

**Ohio Department of Higher Education
College Credit Plus Advisory Committee
State Board Room, 1st Floor, Conference Room 1-102
Columbus, Ohio 43215
Wednesday, June 22, 2016
10:00 a.m.**

I. Call to Order

John Carey, Chancellor of the Ohio Department of Higher Education (ODHE) called the June 22, 2016, College Credit Plus (CCP) Advisory committee to order and said that he was joined by Dr. Lonny Rivera, Interim Superintendent of Public Instruction of the Ohio Department of Education (ODE). Chancellor Carey said that proper public notice of the meeting was posted.

II. Welcome and Introductions

Chancellor Carey said he wanted to thank the CCP Advisory committee members for taking time out of their busy schedules to be part of the committee. He said that it was a very important job. He said that they unveiled CCP last year and they knew there would be things that they would need to improve upon. He said their willingness to step up and provide their expertise with their experience with CCP will be very valuable to them.

Chancellor Carey asked the CCP Advisory committee members to introduce themselves. Committee members present were:

- Rebecca Gawsyszawski, District Advisor, Ohio PTA
- Traci Haynes, Faculty Member, Columbus State Community College
- Diane Mankins, Superintendent, Marysville City Schools
- Sharon Schroeder, Assistant Director, Metro Credit Education Outreach, Youngstown State University (*designee for Karla Krodel Director, Metro Credit Education Outreach, Youngstown State University*)
- James Smith, Associate Vice President of Enrollment Management, Mount Vernon Nazarene University
- Matt Smith, Guidance Counselor, Benjamin Local School District

Chancellor Carey then asked the staff members present to introduce themselves. ODHE and ODE staff members present were:

- Wendy Casterline, CCP Program Administrator, ODE
- Jill Dannemiller, Director, Data Management and Analysis, ODHE
- Dr. Stephanie Davidson, Vice Chancellor of Academic Affairs, ODHE
- David Ehle, Director, Office of Data Quality and Governance, ODE
- Eli Faes, Legislative Director, ODHE
- Jennifer Felker, Associate Superintendent, Division of Learning, ODE
- Kenneth Fox, Video Support, Ohio Technology Consortium, a Division of ODE
- Dr. Steven Gratz, Senior Executive Director, ODE
- Brad Ingraham, Legislative Liaison, ODE
- Lauren McGarity, Globalization Liaison and Director of Policy Projects, ODHE
- Dr. Lonny Rivera, Interim Superintendent of Public Instruction, ODE
- Jeff Robinson, Communications Director, ODHE
- Charles See, Assistant Deputy Chancellor, External Relations, ODHE
- Stephanie Siddens, Senior Executive Director, Curriculum and Assessment, ODE

Chancellor Carey then asked the audience members present to introduce themselves. Those present were:

- Michelle Brown, The Ohio State University
- Amanda Sines, Ohio School Counselors Association
- Tom Walsh, Vice President, Ohio Association of Community Colleges

III. Council Charge and Scope

Chancellor Carey said they were very pleased with CCP and as they might know Governor Kasich mentioned in the State of the State that the CCP program has seen their enrollment nearly double. He said the whole premise of CCP is to focus on the needs of the students; he said that he knows that both ODE and ODHE does just that. He said they view their role as providing opportunities for students and their families whether that is traditional or non-traditional students. He said they believe that the opportunity should be made available for those students that are college ready.

Chancellor Carey continued and said that this effort is a continuation of the process that he and Dr. Rivera initially started to gain input from stakeholders regarding CCP. He said as such, the members will be serving in an advisory role to create performance metrics and monitor the program going forward. He said that he, Dr. Rivera and Superintendent DeMaria will consider their input and feedback as they formulate official performance metrics and as part of any recommendations made for amendments to CCP. He said their advice is something that they will take into great consideration. He said they have already learned a lot from all of the stakeholders but they want them to feel free to share their views but in a formal an informal way. He finished by saying again that he appreciated their participation.

Dr. Rivera said that he echoed much of what Chancellor Carey has stated. He said that this is a 'big deal' and other states will be looking at the State of Ohio to see what happens here as our state is a leader in many ways. He said that this is a change from how things have been done in the past and change is always uncomfortable. However, he said when you put the focus on children and what could open up new worlds for many students it makes the efforts worth it.

Dr. Rivera said they will focus on two main areas. He said these are making sure that the rules, regulations and mechanics of CCP are working correctly and getting feedback to the various departments. He said they will also make recommendations as it relates to the performance metrics as they would like to have a report completed before the first biennial report to the general assembly. He thanked the members for their time and expertise and said he hopes they enjoy their time serving on the advisory committee.

IV. Identification and Council Co-Chairs

Dr. Rivera said for part of the process he and Chancellor Carey will be removed from and they will have Co-Chairs in place. He identified Associate Superintendent Felker, who has been actively engaged over the past year on CCP and Assistant Deputy Chancellor See, who has had a very key role in the entire CCP process, as the Co-Chairs. He said they will be handling this process along with other staff from both departments that will assist them. He turned the meeting over to the Co-Chairs.

