



Prepárate:

EDUCATING LATINOS FOR THE FUTURE OF AMERICA

May 31—June 1, 2012 Hyatt Regency Miami Miami, Fla.

Participate, get energized and build your professional network!

A Message from the President



Dear Colleagues,

¡Bienvenidos a Miami! It is a great pleasure to host the sixth annual Prepárate conference in a city with so much vibrancy and culture. But above all, we are in a city that boasts one of the most respected community college systems in the world, Miami Dade College. MDC President Eduardo Padrón has been very engaged in the work of the College Board and we are delighted that, in connection with this conference, the MDC campus will play host to a joint event between the College Board, the Education Writers Association and the National Association of Hispanic Journalists.

Univision communications network, one of our strongest partners, is also located in the Miami area and we are delighted that Cesar Conde and Maria Elena Salinas will be participating in conference events. We have been extremely impressed with the accomplishments of the *Es El Momento* campaign and look forward to continuing our work preparing young Latino students for college.

Some of the notable speakers joining us over the next two days include:

- Eduardo Padrón, President, Miami Dade College
- Maria Elena Salinas, Co-Host, Noticiero Univision & Aquí y Ahora, Univision, Florida
- Arturo Vargas, Executive Director, National Association of Latino Elected and Appointed Officials
- Deborah Santiago, Vice President for Policy and Research, Excelencia in Education
- Frances Contreras, Associate Professor, University of Washington
- Jan Cuny, Program Director, National Science Foundation
- Pedro José "Joe" Greer Jr., Florida International University
- Hilda Solis, United States Secretary of Labor

roton/typendon

Although I will be retiring from the College Board this summer, I will continue to advocate and work hand in hand with this community to ensure that every Latino student has access to a rigorous and well-rounded education. Welcome to Prepárate, and enjoy Miami!

Sincerely,

Gaston Caperton

Welcome to Miami!

On behalf of the College Board, we welcome you to this year's PrepárateTM: Educating Latinos for the Future of America. Since the future is today, our work on behalf of Latino students has never been more important. Our time together over the next two days will provide us with an updated view of the Latino educational landscape and a forum to discuss the challenges and opportunities we face in preparing greater numbers of Latino students for college success. Significantly increasing the number of Latinos preparing for, enrolling in, and graduating from college will require collaboration between educators, policy makers, community leaders, researchers, legislators, the media, parents and students. Prepárate, with its focus on the Latino educational pipeline, gives us the opportunity to inspire leadership and vision across all these important sectors in service to the future of America.

With the U.S. presidential election just around the corner, it is important that we keep the need for expanded educational opportunity for all students and the need to invest in our children at the forefront of our national discourse. In the past, too many of our children have been excluded from the full benefits of a first-class education. As we look to our collective future, we must embrace the histories, cultures, and traditions of every student. Education remains the surest route to permanent empowerment in this country. We, as educators and concerned citizens, must serve as advocates for our students, especially those whose families have little or no experience with the college admission and financial aid processes. Your participation in this conference is one of the important ways you support and advocate for our students. Thank you for being here, and for sharing your experience, insights and passion.

Program co-chairs Rosalind Alderman and Mary Jo Gonzales have provided extraordinary leadership in bringing this conference to life. We deeply appreciate the special contributions of the planning committee members and our Prepárate presenters, and thank the city of Miami for hosting us at this important gathering of *colegas*.

Sinceramente,



Peter Negroni
Senior Vice President

Relationship Development

The College Board

Smmntoga

James Montoya Vice President Relationship Development The College Board

Conference Planning Committee

¡Bienvenidos a Miami!

When we began planning for the sixth annual Prepárate: Educating Latinos for the Future of America, we reflected on the challenges our community is facing: an unprecedented number of Latino students participating in all levels of the education pipeline and an equally alarming number of Latino students who are not completing high school, college, or postgraduate degrees.

In those challenges lies an incredible opportunity for shaping a new reality. In the next two days, many of the leading Latino education scholars and practitioners will share best practices, effective models, and innovative strategies on a wide array of topics, including challenges for Latino middle school students, culturally relevant high school curricula, college preparation for Latino families, and serving undocumented college students. Our plenary sessions focus on two major initiatives that will have a profound long-term impact: Latino College Completion and Preparing Latino Students for STEM Careers.

As our nationally recognized *colegas* share their ideas about the pathways and pipelines for student success, we hope you will be able to apply what you have learned here and develop the pipelines, create new educational opportunities, and build bridges for Latino students where none have existed before.

Moving forward with the Latino educational advancement agenda, we must also consider how we will come together, as a community, to meet those shared goals. Our differences in culture, origin, and ethnic identity create *una historia rica*, a solid foundation for a hope-filled future. We have a shared interest in creating highly educated future generations of Latino leaders who are committed to the educational advancement of all students.

We are thankful to have you join us in this critical dialogue. In our conversation, we would be remiss if we did not recognize the many individuals, including the National Planning Committee and Local Arrangements Committee members, who gave freely of their time, energy, and passion to make this conference a reality. We are also grateful for the many partners with us on this journey, including the Pew Hispanic Center, Excelencia in Education, Univisión, and most importantly, the College Board. Without their national leadership and educational campaigns (for example, Es El Momento, the Latino College Completion Agenda: Latino Edition), we could not have the deep and rich conversations that will occur over the next few days.

¡Con todo el respeto les deseamos ánimo en esta conferencia!

Rosalind V. Alderman

Rosalind V. Alderman, Ph.D. Assistant Vice President for Retention Management St. Mary's University

Mary Jo Gonzales, Ph.D. Associate Dean of Students Iowa State University

Conference Planning Committee

SPECIAL THANKS

The Prepárate™ 2012 Leadership team would like to extend special thanks to the staff and committee members who contributed to the success of the conference. Their work is invaluable to our commitment to access, equity and excellence for all students.

NATIONAL ADVISORY COMMITTEE						
Rosalind Alderman (Chair)	St. Mary's University	Texas				
Irma Archuleta	Evergreen Valley College	California				
Arnulfo Cedillo	College of Marin	California				
Chio Flores	Washington State University	Washington				
Yessenia Z. García-Lebrón	Law School Admission Council	Pennsylvania				
Bea González	University College of Syracuse University	New York				
Mary Jo Gonzales (Chair)	lowa State University	lowa				
Jorge Haynes	The California State University (CSU)	California				
David Warren Hernandez	Office of Curriculum, Instruction and Assessment	Texas				
Rafael Hernandez	UC San Diego	California				
Alfred Herrera (Past Chair)	UCLA	California				
Abel Montoya	Illinois Student Assistance Commission	Illinois				
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Sylvia Palacios	Frisco High School	Texas				
Tom Palacios	Frisco High School	Texas				
Rachel Ruiz (Past Chair)	University of Texas, San Antonio	Texas				

LOCAL ARRANGEMENTS COMMITTEE					
Bill Beesting (Co-Chair)	Florida International University	Florida			
Alicia Margarita Castilla	Community Volunteer	Florida			
Fiorella Dongo	Mater Academy Charter Middle/High School Florida				
Rene Garcia	Miami Dade College	Florida			
Silvina Macho (Co-chair)	Mater Academy Charter Middle/High School	Florida			
Montserrat Paradelo	Miami-Dade County Public Schools Florida				
Marvin Rocha	Teach For America * Miami-Dade	Florida			
Beatriz Zarraluqui	Miami-Dade County Public Schools Florida				
Andrea Valle Perez	Teach For America * Miami-Dade	Florida			

Preconference Sessions Wednesday, May 30, 2012

7 a.m.–4:30 p.m.

REGISTRATION

LOWER PROMENADE, TERRACE LEVEL

1-4 p.m.

BEYOND BEING LATINO: DIALOGUE ABOUT LATINOS IN EDUCATION, MENTORSHIP, CAREER ADVANCEMENT, AND IMPACT ON SECONDARY AND POSTSECONDARY EDUCATION

HIBISCUS A, TERRACE LEVEL

This session will serve as a forum to discuss Latino cultural identity and its impact on our professional careers, along with current trends for this population of college students. We will engage participants on the following issues: motivating and empowering Latino professionals to advance in the education profession, current state and federal legislations and their impact on the Latino community, demographic shifts in the Latino community and their impact on recruitment, and the creation of a network of Latino professionals. During the session you will meet with Latino admission professionals who have advanced in their careers while staying committed to the Latino community. This session is designed to empower and motivate a new generation of Latino professionals while allowing participants to share their personal journey and other resources.

Speakers: Eddie Arteaga, Senior Educational Manager, The College Board, California; **Karly Barraza Brockett**, California Institute of Technology; **Yessenia Z. García-Lebrón**, Assistant Director for Diversity Initiatives, Law School Admission Council, Pennsylvania

MAKING PARTNERSHIPS WORK

HIBISCUS B, TERRACE LEVEL

The California State University System (CSU) is in its eighth year of several partnerships with community-based and business organizations to promote academic preparation for students beginning in the 6th grade. The goal of these nontraditional partnerships is to increase the graduation rate in high schools while simultaneously preparing a college-ready graduate for admission to a university. These types of partnerships have made a big difference in improving the graduation rates in high school and the college readiness of high school graduates. These partnerships continue to provide the foundation for a steady increase in our high school graduation rates and college readiness of our Latino graduates. Participants will examine how these partnerships are working together in a nontraditional way with the school districts, counselors, parents, sports clubs, media giants and community-based organizations to keep Latino student achievement at the forefront and growing in the face of dramatic budget reductions to all education sectors.

Speakers: Mike Acosta, National President, Society of Mexican American Engineers and Scientists, Texas; Ivelisse Estrada, Senior Vice President of Corporate and Community Relations, Univision Communications Inc., California; Jorge B. Haynes, Senior Director, External Relations, California State University, Office of the Chancellor; Maria Elena Meraz, Executive Director, PIQE, California.

UNDOCUMENTED STUDENTS' PURSUIT OF HIGHER EDUCATION REMAINS AN UNRESOLVED STRUGGLE

ORCHID C, TERRACE LEVEL

Undocumented students' pursuit of higher education and the struggle to legalize their residency status remains an elusive reality as the federal DREAM Act continues to be distant and unattainable. Meanwhile, and in the absence of federal legislation, individual states have created legislation that either expands or restricts educational opportunities. Hence, while the issues surrounding educational access and legalization are debated both at the national and state level, educational leaders continue to work within their respective institutions to create safe environments and to advocate for resources and services that support the needs of undocumented students. The presenters will provide legislative updates for their individual states and share best practices and successful strategies for working with undocumented students.

Speakers: Irma Archuleta, Vice President, Student Affairs, Evergreen Valley College, California; **Tanya Cabrera**, Assistant Director of Admission, Illinois Institute of Technology; **Alfred Herrera**, Assistant Vice Provost for Academic Partnerships, Center for Community College Partnerships, University of California, Los Angeles.

5:30 p.m.–7 p.m.

EVENING RECEPTION

MORGAN, LEWIS & BOCKIUS LLP

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

Reception to be held at:

Morgan Lewis

Morgan, Lewis & Bockius LLP

200 South Biscayne Boulevard, Suite 5300 Miami, FL 33131-2339

The networking reception is a short 0.2 mile walk from the hotel, and directions will be available at the registration desk, and a College Board representative will be available in the lobby with directions between 5 and 5:30 p.m.

MODELOS DE LA COMUNIDAD

The Modelo de la Comunidad recognizes individuals who have contributed to increased Latino student achievement in education. These individuals have led the community into action, and positively impacted many Latino students and their families. Each individual has become a model for others trying to make a difference in the lives of our youth.

