Please note: all times are EASTERN.

TUESDAY, APRIL 27

10:30am-10:45am ET
Welcome to Day One of the NPEA 2021 Virtual Conference!

11:00am-11:15am ET
Wellness Offering: Meditation “Being in the Present Moment”
- Debra Diana, New York University
With present moment awareness, we value time as a friend, guide, and teacher. In this 15 minute practice, I will take participants through a meditation to notice and connect with the present moment as a part of our ritual of well-being. We will focus on deep breathing and a full body scan. We will call in the energy of noticing what is felt in the body as participants focus on body awareness and body sensations. Sound healing music will be played as a part of creating a frequency to support complete body, mind, and spirit restoration.

12:00pm-1:00pm ET
Opening General Session: Young Visionaries and Emerging Leaders Panel
- Welcome: Karin Elliott, National Partnership for Educational Access
- Christopher Goins, Thrive Chicago (Moderator)
- Elijah Christopher Devaughn, Harvard College
- Rob Rush, Facebook
- Tran Vu, Artist and Organizer; Alumna, The Steppingstone Foundation

1:00pm-1:30pm ET
Stretch Break and Sponsor Game Challenge

1:30pm-2:30pm ET
Workshop Sessions

Financial Sustainability During Covid-19 and Black Lives Matter
- Steve Filosa, To The Good
- Jocelyn Hillman, Chair Emeritus, Community Partnership School
- Eric Jones, Community Partnership School
- Beth Lynch, Cabot Family Trust
- Sara Woods, Philadelphia Futures
- Anthony Rosendo, Spur Philanthropy
While it has always been the case that more money equals more mission, the ongoing plagues of COVID-19 and systemic racism present special opportunities for building and sustaining a financial model that allows for an organization’s success. Join this interactive panel discussion of funders, board members, and executive directors who offer a range of perspectives on how to move forward with our critical work during such extraordinary times. All are welcome to attend.
Privileged Poor, Doubly Disadvantaged: Centering the Lens of Equity and Inclusion in Your Work

- Sean Logan, Phillips Academy
- Katherine Fritz, Phillips Academy
- LaShawn Springer, Phillips Academy
- Joy St. John, Wellesley College

Inspired by former NPEA keynote speaker Anthony A. Jack and his book, *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*, Andover's College Counseling Office and Office of Community and Multicultural Development were motivated to create a student support model that would better serve the needs of the school's entire population. Using the lens of Dr. Jack's research, staff looked critically at language and programming for low-income and/or first-generation-to-college students and their families. Working with Dr. Jack, Andover will put his theories and data into practice during the “Family Weekend” program. Joy St. John, Dean of Admission and Financial Services at Wellesley College, who originally recruited Dr. Jack to Amherst College as an undergraduate student, will discuss how Wellesley has changed their programming, procedures, and policy to accommodate their intentionally diverse community. This session will focus on how both schools have developed, organized, and implemented programs targeted towards these marginalized groups. The presenters will discuss and share the resources they created and feedback received from their students and families.

Shifting Terrain: Stabilizing Practices Grounded in Social Emotional Well-Being, Humanizing Pedagogies, and Hope

- Debra Harkins, Suffolk University
- Christian Scannell, Assumption University
- Carmen Veloria, American Student Assistance

COVID-19 shifted the world, unearthing educational disparities which have been exacerbated by multiple pandemics. In shifting educational terrain, educators need to explore how their own socio-emotional health impacts their approaches to working with all students, but especially students of color who have been disproportionately impacted in terms of health care (rate of infection), housing, economic segregation, and ongoing racial disparities. While the context appears bleak, we posit that fertile ground exists to reimagine and rebuild humanizing educational practices that are grounded in social emotional approaches, community well-being and hope with the goal of being trauma responsive in terms of language, programming, and working with ourselves and others. Nothing academically can happen until we attend to our social emotional well-being to critically reimagine practices and rebuild educational structures that hold the potential to attend to the larger ecosystem, lived realities, and human needs of belonging, respect, and hope.

More Just and Equitable Ways Forward, a Student Support Initiative

- Cason Brunt, Chicago Scholars

The More Just and Equitable Ways Forward Grant is a new initiative and provides financial support and leadership coaching to Chicago Scholars as related to the development of original social justice and civic engagement service projects. This initiative was developed in response to the simultaneous global health and racially charged pandemics faced by all but often hardest felt by historically marginalized populations. Afforded as an extension of an existing Educational and Leadership Development Opportunity Grant, More Just and Equitable Ways Forward has assisted Scholars in establishing an Urban Community Resource Fair, a published First Generation and Low Income College Application Book, Knowing Your Legal Rights Elementary School Informational Tour, and an Environmental Card Game Project. This session will equip participants with information and
tools necessary to create a similar offering for students at the post-secondary level in schools, educational non-profits, or other community-based organizations.

Open for Class of 2022: College Board Opportunity Scholarships

Deven Comen, The College Board

Since the College Board Opportunity Scholarship program’s launch in 2018, 1 million students have joined and taken college planning actions to be eligible for nearly $8 million in scholarships. Now more than ever, students and families are concerned about how to pay for college. The College Board Opportunity Scholarships program has evolved to address these concerns and support students as they navigate the college planning and financial aid process—no matter their circumstances. All students are eligible to participate in this college planning program, beginning in December of their junior year. Now more than ever, students and families are concerned about how to pay for college. The College Board Opportunity Scholarships program is evolving how it supports students as they navigate the college planning and financial aid processes—no matter their circumstances. The College Board Opportunity Scholarships lay out six simple steps that all students can take to get to college. For each step in the program that a student completes, they will earn a chance at a $500 scholarship. When a student completes all six, they will earn a chance at $40,000 for their college education. At least half of all the scholarships—more than $2 million each year—are awarded to students whose families earn less than $60,000 per year. Join this session to learn more about these updates to the program and how to motivate current juniors to sign up.

2:30pm-3:00pm ET
Stretch Break, Sponsor Game Challenge, and SPARK! Sessions

SPARK! Sessions

2:30-2:40pm ET
Revisiting the Human Capital/Signaling Debate: Getting Back to the Purpose of Education

Avery Newton, ASA

The human capital vs. signaling conversation dates back to at least 2004 (Rose & Betts). Broadly, in the human capital framework, education is seen as building and imparting skills that boost students’ human capital (e.g., skills, knowledge, potential contributions to society). Conversely, in the signaling framework, education merely signals the presence of inherent or otherwise pre-existing student skills and abilities. Ideally, we hope and expect education to be the “great equalizer” by functioning as an engine for human capital cultivation. In practice, the strong systemic inequities and achievement gaps indicate that we are stuck in a pattern of treating education as a signal of preexisting conditions. This Spark presentation expands on these ideas and proposes a new way of thinking about education that restores the promise of education as nurturing human capital for all students.

