

July 16, 2014

Dual Credit Funding Models in Illinois Community Colleges

Jason Taylor, Deronsasha Fisher, Debra Bragg



OCCRL

Office of Community College Research and Leadership
Department of Education Policy, Organization and Leadership
College of Education
University of Illinois at Urbana-Champaign
51 Gerty Drive
Champaign, Illinois 61820

DUAL CREDIT FUNDING MODELS

The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana-Champaign. Our primary mission is to use research and evaluation methods to improve policies and programs to enhance community college education and transition to college for diverse learners in Illinois and the United States. Projects of this office are supported by the Illinois Community College Board (ICCB), along with other state, federal, and private and not-for-profit organizations. The contents of our publications do not necessarily represent the positions or policies of our sponsors or the University of Illinois. Comments or inquiries about our publications are welcome and should be directed to OCCRL@illinois.edu. This document can be found on the web at: <http://occrll.illinois.edu>.

This publication was prepared pursuant to a grant from the Illinois Community College Board (ICCB Grant Agreement Number 2014-00266).

Copyright 2014 Board of Trustees, University of Illinois.

Recommended Citation:

Taylor, J., Fisher, D., & Bragg, D. (2014, July). *Dual credit funding models in Illinois community colleges*. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

Introduction

Over the past decade, the number of Illinois high school students enrolling in community college courses has expanded rapidly, necessitating research to better understand this phenomenon. State policies governing dual credit are the Dual Credit Quality Act, along with administrative rules of the Illinois Community College Board (ICCB). These state policies allow high schools to collect funds for average daily attendance (ADA) and colleges to obtain funding for full-time enrollment (FTE) for the same dual credit student, but other aspects of funding are not specified. Unlike several states (see Borden, Taylor, Park, & Seiler, 2013), state policies do not set tuition rates for dual credit students nor dictate how funding is exchanged among high schools and colleges. Thus, the primary research question guiding this study was: *What are the predominant dual credit funding models among Illinois community colleges?*

Methods

The study sought information on funding from the entire population of Illinois community colleges using a survey design. The online survey was based on a review of the literature on dual credit and information gathered from ICCB staff regarding priorities for the study. The survey had three sections: (a) costs to students and families; (b) costs to institutions; (c) respondent perceptions of funding models. The instrument included both closed- and open-ended responses, and respondents were asked to complete it based on their institution's dual credit policies and practices in the 2013-2014 academic year. Once the online survey was drafted, three cognitive lab interviews were conducted with community college dual credit administrators, and based on their input, the instrument was modified to ensure respondents would respond to a valid and reliable manner.

Using Survey Monkey, the online survey was distributed in spring 2014 to the ICCB's Chief Academic Officer (CAO) listserv. The Chief Academic Officer (CAO) of each community college in the Illinois Community College System was invited to respond or designate another administrator within the institution to respond. Complete responses were received from 36 of the 48 of the Illinois community colleges, yielding a highly respectable response rate of 75%.

Follow-up interviews are planned to gather detailed information about the results on funding models presented in this report; however, the scope of work associated with this initial survey did not allow time or human capacity to do further data collection during FY14. The researchers highly recommend that follow-up telephone or Skype interviews be conducted in FY15 to ascertain the reasons various funding models are used and perceptions that practitioners have about the effectiveness and fairness of various models for low-income students.

Results

Results are reported according to the three sections of the survey: (a) costs to students and families; (b) costs to institutions; and (c) respondent perceptions of funding models.

Costs to Students and Families

A primary focus of this study was policies related to dual credit tuition, fees, and books to better understand if students (and families) were responsible for paying for dual credit or if costs were absorbed by community colleges and/or high schools.

Tuition and Fee Policies

- As displayed in Figure 1, 36% (n=13) of the 36 colleges charged students tuition for dual credit courses, and 64% (n=23) did not charge students tuition.
- Figure 2 shows that 47% (n=17) of all responding colleges charged students fees for dual credit courses, 39% (n=14) did not charge fees, and 14% (n=5) did not report data for this question.
- Figure 3 illustrates that 50% (n=18) of responding colleges charged tuition and/or fees to dual credit students.
- Table 1 shows the costs of tuition and fees for one 3-credit hour dual credit course for each of the 36 responding community colleges. The tuition ranged from a low of \$0 at several institutions to full tuition cost at several institutions, as high as \$410 for the 3-credit hour course.
- Table 1 also illustrates that fees for dual credit courses ranged from a low of \$0 to a high of \$91.

Results (continued)

Figure 1. Percentage of community colleges by type of dual credit tuition policy

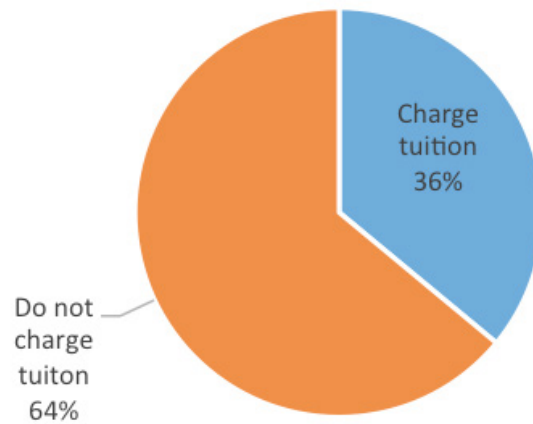


Figure 2. Percentage of community colleges by type of dual credit fee policy

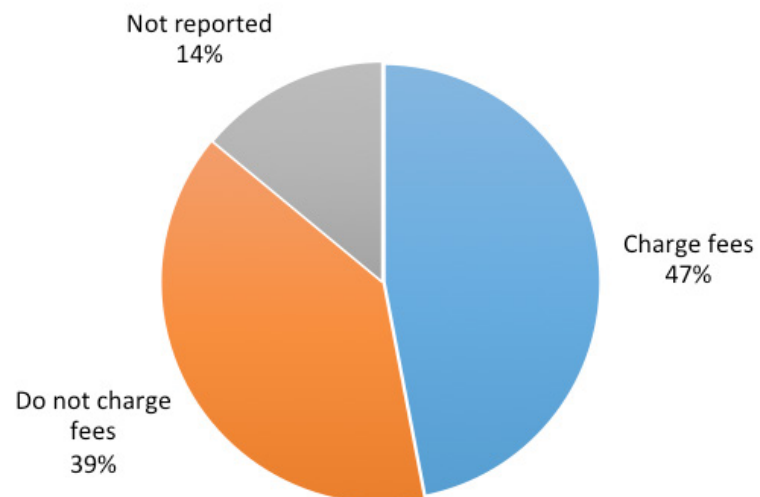


Figure 3. Percentage of community colleges by type of dual credit tuition and/or fee policy



DUAL CREDIT FUNDING MODELS

Results (continued)

