

# A Dream Deferred:™

THE FUTURE OF AFRICAN AMERICAN EDUCATION

**April 11–12, 2011**

**Hyatt Regency Philadelphia at Penn's Landing  
Philadelphia, Pa.**



**Participate, get energized  
and build your professional network!**



Dear Colleagues:

Welcome to the College Board's seventh annual A Dream Deferred™ conference. This year's program includes more than 50 sessions, and you will have an opportunity to engage with experts and leaders in education, entertainment and public policy.

Last year, to improve educational outcomes for all students, the College Board released *The College Completion Agenda*, which issued 10 recommendations for increasing postsecondary attainment in the U.S. This resource, along with its accompanying policy guides, called for a national movement to focus on strategies and programs that have a proven record of success. The report also released sobering statistics about the state of African American and minority educational attainment. The report found that African American students are still living

with de facto segregation in schools that are not adequately funded. It also found that the dropout rate at these schools remains startlingly high. We need to reach these students as early as possible, show them that college is a realistic option and help them realize that their life stories are not predetermined.

At the College Board, we believe that every life story is a valuable learning tool. This conference will allow each of you to share your stories with one another. It will allow you to hear from speakers who will share their own stories and empower you to think beyond your classroom, university or community-based organization. I hope that you will leave here with a renewed commitment to African American students, and I hope you will feel a greater understanding of their trials and tribulations.

I would like to extend a special thank-you to the planning committee for putting together this outstanding conference, and I would also like to thank all of our presenters and speakers. Over the next two days, you will hear from:

- Hill Harper, Award-Winning Actor and Best-Selling Author
- Russlynn Ali, Assistant Secretary for Civil Rights, U.S. Department of Education
- Isabel Wilkerson, Director, Narrative Nonfiction Program, Boston University
- Charlene M. Dukes, Vice President, Maryland State Board of Education, and President, Prince George's Community College
- Hillard Pouncy, Lecturer, Woodrow Wilson School of Public and International Affairs, Princeton University
- Ivory Nelson, Member, Pennsylvania State Board of Education, and President, Lincoln University of the Commonwealth of Pennsylvania
- Lori George Billingsley, Group Director of Community Connections, Coca-Cola
- Christopher Gray, Student, Coca-Cola Scholars
- Felix Brandon Lloyd, 1994 Alumnus, Coca-Cola Scholars, and Creator, MoneyIsland
- Arlene C. Ackerman, Superintendent, School District of Philadelphia
- Tina Gridiron Smith, Senior Program Officer, Lumina Foundation
- Shaun R. Harper, Assistant Professor, University of Pennsylvania
- Bryant Marks, Professor, Morehouse College
- Michael A. Nutter, Mayor of Philadelphia

It is my hope that you will make the best of your time in Philadelphia and bring home new ideas to your classrooms and schools. Thank you for being part of the College Board family, and I look forward to continuing our advocacy on behalf of all students.

Sincerely,

A handwritten signature in black ink that reads "Gaston Caperton". The signature is fluid and cursive.

Gaston Caperton

# Welcome to A Dream Deferred 2011

Dear Colleagues,

More than seven years have passed since the idea of the A Dream Deferred™ conference was first discussed, recognizing the important need for new paths leading to college readiness and college success for more African American students. Since that time, the bold thinking and best practices highlighted at the six previous conferences have provided us with valuable information and tools to take back to our schools, colleges and communities. Yet there is much work to be done.

As we spend time together over the next few days, let's reflect on the sentiment of Langston Hughes's poem, "A Dream Deferred," which inspired the name of this conference. The poem reminds us of the loss and frustration that results from deferred dreams. This conference is about "holding fast" and realizing those dreams through expanding educational opportunities and success. The following words from the poem "Dreams" by Hughes speaks to the importance of our collective work as educators and advocates:

Hold fast to dreams  
for if dreams die  
life is a broken-winged bird  
that cannot fly.

On behalf of the College Board, we want to thank you for being with us in Philadelphia and for all you do to foster dreams, possibilities and success.

We would also like to thank the planning committee members, the session presenters and our plenary speakers for contributing their experience, wisdom and time to A Dream Deferred 2011. A very special thank-you goes to Everett Jackson and Bill Pink for their exceptional leadership on developing this year's outstanding program.

We hope that your time in Philadelphia will invigorate you and provide you with additional tools and ideas to be an even more effective change agent in support of African American student success.

Most sincerely,



Peter Negroni  
Senior Vice President  
Relationship Development  
The College Board



James Montoya  
Vice President  
Relationship Development  
The College Board

# Conference Planning Committee

Dear Conference Participants:

It is with great pleasure that we welcome you to the seventh annual A Dream Deferred™: The Future of African American Education national conference. This conference is devoted to bringing together education and community leaders from throughout the United States to discuss and explore models of excellence that address the most critical education issues that directly impact African American students. A year has passed since we were on the campuses of Spelman and Morehouse in Atlanta for last year's conference, and this year's conference promises to provide another two days of engagement and challenge to all who attend.

All too often, we read about the “failings” of public education in the area of serving underrepresented populations, and in particular, the achievement gap that is seen in schools across the country. Many scholars and researchers have pinpointed several issues that contribute to the gap, and various efforts are being made to address the issue. The A Dream Deferred conference aims at informing participants about some of the initiatives that focus on shrinking that gap. The conference provides opportunities for participants to listen to dynamic plenary speakers as well as engage in meaningful dialogue with conference presenters. The discourse will provide insight into innovations happening around the country and provide you with information, materials and ideas to take home and see how they apply to your work. In education, we must continue to look for opportunities to not only develop new ideas but also replicate best practices that have a proven track record of success. The replication may need a little tweaking before it becomes effective, but the goal is student success, and even if that success is gained through something that someone else developed, it is still success, and our students receive the benefit.

We hope you enjoy the conference. Please let us know if there is anything we can do to help make this conference better for you while you are here or how we can make next year's conference better. In education, if we are not about the business of continuous improvement, then we will find ourselves constantly playing catch up, so please let us know your thoughts.

Finally, welcome to Philadelphia and A Dream Deferred!



Everett Jackson  
Associate Director, Southern Nevada  
Office for Prospective Students  
University of Nevada, Reno



Bill Pink  
Associate Dean, College of Education  
and Professional Studies  
University of Central Oklahoma

## National Advisory Committee

|                            |   |    |
|----------------------------|---|----|
| Everett Jackson (Co-Chair) | University of Nevada, Reno              | NV |
| Bill Pink (Co-Chair)       | University of Central Oklahoma          | OK |
| Marcella Anthony           | Stanford University                     | CA |
| Valerie Bordeaux           | California State University, Long Beach | CA |
| Dianne Brazell             | Spring Independent School District      | TX |
| Arlene Cash                | Spelman College                         | GA |
| Beth Evans                 | St. John's University                   | NY |
| Matthew Schwieger          | NAACP                                   | NY |

**7 a.m.–5 p.m.**

## **Registration Open**

**Grand Ballroom Foyer, Second Floor**

**7–7:45 a.m.**

## **Continental Breakfast**

**Grand Ballroom Foyer, Second Floor**

**8–9 a.m.**

## **The Effects of Mentoring on African American Males in Community Colleges** **Riverview A**

Participants in this session will examine the issues facing African American male college students and will discuss policies and practices that work to increase their success. Participants will explore how Montgomery County Community College (MCCC) identified achievement gaps in its student body, the college's response to the data, and how one resulting initiative, the Minority Male Mentoring Program (MMMP), has affected African American male students. Participants will develop strategies to effectively engage, support and foster the success of African American and minority male populations at their institutions.

**Speakers:** Leonard Bass and Steady Moono, MCCC, PA

## **African American Students and Their Role Models in Teaching** **Riverview C**

What effect does the shortage of African American teachers and administrators have on the learning experiences of students, especially African Americans? Participants will evaluate how the shortage of African American educators affects students' learning experiences and their perception of the profession as a future career goal. Participants in this session will discuss findings from a recent study that will provide insight on this phenomenon, and they will develop a framework to improve the recruitment, retention and promotion of African American educators within K–12 public education systems.

**Speaker:** Sharon Michael-Chadwell, University of Phoenix, TX

## **Believing in Themselves and Accepting Challenges: The Scholar Identity Model and Institute** **Washington A**

The Scholar Identity Model and Institute is designed to intervene in the academic careers of young black males and prevent poor achievement, as well as to address their underrepresentation in gifted and AP® classes. Its key argument is that when black males see themselves as academic scholars, they will seek out academic challenges, such as AP classes. In this session, participants will explore the model and institute, identify resources for educators and use its principles to develop practical strategies for implementation in their own schools.

**Speaker:** Donna Ford, Vanderbilt University, TN

## **A Regional Consortium District Leadership Model for Promoting Equity and Excellence** **Washington B**

Enlightened, engaged and courageous district leadership from the board room to the classroom matters if we are to effectively close our racial achievement gaps. For the past six years, the Delaware Valley Minority Student Achievement Consortium and New Jersey Network to Close the Achievement Gaps have supported shared and collaborative learning among more than 60 school districts, and they are evidencing significant changes in policies and practices that are creating more equitable learning opportunities and outcomes for their students of color. We will explore the value of the consortium model, key questions that leaders must address, district organizing strategies for change, and key leadership lessons learned.

**Speaker:** Robert Jarvis, University of Pennsylvania, PA

## **Going Beyond the Ivory Tower: Real Work, Real Partnership, Real Collaboration** **Riverview B**

Arcadia University, a private, comprehensive university located in Glenside, Pa., has partnered with the Black Male Development Symposium in an effort to prepare African American males for high school completion, postsecondary education, careers and leadership opportunities. The symposium, hosted at Arcadia since 2004, has provided a unique opportunity for over 4,000 youth, parents and professionals of all ages and ethnic groups to address the myriad problems that are having an adverse effect on the life chances of young black males. The symposium provides a forum for practical solutions by providing informative presenters and interactive workshops to help attendees develop realistic strategies and concrete recommendations they can put into practice in their respective communities. The symposium becomes a place of finding practical models of solutions and not just a forum for pontification and "drive-by conversation."

**Speakers:** Thomas Butler, Project GRAD, PA; Doreen Loury, Arcadia University, PA; Laura Reddick, Temple University, PA; Yumy Odom, Frator Heru Institute, PA



# Sessions

Monday, April 11, 2011

9:10–10:10 a.m.

## Opening Plenary Voices: Black Males Who Complete Grand Ballroom, Second Floor

Minority males have generally been demonstrating fewer academic gains than have women or their white male counterparts. “Voices: Black Males Who Complete” convenes a panel that recognizes gaps among black males and their peers with regard to educational opportunities and academic performance. While identifying the many issues facing black male students today, “Voices” will concentrate on responses to these challenges. After listening to a selection of student voices, panelists will offer research from the field.

**Moderator:** Tina Gridiron Smith, Senior Program Officer, Lumina Foundation

**Panelists:** Shaun R. Harper, Assistant Professor, University of Pennsylvania, PA; Bryant Marks, Professor, Morehouse College, GA; Ronald A. Williams, The College Board, DC



**Tina Gridiron Smith**  
Senior Program Officer, Lumina Foundation

Tina Gridiron Smith serves as a senior program officer for Lumina Foundation for Education in Indianapolis, Ind. In this position, she actively seeks to remove the postsecondary access and success barriers facing students of color, low-income students and other underserved student populations. Her current portfolio of grants includes over 50 projects designed to support higher education leadership; improve

the postsecondary preparation, access and attainment for all students; and increase the specific educational success of men of color, foster youth and other vulnerable populations.

As a California native, Smith has worked for various colleges and universities, including the University of California, Berkeley, California State University, Chico, Cal Poly San Luis Obispo and Stanford University. Through her professional career, she has worked to improve the academic preparation, persistence and achievement of underserved students. Specifically, through positions in student affairs, academic advising, student activities and residential life, Smith has dedicated her time and talents to helping students achieve their education goals.

