

National Partnership for Educational Access Conference
Improving Outcomes: 360° Perspectives on Educational Access
April 16-17, 2015
Sheraton Philadelphia Downtown Hotel, Philadelphia, Pennsylvania

PRE-CONFERENCE EVENTS
WEDNESDAY, APRIL 15, 2015

12:00 PM – 5:00 PM SITE VISITS

Option One:

Please join fellow conference attendees on site visits to the Community Partnership School, KIPP Philadelphia Schools - KIPP Through College program, and the University of Pennsylvania. You will have the opportunity to learn how an independent school, charter school, and university all strive to ensure success for underrepresented students in their communities.

Option Two:

Join fellow conference attendees on a site visit to Church Farm School, a private boarding and day school for boys in grades seven through twelve. Located in suburban Philadelphia, Church Farm School is highly diverse, with boys of color making up more than eighty percent of students. The school also provides significant financial aid to more than ninety percent of students. See for yourself how Church Farm School fulfills its mission of making a college preparatory education financially accessible to young men of good academic ability and character.

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

College Affordability and Access: Strategies for College Savings and Making Higher Education Affordable

- Martha Savery, *Director, Public Affairs and Communications*, MEFA (Massachusetts Educational Financing Authority)

This interactive pre-conference workshop will present the big picture of college financing and affordability. The presenter will begin by sharing an overview of college financing, including a focus on federal policies and regulations. Participants will discuss affordability and how it is defined by colleges, students, and parents. Together, participants will engage in a case study highlighting many of the issues encountered when helping students today. Topics will include identifying reasonable debt levels and helping students find their financial safety school. The presenter will also share resources and tools to help students and families before, during, and after college.

Location: Independence A

Evaluation 101: How to Develop and Strengthen Organizational Research and Evaluation

- Stephanie Lerner, *Senior Consultant*, Equal Measure
- Sarah Singer Quast, *Director*, Equal Measure

Drawing on its 30-year history as an evaluation firm, Equal Measure will share practical, field-tested strategies for strengthening the internal evaluation and research capacity of organizations. Facilitators will provide a broad overview of current evaluation tools and resources, and offer tangible examples of how to use these in different types of settings. Participants will have an opportunity to reflect on current evaluation capabilities within their organization, and identify steps to bolster data collection and data use through exercises around developing and refining theories of change. Workshop facilitators will share how a theory of change can strengthen evaluation, program, and communications capacity, and ultimately the work of the organization. Through hands-on activities, participants will work on a theory of change that articulates how specific program actions can lead to desired short- and long-term results. Participants will leave the workshop with an understanding of a theory of change and how it connects to existing and prospective data collection and use activities, as well as tools and processes to continue the work and engage their organizations beyond this session.

Location: Independence B

5:30 PM - 7:00 PM WELCOME RECEPTION
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Please join us at the University of Pennsylvania for a welcome reception. You will have the chance to hear from representatives from the Office of Equity and Access Programs at the University of Pennsylvania about commitments to support underrepresented students on campus. You will also have the opportunity to network and connect with fellow conference attendees.

Location: University of Pennsylvania, 3601 Locust Walk

Reception: ARCH Lobby

Panel Presentation: ARCH Auditorium

Welcome: Michael P. Danziger, Founder, The Steppingstone Foundation

Moderator: Reverend William C. Gipson, *Associate Vice Provost for Equity and Access*, University of Pennsylvania

Panelists:

- Jacqueline Amparo, *Associate Director, PennKIPP (Knowledge is Power Program)*, University of Pennsylvania
- Todd Derby, *Director, Educational Talent Search Program*, University of Pennsylvania
- Amber Hikes, *Director, Upward Bound Program*, University of Pennsylvania
- Edward Marshall, *Director, Upward Bound Math-Science Program*, University of Pennsylvania
- Gail Oberton, *Director, Provost's Summer Mentorship Program & STEMMP*, University of Pennsylvania

THURSDAY, APRIL 16, 2015

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

Network with fellow conference attendees over breakfast. Topic suggestions will be provided at each table to help facilitate your conversations.

Location: Liberty AB

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

Welcome:

Karin Elliott, *Executive Director*, National Partnership for Educational Access

Speaker Introduction:

Eric Jones, *Head of School*, Community Partnership School; and *NPEA Advisory Board Member*

Remarks:

The Honorable Michael A. Nutter, *Mayor*, City of Philadelphia

Alumni Panel:

Moderator: Joaquim Hamilton, *Director, College Connection and the Young Men's Initiative*, Philadelphia Futures

- Davion Louis, *Junior*, Villanova University (New Jersey SEEDS)
- Margaret Searcy, *Teacher*, Ivy Hill Elementary School; and *Mother of Davion Louis*
- Lauren Melendez, *Graduate*, Syracuse University (A Better Chance)
- Dana Melendez, *Human Resources/Payroll Specialist*, MarketLab Research; and *Mother of Lauren Melendez*
- Tim Spady, *Advisor and Teacher*, Big Picture Philadelphia/el Centro de Estudiantes (Steppingstone Scholars, Inc.)
- Carlton Spady, *Father of Tim Spady*

Alumni from three NPEA member academic enrichment programs will share their challenges, successes, and experiences on their paths to college and beyond, and discuss how the programs they attended made a difference in their lives and the lives of their families. The alumni will be joined by family members who can share their unique perspectives on the path to college.