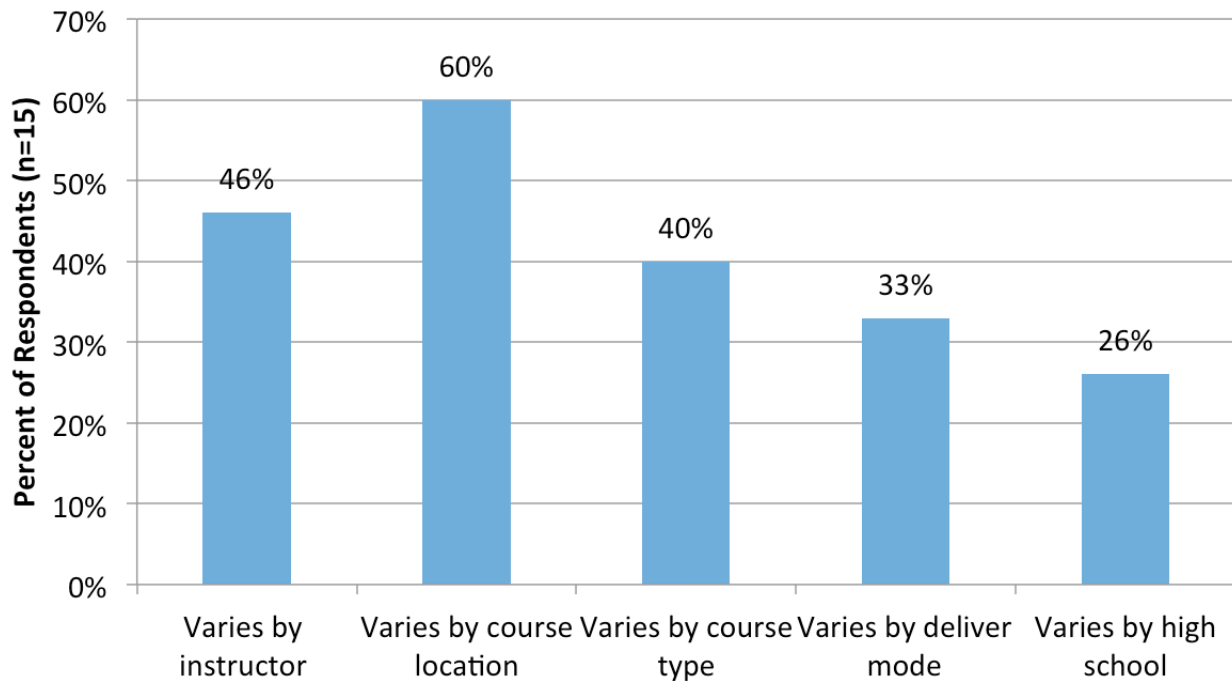
Table 1. Dual credit tuition and fee policies and in-district tuition rate, by community college			
Community College	Tuition for a 3-Credit Hour Dual Credit Course	Fees for a 3-Credit Hour Dual Credit Course	2013-2014 In-District Tuition Rate
Black Hawk College	Ranges from \$45-\$345	Varies- Amount not reported	\$360
Carl Sandburg College	Ranges from \$210-\$410	\$25	\$420
College of DuPage	\$0	\$0	\$321.45
College of Lake County	\$0	No response/blank	\$279
Danville Area Community College	\$0	Ranges from \$36-\$91	\$330
Elgin Community College	\$0	\$0	\$342
Harper College	\$0	No response/blank	\$325.50
Heartland Community College	\$0	\$0	\$390
Illinois Central College	Ranges from \$0-\$345	\$0	\$375
Illinois Valley Community College	Ranges from \$0-\$140.40	Ranges from \$0-\$5	\$310.80
John A. Logan College	\$0	Ranges from \$20-\$45	\$291
Joliet Junior College	\$0	\$0	\$240
Kankakee Community College	\$0	No response/ blank	\$336
Kaskaskia College	Varies- Amount not reported	Varies- From \$0	\$315
Kennedy-King College	\$0	\$0	\$267
Lake Land College	\$0	\$41.85	\$277.50
Lewis and Clark Community College	\$0	\$0	\$303
Lincoln Land Community College	Ranges \$0-\$297	Ranges from \$0-\$33	\$297
Lincoln Trail College	\$0	Ranges from \$0-\$25	\$231
McHenry County College	Ranges from \$0-\$288	Ranges from \$0-\$34	\$288
Moraine Valley Community College	Ranges from \$0-\$131	Varies- Amount not reported	\$342
Oakton Community College	\$0	\$0	\$264
Olive-Harvey college	\$0	\$0	\$309.75
Parkland College	Ranges from \$0-\$394.50	Varies- From \$0	\$267
Prairie State College	\$0	\$0	\$357
Rend Lake College	\$0	No response/blank	\$285
Richard J. Daley College	\$0	\$0	\$267
Rock Valley College	Varies- Amount not reported	Varies- Amount not reported	\$273
Sauk Valley Community College	Ranges from \$0-\$160.50	\$0	\$309
Shawnee Community College	\$0	\$0	\$285
Southeastern Illinois College	\$0	\$30	\$276
Southwestern Illinois College	\$0	\$0	\$318
South Suburban College	\$0	No response/blank	\$360
Spoon River College	Ranges from \$210-\$345	Varies- Amount not reported	\$345
Triton College	\$294	\$34	\$309
Wilbur Wright College	\$0	\$0	\$267

Results (continued)

Tuition Variation

- In Table 1 above, at least 12 community colleges reported that the range of dual credit tuition was based on course type, course location, course mode, course instructor, or high school, for example. In a separate survey question, respondents were asked to select from a list of options explaining how tuition varied. Figure 4 reports responses based on the results of 15 respondents to this question.
- The most common reason that dual credit tuition varied was the course location (high school campus vs. college campus), 60%; followed by instructor type (high school vs. college instructor), 46%; and followed by course type (CTE vs. academic, 40%). There was also some variation in tuition by delivery mode (online vs. face-to-face) and by individual high schools.
- Some colleges specified how much tuition varied and for what reason. For example, Black Hawk College reported that tuition for a 3-credit hour dual credit course was \$345 if a Black Hawk instructor taught the course, but only \$45 if a high school instructor taught the course. Similarly, Kaskaskia College reported that tuition for a 3-credit hour dual credit course was \$0 if a high school instructor taught the course on the high school campus but \$157 if a Kaskaskia instructor taught the course on the high school campus. These examples show how the tuition varies by instructor and location, and they also suggest how students' access to dual credit can be influenced by funding and other factors outside their control.

