Concurrent & Dual Enrollment

Spurring Great Ideas

2018 NACEP National Conference
San Antonio, Texas
November 5-6, 2018

Advancing Quality College Courses for High School Students

Facebook: ConcurrentEnrollment
Instagram: NACEPics
Twitter: @NACEPTweets

www.NACEP.org
#NACEP2018
THANK YOU TO OUR SPONSORS

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Baker College
Saint Louis University

BRONZE ($750)

CMU
Central Methodist University

Laramie County Community College
Cheyenne / Laramie / Online

k12

UMKC
College of Arts and Sciences
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* Photography and videography will be taken during the NACEP conference and will be used later for use on the NACEP website, publications and promotional materials.
Welcome to the 2018 NACEP National Conference Spurring Great Ideas.

For NACEP conference attendees, the word spur gives both local flavor and purpose.

Spur, of course, refers to the metal tool on riding boots that help direct horses, which they have a lot of here in Texas. Spurs also refers to the hometown professional basketball team, which (trivia alert) has the highest all-time win-loss percentage of all NBA teams.

Moving beyond horses and basketball, to spur also means to incite to action or accelerated growth or development. Inciting to action, growth, and development of “great ideas”? That sounds exactly like a NACEP conference!

Whether you are attending your first NACEP conference or your tenth, this is the place to pick up, share, and refine the latest ideas and practices in our field. This year’s conference continues the NACEP tradition of offering a packed, engaging, diverse, and thoughtful program.

As you get set to participate, here is a key idea to spur: YOU are an important part of this conference. Your energy, your insights, your experience: what you share will help make this an enriching learning experience for us all. So be sure to introduce yourself, ask questions, listen, and share. Multiply that by nearly a thousand people, and we have one remarkable conference!

A special thanks goes to our National Conference Sponsors, the National Conference Planning Committee, and the NACEP staff. Together, you make these incredible opportunities happen.

Enjoy the conference and your time in San Antonio!

Tim Stetter
President, National Alliance of Concurrent Enrollment Partnerships
Director, UW in the High School, University of Washington
SCHEDULE OVERVIEW

SATURDAY, NOVEMBER 3
4:00PM – 6:00PM  Registration Desk Hours

SUNDAY, NOVEMBER 4 – PRE-CONFERENCE WORKSHOPS
8:30AM – 4:00PM  Accreditation Institute
8:30AM – 4:00PM  State Policy
8:30AM – 4:00PM  Leadership Academy
8:00AM – Noon  Concurrent Enrollment 101
1:00PM – 4:30PM  Concurrent Enrollment 201
8:30AM – 4:00PM  Program Evaluation
1:00PM – 4:00PM  Outdoor Conversations
7:30AM – 6:30PM  Registration Desk Hours
5:00PM – 7:00PM  Reception

MONDAY, NOVEMBER 5 – CONFERENCE DAY 1
7:00AM – 5:00PM  Registration Desk Hours
8:30AM – 9:00AM  Southwest High School Mariachi Band Performance
9:00AM – 10:30AM  WELCOMES & OPENING PLENARY
  • Conference Welcome: Tim Stetter, NACEP President, University of Washington
  • Keynote Speaker: Deborah Santiago, CEO, Excelencia in Education
  • Volunteer Recognition
10:30AM – 10:45AM  Break
10:45AM – 11:45AM  Big Ideas Session 1
11:45AM – 1:00PM  State Networking Lunches
1:00PM – 2:00PM  Big Ideas Session 2
2:00PM – 2:15PM  Break
2:15PM – 3:00PM  Breakout Session 1
3:00PM – 3:15PM  Break
3:15PM – 4:00PM  Breakout Session 2
4:00PM – 4:15PM  Break
4:15PM – 5:00PM  Breakout Session 3

TUESDAY, NOVEMBER 6 – CONFERENCE DAY 2
7:30AM – 3:00PM  Registration Desk Hours
9:00AM – 10:30AM  PLENARY SESSION
  • Panel: Learning from the Research: Implications for Program Design
    Moderator: Freda Richmond, NACEP Accreditation Manager
    Panelists:
    – Jason Taylor, University of Utah
    – David Troutman, University of Texas System
    – Elisabeth Barnett, Columbia University
  • Accredited Program Showcase
    Moderator: Diana Johnson, NACEP Accreditation Chair and
    Victoria Zeppelin, Past NACEP Accreditation Commission Chair
    Panelists:
    – Brandon Protas, Community College of Denver
    – Bonnie Kelly, Wiregrass Georgia Technical College
    – J. Paige Carney, West Virginia State University
  • Remarks from NACEP Executive Director Adam Lowe
10:30AM – 10:45AM  Break
10:45AM – 11:45AM  Big Ideas Session 3
11:45AM – 1:00PM  Lunch – NACEP Annual Business Meeting
1:00PM – 1:45PM  Breakout Session 4
1:45PM – 2:00PM  Break
2:00PM – 3:00PM  CLOSING PLENARY
  • Video Marketing Contest Winner Announcement
  – Chris Persons, Communications Committee Member, Kern County
    Superintendent of Schools
  • Panel: Business Partnerships to Support College and Career Readiness
    Moderator: John Fitzpatrick, Executive Director, Educate Texas
    Panelists:
    – Beki Hutchison, Vice President, Human Resources, Holt Cat
    – Mike Flores, Chancellor, Alamo Colleges
  • Recognition of NACEP Volunteer Leadership
    – Patrick Cannon, Incoming NACEP President, Indiana University
    – Diana Johnson, NACEP Accreditation Commission Chair, NorthWest
      Arkansas Community College
  • NACEP 2019 in Salt Lake City. Elevating Partnerships: 20 Years Strong
    – Memo Caldera, Utah Valley University, NACEP Governmental Relations
      Committee Chair
3:00PM – 3:15PM  Break
3:15PM – 4:00PM  Breakout Session 5

WEDNESDAY, NOVEMBER 7 – POST-CONFERENCE WORKSHOPS
8:30AM – 2:00PM  Innovative High Schools Tour
8:30AM – 3:30PM  Dual Enrollment Pell Grant Experimental Sites Meeting (invitation only)
GENERAL INFORMATION

CONFERENCE REGISTRATION/INFORMATION DESK

The NACEP Conference Registration Desk will be located in the Los Rios Foyer on the Ballroom Level. Staff and volunteers will be available to assist with registration check-in and to answer conference questions. Registration Desk hours:

Saturday 4:00 PM – 6:00 PM
Sunday 7:30 AM – 6:30 PM
Monday 7:00 AM – 5:00 PM
Tuesday 7:00 AM – 3:00 PM
Wednesday 8:00 AM – 9:00 AM

NAME BADGES

Your name badge is your entrance ticket to conference sessions, meals and the Sunday evening reception. Please wear your name badge at all times throughout the conference.

CONFERENCE SESSIONS

Conference sessions will be held throughout the hotel. Refer to the hotel floor plan in this program. Note that Presentation and Forum sessions run 45 minutes, and Big Ideas sessions run 60 minutes. Please refer to Eventmobi to confirm the time and location of specific presentations.

Presenters should arrive at presentation rooms 10 minutes before the session start time to load presentation files onto the conference laptop provided in each room.

Session types include:

- Big Ideas Session. These 1 hour longer sessions introduce broad-reaching ideas and practices that can be examined through a variety of perspectives and programs.
- Breakout Session. Breakout sessions, which will form the core of the conference schedule, are focused on specific program effective practices, innovations, research, and policy.
- Forums. These smaller, discussion-based sessions allow participants time to process information and engage in conversations about a specific theme. There will be no power points or formal presentations. Forum facilitators will guide interactive discussions, sharing of best practices, and/or reflective activities.

INTERNET ACCESS

There will be free WiFi throughout the conference center. Merely connect your device to:

SSID: HyattMeeting
PW: Hyattm33ting

CONFERENCE WEB APP

Visit eventmobi.com/nacep2018 to view speaker and session information, build your own agenda, search for and interact with other attendees, navigate your way through the conference facility, evaluate your sessions, and much more! It is accessible from all devices with an Internet browser: smartphones, tablets, laptops, and desktops.

SESSION AND CONFERENCE EVALUATIONS

Please evaluate your sessions on the Sessions module of our conference portal at eventmobi.com/nacep2018. Please also evaluate the overall conference on the Feedback tab of our conference portal. Your feedback is most appreciated!

MEALS AND REFRESHMENTS

Beverages will be available during breaks. On Sunday, lunch will be provided only for those who are registered for the Accreditation Institute, Program Evaluation Workshop or State Policy Workshop. Lunch will be provided on Monday and Tuesday. The Sunday evening reception will feature hearty appetizers and a cash bar. Dinner each night is on your own.

CELL PHONES, LAPTOPS AND INTERNET ACCESS

As a courtesy to fellow participants, please turn cell phones to silent and mute the sound on personal laptops. Please step out of a session if you need to make a call. There will be free WiFi throughout the conference center.

INTERNET ACCESS

There will be free WiFi throughout the conference center. Merely connect your device to:

SSID: HyattMeeting
PW: Hyattm33ting

SPECIAL EVENTS

RECEPTION SPONSORED BY DUALENROLL

The Sunday evening reception will be held at Briscoe Western Art Museum (210 W Market St, San Antonio, TX 78205) right on the Riverwalk from 5:30 pm - 7:30 pm. This special event will feature hearty appetizers and a cash bar. Feel free to stop by the museum anytime between 9:00 am and 3:00 pm for half off admission when you mention the NACEP Conference.

ACCREDITATION RECOGNITION CEREMONY

We are pleased to offer a short program during the Tuesday morning plenary to recognize the 13 colleges and universities that have earned accreditation during the past year for their concurrent enrollment programs. The accreditation process helps institutions validate the quality of college courses offered in high schools and ensures that academic rigor matches the standards of the sponsoring post-secondary institution.

STATE & REGIONAL NETWORKING LUNCHES

Connect with colleagues from your state or region over lunch on Monday, building your professional network. Designated locations are noted on page 20.

PRE- AND POST-CONFERENCE WORKSHOPS

If you registered for one of the following pre- or post-conference workshops, please make note of the time and location. Please check-in outside of the meeting room starting 30 minutes beforehand to pick up your materials.

<table>
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<tr>
<th>Workshop</th>
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<td>Concurrent Enrollment 201</td>
<td>Sunday</td>
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<td>Regency West 4 &amp; 6</td>
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<td>Program Evaluation</td>
<td>Sunday</td>
<td>8:30am-4:00pm</td>
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<td>Lunch</td>
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<tr>
<td>Outdoor Conversations</td>
<td>Sunday</td>
<td>10:00am-2:00pm</td>
<td>Hotel Lobby</td>
<td>Lunch</td>
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<td>Leadership Academy</td>
<td>Sunday</td>
<td>8:30am-4:00pm</td>
<td>Regency East 3</td>
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<td>School Visits</td>
<td>Wednesday</td>
<td>8:00am-2:00pm</td>
<td>Hotel Lobby</td>
<td>Lunch</td>
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INNOVATIVE HIGH SCHOOL SITE VISITS

Thank you to the following local innovative high schools that are hosting NACEP conference attendees for optional school site visits on Wednesday:

• ALAMO ACADEMIES
• SOUTHWEST HIGH SCHOOL
• TOM C. CLARK HIGH SCHOOL
• TRAVIS EARLY COLLEGE HIGH SCHOOL
• KAREN WAGNER HIGH SCHOOL
• JUDSON EARLY COLLEGE ACADEMY

They will be showcasing local implementation of how Texas schools are making dual and concurrent enrollment courses accessible, along with their Alamo College partners:

• NORTHEAST LAKEVIEW COLLEGE
• NORTHWEST VISTA COLLEGE
• PALO ALTO COLLEGE
• ST. PHILIP’S COLLEGE
• SAN ANTONIO COLLEGE

SPECIAL EVENTS

NACEP BUSINESS MEETING
Tuesday at Lunch, 11:45 AM, Maverick

The Annual Business Meeting is scheduled for Tuesday, November 6, 2018 at 11:45am-1:00pm CST in the Maverick meeting room. All members attending the national conference are welcome to attend the Business Meeting to hear updates on the organization and contribute ideas during the discussion. At the Annual Business Meeting, the Board of Directors will share a proposal to expand opportunities for all members to serve on the Board and vote in elections for their representatives, making NACEP’s leadership more representative of our diverse membership. This proposal was crafted to align with NACEP’s 2017-19 Strategic Plan after extensive deliberation. The discussion at the Business Meeting will inform the drafting of bylaw amendments, which will be submitted to the voting membership for an electronic vote in December 2018.

