



Department of Education
Department of Higher Education



.....
Career-Technical Credit Transcript Workgroup
.....

Table of Contents

Introduction

Letter from the Chancellor and State Superintendent.	5
Executive Summary.	7
Background and Context.	11
The Chancellor’s Charge.	11
Expected Deliverables.	12
Process.	13

Sections

I: Introduction.	14
II: Current Landscape for Receiving Articulated Credit for Participation in Secondary Career-Technical Education.	17
III: Challenges to Maximizing Articulated Credit Opportunities for Career-Technical Education Students.	19
IV: The State’s College Credit Plus Program.	22
V: Analysis of the Higher Learning Commission (HLC) Regulations.	27
VI: Career-Technical Articulation Verification (CTAV).	28
VII: Recommendations.	36
VIII: Conclusion.	40

Appendices

Appendix A: Model for Transcribing Bilateral Articulated Credit.	41
Appendix B: Meeting Schedule.	44
Appendix C: Workgroup Members.	45
Appendix D: HLC Letter.	47

Letter from the Chancellor and State Superintendent

Education is a critical issue for the DeWine-Husted Administration, and for Ohio. Career-technical education is a central component of Ohio’s education system and helps the state build a workforce to meet the demands of the future. High school students that engage in career-technical education engage in specialized, hands-on learning experiences and this vocational training can ignite a passion for life-long learning.

The most recent state operating budget tasked us as Chancellor and State Superintendent with developing and, if determined appropriate, implementing a statewide plan that permits a high school student enrolled in a career-technical planning district to receive postsecondary credit on a college transcript in a manner comparable to the College Credit Plus (CCP) program for the completion of an approved course. For this purpose, we established a workgroup composed of more than a dozen representatives from secondary and postsecondary institutions.

This report—the result of numerous meetings and conversations between workgroup members—identifies core challenges of transcription of credit for secondary career-technical education students. Although consultation with the Higher Learning Commission determined that a CCP-like transcription process for all career-technical education courses is not possible at this time, the workgroup focused on other recommendations designed to increase the number of career-technical education students who receive college credit for their coursework. These recommendations should be considered a first step in a larger process. It is our intention to implement the workgroup’s recommendations while continuing to collaborate with the career-technical education community and institutions of higher education to reduce barriers to career-technical education students accessing college credit.

We want to thank all of those who devoted their time and expertise to this process. We are making strides in promoting the importance of career-technical education to Ohio’s students and economic development, but there is still much to do. We look forward to the work of creating a more seamless educational system in this area.



Randy Gardner
Chancellor



Paolo DeMaria
State Superintendent

Executive Summary

BACKGROUND

The General Assembly, under House Bill 166, charged the Ohio Department of Higher Education (ODHE) and the Ohio Department of Education (ODE) to examine the potential implementation of a statewide plan that permits a high school student enrolled in a career-technical planning district (CTPD) to receive college credit on a college transcript in a manner comparable to College Credit Plus (CCP). To address this charge, ODHE and ODE convened representatives from career-technical education, higher education, and school counselors.

COLLEGE CREDIT PLUS COURSES AS COMPARED TO SECONDARY CAREER-TECHNICAL COURSES

Conceptually, if credit earned in a secondary career-technical course could be transcribed in a similar way to CCP, then the career-technical student would receive earned credit at the successful completion of the course and the credit would be automatically posted on the transcript of an institution of higher education. For this to work, however, it would need to be in compliance with the Higher Learning Commission's (HLC) criteria for accreditation.

All of Ohio's public colleges and universities and the majority of Ohio's non-profit independent colleges and universities are accredited by the HLC and must comply with HLC assumed practices and standards for accreditation. The CCP program meets HLC's standards because oversight of the educational program for high school students is under the direct control of an institution of higher education. Students must be admitted to the college and they take the college's course, as taught by college faculty and graded in accordance with the college's grading policy. This oversight of courses and student recruitment is not present with students enrolled in CTPDs taking courses eligible for postsecondary credit. CTPD courses are taught at the high school, the courses are graded using high school standards, and instructors are hired and supervised at the high school level.

The structural differences in the two programs, coupled with the guidance received from HLC (Appendix D) in response to the workgroup inquiries, led to the conclusion that a recommendation of a transcription model comparable to CCP was not viable at this time. However, ODHE is committed to continuing conversations with HLC to determine how we might move to a transcribed credit model in the future.

Although the workgroup determined that **Higher Learning Commission (HLC) regulations make the transcription of CTPD coursework in a manner comparable to CCP not viable at this time**, the workgroup did identify significant challenges in the current process that could be addressed. Specifically, the group identified challenges in communicating current opportunities for CTPD students to participate in secondary coursework that could result in postsecondary credit. Additionally, the process of having this earned credit recognized and awarded at postsecondary institutions is burdensome and applied inconsistently across the state.

RECOMMENDATIONS

To address the identified issues of student awareness and ease and consistency of awarding college credit for CTPD students, the workgroup makes the following recommendations:

- **Fully implement the Career-Technical Articulation Verification (CTAV) program by January 1, 2021.**

CTAV is a technology solution that will automate the process of identifying postsecondary eligible credit earned by CTPD students and remove the need for the paper verification process currently in place. CTAV uses a centralized database to enable institutions of higher education to see the postsecondary eligible credit earned by each CTPD student applying to their institution.

- **Refine communication materials about opportunities for earning career-technical college credit while in high school.**

Improving communication about the opportunity to earn college credit for career-technical education coursework should be a major area of focus. CCP has a robust communication plan, which contributes to the program’s continuing growth in enrollment. The workgroup recognizes the need to bring communication about postsecondary credit opportunities for career-technical education up to similar standards by a thorough review of existing communication materials.

- **Review eligibility requirements for participation in College Credit Plus.**

CCP is the state’s established program for granting transcribed college credit and high school students may earn college credit by taking career-technical education courses from an institution of higher education. CCP currently relies on standardized test scores to establish student eligibility. The workgroup recommends reviewing the use of other measures to determine eligibility, which may lead to a larger pool of eligible candidates, including career-technical education students.

- **Establish—where possible—standardized templates for the development of bilateral agreements for *articulated* credit between secondary and postsecondary institutions.**

Bilateral agreements are outside of the statewide articulation process and courses subject to bilateral agreements are not reflected on the high school transcript; therefore, they will not be tracked through CTAV’s automated process. Creating standardized templates and identifying the minimum information that must be contained in a bilateral agreement will give students increased knowledge regarding these credit opportunities.

- **Review the feasibility of re-prioritizing internal resources to provide dedicated personnel to direct ODE and ODHE strategic efforts to advance career-technical college credit opportunities.**

A core strength of the CCP program is the dedicated personnel whose sole responsibility is administering the program. This focus has been instrumental in facilitating the program's growth and has allowed the program to be responsive to stakeholders. The workgroup recommends examining the possibility of dedicating current agency staff to manage career-technical college credit opportunities.

Background and Context

The General Assembly, under Amended Substitute House Bill 166, charged the Ohio Department of Higher Education and the Ohio Department of Education to collaborate with stakeholders from the career-technical education field along with other secondary and postsecondary fields to examine the potential implementation of a statewide plan that permits a high school student enrolled in a career-technical planning district (CTPD) to receive college credit on a college transcript in a manner comparable to College Credit Plus (CCP). The workgroup was asked to look at this through the lens of awarding this credit through the existing Career-Technical Assurance Guide (CTAG) statewide articulation agreements or an articulation agreement between a CTPD and a state institution of higher education.¹

The Chancellor's Charge

...if determined appropriate by the Chancellor and the State Superintendent, implement a statewide plan that permits a high school student enrolled in a career-technical planning district to receive postsecondary credit on a college transcript in a manner comparable to the College Credit Plus program established under Chapter 3365 of the Revised Code for the completion of an approved course... Not later than June 30, 2020, the Chancellor shall submit to the Governor, the President and Minority Leader of the Senate, and the Speaker and Minority Leader of the House of Representatives, the completed plan developed under division (B) of this section. Due to a provision in House Bill 197 passed by the General Assembly and enacted on March 27, the workgroup agreed to the Chancellor's decision to extend the deadline of the report from June 30 to July 31.

