Young Men of Color: Charting a Way for Educational Success

Webinar: Promoting College and Career Readiness
Wednesday, August 29, 2012
1–2 p.m. EDT
Submitting Online Questions & Comments

• Questions and comments may be submitted at any time during the presentation.

• To submit a question:
  – Click on the Question Mark icon (?) on the floating toolbar on your Web Session screen (as shown at the right).
  – This will open the Q&A window on your computer only.
  – Type your question into the small dialogue box and click the Send Button.
Young Men of Color: Charting a Way for Educational Success

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Overview of College Board Advocacy and Policy Center and IHEP

• College Board: Educational Crisis Facing Young Men of Color

• IHEP: Ensuring the Academic Success for Males of Color in Higher Education (Latino and African American research briefs)
Summer Webinar Series

• Linking Academic and Social Supports for Young Men of Color

• Encouraging Family and Community Engagement

• Promoting College and Career Readiness
Overview of College and Career Readiness

• Agenda
  • The importance of college and career readiness
  • Scalable/replicable programs and strategies
    – University of Oregon
    – Green Run High School
    – The Puente Project
    – National Pacific Islander Educator Network
  • Q&A

• Social Media/Twitter
  – Draft your own tweets using the #YMOC hashtag and the @CB_Advocacy handle
Young Men of Color

2008: Dialogue Days at College Board Diversity Conferences

- Scholars, activists and policymakers from four racial/ethnic groups discussed problems facing males within each ethnic group.

2010: Educational Crisis Facing Young Men of Color

- Compiled insights and experiences of over 60 scholars, practitioners and activists into a report

2011: The Educational Experience of Young Men of Color

- Most compelling and comprehensive data that tracks progress and pitfalls and adds the voice of young men of color on their way to college.
  - Website: http://youngmenofcolor.collegeboard.org/

2011: Ensuring the Academic Success of Latino Males in Higher Education

- Victor B. Sáenz, Ph.D. and Luis Ponjuan, Ph.D.

2012: Young Men of Color: Charting a Way for Educational Success

- College Board and IHEP convened over 100 educators and practitioners, from across the nation, for the Young Men of Color: Charting a Way for Educational Success event on strategies to improve the educational outcomes of young men of color.

2012 (forthcoming): A Role for Policymakers in Improving the Status of Black Male Students in U.S. Higher Education

- Shaun R. Harper, Ph.D. and Frank Harris, III, Ed.D.
The Importance of College and Career Readiness

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Why College and Career Readiness Matters

• The U.S. Department of Education notes:
  – Approximately 4 out of 10 college students take remedial courses
  – Employers believe that H.S. preparation is inadequate for today’s workforce

• Projected employment growth:
  – Occurring fastest in occupations requiring Associate’s degrees or a vocational award
  – Slightly higher in occupations requiring AA/vocational award than requiring Bachelor’s degree/BA+
College and Career Readiness: Education Pays

Education Pays

Unemployment rate in 2011 (in %)

- 2.5
- 2.4
- 3.6
- 4.9
- 6.8
- 8.7
- 9.4
- 14.1

Average: 7.6%

Median weekly earnings in 2011 (in $)

- Doctoral degree: 1,551
- Professional degree: 1,665
- Master's degree: 1,263
- Bachelor's degree: 1,053
- Associate degree: 768
- Some college, no degree: 719
- High school diploma: 638
- Less than high school diploma: 451

Average: $797

Building a College and Career Ready Culture

Eight Components of College and Career Readiness Counseling

1. College Aspirations
2. Academic Planning and College & Career Readiness
3. Enrichment and Extracurricular Activities
4. College and Career Exploration and Selection Process
5. College and Career Assessments
6. College Affordability Planning
7. College and Career Admission Process
8. Transition from H.S. to College Enrollment

For more information, visit: nosca.collegeboard.org
Reframing the Conversation on Young Men of Color
Anti-deficit Framework

**PRE-COLLEGE SOCIALIZATION AND READINESS**

**FAMILIAL FACTORS**
How do family members nurture and sustain Black male students’ interest in school?
How do parents help shape Black men’s college aspirations?