NACEP OUTDOOR CONVERSATIONS
Stroll around the famous riverwalk while participating in a facilitated conversation, creative problem solving, and program to program networking.

ACCREDITATION APPLICANT INTERVIEWS
Applicants and peer reviewers received advanced notice of the time of their interview. Please check in with the registration desk if you are uncertain of the time of your interview. Interviews will occur Sunday-Tuesday.

ACCREDITATION RECOGNITION CEREMONY
Representatives of newly-accredited programs received advance invitations to a celebration ceremony at breakfast at 7:30 am – 8:45 am on Tuesday.

STATE AND REGIONAL AFFILIATES COUNCIL DINNER
Representatives of each of NACEP’s 10 affiliated State and Regional Chapters received advanced invitations to a Council meeting on Monday evening.
Congratulations to
NEWLY ACCREDITED PROGRAMS

We are pleased to offer a short program during the Tuesday morning plenary to recognize the 13 colleges and universities that have earned accreditation during the past year for their concurrent enrollment programs. The accreditation process helps institutions validate the quality of college courses offered in high schools and ensures that academic rigor matches the standards of the sponsoring post-secondary institution.

COLORADO
Community College of Denver

GEORGIA
Wiregrass Georgia Technical College

INDIANA
Indiana University

MINNESOTA
Inver Hills Community College
Minnesota State University, Mankato
Alexandria Technical and Community College

MISSOURI
Mineral Area College
University of Missouri-Saint Louis

NEW YORK
Syracuse University

OREGON
Portland State University

Pennsylvania College of Technology

WASHINGTON
Eastern Washington University

WEST VIRGINIA
West Virginia State University

Navigating the NACEP National Conference
FOR FIRST TIMERS

Congratulations on deciding to attend NACEP’s National Conference for the first time! The National Conference is one of the best opportunities for professionals to learn the latest trends and meet many different colleagues in dual enrollment. Here are a few things you may want to think about when attending for the first time.

WEAR

• Business casual is the best way to go during the conference. Remember some rooms may be over-air conditioned, so you may want to bring a sweater.
• Comfortable shoes. Now is not a good time to break in new shoes!

MEET

• NACEP staff, Board of Directors or NACEP Accreditation Commissioners at the registration desk, at the NACEP Business meeting or at the reception Sunday evening.
• Go to the NACEP reception on Sunday, November 4 and bring lots of business cards (or your mobile phone) with you!
• Attend the Open Forum with NACEP Leadership on Monday at 4:15 to ask questions about NACEP and how to get engaged as a member.

BE SOCIAL

• Volunteer, either at the conference, or at a later date. It’s a great way to meet people and learn more about NACEP.
• Take a selfie and post it on Twitter or Instagram using the hashtag #NACEP2018.
• Download the conference app, EventMobi, then select NACEP2018.
• Rate a session through the conference app.
• Vote on your favorite dual enrollment marketing video using the EventMobi app.
• Attend the reception Sunday night.
• Follow us on Facebook, LinkedIn, Twitter (@NACEPtweets) or Instagram (@naceppics).
• Use the hashtag #NACEP2018 and share what you learned in a session.

LEARN

• Attend the plenary sessions where you will hear great speakers.
• Dive deep into a theme by following a track of breakout sessions.
• Get in-depth instruction at one of the many pre-conference events.
• Share with colleagues what you have learned in one of the discussion zones.
Thank you for those of you who entered the video marketing competition. The NACEP communications committee narrowed down the entries to three semi-finalists:

- THE GEORGE WASHINGTON UNIVERSITY, SCHOOL OF MEDICINE AND HEALTH SCIENCES
- KIRKWOOD COMMUNITY COLLEGE
- WIREGRASS GEORGIA TECHNICAL COLLEGE

The winning video will be shown during the plenary session Tuesday afternoon. Attendees are encouraged to vote for the video you think does the best job of marketing its dual or concurrent enrollment program.

INSTRUCTIONS FOR VOTING

1. Visit the Conference portal:
   www.eventmobi.com/NACEP2018 on your computer or mobile device.

2. Push the Menu Icon in the Top Left of the Screen and Select Voting & Evaluations.

3. Open the Video Marketing Competition voting survey and select your pick.

EXHIBITORS

CANUSIA
www.canusia.com

Canusia offers a complete CEP software management system that is affordable and secure. With Canusia’s CEP Management software you can seamlessly manage registrations, students, high schools, faculty, teachers, accreditation, and a much more to build partnerships rather than managing paperwork.

Canusia, Inc. is the only company started by and managed by CEP experts and professionals. We provide the tools and expertise for all your CEP management needs. Our staff knows and understands the challenges and CEP program needs. One reason our software is used by one of the largest and most successful CEP programs in the United States.

Canusia sets the standards the complete CEP software management should be.

DUALENROLL.COM
www.dualenroll.com

Remember when you got your first smart phone? It was intuitive and easy to use, things that used to take hours were done in minutes, you could choose from thousands of apps to get exactly what you needed, and you could do all of it completely online with a single tool. It completely changed the way you worked. It was like magic.

DualEnroll (www.dualenroll.com) is like a smart phone for your dual enrollment program. We transform tedious manual processes into easy digital workflows. Instead of apps, we have workflow steps; we help you choose the ones you need and configure them to match your exact processes. We assign the proper steps to your students, parents, high schools, staff and faculty; as each person completes a step, the next one launches, creating a completely automated process that dynamically adjusts based on the actions of each user. The end result: an intuitive workflow that exactly meets the requirements of your institution while eliminating administrative chores, paper forms, and delays.

Dozens of colleges use DualEnroll to register students; credential, approve and mentor high school instructors, and manage term-by-term tasks (scheduling site visits, grade reporting, reconciling rosters and building class schedules to name a few).

Sound like magic? Like your first smart phone, seeing is believing. Stop by our table or come to a webinar and see for yourself how DualEnroll can completely change the way you work.

INDIANA TECH
phd.indianatech.edu

Indiana Tech’s online Ph.D. in Global Leadership program prepares scholars for leadership roles in complex organizations in the for-profit and non-profit sectors and higher education. Graduates will understand their responsibilities and roles as leaders in conserving, expanding, and transforming these organizations and in advancing the discipline of leadership and practice in a global society. Tuition scholarships available to military personnel and full-time community college employees. Online Master’s degrees also offered through Indiana Tech’s College of Professional Studies.

MCGRAW-HILL EDUCATION | ALEKS
www.mheducation.com

McGraw-Hill Education is driven by a vision to help unlock the full potential of each learner. By partnering with educators around the globe, our content developers, instructional designers and data scientists create digital and print resources and open, customizable technology platforms that have been shown to increase engagement, improve pass rates and raise grades. Embedded in our DNA is a belief in the power of learning data that gives educators a deeper understanding of their students’ strengths and weaknesses and propels each student on a personalized path to success. As a learning science company, research and data provide the foundation for the decisions we make, the resources we create and the partnerships we seek to build with educators, schools, colleges and students.

PEARSON
www.pearson.com/us

Pearson, the world’s leading learning company, partners with K-20 institutions and educators to provide educational solutions and services that help to improve learning outcomes. Pearson serves learners of all ages around the globe, employing 41,000 people in more than 70 countries. For more information, visit www.pearson.com/us.
DEBORAH A. SANTIAGO  
CEO, Excelencia in Education  
@edexcelencia

Deborah A. Santiago is the co-founder and CEO at Excelencia in Education. For more than 20 years, she has led research and policy efforts from the community to national and federal levels to improve educational opportunities and success for all students. She co-founded Excelencia in Education to inform policy and practice, compel action, and collaborate with those committed and ready to act to increase student success. Her current work focuses on federal and state policy, financial aid, Hispanic-Serving Institutions (HSIs), and effective institutional practices for student success in higher education. She has been cited in numerous publications for her work, including The Economist, the New York Times, the Washington Post, AP, and The Chronicle of Higher Education. Deborah is an Aspen Institute Pahara fellow and serves on the board of the thedom.us.

LEARNING FROM THE RESEARCH: IMPLICATIONS FOR PROGRAM DESIGN  
Tuesday Morning

- **MODERATOR:** Freda Richmond, NACEP Accreditation Manager
- **Panelists:**
  - David Troutman, Associate Vice Chancellor for Institutional Research and Advanced Analytics, The University of Texas System, @DavidHigherEd
  - Jason Taylor, Assistant Professor of Educational Leadership & Policy, University of Utah, @JLTaylo
  - Elisabeth Barnett, Senior Research Scientist, Center for Analysis of Postsecondary Readiness, Columbia University, @CommunityCCRC

The field of research on student access to and success in dual and concurrent enrollment coursework has grown considerably in recent years, collectively demonstrating the overall positive effects of these programs. With a wider range of data systems and analytical methods available to researchers, increasingly the literature is able to inform program design. This session will help dual and concurrent partnerships put research into action as they strive toward program improvement, equity goals, and maximum impact. Three of the top researchers in the field will share key findings from their research to inform future program development.

BUSINESS PARTNERSHIPS TO SUPPORT COLLEGE AND CAREER READINESS  
Tuesday Afternoon

- **MODERATOR:** John Fitzpatrick, Executive Director, Educate Texas at Communities Foundation of Texas, @Gr8rTXFdtn
- **Panelists:**
  - Dr. Mike Flores, Chancellor, Alamo Colleges, @MikeFloresPhD
  - Beki Hutchison, Vice President of Human Resources at Holt Cat, Chair-elect of Alamo Academies Board of Directors, @AlamoAcademies

Educators, policymakers, and business leaders frequently discuss the importance of preparing students for both college and careers, yet often lack concrete examples of what successful partnership looks like. This session will showcase local initiatives in San Antonio with strong connections between the education sector and business employers. Panelists will share the impetus behind these collaborative efforts, successes and challenges in implementation, and observed outcomes.

ACCREDITED PROGRAM SHOWCASE  
Tuesday Morning

- **MODERATOR:** Diana Johnson, NACEP Accreditation Chair, @NWACC
- **Panelists:**
  - Brandon Protas, Community College of Denver, @CCDEdu
  - Bonnie Kelly, Wiregrass Georgia Technical College, @WiregrassTech
  - J.Paige Carney, West Virginia State University, @WVStateU

Three colleges that recently earned initial accreditation from NACEP, each the first in their state, will share their motivations for pursuing accreditation. The panel will illustrate the best practices in higher education administration described in the NACEP standards. The accreditation process helps institutions validate the quality of college courses offered in high schools and ensures that academic rigor matches the standards of the sponsoring post-secondary institutions.
Welcome and Opening Plenary
9:00–10:30AM
CONFERENCE WELCOME
Tim Stetter, NACEP President, University of Washington
REGENCY BALLROOM
KEYNOTE SPEAKER
Deborah Santiago, CEO, Excelencia in Education
GENERAL INFORMATION
VOLUNTEER RECOGNITION

10:30–10:45AM
BREAK

Big Ideas Session 1
10:45–11:45AM
The Basics: Essential Skills for All Dual Enrollment Leaders
TRACK: Program Administration
MAVERICK B
Across the State with Texas Partnerships
TRACK: Partnerships
BLANCO/LLANO
*Cultivating Belonging in College Readiness Programs
TRACK: Advising & Student Success, Good for Secondary
RIO GRANDE WEST
Which Types of Classes Give the Best Jump-start on College?
TRACK: Research & Program Evaluation
BOWIE C
Best Practices & Issues for Four Year Institutions Forum
TRACK: Forum
MAVERICK A
Introduction to NACEP’s National Standards - 2017 Edition
Accreditation & Faculty Collaboration
PECAN
Statewide Approaches to Quality Assurance for Concurrent and Dual Enrollment
TRACK: Policy & Advocacy
RIO GRANDE EAST
Best Practices Flash Talks
Track: Program Administration
CONGRESSIONAL A
Big Ideas Panel on CTE
TRACK: CTE and STEM
CONGRESSIONAL B
Discussion Zone: Continue the Conversation with Deborah Santiago
TRACK: Forum
GARDEN TERRACE

11:45AM–1:00PM
STATE NETWORKING LUNCHES

See Page 20 for State and Regional Networking Lunches Locations

Track Key
- Accreditation & Faculty Collaboration
- Advising & Student Success
- CTE and STEM Pathways
- Dual Enrollment Models
- Equity & Access
- Exhibitor Session
- Forum
- Partnerships
- Policy & Advocacy
- Program Administration
- Research & Program Evaluation

