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PARTNERSHIPS

## CREATING QUALITY CONCURRENT ENROLLMENT PROGRAMS IN RURAL SCHOOLS

September 18, 2014 | 2:00pm EST

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528-1997#

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please contact Kim at [kmobley@nacep.org](mailto:kmobley@nacep.org).

# NACEP NATIONAL CONFERENCE

## *Elevating College Transition*

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NATIONAL ALLIANCE OF  
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ADVANCING QUALITY COLLEGE COURSES IN HIGH SCHOOL



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NATIONAL ALLIANCE OF  
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## CREATING QUALITY CONCURRENT ENROLLMENT PROGRAMS IN RURAL SCHOOLS

**Jennifer Dounay Zinth**

*Education Commission of the States*

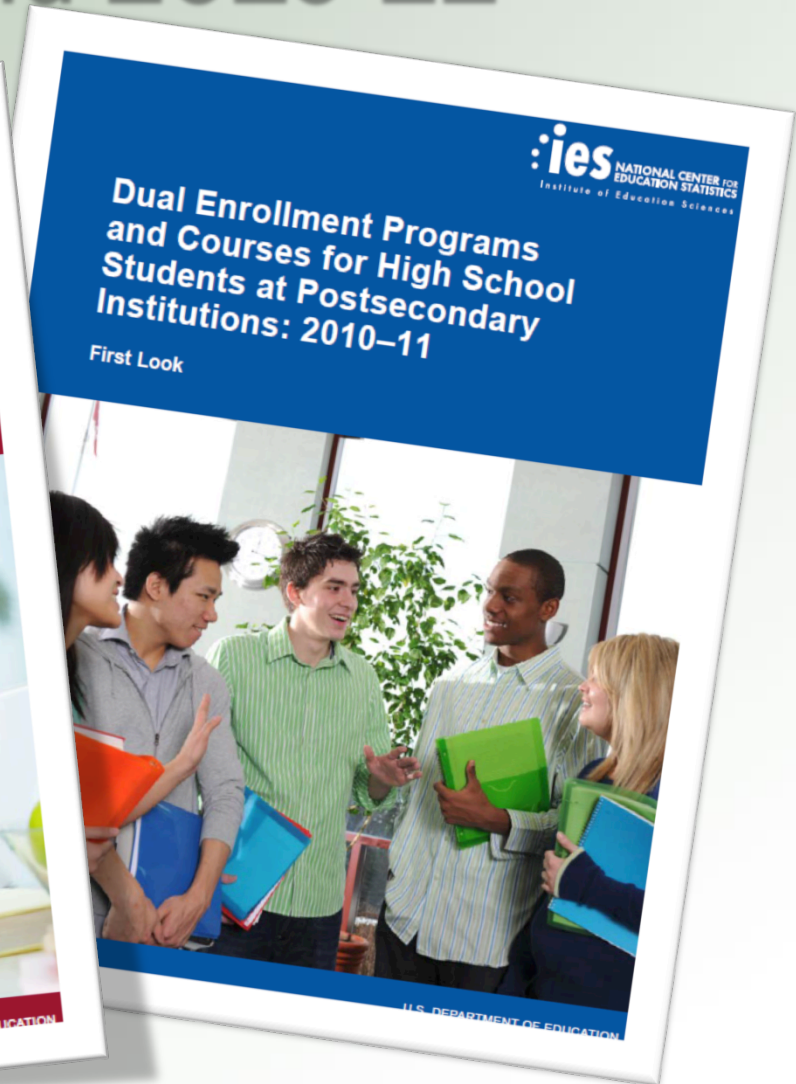
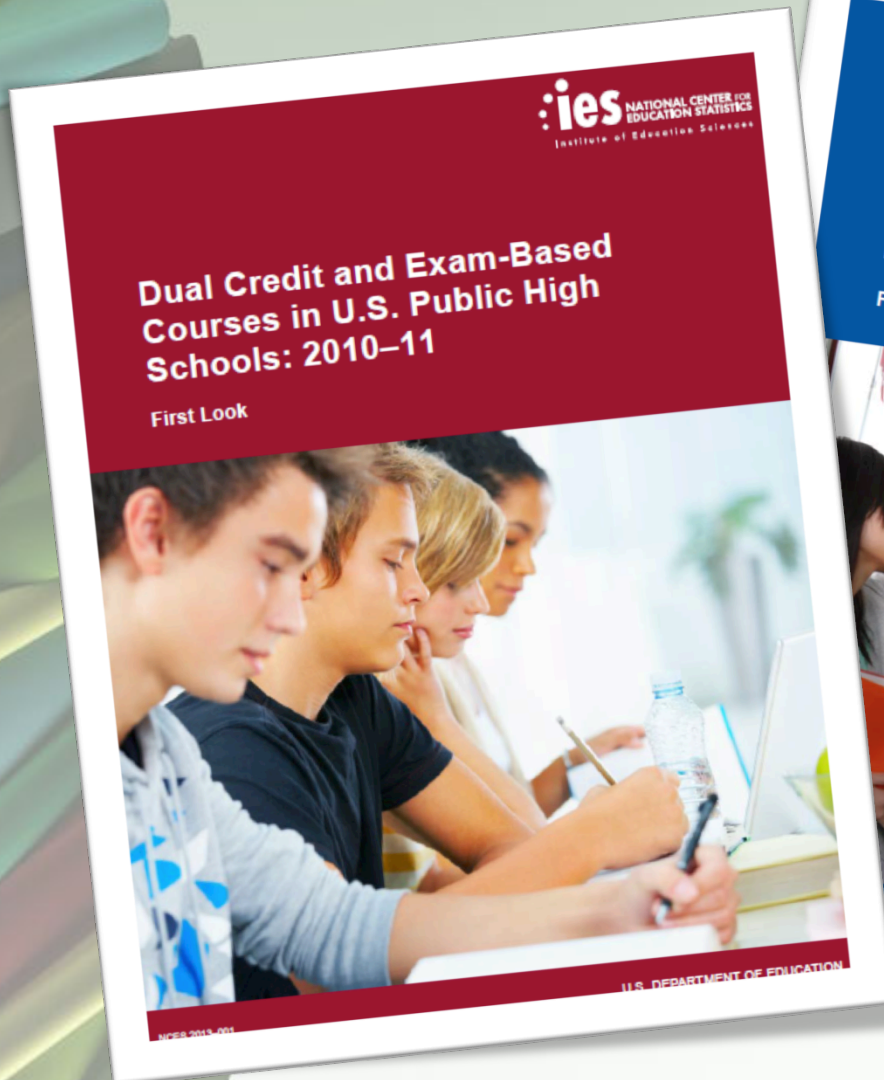
**Spencer Barzee**

