One of the emerging ideas in educational administration and scholarship is the concept of education as a pipeline that students traverse from Pre-K through high school and into college for baccalaureate and graduate education. Until recently, educators understood and discussed education in terms of K-12 or higher education levels, and educators even now are rarely knowledgeable about what happens at the “other” level of practice. The language of P-20 has been in place long enough that educators and policy-makers are loosely familiar with it. Yet, the majority of educators are still likely to use the language of P-20 in ways that simply reinforce traditional (i.e., non P-20) practices or processes. There is still much to understand and learn about the emerging landscape of P-20 in scholarship and practice. Furthermore, we need to better account for P-20 in our educator preparation, program planning, and student service programming if we are to meet students’ and professionals’ educational needs effectively.

In this context, the 5th Annual Texas Higher Education Symposium returns to the matter of P-20 in scholarship and practice. From early attention to the “anticipatory socialization” of children to the idea of college; high school advisement and
curricula to promote college readiness; transfer dilemmas for community college students; college advising needs of first generation college students across the pipeline; and obstacles to graduation and graduate school or doctoral program access; a P-20 lens or framework can help us to make sense of obstacles, dilemmas, and potential solutions to student achievement for college.

We invite conference presentation proposals that broadly address the topic of “P-20: Educators Bridging, Connecting, and Understanding to Enhance Student Educational Success.” Proposals will be accepted from a range of education, higher education, and interdisciplinary perspectives. Research topics of particular interest to conference planners include:

► Culturally responsive support for educational achievement and college access
► Educator preparation for P-20 competence
► Technological advances/tools to support P-20 achievement and college-going
► Educational policy that supports or impedes P-20 student achievement
► The role of postsecondary student affairs personnel in bridging school to college
纯电动 ► The role of school administrators and teachers in bridging school to college
► Using data to strengthen student performance along the P-20 pipeline
► What teachers need to support P-20 achievement and college attainment
► What school and college administrators need to support P-20 achievement and college educational attainment
► P-20 student achievement in STEM to meet objectives for critical fields
► Parent involvement for student success throughout the educational continuum
► Understanding milestones and obstacles along the educational pipeline
► The impact of low-income status and financial need along the pipeline
► Gaps and needed research in P-20 scholarship
► Other appropriate topics as needed will be considered
Presentation Format Descriptions and Submission Guidelines

I. **Scholarly Research Paper Presentation** (12-15 minutes each, depending on number of presenters per session)

Scholarly Research presentations explain the issues, methodologies, and outcomes of a single research project related to this year’s theme – P-20Inclusion in Higher Education. Results of authorized research can be for a class project, research study, dissertation, or may explore a theoretical construct. Preference is for completed research, but projects currently in process may be submitted for consideration if the research or project is under way with completion expected prior to the symposium. Note: Projects may not be submitted in both paper and poster session.

Proposals should include the following information:

1. **Presenter(s) Information:**
   a. First and last name
   b. Institutional affiliation
   c. Position title (doctoral student, staff position, etc.)
   d. E-mail address for each presenter in order of authorship

2. **Paper Title:** (limit 30 words)

3. **Abstract:** Summary of major paper/study components (limit 100 words)

4. **Narrative:** An introduction to the topic, review of related literature, methodology, and results/discussion (*if available*) (limit 1,000 words)

5. **Supporting Documents:** References, survey/interview protocols, etc.

II. **Poster Presentation** (day-long display and 45 minute presentation)

Poster sessions provide a venue for participants to share ideas through a 4’ x 6’ display. Posters will be displayed throughout the symposium including a scheduled 45-minute discussion period. Posters may show a work in progress, explain a research technique, describe a program, policy or practice, or share a new idea related to the conference theme. Note: The same project may not be submitted in both paper and poster session.

Proposals should include the following information:
1. **Presenter(s) Information:**
a. First and last name  
b. Institutional affiliation  
c. Position title (doctoral student, staff position, etc.)  
d. E-mail address for each presenter in order of authorship

2. **Poster Title:** (limit 30 words)

3. **Abstract:** Summary of rationale for the working group (limit 100 words)

4. **Narrative:** An introduction to the topic, review of related literature, methodology and results/discussion (if available) (limit 1,000 words)

5. **Supporting Documents:** References, survey/interview protocols, etc.

### III. **Working Group Table Topics** (75 minutes per Working Group Table)

Working Group Table Topics are informal, highly interactive discussions of a P-20 research topic relevant to Texas. The intent of Working Group Tables is for participants to discuss current research on a P-20 or related topic, lay out the parameters of their current and future research, and to establish networks for possible ongoing collaboration on that topic. Proposals should identify current research interests, ideas for current and future research on the topic, and describe both what you are willing to contribute to the Working Group and what you hope to gain from participating. Conveners of the Working Group Tables will summarize ideas and present an abbreviated report at the close of the conference for the THES2013 website.

Working Groups will be convened on 3-4 topics with the highest level of interest:

- Undocumented and other Student Needs Along the P-20 Pipeline
- Policy and Politics in P-20 – Agendas for research  
- (Re-)Conceptualizing Key Theory for a P-20 Orientation  
- Mentoring and Support for Diverse Students along P-20  
- Accountability Pressures – How Does it Impact P-20?  
- Other – With sufficient interest, other tables can be established

Working Group Proposals should include the following information:

1. **Presenter(s) Information:**
   a. First and last name  
   b. Institutional affiliation  
   c. Position title (doctoral student, staff position, etc.)  
   d. E-mail address for each presenter in order of authorship
IV. Workshop on online technological tools to promote college-going

Symposium registrants will be invited to participate with school personnel in an exploration of new and innovative *free* technological tools to help students explore college options and to help them make decisions about where and how to attend. Identified tools can also facilitate the delivery of useful information and support to students and families through existing school and college outreach programs. Plans are to showcase the use and capability of online college information and choice tools from The College Board, the Texas Higher Education Coordinating Board, and the InterDevelopment Research Association. **Proposals are not being taken for this workshop**, but registered symposium participants can choose to also attend the online tools workshop and to take part in related activities.

**Submitting a Proposal**

Whatever the format, proposals must be emailed as a Word or PDF attachment to the symposium conference chair, Dr. Maricela Oliva, at Maricela.Oliva@utsa.edu no later than midnight on April 30, 2013. Once received, proposals will be evaluated by the symposium program committee comprised of both faculty and graduate students. Consistent with the previous symposia, a limited amount of financial support is expected to be available for presenter conference expenses. Information regarding financial support will be provided to symposium presenters in more detail upon proposal acceptance. Also, please note that preference will be given to proposals that involve graduate students. Applicants will be notified as to the status on or about May 24, 2013.
Preliminary Schedule of Activities
(Subject to modification as needed)

Thursday, August 1, 2013

1:00-4:00 pm  P-20 Electronic Tools Workshop – this session will include an overview of several electronic college information and search databases—BigFuture of the College Board, Compare Texas of the Texas Higher Education Coordinating Board, and the OurSchool Portal of the InterDevelopment Research Association.

6:00-7:15 p.m.  HEASA Distinguished Lecture

7:15-8:15 pm  Reception

8:15-9:00 pm  Informal networking at hotel

Friday, August 2, 2013

8:00-noon  Working Group Sessions

Noon-1:30 pm  Keynote Luncheon

1:30-4:30 pm  Poster & Paper Sessions