U.S. Department of Education
Office of Career, Technical, and Adult Education

Convening Program
October 18, 2016

Minority Serving Community Colleges: Uniting for Student Success

At a Glance

Tuesday, November 1st

Time	Session	Location
8:00-8:45am	**Registration**	
8:45-9:15am	**Welcome**	Auditorium
9:15-10:00am	**Panel: Conversation on Critical Topics**	Auditorium
10:00-10:50am	**Panel: Philanthropy**	Auditorium
11:00-11:50am	**Concurrent Sessions: Peer Presentations on Promising Practices**	
	A – Strategies for Career Pathway Development	Auditorium
	B – Connecting K-12 and Community College Career Pathways	Room 11-156
	C – Closing Achievement Gaps by Promoting Equity	Room 11-083
	D – Innovations for Supporting Academic Success	Room 7-105
	E – Aligning Student Support Services	Room 10-038/43/110
12:00-1:15pm	**Lunch –** On your own. Please see the restaurant list in your folder for suggestions. *Please note that the auditorium will not be available*.	
12:30-1:15pm	**OPE Program Officers Brown Bag**	Rooms 11-083, 11-085, 11-156
1:30-2:50pm	**Federal Speed Networking**	Auditorium
3:00-3:50pm	**Concurrent Sessions: Federal Programs**	
	A – Federal Supports for Postsecondary Completion	Auditorium
	B – Federal Initiatives for Advanced Manufacturing Programs	Room 10-038/43/110
	C – Federal Resources for Financial Capability and Education	Room 11-156
	D – Curriculum, Workforce Development, Training, and More: Resources and Grants from USDOL	Room 7-105
	E – NSF Funding Opportunities for Community Colleges and Tips for Writing Quality Proposals	Room 9-085/165
4:00-5:00pm	**Communities of Practice (CoP) Planning Sessions**	
	A – AANAPISI and HSI	Auditorium
	B – HBCU and PBI	Room 11-156
	C – NTNASI and TCU	Room 9-085/165

Wednesday, November 2nd

Time	Session	Location
8:00-8:45am	**Registration**	
8:45:9:00am	**Overview of the Day**	Auditorium
9:00-9:50am	**Panel: Student Stories**	Auditorium
10:00-10:50am	**Concurrent Sessions: Research and Promising Practices for Student Success**	
	A - TBA Session on Evidence and Research	Room 11-156
	B - Employability Skills – Essential for Success	Room 11-083/30
	C – Learning from the Inside Out: How Non-cognitive Teaching Works	Auditorium
	D – National Equity Symposium Encore Session	Room 10-038/43/110
	E – Federal Student Aid Updates and Resources for Minority Serving Institutions	Room 7-105
11:00-11:50am	**Concurrent Sessions: Research and Promising Practices for Student Success**	
	A – Building Sustainable High-Quality College and Career Pathways	Room 11-156
	B – Research on Minority Serving Institutions: Current and Future Lines of Inquiry	Auditorium
	C – Supporting Student Success in Developmental Education	Room 10-038/43/110
	D – Maximizing Business Engagement to Benefit Students	Room 7-105
	E – Peer Perspectives on Supporting Male Minority Students	Room 11-083
12:00-1:15pm	**Lunch –** On your own	
12:30-1:15pm	**OPE Program Officers Brown Bag**	Rooms 11-083, 11-085, 11-156
1:30-2:20pm	**Panel: White House Initiatives**	Auditorium
2:30-4:00pm	**CoP Planning Sessions** – CoP members will stay in the same location from 2:30-4:00 PM	
2:30-3:15pm	A – AANAPISI (*with coach*)	Room 11-156
	B – HBCU (*with coach*)	Room 10038/043/110
	C – NTNASI (*with coach*)	Room 7-105
	D – HSI	Auditorium
	E – PBI	Room 9-085/165
	F – TCU	Room 11-083
3:15-4:00pm	A – AANAPISI	Room 11-156
	B – HBCU	Room 11-083
	C – NTNASI	Room 7-105
	D – HSI (*with coach*)	Auditorium
	E – PBI (*with coach*)	Room 9-085/65
	F – TCU (*with coach*)	Room 10038/043/110
4:10-5:00pm	**Final Meeting: Work Plans and Cross-Category Discussion**	Auditorium
5:00pm	**Adjournment**	

Schedule of Events

Tuesday, November 1, 2016

8:45-9:15 a.m. – Welcome (10th Floor Auditorium)

Kim R. Ford, Deputy Assistant Secretary for Management and Planning, OCTAE

Dr. Johan Uvin, Acting Assistant Secretary for Career, Technical, and Adult Education

9:15-10:00 a.m. – Panel: Conversation on Critical Topics (10th Floor Auditorium)

Senior Department of Education officials will engage in a candid conversation about past and current critical issues for community colleges, minority serving institutions, and college completion.