*Westside School District*

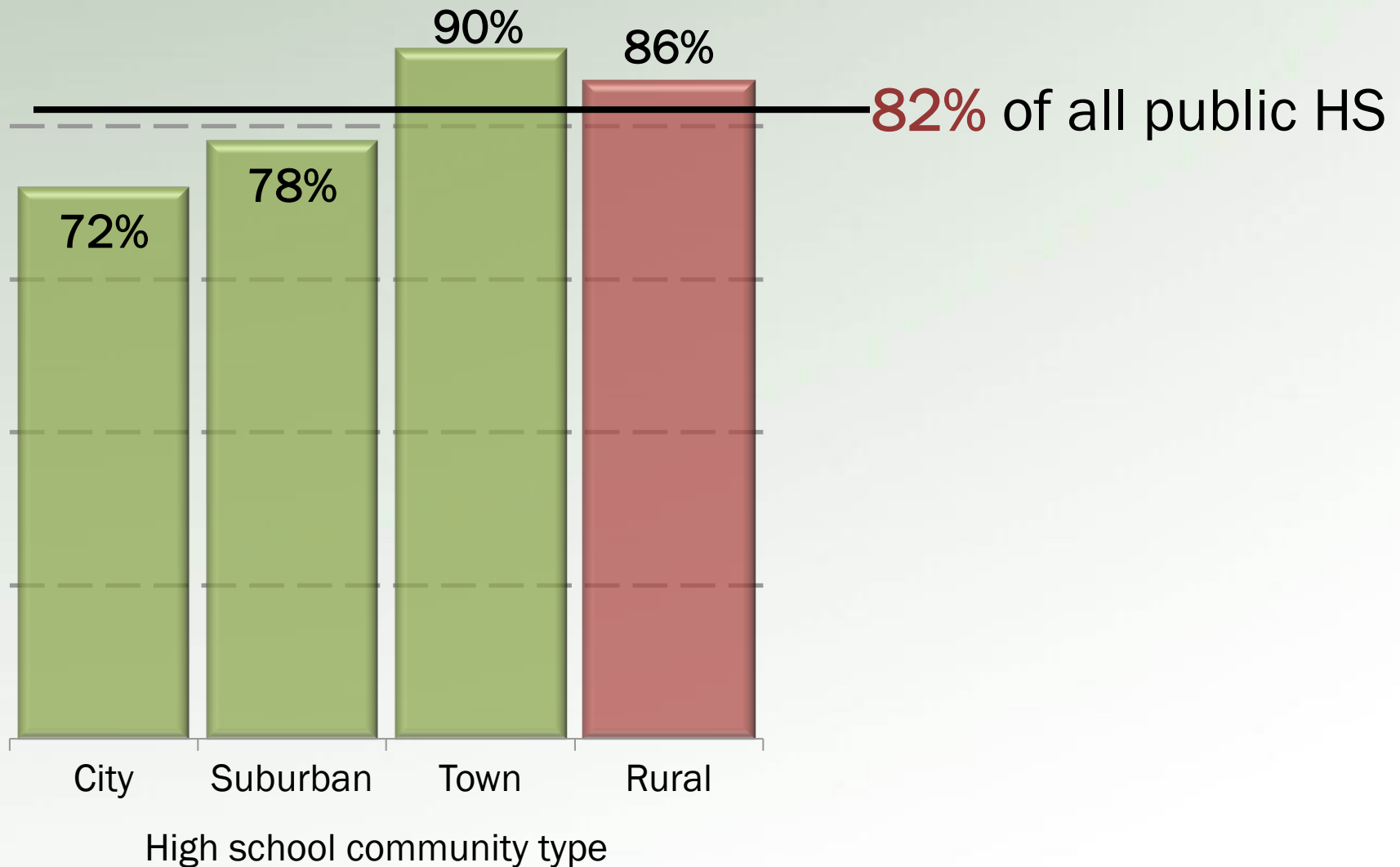
**Pamela Allen**

*Ohio Dominican University*

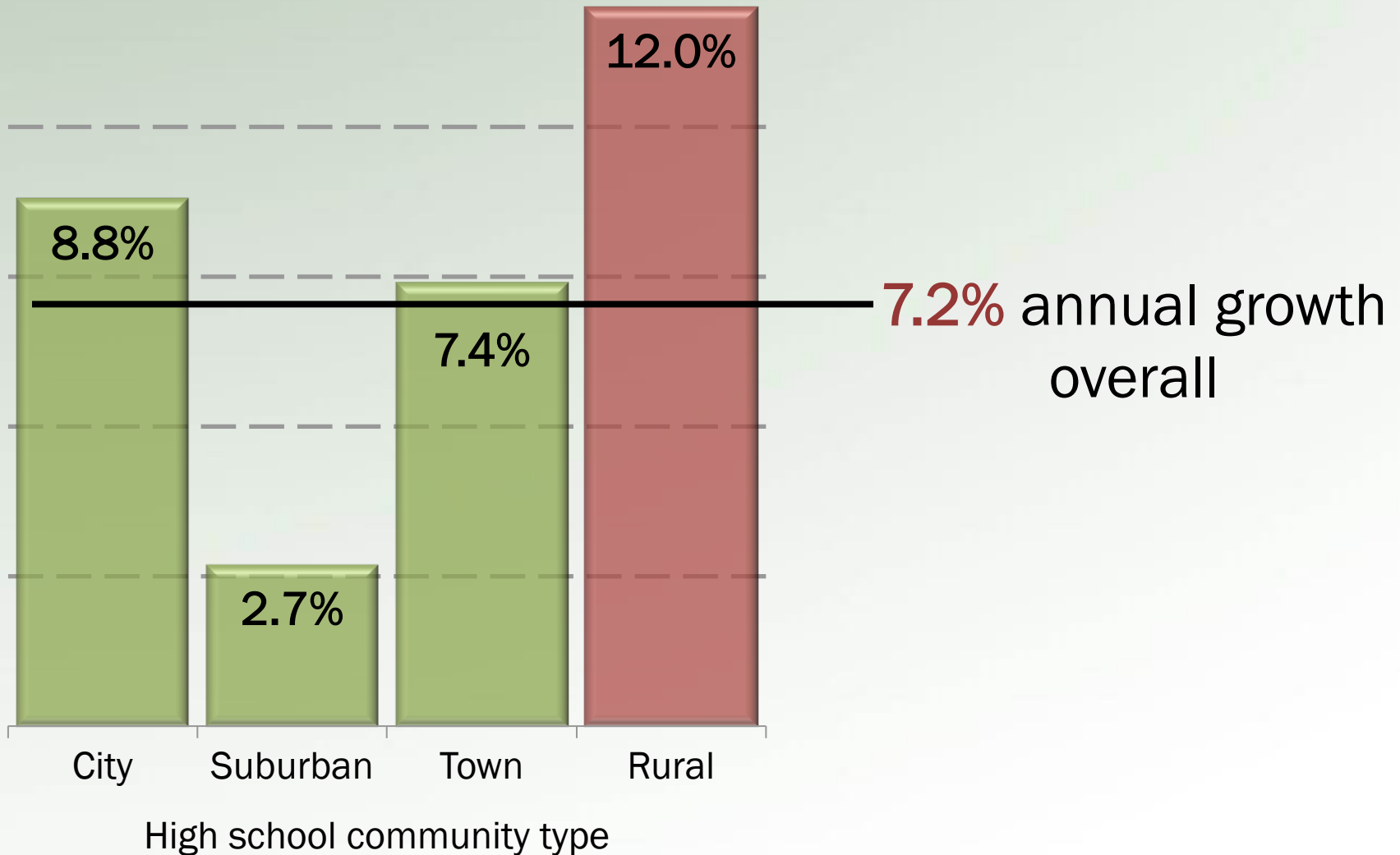
# NCES Reports on Dual Enrollment 2002-03 and 2010-11



