Standing Together in a Changing Landscape: A Call to Action

10th NPEA Annual Conference
April 11-13, 2018
Dear Colleagues,

On behalf of the National Partnership for Educational Access (NPEA), I would like to welcome you to the 10th annual conference, Standing Together in a Changing Landscape: A Call to Action. We are thrilled to be with you in New Orleans and look forward to a productive and memorable event.

As our country navigates increasingly challenging times, NPEA’s 10th annual conference will focus on the importance of coming together as a field to best support underserved students on their paths towards college and career success. Each day, we witness the impact of a changing landscape on key issues in educational access, ranging from education policy to politics to immigration reform to social-emotional well-being. We must stand together to confront the challenges our students and communities face, promote a culture of resiliency and progress, address barriers to equity and inclusion, and seek meaningful ways to support our students and each other.

This year’s conference is a call to action to share our best and brightest ideas in the face of uncertain times. Our united efforts to respond and adapt to adversity, work towards positive change, and create a landscape where students can thrive will prepare all of us for the possibilities and promise of tomorrow.

This year also marks the milestone of NPEA’s 10th annual conference. As we celebrate this achievement, we are more focused than ever on creating forums for concrete learning that benefit you in your work and best support the students you serve. For the 2018 conference, we have provided opportunities for active learning leading up to the event, and we will continue sharing information related to the conference content in the months following the event.

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.

We also recognize NPEA would not exist today if not for the foresight, leadership, and passion of Mike Danziger, the co-founder of The Steppingstone Foundation. Mike passed away at the end of 2017; his contributions to Steppingstone, NPEA, and the field of educational access were transformational and long-lasting. We are eternally grateful for the countless ways he contributed to the lives of thousands of Steppingstone Scholars and families, and for his dedication to ensuring all students have access to educational opportunity.

Thank you for all you do for underserved students, for standing together during these challenging times, and for meeting the call to act now. Each and every person here at this conference is making a difference, and our individual and collective efforts will have ripple effects into the future. We encourage you to roll up your sleeves, connect with one another, and get to work over these next two days! Our goal is for all participants to find community here and to leave with as much actionable information and critical knowledge as possible. Best wishes for an amazing conference!

Sincerely,

Karin Elliott, Executive Director, NPEA
City Year AmeriCorps members work in schools full-time for 11 months and strive to make a lasting impact on students’ lives by providing extra academic, social and emotional support.

NEXT DEADLINES: MARCH 9, APRIL 13, MAY 11, JUNE 1

APPLY NOW CITYYEAR.ORG
"I always wanted to be a schoolteacher. Teachers were my heroes and I thought that if I could ever be someone like that, it would just be the greatest."

MIKE DANZIGER CO-FOUNDED THE STEPPINGSTONE FOUNDATION IN 1990. HIS VISION WAS INSTRUMENTAL IN THE CREATION OF NPEA.
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 335 member organizations and schools in 35 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 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.
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.
Creating a Culturally Responsive, College-Going Culture for Young Men of Color

Ingrid Chung, Assistant Principal, Urban Assembly School for Applied Math and Science
Paul Forbes, Senior Director, Expanded Success Initiative, NYC Department of Education
Camille Kinlock, Associate Director, Expanded Success Initiative, NYC Department of Education

The Expanded Success Initiative (ESI) is focused on eliminating achievement and opportunity gaps for Black and Latino young men in New York City Public Schools. A major focus has been its support for schools in creating a culturally responsive, college-going culture. Schools are focusing on three interrelated areas crucial to improving outcomes for Black and Latino young men, including: 1) youth development, 2) academics, and 3) school culture. In collaboration with ESI schools and staff, they have curated culturally responsive practices and strategies and provided professional development on Culturally Responsive Education (CRE) for school staff, resulting in a culturally relevant framework. Preliminary findings are pointing to ESI’s positive impact on how schools operate to better serve Black and Latino young men. The presenters will share information, research, and promising strategies from three years of implementation, particularly about their work to support culturally responsive school culture, curriculum, and instruction.

Location: Orleans

SITE VISITS

Please join us as we visit Tulane University and Loyola University New Orleans to tour their campuses and learn about their strategies, programming, and best practices for supporting underserved students.

CONFERENCE REGISTRATION

Conference registration will be open and registered attendees can check in to pick up a nametag, program, and conference materials at this time.

Location: Ile de France Ballroom Foyer
Welcome Reception

Conference Welcome

Kelly Glew, President, The Steppingstone Foundation

Please join us as we kick off the 2018 Conference! You will have the opportunity to meet other attendees and network before a busy two days of workshops and events. A very special thank you to our Welcome Reception Sponsors: Dillard University, Tulane University, the University of New Orleans, and Xavier University of Louisiana.

Location: Ile de France Ballroom

Expand Opportunity
Achieve Excellence with Equity
Summer Programs for K–12 Professionals

Post-Secondary Success
June 24–27, 2018
Develop systems and learning plans that support students on paths to post-secondary readiness and success.

Closing the Achievement Gap
July 8–12, 2018
Learn how to raise achievement levels for all of your students—while narrowing gaps between groups.

Family Engagement in Education
July 23–26, 2018
Establish a culture and practices that promote family engagement as an element of successful whole-school reform.

Find the right program for you: hgse.me/npea2018

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

“We are driven by the belief that every child deserves a high-quality education and that educational opportunity is a human right.”

JAMES E. RYAN
Dean of the Faculty of Education
Charles William Eliot Professor of Education, HGSE

For additional information, contact us at ppe@gse.harvard.edu or 800-545-1849.

