

NPEA Annual Conference 2013
April 11-12, 2013
CONFERENCE AGENDA

WEDNESDAY, APRIL 10, 2013

1:00 PM – 4:00 PM PRE-CONFERENCE SESSIONS

Leadership Development for Executive Directors

- ◆ Kirk Kramer, Partner, The Bridgespan Group

Skill Level: Executive Directors or equivalent positions

Description: On every executive director's "worry list" is whether they have the leaders the organization needs to thrive in the future? Will current managers be ready to step up? Is the bench strength getting better? If not, what are the consequences for the ED being able to step up to the organization's future needs? While most leaders face these challenges and are making progress, few are comfortable that they know the full set of steps to take in order to develop their future bench. In this session, Bridgespan will share best practices from its new guide *Plan A: How Successful Nonprofits Develop Their Future Leaders*. Prior to the session, participants will have the opportunity to take a short diagnostic to assess their organization's strengths and weaknesses in developing future leaders. The session itself will be an opportunity for EDs to reflect on their results and identify essential steps to putting these best practices in place within their organization.

Fee: \$50

Coaching for Leaders, Supervisors, and Managers

- ◆ Madeline McNeely, Leadership Coach and Consultant, Conditioning Leaders

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

Description: This workshop is designed for anyone who wants to influence others more powerfully. Whether you supervise staff or volunteers, one or 15 people, being an effective coach will take your leadership to the next level. You will leave this workshop understanding what coaching is, knowing the five essential coaching skills, and having a way to design coaching conversations so you can more strategically support those you lead to produce high quality, sustainable results. If you have any challenges with supervision, this is the workshop for you.

Fee: \$50

5:30 PM – 7:30 PM CONFERENCE WELCOME RECEPTION

Navigating the Landscape: A Conversation

- ◆ Todd B. Bland, Head of School, Milton Academy
- ◆ William R. Fitzsimmons, Dean of Admissions and Financial Aid, Harvard College
- ◆ Marsha Inniss-Mitchell, Director of College Readiness Initiatives, Boston Public Schools
- ◆ Stig Leschly, Chief Executive Officer, Match Education
- ◆ Richard I. Melvoin, Head of School, Belmont Hill School

Description: Please join us for a special reception to welcome you to the 2013 NPEA conference. We will be joined by three distinguished educators who will share their insight on navigating the path to college with a focus on admissions and financial aid.

THURSDAY, APRIL 11, 2013

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

Network with others by region at designated tables.

8:15 AM – 10:00 AM OPENING GENERAL SESSION AND ALUMNI PANEL

Presenters:

- ◆ **Conference Welcome:** Michael P. Danziger, Founder & CEO, The Steppingstone Foundation

Welcome Remarks:

- ◆ Scott Anderson, Director of Outreach, The Common Application, Inc., *Co-Lead Conference Sponsor*
- ◆ Jeffrey Young, Superintendent, Cambridge Public Schools

Alumni Panel:

Moderator: Debby Saintil Previna, Principal, Roxbury Preparatory Charter School

- ◆ Dajee Addison, Undergraduate Student (Torch Scholars, Northeastern University)
- ◆ Merilin Castillo, Undergraduate Student, Harvard University (Jack Kent Cooke Foundation and Milton Academy)
- ◆ Gregory Chery, Admissions Fellow, Centre College (Let's Get Ready and Posse Foundation)
- ◆ David Medina, Assistant Director of Diversity Initiatives and History Teacher, Noble and Greenough School (The Steppingstone Foundation)
- ◆ Lynette Sumpter, Dean of Academics, St. Mark's School (The Wight Foundation)

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

We Are Ready: Engaging and Preparing 8th Graders for Success in High School and Beyond

- ◆ William 'B.J.' Lohr, Program Manager, After-School All-Stars
- ◆ Kanchan Sakhrani, National Program Association, After-School All-Stars

Skill Level: All Levels

Description: Research shows America is facing a high school dropout crisis with low income, urban and minority students most disproportionately affected. Recently, After-School All-Stars was featured on PBS's American Graduate Day for their innovative "We Are Ready" and CampUs" programs. Come learn about these two programs that are designed to better prepare at-risk 8th graders for their transition into and graduation from high school. This interactive workshop will showcase engaging activities you can use in your program to educate students on how to connect their passions in afterschool to success in high school, college and the workforce.

Theory into Practice: Three Parent Engagement Strategies That Have Worked on the Ground

- ◆ Paul Holzer, Executive Director, Achieve Hartford!
- ◆ Rahsaan Yearwood, Director of Programs, Achieve Hartford!

