

Dear Governor Kasich, Speaker Batchelder, President Faber:

I am honored to submit to you my recommendations for the College Credit Plus program. These recommendations are intended to fulfill the requirements of section 363.590 of House Bill 59. The recommendations seek to establish clear requirements and goals for a robust and effective system of dual credit in the state of Ohio.

The General Assembly's charge to create the College Credit Plus program recommendations required the Ohio Board of Regents to consult with a group of stakeholders representing higher education; beyond those requirements, stakeholders from K-12 also were consulted. Over the course of several months, meetings were held with these groups to gather their input on what they believed to be the necessary elements for establishing a successful College Credit Plus program. I was very encouraged by the spirit of cooperation demonstrated throughout the course of these conversations. While there was not universal agreement on every element of what would make a successful program, there was universal agreement amongst stakeholders that Ohio needs to produce more college- and career-ready individuals, and that maintaining a highly functioning system of dual credit is a vital strategy in achieving this result.

This document contains recommendations for College Credit Plus: program participation requirements; funding, student and parent communication requirements; coursework quality requirements; and data collection. There were two overriding considerations in developing these recommendations: (1) creating seamless and equitable pathways for qualified high school students across all demographic populations to access and benefit from College Credit Plus; and (2) creating a collaborative culture between K-12 and higher education that promotes and embraces College Credit Plus and works to maximize its full educational potential. These recommendations represent the first step in achieving these critical goals.

The State of Ohio is indeed fortunate to have a Governor and General Assembly that have consistently demonstrated their commitment to improving the quality of education at the K-12 and postsecondary levels. Establishing a quality dual credit program will enhance these efforts and create reliable pathways that produce more college- and career-ready citizens. I look forward to working with each of you to implement these recommendations.

Respectfully submitted,



John Carey
Chancellor, Ohio Board of Regents



VISION FOR THE COLLEGE CREDIT PLUS PROGRAM

To establish the College Credit Plus program as a vital and effective component of the state's integrated strategies to enhance students' college and career readiness and postsecondary success.

BACKGROUND AND CONTEXT

Improving the educational attainment of Ohio citizens is key to ensuring the state's long-term success. The state has committed significant resources across the education continuum to develop and implement strategies to address this critical issue. At the secondary level, the high school curriculum has been strengthened to ensure that students graduate high school having successfully completed relevant and more rigorous coursework. Implementation of

Ohio's new learning standards is underway, and new high school end-of-course exams are being developed that will measure subject matter mastery. These new exams and other independent assessments will also be used to determine college readiness.

At the postsecondary level, the state has worked with institutions of higher education on multiple strategies targeted at increasing the number of students who earn a degree or professional certificate. College and university presidents have come together to develop Remediation Free Standards and performance-based funding formulas. The state has worked with higher education institutions to reevaluate the effectiveness of developmental education programs.

Ohio's institutions of higher education (IHE) have complied with the statutory

The Chancellor's Charge

Under the Amended H.B. 59 Section 363.590 Chancellor Carey was "charged" with

.... making 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 recommendation 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.

requirement to assemble planned pathways that will allow students to complete a traditional bachelor's degree in three years, with many of the plans relying on students' attainment of college credits while in high school. These same public colleges and universities are in the process of developing statutorily required campus completion plans that will outline each public institution's strategies and performance goals for increasing student completion of a degree or professional certificate.

Providing students with dual credit opportunities is a proven educational strategy with the capacity to complement and maximize the chances of success of many of these initiatives. Effective dual credit systems have been linked to positive student impacts at both secondary and postsecondary levels. In addition, these

programs have the capacity to create systemic collaboration, which will be necessary in order for Ohio to meet its college- and career-ready, and postsecondary completion goals. These programs also have the added benefit of creating a reliable and seamless bridge for students to transition from high school into postsecondary endeavors.

Ohio's current dual credit system is underutilized and is administered across the state with varying degrees of efficacy and quality. The General Assembly's charge creates a great opportunity to transform this system into a highly effective and indispensable component of the state's education infrastructure.

competitive advantages that exceed those of Ohio students. By addressing dual credit barriers, our state will seize the opportunity to fully utilize a program that strongly complements many of its current education reform initiatives and produce more college- and career-ready students.

