

# Investing in Education: A Call to Action



REGIONAL  
**Forum**  
2012**Boston**

Renaissance Boston Waterfront Hotel, Boston, Mass.  
Jan. 31–Feb. 1, 2012

## The 2012 New England Regional Forum Is Dedicated to Arthur Doyle



Arthur Doyle recently celebrated his retirement from the College Board after 40 years of devoted service to students and educators across the country in various capacities.

Most recently, Arthur served as the vice president of College Success Implementation within the College Board's Region and Account Services Division. In this capacity, Doyle was responsible for several areas within higher education, specifically those concerning the SAT® and the SAT Subject Tests™ as well as the College Board's Advanced Placement Program®. One of his primary responsibilities involved

planning, implementation and accountability for AP® and SAT development across the regions, where he provided leadership with best-practices communication of data, information and assessment services and applied research and efficacy studies.

Arthur previously served as vice president for the College Board's New England Regional Office, where he had overall responsibility for leading the management and operation of the staff and serving the College Board's secondary and higher education clients in six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.

Doyle joined the College Board in 1971 and held positions with the Washington, D.C., Midwestern and national offices. His professional development roles have included 15 years as the College Board's staff member for the Harvard Summer Institute on College Admissions; he also served as the College Board's representative to the Harvard Seminar on Assessment.

For his work with the College Board-developed computer-adaptive ACCUPLACER® program, the League for Innovation in the Community College awarded him the B. Lamar Johnson Award for Leadership in Innovation. Additionally, he has helped lead the College Board's efforts in expanding the Advanced Placement Program, including Pre-AP®. Before joining the College Board, Doyle was an administrator at Boston College, serving as the director of admission and freshman financial aid and as a financial aid administrator. He has also taught in public and independent Massachusetts schools.

Active in civic, youth and educational organizations, Doyle has held elected positions and served as a trustee or advisory board member for several organizations and communities. This has included five years as a member of the Ridgewood, N.J., board of education and two years as co-chair of the Long Range Planning Committee for the Milton Public Schools in Massachusetts.

Among his other academic-focused activities are service as a visiting team member for the New England Association of Schools and Colleges, service as a consultant for the U.S. Department of State's Overseas Schools Program and service as a reviewer for the Office of Postsecondary Education in the U.S. Department of Education.

Doyle earned a Bachelor of Arts degree and a master's degree in teaching from Boston College. He also earned a master's degree from the Kellogg Graduate School of Management at Northwestern University.

### 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](http://www.collegeboard.org).

## 2012 Regional Council Members and Regional Forum Program Planning Committee

### Larissa Baia, *Chair*

Associate Vice President  
of Enrollment Management  
Manchester Community College  
Manchester, NH

### Paul Brulé, *Past Chair*

Director of Counseling Services  
Saint John's High School  
Shrewsbury, MA

### Kristin R. Tichenor, *Chair Elect*

Vice President for Enrollment Management  
Worcester Polytechnic Institute  
Worcester, MA

### Robert Alig, *Ex Officio*

Interim Vice President  
New England Regional Office, The College Board  
Waltham, MA

### Nancy Barile

AP English Teacher  
Revere High School  
Revere, MA

### David Belanger

Director of Student Financial Services  
Smith College  
Northampton, MA

### Joseph P. Cammarano

Assistant Professor,  
Departments of Political Science and Public and  
Community Service Studies  
Providence College  
Providence, RI

### Debra Cloutier-Baggs

Guidance Counselor  
Lewiston High School  
Lewiston, ME

### Thomas Cleary

Chair, Education Department  
Castleton State College  
Castleton, VT

### Daniel Couture

Director of Student Financial Services  
Saint Michael's College  
Colchester, VT

### Arthur B.W. Custer,

*Chair-Academic Subcommittee*  
Dean of Faculty, Chairman, History Department  
Avon Old Farms School  
Avon, CT

### Adrian Haugabrook

Vice President for Enrollment Management  
and Student Success, Chief Diversity Officer,  
President's Office  
Wheelock College  
Boston, MA

# A Message from the President ←

**Stephen Joyce**

Director of Student Aid  
Bowdoin College  
Brunswick, ME

**James L. O'Neill**

Superintendent of Schools  
Jaffrey-Rindge Cooperative School District  
Jaffrey, NH

**Michelle K. McCaffrey**

College Counselor  
St. Johnsbury Academy  
St. Johnsbury, VT

**James Tilton**

Director of Financial Aid  
Brown University  
Providence, RI

**Julie H. Trask**

Director, Guidance Department  
Wellesley High School  
Wellesley, MA

**Ronnie P. Turner**

*Chair-Guidance and Admission Subcommittee*  
Dean of Admissions  
Northeastern University  
Boston, MA

**Susan Williams**

Director of School-College Partnerships  
Southern Maine Community College  
South Portland, ME

**Caesar T. Storlazzi,**

*Chair-Financial Aid Subcommittee*  
University Director of Student Financial  
Services and Chief Financial Aid Officer  
Yale University  
New Haven, CT

**James Tilton**

Director of Financial Aid  
Brown University  
Providence, RI

**Paul Weizer**

Professor and Chair, Department of Economics,  
History, and Political Science  
Fitchburg State University  
Fitchburg, MA

## Dear Friends and Colleagues,



Welcome to the 2012 New England 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 University of Maryland, Baltimore County, President Freeman Hrabowski.

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 good-bye to the College Board next July, this will be my last round of regional forums. However, after 12 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

**Welcome to the 2012 New England Regional Forum** — an event that provides an unmatched opportunity to join friends, colleagues and leaders to help shape the future of education. The Program Planning Committee has worked diligently to develop an exciting program that will explore topics of critical importance for education professionals in New England and beyond.

Whether you are a first-time attendee or a participant for many years, we feel that this year's forum will offer a wide range of opportunities to learn from prominent speakers and experts, attend workshops, and discuss strategies, best practices and programs developed to increase rigor and student achievement. Please add your voice to what promises to be a thought-provoking program of conversation and learning. We hope that you will leave the forum feeling enthused, inspired and informed with fresh ideas that will enrich your professional lives.