1 [ORC 3333.167](#)

Expected Deliverables

The statewide plan in this report looks at four elements as prescribed by Am. Sub. H.B. 166:

- i. Identify and define the criteria, policies, procedures, and timelines necessary for a high school student to receive postsecondary credit on a college transcript for completing an approved course;
- ii. Identify any technology solutions or statewide data information systems necessary to streamline and facilitate the electronic exchange of student data to improve the credit verification process for students, career-technical planning districts, and state institutions of higher education;
- iii. Identify any regional or national accreditation requirements or state policy barriers that currently exist that need to be considered in developing the statewide plan; and
- iv. If the Chancellor and the State Superintendent determine it appropriate, implement the statewide plan and recommend a date and the method by which the statewide plan shall be implemented.

Process

Per the requirements of HB 166, the Chancellor and State Superintendent convened representatives of the:

- Ohio Association of Career and Technical Education
- Ohio Association of Career and Technical Superintendents
- Ohio Association of Compact and Comprehensive Career-Technical Schools
- Inter-University Council of Ohio
- Ohio Association of Community Colleges
- Association of Independent Colleges and Universities
- Ohio Association of Collegiate Registrars and Admissions Officers, and
- Ohio School Counselor Association

The goal of the meetings was to understand stakeholders' perspectives on barriers for students under the current process and to explore options that would permit secondary career-technical education students to receive credit on a college transcript in a manner comparable to College Credit Plus.

The workgroup met over the course of several months to discuss various aspects related to developing a Career-Technical Transcribed Credit process. Based on a structure determined in the initial planning meeting, the stakeholder meetings focused on:

1. The difference between transcribed and articulated college credit
2. The relative advantages and disadvantages of transcribed and articulated credit
3. The current state and future plans for the Career-Technical Articulation Verification (CTAV) process
4. Regional accreditation requirements and potential options for overcoming accreditation barriers to the transcription of high school credit
5. Novel approaches being used by workgroup members and others across the state to award transcribed credit for secondary career-technical education courses

SECTION I

Introduction

Career-technical education plays an important role in preparing students to succeed in today’s rapidly changing economy. Now more than ever, it is vital for Ohioans to earn the college degrees or industry-recognized credentials necessary to meet the workforce needs of Ohio’s businesses and industry. Career-technical education students are ready to meet this challenge. Not only do career-technical education students graduate high school at a higher rate (95% as compared to the national average of 85%), but they also earn better grades and show a higher degree of college and career readiness.² In other words, career-technical education students are well-equipped for postsecondary school success, whether in college or in the workforce.

² [Why is Career-Technical Education So Important?](#) Applied Educational Systems. 17 October 2019.

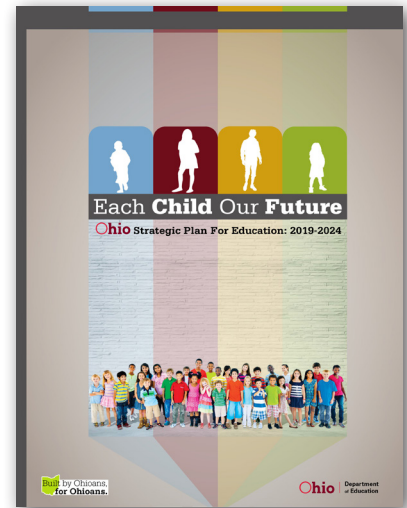
The delivery of career-technical education in Ohio is a multi-faceted undertaking that engages the Ohio Department of Higher Education (ODHE), Ohio Department of Education (ODE), and 91 career-technical planning districts that serve Ohio’s 612 school districts and 319 community schools. These entities work in robust collaboration to ensure all students in grades 7-12 have access to high-quality career-technical education. Ohio supports 39 career-technical programs of study across 16 career fields. All state-approved secondary career-technical programs are based on state-approved career

pathways and programs of study (POS). Ohio’s programs of study include a non-duplicative series of courses that span secondary and postsecondary, have multiple entry and exit points, and culminate in a diploma, credential and/or degree.

Ohio’s strategic plan for education, [Each Child, Our Future](#), envisions that each student is challenged, prepared and empowered for his or her future success. Strategy 10 emphasizes high school should inspire students to identify paths to future success, and give students multiple ways to demonstrate the knowledge,

skills, and dispositions necessary for high school graduation and beyond. The plan sets the goal that Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship, and/or a two-year or four-year college program. Career-Technical Assurance Guides are at the heart of strategy 10, where students take high school success and turn it into their postsecondary connection.

Ohio also has a number of opportunities for students in high school to get a head start on earning college credits. Earning college credit while in high school has been shown to increase the likelihood that students will enroll and ultimately succeed in college. It can also shorten the time students need to spend in college, saving time and money and allowing them to enter the workforce earlier. Opportunities for earning college credit while in high school fall into two distinct categories—opportunities to obtain **transcripted college credit** and opportunities to obtain **articulated college credit**.



Students receive **transcripted college credit** when they have been admitted to college and complete a course that the college offers through its existing programs. Ohio's dual enrollment program, College Credit Plus, is an example of a program where students receive transcripted college credit.

Students can receive **articulated credit** when they participate in an activity that has been aligned with the outcomes of a college course. The credit students earn for achievement on Advanced Placement (AP) exams or completing aligned secondary career-technical education courses is an example of articulated credit.

Ohio enjoys one of the most respected and comprehensive systems of articulation and transfer in the United States. The state has developed a robust process for determining which career-technical education courses offered at the secondary level qualify students to receive articulated credit for an equivalent course at the postsecondary level. In addition to this statewide process, there are also mechanisms in place for secondary and postsecondary institutions to enter into specific agreements to determine which secondary career-technical education courses or programs, not part of the statewide process, are eligible for articulated credit at the postsecondary institution party to the agreement.

While there are clear opportunities for students to receive articulated credit through their participation in career-technical education courses and programs, persistent evidence indicates that students are not able to fully take advantage of these opportunities for a number of reasons. Some of the limiting barriers identified by stakeholders include:

- Lack of clarity for students and parents on the differences between articulated credit and transcribed credit, and the relative value of articulated credit and transcribed credit;
- Lack of clarity for students, faculty members, and secondary and postsecondary counselors, admissions officers, and registrars regarding which career-technical education courses and programs offered at the secondary level qualify students for postsecondary credit;
- The absence of a clear and standard process for documenting that the courses and programs students have taken are eligible for postsecondary credit;
- The timing around when a student receives postsecondary credit for eligible courses taken and successfully completed (i.e., articulated credit is awarded AFTER a student matriculates into a postsecondary institution);
- Lack of cohesion and coordination between ODE and ODHE regarding the development and dissemination of materials, guidance, and messaging relating to articulated credit opportunities in career-technical education; and
- Lack of personnel at the state level specifically dedicated to assisting the field in navigating articulated credit opportunities for career-technical education.

To address the charge of the General Assembly and the concerns raised by stakeholders, this report does the following:

- **Reviews the current landscape of articulated credit opportunities in career-technical education;**
- **Examines perceived and real barriers limiting students' ability to take advantage of articulated credit opportunities in career-technical education;**
- **Analyzes and compares the processes for awarding articulated postsecondary credit for completing secondary career-technical programs and for awarding transcribed college credit following completion of college courses in the College Credit Plus program;**
- **Examines technology solutions currently in place (Career-Technical Articulation Verification program – CTAV) targeted at meeting the challenges of awarding credit in career-technical education; and**
- **Offers comprehensive recommendations for improving information dissemination, communication, and interaction with the field regarding articulated credit opportunities in career-technical education.**

SECTION II

Current Landscape for Receiving Articulated Credit for Participation in Secondary Career-Technical Education

ARTICULATION AGREEMENTS

Secondary career-technical education that is eligible for postsecondary credit is recognized through an articulation agreement. Articulation agreements are formal agreements between two or more institutions specifying, in detail, how learning completed at one institution will be accepted and applied by another institution toward its courses, certificates, or degree programs. Such agreements can occur between two institutions (bilaterally), among more than two institutions, or through a statewide system. Articulation agreements detail course equivalency, program-to-program linkages, and the assessments necessary to validate learning outcomes.³

Statewide articulation of career-technical programming is managed through the Career-Technical Assurance Guide (CTAG) system, which is managed by ODHE through the Ohio Articulation and Transfer Network (OATN). CTAG agreements guarantee the recognition

of learning, in agreed-upon areas, that occurs in Ohio's public college and university programs, Ohio Technical Center (OTC) programs, and in Ohio secondary career-technical programs by awarding students equivalent college credit without unnecessary duplication of work or institutional barriers. Students completing agreed-upon courses and programs are awarded college credit toward technical courses and programs at any Ohio public college or university with a corresponding program.