The College Board recognizes these individuals for their commitment to Latino students and families, and honors each with the Modelo de la Comunidad.



An American by choice, Eduardo Padrón arrived in the United States as a refugee at age 15. Since 1995, he has served as president of Miami Dade College, a national model of student achievement and the largest institution of higher education in America, with more than 174,000 students.

An economist by training, Padrón earned his Ph.D. from the University of Florida. In 2009, *Time* magazine included him among the "10 Best College Presidents" in the U.S. In 2010, *Florida Trend* magazine named him Floridian of the Year. In 2011, *The Washington Post* named him one of

the eight most influential college presidents in the U.S., and the Carnegie Corporation of New York granted him its prestigious Centennial Academic Leadership Award. This year he became the first college president to receive the Citizen Service Award from Voices for National Service.

Padrón's energetic leadership extends to many of the nation's leading organizations. He is a past chair of the Board of the Association of American Colleges and Universities and currently chairs the Board of Directors of the American Council on Education. During his career, he has been selected to serve on posts of national prominence by six U.S. presidents. Most recently, he was named chairman of the White House Initiative on Educational Excellence for Hispanic Americans by President Obama.

Padrón is widely recognized as one of the top education leaders in the world. He serves on the boards of the Business/Higher Education Forum, the League for Innovation (former chair), RC-2020, the College Board Advocacy & Policy Center, the White House Fellows Selection Panel (chair), the International Association of University Presidents, and the Council on Foreign Relations. He has held leadership positions on the boards of the Carnegie Foundation for the Advancement of Teaching, the Hispanic Association of Colleges and Universities (chair), the John F. Kennedy Center for the Performing Arts, Campus Compact, the Congressional Hispanic Caucus Institute and others.

President Padrón's transformational accomplishments at Miami Dade College have been acknowledged by the national media, including *The New York Times, NBC Nightly News, Time* magazine, *The Wall Street Journal,* CNN and *The Chronicle of Higher Education*. He has received some of the most prestigious awards in and out of academia as well as several honorary doctorates. He is also the recipient of highest honors from the governments of foreign nations, including France, which named him *Commandeur* in the *Ordre des Palms Académiques*, Argentina, which awarded him the Order of San Martin; and Spain, whose King Juan Carlos II bestowed upon him the Order of Queen Isabella.



Cesar Conde is president of the Univision Networks at Univision Communications Inc., the leading media company serving Hispanic America. He oversees Univision Communications television networks: Univision Network, TeleFutura Network and Univision Cable Networks, which includes Galavisión and a suite of six cable offerings (De Película, De Película Clásico, Bandamax, Ritmoson, Telehit and Clásico TV). Conde also is responsible for Univision Studios, created in December 2009, to build on the 4,000 hours of original

programming that the company produces across multiple genres annually. He also oversees various corporate functions, including government relations, community affairs, corporate communications and public relations.

Previously Conde served as executive vice president and chief strategy officer for Univision Communications, Inc., spearheading strategic initiatives focused on the growth and profitability of the company across all of the divisions. He has been an innovative leader since he joined the company, serving as special assistant to the CEO; interim president of Univision Interactive Media; vice president and operating manager of the Galavisión Network; vice president of Corporate Development for the Univision Networks; and vice president of Sales and Business Development at the Univision Network. Conde was appointed by President George W. Bush as one of 12 2002-2003 White House Fellows. In that capacity, he served as the White House Fellow for Secretary of State Colin L. Powell.

Conde was vice president of business development at Univision Network before becoming a White House Fellow. Before that, he was vice president of Business Development at StarMedia Network, the first Internet company focused on Spanish- and Portuguese-speaking audiences globally. He began his career as an investment banker at Salomon Smith Barney in their Mergers and Acquisitions Group.

In addition to his professional endeavors, Conde is active in the development of educational opportunities for young Hispanics. He is the chairman and co-founder of the Futuro Program, a nonprofit organization that provides role models and educational workshops to Hispanic high school students. He was the driving force behind Univision's *Es El Momento* education initiative.

Conde is the recipient of numerous awards, including recognition in *Fortune* magazine's "40 under 40," the Harvard Foundation Award, the U.S. Hispanic Chamber of Commerce Foundation Award and the Cuban-American National Council Young Leader Award. Conde was also honored by the I Have a Dream foundation with the Eugene M. Lang Achievement Award for his work in promoting educational achievement and by the Hispanic Scholarship Fund as the 2010 Honorary Inductee to the Hall of Fame.

Conde is a Full Member at the Council on Foreign Relations and a Henry Crown Fellow at the Aspen Institute. He graduated with a B.A. from Harvard University and holds an MBA from the Wharton School at the University of Pennsylvania.

Sessions Thursday, May 31, 2012

7 a.m.–5 p.m.

REGISTRATION

LOWER PROMENADE, TERRACE LEVEL

7-7:45 a.m.

CONTINENTAL BREAKFAST

REGENCY BALLROOM FOYER, TERRACE LEVEL

8-9:15 a.m.

WELCOME PLENARY

REGENCY BALLROOM, TERRACE LEVEL

Welcome remarks by **Eduardo Padrón**, President, Miami Dade College, Florida

LEADERSHIP IN LATINO EDUCATION

For about a decade, the College Board has been making inroads in reaching and serving the Latino community through great collaborative efforts. During this plenary, María Elena Salinas, a leading advocate and anchor for Univision, will highlight the success of the *Es El Momento* campaign and what this means for the future of Latinos. Campaign partner efforts will also be highlighted.

Speaker: María Elena Salinas, Co-Host, *Noticiero Univision* and *Aquí y Ahora*, Univision, Florida



Univision Network anchor María Elena Salinas is the most recognized Hispanic female journalist in the United States. Named by *The New York Times* as "the voice of Hispanic America," for three decades, Salinas has informed millions of Hispanics in the United States, along with 18 countries in Latin America. As co-anchor of the highly rated *Noticiero Univision* (News Univision) and the primetime news magazine *Aqui y Ahora* (Here and Now), she has handled some of the most challenging assignments in modern-day journalism.

Salinas is a radio analyst on Latino issues and is one of the few Hispanic syndicated columnists in the United States, where her column is published in both Spanish and English, as well as on Univision.com and MariaESalinas.com. In 2006, she published her memoir, I Am My Father's Daughter: Living A Life Without Secrets, which received critical acclaim and made the best-seller lists for Spanish-language books.

Salinas is also the official spokesperson for *Ya es Hora* (It's Time), a national citizenship and civic engagement campaign that received the coveted Peabody Award for helping motivate Hispanics to participate in the American political dialogue. In 2000, Salinas launched a scholarship in her name to be awarded to a Hispanic journalism student interested in pursuing a career in Spanish language media. She is one of the founding members of the

National Association of Hispanic Journalists and sits on the board of the Hispanic Scholarship Fund and the International Women's Media Foundation.

Salinas began her journalistic career as a reporter for KMEX-34 television in Los Angeles in 1981. Her insightful reporting on the impact of daily news to the growing Hispanic community in Southern California quickly earned her the credibility that would lead her to assume the anchor chair of *Noticiero Univision*. Her brand of journalism has earned her dozens of awards and recognition from important groups such as the Mexican-American Legal Defense and Educational Fund, the National Association of Latino Elected and Appointed Officials, The Congressional Hispanic Caucus Institute, and the National Organization for Women, that honored her with the coveted Intrepid Award. Salina's work has earned her several journalistic awards including three national Emmy awards and one regional award. She was also part of the Univision news team that received the Edward R. Murrow Award for the network's coverage of the Atlanta Olympic Park bombings.

Salinas was born in Los Angeles to Mexican immigrant parents. She resides in Coral Gables, Fla., with her two daughters, Julia Alexandra and Gabriela María.

9:25-10:35 a.m.

BUILDING STEM P-20 EDUCATIONAL PARTNERSHIPS

HIBISCUS B, TERRACE LEVEL

St. Philip's College's STEM event incorporates eight distinct components, each of which is aimed at a different audience so that the event will bring all elements of a community together: educators, parents, students, industrial sponsors and the general public. In this session, participants will receive a mock project plan and will create a plan for a STEM event incorporating components of their choice. They will also examine the preparation and execution of a St. Philip's College STEM event to determine how to successfully originate and build multidisciplinary STEM educational emphases for P-12, as well as incorporate distinct components through partnerships with ISDs, governing entities and industry.

Speaker: Jo Dee Duncan, Director, Centers of Excellence for Mathematics and Science, St. Philip's College, Texas

CHANGING "CONNECTING FLIGHTS" TO "NONSTOP" ONES THROUGH TRANSFER COLLABORATION: FLORIDA INTERNATIONAL UNIVERSITY'S BRIDGE ADVISOR INITIATIVE

ORCHID C, TERRACE LEVEL

This session will engage the audience in a timely dialogue around innovative transfer collaboration models, and will thoroughly examine the bridge advisor initiative, which works to help students seamlessly transition to Florida International University (FIU) upon completion, at Miami Dade College, of an A.A. degree. FIU administrators will present the research findings for the dual degree program (DDP) between FIU and Miami Dade College. Senior administrators from both institutions will discuss the synergy that strategic collaboration and visionary leadership can produce and the ways to effectively overcome institutional barriers. Participants will learn about its impact on students, as well as on the existing partnership between the institutions.

Speakers: Elizabeth Bejar, Vice Provost, Academic Planning and Accountability, Neelam Mahmood, Senior Academic Advisor, Glenda Musoba, Assistant Professor, Janie Valdes, Director, Transfer and Transition Services, and Douglas Wartzok, Provost and Executive Vice President, Florida International University; Rolando Montoya, College Provost, Miami Dade College, Florida

CREATING A DATA-DRIVEN RESPONSE TO INTERVENTION (RTI) SUPPORT SYSTEM FOR ALL STUDENTS

HIBISCUS A, TERRACE LEVEL

Denver East, a traditional public and culturally diverse high school of 2,400 students, has created a unique style for Response to Intervention (Rtl) that has become a model for the Denver Public Schools. A distinctive system of support through their Rtl team improves the achievement, attendance and engagement of their students; this has been accomplished by increasing collaboration among staff members, creating an innovative support class with multiple levels, and establishing a data-driven Rtl system. Participants in this session will examine their school's support system and create plans for improvement. They will leave prepared with practical application strategies to easily implement an Rtl model within their unique school structure.

Speakers: Stefanie Abrams, Counselor; Mark Calhoun, Rtl Coordinator; Heather Gardiner, Social Worker; Eric Sinclair, Dean of Students; and Raul Villarreal, Dean of Students, Denver Public Schools, Colorado

EDUCATING LATINO PARENTS AND STUDENTS ABOUT COLLEGE

TUTTLE SOUTH, TERRACE LEVEL

In Skokie, Illinois, Niles West High School has created a culture in which Latino students and their parents understand that attending college is a realistic and attainable goal. Using a series of cafecitos and other engaging activities, Latino parents and students learn how to work on college readiness. The cost of developing and implementing a program similar to Niles West High School's will be discussed during this session, and participants will leave with a detailed blueprint adaptable to their own district's needs, with the goal of getting parents involved in their children's college preparation at the high school level. Participants will also be able to determine the time and financial commitment needed to develop successful programs like the one at Niles West.

