

CCP Updates What You Need to Know- 20260129_200012UTC-Meeting Recording

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Bean, Donald 0:05

Well, good afternoon, everyone, and welcome to our January ODEP webinar. We are really glad you're with us today. My name is Donald Bean and I have the pleasure of serving as Chair of our Professional Development Committee. So before we jump in, I just have a couple of quick announcements.

First, stay tuned to be watching the listserv for information regarding our February webinar. We hope to have that all for you today to make an announcement on the topic and the date. We're still finalizing some of those details, but we do hope to have that soon, so stay tuned on that. And then second, please keep an eye.

On the list serve as well for an invitation to complete a membership professional development survey. We want your feedback. It's going to be what helps us create sessions that are actually useful and relevant to you. So your input is incredibly valuable and we want to hear.

It so be on the lookout for that. Now, if you're not on our listserv yet, you don't even maybe know what I'm talking about. Or if you've been having trouble with your subscription, send a message to us at odepassistant@gmail.com. I know you're not gonna remember that. I'm going to put that.

I think I can put it in the Q&A I might not be able to put that in the Q&A so everybody can see it. So let me say it one more time. Odep OADEP assistant@gmail.com. If you send an e-mail there, we'll make sure that you get taken care of and you can receive all the information you need from the listserv.

And finally, we do want today's session to be as valuable as possible for you. So as we go along, feel free to drop your questions into the Q&A feature. Don't be shy about that. If you are a little shy about making or asking a question with your name associated with it, no worries, you can submit questions anonymously as well.

So as we're going, drop your questions in the Q&A and I will be sure to let Becky know them so she can answer them in real time. And so, all right, with that, let's get to the good stuff. It's my pleasure to introduce today's speaker, Becky Stewart. Becky is the Director of College Credit Plus Program at the Ohio Department of Higher

Education, and she's here to share some important updates.
So Becky, thanks for joining us and the floor is yours.

 **Stewart, Rebecca** 2:19

Good afternoon, everyone. Let's see if I can be smart enough to share my screen here really quickly. If not, Donald's got my back, so.
But Nope, not there. Give me one second. Donald didn't have to you anyway.

 **Bean, Donald** 2:37

I might have to approve it. Try it again, Becky.

 **Stewart, Rebecca** 2:42

Now it's just showing me.
Yeah, do you mind?

 **Bean, Donald** 2:50

Do you want me to try?
No.

 **Stewart, Rebecca** 2:54

Sorry everyone. I think in a snowy day that everything is just cold and it doesn't want to work. See how easy that was for you.
Hey, well, as Donald said, I am Becky Stewart and I have the great pleasure and honor of serving as the Director of the College Credit Plus program on behalf of the Department of Higher Education, even though you'll notice that my slides mention the Department of Education and Workforce because we would not have money right to have college credit plus courses if we did not have the.
Department of Education and Workforce. So you can do you mind slipping through the slides for me, Donald? That would be great. Just to remind everyone, in case you don't know us, we have a pretty robust team now of folks.

 **Bean, Donald** 3:30

No problem.

 **Stewart, Rebecca** 3:40

But the main characters that you will see mentioned oftentimes are myself and then Tyrone Spencer, who is our program manager of College Credit Plus. Tyrone works with me on the Department of Higher Education side and then our funding application on public homeschool guru and everything. Odex is Wendy Castorline. She is the.

College Credit Plus Administrator at the Department of Education and Workforce, and many of you that came to the ODEP conference, I think were able to be introduced to Nick Klein, who is the newest person in the CCP world with us, and he's the College and High School Administrator at DEW as well.

They still, we still work together very closely with Graham Wood and Travis Taylor. Actually, that's Nick sits underneath them in the Office of Graduate Success. So we have a pretty robust team, even though we have a bigger team that meets every Tuesday morning to talk through every policy and legal question that you.

send us that we can't answer it right off the cuff. So today I was thinking about what I wanted to share with you all. Um I have the really exciting pleasure of talking about the annual report, and it actually was published back at the end of December.

We're going to do a little bit of legislative updates, talk about a few bills that either directly impact CCP or may have an indirect impact on College Credit Plus. We're going to talk about the funding application because it is that time of year. And then I'm going to show you some data from the annual report and talk about some resources because we've gotten questions recently.

Next slide.

Many of you who have listened to me talk, I think over the last probably six months or so have heard me mention House Bill 62. House Bill 62 was introduced goodness, I think last spring, man, maybe at least, yes, last spring. Representative Pizzuli is the sponsor. He is.

From my home region and House Bill 62 would directly impact College Credit Plus. I have shared these slides with Donald and all of ODEP, so they will be able to share these out with you, but just know that the little blue means that I have linked directly to the House bill.

