

TRI-STATE CONSORTIUM OF OPPORTUNITY PROGRAMS

TWELFTH BIENNIAL CONFERENCE

ACCESS AND OPPORTUNITY:

*Keeping America's
Promise*



April 7–10, 2013

Marriott Renaissance Newark Airport Hotel | Elizabeth, New Jersey

The Robert and Patricia Gussin Spiritan Division of Academic Programs

Congratulates and Supports the Tri-State Consortium of Opportunity Programs
on its **12th Biennial Conference**

ACCESS AND OPPORTUNITY:
Keeping America's Promise



Dr. Judith R. Griggs, Director

412.396.6661

griggs@duq.edu

<http://www.duq.edu/gussin-spiritan-division>



Conference at a Glance

Sunday, April 7, 2013	
10:00 - 6:00	Registration
11:00 - 4:00	Pre-Conference Leadership Institute
5:00 - 6:00	Opening Reception
6:00 - 7:30	Dinner and Keynote Speaker: Felipe Luciano
7:30	Mr. Kenny Byrd
9:30 - 12:00	Hospitality
Monday, April 8, 2013	
8:00 - 5:00	Registration
9:00 - 5:00	Commuter Lounge Open (Salon GH)
9:00 - 10:00	Concurrent Workshops
10:15 - 11:15	Welcome: New Jersey Secretary of Higher Education Rochelle Hendricks Morning Keynote: Mr. Geoffrey Canada
11:30 - 12:45	Mini Plenary Sessions: Dr. Judith Ned & Mr. Thomas Mortenson
11:30 - 12:45	Concurrent Workshops
1:00 - 3:00	Luncheon
2:00 - 3:00	Afternoon Keynote: Mr. Tim Wise
3:15 - 4:15	Mini Plenary Session: Mr. Mark Greenfield
3:15 - 4:15	Concurrent Workshops
4:30 - 6:00	Concurrent Workshops
6:00 - 7:30	Dinner [on your own]
7:30 - 9:00	Tri-State Cultural Exhibition
9:30 - 11:00	Hospitality
Tuesday, April 9, 2013	
8:00 - 5:00	Registration
9:00 - 5:00	Commuter Lounge Open (Salon GH)
9:00 - 10:00	Keynote Session: Dr. Fred Bonner
10:15 - 11:45	Mini Plenary Session: Dr. Julie Traxler
10:15 - 11:45	Concurrent Workshops
12:00 - 1:30	Welcome by New Jersey Lieutenant Governor Kim Guadagno Luncheon Speaker: Mr. Jim Snack
1:45 - 3:15	Featured Workshop: Dr. Charlie Williams
1:45 - 3:15	Concurrent Workshops
3:30 - 5:30	Concurrent Workshops – State Meetings
6:00 - 7:00	Alumni Awards Reception
7:00 - 9:00	Alumni Awards Banquet
9:30 - 12:00	Hospitality
Wednesday, April 10, 2013	
9:00-12:00	Post Conference Leadership Institute Closing Session



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“...Few states have created supportive services programs of their own. Best known among these are the state members of the Tri-State Consortium: New York, New Jersey, and Pennsylvania.”

Tom Mortenson

Postsecondary Education OPPORTUNITY



State of New Jersey

OFFICE OF THE GOVERNOR

PO BOX 001

TRENTON, NJ 08625-0001

CHRIS CHRISTIE
Governor

April 7, 2013

Dear Friends:

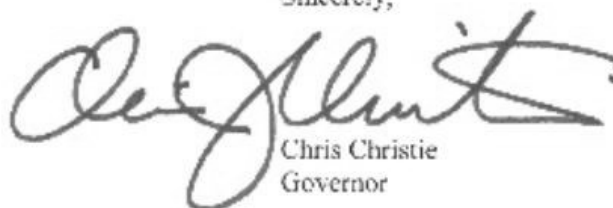
Welcome to New Jersey! I am delighted that you have chosen our State to host the Twelfth Biennial Conference of the Tri-State Consortium of Opportunity Programs in Higher Education.

Opportunity programs help talented students from our neediest families and communities by opening doors to economic and personal freedom, new intellectual vistas, meaningful civic participation and improved quality of life for thousands of students.

The New Jersey Secretary of Higher Education's Educational Opportunity Fund, like its sister programs in New York and Pennsylvania, is an important vehicle to ensure that all of our residents have equal access to the great benefit of a higher education.

I applaud you for your commitment to providing opportunities for brighter futures to those who have been underserved in our states. Best wishes for an enlightening and productive conference.

Sincerely,



Chris Christie
Governor



State of New Jersey

NEW JERSEY HIGHER EDUCATION

P.O. Box 542

TRENTON, NJ 08625-0542

TELEPHONE: (609) 292-4310

FAX: (609) 292-7225

E-MAIL: njhc@njhc.state.nj.us

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

ROCHELLE R. HENDRICKS
Secretary of Higher Education

April 7, 2013

Dear Higher Education Colleagues:

Welcome to New Jersey, where we are pleased to serve as the host state for Access and Opportunity: Keeping America's Promise, the important theme of your 12th Biennial Conference. It is an honor to have in attendance such a distinguished group of educators who help create educational opportunities for thousands of students from throughout New Jersey, New York, and Pennsylvania. We know there is a lot of work to do, but together we are up to the challenge.

This year also marks the 45th anniversary of New Jersey's Educational Opportunity Fund (EOF). Our longstanding commitment to helping students achieve their educational aspirations and fulfill the promise of their potential has never been stronger.

Working in partnership with our colleges and universities, EOF transforms the lives of thousands of students by helping them cope with life's challenges as they earn their college degrees. As New Jersey's coordinating body for higher education, all of us at the Office of the Secretary Higher Education take great pride in the extraordinary work of our campus programs, the persistence and strength of our students, and the professional and personal excellence of our own EOF colleagues.

Please accept our best wishes for an informative and stimulating conference. May your time together strengthen access to higher education, empower our students, and inspire each of you to continue the life-changing work you do every day.

Sincerely,

Rochelle R. Hendricks
Secretary of Higher Education



State of New Jersey
NEW JERSEY HIGHER EDUCATION

CHRIS CHRISTIE
GOVERNOR

KIM GUADAGNO
LT. GOVERNOR

P.O. Box 542
TRENTON, NJ 08625-0542
TELEPHONE: (609) 292-4310
FAX: (609) 292-7225
E-mail: njhe@njhe.state.nj.us

ROCHELLE R. HENDRICKS
SECRETARY OF HIGHER EDUCATION

April 2013

Dear Friends and Colleagues:

Welcome to New Jersey. We are honored to serve as the host for this year's conference. This year also marks the 44th anniversary of the New Jersey Educational Opportunity Fund (EOF) program.

Born in times of drastic change in our society, opportunity programs represented a revolution in the higher education landscape. By opening the doors to postsecondary education to those who by race, ethnicity and/or socioeconomic status had been absent from the higher education landscape, opportunity programs help democratize not only higher education but our society.

From the initial Tri-State conference in 1978, to this year's conference, our country has experienced sea changes that no one could truly envision at the time. The most striking examples include the emergence of the global, technological-economy, the rise of China and India as economic and technological powerhouses, the rapidly increasing diversity of our own society and the re-election of an African-American President of the United States and his wife who traveled the road from being a first-generation college student to the First Lady!

The ability of opportunity programs to provide postsecondary access and success will require commitment, vigilance, action, and new levels of sophistication. We must reaffirm our vision with a new commitment to the future. This will require flexibility, sophistication, and risk taking. However, I remained convinced that in these times of serious societal changes and challenges, ACT101, EOF, EOC, College-Discovery, EOP, HEOP, SEEK, and GEARUP remain vital doorways to opportunity and new futures for those who have yet to taste and savor the promises and fruits of the American dream.

Best wishes

Glenn B. Lang, Ed.D.
Immediate Past President, Tri-State Consortium
Assistant Secretary of Higher Education



TRI-STATE CONSORTIUM OF OPPORTUNITY PROGRAMS

of New Jersey & New York & Pennsylvania

April 7, 2013

Dear Friends and Colleagues,

It gives me great pleasure to welcome you to our 12th Tri-State Consortium of Opportunity Programs Conference in the great state of New Jersey.

First instituted more than thirty-five years ago, the Tri-state Consortium of Opportunity Programs has served as the premier professional organization for state sponsored educational opportunity program professionals in the nation.

For more than forty years opportunity programs have been at the forefront in the development of programs, approaches, counseling and advising techniques to enhance the success of low-income, first generation, and educationally and financially disadvantaged college students. These programs have been incubators for innovative counseling, advising, teaching and academic support services and approaches, that have helped our students persist in and graduate from college in unprecedented numbers. Not surprising to us, these same techniques have proven equally beneficial for traditionally admitted students as well.

Over the last four decades we have established ourselves among the premier practitioners in enabling so called “at risk” students to maximize their personal and intellectual potential. Over this time we have made giant strides towards our vision of delivering what newly President Obama cited as America’s promise to provide “not equal outcomes but equal opportunity to compete.”

The conference that has been put together for you will take us even further toward that vision. We are honored that distinguished speakers, panelists, moderators, faculty and staff have agreed to participate in the conference, and we thank them for their invaluable contribution. I would also like to thank the conference steering committee, all of the conference sub-committee members, and the multitude of you who have been volunteers, for your consummate dedication and hard work. Undoubtedly you will be responsible for helping us achieve our aspirations of making this the finest Tri-State Conference yet.

In keeping with our four decade old mission and goals, this year’s theme is *Access and Opportunity: Keeping America’s Promise*. The strands of conference and the range of topics within the strands are vast and will provide you with new ideas as well as provoke thought about areas that are part of our everyday practice.

We hope this conference will be an interactive working conference, where all participants will actively contribute with their experience, ideas and personal commitment. Including our plenaries and keynote addresses, we **have planned over 40 educational sessions, remarkable featured speakers and a fourth iteration of the Tri-State Consortium’s Leadership Institute. We will close by recognizing exceptional alumni, and several outstanding contributors to the mission of access and quality higher education for the disadvantaged.**

On behalf of myself and colleagues on the Tri-State Board of Directors I extend our most heartfelt welcome!

Sincerely,

Dr. Henry J. Durand
President, Tri-State Consortium of Opportunity Programs In Higher Education



EOFPANJ

Educational Opportunity Fund Professional Association of New Jersey
Advancing College Access, Affordability, & Success for Disadvantaged Students

Executive Board

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James Gaymon
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Representatives
EOF State-Wide Alumni Association

EOFPANJ, Inc.
A 501(c) (3)
Nonprofit
Organization

April 7, 2013

Greetings to All Conference Participants:

Our professional association congratulates the Tri-State Consortium of Opportunity Programs in Higher Education on the occasion of its Twelfth Biennial Conference.

The conference theme, "Access and Opportunity, Keeping America's Promise", is reflective of a commitment our EOC, SEEK/College Discovery, EOF, EOP, HEOP and ACT-101 programs have long taken up in response to paving the road to career readiness and college success.

We know the expansion of college access across America has largely been marked by increases in the college going rates of low-income, first generation, and minority students. As demographic projections show, the face of America is changing. Increasingly the success of our students is vital to promoting an educated public, growing workforce, and the prosperity of our nation. No longer does this challenge rest within our opportunity programs. It is now a challenge that must be addressed by all stakeholders across the educational continuum and our college systems.

The Tri-State conference allows us to share perspectives on this imperative, the political and social dimensions framing our work, and how this work is to be cultivated. Our coming together has always inspired self-examination and supported our continued professional development. We know there is much to do.

Let us celebrate our successes at the Tri-State conference, and once again renew and continue to strengthen our sense of purpose and community.

One final comment- enjoy your time in New Jersey!

Best regards,

Richard Morales-Wright
President, EOFPANJ



LETTER FROM TRI-STATE CONFERENCE CHAIRPERSON

Dear Conference Participants:

On behalf of the 2013 Tri-State Consortium of Opportunity Program conference committee, I would like to thank you all for participating in this year's 12th Biennial Conference "Access and Opportunity: Keeping America's Promise".

I would like to acknowledge Barbara Harmon-Francis and Robert James for all their support in putting this conference together. It is through the hard work and dedication of all the professionals that serve on the various committees that make our conferences so remarkable.

This year's conference will focus on a variety of speakers who will stimulate your mind and provide you with terrific resources to assist you in your everyday practice. It is our hope that you will add yet another tool in your academic tool belt and become better prepared to continually help our students.

Also, remember this is an opportunity to network with your fellow Tri-State colleagues in order to gain new insights and different perspectives on the various issues we face within higher education and opportunity programs. Before I go, I will end this welcome with a quote in hopes that it will inspire many of you to continue to work and help our various organizations prosper.

"Don't be afraid to give your best to what seemingly are small jobs. Every time you conquer one it makes you that much stronger. If you do the little jobs well, the big ones will tend to take care of themselves." ~Dale Carnegie

All the best,
Brett Pulliam, Chairperson
2013 Tri-State Consortium of Opportunity Programs

TRI-STATE COMMITTEE & BOARD

MISSION & PURPOSE

The Tri-State Consortium is a community of concerned higher education opportunity program personnel whose mission is to develop programs ensuring that our students will be among the next generation of civic, business, and education leaders. It is our goal to produce a cadre of educated citizens who will be well versed, sensitive to issues of cultural diversity, and have a heightened sense of social responsibility as they set forth to enhance the quality of life in the respective communities they serve. The consortium is composed of 425 colleges and universities located in the states of New Jersey, New York and Pennsylvania. At these institutions, the opportunity programs serve over 60,000 college students from educationally and financially disadvantaged backgrounds.

The Tri-State Consortium has a four-fold purpose:

1. to improve access to, and the quality of, higher education for students who are economically disadvantaged and academically under-prepared in the states of New Jersey, New York, and Pennsylvania
2. to stimulate conversation and share common concerns and techniques among various opportunity program personnel
3. to increase the effectiveness of these programs by strengthening the case of support
4. to ensure the survival of Opportunity Programs in the Tri-State region and beyond.

SPONSORING ORGANIZATIONS

Act 101 Director's Association

Educational Opportunity Fund
Professional Association of New Jersey, Inc.

New York State Higher Education Opportunity
Program Professional Organization, Inc.

Educational Opportunity Program Directors Council
of the State University of New York

The Council of SEEK (Search for Education, Elevation and
Knowledge) and College Discovery, Directors of the
City University of New York

The Office of Special Programs,
(SEEK and College Discovery) The City University of New York

The State University of New York Office of Opportunity Programs

Office of The Secretary of Higher Education
Educational Opportunity Fund, New Jersey

Collegiate and Professional Development Programs,
Unit of the office of K-16 Initiatives and Access Programs
of the New York State Education Department

Pennsylvania Higher Education Assistance Agency
State Grants and Special Programs, (ACT 101)

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Tri-State Office Administrator

Robert James

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TRI-STATE
CONSORTIUM

TRI-STATE CONFERENCE COMMITTEE

Conference Chair

Brett Pulliam

Conference Co-Chair

Francisco A. Colón Jr.

