

NPEA Annual Conference 2012
Innovative Collaborations:
Strategies for Supporting Underrepresented Students
April 19-20, 2012

AGENDA SUBJECT TO CHANGE

THURSDAY, APRIL 19, 2012

7:00 AM – 8:15 AM BREAKFAST, NETWORKING, AND REGISTRATION

Network with others from your same region at designated tables.

8:15 AM – 10:00 AM CONFERENCE WELCOME AND ALUMNI PANEL

Presenters:

- ◆ **Welcome:** Michael P. Danziger, Founder, The Steppingstone Foundation
- ◆ **Remarks:** Jean-Claude Brizard, CEO, Chicago Public Schools
- ◆ **Remarks:** Scott Anderson, Director of Outreach, The Common Application, Inc., *Lead Conference Sponsor*

Alumni Panel:

- ◆ **Moderator:** Randall C. Dunn, Head of School, Latin School of Chicago
- ◆ **Alumni Panel:**
 - Timeica Bethel, Third Grade Teacher, LEARN Charter School
 - Susana Morales, Volunteer Coordinator, Horizons for Youth
 - Paul Morgan, Research Instructor, The Chicago School of Professional Psychology Graduate School
 - Jeffery Stephens, Attorney, Holland & Knight
 - Albert Yan, Undergraduate Student, Northwestern University

10:15 AM – 11:30 AM CONCURRENT WORKSHOP SESSIONS

Different Approaches to Providing Professional Development

- ◆ Jessica Banks, National Training Specialist, Building Educated Leaders for Life (BELL)
- ◆ Yully Cha, Executive Vice President of Programs, The Steppingstone Foundation
- ◆ Gordon Gottlieb, HR Consultant, Technical Development Corporation (TDC)
- ◆ M. Scott Knox, Chief Operating Officer, Brooke Charter Schools
- ◆ Eddie Mensah, Director of the Scholars Program, Steppingstone Scholars, Inc.

Skill Level: All levels

Description: Spending precious time and money on an outside workshop can sometimes feel like an activity we can't afford. At the same time, we realize the value of human capital, not only the

impact on the work we do, but also the strategic impact of our ability to retain and develop that talent. We will share examples and facilitate group sharing during the workshop on how to provide high-quality and tailored professional development for employees that maximize organizational resources. From using in-house trainings as a growth opportunity for high potentials, to thinking creatively about how to pull in outside opportunities like site visits to similar organizations, or contracting with specialized trainers, we will discuss the strengths and challenges of the various options.

From Access to Success: The First Year Student Enrichment Program at Dartmouth (FYSEP)

- ◆ Elizabeth Agosto, Special Assistant to the Dean of the College and Co-Director, First Year Student Enrichment Program, Dartmouth College
- ◆ Jay Davis, Director of SEAD, Co-Director, First Year Student Enrichment Program, Dartmouth College

Skill Level: All levels

Description: The First Year Student Enrichment Program (FYSEP) empowers first generation students in their first year at Dartmouth College to thrive academically and in the greater college community. Through a seven day orientation program and year long peer mentoring, FYSEP students participate in college level classes, workshops, activities, and seminars designed to simulate college life and prepare participants to handle some of the challenges they may face during the course of their first year. This workshop will explore successes and challenges of the program's first two years, focusing on the powerful collaborative partnerships that have been formed among Dartmouth faculty, student support staff, college administration and undergraduates themselves.

Generating and Sustaining Healthy Partnerships Between Home and School

- ◆ Eric C. Jones, Head of School, Community Partnership School
- ◆ Regina Young, President, Family Council, Community Partnership School

Skill Level: All levels

Description: Nurturing student growth and success in school works best when connections between caregivers and school personnel are marked by open lines of communication, earnest partnering, and respectful engagement. At Community Partnership School (CPS) in North Philadelphia, creating a culture of collaboration between home and school has become paramount in our ongoing work of fulfilling the school's mission. After reading *The Essential Conversation* by Sarah Lawrence-Lightfoot, the school redoubled its efforts at building healthy home-school partnerships, even tackling head-on the politeness and defensiveness that often operate just beneath the surface of this interaction.