Assistant Deputy Chancellor See thanked the members again for their participation. He said Chancellor Carey and Dr. Rivera outlined the charge of the advisory committee. He said they want to do the following: Get everyone on the same page with respect to the current rules, regulations and statutes of CCP (as recommendations are made by the advisory committee they need to be made from a place of common understanding); and discuss the key markers for performance metrics and judging the success of the CCP program (principal reason the advisory committee was formed).

Assistant Deputy Chancellor See said they will have presentations of the following: rules, statutes, and regulations; data elements that they are required by statute to collect (and other valuable data points); and the working process 'mechanics' of CCP.

On behalf of ODE, Associate Superintendent Felker again thanked the advisory committee for their time and dedication. She said that she and Assistant Deputy Chancellor See will assist and facilitate the meeting alongside key staff from ODE and ODHE. She said that this is a joint effort of both departments from the statute being implemented this past fall moving forward. She said that they will have data that will be released this summer that will be used for discussion points in future meetings. She said as mentioned earlier, they really want to hear the thoughts and opinions of the advisory committee going forward to as they continue to

implement the CCP Program. She said that the responsiveness that they have received from families across the state has been exceptional and as a parent she is a firm believer of this program. She thanked the members for dedicating some of their time during the summer months to this process.

The staff of both ODHE and ODE presented a PowerPoint presentation that can be found as Attachment #1.

V. Overview of College Credit Plus Development, Statutes and Rules

Dr. Davidson, Ms. McGarity and Dr. Gratz provided an Overview of the CCP Development, Statutes and Rules. Dr. Davidson began outlining the Chancellor's Charge in Amended H.B. 59 of the 130th General Assembly that called for the implementation of a revised CCP program for the 2014-2015 Academic Year. She said they wanted to make some changes because it was part of an overarching concern about the Certificate and Degree attainment rates among Ohio's citizens. She said they know if they are going to compete in the economy in the future they are going to have to have more of the working age adults have certificates and degrees. She said there were a number of initiatives that ODE and ODHE were working on together that were designed to support certificate and degree attainment in the State of Ohio; with that they believed a good compliment to these initiatives would be a redesign of the dual enrollment program.

Dr. Davidson said that they knew that the existing Post-Secondary Enrollment Option (PSEO) program and the alternative dual enrollment agreements that were in place were under-utilized and was not equally available to students across the state. She said they thought if they took some time to redesign the program they could fix some of these issues. She said they believe that dual enrollment is a very important tool for some of the following reasons: to help students who may not have thought they were college material actually experience college and think of it as a possible pathway; and to help students achieve some of their college coursework before they actually attend college which saves them time and money.

Dr. Davidson said the legislation required the Chancellor to provide a report of recommendations by December 31, 2013, and that enabled the General Assembly to use the Mid-Biennium Review process to implement legislation to begin the new CCP program. She said the following stakeholders were convened to assist them with creating the dual enrollment report for the General Assembly: Chancellor, Superintendent of Public Instruction; Inter-University Council of Ohio; Ohio Association of Community Colleges; Association of Independent Colleges and Universities of Ohio; Buckeye Association of School Administrators; Ohio Association of Secondary School Administrators; Ohio School Boards Association; Ohio Association of Career Technical Superintendents; Ohio Association of Independent Schools; and The Catholic Conference of Ohio. She said the stakeholders included those mandated by the legislation and other K-12 stakeholders that they reached out to as they would be equally impacted by this program.

Dr. Davidson began to explain what was discussed at the initial meeting of the stakeholder group. She said that they laid out a process where they would gather information on what was working with the existing PSEO and alternative dual enrollment opportunities and also discussed what the weaknesses were of the existing programs. She said they wanted to develop a program that built on the strengths but also addressed the weaknesses. She said the areas that were identified for improvement were the following: Address the definition for dual enrollment; the Availability of dual enrollment programs across the state; Funding mechanisms; Availability of courses; Communication to student and parents; and Data Collection. With that, she said the stakeholders outlined the following goals for the CCP Program: it should aspire to increase student participation across all student demographics; the funding mechanism must be transparent, equitable and flexible; it must focus on non-remedial coursework that is high quality and results in transcribed college credit upon successful completion; the communication to student and parents must be complete, consistent, accessible and meaningful; robust data collection systems and performance metrics should be established.

Dr. Davidson said in addition to the goals they were asked by the Chancellor to establish a set of principles to follow as they were developing recommendations for the CCP program and they were the following: Students must be the primary focus; High schools, colleges and universities must work collaboratively and innovatively; CCP should be structured to ensure open access to college-ready students at a minimal cost to families;

Increasing the participation of underrepresented and low income students is a priority of the program; and Students should have the opportunity for career exploration and relevant college courses.