And if you really love everything that is policy, you can actually go to that and up in the right hand corner you will see a spot that says track this bill and it will actually ask you to put your name into a little box and put your e-mail address.

And if you're interested in it, you can track it. And every time it moves from committee or if there's testimony, it will send you an e-mail and let you know. So

House Bill 62, there are multiple things in it, but the biggest items are favorite topics, textbooks.

And open educational resources. It would remove textbooks from the burden of paying for textbooks from high schools. It would also say that if a student chose to take a course.

That is actually offered in their building, but they did not take that course in the building. They chose to take it online. It actually says, well then guess what? You will drop down to this particular default rate, which would I think isn't the floor. Hopefully I'm not misspeaking, but it would drop to a lower default rate if that.

Bill passes. And then we also have Senate Bill 328 that just got introduced right before the holidays, I believe. That is a little bit of an extension of some work that you saw proposed in the biennial budget.

I know several of of college access organizations and things are standing behind this bill, but it creates a career coaching framework. And a piece that I find that's really interesting is it would actually create an initiative and it would be an education and workforce return on investment initiative.

And it goes all the way to the top of both agencies. So we would have several leads of agencies on this big consortia to basically talk about the return on investment and education in Ohio. So just some things to to keep your eye on. I know Senate Bill 328, there's been some testimony and it's moving pretty quickly so.

Go ahead.

I'm sure most of you that listen to me talk a lot are so tired of hearing me talk about Senate Bill 104, but my rule of thumb is I would rather talk about it too much and then you guys not know anything about it. So here we go. So Senate Bill 104 was actually something that was proposed over two years ago. It finally did get across. The finish line and became effective in February of 2025. And so I keep mentioning it because we had some things that kind of were implemented in different segments throughout the past year, but the biggest thing.

That it has impact on is an intent to participate deadline and I threw up all the legal legal language just for you guys. So if you're really, you know, want to get in the weeds with me, you can sit there and read that through. But basically in addition to there being a letter of intent deadline is April 1st now if a student misses that.

April 1 deadline, they can come to the district and or the administration right and say, well, hey, I may have missed that deadline, but say it's, you know, August 28th and I think I want to participate for spring semester. They are still allowed now as of

law they can submit a letter of.

Tent by November the 1st, but if you notice that the legal language says for the next semester or term only in that yellow highlighted, but they can do this. This is the first year that this has been into practice, so I can't give you a figure right of how many students are doing that.

Um, if we go to the next slide.

You will see that Tyrone, who is a wonderful human being, actually was proactive and said, you know, it would be nice if I could help our friends in the field and add a second checkbox that now includes the November 1st deadline. So if you're at a public school, here is the form. It is up on the website and I will show you.

You where that is here in a second. As we move towards the end of our presentation, I actually have it directly linked for you. Same thing goes then. Donald, you can go ahead.

Same thing then is applicable to non-public and home educated students. When I say we rolled things out in increments, this is one of the things we rolled out because those of us who work in this total realm know that not only do we have a bucket right, a foundation funds that we use for public school participants.

Then there is a line item of auxiliary services under DEW that is used for non-public school students. And then there's a separate separate set aside appropriation for home educated students to participate. So that made it a little bit interesting. This past year we were trying to figure out how to build the plane and flight at the same time.

But we did it and I don't really take credit for that. DEW figured it out. So props to them, props to Wendy for being patient and and surviving the process because basically we have a funding application that opens up. It is a portal and it will open up on February the 1st and you will see me talk about that.

More here in a second, but typically it's open from February 1st to that April 1st at 5:00 PM because for non public and home educated students, that letter of intent is actually built inside that funding application that is online.

You heard me say that we changed and said now we have an additional deadline. So we had to figure out a way to reopen that system and we did. And so moving forward, the system will reopen then again, shut down April 1st at 5:00 PM. It will award those students for hopefully the full academic year if by some chance there are some stragglers.

We will reopen that application September 1st and it will be open until November 1st

at 5:00 PM to see if any student who has not already applied. So it's for those who didn't apply, not for the ones that you know applied and didn't get the 15 hours that they requested. They only got 10. It's for someone who has not applied to the Portal before they can apply between that September one and November one window to receive funding for that next semester term only. Go to the next slide. I put a screenshot of the actual funding application in here. Just because it does go live on the first, it is hard to believe that we are already almost in February. Like where is this world? Like it's the time is flying, but it will open up automatically. The system is set up to do so.

It will shut down at 5:00 PM on April the 1st. And so if I convey nothing else today to anyone who works in this realm, please know that that is a firm deadline and that we as folks that work at the departments do not have the ability.

