



PSEO Subcommittee Meeting
Ohio Partnership for Continued Learning
Minutes of the August 9, 2006 Meeting

Attendees:

Lisa Duty, KnowledgeWorks	Terry Thomas, OACC
Karen Wells, Lorain CCC	Tom Humphries, Youngstown-Trumbull Regional Chamber
Howard Lawson, Akron Public Schools	Adrienne O'Neill, Stark Education Partnership
Nancy Nestor-Baker, OSU	Ralph Johnson, Franklin County ESC
Dustin Holfinger, AICUO	Willa Ebersole, Pappas Associates
Peter Rutkoff, Kenyon College	Cindy McQuade, IUC
Vicki Thompson-Campbell, ACT	Courtney Saunders, Speaker Husted's Office
Dennis Budkowski, Marion Technical College	Melody Furno, parent
Tisha Brady, Representative Barrett's office	Don Plotts, North Central State College
Bob Bowers, Board of Regents	Holly Harris Bane, University of Akron
Deborah Owens-Fink, State Board of Education	Kathy Shibley, Ohio Department of Education
Arlene Setzer, Ohio House of Representatives	Ann Sheldon, OAGC
Sue Westendorf, State Board of Education	Cindy Kushner, Lorain CCC
Colleen Grady, State Board of Education	Shaun Yoder, Governor's Office
Lisa Dankovich, Miami University/IUC	Susan Bodary, Governor's Office
Pat Myers, Kent State University	Emmy Partin, Governor's Office
Julie Schaid, Clark State	Mike Farley, Governor's Office
Melissa Clark, OEA	

Opening Remarks:

Susan Bodary, Governor Taft's Executive Assistant for Education & Workforce, welcomed attendees to the Partnership for Continued Learning's PSEO subcommittee meeting. She noted that this gathering is a continuation of the July 12th PSEO subcommittee meeting, where members received presentations on "Out of the Box" PSEO models in Ohio and worked to identify and craft a goal statement.

College credit in high school: *Out of the box models in Ohio:*

Ms. Bodary segued into the "Out of the Box" presentations from three institutions that are effectively using PSEO to meet the needs of their high school students in earning dual high school and college credit.

Highlights from the following presentations are summarized in the matrix attached to these minutes:

- Willa Ebersole, Vice President of Thomas P. Pappas & Associates, and Eva “Jo” Mihnovets, Director of Mayfield Excel TECC, provided an overview of Post-secondary Enrollment Options offered at Centerville High School.
- Karen Wells, Provost, and Cindy Kushner, Targeted Marketing Specialist, both of Lorain County Community College, highlighted Lorain County Community College’s PSEO program.
- Peter Rutkoff, Co-Director of Kenyon Academic Partnership (KAP) and Professor of History, explained the KAP program.

Adopt a Goal Statement: (Continued discussion from last meeting)

Upon the conclusion of the presentations, Shaun Yoder, Policy Assistant for Education & Workforce, transitioned the group into a discussion on a new name for PSEO, a goal statement, and draft recommendations.

With assistance from Ms. Colleen Grady and Ms. Deborah Owens Fink, both of the State Board of Education, Ms. Bodary and Mr. Yoder walked the subcommittee through the following discussion:

PSEO Name:

The subcommittee determined that the names “Dual Enrollment Initiatives” and “Accelerated Learning Options” were inadequate to describe the Post-Secondary Enrollment Program. As alternatives, the subcommittee recommended the following names:

- Early College Credit Initiatives
- Post-secondary Credit Options
- Get College Credit
- College Credit Options
- Jumpstart College
- Pathways to College Credit
- College Credit NOW

Goal Statements:

With much discussion, the subcommittee coalesced around the following Goal Statements:

For a prosperous future, more Ohio students must achieve higher levels of education. To get there, the State of Ohio commits to:

- 1) Increasing the number of students who earn college credit or workforce credentials prior to high school graduation.
- 2) Creating a seamless education system, where barriers that limit accelerated learning opportunities are removed.
- 3) Challenging accelerated learners to attain higher levels of learning.
- 4) Expanding and enhancing access to an array of college credit opportunities for a diverse range of students.
- 5) Helping students make successful transitions to college and career.
- 6) Ensuring more high school students earn college credit or workforce credentials in order to complete college or workforce programs.

To further refine and finesse these goals, it was suggested that a small working group, including staff from the Ohio Department of Education, the Ohio Board of Regents, and the Governor's Office, convene and work through the finer details to be presented at a later date to the subcommittee.

Due to time constraints, the subgroup was not able to discuss the following *Policy Objectives of PSEO*, as advanced at the July 12th PSEO Subcommittee meeting:

- Promote access and ensure equity of educational preparation for all Ohio students.
- Create a flexible system (not one size fits all).
- Offer high quality pathways for students to earn college credit that transfers and applies to degrees.
- Enhance elements of the system that are already working.
- Provide incentives that motivate students to achieve to high levels.
- Provide incentives that motivate schools, districts, colleges, and others participating in dual enrollment initiatives to support and develop student aspirations.
- Align state education policy and practice with economic goals to increase productivity and opportunity for all Ohioans.
- Reduce overall persona and system costs for both families and the state for college entrance through credential attainment.
- Increase the number of Ohio students attending college.