Dr. Davidson said based on the goals and the principles the stakeholders developed a series of recommendations by December 31, 2013, and they were the following: Clearly define the CCP program; Expand participation in CCP opportunities among all student demographic populations; Create a transparent CCP funding system in which both school districts and colleges share in the cost of educating dual credit students; Each CCP course is purposeful and meaningful for the student; Ensure that parents and students receive comprehensive and consistent communication regarding CCP opportunities and requirements; All secondary and post-secondary institutions consistently collect, report and track CCP data; and other miscellaneous provisions such as the advisory committee and innovative programs.

Ms. McGarity began to discuss the CCP implementation of legislative and regulatory mandates. She said that CCP is the only program that the cost is underwritten by the state for students to receive transcribed credit (students enrolled in the college course and receiving a grade for participation in this course). She said that the CCP transcribed credit is a distinct opportunity and different from what is offered to high school students attending career technical education centers where students also have the opportunity to in the future be awarded articulated credit in a variety of ways. Dr. Gratz began explaining that typically ODE sees articulation agreements that fall within the work that they do between ODE, ODHE, the career technical arena, and colleges and universities. He said the work has been going on for over ten years and there are several differences between articulation agreements and CCP. He said both of these programs serve the needs of the students and fit together well.

Ms. McGarity said there are three Advanced Standing Programs in the State of Ohio and they are the following: CCP; Advanced Placement (AP) courses; and International Baccalaureate (IB). She explained the AP assessment process and said that it is the recognition of the rigor of knowledge attainment. She said that students are awarded credit on their transcript through an assessment means and this is different from transcribed credit.

Ms. McGarity said the premise of CCP was that it be student centered and student driven. She said that CCP is state funded for high school students to earn college credit. She said this doesn't preclude a high school student who wants to take a college course from doing so outside of the program (that student will not be part of the data set that they will be seeing relative to CCP). She said the following are the components of CCP: College-ready students; students in grades 7th through 12th (she explained that 7th and 8th grade participation may vary by district as it relates to effectively accelerating in high school); there are many college course options; If students choose a public institution there are no costs; and if students choose a private institution there may be limited fees. She said that college-readiness is determined by the college and a student must apply to get admitted.

Members posed questions about the CCP admission requirements. She said there are no separate admission requirements for CCP students. Assistant Deputy Chancellor See added however, for open enrollment institutions they require a mandatory assessment to determine whether the student was meeting remedial standards.

Ms. McGarity continued and said that students can earn up to thirty college credit hours per academic year; this includes the summer term. She said the equation for this starts with what courses the student is taking in high school (Carnegie units) and multiplying that number by three and subtracting that total from the number thirty. Dr. Gratz added that when a student enters 9th grade they have four years of eligibility left for the CCP Program. He said a student can earn a maximum of 120 college credit hours while in the program. Ms. McGarity said a college course that is three or more credits converts to 1.0 Carnegie unit toward high school graduation in that subject area. Dr. Gratz said students participating in CCP may replace a state end of course exam with a course grade from advance standing program for American history and American government exams only.

A member posed a question regarding how these end of course exams substitutions affect their district report card scores. Dr. Gratz responded that this does not make any changes to the established district report card process. The member said that this is something that should be reviewed as CCP is a state promoted program for students. The ODE/ODHE staff said they would make a note of these comments.

Dr. Gratz said that college courses must be weighted equally to the greatest weight of AP, IB, or honors classes, if they are in the same subject area. He said this issue always garners a great deal of conversation because of the impact it may have on class rankings.

As it relates to summer requirements, Ms. McGarity said they are in the first term of summer. She said that summer begins the first term of the next upcoming academic high school year. She said some institution's summer term may begin as early as May. With this, she said it may be probable that a student could be eligible to take courses within multiple academic years. She said that summer CCP courses may not be used to bring a student into compliance with the Ohio High School Athletic Association requirements for interscholastic athletic participation.

Ms. McGarity began to discuss books and fees for CCP courses. She said that students do not pay for textbooks unless they are home schooled students. She said if a student attends a public post-secondary institution there is no cost involved; however if a student chooses to attend a private post-secondary institution there may be some limited cost. She explained the 2017 Academic Year CCP Funding Structure as outlined in the presentation. She said anything that varies outside of the default funding structure falls under the alternative funding structure agreement and must be negotiated as a starting base between the ceiling and floor amounts.

Ms. McGarity said as Chancellor Carey and Dr. Rivera have said many times before CCP is about assuring quality. She said that they want to make sure that the STEM system reform movement involving CCP that was focused on a student-driven perspective emphasized quality. She said that the college courses must be the same courses taught on campus no matter where these courses are delivered; who the instructor is; or the mode of delivery. She also said the instructors must be qualified. She said when the course is delivered in the high school the following apply: the syllabus and materials must be the college's (this ensures the quality assurances that were set forth in the program are adhered to); the college course must not include high school curricula; and students who want to earn AP awarded credit must take AP exam, not the college course under CCP. She said each Advanced Standing program is valued and distinct from the others.

