



Ohio Legislative Service Commission

Bill Analysis

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BILL SUMMARY

I. College Credit Plus (CCP) Program

- Renames the Post-Secondary Enrollment Options (PSEO) program as the College Credit Plus (CCP) program and makes several changes to the program.
- Specifies that the CCP program begins operation with the 2015-2016 school year and requires the Department of Education, State Board of Education, and Chancellor of the Board of Regents to adopt rules, guidelines, and procedures to ensure that the program is fully operational for that school year.
- Requires all public high schools and all public colleges, except the Northeast Ohio Medical University, to participate in the program and subjects all participating nonpublic high schools and participating private colleges to the CCP requirements.
- Specifies that CCP will govern arrangements in which a high school student enrolls in a college and, upon successful completion of coursework taken under the program, receives credit from the college, except under specified programs.
- Permits any public or participating nonpublic high school and any public or participating private college to apply to the Chancellor and the Superintendent of Public Instruction for a waiver from the requirements of the CCP program.
- Changes the amount paid to colleges for enrolling high school students to a per credit hour amount based on the formula amount and calculated according to (1) the type of high school and college in which the student is enrolled and (2) how students receive instruction.

- Prescribes specified default payment amounts (calculated according to the above factors) for payments made by the Department to colleges for students participating in CCP, unless an agreement specifying an alternative payment structure is entered into by the high school and college.
- Requires the Department to make payments in January and July of each school year, for students participating under Option B, for credit hours that students were enrolled in during the previous term after the date on which a withdrawal from a course would have negatively affected the student's transcribed grade.
- Eliminates the option for a college to receive reimbursement through an alternative funding agreement with a high school; however, permits a high school and a college to enter into an agreement to establish an alternative payment structure.
- Eliminates current law prohibiting the charging of students for tuition, textbooks, and fees related to participation in the program and permits a student to be charged for a portion of these costs, unless the student (1) is enrolled in a public college under CCP, (2) is economically disadvantaged, or (3) is enrolled in a nonpublic high school under specified scholarship programs and a private college under CCP.
- Permits, rather than requires, a high school to seek reimbursement from a student or a student's parent for failed courses under the program, unless the student is identified as economically disadvantaged by the Department and was not expelled.
- Maintains current law specifying that (1) payments made by the Department to colleges for public high school students are to be deducted from the state operating payments of the students' school district or school and (2) payments made to colleges for nonpublic high school and home-instructed students are to be deducted from funds appropriated by the General Assembly for the CCP program.
- Permits a public college to include a student enrolled under CCP in its "state share of instruction" count for state higher education subsidies.
- Requires all students, in order to participate in CCP, to both (1) apply to a college in accordance with the college's established procedures for admission, and (2) meet the college's established standards for admission and for course placement.
- Specifies that no high school, except in limited circumstances, may prohibit a student enrolled in that school from participating in the CCP program, if the student meets all of the requirements for participation.
- Removes a requirement that each nonpublic or home-instructed student inform the chief administrator or the Department by a specified time of the student's intent to

participate, and instead requires each nonpublic and home-instructed student to satisfy application procedures and standards established in rules by the State Board.

- Requires both public and participating nonpublic high schools and public and participating private colleges to (1) promote CCP on the school's or college's website and include details of current CCP agreements, (2) schedule or coordinate an informational session to meet with interested students and parents, and (3) annually collect, report, and track specified data related to the program.
- Requires high schools to both (1) implement a policy for awarding grades and calculating class standing for CCP courses, and (2) ensure the policy is equivalent to the school's policy for Advanced Placement or International Baccalaureate courses.
- Requires public high schools to develop, in consultation with a public partnering college, a 15-credit hour and a 30-credit hour model course pathway and publish the pathways among the school's official list of course offerings for the program.
- Requires public and participating nonpublic high schools to provide specified counseling information to students in grades 8 to 11 and to their parents before the students participate in the program.
- Requires each college to apply established standards and procedures for admission to the college under CCP and for course placement, as well as to (1) consider student data that may be an indicator of college readiness, (2) give priority to its current students for enrollment in courses, and (3) adhere to course capacity limitations.
- Requires colleges to (1) provide one professional development session per school year for high school teachers that are teaching courses under the CCP program and (2) conduct one classroom observation per school year for each course that is authorized by the college and taught by a high school teacher.
- Requires each instructor teaching a course under the CCP program to meet the established credential requirements.
- Requires the Chancellor and the state Superintendent to (1) submit a biennial report detailing the program's status to various state officials by December 31 every two years, beginning in 2017, and (2) establish a College Credit Plus advisory committee.

II. Advanced Standing Programs

- Renames "dual-enrollment program" as "advanced standing program."
- Adds college-preparatory boarding schools to the public schools required to offer an advanced standing program.



- Modifies programs that qualify as advanced standing to specifically include International Baccalaureate diploma courses, along with the College Credit Plus Program (currently PSEO), Advanced Placement courses, and Early College High School (ECHS) programs.
- Changes a reference from "Early College High School" to "Early College High School Program" and specifically defines the program and the students it serves (students who are underrepresented in completing post-secondary education, economically disadvantaged students, or students whose parents did not earn a college degree).
- Makes any agreement between a school district or community school and an associated college, which governs an ECHS program, subject to the requirements of CCP, unless specified criteria are met.
- Permits a public high school and a college operating an ECHS program to apply to the Chancellor and the state Superintendent for a waiver from the requirements of CCP, which, if granted, applies only to the agreement governing the ECHS program and not to other CCP agreements entered into by the school or college.

III. Other Education Provisions

Career-technical education

- Specifies that each city, local, and exempted village school district must provide career-technical education to students enrolled in grades seven through twelve, but permits a district to obtain from the Department of Education, for any given school year, a waiver from the requirement to provide career-technical education to students enrolled in grades seven and eight.
- Beginning in the 2014-2015 school year, increases the minimum enrollment for comprehensive career-technical course offerings in school districts to 2,500 students in grades seven through twelve (from 1,500 students in grades nine through twelve as under current law).

Student career advising

- Beginning in the 2014-2015 school year, requires each city, local, exempted village, and joint vocational school district and each community school and STEM school to adopt a policy on career advising that specifies how a district will perform certain related activities and to update that policy at least once every two years.
- Repeals a requirement that each city, local, and exempted village school district, community school, or STEM school adopt a resolution describing how the district or school will address "college and career readiness and financial literacy" in its

curriculum for seventh and eighth grade and for other grades as determined necessary.

- Requires each district, community school, and STEM school to (1) identify students who are at risk of dropping out of school using a research-based, locally based method and (2) develop a student success plan for each of those students that addresses the student's academic pathway to a successful graduation and the role of career-technical education, competency-based education, and experiential learning, as appropriate, in that pathway.
- Requires a district or school, prior to developing a student success plan for a student identified as at risk of dropping out of school, to invite the student's parent, guardian, or custodian to assist in developing the plan.
- Requires the Department of Education to develop and post on its website, not later than September 30, 2014, model policies on career advising and model student success plans.

Exemptions from the Ohio Core Curriculum

- Extends to July 1, 2016, (from July 1, 2014, as under current law) the terminal date of an exemption from the Ohio Core Curriculum for students who enter ninth grade before the terminal date, have a student success plan (rather than an individual career plan as under current law), and meet certain other conditions.
- Extends to August 1, 2016, (from August 1, 2014, as under current law) the deadline for the Department to submit its findings and any recommendations regarding the extension of this exemption beyond the date provided in law.
- With respect to the conditions that a dropout prevention and recovery program must satisfy in order to receive a waiver from the Ohio Core Curriculum, requires the program to develop a student success plan (rather than an individual career plan as under current law) that satisfies the bill's requirements and to satisfy new requirements related to career advising and student services.

Compulsory school attendance

- Regarding the current requirement that a child, unless lawfully excused, attend a school or special education program for the full time the school or program is in session, specifies that a child attending an alternative education program that is specified in the child's student success plan is considered to be attending school, and repeals the specification that the school or program that the student attends must be in session for not less than 32 weeks per school year.

- Specifies that, in order for a child to attend a career-technical, commercial, or other special type of school instead of high school, the school must provide the child with a high school diploma, an industry-recognized credential, or a journeyman certification as recognized by the U.S. Department of Labor upon successful completion of instruction.

Age and schooling certificates

- Permits a superintendent, if certain requirements are satisfied, to issue an age and schooling certificate to a child over age 16 who is participating in a program that, upon successful completion of instruction, will result in the child receiving an industry-recognized credential, a journeyman certification as recognized by the U.S. Department of Labor, or full-time employment.
- Repeals a provision permitting a superintendent, if certain requirements are satisfied, to issue an age and schooling certificate to a child over age 16 who is unable to pass a test for the completion of seventh grade and who is not so below the normal in mental development that the child cannot profit from further schooling.
- With respect to the requirement that a child who has been granted an age and schooling certificate attend a part-time school or class, specifies that the school or class must grant a high school diploma to the child upon the child's successful completion of a course of instruction, and repeals requirements related to the hours of instruction for these classes and the criteria for these classes if provided by certain entities.

