must the forms attached to the MPA be used?.....	8
27. When can a district work with an institution other than its local community college to offer dual credit?.....	8
28. Under the DCQA and the MPA, who is qualified to teach dual credit?	9
29. What is the process for a high school teacher to obtain a Professional Development Plan under the MPA?	9
30. What Illinois universities offer masters degree programs specifically tailored to support high school teachers to meet the qualifications to teach dual credit?	10
31. Does the MPA address the issue of mixed classrooms with some students taking the class for dual credit and others taking the course only for high school credit?.....	10
32. Does the MPA address the application of IDEA and the Americans with Disabilities Act to students in dual credit courses?	10
33. Where can a District and College obtain data on dual credit?	11
34. Where can I obtain more information on dual credit in Illinois?	11

BACKGROUND AND KEY TERMS

1. What are the purposes of the Model Partnership Agreement (MPA)?

Under the Dual Credit Quality Act (110 ILCS 27/1 *et seq.*) (DCQA), the MPA provisions must be implemented when local agreement between a school district (District) and community college district (College) is not reached regarding a partnership agreement to offer dual credit coursework. The District and College must implement the MPA if agreement is not reached within 180 calendar days of the District's initial request to enter into a partnership agreement. Under the DCQA, a College may combine its negotiations with multiple school districts to establish one multi-district partnership agreement or may negotiate individual partnership agreements at the College's discretion.

In addition to serving as the default when local agreement is not reached, the MPA is intended by ISBE and ICCB to help structure the parameters of local collaboration between school districts and community colleges to deliver dual credit coursework. It is also intended to serve as a model of recommended practice for communities to scale and ensure access to quality dual credit courses.

2. How was the MPA developed?

The MPA was developed through in-depth analysis of the DCQA and state-level data, consideration of best practices nationally and within Illinois, and extensive dialogue among members of the Dual Credit Committee appointed by ISBE and ICCB. During the period from March 19th – May 30th, 2019, the committee met via seven webinars and in-person meetings to discuss the development of the MPA. Committee members worked to articulate language addressing the needs and concerns of both community colleges and school districts, while remaining focused on student access and supports.

3. Do a District and College have to use the MPA?

No. The MPA must only be implemented to the extent local agreement between a District and College cannot be reached regarding a partnership agreement to offer dual credit coursework within 180 calendar days of the District's initial request to enter into a partnership agreement.

4. Does the MPA have to be implemented as a whole, or can only portions be implemented?

The MPA can be implemented in part. It is structured so that a District and College can select the specific Exhibits for which local agreement was not reached. Within those Exhibits, the District and College can limit the MPA's implementation to specific terms.

5. Can the terms of the MPA be modified by local agreement?

Yes. Any of the provisions of the MPA can be modified by local agreement of the District and College.

6. How does the MPA differentiate among different dual credit course types?

There are four dual credit course types defined in the MPA:

Type A Course	Type B Course	Type C Course	Type D Course
A Dual Credit Course taught at a high school or other District-managed location by one or more District teachers	A Dual Credit Course taught at a high school or other District-managed location by one or more College faculty members	A Dual Credit Course that is taught online, taught via distance learning, co-taught by a District teacher and College faculty member, or other hybrid models of other Types	A Dual Credit Course taught at the College or a College satellite location (other than a District-managed location) by one or more College faculty members

These course types are referred to throughout the MPA as the application of many of the MPA’s provisions vary by course type. Generally, Type C Courses are not addressed by the MPA, as the specific parameters of these “hybrid” models will need to be determined by local agreement.

7. Does the MPA address Career and Technical Education courses?

Yes. The MPA addresses both general education and career and technical education (CTE) courses. A CTE course will often be designated as a Priority Career Pathway Course, as described in FAQ #8.

8. What is the distinction between a Priority and Non-Priority Course under the MPA?

“Priority Course” means any course within the Illinois Articulation Initiative General Education Core Curriculum (see FAQ #9 for this definition), or any Priority Career Pathway Course (see FAQ #10 for this definition). A “Non-Priority Course” means any Dual Credit Course which is not a Priority Course. Priority Courses are emphasized for delivery over Non-Priority Courses in various locations throughout the MPA.. Specifically, as further described in FAQ #11, all Priority Courses must proceed through the instructor qualification and course delivery review process outlined in the MPA, while Non-Priority Courses may be disapproved prior to these processes.