Location: Shakespeare House

The Impact and Critical Role of Black Men in the Classroom

- ◆ Tre Childress, Principal, East Garfield Park Campus, Urban Prep Academies
- ◆ Demetrius Hobson, Principal, Chicago Public Schools
- ◆ Shelby T. Wyatt, Counselor, Kenwood Academy High School
- ◆ Stacey Thomas, Manager, National Alliances, Teach for America

Skill Level: All levels

Description: Research shows the academic achievement gap disproportionately affects African American children, especially boys. The purpose of this workshop is to examine the role Black men must play in transforming public education across the country. Attendees will hear from a panel of experts who will discuss policy and strategies to enhance the number of Black men in educational leadership. Additionally, a panel of Black male teachers will share their stories of triumph and challenges in the classroom.

Mind the Gap: How College Readiness Narrows Achievement Gaps in College Success

- ◆ April Hansen, Director of Program Solutions, ACT, Inc.

Skill Level: All levels

Description: Mind the Gap, a 2010-released ACT policy report, examines the contributions of pre-college indicators that improve college and career readiness and success rates among underserved racial/ethnic minority students and lower income students. Join us for this important, engaging session to learn how awareness of these indicators can successfully narrow achievement gaps by focusing on college and career readiness for all.

The Success Brokering Model: How Nonprofit/Higher Education Partnerships Boost College Graduation Rates

- ◆ Miguel Colon, Education Advisor, TERI
- ◆ Melissa Holster, Director of Financial Aid, Bunker Hill Community College
- ◆ Matthew Power-Koch, Postsecondary Transition Coach, Boston Private Industry Council

Skill Level: All levels

Description: The Success Boston College Completion Initiative is a multi-sector initiative including Boston Public Schools (BPS), six nonprofit agencies and multiple higher education institutions focused on doubling the college persistence and graduation rates of Boston public high school graduates. One strand of Success Boston - "Getting Through"- involves nonprofit staff serving as on-campus "coaches," providing individualized support to BPS graduates at six local colleges and universities where a majority of BPS graduates attend. The Brokering Model is one of three models of nonprofit/higher education partnerships within Success Boston. The strengths and challenges of the Brokering Model will be discussed, case studies will be presented, and participants will have the opportunity to discuss best practices from their own efforts to develop campus partnerships that support the retention of low-income, first generation students in higher education.

11:45 AM - 1:15 PM LUNCH GENERAL SESSION AND KEYNOTE

Award for Excellence in Collaboration

Presenters:

Andy Hoge, Director of Placement and Alumni Relations, and NPEA Advisory Board Co-Chair
Marcia O'Neil-White, Executive Director, Buffalo Prep, and NPEA Advisory Board Co-Chair

Presenter:

- ◆ **Speaker Introduction:** Brian Spittle, Assistant Vice President for Access and Attainment, Center for Access and Attainment, DePaul University
- ◆ **Keynote Speaker:** Melissa Roderick, Hermon Dunlap Smith Professor, School of Social Service Administration, University of Chicago; and Senior Director, University of Chicago Consortium on School Research

1:30 PM – 2:45 PM CONCURRENT WORKSHOP SESSIONS

Valuing African American Language and Culture in The Middle School Years

- ◆ Beth Drummond Casey, Executive Director, Middle Grades Partnership
- ◆ Anne H. Charity Hudley, Associate Professor of English and Education, The College of William & Mary
- ◆ Inte'a DeShields, Doctoral Student of Language, Literacy, and Culture, University of Maryland, Baltimore County

Skill level: All levels

Description: Seeking an innovative way to address the writing issues of middle schoolers, Middle Grades Partnership and Baltimore City Public Schools joined forces with university linguistics experts in summer 2011 to offer an inter-disciplinary workshop for public and private school summer learning program staff. This weeklong professional development helped educators recognize and understand language-based patterns and variations in African American students' speech and writing in the middle school years. The professional development modeled multiculturally responsive teaching and demonstrated teaching strategies to help educators address and also value students' systematic variation in speaking, reading, and writing. Summer learning program providers with knowledge about linguistic and cultural diversity are in a unique position to promote the success of all students. This workshop will describe how to use professional development to build collaborative partnerships that contribute to broader conversations about the education of culturally and linguistically diverse student populations.