A member asked if they were tracking instances of districts that did not use the college's syllabus and materials. Ms. McGarity said there is no specific data element to this factor. She said the first year of the program they made direct phone calls to districts that they believed were not following this provision to correct this issue. Assistant Deputy Chancellor See added since they are aware that this is an issue there will be a mechanism to perform some sort of accountability check.

Ms. McGarity finished her remarks by saying that the only time a district may seek reimbursement is if student fails or drops a course beyond the fourteen day window, unless a student is economically disadvantaged. She said there is guidance on the website about how the district must communicate this information to parents.

VI. Review of College Credit Plus Reconciliation and Payment Process

Ms. Casterline began her remarks by saying that all students are required to notify either the high school or the state of their intent to participate in the CCP program. She said that public students notify their high school and nonpublic and home school students notify ODE. She said the following steps have to take place for the student to participate in the CCP Program: a student has to apply and be admitted to an Institution of Higher Education (IHE); and the student has to receive IHE notice of admission or placement. She said that the General Assembly set aside funding for nonpublic and home school CCP students. She said that ODE has an online application process and the following additional steps must be taken: Create a SAFE account; E-application to apply for funding; and Receive funding award (online access).

Ms. Casterline explained the funding formula for nonpublic and home school CCP students and said that there may be instances where some students in a particular grade may receive more funding than others. She said they received additional funding for the nonpublic and home school CCP students for the 2016-2017 Academic Year and they will be conducting a 'second round' of awards.

A member asked when that 'second round' funding would become available. Ms. Casterline responded that they anticipate that the funding would become available in the next thirty days. Assistant Deputy Chancellor See added that they are in the process of creating an entire communication plan for this recent development. He said they plan to inform all sectors affected by this funding.

Ms. Casterline began to discuss windows and deadlines and said with the implementation of summer CCP they had to move some of those deadlines. She said that the following are the deadlines that they have outlined: Information Meeting - held between October 1 and February 15 (this applies to all high schools and IHEs); Alternative Funding Structure Agreement – February 1 – (applies to all); Intent to Participate Notification – February 15 - April 1 (public students notify their high school, nonpublic and home school students notify ODE); Inform 6th – 11th graders about CCP – March 1 (applies to all high schools); and Funding Application – April 15 (Only nonpublic and home school students). Assistant Deputy Chancellor See added that planning for the summer it will be crucial for the student to have awareness of what their schedule will be like for the next fall due to the allocation of hours.

Mr. Ehle began his remarks and said one of the more challenging aspects of implementing CCP is the funding piece and the coordination of the duties of K-12 districts and IHEs. He said CCP is set up so that the data from higher education is the primary driving data and the K-12 districts have the opportunity to review the data for corrections/objections. He said it is important for the K-12 districts to submit the data because this data is important for the accountability system of students.

Mr. Ehle said ODE uses a data review system called the Ohio District Data Exchange (ODDEX). He said that ODDEX is used by K-12 districts for many purposes but this system is new to higher education. He explained how data was submitted along with the deadlines into ODDEX and said that districts have approximately forty-five days to raise concerns with the data.

Mr. Ehle began to explain the funding process and payments to higher education. He said that an initial estimated payment was made in April which was based on half the student enrollments that reported for fall for IHEs. He said they did not do any deductions from the districts and they will happen in the next fiscal year. He said the next payment to higher education will be in July which will include one hundred percent payment of the approved enrollments from the resident districts. He said there will also be a payment in August to higher education that will be based on the vast majority of courses for fiscal year 2016.

Mr. Ehle finished his comments by summarizing where they were now. He gave the following status: Most data, approximately 90% of the course enrollments statewide for both fall and spring, has been submitted through ODDEX.; and 125K enrollments have been loaded to date (approximately a third have been reviewed and approved to pay).

VII. Data Collection Process and Overview of Year-End Program Reporting Elements

Ms. Dannemiller said that she is going to give them an overview of the data that is collected so they can keep that in mind as it relates to the performance metrics. She said they are collecting data from both public and private IHEs. She said they are collecting a student data file that has student level data about the courses, credit hours, and start/stop dates and it is mainly used for payment purposes. She said they are also collecting data for an alternate funding file as well.

Ms. Dannemiller said they are collecting a college readiness assessment file so they are able to get scores from the IHE that they use to determine whether or not a student was college ready. She said they will also collect a demographics file from the private IHEs so they are able to get student characteristics. She said from the public

IHEs they already receive this data reported through the Higher Education Information (HEI) system. She said they are collecting data about compliance as well.

