Raising Our Voices
Bold Innovations That Empower Students
Dear Colleagues,

On behalf of the National Partnership for Educational Access (NPEA), I would like to welcome you to the 11th annual conference, Raising Our Voices: Bold Innovations That Empower Students. We are thrilled to be with you in Chicago and look forward to a productive and memorable event.

As our country continues to face overwhelming challenges, NPEA’s 11th annual conference invites us to collectively raise our voices to champion the power of educational access and success. We will focus on bold innovations with proven results designed to empower students on their unique educational journeys, and learn from those who are committed above all else to dismantling systems of inequity. The time is now for open and frank discussions on topics such as college affordability, student mental health and well-being, identity and character development, youth voice, college and career readiness, measuring our impact, and diversity, equity, and inclusion issues across the field. Working together, we will continue to meet last year’s call to action to unite for change as we reimagine educational access and success in partnership with students, families, colleagues, and communities.

This conference would not be possible without the dedication of many partners and friends. We would like to thank all those who generously contributed to the conference preparations, including the many conference planning committee members, NPEA members, workshop presenters, keynote speakers, conference sponsors and supporters, and more.

While the NPEA conference is a valuable opportunity to come together each year to share best practices and expertise, facilitating connections and best practice sharing is something NPEA does on a year-round basis with our 550+ members and network of 2,000 educators across the country. Our mission of connecting people, practices, and innovations to eliminate barriers to educational access and college and career success for underserved students is the most important priority for us and our members. We invite all to join in eliminating barriers to ensure success for students and to engage in meaningful conversations, impactful solutions, and a collective raising of our voices for positive change.

We look forward to a productive conference and continued work together in the months to come.

In partnership,

Karin Elliott
Executive Director, NPEA
Steppingstone founded NPEA in 2007 because we believe in the power of working together. Over the past decade, you have turned that vision into a powerful nationwide movement. Thank you, NPEA community, for your insights, your dedication, and your partnership. We’re proud to work beside you!

WWW.TSF.ORG

Over the course of the conference, we encourage you to find ways to fully engage with the content and with each other.

**DURING THE CONFERENCE:**

- When you connect with others at the conference, put their number in your cell phone. Make a plan to text or call and check in with them after the conference.
- Debrief with others after keynote and during lunch.
- Attend the Empower Each Other Welcome Reception on Wednesday and the Network With Purpose Reception on Thursday.
- Attend the Resource-Sharing Fair on Thursday afternoon.
- New to NPEA and/or the conference? Attend a New Member or First-Time Conference Attendee Breakfast Roundtable on Thursday or Friday morning.
- Take notes! At the end of each day, see if you can summarize your learning to a few concrete, concise takeaways you can act on after the conference.
- Don’t forget to share your feedback! Fill out the NPEA Conference Evaluation to share what you loved about the conference and how we could improve.
- Take some photos of learning in action and share via social media – don’t forget to use #NPEA2019 and #NPEA365.
- Take a selfie with a new connection and tweet it!
- Here with your colleagues? Be sure to divide and conquer the workshop sessions so you can take in as much as possible and share lessons learned with your team!
- Conversation starters: Is this your first NPEA conference? What have been your favorite sessions/speakers so far?
- Remember to take a moment for yourself and breathe.
- Attend a Thursday night Dine-Around and connect with other conference attendees over dinner.
- Consider opportunities for learning, partnership, and/or collaboration. Do others serve students your program or school would like to recruit? Would another program or school be a resource for your students?
- Introduce yourself to anyone sitting near you at lunch, in the keynote sessions, or in workshops.

**AFTER THE CONFERENCE:**

- Make sure to set aside time when you return home to pass on what you learned here!
- If you attended the conference with colleagues, set a date/time to debrief and share what you learned with them and others in your office.
- Are you here alone? Plan to share your notes and impressions with your colleagues during a brown bag lunch or staff meeting after the conference.
- Did you take any photos at the conference? Please email them to us and we’ll share via NPEA’s social media pages.
- Hungry for more professional development in the field? Schedule a call after the conference with one of the NPEA staff to learn more about our webinar series, research briefs, summer reading lists, and more! We invite you to join us in membership.
Angela Bouchard, The Steppingstone Foundation (MA)
Andee Bowden, The College Board (DC)
Lynn Cartwright-Punnett, Bridge to Enter Advanced Mathematics (BEAM) (NY)
Amanda S. Case, Purdue University (IN)
Jonathan Chaparro, Brawen (IL)
Brittney Cleveland, College Greenlight (IL)
Sarah Conrad, The Steppingstone Foundation (MA)
Brittney Cooper, Up2Ed Education (TX)
Tasha R. Green Cruzat, Voices for Illinois Children (IL)
Alicia A. DeLaRosa-Velasquez, Daniel Murphy Scholarship Fund (IL)
Derrick M. Fleming Jr., Chicago Scholars (IL)
Magdalena Fonseca, University of Washington (WA)
Manuel French, Chicago Public Schools (IL)
Audrey George, Horizons for Youth (IL)
Alvin Glymph, DeKalb County School District (GA)
Stephanie Gonzalez, Williams College (MA)
Jessie Goldsiner, Women Employed (IL)
Toinette Gunn, Chicago Debate (IL)
Elissa Halpern, College Bound Opportunities (IL)
Kevin Hartnett, Genevs Works Chicago (IL)
Geoff Hurt, Breakthrough New York (NY)
Terry James-Sokolmon, Milton Academy (MA)
Elena Jay, The Steppingstone Foundation (MA)
Valencia T. Jones, Washington University in St. Louis (MO)
Jill Kohlberg, Noble Network's Summer of a Lifetime (IL)
Rebecca Kropp, The Steppingstone Foundation (MA)
Dennis Lucerell, Urban Prep Academies (IL)
Sean Logan, Phillips Academy (MA)
Manomay Malathip, DeKalb County School District (GA)
Janae Meyer, MetroSquash (IL)
Gayle Meyers, Scholar Scholar Program (IL)
Katrina Ng, The Steppingstone Foundation (MA)
Marcia Oglesby, DeKalb County School District (GA)
Jimi Orange, Chicago Urban League (IL)
Rebecca Gomez Palacio, College Access Adviser (PL)
Amanda Parada-Villatoro, DePaul University (IL)
Nate Pietrini, High Jump (IL)
Christine Poorman, College Possible Chicago (IL)
Tania Rachkoskie, Education Consultant (VA)
Eric Rapp, Noble Network of Charter Schools (IL)
Jonathan Reynolds, Carnegie Mellon University (PA)
Concy Richards, College Possible Chicago (IL)
Eugene Robinson, Jr., Chicago Public Schools (IL)
Elena Sicairos, The Steppingstone Foundation (MA)
Cassandra Stark, College Greenlight (IL)
Mary Sullivan, The Steppingstone Foundation (MA)
Ralph Tavares, Providence College (RI)
Jamie Turner, Year Up – Chicago (IL)
Yvette Vargas, Year Up – Chicago (IL)
Jane Ventronne, The Steppingstone Foundation (MA)
Jos-Danielle Whitehead, Brown University (RI)
Annie Wu, The Steppingstone Foundation (MA)
Shelly Zhou, Minds Matter National (NY)

About Steppingstone

Founded in 1990, The Steppingstone Foundation develops and implements programs that prepare underserved students for educational opportunities that lead to college success. Based on the premise that, regardless of circumstance, children can achieve at high levels academically if given effective preparation and support, Steppingstone programs emphasize rigorous standards and achieve meaningful results. The Steppingstone Academy in Boston prepares middle-grade, motivated students for admission to selective independent and public exam schools, with the goal of ultimately graduating from four-year colleges. The Steppingstone Academy has been replicated in Hartford and Philadelphia. In 2011, Steppingstone launched the College Success Academy to further increase the number of Boston students graduating from four-year colleges. Serving students from four Boston public schools, the College Success Academy provides academic programming during the summer and after-school in the middle grades in order to prepare Scholars for a successful transition to high school. Support and college readiness services through high school and college are designed to ensure Scholars enroll at and graduate from four-year colleges.