Speakers: Andrew Johnson, Counselor, **Luisa Karimighovanloo**, Spanish Instructor, and **Ed Murphy**, Director, ELL/Foreign Language Department Head, Niles West High School — District 219, Illinois

EMBAJADORES: SERVICE-LEARNING CON LA COMUNIDAD

ORCHID D, TERRACE LEVEL

Undergraduate students are the driving force behind Purdue's Embajadores service-learning program. Session participants will receive an overview of the program's mission, committees and outreach, and will review a specific component of the program that focuses on college preparation mentoring to local Latino high school students — students who would be first-generation college students from a Midwest rural community. Knowledge gained from this workshop can be used to establish, with limited funding, an impactful (bilingual) program that affects local Latino students, parents and campus leaders. Participants will learn skills for engaging Latino parents and students at the high school level to prepare for college. Participants will also be provided with specific steps taken to build the program with student leadership.

Speaker: Maricela Alvarado, Director, Latino Cultural Center, Purdue University, Indiana

HELPING STUDENTS GET READY FOR COLLEGE: RESOURCES, ACCESS, EQUITY

JASMINE, TERRACE LEVEL

The College Board offers a comprehensive suite of free tools and resources to help plan and get ready for college, the SAT®, and SAT Subject Tests™. This interactive session will demonstrate how to connect students and their families to these resources as part of a comprehensive and systematic approach to promoting college and career readiness. Participants will develop strategies for increasing access to these resources at their schools and districts to help ensure all students receive the information they need to engage and participate in the college-going process. Through this session, participants will create blueprints for implementing college planning locally through distribution of these resources to students and parents.

Speaker: Monica Roman, Assistant Director, SAT Readiness Program™, The College Board, New York

LATINOS IN ACTION: EMPOWERING LATINO YOUTH THROUGH CULTURE, SERVICE AND EDUCATION

GARDENIA, TERRACE LEVEL

Latinos in Action (LIA) is a program offered at the junior high and high school levels that inspires bilingual students to utilize their language skills in supporting their school and district communities. The first set of objectives of LIA is to help students gain social skills, increase academic attainment and improve linguistic proficiency; the second is to provide role models of educational success as students serve as tutors in elementary and junior high schools — a process through which high school students build confidence and identity. During this session, participants will examine the theory behind LIA, and learn strategies for implementing the methods in their own schools.

Speaker: Jose Enriquez, Founder and Executive Director, Latinos in Action, Utah

10:45-11:55 a.m.

BREAKTHROUGH SCHOOLS AND INSPIRATION SCHOOLS: RAISE EXPECTATIONS AND STUDENT ACADEMIC ACHIEVEMENT

HIBISCUS A, TERRACE LEVEL

Improving student achievement within a supportive environment should be a goal of all school leaders. Hear from and interact with school leaders from Mater Academy Charter Middle/High School, recognized as a MetLife Foundation-NASSP Breakthrough School and as an Inspiration School by the College Board. This school has made significant improvement in student achievement while working with high numbers of economically disadvantaged students. Learn about the successes achieved through using the Breaking Ranks school improvement framework and focusing on each student as a foundation for change. Participants will leave with a plan for reflecting on their capacity to: lead school improvement in curriculum, instructional practices, data-driven decision making and assessment practices that lead to improved student achievement; develop and communicate a shared vision that supports a positive school culture; and establish a culture of committed leaders that demonstrate courage, collaboration and shared leadership.

Speakers: Judith Marty, Principal, Mater Academy Charter Middle/High School, Florida; **John Nori**, Director of Program Development, National Association of Secondary School Principals (NASSP), Virginia; **Helen Santiago**, Vice President of College Board Schools, The College Board, New York

CHALLENGES FOR LATINO STUDENTS IN MIDDLE SCHOOL: RESEARCH FINDINGS AND THE HISPA ROLE MODEL PROGRAM

ORCHID C. TERRACE LEVEL

School disengagement for Latino students frequently begins in middle school and is related to having inadequately prepared teachers, long-term enrollment in segregated ESL services and attending schools without sufficient resources. Discriminatory experiences, perceived institutional barriers and the lack of professional role models also adversely impact these students. In this session, participants will explore detailed findings from ETS researchers on the challenges that Latino students face in middle school. Participants will also learn about the HISPA Role Model Program as an example of a program that is currently addressing some of these issues and how to implement these strategies at their own insitutions.

Speakers: Ivonne Diaz-Claisse, President, HISPA, New Jersey; **John Young**, Director of Research, Educational Testing Service, New Jersey

MOTIVATING AND ENGAGING STUDENTS WITH ARTS INTEGRATION AND ARTFUL THINKING

GARDENIA. TERRACE LEVEL

Integrating the arts and artful thinking routines into core curriculum has been shown to provide students with multidimensional 21st-century skills and abilities: critical thinking, problem solving, collaboration, creativity and innovation. In this session participants will review data from a model arts integration middle school program and learn how arts integration invigorates

lessons, engages students and promotes critical thinking. Participants will participate in sample activities featuring the integration of visual arts, drama, music and dance in the classroom.

Speakers: Pat Klos, Arts Integration Specialist, and **Jennifer Carlson**, ESOL Teacher, Bates Middle School, Maryland

PASOS AL FUTURO: EMPOWERING LATINO PARENTS TO PREPARE, FIND, APPLY TO AND PAY FOR COLLEGE

TUTTLE SOUTH, TERRACE LEVEL

Involving and educating parents in the college-going process has been a proven recommended strategy for improving the odds of Latino students attending and completing college. PASOS al Futuro is a program, presented in Spanish, that was designed by Florida's Hillsborough County Public Schools to educate and empower Spanish-speaking students, families, and the community in the college planning process. Participants will gain insight to measure the needs of families and further develop detailed topic workshops such as FAFSA and financial aid, writing personal essays, résumé writing, career exploration, academic plans, standardized test preparation, college visits, and scholarship searches and applications. They will also gather information that will help them to develop presentations, increase attendance, engage partnerships with critical stakeholders, gain sponsorship and funding, and develop evaluation methods by disaggregation of data to support district-wide implementation. Furthermore, participants will examine ways to increase parent involvement and advocacy in school and college planning events.

Speakers: Eveleen Garcia, District Bilingual School Counselor, **Araseli Martinez-Pena**, Middle School VP and District Bilingual School Counselor, and **Sylvia Santana**, District Bilingual School Counselor, Hillsborough County Public Schools, Florida

PREPARING THE FUTURE LATINO DENTIST AND PHYSICIAN: THE ROLE OF THE SUMMER MEDICAL AND DENTAL EDUCATION PROGRAM (SMDEP)

HIBISCUS B. TERRACE LEVEL

The Summer Medical and Dental Education Program (SMDEP) is a six-week program, supported by the Robert Wood Johnson Foundation, for premedical and predental students from disadvantaged backgrounds. During this workshop, participants will examine and discuss the collaborative efforts to increase diversity in dentistry and medicine through a summer academic enrichment program, and will discuss the specific challenges involved in reaching the target population. Participants will leave this session with evaluation and tracking strategies to support the pipeline of Latino students who are interested in the health care professions.

Speakers: W. David Brunson, Associate Director; and **Norma Poll-Hunter**, Program Director, Association of American Medical Colleges, District of Columbia

STRENGTHENING AND ENSURING MALE LATINO SUCCESS IN HIGHER EDUCATION: FAMILIA, COMUNIDAD Y UNIVERSIDAD

ORCHID D, TERRACE LEVEL

Building off of a recent policy brief, "Ensuring the Success of Latino Males in Higher Education," by the Pathways to College Network, directed by the Institute for Higher Education Policy, this session will highlight recent research on the current status of Latino males in both K–12 and higher education and introduce participants to a promising blueprint outlining key factors to guide the development and implementation of education programs and initiatives seeking to increase the success of Latino male students. Through an exploration of Latino undergraduates' personal narratives and experiences, participants will identify the sociolinguistic and cultural capital fundamental to Latino students' college achievement. Important elements include family, community and faculty support, an understanding of financial opportunities and an unwavering determination to attain a degree.

Speakers: Luis Ponjuan, Assistant Professor, University of Florida; **Aldo Romero**, Assistant Director, Cumbres, and **Deborah Romero**, Associate Professor and Associate Director for Faculty Development, University of Northern Colorado

WHOSE RESPONSIBILITY IS IT ANYWAY? HELPING MORE STUDENTS TRANSFER FROM A COMMUNITY COLLEGE TO A FOUR-YEAR INSTITUTION

JASMINE, TERRACE LEVEL

For the United States to regain its position as the number-one producer of degrees, the transfer pathway from a community college to a four-year institution must play a bigger role, especially for students from underserved groups. Yet community colleges and four-year institutions are often at odds about how best to address the needs of transfer students. This session focuses on a variety of initiatives designed to boost transfer significantly. Panelists will describe new state and institutional models that hold promise in enhancing transfer effectiveness, discuss the ways in which two- and four-year institutions can cultivate a shared responsibility for transfer students, and outline an emerging framework that describes the components of a "transfer affirming culture" that advances student success by leveraging the social and cultural capital of our students.

Speakers: Irma Archuleta, Vice President of Student Affairs, Evergreen Valley College, California; Stephen J. Handel, Executive Director, Higher Education Relationship Development and Community College Initiatives, The College Board, California; Alfred Herrera, Assistant Vice Provost for Academic Partnerships, Center for Community College Partnerships, University of California, Los Angeles; Jeanne Jacobs, President, Miami Dade College (Homestead), Florida; Ronald A. Williams, Vice President, The College Board, District of Columbia

12:00-1:05 p.m.

LUNCHEON: AP AND LATINO STUDENT SUCCESS

REGENCY BALLROOM, TERRACE LEVEL

Remarks by **Trevor Packer,** Senior Vice President, AP & College Readiness

1:15-2:25 p.m.

EQUITY AND COLLEGE READINESS — THE AVID APPROACH

GARDENIA. TERRACE LEVEL

Efforts to promote equity in AP® are more likely to succeed if schools provide a system of support for students, including Latinos, who take rigorous classes. This session will provide case studies, research-based strategies, and model tutorials for AP students that have been perfected during more than 30 years of practice in more than 4,800 schools. Presenters will discuss research findings on the relationship of AVID and AP test taking on the academic achievement of students and show how the AVID system has been incorporated schoolwide and districtwide (in grades 4–12) to create a systemic approach to closing the achievement gap. Participants will leave this session with teaching strategies they can use in EVERY classroom to engage Latino students. Research will be presented on AVID's Culturally Relevant Teaching. AVID's goal is to enroll as many students (especially Latino students) in courses of rigor such as AP with support. We will examine what Culturally Relevant Teaching is and give you strategies that can be used by all teachers with all students.

Speakers: Aliber Lozano, Director of Professional Development; and **Kelley Zulueta**, Program Manager, AVID Center, California

GEAR UP FOR COLLEGE: MIDDLE SCHOOL TO COLLEGE PIPELINE PROGRAM

ORCHID D, TERRACE LEVEL

Recruitment, admission, enrollment and retention of Latino students are a priority for the University of Georgia. As such, fully understanding the factors that impact a college-going mindset is highly important. During this session, we will discuss how to create outreach programs that will increase the long-term recruitment efforts within the Latino community by discussing the following: demographic analysis of Hispanics in the state through Enrollment Planning Service and College Board data, partnership development on university campuses, staff recruitment, program development and solicitation of grant funding for sustainability. Participants will leave this session with the skills to create similar outreach programs in their own communities.

Speaker: Descatur "Des" Potier, Associate Director of Admissions, University of Georgia

HELPING STUDENTS SHOWCASE THEIR STRENGTHS TO COLLEGES

HIBISCUS B, TERRACE LEVEL

You see your students' potential — their skills, knowledge and enthusiasm for learning. Yet it's not always easy for students to convey their strengths on college applications. In an interactive session, participants will gain an understanding of the key factors considered in admission, the role that standardized assessments such as the SAT, SAT Subject Tests, AP classes, etc. play, and ways that different types of students can provide a more complete picture of their achievements and abilities. Participants will also develop strategies to identify academic resources in their communities to help students on the path to college as well as to be successful in college. By understanding the role that standardized assessments can play, and through developing strategies to identify helpful community resources, participants will come away with concrete tools to help students strengthen their college applications.

