



National Office for School Counselor Advocacy (NOSCA)

Destination Equity 2011:

Charting Bright Futures for All Students

April 8–10, 2011 | InterContinental Chicago O'Hare

PROGRAM



College and Career
Readiness Counseling

Welcome



Welcome to Destination Equity 2011: Charting Bright Futures for All Students, the fourth annual conference sponsored by the College Board's National Office for School Counselor Advocacy (NOSCA). This year's conference is designed to enhance the skills and knowledge of school counselors, counselor leaders, counselor educators and other school and community members working to get all students college and career ready. We are highlighting best practices for college counseling, including ways of engaging in effective partnerships with other groups in implementing the "Own the Turf" campaign — a national initiative to mobilize school counselors to take a leadership role in providing college and career readiness counseling for all students, especially underserved student populations.

The "turf" is counseling that provides the guidance and support necessary for all students to graduate from high school prepared to enter college or substantial careers of their choice. NOSCA's Eight Components of College and Career Readiness Counseling, when implemented with equity and fidelity across grades K–12 by school counselors, is the road map for achieving this goal. Utilizing the framework of the eight components for achieving measurable outcomes for students is critically important for establishing evidence of school counselors' professional contributions to the nation's education goals.

We believe that the viability and vitality of school counseling in education today depends fundamentally on the ability of counselors to establish a professional presence that can be supported with concrete data that represent valued educational outcomes for students in schools today. The Own the Turf campaign is an opportunity for school counselors to move from the peripheral edge of the mission of schools to a position of front and center. The campaign enables school counselors to not only mobilize in support of critical students' outcome, but also to advance the value of the school counseling profession.

For the next three days, we have assembled a dynamic group of speakers and presenters who are excited about delivering sessions designed to increase your capacity to make college a reality for all students — the turf. You have the power and the position to be leaders, advocates, collaborators and innovators in schools today as all educators strive to better prepare students for a future much more complex than the one we entered as high school graduates. We applaud you for taking this opportunity to focus on ways to help all your students have access to brighter futures.

This turf belongs to you. Own it!

Sincerely,

A handwritten signature in black ink that reads "Patricia Martin". The signature is written in a cursive, flowing style.

Patricia Martin
Assistant Vice President
The College Board
NOSCA

A Message from the President



Welcome to the College Board's fourth national conference for school counselors, Destination Equity 2011: Charting Bright Futures for All Students. I am delighted that you have joined us for this conference.

At the College Board, we believe that students need professional school counselors who nurture their hopes and dreams, help them develop plans to reach their goals, advocate for their access to and success in the rigorous courses needed for college success, and assist them in making the transition from high school to college. Your help is vital to their success because many of these students do not have parents, siblings or community members who have made this journey before them.

Your work with students is strongly linked to the quality-of-life options your students will have in the years ahead. Your guidance is crucial to helping young people equip themselves for the global, knowledge-based economy in which we live. Postsecondary education has become an essential pathway for future training, careers and financial security. All students need the college and career counseling that may have been reserved for a talented few in previous times.

The sessions at this conference will allow you to gain information about important components of college and career counseling, gain new ideas, and engage in deep and meaningful conversations about educating all students to higher levels. As you attend the sessions during the next few days, I hope you are inspired to become formidable champions for educational equity for all your students, especially those who need you the most.

As always, I am awed by your commitment to the success of young people in our schools. I encourage you to join thousands of your peers who have already committed to being part of the "Own the Turf" campaign. The power of this galvanized movement for school counselors can have unlimited impact on the lives of students and their families.

Sincerely,

A handwritten signature in black ink that reads "Gaston Caperton". The signature is written in a cursive, flowing style.

Gaston Caperton
President
The College Board

Eight Components of College and Career Readiness Counseling

Sponsored by the National Office for School Counselor Advocacy

College and career readiness is everybody's responsibility in the school community — the counselors, the principal and all administrators, the teachers, the students, the parents, as well as the broader business sector, community organizations and institutions. The "Own the Turf" campaign is designed to mobilize school counselors to be leaders in the college and career readiness process and to work in collaboration with the whole school community to ensure that all students, especially underserved populations, are included. The eight components provide a systemic approach for school counselor implementation across grades K–12, elementary through high school and beyond, for ensuring equity in process and results.

1. College Aspirations

Goal: Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital and conveying the conviction that all students can succeed in college.

2. Academic Planning for College and Career Readiness

Goal: Advance students' planning, preparation, participation and performance in a rigorous academic program that connects to their college and career aspirations and goals.

3. Enrichment and Extracurricular Engagement

Goal: Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.

4. College and Career Exploration and Selection Processes

Goal: Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.

5. College and Career Assessments

Goal: Promote preparation, participation and performance in college and career assessments by all students.

6. College Affordability Planning

Goal: Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.

7. College and Career Admission Processes

Goal: Ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.

8. Transition from High School Graduation to College Enrollment

Goal: Connect students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.

Keynote Speaker



Patricia J. Martin

Patricia J. Martin is a nationally recognized leader in the reform of school counseling and the efforts to design training opportunities to help practicing counselors become an integral part of the primary mission for schools. Martin has

more than 30 years of experience as a public school educator, having worked as a teacher, school counselor, supervisor of counselors, high school principal, chief educational administrator and assistant superintendent of schools in Prince George's County, Md.

Martin has an extensive and productive history of involvement in national and state efforts working on issues related to large urban school districts, leadership, school counseling and academic equity for students for whom school systems have not served well in the past. She has been the developer and the manager of many institutional programs and system policies that directly impact the education and career options for students in these school districts.

From 1996 to 2001, Martin served as a senior program manager at The Education Trust Inc., a not-for-profit organization in Washington, D.C., working to improve the academic achievement for all students K–12, especially low-income and minority students. In that role, Martin provided the leadership for the National Initiative for Transforming School Counseling — a multiyear program funded by the Wallace-Reader's Digest Fund, which established national models of redesigned counselor education preservice programs focused on advocacy for students. Martin has provided leadership nationally in the development and implementation of numerous initiatives designed to promote access, equity and excellence for all students.

At the College Board, before taking on the leadership role of developing and leading the National Office for School Counselor Advocacy, Martin served as the leader for the Middle States Regional Office. This region encompasses the Delaware, the District of Columbia, Maryland, New

Jersey, New York, Pennsylvania, Puerto Rico and the Virgin Islands. In this position, Martin worked with K–16 educators, state education leaders, superintendents of schools, college admission and financial aid administrators, communities and organizations with the express purpose of implementing the College Board mission — “to connect students to college success and opportunity” after high school.

At NOSCA, Martin leads the College Board's efforts to serve as a national advocate for school counselors, charged with creating a national prominence for counselors in education reform. In this position, Martin collaborates, coordinates and develops ongoing initiatives with national, state and local organizations to strengthen the school counselors' role in advancing the academic agenda for all students.

Plenary Speakers



Youlonda Copeland-Morgan
Associate Vice President for Enrollment Management & Director of Scholarships and Student Aid, Syracuse University

Youlonda Copeland-Morgan, associate vice president for enrollment management and

director of scholarships and student aid at Syracuse University, has been a recognized leader in higher education for more than 30 years. She is immediate past chair of the Board of Trustees of the College Board and was recently appointed vice chair of the College Board Advocacy & Policy Center, which was established with support from the Bill & Melinda Gates Foundation to help transform education in America. Copeland-Morgan is also serving a three-year term on the Advisory Council for the UNCF/Gates Millennium Scholars.