Building on its strong success providing high-quality services to students and families, Steppingstone launched the National Partnership for Educational Access in 2007 to provide a learning community for organizations and schools committed to increasing educational opportunities for motivated, underserved students across the country.
The National Partnership for Educational Access (NPEA) is a membership association that connects the people, practices, and innovations essential for eliminating barriers to educational access and college and career success for underserved students. Working together, our members make it possible for all students to access high-quality learning opportunities and to thrive at every phase of their unique educational journeys.

With more than 2,000 education professionals, and over 350 member organizations and schools in 37 states (plus Canada, Guam, and The Bahamas), NPEA members reach well over 500,000 underserved students each year. NPEA members are united in their commitment to the following core values that define how we approach educational access and success, frame how we collectively support underserved students, and are critical to our success in building students’ paths to and through college.

**Student success is at the core of our partnerships.** Though our work is accomplished as a network of organizations, individual student achievement is the paramount benchmark of our collective impact.

**Promoting educational equity is a moral imperative.** All students are equally deserving of the opportunity to succeed on the path to and through college. We readily embrace the responsibility to meet each student where they are in an effort to promote equity.

**Our community of educators reaches students across the entire educational journey.** Frequent and ongoing collaboration across the K-16 spectrum deepens the reservoir of shared knowledge and relays invaluable insights among members.

**We strive to be a diverse and inclusive community.** Appreciating a wide variety of perspectives encourages us to be reflective, obligates us to freely share who we are and what we know, and ensures every member has both a voice and a seat at the table.

**We focus on measurable outcomes.** We insist upon the rigorous collection, tracking, and analysis of data, both to objectively gauge our progress and to inspire a mode of continuous improvement for NPEA, our members, and the educational access field.

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**Conference Agenda At-A-Glance**

**WED, APRIL 3**

- 12:00 – 1:00 PM Pre-Conference Event Registration/Check-In
- 1:00 – 4:00 PM Pre-Conference Workshop
- 1:00 – 4:30 PM Community Site Visits – Chicago Scholars - University of Chicago
- 4:30 – 6:30 PM Conference Registration
- 5:00 – 6:30 PM Empower Each Other Welcome Reception
- 7:00 – 8:30 PM America to Me Documentary Screening and Discussion

**THURS, APRIL 4**

- 7:00 – 8:15 AM Breakfast, Networking, Roundtable Discussions, and Registration
- 8:15 – 9:45 AM Opening General Session: Alumni and Young Professionals Panel
- 10:00 – 11:15 AM Workshop Sessions
- 11:30 AM – 12:45 PM Workshop Sessions
- 12:45 – 1:45 PM Networking Lunch
- 1:45 – 3:15 PM Award for Excellence Presentation and Keynote General Session
- 3:30 – 4:45 PM Workshop Sessions
- 4:45 – 5:30 PM Resource-Sharing Fair
- 5:30 – 7:00 PM Network With Purpose Reception
- 7:30 – 9:00 PM Optional Dine-Arounds

**FRI, APRIL 5**

- 7:30 – 8:45 AM Breakfast, Networking, and Roundtable Discussions
- 8:45 – 10:00 AM Keynote General Session
- 10:15 – 11:30 AM Workshop Sessions
- 11:30 AM – 12:30 PM Networking Lunch
- 12:45 – 2:00 PM Workshop Sessions
- 2:15 – 3:30 PM Closing Keynote General Session
- 3:30 – 4:00 PM Book Sales & Signing: Eve L. Ewing
- 7:30 – 8:45 AM Breakfast, Networking, and Roundtable Discussions
- 8:45 – 10:00 AM Keynote General Session
- 10:15 – 11:30 AM Workshop Sessions
- 11:30 AM – 12:30 PM Networking Lunch
- 12:45 – 2:00 PM Workshop Sessions
- 2:15 – 3:30 PM Closing Keynote General Session
- 3:30 – 4:00 PM Book Sales & Signing: Eve L. Ewing
PRE-CONFERENCE WORKSHOP

The Parent Factor: Engaging Parents and Developing Community Leaders

Elyse Danckers, Executive Director, Waukegan to College
Hilda García, Parent Leader and Parent Educator, Waukegan to College
Lilianna Gaytan-Conhurtowski, Board of Directors and Parent Educator, Waukegan to College
María González, Board of Directors, Parent Leader, and Parent Educator, Waukegan to College
Laura Rios, Program Manager, Waukegan to College
Najet Torres, Parent Leader and Parent Educator, Waukegan to College

Many schools and community-based organizations face challenges in how to engage parents. With programming focused on engaging with parents, this workshop will provide detailed examples of how parents are integrated into Waukegan to College’s leadership and operations. Parent leaders of Waukegan to College will present their roles in leading the organization, as well as in recruiting and onboarding new families. They will also share how Waukegan's new Parents Educating Parents Program is aimed at helping the broader community understand the paths to academic success and college. Participants will learn specific strategies for engaging with parents and developing community leaders, leaving with concrete tips and tools for ways to increase parent engagement.

Skill Level: Intermediate, Advanced     Location: Shakespeare Hotel

COMMUNITY SITE VISITS

Chicago Scholars Site Visit

Attend this site visit and learn about the 2018 NPEA/Cooke Award for Excellence recipient, Chicago Scholars. Chicago Scholars is a seven-year college access, college success, and career and leadership development organization working to shape Chicago’s next generation of diverse leaders. Chicago Scholars are academically ambitious first generation college students from under-resourced communities in Chicago. The program helps them to navigate the complex transitions into college, through college, and beyond to a career. On average, just 48 percent of Chicago Public School students who enroll in college receive a four-year college degree within six years, compared to 86 percent of Chicago Scholars. Come learn what Chicago Scholars is doing to transform the landscape of our city by selecting, mentoring, supporting, and advocating for the next generation of diverse leaders.
University of Chicago Site Visit
Please join us for a site visit to the University of Chicago. You will have the opportunity to learn how this respected institution is supporting low-income, first generation, underrepresented students on campus while engaging in a roundtable conversation with guest speakers from a number of on-campus student support offices and initiatives. Attendees will also hear an update on the current admissions cycle at the university, tour the campus, and have an opportunity to network with other site visit attendees.

4:30 PM – 6:30 PM CONFERENCE REGISTRATION
You will have time to register and pick up your conference materials prior to and during the Empower Each Other Welcome Reception.
Location: Wolf Point Ballroom Reception

5:00 PM – 6:30 PM EMPOWER EACH OTHER WELCOME RECEPTION
Welcome Reception Sponsor

Conference Welcome
Kelly Glew, President, The Steppingstone Foundation
Please join us as we kick off the 2019 Conference! You will have the opportunity to enjoy light appetizers and network with fellow attendees before an exciting two days of workshops and events. As we come together to discuss bold innovations and empowering students, we encourage you to use this time to empower your peers and colleagues to be leaders and advocates for students. We will provide prompts to help guide and inspire your conversations.

Location: Wolf Point Ballroom

7:00 PM – 8:30 PM AMERICA TO ME SCREENING
Please join us as we watch an episode of the recent documentary series, America to Me, which is set in one of Chicago's most progressive public schools. After the one-hour viewing, the audience will engage in a moderated discussion.

Discussion Panel:
Charles Donalson, Participant, America to Me; and Spoken Word Poet
Chala Holland, Principal, Lake Forest High School
Nate Pietrini, Executive Director, High Jump (Moderator)
Location: LaSalle

7:00 AM – 8:15 AM BREAKFAST, NETWORKING, ROUNDTABLE DISCUSSIONS, AND REGISTRATION
Conference registration will be open and registered attendees can check in to pick up a nametag, program, and other conference materials at this time. Connect with your fellow conference attendees in structured dialogue at our Breakfast Roundtables. There will also be an area in the ballroom designated for first-time conference attendees and new NPEA members.

Location: Sauganash Grand Ballroom Prefunction

7:30 AM – 8:15 AM OPTIONAL BREAKFAST ROUNDTABLES
First-Time Attendees and New NPEA Members
Join this informal breakfast roundtable to meet other first-time conference attendees and new NPEA members, and hear tips and strategies from veteran attendees about how to make the most out of your conference experience.