Professional Education
CONFERENCE EVENTS & WORKSHOPS

15

THURS APRIL 12

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 conference materials at this time. Connect with your fellow conference attendees in structured dialogue at our Breakfast Roundtables in the general session ballroom and breakout rooms.

Location: Ile de France Ballroom

7:30 AM–8:15 AM
BREAKFAST ROUNDTABLES

Avoiding Bias in Writing and Reading Recommendation Letters
Marie Bigham, Director, College Counseling, Isidore Newman School
Rebeca Gomez Palacio, College Access Consultant

Studies of medical school and academic job recommendations show strong gender and racial biases in language intended to support candidates, often resulting in a negative impact on the candidates’ applications. Our two presenters, both former college admissions representatives and current college counselors, will discuss how biases present in college admissions recommendations by the writer and the reader. Join this roundtable to discuss how to write effective recommendation letters, learn specific words and phrases to use or avoid, and review tangible examples. Participants will gain a sense of empowerment to better support students’ applications through recommendation letters.

Location: Conde

Helping Average- and Lower-Performing Students in the College Application and Scholarship Processes
Brittany Gordon, College Access Coordinator, Ninde Scholars Program
Susan Pavlus, Director of Education Outreach Programs, Ninde Scholars Program
Rasheem Rooke, Program Manager, College Success Foundation – DC

For the low-income students who are average- or lower-performing academically, the cost of college and the opportunity itself may seem beyond their reach. Working with students and families to explore students’ exceptionality and guiding students through a big picture strategy to improve their academic performance can all help to make “reach schools” possible and affordable. Join the Ninde Scholars Program and College Success Foundation to discuss strategies for helping students market themselves and build their college resumes, as well as coaching them to improve their academics, starting early in their high school career.

Location: Frontenac

Conversation starter: “Is this your first NPEA conference?”
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 and your membership.

Location: Ile de France Ballroom

7:30 AM–8:15 AM  JACK KENT COOKE FOUNDATION PARTNER BREAKFAST

Jack Kent Cooke Foundation Breakfast – pre-registration required
Kate Featherston, Outreach and Partnerships Associate, Jack Kent Cooke Foundation
Alan Royal, Senior Programs Manager, Outreach and Partnerships, Jack Kent Cooke Foundation

Please join the Jack Kent Cooke Foundation for a special breakfast session to meet with staff and learn about the Foundation’s mission and work in supporting high-achieving students from low-income backgrounds through scholarships, grants, and thought leadership. Learn more about the Cooke Foundation's Young Scholars Program, a selective pre-college program for high-performing seventh-graders with financial need.

Location: Maurepas

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

Welcome
Karin Elliott, Executive Director, National Partnership for Educational Access
Speaker Introduction
Justin Blanchard, Associate Executive Director, Friendship Louisiana
Welcoming Remarks
Patrick Dobard, Chief Executive Officer, New Schools for New Orleans

Alumni and Young Professionals Panel

Moderator
Kira Orange Jones, Senior Vice President, Teach For America

Panelists
Ielaf Altoma, Ed.M. Candidate and Co-Chair, UndocuAllies Initiative, Harvard Graduate School of Education
Donnell Bailey, Program Manager, Democrats for Education Reform (Alumnus, Franklin & Marshall College and KIPP)
Alma Valverde Campos, Ed.M. Candidate and Co-Chair, UndocuAllies Initiative, Harvard Graduate School of Education
Lowell K. Davis, Associate Vice Chancellor for Academic Affairs and Student Success, Western Carolina University (Alumnus, "I Have A Dream" Foundation)
Senam Kumahia, Project Manager, Carpenter and Company (Alumnus, The Steppingstone Foundation)

Location: Ile de France Ballroom
MyCoalition: Pathway to Smart College Choices

Stephanie Gonzalez, Associate Director of Admission for Diversity Recruitment, Williams College
Windsor Jordan, Senior Assistant Dean of Admissions and Director of Multicultural Recruitment, Swarthmore College
Courtney McNamara, Vice Chancellor, Enrollment Management, Rutgers University
Rodney Morrison, Associate Provost for Enrollment and Retention Management, Stony Brook University
Lauren Wallace, Director of Undergraduate Recruitment, University of Pittsburgh

The Coalition for Access, Affordability, and Success is a group of more than 140 colleges and universities across the U.S. that is committed to making college a reality for all high school students. Five representatives from member colleges will engage in a panel presentation and discussion about the three pillars of the Coalition’s mission: access, affordability, and success. In particular, admissions leaders will discuss how inputs and outputs of the college application have and have not changed, and how the Coalition’s collaborative initiatives and free platform, MyCoalition, are anchored to help expand the pathway to college for low-income and underrepresented students, improve the pathway for all students, and empower students to make smart choices for success in school and beyond. The panel will also welcome feedback and ideas from attendees on barriers to access and success for students, especially those that might be able to be addressed with the Coalition’s work in the future.

Location: Conde  Skill Level: All Levels

Challenging Conversations in Difficult Times: Encouraging Critical Thinking and Dialogue

Jessica Dugan, Director, Program Evaluation and Impact, Crossroads
Allison Guinn, Director, Program Strategy and Innovation, Crossroads

We live in an age where the world is changing minute by minute, and we find ourselves more often divided than united. With clips of every news story imaginable at our fingertips, we regularly face information overload. How do we help a generation of young people to sift through the information they are receiving, build informed opinions, and understand the importance of dialogue and discussion? In this workshop, we will take a look at the strategies Crossroads has implemented in recent months to support critical thinking and respectful discussion about the issues affecting our young people, our staff, and our organization. We will provide a sample dialogue session of our own, share techniques and strategies, and offer the opportunity for attendees to brainstorm plans for incorporating strategies in school, organization, and community settings.