To go around that, it shuts down. It even shuts us down right at that period of time, and it would take a programmer or somebody on the back end of programming to reopen that application. One of the other things I always state is this is a portal that's wonderful, but there's a thing called Edchoice.

And edge choice scholarships gets they get submitted through this same way. And so the system kind of bogs down as it gets closer and closer to those deadlines. Um. There's a whole funding application manual that's linked to the DEW webpage. It should be up on our website soon as well if it's not already. But at the end of the day, this is an application that is run through the Department of Education and Workforce. So if we want folks to have the actual eyes into the system, that's going to be Wendy and I think Nick is getting access.

This week, but no matter what happens, if you have questions or you have folks that have questions about this, please drive questions directly to both of our inboxes because it makes it really easy then for all of us because we sit above all those inboxes and we can see.

Done. Yeah, sure.



Bean, Donald 13:53

We did have a question come in, Becky. So somebody asked, is the significant reduction in credits available for non-public students being addressed because their current sophomores are awarded only credits enough for one course through their entire year?

 **Stewart, Rebecca** 14:10

Yeah, great question. And and I can say as far as addressing as in we're paying attention, yes, we are. And it's a concern of those of us at the department. What I will say is this.

Folks oftentimes feel strongly about the fact that there seem to be sometimes, you know, in the homeschool realm, students might get 20 hours funded. And if I'm being fully transparent and honest, it is a set aside appropriation and they have managed. I say they as those that advocate for those students have managed. To get more funding, not tons, right, but a little bit increments added to that fund every biennial budget. What has not happened is a huge surge in homeschool participation. So we have anywhere a little less than 2000 students typically that participate in the homeschool realm.

But we also have over \$3,000,000 to spread around there and that right. And so when you have probably a third of what you see then on the non-public side, you are going to see students get more right that way. Now non-public side has only continued to grow as far as student participation is concerned and now we're looking 55.

506 thousand students, right? And something that also used to have very similar numbers to homeschool, but has only surged, especially since COVID. So as biennial budget discussions start again, we will be informing those discussions.

Um, but at the end of the day, those of you that are constituents and feel very strongly, by all means, please share that and what you're seeing with students, Um, and how it's inhibiting your students from taking the courses that they wanna take as juniors or seniors. It's OK to be honest, right? And and tell them how it's directly impacting those students.

The props to I know a lot of the homeschool parent associations go out and they advocate and and the legislatures, it listens to them. So non public's have the same ability to do so. But as departments, yes, know that we are trying to stretch every penny that we possibly can because at the end of.

Today, we're very committed to making sure that at least a student gets at least one course funded.

 **Bean, Donald** 16:23

So we did have another question, Becky. If parents create an OHID when they apply for their Ed choice, do they need to get another OHID number?

SR **Stewart, Rebecca** 16:29

Yes.

They don't, and bless whoever just asked that question. I jokingly I was at Worthington Christian a few weeks ago presenting and I laughed because I clearly saw some guilty subjects in the audience because I was saying to the parents I was presenting to if you submit.

An Edchoice scholarship. Congratulations, somebody already has an OHID account. If you submit that Edchoice scholarship for Becky and I'm your only kid, make sure then that when you go to submit the funding application, whoever used that login information.

Username, password. You need to use that same username and password then for the funding application, because if not, what's going to happen is if Rich, who's my dad, by the way, logs into the system, but Nancy, who was my mom, is the one that submitted me, it's going to say this child is listed under another parent, which causes a lot of folks to panic and we get a lot of calls about that. And so I have moms and dads bickering all the time and funny in a funny way in my ear of like he submitted that and forgot to give me or she submitted that right? So yes, if you have an OHID account that's already existing, especially for an Edchoice scholarship, make sure that you use that username.

Login information. That's going to be the same way that you find your students for the funding app. Great question.

Go ahead.

Now I get to talk about the annual report for College Credit Plus. So those of you who have been with us for a while know that the requirement of the College Credit Plus annual report is actually listed in code, so it is in the Ohio Revised Code.

Interestingly enough, it expired December 31st, 2023.

As a result, we did not produce an annual report last year for the 2324 academic year. However, with Senate Bill 104, this was one of the things that that got reauthorized essentially.

And so now it's an indefinite report and that's OK because I like to be transparent about data. And so we actually now are able to show all of the information for our students in the annual report through 2324 and 2425. I have linked it directly here, so

if you click.

Like on that blue thing, you would be taken directly to the 33 page robust report.

That's very beautiful. Thanks to our comms team. The biggest thing to share is that woo wee, you all are busy folks because we are at 94,708 students.