2:40-2:50pm ET
Demystifying Application Language: How Clarity Leads Best Practice

Andrew LaVenia, New York University

New York University’s (NYU) Office of University Programs designs applications for 60+ middle school and high school programs. Working with program partners to evaluate the need of information, as well as how to best frame an application, NYU has sought to demystify the application creation process. By better understanding the needs of their applicants, while addressing the concerns of program partners, NYU has been able to streamline applications toward a standard process. By actively working to address the language included in applications, the Office of University Programs has advocated access while easing the application experience for various
communities of students. This Spark presentation will speak to best practices across various types of applications for programs.

3:00pm-4:00pm ET

Workshop Sessions

**Building a Values-Aligned Culture: Introduction to Restorative Practices**
- Mary Sullivan, The Steppingstone Foundation

Restorative justice in education practice names relationships as foundational and responds to conflict through the lens of repairing harm. As The Steppingstone Foundation has embarked on a journey to better understand how racial equity informs the organization’s work, both internally and externally, it has incorporated these practices into its program model. In this workshop, the presenter will engage with participants in a presentation about circle practice, which is the foundation of restorative practices. The presenter will share about Steppingstone’s journey, examine the mindset shift from punitive to restorative, and provide concrete tools that can be adapted for use in any program setting. This workshop will build a community of professionals who are committed to supporting students in more equitable, compassionate, and inclusive ways.

**Start Early, Stress Less: Effective Early Engagement Strategies to Empower Students in the College Planning Process**
- Ed Bianchi, IDEA Public Schools
- Elizabeth Frascoia, Governor’s Institutes of Vermont
- Aramis Gutierrez, Rutgers Future Scholars
- Stacey Kostell, Coalition for College
- CaVar Reid, University of Michigan

The Coalition for College will lead an interactive panel discussion on successful strategies for engaging underserved students in the college planning process early in their high school years. Come hear about innovative approaches that encourage reflection and exploration and help students make the most of their high school years. Panelists will share their insights and experiences with different programs that share a common goal: to support first-generation, limited income students throughout high school and extend the runway to college matriculation, persistence, and graduation.

**The Unmasking Process: A Prerequisite for Creating a Foundation for Transformational Work**
- Ayodele Harrison, CommunityBuild Ventures

A “container” is a required prerequisite for members of Anti-bias and Anti-racist (ABAR) and Diversity Equity Inclusion and Justice (DEIJ) committees that seek to examine and dismantle systems and practices that hinder educational equity and justice within their schools. A supportive working container assists committee members, representing diverse spectrums, with developing a connection to each other, the work ahead, and themselves. This workshop will introduce and lead a short practice of Brave Space Building (BSB) - a framework for building a container that allows members to “unmask” (show up fully) - so they can share selves and experiences authentically, and engage more deeply in tackling issues that disproportionately impact the lives of those who have experienced inequities in education because of their identities.

**Liberating School Climate: A Three-Pronged Approach for Supporting Undocumented Students and Their Families on the Post-Secondary Journey**
- Andrea Navarro Keenan, Excel Academy Charter Schools

For years, the conversation around undocumented students and college access centered around federal and state policies and tactical information about how the application process differs for this...
population. It's time to move the conversation to how to support students earlier and in a more comprehensive way. A liberated and inclusive organizational climate can positively affect undocumented students’ college and career counseling process as well as their post-secondary outcomes. This session will present a novel three-pronged framework for transforming culture to better uplift and prepare students and their families to take an active role in their post-secondary planning approach. It includes family engagement, staff training, and emergency response protocols, as well as the importance of student voice. After a one-year pilot in 2017-2018, this model is the result of a decade of working with students with complex immigration situations and qualitative data showing that it takes much more than passionate educators to ensure sustained post-secondary success for this vulnerable population.

Readiness from the Inside Out: Reinforcing Self-Reflection, Relevancy, and Relationships

Jennifer Murphy, Arizona State University

We teach methods for improving upon a student’s critical thinking, rhetorical analysis, creative thinking, comprehension, and problem-solving skills, but rarely do we work with our students to master the art of self-reflection. Acknowledging the relationship between student success and the value of a student’s metacognitive skills can increase academic, interpersonal, and emotional resiliency for college and career success and retention. As educators, we need to be mindful of our own self-reflection as we strive to build relationships with students - are we asking the right questions and providing the necessary feedback to elicit trust and, ultimately, to reinforce relevancy in student learning? Research demonstrates that college readiness encapsulates far more than cognitive skills and, as educators, we must recognize that success is multidimensional and involves the whole student. The presenter will translate current and relevant research into practical activities for use with students for classroom and/or workshop use.

4:00pm-4:15pm ET
Stretch Break

4:15pm-5:15pm ET
NPEA 2021 Virtual Conference Welcome Reception: The Urgency of Now

Welcome: Kelly Glew, The Steppingstone Foundation

5:15pm-7:00pm ET
Wellness Offering: Meditation “Being in the Present Moment”

Debra Diana, New York University

With present moment awareness, we value time as a friend, guide, and teacher. In this 15 minute practice, I will take participants through a meditation to notice and connect with the present moment as a part of our ritual of well-being. We will focus on deep breathing and a full body scan. We will call in the energy of noticing what is felt in the body as participants focus on body awareness and body sensations. Sound healing music will be played as a part of creating a frequency to support complete body, mind and spirit restoration.
Coffee Conversation #1: Highlighting the Importance of Supporting ALL Students

- Meredith Laban, Executive Director, Horizons Greater Boston

Students have many abilities and strengths and not all students can/want to go to Harvard. How do we turn the spotlight to the needs of these students? Everyone loves the story of the student that pulled themselves up by the proverbial bootstraps and made it to an extremely selective college but what damage is done when we continue to highlight these stories? What stories are lost? This coffee conversation offers the opportunity to think about the best way to highlight the success of all students regardless of "academic achievement."

Coffee Conversation #2: Anti-Racist Efforts in Schools

- Presenter: Kelly King, Soulsville Charter School

Join this facilitated coffee conversation to engage in dialogue with fellow members about how to develop and implement anti-racist initiatives and work within your school.

Coffee Conversation #3: Financial Sustainability and Fundraising

- Steve Filosa, To the Good

Even before the pandemic, even the most sustainable looking organizations were “dancing on the head of a pin,” as one foundation leader put it. Add the two ongoing plagues of COVID-19 and systemic racism and organizations are thinking harder than ever about their missions and financial model. Come to this coffee conversation and share your questions and ideas about strategic planning, governance, fundraising, budgeting and whatever else you think it takes to financially sustain our critical work.

Coffee Conversation #4: Partnerships That Enable Meaningful Work

- Amanda Case, Purdue University
- Jessica Hauser, Downtown Boxing Gym Youth Program

When partnerships between community-based organizations (CBOs) and university researchers are successful they can be tremendously beneficial for both parties. Researchers can make substantive contributions to research, practice, and policy and CBOs can gain assistance with data collection and program evaluation leading to program growth and/or improvements and access to additional funding. Establishing and maintaining such partnerships is not easy, though, and takes considerable commitment. This coffee conversation will highlight the long-term relationship between a university researcher and CBO executive director, including challenges they have faced and what has allowed their partnership to persist and remain mutually beneficial over the years.