Speakers: Karly Barraza Brockett, California Institute of Technology; **Angela Garcia,** Executive Director, The College Board, New York; **Eliel Gonzalez,** AP Math Teacher, East Longmeadow High School, Massachusetts

PREPÁRATE: GLOBALIZATION OF THE LATINO STUDENT BODY, THE MIGRANT STUDENT SERVICES EXPERIENCE

HIBISCUS A, TERRACE LEVEL

Participants in this session will examine a method for Latino and migrant students to develop global awareness through the educational process at the undergraduate level. An innovative study abroad program entitled "International Engagement in Mexico" will be presented and an ensuing discussion will examine: academic content, metacurricular components, student dynamics, students' outcomes, and sustainable operational strategies. Implications of engaged learning activities to develop global competencies, leadership skills and personal/professional development will be discussed. Information from this session can be utilized to critically analyze program development opportunities within educational institutions to address critical leadership and global competencies. Participants will be able to develop institutional responses to the needs of Latino and migrant student leadership development and global awareness.

Speakers: Luis Alonzo Garcia, Director, Migrant Student Services, and **Richard Dale Paulsen**, Associate Professor and Associate Chairperson, Michigan State University

UNEVEN ACCESS AND OPPORTUNITY: AN EXAMINATION OF COLLEGE-GOING PRACTICES AMONG LATINO RUNNING START STUDENTS IN WASHINGTON

TUTTLE SOUTH, TERRACE LEVEL

In this session, attendees will learn about the impact of Washington State's Dual Enrollment Program, Running Start, on Latino student outcomes, and the implications for access and persistence as measured by college enrollment and transfer. Drawing from 10 years of data, the participants will explore the postsecondary pathways and persistence of Latino Running Start students across multiple community colleges by gender, regional context, enrollment and higher educational achievement. This session informs the education policy arena to broaden access to dual enrollment programs for underrepresented students in multiple high school contexts. After hearing a presentation on the key findings from our Running Start study, participants will discuss policy and practical recommendations to inform dual enrollment programs targeting Latino students, as well as the education policy arena.

Speakers: Ivan Barron, Graduate Student, Frances Contreras, Associate Professor, and Kathryn Torres, Graduate Student, University of Washington

CANCELLED: LATINO PARENT LEADERSHIP IN EARLY COLLEGE PREPARATION: "PADRES PROMOTORES"

JASMINE, TERRACE LEVEL

Padres Promotores serve as parent ambassadors to families delivering information about early preparation for college, options for postsecondary education, and college financing through the use of nontraditional, culturally appropriate methods. In this workshop, participants will learn about the program, including the formation and sustainability of the parent-to-parent grassroots effort, program objectives, methods, and criteria for selection of parent leaders. Participants will actively engage in discussion about training plans, increasing and maintaining parent involvement. This workshop will utilize Padres Promotores as a model to increasing minority parent participation in the early college preparation of their children and increasing Latino families' college knowledge. The workshop will provide all participants with a toolkit of materials that will help those interested in implementing a similar program in their communities.

Speakers: Rosa Harrizon, Program Specialist, Padres Promotores, Student Affairs, and **Lilia Tanakeyowma**, Dean of Student Affairs, Santa Ana College, California

REFORMING A SCHOOL DISTRICT THROUGH COLLEGE READINESS

ORCHID C, TERRACE LEVEL

School districts across the nation, especially large urban districts, face the challenge of preparing all students for the demands of college. The urgent need to improve our nation's schools demands an aggressive response, and to address this need the College Readiness System™ division of the College Board has launched the District Partnerships Program. One of the few national programs of its kind, this partnership combines the ongoing work of individual school districts with the expertise and broader resources of a leading provider of content, professional development and college readiness assessments. In this session, participants will review the program's development and its past experiences, and will develop best practices for districts that want to implement a customized three- to five-year road map, from diagnostic analysis or moving directly to professional development in order to attain improved college readiness for all students.

Speaker: Rachel M. Dixon, Senior Director, EXCELerator™ Program Development and Solutions, The College Board, Florida

2:35-3:45 p.m.

THE APPLE DOESN'T FALL FAR FROM THE TREE, SO START WITH THE TREES!

TUTTLE SOUTH, TERRACE LEVEL

Parental involvement is crucial to a child's success. Educators must provide a comfortable environment in order for all parents to feel welcome at school. This session will provide the framework for a year-long series of Spanish language parents' meetings, the focus of which is to provide parents with in-depth information relative to their student's current and future educational goals. Such meetings also address parenting-related programs and cultural topics. After attending this session participants will have the strategies necessary to create their own design for program implementation and immediately involve parents.

Speaker: Sabina Landeros, Teacher, R.L. Paschal High School, Texas

ASPIRATION + ACTION = iAQUÍ ESTOY!

GARDENIA, TERRACE LEVEL

The College Board Schools' Advisory Initiative has been instrumental in raising its graduation rates above the national average where the students are 75 percent free-and-reduced-lunch-eligible, and 28 and 60 percent Latino and African American, respectively. During this session, participants will explore how the advisory initiative fosters the knowledge, attitudes and behavioral attributes necessary to navigate successfully the social and academic environment of college, and will delineate the adviser's roles and responsibilities, as well as the institutional conditions necessary for an effective advisory program. Participants will understand how this model can be used to guide Latino students toward self-efficacy in preparation for the college experience at their own institutions.

Speakers: Maria Diaz, Implementation Manager; **Helen Santiago**, Vice President, The College Board, New York

COLLEGE STUDENTS AND THE RECRUITMENT PROCESS

HIBISCUS B, TERRACE LEVEL

The Equity, Access and Inclusions Unit within the Office of Undergraduate Admissions assists students with such important enrollment processes as admissions, scholarships, financial aid, housing and orientation, and provides diversity inclusion programming, counselor education, high school visitation programs and early outreach while encouraging community involvement. While the work of the full-time staff members is invaluable, it's student recruiters who play a pivotal role in the executions of our recruitment plan. Attend this session and explore how high school students connect with college students, and discuss the importance of having positive role models at the college level. The audience will develop a plan for incorporating college students in the recruitment process.

Speaker: Catalina Carlos, Admission Counselor, University of Arizona

ACHIEVING BIG FUTURES IN THE 21ST CENTURY: USING THE WEB TO EMPOWER COUNSELORS AND EDUCATORS TO HELP ALL STUDENTS MAKE THEIR PATH TO COLLEGE

ORCHID D, TERRACE LEVEL

This session will provide participants with the opportunity to explore YouCanGo!™ and BigFuture™ — new, free online college planning resources created collaboratively by The Education Conservancy and the College Board. Participants will be presented with research about student needs, wants, and online/social trends, and learn how these sites will help counselors and educators guide students through meaningful self-exploration as part of the college search process and college planning journey. Presenters and participants will discuss strategies for incorporating these sites into the counseling toolbox.

Speakers: Roy Ben-Yoseph, Executive Director, Online College Planning Products, The College Board, Virginia; **Luis Martinez-Fernandez**; Professor of History, University of Central Florida; **Lloyd Thacker**, Executive Director, The Education Conservancy, Oregon

LATINOS AND THE P-20 PIPELINE

The University of Texas at San Antonio (UTSA) Office of P-20 Initiatives is focused on implementing programs that will increase the college-going rate of Texans over the next decade by establishing strong relationships with stakeholders interested in serving underrepresented students. Over the past year, we have been successful in delivering college awareness, access, readiness opportunities and retention services to students from within Bexar County, Texas, and the surrounding areas. Because of a highly supportive community, we have been able to stress the importance of an education to over 37,000 student/participant contacts. Participants will develop strategies for building internal and external partnerships as well as the implementation of program sustainability measures.

Speakers: Joseph Kulhanek, Director, Instructional Outreach Programs, **Rachel Ruiz**, Assistant to Vice President, and **Belinda Saldana**, Director of Community Outreach, The University of Texas at San Antonio, Texas

LATINO STORIES: CULTURAL RELEVANCE IN THE CLASSROOM

JASMINE, TERRACE LEVEL

Meeting the needs of a growing Latino population is a concern in education. Providing a culturally relevant curriculum, which is challenging, interactive, exploratory, is a response to this concern. Participants will examine and develop meaningful methods and strategies for incorporating culture, deepening classroom relationships and teaching the content's essential knowledge and skills. These methods and strategies, based on academic literature on Latino students, provide meaningful work, reflect high expectations and develop a learning culture for this minority population.

Speakers: Homero Gonzalez, Assistant Director/Trainer; and **Daniel Reyes**, Director/Trainer, Fifth Freedom Education Consultants, Texas

RECONCILING FEDERAL, STATE AND INSTITUTIONAL POLICIES DETERMINING EDUCATIONAL ACCESS FOR IMMIGRANT AND UNDOCUMENTED STUDENTS: IMPLICATIONS FOR PROFESSIONAL PRACTICE

HIBISCUS A, TERRACE LEVEL

The National Forum on Higher Education for the Public Good, based at the University of Michigan, is committed to increasing awareness, understanding, commitment and action that supports the role of higher education in a changing, diverse society. For five years, the Forum has been studying the issue of educational opportunity for immigrant and undocumented students. Researchers will present findings from a series of national studies, which explore how colleges and universities negotiate laws that constrain undocumented students' educational access and reconcile them with institutional values, governance arrangements, professional norms and local circumstances. Participants will explore and analyze cutting-edge research regarding institutional policies and practices surrounding the nation's burgeoning population of undocumented immigrant students, and will gain the invaluable experience of directly engaging with the research through interactive case studies.

Speakers: Omar Hussain, Research Assistant, and **Kimberly Reyes**, Research Assistant, University of Michigan

3:55-5:15 p.m.

AFTERNOON PLENARY: LATINO COLLEGE COMPLETION

REGENCY BALLROOM, TERRACE LEVEL

Last fall, the College Board's College Completion Agenda released the following Latino Edition reports: "2011 Progress Report," "State Policy Guide," "Research and Context Brief" and an interactive website aimed at providing the best data and policies for increasing college completion rates among this important demographic. State legislators, policymakers and educators play a large part in advancing each recommendation. These tools were created in partnership with *Excelencia* in Education, NALEO and NCLR. Each organization is advancing efforts to increase Latino College Completion through Ensuring America's Future (EAF), College Completion Institutes and other policy efforts. Join us in learning more about these efforts from some of the leading experts in Latino education.

Moderator: Frances Contreras, Associate Professor, University of Washington

Speakers: James Montoya, Vice President, Relationship Development, The College Board, New York; Elizabeth Molina Morgan, Executive Director, Grad Nation, America's Promise Alliance, District of Columbia; Deborah Santiago, Cofounder and Vice President for Policy and Research, Excelencia in Education, District of Columbia; Arturo Vargas, Executive Director, National Association of Latino Elected and Appointed Officials (NALEO), California

Sessions Thursday, May 31, 2012



Frances Contreras is an associate professor at the University of Washington in the College of Education in Leadership and Policy Studies. She researches issues of equity and access for Latina/o and underrepresented students in the education pipeline, including the transition between K–12 and higher education, community college transfer, affirmative action in higher education and the role of the public policy arena in ensuring student access and equity across a P-20 continuum. Contreras received her Ph.D. in educational administration and policy analysis

from Stanford University, her M.A. from Harvard University, and her B.A. from University of California, Berkeley.