Skill Level: All Levels Location: Sauganash Grand Ballroom

College Student Satisfaction and Persistence: A 2018 Study
Candice Clawson, Director of Undergraduate Affairs, Prep for Prep
What causes students of color at our nation's top colleges to succeed? How do they perceive campus programs and interventions on their path toward graduation? Join us as we discuss the results of a 2018 survey that sheds light on the student experience, in their own words.

Skill Level: All Levels Location: Steamboat Hotel
So You Want to Start a Program in a New City? First Build Partnerships That Help You Understand the Community

Todd Barnett, Director of Partnerships, Family and Community Engagement, University of Chicago Charter School
Kate Hurlock, Senior Director of Expansion, Horizons National
Jose Ornelis, Executive Vice President, Horizons National
Ryan R. Priester, Director, Community Partnerships, University of Chicago

Are you considering expanding to a new community? Unsure about where to start or who to contact? Starting in a new community can be challenging. Using strategies that are focused on partnerships and long-term success has allowed Horizons National to expand to new cities across the country, including Chicago, where several other organizations are doing amazing work to address the significant need of students living in poverty. This roundtable will be an interactive discussion. Come learn about best practices and challenges related to expansion.

Skill Level: All Levels          Location: The Bull’s Head

Building Mental Resilience and Reframing Self-Care

Kaela Farrise, Assistant Director of Admissions and Programs, Independent School Alliance for Minority Affairs

When self-care is mentioned, it is often discussed in terms of replenishing ourselves so that we may be available and ready to help and serve others. This roundtable will begin by sharing representations of self-care from prominent people of color like Audre Lorde, Zora Neal Hurston, and Janet Mock, as well as examining different representations of self-care in popular media. The group will then think through their own personal self-care frameworks. Participants will leave with different practical ways to track the basics of self-care that they can pass on to students when depression, school, or life in general feels like too much.

Skill Level: All Levels          Location: Western Stage House

A Clearer Path for Students: Introducing the College Board Opportunity Scholarships

Lacey Allen, Associate Director, Scholarships Strategy, The College Board
Andee Bowden, Associate Director, Community Partnerships, Access to Opportunity, The College Board

The journey to college doesn’t come with directions, and many students don’t have access to the information and resources needed to help them navigate this complex process. During this roundtable, you’ll learn about the College Board Opportunity Scholarships, a new scholarship program that guides students through the college planning process and offers them a chance to earn money for college each action they complete. The program launched in December, beginning with the Class of 2020, and will award students with $5 million in scholarships each year. Scholarships range from $500-$40,000, and half of the scholarships are reserved for students whose families earn less than $60,000 per year.

Skill Level: All Levels          Location: Lake House

8:15 AM – 9:45 AM  OPENING GENERAL SESSION: RAISING OUR VOICES ALUMNI AND YOUNG PROFESSIONALS PANEL

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

Welcoming Remarks
Maurice Swinney, Chief Equity Officer, Chicago Public Schools
Alumni and Young Professionals Panel
Moderator
Benjamin Serrano, Alumni Support Manager; High Jump (Alumnus, High Jump and Latin School of Chicago)

Panelists
Angelica Alfaro, Chief of Staff - Commissioner Marcelino Garcia, Metropolitan Water Reclamation District of Greater Chicago (Alumna, Noble Network of Charter Schools)
Jauwan Hall, Law Student, John Marshall Law School (Alumnus, Chicago Urban League)
David McClelland, Industrial Sales Engineer, ExxonMobil Fuels & Lubricants Company (Alumnus, MITRE and Scholar Scholar Program)
Sierra Walker, Business Administration Student, National Louis University; and Fellow, Braven (Alumna, Braven)
Kwasi Yehoah Jr., Communications and Graphics Designer, Chicago Teachers Pension Fund (Alumnus, Chicago Scholars)
Shelby Zhou, Program and Development Associate, Minds Matter National (Alumna, Minds Matter NYC and Northwestern University College Prep Program)

Location: Sangamach Grand Ballroom

10:00 AM – 11:15 AM  CONCURRENT WORKSHOP SESSIONS

Building SEL Awareness Through Reflection of Social Identity

Maggie Lopez, Social Emotional Learning Specialist, Umoja Student Development Corporation
Sonjanimta Moore, Social Emotional Learning Manager, Umoja Student Development Corporation

In this workshop, participants will engage in and be guided through a series of self-awareness activities that reflect on social identities. Attendees will have the opportunity to discuss and unpack the visible and invisible aspects of their inner selves. Building on an awareness of race, class, gender, and ethnicity, participants will identify personal factors that can present obstacles to equity work. Establishing a foundation of social and emotional awareness allows us to be present for others as empathetic listeners.

Skill Level: Beginner, Intermediate, Advanced          Location: Shakespeare Hotel
Educational Equity for All Students: Empowering Undocumented Students and Families by Building Collaborative Models of Supports

Aída Acosta, Director of Alumni Supports, Noble Network of Charter Schools
Nicole Desgrosellier, Founding Dean of College Counseling, Noble Network of Charter Schools
Reina Garza, DREAMer Supports Manager, Noble Network of Charter Schools

In this session, the presenters will provide attendees with the opportunity to discuss innovative solutions for supporting undocumented students and immigrant families. Noble Network of Charter Schools has partnered with philanthropists, colleges, and nonprofits on ways of creating college pathways for undocumented students, coupled with a robust program of support towards college success. In 2015, the Pritzker Access Scholarship (PAS) was established for Noble alumni. Through PAS, Noble has changed the status quo for college access by offering a scholarship to at least 75 percent of their graduating seniors not eligible for financial aid. In its fourth year, at least 60 percent of the original cohort are on track to earn a bachelor’s degree in just four years, and over 70 percent will earn a bachelor’s degree by May 2020. Participants will gain valuable tools and resources to create a model of support for undocumented students and immigrant families at their schools or organizations.

Skill Level: All Levels Location: American House

Passions, Values, and Skills: Creating Opportunities for Student-Driven Career Exploration

Jessica Brady, Senior Program Manager, OppNet Partnerships, The Opportunity Network
Alisa France, Program Manager of College Success, The Opportunity Network
Chelsea Frosini, Senior Program Manager, Curriculum and Student Events, The Opportunity Network

As educators, it is our responsibility to empower the young people with whom we work to define their own paths towards career success. In this session, learn how to guide students to consider career exploration as a discovery of their assets—passions, values, and skills. Using an engaging model, learn how to create an event for your program that provides students the space to identify their interests and take action by exploring available enrichment opportunities to learn more about careers, including ready-to-use materials and post-event follow-ups. Participants will leave this workshop with an actionable plan to host a career exploration event for their students at any grade level, new tools to guide personal reflection and career exploration, and additional resources for continued student support.

Skill Level: Beginner, Intermediate Location: Steamboat Hotel

Agile Project Management and Response to Intervention (RTI): An Interdisciplinary Counseling Approach for Increasing College Access Outcomes

Jon Siapno, Director of College and Career Counseling, Making Waves Academy

Too many students lack access to individualized college and career counseling services in schools. The approach to college and career counseling at Making Waves Academy draws on Agile, a management framework for software development, and Response to Intervention, an academic intervention framework, to offer underserved students a multi-tiered student support and counseling services delivery model that is responsive to students’ changing needs. This workshop is intended for leaders interested in replicating a model that can yield bold increases in college access outcomes.

Skill Level: Advanced, Expert Location: Columbia House

MyCoalition: Expanding Access Through Innovation

Stephanie Gonzalez, Associate Director of Admission for Diversity Recruitment, Williams College
Rebecca Kohn-Witman, Senior Admissions Counselor, The University of Chicago
Dalinda Martinez, Associate Director of Member Engagement, Coalition for College
Karen Eley Sanders, Associate Vice Provost for College Access, Virginia Tech
Sara Urquidez, Executive Director, ASP Dallas

The Coalition for College is a group of more than 150 colleges and universities across the United States that is committed to making college a reality for all high school students. MyCoalition is a set of free online college planning tools that helps students learn about, prepare for, and apply to college. With an easy-to-use application, interactive collaboration space, and a convenient digital storage locker, MyCoalition empowers students to make smart college choices for success in school — and beyond. The Coalition has been a catalyst for innovation in both the outreach work and application processes of member colleges and universities. Come hear from panelists who will describe adjustments, opportunities, and ideas that have emerged from their work. The session will conclude with a moderator-led conversation about opportunities that lie ahead.

