

Investing in Education: A Call to Action



REGIONAL
Forum
2012 Baltimore

Hilton Baltimore, Baltimore, Md.
Jan. 23–24, 2012

Dear Colleague,

On behalf of the Middle States Regional Council and the Program Planning Committee, we welcome you to the Regional Forum in Baltimore, Md. Our regional forum is always a valuable event and provides an unmatched opportunity for professionals in education to be stimulated, challenged and inspired. This year's theme, "Investing in Education: A Call to Action," takes a close look at our current and future education investments and reflects the urgency and initiative needed to effect change in education.

The Committee has put together a program with plenty of relevant content that can immediately influence your work and that of your schools or institutions. In response to your desire for more interaction, we've scheduled more panel discussions that will allow for more learning and cross-professional collaboration. Thanks to your feedback requesting a student voice, we are also excited to have our area students attend and share their experiences with rigorous instruction.

We will continue to work on your behalf with our regional staff to plan valuable and innovative programs that support the important work that you do.

Our hope is that this Regional Forum will give you the tools and knowledge necessary to meet our shared goals in an environment where energizing discussions reign, affording opportunities to network, share, discuss and ultimately advance student achievement within your educational communities.



Heather McDonnell, Chair
Associate Dean of Financial Aid
and Admissions
Sarah Lawrence College
Bronxville, NY



Joel Lang, Chair-Elect
Guidance Counselor
Salesianum School
Wilmington, DE

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.

2011–2012 Middle States Regional Council Members

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Associate Dean of
Financial Aid and
Admissions
Sarah Lawrence College
Bronxville, NY

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Guidance Counselor
Salesianum School
Wilmington, DE

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Past Chair
Director of Financial Aid
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Universidad del Este,
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The Bronx High School of
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Associate Chancellor for
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Dean of Early College and
AP Programs
Friendship Collegiate
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Woodson Campus
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Stevenson, MD

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Dean of Admissions and Records
and Registration
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William Schilling
Director, Student Financial Aid
University of Pennsylvania
Philadelphia, PA

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Rowan University
Glassboro, NJ

Regionally Elected Trustee

John A. Tucker
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Delaware Valley High School
Milford, PA

Dear Friends and Colleagues,



Welcome to the 2012 Middle States Regional Forum, one of the most respected, best attended meetings of education professionals committed to connecting students to college success. This year's forum provides an unmatched opportunity to join friends, colleagues and leaders to help shape the future of education.

Whether you are a first-time attendee or a long-time participant, you'll be able to take advantage of workshops, strategic discussions, shared best practices and the inspirational words of author, motivational speaker and former Army Captain Wes Moore.

Please add your voice to what promises to be a thought-provoking program of conversation and learning, diligently developed by the regional council and program planning committee. We hope that you will leave the forum feeling enthused, inspired and informed with fresh ideas that will enrich your professional lives.

Since I'll be saying goodbye to the College Board next July, this will be my last round of regional forums. However, after twelve years of leading this outstanding organization, I am confident that our great tradition of annual gatherings will continue without a hitch. Thank you all for taking the time to participate and contributing to this critical effort. In my experience, it's well worth it.

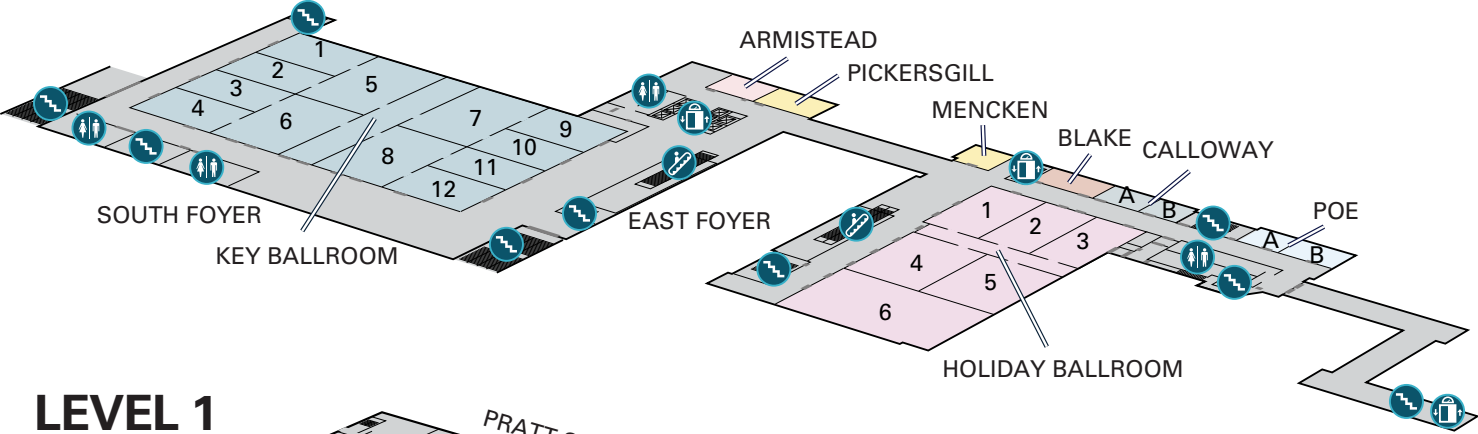
Sincerely,

Gaston

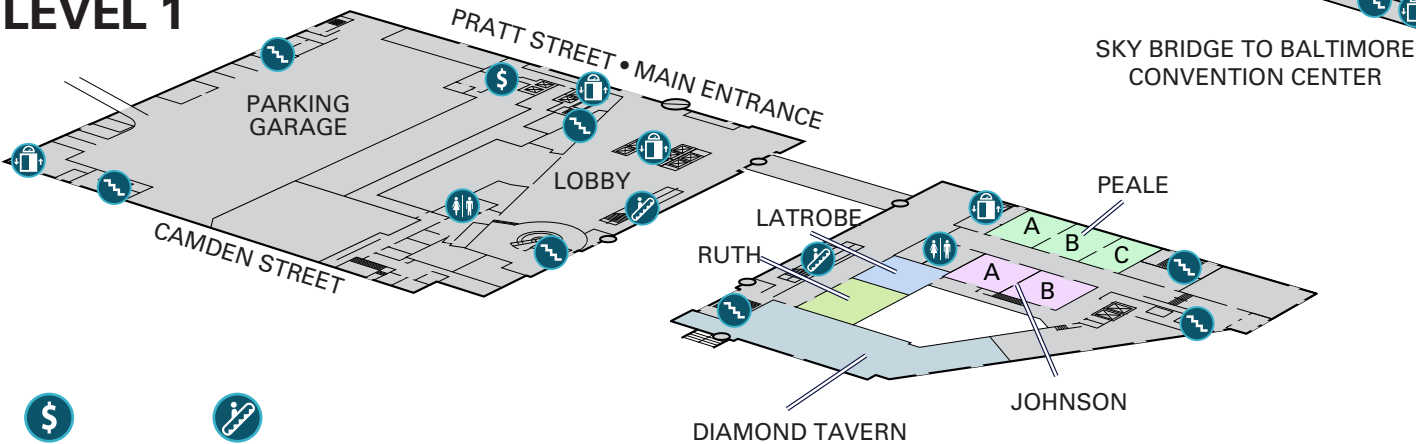
LEVEL 2

WEST
BUILDING

EAST
BUILDING



LEVEL 1



- ATM
- ESCALATOR
- STAIRS
- ELEVATOR
- RESTROOMS

College Board Middle States Staff

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**Carmen Sanchez-
Buster**
Regional Associate,
K–12 Services

Latisha Wright
Regional Associate,
K–12 Services

Investing in Education: Support for Regional Schools in Need

We have connected all of our networking events over these two days to learn about and help several regional schools in need. Every registrant will be assigned to a regional school team. Your badge and registration packet will identify your team and include background information about your regional school. During the opening breakfast, you will have a chance to meet your team leads (your regional council members), and your fellow team members. You will also learn more about the conference and your assigned school. At the afternoon reception, you will have an opportunity to “play” for your school at our casino event. The school team that collects the most chips for their school will be celebrated at the “Investing in Education” luncheon on Tuesday, but all of the regional schools will be winners of college readiness resources for their staff and students.

Registration Hours:

» Key East Foyer, Second Floor

Sunday, Jan. 22: 4 – 7 p.m.
Monday, Jan. 23: 7 a.m. – 5 p.m.
Tuesday, Jan. 24: 7 a.m. – 1 p.m.

Resource Center Hours:

» Key East Foyer, Second Floor

Monday, Jan. 23: 9:30 a.m. – 12:30 p.m.; 2 – 5 p.m.
Tuesday, Jan. 24: 9 a.m. – noon; 1 – 4 p.m.

AP Studio Art Show

» Key East Foyer, Second Floor

This inaugural campaign recognizes and celebrates the power of visual art to express our ideals and the central role of diversity in creating art. Students submitted artwork reflecting an understanding of and an engagement with diversity in education.

