



A Dream Deferred™ :

THE FUTURE OF AFRICAN AMERICAN EDUCATION

April 26–27, 2012

**Westin Bonaventure Hotel & Suites
Los Angeles, Calif.**

Participate, get
energized and build your
professional network!



Dear Colleagues:

Welcome to Los Angeles and the College Board's eighth annual A Dream Deferred™ conference. The theme of this year's conference is "And How Are the Children Doing?: Transforming the Educational Experiences of African American Students," and the program includes more than 50 exciting and informative sessions. Over the next few days you will have an unparalleled opportunity to engage with experts and leaders in education, entertainment and public policy about the complicated issues facing minority students and what we can do to solve them.

To improve educational outcomes for all students, in 2010 the College Board released the College Completion Agenda, which issued 10 recommendations for increasing postsecondary attainment in the U.S. This resource, along with its accompanying policy guide, called for a national movement to focus on strategies and programs that have a proven record of success. The report also released sobering statistics about the state of African American and minority educational attainment. The report found that African American students are still living with de facto segregation in schools that are not adequately funded, and that the dropout rate at these schools remains startlingly high. We need to reach these students as early as possible, show them that college is a realistic option and help them realize that their life stories are not predetermined.

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

Among the many highlights of the conference are:

- A keynote address from former Congressman Harold Ford Jr.
- A panel on the critically acclaimed Web series, "The Misadventures of Awkward Black Girl," featuring actors, writers and the producer
- A plenary on preparing African American students for STEM fields
- A town hall discussion with members of the Board of Trustees, including the former chair, Youlonda Copeland-Morgan
- Closing remarks from Sylvia Rousseau, professor, University of Southern California Rossier School of Education

I would like to extend a special thank-you to Bill Pink, Beth Evans and the planning committee for putting together this outstanding conference, and I would also like to thank all of our presenters and speakers.

It is my hope that you will make the best of your time in Los Angeles and bring home new ideas to your classrooms and schools. Thank you for being part of the College Board family, and I look forward to seeing you again soon.

Sincerely,


Gaston Caperton

Dear Colleagues,

On behalf of the College Board, we welcome you to A Dream Deferred™: The Future of African American Education. This conference provides an opportunity for us all to both ask and answer the question, "And how are the children doing?" It is a simple question, yet a profound one, especially given the complex world in which we live and the different opportunities children face in this country based on race, ethnicity, socioeconomic status, parental education, geography and immigration status. Our time together over the next two days will provide us with an updated view of the African American educational landscape and a forum to discuss the challenges and opportunities we face in preparing greater numbers of African American students for college success. The Dream Deferred conference also gives us the opportunity to inspire leadership and vision in service to our African American students.

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 on the front burner of our national discourse and the need to invest in our children. It is much easier to answer the question, "How are the children?" when our young people feel valued because their educational aspirations are being supported by their communities, schools and teachers. 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 Beth Evans and Bill Pink have provided extraordinary leadership in bringing this conference to life. We deeply appreciate the special efforts of the conference speakers and presenters, as well as the members of the planning committee, and we look forward to a wonderful meeting.

Most sincerely,



A handwritten signature in black ink that reads "Peter Negrone".

Peter Negrone
Senior Vice President
Relationship Development
The College Board



A handwritten signature in black ink that reads "James Montoya".

James Montoya
Vice President
Relationship Development
The College Board

Conference Planning Committee

Dear Conference Participants,

It is our pleasure to welcome you to the eighth annual A Dream Deferred™: The Future of African American Education national conference. It is hard to believe that it has been a year since we gathered in Philadelphia to explore the educational challenges facing today's students. As educators, we individually focus on needs of our students daily. It is our hope that this conference will bring together a diverse group of individuals who can empower themselves to make a difference. The committee has worked hard to offer sessions where you can learn solutions as well as collaborate and strategize to address the achievement gap of African American students. We can continue the discussion on how to make sure members of our community, state and federal agencies focus on students and improve education opportunities so students' dreams will not be deferred.

The theme of this year's conference is derived from the traditions of the mighty Masai tribe of Africa. *Kasserian Ingera*, or *and how are the children?* was the customary greeting that passed between Masai warriors, and that greeting is exchanged among the Masai to this day. This greeting recognizes the high value the Masai have always placed on their children, and the greeting is even exchanged among warriors with no children. The message is clear: Are the children safe, secure and progressing? What an appropriate theme! The Dream Deferred conference has always been, and always will be, concerned with the well-being of our children, and we are elated that each of you have come to Los Angeles to address the question of *Kasserian Ingera*.

Again, welcome to LA. We hope that you leave this year's conference with the knowledge and new networks to continue to make a difference in the lives of students across the nation.

Kasserian Ingera!



Beth Evans
Vice President of Enrollment Management
St. John's University



Bill Pink
Vice President, Academic Affairs
Oklahoma State University–Oklahoma City

SPECIAL THANKS

The A Dream Deferred™ 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.

A Dream Deferred Advisory Committee

Marcella Anthony	Stanford University	California
Valerie Bordeaux	California State University, Long Beach	California
Joe Boston	Wentworth Institute of Technology	Massachusetts
Tony Lamair Burks, II	National Center for Urban School Transformation at San Diego State University	California
	North Carolina Department of Public Instruction	North Carolina
DeAngela Burns-Wallace	University of Missouri	Missouri
Dione S. Christy	School District of Palm Beach County	Florida
Beth Evans (Co-Chair)	St. John's University	New York
Chris L. Hickey	Each One—Teach One	California
Everett Jackson (Past Chair)	University of Nevada, Reno	Nevada
David Morgan	Syracuse University	New York
Bill Pink (Co-Chair)	Oklahoma State University—Oklahoma City	Oklahoma
Matthew L. Schwieger	New York Needs You	New York

Preconference Sessions

Wednesday, April 25, 2012

7 a.m.–5 p.m.

REGISTRATION

CATALINA BALLROOM FOYER, LEVEL 3

1–4 p.m.

CLOSING THE ACHIEVEMENT GAP — TARGETED INTERVENTION

SANTA ANITA A, LOBBY LEVEL

In this session, participants will learn about Long Beach Unified School District's Academic and Career Success Initiative, including one effective intervention called Male Academy. Participants will examine the basic components of the Male Academy and data that demonstrate its efficacy; collaborate on best practices for creating and implementing an effective intervention program; and develop strategies for establishing such programs at their own schools in order to help close the achievement gap for African American students. Participants will have an opportunity to engage directly with current and former Male Academy students to seek their input and clarity regarding the Male Academy program and how it has empowered their lives.

Speakers: **Quentin Brown**, Male Academy Program Director, and **Lionel Gonzalez**, Male Academy Facilitator, Long Beach Unified School District, California

COLLEGE-GOING CULTURE AND ACCESS AMONG AFRICAN AMERICAN STUDENTS

SAN FERNANDO, LOBBY LEVEL

By fostering a strong college-going culture, high schools can effectively help students develop the necessary attitudes and behaviors for future postsecondary success, especially for underrepresented racial/ethnic groups. This session will present findings from two University of Southern California pilot studies addressing college-going culture in local high schools. The speakers will provide examples of action research methods that were used by the practitioner teams to examine quantitative and qualitative data on college-going practices and to set equity goals. Session participants will explore the environmental factors, attitudes and behaviors that are most predictive of college enrollment for African American students. They will also look at case studies and data to inform their practices for building a stronger college-going culture that may foster higher postsecondary enrollment and success for African American students.

Speakers: **Emily Chung**, Program Director, and **Marcela Cuellar**, Postdoctoral Research Associate, University of Southern California, Center for Enrollment Research, Policy, and Practice (CERPP), California; **Tiffany Jones**, Research Assistant, University of Southern California, California

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

SANTA ANITA B, LOBBY 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 promise to enhance 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: **Stephen J. Handel**, Executive Director, Higher Education Relationship Development and Community College Initiatives, The College Board, California; **Reginald Hillmon**, Associate Director, College Access and Preparation Initiatives, Transfer Preparation, University of California, Office of the President, California; **Everett L. Jackson**, Director, Las Vegas Office for Prospective Students, University of Nevada, Reno; **Ronald A. Williams**, Vice President, Community College Initiatives, The College Board, District of Columbia

7 a.m.–5 p.m.

REGISTRATION

SAN DIEGO REGISTRATION BOOTH, LEVEL 2

7–7:45 a.m.

CONTINENTAL BREAKFAST

CALIFORNIA BALLROOM FOYER, LEVEL 2

8–9 a.m.

WELCOME PLENARY: TRANSFORMING THE EDUCATIONAL EXPERIENCES OF AFRICAN AMERICAN STUDENTS

SAN JOSE, SAN FRANCISCO AND SACRAMENTO BALLROOMS, LEVEL 2



Speaker: Harold Ford Jr., Managing Director and Senior Client Relationship Manager, Morgan Stanley, News Analyst, NBC and MSNBC, and Professor of Public Policy, NYU, NYU Robert F. Wagner Graduate School of Public Service

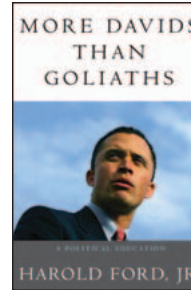
Harold Ford Jr. served Tennessee in the United States Congress for 10 years. Described by President Bill Clinton as “the walking, living embodiment of where America

ought to go in the 21st century,” Ford is now a managing director and senior client relationship manager at Morgan Stanley, a news analyst for NBC and MSNBC, and a professor of public policy at the NYU Robert F. Wagner Graduate School of Public Service.

During his five terms in Congress, Ford’s focus was results. He served on both the Financial Services and Budget committees and was an active member of the House Blue Dog coalition, where he worked passionately to balance the budget and promote free enterprise. He was also the chairman of the Democratic Leadership Council.

Ford’s highly anticipated book, *More Davids Than Goliaths* (Crown 2010), became an instant *New York Times* best-seller. Reflecting on what he’s learned from his extended political family, the slings and arrows of the campaign trail, and those across our nation who inspire him, *More Davids Than Goliaths* explains Ford’s conviction that “at its best, leadership in government can solve, inspire, and heal.” Along the way, Ford reminds us that in America there are more Davids than Goliaths, more solutions than problems, more that unites us than divides us.

Ford is active with several nonprofits and foundations. He serves as an overseer for the International Rescue Committee and is a member of the Pentagon’s Transformation Advisory Group and Council on Foreign Relations. He serves on the boards of directors of the Posse Foundation, Lincoln Center, America’s Promise and Weill Cornell Medical College.



Ford received a B.A. in American history from the University of Pennsylvania and is a graduate of the University of Michigan Law School.

At the podium, Ford’s charisma and razor-sharp wit takes audiences right into the heart of Washington’s inner sanctum, shedding a light on the complexities of the government. Because of his direct link to the White House, combined with his nonpartisan conjecture, he has a finger on the pulse of Washington, D.C., and actionable solutions to the

challenges we face as a nation.

Ford lives in New York City with his wife.

9:10–10:20 a.m.

A CONTINUING PROMISE: LEVERAGING INSTITUTIONAL DOLLARS AND PROGRAM SUPPORT FOR STUDENT SUCCESS

SAN GABRIEL C, LOBBY LEVEL

Affordability is a topic of discussion for parents, students, colleges and universities. One component of the 21st Century Scholarship Covenant Program at Indiana University–Bloomington includes finding a balance to support institutional enrollment goals and families’ concerns about cost. The session will focus on how the Covenant Program supports state initiatives, expands college access, builds on existing financial aid opportunities and supports retention for underserved populations. Participants will develop strategies to create effective campus partnerships and to enhance existing collaborative relationships to be more efficient in meeting institutional goals. Participants will exchange best practices in improving academic programs to support student success.