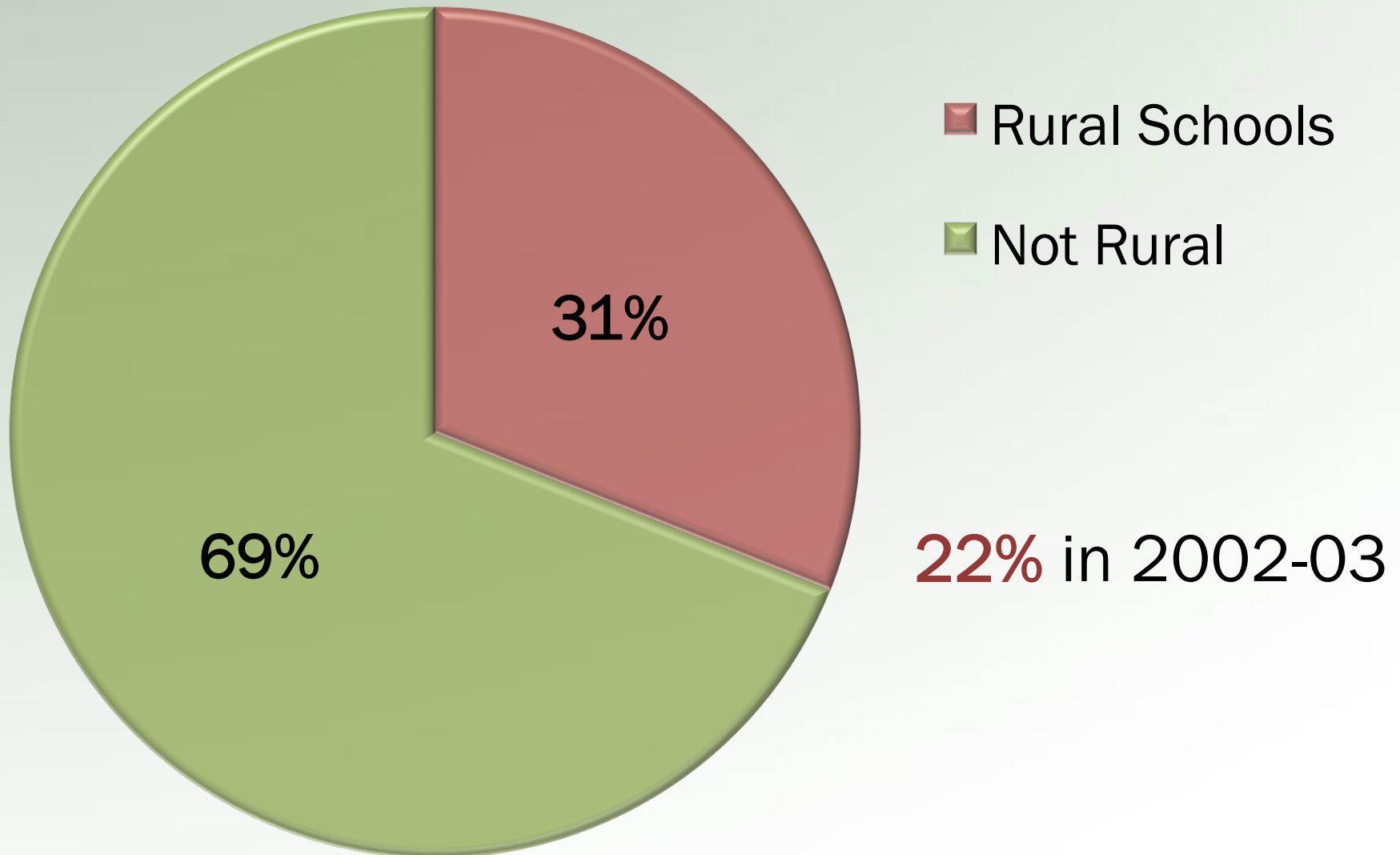
# Dual enrollment options available in most rural high schools