Lessons Learned: Forging Partnerships to Create a Hispanic Education Community that Effectively Engages Latino Parents and Their Children

- ◆ Elkin Arredondo, Vice-President of New Partnerships, New Futuro
- ◆ Patricia Leon-Guerrero, Director, National Alliances, Teach for America
- ◆ Sam Nelson, Director of Outreach and Development, Illinois Student Assistance Commission
- ◆ Antonio Ortiz, Director of Partnerships and Outreach, Big Shoulders Fund

Description: This workshop will illustrate how New Futuro and its partners have created a collaborative, scalable community to significantly improve Latino education attainment. Sharing lessons from our 2011 launch, New Futuro and its co-presenters (partners) will provide insights on how we structured our partnerships to forward our mission of inspiring Latino families to believe and achieve their dreams through education and career attainment. We will present a breakthrough, incentive-based partnership model to build an action network that truly leverages all partners' resources.

Implementing Effective Family Engagement Strategies

- ◆ Kaitlin LeMoine, Director of Education & Research, Families United in Educational Leadership

Skill Level: Familiar with the field, Experienced in the field

Description: Have you or your colleagues grappled with the most effective ways to engage parents in the education of their students? Do you feel like your strategies have little impact? The primary goal of Families United in Educational Leadership (FUEL) is to involve families in the process of helping their student's access higher education. This workshop will outline FUEL's program model, explain the strategies used to engage families, and guide workshop participants through the process of determining how to most effectively reach families in their own communities. Through revealing the successes and challenges of implementing this program at nine schools and community organizations, workshop participants will leave this session with a set of steps to implement in their own contexts to encourage and incentivize family engagement.

Recruiting Underrepresented Students: Understanding the Influences Behind the College Search and Enrollment Decisions

- ◆ Nathaniel Hancock, Vice President of College Relations, Zinch
- ◆ Gil Rogers, Directing of Marketing and Outreach, Zinch

Skill Level: All levels

Description: Technological and social changes have spawned new opportunities for effective outreach to demographics that have historically been underrepresented at colleges, including

African American, Native American, Hispanic, first generation and low-income students. This session shares findings from a nationwide study of underrepresented students currently navigating the college admissions process, as well as college freshman reflecting on their experiences. The research reveals the most significant frustrations and influences in their search and decision making process. We will take an in depth look at how mobile communication, online media, friends, community-based organizations, student life, and family are influencing their decisions. The research includes data and recorded video from thousands of students who participated in surveys, focus groups and in-depth interviews. Session attendees will hear directly from the students themselves and learn the best ways to inform and engage these groups that all too often get lost in the frenzy.

Moving Beyond Access: Exploring a Continuum of Collaboration and Care to Promote College Success of Underrepresented Students

- ◆ Brett Gotlib, College Preparatory Advisor, College Success Foundation – D.C.
- ◆ Kevin Mungin, HERO Advisor, College Success Foundation – D.C.
- ◆ Kenny Macklin, Assistant Director of Admissions, Pennsylvania State Altoona
- ◆ Philip Tucker, DC Achiever, Pennsylvania State University

Skill Level: All Levels

This highly interactive workshop will focus on the collaboration between a community-based organization and higher education institutions. It will concentrate on how the College Success Foundation – D.C. is bridging the pipeline from their HERO (Higher Education Readiness Opportunity) program for young men into the Achievers Scholarship Program, and how it strategically builds relationships to strengthen programs and the success of underrepresented students in college. Workshop participants will learn best practices for fostering and sustaining effective collaborations to better support underrepresented minority and first generation students, and will walk away with tangible information to apply to their organizations. The workshop will also explore the importance of establishing relations with all involved. Participants will share valuable tips around goal setting, effective communication, and developing creative, non-traditional strategic efforts to reach first generation underrepresented students.

Seeing is Believing: How to Maximize College Visits

- ◆ Chelsea Jones, Student Support and Outreach Associate, Center for Student Opportunity
- ◆ Amy Lareau, Admission Counselor, Colorado College
- ◆ Irma Navarro, Assistant Dean/Assistant Director of Multicultural Admission, Davidson College
- ◆ Keith Wilkerson, Senior Program Manager, Mid-Atlantic Region, A Better Chance

Skill Level: All levels

Description: We all know not to judge a book by its cover. So for students, particularly those who will be first in their family to go to college, it's important not to rely on glossy brochures, picturesque websites, and virtual tours to learn about college life and make informed decisions about their future college home. This workshop will not only help you and your students get onto college campuses, but also optimize your experiences while there. Learn how colleges are effectively collaborating with educational access organizations to bring students to campus, and take away advice on how your organization can arrange campus visits beyond the standard tour and info session, and receive first-hand tips on how to make sure the visit is a success.

