Creating Quality Concurrent Enrollment Programs in Rural Schools

September 18, 2014 | 2:00pm EST

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Creating Quality Concurrent Enrollment Programs in Rural Schools

Jennifer Dounay Zinth
Education Commission of the States

Spencer Barzee
Westside School District

Pamela Allen
Ohio Dominican University
NCES Reports on Dual Enrollment 2002-03 and 2010-11
Dual enrollment options available in most rural high schools

- City: 72%
- Suburban: 78%
- Town: 90%
- Rural: 86%

82% of all public HS
Rapid enrollment growth in rural schools

City: 8.8%
Suburban: 2.7%
Town: 7.4%
Rural: 12.0%

7.2% annual growth overall
Rural student share of dual enrollment

- Rural Schools: 31%
- Not Rural: 69%

22% in 2002-03
Location of rural dual enrollment
By percent of schools offering

Distance: 38%
Secondary: 53%
Postsecondary: 37%
Location of rural dual enrollment
By numbers of students participating

- Secondary: 69%
- Postsecondary: 20%
- Distance: 11%
Rural Dual Enrollment: Challenges and Promising State Approaches

Jennifer Dounay Zinth

Education Commission of the States

September 18, 2014
About ECS

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

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

View all data points for all states + DC or all 50 states + DC across a single data point.
## Dual Enrollment Database

### Kentucky

#### Program Basics

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide policy in place</td>
<td></td>
</tr>
<tr>
<td>Definition or title of program</td>
<td>State has two programs: In a Dual Credit course, a student receives credit from both the high school and postsecondary institution in which the student is enrolled upon completion of a designated program of study, including participating in the Gatton Academy of Mathematics and Science in Kentucky. In a Dual Enrollment course, a student is enrolled in a high school and postsecondary institution simultaneously, including participating in the Gatton Academy of Mathematics Kentucky. Instances where dual credit policies differ between courses offered by public technical/community colleges and public four-year institutions are noted in the profile.</td>
</tr>
<tr>
<td>Where courses provided</td>
<td>Generally: Not specified Dual Credit:</td>
</tr>
<tr>
<td></td>
<td>At high school</td>
</tr>
<tr>
<td></td>
<td>At postsecondary institution</td>
</tr>
<tr>
<td></td>
<td>Virtual program</td>
</tr>
<tr>
<td></td>
<td>Other. Course may be delivered at another site other than the high school or postsecondary campus. Course may also be delivered in combination of delivery methods above</td>
</tr>
<tr>
<td>Postsecondary and/or secondary credit earned</td>
<td>Dual Credit: Both Dual Enrollment: Postsecondary credit only</td>
</tr>
<tr>
<td>Students may take developmental/remedial coursework for dual credit</td>
<td>Not set in state policy</td>
</tr>
<tr>
<td>CTE component</td>
<td>Yes. A &quot;career pathway program of study&quot; is defined as a coherent, articulated sequence of rigorous academic and CTE courses, including dual credit opportunities, that prepare students for postsecondary study leading to postsecondary degrees, industry certifications, or licensure. One of the purposes of the career and technical education accessibility fund is to fund programs of study in high-demand occupational fields for middle and high school students.</td>
</tr>
<tr>
<td>Unique characteristics</td>
<td>Each secondary school-based decision making council must establish a policy on the recruitment and assignment of students to AP, IB, dual enrollment, and dual credit courses. Students have the right to participate in a rigorous and academically challenging curriculum. All students willing to accept the challenge of a rigorous academic curriculum must attempt the required courses provided they meet prerequisites. Any student whose scores on the grade 10 PLAN or grade 11 ACT indicate a high degree of readiness for high school must be counseled to enroll in AP. Any student whose scores on the grade 10 PLAN or grade 11 ACT indicate a high degree of readiness for college must be counseled to enroll in AP.</td>
</tr>
</tbody>
</table>