In a distinguished career that spans 30 years, Copeland-Morgan has held numerous leadership positions in admission and student financial aid and has been honored for her commitment to sound enrollment management and financial aid policy that affects access, equity and minority participation in higher education. As co-chair of the College Board's Task Force on College Access for Students from Low-Income Backgrounds, she received national recognition for her leadership and innovation in creating the CollegeKeys Compact™.

At the state, regional and national levels, she has been honored with distinguished service awards from numerous higher education associations, including the National Association of Student Financial Aid Administrators (NASFAA), the California Association of Student Financial Aid Administrators (CASFAA), the Western Association of Student Financial Aid Administrators (WASFAA) and the College Board's Western Region. In 2006, NASFAA presented her with its Leadership Award, and CASFAA bestowed its highest honor, the Lifetime Membership Award, in recognition of her contributions to the profession.

She has served several terms on the board of directors of NASFAA and WASFAA. Additionally, she has served as president of WASFAA, as chair of the College Board's

CSS Council and its Financial Aid Standards Advisory Committee, and for the past four years, as a Trustee of the College Board. She also serves on the board of P&P Home for the Elderly, a multimillion-dollar senior housing facility in Los Angeles.

Prior to Syracuse University, Copeland-Morgan served as vice president of admission and financial aid at Harvey Mudd College.



Gregory M. Darnieder
Senior Advisor to the Secretary on the College Access Initiative

Darnieder began his career in education as a middle grades teacher in St. Louis and Riverdale, Md. He has a bachelor's degree in sociology, a K-8 teaching certificate from St. Louis University and a

master's degree in Christian education from Wheaton College. He worked for 15 years as the executive director of youth development and college access organizations in Chicago's Cabrini Green Housing Development. Beginning in 2003, he oversaw the Steans Family Foundation's community focused philanthropic efforts in Chicago's North Lawndale community, including early childhood education, organizational development and affordable housing. He has served in leadership roles for several foundations and on more than 20 nonprofit organization boards.

In 2003, Darnieder established the Department of Postsecondary Education and Student Development (DPSESD) at Chicago Public Schools (CPS), designing and implementing an assortment of postsecondary, academic, financial and social support programs and building university, corporate and civic partnerships to enhance college access. In 2008, he was named the director of the Department of College and Career Preparation for CPS, a newly formed department that consists of the DPSESD and the Department of Education to Careers.

In 2009, Secretary of Education Arne Duncan named Darnieder the senior advisor to the secretary on the College Access Initiative at the U.S. Department of Education, where he currently serves.

Plenary Speakers



Al Mijares
Vice President, The College Board,
Western Regional Office

Al Mijares brings substantial experience connecting state, district and school leaders to strengthen their college readiness capacity. Currently the vice president of the College Board's Western Regional

Office, Mijares has also served as the superintendent of the Santa Ana (Calif.) Unified School District for more than 11 years. Mijares was praised for his innovative curricular reform and for improving reading and math skills. Mijares's administrative experience includes superintendencies in Bakersfield and Coachella Valley, Calif., as well as a principalship in Riverside, Calif. He earned his bachelor's degree in child development/special education from California State University, Northridge, his master's degree in social welfare from the University of California, Berkeley, and his doctorate from the University of Southern California.

Conference Sessions

Friday, April 8, 2011

7:30–11:30 a.m.

Registration and Information Desk

7:30–8:30 a.m.

Breakfast

8:45–10 a.m.

Opening Keynote — Patricia J. Martin

Welcome and conference kickoff by Jennifer A. Reed, Director of the National Office for School Counselor Advocacy, and keynote address by Patricia J. Martin, Assistant Vice President of the National Office for School Counselor Advocacy, The College Board, Washington, D.C.

The Fierce Urgency of Now: How Long Is Now?

In Dr. Martin Luther King's "I Have A Dream" speech (August 1963), he talked about "The Fierce Urgency of Now." Almost 50 years later, Ethelbert Miller, chair of the Institute for Policy Studies at Howard University, noted that the urgency addressed by the "now" of 1963 is still hanging over us, and Miller asked the question, "How long is now?" What does all of this have to do with "Own the Turf" — school counselors mobilizing to provide college and career readiness counseling for all students? In school counseling today, there should not be any doubt about the urgency of now. The children in our schools today have only now — this time. School counselors have only now — this time, to establish a presence in education reform as a valued resource, essential to the success of all students. It is our time to galvanize our internal fortitude, strengthen our resolve and mobilize our collective power to make sure our students have the capacity to attain bright futures.

10:15–11:30 a.m.

Session 1

Presenter(s): Vivian V. Lee, Director, National Office for School Counselor Advocacy, The College Board, Washington, D.C.

The College Board — NOSCA Eight Components of College and Career Readiness Counseling

Participants will learn the goals of NOSCA's Eight Components of College and Career Readiness Counseling and how to make the components transformative, integrate the eight components into their existing school counseling programs, identify data elements for each component and examine best practices for implementation. Participants will learn how to assess their schools in developing a strategy to incorporate college and career counseling into their school counseling program in ways that reflect the identified college and career needs of their students.

Session 2

Presenter(s): John Michael Lee Jr., Policy Director, Advocacy & Policy Center, The College Board, New York, N.Y.; James L. Moore III, Director, Todd Anthony Bell National Resource Center on the African American Male, and Professor, School Counseling Program, The Ohio State University, Columbus, Ohio

From High School to Higher Education: Strategies for Minority Men Through the Education Pipeline

There is a silent epidemic in the United States, and very few are talking about it. Males, and particularly males of color, are dropping out of the system in increasing numbers. Using the College Board's recent study and report, *The Educational Crisis Facing Young Men of Color*, panelists will examine the issues facing these young men and review a number of programs that are responding to the challenge. Participants will learn the issues facing these populations and will receive materials and resources to empower them to conduct dialogues and to replicate the model programs in their schools.

Conference Sessions

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Session 3

Presenter(s): Patrick Millmore, Counseling Department Chair, Abraham Lincoln High School, Denver Public Schools, Denver, Colo.; Cathy Rowley, Professional School Counselor, Martin Luther King, Jr. Early College, Denver, Colo.; Sharon Hastings, Professional School Counselor, Merrill Middle School, Denver, Colo.

Kindergarten to College: Denver's ICAP Implementation for Concurrent Enrollment

Learn how Denver public school counselors developed classroom activities for dynamic K-12 Individual Career and Academic Planning (ICAP) using the ASCA National Model. Participants will learn how the ICAP promotes rigorous academic preparation and college aspirations to support Colorado's ASCENT legislation. ASCENT legislation is a fifth-year high school program at the college level. Participants will learn strategies to plan and implement a similar program to support college readiness legislation in their setting.

Session 4

Presenter(s): Steve Schneider, ASCA Secondary Level Vice President and School Counselor, American School Counselor Association and Sheboygan South High School, Sheboygan, Wis.; Kevin Formolo, School Counselor, Sheboygan South High School, Sheboygan, Wis.