Coffee Conversation #5: “Liberation is a Human Right, Let’s JUST BE!”

- Derrick Fleming, Chicago Scholars and TGEL Enterprises

How powerful would it be to create educational environments that are equitable, safe, and brave spaces that allow all youth, but especially black and brown youth, to thrive without judgement? Allowing youth (and all humans) to “JUST BE” encourages them to dream the most beautiful and
wildest dreams on their individual and collective journeys toward self-actualization, personal Liberation, and financial freedom. The JUST BE campaign, presented by TGEL Enterprises is meant to help dismantle current and historic systemic forms of oppression or indifference, foster anti-racism, eliminate hate, and activate individuals both personally and professionally to choose themselves and love themselves authentically, transparently, and honestly. "When the collective chooses themselves, we demonstrate what true inclusion and respectful difference looks like."

10:00am-10:30am ET
First-Time Attendees and New Members Check-in #1 (East and Central Time Zone Attendees)
● Facilitator: Eric Jones, Community Partnership School
● Facilitator: Charlotte Brownlee, Cate School

10:30am-10:45am ET
SPARK! Session
Designing Effective CBO and Higher Education Partnerships
● Samantha Jane Nelson, New York University
● Jordan Wesley, Let's Get Ready
Representatives from New York University (NYU) and Let's Get Ready (LGR) will discuss the challenge of designing effective and productive partnerships between community-based organizations (CBOs) and colleges/universities. As part of NYU’s new Pipeline Division, they are currently grappling with how to best work with CBOs in a way that ensures all parties feel the relationship is substantive and mutually beneficial. At LGR, this challenge persists as the organization looks to partner with different types of higher education institutions, sometimes for different purposes. The presenters will share their perspectives on effective partnership-building, grounding the conversation in their own experiences building and maintaining a mutually beneficial relationship.

10:45am-11:45pm ET
Keynote General Session: Dr. Kevin Kumashiro
● Keynote Introduction: Olufemi Ogundele, UC Berkeley

11:45am-12:15pm ET
Coffee Conversations
Coffee Conversation: Educators of Color Affinity Group
● Facilitator: Andrea Keenan
Join this affinity group to connect with other educators of color to learn and share about the challenges and successes you are facing in your work.

Coffee Conversation: Higher Education Affinity Group
● Facilitator: Laurie Behringer
Join this affinity group to connect with others in higher education to learn and share about the challenges and successes you are facing in your work.
Coffee Conversation: CBO Affinity Group
- Facilitator: May Melehan, Making Waves
- Facilitator: Jose Rodriguez, Daniel Murphy Scholarship Fund
Join this affinity group to connect with others from Community Based Organizations (CBOs) to learn and share about the challenges and successes you are facing in your work.

Coffee Conversation: Independent Schools Affinity Group
- Facilitator: Charlotte Brownlee, Cate School
Join this affinity group to connect with others working in independent schools to learn and share about the challenges and successes you are facing in your work.

Coffee Conversation: Collaborative Approaches to Educational Equity: Promoting Computer Science
- Facilitator: Jonathan Reynolds, AI4ALL
- Facilitator: Ashley Patton, Carnegie Mellon University
Access to computer science (CS) education is at a crisis point in America, with only 35% of high schools offering CS instruction. With 500,000 open computing jobs (a number projected to grow by twice the rate of jobs in other fields), as well as technology’s lack of diversity, we need to rethink who we encourage to pursue CS, and how we go about that work. To address this, Carnegie Mellon University has engaged stakeholders to create educational ecosystems to provide access, opportunity, and inspiration to under-resourced schools, students, and families to drive interest and enrollment in CS programs and careers. This coffee conversation will prompt dialogue around programs and initiatives that work and how we can tackle this problem from a social justice perspective.

11:45pm-12:15pm ET
First-Time Attendees and New Members Check-in #2 (Pacific, Mountain Time Zone Attendees)
- Facilitator: Bryan Baldwin, COCUITY
- Facilitator: Chris Parris, The Steppingstone Foundation

12:15pm-12:30pm
Stretch Break

12:30pm-1:30pm ET
Workshop Sessions

Advancing DEI and Anti Racism Efforts in Independent Schools
- Mary Antón-Oldenburg, Northern California People of Color in Independent Schools
- Deborah Dowling, California Association of Independent Schools
- Rob Evans, Independent School Alliance for Minority Affairs
- Lisa Haney, California Teacher Development Collaborative
- Monique Marshall, Southern California People of Color in Independent Schools
The global pandemic and national awakening to systemic racism highlighted how much further independent schools in the United States must go to create diverse, equitable, and inclusive school communities. Instagram served as a powerful platform for Black students and alumni of independent schools to describe their experiences on predominantly white independent school campuses. Their experiences were recently featured in the LA Times and inform us that diversity efforts alone are not enough. In this interactive session, a panel of nonprofit leaders will explore and outline steps that independent schools must take in order to center racial equity, align systems for accountability, foster a community of belonging, and make space for critical conversations. The
panelists represent organizations that support the work of independent schools in California and have equity as a strong emphasis or at the center of their mission and/or strategic plan. This session will highlight the role that independent school trustees, school heads, educators, families, and community-based organizations can play in addressing systemic racism.

**Working Within Your Program Model to Address Mental and Emotional Wellness**
- Katie Flood, Let’s Get Ready
- Jordan Wesley, Let’s Get Ready

COVID-19 thrust college access and success professionals deeper into the mental and emotional health crises of young people. Mood disorders are the 3rd most common cause of hospitalization for people 18-44. Suicide is the third leading cause of death in 15-19 year olds. These statistics account for clinical diagnoses - not including situational stressors that escalated in 2020. College access and success organizations have always supported students through referrals and one-off interventions, and rising needs require us to be scrappy and intentional in how we marshal our resources to identify and support students who need help. In this session, you will learn about scalable strategies to ensure mental and emotional health barriers to matriculation and college persistence don’t go unnoticed and unaddressed - even if your front line staff are not trained clinicians or social workers and when your core program models are not designed specifically as mental health interventions.

**Addressing Critical Needs and Highlighting Hidden Costs: Assessing the Emergency Needs of Underrepresented Students**
- Ashley Bianchi, Williams College
- Rachel Bukanc, Williams College

Emergency aid at colleges is a tricky topic. Where do the funds live, who is funded, what is funded, and how can students access the funds? These are all questions Williams College tackled when overhauling and streamlining their critical needs funding process. Come learn about wraparound support given to students starting with pre-enrollment funding and ending at post-graduate resources. Contribute to the growing conversation about the varying needs of students and examine some early results showing how additional resources are helping students enroll, persist, and graduate.