# Rapid enrollment growth in rural schools

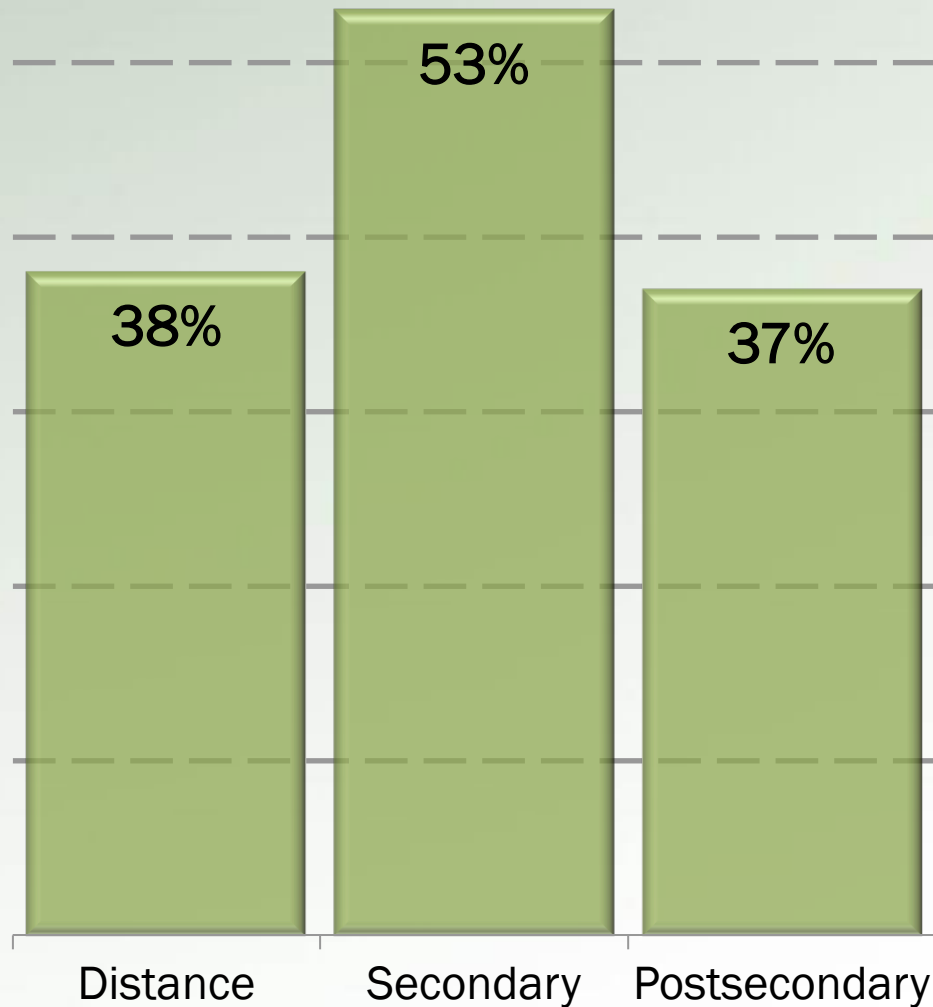


# Rural student share of dual enrollment



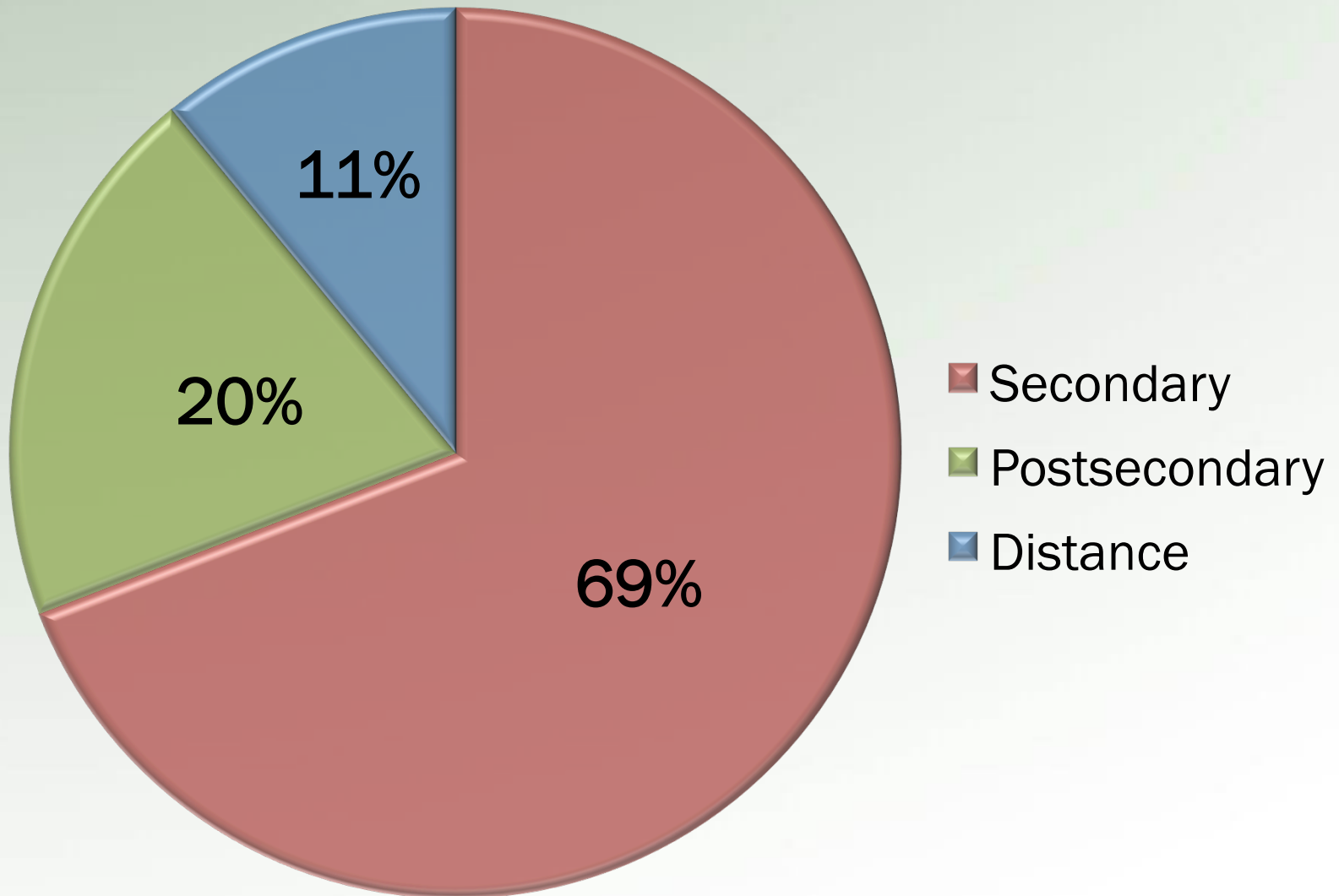
# Location of rural dual enrollment

By percent of schools offering



# Location of rural dual enrollment

By numbers of students participating





# **Rural Dual Enrollment: Challenges and Promising State Approaches**

**Jennifer Dounay Zinth**

**Education Commission of the States**

**September 18, 2014**

**Equipping Education Leaders, Advancing Ideas**

# About ECS



- ✓ National organization based in Denver, CO
- ✓ Non-partisan, nonprofit
- ✓ Funded by state fees, grants/contracts, corporate support
- ✓ Cover the P-20 spectrum
- ✓ Primary constituents = state-level education leaders in 50 states, D.C. and territories:
  - Governors
  - Legislators
  - Chiefs and state boards
  - Postsecondary leaders

# Overview



- ✓ Dual enrollment and ECS: 2014 products
- ✓ Securing qualified instructors in rural areas
- ✓ Funding approaches
- ✓ Addressing program logistics
- ✓ Leveraging partnerships with tribal colleges
- ✓ Coming soon...!

# Dual Enrollment Database



View all data points for all states + DC or all 50 states + DC across a single data point.