10:00-10:50 a.m. – Panel: Philanthropy (10th Floor Auditorium)

Community colleges' ability to leverage philanthropic partnerships varies greatly. While some institutions have been able to leverage philanthropic support and attention, many of our smaller, two-year institutions lack the internal capacity needed to seek out, solidify, and maintain such relationships. This session seeks to inform the field on how philanthropy operates in the community college space, dispel myths about how philanthropy works with community colleges, and build the knowledge of community colleges as they think about how they might engage philanthropy in their work.

Moderator

Russella Davis-Rogers, Chief of Staff for Strategic Partnerships, U.S. Department of Education

Panelists

David Croom, Strategy Officer, Lumina Foundation

Amy Kerwin, Vice President, Community Investments, Great Lakes Higher Education Guaranty Corporation

Harold Levy, Executive Director, Jack Kent Cooke Foundation

Patricia Roe, Vice President, Philanthropy, USA Funds

11:00-11:50 a.m. – Concurrent Sessions: Peer Presentations on Promising Practices

Session A – Strategies for Career Pathway Development

1. *The Georgia Piedmont Advantage: Tapping into Assets of "The Village" for Student Success*

   This session will discuss how the Georgia Piedmont Advantage (GPA) program has used strategic partnerships with community- and faith-based institutions, social organizations, and public-sector leaders to support enrollment management, learning outcomes, and student completion. GPA is an educational and workforce development initiative that focuses on strategic industries and career pathways where data show a shortage of skilled workers, including film and television production, healthcare technologies, early childcare learning and education, welding, computer technologies, practical nursing, commercial truck driving, and engineering assistance. By partnering with community stakeholders and offering academic and social support, GPA provides nontraditional students a guided pathway to postsecondary credentials with little to no out-of-pocket expense.

Presenter

Joel Alvarado, Director, Community Outreach and Engagement, Department of Economic Development and Community Engagement, Georgia Piedmont Technical College

Dr. Ivan Harrell, Executive Vice President for Academic and Student Affairs, Georgia Piedmont Technical College

2. *Transforming the Student Success Agenda via Pathway Communities at Broward College*

In this session, participants will learn how Broward College (BC) shifted the institution's organizational structure and culture and its approach to transforming the student experience. A guiding framework will be shared on the following domains:

1. National Initiatives Involvement
2. Weekly Accountability Efforts and Data-driven Decision Making
3. Academic Innovations in Program Mapping
4. Enrollment, Retention, Completion, and Placement Strategies
5. Pathway Communities Reorganization.

As a minority-majority institution, BC has increasingly elevated its focus on student success and has redoubled its efforts over the last few years to close achievement gaps. BC has created opportunities to "meet students where they are" and take them on a supportive journey to completing their academic and career goals.

Presenter

Dr. Avis Proctor, President/Vice President for Academic Affairs, Broward College, North Campus

Session B – Connecting K-12 and Community College Career Pathways

1. *Creating Student-Centered Career Pathways: Secondary to Postsecondary Articulation*

Through critical conversations with its K-12 partners at education summits, Moreno Valley College heard the call for articulation to facilitate transition from high school into college career technical education programs with less repetition of course material. This session will discuss the college's innovative use of an articulation one-stop event that led to the completion of 18 new articulation agreements and a 384 percent increase in the number of students recommended for college credit in just one year.

Presenters

Dr. Melody L. Graveen, Dean of Instruction, Career and Technical Education, Moreno Valley College

Robin L. Steinback, Vice President, Academic Affairs, Moreno Valley College

2. *Engaging Students through STEM Transformative Activities*

East Los Angeles College serves a very large, diverse, and hard-to-reach population. Many students and their families don't think college is a possibility. In order to help K-12 students decide on a pathway that is right for them, we have created an innovative series of career exploration activities for K-12 students. These activities merge our CTE and Science, Technology, Engineering, and Math (STEM) programs in order to stimulate learning, problem-solving skills, and creativity, while allowing students to get an idea of what working in a particular field would entail. In the programs, K-12 students are given clear objectives they

need to complete in order to pursue a career in a chosen pathway from middle to high school and on to college and beyond. The program's main goal is to demystify college and provide students with solid foundations for career exploration and success, especially in high-demand, good-paying industries.