Dedicated to civic involvement and community service, Smith has served as a tutor and mentor for low-income high school students and as a volunteer facilitator trained to inform middle school and high school students about effective HIV/AIDS prevention. Currently she serves as the chair for the board of directors at Auntie Mame's Child Development Center and participates in volunteer activities as a member of Delta Sigma Theta Sorority.

Smith received her bachelor's degree in political science from the University of California, Berkeley, and received one master's degree in higher education administration and her second master's degree in sociology from Stanford University.



**Shaun R. Harper**  
Assistant Professor,  
University of Pennsylvania

Shaun R. Harper is on the faculty in the Graduate School of Education, Africana Studies, and Gender Studies at the University of Pennsylvania. He is also director of the Penn GSE Grad Prep Academy and a faculty fellow in the Penn Institute for Urban Research. Harper maintains an active research agenda that examines racism and gender disparities in higher education, black male

college access and achievement, and college student engagement.

Harper has published nine books and more than 75 peer-reviewed journal articles, book chapters and other academic publications. He has also delivered over 40 keynote addresses and presented more than 125 research papers, workshops and symposia at national education conferences. Some of his books include *Introduction to American Higher Education* (Routledge, 2011); *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations* (Routledge, 2009); *College Men and Masculinities* (Jossey-Bass, 2010); and the fifth edition of *Student Services: A Handbook for the Profession* (Jossey-Bass, 2011). His newest single-authored book, *Exceeding Expectations: Black Male Achievers and Insights into College Success*, is being published by Harvard University Press. *The Journal of Higher Education*, *Journal of College Student Development*, *Teachers College Record*, *American Behavioral Scientist*, and many other well-regarded journals have published his research.

Several higher education professional associations have praised Prof. Harper's scholarship, including the National Association of Student Personnel Administrators (2004 Melvane D. Hardee Dissertation of the Year Award; 2010 Outstanding Contribution to Research Award); American Educational Research Association (2010 Early Career Award, Division G); American College Personnel Association (2005 Emerging Scholar Award; 2006 Annuet Coepris Award; 2011 Harry Cannon Outstanding Professional Award); National Association of Academic Advisors for Athletics (2008 Excellence in Research Award); and the Association for the Study of Higher Education (2008 Early Career Award). In September 2007, Harper was featured on the cover of *Diverse Issues in Higher Education* for his National Black Male College Achievement Study, the largest-ever empirical study of black male undergraduates. He has received more than \$800,000 in research grants from the Lumina Foundation for Education, the Andrew W. Mellon Foundation, and other sources to fund his research.

Harper earned his bachelor's degree in education from Albany State, a historically black university in Georgia, and his Ph.D. in higher education administration from Indiana University.



**Bryant Marks**  
Professor, Morehouse College

Bryant T. Marks is an assistant professor of psychology at Morehouse College and director of the Morehouse Male Initiative, whose mission is to identify factors that foster the affirmative personal and academic development of black males. He holds a B.A. in psychology and a minor in economics from Morehouse College, and an M.A. and Ph.D. in social psychology from the University of Michigan. Marks was an assistant

professor of psychology and African American Studies at the University of Illinois-Chicago from 2000 to 2004. In addition to being a faculty member at Morehouse, he is also a faculty associate with the Institute for Social Research at the University of Michigan. Marks is also an associate minister at Thankful Missionary Baptist Church in Decatur, Ga.

Courses taught by Marks include the psychology of African American males, statistics, research methods, social psychology, racial identity, intergroup relations, and prejudice and racism. He has published in the areas of racial identity, academic achievement among African Americans and international prejudice. Marks has received several teaching awards, serves on numerous national advisory boards (e.g., UNCF and The Joint Center for Political and Economic Studies) and review panels (e.g., The National Science Foundation), has been interviewed by CNN, Black Enterprise, and the *Chicago Tribune* and was recently included in The Root 100 (a list of 100 emerging and established African American leaders published by TheRoot.com). He conducts research that focuses on the impact of racial stereotypes on performance, the psychological impact of the black college experience (with an emphasis on comparing science and nonscience majors), and the affirmative personal, leadership and academic achievement of African American males.



**Ronald A. Williams**  
The College Board

Ronald Williams is a vice president of the College Board. Among other leadership roles, Williams is responsible for strengthening the relationship between the College Board and community colleges throughout the United States. He also provides leadership to a cluster of initiatives dealing with students' access to, and persistence in, college. Williams joined the College Board in 2007 from Prince George's Community College in Largo, Md., where he had served as president

since 1999, capping an extensive career with community colleges. Williams is a member of the board of the American Association of Colleges and Universities, the American Association of Community Colleges, and the American Council on Education's Center for Policy Analysis Advisory Committee. Williams attended Lehigh University, where he earned a doctorate in literature, a master's degree in English and a bachelor's degree in history and English. Williams has also published two novels, *Four Saints and an Angel* and *A Death in Panama*.

### 10:10–11:10 a.m.

#### Morning Plenary: Education Yesterday, Today and Tomorrow Grand Ballroom, Second Floor

Pulitzer Prize–winning and veteran journalist Isabel Wilkerson took on the awesome task of telling one of America's greatest stories, the movement of more than two million African Americans out of the American South in the first half of the 20th century — otherwise known simply as the Great Migration. After 15 years of research, *The Warmth of Other Suns: The Epic Story of the Great Migration* (Random House) was published in 2010 and immediately received universal and international praise. Retracing the journey out of the South through the personal stories of a number of remarkable individuals, this dynamic era in American history is illuminated like never before. This session will look at this profound history, how it has had an impact on the state of education, and how it influences the future of African American education.



**Isabel Wilkerson,**  
Author and Director of the Narrative  
Nonfiction Program, Boston University

Photograph taken by Joe Henson

Isabel Wilkerson won the Pulitzer Prize for Feature Writing for her work as Chicago bureau chief of *The New York Times* in 1994, making her the first black woman in the history of American journalism to win a Pulitzer Prize and the first African American to win for individual reporting. Wilkerson also won a George Polk Award, a John

Simon Guggenheim Fellowship for her research into the Great Migration and was named Journalist of the Year by the National Association of Black Journalists. She has lectured on narrative writing at the Nieman Foundation at Harvard University and has served as Ferris Professor of Journalism at Princeton University and the James M. Cox Jr. Professor at Emory University. She is currently a professor of journalism and director of the Narrative Nonfiction Program at Boston University. During the Great Migration, her parents journeyed from Georgia and southern Virginia to Washington, D.C., where she was born and reared. This is her first book.

### 11:20 a.m.–12:30 p.m.

#### Voices of African American Male Ph.D. Recipients: Strategies for Supporting African American Men to Completion Columbus A

Participants in this session will examine the experiences of African American male students and will develop strategies to facilitate their retention and success. By evaluating the success of black male Ph.D. recipients, participants will determine best practices to support African American males in the classroom. After a review of research that analyzes the state of African American males in the education pipeline, participants will discuss with Ph.D. recipients the strategies that helped and supported them. Finally, participants will develop strategies to be implemented by teachers, counselors and administrators.

**Speakers:** Brandon Daniels, U.S. Department of Education, DC; Ivan Harrell, Anne Arundel Community College, MD; Adriel Hilton, Upper Iowa University, IA; Ted Ingram, Bronx Community College, NY; Ron Jackson, Community College of Philadelphia, PA; John Michael Lee Jr., The College Board, NY; Robert Palmer, Binghamton University, NY

# Sessions

Monday, April 11, 2011

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## Teaching for Intellectual Autonomy and College Readiness

Washington A

Some of the basic goals of schooling can come into conflict with each other. Educators want to prepare students to meet the norms and expectations of the academic community. They want to help students become autonomous learners who pursue personally meaningful scholastic activities. This session will consider the cultural and social factors that contribute to the challenges of trying to meet these two goals. It will also share research findings regarding teaching and learning practices that help educators resolve these conflicts. The theoretical and conceptual frameworks that underlie these conflicts and their potential resolutions will also be explored. Activities will help participants apply these frameworks to their own educational contexts and develop context-appropriate practices that maximize the development of both intellectual autonomy and college readiness.

**Speaker:** Michael Davis, University of California, Berkeley

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## A Cultural Transition Model to Overhaul College Summer Orientation

Riverview C

During the ACCESS Orientation Program at Morgan State University, first-time freshmen and their parents receive information on financial aid assistance, including FAFSA, residence life, placement testing and academic advisement. Additionally, students participate in cultural activities, workshops and seminars that cover topics such as college transition, career counseling, the student experience and study skills. Throughout the orientation, emphasis is placed on the legacy of excellence and historic significance of the institution. Participants in this session will examine the methods that historically black colleges and universities (HBCUs) have employed to diversify their student populations, and they will evaluate the results of embracing that culture and history, rather than retreating from it, to provide students with an engaging model for cultural transition. From these discussions, and through data from parent and student surveys, participants will develop a new model for freshman orientation at HBCUs.

**Speaker:** Tiffany McMillan, Morgan State University, MD

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## Engaging African American Males in Higher Education

Columbus C

In this session, participants will examine the principles and methodology that a large urban institution employed to create a support center, the Center for Male Engagement, to improve academic performance, persistence rates and to increase the student engagement and social responsibility of African American males. Participants will learn how the college identified this area of concern and used data and best practices to create the center, which includes the Summer Enrichment Program for high school graduates entering college. Participants will also examine how assessments, and in particular student feedback, were incorporated into revisions of the original program. Using the center as a model, participants will develop best practices for engaging and supporting the African American male student body at postsecondary institutions.

**Speakers:** Daryl Bright, Samuel Hirsch, Ronald Jackson, and Michael Robinson, Community College of Philadelphia, PA

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## Minority Achievement Program (MAP): Success in a Suburban School

Riverview A

The focus of MAP is to place minority students in an appropriately challenging academic environment while providing them with systemic support for success. While many programs focus on at-risk minority students, MAP raises the ceiling for their achievement by enabling the whole scholastic culture to see their potential. The program has four main principles: clustering and placement of students in honors classes; team collaborations that infuse study skills into classes, discuss cultural proficiency and monitor individual students' progress; student advisory that focuses on leadership and college preparedness; and parental engagement. In this session, participants will examine how data informs the program, assess the program's success, and develop strategies to incorporate this model into any school.

**Speakers:** Sean Hughes, Mary Eileen Kirchner and Wagner Marseille, Lower Merion School District, PA

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## Engaging Students to Encourage Academic Success

Washington B

Harrington High School in Pennsylvania's Lower Merion School District has developed a program called Daring to Reach and Excel in Academics, Activities, Athletics and the Mind (D.R.E.A.A.M.), which seeks to improve the quality of educational experiences and educational outcomes for students of color. D.R.E.A.A.M. students are involved in activities during and after school that promote leadership, public speaking, scholarly practices, sportsmanship and service to the community. Participants in this session will discuss how racial stereotyping (blatant and subtle) can affect student high school experiences and create barriers to success. Participants will examine a model that promotes positive attachment to school and cultural pride and will engage in activities that promote an understanding of the barriers while developing strategies to engage students in and out of the classroom.

**Speakers:** Stephan Clayton, Carla Coleman, Tyler Goodwin, Andrea Wilson-Harvey, and Ato Troop, Lower Merion School District, PA

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## Empowering Parents to Improve Student Success

Riverview B

Participants will survey several successful initiatives that support the elimination of identified gaps in achievement for African American and Latino students. The African International Parent Network (AIPN) is a parent-driven program that empowers students to strive for academic success by enhancing self-awareness, self-respect and self-esteem through clinics, social events and mentorship in positive collaboration with school administration and teaching staff. A parental component of the SAT<sup>®</sup> preparation classes has increased participation in the SAT to strive for and has informed parents about ways to prepare children for the admission process. The Superintendent's Advisory Committee on the Elimination of the Achievement Gap allows parents to be part of the decision-making process regarding policies and practices that directly impact students of color. Participants in this session will use these three initiatives as models to develop strategies and best practices for involving parents in their students' postsecondary education goals.