Programs of Study Involving the Whole Community in Students' Individual Learning Plans

Students are the common thread running through our high schools, colleges, and local businesses and industry. Tying that thread together in a way that helps our students manage major life transitions with confidence is part of the turf school counselors need to claim. Using Programs of Study as the framework, participants will learn how to bring key stakeholders together to create pathways to guide students toward realistic and attainable education and career goals. In addition, participants will become proficient at identifying where to access resources related to career pathways and programs of study.

Session 5

Presenter(s): Cori Canty, Director of Counseling, Denver Public Schools, Denver, Colo.; Stefan Richarz, Scholarship Program Specialist, Denver Scholarship Foundation, Denver, Colo.

Partnerships for College Access: The FAFSA Completion Project

The FAFSA Completion Project is an exciting endeavor that highlights partnerships between Denver Public Schools (DPS), the Denver Scholarship Foundation, and the Colorado Department of Higher Education. Through these intentionally developed partnerships, DPS gained invaluable tools to track FAFSA data for students and families. In this session, participants will learn strategies for seeking out and developing precollegiate partnerships, as well as tools for improving and maintaining partnerships. Participants will also learn about specific tools we are using as part of the FAFSA Completion Project that have been developed as a result of this partnership and how they can improve FAFSA completion in their schools and districts.

Session 6

Presenter(s): Peggy Hines, Director of the National Center for Transforming School Counseling, The Education Trust, Washington, D.C.; Karen Crews, Senior Associate, The Education Trust, Washington, D.C.

Leveraging Power for Change: Uncovering Practices that Serve as Barriers to Student Achievement for All

In this presentation, practicing school counselors will acquire and learn to apply skills in leadership, advocacy, teaming and collaboration for systemic change designed to provide access and equity for all groups of students by uncovering practices that are hindering achievement. Participants will learn to use data tools to develop strategies and a plan of action to change the practices that are hindering achievement in their setting.

Conference Sessions

Friday, April 8, 2011

11:45 a.m.–12:45 p.m.

Lunch

1–2:15 p.m.

Session 1

Presenter(s): Tracy Jackson, Coordinator, Virginia Beach City Public Schools, Virginia Beach, Va.

Academic and Career Planning with Vertical Teaming: A School Division's Journey

Ensuring that all students have exposure to college and career planning resources as well as rigorous academic planning is an essential role for school counselors. Learn how Virginia Beach Public Schools implemented a state-level technology to guide 43,400 students, grades five through 12, in diploma selection and corresponding academic and career planning. Participants will learn strategies for using technology as they integrate academic and career planning with diploma choices, as well as creative and time sensitive strategies to implement state mandates.

Session 2

Presenter(s): Jennifer Alene Reed, Director, National Office for School Counselor Advocacy, The College Board, Washington, D.C.

Leadership in Increasing and Supporting AP® Participation and Success for Underserved Populations

This session will provide school counselors with the skills and knowledge necessary for promoting equitable participation and performance of underrepresented student groups in the Advanced Placement Program® (AP®). Through easy-to-use tools, school counselors will learn to examine AP data, and apply problem-solving strategies to generate best practice interventions to increase equity in the AP program in their schools.

Session 3

Presenter(s): Joyce Brown, Counseling Consultant, Chicago Public Schools, Chicago, Ill.

Save the Freshmen! — Preparing Ninth-Grade Students for College Enrollment

According to recent reports such as *Freshman Year Matters* and *Potholes on the Road to College*, making a successful transition from middle school to high school is a critical step toward college and career readiness for all students. Participants in this session will learn how to use 12 transition practices as a strategy to increase postsecondary outcomes during the critical period of transition into high school. Participants will learn strategies to overcome barriers that impede freshman year success, as well as how to use strategies to guide counselors and administrators in the design and implementation of data-driven interventions that ensure high school freshmen are known well by at least one adult in their school.

Session 4

Presenter(s): Anthea Johnson Rooen, Director for Outreach Programs at ATLAS Institute and NCWIT Special Projects Manager at the University of Colorado at Boulder, Boulder, Colo.

School Counselor/University Partnerships Can Create “Inclusive Excellence”

Studying the Digital CCurrents Summer Program 2010 exposes female and underrepresented high school students to the University of Colorado's technology and computer science programs. Participants will learn how to create mutually beneficial relationships between schools and community entities such as colleges, universities and professional organizations. Participants will compile a list of concrete strategies and practices to assist female and underrepresented students with information about the STEM disciplines in their setting.

Session 5

Presenter(s): Amy LaGrasta, School Counselor, Florida Virtual School, Orlando, Fla.; Morgan Champion, School Counselor, Florida Virtual School, Orlando, Fla.

Take Your Team to the “Turf”: Best Practices in Collaboration with Community Partners

Virtual school counselors use webinars to connect students from many settings in order to share resources for college and career readiness. In this session, participants will gain knowledge of online tools and resources useful in developing and implementing future webinars. Participants will learn practical strategies for finding and connecting with local and state agencies to benefit students and their families as they navigate their way to future college and career choices.

Conference Sessions

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Session 6

Presenter(s): Margo McCoy-Howe, Educational Consultant, The College Board, Colorado Springs, Colo.

Using the PSAT/NMSQT® as an Effectiveness Indicator of Education Reform Standards

The PSAT/NMSQT® reports now include the College Readiness Benchmarks, specific score indicators designed to help educators gauge progress toward college readiness. Using the benchmarks, participants will analyze the college readiness progress and the further academic needs of a group of students. Participants will select those students who are on track, those who need extra support and those who may be ready for more rigorous course work. Participants also will learn strategies for implementing this knowledge in their setting.

2:30–3:45 p.m.

Session 1

Presenter(s): Jennifer Bauer, Coordinator, Upward Bound, The College Board, Washington, D.C.

Altering College Perceptions Through Impactful College Exposure

There are 3,200 U.S. colleges for students to choose from. Finding the right college or university match can be an overwhelming process for all students, but especially for low-income and first-generation students and their parents and families. Participants will learn the perceptions and challenges that first-generation students and their families face and how to use innovative, practical strategies to implement college-planning activities that connect a student's aspirations with a good college or university choice and ways to navigate the college-financing process.

Session 2

Presenter(s): Yolanda Johnson, Director of Student Support Services, Springfield Public Schools, Springfield, Mass.

Massachusetts Race to the Top: An Opportunity for School Counselors

The Massachusetts Race to the Top (MARTTT) proposal calls for an increase in the number of high school graduates who have completed the course work required for entry into Massachusetts colleges and universities without the need for remediation. To accomplish this goal, Massachusetts has included school counseling as an important component of student success, and Springfield Public Schools has begun implementation of this process. Participants will learn about the projects in MARTTT that specifically include school counselors and how their role can impact a district's culture and climate, and will find out how to align their work with the goals of these MARTTT initiatives.

Session 3

Presenter(s): Guy Alba, District Supervisor of Guidance and Counseling, Providence Public Schools, Providence, R.I.

School and Business Partnerships for Student Success

This session can help school counselors unleash the often unrealized power of partnerships. In spite of difficult economic climates, school and business partnerships often provide opportunities and resources that directly contribute to improvements in student success. Participants will learn how to identify school-business partnership configurations and the elements of successful school-business partnerships. Participants will also learn how to create partnerships with businesses designed to support their school and district goals and strategic plan.