Skill Level: New to the Field

Description: Participants will take part in an interactive discussion about three key strategies for successful parent engagement: 1) The use of data and technology; 2) Having parents engage other parents; and 3) Reliance on community partners. When Hartford became an all-choice school district four years ago, parents in Hartford desperately needed good information to make informed decisions on which school was right for their child. As a small staff of five, we were forced to think outside the box in order to reach hundreds and hundreds of families each year – first on school choice, and later on other issues. The result of our work? A one-of-a-kind online tool designed with parents in mind, a network of parents trained to assist other parents, and a myriad of community based organizations trained to engage families much more deeply than before. Come to learn, share, and develop new plans for how you will engage families in your city.

Bringing Pre-Collegiate Programs into the 21st Century

- ◆ Krystina Briones, Community Outreach Manager, College Greenlight
- ◆ Brittney Cleveland, Community Outreach Manager, College Greenlight

Skill Level: All Levels

Description: Online trends depict a significant demand for technology-based support and curriculum when advising students through the college search and decision-making process. In this workshop, participants will explore how first-generation and underrepresented students use new media tools to help identify different college opportunities and to make important decisions about college. We will also take an in-depth look into current research indicating the underutilization of online resources by both students and the organizations that support their post-secondary endeavors. Participants will learn and share best practices to effectively use new media tools that complement their traditional college access programming. Session attendees will hear directly from pre-collegiate advisers about their experience using online tools to better assist their students.

Is Our Program Working? How to Partner with Evaluators and Get Results

- ◆ Christopher Avery, Professor of Public Policy, Harvard Kennedy School
- ◆ Traci Kirtley, Director of Programming and Evaluation, College Possible

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

Description: Everyone knows evaluation is essential to quality programming, but that doesn't mean it's easy to do. How does an organization decide what kind of evaluation it needs and where to get it? What should an organization consider before choosing an evaluation partner and beginning a study? Learn how college access nonprofit College Possible tackled these questions and partnered with an independent evaluator to design and implement a rigorous program evaluation. Hear lessons learned and best practices based on recent historical analysis and subsequent randomized control trial.

Concrete Tools for Teaching Soft Skills

- ◆ Ashley Allen, High School Program Director, Horizons for Youth
- ◆ Audrey George, Executive Director, Horizons for Youth
- ◆ Kristin Hatcher, Elementary Program Director, Horizons for Youth

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

Description: Research has shown college persistence heavily depends on a student's "soft skills," such as the ability to handle unfamiliar situations, ask questions, and self-advocate. These skills that are necessary for future success need to be taught throughout elementary and high school, so students enroll in college both academically and socially prepared. Horizons for Youth has developed and implemented both formal and informal tools for teaching these soft skills in all areas of programming. This workshop will describe which soft skills are most important, why they especially matter for low-income students, and how soft skill learning opportunities can be incorporated into daily programming. We will discuss the process of how we mapped and defined these tools, the influence they have had on our programming and programming outcomes, and how these tools can be generalized to different organizations and educators.

University-Community Partnerships: The Balance of Serving Underrepresented Youth while Developing Undergraduate Leaders to Affect Change in Education

- ◆ Kelly Beck, Director, Education Partnerships/Program Director, Science in Service, Haas Center for Public Service, Stanford University
- ◆ Jennifer Eustaquio, Program Director, Science in Service, Haas Center for Public Service, Stanford University
- ◆ Theresa Metz, Program Director, East Palo Alto Stanford Academy, Haas Center for Public Service, Stanford University
- ◆ Julie Wilson, Program Director, Ravenswood Reads, Haas Center for Public Service, Stanford University

Skill Level: All Levels

Description: The mission of the Haas Center for Public Service at Stanford University is to inspire Stanford University to realize a just and sustainable world through service, scholarship, and community partnerships. One area in which the Haas Center serves neighboring communities is through its Education Partnerships division. Education Partnerships comprises five mentoring and tutoring programs committed to educational equity in our communities, emphasizing the Pre-K through 12 and beyond continuums. Each year, we engage over 150 community youth and over 200 undergraduates at six sites in our local community. This workshop focuses on the opportunities and challenges of university-community partnerships. In

this workshop, attendees will learn about the Haas Education Partnerships structure, the goals and outcomes of our five community programs, and the successes and challenges in fulfilling our division mission “to overcome systems that perpetuate educational inequity in our local communities by engaging Stanford students and community youth in mentoring and tutoring relationships.”