**Speakers:** Timothy Cotman Jr. and Cheryl Robinson, Arlington Public Schools, VA; Adriane Webb, Claremont Immersion Elementary School, VA



### Helping Students Get Ready for College: Resources, Access, Equity

#### U.S.S. Olympia

Preparing for college assessments is an important step on a student's path toward college success and beyond. The College Board offers a comprehensive suite of free print and online tools to help students get ready for the SAT, an important step of the college admission process. This interactive session will show participants how to connect students, families and educators to these resources as part of a comprehensive and systematic approach to college and career readiness. Participants will develop strategies for increasing access to these resources at their schools to help ensure all students receive the information and practice they need to be prepared to take the SAT.

**Speakers:** Vicki Cabrera and Antoinette Crockrell, The College Board, NY

### I Have the Data — Now What?

#### U.S.S. New Jersey

Often the data gathered from classroom assessments is confusing, and it is unclear how to use it to determine students' instructional needs. In this session, participants will develop methods for using this information to differentiate their students' instruction, adjust their instruction and improve student achievement.

**Speaker:** Genola Johnson, Educational Learning Center, GA

12:40–1:40 p.m.

### Luncheon

#### Grand Ballroom and Grand Ballroom Foyer, Second Floor

Superintendent's address by **Arlene C. Ackerman**, Superintendent of Schools, The School District of Philadelphia, PA and welcoming remarks by **Michael A. Nutter**, Mayor, Philadelphia, PA



**Arlene C. Ackerman**, Superintendent of Schools, The School District of Philadelphia, PA  
Arlene C. Ackerman, chief executive officer (CEO) and superintendent of The School District of Philadelphia since June 2008, began her lifelong career in urban education as a teacher in St. Louis, Mo. Her years of experience as a classroom teacher, a middle school principal and a central office administrator have made her a fearless champion of children's rights and a national expert on how to close the achievement

gap, fill the opportunity gaps and improve urban schools for all students. Serving close to 40 years in education, Ackerman has developed expertise that reflects an extraordinary breadth of knowledge and a wide range of professional experience — most notably, as an urban superintendent in three major American cities, namely, Washington, D.C., San Francisco and now Philadelphia.

Ackerman came to Philadelphia from Teachers College, Columbia University, where she held the Christian A. Johnson Endowed Chair in Outstanding Educational Practice and served as professor and director of the Urban Education Leaders Program from 2006 to 2008. Before her Columbia appointment, Ackerman was superintendent of the San Francisco Unified School District for five years. Prior to her work in San Francisco, Ackerman was CEO/superintendent of schools and chief academic officer for the District of Columbia, and the deputy superintendent for the Seattle Public Schools.

Arlene Ackerman holds a doctorate and master's degree from Harvard University's Graduate School of Education a master's degree in education administration and policy from Washington University, and a bachelor's degree in elementary education from Harris Stowe State College.

Superintendent Ackerman has received numerous honors and awards, and held a series of high-profile seats as a national leader of educational reform efforts. In October 2010, the Council of Great City Schools honored her with the Richard R. Green Award, which is the nation's highest individual award in urban education. Most recently, the American Association of School Administrators presented Arlene Ackerman with the Dr. Effie H. Jones Humanitarian Award at the association's annual conference in February 2011.



**Michael A. Nutter** Mayor, Philadelphia, PA

Since taking office in January 2008, Mayor Michael A. Nutter has set an aggressive agenda for America's sixth largest city — implementing a crime fighting plan that has sharply reduced the homicide rate, an education strategy to increase the high school graduation rate by 50 percent and a sustainability plan that will reduce the city's energy consumption in the years to come.

Nutter has vigorously managed city government through a deep recession, taken advantage of

federal recovery funding to create new green-collar jobs and established a customer-friendly 311 system.

Born in Philadelphia and educated at the Wharton School of the University of Pennsylvania, Michael Nutter has been committed to public service since his youth in West Philadelphia. He served almost 15 years on the Philadelphia City Council, earning the reputation of a reformer, before his election as mayor of Philadelphia.

1:50–3 p.m.

### Empowering Parents to Close the Educational Achievement Gap

#### Columbus A

In this session, participants will examine the methods of a successful program in which parents are empowered to take control of their household to ensure educational success for their children. Through music, poetry, "reality statistics" and practical solutions, participants will develop strategies for enabling parents to become the primary advocates for their students.

**Speakers:** Darlene Willis, Concerned Parents Alliance/College Bound San Diego, CA; Marsha Dodson, Empowering Parents, CA; John Collins, and Martha Parham, Poway Unified School District, CA

### PhillyGoes2College — Start Here. Get There. U.S.S. Olympia

The mayor's office of Philadelphia has set aggressive goals for educational reform, including motivating more youth, adults and current college students to pursue and complete college. In 2009, the office launched the PhillyGoes2College initiative in partnership with the school district, local nonprofits, colleges and universities, and community-based partners. The PhillyGoes2College office is a referral center within the mayor's Office of Education that helps Philadelphians earn a college degree by connecting them to organizations and resources to help navigate the college process. Come learn about how you can leverage the resources available in your city to help drive educational reform in your community.

**Speaker:** **Barbara Mattleman**, PhillyGoes2College, PA

### The College Bound Brotherhood: Building a Movement for Young Black Men Columbus C

Using community organizing principles and its positional leverage as a funder, the College Bound Brotherhood connects young black men in the San Francisco Bay Area with college readiness resources while using the mantra of "black and proud to be college bound" as a foundation for a social movement. Participants in this session will examine how the College Bound Brotherhood incorporates outreach, partnerships, grantmaking and social marketing campaign strategies to develop a systemwide cohort of young men who pledge — and are prepared — to enroll and succeed in college. Using the Brotherhood as a model, participants will then develop best practices for establishing a college-going culture among young black scholars.

**Speakers:** **Cedric Brown** and **Justin Davis**, Mitchell Kapor Foundation, CA

### If You Build It, They Will Come: Addressing the Needs of First-Generation Students Columbus B

Building a college-going culture among first-generation students is difficult without institutional support that bolsters students' and families' belief that they can achieve such goals. In this session, participants will assess the special characteristics of first-generation students and will examine Princeton High School's "Gen 1" program for establishing the best practices to assist them. Participants will develop plans to implement a Gen 1 program by identifying resources in their community to support their initiatives and discussing how to get parents involved. Participants will develop action plans for incorporating these ideas into their own schools.

**Speakers:** **Angela Siso** and **Marjorie Young**, Princeton High School, NJ

### Using Data to Examine African Americans in Education U.S.S. New Jersey

In this session, participants will use data from NAEP and other Department of Education sources to survey the current state of African Americans in all different levels of education. Participants will analyze new data, look at trends and discuss how to use this data to make useful decisions at their respective institutions.

**Speakers:** **Brandon Daniels** and **Angela Glymph**, U.S. Department of Education, DC; **John Michael Lee Jr.**, The College Board, NY

### "You Can Go": A New Online College Planning Resource for Lower-Resourced Students

#### Riverview B

In this session, participants will explore the new "You Can Go" minisite, part of the larger student-centered Online College Planning initiative, a resource from the College Board in collaboration with the Education Conservancy. The minisite provides practical support, inspiration, encouragement and interactive content to underserved, lower-resourced and less-motivated students to help them plan for college. After seeing the new website in action, participants will discuss its features and its future development. They will also develop strategies for integrating it into their counseling toolbox.

**Speakers:** **Laura Barnes** and **Roy Ben-Yoseph**, The College Board, VA; **Joyce V. Brown**, Chicago Public Schools, IL

### A Districtwide Approach to Closing the Achievement Gap: From Math to Mentoring Washington B

In this session, participants will focus on the Dallas Independent School District's (ISD) initiative to close the African American student achievement gap. Participants will analyze the data used to support the creation of the African American Success Initiative and will explore the various actions and programs that it has implemented: African American Math Initiative, African American Male Task Force, Minister's Forum, Student Speak Out and the Student Advocacy Program. From this survey, participants will develop strategies that can be used in their own districts.

**Speakers:** **Robert Edison**, **Calvin Grigsby**, **Laura Hyatt**, and **Wytonia Montgomery**, Dallas ISD, TX

### Step Up for Proficiency: Engaging Parents and Community for Postsecondary Success Riverview A

The entire community (i.e., schools, parents and others), especially those in leadership positions, are responsible for preparing children for life after high school. Using the School District of Palm Beach County's (SDPBC) Step Up for Proficiency Campaign as a model, participants will discuss how to embrace the mission of preparing our children and accept responsibility for doing so. Participants will examine how the use of a public data stream (periodic data system) can monitor a school's progress toward target goals for student readiness, academic proficiency; and strength of character and resiliency. Participants will also determine methods for using data meaningfully to engage schools, parents and community in conversations to map action plans and define their roles in improving student achievement. From the campaign model practices and strategies, participants will create an action plan for implementing their own campaign for student success.

**Speaker:** **Dione Christy**, SDPBC—Department of Safe Schools, FL

### Engaging City Youth to Become Agents for Change in Their Community

Washington A

For more than 20 years, the University of Pennsylvania's Netter Center for Community Partnerships has developed university-assisted community schools in collaboration with its West Philadelphia partners. At University City High School, rising seniors work to become change agents within their school and community through their initiation into the Leaders of Change Program. Using CollegeEd® as their advisory content, the Leaders of Change model asks students to answer the key questions, "Who am I?" "Where am I going?" and "How do I get there?" to create meaningful change within their school and community. Participants will examine how strong relationships between universities and local high schools can have a significant impact on students' goals for postsecondary education and life. Participants will develop strategies to establish service learning as an important component of the student experience. They will review materials from CollegeEd, the College Board's college planning and career exploration program for grades 7–12, and they will also incorporate its key advisory content into student programming within their schools.

**Speakers:** Patrice Berry, University of Pennsylvania, PA; Janice Park, University of Pennsylvania, Netter Center for Community Partnerships, PA

### The Minority Achievement: 10 Years of Retention and Success

Riverview C

The Minority Achievement, Retention, and Success (MARS) program at Eastern Michigan University has successfully retained and graduated every African American education student in its cohort over the last 10 years. Participants will hear about student experiences from freshman year to their novice years of teaching in predominantly white school districts and will discuss the challenges and barriers that African American education students face. With the MARS program as a model, participants will determine best practices from examples of what does and does not work. Participants will develop effective strategies for recruiting, retaining and preparing African American education students and for providing continuing support to African American educators, especially those in predominantly white school districts.

**Speakers:** Deborah Harmon and Cheryl Price, Eastern Michigan University, MI

3:10–4:20 p.m.

### Beyond Good Intentions: Building Partnerships Among Communities, Schools and Colleges

Columbus C

Forging successful partnerships with local schools can be challenging and rewarding. In this session, participants will explore the process of building a dynamic partnership between a suburban university and an urban high school and its surrounding community. Participants will discuss how to navigate school district policies, the importance of creative problem solving and why partnerships between cultural and higher learning institutions and underserved, low-performing schools can affect students positively. Using the Villanova University and Germantown High School partnership as a model, participants will identify opportunities and develop strategies to take the first steps in partnering.