Speakers: Chris Enstrom, Director, and **Tomika Ferguson**, Recruiter, 21st Century Scholarship Covenant Program, Indiana University–Bloomington, Indiana

EVERYBODY WANTS TO GO TO HEAVEN, BUT NO ONE WANTS TO DIE: HOW TO USE NONCOGNITIVE ADMISSION SELECTION CRITERIA TO MEET AFFIRMATIVE ACTION GOALS IN COLLEGE ADMISSION

SANTA ANITA C, LOBBY LEVEL

Participants will learn how to use noncognitive criteria properly in conjunction with cognitive selection criteria to predict future potential and examine past success. Noncognitive selection can best be defined as those intangible factors, typically of an interpersonal nature, that help predict a person’s future success. During this session, we will examine the current admission selection process (cognitive selection criteria) and what we believe is the process of the future (noncognitive selection criteria). Participants will learn how to identify and use noncognitive criteria to assess admission selection processes. Additionally, we will discuss barriers to implementation and identify methods for overcoming those impediments.

Speaker: Bryan Nance, Senior Admissions Officer, Johns Hopkins University, Maryland

PINK DEFYING GRAVITY

SANTA BARBARA B, LOBBY LEVEL

Research shows that girls' self-esteem peaks at the age of 9 and then takes a nosedive. Eating disorders, low self-esteem and depression are the most common mental health problems in girls. Statistics bear this out; for example, 59 percent of girls in grades 5 through 12 are dissatisfied with their body shape, and between 20 and 40 percent of girls begin dieting at age 10. By the age of 15, girls are twice as likely as boys to become depressed, according to the New York University Child Study Center. This session will introduce participants to the challenges facing today's girl, as well as the importance of creating opportunities to build the self-esteem of young women. After hearing from the presenters, participants will learn about and practice techniques for guiding female students to outlets that will boost their self-esteem and guide them to a healthier outlook.

Speakers: **Jarvis Daugherty**, High School Teacher, Spring ISD—Dekaney High School, Texas; **Jaya McNair**, High School Counselor, Humble ISD, Texas; **Malitta Taylor**, Licensed Professional Counselor, Riverside General Hospital, Texas

REALIZING THE POWER OF DATA IN ACCELERATING THE PERFORMANCE OF UNDERSERVED STUDENTS

SANTA ANITA B, LOBBY LEVEL

This presentation will examine a data-driven school-transformation process that addresses the issue of enhancing or developing the college- and workforce-readiness pipelines for all students, with specific attention to the challenges facing African American students. Using the lens of student-centered, culturally responsive instruction, participants examine and practice methods that engender proactive teaching and learning behaviors that accelerate the achievement of underperforming student groups.

Speakers: **Kendra Johnson**, Coordinator, and **Lisa Williams**, Coordinator, Baltimore County Public Schools, Maryland; **Kandice Taylor**, Principal, Golden Ring Middle School, Maryland

STRATEGIES FOR ENGAGING AFRICAN AMERICAN LEARNERS

SANTA ANITA A, LOBBY LEVEL

By examining current trends of young African American males in schools, participants will develop and design specific learning objectives to motivate students through their interests. Participants will invent a toolkit of anticipatory sets to invoke interest and set the foundation to inspire a dialogue that promotes authentic learning. Contemporary literature by Harry J. Holzer from Georgetown and Ronald B. Mincy from Columbia will be used to highlight the alarming and depressing reality for African American males at risk.

Speaker: **Nicole M. Adams**, Supervisor of Language Arts, Hillside High School, Pennsylvania

SUCCESS BEYOND THE TEST: FINDING AND USING STUDENT NONCOGNITIVE TRAITS

SAN GABRIEL B, LOBBY LEVEL

Over the past three years, Johnson C. Smith University has researched the behaviors and attitudes of its students to better intervene with advising when necessary, and to be able to better predict the academic performance of recruited students. This presentation will show a wide range of research and application, including analysis of data from the Cooperative Institutional Research Program (CIRP), the National Survey of Student Engagement (NSSE), and noncognitive surveys; course evaluation; standardized faculty feedback; and the usual cognitive predictors, such

as grades and standardized test scores. Participants will examine these through the lens of three separate goals: (1) to better advise and support students so that they retain and pass their courses, (2) to better predict the performance of admitted students to improve admission processes, and (3) to change the culture of the institution to emphasize the importance of personal attitudes and behaviors.

Speaker: **David Eubanks**, Dean of Academic Support Services and Professor of Mathematics, Johnson C. Smith University, North Carolina

TRANSFORMING THE EDUCATIONAL EXPERIENCE OF YOUNG MEN OF COLOR: SCHOOL COUNSELING SERIES

SANTA BARBARA C, LOBBY LEVEL

In 2011, the College Board's Advocacy & Policy Center launched the most comprehensive literature and landscape review and qualitative research study designed to improve the educational experiences and pathways of young men of color: *The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress*. This study focused on males in four ethnic/racial groups: African Americans, Native Americans, Asian Americans/Pacific Islanders, and Latino Americans. The research provided six recommendations and solutions for promoting the importance of college and career readiness among these populations. In response to the recommendations, the National Office for School Counselor Advocacy (NOSCA) developed a journal series to support K–12 school counselors in promoting the college and career readiness of young men of color. In this session, participants will analyze the research findings of the study and learn about the barriers that prevent young men of color from advancing through the education system. Participants will learn about the guest journal writers' perspectives and opinions of strategies and interventions that can be used to support young men of color in their college and career aspirations.

Speaker: **Jennifer Dunn**, Director, National Office for School Counselor Advocacy, The College Board, New York

UNDERSTANDING THE iGENERATION: THE NEW SCIENCE OF LEARNING

SANTA BARBARA A, LOBBY LEVEL

In this workshop, school administrators and teachers will explore and share perspectives relevant to the new science of the brain, learning and cognition. The focus of this workshop will be on how classroom instruction can be strategically aligned with the ways in which "iGeneration" students learn. Participants will be presented with groundbreaking research that challenges traditional notions of how students spend their (multitasking) time, direct their (creative) attention and become inspired (and motivated) to learn. Specific attention will be given to how the staggering global proliferation of cell phones, iPads, digital social networks, e-books, video games, wikis, email, texting, IMing, MP3 players, iPods, PS3s and personal computers, among other devices, are affecting the nature and cognitive process of learning.

Speaker: **Chris L. Hickey, Sr.**, Executive Director, Each One—Teach One Alliance for Academic Access, Achievement and Success, California

USING GOOGLE APPS TO BREAK DOWN AND COLLABORATE ON THE DBQ-WRITING PROCESS

SAN GABRIEL A, LOBBY LEVEL

This session will introduce participants to project ideas that will empower them to break down the process of writing document-based questions (DBQs). This will allow students to collaborate and reflect on their writing

process. Participants will learn how to use Google Docs to allow students to annotate documents and comment on peers' essays, as well as how to create a survey that will help students reflect on their experiences in writing the DBQ essay. Participants will also examine approaches for teaching students the elements of a high-quality essay and the differences between a mediocre thesis and a well-developed thesis.

Speaker: Emily Burton, Teacher, Santa Clara High School, California

various genres also broadens students' musical horizons. This is a hands-on workshop that will give participants an opportunity to practice strategies and tasks to use in their own classroom. Participants will be exposed to two strategies for capturing students' attention and develop plans for further engaging their students in literature.

Speaker: Glynetta Fletcher, Dean of Students, King Drew Magnet High School of Medicine and Science, California

CONNECTING RESEARCH, POLICY AND PRACTICE: THE URBAN LEAGUE APPROACH TO EDUCATION IN THE 21ST CENTURY

SAN BARBARA B, LOBBY LEVEL

African American student success is often wrongly attributed to school-based factors, when in fact it is the students' exposure to an array of educational and developmental opportunities such as out-of-school time programs, tutoring and internships, helps them grow into healthy, responsible adults. In this session, participants will learn how the Urban League movement incorporates policy, program and practice across the full pre-K–16 educational system. Participants will examine how communities and community-based organizations can lead and build innovative frameworks and approaches to accountability, student achievement, educational excellence and equity at scale. This session will provide participants with the tools to build systemic approaches to improve educational outcomes for African American and underserved youth.

Moderator: Hal Smith, Vice President, National Urban League, New York

Speakers: Esther Bush, President and CEO, Urban League of Greater Pittsburgh, Pennsylvania; **Blair Taylor**, President and CEO, Los Angeles Urban League, California; **Henry Thomas**, President and CEO, Urban League of Springfield, Inc., Massachusetts

MATH MAKES MIRACLES

PALOS VERDE, LOBBY LEVEL

This session will introduce participants to Legacy Roundtable, a cadre of educators, business leaders and community advocates who leverage resources and expertise to partner with institutions of higher education, including the University of California, Irvine, to develop and implement an intensive summer program. The program gives students an opportunity to receive college credit for accelerated summer classes, four months of free tutorial services as well as college advisement and career information about STEM (science, technology, engineering, and mathematics) majors. Participants will learn about the challenges, rewards and promise of this community-based initiative.

Speakers: Ingrid Johnson, Co-Founder and President, Council of African American Parents, California; **Charles Moore**, Owner, Moore Educational Services; **Tiana Otubuah**, Admissions Counselor and URM Coordinator, University of California, Irvine

MINORITY MALE STUDENTS — BUILDING BRIDGES TO SUCCESS

SANTA ANITA A, LOBBY LEVEL

This session will introduce participants to the Maricopa Minority Male Initiative, a program designed to improve retention and degree-completion rates. The initiative uses a multifaceted approach that encourages academic achievement; promotes personal and professional development; and provides support for minority male students to stay in college, graduate and achieve their goals. Participants will create an action plan for their institutions based on a review of the programs' main goals and examine

10:30–11:40 a.m.

BEST PRACTICES IN PARENT OUTREACH AND SERVICES

SANTA BARBARA A, LOBBY LEVEL

The Young Scholars Program in the San Francisco Bay Area has one of the best parent groups west of the Mississippi. This session will share strategies that empower parents to advocate for and support their children on the path to college. A continuum of parent involvement will be presented that begins with passive participation and leads to active involvement in program facilitation and leadership. Participants will learn how, through empowering parents, they can level the playing field, build understanding and increase the likelihood of parents' becoming partners in the college-preparation process. Participants learn about and practice techniques they can replicate to engage all parents, especially those from underrepresented and first-generation groups.

Speakers: Leasha Fort, Parent Co-Coordinator; **Michelle Goudeaux**, Parent Co-Coordinator; and **Jacqueline Rushing**, Founder and CEO, Young Scholars Program, California

BETTER PARTNERSHIPS FOR BETTER FUTURES: COLLEGE ACCESS FOR YOUTH IN FOSTER CARE

SAN GABRIEL C, LOBBY LEVEL

This session will examine a three-day summer residential program focused on improving educational access for youth in foster care. Participants will discover creative techniques, effective strategies and new models for improving educational awareness and access to higher education for youth in foster care. The session will explore the effective collaboration between a major university (UCLA), community-based nonprofit organizations (United Friends of the Children and Para Los Niños), and a major social service agency (Los Angeles County Department of Children and Family Services). Participants will discuss best practices for raising academic expectations, how to involve caregivers and how to make a budget work. Participants will acquire strategies that allow them to engage, support and foster educational achievement for youth in out-of-home care.

Speakers: Sonya Fife, Supervising Children's Social Worker and Independent Living Transition Coordinator, and **Robbie Odom**, Children Services Administrator II and Program Director, Independent Living Program, Los Angeles County Department of Children and Family Services, California; **Simone Rahotep**, Community Relations Coordinator, Undergraduate Admissions and Relations with Schools, University of California, Los Angeles, California; **Megan Rogers**, College Readiness Program Manager, United Friends of the Children, California; **Suelen Yancor**, Social Work Supervisor, Para Los Niños, California.

CLASSICAL LITERATURE ROCKS!

SAN GABRIEL B, LOBBY LEVEL

Using music in the English classroom changes the perception and attitudes of reticent and reluctant students. Music is a universal language that makes classical literature meaningful, relevant and accessible. The use of

Sessions

Thursday, April 26, 2012

some current community college best practices for serving minority male students.