**Leadership Circle: Reflect and Connect**
- Sharon Olken, *Executive Director*, Gateway Public Schools

Leadership can be lonely. Though surrounded by people all day, leaders’ time is largely consumed by putting out fires and supporting the needs of others. Navigating COVID-19 has magnified the complexity of leadership, as well as intensified our collective sense of isolation. Rarely do leaders have the chance to reflect on their own experience, dig into their framing values, or share the struggles and challenges of leadership with others in a similar position. That said, we need models of positive leadership - like you - now more than ever. In this highly interactive session, we will come together as a cohort of leaders to reflect on how we show up, how we want to grow, and how we embody our personal and organizational mission and values. In a supportive space, we will surface and share the big questions with which we are grappling and learn tools for personal reflection and intention setting. This session will include reflective writing prompts, participatory online tools, and small group discussions. Together, we will recharge through connecting with other leaders, learning from each other, and recommitting to our own growth and support.
Building an Effective Career Development Program: Leveraging Curriculum, Mentors, and Partners

- Jerome Joseph, America Needs You
- Marianna Tu, America Needs You

Many organizations have made a commitment to supporting students through college and into careers but are struggling with decisions as they build or refine their career development program. This interactive workshop will lay out best practices for developing a comprehensive and holistic career readiness curriculum, focused on building the hard and soft skills low-income and underserved students need to succeed in college and beyond. This workshop will share best practices with organizations who wish to develop or ramp up their college and career success programming.

1:30pm-1:45pm ET
Stretch Break

1:45pm-2:45pm ET
Keynote General Session: Dr. Howard Stevenson
- Keynote Introduction: Jason Patenaude, Schuler Scholar Program

2:45pm-3:00pm ET
Stretch Break

3:00pm-4:00pm ET
Workshop Sessions

Planning for the Future: Saving for College During Uncertain Times
- Jonathan Hughes, MEFA
- Julie Shields Rutyna, MEFA
- Jonathan Sparling, Private College 529 Plan
- Alayna Van Tassel, Massachusetts State Treasurer’s Office

This past year has brought so many uncertainties about college and finances, but we know saving for future educational costs is important; it can put students on the path to college, reduce debt burden, and affect long-term economic well-being. How have the events of 2020 affected college plans for students and families? What’s the best way to move forward and talk with families about saving for college, acknowledging the increasing financial challenges and stressors of today? Led by a panel of experts on the topic of college savings, this interactive session will provide an overview of college savings programs, discuss national and current trends, and highlight effective strategies for reaching families to start saving early and often—especially now. Attendees will walk away with more knowledge in this important piece of the higher education financing equation that will help them support their students and families as they begin—or continue—their college planning and saving journey.

How to Implement an Anti-Racism Curriculum at Your School
- Kelly King, High School Dean of Curriculum & Instruction, The Soulsville Charter School

This workshop will walk participants through the planning process for successfully implementing an anti-racism curriculum at their schools including leadership mindset, teacher training, and consideration of student and staff needs. Participants will review the current anti-racism curriculum at Soulsville to understand the decisions, people, and planning needed to execute an anti-racism curriculum well in any school setting. By the end of the session, participants will be able to begin planning their approach to anti-racism based on the unique needs of their school and community.
Developing Solid Strategies for Racial Equity in Scholarship Selection

- Jackie Ose, Jack Kent Cooke Foundation
- Alan Royal, Jack Kent Cooke Foundation

In this session, staff from the Jack Kent Cooke Foundation will discuss recent changes to their scholarship application/criteria and updates to reviewer training and selection methods. In the midst of the COVID-19 pandemic and the palpable racial unrest that demanded the world’s attention in 2020, the Cooke Foundation was charged by its scholars and staff to increase efforts to interrupt systemic barriers to racial equity in the application process. As a result, new practices and strategies are being developed to deepen the Foundation’s understanding of the challenges racially marginalized groups face among high-achieving students with financial need and ensure a more equitable review process.

Fostering Civil Discourse, SEL, and Social Justice in the Classroom and Beyond

- Laura Bond, Sharon Elementary School
- Maurice Elias, Rutgers University
- Lauren Fullmer, Summit Public Schools
- Yenny Tavarez, Rutgers University - New Brunswick

Racial disparities exist in education and in society at large. Racial-neutral and racial-evasive practices and policies in place in many schools have only served to reinforce racial barriers. Confronting these barriers is an interactive and collaborative process that requires perspective taking, empathy, emotion regulation, civil communication skills, and social problem solving. These all are learnable skills that can be applied to the kinds of critical issues students need to be discussing related to racial barriers. This workshop will provide the background and instructional strategies necessary for participants to implement Students Taking Action Together (STAT) instructional strategies to social studies, history, and current events, as well as addressing ongoing school and classroom issues. Participants will practice Establishing Norms, Yes-No-Maybe Discussions, Respectful Debate, and the social problem solving method of PLAN to help students learn civic discourse and social emotional skills needed to tackle issues of social injustice, break down racial barriers, and take social action on issues related to their classrooms, school, and communities.

Capitalizing on Your Networks of Support

- Yasamin Mahallaty, Georgetown Scholars Program

The Georgetown Scholars Program (GSP) works with 650+ first-generation and low-income undergraduates of Georgetown University. Their work with students can be categorized into four buckets: 1) community building, 2) financial resources, 3) advising and mentorship, and 4) advocacy. With so many students and a limited staff, GSP has found that leveraging strategic partnerships can not only ease staff capacity but also improve students’ experience at Georgetown University. Fostering our Peer and Alumni mentor program, as well as our Regional Network Program, has allowed us to build a network of support for our students on campus, in D.C., and in their hometowns. Join the presenters to learn more about how they have cultivated these networks, lessons they have learned, and an opportunity to collaborate with fellow attendees on your own program’s development. This session will encourage participants to think strategically about their own communities by facilitating dialogue and activities.

4:00pm-4:30pm ET

Stretch Break and Sponsor Game Challenge
4:30pm-5:30pm ET

Workshop Sessions

Fostering Student Resilience: Creating an Emotionally Healthy School

- Deborah Offner, Beacon Academy
- Sarah Smith, Beacon Academy

Even before 2020’s ‘New Normal’ (COVID-19 pandemic, protests in response to widely viewed police killings of unarmed Black citizens, and a national recession) mental health issues were a well-documented and increasingly powerful barrier to student progress, persistence, and success, especially for students from low-income communities and students of color. Poverty, racism, and social oppression exacerbate the stresses of growing up; these factors also distract educators and families from identifying and addressing specific mental health issues, such as anxiety, depression, and post-traumatic stress, in students from underserved communities. Whether you are a classroom teacher, advisor, dean, or other administrator, you are routinely “on the ground” with today’s students. In this workshop, you will: 1) hear lessons learned and consider barriers to recognizing mental health issues in underserved students; 2) learn how to identify and respond to adolescents in distress; 3) gain confidence in collaborating with parents; 4) consider big picture and policy recommendations; 5) share your own stories; and 6) gain knowledge around addressing student mental health challenges in your school communities.