Leadership Institute

Dr. Henry Durand & Dr. Glenn Lang
*Dr. Hasani Carter, Dorie Clay, Dr. Eddie Manning,
Dr. Jarvis M. Watson, Cheryl Williams*

Hotel/Banquet

Barbara Harmon-Francis
Robert James & Brett Pulliam

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Phyllis Breland, Francisco A. Colón Jr., Catrina Diggs,
Joy Drummond, Iris J. Espinosa, Cindy Ford, Linda Hart, Rosa
Mantilla, Dr. Angela Moody Robinson, Trevor Ramkissoon,
Wally Torian, Paulaska Ramirez, Dr. Jarvis M. Watson, Sharon Weber*

Marketing Committee

Robert James & Joed Lopez

Workshop Proposal Committee

Paula Stewart Davis
*Dr. Christopher Catching, Dr. Aida Ceara, Dr. Henry Durand,
Cheryl Hamilton, Dr. Glenn Lang, Richard Morales-Wright*

Moderators

Jenice Sabb
*Dr. Schevaletta Alford (Chevy), Ileana Almaguer, Billie Bailey,
Nicole Baker, Audrey Bennerson, Caroline Beretta,
Maria F. Boada, Antonio Bonilla, Francisco A. Colón Jr., Cindy
Ford, Sharon Foushee, Maretta Hodges, Fannie Gordon,
Cassandra Graham, Lucy Jimenez, Simone Mack-Bright,
Yesenia Madas, Sabrina Magliulo, Pam Marcenaro,
Paula Muindi, Angela Moody Robinson, Jacqueline Moore,
Richard Morales-Wright, Zuri Obado, Maria Oquendo,
Taur Orange, Doris Reavis, Maria Rodriguez, Jeffrey L. Ryan,
Deborah Skinner, Dr. Valerie Stephens, Evelyn Thomas,
Deborah Walker-McCall, Elyzabeth Wengert, Fidel Wilson,
Dr. Jarvis M. Watson*

Commuter Lounge

Tawn Walker
Bakir Brown, Caroline Beretta

Entertainment/Hospitality

Viviana Zambrano
*Dr. Schevaletta (Chevy) Alford, Bakir Brown,
Francisco A. Colón Jr., Marlon K. Dortch, Al-Lateef Farmer,
Amber Henley, Lissette Herrera, Robert Igbinovia,
Nelson Izquierdo, Israel Laguer, Sabrina Magliulo, Ana
Rodriguez, Reggie Walker, Dr. Jarvis M. Watson,
Charles Weatherspoon*

Audio Visual

Michael Whiting
*Donyea Collins, Marlon K. Dortch, Marlon Dorton, Willie Evereet,
Nelson Izquierdo, John Marshall, Ruben Melendez,
Jamar Morton, Brett Pulliam, Paulaska Ramirez*

Program Book

Hema Patel
*Barbara Harmon-Francis, Dr. Hasani Carter, Robert James,
Dr. Glenn Lang, Richard Morales-Wright, Paula Stewart-Davis,
Dr. Jarvis Watson*

Vendors/Corporate Sponsors

Maria Oquendo
Dr. Aida Ceara, Iris Espinosa, Karen Riley, Ruben Melendez

Awards Committee

Dr. Penny McPherson-Barnes
Maretta Hodges, Doris Reavis

Conference Materials

Dr. Shelley Ast
Barbara Harmon-Francis, Maria Oquendo

Set Up/Clean Up

*Audrey Bennerson, Dr. Hasani Carter, Francisco A. Colón Jr.,
Barbara Harmon-Francis, Robert James,
Dr. Penny McPherson-Barnes, Maria Oquendo, Brett Pulliam,
Jenice Sabb, Michael Whiting*



Tri-State
2011

YOUR GUIDE TO THE TWELFTH BIENNIAL TRI-STATE CONFERENCE

Welcome to the Tri-State Biennial Conference.

This year's theme is *Access and Opportunity: Keeping America's Promise*. The conference has been organized so that you can plan your participation in several different ways. You are, of course, encouraged to attend all the plenary sessions. There are numerous workshop sessions spread out over the course of Monday and Tuesday. You may choose to attend any that interest you or you may select workshops that revolve around a given theme.

PLENARIES

All plenaries revolve around the same themes as do the concurrent workshops. The categories to which the presentations are related are indicated in the program. Plenaries have been scheduled so as not to conflict with any of the workshops.

STATE MEETINGS

Individual state meetings for the professional organizations of each of the participating states have been scheduled for Tuesday, April 9, 3:30 pm to 5:30 pm. This is an excellent time to meet with your colleagues and to plan statewide strategies for advocacy as well as other important issues.

LEADERSHIP INSTITUTE

The Leadership Institute is by pre-registration only. In addition to the Sunday and Wednesday sessions, recommended and required workshops and plenaries will be indicated in the Leadership Institute materials.

No matter what strategy you employ to select the sessions that you are attending, we expect that you will have a fruitful, exciting and enjoyable experience at the Tri-State 12th Biennial Conference.

PHOTOS

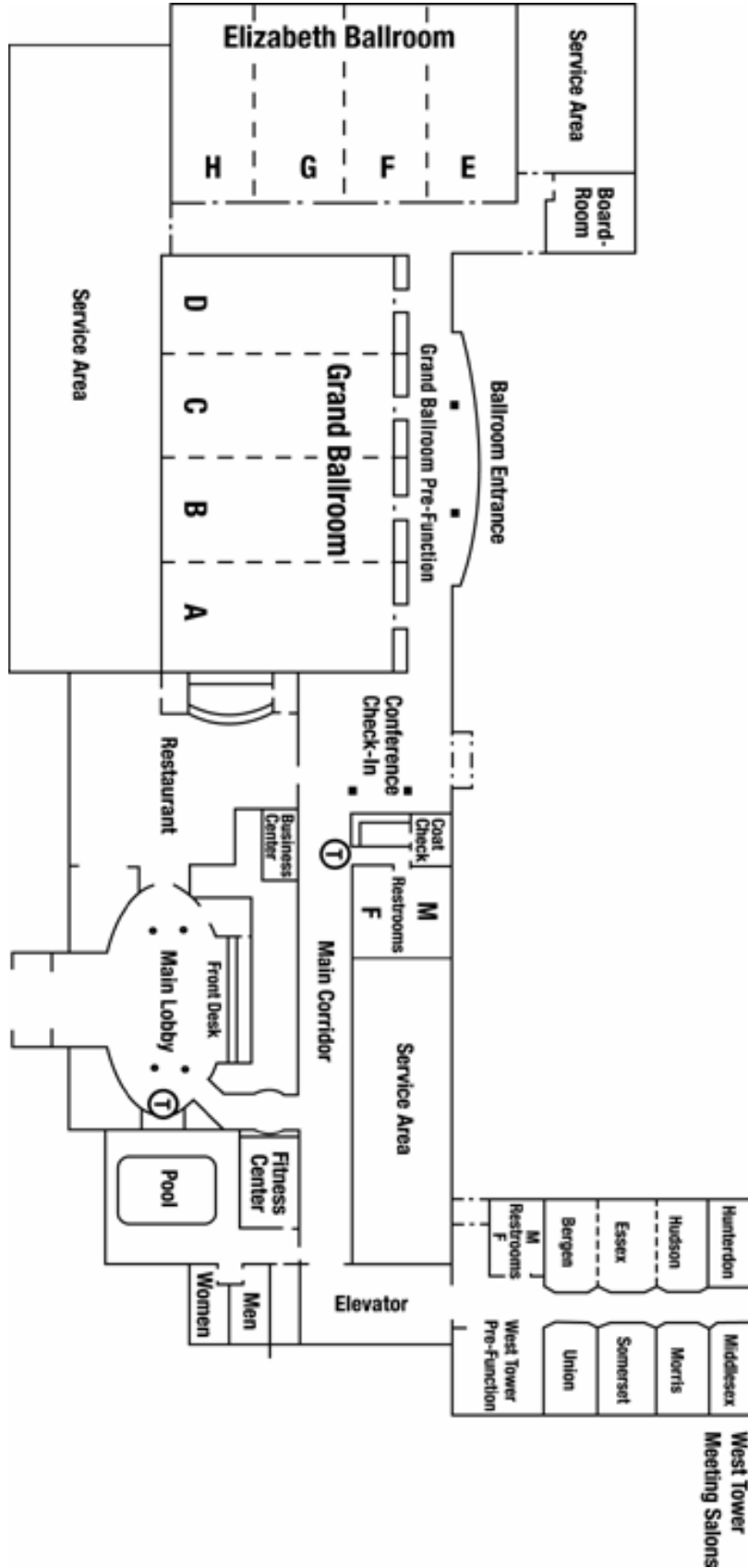
We may be photographing various workshops and receptions for future conference brochures. Please let us know if you object.

Here's to a wonderful and productive conference!



TRI-STATE
CONSORTIUM

BUILDING MAP



DAILY SCHEDULE

Sunday, April 7, 2013

TIME	EVENT	ROOM
10:00 AM—6:00 PM	REGISTRATION	Ballroom Access Foyer
11:00 AM—4:00 PM	PRE-CONFERENCE LEADERSHIP INSTITUTE	Bergen/Essex
11:00AM- 12:30PM	EMBEDDING YOUR PROGRAM INTO THE FABRIC OF THE INSTITUTION <i>Dr. Hasani Carter, Dorie Clay, Dr. Henry Durand, Dr. Glenn Lang, Dr. Eddie Manning, Dr. Jarvis Watson, and Cheryl Williams</i>	
12:30PM-1:00PM	WORKING LUNCH	
1:00PM-2:00PM	THE BIGGER PICTURE: CONNECTING CAMPUS PROGRAMS TO STATE AND NATIONAL CONTEXTS <i>Dr. Glenn Lang</i>	
2:00PM-4:00PM	SENIOR DIRECTOR'S PANEL <i>Cheryl Hamilton, Dr. Penny McPherson Barnes, Dr. Eddie Manning, Richard Morales-Wright, Gary Owens, Thomas Thomas, Dr. Irving Wright</i>	
5:00—6:00 PM	OPENING RECEPTION	Salon EF
	DINNER	
	CONFERENCE WELCOME Dr. Henry Durand <i>President, Tri-State Consortium of Opportunity Programs in Higher Education</i>	
6:00—7:30 PM	Audrey Bennerson <i>Director, New Jersey Office of the Secretary of Higher Education/EOF Program</i> Richard Morales-Wright <i>President, Educational Opportunity Fund Professional Association of New Jersey</i>	Salon ABC
	KEYNOTE SPEAKER: Felipe Luciano <i>Founder & Chairperson, Young Lords Party</i>	
7:30 PM	ENTERTAINMENT Mr. Kenny Byrd	Salon ABC
9:30—12:00 PM	HOSPITALITY	Salon GH

Kenny Byrd and Friends create entertainment for audiences of all ages. His characters are so life-like, audiences forget that they are an extension of Kenny Byrd's energy. Performing for television, clubs, corporate events, colleges, resorts and charitable organizations.

Kenny Byrd uniquely creates from the moment. Audiences are drawn into an intimate family to share sidesplitting laughter. Refreshing involvement, followed by praise long after the stage is empty, has earned Kenny Byrd his reputation for being the catalyst for fun.





TRI-STATE
CONSORTIUM

DAILY SCHEDULE

Monday, April 8, 2013

TIME	EVENT	PRESENTER(S)	ROOM
8:00 AM—5:00 PM	REGISTRATION		Ballroom Access Foyer
9:00 AM—5:00 PM	COMMUTER LOUNGE		Salon GH
9:00 AM—10:00 AM	CONCURRENT WORKSHOPS SESSION I		
	How do you assess the world's greatest counselor?	Daniel Askey	Morris
	Wild Women In Community: Empowering Women of Color	Twannah Ellington, Joelle Falaise, Jodi Hawkswell	Middlesex
	Implementing an Effective Sophomore Success Program	Jude Jayatilleke	Union
	Incorporating Instructional Technology in Opportunity Programs: The Use of ePortfolios by First-Year Students	Dr. Janice Zummo	Bergen
	Supporting Opportunity Students Entering College STEM Programs	Belinda Bryce, Sasha Eloi, Nikki Youngblood Giles, Tammy McGregor-Twiss	Essex
	Rule Breaker University: BREAK RULES TO BREAK RECORDS	Alfred Blake, Kasan Lane	Hudson
	Head of the Class- Using EOP Sponsored Courses to Enhance Academic Learning	Linda Zilgme, Lani Jendorwski, Gudiya Msuku-Purks	Somerset
	5 Ways to Lose the Freshman 15, and I Do Not Mean Pounds	Orane Williams	Hunterdon
10:15 AM—11:30 AM	WELCOME: Rochelle Hendricks <i>Secretary of Higher Education, State of New Jersey</i> MORNING KEYNOTE: Mr. Geoffrey Canada <i>President & CEO, Harlem Children's Zone</i>		Salon CD
11:30 AM—12:45 PM	MINI PLENARY SESSION Producing Future STEM Providers to Address Diversity Workforce Needs: A Pipeline Approach Dr. Judith Ned <i>Executive Director, Stanford Medical Youth Science Program</i>		Salon E
11:30 AM—12:45 PM	MINI PLENARY SESSION The Perfect Storm Mr. Thomas Mortenson <i>Higher Education Policy Analyst, The Pell Institute for the Study of Opportunity in Higher Education</i>		Salon F

DAILY SCHEDULE

Monday, April 8, 2013 (continued)

TIME	EVENT	PRESENTER(S)	ROOM
11:30 AM—12:45 PM	CONCURRENT WORKSHOPS SESSION II		
	Sunglasses and Advil... Last Class Was Mad Real: Drawing From Hip Hop to Increase Student Engagement and Success	Alexis McLean- McKessey	Morris
	Undergraduate Research: A Model Plan for Access, Opportunity, and Success in Graduate School	Dr. Susan Ott, Heather I. Welser	Union
	L.E.A.D.S. – An Effective Tool for Student Development and Retention	Al-Lateef Farmer	Bergen
	Games Students Play: Engaging Group Exercises for Your Freshman Orientation/Development Course	Dr. Jorge Fuentes	Hudson
1:00 PM—3:00 PM	LUNCHEON Tri-State Award for Excellence & Service to the Community Presentation to Dr. Arnold L. Mitchem Moment of Reflection The Arrigo A. Rogers Scholarship Barbara Harmon-Francis, Tri-State Second Vice President AFTERNOON KEYNOTE: Mr. Tim Wise <i>Antiracist Essayist, Author and Educator</i>		
3:15 PM—4:15 PM	MINI PLENARY SESSION Engaging the Millennials: Social Media in Higher Education Mr. Mark Greenfield <i>Director, Office of Web Services, University at Buffalo</i>		
3:15 PM—4:15 PM	CONCURRENT WORKSHOPS SESSION III		
	Men of Color: Activating Male Potential	Joelle Falaise	Hudson
	Discovering Your Doctoral Swagger... Preparing for Career Advancement in Higher Education	Dr. Daniel Jean	Somerset
	Access and Opportunity: Keeping America's Promise	Dr. Tracy Johnson	Union
	Intrusive Counseling: Academic, Counseling and Leadership-Based Interventions Through Second Year Counseling Seminars	Kyoko Toyama	Bergen
	Because I Said So...	Janice Rivera	Morris
	A Non Traditional Way of Learning - Expanding Horizons by Encouraging Students to Think Outside the Box - Puerto Rico Program	Evelyn (Santiago) Rosario	Middlesex



TRI-STATE
CONSORTIUM

DAILY SCHEDULE

Monday, April 8, 2013 (continued)

TIME	EVENT	PRESENTER(S)	ROOM
4:30 PM—6:00 PM	CONCURRENT WORKSHOPS SESSION IV		
	M.A.R.S. - Manhood, Academics, Responsibility, and Success	Charles Weatherspoon	Middlesex
	Engineering is Exciting! Learn about Engineering and How to Advise for a Smooth Transfer into a 4-Year Engineering Program	Michael Brown	Morris
	The Hunter College SEEK Freshman Retention Model: Methods, Materials and Data	Dr. Jorge Fuentes, Denise Simmons	Hudson
	Introduction to Fundamentals of Accreditation, the CAS Standards for TRIO and Opportunity Programs and the Relationship to Opportunity Programs	Dr. Glenn B. Lang	Salon E
	Collaboration with External University Departments to Promote Better Multicultural Advising	Dorothy Corbett, Pamela Matzner	Union
	The Chi Alpha Epsilon National Honor Society's Induction Certification Program and Methods for Maintenance of Chapter Momentum	Dr. Schevaletta M. Alford, Virginia Diaz, Makisha Brown, Lucy Jimenez	Hunterdon
	Teaching the Civil War & the Emancipation Proclamation in the Digital Age	Cheryl Wills	Somerset
	Premiere of the Doculogue: "Hoodwinked" with Janks Morton	The Educational Opportunity Centers Directors Association	Bergen/Essex
6:00 PM—7:30 PM	DINNER (on your own)		
7:30 PM—9:00 PM	TRI-STATE CULTURAL EXHIBITION		Salon EF
9:30 PM—11:00 PM	HOSPITALITY		Salon GH