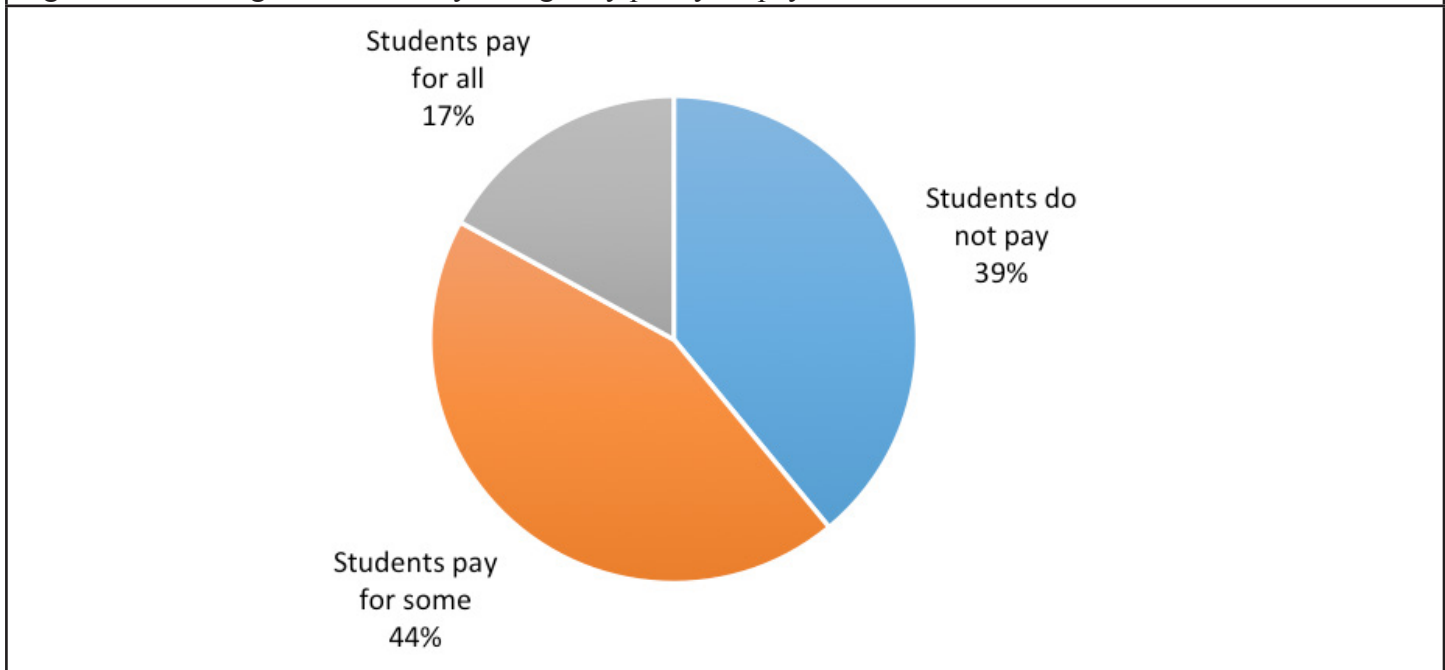
Figure 4. Percentage of community colleges by type of variation in dual credit tuition and fees



Books and Course Materials

- At the majority of community colleges (61%), students were responsible for some (44%) or all (17%) books and/or related materials associated with their dual credit courses (see Figure 5). Depending on the course, textbook and course materials may represent substantial costs to students. Although 26 community colleges did not charge tuition and/or fees, students were still responsible to pay for some or all of their books and/or course materials in 11 of these colleges (data not shown).

Figure 5. Percentage of community colleges by policy on payment for books and/or course materials



Costs to Institutions

Transactions of Funds

- When asked if funds are exchanged between community colleges and high schools for the purpose of dual credit, 69% of the community colleges indicated that no funds are exchanged, 22% indicated that funds are exchanged, and 9% did not respond (see Figure 6). Thus, in the majority of community colleges, no funds are exchanged between the high school(s) and community college, but in about one-fifth of the colleges, funds are exchanged.
- If respondents reported that funds exchanged, they were asked to describe what funding is exchanged. Open-ended responses to this question are displayed in Table 2. The results show there is a variety of approaches, including
 - High schools pay the college application fee;
 - Colleges pay high schools a stipend if a high school instructor teaches the course;
 - High schools pay the college stipend if a college instructor teaches the course;
 - High schools pay students' tuition.

Results (continued)

Figure 6. Percentage of community colleges that report a transaction of funds for dual credit between community college and high school(s)

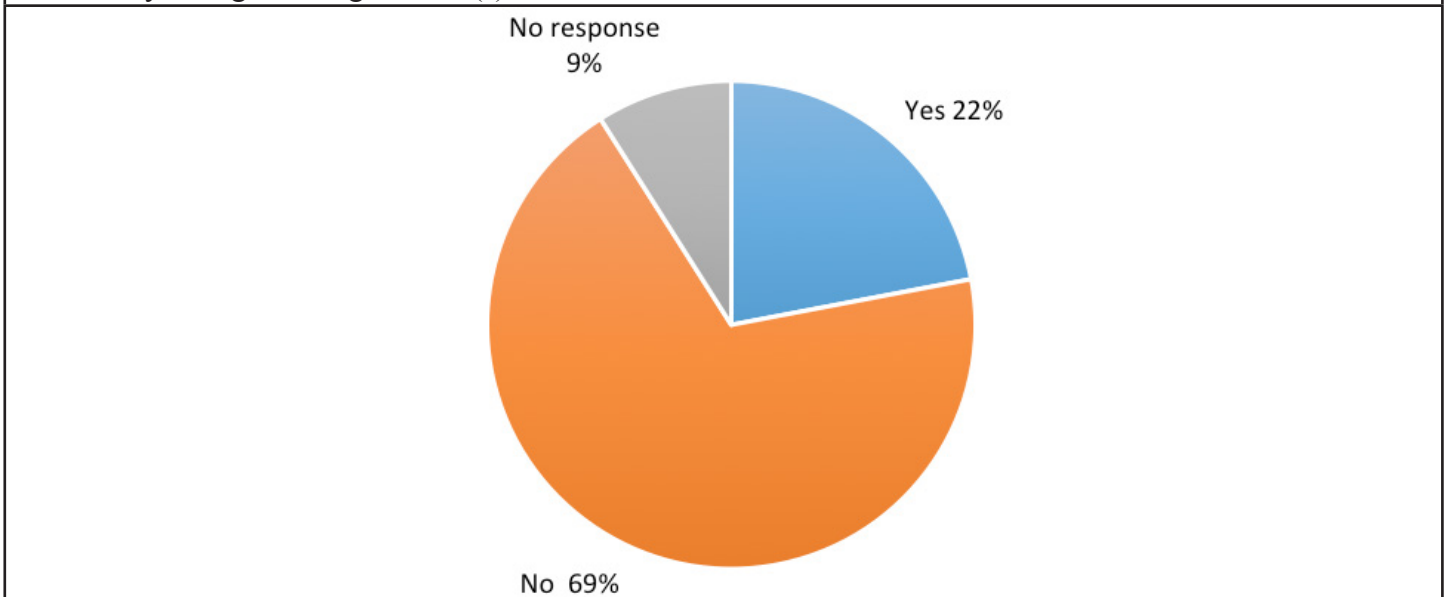


Table 2. Response of community colleges to transaction of funds for dual credit

Community College	Response
Carl Sandburg College	When a high school teacher is deemed qualified to teach a dual credit course by the appropriate Dean at Sandburg and they are assigned by the school district to teach the dual credit course as part of their high school load, the school district is reimbursed for the teacher's time per Sandburg's adjunct pay rate.
College of Lake County	If the college provides faculty members to teach the dual credit classes for the high schools, the high schools pay us for the cost of the instructor. In the past, we have paid an administrative stipend to the high schools based on enrollment. However, in the coming fiscal years, this will be phased out.
Elgin Community College	The schools pay the college tuition.
Oakton Community College	There is a transmission of funds, but not a transaction, as such. All Dual Credit students must pay Oakton's \$25 application fee, and the high schools send these to us as part of the app.
Illinois Central College	We pay the schools a stipend if their teachers are the instructor. We pay per student, assuming a full class, using the regular adjunct ICC pay.
McHenry Community College	MCC has an agreement with one of our high school districts -- Woodstock #200 -- regarding our Culinary program. We send one of our Culinary instructor's to the high school to teach their students a dual credit class for no charge. In exchange, our College is allowed to use their Culinary lab and facilities in the evening to teach our Culinary classes off campus.
Spoon River College	If the course is taught at the high school by one of their faculty members during the day we reimburse the high school 410 per credit hour.
Southeastern Illinois College	Some high schools pay lab/course fees for students. We do pay a dual credit incentive fee to our high schools for classes taught in the high schools by high school teachers. We pay \$100 per credit hour for classes that have 10 students or more enrolled. If the number is less than 10 enrolled, the amount is pro-rated based on enrollment. Estimated \$15,000 paid in incentive payments for FY14.