Removing Barriers and Building Trust with Families from Diverse Backgrounds: An Admissions Lens

- Danielle Holman, Schmidt Future
- Enya O’Riordan, Breakthrough New York

This workshop will present solutions to support the recruitment of families from diverse backgrounds for organizations committed to educational access. Presenters from two New York community-based organizations (CBOs), Breakthrough New York and The TEAK Fellowship, will share how they identify unexpected barriers in the admissions recruitment process and offer several strategies to make the process more inclusive. The family engagement strategies shared by the presenters can also be extended more generally to practices in supporting students in schools and CBOs from middle school through college.

Visualize Success: Using Testing Data to Demonstrate Impact

- Benjamin Bingman-Tennant, A Better Chance
- Rob Evans, Independent School Alliance
- Andy Hoge, SEEDS
- Brenna O’Neill, Test Innovators
- Jane Ventrone, The Steppingstone Foundation

Data has become increasingly important in driving organizational conversations and decisions. We need data to present to our boards and prospective families, as well as to understand internally what the results of our work have been. This session will share the standardized test results and related information that different community-based organizations (CBOs) collect, the types of analysis each organization runs, and the visualization tools that have been most effective for understanding their results. Panelists will also talk about the challenges related to data collection, analysis, and presentation and will answer questions around what data to collect, how to understand and present qualitative results, and more.
Moving the DEI Needle in Private Schools Through Collaboration and Data Driven Practices

- Patti Stephen, Buffalo Prep
- Eric Yarwood, Education Collaborative of Western New York

The Education Collaborative of WNY (EdCo), a consortium of 14 private and high schools in Western New York, made diversity, equity and inclusion a top priority in 2017 as each of the school leaders and EdCo Board Members cited issues of equity and inclusion as a vital topic and space to collaborate while setting the organization's new strategic goals. With an overarching goal of creating educational spaces where ALL students feel like they belong and can be successful, EdCo partnered with Buffalo Prep, an education access organization, and Eastern Educational Resource Collaborative (East Ed) to develop an actionable road map for our journey that utilized research, data, and best practices. This workshop will provide a broader description of our journey and highlight some key elements (both positive and negative) that have shifted the DEI mindset in the EdCo schools and has set us on our path to fulfilling our ultimate goal.

Strengthening Community Partnerships in Support of Student Access and Diversity: Lessons from UC Berkeley

- Miya Hayes, UC Berkeley
- Clyde (Trey) Moore III, UC Berkeley
- Robert Penman, UC Berkeley

In fall 2018, UC Berkeley’s Chancellor announced that the campus would undertake the initiative to reach Hispanic Serving Institution (HSI) status within 10 years, while also working to increase the number of African American and Native American students. Over the past two years, Undergraduate Admissions has changed its outreach engagement philosophy through a series of structural and cultural shifts, such as the creation of theme-dedicated teams, adoption of a new territory management model, and an overarching focus on diversity, all leading to gains in admission and enrollment of underrepresented minorities, including African Americans, Chicanos/Latinos and Native Americans, and first-generation-to-college students. Utilizing data and leveraging relationships specifically with the Center for Educational Partnerships (CEP, which houses the majority of the campus’ community college and high school student-facing outreach programs, the Office of Undergraduate Admissions has achieved the beginnings of this shift in creating a student body that more accurately reflects the state of California.

5:30pm-6:00pm ET
Wellness Offering, Stretch Break, and Sponsor Game Challenge

Wellness Offering: Community Connect Session: Health and Well-Being

- Debra Diana, New York University

We bring who we are into our professional and personal lives; they are not separate. In every situation, one brings their whole self. Cultivating Better Self Care for Work-Life Balance is a part of one’s leadership journey as one continues to grow in their careers and lives. In this session, we will explore ways to maintain balance in work-life as a part of long term success.

6:00pm-6:30pm ET
Award for Excellence Presentation

- Alan Royal, Jack Kent Cooke Foundation

6:30pm -7:30pm ET
Social Hour and Small Groups Debrief
THURSDAY, APRIL 29

9:30am-9:45am ET
Day Three Welcome
  ● Andy Hoge, SEEDS: Access Changes Everything

10:00am-10:30am ET
Wellness Offering: Morning Yoga
  ● Little Flower Yoga

10:30am-11:00am ET
Sponsor Visits and SPARK! Session

SPARK! Session

10:30am-10:40am ET
Defining “Low-Income”
  ● Marcus Deveso, Buffalo Prep
This Spark presentation will focus on how organizations define “low-income” in determining the families and students they will serve. What are the most effective models? How is family size accounted for? Do federal poverty guidelines take into account the countless variations of family dynamics and cost of living increases in different areas of the nation? The presenters will explore multiple models and potential best practices when defining a family as low-income. We want to peel back the many layers to make sure that we are truly making an impact on those students who may otherwise find it difficult to rise up without assistance.

11:00-11:15am ET
Wellness Offering: Meditation “Loving Kindness”
  ● Debra Diana, New York University
Participants are invited to cultivate a deep appreciation of themselves and the world around them. This meditation practice is good for anyone who desires inner peace and calm clarity. While seeing the good within, we will focus on a breath and body scan meditation. We will be listening to 528 Hz love frequency music. This music frequency is set to guide participants to manifest abundance, love, peacefulness, and harmony into their lives. While participating, the goal is to remember that love comes in many forms.

11:15am-11:30am ET
Stretch Break

11:30am-12:30pm ET
Workshop Sessions

Pivoting on a Dime: Pandemic Opportunities
  ● Marcus Deveso, Buffalo Prep
There is no question that the COVID-19 pandemic has forced educators into new worlds of teaching and learning. However, it also created countless opportunities for invention. This workshop will focus on innovative educational best practices, forced by the pandemic, that should remain with us long after the coronavirus is a thing of the past.
From Data to Equity-Minded Action: Strategies to Analyze, Interpret, and Act on Data through an Equity Lens

- Erin Neubert, National Louis University
- Tracy Templin, National Louis University

This workshop will provide tools and strategies to use data disaggregated by demographic groups to improve student outcomes with an equity-minded lens. Participants will learn and apply a framework to help faculty and staff teams understand the importance of disaggregating data by demographics, how to facilitate equity-minded dialogue to engage with the data, and how to take action on the data to further student success. Workshop leaders will present a case study from National Louis University, where data was used to surface and address inequitable student outcomes both in college-wide and faculty team settings. After the case study, participants will engage in a discussion to explore how the model may be applied in different teams and contexts. Finally, participants will reflect and begin to plan how they can apply components of the model at their own institution.