Sincerely,

The 2012 Regional Forum Program Planning Committee  
and the New England Regional Office

## Welcome New Members

**Alvirne High School**  
Hudson, NH

**Bristol Public Schools**  
Bristol, CT

**Burncoat High School**  
Worcester, MA

**Claremont Academy**  
Worcester, MA

**The Deck House School**  
Edgecomb, ME

**Doherty Memorial High School**  
Worcester, MA

**Harwich High School**  
Harwich, MA

**Nashua High School North**  
Nashua, NH

**Nashua High School South**  
Nashua, NH

**North High School**  
Worcester, MA

**South High Community School**  
Worcester, MA

**The Stanwich School**  
Greenwich, CT

**University Park Campus School**  
Worcester, MA

**Wareham High School**  
Wareham, MA

**Windham High School**  
Windham, NH

**Worcester Technical High School**  
Worcester, MA

## College Board Membership Anniversaries

### 50 Year

Anna Maria College, Paxton, MA

Gordon College, Wenham, MA

Pine Manor College, Chestnut Hill, MA

Rhode Island College, Providence, RI

Salem State University, Salem, MA

Suffolk University, Boston, MA

University of Bridgeport, Bridgeport, CT

Worcester State College, Worcester, MA

### 25 Year

Bethel High School, Bethel, CT

King and Low-Heywood Thomas School,  
Stamford, CT

Marian High School, Framingham, MA

South Hadley High School, South Hadley, MA

Southern Connecticut State University, New Haven, CT

## New England Regional Office Staff

**Robert Alig**  
Interim Regional Vice President

**David Adams**  
Senior Director, K–12 Services

**Mary Ellen Auriemma**  
Senior Educational Manager, K–12 Services

**Heather W. Ayres**  
Senior Educational Manager, K–12 Services

**Joe Bellavance**  
Senior Director, Higher Ed Services

**Alan Bernstein**  
Senior Educational Manager, K–12 Services

**Maura Cox**  
Director, Regional Operations

**Arthur Doyle**  
Vice President, College Success Implementation

**Dee Dee Edmondson**  
Director, State Government Relations

**Amanda Francis**  
Meeting Planner

**Katherine Frank**  
Regional Associate, Higher Education

**Jacki Giordano**  
Senior Educational Manager, Higher Ed Services

**Alexis Guay**  
Executive Assistant to Regional Vice President

**Aileen Harbour**  
Regional Associate, K–12

**Dena Soled Johnson**  
Senior Educational Manager, K–12 Services

**Robert Wolcott**  
Regional Associate, K–12



## Registration Hours

- » Monday: 4:30–6:30 p.m.
- » Tuesday: 7 a.m.–5 p.m.
- » Wednesday: 7 a.m.–4:30 p.m.

## Resource Center

### » Located outside the Atlantic Ballroom

Stop by the Resource Center to meet with representatives from the New England Regional Office as well as representatives of College Board programs and services. Find out the latest information and get answers to questions you have about the SAT®, the PSAT/NMSQT®, the College Board's new Net Price Calculator and more. You will also be able to get data relative to your school or district as well as check your email at the Internet café.

## AP® Studio Art Exhibition

The New England Regional Office is pleased to display several works of art created by AP® Studio Art students from our region. This annual rotating exhibit is displayed in memory of our colleague and friend, Paulo Zina, who had begun work on this initiative before he passed away in May 2008. You may view the artwork outside Atlantic 1 Ballroom.

Paulo, K–12 educational manager in the New England Regional Office, was best known for his quick wit and clever sense of humor, but “Señor Zina” was also a dedicated educator and caring friend. A former Spanish teacher and AP Coordinator at Ludlow High School in Massachusetts, Paulo continued to have a positive influence on students through his work in the New England Regional Office. He missed the classroom but knew that he could have a greater impact on kids through his role at the College Board.



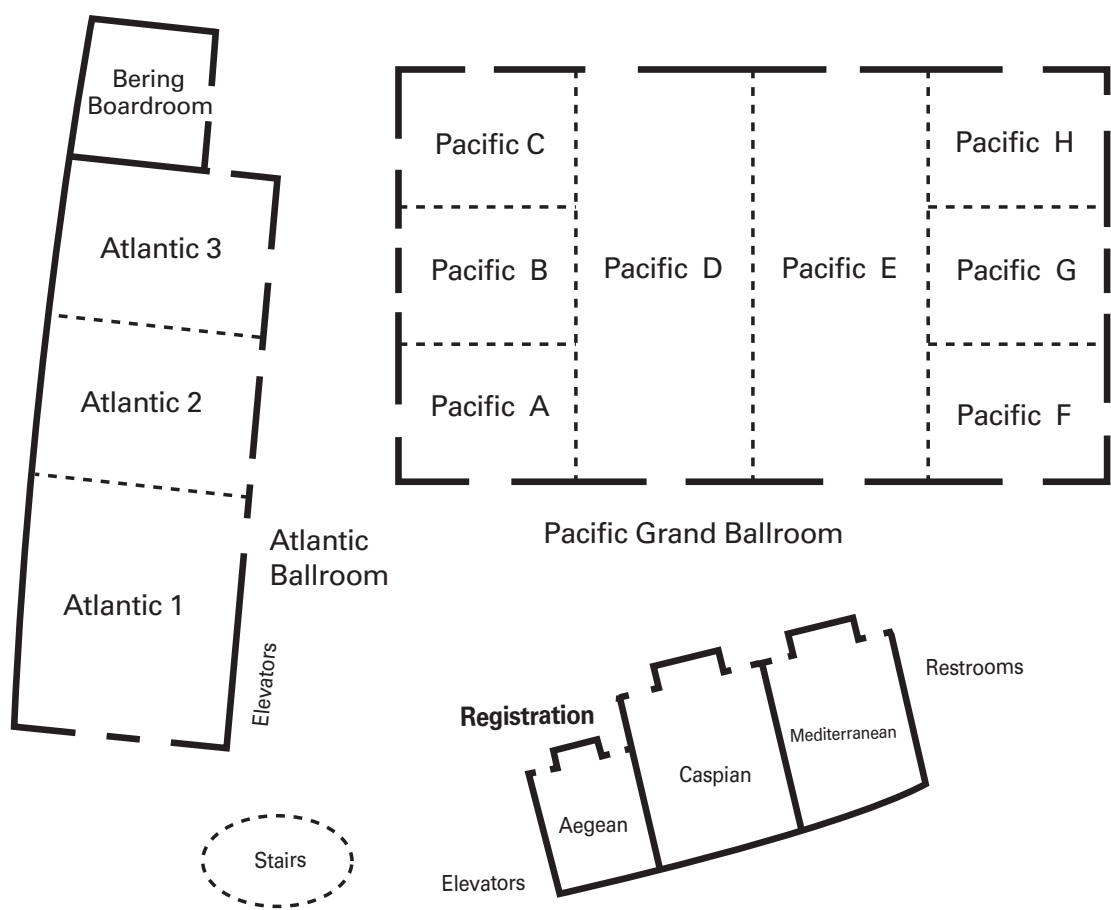
## Voting Privileges

Each College Board member institution is eligible to appoint one delegate to each of the three national assemblies of the College Board. All delegates are entitled to vote in the assembly to which they are appointed and at the Annual Meeting of the Members of the College Board at the regional forum. There will be voting cards in each delegate's registration packet.