Presenters

Gina Chelstrom, Associate Dean of CTE Pathways and K-14 Special Projects, East Los Angeles College

Dr. Armando Rivera, Dean of STEM, East Los Angeles College

Session C – Closing Achievement Gaps by Promoting Equity

1. *Reshaping an Urban HSI with Equity in Mind*

   Wright College created a two-year equity action plan that includes targeted intervention strategies designed to integrate with existing efforts while targeting and evaluating the impact of strategies on students of color. The goal is to close the academic achievement gap for students of color, low-income students, first-generation college students, and adult learners and increase participation and success in the STEM pathway, including the incorporation of service learning for workforce preparation and engaged citizenship. Wright College is the designated hub of Information Technology for City Colleges of Chicago's College to Careers Initiative. New programs and certificates have been created in partnership with Chicago's leading IT companies, four-year colleges, and Chicago Public Schools. The presentation will review equity action plan challenges and successes by focusing on three targeted improvement areas: developmental education (math and English), high-impact practices (service learning), and guided pathways (information technology). Additionally, the presentation will include an interactive session where institutions will assess their commitment to equity and inclusive excellence.

   Presenter

   Dr. Nicole Reaves, Vice President of Academic and Student Affairs, Wilbur Wright College

2. *Breaking Down the Basic Skills Barrier: Creating Pathways through the Basic Skills Sequence to Support Student Success, Equity, and Completion*

   Nearly 95 percent of incoming College of the Desert students test into one or more remedial courses based on their college placement tests, some students placing four levels below college-level math. To address this issue, College of the Desert has developed a successful program called EDGE: Engage, Develop, Grow, Empower. EDGE is a three-week summer bridge program that offers a fast-paced review of basic skills in mathematics and English, incorporating student success strategies and exercises to ensure a smooth transition into college life. At the end of the program, students have the opportunity to retake the placement test in hopes of removing some, or all, of the basic skills courses required in order to enroll in college-level transferable courses. This in turn allows them to move more quickly through the basic skills math and English sequence (or eliminate it altogether) with the skills needed to be successful college students. The program focuses on assisting our highest-need students and also includes wraparound services and ongoing support promoting retention and completion.

   Presenter

   Katie Chartier, Assistant Director, First-Year Experience, College of the Desert

Session D – Innovations for Supporting Academic Success

1. *Using Research-Based K-12 Strategies in Rural Community Colleges to Increase Teaching and Learning*

   In three years, the Utica Campus of Hinds Community College went from the worst-performing campus of six locations to the highest-performing campus in several areas. Specifically, the campus has had the highest passing rates for three consecutive semesters and most recently had the highest enrollment growth in fall 2016. College leadership credit this success to the experience and knowledge gained from K-12 research-based practices; namely, from two books, *Failure is Not an Option: Six Principles that Guide Student Achievement in High Performing Schools* by Alan M. Blankstein and *Qualities of Effective Principals* by James H. Stronge, Holly B. Richard, and Nancy Catano. This session will focus on research related to instructional leadership the presenters used to harness the institution's leadership to meet the goals of the college. Strategies shared will include classroom observations, use of data to make decisions, and systems for prevention and intervention for at-risk students, among others.

   Presenters

   Dr. Debra Mays-Jackson, Hinds Community College, Utica Campus

   Dr. Mitchell Shears, Hinds Community College, Utica Campus

2. *The Utilization of Baccalaureate Students to Strengthen Tutoring Programs in Community Colleges*

   The development of strong tutoring programs at two-year community colleges is difficult for two reasons: 1) first-year students are too overwhelmed by the demands of their freshman year to become tutors, and 2) if community college tutors are recruited from excellent second-year students, their tenure as tutors is extremely short. Texas Southmost College worked with the University of Texas Rio Grande Valley to develop the Link2Success program through which university students to work as tutors with community college students. Students that participated in the Link2Success student academic support program performed much better in their history, English, and math classes than students who did not participate, and the program has since been expanded to the community college's STEM programs.

