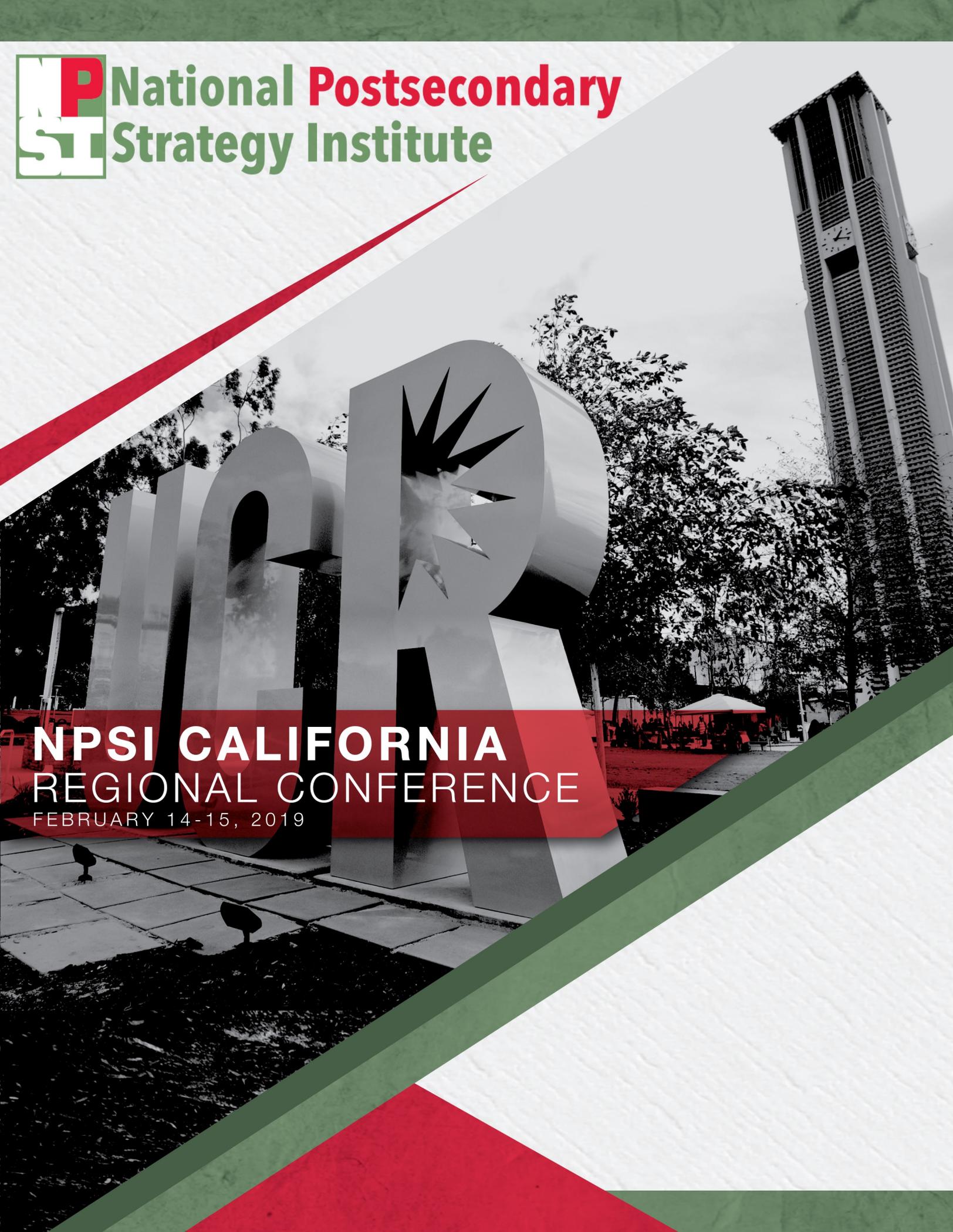




**National Postsecondary  
Strategy Institute**



**NPSI CALIFORNIA  
REGIONAL CONFERENCE**  
FEBRUARY 14-15, 2019



## Michelle Obama

Former First Lady

Founder Reach Higher Initiative



**REACH HIGHER** is an initiative that is championed by Former First Lady Michelle Obama. NPSI brings together district level teams to advance her vision of increasing college enrollment and degree attainment across the country through:

- ◆ *Exposing students to college and career opportunities*
- ◆ *Understanding financial aid eligibility that can make college an affordable reality*
- ◆ *Encouraging academic planning and summer learning opportunities*
- ◆ *Supporting high school counselors that can help more kids get into college*

***"School counseling is a necessity to ensure that all our young people get the education they need to succeed in today's economy."***

*First Lady Michelle Obama - American School Counselor Association Annual Conference 2014*

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# National Postsecondary Strategy Institute

## **Overview**

NPSI helps school districts develop their internal capacity to support every student toward attaining a successful postsecondary pathway. NPSI has a holistic approach based on the integration of three critical components:

**A district postsecondary framework & strategy** — School district leadership has a clear plan for increasing student postsecondary outcomes that is tied to measurable data points.