Skill Level: All Levels Location: Lake House

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Skill Level: Beginner, Intermediate Location: Steamboat Hotel

Did you hear about an article or piece of research you want to read? Flag it for later!
The Power of Pre-College Programs: Working Together to Empower Students

Christopher Cofer, Executive Director, Summer at Syracuse
Marylyn Scott, Senior Associate Dean of Admissions, Office of Admissions, Bucknell University
Shelly Zhou, Program and Development Associate, Minds Matter National (Alumna, Minds Matter NYC and Northwestern University College Prep Program)

Many universities establish partnerships with foundations, community-based organizations (CBOs), and individual schools to support high school students in attending a summer program on a college campus. These experiences are especially transformational for low-income high school students and students from school systems focused on teaching to standardized tests. In this workshop, the presenters will discuss partnership strategies and models that university-administered summer programs use to partner with CBOs and high schools in order to identify and support students interested in having a college-like experience while still in high school. This workshop is for schools and organizations interested in developing summer program opportunities on their campuses, or those who work directly with high school students in partnership with university administrators. Participants will learn about the pre-college landscape at universities across the country and discuss ways to offer these experiences to high school students that are transformative and affordable.

Leveraging Data to Measure Effective Program Implementation and Educational Access

Kalila Jackson-Spieker, Senior Policy Associate, J-PAL North America
Sophie Shank, Senior Policy Associate, J-PAL North America

How can we be more strategic about using data and measuring success? In this session, we will share evidence from recent evaluations of college access programs, discuss the value of collecting data on program implementation and student outcomes, and share best practices to help organizations refine their approach to collecting and using data. The session will first share key takeaways from recent impact evaluations of college access programs. We will then explore an in-depth case study of a specific program and guide participants through the program’s theory of change. Workshop leaders will share best practices for using data to measure program implementation and impact. The session will conclude with an interactive activity, during which participants will generate a theory of change for their own program and identify key outcomes to measure. We will guide a reflection on this process, and we will share resources on data and evaluation.

Inspiring to Aspire! College Access Activities and Partnerships to Promote College Access with Young Students

Princess King, Assistant Director of College Success, Elon Academy
John Pickett, Assistant Director of Scholar Support, Elon Academy

For over seven years, the Elon Academy, a college access program in North Carolina, has successfully partnered with local elementary and middle schools to promote college access to younger students. In this workshop, you will learn how to get young students excited about college. Workshop participants will leave with lesson plans, activities, and resources for use with K-8 students, and will learn how to create opportunities for near-peer mentoring through the use of high school and college age students as facilitators for college access events. Additionally, the presenters will address how to add family components to the partnerships, as well as offer tips on how to assess the impact of these partnerships. Workshop participants will have the opportunity to synergize, brainstorm, and plan with the presenters and fellow attendees on how they can leverage their own resources and partnerships to inspire young local students to aspire toward college.

CONCURRENT WORKSHOP SESSIONS

Using a Values-Based Curriculum to Promote Social-Emotional Learning and Leadership Development

Priscilla Andreodo, Program Director, Trinity Education for Excellence Program (TEEP)
Emelyn Guevara, Associate Director for High School Programs, Trinity Education for Excellence Program (TEEP)

The Trinity Education for Excellence Program (TEEP) believes students need a safe and supportive community to flourish in their academic and leadership development. TEEP promotes leadership by employing a values-based curriculum and three essential community practices: 1) Restorative Justice, 2) Trauma-Informed Care, and 3) Racial Equity Awareness and Learning. The implementation of these tools allows TEEP to center student voice and promote social emotional learning. When students are heard and empowered to engage with confidence, they are better able to excel in their cognitive development. By focusing on values and mentorship instead of rules and punitive discipline, TEEP cultivates authentic engagement from middle and high school participants as well as college-aged alumni. Join presenters from TEEP to learn about how you can create a culture of safety, affirmation, inspiration, and empowerment in your own programs and schools. By the end of this workshop, participants will leave with tools that promote healthy and authentic relationships with the youth you serve.

The Trinity Education for Excellence Program (TEEP)
Cultivating Cross-Cultural Competency and College Readiness Through International Education Opportunities

Anthony Allen, Founding Director, The Student Diplomacy Corps
Madeleine Eulich, Associate Director, The Student Diplomacy Corps
David Rockey, Executive Director, Friends of University Academy
David Smith, Executive Director, Roaring Fork PreCollegiate

The Student Diplomacy Corps’ (SDC) student-centered, scholarship-driven approach is a bold way to support underrepresented students, create equity, and enable access to the highest quality international education programs historically out of reach to so many students and families. In this workshop, participants will hear first-hand from researchers, practitioners, and educators in the field of international education, youth mentorship, and nonprofit management about the power of cross-cultural educational opportunities. SDC will share their partnership model, pedagogy, and innovative approaches to using international education as a powerful tool to build college readiness, independent living skills, global citizenship, and unleash potential for underrepresented youth.

Skill Level: All Levels Location: Lake House

Supporting Underrepresented Students and Their Families: A Holistic View of the SSAT

Christina Dotchin, Director of Business Development, The Enrollment Management Association
Keith Wright, Director of Psychometrics, The Enrollment Management Association

Community-based organizations received more than 8,000 SSAT score reports last year. Presenters from The Enrollment Management Association will help demystify admission testing, provide guidance in interpreting scores, as well as share ways to help support and prepare underrepresented students who will be taking the SSAT. This session will also discuss The Character Skills Snapshot — a new online character assessment for students applying to grades 6-12 that provides schools with a more holistic view of each applicant — and the future of assessing character skills in the admission process. Today’s parents ask appropriately tough questions about the high-stakes tests their children are taking. Presenters will review the pieces of a score report, provide context and understanding of the scaled scores and the SSAT percentile, cover the SSAT’s development and scoring, discuss ways in which test fairness is ensured, highlight the team that creates, analyzes, and scores the SSAT, and cover its validity as a predictive tool. You will leave this session feeling confident about both reviewing the SSAT and talking about it with students and their families.

Skill Level: All Levels Location: Columbian House

Partnering for Persistence: Supporting Students from Recruitment Through Graduation

Alisa France, Program Manager of College Success, The Opportunity Network
Stephanie Gonzalez, Associate Director of Admission for Diversity Recruitment, Williams College
Tahira Mohammadali, Director of College Thrive, The Academy Group
Ashley Pallie, Associate Dean of Admissions, Pomona College

As the nation continues to become more diverse, higher education professionals focus more resources on recruiting and enrolling underserved and/or underrepresented students. Our work, however, does not stop there. It’s not enough to focus our recruitment policies and practices on access and inclusion if the work doesn’t continue on campus. Join the presenters to discuss how community-based organizations and college partnerships can help selective universities rethink their role in recruitment to better address inclusion and persistence.

Skill Level: Beginner, Intermediate, Advanced Location: Steamboat Hotel

Show Your Work: Creatively Engaging Corporate Partners in College and Career Readiness

Rachel Graham, Director of Programs, Success Bound, Lefkofsky Family Foundation
Cameron Hardamon, Executive Director, After-School All-Stars Chicago
Mandee Polansky, Program Director, Community Affairs, Northwestern Memorial HealthCare
Kristin Stayner, Lead Content Developer, ASAS National Network, After-School All-Stars

Many nonprofits have corporate partners, but few maximize their relationships to support their college and career readiness programming goals. In this workshop, After-School All-Stars will share their experiences working with numerous corporations on their national ‘Show Your Work’ and ‘CEO: Career Exploration Opportunities’ programs. The session will offer replicable hands on activities and invite corporate partners to share their best practices and challenges with nonprofit partnerships. The session will also highlight strategies for finding and leveraging new resources and partners to support students on their journeys.

Skill Level: Advanced, Expert Location: American House

Flag new contacts on the participant list so you can follow up with them later.
Connection and Collaboration to Combat Challenges in College Affordability

Aileen Aragonés, Director of Program Implementation and Training, College Possible Chicago
Blenda Chiu, Managing Director of Programs, Bottom Line
Kevin James, Founder and Chief Executive Officer, Better Future Forward

As low-income, first generation college students and direct-service providers work to empower and help students navigate college options, understanding the complexity of the college affordability problem is amongst the most critical conversations. In this session, presenters will define financial aid challenges on the macro level, as well as provide context for the implications of financial aid policy for student-level situations. Participants will engage in case study discussions, where they will explore how to advise students through different financial aid challenges. Finally, presenters will share information regarding an innovative option to combat financial challenges: an income-sharing agreement.