**K-12 SCHOOL FORCES**
What do teachers and other school agents do to assist Black men in getting to college?
How do Black male students negotiate academic achievement alongside peer acceptance?

**OUT-OF-SCHOOL COLLEGE PREP RESOURCES**
How do low-income and first generation Black male students acquire knowledge about college?
Which programs and experiences enhance Black men’s college readiness?

**COLLEGE ACHIEVEMENT**

**CLASSROOM EXPERIENCES**
What compels one to speak and participate actively in courses in which he is the only Black student?
How do Black undergraduate men earn GPAs above 3.0 in majors for which they were academically underprepared?
Which instructional practices best engage Black male collegians?
How do Black men craft productive responses to stereotypes encountered in classrooms?

**OUT-OF-CLASS ENGAGEMENT**
What compels Black men to take advantage of campus resources and engagement opportunities?
What unique educational benefits and outcomes are conferred to Black male student leaders?
How do achievers foster mutually supportive relationships with their lower-performing same-race male peers?

**ENRICHING EDUCATIONAL EXPERIENCES**
What developmental gains do Black male achievers attribute to studying abroad?
How do Black men cultivate value-added relationships with faculty and administrators?
What do Black male students find appealing about doing research with professors?

**PEERS**

**PERSISTENCE**

**FACULTY**

**POST-COLLEGE SUCCESS**

**GRADUATE SCHOOL ENROLLMENT**
What happened in college to develop and support Black male students’ interest in pursuing degrees beyond the baccalaureate?
How do Black undergraduate men who experience racism at predominantly white universities maintain their commitment to pursuing graduate and professional degrees at similar types of institutions?

**CAREER READINESS**
Which college experiences enable Black men to compete successfully for careers in their fields?
What prepares Black male achievers for the racial politics they will encounter in post-college workplace settings?
How do faculty and other institutional agents enhance Black men’s career development and readiness?

Presenters

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Increasing College and Career Readiness among American Indian and Alaska Native Students

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Tools and Strategies Based on Rigorous Research

Over the past six years, the Educational Policy Improvement Center (EPIC), a 501(c)(3) nonprofit in Eugene, Oregon, has conducted a series of studies to:

- Determine requirements student face on entry into a wide range of postsecondary courses.
- Include course requirements for bachelor’s degrees and those associated with career certificates and associate’s degrees.
- Have instructors review college and career readiness standards and identify which are necessary for success in their courses.
- Collect and analyze course syllabi, assignments, readings and tests.
- Address academic content knowledge, cross-disciplinary skills, and the Common Core State Standards.
Key Assumptions

- Essentially all students need to be capable of learning beyond high school in one or more formal learning settings.

- The social and economic future of the next generation is dependent on the ability of U.S. schools to prepare many more students for college and careers.

- The high school diploma is not designed to make students college and career ready. The current high school model is about college eligibility for some, not college and career readiness for all.

- Passing scores on state exams are not sufficient measures of college and career readiness.
Key Assumptions

- College readiness and career readiness are similar but not the same. The definition of “ready” is a student who can succeed—without remediation—in credit-bearing general education courses or a two-year certificate program. “Succeed” is defined as being able to progress successfully in the chosen program.

- High schools do not need to sort students based on potential post-high school futures.

- The best curriculum for all students is one that contains challenging content that leads to the development of key cognitive strategies.
How do you **THINK**

**Key Cognitive Strategies**
Problem formulation, research, interpretation, communication, precision and accuracy

---

What do you **KNOW**

**Key Content Knowledge**
Key terms and terminology, factual information, linking ideas, organizing concepts

---

How do you **ACT**

**Key Learning Skills & Techniques**
Time management, study skills, goal setting, self-awareness, persistence, collaborative learning, student ownership of learning, technological proficiency, retention of factual information

---

How do you **GO**

**Key Transition Knowledge & Skills**
Postsecondary program selection, admissions requirements, financial aid, career pathways, postsecondary culture, role and identity issues, agency
Four Keys to College and Career Readiness