Ms. Dannemiller began to discuss the CCP data timeline as outlined in the presentation and said that the goal is to have final data on all the elements in the system by July 15th. She said some of the elements may be entered past this date given that it is the first year of reporting. She said there are two different mechanisms for reporting and they are the CCP Portal and the HEI system.

Ms. Dannemiller said the data collected were the following: student profile; current academic information; calculations of academic information; learning environments; and financial data. She outlined the sub-data of each of these data categories that were collected and explained that there are calculations they are able to do based on the student's future status and how they matriculate through the public higher education system. She said that they are able to look at the different types of learning environments to see whether the course delivery is on campus, on-line, or at the high school. As it relates to the financial data collected, she said the tuition per credit hour captured data also determines the amount of funds that were saved by families participating in CCP. She said they are able to determine what they would have paid if they had paid the full tuition.

A member asked if there was a change in the funding for students participating in the CCP program with some type of disability. Ms. McGarity replied there is no additional funding for a student with a disability participating in CCP; she said that they recently did a joint presentation with the U.S. Department of Education, Office of Civil Rights as it relates to IDEA/ADA/504 and how they intersect with CCP. She said hopefully this presentation will be posted online very shortly. Ms. Dannemiller added that there is some funding that goes to IHEs to support services with students with disabilities but it does not come from district funding.

Ms. Dannemiller finished her remarks by outlining the required annual reporting that is in statute. She said that they must report CCP participation by the following: grade level; racial/ethnicity groups; gender; disability; and economic status. She said they also must report the following: the types of courses taken by subject level; the number of completed courses and credit hours; and the GPA per course. She said relative to funding they must report the following: the number of students that were denied funding; the number of students that were denied admission or participation; mixed courses (CCP and non-CCP taking the course same location); the cost of textbooks; and instructional fees waived.

VIII. Group Discussion: Preliminary Thoughts on Program Data Analysis and Program Performance Measures

Assistant Deputy Chancellor See said as they move forward they would like the members to provide them with feedback on the data collection process and let them know if they believe if it is being done correctly and/or if there are some missing elements. He said that there are opportunities to collect other data elements if necessary. He said the data that is being currently collected - some data is required by statute and other data both agencies have determined that it is of collectible interest to the program. As it relates to performance metrics, he asked if the members had any general comments. Associate Superintendent Felker also asked if the members had any additional questions other than those that were posed during the presentation.

A member made a comment about the goals of the CCP program funding mechanism being transparent, equitable and flexible and said that there is a great deal of discussion about the transparency about who is going/how many are going 'below the floor'. The member said they hope that this information is made public. The member said that they hope that the data that they are collecting not only looks at what CCP has done but looks at the data individually and determines where it is best and how those practices can be applied to those areas that are not doing as good as others. The member said they hope that they look beyond the surface and dig deeper into some of these issues. Assistant Deputy Chancellor See said he believes that is what this committee what formed to do. He said he thinks of the performance metrics in the following two ways: what do they want to collect data on; and what is the level of analysis they want to do with respect to the data they collect.

Assistant Deputy Chancellor See said for the next meeting they intend to have a full blown meeting about performance metrics. He said this will not only be the type of data that they will collect and do analysis on but they also should identify the markers that the committee wants to recommend back to Chancellor Carey and Dr. Rivera that mark success of the program. He said these markers may be different from the type of data that they will collect and do analysis on; but it has to be a core set of metrics that mark what is successful in the CCP program. Associate Superintendent Felker added that they would also like the committee to make recommendations to identify successful program evaluation.

Associate Superintendent Felker said that they are considering the following potential performance metrics as outlined in the presentation: percentage of credit hours attempted to hours successfully completed; percentage of students completing a college level math course; Average college GPA (overall and/or by subject area); Calculate annual tuition savings due to CCP participation; Year-to-year student persistence; percentage of CCP students transferring from a two-year to a four-year program; percentage of students who earn an associate degree or certificate from a two-year college; Average length of time and average number of credits that graduating college students took to earn a certificate, an associate degree, or a bachelor's degree; Degrees awarded to former CCP students; and Number and percentage of former CCP students who graduate within normal program time.

Assistant Deputy Chancellor See said at the next meeting in September they will have data that they will be able to review and they want to be able to have a fuller discussion around metrics and the data that they should be collecting. He said in the interim he wants to have a process for the members to be able to submit information to them that they want them to be aware of before the next meeting. He said he would like feedback in metric categories (i.e., student performance, CCP operations, quality, etc.) and on the additional data collection.

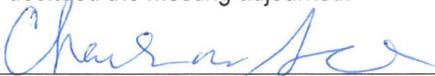
A Member said that they believed the staff has stated all the high points and asked if they should email them any ideas they had. Assistant Deputy Chancellor See said he will send out information to all the members about the process for collecting the feedback and the next meeting date in September.