Location: Manser  Skill Level: Beginners, Intermediate, Advanced

How to Retain and Graduate Underrepresented Students: A Journey through Intentional Collaboration

Erik Miller, Director, Center for Community and Learning Partnerships, Wentworth Institute of Technology
Doria Montgomery, Regional Director of Human Resources, Turner Construction Company
Rachel Smith, Success Program Director, Bottom Line

Boston is a highly educated city with world-class colleges and universities that boast impressive retention and graduation rates. Despite the success, the city’s higher education institutions continue to struggle with recruiting, retaining, and graduating underrepresented students. This comprehensive workshop will guide attendees through the identification, development, and maintenance of strong partnerships in order to better support, retain, and graduate underrepresented students pursuing higher education opportunities. Wentworth Institute of Technology, in collaboration with Bottom Line and Turner Construction, will use RAMP, Wentworth’s innovative summer bridge program for Boston youth, to outline how collaboration and holistic but focused student support can help close the opportunity gap for underrepresented students pursuing STEM fields. Attendees will hear how this collaboration helps to accomplish “big-picture” organizational goals related to diversity, and will participate in a community conversation focused on challenges and successes participants have experienced related to the topic.

Location: Orleans  Skill Level: Beginners, Intermediate, Advanced
Effective Strategies to Promote College and Career Readiness for Secondary Students

Amy Perkins-McClellan, Coordinator of Academic Partnerships, Southern State Community College
John R. Roush, Dean of Career Studies, Southern State Community College
Shane Shopec, Assistant Professor, Morehead State University

This workshop will focus on the importance of exposing students to resources they can use as they make the transition from middle school to high school to college and the workforce, and beyond. American businesses have long been critical of the limited career readiness skills that high school and college graduates bring to the workplace. Only 25 percent of high school graduates have a clear idea of how to move into career pathways, coupled with a limited amount of information on how to choose a career path. In this session, presenters from Morehead State University in Kentucky and Southern State Community College in Ohio will provide an overview of strategies used with secondary students in developing career readiness skillsets. They will discuss a program that supports a developing model based on three areas of emphasis: Career Readiness, Career Awareness, and Understanding Cultural Diversity within the workplace (R.A.D.). Lastly, the presenters will engage the audience in sample interactive activities and review examples of certificates that can be used as part of students’ portfolios in order to help them demonstrate career readiness and work ethic competencies, such as problem-solving, teamwork, punctuality, and technical skills.

Location: St. Jerome  Skill Level: Beginner, Intermediate, Advanced
Standing Together: Universities and Access Organizations Collaborating to Offer Summer Program Opportunities for Low-Income High School Students

Christopher Coles, Executive Director, Summer and Winter Sessions, Syracuse University
Jill Kohlberg, Executive Director, Noble Network’s Summer of a Lifetime
Erin Schutte Wudzinski, Director, Yale Young Global Scholars, Yale University
Chesapeake Zhao, Programming and Development Associate, Minds Matter

Attending a summer program on a college campus is a transformational experience for a low-income high school student. In this workshop, Yale University, Syracuse University, Minds Matter, and Noble Network’s Summer of a Lifetime will discuss various partnership strategies university-administered summer programs have used to connect with CBOs to identify and support low-income students interested in getting a taste of college while still in high school. This workshop is geared towards staff who work directly with high school students, along with university administrators interested in summer programming opportunities on college campuses. Participants will learn about the summer programming landscape at universities across the country, and discuss ways to offer enrichment experiences to high school students that are both affordable and impactful.

Location: Maurepas  Skill Level: All Levels

Engaging Potential Students: Text Messaging for Program Recruitment

Kate Featherston, Outreach and Partnerships Associate, Jack Kent Cooke Foundation
Derrick M. Fleming, Jr., Director of College Access, Chicago Scholars
Alan Royal, Senior Programs Manager, Outreach and Partnerships, Jack Kent Cooke Foundation

Text messaging has become a trend in student advising for a good reason. Students who grew up with cell phones respond well to texting and prefer it over other methods of communication. In this workshop, staff from the Jack Kent Cooke Foundation (JCKF) and Chicago Scholars (CS) will discuss the benefits of text messaging in delivering valuable information to students. This past year, JCKF used text messaging to communicate with students about their programming and scholarship outreach. CS used test messaging for recruitment, outreach, and documentation completion, collection, and confirmation. Using examples from program successes, staff from both organizations will share lessons they learned about selecting a text platform, types and timing of messages, and data collection practices. Participants will come away with an understanding how texting can be helpful to their organization beyond advising and gain the knowledge necessary to implement a text recruitment program.

Location: Orleans  Skill Level: All Levels

Early Awareness: Counseling Techniques to Create a College-Going Culture for K-12 Students

Kelle Kirstein, Education and Training Program Manager, National Association for College Admission Counseling
Crystal E. Newby, Assistant Director of Education and Training, National Association for College Admission Counseling

Creating a college-going culture begins with elementary and middle school counselors and advisors. Recent research published by the National Association for College Admission Counseling (NACAC) in 2017 points to the important role counselors play in promoting a college-going culture and improving the likelihood of students applying to, enrolling, and persisting in college. This session will highlight research and provide counseling activities that can be used with students in K–8—in schools, nonprofits, and/or communities—to promote a college-going mindset.