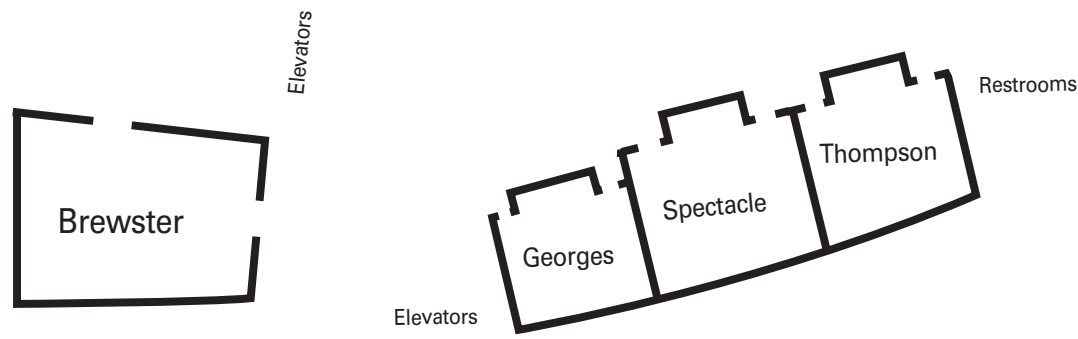
## Room Capacity

Seating in session rooms is limited. Due to fire regulations, we must limit the attendance at sessions by the designated room capacity. If you arrive at a session room where no seating is available, please choose to attend another session.

Third Floor / Ocean Level



Fourth Floor / Island Level



## Tuesday, Jan. 31

**8–8:30 a.m.**

### Networking Breakfast

» Pacific Ballroom Foyer

**8:30–9:30 a.m.**

### Welcoming Remarks and Keynote Speaker: Freeman A. Hrabowski, President, University of Maryland, Baltimore

» Pacific Ballroom



Freeman A. Hrabowski III, has served as President of UMBC (The University of Maryland, Baltimore County) since May 1992. His research and publications focus on participation and performance of African American males.

Hrabowski serves as a consultant to the National Science Foundation, the National Institutes of Health, and universities and school systems nationally. He also sits on several corporate and civic boards. Examples include the Baltimore Museum of Art, Constellation Energy Group, France-Merrick Foundation, Marguerite Casey Foundation, McCormick & Company, Inc., Mercantile Safe Deposit & Trust Company, University of Maryland Medical System, and the Urban Institute.

Examples of recent awards and honors include election to the American Academy of Arts & Sciences and the American Philosophical Society, receiving the prestigious McGraw Prize in Education, receiving the U.S. Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring, being named Marylander of the Year by the editors of *The Baltimore Sun*, and being listed among *Fast Company* magazine's first "Fast 50 Champions of Innovation" in business and technology. He also holds honorary degrees from various institutions including Duke University, the University of Illinois, Gallaudet University, the Medical University of South Carolina and Binghamton University, among others. Hrabowski is co-author of the books, *Beating the Odds*, *Raising Academically Successful African American Males*, published by Oxford University Press in 1998, and *Overcoming the Odds: Raising Academically Successful African American Young Women*, published by Oxford University Press in 2001.

**9:45–11 a.m.**

### Generations Collide: Supporting a Multigenerational Workforce

When considering workplace diversity, most people think of race, religion and ethnicity. However, today's workplace is perhaps most diverse with regard to age. Each generation complains about the younger generation: this is NOT new. What is new is the magnitude of the differences. Today's four separate generations have unique backgrounds and distinctive talents that they bring to the workplace. This session will help you capitalize on the strengths of staff of all ages and merge the generations into an effective work team.

**Presenter(s): Cally Ritter**, LICSW, AllOneHealth, Boston, Mass.

### Improving Outcomes: Using the College Readiness Pathway to Link Middle School to High School

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): Emily Paulsen**, Director, ReadStep Program, The College Board

### The Net Price Is Right? Lessons Learned from Net Price Calculator Implementations

As of October 2011, all colleges were required to provide a calculator that will help 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 will review the role of net price calculators in college and financial planning against the realities of changing aid strategies and costs. Panelists will share how schools made their NPC choices, the lessons learned during the implementation, the effect of the new tool on counselors and students, and the NPC as a negotiation tool. Participants will be able to compare and contrast NPC tools and functionality, as well as learn how higher ed professionals can best address questions from students and families about what their NPC says.

**Moderator(s): David Belanger**, Director of Student Financial Services, Smith College, Northampton, Mass.

**Presenter(s): Michael McLaughlin**, Director, Financial Aid Operations, Middlebury College, Middlebury, Vt.; **Jacqueline Murphy**, Director of Admission, Saint Michael's College, Colchester, Vt.; **Richard Rizoli**, Director of College Counseling, The Rivers School, Weston, Mass.

### Community College Convocation

Join your colleagues for a special interest session devoted to dialogue about issues pertinent to community college professionals in New England.

### Senior Enrollment Management Roundtable

This highly successful roundtable is back for the fifth year in a row! Join your colleagues in a highly interactive session as we discuss our current challenges and opportunities, and try to paint the strategic and operational landscape one, three, and five or more years in the future. We cover a lot of ground in a short time!

**Moderator(s): Joe Bellavance**, Senior Director, Higher Ed, The College Board

**Presenter(s): Jennifer Desjarlais**, Dean of Admission and Financial Aid, Wellesley College, Wellesley, Mass.; **Jeremy Spencer**, Dean of Admission, Framingham State University, Framingham, Mass.; **Charles Diggs**, Dean of Enrollment Management and Student Affairs, Roxbury Community College, Roxbury Crossing, Mass.

## Common Core State Standards: After the Adoption, the Work Begins!

In this session, panelists will discuss the implementation phase of the Common Core State Standards (CCSS) initiative. How is implementation progressing across the New England Region? What are the implications for not only K–12 but also higher education institutions in this effort? Implementation involves many steps: aligning standards, developing curriculum, training teachers, informing parents, coordinating stakeholders and preparing for brand new assessments. Attendees will receive updates on the status of CCSS implementation across the six New England states and hear how, at both the state and district levels, educators are rising to this challenge.

**Moderator(s): Heather Ayres**, Senior Educational Manager, The College Board

**Presenter(s): Monique A. Culbertson**, Director of Curriculum and Assessment, Scarborough School Department, Scarborough, Maine; **Lisa Dyer**, Manager of Professional Development, Worcester Public Schools, Worcester, Mass.; **Mary Ann Snider**, Chief of Educator Quality and Instructional Effectiveness, Rhode Island Department of Education, Providence, R.I.; **Dane Linn**, Executive Director, State Strategy, The College Board

## L.E.A.P. — Latinos Excelling in Advanced Placement®

Latino students at South High Community School in Worcester, Mass. are excelling in Advanced Placement®! Participants in this session will hear from the guidance director about best practices to increase AP participation among Latino students, with a focus on student recruitment, parent involvement and teachers' support.

**Presenter(s): Carmen Melendez**, Guidance Director, South High Community School, Worcester, Mass.; **Olga Papadopoulos**, ESL teacher, South High Community School, Worcester, Mass.

## Service Learning for ESL Courses: 2010 Greenhouse Grant Winner

The purpose of the Greenhouse Grant is to extend the reach of service learning to students who are studying English-as-a-second Language in a way that develops students' leadership skills, leverages their existing contacts, and provides much-needed services including outreach, community building and networking. The ESL Leaders conducted outreach activities among non-native English speaking communities that seek to build access opportunities to education for members of our community.