**A data strategy** — Connecting district student information with third-party datasets, analyzing data by subgroups, and using data to identify where strategies need to be developed.

**Engagement of counselors as leaders** — District empowers counselors to lead the postsecondary access work within their schools, engaging partners in the process.

## **NPSI Regional Institute**

The National Postsecondary Strategy Institute (NPSI) is designed to support districts that are focused on developing and implementing a districtwide postsecondary advising framework. The institute format is centered on engaging executive leadership district teams to learn the foundational strategies, structures, accountability and sustainability practices needed to advance college and career readiness outcomes for all students. NPSI highlights the Chicago Public Schools postsecondary framework and offers college and career readiness implementation strategies to expand, restructure and develop academic and student support services.

NPSI Regional Strategy Institutes are offered in areas where NPSI has developed relationships with organizations interested in furthering district postsecondary work in a specific state or region. The NPSI California Institute is offered in partnership with the Riverside County Education Collaborative and is designed to address postsecondary strategies relevant to the California postsecondary landscape.

## **Convening Objectives**

- **Increase understanding** of factors that contribute to a strong district wide college and career readiness framework aligned to school-based accountability measures.
- **Provide examples** of how to use data, research, and community-based partnerships to increase student-level outcomes.
- **Participants will work toward a college and career readiness framework** for their district that can be utilized to:
  - Structure a collaborative college and career readiness framework across a district and within schools.
  - Develop strategies to start and sustain the work.
  - Identify accountability measures to measure results.

## JOYCE V. BROWN

Partner

National Postsecondary Strategy Institute



Joyce V. Brown is a NPSI partner and President of the Joyce V. Brown Consulting, a group of expert practitioner counselor leaders who specialize in training and coaching counselors and non-profit organizations working on the front lines of schools. We are a one-stop shop for strategic postsecondary planning services for schools, especially districts requiring college and career readiness counseling services to address complex school populations (e.g., students from low-income families, students with social-emotional needs, and students from nontraditional families). The team uses a system approach to plan and implement actions that emphasize leadership and collaboration, focused on intentional attention to specific student outcomes, validated with metrics. Our team has more than 100 combined years of educational experience across all facets of the K–12 landscape including national, district, and school-based leadership, as well as, leading national and state organizations. The consulting team has served as school counselors, classroom teachers, special education teachers, principals, district administrators, career and technical education coordinators, and assistant superintendents of schools. Additionally, team members have provided consultations and trainings with state departments of education, large urban school districts, and provided technical support to Michelle Obama's Reach Higher Initiative.

## GREG DARNIEDER

Partner

National Postsecondary Strategy Institute



Greg Darnieder began his career in education as a middle grades teacher in St. Louis and Riverdale MD. He has a BA in Sociology, a K-8 teaching certificate from St. Louis University and a MA 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 1993, 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 over twenty non-profit organization boards.

In 2003 Greg 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 (DCCP) for CPS, a newly formed department that consists of the DPSESD and the Department of Career and Technical Education. He was also recognized as Executive of the Year in the City of Chicago in 2008.

In 2009, Secretary of Education, Arne Duncan, named Greg Senior Advisor to the Secretary on the College Access Initiative at the U.S. Department of Education, where he currently serves as a leading voice on the President's 2020 Goal. He also represents the Department of ED on the First Lady's Reach Higher Initiative.

In 2016 he returned to Chicago where he serves as senior advisor at the Steans Family Foundation to its comprehensive community investment strategies in the North Lawndale community. In addition, he established College and Career Strategic Directions, LLC providing consulting services across the country to school districts, foundations, and non-profits focused on college and career strategies.

His youth work for fifteen years in the former Cabrini-Green Housing Development has been captured in 'You Can't Be What You Can't See – the Extraordinary Power of Opportunity to Change Young Lives'. Milbrey McLaughlin, lead author recently commented, 'that unconditionally positive accounts such as CYCLE are extremely rare in social science.