   Presenters

   Dr. Paul Kavanaugh, Senior Associate Strategic Research Development Specialist, Division of Research, Innovation and Economic Development, University of Texas Rio Grande Valley

   Leslie Jones, Director, The Learning Center, University of Texas Rio Grande Valley

   Dr. Angelica M. Fuentes, Dean for College Preparatory Studies/Science, Technology, Engineering and Mathematics, Texas Southmost College

Session E – Aligning Student Support Services

1. *Guided Pathways and iPASS: Supporting Students from Start to Finish*

   Guttman launched its Integrated Planning and Advising for Student Success (iPASS) initiative "at scale" in 2015 to improve fall-to-fall retention rates, enhance services to underprepared students, and capture advising and academic support data. The iPASS initiative is a "whole college" effort bringing together academic affairs, student engagement, academic support,

financial aid, and information technology. Implementing Hobsons' Starfish helps improve faculty and staff communication and build more effective advising practices. Deepening existing ePortfolio practices provides students the opportunity to build a sense of educational purpose, develop academic plans, and refine goals. iPASS practices are integrated across the student learning experience. Faculty, advisors, and staff raise flags and kudos and make referrals to support areas. Staff document appointments and communicate to faculty and staff after working with students. Students use Starfish to ask questions and schedule appointments; they develop educational plans and goals in ePortfolio. This comprehensive model delivers a holistic advising and academic support experience from entry to graduation. Findings indicate these practices are having a positive institutional impact. Over 13,000 Starfish flags, kudos, and referrals have been raised; 98 percent of faculty have used Starfish; and all students have engaged with both technologies. This presentation will share the iPASS implementation plan, findings, and lessons learned.

Presenters

Laura Gambino, Associate Dean of Assessment and Professor of Information Technology, Guttman Community College (CUNY)

Charles H. Pryor, II, Dean of Student Engagement, Guttman Community College (CUNY)

2. *The S.H.A.R.E Center: Serving Under-resourced Students at an HSI Community College*

Palo Alto College is located in a predominantly Hispanic, low-income community in south San Antonio. Students experience multiple barriers to achievement, including lack of finances, poor academic preparation, and low awareness of the significance of a college education. Eighty-two percent attend school part time, many of whom have jobs and families and considerable time constraints due to legitimate competing priorities. However, even while faced with various challenges, the students positively see themselves as hard workers striving toward the goal of improving their families and communities and come to school resilient and ready to persevere. To assist our students in their educational pursuit, Palo Alto College established the S.H.A.R.E. (Student, Health, Resource, and Engagement) Center through the strategic use of internal and external resources. The S.H.A.R.E. Center builds a foundation for student success through engagement, advocacy, and co-curricular experiences and provides a welcoming environment both in and outside of the classroom that is inclusive of the needs and diversity of the Palo Alto College community.

Presenters

Carlos E. Cruz, Director of Student Success, Palo Alto College

Stephanie Vasquez, Director of College and Grants Development, Palo Alto College

12:00-1:15 p.m. – Lunch

On your own (see registration packet for nearby lunch locations). Please note that the auditorium will be closed for the Tuesday lunch to set up for the Speed Networking session. Please plan to eat at the restaurant/food court, or in the OPE Brown Bag rooms.

12:30-1:15 p.m. – OPE Program Officers Brown Bag (Rooms: 11-083, 11-085, 11-156)

Staff from the Office of Postsecondary Education (OPE) will be available to meet interested attendees for an optional informal networking/question-and-answer session. Grab your lunch

and come back to meet with representatives from a variety of institutional service programs. A list of staff and programs will be posted outside the rooms.

1:30-2:50 p.m. – Federal Speed Networking (10th Floor Auditorium)

In this session, attendees will participate in a fast-paced informative series of short conversations with federal government representatives. Each agency will provide information on grant opportunities, research funding, technical assistance, and other opportunities that may be beneficial to your institution. A brief question-and-answer period will follow. When the bell rings, attendees will move on to the next agency. In the end, participants will have contact names and information for ten agencies.

3:00-3:50 p.m. – Concurrent Sessions: Federal Programs

Session A – Federal Supports for Postsecondary Completion

We know that for many of our students the biggest risks to completion often come from outside the classroom. Lack of access to food, reliable shelter, health care, or child care can cause a student to leave college to work or otherwise address those needs. Other potential students may write off postsecondary education altogether, thinking that they cannot afford it. This session will touch on interagency efforts to align existing federal programs and provisions that could connect more low-income students to postsecondary opportunities or support students in meeting their nonacademic personal needs to stay enrolled. Audience members will learn about this federal initiative, plus practical information on guidance for working with homeless students, for using SNAP Education and Training resources at their colleges, and health coverage options available to students and their families.

