Early College Opportunities Action Team Meeting NOTES
October 25, 2017, 3-4:00 p.m.
815-753-0014

Participants: Laurie Elish-Piper (NIU), Libby Roeger (ECC), Bob Cofield (WCC), Randy Fletcher (JJC), Travis McGuire (HBK), Sandy Martin (COD), Diana Sharp (MC), Marilyn Bellert and Amy Jo Clemens (NIU)

Libby Roeger’s Kick-off Question: Can we organize a consortial approach to increasing opportunities for teachers to earn graduate credits to qualify them to teach dual credit courses?

Steps to organize an infrastructure in support of teachers seeking dual credit qualifications.

1. Subject areas. Work with high schools and community colleges to determine the five subject areas with the highest demand for dual credit courses.
2. Requirements. Work with community colleges to assess requirements for hours, courses, or degrees required of dual credit instructors in the five subject areas.
3. Instructors. Work with high schools to identify teachers who are willing to enroll in up to 18 hours in one of the five subject areas and already hold a master’s degree or are interested in completion of the master’s.
   a. Chart number of courses or credits needed to reach 18 credits or a master’s in each subject area
   b. Provide clear directions for collection of data by the high schools on the existing credentials of potential dual credit instructors
4. Course curricula. Identify model high school curricula in the five subject areas that have already been approved for dual credit delivery by a postsecondary institution.
   a. Collect samples of approved high school course curricula
   b. Describe processes for gaining approval of high school course curricula for dual credit courses by postsecondary institutions
5. Institutions for delivery. Identify institutions willing to deliver graduate courses in the five subject areas at times and locations convenient for teachers, including online and hybrid modes.
6. NACEP. Review NACEP accreditation requirements to ensure alignment with proposed processes.

Models - Continue to collect and share reports on additional dual credit and early college models. Sandy Martin and Randy Fletcher offered to share reports on what worked and what didn’t with pilots and models they have experienced.
Administrators Academy – Being revised as required by ISBE

Next Meeting - December 4 from 1-2 p.m. at 815 753 0014

February 2018 Outcomes

- Data on course and teacher needs to increase number of CTE and academic dual/articulated credit courses.
- Data on performance of students with CLEP credit compared to students with AP and dual credit
- Development of information for students about variations in SAT cut scores and AP credit.
- Present administrator academy train the trainer sessions