## **KELLY SPARKS**

**Partner**

**National Postsecondary Strategy Institute**



Kelly Sparks is a NPSI partner and the chief executive officer of Maple Grove Objective, which helps organizations strategically use data to improve outcomes for youth and communities. She has 20 years of experience in the education field and is a national expert and innovator in data strategy. Previously, she held the position of principal researcher at American Institutes for Research (AIR) where she led the college- and career-readiness group and served as the director of the National Charter School Resource Center. As principal researcher, Sparks was responsible for all aspects of evaluation design and oversight of large-scale evaluation projects. Prior to her work at AIR, Sparks was the research director at CPS responsible for tracking the postsecondary outcomes of students and analyzing the data to increase understanding of the levers that impact postsecondary success. Her research and data team developed innovative approaches to connect school and central office administrators with actionable data to target their efforts and improve their outcomes.

*NPSI consultants all have first-hand experience working in school districts. We provide coaching and strategy development support to schools districts and organizations that support school districts.*

## *Our expertise includes:*

### **Postsecondary Strategic Planning and Goal Setting**

- Data collection and analysis
- Needs assessments and gap analysis

### **Data Aligned Counselor Professional Development Planning**

- Student-focused counseling strategies (Academic, Social, Emotional, Career)
- Middle to high school transition support
- Monitoring student program outcomes
- High school graduation strategies
- Counselor time analysis

### **Postsecondary Matriculation, Persistence, and Completion Planning**

- FAFSA completion and monitoring
- Postsecondary and workforce readiness strategies
- Principal/counselor leadership
- Counseling and data monitoring partnerships

### **Engaged Data Delivery Systems Development**

- Developing user-friendly National Student Clearinghouse reports
- Developing district-wide postsecondary strategic plans

**CONTACT US**  
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# Thursday, February 14, 2019

7:30	<b>Registration and Breakfast</b>
8:30	<b>Stage Setting</b> <i>Speaker: Greg Darnieder, NPSI</i>
8:40	<b>Welcome</b> <i>Speaker: Michael R. McCormick, Superintendent of Val Verde</i> <i>Speaker: Tom Smith, Dean</i>
8:50	<b>California Schools on the Rise</b> <i>Speaker: Mark LeNoir, Assistant Superintendent of Val Verde</i> <i>Speaker: Catalina Cifuentes, Executive Director of Riverside County of Education</i> <i>Speaker: Michael R. McCormick, Superintendent of Val Verde</i>
9:35	<b>NPSI Core Model: Leadership, Data, and Counseling</b> <i>Speaker: Joyce Brown, NPSI</i> <i>Speaker: Greg Darnieder, NPSI</i> <i>Speaker: Kelly Sparks, NPSI</i>
10:10	<b>Spotlight on Chicago Public Schools—Continued Postsecondary Success</b> <i>Speaker: Liz Kirby, Chicago Public Schools</i>
10:45	<b>Team Time</b>
12:00	<b>Lunch</b> <i>Speaker: Eric Waldo, Executive Director, Reach Higher</i>
1:15	<b>Stage Setting</b> <i>Speaker: Joyce Brown, NPSI</i>
1:30	<b>Research to Support Postsecondary Strategies</b> <i>Speaker: Jenny Nagaoka, UChicago Consortium</i>
2:15	<b>Problem of Practice</b> <i>Facilitator: Joyce Brown, NPSI</i>
2:45	<b>Break</b>

- 3:00** **Building a District Data Strategy**  
*Speaker: Kelly Sparks, NPSI*
- 3:30** **Team Time**
- 5:00** **Adjourn**
- 

## Friday, February 15, 2019

- 7:30** **Breakfast**
- 8:30** **Stage Setting**  
*Speaker: Kelly Sparks, NPSI*
- 8:45** **School Counselors: Owning the Turf of College and Career Counseling**  
*Speaker: Pat Martin, National Education Consultant*
- 9:30** **Building a District Counseling Strategy**  
*Speaker: Joyce Brown, NPSI*
- 10:00** **Overview of Strategy Chats**  
*Speaker: Kelly Sparks, NPSI*
- 10:15** **Strategy Chats 1**
- 10:50** **Transition Between Strategy Chats**
- 11:00** **Strategy Chats 2**
- 11:35** **Lunch and Team Time**
- 12:50** **Role Alike**
-



## **FAFSA COMPLETION**

**Erin Bilbo**

Since DC Public Schools established the FAFSA Completion Initiative in partnership with the State Education Agency (OSSE), and the US Department of Education's FSA, there has been a steady increase in FAFSA completion rates. Strategies will be shared how this work can be implemented with fidelity in schools and how schools were engaged in FAFSA goal setting and attainment.

## **POSTSECONDARY LEADERSHIP TEAMS**

**Greg Darnieder & Veniese Bradley**

A postsecondary leadership team is a structured body of support that promotes a school wide college going culture and increases postsecondary outcomes. This model supports collaboration and a system of consistent data meetings to engage all stakeholders in the college advising process. Learn steps to establish district and school level postsecondary leadership teams.