The Earlier, The Better

- ◆ Erin Cox, Chief Program & Strategy Officer, uAspire
- ◆ Claire Dennison, VP of Programs, uAspire

Skill Level: All Levels

Description: As a result of the growing costs of college, misperceptions and lack of information about affordability, and after continuously hearing, “I wish I knew this earlier...,” uAspire (formerly ACCESS) created and launched the Early College Affordability Awareness (ECAA) program. Designed to serve students in 7th-11th grades, the ECAA program is actualized through a developmentally appropriate, outcomes-based curriculum. Through engaging workshops and hands-on activities, students learn about college affordability and financial aid long before they get to their senior year. In this workshop, you will be introduced to the ECAA curriculum and learn about key affordability content your students can interact with earlier, the knowledge-based outcomes uAspire uses to build and evaluate this work, and ways in which you can prepare your students to unlock more financial aid and make more affordable college decisions.

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

Award for Excellence in Collaboration

Presenters:

Rhonda Auguste, Executive Director, The Wight Foundation, NPEA Advisory Board Member
Andy David, Daniel Murphy Scholarship Fund, NPEA Advisory Board Member

Presenter:

- ◆ **Speaker Introduction:** Karen Arnold, *Associate Professor of Higher Education*, Boston College
- ◆ **Keynote Speaker:** Dr. Mandy Savitz-Romer, Co-author, *Ready, Willing, and Able: A Developmental Approach to College Access and Success*; Lecturer on Education and Director, Prevention Science and Practice/CAS in Counseling, Harvard Graduate School of Education

Location: President’s Ballroom

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

Empowering Underrepresented Students to Succeed on the SAT/ACT

- ◆ Akil Bello, Co-Founder, Bell Curves
- ◆ Jay Rosner, Executive Director, The Princeton Review Foundation

Skill Level: All Levels

Description: Two long-time SAT/ACT prep providers bring their collective 50 plus years experience working with underrepresented students to share what they have learned in the challenging domain of increasing the test scores of students who are traditionally adversely impacted by these tests. You will learn about best practices and resources to empower college access programs to increase their support for students confronting these tests. Not only will

presenters share their vast knowledge of the range of prep solutions available from relatively simple and low-cost to more complex, pricier methods, but audience members will also be invited to share with each other strategies and solutions that have been effective.

Partnering for a Better Summer

- ◆ Katryna Andrusik, Assistant Director of Curriculum and PD, Special Education and Humanities, Urban Teacher Center
- ◆ Cornelia Calliste, South Baltimore Center Director, Higher Achievement

Skill Level: All Levels

Description: For Summer Academy 2012, Higher Achievement, a year-round program for middle school students in urban communities, partnered with Urban Teacher Center, a teacher preparation program focusing on the unique classroom challenges presented in urban communities. The results were tremendous for both organizations! Students benefited from the enthusiasm and on-going training of their resident teachers and the teachers benefited from the real-time opportunity to apply classroom learning. Come learn about the details of this partnership, from programming to staffing to teacher preparation.

Effective Strategies for Training College Access Facilitators

- ◆ Brandee Cooke, Adviser, Michigan College Advising Corps, Center for Educational Outreach, University of Michigan
- ◆ Emily Flinkstrom, Program Coordinator, Michigan College Advising Corps, Center for Educational Outreach, University of Michigan
- ◆ Carlos Martinez, Adviser, Michigan College Advising Corps, Center for Educational Outreach, University of Michigan
- ◆ Christopher Rutherford, Program Manager, Michigan College Advising Corps, Center for Educational Outreach, University of Michigan

Skill Level: All Levels

Description: Given the challenges of facilitating college access for underrepresented K-12 populations, training those who work most closely with these youth to help them prepare for, achieve, and succeed in higher education is both a critical and complex task. This session will share information on how the Mandy Savitz-Romer's publication *Ready, Willing and Able: A Developmental Approach to College Access and Success* can be used as a training and professional development tool. The session will detail how the publication was used to train college advisers who work with the Michigan College Advising Corps on the developmental issues facing underrepresented students in higher education and effective ways to think through and address the issues. Given that many college advisers are themselves from populations underrepresented in higher education, you will gain unique, first-hand insight into the issues presented in the publication.

Peer Group Connection: Mentoring For Safe, Supportive, Engaging, and Inspiring Environments

- ◆ Margo Ross, Director of Development, Princeton Center for Leadership Training

Skill Level: All Levels

Description: When students are immersed in safe and supportive environments where they feel connected to their school community through healthy and meaningful relationships with adults and peers, they come to believe that people in their schools value them and want them to succeed. A growing body of evidence strongly suggests that these beliefs, known collectively as school connectedness, are extremely valuable protective factors in the lives of young people. This

engaging and interactive presentation will result in workshop participants who are able to: 1) articulate why feeling connected to school leads to fewer dropouts, higher grades, and reduced bullying; 2) appreciate the significant need to focus on the middle school to high school transition in efforts to improve students' sense of school connectedness; and 3) understand the evidence supporting a peer group mentoring model that enhances school connectedness for students and eases the transition into high school for 9th graders.