Note: Responses shown exactly as reported in survey

Results (continued)

Administrative and Overhead Costs

- Several community colleges reported administrative and overhead costs associated with dual credit, and these costs varied from under \$10,000 to more than \$250,000.
- Respondents were asked to describe the administrative and overhead costs associated with dual credit, and the open-ended responses to this question are displayed in Table 3 below. A sample of the administrative and overhead costs reported in Table 3 include administrative salaries at the college; personnel salaries to support functions such as placement testing, articulation, curriculum alignment, data collection and entry, course scheduling, etc.; faculty stipends for teaching; faculty stipends for orientation and professional development activities; and faculty and administrative travel.

Table 3. Community college responses to overhead cost questions

College	Description of Administrative and Overhead Costs	Estimated Cost of Administrative and Overhead Costs
Black Hawk College	FT dual credit coordinator and a portion of a VP and a dean workload	approximately \$75,000
Carl Sandburg College	Instructional Costs: For the 2013-14 school year there were 64 sections of courses dedicated to dual credit students only, most taught by adjunct faculty. Using the average rate of pay/reimbursement for instructors: a three credit hour course would average \$2127. $\$2127 \times 64 \text{ sections} = \$136,128$. Many dual credit students take online courses or attend at any of the three district locations for courses with regular college students. Costs for these students are not part of the equation above. In addition, courses that are sponsored by a school district or other entities are not included in this total. Given the size of the district and many of these dual credit sections are held at our district high schools, there is a mileage stipend we provide for one-way travel, for 15 miles or more, for faculty traveling to the schools. So, a trip at the minimum of 15 miles at \$.565 cents a mile is \$8.48 a trip. So at this minimum cost for 32 trips a semester (2 trips a week for 16 weeks) would be $\$8.48 \times 32 = \271.36 for a semester. This is a minimum cost; given our large community college district, costs for travel for each faculty member each semester is likely larger.	The following costs were determined by figuring an average hourly rate for individuals with different job titles and pay levels working in each category below. The hours are averaged over a school year. Tasks are listed in broad categories with the list of the job titles of those conducting the tasks. Efforts were made to make this list as comprehensive and accurate as possible. Instructional Administration (Deans; Directors): recruiting, hiring and training adjunct faculty; visiting classes for evaluation; planning schedules/course/program offerings with school administrators and counselors. Average hourly rate: \$35 an hour for 160 hours: \$5,600. Instructional Support (Library and Technology Support Staff): proctoring, library services and technology support: \$15 an hour for 80 hours: \$1,200. Administrative (Deans; Directors; Coordinator): scheduling; payroll; payments to schools: \$30 an hour for 100 hours = \$3,000 Student Services (Deans, Directors, and Counselors): Recruitment; Advising; Testing; Registration; Academic Support; Orientations: \$35 an hour x 325 hours = \$11,375 Business Services (registration, business, clerical support staff): setting up dual credit aid; registration; student inquiries; general student customer service: \$14 an hour x 200 hours = \$2,800. Total estimated Administrative Costs: \$23,975

Results (continued)

Table 3. Community college responses to overhead cost questions		
College	Description of Administrative and Overhead Costs	Estimated Cost of Administrative and Overhead Costs
College of DuPage	1.5 dedicated positions--Dual Credit Coordinator and clerical support testing on high school campus	150,000
College of Lake County	Personnel Faculty stipends Administrative Cost Professional development	Personnel: \$132,000.00 Faculty Stipends: \$3,000.00 Professional Development: \$3,000.00 Meetings: \$1,500.00 Administrative Stipends (will be phased out): \$40,000.00
Danville Area Community College	Personnel: Registrar, Admission and Records staff, Academic Deans, Lead Instructors, College Express Staff. Personnel costs include hours spent on articulation, assessments and evaluations, data entry, and continuous advisement (for students, parents, teachers, faculty and administrators).	Admissions and records: 2000 course enrollments X \$15 (1 hour per student) = \$30,000 Academic deans: 500 course sections X \$25 = \$12,500 Faculty = unknown Other administrators: 15 high schools x 120 hours = \$1,800 Total= \$44,300 plus instructor costs
Elgin Community College	Staffing costs - program coordination, administrative support. Cost of hosting dual credit student orientation - space & materials.	Approximately \$40,000.00
Harper College	Full-Time Coordinator responsible for the administration of Dual Credit offerings. Stipends for on-campus instructors for tracking attendance and reporting grades	Approximately \$50,000 for full-time position Approximately \$10,000 for administrative support Approximately \$3,000 annually for stipends Approximately \$1,000 annually for printing and supplies
Heartland Community College	Personnel (Dual Credit Program Coordinator; Dual Credit Faculty Coordinator; additional time for enrollment services and assessment staff, oversight by Assoc Vice President of Academic Affairs) Travel (Assessment office travels to deliver student assessment; site visits by Program and Faculty coordinator) Faculty Stipends (pay high school and career center faculty to attend orientation and to complete curricular alignment)	\$36,000 Dual Credit Program Coordinator \$16,200 Dual Credit Faculty Coordinator Release Time \$14,000 Faculty Stipends \$10,000 AVPAA
Illinois Central College	We pay the schools the stipend for instruction if it is taught by their instructor. We do waive the tuition for any student who qualifies for free or reduced lunches at the high school. The dual credit coordinator is also overhead cost.	\$196,000 for stipends to the schools for instruction \$60,000 for dual credit coordinator
Illinois Valley Community College	No response	No response

DUAL CREDIT FUNDING MODELS

Results (continued)

Table 3. Community college responses to overhead cost questions		
College	Description of Administrative and Overhead Costs	Estimated Cost of Administrative and Overhead Costs
John A. Logan College	Faculty stipends for liaisons and discipline specific workshops. Speaker fees for discipline specific workshops. Food costs for discipline specific workshops. Mailings to students, Printing PR and student information materials Dues for NACEP affiliation. Travel to NACEP, dual credit meetings, and school visits for registration, establishing new courses, etc. Salary for 1 1/2 non-teaching professionals and one administrative assistant.	\$21,500 is the purposed budget for FY 15 not including salaries. FY 14 was \$17,000.
Joliet Junior College	Personnel--4 part time staff and 1/2 half of a full-time person (director)	250,000
Kankakee Community College	Community College dual credit staff person	approximately \$50,000
Kaskaskia College	College faculty are paid a stipend and travel to the high schools for their annual visit. Printing/ mailing cost i.e. registration forms, student letters, parent letters, student guidebook. Personnel costs but there are no staff strictly for dual credit. College instructor pay for teaching at the high school. Travel costs for college staff to register students at each high school each semester.	\$12,000 budget for above mentioned costs. Staff salary costs are not specified.
Kennedy-King College	Faculty Coordinator Stipends	Under \$10,000
Lake Land College	The college's Dual Credit Program is staffed by a director and dual credit specialist (both full-time positions). Additionally, a dual credit student support specialist position is housed in Admissions; this position is, in-part, funded by dual credit fees. Full-time faculty are paid stipends to review dual credit courses for the purpose of aligning curricula. Finally, each partner school has a dual credit coordinator (typically a guidance counselor) who is paid a stipend for coordinating activities.	150,000
Lewis and Clark Community College	No response	No response

Results (continued)