Location: Liberty AB

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

Baking a Cake from Scratch: The Components for Developing a Successful College Persistence Program

- Joe Maldonado, *College Continuation Manager*, Boys & Girls Club of Dane County

Launched in 2008, AVID/TOPS is a partnership between the Madison Metropolitan School District and the Boys & Girls Club of Dane County. Determined to close the achievement gap in Madison Schools by preparing them for college, this partnership currently serves over 800 high school and college students. This highly interactive workshop will focus on the creation, development, and sustainability of a successful college coaching and college persistence program. Components shared will include: 1) development of formal and informal partnerships with school districts, colleges, and universities; 2) creation and maintenance of successful data reporting and tracking systems; 3) use of efficient and effective distance coaching models that combine face-to-face interaction with technology use; and 4) practice and reinforcement of non-cognitive and non-academic skill sets.

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

Location: Freedom E

Bolstering Student Success: Supporting Students From Outside the Classroom

- Jared Epler, *College Counselor*, Cristo Rey Philadelphia High School
- Katie Greenbaum, *Director of Alumni Support*, Community Partnership School

Do you support students outside of a formal school setting or who you do not see every day? Whether you provide middle school, high school, college placement, alumni, or out-of-school time support to students, this workshop is designed to equip you with helpful information. Working with students who are in college or boarding school, have graduated from your institution and are studying elsewhere, or who participate in your after-school program requires an innovative approach to relationship building. Learn and discuss best practices with two presenters who have supported students in out-of-school time programs and inner-city schools. Topics will include communicating with students and key stakeholders, developing workshops to bolster success, and using data to understand impact and inform programming. Participants will leave the workshop with new ideas and practical resources for working with students.

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

Location: Freedom F

Supporting Degree Completion for First Generation College Students

- Melissa Fries, *Director, College and Alumni Program*, Making Waves Foundation
- Ana Hilton, *Director of Programs*, Collegiate Directions, Inc.

More than forty percent of American students who enroll in four-year colleges do not earn a degree after six years. College admission for first generation students is one half of the solution to low graduation rates, while degree completion is the other half. Once first generation students are admitted to college, how do you support them in achieving their degrees? Navigating college campuses and academic success is difficult for all college freshmen, but for first generation, low-income students of color, these issues can result in lack of persistence to graduation. It often takes a system of support to ensure college degree

completion. Learn ways to coach students to take advantage of campus resources, study smarter, communicate with roommates and professors, navigate campus systems, and understand budgets and financial aid.

Skill Level: Familiar with the Field

Location: Freedom G

College Affordability and Access: Strategies for College Savings and Making Higher Education Affordable

- Martha Savery, *Director, Public Affairs and Communications*, MEFA (Massachusetts Educational Financing Authority)

Families of low- to moderate-income levels have not utilized college savings vehicles to the extent higher income families have. This workshop will explore current research and address questions, fears, and misconceptions heard 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. The presenter will include information on the innovative and dynamic programs available in many states to help families save for college, such as removing information barriers, providing application support, understanding matching grants and birth grants, as well as best practices for supporting students and families through the process.

Skill Level: All Levels

Location: Freedom H

NPEA Data Counts: Understanding our Collective Impact on the Field of Educational Access and Success

- Brittany Brady, *Academic Success Coordinator*, Bickel & Brewer Future Leaders Program
- Roblyn Brigham, *Managing Partner*, Brigham Nahas Research Associates
- Heather Jenkins, *Director, High School Prep, and Academics and Program Evaluation*, Buffalo Prep
- Mai Lee, *Executive Director*, HYPE Los Angeles
- Janet Smith, *Founder*, Edscape Consulting

In February 2014, the National Partnership for Educational Access (NPEA) launched the Collective Impact Data Project, a 10-month research based pilot project designed to identify key common indicators of college access and success for underrepresented students from elementary school through college graduation. The goals of the project were not only to identify those indicators most critical to student success, but also to establish best practices for data collection and use, and facilitate the collaborative use of indicators and reporting of outcomes in order to demonstrate the collective impact of NPEA members on the field of educational access. This workshop will share the results of the pilot, including the identified critical indicators, as well as a discussion of tips and challenges of collecting, managing, and maintaining strong data programs. Best practices for incorporating the indicators into your own evaluation program will also be shared.

Skill Level: All Levels

Location: Independence A

Dual Enrollment, Multiple Enrollment, and Distance Learning: Implications of the Explosion in Distance Learning Options for Educational Access

- Ben Mitchell, *Director of Admission*, Oak Meadow
- Michelle Simpson-Siegel, *Executive Director*, Oak Meadow

U.S. Secretary of Education Arne Duncan describes dual enrollments as “good dropout-prevention programs.” In fact, a James Irvine Foundation study suggests that dually enrolled students had better academic outcomes than comparison students, including being more likely to graduate high school and transition to college, less likely to need basic skills courses in college, and more likely to persist to graduation, even accumulating more college credits. This workshop will examine the potential benefits and pitfalls of the explosion of distance learning opportunities for underrepresented populations. There is a growing world of choices available to students regardless of background. How do we support underrepresented communities in discerning within and benefiting from the growing field of options?