Diagnostic assessments

- Permits kindergarten diagnostic assessment data to be included on the annual report cards issued for schools and school districts.
- Specifies that the results of the language and reading diagnostic assessment must be reported to the Department of Education and are not subject to an existing parental option not to report that data.
- Specifies that a transfer student who transfers prior to the administration of diagnostic assessments take those assessments at the scheduled administration dates.
- Exempts students with "significant cognitive disabilities," as defined by the Department, from taking diagnostic assessments.

- Permits a school district or school that received an "A" or "B" for performance index score or for overall value-added progress dimension on the report card for the prior school year may administer different diagnostic assessments than those prescribed by the Department.

Other provisions

- Revises the eligibility conditions for the establishment of a school district academic distress commission.
- Permits renewal of resident educator licenses and alternative resident educator licenses for reasons specified in rules to be adopted by the State Board of Education.
- Requires a school district's energy conservation project report to include estimated costs for measurement and verification of energy savings, in addition to other estimated costs required under continuing law.
- Specifies that if pursuant to continuing law a school district board of education opts not to use general bidding requirements for an installment payment contract for energy conservation measures, the contract must be awarded through a competitive selection process in accordance with rules adopted by the School Facilities Commission.
- Modifies the requirements related to annual reporting of reductions in energy consumption and resulting operational and maintenance cost savings.
- Creates a 31-member School Based Health Care Advisory Workgroup to study, and make recommendations to the General Assembly regarding, the improvement of academic achievement through better student health.

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CONTENT AND OPERATION

I. College Credit Plus Program

Overview – replacement of PSEO with CCP

(R.C. 921.06, 3313.6013, 3365.01 (repeal and reenact), 3365.02 (repeal and reenact), 3365.03 (repeal and reenact), 3365.04 (new), 3365.05 (new), 3365.07 (repeal and reenact), 3365.071 (enact), 3365.08, 3365.10 (repeal and reenact), 3365.11 (new), 3365.13 (enact), and 3365.15 (repeal and reenact) and Section 4; Renumbered (new number in parentheses) R.C. 3365.04 (3365.06), 3365.041 (3365.032), 3365.05 (3365.12), 3365.06 (3365.031), 3365.11 (3365.09); Repeal R.C. 3345.062, 3365.021, 3365.022, 3365.09, and 3365.12; conforming changes in R.C. 3302.03, 3313.6016, 3314.08, 3317.03, 3324.07, 3326.36, 3328.24, 3333.041, 3333.35, 3333.43, 3333.86, and 3345.06)

The bill changes the name of the Post-Secondary Enrollment Options (PSEO) program to the College Credit Plus (CCP) program. Much like PSEO, CCP allows high school students who are enrolled in public or nonpublic secondary schools or who are home-instructed to enroll in nonsectarian college courses to receive high school and college credit. However, the bill also makes several changes to the administration of the program, including how payments on behalf of a student are calculated.

The CCP program will begin operation with the 2015-2016 school year. In preparation of the new CCP program, the Department of Education, State Board of Education, and Chancellor of the Board of Regents must take the necessary steps to adopt rules, guidelines, and procedures and to create any necessary forms and documents so that the CCP program is fully operational for that school year.

Meanwhile, for the 2014-2015 school year, students will continue to participate under the PSEO program. The Department must also continue to make payments under the PSEO program for students who participate in the program during the 2013-2014 or



2014-2015 school years. Beginning with the 2015-2016 school year, all students who enroll in a college under the program to participate during that school year must participate under the new CCP program.¹

Background on PSEO

The Post-Secondary Enrollment Options (PSEO) program allows high school students to enroll in nonsectarian college courses on a full- or part-time basis and to receive high school and college credit. Under continuing law, students in public high schools (school districts, community schools, and STEM schools) and nonpublic high schools (both chartered and nonchartered) are eligible to participate in the program. Additionally, a provision enacted by Am. Sub. H.B. 59 of the 130th General Assembly qualified homeschooled students for participation in the program beginning with the 2013-2014 school year. College courses under the program may be taken at any participating state institution of higher education, private nonprofit college or university, or private for-profit educational institution.

PSEO consists of two "options," which the student elects at the time of enrolling in the college course. Under Option A, the student is responsible for payment of all tuition and other costs charged by the higher education institution. Under this option, the student may further elect to receive only college credit for a completed course or to receive both college and high school credit. Under Option B, the student receives both college credit and high school credit for successfully completing a college course, and the state makes a payment to the institution of higher education on the student's behalf.

The state payment to an institution of higher education on behalf of a student under PSEO is made in the fiscal year after the student completes the college course. State payments for students enrolled in public high schools are deducted from the state aid accounts of the students' school districts, community schools, or STEM schools. State payments for students enrolled in nonpublic high schools are paid out of a separate state amount set aside for that purpose, since those schools do not receive operations funding from the state. The amount of the payment for each public or nonpublic secondary student is the lesser of the actual cost of tuition, textbooks, materials, and fees associated with the college course or the full-time equivalent percentage of time the student attends the course multiplied by the "tuition base," which is defined as the "formula amount" under the school funding formula. That amount is \$5,800 for fiscal year 2015.

¹ Section 4.



Funding and payment

(New R.C. 3365.01 and 3365.07; R.C. 3365.071)

The bill creates a new structure for the calculation and payment under the CCP program for students who participate under Option B of the program (see "**Background on PSEO**," above). The source of funding, however, remains the same. For a student enrolled in a public school (school district, community school, STEM school, or college-preparatory boarding school) payments are deducted from state operating amounts computed for the student's district or school. For a student enrolled in a chartered or nonchartered nonpublic school or who is home-instructed, the payments come from an appropriation made by the General Assembly for that purpose.²

Not later than 30 days after the end of each term (semester or quarter), each college that expects to receive payment from the Department of Education for students participating under Option B of the CCP program must notify the Department of the number of enrolled credit hours for each student, a factor that is used in the calculation of payments (see "**Payments for the number of enrolled credit hours**," below). If the college provides proper notification, the Department must then make payments every January or July, or as soon as possible thereafter, for students enrolled in that college during the previous term.³

Calculation of payments to colleges

(New R.C. 3365.01 and 3365.07)

Payments made by the Department to colleges for CCP are to be calculated according to a per credit hour amount based on the formula amount, as well as according to the type of high school and college in which the student is enrolled (public or private) and how students receive instruction (at the college/online and taught by college faculty, at the high school and taught by college faculty, or at the high school and taught by a high school teacher). All payments are calculated on a per credit hour basis and then multiplied by the number of enrolled credit hours for each participating student (see below).

² New R.C. 3365.07(F)(1) and (2).

³ New R.C. 3365.07(E) and (F).



Payments for the number of enrolled credit hours

(New R.C. 3365.01, 3365.07, and 3365.12)

Payments made by the Department are based upon the number of credit hours in which a student is enrolled during the previous term after the date on which a course withdrawal would negatively affect the student's grade under the college's established withdrawal policy.⁴ If a student withdraws from a course prior to this date, the bill prohibits the Department from making a payment for that course.⁵ Therefore, if a withdrawal occurs prior to the established date, the college receives no state funds for the course from which the student withdrew.

The bill also eliminates a provision requiring that colleges be reimbursed by the state only for nonremedial courses.⁶ Instead, the bill requires that all courses offered under CCP (1) be the same courses that are included in the partnering college's course catalogue for college-level, nonremedial courses and (2) apply to at least one degree or professional certification at the partnering college.⁷

Default payment amounts

(New R.C. 3365.07)

Unless an agreement specifying an alternative payment structure is entered into by the high school and the college (see "**Alternative payment structures**," below), the Department must pay the college the following for a student who is enrolled in a public or nonpublic high school for courses taken under the CCP program (amount is per enrolled credit hour):

(1) The "default ceiling amount" (83% of the formula amount divided by either 30 or 45, depending on whether the college operates on a semester or quarter schedule, respectively⁸), for a student enrolled in a college course delivered on the college campus, at another location operated by the college, or online.

(2) 50% of the default ceiling amount, for a student enrolled in a college course delivered at the student's high school but taught by college faculty.

⁴ New R.C. 3365.01(J).

⁵ New R.C. 3365.07(F).

⁶ Current R.C. 3365.07(C)(2), not in the bill.

⁷ New R.C. 3365.12(A).

⁸ New R.C. 3365.01(B).



(3) The "default floor amount" (which is defined as 25% of the default ceiling amount⁹), for a participant enrolled in a college course delivered at the student's high school and taught by a high school teacher.¹⁰

Additionally, for a home-instructed student who is enrolled in a college course at a public or private college that is delivered on the college campus, at another location operated by the college, or online, the Department must pay the college the default ceiling amount.¹¹ However, the bill does not specify any amount that the Department must pay for a college course that is delivered in a high school setting.