Her most recent book, *Achieving Equity for Latino Students: Expanding the Pathway to Higher Education Through Public Policy* (Teachers College Press, 2011), focuses on select policy issues that have inhibited Latino student success, and select levers to alter the path of underinvestment in Latinos, raise student achievement, and increase the number of Latino students transitioning to and completing college in the United States. Contreras is also coauthor of *The Latino Education Crisis* (Harvard University Press, 2009) with P. Gándara, and her work has been published in leading education journals, including the *Harvard Educational Review, Educational Policy, Journal of Hispanics in Higher Education, Journal of Advanced Academics*, the *Bilingual Research Journal*, and the reference book *Encyclopedia of Diversity in Education (2012)*.

She serves on the boards of the ACLU of Washington, the *Journal of Advanced Academics*, LEAP (Latino Educational Achievement Project), and the Lupe Contreras Memorial Scholarship Fund.



James M. Montoya, vice president of relationship development at the College Board, is nationally recognized as an advocate for education and for students. In his position, he directs the College Board's efforts to support the work of colleges and universities across the globe, especially in the areas of recruitment, admission and retention; and dedicates his time to issues of equity and access in education. Prior to joining the College Board, he served as vice provost for student affairs and, earlier, as dean of admission and

financial aid at Stanford University in California, where he was also a lecturer through the Center of Comparative Studies in Race and Ethnicity. He currently serves on the advisory board of the Stanford School of Education. His previous positions included director of admissions at Occidental College and Vassar College, as well as dean of student life at Vassar.



Deborah A. Santiago is cofounder and vice president for policy and research at *Excelencia* in Education and has spent more than 15 years leading research and policy efforts from the community to national and federal levels to improve educational opportunities and success for all students. Her current work focuses on financial aid, Hispanic-Serving Institutions and effective institutional practices for student success in higher education. She has been cited for her work in numerous publications, including *The Economist, The New York Times, The Washington*

Post, and The Chronicle of Higher Education. Deborah serves on the board of the Fund for the Improvement of Postsecondary Education (FIPSE), Latin American Youth Center (LAYC), the National Association for College Admission Counseling (NACAC) and the National Student Clearinghouse.



Arturo Vargas is the executive director of the National Association of Latino Elected and Appointed Officials, a national membership organization of Latino policymakers and their supporters. Arturo also serves as executive director of the NALEO Educational Fund, an affiliated national nonprofit organization that strengthens American democracy by promoting the full participation of Latinos in civic life. Prior to joining NALEO, Arturo was vice president for community education and public policy of the Mexican American Legal Defense and

Educational Fund, where he supervised and directed MALDEF's community education and leadership development programs. His prior positions at MALDEF included director of outreach and policy, which allowed him to coordinate the organization's 1991 redistricting efforts, leading to a historic increase in the number of Latinos serving in the California legislature. Before that, Arturo directed MALDEF's National 1990 Census Program, an awardwinning national outreach and public policy effort to promote a full count of the Latino population. Before joining MALDEF, Arturo was the senior education policy analyst at the National Council of La Raza in Washington, D.C. Arturo is a nationally recognized expert in Latino demographic trends, electoral participation, voting rights, the Census and redistricting.

Arturo presently serves on the boards of Zero Divide, the Independent Sector, and the Alliance for a Better Community. He also serves on the 2010 Census Advisory Committee, appointed by the U.S. Secretary of Commerce. Arturo has received *Hispanic* magazine's Hispanic Achievement Award for Community Service, the National Federation of Hispanic Owned Newspapers' Leadership Award, the National Association for Bilingual Education President's Award, the City University of New York's Civic Leadership Award, Univision's Community Service *Corazon* Award, and the National School Board Association's Hispanic Caucus *Abrazo* Award. He has been included in *Hispanic Business* magazine's List of 100 *Hispanic* Influentials twice, and has been named one of the 101 most influential Latinos five times by *Latino Leaders* magazine.

Arturo holds a master's degree in education and a bachelor's degree in history and Spanish from Stanford University. He is from Los Angeles, California, and was born in El Paso, Texas.

5-8:00 p.m. (Optional Event)

MIAMI EDUCATIONAL TOWN HALL

SOUTH MIAMI SENIOR HIGH SCHOOL

The College Board has engaged in numerous joint initiatives with Univision to increase college knowledge and access for Latino students and their parents. In collaboration with Univision, higher education institutions and school districts, the College Board has engaged local partners and leveraged resources to provide content and expertise.

Event to be held at: **South Miami Senior High School** 6856 SW 53rd Street Miami, FL

This outreach event is approximately 10 miles from the hotel, and will require ground transportation. Please inquire at the registration desk for transportation options.

6-7:30 p.m. (Optional Event)

LATINO STUDENTS: THE GAME-CHANGING STORIES BEHIND THE NUMBERS

MIAMI DADE COLLEGE, RED ROOM 2106

With so many issues vying for attention in Latino education, picking out those with game changing potential can be challenging. Exploring leading questions will help attendees: What is happening in classrooms in this Latino census boom? How are student's academic and linguistic abilities affecting their college ambitions? How are undocumented students struggling to achieve their college aspirations? To answer these questions, we'll cover the demographics of Latinos and education with a special emphasis on the trends in emerging Latino markets; look at the drivers of the achievement gap and challenges for English Language Learners; and, provide highlights around progress in securing rights and resources for undocumented students. Journalists will share examples of how they leverage hot topics to explore complex issues bringing special attention to Florida. Participating media stand to gain a better understanding of the complex Latino education landscape and learn of helpful resources and approaches.



Repository of Resources for Undocumented Students

Alejandra Rincón



Eduardo Padrón, president of Miami Dade College, and **James Montoya**, vice president of Higher Education at the College Board will respectively make opening and closing remarks.

Presenters: Mark Hugo López, Associate Director, Pew Hispanic Center, District of Columbia; Frances Contreras, Author, Associate Professor, and Director of Higher Education, The University of Washington; Alfred Herrera, Assistant Vice Provost for Academic Partnerships, Center for Community College Partnerships, University of California, Los Angeles; Katherine Leal Unmuth, Award-winning Education Journalist and EWA member, Florida; Christine Armario, AP Journalist and President, South Florida chapter of NAHJ

This session will be webcast by the Education Writers Association and is a partnership between the EWA and the National Association of Hispanic Journalists. The College Board will unveil its first ever Repository of Resources for Undocumented Students at this session. A meet-and-greet with panelists will follow the session.





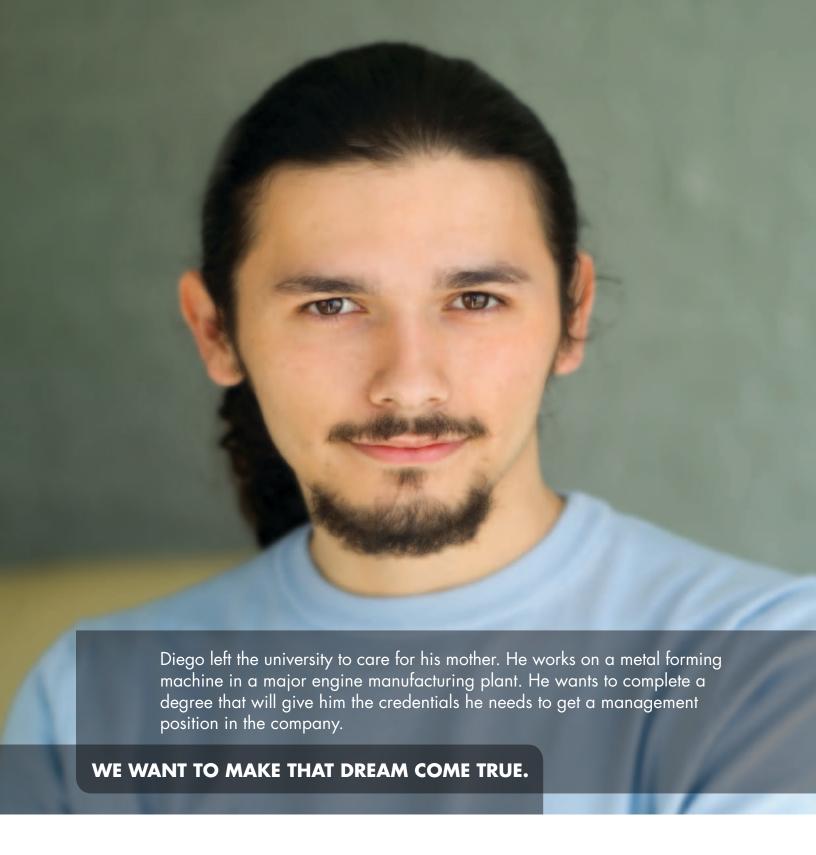
Event to be held at: **Miami Dade College, Red Room 2106**Wolfson Campus, 300 N.E. Second Avenue Miami, Florida 33132-2204

This outreach event is a short 0.4 mile walk from the hotel, and directions will be available at the registration desk until 5 p.m.

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Sessions Friday, June 1, 2012

7 a.m.-1:20 p.m.

REGISTRATION

LOWER PROMENADE, TERRACE LEVEL

7-7:45 a.m.

CONTINENTAL BREAKFAST

REGENCY BALLROOM FOYER, TERRACE LEVEL

8-9:10 a.m.

AP AND COLLEGE COMPLETION: WORKING TO BRIDGE THE GAP FOR LATINO STUDENTS

ORCHID C, TERRACE LEVEL

As the Latino population in the United States continues to grow, so too does the population of Latino AP students. While the majority of these students take the AP Spanish Language Exam, they are also finding success in a variety of other AP subjects. Presenters will discuss the value of AP in higher education, share data on outcomes and trends for Latino AP students, discuss the Latino College Completion Agenda and provide case studies to show how the College Board and higher education can work together to foster academic success among Latino students. Participants will develop practices, ideas, and strategies that can be cultivated in their educational communities.

Speakers: Tammie Campos, Assistant Dean of Students, New Mexico State University; **Elizabeth Costello**, Associate Director, Undergraduate Admissions, University of Central Florida; **Pamela Kerouac**, Senior Policy Director, AP College and University Services, The College Board, Florida; **Sarah Leonard**, Associate Director, College and University Services, The College Board, Illinois

ENGAGING PARENTS IN COLLEGE FINANCING DECISIONS

TUTTLE SOUTH, TERRACE LEVEL

In this session, presenters will demonstrate two recently developed modules that show the true costs of a college education, financial resources available to help pay for those costs, and most importantly how to maximize the use of those resources to pay for college. The two modules are designed to foster a conversation between parents and students about paying for college while highlighting the importance of wise money management skills while in college. Participants will leave with the tools for understanding costs, resources and money management tips associated with paying for college, and also that they can call on TG to deliver the content of the modules at high schools, faith-based organizations, or at any service provider involved in helping students and parents learn more about paying for college.

Speakers: Maria Luna-Torres, Director, Education Finance Initiatives, and **Brenda Vaughn**, Financial Literacy Consultant, Texas Guaranteed Student Loan Corporation, Texas

EXPLORING THE PROCESS OF STATE PUBLIC POLICIES FOCUSED ON UNDOCUMENTED STUDENT ACCESS TO HIGHER EDUCATION AND FINANCIAL AID ELIGIBILITY

JASMINE, TERRACE LEVEL

A rapidly growing Latino population in nontraditional states has highlighted the continual struggle that states are experiencing to meet the needs of Latino students. This growth has further highlighted the need to explore student experiences and policy actions related to educational access and success for this population. Providing a comparative framework of California's and Illinois' success in passing state DREAM Acts, which allow qualified high achieving undocumented youth eligibility for state financial assistance, we will highlight how the nontraditional state of Washington is attempting to pass similar legislation to socially and economically benefit from the integration of this population. Participants will develop the skills necessary to begin the process of building collaborations in order to support such policy efforts.