Speakers: **Floyd Hardin, III**, District Office Minority Male Initiative Program Coordinator, Maricopa Community Colleges, Arizona; **Jason Martinez**, Director of Student and Educational Services, Estrella Mountain Community College, Arizona

THE SAT®: ADMISSION AND BEYOND

SANTA ANITA C, LOBBY LEVEL

So often people wonder why the SAT® is important and how it is used. In this session, enrollment leaders and College Board staff will examine the SAT and how it is used by enrollment professionals to meet an institution's strategic enrollment goals. Participants will also explore who the test serves, how it is developed, and its predictive power. Presenters will emphasize the particular opportunities to support underrepresented populations. Participants will leave this session with a deeper understanding of how to better leverage these assessments to support colleges and universities in their enrollment goals and students in their college aspirations.

Speakers: **Yvonne Da Silva**, Senior Director, SAT Higher Education Support and Outreach, The College Board, New York; **Rebeca Gómez Palacio**, Associate Director of Admissions, and Coordinator of Multicultural Recruitment, Barnard College, Columbia University, New York

REALIZING THE DREAMS: CRITICAL CONSIDERATIONS IN THE DEVELOPMENT OF AN AFRICAN AMERICAN MALE INITIATIVE FOR HIGHER EDUCATION

SANTA ANITA B, LOBBY LEVEL

As a result of persistent disparities in the graduation rates of African American male students compared to those of their peers, a number of institutions across the country have implemented programs to provide culturally relevant support for this population. While some highly publicized initiatives have achieved considerable success, others have failed to produce positive results, and many ideas never gain the traction needed for full implementation. In addition, many programs focus almost exclusively on strategies to help currently enrolled students, neglecting to fully address the importance of outreach efforts to develop healthy pipelines that better prepare K–12 students for success in higher education. The case of a current public historically black university that wishes to establish a new black male initiative will be used to stimulate collaborative conversations on the philosophy and best practices for this critical endeavor. Panelists and participants will consider the rich dynamics facing this university, explore relevant issues and challenges, and identify meaningful approaches for possible inclusion.

Speakers: **M. Christopher Brown**, President, Alcorn State University, Mississippi; **John Lee**, Policy Director, Advocacy & Policy Center, The College Board, New York

USING PRETEACHING TO NARROW THE ACHIEVEMENT GAP IN MATHEMATICS

SAN GABRIEL A, LOBBY LEVEL

Due to the rigidity of the honors- and standard-level tracks, enrollment into Calculus Honors by 12th grade has been impossible for students who have excelled at standard-level mathematics. The African American Scholars' Calculus Project (AASCP) has successfully narrowed the achievement gap by increasing the number of African American students who enroll into honors and advanced-level mathematics courses at Brookline High School in Massachusetts. The curriculum that supports the AASCP is composed of summer enrichment courses in mathematics that run between and

parallel to honors- and standard-level courses. Students who struggle in the honors sequence of courses have the option to use the summer enrichment classes to maintain their academic standing. At the same time, students who are successful in standard-level mathematics and are willing to work hard with additional academic support have the opportunity to enroll into Calculus Honors during their senior year. Participants will review the curriculum and assess the impact of preteaching challenging topics in mathematics by reviewing quantitative and qualitative data. Furthermore, participants will learn replicable strategies for narrowing the achievement gap in mathematics by creating summer enrichment courses that focus on preteaching core mathematical concepts. These strategies will help provide ongoing academic support during the school year, increase parental involvement and cultivate a strong academic culture at participants' respective institutions to promote high academic achievement for African American students.

Speakers: **Keith Lezama**, METCO Director, and **Adrian Mims**, Dean of Students, Brookline High School, Massachusetts

WE CAN'T READ: THE REAL REASON BEHIND BLACK UNDERACHIEVEMENT

SANTA BARBARA C, LOBBY LEVEL

"We Can't Read" explores some unspoken culprits of the black achievement gap: the post-elementary school absence of reading instruction for African American students and the lack of professional development in reading instruction for teachers of all subjects. Participants will examine culturally embedded beliefs about reading, consider reading achievement data for African Americans and other non-African American students, discover strategies that underperforming readers use to disguise their true reading ability, and learn ways to embed reading instruction into their educational practices.

Speaker: **Latosha Guy**, English Teacher and Reading Specialist, King Drew Magnet High School of Medicine and Science, California

11:50 a.m.–1:20 p.m.

PLENARY LUNCHEON: AWKWARD AND BLACK: THE CREATIVE MINDS BEHIND THE CRITICALLY ACCLAIMED "AWKWARD BLACK GIRL" WEB SERIES DISCUSS WHY BEING AWKWARD IS THE NEW COOL

SAN JOSE, SAN FRANCISCO, AND SACRAMENTO BALLROOMS, LEVEL 2

African American women are grossly underrepresented in mainstream film/television, particularly in scripted programming. As a result, increasing numbers of African American content creators are turning to the Web as an outlet to showcase diverse talent and programming specifically catered to diverse audiences. In this session, participants will hear from the creative minds behind the hit Web series, "The Misadventures of Awkward Black Girl" as they discuss their own educational experiences; how to use the digital space as a platform to launch your own artistic endeavors, produce and market a series with little to no funding; strategies for successful fundraising; and an examination of the depictions of African American women in mainstream media. The panel will look inside the writer's room, including an analysis of the characters and storylines. The panel will also feature clips from actual episodes as well as never-before-seen behind the scenes footage.

Speakers: **Tracy Oliver**, Producer/Writer/Actor, and **Madison T. Shockley III**, Actor/Marketing Director



A South Carolina native, **Tracy Oliver** came out west to attend Stanford University, where she majored in American Studies. At Stanford, Tracy was also very active in the theatre community, often wearing several hats — actor, writer, director and producer. She founded Blackstage in 2004, a theatre company devoted to showcasing works by African American artists, which is still active today. Following her graduation from Stanford, she was awarded a fellowship with the Academy of Television Arts and Sciences, as well as Women in Film. In May

2010, Tracy received her Master of Fine Arts from the University of Southern California's (USC) School of Cinematic Arts, specifically the Peter Stark Producing Program. While at USC, she wrote and produced the short film, *La Patisserie*, which won the 2009 Peter Stark Filmmaker's Award and was accepted into the Los Angeles Latino International Film Festival. She was also one of 10 finalists in the 2010 Coca Cola Refreshing Filmmakers competition. Since graduating from USC, Tracy has continued to pursue a career in writing, recently winning the top writing award at the Urban World Film Festival and BET for her feature script, *Marriage is for White People*, which Morgan Freeman is attached to produce. She's currently represented by CAA and Management 360.



A west Los Angeles native, **Madison T. Shockley III** grew up literally surrounded by the media and entertainment industry. Being equally passionate about business and entertainment, he started his own recording studio. He has worked as an executive assistant at independent and major entertainment companies like MLK Records and DreamWorks Animation. He has since become a leader in new media marketing as the marketing director for the hit Web series "The Misadventures of Awkward Black Girl." Madison also stars as

Fred, a principal love interest in the series. When he is not in the studio or on set, Madison is in Hollywood, networking and developing various entertainment projects and business start-ups.

Speaker: Monica Green, Assistant Director of Admission and Director of Templeton Scholars Program, Hanover College, Indiana

BE A THERMOSTAT! WHY JUST REFLECT CHANGE WHEN YOU CAN MAKE CHANGE? SUPPORT AFRICAN AMERICAN STUDENTS THROUGH EFFECTIVE RECRUITMENT AND RETENTION STRATEGIES

SANTA ANITA C, LOBBY LEVEL

This presentation is designed to explore ways in which strategic multicultural recruitment without multicultural retention goals can damage student achievement and success. Without proper retention strategies that directly assist students of color, recruitment efforts are arguably futile and can eventually support a perpetual cycle of dependency in the higher education attainment process. This presentation will address these issues and bring to fruition Cornel West's generationally pertinent quote, "You've got to be a thermostat rather than a thermometer. A thermostat shapes the climate of opinion; a thermometer just reflects." Presenters will identify proper retention strategies and the relationship between effective recruitment and meeting retention goals. Attendees will learn about and engage in innovative practices that shake the foundation of private liberal arts colleges if students, especially African American students, are to matriculate and succeed.

Speaker: Talyse Hampton, Admissions Counselor, Wells College, New York

BUILDING PARTNERSHIPS TO GROW COLLEGE READINESS AND SUCCESS

SAN GABRIEL C, LOBBY LEVEL

Research has repeatedly shown that if we are to increase college readiness and success — particularly for students who have been historically underserved — school districts, colleges, community organizations and businesses must work together. Creating such partnerships requires leadership, collaboration, innovation — and funding. After a brief overview of federal grants geared toward college readiness, participants will engage with panelists who have successfully secured competitive grants, and develop strategies for how to build innovative partnerships and position them to secure funding that can expand college readiness and success.

Speakers: Anita Cassity, Director, State and District Strategy and Outreach, The College Board, California; **James Lindsey**, Director, State and District Strategy and Outreach, The College Board, Texas; **Rashard J. Wright**, School Improvement Officer, Houston Independent School District, Texas; **Micaela Vazquez-Hahn**, GEAR UP 4 LA Director, Los Angeles Unified School District, California

ENGAGEMENT TO EMPOWERMENT: A HOLISTIC APPROACH TO INCREASING AFRICAN AMERICAN ACHIEVEMENT

SANTA ANITA B, LOBBY LEVEL

Hinsdale South High School is a racially and socioeconomically diverse high school in Chicago's western suburbs. In this session, attendees will examine how their approach resulted in increased AP[®] enrollment, enhanced community involvement and reduced student conflict using a broad-based approach and creative use of resources. Programs discussed will include summer and in-school support for AP participation; community-based, off-campus academic support; and one-on-one adult mentoring that supports transfer students who are new to the community. Attendees will create a plan to implement best practices for replicating programs at their own institutions.

1:30–2:40 p.m.

ATTRACTING AND AWARDED COMMUNITY BUILDERS

SAN GABRIEL B, LOBBY LEVEL

Hanover College's Benjamin Templeton Scholars Program is designed to identify and reward students who make leadership and cultural contributions to their high school communities in hopes that they in turn will make significant contributions at Hanover. Named for Hanover's first African American student Benjamin F. Templeton (1837) who progressed to lead the free black movement across Pennsylvania, the program's goal is to create a legacy of social justice, cultural diversity and tolerance based leadership that is worthy of Templeton's name. Once on campus, Templeton Scholars participate in a rigorous academic success and community involvement program. Participants will examine the program's creation and all tenants of Hanover's retention and academic successes initiatives in order to develop similar programs that increase the number of diverse students in their population and move into the realm of spreading cultural awareness throughout their campus communities.

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Speakers: **Matthew Guritz**, Department Chair; **Arwen Pokorny Lyp**, Assistant Principal for Curriculum and Instruction; and **Ayesha Truman**, Academic Support Program Coordinator, Hinsdale South High School, Illinois

FADE TO BLACK: REAL ISSUES FACING AFRICAN AMERICAN MALES AND A SYSTEMATIC APPROACH TO CONFRONTING THE CRISIS

SANTA ANITA A, LOBBY LEVEL

Within the educational arena, perhaps one of the most intriguing subjects is the existing and future status of African American males. This session will address some of the personal and societal issues that face African American males and the impact of these issues on these young men. Participants will develop a plan to implement a systematic framework to empower the lives of African American males.

Speaker: **Lawell White**, School Guidance Counselor, Landstown High School and Technology Academy, Virginia

A LOW-DOWN DIRTY SHAME! HOW WE CAN DESTROY THE CRADLE-TO-SCHOOL AND SCHOOL-TO-PRISON PIPELINES

SANTA BARBARA A, LOBBY LEVEL

From Reconstruction to the 21st century, the number of arrests and incarcerations of African Americans has increased at an alarming rate. History has repeatedly shown that the justice system in the United States has rarely, if ever, been "just" to African American men and women. Moreover, the justice system has historically treated and continues to treat African Americans more harshly than it treats white people and members of other racial groups. During this presentation, participants will examine archival data and recent statistics; more importantly, they will also learn how they can help to destroy the cradle-to-prison and school-to-prison pipelines.