Certificate of Attendance

Continuing Education units (CEUs) are available for most Middle States Regional Forum 2012 sessions. Please bring the CEU form to the designated person for certification at the end of each session. Drop off your completed form at the registration desk after the conference.



Note: CEUs are not available for plenary sessions, membership meetings or social events. If you have questions, please see staff at the registration desk. The College Board is an authorized provider of the IACET Continuing Education Unit (CEU). The International Association for Continuing Education and Training (IACET, 1760 Old Meadow Road, Suite 500, McLean, VA 22102) is a nonprofit organization. One (1) IACET CEU is equal to ten (10) contact hours of participation in an organized continuing education experience offered by an organization that has met strict criteria and guidelines (detailed at www.iacet.org)

→ Sessions: Monday, Jan. 23

Monday, Jan. 23

7:45–8:30 a.m.

Setting the Stage

Breakfast

» Key Ballroom (Second Floor)

When Regional Forum attendees are asked what they most value about this conference, it is the opportunity to connect with colleagues from across the educational continuum. Open your registration packet and find your regional school team. During breakfast, you will have a chance to meet your school team leads (your regional council members), and your fellow team members. You will also learn more about the conference and your assigned school. Come early, get energized, share ideas and have some fun as we kick off the 2012 Middle States Regional Forum.

9:45–11:00 a.m.

A Successful Early College Program: Collaborations to Improve College and Career Readiness [CEU](#)

» Key 1, Second Floor

Presenters share an example of a successful collaborative early college program that improves college and career readiness. The Ballston Spa Central School District, in partnership with Hudson Valley Community College and the New York State Energy Research Development Authority, provides a rigorous early college high school program. The program is grounded in a science, technology, engineering and mathematics (STEM) curriculum that identifies and assists at-risk students in moving toward graduation from high school and success in college. This program provides students with college and career readiness skills, and at the same time offers an alternative learning environment on a college campus, which increases the overall high school graduation rate. Participants take away a model for success in identifying partner organizations and institutions and implementing early college programs in their own schools. Participants will also learn about the Advanced Placement® courses offered at Ballston Spa High School, and how students are preparing for college success through innovative coursework.

Presenter(s): Diane Irwin, K–12 Coordinator of Science, Ballston Spa Central School District, NY; Laurel Logan-King, K–12 Coordinator of Career and Counseling, Ballston Spa Central School District, NY

AP® Developments, Updates and Future Directions [CEU](#)

» Key 3, Second Floor

Join College Board staff for a discussion on future developments in AP designed to help educators provide AP opportunities to their students. Participants will learn about plans to increase support for AP teachers and information about forthcoming changes to AP science, history and world language courses. Participants will also develop strategies for incorporating these changes into their future lesson plans.

Presenter(s): Auditi Chakravarty, Executive Director, AP Curriculum Products, The College Board, NY

8:45–9:30 a.m.

Keynote Speaker: Wes Moore, Youth Advocate and Author

» Key Ballroom (Second Floor)



Wes Moore grew up between two worlds — amid affluent classmates and struggling neighbors. His bad behavior eventually resulted in his enrollment in military school, where by graduation, he was company commander. Moore is a graduate of Valley Forge Military College (1998), Johns Hopkins University (2001) and Oxford University (2004). Moore served a combat tour in Afghanistan in 2005–2006 as a paratrooper and Captain in the U.S. Army, and as a White House Fellow appointed Special Assistant to Secretary of State Condoleezza Rice (2006–2007).

In 2000, *The Baltimore Sun* ran an article about how Moore, despite his troubled childhood, had just received The Rhodes Scholarship. At the same time, the *Sun* was running stories about four African American men arrested for the murder of an off-duty police officer. One of the men was just two years older than Moore, lived in the same neighborhood and was also named Wes Moore.

The juxtaposition of their lives and the questions it raised had a profound impact on Moore. He delved into their parallel biographies, discovering startling similarities and important divergences. This experience inspired the memoir *The Other Wes Moore: One Name, Two Fates*.

Moore is committed to being a positive influence and helping kids find the support to enact change. With a high school student dropping out every nine seconds, Moore says that public servants — teachers, mentors and volunteers — are as imperative to our national standing and survival as our armed forces.

Do You Hear What I Hear? Collaborating with Your Student Body to Improve Enrollment Services **CEU**

» Key 4, Second Floor

How does a university department shape its delivery of services? Studies suggest that a student's choice of college is heavily influenced by the perceived quality of the institution. Academic quality, affordability and value are primary factors, but quality of campus based administrative and service areas shape student experience as well. The day-to-day interactions with departments such as financial services and registrar enhance or diminish perceptions of quality in important ways. We as educators need to meet students where they are rather than where we "think" they need to be. Learn how one Enrollment Group collaborated with its college student government to improve the student experience through dialogue and the creation of a Code of Ideals. Meet the student leader and administrators who are working together to change the culture of their college to be more responsive to members of the community. Participants will develop practical strategies aimed at connecting with students who want to be directly involved in how administrators create structures and offer services that maximize benefit to students.

Presenter(s): **Ryan O'Toole**, President, United Student Government-Fordham College at Lincoln Center, Fordham University, NY; **Patricia Peek**, Associate Dean of Admission/Director of Lincoln Center Enrollment Group, Fordham University, NY; **Peter Stace**, Vice President for Enrollment, Fordham University, NY

Federal Student Aid Update

» Key 9, Second Floor

Join us as a member of the U.S. Department of Education provides an update on recent regulatory and operations changes within Federal Student Aid (FSA) that affect every Financial Aid Office. Participants will learn about and examine the Return of Title IV (R2T4) funds for modular programs; verification change, including the IRS Data Retrieval process; and loss of the interest subsidy for Graduate and Professional Students. From this discussion, participants will develop best practices to facilitate their financial aid and enrollment management objectives.

Presenter(s): **Annmarie Weisman**, Training Officer, U.S. Department of Education/Federal Student Aid, PA

Getting Back in the Ring: Building Resiliency in Financial Aid Professionals **CEU**

» Key 10, Second Floor

Financial aid directors today are faced with what can seem like an increasingly hostile work environment. How do you maintain staff morale in the face of all those aggressive calls from parents wanting more aid? What is the best way to respond when students email your college president directly with their financial aid concerns rather than following

up with the aid office? Are there best practices for retaining young staff members who may view financial aid work as a thankless job? This session focuses on how to keep your staff feeling energized and appreciated, and how to keep your own positive energy flowing despite the combative atmosphere of higher education aid today. While presenters offer insights and strategies, this session is designed to be interactive; you are encouraged to bring both frustrations and solutions to share with others. By learning from their challenges and successes, participants develop new models and adapt proven ones so that interactions at all levels become more positive and productive.

Presenter(s): **Bonnie Behm**, Director of Financial Assistance, Villanova University, PA; **Helen Nunn**, Director of Financial Aid, Susquehanna University, PA

Using a Net Price Calculator: The Critical Role of Counselors in Helping Students Make Better Decisions **CEU**

» Key 2, Second Floor

For many years, families have been confounded by how much it really costs to send their children to college. If they look just at the sticker price, many families rule out private ones or even college altogether. If they look at the expenses, after financial aid has been subtracted, they may still underestimate the real cost; disproportionately high loans and work amounts can create the appearance of affordability but often result in serious debt. Low-income and first-generation college students in particular have been affected by confusing and contradictory information because they often have to navigate the tricky waters of financial aid alone. As of October 2011, federal law requires colleges to feature a Net Price Calculator (NPC) on their websites, in theory making it easier to determine how much a family really has to pay. However, as good a tool as they are, NPCs do not substitute for good guidance and mentoring by professional school counselors or college admission and financial aid staff members. Participants examine the initiative and develop best practices for helping families with their college decisions.

Moderator: **Darby McHugh**, College Coordinator/Guidance Counselor, The Bronx High School of Science, NY

Presenter(s): **Amanda Carter**, Associate Director of Financial Aid, University of Rochester, NY; **Joel Lang**, Guidance Counselor, Salesianum School, DE; **Rodney Morrison**, Associate Chancellor for Enrollment Management, Rutgers, The State University of New Jersey, NJ; **Samantha Veeder**, Director of Financial Aid, Nazareth College, PA

Writing a Winning Grant Proposal: The Value of Strong Partnerships in Growing College Readiness **CEU**

» Key 11, Second Floor

With the need to develop more funding streams in the current economic climate, the ability to write and submit successful grants has become a more essential asset for states, districts and schools. This session breaks down the general format of federal grants, suggests meaningful ways to develop compelling arguments, and shows how to avoid common pitfalls of nonwinning grants. How to establish a strong need for a project, the quality of project services, personnel and management plans are major highlights of the discussion. In addition, participants learn about funding opportunities that can support college readiness and how the College Board can collaborate on grant applications.

Presenter(s): **Cassandra Allen**, Director of State and District Outreach, The College Board, Middle States Regional Office; **Lynn Fell**, Senior State and District Response Writer, The College Board, Southern Regional Office

11:15 a.m.–12:30 p.m.