The Persistence Pipeline: The Intersection of Advisor and Student Roles on the Path to College Success

- ◆ Joi Baker, College Support Advisor, The SEED Foundation
- ◆ Tiffany Blacknall, College Support Advisor, The SEED Foundation
- ◆ Melissa Freedman, College Support Manager, The SEED Foundation

Skill Level: All Levels

Description: SEED has taken an innovative approach to educating students by establishing a 24-hour learning college prep boarding school model to improve the educational outcomes of underrepresented students. SEED holistically addresses the needs of students by supporting their academic and social growth through the use of “wrap-around” services starting in middle school. Students not only engage in a rigorous and comprehensive educational experience from middle school through high school, but as part of their transition to and through college, SEED students receive college support services from the College Transition & Support (CTS) team. Join the CTS team for this interactive session as they share research findings from a case study that highlights the educational trajectory of a student’s transition to and persistence through college. Learn more about critical points when college support interventions and a student-advisor relationship are instrumental to the college success process.

St. George's: A Distinctive Model Addressing the Achievement Gap

- ◆ Andrea Ballard, Campus Director, St. George’s Independent School
- ◆ William Taylor, President, St. George’s Independent School

Skill Level: All Levels

Description: The St. George’s three-campus model, which promotes relationships between urban and suburban students and their families, is distinctive among independent education. At the heart of the vision is the recognition that relationships developed at an early age can bridge racial and economic barriers, eventually contributing to a more harmonious and enriched community. In a city where only 18 percent of third-graders from certain neighborhoods are rated proficient in reading, 100 percent of St. George's third-grade students from those same neighborhoods are proficient or above. In this session, presenters will share information about St. George's incredible work to close the achievement gap and prepare students for college.

College Success Academy: Launching a New Program with Research and Evaluation Partners

- ◆ Roblyn Brigham, Partner, Brigham Nahas Research Associates
- ◆ Yully Cha, Chief Program Officer, The Steppingstone Foundation
- ◆ Robert Theaker, Senior Research Associate, Kingsbury Center at NWEA

Skill Level: All Levels

Description: What if your new pilot program had the chance to start with research and evaluation as part of its first chapter instead of its last? Join us for a discussion of the maiden voyage of a new initiative, the College Success Academy, where students in district public schools begin preparing for college success in fifth-grade. The focus will be on a research-based program scorecard (designed by The Bridgespan Group) that includes a key measure of summer and

school-year learning using an adaptive assessment developed by the Northwest Evaluation Association. Partnering with Brigham Nahas Research Associates and researchers from The Kingsbury Center, the College Success Academy staff has worked to create, from the start, a culture and process to accelerate mid-course corrections and encourage purposeful experimentation. Help us examine the early findings and contribute to the conversation on data-driven program design.

3:00 PM – 4:15 PM CONCURRENT WORKSHOP SESSIONS

Summer Academic Programs: Partners for Student Success

- ◆ Robin Rose, Senior Associate Dean, Brown University
- ◆ Seth Williamson, Coordinator of Partnership Programs, Brown University

Skill Level: All Levels

Description: Rigorous academic summer programs can build a student's academic and social competencies and confidence and help them be more prepared for higher education. For the past ten years, Brown University has developed over 50 partnerships with mentoring organizations and schools throughout the world to include bright, underserved students in challenging summer programs. Students who completed summer courses and ultimately attended Brown, will speak on a panel and reflect on the impact of these experiences. They will focus on the following questions: 1) How did the experience shape their decisions regarding what schools to apply to and attend? 2) What impact did the experience have on their academic confidence and readiness to face and manage the challenges of a college education? 3) What advice would they give about how to prepare students for this type of experience? 4) What recommendations do they give to those in higher education who seek to include students?