Presenters

Erin Berg, Community College Program Specialist, U.S. Department of Education

Chase Sackett, Management and Program Analyst, U.S. Department of Education

Josie Skinner, Program Attorney, U.S. Department of Education

Marcie Foster, SNAP Education and Training, U.S. Department of Agriculture

Jeanette Contreras, Lead Outreach Specialist, Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services

Session B – Federal Initiatives for Advanced Manufacturing Programs

Careers in today's advanced manufacturing are much different from the dirty and dangerous work of manufacturing employment in the past. Postsecondary programs in career-and-technical education fields—such as advanced manufacturing—offer an attractive option for many students, both as a path to baccalaureate completion and as a direct route to high-skill, high-pay employment through associate degree and certificate programs. This session will focus on the efforts of multiple agencies to rebuild the manufacturing sector and implications for the future workforce.

Moderator

Gregory Henschel, Senior Research Analyst, Policy, Research and Evaluation, OCTAE, U.S. Department of Education

Presenters

Frank Gayle, Deputy Director, Advanced Manufacturing National Program Office

Brennan Grignon, Program Director, Office of the Assistant Secretary of Defense for Manufacturing and Industrial Base Policy, U.S. Department of Defense

Diego Rodrigue, Education Lead, Space Technology Mission Directorate, NASA

Session C – Federal Resources for Financial Capability and Education

Representatives from federal agencies that are part of the Financial Literacy and Education Commission will provide information on financial education and consumer protection resources that you can share with your students and community to promote financial well-being toward success in college and beyond. Agencies presenting include Office of Federal Student Aid (FSA), Federal Deposit Insurance Corporation (FDIC), Federal Trade Commission (FTC), and Department of the Treasury.

Presenters

Louisa Quittman, Director, Office of Financial Security, U.S. Department of the Treasury

Robert Kinzer, Senior Community Affairs Specialist, Division of Depositor and Consumer Protection, FDIC

Cristina Miranda, Consumer Education Specialist, Division of Consumer and Business Education, FTC

Elizabeth Coogan, Senior Advisor, FSA, U.S. Department of Education

Session D – Curriculum, Workforce Development, Training, and More: Resources and Grants from USDOL

Learn about opportunities for your institution to benefit from U.S. Department of Labor (USDOL) resources and upcoming grants. Topics covered will include free, open educational resources from Trade Adjustment Assistance Community College and Career Training (TAACCCT) grantees, grant sustainability toolkit, registered apprenticeship options, partnerships via the Workforce Innovation and Opportunity Act (WIOA), future funding opportunities, and more. TAACCCT grants are capacity-building grants that have produced a large volume of training curricula related to credentials in advanced manufacturing, healthcare, information technology (IT), energy, and more, and you will hear how to access these free resources for your institution.

Presenters

Gregory Scheib, Workforce Analyst and TAACCCT Staff, Employment and Training Administration, U.S Department of Labor

Laura Ginsburg, Division Chief, Office of Apprenticeship, Employment and Training Administration, U.S Department of Labor

Dr. Samantha K. Brown, Workforce Analyst and TAACCCT Staff Lead, Employment and Training Administration, U.S Department of Labor

Cheryl L. Martin, Program Manager, TAACCCT Grants, Employment and Training Administration, U.S Department of Labor

Session E – NSF Funding Opportunities for Community Colleges and Tips for Writing Quality Proposals

The National Science Foundation has several funding opportunities for community colleges in the Directorate for Education and Human Resources (EHR)—specifically, in the Division of Undergraduate Education (DUE) and the Division of Human Resource Development (HRD). This presentation will describe several programs and present tips on how to ensure that proposals

are aligned with program solicitations and requirements. Four programs within DUE that will be highlighted are Advanced Technological Education (ATE), Improving Undergraduate STEM Education (IUSE), Scholarships in STEM (S-STEM), and Robert Noyce Teacher Scholarships. Five programs within HRD that will be highlighted are: Tribal Colleges and Universities Program (TCUP), Historically Black Colleges and Universities Undergraduate Program (HBCU-UP), Louis Stokes Alliance for Minority Participation (LSAMP), Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers (ADVANCE), and Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (INCLUDES). Tips for writing strong proposals as well as resources for additional information about applying to NSF will be provided.