**Speakers:** Miriam Collins and Margaret Mullen-Bavwidiinsi, Germantown High School, PA; Gilletta McGraw and Teresa Nance, Villanova University, PA

### From High School to Higher Education: Strategies for Black Men in the Education Pipeline

Columbus A

In 2009, the College Board Advocacy & Policy Center released *The Educational Crisis Facing Young Men of Color*, which shows that the system is failing a significant percentage of minority male students. Whether measured by unemployment rates, poverty, imprisonment or recidivism, the challenges facing minorities — males and females — are stark and undeniable. In this session, participants will survey what current indicators suggest about the prospects of students of color and will examine the postsecondary pathways that are available to them. Participants will then compare how these pathways are used by other racial and ethnic groups to establish context. After this analysis, participants will develop action plans to incorporate proven strategies to transition African American male students successfully from high school to higher educational opportunities.

**Speaker:** John Michael Lee Jr., The College Board, NY

### Techniques to Enhance Recruitment of African American Faculty

Columbus B

Public schools and historically white institutions lack African American teachers and professors, and this phenomenon is amplified in institutions of higher education in smaller, urban markets. For example, students at one university in the so-called heartland have reported never taking a course from an African American professor. In this session, participants will explore the unique challenges faced by institutions in smaller, urban markets that attempt to recruit African American faculty. Using the successful faculty recruitment program at the University of Central Oklahoma, participants will develop techniques and best practices for bringing (and retaining) skilled professors of color to their institutions.

**Speakers:** Charlotte Myles-Nixon and Terry Spigner, University of Central Oklahoma, OK

### College Readiness Among African American and Latino Students: Identifying and Removing Barriers

Riverview A

Myths abound about universal student access to rigorous high school courses, which prepare students for success in both college and careers. Participants will see eye-opening statistics about the reality, which includes huge gaps for low-income and African American and Latino students and their peers. Although all schools use master schedules and student transcripts, educators rarely analyze them to determine whether every student has access to college and career-ready courses. In this session, participants will closely examine the role that transcript analysis and adult expectations have on African American and Latino students' success. Participants will learn ways to initiate difficult conversations about student access and develop tools to use at their own high school or district. Participants will be provided methods to implement these tools and close the opportunity and achievement gaps for low-income students and students of color.

**Speakers:** Phyllis Hart and Tami Pearson, Equity in Learning, CA

# Sessions

Monday, April 11, 2011

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## The Audacity of Hope: Creating Expectation and Efficacy Through Financial Aid Education U.S.S. New Jersey

An access initiative of The Ohio State University Office of Diversity and Inclusion, the Young Scholars Program and Scholarship Services unit typically serves some 300 first-generation college students from lower-income families through a collaborative summer program. Students are immersed in interactive methodologies that enable them to successfully navigate the complex world of student financial aid. In this session, participants will examine the motivations, methodologies and measurable successes of recent "Paying for College" workshops that build African American high school students' literacy about college funding. Session participants will then develop practical strategies for establishing similar workshops.

**Speakers:** Victoria Dunn and Shannon Gonzales-Miller, The Ohio State University, OH

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## One Book, One Goal: Introducing *Higher Learning* to Students in Philadelphia U.S.S. Olympia

In our college access and support work, we often focus on the major milestones (standardized test preparation, FAFSA form, essays, etc.) under the notion that the other things such as study skills, time management and cultural adjustment issues will work themselves out once students get to campus. Students fall into the same trap, but this is often not the case, particularly for first-generation, low-income and minority students. In his book, *Higher Learning: Maximizing Your College Experience*, the presenter builds a program model on two ideas: to show students how to use their books in college and balance life outside the classroom; and to provide college access programs, high schools and colleges with supplemental resources to help their students. Participants will learn about partnership models currently in place in Philadelphia designed to effectively engage more students and support providers on the one goal: graduation.

**Speaker:** Brian Peterson, Chance 22, PA

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## Culturally Proficient Teaching to Positively Impact African American Students Washington B

In this session, participants will examine how Pennsylvania's Lower Merion School District closed the achievement gap for its African American students by increasing the cultural proficiency of its teachers and administrators. Cultural proficiency enables individuals and organizations to respond effectively to diverse populations. The district organized professional staff development sessions to allow teachers and administrators to discuss how to change the ways they interact with African American students. Participants in this session will examine and revise K-12 curricula to include culturally proficient teaching strategies and will engage in a variety of activities and discussions about developing culturally proficient behavior in support of student achievement.

**Speakers:** Carla Coleman, Barbara Moore-Williams, and Deitra Spence, Lower Merion School District, PA; Andrea Wilson-Harvey, Harriton High School, PA

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## Understanding the iGeneration: The New Science of Learning Riverview B

In this session, participants will explore and share perspectives relevant to the new insights into the functioning of the brain, learning and cognition. Participants will focus on how classroom instruction can be strategically aligned with how the "iGeneration" learns. Participants will examine groundbreaking research that challenges traditional notions of how students spend their (multitasking) time, direct their (creative) attention and are inspired to learn. Participants will also give specific attention to how the staggering global proliferation of cell phones, iPads, online social networks, video games and personal computers affects the nature and cognitive process of learning.

**Speaker:** Chris L. Hickey Sr., Each One-Teach One Alliance for Academic Access, Achievement and Success, CA

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## Community-Based Organizations as a Developmental Global Positioning System (GPS) Riverview C

It is important to acknowledge and capitalize on the critical role community-based organizations play in the lives of urban youth. These organizations support and advocate for adolescents as they develop a sense of self and of their role in academic, family and social environments. In this session, participants will discuss best practices for building partnerships among families, local businesses, arts and cultural entities, community-based organizations, school systems and higher education institutions. Participants will identify elements of authentic engagement for partnering high-risk youth with proven systems of development, especially community-based organizations. They will also develop strategies for evolving a holistic approach to programming in a creative environment, which provides an opportunity for students to achieve both a sense of autonomy and a sense of community. Through effective partnerships, participants will be able to bridge the gap between academic, artistic and economic success.

**Speakers:** Rondelynn Bell, Jennifer Wilder-Jackson, and Naimah Spann, NiRo Design Center, CT

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## Nonprofit Partnerships to Achieve Academic Excellence Washington A

For more than 25 years, the Chantilly Pyramid Minority Student Achievement Committee (CPMSAC) has partnered with elementary, middle and high schools in the community to improve parent participation and minority student achievement in Fairfax County Public Schools. Throughout the year, CPMSAC collaborates with schools, churches, businesses and community organizations to offer Saturday tutoring programs, a summer math institute, writing workshops, a reading program, quarterly community academic achievers recognition certificates, annual academic award ceremonies and scholarships to motivate and educate students. Participants in this session will use CPMSAC's outreach model to discuss the effective components of a partnership between K-12 and a community-based organization, including the cooperation of school principals, counselors, teachers, parents, student tutors and volunteers. From these discussions, participants will develop strategies for implementing similar partnerships in their communities.

**Speakers:** Rosalind Blunt, Johnny Nelson, and Barbara Tyler, Chantilly Pyramid Minority Student Achievement Committee, VA



4:30–5:30 p.m.

### Afternoon Plenary: Let's Hear It from the Scholars

Grand Ballroom, Second Floor

In this session, The Coca-Cola Company convenes a panel to discuss the motivating factors surrounding college scholarships. The group will speak candidly about how scholarship programs can provide opportunities and fuel student motivation. In addition to monetary benefits, the speakers will discuss the networking benefits afforded by programs like Coca-Cola Scholars. Additionally, the speakers will provide specific information about scholarship opportunities available through The Coca-Cola Company and other organizations.

**Panelists:** **Lori George Billingsley**, Group Director of Community Connections for Coca-Cola in North America; **Christopher Gray**, 2010 Coca-Cola Scholar and Freshman, Drexel University, PA.; **Felix Brandon Lloyd**, 1994 Coca-Cola Scholars alumnus and Creator, MoneyIsland (an online world provided by community financial institutions to build tweens' financial skills)



**Lori George Billingsley**  
Group Director of Community Connections  
for Coca-Cola in North America

Lori George Billingsley has over 20 years of public relations experience in developing and implementing breakthrough programs. She has been in the Public Affairs and Communications (PAC) department of The Coca-Cola Company (TCCC) for the past eight years. Currently, she is the group director of Community Connections for Coca-Cola in North America. In this role, she oversees community giving for the North American operating unit.

Prior to joining TCCC, Lori had her own public relations consultancy, LG Communications. The consultancy provided communications solutions, including launching national and local public education and awareness campaigns, forging public/private partnerships, media and community relations, developing health communications programs, and conducting diversity training workshops. Formerly a vice president at Porter/Novelli, Lori managed a number of nationally acclaimed public education campaigns for the National Heart, Lung, and Blood Institute and National Cancer Institute. She cofounded the firm's alliance building and multicultural communications practices. Lori joined Porter/Novelli from the District of Columbia Government where she was a senior public affairs specialist.

Lori was an associate professor of public relations at Ohio Dominican College in Columbus, Ohio, and has also taught classes at World Harvest Bible College in Columbus, Ohio, and Howard University in Washington, D.C. Lori is an active member of the Public Relations Society of America's (PRSA) Georgia Chapter and has served on the Executive Committee for PRSA's Multicultural Communications Section. She also serves on the board of Hosea Feed the Hungry & Homeless.

Lori was a founding member of the Washington, D.C. Chapter of the Black Public Relations Society. Lori has served on several national and local boards and committees; judged national communications campaign competitions; received numerous awards for her work; authored papers, publications and reports; and has conducted workshops and presentations on a variety of issues. She received her Bachelor of Arts in public relations at Howard University and her Master of Arts in public communications at American University, both in Washington, D.C. Lori is an ordained minister and published writer.



**Christopher Gray**  
Coca-Cola Scholar 2010 and Freshman,  
Drexel University

Current Coca-Cola Scholar, Christopher Gray graduated from Ramsay High School in Birmingham, Ala., in 2010 and is now a freshman at Drexel University in Philadelphia. During high school, he received \$1,025,655 in scholarships for college, including the Coca-Cola Scholarship, Horatio Alger Scholarship, Gates Millennium Scholarship and the AXA Achievement Scholarship. Upon receiving the

AXA Achievement for the State of Alabama, he was included in the May 2010 issue of the *U.S. News & World Report*. Gray was also one of the five Alabama Young Heroes of the Year and the Birmingham Youth of the Year. He is the founder of the World Change Coalition, a nonprofit organization composed of students that implements service-oriented and charitable projects to improve communities around the world. The organization develops students into global citizens who lead through value-oriented actions. He is the founder and CEO of a venture capitalist firm called Golden Bridge Ventures LLC and a local community nonprofit called Genesis.



**Felix Brandon Lloyd**  
Coca-Cola Scholars 1994 Alumnus and  
Creator, MoneyIsland


Felix Brandon Lloyd taught and served as dean of students at the SEED Public Charter School for seven years. During this time, he was named Washington, D.C.'s Teacher of the Year and featured in *Newsweek* magazine and *The Washington Post*. For two years, he led the Microsoft® Washington to Washington Program in which students on separate coasts populated the virtual "Generation I-Land." In 2007, Lloyd received a fellowship from Echoing Green, a SEED funder that supports the world's most outstanding emerging social entrepreneurs and the organizations they launch. He founded Skill-Life, Inc. — a technology company that developed MoneyIsland (formerly called CentsCity), an online world where tweens learn financial skills and earn rewards by going on fun adventures. Skill-Life was acquired by BancVue Ltd. in January. Lloyd is now general manager of BancVue's MoneyIsland division, which is focused on launching the MoneyIsland online game at community banks and credit unions nationwide.

5:30–7 p.m.



### Networking Reception Grand Ballroom Foyer & Columbus Ballroom Foyer, Second Floor

Please join us for an evening reception with an opportunity to network with colleagues from across the nation and create long-lasting connections! Entertainment and hors d'oeuvres will be provided for your enjoyment.