Working Woke: Embracing and Empowering Our Young People of Color

- Rashid Duroseau, Democracy Prep Public Schools
- Jillian Luft, Democracy Prep Public Schools
- Sharese Main, Democracy Prep Public Schools

In this workshop, participants will discuss and reflect on several manifestations of systemic racism and inequality in society that have a direct impact on the young people we educate, then explore approaches that will support anti-racist and trauma-informed work. Through an analysis of current events and scholarly works, the session will demonstrate how the current social and political landscape underscores the critical importance of educating in a humane and justice-oriented manner. The presenters will share a variety of strategies and techniques to create school environments that honor our students’ identities, cultivate a sense of hope and possibility, foster socio-emotional wellness, and provide a counter-narrative to the destructive messages students absorb daily through the news and social media. Attendees will leave the session with numerous articles, graphic organizers, and lesson materials to support their renewed commitment to embracing and empowering their students in these uncertain times.

From Disruption and Disaster: Innovations in SEL and Approaches to Mental Health and Wellbeing

- Brittney Cooper, Uplift Education
- Jason Klugman, PUPP
- Cassandra Salgado (Geiger), Northwestern Academy

In 2014, the Director of the Princeton University Preparatory Program (PUPP), Jason Klugman penned the article, “Creating a Community of Scholars on the Edge of Disaster for the NACAC Winter Journal. The article called for confronting the hard realities of our students through a lens of categorization like how the Federal Emergency Management Agency (FEMA) prepares for the impact of natural disasters. Six years later we find ourselves in an unprecedented time of disaster and crisis. The COVID-19 pandemic has threatened connections, community, and relationships and has further illuminated the need for social-emotional learning (SEL) and well-being supports. There is a need for approaches and strategies that go beyond test prep, test-anxiety, and college knowledge to address the existing inequities and vulnerabilities exposed by COVID-19. We will share the developmentally appropriate strategies for understanding and regulating emotions, practicing skills, and self-care to foster connectedness across distance and in crisis.
Creating Safe Spaces for Asian American Students

Vivian Wu Wong, Milton Academy

As an invisible minority, the needs of Asian American students go unmet. In the face of the model minority myth and growing anti-Asian hostility, these students often have to go it alone. What can Asian American student leaders and supportive faculty and administrators do to create safe and brave spaces for these students? What should these spaces look like and how can Asian American students find their voices as they help shape anti-racist school communities? The presenter will discuss the implications of the model minority myth, its impact on the relative lack of student support services, and strategies that can be used to reframe the narrative about Asian American students. Participants will be invited to share their experiences in drawing attention to the growing mental health needs of their Asian American students.

12:30pm-1:00pm ET
Stretch Break, Sponsor Game Challenge, and Dance Break

1:00pm-2:00pm ET
Workshop Sessions

“If you want to go far, go together”: Prioritizing Mental Health, Wellness, and Community Care in Education Spaces

Chelsea Frosini, The Opportunity Network
Carl Jackman, The Opportunity Network

This workshop will explore the range of actions that the Opportunity Network has taken this year to center wellness in its college and career readiness program, de-stigmatize mental health, and gather strength from community care. This year has brought a surge of mental health crises and concerns for young people, particularly for Black, Indigenous, and People of Color (BIPOC) communities who are also experiencing systemic inequity with COVID-19, access to health care, education, and more. The presenters will share their process for understanding the needs of communities and responding in sustainable, responsive, and caring ways. They will focus on action, not just intention, and actively engage participants in practices to gather their own needs and resource assessments, initiate capacity-building initiatives, and bring wellness and mental health into their existing work with young people.

Operating a High-Quality Summer Program During COVID-19: Lessons from NSLA’s Network

Broderick Clarke, National Summer Learning Association
Alicia Copeland, Parks & People Foundation
Leslie Gabay-Swanston, National Summer Learning Association

Summer will never look the same again. In 2020, summer presented a period of extraordinary circumstances, great unknowns, and an opportunity to re-imagine and rebuild. The time when youth can grow in different kinds of ways was cut short for so many without access to learning opportunities. And now as the inequities in our society are exacerbated, we must reconsider what summers should look like moving forward to help young people both catch-up and learn and grow in ways unimagined. Join the discussion to analyze what happened and consider designs for summer 2021.

Decision-Making Through a Racial Equity Lens

Nicole O’Connell, Schuler Scholar Program
Joana Sosa, Schuler Scholar Program
As educators and advocates of diversity, equity, and inclusion (DEI) in education, we're often faced with opportunities to make decisions that will drive change for the benefit of our students. The global health pandemic and ongoing climate of racial injustice have brought to light the systemic inequities that exist and continue to affect the daily lives of Black, Indigenous, and People of Color in our country. Now and moving forward, we need to approach our work through a DEI lens. Racial equity needs to be at the forefront of our decision-making process, helping to prevent us from creating or perpetuating further racial inequities. In this workshop, attendees will be introduced to the Racial Equity Impact Assessment (REIA) toolkit from the Race Forward organization, practice using it through a case study, and identify opportunities to apply this process at your schools and organizations.

Practices and Processes to Achieve Equity in Support of Post-Secondary Planning Amidst the COVID-19 Pandemic

- Patty Diaz-Andrade, OneGoal
- Michele Chapman, School District Elgin U-46
- Alexa Charsha, School District Elgin U-46
- Andy Schmitz, OneGoal

This session will support K12 teams’ understanding of effective post-secondary practices and processes that systematize a more equitable approach to student advising. OneGoal, a national organization with a vision that every young person will achieve their greatest post-secondary aspirations, will present its District Rubric for Post-Secondary Readiness and facilitate evaluation of current post-secondary practices. Elgin U-46, Illinois’ second largest school district with a large population of first-generation post-secondary enrolling students, will discuss how its partnership with OneGoal has helped address inequities in postsecondary success through an in-class advisory model. Additionally, Elgin U-46 will discuss its strategy and work to build the capacity of school-based postsecondary success teams while sharing reasons for investing in this strategy during the COVID-19 pandemic. Participants will understand why ensuring that degree attainment gaps between historically marginalized communities and more affluent ones do not continue to widen in the coming years starts with a rigorous self-assessment.

2:00pm-2:30pm ET
Stretch Break, Sponsor Game Challenge, and SPARK! Session

SPARK! Session
2:10pm-2:20pm ET

The Case for Resilience: Preparing Students for the Ever-Changing World

- Debra McLoud, Breakthrough Manchester

At Breakthrough Manchester, students come from a variety of backgrounds but share common obstacles in their lives. Many are first-generation Americans who are below the poverty line, speak English as a second language, are from an ethnic or racial minority, come from a non-traditional family structure or are homeless, and would be the first in their family to attend college. The resilience they demonstrate is a testament to the human spirit. In order for our students to succeed in a climate of opportunity inequity, they need to continue to move forward with strength and resilience. This Spark presentation will share how students can successfully rise beyond challenges. The presenter will touch on issues of student identity, well-being, and mental health that are crucial to address in order for our students to forge ahead on their journey to higher education.
2:30pm-3:30pm ET
**Keynote General Session: Dr. Gloria Ladson-Billings**
- Keynote Introduction: Lisa Smoots, Horizon Upward Bound Cranbrook School

3:30pm-3:45pm ET
**Stretch Break**

3:45pm-4:45pm ET
**Workshop Sessions**

**Advancing Equitable Employment for First-Gen Students in a Resource-Strapped Environment**
- Sruti Bharat, FutureMap
- Gayle Meyers, Schuler Scholar Program
- Rachel Pierson, Schuler Scholar Program

The COVID-19 pandemic continues to disproportionately affect first-generation students and communities of color in devastating ways, particularly in the realm of employment and career readiness. In response to cancelled internships and impacts of unemployment on first-gen students’ families, the Schuler Scholar Program, a college success program based in Chicago, pivoted to virtual programming and partnered with FutureMap, career readiness experts in California who focus on supporting first-generation students, to help close the gaps during this pandemic. Our approach combined workshops, internships, fellowships, and alumni coaching to create a model that will support students beyond the pandemic as well. In this interactive session, come learn about what worked for us, engage with other organizations regarding the pivot to virtual during COVID, and learn ways you can adapt our model to fit your organizational college career readiness program goals.