A 21st-Century Partnership: Pre-AP® Meets Habits of Mind **CEU**

» Key 4, Second Floor

A successful partnership between six small Pennsylvania school districts has led to multiple, affordable opportunities for high-level professional development with the College Board and Bena Kallick. The six-district partnership created an opportunity for these districts to collaborate and build capacity among administrators and teacher leaders by combining intellectual and economic resources. With a common focus on Pre-AP® Vertical Team training, coupled with Habits of Mind practices, these six districts have been working toward empowering teachers and students to acquire 21st-century skills while upgrading curriculum and instructional practices. Participants will explore this program and derive strategies and best practices for creating similar partnerships in their region.

Presenter(s): **Jillian Bichsel**, Director of Academic Services, Quaker Valley School District, PA; **Matthew Conner**, Assistant Superintendent, Burrell School District, PA; **Yvonne Hawkins**, Assistant Superintendent, Chartiers Valley School District, PA; **Todd Kerskin**, Assistant Superintendent, Elizabeth Forward School District, PA; **Michael Loughead**, Assistant Superintendent, South Fayette School District, PA; **Tammy Wolicki**, Director of Curriculum, Instruction and Assessment, Greensburg-Salem School District, PA

AP Policies: A Dialogue Across K–12 and Higher Education [XCEU](#)

» Key 3, Second Floor

Experts in K–12 and higher education discuss current practices in AP course administration in high schools, as well as college AP credit-awarding policies. K–12 panelists present best practices for administering AP courses and ensuring consistency in academic rigor. Higher education panelists discuss the existing practices in credit-awarding policies for AP Exams and how to conduct internal policy audits to remain current with curricular changes and institutional priorities. Participants are able to identify issues at their home institutions relevant to AP course administration and implement best practices to ensure quality offerings. In addition, participants gain a better understanding of the AP credit-awarding policies of various institutions and the importance of regular assessment of these policies.

Moderator: Ariel Foster, Executive Director College and University Advanced Placement, The College Board, NY

Presenter(s): Suzi Nam, Director of Admissions, Swarthmore College, PA; **Cindi Shenkle**, Senior Assistant Dean, Arts and Sciences Undergraduate Academic Services, University of Delaware, DE; **Don Stoll**, Associate Professor of Composition and Rhetoric, Rowan University, NJ; **Doranna Tindle**, Resident Principal, Anacostia Senior High School, DC; **Anelle Tumminello**, Pre-AP Specialist, Consultant, The College Board, MD; **Marisha Wright**, AP Coordinator, Eleanor Roosevelt High School, DC

Aspire Higher: Reaching Your Professional Potential in Admission [XCEU](#)

» Key 2, Second Floor

This interactive session is designed for admission officers who aspire to advance within the profession or become a mentor of young professionals within or outside their own organizations. A panel of professionals including assistant and associate directors, directors and vice presidents of enrollment management from a cross section of public and private colleges discusses best practices and necessary skills to advance within the field of enrollment management and higher education. Members of the panel discuss their own successes and failures. Specifically, senior-level officers discuss the skills they seek during the hiring process and traits that result in professional advancement. Junior-level enrollment managers address their own best practices and address skills they seek from their organizations' leaders at all levels. All members of the panel address career milestones during their time in admission. Participants develop a new set of tools to become more active members of their staff, and as a direct result become more networked within their profession. Ultimately, participants explore the critical components necessary for advancement.

Presenter(s): Marc Camille, Vice President of Enrollment and Communications, Loyola University, MD; **Tom Gube**, Senior Assistant Director, Binghamton University, NY; **Lisa Hill**, Associate Director, Goucher College, MD; **Alexis Young**, Admission Counselor, Towson University, MD

Balancing Discounting, Negotiation and Transparency in the Financial Aid Process [XCEU](#)

» Key 9, Second Floor

Join us for an exploration and discussion of the intersection of managing discount rate, negotiating with students and providing price transparency in the financial aid process. How have discount rate and net revenue come to dominate the way colleges approach enrolling new students? What role do consultancies play in colleges' efforts to manage the laundry list of enrollment goals — headcount, profile, revenue and discount? Does the opacity and timing of the financial aid process give colleges an information advantage over prospective families that, however unintentional, narrows choices? What are the factors leading families to increasingly press for further financial assistance, and are they finding that some colleges are willing partners in negotiation? What role does the Net Price Calculator play in this discussion? Participants learn about the challenges facing financial aid professionals and develop strategies to incorporate these concepts into their current institutional practices.

Moderator: Phyllis Kremen, Director, Academic Development Center, Georgian Court University, NJ

Presenter(s): Cynthia Davidson, Assistant Director, Financial Aid, Rutgers, The State University of New Jersey, NJ; **John McAuliffe**, Dean of Enrollment Management, Georgian Court University, NJ

College Counseling for Immigrant Students for Higher Education [XCEU](#)

» Key 10, Second Floor

As our immigrant population continues to grow, high school counselors must be knowledgeable about how to appropriately prepare and guide students toward postsecondary options. This process can be daunting for students who are new to the United States, who are English Language Learners or whose parents have not attended college. This presentation describes how two school districts in the Washington, D.C., metropolitan area have supported and guided immigrant students in their goal of reaching higher education, regardless of their language proficiency, ethnicity or immigration status. Participants learn proven counseling strategies for this population, including group counseling, parent workshops, systemwide initiatives and individual sessions as well as how to apply them to their own schools.

Presenter(s): Silvia Hoke, International Student Specialist, Prince George's County Public Schools, MD; **Rick Castaneda**, Home/School Liaison, Harrisonburg City Public Schools, VA

Rising to the Challenge: Supporting Student Success and College Completion at Democracy's Colleges [XCEU](#)

» Key 11, Second Floor

President Obama's call to increase the number of

college graduates by 50 percent — by the year 2020 — has galvanized the community college sector into action. In April of 2010, the American Association of Community Colleges put out a call — Democracy's Colleges: A Call to Action. To that challenge, community colleges from around the nation have responded with programs and initiatives that embrace the principles of student success and college completion: innovative curriculum, data driven decisions, pursuit of best practices, internal values that support student success, a culture of learning. Two New Jersey community colleges have set out to transform their institutions through the support and direction of nationally recognized programs. Passaic County Community College is working with the Achieving the Dream Organization (ATD) and Mercer County Community College is working with the Foundation of Excellence (FOE). While the paths the organizations take are slightly different, the goal of student success is the same. The presenters will discuss those differences and explain the guided self-study process that has led them to galvanize their institutions. Participants will learn strategies for developing or implementing similar programs in their own localities and supporting student success and degree completion.

Presenter(s): Guy Generals, Vice President of Academic Affairs, Mercer County Community College, NJ; **Debbie Kell**, Dean of Instructional and Institutional Effectiveness, Mercer County Community College, NJ; **Nancy Silvestro**, Associate Professor of ESL, Passaic County Community College, NJ

Strategies, Struggles and Success: Students Share Their Experiences with Rigorous Instruction [XCEU](#)

» Key 12, Second Floor

Students who have been historically underrepresented in advanced secondary course work or are first-generation college goers have faced a multitude of challenges including stereotype threat, low expectations and barriers for entry. An effective mentor can make all the difference in the world to students, supporting and encouraging their education goals. Participants listen and learn from — and question and dialogue with — a panel of students and their mentors, each with a different story of strategy, struggle, strength and success. The panel of student-mentor pairs identifies strategies, explains programmatic supports and speaks to the power of peer-to-peer perseverance. Participants walk away with relevant insights and proven strategies that support their efforts to create and implement bridges, in lieu of barriers, for historically underrepresented students. These strategies help student in accessing and succeeding in advanced secondary course work and higher education, regardless of race, background or family income.

Moderator: Peter Negroni, Senior Vice President, Relationship Development, The College Board, NY

Presenter(s): Students from the Greater Baltimore metropolitan area

The Leaky Pipeline: Finding the Patches Through P-16 Policy **CEU**

» Key 1, Second Floor

The state and national education policy agenda seeks to address a host of issues along the entire P-16 pipeline. These include enhancing and evaluating the teaching and learning taking place in secondary education, ensuring that motivated students have the most rigorous curricula available, and driving college completions. They are all complex and interrelated issues that cross traditional boundaries and require the engagement of all stakeholders. Join us for a dynamic panel discussion with state policymakers about the policy shifts happening in education and how these shifts affect you at the school, district and campus levels. Participants leave the session with the tools to advocate for changes at the local and state levels to achieve education reform.

Moderator: Marcus S. Lingenfelter, Director, State Government Relations, The College Board, DC

Presenter(s): José Cruz, Vice President for Higher Education Policy and Practice, The Education Trust, DC; **Daniel Hurley**, Director, State Relations and Policy Analysis American Association of State Colleges and Universities (AASCU), DC; **Loree D. Jones**, Co-Executive Director, City Year Greater Philadelphia, PA; **Nikia Owens**, Associate Vice President, PA CACGP, Project GRAD USA, PA; **Deborah Santiago**, Vice President for Policy and Research, *Excelencia!* in Education, DC

12:30-2 p.m.