## **PRINCIPAL/COUNSELOR LEADERSHIP**

**Pat Martin**

The desired outcome of an effective principal-counselor relationship is to raise achievement levels for all students and ensure equity in educational outcomes. Learn what principals and school counselors think is important to build leadership relationships, how they view the current status of their own relationships within their schools, and what effective principal-counselor relationships look like that accelerate greater academic success for students.

## **MIDDLE SCHOOL TO HIGH SCHOOL TRANSITION**

**Joyce Brown**

Research demonstrates the relationship between on 9<sup>th</sup> grade on track rates and high school graduation rates. Learn to use school level data to establish a system of transition checkpoints during the transition into high school. The 12 Touch Program, a grade 8 – 9 transition model, will be presented to ensure that students successfully navigate high school entry, so they are prepared to enter college beginning with the end of freshman year.

## **COLLEGE MATCH AND FIT ADVISING**

**Joyce Brown**

There are an abundance of internal and external factors that can influence a student's ability to enroll in and persist through college. This session will provide strategies to provide postsecondary advising based on Barron's Selectivity Rating, GPA, ACT and major and career Interest to help advise students on enrolling in postsecondary institutions that MATCH their credentials and FIT their social, emotional and financial requirements.

## **UNDERSTANDING COLLEGE ENROLLMENT—USING NSC DATA WITH YOUR STUDENT INFORMATION SYSTEM**

**Kelly Sparks**

Understanding which students enroll in college and why is an integral component to developing successful postsecondary strategies for your district. This workshop will focus on how to use National Student Clearinghouse data with your student information system data to create a comprehensive picture of college enrollment patterns and gaps. We will emphasize presenting data in a usable format for stakeholders.

**UNDERSTANDING COLLEGE PERSISTENCE—USING NSC DATA WITH OTHER EXTERNAL DATA SOURCES****Kelly Sparks**

Understanding which students persist in college and why is an integral component to developing successful postsecondary strategies for your district. This workshop will focus on how to use National Student Clearinghouse data with external data systems to understand college persistence data. We will emphasize presenting data in a usable format for stakeholders.

**PRINCIPAL/COUNSELOR TOOLKIT****Pat Martin**

Enhancing the working relationship between the job of the principal and the job of the school counselor will increase student success. The tool kit is designed to assess, build and enhance a positive, effective working relationship between school principals and school counselors, resulting in the development of a dynamic and organic relationship that evolves over time in response to the ever-changing needs of a school and supports positive postsecondary outcomes.

**ENGAGING RESEARCH PARTNERS****Jenny Nagaoka**

The University of Chicago Consortium on School Research builds the capacity for school reform by conducting research that identifies what matters for student success and school improvement. This session will outline strategies to establish a working relationship with school districts that enables a research driven data approach to identify barriers and challenges impacting postsecondary outcomes.

**S.E.R.I.O.U.S. PROGRAM - COLLEGE TRANSITION****Veniese Bradley**

The transition from high school to the college can be stressful and full of uncertainty, especially for first generation college goers. This workshop will provide an overview of a district wide **transition strategy** for seniors the SERIOUS WORKSHOP. The goal is to help seniors understand the barriers and challenges that can impact college enrollment, persistence and graduation.

**MALE MENTORING – THE BROTHERHOOD PROGRAM****Shelby Wyatt**

Mentoring has been established as a key strategy to support degree attainment and **“The Kenwood Academy Brotherhood”** has been recognized as an effective model to support the postsecondary outcomes of urban males of color. This session will outline strategies to establish a school based male mentoring program.

**DEVELOPING INTERNAL CAPACITY VERSUS EXTERNAL PARTNERS****Greg Darnieder**

The district is responsible for supporting every student across the district, therefore they own the kids. External partners do not have the capacity to work with all students and are not positioned to reach all. This strategy session will present the rationale for adopting an internal capacity leadership vision and action steps to engage and build relationships with key stakeholders including the superintendent, assistant superintendent, school board members, principal’s, counselors, and teachers.