**Re-envisioning Advocacy and Responsibility Beyond the Classroom: The Power of Providing Holistic Support for Systemically Marginalized Students**
- Ferni Cruz, Breakthrough New York
- Sylvia Ortega, Breakthrough New York

As National Youth Poet Laureate Amanda Gorman proclaimed in her 2021 Inauguration speech, “We will not be turned around or interrupted by intimidation, because we know our inaction and inertia will be the inheritance of the next generation.” 2020 has been a tough year for many of us. It has unmasked the true identity of a society birthed by racism and injustice. As educators, we are charged with the responsibility of picking up so many of the pieces left behind by our realities, and have been challenged to re-envision how we show up and uplift our students. In this workshop, we will discuss what it means to support the whole student. How do we define holistic support and why is it important to the success of our students as they navigate everyday obstacles and external crises? We will discuss what these practices are and create an open space for participants to share insights on and ask questions about the specific tools and strategies they use to support students.

**Developing Self-Awareness and Cultivating Resilience in the Face of Uncertainty: The Importance of SEL in the College Transition**
- Annie Brown, Winthrop Park School
- Danny Rojas, Harvard Graduate School of Education
- Jamaal Williams, PEAR

Helping students develop their social emotional skills can help them not just get into college, but also to stay in college and, as importantly, to be successful. In this workshop, participants will experience activities from a SEL curriculum designed for first-generation students transitioning to college. Guided by the Clover Model from the PEAR Institute, participants will explore strategies...
for reflection, building a sense of social belonging, and finding and using one’s voice that are particularly relevant to successfully navigating the college transition as well as life beyond high school.

**Putting Mission Back into Admission**
- Akil Bello, FairTest
- Frankie Brown, Sidwell Friends School
- Keith Wilkerson, CollegeThoughts

Institutions work to ‘prepare a diverse community of students’ to ‘make a meaningful difference in the world’ and build a ‘lifelong spirit of inquiry and joy in learning’ - but are the processes and procedures required ensuring that or preventing it? What are the factors that allow our institutions to support equity and access for a diverse group of students? Join this session, in which a veteran admissions director, a specialist in educational access, and an authority on various high-stakes tests share ways schools can think about the obstacles to true diversity. The presenters will share their ideas for making your school’s admissions process one in which the whole student is valued and provided a better chance at success in your school's program.

**Addressing Educator Shortage and Teacher Diversity in Times of Change in the Education Sector**
- Victoria Moreland, Professional Educator Standards Board
- Darcy Pietryka, Westat

Presenters will set the stage by covering the national landscape of educator diversity and preparation, followed by sharing concrete strategies at the state and educator preparation program level for increasing diversity and retaining quality in our educator workforce. The session will address policy and implementation strategies, demonstrated by the case of how one state and its programs are addressing issues of diversity, equity, and inclusion in its educator workforce. Attendees will learn how states can bring about lasting change by changing policies, working in partnership across sectors, and removing barriers to entering the teaching force while providing support through nontraditional ways.

4:45pm-5:15pm ET  
**Stretch Break and Sponsor Game Challenge**

5:15pm-6:00pm ET  
**Closing Remarks and Social Hour Debrief Groups**
- Rob Evans, Independent School Alliance for Minority Affairs

6:15pm-6:30pm ET  
**Wellness Offering: Meditation “Loving Kindness”**
- Debra Diana, New York University

7:00pm-8:00pm ET  
**Cocktail/Mocktail Hour**
- Camille Wilson, The Cocktail Snob

The Virtual Cocktail/Mocktail session is a chance for NPEA conference attendees to live out their dreams and play bartender! Led by Camille of The Cocktail Snob, the class will cover the basics of mixology in a playful and fun environment. Attendees will learn how to make three tasty, refreshing vodka cocktails and have spirited conversations with each other throughout.

**ON-DEMAND WORKSHOP SESSIONS**
A Developmental Approach to College and Career Counseling
- Bryon Contreras, myOptions
- Lisa Sommer King, ACT

Does college and career counseling feel transactional? Are you worried about reaching your students remotely? myOptions® and the American College Application Campaign will share best practices and innovative approaches to helping reimagine college and career counseling.

Addressing Racial Inequity in STEM Education
- Jamie Hennick, Senior Manager of Strategic Initiatives, Root Cause

The compounded effects of a long pandemic, a struggling economy, disrupted public education systems and deepening racial injustice, are having disproportionately devastating impacts on students and families of color. According to the OECD, the U.S. economy could lose $14 trillion to $28 trillion in the long run due to pandemic-related interrupted learning. Interruptions to learning disproportionately affect students of color, who have more challenges with access to virtual learning and trust in the safety of schools. Due to existing racial inequalities, there was already a lack of trust and access that has been compounded by the pandemic. Learn from local leaders and students from the STAR Initiative who are using innovative approaches and collaboration to advance STEM equity for the many students historically underrepresented in science across the state of Massachusetts.

A WISE Approach for Supporting Student Wellbeing Across Identities
- Caitlin Nevins, McLean Hospital, Harvard Medical School

Dr. Caitlin Nevins, Director of Psychological Services at McLean Hospital's College Mental Health Program, will discuss a series of models, considerations, and interventions geared towards supporting student wellbeing, with an emphasis on identity and identity-based strengths. This presentation will also introduce the Wellness Initiative for Student Equity (WISE) framework. This framework addresses secondary and college systems desire to support the health and well-being of all students, inclusive of those with diverse socio-cultural identities, more effectively.

Boundaries Keep Us Safe and Accountable: Protecting Emotional Boundaries as Part of Cultural Competency Pedagogy
- Nina Glickman, Director of Student Growth, The TEAK Fellowship
- Mimi D. Shelton, Middle School ELA Teacher/Advisor, Manhattan Country Day

This workshop will explore the importance of respecting and maintaining emotional boundaries with students, especially though with vulnerable identities and particularly in the age of virtual learning, for the purpose of keeping our pedagogy skills-based, student-centered, and age-appropriate. We will discuss the importance of allowing students to define their boundaries in the classroom. We will also provide suggestions for connecting and engaging with students through scenarios-based activity, as well as through a list of best-practices that centers our consideration on the student’s emotional, academic, and social wellness inside the learning space while also respecting the whole of their cultural identity that exists outside of the classroom.