3:00 PM – 4:15 PM GENERAL SESSION AND COLLABORATION PANEL

- ◆ **Moderator:** Eric Z. Williams, College and Career Specialist, Office of Pathways to College and Careers, Chicago Public Schools
- ◆ **Collaboration Panel:**
 - John Fanning, Director, The Partners Program with The College Preparatory School, CA
 - Elizabeth Pauley, Program Director, The Boston Foundation
 - Suzanne Doornbos Kerbow, Associate Director, Polk Bros. Foundation
 - Victoria Oakley, Chief Academic Officer, Richmond City Public Schools
 - Glenna Ousley, Director, Community Outreach, DePaul University Center for Access and Attainment

4:30 PM – 6:30 PM COLLABORATION SUMMIT & NETWORKING RECEPTION

Welcome Speaker: Karen Bond, Senior Director of External Relations, Johns Hopkins Center for Talented Youth

We invite you to learn from your colleagues about innovative collaborations taking place across the country. This session will cut through the small talk and allow you to have more focused, in-depth conversations with those who are at the front of the class in the innovation they bring to their work. You will hear from Summit presenters briefly and then have the opportunity to visit their tables. After ten minutes with a Summit presenter, you'll move on to another presenter. All presenters will have materials you can take with you to learn more.

- Aaron Dworkin, Executive Vice-President, After-School All-Stars
- Casey Crisp, Assistant Director, and Tobi Swartz, Director, Bridges to a Brighter Future, Furman University
- Courtney McKeown, National Partnership Specialist, and Tayla Oberfield, Partnership Manager, iMentor; Niko Tomlinson, Program Coordinator, College Possible
- Sarah Horn, Director of Coaching Education, Ivy Bridge College
- Holly Moten Fidler, Director, North Star Collaborative
- Kate Lamanna, Assistant Director, and Jana McCarthy, Director, Opportunity Scholarships and Outreach Programs, Northeastern University
- Jason Gregory, Director of Community Life and Public Purpose, Sage Hill School; and David Drinkwater, Co-Founder, Wingspan Partnerships
- Felice Shore, Associate Professor and Assistant Department Chair, Towson University
- Nia Dixon, Youth Coordinator and Case Manager, District 1199C Training and Upgrading Fund; Ulicia Lawrence, Program Coordinator, Temple University - Center for Social Policy and Community Development; and Michael Sack, Education Director, Youth Empowerment Services

6:30 PM On: Join other conference attendees and explore some of Chicago's great restaurants. Sign up for Dine-Arounds at the registration table.

FRIDAY, APRIL 20, 2012

7:15 AM – 8:15 AM BREAKFAST AND NETWORKING

Network with others at specially designated topic tables.

8:30 AM - 10:00 AM MORNING GENERAL SESSION

Presenter:

- ◆ **Speaker Introduction:** Chantal Stevens, National Director of Programs, A Better Chance
- ◆ **Keynote Speaker:** Eric Bettinger, Associate Professor of Education, Stanford University School of Education

10:15 AM - 11:30 AM CONCURRENT WORKSHOP SESSIONS

Occasional Rivals Collaborate for a Cause: High Jump and its Independent School Partners

- ◆ Shelley Greenwood, Vice President for Advancement, Latin School of Chicago
- ◆ Lee Hart, Executive Director, High Jump
- ◆ Christopher Jones, Executive Director of Finance & Operations, University of Chicago Lab School
- ◆ Damian Jones, Assistant Principal, Francis W. Parker School

Skill Level: Familiar with the field, Experienced in the field

Description: High Jump, a middle school educational access/success program, was founded in 1989 through the joint efforts of members of the Francis W. Parker School and the Latin School of Chicago communities. In 2010, High Jump expanded to form a second campus at the University of Chicago Lab School. The three independent schools have a long history of collaboration through and with High Jump, as well as a history of occasional rivalry. Panelists from all four organizations will share their motivations, lessons learned and successful practices they have used to sustain a long-term joint commitment to increasing access, success and support for underrepresented students. Attendees will emerge with a sample collaboration assessment tool they can apply to their own cross-institution collaborations.