Skill Level: Familiar with the Field

Location: Independence B

Connecting the Dots: Analyzing Points of Contact to Improve Student Programming and Support

- Beth Onofry, *Director of High School Programs*, The TEAK Fellowship
- Lynn Sorenson, *Executive Director*, The TEAK Fellowship

In 2012, The TEAK Fellowship analyzed the nature and frequency of its points of contact with various constituents during the high school phase of the program. Zooming out, this 360° view helped to make visible the gaps, redundancies, and strengths in their work. Zooming in, TEAK assessed whether any particular type of contact at a specific point in time was most effective. This internal analysis supported a move toward a department restructuring and led to adjustments in programming efforts, which have been carried out over the past three years. Please join the presenters and learn about their analysis and findings, the implementation and impact of the changes these findings suggest, and how you can apply this process to your own organization.

Skill Level: All Levels

Location: Independence C

Understanding How to Best Collect and Use Data to Demonstrate Program Performance and Improve Programmatic Activities

- Kata Orosz, *Ph.D. Candidate*, University of Pennsylvania
- Cecilia Orphan, *Ph.D. Candidate*, University of Pennsylvania
- Laura W. Perna, *James S. Riepe Professor and Executive Director, Alliance for Higher Education and Democracy (AHEAD)*, University of Pennsylvania
- Sean Vereen, *President*, Steppingstone Scholars, Inc.

Pre-college outreach programs are increasingly being called on to demonstrate effectiveness as a condition for continued funding. Administrators of these programs have internally driven performance questions, as they seek to maximize benefits with available (and finite) resources. Despite external and internal demand for research and evaluation, little is known

about how nonprofit organizations collect and use data to monitor and evaluate their performance or the challenges that limit these efforts. This session offers lessons drawn from a case study of how one college access organization, Steppingstone Scholars, Inc., is collecting and using data to demonstrate program effectiveness and improve programmatic activities. Presenters will engage participants in a discussion focused on identifying insights and implications for other college access organizations.

Skill Level: Familiar with the Field, Experienced in the Field
Location: Independence D

11:45 AM – 1:30 PM LUNCH GENERAL SESSION AND KEYNOTE

Award for Excellence

Presenters:

Akil Bello, *The Princeton Review*
John Leach, *Emory University*

Speaker Introduction:

- Sean Vereen, *President*, Steppingstone Scholars, Inc.

Keynote Speaker:

- Laura W. Perna, *James S. Riepe Professor and Executive Director, Alliance for Higher Education and Democracy (AHEAD)*, University of Pennsylvania

Location: Liberty AB

1:45 PM – 3:00 PM CONCURRENT WORKSHOP SESSIONS

Meaningful Connections: How Supporting Underrepresented Students Can Transform the Individual, the Students, and the Campus

- Mohammed Ahamed, *Admissions Counselor for Multicultural Recruitment*, Bucknell University

Of all the important support systems in place to help underrepresented students navigate the college scene, few play a more pivotal role than the connection and relationship with key staff and administrators on campus. It is essential staff on college campuses take a keen interest in ensuring students' success is a top priority. Taking the time for meaningful connections, being resourceful, and providing guidance and support to students is essential to enriching their overall experience and enabling them to successfully adapt to college. This workshop will bring to light the intangible benefits of a collaborative atmosphere and suggest strategies, methods, and approaches to creating such an environment. In addition, the presenter will discuss how meaningful connections and relationships also benefit professionals.

Skill Level: Familiar with the Field
Location: Freedom E

Cultivating and Leveraging Near Peer Relationships in Supporting College Access

- Pablo Cerdera, *Ninde Scholar Tutor Leader*, Oberlin College-Ninde Scholars Program
- Lara Griffin, *Ninde Scholar Tutor Leader*, Oberlin College-Ninde Scholars Program
- Katie Hayes, *College Access Coordinator*, Oberlin College-Ninde Scholars Program
- Susan Pavlus, *Director of Education Outreach*, Oberlin College

The Ninde Scholars Program is a collaboration between the Oberlin City School District, Oberlin College, the Community Foundation of Lorain County, and the Urban League of Lorain County. This partnership leverages the near peer relationships Oberlin College students develop with students in grades seven through twelve through academic tutoring and college access workshops. Through reflective practice and staying abreast of current college access trends, the Ninde Scholars Program assists first generation, low-income, underrepresented students in applying to and succeeding in college. Learn from this unique community collaboration how to identify ways to bolster college access programming, develop college students as peer mentors and tutors, and refine techniques to help students prepare to enter college in the next five years.

Skill Level: Familiar with the Field

Location: Freedom F

College Guidance for Best “Fit” - Admissions Plans that Support Success

- Timothy Jerome, *Associate Director, Recruitment and Retention*, Philadelphia Futures
- Joaquim Hamilton, *Director, College Connection Program and the Young Men’s Initiative*, Philadelphia Futures

Unfortunately, undermatching and overmatching students can be a common, if unintended outcome in college guidance efforts. Students sift through unreliable and often conflicting sources of information that tend to encourage binary thinking; an extensive variety of post-secondary options becomes effectively reduced to a few colleges that students view objectively as either “good” or “bad.” Successfully serving low-income, first generation students for 25 years, Philadelphia Futures has honed its college advising to combat this disconcerting trend by helping students find schools that will be the best academic, social, and financial “fit” for each of them. Ranging from the free resources shared in our *Step Up to College Guide* to the “Fit Form” used in our academic programs, and encouraging attendees to share wisdom with one another, this session will explore strategies for effective college guidance that support access to the higher education institutions that offer the best opportunities for college success.