Location: Reaslie  Skill Level: All Levels

Elevating Student Voice: Engaging Students in Leadership Through District-Wide Student Equity Groups

Alyssa Dodds, District High School Instructional Coach, Springfield School District

When looking at how schools and districts operate, students’ voices are often undervalued and underrepresented. Looking at a cross-section of current students who are typically in leadership positions in their school districts, it is not representative of our student populations in many of those schools. A diverse group of students should be at the forefront of decision-making processes, and not just in the traditional ways where adults are driving the conversations. This session will provide an overview of a successful district-wide student equity group, group outcomes shared by students, and information for how you could implement a similar group in your district.

Location: St. Claude  Skill Level: Intermediate, Advanced

12:45 PM–1:45 PM  NETWORKING LUNCH

Please join your colleagues for informal networking over lunch. The Keynote General Session with Dorinda Carter Andrews will take place in the same room immediately following.

During lunch, we will recognize the NPEA Educational Access Sustainers who have supported the NPEA Conference for five years or more.

Location: Île de France Ballroom
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 third 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.

2018 Award for Excellence Presenter

Alan Royal, Senior Programs Manager, Outreach and Partnerships, Jack Kent Cooke Foundation

Keynote Speaker Introduction

Dana Peterson, Assistant State Superintendent, Louisiana Department of Education; and Chief Executive Officer, Baton Rouge Achievement Zone

Keynote

Destinda Carter Andrews, Assistant Dean of Equity Outreach Initiatives, College of Education, and Associate Professor of Race, Culture, and Equity, Department of Teacher Education, Michigan State University

Location: Ile de France Ballroom

3:30 PM–4:45 PM

CONCURRENT WORKSHOP SESSIONS

Communicating Affordability: A Case Study of the MyinTuition Quick Cost Estimator

Abigail Conyers, Assistant Director of Admission, Williams College
Stephanie Gonzalez, Associate Director of Admission for Diversity Recruitment, Williams College
Dino Koff, Director of Financial Aid, Dartmouth College

This workshop will discuss strategies and approaches that help schools, nonprofits, and colleges to effectively communicate affordability to students and families exploring higher education options. Central to this mission is the use of the MyinTuition Quick Cost Estimator, which allows students, families, and guidance counselors to quickly determine the cost of college given a student’s specific financial situation. Presenters from Williams College and Dartmouth College will teach attendees how to utilize the platform, share the benefits we have seen from the calculator, and discuss how we can continue to increase fluency around financial aid awareness.

Location: Conde Skill Level: Beginner, Intermediate

Transitioning is the Hardest Part: Preparing Middle and High School Students of Color to Thrive in Private School Settings

Tansu Adegbite, Director of College Counseling, Cate School
Amy Candelario Escobar, Instructor, Mathematics, Phillips Academy
Kaela Farrise, Admissions and Diversity Programs Coordinator, Independent School Alliance for Minority Affairs

Your school has a great group of newly admitted students of color—now what? In this session, the presenters will offer strategies to successfully implement transition programming for students of color. Attendees will learn about topics to tackle related to social, academic, socioeconomic, and identity pressures students will likely experience in private school settings. The presenters will also share ways to introduce the material in engaging and empowering ways for new students. Representatives from independent schools will share insights from their own experiences with transitions, and provide tips you can incorporate in your own settings.

Location: Maurepas Skill Level: Beginner, Intermediate

Getting Real About Race: The Importance of Engaging in Race-Based Discussions Within Organizations and Teams

Ashley Allen, Director of Postsecondary Programs, Horizons for Youth
Audrey George, Chief Executive Officer, Horizons for Youth

In the current social climate, organizations need to discuss race in a thoughtful, purposeful, and productive manner. While discussions about race may be uncomfortable for some, we must come together to get comfortable with the uncomfortable. Horizons for Youth participated in a series of discussions with staff, donors, and volunteers focused on the book Austin Boulevard, which highlights the role of race in the development of the Austin neighborhood on Chicago’s West Side and illustrates how racism has created broken systems that fuel our work. This presentation will highlight why these difficult, yet important conversations are beneficial to organizational teams, especially those that are racially and socioeconomically diverse, and how they can contribute to more effective programming. Attendees will learn about the successes and challenges Horizons for Youth faced when they decided to get real about race as a staff, and how popular shows like Blackish, Insecure, and The Office can serve as tools for facilitating race-based discussions.

Location: Manorpas Skill Level: All Levels

Did you hear about an article or piece of research you want to read? Flag it for later!
Bridging the Gap to College for Opportunity Youth

Laci Hargrove, Alumna, Bard Early College in New Orleans and Youth Empowerment Project
Jessie Morgan-Dewnes, Academic Director, Bard Early College in New Orleans
Nicole Young, Executive Director, Bard Early College in New Orleans

What role can liberal arts colleges play in creating meaningful postsecondary education experiences for opportunity youth? How can we reenvision college classrooms for youth who feel disconnected from higher education? Three years ago, Bard Early College in New Orleans joined New Orleans Opportunity Works (NOOW), a pilot that brings together local partners to build a system of postsecondary and career bridging that supports youth ages 16-24 along individualized pathways toward economic mobility. As a part of this three-year pilot, Bard Early College was tasked with leading liberal arts college courses and developing a playbook, which serves as a collection of best practices to inform the design of future higher education pathways for opportunity youth. Through the sharing of student, teacher, and staff anecdotes, this workshop will offer insights from the Bard/NOOW partnership, allow participants to see Bard’s Writing to Learn pedagogy in action, and hopefully inspire other cross-sector partnerships.