Early efforts at developing CTAGs were directed at addressing transfer issues of **postsecondary** students moving from one higher education institution to another. When it became clear that a number of courses and programs offered at the **secondary** level contained learning outcomes consistent with courses and programs at the postsecondary level, the state developed an alignment

³ [The Ohio Articulation and Transfer Policy](#). Ohio Department of Higher Education. October 2019.

process in order to facilitate the awarding of postsecondary credit to secondary students participating in aligned programs.

The Secondary Career-Technical Alignment Initiative (SCTAI) is a collaborative effort among ODHE, ODE's Office of Career-Technical Education (CTE), and Ohio's public institutions of higher education. The goal of this initiative is to create CTAGs **specifically for secondary high school students** who complete agreed-upon career-technical coursework and assessments. This is accomplished through curriculum alignment of secondary career-technical content standards and postsecondary coursework learning outcomes.

The SCTAI process has been successful in the development of 42 CTAG areas resulting in 100 unique career-technical education courses throughout the various secondary career-technical education career fields. To earn college credit through the secondary CTAG process, a student must meet the following criteria:

- Complete the secondary CTE/CTAG course, earning a passing grade;
- Earn the college credit score on the Center on Education and Training for Employment (CETE) Exam; and
- Matriculate to an Ohio community college or university that offers the approved CTAG course.

A student who completes the secondary CTAG process as described above is eligible for **articulated credit**. Once the student enrolls in an Ohio public college or university that offers the CTAG course, the credit is placed on his or her transcript. An important characteristic of articulated credit is the fact that a student can take the secondary course and exam **without being admitted** to the college or university. Once they matriculate to the college or university of their choice and it is determined that the credit would be beneficial to their postsecondary studies, they can have the credit added to their postsecondary transcript.

As mentioned earlier, there are also articulation agreements that fall outside of the statewide CTAG articulation process. Before the creation of statewide CTAGs, many local bilateral transfer agreements existed. Unlike statewide CTAGs, credit earned through a bilateral articulation agreement is guaranteed to be recognized only at the institution(s) subject to the agreement, and covers only the terms and conditions in the agreement.

According to state policy,⁴ bilateral articulation agreements are allowed only for courses and programs for which statewide articulation agreements do not exist. This is because statewide agreements allow for consistency in the amount of credit awarded for career-technical education coursework and transferability. Bilateral agreements do not offer these benefits to students because they are valid only among the institutions involved in the agreement. However, local bilateral agreements still exist and serve a good purpose, especially to meet unique local workforce needs or for emerging programs that are not offered widely across the state. Even with local bilateral agreements, students need to matriculate to the institution that is part of the agreement to receive credit.

4 Ibid.

SECTION III

Challenges to Maximizing Articulated Credit Opportunities for Career-Technical Education Students

In 2014, a report was jointly released by the Ohio Department of Higher Education and Ohio Department of Education that examined the difficulty of recognizing when secondary students earn postsecondary career-technical education credit. In that report—titled “Postsecondary Credit Opportunities in Career-Technical Education”—the workgroup noted the following:

Developing seamless transitions between high school and postsecondary endeavors is a critical step in increasing the chances of students persisting in postsecondary education and career environments. For students who have taken steps to accumulate college credit while in high school, an important component of their transition to postsecondary education is knowing exactly how much credit they have earned and knowing exactly how that credit can be used toward their postsecondary educational aspirations.

A common theme that emerged from the stakeholder working group was that there is little transparency and much student and family confusion about the CTE postsecondary credit earned in secondary programs. The confusion extends to postsecondary institutions and can create inconsistencies relating to the amount of credit conferred upon the student. CTE students take the vast majority of courses that lead to the accumulation of articulated college credit at their high schools. This means that the only official documentation of courses taken and credits earned



.....

is on the student's high school transcript. As it currently stands, high school transcripts do not generally contain any recognition that a student has taken a high school class that has also earned them articulated postsecondary credit.

In order to compensate for the absence of postsecondary credit recognition on the high school transcript, ODHE and ODE together created a "verification form" that CTE students request. It is completed by the secondary CTE instructor, officially stamped by the CTE school, provided to the postsecondary admissions office, and used to determine whether the student earned postsecondary credit in a manner that allows that IHE to confer the credit upon the student. The form covers only coursework that has been identified as part of the statewide articulation guarantee and places a significant burden on students to demonstrate that they have earned postsecondary credit.

The burdens are even greater on students participating in bilateral agreements, where standard forms are not the norm. For CTE students taking coursework that is subject to a bilateral agreement, the information pertaining to the course and credit is reported to the state through the Education Management Information System (EMIS), but is not required to be included on a student's high school transcript. According to stakeholders, students often are required to deal with multiple offices at the postsecondary institutions to verify that the coursework taken was subject to a bilateral agreement, and the students often are unaware of the amount or application of credit they are due upon matriculation to the institution.⁵

⁵ Postsecondary Credit Opportunities in Career-Technical Education. (2014). *Ohio Board of Regents and Ohio Department of Education.*

The issues identified in the 2014 report, "Postsecondary Credit Opportunities in Career-Technical Education," released jointly by ODHE (then the Ohio Board of Regents) and ODE, continue to be reflected as primary concerns of the current workgroup examining these issues. Particularly, the workgroup highlighted the lack of clarity and widespread confusion that exist in the K-12 area regarding which secondary career-technical education courses/programs qualify for postsecondary credit.

There was significant conversation underscoring how this lack of clarity and confusion inhibits students from taking advantage of the knowledge and skills they have accumulated when moving on to postsecondary education, thereby increasing the likelihood that they repeat and pay for coursework where credit for the course should already have been recognized.

The workgroup examined the current processes used to communicate dual credit opportunities in career-technical education, and found that, while there is a substantial amount of information produced by ODE and ODHE relating to potential opportunities, there is not a coordinated strategy to ensure that information regarding these opportunities gets to students and parents. The workgroup also found that education personnel charged with assisting students navigating their educational choices do not have a consistent understanding of the opportunities available for students and are not sure how to counsel them.

Even if students are aware that the courses they have taken should count for postsecondary credit, the lack of a standardized process for recognizing the credit places a substantial burden on students to ensure that the credit is applied at the

postsecondary institution. Until recently, students had only the “verification form” mentioned above as a “quasi-official” representation of the credits that they have earned. It was also determined that there were inconsistencies regarding where students should present the verification form within a postsecondary institution and how an institution verified and applied earned credit.

One of the potential solutions discussed within the workgroup to address credit recognition challenges is for the state to develop a process whereby secondary students taking career-technical education courses that qualify for postsecondary credit through the statewide CTAG process receive transcribed credit from a postsecondary institution at the completion of the qualifying secondary course. The rationale being that the courses the students are taking have been vetted by secondary and

postsecondary institutions and have been determined to be eligible for postsecondary credit. It was argued that transcribing credit at the successful completion of the course would provide a real-time official record of the credit earned that is clearly understood and universally recognized. Workgroup members advocating for this solution pointed to the state’s College Credit Plus (CCP) program as a model already in practice where secondary students receive transcribed credit at the completion of a postsecondary course.

The first step taken by the workgroup to evaluate this proposed solution was to analyze how the CCP program worked in comparison to how articulated CTAG credit is earned in secondary career-technical education institutions. A discussion of that analysis follows this section.

SECTION IV

The State's College Credit Plus Program

College Credit Plus (CCP), Ohio's dual enrollment program, provides students in grades 7 through 12 the opportunity to earn college and high school credits concurrently by enrolling in courses offered by Ohio colleges and universities. The program is a collaborative effort between the Ohio Department of Education and the Ohio Department of Higher Education at the state level, and among secondary schools and colleges and universities at the local level. The purpose of the program is to promote rigorous academic pursuits and to provide college-ready students an opportunity to jump-start their postsecondary studies while in high school. Students in the CCP program are able to reduce the time and cost needed to earn a postsecondary credential, some earning associate degrees and/or certificates prior to high school graduation at no cost to them.



CCP PROGRAM REQUIREMENTS

Participation in the program begins with students meeting statewide eligibility requirements. Current law requires that prospective CCP students meet college-readiness standards in order to be considered for the program. Colleges must provide one assessment exam to students who have applied and must determine whether

students have met eligibility requirements using minimum-level scores that have been approved by public college/university presidents. Students must also meet the admission requirements of the college/university, which are the same as expected for undergraduate students at the institution of higher education.