Student Accountability

Student Support and Remediation

Virtual High Schools

## Policy Briefs

Advanced Placement

College-Ready Indicators

Dispelling the Myths About Raising Grad Requirements

Dropout Recovery

Dual Enrollment

Early College High Schools

Early Graduation

Ensuring Rigor

Improving College Access for Underserved Students

Involving Families

Ninth Grade Transitions

P-16

P-16 Landmines

Parental Involvement at the HS Level

Remediation

Science Lab Costs

State Supports for Low-Performing High Schools

Teacher Professional Development

Teachers and "College Knowledge"

## [ 50-State Reports ]

- **Dual enrollment** (all data points for all states)
  - **PROGRAM BASICS**
    - Statewide policy in place
    - Definition or title of program
    - Where courses provided
    - Postsecondary and/or secondary credit earned
    - Students may take developmental/remedial coursework for dual credit
    - CTE component
    - Unique characteristics
  - **ACCESS**
    - Offering mandatory or voluntary
    - College partners can be 2-year/4-year/both
    - Student eligibility requirements
    - Cap on number of credits students may earn
    - Students/parents must be notified of dual enrollment opportunities
    - Counseling/advising is made available to students
  - **FINANCE**
    - Who is primarily responsible for paying tuition
    - How state funds participating high schools
    - How state funds participating postsecondary institutions
  - **ENSURING PROGRAM QUALITY**
    - Instructor and course quality component
    - Program reporting requirement
    - Program evaluation component
  - **TRANSFERABILITY**

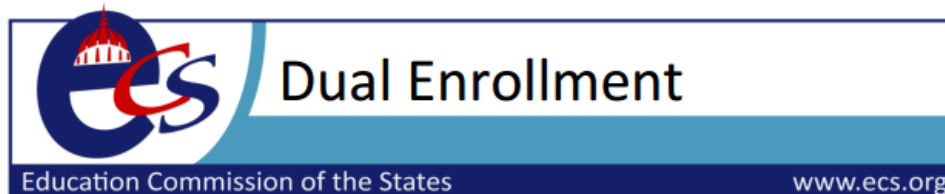
# Dual Enrollment Database



## Kentucky

Program Basics	
Statewide policy in place	Yes
Definition or title of program	<p>State has two programs: In a <b>Dual Credit</b> course, a student receives credit from both the high school and postsecondary institution in which the student is enrolled upon completion of a designated program of study, including participating in the Gatton Academy of Mathematics and Science in Kentucky.</p> <p>In a <b>Dual Enrollment</b> course, a student is enrolled in a high school and postsecondary institution simultaneously, including participating in the Gatton Academy of Mathematics and Science in Kentucky.</p> <p>Instances where dual credit policies differ between courses offered by public technical/community colleges and public four-year institutions are noted in the profile.</p>
Where courses provided	<p>Generally: Not specified</p> <p>Dual Credit:</p> <ul style="list-style-type: none"> <li>At high school</li> <li>At postsecondary institution</li> <li>Virtual program</li> <li>Other. Course may be delivered at another site other than the high school or postsecondary campus. Course may also be delivered in combination of delivery methods above.</li> </ul>
Postsecondary and/or secondary credit earned	<p><b>Dual Credit:</b> Both</p> <p><b>Dual Enrollment:</b> Postsecondary credit only</p>
Students may take developmental/remedial coursework for dual credit	Not set in state policy
CTE component	Yes. A "career pathway program of study" is defined as a coherent, articulated sequence of rigorous academic and CTE courses, including dual credit opportunities, that prepare students for postsecondary study leading to postsecondary degrees, industry certifications, or licensure. One of the purposes of the career and technical education accessibility fund is to develop and programs of study in high-demand occupational fields for middle and high school students.
Unique characteristics	<p>Each secondary school-based decision making council must establish a policy on the recruitment and assignment of students to AP, IB, dual enrollment, and dual credit courses. All students have the right to participate in a rigorous and academically challenging curriculum. All students willing to accept the challenge of a rigorous academic curriculum must be counseled to enroll in accelerated courses (with an emphasis on mathematics and science). Any student whose scores on the grade 8 EXPLORE indicate a high degree of readiness for high school must be counseled to enroll in accelerated courses (with an emphasis on mathematics and science). Any student whose scores on the grade 10 PLAN or grade 11 ACT indicate a high degree of readiness for college must be counseled to enroll in accelerated courses (with an emphasis on mathematics and science).</p> <p>Statute directs the department of education, upon receipt of adequate federal funding, to identify, in conjunction with the Council on Postsecondary Education, resources at the postsecondary levels that can be directed toward advanced placement or dual enrollment instruction, and identify current and future funding sources for advanced placement or dual enrollment instruction. Statute also directs the state board to establish long-term and annual statewide goals for the number of high schools providing accelerated classes and college credit for students.</p> <p>One of the responsibilities of the Kentucky Community and Technical College System is to enhance the relationship of credentials between secondary and postsecondary programs. A board of education may award standards-based, performance-based credit toward high school graduation for standards-based dual credit courses.</p> <p>Kentucky Community and Technical College System (KCTCS) Dual Credit: A student who successfully completes a KCTCS dual credit course is given special consideration in preparing to matriculate to a KCTCS program with special or selective admissions requirements.</p>
Access	
Offering mandatory or voluntary	Voluntary. However, each secondary school must offer a core curriculum of AP, IB, dual enrollment, or dual credit courses, using either or both on-site instruction or electronic instruction through the Kentucky Virtual High School or other online alternatives.

# Model Policy Components



700 Broadway, Suite 810 • Denver, CO 80203-3442

## Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components

*By Jennifer Dounay Zinth*

February 2014

Dual enrollment or concurrent enrollment programs allow eligible high school students to take postsecondary courses for college and, usually, high school credit. Programs are nearly ubiquitous — in 2014, courses for dual or concurrent enrollment credit are offered in every state and the District of Columbia. Statewide policies govern these programs in 47 states and D.C., and local policies or agreements oversee programs in **Alaska**, **New Hampshire** and **New York**.

While programs have various names in different states, the term “dual enrollment” will be used throughout this report. Findings are based on an ECS analysis of state dual enrollment policies and a review of relevant academic research.

*What’s happening in your state?  
Visit [ECS’ 50-state database on dual enrollment policy](#)*

Among some of the findings:

- The number of U.S. public high schools offering dual enrollment programs is growing, with 82 percent providing such opportunities in 2011-12, the most recent national data available.
- Academic research and state experience highlight the benefits of dual enrollment programs for improving college completion rates, particularly for minority and/or low-income students.
- However, with the possible exception of **Massachusetts**, minority and/or low-income students tend to be underrepresented in statewide dual enrollment programs. Recent analyses in **Illinois**, **Ohio** and **Washington** show white and/or more affluent students are overrepresented in these programs.