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Session 4

Presenter(s): Venisa Beasley-Green, Director of Counseling, The New Wendell Phillips High School, Chicago, Ill.; Jeanette Molden, Director, Dawson Technical Institute, Chicago, Ill.; Venise Hardy, Director, Ada S. McKinley Community Service Agency, Chicago, Ill.; Ariel Jackson, College and Career Coach, Chicago Public Schools, Chicago, Ill.

The Turnaround School Counseling Model: The Value of “Owning the Turf” in Collaboration

Turning around the nation’s 5,000 lowest-performing schools is “part of [the Department of Education’s] overall strategy for dramatically reducing the dropout rate, improving high school graduation rates and increasing the number of students who graduate prepared for success in college and the workplace,” according to Secretary of Education Arne Duncan. Participants will learn the evidence-based Turnaround School Counseling Model designed to address the turnaround needs in schools today. Participants will also learn how to create collaborative partnerships and develop the systems links required, providing support and building aspirations of high-need populations. Application to participants’ setting will be presented.

Session 5

Presenter(s): Patricia J. Martin, Assistant Vice President, National Office for School Counselor Advocacy, The College Board, Washington, D.C.

Wanted: 21st-Century School Counselor Leaders

With caseloads averaging close to 500 in the nation, what does a school counselor need to know and be able to do to become an effective leader in a building, in the community and at the central office? In a climate of accountability, leadership that demonstrates school counselor and school counseling district supervisor value to principals and superintendents is essential. In this session, participants will learn how to find their voice as a leader, establish a professional presence, and develop a framework for acquiring accountability measures that can be applied in their school and/or district.

Session 6

Presenter(s): Roy Ben-Yoseph, Executive Director, Online College Planning Products, The College Board, Reston, Va.; Laura Barnes, Senior Director, Online College Planning Products, The College Board, New York, N.Y.

“You Can Go”: The New Online College Planning Resource Helping Lower-Resourced Students Make It to College

In this session participants will explore the new “You Can Go” minisite, part of the larger student-centered Online College Planning Initiative, and learn about how students’ online experiences and trends in social media influenced site development and the approaches taken to engage students. The minisite provides practical support, inspiration, encouragement and interactive content to underserved, lower-resourced and lower-motivated students to help them plan for college. After seeing the new website in action, participants will learn how to use its features and will develop strategies for integrating it into their counseling toolbox.

4–5:15 p.m.

Session 1

Presenter(s): Christen Pollock, Vice President, Advocacy & Policy Center, The College Board, New York, N.Y.

The Advocacy & Policy Center: A National Presence for School Counseling

School counselors are not at the table in many venues where important issues in education today are being discussed at the federal, state and local levels. Although the topics being discussed are about the welfare of K–12 schoolchildren, their education and their success in school and other postsecondary options, school counseling is often overlooked as part of the discussion and/or the solution. In this session, participants will learn how the Advocacy & Policy Center at the College Board intentionally focuses on school counseling and its importance in education, aligning it with other major initiatives of national prominence and importance. From information gained, participants will be able to develop messages and pathways for gaining focus and presence for counseling in their own state and at the local level.

Conference Sessions

Friday, April 8, 2011

Session 2

Presenter(s): Frank Staples, Director of Guidance, East Hartford Public Schools, East Hartford, Conn.; Uyi Osunde, School Counselor, East Hartford High School, East Hartford, Conn.

Best Practices: Using the CollegeEd® Curriculum to Establish the Foundations of an Enduring College-Going Culture at Your School

In this session, participants will learn about East Hartford High School's initiative to implement the CollegeEd® curriculum to improve college and career aspirations among students and establish a college-going culture. Data collected from the school will be presented to demonstrate the value of a college-preparatory curriculum in the school system. Participants will learn how the program was developed and implemented in East Hartford High School and be given steps and strategies to apply in their setting. Participants will also learn strategies for sustaining a college-going culture.

Session 3

Presenter(s): Wes K. Waggoner, Director of Freshman Admissions, Texas Christian University, Fort Worth, Texas; Melissa Janak, Director of Counseling and Guidance, San Diego Unified School District, San Diego, Calif.

Best Practices for Guiding Parents Through Testing and Planning for College

Participants will develop strategies for guiding families through the college admission process, including understanding the role admission testing plays in connecting to college success. This session will provide participants with best practices for helping parents, particularly those parents who did not attend college themselves, prepare their children for the SAT® and SAT Subject Tests™ and beyond. Through engagement with experienced counselors and admission managers, participants will learn how to implement tips and strategies, evaluate the new SAT Counselor Resource Center, and learn how to utilize a parent college planning kit within individual college-planning initiatives.

Session 4

Presenter(s): John Michael Lee Jr., Policy Director, Advocacy & Policy Center, The College Board, New York, N.Y.

College Completion Agenda

In December 2008, the Commission on Access, Admissions and Success in Higher Education issued 10 recommendations that address the demands and challenges currently facing the education sector in the United States. State legislators, policymakers and educators play a large part in advancing each of these recommendations. To assist the work of policymakers and educators, the College Board and the National Conference of State Legislatures (NCSL) have partnered to produce *The College Completion Agenda*, a practical guide for state legislators to align their education policymaking with the recommendations. Participants will learn the highlights of the 10 recommendations and be presented with a national overview of where the nation is on each indicator. This session will provide strategies that states, schools and districts can use to increase the college completion rates.

Session 5

Presenter(s): Antoinette Crockrell, Executive Director, SAT Readiness Products and Services, The College Board, New York, N.Y.; Vicki Cabrera, Associate Director, SAT Readiness Products and Services, The College Board, New York, N.Y.

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

Preparing for college assessments is an important step on a student's path toward college. In this interactive session, counselors will learn how to connect students, families and educators with the comprehensive suite of free resources that are available through the College Board to help students prepare to take the SAT. Participants will learn strategies they can implement in their setting to increase access to free resources to help students prepare for the SAT.

Conference Sessions

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Session 6

Presenter(s): **Sharmaine Grove**, Supervisor of Career and Technical Education and Business Partnerships, Williamsburg James City County Public Schools, Williamsburg, Va.; **Deborah Crawford**, Academic Advisor, Warhill High School, Williamsburg James City County Public Schools, Williamsburg, Va.; **Martha Hanks-Nicoll**, Academic Advisor, Lafayette High School, Williamsburg James City County Public Schools, Williamsburg, Va.; **Quincy Marrow**, Supervisor of Guidance and Counseling, Central Office, Williamsburg James City County Public Schools, Williamsburg, Va.; **Ann Shaver**, Academic Advisor, Jamestown High School, Williamsburg James City County Public Schools, Williamsburg, Va.

Your Future Is Just a Click Away

Overwhelmed by the abundance of information regarding academic and career planning? Or don't have enough information? Learn strategies to help all students with academic and career planning in just one click using the Virginia Career Wizard. Learn how to use this Web-based inventory that provides students with valuable college and career information that customizes students' interests, knowledge and skills. Learn a variety of strategies to build your capacity to reach all students through collaborative relationships with academic advisers, career coaches, and career and technical education facilities. Learn to formulate a timeline for academic and career planning to implement in a career and college readiness plan that can be used in your setting.

6–8 p.m.

Opening Reception

Conference Sessions

Saturday, April 9, 2011

7:30–11:30 a.m.

Registration and Information Desk

7:30–8:30 a.m.