# STRATEGY CHAT SCHEDULE

<b>Room</b>	<b>Strategy Chat 1</b>	<b>Strategy Chat 2</b>
<b>Highlander Union 302 North</b>	<b>Understanding College Enrollment Data</b>	<b>Understanding College Persistence Data</b>
<b>Highlander Union 302 South</b>	<b>Middle to High School Transition</b>	<b>College Match and Fit Advising</b>
<b>Highlander Union 355</b>	<b>Postsecondary Leadership Teams</b>	<b>Developing Internal Capacity versus External Partners</b>
<b>Highlander Union 367</b>	<b>Male Mentoring—The Brotherhood Program</b>	<b>S.E.R.I.O.U.S. Program—College Transition</b>
<b>Highlander Union 379</b>	<b>FAFSA Completion</b>	<b>Engaging Research Partners</b>
<b>Highlander Union 269</b>	<b>Principal/Counselor Leadership</b>	<b>Principal/Counselor Toolkit</b>

**ERIN WARD BIBO**

Career Education, College Preparedness Programs  
District of Columbia Public Schools



Erin Ward Bibo oversees Career Education, College Preparedness Programming, Postsecondary Planning, and JRTOC for the District of Columbia Public Schools. Prior to joining DCPS, Bibo served as Director of Policy and Planning for Postsecondary and Career Education for the Office of the State Superintendent of Education, the District's State Education Agency. She also previously worked as Assistant Director of Degree Programs at the Harvard Kennedy School. Bibo earned her Ph.D. in Education Policy from the University of Maryland, College Park, and her Master's in Education Policy from Harvard University's Graduate School of Education. She lives on Capitol Hill in Washington, DC with her husband, David, and children Anna, Natalie, and Charlie.

**VENIESE BRADLEY-MITCHELL**

Director  
Illinois Student Assistance Commission



Veniese Bradley-Mitchell, Director, Illinois Student Assistance Commission, currently leads the alumni relations initiative for ISA Corps, a college access program that serves students and families across the State of Illinois. Bradley-Mitchell also served the Illinois GEARUP program, overseeing GEARUP partner schools and staff throughout the state and leading a team to design and develop grades 7–12 curricula.

Veniese Bradley-Mitchell has worked as Technical Assistance Lead for the Teaching Institute for Excellence in STEM (TIES) where she successfully led three STEM Learning Ecosystems for three years.

Bradley-Mitchell began her career in college access programming and leadership within CPS, progressing from College and Career Coach to a districtwide College and Career Specialist. Notably, she is the co-founder of SERIOUS (Sharing Empowering Responsible Information 4 Obtaining Undergraduate Success), a citywide success program that supports the transition of high school seniors to college. Bradley-Mitchell has amassed more than 15 years of leadership experience in college access programming, creating successful programs for first-generation, low-income, underserved, minority secondary students at the local, state, regional, and national levels. She also has served as a national trainer and regional director for the College Advising Corp. She was a workshop presenter at former First Lady Michelle Obama's Reach Higher Initiative - Beating the Odds Summit at the White House and served as a national evaluator for the Gates Millennium Scholars Program.

**MAUREEN CAREW**

Senior Program Officer  
College Futures Foundation



Maureen joined College Futures Foundation in 2018. As a senior program officer, she leads the development and implementation of the Foundation's grantmaking strategy in the transition from K-12 to higher education, under the Student Centric Practices Strategy.

Maureen has worked for and with K-12 institutions for more than 15 years. Most recently she held the position of senior community engagement associate at the John W. Gardner

Center for Youth and Their Communities at Stanford University where she led research partnerships with school districts and community organizations. Maureen previously worked for San Francisco Unified School District where she launched their postsecondary success department and developed partnerships with the Mayor's Office, San Francisco City College, and San Francisco State University to use data to drive equity goals. Maureen's prior work includes serving as executive director for San Francisco nonprofits including Leadership High School, an equity-focused charter school.

A first-generation college graduate, Maureen earned her B.A. from Franklin Pierce University and her M.P.A. from San Francisco State University. Maureen served as a Peace Corps volunteer in Paraguay, and her two children are currently California State University students.

## CATALINA CIFUENTES

**Executive Director**

**College and Career Readiness, Division of Educational Services, Riverside Office of Education**



Catalina Cifuentes is an educator who has demonstrated a gift for counseling and advocacy on behalf of all students. In her former position as lead counselor at Santiago High School, Corona- Norco Unified School District, Catalina worked with the counseling team to design a successful comprehensive program which led to Riverside County as well as California Department of Education recognitions for exemplary counseling practices including highest graduation rate in the Inland Empire. Catalina now shares those best counseling practices across Riverside County as a team member of the Riverside County Office of Education. Catalina focuses her work on the Riverside County Office of Education's

Pledge: "All students will graduate from high school well prepared for college or the workforce." She is also a Governor appointed Commissioner for the California Student Aid Commission, serves on the ACT State Council and is a former English Language Arts and AVID teacher.

She was selected in November 2014 as a speaker for the College Opportunity White House Convening- Strengthening School Counseling and College Advising. As a former Advancement Via Individual Determination (AVID) student and first generation college graduate, Catalina has a passion for this work and it is contagious.