Skill Level: Beginner, Intermediate, Advanced  Location: Merchants Hotel

Connection and Collaboration to Combat Challenges in College Affordability

Pardon Me for Making You Uncomfortable: Helping Students Navigate Challenging Conversations Around Race and Inclusion in the 2019 Educational Landscape

Imani Gilliam, Dean of Programs, New Jersey SEEDS
Sharon Zucker, Dean of Guidance, New Jersey SEEDS

Although most parents strongly support their students’ pursuit of higher education, families from under-resourced communities often face unique challenges when it comes to this pursuit. Some of these challenges include fear of financing the education, reluctance to leave home, and lack of knowledge around the enormous number of higher education institutions in the United States. In this session, presenters will emphasize the significance of parent involvement and support throughout the college admissions process. They will also address best practices for working as a team that includes the student, parent(s) or guardian(s), college counselor, guidance counselor, and/or community-based organization. New Jersey SEEDS is a statewide access organization that has developed strong partnerships with schools and colleges to help change the lives of motivated, high-achieving students from low-income families for the past 26 years.

Skill Level: Beginner, Intermediate  Location: The Bull’s Head

Pardon Me for Making You Uncomfortable: Helping Students Navigate Challenging Conversations Around Race and Inclusion in the 2019 Educational Landscape

Cassandra Geiger, Program Director, Northwestern Academy for Chicago Public Schools, Northwestern University
Demisha Lee, Chief Program Officer, Evanston Scholars
Nicole O’Connell, Program Director, Schuler Scholar Program

In the current political climate, conversations around race, ethnicity, income, and gender identity have become increasingly difficult to navigate for adults with life experience. Imagine the cognitive dissonance of a high school student who identifies as a student of color, low-income, and/or transgendered as they move through their daily life. In this workshop, participants will explore their own self-awareness of the struggles students are facing every day in the classroom. The presenters will share experiences and tools for educating ourselves and becoming comfortable with our own unconscious bias and for allowing us to best support our students. Relevant research will be shared on the social-emotional impact students face from suppressing their identity development out of fear of backlash or defensiveness. The presenters will use media, interactive exercises, and best practices from their own organizations to transform learning into practice and to help attendees identify personal areas of discomfort as it relates to diversity and inclusion.

Skill Level: Beginner, Intermediate  Location: Western Stage House

Parent Engagement Through the College Admissions Process

12:45 PM – 1:45 PM

NETWORKING LUNCH

Please join your colleagues for informal networking over lunch. The Keynote General Session with Na’iIah Suad Nasir will take place in the same room immediately following.

Location: Sauganash Grand Ballroom

KEYNOTE GENERAL SESSION

1:45 PM – 3:15 PM

National Partnership for Educational Access and Jack Kent Cooke Foundation Award for Excellence in Educational Access

We extend a very special thank you to the Jack Kent Cooke Foundation for generously sponsoring the Award for Excellence in Educational Access for the fourth year in a row. The Award for Excellence recognizes an NPEA member organization, program, or school for excellence in supporting underserved students on the path to and through college.

JACK KENT COOKE FOUNDATION

Remarks from 2018 Award for Excellence Recipient
Dominique Jordan Turner, President and Chief Executive Officer, Chicago Scholars

2019 Award for Excellence Presenter
Alan Royal, Senior Program Manager, Outreach and Partnerships, Jack Kent Cooke Foundation
Keynote Speaker Introduction
Shawna Young, Executive Director, Duke University Talent Identification Program (TIP)

Keynote Sponsor
Duke TIP

Keynote
Na’ilah Saad Nasir, President, Spencer Foundation, and Author, Racialized Identities: Race and Achievement for African-American Youth (2011)
Location: Sauganash Grand Ballroom

Concurrent Workshop Sessions

Progressive Pathways to Post-Secondary Success
Adrian Esquivel, Deputy Director, Chicagoland Workforce Funder Alliance
Emily Rusca, Director of State Policy and Strategy, Education Systems Center, Northern Illinois University

The Chicagoland Workforce Funder Alliance (CWFA) has come together with a number of local education funders to advance a shared interest in promoting the development of an education and workforce system with a seamless transition from secondary to post-secondary programs. Together, they formed a new fund within the CWFA, the Pro Path Fund, with the aim of improving that seamless transition by expanding the universe of transparent and accessible Progressive Pathways to Post-Secondary Success. Progressive Pathways allow individuals to alternate between and combine periods of education/training and employment, and thereby progressively build toward college and career success over an extended period of time. The Pro Path Fund wants to be part of changing the “college for all” mindset, replacing it with the vision of a well-connected and transparent career pathway system with multiple entry points and multiple exit points for all. This session will feature an overview of what is required to drive consensus, as well as provide best practices and detail the specific work underway. Participants will leave with takeaways for considering this work in their own communities.

Skill Level: Beginner, Intermediate, Advanced
Location: Shakespeare Hotel

Partnering to Reach 100% Graduation Rate and Break the Intergenerational Cycle of Poverty
Lindsey Luczynski, Director of Strategic Partnerships, Charles R. Drew Charter School
Peter McKnight, Principal, Senior Academy, Charles R. Drew Charter School
Daniel Shey, Jr., President and Chief Executive Officer, East Lake Foundation
Rachel Weaves, Director of College and Career Readiness, Charles R. Drew Charter School

The East Lake Foundation was formed to revitalize a suffering inner city neighborhood and turn it into a vibrant community where all residents can thrive. Drew Charter School, a diverse, mixed-income public charter school serving 1,829 students in PK-12th grade, is both a critical partner and the educational centerpiece of the revitalization. The East Lake Foundation provides support for and strategic collaboration with Drew’s Office of College and Career Readiness, which offers an innovative school counseling structure that consistently proves its effectiveness: the first graduating classes of 2017 and 2018, mostly comprised of first generation college students, achieved 100 percent and 98 percent graduation rates respectively, ranked first in the district for college persistence (82 percent), and collectively earned more than $14M in scholarships. This session will offer strategies for replication, including reallocating resources, leveraging integral partnerships, and redefining counselor roles.

Skill Level: Intermediate, Advanced, Expert
Location: Merchants Hotel

Exploring Earlier: Helping Students Discover College and Career Opportunities at a Younger Age
Kevin Fudge, Director of Advocacy, American Student Assistance

This session outlines different ways higher education, K-12, and community-based organizations can work together to engage students earlier in the educational timeline, as early as middle school, and create individualized pathways to post-secondary success and future career opportunities. The presenter will provide an overview of American Student Assistance’s pilot programs with local Massachusetts schools and Boys and Girls Clubs aimed at helping middle school students understand their own proclivities, boost academic preparedness, and better align their high school classes with career and educational goals. Participants will learn promising practices and practical tips for engaging today’s students at an earlier age to better understand themselves, their education, and their career opportunities, as well as how to destigmatize career and technical education in the minds of students and families. The session will also explore solutions for navigating what to do when students make ill-informed higher education decisions without a clear plan.

Skill Level: Beginner, Intermediate, Advanced
Location: Steamboat Hotel
Transformative Experiences for High-Achieving, Low-Income, Non-Traditional Students: Lessons Learned from Bucknell University

Caro Mercado, Associate Dean of Admissions and Director of Partnerships, Bucknell University

In 2005, Bucknell University expanded an existing partnership program with five area community colleges in Pennsylvania and Maryland to identify high-achieving, low-income, non-traditional students to participate in a six-week summer bridge program with the opportunity to apply and secure full tuition scholarships to the University. In its 13th year, over 200 students have successfully transferred into Bucknell to complete their four year degrees within two to three years. In 2018, it added a sixth community college partner institution to the program. As a two-tiered comprehensive academic and co-curricular partnership program, the Bucknell Community College Scholars program continues to serve diverse and underserved populations to achieve success at a highly selective campus. Join this session to learn what practices led to this program’s successes and walk away with the tools to replicate them within your own organization.