Every year when I go to access the dashboard and look at numbers, you know, you always kind of hold your breath because you you want to make sure you're going in the right direction, right? And I will say that I was double checking and triple checking this number because I'm like, whoop, we have really grown and really grown quickly. You can go to the next slide, Donald, and we'll talk.

How we grow.



Bean, Donald 19:27

Really quick digression. So is there a new CCP funding manual for 2026 or is the 2024 still OK to use?



Stewart, Rebecca 19:29

Sure.

2024 will probably get you essentially where you need to be, but there should be a new one that's published within the next few days, I would anticipate.

So here is where we have gone. Basically, those of us, I'm old friends. If you hear me say that I've been, I've been around for a while. This is my 26th year in higher education in the state of Ohio. I was a baby right when I started. So yeah, no, not really. I'm pushing 50.

And so over the years, I have had my former students participate in PSEO, but I can tell you that in any given year and the last few years of PSEO, we did not have any more than 30,000 participants in the program. And we all know it's pretty fractured across the state. What it looked like to have PSEO offered in Southern Ohio was not. The same in central Ohio. And so Governor Kasich and his team, along with lots of really smart folks, got together and redid dual enrollment in Ohio to create the College Credit Plus program. So you see that we scaled really quickly. We went from 30,000 and some change to 53,000 students in year one.

But look what happened during the pandemic. We thought we would see a significant decrease and we saw a decrease, but not, I don't think as nearly significant as what we were anticipating. But we rebounded and then we have exploded. And so you know, if you look at that, we had a nearly 10% increase in enrollment from 20.

23 to 24 and then a nearly 8% increase in enrollment from 24 to 2425.

Next slide.

I always like to show this because those of us who have been around for a while, I know in the early days of building college credit plus if there was not an intention for 7th and 8th grade students, they were not included. Those same folks that lobbied though for those home educated students to get funding.

Lobbied for their participation. A lot of the talented and gifted parents, the homeschool associations, they were like, hey, but there are some really bright 7th and 8th grade students. And so we think that they deserve the opportunity to participate and they were allowed. So it's 7th through 8th or 7th through 12th grade students that participate in college credit plus.

We are looking at that light green line on the right of each one of those things. And if you've noticed, we've shrunk the years now because it's getting a lot. This is year 10 that we've just completed in college credit plus, so that's a lot of data to show. At the end of the day, if you look at it, we have an unknown population of students, right? And that's just data discrepancies or matching data that we're working on the back end. For the most part, we know that 91% of our students are in grades nine through 12. If you really dig into the data, we know that they.

We are top heavy, right? So we have a lot of 11th and 12th graders that make up our CCP and 9094 thousand enrollment. But even more interesting, if you look at 7th and 8th grade participation, it makes up .06% of all CCP enrollment and that's pretty much on trend. That's where it's.

It's always been since I've been with the agency and this is my 8th year. Go ahead.

Um, this I'm really excited about and I it's funny the things I'm I geek out about, but this was definitely one of them. But I think those of us who've worked in access for a really long time, we all are geeked out about this. Um, we disaggregate data. Um.

By different requirements that are listed within code. Yet again, this all comes from Ohio Revised Code and one of the ways we disaggregate is by looking at low income students. And if you see the line has pretty much stayed the same. We're only showing five years worth of data here, but over the 10 years we've never had more than about 20% of our enrollment.

Be economically disadvantaged. And yet again, you guys were busy folks because somehow, in some way and great work that you've done, we now have jumped up and this represents almost 34% of our enrollment now are economically disadvantaged students.

And that's nearly double where we have been in the prior couple of years. So good job. Next slide.

This I think is really interesting as well. We had a really robust discussion at the ODEP conference about who was participating in College Credit Plus and what they're taking and how much they're taking. Those of us who sit at the state get all kinds of questions. So we see the student who's taking seven or eight or 10 courses, right?

And and you see the seven plus, it is growing a little, but overall if you look in 2025, the majority of the students are taking one to two courses in college credit plus. We knew this already because we looked at the auditor state's performance audit of college credit plus and once they looked at their they did all their regression analysis. They said, hmm, OK, well overall it probably is saving a student a semester, right? Because they're doing one or two courses a year. However, you start to see, yeah, those other lines now are kicking up and and that seven plus courses is now starting to eek up a little more and more. So we are seeing students take a significant amount.

Next slide, I'll.

You heard me mention non-public and homeschool students and so you see that the homeschool pocket, the number of awarded applications for 2425 was less than 2000 students. I think it's really interesting. Wendy sits above all this data and they collect it and I love her for this.