PROCESS

Per the requirements of HB 59 the Chancellor convened representatives of 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 addition to these representatives, the Chancellor also invited the Buckeye Association of School Administrators, the Ohio Association of School Business Officials, the Ohio Association of Secondary School Administrators, the Ohio School Boards Association, the Ohio Association of Career Technical Superintendents, the Ohio Association of Independent Schools and the Catholic Conference of Ohio to participate in the meetings. The goal of convening was to get stakeholders' perspectives on the strengths and weaknesses of Ohio's current dual credit system; how dual credit funding could be reformed; how to foster more collaboration between secondary and postsecondary institutions around dual credit opportunities; how dual credit might support other state education initiatives; how to ensure quality programming across all dual credit delivery environments; and what might be some statewide goals for dual credit programming.

The groups regularly met as a whole over the course of several months and offered feedback based upon the following framework for developing the College Credit Plus program: Program Participation; Predictable and Adequate Funding; Relevant Coursework; Aggressive Communication; and Data. Highlights of the group's feedback included: (1) the College Credit Plus program should aspire to increase student participation across all student demographics; (2) the College Credit Plus funding mechanism must be transparent, equitable, and flexible; (3) the College Credit Plus program must focus on non-remedial coursework that is of the highest quality and results in transcribed college credit upon successful completion; (4) communication to parents and students regarding College Credit Plus must be complete, consistent, easily accessible, and meaningful; and (5) robust data collection systems and performance metrics should be established.

In addition to the feedback gathered from stakeholders, the principles outlined below were instrumental in shaping the College Credit Plus program recommendations:

- ✦ Students must always be the primary focus and beneficiary of education policy;
- ✦ It is the responsibility of secondary and higher education institutions to work collaboratively and think innovatively in order to advance the achievement and success of Ohio's students;
- ✦ The College Credit Plus program should be structured to ensure open access to all college-ready students with minimal need for contributing student resources;
- ✦ There must be flexibility in the College Credit Plus program in order to encourage innovation;
- ✦ Increasing the participation rates of underrepresented and low-income student populations in programs that result in higher graduation rates and postsecondary persistence is an important education priority for the state; and
- ✦ Providing students with the opportunity for career exploration and promoting exposure to relevant college courses while in high school has value to students, parents, and the state.

RECOMMENDATIONS

The Chancellor submits the following recommendations to establish the College Credit Plus program:

Defining College Credit Plus

GOAL: CLEARLY DEFINE THE COLLEGE CREDIT PLUS PROGRAM.

This area contains THREE recommendations

- 1.** The College Credit Plus program will govern those arrangements where a student is engaged in nonsectarian, non-remedial educational coursework while in high school that automatically results in transcribed high school and college credit at the successful conclusion of that coursework.
- 2.** The College Credit Plus Program will be the primary mechanism³ to pay for student-earned, transcribed college credit while in high school and will be paid via a transfer from the public school district's foundation funds or from the funds appropriated for non-public and home-schooled students.
- 3.** The Advanced Placement and International Baccalaureate programs, whereas not recommended for inclusion within the College Credit Plus definition, will remain Advanced Standing options for students.

³ The Department of Education will fund secondary career-technical education, including joint vocational school districts and affiliated higher education institutions as detailed in Section 263.220, Career-Technical Education Enhancements, of HB59.

- 9.** Students participating in College Credit Plus shall, upon postsecondary admission into an Ohio public IHE, be eligible candidates for scholarships and other benefits of first-time entering students, irrespective of the number of college credits earned while in high school.

- 10.** The Ohio Department of Education and the Ohio Board of Regents will jointly establish rules governing participation in the College Credit Plus program in addition to those listed in statute. The rules shall include but not be limited to:
 - ✦ Timelines for student and parent notification of College Credit Plus opportunities
 - ✦ Timelines for establishing College Credit Plus Agreements
 - ✦ Timelines for submitting payment information to ODE
 - ✦ Schedule of reimbursements to IHEs
 - ✦ Student deadlines for declaring intent to participate in the program
 - ✦ Deadlines for submitting College Credit Plus data to ODE and BOR

Predictable and Adequate Funding

GOAL: CREATE A TRANSPARENT DUAL CREDIT FUNDING SYSTEM IN WHICH BOTH SCHOOL DISTRICTS AND COLLEGES EQUITABLY SHARE IN THE COSTS OF EDUCATING DUAL CREDIT STUDENTS.