Speaker: **Gail L. Thompson**, Endowed Professor of Education, Fayetteville State University, North Carolina

OVERCOMING BARRIERS TO SUCCESS: A PATHWAYS INITIATIVE

SANTA BARBARA C, LOBBY LEVEL

Pathways College Preparatory School: A College Board School was established in 2005 to address the needs of an underserved, predominantly African American community in southeastern Queens, N.Y. Through strategic partnerships with organizations such as the College Board, College Summit and Adelphi University, Pathways has gone from being a standard high school to a vibrant early college school. The school's graduation rates are 20 percent higher than the citywide average, and it has solid college enrollment rates; students, therefore, leave Pathways ready for college and career. Because of the school's partnerships and the collaborative planning of its staff and administration, Pathways has recently received grant funding totaling more than \$600,000. Participants in this session will analyze effective partnerships, and learn about data sharing and innovative instruction have contributed to a sustainable model for increasing college enrollment rates and fostering a college-going culture.

Speakers: **Camille Jacobs**, Assistant Principal, and **Michele Shannon**, Founding Principal, Pathways College Preparatory School, New York; **Gary Linnen**, Operations Program Manager, College Summit, New York

PEERING INTO THE FUTURE

SAN GABRIEL A, LOBBY LEVEL

Participants will learn from high school students, a principal and a district coordinator about ways to empower students to mentor and counsel their peers to be successful in high school, and beyond. Administrators, counselors and teachers will examine the curricula used in peer graduation counseling and hear from students in the senior mentoring program to identify ways these experiences would work in other schools. Participants will add successful strategies and resources to their tool kit to deal with these challenges; Keeping students in school and not dropping out, helping students succeed in school, teaching students management skills, and leading students through a goal-setting process for college and career.

Speakers: **Mary Jackson-Freeny**, Intervention Dropout Recovery Advisor, Los Angeles Unified School District - Local District 7, California; **Shanice Buggs**, Student, **Bre'Ahjane Sanders**, Student, **Reggit Stephens**, Student, and **Michelle Woods**, Principal, King Drew Magnet High School of Medicine and Science, California

THE "WOW FACTOR EFFECT": FUELING PASSION THROUGH PROFESSIONAL ENGAGEMENT

SANTA BARBARA B, LOBBY LEVEL

The FAB Network, a professional development company providing career and collaborative opportunities between students and professionals, has identified a disconnect between educational institutions and real-world practices. In response to this, The FAB Network has created the "WOW Factor Effect," a comprehensive curriculum and approach designed to help students identify their special and unique qualities. The program is also intended to help students understand the ways in which their personal and professional goals are directly related to their academic subjects. In this session, the presenter will highlight the importance of the "WOW Factor Effect," collaborative learning techniques and practical-application teaching strategies. Participants will dissect the significance of broadening the curriculum to include real-world experiences and develop a personalized strategy for how to foster students' creativity, independence and desire to design their own path. Attendees will leave with a strategic blueprint focused on a more rigorous learning environment, in which students can harness their "WOW Factor" and positively exploit their intellect and skills in the classroom and as future professionals.

Speaker: **Jessica Styles**, Professional Coach and Founder, The FAB Network, New York

2:50–4 p.m.

THE 12 MUST DOS FOR AFRICAN AMERICAN MALES (AND THEY'RE GOOD FOR ALL STUDENTS, TOO!)

SANTA ANITA A, LOBBY LEVEL

In this session, participants will examine and learn the 12 MUST DOs for recruiting, retaining and supporting African American males in rigorous courses leading to college readiness and success in a global society. Advancement Via Individual Determination (AVID), currently in the third year of its African American Male Initiative, is working with schools around the nation to specifically address issues of equity in and access to rigorous courses. The goal of this program is to raise the achievement of all students, but it has a specific focus on African American males. The program has experienced great success in closing the opportunity gap and has increased the number of African American males enrolled in AP courses. Participants will also learn how AVID Center is using professional development in culturally relevant teaching as a means to address the beliefs, biases and expectations of educators.

Speakers: **Patrick Briggs**, AVID Texas State Assistant Director, AVID Center, Texas; **Linda Powell-McMillan**, National Director of Program Development, AVID Center, California

ACADEMIC AFFAIRS AND STUDENT AFFAIRS MEET TO ADDRESS THE RECRUITMENT AND RETENTION OF AFRICAN AMERICANS

SANTA ANITA C, LOBBY LEVEL

In 2011, Cal Poly Pomona was awarded an endowment to increase access to educational opportunities. A group of academic and student affairs personnel has convened to address the critical issues surrounding challenges and opportunities available in the recruitment and persistence of African American and Native American students. Both student groups continue to be underrepresented at universities and perform at rates much lower than peers in the overall student population. Join us to hear about how these groups have approached the challenges given to them, and to receive recommendations for university administrators. Participants will learn strategies on accessing appropriate institutional data, including student demographics, admission data, engagement and academic trends, and performance success statistics currently available for African American and Native American students. Participants will also actively engage in an open discussion of institutional barriers that exist for these two student populations and discuss the committee's recommendations for campus consideration.

Speakers: **Deborah Brandon**, Executive Director, Admissions and Outreach; **Sandy Dixon**, Associate Professor, Ethnic and Women's Studies; **Irvin Harrison**, Coordinator of the Native American Student Center; and **Teshia Young Roby**, Assistant Professor, College of Education and Integrative Studies, California State Polytechnic University, Pomona, California

THE AFRICAN AMERICAN COMMUNITY COLLEGE TRANSFER EXPERIENCE

SANTA ANITA B, LOBBY LEVEL

This session will focus on programs that assist African American students to transfer from community colleges to four-year research institutions such as the University of California, Los Angeles (UCLA). Participants will learn about the educational pipeline, the challenges in following a transfer path and strategies to address these challenges, including UCLA's Summer Transfer Program (STP) and peer mentoring program. Additionally, participants will learn how these programs use critical race theory and the concept of a transfer-receptive culture as frameworks for practices, and discuss and develop a plan for how they can apply these concepts to their own work.

Speakers: **Santiago Bernal**, Assistant Director, UCLA Center for Community College Partnerships, California; **Curtis Baxter**, Peer Mentor, and **Mitzi Milliner**, Peer Mentor, University of California, Los Angeles, California

THE AFRICAN AMERICAN MALE MENTORSHIP PROGRAM AT TEXAS A&M UNIVERSITY-COMMERCE

SAN GABRIEL C, LOBBY LEVEL

African American males face a number of obstacles to success in college. Often characterized as being in need of remediation or special forms of academic support, traditional forms of assistance may actually produce lowered expectations and diminished self efficacy. The African American Male Mentorship Program at Texas A&M University-Commerce inverts this model by providing these students the opportunity to interact with high-achieving male role models both on and off campus, reinforced by

frequent interaction with assigned mentors who challenge their mentees to perform at the highest level. Program partners include trained student service professionals, the Office of Greek Life, and members of African American fraternities on campus. Participants will review and discuss how to cultivate success and leadership skills by using this program as a model that produces improved retention and graduation rates for a population traditionally characterized as "at-risk."

Speaker: **Dan R. Jones**, President, Texas A&M University-Commerce

AUTHENTIC STEM INSTRUCTION FOR MINORITY SECONDARY STUDENTS

SAN GABRIEL A, LOBBY LEVEL

The Physics First Academy, a STEM program in the Westbury Union Free School District in Westbury, N.Y., is focused on uniting local resources to formulate a STEM curriculum and problem-based learning. Participants of this workshop will, among other things, gain insight into the step-by-step procedures for identifying students; learn the processes for coordinating the utilization of agencies, museums, universities and the natural environment; be able to understand informal and formal assessments of student performance; and gain understanding into the variables that affect both summative and formative assessments. The ultimate success of the model will be demonstrated by the shared data on student performance in each of the sciences. Participants will also receive suggested materials and instructional strategies that will assist them in developing their own best practices.

Speakers: **Brandon Brumsic**, District-Wide Science Chairperson, and **Constance R. Clark-Snead**, Superintendent, Westbury Union Free School District, New York

A CULTURALLY RESPONSIVE COLLABORATIVE PROJECT

SANTA BARBARA B, LOBBY LEVEL

In this session attendees will learn about a university-community collaborative model that supports community- and faith-based organizations in their efforts to develop and empower future African American leaders in the fields of mathematics and science. The cornerstone of this project, the California State University (CSU) Summer Algebra Institute (SAI), seeks to mobilize community partnerships and increase the efficacy of African American students by providing culturally responsive mathematics instruction. The program uses a standards-based, culturally relevant mathematics curriculum compiled to enhance academic performance, nurture college-going aspirations and accelerate mathematics skills acquisition of underserved and vulnerable middle school students. Attendees will gain an understanding of the key components of the model, learn about the cognitive and affective objectives and outcomes of SAI, and how to use the applicable strategies with their own students.

Speakers: **Rehema Gray**, Professor and Project Coordinator, California State University, Northridge, California; **Jacqueline M. Mimms**, Associate Vice President, Division of Enrollment Management, California State University, Bakersfield, California

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

SAN GABRIEL B, LOBBY LEVEL

The College Board offers a comprehensive suite of free tools and resources to help students 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.

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Participants will develop strategies for increasing access to these resources at their schools and districts to help ensure that all students receive the information they need to engage in and participate in the college-going process.

Speaker: Antoinette Crockrell, Executive Director, SAT Readiness Program, The College Board, New York

MOVING FORWARD ON OUR JOURNEY THROUGH REFLECTION: A SCHOOL SYSTEM'S EFFORTS TO IMPROVE THE ACADEMIC ACHIEVEMENT OF AFRICAN AMERICAN MALES

SANTA BARBARA A, LOBBY LEVEL

In an effort to close the achievement gap for all students — with a particular focus on African American males — Virginia Beach City Public Schools has incorporated an objective into its strategic plan that specifically addresses the achievement gap. With the implementation of this objective, the division has adopted several research-based practices and strategies in relation to the achievement gap and designed its own professional learning resources to support its instructional staff in closing the achievement gap. One such resource is an awareness video that features an unscripted conversation among three African American male students and a district teacher. Through case studies, Virginia Beach City Public Schools revisits the three young men of the unscripted conversation and examines their unique development within the school division since the implementation of the strategic plan. In this session, participants will have an opportunity to examine Virginia Beach City Public Schools' case study of three African American male students as a means of addressing the complex issue of race and equity in education for this particular population.

Speakers: Esther Monclova-Johnson, Director of Equity Affairs, and **Chivaz Pruitt**, Teacher Leader, Virginia Beach City Public Schools, Virginia

THE PURSUIT OF COLLEGE READINESS

SANTA BARBARA C, LOBBY LEVEL

This interactive presentation will increase each participant's awareness of why college readiness matters and how African American students struggle with meeting their college instructors' expectations, along with specific ways in which teachers can make college graduation a reality for their students. Participants will receive practical, research-based tools that prepare middle and high school students to graduate from college. Participants will also gain insights into the four key elements for college success based on the work of David T. Conley. This presentation tackles how middle and high school teachers can play a critical role in their students' confidence level and achievement as these students prepare to attend college. Participants will leave this session with a plan to implement best practices.

Speaker: Bridget Lambright, Teacher, Cleveland Heights High School, Ohio

4:10–5:30 p.m.

AFTERNOON PLENARY: PREPARING AFRICAN AMERICAN STUDENTS FOR STEM FIELDS

SAN JOSE, SAN FRANCISCO AND SACRAMENTO BALLROOMS, LEVEL 2

Reaffirming and strengthening the United States' place as an innovator in science, technology, engineering and mathematics (STEM) is vital, and meeting the needs of the workforce requires advancing STEM education. Research indicates that there is a dearth of African American undergraduates who are entering STEM academic fields and professions. Due to the shifting nature of industry needs, it is important to excite African

American students toward STEM studies, and prepare African American students to fill new and growing fields in the 21st century. In this session, representatives from STEM stakeholders convene to discuss the state of STEM education in the U.S. and the importance of educating African American students for STEM careers.