Each college must assign an academic advisor for CCP students. This advisor must share a variety of information with the students including how to access academic support services, and pertinent deadlines related to registering and withdrawing from the college courses. Students also must meet the satisfactory academic progress (SAP) standards of the college or university they are attending. Each institution sets its own SAP policy and must monitor student performance. Finally, students must meet minimum CCP performance measures. Secondary schools must monitor student performance and if students are determined to be underperforming, the secondary school must place students on CCP Probation or CCP Dismissal, according to the administrative rule.

Four delivery modes are available for College Credit Plus: 1) online, 2) on the college campus, 3) at the high school with an approved high school teacher, or 4) at the high school with a college faculty member. For the option of a college course being offered at a high school, the college must choose to permit this course to be offered and must review and approve the high school teacher's credentials. These credentials include but are not limited to the undergraduate and graduate college coursework based on requirements of the Higher Learning Commission and the ODHE's program approval standards.

The delivery modes also guide the payment structure for College Credit Plus. Payments are deducted from the state foundation payments made to the public secondary schools and re-directed to the college or university providing the instruction. Default rates are statutorily defined, but colleges and secondary schools can negotiate alternative funding agreements for tuition, books, and other expenses.

In order to offer a course at the high school location, the course must be the same course with the same expectations as at the college campus and must be an existing course in the college's catalog. The approved secondary school teacher must use the same syllabus, assignments, quizzes, materials, textbooks, and grading scale that the college requires

of courses on the college campus. During the time of the course offered at the secondary school, the teacher serves as an "adjunct" faculty member for that college.

In summary, CCP is a "dual enrollment" program—the grades that students earn in the college course are placed both on the students' permanent

college record and on the students' high school transcript. Under CCP, successfully completed college courses substitute for high school units/credits and apply toward high school graduation requirements. Thus, successful completion of college courses allows students to utilize the college credits earned to meet both high school graduation requirements and get a head start on completing postsecondary credentials.

CCP is a "dual enrollment" program – the grades that students earn in the college course are placed both on the students' permanent college record and on the students' high school transcript.

A summary of key CCP requirements can be seen in **Figure 1**.

Figure 1. College Credit Plus (CCP) Program

KEY CHARACTERISTIC	RESPONSIBLE PARTY	DESCRIPTION
Student Eligibility	State and IHE share responsibility	Students must be assessed and shown to meet state college readiness benchmarks and IHE's placement requirements
Admission	IHE	Student must meet postsecondary institution's admission requirements
Enrollment and Registration	IHE	Student meets with an IHE advisor to select courses and complete enrollment at IHE
Course	IHE	Course is under the control of IHE and appears in its catalog
Faculty	IHE	IHE ensures that Faculty meet HLC and ODHE standards
Assessment and Grading	IHE	Faculty use IHE standards for assessment and grading; IHE grade used on both college and high school transcript
Credit Transcription	IHE and Secondary	IHE grade transcribed on both the IHE and secondary transcript
Funding	Secondary and IHE share costs	ODE redirects a portion of a district's foundation funding to the IHE providing the course

HOW CCP REQUIREMENTS DIFFER FROM ALIGNED (CTAG) SECONDARY CAREER-TECHNICAL COURSE REQUIREMENTS

CCP program requirements for transcribed credit differ from the requirements of the secondary CTAG process for articulated credit. One difference is that students participating in secondary CTAG courses do not need to meet state college-readiness expectations. A second difference to keep in mind is that the re-direction of foundation funding from the local district to an institution of higher education does not occur.

Aside from those differences, there are two core areas of distinction. The first is that secondary career-technical education courses and programs are under the control of the secondary school providing the instruction, rather than the college. The secondary school delivering the instruction (in compliance with state law) determines student participation

requirements, teacher credentialing standards, course content, and assessment and grading protocols. A second core area of distinction is that the students in these courses have not established a direct relationship with a particular postsecondary institution; they have not been admitted, nor have they been assigned an advisor to help them plan their college experience and access any necessary postsecondary resources.

The overarching distinction is that CCP courses are college courses controlled by the college, while CTAG courses are secondary courses controlled by the secondary school. Because of this fundamental difference, completion of a CTAG course does not result in transcribed college credit at the completion of the secondary course.

A summary of CTAG requirements can be seen in **Figure 2**.

Figure 2. CTAG Process

KEY	RESPONSIBLE PARTY	DESCRIPTION
Student Eligibility	Secondary	Eligible for Secondary Career-Technical Education program
Admission	NA	Student not admitted to IHE
Enrollment and Registration	Secondary	Enrolled in secondary CTE course that is aligned to a CTAG
Course	Secondary	Secondary career-technical course under local control, in alignment with state CTE standards
Faculty	Secondary	Meets ODE and local requirements for a secondary career-technical instructor
Assessment and Grading	Secondary	Secondary teachers use secondary standards to assess students and assign a grade
Credit Transcription	Secondary and IHE	Grade placed on high school transcript at the conclusion of the course; articulated credit awarded at IHE after student matriculates at IHE and provides appropriate documentation

DEVELOPMENT OF A HYBRID MODEL

Although there are fundamental and inherent differences between how the CCP program operates and how the CTAG process operates, many members of the stakeholder group would, ultimately, like to see CTAG courses result in transcribed college credit at the conclusion of the secondary course. Based on that desire, a “hybrid” model that combined some aspects of the CCP program and some aspects of the statewide CTAG program was generated as a potential solution.

The potential components of a hybrid model can be seen in **Figure 3**, but to briefly summarize: 1) Students would not be required to meet state eligibility requirements, but would need to be admitted to the college or university that would transcript the credit; 2) The secondary career-technical education program would maintain control of course content and grading, but secondary

faculty teaching the course could need to meet appropriate college credentialing requirements; 3) A small portion of the state foundation funding would be directed to the college or university transcribing the credit; and, most importantly, 4) The student would receive non-graded transcribed credit at the completion of the secondary course.

While the hybrid model provided a potentially attractive alternative, transcribing CTAG credit (or credit from bilateral agreements) without all the protections in place for the CCP program raised possible accreditation issues for institutions of higher education. To fully explore this possibility, ODHE reached out to staff members at the Higher Learning Commission (HLC), which is the regional accreditor for institutions of higher education in Ohio. What the workgroup learned from HLC is addressed in the next section.

Figure 3. Proposed Hybrid Process

KEY CHARACTERISTIC	RESPONSIBLE PARTY	DESCRIPTION
Student Eligibility	Secondary	Eligible for Secondary Career-Technical Education program (students do not need to meet state college readiness benchmarks and IHE’s placement requirements)
Admission	IHE	Meet admission requirement at IHE (some IHEs are open admission)
Enrollment and Registration	Secondary	Enrolled in secondary CTE course that is aligned to a CTAG; enrolled concurrently in IHE that offers the aligned CTAG course
Course	Secondary	Secondary career-technical course offered at secondary level, but aligned with IHE CTAG outcomes
Faculty	Secondary	Meets ODE and local requirements for a secondary career-technical instructor (may consider requiring instructor to meet HLC requirements)
Assessment and Grading	Secondary	Secondary teachers use secondary standards to assess students and assign a grade
Credit Transcription	Secondary and IHE	Grade placed on high school transcript using grade assigned by career-technical instructor; credit also posted on IHE transcript as non-graded credit



**SECTION
V**

Analysis of the Higher Learning Commission (HLC) Regulations

In a series of emails and phone calls, staff members from ODE and ODHE consulted with staff members at the Higher Learning Commission (HLC) about the potential for earlier transcription of college credit aligned with statewide CTAG agreements.

After discussing Ohio’s CCP program, which results in transcribed college credit upon completion of the college course, and Ohio’s statewide CTAG program, which results in articulated college credit once a student matriculates, we presented the hybrid model described above. In a January 23, 2020 letter (which can be seen in Appendix D), HLC’s conclusion was, “After further internal discussion, it was determined that HLC’s requirements would not support matriculating high school students in the manner described given its variance from standard practices in higher education.” Areas of serious concern related to HLC’s policies for oversight of educational programs and policies for student recruiting and admissions.

HLC’s conclusions raised serious doubt as to whether a statewide process would be allowable under current HLC standards and assumed practices.