This area contains SIXTEEN recommendations

1. College Credit Plus funding will be based on the number of college credit hours a student has completed (tuition).
2. There will be a maximum per credit charge (Ceiling) and a minimum per credit charge (Floor).
3. The per credit hour Ceiling will be calculated from a base equal to 83% of the per pupil formula amount in the foundation funding to school districts. This allows a school district to retain a portion of state funding in recognition of continuing costs of providing support for the education of the students regardless of delivery method. [In fiscal year 2015, this base would be equal to $\$5,800 \times .83 = \$4,814$.]

The maximum tuition rate (Ceiling) for public IHEs is set equal to the base [$\$4,814$ in FY2015] divided by the 30 credit hours a full-time student would be expected to earn during one academic year [$\$4,814 \div 30 = \160 in FY2015] with the minimum (Floor) set to 25% of the Ceiling [$0.25 \times \$160 = \40 in FY2015].

4. The Ceiling and Floor change as changes are made to the per pupil formula amount.
5. Public school districts and public institutions of higher education may negotiate and create agreements detailing an amount per credit hour between the Floor and the Ceiling; this flexibility in rate setting allows for recognition of unique cost structures across the state.
6. A public student admitted to a public college may not be charged any portion of the per credit cost of participation.
7. Agreements on course delivery, books and fees, instructor pay, and student administrative responsibilities may be negotiated by the parties. Public students participating in College Credit Plus may not be charged for books or fees.
8. In the event a public IHE and school district are unable to negotiate a per credit

amount within the Ceiling and Floor, their College Credit Plus per credit hour amount will be subject to the default funding as outlined in item 9.

- 9.** Default funding provision - If a public school district and public IHE do not otherwise negotiate a per credit hour agreement between the Ceiling and Floor, the per credit hour funding will be as follows: If the course is delivered on a college campus, then the per credit hour amount will be set at the statutory Ceiling [\$160 per credit in FY15]. If the course is delivered at the high school by a college instructor employed by the college, then the per credit amount will be set at 50% of the statutory Ceiling [\$80 per credit in FY15]. If the course is delivered at high school by a high school teacher qualified to deliver postsecondary instruction, then the per credit amount will be set at the statutory Floor [\$40 per credit in FY15]. Under the default provision, the school district shall be responsible for the cost of textbooks and the IHE shall pay the cost of any course-related fees.
- 10.** Public IHE will receive the state share of instruction (SSI) for students participating in College Credit Plus upon successful completion of coursework.
- 11.** Private IHE partnering with public districts do not receive SSI and shall have the ability to negotiate a per credit hour amount with the district that is higher than the statutory Ceiling [\$160 per credit hour in FY 15], but not to exceed the total per pupil foundation funding amount divided by 30 credit hours [$\$5,800 \div 30 = \193 per credit hour in FY 15]. A student or a third party may be charged the portion of the per credit hour amount that is higher than the statutory Ceiling [up to \$33 per credit hour in FY 15], provided the partnering public school has, and makes students aware of, the no-cost College Credit Plus option.
- 12.** Under no circumstances shall public students, identified by the school district pursuant to Department of Education rules as being economically disadvantaged, be charged for College Credit Plus participation.
- 13.** Nothing in these recommendations shall be construed as limiting a private IHE and school district from negotiating a per credit amount within the statutory Floor and Ceiling.
- 14.** Nonpublic high schools and students who are home-schooled shall be funded as per the default provision [item 9 above - \$160 per credit in FY15]. If the course is delivered at the high school by a college instructor employed by the college, then the per credit amount will be set at 50% of the statutory Ceiling [\$80 per credit in FY15]. If the course is delivered at the high school by a high school teacher qualified to deliver postsecondary instruction, then the per credit amount will be set at the statutory Floor [\$40 per credit in FY15].

- 15. Students and parents will continue to have the opportunity to elect to pay for a college course and elect to receive only college credit for that course, or to receive both high school credit and college credit for that course.
- 16. ODE’s funds dedicated for secondary nonpublic students’ participation in the College Credit Plus program will be deposited into a separate fund, and the unused portion of those funds will remain in that fund at the end of each fiscal year for use in future fiscal years. This would allow for a future increase of student participation.