DAILY SCHEDULE

Tuesday, April 9, 2013

TIME	EVENT	PRESENTER(S)	ROOM
8:00 AM—5:00 PM	REGISTRATION		Ballroom Access Foyer
9:00 AM—5:00 PM	COMMUTER LOUNGE		Salons GH
	KEYNOTE SESSION		
9:00 AM—10:00 AM	Dr. Fred Bonner <i>Professor & Samuel DeWitt Proctor Endowed Chair in Education Graduate School of Education, Rutgers University</i>		Salon CD
	MINI PLENARY SESSION		
10:15 AM—11:45 AM	He's My Brother: Understanding Student Social Contexts and their Influence on Major Choice Dr. Julie Traxler <i>Assistant Dean, Rutgers University</i>		Salon E
10:15 AM—11:45 AM	CONCURRENT WORKSHOPS SESSION I		
	Casting Visions, Texting Mantras and Tweeting Shout-outs: Embracing the Reality of Using Social Media as a Tool for Advising Students to Succeed	Dr. Gwen Parker, Gina Jacob-Strain, Antonio Gray	Morris
	A Non-Remedial Course for Students in Developmental Programs	Thomas Thomas	Union
	Working with Groups who are Low-income and Underprepared Using Person-Centered Counseling with a Creative Arts Approach	Billie Bailey	Hudson
	Preparing Students for Medical School & Plan B	Taruna Chugeria, Claudia Herreros	Middlesex
	Accelerated Literacy Programming: What It Is and Why It Works: Eighteen Years of Success at UAlbany	Dr. Craig Hancock, Dr. Paul Cummings	Bergen
	There Is Strength In Collaborations: On-Line EOP Summer Program Placement Testing Upstate/Downstate Style	Monica Hope, Maritza Martinez, Maralyn Mason, Brenth Daniel	Essex
	LUNCHEON		
12:00 PM—1:30 PM	WELCOME: Kim Guadagno <i>Lieutenant Governor, State of New Jersey</i> LUNCHEON SPEAKER: Mr. Jim Snack		Salon ABC



TRI-STATE
CONSORTIUM

DAILY SCHEDULE

Tuesday, April 9, 2013 (continued)

TIME	EVENT	PRESENTER(S)	ROOM
FEATURED WORKSHOP			
1:45 PM—3:15 PM	The Relevance of Affirmative Action: An Examination of Competing Perspectives Dr. Charlie Williams <i>Director, Office of Affirmative Action Programs Kean University</i>		Salon E
1:45 PM—3:15 PM	CONCURRENT WORKSHOPS SESSION II		
	Creative Engagement through the Curriculum Development Process: Syllabus as Dialogue	Dr. Cheryl Franks, Monika Son, Melissa Bessaha, Dr. Schevaletta Alford, Virginia Diaz, Justyna Jagielnicka, Wendy Johnny, Asma Afzal, Christian Luperon, Zita Dixon	Somerset
	Building Brotherhood, Building Leaders: The Percy E. Sutton SEEK Urban Male Leadership Academy Program at Baruch College	Kristy Perez, Andrew Lawton, Jeffrey McClellan, James Bravo, Julio Rodriguez, Marcus Hollon	Essex
	With All of Its Bad Press, Why Even CONSIDER Attending Law School?	Brenda Saunders, Larry E. Walker, Esq., Jerome Wakefield, JD	Union
	Community Connections in the First Year: An Assessment of an Initiative Incorporating Civic Engagement into a First Year Seminar for At-Risk Students	Kirkshinta Turnipseed, Sarah Piraino	Bergen
	Keeping Our Promise: How UAlbany Students are Continuously Guided to Success	Mary Kay Skrabalak, Claudio Gomez	Hudson
	Bridge to Success: Programs for Academic Services and Success Pre-Freshman Summer Bridge Program	Al-Lateef Farmer	Morris
3:30 PM—5:30PM	STATE MEETINGS		
	New Jersey		Salon D
	New York		Salon EF
	Pennsylvania		Middlesex
6:00 PM—7:00 PM	ALUMNI AWARDS BANQUET RECEPTION		Salon A
7:00 PM—9:00 PM	ALUMNI AWARDS BANQUET		Salon BCD
9:30 PM—12:00 AM	HOSPITALITY		Salon GH

DAILY SCHEDULE

Wednesday, April 10, 2013

TIME	PRESENTATION TITLE	ROOM
9:00 AM—12:00 PM	POST-CONFERENCE LEADERSHIP INSTITUTE CLOSING SESSION	Bergen/Essex
9:00AM-10:15AM	BUDGET AND PERSONNEL <i>Dr. Hasani Carter, Dorie Clay, Dr. Henry Durand, Dr. Glenn Lang, Dr. Eddie Manning, Dr. Jarvis Watson, and Cheryl Williams</i>	
10:30AM-12:00PM	TEAM REPORTS <i>Cheryl Williams and Dorie Clay, Moderators</i>	
12:00PM	AWARD CERTIFICATES, EVALUATIONS, CLOSING LUNCH	

SPECIAL ACKNOWLEDGEMENTS

Sharon Weber, SUNY

Evonne Hamler-Cadet, SUNY

Office of Opportunity Programs
State University of New York
System-Wide Administration

University Center for Academic and Workforce Development
State University of New York, System-Wide Administration

Office of the Secretary of Higher Education
Educational Opportunity Fund

Office of Special Programs, Seek and College Discovery
The City University of New York

ACT 101 Directors Association

Educational Opportunity Fund Professional Association
of New Jersey, Inc.

The Educational Opportunity Fund Statewide Alumni Association (EOFSAA)

New Jersey Institute of Technology



KEYNOTE SPEAKER

Sunday, April 7, 2013

6:30 PM

Felipe Luciano

Founder & Chairperson, Young Lords Party

Felipe Luciano is one of the most dynamic Latino public figures in the United States of the late twentieth- and early twenty-first centuries. His eloquence, vision, and passion for issues of social justice are extraordinary and reminiscent of the oratory talent of civil rights leaders of the 1960s.

This two-time Emmy recipient, former WNBC-TV New York news anchor, and lecturer defied adversity early in life. Luciano was born in New York City and raised in poverty in East Harlem and Brooklyn by a single Puerto Rican mother. In 1964, at the age of sixteen, Luciano was convicted of attempted manslaughter after a gang fight and sentenced to five years in prison, of which he served two. Upon his release, the Harlem antipoverty agency, HARYOU-ACT, recognized his academic potential and creative talent and urged the young Luciano to apply to college. With the support of the college readiness program, SEEK, he enrolled in the City University of New York Queens College campus, where he immediately became involved in the student activism of the 1960s. Luciano soon became known within activist circles for his membership in the Last Poets, the group of black power era artists mentored by Amiri Baraka, whose politically charged live-music and spoken word poetry performances in the 1960s prefigured the emergence of hip hop and rap in the 1970s and 1980s. As a member of the Last Poets, Luciano led provocative political workshops in Harlem that attracted progressive intellectuals and activists, including leading figures of the black power movement like Stokely Carmichael and H. Rap Brown.

Because of his local popularity as a Harlem artist and progressive activist, in 1968 Luciano was approached by a group of mainly Puerto Rican, Latino youth who wanted to launch a radical organization oriented around fighting against Puerto Rican poverty and racial oppression. Eventually, that cohort of young students launched a New York chapter of the Young Lords Organization (YLO), the Puerto Rican counterpart to the Black Panther Party. Luciano was elected chairman of the New York group.

Under his leadership, the YLO changed its name to the Young Lords Party (YLP) and became one of the most influential Puerto Rican organizations of the 1960s. Luciano distinguished himself in the YLP through his natural talent for articulating the grievances and aspirations of poor Puerto Ricans in an eloquently accessible manner and by identifying issues that



resonated with community residents as well as for his fighting spirit. Luciano describes his politics during the 1960s as revolutionary nationalism evolving toward a global view of revolution. Luciano attributes the ease with which he related revolutionary politics to the East Harlem of the 1960s to his childhood immersion in the kinship networks and migrant community culture of Puerto Ricans and to his grueling and punishing prison experience, which helped to crystallize his understanding of the contradictions between American poverty and repression, and the nation's democratic promise. His 1960s political activism and his membership in the YLP, in particular, were crucial to his political maturation and to the constructive channeling of his energies after prison, a period which he identifies as his "age of disillusionment." Luciano also attributes his success in navigating his early life's challenges and his successes in the YLP to his strong Afro-Latino identity. He credits his doting grandmother, who had a profoundly proud sense of her negritude, for conferring onto him a positive view of his Afro-Latino roots.

Luciano's media success is attributable to his first-rate status as a communicator, his sensibility for cultural trends, and his keen grasp of the most important developments in Latino, African American, and mainstream politics.



WELCOME ADDRESS

Monday, April 8, 2013

10:15 AM

Rochelle Hendricks

Secretary of Higher Education, State of New Jersey



Rochelle R. Hendricks was named the first Secretary of Higher Education for the State of New Jersey in May 2011. As Secretary, she is responsible for policy and program development to enhance the capacity and competitiveness of New Jersey's higher education institutions.

Since starting the position, Secretary Hendricks has engaged the agency in the national higher education reform agenda while focusing on advancing the blueprint for reforming higher education recommended by the Governor's Higher Education Task Force chaired by Governor Kean, as well as the report issued by the UMDNJ Task Force chaired by Dr. Sol Barer. She has reorganized the office to better implement the reform agenda. She now is pleased to be a founding member of the Policy Steering Council for the Center for Higher Education Strategic Information and Governance at Stockton College and a member of the Board of Trustees for New Jersey Institute of Technology. In March 2013, Lt. Governor Guadagno announced the formation of a new Council on Innovation to enhance the collaboration among academia, business and industry and the State and named Secretary Hendricks as chair of the Council, as well as the newest member of the New Jersey Partnership for Action.

Prior to her position as Secretary of Higher Education, she was the Acting Commissioner of the Department of Education and was instrumental in helping the Governor's education reform plans, including the creation and appointment of the Educator Effectiveness Task Force.

Having joined the Department of Education in 1987, she has served in various capacities within the department, including Acting Deputy Commissioner and Assistant Commissioner overseeing the Offices of Board Development, Small Learning Communities and School Culture, District Schools, Turnaround Partnerships, Inter-District Choice and Opportunity Scholarships, Charter Schools, Career and Technical Education and Online Education. She has also served as Director of the Professional Development Office, Manager of the Office of Policy and Planning, and Special Assistant to the Deputy Commissioner.

Prior to joining the Department of Education, she worked for over 15 years at Princeton University in numerous capacities, including Assistant Dean of Students, Director of the Educational Opportunities Program and Interim Director of the Women's Program. She has also served as a consultant for International School Services, an adjunct faculty member and crises counselor, having begun her career as a teacher at the Rumson Fair Haven Regional High School District.

Secretary Hendricks is the recipient of numerous academic, leadership and service recognitions. Some of her more recent recognitions include: State Blue Ribbon School Liaison of the Year, US Department of Education; FFA National Honoree; Education Honoree, Center for Women and Work, Rutgers University; Educational and Leadership Award, National Sorority of Phi Delta Kappa, Inc. Delta Pi Chapter; Education Leadership Award, Interfaith Dialog Center; The Coretta Scott King Leadership Award from Essex County; the President's Award from the National Organization of African American Administrators; and, a profile in *Women of Courage*, forward by Rosa Parks. She has been privileged to participate in several White House initiatives and US Department of State supported international education events.

Among her most cherished honors are honorary memberships in Princeton University Classes of 1980 and 1987; the Honorary Doctor of Humane Letters awarded by Centenary College in January 2012 and Richard Stockton College in May 2012; the Honorary Doctor of Educational Administration from Georgian Court University in May 2012; and, a tribute from the NJ Legislative Black Caucus with a Joint Legislative resolution in February 2013.



MORNING KEYNOTE

Monday, April 8, 2013

10:30 AM

Mr. Geoffrey Canada

President & CEO, Harlem Children's Zone

In his 20-plus years with Harlem Children's Zone, Inc., Geoffrey Canada has become nationally recognized for his pioneering work helping children and families in Harlem and as a passionate advocate for education reform.

Since 1990, Mr. Canada has been the President and Chief Executive Officer for Harlem Children's Zone, which The New York Times Magazine called "one of the most ambitious social experiments of our time." In October 2005, Mr. Canada was named one of "America's Best Leaders" by U.S. News and World Report.

In 1997, the agency launched the Harlem Children's Zone Project, which targets a specific geographic area in Central Harlem with a comprehensive range of services. The Zone Project today covers 100 blocks and aims to serve over 10,000 children by 2011.

The New York Times Magazine said the Zone Project "combines educational, social and medical services. It starts at birth and follows children to college. It meshes those services into an interlocking web, and then it drops that web over an entire neighborhood....The objective is to create a safety net woven so tightly that children in the neighborhood just can't slip through."



The work of Mr. Canada and HCZ has become a national model and has been the subject of many profiles in the media. Their work has been featured on "60 Minutes," "The Oprah Winfrey Show," "The Today Show," "Good Morning America," "Nightline," "CBS This Morning," "The Charlie Rose Show," National Public Radio's "On Point," as well in articles in The New York Times, The New York Daily News, USA Today and Newsday.



MINI PLENARY SPEAKER

Monday, April 8, 2013

11:30 AM

Judith Ned, Ph.D.

Executive Director

Stanford Medical Youth Science Program, Stanford University



Producing Future STEM Providers to Address Diversity Workforce Needs: A Pipeline Approach

Abstract: This session will examine the five-week summer biomedical enrichment program administered by the Stanford Medical Youth Science Program (SMYSP) at Stanford University. Through group discussions, small group activities, as well as PowerPoint and video presentations, the session will address the importance of providing low-income and underrepresented minority (URM) students with opportunities to explore and enhance their interest in the Science, Technology, Engineering, and Mathematics (STEM) fields. The goal is to ultimately work towards increasing minority representation in these professions. The session will also discuss the need to incorporate learning and teaching opportunities for undergraduate students. Special attention and discussions will be paid to those elements needed in order to design, implement, evaluate, and support a programmatic model, such

as the SMYSP model. This session may particularly benefit participants interested in a) learning more about a pipeline model that can be adopted by or adapted to university and organization environments, and b) identifying methods and resources to leverage partnerships within these universities and organizations that can support this type of model.

Biography: Dr. Judith Ned is currently the Executive Director of the Stanford Medical Youth Science Program (SMYSP), where she administers a complementary set of university- and school-based programs, which offer academic enrichment in the sciences, college guidance, and long-term mentoring to low-income and under-represented minority students.

She is also an instructor with the School of Medicine and in the Department of Urban Studies where she teaches university identified service-learning courses focused on concepts of identity, power, privilege, race, and community-based research. Her specific areas of focus are: 1) education equity in K-12 and post secondary science education, and work force diversity; and 2) connecting service learning and social advocacy content into the academic framework of high school and undergraduate students.

Dr. Ned's years of experience and expertise in science education, leadership development, and academic counseling have led to a demonstrated track record of developing, implementing, and evaluating science education programs. Dr. Ned has directly mentored hundreds of students to academic and career success. She is actively involved in several Stanford University organizations and committees, as well as other public service organizations. She holds a master's degree in Counselor Education and Leadership Development from San Jose State University, and both master's and doctoral degrees in Educational Leadership from Mills College in Oakland.



MINI PLENARY SPEAKER

Monday, April 8, 2013

11:30 AM

Thomas Mortenson

Higher Education Policy Analyst

The Pell Institute for the Study of Opportunity in Higher Education

The Perfect Storm

Abstract: Higher education is at the center of a perfect storm. From one side colleges and universities are challenged to prepare a growing share of K-12 students who have been approved for free or reduced-price school lunches for a world of work that requires extensive postsecondary education and training. From the other side states have been sharply reducing their investment effort in higher education and trying to shift the costs of higher education onto these low income students through higher tuition rates.

The federal government has also moved away from need-based grants targeted on low income students, first to loans that best serve middle income students, and more recently to tax credits targeted on affluent students. The goal of equalizing life's prospects through equal educational opportunity has been eroded since 1980, and replaced by a system that favors students born into affluence. These policy choices have had predictable outcomes.