Skill Level: All Levels

Location: Freedom G

Making The Most of Your Partnerships: Best Practices for Best Placements

- Kate Auger-Campbell, *Director of Outreach*, Secondary School Admission Test Board (SSATB)
- Nahin Jorgge, *Associate Director of Admissions and Coordinator of Multicultural and Diversity Recruitment*, Phillips Exeter Academy
- Bernadette Sarlo, *Associate Director of Placement*, New Jersey SEEDS

Does your CBO belong to other associations or partner with other local CBOs? Have you considered the ways in which you might work together with other groups to better assist students and families during the secondary school admissions process? What data and resources are available to you already, as a part of existing partnership organizations, that can assist you in your work? This session will examine how New Jersey SEEDS makes use of resources provided by SSATB, the ways all CBOs can utilize available resources to prepare students for SSAT testing, and how to better understand and interpret test score results. A seasoned admissions professional will share how test scores can be used in the admissions process and why having a solid understanding of your organization's longitudinal data around student achievement pre- and post-enrollment at independent schools can increase your student advocacy during the admissions process.

Skill Level: All Levels

Location: Freedom H

The Program Director's Guide to Mathematics

- Daniel Zaharopol, *Executive Director*, The Art of Problem Solving Foundation
Mathematics is a key gateway to success in STEM fields, but often many of us are not mathematically trained. This session will examine what math is needed for a STEM major in college, address implications for students' K-12 careers, and help you feel confident guiding a math program. Takeaways will include a number of specific curricular resources that can help prepare students for success, as well as ideas for how to select the strongest math faculty, including a non-mathematician's guide to interviewing math teachers. This session is appropriate for instructional staff or guidance counselors, in addition to program directors.

Skill Level: All Levels

Location: Independence A

Access, Equity, and Integrity: Reaching Students Who Are Still Underserved

- Jessica Quintana Hess, *Associate Director of Admissions and Coordinator of Partnerships*, Lycoming College
- Tania Rachkoskie, *Director of Outreach*, The Common Application
CBOs, colleges, and universities across the country have been working together to reach students and help them access college. But what about the students who do not have access to quality college counseling, are not involved with a CBO, and do not have parental support encouraging them to reach higher? What can we in higher education do to support the students who are unreached and underserved? This session will be an opportunity to consider strategies and innovative ideas for reaching "the other students."

Skill Level: All Levels

Location: Independence B

Affirmative Action in Admissions: Policy Impacts Post-Fisher

- Jay Rosner, *Executive Director*, The Princeton Review Foundation
- Theodore Ruger, *Deputy Dean and Professor of Law*, University of Pennsylvania
For programs serving underrepresented minority students seeking access to selective colleges, the status of affirmative action can be relevant. It is important that both educators

and the public are aware of the national implications of affirmative action on campus diversity and inclusivity. This workshop will address the current status of affirmative action and discuss the present and future implications for policy and practice.

Skill Level: All Levels

Location: Independence C

NPEA Data Counts: Understanding our Collective Impact on the Field of Educational Access and Success

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- Heather Jenkins, *Director, High School Prep, and Academics and Program Evaluation*, Buffalo Prep
- Mai Lee, *Executive Director*, HYPE Los Angeles
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Skill Level: All Levels

Location: Independence D

3:15 PM – 4:30 PM CONCURRENT WORKSHOP SESSIONS

Full Circle: Collecting Longitudinal Data about Student Outcomes Through Multiple Sources and Using Results for Student Support

- Jennifer Ghidui, *Regional Director*, Big Picture Learning
- Katherine Lynk Wartman, *Independent Research Consultant*, Big Picture Learning

Big Picture Learning has been conducting a longitudinal study of its graduates since 2006. When some traditional sources of data collection proved limiting, the research team looked to alternative channels to find out where former students were and what and how they were doing. Through interviews with former advisors, teachers, college counselors, and other school personnel, Big Picture Learning was able to gain valuable information about students' education, employment, and personal and civic lives. In this session, learn about a unique process for collecting longitudinal data and how to use the results in support of current students and alumni.

Skill Level: All Levels

Location: Freedom E

You Belong Here: Helping Underrepresented Students Thrive in Independent Schools

- Alison Park, *Founding Consultant*, Blink Consulting
- Nonoko Sato, *Executive Director*, SMART

Students and families transitioning from public into independent schools must prepare for entrance into a different community. In order to best support underrepresented students and families and ensure they thrive, private schools also have a responsibility to help them prepare. In this cultural competency workshop, participants will identify common experiences, dynamics, and challenges for lower-income and racial minority students and families transitioning from public to private middle and high schools. The presenters will explore responsibilities, opportunities, and effective practices to create inclusive learning and growing communities that benefit students and families of all backgrounds. This conversation will model and highlight the critical connections among public schools, private schools, and CBOs that can facilitate equity in education.