IX. Next Steps, Next Meeting and Adjourn

Assistant Deputy Chancellor See that ODHE has a biennial report due to the General Assembly on December 31, 2016, around the performance of CCP in the first year and they would like to include the feedback that they received from the CCP Advisory Committee and the process of analyses of the data.

Ms. McGarity distributed a binder to the members and key staff that contained resource material that would assist them during their service on the committee. Assistant Deputy Chancellor See said the binder contained the following information: the information they heard today; a draft of HB 474, which contained provisions affecting CCP (Chancellor/Superintendent being able to create rules under which a student can continue to participate in the CCP program if they do not perform well; Chancellor/Superintendent the authority through rule to define the eligible courses that students can participate in within the CCP program; and Creating a co-requisite remediation pilot in CCP targeted at current population of seniors); contact information for CCP Advisory Committee; student course withdrawal information; instructor credential requirements; and other information. Associate Superintendent Felker said they will work on a formalized process for feedback before the next meeting that will be held in September. She told the members not to hesitate to contact either co-chair.

Assistant Deputy Chancellor See asked if there were any further questions or comments; there being none, he declared the meeting adjourned.



Assistant Deputy Chancellor See, Co-Chair
ODHE, CCP Advisory Committee



Date



Advisory Council meeting

June 22, 2016



Today

- The Genesis of the College Credit Plus Program
- Legislative and Regulatory Mandates
- Process and Procedural Implementation
- Data Processes, Collection and Reporting Requirements
- Considering Performance Metrics

The Genesis of the College Credit Plus Program

Dr. Stephanie Davidson
Vice Chancellor for Academic Affairs
ODHE

History—Chancellor's Charge

Amended H.B. 59 of the 130th General Assembly
(June 30th, 2013):

...recommendations to the General Assembly to establish the College Credit Plus program, whereby high school students may earn credits through Ohio institutions of higher education. The Chancellor shall consult with the Inter-University Council of Ohio, the Association of Independent Colleges and Universities of Ohio, the Ohio Association of Community Colleges, and the Superintendent of Public Instruction in Developing the recommendations. The Chancellor shall provide a report of the recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 31, 2013, for implementation in the 2014-2015 academic year.

History—Stakeholder Convenings

- Chancellor and the Superintendent of Public Instruction
- IUC, OACC and AICUO
- Buckeye Association of School Administrators
- Ohio Association of Secondary School Administrators
- Ohio School Boards Association
- Ohio Association of Career Technical Superintendents
- Ohio Association of Independent Schools
- The Catholic Conference of Ohio

History—Recommendations

- 1) Clearly define the college credit plus program
- 2) Expand participation in CCP opportunities among all student demographic populations
- 3) Create a transparent CCP funding system in which both school districts and colleges share in the cost of educating dual credit students

History—Recommendations

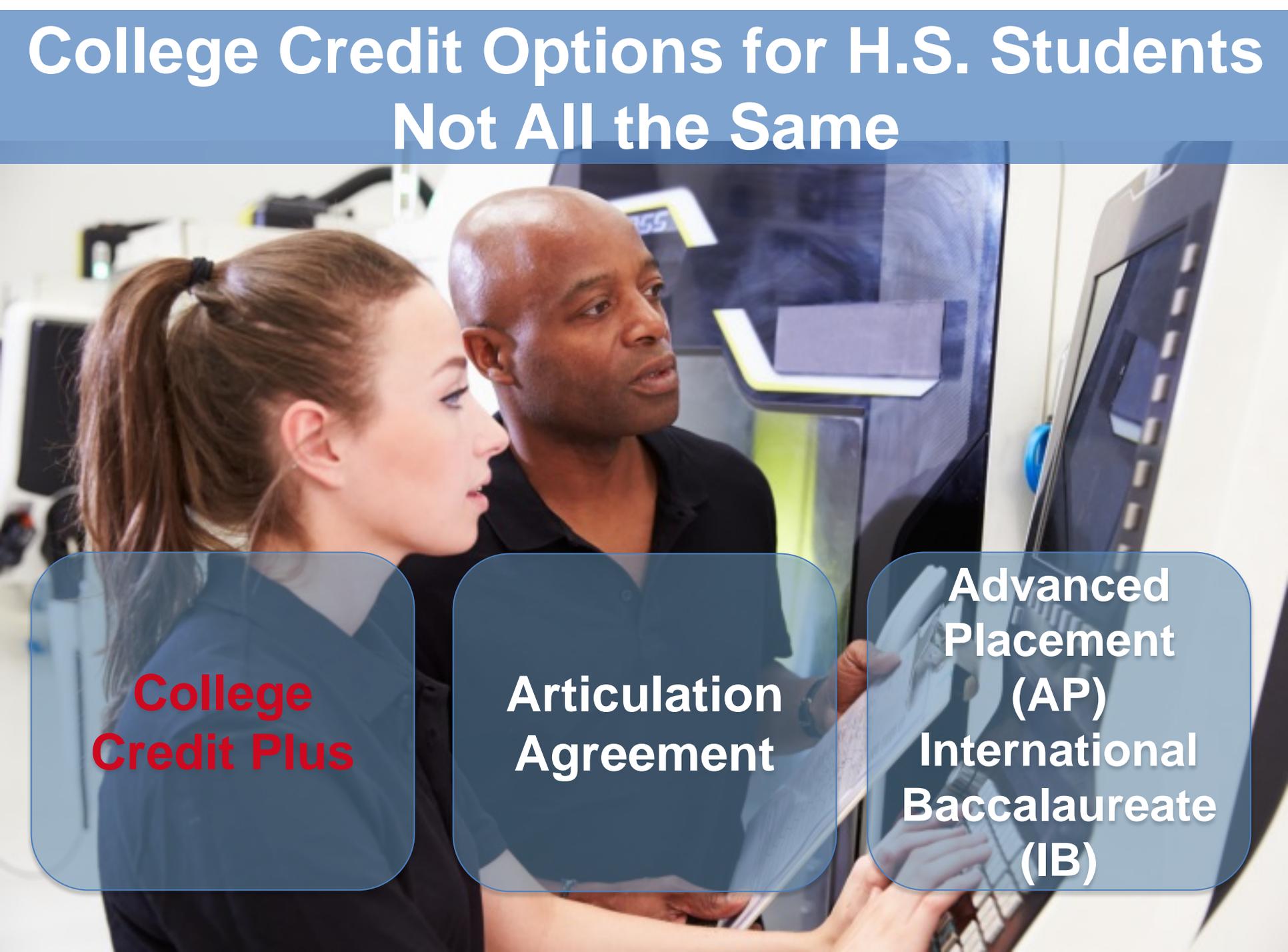
- 4) Each CCP course is purposeful and meaningful for the student
- 5) Ensure that parents and students receive comprehensive and consistent communication regarding CCP opportunities and requirements
- 6) All secondary and post-secondary institutions consistently collect, report and track CCP data
- 7) Miscellaneous