Biography: Thomas G. Mortenson is Senior Scholar at The Pell Institute for the Study of Opportunity in Higher Education in Washington, DC. and an independent higher education policy analyst living in Oskaloosa, Iowa. Tom's policy research focuses on opportunity for post-secondary education and training and the ways public policy fosters or impedes access to that opportunity. He has special concern for populations that are under-represented in higher education. His studies have addressed academic and financial preparation for college, access, choice, persistence, attainment, and labor force entry of college graduates.



He is particularly interested in public and private finance of higher education opportunity and the enrollment consequences of the cost-shift from taxpayers to students that has been underway since 1980. He has been employed in policy research and budget analysis roles for the University of Minnesota, Illinois Board of Higher Education, Illinois State Scholarship Commission, and the American College Testing Program. Currently Tom is editor and publisher of *Postsecondary Education OPPORTUNITY*, a monthly research letter devoted to analysis and reporting on the demographics, sociology, history, politics and economics of educational opportunity after high school. He provides consulting services on higher educational opportunity policy to state and national organizations, and makes presentations on educational opportunity throughout the country and in Europe.



AFTERNOON KEYNOTE

Monday, April 8, 2013

2:00 PM

Tim Wise

Antiracist Essayist, Author and Educator



Tim Wise, whom philosopher Cornel West calls, “A vanilla brother in the tradition of (antiracism and antislavery fighter) John Brown,” is among the most prominent anti-racist writers and educators in the United States. He has been called “One of the most brilliant, articulate and courageous critics of white privilege in the nation,” by best-selling author and professor Michael Eric Dyson, of Georgetown University. Wise, who was named one of “25 Visionaries Who are Changing Your World,” by *Utne Reader* in 2010, has spoken in all 50 states of the U.S., on over 800 college and high school campuses, and to community groups across the nation. He has also lectured internationally in Canada and Bermuda on issues of comparative racism, race and education, racism and religion, and racism in the labor market.

Wise is the author of six books, including the highly acclaimed memoir, *White Like Me: Reflections on Race from a Privileged Son*; an academic volume on affirmative action, entitled, *Affirmative Action: Racial Preference in Black and White*; an essay collection, entitled, *Speaking Treason Fluently: Anti-Racist Reflections From an Angry White Male*; two books on race and racism in the Obama era, entitled respectively, *Between Barack and a Hard Place: Racism and White Denial in the Age of Obama*, and *Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity*; and his latest, *Dear White America: Letter to a New Minority*, which examines rising white anxiety in an increasingly multicultural nation. His next book, *The Culture of Cruelty: How America's Elite Demonize the Poor, Valorize the Rich and Jeopardize the Future* will be released in Fall, 2013. He has contributed essays to twenty-five books, and is one of several persons featured in *White Men Challenging Racism: Thirty-Five*

Personal Stories, from Duke University Press. He received the 2001 British Diversity Award for best feature essay on race issues, and his writings have appeared in dozens of popular, professional and scholarly journals.

Wise has provided anti-racism training to teachers nationwide, and has conducted trainings with physicians and medical industry professionals on how to combat racial inequities in health care. He has also trained corporate, government, entertainment, military and law enforcement officials on methods for dismantling racism in their institutions, and has served as a consultant for plaintiff's attorneys in federal discrimination cases in New York and Washington State.

In summer, 2005, Wise served as an adjunct faculty member at the Smith College School for Social Work, in Northampton, Massachusetts, where he co-taught a Master's level class on Racism in the U.S. In 2001, Wise trained journalists to eliminate racial bias in reporting, as a visiting faculty-in-residence at the Poynter Institute in St. Petersburg, Florida. From 1999-2003, Wise was an advisor to the Fisk University Race Relations Institute, in Nashville, and in the early '90s he was Youth Coordinator and Associate Director of the Louisiana Coalition Against Racism and Nazism: the largest of the many groups organized for the purpose of defeating neo-Nazi political candidate, David Duke. He graduated from Tulane University in 1990 and received antiracism training from the People's Institute for Survival and Beyond, in New Orleans.

Wise has appeared on hundreds of radio and television programs, is a regular contributor to discussions about race on CNN, and was featured in a segment on ABC's 20/20, in 2007. He has been featured in several documentary films, including “Vocabulary of Change,” a public dialogue with legendary activist and scholar, Angela Davis; “Race 2012,” a PBS special on race and politics in America; “Who is Black in America?,” a CNN special with Soledad O'Brian; two World Trust documentaries, “Making Whiteness Visible” and “Cracking the Codes,” and “White Like Me,” a feature-length documentary exploring his personal biography and political analysis, produced by the Media Education Foundation, and scheduled for release in April 2013.

Tim and his wife Kristy are the proud parents of two daughters.



MINI PLENARY SPEAKER

Monday, April 8, 2013

3:15 PM

Mark Greenfield

*Director, Office of Web Services
University at Buffalo*

Engaging the Millennials: Social Media in Higher Education

Abstract: The arrival of the millennial generation, combined with the ongoing (r)evolution of communications technology, requires us to rethink the basic tenets of providing student support. Technology is changing exponentially. The social web is here. Mass media is being replaced with my media. Dialogue has replaced monologue. What's the best way to join the conversation? This session will review of the latest research on technology and social media, and provide an in-depth look at how higher education institutions can leverage the full power and potential of these exciting new technologies.

Biography: Mark Greenfield is a highly regarded, influential member of the higher education web community. He is an experienced consultant and an award winning speaker who is known for his thoughtful vision of the future of the web and technology on college campuses. He is very active in the web community serving on numerous boards and committees.

Mark has worked at the University at Buffalo (UB) for 26 years. He currently serves as the Director, Office of Web Services, a position he has held since 2001. From 1997 – 2001, he was the Web Development Manager for Computing and Information Technology and the CIO's Office. He began his career at UB as a

supervisor for Instructional Technology Services where he played a significant role in integrating technology into the classroom.

Mark has also served as a visiting instructor in UB's former School of Informatics. His

research interests include emerging technologies, social media, the mobile web, the Millennial Generation and their use of technology, and the impact of globalization and technology on the academy.

Born and raised in Hamburg New York, Mark currently resides in Clarence New York. His other interests include sports and music. An avid golfer and tennis player, he has retired from his favorite sport of lacrosse. He has held many coaching positions including lacrosse at Hamburg High School, The Nichols School, and Buffalo State College; and Girl's Tennis at Hamburg High School. Mark coached the UB Men's Lacrosse team for 11 years where he compiled a 170 – 45 record and led UB to national prominence on the college club lacrosse scene.





MORNING KEYNOTE

Tuesday, April 9, 2013

9:00 A.M.

Fred Bonner, Ed.D.

*Professor & Samuel DeWitt Proctor Endowed Chair in Education
Graduate School of Education, Rutgers University*



Dr. Fred A. Bonner II is Professor and the Samuel DeWitt Proctor Endowed Chair in Education at the Graduate School of Education at Rutgers University, The State University of New Jersey. Prior to his new appointment, he was Professor of Higher Education Administration in the Educational Administration and Human Resource Development Department at Texas A&M University—College Station. He earned a B.A. Degree in Chemistry from the University of North Texas, an M.S. Ed. in Curriculum & Instruction from Baylor University, and an Ed.D. in Higher Education Administration & College Teaching from the University of Arkansas-Fayetteville.

Bonner's work has been featured both nationally and internationally; he has been the recipient of numerous awards including the American Association for Higher Education Black Caucus Dissertation Award and the Educational Leadership, Counseling, and Foundation's Dissertation of the Year Award from the University Of Arkansas College Of Education. In 2010, Dr. Bonner was awarded the 2010 Extraordinary Service Award from the Texas A&M University College of Education and Human Development, College Station, Texas and the 2010 Faculty Member of the Year, Texas A&M University Student Affairs Administration in Higher Education (SAAHE) Cohort, College Station, Texas. He has been elected to membership of several National Honor Societies.

Throughout his career, his work has consistently been centered on *microcultural* populations developing attitudes, motivations, and strategies to survive in *macrocultural* settings. This social justice philosophy has led him to publish numerous articles, books and book chapters related to: academically gifted African American male college students in varying postsecondary contexts (Historically Black Colleges and Universities, Predominantly White Institutions, and Community Colleges); teaching in the multicultural college classroom; diversity issues in student affairs; diverse millennial students in college; success factors influencing the retention of students of color in higher education and in the Science, Technology, Engineering and Mathematics (STEM) fields in particular; and faculty of color in predominantly White institutions (PWIs).

Bonner has completed three summers as a research fellow with the Yale University Psychology Department (PACE Center) focusing on issues that impact academically gifted African American male college students. Bonner has completed a book that highlights the experiences of postsecondary gifted African American male undergraduates in predominantly White and Historically Black college contexts (Academically Gifted African American Male College Students). Bonner spent the 2005-2006 year as an American Council on Education (ACE) Fellow in the Office of the President at Old Dominion University in Norfolk, Virginia. His new book "Diverse Millennial Students in College" was released fall 2011.

Among his many professional service-oriented activities, Dr. Bonner serves in different editorial capacities for various journals; he is the Vice President for Research for the American Association of Blacks in Higher Education (AABHE), leading the effort to enhance and increase the professional research, scholarship, and publishing opportunities for the members of that organization. His work and philosophy ties directly into the vision he has for the Samuel Dewitt Proctor Chair in Education position in which his aim will be to promote potential through campus, local, national, and global community partnerships.



MINI PLENARY SPEAKER

Tuesday, April 9, 2013

10:15 AM

Julie Traxler, Ed.D.

*Assistant Dean & Director, First Year Students
School of Arts & Sciences, Rutgers University*

He Ain't Heavy, He's My Brother: Understanding Student Social Contexts and their Influence on Major Choice

Abstract: As our campuses become more diverse, advisors risk failing in our mission as educators if we do not expand our understanding of how students' social contexts affect their academic decision making. This presentation, based on practice and research, will focus on how advisors can engage and understand the influence of students' social contexts, particularly home and family community, to more effectively facilitate major choice. This session will provide a detailed overview of the influence of parents, siblings and home community, and will offer specific advising strategies for understanding, acknowledging, and helping students make academic plans within these social contexts. Additionally, attendees will be asked to consider their own educational background and influences and identify how their own assumptions influence their work with students

Biography: Julie Traxler is Assistant Dean and the Director of First-Year Advising at the School of Arts and Sciences, Rutgers University. She oversees all advising services at the Busch Campus Academic Services office and has worked in advising at Rutgers since 1993.

Julie received her Doctorate in Education in May 2009 from the Rutgers Graduate School of



Education in the Social and Philosophical Foundations of Education program. Her dissertation, entitled "Major Choosing among South Asian American Women: Toward a New Theory of Advising," was awarded the 2009 NACADA Student Research award. She has a strong interest in the experience of South Asian students and has presented on her research at various regional and national conferences, including the EOFPANJ Conference and the EOF Counselor Training Institute.

Julie completed an undergraduate degree in English and Journalism at Livingston College in 1991, and a Master's Degree in English Literature at Rutgers in 1995. She is always happy to connect with other advisors, through email (jtraxler@sas.rutgers.edu), Facebook, or Twitter (JTrax_RU).



SPECIAL GUEST

Tuesday, April 9, 2013

12:00 PM

Kim Guadagno

Lieutenant Governor, State of New Jersey



On November 3, 2009, the people of New Jersey elected Kim Guadagno as the first Lieutenant Governor in our state's history. Lt. Governor Kim Guadagno was born in Waterloo, Iowa, moving all over the country as a child before she made New Jersey her home. Her husband, Mike, grew up in Monmouth County where they decided to raise their three boys, Kevin, Michael and Anderson.

After graduating from Ursinus College in 1980 and then American University law school in 1983, Kim began her public career as a federal prosecutor where she earned a reputation as being tough and independent. She started out working in Brooklyn for the Organized Crime and Racketeering Strike Force. When Kim married her husband they decided they wanted to raise their family in New Jersey so she moved to the United States Attorney's office in Newark, New Jersey.

After leaving the U.S. Attorney's Office, Kim went on to serve as Assistant Attorney General, serving as the Deputy Director of the Division of Criminal Justice. After leaving the Attorney General's office in 2001, Kim continued her commitment to public service, serving on both the Monmouth Beach planning board and later as Commissioner from 2005 – 2007. In 2007, Kim became the first female Sheriff of Monmouth County. While Sheriff, Kim pursued an aggressive agenda to fight crime, strengthen community outreach and enact innovative initiatives. Lt. Governor Guadagno also taught at Rutgers Law School-Newark from 2001 through her election in 2009.

Kim Guadagno was sworn in as New Jersey's first Lieutenant Governor on January 19, 2010.



TRI-STATE
CONSORTIUM

LUNCHEON SPEAKER

Tuesday, April 9, 2013

12:30 PM

Jim Snack

Jim Snack is an award winning *Certified Speaking Professional* who presents keynote speeches, half- and full-day seminars on change, teamwork, creativity and communication. He specializes in creating programs that engage participants in active learning. Jim's programs combine lecture, interactive exercises, and memorable demonstrations, engaging and inspiring participants to create sustainable change.

Jim has been featured as a "Consummate Speaker of the Year" by *Sharing Ideas Magazine*. He was recognized as an outstanding teacher by the International Communication Association, and he received the McNally Award for outstanding teaching in communications from the University at Albany. Jim is a one less than 600 speakers worldwide who hold the *Certified Speaking Professional* (CSP) designation, the highest earned award bestowed by the National Speakers Association. He is Past President of the Connecticut Chapter of the National Speakers Association and Past President of the Hudson-Mohawk Chapter of the American Society for Training and Development.

Presenting over a hundred programs annually for businesses, associations, government agencies, schools, healthcare and human service organizations, Jim has worked with General Electric, Disney, Lucent Technologies, General Motors, and the Environmental Protection Agency.



For 14 years Jim served as an adjunct faculty member at the OPM Eastern Management Development Center teaching collaborative leadership skills. For nine years Jim has taught creative problem solving and decision making for the General Services Administration PBS Academy. For the past 16 years he has been a back-by-popular demand speaker at The HUMOR Project's International Conference on the Positive Power of Humor & Creativity.



MINI PLENARY SPEAKER

Tuesday, April 9, 2013

1:45 P.M

Charlie Williams, Ph.D.

*Director, Office of Affirmative Action Programs
Kean University*



The Relevance of Affirmative Action: An Examination of Competing Perspectives

Abstract: This session will provide a historical, conceptual, legal, and political overview of Affirmative Action. The discussion will include an exploration of the polarizing viewpoints on Affirmative Action/Equal Opportunity policies and inclusion initiatives.

In addition to a review of the current legal landscape of Affirmative Action and Diversity;

the following questions will be examined: 1) *What is Affirmative Action?* 2) *What is Diversity?* 3) *Are Affirmative Action and Diversity Competing Concepts?* A primary goal of the workshop is to have an informed, open, and interactive dialogue on the status and legacy of Affirmative Action.

Biography: Dr. Williams develops, implements, and monitors employment policies and practices pursuant to the University's mission of inclusion; and serves as the compliance officer for equal employment opportunity and affirmative action (EEO/AA) complaint processing. Dr. Williams previously served as the director of EEO/AA at The College of New Jersey and has over ten years experience in student support services, admissions and recruitment.

Dr. Williams received his undergraduate degree from Rider University, Lawrenceville, New Jersey and his Master's and Doctorate in Public Administration from Rutgers University. Dr. Williams is the Region II Director for the American Association for Affirmative Action (AAAA) and is an active member of the New Jersey Association for Affirmative Action in Higher Education (NJAAHE) and the New Jersey Affirmative Action Officers Council (NJAAOC).

CONCURRENT WORKSHOPS

Monday, April 8, 2013

Monday, 9:00am-10:00am

HOW DO YOU ASSESS THE WORLD'S GREATEST COUNSELOR?