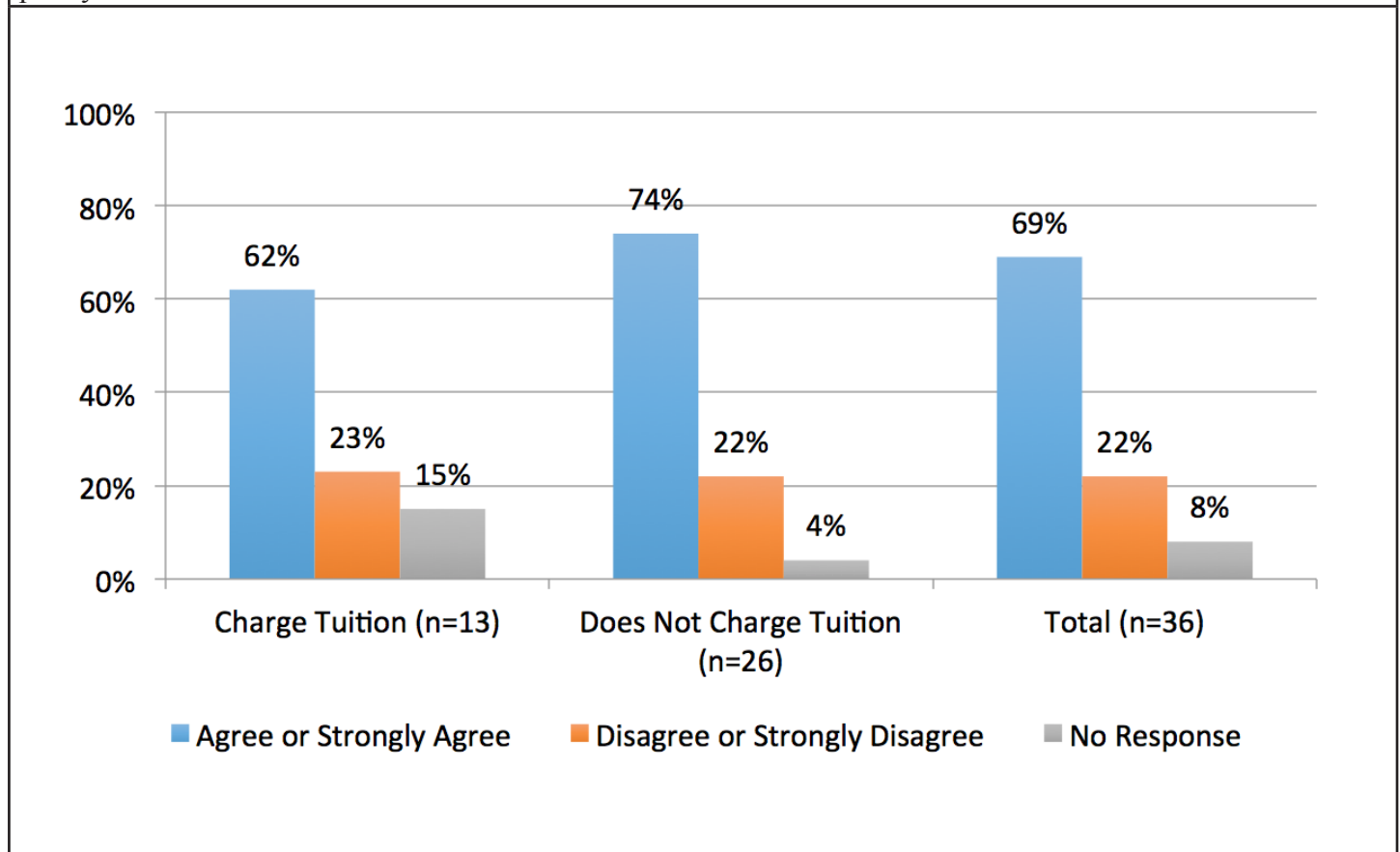
Table 3. Community college responses to overhead cost questions		
College	Description of Administrative and Overhead Costs	Estimated Cost of Administrative and Overhead Costs
Lincoln Land Community College	Personnel (1.5 FTE), travel expenses for faculty (LLCC faculty teaching at the high school - students only pay tuition and fees LLCC pays faculty mileage) and staff (recruiting and completing paper work), travel and placement testing expenses for staff to provide testing services to the high schools, stipends to full-time faculty for dual credit coordination, dual credit professional development night (meals and stipend for dual credit/full time faculty to attend), travel expenses to perform classroom observations	12,5000
Lincoln Trail College	No response	No response
McHenry County College	I am the Associate Dean for College and Career Readiness and dual credit is one of my responsibilities to administer.	At McHenry County College, my salary includes dual credit as one of my responsibilities. My salary isn't broken down by responsibilities.
Moraine Valley Community College	No response	No response
Oakton Community College	None	Dual Credit requires approximately 7% of an academic administrator time. This administrator's salary is \$110,000, so, roughly \$8,000.
Olive-Harvey college	Faculty stipends Trainings for partnering schools Advertisement Partnership activities	\$5,000-\$10,000
Parkland College	No response	75,000
Prairie State College	CPN hosts an annual meeting where the high school faculty and college faculty meet to discuss text books, method of evaluation and course offerings. The College does incur administrative costs such as: Keeping grade books on dual credit and providing the high school with grades Monitoring pass rates in dual credit courses	1500.00 for traditional dual credit
<i>Note: Responses shown exactly as reported in survey.</i>		

Perceptions of Funding Models

Effectiveness of Funding Model

- The online survey asked respondents to indicate the extent to which they agree with the following statement: *The current dual credit funding model between your college and its partner high school(s) is effective.*
- Figure 7 shows that 69% of the total respondents reported they agree or strongly agree with this statement whereas 22% disagree or strongly disagree with the statement, and 8% did not respond. Figure 7 also shows the responses disaggregated by the college dual credit tuition policy, and these results show little difference in respondents' perception of the effectiveness of the colleges' dual credit funding model. These results suggest that colleges that both charge tuition and those that do not charge tuition believe their models are effective and meet institutional needs and goals.
- When asked to explain their response to this question, open-ended responses are provided anonymously in Table 4.

Figure 7. Percentage of community colleges by level of agreement effectiveness of funding models and tuition policy