## KIMBERLY HANAUER

**Director of College Preparedness Programs**

**District of Columbia Public Schools**



Kimberly Hanauer the Director of College Preparedness Programs, Kimberly Hanauer manages the strategy and supports within the CPP portfolio – including College Partnerships, Dual Enrollment/Early College, SAT Administration, SAT Test Prep, Naviance, FAFSA completion, and early college & career awareness, which begins in middle school. In addition to programmatic management, Kimberly has partnered closely with the Office of Data and Strategy to build a robust set of college preparedness metrics and track data on college enrollment, persistence, and completion. Kimberly came to DCPS from the KIPP Foundation where she was the Director of College & Career Preparedness. Prior to KIPP,

she spent 8 years at Duke University serving her alma mater where she has earned two degrees – BA in Economics and MA in Liberal Studies, masters project "Examining the Role of Public-Private Partnerships in K-12 Career Readiness."

**ELIZABETH KIRBY**

**Chief of School Strategy and Planning  
Chicago Public Schools**



Elizabeth Kirby is currently the Chief of School Strategy and Planning for Chicago Public Schools. In this role she oversees the Office of Network Supports, the Principal Quality Initiative and the Office of Innovation and Incubation. Prior to this role, Liz was a Network Chief of four years serving the Network 11 and the Southwest Side High School Network. Liz graduated from Harvard in 1994 and worked as a center director with the Higher Achievement Program in Washington, D.C. After moving to Chicago in the fall of 1995, she taught at Olive Harvey Middle College, an alternative school for students who dropped out or were expelled from Chicago Public Schools, as well as Triumphant Charter School. She was awarded a James Madison Fellowship in 1998 and studied constitutional history at Georgetown University. In 1999, she began her career at Kenwood Academy as a history teacher, winning a Golden Apple Award during her second year at Kenwood. A member of the second cohort of New Leaders for New Schools, Kirby worked as an assistant principal at Kenwood from 2003 to 2005 and became the principal in July of 2005. In 2008, she received an award from New Leaders for New Schools for service in leadership as the principal of Kenwood Academy and an award for service in education from the Southeast Chicago Commission in 2009. She holds a master's degree in arts and social science from the University of Chicago.

**MARK LENOIR**

**Assistant Superintendent  
Val Verde Unified School District, Education Services**



Mark LeNoir has served in public schools for twenty six years. He started his career as a science and physical education teacher at both the middle and high school levels. Mark has worked at several high schools that have achieved local, state, and national recognition. He also has successfully worked as a county office administrator and helped create the nationally recognized Riverside County Education Collaborative (RCEC). He currently serves as the Assistant Superintendent of Education Services for the Val Verde Unified School District.

Mark is known for his skill in utilizing technology, his focus on data driven decision making, his passion for having all students college and career ready, his work in decreasing achievement gaps, and his ability to be a creative problem solver. Mark is formerly a District Principal of the Year and the Western Riverside County Association of School Managers Secondary Administrator of the Year.

**PATRICIA J. MARTIN**

**Educational Consultant, and Former Assistant Vice President  
National Office of School Counselor Advocacy at The College Board**



Patricia J. Martin is a nationally recognized leader in the reform of school counseling and efforts to design training opportunities to help practicing counselors become an integral part of the primary mission for schools. Pat has 40+ years of experience as a public school educator, having worked as a teacher, school counselor, district level supervisor of counselors, high school principal, chief educational administrator and assistant superintendent of schools in Prince George's County, Maryland. Pat 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 these students in school districts. Pat is the developer of the National Initiative for Transforming School Counseling (1996) at the Education Trust, Inc. which served to change the trajectory of school counselor practice introducing for the first time seminal work that supported the concept of counselors as leaders, student advocates and systemic change agents. Pat's work at the College Board (2003-2013/The National Office for School Counselor Advocacy-NOSCA) created a national prominence for school counselors in education reform by helping school district leaders across the country align the work of school counselors with their districts' educational vision and goals for all students, including measureable metrics for accountability. This work solidly positioned the College Board as the national leader for advocacy, support, and training with tools and guiding materials for school counseling practitioners to become leaders in College and Career Readiness Counseling. Pat retired from College Board, December 2013 and continues to provide leadership nationally in the development and implementation of initiatives designed to promote access, equity, and excellence for all students through the work of school counselors.