Skill Level: Advanced Location: Columbian House

Circle Up! Community Building Circles for Youth Development

Sarah-Bess Dworin, Director, Restoring Community

Circle Up! shows just how easy it is to integrate circles into daily classroom life and other youth development settings. By experiencing a circle in this workshop, participants will uncover key elements of circles, an essential component of a restorative culture. In addition to learning a formal circle approach, participants also practice circle variations in order to differentiate the practice to diverse groups in varied settings. With easy-to-implement circle strategies like micro-circles, spiral circles, and fishbowl circles, educators can find ways to ‘circle up’ large and small groups of students. In addition to circle styles, the presenter will share ways circles can be applied to establish norms at the beginning of the school year, foster academic conversations, and offer emotional support in challenging times. Participants will leave with an appreciation for the power of circles to foster meaningful relationships and understanding among community members, and they will gain resources to facilitate circles of their own.

Skill Level: All Levels Location: Lake House

Wanna Hangout? Using Online Hangouts to Foster Community and Cultivate Social-Emotional Wellness

June Folliard, Manager, Scholarship Programs, Jack Kent Cooke Foundation
Yoon-Chan Kim, Educational Adviser, Jack Kent Cooke Foundation

This workshop session will demonstrate the utility of online hangouts to meet students where they are, strengthen community among students from different areas, address non-academic factors in student success, and foster socio-emotional wellness and character development among those from diverse backgrounds. By showcasing one example of an online video platform, presenters will discuss ways to address student needs through curricula that focus on non-academic factors of student success, such as social and emotional learning and character development. The session will not be a broad discussion on the state of social media, an advertisement for a particular online hangout platform, or comments from a technophile. Instead, participants will leave with practical and useful information about online hangouts and options for trying this model with students in their own programs and schools.

Skill Level: Beginner, Intermediate, Advanced Location: The Bull’s Head

Behind the Veil: New Data on the Experiences of Students of Color at Predominantly White Independent Schools

Jackson Collins, Associate Executive Director, Prep for Prep

This workshop will present the findings of recent doctoral research on the experiences of students of color who attend predominantly white independent schools. In particular, the study focused on the sense of belonging, emotional well-being, and racial coping self-efficacy for students of color. This mixed methods research study had 525 participants from 74 independent schools from eight states in the Northeast. The students who participated in the study ranged from 7th grade up to one year out of college in the 2016-2017 school year. The presenter will share statistical and narrative data that make a case for a reexamination of how we support students of color and engage the broader school community. The findings presented in this workshop will also illuminate specific areas of student support and specific pain points for students of color at predominantly white institutions.

Skill Level: All Levels Location: Western Stage House

Thursday
How to Guide Your Students to STEM Degree Success

Ayinde Alleyne, College Support Coordinator, Bridge to Enter Advanced Mathematics (BEAM)
Lynn Cartwright-Punnett, Senior Director of Programs, Bridge to Enter Advanced Mathematics (BEAM)
Aisha Lhabaik, Student, Northwestern University; and Alumna, Bridge to Enter Advanced Mathematics (BEAM)

A 10th grader walks into your office and says they want to be an engineer: what do you do next? How does that student’s identity impact the likelihood they will finish a STEM degree? What can you do now, or even earlier than 10th grade, to support their success? In this workshop, the presenters will discuss how STEM college readiness differs from broader college readiness. They will talk about the broader landscape of who is graduating with STEM degrees, and what happens to students who enter college intending to major in STEM fields. The presenters will also define precursors to STEM success and how to support students in middle school, high school, and college, whether you work in a school or community-based organization.

Skill Level: All Levels Location: American House

RESOURCE-SHARING FAIR

Please join other conference attendees in visiting the Exhibit Tables and learn about a range of helpful resources. Bring your business cards and have your contact information ready to share during this active learning opportunity.

Location: Sauganash Grand Ballroom Prefunction

NETWORK WITH PURPOSE RECEPTION

Please join us to relax after a busy day and network with your friends and colleagues.

Location: Wolf Point Ballroom, 15th Floor

Optional Dine-Arounds

Join your fellow attendees for dinner at local restaurants for additional networking.

7:30 AM – 8:45 AM BREAKFAST, NETWORKING, AND ROUNDTABLE DISCUSSIONS

Network with other conference participants, share what you have learned at the conference thus far, and consider joining a Breakfast Roundtable.

Location: Sauganash Grand Ballroom

8:00 AM – 8:45 AM OPTIONAL BREAKFAST ROUNDTABLES

First-Time Attendees and New NPEA Members

Join this informal breakfast roundtable to meet other first-time conference attendees and new NPEA members, and hear tips and strategies from veteran attendees about how to make the most out of your conference experience.

Location: Sauganash Grand Ballroom

An Educational Model for the Most Racially Diverse Generation in American History

Luthern Williams, Head of School, New Roads School

Over the past 23 years, New Roads School has fostered a learning community that is authentically diverse, equitable, and inclusive, empowering all students to learn at high levels and to reach their full human potential. Join this roundtable to discuss strategies for creating an inspired learning environment that draws on and supports a school’s racial, socio-economic, and cultural diversity, while driving academic excellence and offering experiential, meaningful learning experiences that uniquely tap into the proclivities of Generation Z.

Location: Steamboat Hotel

Attend the post-conference webinar series taking place this spring.
Difficult Conversations Made (Slightly) Less Difficult

Lauren Boros, Principal, The Noble Academy

Has someone said or done something that has felt ‘off’ to you? Did you have the follow-up conversation? Those conversations are difficult, but are also necessary to create a work culture of healthy conflict that ultimately achieves the best results for our students. In this roundtable, participants will engage with a protocol for having difficult conversations and will practice using real-world examples and role-play conversations to become more fluent in the practice, ultimately becoming drivers of healthy organizations.

Skill Level: All Levels Location: Western Stage House

Telling the Story: Staying Mission-Centered When Communicating with Multiple Constituents

Amanda S. Case, Assistant Professor, Counseling Psychology, Purdue University
Jessica Hauser, Executive Director, Downtown Boxing Gym

The purpose of this roundtable is to create a space where attendees can discuss dilemmas and strategies involved in communicating program visions, objectives, and needs to multiple constituents. The facilitators will invite reflections on how those involved in youth programming can communicate in positive ways for different audiences (students, staff members, and funders/board members) while remaining mission-centered and acknowledging the ways in which systemic forms of oppression impact our work. Roundtable attendees will be invited to brainstorm challenges and best practices for their work with various constituents.

Skill Level: All Levels Location: Lake House

Mission I’m Possible: A Student-Centered Approach to College Student Success

Donnell Butler, Senior Associate Dean for Planning and Analysis of Student Outcomes, Franklin & Marshall College

Your mission, should you choose to accept it, is to learn how to identify and implement a simple set of actions to help more of your students succeed in college. We have decades of research on retention. For the most part, that work has been used by educators and organizations to evolve operational or transactional actions. For example, student success work today often focuses on nudging students to our easily measurable institutional goals by identifying a more technologically novel approach. Instead, perhaps we can use what we know about factors associated with student success to evolve student development. In this workshop, we will explore just enough college student retention and development theory to be dangerous. Most of our discussion will focus on how we can coach students to effectively nudge themselves toward their own meaningful goals. This workshop description won’t self-destruct, so you can share it with a friend.

Skill Level: All Levels Location: Merchants Hotel

Follow up with at least two new people you met at the conference.
K-12 to Career: Building Pipelines to College and Career Through Mutually Beneficial Cross-Sector Collaboration

Lucia Lopez, Assistant Director of Undergraduate Admission, DePaul University
Amanda Parada-Villatoro, Director of College Access, DePaul University
Eric Z. Williams, Office of School Counseling and Post-Secondary Advising Manager, Chicago Public Schools

Increasing underserved students’ college access and attainment is critical to upending cyclical poverty and shattering glass ceilings. Of equal importance is increasing students’ access to high-paying, in-demand careers. Cross-sector partnerships bridging K-12, higher education, and the private sector, by focusing on mutual interests, can lead to innovative college and career pipeline models that empower disadvantaged students to consider pathways previously unknown to them or considered out of reach. Highlighting the High School Actuarial Day, hosted at DePaul University in partnership with Chicago Public Schools and the Casualty Actuarial Society, this session will discuss how cross-sector collaborations can pave the way for new approaches in scaling leaky pipelines to professional fields for underserved students.