SPECIAL EVENT

Book Sale and Signing

Wes Moore, *The Other Wes Moore, One Name, Two Fates*

» Key South Foyer (Second Floor)



Purchase a copy of the book, connect with Wes and share your own stories of students finding their way in challenging times.

12:45-1:45 p.m.

Celebrating Teachers

Luncheon

» Key Ballroom (Second Floor)

Join us in the celebration of teachers from the Middle States Region with our host, **Joshua Parker, Maryland Teacher of the Year**.

2-3:15 p.m.

Building Better Teachers: How to Prepare Our New Professionals for AP Instruction **CEU**

» Key 3, Second Floor

Schools and districts seeking to expand rigorous course options and improve student performance need a strategic approach to address succession planning. With upcoming retirements, they need a plan for preparing the new teacher population to take on the challenges of teaching AP. This includes establishing the scope and sequence of an AP course. Learn how to identify and support professionals coming into AP by creating a comprehensive program of professional development to encourage, mentor and nurture teachers who have taken on the challenge of teaching AP. Participants leave this session with new models to recruit and support AP teachers in building their pipeline for student success.

Presenter(s): Maryann Bourassa, Content Specialist for Gifted Education, Charles County Public Schools, MD; **Patricia Walsh Coates**, Assistant Professor, Secondary Education, Kutztown University of Pennsylvania, PA; **Le Wan Hutchison**, English Teacher, Charles County Public Schools, MD; **Jennifer Nitschke**, Art Teacher, Charles County Public Schools, MD; **Joshua Parker**, Teacher, Baltimore County Public Schools, MD; **Gwendolyn Todd**, Secondary Instructional Resource Teacher, Charles County Public Schools, MD; **Jack Tuttle**, Content Specialist for Social Studies, Charles County Public Schools, MD; **Joan Withers**, Director of Instructional Programs, Charles County Public Schools, MD.



Joshua Parker is the Department Chair for English/Reading/World Language at Windsor Middle School. He goes beyond the day-to-day demands of his position to create an exceptional learning environment, providing his students with a dependable role model and helping them conceptualize the purpose and power of English to aid in their achievement on standardized tests. Parker addresses the universal need to make a difference, using the knowledge of his heritage and the power of the spoken word through teaching, to change the world.

Common Core State Standards: After the Adoption, the Work Begins **CEU**

» Key 1, Second Floor

Panelists discuss the implementation phase of the Common Core State Standards initiative. What is the impact on teachers across core disciplines and grade levels as they prepare for this change? Aligning standards, developing curriculum, training teachers, informing parents and preparing for brand new assessments — a daunting task if tackled alone. Attendees learn how colleagues are rising to the challenge and walk away with models that can be used in their own schools.

Presenter(s): Allen Dimacali, Associate Director, Math Curriculum and Standards, Research and Development, The College Board, NY; **Jean Hoins**, Teacher, Ballston Spa Central School District, NY; **Judith Jenkins**, Director of Curriculum, Maryland State Department of Education, MD

Education Pays: Getting Out the Message Early and Often **CEU**

» Key 11, Second Floor

Why is postsecondary education so important to the nation's well-being? This session will highlight the personal and societal benefits of higher education and will shed light on the persistent disparities in participation. It will also explore the question: If students and parents received compelling messages about the benefits of education, would it change their aspirations and college-planning behaviors? Presenters and participants will share successful state and local models for engaging parents through early information and sustaining their involvement through planning for college.

Presenter(s): Kathleen Little, Senior Advisor, Student Aid Policy, The College Board, D.C.; **Anne Sturtevant**, Executive Director, Higher Education Initiatives, The College Board, VA

Financial Aid Communication: We're Way Beyond Email Now **CEU**

» Key 4, Second Floor

Today's students are using iPhones to check the status of their financial aid award and creating instructional videos to teach their peers about the application process. Three panelists share their use of new media to engage students in the financial aid process on their campuses. Come learn what's behind the buzz of using mobile applications and social media such as Facebook and Twitter to communicate with students. Participants learn best practices for using videos and social media to engage and instruct students. Investigate who you can partner with on your campus to keep up-to-date on the most current media for reaching students.

Moderator: Maureen McGonigle, Director of Enrollment Communications, Bryn Mawr College, PA

Presenter(s): Satyajit Dattagupta, Director of Enrollment Communications, University of Rochester, NY; **Christina Gormley**, Director of Financial Aid, Gettysburg College, PA; **Sharon Hassan**, Director of Financial Aid, Prince George's Community College, MD

Improving Transfer from Community Colleges: The Perspective of Leaders from Baccalaureate-Granting Institutions [CEU](#)

» Key 9, Second Floor

Compared to community colleges, relatively little attention has been paid to the role of four-year institutions in creating a more efficient transfer pathway. Yet public and private four-year institutions are responsible for admitting students from community colleges, evaluating and accepting course credit, and awarding financial aid. Without properly consulting with the institutions that award the baccalaureate degree, the transfer process can never function in a way that supports the need for an educated citizenry that represents the diversity of this nation. Higher education leaders participating on this panel review the findings from a recently issued College Board report that examines the transfer pathway from the perspective of the four-year institution. In addition, panelists present their assessment of the transfer process and the challenges they face — institutional, academic and programmatic — in serving transfer students. Most importantly, they offer their perspectives on the opportunities that accrue to a four-year institution that makes community college students an essential part of its campus community.

Presenter(s): **Ann Gamble**, Towson Freshmen Transition Program Coordinator, Community College of Baltimore County, MD; **Stephen J. Handel**, Executive Director, Higher Education Relationship Development and Community College Initiatives, The College Board, CA; **Brian Hazlett**, Assistant Vice President, Director of Admissions, Towson University, MD; **Jason Jankowski**, Admissions Transfer Coordinator, Rutgers, The State University of New Jersey, NJ

Introducing a New Comprehensive College Planning Website [CEU](#)

» Key 2, Second Floor

The session presents a new student-centered online college planning resource, created by the College Board in collaboration with the Education Conservancy. The site offers a comprehensive and innovative experience that helps all students aspire, find, connect and enroll in the right college that sets them on the path for success in life. Through the presentation of site features and content, participants learn about new tools created to help students and counselors more easily search for colleges. Participants also discover interactive features to help overcome major college obstacles, such as financial concerns. Participants are encouraged to provide feedback on the site throughout the presentation and discuss how they might use the site in their school or institution.

Presenter(s): **Roy Ben-Yoseph**, Executive Director of Digital Products, The College Board, VA; **Marty O'Connell**, Executive Director, Colleges That Change Lives, MD; **Lloyd Thacker**, Executive Director, The Education Conservancy, OR

Predictive Modeling in Enrollment Management [CEU](#)

» Key 10, Second Floor

You often hear that admission professionals make a living attempting to predict the decisions 17- and 18-year-olds will make. While this may often seem like an accurate description, there is science behind the art we call enrollment management. Predictive modeling is an essential tool for every enrollment manager, from the least analytical individual to the highly trained statistician. Participants learn how to build a model, the type of information that goes into the model, what information comes out of the model, and how that information can be applied to an enrollment manager's work.

Presenter(s): **Britt Reynolds**, Director, Office of Undergraduate Admissions, University of Maryland, MD; **Joe Williams**, Data Analyst, The Graduate School, University of Maryland, MD

Tomorrow's Jobs: What You Need to Know Today [CEU](#)

» Key 12, Second Floor

What is the expert's portrait of the labor market over the next decade using available data? Many students seeking higher education hope the end result is a good job, but they may not take occupational outlook and shifting demographics into serious consideration. This information is an essential part of career decision making. An emphasis on career readiness can only improve overall college readiness, since commitment to a career goal is a proven characteristic of college retention. Current economic conversations focus on topics such as science, technology, engineering and mathematics (STEM) subjects, growth of technology and technicians, globalization, the knowledge economy and green jobs. How can we, as educators, help students relate complex labor market information to educational options? Participants identify growth occupations regionally and nationally, engage in an activity aimed at acquainting students with tools that can guide college and career planning, and develop a strategy to inform students and other educators about the future of the labor market.

Presenter(s): **Jacqueline Massey**, Director, Community Partnerships and Resource Development, Mayor's Office of Employment Development, MD; **June Streckfus**, Executive Director, Maryland Business Roundtable for Education (MBRT), MD; **Henry Wagner**, Superintendent of Schools, Dorchester County Public Schools, MD

3:30–4:45 p.m.