* Sessions of Interest to Secondary Partners
BIG IDEAS SESSION 2
1:00–2:00PM

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speaker</th>
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<tr>
<td>1:00–2:00PM</td>
<td>*How Are HLC States Increasing the Number of Qualified Instructors?</td>
<td>RIO GRANDE WEST</td>
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<td>TRACK: Partnerships, Good for Secondary</td>
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<td>Engaging in the Partnership Standards</td>
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<td>TRACK: Accreditation &amp; Faculty Collaboration</td>
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<td></td>
<td>Advocating for Concurrent and Dual Enrollment Programs</td>
<td>MAVERICK B</td>
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<td>TRACK: Policy &amp; Advocacy</td>
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<td></td>
<td>*The Implementation and Impact of Early College in Diverse Settings: A Research-Based Perspective</td>
<td>MAVERICK - A</td>
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<td>TRACK: Research &amp; Program Evaluation</td>
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<td>Telling Your Concurrent Enrollment Partnership Story with Data</td>
<td>BLANCO/LIANO</td>
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<td>TRACK: Research &amp; Program Evaluation</td>
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<td>Unique Recruitment and Marketing Strategies for Career Academy Programs</td>
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<td>TRACK: Program Administration</td>
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<td>Big Idea Panel on Partnerships</td>
<td>RIO GRANDE EAST</td>
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<td>Big Ideas Panel on Career Pathways</td>
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<td>TRACK: CTE and STEM; Pathways</td>
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<td>Big Ideas Industry Partnerships and Apprenticeships</td>
<td>BOWIE C</td>
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<td>TRACK: Partnerships</td>
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2:00–2:15PM BREAK

State and Regional Networking Lunches

AL Regency Ballroom | LA Regency Ballroom | OH Medina
AR Nueces | MA Navarro | OK Regency Ballroom
AZ Regency Ballroom | MD Regency Ballroom | OR Regency Ballroom
CA Regency Ballroom | ME Navarro | PA Regency Ballroom
CO Regency Ballroom | MI Bowie - B | RI Navarro
CT Navarro | MN Regency Ballroom | SC Regency Ballroom
DC Regency Ballroom | MO Bowie - A | SD Regency Ballroom
FL Medina | MT Directors | TN Regency Ballroom
GA Frio | NC Regency Ballroom | TX Garden Terrace
HI Regency Ballroom | ND Regency Ballroom | UT Pecos
IA Rio Grande Center | NE Regency Ballroom | VA Bowie - B
ID Navarro | NH Navarro | WA Mesquite
IL Chula Vista | NJ Regency Ballroom | WI Regency Ballroom
IN Rio Grande Center | NM Regency Ballroom | WV Regency Ballroom
KS Nueces | NV Regency Ballroom | WY Directors
KY Regency Ballroom | NY Chula Vista |
## Schedule at a Glance

### MONDAY, NOVEMBER 5, 2018

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<th>BREAKOUT SESSION 2</th>
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<tr>
<td>College to Career: A Rural Experiment</td>
<td>BOWIE A</td>
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<tr>
<td>New to NACEP: You’re Here, Now What?</td>
<td>MAVERICK A</td>
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<tr>
<td>Pathways to Success: Maintaining a Thriving Concurrent Enrollment Partnership</td>
<td>PECOS</td>
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<tr>
<td>Understanding the Swamp’s Ecosystem: Using National Student Clearinghouse Data</td>
<td>BLANCO/LLANO</td>
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<tr>
<td><em>Teaching Dual Credit Graduate Course for High School Teachers</em></td>
<td>SEGUIN</td>
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<tr>
<td>The Positive Impacts of Concurrent Enrollment: A Literature Review</td>
<td>MAVERICK B</td>
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<tr>
<td><em>One College + Five ISDs = Meeting Students Where They Are</em></td>
<td>FRIO</td>
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<tr>
<td>Without Walls: Expanding Our Reach Through Online Courses</td>
<td>PECAN</td>
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<tr>
<td>Life is a Highway: Auto Certificate in High School</td>
<td>BOWIE B</td>
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<tr>
<td><em>What’s Your Plan? Counselors Toolkit: Changing Mindset about Dual Enrollment</em></td>
<td>BOWIE C</td>
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<tr>
<td>Exhibitor Session: Romance on the Riverwalk: Fall in Love With Your Dual Enrollment Process</td>
<td>MEDINA</td>
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<tr>
<td>State Agency and System Office Issues Forum</td>
<td>NUECES</td>
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<tr>
<td>Getting It Right Where It Counts: High Impact Strategies for Ensuring Student Success</td>
<td>LIVE OAK</td>
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<th>BREAKOUT SESSION 3</th>
<th>4:00–4:15PM</th>
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<tbody>
<tr>
<td><em>Eliminating Performance Gaps in Dual Credit Courses</em></td>
<td>BOWIE A</td>
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<tr>
<td>Critical Mentoring and Scholarship Production in Concurrent Enrollment Programs</td>
<td>SEGUIN</td>
</tr>
<tr>
<td>GIS Techniques to Assess Dual Credit Programs</td>
<td>MEDINA</td>
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<tr>
<td>#TrendingUp...Designing a Facilitated Online Dual Enrollment Model</td>
<td>MAVERICK B</td>
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<tr>
<td>Breaking the Code: Providing Students with Access to Cybersecurity Careers</td>
<td>LIVE OAK</td>
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<tr>
<td><em>Clear Plan or Random Acts of Credit? Designing Guided Pathways</em></td>
<td>MAVERICK A</td>
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<tr>
<td><em>Beyond the Classroom: Integrating Strategies for Student Success</em></td>
<td>BLANCO/LLANO</td>
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<tr>
<td>The Grass Isn’t Always Greener: Tweaking the Hybrid Enrollment Process</td>
<td>FRIO</td>
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<tr>
<td><em>Flying Lessons: Constructive Approaches for Working with Helicopter Parents</em></td>
<td>PECOS</td>
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<tr>
<td><em>Growing the Dual Credit Teaching Force</em></td>
<td>BOWIE C</td>
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<tr>
<td><em>Whom is enough, enough? Creating advising tools to identify credits with a purpose.</em></td>
<td>PECAN</td>
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<tr>
<td>Exhibitor Session: Creating and Promoting Efficiencies for Your Program</td>
<td>NUECES</td>
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<tr>
<td>Peer Reviewer Training</td>
<td>BOWIE B</td>
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## TRACK KEY

- **Accreditation & Faculty Collaboration**
- **Advising & Student Success**
- **CTE and STEM Pathways**
- **Dual Enrollment Models**
- **Equity & Access**
- **Exhibitor Session**
- **Forum**
- **Pathways**
- **Policy & Advocacy**
- **Program Administration**
- **Research & Program Evaluation**

* Sessions of Interest to Secondary Partners
## Schedule at a Glance

### TUESDAY, NOVEMBER 6, 2018

**PLENARY SESSION**
9:00–10:30AM

**Panel: Learning from the Research: Implications for Program Design**
Moderator: Freda Richmond, NACEP Accreditation Manager
Panelists:
- Jason Taylor, University of Utah
- David Troutman, University of Texas System
- Elizabeth Barnett, Columbia University

**Accredited Program Showcase**
Moderator: Diana Johnson, NACEP Accreditation Chair and Victoria Zeppellin, Past NACEP Accreditation Commission Chair
Panelists:
- Brandon Pratas, Community College of Denver.
- Bonnie Kelly, Wiregrass Georgia Technical College
- J. Paige Carmey, West Virginia State University

**Remarks from the Executive Director**
Adam Lowe, NACEP

10:30–10:45AM

**Break**

**Big Ideas Session 3**
10:45–11:45AM

**Best Practices & Issues for Two Year Institutions Forum**
TRACK: Forum

**Accreditation through the Lenses of Start, Finish and Review**
TRACK: Accreditation & Faculty Collaboration

**Discussion Zone: Research Roundtable**
TRACK: Forum, Research & Program Evaluation

**Big Ideas on Professional Development**
TRACK: Accreditation & Faculty Collaboration

**Best Practices & Issues for High Schools Forum**
TRACK: Forum, Good for Secondary

**Best Ideas Panel Equity and Access**
TRACK: Equity & Access, Good for Secondary

**Power of Relationships**
TRACK: Partnerships, Good for Secondary

**Big Ideas on Online and Assessment Based Tracking**
TRACK: Dual Enrollment Models

**Discussion Zone: Federal Policy Update: ESSA, Perkins, Pell, and More**
TRACK: Policy and Advocacy

**Guided Pathways—Providing Direction from High School to College Completion**
TRACK: Pathways

**Creating a Collegiate Culture in High School Settings**
TRACK: Advising & Student Success

11:45AM–1:00PM

**Lunch**

**Annual Business Meeting** (Lunch Included)

### TUESDAY, NOVEMBER 6, 2018

**Breakout Session 4**
1:00–1:45PM

**How Concurrent Enrollment Courses Can Springboard OER Adoption**
TRACK: Program Administration

**19% - 26% More Passing Rates in Math 1050 (Quantitative Literacy) for CE Students Compared to Utah Valley University Students**

**The Advising Continuum: Guiding Students to Career & College Pathways**

**Gettin’ Real: Providing Equitable College Advising for Dual Credit Students**

**What Else Transfers?: Translating the Academy Experience into University Study**

**Strengthening the ECHS Community: Inter-Institutional Collaboration for Maximum Degree Alignment**

**Expanding Rigor Through Building Partnerships: Yes, We Can Do That**

**Integrating Professional Behaviors & Soft Skills Development in Technical Education**

**Bring Concurrent Enrollment Faculty into the Fold**
TRACK: Accreditation & Faculty Collaboration

**Expanding Concurrent Enrollment Faculty into the Fold**
TRACK: Accreditation & Faculty Collaboration

**Discussion Zone: Accreditation Scope Expansion Listening Session**
TRACK: Accreditation & Faculty Collaboration; Forum

1:45–2:00PM

**Break**

**Track Key**
- Accreditation & Faculty Collaboration
- Advising & Student Success
- CTE and STEM Pathways
- Dual Enrollment Models
- Equity & Access
- Exhibit Session
- Forum
- Partnerships
- Pathways
- Policy & Advocacy
- Program Administration
- Research & Program Evaluation

* Sessions of Interest to Secondary Partners
### TUESDAY, NOVEMBER 6, 2018

#### CLOSING PLENARY

**2:00–3:00PM**

**VIDEO MARKETING CONTEST WINNER ANNOUNCED:**
Chris Persons, Communications Committee Member, Kern County Superintendent of Schools

**BUSINESS PARTNERSHIPS TO SUPPORT COLLEGE AND CAREER READINESS**
John Fitzpatrick, Communities Foundation of Texas
Dr. Mike Flores, Alamo Colleges
Beki Hutchison, Alamo Academies Board of Directors

**RECOGNITION OF NACEP VOLUNTEER LEADERSHIP**
Pat Cannon, Incoming NACEP President, Indiana University
Diana Johnson, NACEP Accreditation Commission Chair
NorthWest Arkansas Community College

**NACEP 2019 IN SALT LAKE CITY. ELEVATING PARTNERSHIPS: 20 YEARS STRONG**
Memo Caldera, Utah Valley University

#### 3:00–3:15PM

**BREAK**

**BREAKOUT SESSION 5**
3:15–4:00PM

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<tr>
<th>Topic</th>
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<tr>
<td>&quot;The Student Experience: How Dual Enrollment Influences Students' Socialization&quot;</td>
<td>Research &amp; Program Evaluation, Good for Secondary</td>
<td>LIVE OAK</td>
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<tr>
<td>Professional Development for Dual Credit Mathematics Teachers: Research to Practice</td>
<td>Accreditation &amp; Faculty Collaboration</td>
<td>BOWIE C</td>
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<td>Continuous Improvement in Dual Enrollment English Class</td>
<td>Advising &amp; Student Success</td>
<td>PECOG</td>
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<td>&quot;Can You Handle It!&quot; Overcoming Distance through Live Digital Instruction</td>
<td>Dual Enrollment Models</td>
<td>BOWIE A</td>
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<tr>
<td>&quot;It's Not You, It's Us: Non-Monogamy in Concurrent Enrollment&quot;</td>
<td>Partnerships, Good for Secondary</td>
<td>PECAN</td>
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<tr>
<td>Degree Audits vs Completion Plans...What works best for you?</td>
<td>Advising &amp; Student Success</td>
<td>BLANCO/LLAN</td>
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<tr>
<td>Deep Impact: How a State/Regional Chapter Can Play a Role with Statewide Guidelines and Legislation</td>
<td>Forum</td>
<td>BOWIE B</td>
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<tr>
<td>Exhibitor Session: Indiana University's Online Graduate Courses for Teachers</td>
<td>Exhibitor Session</td>
<td>RIO GRANDE WEST</td>
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<tr>
<td>English Faculty Roundtable Discussion</td>
<td>Accreditation &amp; Faculty Collaboration</td>
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#### 8:30AM–2:00PM