Breakfast

8:45–10 a.m.

Plenary Session — Youlonda Copeland-Morgan

Many young people in schools today come from homes and communities where they may be the first in their families and/or communities to ever go to college. These young people will need our intentional focus and committed support to dream big about their future options and to create successful pathways to reach their dreams. They will be pioneers in this effort but will be able to blaze new trails for others in their home and communities. College and career readiness for these students should not be optional, but required, if we truly believe in the worth of all our children. Who will stand up for these students? Who will have the courage to ensure that these students have the social capital they need to make this journey? The “Own the Turf” movement means a commitment to action on our part. How must we respond to this call to action?

10:15–11:30 a.m.

Session 1

Presenter(s): Christen Pollock, Vice President, Advocacy & Policy Center, The College Board, New York, N.Y.

Giving a Voice to School Counseling: The National School Counselor Survey

The first-ever national survey giving voice to school counselors will be administered in April 2011 — highlighting school counselors’ opinions, perspectives about their roles, responsibilities, professional relationships, current practices and priorities for the future. The College Board Advocacy & Policy Center *Annual Survey of School Counselors* will be administered yearly, with the results rolled out in a series of reports and briefings on Capitol Hill and at selected statehouses. Participants will have an opportunity to sample some of the survey questions, engage in dialogue regarding their own opinions and perspectives about the issues and provide input to staff regarding additional areas of focus for future surveys. Participants will be able to use information garnered in this presentation to formulate their own documents for sharing the information from the survey with local school boards, principals and their broader communities.

Session 2

Presenter(s): Erick Hines, Assistant Professor in the Department of Counseling and Educational Development, University of North Carolina at Greensboro, Greensboro, N.C.

Parental Variables, Environmental Factors, and the Impact on Academic Achievement of African American Males

In schools across the country, the academic needs of African American males is a critical issue to examine to ensure they have the academic preparation necessary to be college and career ready. This session will present research findings on 11th- and 12th-grade African American males and the effect parenting styles and environmental influences have on academic achievement. Participants will learn the parental and environmental factors that positively impact African American male student achievement and how to use their knowledge of these factors to enhance their work in the communities they serve.

Session 3

Presenter(s): Anne Sturtevant, Director, Enrollment Services and Access Initiatives, The College Board, Reston, Va.

Education Pays: Understanding the Benefits and Compelling Our Youth

President Obama has challenged the nation’s children to serve their country by finishing high school and pursuing education beyond high school. This session will present information from *Education Pays 2010* to highlight the personal and societal benefits of higher education, and will shed light on the progress as well as the persistent disparities of participation in postsecondary education. Participants will engage in a dialogue about how to effectively communicate the benefits of higher education to students and families from low-income backgrounds and how they can use this type of dialogue to leverage college and career readiness services for students. Participants will learn strategies to incorporate information and knowledge gained into the school counseling program in their school.

Conference Sessions

Saturday, April 9, 2011

Session 4

Presenter(s): **Julia Henrichs**, School Counselor, Cole Arts and Science Academy, Denver Public Schools, Denver, Colo.; **Shanna Schwartz**, School Counselor, Lake Middle School, Denver Public Schools, Denver, Colo.; **Katie Wolver**, School Counselor, Skinner Middle School, Denver Public Schools, Denver, Colo.

Effectively Preparing K–8 Students for High School, College and Career Readiness

Research has shown that students with career and educational goals are less likely to drop out of school. As a result, intentional school practices, especially those of the school counselor, that are focused on developing children's career aspirations can significantly impact their future life options, including college. Participants will learn how school counselors can lead the charge and "own the turf" for college and career readiness that promote student goal setting through creative action plans and college and career readiness activities for middle school students. Participants will also learn how to make college and career readiness an integral part of the school through staff development presentations.

Session 5

Presenter(s): **Sia Knight**, Educational Specialist, College Success Program, Fairfax County Public Schools, Fairfax, Va.; **Dovi Fiavi**, Program Liaison, College Success Program, Fairfax County Public Schools, Fairfax, Va.

College Partnership Program's Summer Academy: A Two-Pronged Approach to College Readiness

The Summer Academy program in Fairfax County Public Schools offers rising ninth- and 10th-grade students from underrepresented populations a weeklong academic experience on a college campus. This unique program encourages college and career readiness through early exposure to the college/university environment. Participants will learn step by step how the program was developed and strategies that can be replicated in their school and/or district.

Session 6

Presenter(s): **Alexandra Novakovic**, Assistant Professor, DePaul University, Chicago, Ill.; **Melissa Ockerman**, Assistant Professor, DePaul University, Chicago, Ill.

School Counseling Training Programs and Local Schools Working Together

In this session, participants will learn how a counselor education program partnered with local school districts to infuse ASCA, TSCI and NOSCA initiatives into its graduate-level curriculum to ensure that entry-level school counselors master the skills and knowledge necessary to be effective in school today. Session participants will be given examples of how the initiatives have been woven throughout the curriculum of a school counselor preparation program and in partnership with a large urban school district. Participants will learn how to integrate these practices into current curricula to enhance course design.

11:45 a.m.–1:15 p.m.

NOSCA Awards Lunch

1:30–2:45 p.m.

Session 1

Presenter(s): **Jim Bierma**, College Readiness Consortium Project Director, University of Minnesota, Minneapolis, Minn.

A Statewide Framework for College and Career Readiness Grades Six Through 12

Learn about a career, postsecondary and academic planning framework that has been adopted by the Minnesota Department of Education, University of Minnesota and 11 school districts. This is a schoolwide program, using multilevel interventions, that is led by school counselors. Participants will learn how the developers created a strategic plan, a data-driven decision-making model, a milestone chart, the scope and sequence for units and lessons, and a support system for struggling students. This framework is based on a program that helped raise postsecondary enrollment by 11 percent for all students and 14 percent for underrepresented students in Minneapolis Public Schools. Participants will learn how to initiate and engage in discussions around applying this framework in their state.

Conference Sessions

Saturday, April 9, 2011

Session 2

Presenter(s): Rob Gira, Executive Vice President, AVID Center, San Diego, Calif.

AVID: Counseling and College Readiness for All

This session will demonstrate how to use AVID (Advancement Via Individual Determination) to build a system of acceleration and a college-going culture that permeates the entire school and supports the college aspirations of all students, especially low-income students. Participants will learn how school counselors use the AVID program in conjunction with the AP Program to increase college readiness and close the achievement gap in rigorous course taking. Participants will also learn AVID program strategies to increase underrepresented students' participation in the AP Program and how to apply hands-on activities to promote a college-going culture.

Session 3

Presenter(s): Gene Eakin, School Counseling Program Lead, Oregon State University, Corvallis, Ore.

Creating a Culture of Motivation and Aspiration

Learn how school counselors can be leaders in creating a climate of motivation that links students' personal, academic and career goals. Presenters will demonstrate several hands-on activities that focus on building parents/family and staff partnerships that support students' intrinsic motivation. An evidence-based framework will be demonstrated to show the process of creating a climate of motivation. Participants will learn how to apply the framework and implement a plan that leads to academic and career aspirations.

Session 4

Presenter(s): Anne Sturtevant, Director, Enrollment Services and Access Initiatives, The College Board, Reston, Va.; **Carolyn Lindley**, University Director of Financial Aid, Northwestern University, Evanston, Ill.