A New Way to Measure Rigor: The College Board's Academic Rigor Index

- ◆ David Adams, Executive Director, K-12 Services, The College Board
- ◆ Thanos Patelis, Vice President, Research & Analysis, The College Board

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

Description: Educators and policymakers continue to search for ways to define exactly what academic experiences will contribute to increased high school graduation rates, college matriculation rates and graduation rates, as well as decreased college remediation rates. "Rigor" is often cited as essential for students to gain deeper knowledge and skills, yet it is hard to know if a student's course of study is rigorous enough to ensure that he or she will be college ready. To help educators and policymakers understand the level of rigor in their schools and states, The College Board has conducted research to develop and validate an Academic Rigor Index (ARI), which is a way of describing the level of rigor of a student's high school coursework. This index provides an overall level across five disciplines of English/language arts, mathematics, science, social science/history, and foreign/classical languages, as well as for each discipline. This session will explore the research and findings of the ARI nationally, as well as how educators and policymakers can use this index at a local level to increase rigor in appropriate content areas.

Saving for College: A Critical Step Toward College Affordability

- ◆ Claire Dennison, VP of Programs, uAspire
- ◆ Michelle Murphy, Manager of Site Development, Families United in Educational Leadership
- ◆ Sherry Riva, Founder and Executive Director, Compass Working Capital
- ◆ Julie Shields-Rutyna, Director of Early College Planning, Massachusetts Educational Financing Authority

Skill Level: All Levels

Description: The organizations presenting this session, MEFA, uAspire, and FUEL have collaborated to educate families on the importance of college savings and how it will help them afford higher education. Our message to these families is this: save early, save often, and save whatever you can. Families of low to moderate income levels have not utilized college savings vehicles to the extent that higher income families have. The presenters will explore current research and discuss questions, fears, and misconceptions we hear from families in practice, such as “If I save for college, I won’t receive financial aid” as well as strategies for overcoming these barriers. Families of low to moderate income levels have not utilized college savings vehicles to the extent that higher income families have. The presenters will also share information on the innovative and dynamic programs (removing information barriers, application support, matching grants, and birth grants) that are available in many states to help families of low and moderate income levels save for college.

NPEA Talks

- ◆ Gina Chirichigno, Coordinator and Co-Director, National Coalition on School Diversity
- ◆ Jay Davis, Program Officer for School Outreach, Director, First Year Student Enrichment Program, Dartmouth College
- ◆ Valerie Paric, Executive Director, One Family, Inc.
- ◆ Fran Smith, Coordinator, Research Associate, Boston United for Students Coalition

Skill Level: All Levels

Description: Please join us as four experts in the field share unique insights about cutting edge education topics. Delivered in the format of mini-lectures, this session will provide a range of perspectives on valuable work being conducted in education.

Assessing Socio-Emotional Strengths and Vulnerabilities: An Introduction to the Holistic Student Assessment Tool

- ◆ Gil G. Noam, Founder and Director, Program in Education, Afterschool & Resiliency (PEAR), and Associate Professor, Harvard University and McLean Hospital
- ◆ Dylan Robertson, Director of Research and Evaluation, Program in Education, Afterschool & Resiliency (PEAR)

Skill Level: All Levels

Description: The identification of socio-emotional strengths and vulnerabilities is crucial for improving strategies fostering positive outcomes for at-risk youth in school, after school and summer learning programs. This workshop describes the Holistic Student Assessment (HSA) and the Holistic Classroom Assessment (HCA) and the theory behind their development and use. The session introduces participants to the assessment tools and illustrates how to use them to identify youth who show above or below average socio-emotional risks and resiliencies. Implications for practice and improving educational outcomes will be discussed.

Preparing At-Risk Students to Graduate: Forming Partnerships that Earn High School Credits During the Summer

- ◆ Carl Ackerman, Director, Clarence T. C. Ching Partnerships in Unlimited Educational Opportunities Program, Punahou School
- ◆ Brad Kerwin, Supervisor, Clarence T. C. Ching Partnerships in Unlimited Educational Opportunities Program, Punahou School

Skill Level: All Levels

Description: Perhaps the most important part of helping underserved students to take advantage of college opportunities is to prepare them to successfully navigate their way through high school. With forethought, planning, organization, and a great deal of hands-on diplomacy, summer outreach programs can form partnerships to work with public schools to offer credit-bearing courses that not only fulfill high school graduation requirements, but are also interesting, creative, and motivational. This workshop will provide specific details and an action plan for how to form those crucial partnerships in your own program, based on a highly successful approach that was implemented through a collaboration with the only statewide Department of Education in the country. This program guided every student through five courses over four summers, earned each of them 2.5 credits, resulted in 100% graduation rate from high school, and, most importantly, led every one of them to enroll in college.