Key Cognitive Strategies
- Problem formulation
  - Hypothesize
  - Strategize
- Research
  - Identify
  - Collect
- Interpretation
  - Analyze
  - Evaluate
- Communication
  - Organize
  - Construct
- Precision & accuracy
  - Monitor
  - Confirm

Key Content Knowledge
- Structure of knowledge
  - Key terms and terminology
  - Factual information
  - Linking ideas
  - Organizing concepts
  - Challenge level
  - Value
  - Attribution
  - Effort

Key Learning Skills & Techniques
- Ownership of learning
  - Goal setting
  - Persistence
  - Self-awareness
  - Motivation
  - Help seeking
  - Progress monitoring
  - Self-efficacy
- Learning techniques
  - Time management
  - Test taking skills
  - Note taking skills
  - Memorization/recall
  - Strategic reading
  - Collaborative learning
  - Technology proficiency

Key Transition Knowledge & Skills
- Postsecondary awareness
  - Aspirations
  - Norms/culture
- Postsecondary costs
  - Tuition
  - Financial aid
- Matriculation
  - Eligibility
  - Admissions
  - Program
- Career awareness
  - Requirements
  - Readiness
- Role and identity
  - Role models
- Self-advocacy
  - Resource acquisition
  - Institutional advocacy
Ownership of Learning

Know Yourself
• **Be self-aware.** Find out your interests, passions, skills, and ambitions.

Set Goals
• **Know what you need to achieve** based on self-awareness.

Be Motivated
• **Have the mindset** to achieve your goals.

Persist
• **Don’t give up**, especially when something does not come as easily to you.

Monitor Performance
• **Know how well you are really doing**. Gauge your true skill level.

Ask for Help
• **Know when you are stuck, then get help.** Don’t view this as a weakness.

Show Self-Efficacy
• **Learn how to control the things you can control.** Then, control them.
Learning Techniques

- Manage Time
- Take Notes
- Study for Tests
- Memorize
- Read Strategically
- Learn Collaboratively
- Use Technology
Key Transition Knowledge and Skills

Postsecondary Awareness
- Postsecondary Aspiration
- Postsecondary Norms & Culture

Postsecondary Costs
- Tuition Awareness
- Financial Aid Awareness

Matriculation
- Postsecondary Eligibility
- Admissions Procedures
- Program Selection

Career Awareness
- Career Options
- Career Requirements
- Career Readiness

Role & Identity
- Role Identity
- Role Conflict
- Role Models

Self-Advocacy
- Resource Acquisition
- Institutional Advocacy
Performance Examples of College-ready Students

• Write a 3- to 5-page research paper structured around a cogent, coherent line of reasoning.

• Read with understanding a range of non-fiction publications, textbooks and technical materials.

• Produce written products that are consistently free of errors and reflect proper writing conventions.

• Employ fundamentals of algebra fluently to solve multi-step and non-routine problems.

• Collect and analyze data precisely and accurately.

• Interpret conflicting explanations of an event or phenomenon.

• Evaluate the credibility of sources.
Performance Examples of College-ready Students

- Punctually attend a study group outside of class.
- Create and maintain a personal schedule that includes a prioritized “to do” list.
- Complete successfully an assignment that requires two weeks of independent work and extensive research.
- Utilize technological tools including appropriate online and desktop applications.
- Locate websites containing information on colleges, admissions, and financial aid.
- Present an accurate self-assessment of college readiness.
Lessons Learned from EPIC’s College Readiness Research

• Few high school students are fully ready for college.

• High school teachers and college instructors have very different ideas of what college ready means.

• College courses are different from high school courses: cover more material; move at a faster pace; emphasize conceptual understanding of content; have fewer, larger assignments; expect significantly more independent student work.

• Readiness requires the development of a range of knowledge, skills, and strategies.

• Waiting to remediate students is not very effective. Students with literacy and language skill deficits need cognitive challenges.

