

DUAL CREDIT IN ILLINOIS: Mapping Increased Participation and Persistent Participation Gaps



Illinois Workforce and Education Research Collaborative

PART OF THE UNIVERSITY OF ILLINOIS SYSTEM

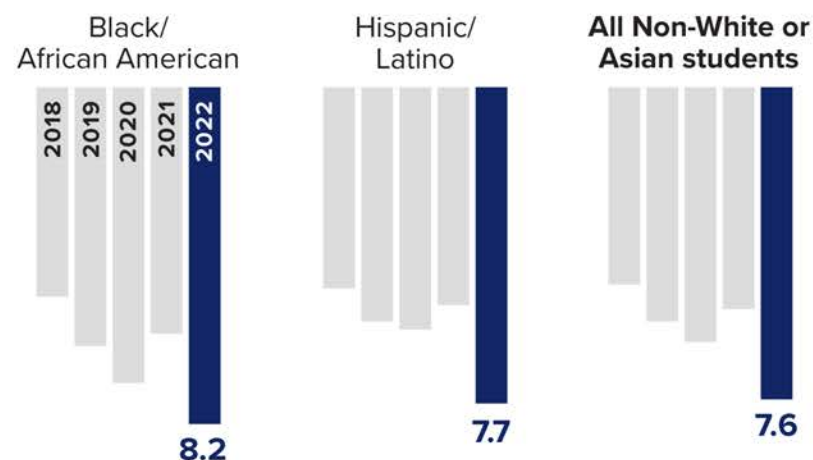
IWERC examined the landscape of dual credit (DC) participation among high school students in Illinois from 2017-18 (SY18) to SY22. Findings reveal critical insights into key trends, challenges, and the imperative need for equitable access.

FINDING 1: INCREASED OVERALL PARTICIPATION & WIDENED PARTICIPATION GAPS

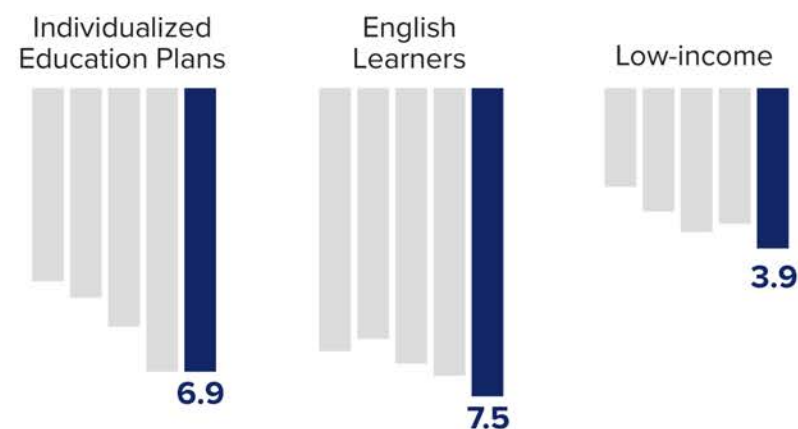
From SY18 to SY22, participation increased overall and among all underrepresented racial/ethnic subgroups as well as students with Individualized Education Plans (IEPs), English learners (ELs), and low-income students. Participation was highest and increased the most among White and Asian students, resulting in widened statewide participation gaps, as shown in Figure 1.

Figure 1: Changes in participation disparities, SY18-SY22

Percentage point gaps between White and Asian students and other subgroups, in Illinois, by school year



Percentage point gaps compared with general student population, in Illinois, by school year



FINDING 2: BETWEEN-DISTRICT DISPARITIES

When comparing between districts, participation was higher and increased more at districts serving more White students and fewer students with IEPs, ELs, and low-income students. Districts with the highest participation rates tended to be located in towns and rural locales, as shown in Figure 2.

FINDING 3: WITHIN-DISTRICT PROGRESS

Within districts, participation was highest among Asian and White students. Incremental progress was made in increasing participation among American Indian/Alaska Native, Latino, and EL students, as shown in Figure 3. However, progress was slower for other subgroups, emphasizing the need for targeted interventions.