You can see all the credit hours that were requested versus the non-public versus the homeschool side. You can see that there's almost 6000 though non-public students. And then this is where we see the differences, right? The average number of hours requested 20 hours for homeschool 13.89.

And then you get to see how much were funded, how many were funded at 100%, how many were funded at at least partial request.

Next slide.

This is the thing that I dialed down into first. Before I ever want to know how many participants were in College Credit Plus, I immediately go through my dashboard data and look to see how my participants did, right? Because at the end of the day, we know that we expanded student eligibility back in 2022 and so we have been mining the data.

To ensure that students are not failing at a higher rate than they did before the expansion, and they are not. We still see that's pretty average, the 1.6% withdrawals,

but this has been standard and the history of college credit plus is that there's a 93% course passage rate.

Or above. And then we dial down even further and we look at grade point averages by the grade level and you see those those smart youngers, the young young ones, actually have a 3.6 average GPA for a 7th grader and a 3.5 for an 8th grade participant.

But if you see the average GPA is above a 3.0 for all grade levels.

Next slide.

This is really exciting information. We're only showing five years again, but something that has started occurring in our data since 2022 and we can track is the awarding of baccalaureate degrees. In 2022, we had two young men, one from the University of Akron and one from Cleveland State University.

Who received baccalaureate degrees at the time they were graduating from high school. But we know that associate's degrees have continued to climb, as well as certificates. And if you look, we had our highest number of associate's degrees awarded last year, almost 1000 associate's degrees to students.

There were three baccalaureate degrees and there were almost 900 certifications, excuse me, that were awarded to College Credit Plus participants. So we're definitely servicing a lot of students. And man, look at all the things that they're doing. Pretty impressive.

Next slide.



Bean, Donald 27:55

So I do. I have a question, Becky, being in Columbus with this type of report being produced, and I apologize if this seems unfair, but can you give like a general sense of the temperament in Columbus around CCP? You know, how are?



Stewart, Rebecca 27:56

Sure.



Bean, Donald 28:12

Are legislators feeling about the program? Do they see this as success? Things of that nature?



Stewart, Rebecca 28:19

I mean, there's always, we actually have talked about this a lot this week, Donald, there are always going to be different opinions, right? And and you do one thing and then it has unattended consequences and in another way overall, I mean, they see and hear things that are positive, right? But at the end of the day, they also want to make sure that we are not breaking pocketbooks, right?

And and that we are are really seeing good results. And I say all that to say basically at the end of the day, all of that has been contributed to us looking at longitudinal data studies, right. And saying, OK, if Donald really was a CCP participant in, you know, 2017 and he participated for all four years, then what did he do next?

And we have tons of data that we collect at the state, whether it's DEW or DHE, but we don't do a very good job of telling the story of what happens next, right. And so our focus collectively as agencies is now on, let's tell that story. We hear anecdotes right of this or that, positive or next.

Negative, but to actually have the concrete proof in our hands to say, you know these this, we know that the students matriculate, 75% of them matriculate on to a four year institution in the state of Ohio. So we are seeing a return on investment, but are they completing?

Are they completing at a faster rate? So that's temperament lately is just OK, tell us what happens next. But I think that's the temperament of all things policy and education rise wise right now, right? How does it link directly to the workforce? So. I'm going through a lot faster than I thought because I talk a lot. So, but one of the things I got like 4 questions this week about this very thing. And sometimes the website kind of has a mind of its own and it likes to break. And then Tyrone and I are like, wait, that's broken. So by any means, if something happens like that, do not feel like you're bothering us.

To reach out, we are happy to answer the question, but so I can show you quickly, I actually did take you and embed the direct link to the College Credit Plus overview tab. But when you go to the College Credit Plus website on the Department of Higher Education side, you will see this landing page. It has a few more tabs below. Oh look, see, look how fancy he is. And if you see it says college credit plus overview when you click on that.

You will see something called the standard packet of information. If you are looking for the college credit plus intent to participate form, it is here. So you're going to that overview, you're going to the standard packet of information and that's where we've hidden it from you. No, we did not hide it. We purposely put it there because if you

look at the way code.

Says it. This is part of what they call the standard packet of information. So as the counseling template, the intent to participate, and the annual notice that should be posted and given to the students along with your annual information session slides. So the PowerPoints for publics, non-publics, home school, they're all right there.

Um, if you go back a screen, Donald, if you can do that for me.

The other resources that you guys are used to finding, a lot of them are going to be under that resources for counseling students slash compliance. There's my favorite option A&B guidance, the guidance for grades and waiting underperforming students.