### **MICHAEL R. MCCORMICK**

**Superintendent**

**Val Verde Unified School District**



Michael R. McCormick is the Superintendent of the Val Verde Unified School District. He is known for his passion for innovation and helping students acquire their higher education aspirations. Before becoming superintendent, Michael served for six years as the Assistant Superintendent for Education Services for Val Verde USD. Under his leadership, VVUSD has been recognized by Education Trust West as, *"tops among California districts Closing the Achievement Gap"* and named College Board AP District of the Year. He participated as a member of the Riverside County contingent of educators summoned by the White House to a meeting at the U.S. Department of Education to create the *Riverside County Education Collaborative* and connect with the *College Day of Opportunity*. Michael frequently gives presentations statewide, nationally, and internationally, where he offers audience members effective strategies that he has personally utilized in Val Verde. The Val Verde Unified School District is known for its emphasis on technology integration and Michael has presented multiple keynote presentations at Google Symposiums focusing on the successful implementation of instructional technology in a K-12 school district.

Michael was named Administrator of the Year by the Riverside County Office of Education in 2012, and by the Association of California School Administrators (ACSA) in 2015. He was named Superintendent of the Year in 2018 for Riverside County by the Association of California School Administrators (ACSA)

Through his involvement with the Riverside County Education Collaborative, Michael has been instrumental in helping trail blaze effective FAFSA/California Dream Act Application completion strategies. Under Michael's leadership, the Val Verde Unified School District has emphasized the importance of FAFSA completion by participating in the countywide FAFSA completion initiative "Race to Submit." This work led to hosting the statewide kickoff event for "Race to Submit" in Val Verde for the California Student Aid Commission and a letter to school districts from Tom Torlakson, California Superintendent of Public Instruction, encouraging all school districts to promote FAFSA/California Dream Act Application completion

Michael regularly provides testimony on assessment and accountability items to the State Board of Education. In May of 2018, Mr. McCormick and two Val Verde USD teachers presented their use of Interim Assessment Blocks to the State Board of Education as a model practice.

Michael is also active on numerous boards, including *Google Advisory Board Member*, *Operation New Hope Chairman of the Board*, *EDleader21 Advisory Board Member*, *University of California Riverside, School of Education, Advisory Board Member*, *University of Redlands, School of Education, Advisory Board Member*, *Brandman University, School of Education, Advisory Board Member*, *Science Technology Education Partnership (STEP) Board Member*, and member of the Academic Assembly of the Western Regional Council for the *College Board*. He is a State Board member and former Region XIX President for the Association of California School Administrators (ACSA). Michael is also a member of the Superintendent's Advisory Committee for the California School Boards Association (CSBA).

## JENNY NAGAOKA

Deputy Director

UChicago Consortium on School Research



Jenny Nagaoka is the deputy director of the UChicago Consortium, where she has conducted research for nearly 20 years. Her research interests focus on policy and practice in urban education reform, particularly using data to connect research and practice and examining the school environments and instructional practices that promote college readiness and success. She has co-authored numerous journal articles and reports, including studies of college readiness, noncognitive factors, the transition from high school to postsecondary education, and authentic intellectual instruction. She is the lead researcher on the To & Through Project, a project that provides educators, policymakers, and families with research, data, and training on the milestones that matter most for college success. She is the lead author of *Foundations for Young Adult Success: A Developmental Framework*, which draws on research and practice evidence to build a coherent framework of the foundational factors for young adult success and investigates their development from early childhood through young adulthood and how they can be supported through developmental experiences and relationships.

## DR. THOMAS SMITH

Professor and Dean

University of California, Riverside



Dr. Thomas Smith is Professor and Dean of the Graduate School of Education at the University of California, Riverside. In 2018, he also served as Interim Vice Chancellor for Student Affairs. His current research involves partnering with schools and districts to improve student learning and college and career readiness. He is currently collaborating with researchers at Vanderbilt University, New York University, and the University of Washington and practitioners in the Inland Empire and San Francisco to develop, test, and implement a system of practical measures and routines for instructional improvement in mathematics.

Dr. Smith served as the Executive Director (2014-2017) and Director (2010-2014) of the National Center on Scaling Up Effective Schools (NCSU), a national research and development center funded by the Institute for Education Sciences at the U.S. Department of Education. NCSU is a collaboration between 5 universities, 2 large urban districts, and a developer of educational tools and programs (EDC) formed to enhance the capacity of school districts to identify effective practices, design and test innovations that capture the core components of those practices, and then implement the innovations in ways that improve the learning opportunities for students from traditionally low performing groups. In addition, since 2006, Dr. Smith has also co-directed,

with Professor Paul Cobb at Vanderbilt University, the MIST project—an NSF funded collaboration with four large urban districts to investigate, test, and refine a set of conjectures regarding the organizational arrangements, social relations, and material resources needed to enhance the impact of professional development on mathematics teachers' instructional practices. He is co-author of *Systems for Instructional Improvement: Creating Coherence from the Classroom to the District Office* (2018, Harvard Education Press).