Presenter: Daniel Askey, *The College at Brockport*

Room: Morris

Formalized assessment of what we do as counselors, programs, institutions is the name of the game. Developing a culture of assessment is often difficult, confusing, and often generates real resistance. As opportunity program counselors, we are challenged to embrace a culture of assessment to improve our services to our student population. The assessment process and structure at the College at Brockport will be presented as a rubric for change at other institutions. Key areas covered will include: how professional/program assessment is a way of doing our job better, not an additional job to be done; gaining a better understanding of formal assessment versus folklore; compare/contrast different approaches to assessment, and gaining a better understanding of the role students play in the assessment process. Additional topics will address the following questions: How does the assessment process impact EOP counselors; How do you foster a culture of assessment in a program, division, and/or institution; How do you translate what EOP counselors do into assessable learning outcomes; and Do key performance indicators, benchmarks, and dashboards have any value in opportunity programs?

WILD WOMEN IN COMMUNITY: EMPOWERING WOMEN OF COLOR

Presenter: Twannah Ellington, *Drew University*; Joelle Falaise, EOS Counselor; Jodi Hawkswell, EOS Counselor

Room: Middlesex

A community of women is a powerful place in which to thrive. This is especially so on our college campuses for women of color. This session will offer participants an opportunity to gain insight into a means of starting and engaging such a community on your campus. The format of the workshop will combine discussion and small group experience to demonstrate a method of creating a women's support group, and how this may assist retention. This community offers a means to direct concerns including self-image; gender & sexuality; political awareness; and identity/race issues.

IMPLEMENTING AN EFFECTIVE SOPHOMORE SUCCESS PROGRAM

Presenter: Jude Jayatilleke

Room: Union

The Sophomore Success Program at Buffalo State College EOP has proven to be successful to students who took advantage of the opportunity to improve grades. This interactive presentation will demonstrate how to implement a Sophomore Success Program to improve student progress. The presentation will address several areas such as bridging the GAP or the "disconnect" after their first year, assisting students in raising their grade point average over 2.50, increasing tutoring contacts/mentoring contacts, assisting students with choosing desired major/program, and assisting other students who may need academic motivation and grade improvement to be successful. The step-by-step approach will guide participants on how to review options to implement a similar program in their institution.

INCORPORATING INSTRUCTIONAL TECHNOLOGY IN OPPORTUNITY PROGRAMS: THE USE OF EPORTFOLIOS BY FIRST-YEAR STUDENTS

Presenter: Dr. Janice Zummo, *Medgar Evers College, CUNY*

Room: Bergen

The use of ePortfolios has been found to increase student engagement and improve student learning. Over the past two years, approximately 300 first-year students in the Medgar Evers College Percy E. Sutton SEEK Program created ePortfolios within the context of first-year counseling courses. This workshop will describe an action research project in which a sample of student ePortfolios was reviewed to analyze content as it relates to the completion of course assignments, student growth over the first year, and the level of interaction among peers. Data collected through a focus group will also be presented. A description of the process for implementing ePortfolios including faculty development, selection of an electronic platform, and providing technical assistance will also be provided. A description of the findings will include a discussion about the project design, the learning context, student growth, diversity, and project challenges. This action research project provided an understanding of how students engage with course material through reflective writing, making learning personally meaningful for them. In addition students had an opportunity to improve their technological skills and also used social networking skills in an academic setting, transferring knowledge across lived experiences.

SUPPORTING OPPORTUNITY STUDENTS ENTERING COLLEGE STEM PROGRAMS

Presenter: Belinda Bryce, *Rochester Institute of Technology*; Sasha Eloi, *University of Rochester*; Nikki Youngblood Giles, *Barnard College*; Tammy McGregor-Twiss, *Clarkson University*

Room: Essex

This session is a panel discussion covering special program initiatives to support opportunity students accepted into college STEM programs. The session includes a brief overview of the research on supporting underprepared and underserved students entering college STEM programs. The panelists will provide an overview of their colleges' (Rochester Institute of Technology University of Rochester, Barnard College, and Clarkson University) special programs initiatives to support opportunity programs students and engage the audience in a dialogue about the challenges and prospects their colleges have experienced.



Tri-State 2011

CONCURRENT WORKSHOPS

Monday, April 8, 2013



TRI-STATE
CONSORTIUM

RULE BREAKER UNIVERSITY: BREAK RULES TO BREAK RECORDS

Presenter: Alfred Blake, *I Am Multi LL*; Kasan Lane, *Co-Founder*
Room: Hudson

Rule-Breaker University is a summer/first-year program designed to have students break negative societal norms by learning to pause, reflect and introspect; in order to excel. The curriculum for the program is *The Students Handbook To Breaking All The Rules*. The session presents a model to assist students to learn how to recognize and maximize their potential (human capital) during the transition from high school senior to a college freshman. *Rule-Breaker University* is a yearlong class geared to changing behavior by changing mindsets. We represent bold innovation by teaching students a new way of thinking to achieve goals and to overcome obstacles in life. Status Quo suggests that students think inside a box of limitations. Through this program, students are forced to "Break The Rules" or debilitating mindsets/attitudes commonly associated with being a college freshman. Participants are forced to think outside of what they would typically be expected to think. The workshop will present the five weekly steps to assist students break debilitating mindsets that stand in the way of them reaching their full potential.

HEAD OF THE CLASS- USING EOP SPONSORED COURSES TO ENHANCE ACADEMIC LEARNING

Presenter: Linda Zilgme; Lani Jendorwski; Gudiya Msuku-Purks,
University at Buffalo

Room: Somerses

This workshop will explore strategies for first-year students that were developed at The University at Buffalo EOP through participation in a project with Brooklyn College funded by The Fund for the Improvement of Post-secondary Education (FIPSE). A crucial component of this grant was linking the pre-freshmen summer program courses with classes being offered in the fall. The goal was to provide a seamless academic transition and easier college adjustment. This presentation will review EOP sponsored courses, a freshmen experience class and a study skills course all catered for student success. The project helped to link EOP support to students enrolled in two-large lecture classes, World Civilization and Introduction to Psychology with an Academic Success Strategies course taught by the EOP staff. The session will also include sample syllabi for courses along with testimonials and survey results.

5 WAYS TO LOSE THE FRESHMAN 15, AND I DO NOT MEAN POUNDS

Presenter: Orane Williams, D.R.E.A.M. Inc

Room: Hunterdon

While school is stressful, the lack of money and financial literacy can cause additional stresses that affect the student's overall academic success. Many students lack financial literacy knowledge when they enter college; the result is they manage to keep 15% of their money while losing the remaining 85%. Financial stresses in life may lead to poor academic performance and can have a lot to do with students giving up and dropping out. Financial literacy is an important tool for our students. Having a more complete knowledge will better prepare our students for financial responsibility and success. This workshop is geared to give participants tangible steps to better prepare students financially.

Monday, 11:30am-12:45pm

SUNGLASSES AND ADVIL... LAST CLASS WAS MAD REAL: DRAWING FROM HIP HOP TO INCREASE STUDENT ENGAGEMENT AND SUCCESS

Presenter: Alexis McLean-McKessey, *Medgar Evers College of the CUNY*
Room: Morris

Research has shown that hip-hop is a meaningful source of identification and influence among students (Hill, 2009; Petchauer, 2010). However, examinations of hip-hop culture often focus on the ways in which its lyrics and images negatively affect young people. By contrast, this presentation will illustrate how drawing from various elements of hip hop to structure a college group counseling course led to an increase in student engagement, and promoted positive academic and psychosocial changes within, and outside of the classroom. This presentation will provide participants with a deeper understanding of how drawing from elements of hip-hop can bridge student engagement and success. The session will focus on five elements, the Mic-check, Cypher-Class, Shout-out, and the Flow as strategies that have resulted in increased student engagement and positive student outcomes.

UNDERGRADUATE RESEARCH: A MODEL PLAN FOR ACCESS, OPPORTUNITY, AND SUCCESS IN GRADUATE SCHOOL

Presenter: Dr. Susan Ott, *SUNY at Buffalo*; Heather I. Welser, EdM
Room: Union

The field of Higher Education (particularly opportunity programs) is challenged to not only support students as they enter college, but to also support students as they strive for degree completion and potentially post-baccalaureate education. This presentation focuses on undergraduate research as a means of enriching the undergraduate experience and strengthening the pipeline to a successful pursuit of graduate education. The session will use the Ronald E. McNair Post-Baccalaureate Achievement Program, a federally funded TRiO program as a model to prepare students for graduate studies. This presentation incorporates a detailed discussion depicting the varied and profound benefits that students receive as a participant in faculty-sponsored research. In addition, this presentation will cover empirically-based practices that effectively prepare students to obtain and complete a successful undergraduate research experience. Specifically, since many advisors and administrators often struggle with the fact that both students and faculty find undergraduate research to be a new paradigm; this session will explore strategies that empower students to appropriately reach out to faculty and develop the skill sets necessary for a positive experience. Attendees will discover a successful model for programming that celebrates undergraduate research and its impact on graduate school admission and retention. Attendees will also receive material that can be taken back to their campuses as they prepare their own students for access, opportunity, and success in graduate school.



CONCURRENT WORKSHOPS

Monday, April 8, 2013

L.E.A.D.S. – AN EFFECTIVE TOOL FOR STUDENT DEVELOPMENT AND RETENTION

Presenter: Al-Lateef Farmer, *Mercer County College*

Room: *Bergen*

Programs for Academic Services and Success (PASS) at Mercer County Community College created Leadership, Engagement, Academic Determination and Service-Learning (L.E.A.D.S.) to engage a select group of students in ongoing leadership development and service-learning to promote and enhance civic and social responsibility. This interactive workshop will share with participants the creation, development and expansion of the program, selection of students, the constant challenge of institutional support and tightening budgets, plus developing relationships with community partners and maintaining student buy-in. L.E.A.D.S. students are identified during the PASS Summer Academy, monitored and trained throughout their first semester then placed at an assignment, while actively engaged in awareness building activities on campus and program sponsored educational excursions. The session will provide an overview of PARE (preparation, action, reflection, evaluation) model to provide our participants with ample opportunity to discover the purpose and enact the service while reflecting over the activity.

GAMES STUDENTS PLAY: ENGAGING GROUP EXERCISES FOR YOUR FRESHMAN ORIENTATION/ DEVELOPMENT COURSE

Presenter: Dr. Jorge Fuentes, *Hunter College, CUNY*

Room: *Hudson*

The freshman orientation course can be a powerful tool in supporting the social and academic adjustments that freshmen students need to make. Over a period of years a number of group exercises (games) have been developed for the SEEK freshman orientation course that engage the students in classroom discussions and that teach life-lessons. The exercises have been published in *the Freshman Orientation and Development Workbook* (Fuentes, 1998). During the workshop, participants will have the opportunity to play the games, discuss their dynamics, and discuss how to improve/modify them. By participating in a series of group-exercises where they examine and explore their personal values, students develop a level of trust and bonding that facilitates their social adjustment and stimulates their cognitive development. Workshop participants will receive a copy of the workbook.

Monday, 3:15pm-4:15pm

MEN OF COLOR: ACTIVATING MALE POTENTIAL

Presenter: Joelle Falaise, *Drew University*

Room: *Hudson*

Male students of color have the lowest representation on college campuses. They have a voice but they need a platform. This presentation offers an overview of how a men's support group can be used as a retention tool in your program. Learn about how communication styles differ for men and how activities can help foster communication beyond the group setting. Help your male students of color remain in college by teaching them the tools to sustain healthy relationships and develop a strong sense of identity.

DISCOVERING YOUR DOCTORAL SWAGGER... PREPARING FOR CAREER ADVANCEMENT IN HIGHER EDUCATION

Presenter: Dr. Daniel Jean, *Montclair State University*

Room: *Somerset*

This workshop explores key strategies for the enrollment and completion of doctoral degrees and successful career advancement plans. This workshop is designed for student development specialists aspiring for supervisory/managerial positions and continuous professional growth and key steps for preparation for entrance or completion of doctoral programs. Participants will be invited to examine their passions and expertise in areas crucial for career success. Participants will also highlight their purpose for working in higher education, and subsequently develop a time-specified action plan for career growth and exploration. Participant will leave with a "Doctoral Swag Score", practical tips for a successful career search, and a wealth of resources essential for personal/professional development in higher education. This self-examination exercise allows participants to truly examine the leadership, training, and passion needed to succeed in administrative positions and ultimately ensure student success.

ACCESS AND OPPORTUNITY: KEEPING AMERICA'S PROMISE

Presenter: Dr. Tracy Johnson, *University of Buffalo*

Room: *Union*

Understanding retention and graduation at the program level enables opportunity program staff to develop effective and comprehensive opportunity services, and approaches that support students' personal and academic successes, while also contributing to institution goals. This presentation seeks to demystify retention and graduation by providing participants with working definitions, theory, and research to assist program staff to seek and use graduation and retention data for their professional use. Workshop participants will have the opportunity to identify multiple ways of understanding graduation and retention data. A model of an initial retention and graduation project including an opportunity program and two alternative admissions programs will be presented. The presentation will outline the process from beginning conceptualization (What are our retention and graduation rates?) through the first report to administration (What information do we now know, do we share and how?). Presenters will share personal and organizational challenges of the project. Finally, the workshop will share perspectives and strategies on how to engage staff in the excitement of examining retention and graduation data to be used for application to advising and developing best practices. Active discussion will be encouraged throughout the presentation to solicit best practices from participants' experiences.



CONCURRENT WORKSHOPS

Monday, April 8, 2013

INTRUSIVE COUNSELING: ACADEMIC, COUNSELING & LEADERSHIP-BASED INTERVENTIONS THROUGH SECOND YEAR COUNSELING SEMINARS

Presenter: Kyoko Toyama, *LaGuardia Community College, CUNY*
Room: Bergen

Balancing academic and personal lives has been a more challenging aspect for college students in the urban colleges. Some do achieve milestones earning Honors status while some do not excel and are placed on academic probation; however, we observed that both groups share a common passive approach to their academic and personal life. This workshop will introduce two types of second year counseling seminars at LaGuardia Community College where an intrusive counseling approach is applied. The counseling seminars target students with academic struggles as well as academically strong students. In two separate classes, CD students are coached on the development of important skills that contribute to student success such as taking a proactive approach to learning and leadership development via the campus community and beyond. The benefit of utilizing graduate interns is also discussed. A program student who participated in the seminar in the fall will share his personal reflections. Workshop participants are encouraged to join in the discussion about how Special Programs can support and motivate students to succeed and go beyond their initial educational goals.

BECAUSE I SAID SO...

Presenter: Janice Rivera, *Farmingdale State College*

Room: Morris

We are all confident in the effectiveness of opportunity programs and have countless alumni to serve as success stories; however, we are also too aware of the problems created by poor student engagement and low-participation in program offerings and the negative impact this can have on students' college experience and/or academic performance. Whether it is mandatory meetings, counseling sessions, or tutoring services, we have all felt the frustration resulting from many students' resistance and failure to follow-through. This workshop will review "best-practices" in improving student participation and compliance with program rules and regulations, and use of the full spectrum of support services made available to them. The presentation will share the most effective methods in increasing student involvement, program compliance, and creating a familial culture. The presentation will also include shared feedback gathered from a diverse group of EOP directors at various SUNY campuses highlighting some of their best practices. The audience will be engaged in sharing their thoughts of what is often at the root of student resistance, identifying the primary areas of concern and what if any factors contribute to differences amongst campuses or student populations. Finally, the audience will be guided through an exercise to help them identify which strategies may be best suited for their campus program.

A NONTRADITIONAL WAY OF LEARNING –EXPANDING HORIZONS BY ENCOURAGING STUDENTS TO THINK OUTSIDE THE BOX - PUERTO RICO PROGRAM

Presenter: Evelyn (Santiago) Rosario, *Buffalo State College*

Room: Middlesex

This session presents Buffalo State College's Puerto Rico Program as a model to provide study-abroad opportunities for opportunity program students. Since its inception in 1993, the program participants have demonstrated improved retention, better academic achievement, and graduation rates.