Skill Level: Familiar with the Field

Location: Freedom F

Students and Homelessness: From the Back Halls to the Front of the Class

- Deborah Hughes, *Chief Executive Officer and President*, Brookview House, Inc.
- Valina Jackson, *Chief Operating Officer*, Brookview House, Inc.

The U.S. Department of Education reported a record 1.3 million students experienced homelessness during the 2012-2013 school year. Students are now the fastest growing segment of the homeless population with some seventy-five percent typically dropping out of school. Through research and practice, evidence shows with appropriate interventions students will recover from the trauma and instability of homelessness, do well in school, and thrive. In 1996, Brookview House created the first youth development model licensed by the Commonwealth of Massachusetts that brings together educators, parents, and community partners to change how we nurture, educate, and engage school-age youth experiencing homelessness. What are the core principles, interventions, and methodologies used to integrate trans-disciplinary strategies, develop practical skill building, and translate passion and values into improved behavior? The presenters will examine this question and share their youth development model and other best practices.

Skill Level: Familiar with the Field

Location: Freedom G

Opportunity and the Redesigned SAT: How the College Board, Khan Academy, and You Can Work Together to Increase Access to College for All Students

- Farhad Asghar, *Senior Director of Strategic Partnerships, Access to Opportunity*, College Board
- Emelyn Ebeyer, *Senior Director, Training and Outreach, SAT & PSAT/NMSQT Assessment Programs*, College Board
- Stephen Zori, *Senior Director of K-12 Services*, College Board

In March of 2014, the College Board announced its plan to redesign the SAT as part of a larger goal to deliver opportunity and expand access to college for all. This session will focus

on the changes to the SAT and how they connect to the College Board's Access to Opportunity (A2O) efforts. A2O is designed to identify and break down barriers that prevent students, particularly low-income, first generation, and underrepresented minority students, from applying to and enrolling in colleges that are the best academic, social, and financial fit. In addition, the College Board's new partnership with Khan Academy will provide students and educators with personalized, free online practice that complements classroom instruction. This adaptive practice experience will be tailored to each student's strengths and weaknesses, using official College Board test materials and supported by Khan Academy resources.

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

Location: Freedom H

A Blueprint to Building Bridges: Connecting Minority Males to College Success

- Angela Bugayong, *Program Officer*, College Success Foundation-DC
- Nathaniel Hamilton, *Student*, University of Arizona
- Zuogwi Reeves, *Program Associate*, College Success Foundation-DC
- Rasheem Rooke, *Program Officer for College Completion*, College Success Foundation-DC
- William Walker, *HERO Program Associate*, College Success Foundation-DC

The My Brother's Keeper Initiative challenges the nation to strengthen our young people and to ensure young men of color reach their full potential. The national six-year graduation rate of black males is thirty-three percent. In the District of Columbia's Wards 7 and 8, only one percent of males graduate from college in five years. How do mentoring and grit coincide to successfully graduate minority males? The College Success Foundation-DC, which serves ninety-eight percent African American students, will provide a student perspective on college completion and success. Drawing upon their experiences working with African American students in the program, the presenters will demystify strategies for how to support minority males with college success and completion.

Skill Level: All Levels

Location: Independence A

Engaging Parents as Partners to Ensure Student Success

- Olivia Nunez, *Director of Community Engagement*, GO Project
- Christine Tangel, *Director of GO Families*, GO Project

As schools seek to increase student achievement, it is important to consider how parent expertise can be leveraged. Research demonstrates when parents and teachers collaborate, greater gains are made. By increasing parent involvement in schools and outside of school programming, staff will have greater access to necessary information and can collaborate to ensure the strategies implemented in the program or school can be reinforced in the home. This workshop highlights ways in which parent engagement can be strengthened by identifying how parents, teachers, and school administrators can partner and share information in order to ensure holistic student success.

Skill Level: Familiar with the Field

Location: Independence B

Equal-Opportunity Admission: Strategic Support and Advocacy for Low-Income Students During the College Admission Process

- Tara Gellene, *Senior Program Officer and Director of Writing Instruction*, LEDA (Leadership Enterprise for a Diverse America)
- Frances Nan, *Assistant Dean of Admissions*, Pomona College
- Sonya Smith, *Associate Dean of Admission, Diversity Outreach*, Princeton University
- Nadila Yusuf, *Director of College Guidance*, LEDA (Leadership Enterprise for a Diverse America)

Inspired by recent research and highlighted by the White House College Opportunity Summit, there is a growing national effort committed to increasing the number of high-achieving, low-income students who attend selective colleges and universities. Yet, when these students apply to selective institutions, application materials do not always provide the information and context admissions offices need to effectively evaluate them. The LEDA Scholars Program is a national nonprofit organization dedicated to diversifying our nation's leadership by helping high-achieving, low-income students with leadership potential to gain admission to and succeed at selective colleges and universities. Hear from LEDA staff and college admissions officers about how you and your students can effectively use traditional application materials, including application essays, supplemental recommendations, and high school profiles, to showcase your students' nontraditional strengths. You will also learn how to go beyond the application, provide advocacy, and help students become self-advocates during the admission process.