2011 Progress Toward the College Completion Agenda and the Hispanic/Latino Supplement [CEU](#)

» Key 2, Second Floor

Last fall the College Board released *The College Completion Agenda 2011 Progress Report: Latino Edition, State Policy Guide, A Research and Context Brief* and an interactive website aimed at providing the best data and policies for increasing college completion rates among this important demographic. The *Latino Edition* is based on the 10 recommendations issued in 2008 by the Commission on Access, Admissions and Success in Higher Education. State legislators, policymakers and educators play a large part in advancing each recommendation. Participants will explore the highlights of the 10 recommendations and will review Latino progress for each indicator. In addition, this session will highlight the overall progress toward the College Completion Agenda since the initial report was released in December 2008, with updated data from 2011. The session will end with participants sharing national, regional and local strategies to increase college completion rates.

Presenter(s): **James Montoya**, Vice President, Higher Education Services, The College Board, NY; **John Lee**, Director of Advocacy, The College Board, NY; **Deborah Santiago**, Vice President for Policy and Research, *Excelencia!* in Education, DC

Generations Working Together: Supporting a Multigenerational Workforce [CEU](#)

» Key 3, Second Floor

If you are like most team leaders or managers, you've noticed generational differences within your staff or team. Do you make the most of these differences or view them as challenges? With dissimilar values, varying perceptions, disparate communication skills and different ways of accomplishing tasks, how can you effectively manage your staff or bring your project to a successful conclusion? Running a multigenerational workforce is complex and demanding for new and seasoned managers. Recognizing who your staff members are, understanding their generational motivating factors, and managing to maximize their potential allows your school or institution to achieve its goals. Participants learn about differences and similarities between three generational groups and the techniques we need to employ to manage and motivate multiple generations working together.

Presenter(s): **Bahira Sherif Trask**, Professor and Associate Chair, Department of Human Development and Family Studies, University of Delaware, DE

International Recruiting: Fishing in a Flat World

» Key 4, Second Floor

Changes in the global economy have grown the pool of students studying outside their home country. While Asian countries contribute the greatest number of students to this international cohort, students in Saudi Arabia, Egypt, Mexico, Nepal, Canada and the United Kingdom have become more mobile in recent years. Although there are more international students attending American colleges and universities, the percentage of international students studying in the U.S. has dropped from 25 percent in 2003, to less than 20 percent today. Indeed, others have cast a very wide net and are pulling in big catches. Participants will learn what the increased competition means for students, and how American institutions and organizations must adapt if they intend to have a global reach. Through the examination of demographic and trend data, attendees will also learn about the impact of foreign universities and effective and ethical recruitment and retention strategies.

Presenter(s): Staff from College Board International, NY

Raising the Bar: Preparing Underserved Students for AP Courses

» Key 9, Second Floor

This session is for those educators in culturally diverse school systems where data indicate that students enrolled in AP courses struggle with the rigor and pace. To support nontraditional AP students while maintaining rigor and raising scores, the presenters share best practices and resources for student success, including AP Seminar Classes, AP Bridge Programs, and AP Boot Camps. After learning about successful strategies, participants identify steps to implement a support program in their school. As a result of attending, participants gain information on a variety of AP support programs, as well as a plan for implementing a program.

Presenter(s): **Brian Hazlett**, Assistant Vice President, Director of Admissions, Towson University, MD; **Roni Jolley**, College Board Staff Liaison/AP Project Monitor, Maryland State Department of Education, MD

Reforming a School District Through College Readiness

» Key 11, Second Floor

School districts across the nation, especially large urban districts, face the challenge of preparing all students for the demands of college. The urgent need to improve our nation's schools demands an aggressive response, and to address this need the College Readiness System™ division of the College Board has launched the District Partnerships Program. One of the few national programs of its kind, this partnership combines the ongoing work of individual school districts with the expertise and

broader resources of a leading provider of content, professional development and college readiness assessments. In this session, participants will review the program's development and its past experiences, and will develop best practices for districts that want to implement a customized three-to-five year road map, from diagnostic analysis or moving directly to professional development in order to attain improved college readiness for all students.

Presenter(s): **Dan Cunningham**, Executive Director of EXCEerator Solutions, The College Board, VA

System-wide Implementation of "Own the Turf" Campaign Initiatives

» Key 10, Second Floor

Whole school district and state "Own the Turf" campaign initiatives designed and implemented by school counselors and counselor supervisors, demonstrate leadership critical to addressing persistent inequities among student groups, set high expectations for all student and help ensure more student graduate high school college and career ready. Using the "Own the Turf Toolkit", which includes the NOSCA Eight Components of College and Career Readiness Counseling, participants will learn how to launch a systemic Own the Turf Campaign, engender school and community support, manage a growing campaign, and celebrate success system wide.

Presenter(s): **Jennifer Dunn**, Director, Counselor Advocacy, NOSCA, The College Board, DC

Teaching with Technology: Integrating Useful and Affordable Tools in the Classroom

» Key 1, Second Floor

As state budgets continue to shrink, finding ways to accomplish more with less has become a necessity. Fortunately, the explosion of technology provides the opportunity to accomplish the impossible. Since students constantly use technology in their daily lives, integrating it into the classroom presents a way to engage different types of learners. Students learn how to think critically, communicate in an intellectual forum and develop their writing and analysis skills. Technology also permits teachers and students to access free documents, videos and other electronic sources on a daily basis. This session equips participants with the basics of how free technology tools have been used successfully and allows a broad-based discussion regarding the future of technology in the classroom. Through a review of various uses of online resources, blended instruction and social media devices, the participants assess new initiatives and the incorporation of computer-based learning in the 21st century. Participants begin developing strategies for implementing the program in their schools. They also explore tools used in the online learning environment which can serve as a means of providing college preparedness strategies for students, as well as improve student achievement and parental involvement.

Presenter(s): **Donna Baker**, Teacher Specialist, World and Classical Languages; **Anne Arundel**

County Public Schools, MD; **Jeffrey Fiscina**, Teacher, New Milford High School, NJ; **Jodi Grosser**, Teacher, Baltimore County Public Schools, MD

The Tide Ahead: Upcoming Changes to Financial Aid

» Key 12, Second Floor

Potential changes in the financial aid arena, including threats to the Pell Grant program and further simplification of the Free Application for Federal Student Aid (FAFSA) are discussed. Pell Grants serve as the foundation of the federal aid system and make it possible for many low-income students to complete college. Pell expenditures have increased sharply in recent years, at a rate that is not sustainable in light of the mounting federal deficit. The College Board partnered with five states to model the impact of a radically simplified FAFSA on the distribution of state need-based grants. The focus of the study was to determine what these changes would mean for the equitable and efficient distribution of grant funds; which students would be helped and which would be hurt by a reduction in FAFSA data; and what could be done to minimize the impact of these changes on state grant budgets. Participants will examine options for modifying the Pell Grant program to ensure its viability. In addition, they will learn how Expected Family Contributions (EFCs), Pell and state grants would be affected by a simpler FAFSA; consider possible changes to the underlying federal eligibility formula; and discuss national state, and institutional policy implications.

Presenter(s): **Kathleen Little**, Senior Advisor, Student Aid Policy, The College Board, DC; **Anne Sturtevant**, Executive Director, Higher Education Initiatives, The College Board, VA

5–8 p.m.

Double Down for Kids

Reception

» Key South Foyer (Second Floor)

Relax and have some fun with your colleagues from across the region at our Casino Reception. At this afternoon's reception, you will have an opportunity to "play" for your school risk free. Our dealers will teach you how to play and win! You will be competing against other teams to collect the most chips for your school. The winner will be celebrated at the "Investing in Education" luncheon on Tuesday, but all of the regional schools will be winners of college readiness resources for their staff and students.

Tuesday, Jan. 24

7:30–8:45 a.m.

Assembly Meeting and Attendee Forum

Breakfast

» Key Ballroom (Second Floor)

Join our national assembly council representatives to discuss important issues facing the College Board and our regional schools and institutions. Come voice your challenges, support and concerns. All conference attendees welcomed.

Moderators: **Mitchell Lipton**, Regionally Elected Guidance and Admission Assembly Council Representative, Dean of Admissions and Records, Cooper Union, NY; **William Schilling**, Regionally Elected College Scholarship Service Assembly Council Representative, Senior Director of Financial Aid, University of Pennsylvania, PA; **Donald Stoll**, Regionally Elected Academic Assembly Council Representative, Professor, Rowan University, NJ

9–10:15 a.m.

College Ready Versus College Eligible: Bridging the Gap Between High School Delivery and College Expectations

XCEU

» Key 3, Second Floor

High school graduation goals and objectives do not always match the expectations of student behavior from college faculty and staff. Our panel will discuss academic and social college readiness, including topics such as the academic expectations after high school graduation and what the colleges see as strengths in skills or content needed among college freshmen. Differences in assessments, writing expectations and adult-world work behaviors are among the observations that are shared. Participants will identify opportunities for improved alignment in their schools and take away strategies toward building a strong transition into postsecondary success for students.