Location: Orleans Skill Level: Intermediate

Supporting Undocumented Students in Accessing and Succeeding in College

Magdalena Fonseca, Interim Director, Samuel E. Kelly Ethnic Cultural Center, Office of Minority Affairs and Diversity, University of Washington, Seattle
Anne H. Kenworthy, Vice President for Enrollment, Christian Brothers University
Candy Marshall, President, TheDream.US

Thousands of undocumented immigrant students want nothing more than the opportunity to get a college education. TheDream.US has developed a model that is providing this opportunity by engaging in powerful partnerships with more than 75 participating colleges and universities across the nation to support immigrant youth who are DREAMers. TheDream.US is currently the nation’s largest college access and success program for DREAMers, as they work to help over 5,000 highly-motivated DREAMers to graduate from college with career-ready degrees. TheDream.US is also proud to be a recent winner of the National Scholarship Providers Association’s 2017 Scholarship Provider of the Year award, and just received a $33M grant from Jeff and MacKenzie Bezos to support an additional 1,000 DREAMers. In this session, join TheDream.US and two partner colleges to learn more about this innovative model and its broader impact on student success.

Location: Orleans Skill Level: All Levels

Writing Compelling College Recommendation Letters for Under-Resourced Students: A Workshop Using Case Studies from Swarthmore College

Tara Gellene, Senior Director of Programs, LEDA
Windsor Jordan, Senior Assistant Dean of Admissions and Director of Multicultural Recruitment, Swarthmore College
Jaimie McMillan, Director of College Guidance, LEDA

Admissions offices that practice holistic admissions—especially as they review applicants from under-resourced communities—increasingly value counselor recommendations that place students in context. Counselors and mentors at community-based organizations can support their students and high school counselor colleagues by providing holistic recommendations. Examining case studies from Swarthmore College, the presenters will share the key features of holistic recommendations and highlight common information gaps that can be filled by strong recommendations. Participants will leave with concrete strategies, tools, and a template for gathering relevant information about students and translating student stories into writing.

Location: St. Claude Skill Level: All Levels

MEET AND MINGLE

Please join other conference attendees in networking during the NPEA Meet and Mingle. You will have the opportunity to visit exhibit tables, attend an information session, or set up one-on-one meetings with colleagues. This is your time to meet, mingle, network, and share ideas. Bring your business cards and have your contact information ready to share!

INFORMATION SESSIONS

A-List Education: Information Session

Dory Schultz, Senior Educational Consultant and Training Manager, A-List Education

A-List Education is an innovative education services provider that has helped approximately 80,000 students from all backgrounds to successfully prepare for their educational futures. We collaborate with schools, nonprofits, and organizations, working with a variety of budgets to empower teachers with running their own ACT/SAT course, or to integrate these skills into their everyday curriculum. We also offer everything from professional development to teacher and student materials. Vocab Videos, as well as an online test assessment portal that provides teachers with lesson plans, pacing guides, and classroom slides. A-List has strong foundations based on our work with the Common Core, the SAT, and the ACT, and are prepared to support your students in achieving their academic goals. Our goal is to cater to each school in a personalized manner in order for your teachers and students to get the most out of A-List.

Location: Conde Skill Level: All Levels
Door94 Information Session: Unlocking Time and Tools for Student Success Organizations
Kristen Clark, Chief Executive Officer, Door94
Valerie Kerns, Director of Customer Success, Door94

More than half of students in high poverty areas require additional student supports outside of the classroom. Every minute student support organizations can spend working with students counts for their future success, yet many of these organizations spend valuable time using highly manual tools to track progress with students, collaborate and share information with teachers and parents, and create reports to share with stakeholders. Please join Door94’s CEO, Kristen Clark, and Director of Customer Success, Valerie Kerns, for a demonstration of how Door94 enables student success organizations to easily capture information on student program sessions, view academic performance data, and quickly collaborate with teachers and parents - ultimately giving more minutes back to staff. Learn how one organization has recently pivoted their time from the “what” to the “now what” and the impact on their students and their programming.

Location: Rosalie Skill Level: All Levels

Duke University Talent Identification Program
Kim Thomas-Cain, Outreach Coordinator, Duke University Talent Identification Program

Duke University Talent Identification Program (Duke TIP) is a nonprofit organization that serves academically-talented students in grades 4-12. Duke TIP provides support to these students and their families through above-level testing, enrichment opportunities and programs, financial aid, and gifted education research. This session will be an overview of TIP's two talent searches and the benefits to those who participate; how to identify gifted underserved students; financial aid information; and the partnership we share with the Jack Kent Cooke Foundation Young Scholars Program.

Location: St. Claude Skill Level: All Levels

NPEA RECEPTION: CELEBRATING A DECADE OF LEARNING

Please join us to celebrate a decade of learning with NPEA! You will have the opportunity to enjoy music and food, network and connect with your friends and colleagues, and relax at the end of a productive and exciting day.

Location: Ile de France Ballroom

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: Ile de France Ballroom

8:00 AM–8:45 AM BREAKFAST ROUNDTABLES

Moneyball and Billy Beane: Thinking About the Creation and Sustainability of College Access Programs
Carl Ackerman, Director, The Clarence T.C. Ching PUEO Program, Punahou School
Brad Kerwin, Special Assistant to the Director, The Clarence T.C. Ching PUEO Program, Punahou School

Renowned professional baseball executive Billy Beane, portrayed by Brad Pitt in the film Moneyball, took the Oakland A’s to national championships by focusing on non-traditional players who didn’t perform like their peers but had the best on-base percentage. The Clarence T. C. Ching PUEO Program does something similar by focusing on students who don’t have a lot of money and are in the middle academically, but can make it to college with the right resources. Members of the PUEO program staff will lead attendees in a discussion about unique ways of managing, sustaining, and creatively thinking about college access programs, using Moneyball as a guide for discussion.