**INNOVATIVE HIGH SCHOOLS TOUR**
Meet at 8am. Buses depart promptly at 8:30am

#### 8:30AM–3:30PM

**DUAL ENROLLMENT PELL GRANT EXPERIMENTAL SITES MEETING** (Invitation Only)

**MEET IN LOBBY**

**MAVERICK**

**TRACK KEY**

- Accreditation & Faculty Collaboration
- Advising & Student Success
- CTE and STEM Pathways
- Dual Enrollment Models
- Equity & Access
- Exhibitor Session
- Policy & Advocacy
- Program Administration
- Research & Program Evaluation

### WEDNESDAY, NOVEMBER 7, 2018

#### 8:30AM–2:00PM

**INNOVATIVE HIGH SCHOOLS TOUR**
Meet at 8am. Buses depart promptly at 8:30am

**MEET IN LOBBY**

**MAVERICK**

**TRACK KEY**

- Accreditation & Faculty Collaboration
- Advising & Student Success
- CTE and STEM Pathways
- Dual Enrollment Models
- Equity & Access
- Exhibitor Session
- Policy & Advocacy
- Program Administration
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* Sessions of Interest to Secondary Partners

2018 NACEP NATIONAL CONFERENCE | SPURRING GREAT IDEAS
The Basics: Essential Skills for All Dual Enrollment Leaders

**TRACK:** PROGRAM ADMINISTRATION, GOOD FOR NEWBIES
**ROOM:** MAVERICK - B

**PRESENTERS:**
- Moderator, Memo Caldera, Utah Valley University
- Rozlynn Wick, Southern Alberta Institute of Technology
- Katie Gilbert, Northeast Iowa Community College
- Dr. Eric Young, Syracuse University

> Are you new to dual enrollment or management? Our panelists bring insight from one of the oldest programs in the country to a newer international program in Canada. The session will provide attendees with knowledge about starting, managing, supporting and growing a program and the skills needed to be successful.

Across the State with Texas Partnerships

**TRACK:** PARTNERSHIPS
**ROOM:** BLANCO/LLANO

**PRESENTERS:**
- Catherine O’Brien, Houston Community College and Houston Independent School District
- Michael Love, Houston Independent School District
- Tonie Baddillo, El Paso Community College
- Ivette Savina, University of Texas at El Paso
- Michelle Kehrwald, Ysleta Independent School District

El Paso Community College and Houston Community College have a long history of collaboration with area schools and university partners. With the rapid growth of dual credit and early college high schools in the state, effective and engaging partnerships have become ever more crucial. This session will elaborate on the steps to take in order to develop close alliances, commitment to collective efficacy and ensuring students have a clear pathway to academic success.

*Cultivating Belonging in College Readiness Programs

**TRACK:** ADVISING & STUDENT SUCCESS, GOOD FOR SECONDARY
**ROOM:** RIO GRANDE WEST

**PRESENTERS:**
- Tina Polishchuk, Idaho State Department of Education
- Matt McCarter, Idaho State Department of Education

> Decisions about going-on after high school are largely related to a student’s sense of belonging in a college culture. Too often, fears about fitting in, cultural awareness, and identity as a “college student” determine whether or not students go-on to college. Research indicates that tending to the social/emotional aspects of student’s lives is a critical part of setting them up for success. Many of our students struggle with various aspects of fitting into a “college-culture” particularly if they come from a background in which they feel they are swimming upstream. In this interactive session, participants will unpack issues of student motivations, identity, relational-trust, and social/emotional awareness related to the college and career readiness culture in high school. With the right information, approach and training, colleges and high schools can cultivate a strong sense of belonging for students while motivating them through rigorous coursework. Individuals will also walk away with practical strategies to use with students to cultivate belonging in their college and career centers, dual credit programs, and in one-to-one advising interactions with students.

Which Types of Classes Give the Best Jump-start on College?

**TRACK:** RESEARCH & PROGRAM EVALUATION
**ROOM:** BOWIE - C

**PRESENTERS:**
- John Fink, Columbia University
- Davis Jenkins, Columbia University
- Nadia Nakoneczny Leary, Coordinator of Recruitment, MyUniversity, and CCP, Lorain County Community College

> How does the type or amount of dual enrollment coursework relate to students’ academic momentum, entry into college programs, and eventual success after high school? Researchers will unpack emerg-
College will provide a “road map” for dual credit students to inform, learn, and create individualized plans. Johnson County Community College shares the one-stop access for dual credit students to facilitate discussion across all aspects of concurrent enrollment through a “magical” website.

**Big Ideas Panel on CTE**

**TRACK:** CTE AND STEM  
**ROOM:** LIVE OAK

**PRESENTERS:** Moderator, Amy Williams, Montana University System  
**PANELISTS:** Jenilee Williams & Kourtney Goya, Pikes Peak Community College  
Jean Kyle and Kelly McCalla, Riverland Community College  
Sarah Stashkiew, College of Lake County & Gina Schuyler, Lake County Tech Campus

This summer the president signed the Strengthening Career and Technical Education for the 21st Century Act, the fifth iteration of the Carl D. Perkins Career and Technical Education Act of 1984. Commonly known as Perkins, this program distributes more than $1.2 billion in federal funding to states to support Career and Technical Education in the secondary and postsecondary sectors. Perkins V has robust supports for dual enrollment, further recognizing the positive impact of early engagement with college and career. Join panelists from College of Lake County, Lake County Tech Campus, Pikes Peak Community College, and Riverland Community College to learn how these institutions are maximizing options for students by connecting high schools, higher education, and industry.

**Discussion Zone: Continue the Conversation with Deborah Santiago**

**TRACK:** FORUM  
**ROOM:** GARDEN TERRACE

**PRESENTERS:** Deborah Santiago, CEO, Excelencia in Education

Continue where the general session left off with this small group setting opportunity for informal discussion with Deborah Santiago.

**BREAKOUT SESSION DESCRIPTIONS**

**MONDAY, NOVEMBER 5, 2018 | 1:00PM – 2:00PM**

**How Are HLC States Increasing the Number of Qualified Instructors?**

**TRACK:** PARTNERSHIPS, GOOD FOR SECONDARY  
**ROOM:** RIO GRANDE WEST

**PRESENTERS:** Jennifer Zinth, Education Commission of the States  
Jenny Parks, Midwestern Higher Education Compact

Many concurrent enrollment instructors in the Higher Learning Commission’s (HLC) 19-state region do not meet HLC instructor qualifications, a situation threatening the continuation of numerous concurrent enrollment programs in the HLC region. This session will explore state and local strategies to increase the number of qualified concurrent enrollment instructors in HLC states, as well as, best practices and lessons learned from these efforts. This session will also unpack challenges states and programs are facing in incentivizing instructors to complete instructor qualification requirements.

**Engaging in the Partnership Standards**

**TRACK:** ACCREDITATION & FACULTY COLLABORATION  
**ROOM:** SEGUIN

**PRESENTERS:** Moderator, Diana Johnson, NorthWest Arkansas Community College  
Bretton DeLaria, Saint Louis University  
Sandra Wald, Central Methodist University  
Peggy O’Connell, Central Methodist University

With the revision of the accreditation standards, there is a lot of questions swirling around, specifically regarding the new P standards and how to demonstrate your engagement. Saint Louis University and Central Methodist University value and understand the importance of partnerships, so come learn ways to engage your high schools, empower your partners, and elevate their ability to provide a two-way communication and increase their value in shaping your program.
Advocating for Concurrent and Dual Enrollment Programs

**TRACK:** POLICY & ADVOCACY  
**ROOM:** MAVERICK - B

**PRESENTERS:**  
- Diane Skousen, Utah Valley University  
- Dr. Paul Watson II, Pennsylvania College of Technology  
- Alex Perry, College in High School Alliance

Boot the Bull is a term used to mean a particular bull can be spurred. Bull riders are not required to spur animals, and if they can, they earn extra points. When working to advocate on behalf of our programs, we may feel like we boot the bull and earn our extra points by spurring the legislature. This is a participatory session to engage practitioners in preparing to be effective advocates for concurrent and dual enrollment. Understand the different types where policy that impact our programs, where and how decisions is made, and how to effectively engage in the policy-making process.

*The Implementation and Impact of Early College in Diverse Settings: A Research-Based Perspective*

**TRACK:** RESEARCH & PROGRAM EVALUATION, GOOD FOR SECONDARY  
**ROOM:** MAVERICK - A

**PRESENTERS:**  
- Nina Arshavsky, SERVE Center at UNC-Greensboro  
- Eric Grebing, SERVE Center at UNC-Greensboro

The early college model supports students in postsecondary environments by blurring the line between high school and college. Implementation of early college differs based on location, existing small, specialized schools or integrated within comprehensive high schools. Drawing from over a decade of research and evaluation, participants will learn about the latest results from an experimental study of the small school model and an overview of results and lessons learned from the implementation of the comprehensive school model across the country. Participants will then have the opportunity to apply the findings to their own settings.

**Telling Your Concurrent Enrollment Partnership Story with Data**

**TRACK:** RESEARCH & PROGRAM EVALUATION  
**ROOM:** BLANCO/LLANO

**PRESENTERS:** Jordan Horowitz, Institute for Evidence-Based Change

Do you struggle to tell the story of your concurrent enrollment program in a compelling way? Are you confused by what data to present and how to do so? Are the data-related agenda items in your meetings merely something to “get through”? In this workshop you will be presented with strategies, based on IEBC’s unique data use model, to integrate qualitative and quantitative data into an easily understood story that doesn’t require your group to be analysts. You will also learn how to integrate data into meetings so you can achieve the goals of your agenda.

**Unique Recruitment and Marketing Strategies for Career Academy Programs**

**TRACK:** PROGRAM ADMINISTRATION  
**ROOM:** PECAN

**PRESENTERS:**  
- Kristy Black, Kirkwood Community College  
- Craig Stadtmueller, Kirkwood Community College  
- Todd Prusha, Kirkwood Community College  
- Tierney Hein, Kirkwood Community College

Do you feel like you have really good career connected learning programs, but are not getting enough students in your funnel? In this session, presenters will share traditional and “guerrilla” marketing strategies that are working. You will walk through their full recruitment process which includes group and individual “touche” and an overview of program tours, advising support and orientation options. Presenters will also share how a new constituent relationship management (CRM) system is setting things up nicely for a more streamlined process for students, parents, counselors and concurrent enrollment program staff.

**Big Idea Panel on Partnerships**

**TRACK:** PARTNERSHIPS  
**ROOM:** RIO GRANDE EAST

**PRESENTERS:**  
- Moderator, Rosena Garcia, Alamo Colleges District  
- Dave West, Aurora Public Schools  
- David Janik, Bowling Green State University  
- Bobby Pace, Community College of Aurora  
- Holly Cipriani, Bowling Green State University  
- Sandy Cruz, University of Central Missouri

Concurrent and dual enrollment partnerships are rapidly growing and evolving. As such, the relationships between institutions of higher education and secondary education must also deepen. This session will focus on three unique partnerships in Ohio, Missouri and Colorado that are working. The panel will demonstrate the value of breaking traditional apprenticeship/internship models and implementing new practices. The speakers’ programs highlight innovative ways to provide both educators and students with knowledge about the skills it takes to succeed in the workforce, through a variety of student learning opportunities (internships, college credit, and certificates in high school). Business representatives are helping validate the value of entering and completing pathways that are supported by students, families, counselors and employers.

**Big Ideas Panel on Career Pathways**

**TRACK:** CTE AND STEM: PATHWAYS  
**ROOM:** LIVE OAK

**PRESENTERS:**  
- Moderator, Dianne Barker, Technical College System of Georgia  
- Moderator, Jaclyn Dumond, University of Southern Indiana  
- Heidi Wharton, Mount Wachusett Community College  
- Train Wu, Mount Wachusett Community College  
- Sara Paul and Paula Palmer, White Bear Lake Area Schools  
- Gene Bottoms, Southern Regional Education Board

Career pathways can provide high school students with skills, certifications, degrees and ultimately well-paid job opportunities. Panelists from a secondary school district, post-secondary institution, a state agency and a regional nonprofit will share their unique experiences creating career pathways in three different states: Minnesota, Massachusetts and Georgia. Participants will hear about successes, setbacks, and scaling of programs into new disciplines and will leave with strategies to replicate these partnerships and opportunities at home.