Presenter(s): **Eulas Boyd**, Assistant to the Vice President for Enrollment Management, Rochester Institute of Technology, NY; **Bridgette Jones-Waters**, Middle College Program Director, Rochester Institute of Technology, NY; **Kirstin Pryor**, Senior Associate, Evaluator for the Middle College Project, Center for Governmental Research, NY; **Dianne Spang**, Director of K–12 Partnerships, Rochester Institute of Technology, NY

Future Focus: Using CollegeEd® to Improve College and Career Awareness for Secondary Students **XCEU**

» Key 4, Second Floor

What does it take to implement a successful advisory or offer classes that focus students and their families' attention on the topic of career exploration, viable academic planning and college readiness? Meet a panel of district representatives that have done just that. Working with the College Board's CollegeEd® program, these individuals will share how they have worked through the many challenges of funding, training and implementing college awareness in their district and schools. They will discuss the things that they learned along the way, what worked and what they had to change in order to be successful. Participants will gain realistic strategies to create and deliver effective college planning and career exploration lessons and develop viable advisories.

Moderator: **Stephen Zori**, Educational Manager, K–12 Services, The College Board, Middle States Regional Office

Presenter(s): **Janice Briscoe**, Director, Pupil Personnel Services, Prince George's County Public Schools, MD; **Maggie Caples**, Supervisor of Family and Consumer Sciences, Baltimore County Public Schools, MD; **David Eagle**, Coordinating Supervisor, College and Career Readiness, Prince George's County Public Schools, MD; **Honor Hartman**, Teacher, Perry Hall Middle School, MD; **Yvette Morgan**, Co-Director, Special Programs, St. John's University, NY; **Erin Moyer**, Teacher, Deep Creek Middle School, MD; **Carolyn Yeager**, Career and Technical Education Teacher, Tall Oaks Alternative School, MD

High School Admission and College Success for the African American Male **XCEU**

» Key 1, Second Floor

In recent scholarship on higher education and the historically underrepresented, words such as "completion" and "attainment" have rightfully replaced "access" and "admission." This session adds a voice to the compelling notion that the conversation can no longer be just about opportunity for success, but the achievement of success and eventual graduation. Each presenter addresses a different component within the journey a student makes toward college graduation: secondary school experience, college admission process, and college retention and graduation. The presenters rely on personal and national research data to support their conclusions. In addition, the issues that young men of color experience as they traverse the education pipeline will be explored. Participants will develop strategies to support students in their quest to complete their education.

Presenter(s): **Carl Ahlgren**, Director, College Counseling, Gilman School, MD; **Darryl Jones**, Senior Associate Director of Admissions, Gettysburg College, PA; **Edward Trusty Jr.**, Head of Lower School, Calvert School, MD

Rethinking Remediation: Pro-Active Intervention Strategies and Solutions **XCEU**

» Key 2, Second Floor

Approximately four out of 10 students in postsecondary education require at least one remedial course (NCES, 2012) at an estimated cost of \$2 billion annually (ECS, 2010). Policymakers and P–20 practitioners everywhere continue to seek out policy and programmatic solutions to this costly and challenging obstacle for many students to realize college completion. This panel presentation will explore the latest on this pressing and widespread issue, with specific focus on a new targeted model of assessing and remediating key skills necessary for success in postsecondary education. Join us as we explore and discuss these, as well as other, potential strategies and solutions.

Moderator: **Jonell Sanchez**, Senior Director, Academic Initiatives and Program Development, The College Board, NY

Presenter(s): **Anne R. Kaiser**, Chair, Education Committee, Maryland House of Delegates, MD; **Jim Moran**, President, Edinboro University of Pennsylvania, PA; **Lawrence Nespoli**, President, New Jersey Council of County Colleges, NJ

Taking the Next Step: A Panel for Emerging Financial Aid Leaders **XCEU**

» Key 9, Second Floor

How can you help your office reach its maximum efficiency? Have you taken on new responsibilities or are you looking to move up and take on greater leadership responsibilities? Leaders in the financial aid/admission profession facilitate a discussion on the issues related to office management, communication and professional development necessary to take the next step. Participants learn how to have a broader impact in the operations of their office and institution and to move to the next level, while gaining professional support from their peers.

Presenter(s): **Courtney McNuff**, Vice President, Enrollment Management, Rutgers University, NJ; **Barbara Miller**, Director of Financial Aid, Stevenson University, MD; **Jenny Rickard**, Chief Enrollment and Communications Officer, Bryn Mawr College, PA

The AVID College Readiness System**CEU**» **Key 11, Second Floor**

The AVID (Advancement Via Individual Determination) College Readiness System and College Board program are natural allies in the preparation of students for college readiness and success in rigorous academic courses. Fostering the interdependence of AVID and AP teachers and programs on a campus is essential to the college-readiness preparation of all students. AVID's system of acceleration and support not only prepares predominantly low-income and minority students for college, but is more properly thought of as a catalyst for building a college-going culture that permeates entire schools and districts. AVID is a schoolwide and districtwide approach featuring a college-preparatory AVID elective course and a rigorous curriculum for students that typically includes enrollment in AP/pre-AP courses. Participants will explore evidence-based strategies and methodologies that enable students to develop the habits of mind necessary for success in AP courses, postsecondary academics, and in the future workplace.

Presenter(s): **Jaime Lomax-McClary**, Mid-Atlantic/Southern States Program Manager, AVID Center, VA; **Denise Rupert**, Mid-Atlantic/Southern States Director, AVID Center, TN

**The Current Economic Climate:
Practical Implications for Families,
Finance and Financial Aid**
CEU» **Key 10, Second Floor**

A great deal of anxiety and uncertainty remains, both for families and colleges, in relation to the economy. Interest in attending college has reached historic highs, along with the concern about how to pay for it. Colleges across the country have begun to feel the first effects of a new frugality, one focused more intensively than ever on value. After decades of continuously rising spending and borrowing, we can expect families to spend more carefully, weigh value more fully and raise expectations significantly relative to perceptions of price and value. Session participants learn about the economics of the new marketplace and practical implications for families and colleges.

Moderator: **Gerry Rooney**, Senior Vice President Enrollment Management and Planning, St. John Fisher College, NY

Presenter(s): **Frank Crouse**, Dean of Enrollment, Mount Aloysius College, PA; **Jimmy Jung**, Assistant Vice President for Enrollment Management, The College at Brockport, NY

**Understanding the Art and Science of
Reviewing College Applications**
CEU» **Key 12, Second Floor**

Every high school counselor and senior student applicant wants to know how an application is viewed by a college admission officer. Do the courses listed weigh more in the admission process than the grades, GPA or class rank? How important are Advanced Placement Program®, International Baccalaureate and honors-level courses? How do colleges view dual enrollment courses, and do they offer college credit for them? What are admission officers looking for on the résumé? How is the essay used in the admission process? Participants have the opportunity to participate in an evaluation process with a panel of experts from regional institutions. In addition, they explore strategies for supporting individual students as they complete college applications, maximizing their students' chances of admittance to their choice of college.

Moderator: **Rodney Morrison**, Associate Chancellor for Enrollment Management, Rutgers, The State University of New Jersey, NJ

Presenter(s): **Bruce Chamberlin**, Senior Associate Director, Office of Admissions, Georgetown University, DC; **Chloe Rothstein**, Assistant Director of Admissions, Office of Undergraduate Admissions, Johns Hopkins University, MD; **Darryl Tiggle**, Director of College Guidance, Friends School of Baltimore, MD

10:30–11:45 a.m.
**A Conversation on Social Media:
Finding the Heart of the Matter Amid
All the Chatter**
CEU» **Key 1, Second Floor**

It's very common to find articles on social media in many higher education publications. The topic is everywhere, fueled by the dramatic growth in usage among all segments of the population, especially students. The pressure on colleges to have an engaging, coherent social media presence is increasing as students become more sophisticated about — and perhaps more immune to — institutional attempts to communicate their messages. How do higher education professionals know if they are hitting the social media ball "out of the park"? Who should be determining what really matters in social media, where best to focus and whether social media should be part of an institutional plan or the responsibility of separate departments? A moderated panel of higher education professionals discusses what really matters in social media and how to organize effective social media campaigns. We are using state-of-the-art technology to engage audience members and capture their feedback to key questions that should govern every campus conversation about social media.

Presenter(s): **Sheila Hura**, Director of Marketing, Turning Technologies, OH; **Jessica McWade**, Executive Vice President, Maguire Associates, Inc., MA; **Murphy Monroe**, Executive Director of Admissions, Columbia College Chicago, IL

**Community College Relationships: The
Drexel at Burlington County College
Program**
CEU» **Key 3, Second Floor**

Expansion is a common goal among colleges and universities. With enormous enrollment growth, Drexel University has sought to expand to and beyond other parts of the region by looking to the ever-expanding market of community colleges. Burlington County College (BCC), with its own history of significant enrollment growth, sought to expand educational opportunities by partnering with Drexel to offer bachelor degree programs on its campuses. The two institutions created a unique initiative in the state of New Jersey where an out-of-state institution was granted a license in partnership with BCC, to offer students the opportunity to earn a Drexel University degree while studying on BCC's Mt. Laurel campus. The success of this partnership has enabled residents of southern New Jersey to receive more affordable tuition rates, seamless guaranteed transfer credits, and the full benefits of affiliation with a nationally-ranked research university. Participants will discuss the benefits of creating a bachelor's degree-completion partnership between a four-year college or university and a community college and the issues associated with the implementation of such a partnership. They will also develop strategies for academic program selection; the importance of crafting seamless articulation agreements and their impact on developing a strong recruitment "pipeline"; and the lessons learned from this experience.