**Presenter(s): José Mangual**, Project Director, ESL Greenhouse Grant, Mount Wachusett Community College, Gardner, Mass.; **Teresita Encarnación**, Coordinator of Workforce Development, Mount Wachusett Community College, Gardner, Mass.; **Luz Cruz**, President of the ESL Club and Mount Wachusett Community College ESL Student, Gardner, Mass.; **Alma Martínez**, Vice President of the ESL Club and Mount Wachusett Community College ESL Student, Gardner, Mass.

**11:15 a.m.–12:30 p.m.**

## Moving Forward in Reverse — It's Never Too Early to Begin to Create a College-Going Culture for All Students

More and more, research shows that engaging students and creating a college-going culture is an ongoing process, rather than a pinnacle event that students experience during their high school years. Therefore, we must move our awareness efforts backwards in order to assist more of our student to move forward! In fact, most guidance counselors would agree that the strongest foundation for college planning, and decision making, especially amongst first-generation applicants, is student awareness and exposure. Creating a college-going culture is a journey that needs to begin as early as possible, involving many caring adults in the school and the larger community. In this session, a panel consisting of school counselors and members of key community organizations share exciting work and development in helping students seek their highest potential. While utilizing a comprehensive guidance mode, methods of implementing a districtwide effort of reaching all students with the message of possibilities of learning beyond high school will be revealed. Discussions of specific lessons, guest speakers, mini-college fairs and the importance of not doing everything will be covered. Participants will develop strategies for building a college-going atmosphere that concludes with students inspired and ready for learning after high school.

**Presenter(s): Frank Staples**, Director of Guidance, East Hartford High School, East Hartford, Conn.; **Laura Goldworm**, Dean of Graduate Services, Excel Academy, East Boston, Mass.

## Guidance and Admission Assembly

The Guidance and Admission Assembly (GAA) provides a forum for members to discuss issues and actions related to supplying educational opportunities for all students at crucial transition points in their lives. The assembly identifies and responds to the needs of its members as they work, individually and collectively, to encourage students and families to keep options open and to offer opportunities for student access and success. It presents opportunities for members to engage in dialogue and make their recommendations known to the GAA Council, to the Board of Trustees and to the members of the College Board. The assembly addresses issues related to professional ethics and educational standards, and it provides advice on College Board programs and services related to such functions as early awareness, precollege planning, assessment, admission and retention.

## Teaching with Technology: Doing More with Less by Integrating Useful and Mostly Free Technology Tools in the Classroom

As state budgets continue to shrink, necessitating budget cuts, finding ways to accomplish more with less has become a necessity. Fortunately, the explosion of technological provides the opportunity to accomplish the impossible. Students constantly use technology in their daily lives, thus making this integration seamless. Using technology in the classroom will make our profession more enjoyable and presents a way to engage different types of learners. This forum will equip participants with the basics of how free technology tools have been used successfully and will allow a broad-based discussion regarding the future of technology in the profession. Panelists will discuss using visual media, teaching across the curriculum with primary sources, and teaching with blogs and wikis to enhance class discussions.

**Presenter(s): Paul Weizer**, Professor, Department of Economics, History, and Political Science, Fitchburg State University, Fitchburg, Mass.; **Kate Wells**, Reference Librarian, Fitchburg State University, Fitchburg, Mass.; **Kate Jewell**, Assistant Professor of History, Fitchburg State University, Fitchburg, Mass.; **Brendan Murphy**, AP Teacher, John Bapst Memorial High School, Bangor, Maine



## Discounting, Negotiation and Transparency: Refreshing Best Practices

Join us for an exploration and discussion of the intersections of managing discount rate, negotiating with students and price transparency in the financial aid process. How has discount rate and net revenue come to dominate how colleges approach enrolling new students? What role do consultancies play in schools' 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 in some colleges willing partners in negotiation? What role do the Net Price Calculators play in this discussion? Participants will learn about the new challenges facing enrollment professionals and will develop strategies to incorporate these new concepts into their current institutional policies.

**Moderator(s): Audrey Smith**, Associate Vice President for Enrollment, Smith College, Northampton, Mass.

**Presenter(s): Kristin Tichenor**, Senior Vice President for Enrollment & Institutional Strategy, Worcester Polytechnic Institute, Worcester, Mass.; **Linda Maguire**, Vice Chair, Maguire Associates, Concord, Mass.

## Identifying and Fostering Rigorous Instruction in the Classroom with SpringBoard®

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): Robert Sheffield**, Senior Director, SpringBoard Implementation, The College Board; **Dave Brown**, Principal, Strawberry Crest High School, Hillsborough County, Fla.

## The Use of Secondary–Postsecondary Curriculum as a Strategy for Reducing Mathematics Remediation Rate

Berkshire Community College administers ACCUPLACER® testing to all local high school juniors and is now entering its fourth year working on a secondary–postsecondary mathematics curriculum alignment. This session will discuss the alignment processes, the results of a Community College Leadership Academy project examining statewide efforts, and pilot utilizing MyMathTest in high school math classes.

**Presenter(s): Julie Hannum**, Perkins CVTE Linkage Coordinator Adjunct Faculty-Mathematics, Berkshire Community College, Pittsfield, Mass.

**12:45–1:45 p.m.**

### Lunch Featuring Regional Awards

» **Pacific Ballroom**

Please join your fellow regional forum attendees for lunch and the presentation of awards recognizing your colleagues in New England.

**2–3:15 p.m.**

### College Scholarship Service Assembly

The College Scholarship Service Assembly (CSSA) provides a forum for members to discuss policies, practices and procedures designed to help students and families prepare to meet the costs of postsecondary education. The CSSA articulates the ideals and principles that should animate the administration of student financial aid. It promotes the sharing of information and ideas among secondary schools and school systems, postsecondary institutions, and public and private agencies that are involved in helping students and families learn about, apply for and obtain financial aid.

## Strategies, Struggles and Success: Students Share Their Experiences with Rigorous Instruction

Students who have been historically under-represented in Advanced Placement courses have faced a multitude of obstacles from stereotype threat to low expectations and to barriers to entry. Once at college, these same students face further challenges. Participants will listen and learn as well as question and dialogue with a panel of students, each with a different story of strategy, struggle, strength and success. The panel of students will identify strategies, explain programmatic supports (both at the high school and college level), and speak to the power of peer-to-peer perseverance. Participants will walk away with relevant insights and proven strategies that will support their efforts to create and implement bridges instead of barriers for historically underrepresented students accessing and succeeding in an AP program and then in higher education, regardless of race, background or family income.