**Big Ideas Industry Partnerships and Apprenticeships**

**TRACK:** PARTNERSHIPS  
**ROOM:** BOWIE - C

**PRESENTERS:**  
- Moderator, Kent Scheffel, Lewis and Clark Community College  
- Katie Bucci, SUNY Delhi  
- Jason Thomson, Delaware Academy Central School  
- Mark Peeny, Technical College System of Georgia  
- Cherie Clark and Gretchen Brunner, Willamette Education Services District  
- Frosti Adams, Associated General Contractors: Oregon-Columbia Chapter

The panelists will demonstrate the value of breaking traditional apprenticeship/internship models and implementing new practices. The speakers’ programs highlight innovative ways to provide both educators and students with knowledge about the skills needed to succeed in the workforce, through a variety of student learning opportunities (internships, college credit, and certificates in high school). Business representatives are helping validate the value of entering and completing pathways that are supported by students, high schools, colleges, and employers. All of the programs represented by the speakers use new models to help students gain entry and succeed in the workforce.
Discussion Zone: Incorporating Concurrent Enrollment Programs into Strategic Enrollment Management

**TRACK:** PROGRAM ADMINISTRATION; FORUM

**ROOM:** NUÉCES

**PRESENTERS:** Leah Melichar, Ferris State University
DeeDee Stakley, Ferris State University

Strategic Enrollment Management encompasses many university departments including recruitment, admissions, student records, student services, academic affairs, and institutional marketing. This roundtable discussion will focus on how post-secondary institutions are incorporating concurrent enrollment programs into formal institutional-wide Strategic Enrollment Management. The goal of this discussion will be to share best practices from session attendees. Discussion topics include:

- Best practices using concurrent enrollment as a formal recruiting tool
- Using financial aid incentives related to concurrent enrollment program participation to matriculate students
- How concurrent enrollment affects student retention, persistence, and success
- Processes/policies to streamline concurrent enrollment admissions and registration

Research on Student Outcomes for Concurrent Enrollment: A Colorado Example

**TRACK:** RESEARCH & PROGRAM EVALUATION

**ROOM:** PECOS

**PRESENTERS:** Michael Vente, Colorado Department of Higher Education

With the expansion of several concurrent and dual enrollment programs throughout the United States, more students are taking advantage of these programs. But little research is available outlining postsecondary outcomes for these students. The Colorado Department of Higher Education has recently received a grant from the U.S. Department of Education’s Institute of Education Sciences to study these outcomes including the return of investment of these programs to Colorado. Michael Vente, Director of Research at the Colorado Department of Higher Education, will provide an overview of the grant partnership and some of the group’s preliminary findings.

*Concurrent Enrollment: One Piece of the College & Career Readiness Puzzle

**TRACK:** ADVISING & STUDENT SUCCESS, GOOD FOR SECONDARY

**ROOM:** MAVERICK - B

**PRESENTERS:** Sarah Stashkiw, College Readiness and Dual Credit, College of Lake County
Susan Ros, Dual Credit, College of Lake County
Jana Thompson, College of Lake County

The College of Lake County has invested in a College Readiness and Dual Credit Department to support high school students in their pursuit of post-secondary education. The department blends its four program areas (concurrent enrollment programming, college and career readiness workshops, transitional math and English courses, and summer bridge) to support students at all academic levels. Come learn about college and career readiness components that are easy to replicate to support current programming at your institution.

*Supporting Diverse Early College Models in Indiana

**TRACK:** DUAL ENROLLMENT MODELS, GOOD FOR SECONDARY

**ROOM:** BOWIE - A

**PRESENTERS:** Dr. Janet Boyle, Center of Excellence in Leadership of Learning
Dr. Andrew Findlay, Vincennes University
Dr. Odelet Nance West, Vincennes University

Since 2012, interest in the Early College (EC) model has skyrocketed in Indiana and over 100 high schools and career centers have been trained in the model. The state’s Commissioner of Higher Education designated the Center of Excellence in Leadership of Learning (CELL) as the state’s sole organization to train, support and endorse EC high schools. Vincennes University (VU) has been one of the leaders in developing a unique and flexible EC model in Indiana and currently partners with 29 high schools and career centers. Come learn about the growth of EC in Indiana, the model’s flexibility for CTE and college prep pathways, CELL’s unique endorsement process, and VU’s successful and diverse program implementations.

*Best Practices & Issues for Private Institutions Forum

**TRACK:** FORUM, GOOD FOR SECONDARY

**ROOM:** SEGUIN

**PRESENTERS:** Dr. William Newell, Syracuse University

Through informal all-group discussion, this is an opportunity to share best practices, ask questions, offer suggestions, and dialogue with others from private colleges and universities. Topics may include NACEP standards and accreditation, funding mechanisms, working with faculty, recruitment and professional development of instructors, program evaluation, and maintaining strong school partnerships. Participants are encouraged to bring questions and best practices to share.

*All Things Digital: College Advising and Pathways

**TRACK:** ADVISING & STUDENT SUCCESS, GOOD FOR SECONDARY

**ROOM:** BLANCO/LLANO

**PRESENTERS:** Dale Bonavita, Pikes Peak Early College
Theresa Klinatski, District Homeschool Liaison, Falcon District 49

Want to learn how to digitize all of your college advising, college counseling, and pathway conversations? In today’s busy world, students are as limited with time as we are. Come to this session to learn how you can take your advising on the road and service students both near and far. You can conduct your college advising from the confines of your office or meet students on their college campuses as well. The skies the limit on how and where ideal conversations can take place without having to take your entire office with you!
Power of Facilitated Networks to Increase Dual Credit's Long-Term Value

TRACK: PARTNERSHIPS

ROOM: LIVE OAK

PRESENTERS: Catherine O'Brien, Houston Community College
Jennifer Saenz, The University of Texas at Austin
Pamela Campbell, San Jacinto College
Tonie Badillo, El Paso Community College

Institutions serving concurrent enrollment students design and deploy innovations that address many educational problems, including access, equity, quality, and rigor. However, many innovations stay local and do not diffuse across networks. In 2016, UT Austin and six other institutions developed the Texas OnRamps Dual Credit Innovation Collaborative (DCIC) to diffuse concurrent enrollment innovations at scale. Collectively, these institutions serve over 30,000 concurrent enrollment students. This session will take a strengths-based approach to showcasing the innovations of institutions serving these students and demonstrate the DCIC network model for scaling these innovations across institutions, states, and the nation.

This is Us- College and High School Connections

TRACK: PROGRAM ADMINISTRATION

ROOM: BOWIE - B

PRESENTERS: Bob Montez, Del Mar College
Larissa Duke, Calallen High School
Emily Gonzalez, Del Mar College

Everyone has a dream. And every student has a story. In a time where many schools are similar and different, a college and high school come together to work on creating a common goal. Come experience how a high school and college are connected to offer educational opportunities that will change students' lives. This session will leave you thinking, laughing, but not crying, as we explore the up and downs of creating a successful supportive partnership. This session will address the challenges of two worlds coming together, but recognize the importance of supporting each other to overcome these barriers.

One Small STEP Developed a Future of Successful STEM Education

TRACK: CTE AND STEM

ROOM: MAVERICK - A

PRESENTERS: Susan Guzmán-Treviño, Temple College
Kristen Griffin, Temple College

The presentation focuses on how the Texas Bioscience Institute (TBI) Dual Credit Middle College Program leveraged NSF-STEP grant funds and a partnership with Tarleton State University to develop a successful dual credit STEM education model that helps students from area high schools enroll in two years of STEM-focused academic dual credit classes combined with the opportunity to explore and build careers through STEM presentations by area industry experts, project-based internships, and job shadowing. Attendees will learn about the TBI model, course sequencing, approaches to both dual credit and student transfer advising, and about student successes in STEM.

How Transfer Advising Guides Have Influenced High School Populations

TRACK: ADVISING & STUDENT SUCCESS

ROOM: PECAN

PRESENTERS: Angela Guardian-Mendez, Alamo Colleges District
Rosena Garcia, Alamo Colleges District
Zak Cornoch, Alamo Colleges District

This session will provide an opportunity to learn more about the Alamo Colleges District Transfer Compact and how the creation of Transfer Advising Guides will assist dual credit and early college high school students within the Alamo Colleges district. Learn how the Transfer Advising Guides are created by “reverse-mapping” university degree requirements and streamlining student completion for our student populations.

JECA Cabinet: An Early College Partnership of Success

TRACK: PARTNERSHIPS

ROOM: FRIO

PRESENTERS: Vanessa Demont, Northeast Lakeview College
Anetia Ports, Northeast Lakeview College
Phillip Hicks, Northeast Lakeview College

The JECA cabinet is a team made up of faculty, staff, and administrators from both JECA and NLC. The group meets bi-weekly to discuss any matters affecting the success of the students whether it be procedural, academic or personal. Through this partnership JECA has seen 93% of their high school graduates also receive an Associate of Arts. This presentation will examine the methods in which the team was able to develop processes, and procedures to effectively operate the program and some of the dangers that new early college high schools may encounter.

The Role of the Faculty Liaison: Best Practices in Working with Concurrent Enrollment Instructors

TRACK: ACCREDITATION & FACULTY COLLABORATION

ROOM: BOWIE - C

PRESENTERS: Deanna Luchene, Indiana University
Dr. Christina Parish, Syracuse University

This session is intended to demystify what a faculty liaison is and how campus faculty support concurrent enrollment instructors. By sharing and discussing best practices for how faculty liaisons provide effective new instructor training; constructive site visit feedback; and continued professional development to dual credit instructors, participants will leave with a better understanding of the roles and responsibilities of a faculty liaison; ideas for continual collegial interaction between concurrent enrollment instructors and campus faculty; and perhaps even an action plan for improved liaison oversight at their own institution.

Exhibitor Session: Success in College Math through Concurrent Programs: Bringing Math Articulations to Our High Schools

TRACK: EXHIBITOR SESSION

ROOM: MEDINA

PRESENTERS: Richard Kolasa, ALEKS

Richard Kolasa, Sr. Director of Placement and College Readiness at ALEKS, will explore how community colleges are effectively teaming up with high schools to ensure students are prepared for the rigor of college-level courses. We’ll discuss how these programs are significantly reducing the number of students who need developmental math, giving them more time and reducing the cost to complete coursework for their degrees. We’ll also look at data evaluating the success rates for dual enrollment students and various student populations.
Breakout Session Descriptions

Monday, November 5, 2018
3:15PM – 4:00PM

College to Career: A Rural Experiment

Track: Pathways
Room: Bowie - A

Presenters: Grace Rusth, Oregon Tech
Lana Crumrine, Klamath Union High School
Valeria Menke, Klamath Union High School

In 2010, the Accelerated Core Program was developed to encourage a diverse group of high achieving students with a strong academic background to enroll in a cohort model during grades 9-11. The cohort encouraged students to strive for excellence and begin thinking of their post-graduation plans early. During grade 12, these students concurrently enrolled in 18 transferable General Education credits at Oregon Tech. This program morphed into the Liberal Arts Academy and laid the foundation for the Science Academy. This session will highlight programmatic development; the successes, challenges and community buy-in that ensured post-graduation success in a rural community.

New to NACEP: You’re Here, Now What?

Track: Good for Secondary
Room: Maverick - A

Presenters: Jennie Patteson, NACEP Director of Accreditation and Member Services
Jacyln Dumond, University of Southern Indiana

Congratulations on attending NACEP’s National Conference for the first time! After the first day of intensive presentations and networking, you undoubtedly have tons of questions. Join us to explore the history and purpose of NACEP, how to get more out of NACEP’s professional services, and find a receptive ear to ask questions.

Pathways to Success: Maintaining a Thriving Concurrent Enrollment Partnership

Track: Accreditation & Faculty Collaboration
Room: Pecos

Presenters: Gary Walker, Pikes Peak Community College
Ivana Seligova, Pikes Peak Community College
Jenilee Williams, Pikes Peak Community College
Kourtney Goya, Pikes Peak Community College

Effective collaboration and communication are key to successful partnerships, and this is especially true with concurrent enrollment programs. In this interactive session, math and English faculty members and concurrent enrollment liaisons from Pikes Peak Community College will share some best practices and discuss the internal and external challenges involved in running a program that offers nearly 90 campus pathway courses. Topics covered will include instructor support, professional development, curriculum alignments, expectations, and onboarding new faculty.

Understanding the Swamp’s Ecosystem: Using National Student Clearinghouse Data

Track: Research & Program Evaluation
Room: Blanco/Llano

Presenters: Rob Pusch, Syracuse University Project Advance
William Newell, Syracuse University Project Advance

How well do you understand the subsequent educational pathways followed by students who complete courses through your CEP? With the decrease in response rates to both the 1-year and 4-year post-graduate surveys, we need other data sources to truly understand what our students do after they leave our programs. National Student Clearinghouse (NSC) data offer a way to do this. This session will show you how to interpret data for individual students and compile the results to determine enrollment patterns, graduations rates, and time to graduation for inclusion in your program’s overall evaluation framework.