# 55% by 2025

## Mobilizing a Nation: The College Completion Agenda



Students face formidable challenges along the path toward college enrollment and success. To assist policymakers and educators in their efforts to increase the proportion of students who graduate with a postsecondary degree — and achieve the national goal of 55 percent by 2025 — the College Board Advocacy & Policy Center introduced two practical, comprehensive resources aligned around 10 key recommendations. These resources provide the foundational data and information for understanding America's educational landscape and measuring progress toward having the most educated citizens in the world.

This year, the College Board Advocacy & Policy Center takes the campaign to numerous state capitals nationwide, in a call to action that will bring together policymakers, educators, community and business leaders, students, and concerned citizens to mobilize our nation in achieving college completion.

To learn more about the Capitals Campaign and navigating the road to college completion, please visit [completionagenda.collegeboard.org](http://completionagenda.collegeboard.org).

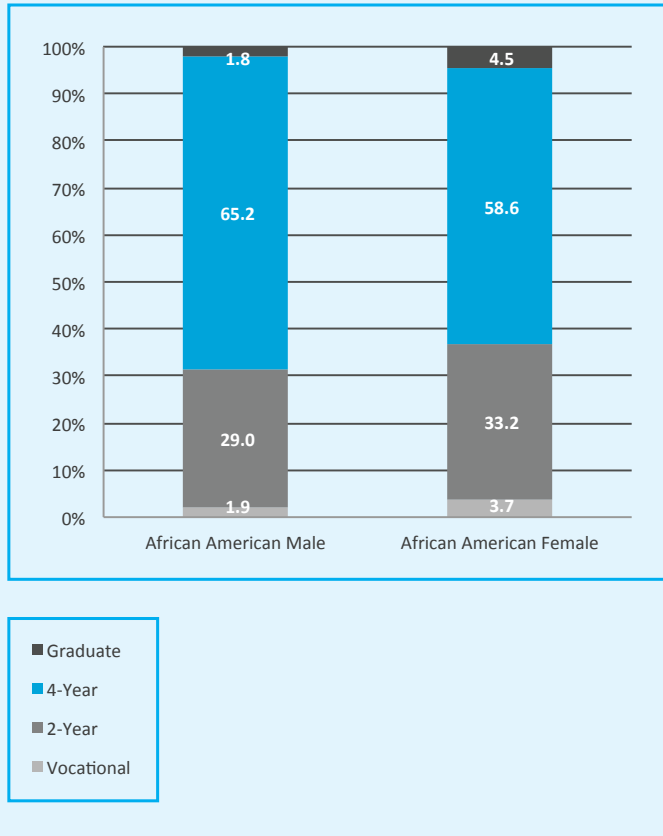


[advocacy.collegeboard.org](http://advocacy.collegeboard.org)

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## Distribution (%) of 15- to 24-Year-Olds Enrolled in Postsecondary Education, 2008

Source: U.S. Census Bureau, Current Population Survey, 2008.



has sent a clear message that the promise of equal education in the United States is a civil rights issue. This session will look at how civil rights works to ensure that all Americans experience continued educational progress.

**Speaker: Russlynn H. Ali**, Assistant Secretary for Civil Rights, U.S. Department of Education, DC



**Russlynn Ali**  
**Assistant Secretary for Civil Rights,**  
**U.S. Department of Education**

President Barack Obama nominated Russlynn Ali as assistant secretary for civil rights at the U.S. Department of Education (DOE) on March 18, 2009, and she was confirmed by the U.S. Senate on May 1, 2009. As assistant secretary, Ali is Secretary of Education Arne Duncan's primary adviser on civil rights and is responsible for enforcing U.S. civil rights laws as they pertain to

education — ensuring that the nation's schools, colleges and universities receiving federal funding do not engage in discriminatory conduct related to race, sex, disability or age. With more than 600 full-time equivalent employees, including attorneys, investigators and Equal Employment Opportunity specialists in Washington, D.C., and in 12 regional field offices, the Office for Civil Rights is one of the largest civil rights enforcement operations in the federal government.

Until her appointment to the Department of Education, Ali had been a vice president of the Education Trust in Washington, D.C., and the founding executive director of the Education Trust-West in Oakland, Calif. In those positions, she developed and implemented a long-range strategy to close achievement gaps among public school students in California; worked with school districts to improve curriculum and instructional quality at high-poverty and high-minority public schools; and designed, field-tested and implemented comprehensive audit tools that examined inequities in schools and districts.

In the education arena, Ali was a teacher, and served as the liaison for the president of the Children's Defense Fund and as assistant director of policy and research at the Broad Foundation, for which she was also on loan as chief of staff to the president of the Los Angeles Unified School District's Board of Education. She has also taught at the University of Southern California Law Center and the University of California, Davis.

Ali has authored many reports and publications in the field of education. She has also made numerous presentations on education to organizations such as the Association of California School Administrators, to advocacy organizations such as the Southern Christian Leadership Conference, to policymakers such as the U.S. Conference of Mayors, and to schools, school districts and boards of education. She has been a featured guest on several television and radio programs, including the *Oprah Winfrey Show*, the *Roy Avila Show*, ABC, NBC and CBS.

Prior to joining the DOE, Ali sat on numerous boards of directors and advisory committees, including College Track, the Institute for College Access and Success, and Great Schools.

Ali received her J.D. from Northwestern University School of Law, where she was awarded the Lowden-Wigmore Prize for Trial Advocacy and was a Julius Miner Moot Court Finalist. She received her bachelor's degree in law and society from American University. She also attended Spelman College.

**7 a.m.–1:40 p.m.**

### Registration Open

Grand Ballroom Foyer, Second Floor

**7–7:45 a.m.**

### Continental Breakfast

Grand Ballroom Foyer, Second Floor

**8–9 a.m.**

## Morning Plenary: African American Educational Progress Through Civil Rights Advocacy

Grand Ballroom, Second Floor

Civil rights advocacy has been the driving force behind the expansion of educational access and opportunities for African Americans over the course of the 20th century. Today, many wonder at the role civil rights laws and advocacy plays in continued educational progress for all African Americans. How can civil rights laws ensure and deliver quality education for African Americans in the 21st century? The White House and Executive Branch are showing a willingness to lead on this front. Russlynn Ali, the assistant secretary for civil rights at the Department of Education, has transformed her office since her appointment by President Barack Obama in 2009. She

# Sessions

Tuesday, April 12, 2011

9:10–10:10 a.m.

## The Latham Way U.S.S. New Jersey

Through the collaborative efforts of a number of academic organizations, a yearlong tutorial project for low-performing students resulted in the participating elementary school becoming the most improved in the state, which in turn had an influence on high school retention and graduation for those students. Participants in this session will discuss and analyze the short- and long-term effects of the intervention on the students. By identifying methods relevant to their own organizations, participants will develop strategies and best practices for harnessing the transformative power of collaborative efforts across multiple educational institutions.

**Speakers:** Edwin Bell, Winston Salem State University, NC;  
Frankie Powell, UNC Pembroke, NC

## Leveling the Field with Technology Riverview B

In this session, participants will examine how virtual learning, with its open-door policy, provides students with universal access to an AP curriculum. Participants will review achievement data from the Florida Virtual School on the performance of African American students in AP English courses. Via a Web-based resource, participants will discuss with students their experience taking AP English in an online environment. From this analysis and discussion, participants will develop strategies for incorporating online resources and delivery into their own academic programming. Participants will be able to access data and resources discussed during the session and interact with AP instructors through a live AP wiki after the conference.

**Speakers:** Sharon Johnston and Ronald Peters, Florida Virtual School, FL

## Innovative Partnerships Through Project GRAD U.S.S. Olympia

By the year 2020, access to higher education will no longer be an option for a selected group of students; it will be a necessity for all. A major goal of Project GRAD is to ensure that all students attending GRAD feeder system schools graduate from high school and are prepared for college and/or their career. Because GRAD values learning, equity and excellence, it is imperative that GRAD schools effectively reduce existing academic achievement gaps in reading/English language arts and mathematics, regardless of student ethnic background or socioeconomic status. Session participants will learn about one of Project GRAD's innovative partnerships, the Pennsylvania Challenge, which is in its second year of implementation in Chester-Upland, Lancaster, Pa., Woodland Hills and York School Districts. Representatives from the schools will present the innovative programs that their local teams have tailored to their learning communities, and they will share the outstanding results, which have been informed by the collection and analysis of data.

**Speakers:** Thomas Butler, Project GRAD, PA; Nikia Owens, Project GRAD, TX

## Exceptional Students in the “Normal” Classroom: Co-Teaching for Success Columbus B

To serve exceptional students, it is imperative to understand how to deliver in-class support. Participants will learn how a co-teaching model used in urban high school math classes can positively affect all students. The co-teaching model includes disabled students in the classroom in a manner that provides the necessary accommodations to allow them to be successful. Participants will identify key differences in accommodations versus modifications, as well as discuss ways to use supplementary aids and services to increase student achievement. Participants will also discuss models for supporting special-needs students and will explore ways to meet the classroom needs of diverse learners. Participants will explore what inclusive education looks like in an urban classroom and will develop multilevel instructional strategies to implement in their classes.

**Speakers:** Lawrence Baum, Jennifer Ellis, Fallon Hawthorne and Vincent Stevenson, Dallas Independent School District, TX

## Math Makes Miracles Riverview C

In this session, participants will examine the history of the Legacy Roundtable, from its organizational development, leadership challenges and funding resources to its partnership development, as well as other issues relevant to sustaining community-based activities. The program was developed in response to research that indicated that the dearth of African American male undergraduates on college campuses severely restricted the number who could enter STEM academic fields and professions. In partnership with community colleges, Legacy prepares high school students to take rigorous six-week intensive summer STEM classes, while also cementing parental participation. It encourages parental participation by equipping and engaging parents to be more active in course selection for their respective scholars. Participants in this session will discuss recruitment protocols, identify effective, low-cost math assessments and evaluate any institutional impediments to K–12/community college collaborations. From this conversation, participants will develop strategies and best practices for preparing students for academic and professional careers in STEM fields through institutional collaborations.

**Speakers:** Ingrid Johnson, Council of African American Parents, CA;  
Charles Moore, California State University Fullerton, CA



## The African American Scholars Calculus Project Columbus C

The African American Scholars Calculus Project (AASCP) has successfully narrowed the achievement gap by increasing the number of African American students who enroll in honors and advanced-level mathematics courses at Brookline High School. The AASCP is unlike any initiative, because the curriculum can be adapted to the needs of all school districts. The AASCP curriculum is composed of summer enrichment courses in mathematics that run between and parallel to honor and standard-level courses in mathematics. Students who struggle in the honors sequence of courses have the option to use the summer enrichment classes to maintain their honors-level academic standing. Students who are successful in standard-level mathematics and willing to work hard with additional academic support then have the opportunity to enroll in Calculus Honors during their senior year. Participants will examine the sequence of summer enrichment courses in addition to student performance data from Brookline High School. The participants will learn how the AASCP successfully recruited African American students to enroll in summer mathematics courses and how to assess strategies for providing ongoing academic support for African Americans during the school year and increase parental involvement.

**Speaker:** Adrian Mims, Brookline High School, MA

## Beyond the Hood: It Takes a Village ... that Means Us! Riverview A

In this session, participants will address the question of how upper- to middle-class educators of all ethnicities can effectively support African American students. Participants will discuss what can be done to bridge cultural and socioeconomic differences and how to build authentic relationships among students as well as among their parents. Participants will explore current research pertaining to this issue and will work with examples of how one classroom teacher has responded. Participants will also discuss their own experiences in order to develop best practices for establishing a genuine academic community.