Moderator: Arlene Wesley Cash, Vice President for Enrollment Management, Spelman College, Georgia

Speakers: Jeff Forbes, Program Director, National Science Foundation, Virginia; **Chris L. Hickey, Sr.**, Executive Director, Each One-Teach One, California; **Linda T. Murray**, Consultant, The Education Trust-West (ETW), California; **Robert (Bob) Shepard**, Founding Executive Director, Science and Engineering Alliance, Inc. (SEA), District of Columbia



Arlene Wesley Cash leads the recruitment, retention and outcomes programs at Spelman College as their inaugural vice president for enrollment management since 2003. This division includes the offices of admissions, financial aid, coop programs, the registrar and career planning and development. Before arriving at Spelman, Arlene served as the dean of enrollment at the University of Arkansas, Fayetteville, the associate dean of enrollment and director of admissions at the University of Massachusetts, Amherst, the associate director

of admissions at Boston University, the associate dean of admissions at Brandeis University, and the associate dean for graduate recruitment at Kent State University.

During her 30 year career in higher education, Arlene has aligned herself in support of and in service to TRIO Programs and retention issues. She has worked closely with the UNCF, IHEP and other national organizations focused on the access and success of underrepresented and nontraditional student populations. An active member of NACAC, Cash served as the codirector of its CHIEF Enrollment Managers seminar. She is a member of the College Board's Commission on Access, Admissions and Success in Higher Education and their Task Force on Admissions for the 21st Century and serves on the Harvard Summer Admissions Program faculty. Arlene has provided commentary on the state of admission on the *Today Show*, NPR and PBS, and in a number of print publications.

Cash graduated from Keuka College with a B.A. in English and philosophy and earned her M.A. in philosophy at Kent State University. She is currently in the University of Georgia, School of Education Doctoral Program.



Jeff Forbes works at the National Science Foundation as a program director for the Education and Workforce Cluster in the Division of Computer and Network Systems, Directorate for Computer and Information Science and Engineering. He is currently on leave from Duke University where he is an associate professor of the Practice of Computer Science. He received his B.S. and Ph.D. in computer science from Stanford University and the University of California, Berkeley, respectively. His research interests

include computer science education, intelligent agents and social information processing.



Chris L. Hickey Sr. is the founder and executive director of Each One—Teach One Alliance for Academic Access, Achievement and Success, an organization that focuses on efforts to heighten community awareness of the overwhelming importance of reforming educational practices targeting at-risk youth. He also serves as the director of instructional technology systems consultancy, a firm that provides full service technology planning and implementation for schools and other instructional settings. From 1996 to 2005, Hickey served as the director of

technology at a prestigious college preparatory school in Los Angeles, after serving on the school's Board of Trustees for two years. Currently he works as a senior learning consultant for Kaiser Permanente Southern California, on their HealthConnect Electronic Medical Records implementation project. In various capacities, Hickey has worked with a number of community organizations such as the Western Regional Council on Educating Black Children (WRCEBC), Black Data Processing Association of Los Angeles, Brother-to-Brother Los Angeles, and the Association of Pan-African Doctoral Scholars. Hickey holds a B.A. from Antioch University, Los Angeles, in liberal arts and an M.A. from Pepperdine University in educational technology. Currently he is a Ph.D. candidate in leadership and change at Antioch University, Yellow Springs, Ohio. A lover of life and children, Hickey finds every opportunity to not only teach, provide direction and mentor but also to laugh and enjoy the spirited enthusiasm of young people of all ages, including his own 31-year-old son and 29-year-old daughter.



Robert L. (Bob) Shepard is the founding executive director of Science and Engineering Alliance, Inc. (SEA). Employing a multilayered approach focused on harnessing the collective capabilities of four historically black colleges and universities (HBCUs), SEA was formed in 1990 with the explicit goal of helping these schools increase their capacity to participate in federal research and development projects leading to improved infrastructures and expanded funding. After 21 years serving in this capacity, SEA has emerged as an entity uniquely positioned to now

serve the broader HBCU research community and other minority-serving institutions (MSIs) desiring to improve their research infrastructure.

Shepard earned a B.S. degree from Saint Augustine's College, and an M.S. and a Ph.D. from Howard University, all in chemistry. He conducted research at the Celanese Corporation, the U.S. Naval Research Laboratory and the U.S. Nuclear Regulatory Commission. He has traveled internationally to engage in research collaborations and present his work in Scotland, England, France, Germany, Austria, Italy, China and Africa.

He serves on several advisory boards and is a member of various societies and organizations. He was a Sigma Xi Distinguished Lecturer and has received numerous awards and honors. In 1998, he was selected by Howard University's Chemistry Department as their "Most Distinguished Graduate with Leadership Potential for the 21st Century." Also in 1998, the city council of Jackson, Miss., awarded him the "21st Century Trailblazer Award." In 2006, Shepard was named recipient of the "Emerald Honors in Educational Leadership Award" by *Science Spectrum* magazine.

Shepard and his wife, Alzonja (St. Augustine's graduate in class of 1971) reside in Silver Spring, Md. They are the proud parents and grandparents of three children and three grandchildren.

5:30–7 p.m.

EVENING RECEPTION

SAN DIEGO BALLROOM, LEVEL 2

Please join us for an evening reception, where you'll find 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.



Linda T. Murray is currently serving as a consultant to The Education Trust-West (ETW) and has been responsible for helping to lead the practice work of the organization in California for the past eight years. Her work has been centered around high school reform to ensure that all California graduates are college and career ready.

As a statewide advocate for school reform, she served on State Superintendent Jack O'Connell's P-16 Commission, which focused on closing achievement and opportunity gaps in California's

public schools, and was a member of the California Diploma Project Leadership Team, which focused on aligning college and career readiness standards across K-12 and all of the higher education sectors.

Prior to joining ETW, Murray served as superintendent of schools for the San Jose Unified School District for 11 years from 1993-2004. Under her leadership, the district raised its graduation requirements in 1998 to meet the University of California and California State University entrance requirements (commonly called A-G). Significant increases in college and career readiness have been documented over the years, with no negative impact on graduation rates. In addition, achievement and opportunity gaps in San Jose Unified have narrowed across the K-12 spectrum.

In her work with the ETW, Dr. Murray has been responsible for the creation of educational opportunity audit and blueprint tools that have been used in nine school districts in California to help move a college- and career-ready agenda. Her experiences in implementing A-G in San Jose and a presentation of the tools are the subject of a field book she has authored recently, *Diploma Matters: A Field Guide to College and Career Readiness*.

Sessions

Friday, April 27, 2012

7 a.m.–1:20 p.m.

REGISTRATION

SAN DIEGO REGISTRATION BOOTH, LEVEL 2

7–7:45 a.m.

CONTINENTAL BREAKFAST

CALIFORNIA BALLROOM FOYER

8–9:10 a.m.

BUILDING A NEIGHBORHOOD IN THE BURBS: SUPPORTING AN AFRICAN AMERICAN PARENT GROUP

SAN GABRIEL C, LOBBY LEVEL

This session will introduce participants to PATHS, a parent program at Neuqua Valley High School (Naperville, Ill.) that was started by a diverse group of African American parents. The program's goals are to foster collaboration with the school and its administration, and to inform African American parents and students on topics related to high school success and college readiness. As the program has evolved, it has taken on the mission of building a neighborhood of parents motivated to address gaps in African American achievement. The group has engaged the community through parent and student workshops on motivation, achievement and resources. The evolution of this group has provoked dialogue about using an Afrocentric approach, turning criticism into action and developing authentic parent leadership. Participants will discuss how to implement parent programs when they return to their institutions.

Speakers: **Robert McBride**, Principal, and **Tyrone Smith**, Assistant Principal for Student Support, Neuqua Valley High School, Illinois

COLLEGE ACCESS AND WHAT'S AFTER HIGH SCHOOL PROGRAM DEVELOPMENT

SANTA ANITA B, LOBBY LEVEL

This session will provide participants with a uniform and consistent student support and counseling services model to assist students from economically disadvantaged backgrounds who have the potential to become first-generation college students. Activities will allow participants to survey and develop plans that establish partnerships with school counselors, community organizations, students and parents. Information will be reviewed to assist in seeking grant funding and community partnerships in participants' local communities. The session objectives are derived from the Alamance Burlington Schools' College Access/What's After High School? program, a college-access and career-awareness outreach program developed to identify and cultivate interactive, formal and informal networks of people and organizations that can engage students and their families in the preparation and life skills necessary for a successful 21st-century college and/or career path after high school. The program's objective is to lay a foundation within and between high schools and their respective communities that will connect the middle schools and elementary schools that feed the county's high schools.

Speakers: **Vernetta Bridges**, ABSS Lead Counselor; **Robyn Hadley**, Program Director, What's After High School?; and **LaJuana Norfleet**, Lead Counselor, Alamance Burlington Schools, North Carolina

DO CULTURAL ATTITUDES MATTER? THE ROLE OF CULTURAL ORIENTATION ON ACADEMIC SELF- CONCEPT AMONG BLACK AND AFRICAN-DESCENT COLLEGE STUDENTS

SANTA ANITA C, LOBBY LEVEL

Academic self-concept (ASC), a student's sense of efficacy related to academic tasks, is related to academic achievement and has been found to affect black and African-descent college students differently. The results of an empirical study will be presented, and the practice implications for recruitment and retention of black and African-descent students will be discussed. Participants will learn strategies for developing ASC among their black and African-descent student body, draft a plan of action appropriate for implementation in their academic setting, and construct a plan of accountability and an outcomes evaluation.

Speaker: **Wendi Williams**, Assistant Professor, Long Island University, Brooklyn Campus, New York

EXPANDING THE DREAM: EMPOWERING AFRICAN AMERICAN FEMALES TO EMBRACE THEIR MINDS AND THINK BEYOND THEIR BODIES

SANTA BARBARA B, LOBBY LEVEL

This session will examine the African American female student and her need for social significance in environments where she is continually marginalized and culturally defined by others. Participants will explore how a lack of positive role models and images, the abundance of misogynistic music lyrics in today's music, and a perpetual absence from positive social constructs affect the ability of the African American female to define herself on her own terms, both socially as well as academically. The session will include an examination of case studies and statistics on graduation rates, teenage pregnancy and participation in honors and AP-level courses. Participants will also be introduced to strategies for academic and social empowerment, and review data from North Dorchester High School's mentoring and social programs.

Speakers: **Denise Aldridge**, English Teacher, **Shardae Harmon**, Math Teacher, and **Cynthia Roberson**, English Teacher, North Dorchester High School, Maryland

AN INSTITUTION'S STRATEGIC APPROACH TO ENSURING ACCESS AND SUCCESS FOR MEN OF COLOR

SANTA ANITA A, LOBBY LEVEL

Boston's Wheelock College is a four-year private institution with a public mission: The institution has recently sought to strategically address issues of college readiness, access and success for males of color. The college implemented a robust continuum of programs and services spanning early awareness and precollegiate programs, admission recruitment strategies, and college student success and retention efforts that resulted in a substantial increase in the number of males of color ready for, enrolling in and graduating from the institution. Participants in this session will examine Wheelock's model and discern ways to adapt or replicate these practices.

Speakers: **Ceronne Daly**, Director, Office of Pre-Collegiate and College Access Programs, and **Adrian Haugabrook**, Vice President of Enrollment Management and Student Success, Wheelock College, Massachusetts

IT'S OKAY TO BE YOUNG, GIFTED AND BLACK!

SAN GABRIEL B, LOBBY LEVEL

This session focuses on exploring practical and effective strategies for helping male African American students understand that it is okay to be

gifted, male and black. Participants will have an opportunity to explore and review strategies that strike a balance between nurturing and challenging gifted African American male students. They will also learn specific strategies for creating and maintaining a classroom climate that promotes and supports the formation of peer groups that have high academic achievement as a goal. The session will also examine building a support network of family members and other significant adults, which is critical to working with black male students to help change their attitudes about being strong academic scholars.