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

Location: Independence C

Providing a Professional Education: Preparing Scholars for the Workforce

- Lena Chao, *Scholar Services Coordinator*, Oliver Scholars Program
- Daniel Lobo, *Scholar Services Coordinator*, Oliver Scholars Program
- Jeanna Murat, *Scholar Services Coordinator*, Oliver Scholars Program
- Emanuel 'Manny' Vega, *Program Manager of Scholar Services*, Oliver Scholars Program

In our line of work, access is often framed around helping underrepresented students gain access to higher education. Unfortunately, the rhetoric usually stops at higher education, even though the issue of access certainly does not. This session will share how the Oliver Scholars Program has designed and implemented a professional education curriculum meant to augment the rigorous academic education being delivered by its scholars' respective independent institutions. Additionally, the presenters will discuss identified areas for improvement and share best practices in order to strengthen programming and unlock the potential for efficient expansion of similar programs elsewhere.

Skill Level: All Levels

Location: Independence D

4:45 PM – 6:30 PM NETWORKING RECEPTION

Network with fellow conference attendees and continue conversations from earlier sessions. Be sure to bring your business cards to share.

Location: Liberty Foyer ABC

7:30 PM – 9:00 PM MOVIE SCREENING

Remarks: Matthew Nagato, *Writer, Director, Producer, Ike: Knowledge is Everywhere*

Please join us for a viewing of the new film, *Ike: Knowledge is Everywhere*, a celebratory film about the power of compassion, collaboration, and community to address society's most pressing social issue – education. Throughout four deeply personal and emotional segments, *Ike: Knowledge is Everywhere* illustrates the stark reality faced by students of all ages, while also revealing solutions that provide hope and a pathway to a brighter future for all.

Location: Freedom E

FRIDAY, APRIL 17, 2015

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

Network with other conference participants and discuss what you have learned at the conference so far.

Location: Liberty AB

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

Speaker Introduction:

- T.J. Locke, *Head of School*, The Episcopal Academy

Keynote Speaker:

- Joshua Aronson, *Associate Professor of Applied Psychology*, Steinhardt School of Culture, Education, and Human Development, New York University

Location: Liberty AB

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

Moving the Needle on Retention and Graduation Rates for Underrepresented Students:
Using a Texting Platform to Support College Student Success

- Erin Cox, *President*, uAspire
- Brian Kathman, *Chief Executive Officer*, Signal Vine, LLC
- Doreen Kelly-Carney, *Co-Director of College Placement*, Academy of the Pacific Rim
- Diane Scott, *Co-Director of College Placement*, Academy of the Pacific Rim

How do we meet students where they are once we have successfully placed them in colleges

across the country? Come hear about an exciting texting platform with the power to revolutionize communication with underrepresented college students by providing helpful reminders and support via cell phones. Presenters will showcase how Signal Vine works through two successful pilots. The first is a pilot with financial aid organization uAspire to reduce summer melt. The second is a new pilot with an urban charter public school, Academy of the Pacific Rim, aimed at going beyond financial aid to address academic and social-emotional concerns, and increase retention beyond sophomore year to attain successful degree completion.

Skill Level: All Levels

Location: Freedom E

The Other 1%: Limitations to Educational Access for Military Families

- Maria Montalvo, *Executive Director*, Corvias Foundation

The growing number of and definitions for a military student highlight a population attempting to pursue higher education despite significant adversity. Active-duty and veteran students and family members are still underrepresented in overall graduation rates and in programs and services to support academic perseverance and success. Military students include veterans, active-duty service members, and their spouses and children, and are characterized by challenges unique to being a member of a military family during times of war. The number of students from military families is large enough to merit further study, similar to other student sub-populations, and to pursue initiatives to improve their performance in K-12, as well as in their pursuit of higher education. Case studies of states, educators, and administrators who proactively support this population will be reviewed. Policies, programs, and initiatives at the institutional and legislative levels will highlight opportunities for success.

Skill Level: All Levels

Location: Freedom F

Building Connections with the Financial Aid Office

- Sarbeth Fleming, *College Counselor*, The Westminster Schools
- Andy Hoge, *Director of Admissions and Placement*, New Jersey SEEDS
- John Leach, *Director of Financial Aid*, Emory University

Conversations with colleges and universities almost always begin with the admissions office, but often end with the financial aid office, sometimes with wonderful results and at other times with great disappointment. We all know students and families must complete the FAFSA and possibly the CSS Profile for analysis, but what do the colleges do with this information once it is received? What role will the financial aid office play in the life of a student over the next four years? How is the philosophy of the financial aid office aligned with the goals of access and affordability? In this session, the presenters will discuss these and other questions focused on how to support students in their interactions with the office of financial aid and how to build relationships with that office.