There is also a difference in the cost structure for Priority and Non-Priority Courses for Type A, B, and D courses. Priority Courses are charged a lower per-student enrollment fee percentage compared to Non-Priority Courses (see FAQ #16).

The MPA distinguishes between Priority and Non-Priority Courses to incentivize the delivery of dual credit courses that are most likely to transfer or that are identified as a strategic course to facilitate student progression through a college and career pathway system.

9. What is the Illinois Articulation Initiative General Education Core Curriculum?

The Illinois Articulation Initiative General Education Core Curriculum (IAI GECC) is a set of 12 to 13 core courses (37 to 41 credits) recognized by participating colleges and universities in the State of Illinois as a package of general education courses to facilitate transfer to any other participating associate or bachelor degree program. All participating colleges and universities agree to accept this package as meeting their general education requirements. The listing of these courses is available on the iTransfer website: <https://itransfer.org/courses/gened.php>. Examples of these courses include Oral Communication, General Education Statistics, or Human Biology.

10. What is a Priority Career Pathway Course?

A “Priority Career Pathway Course” means a career-focused course 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.). The College and Career Pathway Endorsement framework demonstrates students’ readiness for college and careers in a selected career area, and requires an individualized learning plan, career-focused instruction, career exploration, and completion of internships or similar career development experiences. More information can be obtained at ISBE’s College and Career Readiness Division website (<https://www.isbe.net/Pages/Postsecondary-Workforce-Readiness.aspx>) and the Postsecondary and Workforce Readiness Act website (<https://pwract.org/>).

While the course names and numbers will vary by community college, examples of Priority Career Pathway Courses that can be included in a career-focused instructional sequence could include Medical Terminology, in a Health Sciences course sequence, or Introduction to Networking, in an Information Technology course sequence.

EXHIBIT B – COURSE AVAILABILITY; TEACHER AND COURSE APPROVAL

11. What is the approval process for dual credit courses under the MPA?

To initiate a request to offer a new Type A, B, or D Course, the District must complete and submit to the College a Course Request Form for each proposed dual credit course within the MPA’s timelines. For Priority Type A Courses, the College and District must proceed through the instructor qualification and course delivery review processes. The MPA provides certain disapproval rights for the College for Non-Priority, Type B, and Type D courses prior to the instructor qualification process (for Type A) and course delivery review processes (for all Types).

For Type A course requests, the District must submit an Instructor Qualifications Review Form identifying the proposed high school teacher and demonstrating how the high school teacher meets the DCQA qualifications requirements (see FAQ #12 for discussion of the College’s review of these requirements, and FAQ #28 for a description of these requirements). Following that review, the parties engage in a course planning and documentation process to ensure the dual credit course addresses equivalent content and includes the same learning outcomes as those courses taught at the College (see FAQ #13).

12. Can a College disapprove a high school teacher’s qualifications to teach a dual credit course?

Yes, but the College must identify the basis for disapproval in writing on the Instructor Qualifications Review Form and submit the written rationale to the District. The rationale must specifically indicate the basis for why the proposed high school teacher does not meet the DCQA Qualifications Requirements, or another legitimate basis for why the College is unable to approve the proposed high school teacher for the dual credit course. The College cannot require a high school teacher to exceed the DCQA Qualifications Requirements. A District can request a meeting to discuss the disapproval, and upon disapproval, may pursue an alternative provider for that dual credit course.

13. What is the purpose of the Course Planning and Documentation process under the MPA?

The purpose of the Course Planning and Documentation process is to ensure that dual credit courses address equivalent content and include the same learning outcomes as those courses taught at the College. This process will address the schedule and logistics for completion of any applicable documentation and allow for sufficient onboarding time for the high school instructor regarding the content, delivery and learning outcomes of the dual credit course. This process is structured to result in documented agreement on key issues for the course’s delivery, including course content and instruction, course administration, student prerequisites and placement

requirements, instructor support and expectations, and contingency plans if the instructor becomes unavailable.