Presenters

Dr. Sylvia James, Division Director, Human Resource Development, NSF

Dr. Jermelina Tupas, Deputy Division Director, Human Resource Development, NSF

Dr. Celeste Carter, Program Officer, Division of Undergraduate Education, NSF

Dr. Thomas Higgins, Program Officer, Division of Undergraduate Education, NSF

4:00-5:00 p.m. – Communities of Practice (CoP) Planning Sessions

A – AANAPISI and HSI

Facilitator

Jeanne Snodgrass, RTI International

B – HBCU and PBI

Facilitator

Brittany Cunningham, Insight Policy Research

C – NTNASI and TCU

Facilitator

Laura Rasmussen Foster, RTI International

Wednesday, November 2, 2016

8:45-9:00 a.m. – Overview of the Day (10th Floor Auditorium)

9:00-9:50 a.m. – Panel: Student Stories (10th Floor Auditorium)

In this interactive session, hear from students about support programs that are helping them to bridge barriers to success and the many ways in which they still need support. Minority students face several barriers between their educational aspirations and college degree attainment. Barriers can be personal, environmental, or institutional and result in limited or no access to postsecondary education. Some of these barriers include: preconceived notions, lack of information about the college preparation and application process, low scores on traditional college admission tests, financial difficulty and lack of financial aid, the need to work full-time, lack of family support, and, often, an absence of role models who have successfully navigated through college. Going forward, how do we partner to construct a college-going culture that is welcoming, inclusive, and empathetic, and ultimately ensures that students have equal opportunities to successfully enter the workforce?

Moderator

Dr. Julie Flegal-Smallwood, Director NASNTI STEM, Redlands Community College

Panelists

Blaine Campbell, Former Student, Montgomery College

Cerrissa Hugie, Former Student, Orangeburg-Calhoun Technical College

Joshua Hodge, Former Student, Hines Community College: Utica Campus

Additional panelists TBA (see Addendum handout)

10:00-10:50 a.m. – Concurrent Sessions: Research and Promising Practices in Student Success

Session A – TBA (see Addendum handout)

Session B – Employability Skills – Essential for Success

Employability skills, along with academic and technical skills, are an essential component of college and career readiness. Employability skills are the general skills (applied academics, effective relationships, and workplace skills) that are necessary for success in the labor market—for all industries and at all career levels. This presentation provides useful and practical information for education and training systems partners about the Employability Skills Framework. The Employability Skills Framework website, funded by the U.S. Department of Education, is a central clearinghouse of free resources on instruction and assessment for employability skills. The website tools are relevant and significant to implementation of both the Perkins and the Workforce Innovation and Opportunity Acts. Using the interactive Framework, policymakers, practitioners in education and workforce training, and others can identify employability skills and compare the skills identified by various instructional standards and assessments; understand key considerations for selecting an employability skills assessment; create a customized assessment comparison worksheet; and view practical examples of employability skills instruction and assessment.

Presenter

Robin Utz, Branch Chief, College and Career Transitions, Division of Academic and Technical Education (DATE), U.S. Department of Education

Session C – Learning from the Inside Out: How Non-cognitive Teaching Works

This interactive workshop defines and explains non-cognitive/social emotional learning, presents evidence for why and how it works, demonstrates why this pedagogical approach fundamentally supports student success and student equity work, and allows participants to experience examples of non-cognitive learning. The workshop focuses on how this approach creates a sense of belonging among students and why this is essential to student success, especially at minority serving institutions. Workshop participants experience examples of non-cognitive teaching and community building from the perspective of the student and leave the workshop with tools and techniques that can be integrated into any academic discipline or program.

Presenters

Dr. Elizabeth Imhof, Co-Director, Faculty Resource Center and Professional Development Coordinator, Santa Barbara City College

Dr. Luis Giraldo, Director of Equity, Diversity, and Cultural Competency, Santa Barbara City College

Session D – National Equity Symposium Encore Session, TBA (see Addendum handout)

Presenters

Lauren Provost, Director, Office of Science and Technology Outreach, Dartmouth University

Lisa R. Ransom, Senior Policy Advisor/Consultant for the National Alliance for Partnerships in Equity (NAPE)

Session E – Federal Student Aid Updates and Resources for Minority Serving Institutions

The Office of Federal Student Aid provides grants, loans, and work-study funds for college or career school. We offer more than $150 billion each year to help millions of students pay for higher education. The Experimental Site Initiative tests the effectiveness of statutory and regulatory flexibility for participating institutions disbursing Title IV student aid. This session will provide information about both the ongoing and new experiments under the Experimental Sites Initiative. We will also provide an update on National Cohort Default Rates and strategies to reduce student defaults. We will end with an overview of the support to MSIs provided by FSA's Minority-Serving and Under-Resourced Schools Division.