Speakers: Frances Contreras, Associate Professor. **Esthela Chavez**, Master's Student, and **Cristina Gaeta**, Doctoral Student, University of Washington

IMPROVING LATINO ELLS PREPAREDNESS FOR COLLEGE MATHEMATICS THROUGH CHALLENGING AND CULTURALLY RELEVANT INSTRUCTION

HIBISCUS B, TERRACE LEVEL

Exposure to rigorous curriculum and challenging instruction in high school mathematics is an important predictor of college access and success. In this session, we will discuss how course-taking patterns of Latino students and Latino English Language Learners affect their mathematics performance in high school assessments and their preparedness for college work. Then we will discuss the work of the Center for the Mathematics Education of Latinos on instructional approaches from bilingual mathematics classrooms that are successful with Latino students from low-income communities. Participants will examine the role that mathematics courses, bilingual instruction and assessment data play in mediating secondary school achievement patterns of Latino students and Latino ELLs.

Speakers: Maria Martiniello, Research Scientist, Educational Testing Service, New Jersey; **Eduardo Mosqueda**, Assistant Professor, University of California, Santa Cruz

INCREASING LATINO STUDENT LEARNING THROUGH TEACHER COLLABORATION

HIBISCUS A, TERRACE LEVEL

This session models how teacher collaboration is using common assessment data to inform instruction results in consistent increases in Latino student learning and achievement on the California State Test — World History [advanced/proficient scores increased from 27 percent (2009), to 33 percent (2010), to 46 percent (2011); with a 19 percent increase over two years]. Six members of a World History Teacher Collaborative review best practices in six critical elements: Identify Essential Standards, Develop Common Assessments, Utilize Best Practices, Implement Assessment, Analyze Results, and Implement Interventions. After assessing and identifying practices they wish to incorporate, participants will assess the effectiveness

of teacher collaboration in the assessment cycle on Latino student learning and achievement and identify ways to incorporate best practices in teacher collaboration and the assessment cycle at their school site.

Speakers: Michael Black, Teacher, World History, **John Costa**, Teacher, World History, **Luis Diaz Jr.**, Teacher, U.S. History, **Margaret Howell**, Teacher, American Government, **Calvin Lewis**, Teacher, Silent Reading, and **Patricia Orozco-Palagi**, Teacher, Arlington High School, Texas

INCREASING STUDENT PERSISTENCE AND DEGREE COMPLETION: SUCCESSFUL STRATEGIES FROM A TITLE V COOPERATIVE GRANT PROJECT

ORCHID D, TERRACE LEVEL

In this session, examine strategies developed by the Latino Center for Excellence at Governors State University in suburban Chicago, which achieved degree completion for 82 percent of its Latino upper division college students, and decreased the time for degree completion from two to seven years to two to three years. Strategies that led to this success included the use of a cohort model that utilizes early intervention and intrusive advising, peer and faculty mentoring, integration strategies, and a tracking system that provided accountability. Session participants will be able to develop an early intervention plan, an intrusive advising system, peer and faculty mentoring, and integration strategies to increase student persistence and provide needed outcome data to funding sources.

Speakers: Carlos Cantu, Former Activity Director Title V Cooperative Grant, and **Elizabeth Ruiz**, Professor, College of Education, Governors State University, Illinois

THE KAPLAN LEADERSHIP PROGRAM: AN APPROACH TO PREPARING COMMUNITY COLLEGE STUDENTS FOR SUCCESSFUL TRANSFER AND BEYOND

GARDENIA, TERRACE LEVEL

Through the Kaplan Leadership Program, the Kaplan Foundation seeks to help develop the next generation of leaders among talented, underrepresented community college students — 42 percent of whom are Latino — from low-income backgrounds. The program boasts an 86 percent retention rate and a 100 percent bachelor's degree completion rate among students who transfer. To date, program scholars have attended or graduated from such schools as Amherst, Cornell, Harvard, Morehouse, Mount Holyoke, New York University, Smith, Stanford and Syracuse. This session will examine what has led to the students' success. It will focus on best practices developed through the program to prepare community college students for successful transfer to and graduation from bachelor's degree programs. We will provide participants with tools that will help those working on either side of the community college transfer so that they may better support their students and/or prospective students.

Speaker: Jennifer Benn, Executive Director, Academic Advising and Student Development, Kaplan Educational Foundation, New York

9:20-10:30 a.m.

MORNING PLENARY: PREPARING LATINO STUDENTS FOR STEM CAREERS

REGENCY BALLROOM, TERRACE LEVEL

Reaffirming and strengthening America's place as an innovator in Science, Technology, Engineering and Mathematics (STEM) is vital, and meeting the needs of the workforce requires advancing STEM education. With Latinos being the largest and fastest growing minority in the U.S., and the shifting nature of industry needs, it is important to educate Latino students to fill positions in STEM fields. In this session, representatives from STEM industries, research and education convene to discuss the state of STEM education in the U.S., how to excite interest in STEM fields and the importance of preparing Latino students for STEM careers.

Moderator: Jorge B. Haynes, Senior Director, External Relations, California State University, Office of the Chancellor

Speakers: Judit Camacho, Executive Director, Society for Advancement of Chicanos and Native Americans in Science (SACNAS), California; Jan Cuny, Program Director, National Science Foundation (NSF), Virginia; Pedro José "Joe" Greer Jr., Assistant Dean of Academic Affairs, Florida International University; Javier Vela-Becerra, Associate Professor, Department of Chemistry, Iowa State University



Judit Camacho has been engaged with the Society for Advancement of Hispanics/Chicanos & Native Americans in Science (SACNAS) for the past 17 years and has served two terms as executive director. A passionate advocate for social change and full involvement of diverse communities in the sciences, Camacho is proud to lead an organization that was founded nearly 40 years ago by women and men who were the first Chicanas/os or Native Americans in their fields to obtain doctoral degrees. Camacho first became involved with SACNAS as a student,

while pursuing her mathematics degree from the University of California, Santa Cruz. She has also completed graduate course work in public health from Johns Hopkins University.

In between her terms at SACNAS, Camacho served for five years with the National Institutes of Health (NIH) in the Division for Minority Opportunities in Research at the National Institute of General Medical Sciences, and subsequently in the Office of Workforce Development at the National Cancer Institute. Among the projects that she helped craft at NIH were the Summit on Latino Research, Outreach and Employment at the NIH and the Introduction to Cancer Research Careers program.

As the executive director of SACNAS, Camacho has worked with the SACNAS board of directors to increase and sustain the organization's partnerships and alliances, strengthen the society's national profile, promote a greater understanding of the necessity for a diverse scientific community within the U.S., and increase underrepresented minority access to the resources and policies that transform the country.

Throughout her terms of service at SACNAS, the organization has grown significantly: from a staff of two to a staff of 20; from a budget of \$350K to a budget of over \$5 million; from a national conference with attendance of over 500 to close to 4,000; and from a conference-driven organization to a society with rich year-round programming including 70 chapters nationwide, regional meetings, leadership development institutes & initiatives, and a significant national science policy/advocacy presence.

Sessions Friday, June 1, 2012

In December 2011, Camacho was honored by the White House as a "Champion for Change" in recognition of her contributions to advancing women in science, technology, engineering, and mathematics.

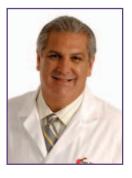
In July 2012, Camacho and her family will move to Guadalajara, Mexico. Her goal is to build educational bridges between Mexico and the United States through scholarship and community development.



Since 2004, **Jan Cuny** has been a program officer at the National Science Foundation. Before coming to NSF, she was a faculty member in Computer Science at Purdue University, the University of Massachusetts, and the University of Oregon. At NSF, Cuny leads the Education Workforce Cluster and its two programs: Computing Education for the 21st Century (CE21) and the Broadening Participation in Computing Alliance (BPC-A) program. Together these programs aim to increase the number and diversity of students

majoring in computing. Cuny has had a particular focus on the inclusion of students from those groups that have been traditionally underrepresented in computing: women, African Americans, Hispanics, Native Americans, and persons with disabilities. For her efforts with underserved populations, Cuny has received a 2006 ACM President's Award, the 2007 CRA A. Nico Haberman Award, and the 2009 Anita Borg Institute's Woman of Vision Award for Social Impact.

Cuny has an undergraduate degree from Princeton University, a master's degree from the University of Wisconsin, and a Ph.D. from the University of Michigan.



Pedro J. Greer Jr. is a physician, professor of medicine, author, father and husband. Greer's commitment to the Hippocratic Oath fuels his passion for health care and health equity for all. During his training, he established and ran various free clinics for homeless, migrant, underserved and undocumented persons in Miami-Dade County. Greer is currently the assistant dean of academic affairs, founding chair of the Department of Humanities, Health, and Society at Florida International University Herbert Wertheim College of Medicine, and Chief of Gastroenterology and

Hepatology at Mercy Hospital in Miami, Florida.

Better known as "Joe," he has published over 25 articles and book chapters. He also authored *Waking Up in America*, a book about his experiences providing care to homeless persons and advising U.S. presidents on health care. Additionally, Greer has advised and continues to work with state and local policymakers on health care.

Greer is a member of Alpha Omega Alpha, the American College of Gastroenterology, and a fellow of the American College of Physicians. Among the many awards he has received, Greer is a recipient of the MacArthur "Genius" Fellowship and the Presidential Medal of Service. He has been awarded the Presidential Medal of Freedom by President Obama, the highest civilian honor given in the United States. He has been honored with Papal medals, received the Order of Saint Gregory and was made a Knight of Malta.

Greer currently serves on the Board of Trustees of the RAND Corporation and is a member of the executive committee. Additionally, he chairs the Pardee RAND Graduate School Board of Governors, the largest Ph.D. granting institution for policy analysis. He is the immediate past chair of the Hispanic Heritage Awards and has sat on the Board of Physicians for Human Rights, BNY Mellon Bank of Florida, and Dr. Pepper/7UP.

Greer completed his undergraduate studies at the University of Florida and medical studies at La Pontificia Universidad Catolica Madre y Maestra in the Dominican Republic. He completed his postdoctoral studies at the University of Miami, where he was Chief Medical Resident and a fellow in Hepatology and Gastroenterology, earning two postdoctoral fellowship degrees.

He has been married for 32 years to his wife Janus and they have two children, Alana and Joey, a dog and a cat.



Javier Vela (Vela-Becerra) was born in Xalapa, state of Veracruz, Mexico on April 5, 1978. He credits his high school teachers, in particular chemist Jesús E. Morales-Rodríguez (1948–2011), with getting him interested in science. Vela attended the National Autonomous University in Mexico City (UNAM) from 1996 to 2000, where he studied English as a second language and graduated with a Licentiate degree in Chemistry (with Honorific Mention) in 2001. As an undergrad, he was a visiting student at the universities of

California, Santa Barbara, Autonomous Metropolitan in Iztapalapa, and Helsinki, Finland, between 1999 and 2000. He returned to the United States in 2001 to pursue graduate studies, and received M.S. and Ph.D. degrees working with Patrick L. Holland at the University of Rochester in 2003 and 2005, respectively. He was a postdoctoral research associate with Richard F. Jordan at the University of Chicago from 2005 to 2006, and a Director's Postdoctoral Fellow on the team of Jennifer A. Hollingsworth and Victor I. Klimov at Los Alamos National Laboratory's Center for Integrated Nanotechnologies from 2007 to 2009.