Storytelling, the Personal Essay and College Writing Readiness: A Model of College Readiness Program for Economically Disadvantaged 9th and 10th Graders

- ◆ Carol Barash, Founder and CEO, Story To College
- ◆ Patrick O'Neill, Senior Admissions Counselor, University of Rochester
- ◆ Jon Roure, Director, CollegeBound Initiative

Skill Level: All Levels

Description: Partners from the University of Rochester, the CollegeBound Initiative, and Story To College will share the results of an innovative college access program designed to empower economically disadvantaged 9th and 10th graders to complete successful college application essays. The course is based on the Story To College Moments Method that teaches students oral storytelling and performance tools to improve their narrative writing against the Common Core ELA standards. Workshop participants will learn how to use storytelling tools to coach their students in completing 5 types of essays required for college admissions: 1) Defining moments, 2) Influences, 3) Issues, 4) Community/diversity, and 5) "Why I want to attend this college."

4:30 PM – 6:30 PM NETWORKING RECEPTION AND EXHIBIT TABLES

Network with fellow conference attendees while visiting exhibit tables of various schools, programs, and vendors. Be sure to bring your business cards!

6:30 PM DINE-AROUNDS

Join other conference attendees and explore some of the area's great restaurants. Sign up for Dine-Arounds at the registration table.

FRIDAY, APRIL 12, 2013

7:00 AM – 8:00 AM BREAKFAST AND NETWORKING

Network with others at specially designated topic tables.

8:00 AM – 9:30 AM MORNING GENERAL SESSION

Remarks:

- ◆ Paul S. Grogan, President, The Boston Foundation

Presenters:

- ◆ **Speaker Introduction:** Elissa Spelman, Executive Director, Breakthrough Greater Boston
- ◆ **Keynote Speaker:** Angela Lee Duckworth, Assistant Professor of Psychology, University of Pennsylvania

9:45 AM – 11:00 AM CONCURRENT WORKSHOP SESSIONS

Proving it to Ourselves: Building an Organizational Learning Culture

- ◆ Sarah Conrad, Vice President, The Steppingstone Academy, The Steppingstone Foundation
- ◆ Alec Lee, Executive Director, Aim High

Skill Level: All Levels

Description: Aim High and The Steppingstone Foundation each have been around for over 20 years. Over the last five years, both organizations decided to “get serious” about using data, integrating the use of data into each aspect of the program and building an organizational learning culture. Presenters will share aspects of each organization’s story, both successes and challenges, with a particular focus on how to integrate data into your performance management system and tools and the onboarding of seasonal staff.

Online Tools to Enhance Learning

- ◆ Pamela Appleton, Regional Director, ERB
- ◆ Anne Sullivan, Vice President, Member Services, ERB

Skill Level: All Levels

Description: Screen time – a waste of time? Not with high quality tools that engage students, provide differentiated instruction using best practices, offer immediate feedback and timely support for instruction in school, after school, and/or during the summer. Carefully selected online tools can bring a new level of efficiency and effectiveness to instructional practices. They can motivate the learner to improve skills, and develop a deeper understanding in a content area through personalized programs that allow them to advance at their own speed independently, but with imbedded support as they do so. This workshop will highlight three tools that serve as examples and meet these criteria and that are available at little or no cost in writing, math, and vocabulary. These tools are available 24/7, offering personalized programs with scaffolded instruction and practice, assignments that are micro-assessments, video and written tutorials, immediate feedback, real-time reports, usable across multiple browsers, and can be easily mapped to teacher’s lesson plans in content areas essential to academic success. Learn how to successfully integrate such tools both inside and outside the classroom.

Communicating their Stories: Strategies for Helping Students Write Powerful College Essays

- ◆ Rebecca Cullen, Senior Program Manager, Jack Kent Cooke Foundation
- ◆ Jessie Royce Hill, Associate Director of Undergraduate Admissions, Yale University
- ◆ Rebecca Joseph, Professor, California State University Los Angeles

Skill Level: All Levels

Description: In 2011, admission officers ranked college essays as the top qualitative measure in the college admission process. These essays help students communicate their unique voices and stories and, therefore, become three dimensional to admission officers. In this session, we will: 1) discuss strategies to help underrepresented students craft powerful college essays that reflect core qualities not evident elsewhere in the application; 2) provide tips on how to help students brainstorm essay topics, begin the writing process, and share their individual stories; 3) critique essays to learn strategies to coach students through essay writing; 4) consider ways to integrate essay writing into English or advisory classrooms, counseling sessions and workshops; and 5) learn from college admission officers about what they seek from student personal statements and supplemental essays.