Alternative payment structures

(New R.C. 3365.07)

The bill permits the district board, or the equivalent, of a student's high school and a college to enter into an agreement establishing an alternative payment structure for tuition, textbooks, and fees that differs from the above default payment amounts.¹² If such an agreement is entered into, the Department must make payments to colleges according to the alternative payment structure instead of the default payment amounts.

The bill prescribes certain restrictions on agreements for an alternative payment structure. For a public or nonpublic high school student enrolled in a public college, as well as a public high school student enrolled in a private college, the payments made for each student by the Department under such an agreement cannot exceed the default ceiling amount but also cannot be less than the default floor amount. Additionally, public or nonpublic high school students enrolled in a public college cannot be charged for participation in CCP, including under an alternative payment structure.¹³ However, public high school students enrolled in a private college may be charged a specified amount under such an agreement, if certain conditions are met.¹⁴ (For more on charging students for participation in CCP, see "**Textbooks, fees, and charging students for participation**," below).

Finally, for a nonpublic high school student enrolled in a private college, payments for each student made by the Department must be the default payment

⁹ New R.C. 3365.01(C).

¹⁰ New R.C. 3365.07(A)(1).

¹¹ New R.C. 3365.07(D).

¹² New R.C. 3365.07(A)(2) and (B)(2).

¹³ New R.C. 3365.07(A)(3)

¹⁴ New R.C. 3365.07(B)(2).

amounts outlined above.¹⁵ There is no alternative payment structure available to calculate payments made by the Department, and the bill specifically prohibits payments made by the Department from exceeding the default ceiling amount. The bill, however, does require the governing body of the high school and the college to negotiate costs that exceed payments made by the Department. Presumably, the agreement may include charging a student for any of these costs, as the bill specifies which students cannot be charged under such an agreement.¹⁶

Funding for nonpublic and home-instructed students

(R.C. 3365.071)

Under current law, PSEO payments for nonpublic and home-instructed students are made according to a method in which the Department allocates payments to colleges for PSEO.¹⁷ In recent years, due to the limited amount of funds allocated for participating nonpublic students and the growing demand for PSEO courses by these students, temporary law has authorized the Department to apportion those funds according to rule of the State Board. Under that rule, the Department has allocated funding to nonpublic school students according to units of study (that is, one course at a time for each student) and by giving priority to students based on their grade levels.¹⁸ Thus, twelfth-grade students have the highest priority for funding. Current law prescribes that payments for home-instructed students be allocated in the same manner.¹⁹

The bill eliminates this provision and instead requires the State Board of Education, in consultation with the Chancellor, to adopt rules prescribing a method to allocate and distribute payments for both nonpublic and home-instructed students.²⁰ If a student is not awarded funding according to these rules, the bill prohibits the Department from paying state funds to colleges for that student's participation in CCP.²¹

¹⁵ New R.C. 3365.07(C).

¹⁶ New R.C. 3365.07(C)(2).

¹⁷ Current R.C. 3365.10, not in the bill.

¹⁸ Ohio Administrative Code (O.A.C.) 3301-44-09, not in the bill.

¹⁹ Current R.C. 3365.022(C), not in the bill.

²⁰ R.C. 3365.071.

²¹ New R.C. 3365.07, first paragraph.



Inclusion in SSI

(New R.C. 3365.07(G))

A public college may include students who enroll under Option B in the count of students used to determine its state share of instruction (SSI) for state operating payments. A public college's "state share of instruction" is the main subsidy that is paid by the state toward the instructional operating cost of the institution. Funds are appropriated by the General Assembly to the Chancellor of the Board of Regents who distributes the funds to the colleges.

Authority for alternative funding agreements eliminated

(Repealed R.C. 3365.12; conforming changes in 3314.08, 3326.36, 3365.04, 3365.041, and 3365.08)

The bill eliminates the option for a college to receive reimbursement for the CCP program through an alternative funding agreement with a high school. Under current law, high schools and colleges are allowed to use an alternative funding formula for PSEO payments to the institution, so long as (1) both the high school and the college mutually agree on the alternative formula and (2) the alternative formula meets the rules adopted by the Superintendent of Public Instruction and the Chancellor of the Board of Regents regarding this option.

Textbooks, fees, and charging students for participation

(New R.C. 3365.07 and R.C. 3365.08; conforming changes in new R.C. 3365.032 and 3365.04)

The bill eliminates current law (1) requiring a college that expects to receive reimbursement from the Department for PSEO to furnish all textbooks and materials related to a PSEO course and (2) prohibiting such a college from charging a student for tuition, textbooks, materials, or other fees related to PSEO.²² Instead, the bill specifies, in certain circumstances, which entity is responsible for the costs of textbooks and fees under the CCP program. Additionally, the bill permits students, under specified circumstances, to be charged for participation in the CCP program.

Public or nonpublic students enrolled in public colleges

For a public or nonpublic high school student enrolled in a public college, if the Department pays the default payment amounts, the high school must pay for the student's textbooks, while the college must waive payment of all other fees related to

²² Current R.C. 3365.08(A), eliminated under the bill.



participation in CCP.²³ If the high school and the college enter into an agreement establishing an alternative payment structure, the high school and college may determine an alternative arrangement for which entity is responsible for the student's textbooks and fees. The bill prohibits any such student from being charged for any tuition, textbooks, or other fees related to participation in the program.²⁴

Public students enrolled in private colleges

For a public high school student enrolled in a private college, there is no provision specifying which entity is responsible for the cost of textbooks and fees. Rather, it appears that the arrangement is left to the high school and the college to determine under an alternative payment structure, which may include charging a student. The bill specifies that such a student may be charged only if all of the following conditions are met:

(1) The Department's payment to the college for that student is not less than the default ceiling amount.

(2) The high school provides the student with information on the no-cost options available for participation in the program.

(3) The student is not identified as economically disadvantaged.²⁵

Additionally, the bill prescribes that such a student may not be charged more than the "maximum per participant amount," which is defined as the difference between (1) the formula amount divided by either 30 or 45, depending on whether the college operates on a semester or quarter schedule, multiplied by the number of enrolled credit hours and (2) the default ceiling amount.²⁶

Nonpublic students enrolled in private colleges

For a nonpublic high school student enrolled in a private college, there is no provision specifying which entity is responsible for the cost of textbooks and fees. Rather, costs that exceed the amount paid by the Department must be negotiated by the high school and the college. Presumably, this agreement may include charging a student. However, the bill specifically prohibits the charging of any student for tuition, textbooks, or fees related to participation, if that student (1) is enrolled in a private

²³ New R.C. 3365.07(A)(1)(b).

²⁴ New R.C. 3365.07(A)(3).

²⁵ New R.C. 3365.07(B)(2).

²⁶ New R.C. 3365.01(H).

college under CCP, (2) is enrolled in a nonpublic high school under either the "Educational Choice Scholarship Program" or the Cleveland Scholarship Program, *and* (3) qualifies as low-income under either scholarship program.²⁷

Reimbursement by a student for failing a college course

(New R.C. 3365.09)

Current law requires the superintendent or equivalent of a public or nonpublic high school to bring an action for reimbursement from a student who receives a failing grade in a college course under the PSEO program.²⁸ The bill modifies this provision to permit, rather than to require, the superintendent or equivalent to seek reimbursement. Furthermore, the bill prohibits the superintendent or equivalent from seeking reimbursement if the student is identified as economically disadvantaged, according to rules adopted by the Department, unless that student was expelled from school.

Other dual enrollment arrangements

(New R.C. 3365.02)

The bill stipulates that the CCP program governs arrangements in which a high school student enrolls in a college and, upon successful completion, receives transcribed credit from the college. The bill also stipulates that the CCP program is the "sole mechanism by which state funds are paid to colleges for students to earn college-level credit while enrolled in a high school."²⁹ However, the bill specifically exempts all of the following from these provisions:

(1) An agreement governing an Early College High School (ECHS) program that meets the exemption criteria (see "**Early College High School programs**," below).

(2) An Advanced Placement course or International Baccalaureate diploma course (also see "**Advanced standing programs**," below).

(3) A career-technical education program that is approved by the Department and grants articulated credit to students participating in that program. ("Articulated credit" is defined by the bill as "post-secondary credit that is reflected on the official

²⁷ New R.C. 3365.07(C)(2).

²⁸ Current R.C. 3365.11, renumbered as R.C. 3365.09 under the bill.