Creating an Effective Volunteer Force to Support Post-Secondary Success
Recruiting and training volunteers to effectively work with first-generation low-income students of color is essential to program growth and outcomes. Through strategic pairing, consistent communications, and relevant training, Waukegan to College readily partners with a diverse group of volunteers to help ensure its students complete academic and professional milestones. During this workshop the presenters will share how they help to facilitate volunteer and student connections beginning in high school through regular check-ins and to maintain engagement during the transition to college. Learn about Waukegan’s volunteer orientation, how they communicate expectations, and how to help mentors better understand the unique challenges students face in accessing and persisting at institutions of higher education.

Educating in a Pandemic: Using Educator Survey Results and Key Learnings from In-School Programming to Inform Equitable Student Engagement

- Ashley Hemmy, Senior Programs & Curriculum Specialist, American Student Assistance
- Avery Newton, Education Outcomes Research Manager, American Student Assistance
- Kim Sarro, Programs & Curriculum Development Specialist, American Student Assistance
- Bill Stiles, Senior Programs & Curriculum Specialist, American Student Assistance

In July and August of 2020, the Research and Programs & Curriculum teams from American Student Assistance (ASA) developed a survey for K-12 educators to provide feedback on their major barriers in the spring, their attitudes toward the 2020-2021 school year, and the types of resources that would be most helpful in the context of educating during a pandemic. With 230 responses largely from the New England states and New York, several key findings emerged regarding educators’ challenges, needs, wants, and priorities. This workshop will review these findings, discuss major implications by grade level, and share rich qualitative data from front line educators. The session will conclude with a guided discussion around best practices in supporting educators, students, and families throughout (and beyond!) the pandemic, featuring best practices and examples of “what works” from our own programming this school year.

Evolution and Equity: Removing College Application Barriers

- Scott Anderson, Senior Director, The Common Application
- Sadie Harlan, Project Manager, Access & Equity, The Common Application

The college application has remained largely unchanged for decades. In service to Common App’s mission of advancing access, equity, and integrity in the college admission process, the organization has embarked on a journey to revolutionize the application. Working with colleges, schools, students, and policy experts, Common App has identified specific application questions that create a chilling effect for students. Beginning in 2021-2022, Common App will take steps to remove or revise these questions. In this first year of transformation, they will tackle disciplinary history, citizenship and family, sex and gender, military discharge, and religious preference. Join this conversation about the data and personal stories that led to these changes, and help Common App determine where they go next.

Fall 2021 Admission Process: What Will Change and What Will Remain the Same?

- Christina Dotchin, Director of Membership and Business Development, The Enrollment Management Association

This session will look at key takeaways from this past enrollment cycle and explore how the admission process might change for fall 2021. The presenter will focus on five areas, including the partnership between the admission director and director of diversity, equity, and inclusion in the enrollment landscape. The session will also share data the Enrollment Management Association has
collected throughout this admission season, which will be helpful as you prepare to support your students and families next year.

**Helping Students from Humble Beginnings Navigate the Storm**
- Vince Marigna, Braven
- Chun Ying Wang, Braven

The current global health and economic crisis is one of universally shared experience and true human empathy. And yet, while we are weathering the same storm, we are not all in the same boat. This crisis has had a devastating impact on the health and wealth of our most vulnerable including the hundreds of thousands of low-income and first-generation college seniors who have graduated into this unprecedented economic environment. Despite doing everything right, these graduates are more likely to experience underemployment and initial earnings losses, both of which can have scarring effects that can last decades. But, this isn’t new: even before COVID-19, college graduates from low-income backgrounds were already facing greater odds to career success than their higher-income peers. This session will dive deeper into the inequities that exist for students from humble beginnings in both pre-COVID and COVID times as well as strategies to better ensure these students have a shot at the American Dream.

**Moving Beyond “Business as Usual”: Cultivating and Creating Meaningful Experiences for Student Success in a Virtual World**
- Pura Carina Gonzalez, Director of Innovation and Strategic Initiatives, One Million Degrees
- Michael Hernandez, Senior Manager of Organizational Learning, One Million Degrees

At a time when college enrollment is dropping, how can we cultivate community and connection amongst students in a virtual world? One Million Degrees (OMD), a holistic student support program for community college students, is making it happen. In the wake of COVID-19, like institutions everywhere, OMD adapted its in-person student-centered curriculum for online learning, but is going beyond the “business as usual, just online” narrative. By experimenting with new ways of creating meaningful opportunities for community building and professional development experiences online, OMD continues to connect students to resources and a network of supports while addressing critical foundational concerns of wellness, isolation, stress, and lack of community our students are experiencing. In this session, OMD will share insights from 2020, lessons learned, and programmatic modifications that are offering community college students the critical time, space, and resources to be supported, stay motivated, and stay in school.

**Strong Community, Strong Students: How to Foster Growth in a Virtual Space**
- Mallory Aldrich, Admissions Coordinator, Institute for Educational Advancement

Developing and implementing a national program centered around the whole-child and character development in a primarily virtual setting for high school students can be challenging. This workshop will focus on developing student, parent, and community buy-in beyond just the five-year program.

**The Life Navigator Middle School Program to Promote Social and Economic Mobility**
- Ana Homayoun, Luminaria Learning

Recent research indicates developing executive functioning skills is a more reliable predictor of success in academics and in life than IQ, test scores, or socioeconomic status. Middle school is a critical time for building executive functioning skills. Over the past year, the Life Navigator Middle School Program launched in two socioeconomically diverse middle schools in Charlotte, NC. Weekly advisory sessions, coupled with school-wide faculty/staff training and family engagement, empowers students to develop essential executive functioning skills and life management tools, including setting goals, thinking flexibly, regulating emotions, understanding different points of view, staying focused...
and completing tasks, and developing a diverse peer network. When COVID-19 resulted in a pivot to remote learning, we continued programming through the Life Navigator Family Packet and virtual educational opportunities.

The Test Optional Revolution: Character Attributes and College Access

- Arlene Cash, Consultant
- Stacey Kostell, Coalition for College
- David Holmes, Character Collaborative
- Sarah Honan, Wardlaw-Hartridge School

In this workshop, the panelists will present on: 1) enduring realities of college admission that deter opening doors of opportunity; 2) the growth of a character movement in admission; 3) emerging practices and tools in assessing character attributes; and 4) examples of programs and standards of good practice that are changing the landscape of admission. Recognizing the experience and insights of the audience, the panel will seek comments, questions, and concerns about the goal of elevating character criteria in admission and ideas and suggestions for advancing this goal. Audience contributions will be collected and reported back following the conference.