HLC’s conclusions raised serious doubt as to whether a statewide process where institutions of higher education routinely admit secondary career-technical education students prior to graduation from high school and grant credit for secondary career-technical education courses would be allowable under current HLC standards and assumed practices. With this potential regulatory barrier in place, the workgroup examined alternative methods of meeting the challenges of recognizing earned credit through the state’s articulation process.

SECTION VI

Career-Technical Articulation Verification (CTAV)

The Career-Technical Articulation Verification (CTAV) program is a collaborative effort between the Ohio Department of Education (ODE) and the Ohio Department of Higher Education (ODHE) to facilitate career-technical postsecondary transfer credit opportunities. CTAV integrates ODE and ODHE career-technical education program approval processes through the exchange of data between the two agencies.



The primary goals of CTAV are to: 1) simplify the process for secondary students to access Career-Technical Assurance Guide (CTAG) credit; 2) simplify the approval process for secondary career-technical education (CTE) institutions and increase their participation in the CTAG process; and 3) provide a reporting mechanism that will inform stakeholders how many CTAG credits are being awarded by Ohio's public colleges and universities.

The implementation of CTAV comprises three phases:

PHASE I

Eliminate the need to submit a paper verification form for those students who have completed a secondary course that aligns to a CTAG and earned the required score on the end-of-course examination (WebXam) in order to access the credit.

Historically, secondary students, career-technical education instructors and administrators, and higher education institution personnel would be involved in the creation, submission, and evaluation of a paper verification form to determine if a student met all of the requirements to access CTAG credit. Sometimes, this process was not started at all as the student or career-technical education institution was unaware that the student had completed a course/program that was eligible for CTAG credit. The process may also have not been completed or delayed as a result of incomplete or incorrect forms being submitted to the higher education institution, or the forms being transferred across several departments at the college or university.

Information provided on a paper verification form is now available electronically to public colleges and universities as a result of Phase I. ODE annually submits student assessment data to ODHE that is uploaded into ODHE's Higher Education Information (HEI) system.

This data includes information for students who have met the requirements in order to access CTAG credit. College and university personnel may now retrieve CTAG credit availability reports in HEI by submitting requests into the system using a secondary student's Statewide Student Identifier (SSID). This process has been implemented at all public colleges and universities using student assessment data from academic years 2018 and 2019. To date, 46,435 distinct SSIDs have been uploaded into HEI.

Retrieving this information in HEI is possible only if the public college or university has access to the student's SSID. To promote use of the system and eliminate the need to submit the paper verification form, ODE has communicated to all districts the importance of placing the SSID on a student's high school transcript and submitting WebXam scores into the Education Management Information System (EMIS) during the assessment period as soon as possible.

PHASE II

Eliminate the process of secondary career-technical education institutions manually creating courses and matches in ODHE’s Course Equivalency Management System (CEMS) for those secondary courses that align to a CTAG and require a Certificate of Affirmation.

Participation in the CTAG process previously required the secondary career-technical education institution to have access in, and submit course and CTAG alignment information into, ODHE’s CEMS. This process would include providing information typically found in a course syllabus or program outline, and a statement of affirmation that included district and location information, EMIS code and ODE course information, CTAG information, and the instructor and administrator signatures.

Sometimes, this process was not started at all as a result of the secondary career-technical education institution being unaware that CTAG credit was available to students based on the coursework offered at their institution. Additionally, the process may have been delayed, or a request was not approved, if the institution submission was incomplete or contained incorrect information.

This approval process has been automated with the implementation of Phase II. Secondary career-technical education institutions submit their CTE-26 application to ODE for approval, which now populates CTAG information and the affirmation assurances directly in the application. This data, submitted annually, is then uploaded into HEI and CEMS. The information in these files enables CEMS to auto-generate CTAG approvals that are loaded in the system and made available on ODHE’s public reporting sites.

Phase II was implemented using program approval data from academic years 2017, 2018, and 2019.

Prior to the implementation of Phase II, 129 districts participated in the CTAG process, with 2,193 CTAG approvals processed by manual submission and review. Post-Phase II implementation, 547 districts are now eligible to participate, with 25,053 approved matches in CEMS containing ODE courses with a direct alignment to a CTAG.

PHASE III

Develop a new reporting functionality that enables Ohio’s public colleges and universities to report which students were awarded CTAG credit and identify the effectiveness of CTAGs around the state.

Phase III development of CTAV is underway. Initially, the scope of the new reporting functionality was limited to collecting data on the awarding of CTAG credits at the postsecondary level. ODHE staff have explored options to develop a more comprehensive data reporting functionality that will give public colleges and universities the ability to provide information on various types of transfer credit awarded (e.g., CTAG, Transfer Assurance Guide (TAG), Ohio Transfer Module (OTM), Military Transfer Assurance Guide (MTAG), etc.).

The ultimate goal for Phase III of the CTAV process has evolved to reporting CTAG credit down to the articulation numbers created at ODHE. The information below outlines the plans to reach these goals. ODHE identified issues within CEMS that allowed for errant information to be entered as courses. Ohio Technology Consortium (OH-TECH) staff have started researching how to remedy this with plans to align the CEMS database to the newest OH-TECH standards. The schedule has permitted this to start in the fall of 2020.

There is an ongoing effort within ODHE to cleanse the data already entered into CEMS. OATN staff identified more than 16,000 courses that were entered into CEMS. These courses will serve as the bridge to research data between the CEMS and HEI databases. To date, OATN has aligned 97% of the courses in CEMS to its equivalent in HEI. The final 3% of the courses will require input from ODHE public colleges and universities to find the proper alignment. When the final 3% have

been cleansed, OH-TECH will implement the necessary changes.

Utilizing the HEI platform, public colleges and universities can currently submit data to report the total credit hours for students who were awarded CTAG credit. ODHE staff recognized an opportunity to enhance their reporting by adding the course for which CTAG credit was awarded from the public college or university to the Alternative Credit (AC) file submitted into HEI. This minor update, in conjunction with the updates above, will enrich ODHE reporting substantially. The education process will continue as time progresses and the reported data advances.

Conversations on how to report back to the secondary institutions have begun. Discussions on the level of detail needed to report back to the secondary institutions will shape how these reports are created. ODHE’s plan is to add reporting functionality that is as streamlined and easily accessible as the rest of the CTAV process. ODHE will continue to improve reporting as it is understood how to best serve those who are actively using the information.

The implementation of CTAV will save students, secondary career-technical education institutions, and institutions of higher education considerable time and resources by eliminating manual processes. CTAV data will show CTAG credits available to all secondary students who qualify, even if they are unaware that they are eligible to access credit. Students who had issues with or abandoned the paper

verification process can now be awarded credit via the CTAV process.

ODE and ODHE systems will contain identical institutional data. Secondary institutions offering career-technical education courses approved through the CTE-26 process are captured in HEI and CEMS, thus increasing the number of institutions eligible to participate in CTAGs.

A new reporting functionality may enable public colleges and universities to provide data on how many CTAG credits are being awarded and the areas in which CTAG credit is being awarded, and to better assist stakeholders to make informed decisions about which CTAGs are most effective, which may need to be modified, and where there may be opportunities to explore new CTAGs.

MILESTONES OF CTAV

DATE	MILESTONES
2017	Ohio Department of Higher Education (ODHE) staff explores possible third-party solutions to address the identified challenges.
January-June 2018	<ul style="list-style-type: none"> • After it is determined that a third-party resource isn't feasible, a business analyst is hired to research the possibility of developing an in-house solution utilizing existing HEI and CEMS infrastructure. • A plan is developed and presented to ODHE, ODE, and the Ohio Technology Consortium (OH-TECH). The plan emphasizes collaboration between ODHE and ODE through the integration of CTE program approval processes and the exchange of data between the two agencies. • ODE and ODHE staff begin discussing the "Synergies" project. The project aims to integrate ODE and ODHE CTE program approval processes.
August 2018	<ul style="list-style-type: none"> • Work on Phase I of the CTAV project officially begins. Leads from ODE, ODHE, and OH-TECH are identified to work on the project. Meetings are regularly scheduled to work on the project. • Items discussed as part of this scope of work include: <ul style="list-style-type: none"> » Current and future processes » Establishing technical requirements » Identifying needed data elements » Development, testing, and troubleshooting • Discussions and work of this nature continue through to the implementation of Phase I in July 2019.