14. How are dual credit courses evaluated under the MPA?

Dual credit courses will be evaluated through observation and review by the College's Chief Academic Officer or another designee in a manner that is consistent with the College's review and evaluation policy and procedures for on-campus adjunct faculty. All aspects of the evaluation will be coordinated and reviewed between the District and College in a collaborative manner. This evaluation does not impact the high school teacher's performance evaluation under Article 24A of the School Code. The evaluation results will be shared with the District and may impact the high school teacher's approved status and future eligibility to teach the dual credit course in accordance with the College's evaluation policies and procedures.

EXHIBIT C – COST AND FEE STRUCTURE

15. Under the MPA, does a District or the student/parent pay for dual credit courses?

Under the MPA, the District is responsible for paying to the College all costs relating to Type A and Type B courses. This includes the costs of the per student enrollment fee (discussed in FAQ #16), any supplemental fees (see FAQ #18), and the purchase of all textbooks and materials. For Type D courses, the District decides whether to make payment on behalf of students, or to have students pay tuition and fees to the College in accordance with generally applicable College policies and processes. Similarly, for Type D Courses, the District decides whether to purchase textbooks and materials on behalf of students, or to have students purchase textbooks and materials in accordance with standard College policies.

16. How is the In-District Rate calculated, and what does it consist of?

Under the MPA, the cost to the District for Type A, B, and D Courses is calculated as a percentage of the College's In-District Rate. The In-District Rate consists of the College's in-district per credit hour tuition and standard (or universal) fee rate. These amounts are reported to and annually published by ICCB. In Fall FY 2019, the state average per-credit hour tuition rate was \$127.84, the state average standard/universal fee was \$16.52, so the total average In-District rate was \$144.36. Under the MPA, the fee for Type A Courses, on a per credit hour basis, is 8% of the In-District Rate for Priority Courses, and 12% of the In-District Rate for Non-Priority Courses. Using FY 19 state averages, this equates to a per credit hour cost of \$11.55 for Priority and \$17.32 for Non-Priority Type A Courses.

17. What if less than 10 students enroll in a Type A or Type B course?

If less than 10 students enroll in a Type A or Type B course, the College will charge a fee based on the applicable per-student amount, multiplied by 10. This provision ensures that dual credit courses can be offered even with small enrollments, while ensuring the College has some certainty regarding the minimum amount it will recoup for administration and oversight of the course.

18. What fees and costs can a College charge the District for a Type A or Type B course?

Under the MPA, for Type A and Type B Courses, the College can only charge the District the applicable In-District rate calculation made pursuant to Sections I or II of Exhibit B, and any “Supplemental Fees.” Supplemental Fees are limited to instances where the College directly provides for the facilities, equipment, materials, or required activities necessary to offer a Course. The District must first be offered the opportunity to directly provide for required facilities, equipment, materials, or required activities before the College provides any such item and charges a Supplemental Fee. The District and College must agree to the amount of any Supplemental Fee.

19. Under the MPA, who pays for textbooks and materials?

This depends on the type of course. For Type A and B courses, the District purchases textbooks and materials on behalf of students. For Type D courses, the District elects whether to purchase textbooks and materials on behalf of students, or whether to have the students purchase such items directly in accordance with standard College policies.

20. Can a District charge students and families for amounts paid to a College under the MPA?

In situations where the District is paying the College for fees, textbooks, or materials, the District can charge students for those amounts. However, the District cannot charge more than the costs it has incurred, and must apply fee waivers or discounts for low-income families.

21. How are fee waivers and discounts determined for low-income families?

The MPA expects both the District and the College to have a fee waiver or discount policy in place for any instances when a student or family is charged to participate in a dual credit course. However, the MPA does not dictate the content of the policy. The District or College must determine its approach to its low-income waiver or discount policy, attach it to the Agreement, and publicize it to families.