**Moderator(s): Nancy Barile**, AP English Teacher, Revere High School, Revere, Mass.

**Panelists:** Graduates from Revere High School.

## Solving the Institutional Issue of Struggling Student Loan Borrowers

Student loan troubles are often defined by how many students default, but does the default rate alone give the full picture of the student loan problem in our nation today? Until now, data have not been available on borrowers who are having difficulty repaying their federal education loans but do not default. Yet like defaults, delinquency on student loans can have negative impacts on borrowers' credit ratings, other life choices and consumption patterns. Further, student loan repayment struggles are causing many college-goers — past, present and future — to question the worth of a college degree like never before. This presentation will share the results of a recent study that, for the first time, shows how many student borrowers are in fact silently struggling with repayment each month. Panelists will discuss why this is a broad institutional issue and how multiple offices on campus can work together toward better education debt management for their students. Participants will be able to develop strategies to communicate this information to stakeholders and develop an institutional plan.

**Moderator and Presenter: Allesandra Lanza**, Corporate Public Relations Manager, American Student Assistance, Boston, Mass.

**Presenter(s): Debra Chromy**, Vice President of Strategic Partnerships, American Student Assistance, Boston, Mass.; **Alisa Federico Cunningham**, Vice President of Research and Programs, Institute for Higher Education Policy (IHEP), Washington, D.C.; **Scott James**, Associate Vice President, Enrollment Management, Salem State University, Salem, Mass.

## Understanding the Science and the Art of Reviewing College Applications

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

**Moderator(s):** **Grant M. Gosselin**, Dean of Undergraduate Admission, Babson College, Waltham, Mass.

**Presenter(s):** **Lauren McGrath**, Director of Admission, Bennington College, Bennington, Vt.; **John L. Mahoney**, Director of Undergraduate Admission, Boston College, Chestnut Hill, Mass.

## Partnering with Year Up

The Community College of Rhode Island (CCRI) and Year Up, a national 501(c)3 nonprofit with locations in nine cities throughout the United States, just completed the first year of a very successful and mutually beneficial partnership that addresses the Opportunity Divide faced by urban young adults. CCRI's mission and vision overlaps with the mission and vision of Year Up. This session will focus on the partnership between CCRI and Year Up and how this public/private partnership can drive positive change.

**Presenter(s):** **Bob Shea**, Vice President for Business Affairs, Community College of Rhode Island, Warwick, R.I.

## AP® Developments — Updates and Future Directions

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.

**Presenter(s):** **Potoula Chresomales**, Executive Director, Product Strategy and Management, Advanced Placement Program, The College Board

## College Board Advocacy Spotlight: The Educational Experience of Latinos and Young Men of Color

The College Board is committed to increasing College Completion rates, and if President Obama's goal of making the United States No. 1 in degree completion by 2020 is to be achieved, then we will need to ensure that larger percentages of our students succeed. This session will focus on two groups of traditionally underserved students — Latinos and Young Men of Color. First, we'll look at *The College Completion Agenda Latino Edition* which is aimed at providing the best data and policies to increase college completion among this important demographic group. The supplement is based on the 10 recommendations issued by the Commission on Access, Admissions and Success in Higher Education that address the demands and challenges currently facing the education sector in the United States. Participants will explore the highlights of the 10 recommendations. The status of Latinos in the College Completion Agenda will be discussed, and strategies that states, schools and districts can use to increase the college completion rates of Latinos in the United States will be provided. The second portion of this session will outline the challenges facing young men of color. It is becoming increasingly clear that boys, and particularly young men of color, are falling behind in education attainment, including low high school graduation rates, low college enrollment rates and high incarceration rates. We will show how and why many of these students are succeeding.

**Moderator(s):** **James Montoya**, Vice President, Relationship Development, The College Board

**Presenter(s):** **John Lee**, Policy Director, Advocacy and Policy Center, The College Board

**3:30–4:45 p.m.**

## Higher Education/Nonprofit Partnership — Improving Retention and Graduation Rates — The Embedded Model

Success Boston is a multisector initiative focused on doubling the college persistence and graduation rates of Boston Public School graduates. Partners include the Boston Public Schools, six nonprofit agencies and multiple higher education institutions. UMass Boston developed a collaborative model where nonprofit partners are "embedded" on campus working closely with a university team and caseload of students. We will present an overview of the "embedded model" and our successes with student persistence and retention

to date. This model demonstrates that each sector (higher education, nonprofits) have complementary strengths that can be quite powerful when brought together in a structured collaboration. Participants will learn how nonprofit agencies and higher education institutions can structure partnerships to impact students from urban schools and will be able to draw from aspects of this model to expand and improve their own strategies for student success and retention.

**Presenter(s):** **Vonessa Goode-Knight**, Program Coordinator, Freedom House, Inc., Boston, Mass.; **Michael Mahan**, Senior Academic Advisor, University of Massachusetts Boston, Boston, Mass.; **Emily Singer**, College Transition Manager, TERI, Boston, Mass.; **Liliana Mickle**, Special Assistant to the Vice Provost, University of Massachusetts Boston, Boston, Mass.

## Success Measures: Defining Student Success at Community Colleges Through the Voluntary Framework of Accountability Initiative

Among community college leaders, there is a growing concern that providing access to students is not enough and that colleges must also assume responsibility for increasing success rates. The Voluntary Framework of Accountability (VFA) is designed to help community colleges create sector-appropriate reporting formats and share them publicly. As a national accountability framework FOR and BY community colleges, the VFA will provide: measures appropriate to community college missions and the students served; usable and consistent definitions to enable benchmarking and collaboration; and measures by which community colleges should be held accountable and therefore can be used to influence policy conversations with stakeholders. Members of the VFA advisory groups will present the details of the accountability measures and answer questions on how these will impact your college. Participants will develop strategies for how they can implement the VFA accountability measures on campus.

**Presenter(s):** **Charlie Collins**, State Director, Early College for ME, Augusta, Maine; **Ronald Williams**, Vice President, Community College Initiatives, The College Board; **Kent A. Phillippe**, Associate Vice President, Research and Student Success, American Association of Community Colleges, Washington, D.C.

## Academic Assembly

The Academic Assembly offers a forum for members to discuss issues and actions related to providing educational opportunities for all students. The assembly promotes educational excellence and equity through the articulation and elaboration of academic standards as well as standards for the delivery of curriculum and instruction horizontally across the disciplines and vertically across the education continuum (K–16). It is a setting to address topics on curriculum, articulation, assessment, school governance structures and sustained professional development. This year, the discussion will specifically focus on the skills needed in college classrooms and how secondary and higher education faculty can work together to be sure students are prepared without the need for developmental or remedial course work in college.

## Using a Net Price Calculator: The Critical Role of Counselors in Helping Students Make Good Decisions

For many years, families have been confounded by how much it will really cost to send their child to college. If they look just at the sticker price, many families will rule out private colleges or rule out college altogether. If they look at the expenses, after financial aid has been subtracted, they may still underestimate the real cost because disproportionately high self-help amounts can create the appearance of affordability but will 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. Beginning in October 2011, colleges will be required by federal law to feature a Net Price Calculator (NPC) on their websites, in theory making it easier to determine how much a family will really have to pay. However, as good a tool as it is, the NPC will not substitute for good guidance and mentoring by professional guidance counselors and college admission and financial aid staff. Participants will examine the initiative and develop best practices in helping families in their college decisions.