Power in Partnership: How Graduate Schools, Private Schools, and Community Colleges are Working Together to Serve Students

- ◆ Raffaella Borasi, Dean, Warner School of Education, University of Rochester
- ◆ Kate DaBoll-Lavoie, Chair, Department of Inclusive Childhood Education, Nazareth College
- ◆ Timothy Cottrell, Head of School, Harley School
- ◆ Clayton Jones, Assistant to the Vice President of Academic Services, Monroe Community College
- ◆ Lorna Smith, CEO, Horizons National

Skill Level: All levels

Description: Come hear the story about how four different education institutions in Rochester, NY - an independent K-12 school, a university, a community college, and a small, private college - joined forces through a summer learning program to support K-8 public school students in their community. We will share how this innovative partnership evolved, the diverse reasons for

which each institution entered the partnership, the unexpected synergies that have developed, and how this model is being replicated throughout the nation.

Research-based Strategies for Supporting Students from Matriculation Through Graduation

- ◆ Rachel Baker, Doctoral Student, Stanford University School of Education
- ◆ Eric Bettinger, Associate Professor of Education, Stanford University School of Education

Skill Level: All levels

Description: In spite of steadily increasing college attendance rates in the past four decades, the rate of college completion in the United States has not kept pace. In an effort to improve persistence and graduation rates, renewed focus has been placed on developing policies and programs targeted towards improving outcomes. This workshop will present recent research evidence highlighting various strategies for improving persistence. The main focus will be on one coaching program that has been implemented at a number of colleges across the country.

Evaluation Practices from Top to Bottom

- ◆ Rachel Gwaltney, Chief of Programs, Higher Achievement

Skill Level: All levels

Description: Data sharing and data-driven decision making are a critical component for successful collaborations that drive toward student achievement. At this session, we will discuss best practices for developing a data driven, results-based organization, learning from Higher Achievement's experiences successfully submitting to a third party evaluation, customizing a management information system for in-house use, and regularly using internal and external data to make strategic and programmatic decisions.

True Grit: How to Identify Strong Students and Develop Comprehensive Transition Programs that Lead to Success

- ◆ Colin D. Lord, Senior Associate Director of Admissions, and Director of Diversity Recruitment, Choate Rosemary Hall
- ◆ Chantal Stevens, National Director of Programs, A Better Chance

Skill Level: All levels

Description: If you throw the “right student into the wrong waters, s/he drowns.” In order for underrepresented students of color to be successful – thriving not just surviving – at independent schools, a support structure must be available. We know that most students must have an internal strength and resilience to succeed. But, how do we, as institutions, first identify those students with that grit, and then help nurture that grit to produce students who are present in their experiences, academic risk takers, willing to lean into discomfort, and strong enough to bounce back from failure and use it as a learning opportunity? How do we form partnerships that extend our reach to support these students and catalyze change?

Common App Preview and Feedback: 2012-2013 and Beyond

- ◆ Scott Anderson, Director of Outreach, The Common Application, Inc.

Skill Level: All levels

Description: This session will detail changes in next year's Common Application and share a progress report on development of the next-generation Common App, set to launch in summer 2013. The presenter will pay particular attention to features benefiting students and counselors representing college access organizations.

11:45 PM – 1:00 PM LUNCH AND SPEAKERS

- ◆ **Speaker Introduction:** Derek R. B. Douglas, Vice President of Civic Engagement, University of Chicago
- ◆ **Keynote Speaker:** Wes Moore, Author, *The Other Wes Moore*

Wes Moore is pleased to sign copies of his book immediately following his remarks.

1:30 PM – 2:45 PM CONCURRENT WORKSHOP SESSIONS

Hard Conversations: Managing Parent Relationships

- ◆ Adrianna Bond, Dean of Students, KIPP Academy Nashville

Skill Level: All levels

Description: The success of a counselor hinges on his or her ability to effectively manage relationships with parents and guardians. This session will highlight useful tools for effective parent communication and key techniques to approach difficult conversations through an interactive case study.