Speakers: **Nakisha Polite**, Lead Math Teacher, Jonesboro High School, Georgia

MAXIMIZING EQUITY AND ACCESS IN K–12 SCHOOLS

SANTA BARBARA A, LOBBY LEVEL

Participants will learn the organizational and individual behaviors that support exclusive, passive and inclusive relationships and environments in K–12 schools. Participants will also examine the assumptions, actions, attitudes and achievements that prevail in organizations. The presenters will work with participants to consider how these behaviors may exist in their own institutions, and how to foster healthy environments that maximize equity and access for all students.

Speakers: **Odetta Duggan**, Director, Advanced Placement, Equity and Access Initiatives, The College Board, New York; **Leslie Saunders**, Principal Strategist & Consultant, LMS Consulting, Georgia

STRATEGIES THAT HELP AFRICAN AMERICAN STUDENTS EXCEL IN STEM

SANTA BARBARA C, LOBBY LEVEL

Research funded by the National Science Foundation (NSF) shows that many children are not self-identifying with STEM and feel that they don't belong there. Negative factors in the environment reinforce this. Other studies have found that introducing STEM concepts early in life helps with science learning later. This session will give participants an overview of the findings from current NSF research projects about how to improve STEM learning for African American students. Participants will take away strategies that can easily be replicated for improving STEM learning at their own institutions.

Speaker: **Celestine H. Pea**, Program Director, National Science Foundation, Virginia

ON-TARGET PREPARATION AND LIFE-APPLICATION EXPERIENCES TO GROW TOMORROW'S LEADERS

SAN GABRIEL A, LOBBY LEVEL

Imagine the impact of change for an eighth-grade student of low income who evolves from having an interest in gang activity to becoming an honor student, acting as a school ambassador at local events, being named the 2010 top middle school student by his community's mayor, networking with top executives, visiting the New York Stock Exchange, and seeing himself on a billboard in Times Square. These achievements and many more were made by one young man who walked away from gang influence and joined the Elite Gentlemen Club at Campbell Middle School in Smyrna, Ga. This session will present the program format, curriculum guide and activities used by the Elite Gentlemen Club to provide realistic life-application experiences for middle and high school males at schools serving low-income families. Participants will develop a strategic plan that can be used to facilitate such changes for other youth and how to garner community and corporate sponsorship to support these efforts.

Speakers: **Raphael Hall**, Teacher, Vernon Ivory, Inter-Related Resource/Paraprofessional, and **Andrew Kutscher**, Teacher, and **Rose Wilkins**, Educator/Sponsor; Campbell Middle School (Elite Gentlemen Club), Georgia

9:20–10:30 a.m.

MORNING PLENARY: LEADERSHIP MATTERS: A CONVERSATION WITH COLLEGE BOARD TRUSTEES

SAN JOSE, SAN FRANCISCO AND SACRAMENTO BALLROOMS, LEVEL 2

Let us make a special effort to stop communicating with each other, so we can have some conversation. – Mark Twain

The College Board, an organization with more than 6,000 institutional/associational members, is governed by a 31-member Board of Trustees, elected by College Board member delegates. This session will provide participants with the opportunity to hear from current members of the Board of Trustees — and for them to hear from you; to better understand the College Board and its priorities; and to learn about ways to become more involved with the organization.

Moderator: **Peter Negroni**, Senior Vice President, Relationship Development, The College Board, New York

Speakers: **Arlene C. Ackerman**, Former Superintendent, The School District of Philadelphia, Pennsylvania; **Frank Ashley**, Vice Chancellor Recruiting and Diversity, The Texas A&M University System; **Douglas L. Christiansen**, Vice Provost for Enrollment and Dean of Admissions, Vanderbilt University, Tennessee; **Youlonda Copeland-Morgan**, Associate Vice Chancellor for Enrollment Management, University of California, Los Angeles; **Willie J. Gilchrist**, Chancellor, Elizabeth City State University, North Carolina; **Pamela T. Horne**, Associate Vice Provost for Enrollment Management and Dean of Admissions, Purdue University, Indiana; **Maghan Keita**, Professor, Villanova University, Pennsylvania; **Janina Montero**, Vice Chancellor - Student Affairs, University of California, Los Angeles; **Adrian Mims**, Dean of Students, Brookline High School, Massachusetts; **Michael M. Shackleford**, Vice President for Student Affairs, Virginia State University

10:40–11:50 a.m.

AAMPED UP!: AFRICAN AMERICAN MENTORING PROGRAM (AAMP) IN HIGHER EDUCATION

SANTA ANITA A, LOBBY LEVEL

Acknowledging, recording, retelling and addressing the African American graduate student experience is vitally important to success in higher education. One of the key elements to addressing the graduate student experience is through mentorship. The goal of the African American Mentoring Program (AAMP) is to recruit, retain and sustain students of African descent in graduate-level programs. AAMP is devoted to ensuring that the educational experiences of students are supported, mentored and fostered. It seeks to enhance students' professional growth, self-awareness, self-confidence, cultural responsiveness and historical presence. This session will highlight the historical context of AAMP, the purpose and goals of AAMP, and program outcomes. AAMP's current students, alumni and mentors will share their personal stories of impact and effectiveness, including stories of how the program addressed feelings of isolation, racism and discrimination; encouraged a will to press toward the mark; and inspired travel to South Africa. Session attendees will receive support and feedback in the development of action plans for their own mentoring programs.

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organizations to create access and

opportunity in underserved communities,

improve the health of low-income people,

support artistic expression, increase college


achievement, assist in the revitalization of

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Sessions

Friday, April 27, 2012

Speakers: **Beverly Booker**, Assistant Professor, California State University, Long Beach; **Jessica Dishmon**, School Psychologist, Clark County School District, Nevada; **Nola Butler-Byrd**, Associate Professor; **Regina Brandon**, Assistant Professor; **Tonika Green**, Associate Professor; **Angela McIntosh**, Associate Professor; **Nicholas McIntosh**, Graduate Student; **Niecy Watkins**, Graduate Student, San Diego State University, California

A CALIFORNIA STATE UNIVERSITY AFRICAN AMERICAN INITIATIVE

SAN GABRIEL C, LOBBY LEVEL

The California State University (CSU) African American Initiative is a nontraditional partnership with faith-based California churches serving predominantly African American congregations. The goal of the initiative is to increase the college preparation, enrollment and graduation rates of African American students. CSU and churches began to share institutional resources to increase parents' and students' awareness about higher education and the steps to get to and graduate from a four-year university. Attendees of this session will learn about prioritizing students with the least opportunity, creating partnerships with faith-based organizations to close opportunity gaps, and increasing the numbers of underserved students who attend and graduate from college.

Speakers: **Jorge Haynes**, Senior Director, External Relations, The California State University, Office of the Chancellor, California; **Jacqueline Mimms**, Associate Vice President, California State University, Bakersfield, California; **Anthony (Tony) Ross**, Vice President for Student Affairs and Associate Professor in the Charge College of Education, and **Barbara Young**, Consultant, CSU African American Initiative, California State University, Los Angeles, California

CDF FREEDOM SCHOOLS

SANTA ANITA B, LOBBY LEVEL

Participants will examine the data for and impact on student achievement of the Children's Defense Fund (CDF) Freedom Schools program. The program provides high-quality summer learning for K-12 students through a research-based, multicultural curriculum that supports children and families around five essential components: high-quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, mental and physical health.

Speakers: **Thomas Maridada**, Superintendent; **Jeanne Middleton-Hairston**, National Director of CDF Freedom Schools; and **Eric Tremayne Mayes**, National Deputy Director of CDF Freedom Schools, Children's Defense Fund, Washington, D.C.

DEFINING CULTURAL COMPETENCE

SANTA BARBARA C, LOBBY LEVEL

What is cultural competence? What does it look like in our classrooms and administrative offices? Most importantly, why do educators commit to becoming culturally competent and how do they go about it? Participants in this session will listen to, reflect on and engage in short, interactive activities that will bring this topic to life and make it personally meaningful. As a result of attending this workshop, participants will leave with a definition of cultural competence, an understanding of why cultural competence is critical for educators, concrete examples of everyday behaviors that constitute cultural competence and incompetence, and four simple steps for becoming more culturally competent.

Speaker: **Darryle Craig**, Program Manager, Fairfax County Public Schools, Virginia

I, TOO, SING! HEARING AFRICAN AMERICAN VOICES AT A PREDOMINANTLY WHITE PRIVATE SCHOOL

SAN GABRIEL B, LOBBY LEVEL

Participants will learn about a cross-curricular African American affinity program that celebrates black heritage in a predominantly white school. This affinity program has worked well at Saint Mary's School, a mostly white, all-girls, faith-based private boarding-and-day school in Raleigh, N.C. Session participants will learn how to raise awareness and give a voice to an often-overlooked group of students through a special chapel service, a month-long lecture series, an African American read-in program and focused, cross-curricular initiatives. This student-centered affinity program is enjoyed by the entire school community and is one of the highlights on the school calendar. The African American read-in, in particular, draws a wide audience.

Speakers: **Karsten Tyson**, Spanish Instructor, and **Clarice Moran**, English Instructor, Saint Mary's School, North Carolina

IF YOU BUILD IT THEY WILL COME: MINORITY RECRUITMENT AND RETENTION FOR PREDOMINANTLY WHITE INSTITUTIONS IN HOMOGENEOUS COMMUNITIES AND REGIONS

SANTA ANITA C, LOBBY LEVEL

This session is designed to aid in the recruitment and retention of a diverse cultural community to and within predominantly Anglo-American institutions that are located in predominantly Anglo-American communities. Multicultural recruitment and retention is a challenge for most higher learning institutions, but for colleges and universities in predominantly white rural or suburban areas, these challenges often appear insurmountable. Fortunately, these seemingly large hurdles can be conquered by identifying barriers between the institution and its target population, building a successful student-of-color recruitment plan, preparing the community for change, and transitioning and supporting the students of color in the community. This session should particularly benefit participants who represent institutions in homogeneous communities and regions, and who are interested in effecting immediate and long-lasting change in their institutions' multicultural recruitment and retention efforts. Participants will identify the barriers that exist in their institutions and create a plan to address those challenges.

Speakers: **Monica Green**, Assistant Director of Admission and Director of Templeton Scholars Program, Hanover College, Indiana; **Adrienne Stinson**, Assistant Director of Admission and Coordinator of Multicultural Recruitment, Bryn Athyn College, Pennsylvania

IMPROVING EDUCATION FOR AFRICAN AMERICAN STUDENTS THROUGH POETRY, MUSIC AND PRINCIPLES OF SUCCESS!

SANTA BARBARA B

Character Education through Principles, Music and Inspirational Poetry is a literacy-based, culturally relevant, character-education curriculum. This presentation is completely interactive, including lesson activities, state-standardized curriculum, test results and rubrics. Participants will read, write, illustrate, recite and create poetry. This presentation will help educators enrich, enhance and empower the lives of African American students. At the conclusion of the presentation, participants will be empowered to build meaningful relationships with their students by connecting with and redirecting students through the use of poetry, music and principles. Participants will also depart with methods and strategies that they can implement into their classrooms immediately.

Speaker: Jerome Carter, Professor, Loyola Marymount University, California

INTRODUCING A NEW COMPREHENSIVE COLLEGE PLANNING WEBSITE

SANTA BARBARA A, LOBBY LEVEL

Be among the first to see a new student-centered online college planning resource, created by the College Board in collaboration with the Education Conservancy. The free site is a comprehensive and innovative online resource that helps ALL students aspire to, find, connect and enroll in the college that sets them on the path for success in life. Participants will learn strategies for using the information on the new site as a resource for their students.