EXHIBIT D – STUDENT PROCEDURES, STUDENT SUPPORTS, DATA, AND PARTNERSHIP REVIEW

22. What types of student supports and guidance must be provided under the MPA?

The College will provide the District and students information regarding expectations and conduct policies for enrolled college students, as well as processes such as credit transfer. The District and College must also identify and establish pre-college and college transition advising services, supports for student progress mentoring, and supports to engage students in postsecondary counseling.

23. What data sharing is expected under the MPA?

The MPA expects that the District and College will exchange student information, grades, and other appropriate data related to the administration of dual credit coursework. The District and College should define what data is needed to ensure each party can provide credit for the course and undertake its oversight and administration responsibilities under the Agreement. Under the MPA, both the District and the College designate the other party as its agent with a legitimate educational interest in students' educational records for purposes of FERPA (see FERPA regulations, 34 CFR Part 99.31(a)(3)).

24. What is the review process under the MPA for the partnership between the school district and the college?

The District and College will meet annually to review their dual credit partnership during a joint meeting. The joint meeting will be scheduled to align with the availability of data from the prior school year and deadline for establishing new dual credit courses in the upcoming year. The joint meeting must include appropriate senior leadership from both the District and the College. The annual review meeting must address the matters outlined in the MPA which include items such as assessment of disaggregated data, review of current course offerings, and any anticipated modifications or recommendations for future dual credit course delivery.

GENERAL ISSUES

25. How are disputes resolved under the MPA?

The MPA has a general dispute resolution, as well as dispute resolution processes specific to certain issues. Where a more specific dispute resolution provision applies, that process must be followed. Otherwise, the general dispute resolution process will be utilized.

The general dispute resolution provision is in Exhibit A, Section II.A. Under that provision, both parties' primary contacts for dual credit delivery (referred to as Liaisons in the MPA) first attempt to resolve the dispute. If the dispute is not resolved, a Liaison may refer the dispute to the College's President and District's Superintendent. If it still remains unresolved, the dispute will be addressed by ICCB and ISBE.

The more specific dispute resolution provisions are for disputes involving the disapproval of proposed instructors and disputes regarding the parties' inability to reach agreement on course approval issues. These processes ensure District and College leadership first attempt to resolve the dispute, and if it remains unresolved, the District has the opportunity to pursue an alternative provider for the course.

26. Must the forms attached to the MPA be used?

No. A District and College can create electronic versions of the forms attached to the MPA, or use alternate forms established by local agreement. However, the forms attached to the MPA are structured to align to the MPA's provisions and processes.

27. When can a District work with an institution other than its local community college to offer dual credit?

Neither the DCQA nor the MPA restricts a District from working with an in-state institution of higher learning to offer dual credit coursework at any time. Under the DCQA, a District may not enter into a new contract with an out-of-state institution to provide a dual credit course without first offering the community college district in which the District is located the opportunity to provide the course (110 ILCS 27/17).

Before working with an out-of-state institution of higher learning or a community college district other than its local community college district, the District should follow the process established in the MPA for seeking course approval by its local community college district. Specific to each course requested, the District may proceed to establish dual credit with an out-of-state institution of higher learning or a community college district other than its local community college district after any of the following occurs:

- The local community college disapproves of a course request,
- The local community college disapproves a proposed high school teacher as an instructor,
- The local community college and school district fail to reach agreement on the course delivery approach (through the Course Documentation process in Exhibit B of the MPA), or
- The local community college withdraws course approval.

28. Under the DCQA and the MPA, who is qualified to teach dual credit?

The MPA adheres to the minimum academic credential requirements in the DCQA. Under Section 20 of the DCQA, high school instructors teaching dual credit coursework must meet any of the following credential requirements, and need not meet higher certification requirements:

- 1) Approved instructors can meet any of the faculty credential standards allowed by the Higher Learning Commission to determine minimally qualified faculty. At the request of an instructor, an instructor who meets these credential standards will be provided by ISBE with a Dual Credit Endorsement, to be placed on the professional educator license. *Please note: this process is currently in development and will be published at a later time.*
- 2) An instructor may teach dual credit courses if the instructor has a professional development plan, approved by the community college and shared with ISBE. Under the professional development plan, the instructor must raise his or her credentials to be in line with the credentials under paragraph (1) by December 31, 2022.
- 3) An instructor for career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction.