Effectively Supporting Undocumented Students and Families in the College Counseling Process

- ◆ Laura Chrisco, KIPP Through College Counselor, KIPP Austin

Skill Level: All Levels

Description: Participants will learn best practices for working with undocumented youth and their families. We will take a look at the national landscape in terms of federal and state policies, statistics, and terminology relating to undocumented youth. We will discuss updates on Deferred Action for Childhood Arrivals and The DREAM Act and how this affects students. Results of a focus group of undocumented youth will guide a conversation on motivation strategies for your students. Finally, we will address national resources and ideas for community collaboration, with the example of Austin College Access Network Taskforce.

Measuring and Building Students' Non-Cognitive Skills to Increase College Persistence: A Research-Practitioner Perspective

- ◆ Angela Duckworth, Assistant Professor of Psychology, University of Pennsylvania
- ◆ Donald Kamenz, Managing Director of College and Career Initiatives, YES Prep Public Schools
- ◆ Laura Keane, Director of College Initiatives, Mastery Charter Schools

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

Description: Serving some of the highest need students in the K-12 arena in Philadelphia and Houston, the presenters are acutely aware that academic preparation alone does not prepare students for college. This observation through both hard quantitative data and through countless anecdotes, led the presenters to partner with researchers to deconstruct where our students are off-track and how to help them complete college above and beyond academic preparation. One hundred percent of our work is focused on underrepresented students as defined by income-level, race, and first-generation status. While there is a much on the knowledge gap students need to close in order to be academically ready, there is much less known and measurable about the social-emotional-psychological gap that students need to hurdle to be successful. This session pairs expert practitioners with an expert researcher to offer a quick picture of the research field as it relates to non-cognitive skills and college persistence as well as offers concrete strategies that practitioners could use at their high school, CBO or college. Strategies range from individual one-on-one counseling techniques to group culture-building and staff professional development.

Introducing CA4: The Next-Generation Common App

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

Skill Level: All Levels

Description: The Common Application is being completely redesigned for 2013-14. This session will detail changes and new features that students and counselors will see when the new system - CA4 - launches in August 2013. The session will also provide an overview of the extensive training resources designed to assist users in familiarizing themselves with CA4, with particular attention to the needs of NPEA member organizations and the students they serve.

Supporting Underrepresented Students in Independent Schools: Valuable Best Practices

- ◆ Ben Buis, Director of Operations and Academic Programs, SMART
- ◆ Erin Gevertz, Director of Placement Services and Student Support, SMART

Skill Level: All Levels

Description: While unique to the individual, the inherent academic rigor and culture shock of a transition into an independent school for students from underrepresented communities is vast. In order to thrive within this new environment, students and their families need assistance navigating and building systems of support and acceptance. This workshop will provide participants the opportunities to share and learn valuable best practices for supporting underrepresented students in independent schools. The presenters will focus on how schools, families and partnering organizations can work together to provide supports to meet a student's academic, financial, social and emotional needs on their track to college. Participants will identify best practices in assisting students with navigating independent school culture, summer/after school program enrichment, family involvement, and transitioning from school to school.

11:15 AM – 12:30 PM CONCURRENT WORKSHOP SESSIONS

Designing a Course That Will Empower Students to Be Effective Decision-Makers: The New Jersey SEEDS Human Behavior Course

- ◆ David Allyn, Director of Education, New Jersey SEEDS

Skill Level: All Levels

Description: The New Jersey SEEDS Human Behavior Course is meant to prepare high-achieving, low-income students for greater success. It is designed to be “transformational,” e.g. to promote a shift in students’ understanding of themselves and the world, giving them greater say over their own lives. The course focuses on blind spots that inhibit accomplishment, such as the tendency of human beings to react emotionally, rather than rationally, to challenging situations. This workshop will provide an overview of the course, including a discussion of the experiential assignments, the in-class exercises, and the readings. Results will be presented of student feedback surveys. Attendees will have an opportunity to participate in an actual course exercise and reflect on the relevance of the material to their own lives.

The Condition of College and Career Readiness of Hispanic Students

- ◆ Juan Garcia, Vice President for Client Outreach, ACT, Inc.
- ◆ April Hansen, Director of Program Solutions, ACT, Inc.

Skill Level: All Levels

Description: Learn about the findings of the 2012 ACT Report, *The Condition of College and Career Readiness of Hispanic Students*, with a focus on the implications for Hispanic high school graduates

taking the test: their aspirations, readiness for college, and retention in college. Learn policies and best practices that states, organizations and schools can implement to systemically increase the percentage of students ready for college-level work.