²⁹ New R.C. 3365.02(A).

record of a student at an institution of higher education only upon enrollment at that institution after graduation from a secondary school."³⁰)

Waiver from the requirements of CCP

(New R.C. 3365.10)

The bill permits *any* high school or college that is subject to the requirements of CCP to apply to the Chancellor and the state Superintendent for a waiver from these requirements. If the school or college meets all of the criteria set forth in rules regarding the granting of waivers, then the Chancellor and the state Superintendent may, presumably jointly, grant a waiver. The Chancellor and state Superintendent are required to adopt rules regarding the granting of waivers.³¹

Waiver for ECHS programs

The bill also specifically permits a high school and an associated college operating an Early College High School (ECHS) to apply for a waiver from the requirements of CCP in the same manner as above. The Chancellor and the state Superintendent may grant a waiver only if the agreement (1) includes innovative programming proposed to exclusively address the needs of underrepresented student subgroups and (2) meets all criteria set forth in the aforementioned rules. If granted, the waiver applies only to the ECHS agreement and does not apply to any other CCP agreement in which that school or college enters.³²

However, because the bill also permits *any* school or college to apply for a waiver from the requirements of CCP, it appears that a high school or college operating an ECHS program could apply for and obtain a waiver that would exempt all of the school's or college's agreements related to CCP, as well as the ECHS agreement, rather than just the specific agreement for the ECHS program.

Except in specified circumstances, all ECHS agreements are subject to the requirements of CCP.³³ (For more on ECHS programs, see "**Early College High School programs**," below).

³⁰ New R.C. 3365.01(A).

³¹ R.C. 3365.10(A) and (C).

³² R.C. 3365.10(B).

³³ R.C. 3313.6013(E).



Student eligibility for participation in CCP

(New R.C. 3365.02, 3365.03, 3365.031, 3365.032, and 3365.06)

As under the PSEO program, students enrolled in school districts, community schools, STEM schools, and nonpublic high schools, as well as home-instructed students that are the equivalent of ninth, tenth, eleventh, or twelfth grade students, are eligible to participate in the CCP program. Additionally, the bill qualifies students that attend a college-preparatory boarding school for participation in the CCP program.³⁴ Only one such school is currently planned for operation in Cincinnati. However, its date for beginning operation has not been determined.

Eligibility requirements for all students

(New R.C. 3365.03)

The bill eliminates a provision of current law specifying that student participation in PSEO be based "solely on a participating college's established placement standards for college-level courses for which credit is awarded."³⁵ Instead, the bill requires any student wishing to enroll in a college under the CCP program to do both of the following prior to participation in the program:

(1) Apply to a public or a participating private college in accordance with the college's established procedures for admission.

(2) Meet that college's established standards for admission and for course placement, including any course-specific capacity limitations on class size.³⁶

Furthermore, as under current law, all students must elect to participate under either Option A or Option B for each course to be taken under the program (see "**Background on PSEO**," above).

Public school students

In addition to the requirements for all students, current law requires that a student enrolled in a public high school meet two additional criteria to participate in PSEO, which continue under the bill and the new CCP program. First, the student and the student's parent must sign a form stating that they have received the counseling that the high school is required to provide (see "**Counseling services for students and**

³⁴ New R.C. 3365.01(O) and new R.C. 3365.03(A).

³⁵ Current R.C. 3365.02(F), not in the bill.

³⁶ New R.C. 3365.03(A)(1)(b).



parents").³⁷ Second, the student or the student's parent must inform the school principal of the student's intent to participate during the following school year; however, the bill changes the notification date from March 30 to April 1 of each school year. If the student fails to provide such notification by the deadline, the student may not participate that school year without the principal's written consent.³⁸

Nonpublic school and home-instructed students

Currently, a student who is enrolled in a nonpublic high school or is home-instructed must provide notification of the student's intent to participate in the program during the following school year. A nonpublic student or the student's parent must provide notification to the chief administrator of the school by March 30 of the school year prior to the intended participation. Subsequently, the chief administrator must notify the Department of Education by April 1.³⁹ Meanwhile, a home-instructed student or the student's parent must provide notification to the Department by April 1.⁴⁰

The bill eliminates this provision of law and, instead, requires that nonpublic and home-instructed students satisfy all application procedures and standards prescribed in rules adopted by the State Board of Education, in consultation with the Chancellor, in addition to the requirements prescribed for all students under the bill.⁴¹

Prohibiting participation in CCP

(New R.C. 3365.03(B) and(C))

Unless a student is suspended, expelled, or enrolled in more than the allowable number of credit hours that the student may elect to receive toward high school graduation, the bill prohibits any public high school from prohibiting a student enrolled in that school from participation in CCP, so long as the student has met all of the applicable requirements. Additionally, the bill prohibits any participating nonpublic high school from not allowing a student to participate if that student (1) meets all of the applicable requirements, (2) is enrolled in CCP under "Option B," and (3) receives

³⁷ New R.C. 3365.03(A)(1)(d).

³⁸ New R.C. 3365.03(A)(1)(a).

³⁹ Current R.C. 3365.02, not in the bill.

⁴⁰ Current R.C. 3365.022(B)(1), not in the bill.

⁴¹ New R.C. 3365.03(A)(2)(b) and R.C. 3365.071(A)(1).



funding from the Department of Education for participation (see "**Funding for nonpublic and home-instructed students**," above).⁴²

Under current law and continuing under the bill, if a student is suspended or expelled from school, the student is automatically ineligible to apply to enroll in a college under CCP.⁴³ Also, if the student is suspended or expelled while participating in the program, the student may be denied continued participation in CCP.⁴⁴ Finally, a student who elects to receive credit toward high school graduation is prohibited from enrolling in more than the equivalent of the following:

- (1) If the student first enrolls in ninth grade, four academic years;
- (2) If the student first enrolls in tenth grade, three academic years;
- (3) If the student first enrolls in eleventh grade, two academic years;
- (4) If the student first enrolls in twelfth grade, one academic year.⁴⁵

Student eligibility for college scholarships

(New R.C. 3365.03(D))

Upon graduation from high school, the bill specifically prohibits a student's participation in the CCP program to affect that student's eligibility at a public college for scholarships, benefits, or other opportunities that are (1) available to first-time college students, and (2) awarded by that college. The bill specifies that this prohibition applies regardless of the number of credit hours that the student completed under the CCP program.

Requirements for public and participating nonpublic high schools

(New R.C. 3365.02 and 3365.04; R.C. 3365.13; and repealed R.C. 3365.021)

As under PSEO, all public schools (school districts, community schools, and STEM schools) are required to participate in CCP and are subject to the requirements of the program. The bill also adds college-preparatory boarding schools to the types of public schools that must participate. Nonpublic high schools may choose to participate in CCP; however, if they do so, they are also subject to requirements of the program.

⁴² New R.C. 3365.03(B).

⁴³ Current R.C. 3365.03(A), new R.C. 3365.03(C) under the bill.

⁴⁴ Current R.C. 3365.041, renumbered as R.C. 3365.032 under the bill.

⁴⁵ Current R.C. 3365.06(A), renumbered as R.C. 3365.031(A) under the bill.



Counseling services for students and parents

(New R.C. 3365.04(B))

Under current law, all schools are required to provide counseling services to students and their parents prior to participation in the program to ensure that students and parents are fully aware of the possible risks and consequences of participation. Currently, public high schools must also include specified information in these counseling services, many of which continue under the bill.⁴⁶ However, nonpublic high schools are not currently required to include any specified information in their counseling services, except an explanation that funding may be limited and that not all students who wish to participate may be able to do so, which continues under the bill.⁴⁷

The bill requires *both* public and nonpublic high schools to provide the same specified counseling information, including (1) program eligibility, (2) the process for granting academic credits, (3) any necessary financial arrangements for tuition, textbooks, and fees, (4) criteria for transportation aid, (5) available support services, (6) scheduling, (7) possible consequences and benefits of participation (including consequences of failing or not completing a course, the effect on the student's ability to graduate and on the student's GPA, and information on the cost reduction and time savings benefits for successfully completing a course), (8) the academic and social responsibilities of students and parents, (9) information about and encouragement to use the college's counseling services, and (10) the standard packet of information for CCP developed by the Chancellor.

The bill also eliminates a provision that requires counseling information to include a list of all colleges that currently participate in PSEO or in another dual enrollment program.⁴⁸

Information provided by high schools

(New R.C. 3365.04(A), (C), and (D))

Under current law and continuing under the bill, all schools are required to provide, by March 1 of each year, information about the program to all students enrolled in grades 8 through 11. Furthermore, the bill requires each high school to promote the program on its website and to include information about the school's current CCP agreements with partnering colleges.

⁴⁶ Current R.C. 3365.02(C), not in the bill.

⁴⁷ Current R.C. 3365.021, not in the bill.

⁴⁸ Current R.C. 3365.02(G), not in the bill.



Each school is also required to schedule at least one informational session per school year to allow partnering colleges located within 30 miles of the school to meet with interested students and parents. If no college is located within 30 miles, the high school must instead coordinate with the closest partnering college. The informational session must include the benefits and consequences of participation in CCP, as well as any changes to the CCP program. Presumably, this session could jointly serve as both the informational session required for high schools and the informational session required for colleges (see "**Information provided by colleges**," below).