Location: Conde

Exploring Power, Privilege, and Empathy as College Access Providers
Nicole Batt, Director of the Office of Engagement, University of Utah
Rachel Evenett, Assistant Director, Utah College Advising Corps, University of Utah

In the world of educational access, it is simply not enough to provide services to the community; it’s also important to develop leadership, collaboration, communication, and interpersonal relationships within our college access organizations. Presenters from the University of Utah will share about a "Navigator Workshop" designed to guide employees in this professional development. Join this roundtable to discuss strategies for having constructive and meaningful dialogue around privilege, diversity, empathy, and leading from limited positions of power.

Location: Frontenac
College Graduation Isn’t Enough: Supporting First Generation Students from College to Leadership in Careers

Toinette Gunn, Vice President, Programs, Chicago Scholars
Dominique Jordan-Turner, Chief Executive Officer, Chicago Scholars

For more than twenty years, Chicago Scholars has worked with first generation and under-resourced students on the journey to and through college. Today, the organization serves over 2,000 students with a goal of doubling that number in the next couple of years. With the realization that college graduation is not enough to ensure students are equipped with the necessary leadership skills to succeed in their careers, Chicago Scholars redesigned programming to strategically focus on the transition from college to career. Join this discussion to learn more about this program redesign and discuss strategies for student career and leadership success.

Location: Manropas

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 and membership.

Location: Ile de France Ballroom

8:45 AM–10:00 AM KEYNOTE GENERAL SESSION

Keynote Speaker Introduction

Erika McConduit, President and Chief Executive Officer, Urban League of Louisiana

Keynote

Anthony Abraham Jack, Junior Fellow at the Harvard Society of Fellows and Assistant Professor of Education, Harvard Graduate School of Education; and Shutzer Assistant Professor, Radcliffe Institute for Advanced Study, Harvard University

Location: Ile de France Ballroom

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

Freezing Summer Melt: Supporting First Generation and Low-Income Students from College Acceptance Through Matriculation

Lauren Flinn, Director of Postsecondary Support, Excel Academy Charter Schools

Summer melt is a national problem affecting college-bound first generation and low-income students. Policy changes in financial aid and higher education require students to fulfill a robust set of administrative tasks over the summer. First generation, low-income students and families are quickly overwhelmed with these growing demands, if they know what to do at all. Many students experience a “gap” in their support over the summer and are not sure to whom they can turn; their high school counselors are not in the office and they have not yet made connections at their colleges. Many nonprofits can fill this gap, but they need support from colleges and high schools to get the work done. This interactive workshop will discuss best practices in supporting college-bound students over the summer and provide tools for collaboration among school counselors, nonprofits, and colleges. It takes a team effort to ensure all students make it to matriculation.

Location: Conde Skill Level: Beginner, Intermediate

Collect business cards in the back of your nametag holder!
Students of color transitioning into Predominantly White Institutions (PWIs) for high school and/or college face distinct issues that are often attributed to factors such as lack of academic readiness, lack of grit, and/or lack of support at home. In addition, student support staff often lack awareness of cultural and/or mental health issues that impede student progress. By preparing staff with the knowledge and tools to correctly identify these issues and provide the proper support to students of color, they can improve student secondary and postsecondary academic outcomes, as well as students’ overall well-being and experience at these institutions. In this workshop, we will provide research and literature on the experiences of students of color at PWIs. Presenters will engage the audience in a discussion of the cultural considerations and mental health issues that impact student transitions to high school and college, and offer preemptive strategies that student support staff can implement.

Surviving to Thriving: Supporting Students of Color Through Transitions to Predominantly White Institutions
Celisha Bussey, Coordinator and Advisor, Project Excite, Northwestern University
Cassandra Geiger, Director, Northeastern Academy for Chicago Public Schools, Northwestern University
Demisha Lee, Chief Education Officer, Daniel Murphy Scholarship Fund

Johari’s Window: A College Readiness and Postsecondary Success Tool
Jennifer Murphy, Executive Coordinator of Educational Outreach/Faculty, Access ASU/Arizona State University

Johari’s Window is a psychological tool developed to aid in self-awareness and improving group dynamics. The principles behind Johari’s Window are crucial in working with today’s high school and college populations. As one of the few tools out there that emphasizes the exploration of self-awareness, personal development, emotional intelligence, and inter-group dynamics, Johari’s Window also has an underlying emphasis on the metacognitive process, a skill often omitted in traditional educational practices. These principles can be explored and implemented within high school counseling curricula and college infrastructure to afford students meaningful college and career exploration. Acknowledging the relationship between student success and key non-cognitive and metacognitive skills can increase academic, interpersonal, and emotional resiliency for students in high school settings, as well as aid in first-year college success and retention. Research demonstrates that college readiness encapsulates far more than cognitive skills and, as educators, we must recognize that success involves the whole student and is multidimensional.