Skill Level: Intermediate, Advanced       Location: Steamboat Hotel

BEACON Pathways: A Journey Through Impactful and Collaborative Program Development

Rebecca Drossman, Assistant Director, College Access, Center for Community and Learning Partnerships, Wentworth Institute of Technology
Erik Miller, Director, Center for Community and Learning Partnerships, Wentworth Institute of Technology
Jesse Solomon, Executive Director, Boston Plan for Excellence (BPE)

Currently, computer science drives Boston’s workforce as well as the state of innovation throughout our society. Labor reports outline that computing occupations are the number one source of all new wages in the United States and represent over half of all projected new jobs in STEM fields, making computer science an in-demand college degree. Despite all of this, computer science as a field needs a race and gender shift, since the majority of graduates (84 percent) are white males. BEACON Pathways, a collaboration between Dearborn STEM Academy (a Boston Public School) and Wentworth Institute of Technology, strives to increase the attendance, retention, and graduation rates of diverse populations pursuing STEM degrees, with a particular focus on computer science. Participants will leave with concrete best practices and ideas for how to support high school and college students who are interested in STEM and computer science degrees.

Skill Level: Beginner, Intermediate, Advanced       Location: Columbus House

Using Data to Drive Successful Collective Action: How Collaborative Networks of Schools, Nonprofits, and Funders Can Share Responsibility for Improving Student Outcomes

Katie Hill, Director of College Advising Corps, Boston University
Jessica Rivera, Program Director, uAspire
Colette Stanzler, Principal, Root Cause

Do you find gaps in the services being provided among the school systems and nonprofits with which you work? Are there redundancies and duplicate services being provided to students? Do some groups of students receive more services than they need, while others receive few? If you encounter these challenges, do you have opportunities to work with schools and service providers to collaborate, intentionally coordinate services, and use shared data to reach more students with greater efficiency and impact? Join Root Cause, a purpose consulting group, for an interactive workshop to discuss the challenges related to using data to coordinate services. Explore models in which service providers have successfully aligned and monitored their work around an agreed upon set of common outcomes. Using examples from collective action initiatives in Boston, Cambridge, and Somerville, Massachusetts, and Guilford County in North Carolina, the session will discuss opportunities to coordinate schools and nonprofits around using data to ensure youth meet agreed-upon milestones and critical outcomes.

Skill Level: Advanced, Expert       Location: American House

Character Strengths, the Character Collaborative, and Partnerships for College Access

Thomas Bean, Senior Director of Enrollment Management, University of Notre Dame
William Carlos Herald, Director, Chicago College Advising Corps, University of Chicago
David Holmes, Executive Director, Character Collaborative
Keith Wright, Director of Psychometrics, The Enrollment Management Association

The Character Collaborative joins college admission deans, college counselors, educational reformers, testing experts, and researchers to elevate character attributes in the college admission process. The work of the Collaborative is grounded in research by Angela Duckworth, James Heckman, and other leading scholars that demonstrates that character strengths predict success in school, work, and life. This session will discuss and demonstrate innovative work by the Collaborative and its members to assess character strengths and embed character as a meaningful factor in the college admission process. The presenters will discuss the implications of this work for expanding access to higher education for underserved populations. Participants will be invited to help shape the work of the Collaborative in the years ahead, especially as it pertains to improving access and equity for all youth.

Skill Level: All Levels       Location: The Bull’s Head
Curriculum Counts! Building an Inclusive Curriculum for All Students
Marcus Deveso, Assistant Director, Director of High School Prep and College Prep, Buffalo Prep
Jevon D. Hunter, Woods–Beals Endowed Chair for Urban Education, School of Education, and Chair of the Social and Psychological Foundations Department, The State University of New York, Buffalo State

This workshop will provide the framework for shifting learning programs from a standards/test-based curriculum to a culturally-relevant, culturally-sustaining curriculum that uses each student’s cultural values and experiences as assets to the teaching and learning process. The session will provide practical and “real life” details based on the successes and challenges in the transformation of a learning program. Participants will see the evolution from a traditional curriculum that was a reflection of the dominant canon of learning to a curriculum that is a dynamic reflection of the lived experience of our students and our community.

Skill Level: All Levels Location: Western Stage House

Relationship-Based College Counseling
Jessica Wenzel, College Counselor, Cristo Rey San Jose Jesuit High School

Students from low-income backgrounds often have experienced trauma in their lives that affects their self-confidence and trust in others. Being the first in their families to apply to college can cause additional stresses, insecurities, and other triggers. In this session, educators will learn how to utilize trauma-informed care and relationship-based techniques in their college counseling practice and in work with students. Attendees will walk away with tangible activities, practices, and plans for how to better serve those who may not seek out the help they need due to their own pasts.

Skill Level: Beginner, Intermediate Location: Lake House

NETWORKING LUNCH
Enjoy lunch with fellow conference attendees in the ballroom.
Location: Sauganash Grand Ballroom

11:30 AM – 12:30 PM

JACK KENT COOKE FOUNDATION PARTNER LUNCH
Jack Kent Cooke Foundation Lunch – pre-registration required
Alan Royal, Senior Program Manager, Outreach and Partnerships, Jack Kent Cooke Foundation

Please join the Jack Kent Cooke Foundation for a special lunch session to learn about the Foundation’s work in advancing the education of exceptionally promising students who have financial need through scholarships, grants, and thought leadership. Learn more about the Cooke Foundation’s Young Scholars Program, a pre-college program for high-performing 7th grade students with financial need.

Location: Western Stage House

CONCURRENT WORKSHOP SESSIONS

Supporting Effective Transitions from 8th to 9th Grade
Rachel Graham, Director of Programs, Success Bound, Lefkofsky Family Foundation
Elly Leman, Success Bound Coach, Success Bound, Lefkofsky Family Foundation

Success Bound prepares middle schoolers for high school and beyond. This work begins in the 6th grade, with a focus on teaching students the importance of grades, attendance, and enrolling in their best match-and-fit high school. In this session, participants will gain an understanding of the research behind the importance of the middle grades and collaborate around the best strategies to help students have a successful transition to 9th grade. Participants will walk away able to articulate the importance of the middle grades and the potential challenges students face in the transition to high school. Moreover, participants will have tangible tools from Success Bound to help 6th-8th grade students advocate for themselves, build their own Success Team, begin to formulate a postsecondary plan, and develop a student profile outlining their strengths.

Skill Level: All Levels Location: Shakespeare Hotel

Can You Hack It? Using Design Thinking to Solve Problems
Jonathan Chaparro, Founding Chicago Site Director, Braven

Problem-solving and teamwork are two of the top skills employers look for in a new hire. In the Braven Accelerator, teams of college students, called Fellows, learn and practice the design thinking, problem-solving framework needed in order to solve a complex, persistent challenge for a real company partner. Join this workshop and participate in a mini design thinking hackathon where you will work in teams to solve a real-world career-preparation challenge. Attendees will produce an innovative prototype while learning and practicing design thinking - a framework that can be applied to challenges in your own work with students or colleagues.

Skill Level: Advanced Location: American House

★ Make sure to set aside time when you return home to pass on what you learned here!
**Building Students’ Agency and Non-Cognitive Skills: A Framework for Classroom and School Implementation**

Suzanne Herko, Student Agency Coordinator, Gateway Public Schools  
Sharon Ollien, Executive Director, Gateway Public Schools

At Gateway Public Schools, we know that the success of our diverse student body is dependent upon much more than teaching academic content and traditional skills. In order to achieve equitable outcomes for our students, Gateway Public Schools focuses on helping students grow their agency as learners through the mastery of a set of non-cognitive skills and habits that support their development across all subject areas. The presenters will share information on their five key areas of non-cognitive skills: 1) Academic Strategies, 2) Academic Habits, 3) Self-Awareness and Growth Mindset, 4) Self-Advocacy, and 5) Collaboration and Community Skills. This workshop will provide resources for teachers, administrators, and community-based partners. Teachers will gain concrete strategies and tools to integrate into daily lessons and classrooms, administrators will leave with a professional development framework and strategies for supporting this work by teachers, and community partners will learn practical strategies to support students in non-cognitive skill development.