• High school and college communication is almost non-existent.
Seven Key Principles of College Readiness

**Principle 1:** Create and maintain a college-going culture in the school.

**Principle 2:** Create a core academic program that is aligned with and leads to college readiness by the end of 12th grade.

**Principle 3:** Teach key self-management skills and expect students to use them.

**Principle 4:** Make college real by preparing students for the complexity of applying to college and making the transition successfully.

**Principle 5:** Create assignments and grading policies in high school that more closely approximate college expectations.

**Principle 6:** Make the senior year meaningful and challenging.

**Principle 7:** Build partnerships with and connections to postsecondary programs and institutions.
Things All Schools Can Do

• Design down from exit criteria derived from college and career readiness standards to create high school, middle school and elementary programs of study. Build the program around learning progressions that incorporate key content knowledge and cognitive skill development and that are progressively more complex and challenging.

• Ensure students write a lot in all courses.
  – Make sure there’s lots of expository, descriptive, analytic, and persuasive writing.
  – Limit the amount of narrative and expressive writing.
  – Have students rewrite and edit work to produce quality products.
  – Score writing on a consistent scale schoolwide.
  – Track how much writing is actually occurring in all classes.
Things All Schools Can Do

• Expect all students to develop a core set of technology skills, excellent typing skills and with major office programs.
  – Use Word’s feature sets.
  – Conduct basic analyses and reports in Excel.
  – Communicate effectively with PowerPoint.

• Expect all students to be active participants in their own learning.
  – Have many opportunities for presentations, demonstrations and scored projects.
  – Have at least some complex team projects that require out-of-class work, cooperation and coordination.
  – Use teaching methods that demand student involvement.
Things All Schools Can Do

• Emphasize data analysis, graphical and tabular data arrays, statistics, probability, functions, mathematical reasoning, problem solving, and not just algorithmic fluency. Integrate these applications of mathematics into science and social sciences.

• Strongly emphasize research skills.
  – Expect students to utilize citations and a range of sources to support all points.
  – Explicitly teach skills such as locating, selecting and evaluating sources.
  – Have students write syntheses of literature, research proposals and comparative analyses.
  – Define and monitor plagiarism closely and do not tolerate it.
Things All Schools Can Do

• Explicitly teach academic behaviors such as:
  – Time management
  – Goal setting and goal adjustment
  – Persistence with difficult tasks
  – Self-evaluation of competency
  – Study skills, including how to organize and use study groups outside class
Additional Resources

**EPIC tools and services:**
Toll Free: 877-766-2279
Phone: 541-246-2600
E-Mail: [Contact@epiconline.org](mailto:Contact@epiconline.org)
[https://www.epiconline.org/college_ready_resources/](https://www.epiconline.org/college_ready_resources/)
Green Run High School

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The Programs

At Risk Students

Stallion Remediation Program

Project Perseverance

College-Bound

AP Challenge

AP Summer Camp

Early Scholars Program

AP Advisory Committee

Advancement Via Individual Determination (AVID)

SAT Prep Class

Access College Foundation

Green Run Minority Achievement Committee

Guidance Advisory Services

Tres Cheres

Stallions Supporting Stallions

9th Grade Transition Program
Early Scholars Program

- Challenge students academically and prepare them for college
- Have students complete six AP classes before graduation
Early Scholars Program

- Students are grouped in a cohort and attend the same classes, which increases rigor in the classroom.

- Students are served by the GRT and one guidance counselor.
The Results

AP Examination Participation by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/07</td>
<td>171</td>
</tr>
<tr>
<td>07/08</td>
<td>168</td>
</tr>
<tr>
<td>08/09</td>
<td>275</td>
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<tr>
<td>09/10</td>
<td>328</td>
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<tr>
<td>10/11</td>
<td>274</td>
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<tr>
<td>11/12</td>
<td>363</td>
</tr>
</tbody>
</table>