THE CHART BELOW FURTHER EXPLAINS COLLEGE CREDIT PLUS FUNDING:

	Public IHE	Private IHE
Public High School	<p>Cannot go above the Ceiling [\$160 per credit hour in FY15]. Cannot go below Floor [\$40 per credit hour in FY 15].</p> <p>Students cannot be charged by either entity.</p>	<p>State shall fund up to the full-time equivalent of the per pupil foundation funding amount [\$193 per credit hour in FY 15].</p> <p>Students can be charged a per credit hour amount above the state subsidized Ceiling, within the limitations that the charge not exceed the full-time equivalent of the per pupil foundation funding amount, that no student qualifying as economically disadvantaged be charged, and provided that the public school has, and makes students aware of, the no-cost options available through College Credit Plus.</p>
Private High School	<p>Cannot go above Ceiling [\$160 per credit hour in FY 15]. If the course is delivered at the high school by a college instructor employed by the college, then the per credit amount will be set at 50% of the statutory Ceiling [\$80 per credit in FY15]. If the course is delivered at high school by a high school teacher qualified to deliver postsecondary instruction, then the per credit amount will be set at the statutory Floor [\$40 per credit in FY15].</p> <p>Students cannot be charged by either entity.</p>	<p>State shall not fund above the Ceiling [\$160 per credit hour in FY 15]. If the course is delivered at the high school by a college instructor employed by the college, then the per credit amount will be set at 50% of the statutory Ceiling [\$80 per credit in FY15]. If the course is delivered at high school by a high school teacher qualified to deliver postsecondary instruction, then the per credit amount will be set at the statutory Floor [\$40 per credit in FY15].</p> <p>All other program elements, including charges to students, to be negotiated by the private parties.</p>

Relevant and Meaningful Coursework

GOAL: EACH COLLEGE CREDIT PLUS COURSE IS PURPOSEFUL AND MEANINGFUL FOR THE STUDENT.

This area contains SIX recommendations

- 1.** Courses offered for College Credit Plus, regardless of delivery environment, must be the same as courses offered on campus (included in the IHE course catalogue) at the partnering college or university for transcribed, non-remedial, credit.
- 2.** Each College Credit Plus course must be a college course that applies toward a degree or professional certificate.
- 3.** Each public high school must develop two pathway opportunities through College Credit Plus: one whereby a student can earn 15 transcribed credits, and one whereby a student can earn 30 transcribed credits. These pathways must be developed in coordination with at least one partnering IHE.
- 4.** Developed pathways must be published among the school district's or high school's official course offerings.
- 5.** College Credit Plus instructors must meet academic credential requirements as established by BOR.
- 6.** Secondary teachers who earn graduate-level credit in a content area meeting the requirements established by BOR to qualify as a college course instructor must be allowed to apply that credit to the required continuing education or professional development requirements necessary for licensure renewal.

Aggressive Communication

GOAL: TO ENSURE THAT PARENTS AND STUDENTS RECEIVE COMPREHENSIVE AND CONSISTENT COMMUNICATION REGARDING COLLEGE CREDIT PLUS OPPORTUNITIES AND REQUIREMENTS.

This area contains FIVE recommendations

1. The Chancellor and the Superintendent of Public Instruction jointly will create a basic information packet that high schools customize for distribution to students/parents.
2. Each public school district must require each of its high schools to:
 - ✦ Promote on its website the College Credit Plus opportunities offered to students as per its agreements.
 - ✦ Provide parent and student orientation on College Credit Plus opportunities and how they will impact a student in meeting high school and postsecondary requirements. Other information will include, but not be limited to, how to know if a student is ready for postsecondary coursework.
 - ✦ Coordinate with all postsecondary partners located within a 30-mile radius of the high school, or with the postsecondary partner that is closest if it is located beyond 30 miles, to present at least one dedicated College Credit Plus night reinforcing College Credit Plus opportunities (e.g. student's postsecondary time to degree or professional certificate is reduced) and consequences (e.g. course grade is applied to both college and high school grade point average).
 - ✦ Include College Credit Plus opportunity information in all general direct communications to students and parents.
3. Each postsecondary institution participating in the College Credit Plus program must:
 - ✦ Promote on its website the College Credit Plus opportunities offered to students as per its agreements.
 - ✦ Assign an advisor to each College Credit Plus student.
 - ✦ Schedule at least one meeting between a College Credit Plus student and IHE advisor prior to the institution's effective no-fault course drop date.
 - ✦ Coordinate with each school district partner located within a 30-mile radius of the IHE, or with the school district partner that is closest if it is located beyond 30 miles, to annually present at least one dedicated College Credit Plus event to students and parents reinforcing College Credit Plus opportunities and consequences.