Next Steps:

Ms. Bodary concluded the meeting by outlining the next steps:

- One final meeting will be scheduled. At this meeting the subcommittee will revisit:
 - The Goal Statements
 - Policy Objectives of PSEO
 - Draft recommendations for discussion purposes

Secretary's Note: The next PSEO Subcommittee meeting is scheduled for Thursday, August 17, at 3 p.m. in Room South B & C, 31st Floor, Vern Riffe Center, 77 S. High Street, Columbus.

All of the documents from today's meeting will be distributed electronically prior to the next meeting.

Attached: Please find the "Outside-the-Box" Approaches to Earning College Credit During High School Matrix.

	Centerville High School - Dual Enrollment	Kenyon Academic Partnership (KAP)	Lorain County Community College
History & Purpose of the Program	Career Technical Planning District includes Centerville City Schools, Kettering City Schools and Oakwood City Schools. Participating institutions of higher education include the University of Dayton and Sinclair Community College.	KAP is considered a pioneer "concurrent enrollment" program, established 30 years ago. Today, the consortium has 25 affiliates, including Columbus, Cleveland and Mt. Vernon, and more than 1,200 student enrollments.	LCCC offers an array of programs that enable academically advanced and talented high school students to enroll in college courses.
	Specific programs include: 1) PSEO through Sinclair, 2) Quick Start Courses through Sinclair, and 3) Dual Enrollment w/ the University of Dayton.	The program permits students to earn college placement and credit before leaving high school and imitates a college environment in reading, writing, and laboratory assignments.	LCCC uses PSEO to allow students to experience coursework unavailable in the high school setting and encourage career exploration through academic opportunities at an earlier age.
		Partner school districts offer various Kenyon College first-time courses on their own campuses.	LCCC offers PSEO coursework on campus and at the high school.
Program Highlights	PSEO through Sinclair: Students may enroll full or part time for college courses for high school and college credit or for college credit only. Articulation Credits: Students obtain college credits while participating in Career Technical Education programs. "Transcribed" Credits/Proficiency Credits Students can earn credits by taking a proficiency exam administered by Sinclair Community College faculty during their junior & senior year of the Tech Prep program. Course credit is posted to a Sinclair transcript if a student scores 70% or higher.	Kenyon maintains KAP standards by directly appointing teachers in schools and evaluating classes in schools. Additionally, course materials and methods are developed jointly by teachers from Kenyon and partner schools. Student admission into a course requires Kenyon acceptance. The program offers courses in all areas of academic inquiry including: Color Design, Drawing 1, Digital Imaging 1, European and American and African American History, English Literature, Quest for Justice, Liberal Democracy in America, French, Spanish, Psych, Latin, Physics, Biology, Statistics, Calculus, Intro to Programming, Data Structures and Chemistry.	All students are required to take LCCC's COMPASS or ASSET assessment or have a score of 24 in all subcategories of the ACT or 1665 SAT Composite. Students are required to meet the following GPA's: Seniors: 3.0 GPA; Juniors: 3.5 GPA; Sophomores: 3.7 GPA (limited to one course/term); Freshmen: 3.9 GPA (limited to one course/term)
	Quick Start Courses - Sinclair's Enrichment Center: College courses offered in technical academic areas to high school students that are enrolled in career education programs. Participating students have the opportunity to earn college credit while still attending high school. Program is geared to Project Lead the Way - Engineering, Information technology, business administration, and Medical programs.	Summer seminars are also conducted for students in KAP courses. Summer residency programs particularly focus on Columbus and Cleveland and are free of charge for student attendees. Enables high schools to keep strong students and student leaders on campus while allowing them to receive college credit	Enrollment is increasing. Since 1998, enrollment has more than doubled, with over 1,000 high school students taking college classes. PSEO students are often able to take college courses on-site at their high schools in many subject areas.
	Dual Enrollment w/ University of Dayton: Students are able to enroll in concurrent courses and earn both college and high school credits. U.D. coursework is widely accepted by other colleges throughout the nation. Grades are calculated into both high school and college GPA. All credits become part of both the high school and college transcript.	KAP students receive both high school credit and college credit for completing program coursework.	Some college courses are taught collaboratively with AP standards and goals incorporated into the course goals. This allows for maximum transferability as some institutions of higher learning prefer AP over transfer credit.
	Funding Summary		
	PSEO through Sinclair: Cost rests with student and parent for courses taken. For students dually enrolled, funds are deducted from the district's state funding.	KAP is a self funded program. Each partner school district pays \$3,000, while participating students pay \$100 per course.	LCCC uses a shared funding model for college courses taught on the high school site. The college takes the funds received from the State for PSEO credits earned at the high school site and returns approximately 80% of those funds to the school district as compensation for their teacher's time.
	Quick Start Courses: Sinclair Community College's Enrichment Center provides \$5,000 and participating schools are expected to match the \$5,000.	Automatic scholarships are available for low income students.	
Dual Enrollment w/ University of Dayton: Costs include \$25.00 registration fee and \$160.00 per semester credit hour.	Participating teachers are paid, to help create a true partnership and friendship between college faculty and high school teachers.		
Challenges & Obstacles	PSEO is a bad word for superintendents because of the financial consequences. They know the money follows the students out of their school.	More programs of this nature ought to exist in the State of Ohio.	Transferability of coursework can pose a barrier for some students.
	Great inconsistency exists in the transferability of coursework earned through PSEO. As a result, local transfer deals are struck between participating high schools and colleges, leading to varied, sometimes confusing, models.	These programs not only benefit students, but also participating teachers who are exposed to unique professional development opportunities.	
	PSEO is risky for Ohio's lower socio-economic families through the "you fail, you pay" policy.		