DATE	MILESTONES
<p>October 2018</p>	<ul style="list-style-type: none"> • The State Superintendent of Public Instruction expresses financial support of the project. • The Synergies project is folded into the CTAV project and becomes Phase II of the project. • Meetings are regularly scheduled to work on the project. • ODE and ODHE CTAG course alignment data and certificate of affirmation assurances are uploaded into ODE’s CTE-26 program approval process for the 2019-2020 school year.
<p>November 2018</p>	<p>ODE and ODHE begin working on the data-sharing agreement.</p>
<p>December 2018</p>	<ul style="list-style-type: none"> • The Chancellor approves a new policy to support the CTAV project, better aligning CTAG credit eligibility information with ODE student assessment data. • A project manager is hired to assist the agencies in implementing CTAV.
<p>February 2019</p>	<ul style="list-style-type: none"> • A memorandum of understanding is executed, committing ODE funds to support the project. • A focus group of registrars and admissions staff from public colleges and universities is convened to review the CTAV process of accessing and retrieving CTAG credit information in HEI and how that might impact current institutional processes. • ODHE hires a consultant, a retired public university registrar, to work with the institutions and assist the project leads in the development and implementation of CTAV. The consultant continues to assist the institutions and agencies through the duration of this timeline.
<p>April 2019</p>	<p>A Data Sharing Agreement is executed between ODE and ODHE. Data to be shared between the two agencies include district and building relationship data, joint vocational school district relationship data, CTE program approval data, and student assessment information.</p>
<p>May 2019</p>	<ul style="list-style-type: none"> • ODHE staff sends a memo to the provosts and chief academic officers at each public college and university to provide an update on CTAV and identify institutional liaisons for the project. Institutions submit information for their CTAV contacts to the agency. • ODE begins submitting data to ODHE for FY 2017, 2018, and 2019.
<p>June 2019</p>	<ul style="list-style-type: none"> • ODE, ODHE, and OH-TECH staff conduct user acceptance testing on Phase I in preparation for implementation to the soft-launch participants. • ODHE staff present on CTAV at the Ohio Transfer Council Conference.

DATE	MILESTONES
<p>July 2019</p>	<ul style="list-style-type: none"> • A soft-launch of Phase I of CTAV is rolled out to five public colleges and universities using AY18 student assessment data. The institutions are trained on how to submit and retrieve files in HEI. ODHE staff correspond with the institutions throughout the summer and fall to document and troubleshoot their experiences with the system. • Final development and user acceptance testing is completed for Phase II. • ODE and ODHE staff present on CTAV at the Ohio Association for Career and Technical Education conference. • Preliminary work begins on a dedicated CTAV web page.
<p>August-December 2019</p>	<ul style="list-style-type: none"> • Phase II of CTAV is implemented in CEMS using ODE program approval data from AY 2017, 2018, and 2019. • ODE submits FY19 student assessment files to ODHE. These files allow public institutions of higher education to access credit availability information in HEI for purposes for awarding CTAG credit to students that completed coursework during the 2018-2019 school year. • The CTAV project manager and ODHE staff survey public colleges and universities to determine when a student has matriculated and when CTAG credit is posted to their transcript. • ODE and ODHE CTAG course alignment data and certificate of affirmation assurances are uploaded into ODE’s CTE-26 program approval process for the 2020-2021 school year. • ODE and ODHE staff present on CTAV at the following meetings: <ul style="list-style-type: none"> » CTAG workshop hosted by Fort Hayes Career Center » CTE Credit Transcript Workgroup meetings » Ohio Articulation and Transfer Network Advisory Council meeting » Ohio Articulation and Transfer Network Oversight Board meeting » Ohio Career-Technical Administrators Fall Conference » Southern Ohio Council for Higher Education Articulation Conference » Tech Prep Chief Administrators and Regional Coordinators meeting • To better accommodate students as they seek admission and enroll into public colleges and universities, ODE streamlines district reporting timeframes in order to provide student assessment information to ODHE in late spring/early summer.

DATE	MILESTONES
<p>January-February 2020</p>	<ul style="list-style-type: none"> • Training sessions are conducted by ODHE to rollout Phase I of CTAV to the remaining public colleges and universities. • ODE sends out a statewide communication to CTE administrators stressing the importance of including the Statewide Student Identifier (SSID) on student transcripts and submitting WebXam scores in the Education Management Information System (EMIS) as early in the assessment period as possible. • ODE begins submitting FY20 data to ODHE. • ODHE develops new CTAG guidance documents for the field to better identify what CTAG credit opportunities are available to students. • ODE and ODHE staff present on CTAV to CTE Credit Transcript Workgroup.
<p>March 2020</p>	<p>ODE, ODHE, and OH-TECH staff begin discussions on Phase III. The scope of Phase III is expanded to allow public colleges and universities to report other types of transfer credit in addition to CTAG credit.</p>
<p>April 2020</p>	<p>In response to COVID-19, ODE and ODHE issue a joint communication to allow the use of student grades, in lieu of the traditional end-of-course WebXam assessment, to determine CTAG credit eligibility.</p>
<p>May 2020</p>	<p>ODE FY20 data file submission to ODHE is complete. Secondary institution CTAG course approvals are generated in CEMS for courses offered during the 2019-2020 school year.</p>
<p>June-July 2020</p>	<p>ODE begins submitting FY20 student assessment files to ODHE. These files allow public institutions of higher education to access credit availability information in HEI for purposes for awarding CTAG credit to students that completed coursework during the 2019-2020 school year.</p>

SECTION VII

Recommendations

The recommendations of the workgroup are specifically targeted at addressing existing challenges in the process of recognizing when postsecondary career-technical education credit is earned by secondary students and improving the processes for communicating dual credit opportunities to educators and students. The workgroup is confident that these challenges can be addressed by building upon the strong foundation the state already has in place to support career-technical education.

To achieve the goal of addressing the challenges identified in this report, the state will need to pursue multiple short- and long-term strategies. CTAV is currently under way and has the potential to immediately improve how the state identifies, awards, and tracks postsecondary career-technical credit earned by secondary students. The timely completion of this project should be among the state's highest priorities.

The state can also make immediate strides in improving the processes for communicating career-technical postsecondary opportunities to students and educators. There is already a successful blueprint in place in the state's CCP program for communicating dual credit opportunities, rules, and regulations to the field. Developing a successful process of communication in CCP did not happen

overnight. It took working with the field to develop identified contacts, working with those contacts to determine what information was most useful to the education community, developing a central place where information can be found, developing a series of yearly workshops to provide the field with updates on the program, and developing feedback mechanisms to keep abreast of issues happening in the field that need to be addressed. Because CCP affects students at the secondary and postsecondary level, the work of ODE and ODHE is coordinated and strategic in administering the program.

Admittedly, this same level of coordination and strategic administration is not currently occurring with respect to articulated credit opportunities in career-technical education.

Below is a complete outline of these and other recommendations offered by the workgroup.

I. Move the CTAV into Full Implementation by January 1, 2021

Action Steps

- The CTAV technology infrastructure is completed for phase 1 and phase 2 with limited reporting for phase 3 available now. Advancements in reporting to the secondary institutions from ODHE built into phase 3 will continue to improve throughout 2021.
- CTAV training will continue to be offered to all postsecondary institutions as refreshers and new trainings are needed. Regional training webinars are in works to assist constituents affected most by shifting duties at the Higher Ed institutions.
- Develop communication materials regarding the availability of CTAV for secondary schools.
- Increase efforts to encourage postsecondary institutions to submit more secondary career-technical courses to ODHE for CTAG approval.
- **Establish appropriate incentives for secondary school districts to include SSIDs on high school transcripts.**
- Establish a workgroup to monitor the rollout and report on the effectiveness of the strategy.
- **Identify representatives from secondary school districts and postsecondary institutions to work together to develop a road map for establishing new CTAG areas.**

Section VI of this report details how the CTAV project will improve the way career-technical education postsecondary credit earned by secondary students is recorded, identified by postsecondary institutions, and eventually awarded to the students at the postsecondary level. Completion of this project represents the best opportunity for immediate improvement and goes a long way toward addressing many of the challenges identified by the workgroup. Specifically, completion of CTAV will virtually eliminate the burden on secondary students to track the postsecondary credit they earn, eliminate the paper verification process, eliminate the need for students to navigate higher education institutions to determine where to submit a paper form, and ensure that their credit is applied. This entire process will be automated in the CTAV technology solution. The CTAV project will also allow the state to generate reports to determine how much CTE credit earned at the secondary institution was awarded higher education credit at the postsecondary level.