**Moderator(s):** **Debra Cloutier-Baggs**, Guidance Counselor, Lewiston High School, Lewiston, Maine

**Presenter(s):** **Jacki Giordano**, Senior Educational Manager, Higher Ed, The College Board

## International Recruiting: Fishing in a Flat World

Changes in the global economy have grown the pool of students studying outside their home country. While East Asia has contributed significantly to the growth in international students, opportunities for U.S. universities in the Midwest/ Middle States/ New England/ Western region/ Southwest to attract talented students extend far beyond the Pacific Rim. In this session, participants will examine the latest data and identify resources related to international student mobility and recruitment. With seasoned international admission professionals, participants will discuss best practices for recruiting, admitting and enrolling foreign students. In addition, participants will also discuss the challenges students face when applying to U.S. colleges and universities. From these conversations, participants will develop effective approaches for reaching out to these ambitious, diverse populations of students.

**Presenter(s):** **Clay Hensley**, Director, International Strategy and Relationships, The College Board;  
**Karen Kristof**, Senior Associate Director of Admission, Smith College, Northampton, Mass.;  
**Ian Mortimer**, Vice President for Enrollment Management, Champlain College, Burlington, Vt.;  
**Matt McGann**, Associate Director of Admissions/ Director of Recruitment, Massachusetts Institute of Technology, Cambridge, Mass.

## Putting the “Student” Back in Student Search

Over three million students a year express an interest in attending college. Institutions spend valuable resources trying to reach these students. What’s the secret to getting on a student’s radar screen? This panel of students and parents will discuss their student search experiences and provide valuable insight into the best way to communicate with potential applicants.

**Moderator:** **Joe Bellavance**, Senior Director, Higher Education Services, The College Board

**Presenter(s):** Students and parents from Massachusetts area schools.

## 5–7 p.m.

### Networking Reception and New England AP Studio Art Exhibition

» **Atlantic 1 Ballroom**

Please join your colleagues for hors d’oeuvres and cocktails to unwind after a full day of forum fun! Artwork created by AP Studio Art students from across New England will be on display.

## Wednesday, Feb. 1

### 7:30–8:45 a.m.

### Annual Meeting of the New England Members of the College Board and Breakfast

» **Pacific Ballroom**

Join your New England Regional Chair, Larissa Baia, for the 2012 meeting of the members.

The agenda includes:

- Reports from the chair of the New England Regional Assembly
- Results of regional assembly elections
- Report from the regionally elected College Board Trustee
- Reports from regionally elected representatives serving on national committees

### 9–10:15 a.m.

### Grants 101: How to Write a Winning Grant Proposal

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, and 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, State and District Strategy and Outreach, The College Board



## → Sessions: Wednesday, Feb. 1

### The New Normal: Families, Finance and Financial Aid

While the recession has officially ended, a great deal of anxiety and uncertainty remains, both for families and for colleges. Interest in college has reached historic highs, though so too has 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 will examine the economics of the new marketplace and discuss their practical implications for families and colleges.

**Moderator(s): Jim Tilton**, Director, Office of Financial Aid, Brown University, Providence, R.I.

**Presenter(s): Audrey Smith**, Dean of Enrollment, Smith College, Northampton, Mass.; **Robert W. Hill III**, Head of School, The Williston Northampton School, Easthampton, Mass.

### Rethinking Remediation: Proactive Intervention Strategies and Solutions

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 dialogue about these, as well as other, potential strategies and solutions.

### AP Access: The Power of Partnerships

The New England Regional Office of the College Board and the Mass Math + Science Initiative have teamed up to increase AP enrollment in Massachusetts high schools. A team of presenters will describe the evolution of their partnership and highlight specific strategies that have led to significant increases in AP enrollment.

**Presenter(s): Heather Ayres**, Senior Educational Manager, The College Board; **Melinda Boone**, Superintendent, Worcester Public Schools, Worcester, Mass.; **John Smolenski**, Director of Enrollment Services, Mass Math + Science Initiative, Boston, Mass.

### Experienced-Based Learning, A Project-Oriented Approach

The challenges facing a two-year community college in today's economy are based on issues such as student and faculty apathy, ever-increasing fees and extensive use of adjuncts. This session will focus on meeting and overcoming these challenges by utilizing a classroom project approach that spans courses and multiple disciplines.

**Presenter(s): Terry Pardoe**, Program Coordinator, Nashua Community College, Nashua, N.H.; **Hal Bettle**, Adjunct Professor, Daniel Webster College, Nashua, N.H.

### Reforming a School District Through College Readiness

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): Rachel Dixon**, Senior Director, EXCEerator Design, The College Board

10:30–11:45 a.m.

### Introducing a New Comprehensive College Planning Website — YouCanGo!™

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): Lloyd Thacker**, Executive Director, The Education Conservancy, OR; **Roy Ben-Yoseph**, Executive Director of Online College Planning Products, The College Board

### The PRIME Project: A Partnership for Readiness in Math and English

The PRIME Project is a collaborative effort between the UMass Lowell Graduate School of Education, Departments of English and Mathematics, and Lowell and Lawrence High School educators to address challenges in student readiness for college. The project focuses on two areas critical for student success: reading and writing in the content areas of English and math, and college readiness knowledge and skills. Through examination of high school and college math and English curriculum, assessment practices, and expectations for student knowledge and skills, PRIME's 29 teachers and seven university faculty have identified gaps and differences and developed strategies to increase student readiness for success in college. This presentation will report year one outcomes as well as key features of the project and lessons learned. Participants will learn how to develop, implement and sustain a school/university collaboration targeted to college readiness.

**Presenter(s): Judith A. Boccia**, Director, Office of School Partnerships, University of Massachusetts Lowell, Lowell, Mass.; **Marlowe Miller**, Professor, University of Massachusetts Lowell, Lowell, Mass.; **Wendy Jack**, Director of Curriculum, Lowell High School, Lowell, Mass.; **Donna Chevaire**, Supervisor of Math, Lawrence Public Schools, Lawrence, Mass.

## Getting Back in the Ring: Building Resiliency in Financial Aid Professionals

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 will focus 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 ed aid today. While presenters will offer insights and strategies, this session is designed to be interactive. Attendees are encouraged to bring both frustrations and solutions to share with others. By learning from their challenges and successes, participants will develop new models and adapt proven ones so that interactions at all levels become more positive and productive.

**Moderator(s):** **Monica M. Blondin**, Director of Financial Aid, Worcester Polytechnic Institute, Worcester, Mass.

**Presenter(s):** **Anthony R. Erwin**, Senior Director University Financial Aid and Scholarships, Northeastern University, Boston, Mass.; **June L. Schlabbach**, Financial Aid Director, Plymouth State University, Plymouth, N.H.; **Suzanne Peters**, Director of Financial Aid Services, University of Massachusetts Amherst, Amherst, Mass.