Calculation of grades and class standing

(New R.C. 3365.04(E))

Under current law, schools are required to determine whether a grade achieved in a course completed under the program, for which the student chose to receive high school credit, will be counted in the student's GPA. The school must also determine the manner in which such a grade will be counted, if applicable.⁴⁹

The bill eliminates this provision and instead requires each high school to implement a policy for the awarding of grades and the calculation of class standing for such courses. The bill specifies that the adopted policy must be equivalent to the school's current policy for courses taken under Advanced Standing programs (see "**Advanced standing programs**"). Therefore, if that school's policy for Advanced Standing courses includes awarding a weighted grade or enhancing a student's class standing, then the school's policy for CCP courses must do the same.

Other requirements for high schools

(New R.C. 3365.04(F) and (G))

Each public high school is required to develop model course pathways and to publish these pathways in the school's official list of course offerings for CCP (see "**Model pathways**," below). Also, as with public and participating colleges, public and participating nonpublic high schools are required to collect, report, and track specified data related to the program (see "**Duties of the Chancellor and state Superintendent**," below).

⁴⁹ Current R.C. 3365.05, not in the bill.

Requirements for public and participating private colleges

(New R.C. 3365.02 and 3365.05)

The bill requires all public colleges in the state (state universities, state community colleges, community colleges, university and regional branches, and technical colleges), except the Northeast Ohio Medical University, to participate in the College Credit Plus Program. Private colleges (nonprofit and for-profit, or proprietary, colleges) may also participate in the program, if the college so chooses. If a private college chooses to participate, it is also subject to requirements of the program.

Admission and course placement

(New R.C. 3365.05(A))

Currently, a student's participation in PSEO is based solely on the participating college's established "placement" standards for credit-bearing, college-level courses. Therefore, because certain college courses require prerequisites to be completed before enrolling in the class, this provision likely allows colleges to require PSEO students to complete particular high school courses as prerequisites before participating in the program and enrolling in certain courses at the college level.⁵⁰

Under the new CCP program, colleges are required to apply "established standards and procedures for admission to the college and for course placement." It further specifies that the college must do all of the following when determining admission and course placement:

- (1) Consider all available student data that may be an indicator of college readiness.
- (2) Give priority to the college's current students for enrollment in courses; however, once a CCP student is accepted into a course, that student cannot be displaced for another student (also under current law⁵¹).
- (3) Adhere to the college's established capacity limitations for specified courses.

⁵⁰ Current R.C. 3365.02(F), not in the bill.

⁵¹ Current R.C. 3365.06(B), renumbered as new R.C. 3365.05(A)(2) under the bill.



Notification by colleges

(New R.C. 3365.05(B) and (C))

Under current law, each college must send written notice to a student, the student's school, and the Superintendent of Public Instruction of a student's admission to the college and to specified courses under the program. Furthermore, each college must provide both the courses and hours of enrollment of each CCP student and whether that student is participating under Option A or Option B for each course. This notification must be sent to the student, student's high school, and state Superintendent.⁵²

The bill maintains these notification requirements, but changes the required notification period for both. Notification regarding admission to the college and to specific courses must be sent not later than 14 days before classes begin for that term, rather than "within 10 days after acceptance." Meanwhile, notification regarding hours of enrollment must be provided not later than 21 days after classes begin for that term, rather than "10 days after each enrollment for a term." Additionally, along with the notification regarding hours of enrollment, the college must provide each partnering high school with a roster of students from that school who are enrolled in the college under CCP, as well as a list of each student's course assignments.

Information provided by colleges

(New R.C. 3365.05(D) and (E))

The bill requires each college to promote the program on its website and to include information about the college's current CCP agreements with partnering high schools. Each college is also required to coordinate with each partnering high school, located within 30 miles of the school, to present at least one informational session per school year for interested students and parents. If no high school is located within 30 miles, the college must instead coordinate with the closest partnering high school. The informational session must include the benefits and consequences of participation in CCP, as well as any changes to the CCP program. Presumably, this session could jointly serve as both the informational session required for colleges and the informational session required for high schools (see "**Information provided by high schools,**" above).

⁵² Current R.C. 3365.03(B), not in the bill.



Other requirements for colleges

(New R.C. 3365.05(F), (G), and (H))

Under the bill, each college is required to assign an academic advisor, who is employed by the college, to each student enrolled in a course under CCP at that college. The college must ensure that the advisor meet with each student, prior to the date on which a course withdrawal would negatively affect the student's grade, to discuss the program and the student's courses.

Also, with regard to high school teachers who teach CCP courses for a college but deliver those courses at the high school rather than the college, a college must (1) provide at least one professional development session per school year for these teachers, and (2) conduct at least one classroom observation per school year of each course authorized by the college to ensure college-level quality.

Finally, as with public and participating nonpublic high schools, public and participating colleges are required to collect, report, and track specified data related to the program (see "**Duties of the Chancellor and state Superintendent,**" below).

Miscellaneous administrative changes

The bill makes several other changes to the administration of the program.

Model pathways

(R.C. 3365.13)

Each public high school is required to develop, in consultation with a partnering public college, a 15-credit hour and 30-credit hour model course pathway for courses offered under CCP which, once completed, all apply to at least one degree or professional certification offered at the college. The pathways may be organized by major, career path, or core courses, and must be published among the high school's official list of course offerings for CCP.

The bill specifically prohibits any student from being required to enroll only in the courses included in a specified pathway and states that, instead, the pathways serve as samples of courses that a student *may* choose to take under the program.

Credential requirements for instructors

(R.C. 3365.11)

The bill requires each college instructor or high school teacher who teaches a course under the CCP program to meet the credential requirements established by the



Chancellor in guidelines and procedures. If the guidelines require high school teachers to take additional graduate-level coursework, that coursework must also apply to continuing education and professional development requirements for renewing a teacher's educator license.

Duties of the Chancellor and state Superintendent

(New R.C. 3365.15)

The Chancellor and the state Superintendent must jointly do all of the following with regard to the CCP program:

(1) Adopt data reporting guidelines specifying the types of data that public and participating nonpublic secondary schools and public and participating private colleges must collect, report, and track, as well as policies and procedures for the collection, reporting, and tracking of such data.

(2) Submit a biennial report detailing the status of the program to the Governor, President of the Senate, Speaker of the House of Representatives, and chairpersons of the Education committees of the Senate and House of Representatives. Each report is due by December 31 every two years, beginning with December 31, 2017.

(3) Establish a CCP advisory committee to assist in developing performance metrics and monitoring the program's progress.

Additionally, the Chancellor, in consultation with the state Superintendent, must develop a standard information packet on the CCP program that schools must distribute to each student as a part of the required counseling information (see "**Counseling services for students and parents**," above).

II. Advanced Standing Programs

Replacement of "dual enrollment" with "advanced standing" programs

(R.C. 3313.6013; conforming changes in R.C. 3328.24, 3333.041, 3333.86, and 3345.06)

Background

Under current law, a "dual enrollment program" is a program in which a student, who is currently enrolled in a high school, may choose to participate in order to earn credit toward a college degree while also completing the high school curriculum requirements. All public high schools in the state, as well as chartered nonpublic high schools, are required to offer at least one dual enrollment program.



Several programs or options currently qualify as dual enrollment, including the PSEO Program, Advanced Placement (AP) courses, Early College High Schools, and any program that is similar to PSEO and AP and is agreed upon by both the high school and the institution of higher education. Under the AP Program, students complete advanced coursework in specified subject areas (i.e. American History, English) with the possibility of earning college credit toward a degree. Students earn college credit based upon attainment of a specified score, prescribed by each institution of higher education, on the AP examination in the respective subject area. Early College High Schools allow students to simultaneously take high school- and college-level courses, with the goal of earning both a high school diploma and an associate degree at the time of graduation.

Advanced standing programs

(R.C. 3313.6013)

The bill renames "dual enrollment program" as "advanced standing program" and makes a few changes in what qualifies toward the requirement. Both PSEO (renamed as College Credit Plus) and AP still qualify as advanced standing programs, while the fourth option, Early College High Schools (ECHS), also remains but with a few modifications (see "**Early College High School programs**," below). Finally, the third option for students – a program similar to PSEO or Advanced Placement – is modified to include only International Baccalaureate (IB) diploma courses. An IB diploma is earned through an interdisciplinary education program and is recognized at various institutions of higher education both nationally and internationally. The program includes examinations in specified traditional and nontraditional courses, community service requirements, and an extended essay.

The bill also adds college-preparatory boarding schools to the requirement to offer at least one advanced standing program.