For CTAV to work as intended, ODE and ODHE will need to work in coordination with the field to communicate the benefits of the technology solution and provide training to all postsecondary institutions to ensure the technology is implemented as soon as possible. One of the most important keys to success is ensuring that the SSID is on every student's transcript. The SSID is what will be used by postsecondary institutions to search CTAV to determine credits earned. Not every school district currently includes the SSID on a student's transcript. Creating incentives for all school districts to include the SSID on every transcript is one of the key action steps identified above.

II. Refine current and develop new, clear, and concise communication materials for students, educators, and families regarding opportunities for earning secondary career-technical college credit while in high school.

Action steps

- Establish a joint communication workgroup of ODHE, ODE, and education stakeholders
- Establish a Career-Technical Education Advisory Group
- Inventory current communications materials
- Review CCP materials' structure and format
- Identify one centralized location for career-technical education information
- Conduct an immediate gap analysis with respect to the communication processes between the two postsecondary credit opportunities and bring the career-technical process up to CCP standards where appropriate.

The specific issues covering this recommendation are detailed in several areas of this report and more specifically in the forward to this section. The action steps listed here should be prioritized in the state's plan moving forward, with the goal of implementing these actions steps by July 2021.

III. Review Eligibility Requirements for Participation in College Credit Plus

Action Step

- Establish a working group to review the efficacy of using measures in addition to or in lieu of standardized test scores to determine eligibility for students pursuing opportunities through CCP, including career-technical educational opportunities.

As detailed in section IV, one of the pathways for secondary students to earn CTE postsecondary credit is to take postsecondary CTE courses through the CCP program. One of the issues that continues to be discussed in the CCP program is how to best determine when students are college ready. Currently, the primary process used by the state to determine college readiness is to review the results of a standardized test. Many in the field have advocated that the state become more diverse in its processes to determine who is ready to participate in the program by using measures other than test scores. There is also a growing amount of literature suggesting that measures in addition to or in lieu of standardized tests are more appropriate to use in determining readiness for postsecondary education. Using measures other than a standardized test may result in more students interested in CTE becoming eligible to participate in CCP. A working group should be established to determine if there are relevant and sufficient reasons for the state to change its processes. Using measures other than standardized tests may result in more students interested in secondary career-technical education becoming eligible to participate in CCP. The workgroup will complete its review by February 1, 2021.

IV. Establish—where possible—standardized templates for the development of bilateral agreements for articulated credit between secondary and postsecondary institutions, including requirements on what information needs to be conveyed to students regarding when and how college credit will be received pursuant to an established agreement.

Section II outlines the process for articulating credit earned at secondary career-technical education institutions that falls outside the statewide articulation process or bilateral agreements. The bilateral articulation process is primarily governed by the institutions subject to the bilateral agreement. Because these agreements are institution specific, they vary in substance and quality of information. The bilateral agreement process also suffers from many of the communication issues outlined in this report. Additionally, the CTAV technology solution recommended by the workgroup will not cover the bilateral agreement process because bilateral agreements are outside of the statewide process, and courses subject to bilateral agreements will not be reflected on the high school transcript. Therefore, they will not be able to be tracked through CTAV’s automated process.

Creating standardized templates and identifying the minimum information that must be contained in a bilateral agreement will allow students to have the same standard and quality of information regarding these opportunities and will assist educators in their efforts to effectively counsel students with respect to this process. The goal is to have templates in place by August 1, 2021.

V. Review the feasibility of re-prioritizing internal resources to provide dedicated personnel to direct ODE and ODHE strategic efforts to communicate and advance career-technical college credit opportunities.

One of the core strengths of the CCP program is the dedicated personnel whose sole responsibility is administering the program. This central focus has been instrumental in facilitating the growth of the program year over year and has allowed the program to be responsive to needs and issues identified by stakeholders. This recommendation urges the state to evaluate whether creating a similar structure for career-technical education postsecondary opportunities would be beneficial to advancing CTE initiatives in Ohio. The goal of executing Recommendation V would be to have personnel in place by spring 2021.



SECTION VIII

Conclusion

The recommendations contained in this report outline a clear path for improving how postsecondary opportunities in secondary career-technical education programs are communicated, accessed, tracked and awarded. The development of these recommendations took the experience, input, and cooperation from a wide variety of career-technical education stakeholders representing all sectors of career-technical education. The process confirmed the value of career-technical education to the state of Ohio and underscored the importance and urgency of effectively addressing the challenges faced by students seeking postsecondary career-technical education opportunities.

Establishing recommendations cannot be the end of the process. The same spirit of cooperation that went into identifying these recommendations must now be channeled into seeing them come to fruition. No single recommendation identified by the workgroup represents the “answer” to all of the identified challenges. Each recommendation represents a building block toward building a comprehensive solution. If done effectively, the state will have a reliable, and seamless process of awarding postsecondary career-technical education credit that will effectively solve the problem of—as one member of the workgroup phrased it—“career-technical students leaving credits on the table.”

The recommendations outlined in this report do not preclude the continued exploration of new ideas and models that could possibly benefit students seeking postsecondary opportunities in career-technical education going forward. The state is committed to continue its dialogue with HLC to discuss potential refinement of some of the ideas regarding transcription of credit presented throughout this process that are not currently supported by HLC regulations.

Enacting these recommendations presents a real opportunity to address critical challenges facing Ohio’s career-technical education students as they attempt to advance their postsecondary careers. The workgroup stands ready to assist the Chancellor and Superintendent in any way deemed necessary to ensure that the recommendations are successfully implemented.

Appendix A: Model for Transcribing Bilateral Articulated Credit

As discussed in Section V, the staff—on behalf of the workgroup—reached out to the HLC for an opinion on the possibility of creating a statewide process for transcribing credit for secondary career-technical courses. HLC concluded that a statewide process for transcribing credit for secondary career-technical courses prior to a student graduating from high school and matriculating to a postsecondary institution was not appropriate. HLC pointed out that postsecondary institutions have the authority to transcribe credit when they have a direct relationship with students and the courses taken, meaning that the student has been admitted to the institution, the student receives advising from the postsecondary institution, and the student has taken courses under the control of the postsecondary institution and its faculty. In the secondary career-technical education articulation process, none of these traits is present.

In an attempt to address the issues raised by HLC and the need to better communicate to students the credits that they have earned pursuant to a bilateral agreement, a subcommittee of the workgroup proposed the model below. The intent of the model is to devise a process for immediately transcribing credit earned through bilateral agreements. Transcribing credit obtained pursuant to a bilateral agreement may be more acceptable to HLC because bilateral agreements allow for a close working relationship between a higher education institution and the students and faculty in its partner career-technical planning district. And, because the CTAV process does not apply to credits earned through bilateral agreements, immediate transcription of articulated credits earned as a result of bilateral agreements also frees students from the burdensome process of converting articulated credit into transcribed credit upon matriculation at the partnering higher education institution.

The proposed model below outlines a process where a student taking a course subject to a bilateral agreement would be notified of the opportunity to earn postsecondary credit for the course, would be concurrently enrolled at the secondary and postsecondary institution, and would have the course immediately transcribed upon completion of the course. As proposed, this model has the potential to provide the advantages described above. However, higher education institutions also need to be aware of potential challenges. Specifically, higher education institutions will need to discuss their process with HLC to ensure that the bilateral agreements that they construct are in alignment with HLC’s assumed practices and accreditation standards.

ALTERNATIVE MODEL FOR TRANSCRIBING BILATERAL ARTICULATED CREDIT

KEY STEP	RESPONSIBLE PARTY	DESCRIPTION FOR BILATERAL ARTICULATED CREDIT
Course Identification	CTE Secondary and Postsecondary	<ul style="list-style-type: none"> • Secondary CTE’s postsecondary partner reviews program courses of study to determine that the CTE secondary program competencies meet the required postsecondary course outcomes. • Identify the approved postsecondary articulated course in the college catalog at the partner institution that is equivalent to the approved articulated credit. • Bilateral articulated credit agreement is developed with these course alignments defined.
Eligibility	Student and CTE Secondary	Verify eligibility to enroll in secondary career-technical program.
Admission	Student, CTE Secondary and Postsecondary	Meet admission requirements for postsecondary institution offering corresponding articulated course
Enrollment/Registration	Student, CTE Secondary and Postsecondary	<ul style="list-style-type: none"> • Enroll in an approved secondary CTE course that aligns to an approved articulated postsecondary program. • Upon acceptance to the postsecondary institution, student has declared their intent to enroll. At this point the student can begin to create a college transcript of earned articulated credit, provided the student has enrolled in courses through CCP or as an incoming, matriculating student, whichever comes first.
Student Notification	CTE Secondary and Postsecondary	Notify student/family of enrollment and process for earning credit. Students must determine the specific postsecondary institution from which they want to earn credit if multiple bilateral articulated credit agreements are in place within a CTE pathway or articulated courses.
Grading Assessment	CTE Secondary and Postsecondary	<ul style="list-style-type: none"> • Utilize local secondary school grading policies. • Award student’s postsecondary grade and credit based upon agreed grading scale for each approved articulated course.