Speakers: Roy Ben-Yoseph, Executive Director, Online College Planning Products, The College Board, Virginia; **Joyce V. Brown**, Senior Consultant, Chicago Public Schools, Illinois; **Lloyd Thacker**, Executive Director, The Education Conservancy, Oregon

USING TECHNOLOGY TO CREATE A COLLABORATIVE, INQUIRY-BASED LEARNING ENVIRONMENT USING RESOURCES THAT ARE FREE

SAN GABRIEL A, LOBBY LEVEL

Technology is a tool — a resource. Our students use iPads, iPods, Androids, virtual environments and instant messaging. They text, blog and use wikis, and their use of podcasts and conferencing is second nature to them. Many of our students will travel to countries that we never dreamed of seeing, and they will interact with cultures that we have only read about. In the classroom, these resources are powerful tools for learning. This session will demonstrate and provide access to many tools and resources that can be used in the classroom to generate students' interest and excitement, as well as yield positive results for the teacher. Attendees will examine digital storytelling, global projects and resources that can be used, at no cost, to facilitate rigor for the student.

Speaker: Nahsechay Dipo, Talented & Gifted Instructor, Jimmie Tyler Brashear School, Texas

12–1:10 p.m.

BRIDGE TO SUCCESS: PROGRAMS FOR ACADEMIC SERVICES AND SUCCESS IN A PREFRESHMAN SUMMER BRIDGE PROGRAM

SANTA ANITA C, LOBBY LEVEL

Participants in this session will examine the correlation between the prefreshman summer program and academic persistence at Mercer County Community College. Through assessment and examination, the Educational Opportunity Fund staff identified a connection between low test scores on the ACCUPLACER® examination and persistence toward graduation from the college. In response, the summer program was redesigned to address the specific needs of each student by clustering students according to their basic English and mathematics skill level in an effort to prepare them for college-level studies. Additionally, the staff integrated workshops geared toward comprehensive student development and widening the scope of students' worldview and self-efficacy. Participants will engage in sharing best practices and developing strategies, and to further assist in the development of this program and others like it. Such programs can serve first-generation, low-income students in an attempt to improve retention and graduation rates on their home campus.

Speakers: Al-Lateef Farmer, Student Development Specialist, and **Khalida Haqq**, Director, Programs for Academic Services and Success, Mercer County Community College, New Jersey

CREATING PARTNERSHIPS TO PROMOTE K–12 SUCCESS AND COLLEGE READINESS

SAN GABRIEL C, LOBBY LEVEL

This session will review the innovative partnerships between Hillsborough County Public Schools, the College Board, AVID and local university systems. These partnerships, based on a shared vision of equity and access for all, strategically promote the district's plan to support students and provide quality professional development for teachers, counselors and administrators. Participants will examine the advantages of such partnerships, learn strategies for creating and effectively utilizing partnerships, and implementing a districtwide Pre-AP® curriculum to best prepare all students for postsecondary success.

Speakers: Eric Bergholm, General Director of Academic Affairs; **Patra Cooks**, SpringBoard Coordinator for Secondary Math; **Jazheel Lenegar**, Coordinator; **Ansberto Vallejo**, Supervisor of Academic Programs; and **Alice Wuckovich**, SpringBoard Coordinator for Secondary Language Arts, Hillsborough County Public Schools, Florida

HOLDING STUDENTS ACCOUNTABLE

SANTA BARBARA B, LOBBY LEVEL

At the conclusion of this session, you will have a clear understanding of the power of self-analysis, holding one's self accountable, and the ways in which understanding one's past directly affects one's future. Common phrases used to cover up the failure of African American students in school are often: 1) teachers are not culturally sensitive; 2) teachers do not set high standards for African American students because they expect them to fail; and 3) finally, there is no parent support to help with student accountability. Although these may be legitimate excuses, this session will share how you can increase academic success among African American students. Success does not require any extra effort from teachers or parents; rather, it requires a team of motivated mentors willing to give up their time and energy to instill hope in a group of students who seem to have given up. The process includes a cultural awakening for students and a self-analysis, along with creating the ability for students to see the correlation between education and a successful life.

Speakers: Felicia Limbrick, Principal, Carter High School, California; **Monique Means**, Principal, Kolb Middle School, Rialto Unified School District, California

HOW CRITICAL WRITING STRATEGIES CAN RAISE AFRICAN AMERICAN STUDENTS' ACADEMIC ACHIEVEMENT IN HIGH SCHOOL AND EFFECTIVELY PREPARE THEM FOR SUCCESS IN COLLEGE

SANTA ANITA B, LOBBY LEVEL

This workshop is designed to meet two goals. One is to arm students with writing strategies and tools that will provide them with access to core standards, using a culturally relevant and responsive lens. These powerful strategies will begin with students' real-life experiences and will transition into engaging discussions that facilitate student proficiency and mastery by utilizing enabling text, questioning and critical thought processes that reflect writing standards. Participants will create a tool kit of critical skills to help students effectively write personal statements and college applications that will give them a tremendous advantage in applying, entering, remaining in and successfully completing institutions of higher learning.

Sessions

Friday, April 27, 2012

Speakers: **Kimberly Mitchell**, Secondary Instructional Specialist, Academic English Mastery Program (AEMP), and **Katrina Hamilton**, Executive Director, African American Literacy, Arts, Writing and Science Project (A-LAWS), Los Angeles Unified School District, California

I'M A SCHOLAR-ACTIVIST: HIGH SCHOOL STUDENTS' EXPERIENCES IN A SOCIAL-JUSTICE, COLLEGE-ACCESS PROGRAM

SAN GABRIEL B, LOBBY LEVEL

This session examines a social justice oriented college access program in the Los Angeles area that not only increases students' competitive eligibility for college but also develops students as agents of change to transform their schools and community. This session will provide information on how to effectively involve students in the process of closing the "resource gap" in urban schools. Through engaging PowerPoint presentations and personal narratives, participants of this session will gain an understanding of a teaching and program model that promotes students as change agents. This session should particularly benefit participants who are interested in the success of African American students, practitioners involved in college outreach programs, and researchers interested in the effective joining of theory and practice.

Speakers: **Jasmine Bryant**, Student, **Tr'Vel Lyons**, Student, **Jerry Morrison**, Program Coordinator, VIP Scholars, and **Jonli Tunstall**, Director, VIP Scholars, University of California, Los Angeles

MY SISTER'S KEEPER: COMBATING PERVERSIVE SOCIAL ISSUES PLAGUING YOUNG WOMEN OF COLOR

SANTA BARBARA C, LOBBY LEVEL

This session focuses on the cultivation of empowerment and academic agency among urban adolescent women of color. The presenter will review a local nonprofit organization that focuses on African American, Latina, and African young women in the Central/Upstate New York region, and discuss its signature program. Participants will examine the various emotional, cultural and social intelligence tools utilized in this program for African American, Latina and African 13- to 14-year-olds who demonstrate "promise." These tools are used to stimulate critical thought, supply productive outlets, promote community activism that empowers self through the empowerment of others and ultimately develop contributing members of society. Participants in this session will also discuss techniques for creating environments for youth agency and empowerment, supporting activism through media, the arts and education, and establishing and maintaining a network of community partnerships.

Speakers: **Sheila Aird**, Academic Area Coordinator, Global Studies, SUNY Empire State College, New York, **Afua Boahene**, Ph.D. Student, Syracuse University, New York

OAKLAND'S SUCCESS IN IMPROVING AFRICAN AMERICAN MALE ACHIEVEMENT

SANTA ANITA A, LOBBY LEVEL

By aligning resources and expertise, the Oakland Unified School District, the University of California, Berkeley, and the East Bay College Fund have created replicable conditions in schools and classrooms to support African American boys in their academic and personal development. Through a change in master schedules and use of focused curricula, this trifold collaborative fosters success at the granular level to improve attendance, achievement and graduation rates for thousands of students citywide. This session will highlight the history of the collaboration, and participants will review and create best practices for financing, creating buy-in for, and

implementing such an initiative to systematically transform how public education serves our African American boys.

Speakers: **Miya Hayes**, Associate Director, School/University Partnerships, University of California, Berkeley; **Christopher Chatmon**, Executive Director, African American Male Achievement Initiative, Oakland Unified School District, California

TOMORROW'S LEADERS IN MEDICINE TODAY: LEADERSHIP DEVELOPMENT AS A TOOL TO INCREASE STUDENT ENGAGEMENT AND RETENTION

SAN GABRIEL A, LOBBY LEVEL

The Center of Excellence in Diversity in Medical Education at the Stanford School of Medicine piloted the Leadership Education for Aspiring Physicians (LEAP) seminar series in fall 2011. The series was designed to connect undergraduate students in San Francisco Bay-area community colleges and state universities to the leadership competencies identified for physicians and empower participants to make an impact in the present. LEAP also provides students with strategies to successfully prepare for, apply and gain admission to medical school. This session will explore the use of leadership development combined with advising, student development, and industry-defined leadership principles to increase student engagement and retention.

Speaker: **Marcella Anthony**, Community Outreach Manager and Health Careers Opportunity Program Coordinator, Stanford University, California

YOU GOTTA READ THIS: LESBIAN AND GAY YOUNG ADULT LITERATURE FOR DIVERSE READERS

SANTA BARBARA A, LOBBY LEVEL

Gay and lesbian students of color face formidable, complex challenges in navigating their school climate while developing a positive self-image. Participants attending this workshop will explore the intersection of culturally responsive teaching and inclusive curriculum for diverse readers, along with a brief overview of state educational policies and a strong focus on curriculum that can both empower and combat stereotypes that lead to harassment and violence. Attendees will explore positive historical role models and literary characters as an effective tool for educators to prepare all students, especially gay and lesbian students of color, to experience academic success. This workshop will facilitate participant dialogue about common community concerns while developing steps to broaden support for safer school climates and to develop tools for managing classroom conversations on sensitive topics.

Speakers: **Julie Plaisance**, *You Gotta Read This* Doctoral Candidate, Education Leadership Program, University of California, Los Angeles, California

1:20–3 p.m.

PLENARY LUNCHEON: CHILDREN IN SEARCH OF SOMEPLACE TO BE SOMEBODY

CATALINA BALLROOM, LEVEL 3

Images of little Ruby Bridges 1960 walking past an angry mob of adults on her way to school in pursuit of knowledge remain seared in our minds. Her courage inspired a nation. Her journey created hope in our hearts that education in America would finally be accessible to all of the nation's youth regardless of color of skin or socioeconomic status. In 2012, the image has faded, and the angry mob has been replaced by laws, policies and scarce resources that are just as ominous and just as threatening to the lives and future of our youth. Images of children leaving schools because they no longer have hope are rapidly blotting out our memories of the moment little Ruby Bridges gave us over 40 years ago.

Our children are in search of someplace to be somebody, and it must be our purpose to ensure that school will be that place.

Speaker: Sylvia Rousseau, Professor, University of Southern California Rossier School of Education, California



Sylvia Rousseau has been a professor of clinical education and urban scholar for the USC Rossier School of Education since 2006, where she teaches in the Ed.D. program, focusing on instructional leadership, diversity and organization in the K–1 concentration. She also teaches courses in the TEMS concentration. Her research interests include reforming systems and structures to organize urban schools for learning; the relationship between culture and cognition in promoting learning for all students; deepening understandings of literacy acquisition in urban

schools; secondary literacy; and exploring and developing university and K–12 partnerships. She is often called upon to speak at educational conferences on creating change in urban schools.

She currently serves as interim executive director of the Greater Crenshaw Educational Partnership – a partnership between the Los Angeles Urban League, Tom and Ethel Bradley Foundation and USC Rossier School of Education to provide oversight of Crenshaw High School while maintaining her role as professor of clinical education in the Rossier School of Education. This joint role allows Rousseau to act on her belief that universities, communities and urban schools working together can impact public education.

Rousseau has also held the title of superintendent of Local District 7 in Los Angeles Unified School District (LAUSD) from 2001 to 2005. During her tenure as superintendent, Rousseau has led four years of consistent improvement in students' academic performance; partnerships with universities and Teach for America to create a major increase in credentialed teachers; improved teacher retention rate; conversion of high schools to small learning communities; and creating instructional tools to promote literacy and effective standards-based instruction in grades K–12.