Skill Level: All Levels

Location: Freedom G

Gather 'Round the Table: Lessons Learned from a College Planning Workshop and How to Implement One in Your Community

- Mojeje Omuta, *Educational Adviser*, Jack Kent Cooke Foundation
- Evan Read, *Educational Adviser*, Jack Kent Cooke Foundation
- Robert Rivas, *Director of Multicultural Recruitment and Senior Assistant Dean of Admission*, Swarthmore College
- Marissa Lifshen Steinberger, *Lead Educational Adviser*, Jack Kent Cooke Foundation

It is often a challenge to demystify the college admissions process for both students and families, but it can be especially challenging for first generation and low-income students. Creating a comprehensive college planning program that emphasizes mock admissions committee workshops and interviews will provide community members with the background necessary to navigate the college search and application process. Although everyone (students, parents and guardians, teachers, and counselors) can benefit from this exercise, it is particularly useful as a strategy to empower first generation students and their families to better understand how various pieces of the application process work together and how to best utilize these components. Facilitated by professionals from CBOs and colleges, this workshop will share strategies and lessons learned to encourage attendees to create engaging college planning programs in their own communities.

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

Location: Freedom H

Belonging and Succeeding at School: Collaborations between Educational Access Programs and Partner Schools

- Jeanne Ting Chowning, *Associate Executive Director*, Rainier Scholars
- Kathy Mitchell O'Neal, *Director of Enrollment Management*, University Prep

For students who are first in their family to go to college, college preparatory environments can be daunting. This workshop will feature an interactive discussion focused on the various ways in which school partners engage with educational access organizations. The presenters will take a holistic, 360° approach to looking at the interactions between students and families, college access organizations, and schools. What are some of the ways schools have found to most effectively engage parents and students who are affiliated with college access organizations? How, in turn, have access organizations partnered with schools in productive ways? Participants will discuss challenges their organizations have faced and learn successful practices used by others. The presenters will introduce approaches to school partnership utilized by Rainier Scholars. Attendees will broaden their understanding of the range of strategies used by NPEA organizations to support student success across different settings.

Skill Level: All Levels

Location: Independence A

Connecting Research and Practice to Create High-Performing Programs

- Sarah Conrad, *Chief Program Officer*, The Steppingstone Foundation
- AiLun Ku, *Chief Operating and Programs Officer*, The Opportunity Network
- Anne Radday, *Senior Manager, Research and Assessments*, Root Cause

Research-based best practices are the key to efficient and effective program design. Learn how to capitalize on existing research and use it to build results-driven interventions into your college access and success programs. Root Cause will discuss a handful of the most important best practices for effective college access and success programs. The Steppingstone Foundation and The Opportunity Network will bring this topic to life by sharing how their teams implement these practices to effectively serve underrepresented students. You will learn how these high-performing programs adapt best practices to their contexts and discover ways you can apply these practices in your program. Come learn how to bridge research with practice and share stories of success from your own organization.

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

Location: Independence B

What We Did Right and What We'd Never Do Again: Lessons Learned in Program Replication and Growth

- Jessica Cogan, *Regional Director*, SEO Scholars San Francisco
- Alicia Parise, *Assistant Director of Program*, SEO Scholars San Francisco

It probably goes without saying you need planning and adequate funding to expand a program and its impact. Figuring out just how much funding and how long it will last, as well as planning for staffing, space, materials, cultural differences, and more, is not quite as clear. Three years ago, in San Francisco, SEO Scholars launched the first expansion site outside of New York City in its 48-year history. In this workshop, the presenters will share hard-learned do's and don'ts about program replication and lessons applicable to any programs or organizations looking to expand their impact. Attendees will have a chance to share ideas around scaling and also gain tools to build a plan for growing regionally, nationally, or within the organization itself.

Skill Level: All Levels

Location: Independence C

The Latino Population and the College Choice Process

- Alex Rosero, *Founder and Principal*, Amapola

This workshop will provide general information about the U.S. Latino population, in particular its students. Beyond general demographics, attendees will learn about the unique characteristics and needs of the distinct Latino student population, including new immigrants and first and second generation students. The presenter will share research on the impact of race and ethnicity, country of origin, parental education attainment, and other factors that may influence Latino higher education aspirations and attainment. Additionally, the workshop will focus on a three-stage college choice decision-making process across the student education life cycle. Each stage, and the factors that influence college choice, will be discussed with special attention to the critical nature of parent engagement. Workshop attendees will be asked to reflect on their existing Latino student services and to consider ways to enhance their current efforts, and/or pilot new programs, by using the college choice process as a framework and taking into account the nuances of the unique Latino population.

Skill Level: All Levels

Location: Independence D

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

What's Current and Key Priorities: Updates from the U.S. Department of Education

- Greg Darnieder, *Senior Advisor to the Secretary on the College Access Initiative*, U.S. Department of Education

Please join Greg Darnieder, from the U.S. Department of Education, as he provides important updates on current federal education policy initiatives. In keeping with the Department's mission to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access, Mr. Darnieder will share current federal policy priorities, including FAFSA, Pell Grants, digital learning, and more. The workshop will also include updates on First Lady Michelle Obama's Reach Higher Initiative, as well as efforts to promote college and career readiness and support young men of color.

Skill Level: All Levels

Location: Freedom E

Peer Group Connection: Transforming Schools Through Evidence-Based Mentoring

- Margo Ross, *Senior Director of Development*, Center for Supportive Schools

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 people in their schools value them and want them to succeed. A growing body of evidence strongly suggests 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 to high school transition to improve 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.