## The Economics of Higher Education: Labor Market Information Every Student Needs to Know

What is the expert's portrait of the labor market over the next decade based on 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 STEM (science, technology, engineering and math) 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 will be able to identify growth occupations regionally and nationally, will engage in an activity aimed to acquaint students with tools that can guide college and career planning, and will develop a strategy to inform students and other educators about the future of the labor market.

**Moderator(s):** **Susan Williams**, Director of School-College Partnerships, Southern Maine Community College, South Portland, Maine

**Presenter(s):** **John Dorner**, Program Director, Building Economic Opportunity Group, Jobs for the Future, Boston, Mass.; **Mary Moore**, Director of Guidance, Brunswick High School, Brunswick, Maine

## Improving Transfer from Community Colleges to Four-Year Institutions: The Perspective of Leaders from Baccalaureate-Granting Institutions

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 nation's need for an educated citizenry that represents the diversity of this nation. Higher education leaders participating on this panel will 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 will present their assessment of the transfer process, the challenges they face — institutional, academic, and programmatic — in serving transfer students and, most importantly, their perspective on the opportunities that accrue to a four-year institution that makes community college students an essential part of its campus community.

**Moderator(s):** **Joe Bellavance**, Senior Director, Higher Ed Services, The College Board

**Presenter(s):** **Jon Henry**, Vice President of Enrollment, University of Maine Augusta, Augusta, Maine; **Paula Kennedy**, Associate Director of Admission, Southern Connecticut State University, New Haven, Conn.

## Closing the Gaps: Increasing Participation and Access in Underserved Populations Through Dual Enrollment

How would you like to build and administer a dynamic dual enrollment experience that promotes a college-going culture for your students? Learn tips and strategies to prepare students for post-secondary learning and earn college credit while in high school. This option encourages underserved students to experience a college class while building their confidence and college transcript. Learn how to support underserved students in dual enrollment programs, how to ensure that your students have an authentic college experience, and how your students can benefit from early exposure to college. The session will present research findings showing the positive impact dual enrollment can have on students' college outcomes. The session will also

provide the building blocks necessary to develop supportive, effective dual enrollment programs.

**Presenter(s):** **Melinda Karp**, Senior Research Associate, Community College Research Center, Teachers College, Columbia University, New York, N.Y.

## Politics and Education — Government Relations in New England

As states struggle to balance budgets and the 2012 election takes precedence in the public eye, education funding is continually under threat of decreased appropriations. Given these challenges, the need for proactive advocacy has increased significantly. Join us as we hear from the College Board government relations team, elected officials and policymakers to discuss how politics and education policy shifts affect you. Learn what is happening in your state and in your region as it relates to policy and legislation. Hear the role of the College Board in these efforts and how you might participate and be involved. Participants gain the knowledge to utilize the educational policies and current legislation in their state and learn how to develop strategies to participate in legislation. After hearing from the panel, participants will be informed and prepared to advocate for changes at the local and state levels to achieve desired results.

**Moderator(s):** **Dee Dee Edmondson**, Director, State Government Relations, The College Board

**Noon–12:45 p.m.**

### Networking Lunch

» **Pacific Ballroom**

Please join us for a buffet lunch to network with your colleagues.



1–4 p.m.

## **(Not) Caught in the Middle: Critical Foundations for High School and Postsecondary Success**

Research has shown that the skills learned in the middle grades (grades 6–8) are vital to a student's success in high school. What are the critical executive functioning skills students in grades 6–8 so need to be prepared for the rigor of a precollege curriculum? The presenters of this session will discuss the executive functioning skills and strategies necessary for middle school students to successfully transition to a high school curriculum that encompasses everything from regular homework to rigorous instruction. Participants will learn about lessons and projects that are appropriate for preparing middle school students as well as strategies for supporting the articulation and alignment between the middle and high school grades.

**Moderator(s):** **Mary Ellen Auriemma**, Senior Educational Manager, K–12, The College Board

**Presenter(s):** **Jan Goldsberry**, Curriculum Director, Sanford School, Sanford, Maine; **Laura Goldworm**, Dean of Graduate Services, Excel Academy Charter School, Boston, Mass.; **Nicole Simoes**, Director of Graduate Support, Excel Academy Charter School, Boston, Mass.; **Dean Auriemma**, Principal, Scarborough High School, Scarborough, Maine; **Barbara Hathorn**, Principal, Scarborough Middle School, Scarborough, Maine

## **One Family, Many Offers: Translating and Evaluating Offers of Financial Aid**

The need for financial aid is defined as the difference between the total cost of attendance and the expected family contribution and eligibility for financial aid 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 schools? Why do financial aid offers differ and how do you help families understand and evaluate these differences? Through the use of case studies, participants will review the major differences in need analysis (FM and IM) and gain an understanding of the impact of differing methodologies and the financial aid policies and funding levels at both public and private institutions. Attendees will walk away with the tools and strategies to assist families in translating and evaluating offers of financial aid.

**Moderator:** **Caesar T. Storlazzi**, University Director of Student Financial Services and Chief Financial Aid Officer, Yale University, New Haven, Conn.

**Presenter(s):** **Paul Brulé**, Director of Counseling Services, St. John's High School, Shrewsbury, Mass.; **Susan Gerber**, Director of Financial Aid, Yale School of Medicine, New Haven, Conn.

## **More Than a Test: SAT® and SAT Subject Tests™**

So often people question the value of the SAT and SAT Subject Tests™. Are they valid, reliable and fair? In this two-part workshop for admission officers and guidance counselors, led by enrollment leaders and College Board staff, participants will examine what the SAT and the SAT Subject Tests are and how they are used by enrollment professionals to meet an institution's strategic enrollment goals. Participants will review the college and university enrollment process, how institutions use the SAT and why it is regarded as a consistent, valid and reliable measure of students' academic readiness for college. Participants will also explore who the tests serve, how they were developed, and the predictive power of the SAT. Participants will develop strategies to better leverage these assessments to support colleges and universities in their enrollment goals and students in their college aspirations.

**Presenter(s):** **Joe Bellavance**, Senior Director, Higher Education Services, The College Board; **Yvonne Da Silva**, Senior Director, SAT Program, The College Board; **Matt McGann**, Associate Director of Admissions/Director of Recruitment, Massachusetts Institute of Technology, Cambridge, Mass.

## **Becoming a Data Expert and Change Agent for Your School**

Participants will 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 outside sources such as College Board reports. Additionally, participants will 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, National Office for School Counselor Advocacy, The College Board

## **Innovation Engineering Workshop**

Participants will learn about the innovation process the College Board is using to create, communicate and implement new ideas to meet the needs of their constituents. Participants will get an overview of the process, see some examples of ideas that have gone through the process, and then work with their colleagues to create new ideas. For purposes of this workshop, we'll focus on an opportunity we have identified to encourage the educational aspirations of Latino students and significantly increase the percentage of Latino students obtaining a higher education degree. At the end of the session, we'll brainstorm ways participants can apply pieces of the Innovation Engineering process to their course work.