Presenter(s): **Robert Ariosto**, Director, Transfer Center, Burlington County College, NJ; **Jamie Bruno-Brooks**, Director of Recruitment for Drexel, Burlington County College, NJ; **John DiNardo**, Senior Vice Provost for Academic Affairs, Drexel University, PA; **David Spang**, Vice President for Academic Programs, Burlington County College, NJ

→ Sessions: Tuesday, Jan. 24

Driving Equity: College Readiness and the SAT® [XCEU](#)

» Key 4, Second Floor

Taking a college entrance exam is a critical step on the road to higher education, but many traditionally underserved students face additional financial, geographic and family barriers that can prevent them from testing. Through the SAT® School Day initiatives and test center expansion, the College Board is extending its reach to help more of these college-aspiring students take the SAT than ever before. The College Board also is partnering with states and districts to administer the SAT during the school day, making it possible to reach more underserved students. In the Middle States Region the SAT was administered during the school day throughout the state of Delaware during the 2010-11 school year. Offering the SAT on a school day helps more students, particularly those who would be the first in their families to attend college, get on the road to higher education by removing potential barriers to weekend testing and improving their overall readiness for college and careers. Additionally, the College Board is establishing new test centers across the country to reach more students in both high-density urban areas and rural communities, thus removing geographic barriers that in the past would have prevented students from testing. Participants will develop strategies for increasing access to SAT resources at their schools and districts to help ensure that all students receive the information they need to participate in the college-going process.

Presenter(s): **Angela Faherty**, Executive Director, SAT State and District Initiatives, The College Board, NY

Helping the Prospective College Student-Athlete [XCEU](#)

» Key 9, Second Floor

Many school counselors know little about the National College Athletic Association (NCAA) or the school counselor's role in guiding students with special talent. In urban schools, tasks related to students with special talent become more complex. Participants learn the dos and don'ts for high school counselors working with students interested in participating in intercollegiate athletics at Division I, II and III colleges. They learn to identify the athletic recruiting cycle and understand the guidelines that govern the athletic recruitment process as well as the terms and conditions of athletic scholarships. They discuss the NCAA certification process, identify how students gain the attention of college coaches, and determine pertinent questions to ask college coaches during the recruiting process.

Presenter(s): **Meeghan Ford**, Assistant Director of Compliance, American University, DC; **Geoffrey Miller**, Director of Physical Education and Athletics, Goucher College, MD; **Michael Waddell**, Director of Athletics, Towson University, MD

Higher Education for Low-Income and First-Generation Students: Making It Possible [XCEU](#)

» Key 10, Second Floor

Whether you agree that all students should continue on to postsecondary education or not, there are institutions and community-based organizations working to make it possible for all students. The panelists discuss why higher education is still critical for students — particularly from low-income backgrounds and those who would be the first in their family to attend college. Panelists focus on the importance of collaboration within and among colleges, community-based organizations, families and communities. They also tackle some of the challenges and controversies that emerge as institutions and organizations strive to achieve equity and access in higher education. The panel members discuss challenges to the effort of getting students into college and graduating. Participants learn how to create an environment and process that allow students to have the choice to attend, be successful and graduate from postsecondary institutions.

Presenter(s): **Bruce Chamberlin**, Senior Associate Director, Office of Admissions, Georgetown University, DC; **Charles Guerrero**, Director of Leadership Development, Prep for Prep, NY; **Marjorie Ireland**, Associate Director of College Guidance, The Pennington School, NJ; **Tasha Toran**, Director of College Guidance, Dwight Englewood School, NJ

Identifying and Fostering Rigorous Instruction in the Classroom with SpringBoard® [XCEU](#)

» Key 11, Second Floor

In this interactive session, participants will develop a clear definition of rigorous instruction and leave with the ability to identify and foster that instruction in their classrooms. Participants will begin by establishing a case for rigor using prior knowledge, educational experiences and current research. Through personal reflection and group discussion, individuals will begin to develop their own vision of rigorous instruction and compare/contrast that vision against research based definitions from the field. Participants will then identify elements of rigorous instruction within four areas known to improve student achievement. The group will have an opportunity to examine those elements within a SpringBoard® lesson and then analyze SpringBoard as a model for rigorous instruction. By the end of the session, participants will be able to synthesize their experiences into a leadership vision of rigorous instruction, take away tools for identifying that instruction in the classroom, and have a firm understanding of what it takes to create a culture of college readiness for all students.

Presenter(s): **Eric Bergholm**, General Director for Advanced Academic Access, Hillsborough County Public Schools, FL; **Robert Sheffield**, Senior Director SpringBoard Implementation, The College Board, NY; **Douglas Waugh**, Senior Director, SpringBoard Product Management, The College Board, NY

Improving Outcomes: Using the Pathway to Build Collaboration from Middle School to High School [XCEU](#)

» Key 2, Second Floor

ReadiStep™ and PSAT/NMSQT® are the first two steps in the College Readiness Pathway, a series of assessments that also includes SAT. The data and resources provided by these assessments help schools and districts make targeted interventions and address skill gaps from middle school through high school. The session helps participants develop best practices for using performance data, along with tools such as Skills Insight™ and the Summary of Answers and Skills, to improve instruction and learning outcomes throughout a student's secondary school career. Panelists share strategies for making early interventions and building collaboration among middle school and high school educators.

Presenter(s): **Glenn Milewski**, Executive Director, PSAT/NMSQT, The College Board, NY; **Kathryn L. Kubic**, Principal, Northeast High School, MD

The Net Price Is Right: Lessons Learned from Net Price Calculator Implementations [XCEU](#)

» Key 12, Second Floor

As of October 2011, all colleges must provide a calculator that helps students estimate their net price. Heralded as the new wave of transparency about value, the Net Price Calculator (NPC) has the potential to change student college decision-making behavior. This session reviews the role of the NPC in college and financial planning against the realities of changing aid strategies and costs. Panelists focus on how colleges made their NPC choices, lessons learned during the implementation and the effect on counselors and students. They will also discuss the NPC as a negotiation tool. Participants are able to compare and contrast NPC tools and functionality, as well as learn how higher education professionals can best address questions from students and families about what their NPC says.

Presenter(s): **Chris Hanlon**, Director of Financial Aid, Albright College, PA; **Barbara Miller**, Director of Financial Aid, Stevenson University, MD; **Steve Neitz**, Assistant Dean for Enrollment Management, York College, PA

Noon–1 p.m.

Investing in Education Luncheon

» Key Ballroom (Second Floor)

Join us as we celebrate the winner of the school team competition, recognize our featured regional schools, and award them with college readiness resources to help student achievement. We will also recognize the winners of the Bernard P. Ireland and William U. Harris awards and hear from our regionally elected Trustee, John Tucker, on the initiatives in progress with the Board of Trustees.

1–4 p.m.**Becoming a Data Expert and Change Agent for Your Secondary School** **CEU**» **Key 12, Second Floor**

Participants learn how to access, analyze, disaggregate, cross-tabulate and chart longitudinal data directly linked to student achievement through the use of data sources such as national databases; state, district and school report cards; and College Board reports. Additionally, participants learn how to assess their current programs and services to begin the process of developing a data-driven school counseling program.

Presenter(s): Vivian Lee, Senior Director, NOSCA, DC

Caught in the Middle: Curriculum Alignment in Grades 6–12 **CEU**» **Key 2, Second Floor**

Research has shown that the skills learned in the middle grades (6–8) are vital to student success in high school. What are the critical skills students in grades 6–8 need to be prepared for the rigor of a precollege curriculum? The presenters discuss the critical thinking and reasoning skills necessary for middle school students to be able to write formal essays, enhance their vocabulary and solve multistep problems. The study skills that should be taught at the middle school level in order for students to be ready to adjust to a high school curriculum that encompasses a fast pace of instruction, regular homework and in-depth note-taking are addressed. Also discussed are specific steps that can be taken at the district level that lead to better articulation between the middle grades and grades 9–12. This vertical team approach to instruction encourages meaningful and ongoing dialogue between leaders at both the middle school and high school in order to effect real change in the classroom. Participants receive sample lesson plans and projects that are appropriate for middle school students, which can be used to prepare them for rigorous precollege courses. In addition, participants develop strategies to address critical writing and problem solving, study and organizational skills, as well as time-management techniques that should be taught in grades 6–8. They'll also develop a list of steps to implement vertical articulation between grades 6–8 and 9–12 in their respective school districts.