#### Access

| Offering mandatory or voluntary | Voluntary. However, each secondary school must offer a core curriculum of AP, IB, dual enrollment, or dual credit courses, using either or both on-site instruction or electronic instruction. Kentucky Virtual High School or other online alternatives. |

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*Note: The content provided is a summary of the dual enrollment database entries for Kentucky as of the latest update.*
Increasing Student Access and Success in Dual Enrollment Programs:
13 Model State-Level Policy Components
By Jennifer Dounay Zinth
February 2014

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

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

Among some of the findings:

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

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

By Jennifer Donay Zinth
March 2014

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

Why CTE dual enrollment matters

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

- Earn a high school diploma.² One study indicates graduation rates among CTE dual enrollment students were higher than their non-dually-enrolled peers even after controlling for test scores.³
- Enroll in a bachelor’s degree program.⁴ One study found that CTE dual enrollment course completers in Florida were slightly more likely than all dually-enrolled students to enroll in a four-year institution - 77.7 percent for all dually-enrolled students versus 86 percent for CTE dually-enrolled students.⁵
- Enroll in college full-time. Again, one study found CTE dual enrollment students slightly more likely than dual enrollment students generally to enroll in college full-time.⁶ This is important given the body of research suggesting that enrolling in college full-time increases a student’s chances of college completion.

State policy components to ensure success

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

Dual Enrollment
Challenges in rural areas
Education Commission of the States
www.ecs.org

Dual enrollment: A strategy to improve college-going and college completion among rural students
By Jennifer Daunay Zinth
June 2014

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

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

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

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

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

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

*From 13 critical policy components:*

- Courses meet the same level of rigor as the course taught to traditional students at the partner postsecondary institution.

- Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation.
Securing qualified instructors

Potential state approaches:

✓ Reallocation of professional development funds

✓ Loan repayment programs

✓ Scholarships

✓ Offering courses through a blended model

✓ Rethinking teacher certification programs?
Securing qualified instructors

Ongoing communication and support for high school instructors

Policy approaches to consider:

- **South Dakota**: A faculty member in the discipline of the course from the partner institution must be assigned to and actively mentor the high school teacher.

- **Oregon**: Dual credit instructors engage in continuing collegial interaction, through PD, seminars, site visits, and ongoing communication with the PS institutions’ faculty & dual credit administration.
Funding approaches

*From 13 critical policy components:*

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

✓ Establish a state agency as the responsible party for covering dual enrollment tuition and fees.

✓ Reimburse postsecondary institutions through legislative appropriation.

✓ Authorize workforce investment funds to support programs.

✓ Authorize regional education service providers to support programs.
Addressing program logistics

✓ Statewide videoconference provider

✓ Offering courses at third-party locations
Addressing program logistics

**Utah**: Snow College Concurrent Enrollment Program

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

Offering courses at third-party locations

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

- Explicitly authorizing federal Bureau of Indian Education high schools to participate: New Mexico

- Explicitly authorizing tribal colleges to participate

- Expanding course location

- Providing state financial support: New Mexico
Coming soon...!

☑ Dual enrollment data report

☑ NACEP 2014 breakout session: State Policy Trends in 2014: Progress and Next Steps
Starting and Enhancing Concurrent Enrollment Programs In High School
My Background

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

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

• The average graduating senior from West Side High School leaves with almost 20 college credits.

• Some students leave with nearly 50 college credits.

• One student recently left with 87 college credits.
## Idaho High School and College Credits Comparison

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

- In most cases, rural schools can’t afford to offer college courses in addition to high school classes with similar content.

- A high school student can earn high school credit at the same time another student earns college credit in the same class.