Monday, 4:30pm-6:00pm

M.A.R.S. - MANHOOD, ACADEMICS, RESPONSIBILITY, AND SUCCESS

Presenter: Charles Weatherspoon, *Mercer County Community College*
Room: Middlesex

The Manhood, Academics, Responsibility and Success (MARS) organization at Mercer County Community College is designed to increase self-esteem, promote academic achievement, increase retention rates and expand the academic and social options of participants. This session will discuss the challenges of recruiting, retaining, graduating and transferring minority males from urban areas. Additionally, this interactive discussion will demonstrate examples success in the face of challenges through best practices. The session seeks to engage the audience in dialogue to exchange ideas to improve our program and share successes with attendees to possibly integrate into similar programs on their home campuses.

ENGINEERING IS EXCITING! LEARN ABOUT ENGINEERING AND HOW TO ADVISE FOR A SMOOTH TRANSFER INTO A 4-YEAR ENGINEERING PROGRAM

Presenter: Michael Brown, *Rutgers University School of Engineering*

Room: Morris

The workshop will expose participants to the field of engineering and preparing future engineers and present a model for articulation into engineering programs using the Rutgers EOF Engineering program as a model. The session will present the program's theoretical framework, support at the community college, retention and graduation data, recruitment initiatives, academic support programs and professional development opportunities. The session will engage the participants in a hands-on exploration of engineering. This activity will introduce engineering as a "helping profession" and a field that needs diverse perspectives seated at the design table. The session will cover the typical undergraduate program and how to best advise students on course planning. Lastly, the presenters welcome the opportunity to brainstorm with the audience on how to develop open lines of communication between 2-year institutions and 4-year engineering programs.

THE HUNTER COLLEGE SEEK FRESHMAN RETENTION MODEL: METHODS, MATERIALS AND DATA

Presenter: Dr. Jorge Fuentes, *Hunter College, CUNY*, Denise Simmons, *Tutoring Coordinator, Hunter SEEK Program*.

Room: Hudson

The Hunter College SEEK Freshman Retention Model is a research-based model that has been proven effective in having SEEK freshmen outperform non-SEEK freshmen with regard to grade point average, credits attempted and credits completed. This presentation will demonstrate the different components of the model, the curriculum, materials, and instructional methodology employed in the courses, and outcomes data. The second component of the model is a freshman orientation course that has a need-based curriculum with an active learning instructional methodology that engages students in classroom discussions. The curriculum for the course is embedded in The Freshman Orientation and Development Course Workbook (Fuentes, 1998) published by McGraw-Hill. Copies of the



CONCURRENT WORKSHOPS

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workbook will be given to those who attend the workshop. The third component of the model is a two-credit career counseling course that students add to the block program. The materials and inventories used in the course will also be distributed to those in attendance. This workshop is designed to be an interactive experience in which participants will undergo some of the group exercises developed for the courses.

INTRODUCTION TO FUNDAMENTALS OF ACCREDITATION, THE CAS STANDARDS FOR TRIO AND OPPORTUNITY PROGRAMS AND THE RELATIONSHIP TO OPPORTUNITY PROGRAMS

Presenter: Dr. Glenn B. Lang, *Office of the Secretary of Higher Education, NJ*

Room: Salon E

Colleges and universities must be accredited by a national, regional or specialized accreditor for their degrees to be recognized and to be able to award federal and state student assistance. This session is two-fold. First, it will introduce participants to the fundamentals of regional accreditation, how it relates to institutions and specifically to campus opportunity programs. Second, it will also introduce participants to the Council for the Advancement of Standards (CAS) in Higher Education's standards for self-study and program improvement for TRIO and other Educational Opportunity Programs. The session will focus on critical standards, student support services, institutional effectiveness and assessment of student learning, and how the roles that opportunity programs play help host institutions meet these standards. In addition to an overview of the 13 CAS standards, participants will have the opportunity to practice applying the standards, mission, goals, assessment and evaluation to their own programs. The session will feature a practice exercise to demonstrate how the CAS standards for TRIO and Opportunity programs play in meeting MSCHEE standards.

COLLABORATION WITH EXTERNAL UNIVERSITY DEPARTMENTS TO PROMOTE BETTER MULTICULTURAL ADVISING

Presenter: Dorothy Corbett; Pamela Matzner, *Stony Brook University*

Room: Union

One of the most important factors influencing a student's overall development and decision-making is cultural background. Understanding the impact that race, ethnicity, language, social class, and family values have on students is imperative for establishing strong advising relationships and achieving positive outcomes for student success. This presentation will help opportunity program counselors train other university advisors to work with and be more sensitive to issues pertaining to the opportunity program student population on their campuses.

THE CHI ALPHA EPSILON NATIONAL HONOR SOCIETY'S INDUCTION CERTIFICATION PROGRAM & METHODS FOR MAINTENANCE OF CHAPTER MOMENTUM

Presenter: Honorable Schevaletta M. Alford, Ed.D.- XAE National Honor Society Associate Executive Director & Honorable Virginia Diaz- Counselor, *John Jay College—CUNY*, *Percy Ellis Sutton SEEK Program*; Honorable Makisha Brown, - Asst. Coordinator for TRIO SSS, *University at Albany—SUNY*,

Honorable Hon. Lucy Jimenez-XAE Deputy, *Salem Community College, New Jersey*

Room: Hunterdon

Chi Alpha Epsilon (XAE) National Honor Society, the only Greek Letter honor society specifically dedicated to recognizing students entering college through opportunity programs or similar venues is requiring training for Induction Facilitators (Advisors). To maintain the purity of the induction process, Most Honorable Dr. Elbert Saddler and the National Executive Board have conducted Induction Training Seminars at campuses across the country. This workshop will provide XAE induction training to facilitators and help participants improve member participation.

TEACHING THE CIVIL WAR & THE EMANCIPATION PROCLAMATION IN THE DIGITAL AGE

Presenter: Cheryl Wills., *Anchor/Reporter, NY 1*

Room: Somerset

2011 - 2015 marks the 150th Anniversary of The Civil War and this year is the sesquicentennial of The Emancipation Proclamation. Informal polls show that an astonishing number of African-Americans do not understand The Civil War or its relevance to their lives. Increased access to digitized records in 2010, Television Anchor & Author Cheryl Wills traced her roots back to her great-great-great grandfather, Sandy Wills, who was born a slave in Tennessee and sold to Edmund Wills in the 1850s as a youngster. Within 15 years, he escaped to fight for his freedom in The Civil War. Armed with detailed records of his service as well as pension papers from The National Archives in Washington DC, Cheryl shows how The Civil War era can be taught in an empowering way – especially for students of Color. Cheryl illustrates how her grandfather fled the Wills plantation with five other slave boys and their amazing experience during the transition from slavery to freedom – all from documents that were buried in the national archives. Students are always captivated when Cheryl illustrates how her illiterate grandmother and Civil War Widow took the federal government to task when they denied her a pension because of her race. In the 1880s, Emma Wills hired a lawyer and won her pension for herself and her nine dependent children. Students need to hear stories like this to humanize the Civil War Era.

PREMIERE OF THE DOCULOGUE: HOODWINKED

Presenter: Janks Morton, The Educational Opportunity Centers Directors Association

Room: Bergen/Essex

WHAT IS HOODWINKED ABOUT? Hoodwinked will be an exploration of the most recent data being released by the US Census, DOJ, DOE, DOC and the CDC to highlight strides and achievements in the African American community. It will feature expert contributors, man on the street interviews, anchor desk headline reporting, and the return of Janks Morton and his "Board of Education" to examine further the symbiotic relationship between media, government and special interest, as they exploit imagery, statistics and data that too often presents a skewed perspective of the modern era African American experience. In this doculogue workshop, a 87 minute documentary film, "Hoodwinked," will be shown. A short discussion will follow.



CONCURRENT WORKSHOPS

Tuesday, April 9, 2013

Tuesday, 10:15am-11:45am

CASTING VISIONS, TEXTING MANTRAS AND TWEETING SHOUT-OUTS: EMBRACING THE REALITY OF USING SOCIAL MEDIA AS A TOOL FOR ADVISING STUDENTS TO SUCCEED

Presenter: Dr. Gwen Parker, *Nyack College*; Gina Jacob-Strain, MS; Antonio Gray, BS

Room: Morris

This presentation will illuminate the power and pros and cons of using social media as an effective tool for college advisement. Participants will be invited to examine the results of the Nyack College social media campaign which is currently being used successfully in advising students in academic recovery to succeed. Specific techniques using cell phone vision casting, texting and tweeting will be provided along with student reactions and progress results.

A NON-REMEDIAL COURSE FOR STUDENTS IN DEVELOPMENTAL PROGRAMS

Presenter: Thomas Thomas, *Wilkes University*

Room: Union

Over the past decade, the number of under-prepared students increased at the same time as the opposition to remedial courses has increased. To meet this challenge, developmental education professionals at Wilkes University designed and implemented a 3-credit course as the cornerstone of the First Year Bridge Program for conditionally-admitted students. Work participants will be introduced to the content of this challenging course, "Intelligence Applied: In the Classroom and Beyond," that eventually expanded to seven sections. The philosophy underlying the design of this course is transferable to a wide-range of situations at two and four-year colleges. This session will present a brief history of the development of the course followed by the theory underlying the selection of course content. The introduction of course content will be followed by examples of the activities used to improve critical thinking skills. The session will conclude with evidence supporting the effectiveness of this First Year Foundations course.

WORKING WITH GROUPS WHO ARE LOW-INCOME AND UNDERPREPARED USING PERSON-CENTERED COUNSELING WITH A CREATIVE ARTS APPROACH

Presenter: Billie Bailey, *Kean University*

Room: Hudson

This presentation focuses on how to work with program students who are on academic probation. In this situation, it is the counselor's quest to find a creative way to help these students achieve academically. The objective is to help these students get off probation into academic good standing, thus improving their persistence and ultimately increase the college's retention rate. In small groups, participants will be exposed to an expressive or Creative Arts approach to Person-Centered Counseling. The session will review the history of Creative Arts and how to use it with groups. The presenter will demonstrate the benefits, advantages, and disadvantages/limitations of using Creative Arts.

PREPARING STUDENTS FOR MEDICAL SCHOOL & PLAN B

Presenter: Taruna Chugeria, *Rutgers University*; Ms. Claudia Herreros, *Rutgers University*, Class of 2012 - Robert Wood Johnson Medical School - Class of 2016

Room: Middlesex

This workshop will examine how the Office for Diversity and Academic Success in the Sciences (ODASIS) of Rutgers, The State University of New Jersey, provides academic support programs to economically and/or academically disadvantaged students interested in pursuing a career in medicine. A major challenge faced by students in the STEM field is excelling in undergraduate science courses. Attrition rates increase due to the intensity of core sciences courses which in turn results in students being deterred from medical school altogether. This workshop will introduce the importance of Supplemental Instruction sessions in fundamental sciences courses, MCAT preparation programs and assistance with the Medical school admission process. This workshop will also present alternate academic plans "Plan B" for students deterred from medical school.

ACCELERATED LITERACY PROGRAMMING: WHAT IT IS AND WHY IT WORKS: EIGHTEEN YEARS OF SUCCESS AT UALBANY

Presenter: Dr. Craig Hancock, *SUNY Albany*; Dr. Paul Cummings, *EOP/University at Albany*

Room: Bergen

This session presents the University at Albany's Accelerated Literacy Programming (ALP) which was developed as an alternative to the traditional hierarchical deficit-focus, lockstep approach to remediation and developmental programs. This was in many ways a thoughtful and necessary response by the affirmative action, opportunity programs and open admissions movements to objections, a way to reassure faculty and administrators that opening doors did not have to mean lowering standards. However, the traditional remedial placement approach is often stigmatizing and daunting. By providing assistance in tandem with credit bearing coursework the ALP has proven successful in shortening the path to graduation. It has been shown to be both cost effective and effective. The ALP model "accelerates literacy" by developing and teaching what we called "high intensity" sections of credit bearing courses in reading, writing, and math. This session, will explore different ways to structure accelerated programs, the reasons why they work, and our own history of using them effectively with EOP students.

THERE IS STRENGTH IN COLLABORATIONS: ON- LINE EOP SUMMER PROGRAM PLACEMENT TESTING UPSTATE/DOWNSTATE STYLE

Presenter: Monica Hope, *UAlbany*; Maritza Martinez, *Director, UAlbany EOP*; Maralyn Mason, *Director, Brooklyn EOC*; Brenth Daniel, *Director, Brooklyn EOC IT Department*

Room: Essex

This session will demonstrate the development and implementation of The University at Albany's online placement exam system. The session will trace the transition from paper placement exams for all of incoming EOP pre-college summer program students to an on-line version of the writing and math placement exams. A year in the making and the result of a collaboration between UAlbany and the Brooklyn EOC the online system allows for simultaneous and swift testing of incoming EOP freshmen in multiple locations.

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Tuesday, April 9, 2013

Tuesday, 1:45pm-3:15pm

CREATIVE ENGAGEMENT THROUGH THE CURRICULUM DEVELOPMENT PROCESS: SYLLABUS AS DIALOGUE

Presenter: Dr. Cheryl Franks, Dr. Schevaletta Alford, Virginia Diaz, Justyna Jagielnicka, Wendy Johnny, Asma Afzal, Christian Luperon, Zita Dixon, *John Jay College of Criminal Justice*; Monika Son, *John Jay*; Melissa Bessaha, *University of Maryland School of Social Work*

Room: Somerset

The Percy Ellis Sutton SEEK Department at John Jay College of Criminal Justice recently completed a 2-year process of redesigning its Freshman Colloquium Course for all entering SEEK students to better align it with the new General Education focus on "social justice" and the college's mission of "educating for justice." The process itself paralleled the principles in the new course of dialogue, collaboration, mutuality and justice. Continuing to parallel these principles, this workshop presents the revised course now titled, "Educating for Justice – First Year Seminar," reflecting the collaborative process of change and curriculum development for the counseling faculty team; The session will engage participants in a dialogue on the joys and challenges of teaching such a course; and ends with a dialogue with participants on the courses taught in their own opportunity programs.

BUILDING BROTHERHOOD, BUILDING LEADERS: THE PERCY E. SUTTON SEEK URBAN MALE LEADERSHIP ACADEMY PROGRAM AT BARUCH COLLEGE

Presenter: Kristy Perez, *Baruch College*; Andrew Lawton, LMSW; Percy E. Sutton, *Urban Male Leadership Academy Program (UMLA) Lead Facilitator*; Jeffrey McClellan, *3rd Year SEEK/UMLA Student*; James Bravo, *3rd Year SEEK/UMLA Student*; Julio Rodriguez, *3rd Year SEEK/UMLA Student*; Marcus Hollon, *2nd Year SEEK/UMLA Student*

Room: Essex

Building Brotherhood, Building Leaders will provide an overview of the best practices used to cultivate strong peer mentoring, leadership development and college success for Black and Latino young men in the Percy E. Sutton SEEK Urban Male Leadership Academy Program at Baruch College. Current SEEK/UMLA students will also present and share their own academic, personal and professional achievements as a result of their active involvement in the UMLA Program. A brief four-minute video of the Percy E. Sutton SEEK Urban Male Leadership Academy Program will be showcased during the presentation. Framed within an anti-racist and anti-oppression context, the mission of the program is to develop socially conscious Black and Latino male leaders who actively contribute to their personal, educational, professional and collective advancement. Additionally, its intention is to increase the enrollment, retention and graduation rates of Black and Latino young men in the SEEK Program and Baruch College. The presentation will also include academic outcomes and data highlighting the young men's success within the program as well as make recommendations about how to create similar programs working with this youth population.

WITH ALL OF ITS BAD PRESS, WHY EVEN CONSIDER ATTENDING LAW SCHOOL?