ECS identified 13 model state-level policy components that may increase student participation and success in dual enrollment programs. These components fall under four broad categories: access, finance, ensuring course quality and transferability of credit. Examples of state laws containing these

# CTE Dual Enrollment



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## CTE Dual Enrollment: A Strategy for College Completion and Workforce Investment

*By Jennifer Dounay Zinth*  
March 2014

Dual enrollment programs are expanding – and so are dual enrollment programs with a career and technical education (CTE) focus. The most recent data available from the National Center on Education Statistics show that 82 percent of high schools had students enrolling in dual enrollment coursework in 2010-11. Nearly half of the schools had students participating in dual enrollment with a CTE focus. That translates into roughly 601,500 students enrolled in CTE dual enrollment courses that year.<sup>1</sup>

### Why CTE dual enrollment matters

Research makes it clear that CTE dual enrollment courses improve outcomes for traditionally underserved students. Specifically, studies find that CTE dual enrollment students are more likely to:

- **Earn a high school diploma.**<sup>2</sup> One study indicates graduation rates among CTE dual enrollment students were higher than their non-dually-enrolled peers even after controlling for test scores.<sup>3</sup>
- **Enroll in a bachelor's degree program.**<sup>4</sup> One study found that CTE dual enrollment course completers in **Florida** were slightly more likely than *all* dually-enrolled students to enroll in a four-year institution - 7.7 percent for all dually-enrolled students versus 8.6 percent for CTE dually-enrolled students.<sup>5</sup>
- **Enroll in college full-time.** Again, one study found CTE dual enrollment students slightly more likely than dual enrollment students generally to enroll in college full-time.<sup>6</sup> This is important given the body of research suggesting that enrolling in college full-time increases a student's chances of college completion.

### State policy components to ensure success

In order to assure access to CTE dual enrollment programs, and to promote the quality and

# Rural Dual Enrollment



## Dual enrollment: A strategy to improve college-going and college completion among rural students

*By Jennifer Dounay Zinth*

*June 2014*

Research shows that students who participate in dual enrollment are more likely than their peers to finish high school, enter college and complete a degree.<sup>1</sup> This means dual enrollment can greatly benefit students in rural areas, which report lower college-going and postsecondary attainment rates than other locales.<sup>2</sup>

However, rural areas face unique challenges in providing high-quality dual enrollment programs:

- **Securing qualified instructors**, either high school teachers who have the qualifications to lead college-level courses or postsecondary instructors.
- **Covering program costs**, as many rural districts face declines in enrollment and the funding that follows students in many states.
- **Addressing program logistics**, including the challenges of offering a course to a small number of students and offering career/technical education coursework when high schools may not have the latest technical equipment but the nearest community college is a long drive away.

This report will discuss how states are rising to these challenges, including these examples:

- A public-private partnership in **Ohio** includes funding to help eight colleges and universities create and administer an 18-month master's degree with a teacher-friendly schedule.
- **Texas** authorizes workforce investment funds to support dual enrollment programs targeted to address the needs of high-demand fields.
- Ten states authorize a course to be offered at a location other than a high school or college, easing travel burdens. This includes **Illinois** and **Wyoming**.

A final section will address the opportunities posed by **delivering dual enrollment through tribal colleges**. State policies are often silent on the inclusion of tribal colleges in dual enrollment programs. However, one state, **New Mexico**, created a tribal college dual credit program fund to address this issue.

# Securing qualified instructors



## *From 13 critical policy components:*

- ✓ Courses meet the same level of rigor as the course taught to traditional students at the partner postsecondary institution.
- ✓ Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation.

# Securing qualified instructors



Potential state approaches:

- ✓ Reallocation of professional development funds
- ✓ Loan repayment programs
- ✓ Scholarships
- ✓ Offering courses through a blended model
- ✓ ?Rethinking teacher certification programs?

# Securing qualified instructors



Ongoing communication and support for high school instructors

## *Policy approaches to consider:*

- ✓ **South Dakota:** *A faculty member in the discipline of the course from the partner institution must be assigned to and actively mentor the high school teacher.*
- ✓ **Oregon:** *Dual credit instructors engage in continuing collegial interaction, through PD, seminars, site visits, and ongoing communication with the PS institutions' faculty & dual credit administration.*

# Funding approaches



## *From 13 critical policy components:*

- ✓ Responsibility for tuition does not fall to parents, students
- ✓ High schools and postsecondary institutions are fully funded for dually enrolled students

# Funding approaches



- ✓ Establish a state agency as the responsible party for covering dual enrollment tuition and fees.
- ✓ Reimburse postsecondary institutions through legislative appropriation.
- ✓ Authorize workforce investment funds to support programs.
- ✓ Authorize regional education service providers to support programs.

# Addressing program logistics



- ✓ Statewide videoconference provider
- ✓ Offering courses at third-party locations

# Addressing program logistics



## ■ Utah: Snow College Concurrent Enrollment Program

- ✓ Courses provided through interactive videoconferencing
- ✓ Supported by \$1.3 million ongoing appropriation from Education Fund
- ✓ Ongoing 2-year schedule of courses
- ✓ Advisory support to students and counselors

# Addressing program logistics



## ■ Offering courses at third-party locations

- ✓ Career centers: 10 states
- ✓ Regional K-12 or higher ed. cooperatives: Wyoming example

# Tribal colleges



- ✓ Explicitly authorizing federal Bureau of Indian Education high schools to participate: New Mexico
- ✓ Explicitly authorizing tribal colleges to participate
- ✓ Expanding course location
- ✓ Providing state financial support: New Mexico

# Coming soon...!



- ✓ Dual enrollment data report
- ✓ NACEP 2014 breakout session: *State Policy Trends in 2014: Progress and Next Steps*



**Education Commission of the States**

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*Starting and Enhancing  
Concurrent Enrollment  
Programs In High School*

# My Background

3 years as elementary principal  
4 years as high school principal  
2nd year as superintendent



# WSHS Statistics

<b>year</b>	<b># of credits earned by WSHS</b>
2000-01	30
2008-09	585
2009-10	584
2010-11	589
2011-12	722
2012-13	812
2013-14	827

# WSHS Statistics

- The average graduating senior from West Side High School leaves with almost 20 college credits.
- Some students leave with nearly 50 college credits.
- One student recently left with 87 college credits.



# Idaho High School and College Credits Comparison

<b>Required High School Credits (As required by Idaho Board of Ed)</b>	<b>Required College Credits (Name and equivalent course will vary)</b>
<b>English – 8 high school credits</b>	<b>Eng 101, Eng 102 (IEN only)</b>
<b>Speech – 1 high school credit</b>	<b>Comm 101</b>
<b>Mathematics – 6 high school credits</b>	<b>Math 144, Math 170 (Calculus), Math 253 (Statistics)</b>
<b>Science – 6 high school credits</b>	<b>Chem 101, Phys 101, Biol 201, Geog 100</b>
<b>Social Sciences– 4 high school credits (US History and American Government)</b>	<b>Hist 101 and 102, Hist 111 and 112, Pols 101 and 102</b>
<b>Economics – 1 high school credits</b>	<b>Econ 201</b>
<b>Humanities – 2 high school credits</b>	<b>Foreign Languages, Musi 100, Arts 101, Thea 101</b>

# 2 Classes at The Same Time

- In most cases, rural schools can't afford to offer college courses in addition to high school classes with similar content.
- A high school student can earn high school credit at the same time another student earns college credit in the same class.
- Assignments in the same class are different.