*Teaching Dual Credit Graduate Course for High School Teachers

Track: Partnerships, Good for Secondary
Room: Seguin

Presenters: Donna Ekal, The University of Texas at El Paso
Erika Mein, The University of Texas at El Paso

The University of Texas at El Paso offers a graduate level course as part of a “Dual Credit Teaching and Learning Concentration” in the Curriculum and Instruction master’s program as a component of preparing high school teachers seeking credentialing to teach college courses in the dual credit context. This session describes the course learning objectives and course content as a component of the preparation of offering authentic college academic experiences in the high school dual credit environment.

The Positive Impacts of Concurrent Enrollment: A Literature Review

Track: Research & Program Evaluation
Room: Maverick - B

Presenters: Lisa Lucas Hurst, Southwest Minnesota State University

Across the nation, research has been conducted regarding the impact of concurrent enrollment. This thorough review of the literature examines the positive impacts for higher education, including indicators of academic momentum, reduced need for remediation, and higher GPA. At the high school level, CE courses foster rigor in curricula, which is the best predictor of overall success in the workforce. Lastly, minority populations, low socio-economic groups, and first-generation college students all appear to benefit from the opportunities CE provides. Attendees will walk away with talking points for addressing stakeholders.
*One College + Five ISDs = Meeting Students Where They Are*

**TRACK:** PARTNERSHIPS, GOOD FOR SECONDARY  
**ROOM:** FRIO

**PRESENTERS:** Tracy Steenholtz, Lee College  
Anna Espinoza, Lee College  
Savannah Wiggins, Lee College

Many students living in remote rural communities of the Lee College service area had to travel up to 46 miles one way to attend classes at the Lee College campus. Through the desire to meet students where they are, Lee College, along with 5 ISDs spurred the establishment of the Lee College Education Center that encompasses a Dual Credit Institute. We’ll walk y’all through the wrangling of the center from collaboration and funding to start up and its current status.

**Without Walls: Expanding Our Reach Through Online Courses**

**TRACK:** DUAL ENROLLMENT MODELS  
**ROOM:** PECAN

**PRESENTERS:** Dewayne Neeley, Western Kentucky University

Not restricted by high school partnerships or county or state (or even national) borders, online courses allow WKU Dual Credit to serve high school students with the opportunity to experience college level academic work outside of schools and classrooms. WKU Dual Credit continues to expand its reach and service to high school students through online courses, in addition to face-to-face courses taught by high school teachers. This session will explore the exponential growth of our online course offerings as well as our online enrollment, and the services we provide our online students.

**Life is a Highway: Auto Certificate in High School**

**TRACK:** CTE AND STEM  
**ROOM:** BOWIE - B

**PRESENTERS:** Rakshi Hamid, Laramie County Community College  
Seth Robbins, Laramie County Community College

Learn how one community college was able to offer students an opportunity to earn their auto technology certificate while in high school. These students acquired auto technology classes as electives in their class schedule. Participants will gain insight on how Albany County School District in Laramie, WY utilized the Laramie County Community College resources to not only staff but also update curriculum of their auto tech program.

**What’s Your Plan? Counselors Toolkit: Changing Mindset about Dual Enrollment**

**TRACK:** PATHWAYS, GOOD FOR SECONDARY  
**ROOM:** BOWIE - C

**PRESENTERS:** Chris Persons, North High School - Kern High School District  
Gina Alfaro, North High School - Kern High School District

What’s your plan? This is where we start conversations with students. North High School has changed the focus of the decision making with students about course preferring. Through the addition of 25+ Dual Enrollment courses and 18 Guided Pathways based on CTE Industry Sectors on campus in the last three years, counselors have developed new tools to help students look differently at class selection and capitalize on Dual Enrollment opportunities at very high rates. What’s Your Plan? Come and see how that simple question has resulted in better prepared graduates with industry skills, professional certifications, and Dual Enrollment credits.

**Exhibitor Session: Romance on the Riverwalk: Fall in Love With Your Dual Enrollment Process**

**TRACK:** EXHIBITOR SESSION  
**ROOM:** MEDINA

**PRESENTERS:** Janet Van Pelt

What would it take for you to love your dual enrollment process? Fully automated online registration? Seamless student system integration? Collecting grades and reconciling rosters in a single easy step? Instructor reviews and faculty mentoring that literally run themselves?

**State Agency and System Office Issues Forum**

**TRACK:** FORUM  
**ROOM:** NUECES

**PRESENTERS:** Moderator, Dianne Barker, Technical College System of Georgia

Through an informal all-group discussion, this is an opportunity to share best practices, ask questions, offer suggestions, and dialogue with peer staff from state agencies, system offices, and others who are engaged at coordinating concurrent and dual enrollment at multi-campus levels. Topics may include quality standards, funding, data collection and reporting, developing collective impact, responding to legislative demands, and fostering peer learning. Participants are encouraged to bring questions and best practices to share.

**Getting it Right where it Counts: High Impact Strategies for Ensuring Student Success**

**TRACK:** ADVISING & STUDENT SUCCESS  
**ROOM:** LIVE OAK

**PRESENTERS:** Jonathan Grant-Brown, AVID for Higher Education

Across our nation, concurrent enrollment partnerships are striving to close opportunity gaps by providing a broader range of students with a pathway to postsecondary work. The challenge is ensuring student success while teaching at the highest level of learning. This challenge is at times exacerbated by what some students might have to face outside the classroom.

Getting it Right Where it Counts provides participants with scaffolded strategies needed to close achievement gaps and increase student ownership of learning. Participants will actively engage in AVID’s WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) Framework for Learning through collaborative conversations that drives innovative learning and critical thinking in concurrent enrollment courses. Participants will leave with key strategies that can be employed by most instructors. Ultimately, participants will gain insights to researched based strategies that support writing to learn, inquiry, collaboration, organization, and reading to learn skills/strategies that ensure student success in rigorous course content.

**Breakout Session Descriptions**

**Monday, November 5, 2018
4:15PM – 5:00PM

*Eliminating Performance Gaps in Dual Credit Courses**

**TRACK:** EQUITY & ACCESS, GOOD FOR SECONDARY  
**ROOM:** BOWIE - A

**PRESENTERS:** Grevstad John, Stadium High School  
Hayley Hathaway, Chief Leschi School District

Nationwide enrollment in dual credit courses is expanding to include more students from low-income and underrepresented communities. However, performance gaps persist, and might even be expanding. The Language Arts department at Stadium High School has not only eliminated pre-existing participation gaps, but has also eliminated performance gaps by offering English courses from the University of Washington. By re-engineering department goals, syllabi and overall curriculum, Stadium’s English department has helped over 500 hundred students earn over 3000 English credits. Of these students, almost 200 are from low-income and/or underrepresented groups. These students have earned over 1000 credits.

**Critical Mentoring and Scholarship Production in Concurrent Enrollment Programs**

**TRACK:** ACCREDITATION & FACULTY COLLABORATION  
**ROOM:** SEGUIN

**PRESENTERS:** Melanie Carroll, Syracuse University  
Sean Conrey, Syracuse University

As more research is published in concurrent enrollment, we have a unique opportunity to reconsider how that scholarship is created. We contend that the unique mentor relationships in CE allow us to initiate a critical, generous and reciprocal research framework that equitably challenges traditional power structures in higher education. Mentorship is critical when it questions and resists centralized
and hierarchical institutional power; generous when mutually beneficial relationships foster meaningful and critical growth for all parties; reciprocal when participants willingly and generously participate, guided by the critique of the institutional practices that they are party to.

**GIS Techniques to Assess Dual Credit Programs**

**TRACK**: RESEARCH & PROGRAM EVALUATION  
**ROOM**: MEDINA  
**PRESENTERS**: Yvonne Cuaycong Fisher, Saint Louis University/1818 Advanced College Credit Program  
Bretton DeLaria, Saint Louis University/1818 Advanced College Credit Program

This session focuses on integrating new techniques to assess dual credit programs. This specifically refers to Geographic Information Science (GIS) techniques. There are three primary focuses: assessing dual credit programs at a national level, assessing the extent of high school partnerships, and assessing the transferability of the dual credit earned. The medium in which the assessment is made would be through geographic visualizations, digital maps. The goal would be through creating and analyzing these visual trends and areas of interest could be concluded. At the national level we will see the spatial extent of NACEP accredited institutions. At the high school level we will see the spatial extent of Saint Louis University’s 1818 Program high school partnership. And we will see the spatial extent of the 1818 Program’s credit transferability.

**#TrendingUp...Designing a Facilitated Online Dual Enrollment Model**

**TRACK**: DUAL ENROLLMENT MODELS  
**ROOM**: MAVERICK - B  
**PRESENTERS**: Cynara Suarez, FIU Online  
Enrique Blanco, FIU Online  
Janessa Guzman, FIU Online

Recognizing the growing trend of distance learning, Florida International University Online in partnership with a local high school, piloted an online facilitated dual enrollment model. This model promoted the right mix of freedom and support for students. FIU Online will discuss how collaboration amongst the FIU professors and the high school teachers, along with a student success team, empowered these students to thrive in an online environment.

**Breaking the Code: Providing Students with Access to Cybersecurity Careers**

**TRACK**: CTE AND STEM  
**ROOM**: LIVE OAK  
**PRESENTERS**: Ruth Mihalyi, University of Pittsburgh  
Christopher Geary, FBI  
Heather Schoch, FBI

Through the FBI Cyber STEM program, the FBI in Pittsburgh has created a revolutionary education track for high school students concentrating on the subjects of STEM education. In partnership with the University of Pittsburgh, the FBI’s goal is to introduce students early to the skills and hands-on experience needed in modern STEM-related fields. This session will concentrate on the development and implementation of three cyber security courses that are now being taught in Pittsburgh area high schools.

**#Clear Plan or Random Acts of Credit? Designing Guided Pathways**

**TRACK**: PATHWAYS, GOOD FOR SECONDARY  
**ROOM**: MAVERICK - A  
**PRESENTERS**: Eric Grebing, SERVE Center at UNC-Greensboro  
Nina Arshavsky, SERVE Center at UNC-Greensboro

Both the K-12 and postsecondary sectors use the term “pathway” in various ways, often without a clear, common set of definitions. This session will explore the different ways in which pathways are implemented across institutions and the components present in them. The presenters will draw from evidence of one experimental study and four evaluations in six states to share how guided pathways were defined, developed, and implemented in projects involving K-12 and postsecondary partnerships. Participants will share with each other their experiences with guided pathways, discussing design elements, methods for refinement, and communication to stakeholders.
**Flying Lessons: Constructive Approaches for Working with Helicopter Parents**

**TRACK:** ADVISING & STUDENT SUCCESS, GOOD FOR SECONDARY  
**ROOM:** PECOS

**PRESENTERS:** Mary Stephenson, Utah Valley University

In a world where hyper-involved parenting has become a social norm, the importance and definition of independence can vary greatly from person to person. Even if parents seem to understand the need for their student to take personal responsibility, often their actions don’t match their intent. In the realm of Concurrent Enrollment, especially with FERPA thrown in, the balance between parental involvement and parental take-over can be especially complicated. In this session, we will explore common challenges and possible advising scenarios when working with parents and offer constructive solutions that can help facilitate a healthy transition from helicopter to helper.

**Growing the Dual Credit Teaching Force**

**TRACK:** PARTNERSHIPS, GOOD FOR SECONDARY  
**ROOM:** BOWIE - C

**PRESENTERS:** Sarah Hooker, Jobs for the Future  
Michael Werner, Mounds View Public Schools  
Tara Schneider, Denver Public Schools

Efforts to scale concurrent enrollment will not be successful without increasing the supply of instructors with the skills and credentials needed to teach college courses to high school students. Jobs for the Future is partnering with Denver Public Schools and Mounds View Public Schools (MN) to analyze and address this pervasive human capital challenge. With JFF’s strategic advising, each district developed a needs assessment, pilot program, and incentive structure for teachers to complete the graduate courses necessary to be qualified as dual credit faculty. Participants will learn about key challenges and lessons learned that are applicable for other contexts.