*Skill Level: All Levels  Location: Steamboat Hotel*

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**Fostering Systemic Change: An Innovative Case Study in Collaboration and Partnerships**

Eric Mezin, Executive Director, Council of Educators of Toronto  
Leisha Sladden-Atkinson, Project Manager, Council of Educators of Toronto

The Council of Educators of Toronto (CET) was the first Canadian organization to join the NPEA community of practice. It is the only network of its kind in Canada, and includes all the educational institutions of Toronto - four school boards, six colleges, and four universities - which came together in 2009 to help break the cycle of violence and poverty in the city through a shared vision of greater access to post-secondary education (PSE) for disenfranchised youth. The CET has translated this vision into a unique, innovative, and effective approach to collaboration and partnerships, not only among member educational institutions supporting the needs of non-traditional and underserved learners, but also across the larger Toronto network of community-based organizations. This workshop will present the lessons learned from this approach and how they might work in the United States, sharing concrete, replicable strategies and ideas designed to promote service coordination, leverage limited resources, and foster systemic change through research and measurable outcomes.

*Skill Level: All Levels  Location: Columbian House*

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**Best Practices for Working with English Language Learners**

Joanna Dimas, College Access Fellow, 10,000 Degrees  
Sofia Martinez, College Access Fellow, 10,000 Degrees  
Gladys Cortez Montiel, College Access Fellow, 10,000 Degrees

In this session, 10,000 Degrees (a college access and success nonprofit based in the greater San Francisco Bay Area) will share critical best practices for supporting English Language Learners (ELLs) in high school completion and enrolling into a post-secondary institution or program. Presenters will define what it means to be classified as an ELL, debunk myths, and provide tips for best supporting these students. 10,000 Degrees has first-hand experience working with ELLs and focuses on bringing awareness to students and families regarding the college admission and financial aid process. 10,000 Degrees also helps students explore technical and vocational careers, in addition to other resources and opportunities in the community in order to ensure student success. With the growing population of ELLs in the country’s public education system, it is essential to know how to identify, support, and empower these students and their families.

*Skill Level: Beginner, Intermediate  Location: Lake House*

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**Development vs. Program: Building a Bridge Between Offices to Best Serve Students**

Jared Epler, Director of College Counseling, Cristo Rey Philadelphia High School  
Jenara Gardner, Manager of Philanthropy, Cristo Rey Philadelphia High School  
Cecily White, Director of Graduate Support, Cristo Rey Philadelphia High School

Let’s face it - sometimes there is some tension between those who raise the money and those who are working the front lines supporting students! Why not discover new ways to communicate more effectively, work better together, and ultimately better serve your students? This workshop will focus on how to collaborate with your development/fundraising office to: 1) Create culturally competent language for fundraising appeals and efforts, 2) Discover best practices for tracking and sharing data and outcomes, 3) Research and apply for grant funding, and 4) Recruit, train, and engage volunteers to support your work.

*Skill Level: All Levels  Location: The Bull’s Head*
So You Wanna Be A...? Creating Comprehensive Career Pipelines for Underrepresented Students

Erica DeBiase, Director of Academic and Career Development, The Massachusetts Society of Certified Public Accountants
Erik Miller, Director, Center for Community and Learning Partnerships, Wentworth Institute of Technology
Diane Scott, Co-Director of College Placement, Academy of the Pacific Rim

Students of color, low-income students, women in STEM fields, and first generation students are underrepresented in most college environments and career pathways. Career exposure, preparation, and experience can be a key player in college access and success work, especially as college costs escalate, financial aid budgets shrink, and the conversations about return on investment for higher education intensify. One way for underrepresented students to shorten time-to-degree may be greater exposure to and experience of career pathways before they get to college. This workshop will share two models for community partnerships to create comprehensive career pipelines for underrepresented students that include high schools, a variety of higher education institutions, business/industry, and professional associations. Participants will come away with ideas for how to create similar pipeline programs in their communities.

Skill Level: All Levels   Location: Western Stage House

Transforming the Trauma: How Do We Build Resilience in Our Scholars?

Lisa Fornwald, Site Director, North Cook Young Adult Academy
Christine López, Principal, Lopez Consulting, Inc.

Data indicates that more than half of all children in the United States have experienced some form of trauma, and 35 percent of children have experienced more than one type of traumatic event (Centers for Disease Control, 2017). These Adverse Childhood Experiences and toxic stressors manifest outwardly and are most commonly seen with students acting out in class. During this session, attendees will explore educational research findings about self-regulation, learning how these theories can be applied in schools to create programs that positively change children’s lives to assist them in reaching their highest potential. Attendees will learn how breathing techniques, guided imagery, and yoga play an important role in healing from trauma, allowing students to excel by building safe spaces for them to flourish.

Skill Level: Beginner, Intermediate, Advanced   Location: Merchants Hotel

BOOK SALES AND SIGNING: EVE L. EWING

Eve L. Ewing will sign copies of her books immediately following the closing Keynote General Session.

Location: Sauganash Grand Ballroom Prefunction

Consider submitting a workshop proposal for the 2020 conference. The call for proposals will be released in August 2019.
Donnell Butler, Senior Associate Dean for Planning and Analysis of Student Outcomes, Franklin & Marshall College

Dr. Donnell Butler is the Senior Associate Dean for Planning and Analysis of Student Outcomes at Franklin & Marshall College (F&M). His work focuses on identifying and enhancing individual characteristics and institutional actions that improve college student access and success. In over 15 years of education research and practice, his clients and employers have included the U.S. Department of Education and Educational Testing Service (ETS). He earned a B.A. in both business administration and sociology from F&M and a Ph.D. in sociology from Princeton University. He is a Pahara-Aspen Education Fellow and a Fellow of the Aspen Global Leadership Network.

Eve L. Ewing, Assistant Professor in the School of Social Service Administration, University of Chicago; and Author, Electric Arches (2017) and Ghosts in the Schoolyard: Racism and School Closings on Chicago’s South Side (2018)

Dr. Eve L. Ewing is a poet, visual artist, essayist, sociologist, and educator based in Chicago. Her recent book, Electric Arches (Haymarket Books, 2017), a collection of poetry, essays, and visual art, was named one of the top ten books of 2017 by the Chicago Tribune and the Best Poetry Book of 2017 by the Chicago Review of Books. In addition to her poetry and essays, Dr. Ewing’s scholarship focuses on the effects of systemic racism, social inequality, and urban policy on American public schools. A dynamic and powerful voice, Dr. Ewing is a leader in the discussions on the role of black women in academia and writing. She uses Twitter as a platform for engagement on these subjects and more with her more than 115,000 followers. Her work has been published by The New York Times, The New Yorker, The Atlantic, The Nation, and Poetry Magazine, among other outlets. Dr. Ewing completed her doctorate at the Harvard Graduate School of Education. Prior to that, she received an undergraduate degree with honors in English Language & Literature from the University of Chicago, with a focus on African-American literature of the twentieth century. She also holds an MAT in elementary education from Dominican University and an M.Ed. in education policy and management from Harvard.

Na’ilah Suad Nasir, President, Spencer Foundation; and Author, Racialized Identities: Race and Achievement for African-American Youth (2011)

Na’ilah Suad Nasir is the sixth President of the Spencer Foundation, which supports research about education. She was a faculty member at the University of California, Berkeley from 2008-2017 where she served as vice-chancellor of equity and inclusion at UC Berkeley from November 2015. Dr. Nasir earned her Ph.D. in educational psychology at UCLA in 2000, and was a member of the faculty in the School of Education at Stanford University from 2000-2008. Her work focuses on issues of race, culture, learning, and identity. She is the author of Racialized Identities: Race and Achievement for African-American Youth (2011), “We Dare Say Love”: Supporting Achievement in the Educational Life of Black Boys (2018), and has published numerous scholarly articles. Dr. Nasir is a member of the National Academy of Education and a fellow of the American Educational Research Association (AERA). In 2016 she was the recipient of the AERA Division G Mentoring Award.

* Please visit our website for a full list of presenter bios.
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