**Presenter(s):** The College Board's Innovation & Concept Development Team

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Director of School-College Partnerships  
Southern Maine Community College  
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### **Caesar T. Storlazzi,**

*Chair-Financial Aid Subcommittee*  
University Director of Student Financial Services and Chief Financial Aid Officer  
Yale University  
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### **Paul Weizer**

Professor and Chair, Department of Economics, History, and Political Science  
Fitchburg State University  
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President  
Nashua Community College  
Nashua, NH

## College Scholarship Service National Nominating Committee

#### David Belanger

Director of Student Financial Services  
Smith College  
Northampton, MA

# CEU Attendance Form

In order to receive continuing education units (CEUs) for your participation in the New England Regional Forum 2012 sessions, follow these instructions:

At the end of each eligible session you attend, have the designated College Board staff person stamp or attach a sticker to your worksheet before you leave the room. After the forum, total your hours, and either drop off your completed and signed worksheet at the registration desk, fax it to 781-663-2743, or mail it to Regional Forum CEUs, The College Board, 1601 Trapelo Road, Suite 12, Waltham, MA 02451-7333. Your certificate will be mailed to you at the address you indicate below. Please provide all information.

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

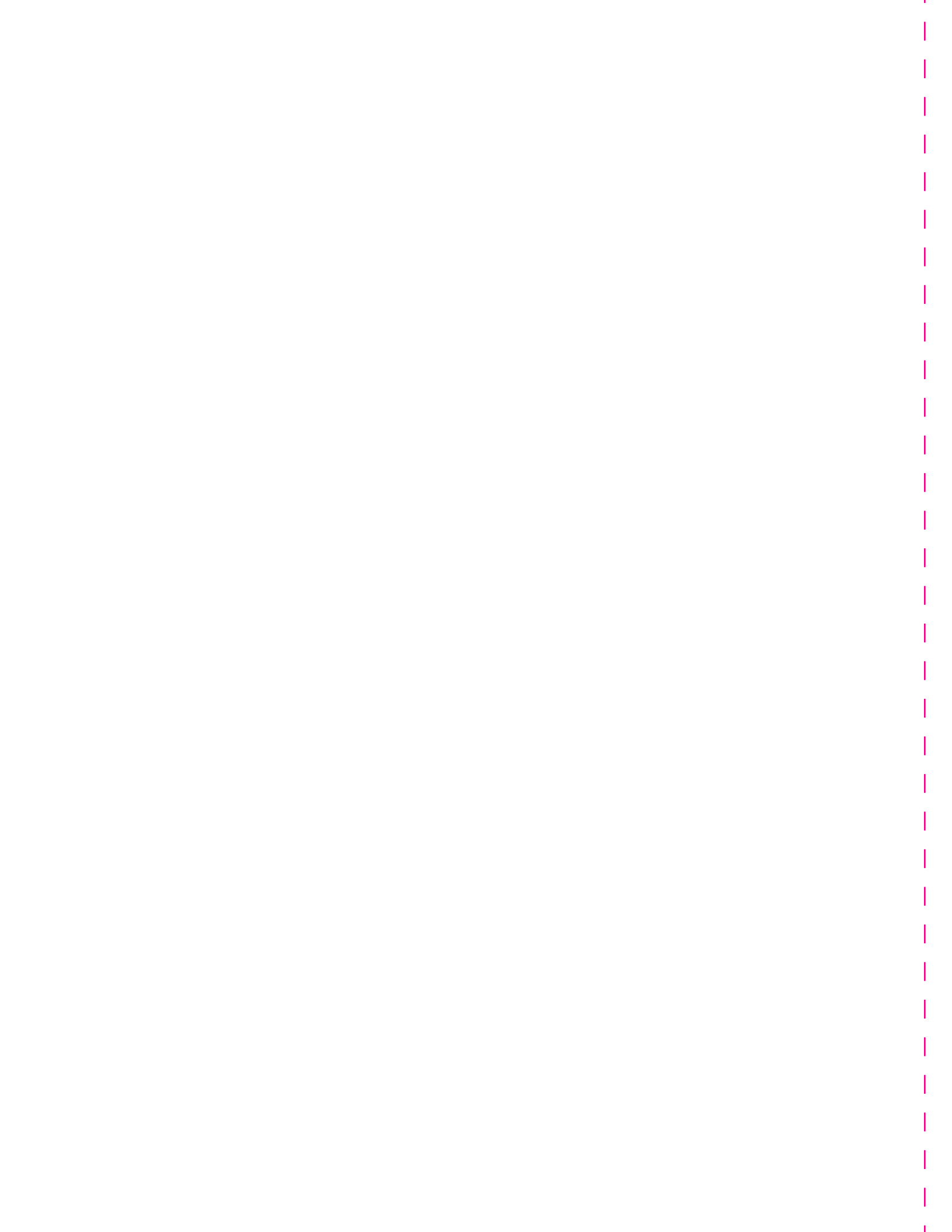
Plenary sessions, meals, membership meetings and assemblies are not eligible for CEU credit.  
 Additional workshops not eligible for CEU credit will be noted in the program.

| <b>Tuesday, Jan. 31, 2012</b>  | <b>Session Name</b> | <b>Hours</b> | <b>CB Stamp/Sticker</b> |
|--------------------------------|---------------------|--------------|-------------------------|
| 9:45–11 a.m.                   |                     | 1.25         |                         |
| 11:15 a.m.–12:30 p.m.          |                     | 1.25         |                         |
| 2–3:15 p.m.                    |                     | 1.25         |                         |
| 3:30–4:45 p.m.                 |                     | 1.25         |                         |
| <b>Wednesday, Feb. 1, 2012</b> | <b>Session Name</b> | <b>Hours</b> | <b>CB Stamp/Sticker</b> |
| 9–10:15 a.m.                   |                     | 1.25         |                         |
| 10:30–11:45 a.m.               |                     | 1.25         |                         |
| 1–4 p.m.                       |                     | 3            |                         |
| 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 ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. ([www.iacet.org](http://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 **866-392-4089** or **[newengland@collegeboard.org](mailto:newengland@collegeboard.org)** to learn more.

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## Mark your calendar now!

### **AP Annual Conference 2012**

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

### **Forum 2012**

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

### **Asian American and Pacific Islander (AAPI) Summit:**

#### **Educating and Engaging AAPI Students**

The Westin Bonaventure Hotel & Suites  
Los Angeles, CA  
April 25, 2012

### **A Dream Deferred™: The Future of African American Education**

The Westin Bonaventure Hotel & Suites  
Los Angeles, CA  
April 26–27, 2012

### **Native American Student Advocacy Institute (NASAI)**

University of California, Los Angeles  
Los Angeles, CA  
May 22–23, 2012

### **Prepárate™: Educating Latinos for the Future of America**

Hyatt Regency Miami  
Miami, FL  
May 31–June 1, 2012



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