Presenter: Brenda Saunders, Esq., *Seton Hall University, School of Law*; Larry E. Walker, Esq., *Pre-Legal*; Jerome Wakefield, *JD-Pre-Legal*

Room: Union

Recently, at least 15 law schools have been sued by alumni who have alleged fraud by law schools in their publication of misleading post-graduate employment figures. The recession and the downward hiring trends anticipate continued volatility in the legal job market for years to come. So, with all of this negative publicity, why go to law school? Because law school is still the best place to develop critical thinking skills, effective writing skills, and productive advocacy skills - all marketable skills central to gaining access to employment opportunities. The Summer Institute for Pre-Legal Studies ("Pre-Legal") was established in 1979 through a grant funded by the Educational Opportunity Fund of the NJ Commission on Higher Education. One objective of Pre-Legal is to provide undergraduate students with a realistic expectation of the demands of law school and the legal profession. In this regard, post-sophomore undergraduates are academically challenged through their participation in classes and activities that replicate the first-year law school experience. In the workshop, the attendees will participate in the Socratic teaching methodology - a pedagogical practice in which students learn legal principles by responding to questions raised as opposed to answers provided by the faculty member. The workshop will also feature in-depth information about the operation of the EOF Pre-Legal Program as well as provide accurate and timely information for counselors who advise students interested in attending law school.

COMMUNITY CONNECTIONS IN THE FIRST YEAR: AN ASSESSMENT OF AN INITIATIVE INCORPORATING CIVIC ENGAGEMENT INTO A FIRST YEAR SEMINAR FOR AT-RISK STUDENTS

Presenter: Kirkshinta Turnipseed, *University at Buffalo*; Sarah Piraino, *Academic Advisor Access to College Excellence Program University at Buffalo*

Room: Bergen

Creating purposeful environments in higher education is critical to campus retention efforts, an area of increased national concern. First-year seminars and civic engagement are two academic interventions that current research literature suggests can enhance the likelihood of success outcomes for at risk student populations. This presentation summarizes the development, implementation and assessment of the service initiative in the Freshman Year Seminar (FYS) courses Cora P. Maloney College at the University at Buffalo. The session will feature an overview of the retention theory related to FYS and service. Participants will have access to perspectives of students who were enrolled in the course through their writings as well as feedback from the instructors. The presentation also includes recommendations for advisors seeking to incorporate service into FYS initiatives. In the fall of 2012 the Cora P. Maloney College at the University at Buffalo utilized both of these interventions in CPM 101, a FYS designed for at-risk students enrolled in a CPMC program. Students in the course engaged in a large scale community project serving a local service agency.



CONCURRENT WORKSHOPS

Tuesday, April 22, 2013

KEEPING OUR PROMISE: HOW UALBANY STUDENTS ARE CONTINUOUSLY GUIDED TO SUCCESS

Presenter: Mary Kay Skrabalak, *University at Albany*; Claudio Gomez, *EOP University at Albany*

Room: Hudson

This session will demonstrate The University at Albany's multifaceted model for helping students reach their academic potential and goals. The overarching theme being constant communication and community accountability and the role student leaders play in building a successful community to help keep students engaged in the services available to them. Even after EOP students have completed an intensive, highly structured pre-college bridge program, they are faced with the challenge of learning how to balance going to class, participating in activities, completing classwork on time, and having fun, as well as encounter the 'real world' campus environment. The focus is surrounding students in a model that emphasizes and provides the support to be successful in college. Elements of the model include a "mandatory" weekly library study, mandatory study hours, study skills workshops, tutoring, additional mentoring, taking part in an early academic warning program with UA faculty, and weekly visits with their EOP Counselor.

BRIDGE TO SUCCESS: PROGRAMS FOR ACADEMIC SERVICES AND SUCCESS PRE-FRESHMAN SUMMER BRIDGE PROGRAM

Presenter: Al-Lateef Farmer, *Mercer County College*

Room: Morris

This session will examine the correlation between the pre-freshman summer program and academic persistence at Mercer County Community College. Through assessment and examination, the Educational Opportunity Fund staff identified a connection between low test scores on the Accuplacer examination and persistence towards graduation from the college. In response, the summer program was redesigned to address the specific needs of each student by clustering them according to their basic English and mathematics skill level in an effort to prepare them for college-level studies. In addition, the program has integrated workshops geared toward comprehensive student development and widening the scope of their worldview and self-efficacy. Workshop participants will be encouraged to share best practices and strategies to further assist in the development of this program and others like it that serve first-generation, low-income students in an attempt to improve retention and graduation rates on their home campus.



Tri-State 2011



ALUMNI AWARDS

2013 TRI-STATE CONSORTIUM OF OPPORTUNITY PROGRAMS IN HIGHER EDUCATION

BANQUET PROGRAM

12th Biennial Conference

Access And Opportunity: Keeping America's Promise

Tuesday, April 9, 2013

MASTER OF CEREMONY

Robert James

Tri State Consortium of Opportunity Programs Administrator

WELCOMING REMARKS

Dr. Henry Durand

President, Tri-State Consortium of Opportunity Programs in Higher Education

Senior Associate Vice Provost Undergraduate Education,

EOF Director, University of Buffalo-SUNY

INTRODUCTION OF ALUMNI AWARDEES

Richard Morales-Wright

EOF Director, Brookdale Community College

President, Educational Opportunity Fund Professional Association of New Jersey

Tri-State Board Member

Cheryl D. Hamilton

Director, EOP at Stony Brook, SUNY

Tri-State Board Member

William Short

Director, HEOP at St. Lawrence University

Tri-State Board Member

Dorie B. Clay

Director, SEEK at New York City College of Technology, CUNY

Tri-State Board Member

Thomas Thomas

Executive Director, University College

President, ACT 101 of Pennsylvania Association for Educational Opportunity

Tri-State Board Member

TRI-STATE DISTINGUISHED SERVICE AWARDS PRESENTATION

Dr. Henry Durand



ALUMNI AWARDS

THE TRI-STATE CONSORTIUM AWARD FOR EXCELLENCE AND SERVICE TO THE COMMUNITY

The Tri-State Consortium Award for Excellence and Service to the Community recognizes an individual for his/her contributions to the Tri-State Consortium and/or significant contributions to the Educational Opportunity Programs throughout the continental United States and specifically in the states of New Jersey, New York and Pennsylvania. This award is given on a biennial basis to an individual who has performed with excellence in their profession and has provided high quality service to underrepresented, first generation, under-prepared and/or economically disadvantaged student populations. The award is considered to be the most prestigious recognition provided by the Consortium.

***The Tri-State Consortium Board of Directors is
pleased to announce the 2013 recipients:***

ARNOLD L. MITCHEM, PH.D.

WILLIAM “BILL” SHORT

Past Tri-State Consortium Honorees for Excellence and Service to the Community

2011

Dr. Henry Durand &
Barbara Harmon-Francis

2009

Dianne Hill &
Dr. Dolores Straker

2007

Dr. Aida Ceara &
Thomas Mortenson

2005

Dr. Martha Bell

2003

Karl Lewis &
Juana Reina

2001

Robert James

1999

Dr. Glenn Lang



TRI-STATE
CONSORTIUM

ALUMNI AWARDS

THE TRI-STATE CONSORTIUM AWARD FOR OUTSTANDING ALUMNI

Every two years, the opportunity programs in New Jersey, New York, and Pennsylvania nominate three outstanding Educational Opportunity Fund Alumni to receive the Tri-State Consortium of Opportunity Program's Outstanding Alumni Award. The Outstanding Alumni Award, is presented to alumni from each state who have demonstrated exceptional achievement during their college and professional careers.

*The Tri-State Consortium Board of Directors is
pleased to announce the 2013 recipients:*

PENNSYLVANIA

RACHIED BLYTHE
BRYAN K. ULISHNEY

NEW YORK

PHYLLIS A. H. BRELAND
ROBERT HILL
MR. NORMAN R McCONNEY, JR.

NEW JERSEY

DALLAS GRUNDY
REYNALDO R. MARTINEZ
DR. LAMONT REPOLLET

OUTSTANDING ALUMNI

Pennsylvania

Rachied Blythe is a proud alumnus of Bloomsburg University in Pennsylvania. He credits a great deal of his success to networking with others at the University, the education he received, and most importantly, having the support of the Educational Opportunity Program, ACT 101/EOP. In 2006, Mr. Blythe was accepted into Bloomsburg University on a contractual agreement with the ACT 101/EOP Summer Enrichment Program. ACT 101/EOP gave him the opportunity to prove to himself that he had the ability and could acquire the necessary skills to succeed in a four year institution. With the support of this program he was able to flourish in all areas of his college career.

As an ACT 101/EOP student he was paired with a student mentor who had a well-established rapport with the University and was serious about her academics. His Mentor pushed him to be the best student he could be and because of that he set his goals high; achieving every goal that he had set for himself. During his tenure as a student at the University, he was employed at various times; as a Graduate Assistant, a Program Assistant for ACT 101/EOP, a BU Orientation Workshop Leader and also as the Summer Food Coordinator for ACT 101/EOP. He was inducted into both the Legendary Chapter of Kappa Alpha Psi Fraternity, Inc. and also into the Chi Alpha Epsilon Honor Society. He served as the President of the Bloomsburg Student Minority Recruitment Team and on the Governors' Scholar Board. These positions instilled in him hard work, determination to reach any goal and above all, they provided him the opportunity to give back and make a difference in the lives of others. All of these affiliations have shaped him into the man that he is today. In December 2010,

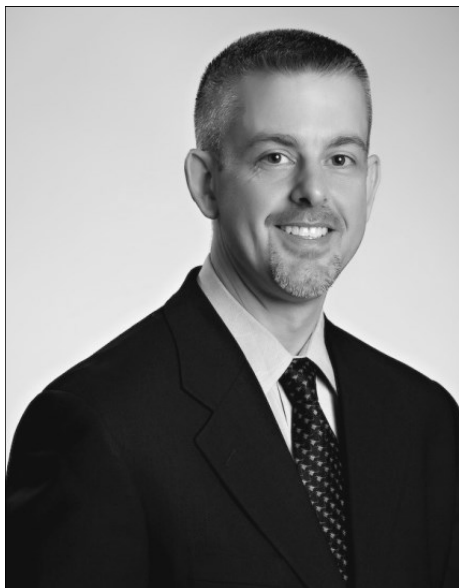
Mr. Blythe graduated from Bloomsburg University with a Bachelor's Degree in Business Administration. In January 2011, he began the Instructional Technology Master's Program there also. He was able to incorporate his undergraduate business skills into his graduate studies in Instructional Technology. Two years later Mr. Blythe received a Master's Degree from Bloomsburg University. He is currently employed as a full-time Instructional Design Consultant for SAP/Success Factors where he initially began as an Instructional Technology intern through his Master's Program.





OUTSTANDING ALUMNI

Pennsylvania



Bryan K. Ulishney grew up in the shadow of Saint Vincent College, but never envisioned that it would play a crucial role in his future. He assumed that he would work with his father in the family business. However, Bryan's father released him to take a different path. Hesitantly, Bryan applied to Saint Vincent College and was accepted on the condition that he would attend the Opportunity SVC/ Act 101 Program to enhance his basic skills level. In the summer of 1984, Bryan entered the college where he began "a life-changing" journey. He took advantage of all that the program offered and within a few years, his hard work and his interest in his Accounting Major enabled him to give back to the program by becoming a tutor to his peers. He continued on to complete an internship with the Westmoreland County Controller's Office. Bryan earned his Bachelor's Degree in Accounting from Saint Vincent College in 1988.

Upon graduation from Saint Vincent College, Bryan accepted the position as Auditor with KPMG Peat Marwick. He was responsible for assisting accountants and professionals in performing all aspects of independent audits, reviews and compilations for educational, non-profit, bank trust, manufacturing, mining, retail and other types of businesses. Bryan was promoted to Assistant Controller at Saint Vincent College in Latrobe, PA. In that role, he was responsible for the daily operation of the college, seminary and Archabbey business offices and managed a combined annual budget exceeding \$35 million.

Firmly committed to the educational process, Bryan went on to earn his MBA from the Katz Graduate School of Business at University of Pittsburgh, in 1993. Committed to his area of specialty, Bryan also completed a Certificate in Payroll Administration from Robert Morris University, a Certificate from Executive Leadership Academy from the University of Pittsburgh, and is currently an active and licensed Certified Public Accountant in Pennsylvania.

Bryan later became the fiscal manager of a one-year-old, start-up, non-profit social service organization. As the organization quickly grew and changed, he continually accepted new roles and additional responsibilities. He was promoted to Director, then Vice President and is now one of two senior Executive Vice Presidents reporting directly to the President of the organization.

Bryan's most gratifying accomplishment over the last eighteen years in his current position at Second Chance, Inc. is the oversight of a new building addition. He worked with the foundation community to secure resources, as well as architects, building managers and staff to oversee the design and construction of an existing office structure that centralized the corporate program and administrative functions into one interconnected facility.

Bryan Ulishney's remarkable journey embodies the combined efforts of the Act 101 Program, Saint Vincent College, and the mentors, advisors, and faculty who assisted him on his path to success.



OUTSTANDING ALUMNI

New York

Phyllis A. H. Breland is a 1980 Arthur O. Eve Higher Education Opportunity Program (HEOP) graduate of Hamilton College in New York. She graduated from Syracuse Technical High School at the age of 15 and was recruited to the program by C. Chris Johnson, Hamilton College's original Opportunity Program Director. Ms. Johnson saw in Ms. Breland, a quick intellect and strong passion that could be molded into an excellent student and distinguished leader. Phyllis excelled at Hamilton becoming the first black woman inducted into the Hamilton College all male Pentagon Society as well as the first female class speaker. Also, she worked as a Resident Assistant during the HEOP summer programs to show her gratitude and to give back to the program.



When she retired, her former HEOP Director handpicked Ms. Breland as her successor to direct the HEOP program. Under her Directorship, the program has increased 30% in size, become elevated in the eyes of the faculty and administration and through her talent of programming; she has continued to reinvent strategies and practices in order to stay responsive to the changing student population. In response to student conversations regarding their understanding of study skills, she developed the "Routine for Learning" breakfast meeting discussions which enable students to understand their own learning styles through introspection and understanding their personal and academic goals in line with the expectations of a college environment.

Ms. Breland works tirelessly with her students and is a strong advocate for them and for the program. She recruits outside grant funding to help students in emergency situations as well as for covering unexpected costs; such as, appropriate interviewing attire and travel to interviews. She is a mentor for women of color on campus and founded a student group called "Sustah Girl" based on lifting each other up with mutual support instead of negative competition. She is able to see the potential in students and help them see it in themselves. Her dedication to her students and her Alma Mater are shown through her daily efforts to work closely with each and every student.

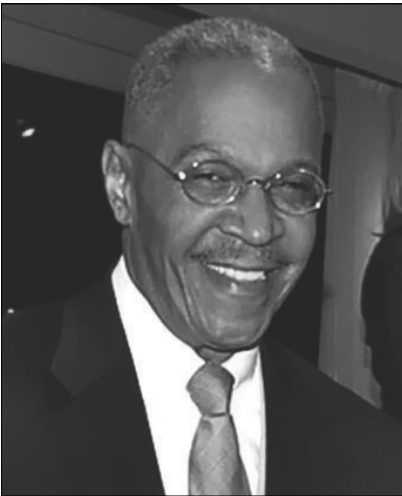
Presently, Ms. Breland is the President of the New York State Higher Education Opportunity Program Professional Organization (HEOPPO). She is a recognized leader in the HEOP community and many look to her for insight and program understanding. In 2008, she was honored by the YWCA of the Mohawk Valley's Salute to Outstanding Women (Education) for her contributions to the community. With great vision and the ability to see the big picture, Ms. Breland works with care to deliver the promise of HEOP programs, not only for the students at Hamilton, but to ultimately benefit any HEOP student in any HEOP program.



TRI-STATE
CONSORTIUM

OUTSTANDING ALUMNI

New York



Robert Hill became the Vice Chancellor for Public Affairs at the University of Pittsburgh in 1999. As the Chief Communications Officer, he oversees several departments which include: Executive Communications, National Media Relations, University Marketing Communications, and the University News and Magazines; as well as the University's Web presence which encompasses advertising, video communications, local media relations, publications, and the University Times campus newspaper. Under Mr. Hill's leadership the University's division of communications has earned more than 500 awards in local, national, and international communications competitions.