College Advising: How College Access New Orleans is Using the Common Application to Increase College Access for First Generation Youth
Clara Baron-Hyppolite, College Completion Manager, College Track New Orleans
Meredith Lombardi, Associate Director, Outreach and Education, The Common Application

College Track New Orleans is the largest completion program in the city, empowering students from underserved communities to graduate from college. Since 2008, our program has made college graduation the expectation, not the exception, in New Orleans. We help low-income and first generation students through the admission process and introduce them to the Common Application, now accepted by more than 750 diverse colleges and universities. Using the Common App’s new Advisor role, we have been able to track students’ progress and preview their applications, better supporting our students. In this session, participants will have the opportunity to discuss the issues their students face with the admission process and share with one another best practices of pre-college programs that are working to increase college access. Attendees will also get an update from The Common Application, including resources for advisors and new initiatives to expand higher education access for first-year and transfer students.
The Power of Networks and Career Exposure: Building Blocks for Student-Driven Programming

Jessica Brady, Career Fluency Program Manager, The Opportunity Network
Alisa France, Senior Program Coordinator, The Opportunity Network
Anna McCreight, Partnerships Manager, The Opportunity Network

Research shows students are significantly more likely to succeed in school if they understand the connection between their academic efforts and the long-term payoff of real-world success. Integration of career development into education broadens students’ awareness of opportunities to maximize their potential, and deepens their skills to direct their own personal and professional growth. In this workshop, participants will leave with actionable interventions, practical building blocks for students at every grade level, and the tools to measure student progress.

Location: St. Jerome    Skill Level: All Levels

11:30 AM–12:30 PM    NETWORKING LUNCH

Please enjoy a networking lunch with your fellow conference attendees.

Location: Ile de France Ballroom

12:45 PM–2:00 PM    CONCURRENT WORKSHOP SESSIONS

Positive School Culture as a Catalyst for Academic Achievement and Postsecondary Success

Dennis Lacewell, Senior Director of Institutional Effectiveness, Urban Prep Academies

In today’s educational landscape, many of our students in under-resourced communities are often without access to quality school programming that both meets and enriches their learning needs and builds the foundation for success. As a result, a disconnect exists between academic readiness and achievement in students served within these communities. Yet, schools do have a choice: to be aware of the essential intersection between students’ social-emotional learning needs and academic performance, thus creating a positive school culture where students can thrive, or to ignore this essential intersection, rendering students incapable of achieving at their highest potential. This session will explore two educational case studies of schools where positive school culture served as the catalyst for academic achievement and postsecondary success. Participants will be engaged in case study, program, and student data analysis with the opportunity for whole group synthesis for the best application in individual educational contexts.

Location: Conde    Skill Level: All Levels

Myth vs. Reality: Diversity and Admissions at Highly Selective Universities

Nicole Maloy, Associate Dean of Equity and Access, Office of Undergraduate Admissions, University of Pennsylvania
Otuleni Ogundele, Assistant Dean for Diversity Outreach, Office of Undergraduate Admission, Stanford University
Sonya K. Smith, Former Associate Dean of Admission and Director of Diversity Outreach, and Current Director of Graduate Admission, Woodrow Wilson School of Public and International Affairs, Princeton University

What are highly selective colleges and universities doing to ensure students from historically underrepresented racial, ethnic, or socioeconomic backgrounds are thoughtfully considered during the application process? Once admitted, what meaningful support is available for them on their journey through to graduation? What stereotypes about admissions are actually misconceptions, and what does the holistic admissions process mean for high-achieving, underserved students and the counselors who support them? Join undergraduate admissions representatives from the University of Pennsylvania, Stanford University, and Princeton University for a conversation about access to top tier schools.

Location: Mystere    Skill Level: All Levels

Engaging Our Black and Latino Men: Promising Practices Across the Postsecondary Spectrum

Paul Bonitto, Associate Director, Undergraduate Admission, National AHANA Recruitment, Boston College
Jeff Joseph, Director, Minority Mentorship Programs and First-Year Experience, Massasoit Community College
Troy Lazaro, Assistant Director, Multicultural Recruitment, and Liaison to the Office of Multicultural Affairs, University of Massachusetts Lowell
Diane Scott, Co-Director of College Placement, Academy of the Pacific Rim

This workshop will offer a chance for participants to engage with information, dialogue, and program models for best supporting Black and Latino males toward postsecondary success. Please come prepared to share your questions, challenges, and successes. The workshop will address current, relevant research and statistics, as well as promising practices and program models from a secondary school, a community college, a public four-year university, and a private college. Participants will engage in dialogue throughout, and there will be time for Q&A and creating connections for follow-up after the workshop.

Location: Maurepas    Skill Level: All Levels
The Use and Misuse of Standardized Tests
Akil Bello, Director of Equity and Access, The Princeton Review
James Murphy, Director of National Outreach, The Princeton Review

Sometimes touted as tools of equity and access, standardized admissions tests are too often poorly used instruments that are actually contributing to rather than remediating race-, gender-, and class-based inequities. Using data-driven analyses, the presenters will explore how admissions tests can be misused by schools, scholarship organizations, and colleges. The presenters and the audience will explore practical solutions counselors and advocates can implement or advocate for that will mitigate the impact of misusing practices and policies.

Location: Orleans Skill Level: Beginner, Intermediate, Advanced

Serving Undocumented Students in an Era of Urgency
Ielaf Altoma, Ed.M. Candidate and Co-Chair, UndocuAllies Initiative, Harvard Graduate School of Education
Alma Valverde Campos, Ed.M. Candidate and Co-Chair, UndocuAllies Initiative, Harvard Graduate School of Education
Diana Pech, Certificate of Advanced Study Candidate, Harvard Graduate School of Education
Salvador Sanchez, Certificate of Advanced Study Candidate, Harvard Graduate School of Education
Kelly Truong, Ed.M. Candidate, Harvard Graduate School of Education

Fear and political uncertainty currently fill the daily lives of undocumented students around the nation. Educators must become equipped to facilitate healing and empower these students. This workshop will provide educators with the tools to understand the environmental factors affecting undocumented students. Attendees will learn how to provide social and emotional support through group activity and discussion, led by current students at the Harvard Graduate School of Education, including two members of the UndocuAllies Initiative. Participants will walk away from this training with knowledge and resources on curriculum, college access and success, and best practices to use while serving undocumented students.