Skill Level: All Levels

Location: Freedom F

Supporting Undocumented Students on the Path to College

- Sarah Conrad, *Chief Program Officer*, The Steppingstone Foundation
- Joshua Levy, *Partner*, Ropes & Gray
- Maria Sotomayor, *Civic Engagement and Community Outreach Coordinator*, Pennsylvania Immigration and Citizenship Coalition
- Elizabeth Yaeger, *Staff Attorney*, HIAS Pennsylvania

This workshop will present best practices and legal options for supporting undocumented students and families. Participants will first learn about the challenges undocumented students experience on their educational path, including a review of current laws impacting undocumented students and their families. Then, a case study will be shared wherein a law firm, Ropes & Gray, partnered with a nonprofit, The Steppingstone Foundation, to provide pro bono legal services and supports to Scholars and families. Learn about the challenges and successes of this partnership, lessons learned, and best practices for how organizations can create similar partnerships and provide support for undocumented students and families.

Skill Level: All Levels
Location: Freedom G

Stemming the Slide: How Summer Presents Unique Challenges and Opportunities for Underrepresented Students

- Monica Logan, *Vice President of Program and Systems Quality*, National Summer Learning Association
- Dara Murray, *Manager of Program Quality and Evaluation*, National Summer Learning Association

Summer learning loss is the loss in academic skills and knowledge over the course of summer vacation when young people are not engaged in academic and enriching summer activities. Not surprisingly, these losses compound every summer. More than half of the ninth grade achievement gap in reading can be explained by unequal access to summer learning opportunities during the elementary school years. The gap between middle- and low-income students with no access to summer school grows wider throughout their elementary school years. By the end of fifth grade, low-income children are approximately two and a half years behind their more affluent peers, primarily because of summer learning loss. Summer learning losses have later life consequences, including high school curriculum placement, high school dropout rates, and college attendance. Learn how engaging young people in a rigorous and enriching summer experience can positively impact student achievement, improve outcomes, and reduce the achievement gap.

Skill Level: Familiar with the Field, Experienced in the Field
Location: Freedom H

Diversity Matters: Strategies for Building and Retaining a Diverse and Talented Faculty

- Justin McLean, *Director of Multicultural Affairs*, The Meadowbrook School of Weston
- Jane Ventrone, *Senior Director of Teaching and Learning*, The Steppingstone Foundation

There is a great need to increase the diversity of America's teaching force. To address this need, schools and nonprofit organizations must engage in deliberate and strategic action. This workshop will share strategies The Steppingstone Foundation and The Meadowbrook School of Weston have implemented to increase the diversity of their teachers as well as the overall quality of their faculty. Participants will have the opportunity to work in small groups to design hiring processes for various educational scenarios, thus gaining new tools that can be utilized to update the hiring process in their own schools and organizations.

Skill Level: Familiar with the Field, Advanced in the Field
Location: Independence A

Partnerships for Student Success: A Collaborative Approach to Supporting Underrepresented Students from Middle School Through College Graduation

- Sara Hahn, *Co-Founder*, Determined to Succeed
- Robert Mack, *Associate Dean of Undergraduate Education/BLAST Director*, Tufts University
- Ivan Nunez, *Student*, Tufts University

This session will provide a holistic picture of how successful partnerships can be formed to

promote educational access by providing hands-on support for high-achieving, low-income students who are often first generation college students. This support seems to be most effective when it begins in middle school and continues through high school and college until graduation. This session will provide an overview of a particular collaboration that has been fostered between two educational programs – Determined to Succeed, a tutoring, mentoring, and college access program, and Bridge to Liberal Arts Success at Tufts (BLAST), a college bridge and support program at Tufts University – that work together to foster student success for those at risk of falling through the cracks once they get accepted to and are attending college.

Skill Level: Familiar with the Field

Location: Independence B

Soy Mi Cuento: Bridging Multiple Worlds in Independent Schools

- Lillian Diaz-Imbelli, *Researcher, Writer, and Advocate*

This workshop will share findings in the area of hybrid identity gathered through research and interviews with successful, independent school graduates. Through a study implemented by the presenter, students in independent schools shared their successes and challenges during their educational journey as their identities developed. This research offers important data to support strategic planning and program development in order to serve underrepresented students in independent school settings.

Skill Level: All Levels

Location: Independence C

The Yes We Must Coalition and the New Student Majority

- John Bassett, *President*, Heritage University
- Thomas Foley, *President*, Mount Aloysius College
- Marcia Hawkins, *President*, Union College
- Gloria Nemerowicz, *President*, Yes We Must Coalition

This workshop will be an introduction to the Yes We Must Coalition, an organization of 36 colleges and universities that enroll fifty percent or more Pell-eligible undergraduate students and are committed to their success. The panel will consist of the founder and president of the Coalition and the presidents of three Yes We Must schools. The presidents will discuss their missions and the approaches that have been developed to increase the success of low-income and first generation students. Additionally, information will be provided on the current state of Pell Grants in our country.

Skill Level: All Levels

Location: Independence D

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

Speaker Introduction:

- Markeeta Davis, *Senior*, Motivation High School; and *Upward Bound Participant*, University of Pennsylvania

Keynote Speaker:

- Wil Haygood, *Author*, *The Butler: A Witness to History*

Location: Liberty AB

2:30 PM – 3:30 PM BOOK SIGNING

Book Signing:

Wil Haygood is pleased to sign copies of his book immediately following his remarks.

Location: Liberty Foyer AB