Prior to that appointment, Rousseau held the posts of assistant superintendent of Secondary Instruction and School Services, co-director of University-School Partnerships at UCLA, and adjunct professor for the Principals Institute & Teacher Education Program at UCLA. She was also appointed to the Mayor's Advisory Committee on school reform.

From 1993 to 2000, she was the principal of Santa Monica High School, which under her leadership achieved one of the largest API gains in California. She reduced the school's dropout rate and increased graduation and college entrance among African American and Latino students. She was lauded by teachers, students and parents for building a strong sense of community on the campus, promoting intercultural understanding and nonviolent conflict resolution, and raising academic expectations and achievement.

Rousseau has also held positions at Loyola Marymount University and was the director of Project AHEAD, which trained and supervised family consultants working with parents. She taught at a number of schools in the LAUSD as well as in Maryland, Ohio and Indiana. She is a past recipient of the USC Rossier School of Education's R.O.S.E. Award.

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



For more information on College Board membership and its benefits, please visit our website: membership.collegeboard.org.

CEU Attendance Form



A Dream Deferred 2012

In order to receive continuing education units (CEUs) for your participation in A Dream Deferred 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 staff or committee member attach a sticker to your worksheet before you leave the room. After the conference, total your hours, and either drop off your completed and signed worksheet at the registration table, mail it to the Membership Department (The College Board, 45 Columbus Avenue, New York, NY 10023-6992), or fax it to 212-649-8442. Your certificate will be mailed to you at the address you indicate below. Please provide all information.

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Signature: _____ Mail my certificate to School Home

Date	Time	Session Name	Hours	CB Sticker
Wednesday, April 25, 2012	1–4 p.m.		3.00	
Thursday, April 26, 2012	9:10–10:20 a.m.		1.00	
Thursday, April 26, 2012	10:30–11:40 a.m.		1.00	
Thursday, April 26, 2012	1:30–2:40 p.m.		1.00	
Thursday, April 26, 2012	2:50–4 p.m.		1.00	
Friday, April 27, 2012	8–9:10 a.m.		1.00	
Friday, April 27, 2012	10:40–11:50 a.m.		1.00	
Friday, April 27, 2012	12-1:10 p.m.		1.00	

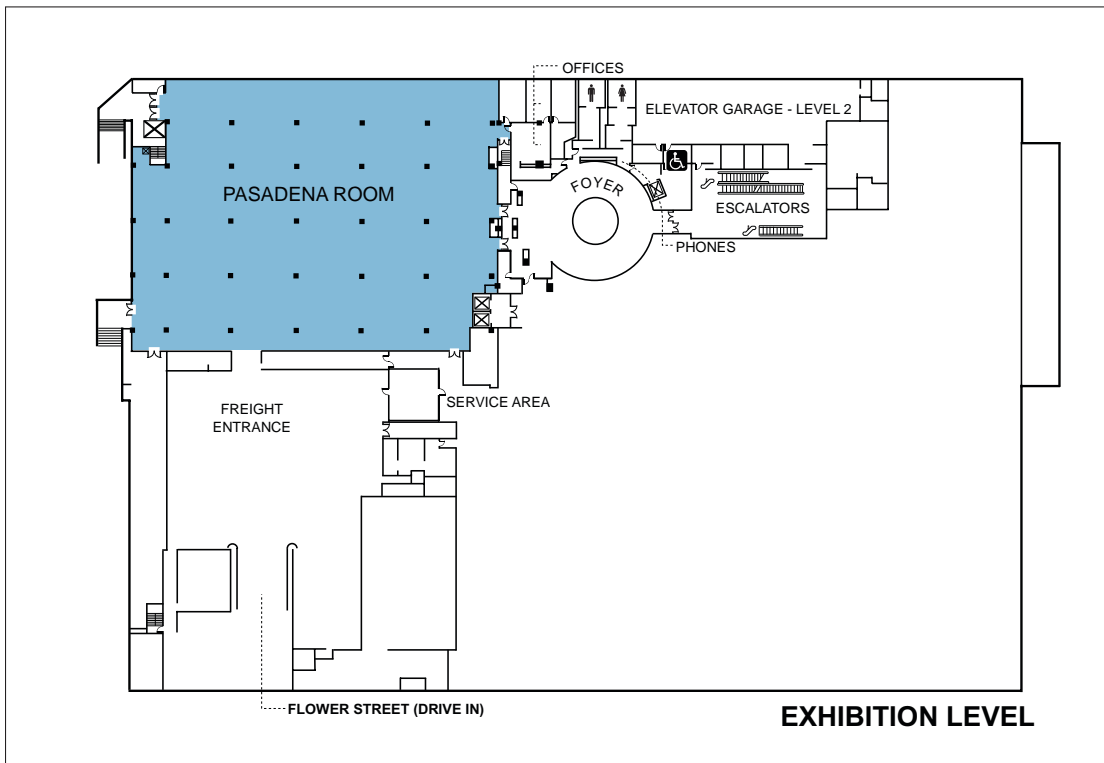
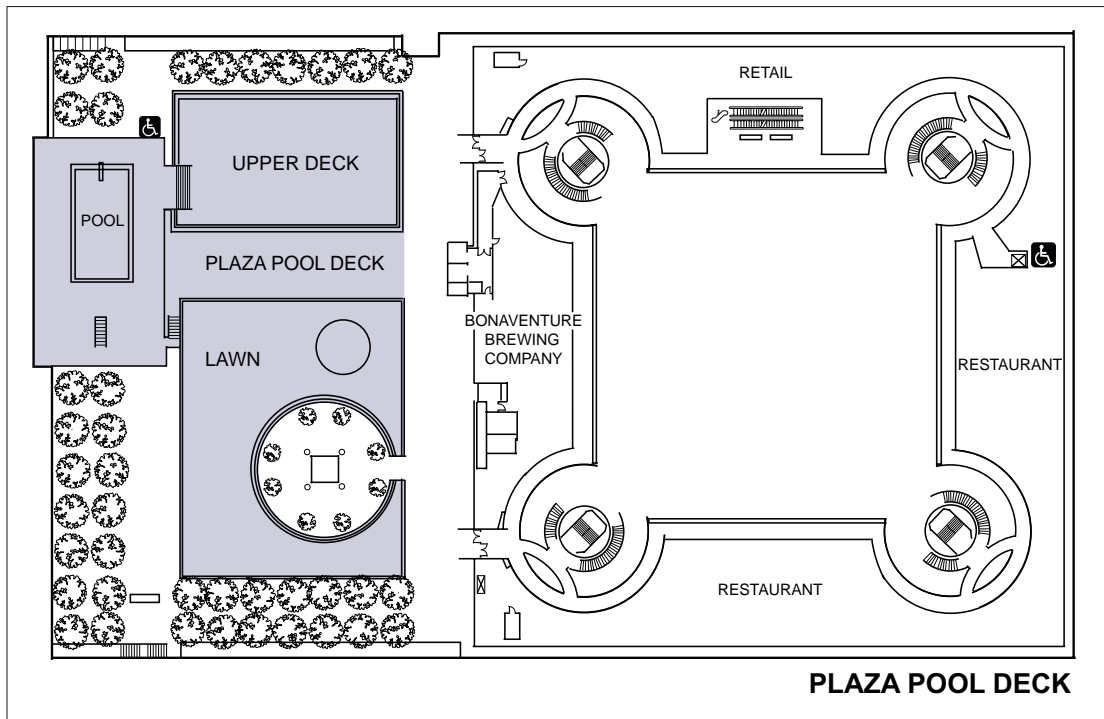
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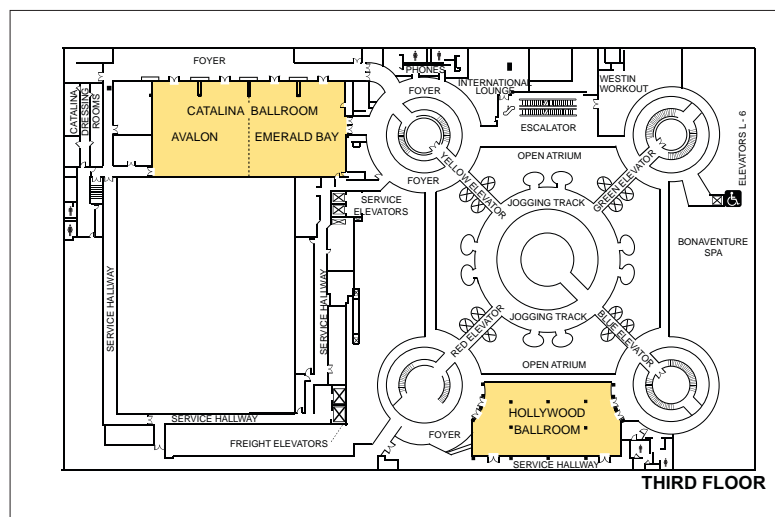
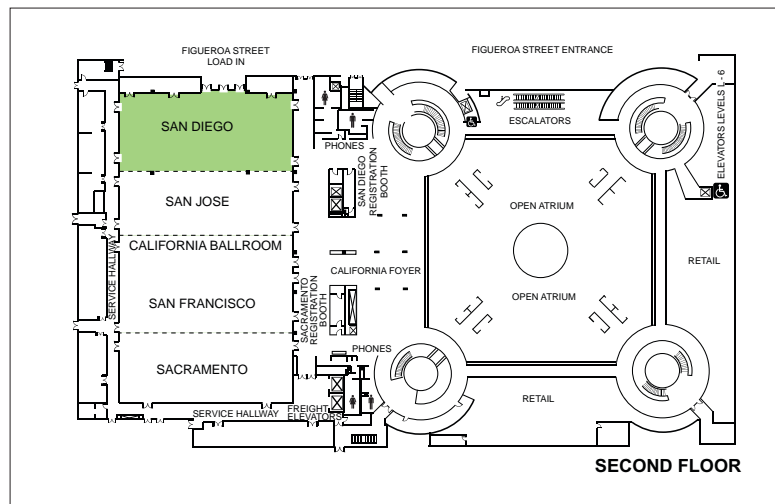
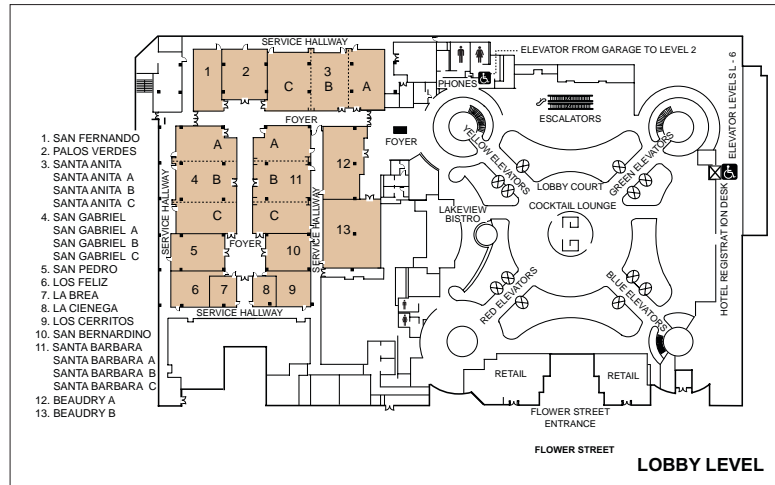
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IMPORTANT: This form must be validated at the end of each session, in the session room. We will not be able to validate this form at any other time.

Floor Plan of the Westin Bonaventure Hotel and Suites



Floor Plan of the Westin Bonaventure Hotel and Suites





To College and Beyond

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.

Mark Your Calendar Now for These Upcoming Events

2012

APIASF Higher Education Summit

Washington, D.C.

June 20, 2012

apiasf.org/higher_ed_2012.html

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: Educating and Engaging AAPI Students

collegeboard.org/aapisummit

Native American Student Advocacy Institute

nasai.collegeboard.org

Prepárate™: Educating Latinos for the Future of America

preparete.collegeboard.org

A Dream Deferred 2013

dreamdeferred.collegeboard.org