Presenters

ET Winzer, Director, School Experience Group, FSA, U.S. Department of Education

Chris Lemmie, Senior Advisor, FSA, U.S. Department of Education

Craig Munier, Program Director, FSA, U.S. Department of Education

11:00-11:50 a.m. – Concurrent Sessions: Research and Promising Practices in Student Success

Session A – Building Sustainable High-Quality College and Career Pathways

Participants of this session will learn about college and career pathway system development and the critical role cross-sector partnerships can play in the development of college and career pathways and about the successes and lessons learned from research and practice. The audience will also be provided with resources designed to remind community colleges about how their systems are structured in ways that can simultaneously support and challenge pathways development—with lessons learned on how to address these issues. Finally, presenters will share tools for planning and pacing this work within their colleges and external partners, but also for successful implementation (e.g., the Braided Funding Toolkit, TAACCCT Sustainability Toolkit, the Work-Based Courses Toolkit, and Employer Engagement Toolkit).

Presenters

Dr. Valerie Lundy-Wagner, Associate Research Director, Jobs for the Future

Erica Acevedo, Senior Program Manager, Jobs for the Future

Session B – Research on Minority Serving Institutions: Current and Future Lines of Inquiry

In this session, Marybeth Gasman, Director of the University of Pennsylvania Center for Minority Serving Institutions (CMSI), and colleagues Andrés Castro Samayoa and Paola 'Lola' Esmieu, will describe the research and programming opportunities at CMSI. Using current areas of research investigated within CMSI, the presenters will share lessons on what they have learned from their multiple partnerships with funders and organizational partners. Participants will also learn about

emerging research on minority serving institutions, as well as future areas of research interest and opportunities for collaboration.

Presenters

Marybeth Gasman, Professor of Higher Education, Graduate School of Education, University of Pennsylvania, and Director, University of Pennsylvania CMSI

Paola (Lola) Esmieu, Associate Director for Programs, University of Pennsylvania CMSI

Andrés Castro Samayoa, Assistant Director for Assessment, and Senior Research Associate, University of Pennsylvania CMSI

Session C – Supporting Student Success in Developmental Education

The *Supporting Student Success (SSS)*: Adult Education and Remedial Education Reform in Community Colleges initiative is one of OCTAE's ongoing investments aimed at identifying promising programs at community colleges across the United States in the areas of acceleration, contextualization, hybrid, and student supports. OCTAE has partnered with Manhattan Strategy Group (MSG) to develop program-specific rubrics, which include key program model elements used to capture examples of strong adult education and developmental education alignment. During this workshop, MSG will share information about SSS, including the promising practices identified during the documentation process that institutions are using to support lower skilled students in community colleges. The workshop will also feature Jordan Herrera, Director of Social Services at Amarillo College (AC). AC is one of the sites highlighted in *SSS* and will be presenting promising practices and sharing information about their poverty initiative. Attend this workshop to learn more about SSS and to dig deeper into the student supports model that is the cornerstone of AC's programming!

Presenters

Sue Liu, Project Director, Manhattan Strategy Group

Jordan Herrera, Director of Social Services, Amarillo College

Session D – Maximizing Business Engagement to Benefit Students

The Business and Industry Leadership Team (BILT) model, whereby educators ask and allow businesses to co-lead their work, replaces the sometimes ineffective business advisory committee and results in numerous positive benefits for students. This session will highlight what is different about this model, why to implement it, how to implement it, and how it ultimately improves graduates' employment prospects. The National Science Foundation Center of Excellence in Convergence Technology (Information and Communications Technologies) has seen myriad benefits from implementing the model over the past 12 years. The Center has mentored many of its 60 member colleges in successfully creating and institutionalizing its use. Additionally, the model was used in a national Round 1 TAACCCT consortium of seven colleges in six states to ensure workforce alignment of curriculum reform under that grant.

Presenter

Dr. Ann Beheler, Executive Director of Emerging Technology Grants, Collin College

Session E – Peer Perspectives on Supporting Male Minority Students

1. *P.R.I.D.E. of Halifax Minority Male Mentoring Program: Components of a Comprehensive High-Touch Minority Male Mentoring Program (**PR**eparing Men For **I**ntellectual Aca**D**emIc and **E**ducational Success)*