You click on that one and if you look there under underperforming students, I got asked so much about this in the fall and I thought this was missing. We found it. It is not in fact missing. There is a GPA calculator. So if you that's something that Laura Padgett that she created for us before she left the agency and you can actually. Put in possible scenarios of whether or not a student is going to be on probation. It was buried from us for a long time, but we found it again. So it's out there. It's there underneath underperforming students and you'll see when we go back to the thing. I was actually really nice and I pulled out each one of these links directly for you because if you're like.

I look for option A&B guidance all day, every day. Like I'm in that every other day and you would think I of all people could find it quickly. And so I was like, let me just do you guys a kindness and put this in there directly linked so you'll see it.

Yep, all of those things. So the GPA calculator that those of you that relied on for a long time and blessed Laura for doing that, her spirit lives on in college credit plus because it's still out there and it's still usable. But I say all these things to say at the end of the day, we had a really robust dialogue at ODEP.

Last year about, hey, Becky, it'd be really great if you could create blah, blah, blah. And sometimes we don't have the authority to do so, right. And my agency's like, yeah, we're not going to do that because it's really stepping over our reach. But a lot of times they're like, yeah, why don't we have that guidance document or why don't we have a template for that?

And my buddy Tyrone is wonderful at that, and he is totally open to your suggestions. He's the one that develops 99.9% of the resources that you see up here on the websites and ensures that they get posted in a timely manner. You're not waiting on me. So by all means, reach out if you see something or a need or tweak.

We're fine. We're totally open to feedback because these are your resources and we want them to work for you. Next slide.



Bean, Donald 33:47

We did have a couple of questions come in. So one question was, does our data identify how CCP courses are connected to CTE pathways apart from C tags?



SR Stewart, Rebecca 33:48

Sure, go ahead.

I'm working on it. It's my response. But yes, we actually are in a data project right now that hopefully will inform this a great deal. There are practitioners out there in your realm, Donald, I know that are doing a really good job of trying to get students progress towards a degree.

By doing all the things right, if students have CTAC credit or if they have CTE credit, put it all together with CCP credit and AP credit and congratulations, now you've made progress towards a degree. And so that's something as an agency on DHE side. Um, we've worked with Candace, Dr. Kansas Grant, Candace Grant for the OGTPS, so the guaranteed transfer pathways to create some documents. Um. But at the end of the day, if we're talking about education as a continuum, right, and the pipeline to workforce, this is something that we need. So stay tuned for that. We have a data project that's just getting ready to launch.

Um, with, I think it's a grant that we're participating in, but we should have some more data to share soon about that.



Bean, Donald 35:01

The next question was, does the report include a matriculation table?



SR Stewart, Rebecca 35:08

Yep. Well, I mean, as far as there is a little table that's in there and it says, you know, there were 42,000 CCP participants and 33,000 of them went on and then here's where they went on too. So there is that in there. We know that like I said earlier. 75% of our students matriculate on the majority of which are going on to a public four year institution in the state of Ohio.

This is really exciting for those folks that are on the higher Ed side. I don't know, maybe it's not exciting because then you have to like do reconciliation, but

tomorrow, so we those of you that are in the realm of CCP payments, we make two payments a year for college credit plus courses.

January 31st and July 31st and obviously January 31st is a Saturday, so we are making the payment tomorrow. There will be a there will be a payment that is distributed to each institution that had college credit plus participants.

I'm going to get lots of questions in my inbox, I'm sure, so feel free if you have questions after you've seen that. But just know that there are ways to check their projected payment reports that are actually in Odex and you can see ahead of time if you're anticipating getting a payment to make sure you know if I'm going to.

Anticipate I'm getting \$500,000 as a payment, but I'm only going to get \$200,000. It would tell me in that projected payment report and that's a whole other session for another webinar. Hopefully Donald to go through Odex and all the parent reports and all those things. But just know that at some point tomorrow those of you that are at institutions should see an e-mail.

I typically share it with ODEP as well, just so they know that the payments will be distributed to the colleges. One of the other things I talked about this a great deal at ODEP, so thank you all that were kind enough to listen to me and help me inform to build this thing. But within Senate Bill 104, there was also a requirement.

That we do a cost analysis along with the auditor of State's office for the cost of College Credit Plus. And those of you that are on the secondary side, remember that there was a survey that went out. Those results were actually incorporated into the performance audit of College Credit Plus. So you can see how that that shook out. But after the fact, they went back and surveyed colleges. And as we all know that work in the college realm, they saw very different responses, like going this way and that way. Their little analysis was like all over the place. And so they came to us and they said, hey, Senate Bill 104 is charging us collectively together as Department of Higher Education.

Specially.