4. BOR will make its College Credit Plus information packet available to college access organizations.
5. BOR and ODE will create rules that govern the information that each IHE and school district must share with students and parents.

Data Collection

GOAL: SYSTEMWIDE, ALL SECONDARY AND POSTSECONDARY INSTITUTIONS CONSISTENTLY COLLECT, REPORT AND TRACK COLLEGE CREDIT PLUS DATA TO IDENTIFY THE STUDENTS ENROLLED, THE COURSES OFFERED AND TAKEN, CREDITS EARNED, THE INSTRUCTOR QUALIFICATIONS, STUDENT PERFORMANCES AND AGREEMENT INNOVATIONS.

This area contains TWO recommendations

1. The Chancellor and the Superintendent of Public Instruction, as appropriate, will be required to annually collect data relating to College Credit Plus that allows the Chancellor and the Superintendent of Public Instruction to identify the students enrolled, the courses offered and taken, credits earned, the instructor qualifications, student performances, and agreement innovations.
2. ODE and BOR shall jointly prepare a report detailing the status of the College Credit Plus program on a biennial basis. The report shall include, at a minimum, a synopsis detailed in this section. The report will be submitted to the Governor, the President of the Senate and Speaker of the House, and the Chairpersons of the Education Committees.

Miscellaneous

This area contains FIVE recommendations

1. IHEs that confer transcribed college credit under an Early College High School program will be subject to College Credit Plus program requirements if the Early College High School program was created after the start of the 2014-2015 academic year. Early College High School programs operating during the 2014-2015 academic year shall be grandfathered to allow continuation of those programs and their funding models until the 2015-2016 academic year, or upon satisfaction of the IHE's existing Early College High School governing agreement, whichever date is later.
2. Students shall not be charged for participation in an Early College High School program. Student charge provisions for Early College High School programs operating during the 2014-2015 academic year shall expire consistent with the provisions for grandfathered programs pursuant to item 1.
3. The College Credit Plus program shall govern only the provisions of an Early College High School agreement that relate to the IHE's intent to confer college credit upon the student's successful completion of the course. The College Credit Plus program shall not govern the provisions of an Early College High School agreement that address the operation of the high school delivery of high school curricula.
4. Institutions participating in the College Credit Plus program may be granted a waiver of College Credit Plus requirements for innovative programming proposed specifically and exclusively to address the needs of underrepresented student populations. The Chancellor, in conjunction with the Superintendent of Public Instruction, shall establish waiver requirements. Early College High School programs are eligible for waivers under the College Credit Plus program.
5. The Chancellor and the Superintendent of Public Instruction jointly will establish a College Credit Plus Advisory Committee to assist in developing performance metrics and monitoring the progress of the College Credit Plus program.

CONCLUSION

Simply codifying these recommendations will not be enough to ensure that they are successfully implemented or to determine if the correct balance of structure and flexibility has been reached in order to produce a robust dual credit program. Successful implementation will require the conscious commitment and dedication from school districts and institutions of higher education to create the collaborative culture necessary for the College Credit Plus program to thrive. Compromise will be required, innovation will be necessary, and the shared interest of advancing the achievement of Ohio students must be the operational foundation upon which the College Credit Plus program is based.

It was extremely encouraging to see the way in which the wide variety of education stakeholders came together to discuss the development of the College Credit Plus program. All of these organizations expressed their belief that a robust dual credit program is of value to students and the state. While each organization had the opportunity to express its views and identify its individual interests, all displayed the willingness to consider multiple options in the development of the program. This same spirit of cooperation will be necessary if we hope to realize the full potential of the College Credit Plus program. It is clear that we have the resources, we have the institutions, we have the people; all that is needed is the collective will.