# High School Teacher to Adjunct College Professor

- [http://www.boardofed.idaho.gov/policies/documents/policies/iii/iiiy\\_advanced\\_opportunities\\_0612.pdf](http://www.boardofed.idaho.gov/policies/documents/policies/iii/iiiy_advanced_opportunities_0612.pdf)

## Subsection 4.a. F1 (Faculty)

- "Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development."

# What is in it for teachers?

- College curriculum
- Increased financial compensation
- Increased enrollment
- Self satisfaction

# Preferred Methods of Instruction

- Your own high school teachers
- IDLA (Idaho Digital Learning Academy)--*Asynchronous*
- IEN (Idaho Education Network)  
Be flexible when broadcasting

## Transferability Guide

### West Side High School-College Transfer Guide

U of Idaho	Boise State	ISU	CSI	Oregon State	BYU Idaho	Utah State	BYU Provo
Art 100	Art 100	Art 1100	Art 101	Art 101	Art 101	Art 1010	Art 100
Biol 102+lab	Biol 100	Biol 1100	Biol 201	Biol 101	Biol100	Biology 1620	Biol 102
Chem 101	Chem 101	Chem 101	Chem 101		Chem 101	Chem 1010	Chem 102
Comm 101	Comm101	Comm1101	Com101	Comm111	Comm102	SPCH 1020	Comm 102
Econ 201	Econ 201	Econ 2201	Econ 201	Econ 202	Econ 111	Econ 1500	
English 101	English 101	English 1101	English 101		English 106	Eng 1010	Eng 110
English 102	English 102	English 1102	English 102		English 311	English 2010	Eng 112
History 111	History 111	History 111	History 111	History 202	History 120	History 1700	History 120
Math 143+144 (College)	Math 147	Math 143 and 144		Math 111	Foundations of Math	Math 1050/1060	Math 110
Math 170 (College)	Math 170	Math 170	Math 170	Math 200	Foundations of Math	Math 1210	Math 112
Math 251 (Statistics)	Math 254	Math 2253	Math 253	Math 245	Math 221		
Mus 101	Music 100	Music 100	Music 100	Music 101	Music 101	Music 1010	Music 101
Physics 100	Physics 101	Physics 100	Physics 100		Physics 101		Physics 100
Pol Sci 101	Pol Sci 101	Pol Sci 101	Pol Sci 101	Pol Sci 102	Pol Sci 110	Pol Sci 1100	Pol Sci 110
Psychology 101	Psych 101	Psych 101	Psych 101	Psych 201	Psych 111	Psych 1010	Psych 111
Elective	Spanish 101	Spanish 1101	Spanish 101		Spanish 101	Spanish 1010	Elective

*From left to right, the courses listed above are transferable.*

- Please double check information on this slide, as it changes.

# University Transfer Guides

- Boise State University <http://registrar.boisestate.edu/transfers/transfer-equivalency/>
- BYU Idaho [https://my.byui.edu/ICS/Transfer\\_Students](https://my.byui.edu/ICS/Transfer_Students)
- Idaho State University <http://www.isu.edu/areg/transferEquiv/>
- University of Idaho <http://webpages.uidaho.edu/transferguides/transferframes.html>
- College of Southern Idaho [http://www.csi.edu/prospectiveStudents/\\_studentServices/transferGuide/index.asp](http://www.csi.edu/prospectiveStudents/_studentServices/transferGuide/index.asp)
- Utah State University [http://www.usu.edu/registrar/hm/transfer/course\\_by\\_course](http://www.usu.edu/registrar/hm/transfer/course_by_course)
- Oregon State <http://oregonstate.edu/admissions/main/transfer-credit>
- More resources available at [http://www.boardofed.idaho.gov/public\\_col\\_univ/credit\\_transfer.asp](http://www.boardofed.idaho.gov/public_col_univ/credit_transfer.asp)

# General Education Requirements for Universities

CSI (College of Southern Idaho) [http://advising.csi.edu/forms/Gen\\_Ed\\_AAS.pdf](http://advising.csi.edu/forms/Gen_Ed_AAS.pdf)

BSU (Boise State) [http://academics.boisestate.edu/fsp/files/2012/03/fsp\\_catalog.pdf](http://academics.boisestate.edu/fsp/files/2012/03/fsp_catalog.pdf)

U of I (University of Idaho) <http://www.uidaho.edu/~media/Files/orgs/Academic%20Affairs/Academic%20Advising/2014%20Changes/2014-2015%20Gen%20Ed%20Guide.ashx>

ISU (Idaho State University) <http://isu.edu/advising/docs/Manual%20Originals/05-1%20Cover-Gen%20Eds%20sm%209-10.pdf>

USU (Utah State University) [http://catalog.usu.edu/preview\\_program.php?catoid=2&poid=707](http://catalog.usu.edu/preview_program.php?catoid=2&poid=707)

BYU-I (*Brigham Young University-Idaho*) <http://www.byui.edu/foundations-interdisciplinary-studies/foundations-requirements>

BYU (*Brigham Young University-Provo*) <http://ge.byu.edu/universitycore>

OSU (Oregon State University) <http://catalog.oregonstate.edu/bcc.aspx>

## Why the number 36 college credits?

# Cost of College

Idaho Resident (full time)		
	One Semester	Full Year
Tuition & Fees	\$3,320	\$6,640
Books	\$600	\$1,200
Room/Board	\$3,906	\$7,812
Transportation	\$1,040	\$2,080
Personal	\$1,505	\$3,010
<b>TOTAL</b>	<b>\$10,371</b>	<b>\$20,742</b>

<http://admissions.boisestate.edu/cost/>

# Cost Savings

- 36 college credits at \$65 a credit = \$2340
- \$600 on various other fees and books
- Considering 2 semesters of college, that is a cost savings of almost \$18,000.



# Who can take concurrent classes?

- Students with a minimum of a 3.0 grade point average (GPA)
- Consider using teacher recommendations
- Grades for concurrent enrollment class will be on college transcripts

# What is A Realistic Expectation?

- It is realistic to say, 1 year of college should be complete when you leave high school.
- “We found a positive relationship between dual credit participation, and both the first year persistence rate and the college graduation rate.” Source: A Study of Dual Credit Access and Effectiveness in the State of Texas, Texas A&M University

# Dual Credit vs AP

- At West Side High School, dual credit classes are preferred, we don't offer AP courses.
- Most will prefer dual credit, especially if transferability has been researched.
- If students don't pass the AP exam, no college credits are issued.
- Some students and parents prefer AP courses if they are attending an Ivy League University.