- Assignments in the same class are different.
High School Teacher to Adjunct College Professor


Subsection 4.a. F1 (Faculty)

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

- College curriculum
- Increased financial compensation
- Increased enrollment
- Self satisfaction
Preferred Methods of Instruction

• Your own high school teachers

• IDLA (Idaho Digital Learning Academy)—*Asynchronous*

• IEN (Idaho Education Network)

Be flexible when broadcasting
### West Side High School-College Transfer Guide

<table>
<thead>
<tr>
<th>U of Idaho</th>
<th>Boise State</th>
<th>ISU</th>
<th>CSI</th>
<th>Oregon State</th>
<th>BYU Idaho</th>
<th>Utah State</th>
<th>BYU Provo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 100</td>
<td>Art 100</td>
<td>Art 1100</td>
<td>Art 101</td>
<td>Art 101</td>
<td>Art 101</td>
<td>Art 101</td>
<td>Art 100</td>
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<tr>
<td>Biol 102+lab</td>
<td>Biol 100</td>
<td>Biol 1100</td>
<td>Biol 201</td>
<td>Biol 101</td>
<td>Biol 100</td>
<td>Biology 1620</td>
<td>Biol 102</td>
</tr>
<tr>
<td>Comm 101</td>
<td>Comm 101</td>
<td>Comm 1101</td>
<td>Comm 101</td>
<td>Comm 111</td>
<td>Comm 102</td>
<td>SPCH 1020</td>
<td>Comm 102</td>
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<tr>
<td>Econ 201</td>
<td>Econ 201</td>
<td>Econ 2201</td>
<td>Econ 201</td>
<td>Econ 202</td>
<td>Econ 111</td>
<td>Econ 1500</td>
<td>Econ 1500</td>
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<td>English 101</td>
<td>English 101</td>
<td>English 1101</td>
<td>English 101</td>
<td>English 106</td>
<td>Eng 1010</td>
<td>Eng 1010</td>
<td>Eng 110</td>
</tr>
<tr>
<td>English 102</td>
<td>English 102</td>
<td>English 1102</td>
<td>English 102</td>
<td>English 311</td>
<td>English 2010</td>
<td>Eng 112</td>
<td>Eng 112</td>
</tr>
<tr>
<td>History 111</td>
<td>History 111</td>
<td>History 111</td>
<td>History 111</td>
<td>History 202</td>
<td>History 120</td>
<td>History 1700</td>
<td>History 120</td>
</tr>
<tr>
<td>Math 143+144 (College)</td>
<td>Math 147</td>
<td>Math 143 and 144</td>
<td>Math 111</td>
<td>Foundations of Math</td>
<td>Math 1050/1060</td>
<td>Math 110</td>
<td></td>
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<tr>
<td>Math 251 (Statistics)</td>
<td>Math 254</td>
<td>Math 2253</td>
<td>Math 253</td>
<td>Math 245</td>
<td>Math 221</td>
<td>Math 221</td>
<td></td>
</tr>
<tr>
<td>Mus 101</td>
<td>Music 100</td>
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<tr>
<td>Psychology 101</td>
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<td>Psych 101</td>
<td>Psych 201</td>
<td>Psych 111</td>
<td>Psych 1010</td>
<td>Psych 111</td>
</tr>
<tr>
<td>Elective</td>
<td>Spanish 101</td>
<td>Spanish 1101</td>
<td>Spanish 101</td>
<td>Spanish 101</td>
<td>Spanish 101</td>
<td>Spanish 1010</td>
<td>Elective</td>
</tr>
</tbody>
</table>

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

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

• Boise State University  http://registrar.boisestate.edu/transfers/transfer-equivalency/

• BYU Idaho  https://my.byui.edu/ICS/Transfer_Students

• Idaho State University  http://www.isu.edu/areg/transferEquiv/

• University of Idaho  http://webpages.uidaho.edu/transferguides/transferframes.html

• College of Southern Idaho  http://www.csi.edu/prospectiveStudents/studentServices/transferGuide/index.asp

• Utah State University  http://www.usu.edu/registrar/htm/transfer/course_by_course

• Oregon State  http://oregonstate.edu/admissions/main/transfer-credit

• More resources available at  http://www.boardofed.idaho.gov/public_col_univ/credit_transfer.asp
General Education
Requirements for Universities