The BOR and the ODE are committed to the success of College Credit Plus and stand ready to work with secondary and postsecondary institutions as they implement the program. We must all work together to ensure that Ohio capitalizes on this tremendous opportunity to advance student achievement and produce more college- and career-ready citizens.

APPENDIX

FIGURE 1

Ohio students participating in dual credit programs graduate in less time.

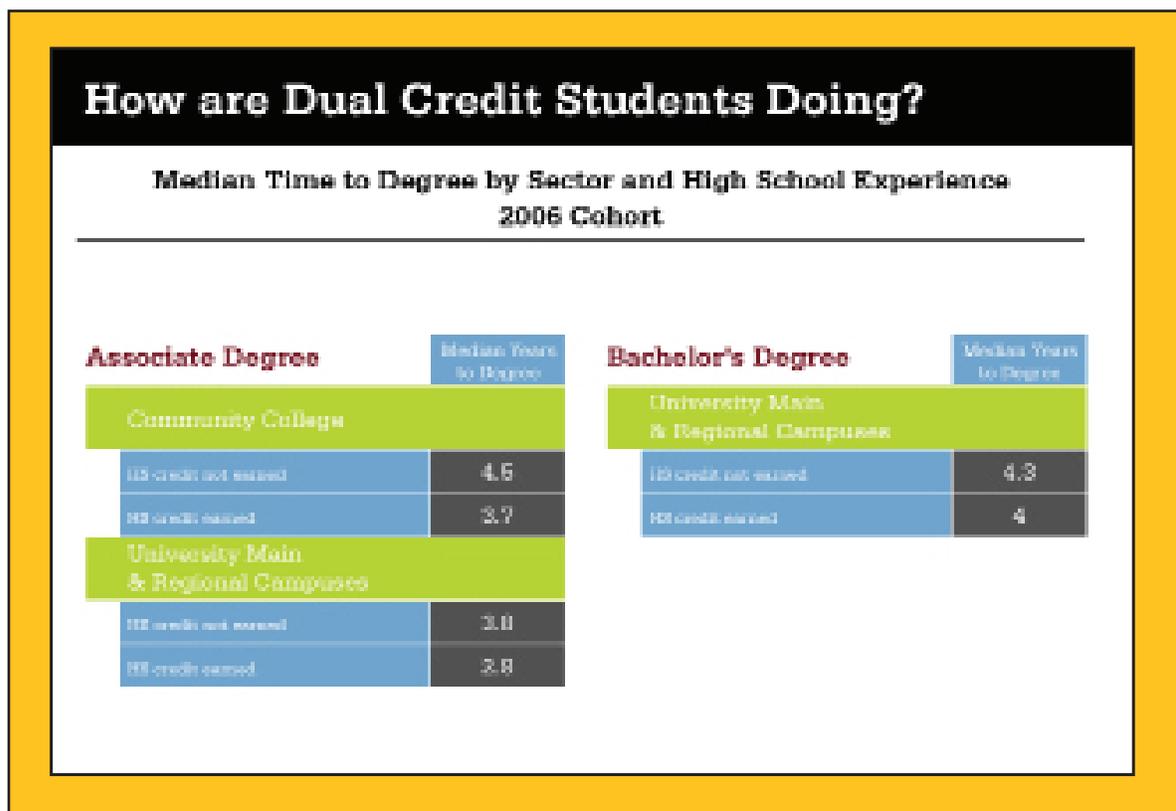
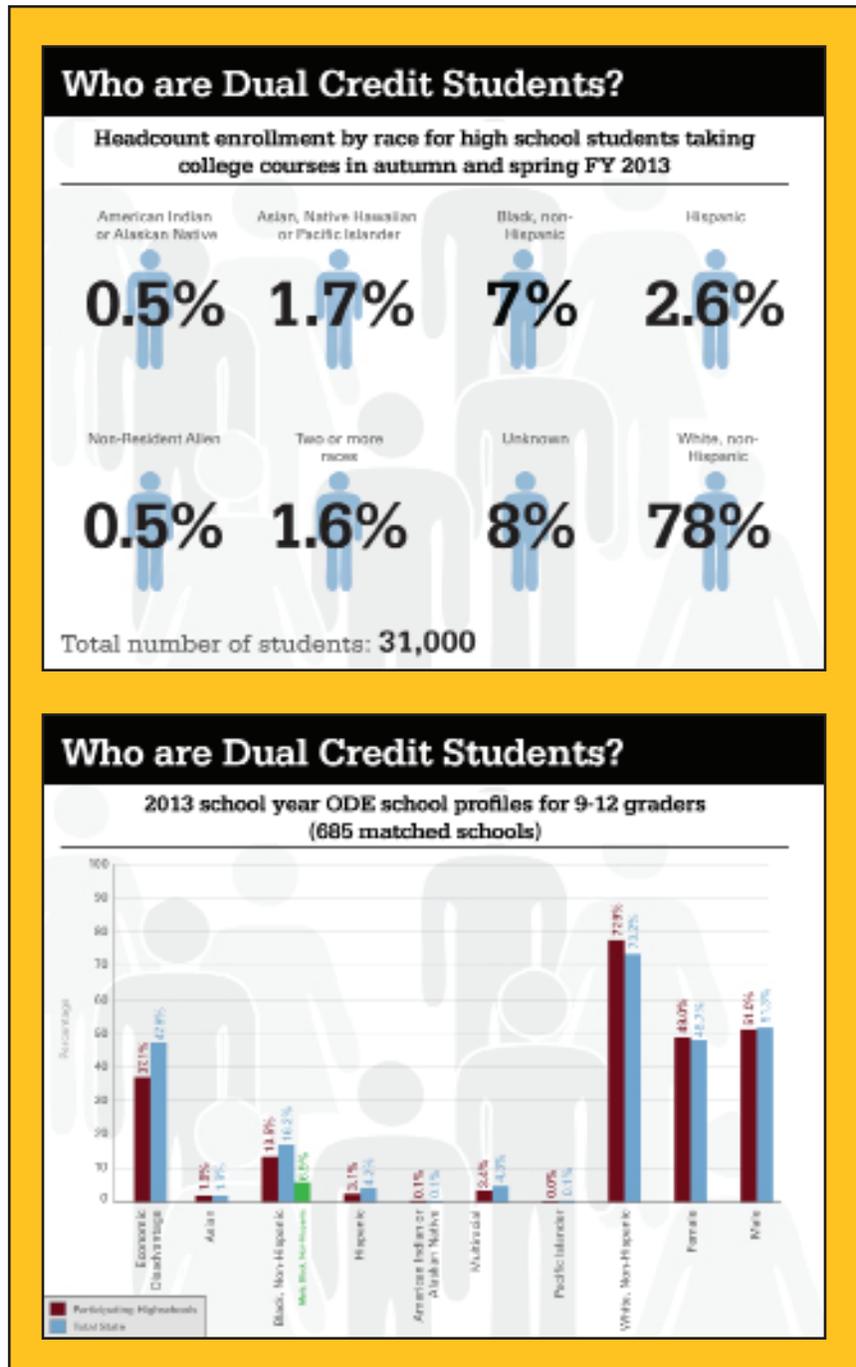


FIGURE 2

Ohio's minority and low-income students participate in dual credit at substantially lower rates in relation to the percentage of their overall student populations in the state.



ACKNOWLEDGMENTS

I want to thank the following stakeholder organizations and their representatives for their extraordinary contribution of time and expertise. I was very encouraged by the spirit of cooperation demonstrated throughout the information-sharing process. The collaborative effort significantly impacted my College Credit Plus program recommendations. My sincere appreciation to:

The Inter-University Council of Ohio
The Association of Independent Colleges and Universities of Ohio
The Ohio Association of Community Colleges
The Superintendent of Public Instruction
The Buckeye Association of School Administrators
The Catholic Conference of Ohio
The Ohio Association of Career Technical Superintendents
The Ohio Association of Independent Schools
The Ohio Association of School Business Officials
The Ohio Association of Secondary School Administrators
The Ohio School Boards Association and
The staffs of the Ohio Department of Education and Ohio Board of Regents

Sincerely,



John Carey
Chancellor, Ohio Board of Regents

OhioHigherEd