**When is enough, enough? Creating advising tools to identify credits with a purpose.**

**TRACK:** ADVISING & STUDENT SUCCESS  
**ROOM:** PECAN

**PRESENTERS:** Carleen Starr, Oregon Institute of Technology  
Frank Smith, Portland Community College

Expanding dual credit offerings has become an integral part of Oregon’s ambitious K-14 educational goals. Oregon has expanded accelerated credit initiatives throughout the state to increase college-going culture. With all of this innovative activity and more credit options, advising dual credit students has become challenging. Advisors, teachers, dual credit coordinators, and other influencers are working to navigate the muddy waters of how to select credits with a purpose for dual credit students while interpreting the rules of higher education. This presentation will focus on the collaborative approach of the state’s Dual Credit Coordinators in creating tools to navigate these waters.

**Exhibitor Session: Creating and Promoting Efficiencies for Your Program**

**TRACK:** EXHIBITOR SESSION  
**ROOM:** NUECES

**PRESENTERS:** Jeong Oh, Canusia  
John Dobyns, University Wisconsin at Oshkosh  
Nicole Butler, Weber State University

Join University of Wisconsin at Oshkosh, Weber State, and Canusia to discuss their unique partnership and how creating unique software programs made their CEP and DE programs operate efficiently during program growth.

**Peer Reviewer Training**

**TRACK:** ACCREDITATION & FACULTY COLLABORATION  
**BOWIE-B**

**PRESENTERS:** Moderator: Jennie Patteson, NACEP Director of Accreditation and Member Services  
Connie Peteet, National Park College, NACEP Accreditation Commissioner

Open to present and past NACEP peer reviewers, this applied seminar focuses on the best practices and solutions for complexities of peer reviewing.
The professional development “wins” they have experienced with instructors in their programs. This session is for those at or working with two-year institutions of higher learning. We will review the “hot” topics for two-year institutions, including credentialing, professional development, legislative impacts, etc. There will also be ample time for questions and answers on topics relevant to two-year colleges.

Accreditation through the Lenses of Start, Finish and Review
TRACK: ACCREDITATION & FACULTY COLLABORATION
ROOM: SEQUIN
PRESENTERS: Moderator, Megan Adamczyk, Minnesota State Community and Technical College
Glenda Roberts, State University of New York
Dawn Sohns, SUNY at Delhi
Ronald Brownie, Northern State University
Terry Platz, Northern State University

The journey through the accreditation process is somewhat like a marathon. It is a long race with bumps along the road, where a time commitment and endurance are essential for completion. SUNY Delhi is currently in the middle of the race. They will share interesting and challenging discoveries uncovered as they have begun transitioning through accreditation. Northern State University has completed the race and will share tips on putting a successful accreditation packet together. Tips and best practices will also be shared through the lens of the race official (peer reviewer) when the accreditation is in the last stretch. Take away applications will be shared for college’s interested in starting the accreditation process and those in the process. First-time peer reviewers will take away tips on scheduling and time management, reviewing accreditation evidence documents, and documenting the review.

Discussion Zone: Research Roundtable
TRACK: FORUM; RESEARCH & PROGRAM EVALUATION
ROOM: BOWIE - A
PRESENTERS: Moderator, Marian Borgmann-Ingersen, NACEP Research Committee Chair, Nebraska Wesleyan University

Are you an active researcher in the field? About to embark on a doctoral research project? Have you come up with unique ways to evaluate aspects of your program? Are you a data junkie who likes to learn what are others have found? Come share with your peers the research that you have completed, are embarking on, or are dreaming of conducting someday.

Big Ideas on Professional Development
TRACK: ACCREDITATION & FACULTY COLLABORATION
ROOM: PECAN
PRESENTERS: Moderator, LorryBeth Wilson, West Kentucky Community and Technical College
Christine Deneccker, The University of Findlay
Pamela Bilton Beard, Houston Community College
Timor Sever, Houston Community College
Jennifer Porter, Jeremiah Lucas and Mark Daniels, The University of Texas at Austin

From large scale concurrent/dual enrollment programs with participants in the thousands to smaller scale operations, the speakers in this panel will discuss practical ways to implement professional development activities for instructors who deliver college classes to high school students. Included in the discussion will be suggestions for first-time orientation for new faculty; ideas for on-going university-wide and discipline-specific professional development for veteran faculty; and recommendations for motivating and tracking attendance at training sessions. Participants will also have the opportunity to share the professional development “wins” they have experienced with instructors in their programs.

*Best Practices & Issues for High Schools Forum
TRACK: FORUM, GOOD FOR SECONDARY
ROOM: FRIO
PRESENTERS: Mary Perez, Falcon School District 49
Holly Handy, Davis School District
Gretchen Brunner, Willamette Promise/ Willamette Education Service District

Come join in a conversation with colleagues from high schools and school districts engaged in concurrent and other types of dual enrollment programs. Learn what is trending for school districts around the country and how high school staff and administrators are overcoming challenges and obstacles to expanding access to quality programming. This session will be a networking/discussion based program.

*Big Ideas Panel Equity and Access
TRACK: EQUITY & ACCESS, GOOD FOR SECONDARY
ROOM: RIO GRANDE WEST
PRESENTERS: Moderator, Jeanne Guerrero, University of Louisville
Michael Werner, Mounds View Public Schools
Shannon Kirkeide, Anoka-Ramsey Community College
Jennifer Kim, Columbia University
Regina Roberson, Elkhart Community Schools
Amy Stone, Elkhart Community Schools
Jennifer Kim, Columbia University
Marjorie Coble, Bridgeport Public Schools

While dual enrollment programs have increased at a rapid rate, participation of underrepresented youth and low-performing school districts still remain a challenge. How can we tackle equity and access in dual enrollment? In this presentation, we will hear how programs in Connecticut, Minnesota and Indiana are taking steps to increase dual enrollment opportunities for underrepresented youth and ensuring that more students are college and career ready.

*Power of Relationships
TRACK: PARTNERSHIPS, GOOD FOR SECONDARY
ROOM: BLANCO/LLANO
PRESENTERS: Moderator, Robie Cornelious, Duval County Public Schools
Brandon Kowallis, Salt Lake Community College
Polly Hulse, College of Southern Idaho
Jonathan Lord, College of Southern Idaho
Kendal Nield, College of Southern Idaho

With the implementation of Partnership Standard 2, NACEP’s Accreditation Commission has elevated the importance of strong collaboration with high school partners in high quality concurrent enrollment programs. The purpose of this session is to discuss ways in which concurrent enrollment programs can engage secondary partners and leverage relationships to better support students. Representatives from the College of Southern Idaho and Salt Lake Community College will share their experience in creating and sustaining relationships with secondary partners that significantly impact the overall student experience.

Big Ideas on Online and Assessment Based
TRACK: DUAL ENROLLMENT MODELS
ROOM: LIVE OAK
PRESENTERS: Dewayne Neeley, Western Kentucky University
Kate Kraft, Township High School District 214
Elizabeth Schiele, Township High School District 214
Cornelia Paraskev and Leigh Graziano, Western Oregon University
Phoebe Rouse, Louisiana State University
Aimee Welch-James, Louisiana State University

The panel will present three innovative, dual-enrollment programs that were developed as a result of local contexts: a concurrent enrollment program in Illinois where suburban Chicago students complete GenEd requirements in high school through online classes in partnership with Arizona State University,
an online-facilitator model in Louisiana where only LSU faculty members serve as Instructors of Record, and an assessment-based program in Oregon where students receive credit in writing through the submission of a portfolio aligned with state writing outcomes.

The panel will present the history and key features of each program and will also discuss specific topics such as program success data, financial models, assessment practices, and continuous improvement.

**Discussion Zone: Federal Policy Update: ESSA, Perkins, Pell, and More**

**TRACK: POLICY AND ADVOCACY**

**ROOM: GARDEN TERRACE**

**PRESENTERS:** Adam Lowe, NACEP Executive Director
Alex Perry, Coordinator, College in High School Alliance

Name one issue that has bipartisan support in Washington DC? College in High School Programs. Concurrent and dual enrollment programs, including Early College High Schools, have received a significant boost in federal statute thanks to the work of NACEP, our partners in the College in High School Alliance, and strong Congressional support on both sides of the aisle. Learn how states and local education agencies are taking advantage of supportive provisions in the Every Students Succeeds Act, the reauthorized Perkins Career and Technical Education Act, and a pilot initiative allowing 41 colleges and universities to award Pell Grants for dual enrollment. Attendees will also hear what’s the next round of conversations in DC will entail.

**Guided Pathways—Providing Direction from High School to College Completion**

**TRACK: PATHWAYS**

**ROOM: RIO GRANDE EAST**

**PRESENTERS:** Moderator, Catherine Bryan, University of Wisconsin, Oshkosh
Liz Cicchetti and Kimberly Collins, Sinclair Community College
Edgar Soto, Pima Community College
Thomas Kluding, Pima Community College/Complete College Arizona
Mary Mendez Rizzo, Monroe Community College

The popularity of dual-enrollment programs has escalated nationally for the last two decades. For many high school students, the journey to college can be overwhelming with too many credit options to select from. This session will explore how three different programs in Arizona, New York and Ohio are using guided pathways and associate benefits. Attendees will leave with the key components of guided pathways and how those components serve as a solid foundation for concurrent and dual enrollment students’ success through degree completion.

**Creating a Collegiate Culture in High School Settings**

**TRACK: ADVISING & STUDENT SUCCESS, GOOD FOR SECONDARY**

**ROOM: NUACES**

**PRESENTERS:** Moderator, Tim Stetter, University of Washington
Julia Hill, Oxford High School
Alice Abernathy, Jacksonville State University
Paul Finch, District 49, Colorado

One of the goals – and the challenges – of concurrent enrollment is to create rigorous and authentic collegiate experiences in the high school setting. This session will feature two short presentations – one from Alabama, the other from Colorado – highlighting ways in which colleges and high school partners are working to create and enhance the collegiate culture in high schools. All presenters will then sit together for a moderated discussion to dig more deeply into this topic. Attendees will be encouraged to ask questions and share effective practices from their own programs.

**How Concurrent Enrollment Courses Can Springboard OER Adoptions**

**TRACK: PROGRAM ADMINISTRATION**

**ROOM: PECOS**

**PRESENTERS:** Paul Preimesberger, Central Lakes College

Concurrent enrollment courses provide a receptive platform for the research, review and adoption of Open Education Resources (OER) at both the high school and college level. OERs provide not only cost savings, but this work also supports course alignment and assessment of high school and college courses. Central Lakes College has expanded the implementation of OERs in their concurrent enrollment courses by bringing high school and college faculty together to form, effectively, OER PLCs. We’ll review the components of this project that helped make it so successful.

**19% - 26% More Passing Rates in Math 1050 (Quantitative Literacy) for CE Students Compared to Utah Valley University Students**

**TRACK: RESEARCH & PROGRAM EVALUATION**

**ROOM: BOWIE - A**

**PRESENTERS:** Ofa Loane, Utah Valley University

This session will investigate why Concurrent Enrollment (CE) high school students who enrolled and passed the CE college credit course Math 1010 (Intermediate Algebra) at our local high schools have a much higher passing rates in the quantitative literacy course Math 1050 (College Algebra) at Utah Valley University compared to other students (without CE Math 1010) who enrolled and completed the same course Math 1050 at Utah Valley University. Data will be shared along with expected CE program specifics related to policies and teaching.

**The Advising Continuum: Guiding Students to Career & College Pathways**

**TRACK: ADVISING & STUDENT SUCCESS, GOOD FOR SECONDARY**

**ROOM: BOWIE - C**

**PRESENTERS:** Mary Perez, Falcon School District 49, CO Springs
Alexis Corral, Falcon School District 49, CO Springs
Lis Fisk, Vista Ridge High School

Effective student vetting and advising is key to successful Concurrent/Dual Enrollment programs. Presenters will share processes and training that have helped students, parents, and counselors navigate the transition from high school to college. Exemplars will be provided—to include a personal readiness rubric, college advising tips, program guidelines, the integration of CTE and Workplace Learning, math placement, and other resources. Attendees are free to take any documents and use as their own.

**Gettin’ Real: Providing Equitable College Advising for Dual Credit Students**

**TRACK: ADVISING & STUDENT SUCCESS**

**ROOM: BLANCO/LLANO**

**PRESENTERS:** Melissa Biegert, Austin Community College
Ray Sandoval, Austin Community College
Stephen Clifton, Austin Community College
Katharine Bennett, Austin Community College
Sarah Stayton, Austin Community College
Savannah Wenzel, Austin Community College
Devon Miller, Austin Community College

In 2017, ACC reorganized its High School Programs, which oversees Dual Credit opportunities for about 7,000 high school students in the Central Texas area. Part of this reorganization involved the creation of an Advising & Completion Department to expand the best student support practices of ACC’s Early College High School program to all Dual Credit students. Members of this department will explain how they have leveraged technology, data analysis, and targeted case management to offer authentic, eq-
suitable college advising to Dual Credit students who need the most assistance, even with a small staff and heavy case load.