# Implications for Stakeholders

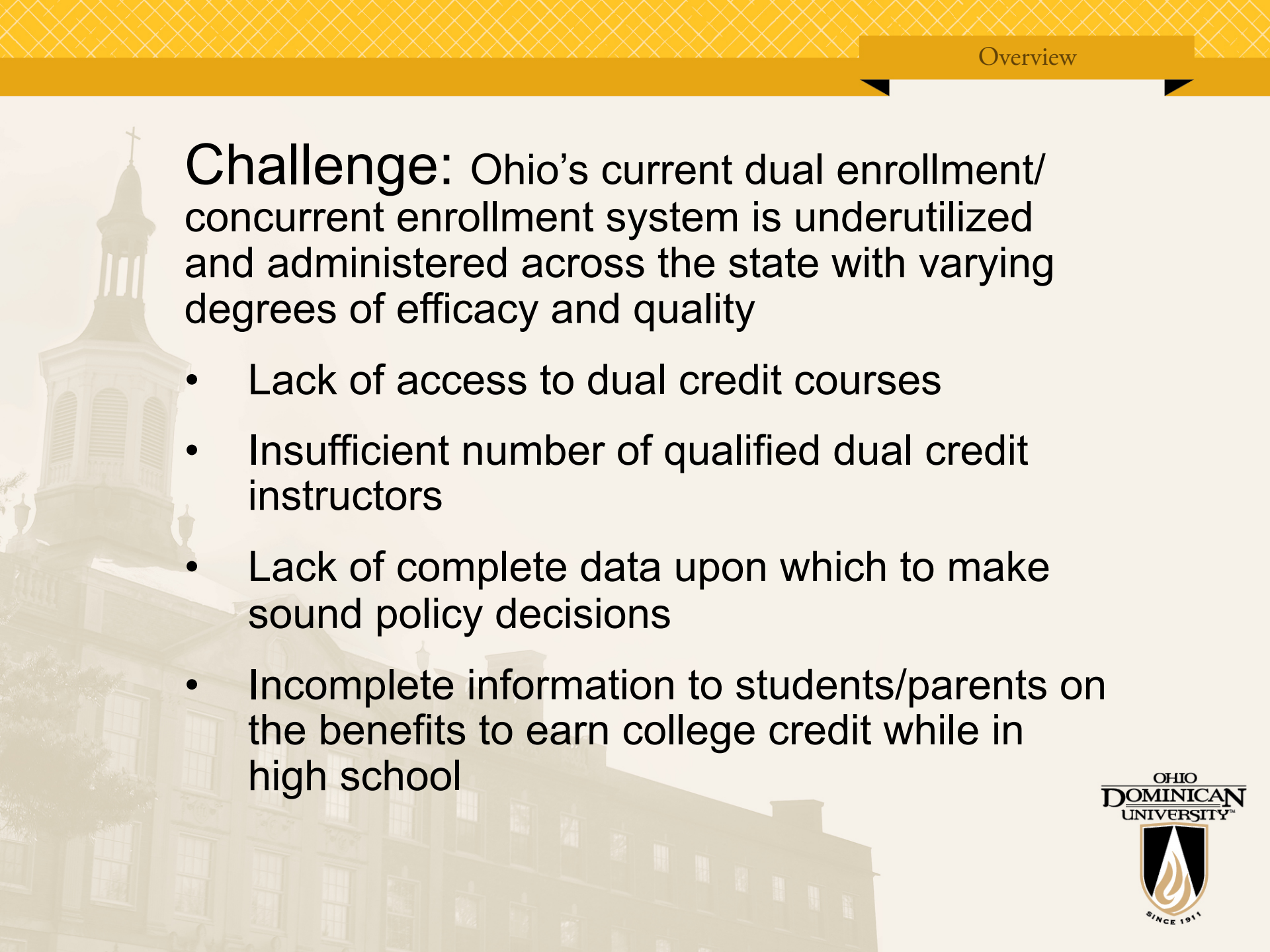
- Where will you be in 5 years?
- It doesn't happen over night.
- Consider who you will hire in the future.
- Explore ways to incentivize concurrent enrollment teachers.

# My Contact Information

Spencer Barzee

email: [sbarzee@westside202.com](mailto:sbarzee@westside202.com)

phone number: 208.747.3502



## Challenge: Ohio's current dual enrollment/concurrent enrollment system is underutilized and administered across the state with varying degrees of efficacy and quality

- Lack of access to dual credit courses
- Insufficient number of qualified dual credit instructors
- Lack of complete data upon which to make sound policy decisions
- Incomplete information to students/parents on the benefits to earn college credit while in high school

# Ohio Appalachian Collaborative

- 21 School Districts
- 34,000 students (50% Eligible for Free and Reduced Price Lunch)
- 2,066 Teachers
- 74 School Buildings
- In Ohio, about 88 percent or more rural students graduate from high school but only 19 percent matriculate to college

	2011	2013	Change
OAC Districts Offering Dual Enrollment	12	16	33.33%
Credentialed Teachers	22	69	231%
Courses Offered	41	142	246%
Students Enrolled	457	1,308	186%

- Source: Battelle for Kids

## One Goal of OAC Straight A Grant & Battelle For Kids

- Support up to 110 teachers to earn the academic qualifications to teach dual enrollment courses as adjunct instructors
- Provide partial funding for Master's degree in the content area - OR -
- If instructor holds a Master's degree, provide funding for an additional 18 graduate hours in content area.

# Teacher Credentialing Process

- Identify subject area needs for dual enrollment in the OAC
- Identify interested teachers to teach the dual enrollment courses
- Select teachers through internal school application process and university application
- Determine if teacher needs full Master's or only 18 graduate hours in the content area

# Key Subject Areas

- Biology/Life Science
- English/Language Arts
- Mathematics
- Social Studies
- Business

## MOU's with Universities Included:

- Degree can be completed in 18 months (not required but doable)
- Blended learning will be part of degree format as well as a desired competency outcome
- The degree will involve limited travel time and costs

## Example: Ohio Dominican University – Master of Liberal Studies – English Track

- Began Spring 2014
- 33 Graduate Hours of English
- Courses taught all online. Each course is eight weeks in duration. (Will offer a blended course Spring 2015).
- “Teacher-friendly” format. Take one course each eight weeks during the academic year. Summers can complete up to three courses (9 credit hours).

## Master Degree Programs Developed through the Straight A Grant

- Ohio Dominican University – Master of Liberal Studies – English Track
- University of Toledo – Biology/Life Science
- Shawnee State – Mathematics
- Ohio University – Social Studies
- University of Akron - Business

# Additional Information, Outcomes, Lessons Learned—Attend NACEP National Conference Presentation

- *“Paving a New Path for Rural Education: How the Ohio Appalachian Collaborative Increased the Number of Qualified Teachers”*
- Monday, October 27 – 10:45 am Session
- Chicago, IL – Chicago Hyatt Hotel

## Contact Information

- Pamela Allen, Ohio Dominican University
- Email: [allenp2@ohiodominican.edu](mailto:allenp2@ohiodominican.edu)
- Phone: 614.251.4289
- Web: [www.ohiodominican.edu/MALS-ET/](http://www.ohiodominican.edu/MALS-ET/)
- *Source of Slides 1-6:* Battelle for Kids



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# QUESTIONS?

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