**Speaker:** Jarvis Daugherty, Spring ISD—DeKaney High School, TX

## CollegeKeys Compact™: Effective Practices to Expand Options for Low-Income Students Columbus A

Annually, more than 405,000 students, fully prepared to enter a four-year college, will not do so, and 170,000 will attend no college at all. The challenge extends beyond financial barriers to include poor preparation, low expectations and lack of reliable information about college and the value of attendance. The College Board, through the CollegeKeys Compact™, recognizes exemplary programs and practices that address the needs and challenges of low-income students and help them get ready for, into and through college. Representatives from CollegeKeys Compact partner organizations will describe their programs, and participants will discuss how these exemplary programs can be replicated to increase college access and success among low-income students.

**Moderator:** Samuel Hirsch, Community College of Philadelphia, PA

**Speakers:** Julian Johnson, Sponsors for Educational Opportunity (SEO), NY; Jamie Ward, Wyandanch Union Free School District, NY; Danielle Moss Lee, Harlem Educational Activities Fund (HEAF), NY

## The 3 E's of Success to Promote Lifelong Learning Among African American Males Washington A

In this session, participants will review the institutions of socialization and assess their importance to the academic, career and cultural comprehension needs of African American students, with particular attention to their effect on postsecondary plans. In breakout peer groups, participants will analyze achievement data from secondary and postsecondary institutions and will identify the critical resources available in the family, school and community to promote lifelong learning. Participants will examine data from the Brotherhood's curriculum, which is based upon Evaluation, Enlightenment and Empowerment. They will use the program as a model to develop strategies to encourage African American males to use education as a catalyst for success.

**Speakers:** Anthony Davis, Dillard University, LA; Shelby Wyatt, Kenwood Academy High School, IL

## Let a Student Be Your Guide: Student Ambassadors as Peer Mentors Washington B

As community college enrollment increases, advisers cannot be in all places at all times. Participants in this session will examine how Montgomery College incorporates student ambassadors into its Advising and First-Year Experience Program and how these students increase awareness about critical aspects of college life, from the transition from high school to the development of academic plans and goals. Participants will discuss with veteran student ambassadors their experiences in the program and how they answered questions about counseling, advising and college in general. Participants will develop strategies for establishing a program, recruiting volunteers and the appropriate boundaries for peer-to-peer interactions.

**Speakers:** Dana Baker, Rodrigo Castro, Amanda DeMarco, Shannon Sparks, Farid Vatan and Priscilla Waife, Montgomery College, MD

10:20–11:20 a.m.

## Midmorning Plenary: Inspiring African American Youth Toward Education Grand Ballroom, Second Floor

Hill Harper learned early in his life that education was vital to personal success and building a future. In an effort to guide and promote educational attainment for young African American men and women, he wrote *The New York Times* best-selling books *Letters to a Young Brother* and *Letters to a Young Sister*. Through these books, Harper conveys messages of perseverance and hope for a brighter future. In this session, Harper will talk about his personal experience with education, and discuss how to inspire African American youth to be active players in their future and how educators can support them in doing so.

**Speaker:** Hill Harper, Award-Winning Actor and Best-Selling Author, CA



### Hill Harper Award-winning Actor and Bestselling Author

Hill Harper is an award-winning actor, best-selling author and philanthropist. He is the author of three *New York Times* best-sellers: *Letters to a Young Brother*, *Letters to a Young Sister*, and *The Conversation*. *Letters to a Young Brother* was named Best Book for Young Adults by the American Library Association in 2007. Harper currently stars on the hit television drama *CSI:NY* as Dr. Sheldon Hawkes. *CSI* is the most

successful television franchise in history. To date, his collective writing and acting work has been recognized with six NAACP Image Awards: Outstanding Literary Work: Debut Author (2007), Outstanding Literary Work: Youth/Teens (2007, 2008), and Outstanding Actor in a Drama Series (2007, 2008, 2009). Harper has also appeared in numerous prime-time television shows and feature films, including *For Colored Girls*, *The Sopranos*, *ER*, *The Game*, *Fresh Prince of Bel-Air*, *Lackawanna Blues*, *He Got Game*, *The Skulls*, *In Too Deep*, *The Nephew* and *The Visit*. He is the founder of the Manifest Your Destiny Foundation, dedicated to empowering, encouraging and inspiring underserved youth to succeed through mentorship, scholarship and grant programs. Harper graduated magna cum laude with a B.A. from Brown University (and was valedictorian of his department) and cum laude with a J.D. from Harvard Law School. He also holds a master's degree with honors from Harvard's Kennedy School of Government and honorary doctoral degrees from Howard University, Winston-Salem State University, Westfield State College and Tougaloo College. Harper travels frequently as a motivational speaker and resonates with a wide range of audiences including youth, adults and couples. Named one of *People* magazine's Sexiest Men Alive, he lives in Los Angeles.

11:30 a.m.–12:40 p.m.

### Broadening Our Perspective on the Achievement Gap Columbus A

Beyond the academic achievement gap that has been well documented, there are other gaps that exist for our population that provide important context for understanding the achievement gap. This presentation expands the discussion beyond the achievement gap to the growing gaps in resources, income and wealth, and other outcomes that exist across the population.

**Speaker:** Richard J. Coley, Policy Information Center, Educational Testing Service, NJ

### The AVID Approach to Recruiting and Retaining African American Students in Rigorous Courses Columbus B

In this session, participants will examine how AVID (Advancement Via Individual Determination) supports students in rigorous curricula and how it can help prepare all students for success in rigorous academic courses and for college. Through case studies, research-based strategies and model tutorials for AP students, participants will discuss research on the relationship of AVID support and AP test taking to the academic achievement of African American students. Participants will also develop strategies to incorporate the AVID system into elementary through postsecondary alignments to create a systemic approach for closing the achievement gap.

**Speakers:** Mervin Jenkins, AVID Center, GA; Jinan Sumler, AVID Center, NY

### College Readiness and Acceptance for Minority Students Through Guidance Washington B

As a college and career readiness program, Pennsylvania's Lower Merion High School has implemented a developmental and sequential guidance curriculum for grades 9–12, in combination with the targeted Minority Achievement Program (MAP) that includes student training in goal setting and leadership, peer mentoring, and alliances with local colleges and universities. In cooperation with college admission offices, students make college campus visits where they can explore the curriculum, resources and student life, along with later follow-up programs. In this session, participants will examine Lower Merion's high school guidance curriculum and college partnerships to develop strategies that can improve their students' college preparedness.

**Speakers:** Marsha Rosen and Barbara Serratore, Lower Merion High School, PA; Becky Bowlby, Immaculata University, PA

### Effective Strategies for the Retention of African American Males in Higher Education Columbus C

In 2005, the University System of North Carolina established the UNC Tomorrow Commission to respond directly and proactively to the challenges facing the state. The commission noted, "UNC should increase the educational attainment of all underrepresented populations, especially African American males." In response, North Carolina A&T State University implemented Project M.A.R.C.H. (Male Aggies Resolved to Change History) within its Center for Academic Excellence to increase the persistence, retention and graduation of first-year African American male students at the university. In this session, participants will examine the residential learning community and evaluate how it achieved its success in addressing the academic and social needs of this population through intrusive advising, academic monitoring, mentoring and student development workshops. Further, participants will assess both program and student learning outcomes to develop best practices and strategies for implementing a similar program at their own institutions.

**Speakers:** Tracey Ford, Brandon Johnson, and Jason Moore, North Carolina A&T State University, NC

### Creating Partnerships to Promote K–12 Success and College Readiness Washington A

In this session, participants will examine the innovative partnership between Florida's Hillsborough County Public Schools, the College Board and the University of South Florida. This partnership, based on a shared vision of equity and access, strategically promotes the district's plan to support students by providing better professional development for teachers, counselors and administrators. Participants will identify the advantages of such partnerships and develop strategies for creating and using partnerships effectively to prepare African American populations for postsecondary success.

**Speakers:** Eric Bergholm, Lynn Fell and Ansberto Vallejo, Hillsborough County Public Schools, FL; Brian Mann, University of South Florida, FL; Jorma Young, The College Board, FL

## Community Partnerships to Increase African American Enrollment in Higher Education Riverview B

Participants in this session will examine the Community College Cost Calculator tool (CCCCT) developed by the Tennessee Higher Education Commission (THEC). Partnering with business leaders, THEC developed the tool to identify the level of resources needed to send all high school graduates in the county to community college (after accounting for the lottery scholarship). As a result, the business leaders initiated a scholarship program to bridge the gap, and now over 75 percent of the students in the county go on to an institution of higher education. Using the THEC partnership and the CCCCT as a model, participants will interact with the tool and review its methodology, as well as develop strategies for fostering similar partnerships within their community.

**Speakers:** Thomas Sanford and Takeshi Yanagiura, Tennessee Higher Education Commission, TN

## African Americans and the College Completion Agenda Riverview A

In December 2008, the Commission on Access, Admissions and Success in Higher Education issued 10 recommendations to address the demands and challenges currently facing the education sector in the United States. Participants will explore the recommendations and review the state of the nation on each indicator. Further, participants will assess the status of African Americans within the context of *The College Completion Agenda* and will develop strategies that states, schools and districts can use to increase their college completion rates, with particular attention to the role of historically black colleges and universities in accomplishing this goal.

**Speakers:** Brandon Daniels, U.S. Department of Education, DC; John Michael Lee Jr., The College Board, NY; Ron Williams, The College Board, DC

## Identification and Remediation of Hurdles to Graduation Riverview C

African American students participate less often and less successfully in higher education than their peers. In this session, participants will discuss a research initiative at Baruch College designed to increase the retention and graduation rates of students from underrepresented populations and consequently alleviate the graduation gap. Participants will identify environmental hurdles to persistence and graduation within their institutions, as well as other student behaviors that may explain why this population participates less often and less successfully in higher education. From this discussion, participants will develop strategies to use this information to create appropriate interventions and allocate services and resources for not only African American students but also other underrepresented populations.

**Speakers:** Ben Corpus and Astrid Rodriguez, Baruch College, CUNY, NY

## Raising Reading Achievement of African American Students U.S.S. New Jersey

Participants in this session will develop relevant strategies to engage African American learners in reading and raise student achievement through the use of technology (Internet, Facebook, iPods, etc). Participants will focus on pedagogical methods that encourage students to internalize reading and comprehension skills rather than training to meet tested standards. Participants will discuss deficient classroom skills and strategies and create lesson plans that incorporate relevant instruction to engage students. Participants will also develop assessments to measure student learning outcomes.

**Speaker:** Trinity Davis, Pittsburg State University, KS

## Researching Solutions Through Scholarly Research U.S.S. Olympia

In this session, speakers will present the findings of their book. *Cultural Collision and Collusion* addresses the complexity of problems that surround youth culture and school culture. By broadening the scholarly dialogue and examining and disseminating relevant research to practitioners, the book seeks to provide insight into youth culture and some manifestations of popular culture (e.g., hip-hop). In addition, the book examines some of the tensions that develop when the values of youth and adults collide in U.S. schools. Finally, the book mines the extant literature for insight and enlightenment in the best interest of academic inquiry and practical applicability. Participants will have an opportunity to engage in a lively discussion about the book's findings.

**Speakers:** Floyd D. Beachum, College of Education, Lehigh University, PA; Carlos R. McCray, Graduate School of Education, Fordham University, NY

12:50–1:40 p.m.

## Luncheon Grand Ballroom, Second Floor

1:50–3 p.m.

## The Virtual University Initiative: Community Partnerships and the Internet Riverview B

Although changes in education policy may improve the academic achievement of African American and Latino students, more immediate change can result from robust partnerships among school systems, community-based organizations (CBO), and local colleges and universities. Participants will examine how a grassroots organization leveraged the educational power of the Internet and its relationships with local institutions to establish a program called the Virtual University Initiative. Participants will learn how the initiative exposes high school students to college-level expectations while providing supplemental academic support. With the initiative as a model, participants will develop strategies that can enhance students' critical reading and writing skills and provide service learning opportunities and other college-like experiences. This can lead to mastery of the appropriate accoutrements needed for academic success. Participants will focus on methods for helping CBOs develop credible programs in collaboration with secondary and higher education institutions.