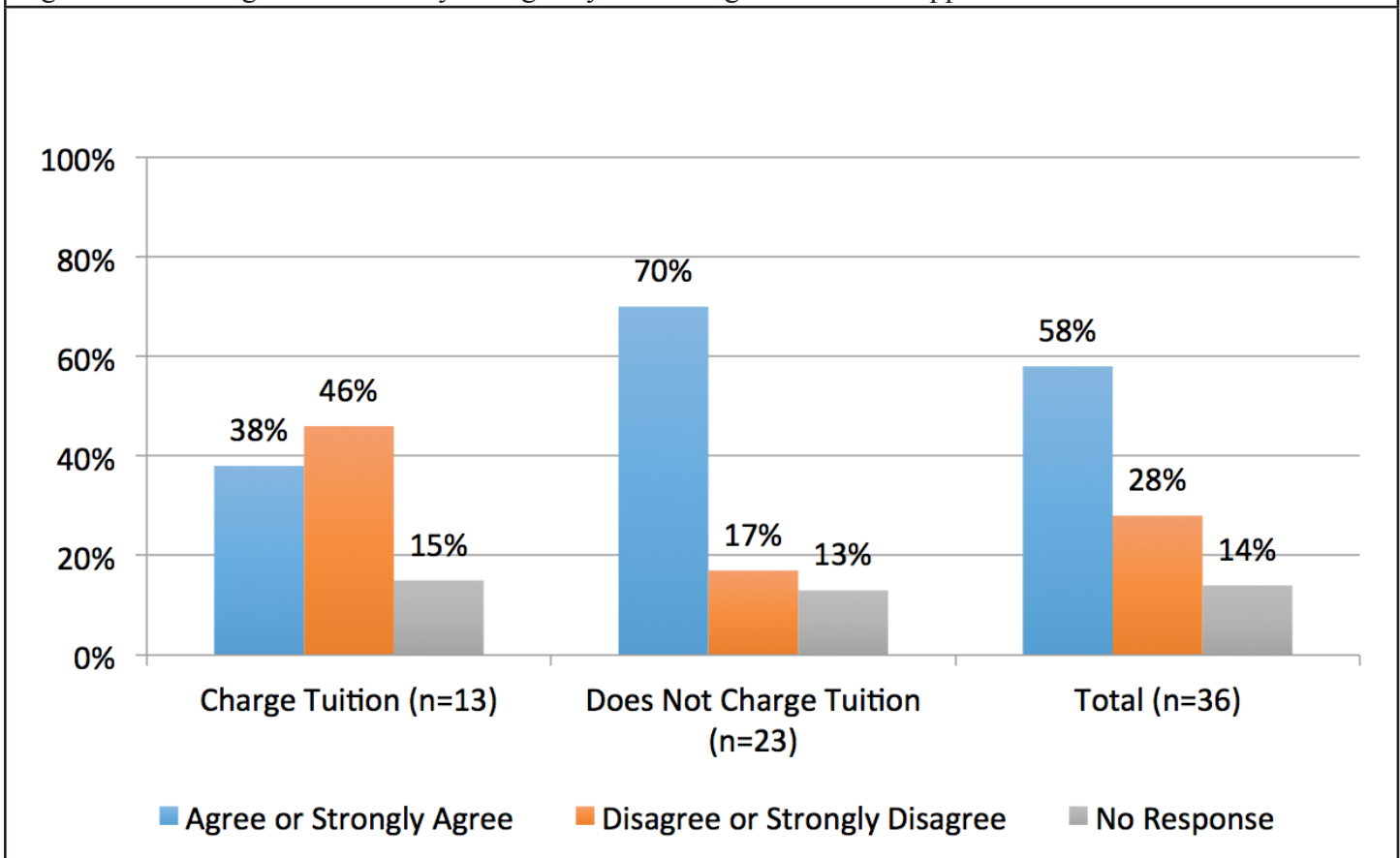


Results (continued)

The College Supports Low-Income Students

- The survey asked respondents to indicate the extent to which they agree with the following statement: *My college offers sufficient financial resources to low-income dual credit students (e.g., tuition discounts, paying for textbooks, assistance with fees, etc.).*
- Figure 8 shows that 58% of the total respondents reported they agree or strongly agree with this statement whereas 28% disagree or strongly disagree, and 14% did not respond. When the data were disaggregated by the college dual credit tuition policy, a larger percentage (70%) of colleges that do not charge tuition indicated they agree or strongly agree that their college supports low-income students compared to colleges that charge tuition for dual credit (38%). Nearly half (46%) of responding community colleges that charge students tuition for dual credit reported that they disagree or strongly disagree that their college adequately supports low-income students.
- When asked to explain their response to this question, open-ended responses are provided anonymously in Table 5.

Figure 8. Percentage of community colleges by level of agreement that supports low-income students



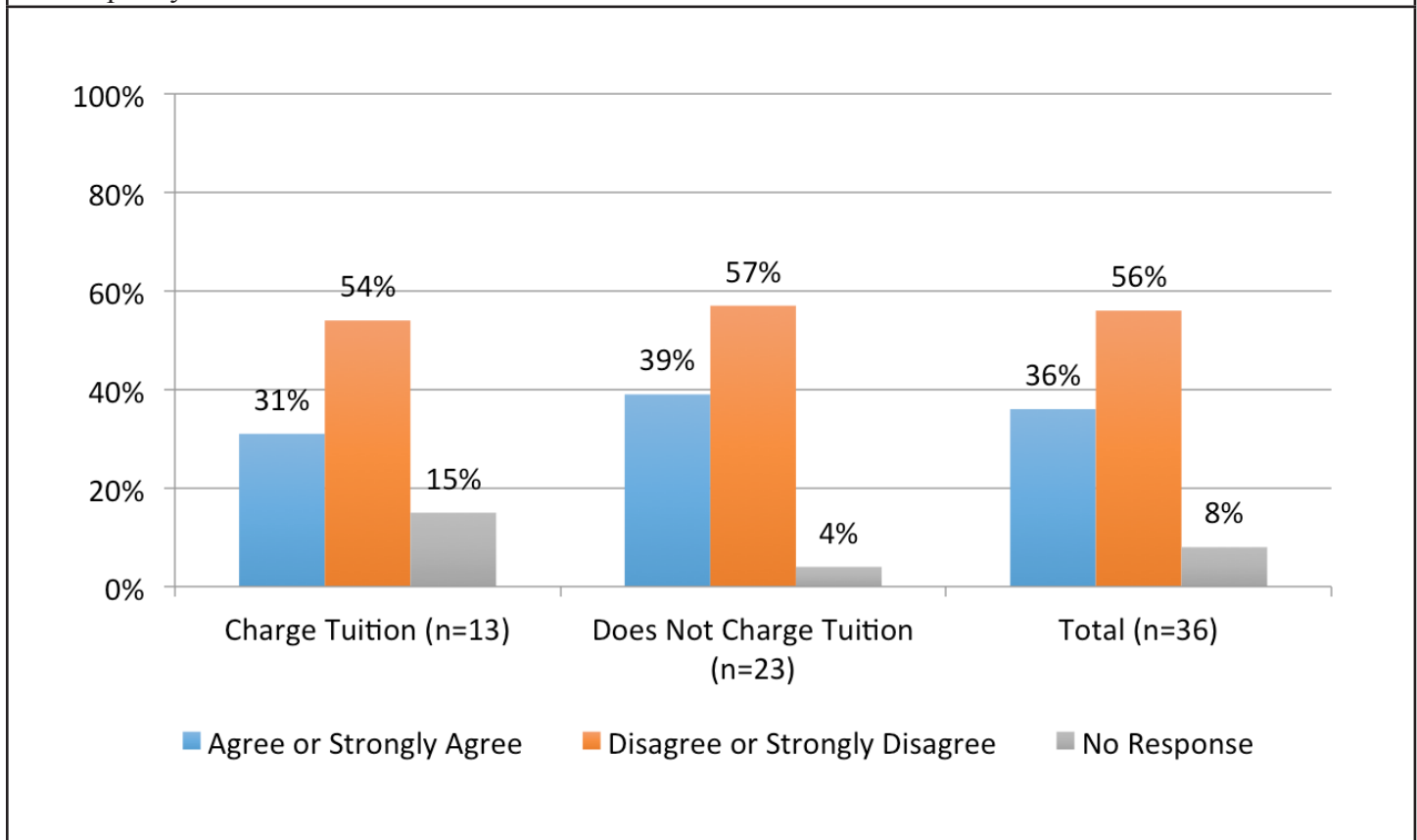
DUAL CREDIT FUNDING MODELS

Results (continued)

State Funding Supports Dual Credit

- The survey asked respondents to indicate the extent to which they agree with the following statement: *State funding and support for dual credit adequately supports your college's dual credit costs.*
- Figure 9 shows that 36% of the total respondents reported they agree or strongly agree with this statement whereas 56% disagree or strongly disagree, and 8% did not respond. Figure 9 also shows the responses disaggregated by the college dual credit tuition policy, and the results show little difference in respondents' perception of the adequacy of state dual credit funding.
- When asked to explain their response to this question, open-ended responses are provided anonymously in Table 6.