**What Else Transfers?: Translating the Academy Experience into University Study**

**TRACK:** RESEARCH & PROGRAM EVALUATION

**ROOM:** LIVE OAK

**PRESENTERS:**
- Miles McRimmon, Reynolds Community College
- Sherealyn Tierserson, Henrico County Public Schools
- Allen Riddle, Henrico County Public Schools

While a growing body of research is quantifying credit transfer rates from concurrent enrollment programs to colleges and universities, fewer qualitative studies have been conducted on what else transfers besides credit. In this session, two high school academy site directors (who are also teachers in their programs) join a college academy director to present findings from interviews with a sampling of nearly 200 alums about what happens when they bring 60-plus credits and a four-year high school-based academy experience to university study. Learn how first-year university students navigate their dual role acculturating to residential life while taking upper-division coursework.

**Strengthening the ECHS Community: Inter-Institutional Collaboration for Maximum Degree Alignment**

**TRACK:** DUAL ENROLLMENT MODELS

**ROOM:** BOWIE - B

**PRESENTERS:**
- Ivette Savina, The University of Texas at El Paso
- Juan Bolanos, The University of Texas at El Paso

Collaboration and course alignment between community colleges and four-year institutions is critical in the transition and optimization of college credit applicability for early college high school (ECHS) students. This session will explore a workshop developed by the University of Texas at El Paso, that has helped to strengthen ties among ECHS partners in the El Paso region. These joint efforts have allowed ECHS counselors and administrators the opportunity to practice actively applying community college credit hours to four-year degree plans, while learning about changes in curricula and academic programming to better advise ECHS students.

**Integrating Professional Behaviors & Soft Skills Development in Technical Education**

**TRACK:** CTE AND STEM, GOOD FOR SECONDARY

**ROOM:** SEGUIN

**PRESENTERS:**
- Monica Stewart, Wichita Area Technical College (WSU Tech)
- Bruce Fritz, Wichita Area Technical College
- Scott Lucas, Wichita Area Technical College

WSU Tech recognizes the need to augment technical skills with highly valued professional behaviors (soft-skills) to ensure that students get the job, keep the job once they transition from education to workplace. National employers indicate that the current educational system is not doing enough, fast enough to prepare for a vibrant economic future for our workforce and our nation. WSU Tech is working to change the conversation that centers on workforce employability by seeking to provide instruction in areas centered on character development and workplace ethics that have previously been described as innate or non-existent in otherwise qualified candidates.

**Bringing Concurrent Enrollment Faculty into the Fold**

**TRACK:** ACCREDITATION & FACULTY COLLABORATION

**ROOM:** NUECES

**PRESENTERS:**
- Rakshi Hamid, Laramie County Community College
- Nate Huseman, Laramie County Community College
- Frank Romanelli, University of Rhode Island
- Lori Huntley, West Warwick High School
- Lisa Josephson, South Kingstown High School

This is no ordinary panel discussion: In this discussion, panelists will go over the rainbow to create an interactive session that shares best practices for faculty engagement. Share their experience in connecting the concurrent enrollment adjunct instructors with college faculty by transitioning a year-long course to single-semester course in the high school; participating in a state Writing Project; piloting a new curriculum design for a class; and collaborating with library faculty to include CE students in a library research training done on campus. Join us for this best practices in faculty engagement experiential panel discussion.

**Expanding Rigor Through Building Partnerships: Yes, We Can Do That**

**TRACK:** PARTNERSHIPS, GOOD FOR SECONDARY

**ROOM:** PECAN

**PRESENTERS:**
- Lance Mouser, City College at Montana State University Billings
- Austin Bennett, City College at Montana State University Billings
- Crissy Rossov, Career Center
- Scott Anderson, Career Center

City College at Montana State University Billings and the Career Center (SD2 Billings, MT)—both technical institutions—parted ways with a “college vs high school” approach to implementing rigor for concurrent enrollment. Rigor is often mentioned, but rarely defined. Skeptics have forced the issue of rigor to the point of creating a top-down dichotomy with colleges forcing standards upon high school institutions. We reject that approach and have implemented a strategy of increasing rigor through partnership growth. Our roundtable will define academic rigor, demonstrate our methods of growing partnerships, and the outcomes.

**Dual Enrollment Equity: Adapting Pedagogies Inside and Outside the Classroom**

**TRACK:** EQUITY & ACCESS, GOOD FOR SECONDARY

**ROOM:** RIO GRANDE WEST

**PRESENTERS:**
- John Weinstein, Bard College
- Vanessa Anderson, Bard Early College at Harlem Children’s Zone
- Carla Stephens, Bard High School Early College - Newark

Murphy Austin, Bard Early Colleges

To achieve equity, dual enrollment opportunities must expand into more school districts that serve predominantly economically disadvantaged students of color. This expansion, to be responsible, requires trauma-sensitive pedagogies that support students who are wholly capable of success but may enter pro-
grams less prepared for that success. In this panel, leaders from the Bard Early Colleges, a network of nine early college programs serving a majority of black and/or Hispanic students, share innovations and adaptations that faculty and staff have made to bring rigorous college courses into challenged communities. Attendees will leave the session with new strategies to employ.

Exhibitor Session: Reduce barriers to readiness, retention, and completion for your students
TRACK: EXHIBITOR SESSION
ROOM: FRI0

PRESENTERS: Dr. Don Pitchford, National Director of Higher Ed Partnerships at ACT

Nearly 3/4 of all students that take the ACT are not prepared for college course work. Half of all incoming college students are not ready for credit bearing college-level coursework in math or English and only 1 in 10 graduate on time. Come to this session to learn about an innovative new web based student readiness and placement tool that can easily be used at your school or college to ensure students are ready for college course work and better prepared to succeed.

Discussion Zone: Accreditation Scope Expansion Listening Session
TRACK: ACCREDITATION & FACULTY COLLABORATION: FORUM
ROOM: GARDEN TERRACE

PRESENTERS: Diana Johnson, NorthWest Arkansas Community College

Please join us for a discussion on the expanding scope of NACEP Accreditation to include other models of dual and concurrent enrollment. The Accreditation Commission needs information and feedback on types of models and evidence to demonstrate quality programs.

Continuous Improvement in Dual Enrollment English Class
TRACK: ADVISING & STUDENT SUCCESS
ROOM: PECOS

PRESENTERS: Crystal Edmonds, Robeson Community College

Freshman composition is considered a high enrollment and high fail rate course. Robeson Community College’s English Department implemented strategies within its dual enrollment English course to foster college-level writing and promote student success and connect students to the institution’s support services. This session examines the process taken to evaluate not just student success in the course but also its orientation and support services in order to improve the success rate in that course. Attendees will leave the session with a tangible plan for implementing or improving their own courses. Intended audience: faculty, administration, and student support services staff.

*Can You Handle It!*
TRACK: ADVISING & STUDENT SUCCESS, GOOD FOR SECONDARY
ROOM: SEGUIN

PRESENTERS: Felicia Damps, Point University
Roxane Pace, Point University

In this session we will discuss the problems that we all face when it comes to the mature and ready student. Many students who are ready on paper are not mentally and/or emotionally prepared. We will discuss issues and strategies for assisting counselors, administrators and parents with the vetting process for students who appear to be qualified for the Dual Enrollment Program (DEP). We have found many strategies in which we have used to overcome this issue, while continuing to strengthen our working relationships with students, parents, high school counselors and administrators.

Now You See Me! Overcoming Distance through Live Digital Instruction
TRACK: DUAL ENROLLMENT MODELS
ROOM: BOWIE - A

PRESENTERS: Rich Harris, Northland Pioneer College
Renell Heister, Northland Pioneer College
Karen Zimmerman, Northland Pioneer College

How does a college that covers 21,000 rural square miles deliver live, interactive college courses to hundreds of high school students? Join us in learning about Technology to Advance Learning Outcomes at Northland Pioneer College (TALON), a project that makes college courses a reality for underserved Arizona students across Navajo and Apache Counties. Through a network of audio-visual linked classrooms located on high school campuses, college professors teach Mathematics, English, Spanish and Social Studies, utilizing cutting-edge distance learning technology. Our presentation will include videos of classrooms in action and data from the first two years of the project.

*It’s Not You, It’s Us: Non-Monogamy in Concurrent Enrollment*
TRACK: PARTNERSHIPS, GOOD FOR SECONDARY
ROOM: PECAN

PRESENTERS: Stacy Hata, Denver Public Schools
Erica Ryan, Denver Public Schools
Peter Tardif, Denver Public Schools

With just under 25 total college partnerships and 8 college partnerships within high schools, Denver Public Schools is constantly at odds with competing interests, policies, and initiatives. During this session, participants will learn the techniques and supports Denver has employed to mitigate the noise between multiple college partnerships.

Degree Audits vs Completion Plans...What works best for you?
TRACK: ADVISING & STUDENT SUCCESS
ROOM: BLANCO/LLANO

PRESENTERS: Bree’ana Bridges, Eastfield College-DCCCD
Erin Glenn, Eastfield College-DCCCD

In this session, you will learn about the various documents that we use at Eastfield College to monitor student progress for the five Collegiate Academies and Early College High Schools we partner with.
Attendees will have the opportunity to review and utilize the documents in a group activity. We hope that participants will leave the session with templates that can be tailored to individual campus needs to best serve students.

Deep Impact: How a State/Regional Chapter Can Play a Role with Statewide Guidelines and Legislation

**TRACK:** FORUM  
**ROOM:** BOWIE - B

**PRESENTERS:** Dr. David Naze, Joliet Junior College  
Michele Brown, The Ohio State University  
Deedee Stakley, Ferris State University

State and Regional Chapters provide a great opportunity for practitioners to share ideas and promote invigorating professional development. These groups can also provide a voice for dual enrollment at the state level. State leaders from Ohio, Illinois and Michigan will share the impact a state chapter can have in influencing statewide change and legislation. Presenters will share the role their chapters have had or are working on for local change and will lead discussions to share ideas on how to take your local, state or regional group to the next level.

Exhibitor Session: Indiana University’s Online Graduate Courses for Teachers

**TRACK:** EXHIBITOR SESSION  
**ROOM:** RIO GRANDE WEST

**PRESENTERS:** Mike Beam, Indiana University  
Becky Carter, Indiana University

Whether teaching college courses to high school students or as an instructor at a community college, most institutions require you to have either a Master's degree in the discipline in which you teach or a master’s degree in another field and a minimum of 18 graduate credit hours in the discipline you teach. Indiana University Online has worked with IU’s key academic departments to offer graduate courses and certificate programs specifically tailored to help concurrent enrollment instructors meet HLC and SACS instructor credentialing requirements. These online courses are developed and taught by IU faculty in the following subjects: Biology, Chemistry, Communications, English, Literature, Writing, Composition, History, Mathematics, and Political Science. For teachers needing more than one or two courses, certificates in composition studies and mathematics are currently available, with additional ones under development.

English Faculty Roundtable Discussion

**TRACK:** ACCREDITATION & FACULTY COLLABORATION  
**ROOM:** FRI0

**PRESENTERS:** Lisa Lucas Hurst, Southwest Minnesota State University

Please join this discussion about the unique challenges inherent in mentoring English instructors in the high schools. To guide the discussion, we can begin with some basic questions: What best practices have you established? How do you monitor (and try to improve) formative and summative responses to student work? In what ways have you leveraged technology to streamline the process? What benefits have emerged from the partnership between higher and secondary education? How has your campus responded to increased loads for campus resources such as writing centers and librarians? Please join the conversation!
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WHAT IS NACEP?
The National Alliance of Concurrent Enrollment Partnerships (NACEP) is a professional organization dedicated to ensuring that all high school students will be prepared for, have access to, and succeed in quality college courses.

NACEP’s members include hundreds of leading postsecondary institutions, school districts, state agencies, and partners across the country.

As the sole national accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college, and teachers benefit from meaningful, ongoing professional development.

Accreditation distinguishes top programs that demonstrate a high level of academic oversight through a rigorous non-governmental peer review process.

JOIN NACEP TODAY!
By joining NACEP, you will have access to hundreds of other professionals who work in the concurrent and dual enrollment area. We actively share the latest knowledge about best practices, research and advocacy to advance the field of concurrent and dual enrollment.

Ask questions to peers from around the country on our members-only listserv. And, keep up with the latest trends in the profession by attending one of the dozens of webinars held throughout the year. You can save money on our national and region events such as the NACEP National Conference.

Learn more at www.nacep.org/membership/join-nacep
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