Scholarships Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>Scholarships Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/07</td>
<td>$1,126,850</td>
</tr>
<tr>
<td>07/08</td>
<td>$1,567,835</td>
</tr>
<tr>
<td>08/09</td>
<td>$2,041,507</td>
</tr>
<tr>
<td>09/10</td>
<td>$1,903,057</td>
</tr>
<tr>
<td>10/11</td>
<td>$2,137,456</td>
</tr>
<tr>
<td>11/12</td>
<td>$3,842,622</td>
</tr>
</tbody>
</table>
Virginia Advanced Study Strategies

• Partnering with the National Math and Science Initiative and Exxon Mobil, VASS is using innovative teaching techniques and incentives to increase AP test performance and participation in English, Math, and Science.
The Results: Year One

# of Students Scoring 3 or Higher on MSE AP Tests

- 2010/2011: 10
- 2011/2012: 40
How Did We Do It?

• VASS trains and supports AP teachers with best practices in curriculum, instruction and assessment.

• VASS trains and supports pre-AP teachers through vertical alignment of curriculum as well as best practices for higher-order thinking skill development.

• VASS works with school divisions to identify and acquire necessary resources and equipment.

• VASS provides financial incentives for teachers and students to encourage them to embrace the additional work required for success.
For More Information

Virginia Advanced Strategies Solutions
http://www.virginiaadvancedstudystrategies.org/

National Math and Science Initiative
http://www.nationalmathandscience.org/
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The Puente Project
Helping underserved students achieve for 30 years

Latino/a Educational Pipeline

- 48 out of 100 students do not graduate from high school
- 100 Latina/o students enter Elementary School
- 52 graduate from high school
- 52 graduate from high school
- 100 Latina/o students enter Elementary School
- 29 Enroll in college

Latino Male Educational Pipeline

- 49 out of 100 Latino male students do not graduate from high school
- 100 Latino students enter Elementary School
- 51 graduate from high school
- 10 graduate from college

The Puente Project
Helping underserved students achieve for 30 years

Our Mission

To increase the number of educationally underserved students who:

- Enroll in four-year colleges and universities
- Earn college degrees
- Return to the community as leaders and mentors
The Puente Project
Helping underserved students achieve for 30 years

The Three Components

Counseling
Teaching
Mentoring
The Puente Project
Helping underserved students achieve for 30 years

Who we serve:

• Statewide we serve 14,000 students directly via Puente English Instruction and Puente Counseling strategies and activities used in HS classrooms and Community College classrooms

• Statewide we serve 120,000 students indirectly via PD/Training received by Counselors and Instructors who use those techniques beyond the Puente classroom and cohort

• Puente Programs are present in:
  – 61 Community College (31 Northern CA and 30 Southern CA)
  – 34 High Schools (14 Northern CA and 20 Southern CA)

• 2012 Puente expanded to three community colleges in South Texas with interest in a fourth site
The Puente Project
Helping underserved students achieve for 30 years

Key Program Features:
• Students assigned to same counselor
• Puente English class curriculum includes Latino & multicultural literature
• Exposure to leadership and volunteer opportunities
  – 7 Day Residential Leadership Training at UC Riverside
  – 2 Day Legislative Visits Experience and Training in Sacramento, CA
  – Statewide Motivational Conference
• College and cultural field trips
• Inclusion of family in academic experience
• Exposure to positive role models and with leadership and mentoring experiences.
**The Puente Project**
Helping underserved students achieve for 30 years

**Completion rates of College Preparatory (‘a-g’) course work by gender and ethnicity of 2008 graduating class**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All CA High School Graduates</strong></td>
<td>30%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>64%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>19%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>19%</td>
<td>26%</td>
</tr>
<tr>
<td><strong>White, Not Hispanic</strong></td>
<td>36%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Puente</strong></td>
<td>60%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Source: California Department of Education, Educational Demographics Unit, "12th Grade Graduates Completing all Courses Required for U.C. and/ or C.S.U. Entrance," 2008-09, Puente Project
The Puente Project
Helping underserved students achieve for 30 years