Broadening the College Choice Set: How Net Price Calculators Can Help

Many prospective students and their parents think that the "sticker price" is what they'll be asked to pay to attend college. Depending on their financial circumstances, they may rule out a college that could be a great fit, or they may conclude that college is unaffordable. While "family contribution" calculators have been around for years, a more recent approach has emerged in the form of "net price" calculators, which all colleges are now required to provide through their websites. Panelists will discuss how to use net price calculators in college planning and decision making. Participants will learn strategies and techniques on how to play a key role in helping families understand what net price calculators are intended to do, and how they can best be used in college planning.

Session 5

Presenter(s): Vivian V. Lee, Director, National Office for School Counselor Advocacy, The College Board, Washington, D.C.

Strategic Planning: The School Counselor's Tool for Accountability

This session will highlight NOSCA's School Counselor Strategic Planning Tool. Aligned to school improvement plans, strategic planning is an effective way for school counselors to be strong leaders in reform initiatives. Participants will learn how to make the most of their time and resources and use data to advocate for equitable and systemic change. As a result, participants will be able to use the strategic planning tool to begin the process in their school in response to student and community needs to improve student outcomes.

Session 6

Presenter(s): Andres F. Castillo, College Counselor, Schurr High School, Montebello, Calif.; **Todd Clark**, President, Creative Education Partners, Los Angeles, Calif.; **Dan Clement**, Senior Resource Fellow, Community Partners, Los Angeles, Calif.

Team Mentoring: Using Volunteers to Guide Students to College

Learn how one volunteer mentoring program in a largely Latino community helped support college-going students as they negotiated the college application process. Participants will learn the basic steps required to recruit and implement a team mentoring program in their setting. Topics and materials required to create a curriculum to support the program will be presented.

Conference Sessions

Saturday, April 9, 2011

3–4:15 p.m.

Session 1

Presenter(s): Veniese Bradley, Deputy Director, National College Advising Corps, University of North Carolina, Chapel Hill, N.C.; Regina Manley, Counseling Consultant, Chicago Public Schools, Chicago, Ill.

Building a College-Going Culture in Collaboration — The Counselor/Coach Relationship

The blueprint for education reform has focused the work of all stakeholders on providing every student with the opportunity for postsecondary access. College coaches have been placed in schools across the nation to support the work of school counselors as they focus on increasing college rates through building a college-going culture. Participants will learn about the National College Advising Corps model and the Chicago Public Schools College Coach model and how to use these collaborative counselor/coach relationship models and resultant collaborative strategies and activities to support college access.

Session 2

Presenter(s): Rose E. Fabiszak, Director, CollegeEd, The College Board, New York, N.Y.

Cultivating a Culture of College Readiness and High Expectation: CollegeEd

Some of the most important lessons we can teach our students are to value education, to plan for the future and to allow themselves time to explore who they are as unique individuals with talents, interests and skills. Participants will learn how to use CollegeEd to address these critical lessons in college and career planning. Participants will learn how to guide students and their families as they discover the importance of setting realistic academic goals and how these academic plans correlate to career options and college choices.

Session 3

Presenter(s): Steve Baker, AP Incentive Program Coordinator, San Diego Unified School District, San Diego, Calif.; Clayton Ballard, AP Incentive Program Coordinator, San Diego Unified School District, San Diego, Calif.

The Few, the Proud, the Bold: Counselors Gaining Ground on College and Career Readiness for All Students

Using data collected from the Advanced Placement Incentive Program in the San Diego Unified School District, presenters will demonstrate how to make data-driven decisions that promote cultural proficiency and help school personnel to support students as they navigate barriers to success. Participants will learn how to begin the process of developing and implementing action plans that can guide students in their educational journey toward college and career readiness.

Session 4

Presenter(s): Vicki McNamara, Central District Coordinator for School Counseling, Beaverton School District, Portland, Ore.

One School District's Success Story: The Selling of a Strategic Planning Tool to Drive College/Career Readiness

Current national, state and district policies mandate school reform in closing the achievement gap and getting all students college and/or career ready. Successful implementation of these mandates requires tools and strategies. This interactive session will provide concrete steps and lessons learned from one district as they engaged in strategic planning to change existing interventions and practices into a streamlined systemic process. Participants will learn how to engage in strategic planning: gathering support, managing resistance, pilot testing, reaccessing and rolling out the final product.

Session 5

Presenter(s): Dominique J. Jones, Program Coordinator, National Office for School Counselor Advocacy, The College Board, Washington, D.C.

Planning and Implementing a Systemwide "Own the Turf" Campaign

Whole school and districtwide "Own the Turf" campaigns, designed and implemented by counselors and counselor supervisors, demonstrate leadership critical to tackling pressing issues in today's education arena, raise the bar for student achievement and get more students college and career ready. Participants will learn how to develop and launch a systemic Own the Turf campaign, plan for and manage the challenges inherent in the process, and celebrate success in their school or district.

Conference Sessions

Saturday, April 9, 2011

Session 6

Presenter(s): Margo McCoy-Howe, Educational Consultant,
The College Board, Colorado Springs, Colo.

Using the College Board Sourcebook as a Ready Resource in Responding to College/Career Readiness Policies

The College Board's *College Counseling Sourcebook* provides counselors with current information about preparation for post-high-school options, as well as suggested activities that provide students with the skills, knowledge and competencies necessary for a more successful transition to college and/or career opportunities.

Participants will inspect the contents of the *Sourcebook*; analyze a selection of classroom activities for their effectiveness in building college or career awareness; and determine how they can apply *Sourcebook* materials in their school to build a college-going culture.

4:30–5:45 p.m.

Plenary Session — Greg Darnieder

Accountability is the coin of the realm for every politician, policymaker, education leader, teacher, parent and even student. Counselors are not exempt from this phenomenon and have been challenged in establishing ways to show data to the many stakeholders who must connect concrete outcomes for students to dollars spent on staffing schools in constricting school budgets.

Increasing the number of students who enroll in two- and four-year postsecondary institutions after grade 12 is a highly sought goal in districts across the nation today. Research indicates that 90 percent of students who complete the FAFSA will enroll in postsecondary education within 12 months after graduating from high school. The FAFSA Completion Project, supported by U.S. Secretary of Education Arne Duncan, is being piloted across the country right now as a means to this end. School counselors can take a leadership role in organizing and advancing this project, serving a critical role in supporting students with FAFSA completion, and being proactive brokers of services to galvanize an army of other service providers in striving for 100 percent of grade 12 students successfully completing their FAFSAs. This is accountability that speaks volumes.

Conference Sessions

Sunday, April 10, 2011

7:30–11:30 a.m.

Registration and Information Desk

7:30–8:30 a.m.

Breakfast

8:45–10 a.m.

Plenary Session — Al Mijares

School counselors are more important than ever before because of the changing world, globalization, and changing demographics in the nation's K–12 schools today. The information age has ushered in tremendous opportunities to learn more about our world and to create new and exciting innovations that will solve complex problems. Yet, these are hard times for schools, children and their families because of the economic crisis and budget deficits we face in almost every state. We cannot let these circumstances paralyze our thinking or our service and commitment to the over 50 million K–12 students in the nation who depend on us for their education needs. We must gather our resolve and find a way to manage in these tough times to give the students we serve the best chance possible to survive in a changing world. And, most important, we must make the work we do have an impact on students we have not served well in the past — young people who come from low-income backgrounds, children of color and students who speak English as a second language. These young people are critical to our future in a changing world.