Vela became a tenure-track assistant professor of chemistry in August 2009 at Iowa State University, where he teaches inorganic chemistry year round to both undergraduate and graduate students. His research interests are highly multidisciplinary and lie at the interface between traditional chemistry and nanotechnology, with an emphasis on new materials and processes for renewable energy (generation, conversion, storage), catalysis (the acceleration of tough chemical transformations), and biological imaging. Vela's research group is made up of eight full-time graduate students, among them four women and one minority (Hispanic), as well as eight part-time undergrads. Vela is particularly interested in increasing the participation of underrepresented students in science, technology, engineering and math (STEM) fields, and has served as a mentor through several local, state and federally funded programs such as Iowa State's Science Bound and Freshman Honors Research programs, the Department of Energy Visiting Faculty (VFP) and Science Undergraduate Laboratory Internship (SULI) programs, and the National Science Foundation Research Experience for Undergraduates (REU) program.

Vela's awards include a TELMEX Foundation Award from 1996 to 2000, the Sherman-Clarke, Elon Huntington Hooker, and Messersmith Graduate Fellowships from the University of Rochester from 2001 through 2005, the ACS Inorganic Young Investigator Award in 2006, and being named among the "Top 40 Under 40" young scientists by *Hispanic Engineering* magazine in 2011.

Vela and his wife, Anna Marie, reside in Ames, Iowa, and have been happily married since January 2012.

10:40-11:50 a.m.

COMMUNICATION STRATEGIES TO HELP INSTITUTIONS AMPLIFY THEIR VOICES TO LATINO AUDIENCES

TUTTLE SOUTH, TERRACE LEVEL

Leveraging media to your organization's or school's advantage can lead to reaching more Latino parents and students. Whether you are looking to recruit Latino students or to create more support for issues, putting in place simple strategies will generate visibility, if not action, and will create deeper relationships with media that reaches Latino families. Participants in this session will receive a primer on Latino communications that provides quick wins and insight into planning and actions that can lead to longer term gains. A checklist will be made available to help participants get started building their media outreach plans. Participants will learn how the Spanish media works and tactics to build successful media coverage.

Moderater: Mario Andres Moreno, Univision Miami, Florida

Speakers: Gemma Carrillo, Education Specialist, Miami-Dade County Public Schools, Florida; **María de los Angeles Corral**, Associate Director of Latino Communications, The College Board, New York; **Laura Isensee**, Journalist, Miami Herald, Florida; **Favianna Rodríguez**, Cofounder, presente.org, California

CANCELLED: (RE)PRESENTING COLLEGE TOURS: EXPLORING LATINO YOUTHS' MULTIMODAL DIGITAL PROJECTS

HIBISCUS B, TERRACE LEVEL

In our practice as English and Advancement Via Individual Determination (AVID) teachers in a public high school in Brooklyn, we have seen the ways in which the Latino youth with whom we work provide positive support for one another's academic achievement and engagement in college-going processes. This presentation focuses on an innovative curricular project that builds upon youths' positive peer relationships to increase their access to information about attending college while engaging them in media literacy practices. Participants will learn about the role teachers play in sharing information with Latino youth about preparing for, applying to and enrolling in college. They will also receive instructional strategies that support youths' exploration of college-going processes.

Speakers: Alphonso Dance, Teacher, **Patricia Edwa,** Teacher, and **Nicole Sledge,** Teacher, Read 180, New York; **Vaughn Watson,** Doctoral Student, and **Joanne Marciano-Watson,** Doctoral Student, Columbia University, New York

NATIONAL NEED FOR SCIENTISTS: THE VIEW FROM NATIONAL SCIENCE FOUNDATION

JASMINE, TERRACE LEVEL

There is a national shortage of students in the STEM pipeline that threatens the competitive edge of the U.S. in the international arena. How can we encourage our students to enter STEM fields, and what does research show is the best way to engage them? Learn the view on this from the National Science Foundation. Patricipants will discover skills to take back to their instititions to engage students in the STEM pipeline.

Speaker: Julio Lopez-Ferrao, Program Director, Education and Human Resources Directorate, National Science Foundation, Virginia

PROJECT GRADUATE: DEVELOPING EARLY WARNING SYSTEMS, PRACTICES AND ANALYSES TO KEEP LATINOS IN MIDDLE AND HIGH SCHOOL

ORCHID C, TERRACE LEVEL

Understanding the data collection process and use within school districts is critical for the efficiency and accuracy of longitudinal data systems, and is an issue that requires further examination if we are to raise Latino and underrepresented student graduation rates and intervene for those students who show early warning signs of school departure. By exploring the state of Washington's longitudinal data system, CEDARS, this research study will contribute to the discussion on data coding, administration, and practices occurring within schools, districts and states as the push for longitudinal system development increases. Participants will gain valuable information and insight on the complexities of accurate data collection and formulate possible approaches to utilize longitudinal data systems surrounding the issue of dropouts, beginning at the middle school level.

Speakers: Frances Contreras, Associate Professor, Esthela Chavez, Master's Student, Jessica Rodriguez, Doctoral Student, and Kathryn Torres, Institute of Education Sciences — Collaborative Researchers for Education Sciences Training (IES-CREST) Fellow, University of Washington

SERVICE LEARNING FOR ESL STUDENTS

ORCHID D, TERRACE LEVEL

The College Board supplied \$10,000 to Mount Wachusett Community College (MWCC) to develop, implement and sustain "Service Learning for ESL Courses," an outreach project for native Spanish-speaking college students. The purpose was to extend the reach of service learning to students who are studying English as a second language in ways that developed students' leadership skills, leveraged existing community contacts, and provided much needed services including outreach, community building, networking, and information exchange. The resulting dialogue has established a foundation upon which MWCC can better serve the large Hispanic population in its region. Participants will better be able to: empower students to become leaders and college ambassadors; maximize their ability to reach out to new, potential students in the community who are nonnative English speakers; and enhance the responsiveness of the college to meet needs of the community as identified by the community. Participants will also be given information to help them establish their own service learning programs for students who are not native English speakers.

Speakers: Jacqueline Feldman, Vice President of Lifelong Learning and Workforce Development, **Julie Crowley**, Director of Devens Campus, **Jose Mangual**, Enrollment Specialist Leominster, Mount Wachusett Community College, Massachusetts

THE PRIVATE SIDE OF PUBLIC EDUCATION: P-20 ENGAGEMENT WITH THE PRIVATE SECTOR

GARDENIA, TERRACE LEVEL

As public funds are reduced and the need for support increases, new trends are emerging in working with the private sector to create interest in and involvement with, as well as to create a desire to invest in, educational initiatives that support Latino youth. Participants in this session will assess best practices in private sector engagement and apply these practices to their own resource development needs. This application may serve as a starting point for cultivating P–20 partnerships or energizing existing partnerships. By learning about different partnership models, participants will develop a tool kit for building relationships, partnerships and philanthropy.

Speaker: Dana Zorovich, Director, District Outreach, The College Board, Georgia

URBAN MEETS RURAL MEETS COLLEGE: HOW CFES CONNECTS URBAN AND RURAL STUDENTS TO THEIR COLLEGE DREAMS

HIBISCUS A, TERRACE LEVEL

Since its founding in 1991, CFES has helped thousands of underserved students in 540 K-12 public schools nationwide take steps toward college. Over the last three years, 96 percent of CFES high school seniors $-2,\!500$ young people, many of whom were previously destined to drop out of high school - have gone on to college. In this session, participants will learn about the three core practices of CFES, understand how to incorporate a CFES program into an urban or rural elementary, middle, or high school, and hear from an alumnus of the program that can provide firsthand knowledge of the program's value for Latino students.

Speakers: Herbert (Rick) F. Dalton, Jr., President and CEO, CFES, New York; **Angel Acosta**, Program Director and Alum of CFES, New York; **Stanton L. Brown**, Senior Director, the College Board, and CFES Board Member, New York

12-1:10 p.m.

AVID ELCR: PUTTING ELL MIDDLE SCHOOL STUDENTS ON THE PATH TO COLLEGE

GARDENIA, TERRACE LEVEL

Florida's Hillsborough County Public Schools is piloting a program called "AVID ELCR" (Advancement Via Individual Determination: English Language College Readiness) to 50 intermediate English language learners at two middle schools. The focus of the program, which is predominantly for Spanish-speaking students, is on language acquisition skills using AVID Strategies and summer bridge opportunities. The goal of the program is to interrupt the path to long-term ELL status, accelerate academic English language skills, and prepare students to take AVID, honors and/or AP courses in high school. Participants will leave with a process for implementing a college readiness program that targets ELL students and stresses the importance of parental involvement and summer bridge programs, and will learn successful classroom strategies used with ELL students in the AVID ELCR classroom that focus on language skills.

Speakers: Deborah Cook, Supervisor, Title I School Improvement, Jazheel Lenegar, Coordinator for Advanced Academic Access, Sandra Rosario, Supervisor, Programs for English Language Learners, and Ansberto Vallejo, Supervisor, Academic Programs, Hillsborough County Public Schools, Florida

BUILDING A MULTICULTURAL BRIDGE BETWEEN COLLEGE READINESS AND COLLEGE SUCCESS

ORCHID C, TERRACE LEVEL

College readiness and first-year retention are key issues requiring focus in K-12 and higher education settings. A variety of factors can emerge impacting a student's readiness for the challenges of postsecondary education, and surviving the transition to a new learning community and culture. Assuming the responsibilities of this brave new world can be daunting. Session participants will be presented a synthesis of college readiness models and theories related to student success during the first year of college to examine and apply to their own contexts through a cultural identity lens.

Speaker: Jim Granada, Assistant Professor of Curriculum and Instruction, Wichita State University, Kansas

CROSBY SCHOLARS EXCELENCIA PROGRAM

ORCHID A/B, TERRACE LEVEL

North Carolina's Crosby Scholars program has been providing college access services to students for the past 19 years. The Excelencia program was designed to educate Hispanic girls and their families about educational requirements and opportunities for middle and high school girls. During this session, participants will learn how to create an organization that can help parents understand when and how to start preparing, with their students, for higher education. Learn about the "Exitoral" workshops, which are helping parents learn how to work as a team with their children and school system, and about "¡Soy Unica! ¡Soy Latina!", which is designed to help Hispanic girls understand who they are as well as to enhance their self-esteem.

Speakers: Mona Lovett, Crosby Scholars Excelencia Program, and **Miriam Hernandez**, Excelencia Outreach Coordinator, Crosby Scholars, North Carolina

MAXIMIZING STEM EDUCATION OUTCOMES FOR HISPANIC STUDENTS THROUGH MULTILEVEL ALLIANCES

JASMINE, TERRACE LEVEL

The Hispanic STEM Initiative is a network of stakeholder groups and organizations whose purpose is to form strategic alliances that maximize education outcomes for Hispanic students in the STEM disciplines. While its focus is to implement comprehensive pre-K–20 partnerships in highneed Hispanic-serving schools and school districts, the Hispanic STEM Initiative has undertaken three-leveled STEM alliances in Houston, Stockton, California, and Los Angeles. This session will feature a "level-three" alliance that aligns the services of three seasoned STEM education organizations in Stockton, California. Participants will learn how to build such alliances and the practical experience that can be drawn from combining these services in a seamless way to improve education outcomes for Hispanic students in the STEM disciplines.