Implementation of Legislative and Regulatory Mandates

Lauren McGarity
Director of Policy Projects
ODHE

Dr. Steve Gratz
Senior Executive Director
ODE

College Credit Options for H.S. Students Not All the Same



**College
Credit Plus**

**Articulation
Agreement**

**Advanced
Placement
(AP)
International
Baccalaureate
(IB)**

Graduation Point Crosswalk

Crosswalk to graduation points	
Dual Enrollment – College Credit Plus	Ohio Graduation Points
A or B	5
C	4
D	3
	2
	1

A photograph showing the backs of two students in a classroom. They are looking at a laptop screen which displays a document with text and a diagram. The student on the left is wearing a light blue shirt, and the student on the right is wearing a plaid shirt. The background is blurred, showing other students and classroom furniture.

Summer & Interscholastic Athletics

Summer CCP courses may not be used to bring a student into compliance with the Ohio High School Athletic Association (OHSAA) requirements for interscholastic athletic participation.

CCP Funding

The Default Funding Structure applies unless an Alternative Funding Structure Agreement is executed as required.

To calculate the ceiling per credit hour rate:

1. Multiply \$6,000 by .83 [2017 amount]
2. Divide the result by 30 = the Ceiling per credit hour amount. [\$166.00 for 2016-2017]

- **A course delivered off campus (in a high school) with faculty instruction is 50% of the ceiling rate [\$83.00 for 2017]**
- **The floor is 25% of the ceiling rate [\$41.50 for 2017]**

Funding Scenarios

Public or Private Partners	Course delivered on the college campus	Course delivered at the H.S. w/ faculty	Course delivered at the H.S. w/ secondary instructor
Public High School & Public Postsecondary Default if no negotiation HS textbooks and PS fees Agreement below the floor	Presumes agreement negotiated between Ceiling and Floor and includes textbooks, fees, instruction costs and other.		
	Ceiling per credit hour (FY17 \$166)	50% of Ceiling (FY17 \$83)	Floor per credit hour (FY17 \$41.50)
	May negotiate below the Floor, with Chancellor approval		
Public High School & Private Postsecondary	Presumes agreement negotiated between Ceiling and Floor amounts Requires district has deduct of at least the Floor amount May negotiate below Floor w/Chancellor approval May not negotiate above per pupil funding amount/30, and district is not required to pay more than Floor IHE May charge students as follows:		
	\$158.50 Per pupil amount (\$6,000) /30, less Floor, (\$41.50)	\$125 per credit hour	\$100 per credit hour
	Students qualifying for free or reduced lunch may not be charged, under any scenario.		