Figure 9. Percentage of community colleges by level of agreement that state funding supports dual credit and tuition policy



Results (continued)

Table 4. Open-ended responses to: <i>The current dual credit funding model between your college and its partner high school(s) is effective</i>	
Closed-Ended Response	Open-Ended Response
Agree or Strongly Agree	A new funding model will be adopted for classes beginning Fall 2014 taught in the High School.
Agree or Strongly Agree	The current funding model for students taking CTE dual credit is currently under review. The current funding model has resulted in far fewer students taking technical courses at Parkland due to the tuition fee cost.
Agree or Strongly Agree	It is simple. It encourages HS students to take dual credit. And it is equally accessible, regardless of income level.
Agree or Strongly Agree	We are making changes to our current model to phase out an administrative stipend paid to the high schools.
Agree or Strongly Agree	At this time, the partnership and collaboration with each of our districts is very effective and supportive of efforts to increase dual credit offerings. Financially, all of the partners are in the position to provide resources to expand dual credit offerings.
Agree or Strongly Agree	We utilize peer learning and mentoring for our dual credit instructors which seems to be very effective.
Agree or Strongly Agree	Community colleges in the area all manage dual credit differently creating confusion with the secondary schools.
Agree or Strongly Agree	We are in the process of changing some models regarding low enrollment high school classes in which we are subsidizing/paying high schools.
Agree or Strongly Agree	the funding system is working now ; but future loss of state funding may require a partial tuition charge as do the 4-year institutions in our area
Agree or Strongly Agree	Have some concerns about mixed classrooms.
Agree or Strongly Agree	Students are able to enroll in dual credit classes taught at their high school by their teachers without paying tuition and fees. The classes are helping to prepare them for college because dual credit classes offer rigor which is critical to student success in college. If the College would charge students tuition and fees for these classes, the enrollment would be decreased substantially due to the climate of the economy.
Agree or Strongly Agree	When money was flowing, we were able to sustain this type of agreement. We are now reconsidering our agreement.
Agree or Strongly Agree	The college's model is a very cost-effective way of providing access to higher education to district residents.
Agree or Strongly Agree	It does effectively help students earn college credit in the high schools. However, some students do not take the process as seriously as they should, perhaps because they do not pay for the class and it is in the high school.
Agree or Strongly Agree	If we charged tuition, this would put up a significant barrier for students. At this point I feel our funding policies are fair and affordable for students.
Agree or Strongly Agree	The partnerships have been mutually benefitting.
Agree or Strongly Agree	By the College offering dual credit free, this has made college courses accessible to many students who would otherwise not be able to enroll even if for a small registration fee. I wish funding was available to assist the high schools with required software, equipment, or textbook costs.
Agree or Strongly Agree	It is the best way for our local high school students to receive dual credit. Many would not be able to participate if we charged.

DUAL CREDIT FUNDING MODELS

Results (continued)

Table 4. Open-ended responses to: <i>The current dual credit funding model between your college and its partner high school(s) is effective</i>	
Closed-Ended Response	Open-Ended Response
Agree or Strongly Agree	We agree because classes are being taught by a qualified X Public School teacher and no cost is associated with the class.
Agree or Strongly Agree	It works because we take care of the cost of the course and our instructor and our partners take care of the cost of books and their instructor.
Disagree or Strongly Disagree	We would be able to increase our enrollments for dual credit if the tuition was reduced or if tuition was not charged. If we did that, we would need to eliminate the stipends to the schools. Some of the other community college districts around us have quit charging tuition for dual credit if the high school supplies the instructor. As tuition has increased, several parents have called stating their student will qualify for financial aid when they graduate so they ask that the student not be enrolled for dual credit.
Disagree or Strongly Disagree	High school get ADA and the college is supposed to receive apportionment for headcount but the community college has been flat funded for the past 2-3 years so in reality we would not see an increase in apportionment with an increase in dual credit enrollments.
Disagree or Strongly Disagree	Our current funding model is unsustainable and needs to be updated. I am in favor of a modest fee that is lower than full tuition.
Disagree or Strongly Disagree	The cost of tuition prohibits one of our largest school district partners (who serves some of our most under-served students) from participating in dual credit.
Disagree or Strongly Disagree	Currently, we have a hybrid dual credit /dual enrollment model where high school students are taking college credit courses on campus that will also satisfy high school requirements. However, the college is picking up the costs. The expenses of any dual credit courses taught at the college should be incurred by the high school.
Disagree or Strongly Disagree	I believe that implementing a standard funding model would be beneficial to all partners and students served particularly when your college district is large.
Disagree or Strongly Disagree	The X College district has many small rural school districts with limited resources and low income students. The X district implemented the 50 percent discounted tuition policy to help students, but the revenues realized from dual credit tuition and fee barely cover instructional and travel costs for instructors to the schools throughout our large district. We have maintained this program in spite of the cost factor as we serve a vital role in several of our school districts. So, in spite of the costs and limited revenue to cover those costs, we don't recommend any changes to this instructional funding model.
Disagree or Strongly Disagree	High school instructors do the extra work required for dual credit but receive no compensation. Adding some compensation would make more college qualified high school instructors interested in teaching dual credit. Textbooks for dual credit courses remain a problem as high schools cannot replace their textbooks as often as colleges. More high schools are turning to students buying their own texts for dual credit courses.
Disagree or Strongly Disagree	High schools are providing the instructional costs; however, our community college is expending a lot of administrative costs and tuition waivers to allow student access to the program.

Note: Responses shown exactly as reported in survey except for disguising college names.

Results (continued)

Table 5. Open-ended responses to: *My college offers sufficient financial resources to low-income dual credit students (e.g., tuition discounts, paying for textbooks, assistance with fees, etc.)*