### ERIC WALDO

Executive Director  
Reach Higher Initiative



Eric Waldo is the Executive Director of Michelle Obama's Reach Higher Initiative, where he works to inspire every student in the United States to take charge of their future by completing their postsecondary education, whether at a professional training program, a community college, or a 2-year or 4-year college or university. His role cuts across policy, advocacy, and community engagement to further the goal that the United States once again leads the world in terms of college graduates. Waldo now runs Reach Higher out of the nonprofit membership organization,

The Common Application, where he continues to lead Mrs. Obama's college access and completion work, and where he also serves as the Chief Access & Equity Officer.

### SHELBY T. WYATT

Professional School Counselor  
Kenwood Academy High School



Shelby T. Wyatt serves as a professional school counselor at Kenwood Academy High School, in Chicago Illinois. In this capacity he provides comprehensive guidance services to an urban student body of 2000 students. Prior to Kenwood Academy he served as a teacher in Sycamore, Illinois public Schools.

A recognized leader in male mentoring initiatives, in 2004 Shelby created an afro-centric male mentoring program, **The Kenwood Academy Brotherhood**. The Brotherhood Program is based on his doctoral dissertation entitled, "Measuring the Effectiveness of an Afrocentric Male Mentoring Program with Adolescent African-American Males" and focuses on forming adult/student relationships that help students understand the value of a good education. This multi-faceted program has increased the graduation and college matriculation rates, empowered personal-social development, and proved to its participants that achieving the education of your mind can be fun. At a time when many African and Latino males struggle to complete high school, every single Brotherhood member has graduated. His vision is to build supportive school cultures as early as possible and put teens on the road to college through mentoring. Mentoring helps Brotherhood members develop academic success, leadership and civic engagement. Shelby's dedication and commitment to youth exemplifies the Brotherhood creed of *fraternity, responsibility, and creativity*. His article, *The Brotherhood: Empowering Adolescent African-American Males Toward Excellence*, was published in the Professional School Counseling Journal and Shelby has authored two books, *The Brotherhood: A Mentoring Program for African-American Males* and *My Brother's Back*.

Shelby is a national board certified counselor (NBCT) and a 2012 American School Counseling Association (ASCA) school counselor of the year finalist. He also received the Family and Community Empowerment Award from The College Board's National Office of School Counselor Advocacy (NOSCA). He is a sought after speaker and presenter and has traveled across the country assisting in the creation of school based male mentoring organizations using his male mentoring curriculum. Shelby is also an adjunct professor at Argosy University.

*Chicago has been a particularly useful testing ground and resource for other school districts because of a major strategy CPS launched in 2003 to increase college access and attainment for low-income students who would be the first in their families to attend college. In 2003, CPS consisted of 675 schools, including 122 high schools. There were 409,270 students in the school system; 45 percent African-American, 41 percent Latino, 9 percent white, 3.6 percent Asian/Pacific Islander, and 0.2 percent Native American. About 86 percent of students were from low-income families.*

*For years, many CPS students failed to enroll in college upon high school graduation, even when they met the requirements to attend. In 2003, CPS administrators established the Department of Postsecondary Education and charged this new institution with ensuring that all students in Chicago were provided with opportunities, courses, and other programs that would prepare them for postsecondary education or a career. A large part of this new initiative involved using data such as college participation rates of CPS high school graduates to track students and evaluate and improve programs designed to increase college-going rates. CPS used data from the National Student Clearinghouse, which verifies and tracks enrollment and degree data for postsecondary schools in the United States.*

*In conjunction with the CPS strategy, the Consortium on Chicago School Research (UChicago) mounted a substantial multiyear research project to track college enrollment and attendance for high school students in Chicago, and to ascertain what factors and programs were key determinants in helping students prepare for, enroll in, and attend postsecondary educational institutions.*

*Based on this framework, CPS has continued college and career readiness strategies to expand, restructure and develop academic and student support services. The result has been significant increases in postsecondary completion outcomes over a 14-year period, during which time the percent of 9th graders who are expected to earn a bachelor's degree within 10 years increased from 8% to 18% percent.*

***Joyce Brown, NPSI***

***Catalina Cifuentes, Riverside County of Education***

***Greg Darnieder, NPSI***

***Mark LeNoir, Val Verde USD***

***Michael McCormick, Val Verde USD***

***Amanda Mitchell, NPSI***

***Diana Ruppe, Val Verde USD***

***Kelly Sparks, NPSI***



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