It's higher Ed, right? And and the auditor of State's office to work together to develop a pretty robust survey that gets to how much does it really cost for Becky to be a college credit plus student at Kent State University with Donald, right. And so we have worked a ton on this survey and at ODEP I had a whole session.

To about it and you guys helped me build it and I can tell you that it's really, really, really close to being finished. We're just getting final approvals and hopefully you will see it within the next couple of weeks. It will be distributed and you should have at

least several weeks to complete it. Not a not a crazy quick time turn around like it was last time.

And then you heard me say already, if you have suggestions for resources or things that would be helpful to you or hey Becky, I use this a lot, can you make it into a book? That's fine too, right? All those things, please send that to us. And then if you have the final slide, I think has our contact information there.

Drive your questions to both of these inboxes because we all as agency employees that work directly with College Credit Plus are able to see them. I jokingly am going to say that I I purposely put my e-mail down before this presentation thinking I was going to have to share my screen because I caused a lot of anxiety and folks at the ODEP conference.

When they saw there were 35,000 emails in my inbox. So it's full transparency and it's not an excuse. I work really hard. You can ask my coworkers. It's on my phone. I'm constantly emailing, texting, teamsing, but there's not enough of me. And so at the end of the day, the CCP at higher Ed inbox and the CCP at education.

Inbox has not just me in it, but Tyrone and Wendy and Nick and Travis. So there's a whole slew of people that can get in there and answer questions, and you're not just stuck in the horror that is my 35,000 e-mail inbox questions.



Bean, Donald 39:46

Yeah, there's some more that came in. So going back to some of the certificate degree award data.



Stewart, Rebecca 39:56

Yep.



Bean, Donald 39:57

The question was, does the count of certificates track only if the cert is over a certain number of credits, or does that include short term and longer term certificates?



Stewart, Rebecca 40:10

It was my impression, but I will double check that. It was my impression that it counts all, but I don't want to speak to that without certainty. So stay tuned. I will get you an answer. Don't want to know.



Bean, Donald 40:20

And then a question was asked, can a column be added to the non pub awarded hours to show how many hours were used compared to what was awarded?



Stewart, Rebecca 40:35

I would think that's possible.



Bean, Donald 40:35

To kind of we all assume there's a discrepancy there that people are getting more than they're using and I think that's the question there.



Stewart, Rebecca 40:38

Mhm.

Yeah, yeah, yeah. And I think that's good. In full transparency, 2 years ago I was out giving presentations and I heard from several folks that I love, that I work with, that are you guys that are like, oh, we just tell them to put down a full 30. And I went, no, don't do that because you know, if I'm a senior in high school and I'm just automatically.

Saying default, put 30 down the way that lottery system works, right? It's going to try to keep awarding me hours because I'm a senior and I need them. And therefore, if Donald's only a junior and he really needs 12, he may not get the 12 he needs because I've taken up 16 and when I only needed eight, right? And so my message lately.

Has been spread the wealth, right? Like make sure that you only put down what you what you really need. Make sure you put it down for the entire year. But yes, I will see if we can get a column added to that spreadsheet.



Bean, Donald 41:33

Question was asked with the law regarding making CCP and AP weighted equally not to incentivize one over another. Would we also need to remove a stipulation in our handbook that states AP only get the weight if AC or above is earned?



Stewart, Rebecca 41:52

We should talk offline is my response to that. Yeah, let's talk offline. Yeah, yeah, reach

out to the inbox directly because I want to get, I want to get the graduate success office involved as well, right? I just always grab back up to making sure I'm not having unintended consequences and.



Bean, Donald 41:58

So have that person reach out via the inbox.
OK.



Stewart, Rebecca 42:13

Blowing up a Board of Education policy, but I don't need to.



Bean, Donald 42:18

Is there a way to get specific numbers for some of the figures included in the CCP annual report, like number of credentialed high school teachers, number of courses taken by delivery type, etcetera? The 2023 report includes bar charts and such, but the specific numbers are not included.

Also, rural versus urban versus suburban districts for participation rates might be helpful.



Stewart, Rebecca 42:44

We have those normally, but I will tell you that our systems need GPS coordinates and there was this little conundrum called IPEDS data and IPEDS data. There was a lag this year and so that's why there are some charts that you typically are used to seeing in the college credit plus or at least I'm typically used to.

To seeing that could not be produced. And that's one of the things is those geographic charts that we always put in there that say, OK, you know here's there's 9000 students in Scioto County, but only 2000 of them are in CCP and this represents that percentage. That's not there because we didn't have IPEDS data available. You will see it come back though, right as.



Bean, Donald 43:23

Hmm.