Location: Rosalie Skill Level: Beginner, Intermediate, Advanced

Building a Culture of Collaboration: Working Together for Educational Equity
Adonica Duggan, Managing Director of External Affairs, New Schools for Baton Rouge
Kara Maggiore, Director of School Strategy, New Schools for Baton Rouge

In this session, participants will learn about the importance and benefits of collaboration among stakeholders as a means for improving educational opportunities for all students. The group will discuss how collaboration is effective in achieving outcomes. Learn more about collaborative work currently being undertaken, and use provided models and resources to build an action plan for addressing a current need or issue within participants’ organizations. This session is accessible to all education stakeholders from school level leaders to nonprofit organizations and community organizers.

Location: St. Claude Skill Level: All Levels

Illustrating Impact: Overcoming Challenges and Developing Strategies in Program Evaluation
Amanda Sommerfeld Case, Assistant Professor, Washington College

This workshop will create a space where attendees can come together to discuss best practices in evaluating college preparatory programs. To do so, attendees will first consider challenges they face in developing evaluation plans and in collecting, analyzing, and interpreting baseline, benchmark, and outcome data. Next, attendees will transition to identifying strategies that can be used to address these challenges. Given that the ultimate aim of the workshop is for attendees to share experiences from their own work and collaborate to identify strategies they can implement moving forward, this workshop will incorporate small and large group discussions and activities. Through these interactive activities, attendees will be able to process and work through evaluation challenges they have faced in their respective programs and organizations.

Location: St. Jerome Skill Level: Intermediate, Advanced, Expert

2:15 PM–3:30 PM CLOSING KEYNOTE GENERAL SESSION
Keynote Sponsor Remarks
Lorna Smith, Chief Executive Officer, Horizons National

Keynote Speaker Introduction
Paris Woots, Co-Founder and Executive Director, College Beyond

Keynote
Vijay Pendakur, Robert W. and Elizabeth C. Staley Dean of Students, Cornell University; and Editor, Closing the Opportunity Gap: Identity-Conscious Strategies for Retention and Student Success

Closing Remarks
Karin Elliott, Executive Director, National Partnership for Educational Access

Location: Ile de France Ballroom

3:30 PM–4:00 PM BOOK SALES AND SIGNING: VIJAY PENDAKUR
Vijay Pendakur will sign copies of his book immediately following the closing keynote General Session.

Location: Ile de France Ballroom Foyer
**KEYNOTE SPEAKERS**

**Dorinda Carter Andrews**, Assistant Dean of Equity Outreach Initiatives, College of Education, and Associate Professor of Race, Culture, and Equity, Department of Teacher Education, Michigan State University

Dorinda Carter Andrews is Assistant Dean of Equity Outreach Initiatives for the College of Education and Associate Professor of Race, Culture, and Equity in the Department of Teacher Education at Michigan State University. She is also a core faculty member in the African American and African Studies Program and Co-Director of the Graduate Urban Education Certificate Program. Her teaching and research focus on race and equity in education, urban teacher preparation and identity development, black student racial and achievement ideologies, and critical race praxis with in-service educators. Dr. Carter Andrews has given two TEDx talks, and her work has been published in several academic journals.

**Anthony Abraham Jack**, Junior Fellow at the Harvard Society of Fellows and Assistant Professor of Education, Harvard Graduate School of Education; and Shutzer Assistant Professor, Radcliffe Institute for Advanced Study, Harvard University

Anthony Abraham Jack is a Junior Fellow at the Harvard Society of Fellows and Assistant Professor of Education at the Harvard Graduate School of Education. He also holds the Shutzer Assistant Professorship at the Radcliffe Institute for Advanced Study. His research documents the overlooked diversity among lower-income undergraduates: the “Doubly Disadvantaged” (those who enter college from local, typically distressed public high schools) and “Privileged Poor” (those who do so from boarding, day, and preparatory high schools). His scholarship has earned numerous awards. Dr. Jack has held fellowships from the Ford Foundation and the National Science Foundation and is a 2015 National Academy of Education/Spencer Foundation Dissertation Fellow. The National Center for Institutional Diversity at the University of Michigan named him a 2016 Emerging Diversity Scholar.

**Vijay Pendakur**, Robert W. and Elizabeth C. Staley Dean of Students, Cornell University; and Editor, Closing the Opportunity Gap: Identity-Conscious Strategies for Retention and Student Success

Vijay Pendakur serves as the Robert W. and Elizabeth C. Staley Dean of Students at Cornell University. Prior to this appointment, he worked on campus-wide student success initiatives for underserved populations as associate vice president for student affairs at California State University-Fullerton. Previously, Dr. Pendakur served as the director for the Office of Multicultural Student Success at DePaul University in Chicago. He is the Editor of the recent book, Closing the Opportunity Gap: Identity-Conscious Strategies for Retention and Student Success, as well as numerous chapters on Asian American racial identity development, colorblind racism, and critical leadership pedagogy. He holds a bachelor’s degree in history and East Asian studies from the University of Wisconsin-Madison, a master’s degree in U.S. history from the University of California-San Diego, and a doctorate in education from DePaul University.

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