College Going Rates
CA Statewide, Latino/a vs. Puente 2010
Graduates

Source: California Department of Education, Educational Demographics Unit, "12th Grade Graduates Completing all Courses Required for U.C. and/ or C.S.U. Entrance," 2008-09, Puente Project
The Puente Project
Helping underserved students achieve for 30 years

Fall 2008 to Fall 2009 College Persistence Rates of California Community College (CCC) Students Statewide by Ethnicity and of Puente Students

76% 62% 68% 71% 81%

Source: California Community College Chancellor’s Office (CCCCO); Accountability Reporting for the Community Colleges Draft Report, October 2009, Puente Project. CCCCO calculates a one-year persistence rate for first-time freshmen (FTF) with at least 6 units earned in a fall term who enrolled in the following fall term.
The Puente Project
Helping underserved students achieve for 30 years

Six-Year Transfer Rates\(^1\) of All California Community College (CCC) Educationally Disadvantaged Students, All CCC Students, and Puente Students

Source: California Community College Chancellor’s Office (CCCCO); National Student Clearinghouse, Puente Project.

\(^1\) Six year transfer rate is calculated for 2003-04 cohort of first time students and transferring by 2008-09.
Note: Educationally Disadvantaged is defined as students from African-American, Hispanic, Native American ethnic groups.
The Puente Project
Helping underserved students achieve for 30 years

Puente’s solutions to the current challenges impacting underserved student achievement:

• Because of our 30 years of service, a significant number of articles and comprehensive research (qualitative and quantitative) have been conducted on the Puente Project model and its impact on closing the achievement gap for underserved students.

• With the economic downturn, counseling has suffered tremendously with cuts in time and services. Puente maintains minimum counseling requirements to implement the model.

• In light of national trends for high stakes testing API accountability – Puente is able to advance students by concentrating on rigorous curriculum vs. remediation.

• Puente’s approach integrates the personal and familial aspects of a student’s life and the academic, using culturally responsive curricular practices.

• All students, but particularly male students, need positive role models and professional mentors to pave the way toward career success, which is meet through one to one mentoring in the Puente Project model.

• Puente’s partnership with the University of California and California Community College system is influencing the discussion of how to better understand Latino gender and culture plays in the achievement gap and provide solutions.
National Pacific Islander Educator Network (NPIEN)

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Young Men of Color: Native Hawaiians & Pacific Islanders (NHPI)

- California 132,437: 34% Native Hawaiian, 24% Samoan, 18% Chamorro, 13% Fijian, 11% Tongan

- 12% of NHPI live in poverty; 13% Limited English Proficient; 35,787 Total Students

- 20% Males, High School Drop-outs, 14% Female

- Less than High School diploma 14%, High School Graduate 34%, Some College 30%, Bachelors Degree 13%, Graduate degree 4%
NPIEN’s Guest Speaker, Mentoring Program, Education Conference

- Grades K-12, 800 Students
- Lunch or After-School Assemblies
- Career Day or Elementary Read-Alouds
- Long Beach Jordan High School Male Academy
- Graduation Rate, Encourage Lifelong Learning, College and Career Options
- Annual Education Conference, 300 Students, Parents, Teachers
- Dr. Keith Camacho, Dr. Michael Perez, Dr. Kalani Beyer, Meghan Blanco, Phong Luu, Falanai Ala
NPIEN and First Generation Film

• Narrated by Golden Globe nominee Blair Underwood, FIRST GENERATION tells the story of four high school students

• Shot over the course of three years, this documentary explores the problem of college access faced by first generation students

• NPIEN Board Members and student featured

• Nation-wide screenings
  www.firstgenerationfilm.com

• NPIEN Conference Screening
  11/10/12, Compton, CA
  www.npien.com
Keresoma

Keresoma (Soma) lives in an apartment in south Los Angeles. He attends Paramount High School where he is a 2-sport athlete and president of the Pacific Islanders Club.

Soma hopes to go to college and study engineering but the college admission and financial aid process is more complicated than he realized.

http://www.firstgenerationfilm.com/trailer.php
Submitting Online Questions & Comments

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