10:15–11:30 a.m.

Session 1

Presenter(s): **Brad Quin**, Executive Director, Higher Ed Advocacy, The College Board, Reston, Va.

The Admission and Counseling Professions at Their Best — Access and Diversity Revisited

The Task Force on Admissions in the 21st Century focused on the need for collaboration between school counselors and admission personnel to help achieve the goals of creating access to, and success in, college for all students; which the U.S. Supreme Court in *Grutter* confirmed as a “compelling interest” and an “educational benefit to all.” Participants will learn how the task force recommends the counseling and admission professions collaborate to achieve goals of access, diversity and success for all students. Participants will also learn how admission staff can support the work of counselors and how counselors can assist the university with its mission-driven access and diversity goals — an educational benefit for all students.

Session 2

Presenter(s): **Tricia Renner**, Senior Director of Government Relations, The College Board, Lexington, Ky.; **Dale Fleury**, Regional AP Director, National Math and Science Initiative, Dallas, Texas

The Important Role of School Counselors in Establishing a College-Going Culture

Participants will hear firsthand from counselors participating in the National Math and Science Initiative (NMSI) grant programs. Participants will learn about their challenges and recommendations for attracting low-income and rural students to AP courses, and how they can use these insights in their own schools to promote college going. They will also learn effective ways to establish a college-going culture focused on math and science and how to help students see themselves as college material.

Session 3

Presenter(s): **Kristen Kuzmick**, Program Coordinator for Early College Outreach, The Ohio State University, Columbus, Ohio; **Karen Calloway**, Assistant Principal, Kenwood Academy High School, Chicago, Ill; **Joseph Rochford**, Vice President, Stark Education Partnership, Canton, Ohio

The CollegeKeys Compact™ Innovation Awards: Recognizing Exemplary Practices that Expand Options for Low-Income Students

Annually, more than 405,000 students, fully prepared to enter a four-year college, will not do so, and 170,000 will not attend any two- or four-year college. The challenge extends beyond financial barriers to include poor preparation, low expectations, and lack of reliable information about college possibility and the value of attendance. The College Board, through the CollegeKeys Compact™, created the Innovation Awards to recognize exemplary programs and practices that address the needs and challenges of low-income students and help them get ready for, get into, and get through college. Three Innovation Award submitters, one each in the categories of Getting Ready, Getting In and Getting Through, will describe their programs. Participants will learn how these exemplary programs can be replicated to increase college access and success among students of low-income backgrounds.

Conference Sessions

Sunday, April 10, 2011

Session 4

Presenter(s): Ronald Raglin, AVID District Director, Chicago Public Schools, Chicago, Ill.

How to Get All These Kids to College? Using AVID Strategies to Increase College Access

Many students enter high school without a vision of attending college; some have never actually considered college, and for others it is a dream they never thought could be realized. Learn how AVID, an elementary through postsecondary college readiness system that is designed to increase schoolwide learning and performance, specifically targets students in the middle — students who often fall short of their potential. This session will outline how AVID strategies and practices have contributed to an increase in college access across a large urban district. Participants will learn to use AVID strategies to address student need by strategically providing information about academic preparation, college-entrance requirements, scholarships and financial aid, types of colleges, and careers that would be available to them as a result of their college education. The role of the AVID counselor will be highlighted.

Session 5

Presenter(s): David Chehey, Counselor, Boise High School, Boise, Idaho

Under the Radar: Expanding Our Understanding of Underserved Student Populations and Their Needs

This session will present terminology, ethical guidelines, case studies, risk factors and resources to assist counselors and educators in supporting LGBT youth, homeless and adopted teens, and teens in foster care as they navigate their journey from high school to college. Participants will learn how to assist these diverse and potentially at-risk youth through strategies and interventions, as well as with an action-plan model they can adapt to their setting.

Session 6

Presenter(s): Venisa Beasley-Green, Director of Counseling, The New Wendell Phillips High School, Chicago, Ill; Yvette Laboy, School Counselor, Von Stuben High School, Chicago, Ill; Nicole Cannon, School Counselor, Al Raby High School, Chicago, Ill; Linda Parker, School Counselor, Kenwood High School, Chicago, Ill; Althea Butler, School Counselor, Hyde Park High School, Chicago, Ill; Catalina Fernandez, School Counselor, Jacqueline B. Vaughn Occupational High School, Chicago, Ill

Voices from the Field — Best Practice Strategies to Strengthen Usage of the Eight Components of College and Career Readiness Counseling to Provide Equity and Access for All Students

Join this panel of Chicago Public Schools practicing school counselors, as they share best practices and implementation strategies to build a college-going culture. Participants will engage in real conversation with school-based experts. Participants will leave this session with resources and a plan to demonstrate the “How To,” of the NOSCA Eight Components of College and Career Readiness Counseling. Participants will learn how to use best practices such as progress monitoring to graduation; half cap ceremony; college application/scholarship data collection; curriculum guidance lessons; and parent college knowledge workshops.

11:45 a.m.–1 p.m.

Session 1

Presenter(s): Sylvia Restivo, Coordinator of School Counselors and Safe and Drug Free Schools, Frederick County Public Schools, Winchester, Va.

Academic and Career Plans Toolkit

In response to the 2009 revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC 20-131-5 et seq.), this session will focus on the practical implementation strategies of the Academic and Career Plan (ACP) for middle and high school students. The presenter will share a longitudinal approach for a systemic plan engaging schoolwide personnel. Participants will examine and analyze research, learn to apply the components of an ACP step-by-step action plan, and create ways to use a team approach to incorporate the ACP as part of their comprehensive school counseling program.

Conference Sessions

Sunday, April 10, 2011

Session 2

Presenter(s): Cori Canty, Director of Counseling, Denver Public Schools, Denver, Colo.

Advocacy — Student, State and Systems Change

School counselors talk about advocacy a lot, but do we really know effective methods of promoting advocacy and how to adapt those methods and strategies into our settings? Participants will increase their knowledge and skill surrounding various forms of advocacy, learn strategies to enhance current advocacy efforts and ways in which they can adapt that knowledge and skill into their setting.

Session 3

Presenter(s): Joyce Brown, Counseling Consultant, Chicago Public Schools, Chicago, Ill.; Regina Manley, Counseling Consultant, Chicago Public Schools, Chicago, Ill.

Counselor Leadership and College Enrollment: Preparing School Counselors to Implement the Educational Reform Agenda

What is the role of school counselor leadership in the landscape of college access? What knowledge, skills and attributes are necessary to lead and equip practicing school counselors with 21st-century counseling skills? Participants will learn the implications of effective school counseling leadership at both the central office and the building level. Professional development activities and counselor leadership characteristics used to establish a college-going culture across 130 high schools, which included rigorous course enrollment, college application procedures, FAFSA completion and ninth-grade transition that resulted in an 11 percent college-going increase, will be presented. Participants will learn how to adapt these strategies in their setting.

Session 4

Presenter(s): April E. Bell, Associate Director, National Office for School Counselor Advocacy, The College Board, Washington, D.C.