Closed-Ended Response	Open-Ended Response
Agree or Strongly Agree	Students do not pay anything to participate in dual credit courses.
Agree or Strongly Agree	Dual Credit students are not responsible for any of these charges with the exception of a medical fee for a health care course.
Agree or Strongly Agree	We waive the tuition for any student who qualifies for free or reduced lunches at their high school.
Agree or Strongly Agree	We are currently waiving the tuition entirely, which is very generous.
Agree or Strongly Agree	Students can take a dual credit class for free.
Agree or Strongly Agree	The dual credit fee is significantly less expensive than tuition (approximately 88% less expensive than tuition).
Agree or Strongly Agree	The cost of textbooks should be incurred by the high school.
Agree or Strongly Agree	Spoon River offers income based assistance through our foundation
Agree or Strongly Agree	We do not charge tuition. In some cases, when a very capable student cannot even afford the fees or textbook, the college will cover the fees and the high school picks up the cost of the textbook.
Agree or Strongly Agree	As explained above, the funding model provides Dual Credit students with a scholarship at 50 percent of costs for up to six credit hours that have provided for more access. As for textbooks, the institution is continuing to work toward more affordable textbook costs, and in the school districts, they have worked with the students to share books from year to year to provide access to used books with minimal costs. We believe these efforts are important to be accessible,
Agree or Strongly Agree	Students do not have any costs associated with Dual Credit.
Agree or Strongly Agree	There are no costs to any student; therefore, financial reasons are not an excuse for not participating in dual credit opportunities.
Agree or Strongly Agree	Full tuition and fee waiver
Agree or Strongly Agree	We agree due to the fact that all students can participate regardless of income and the high schools provide the books.
Agree or Strongly Agree	the college pays for the course and the books are paid for by their high school.
Disagree or Strongly Disagree	There are no financial resources available
Disagree or Strongly Disagree	X College does not have a policy that discounts tuition and fees for low-income students.
Disagree or Strongly Disagree	We do not charge additional fees
Disagree or Strongly Disagree	Dual credit students are treated like all other students except that they do not have access to federal financial aid since they are not high school graduates. There are very few financial opportunities for high school students to participate in those dual credit courses that may have tuition/fees associated with them. Fortunately that is a low percentage of our courses. This is another reason we currently do not charge students if the high school instructor is teaching the course because there are very few options for low income students.
Disagree or Strongly Disagree	Currently we have no discounts for low income dual credit students.
Disagree or Strongly Disagree	Our College does not offer any special financial resources to low-income families participating in the dual credit program.
Disagree or Strongly Disagree	This question is hard to answer based on our model. The school districts pay the tuition so the only cost to the students that participate is the book expenses (in the case when districts do not buy the books). But, as noted in the previous answer we have one district that does not participate due to the tuition costs to the district.
Disagree or Strongly Disagree	I don't believe we have had enough discussion related to this topic
Disagree or Strongly Disagree	There is no assistance. All assistance comes from the high schools if they have any money.
Disagree or Strongly Disagree	Textbooks are a problem for some students when their high school doesn't provide them.

Note: Responses shown exactly as reported in survey except for disguising college names.

DUAL CREDIT FUNDING MODELS

Results (continued)

Table 6. Open-ended responses to statement: <i>State funding and support for dual credit adequately supports your college with dual credit costs</i>	
Closed-Ended Response	Open-Ended Response
Agree or Strongly Agree	If we receive the state reimbursements, the state supports the dual credit costs for the career and technical courses; but we have not always received all the funds. We are able to use the dual credit classes to report for state reimbursements, though.
Agree or Strongly Agree	Little or no state funding supports expenses associated with dual credit
Agree or Strongly Agree	I would say our 50% tuition break for dual credit students needs to be rethought.
Agree or Strongly Agree	For the college, the challenge of costs for dual credit is not much if the course is taught at the high school. However, if the dual credit course is taught at the college and the high school does not pick up the expense, state funding would be very helpful.
Agree or Strongly Agree	I am glad that the state allows us to waive tuition but the College absorbs a lot of costs that may never be gained back.
Disagree or Strongly Disagree	Funding for dual credit should be reinstated at the state level to help off set costs to students who want to take dual credit courses at their home community colleges.
Disagree or Strongly Disagree	Illinois funds dual credit initiatives at a lower level than it did 10-15 years ago, and at a lower level than in states that make dual credit a priority.
Disagree or Strongly Disagree	Funding levels are low. There should be some type of incentive for colleges that ensure quality and are not just chasing credit hours.
Disagree or Strongly Disagree	Funding is needed to expand professional development opportunities for high school teachers and college faculty.
Disagree or Strongly Disagree	both responses to the above two questions address this statement. Apportionment and lack of financial support for students.
Disagree or Strongly Disagree	State funding allows two institutions (college and high school) to claim reimbursements for the same course. This kind of double dipping is also unsustainable. A funding model to support the students and the institutions will be necessary.
Disagree or Strongly Disagree	I believe the State stopped giving apportionments to the Colleges for dual credit classes years ago. This apportionment always provided a rationale for the College as to why the College would not charge the respective dual credit students. In addition, the State also removed the grant allowing the Colleges to help successful dual credit students receive reimbursement on fees paid for dual credit classes -- the loss of this grant occurred a few years before the CTE transit grant for Tech Prep was eliminated. It is apparent that the State's lack of funding and elimination of grant funding has "crippled" growth of dual credit opportunities!
Disagree or Strongly Disagree	Late reimbursement is problematic. Changes in policy statements cause confusion especially with communication between ICCB and the college. EX: FERPA Presentations, Faculty Qualifications, Dual Credit Quality Act
Disagree or Strongly Disagree	State funding does not assist with tuition and books and there are no grants like we used to have. The lack of state funding particularly impacts our dual credit model where the students are integrated into regular college classes on our campus. Our dual credit students get the full college experience - including using our tutoring services, understanding office hours, etc.

Results (continued)

Table 6. Open-ended responses to statement: <i>State funding and support for dual credit adequately supports your college with dual credit costs</i>	
Closed-Ended Response	Open-Ended Response
Disagree or Strongly Disagree	At only 12% of the cost of tuition, the dual credit fee does not provide enough funds to support the program. Rather, the college relies on the apportionment generated to fund the program. More could be done to expand dual credit if additional funds were available.
Disagree or Strongly Disagree	More funding is needed.
Disagree or Strongly Disagree	Any apportionment received for these students is insufficient for the cost to the College. It is likely we will begin to charge a reduced tuition for reasons noted above and to offset the costs of sending college faculty into the high schools to teach since not a significant number of high school teachers have the right credentials.
Disagree or Strongly Disagree	The State does not adequately fund any Community College educational expenses
Disagree or Strongly Disagree	Some years ago we received P-20 funding to help support dual credit. That funding no longer is available to us. While the Dual Credit Enhancement Grant provided small dollars for special projects, general funding to support staff and travel costs would be greatly appreciated.
Disagree or Strongly Disagree	To have an effective program, it is necessary to provide all the services we provide to our regular students to our dual credit students. Therefore, it takes rigorous administrative, student services and instructional support at a dozen teaching sites throughout the district to be effective. Given our current funding model barely covers pay and travel costs for instructors, the institution is not realizing any resources from dual credit tuition and fees for these additional administrative costs. If accessibility to dual credit for students (regardless of students' ability to pay) is a state priority, then a funding model that would provide dollars to the institution to help offset the loss of revenue from the tuition discount would help the institution to continue to provide the level of service to ensure student success at all our Dual Credit sites.
Disagree or Strongly Disagree	I am not aware of any funds we receive for dual credit.
Disagree or Strongly Disagree	If it wasn't for the dual credit enhancement grant this year we would not have been able to do all the required discipline specific workshops. Next year's budget proposal is adequate but has not been approved.
Disagree or Strongly Disagree	The only additional State support we received was the Dual Credit Enhancement Grant, which did not even fully cover our faculty stipends to support faculty orientation and curricular alignment.
Disagree or Strongly Disagree	It would be wonderful if state funding were made available for additional mini grants to support activities such as teacher training and professional development for dual credit instructors.
Disagree or Strongly Disagree	We do not receive state funding for the dual credit courses.
<i>Note:</i> Responses shown exactly as reported in survey except for disguising college names.	

OCCRL'S MISSION

OCCRL researchers study policies, programs, and practices designed to enhance outcomes for diverse youth and adults who seek to transition to and through college to employment. OCCRL's research spans the P-20 education continuum, with an intense focus on how community colleges impact education and employment outcomes for diverse learners. Results of OCCRL's studies of pathways and programs of study, extending from high school to community colleges and universities and to employment, are disseminated nationally and internationally. Reports and materials are derived from new knowledge captured and disseminated through OCCRL's website, scholarly publications, and other vehicles.