The Office of Public Affairs gained recognition for its award-winning Pitt Magazine and Pitt Med magazine. In October 2000, Mr. Hill established the weekly Pitt Chronicle which has received numerous awards. Mr. Hill is the publisher of Pitt Magazine, the Pitt Chronicle, and several other University publications, including the Chancellor's Annual Report, the Economic Impact Report, the Community Impact Report, and the "Blue Gold and Black", which pays tribute to the Pitt African American community.

In 2001, Mr. Hill conceived, produced, edited and narrated "A New Way of Thinking", a documentary video on the African American student heritage at Pittsburgh University. This helped reconnect Pitt's African American alumni to the University. In 2002, he produced "A Year in the Life of the University", a documentary video that featured notable people and events at the University of Pittsburgh during the 2001-02 academic year.

In 2004, Mr. Hill was executive producer of K. Leroy Irvis: The Lion of Pennsylvania, an award-winning video documentary about the legendary Black Pennsylvania legislator and Pitt alumnus. In 2006, he produced an award-winning book and accompanying exhibition (at the Senator John Heinz Pittsburgh Regional History Center) through the University titled From Colored Orphans to Youth Development: The 125-Year History of Three Rivers Youth. In 2008, he produced the landmark award-winning exhibition "Free at Last?: Slavery in Pittsburgh in the 18th and 19th Centuries". These productions wrote a new chapter in Pittsburgh's history.

In 2005, Mr. Hill was the winner of the Renaissance Publications' Trailblazer Award, the Presidential Award of the Pennsylvania Black Conference on Higher Education, and the YWCA Greater Pittsburgh Racial Justice Award. In 2006, the Public Relations Society of America Pittsburgh Chapter named him Renaissance Communicator of the Year, the International Association of Business Communicators/Pittsburgh named him Business Communicator of the Year Award, and the international Council for Advancement and Support of Education (CASE) presented him with its Grand Gold Award as publisher of Defeat of an Enemy, a book celebrating the 50th anniversary of the Pittsburgh developed Salk polio vaccine being declared "safe, effective, and potent". In 2010 Hill received the Communicator of the Year Award from the Pittsburgh Black Media Federation.

Mr. Hill has been a higher education administrator since 1969, spending 21 years at Syracuse University (SU), where he served as Vice-President and Special Assistant to the Chancellor of Affirmative Action from 1977 to 1988, Vice-President for Program Development from 1982 to 1988, and Vice-President for Public Relations from 1988 to 1998. He was also an Assistant Professor of Retailing at Syracuse University. Mr. Hill has written numerous articles for newspapers and other publications, including the Pittsburgh Post-Gazette and the New Pittsburgh Courier, and has been extremely active in public service throughout his career. He is a board member of the Urban League of Greater Pittsburgh and also served as a board member of Kuntu Repertory Theatre.

OUTSTANDING ALUMNI

New York



Mr. Norman R McConney, Jr. is a native of Albany, New York and a graduate of the State University of New York at Albany. He has cultivated a long-standing reputation as a community activist for African and Latino concerns. From 1971-1975, Mr. McConney was the Assistant Dean for special programs at the State University of New York. He then proceeded to serve as Executive Director of the Office of the Deputy Speaker of the New York State Assembly.

As Executive Director, Mr. McConney has successfully negotiated legislation to address the needs of economically disadvantaged and underrepresented populations of New York State. His achievements are evident in numerous state statutes, policies and budgets related to the area of economic development, youth programs, education, correction and health care. Mr. McConney was the prime architect of the New York State Science & Technology

Program (STEP), which is one of the most successful programs in the country. This program prepares minority high school students for careers in science and medicine. He has also drafted legislation, currently in place for the Regents Professional Opportunity Scholarship Programs, which provides scholarships for minorities underrepresented in the licensed professions. Mr. McConney developed and was the lead negotiator for the passage of the bill to create Nurse Practitioners in New York State.

Mr. McConney has taught classes at the Graduate School for Political Management at Baruch College in New York and George Washington University in Washington, D.C. He is one of the principal authors of the People's Budget and the New York State Budget Equity Document, which analyzes the state's fiscal budget and its impact on minorities and the poor in the state of New York. Mr. McConney has received numerous awards including New York State Black and Puerto Rican Legislative Caucus Man of the Year Award; Greater New York Mental Retardation Community Service Award; Martin Luther King Commission Award and the Legislative Leadership Award. He is also a graduate of the "Revson Program" of Columbia University in New York.

OUTSTANDING ALUMNI

New Jersey

Dallas Grundy was born in Philadelphia and raised in the historic town of Lawnside, New Jersey. Dallas Grundy's professional and civic service accomplishments are a result of the nurture and support provided to him by his extended family, dynamic friends and distinguished teachers and mentors. As a catalyst of change, his personal mission is to unleash the potential of individuals, teams and organizations through the championing of leadership and team development. As a professional in the public and private sector, Mr. Grundy has over 15 years of finance and human resources management experience. This experience has provided him strategies for leadership and team development for world-class organizations such as Rutgers University, Lucent Technologies, Citigroup, General Motors, Corning Inc., and Merck and Co.



As an entrepreneur and small business owner, Mr. Grundy co-founded BCT Partners with several of his Rutgers' College of Engineering classmates: Randal Pinkett, Lawrence Hibbert and Jeffrey Robinson. This business partnership has grown into a multi-million dollar consulting firm. Mr. Grundy partners in two other ventures: Access One which provides digital solutions for low-income housing residents, and MBS Enterprises which provides educational services and training for seasoned and senior executives.

Since 2006, Mr. Grundy has served as the Associate Dean of Finance and Administration at the Rutgers' Graduate School of Education, where he leads strategic planning and manages tactical operations in support of its mission, goals and programs. As the chief civic officer, he provides counsel and executive support to senior leadership and leads a business administration and information technology team that serves over 100 faculty and staff and more than 1400 students. Mr. Grundy believes that it is his civic responsibility to lend his business acumen to the boards of several nonprofit organizations, such as the Renaissance Economic Development Corporation

Mr. Grundy is a founding Trustee for the Lawnside Education Foundation and he was selected as a 2005 Leadership New Jersey Fellow by the Partnership for New Jersey. Most recently, he was featured in the Network Journal Magazine as an "Under 40" dynamic achiever, and was inducted into the Rutgers University African-American Alumni Alliance Hall of Fame from the class of 2006. Mr. Grundy is an Educational Opportunity Fund alumnus who earned his Bachelor of Science Degree in Civil Engineering and also his Master of Business Administration (MBA) in MIS and Marketing from Rutgers State University.

OUTSTANDING ALUMNI

New Jersey

Reynaldo R. Martinez is currently an administrator and adjunct professor at William Paterson University of New Jersey where he earned a Bachelor of Arts degree in Communication and a Master's Degree in Education. He excelled as an Educational Opportunity Fund (EOF) student, becoming the recipient of numerous academic excellence and leadership awards. He was included in the 1990 and 1991 editions of Who's Who among Students in American Colleges and Universities. In 1994, he was inducted into Kappa Delta Pi National Honor Society in Education. His passion to serve the community led him to work with the parents and children of BJ Wilkerson Memorial Child Development Center as the President of the Parent Support Education Association. For six years he served as the Professional Services Staff Representative to the AFT Local 1796 at William Paterson University. Additionally, Mr. Martinez is a member of the National League of Dominican American Elected Officials and also is the Vice- President of the New Haledon Democratic Club.



In 2003, Mr. Martinez was appointed by the Governor to the New Jersey Advisory Council on Corrections where he continues to serve. In November of 2006 he was elected to serve on the Council of the Borough of Haledon, New Jersey. After his election victory in November of 2006, Councilman Reynaldo Martinez was invited by the President of the Dominican Republic, the Honorable Dr. Leonel Fernandez, to a special dinner at the National Palace in Santo Domingo where he was recognized for his achievement. He was reelected to the Council again in 2009. and again in 2012. The Honorable Councilman Martinez serves as the Chair of Public Safety, and as the Chair of Capital Projects. In 2008 he was recognized by the New Jersey Chapter of Latinos of the Information Sciences and Technology Association for his support and service to the LISTA New Jersey Tech Council, and for his tremendous advocacy for those he represents.

Mr. Martinez has taught Public Speaking and Professional Communication at the University of Medicine and Dentistry of New Jersey. His excellent public relations skills, interests in business and politics, coupled with his international relationships have brought him to places like Ecuador where he was guest lecturer and delivered a presentation entitled: *Economic Developments for Ecuador in the 21st Century*. During his visit, Reynaldo received national press and was presented with an award by The Ecuadorian-American Chamber of Commerce for *Providing Guidance and Creating a Bilateral Bridge between the US and Ecuadorian Commerce*.

In September of 2010, Councilman Martinez extended an invitation and coordinated the visit of President Fernandez to William Paterson University, where the president addressed over 700 students, faculty, staff, and community leaders. His successful visit also served as the catalyst for the signing of a student exchange agreement between William Paterson and Fernandez's Global Foundation for Democracy and Education. In 2012, Mr. Martinez was elected for a third term to the Council of the Borough of Haledon. Perhaps most importantly, Martinez comes from a close knit family, and is a proud husband and the father of two children. He is forever grateful to the Educational Opportunity Fund Program and is honored to be a part of this great family.



TRI-STATE
CONSORTIUM

OUTSTANDING ALUMNI

New Jersey



Dr. Lamont Repollet, the Principal of Carteret High School in Carteret, New Jersey is a motivator and leader in New Jersey Public Schools. He has developed a number of positive partnerships with universities and colleges, foundations, community organizations, and corporations to change the paradigm of how “business is done in education”. His reputation of providing “high-quality education” has garnered national recognition (2006 Standard & Poor’s School Matters: NCLB recognition and 2009, 2011 US News and World Report Bronze Medal).

In recognition of his leadership experience and record of academic achievement, Dr. Repollet was appointed to the Kean University Board of Trustees by Governor Christie in December, 2011. To further his commitment to educational reform, Dr. Repollet established two organizations; the Repollet Community Development Corporation (RepCDC) a 501c (3) educational non-profit organization and the Repollet Group, LLC, an educational consulting group comprised of experienced educators specializing in instructional and organizational design. These organizations complement his position as a school administrator and create a triangular approach to address the problems and challenges of urban education. Dr. Repollet serves as an advisor and mentor to the Passport to Manhood program for the Carteret Chapter of the Boys & Girls Club. The Passport to Manhood is a male mentoring program predicated on leadership, service learning, and academic excellence.

Dr. Repollet received his Bachelor of Arts Degree in Communications from the College of New Jersey, a Masters of Arts Degree in Educational Administration from Kean University, and a Doctorate Degree in Educational Leadership from Nova South Eastern University. He currently resides in Somerset, NJ with his wife Darlene and two daughters Lauryn and Taylor.

2013 TRI-STATE AWARD FOR EXCELLENCE & SERVICE



William “Bill” Short has been the Director of the Higher Education Opportunity Program (HEOP) at St. Lawrence University in New York State for over 12 years. He believes in the message of Opportunity and has served as President of the Higher Education Opportunity Program for over 7 years. He has carried that message throughout New York State and beyond as he worked as a tireless champion for disadvantaged students. He can be described as an advocate, a representative, a protector and a promoter of one of the State’s most prized and vulnerable assets: STUDENTS.

Mr. Short has served on the Tri-State board for more than 8 years and worked hard to bridge gaps between the HEOP sector and Tri-State. He has been an active liaison for HEOP with the Commission on Independent Colleges and Universities (CICU). He has written articles for journals and newspapers as well as appeared on radio to promote the success and value of HEOP.

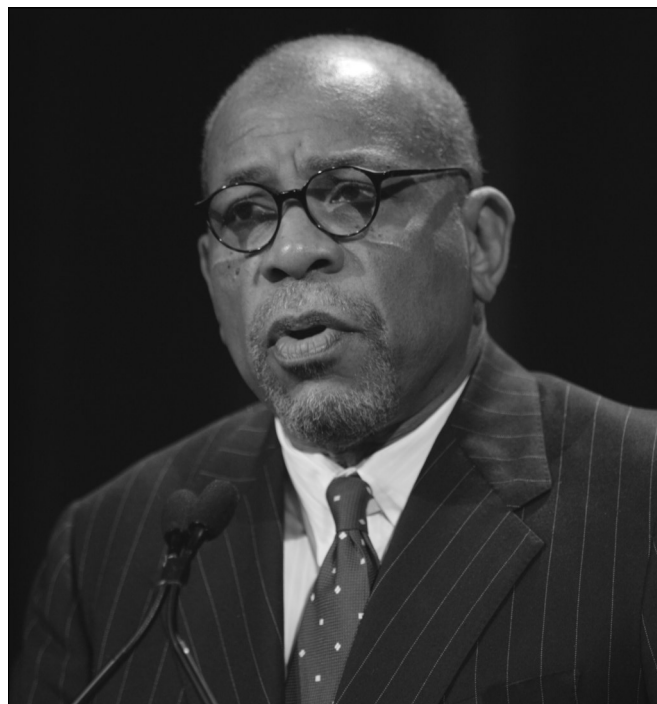
Mr. Short has testified in front of the New York State Education Board regarding the need for college access programs. He has presented at conferences sharing our strategies for success with fellow colleagues in the field. He has led numerous HEOP Lobby Day efforts at the State Capitol. His dedication to equity and access has been demonstrated through these accomplishments and he is well respected for them by his colleagues and peers.

As great leaders do, Mr. Short has taken the time to build up and nurture other leaders around him. When he found it necessary to step down as President of HEOP-PO to attend to his family member’s health concerns, other mentee leaders were prepared to promote and advocate for HEOP. Mr. Short is a man excellent character and reputation and has contributed greatly to the success of Opportunity Programs. Based on this record, I believe that Mr. William Short is very worthy to receive the Tri-state Consortium Award for Excellence and Service to the Community.



2013 TRI-STATE AWARD FOR EXCELLENCE & SERVICE

Arnold L. Mitchem, the founding president of the Council for Opportunity in Education, has been a voice for low-income, first-generation students, individuals with disabilities, adult learners, and veterans throughout his career. The mission of the Council for Opportunity in Education (COE) is to advance and defend the ideal of equal educational opportunity in postsecondary education. COE provides professional development, program improvement, and advocacy for nearly 2,800 federally funded college opportunity programs at more than 1,000 colleges and universities nationwide. Close to 800,000 students are served annually.



Dr. Mitchem's knowledge of grassroots organizing and understanding of the political landscape at the local, national, and international level has propelled COE to become the "voice for college opportunity." He introduced the concept of "first-generation students" through his Congressional testimony in the late 1970s — and the term was defined in the Education Amendments of 1980. Dr. Mitchem has testified before Congress over a dozen times to share his expertise on education reform, availability of quality education, and student loan issues.

Dr. Mitchem is a member of the Executive Committee of the European Access Network and serves on the Board of Trustees of Marquette University. He is a former trustee of the College Board, past president of the Committee for Education Funding, a Washington, D.C.-based coalition of national education associations, and served on INROADS, Inc.'s first national board. Dr. Mitchem was also the founding president of the Mid-America Association of Educational Opportunity Program Personnel (1974-1976) and the recipient of the Arturo Schomburg Distinguished Service Award from the Association for Equality and Excellence in Education, Inc.

Because of his tireless efforts to advocate for underrepresented students, Dr. Mitchem was awarded a Lifetime Achievement Award from the Hispanic Association of Colleges and Universities, and honorary doctorates from 10 universities: CUNY-Lehman College, DePaul University, University of Illinois, University of Liverpool, Marquette University, Marycrest College, University of Massachusetts-Boston, Lewis University in Chicago, St. Joseph University in Philadelphia, and St. Louis University. His writing has appeared in *The Washington Post*, *The New York Times*, *The Chronicle of Higher Education*, Forbes.com, *The Huffington Post*, and numerous other print and online publications.

Dr. Mitchem began his career on the History faculty at Marquette University and was later named director of Marquette's Educational Opportunity Program, serving in that role until 1986, when he moved to Washington, D.C. to assume the presidency of the Council for Opportunity in Education. He holds a Bachelor's degree from the University of Southern Colorado, did graduate work in European History as a Woodrow Wilson Fellow at the University of Wisconsin, and earned a Ph.D. in Foundations of Education from Marquette University.



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