**Speakers:** Kendall Richards, Harlem Success Academy, NY; Steven Skinner, Kingsborough Community College, CUNY, NY; Dante Tawfeeq, Adelphi University, NY

## The Urban Teacher Preparation Academy: Innovation Through Collaboration Columbus C

Participants will examine one of the newest initiatives in teacher preparation, the Urban Teacher Preparation Academy at the University of Central Oklahoma. The academy, a partnership with Oklahoma City Public Schools and several other education entities, is focused on better preparing teachers for urban schools through a one-year student teaching experience, followed by two years of mentorship. Participants will discuss the program with its director, as well as its principals and student teachers. Participants will evaluate the importance of collaborative efforts and partnerships in fostering innovation and driving change, and will develop best practices for preparing teachers for the urban school environment.

**Speaker:** Bill Pink, University of Central Oklahoma, OK

# Sessions

Tuesday, April 12, 2011

## Engaging Black Men in Critical Conversations About Manhood and Masculinity Riverview A

This session will address issues of engaging black men in higher education, a task that often proves daunting. Participants will gain a better understanding of issues that black men face in higher education, and how these issues affect their overall experiences. This will be achieved through exploration of one current model, a short course/discussion series on manhood and masculinity. In this model, over a period of eight weeks, black men are engaged in meaningful conversations surrounding the main question, "What does it mean to be a black man?" There are associated readings, guest facilitators and hands-on activities built into the experience. Methods for initiating difficult conversations and directing deep reflection will be discussed.

**Speakers:** Jonathan Cox, Wake Forest University, NC; Shaun R. Harper, University of Pennsylvania

## AASPIRE Project: African American Success Program to Inspire Responsibility in Education Washington B

At this session, participants will learn about the baseline statistics from the 2008-09 school year on the number of African American students at Frederick High School taking rigorous courses, including Advanced Placement® — the number of African American students taking AP and SAT exams — and statistics on their scores. Participants will also learn about the AASPIRE plan implemented to improve those statistics. Current data and any changes made to the plan as it begins its second year will also be discussed.

**Speakers:** Dianne Keilholtz, Frederick County Public Schools, MD; Rachel Sessions, Johns Hopkins University, MD

## Establishing and Maintaining Excellence Among Gifted African American Students Washington A

Historically, African Americans are underrepresented within gifted education, and those who are placed in gifted programs may need additional support. Participants in this session will develop strategies for identifying exceptional African American students, tracking their progress, and maintaining high achievement in high school through mentorship and parent support. Participants will identify and discuss ways to organize and facilitate mentorship programs and also to solicit parent and community support. With teachers as advocates, schools can design a culturally diverse curriculum — parents will develop strategies for connecting academia to community involvement to foster parental support for student achievement.

**Speakers:** Sherri Arnold, Joy Davis, and Lisa Williams, Maggie L. Walker Governor's School, VA

3:10–4:10 p.m.

## Closing Plenary: The State of African American Education Grand Ballroom, Second Floor

This town hall style session includes a panel of experienced state policymakers who will speak about the challenges of making progress with education reforms in the current political and fiscal climate of our states and our nation. Issues such as closing the achievement gap, African American males, school funding disparities, and dropouts will be discussed from the perspective of state policy solutions and challenges.

**Moderator:** Hillard Pouncy, Lecturer, Woodrow Wilson School of Public and International Affairs, Princeton University

**Panelists:** Charlene M. Dukes, Vice President, Maryland State Board of Education, and President, Prince George's Community College, MD; Lillian Lowery, Secretary of Education, Delaware Department of Education; Ivory Nelson, Member, Pennsylvania State Board of Education, and President, Lincoln University of the Commonwealth of Pennsylvania



Photograph taken by Larry Levanti.

**Hillard Pouncy**  
Lecturer, Woodrow Wilson School of Public and International Affairs, Princeton University

Hillard Pouncy has been a lecturer at Princeton University's School of Public and International Affairs for the past 10 years, teaching on race, education and public policy. He has written dozens of articles ranging from studies of the African colonial past, present-day American public policy and the future of the American

family. He is coauthor of a book in progress, *Strengthening Fragile Families: Reforming Income Security Policy for Modern American Childhood Poverty* with Ronald Mincy, Columbia University.

He has a Ph.D. in political science from the Massachusetts Institute of Technology and an M.A. in journalism from Columbia University's School of Journalism.



**Charlene M. Dukes**  
Vice President, Maryland State Board of Education and President, Prince George's Community College

Charlene M. Dukes is the eighth president and first female president of Prince George's Community College. She has 27 years of progressive leadership experience and administrative responsibility in higher education.

From 2002 through 2006, Dukes served on the Appointed Board of Education of Prince George's County and chaired the Student Support, Student Appeals, and Personnel committees. In May 2007, she accepted an appointment from Gov. Martin O'Malley to serve a three-year term on the Maryland State Board of Education, and was elected in July 2009 to serve a one-year term as vice chair of the board. In October 2007, the African American Alumni Council of the University of Pittsburgh recognized Dukes as an Outstanding Alumnus, and in 2008, she received the Distinguished Alumni Award from Indiana University of Pennsylvania. In 2009, she received the 1st Ladies Award given by Radio One and My Sister's Keeper Organization, and the Luminary Award from the Prince George's County Black Chamber of Commerce. She is a member of the Prince George's County Chamber of Commerce, the Business Round Table and the Harlem Renaissance Foundation, and is a lifetime member of Delta Sigma Theta Sorority Inc.

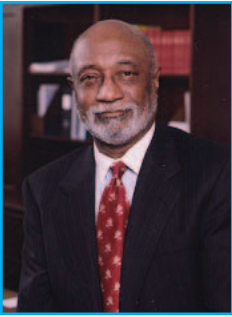




**Lillian Lowery**  
**Secretary of Education, Delaware**  
**Department of Education**

Lillian M. Lowery is Delaware's secretary of education. She holds a doctorate in education from Virginia Polytechnic Institute and State University, a master's degree in education from the University of North Carolina at Charlotte and a Bachelor of Arts degree from North Carolina Central University. Prior to her appointment, Lowery served as superintendent of the Christina School District in

Wilmington. Prior to arriving in Delaware, Lowery was the assistant superintendent of Cluster VII for Fairfax County Public Schools in Fairfax, Va. She also served for two years as an area administrator for Fort Wayne Community Schools in Fort Wayne, Ind. She has seven years experience as a school building administrator and has taught middle and high school English for 17 years in school districts in Virginia and North Carolina.



**Ivory Nelson**  
**Member, Pennsylvania State Board of**  
**Education and President, Lincoln University**  
**of the Commonwealth of Pennsylvania**

Ivory V. Nelson became the 12th president of Lincoln University of the Commonwealth of Pennsylvania on Aug. 15, 1999, bringing with him more than 40 years of experience in higher education, administration, research and community service. At the time of his appointment by the board of trustees, Nelson had served seven years

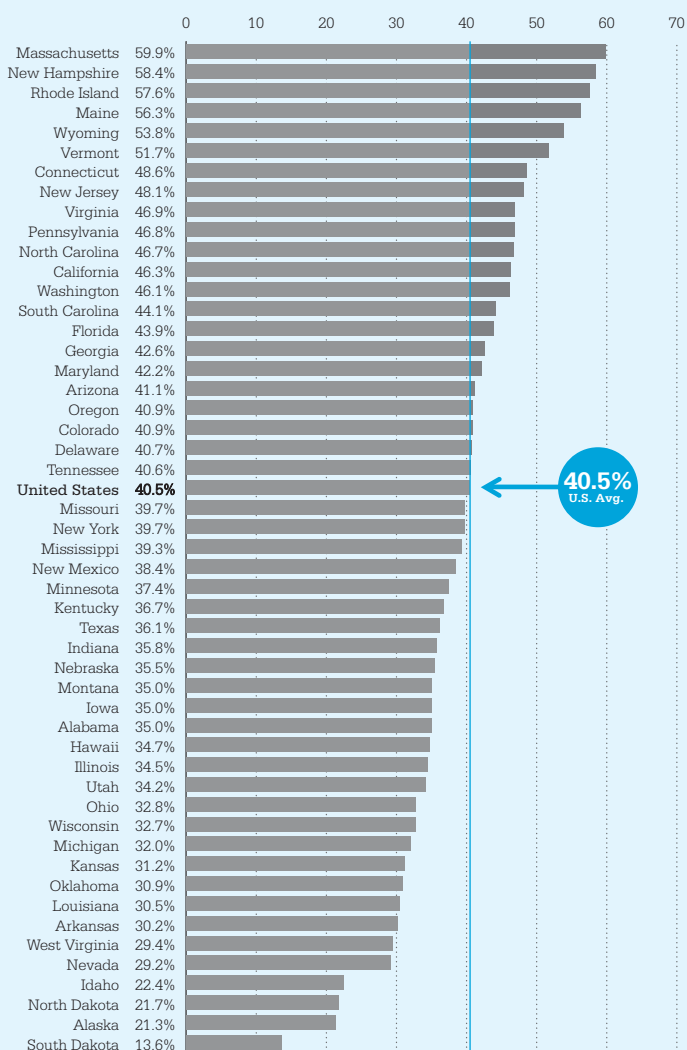
as president of Central Washington University (CWU) in Ellensburg. While at CWU, Nelson secured \$185 million in state funding; the CWU Foundation honored him by establishing a \$50,000 Ivory V. Nelson endowed Graduate Fellowship in Chemistry, and the board of trustees conferred on him the title of president emeritus. Prior to his work at CWU, Nelson served six years as chancellor of Alamo Community College District, where the board of trustees honored him for his distinguished service to the district and for his implementation of a \$100 million capital improvements program. He also served one year as acting president of Prairie View A&M University and three years as executive assistant to the chancellor of the Texas A&M University System. Nelson enjoyed a successful academic career that included receiving the Fulbright Lectureship, teaching graduate and undergraduate chemistry, and serving as department head, assistant dean of academic affairs and vice president for research. His career in the corporate sector includes assignments as a research chemist for both Union Carbide and American Oil Company.

# African American College Attainment

## Six-Year College Completion Rates African American Students, 2007

From *The College Completion Agenda 2010*

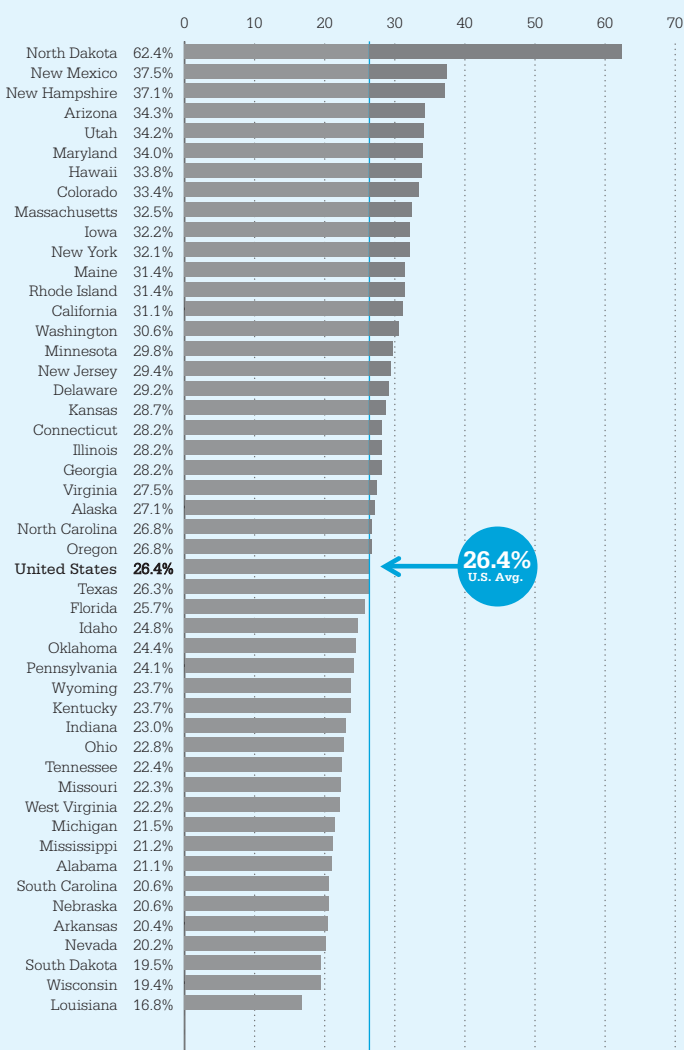
Source: National Center for Higher Education Management Systems, 2009



## Percentage of African Americans Age 25–44 with an Associate Degree or Higher, 2007

From *The College Completion Agenda 2010*

Source: National Center for Higher Education Management Systems, 2009



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The College Board has been approved as an authorized provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102. In obtaining this approval, the College Board has demonstrated that it complies with the ANSI/IACET Standards, which are widely recognized as standards of good practice internationally. As a result of their authorized provider membership status, the College Board is authorized to offer IACET CEUs for its programs that qualify under the ANSI/IACET Standards.