Figure 3: Proportion of Illinois students in DC, by racial/ethnic subgroup (SY18-SY22)

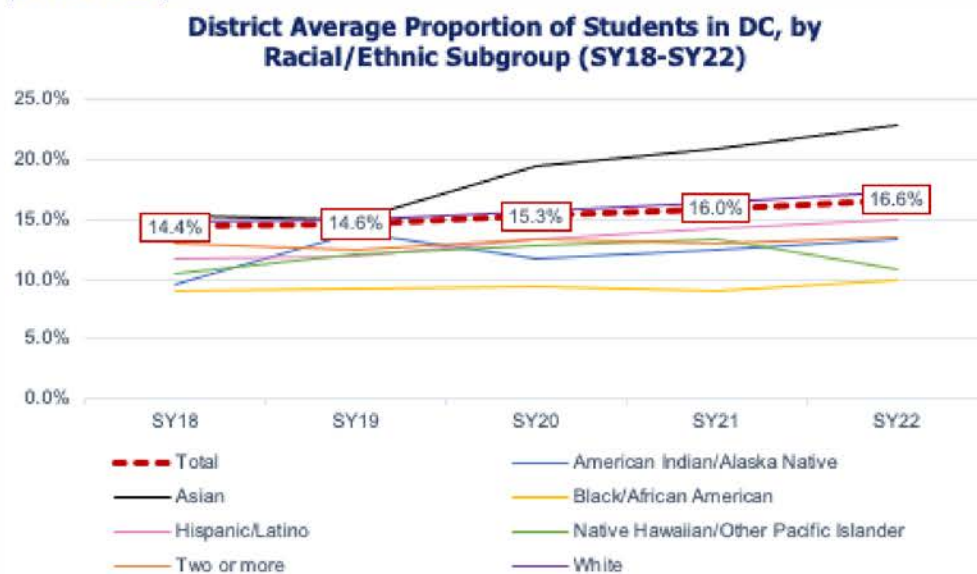
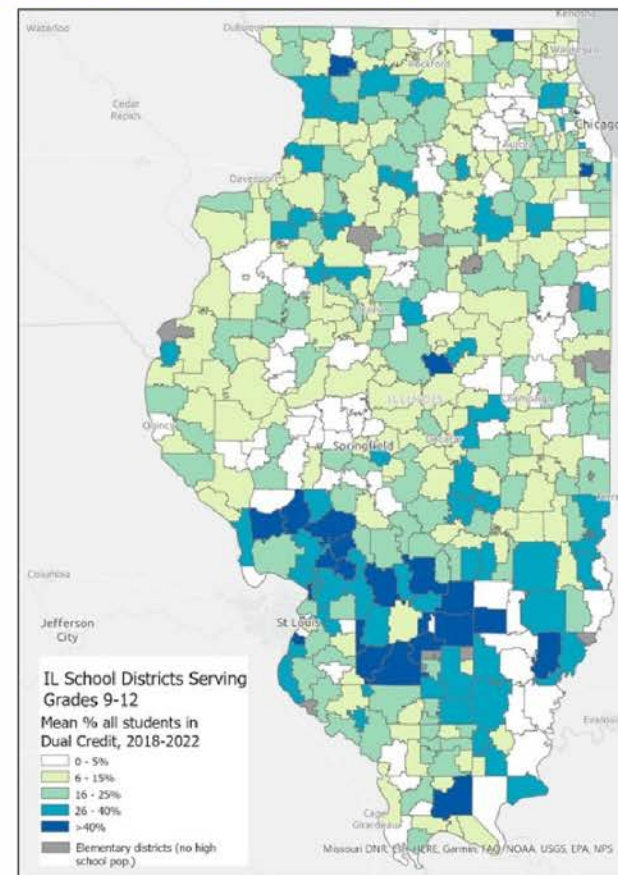


Figure 2: Mean proportion of students participating in DC, SY18-SY22, by school district



EXPLORE FURTHER

The research underscores the need for a dual approach in addressing disparities: (1) increasing dual credit coursework offerings—especially in urban and suburban districts—and (2) focusing within districts to boost participation among specific underrepresented subgroups.

Read the full report here: go.illinois.edu/ILDC