Stewart, Rebecca 43:24

Pids is coming. You will see us produce that in the future. Um, what else did they ask to Donald? I know we were talking about.



Bean, Donald 43:30

Um, they were talking numbers regarding like number of credentialed high school teachers, number of courses taken by delivery type. and then rural versus suburban versus urban.



Stewart, Rebecca 43:39

Yeah.

Yeah, the the delivery type, we can see, yeah, we can probably see the aggregates, right? We can't see. And I mean, I say aggregates, but aggregates in each column, right? The number of courses, we could probably provide that.

Um.

Same thing for the credential teacher information comes to me in a very interesting way. It's actually coming to me through the compliance survey that our institutions fill out. And that's definitely something that we're in the weeds. I say we are, but Tyrone and I are in the weeds of of data right now and the way we can put in some data validations and things like that. So maybe that's.



Bean, Donald 44:06

Mm.



Stewart, Rebecca 44:17

Something we can ask the system to build. I'm sure those of you at colleges will love me for that, but to get more robust data on credential teachers.



Bean, Donald 44:26

One more question comes to mind. This will also give everybody one last chance. If you have a question you'd like to ask, now is the time to do it, so please put that into the chat. So as you're formulating those, would you be willing or able to speak at all to the audit process? I know it doesn't come from your department.

Department, Becky. But I know as I'm going out with some of my high school peers and I'm meeting for annual information sessions, I'm hearing, oh, you know, we were audited. And so I think there's some schools, both on the higher Ed and K12 side that

are pretty familiar with this. And then there's some that are like, I have no idea what that might entail.

SR **Stewart, Rebecca** 45:05

Yeah. So as a direct result of the College Credit Plus performance audit that that was conducted over the course of a couple of years, but was published back in 2022, the auditor state is heavily involved in College Credit Plus and I actually love that cause it's gotten us some additional money.

For things like teacher credentialing and course incentivization. So great things came as a result of that report and that study. But one of the things right as as when you take up a performance audit then that normally equals to compliance audits after that and.

In Full disclosure, I've said this publicly lots of times. One of the things that stood out to me about the performance audit, when the auditor of State's office was sharing, you know, the results before they were published publicly, I saw a lot of discrepancies in in what districts were saying were allowable things and not allowable things. And so I definitely think that was some red flags.

But not just districts, right? Same thing was seen on the college side. And so then that's triggered performance audits or actual audits. I think it's becoming pretty standard to Donald that they are incorporated into district audits. I know when I worked at a college, right, I ran a federal trio program and we once they knew that we were there, they started incorporating us in those audits as well.

One of the things that I will tell you is that Wendy and I actually were on a call with Auditor of State's office. This has been now two years ago, but we shared with them our compliance documents. So we have compliance checklists. There's one for secondary, there's one for higher education.

I would always just suggest starting there because we've actually shared those documents with the Auditor of State's office at the end of the day. Realize that these are human beings that are being contracted with too, so they may not even work physically in the Auditor of State's office. Auditor of State's office has, you know, a handful of auditors, but then they do contract work with a lot of CPAS.

Out and about in your regions. And so my challenge when I worked at A at a university was always kind of have to inform them more about like this is the process and those things. But at any time if you get a letter saying that you're going to be audited, don't panic, you're.

Reach out to the CCP inbox, right? And and we can't guarantee the results, right? But we can surely help you pull together some of the documentation that we think is going to be asked. If I share nothing else, one of the things that I've seen happening, I have heard happen at least from several superintendents and the career tech side is that they may have.

Gotten a question or two about information sessions. I've argued a lot about information sessions and the when and the how and the where for for career technical education students. But at the end of the day, I know right because I worked in this realm for almost 30 years that.

Donald may not be my student until August of his junior year, but his information session should have happened last October, right? And so to the best of your ability, if you are CTPD, JVSD, make sure that you're at least partnering with those feeder high schools to at least get your names on those documents, right? To say yes, OK, we are actively.

Partnering with them. We are doing this if you're not at least holding your own information sessions, so that that'll be one thing we don't want you to get dinged for.



Bean, Donald 48:22

Thank you. Well, we have not received any more questions and I think there was a lot of adequate, there's adequate time to do that. So with that, Becky, thank you so much for joining us this afternoon and thank you all for being with us. We this has been recorded and we will share out a link via the listserv in the Q&A. There was also information on how to reach out to us.

If you're having issues with the listserv, but we're really glad you're part of part of ODEP and please just be watching for our February update regarding what we're going to be doing with webinar there and then also for that survey because we love to hear your voices. And with that, we'll see you next month.



Stewart, Rebecca 49:00

And thank you.

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