Early College High School programs

(R.C. 3313.6013 and new R.C. 3365.10)

The bill changes a reference from "Early College High Schools" to "Early College High School Programs" and makes several additions with regard to this advanced standing option. First, it defines an ECHS program as "a program operated by a school district or public (high) school and an associated college that provides a personalized learning plan, which is based on accelerated curriculum and includes both high school and college-level coursework, and enables students to earn a high school diploma and an associate degree, or the equivalent number of transcribed credits, upon successful completion of the program." The bill further prescribes that ECHS programs serve

specified students, including (1) students who are underrepresented in regard to completing post-secondary education, (2) economically disadvantaged students, and (3) students whose parents did not earn a college degree.⁵³

The bill also makes any agreement between a school district or public school and an associated college, which governs an ECHS program, subject to the requirements of the College Credit Plus (CCP) program, with a few exceptions. First, any aspect of an ECHS agreement that does not relate to a college's conferral of transcribed credit is not subject to the requirements of CCP, nor is any ECHS agreement for which a waiver is obtained (see "**Waiver for ECHS programs**," above). Also, if an ECHS program began operating before July 1, 2014, the agreement is not subject to the requirements until the existing agreement expires or July 1, 2015, whichever date is later. Finally, if the district, school, or associated college was granted an award under the Straight A Program for the 2014-2015 school year for a project involving an Early College High School, the agreement is not subject to these requirements during the period of funding specified by the grant award.⁵⁴

III. Other Education Provisions

Career-technical education

(R.C. 3313.90)

The bill specifies that each city, local, and exempted village school district must provide career-technical education to students enrolled in grades seven through twelve.⁵⁵ However, a district may obtain from the Department of Education, for any given school year, a waiver from the requirement to provide career-technical education for students enrolled in grades seven and eight by doing both of the following:

(1) Adopting, at a regularly scheduled board meeting, a resolution to request the waiver;

(2) Submitting a copy of the resolution to the Department by September 30 of the school year for which career-technical education will not be provided to students in grades seven and eight.⁵⁶

⁵³ R.C. 3313.6013(F).

⁵⁴ R.C. 3313.6013(E).

⁵⁵ R.C. 3313.90(A).

⁵⁶ R.C. 3313.90(B).



The bill also increases the minimum enrollment for comprehensive career-technical course offerings in school districts to 2,500 students in grades seven through twelve, beginning in the 2014-2015 school year. Under current law, the minimum enrollment for comprehensive career-technical course offerings in school districts is 1,500 students in grades nine through twelve.⁵⁷

Finally, the bill repeals an obsolete requirement that the approval of state funds for the construction and operation of vocational facilities in any city, local, or exempted village school district be contingent upon a comprehensive vocational program plan approved by the State Board not later than July 1, 1970.⁵⁸

Student career advising

(R.C. 3313.6015 (repealed and reenacted))

Policies on career advising

Beginning in the 2014-2015 school year, the bill requires each city, local, exempted village, and joint vocational school district and, by existing references in separate laws, each community school⁵⁹ and STEM school⁶⁰ to adopt a policy on career advising. This policy must be updated at least once every two years.⁶¹

This provision replaces a requirement, which is repealed by the bill, that each city, local, and exempted village school district, community school, and STEM school adopt a resolution describing how the district or school will address "college and career readiness and financial literacy" in its curriculum for seventh and eighth grades and for any other grades as determined necessary.⁶²

Content of policies

A district's or school's policy on career advising must specify how the district or school will do all of the following:

(1) Provide students with grade-level examples that link their schoolwork to one or more career fields. A district or school may use the model curricula developed under

⁵⁷ R.C. 3313.90(A).

⁵⁸ R.C. 3313.90(B).

⁵⁹ R.C. 3314.03, not in the bill.

⁶⁰ R.C. 3326.11, not in the bill.

⁶¹ R.C. 3313.6015(A)(1).

⁶² Current R.C. 3313.6015, repealed by the bill.



current law by the State Board (in consultation with any office housed in the Governor's office that deals with workforce transformation) that embeds career connection learning strategies into regular classroom instruction for this purpose.⁶³

(2) Create a plan to provide career advising to students in grades six through twelve;

(3) Provide additional interventions and career advising for students who are identified as at risk of dropping out of school (see "**Student success plans for at-risk students**," below);

(4) Train its employees on how to advise students on career pathways, including training on advising students using online tools;

(5) Develop multiple, clear academic pathways through high school that students may choose in order to earn a high school diploma;

(6) Identify and publicize courses that can award students both traditional academic and career-technical credit;

(7) Document the career advising provided to each student for review by the student, the student's parent, guardian, or custodian, and future schools that the student may attend. The bill prohibits a district or school from otherwise releasing this information without the written consent of the student's parent, guardian, or custodian (if the student is less than 18 years old) or the student (if the student is at least 18 years old).⁶⁴

(8) Prepare students for their transition from high school to their post-secondary destinations, including any special interventions that are necessary for students in need of remediation in mathematics or English language arts.⁶⁵

Availability of policies

The bill provides that a school district board must make its policy on career advising publicly available to students, parents, guardians, or custodians, local post-secondary institutions, and residents of the district. Presumably, a community school's governing authority and a STEM school's governing body must make its policy publicly available to students, parents, guardians, or custodians, and local post-secondary

⁶³ See R.C. 3301.079(B)(2), not in the bill.

⁶⁴ R.C. 3313.6015(B)(7).

⁶⁵ R.C. 3313.6015(B).

institutions. A district or school must post the policy in a prominent location on its website, if it has one.⁶⁶

Student success plans for at-risk students

Identification of at-risk students

The bill requires each city, local, exempted village, and joint vocational school district to identify students who are at risk of dropping out of school using a method that is both research-based and locally based.⁶⁷ Like the career advising policy, described above, this requirement also applies to community schools and STEM schools.

Development of student success plans

If a student is identified as at risk of dropping out of school, the district or school must develop a student success plan that addresses the student's academic pathway to a successful graduation and the role of career-technical education, competency-based education, and experiential learning, as appropriate, in that pathway.⁶⁸

Prior to developing a student's plan, the district or school must invite the student's parent, guardian, or custodian to assist in developing the plan. If the student's parent, guardian, or custodian does not participate in the development of the plan, the district or school must provide to the parent, guardian, or custodian a copy of the student's success plan and a statement of the importance of a high school diploma and the academic pathways available to the student in order to successfully graduate.⁶⁹

Career advising based on student success plans

Following the development of a student success plan for a student, the bill requires the district or school to provide career advising to the student that is aligned with the student success plan and with the district's plan to provide career advising that is specified in its policy on career advising.⁷⁰

⁶⁶ R.C. 3313.6015(A)(2).

⁶⁷ R.C. 3313.6015(C)(1).

⁶⁸ R.C. 3313.6015(C)(1).

⁶⁹ R.C. 3313.6015(C)(2).

⁷⁰ R.C. 3313.6015(C)(3).

Model policies and plans

The bill requires the Department to develop and post on its website model policies on career advising and model student success plan by September 30, 2014.⁷¹

Exemptions from the Ohio Core Curriculum

(R.C. 3313.603)

Temporary exemption

The bill extends to July 1, 2016, the terminal date of an exemption from the Ohio Core Curriculum for students who (1) enter ninth grade before the terminal date of the exemption, (2) have a student success plan (rather than an individual career plan as under current law) that satisfies the bill's requirements (see "**Student success plans for at-risk students**," above) and (3) meet certain other conditions in continuing law, including the completion of an alternative curriculum of 20 units.⁷² Under current law, the terminal date of this exemption is July 1, 2014.

The bill also extends to August 1, 2016, the deadline for the Department to submit its findings and recommendations regarding the extension of this exemption beyond the date provided in law to the Speaker and Minority Leader of the House of Representatives, the President and Minority Leader of the Senate, the chairpersons and ranking minority members of the House and Senate Education committees, the State Board of Education, and the Superintendent of Public Instruction.⁷³ Under current law, this deadline is August 1, 2014.

Waiver for dropout prevention and recovery programs

The bill changes the conditions that a dropout prevention and recovery program must satisfy in order to receive a waiver from the Ohio Core Curriculum. Under current law, if a program receives a waiver, students who complete the program may qualify for graduation from high school by successfully completing a competency-based instructional program administered by the dropout prevention and recovery program in lieu of completing the Ohio Core Curriculum.⁷⁴

⁷¹ R.C. 3313.6015(D).

⁷² R.C. 3313.603(D)(1) to (5).

⁷³ R.C. 3313.603(D).

⁷⁴ R.C. 3313.603(F).