29. What is the process for a high school teacher to obtain a Professional Development Plan under the MPA?

As part of the instructor qualification review process in the MPA, the District may propose that an instructor for a Type A Course meet the minimum requirements through a Professional Development Plan. The District will then attached the completed Professional Development Plan template adopted by ISBE and ICCB. (*Please note: ISBE and ICCB are in the process of finalizing this template and it will be published at a later time.*) . To be eligible for a Professional Development Plan, the instructor must:

- 1) Have a master's degree in any discipline and have earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or
- 2) Have a bachelor's degree with a minimum of 18 graduate hours in a discipline that he or she is currently teaching or expects to teach and is enrolled in a discipline-specific master's degree program; and

- 3) Agree to demonstrate his or her progress toward completion to the College, as outlined in the professional development plan.

Under Section 20 of DCQA, a College cannot unreasonably withhold approval of a Professional Development Plan. A Professional Development Plan is approved for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event for more than 3 years from the date of its approval. A high school instructor whose professional development plan is not approved by the College may appeal to ICCB. The District and College must submit approved Professional Development Plans to ISBE.

30. What Illinois universities offer masters degree programs specifically tailored to support high school teachers to meet the qualifications to teach dual credit?

The Illinois Board of Higher Education has compiled a listing of dual credit credentialing options available at Illinois public universities. This listing is available on IBHE’s dual credit website: <https://www.ibhe.org/dualcredit.html>

31. Does the MPA address the issue of mixed classrooms with some students taking the class for dual credit and others taking the course only for high school credit?

No. While the Dual Credit Committee extensively discussed this issue, ICCB’s administrative rules restrict classrooms that combine students taking a course for dual credit and others, who do not meet the qualifications, taking the course only for high school credit. The ISBE-appointed Committee members recommended further consideration of this issue, particularly as it relates to career and technical education courses.

32. Does the MPA address the application of IDEA and the Americans with Disabilities Act to students in dual credit courses?

No. While the MPA does not specifically address this issue, the Committee discussed the generally held interpretation of the application of the Individuals With Disabilities Education Act (IDEA) and the Americans With Disabilities Act (ADA) to students in dual credit coursework. The Committee discussed that, generally, a District must maintain compliance with IDEA, while the College must maintain compliance with the ADA, and a District’s Individualized Education Program (IEP) plan does not impact a College’s ADA administration. Reasonable accommodations made by a College under the ADA cannot result in a fundamental change to the course’s academic and performance standards. However, neither a District nor a College can discourage students with disabilities from enrolling in dual credit coursework. Districts and families should consider the relationship of dual credit coursework to transition planning under IDEA, as a dual credit course can be a valuable method of preparing students with disabilities for college-level expectations. Districts and Colleges should consult with their disabilities

coordinators and legal counsel to determine the application of IDEA and ADA to a particular student's situation.

33. Where can a District and College obtain data on dual credit?

Data on dual credit coursework is available through two primary sources:

- The Illinois Report Card (www.illinoisreportcard.com) includes data for the State, each district, and each high school on early college coursework, including the number of students taking one or more dual credit courses. This data is available in the Academic Progress area, under the Early College Coursework indicator.
- ICCB issues an Annual Report on Dual Credit in the Illinois Community College System. The most recent report is available [here](#). This report includes extensive data on the characteristics of dual credit students, dual credit course counts and enrollments, and the matriculation of dual credit students to Illinois community colleges. This data is available for the system overall and for individual colleges.

34. Where can I obtain more information on dual credit in Illinois?

Please visit the following additional websites and resources:

- The Dual Credit Quality Act:
<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18>
- ICCB's dual credit website resources:
 - Academic Affairs: https://www.iccb.org/academic_affairs/dual-credit/
 - CTE: <https://www.iccb.org/cte/dual-credit/>
- The Illinois Alliance of Concurrent Enrollment Partnerships (ILACEP):
<https://ilacep.org/>
- The Office of Community College Research and Leadership (OCCRRL) at the University of Illinois at Urbana-Champaign: <https://occrll.illinois.edu/past/dual-credit-il/dual-credit-publications>