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In order to receive continuing education units (CEUs) for your participation in A Dream Deferred 2011 sessions, follow these instructions.

At the end of each eligible session you attend, please write in the name of the session and have the designated College Board staff member attach a sticker to your worksheet before you leave the room. After the conference, total your hours, and either drop off your completed and signed worksheet at the registration table, mail it to the Membership Office, (The College Board, 45 Columbus Avenue, New York, NY 10023-6992), or fax it to 212-649-8442. Your certificate will be mailed to you at the address you indicate below. Please provide all information.

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Signature: \_\_\_\_\_ Mail my certificate to ☐ School ☐ Home

| Date                    | Time                  | Session Name | Hours | CB Sticker |
|-------------------------|-----------------------|--------------|-------|------------|
| Monday, April 11, 2011  | 8–9 a.m.              |              | 1.00  |            |
| Monday, April 11, 2011  | 11:20 a.m.–12:30 p.m. |              | 1.00  |            |
| Monday, April 11, 2011  | 1:50–3 p.m.           |              | 1.00  |            |
| Monday, April 11, 2011  | 3:10–4:20 p.m.        |              | 1.00  |            |
| Tuesday, April 12, 2011 | 9:10–10:10 a.m.       |              | 1.00  |            |
| Tuesday, April 12, 2011 | 11:30 a.m.–12:40 p.m. |              | 1.00  |            |
| Tuesday, April 12, 2011 | 1:50–3 p.m.           |              | 1.00  |            |

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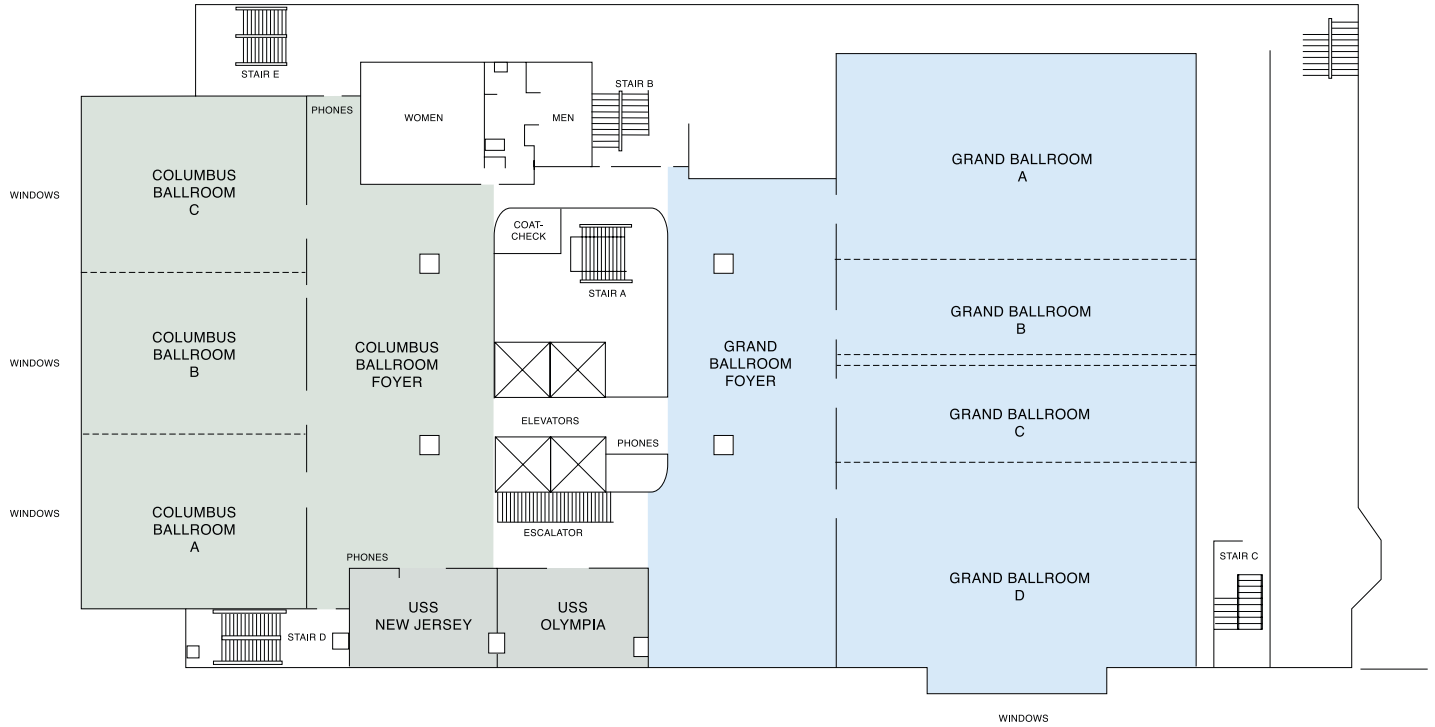


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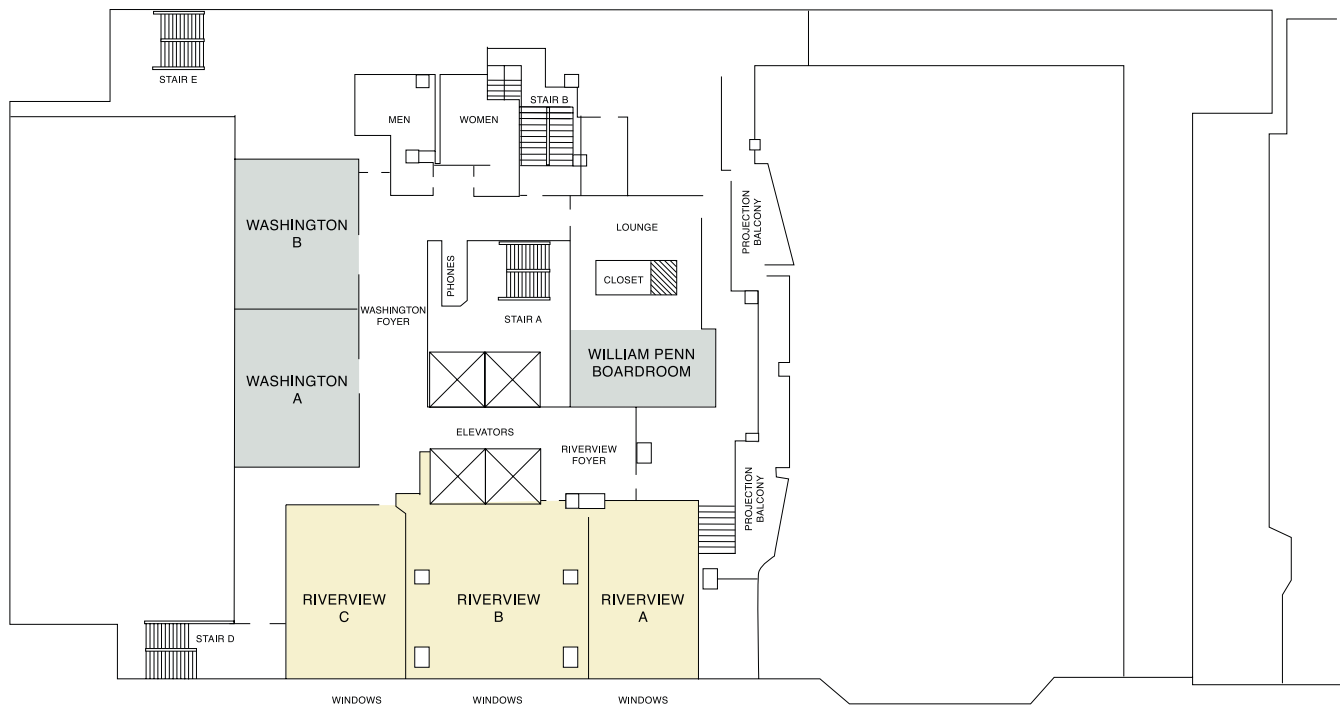
**IMPORTANT: This form must be validated at the end of each session, in the session room.  
We will not be able to validate this form at any other time.**



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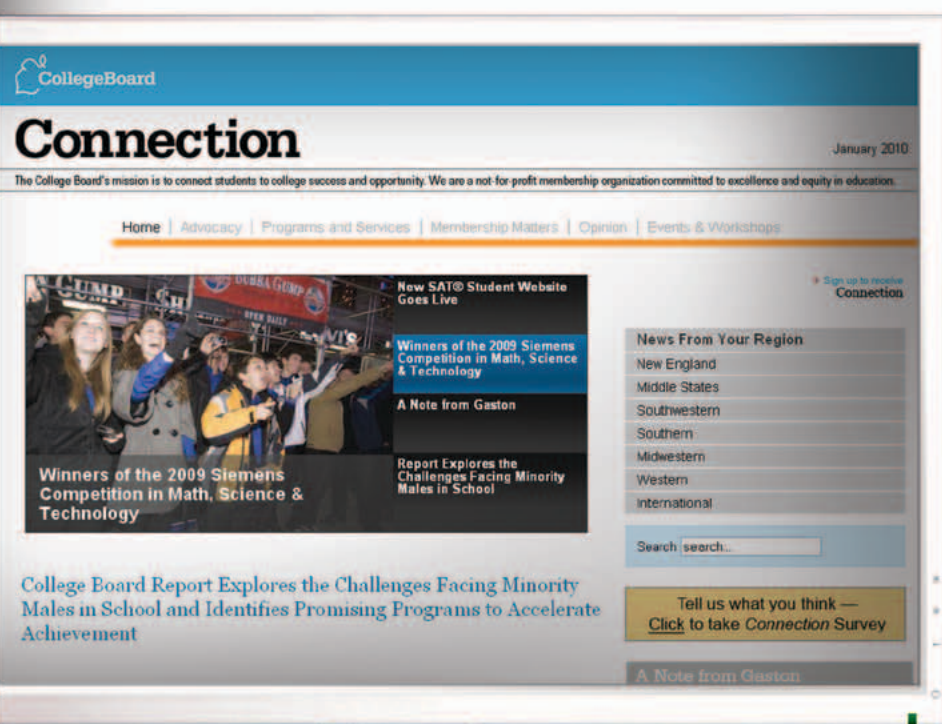


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### **Native American Student Advocacy Institute**

May 23–24  
The University of Oklahoma  
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### **Forum**

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