First, in order to receive a waiver, the bill requires a dropout prevention and recovery program to develop a student success plan (rather than an individual career plan as under current law) that satisfies the bill's requirements (see "**Student success plans for at-risk students**," above) for each student that specifies the student's matriculating to a two-year degree program, acquiring a business and industry credential, or entering an apprenticeship.⁷⁵

Additionally, the bill creates two new conditions that a dropout prevention and recovery program must satisfy in order to receive a waiver. The bill requires that programs, prior to receiving a waiver on or after the bill's effective date, submit to the Department a policy on career advising that satisfies the bill's requirements (see "**Policies on career advising**," above), with an emphasis on how every student will receive career advising.⁷⁶ Also, the bill requires that programs, prior to receiving a waiver on or after the bill's effective date, submit to the Department a written agreement outlining the future cooperation between the program and any combination of local job training, post-secondary education, nonprofit, and health and social service organizations to provide services for students in the program and their families.⁷⁷

Compulsory school attendance

(R.C. 3321.03, 3321.04, and 3321.07)

The bill makes two changes related to the existing requirement that a child who is between six and 18 years old attend a school or special education program for the full time the school or program is in session, unless lawfully excused.⁷⁸ First, it specifies that a child attending an alternative education program that is specified in the child's student success plan (see "**Student success plans for at-risk students**," above) must be considered to be attending school for purposes of this requirement.⁷⁹ Additionally, it repeals a specification that the school or program that the student attends to satisfy this requirement must be in session for not less than 32 weeks per school year.⁸⁰

The bill also changes the existing requirements that a career-technical, commercial, or other special type of school must satisfy in order for a child to attend

⁷⁵ R.C. 3313.603(F)(4).

⁷⁶ R.C. 3313.603(F)(8).

⁷⁷ R.C. 3313.603(F)(9).

⁷⁸ R.C. 3321.01, not in the bill.

⁷⁹ R.C. 3321.03.

⁸⁰ R.C. 3321.04.

that school instead of a high school. Under the bill, the school must provide the child with a high school diploma, an industry-recognized credential, or a journeyman certification as recognized by the U.S. Department of Labor upon successful completion of instruction, whereas under current law the school must provide the child with instruction for a term and for hours equivalent to those of the high school and must not interfere with a continuous program of education for the child to the age of 16.⁸¹

Age and schooling certificates

(R.C. 3321.08, 3321.09, and 3331.04)

Background

Current law prohibits a minor of compulsory school age from being employed by any employer in the state unless the minor presents to the employer a proper age and schooling certificate as a condition of employment,⁸² unless certain exceptions apply.⁸³ A child that receives an age and schooling certificate is lawfully excused from the requirement to attend a school or special education program for the full time the school or program is in session.⁸⁴

Certificates for children over age sixteen

The bill permits a school district superintendent, if certain requirements are satisfied, to issue an age and schooling certificate to a child over age 16 who is participating in a program that, upon successful completion of instruction, will result in the child receiving an industry-recognized credential, a journeyman certification as recognized by the United States Department of Labor, or full-time employment.⁸⁵ The requirements for an age and schooling certificate, under current law, include (1) proof that the child is not addicted to a habit which could detract from the child's reliability or effectiveness as a worker, proper use of earnings or leisure, or carrying out the agreed-upon conditions for the certificate, (2) proof regarding the child's residency and attendance at school or the child's need to provide the child's own support or support

⁸¹ R.C. 3321.07.

⁸² R.C. 4109.02(A), not in the bill.

⁸³ See R.C. 4109.02(B) and 4109.06, not in the bill.

⁸⁴ R.C. 3321.03(B) and 3321.04.

⁸⁵ R.C. 3331.04.



for other family members, as applicable, and (3) proof that the child will diligently attend evening classes in the district in addition to part-time classes until age 18.⁸⁶

The bill's provision replaces a provision of existing law which permits a superintendent, if certain requirements are satisfied, to issue a certificate to a child over age 16 who is unable to pass a test for the completion of seventh grade and who is not so below the normal in mental development that the child cannot profit from further schooling. The requirements for this certificate are substantially similar to the requirements for the issuance of a certificate under the bill's provision, except they also include requirements related to English proficiency.⁸⁷

Part-time school or class requirement

The bill also makes several changes regarding the part-time school or class that any child who has been granted an age and schooling certificate (including a child over age 16) must attend until the age at which the certificate is no longer required. First, the bill specifies that the school or class must grant a high school diploma to the child upon the child's successful completion of a course of instruction. It also repeals (1) the existing requirement that the school or class be taught between seven in the morning and six in the afternoon of any day except a legal holiday, Saturday, or Sunday, or between the hours of seven in the morning and twelve noon on Saturday and (2) the existing prohibition on attending the school or class for more than eight hours per week.⁸⁸ Finally, the bill repeals the requirement that a part-time school or class provided by an employer, by a partnership, corporation, or individual, by a private or parochial school, by a college, or by a philanthropic or similar agency be conducted for substantially a term and hours equivalent to those of the part-time schools or classes provided by a child's local school board, but it retains the existing requirement that these schools or classes be approved by the State Board of Education.⁸⁹

Diagnostic assessments

(R.C. 3301.0714 and 3301.0715)

Kindergarten diagnostic assessment data

The bill permits the data collected for diagnostic assessments administered to kindergarten students to be used for purposes of the annual school district and school

⁸⁶ R.C. 3331.04(A) and (B).

⁸⁷ R.C. 3331.04.

⁸⁸ R.C. 3321.08.

⁸⁹ R.C. 3321.09.

report cards issued by the Department of Education. Current law prohibits kindergarten diagnostic assessment data from being included on the report cards. However, one of the measures on the report card is whether a district or building is making progress in K-3 literacy.⁹⁰ Thus, the Department needs that information in order to assign grades for the K-3 literacy measure. The bill resolves that conflict.⁹¹ Related to that, the bill specifies that the results of the language and reading diagnostic assessment must be reported to the Department and are not subject to a parental opt-out. Under current law, if a parent so requests it, a district is not required to report to the Department the results of any diagnostic assessment administered to a kindergarten student.⁹²

Timing of administration

Current law requires each school district to administer applicable diagnostic assessments to each student who transfers into a district or into a different school within a district, if each applicable diagnostic assessment was not administered by the district or school the student previously attended in the current school year. The district or school must administer that assessment within 30 days after the date of the student's transfer. The bill specifies that a transfer student who transfers prior to the administration of diagnostic assessments take those assessments at the scheduled administration dates.⁹³

Exemptions and alternatives

The bill exempts students with significant cognitive disabilities, as defined by the Department of Education, from taking the diagnostic assessments.⁹⁴ Current law already exempts such students from taking the reading diagnostic assessments.⁹⁵

Finally, the bill clarifies that a district or school that received a grade of "A" or "B" for performance index score or for overall value-added progress dimension on the report card for the prior school year may administer different diagnostic assessments than those prescribed by the Department. Under current law, a school that received an excellent or effective rating on the report cards, or the equivalent of such ratings as

⁹⁰ R.C. 3302.03(B)(1)(g), (C)(1)(g), and (C)(3)(e), not in the bill.

⁹¹ R.C. 3301.0714(P) and 3301.0715(D).

⁹² R.C. 3301.0714(B)(1)(n).

⁹³ R.C. 3301.0715(A)(1).

⁹⁴ R.C. 3301.0715(A).

⁹⁵ R.C. 3313.608(B)(1), not in the bill.



determined by the Department, could administer different diagnostic assessments. The bill updates the language to reflect the new report card rating system enacted in 2012.⁹⁶

Academic distress commissions

(R.C. 133.06 and 3302.10)

The bill revises the eligibility conditions for the establishment of an academic distress commission for a school district. Under the bill, a school district that meets any combination of the following conditions for two of the three most recent school years is subject to the establishment of an academic distress commission:

(1) The district has been declared to be in a state of academic emergency (under the former rating system) and has failed to make adequate yearly progress (current law);

(2) The district has received a grade of "F" for the performance index score and a grade of "D" or "F" for the value-added progress dimension for the 2013-2014 school year (revised under the bill);

(3) The district has received an overall grade of "F" (revised under the bill);

(4) The district's academic performance makes it subject to the "most severe" level of state intervention, as specified by the most recent federal waiver issued to the state by the U.S. Department of Education (new under the bill).⁹⁷

The bill also specifies that a district that is otherwise subject to the establishment of an academic distress commission (as described above) is not subject to the establishment of a commission if it received a grade of "A" or "B" on at least two components on its report card issued for the most recent school year.⁹⁸

The bill also revises the provisions that specify when an academic distress commission must cease to exist, as follows:

(1) The school district received a grade of "C" or better for the performance index score and the value-added progress dimension for two of the three most recent school report cards (current law);

⁹⁶ R.C. 3301.0715(C).

⁹⁷ R.C. 3302.10(A)(1).

⁹⁸ R.C. 3302.10(A)(2).

(2) The school district received an overall grade of "C" or better for two of the three most recent school report cards (new under the bill);

(3) The school district attained a level of academic performance such that it is no longer subject to the "most severe" level of state intervention, as specified by the U.S. Department of Education or the most recent waiver issued to the state (new under the bill).⁹⁹

Background

Current law provides that the Superintendent of Public Instruction must establish an academic distress commission for each school district that meets any of the following conditions for three or more consecutive years:

(1) The district has been declared to be in academic emergency and has failed to make adequate yearly progress;

(2) The district has received a grade of "F" for the performance index score and a grade of "D" or "F" for the overall value-added progress dimension;

(3) The district has received an overall grade of "F" or a grade of "F" for the overall value-added progress dimension; or

(4) At least 50% of the schools operated by the district have received an overall grade of "D" or "F."¹⁰⁰

A commission is directed to "assist the district for which it was established in improving the district's academic performance." In doing so, the commission may appoint, reassign, and terminate the contracts of district administrative personnel; contract with a private entity to perform school or district management functions; and establish a budget for the district and approve school district expenditures.¹⁰¹

The commission ceases to exist when the district, for two of the three prior school years, either (1) is rated in need of continuous improvement or better (under the former report card and rating system), or (2) receives a grade of "C" or better for both the performance index score and overall value-added progress dimension, unless the

⁹⁹ R.C. 3302.10(N).