Increasing College and Career Readiness Through Parent, Family and Community Partnerships

In this session, participants will gain the knowledge and skills to develop and deliver innovative and nontraditional college and career readiness interventions for parents, families and community partners. Participants will learn how to identify and assess parent and family data necessary for creating college and career readiness outreach that responds to the diverse structure and makeup of today's families. In addition, participants will learn how to implement tools and resources to engage students and families in culturally sensitive ways to increase equity in college and career readiness outcomes.

Session 5

Presenter(s): Rudy Escobar, School Counselor and Program Coordinator, Junior University, Norfolk Public Schools, Norfolk, Va.; Kathleen Cosco, School Counselor and Teacher-Counselor, Junior University, Norfolk Public Schools, Norfolk, Va.

Junior University: A College/Career Program for Middle School Students

Learn how Norfolk Public School counselors implemented a districtwide college-ready summer enrichment program to support first-generation college-bound sixth- and seventh-grade students. Participants will learn the steps necessary to develop and implement a similar program in their setting based on using the three main program domains of Motivation, Discovery and Knowledge. Participants will also learn how to use data to identify the academic talents of students, as well as practical hands-on ways to motivate and inspire, and how to use creative strategies to build awareness of academic planning, college selection, application and admission processes, and tuition cost.

Session 6

Presenter(s): Tricia Renner, Senior Director of Government Relations, The College Board, Fairborn, Ohio

Lobbying 101: How to Promote Effectively the “Own the Turf” Campaign

Passionate about promoting the “Own the Turf” campaign principles but unsure about how to get started? Come learn insights from a College Board Government Relations representative about lobbying basics that you can use in your local setting. Strategies and techniques that will provide direction for lobbying efforts and build confidence in effectively relaying campaign principles to elected officials and other education policymakers will also be discussed.

Earn CEUs at the NOSCA National Conference

Continuing education units (CEUs) are available for all sessions with the exception of the keynote and plenaries. Please bring the CEU form to the designated person for certification at the end of each session, and either drop off your completed form at the registration desk after the conference or fax it to 202-741-4743.



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ALL CONFERENCE SESSIONS ARE CEU ELIGIBLE

In order to receive continuing education units (CEUs) for your participation in the Destination Equity 2011 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 conference, total your hours, and either drop off your completed and signed worksheet at the registration desk, fax it to 202-741-4743, or mail it to NOSCA Conference CEUs, The College Board, 1233 20th Street NW, Suite 600, Washington, D.C. 20036-2375. Your certificate will be mailed to you at the address you indicate below. Please provide all information.

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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.

Friday, April 8, 2011	Session Name	Hours	CB Stamp/Sticker
10:15–11:30 a.m.		1 hour 15 min	
1–2:15 p.m.		1 hour 15 min	
2:30–3:45 p.m.		1 hour 15 min	
4–5:15 p.m.		1 hour 15 min	
Saturday, April 9, 2011	Session Name	Hours	CB Stamp/Sticker
10:15–11:30 a.m.		1 hour 15 min	
1:30–2:45 p.m.		1 hour 15 min	
3–4:15 p.m.		1 hour 15 min	
Sunday, April 10, 2011	Session Name	Hours	CB Stamp/Sticker
10:15–11:30 a.m.		1 hour 15 min	
11:45 a.m.–1 p.m.		1 hour 15 min	
Total Hours Completed			

**Important: This form must be validated at the end of each session, in the session room.
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Acknowledgments

Special Thanks

InterContinental Chicago O'Hare,
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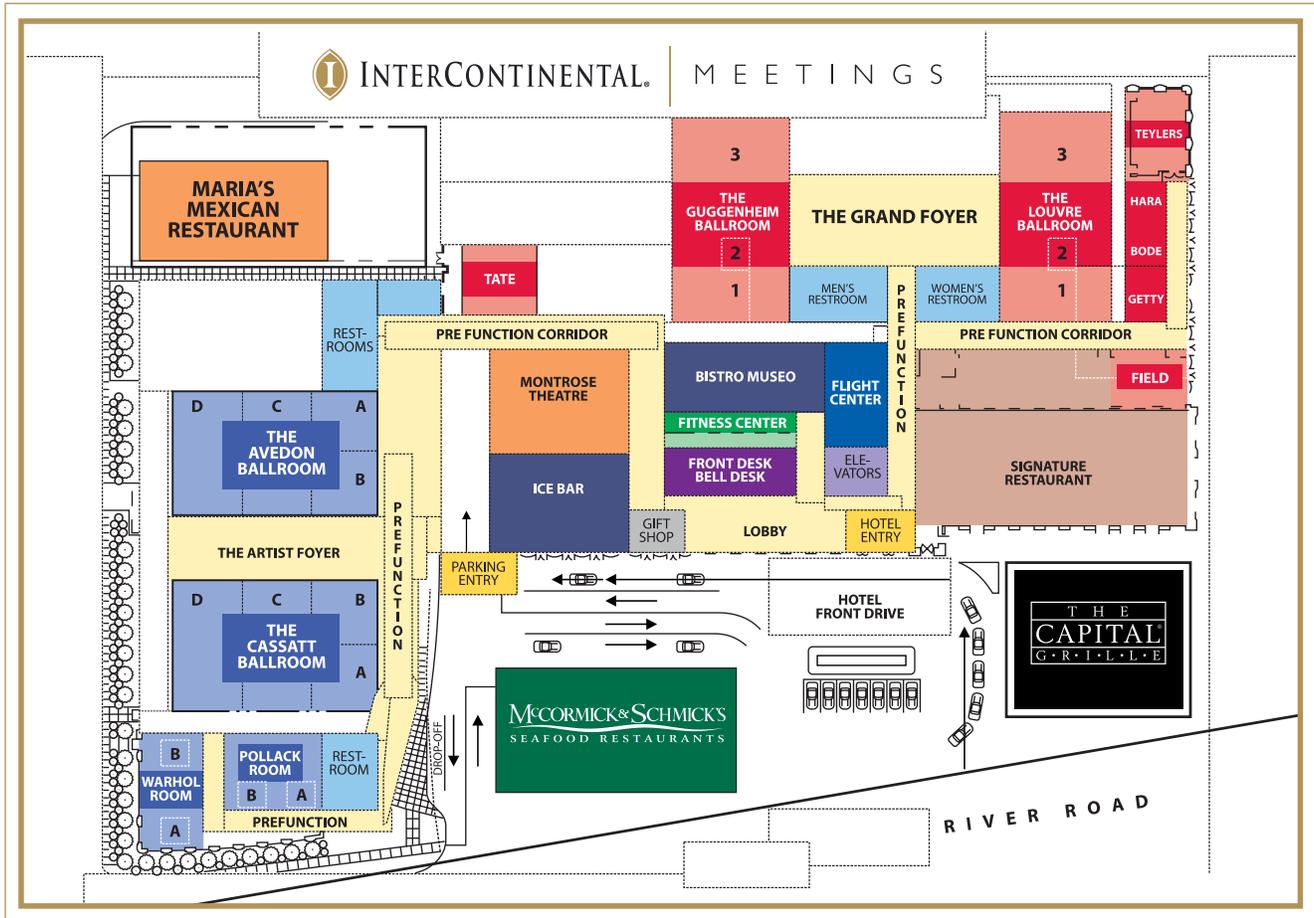
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