Procedural Implementation

Wendy Casterline
College Credit Plus Program
Administrator
ODE

Windows & Deadlines

Oct. 1 - Feb. 15:

Information Meeting **[Applies to all H.S. and IHEs]**

Feb. 1: Alternative Funding Structure Agreement **[Applies to all]**

Feb. 15 - April 1: Intent to Participate Notification **[Public students notify their high school, nonpublic & home school students notify ODE]**

March 1: Inform 6th – 11th graders about CCP.
[Applies to all H.S.]

April 15: Funding Application
[ONLY Nonpublic and Home school students]



Data Sources

- Payments based on same data submitted to Higher Ed portal
- Data on courses still reported by K-12 districts
 - Used to match to Higher Ed data- facilitates data review
 - For students attending multiple K-12 entities (especially JVSDs and traditional districts) helps determine who pays the bill for the course
 - Important for K-12 to report for accountability and inclusion on K-12 transcript

Data Review

- Data loaded by ODE to the Ohio District Data Exchange (ODDEX)
 - System used by K-12 to review data from other entities that impacts their data/payments
 - Higher Ed can access as well
- If K-12 district does not believe they should pay the bill for a particular student, apply a “flag” & comment
- District has 45 days to review once data loaded
- If “flag” due to bad data, Higher Ed updates data, ODDEX updated, and district removes flag

College Credit Plus Data

File	Brief Description and Purpose	Public Institutions	Private Institutions
Student Data File	Student level course enrollment, credit hours, and method of delivery, and course outcomes. Used mainly for the payment/reimbursement system.	Required	Required after day 14 of each term and need to re-submit at the end of the year with the course outcome included.
Alternate Funding File	Captures the cost per-credit hour amount when there is an agreement signed with a district. Used for the payment/reimbursement system.	Only required if there are alternate funding agreements with districts	

Data Reporting Process

Ohio.gov | Set Screen Reader Mode On



Login

Username

Password

Login

[Forgot Your Password?](#)



Data Reporting Process



DEPARTMENT OF HIGHER EDUCATION	STUDENTS	EDUCATORS	BUSINESS	AGENCY INITIATIVES
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[Home](#) » [Educators](#) » [Data & Reports](#) » [HEI System](#) » [Important Links](#)

Data Input Site



ATTENTION

Before you enter the HEI Data Input Site, your browser will ask you whether or not you wish to accept this site's digital certificate. The certificate is necessary to encrypt the data that travels between your browser and the HEI Data Input Site. Encryption increases the security of the data while it is in transit. Please follow your browser's instructions to accept the HEI Data Input Site certificate.

[Click here to continue](#)

[Contact HEI staff for more information](#)



Data Collected

Student Profile:

Demographics

- Race/ethnicity
- Gender
- Age
- HS graduation year
- Socio-economic status
- Disability Status

Data Collected

Academic Information (current):

- Student Identifier
- Course/section Identifier
- Course Subject Area
- Course length
- Credit Hours
- Course Outcome (GPA)
- College Readiness
- Assessment scores or other methods used

Data Collected

Academic Information (calculations):

- Student identifier enables data collection to continue if student enrolls in public institutions
- Persistence
- Degree/certificate awarded
- Time to degree

Data Collected

Learning Environment:

- Course delivery method (on-line, on campus, at the HS)
- Faculty information
- Location

Data Collected

Financial:

- Alternate funding agreements
- Text books costs
- Fees waived
- Tuition per-credit hour
- Application & approvals to go below the floor

Required Annual Reporting

- **CCP Participation by:**
grade, race/ethnicity, gender, disability
and economic status
- **Types of courses taken**
- **# of completed courses & credit hours**
- **GPA per course**

Required Annual Reporting

- # of students denied funding
- # of students denied admission or participation
- Mixed courses (CCP and non-CCP students taking the course off campus)
- Cost of textbooks
- Instructional fees waived

Considering Potential Performance Metrics

Advisory Council Co-Chairs:

Charles See

**Assistant Deputy
Chancellor**

ODHE

Jennifer Felker

Associate Superintendent

ODE

Potential Performance Metrics

% of credit hours attempted to hours successfully completed

% of students completing college level math course

Average college GPA (overall and/or by subject area)

Calculate annual tuition savings due to CCP participation

Potential Performance Metrics

Year-to-year student persistence

% of CCP students transferring from a two-year to a four-year program

% of students who earn an associate degree or certificate from a two-year college

Average length of time and average number of credits that graduating college students took to earn a certificate, an associate degree, or a bachelor's degree

Potential Performance Metrics

Degrees awarded to former CCP students:
annual # and % of certificates, associate degrees,
and bachelor's degrees awarded

**# and % of former CCP students who graduate
within normal program time:**

2 years for an associate degree; 4 years for a
bachelor's degree; or
extended time, 3 years for an associate degrees; 6
years for a bachelor's degree

For More Information

Program Information:

www.ohiohighered.org/ccp

Data Definitions and File Layout Information:

www.ohiohighered.org/content/college_credit_plus_ccp_data_payment