¹⁰⁰ R.C. 3302.10(A).

¹⁰¹ Current R.C. 3302.10(J) (division (L) as amended by the bill).

Superintendent sooner determines that the district can perform adequately without the commission.¹⁰²

Renewal of resident educator licenses

(R.C. 3319.22 and 3319.26)

The bill makes both resident educator and alternative resident educator licenses renewable for reasons specified in rules adopted by the State Board of Education. Additionally, the bill requires the State Board to adopt rules specifying the reasons under which such licenses may be renewed. Under current law, a resident educator and alternative resident educator license is valid for four years and is not renewable, except that it may be extended by the State Board, on a case-by-case basis, to enable completion of the Ohio Teacher Residency Program. The bill continues to permit extension of the term of an individual's license.

Background on the Ohio Teacher Residency Program

Educator licensing in Ohio is a tiered structure, starting with the resident educator license for entry-level teachers. Applicants for this license must be graduates of an approved teacher preparation program, have passed state licensure exams, and, for teachers who wish to teach grades K-6, have completed 12 semester hours in the teaching of reading.¹⁰³ Holders of this license must participate in the four-year Ohio Teacher Residency Program as well.

An individual also might qualify for an alternative resident educator license. That license is granted to the holder of a bachelor's degree who has not completed a traditional teacher preparation program but who has completed certain pedagogical training and passed a test prescribed by the State Board. Then, while teaching under that license the individual must complete further coursework and pass further written tests and observational evaluations.¹⁰⁴ Holders of the alternative license also must complete the Teacher Residency Program.

The Ohio Teacher Residency Program is a four-year program for entry-level classroom teachers. Individuals who hold the new entry-level resident educator license, or an alternative resident educator license, must participate in the program. Successful completion of the program is a requirement for individuals holding those licenses to qualify for a professional educator license. The residency program must include (1)

¹⁰² Current R.C. 3302.10(L) (division (N) as amended by the bill).

¹⁰³ R.C. 3319.22 and 3319.24, latter not in the bill; Ohio Administrative Code (O.A.C.) 3301-24-18.

¹⁰⁴ R.C. 3319.26; O.A.C. 3301-24-19.



mentoring by teachers who hold a lead professional educator license, (2) counseling to ensure that participants receive needed professional development, and (3) measures of appropriate progression through the program.¹⁰⁵

School energy conservation projects

(R.C. 133.06(G) and 3313.372(B))

Approval process: report of estimated cost savings

A school district may issue bonds, subject to approval by the School Facilities Commission (SFC) but not voter approval, to purchase energy conservation improvements in an amount up to $\frac{1}{10}$ of 1% of the district's tax valuation. In applying for approval, a district must submit to SFC a report that includes estimates of all costs of design, engineering, installation, maintenance, repairs, debt service, and amounts by which energy consumption and resultant operational and maintenance costs may be reduced. Under the bill, the report must also include the estimate of costs of measurement and verification of energy savings.¹⁰⁶

Under law unchanged by the bill, the report must also include estimates of both (1) forgone residual value of materials or equipment replaced by the new energy conservation measures, and (2) a baseline analysis of actual energy consumption data for the preceding three years, based only on the actual energy consumption data for the preceding 12 months.

Competitive selection process

Continuing law provides specific instruction requiring competitive bidding by school district boards of education when contracting for public improvements valued over \$25,000.¹⁰⁷ However, a school board may, by resolution adopted by two-thirds of all of its members, declare that the general building requirements under continuing law do not apply to the installation, modification, or remodeling involved in any energy conservation measure undertaken through an installment contract.¹⁰⁸ The bill specifies that, if a district board adopts such a resolution, the contract must be awarded through

¹⁰⁵ R.C. 3319.223, not in the bill.

¹⁰⁶ R.C. 133.06(G)(1).

¹⁰⁷ R.C. 3313.46(A), not in the bill.

¹⁰⁸ R.C. 3313.46(B)(3).



a competitive selection process in accordance with rules adopted by SFC.¹⁰⁹ Current law contains no required method for awarding a contract under these circumstances.

Installment payment contract provisions

The bill requires that the provisions of any installment contract entered into for purposes of energy conservation measures must provide that all payments *shall not exceed the* (rather than "shall be stated as a percentage of" as under current law) calculated energy, water, or waste water cost savings, avoided operating costs, and avoided capital costs attributable to the one or more measures over a period of time.

Under the bill, an installment contract may include services for measurement and verification of savings associated with the contractor's guarantee. However, the annual costs of these services must not exceed 10% of the guaranteed savings in any year of the contract. Current law contains no provision regarding services for measurement and verification of energy savings.

Annual report of cost savings

The bill makes several changes to the district's annual reporting requirements related to the reduction of energy consumption and cost savings attributable to energy conservation measures. Those changes are as follows:

(1) Requires that the annual report be in a form and manner prescribed by SFC.¹¹⁰

(2) Removes a requirement that the report be certified by an architect or engineer independent of any person that provided goods or services to the board in connection with the energy conservation measures that are the subject of the report;¹¹¹ and

(3) Permits a district to forgo further annual reporting if SFC verifies that the district's reports have fulfilled the savings guaranteed by the contractor for three consecutive years.¹¹²

¹⁰⁹ R.C. 3313.372(B)(2).

¹¹⁰ R.C. 133.06(G)(3).

¹¹¹ R.C. 133.06(G)(3).

¹¹² R.C. 133.06(G)(4).



School Based Health Care Advisory Workgroup

(Section 3)

The bill creates the School Based Health Care Advisory Workgroup consisting of the following members:

- (1) The Superintendent of Public Instruction or the Superintendent's designee;
- (2) The Director of Developmental Disabilities or the Director's designee;
- (3) The Director of Health or the Director's designee;
- (4) The Director of Job and Family Services or the Director's designee;
- (5) The Director of Medicaid or the Director's designee;
- (6) The Director of Mental Health and Addiction Services or the Director's designee;
- (7) The Director of the Office of Health Transformation or the Director's designee, who shall serve as chairperson;
- (8) Two members of the House of Representatives, one from the majority party and the other from the minority party, appointed by the Speaker of the House;
- (9) Two members of the Senate, one from the majority party and the other from the minority party, appointed by the Senate President;
- (10) One representative from each of the following organizations, appointed by the organization's chief executive officer or the individual serving in an equivalent capacity for the organization: (a) the Association of Ohio Health Commissioners, (b) the Buckeye Association of School Administrators, (c) the County Commissioners Association of Ohio, (d) the Greater Cincinnati Community Learning Institute, (e) the Ohio Association of Community Health Centers, (f) the Ohio Association of Health Plans, (g) the Ohio Association of School Nurses, (h) the Ohio Business Roundtable, (i) the Ohio Chamber of Commerce, (j) the Ohio Chapter of the American Academy of Pediatrics, (k) the Ohio Children's Hospital Association, (l) the Ohio Commission on Minority Health, (m) the Ohio Council of Behavioral Health and Family Services Providers, (n) the Ohio Dental Association, (o) the Ohio Optometric Association, (p) the Ohio Parent Teacher Association, (q) the Ohio State Medical Association, (r) the Public Children Services Association of Ohio, (s) Voices for Ohio's Children, and (t) the Ohio Federation of Teachers.



The Workgroup is charged with the following duties:

--Reviewing evidence of the correlation between student health and academic achievement;

--Identifying existing best practices to improve academic achievement through better student health;

--Based on existing best practices, recommending one or more models for communities that want to improve academic achievement through better student health;

--Recommending financial strategies to sustain the models over time, with an emphasis on health coverage through commercial insurance and Medicaid, not other governmental subsidies;

--Recommending health care service delivery strategies that are known to improve health outcomes, such as patient-centered medical homes;

--Ensuring that all recommendations adhere to state and federal law.

Appointments to the Workgroup must be made not later than 15 days after the bill's effective date, and vacancies are to be filled in the same manner as the original appointments. The bill specifies that Workgroup members are to serve without compensation or reimbursement for expenses incurred while serving on the Workgroup, except to the extent that serving on the Workgroup is considered to be among the member's employment duties.

The Workgroup must prepare a report of its findings and recommendations and, not later than December 31, 2014, submit the report to the General Assembly. Upon submission of the report, the Workgroup will cease to exist.

HISTORY

ACTION	DATE
Introduced	03-18-14

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