KEY STEP	RESPONSIBLE PARTY	DESCRIPTION FOR BILATERAL ARTICULATED CREDIT
Faculty Credentials	CTE Secondary and Postsecondary	Meet qualifications to serve as a secondary career-technical education instructor. In collaboration, CTE teacher and postsecondary faculty will collaborate to evaluate course learning outcomes and demonstrated proficiency.
Transcript	CTE Secondary and Postsecondary	<ul style="list-style-type: none"> • Posted on secondary and postsecondary transcript using grade assigned by the career-technical instructor based upon agreed grading/assessment for each articulated course. Course to be placed on the postsecondary transcript with a grade and notation that course/grade was earned via prior learning credit. • Course and grade posted upon completion of the course with student authorization (versus waiting until high school graduation). This will be determined via bilateral articulated credit agreement between CTE Secondary and Postsecondary.
Funding	CTE Secondary and ODE	Receive foundation formula funds for weighted career-technical allocation (if course is taught at secondary school location).
Student Matriculation to Undergraduate	Student	<ul style="list-style-type: none"> • Continue enrollment at partner postsecondary institution where credit was transcribed; OR • Transfer transcribed credit to another Ohio public institution with an equivalent program/ course.

Appendix B: Meeting Schedule

MEETING DATES AND ATTACHMENTS⁶

Meeting No. 1 – September 25, 2019

- Career-Technical Transfer Initiatives Overview
- Career-Technical Assurance Guide (CTAG) Guidance Document
- Career-Technical Articulation Verification (CTAV) Overview
- Scenarios for Application of CT² Credit

Meeting No. 2 – November 20, 2019

- Transcription of Grades CTE Workgroup Handout (version #1)
- Superintendent Edinger Best Practices presentation
- Career-Technical Articulation Verification Update

Meeting No. 3 – January 30, 2020

- HLC Memo
- Transcription of Grades CTE Workgroup Handout (version #2) – gray chart
- Career-Technical Articulation Verification Update

Meeting No. 4 – April 6, 2020

- Career-Technical Articulation Verification Update

Meeting No. 5 – April 23, 2020

- Career-Technical Education Sub-Workgroup Recommendations

⁶ The attachments can be found on the ODHE website: <https://www.ohiohighered.org/cte/credit-transcript-workgroup>

Appendix C: Workgroup Members

CAREER-TECHNICAL EDUCATION WORKGROUP MEMBERS

NAME	ORGANIZATION REPRESENTING ON THE WORKGROUP	TITLE, EMPLOYER
Dr. Nancy Luce	Ohio Association of Career and Technical Education	Superintendent, Upper Valley Career Center
Greg Edinger	Ohio Association of Career and Technical Superintendents	Superintendent, Vanguard Sentinel Career & Technology Centers
Brian Stetler	Ohio Association of Compact and Comprehensive Career-Technical Schools	Assistant Director, Tri-Star Compact Schools
Dr. Ron Schumacher	Ohio Association of Community Colleges	President, Terra State Community College
Sharon Schroeder	Inter-University Council of Ohio	Associate Director, College Access, Youngstown State University
Dr. Dean Hobler	Association of Independent Colleges and Universities of Ohio	Vice President for Academic Affairs/Provost, University of Northwestern Ohio
Sarah Unger	Ohio Association of Collegiate Registrars and Admissions Officers	Senior Assistant Director and Transfer Coordinator, Miami University
Melissa Tolle	Ohio Association of Collegiate Registrars and Admissions Officers	Chief School Partnerships Officer, Sinclair Community College
Chris Dorsten	Ohio Association of Collegiate Registrars and Admissions Officers	Executive Director, Enrollment Operations and Registrar, Cuyahoga Community College
Jack Miner	Ohio Association of Collegiate Registrars and Admissions Officers	Vice Provost, Enrollment Management, University of Cincinnati
Melissa Nowicki	Ohio School Counselors Association	School Counselor, Knox County Career Center

OHIO DEPARTMENT OF HIGHER EDUCATION ACKNOWLEDGMENTS

Dr. Paula Compton
Associate Vice Chancellor & Executive Director, Articulation & Transfer

Dr. Stephanie Davidson
Vice Chancellor, Academic Affairs

Shane DeGarmo
Assistant Director, Program Approval

Nick Derksen
Director, Legislative Affairs

Dr. Larisa Harper
Director, College Credit Plus

Joel Husenits
Creative Director

Dr. Krista Maxson
Associate Vice Chancellor of P-16 Initiatives

Jeff Robinson
Director, Communications

Charles See
Vice Chancellor, External Relations & Education Technology

OHIO DEPARTMENT OF EDUCATION ACKNOWLEDGMENTS

Leah Amstutz
Director, Office of Career-Technical Education

Wendy Casterline
K-12 Administrator, College Credit Plus

Ryan Curtis
Education Program Specialist, Office of Career-Technical Education

Carolyn Everidge-Frey
Executive Director, Center for Teaching, Leading and Learning

Jennie Stump
Policy Staff, Office of Policy and Legislative Affairs

Marjorie Yano
Director, Legislative Affairs

Appendix D: HLC Letter

LETTER FROM HIGHER LEARNING COMMISSION (JANUARY 23, 2020)



HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

To: Stephanie Davidson, Vice Chancellor, Academic Affairs, Ohio Department of Higher Education (ODHE)
From: Zach Waymer, Government Affairs Officer, on behalf of the Higher Learning Commission (HLC)
Date: January 23, 2020
Re: Transcription of Career-Technical Education Courses

Background

During the fall of 2019, ODHE asked HLC, a regional institutional accreditor whose geographic scope includes Ohio, to evaluate the practice of institutions of higher education (IHE) transcribing secondary career-technical education (CTE) courses for postsecondary credit taking into consideration HLC requirements.

Analysis According to HLC Requirements

Based on HLC's review of the information provided by ODHE and HLC's requirements, HLC's initial analysis is that an IHE that transcribes secondary CTE courses for postsecondary credit for non-matriculated students would potentially be out of compliance with various HLC requirements as articulated in HLC's [Assumed Practices, Criteria for Accreditation](#), and [Recruiting, Admissions and Related Institutional Practices](#). This could include, for example, HLC standards related to credit and academic quality practices, faculty qualifications, and consumer protection.

A follow-up query from ODHE clarified a desire to accelerate the process by allowing certain open admissions IHE's that may partner with specific school districts to matriculate high school students early and apply the relevant credit to their transcripts once they successfully complete the relevant CTE course. After further internal discussion, it was determined that HLC's requirements would not support matriculating high school students in the manner described given its variance from standard practices in higher education.

Specific HLC requirements that could be implicated include:

- Assumed Practice A.5.d (transparency regarding transfer credit)
- Assumed Practice B.1.e (rigor appropriate to higher education)
- Assumed Practice B.1.f (equivalent rigor of transferred courses)
- Assumed Practice B.2a (faculty roles and qualifications)
- Assumed Practice C.2 (transcription of credits)
- Criterion 2, Core Component 2.A (integrity of academic functions)
- Criterion 3, Core Component 3.C (sufficiency of faculty and staff)
- Criterion 4, Core Component 4.A (responsibility for the quality of educational programs)
- HLC's policy on Recruiting, Admissions and Related Institutional Practices (see especially, #8 and #9)

However, in general, HLC standards do allow that an IHE could award credit for prior learning, based on the successful completion of a standardized assessment administered by the IHE (or recognized third party enlisted to conduct a standardized examination) in accordance with its policies (see Assumed Practice B.1.g on prior learning). IHE's may then assess that learning, determine whether it is equivalent to the learning outcomes a student is expected to have gained in college coursework, and award credit (or advanced standing if appropriate) to that student.

Thank you for proactively engaging with HLC as ODHE continually works to achieve its goals.



 **OhioHigherEd.org**