Halifax Community College (HCC) has established the P.R.I.D.E. of Halifax Male Minority Mentoring Program to increase performance outcomes of African American and other minority males, such as hours attempted; hours earned; grade point averages; English, math, science and gatekeeper courses; financial eligibility; third-party credentials; retention; graduation; and four-year transfer rates. P.R.I.D.E. incorporates a proactive case management model led by three learning, wellness, and success coaches (LWSCs) who are responsible for customizing unique student success/graduation plans for each participant. LWSCs also monitor and track various aspects of participant academic adjustment, social integration, and personal development. This presentation introduces a broad range of academic and student support components that make up P.R.I.D.E.'s comprehensive high-touch minority male mentoring program. The P.R.I.D.E. program is dynamic and adaptable and naturally morphs and redefines service delivery in response to the ever-changing needs of men's cognitive, therapeutic, behavioral, and kinesthetic needs. P.R.I.D.E. also includes deliberate student leadership development, business/college visitations, tutoring, professional mentoring, paid internships, intramurals, community service, RAP sessions, health and wellness, a clothes closet, scholarships, induction and pinning ceremonies, academic recognition, a male summit, STEM, teacher education, a P.R.I.D.E. bow tie symbolizing graduation, and other components.

Presenters

Dr. Ervin V Griffin, Sr., President and Chief Executive Officer, Halifax Community College.

Daniel J. Lovett, Director, Title III & P.R.I.D.E. Male Mentoring Program, Halifax Community College

2. *Innovations in Supporting Low-Income and At-Risk Students*

The Project M.O.S.T. (Men of Southwest Tennessee) program is grant-funded through the U.S. Department of Education and is designed to help first-year African American male students adjust to the college environment as well as aid in their retention and graduation efforts. The program creates a consortium of service providers to fill gaps that may exist using the Transition to Success™ framework developed by Dr. Marcella Wilson and a holistic approach based on Maslow's Hierarchy of Needs. Using intrusive and appreciative case management models and wraparound services, by the end of the last funding cycle (2011–2015) the program was responsible for recruiting 120 first-year African American males each fall semester with a fall-to fall retention rate of at least 70 percent.

Presenters

Kariem-Abdul Salaam Southwest Tennessee Community College

Annie Dixon Joiner, Southwest Tennessee Community College

3. *Creating Pathways to Student Success in Different Racialized Environments*

The Male Student Success Initiative (MSSI) is a program that utilizes culturally relevant pedagogy- and research-based strategies and methods to impact its students. This session adds to the national conversation on how best to affect the persistence of black males focusing on non-cognitive factors and strength-based characteristics.

Presenter

Mark Williams, Director of Career Development and Male Student Success Initiative, Community College of Baltimore County

12:00-1:15 p.m. – Lunch

On your own (see registration packet for nearby lunch locations). The auditorium will be free for those wishing to bring their lunches back to the building.

12:30-1:15 p.m. – OPE Program Officers Brown Bag

1:30-2:20 p.m. – White House Initiatives (10th Floor Auditorium)

A number of committees and other groups assist and advise the U.S. Department of Education in carrying out its mission. Comprised of individuals who are knowledgeable of education in elementary and secondary schools or postsecondary and adult education institutions, these groups provide valuable guidance to the Department on policy and program issues. The President appoints commissions to advise him on matters of national importance, including education. Additionally, the Secretary of Education establishes commissions that advise both the President and the Department of Education. This session describes the critical role the Initiatives play in serving communities that are often underrepresented in higher education. The Initiatives represented in this session include the White House Initiative on Asian Americans and Pacific Islanders, the White House Initiative on Educational Excellence for African Americans, the White House Initiative on Educational Excellence for Hispanics, the White House Initiative on Historically Black Colleges and Universities, and the White House Initiative on American Indian and Alaska Native Education.

2:30-4:00 p.m. – CoP Planning Sessions

Coaches will facilitate 45-minute discussions with each of their CoPs. Sessions with no facilitator listed will be for CoP member networking and planning discussions.

2:30-3:15 p.m.

Session A: AANAPISI (Facilitator: Jeanne Snodgrass)

Session B: HBCU (Facilitator: Brittany Cunningham)

Session C: NTNASI (Facilitator: Laura Rasmussen Foster)

Session D: HSI

Session E: PBI

Session F: TCU

3:15-4:00 p.m.

Session A: AANAPISI

Session B: HBCU

Session C: NTNASI

Session D: HSI (Facilitator: Jeanne Snodgrass)

Session E: PBI (Facilitator: Brittany Cunningham)

Session F: TCU (Facilitator: Laura Rasmussen Foster)

4:10-5:00 p.m. – Final Meeting: Work Plans and Cross-Category Discussion

Moderator

Kim R. Ford, Deputy Assistant Secretary for Management and Planning, OCTAE

5:00 p.m. – Adjournment