Seeing Students Through: Tools and Strategies for Tracking Students through College

- ◆ Chris Broughton, Senior Director of College Initiatives, Cristo Rey Network
- ◆ Alvin Glymph, Project GRAD Atlanta

Skill Level: All levels

High school and university leaders across the country continue to face significant challenges in the national campaign to increase rates of college access and success for the 21st century student. For many schools and community-based organizations, tracking alumni to and through college is a particular challenge. In this session, learn practical strategies and tools to track student enrollment from two organizations successfully tracking students through college. This session will include the do's and don'ts of tracking student postsecondary outcomes, including a practical user's guide to the National Student Clearinghouse, as well as an overview of the benefits and limitations of its StudentTracker Service for High Schools and Outreach Programs.

A Rubric for Success

- ◆ Jennifer Binzen Cardoso, Assistant Director, Learning & Innovation, Philadelphia Academies, Inc.

Skill Level: Familiar with the field, Experienced in the field

Description: We know about the 21st Century Skills our students will need to prepare for the global marketplace. But do we know about the “soft skills” required to succeed in college? The College Success Rubric outlines ten traits our higher education partners have identified as critical for college persistence. The rubric can be used by educators, counselors, or employers to embed skill building into lessons and projects. It can also be used for students to assess their own college readiness and set goals to enhance their preparation.

Postsecondary Leadership Teams: A Strategic Collaboration to Increase College Enrollment for First Generation, Low-Income, and Underrepresented Populations

- ◆ Eric Bettinger, Associate Professor of Education, Stanford University
- ◆ Veniese Bradley, Director of Programs and Evaluation, National College Advising Corps

- ◆ Danielle DeLoatch, Assistant Principal and Site Supervisor, Gateway Institute of Technology, St. Louis Public Schools, and Missouri College Advising Corps, University of Missouri
- ◆ Beth Tankersley-Bankhead, Executive Director, Missouri College Advising Corps, University of Missouri
- ◆ Darius Whitaker, College Advisor, Missouri College Advising Corps, University of Missouri

Skill Level: New to the field, Familiar with the field

Description: The National College Advising Corps places near-peer college advisers within high schools to collaborate with school counselors, principals, and teachers to increase the college going rate among underrepresented, low-income and first generation college students. Advising Corps college advisers collaborate strategically with partner schools through Postsecondary Leadership Teams to reach common college access goals and outcomes.

Stemming the Tide of Summer Melt: Post-High School Summer Interventions and Low-Income Students' College Enrollment

- ◆ Karen Arnold, Associate Professor, Boston College

Skill Level: All levels

Description: Low-income students who have been accepted to college face significant challenges during the summer after high school. Preliminary research findings across studies indicate that up to one-third of college-intending high school graduates either change their planned college during the summer or fail to enroll at any college in the fall. Neither the high school nor the college takes responsibility for students during the vulnerable summer period. This workshop introduces participants to program interventions conducted in multiple regions in the summer of 2011 for the purpose of stemming the “summer melt” of college-intending students. Attendees will use a model of summer intervention practices to consider the elements of effective summer assistance and apply these principles to their own work. Detailed research results from the 2011 Boston Summer College Connects intervention will form the foundation of discussion and group case study about best practices in summer programs and evaluation research design.

Joining Forces: How High Schools and CBOs Collaborate to Ensure College Enrollment, Retention, and Success

- ◆ Emma Levine, Alumni Coordinator, Thurgood Marshall Academy
- ◆ Sanjay Mitchell, College Counselor, Thurgood Marshall Academy
- ◆ Nicole E. Smith, College Preparatory Advisor, College Success Foundation – D.C.

Skill Level: Familiar with the field, Experienced in the field

Description: This session will provide high schools, college access providers, and colleges with an understanding of the important collaboration between high schools and community-based organizations in increasing college enrollment and retention rates for underserved and underrepresented college bound students. With only 27 percent of Americans and 17 percent of African Americans holding a college degree, it is not just the responsibility of colleges, but also high schools, to ensure minority students are enrolling, persisting, and graduating from college. At Thurgood Marshall Academy in Washington D.C., 96 percent of the school's graduates enroll in college within one year of graduating high school, and the percentage of students graduating from college has increased to over 70 percent in a city where one in nine high school freshmen complete college. Participants will learn how Thurgood Marshall Academy has strategically and successfully partnered with local CBO's, such as the College Success Foundation – D.C. and the DC College Access Program in order to provide the necessary academic, financial, social, and emotional support for its students that result in such a high rate of college persistence and success.