Speakers: Rudy Reyna, Executive Director, PREP-USA, Texas; **Oscar F. Porter**, Executive Director, Mathematics, Engineering, Science Achievement (MESA), California; **David Valladolid**, National President and CEO, Parent Institute for Quality Education (PIQE)

programs, services and policies that improve educational access and success for all students.

Speakers: Marcela Pattinson, Bilingual Multicultural Financial Aid Counselor, and **Martin Meraz-Garcia**, Assistant Professor, Eastern Washington University

REACHING UNDERREPRESENTED POPULATIONS THROUGH COMMUNITY COLLABORATION

ORCHID D, TERRACE LEVEL

It's important to be able to identify, connect and collaborate with school counselors and community organizations that work with underrepresented populations. Learn different approaches to doing just that, through examples detailing which efforts were successful and helped enhance collaboration among a private college, its surrounding community organizations and school counselors. Participants, through this session, will learn about initiatives to increase collaboration with neighboring community organizations, professional associations and school counselors, as well as about the importance and results of connecting with surrounding schools, community organizations and associations.

Speaker: Adriana Silva, Associate Director of Admissions and Coordinator for Minority Student Recruitment, St. Joseph's College, New York

THE SAT®: ADMISSION AND BEYOND

HIBISCUS B, TERRACE LEVEL

Many students, parents and counselors believe that SAT scores are only used for admission decisions. In fact, test scores are used throughout the enrollment process to build prospect pools, to help place students in freshman courses and to provide valuable data to understand how students persist. This session will examine the enrollment process from prospects through graduation and highlight the role the SAT and SAT Subject Tests play throughout the process. Presenters will emphasize the particular opportunities to support underrepresented populations. This is an excellent session for admissions officers and counselors to gain a deeper understanding of enrollment management and tools and strategies that support institutions toward their enrollment goals.

Speakers: Yvonne Da Silva, Senior Director, SAT Higher Education Support and Outreach, The College Board, New York; **Zina Evans**, Vice President for Enrollment Management, University of Florida; **Angel Perez**, Vice President of Admissions and Financial Aid, Pitzer College, California

UNITING FOR THE UNDOCUMENTED — A COALITION SEEKING ANSWERS TO BETTER SERVE STUDENTS

HIBISCUS A, TERRACE LEVEL

Please join us to learn what a Washington state coalition of universities and partners is doing to gain a better understanding of undocumented student populations within the context of the respective missions and services of its members. Is your institution or organization prepared to help undocumented students navigate higher education? Does your structure or programming help or impede success? Panelists will share preliminary research findings, resources, best practices and the lessons they have learned in their work. Participants will leave this session with the knowledge to access tools and resources to help a growing section of students with special needs by uniting as coalitions or social networks to allow for the creation of

1:20-3 p.m.

PLENARY LUNCHEON: LATINO EDUCATION, AN IMPERATIVE FOR WORKFORCE DEVELOPMENT

REGENCY BALLROOM, TERRACE LEVEL

Invited Speaker: **Hilda Solis**, Secretary of Labor, U.S. Department of Labor, District of Columbia



Secretary **Hilda L. Solis** was confirmed as Secretary of Labor on Feb. 24, 2009. Prior to confirmation as Secretary of Labor, Solis represented the 32nd Congressional District in California, a position she held from 2001 to 2009.

In Congress, Solis's priorities included expanding access to affordable health care, protecting the environment, and improving the lives of working families. A recognized leader on clean energy jobs, she authored the Green Jobs Act, which provided funding for "green"

collar" job training for veterans, displaced workers, at-risk youth, and individuals in families under 200 percent of the federal poverty line.

In 2007, Solis was appointed to the Commission on Security and Cooperation in Europe (the Helsinki Commission), as well as the Mexico-United States Interparliamentary Group. In June 2007, Solis was elected vice chair of the Helsinki Commission's General Committee on Democracy, Human Rights and Humanitarian Questions. She was the only U.S. elected official to serve on this committee.

A nationally recognized leader on the environment, Solis became the first woman to receive the John F. Kennedy Profile in Courage Award in 2000 for her pioneering work on environmental justice issues. Her California environmental justice legislation, enacted in 1999, was the first of its kind in the nation to become law.

Solis was first elected to public office in 1985 as a member of the Rio Hondo Community College Board of Trustees. She served in the California State Assembly from 1992 to 1994, and in 1994 made history by becoming the first Latina elected to the California State Senate. As the chairwoman of the California Senate Industrial Relations Committee, she led the battle to increase the state's minimum wage from \$4.25 to \$5.75 an hour in 1996. She also authored a record 17 state laws aimed at combating domestic violence.

Solis graduated from California State Polytechnic University, Pomona, and earned a Master of Public Administration from the University of Southern California. A former federal employee, she worked in the Carter White House Office of Hispanic Affairs and was later appointed as a management analyst with the Office of Management and Budget in the Civil Rights Division.

She was nominated by President Barack Obama to serve as secretary of labor on Jan. 20, 2009.

Sessions Friday, June 1, 2012

3:15-5 p.m.

FILM SCREENING: LA COSECHA

REGENCY BALLROOM, TERRACE LEVEL

Every year there are more than 400,000 American children who are torn away from their friends, schools and homes to pick the food we all eat. Zulema, Perla and Victor labor as migrant farm workers, sacrificing their own childhoods to help their families survive. THE HARVEST/LA COSECHA profiles these three as they journey from the scorching heat of Texas' onion fields to the winter snows of the Michigan apple orchards and back south to the humidity of Florida's tomato fields to follow the harvest.

From the producers of the Academy Award-nominated film, WAR/DANCE, executive producer Eva Longoria and director U. Robert Romano, this award-winning documentary provides an intimate glimpse into the lives of these children who struggle to dream while working 12–14 hours a day, seven days a week to feed America.

Popcorn and beverages will be provided.







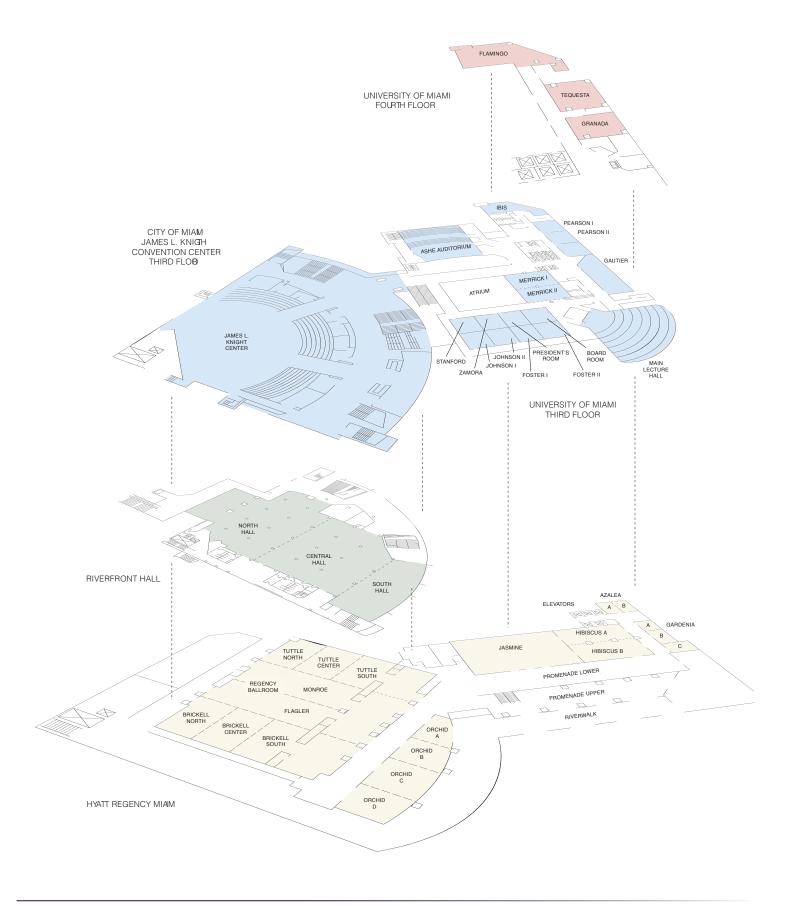


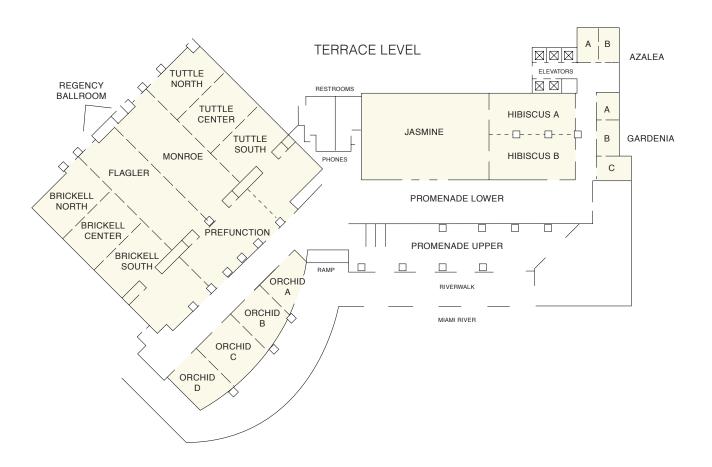
Help students and their families get ready for test day and beyond:

- Register and practice for the SAT
- Find ways to pay for college
- Research and select the right colleges

Resources are available in both English and Spanish at the SAT Counselor Resource Center.

SATResourceCenter.collegeboard.org





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Continuing education units (CEUs) are available for most sessions. Please bring the CEU form to the designated person for certification at the end of each session. After the conference, fax your completed form to 212-649-8442.

Note: CEUs are not available for plenary sessions, exhibit hall presentations, membership meetings, delegate assembly meetings or social events. If you have questions, please see the staff at the registration desk. 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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PREPÁRATE 2012

In order to receive continuing education units (CEUs) for your participation in Preparate 2012 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 session moderator attach a sticker to your worksheet before you leave the room. After the conference, total your hours, and either mail your completed and signed worksheet to the College Board Membership Department, 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.

Name:	_ Home Phone:
Institution:	_ Home Address:
School Address:	_ Home City, State, ZIP:
School City, State, ZIP:	Email:
Signature:	Mail my certificate to ☐ School ☐ Home

DATE	TIME	SESSION NAME	HOURS	CB STICKER
Wednesday, May 30, 2012	1–4 p.m.		3	
Thursday, May 31, 2012	9:25–10:35 a.m.		1	
Thursday, May 31, 2012	10:45–11:55 a.m.		1	
Thursday, May 31, 2012	1:15–2:25 p.m.		1	
Thursday, May 31, 2012	2:35–3:45 p.m.		1	
Friday, June 1, 2012	8–9:10 a.m.		1	
Friday, June 1, 2012	10:40-11:50 a.m.		1	
Friday, June 1, 2012	12–1:10 p.m.		1	

Phone: 212-713-8050 | Fax: 212-649-8442



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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.

Notes

Notes



The College Board's singular goal is to ensure that students from all backgrounds have the opportunity to prepare for, connect to and succeed in college.

Through programs, services, research and advocacy, we continue to serve as steadfast champions of equity and excellence in education.

Because an investment in education is an investment in the future.

Plan to Attend These Upcoming Events

2012

AP® Annual Conference 2012

Lake Buena Vista, Fla.
July 18–22
apac.collegeboard.org

Forum 2012

Miami, Fla. Oct. 24–26 collegeboard.org/forum 2013

Asian American and Pacific Islander Summit:

collegeboard.org/aapisummit

A Dream Deferred™: The Future of African American Education dreamdeferred.collegeboard.org

Native American Student Advocacy Institute nasai.collegeboard.org



www.collegeboard.org/preparate