Creating a Culture of Staff Satisfaction and Retention

- ◆ Mike Wasserman, Executive Director, Massachusetts, Bottom Line

Skill Level: All Levels

Description: Nonprofits have long struggled to cope with employee “burnout.” Like many other organizations, Bottom Line hires young, hard-working staff and sets high expectations. Our staff work long hours and face stressful deadlines to meet these expectations. This has led to decreased performance, high turnover, and the much-dreaded “burnout.” Over the past 18 months, Bottom Line has implemented a 25 point plan that has significantly increased staff satisfaction, retention, and performance. We have created metrics to continue to evaluate our success. In this workshop, you will learn about the plan Bottom Line developed and implemented as a framework for talking about the specific steps organizations can take to improve staff satisfaction, performance, and retention. Attendees will also leave with staff metrics that are easy and affordable for any organization to measure.

Work with Purpose: Exploring Successful Youth Employability Programming for High School and College Students

- ◆ Zeva Levine, Coordinator of Academic Services, Philadelphia Futures

Skill Level: All Levels

Description: In educational access programming, what is the best way to empower students to pursue meaningful careers? The answer lies in preparing students for the most widely used and heavily relied upon—and yet most fraught—part of hiring processes: the interview. Interviews represent a key point of access in pursuing educational and career opportunities, but researchers repeatedly find little correlation between employer ratings of applicants and their actual measured skills or performance. Is the culprit employers’ implicit biases or applicants’ competitive selection interview anxiety? In 2008, a team of researchers worked with a college career center to create youth employability programming where students could examine equal opportunity issues in interviews, develop personal anxiety management techniques, and receive training regarding resumes, public speaking, and business etiquette. Their successes were groundbreaking. Learn how these techniques can be used in educational access programs.

Best Practices in Student Success: Lessons from the Field

- ◆ Sara Melnick, Deputy Director, National College Access Network
- ◆ Andrea Schusler, College Services Advisor, ACCESS College Foundation

Skill Level: Experienced in the Field

Description: As college access programs broaden their focus to include retention, how does that affect their work? What services should be provided – where and to whom? How should they track effectiveness? What staff capacities will they need to serve these students? And how will this work be resourced? During this interactive session, attendees will learn about a project (funded by TG) in which the National College Access Network (NCAN) helped four member programs start or expand their retention/success work. Attendees will learn how to manage a success and retention program and how to make an organizational and programmatic shift from “access” to one that includes “success”. Presenters will share lessons learned around developing strong partnerships with institutions of higher education, recruiting and retaining students and implementing activities that really do affect rates of student retention. Attendees will also begin to

think through the first steps they can take to start or expand their own success and retention services.

New Pathways for Mathematical Talent

- ◆ Daniel Zaharopol, Executive Director, The Art of Problem Solving Foundation

Skill Level: All Levels

Description: Do you work with students who enjoy and are good at science or math? If so, do you help them to go beyond their school subjects? When they arrive in college, underserved students looking to excel in science, technology, engineering, and mathematics (STEM) fields often find themselves competing with more well-prepared students from affluent backgrounds. Academically serious students might have built robots, done research, attended summer programs, or completed other work outside the “basics” of school, yet your students will now be in the same college courses. On the other hand, if you help your students engage in this kind of work from an early age, you’ll boost their interest and achievement in STEM fields in school. This workshop will discuss what a pathway to STEM success looks like for many students nationwide, and will include information on resources and programs that encourage underserved students to participate in STEM. Participants will walk away with an action plan for engaging and motivating students to pursue STEM fields.

Securing Success Through Transition: The Triumphs and Challenges of a First Year Program

- ◆ Genielle Salazar, Academic Counselor, Higher Education Opportunity Program, Barnard College
- ◆ Nikki Youngblood Giles, Director, Higher Education Opportunity Program, Barnard College

Skill Level: All Levels

Description: The first year intensive support program within the Higher Education Opportunity Program and the Barnard Opportunity Program at Barnard College empowers first year underrepresented students to transition and thrive in an academically competitive environment while preparing them for professional careers. Through a residential summer component, HEOP/BOP Scholars participate in workshops, seminars and activities to reinforce academic and social skill sets. Students are also matched with upper class students and alumnae as mentors to assist in the transition from high school to college. Workshop facilitators will share both the successes and challenges within administering the program. Participants in the workshop will leave with an increased understanding of the limitless benefits of intrusive advising and student support as it relates to transitioning from high school to college.

12:45 PM – 2:30 PM CLOSING LUNCH AND KEYNOTE

- ◆ **Speaker Introduction:** Atakelti Desta, *Social Studies Teacher*, Needham Public Schools
- ◆ **Keynote Speaker:** Steve Pemberton, Author, *A Chance in The World: An Orphan Boy, A Mysterious Past, and How He Found a Place Called Home*

2:30-3:30 PM Steve Pemberton is pleased to sign copies of his book immediately following his remarks.