CSI (College of Southern Idaho) http://advising.csi.edu/forms/Gen_Ed_AAS.pdf

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


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

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

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

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

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

Why the number 36 college credits?
# Cost of College

<table>
<thead>
<tr>
<th>Idaho Resident (full time)</th>
<th>One Semester</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$3,320</td>
<td>$6,640</td>
</tr>
<tr>
<td>Books</td>
<td>$600</td>
<td>$1,200</td>
</tr>
<tr>
<td>Room/Board</td>
<td>$3,906</td>
<td>$7,812</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,040</td>
<td>$2,080</td>
</tr>
<tr>
<td>Personal</td>
<td>$1,505</td>
<td>$3,010</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$10,371</strong></td>
<td><strong>$20,742</strong></td>
</tr>
</tbody>
</table>

For more information, visit [http://admissions.boisestate.edu/cost/](http://admissions.boisestate.edu/cost/)
Cost Savings

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

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

• It is realistic to say, 1 year of college should be complete when you leave high school.

• “We found a positive relationship between dual credit participation, and both the first year persistence rate and the college graduation rate.” Source: A Study of Dual Credit Access and Effectiveness in the State of Texas, Texas A&M University
Dual Credit vs AP

- At West Side High School, dual credit classes are preferred, we don’t offer AP courses.

- Most will prefer dual credit, especially if transferability has been researched.

- If students don’t pass the AP exam, no college credits are issued.

- Some students and parents prefer AP courses if they are attending an Ivy League University.
Implications for Stakeholders

- Where will you be in 5 years?

- It doesn't happen over night.

- Consider who you will hire in the future.

- Explore ways to incentivize concurrent enrollment teachers.
My Contact Information

Spencer Barzee

e-mail: sbarzee@westside202.com

Phone number: 208.747.3502
Challenge: Ohio’s current dual enrollment/concurrent enrollment system is underutilized and administered across the state with varying degrees of efficacy and quality

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

- 21 School Districts
- 34,000 students (50% Eligible for Free and Reduced Price Lunch)
- 2,066 Teachers
- 74 School Buildings
- In Ohio, about 88 percent or more rural students graduate from high school but only 19 percent matriculate to college
<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2013</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAC Districts Offering Dual Enrollment</td>
<td>12</td>
<td>16</td>
<td>33.33%</td>
</tr>
<tr>
<td>Credentialed Teachers</td>
<td>22</td>
<td>69</td>
<td>231%</td>
</tr>
<tr>
<td>Courses Offered</td>
<td>41</td>
<td>142</td>
<td>246%</td>
</tr>
<tr>
<td>Students Enrolled</td>
<td>457</td>
<td>1,308</td>
<td>186%</td>
</tr>
</tbody>
</table>

- **Source**: Battelle for Kids
One Goal of OAC Straight A Grant & Battelle For Kids

• Support up to 110 teachers to earn the academic qualifications to teach dual enrollment courses as adjunct instructors

• Provide partial funding for Master’s degree in the content area - OR -

• If instructor holds a Master’s degree, provide funding for an additional 18 graduate hours in content area.
Teacher Credentialing Process

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

- Biology/Life Science
- English/Language Arts
- Mathematics
- Social Studies
- Business
MOU’s with Universities Included:

- Degree can be completed in 18 months (not required but doable)
- Blended learning will be part of degree format as well as a desired competency outcome
- The degree will involve limited travel time and costs
Example: Ohio Dominican University – Master of Liberal Studies – English Track

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

- Ohio Dominican University – Master of Liberal Studies – English Track
- University of Toledo – Biology/Life Science
- Shawnee State – Mathematics
- Ohio University – Social Studies
- University of Akron - Business
Additional Information, Outcomes, Lessons Learned—Attend NACEP National Conference Presentation

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

• Pamela Allen, Ohio Dominican University
• Email: allenp2@ohiodominican.edu
• Phone: 614.251.4289
• Web: www.ohiodominican.edu/MALS-ET/
• Source of Slides 1-6: Battelle for Kids
Questions?

www.nacep.org