Presenter(s): Robyn Jackson, Founder and Chief Executive Officer, Mindsteps, Inc., DC

Implementation and Successes with College Board Programs: A Panel Discussion Led by District Users **CEU**» **Key 4, Second Floor**

Through candid discussions, veteran high school staff experienced in using College Board programs will discuss the benefits of AP Potential™, ACCUPLACER®, PSAT/NMSQT and SAT, AP, ReadStep and other valuable programs that support College Readiness. This panel of experts will share how these programs can help to drive instruction and how staff, students, and parents can benefit. Participants will gain further knowledge of College Board programs and develop a better understanding of how to implement these programs within their own schools. This workshop supports the College Readiness standards of the National Office for School Counselor Advocacy (NOSCA).

Presenter(s): Bruce Barner, Supervisor of Guidance and Counseling Services (retired), Lower Merion School District, PA; **Natalie Davy**, Director, District Guidance, Yonkers Public Schools District, NY; **Mary Fry**, Senior Educational Manager, K–12 Services, The College Board, Middle States Regional Office; **Darby McHugh**, College Coordinator/Guidance Counselor, The Bronx High School of Science, NY; **Janice Park**, Site Director, University City Promise Academy, University of Pennsylvania Community Partnerships, PA; **Timothy Stults**, Principal, University City Promise Academy, PA

One Family, Many Offers: Translating and Evaluating Offers of Financial Aid **CEU**» **Key 9, Second Floor**

The need for financial aid is defined as the difference between the total cost of attendance and the expected family contribution; eligibility is dependent upon a family's ability to contribute. So why does something so definitive become so vague when students receive widely varying offers of financial aid from seemingly comparable colleges? Why do financial aid offers differ and how do you help families to understand and evaluate these differences? Participants use case studies to review the major differences in need analysis (FM and IM) and gain an understanding of the impact of differing methodologies as well as the financial aid policies and funding levels at both public and private institutions. Attendees walk away with the tools and strategies to assist families in translating and evaluating offers of financial aid.

Moderator: Anne Goode, Counselor, Magruder High School, MD

Presenter(s): Shirleyne McDonald, Associate Director of Financial Aid, American University, DC; **Monique Boyd**, Associate Director of Financial Aid, University of Maryland at College Park, MD

Student Search Service® Workshop **CEU**» **Key 1, Second Floor**

Colleges and universities are under constant pressure to target new markets, increase diversity and attract qualified students to honors programs or specific majors. Across the country, institutions are also seeing student demographics change, the number of high school graduates decline and campus resources become more scarce. As a result, it has become increasingly important for enrollment offices to develop efficient, targeted methods for reaching students. We invite you to join us at a Student Search Service® workshop to learn how the College Board can help you develop more strategic and cost-efficient methods to reach prospective students. Now more than ever, it is essential to communicate the right message to the right students. Learn how we can help you define, target and reach qualified prospects for your institution. At this free event, we will discuss tools, strategies and resources that can help you address demographic shifts and economic challenges so that you can meet your enrollment goals. To register, please go to <http://collegeboardss1112.eventbrite.com> and enter your information.

Presenter(s): Kevin Corr, Educational Manager, Higher Education, The College Board, Middle States Regional Office; **René Rosa**, Educational Manager, Higher Education, The College Board, Middle States Regional Office

Student, Parent and Professional Perspectives on Traveling the Enrollment Funnel **CEU**» **Key 10, Second Floor**

The journey through the college search process is unique for all of the players. Student, parents, counselors and enrollment professionals have specific goals and ideas and work to find the common ground that results in the best fit for students and institutions. This interactive session will include a variety of perspectives on information exchanged during the search process and how those involved — from families to admission offices — prefer to receive communication and deliver information. Current college students, their parents and their counselors will share what, in hindsight, worked well and what they would like to see changed in the process. Participants will gain insight into the needs and preferences of students and parents and improve their enrollment management practices.

Presenter(s): Michael Deegan, Associate Director of Admission, Hood College, MD; **Tara Gemmel**, Director of Recruitment, Baruch College, NY; **Ann Marie Strauss**, Co-Director of College Counseling, Glenelg Country School, MD

→ College Board Membership

Welcome New Members

Please join us in recognizing the following institutions recently welcomed into College Board membership.

The International School of Choueifat-Khalifa City
Khalifa City, Abu Dhabi UAE

Universal American School
Dubai, UAE

Al-Faris International School
Riyadh, Saudi Arabia

Khaled International School
Riyadh, Saudi Arabia

Chengdu Meishi International School
Chengdu, Sichuan Peoples Republic of China

Saint Paul American School
Beijing, Peoples Republic of China

Shanghai Jianping High School
Shanghai, Peoples Republic of China

Wuxi Guanghua Private School Cambridge International Centre
Wuxi, Peoples Republic of China

Academia Internacional Arabe Panamena
Colon, Panama

Universidad Tecnologica de Panama
Panama City, Panama

Cordoba School for A-Level
Karachi, Pakistan

Lahore Grammar School for Boys Johar Town
Lahore, Pakistan

International College
Beirut, Lebanon

Lebanese American University
Beirut, Lebanon

The American University of Rome
Rome, Italy

Quality Schools International School of Brindisi
Brindisi, Italy

Aditya Birla World Academy
Mumbai, India

Dover American International School
Shrouk City, Egypt

MCSchool, Santo Domingo
Dominican Republic

Centennial College
Toronto, Canada

International School of Choueifat
Manama, Bahrain

Aberdeen High School
Aberdeen, MD

Archdiocese of New York
New York, NY

Bayport-Blue Point High School
Bayport, NY

Bel Air High School
Bel Air, MD

Biotechnology High School
Freehold, NJ

Camden City Public Schools
Camden, NJ

Capital Region Sponsor-A-Scholar, Inc.
Albany, NY

Colts Neck High School
Colts Neck, NJ

Edgewood High School
Edgewood, MD

Fallston High School
Fallston, MD

Freehold High School
Freehold, NJ

Freehold Township High School
Freehold, NJ

Harford County Public Schools
Bel Air, MD

Harford Technical High School
Bel Air, MD

Havre De Grace High School
Havre De Grace, MD

The Hewitt School
New York, NY

Howell High School
Farmingdale, NJ

IMHOTEP Institute Charter High School
Philadelphia, PA

Jemicy School
Owings Mills, MD

Johnson City High School
Johnson City, NY

Joppatowne High School
Joppa, MD

KIPP DC: College Preparatory
Washington, DC

Lincoln Leadership Academy Charter School
Allentown, PA

Manalapan High School
Englishtown, NJ

Marlboro High School
Marlboro, NJ

Mount de Sales Academy
Catonsville, MD

North Harford High School
Pylesville, MD

Patterson Mill High School
Bel Air, MD

Paul Smith's College
Paul Smiths, NY

St. Joseph's College: Suffolk Campus
Patchogue, NY

Spencerport High School
Spencerport, NY

Tompkins Cortland Community College
Dryden, NY

Western New York Maritime Charter School
Buffalo, NY

YMCA of Greater New York
New York, NY

CEU Attendance Form

In order to receive continuing education units (CEUs) for your participation in the 2012 Middle States Regional Forum 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 person 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 College Board Registration Desk, or mail it to the Middle States Regional Office, The College Board, Three Bala Plaza East, Suite 501, Bala Cynwyd, PA 19004-1501. Your certificate will be mailed to you at the address you indicate below. Please provide all information:

Name:	Home Phone:
Institution:	Home Address:
School Address:	Home City, State, ZIP:
School City, State, ZIP:	Email:
Signature:	Mail my certificate to <input type="checkbox"/> School <input type="checkbox"/> Home

Plenary sessions, meals, membership meetings and assemblies are not eligible for CEU credit.

Additional workshops not eligible for CEU credit will be noted in the program.

Monday, Jan. 23, 2012	Session Name	Hours	CB Stamp/Sticker
9:45–11 a.m.		1.00	
11:15 a.m.–12:30 p.m.		1.00	
2–3:15 p.m.		1.00	
3:30–4:45 p.m.		1.00	
Tuesday, Jan. 24, 2012	Session Name	Hours	CB Stamp/Sticker
9–10:15 a.m.		1.00	
10:30–11:45 a.m.		1.00	
1–4 p.m.		3.00	
Total hours completed			



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, and may offer CEUs for its programs that qualify under the ANSI/IACET Standards, internationally recognized as good standards of practice. One (1) CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. Per IACET guidelines, based on the total of hours completed, anything 0.5 hours or above will be rounded up, and anything below 0.5 will be rounded down. (www.iacet.org)

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.



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.

Partner with Us:

Contact us at **866-392-3019** or **middlestates@collegeboard.org** to learn more.

Become a Member and Get Involved:

Join: collegeboard.org/membership-middlestates

Get Involved: <http://membership.collegeboard.org/get-involved>



Mark your calendar now!

AP Annual Conference 2012

Walt Disney World Swan and Dolphin
Lake Buena Vista, Fla.
July 18–22, 2012

Forum 2012

Fontainebleau Miami Beach Hotel
Miami, Fla.
Oct. 24–26, 2012



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